PROGRESS IN LITERACY/PRE-READING

Student performance gains from pretest to posttest on the English language *Peabody Picture Vocabulary Test-III* (PPVT-III) and the Spanish language *Test de Vocabulario en*

AUSTIN ISD PREKINDERGARTEN PROGRAM EVALUATION, 2004-2005

The purpose of this evaluation of the Austin Independent School District (AISD) prekindergarten (pre-K) program is to inform decision-makers at the local and state level about the academic progress of prekindergarten students. Student acquisition of language and mathematics skills, quality of professional development for pre-K teachers, and the impact of the prekindergarten program on student achievement are the main focus of this evaluation.

The 2004-2005 program evaluation plan for the *Prekindergarten Expansion Grant*, Cycle 10 for Austin ISD is included in Appendix A. The major questions in this evaluation of the *Prekindergarten Expansion Grant* for the Texas Education Agency (TEA) include the following:

1. How did the program demonstrate evidence of gains in cognitive development, especially in pre-reading and language, and mathematics?
2. How did the program demonstrate effectiveness of activities of the expanded full-day prekindergarten in achieving the aims of the program?
3. How did the program determine the impact, short-term and long-term, of the expanded full-day prekindergarten on the participants?

INTRODUCTION

In the publication,

Research has shown that program standards in early education help children, especially low-income children, succeed later in school and in life (Schumacher, 2003). According to *The Texas Plan, Enhancing Early Childhood Education and Development* (2004), several recent studies indicate that for each dollar invested in the education of 3- and 4- year-olds, the long-term return is between seven and eight dollars. The authors state, "The returns are almost evenly divided between the individual, in increased wages, and the state, in enhanced tax revenues and savings on costs of the criminal justice system, crime victim losses, and repeating grades in school."

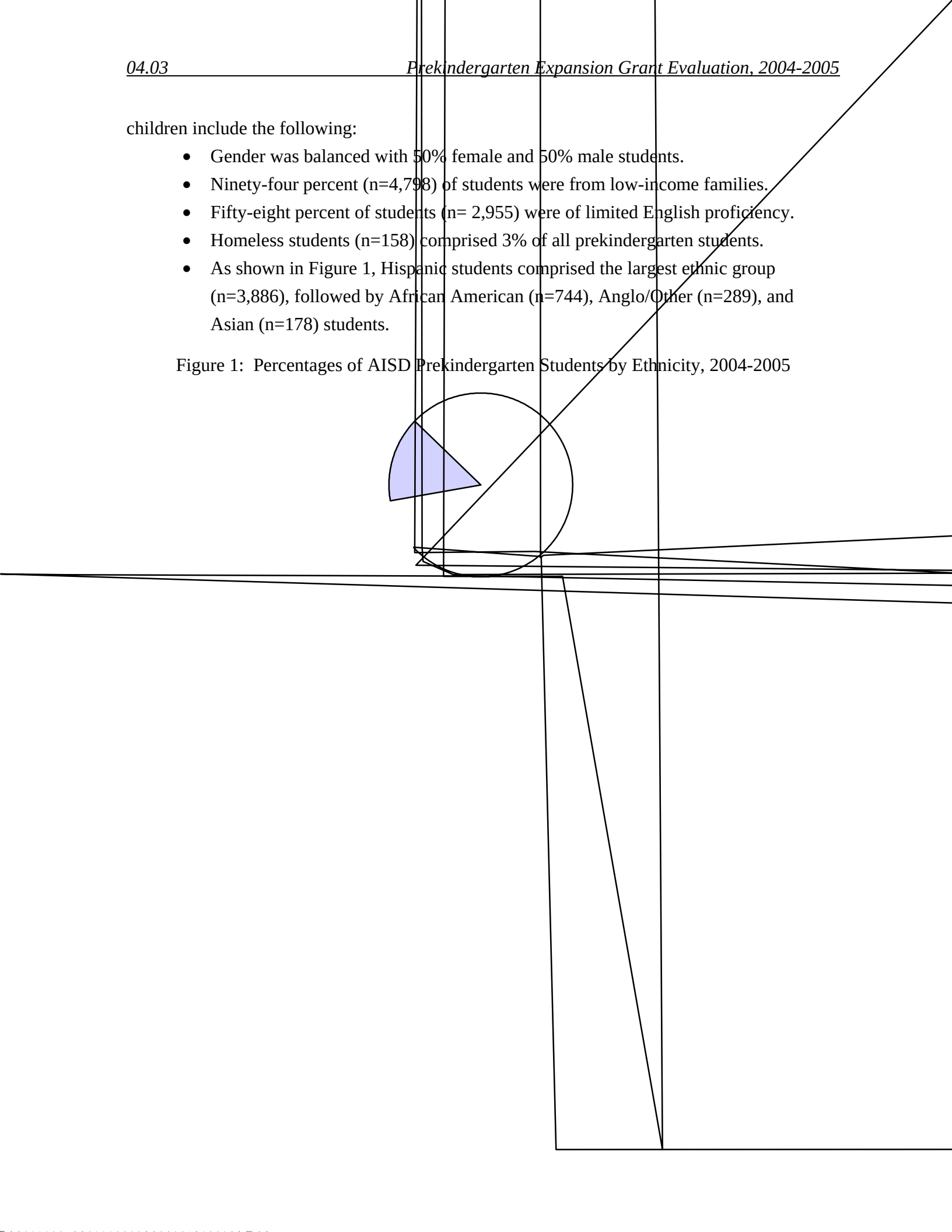
With annual testing requirements for NCLB starting at grade 3, district administrators and state policymakers have become increasingly concerned with improving early learning opportunities for children. Using the state *Prekindergarten Curriculum Guidelines,* the state-adopted *DLM Early Childhood Express* curriculum, and the district instructional planning guides (IPGs), AISD prekindergarten teachers are proactively helping their students prepare for success in school and life.

During 2004-2005, a task force of nine prekindergarten teachers wrote and piloted the *Prekindergarten Assessment Rubric* to inform parents and administrators of the academic and developmental progress of the district's four-year-olds. The *Prekindergarten Report to Parents* outlines academic growth of the child, describes the child's physical, emotional, and social development, and includes teacher comments. According to one of the prekindergarten teachers who helped develop and pilot the assessment rubric, "The report card and guidelines support the assessment of the whole child." During 2005-2006, all AISD prekindergarten teachers will use the assessment rubric to provide consistency in the way that teachers mide

children include the following:

- Gender was balanced with 50% female and 50% male students.
- Ninety-four percent (n=4,798) of students were from low-income families.
- Fifty-eight percent of students (n= 2,955) were of limited English proficiency.
- Homeless students (n=158) comprised 3% of all prekindergarten students.
- As shown in Figure 1, Hispanic students comprised the largest ethnic group (n=3,886), followed by African American (n=744), Anglo/Other (n=289), and Asian (n=178) students.

Figure 1: Percentages of AISD Prekindergarten Students by Ethnicity, 2004-2005



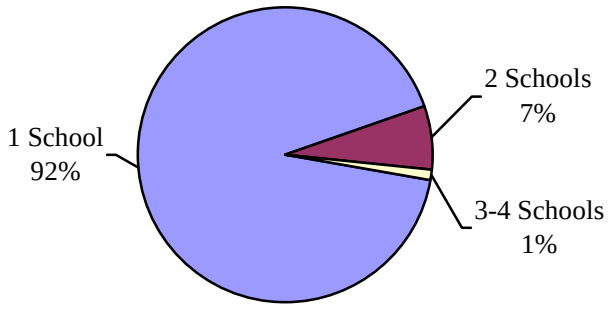
The number of AISD prekindergarten students has increased by 48% over the past four years, from 3,441 in 2000-2001 to 5,097 in 2004-2005. During this time, the number of pre-K students who were from low income families increased by 74% and the number of pre-K LEP students increased by 77%, which means that more students were meeting both criteria. Table 1 summarizes various program data from 2000-2001 through 2004-2005. These data include all prekindergarten students served at any point in a given year.

Table 1: Five Years of AISD Prekindergarten Summary Information from 2000-2001 through 2004-2005

Pre-K Information	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Number of Schools With Pre-K	58	61	61	65	67
Number of Teachers	178	201	243	262	281
Number of Pre-K Students	3,441	3,823	4,414	4,499	5,097

Figure 3 shows the percentage of 2004-2005 prekindergarten students enrolled by number of schools attended.

Figure 3: Percentage of 2004-2005 Prekindergarten Students by Number of Schools Attended



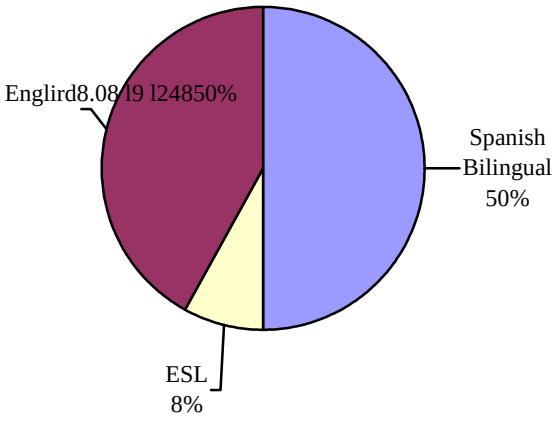
Source: AISD Student Records

LANGUAGE OF INSTRUCTION

Forty-seven languages (as compared to 37 in 2003-2004) were reported as home languages among 2004-2005 prekindergarten students. The home languages reported with the most frequency were Spanish (n=2,632), English (n=2,244), Vietnamese (n=57), and Korean (n=37).

AISD offers prekindergarten instruction in English and Spanish. For students whose primary language was not English or Spanish (8%), English instruction was delivered by an English as a Second Language (ESL) certified teacher. In 2004-2005, 50% of the prekindergarten students received the majority of their instruction in Spanish. Figure 4 shows the percentage of prekindergarten students by type of instruction in 2004-2005.

Figure 4: Percentages of AISD Prekindergarten Students by Type of Instruction, 2004-2005

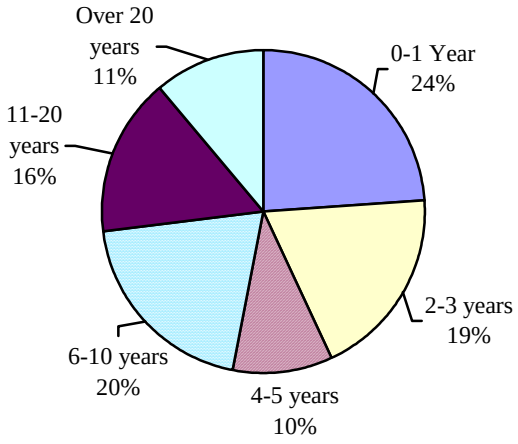


TEACHER INFORMATION

There were 281 prekindergarten teachers in 2004-2005 with an average of 8.0 years of teaching experience (compared to 9.1 in 2003-2004). This is comparable to the national average of 8.2 years of teaching experience for teachers of young children, as reported in *The National Prekindergarten Study* (March 30, 2005) funded by the National Institute for Early Education Research. The overall average years of teaching experience for the AISD teacher workforce was 11.9 in 2004-2005, which was 3.9 years higher than the average teaching experience for prekindergarten teachers. A total of 279 (99%) pre-K teachers met the highly qualified criteria for NCLB. To be deemed highly qualified by NCLB, teachers must have a bachelor's degree and full state certification or licensure.

The majority (52%) of the prekindergarten teachers in AISD had five years or less of teaching experience. In 2004-2005, 34 beginning teachers (12%) were hired for the prekindergarten program. While 17% of all prekindergarten teachers had 0-1 years of teaching experience in 2003-2004, 24% of teachers had that same level of teaching experience in 2004-2005. Thus, the 2004-2005 prekindergarten class had less experienced teachers than the 2003-2004 class. The percentage of teachers at each teaching experience level is shown in Figure 5.

Figure 5: Percentage of AISD Pre-K Teachers by Years of Teaching Experience, 2004-2005



Source: AISD Human Resource Records

PREKINDERGARTEN BUDGET

The State of Texas Foundation School Program provides the funding for half-day prekindergarten. The district must pay for the additional half day of instruction for the full-day pre-K classes. AISD received the Cycle 10 *Prekindergarten Expansion Grant* in 2004-2005 to fund the additional half day for 47 of the 67 schools offering full-day pre-K classes. v

Over $6.3 million dollars were available to fund the AISD prekindergarten program during 2004-2005. The grant amount of $4,450,057 was used for pre-K teacher salaries and benefits, reading materials and supplies, and professional support salaries for the full-day programs. In addition, $54,218 in Title I funds and approximately $1,840,441 in local funds were used to support the full-day prekindergarten program in 2004-2005.

STUDENT ACADEMIC PROGRESS

The following section will focus on the academic progress of AISD prekindergarten students. The cognitive development in language arts and in mathematics data address Question 1 of the *Prekindergarten Expansion Grant* evaluation report to TEA (see page 1), and the short-term and long-term impact data address Question 3.

COGNITIVE DEVELOPMENT IN LANGUAGE ARTS

Student performance gains from pretest to posttest on the English language *Peabody Picture Vocabulary Test-III* (PPVT-III) and the Spanish language *Test de Vocabulario en Imágenes Peabody* (TVIP) determined program effectiveness in language and literacy for prekindergarten. The PPVT-III and TVIP measure knowledge of receptive vocabulary in English and in Spanish, respectively. Standard test scores are based on national age norms, with a mean of 100 and a standard deviation of 15 for both tests. For a student to maintain his or her standing relative to the national average, the gain score would be zero. Any gain greater than zero indicates that the student's performance improved compared to the national average.

The PPVT-III and TVIP are e2 0 0 12 272.383Tm3/TTII and TVIP are e2 0 0 12 272.383Tm8feveE72

TVIP. As shown in Figure 6, demographic characteristics of students tested closely matched those of the overall AISD pre-K population.

Figure 6: Demographic Comparison of AISD Pre-K Student Testing Sample With All AISD Prekindergarten Students, 2004-2005

Figure 7: Average PPVT-III and TVIP Pretest and Posttest Scores for AISD Pre-K Students When Tested in Th

The 2004-2005 testing sample showed growth accelerated twice that expected for four-year-olds.

An average raw score can be used to calculate average growth in receptive vocabulary throughout the school year. The average raw score on the PPVT-III for English only students increased from 45 in the fall to 61 in the spring, reflecting an average growth in receptive vocabulary of 1 year, 2 months in a seven-month period. The average raw score on the TVIP for Spanish language students increased from 19 to 33 during the same period, also reflecting an average growth of 1 year, 2 months. This represents growth twice that expected for four-year-old English and Spanish language students.

Students Scoring in Average Range

It is important to know how prepared the pre-K students will be when they start kindergarten. Although 100 is the national average score, there is an average range for both the PPVT-III and the TVIP of 85-115 standard score points (one standard deviation above and below the mean). The assumption is that students who advance to the average range in the test of their language of instruction will be ready to accelerate future literacy learning in kindergarten.

Each posttest score was examined to determine if it fell within this range for Spanish-speaking LEP students taking the TVIP, Spanish-speaking LEP students taking the PPVT-III, and English-only students taking the PPVT-III. Analysis of these data reveals the following information:

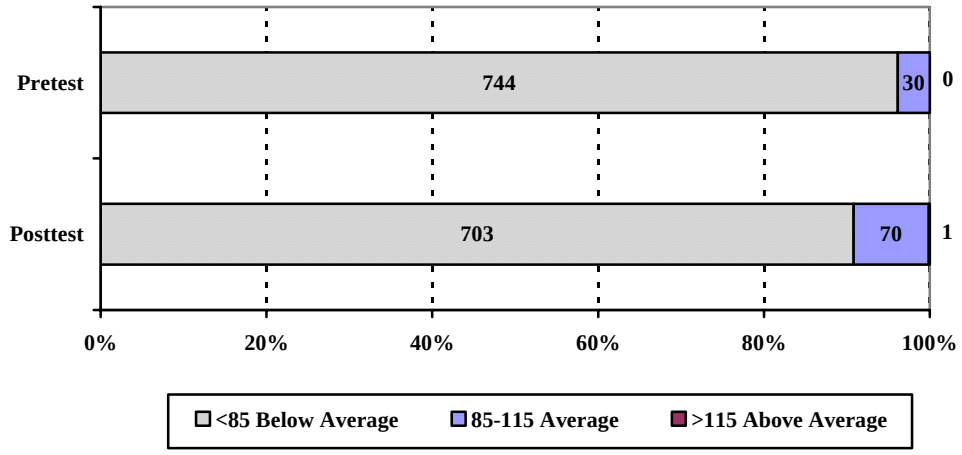
- 80% (n=1,319) of all students scored in the average or above average range on the posttest when tested in their language of instruction.
- 82% (n=705) of *English-only* students tested on the PPVT-III scored in the average or above average range on the posttest.
- 79% (n=613) of all *Spanish-speaking LEP* students tested on the TVIP scored in the average or above average range on the posttest.
- 9% (n=71) of *Spanish-speaking LEP* students tested on the PPVT-III scored in the average or above average range on the posttest.

Figures 9-12 show the numbers and percentages of students who scored in the below average, average, and above average ranges on the pretest and posttest. The greatest growth in receptive vocabulary was for Spanish-speaking LEP students on the TVIP moving from 51% (n=396) of students in the average or above range on the pretest to 79% (n=613) of students in the average or above average range on the posttest. Figure 9 shows the numbers and percentages of Spanish language pre-K students in the below average, average, and above average ranges on the TVIP pretest and posttest.

Forty-two percent (40% in 2003-2004) of the 2004-2005 pre-K students in the testing sample were at or above the national average of 100 on the posttest when tested in their language of instruction. Of these, 40% (n=347) of all English-only students taking the PPVT-III had a standard score of 100 or higher, and 44% (n=343) of all Spanish-speaking LEP students tested on the TVIP had a standard score of 100 or higher on the posttest.

While the PPVT-III scores were low for Spanish language students, the number of students in the average or above range more than doubled from 30 on the pretest to 71 on the posttest. Figure 11 shows the numbers and percentages of Spanish language pre-K students in the below average, average, and above average ranges at PPVT-III pre- and posttest.

Figure 11: Number and Percentage of AISD Spanish-speaking LEP Pre-K Students (N=774) Who Were Below, At, and Above Average on the PPVT-III Pretest and Posttest, 2004-2005



Source: AISD Program Evaluation PPVT-III Records, 2004-2005

COGNITIVE DEVELOPMENT IN MATHEMATICS

AISD uses the *Prekindergarten Report to Parents* four times each year to report student academic progress, which is rated by teachers for the areas of oral language, pre-reading/concepts of print, writing, listening, mathematics, social studies/science/health, and English as a second language. Because there is no formal mathematics assessment for pre-K through grade 2 in AISD at this time, mathematics ratings on the *Prekindergarten Report to Parents* were used to determine students' progress in mathematics during prekindergarten. The *Prekindergarten Expansion Grant 2004-2005 Mathematics Survey* was sent to all AISD prekindergarten teachers (n=281) in April 2005. Teachers were asked to list performance levels for students who had a math score for each nine weeks on the *Prekindergarten Report to Parents*. The performance scale used for rating academic progress is as follows: 1–needs improvement; 2–basic understanding; 3–skilled; and 4–advanced. Responses from 112 (40%)

pre-K teachers represent 1,754 (39%) students at 56 (84%) schools with prekindergarten classes. Only students with a performance level during each nine-week period (n=1,600) were used for reporting purposes. This sample represents about one-third of 2004-2005 prekindergarten students.

Although there are major instructional goals listed on the *Prekindergarten Report to Parents,* currently, teachers use their discretion to determine what behavior constitutes an advanced performance level. Therefore, the *Prekindergarten Expansion Grant 2004-2005 Mathematics Survey* is an informal assessment and is subject to individual teachers' standards.

Progress in Mathematics

Figure 12 shows the number and percentage of prekindergarten students rated at each level in mathematics during each of the four nine-week grading periods. Overall, the percentage of prekindergarten students rated at levels 3 (ski

Mathematics Performance Ratings Comparison

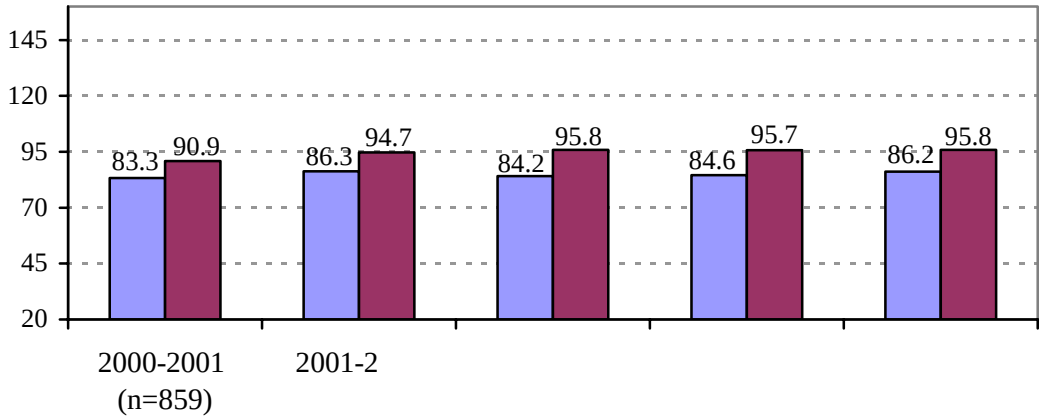
During the 2004-2005 school year, nine prekindergarten teachers worked on an Assessment Task Force to create and pilot the *Prekindergarten Assessment Rubric* to be used in each of the four nine-week grading periods as a guide for more accurate reporting of performance levels on the *Prekindergarten Report to Parents*. The assessment rubric was based on the *Prekindergarten Curriculum Guidelines*, the district *Instructional Planning Guides (IPGs)*, and the district-aligned *PK-12 Matrix of Essential Knowledge and Skills*. In 2005-2006, the assessment rubric will be used as the districtwide prekindergarten assessment for language arts, mathematics, social studies, science, English as a Second Language (ESL), and personal development.

The prekindergarten assessment rubric was created to bring more consistency to reporting on the *Prekindergarten Report to Parents*. Performance levels reported on the *Prekindergarten Expansion Grant 2004-2005 Mathematics Survey* were compared for task force teachers who used the *Prekindergarten Assessment Rubric* and non-task force teachers who did not use the assessment rubric. Five of nine (56%) task force teachers and 112 of 272

Table 2: AISD Pre-K Students' Mathematics Performance Ratings by Assessment Task Force and Non-Task Force Pre-K Teachers, 2004-2005

Student Performance Level	Students Rated by Task Force (n=62)		Students Rated by Non-Task Force (n=1,538)	
	#	%	#	%
First Nine Weeks				
Level 1-Needs Improvement	1	2%	231	15%
Level 2-Basic Understanding	20	32%	839	55%
Level 3-Skilled	19	31%	381	25%
Level 4-Advanced	22	35%	87	5%
Second Nine Weeks				
Level 1-Needs Improvement	1	2%	103	7%
Level 2-Basic Understanding	10	16%	678	44%
Level 3-Skilled	19	31%	529	34%
Level 4-Advanced	32	51%	228	15%
Third Nine Weeks				
Level 1-Needs Improvement	0	0%	48	3%
Level 2-Basic Understanding	11	18%	416	27%
Level 3-Skilled	24	39%	760	49%
Level 4-Advanced				

Figure 13: Five-Year Comparison of Average Pretest and Posttest Scores for AISD Spanish-Speaking LEP Pre-K Students Tested on the TVIP, 2000-2001 through 2004-2005



III posttest score for Spanish-speaking LEP students has continued to gradually decline over the past four years (Figure 15).

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Demonstration Sites to provide training in best practices for language and literacy learning.

- *Summer Pre-K Guidelines Training* – Participants attended six hours of training in the language arts objectives in the *Prekindergarten Curriculum Guidelines*.

Mathematics

- *Developing Geometric and Spatial Thinkers in Pre-K* – This two-hour course reviewed standards and anticipated student outcomes for children ages 4-6 in the mathematics strand of geometry.
- *Prekindergarten TEXTEAMS*–Three days of this training emphasized the five content areas of prekindergarten mathematics guidelines.
- *Developing Algebraic Thinkers in Pre-K* – This two-hour class helped teachers review the concepts, learning trajectories, assessment, and strategies for lesson design pertaining to the development of algebraic reasoning of the pre-K child.
- *Building Number Sense in Pre-K* – This two-hour class helped teachers review the con 12 0 0 12 13se trajectories, assessm

Bilingual

- RISE *(Rigorous Instruction in Spanish and English) Training* – This two-hour course was provided to support the implementation of the Bilingual Education/ESL instructional model.
- *Bilingual Summer Academy for Teachers of Pre-K–Second Grade Bilingual Students* – This all-day class focused on the nature, needs, and instruction of bilingual students in pre-K through second grade.

Curriculum

- *Pre-K Team Leader Curriculum Update* – These five two-hour sessions addressed the use of instructional planning guides (IPGs) for prekindergarten teacher planning and instruction.

Assessment

- *Pre-K Assessment Task Force* - A select group of pre-K teachers provided input on the development of an assessment tool for use in the pre-K program. The group met once each month and during the summer.

Discipline

- *PPCD* (Preschool Programs for Children with Disabilities)*, Pre-K, and Kindergarten Inclusion: Making It Work for You* – This all day course was a discussion regarding individual classroom challenges surrounding inclusion.
- *Satori Alternatives to Managing Aggression* – SAMA was a 12-hour containment/restraint course for educators who work with students with challenging behaviors.
- *Pre-K Positive Discipline* - Teacher leaders presented effective, positive discipline strategies for prekindergarten classrooms.

General Information

- *Pre-K Classroom Organization and Management* – Teacher leaders shared practical ideas and strategies for creating a positive classroom environment.
- *Prekindergarten Registration Information* –Information for prekindergarten registration, including family income eligibility guidelines, staggered start, and helpful hints, were offered to teachers.

AISD prekindergarten staff participation in 2004-2005 prekindergarten training was highest for mathematics (1,460 hours) and for language and literacy (1,429 hours) content areas. Figure 17 shows the percentage of training hours by subject area.

Figure 17: Percentages of AISD

4. Math (n=13),
5. Classroom Management (n=12), and
6. Bilingual instruction (n=10).

Teachers indicated appreciation for the prekindergarten-specific training that was available, but would have liked to have had more and varied training opportunities. One teacher wrote, "I think that the department is supportive of new teacher training. I would like to see more training for those of us who have been around for awhile."

TEEM DEMONSTRATION SCHOOLS

A long-term professional development opportunity was available during 2004-2005 through the statewide Texas Early Education Model (TEEM) Demonstration Project. Austin ISD was chosen as one of the demonstration sites.

Senate Bill 76, passed during the 78th Texas Legislature (2003), designated the Center for Improving Readiness of Children for Learning and Education (CIRCLE) at the University of Texas Health Science Center at Houston as the State Center for Early Childhood Development in May 2003. The purpose of the Center was to develop pilot projects on integration of services, a quality rating system, and a parent initiative to support school readiness.

The 11 demonstration sites in the *Texas Early Education Model* (TEEM) implemented integration plans across the three funding streams of public school prekindergarten, Head Start, and childcare. This community-based model of integration across the state planned to bring the combination of research-based curriculum, progress monitoring, and high quality professional development into the participating early childhood education programs in a cost-effective manner.

Eight AISD prekindergarten teachers who participated in the year-long program were from Andrews, Cowan, Dawson, Pecan Springs, Ridgetop, Rodriguez, Sanchez, and Winn elementary schools. The CIRCLE training model included small group focus, training throughout the year, in-classroomg(in1p67-0.12 72016 334.80002 Tto bring)Tj0.0/36T137.68553 262.80s01 T

AISD TEEM participants reported their experience with the training program at the end of the school year. Six of the eight (75%) teach

A professional development opportunity, led by two of the prekindergarten teachers,

the school year, task force members continued to update the documents to include overarching ideas, examples of student samples, and student outcomes that were aligned with the District IPG Overview for prekindergarten. The new *Prekindergarten Report Card Rubric* will be implemented districtwide in 2005-2006. Future evaluations will examine the extent to which this new assessment tool influences instruction and learning. According to one task force teacher, "The program will have a huge impact on the prekindergarten students because we are determining what is worthy of assessment, how learning will be evident, and how that evidence will be documented and shared for the 4,500 prekindergarten students in Austin."

CLASSROOM VISITS

In April 2005, the program evaluator conducted visits at two campuses, Rodrc60 0MCID 2 >>BDC BT

- Teachers asked open-ended questions designed to encourage children to think and express their ideas.
- Teachers were skilled at taking advantage of teachable moments.
- Teachers observed children and documented what they learned about the children.

In addition to these best practices, th

SUMMARY

The AISD prekindergarten enrollment continues to grow each year. A total of 5,097 four-year-olds attended AISD prekindergarten during 2004-2005 (compared to 4,499 in 2003-2004). These four-year-olds, who are primarily from low income families and/or are limited English proficient, attend full-day prekindergarten programs, and receive hundreds of hours of instruction to support their academic progress. With this growth in the prekindergarten population, many opportunities and challenges present themselves.

One major challenge of the pre-K program is ensuring the continuity of program implementation across all of the AISD campuses with a prekindergarten program. Because professional development is optional, not all prekindergarten teachers have attended the training that would help them to effectively implement the curriculum. In addition, professional development must meet the needs of pre-K teachers with a great variety of teaching experience levels.

In spite of the growth and challenges of the prekindergarten program, student progress in language and literacy and in mathematics in 2004-2005 remained comparable to 2003-2004 results. Gains from pretest to posttest on the English language *Peabody Picture Vocabulary*

cohort students (n=448) who scored 100 or above on the PPVT-III posttest in 2000-2001, 99% (n=444) passed the 2005 Grade 3 TAKS reading. For Spanish language cohort students (n=175) who scored 100 or above on the TVIP posttest in 2000-2001, 100% passed 2005 Grade 3 TAKS reading.

RECOMMENDATIONS

Prekindergarten teachers and the prekindergarten specialist identified some areas for improvement to the program. As state and national expectations become more rigorous, the educators of young children face many challenges. The district should continue to implement developmentally appropriate practices for prekindergarten while supporting the academic rigor required for these four-year-olds to read on grade level by grade 3 and thereafter. Some of these recommendations are already in progress and require continued district support:

- **Accelerate English language acquisition for Spanish-speaking LEP prekindergarten students in bilingual classrooms** – Average English language PPVT-III posttest scores for Spanish-speaking LEP students have decreased for the past four years. Because these students must transition to English to take the TAKS tests, English language acquisition among Spanish-speaking LEP students mpw 67238 455.51997T

APPENDIX A: 2004-2005 PREKINDERGARTEN EXPANSION GRANT, CYCLE 10 PROGRAM EVALUATION PLAN FOR AUSTIN ISD

1. How will the program demonstrate evidence of gains in cognitive development, especially in pre-reading and language, and mathematics?

Language/Pre-Reading - Program effectiveness for prekindergarten language and pre-reading will be determined by f

about how the TEXTEAMS training has impacted teacher instruction and student learning.

3. How will the program determine the impact, short-term and long-term, of the activities of the expanded full-day prekindergarten on the participants?

Short-term impact – Literacy readiness for kindergarten will be assessed by determining the number of students scoring in the average range on the PPVT-III and TVIP when tested in their language of instruction. The assumption is that students who advance to the average range in the test of their language of instruction will be ready to accelerate future literacy learning in kindergarten. In addition, using PPVT-III and the TVIP data from 2004-2005 and prior years, comparisons between current year gains in receptive vocabulary for all students tested will be made to previous years' gains. The mathematics pretest and posttest data from the pilot test will provide baseline data for 2004-2005.

Long-term impact- A longitudinal study using PPVT-III/TVIP scores of students who attended AISD prekindergarten in 2000-2001 and their 2005 Grade 3 TAKS reading results will be conducted. The 2005 Grade 3 TAKS reading passing rates of former full-day and half-day prekindergarten students with valid PPVT-III/TVIP pre- and posttest scores will be examined to determine if there is any relationship between pre-K test performance levels and TAKS grade 3 reading performance. The effect of instruction since prekindergarten will be examined by looking at the Grade 3 TAKS reading performance of former prekindergarten students who completed prekindergarten below average (below 85standard score points), average (85-115 points), and above average (above 115 points) on the PPVT-III or TVIP.

APPENDIX C: PREKINDERGARTEN PEIMS OCTOBER 2004 SNAPSHOT

Demographic Information	Expansion Grant*	Non-Grant Funded	Total
Number of Schools	47	20	67
Number of Students	3,348	1,198	4,546
Homeless Students	116	42	158
Limited English Proficient Students	1,749	712	2,461
Bilingual	1,583	541	2,124
ESL	149	167	316
LEP- Parent Denial	17	4	21
Limited English Proficient Only**	151	105	256
Economically Disadvantaged Only**	1,565	464	2,029
Met More Than One Criterion - LEP & Economically Disadvantaged**	1,632	629	2,261

* 47 schools were part of the Prekindergarten Expansion Grant as of 2001-2002. The 20 tf0-Ps0 1u.98 0 0 10.

School	Average Pretest PPVT-III

APPENDIX E: SUMMARY OF 2004-2005 PREKINDERGARTEN TEACHER SURVEY

113 (40%) teachers responded to statements about the prekindergarten program in May 2005 using the following scale: 5=Strongly Agree; 4=Agree; 3=Unsure; 2=Disagree; 1=Strongly Disagree. Average responses are given below.

Curriculum Questions	Number of Responses	Average Response
The curriculum used in the prekindergarten program was an effective tool for accelerating student learning.	113	4.0
The prekindergarten specific training that I attended this year was beneficial to my understanding of teaching and learning strategies for prekindergarten students.	101	4.2
District-developed teaching guidelines such as instructional planning guide (IPGs) and curriculum matrices were helpful resources for planning prekindergarten instruction.	111	3.7
District staff provided adequate information for the prekindergarten program in the following areas: **a) Eligibility criteria** **b) Curriculurriculu** **c)**		

APPENDIX F: SUMMARY OF 2004-2005 TEEM PREKINDERGARTEN TEACHER SURVEY

6 of 8 (75%) pre-K teachers who participated in the Texas Early Education Model (TEEM) Demonstration Project responded to statements about the program in May 2005 using the following scale: 5=Strongly Agree; 4=Agree; 3=Unsure; 2=Disagree; 1=Strongly Disagree. Average responses are given below.

Curriculum Questions	Number of Responses	Average Response
1) The instructional strategies added to my teaching as a result of participating in the Texas Early Education Model (TEEM) Demonstration Project have accelerated learning for my students.	6	4.8
2) My understanding of teaching and learning strategies for young children has increased by participating in the TEEM project.	6	4.5
3) The web-based training increased my knowledge of strategies for accelerating learning for young children.	6	4.2
4) The in-classroom training and mentoring provided me with resources to accelerate learning for young children.	6	4.7
5) Progress monitoring tools were effective means of determining student needs.	6	4.7

Source: 2004-2005 TEEM Prekindergarten Teacher Survey

7) How did participation in the TEEM Demonstration Project benefit you as a teacher?

See Page 23 for summarized responses to this question.

8) What parts of the TEEM model do you feel need to be expanded to all pre-K classes?

See Page 24 for summarized responses to this question.