



Measureable Learning Goals Research Data

Data from school districts/agencies using the FSPK curriculum in Year One – Year Three indicates significant gains in student achievement that should result in closing the achievement gaps among demographic populations. The following pages provide data from these school districts/agencies: United Way of Metropolitan Nashville, San Antonio ISD, Northside ISD, Houston ISD, and Beaumont ISD. The demographics of all these classrooms are similar due to how children qualify: English as a Second Language, below poverty level income, homeless, or military family. The ethnic population percentages vary by district as well as military family populations. FSP intends to continue to gather data and will provide ongoing classroom results.

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United Way of Metropolitan Nashville

Implementation of Frog Street Pre-K curriculum began in the late fall of 2010. Read to Succeed, United Way's early literacy initiative, gathers test data to monitor the results of school success and prevent drop out rates with targeted literacy skill instruction and measurement. Yearly assessment targets vocabulary, phonological awareness, concepts of print, and alphabet knowledge. These skills support the National Early Literacy Report of essential skills for reading success in first grade and beyond. The agency sets yearly target goals for growth. The reports measure beginning of the year skills with end of the year data using norm-referenced assessments: Get It, Got It, Go! (GGG), Getting Ready to Read (GRTR) and Phonological Awareness Literacy Screening (PALS). Three years of data scores indicate significant increases from beginning of the year to end of the year outcomes in classroom implementing Frog Street Pre-K curriculum. The goal, children enter school ready to learn, is consistently met.

1,200 pre-school children, age 4, are assessed individually with norm-referenced tests by an appropriate instructor or agency mentor. The agency data department aggregates the beginning of the year data from all classrooms and set end of the year goals for each performance indicator. The end of the year assessment data is reported in a comparison of growth from beginning of the year to the end of the year and if the target goal was met.

The main findings indicate significant increases in literacy skills needed for reading success in classrooms implementing Frog Street Pre-K curriculum each school year (201-2011, 2011-2012, 2012-2013). Getting Ready to Read test scores: increase of 30% from Fall 2010 to Spring 2011; increase of 41% from Fall 2011 to Spring 2012; increase of 15% from Fall 2012 to Spring 2013. Get It, Got It, Go! indicates significant increase in performance indicators for rhyming, picture naming, and alliteration.

- Rhyming - 50% increase in the 2010-2011 school year, 30% increase in the 2011-2012 school year and 32% increase in the 2012-2013 school year.
- Picture Naming showed similar increases over the three year period ranging from 14% to 22%.
- Alliteration scores increased overall by 35% on average.
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Phonological Awareness Literacy Screening subtests increased significantly and met or exceeded targeted goals.

- Letter knowledge - an average of 43% increase over the three years;
- Beginning Sounds - an average increase of 38% over three years;
- Letter Sounds - 34% average increase over three years;
- Rhyme Awareness - an average increase of 39% over three years;
- Print Awareness - an average increase of 43% over three years of implementation of FSPK;
- and Nursery Rhymes - 44% average increase in skills over the three year implementation period.

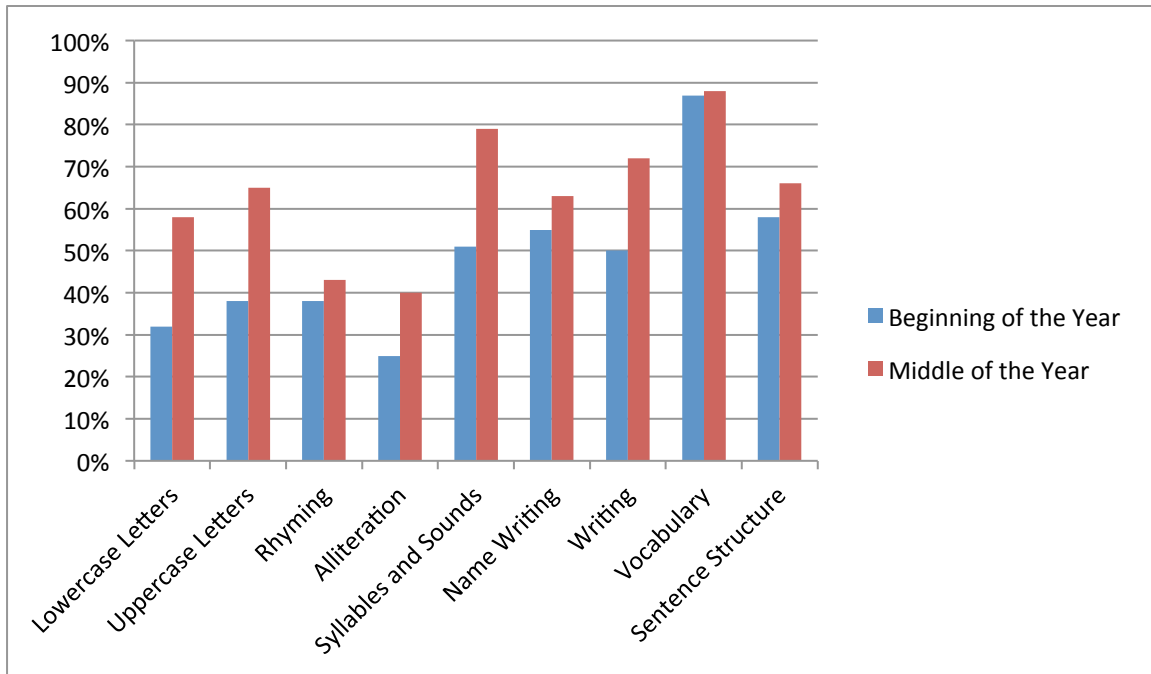
San Antonio Independent School District

San Antonio ISD assesses 2323 children using the Frog Street Assessment (FSA), an online assessment of 30 subtests measuring knowledge in ten learning domains. San Antonio ISD chose the assessment to use in the current school year, therefore, providing current year-to-date data. The campus implemented the Frog Street Pre-K curriculum mid-year of the academic year 2011 – 2012. The campus began full implementation in the academic year 2012 – 2013.

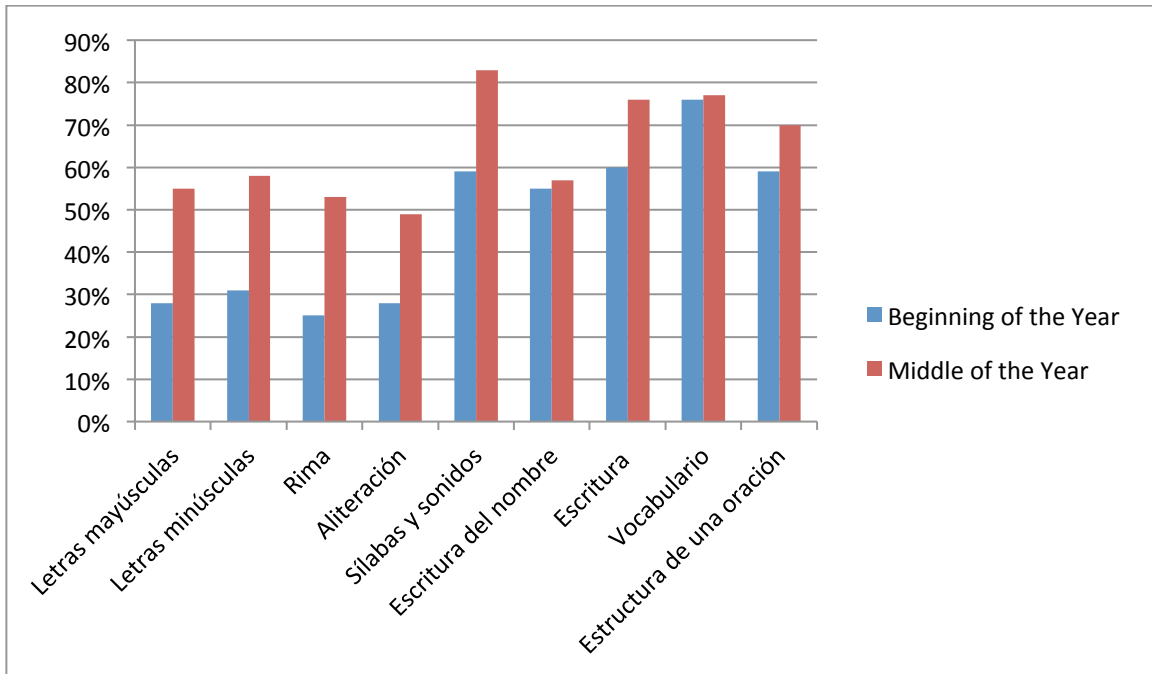
San Antonio ISD district enrollment demographics:

Hispanic	31.3%
African American	6.3%
White (not Hispanic)	1.8%
Asian	0.2%
Native American / other Pacific Islander	0.1%
Two or more races	0.3%
Economically Disadvantaged	92.8%

FSA Year-to-Date Test Results – Literacy, English Academic Year 2012 - 2013



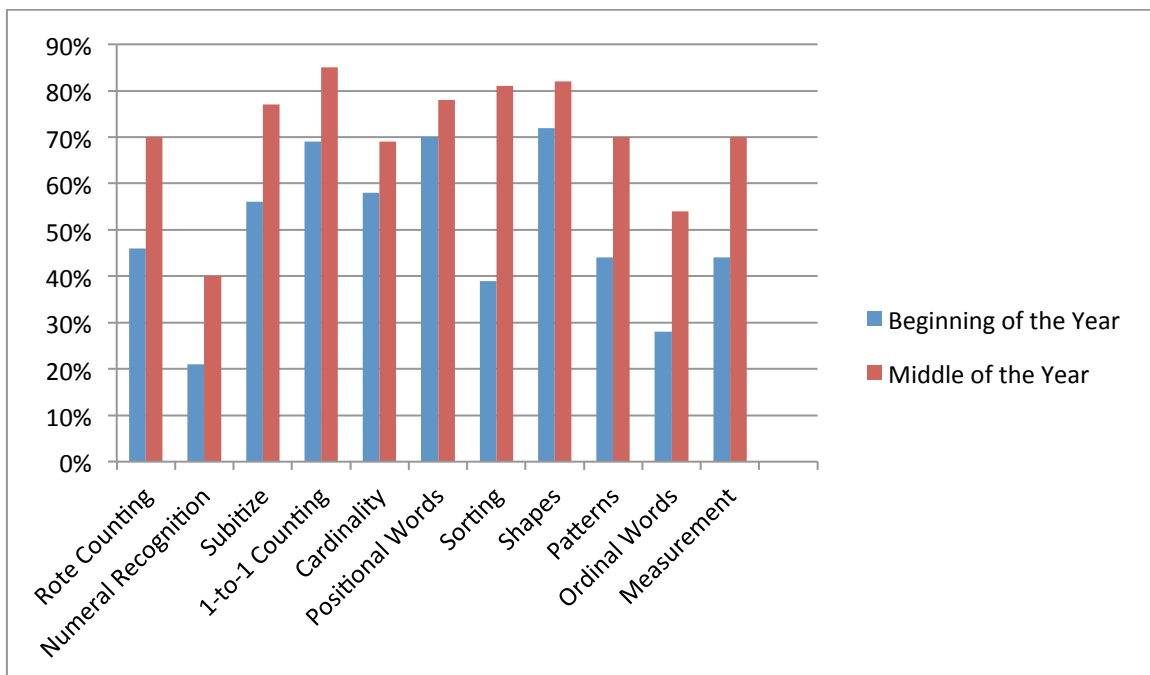
**FSA Year-to-Date Test Results – Literacy, Spanish
Academic Year 2012 – 2013**



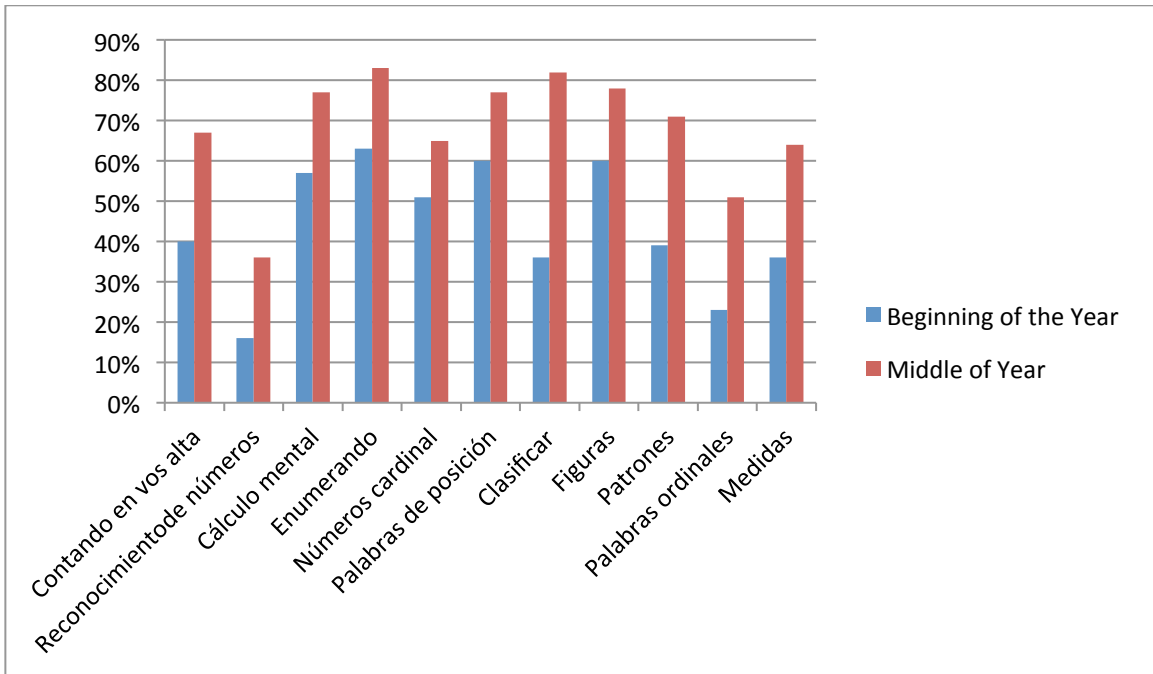
Literacy Findings:

- Students were administered tests in their primary language. Each area of literacy showed significant gains, specifically on subtests identified as highly predictive of later literacy achievement.
- Letter knowledge and phonological awareness subtests based on the Texas Prekindergarten Guidelines showed most significant increases from Beginning of the Year to Middle of the Year.

**FSA Year-to-Date Test Results – Math, English
Academic Year 2012 – 2013**



**FSA Year-to-Date Test Results – Math, Spanish
Academic Year 2012 – 2013**



Math Findings:

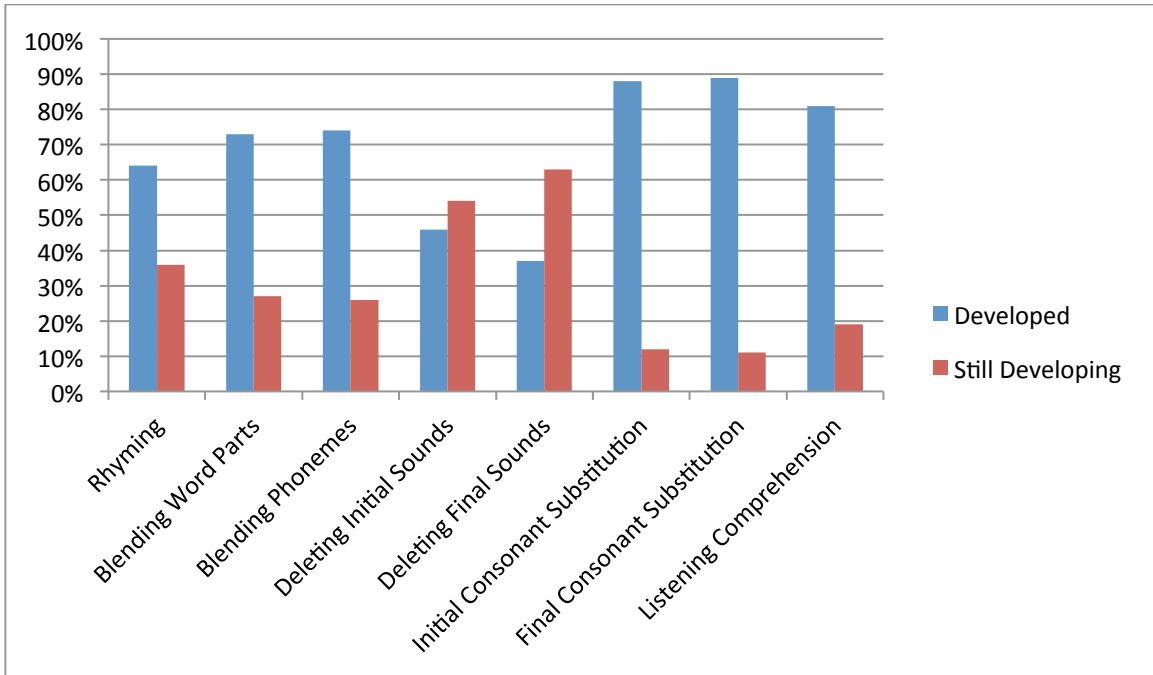
- San Antonio ISD Prekindergarten children were assessed on knowledge and skills in FSPK based on critical content domains specified and recommended by the National Council of Teachers of Mathematics. The domains measured are Number and Operations, Geometry and Spatial Awareness, Measurement, Classification and Patterning, and Data Collection and Analysis.
- Each subtest, including Sorting, Patterns, and Measurement, specifically incorporates STEM standards of practice including inquiry, logical reasoning, collaboration and investigation. The robust instruction contributes to an increase in scores for both English and Spanish speakers.
- Cardinality, the ability to name the quantity of a group of objects, is the highest level of counting skills. Both groups show increased abilities in cardinality.

The district will continue to aggregate the data for the academic year 2012 – 2013 based on Beginning, Middle and End of the Year assessments. In addition, 2013 Beginning of the Year TPRI and Tejas Lee scores will be analyzed based on state funded Prekindergarten attendance in the district.

Northside Independent School District

Percentage of 2010 – 2011 Students in District Pre-K classrooms

**Texas Primary Reading Inventory Scores
School Year 2011 – 2012 Kindergarten
Middle of the Year Data**



2012 – 2013 Beginning of the Year data will be shared when available and each subsequent year. Northside ISD expects increases in literacy skills on the Texas Primary Reading Inventory with the use of Frog Street Pre-K curriculum.

Houston Independent School District

Effects of HISD Prekindergarten on Kindergarten Performance Evaluation Report

To determine the academic benefits of prekindergarten, the academic performance of students who attended HISD prekindergarten were compared to students who were not enrolled in prekindergarten the previous year (academic year 2010 – 2011). Specific measures of student performance include: Stanford 10 and Aprenda 3 reading and math scores, and reading comprehension levels on the TPRI Early Reading Assessment and Tejas LEE (Kindergarten Readiness assessments).

The number of students enrolled in HISD prekindergarten classrooms in the academic year 2011–2012 was 16,442.

HISD implemented the Frog Street Pre-K curriculum in the academic year 2011 – 2012. The district will continue to share data results after Year Two and anticipates score increases due to aligned curriculum, instruction and assessment implemented in academic year 2012 – 2013. In addition, future evaluations will attempt to determine the extent that parental involvement influences the kindergarten performance of students who attended an HISD Early Childhood Center for prekindergarten classes.

Highlights of the report include:

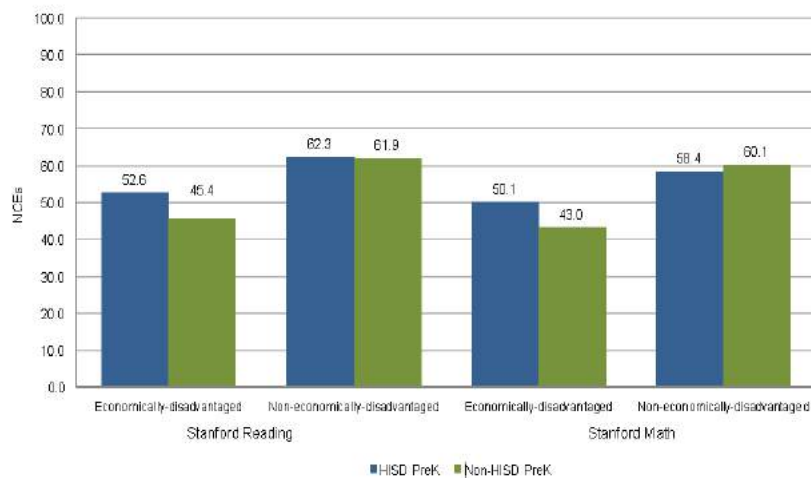
- Statistically significant differences in performance on the 2011–2012 Stanford 10 were found between economically disadvantaged students who attended HISD prekindergarten in 2010–2011 and their economically disadvantaged peers who did not attend HISD prekindergarten.
- Economically disadvantaged students who attended HISD prekindergarten in 2010–2011 outperformed their economically disadvantaged peers who did not attend HISD prekindergarten by seven NCEs on the reading subtest and by seven NCEs on the math subtest in 2012. However, the effects of HISD prekindergarten on student performance on the Stanford were small.
- The effects of HISD prekindergarten on 2012 kindergarten Stanford performance were stronger for students who are economically disadvantaged.
- Attending HISD prekindergarten mitigates the effects of economic disadvantage status on kindergarten Stanford performance.
- Students who attended HISD prekindergarten in 2010–2011 and who took the Aprenda, outperformed the student groups who did not attend HISD prekindergarten, regardless of economic status.
- On the 2011–2012 Aprenda, students who attended HISD prekindergarten in 2010–2011 outperformed their peers who did not attend HISD prekindergarten by fourteen NCEs on the reading subtest and by fourteen NCEs on the math subtest.
- Students who attended HISD prekindergarten in 2010–2011 were 29 percent more likely to score at the developed level on the end-of-year TPRI screening assessment in 2012 compared to their counterparts who did not attend HISD prekindergarten, after accounting for the effects of age, gender, economic status, LEP, and special education classification on performance.
- On the end-of-year 2012 TPRI inventories assessing Phonological Awareness and Graphophonemic Knowledge, the economically disadvantaged HISD prekindergarten student group had a greater percentage of students scoring at the “developed” level compared to the economically disadvantaged student group who did not attend HISD prekindergarten.

- On the end-of-year 2012 Tejas Lee inventories assessing Phonological Awareness and Graphophonemic Knowledge, the HISD prekindergarten student group had a greater percentage of students scoring at the “developed” level compared to the economically disadvantaged student group who did not attend HISD prekindergarten in 2010–2011.

Houston ISD Demographics of Prekindergarten Students

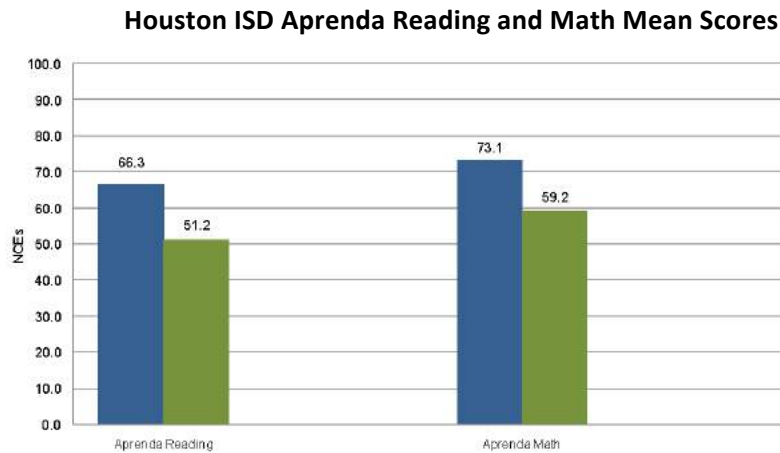
Gender	
Female	49.5%
Male	50.5%
Race/Ethnicity	
African American	21.2%
Hispanic	72.7%
White	2.3%
Asian	2.0%
American Indian	.02%
Pacific Islander	.01%
More than 2 Races	.04%
Other Demographics	
Limited English Proficient (LEP)	25.8%
Economically Disadvantaged	62.5%
Special Education	3.0%

Houston ISD Stanford Reading and Math Mean Scores



Findings:

- Economically disadvantaged students who attended HISD prekindergarten scored significantly higher on the reading subtest compared to economically disadvantaged students who did not attend HISD prekindergarten (7 normal curve equivalent scores).
- Economically disadvantaged students who attended HISD prekindergarten the previous year scored significantly higher on the math subtest compared to economically disadvantaged students who did not attend HISD prekindergarten (7 normal curve equivalent scores).
- The extent to which HISD prekindergarten had an influence on Stanford math performance varied by students' economic status.

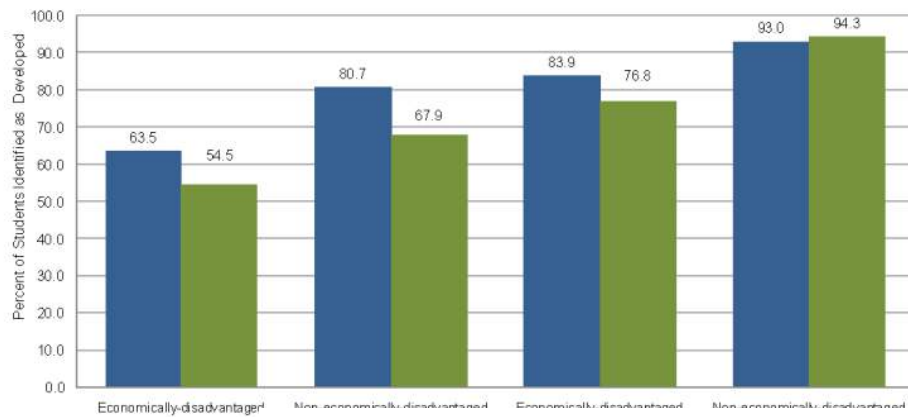


Findings:

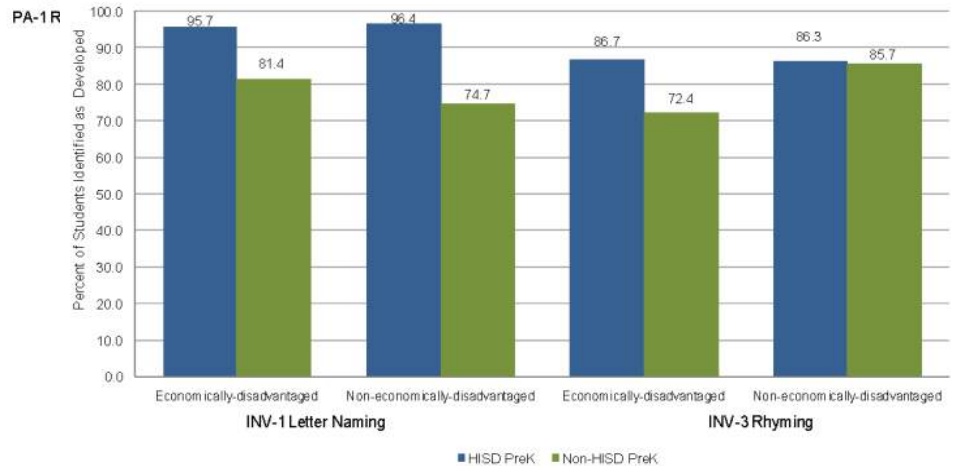
- Students who attended HISD prekindergarten scored significantly higher on the reading subtest compared to students who did not attend HISD prekindergarten (15 normal curve equivalent scores), regardless of economic status.
- Economically disadvantaged students who attended HISD prekindergarten the previous year scored significantly higher on the math subtest compared to economically disadvantaged students who did not attend HISD prekindergarten (7 normal curve equivalent scores).

Houston ISD TPRI and Tejas Lee Inventories

Texas Primary Reading Inventory for Kindergarten



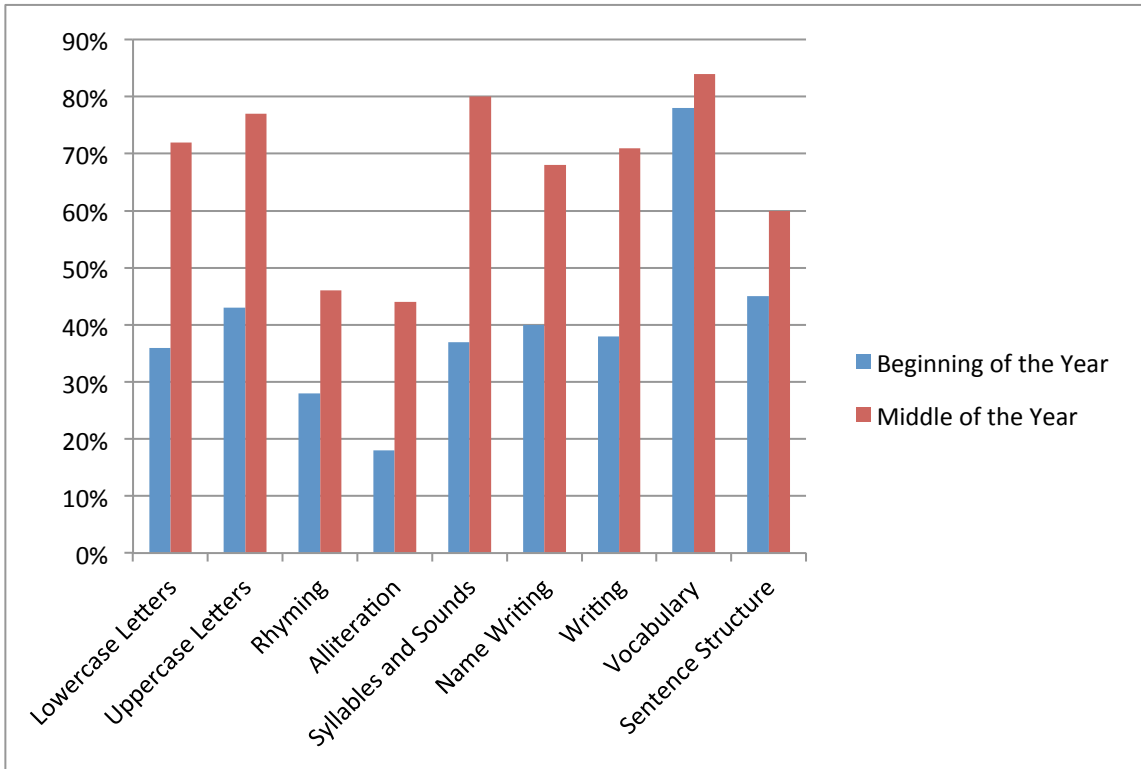
Tejas Lee for Kindergarten



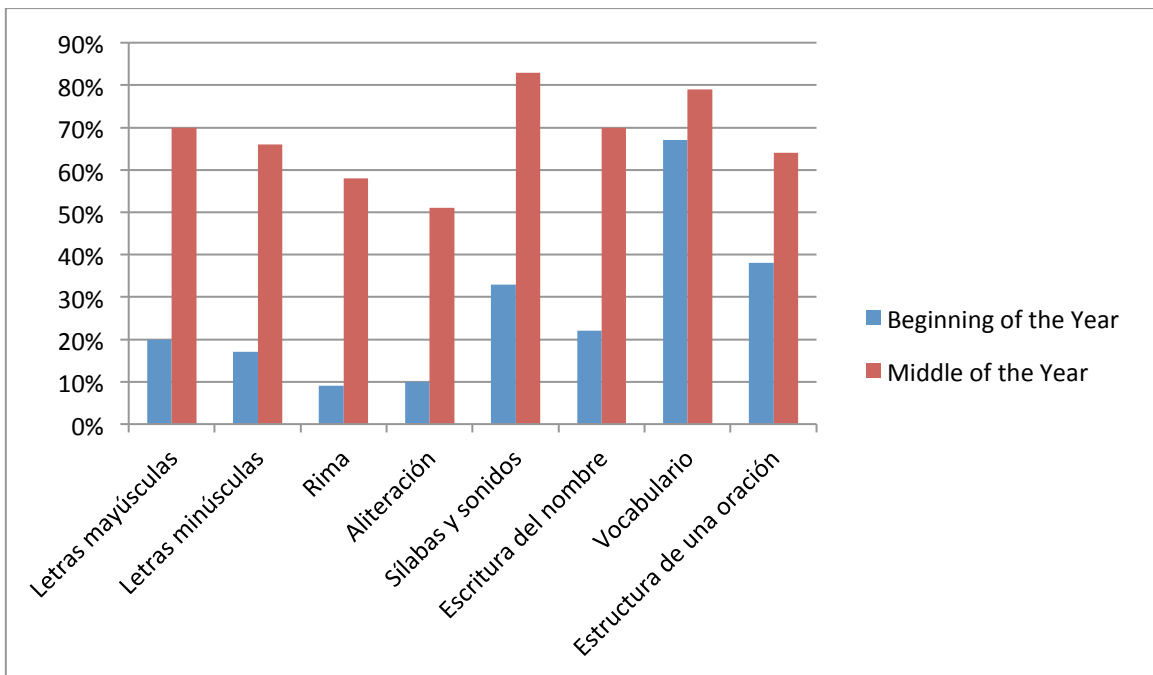
Findings:

- The economically disadvantaged HISD prekindergarten group had a greater percentage of students scoring at the “developed” level compared to the economically disadvantaged student group who did not attend HISD prekindergarten on both the “Rhyming” and “Letter Naming” inventories on the TPRI in kindergarten.
- Both economically disadvantaged and non-economically disadvantaged HISD prekindergarten groups had a greater percentage of students scoring at the “developed” level compared to their counterparts who did not attend HISD prekindergarten on the “Letter Naming” and “Rhyming” inventories, regardless of economic status
- Five demographic characteristics (economic status, gender, special education status, age, LEP classification) emerged as significant predictors of students’ scoring at the “developed” level (not at risk for developing reading difficulties).
- When accounting for all five demographic characteristics mentioned, students who attended HISD prekindergarten were 29 percent more likely to score at the “developed” level compared to their counterparts who did not attend HISD prekindergarten.

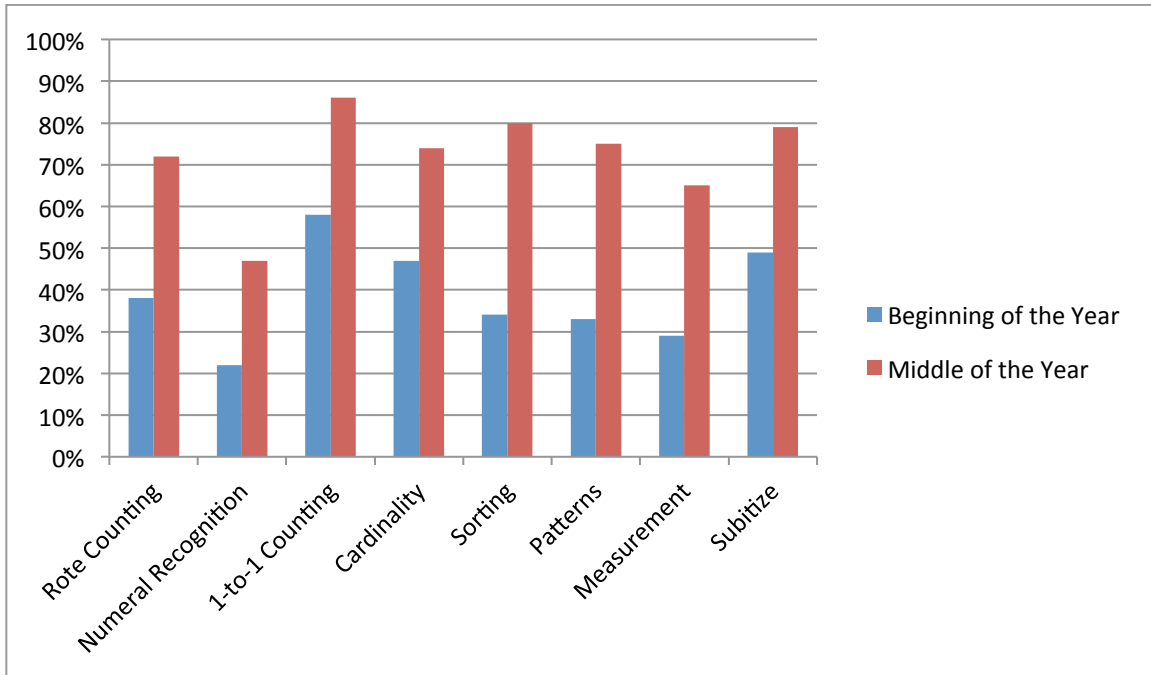
**Houston ISD Academic School Year 2012 – 2013
Year-to-Date Scores – Literacy, English
Frog Street Online Assessment**



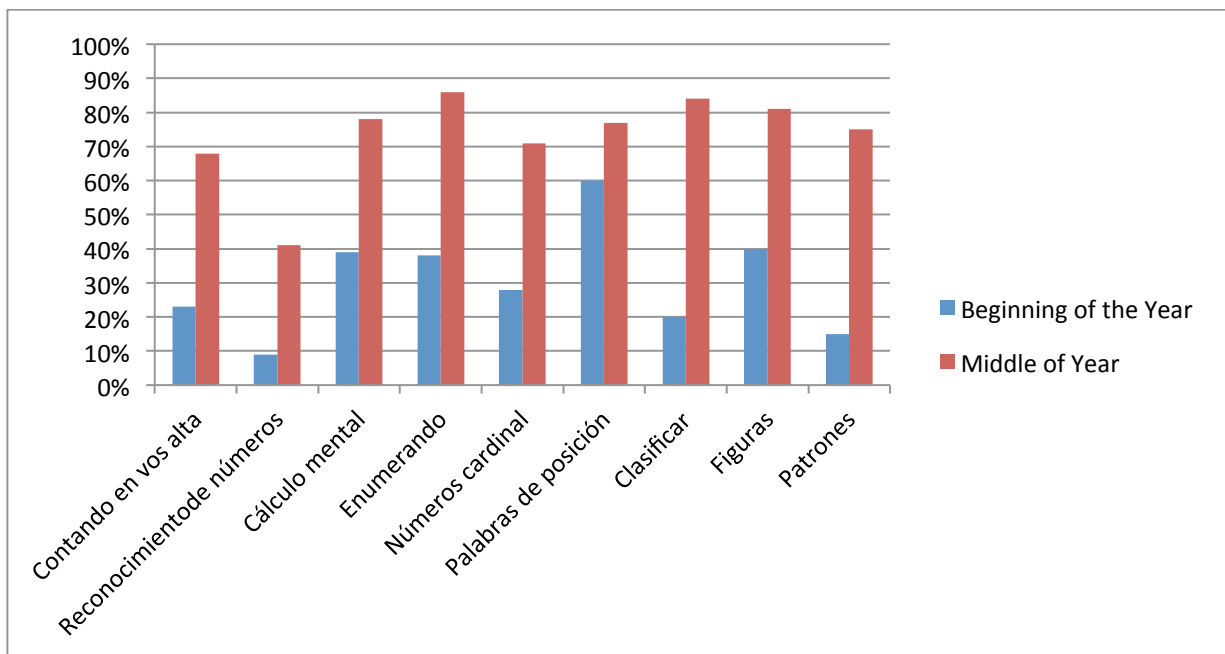
**Houston ISD Academic School Year 2012 – 2013
Year-to-Date Scores – Literacy, Spanish
Frog Street Online Assessment**



Houston ISD Academic School Year 2012 – 2013
Year-to-Date Scores – Math, English
Frog Street Online Assessment



Houston ISD Academic School Year 2012 – 2013
Year-to-Date Scores – Math, Spanish
Frog Street Online Assessment



Houston ISD Findings on Frog Street Online Assessment

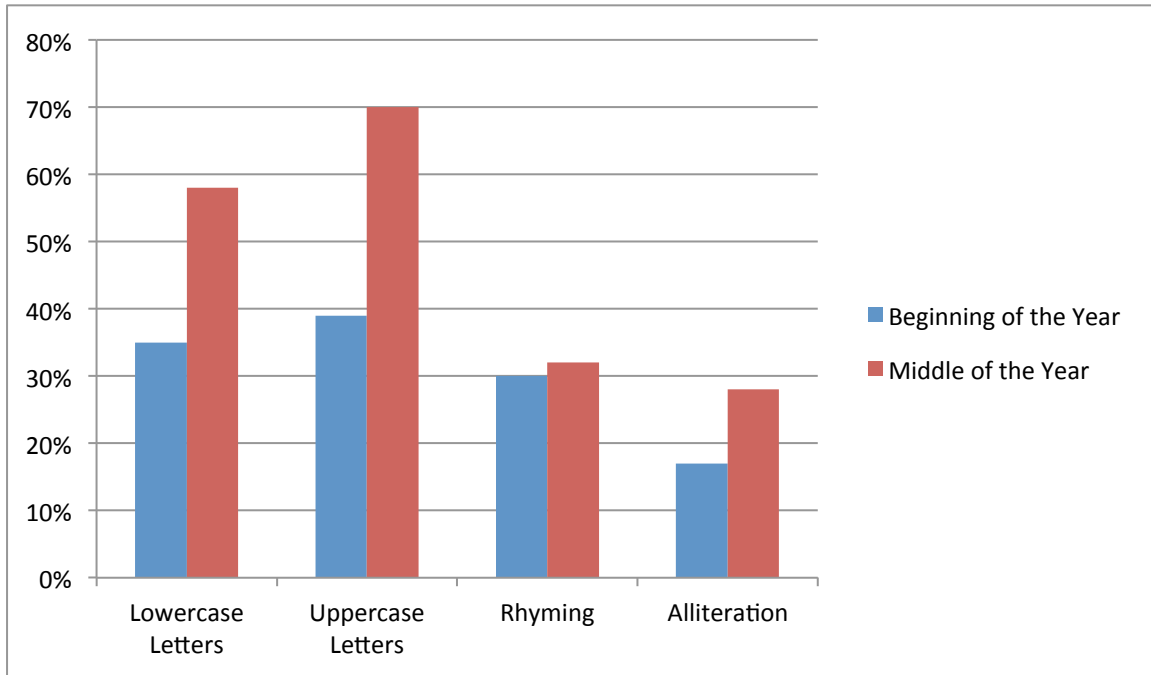
- Houston ISD assessed 16,128 students using the Frog Street Online Assessment at Beginning of the Year (BOY) and Middle of the Year (MOY). Students will be assessed on End of the Year skills in early May, 2013. The district will continue to provide on-going evaluations.
- Houston ISD Prekindergarten teachers administered the Frog Street Online Assessment using computers and/or tablets.
- Professional Development and alignment of assessment to curriculum (FSPK) has shown a significant increase of skills from BOY to MOY.
- Students who were administered the test in Spanish at BOY performed lower on baseline skills scores than those students who were administered the test in English at BOY.
- Middle of the Year scores show distinctive increases over BOY for both English and Spanish scores. English and Spanish subtests indicated only a slight gap between the MOY scores.

Beaumont Independent School District

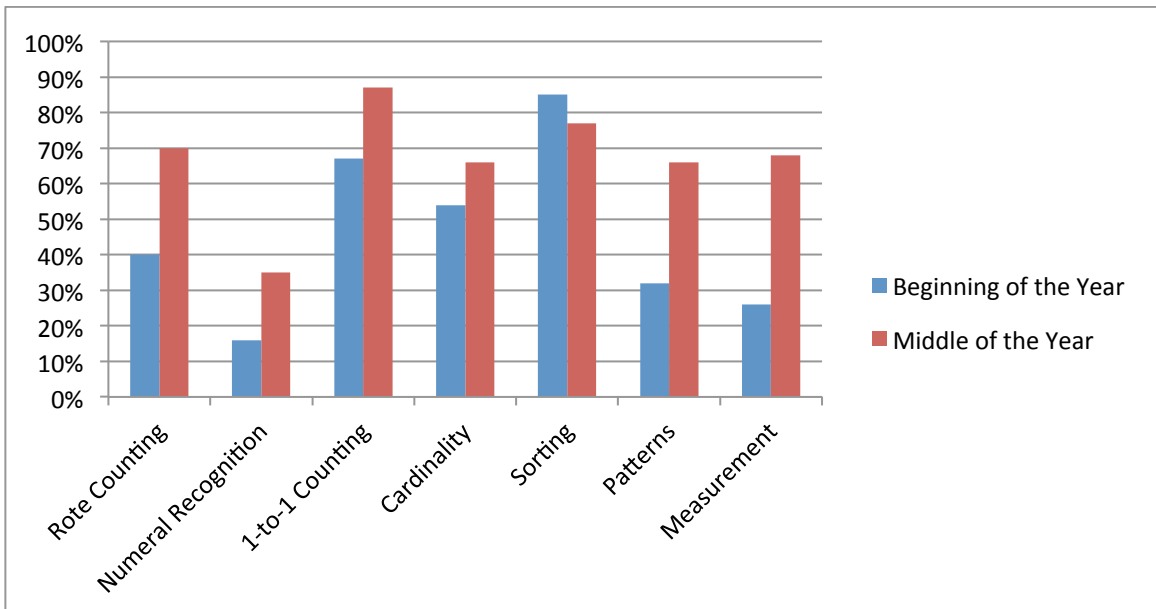
Beaumont ISD assesses 484 three and four year old children using the Frog Street Assessment (FSA), an online assessment of 30 subtests measuring knowledge in ten learning domains. Beaumont ISD chose the assessment to use in the current school year, therefore, providing current data. The campus implemented the Frog Street Pre-K curriculum mid-year of the academic year 2011 – 2012. The campus began full implementation in the academic year 2012 – 2013.

District Demographics: The early childhood campus serves an economically disadvantaged population.

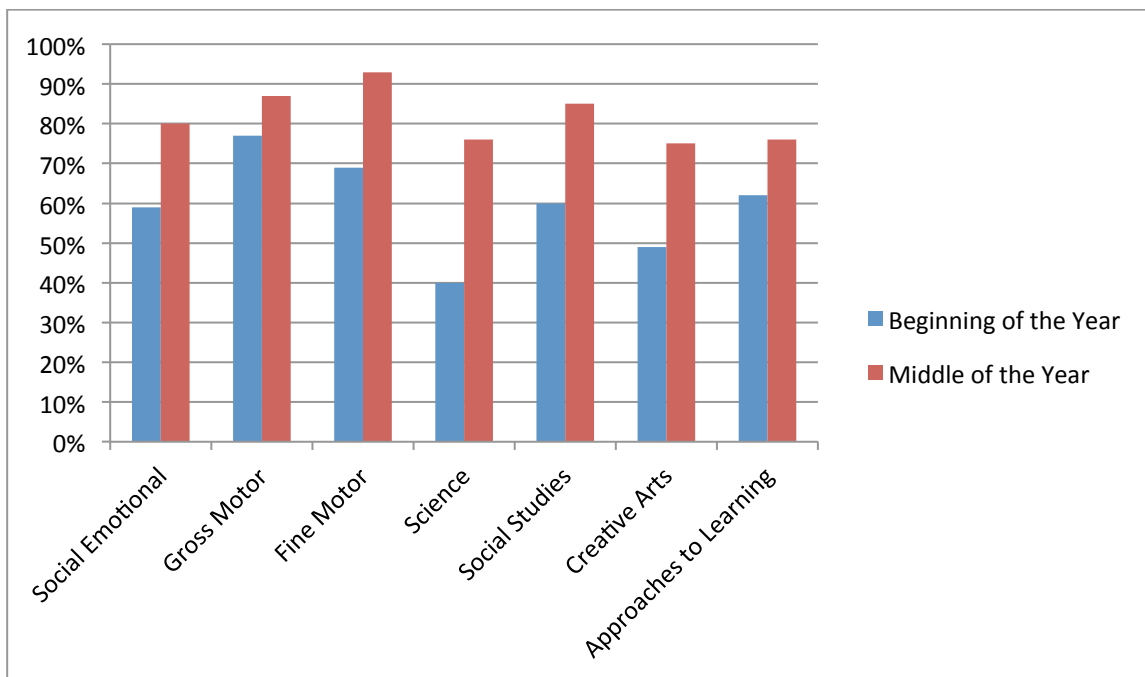
**FSA Year-to-Date Test Results – Literacy
Academic Year 2012 – 2013
Beaumont ISD**



**FSA Year-to-Date Test Results – Mathematics
Academic Year 2012 – 2013
Beaumont ISD**



**FSA Year-to-Date Test Results – Additional Domains
Academic Year 2012 – 2013
Beaumont ISD**



Beaumont ISD Early Childhood Campus findings:

- The early childhood campus population is economically disadvantaged.
- All areas of the curriculum have shown significant increases. The school has identified the literacy areas to focus on for the rest of the school year with intentional instruction, daily small group instruction and follow-up teacher training in the areas of phonological awareness.

Beaumont ISD Early Childhood Campus recommendations:

- The district administration recommends fidelity of curriculum instruction using administrator observation checklists. The focus will be in the area of literacy.