

This report examines prekindergarten (pre-K) students' achievement on the Peabody Picture Vocabulary Test-

In Fall 2014, 36% of students who took the PPVT and 43% of students who took the TVIP scored in the average range or higher. By Spring 2015, 40% of PPVT test takers and 65% of TVIP test takers scored in the average range or higher (Figure 2).

PPVT test takers who scored in the very low range in Fall 2014 either moved to the low or high range by Spring 2015. The PPVT range of performance changed very little from Fall 2014 to Spring 2015. On the other hand, the TVIP range of performance changed distinctly from Fall 2014 to Spring 2015. Notably, a 6 to 8 percentage point increase occurred in the high average to very high ranges for TVIP test takers.

It is unclear what accounts for the marked difference between the ranges of

Overall, the data show that students who attended the AISD pre-K program experienced growth in receptive vocabulary, and the majority (65%) of children who took the TVIP were in the average range or higher by Spring 2015. However, PPVT test takers did not experience as much growth, and many of them only moved from the very low to low range of performance, instead of moving into the average range or higher.

Program staff should explore providing vocabulary instruction and support for implementation with students who are instructed in English. This exploration should not be isolated to pre-k, but should also take place in the primary grades (kindergarten to grade 2) to ensure that students receive the support they need. This is especially important because vocabulary recognition is a precursor to the development of reading skills, and students who have difficulty learning to read in the earliest years of schooling have been found to continue having difficulty over time (Scarborough, 2001; Snow, Burns, & Griffin, 1998).

Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (pp. 97– 110). New York, NY: Guilford Press.

Snow, C. E., Burns, M. S., & Griffin, P. (1998).