

Strong Prekindergarten Programs for Solid Starts

HISD Board of Education



HISD PK Investment

“The results of a recently completed capstone project that studied relative costs versus potential benefits of making high-quality pre-kindergarten universally available across Texas, shows for every dollar invested the state will receive \$3.50 in return.”

Lori L. Taylor, Economist and Assistant Professor at the Bush School of Government and Public Service



PK Investment History – Full Day

Year	Total Investment	Teacher Positions
2006-2007	\$34,346,704.	683
2007-2008	\$37,759,008.	698
2008-2009	\$41,094,144.	728

Funding sources:

- State ADA funds 50% of the teacher's salary
- District Wide Title I invested funds for 08-09, \$14,400,000
- TEA PK Expansion Grant 08-09, \$5, 155, 969



TEA - PK Full Day Expansion Grant

Five Year History

Year	04-05	05-06	06-07	07-08	08-09
Amount	\$5,331,834	\$5,244,816	\$5,419,094	\$5,199,589	\$5,155,969
No. of Schools	103	76	82	70	69
No. of Classrooms	219	177	185	154	146

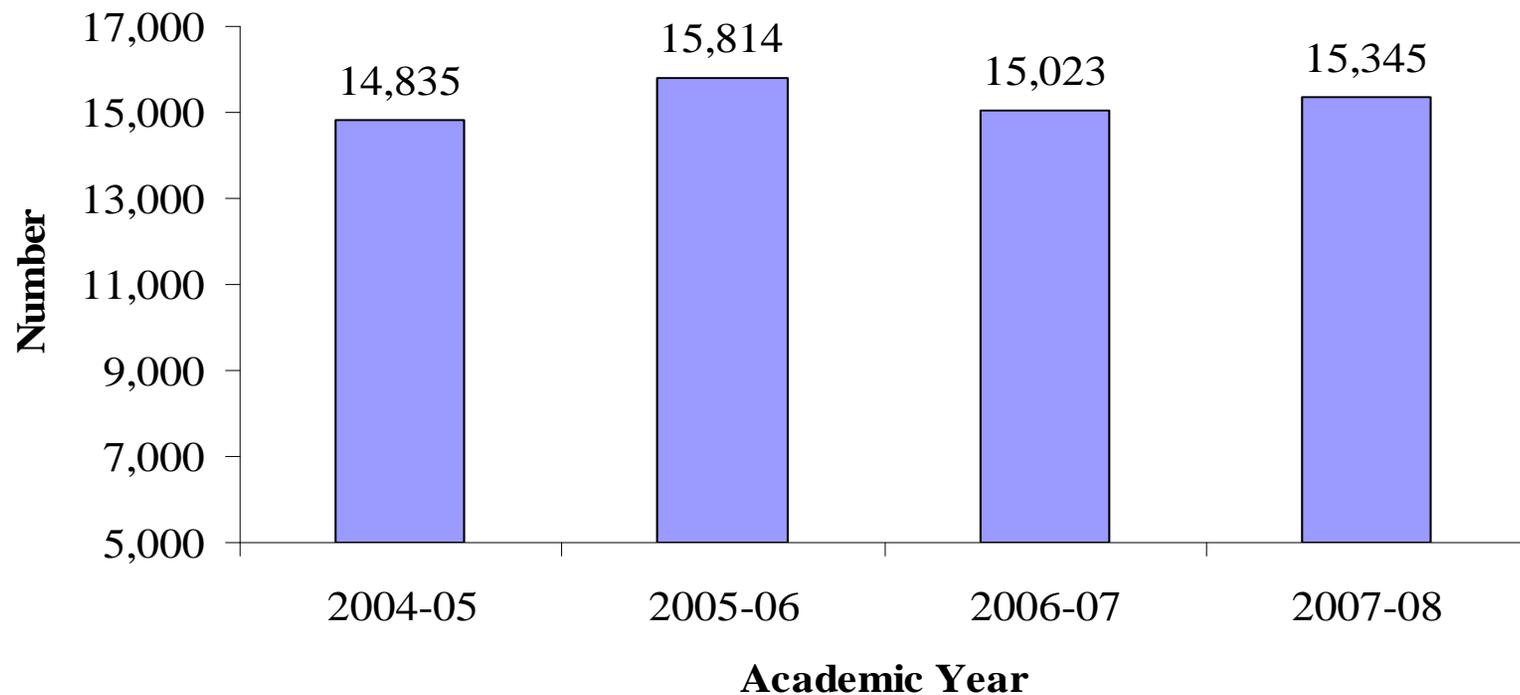


Data

“Children who take part in high-quality pre-kindergarten programs are more likely to stay in school and graduate from high school, which leads to greater lifetime earning power.”

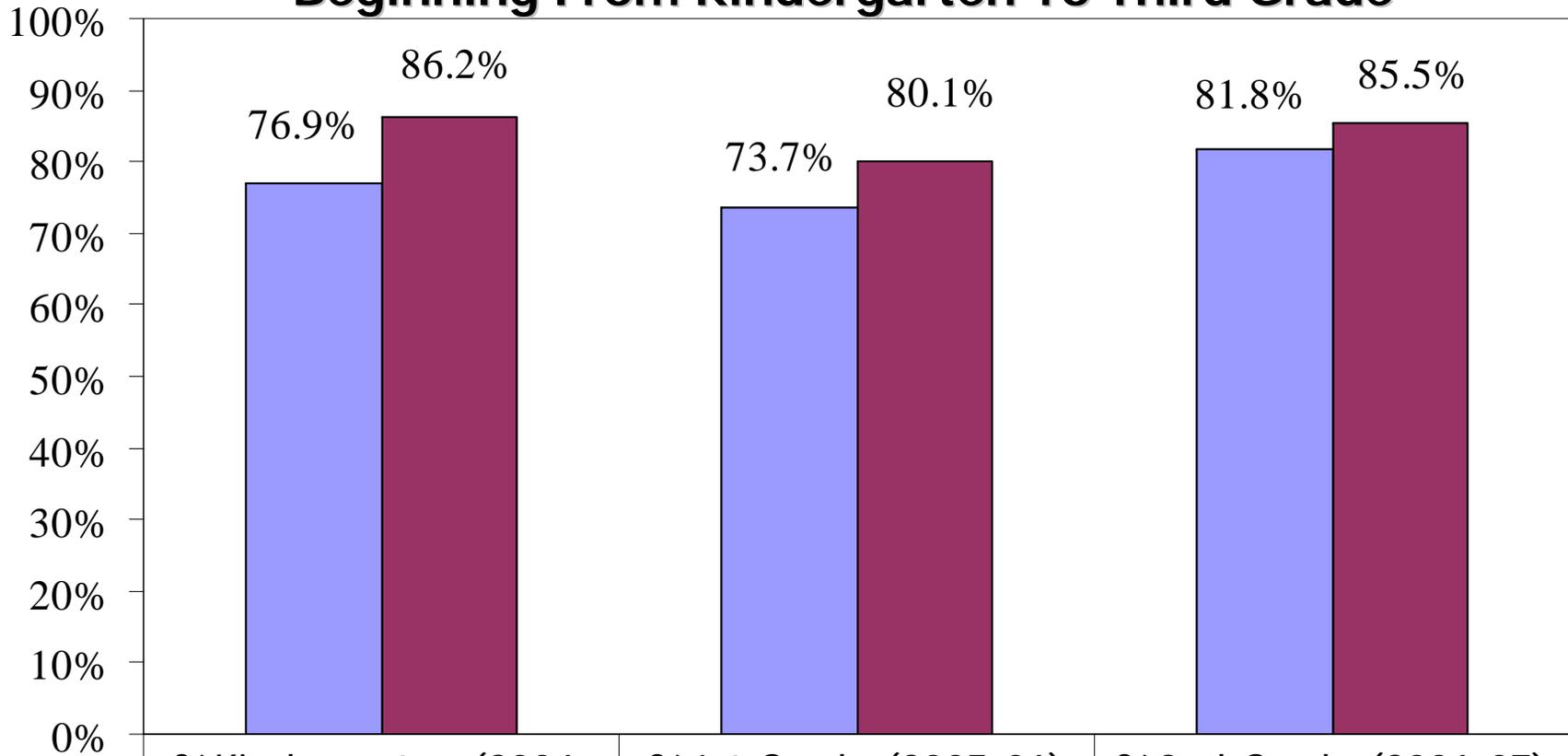
2006 study by Texas A & M University, Bush School of Government and Public Service

Enrollment Trends of HISD PreK Students, 2004-05 through 2007-08



The spike in enrollment at 2005-06 can be attributed to the increase of students enrolling from Louisiana and the Gulf Coast areas after Hurricanes Katrina and Rita.

Promotion Rates of HISD Students Who Attended and Who Did Not Attend HISD PreK in 2003-04, Beginning From Kindergarten To Third Grade



■ Non-PreK

■ PreK

76.9%

86.2%

73.7%

80.1%

81.8%

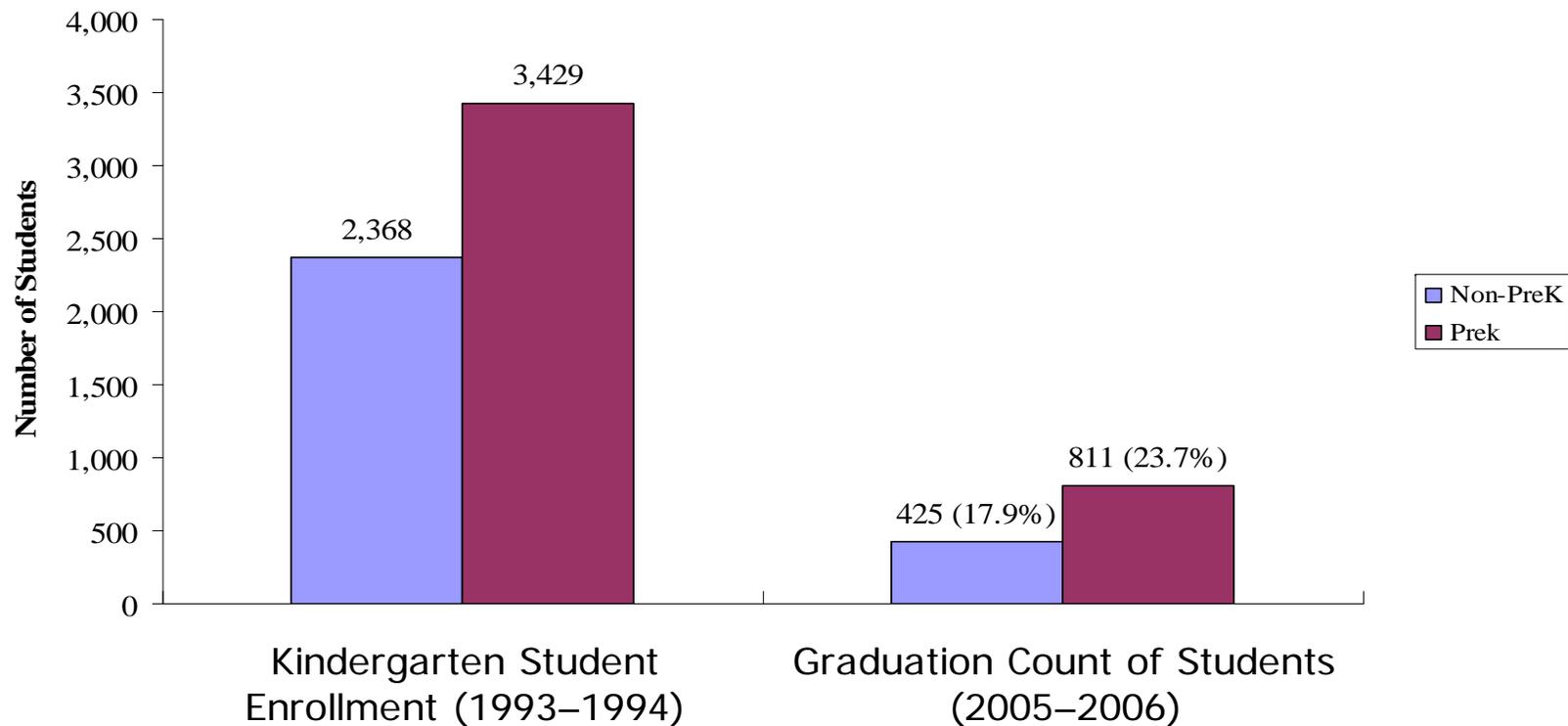
85.5%



Promotion Rates

- HISD PreK students had higher promotion rates annually from kindergarten to third grade than students not attending HISD PreK programs.
- The lowest promotion rate for both groups was from first to second grade, however students attending HISD PreK were promoted at a higher rate than non-PreK students.
- For second graders who were on grade-level in 2006-07, the gap in promotion rates to third grade for PreK and non-PreK students started to close, but still showed HISD PreK students with the advantage.

Graduation Rates of Students who Attended and who Did Not Attend HISD Prek in 1992-93, Beginning with 1993-94 Kindergarten Enrollment



2007 TEJAS–LEE BY REGION

Table 4. The 2007 TEJAS–LEE Results of Kindergarten Students Who Did and Did Not Attend HISD 2005-2006 Prekindergarten Programs

Region	2007 Kindergarten Students who Did Attend Prek 2005-06		2007 Kindergarten Students Who Did Not Attend Prek 2005-06	
	% D	% NI	% D	% NI
North	99.5	0.3	98.2	1.8
West	99.4	0.2	97.5	2.2
Central	98.2	1.3	95.6	4.4
East	99.4	0.4	95.9	3.6
South	99.7	0.1	96.5	3.5
Alt.	-	-	-	-
HISD	99.3	0.4	97.0	2.8

Note: D = “Developed”; NE = “Expected Level”; NI = “Below Expected Level”



Tejas LEE

- The Tejas LEE is a reading readiness assessment administered to students who receive their primary instruction in Spanish.
- Nearly all of the HISD PreK students from 2005–2006 scored at the Developed level on the Tejas LEE instrument, exceeding the rates for similar students who did not attend HISD PreK at the district level and in all regions.

2007 TPRI RESULTS BY REGION

Table 3. The 2007 TPRI Results of Kindergarten Students Who Did and Who Did Not Attend HISD 2005–2006 Prekindergarten Programs

Region	2007 Kindergarten Students Who Attended Prek 2005-06		2007 Kindergarten Students Who Did Not Attend Prek 2005-06	
	% D	%SD	% D	% SD
North	91.0	9.0	82.9	17.1
West	89.6	10.4	92.7	7.3
Central	88.8	11.2	93.7	6.3
East	92.9	7.1	85.5	14.5
South	93.9	6.1	87.3	12.7
Alt.	92.5	7.5	86.0	14.0
HISD	91.3	8.7	90.3	9.7

Note: D = “Developed”; SD = “Still Developing”



TPRI

- The TPRI is a reading readiness assessment administered to students who receive their primary instruction in English.
- HISD PreK students scored higher on the TPRI at the district level and in the Alternative, North, East, and South regions than students who did not attend HISD PreK programs.
- Students who did not attend HISD PreK programs in the West and Central regions outscored the students who attended HISD PreK programs, many of these non-PreK students had the opportunity to attend quality PreK programs outside the district.

APRENDA READING AND MATH NCE AVERAGE SCORES

Table 2. Kindergarten Aprenda Performance of Students Who Did Attend Prek and Who Did Not Attend HISD PreK 2004-05, 2005-06, and 2006-07

	<u>2005-2006</u> Kindergarten		<u>2006-2007</u> Kindergarten		<u>2007-2008</u> Kindergarten	
	Reading	Math	Reading	Math	Reading	Math
	NCE	NCE	NCE	NCE	NCE	NCE
ECC/SBP	56	62	58	64	63	70
Non-PreK	47	53	53	59	54	60
HISD	54	60	57	63	61	68

Note: ECC = Early Childhood Center, SBP = School-Based Early Childhood Programs, R = Reading, M = Math, NCE = Normal Curve Equivalents



Aprenda

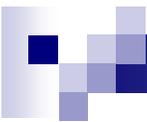
- The Aprenda is administered to students who receive their primary instruction in Spanish. All students tested on the Aprenda are eligible for HISD PreK services.
- For three consecutive years, the HISD PreK students outperformed students who were eligible for HISD PreK services but did not attend, and the district as a whole, on the Kindergarten Aprenda assessment in both reading and math.

STANFORD READING AND MATH NCE AVERAGE SCORES

Table 1. Kindergarten Stanford Performance of Students Who Did Attend Prek and Who Did Not Attend HISD PreK 2004-05, 2005-06, and 2006-07

	<u>2005-2006</u>		<u>2006-2007</u>		<u>2007-2008</u>	
	Kindergarten		Kindergarten		Kindergarten	
	Reading NCE	Math NCE	Reading NCE	Math NCE	Reading NCE	Math NCE
ECC/SBP	57	49	58	48	61	53
Non-PreK	57	49	58	50	61	53
HISD	57	49	58	49	61	53

Note: ECC = Early Childhood Center, SBP = School-Based Early Childhood Programs, R = Reading, M = Math, NCE = Normal Curve Equivalents



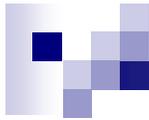
Stanford

- The Stanford assessment is administered to students who receive their primary instruction in English. Many of these students would not be eligible for HISD PreK services.
- For three consecutive years, HISD PreK students performed as well as non-PreK students and the district as a whole on both the Stanford reading and math tests, with the one exception of the math test for the 2006–2007 kindergarten students.
- This is evidence that the HISD PreK program is leveling the playing field for economically disadvantaged and/or higher risk students compared to those who were not eligible or chose not to participate in HISD PreK programs.



HISD Prekindergarten Programs

- School Based Prekindergarten
- Early Childhood Centers
- Partnerships
- Montessori
- Tuition Based (non ADA)



AVANCE/PROJECT HEAD START		
School	Region	Number of Classrooms
Browning Elementary	C	4
Helms Community Learning Center	C	3
Jefferson	N	3
Kettelsen	N	4
Osborne Elementary	N	4
GULF COAST COMMUNITY SERVICES ASSOCIATION/ PROJECT HEAD START		
School	Region	Number of Classrooms
Bastian Elementary	S	2
Foster Elementary	C	2
Franklin Elementary	E	4
Gregg Elementary	S	3
Harris, J. R. Elementary	E	3
Laurenzo Early Childhood Center	E	8
Southmayd Elementary	E	2
Thompson Elementary	C	3
Tijerina Elementary	E	3
Turner Elementary	C	2
HARRIS COUNTY DEPARTMENT OF EDUCATION/ PROJECT HEAD START		
School	Region	Number of Classrooms
Dogan Elementary	N	2
Harris, R. P. Elementary	E	2
Kashmere Gardens Elementary	N	4
Pugh Elementary	N	6
Scott Elementary	N	2
NEIGHBORHOOD CENTERS, Inc./Project HEAD START		
School	Region	Number of Classrooms
Benavidez Elementary	W	5
Bonham Elementary	W	1
Braeburn Elementary	W	4
Brock/Crockett Elementary	C	3
Foester Elementary	W	2
Fondren Elementary	S	2
Halpin ECDC	W	7
King Early Childhood Center	S	6
McNamara Elementary	W	1
Parker Elementary	W	2
Rodriguez Elementary	W	2
Shearn Elementary	W	4
Sugar Grove Elementary	W	2

HISD/Head Start Partnerships

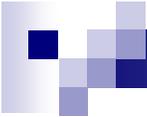


Montessori Prekindergarten Programs

- Central Garden Oaks ES
- Central Whidby ES
- Central Dodson ES
- Central Wilson ES

HISD/Child Care Partnerships

HISD School	Partnering School
Berry ES 2310 Berry Houston, TX 77093	AVANCE Jensen Drive 2702 Aldine Westfield Houston, TX 77093
Concord ECC@ Kashmere Gardens ES 4901 Lockwood Houston, TX 77026	Community Partners 4901 Lockwood Houston, TX 77026
Brookline ES 6301 South Loop E Houston, TX 77087	GCCSA Reveille Head Start 3716 Reveille Houston, TX 77087
Laurenzo ECC 205 N. Delmar Houston, TX 77011	SEARCH's House of Tiny Treasures 1529 Lombardy Houston, TX 77023
Pugh ES 1147 Kress Houston, TX 77020	Pugh Head Start 1042 Henke Houston, TX 77020



TEA PK Expansion Grant Schools

Region	Number of classrooms	Number of students
ALT	4	88
Central	30	660
East	29	638
North	44	968
South	14	308
West	25	550
Total	146	3212



Tuition Based Prekindergarten Programs

Regions	School Name	Tuition
Central	Harvard ES	21
Central	Helms ES	7
Central	Travis Es	25
Central	Wharton ES	1
Central	Mac Gregor ES	2
Central	Stevenson ES	1
East	Cage ES	1
West	Briar meadow ES	9
West	Bush ES	15
West	Daily ES	3
West	Kolter ES	13
West	Parker ES	6
West	Red ES	4
West	Walnut Bend ES	4
Total		112



Early Investments Yields
Solid Returns. . .

HISD PK is closing the
achievement gap.

Through Curriculum, Instruction
and Assessment

Instruction

Marzano/Literacy Leads the Way in the PK Classroom

INSTRUCTIONAL STRATEGY	CURRENT PRACTICE	RESEARCH GENERALIZATIONS	RECOMMENDATIONS FOR CLASSROOM PRACTICE PK-2
<p>Cues & Questions</p>		<ol style="list-style-type: none"> 1. Cues and questions should focus on what is <i>important</i> as opposed to what is <i>unusual</i>. 2. "Higher level" questions produce deeper learning than "lower level" questions. 3. "<i>Waiting</i>" briefly before accepting responses from students has the effect of <i>increasing the depth</i> of students' answers. 4. <i>Questions</i> are effective learning tools even when asked <i>before a learning experience</i>. 	<ol style="list-style-type: none"> 1. Place the picture <i>after</i> the written word to give students a cue as to the sounds of the letters. 2. Make predictions during read alouds. 3. Use words from the word wall as a resource for alphabet awareness, writing and spelling. 4. Use the posted Daily Schedule during instructional day to help students determine routines and procedures of the classroom. 5. Use the students' names and pictures posted throughout the room as a source of letter recognition. 6. Post the Daily News and/or Morning Message for students to use as a resource for vocabulary development, prereading skills and writing practice.
<p>Advance Organizers</p>		<ol style="list-style-type: none"> 1. Advance organizers focus on what is <i>important</i> as opposed to what is <i>unusual</i>. 2. "<i>Higher level</i>" advance organizers produce deeper learning than "lower level" questions. 3. Advance organizers are most useful with information that is <i>not well organized</i>. 4. Different types of organizers produce different types of results. 	<ol style="list-style-type: none"> 1. Use the classroom calendar to organize data regarding the days of the week and months of the year. 2. Use a story map to recall important events, characters, etc. 3. Use a venn diagram to compare and contrast. 4. Use a KWL chart to establish prior knowledge and a purpose for listening.
<p>Non - linguistic Representations</p>		<ol style="list-style-type: none"> 1. A <i>variety</i> of activities produce nonlinguistic representations. 2. Nonlinguistic representations <i>elaborate</i> on knowledge. 	<ol style="list-style-type: none"> 1. Dramatic Play work station can become a library, a school room, a vet clinic, an eye doctors office, a restaurant, a post office, etc.. 2. Graphing – question of the day, data from the calendar such as weather. 3. Music and movement activities. 4. Display thematic artifacts as well as student made products.

HISD PK Assessment Kit



School Averages - Spanish

Assessments 274 Bilingual Students	Beginning of Year Ave.	Middle of Year Ave.	End of Year Ave.
Letter ID – 61 Possible ^[1]	4	30	45
Book and Print Awareness – 13 Possible	3	10	13
Write Name – 5 Possible	2	4	5
Writing Vocabulary	-	1	4
Clapping Syllables – 5 Possible	-	3	5
Beginning Sounds – 5 Possible	-	2	4

^[1] Bilingual Letter ID (61) – 92% of students EOY score knew more than 14 letters. 59% knew more than 45 letters. 38% knew more than 56 letters.

School Averages - English

Assessments 120 Regular (English) Students	Beginning of Year Ave.	Middle of Year Ave.	End of Year Ave.
Letter ID – 54 Possible ^[1]	12	32	41
Book and Print Awareness – 13 Possible	4	9	11
Write Name – 5 Possible	2	3	4
Writing Vocabulary	-	1	3
Identifies Rhymes – 5 Possible	-	4	5
Produces Rhymes – 3 Possible	-	2	2
Clapping Syllables – 5 Possible	-	3	4
Beginning Sounds – 5 Possible	-	2	4

^[1] English Letter ID (54) – 97% of students EOY score knew more than 12 letters. 65% knew more than 40 letters. 35% knew more than 50 letters.



Assessment Kit

Outcomes are used for:

- Data driven instruction
- Compensatory Education additional at-risk indicators coded in Chancery
 - 2007-2008 – an additional 3844 PK students identified as at-risk
 - District received additional \$203,000 Comp. Ed. Funds that were allocated to campus budgets



Future Plans

- Development of district Early Childhood Standards
- Farias/Durkee Project
- Tuition Based Marketing
- Hand Held Assessment
- “Primetime ECH” – Instructional Media
- Correlate PK CLEAR to the new state PK Guidelines (all content areas)
- Legislation



Legislation Recommendations

- 81st Session of the Texas Legislature
 - Partner with organizations to establish foundation formula funding for a full-day pre-kindergarten program for all eligible students.
- Appropriations Request of the 110th Congress, Second Session
 - Asked for \$2 m for the *College-Bound Beginning, Birth Initiative* being piloted in the Sunnyside community.