

MEMORANDUM

August 24, 2011

TO: Board Members

FROM: Terry B. Grier, Ed.D.
Superintendent of Schools

SUBJECT: **HIPPY Program Evaluation Report**

CONTACT: Carla Stevens, (713) 556-6700

Attached is the 2010–2011 evaluation report on the Home Instruction of Parents with Preschool Youngsters (HIPPY) Program. HIPPY is a school readiness program that helps parents prepare their preschool child for academic success. This report provides a summary of HIPPY program activities and its effectiveness for HISD student participants.

A total of 282 students participated in the HISD HIPPY program during the 2010–2011 academic year. The 2011 Aprenda 3 results show that the 2010–2011 HISD HIPPY students tested at kindergarten outperformed all HISD kindergarten students on the reading subtests by 12 NCEs and the math subtest by eight NCEs. The 2009–2010 HISD HIPPY kindergarten student group exceeded districtwide performance by two NCEs on the Aprenda 3 reading subtest in 2011. This student group matched the districtwide results on the 2011 math subtest.

From the beginning of the program to the end of the program, the percentage of parents reporting that they read to their child more than once per week increased from 61.2 percent to 88.8 percent. After participating in the program, 87.2 percent of parents reported attending some form of special event at their child’s school, 93.7 percent reported attending PTA or PTO meetings, and 91.9 percent reported that they had attended parent-teacher conferences.



TBG

Attachment

cc: Superintendent’s Cabinet
Martha Salazar-Zamora
Mary Jane Gomez
Maria Gabriela Hernandez

RESEARCH

Educational Program Report



Home Instruction of Parents of Pre-
school Youngsters (HIPPY)
Program Evaluation
2010–2011



2011 Board of Education

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EXECUTIVE SUMMARY

HIPPY PROGRAM EVALUATION 2010–2011

Program Description

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a school readiness program that helps parents prepare their preschool child for academic success. This home-based, family-focused program targets parents from disadvantaged backgrounds to offer educational enrichment opportunities for their three, four, and five-year old children. HIPPY USA authorizes HIPPY programs in the United States and provides operational support and technical assistance to participating school systems and local HIPPY programs nationwide. HIPPY empowers parents as their children's first teacher by giving them the tools and skills needed to work with their children in the home. Specifically, HIPPY promotes school readiness and early literacy through parent involvement by:

- creating an environment that supports parents in their role as the child's first teacher;
- providing a HIPPY curriculum with activities for preschool children, that offers practice in skills that research has proven crucial to school readiness;
- designing the HIPPY curriculum so that parents from disadvantaged backgrounds (i.e., those with limited or unsuccessful schooling, and/or limited financial resources) can be successful teachers of their own children; and
- helping parents understand what their child is learning and how that supports future learning.

The HIPPY program was first implemented by the Early Childhood Department as a pilot program in the Houston Independent School District (HISD) during the 1993–1994 academic school year. During the 2010–2011 school year, the program was staffed by one coordinator and twelve home instructors who served 282 children in eleven elementary schools and one early childhood center (ECC) located throughout the district. HIPPY operated at the following school sites: Brookline, DeChaumes, Durkee, Farias ECC, Foster, Garcia, Garden Oaks, J.R. Harris, J.P. Henderson, Park Place, Port Houston, and Roosevelt. All of the home instructors were parents of preschoolers and/or had young children attending the school to which they were assigned. The program is now operated by the HISD Department of Parent Engagement. This program evaluation aligns to HISD's strategic direction which focuses on the core initiative: Rigorous Instructional Standards and Supports.

The HIPPY Model

The HIPPY program model uses the following strategies: (1) the use of a developmentally-appropriate 30-week curriculum in English or Spanish; (2) the use of role-play as the method of teaching, staffed by part-time home instructors, and supervised by a coordinator; and (3) the use of home visits combined with group meetings to provide parents with the tools and materials that enable them to work directly and effectively with their child (HIPPY USA, n.d). A typical HIPPY program site can serve up to 180 children and their families, with one coordinator and 12–18 part-time home instructors.

Home Instructors and Program Coordinator

A typical Home Instructor provides services to 30 parents with children. The home instructor's main responsibility is to deliver the curriculum to his/her assigned parents. As such, home instructors are required to schedule their own appointments and meet with their assigned parents at the parent's home once a week for a period of 30 weeks. During a home visit, instructors provide parents with a packet containing the week's activities. The home instructor engages in role-play with the parent often using his

or her own child. However, the home instructor does not work directly with the child participant.

Home instructors are part-time employees of HISD and work approximately 20 hours a week. The home instructors received weekly HIPPY training conducted by a full-time HIPPY coordinator. The program coordinator recruited and trained home instructors, organized group meetings, developed enrichment activities, and helped to recruit participating schools and parents into the program.

Key Findings

What were the demographic characteristics of HISD students who participated in HIPPY?

- A total of 282 students participated in the HISD HIPPY program during the 2010–2011 academic year. Demographic characteristics were validated on 159 of the participants using student information databases. The majority of the students were female (56.0 percent) and Hispanic (94.3 percent). Additionally, 79.3 percent of the students were identified as limited English proficient (LEP), at-risk of dropping out of school (88.0 percent), and economically disadvantaged (95.6 percent).

In addition to traditional instructional lessons, what enrichment activities were conducted for the HISD HIPPY participants in the 2010–2011 school year?

- In addition to home instruction lessons, HISD HIPPY parents and students participated in enrichment activities. Parents participated in several leadership workshops and informational sessions. Students, parents, and their families were also engaged in activities at the Houston Children’s Museum. These activities were designed to encourage parents to be more involved in their children’s learning and develop leadership skills.

How did HISD students who participated in HIPPY perform on standardized tests and assessments?

- The Aprenda 3 results show that the 2010–2011 HISD HIPPY students tested at kindergarten outperformed all HISD kindergarten students on the reading subtests in 2011 by 12 NCEs and the math subtest by eight NCEs.
- To demonstrate trends in performance, the 2009–2010 HISD HIPPY kindergarten student group exceeded districtwide performance by two NCEs on the Aprenda 3 reading subtest in 2011. This student group matched the districtwide results on the 2011 math subtest.
- Test results of the 2009–2010 HISD HIPPY students tested at first grade revealed that these participants outperformed all HISD students on the reading and math Aprenda 3 subtests by five and two NCEs, respectively.
- In 2011, 76.4 percent of the HISD HIPPY students scored ‘developed’ at the beginning of the year (BOY) and 100 percent scored ‘developed’ at the end of the year (EOY) on Inventory 2 (identify letters). On Inventory 6 (identify initial sounds), 70.6 percent of kindergarten students tested ‘developed’ at BOY, while 100 percent tested ‘developed’ at EOY.

How has parental involvement in the home and school increased as a result of participation in the HISD HIPPY program?

- From before participating to after participating in the program, the percentage of parents reporting reading to their child more than once per week increased from 61.2 percent to 88.8 percent.
- After participating in the program, 87.6 percent of parents reported attending some form of special event at their child’s school, 93.7 percent reported attending PTA or PTO meetings, and 91.9 percent reported that they had attended parent-teacher conferences.

Recommendations

1. The vast majority of HISD HIPPY students are enrolled in prekindergarten programs. Consequently, there is limited standardized assessment and test data available on HISD HIPPY students. Continued identification and tracking of student performance longitudinally will provide more information on the long-term impact of the program on student achievement as students are promoted and tested on norm-referenced and state-mandated tests.
2. Due to positive academic achievement outcomes of HISD HIPPY students, the district should consider continued support for the HIPPY program. The program administration should consider expanding the program to reach a higher proportion of students in all ethnic groups.

HIPPY PROGRAM EVALUATION

2010–2011

Program Description

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a school readiness program that helps parents prepare their preschool child for academic success. HIPPY is home-based, family-focused program providing parents from disadvantaged backgrounds educational enrichment opportunities for their three, four, and five-year old children. The program was designed by Dr. Avima Lombard of the National Council of Jewish Women Research Institute (Hebrew University of Jerusalem). HIPPY USA authorizes HIPPY programs in the United States, and provides operational support and technical assistance to participating school systems and local HIPPY programs nationwide. HIPPY empowers parents as their children's first teacher by giving them the tools and skills needed to work with their children in the home. Specifically, HIPPY promotes school readiness and early literacy through parent involvement by:

- creating an environment that supports parents in their role as the child's first teacher;
- providing a HIPPY curriculum with activities for preschool children, that offers practice in skills that research has proven crucial to school readiness;
- designing the HIPPY curriculum so that parents from disadvantaged backgrounds (i.e., those with limited or unsuccessful schooling, and/or limited financial resources) can be successful teachers of their own children; and
- helping parents understand what their child is learning and how that supports future learning.

The HIPPY program was first implemented by the Early Childhood Department as a pilot program in the Houston Independent School District (HISD) during the 1993–1994 academic school year. During the 2010–2011 school year, the program was staffed by one coordinator and twelve home instructors who served 282 children in eleven elementary schools and one early childhood center (ECC) located throughout the district. HIPPY operated at the following school sites: Brookline, DeChaumes, Durkee, Farias ECC, Foster, Garcia, Garden Oaks, J.R. Harris, J.P. Henderson, Park Place, Port Houston, and Roosevelt. All of the home instructors were parents of preschoolers and/or had young children attending the school to which they were assigned.

The HIPPY Model

The HIPPY program model uses the following strategies: (1) the use of a developmentally appropriate 30-week curriculum in English or Spanish; (2) the use of role-play as the method of teaching, staffed by part-time home instructors, and supervised by a coordinator; (3) and the use of home visits combined with group meetings to provide parents with the tools and materials that enable them to work directly and effectively with their child (HIPPY USA, n.d). A typical HIPPY program site can serve up to 180 children and their families, with one coordinator and 12–18 part-time home instructors.

The HIPPY Curriculum

HIPPY instructional materials are standardized and include story books, weekly activity packets, and manipulatives. There are 30 activity packets for use throughout the school year. Each weekly packet includes approximately 10 activities for parents and children. These activity packets concentrate on language development, sensory and perception discrimination skills, and problem solving. The materials are available in both Spanish and English and are designed to enable parents with little or no formal schooling to teach their children successfully.

Home Instructors and Program Coordinator

A typical Home Instructor provides services to 30 parents with children. The home instructor's main responsibility is to deliver the curriculum to his/her assigned parents. As such, home instructors are required to schedule their own appointments and meet with their assigned parents at the parent's home once a week for a period of 30 weeks. During a home visit, home instructors provide parents with a packet containing the week's activities. The home instructor engages in role-play with the parent often using his or her own child. However, the home instructor does not work directly with the child participant.

Home instructors are part-time employees of HISD and work approximately 20 hours a week. The recruitment procedure for home instructors required that they have (1) a child of appropriate age, to engage in the HIPPY curriculum, (2) a high school diploma or Graduation Equivalent Diploma (GED), (3) a valid Texas Drivers License, (4) transportation, and (5) a valid permit to work in the United States. The home instructors received weekly HIPPY training conducted by a full-time HIPPY coordinator. The program coordinator recruited and trained home instructors, organized group meetings, developed enrichment activities, and helped to recruit participating schools and parents into the program.

Staff and Group Meetings

Staff meetings provide home instructors with practice of the week's activities. These meetings allow home instructors to review and practice the role-playing lesson as it will be taught to the parent. Furthermore, home instructors learn from other home instructors and the coordinator about circumstances and situations that may arise while they are training parents. On the other hand, group meetings were designed to gather parents of HIPPY children to discuss information and provide parents a time to ask questions. These meetings often provided valuable information of available services and local resources that could potentially benefit the families of HIPPY children. In addition, group meetings allow parents an opportunity to meet with other program participants, share and learn from each other's experience, and to receive additional support and information from the community.

Program History

The HIPPY program was first implemented in HISD during the 1993–1994 academic school year to help parents become actively involved in their child's education at an early age. The program was operated by the Early Childhood Department. In its first year of implementation, the program served 216 students and their families in eight elementary schools, and three early childhood centers throughout the district. These schools were Brookline, Crespo, Farias, Garcia, Halpin, J.R. Harris, J.P. Henderson, N.Q. Henderson, Lantrip, Mistral, Park Place, and Port Houston. All of the home instructors were parents of preschoolers and/or had young children attending the school to which they were assigned. The program is now operated by the HISD Department of Parent Engagement.

Figure 1 (page 6) displays the number of students served by the HISD HIPPY program over the past nine years. No data were available in 2000–2001 and 2005–2006 to fully display a ten-year trend. However, using historical data records up to current information, approximately 2,031 students have participated in the program since its inception (HIPPY Report, 2008–2009). Figure 1 shows a steady decline in participation from 2001–2002, with a slight increase in participation in 2004–2005. A substantial drop in participation was noted in 2006–2007 from 2004–2005, although there was no previous year data available. This downward trend had been due to funding cuts in the program over the years. However, recent budgeting changes led to a significant increase in the number of children served from 75 students in 2008–2009 to 282 students in the current year.

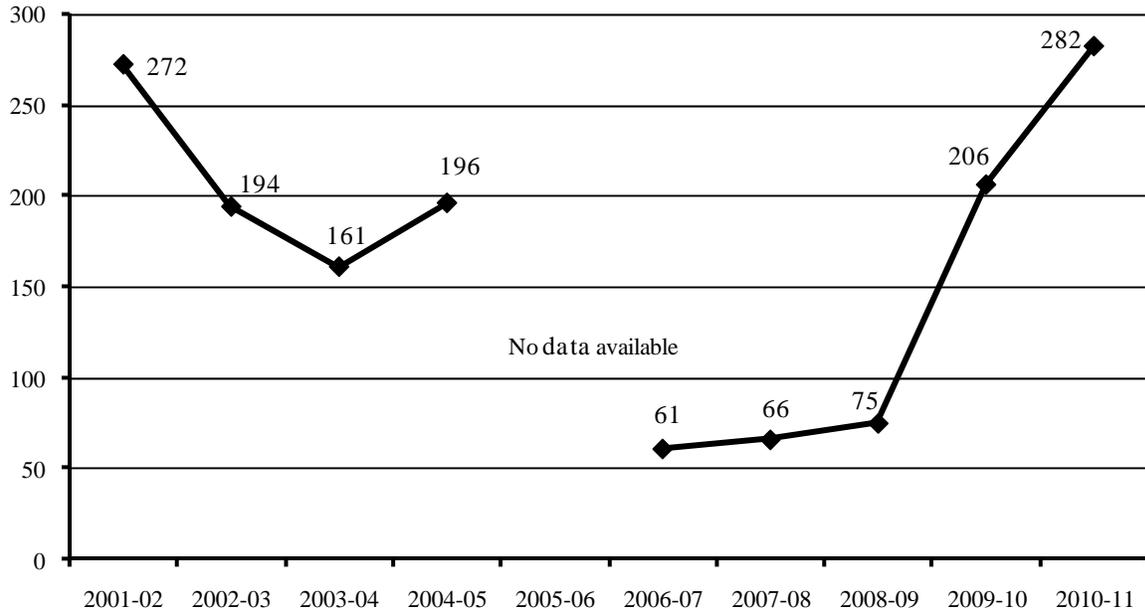


Figure 1. HISD HIPPY Participation, 2001–2002 through 2010–2011

Purpose of the Evaluation Report

This report was intended to address the following research questions:

1. What were the demographic characteristics of HISD students who participated in HIPPY?
2. In addition to traditional instructional lessons, what enrichment activities were conducted for the HISD HIPPY participants in the 2010–2011 school year?
3. How did HISD students who participated in HIPPY perform on standardized tests and assessments?
4. How has parental involvement in the home and school increased as a result of participation in the HISD HIPPY program?

Review of Literature

In general, the literature on parent involvement overwhelmingly demonstrates that there is a positive relationship between parent involvement and student achievement. More specifically, the research shows that when parents are involved, students have higher grades, test scores, attend school on a regular basis, are more motivated, have higher levels of self-esteem, have lower rates of suspension, and show improved behavior at home and school (Henderson & Mapp, 2002). While any form of involvement is better than no involvement at all, there are strong indications that the most effective forms of involvement are those which engage parents in working directly with their children on learning activities in the home (Henderson & Mapp, 2002). The research also shows that the earlier in a child's educational process parent engagement begins, the more powerful the effects will be (Kagitcibasi, Sunar, & Bekman, 2001). Early childhood programs with strong parent involvement components have amply demonstrated the effectiveness of this approach (Jordan, Snow, & Porche, 2000; Mathematica Policy Research, 2001;

Starkey & Klein, 2000).

Two of the studies reviewed for this literature specifically focused on the effects of the HIPPY program on student outcomes. In the first study (Baker, Piotrkowski, & Brooks-Gunn, 1998), researchers examined the impact of the HIPPY program in a New York school district. The study followed two cohorts of 182 HIPPY program participants and control-group children over a three-year period (from kindergarten through the first grade). The findings from the study were mixed. In the first cohort, researchers found that HIPPY children outperformed control group children on measures of cognitive skills at the end of kindergarten, on measures of classroom adaptation at the beginning of the first and second grades, and on a standardized reading test at the end of first grade. However, in the second cohort the researchers found no significant differences between the HIPPY participants and the students control group. From their analyses of the data, the researchers concluded that the results may reflect the “variations of the effects of programs within communities (p. 584),” and cautions against generalizing single sample, single-site visit evaluations. Thus, they recommended further studies be conducted to validate the findings.

The second study was a ten-year study conducted by researchers in Turkey (Kagitcibasi et al., 2001). In this study, participants were randomly assigned to one of four settings: a HIPPY program, home care provided by mothers with no support, childcare without education, and educational nursery schools. The study found that in the short term, children in both HIPPY and nursery school settings made greater gains than children in the other two groups. However, seven years after completing the programs, HIPPY children showed greater gains in reading and math than children in the other three groups. The study also found that these students were more likely to stay in school than their counterparts. While the results from the study were impressive, these results should be taken with caution as the results do not take into account cultural differences.

Methods

Data Collection and Analysis

Student data for this report were obtained using a variety of sources. First, a list of HISD HIPPY participants for the 2010–2011 academic school year was acquired from the program administrator. Next, enrollment and demographic information were verified using the Public Education Information Management System (PEIMS) and the Chancery database. The HISD HIPPY program serves students who are as young as three years old; enrollment and demographic characteristics for these students were not included in PEIMS and Chancery.

To measure academic achievement of HISD students who participated in the HISD HIPPY program, the spring 2011 test results were extracted from the Aprenda 3 test database. Aprenda 3 is a norm-referenced test, generally administered to students classified as English language learners (ELL) in grades K–8. Students who received reading and language arts instructions in Spanish are typically administered the Aprenda 3 test. The reading and math normal curve equivalent (NCE) scores were summarized for this report. NCE scores allow the comparison of student performance from different test administrations, because the NCE units have the same meaning across tests, subtests, and grade levels. The academic performance of HISD HIPPY students on the Aprenda 3 was compared to districtwide student performance for the 2010–2011 school year.

The majority of 2010-2011 HIPPY students are classified as prekindergarten. It is not until these students enroll in kindergarten that Aprenda 3 performance can be measured. Consequently, the 2009–2010 HISD HIPPY students’ 2011 performance results were included in the comparative analysis to capture kindergarten performance and to assess performance over time. Less than five students took the Stanford 10 at kindergarten, first, and second grades, thus, performance results on this test and for these students were not reported.

The El Inventario de Lectura en Español de Tejas (Tejas LEE) provides another measure of student performance for students who receive instruction in Spanish. The results for Tejas LEE are recorded as

“Desarrollado (D),” “Nivel esperado (NE),” and “Nivel de intervencion (NI).” Students who score “Desarrollado” have mastered the skill. Students who score “NE” are performing at a level expected for that grade and time point. Students who score “NI” are performing well below the expected level for the grade level and time point. The assessment includes nine inventories. For this report, only the percent of students ‘developed’ at the beginning of the year (BOY) and the end of the year (EOY) were reported on Inventory 2 (identify letters) and Inventory 6 (identify initial sounds). These inventories provide information regarding student’s development of fundamental skills to master reading as they progress through school.

To assess the levels of parental involvement of HIPPY program participants during the 2010–2011 school year, parents were asked to complete a parent involvement survey both prior to and after participating in the HIPPY program. The survey, designed and distributed by HIPPY USA, contains 29 Likert-scale questions about parental involvement in the home, at school, and interaction with school staff. All parents were asked to complete the survey, during the first and last weeks of the program. The data obtained from the completed surveys were compiled in Microsoft Excel, and later analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics (both frequencies and percentages) were then used to summarize parents’ responses.

Results

What were the demographic characteristics of HISD students who participated in HIPPY?

The HIPPY program administrator identified 282 students as participants during the 2010–2011 academic year. Demographic characteristics for 159 of the students were found in PEIMS and Chancery databases. **Table 1** (page 9) presents the data. It is apparent that the majority of students were female (56.0 percent) and Hispanic (94.3 percent). Additionally, 79.3 percent of the students were identified as limited English proficient (LEP), while 95.6 percent were economically disadvantaged. When disaggregated by grade level, 84.3 percent were in prekindergarten and 15.7 percent were in kindergarten.

In addition to traditional instructional lessons, what enrichment activities were conducted for the HISD HIPPY participants in the 2010–2011 school year?

Students and parent participants in the 2010–2011 school year were provided enrichment activities in addition to home instruction lessons. These activities were designed to encourage parents to be more involved in their children’s learning and develop leadership skills. The enrichment activities during the 2010–2011 school year were as follows:

Prevention Series for Parent Leaders

The HISD HIPPY program partnered with the City of Houston to bring education to parents on breast cancer awareness. Parents also were able to participate in an eight-week course focused on improving nutritional habits and increasing physical activity. The Houston Fire Department also taught HIPPY parents about fire prevention.

Parent Workshops

The HISD Reading Department provided a workshop for parents regarding reading skills for all ages. In addition, the Houston Public Library staff members came to HIPPY schools with their mobile unit and introduced parents to the different programs they provide for families. The HISD Parent Engagement Department conducted parent informational sessions on nutrition and parents’ rights and responsibilities.

Table 1: The Demographic Characteristics of the 2010–2011 HIPPY Student Population

2010–2011		
	N (282)	Percent
Total	n 159	% 100.0
Gender		
Male	70	44.0
Female	89	56.0
Ethnicity		
Asian	1	0.6
African American	5	3.1
Hispanic	150	94.3
White	2	1.3
Two or More	1	0.6
Grade		
PK	134	84.3
K	25	15.7
Limited English Proficiency		
Yes	126	79.3
No	33	20.7
Economically Disadvantaged		
Yes	152	95.6
No	7	4.4
At-Risk		
Yes	140	88.0
No	19	12.0

TEAM project presented a workshop on Bullying and Positive Behavior. Houston Park and Recreations informed parents about the different free services the public educational entities offer to the community, such as swimming lessons, free entrances to the museums and the zoo.

Leadership Activities for Home Instructors

The HIPPY kickoff took place at the Sky Ranch Van in Houston in November, 2010. During the kickoff meeting Home Instructors shared best practices with other Home Instructors for around the state of Texas. The HIPPY Home Instructors supported the Parent Engagement Department at the National Parental Involvement Day. One HIPPY mother from Port Houston and her five year old presented an art work to the guest speaker, along with the story book represented in the picture.

For the second year in a row, Intercultural Development Research Association’s Annual La Semana Del Niño Institute invited HIPPY Houston to make a presentation to parents. Houston Home Instructors presented in English and Spanish on the topic “The best teacher for your child is YOU,” in April 2011.

Trip to the Children’s Museum of Houston

During the fall of 2010, HIPPY students, parents, and family members participated in a “family night” at the Children’s Museum of Houston (CMH). Approximately, 1,007 attendees were encouraged to explore the CMH with hands-on math and literacy learning activities. This educational event provided family members and students with an opportunity to discover and experience the programs offered at the

museum. Parents were also given information on how they can visit again with their families. This event was provided at no charge for parents. Funding for this event was provided by the Children’s Museum of Houston and the Neighborhood Centers.

End of Year HIPPY Meeting

On May 19, 2011, the HISD Parent Engagement Department hosted the end-of-year meeting for over 1,300 HIPPY students, parents, and their family members. The guest speaker for the event was HISD’s Assistant Superintendent of School Support Services Dr. Martha Salazar-Zamora. Principals and/or their representatives from all twelve HISD HIPPY schools recognized the achievements of the parents and children from their respective campuses. Each family participating in the HIPPY program was given a certificate of completion. This annual event provides the parents and the children with a sense of accomplishment for their hard work throughout the school year. Refreshments and entertainment for this event was provided through support from National Council of Jewish Women, YMCA, Museum of Fine Arts Houston, Farias Early Childhood Center, El show de ”Teresita”, Winter Pediatric Therapy, Houston Area Women’s Center, Houston Community College, Girl Scouts, Houston Public Library, and AmeriCorps. All the parents and students of the HIPPY program participated by printing and cutting their hands and decorating them with messages, photos and colors that serves as part of the decoration for the event.

How did HISD students who participated in HIPPY perform on standardized tests and assessments?

Table 2 presents the mean normal curve equivalents (NCEs) of students who participated in HISD HIPPY during the 2009–2010 and the 2010–2011 academic years. The test performance of both student groups was presented to demonstrate program impact over time. Additional analysis included the grade-level comparisons of HISD HIPPY students to all students districtwide on the spring 2011 Aprenda 3 reading and math subtests.

The Aprenda 3 results show that the 2010–2011 HISD HIPPY students tested at kindergarten outperformed all HISD kindergarten students on the reading subtest in 2011 by 12 NCEs. To demonstrate trends in performance, the 2009–2010 HISD HIPPY student group also exceeded districtwide performance by two NCEs on the reading subtest. The 2010–2011 HIPPY student group outperformed the district by eight NCEs on the 2011 Aprenda 3 math subtest. However, the 2009–2010 HISD HIPPY students tested at kindergarten matched the district performance of 70 NCEs on the 2011 Aprenda 3 math subtest. The 2010–2011 HIPPY students tested at first grade was less than 5; therefore, Aprenda 3 results were not reported. However, test results of the 2009–2010 HISD HIPPY students tested at first grade reveal that HISD HIPPY students outperformed all HISD students by five NCEs on the reading and by two NCEs on the math Aprenda 3 subtests.

The Tejas LEE assessment results are presented in **Table 3** (see page 11). In 2011, 76.4 percent of the HIPPY kindergarten students scored developed at the beginning of the year (BOY) and 100 percent

Table 2. Mean NCE of 2009–2010 and 2010–2011 HISD HIPPY Participants on the 2011 Aprenda 3 Reading and Math Subtests

	2011 Aprenda 3 Results					
	2009–2010 HIPPY Student Sample [†]		2010–2011 HIPPY Student Sample ^{††}		All HISD Students	
	Read	Math	Read	Math	Read	Math
Grade	NCE	NCE	NCE	NCE	NCE	NCE
K	65	70	75	78	63	70
First	83	77	*	*	78	75

[†] 2009–2010 Kindergarten= 79, First=15 ^{††}2010–2011 Kindergarten= 18

* Data are not reported because less than five students were tested.

Table 3. Beginning and End of the Year Results of 2010–2011 HIPPY Participants on the 2011 Tejas LEE

Group	Inventory 2 (Identify Letters)		Inventory 6 (Identify Sounds)	
	BOY	EOY	BOY	EOY
	% Developed	% Developed	% Developed	% Developed
HIPPY	76.4	100.0	70.6	100.0
HISD	53.7	95.3	58.9	96.8

scored ‘developed’ at the end of the year (EOY) on the Inventory 2 (identify letters). Approximately, 54 percent of kindergartners district wide scored ‘developed’ at BOY and 95.3 percent scored ‘developed’ at EOY on the Inventory 2 (identify letters). On Inventory 6 (identify initial sounds), 70.6 percent of the HIPPY kindergarten students scored ‘developed’ at BOY, while 58.9 percent of kindergartners district wide scored ‘developed’ at BOY. At the EOY, 100 percent of HIPPY kindergarten students scored ‘developed’ and 96.8 percent of HISD kindergartners scored ‘developed’ on Inventory 6 (identify initial sounds).

How has parental involvement in the home and school increased as a result of participation in the HISD HIPPY program?

To assess the level of involvement for parent participants in the HIPPY program during the 2010–2011 school year, parents were asked to complete a survey both prior to (pre-survey) and after participating in the HIPPY program (post-survey). The survey contained fourteen Likert-scale questions about parental involvement in the home, at school, and interaction with school staff.

Four of the fourteen Likert-type questions included on the survey were items related to literacy activities performed in the home. The responses are presented in **Figures 2** through **5** (see page 12). A four-point Likert scale was used as a format for these home literacy activities questions: “Never” = 1, “Once or Twice a Year” = 2, “Almost Every Month” = 3, and “More than Once per Week” = 4.

Home Literacy

“*How often do you read to your child?*” At pre-survey, 7.6 percent of parents indicated that they never read to their child, while 9.6 percent indicated that they participated in this activity at least once or twice a year (see **Figure 2**, page 12). By post-survey, 1.4 percent of the parents indicated that they read to their child at least once or twice a year. The percentage of parents who reported reading to their child almost every month decreased from 21.6 percent prior to participating in the HIPPY program to 9.8 percent on the post-survey. However, the percentage of parents who reported reading to their child more than once a week increased from 61.2 percent prior to participating in the HIPPY program to 88.8 percent on the post-survey.

“*How often do you encourage your child to read or look at books, signs or labels?*” The response rates are displayed in **Figure 3** (page 12). At pre-survey, 11.5 percent of parents indicated that they never encouraged their child to read or look at books, signs or labels, while 60.5 percent indicated that they participated in this activity more than once per week. By post-survey, none of the parents indicated that they never encouraged their children to read or look at books, signs or labels, while 84.9 percent indicated that they participated in this activity more than once per week. The percentage of parents who reported participating in this activity more than once per week increased by 24.4 percentage points from pre-survey to post-survey.

“*How often do you play games at home with your child to teach him/her new things?*” At pre-survey, 6.1 percent of parents indicated that they never play games at home with their child, while 10.5 percent indicated that they engaged in these types of activities once or twice a year. By post-survey, 99.5 percent of the parents indicated that they play games at home with their child at least once or twice a year, almost

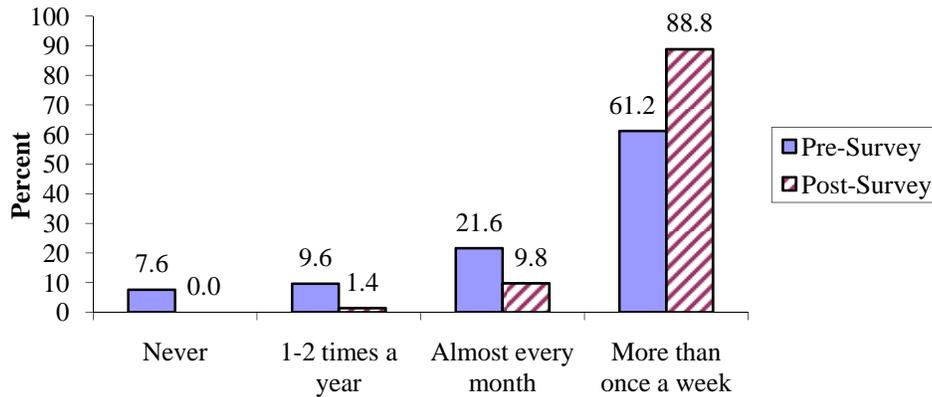


Figure 2. “How often do you read to your child?”

every month, or more than once per week (see **Figure 4**, page 13). The percentage of parents who reported that they play games at home with their child more than once per week increased from 59.5 percent prior to participating in the HIPPY program to 86.5 percent at the end of the program.

“How often do you take your child to the library?” Prior to the start of the program, nearly half (49.6 percent) of the parents reported that they never took their children to the library, while 19.6 percent of the parents reported taking their children to the library at least once or twice a year (see **Figure 5**, page 13). By the end of the program, 15.8 percent of parents reported that they never took their children to the library, while 26.5 percent reported taking their children to the library at least once or twice a year. The percentage of parents who reported taking their children to the library almost every month increased 10.8 percentage points from prior to participating in the HIPPY program to the end of the program.

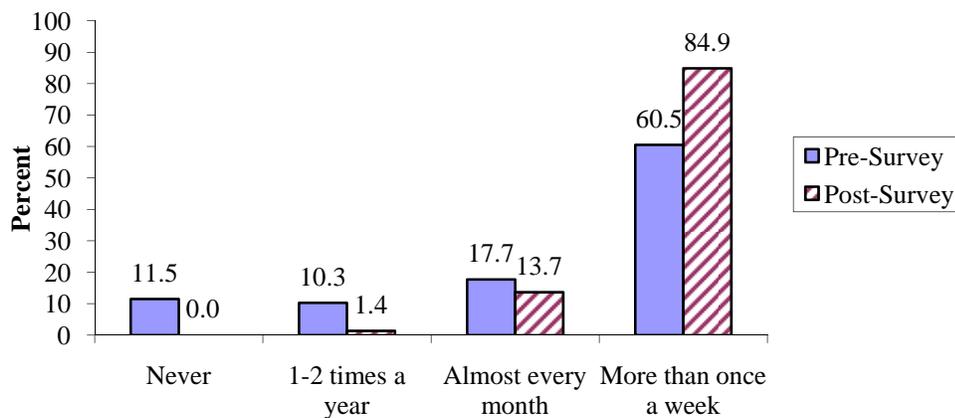


Figure 3. “How often do you encourage your child to read or look at books, signs or labels?”

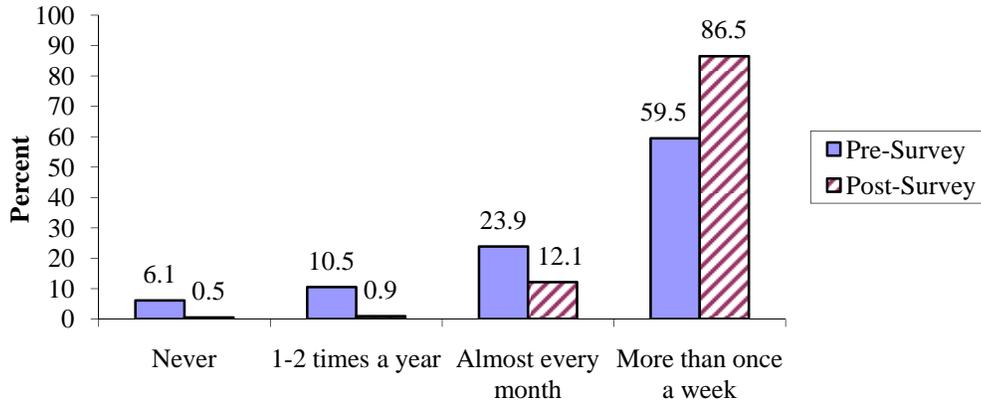


Figure 4. How often do you play games at home with your child to teach him/her new things?

School Involvement and Interaction with School Staff

Twenty-three of the twenty-nine Likert-type questions included on the survey were items related to parental involvement in the school and interaction with the school staff. A four-point Likert scale was used as a format for these questions: “Never” = 1, “A Few Times a Year” = 2, “Monthly or More” = 3, and “Weekly or more” = 4. Some of the key results from the pre- and post-surveys are presented in **Table 6** (see page 14). Parents were asked whether they attended parent-teacher conferences. The data show that prior to participating in the program, 38.4 percent of the parents reported never attending a parent-teacher conference. However, after participating in the program, only 8.1 percent of parents reported never attending a parent-teacher conference.

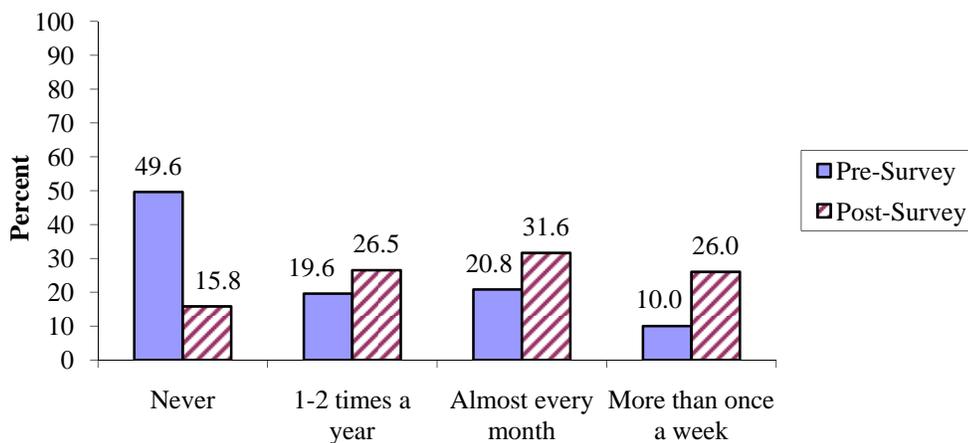


Figure 5. How often do you take your child to the library?

Table 6. Response Rates to School Involvement and Interaction with School Staff Questions on Pre and Post Parental Involvement Surveys, 2010–2011

		N	Never	A Few Times a Year	Monthly or More	Weekly or More
How often have you called your child's teacher?	Pre	180	48.9	8.3	14.4	28.3
	Post	180	17.2	20.0	27.2	35.6
How often have you visited your child's school for a special event (such as a book fair)?	Pre	167	50.9	19.8	14.4	15.0
	Post	172	12.8	36.6	27.9	22.7
In the past year, how often have you attended meetings of the PTA or PTO?	Pre	170	33.5	23.5	23.5	19.4
	Post	174	6.3	35.1	32.8	25.9
How often have you attended parent-teacher conferences?	Pre	172	38.4	20.9	23.3	17.4
	Post	172	8.1	38.4	33.7	19.8
How often have you been invited to your child's school for a special event?	Pre	170	44.7	17.6	18.2	19.4
	Post	178	12.4	21.3	34.3	32.0

The percentage of parents who reported having never called their child's teacher decreased from 48.9 percent prior to participating in the program to 17.2 percent after participating in the program. Conversely, the percentage of parents who reported having called their child's teacher a few times a year increased from 8.3 percent prior to participating in the program to 20.0 percent after participating in the program.

On the pre-survey, 44.7 percent of parents reported never having been invited to their child's school for a special event. On the post-survey, however, only 12.4 percent reported that they had never been invited to their child's school for a special event. Prior to participating in the program, 23.5 percent of parents reported monthly or more attendance at PTA/PTO monthly meeting. After participating in the program, 32.8 percent of parents reported monthly or more attendance at PTA/PTO meeting.

Discussion

HIPPY is a home-based, family-focused program that helps parents from disadvantaged backgrounds provide educational enrichment for their three, four, and five-year old children. Overall, Aprenda 3 results show that the 2010–2011 HISD HIPPY students tested at kindergarten outperformed all HISD kindergarten students on the reading and math subtests in 2011. The 2009–2010 HISD HIPPY kindergarten student group also exceeded districtwide performance on 2011 Aprenda 3 reading subtest and matched districtwide results on the 2011 math subtest. Test results of the 2009–2010 HISD HIPPY students tested at first grade revealed that these participants outperformed all HISD students on the 2011 reading and math Aprenda 3 subtests. In 2011, the large majority of HIPPY students scored 'developed' at the beginning of the year (BOY) and all students scored 'developed' at the end of the year (EOY) on Inventory 6 (identify initial sounds) and Inventory 2 (identify letters).

The HIPPY program is designed to actively engage parents, particularly those from disadvantaged backgrounds, in their child's education during the preschool years and help prepare them for success in school. During the 2010–2011 school year, parents were provided with additional enrichment activities that encouraged more engagement in their child's school, community, and the process of learning. In

addition, results from a parent involvement survey suggest the participation in the HISD HIPPY program increased frequency of parental involvement in various literacy activities at home, as well as, attendance at school functions.

Recommendations

1. The vast majority of HISD HIPPY students are enrolled in prekindergarten programs. Consequently, there is limited standardized assessment and test data available on HISD HIPPY students. Continued identification and tracking of student performance longitudinally will provide more information on the long-term impact of the program on student achievement as students are promoted and tested on norm-referenced and state-mandated tests.
2. Due to positive academic achievement outcomes of HISD HIPPY students, the district should consider continued support for the HIPPY program. The program administration should consider expanding the program to reach a higher proportion of students in all ethnic groups.

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