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# The Beginning of Our Lives in GISD Pre-K



**November 15, 2023**

# **Early Childhood Assessment MECC, Burnet, Crenshaw, Morgan, Oppe, Parker, and Rosenberg**



# Early Childhood Assessments

MECC, Oppe, Parker, Burnet, Morgan, Rosenberg, Crenshaw

PK4

SGMs (Student Growth Measures) were a bit more rigorous this year. Students were expected to perform a variety of vocabulary tasks including verbal identification, circling the target picture, as well as spelling and drawing select vocabulary words.

C-PALLS – State adopted and approved assessment by TEA. “Making Adequate Progress” on this assessment is a moving target. As the child grows older throughout the year, expectations increase making the targets harder to reach.

MECC PK 3

Frog Street Photo Activity Cards and C-PALLS

# Student Growth Measures

## MECC – English and Spanish Learners

	MASTERS 90-100%	MAKING ADEQUATE PROGRESS 80-89%	SATISFACTORY PROGRESS 70-79%	STILL DEVELOPING 69% and BELOW
	BOY	BOY	BOY	BOY
PK 4 Students (13)	7.5%	7.5%	23%	62%
PK3 English Learners (96)	0%	3%	5%	92%
PK3 Spanish Learners (31)	0%	0%	0%	100%

**Student Growth Measures**  
**Oppe English and Spanish Learners**

	<b>MASTERS 90-100%</b>	<b>MAKING ADEQUATE PROGRESS 80-89%</b>	<b>SATISFACTORY PROGRESS 70-79%</b>	<b>STILL DEVELOPING 69% and BELOW</b>
	<b>BOY</b>	<b>BOY</b>	<b>BOY</b>	<b>BOY</b>
<b>English Learners (20)</b>	<b>10%</b>	<b>15%</b>	<b>30%</b>	<b>45%</b>
<b>Spanish Learners (15)</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>

**Student Growth Measures**  
**Burnet English and Spanish Learners**

	<b>MASTERS 90-100%</b>	<b>MAKING ADEQUATE PROGRESS 80-89%</b>	<b>SATISFACTORY PROGRESS 70-79%</b>	<b>STILL DEVELOPING 69% and BELOW</b>
	<b>BOY</b>	<b>BOY</b>	<b>BOY</b>	<b>BOY</b>
<b>English Learners (25)</b>	<b>0%</b>	<b>0%</b>	<b>12%</b>	<b>88%</b>
<b>Spanish Learners (18)</b>	<b>0%</b>	<b>6%</b>	<b>0%</b>	<b>94%</b>

**ECSE STUDENTS ARE PROGRESSING PER THEIR IEP (INDIVIDUAL EDUCATION PLAN)**

**Student Growth Measures**  
**Morgan English and Spanish Learners**

	<b>MASTERS 90-100%</b>	<b>MAKING ADEQUATE PROGRESS 80-89%</b>	<b>SATISFACTORY PROGRESS 70-79%</b>	<b>STILL DEVELOPING 69% and BELOW</b>
	<b>BOY</b>	<b>BOY</b>	<b>BOY</b>	<b>BOY</b>
<b>English Learners (34)</b>	<b>0%</b>	<b>6%</b>	<b>9%</b>	<b>85%</b>
<b>Spanish Learners (33)</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>

# Student Growth Measures

## Rosenberg English Learners

	MASTERS 90-100%	MAKING ADEQUATE PROGRESS 80-89%	SATISFACTORY PROGRESS 70-79%	STILL DEVELOPING 69% and BELOW
	BOY	BOY	BOY	BOY
English Learners (38)	3%	0%	12%	85%
ECSE STUDENTS ARE PROGRESSING PER THEIR IEP (INDIVIDUAL EDUCATION PLAN)				



Student Growth Measures  
Parker English Learners

	MASTERS 90-100%	MAKING ADEQUATE PROGRESS 80-89%	SATISFACTORY PROGRESS 70-79%	STILL DEVELOPING 69% and BELOW
	BOY	BOY	BOY	BOY
English Learners (54)	0%	0%	17%	83%

Student Growth Measures  
Crenshaw English Learners

	MASTERS 90-100%	MAKING ADEQUATE PROGRESS 80-89%	SATISFACTORY PROGRESS 70-79%	STILL DEVELOPING 69% and BELOW
	BOY	BOY	BOY	BOY
English Learners (7)	0%	43%	14%	43%

## CPALLS – PHONOLOGICAL AWARENESS/ MATHEMATICS (Making Adequate Progress)

	OVERALL PHONOLOGICAL AWARENESS	OVERALL MATHEMATICS
MECC PK4 English and Spanish (13)	92%	100%
MECC PK3 English (96)	36%	56%
MECC PK3 Spanish (31)	66%	53%

## CPALLS – PHONOLOGICAL AWARENESS/ MATHEMATICS (Making Adequate Progress)

	OVERALL PHONOLOGICAL AWARENESS	OVERALL MATHEMATICS
Crenshaw (7)	50%	100%
Oppe English (20)	100%	95%
Oppe Spanish (15)	93%	80%

## CPALLS – PHONOLOGICAL AWARENESS/ MATHEMATICS (Making Adequate Progress)

	OVERALL PHONOLOGICAL AWARENESS	OVERALL MATHEMATICS
Parker (54)	64.5%	84.5%
Rosenberg (38)	28%	50%

## CPALLS – PHONOLOGICAL AWARENESS/ MATHEMATICS (Making Adequate Progress)

	OVERALL PHONOLOGICAL AWARENESS	OVERALL MATHEMATICS
Burnet English (25)	37.5%	68%
Burnet Spanish (18)	100%	83%

## CPALLS – PHONOLOGICAL AWARENESS/ MATHEMATICS (Making Adequate Progress)

	OVERALL PHONOLOGICAL AWARENESS	OVERALL MATHEMATICS
Morgan English (34)	18.5%	59%
Morgan Spanish (33)	55%	48%

**Need Information**

**Contact**

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