

PREKINDERGARTEMALUATION2009-2010

OVERVIEW

AISD proides a fullday preK program for all children who are 4-yearsold on or before September of the current school year and who meet one of the following eligibility criteria:

- Economically disadvantaged (qualify for free or reduceφrice lunch program)
- English language learner (ELL)
- Homeless
- Child of an active duty military member or a military member who was rinjas ext/q Eresided Ph EÜÓ foster care (Texas Education Code §29.153, [b]).

The AISD prk program is designed to provide instructional activities to meet the individual needs of young children and stimulate learning in all areas of physical, social, emotional, and cognitive development.

PREKENROLLMEN 2009–2010 Total PrekEnrollment: 5,450

Economic disadvantage 96% English language learner 58%

African American	12%
White	6%
Asian	4%

PREKRECEPTIVEOCABULARABILITY

The Peabody Picture Vocabulary Test I (PPVIII) and the Test de Vocabularío en Imagenes Peaboty IP measure knowledge of receptive vocabulary in English and Spanish, respectively and postassessments were administered to a random sample of pleclasses in the fall and spring of the 2009–2010 academic year. At least one class was chosen from the sample were tested in English (PPVIII), and the Spanish Betudents were tested in Spanish (TVIP) well. A total of 971 students were tested in both semesters, representing nearly 18% of all students enrolled in the language. Of the students tested, 11% (= 107) were at Lucy Readigures 1a and 1b summarize district-wide student performance on the PPVT for English akers and on the TVIP for Spanish peakers, respectively.

Figure 1a EnglishSpeaking Students' Peabody Picture Vocabulary TERVT—III) Performance by Semester, 20092010 (N

Lucy Read Demonstratio8chool

The TVIP sample included 79 native Spanish ELLs from Lucy Read Demonstration School who took the assessment in both the fall and spring. To make group comparisons and estimates of students' gains and losses, standardized scale scores were convented normal curve equivalent (NCE) scores. Tablehows the averaged NCEs district wide and for the sample of ELLs on the Lucy Read campus from fall and spring, and the average gains made during the 20092010 school year. When interpreting an NCE average gain (or loss), note thatero shows that the students' growth did not differ from the national average expected growth. Deviations of ±4 represent a significant growth (or loss) comparedxwithted growthnationally, and deviations of ±11 represent a very high significant gain (or loss).

Table 1. Test de Vocabuliaren Imagenes Peabod (TVIP) Normal Curve Equivalent (NCE) Results, 2020010

Native Spanish, English language learners (ELLs)	Number of students tested	Average NCE (Fall 2009)	Average NCE (Spring 2010)	Averagegain
District wide	443	31	46	15
District wide, excluding Lucy Read	364	32	45	13
Lucy Read Prekindergarten	79	30	49	19

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