



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 |

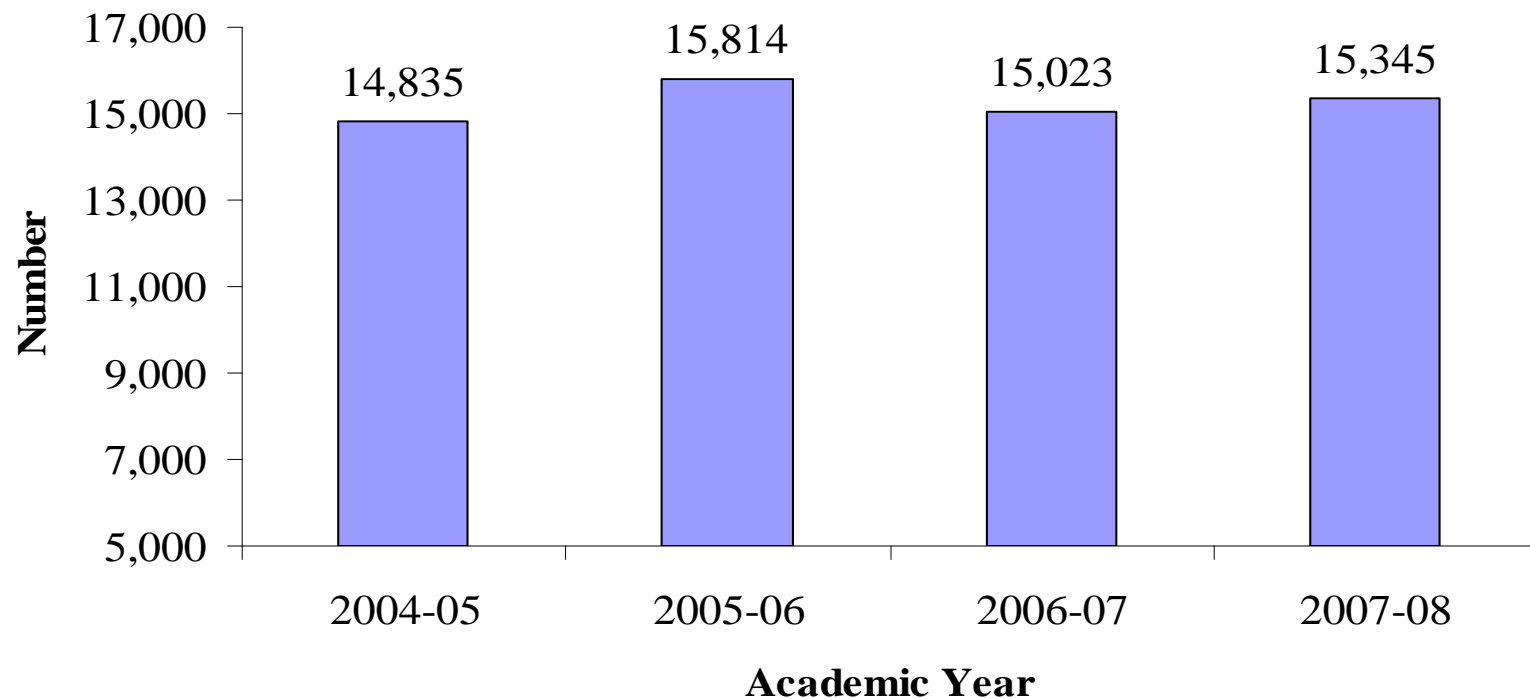


Data

“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.”

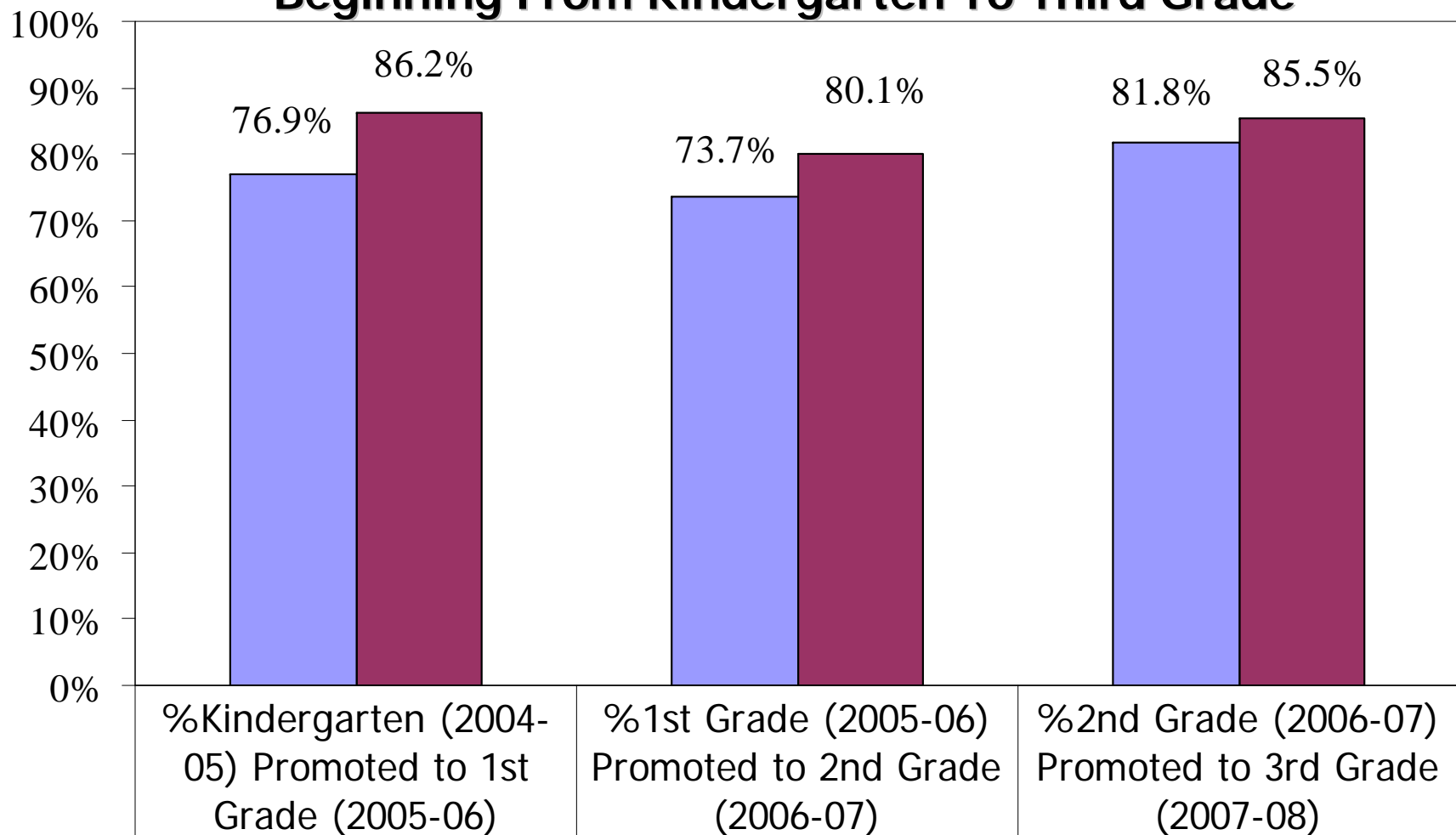
2006 study by Texas A & M University, Bush School of Government and Public Service

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%

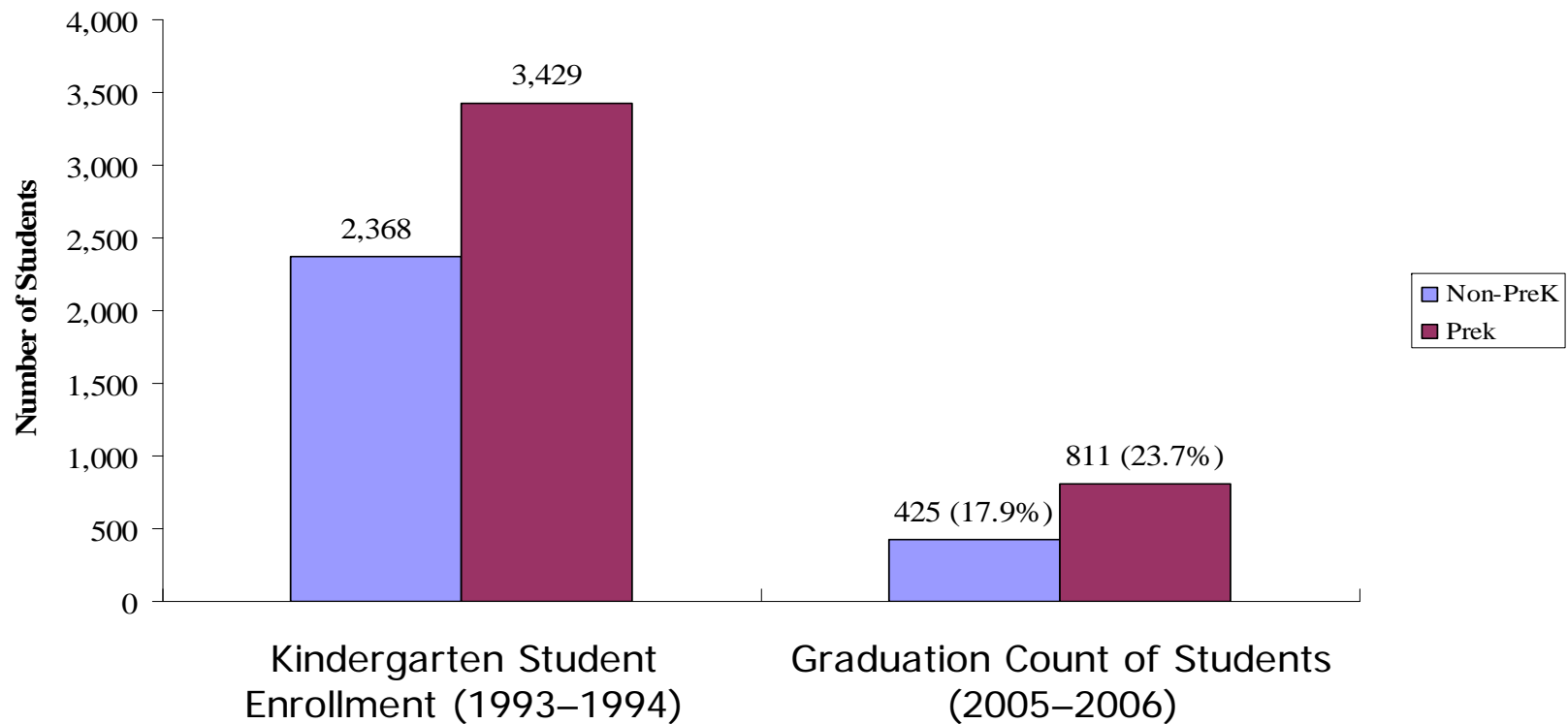
85.5%



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.

APREND A 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> 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 | 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

Vertical Alignment Matrix (VAM)

| English Language Arts (Listening and Speaking, Reading, Writing, Viewing and Representing) – Prekindergarten – Grade 5 Vertical Alignment Matrix (2009-2009) | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prekindergarten | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
| EA.K.1.1 Predict different kinds of questions and tasks, including single response and multiple choice comprehension questions. | EA.K.1.1 Predict different kinds of questions and tasks, including single response and multiple choice comprehension questions. | EA.1.1.1 Predict different kinds of questions and tasks, including single response and multiple choice comprehension questions. | EA.2.1.1 Predict different kinds of questions and tasks, including single response and multiple choice comprehension questions. | EA.3.1.1 Predict different kinds of questions and tasks, including single response and multiple choice comprehension questions. | EA.4.1.1 Predict different kinds of questions and tasks, including single response and multiple choice comprehension questions. | EA.5.1.1 Predict different kinds of questions and tasks, including single response and multiple choice comprehension questions. |
| EA.K.1.2 Begin to identify the main idea of a story, label the story as fiction or nonfiction. | EA.K.1.2 Identify the main idea (what the text is mostly about) of a story, label the story as fiction or nonfiction. | EA.1.1.2 Identify the main idea (what the text is mostly about) of a story, label the story as fiction or nonfiction. | EA.2.1.2 Identify a text's main (or major) idea and explain how those ideas are supported with details. | EA.3.1.2 Identify a text's main (or major) idea and explain how those ideas are supported with details. | EA.4.1.2 Defend and identify a claim or position that the author makes and explain how those ideas are supported with details. | EA.5.1.2 Defend and identify a claim or position that the author makes and explain how those ideas are supported with details. |
| EA.K.1.3 Reading literary responses. The student responds to various texts. | EA.K.1.3 Listen to a variety of genres being read aloud. | EA.1.1.3 Listen to a variety of genres being read aloud. | EA.2.1.3 Listen to a variety of genres being read aloud. | EA.3.1.3 Listen to a variety of genres being read aloud. | EA.4.1.3 Listen to a variety of genres being read aloud. | EA.5.1.3 Listen to a variety of genres being read aloud. |
| EA.K.1.4 Frequently repeat the re-reading of books. | EA.K.1.4 Listen to a variety of genres being read aloud. | EA.1.1.4 Listen to a variety of genres being read aloud. | EA.2.1.4 Respond to narrative texts and poems that reflect understanding and interpretation through prediction, questioning, inferring, and drawing conclusions. | EA.3.1.4 Respond to narrative texts and poems that reflect understanding and interpretation through prediction, questioning, inferring, and drawing conclusions. | EA.4.1.4 Respond to narrative texts and poems that reflect understanding and interpretation through prediction, questioning, inferring, and drawing conclusions. | EA.5.1.4 Respond to narrative texts and poems that reflect understanding and interpretation through prediction, questioning, inferring, and drawing conclusions. |
| EA.K.1.5 Show appreciation of repetitive language patterns by labeling them when predictable and patterned responses are read aloud. | EA.K.1.5 Participate actively (read, recite, sing, etc.) when predictable and patterned responses are read aloud. | EA.1.1.5 Participate actively (read, recite, sing, etc.) when predictable and patterned responses are read aloud. | EA.2.1.5 Respond to narrative texts and poems that reflect understanding and interpretation through prediction, questioning, inferring, and drawing conclusions. | EA.3.1.5 Respond to narrative texts and poems that reflect understanding and interpretation through prediction, questioning, inferring, and drawing conclusions. | EA.4.1.5 Respond to narrative texts and poems that reflect understanding and interpretation through prediction, questioning, inferring, and drawing conclusions. | EA.5.1.5 Respond to narrative texts and poems that reflect understanding and interpretation through prediction, questioning, inferring, and drawing conclusions. |
| EA.K.1.6 Respond to books through prediction (see story), and retelling in their own language (summarizing). | EA.K.1.6 Respond through talk, movement, music, art, drama, and writing to a variety of genres and poems in ways that reflect understanding and interpretation. | EA.1.1.6 Respond through talk, movement, music, art, drama, and writing to a variety of genres and poems in ways that reflect understanding and interpretation. | EA.2.1.6 Communicate understanding of informational text in various ways such as through writing, illustrating, developing multimedia, and using available technology. | EA.3.1.6 Communicate understanding of informational text in various ways such as through writing, illustrating, developing multimedia, and using available technology. | EA.4.1.6 Interpret, compare and represent text ideas through a variety of response options such as journal writing, discussion, enactment, movement, artwork, media productions. | EA.5.1.6 Interpret, compare and represent text ideas through a variety of response options such as journal writing, discussion, enactment, movement, artwork, media productions. |
| EA.K.1.7 Respond to books through prediction (see story), and retelling in their own language (summarizing). | EA.K.1.7 Respond through talk, movement, music, art, drama, and writing to a variety of genres and poems in ways that reflect understanding and interpretation. | EA.1.1.7 Respond through talk, movement, music, art, drama, and writing to a variety of genres and poems in ways that reflect understanding and interpretation. | EA.2.1.7 Communicate understanding of informational text in various ways such as through writing, illustrating, developing multimedia, and using available technology. | EA.3.1.7 Communicate understanding of informational text in various ways such as through writing, illustrating, developing multimedia, and using available technology. | EA.4.1.7 Interpret, compare and represent text ideas through a variety of response options such as journal writing, discussion, enactment, movement, artwork, media productions. | EA.5.1.7 Interpret, compare and represent text ideas through a variety of response options such as journal writing, discussion, enactment, movement, artwork, media productions. |
| EA.K.1.8 Listen and picture a story meaning that cannot be written. | EA.K.1.8 Listen and picture a story meaning that cannot be written. | EA.1.1.8 Listen and picture a story meaning that cannot be written. | EA.2.1.8 Listen and picture a story meaning that cannot be written. | EA.3.1.8 Listen and picture a story meaning that cannot be written. | EA.4.1.8 Listen and picture a story meaning that cannot be written. | EA.5.1.8 Listen and picture a story meaning that cannot be written. |

| English Language Arts Prekindergarten Curriculum Guidelines Alignment | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| HSID Objective <i>The student will...</i> | TEA Prekindergarten Curriculum Guidelines | Assessment Correlations |
| Strand 1: Listening and Speaking / Purposes - The student listens attentively and engages actively in a variety of oral language experiences. | | |
| ELAPK.1B Listen for different purposes (e.g., to learn what happened in a story, to receive instructions, to converse with an adult or a peer) | (1B) Listen for different purposes (e.g., to learn what happened in a story, to receive instructions, to converse with an adult or a peer). | |
| ELAPK.1C Follow simple oral directions of one/two | (1C) Understand and follows simple oral directions. | |
| ELAPK.1E Listen to and engage in, rhymes, songs, several exchanges of conversations and discussions. | (1E) Listen to and engages in several exchanges of conversations with others. | |
| ELAPK.1A Listen with increasing attention, (maintain focused attention) and ask simple, relevant questions | (1A) Listen with increasing attention. | |
| ELAPK.1F(1) Listen to tapes and CDs and respond through gestures (finger plays), actions (role play), and/or language (tell or sing) | (1F) Listen to tapes and records, and shows understanding through gestures, actions, and/or language. | |
| ELAPK.2A Identify the musical elements and differences between similar sounding words such as rhymes or repeated sounds. (e.g., "coast" and "goat," "three" and "free," [Spanish] "juego" and "cuento") | (2A) Perceive differences between similar sounding words (e.g., "coast" and "goat," "three" and "free," [Spanish] "juego" and "cuento"). | |
| Strand 1: Listening and Speaking / Culture - The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. | | |
| ELAPK.3E Link new learning experience and vocabulary to what is already known about a topic with those of others through speaking and listening. | (3E) Link new learning experiences and vocabulary to what is already known about a topic. | |
| ELAPK.3B Begin to compare language and oral traditions (family stories) that reflect customs and cultures through dramatizations. | (3.B) Compare language and oral traditions (family stories) that reflect customs, regions, (cultures). | |




| Learning Facets 1.1 – Welcome to School Establish classroom procedures and routines that will provide the foundation of all positive social interactions that promote student learning. | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Concepts <ul style="list-style-type: none"> Listening and Speaking Oral directions Express needs and interests Increase listening and speaking vocabulary | | <ul style="list-style-type: none"> Reading Directionality Concepts about print Environmental print Rhyming Parts of a book | | <ul style="list-style-type: none"> Writing Writing is used to communicate | |
| HSD Objectives | Time Allocation | Assessment Connections | Instructional Considerations | Instructional Strategies | Resources |
| All objectives found in the PK-NAEP's for Learning focus 1.1 should be taught in an integrated manner across the content areas for approximately 17 days (825 to 917) | | | <ul style="list-style-type: none"> The first few weeks of school must instruction will be with large groups, lasting no more than 10-12 minutes at a time. There should be music and/or movement during each transition. <p>Refer to the suggested PK daily schedule for instructional times: Preschooling Daily Schedule</p> <p>All instructional strategies, considerations and resources found in the PK Horizontal Alignment Planning Guide are aligned to the CLEAR objectives as a support for student learning.</p> <p>All objectives listed in the HSD Objectives column that have an "x" are aligned to the Progression of Skills Report.</p> <p>The Data Collection Book (grade books) will have an asterisk* after the HSD objectives that will appear on the Progression of Skills Report (report card).</p> | <p>For Work Station information: Important Information for Preschoolergarten work stations</p> <p>For Marciano strategies in ECH: Marciano strategies for the Early Childhood classroom</p> <ul style="list-style-type: none"> In the beginning of the year, you will spend a lot of time talking about rules and practicing rules. Your lessons and activities should be centered around learning the rules and procedures of the classroom, but the children will having fun all the same time. Children learn how to organize the classroom, putting things back where they go. Everything in your classroom should have a place, and it stays in the same place all year, so that children can find things and turn them over easily. During the unit, children explore with almost all of the main materials in your classroom while learning rules for using them. | <p>For examples of thematic units on <i>The Beginning of School</i>:</p> <ul style="list-style-type: none"> http://www.parkside.nj.gov/education/subject.htm http://www.thefairyprint.com/nr/inside/inside.htm http://www.pre-kworksheets.com/worksheets/k12/ny/ny-rt825-917/17/themes/17/themes/17/17.htm <p>Names: http://icromc.org/x12/ny/ny-rt825-917/17/themes/17/themes/17/17.htm</p> <p>Colors: http://icromc.org/x12/ny/ny-rt825-917/17/themes/17/themes/17/17.htm</p> <p>Colors: http://icromc.org/x12/ny/ny-rt825-917/17/themes/17/themes/17/17.htm</p> |
| Q SLAPKX Recognize that words and other print resources (e.g., magazines, computer-based texts) have different parts as front, back, top, bottom, and spine, and are handled in specific ways (hold the book right-side up, turn the pages carefully from right to left, etc.) | | ECH PK Assessment Language and Literacy Item 2 | Background Knowledge for Teacher Quality Preschooling/Kindergarten classrooms include experiences for literacy development as they expose children to print conventions and book handling. This means that children learn that there is a front, back, top, and bottom to books. Most emergent readers learn key print concepts incidentally, as their explore and enjoy books all around the school. For those students who haven't mastered those concepts, it is important to explicitly teach them. There is no particular | The student should: <ul style="list-style-type: none"> Have frequent opportunities to handle books. Know that books provide information. Provide a literacy-rich environment in the classroom that empowers books as the primary focus. During oral reading activities, use every opportunity to point out the cover, title page, and table of contents of the book and explain what kind of information can be found in each | |

TEKS/TAKS Correlation

Horizontal Alignment Planning Guide

Instruction

Marzano/Literacy Leads the Way in the PK Classroom

| INSTRUCTIONAL STRATEGY | CURRENT PRACTICE | RESEARCH GENERALIZATIONS | RECOMMENDATIONS FOR CLASSROOM PRACTICE.PK-2 |
|----------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cues & Questions |  | <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. |
| Advance Organizers |  | <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. |
| Non - linguistic Representations |  | <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.