

MEMORANDUM

August 23, 2013

TO: Board Members

FROM: Terry B. Grier, Ed.D.
Superintendent of Schools

SUBJECT: **HIPPY PROGRAM EVALUATION REPORT**

CONTACT: Carla Stevens, (713) 556-6700

Attached is the 2012–2013 evaluation report on the Home Instruction of Parents with Preschool Youngsters (HIPPY) Program. HIPPY is a school readiness program that helps parents prepare their preschool child for academic success. This report provides a summary of HIPPY program activities and its effectiveness for HISD student participants.

A total of 231 students and their parents participated in the Houston Independent School District (HISD) HIPPY program during the 2012–2013 academic year. The 2013 Apenda 3 results show that the 2012–2013 HISD HIPPY students tested at kindergarten outperformed all HISD kindergarten students on the reading subtests by 12 normal curve equivalents (NCEs) and the math subtest by seven NCEs. For the students who participated in HIPPY in 2010–2011 and 2011–2012, the reading and math subtests results on the 2013 Apenda 3 revealed that HIPPY participants outperformed all HISD students in kindergarten and first grade in 2012–2013.

Administrative Response: During the 2013–2014 school year, forty HISD schools will participate in the HIPPY program. As a result, parent recruitment, retention, and student cognitive development at these sites are expected to increase. The goal for 2013–2014 school year is to service 800 HISD families, a 250% increase over the prior year, making Houston ISD the second largest HIPPY provider in Texas.

Given that academic performance benefits have been found for HIPPY students, the program administration will continue to work to provide quality program activities and maintain alignment with national HIPPY standards.



TBG

Attachment

cc: Superintendent's Cabinet
Alex Morua
Maria Gabriella Hernandez



RESEARCH

Educational Program Report

HOME INSTRUCTION OF PARENTS OF PRE-SCHOOL YOUNGSTERS (HIPPI) PROGRAM EVALUATION 2012-2013

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY
HOUSTON INDEPENDENT SCHOOL DISTRICT



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HOME INSTRUCTION OF PARENTS OF PRE-SCHOOL YOUNGSTERS (HIPPY) PROGRAM EVALUATION 2012–2013

Executive Summary

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a school readiness program that helps parents prepare their preschool child for academic success. This home-based, family-focused program targets parents from disadvantaged backgrounds to offer educational enrichment opportunities for their three, four, and five-year old children. HIPPY USA authorizes HIPPY programs in the United States and provides operational support and technical assistance to participating school systems and local HIPPY programs nationwide. This report will focus on the following:

- The demographic characteristics of students whose parents participated in the HIPPY program during the 2012–2013 school year;
- A summary of the learning enrichment activities provided for parents and students;
- The 2013 academic performance rates of three cohorts of students who participated in HIPPY in school years 2010–2011, 2011–2012, and 2012–2013.

Highlights

- A total of 231 students and their parents participated in the Houston Independent School District (HISD) HIPPY program during the 2012–2013 academic year (data collection date, March 1, 2012). Demographic characteristics were validated on 136 of the participants using HISD student information databases. The majority of the students were male (51.5 percent) and Hispanic (91.2 percent). Additionally, 78.7 percent of the students were identified as limited English proficient (LEP), at-risk of dropping out of school (94.9 percent), and economically disadvantaged (99.3 percent).
- In addition to home instruction lessons, HISD HIPPY parents and students participated in math and literacy-related enrichment activities. Parents participated in several workshops and informational sessions on topics such as safety, parenting, and being active in their child's schooling. Students, parents, and their families were also engaged in educational activities at organizations, such as the Houston Children's Museum and the Houston Public Library. Activities were designed to encourage parents to be more involved in their children's learning.
- The 2013 Aprenda 3, which is administered in Spanish, results show that the kindergarten students who participated in HIPPY during the 2012–2013 school year outperformed all HISD kindergarten students on the reading subtests by 12 normal curve equivalents (NCEs) and the math subtest by seven NCEs.
- For the students who participated in HIPPY in 2010–2011 and 2011–2012, the reading and math subtests results on the 2013 Aprenda 3 revealed that HIPPY participants outperformed all HISD students in kindergarten and first grade.

Recommendations

1. There is a need for an indicator within the Chancery Student Management System (SMS) to identify HIPPY students at entry into the program. Given that the program is designed for families with pre-school children, many children are exposed to the program prior to entrance into an HISD school. Early identification of students could expand opportunities to measure the long-term impact of the program on student achievement.
2. Due to positive academic achievement outcomes of HISD HIPPY students, the district should consider continued support for the HIPPY program. The program administration should expand the program to serve more families and students because program participation has been shown to have long-term academic benefits.

Administrative Response

During the 2013–2014 school year, forty HISD schools will participate in the HIPPY program. As a result, parent recruitment, retention, and student cognitive development at these sites are expected to increase. The goal for 2013-2014 school year is to service 800 HISD families, a 250% increase over the prior year, making Houston ISD the second largest HIPPY provider in Texas.

Given that academic performance benefits have been found for HIPPY students, the program administration will continue to work to provide quality program activities and maintain alignment with national HIPPY standards.

Introduction

Home Instruction for Parents of Preschool Youngsters (HIPPY) is a school readiness program that helps parents prepare their preschool child for academic success. Specifically, HIPPY promotes school readiness and early literacy through parent involvement by:

- creating an environment that supports parents in their role as the child's first teacher;
- providing a HIPPY curriculum with activities for preschool children, that offers practice in skills that research has proven crucial to school readiness;
- designing the HIPPY curriculum so that parents from disadvantaged backgrounds (i.e., those with limited or unsuccessful schooling, and/or limited financial resources) can be successful teachers of their own children; and
- helping parents understand what their child is learning and how that supports future learning.

The HIPPY program model uses the following strategies: (1) the use of a developmentally-appropriate 30-week curriculum in English or Spanish; (2) the use of role-play as the method of teaching, staffed by part-time home instructors, and supervised by a coordinator; and (3) the use of home visits combined with group meetings to provide parents with the tools and materials that enable them to work directly and effectively with their child (HIPPY USA, n.d). A typical HIPPY program site can serve up to 180 children and their families, with one coordinator and 12–18 part-time home instructors.

Program History

The HIPPY program was first implemented in HISD during the 1993–1994 academic school year to help parents become actively involved in their child's education at an early age. The program was operated by the Early Childhood Department. In its first year of implementation, the program served 216 students and their families in eight elementary schools, and three early childhood centers throughout the district. These schools were Brookline, Crespo, Farias, Garcia, Halpin, J.R. Harris, J.P. Henderson, N.Q. Henderson, Lantrip, Mistral, Park Place, and Port Houston. All of the home instructors were parents of preschoolers and/or had young children attending the school to which they were assigned (HISD, 2010). The program was operated by the HISD Department of Parent Engagement during the 2012–2013 school year.

Figure 1 (page 4) displays the number of students whose parents have participated in the HISD HIPPY program over the past five years. Collection data was started by the Department of Research and Accountability in 2008–2009. However, using past enrollment roster information, approximately 2,500 students have been served by the program since its introduction in HISD. Figure 1 shows a large increase in participation from 75 students in 2008–2009 to 206 students in 2009–2010. For the last three school years, the student enrollment numbers have fluctuated from 282 students in 2010–2011 to 224 students in 2011–2012 to 231 students in 2012–2013. Despite several program administration changes in the last three school years, the program has continued to serve at least 200 children each year.

During the 2012–2013 school year, the program was staffed by one coordinator and twelve home instructors who served approximately 231 children in ten elementary schools and two early childhood centers (ECC) located throughout the district. HIPPY operated at the following school sites: Brookline, Coop, DeChaumes, DeZavala, Farias ECC, Foster, Garcia, Garden Oaks, J.R. Harris, Lantrip, Mistral ECC, and Roosevelt. This program evaluation aligns to HISD's strategic direction which focuses on the core initiative: Rigorous Instructional Standards and Supports.

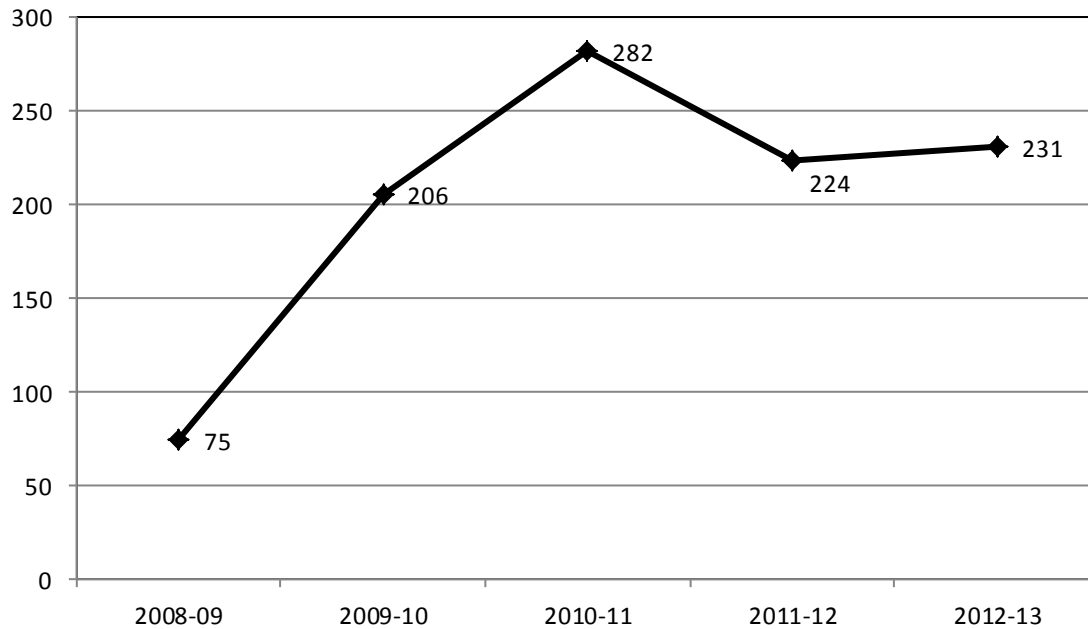


Figure 1. HISD HIPPY Participation, 2008–2009 through 2012–2013

Review of Literature

In general, the literature on parent involvement overwhelmingly demonstrates that there is a positive relationship between parent involvement and student achievement. More specifically, the research shows that when parents are involved, students have higher grades, test scores, attend school on a regular basis, are more motivated, have higher levels of self-esteem, have lower rates of suspension, and show improved behavior at home and school (Henderson & Mapp, 2002). While any form of involvement is better than no involvement at all, there are strong indications that the most effective forms of involvement are those which engage parents in working directly with their children on learning activities in the home (Henderson & Mapp, 2002). The research also shows that the earlier in a child's educational process parent engagement begins, the more powerful the effects will be (Kagiticbasi, Sunar & Bekman, 2001). Early childhood programs with strong parent involvement components have amply demonstrated the effectiveness of this approach (Jordan, Snow, & Porche, 2000).

A ten-year study conducted by researchers in Turkey (Kagiticbasi et al., 2001) highlighted the benefits of HIPPY participation. In this study, participants were randomly assigned to one of four settings: a HIPPY program, home care provided by mothers with no support, childcare without education, and educational nursery schools. The study found that in the short term, children in both HIPPY and nursery school settings made greater gains than children in the other two groups. Seven years after completing the programs, HIPPY children showed greater gains in reading and math than children in the other three groups. The study also found that these students were more likely to stay in school than their counterparts. While the results from the study were impressive, these results should be taken with caution as the results do not take into account cultural differences.

Methods

Data Collection and Analysis

- Student data for this report were obtained using a variety of sources. First, a list of HISD HIPPY participants for the 2012–2013 academic school year was acquired from the program administrator. Next, enrollment and demographic information were verified using the Public Education Information Management System (PEIMS). The HISD HIPPY program served students who are as young as three years old; enrollment and demographic characteristics for these students are not included in PEIMS.
- To measure academic achievement of HISD students who participated in the HISD HIPPY program, the 2013 spring test results were extracted from the Aprenda 3 database. Aprenda 3 is a norm-referenced test generally administered to students who received reading and language arts instructions in Spanish. The reading and math normal curve equivalent (NCE) scores were summarized for this report. The test results of HISD HIPPY students on the Aprenda 3 were compared to districtwide student performance for the 2012–2013 school year.
- The majority of 2012–2013 HIPPY students are classified as prekindergarten. It is not until these students enroll in kindergarten that Aprenda 3 performance can be measured. Consequently, the 2010–2011 and the 2011–2012 HISD HIPPY students' 2013 Aprenda 3 performance results were included in the comparative analysis to capture kindergarten and first grade performance and to assess performance over time.

Results

What were the demographic characteristics of HISD students who participated in HIPPY?

- The HIPPY program administrator identified 231 students as participants during the 2012–2013 academic year. Demographic characteristics for 136 of the students were found in the PEIMS database. The majority of students were male (51.5 percent) and Hispanic (91.2 percent). Additionally, 78.7 percent of the students were identified as limited English proficient (LEP), while 99.3 percent were economically disadvantaged. When disaggregated by grade level, 63.2 percent were in prekindergarten and 36.0 percent were in kindergarten. The full demographic information is displayed in **Table 1** (page 9, **Appendix A**).

In addition to traditional instructional lessons, what enrichment activities were conducted for the HISD HIPPY participants in the 2012–2013 school year?

- During the 2012–2013 school year, HIPPY students, parents, and family members participated in field trips to the Houston Food Bank, the Houston Museum of Fine Arts, and Moody Gardens. These enrichment trips provided family members and students with opportunities to learn more about community resources and experience programs offered at the area museums.
- In addition to field trips, HIPPY parents were encouraged to attend informative workshops, such as the Community Resources and Transition Fair, the Speaker Night for Parents of the Gifted and Talented, the Parent Involvement Day, and the 27th Annual Career and Education Day. Several

HIPPY parents created a parent book club where they shared nutritional tips and parenting strategies.

- Each HIPPY school site held an end-of-the-year celebration program to recognize the accomplishments of HIPPY parents. Parents who completed the 30-week curriculum were presented a completion certificate, passes to the Houston Children’s Museum, and a bag of school supplies. The school supplies were donated by the National Council of Jewish Women (Houston Chapter), and the museum passes were donated by the Houston Children’s Museum.

How did HISD students who participated in HIPPY perform on standardized tests and assessments?

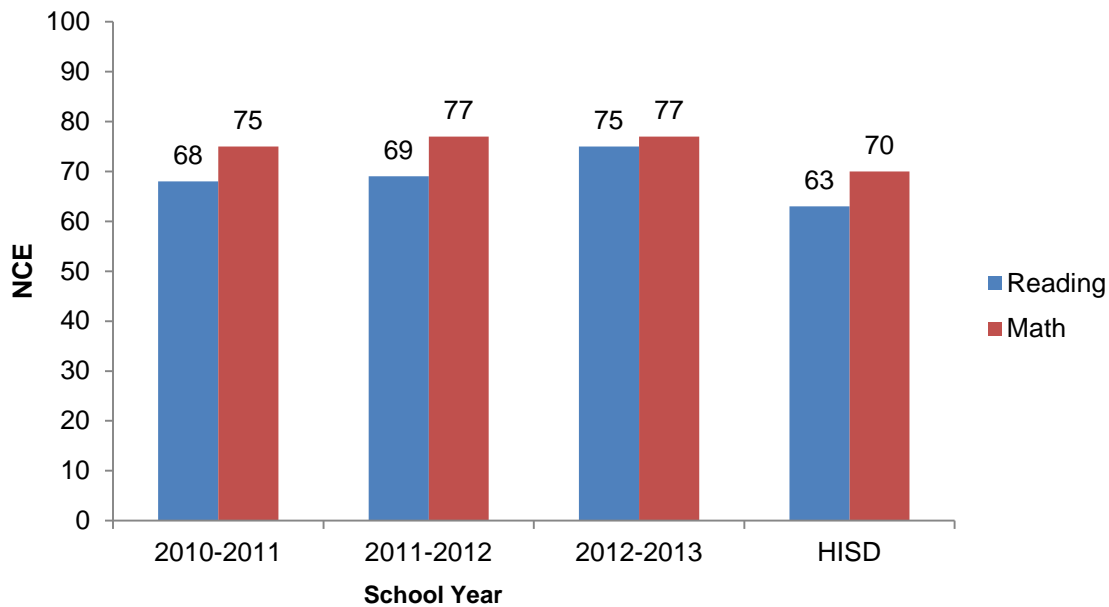


Figure 1: HIPPY Kindergarten Aprenda 3 Reading and Math Results by School Year, Spring 2013

- The 2013 Aprenda 3 results show that kindergarten students who participated in HIPPY in the 2012–2013 school year with test results outperformed all HISD kindergarten students by 12 NCEs on the reading subtest and by seven NCEs on the math subtest (see **Figure 1**). For the 2013 reading subtest, the differences between kindergarten students who participated in the 2012–2013 HIPPY program (M=75, SD=23.2) and all HISD kindergarten students (M=63, SD=23.3) were statistically significant [$t(64)=3.02, p<.05$].
- To demonstrate long-term benefits of HIPPY participation, the 2013 performance rates of HIPPY kindergarten students who participated in the HIPPY program during the 2010–2011 and 2011–2012 academic years were also included in Figure 1. The 2010–2011 HIPPY participants outperformed the district’s kindergarten students by five NCEs on both the 2013 Aprenda 3 reading and math subtests.

- The 2013 kindergarten students from the 2011–2012 HIPPY program also attained higher NCE’s on the 2013 Aprenda 3 reading subtest, with HIPPY students scoring a mean NCE of 69, while HISD students scored a mean NCE of 63. Independent t-tests revealed that the mean NCE differences between the 2011–2012 HIPPY program students and HISD kindergarten students on the 2013 Aprenda 3 math subtest were statistically significant {HIPPY students (M=77, SD=19.9), HISD students (M=70, SD=22.7); [t(64)= 2.04, p<.05]}.
- The 2012–2013 first-grade students who participated in HIPPY in the 2010–2011 school year earned higher NCEs on the 2013 Aprenda 3 reading and math subtests when compared to the 2013 first-graders districtwide by seven NCEs and six NCEs, respectively (see **Figure 2**). For the 2013 reading subtest, the differences between the two student groups were statistically significant {HIPPY (M=84, SD=18.8) and all HISD first-grade students (M=77, SD=20.1) [t(62)= 2.90, p<.05]}.
- For the 2013 first grade students who participated in HIPPY during the 2011–2012 school year, Aprenda 3 results show that HIPPY students outperformed all HISD students by 10 NCEs on the reading and by eight NCEs on the math subtests (**Figure 2**). The NCE differences on the 2013 reading subtest between the 2011–2012 HIPPY participants (M= 87, SD=12.7) and all HISD first-grade students (M= 77, SD=24.1) were statistically significant [t(62)= 2.56, p<.05].

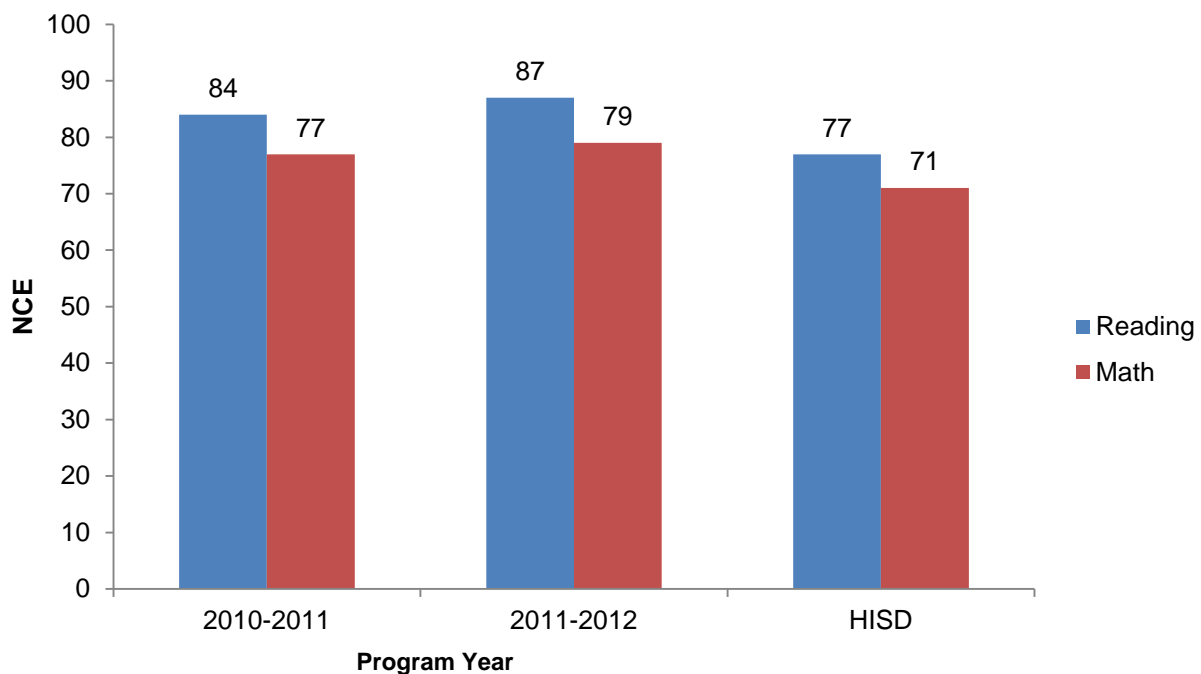


Figure 2: First Grade Aprenda 3 Reading and Math Results by HIPPY Program Year, Spring 2013

Discussion

HIPPY is a home-based, family-focused program that helps parents from disadvantaged backgrounds provide educational enrichment for their three, four, and five-year old children. Overall, the 2013 Apenda 3 results show that the kindergarten students who participated in the HIPPY program during the 2012–2013 school year outperformed all HISD kindergarten students on the reading and math subtests in 2013. Former HIPPY students who participated in the program during the 2010–2011 and 2011–2012 school years also attained higher NCEs on the 2013 reading and math Apenda 3 in kindergarten and first grade.

The HIPPY program seeks to actively engage parents in their child's education during the preschool years and help prepare them for success in school. During the 2012–2013 school year, parents were provided additional enrichment activities that encouraged more engagement in their child's school, community, and the process of learning.

During the 2012–2013 school year, the program was provided at 12 campuses. It is recommended that the district consider increasing funding so the HIPPY program can serve more campuses. The program administration should also work to expand the program to a higher proportion of students in all ethnic groups, given the test performance outcomes of HIPPY students on the 2013 Apenda 3. English language performance results were not available due to the smaller number of HIPPY students who take the Stanford 10 reading and math subtests in English. Another limitation of the study is the inability to identify all the students whose parents participated in HIPPY. Because many students have not reached school age, they are not enrolled in an HISD school or identified in the student database. Early identification of HIPPY participants in the Chancery SMS would increase the ability to track students throughout their years in HISD and investigate the long-term impact of program participation on student achievement.

References

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APPENDIX A

Table 1: The Demographic Characteristics of the 2012–2013 HIPPY Student Population

2012–2013		
	N (231)	Percent
	n	%
Total	136	100.0
Gender		
Male	70	51.5
Female	66	48.5
Ethnicity		
Asian	–	–
African American	11	8.1
Hispanic	124	91.2
White	–	–
Two or More	1	0.7
Grade		
PK	86	63.2
K	49	36.0
1 st	1	0.7
Limited English Proficiency		
Yes	107	78.7
Economically Disadvantaged		
Yes	135	99.3
At-Risk		
Yes	129	94.9