

EA15-126-4.3

AVANCE-DALLAS PROGRAM: 2014-15

Department of Evaluation and Assessment

Mike Miles
Superintendent of Schools



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AVANCE DALLAS PROGRAM: 2014-15

Approved Report of the Department of Evaluation and Assessment

EA15-126-4.3

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Leonardo R. Ledezma, Ph.D.

Robert J. Costello, Ph.D.

Manager – Program Evaluation

Nancy Kihneman, Ph.D.

Director – Program Evaluation

Cecilia Oakeley, Ph.D.

Assistant Superintendent – Evaluation and Assessment

Mike Miles
Superintendent of Schools



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Table of Contents

ABSTRACT	0
PROGRAM DESCRIPTION	2
Background Information.....	2
Purpose and Goal.....	5
PURPOSE AND SCOPE OF THE EVALUATION	5
MAJOR EVALUATION QUESTIONS AND RESULTS	5
What were the Characteristics of AVANCE students in the District?	5
Methodology.....	5
Results	6
How did Students Served by AVANCE Compare to other students in the District?.....	8
Methodology.....	8
Results	9
SUMMARY AND RECOMMENDATIONS	18
REFERENCES	19
APPENDICES	20
Appendix A.....	21

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List of Tables

Table		Page
1	AVANCE Students by Grade	6
2	Distribution of AVANCE students by Gender	6
3	Distribution of AVANCE Students by Ethnicity	6
4	Distribution of AVANCE Students by Risk	7
5	Distribution of AVANCE Students by Socio-economic Status	7
6	Distribution of AVANCE Students by LEP Status.....	7
7	Distribution of AVANCE Students by Bilingual Program	8
8	Distribution of AVANCE Students by Country of Birth.....	8
9	Retention Rate by Program	8
10	Distribution of AVANCE Students by Served Status	9
11	Distribution of AVANCE Students by Ethnicity and Served Status.....	9

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List of Figures

Table	Page
1	Percent Attendance by Days Enrolled (141-175) by Program..... 10
2	TELPAS Beginning Level by Program and Year..... 11
3	TELPAS Intermediate Level by Program and Year..... 11
4	TELPAS Advanced Level y Program and Year..... 12
5	TELPAS Advanced High Level by Program and Year 12
6	Percent Students Scoring Satisfactory Phase I-Reading by Program and Year..... 13
7	Percent Students Scoring Satisfactory Phase I-Reading by Program and Year – English 14
8	Percent Students Scoring Satisfactory Phase I-Reading by Program and Year – Spanish 14
9	Logramos Vocabulary by Program and Year – First Grade 15
10	Logramos Vocabulary by Program and Year – Second Grade 15
11	Logramos Vocabulary by Program and Year – Third Grade 16
12	Logramos Reading Total by Program and Year – First Grade 16
13	Logramos Reading Total by Program and Year – Second Grade 17
14	Logramos Reading Total by Program and Year – Third Grade 17

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AVANCE DALLAS PROGRAM: 2013-14

Project Evaluator: Leonardo R. Ledezma, Ph.D.

ABSTRACT

A comparison of AVANCE with HIPPY and not served students was performed. A demographic characteristics description was the first approach to the comparison. Based on the characteristics of AVANCE students, similar students were matched in the other groups. A randomized selection was conducted to complete a one-to-one match of AVANCE and not served students due to the large number of students in the second group. This matching was necessary to avoid biases generated by extremely large numbers. The group described was predominantly Hispanic (99.1%), of under-privileged background (98.2%), considered at-risk (93.5%), mostly LEP students (87.4%) and born in the United States (98.0%) in grades 1 through 4.

Once equivalent groups were obtained, graphical representation of attendance and three assessments was completed. The three assessments used were *TELPAS*, *STAAR* and *Logramos* (ITBS was not used because no scores were found for this test).

Results appear to indicate that students who were served by AVANCE or HIPPY tend to be more consistent in their attendance to class. Even though there seems to be a tendency of students served to move from beginning level in *TELPAS* to intermediate, advanced or advanced high, similar tendency but in lower percentages is observed in the group of students who were not served. In general, the percentage of AVANCE students scoring at satisfactory phase I level in *STAAR* appear to be slightly higher than their counterparts, students in the other groups tend to perform comparably. AVANCE served students seem to do better than those served by HIPPY, served by both programs and those not served by either one of these programs in *Logramos* vocabulary. Reading total percentages for second and third grades have the same tendency.

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PROGRAM DESCRIPTION

Background Information

AVANCE-Dallas is a non-profit organization providing foundational education services through the Parent-Child Education Program to 7 at-risk children and their families in Dallas ISD campuses since 2002 (García-Rincón, 2014). The program includes two major components, *early childhood development* and *parent education*. The program has been offered to parents free of charge in their homes and is also in 32 elementary campuses. The report focuses on the students who have been served in previous years instead of solely on the campuses in which the program is offered.

The purpose of the *Early Childhood Development* program is to advance Hispanic children's learning early on so that they can succeed in school and for the rest of their lives. Classes are provided during the foundational years of birth to age three. Teaching environments are developmentally appropriate for infants, toddlers and preschoolers and were created with the development of children's language abilities, cognitive and social skills, and an interest in learning in mind.

Six learning centers are used in the classroom that make learning and discovery an enjoyable experiences for the children as they explore math, art, dramatic play, blocks, writing, and reading. Several activities are used to strengthen phonological awareness, social skills, and literacy development including;

- literacy exercises,
- rhyme challenges,
- word games,
- teacher-child conversations,
- peer-to-peer games,
- alphabet cards, and
- story time.

Thus, children are given an educational foundation before entering school, providing them confidence and the ability to succeed.

The **AVANCE**-Dallas' *Parent-Child Education* program served low-income, Hispanic children, ages zero through three, and their parents. Mothers met weekly for four hours with an **AVANCE** trainer, while their children were at an age-appropriate educational setting. **AVANCE**'s nationally recognized program, makes parents aware of their role as their children's first and most important teachers and that the foundation for education begins at home. Parent participation in the Parent Education program can lead to better parenting skills and an increased appreciation for education that leads them to improve their own literacy and professional skills. It also contributes to parental involvement in their children's education.

Children served in by **AVANCE** are not registered Dallas ISD students; therefore, recruitment for the program includes door-to-door solicitation within campus boundaries, public service announcements

through Univision (Spanish television station), presentations at Parent Teacher Association (PTA) meetings and pre-kindergarten and kindergarten round-ups (García-Rincón, 2014).

Eligibility criteria include ethnicity, age, and low income status; however, verification of income is not required. Although children ages 0-3 are the target group for the program, exceptions are made to include four year olds who were not accepted into a Dallas ISD pre-kindergarten program.

In 2014-15, as well as in previous years, **AVANCE** services were provided at ten elementary level campuses selected by the Multi-Lingual Education (M-LEP) department: David G. Burnet, F.P. Caillet, Esperanza "Hope" Medrano, Obadiah Knight, Maple Lawn, James Bowie, Anson Jones, John F. Kennedy, Urban Park, and Annie Webb Blanton. A total of 340 parents and 394 children at the participating campuses were registered to receive services in 2014-15. Of these totals, 88.5 percent of parents and 89.8 percent of children completed the program.

Teaching parents the importance of their role in their child's education is the best way to ensure their children succeed later in school. Parents are taught by parent educators to develop creative, instructive relationships with their children during the fundamental years of life.

The parent education program provided one day of training per week per campus with the exception of Burnet, Bowie, and Kennedy which provided an additional day of training based on need. A total of 32 sessions were offered through the year; however, parents were required to attend 27 sessions within a nine-month period for a total of 150 hours. The weekly sessions covered:

- parenting,
- toy making, and
- community resources.

In addition, important components of the parent education program included:

- intensive early childhood classes,
- parent education,
- home visitation, and
- family literacy (parents become active readers with their children).

Each **AVANCE** program participant was to receive an average of seven home visits by a trained toy-making instructor/home visitor. Home visits were designed to work with each participating parent and their child. Home visitors were to observe and document the mother-child interactions.

Children were administered a pre- and post-cognitive and development test that included;

- *Early Learning Accomplishment Profile (E-LAP)* for ages zero through 2, and
- *Learning Accomplishment Profile (LAP-3)* for ages three and four.

Testing was administered in September and again in May. Children ages three and four, who showed a delay in development were tested in February and results reported to the admitting campus. Outcome data for 2013-14 were not available for this report.

Parents were administered a pre- and post-**AVANCE** Dallas Parent Questionnaire to determine levels of success in parenting knowledge and skills. Parents also kept track of the number of times they read to their child and recorded this on the Weekly-Sign-in Form. The goal was for parents to increase reading from one day or less per week to five times per week by the end of the program. Outcome data for 2013-14 were not available for this report.

On the other hand, Home Instruction for Parents of Preschool Youngsters (**HIPPY**) is a home visiting program for parents of three-, four-, and five-year-olds that empowers parents as the child's first teacher. HIPPY partners with parents to prepare their children for success in school. As stated in the HIPPY Theory of Change (Cited in McEnturff, 2014), "The mission of HIPPY programs is to empower parents as primary educators of their children in the home and foster parent involvement in school and community life to maximize the chances of successful early school experiences." The goal of HIPPY in Dallas Independent School District (ISD) is to serve families within the district according to the HIPPY model, increase the self-efficacy of parents to teach children, and ultimately help children within the district become better prepared for school.

HIPPY originated in Israel and is now active in 13 countries. HIPPY operates in 21 states in the United States and 12 sites in Texas. The HIPPY program in Dallas is part of the Early Childhood and Community Partnerships department in Dallas ISD. HIPPY Dallas ISD served over 600 families in 2013-2014 and will expand to serve approximately 1,000 families in 2014-2015.

During the 30 week program year, paid, paraprofessional home instructors visit parents weekly to deliver curriculum packets and books. Home instructors role play how to teach the curriculum with the parent to build the parent's confidence and skills to educate the child. Rather than work directly with the child, the home instructor's focus is equipping the parent to deliver the curriculum to the child. With the increased confidence that comes from practicing with the home instructor and using a set curriculum, parents are empowered to teach their children.

When possible, home instructors are recruited from past HIPPY participants, so they are members of the community they serve. Recruiting local home instructors serves to foster rapport between HIPPY home instructors and families. HIPPY home instructors receive professional development opportunities meant to help them improve their skills in communication, interpersonal relations, leadership, and organization. They also receive support in setting and obtaining educational goals for themselves.

Purpose and Goal

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation is to examine the results of student achievement in district administered norm tests such as *ITBS and Logramos* and reference test such as *TELPAS* and *STAAR* of students who were served by **AVANCE**, the Home Instruction for Parents of Preschool Youngsters (**HIPPY**), the ones served by both, and those who were not served by either of these programs, with the intention of determining if there is a significant difference among the scores of the three groups. By providing support to parents and children, these programs aim to prepare children to adjust to school and hopefully perform better than children who do not receive their services. A series of variables were examined besides the test scores, attendance, discipline, and grade retention.

MAJOR EVALUATION QUESTIONS AND RESULTS

What were the Characteristics of AVANCE students in the District?

Methodology

For purpose of identification of students AVANCE provided a list of District's ID numbers. Data for this report was obtained from AVANCE and from the District's student database. The two datasets were matched to examine all variables and differentiate the four groups of students, those served by AVANCE, those served by HIPPY, those served by both AVANCE and HIPPY, and those not served by either program. The distribution of students according to grade is shown below in Table 1. The original group of AVANCE students included 1,336 children of which only 491 had record of ever taking an exam in the district. Some of the students registered in the district but either did not show up or withdrew. Only students in the schools, grades and sections where any of the AVANCE students attended were included to make an even comparison. Since all AVANCE students are Hispanic, are classified At-Risk, have low SES, as is also the case for the rest of the students, there was an automatic matching. By matching all other students to the characteristics of AVANCE students, the evaluator intended to have a more fair comparison. As a result, the final group was of fewer cases than the original one. A randomized selection of students who were not served was necessary to complete a one-to-one match of these students to the AVANCE served ones. This selection was necessary to avoid biases due to the disproportioned size of the not served students.

Results

The distribution of students by grade is presented in Table 1. The majority of students were in grades 2 and 3.

Student's Characteristics

Table 1. AVANCE Students by Grade

Grade	N	%
1	5	1.0
2	208	42.4
3	277	56.4
4	1	0.2
Total	491	100.0

Source: AVANCE and District student database October 2014.

A total of 491 students appeared as current. There were 229 female and 262 male students (Table 2).

Table 2. Distribution of AVANCE Students by Gender

Gender	N	%
Female	229	46.6
Male	262	53.4
Total	542	100.0

Source: AVANCE and District student database October 2014.

There were 486 Hispanic students, which accounted for 99.0% of all AVANCE students (Table 3). Five students self-identified as other than Hispanic. Since 99.0% of the AVANCE students were Hispanic all other ethnic groups were excluded for further analysis.

Table 3. Distribution of AVANCE Students by Ethnicity

Ethnicity	N	%
Hispanic	486	99.0
American Indian or Alaska Native	3	0.6
White	2	0.4
Total	491	100.0

Source: AVANCE and District student database October 2014.

The majority of students, 93.5% were classified as At-Risk as shown in Table 4.

Table 4. Distribution of AVANCE Students by Risk

At Risk	N	%
No	32	8.5
Yes	459	93.5
Total	491	100.0

Source: AVANCE and District student database October 2014.

The majority of the students, 98.2% were classified as Low Socio-economic status (Table 5).

Table 5. Distribution of AVANCE Students by Socio-economic Status

Economic Condition	N	%
Not Low SES	9	1.8
Low SES	482	98.2
Total	491	100.0

Source: AVANCE and District student database October 2014.

Eighty-seven percent (87.4%) of the students were classified as Limited English Proficient (LEP).

Table 6. Distribution of AVANCE Students by LEP Status

Limited Language Proficiency Status	N	%
Opt-In Two-Way DL Prog	5	1.0
Opt-In One-Way DL Prog	5	1.0
Non-LEP	34	6.9
Spec. Educ.	1	0.2
LEP	429	87.4
Not LEP	17	3.5
Total	491	100.0

Source: AVANCE and District student database October 2014.

Students in this group were served in the Dual Language program, either in the One-way (79.6%) or the Two-way (4.3%) Dual Language programs, or in the ESL program (0.2%).

Table 7. Distribution of AVANCE Students by Program

Program	N	%
One-Way DL Prog.	391	79.6
Two-Way DL Prog.	21	4.3
Opt-In Two-Way DL Prog.	5	1.0
Opt-In One-Way DL Prog.	5	1.0
ESL Program	1	0.2
Not Served in BE or ESL	34	6.9
Spec. Educ.	2	0.4
Parental Denial of the Dual Lang, bilingual, and ESL pgms	14	2.9
Not in Bilingual Program	17	3.5
Total	491	100.0

Source: AVANCE and District student database October 2014.

Most of the students in the group were born in the United States (98.0%).

Table 8. Distribution of AVANCE Students by Country of Birth

Country of Birth	N	%
United States	481	98.0
Mexico	10	2.0
Total	491	100.0

Source: AVANCE and District student database October 2014.

Students in the group served by AVANCE had a retention rate of 2.4%, which is similar to the overall rate for the district (2.8%).

Table 9. Retention Rate by Program, 2014

	AVANCE	HIPPY	Program Both AVANCE and HIPPY	None	Total
Not retained	479 (97.6%)	271 (98.2%)	36 (97.3%)	438 (96.3%)	1,224 (96.6%)
Retained	12 (2.4%)	5 (1.8%)	1 (2.7%)	17 (3.7%)	35 (2.8%)
Total	491	276	37	455	1,259

Source: Student data base.

How did Students Served by AVANCE Compare to other students in the District?

Methodology

Data for this report was obtained from AVANCE and from the District's student database. The two datasets were matched to be able to examine all variables and differentiate the groups of students mentioned above. As a result, the final group was of fewer cases than the original one. A randomized

selection of students who were not served was necessary to complete a one-to-one match of these students to the AVANCE served ones.

Results

There were 63,521 students in grades 1-5, of those 491 were served by AVANCE, 279 were served by HIPPY, 37 were served by both AVANCE and HIPPY, and 489 were not served by either AVANCE or HIPPY.

Table 10. Distribution of Students by Served Status

Served Status	N	%
AVANCE	491	37.9
HIPPY	279	21.5
Both AVANCE and HIPPY	37	2.9
None	489	37.7
Total	1,296	100.0

Source: AVANCE and District student database October 2014.

The distribution of students according to grade is shown below in Table 11. The original group of AVANCE students included 1,336 children of which only 491 had record of ever taking an exam in the district. Some of the students registered in the district but either did not show up or withdrew.

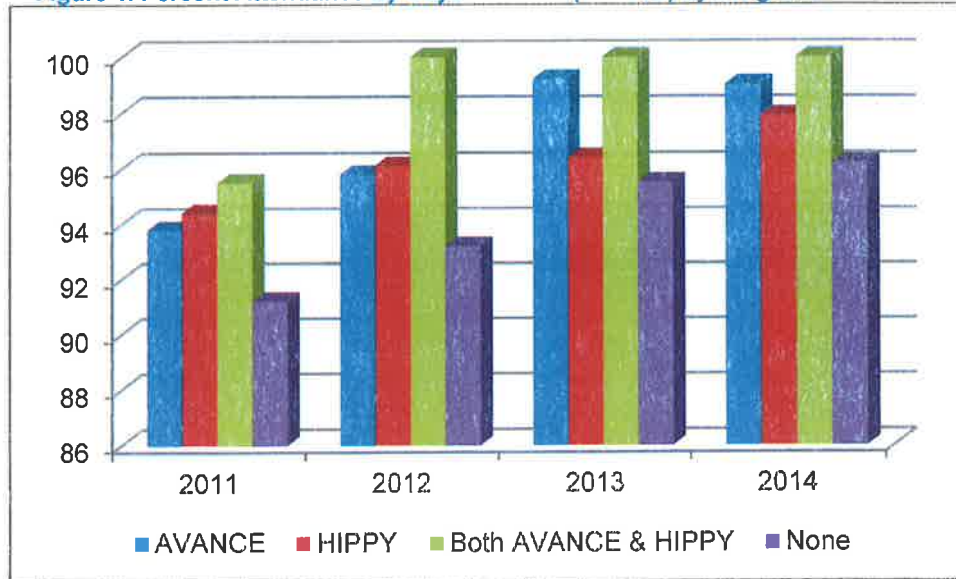
Table 11. District Hispanic Students by Program and Grade

	AVANCE		HIPPY		Both AVANCE and HIPPY		None		Total	
	N	%	N	%	N	%	N	%	N	%
Grade 1	5	1.0	57	20.4	0	0.0	88	18.0	150	11.6
2	208	42.4	90	32.3	14	37.8	171	35.0	483	37.3
3	277	56.4	102	36.6	23	62.2	179	36.6	581	44.8
4	1	0.2	30	10.8	0	0.0	51	10.4	82	6.3
Total	491		279		37		489		1,296	

Attendance

Figure 1 displays the percent attendance of students who were enrolled in school for at least 141 days. The blue bar represents students served by AVANCE, the red represents students served by HIPPY, the green bar represents students served by both AVANCE and HIPPY, and the purple represents students who were not served by these programs.

Figure 1. Percent Attendance by Days Enrolled (141-175) by Program 2011-2014.



Analysis of Variance of Average Percent Attendance of Students who were enrolled more than 141 days Outcome tables (Appendix A) present the results of the analysis. There are significant differences in attendance among the groups of students served by **AVANCE**, **HIPPY**, and by both **AVANCE** and **HIPPY**, and students who were not served by either program.

Assessment

Students took the TELPAS, the Iowa Test of Basic Skills (ITBS) and Logramos (Spanish version of ITBS), and STAAR. This report includes these three assessment measures as indicators of student achievement. Tables below show the percentages of students served by AVANCE and HIPPY who took and scored in these different assessments.

TELPAS results for 3rd grade are shown in Figures 2 to 5 below. Each figure presents a single TELPAS Level results by program from 2012 to 2015. The percentages of beginning level students appears to be decreasing after 2013, while percentages of students scoring at Intermediate, Advanced and Advanced High levels appear to be increasing. This tendency seems to indicate that there is an increase in percent of students scoring at higher levels in TELPAS. Similarly, the percentages of students served by AVANCE, HIPPY or both AVANCE and HIPPY scoring at higher levels appear to be higher than of those students not served by either program. No statistically significant difference was found for any of the levels of TELPAS.

Figure 2. Percent of Students Scoring at Beginning Level by Program and Year.

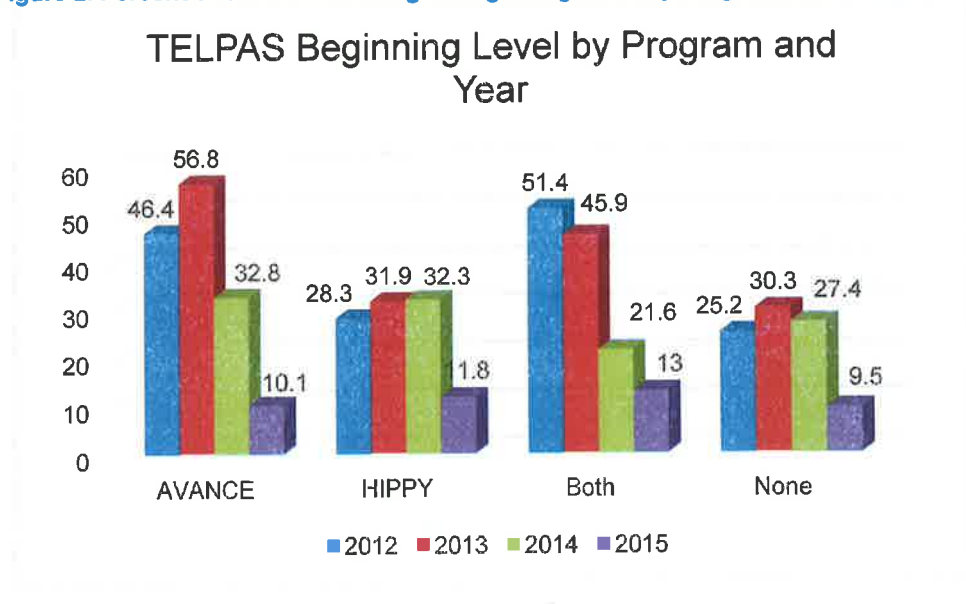


Figure 3. Percent of Students Scoring at Intermediate Level by Program and Year.

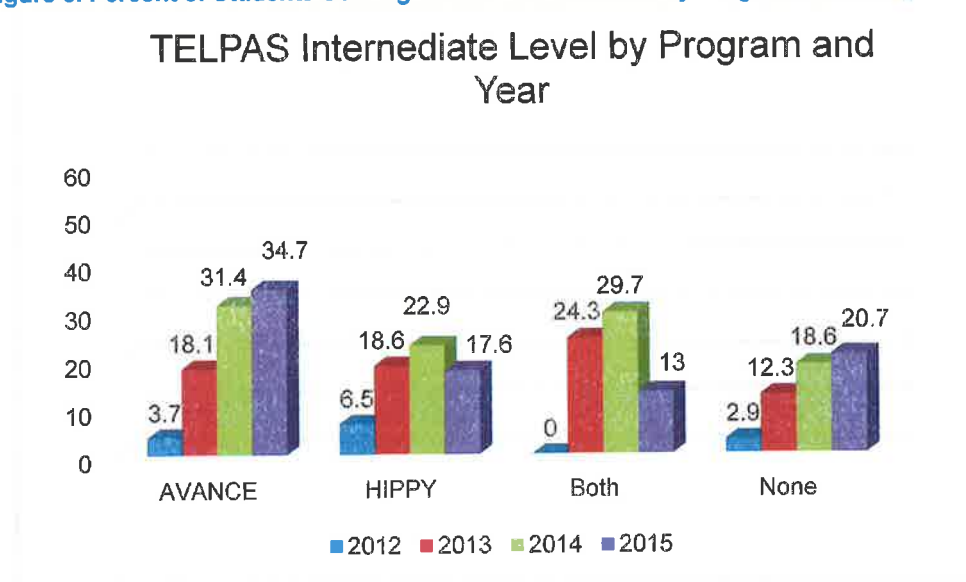


Figure 4. Percent of Students Scoring at Advanced Level by Program and Year.

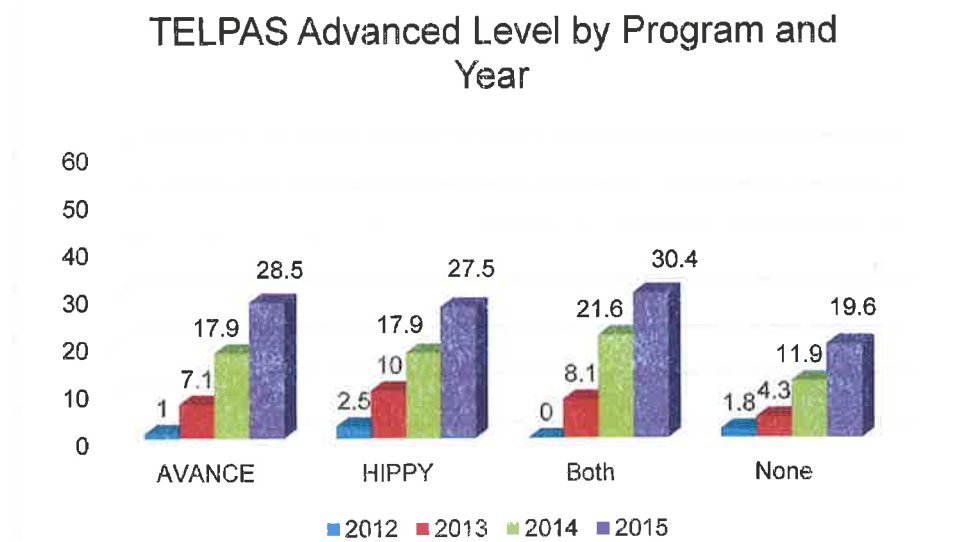
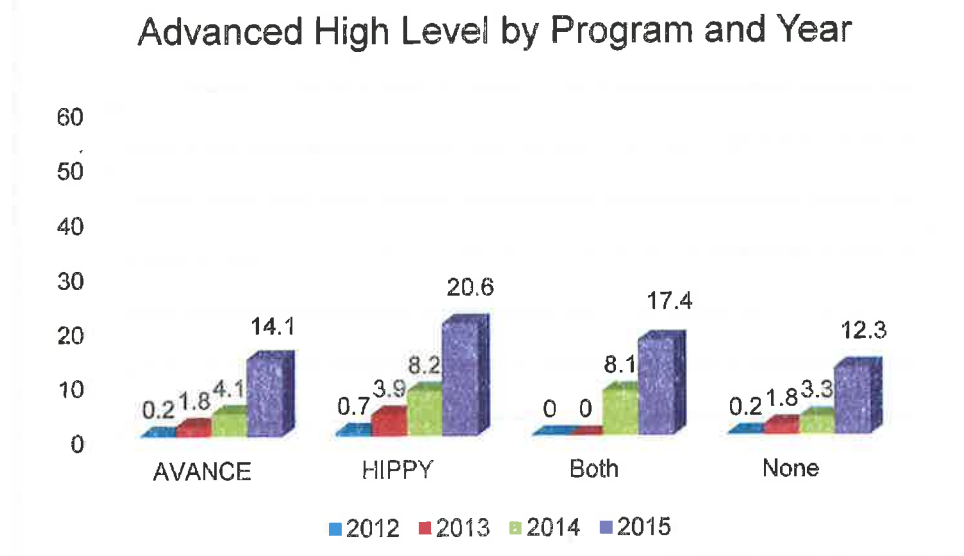


Figure 5. Percent of Students Scoring at Advanced High Level by Program and Year.



Results of STAAR Reading 2013-2014 and 2014-2015 are presented in Tables 15 and 16, respectively. The percent of students who score at the satisfactory level at Phase 1 by Grade and Program appear to indicate that larger percentages of those students served by AVANCE performed at Satisfactory Level Phase 1 than students served by HIPPY or not served by either one of these programs. Nevertheless, Analysis of Variance did not show significant differences.

Table 12. Percent Students Scoring Satisfactory at Phase 1 in STAAR Reading, by Program and Grade, 2013-2014.

Grade	Program							
	AVANCE		HIPPY		Both AVANCE and HIPPY		None	
	N Tested	% at Satisfactory	N Tested	% at Satisfactory	N Tested	% at Satisfactory	N Tested	% at Satisfactory
1	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0
3	0	0.0	0	0.0	0	0.0	0	0.0
4	1	100.0	30	63.3	0	0.0	50	64.0

Source: Student data base and STAAR 2013-2014.

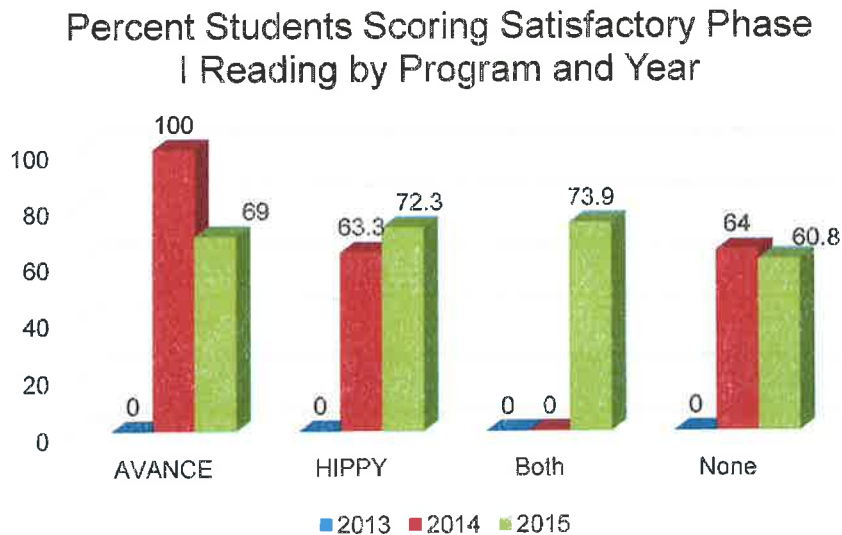
Table 13. Percent Students Scoring Satisfactory at Phase 1 in STAAR Reading, by Program and Grade, 2014-2015.

Grade	Program							
	AVANCE		HIPPY		Both AVANCE and HIPPY		None	
	N Tested	% at Satisfactory	N Tested	% at Satisfactory	N Tested	% at Satisfactory	N Tested	% at Satisfactory
1	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0
3	274	69.0	101	72.3	23	73.9	176	60.8
4	1	100.0	30	63.3	0	0.0	51	72.5

Source: Student data base and STAAR 2014-2015.

Results from this test indicate that, in general, students in the program performed similarly to their counterparts in HIPPY and even to students not served. All of AVANCE students scored Satisfactory in Phase I in 2014. Slightly more students served by both programs appear to have scored at the satisfactory Phase I level in reading for 2015. From this year's results it appears that being served in any of these programs benefits students more than if they were not served by them.

Figure 6. Percent Students Scoring Satisfactory Phase I - Reading by Program and Year.



When separating English and Spanish versions of STAAR results show that in English students performed similarly to the overall view. In Spanish, students performed almost even throughout programs.

Figure 7. Percent Students Scoring Satisfactory Phase I - Reading by Program and Year - English.

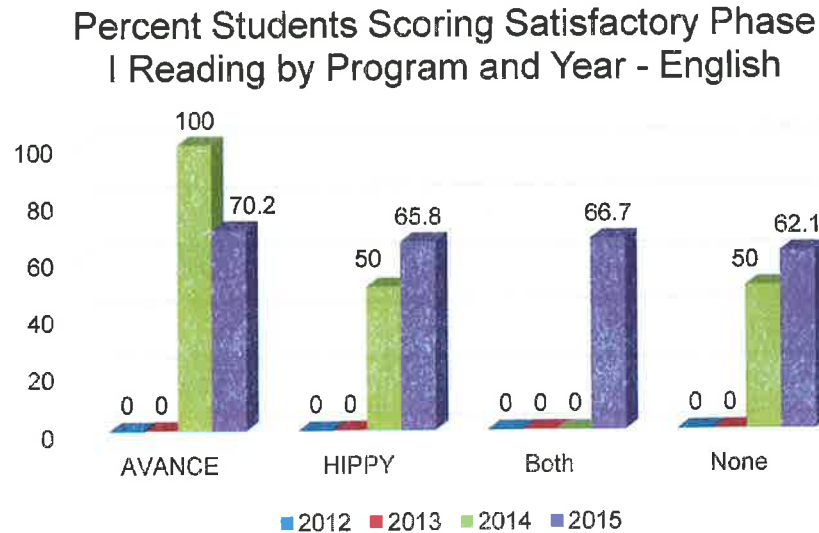
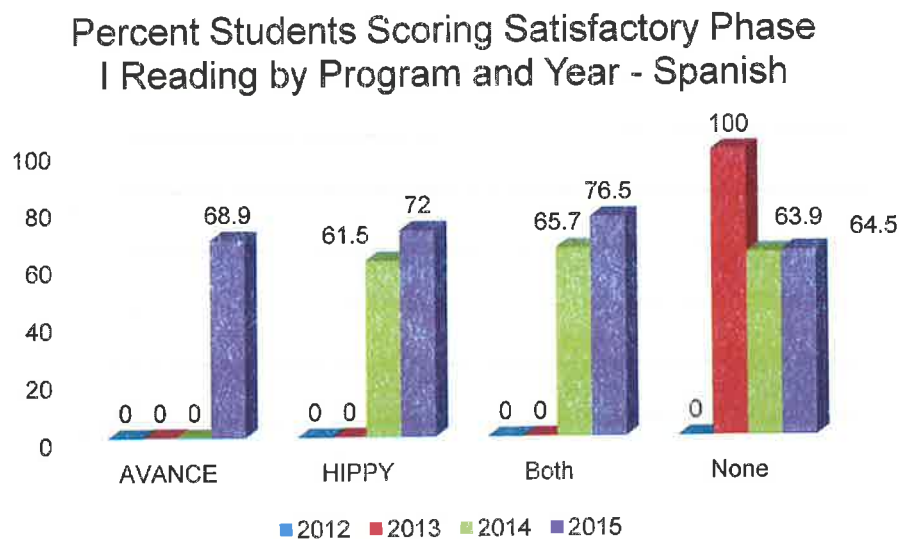


Figure 8. Percent Students Scoring Satisfactory Phase I - Reading by Program and Year - Spanish.



Percentages of students served by AVANCE, HIPPY, both AVANCE and HIPPY, and None scoring at or above the 40th percentile in Vocabulary and Reading Total tests in *Logramos*, Spanish version of ITBS, are shown in the figures below. Those students at or above the 40th percentile are considered to be at grade level. Results of these tests seem to be rather inconsistent probably due to the small group in the analysis. Students in this group are all Hispanic and most of them are LEP, which explains why they were tested in Spanish. None of the students in the analyzed group had record of

taking tests in 2012. For the two subsequent years, results show a higher tendency of AVANCE students scoring at or above 40th percentile in Vocabulary and Reading Total, especially in second and third grades than their counterparts.

Figure 9. Logramos Vocabulary by Program and Year- First grade.

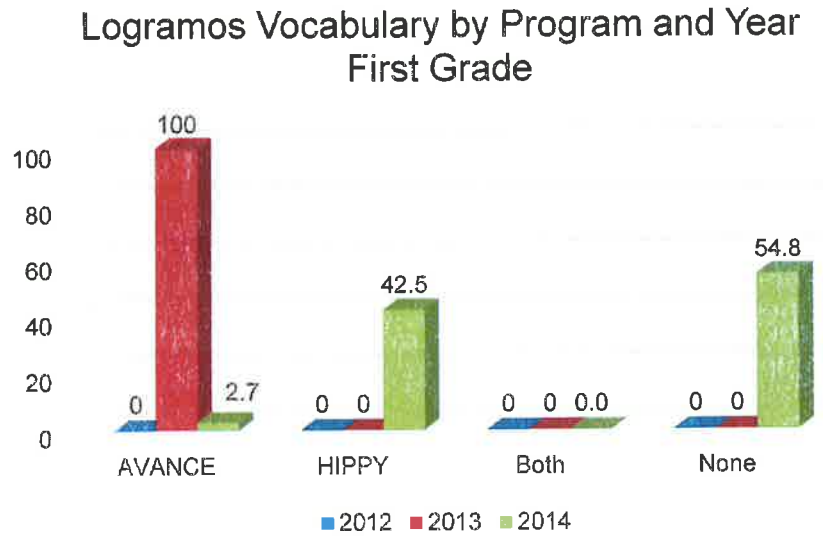


Figure 10. Logramos Vocabulary by Program and Year - Second grade.

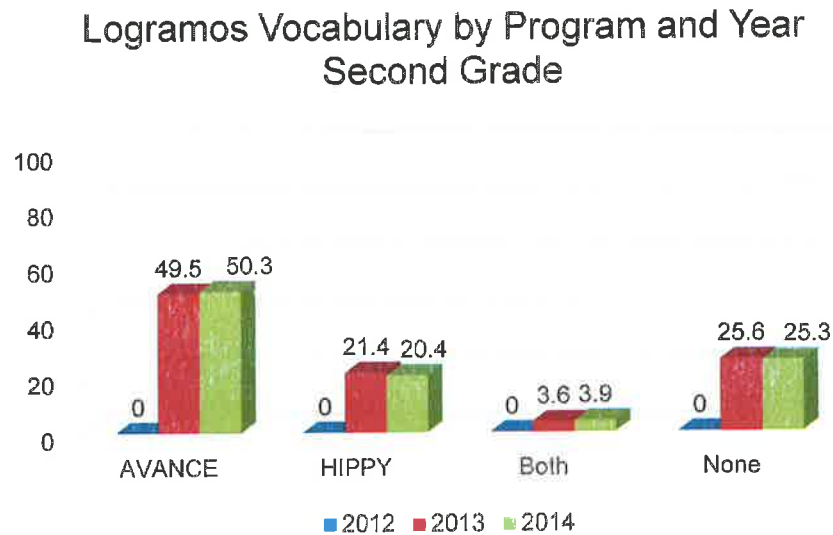


Figure 11. Logramos Vocabulary by Program and Year - Third grade.

Logramos Vocabulary by Program and Year
Third Grade

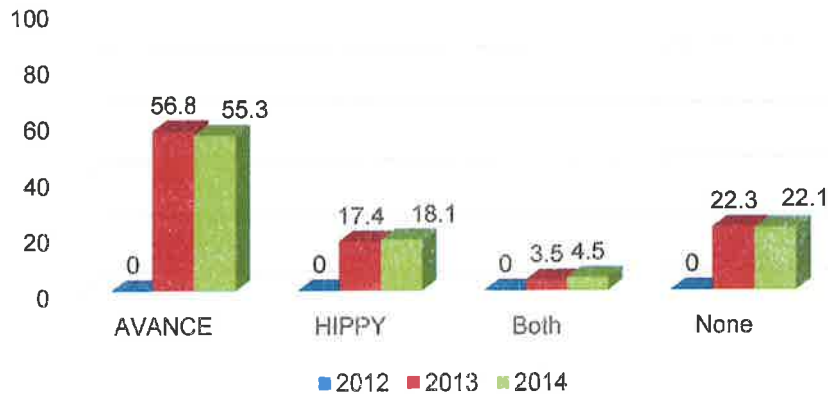


Figure 12. Logramos Reading Total by Program and Year - First grade.

Logramos Reading Total by Program and Year
Year First Grade

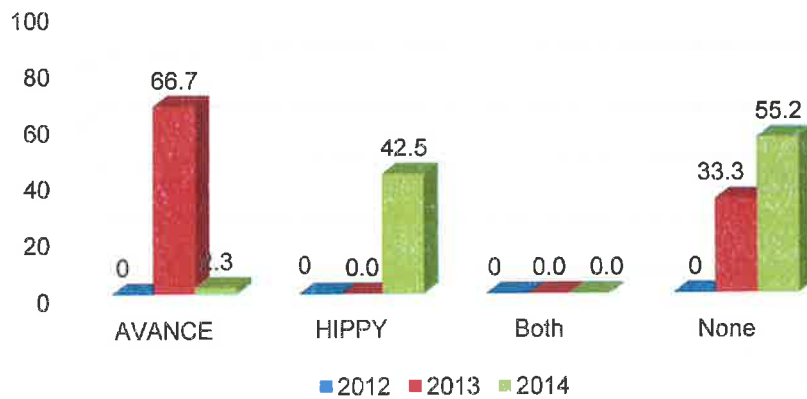


Figure 13. Logramos Reading Total by Program and Year - Second grade.

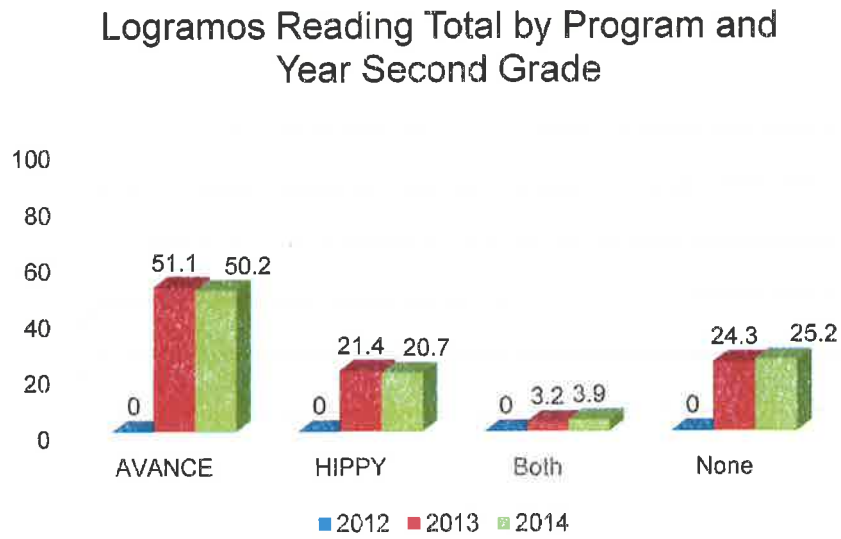
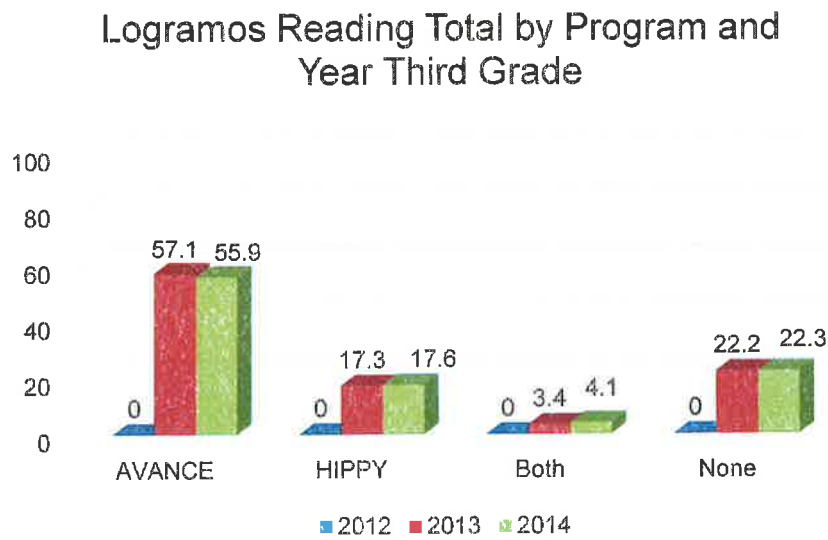


Figure 14. Logramos Reading Total by Program and Year - Third grade.



SUMMARY AND RECOMMENDATIONS

A comparison of AVANCE with HIPPY and not served students was performed. A demographic characteristics description was the first approach to the comparison. Based on the characteristics of AVANCE students, similar students were matched in the other groups. A randomized selection was conducted to complete a one-to-one match of AVANCE and not served students due to the large number of students in the second group. This matching was necessary to avoid biases generated by extremely large numbers. The group described was predominantly Hispanic (99.1%), of under-privileged background (98.2%), considered at-risk (93.5%), mostly LEP students (87.4%) and born in the United States (98.0%) in grades 1 through 4.

Once equivalent groups were obtained, graphical representation of attendance and three assessments was completed. The three assessments used were *TELPAS*, *STAAR* and *Logramos* (ITBS was not used because no scores were found for this test).

Results appear to indicate that students who were served by AVANCE or HIPPY tend to be more consistent in their attendance to class. Even though there seems to be a tendency of students served to move from beginning level in *TELPAS* to intermediate, advanced or advanced high, similar tendency but in lower percentages is observed in the group of students who were not served. In general, the percentage of AVANCE students scoring at satisfactory phase I level in *STAAR* appear to be slightly higher than their counterparts, students in the other groups tend to perform comparably. AVANCE served students seem to do better than those served by HIPPY, served by both programs and those not served by either one of these programs in *Logramos* vocabulary. Reading total percentages for second and third grades have the same tendency.

It is recommended that, given the results of the analysis, efforts to coordinate the services of both AVANCE and HIPPY programs be made. Since each program serves similar populations at different ages, it would be beneficial to define the needs that each program could serve in case different needs were identified. If those needs were the same, then coordination of efforts would improve results for both programs and would provide greater benefits for the served population.

REFERENCES

García-Rincón, Rosa María. 2014. *Evaluation of the Dual Language and ESL Programs, 2013-2014*, Department of Evaluation and Assessment, Dallas ISD.

McEnturff, Amber. 2014. *Evaluation of the 2013-2014 Home Instruction for Parents of Preschool Youngsters (HIPPY) Program*, Department of Evaluation and Assessment, Dallas ISD.

APPENDICES

Appendix A

Appendix (A): (ANALYSIS OF VARIANCE OF ATTENDANCE BY DAYS ENROLLED DURING 2011-2014, TELPAS 2011-2012 to 2014-2105 and Logramos 2012-2014)

One factor ANOVA

Mean	n	Std. Dev	
96.15	4	1.537	AVANCE
96.48	4	1.059	HIPPY
98.88	4	2.250	Both
90.80	4	1.534	None
95.58	16	3.387	Total

ANOVA table

Source	SS	df	MS	F	p-value
Treatment	139.325	3	46.4417	17.04	.0001
Error	32.705	12	2.7254		
Total	172.030	15			

Post hoc analysis

p-values for pairwise t-tests

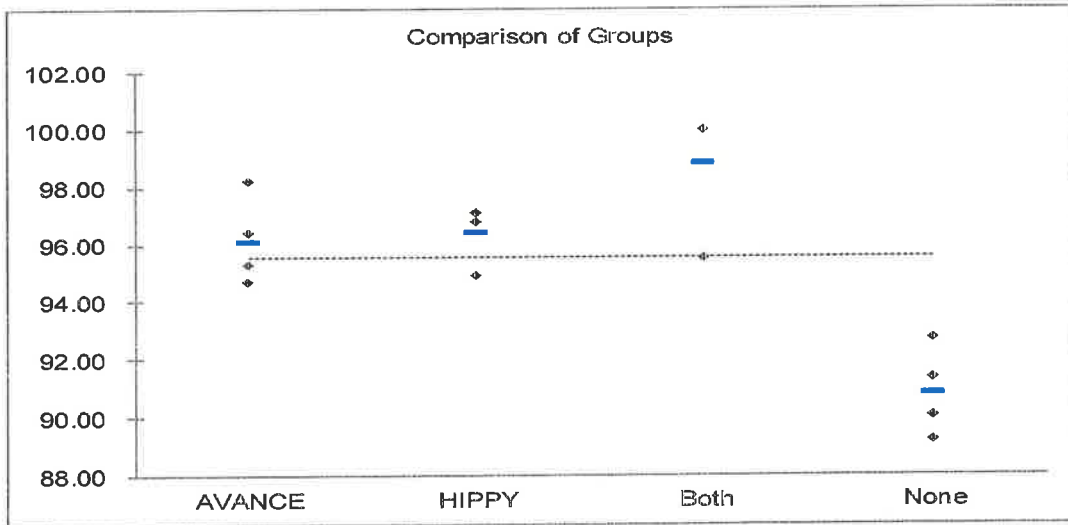
	None	AVANCE	HIPPY	Both
	90.80	96.15	96.48	98.88
None	90.80			
AVANCE	96.15	.0006		
HIPPY	96.48	.0004	.7854	
Both	98.88	1.61E-05	.0378	.0622

Tukey simultaneous comparison t-values (d.f. = 12)

	None	AVANCE	HIPPY	Both
	90.80	96.15	96.48	98.88
None	90.80			
AVANCE	96.15	4.58		
HIPPY	96.48	4.86	0.28	
Both	98.88	6.92	2.33	2.06

critical values for experimentwise error rate:

0.05	2.97
0.01	3.89



TELPAS Composite Rating 2012

Grade	AVANCE			HIPPY			Program Comparison Both AVANCE and HIPPY			None			Total		
	N	%		N	%		N	%		N	%		N	%	
Beginning	2	16	7.7	3	3.3	14.3	2	14.3	14	8.2	35	7.2	386	66.4	34.1
	3	212	76.5	65	63.7	73.9	17	73.9	92	51.4	28	34.1	10	1.2	5.2
Intermediate	2	0	0.0	0	0.0	0.0	0	0.0	10	1.3	30	5.2	20	24.4	0.9
	3	18	6.5	7	6.9	0.0	0	0.0	5	2.8	3	0.9	8	1.4	15.9
Advanced	2	0	0.0	0	0.0	0.0	0	0.0	3	0.9	1	1.0	5	0.9	0.0
	3	5	1.8	3	2.9	0.0	0	0.0	0	0.0	1	0.6	13	15.9	0.0
Advanced High	2	0	0.0	0	0.0	0.0	0	0.0	9	17.6	1	1.0	1	0.0	0.0
	3	2	0.7	2	2.0	0.0	0	0.0	1	0.6	5	0.9	0	0.0	0.0
	4	0	0.0	0	0.0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0

Source: Student data base 2011-2012

TELPAS Composite Rating 2013

Grade	AVANCE			HIPPY			Program Comparison Both AVANCE and HIPPY			None			Total		
	N	%		N	%		N	%		N	%		N	%	
Beginning	1	2	40.0	0	0.0	0.0	0	0.0	3	3.4	5	3.3	304	62.9	37.9
	2	146	70.2	63	70.0	78.6	11	78.6	84	49.1	220	37.9	124	1.6	0.0
Intermediate	1	131	47.3	24	23.5	26.1	6	26.1	59	33.0	33	6.8	155	26.7	26.8
	2	0	0.0	2	2.2	0.0	0	0.0	122	1.6	0	0.0	22	26.8	0.0
Advanced	1	12	5.8	6	6.7	14.3	2	14.3	13	7.6	33	6.8	155	26.7	26.8
	2	77	27.8	36	35.3	30.4	7	30.4	35	19.6	22	26.8	0	0.0	0.0
Advanced High	1	0	0.0	0	0.0	0.0	0	0.0	0	0.0	0	0.0	14	2.9	8.6
	2	9	4.3	3	3.3	0.0	0	0.0	2	1.2	50	8.6	23	28.0	0.0
	3	26	9.4	14	13.7	13.0	3	13.0	7	3.9	0	0.0	4	0.8	2.2
	4	0	0.0	11	36.7	0.0	0	0.0	12	23.5	23	28.0	0	0.0	0.0
	1	0	0.0	0	0.0	0.0	0	0.0	0	0.0	0	0.0	1	0.6	2.2
	2	2	1.0	2	2.2	0.0	0	0.0	0	0.0	13	2.2	1	0.6	2.2
	3	7	2.5	5	4.9	0.0	0	0.0	1	0.6	12	14.6	0	0.0	0.0
	4	0	0.0	4	13.3	0.0	0	0.0	8	15.7	0	0.0	0	0.0	0.0

Source: Student data base 2012-2013

TELPAS Composite Rating 2014

	Grade	AVANCE		HIPPY		Program Comparison Both AVANCE and HIPPY				None		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Beginning	1	2	40.0	39	68.4	0	0.0	51	58.0	92	61.3		
	2	106	51.0	34	37.8	6	42.9	57	33.3	203	42.0		
	3	53	19.1	13	12.7	2	8.7	23	12.8	91	15.7		
	4	0	0.0	4	13.3	0	0.0	3	5.9	7	8.5		
Intermediate	1	0	0.0	6	10.5	0	0.0	4	4.5	10	6.7		
	2	50	24.0	25	27.8	5	35.7	29	17.0	109	22.6		
	3	104	37.5	27	26.5	6	26.1	48	26.8	185	31.8		
	4	0	0.0	6	20.0	0	0.0	10	19.6	16	19.5		
Advanced	1	0	0.0	1	1.8	0	0.0	2	2.3	3	2.0		
	2	20	9.6	13	14.4	2	14.3	14	8.2	49	10.1		
	3	68	24.5	23	22.5	6	26.1	28	15.6	125	21.5		
	4	0	0.0	13	43.3	0	0.0	14	27.5	27	32.9		
Advanced High	1	0	0.0	0	0.0	0	0.0	34	4.4	34	4.2		
	2	5	2.4	4	4.4	0	0.0	1	0.6	10	2.1		
	3	15	5.4	15	14.7	3	13.0	6	3.4	39	6.7		
	4	0	0.0	4	13.3	0	0.0	9	17.6	13	15.9		

Source: Student data base 2013-2014

TLPAS Composite Rating 2015

Grade	AVANCE		HIPPY		Program Comparison Both AVANCE and HIPPY		None		Total	
	N	%	N	%	N	%	N	%	N	%
Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	28	10.1	12	11.8	3	13.0	17	9.5	60	10.3
4	0	0.0	0	0.0	0	0.0	2	3.9	2	2.4
Intermediate	0	0.0	6	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	96	34.7	18	17.6	3	13.0	37	20.7	154	26.5
4	0	0.0	10	33.3	0	0.0	6	11.8	16	19.5
Advanced	0	0.0	1	1.8	0	0.0	2	2.3	3	2.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	79	28.5	28	27.5	7	30.4	35	19.6	149	25.6
4	0	0.0	9	30.0	0	0.0	17	33.3	26	31.7
Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3	39	14.1	21	20.6	4	17.4	22	12.3	86	14.8
4	0	0.0	8	26.7	0	0.0	11	21.6	19	23.2

Source: Student data base 2014-2015

Percent and Number of Students At or Above 40th Percentile in Logramos by Service Status and Grade, 2012-2014

Grade	Test Version	AVANCE		HIPPY		Both AVANCE and HIPPY		None	
		%	N	%	N	%	N	%	N
Grade 1									
Logramos Reading Total - 2012		0.0	0	0.0	0	0.0	0	0.0	0
Logramos Reading Total - 2013		66.7	2	0.0	0	0.0	0	33.3	1
Logramos Reading Total - 2014		2.3	2	42.5	37	0.0	0	55.2	48
Grade 2									
Logramos Reading Total - 2012		66.7	4	0.0	0	0.0	0	0.0	0
Logramos Reading Total - 2013		51.1	160	21.4	67	3.2	10	24.3	76
Logramos Reading Total - 2014		50.2	153	20.7	63	3.9	12	25.2	77
Grade 3									
Logramos Reading Total - 2012		0.0	0	0.0	0	0.0	0	0.0	0
Logramos Reading Total - 2013		57.1	221	17.3	67	3.4	10	22.2	86
Logramos Reading Total - 2014		55.3	208	17.6	68	4.1	17	22.3	83

Source: Student data base