

MEMORANDUM

September 5, 2012

TO: Board Members

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

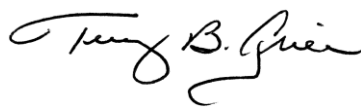
SUBJECT: **HIPPY Program Evaluation Report**

CONTACT: Carla Stevens, (713) 556-6700

Attached is the 2011–2012 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 224 students participated in the HISD HIPPY program during the 2011–2012 academic year. The 2012 Aprenda 3 results show that the 2011–2012 HISD HIPPY students tested at kindergarten outperformed all HISD kindergarten students on the reading subtests by 14 Normal Curve Equivalents (NCEs) and the math subtest by 10 NCEs. The 2010–2011 HISD HIPPY kindergarten student group exceeded districtwide performance by 12 NCEs on the 2012 Aprenda 3 reading subtest and by nine NCEs on the 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 51.8 percent to 83.4 percent. After participating in the program, 91.1 percent of parents reported attending some form of special event at their child's school, 64.5 percent reported attending Parent-Teacher Association (PTA) or Parent-Teacher Organization (PTO) meetings, and 89.7 percent reported that they had attended parent-teacher conferences.



TBG

Attachment

cc: Superintendent's Cabinet
Armando Alaniz
Kelly Cline
Maria Santos



RESEARCH

Educational Program Report

HOME INSTRUCTION OF PARENTS OF PRESCHOOL YOUNGSTERS (HIPPY) PROGRAM EVALUATION, 2011–2012

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY
HOUSTON INDEPENDENT SCHOOL DISTRICT



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HOME INSTRUCTION OF PARENTS OF PRE-SCHOOL YOUNGSTERS (HIPPY) PROGRAM EVALUATION 2011–2012

Executive Summary

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. This report will focus on the following:

- The demographic characteristics of students whose parents participated in the HIPPY program during the 2011–2012 school year;
- A summary of the learning enrichment activities provided for parents and students;
- The 2012 kindergarten academic performance rates of three cohorts of students who participated in HIPPY (from school years 2009–2010, 2010–2011, and 2011–2012).

Highlights

- A total of 224 students and their parents participated in the Houston Independent School District (HISD) HIPPY program during the 2011–2012 academic year (data collection date, March 1, 2012). Demographic characteristics were validated on 134 of the participants using HISD student information databases. The majority of the students were female (51.9 percent) and Hispanic (89.3 percent). Additionally, 79.4 percent of the students were identified as limited English proficient (LEP), at-risk of dropping out of school (91.6 percent), and economically disadvantaged (95.4 percent).
- In addition to home instruction lessons, HISD HIPPY parents and students participated in math and literacy-related enrichment activities. Parents participated in several workshops and informational sessions on topics such as safety, parenting, and being active in their child's schooling. Students, parents, and their families were also engaged in educational activities at organizations, such as the Houston Children's Museum and the Houston Public Library. Activities were designed to encourage parents to be more involved in their children's learning.
- The 2012 Apenda 3 results show that the kindergarten students who participated in HIPPY during the 2011–2012 school year outperformed all HISD kindergarten students on the reading subtests by 14 NCEs and the math subtest by 10 NCEs.
- For the students who participated in HIPPY in 2009–2010, reading and math subtests on the 2012 Apenda 3 revealed that HIPPY participants outperformed all HISD students in kindergarten and first grade.

- Current and former HISD HIPPY kindergarten students from 2009–2012 earned higher NCEs on the reading and math subtests of the 2012 Stanford 10 than HISD kindergarten students districtwide.
- A pre-and post-survey administered to HIPPY parents revealed that the percentage of parents reporting reading to their child more than once per week increased from 51.8 percent to 83.4 percent.
- After participating in the program, 91.1 percent of parents reported attending some form of special event at their child's school, 89.7 percent reported that they had attended parent-teacher conferences, and 64.5 percent reported attending Parent Teacher Association (PTA) or Parent Teacher Organization (PTO) meetings, compared to 55.5 percent, 66.9 percent, and 37.7 percent, respectively.

Recommendations

1. There is a need for an indicator within the Chancery Student Management System (SMS) to identify HIPPY students at entry into the program. Given that the program is designed for families with pre-school children, many children are exposed to the program prior to entrance into an HISD school. Early identification of students could expand opportunities to measure the long-term impact of the program on student achievement.
2. Due to positive academic achievement outcomes of Hispanic 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.

Administrative Response

The Houston HIPPY program experienced staff changes for the 2011–2012 school year. The HIPPY Coordinator and Assistant Coordinator started working with the program in October 2011. The coordinators obtained HIPPY training via conference calls taught by staff at HIPPY Texas. The HIPPY Coordinator will attend national and state training in August 2012.

During the 2012–2013 school year, twelve HISD HIPPY schools will be continuing the HIPPY program, therefore, parent recruitment and retention at these sites are expected to increase. The goal for 2012–2013 is to service 300 HISD families. Given that academic performance benefits have been found for HIPPY students, the program administration will continue to work to provide quality program activities and maintain alignment with national HIPPY standards.

Introduction

Background

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a school readiness program that helps parents prepare their preschool child for academic success. 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 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.

During the 2011–2012 school year, the program was staffed by one coordinator and twelve home instructors who served approximately 224 children in eleven elementary schools and one early childhood center (ECC) located throughout the district. HIPPY operated at the following school sites: Brookline, Coop, DeChaumes, DeZavala, Farias ECC, Foster, Garcia, Garden Oaks, J.R. Harris, J.P. Henderson, Lantrip, and Roosevelt. All of the home instructors were parents of preschoolers and/or had young children attending the school to which they were assigned. This program evaluation aligns to HISD's strategic direction which focuses on the core initiative: Rigorous Instructional Standards and Supports.

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).

A ten-year study conducted by researchers in Turkey (Kagitcibasi et al., 2001) highlighted the benefits of HIPPY participation. 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. 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 2011–2012 academic school year was acquired from the program administrator. Next, enrollment and demographic information were verified using the Public Education Information Management System (PEIMS). The HISD HIPPY program serves students who are as young as three years old; enrollment and demographic characteristics for these students are not included in PEIMS.
- To measure academic achievement of HISD students who participated in the HISD HIPPY program, the spring 2012 test results were extracted from the Aprenda 3 and the Stanford 10 test databases. Aprenda 3 is a norm-referenced test generally administered to students who received reading and language arts instructions in Spanish. Stanford 10 is a norm-referenced, standardized achievement test in English used to assess students' level of content mastery. The reading and math normal curve equivalent (NCE) scores were summarized for this report. The test results of HISD HIPPY students on the Aprenda 3 and Stanford 10 were compared to districtwide student performance for the 2011–2012 school year.
- The majority of 2011-2012 HIPPY students are classified as prekindergarten. It is not until these students enroll in kindergarten that Aprenda 3 and Stanford 10 performance can be measured. Consequently, the 2009–2010 and the 2010–2011 HISD HIPPY students' 2012 performance results were included in the comparative analysis to capture kindergarten performance and to assess performance over time.
- To assess the levels of parental involvement of HIPPY program participants during the 2011–2012 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 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 224 students as participants during the 2011–2012 academic year. Demographic characteristics for 131 of the students were found in PEIMS database. The majority of students were female (51.0 percent) and Hispanic (89.3 percent). Additionally, 79.4 percent of the students were identified as limited English proficient (LEP), while 95.4 percent were economically disadvantaged. When disaggregated by grade level, 68.7

percent were in prekindergarten and 29.8 percent were in kindergarten. The full demographic information is displayed in **Table 1** (page 10, **Appendix A**).

In addition to traditional instructional lessons, what enrichment activities were conducted for the HISD HIPPY participants in the 2011–2012 school year?

- During the fall of 2011, HIPPY students, parents, and family members participated in a “family night” at the Children’s Museum of Houston (CMH). 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.
- In January 2012, HIPPY parents were given a tour of the Houston Public Library. Library staff members informed parents of the various activities and programs that are offered at the various public libraries across the City of Houston. In addition, HIPPY parents were also provided informative workshops from HISD’s Migrant Program, HISD’s Police Department, the Intercultural Development Research Association, and the Houston Area Women’s Center on parenting, safety, and involvement in their child’s schooling.
- Each HIPPY school site held an end-of-the-year celebration program to recognize the accomplishments of HIPPY parents. Parents who completed the 30-week curriculum were presented a completion certificate, passes to the Children’s Museum, and a bag of school supplies. The school supplies were donated by the National Council of Jewish Women (Houston Chapter), and the museum passes were donated by the Children’s Museum.
- As a culminating, end-of-the-year celebration, HIPPY parents and students were invited to attend a spring field trip to the Old McDonald Farm in Humble, Texas. During this out-of-school learning activity, children and parents participated in horseback riding, petting zoo, and other outdoor activities. The HIPPY staff members were also recognized for their contributions throughout the school year.

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

- The 2012 Aprenda 3 results show that kindergarten students who participated in HIPPY in the 2011–2012 school year tested outperformed all HISD kindergarten students by 14 NCEs on the reading subtest and by 10 NCEs on the math subtest (see **Table 2**, page 10, Appendix A). For the 2012 reading subtest, the differences between kindergarten students who participated in the 2011–2012 HIPPY program ($M= 78$, $SD=16.0$) and all HISD kindergarten students ($M= 64$, $SD=23.3$) were statistically significant [$t(34)= 5.13$, $p<.05$].
- To demonstrate long-term benefits of HIPPY participation, the 2012 performance rates of HIPPY students who participated in the HIPPY program during the 2009–2010 and 2010–2011 academic years were gathered. For kindergarten students, the 2009–2010 HIPPY student group outperformed the district by 18 NCEs on the 2012 Aprenda 3 reading subtest. {HIPPY students ($M= 82$, $SD=17.4$), HISD students ($M= 64$, $SD=23.3$); [$t(14)= 4.06$, $p<.05$]}. T-tests also revealed that the NCE mean differences between the two student groups on the 2012 Aprenda math subtest were statistically significant. {HIPPY students ($M= 78$, $SD=14.1$), HISD students ($M= 71$, $SD=22.4$); [$t(14)= 2.092$, $p<.05$]}. First-grade students who participated in HIPPY in the 2009–

2010 school year performed similarly on the 2012 Aprenda 3 reading and math subtests to 2012 first-graders districtwide (see **Table 2**, page 10, Appendix A).

- For the 2012 first grade students who participated in HIPPY during the 2010–2011 school year, Aprenda 3 results show that HIPPY students outperformed all HISD students by nine NCEs on the reading and by seven NCEs on the math subtests (see **Table 2**, page 10, Appendix A). For the 2012 reading subtest, the differences between first grade students who participated in the 2010–2011 HIPPY ($M = 81$, $SD = 14.2$) and all HISD first grade students ($M = 72$, $SD = 17.5$) were statistically significant [$t(15) = 2.63$, $p < .05$].
- Current and former HISD HIPPY kindergarten students earned higher NCEs on the 2012 Stanford 10 reading subtest than HISD kindergarten students districtwide. While the 2009–2010 former HIPPY student cohort outperformed HISD students on the 2012 Stanford 10 administration in first grade, students who participated in HIPPY in 2010–2011 earned lower NCEs in first grade compared to first-graders districtwide (see **Table 3**, page 11, Appendix A). T-tests did not reveal any statistically significant differences.

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 2011–2012 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 Likert-scale questions about parental involvement in the home, at school, and interaction with school staff. Three of the parental involvement questions included on the survey were items related to literacy activities performed in the home. The responses are presented in **Figures 1** through **3**. 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.

- *“How often do you read to your child?”* At pre-survey, 9.8 percent of parents indicated that they never read to their child, while 16.1 percent indicated that they participated in this activity at least once or twice a year (**Figure 1**, page 7). By post-survey, 1.0 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 more than once a week increased from 51.8 percent prior to participating in the HIPPY program to 83.4 percent on the post-survey.
- *“How often do you take your child to the library?”* Prior to the start of the program, approximately, 42.9 percent of the parents reported that they never took their children to the library, while 30.9 percent of the parents reported taking their children to the library at least once or twice a year (see **Figure 2**, page 7). By the end of the program, 13.1 percent of parents reported that they never took their children to the library, while 22.0 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 21.5 percentage points prior to participating (13.1 percent) in the HIPPY program to the end of the program (34.6 percent).
- *“How often do you play games at home with your child to teach him/her new things?”* At pre-survey, 6.3 percent of parents indicated that they never play games at home with their child, while 21.6 percent indicated that they engaged in these types of activities once or twice a year. By post-survey, 100.0 percent of the parents indicated that they play games at home with their child at least once or twice a year, almost every month, or more than once per week (see **Figure 3**,

page 8). The percentage of parents who reported that they play games at home with their child more than once per week increased from 47.9 percent prior to participating in the HIPPY program to 87.9 percent at the end of the program.

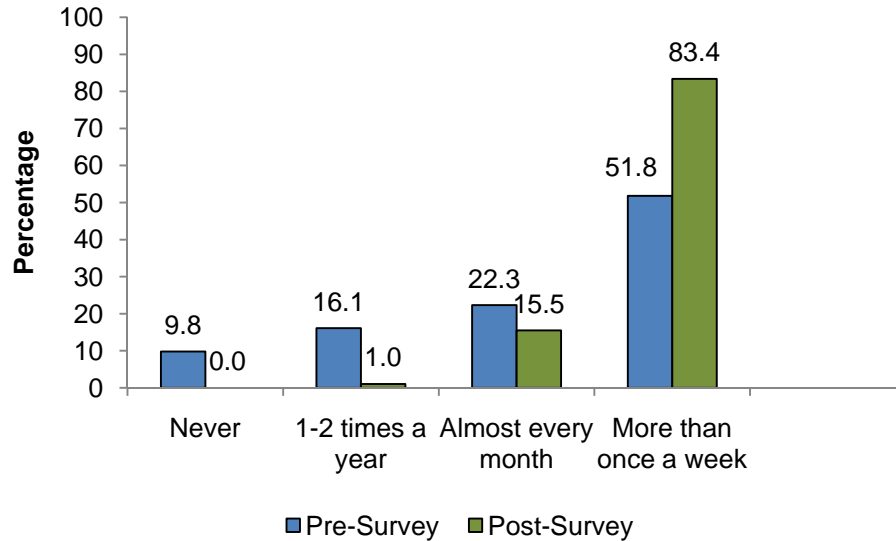


Figure 1. Percentage of Parental Responses to Survey Question “How often do you read to your child?”, 2012

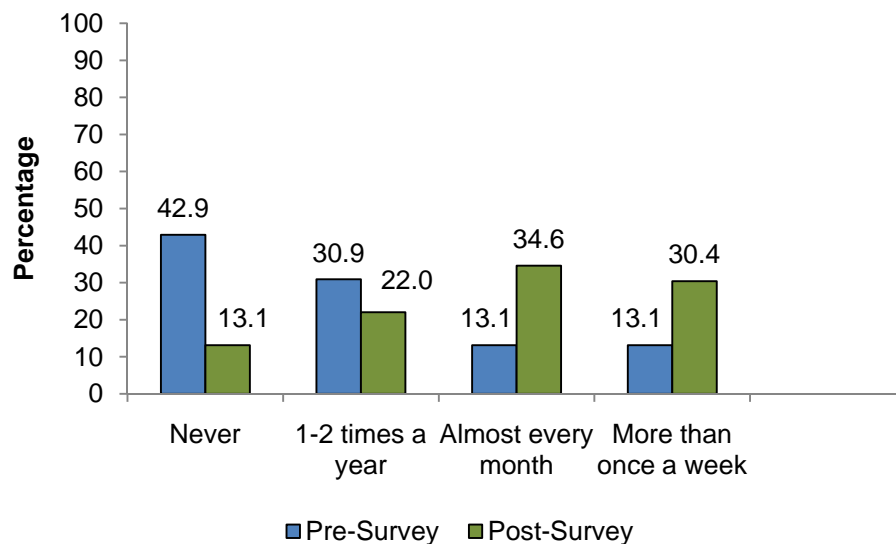


Figure 2. Percentage of Parental Responses to Survey Question “How often do you take your child to the library?”, 2012

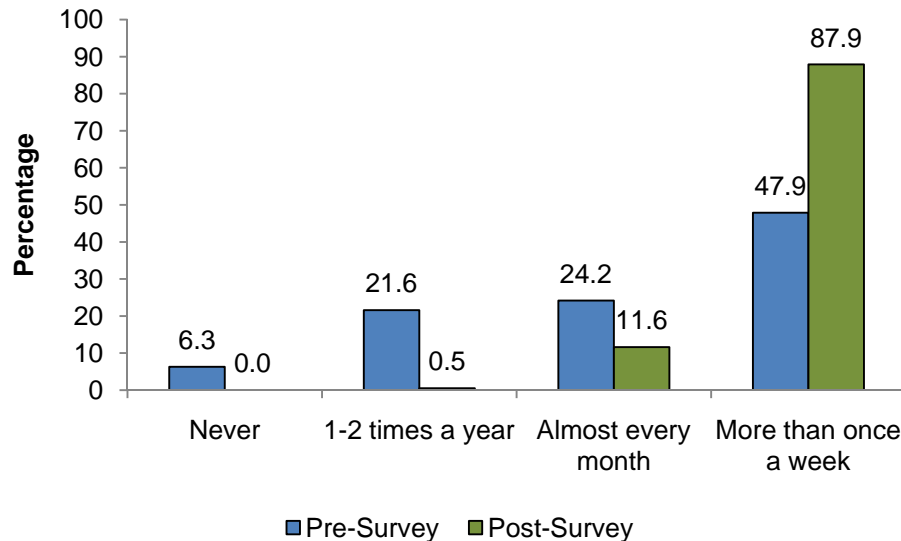


Figure 3. Percentage of Parental Responses to Survey Question “How often do you play games at home with your child to teach him/her new things?”, 2012

Question items related to parental involvement in the school and interaction with the school staff were included on the pre- and post-survey. 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 4**, page 11 of Appendix A.

- The percentage of parents who reported having never called their child’s teacher decreased from 52.9 percent prior to participating in the program to 11.8 percent after participating in the program. Parents were asked whether they attended parent-teacher conferences. The data show that prior to participating in the program, 33.1 percent of the parents reported never attending a parent-teacher conference. However, after participating in the program, only 10.3 percent of parents reported never attending a parent-teacher conference. Prior to participating in the program, 12.3 percent of parents reported monthly or more attendance at Parent Teacher Association (PTA) or Parent Teacher Organization (PTO) monthly meeting. After participating in the program, 31.9 percent of parents reported monthly or more attendance at PTA/PTO meeting.
- Paired samples t-tests were conducted for all the parental involvement questions to assess whether parental responses from the pre-survey to the post-survey were significantly different. The results indicate that the positive growth in responses on the parent involvement items after participating in the HIPPY were significantly different from responses given prior to participation in HIPPY ($p < .001$) (**Table 5**, page 11, Appendix A).

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, the 2012 Aprenda 3 and Stanford 10 results show that the kindergarten students who participated in the HIPPY program during the 2011–2012 school year outperformed all HISD kindergarten students on the reading and math subtests in 2012. Former HIPPY students who participated in the program during the 2009–2010 and 2010–2011 school years also earned higher NCEs on the 2012 reading Aprenda 3 and Stanford 10 in kindergarten.

The HIPPY program seeks to actively engage parents in their child's education during the preschool years and help prepare them for success in school. During the 2011–2012 school year, parents were provided additional enrichment activities that encouraged more engagement in their child's school, community, and the process of learning. Results from a parent involvement survey administered in 2012 suggest the participation in the HISD HIPPY program increased frequency of parental involvement in various literacy activities at home, as well as, involvement at the school level. Increased parental involvement has also been found in previous years (HISD, 2010; HISD, 2009).

As previously mentioned, program participation has been shown to have positive achievement outcomes for students and increase parental involvement. During the 2011–2012 school year, the program was provided at 12 campuses. It is recommended that the district consider increasing funding so the HIPPY program can serve more campuses. The program administration should also work to expand the program to a higher proportion of students in all ethnic groups. A limitation of the study is the inability to identify all the students whose parents participate in HIPPY. Because many students have not reached school age, they are not enrolled in an HISD school or identified in the student database. Early identification of HIPPY participants in the Chancery SMS would increase the ability to track students throughout their years in HISD and investigate the long-term impact of program participation on student achievement.

References

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APPENDIX A

Table 1: The Demographic Characteristics of the 2011–2012 HIPPY Student Population

2011–2012		
	N (224)	Percent
	n	%
Total	131	100.0
Gender		
Male	63	48.1
Female	68	51.9
Ethnicity		
Asian	2	1.5
African American	12	9.2
Hispanic	117	89.3
White		
Two or More		
Grade		
EE	2	1.5
PK	90	68.7
K	39	29.8
Limited English Proficiency		
Yes	104	79.4
Economically Disadvantaged		
Yes	125	95.4
At-Risk		
Yes	120	91.6

Table 2. Mean NCE of HISD HIPPY Participants (2009–2012) on the 2012 Aprenda 3 Reading and Math Subtests

2012 Aprenda 3 Results								
	2009–2010 HIPPY Student Sample [†]		2010–2011 HIPPY Student Sample ^{††}		2011–2012 HIPPY Student Sample ^{†††}		All HISD Students	
	Read	Math	Read	Math	Read	Math	Read	Math
Grade	NCE	NCE	NCE	NCE	NCE	NCE	NCE	NCE
K	82 [*]	78 [*]	76 [*]	80 [*]	78 [*]	81	64	71
First	73	70	81 [*]	77	–	–	72	70
Second	75	75	–	–	–	–	72	71

[†] 2009–2010 Kindergarten=15, First=69, Second=12 ^{††} 2010–2011 Kindergarten= 85, First=16

^{†††} 2011–2012 Kindergarten=34

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

*T-tests revealed that differences were significantly different at the p<.05.

Table 3. Mean NCE of HISD HIPPY Participants (2009–2012) on the 2012 Stanford 10 Reading and Math Subtests

2012 Stanford 10 Results								
	2009–2010 HIPPY Student Sample [†]		2010–2011 HIPPY Student Sample ^{††}		2011–2012 HIPPY Student Sample ^{†††}		All HISD Students	
	Read	Math	Read	Math	Read	Math	Read	Math
Grade	NCE	NCE	NCE	NCE	NCE	NCE	NCE	NCE
K	55	35	57	57	55	58	53	51
First	49	56	46	48	–	–	48	50

[†] 2009–2010 Kindergarten=5, First=22 ^{††} 2010–2011 Kindergarten= 21, First=9

^{†††} 2011–2012 Kindergarten=5

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

Table 4. Response Rates to School Involvement and Interaction with School Staff Questions on Pre and Post Parental Involvement Surveys, 2011–2012

		N	Never	A Few Times a Year	Monthly or More	Weekly or More
How often have you called your child's teacher?	Pre	153	52.9	18.3	9.8	19.0
	Post	153	11.8	20.3	30.7	37.3
How often have you been invited to your child's school for a special event?	Pre	151	30.5	35.8	15.9	17.9
	Post	151	6.6	24.5	31.1	37.7
How often have you visited your child's school for a special event (such as a book fair)?	Pre	146	44.5	28.8	13.0	13.7
	Post	146	8.9	26.7	35.6	28.8
How often have you attended parent-teacher conferences?	Pre	145	33.1	44.1	13.8	9.0
	Post	145	10.3	26.9	41.4	21.4
In the past year, how often have you attended meetings of the PTA or PTO?	Pre	138	62.3	19.6	12.3	5.8
	Post	138	35.5	11.6	31.9	21.0

Table 5. Mean Differences on Pre and Post Parental Involvement Surveys, 2011–2012

		Pre-Survey		Post Survey			
	N	M	SD	M	SD	t***	df
How often do you read to your child?	193	3.16	1.03	3.82	0.41	9.44	192
How often do you take your child to the library?	191	1.96	1.04	2.82	1.01	9.76	190
How often do you play games at home with your child to teach him/her new things?	190	3.14	0.97	3.87	0.35	11.29	189
How often have you called your child's teacher?	153	1.95	1.18	2.93	1.02	9.93	152
How often have you been invited to your child's school for a special event?	151	2.21	1.07	3.00	0.95	8.72	150
How often have you visited your child's school for a special event (such as a book fair)?	146	1.96	1.06	2.84	0.95	8.08	145
How often have you attended parent-teacher conferences?	145	1.99	0.91	2.74	0.91	8.56	144
In the past year, how often have you attended meetings of the PTA or PTO?	138	1.62	0.92	2.38	1.17	8.04	137

Note: ***p< .001