MEMORANDUM December 13, 2013

TO: Board Members

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

SUBJECT: **PARENT PREP ACADEMY EVALUATION REPORT**

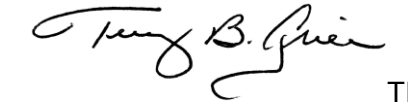
CONTACT: Carla Stevens, (713) 556-6700

Attached is the 2012–2013 evaluation report on the Parent Prep Academy. This report summarizes the program implementation and the academic performance of students whose parents participated in the Academy compared to their school peers whose parents did not participate in the program.

During the 2012–2013 school year, the Parent Prep Academy was conducted at 20 elementary schools: Almeda, Atherton, Bastian, Berry, Crockett, DeChaumes, Foerster, Garden Villas, JR Harris, Herrera, Ketelsen, Lantrip, Law, Lyons, Moreno, Neff, Park Place, Patterson, Pilgrim, and Southmayd. The program was also conducted at one middle school, which was McReynolds Middle School.

The percentages of Parent Prep students who met satisfactory performance under phase-in 1 standards on the 2013 STAAR math test surpassed the performance of the comparison sample students meeting the satisfactory performance in grade 3 (78 percent vs. 60 percent), grade 4 (80 percent vs. 68 percent), grade 5 (73 percent vs. 62 percent), and grade 8 (67 percent vs. 33 percent). In addition, children of Parent Prep Academy participants earned higher mean NCEs on the reading, mathematics, language, environment/science, and social science subtests of the Stanford 10 in 2012 and 2013.

Administrative Response: During the 2013–2014 school year, the Parent Prep Academy will not be implemented. The Family and Community Engagement Department (FACE) is dedicated to establishing meaningful partnerships among families, communities, and schools by building capacity for all educators to empower parents as educational partners and advocates for all children. Members from the FACE department will provide professional development workshops to build capacity in school staff to effectively engage families around student learning. The FACE department is also exploring future parent university options that connect to supporting students for college and career readiness.



TBG

Attachment

cc: Superintendent's Cabinet
Alex Morua

RESEARCH

Educational Program Report

Parent Prep Academy
2012–2013

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PARENT PREP ACADEMY
2012–2013

Executive Summary

The Parent Prep Academy (also referred to as the Academy) is a system of parent trainings and workshops in the Houston Independent School District (HISD). The courses are designed to strengthen families by developing parents as life-long learners. Within the Academy, courses are offered to provide information and resources empowering parents to become informed, engaged, as well as prepared to advocate for their child's education. The Parent Prep Academy aligns with the district's core initiative of fostering a culture of trust through action. This report will focus on the following:

- The implementation process of the Parent Prep Academy during the 2012–2013 school year;
- The demographic characteristics of students whose parents participated in the Parent Prep Academy program during the 2012–2013 school year; and
- The academic performance rates of students whose parents participated in the Parent Prep Academy program during the 2012–2013 school year.

Highlights

- During the 2012–2013 school year, the Parent Prep Academy was conducted at 20 elementary schools: Almeda, Atherton, Bastian, Berry, Crockett, DeChaumes, Foerster, Garden Villas, JR Harris, Herrera, Ketelsen, Lantrip, Law, Lyons, Moreno, Neff, Park Place, Patterson, Pilgrim, and Southmayd. The program was also conducted at one middle school, which was McReynolds Middle School.

- Based on data collected by the Parent Engagement Department on workshop sign-in sheets, approximately 900 parents participated in the Parent Prep Academy across all the school locations.

- The percentages of Parent Prep students who met satisfactory performance under phase-in 1 standards on the 2013 STAAR math test surpassed the performance of the comparison sample students meeting the satisfactory performance in grade 3 (78 percent vs. 60 percent), grade 4 (80 percent vs. 68 percent), grade 5 (73 percent vs. 62 percent), and grade 8 (67 percent vs. 33 percent).

- Children of Parent Prep Academy participants earned higher mean NCEs on the reading, mathematics, language, environment/science, and social science subtests of the Stanford 10 in 2012 and 2013.

- For all grade levels reported (grades 3 through 5 and grade 8), a higher percentage of Parent Prep students met satisfactory performance under phase-in 1 standards on the 2013 STAAR mathematics test than the comparison sample students.

Recommendations

- During the 2012–2013 school year, one staff member was assigned as the facilitator of the Parent Prep Academy. It is recommended that HISD increase the number of staff members dedicated to conduct this in order to increase the number of parent participants.

- The Parent Prep Academy courses were offered only during the school day, which means parental participation was limited to parents who were available during school hours. Additional afternoon and evening workshops could be scheduled so that working parents could also benefit from participation in the Parent Prep Academy activities.

Administrative Response

During the 2013–2014 school year, the Parent Prep Academy will not be implemented. The Family and Community Engagement Department (FACE) is dedicated to establishing meaningful partnerships among families, communities, and schools by building capacity for all educators to empower parents as educational partners and advocates for all children. Members from the FACE department will provide professional development workshops to build capacity in school staff to effectively engage families around student learning. The FACE department is also exploring future parent university options that connect to supporting students for college and career readiness.

Introduction

The Houston Independent School District (HISD) is committed to providing its students with the best opportunities for achieving academic success. Parents are the first and most significant supporters of their child's educational experiences. Within the district, school personnel have long recognized the role parents have in the lives of their students and have continuously promoted parents being actively involved in their children's education. Many schools provide parents access to information and training workshops that educate them as parents to assist and advocate for their children.

The Parent Prep Academy (also referred to as the Academy) is a parent education system designed to strengthen families by developing parents as life-long learners. Within the Academy, courses are offered to provide information and resources empowering parents to become informed, engaged, as well as prepared to advocate for their child's education. These parent capacity-building classes are categorized into three different strands: (1) Parents as Supporters, (2) Parents as Learners, and (3) Parents as Leaders. The Parent Prep Academy aligns with the district's core initiative of fostering a culture of trust through action.

By participating in the Academy, parents will be better prepared to participate in school and district decision-making to support the academic achievement of their children and the work of the district as a whole. The main objectives of the Parent Prep Academy are (a) to provide information and resources to increase parents' involvement in their child's education and success; (b) to offer educational opportunities for parents for continuous learning; and (c) to enhance the skill development of parents to take on leadership roles in schools that will contribute to improved student achievement.

During the 2012–2013 school year, the Parent Prep Academy courses were conducted by the staff members of the Parent Engagement Department (renamed Family and Community Engagement Department in the summer of 2013). One staff member was designated as the coordinator while other department members served as ancillary support staff, in addition to their regular job duties. The Academy courses were conducted at 20 elementary schools: Almeda, Atherton, Bastian, Berry, Crockett, DeChaumes, Foerster, Garden Villas, JR Harris, Herrera, Ketelsen, Lantrip, Law, Lyons, Moreno, Neff, Park Place, Patterson, Pilgrim, and Southmayd. The program was also conducted at one middle school, which was McReynolds Middle School. District parents could attend workshops and/or courses at any location of their choice.

Literature Review

School districts have attempted to engage parents with the belief that involvement from parents was better for the educational success of children. Studies have shown that students with parents involved in their schooling earn higher grades, have better attendance, and are more likely to graduate high school, regardless of ethnic or social background (Hill and Taylor, 2004; Henderson & Mapp, 2002). However, school administrators and teachers have not always known exactly what that involvement should entail.

Research shows that parents can be involved in their children's schooling in several different ways (i.e. Epstein and Voorhis, 2010; Hill and Tyson, 2009). Parent involvement varies from helping students with homework, attending parent-teacher conferences to chairing school decision-making committees. According to Epstein and Voorhis (2010), parents can be involved in the education of their children in six main areas. **Table 1** (page 11) outlines the six areas of involvement and the roles schools can play to support parental involvement.

Research shows that one of the most effective forms of parent involvement is when parents take an

active role in working directly with their children on learning activities at home (Cotton & Wikelund, 1989).

> "Perhaps one of the most important findings of the research, however, is that parents of disadvantaged and minority children can and do make a positive contribution to their children's achievement in school if they receive adequate training and encouragement in the types of involvement that can make a difference"(Cotton and Wikelund,1989, p.6).

Many schools have taken on the role of providing training for parents so they will be equipped to be involved in their child's learning process. School systems that strive to build the capacity of their parents have a lot to gain in terms of student improvement. Schools with highly rated partnership programs between parents, schools, and communities make greater improvements on state tests than schools with lower rated programs (Henderson & Mapp, 2002). Schools that are successful in engaging parents recognize that parents can be full partners with the school, can be involved in various ways, and seek to support families in their activities outside of school that can encourage their children's learning (Funkhouser & Gonzales, 1997).

Methods

Data Collection and Analysis

- Student data for this report were obtained using a variety of sources. First, parent sign-in rosters were obtained from the program coordinator. These sign-in sheets included a location for parents to identify their children enrolled in HISD schools during the 2012–2013 academic year. Students' enrollment and demographic information were verified using the Public Education Information Management System (PEIMS). The Parent Prep student sample (n = 955) was limited to students whose parents identified them on the sign-in sheets. The Parent Prep students' grade levels ranged from prekindergarten to eighth grade.

- A comparison sample of students whose parents did not participate in the program was gathered from the PEIMS file. The comparison group was matched to the Parent Prep Academy student sample based on school, grade level, ethnicity, at-risk, reduced/free lunch status and 2012 Stanford 10 reading performance. Students without Stanford 10 results were not included in the analysis.

- Quantitative analysis was accomplished using results from the 2013 State of Texas Assessments of Academic Readiness (STAAR) database. The STAAR program at grades 3–8 assessed the student performance in ELA/reading, mathematics, writing, science, and social studies. There were four versions of the STAAR exam offered to students: STAAR, STAAR L, STAAR Modified, and STAAR Alternate. However, based on the number of Parent Prep students tested on various versions and subjects, only the mathematics and reading results of the STAAR test version is presented in this report. There are two cut scores, which identify three performance categories. For the general STAAR assessments, the labels for the performance categories are: Unsatisfactory Academic Performance (Level I), Satisfactory Academic Performance (Level II), and Advanced Academic Performance (Level III). The performance at Satisfactory will be phased in over four years before the recommended standard is applied. The phase-in 1 standards were in effect for the STAAR assessments in 2011–2012 and 2012–2013. Finally, the recommended standards for satisfactory performance will be implemented in 2015–2016. The recommended satisfactory standard is shown in this report as a preview to 2016.

- To measure academic achievement of the Parent Prep students, the spring 2012 and 2013 test results were extracted from the Stanford 10 and from Aprenda 3 databases. Stanford 10 results are presented for students in grades 2–7 (grade level in 2013) who had test results for both spring 2012 and spring 2013 to measure program impact.

- Stanford 10 is a norm-referenced, standardized achievement test in English used to assess students' level of content mastery. Aprenda 3 is a norm-referenced test generally administered to students who received reading and language arts instructions in Spanish. Specifically, Normal Curve Equivalents (NCEs) were reported. The two main advantages to using an NCE scale are that it allows the comparison of student performance from different tests and allows NCE units to have the same meaning across tests, subtests, and grade levels. The NCE distribution is an equal-interval, continuous scoring scale, which is normalized and universal. It ranges from 1 to 99 with a mean NCE of 50.

Results

What was the implementation process of the Parent Prep Academy during the 2012–2013 school year?

- During the 2012–2013 school year, the Parent Prep Academy was conducted at 20 elementary schools: Almeda, Atherton, Bastian, Berry, Crockett, DeChaumes, Foerster, Garden Villas, Harris JR, Herrera, Ketelsen, Lantrip, Law, Lyons, Moreno, Neff, Park Place, Patterson, Pilgrim, and Southmayd. The program was also conducted at one middle school; which was McReynolds Middle School.

- Each campus had a designee to work with staff members from the Parent Engagement Department to coordinate program activities and location within the school building. Each school location was selected because the school's principal committed to being involved in the program.

- At the beginning of the 2012–2013 school year, one staff member was assigned to coordinate the implementation of the Parent Prep Academy throughout the district. The Miami-Dade's Parent Academy Initiative, which serves as the HISD program model, has nine staff members: one director, six teacher-counselors, one input specialist, and one executive secretary serving 415 schools (Miami-Dade County Public Schools, 2011).

- Course offerings were designed and provided by various staff members of the Parent Engagement Department. A listing of Parent Prep courses is included in **Table 2** (page 11). Based on program scheduling and parent sign-in sheets, the same parent courses were offered at each Parent Prep Academy school site. However, each school had principal meetings and parent activities that were conducted by school staff and not affiliated with the Parent Prep Academy. Parents were informed of scheduled classes and workshops through flyers, newsletters, calendars, and/or at parent meetings.

- Approximately, 900 parents participated in the Parent Prep Academy during the 2012–2013 school year. This total is based on parent sign-in sheets and does include duplicates because several parents attended multiple sessions.

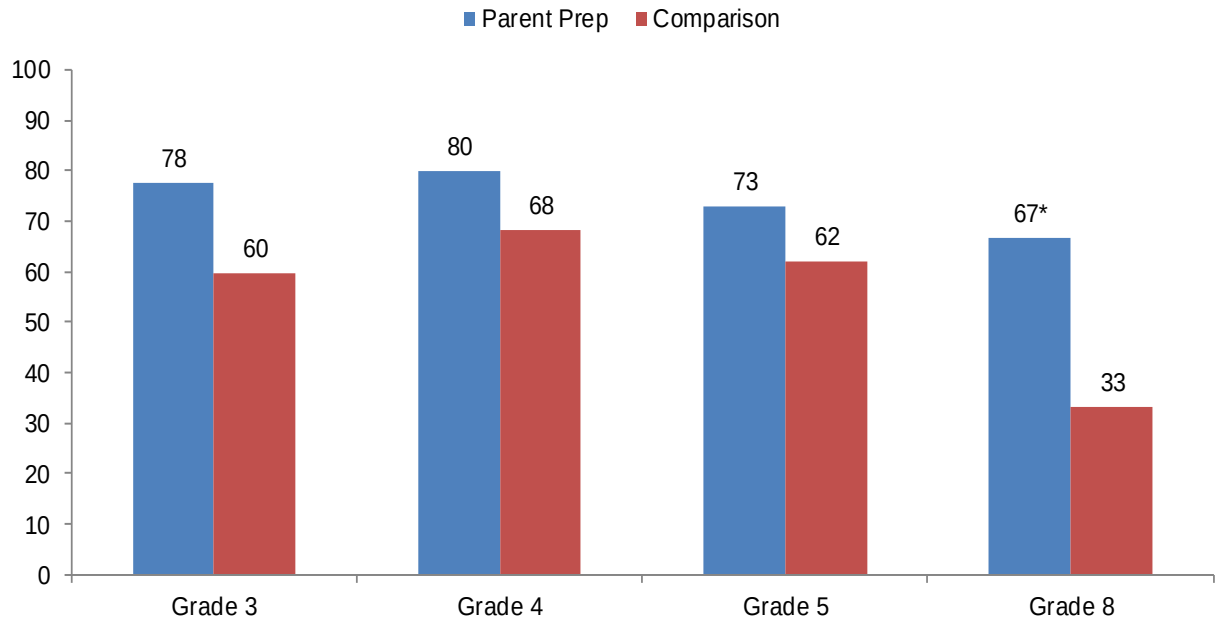
What were the demographic characteristics of HISD students whose parents were 2012–2013 Parent Prep Academy participants?

- Based on parent registrations forms, the children of parents who participated in the Parent Prep Academy were identified. **Table 3** (see page 12) displays the 2012–2013 demographic characteristics of the students whose parents attended Academy courses and a comparison sample of students. Table 3 reveals that 49.2 percent of students whose parents participated in the Academy were male and 50.8 percent of the students were female. At the same time, 55.2 percent of the comparison sample was male and 44.8 percent were female. The largest ethnic group represented in each sample was Hispanic, with 93.8 percent of Parent Prep students and 91.4 percent of comparison students being of Hispanic ethnicity.

- The percentages of students identified as economically disadvantaged (78.5 percent vs. 73.6 percent) and at risk of dropping out of school (93.6 percent vs. 91.4 percent) were similar in both the Parent Prep and comparison student samples, respectively (see Table 3). The percentage of students classified as limited English proficient (LEP) was slightly higher in the Parent Prep students (69.7 percent) than the percent of LEP students in the comparison sample (63.0 percent).

What was the difference in academic achievement between students whose parents participated in the Parent Prep Academy and those whose parents did not?

Figure 1. Percent Met Satisfactory at Phase-in 1 Standards for Parent Prep and Comparison Students, STAAR Mathematics, Spring 2013



Source: Data Warehouse

*Chi-square test for goodness-of-fit revealed percentage differences were statistically significant at the p<.05 level.

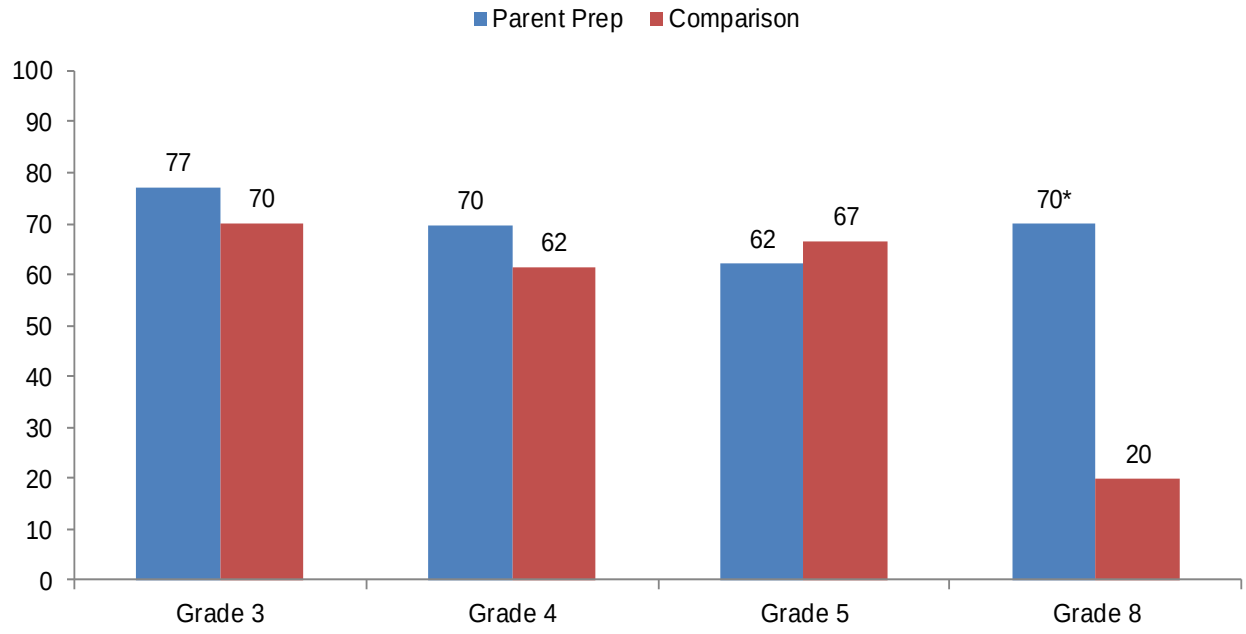
Note. For the sample of students in this report, less than 5 were tested in grades 6 and 7, therefore no data were presented for these grade levels.

- **Figure 1** (page 6) shows the percent of students who met satisfactory under phase-in 1 standards for Parent Prep and the comparison sample students on the 2013 STAAR mathematics test, by grade level. The percent of Parent Prep students who met satisfactory performance under phase-in 1 standards ranged from 80 percent (grade 4) to 67 percent (grade 8) on the mathematics STAAR test compared to 68 percent (grade 4) to 33 percent (grade 8) of comparison sample students meeting the satisfactory performance.

- For eighth grade students, a chi-square test for goodness-of-fit revealed a significant difference between the percentage of Parent Prep students that met the phase-in 1 standard on the 2013 STAAR mathematics test as compared to the percentage of comparison students that met the phase-in 1 standard, X^2 (1, n=20)=5.30, p<.05. These results show that test performance difference between the two student groups was greater than expected, with Parent Prep eighth grade students outperforming comparison students. Chi-square tests did not reveal any statistically significant percentage differences at the other reported grade levels.

- **Table 4** (page 13) shows the number tested and the percentages of Parent Prep and comparison sample students who met satisfactory under the phase-in 1 standards, that met satisfactory at the 2016 recommended standards, and that met the advanced standards on the 2013 STAAR mathematics test. For all grade levels reported (grades 3-5 and grade 8), a higher percentage of Parent Prep students met satisfactory performance under all three performance levels than comparison sample students.

Figure 2. Percent Met Satisfactory at Phase-in 1 Standards for Parent Prep and Comparison Students, STAAR Reading, Spring 2013



Source: Data Warehouse

*Chi-square test for goodness-of-fit revealed percentage differences were statistically significant at the p<.05 level.

Note. For the sample of students in this report, less than 5 were tested in grades 6 and 7, therefore no data were presented for these grade levels.

- For the 2013 STAAR reading test, the percent of students who met satisfactory under phase-in 1 standards for Parent Prep and the comparison sample students by grade level is presented in **Figure 2** (page 7). The percentages of Parent Prep students who met satisfactory performance under phase-in 1 standards on the 2013 STAAR reading test surpassed the percentages of comparison sample students meeting the satisfactory performance in grade 3 (77 percent vs. 70 percent), grade 4 (70 percent vs. 62 percent) and grade 8 (70 percent vs. 20 percent). At grade 5, 67 percent of the comparison sample students met satisfactory under phase-in 1 standards as compared to 62 percent of Parent Prep students.

- Similarly to the STAAR mathematic results, the percentage of Parent Prep students that met the phase-in 1 standard on the 2013 STAAR mathematics test significantly differed from the percentage of comparison students that met the phase-in 1 standard, X^2 (1, n=20)=4.77, p<.05. Chi-square tests did not reveal any statistically significant percentage differences at the other reported grade levels.

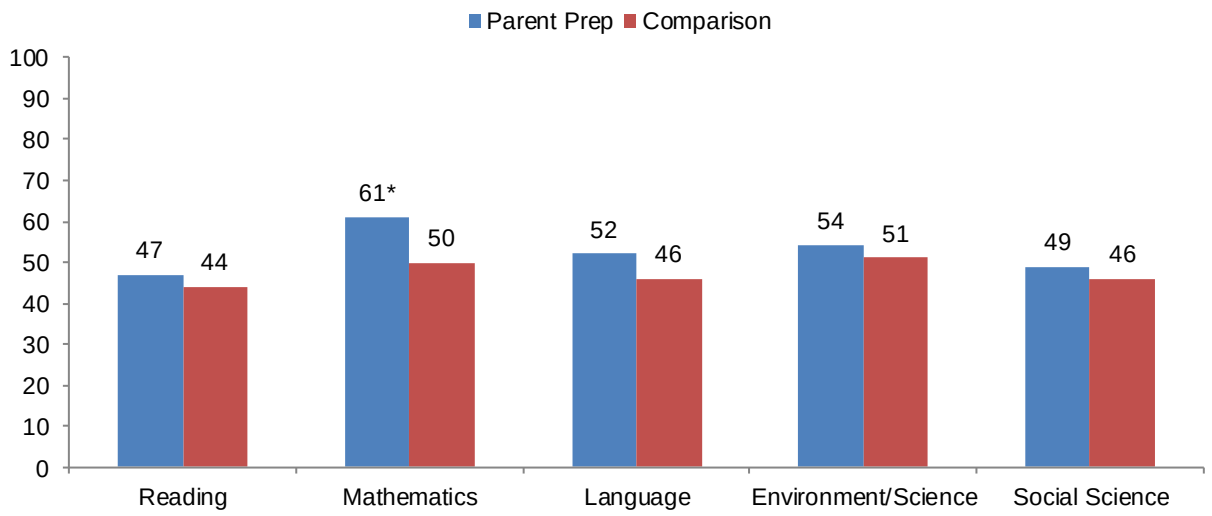
- **Table 5** (page 13) shows the number tested and the percentages of Parent Prep and comparison sample students that met satisfactory under the phase-in 1 standards, met satisfactory at the 2016 recommended standards, and met the advanced standards on the 2013 STAAR reading test. For grades three and four, larger percentages of Parent Prep met satisfactory under phase-in 1 standards, recommended and advanced standards than the comparison students (see Table 5).

- **Figure 3** (page 9) displays the 2013 Stanford 10 results for the reading, mathematics, language, environment/science, and social science subtests for Parent Prep and comparison sample students. Parent Prep students earned higher NCEs on all subtests in 2013 and 2012 (see **Tables 6** and **7** for complete data results, page 14). On the 2013 mathematics subtest, the differences between Parent Prep students (M=60.5, SD=3.9) and comparison students (M=49.7, SD=8.1) were statistically significant [t(6)=3.46, p<.05]. Although Parent Prep students earned higher NCEs than the comparison sample students on the 2012 and 2013 Stanford 10, the mean NCE differences on the reading, language, environment/science, and social science subtests were not statistically significant in 2012 or 2013.

- On the Stanford 10 and the Aprenda 3, students in the comparison sample showed more improvements on reading, math, language, environment/science, and social science subtests from 2012 to 2013 than Parent Prep students.

- The 2013 Aprenda 3 results for the reading, mathematics, language, environment/science, and social science subtests for both Parent Prep and comparison sample students are presented in **Figure 4** (page 9). Parent Prep students earned higher NCEs as compared to the matched-comparison sample on the reading, mathematics, language, and environment/science subtests of the 2013 Aprenda 3 and 2012 (see **Tables 8** and **9** for complete data results, page 14). On the 2013 Aprenda 3 social science subtest, Parent Prep students and comparison sample students earned fairly comparable NCEs, with Parent Prep students earning a mean NCE of 81 and comparison students earning a mean NCE of 82. The mean NCE differences on the reading, mathematics, language, environment/science, and social science subtests were not statistically significant in 2012 or 2013.

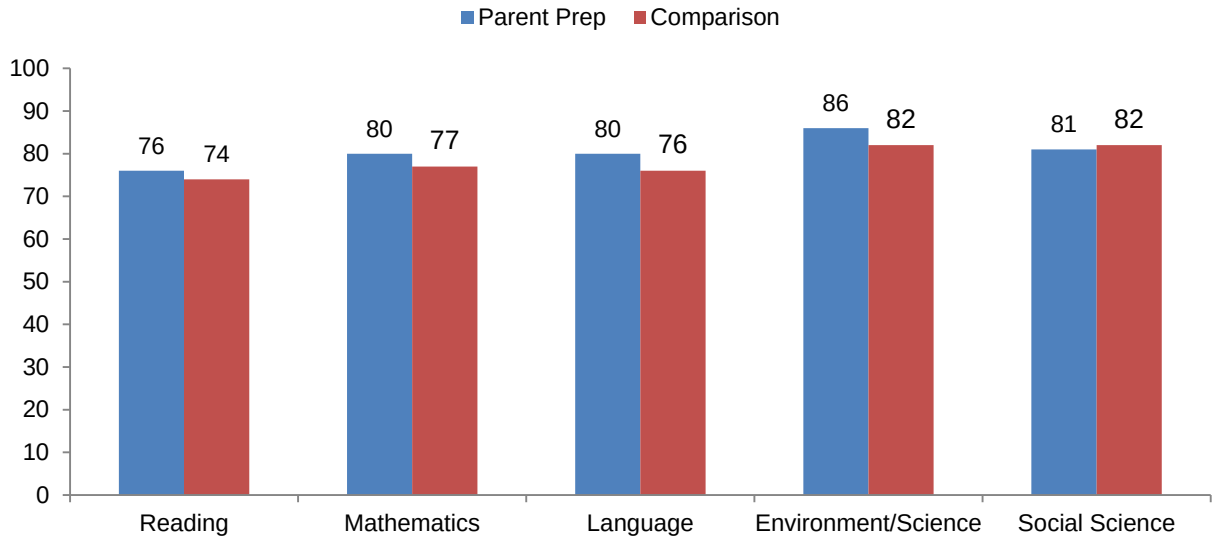
Figure 3. Stanford 10 Normal Curve Equivalents (NCEs) for Parent Prep and Comparison Students, Spring 2013



Sources: Stanford 10 data files 2012 and 2013

*The mean NCE differences were statistically significant at the p<.05 level.

Figure 4. Aprenda 3 Normal Curve Equivalents (NCEs) for Parent Prep and Comparison Students, Spring 2013



Sources: Aprenda 3 data files 2012 and 2013

Discussion

This report provides an overview of the Parent Prep Academy during the 2012–2013 school year. The Parent Prep Academy is a parent education framework designed to develop parents as life-long learners. Within the Academy, courses are offered to provide information and resources empowering parents to become informed, engaged, as well as serve as advocates for their child's education. The 2013 Stanford 10 and Aprenda 3 results showed that the children of Parent Prep Academy participants consistently earned higher NCEs than a matched-comparison student sample. Similarly, 2013 STAAR results on the mathematics and reading tests show that larger percentages of Parent Prep students met the performance requirements at the phase-in 1 standards, recommended and advanced standards levels than comparison sample students.

The limitation of this study is that only students whose parents identified them on the sign-in sheets were included in the Parent Prep Academy student sample. It is unknown whether parents of comparison sample students participated in Parent Prep workshops. Given that the program has gone through staff changes within the school year, the parent registration process has not been consistently implemented. More students may have academic benefits from their parents' participation in the Parent Prep Academy; however, they were not included within this examination because their parents were not included in the data collection.

The Parent Prep Academy provides educational workshops and courses for parents so they can be equipped with valuable information to help their students succeed in school and beyond. In addition, participation in the Parent Prep Academy provides a way for parents to become more familiar with the school environment and ultimately, more involved in their child's campus activities. During the 2012–2013 school year, the Academy was conducted on 21 HISD campuses to ensure that more parents and students benefit from program information and activities. The Parent Prep Academy also serves as a means for HISD to achieve one of its core initiatives, which is to cultivate a culture of trust through action.

References

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APPENDIX A

Table 1. Epstein's Six Areas of Involvement and School's Role

Area of Involvement	School's Role
Parenting	Help all families understand child development and establish home environments to support children as students.
Communicating	Design and conduct effective forms of two-way communications about school programs and children's progress.
Volunteering	Recruit and organize parent help at school, home, or in other locations to support the school and students' activities.
Learning at Home	Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities and decisions.
Decision-Making	Include parents in school decisions, developing parent leaders and representatives.
Collaborating with Community	Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

Source: Epstein, J. L., & Voorhis, F. (2010).

Table 2. Parent Prep Course Offerings, 2012–2013

Parent Courses
• How to Help Your Child at Home/Homework Success • Internet Safety • Learning Styles/ Multiple Intelligences • Parents' Rights and Responsibilities/PS Connect • Texting/ Bullying/Cyber bullying Awareness • Welcome to HISD/Bond Referendum Overview • Basic Literacy • Computer Class/ Beginners and Advanced • English as a Second Language (ESL) /Beginners and Intermediate • Parent Leader Meetings

Source: Parent Engagement Department, 2012

Table 3. Demographic Characteristics of Parent Prep Academy (PPA) Student Sample and Comparison Student Sample, 2012–2013

Subgroup	2012–2013			
	PPA Student Sample		Comparison Sample	
	N	Percent	N	Percent
Total	955	100.0	955	100.0
Gender				
Male	470	49.2	527	55.2
Female	485	50.8	428	44.8
Ethnicity				
American Indian	–	–	–	–
Asian	5	0.5	9	0.9
African American	49	5.1	64	6.7
Hispanic	896	93.8	873	91.4
White	–	–	–	–
Two or More	–	–	–	–
Program				
At-Risk	750	78.5	703	73.6
Economically Disadvantaged	894	93.6	873	91.4
Gifted/Talented	226	23.7	131	13.7
Limited English Proficiency	666	69.7	602	63.0
Special Education	40	4.2	60	6.3

Source: PEIMS, October 2012.
Note: Less than 5 students were represented in this subgroup, therefore no data were provided. This is indicated by (–).

Table 4. Parent Prep and Comparison Students: STAAR Mathematics Results by Grade Level, Spring 2013

	Grade Level	# Tested	% Met Satisfactory at Phase-in 1 Standards	% Met Satisfactory at Recommended Standards	% Met Advanced Standards
Parent Prep	3	116	78	36	23
	4	110	80	38	26
	5	115	73	37	23
	6	–	–	–	–
	7	–	–	–	–
	8	6	67	33	0
Comparison	3	107	60	28	6
	4	85	68	31	9
	5	116	62	20	10
	6	–	–	–	–
	7	–	–	–	–
	8	12	33	0	0

Source: Data Warehouse
Note: Less than 5 students were tested, therefore no data were provided. This is indicated by (–).

Table 5. Parent Prep and Comparison Students: STAAR Reading Results by Grade Level, Spring 2013

	Grade Level	# Tested	% Met Satisfactory at Phase-in 1 Standards	% Met Satisfactory at Recommended Standards	% Met Advanced Standards
Parent Prep	3	118	77	49	28
	4	109	70	41	22
	5	116	62	33	18
	6	–	–	–	–
	7	–	–	–	–
	8	10	70	40	0
Comparison	3	107	70	29	12
	4	86	62	33	15
	5	105	67	27	10
	6	–	–	–	–
	7	–	–	–	–
	8	15	20	13	7

Source: Data Warehouse
Note: Less than 5 students were tested, therefore no data were provided. This is indicated by (–).

Table 6. Parent Prep Students Stanford 10 Normal Curve Equivalents (NCEs), 2012 and 2013

2013 Grade Level	N	Reading		Mathematics		Language		Environment/ Science		Social Science	
	Tested	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
2	27	57	57	56	60	55	59	54	61		
3	41	53	57	59	66	51	55	64	58		
4	52	48	50	63	63	50	60	59	56	55	52
5	71	50	50	63	59	60	54	56	61	50	57
6	7	40	34	55	54	41	36	58	46	45	39
7	–	–	–	–	–	–	–	–	–	–	–
8	8	55	48	61	63	56	59	64	64	56	57
Total	**206**	**48**	**47**	**58**	**61**	**51**	**52**	**59**	**54**	**50**	**49**

Sources: Stanford data files 2012 and 2013
Note: Grades 1 and 2 take the environment subtest, while grades 3–8 take the science subtest. Therefore, the total NCE only includes average NCEs from grades tested on the science subtest.
Less than 5 students were tested, therefore no data were provided. This is indicated by (–).

Table 7. Comparison Students Stanford 10 Normal Curve Equivalents (NCEs), 2012 and 2013

2013 Grade Level	N	Reading		Mathematics		Language		Environment/ Science		Social Science	
	Tested	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
2	59	49	51	54	56	49	53	50	56		
3	66	42	47	44	52	40	46	52	51		
4	59	49	50	57	58	50	56	55	52	53	50
5	81	43	40	51	47	52	42	46	52	42	44
6	8	38	36	34	34	37	41	45	45	44	40
7	–	–	–	–	–	–	–	–	–	–	–
8	9	38	38	41	47	40	33	53	46	41	40
Total	**282**	**42**	**44**	**46**	**50**	**44**	**46**	**48**	**51**	**45**	**46**

Sources: Stanford data files 2012 and 2013
Note: Grades 1 and 2 take the environment subtest, while grades 3–8 take the science subtest. Therefore, the total NCE only includes average NCEs from grades tested on the science subtest.
Less than 5 students were tested, therefore no data were provided. This is indicated by (–).

Table 8. Parent Prep Students Aprenda 3 Normal Curve Equivalents (NCEs), 2012 and 2013

2013 Grade Level	N	Reading		Mathematics		Language		Environment/ Science		Social Science	
	Tested	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
2	75	76	77	74	75	73	80	68	78		
3	58	70	77	72	78	80	85	76	83		
4	24	75	74	76	86	83	75	79	88	78	81
Total	**157**	**74**	**76**	**74**	**80**	**79**	**80**	**76**	**86**	**78**	**81**

Sources: Aprenda 3 data files 2012 and 2013
Note: Grades 1 and 2 take the environment subtest, while grades 3 take the science subtest. Therefore, the total NCE only includes average NCEs from grades tested on the science subtest.

Table 9. Comparison Students Aprenda 3 Normal Curve Equivalents (NCEs), 2012 and 2013

2013 Grade Level	N	Reading		Mathematics		Language		Environment/ Science		Social Science	
	Tested	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
2	39	76	77	71	78	75	80	67	85		
3	31	70	71	72	72	74	75	76	77		
4	14	63	75	66	80	72	72	71	86	68	82
Total	**84**	**70**	**74**	**70**	**77**	**74**	**76**	**74**	**82**	**68**	**82**

Sources: Aprenda 3 data files 2012 and 2013
Note: Grades 1 and 2 take the environment subtest, while grades 3 take the science subtest. Therefore, the total NCE only includes average NCEs from grades tested on the science subtest.