

2018-19 Promising Practices - Effective Parent and Family Engagement (PFE)

This promising practice form is provided by the Title I, Part A Parent and Family Engagement Statewide Initiative to gather descriptive information from PK-12 schools on specific PFE strategies that have helped to increase parent & family engagement and student outcomes. Submission is voluntary.

Use this for activities that were funded with federal, state, or local dollars and/or other funding sources.

Next steps:

1. Complete all questions and save this document for your records.
2. Please submit one promising practice per submission form. (*You may submit more than one practice*)
3. Email completed form to terri.stafford@esc16.net Please cc a copy of completed form to your ESC contact(s).
4. Applications will be accepted from March 1, 2019 through May 8, 2019.
5. Promising practice submitted will be reviewed and scored by statewide committee and initiative staff.
6. Selected promising practices will be highlighted in the PFE newsletter and on the Title I, Part A PFE Statewide Initiative Website starting with the 2019-2020 school year.
7. Use Arial font, size 12.

General Information *(Replace the gray text with your specific data and narrative.)*

1. LEA or Campus Name:	LEA or Campus Northside Independent School District	
2. School Name & Address:	School Name and Address Northside ISD Even Start Family Literacy Program, 2315 Hackamore	
3. Contact/Title:	First Name, Last Name, Position Title Brenda Faz-Villarreal, Coordinator	
4. Contact Email/Phone #:	Email Address/Phone # brenda.faz-villarreal@nisd.net/210-397-7965	
5. Name of practice and brief description of practice:	The Even Start Family Literacy Program (ESP) helps children and families achieve the academic standards set forth by the State and uses instructional programs that are based on scientifically-based reading research to enrich language development, extend learning, and support high levels of educational success for children birth to age eight and their parents; provides literacy services of sufficient hours and duration to make sustainable changes in a family; provides integrated instructional services for families, where children and their parents learn together to develop habits of life-long learning; and supports families committed to education and to economic independence.	
6. Demographics:	Description of the populations served: <input type="checkbox"/> Rural <input checked="" type="checkbox"/> Urban <input type="checkbox"/> Suburban Size of District: <input type="checkbox"/> 1A <input type="checkbox"/> 2A <input type="checkbox"/> 3A	Ethnicity %s: Hispanic: 96 African American: 1 White: 1 Asian: 2 Amer Indian/Alaskan Native: Native Hawaiian/Pacific Islander: 2 or more:

	<input type="checkbox"/> 4A <input type="checkbox"/> 5A <input checked="" type="checkbox"/> 6A	
7. Which funds, if any, helped to support the project? (Check all that apply)	<input checked="" type="checkbox"/> ESSA Title I, Part A (Parent and Family Engagement) <input type="checkbox"/> This practice was (partially or fully) funded by local dollars. <input type="checkbox"/> Other - please specify:	
8. Grades impacted:	<input checked="" type="checkbox"/> PK-Kindergarten <input checked="" type="checkbox"/> Elementary	<input type="checkbox"/> Middle School/Junior High <input type="checkbox"/> High School

Initial Planning and Implementation – Promising Practice

9. What is the goal of the practice?	<p>Explain goal of the practice. (limit to 75 words)</p> <p>The Even Start Family Literacy Program help parents become full partners in their child’s education, helps children reach their full potential as learners, and facilitates literacy training for the parents. The program provides early childhood education, interactive literacy activities, parenting enrichment classes/seminars, home-based education and child development.</p>
10. How was the practice identified as a need?	<p>Describe how practice was identified as a need. (limit to 75 words)</p> <p>A community needs assessment was conducted which determined there was a need to provide services to our community which included our parents with our youngest of children (birth through four years of age), those that had not yet started attending school. In our first year of implementation we began serving one school with twenty-five families. Through the years because of the need the program has grown to five schools and some years as many as six.</p>
11. Describe the implementation.	<p>Describe the practice in as much detail as possible, such as logistical challenges/solutions. What happened that was compelling? (limit to 175 words)</p> <p>The Even Start program is housed at five elementary schools. Parents from all Title 1 schools can attend with their preschool child the following program components: adult education, parenting education, early childhood education, interactive literacy activities and instructional home visits. While the adults are in adult and parenting education the children are in our early childhood classrooms receiving care and instruction. Adults with their children attend interactive literacy activity time. They receive an individualized educational home visit once a month where staff model a developmentally appropriate activity for the child which includes a book, hands on lesson/activity, game, toy and then staff leave a separate bag with an additional complete lesson so the parents can work with their child until the next visit.</p>
12. Who was involved in the planning & implementation? What was their role?	<p>Describe the people and their roles involved in the project and their role in the promising practice. How does this practice contribute to building the capacity of your staff to increase family engagement? (limit to 75 words)</p> <p>Program coordinator has overseen the implementation & administration of the overall program for 21 years & has worked tirelessly to create & maintain partnerships, obtain program funding, make sure that the program changed as the research (brain development, social emotional learning, adult learning, family engagement) did. Staff & parents are true partners in the education of the children. Through this program we build community where there is trust between parents & staff and a shared responsibility.</p>

Evaluating Effectiveness of Practice

13. How does this promising practice link to increased student outcomes?	<p>How did this practice support effective parent and family engagement practices, and lead to increased student performance outcomes? (limit to 75 words)</p> <p>The district has conducted two longitudinal studies of the program. Some of the results have been as follows: Program successfully met the goal of preparing children for success in regular school programs. Attendance rates of all students served in the ESP were consistently higher than NISD economically disadvantaged students. STAAR Reading pass rates for grades 3-8 were similar</p>
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	between the ESP students and District economically disadvantaged students. STAAR Math results for ESP students were also consistently equal or higher.
14. How did you evaluate the practice and who was involved in the evaluation process? What was your measurable goal?	Describe the process used for evaluation and include the list of people involved (administrators, teachers, parents, etc.). What was your measurable goal? (limit to 75 words) December/May parents evaluate (written/orally) individual program components. Coordinator meets with parents at each of the schools. They let her know suggestions that the program uses for planning the next program year. A program goal is that when our children enter school they are ready to learn and as they progress in their schooling that they have high attendance rate, meet district/state standards, have a love for lifelong learning and that their parents/caregivers support them in their development/educational journey.
15. What did you learn from the evaluation? What advice would you offer to someone wanting to implement the practice?	Describe lessons learned from the evaluation. (limit to 75 words) Stay current with knowledge of Family Engagement, it's takes parents/district working together to educate children, find out what others are doing to engage families, partnership building is important, work on obtaining support from administration and invite the community and your district to visit to see the wonderful things happening with families. We do not always see the immediate fruits of working with young children and their parents, but our longitudinal study did help in that regard.
16. Identify the most important factors and conditions necessary for the success of the practice.	What were the most important factors that made this practice successful? (limit to 75 words) Building partnerships/working together is the most important factor. The program is under State & Federal programs which then has a partnership with the 5 schools. We take up two to three classrooms on the campus to carry out this program. We also have a partnership with the different programs/departments in the district and the SA community. For example, Food Bank, WIC, libraries, Easter Seals, Mexican Consulate, banks, Bilingual Education & PreK/Kinder department, Special Education, McKinney-Vento, etc..
Sharing the Benefits	
17. Recommendations for other schools:	What recommendations or variations of the practice do you have for other LEAs or schools interested in replicating your project? (limit to 75 words) When we first started this program, we started with one school and 25 families. It's okay to start small even if you are a very large district. The most expensive part of this program is the home visit but I truly believe that it is important to invest in this component because you need to meet the parents where they are to help build community which then leads to them coming to schools because they feel a connection with you.
Other Information	
18. Include other information you would like to share: pictures, videos, attachments, references, and/or links.	Include visual aids/materials/information that helps to better understand the practice. We have a Facebook page @NISDTITLE1EVENSTARTFAMILYLITERACYPROGRAM I have attached videos and pictures of our families learning together...instilling a love for lifelong learning.
Special Considerations	
19. How does your practice align with	Describe how your practice aligns with the one or more of the 4 TEA Strategic Priorities.

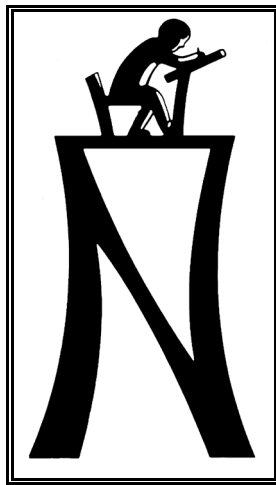
<p>the TEA Strategic Priorities?</p>	<p>By working with the youngest of children and their parents we instill in them a love for learning. We help parents see that they are their child's most important teacher and that children learn even when they are babies in their daily routine at home. By providing the following components to families we align with the following strategic priorities.</p> <ol style="list-style-type: none"> 1. Build a foundation of reading and math 2. Improve low-performing schools <p>Components: Adult Education provides instruction so that adults can learn to speak, read, and write the English language.</p> <p>Early Childhood Education focuses on the education of very young children from birth through age eight. We work in the areas of physical development, social emotional development, cognitive development, and emphasize children's eventual success in school.</p> <p>Parent Education provides parents with a wide variety of learning topics including parenting strategies, how to be advocates and role models for their children, and strategies to support their children's learning.</p> <p>Interactive Literacy Activities provide a time to increase and facilitate meaningful parent-child interactions focused primarily on language and literacy development in a high-quality learning environment where they can learn and play together.</p> <p>Home Visits provide a means for delivering literacy instruction in a familiar setting and to emphasize that parents are the child's first and most important teacher</p> <p>https://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/</p>
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Permission Required

<p>20. Is the principal or leader of the organization aware that you have submitted this practice?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <table border="0"> <tr> <td data-bbox="462 966 1234 1050"> <p>Brenda Faz-Villarreal Digitally signed by Brenda Faz-Villarreal Date: 2019.05.08 14:48:32 -05'00'</p> </td> <td data-bbox="1234 966 1573 1050"> <p>5-8-19</p> </td> </tr> <tr> <td colspan="2" data-bbox="462 1050 1573 1092"> <p>Signature of person submitting application</p> </td> </tr> <tr> <td data-bbox="462 1092 1234 1165"> <p>Lisa Turner Digitally signed by Lisa Turner Date: 2019.05.08 14:50:34 -05'00'</p> </td> <td data-bbox="1234 1092 1573 1165"> <p>5-8-19</p> </td> </tr> <tr> <td colspan="2" data-bbox="462 1165 1573 1207"> <p>Signature of administrator or leader</p> </td> </tr> <tr> <td colspan="2" data-bbox="462 1207 1573 1293"> <p>Application will not be accepted without signatures.</p> </td> </tr> </table>	<p>Brenda Faz-Villarreal Digitally signed by Brenda Faz-Villarreal Date: 2019.05.08 14:48:32 -05'00'</p>	<p>5-8-19</p>	<p>Signature of person submitting application</p>		<p>Lisa Turner Digitally signed by Lisa Turner Date: 2019.05.08 14:50:34 -05'00'</p>	<p>5-8-19</p>	<p>Signature of administrator or leader</p>		<p>Application will not be accepted without signatures.</p>	
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**PROGRAM EVALUATION
NORTHSIDE INDEPENDENT SCHOOL DISTRICT**

**TITLE 1 FAMILY LITERACY PROGRAM
2011-12 TO 2015-16**



**Susan Wright, Program Evaluator
Lauren Beck, Program Evaluation Specialist
Testing and Evaluation Department**

**Date Submitted
March 31, 2017**

EXECUTIVE SUMMARY

A. **PURPOSE OF THIS EVALUATION:** The purpose of this evaluation is to examine the quality of the Family Literacy Program and its impact on English language learner and economically disadvantaged families served. It focuses on school years 2011-12 to 2015-16. Recommendations will be made to improve the quality and outcomes of the program.

B. **PROGRAM DESCRIPTION:** The program was created to support families by providing a school-community partnership to end the cycle of poverty. It provides instructional programs that promote adult literacy, train parents to support educational growth of their young children, and prepare children for success in regular school programs. Five areas include: early childhood education, parent education, interactive literacy activities, home visits and adult education. Training of staff is provided to develop skills for implementing successful programs for parents and children and improve communication among parents, children, schools, and the community. The student's family must be economically disadvantaged and the student's parent(s) must be English Language Learners and/or dropouts. From the 2013-14 through 2015-16 school years, the program was offered at Burke, Driggers, Glenn, Linton, Passmore and Westwood Terrace.

C. **METHODOLOGY:** Four measures were used to measure success for 962 children in the five cohort years: attendance rate, Frog Street Press PK score growth, TPRI/Tejas Lee Reading Inventory end of year level for students in grades K-2, and STAAR/EOC pass rates for students in grades 3-12.

D. **RESULTS:** The Family Literacy Program successfully met the goal of preparing children for success in regular school programs. Attendance rates of all students served in the FLP were consistently higher than NISD economically disadvantaged students. STAAR Reading pass rates for grades 3-8 were similar between the FLP students and District economically disadvantaged students. STAAR Math results for FLP students were also consistently equal or higher. Results for the Frog Street Press pre-post exam administered to NISD Pre-K students determined that students served in the program scored lower in the pre-test than those not served in the program, but obtained higher post-test and gain scores than non-participants. No TPRI/Tejas Lee reading inventory results are available for comparison to District economically disadvantaged students or children of ELL parents, but FLP results compared very favorably to results for the District as a whole. Results for Frog Street Press, TPRI/Tejas LEE, STAAR, and attendance are all noteworthy achievements for students whose parents were economically disadvantaged and had limited literacy skills.

E. RECOMMENDATIONS

- Continue funding based on positive academic achievement outcomes for participants.
- Investigate the differences between the participation numbers of different locations in order to share best practices.
- Hire to fill vacant positions as quickly as possible and as funds allow to prevent dips in participation and achievement.
- Investigate discrepancies in budget reports. Expenditures were reported far below allocated amounts for the years under review, making the monitoring of expenditures difficult.

TITLE I FAMILY LITERACY PROGRAM, 2011-12 TO 2015-16

PROGRAM EVALUATION

I. INTRODUCTION

The Even Start Family Literacy Program (FLP) began operation in the Northside ISD in the 1993-94 school year. It was designed to provide an educational “even start” for children. The program served children from birth into the elementary years, as well as a small population of middle and high school students. In order to participate, the student’s family must be classified as economically disadvantaged and the student’s parent(s) must be English Language Learners and/or dropouts. The grant usually runs for one to two four-year cycles, but was awarded to Northside ISD for five cycles (20 years) because of the demonstrated strength of its program and its use as a pilot program on many occasions. Even Start funding came to an end in 2010-11.

Due to the success of the program, a decision was made by the District to continue the services. Funding was provided through the District’s Title I Program and the name was changed to the Title I Family Literacy Program in 2011-12. The program has continued to provide the same five components: adult education including GED and ESL and ESOL, early childhood education, parent education, Interactive Literacy Activities (ILA) promoting interaction between parents and children, and home-based instruction. The GED, ESL and ESOL services were moved under the auspices of the District’s Adult Education Department and are not a part of the Title I Program.

This evaluation was undertaken to determine if any academic benefits resulted for children whose parents participated in the Family Literacy Program. Specifically, this evaluation examined the impact of the program on attendance and student test scores of FLP cohorts enrolled in Northside ISD from 2011-2012 to 2015-2016. The Frog Street Press exam was used to measure literacy performance of Pre-K students served in the Family Literacy Program for school years 2014-15 and 2015-16. Students in grades K, 1 and 2 during the five year period between 2011-12 and 2015-16 were evaluated using the Texas Primary Reading Inventory/Tejas Lee. For students served who became eligible to take the STAAR/EOC test during this period, examination of the STAAR performance of Family Literacy Program students in grades 3-8 was of particular interest. In addition, school year attendance rate for students served from 2011-12 to 2015-16 was also examined. Findings from this evaluation will be discussed with program personnel and others in order to improve the effectiveness of the program.

II. PROGRAM DESCRIPTION

The Family Literacy Program is a school-community partnership that helps break the cycle of poverty and illiteracy by integrating early childhood education and parenting education into a unified family literacy program. It coordinates with the District’s Adult Education Department to provide parent literacy classes. It is implemented through cooperative projects that build on high-quality existing community resources, creating a new range of services for children, families, and adults. The program helps children and families achieve the academic standards set forth by the State and uses instructional programs that are based on scientifically-based reading research to enrich language development, extend learning, and support high levels of educational success for children birth to age seven and their parents; provides literacy services of

sufficient hours and duration to make sustainable changes in a family; provides integrated instructional services for families, where children and their parents learn together to develop habits of life-long learning; and supports families committed to education and to economic independence.

Mission and Goals - The Title 1 Family Literacy Program help parents become full partners in their child's education, helps children reach their full potential as learners, and facilitates literacy training for the parents. The program provides early childhood education, interactive literacy activities, parenting enrichment classes/seminars, home-based education and child development. Goals include:

1. To establish instructional programs that promote adult literacy, train parents to support educational growth of their young children, and prepare children for success in regular school programs.
2. To provide special training to enable staff to develop necessary skills for implementing successful programs for parents and children.
3. To improve communication among parents, children, schools, and the community.
4. To coordinate the resources of the entire community in support of family literacy.

Model - Program activities were offered at four or five campuses chosen throughout the Title 1 attendance area each year. Components include:

1. Early Childhood Education provides opportunities for children to learn from birth and focuses on the education of very young children from birth through age 8. Family literacy programs work in the areas of physical development, social-emotional development and cognitive development and emphasize children's eventual success in school.
2. Parent Education provides parents with a wide variety of learning topics including parenting strategies, how to be advocates and role models for their children, and strategies to support their children's learning.
3. Interactive Literacy Activities provide a time "to increase and facilitate meaningful parent-child interactions focused primarily on language and literacy development in a high-quality learning environment where they can learn and play together." (Jacobs, 2004, p. 1977).
4. Home Visits provide a means for delivering literacy instruction in a familiar setting and to emphasize that parents are the child's first and most important teacher.
5. Adult Education, facilitated through the program, provides parents the opportunity to improve their English, basic and life skills. They also learn to speak, read and write the English language.

The children of adult participants may attend other elementary campuses, but the services for adults were offered at these locations. Classes were held on Monday through Friday and began at 9:00 am. While adults were in class, their children were in class as well. Once per week, Parenting Classes were conducted, followed by Interactive Literacy Activities time. Home visits were made by staff in the after-noon and focused on teaching parents to teach their children. Parents were typically enrolled in the program for the school year. Once the school year is completed, many return for additional classes. Many parents progress from ESOL to GED classes. GED graduates are expected to enter the workforce or further education.

Staffing – The Family Literacy Coordinator manages the program, and is assisted by the Secretary. Each location, usually five per year, is staffed by a Parent Educator who may be either a professional or a paraprofessional. Other full and part-time staff vary slightly from campus to campus.

III. METHODOLOGY

This evaluation measured the effectiveness of the program in meeting the goal of preparing children for success in regular school programs. “Success” was measured in four ways: attendance rate, Frog Street Press PK score growth, TPRI/Tejas Lee Reading Inventory end of year level for students in grades K-2, and STAAR/EOC pass rates for students in grades 3-12. Participants included children from birth to grade 12 whose parents were enrolled in the Family Literacy Program. Participant rosters were provided by the program. Frog Street Press scores were provided by the Pre-K – Kindergarten Department. TPRI/Tejas Lee scores were pulled from Northside Elementary Academic Record (NEAR) scores input by teachers. STAAR scores and attendance information were pulled from the District’s eSchoolPlus records.

Students may participate in the Family Literacy Program for as short as a few months or as long as several years. This longitudinal study includes only those students who completed at least a full year of the program. *Student results are reported by cohort. **Students are included in the cohort that represents their last year of participation in the program.***

IV. RESULTS

A. Program Implementation

Description of Normal Operations: The program was delivered at every location largely according to program design. At the beginning of the school year, families were recruited and screened for eligibility. They then registered and received orientation. Adults were pretested to determine level of the English language and grouping. At the end of the program year they were posttested.

The schedule in Table 1 below is a sample and varied slightly from campus to campus depending upon need. On a typical day, parents and preschool children arrive together on their campus. The parent escorts the child to the early childhood classroom. The parent then attends the ESOL class. Breakfast is provided by the district’s Child & Nutrition program. Once a week the parent attends Parent Education while the preschool child is in the early childhood classroom. They both are provided lunch on this day. On Fridays the parent and preschool child attend Interactive Literacy Activities together and receive breakfast and lunch. Once a month they receive an educational home visit. During the first semester of the program the children are administered a Denver II screener to check for developmental delays, and if suspected, children are referred for further evaluation. Twice a year the parents and preschool children attend family literacy events at Northside Activity Center. At the end of the year they go on an educational fieldtrip that enhances/extends what they have learned during the year.

Table 1. Typical Program Schedule

Prog Events During Year	Monday	Tuesday	Wednesday	Thursday	Friday
*Registration *Orientation *Pre/Post-testing of adults & children *Family Literacy Events *Fieldtrip *Staff Team meetings *Staff Development	Breakfast at school 9:00-12:00 ESOL/Early Childhood Lunch at school Educational Home Visits	 GED if offered Educational Home Visits	Breakfast at school 9:00-12:00 ESOL/Early Childhood Lunch at school 12:00 – 2:30 pm Parent Ed/Early Childhood Educational Home Visits	 GED if offered Educational Home Visits	Breakfast at school 9:00 to 10:30 am Interactive Literacy Activities - Parent & Child Together Lunch at school Educational Home Visits

Staff includes seven full-time FTE’s, and 30 part-time FTE’s. Each of the five campus locations is staffed by a Parent Educator (PE), whose duties vary from location to location depending on the PE’s qualifications. One PE is an Early Childhood Specialist who typically secures speakers for the five campuses. Part-time Early Childhood Instructors supervise, care for, and provide instruction to young children. Part-time Adult Education Teachers and Aides provide ESOL parent education. Speakers present various topics to adult students. i.e., Basic Word and Internet Skills, Brain Development, Discipline, Internet Safety, NISD Parent Connection, Reading with Your Child, and What is STAAR & How Can I Help my Child? Some of the curriculums used include Parenting Partners, Family Frameworks, and the Nurturing Program, in addition to district programs (Bilingual, Pre-K, etc.) and community resources (Easter Seals, San Antonio Public Library, Food Bank, etc.).

Duties of individual staff members are described in Table 2 below:

Table 2. 2016-2017 Program Staff Positions/Duties

POSTION VARIES BY SITE	DUTIES	VARIES BY STAFF QUALIFICATIONS
Coordinator	Oversees the implementation and administration of the overall program	
Secretary	Processes payroll; Maintains fiscal accounts and department asset inventories. Performs clerical and secretarial tasks including correspondence and requisitions.	
Early Childhood Specialist FT	Secures/schedules speakers for parent workshops, conducts workshops; supervises Early Childhood Instructors (ECIs) and provides ECI SD; teaches enrichment classes to 3 year olds, administers DENVER, participates in program planning meetings, manages supplies for various locations; provides translation for participants, facilitator at 2 sites during parent workshops conducted by outside program staff	
Community Liaison/Parent Educator FT	Recruits/ retains participants, administers DENVER, schedules/conducts educational home visits, purchases/manages supplies; conducts ILA with parent/children together, maintains family files, liaison between program/ school, keeps track of site participants hours, refers families to school/community resources, provides translation services.	Collects, documents and maintains all participant program attendance hours, follow ups on family referrals by assisting all program families in accessing medical, educational, social and community services
Community Liaison/Parent Educator FT	See above	Secures donations from the community to enhance services to families, gathers information from the 5 site staff to complete purchase order requests and reports
Early Childhood Specialist/Parent Educator FT	See above	Conducts parent workshops, teaches enrichment classes to 3 year old children, facilitator at 2 sites during parent workshops conducted by outside program staff
School Readiness Liaison/Parent Educator FT	See above	Conducts parent workshops, facilitates 1 site conducted by outside program staff
20 Early Childhood Instructors (ECIs), PT	Supervise, care for, and provide instruction as outlined in curriculum	
5 Adult Education Teachers	Teach adults to speak, read and write the English language.	
5 Adult Education Aides	Assist Teacher in teaching adults to speak, read and write the English language.	

Variation from Program Design – Changes in resources occurred over the years that impacted the program. These changes were necessitated by changes in funding and shortage of staff and are reflected in numbers of students served later in the report.

- 2011-12. This was the first year that Title I funded the program. The program also received some left-over 2010-11 federal funds that TEA made available to campuses that applied. Some full-time location manager positions were changed from professional to paraprofessional and duties were rearranged at some locations to accommodate the certification or non-certification of the managers. This continued over the five year period of the evaluation. State-wide education budget cuts were implemented this year that would affect next year’s program.
- 2012-13. Campus locations dropped from five to four when a campus to replace Passmore could not be found. Budget cuts required program reductions. Staff work days were reduced from 213 to 202. A full-time employee went on unpaid extended leave and eventually resigned but was not immediately replaced. These conditions resulted in fewer students served.
- 2013-14, Allocation \$584,494.
- 2014-15, Allocation \$640,800. Budget was restored. A staff member retired and another employee was moved to replace her.
- 2015-16, Allocation \$640,800. The staff member who moved was not replaced and the position was vacant the entire year, thus resulting in lower expenditures and fewer families served.

B. Participants

Program Participation –The program typically serves about 126-172 families, depending upon funding. Cuts were reflected in the 2012-13 participation rate and reduction in staff was reflected in the 2015-16 participation rate. The table below shows participants who entered by year. Families often participate for more than one year.

Table 3. Total Adults and Children Entering Program by Year

	2011-12	2012-13	2013-14	2014-15	2015-16
Adults	199	126	138	172	139
Children	204	121	121	134	125

Cohort Participation – During the five years of this study from 2011-12 to 2015-16, 962 children completed the program. They may have participated for one or more years. Children who completed during each year are a cohort. ***This evaluation is based on these five cohorts exited by year--not on active program participants reported above.*** See Table 4 below.

Participation by Cohort Location - Participation rates for the four campuses with a program each year ranged from 169 for Linton to 206 for Burke. Driggers has been in operation from 2013-14 to 2015-16 and had the highest exited cohort enrollment for two of the last three years. Passmore was eliminated as a location after 2011-12 budget cuts and Driggers was not added until 2013-14 because another site could not be found. Therefore, the lowest enrollment was in 2012-13.

Table 4. Students by Location Exiting Program by Year

Enrollment by Campus and Year						
Location	2011-12	2012-13	2013-14	2014-15	2015-16	Total
Burke	39	14	23	62	68	206
Driggers			50	46	89	185
Glenn	37	15	34	47	40	173
Linton	25	16	13	53	62	169
Passmore	32					32
WWT	38	24	28	51	56	197
Total	171	69	148	259	315	962

Participation by Age - Although the target age was 2-7, students ranged from infants to age 18. Participation for the target group was over half, with 537, or 56%. Further breakdown by age: 0-2 23%, 3 10%, 4 (PK age) 9%, 5 (Kinder age) 10%, 6-10 (typical grades 1-5) 32%, 11-13 (typical middle school age) 9%, and 14-18 (typical high school age) 6%.

Table 5. Students Served by Age by Cohort Year

Age of Participants at Beginning of Program Year 2011-2015							
Age	2011-12	2012-13	2013-14	2014-15	2015-16	Total #	Total %
<1	6	2	11	17	20	56	6%
1	11	4	7	20	30	72	7%
2	20	6	8	29	37	100	10%
3	14	10	21	27	26	98	10%
4	17	11	15	23	25	91	9%
5	16	5	18	26	30	95	10%
6	18	6	12	22	27	85	9%
7	11	6	9	15	27	68	7%
8	16	7	7	22	17	69	7%
9	10	3	8	8	17	46	5%
10	7	4	4	10	11	36	4%
11	7	1	6	9	9	32	3%
12	7	1	7	9	9	33	3%
13	4	1	4	7	9	25	3%
14			4	5	8	17	2%
15		1	1	5	3	10	1%
16	5	1	2	2	4	14	1%
17	1		4	3	3	11	1%
18					1	1	0%
Unknown					2	2	0%
Total	170	69	148	259	315	961	100%

C. Attendance

Table 6 reports the count of students served at each Family Literacy Program location by year (including Early Childhood students not yet enrolled at a NISD campus), and also provides a count of students who were enrolled at a Northside ISD campus with their attendance rates by school year. By cohort year, the Family Literacy Program served: 2011-12=171, 2012-13=69, 2013=14 148, 2014-15=259, and 2015-16=315. By school year 2015-16, a total of 641 students were enrolled who had completed the program in the last five years. Brenda—why such dramatic shifts in participation. It is important to note that the program served more children than were enrolled, since many were too young for PK.

Table 6. Attendance by Cohort

Attendance Summary - By Cohort											
		SY 11-12		SY 12-13		SY 13-14		SY 14-15		SY 15-16	
Cohort Ended	Participants	Enroll #	Attend %	Enroll #	Attend %	Enroll #	Attend %	Enroll #	Attend %	Enroll #	Attend %
11-12	171	119	97.5	123	97.3	130	97.8	131	97.7	127	97.5
12-13	69			47	97.4	52	96.8	47	96.2	46	97.0
13-14	148					110	97.2	120	97.1	105	97.2
14-15	259							182	97.8	168	97.7
15-16	315									195	97.4
Total	962	119	97.5	170	97.3	292	97.4	480	97.4	641	97.5

Table 7 below compares overall Family Literacy Program cohort attendance and overall District economically disadvantaged attendance. Overall, FLP school year attendance rates were very consistent and ranged between 97.3% and 97.5%. District attendance rates for economically disadvantage students ranged between 94.6% and 95.3%. Thus, the attendance for FLP cohorts compared very favorably at approximately 2% higher.

Table 7. Attendance – FLP vs District

Attendance Summary - Family Literacy vs District					
	2012	2013	2014	2015	2016*
District Eco Dis	95.1	95.1	95.3	95.0	94.6
TI FLP	97.5	97.3	97.4	97.4	97.5
Difference	2.4	2.2	2.1	2.4	2.9

TAPR 2012-2015, PEIMS 2016

Table 8 reports cohort attendance by location. Overall, school year attendance rates ranged between 96% and 98% in 2012-2016 for students served in the Family Literacy Program.

Table 8. Attendance by Location

2011-2012 Cohort - Attendance																					
FLP Loc	# Stu	SY 2011-2012			SY 2012-2013			SY 2013-2014			SY 2014-2015			SY 2015-2016							
		#	D Enr	D Pres	%	#	D Enr	D Pres	%	#	D Enr	D Pres	%	#	D Enr	D Pres	%				
Burke	39	32	5,336	5,201	97	31	5,485	5,356	98	35	6,173	6,044	98	35	6,045	5,907	98	33	5,841	5,712	98
Glenn	37	25	4,417	4,350	98	29	5,036	4,945	98	31	5,464	5,369	98	33	5,841	5,716	98	33	5,841	5,720	98
Linton	25	16	2,534	2,417	95	16	2,487	2,388	96	16	2,816	2,737	97	17	2,867	2,763	96	17	3,009	2,908	97
Passmore	32	20	3,442	3,356	98	21	3,716	3,625	98	22	3,894	3,837	99	24	4,248	4,182	98	22	3,895	3,775	97
WWT	38	26	4,543	4,434	98	26	4,591	4,430	96	26	4,125	3,990	97	22	3,893	3,805	98	22	3,895	3,804	98
Total	171	119	20,272	19,758	97	123	21,315	20,744	97	130	22,472	21,977	98	131	22,894	22,373	98	127	22,481	21,919	98

2012-2013 Cohort - Attendance																		
FLP Loc	# Stu	SY 2012-2013			SY 2013-2014			SY 2014-2015			SY 2015-2016							
		#	D Enr	D Pres	%	#	D Enr	D Pres	%	#	D Enr	D Pres	%	#	D Enr	D Pres	%	
Burke	14	9	1,593	1,555	98	11	1,946	1,885	97	11	1,948	1,892	97	11	1,947	1,908	98	
Glenn	15	12	1,886	1,861	99	11	1,678	1,648	98	11	1,865	1,775	95	10	1,722	1,684	98	
Linton	16	9	1,593	1,546	97	12	2,119	2,047	97	9	1,593	1,558	98	9	1,593	1,566	98	
WWT	24	17	2,944	2,843	97	18	2,962	2,850	96	16	2,730	2,601	95	16	2,558	2,429	95	
Total	69	47	8,016	7,805	97	52	8,705	8,430	97	47	8,136	7,826	96	46	7,820	7,587	97	

2013-2014 Cohort - Attendance													
FLP Loc	# Stu	SY 2013-2014			SY 2014-2015			SY 2015-2016					
		#	D Enr	D Pres	%	#	D Enr	D Pres	%	#	D Enr	D Pres	%
Burke	23	16	2,821	2,719	96	18	3,186	3,051	96	19	3,363	3,221	96
Driggers	50	32	5,595	5,426	97	39	5,767	5,605	97	29	4,949	4,805	97
Glenn	34	28	4,932	4,785	97	28	4,651	4,528	97	26	4,553	4,457	98
Linton	13	10	1,755	1,723	98	12	2,124	2,046	96	12	2,124	2,072	98
WWT	28	24	3,187	3,123	98	23	3,186	3,127	98	19	2,109	2,069	98
Total	##	110	18,290	17,776	97	120	18,914	18,357	97	105	17,098	16,624	97

2014-2015 Cohort - Attendance									
FLP Loc	# Stu	SY 2014-2015			SY 2015-2016				
		#	D Enr	D Pres	%	#	D Enr	D Pres	%
Burke	62	44	6,549	6,371	97	38	7,384	7,200	98
Driggers	46	33	5,052	4,937	98	29	5,705	5,596	98
Glenn	47	33	4,845	4,771	98	28	5,646	5,559	98
Linton	53	41	5,999	5,882	98	35	7,257	7,061	97
WWT	51	31	6,129	5,977	98	38	5,433	5,289	97
Total	259	182	28,574	27,938	98	168	31,425	30,705	98

2015-2016 Cohort - Attendance					
FLP Loc	# Stu	SY Attend 2015-2016			
		#	D Enr	D Pres	%
Burke	68	45	3,715	3,613	97
Driggers	89	54	6,313	6,184	98
Glenn	40	26	2,185	2,136	98
Linton	62	37	4,409	4,225	96
WWT	56	33	3,088	3,039	98
Total	315	195	19,710	19,197	97

D. Frog Street Press

Table 9 contains pretest, posttest and gain results from Frog Street Press, the District's Pre-K curriculum.

Table 9. Frog Street Press

Frog Street Press Average Pre & Post Scores by Year - Family Literacy Program						
Skill Tested	2014-2015 Cohort (N=20)			2015-2016 Cohort (N=29)		
	Pre	Post	Gain	Pre	Post	Gain
Vocabulary	19	27	8	21	27	6
Uppercase Letters	8	24	16	7	23	16
Alliteration	1	6	5	2	5	3
Number Recognition	4	9	5	4	9	5
Subtitize	3	5	2	3	5	2
1 to 1 Counting	5	7	2	5	7	2
Sorting	2	4	2	2	4	2
Total Weighted Score	47	90	43	49	86	37

Frog Street Press Average Pre & Post Scores by Year - District with FLP Removed						
Skill Tested	2014-2015 (N=2210)			2015-2016 (N=2097)		
	Pre	Post	Gain	Pre	Post	Gain
Vocabulary	22	27	5	22	27	5
Uppercase Letters	9	21	12	10	21	11
Alliteration	2	4	2	2	4	2
Number Recognition	4	8	4	5	8	3
Subtitize	3	4	1	3	4	1
1 to 1 Counting	5	6	1	5	7	2
Sorting	2	4	2	2	4	2
Total Weighted Score	53	84	31	54	84	30

Frog Street Press Average Pre and Post Gain - FLP vs Non-FLP						
Skill Tested	2014-2015 Gain			2015-2016 Gain		
	FLP	Non-FLP	Difference	FLP	Non-FLP	Difference
Vocabulary	8	5	3	6	5	1
Uppercase Letters	16	12	4	16	11	5
Alliteration	5	2	3	3	2	1
Number Recognition	5	4	1	5	3	2
Subtitize	2	1	1	2	1	1
1 to 1 Counting	2	1	1	2	2	0
Sorting	2	2	0	2	2	0
Total Weighted Score	43	31	12	37	30	7

Frog Street Press Average Pre & Post Scores by Year - Family Literacy Program						
Group	2014-2015 Cohort (N=20)			2015-2016 Cohort (N=29)		
	Pre	Post	Gain	Pre	Post	Gain
FLP Participants	47	90	43	49	86	37
Non-FLP Participants	53	84	31	54	84	30
Difference	-6	6	12	-5	2	7

Results are available for two years: the 2014-15 cohort had 20 students, and 2015-16 had 29. For both years, students in the Family Literacy Program had lower pretest scores at the beginning of the year, higher postscores by the end of the year, and greater gains than students who were not participating in the program. For 2014-15, FLP students scored 47 on the pretest and 90 on the posttest for a gain of 43. Compared to non-FLP students, they started 6 points lower, ended 6 points higher, and gained 12 more points. For 2015-16, FLP students scored 49 on the pretest and 86 on the posttest for a gain of 37. Compared to non-FLP students, they started 5 points lower, ended 2 points higher, and gained 7 more points. Only students with matching pre and post test scores are included. No results were calculated by location. The number of students at each location was small.

E. Texas Primary Reading Inventory/Tejas Lee

Table 10 below combines the results for the Texas Primary Reading Inventory (in English) and the Tejas Lee (in Spanish). These tests are administered to students in grades K, 1 and 2 at the end of the school year to determine if students have developed the reading skills necessary to be proficient for their grade level. During the five year period, combined pass rates ranged from a low of 60% (the reduced services year) to a high of 85% in 2011-12. The last year was 71%.

Table 10. TPRI/Tejas Lee by Cohort – Percent Developed

Cohort	Students #	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
		#Test	#Pass	%Pass	#Test	#Pass	%Pass	#Test	#Pass	%Pass	#Test	#Pass	%Pass	#Test	#Pass	%Pass
11-12	171	47	40	85%	45	26	58%	40	28	70%	38	29	76%	28	17	61%
12-13	69				15	10	67%	14	10	71%	13	12	92%	12	9	75%
13-14	148							41	34	83%	34	22	65%	37	27	73%
14-15	259										64	50	78%	63	46	73%
15-16	315													140	99	71%
Total	962	47	40	85%	60	36	60%	95	72	76%	149	113	76%	280	198	71%

No direct TPRI/Tejas Lee comparison is available between students served and not served in FLP. However:

- For the last three years, the overall developed rates for all District students on the TPRI in English have averaged **82%**: about 88% in K, 73% in grade 1, and 86% in grade 2.
- The overall developed rate for District ELL students taking the Tejas Lee in Spanish has been about **60%**: about 70% in K, 51% in grade 1, and 60% in grade 2.
- The combined participant TPRI/Tejas Lee results for all grades, English and Spanish, was about **74%**. Therefore, it can be stated that TPRI/Tejas Lee rates for economically disadvantaged students in the FLP are in the same range as all students, both disadvantaged and not.

Table 11 below reports combined TPRI/Tejas Lee results by location.

Table 11. Texas Primary Reading Inventory/Tejas Lee by Location

Title I Family Literacy Program - 2011-2012 Cohort - TPRI/Tejas Lee																
FLP Loc	# Stu Serv 11-12	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
		#Test	#Pass	%Pass	#Test	#Pass	%Pass	#Test	#Pass	%Pass	#Test	#Pass	%Pass	#Test	#Pass	%Pass
Burke	39	14	12	86%	12	6	50%	8	6	75%	7	5	71%	5	2	40%
Glenn	37	11	9	82%	9	2	22%	9	7	78%	7	5	71%	8	5	63%
Linton	25	7	7	100%	3	2	67%	6	5	83%	5	3	60%	4	3	75%
Passmore	32	6	5	83%	8	7	88%	8	6	75%	9	8	89%	7	4	57%
WWT	38	9	7	78%	13	9	69%	9	4	44%	10	8	80%	4	3	75%
Total	171	47	40	85%	45	26	58%	40	28	70%	38	29	76%	28	17	61%

2012-2013 Cohort - TPRI/Tejas Lee													
FLP Loc	# Stu 12-13	2012-2013			2013-2014			2014-2015			2015-2016		
		#Test	#Pass	%Pass	#Test	#Pass	%Pass	#Test	#Pass	%Pass	#Test	#Pass	%Pass
Burke	14	3	2	67%	2	1	50%	4	3	75%	2	1	50%
Glenn	15	3	2	67%	2	2	100%	2	2	100%	2	1	50%
Linton	16	6	4	67%	5	4	80%	4	4	100%	3	3	100%
WWT	24	3	2	67%	5	3	60%	3	3	100%	5	4	80%
Total	69	15	10	67%	14	10	71%	13	12	92%	12	9	75%

2013-2014 Cohort - TPRI/Tejas Lee										
FLP Loc	# Stu 13-14	2013-2014			2014-2015			2015-2016		
		#Test	#Pass	%Pass	#Test	#Pass	%Pass	#Test	#Pass	%Pass
Burke	23	8	6	75%	3	2	67%	9	6	67%
Driggers	50	14	13	93%	9	3	33%	13	8	62%
Glenn	34	8	5	63%	10	7	70%	6	5	83%
Linton	13	3	3	100%	4	2	50%	5	5	100%
WWT	28	8	7	88%	8	8	100%	4	3	75%
Total	148	41	34	83%	34	22	65%	37	27	73%

2014-2015 Cohort - TPRI/Tejas Lee							
FLP Loc	# Stu 14-15	2014-2015			2015-2016		
		#Test	#Pass	%Pass	#Test	#Pass	%Pass
Burke	62	18	15	83%	18	16	89%
Driggers	46	12	9	75%	10	6	60%
Glenn	47	11	10	91%	9	2	22%
Linton	53	10	6	60%	13	10	77%
WWT	51	13	10	77%	13	12	92%
Total	259	64	50	78%	63	46	73%

2015-2016 Cohort - TPRI/Tejas Lee				
FLP Loc	# Stu 15-16	2015-2016		
		#Test	#Pass	%Pass
Burke	68	22	17	77%
Driggers	89	17	11	65%
Glenn	40	8	3	38%
Linton	62	15	9	60%
WWT	56	13	11	85%
Total	315	75	51	68%

F. STAAR and End of Course

Tables 12 through 15 provide STAAR 3-8 pass rates for students who participated in the Family Literacy Program by FLP last year served. Note that the student may have been served in the Family Literacy Program a number of years ago years before they tested. For example, a student served as a four-year-old would not be eligible for the STAAR test until enrolled in grade 3 four years later. Table 12 below reports pass rates by cohort. Reading pass rates ranged from 66% (for STAAR 2016, the year the standards increased) to 100%, the year of the smallest enrollment. Math pass rates ranged from 65% to 93%.

Table 13 compares program participants to District economically disadvantaged students and shows that they score higher in Reading for three of five years and also higher in Math for three of five years. Tables 14 and 15 report pass rates by location.

Table 12 – STAAR Pass Rates by Cohort Summary

STAAR 3-8 - % Pass - By Cohort - By Year					
Cohort Ended	Year				
	2012	2013	2014	2015	2016*
Reading					
2011-2012	81%	74%	84%	81%	76%
2012-2013		100%	86%	86%	90%
2013-2014			60%	77%	67%
2014-2015				67%	68%
2015-2016					66%
Math					
2011-2012	78%	84%	88%	70%	75%
2012-2013		65%	93%	71%	80%
2013-2014			70%	69%	65%
2014-2015				80%	86%
2015-2016					72%

Table 13 – STAAR Pass Rates – FLP vs Northside Economically Disadvantaged

TI FLP vs NISD Economically Disadvantaged - % STAAR Pass Rate					
	2012	2013	2014	2015	2016
Reading					
TI FLP	81	82	75	75	70
District Ec Dis	77	79	76	76	69
Difference	4	3	-1	-1	1
Math					
TI FLP	78	78	82	75	77
District Ec Dis	75	78	75	81	72
Difference	3	0	7	-6	5

Table 14 – STAAR 3-8 Pass Rates by Cohort - Reading

Title I Family Literacy Program - 2011-2012 Cohort - STAAR 3-8 Reading																
FLP Loc	# Stu Serv 11-12	2011-2012			2012-2013			2013-2014			2014-2015			2015-2016*		
		#Test	#Pass	%Pass	#Test	#Pass	%Pass	#Test	#Pass	%Pass	#Test	#Pass	%Pass	#Test	#Pass	%Pass
Burke	39	12	9	75%	12	8	67%	10	9	90%	7	5	71%	7	5	71%
Glenn	37	12	10	83%	11	10	91%	9	8	89%	9	9	100%	7	6	86%
Linton	25	4	4	100%	2	2	100%	2	2	100%	2	2	100%	1	1	100%
Passmore	32	6	4	67%	6	3	50%	6	3	50%	6	3	50%	2	1	50%
WWT	38	8	7	88%	8	6	75%	5	5	100%	3	3	100%	4	3	75%
Total	171	42	34	81%	39	29	74%	32	27	84%	27	22	81%	21	16	76%

*Standards Increased

2012-2013 Cohort - STAAR 3-8 Reading														
FLP Loc	# Stu 12-13	2012-2013			2013-2014			2014-2015			2015-2016*			
		#Test	#Pass	%Pass	#Test	#Pass	%Pass	#Test	#Pass	%Pass	#Test	#Pass	%Pass	
Burke	14	4	4	100%	3	3	100%	3	3	100%	2	2	100%	
Glenn	15	4	4	100%	4	3	75%	4	3	75%	4	4	100%	
Linton	16	1	1	100%	1	1	100%	1	1	100%	1	1	100%	
WWT	24	8	8	100%	6	5	83%	6	5	83%	3	2	67%	
Total	69	17	17	100%	14	12	86%	14	12	86%	10	9	90%	

2013-2014 Cohort - STAAR 3-8 Reading										
FLP Loc	# Stu 13-14	2013-2014			2014-2015			2015-2016*		
		#Test	#Pass	%Pass	#Test	#Pass	%Pass	#Test	#Pass	%Pass
Burke	23	3	2	67%	4	4	100%	3	2	67%
Driggers	50	8	5	63%	6	5	83%	6	4	67%
Glenn	34	8	4	50%	6	4	67%	5	4	80%
Linton	13	1	1	100%	1	1	100%			
WWT	28	10	6	60%	9	6	67%	4	2	50%
Total	148	30	18	60%	26	20	77%	18	12	67%

2014-2015 Cohort - STAAR 3-8 Reading							
FLP Loc	# Stu 14-15	2014-2015			2015-2016*		
		#Test	#Pass	%Pass	#Test	#Pass	%Pass
Burke	62	9	6	67%	8	5	63%
Driggers	46	10	5	50%	9	7	78%
Glenn	47	9	6	67%	8	4	50%
Linton	53	13	9	69%	13	9	69%
WWT	51	10	8	80%	6	5	83%
Total	259	51	34	67%	44	30	68%

2015-2016 Cohort - STAAR 3-8 Reading				
FLP Loc	# Stu 15-16	2015-2016*		
		#Test	#Pass	%Pass
Burke	68	8	6	75%
Driggers	89	19	15	79%
Glenn	40	5	2	40%
Linton	62	6	3	50%
WWT	56	9	5	56%
Total	315	47	31	66%

Table 15 – STAAR 3-8 Pass Rates by Cohort – Math

Title I Family Literacy Program - 2011-2012 Cohort - STAAR 3-8 Math																
FLP Loc	#StuServ in 11-12	STAAR 2011-2012			STAAR 2012-2013			STAAR 2013-2014			STAAR 2014-2015			STAAR 2015-2016*		
		#Test	#Pass	%Pass	#Test	#Pass	%Pass	#Test	#Pass	%Pass	#Test	#Pass	%Pass	#Test	#Pass	%Pass
Burke	39	12	8	67%	12	11	92%	10	9	90%	7	4	57%	7	3	43%
Glenn	37	10	8	80%	10	9	90%	9	9	100%	9	7	78%	7	6	86%
Linton	25	4	4	100%	2	2	100%	2	2	100%	2	2	100%	1	1	100%
Passmore	32	6	4	67%	6	3	50%	6	3	50%	6	4	67%	2	2	100%
WWT	38	8	7	88%	7	6	86%	5	5	100%	3	2	67%	3	3	100%
Total	171	40	31	78%	37	31	84%	32	28	88%	27	19	70%	20	15	75%

*Standards Increased

2012-2013 Cohort - STAAR 3-8 Math														
FLP Loc	#StuServ in 12-13	STAAR 2012-2013			STAAR 2013-2014			STAAR 2014-2015			STAAR 2015-2016*			
		#Test	#Pass	%Pass	#Test	#Pass	%Pass	#Test	#Pass	%Pass	#Test	#Pass	%Pass	
Burke	14	4	3	75%	3	3	100%	3	2	67%	2	1	50%	
Glenn	15	4	3	75%	4	4	100%	4	3	75%	4	4	100%	
Linton	16	1	1	100%	1	1	100%	1	1	100%	1	1	100%	
WWT	24	8	4	50%	6	5	83%	6	4	67%	3	2	67%	
Total	69	17	11	65%	14	13	93%	14	10	71%	10	8	80%	

2013-2014 Cohort - STAAR 3-8 Math										
FLP Loc	#StuServ in 13-14	STAAR 2013-2014			STAAR 2014-2015			STAAR 2015-2016*		
		#Test	#Pass	%Pass	#Test	#Pass	%Pass	#Test	#Pass	%Pass
Burke	23	3	2	67%	4	3	75%	3	2	67%
Driggers	50	8	7	88%	6	3	50%	6	4	67%
Glenn	34	8	5	63%	6	5	83%	4	3	75%
Linton	13	1	1	100%	1	1	100%			
WWT	28	10	6	60%	9	6	67%	4	2	50%
Total	148	30	21	70%	26	18	69%	17	11	65%

2014-2015 Cohort - STAAR 3-8 Math							
FLP Loc	#StuServ in 14-15	STAAR 2014-2015			STAAR 2015-2016*		
		#Test	#Pass	%Pass	#Test	#Pass	%Pass
Burke	62	9	9	100%	8	8	100%
Driggers	46	10	6	60%	9	7	78%
Glenn	47	9	6	67%	8	6	75%
Linton	53	13	11	85%	13	11	85%
WWT	51	10	9	90%	5	5	100%
Total	259	51	41	80%	43	37	86%

2014-2015 Cohort - STAAR 3-8 Math				
FLP Loc	#StuServ in 15-16	STAAR 2015-2016*		
		#Test	#Pass	%Pass
Burke	68	8	5	63%
Driggers	89	19	16	84%
Glenn	40	5	3	60%
Linton	62	6	4	67%
WWT	56	9	6	67%
Total	315	47	34	72%

Table 16 below gives a summary of all STAAR/EOC scores by cohort. Also included are results for EOC tests, presented here as a matter of interest only. These scores were earned by the older brothers and sisters of the students who were in the target age group for early literacy. The overall pass rates were English I 77%, English II 39%, and Algebra I 87%.

Table 16 – STAAR and EOC Pass Rates by Cohort - Summary

STAAR Reading 3-8 - By Cohort			
Cohort Ended	All		
	#Test	#Pass	%Pass
2011-2012	161	128	80%
2012-2013	55	50	91%
2013-2014	74	50	68%
2014-2015	95	64	67%
2015-2016	47	31	66%
Total	432	323	75%

*Standards Increased 2016

STAAR Math 3-8 - By Cohort			
Cohort Ended	All		
	#Test	#Pass	%Pass
2011-2012	156	124	79%
2012-2013	55	42	76%
2013-2014	73	50	68%
2014-2015	94	78	83%
2015-2016	47	34	72%
Total	425	328	77%

*Standards Increased 2016

STAAR English I EOC			
Cohort Ended	All		
	#Test	#Pass	%Pass
2011-2012	20	14	70%
2012-2013	3	2	67%
2013-2014	9	6	67%
2014-2015	6	3	50%
2015-2016	5	4	80%
Total	43	29	67%

*Standards Increased 2016

STAAR English II EOC			
Cohort Began	All		
	#Test	#Pass	%Pass
2011-2012	16	8	50%
2012-2013	5	1	20%
2013-2014	9	1	11%
2014-2015	5	4	80%
2015-2016	1	0	0%
Total	36	14	39%

*Standards Increased 2016

STAAR Algebra I EOC			
Cohort Ended	All		
	#Pass	#Test	%Pass
2011-2012	20	16	80%
2012-2013	3	3	100%
2013-2014	12	11	92%
2014-2015	7	7	100%
2015-2016	5	4	80%
Total	47	41	87%

*Standards Increased 2016

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The Family Literacy Program successfully met the goal of preparing children for success in regular school programs. From 2011-12 to 2015-16, school year attendance rates of all students served in the FLP were consistently higher than NISD economically disadvantaged students. STAAR Reading pass rates for grades 3-8 were similar between the FLP students and District economically disadvantaged students. STAAR Math results for FLP students were also consistently equal or higher. Results for the Frog Street Press pre-post exam administered to NISD Pre-K students determined that students served in the Family Literacy program scored lower in the pre-test than those not served in the program, but obtained higher post-test and gain scores than non-participants. No TPRI/Tejas Lee reading inventory results are available for comparison to District economically disadvantaged students or children of ELL parents, but FLP results compared very favorably to results for the District as a whole. The assessment results for Frog Street Press, TPRI/Tejas LEE, STAAR, and attendance are all noteworthy achievements for students whose parents were economically disadvantaged and had limited literacy skills.

It should also be noted that older students also participated in the program, some of which were high school age and tested for STAAR EOC. Although this is a small group of students, students often appear to perform well on STAAR English I and Algebra I EOC testing. However, there appears to be a drop in pass rate regarding English II.

Although results are reported by location, no conclusions about achievement or attendance can be made based on this information. Students whose parents participated at one location may have attended different neighborhood schools. It is reported as a matter of interest only. Based on this information, it appears that Linton students score well on the STAAR and that Driggers has had the highest participation.

A child's chance for academic success increases as parents demonstrate the value of education, interact in supportive ways, and model good attendance themselves. The impact of the Family Literacy Program on Northside's accountability rating have proven to be beneficial. Furthermore, it is projected that this in turn will have a positive effect upon at-risk achievement and dropout rates. In conclusion, the Even Start Family Literacy Program was successful in preparing students, even older siblings, for success in meeting state standards and maintaining a high attendance rate.

Recommendations

- Continue funding based on positive academic achievement outcomes for children served by the program.
- Investigate the differences between the participation numbers of different locations in order to share best practices.
- Hire to fill vacant positions as quickly as possible and as funds allow to prevent dips in participation and achievement.
- Investigate discrepancies in budget reports. Expenditures were reported far below allocated amounts for the years under review, making the monitoring of expenditures difficult.

School	Monday	Tuesday	Wednesday	Thursday	Friday
Burke Adult Rm. C114 Child Rm. C124 Teacher: Inma Oliveros B2 Teacher: Elda Olvera B3 PE: Lucy Sanchez ECI: Beverly, Maria Ramos, Alejandra, Ceci, Yolande,	9:00am – 9:45am Early Childhood Enrichment 10:00am - 11:45am ESOL/Early Childhood 11:00am EC Recess 11:50am Adult Lunch* 12:15pm Child Lunch* 12:30pm-2:00pm Parent Education/Early Childhood	Home Visits	9:00am – 9:45am Early Childhood Enrichment 10:00am - 12:00pm ESOL/Early Childhood 11:00am EC Recess	Home Visits	9:00am to 10:30am PACT/Parent & Child Together - Interactive Literacy Activities ? EC Recess PM-Team PACT Planning PM-Staff Meeting/Learning- once a month
Driggers Adult Rm. C100 & Teacher Resource Rm on Tuesdays Child Rm. A116 Teacher:Lillian Reyna-ChapmanB1 Teacher: Ellen Brown B3 PE: Griselda Garcia ECI: Yolande, Sandra M, Ceci, Alejandra, Beverly, Maria Ra,Nelda	Home Visits	9:00am – 9:45am Early Childhood Enrichment 10:00am-12:00pm ESOL/Early Childhood 10:50am – 11:20am EC Recess	Home Visits	9:00am – 9:45am Early Childhood Enrichment 10:00am - 11:45am ESOL/Early Childhood 10:50 – 11:20am EC Recess 12:05pm Adult Lunch* 11:30am Child Lunch* 12:30pm – 2:00pm Parent Education/Early Childhood	9:00am to 10:30am PACT/Parent & Child Together - Interactive Literacy Activities anytime from 9:00am – 10:30am EC Recess PM-PACT Team Planning PM-Staff Meeting/Learning- once a month
Fisher Adult Rm. B111 Child Rm. B115 Teacher:Lillian Reyna-ChapmanB1 Teacher: Ellen Brown B3 PE: Adriana Sanchez ECI: Lucia, Betty, Norma, Maria Reyes, Olga, Sandra P	9:00am – 9:45am Early Childhood Enrichment 10:00am-12:00pm ESOL/Early Childhood 10:00am EC Recess	Home Visits	9:00am – 9:45am Early Childhood Enrichment 10:00am-11:50am ESOL/Early Childhood 10:00am EC Recess 11:50am Adult Lunch* 11:40am Child Lunch* 12:30pm-2:00pm Parent Education/Early Childhood	Home Visits	9:00am to 10:30am PACT/Parent & Child Together - Interactive Literacy Activities anytime from 9:00am – 10:30am EC Recess PM-Team PACT Planning PM-Staff Meeting/Learning- once a month
Linton Adult Rm. B115 & A130 Child Rm. B113 Teacher: Joseph Raymond B1 Teacher: Alyssa De Los Santos B3 PE: Yolanda Jacquez ECI: Laura, Sandra M, Mary, Anna	9:00am – 9:45am Early Childhood Enrichment 10:00am-12:00pm ESOL/Early Childhood 11:00am EC Recess	Home Visits	9:00am – 9:45am Early Childhood Enrichment 10:00am-12:00pm ESOL/Early Childhood 11:00am EC Recess 12:12pm Adults Lunch/Caf 11:45am Child Lunch/Class 12:42pm-2:00pm Parent Education/Early Childhood	Home Visits	9:00am to 10:30am PACT/Parent & Child Together - Interactive Literacy Activities ? EC Recess PM-Team PACT Planning PM-Staff Meeting/Learning- once a month
Westwood Terrace Adult Rm. G109 & P166A Child Rm. D115 Teacher: Sandra Cruz B1 Teacher: Dora Ovalle B2 PE: Marisa Morga ECI: Sandra P, Olga, Laura, Mary, Betty, Norma, Maria Reyes, Lucia, Melissa	Home Visits	9:00am – 9:45am Early Childhood Enrichment 10:00am-12:00pm ESOL/Early Childhood 10:30am EC Recess 12:10 pm Adult Lunch* 11:45am Child Lunch* 12:40pm-2:00pm Parent Education/Early Childhood	Home Visits	9:00am – 9:45am Early Childhood Enrichment 10:00am-12:00pm ESOL/Early Childhood 10:30am EC Recess	9:00am to 10:30am PACT/Parent & Child Together - Interactive Literacy Activities ? EC Recess PM-Team PACT Planning PM-Staff Meeting/Learning- once a month

* Burke, Driggers, Fisher & WWT Adults & Children eat in their classroom. Home visits are scheduled throughout the month. Children are in the Early Childhood Classroom during ESOL class and Parent Education. Parent & Children Together (PACT) working on Interactive Literacy Activities, ESOL (English for Speakers of Other Languages), EC (Early Childhood), ECI (Early Childhood Instructors)