

Appendix C

Early Childhood Program Data

(C1)	Pre-K Enrollment	Pages 1 – 21
(C2)	Parent Participation	Pages 22 – 31
(C3)	Montessori Kindergarten Discontinuation	Pages 32 – 33

Enrollment in APS Pre-K Programs

Arlington Public Schools offers the following Pre-K Programs:

The **Primary Montessori program** is offered at eight elementary schools (19 primary classrooms) and is for students ages three to five. Students must turn three years old by September 30 to enroll. Two-thirds of the available slots are for students whose families meet income eligibility guidelines. Tuition for three- and four-year-old children is charged on a sliding fee schedule based on family income. Any Arlington family may apply for this program. Montessori education, based on the work of Maria Montessori, is an interdisciplinary, multi-age approach to learning. Students work independently and cooperatively in a prepared environment which allows students to work at their own pace. Montessori teaching materials are designed to promote habits of concentration, initiative, persistence, and discovery, while the Montessori philosophy and community emphasizes respect for others, peace, and creativity.

The **Virginia Preschool Initiative program (VPI)** is a Pre-k program for four-year-old children and is free to all students whose families meet income requirements. Children engage in enriching educational experiences, explore learning materials and new ideas, and build their skills as they prepare to enter kindergarten. The Pre-k curriculum is based on the HighScope model and is research-based, fosters the development of literacy and math skills, and builds social-emotional foundations for lifetime learning. Each class has between 16-18 children with a certified teacher and full-time instructional assistant. The program follows the elementary school schedule Monday through Friday.

The APS **Special Education Pre-K program** is designed to meet the needs of students identified as having disabilities. Arlington Public Schools provides a continuum of services for students with disabilities, preschool through high school, found eligible to receive special education services. Identifying a student as eligible for special education services is a carefully managed process guided by state and federal regulations, as well as APS Special Education policies and procedures (25 4.4). Evaluations required to make this determination are completed only with parent/guardian permission. The Peer Model Program aims at providing peers from the school neighborhood to support the needs of the Special education students at sites where there is no general education pre-k program.

Figure 1: Overall Pre-K Enrollment by Program

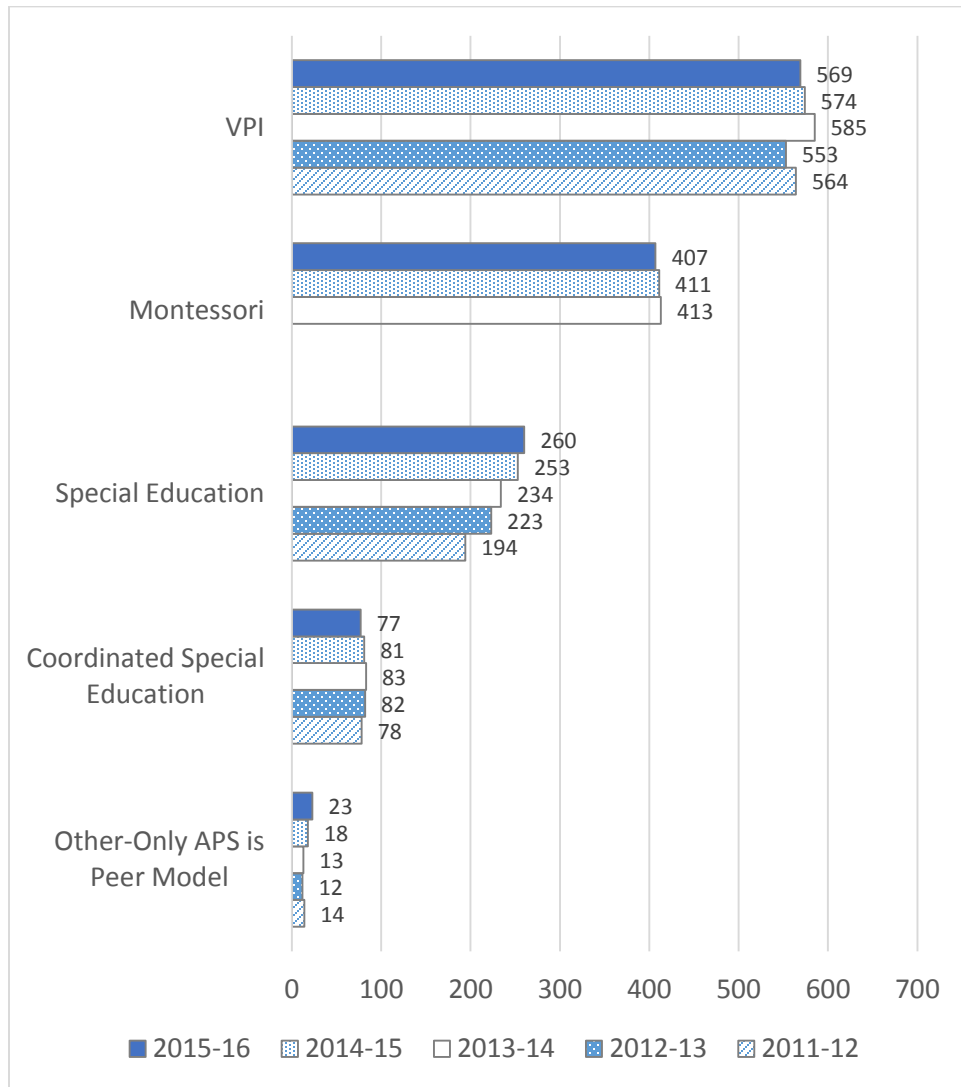


Figure 2: VPI Enrollment by Gender

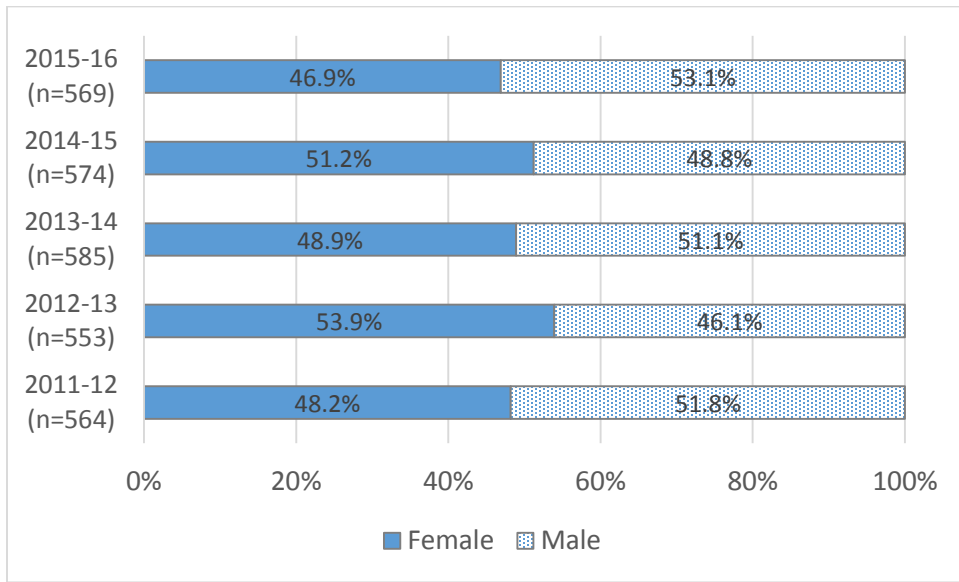


Figure 3: Montessori Enrollment by Gender

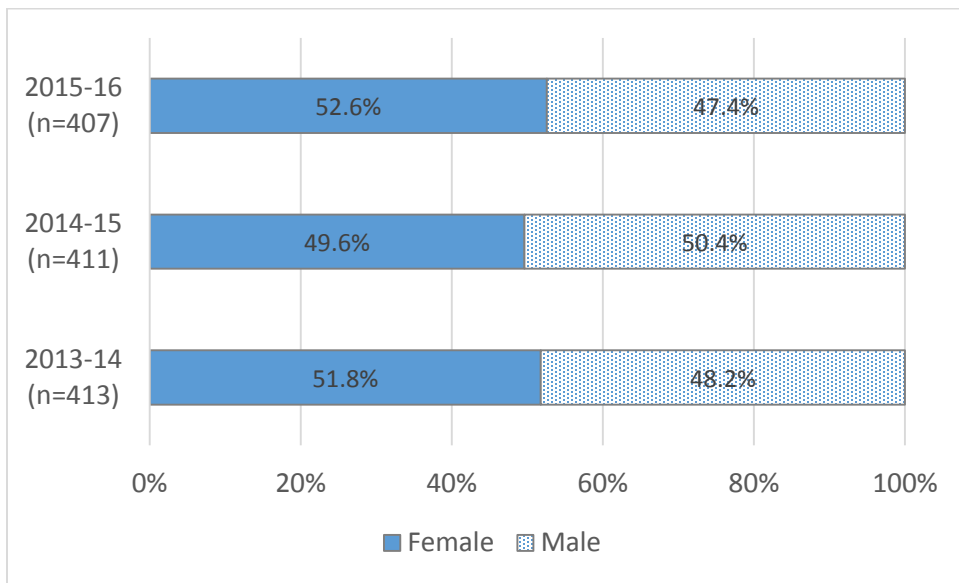


Figure 4: Special Education Enrollment by Gender

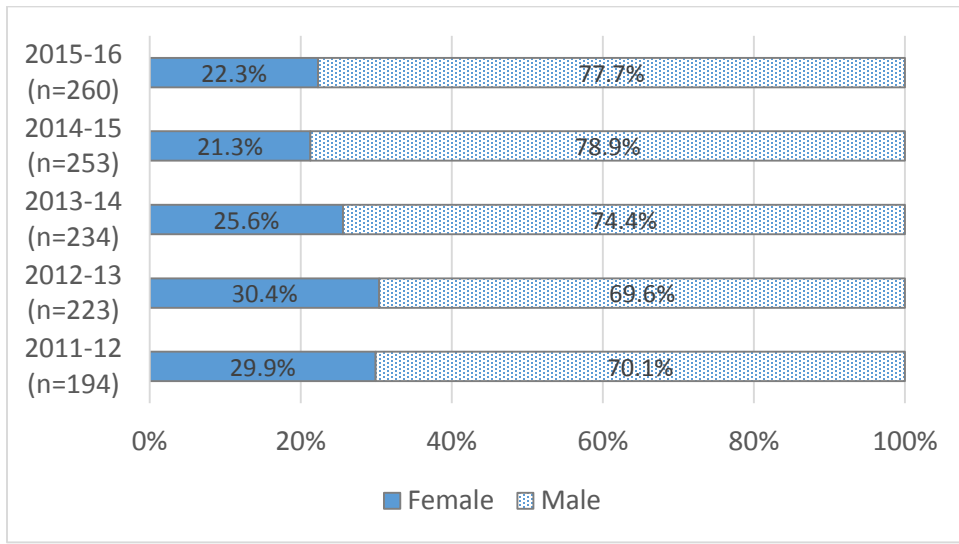


Figure 5: Coordinated Special Education Enrollment by Gender

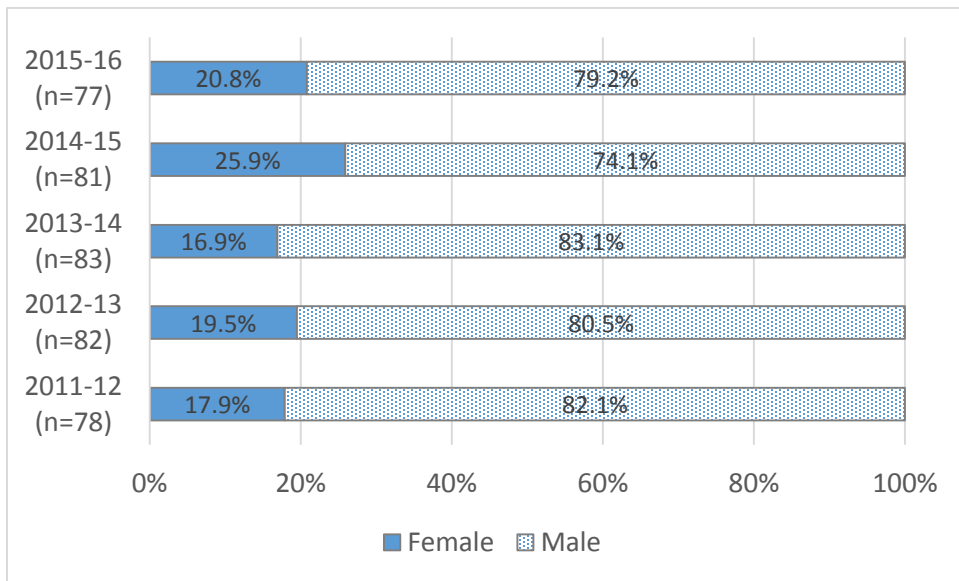


Figure 6: Peer Model Program Enrollment by Gender

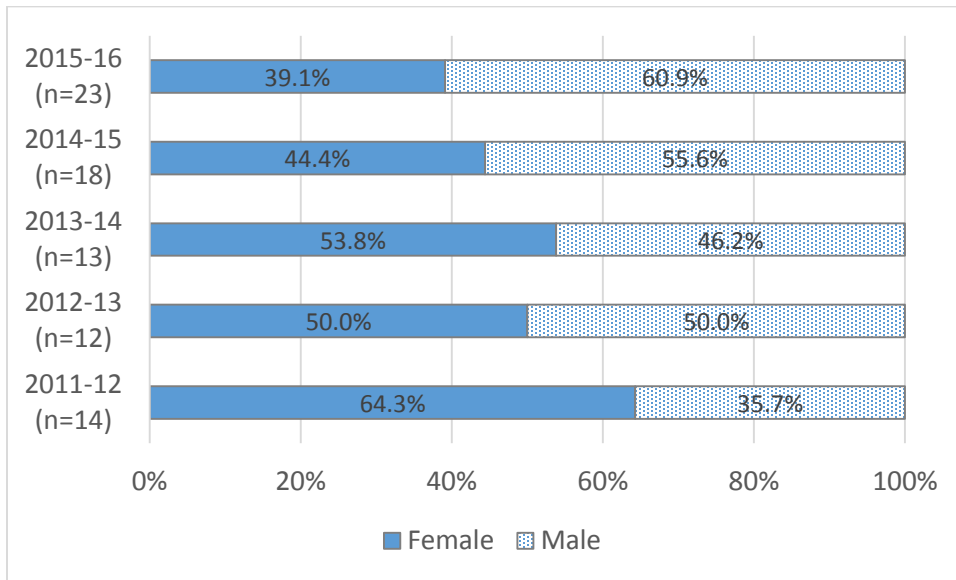


Figure 7: VPI Enrollment by LEP Status

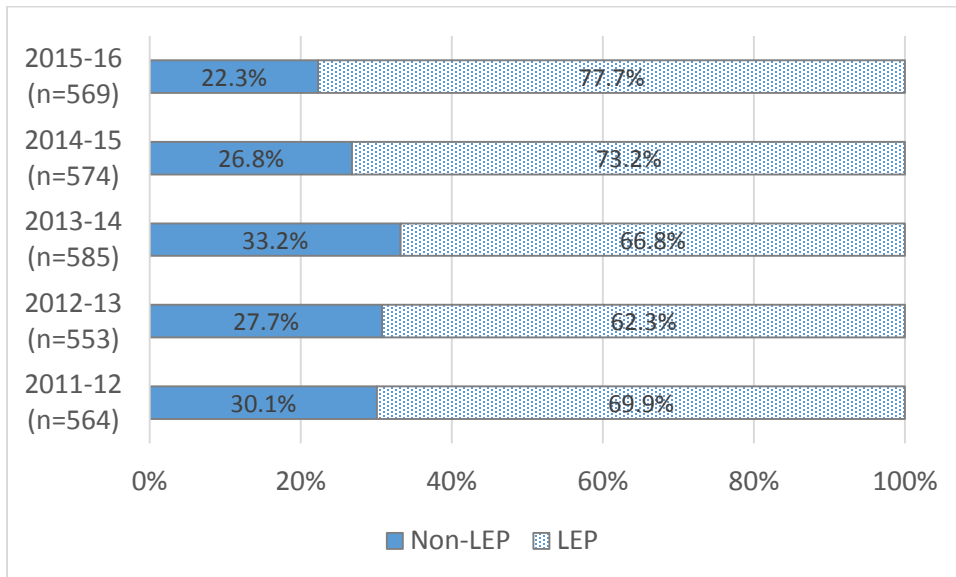


Figure 8: Montessori Enrollment by LEP Status

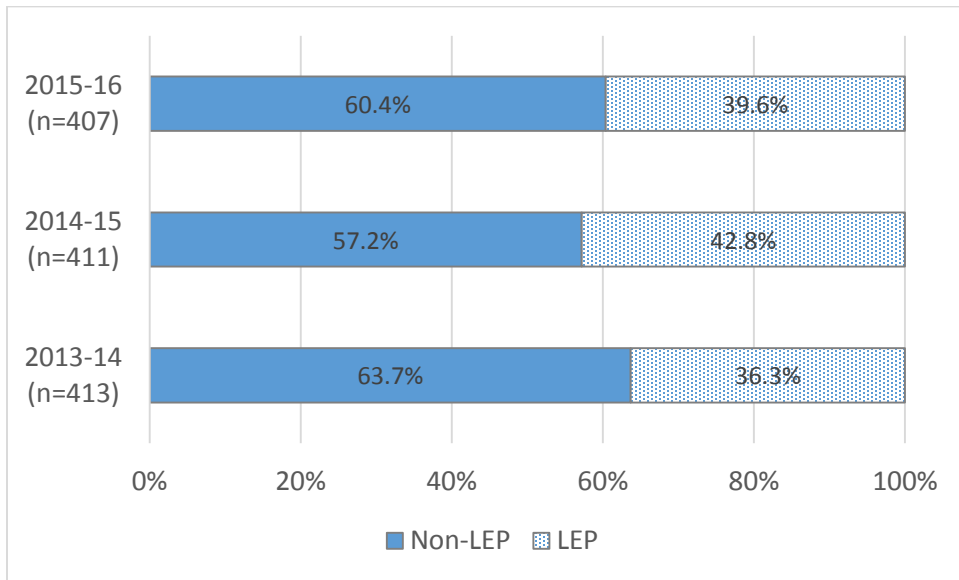


Figure 9: Special Education Enrollment by LEP Status

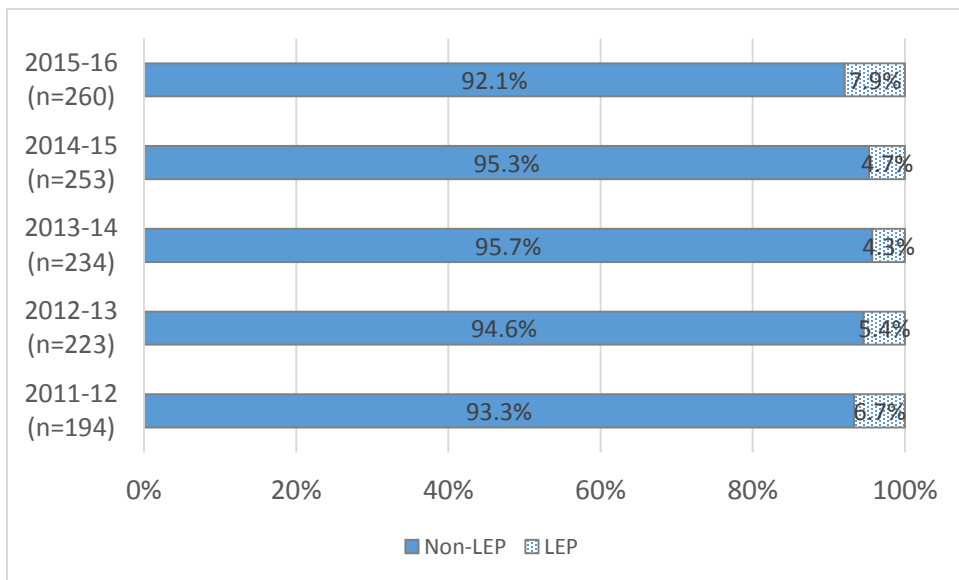


Figure 10: Coordinated Special Education Enrollment by LEP Status

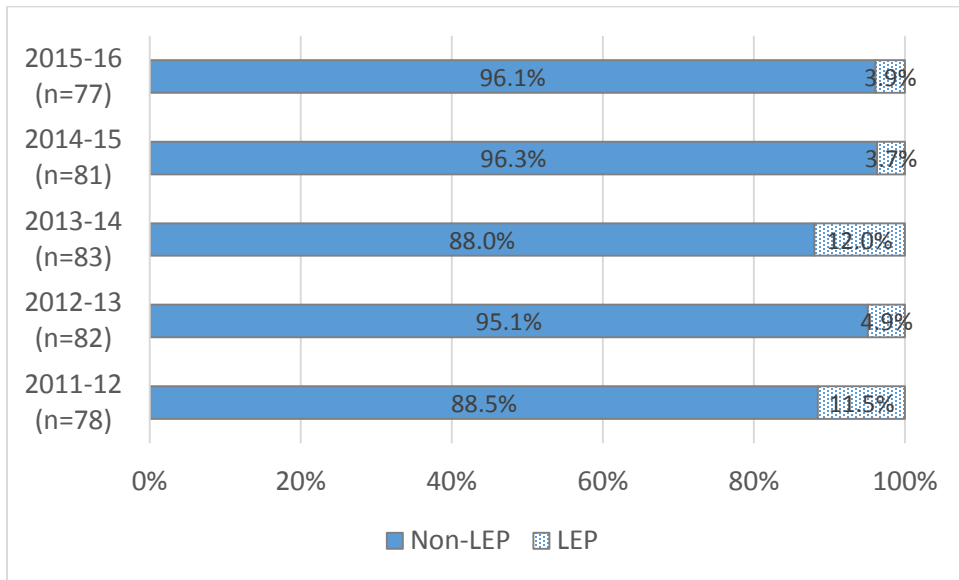


Figure 11: Peer Model Enrollment by LEP Status

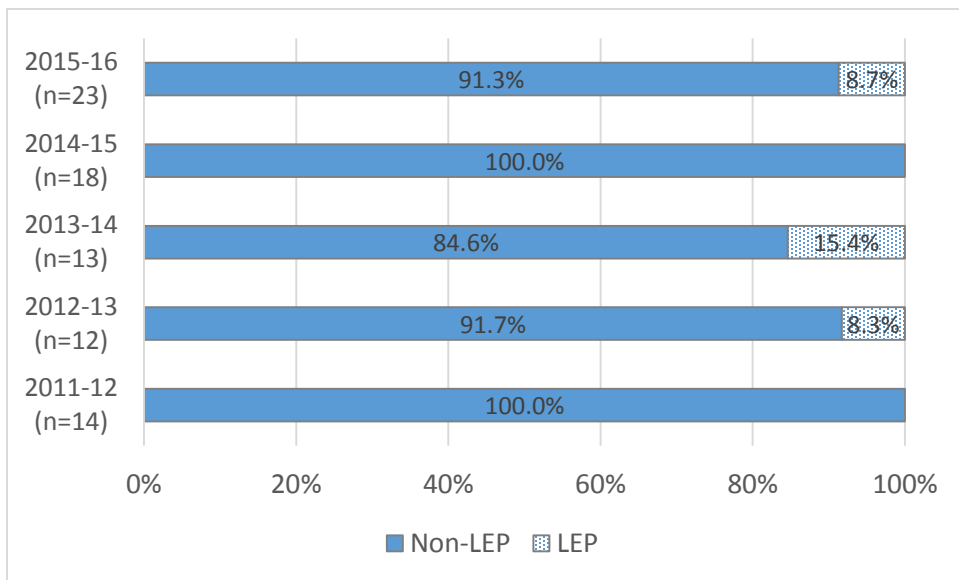


Figure 12: VPI Enrollment by Disadvantaged Status

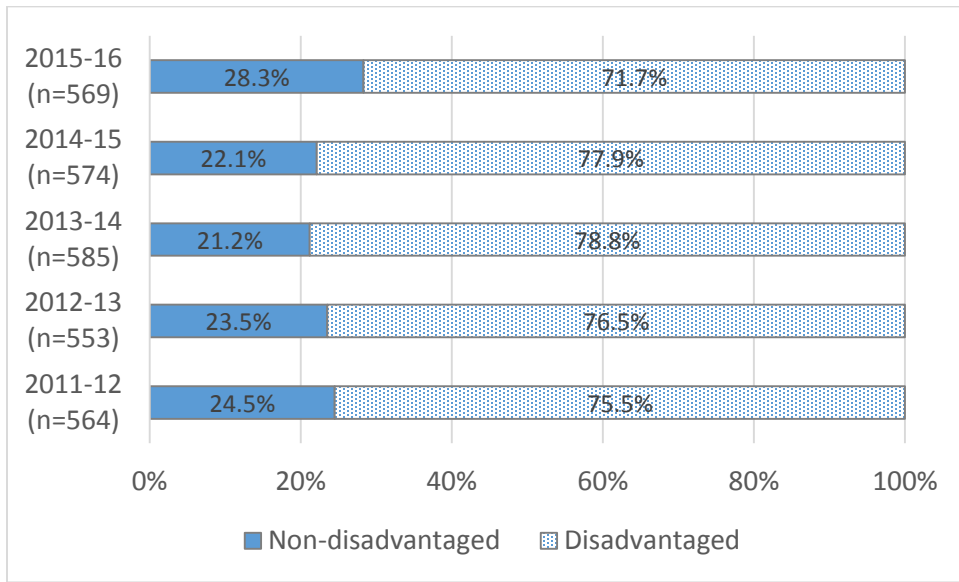


Figure 13: Montessori Enrollment by Disadvantaged Status

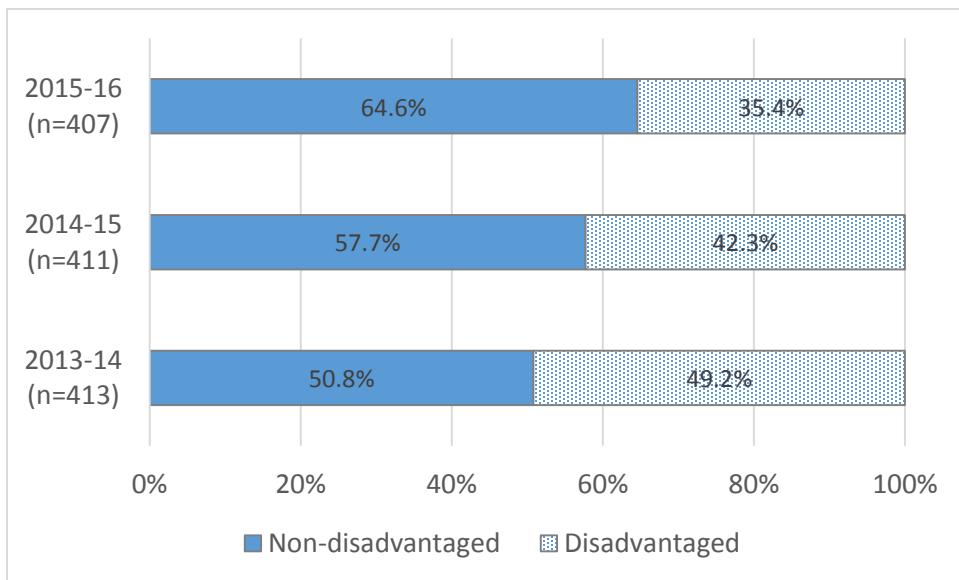


Figure 14: Special Education Enrollment by Disadvantaged Status

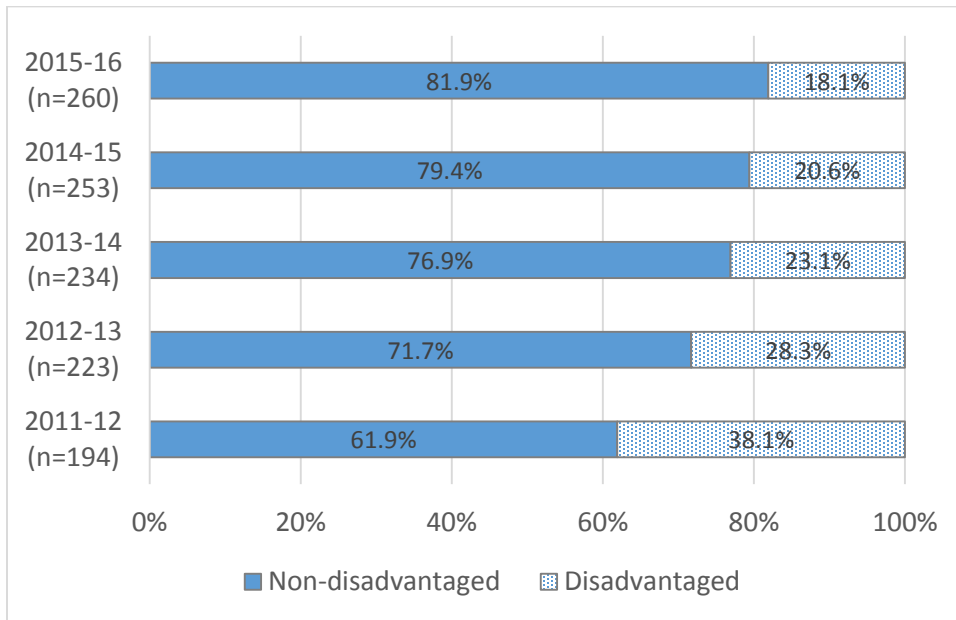


Figure 15: Coordinated Special Enrollment by Disadvantaged Status

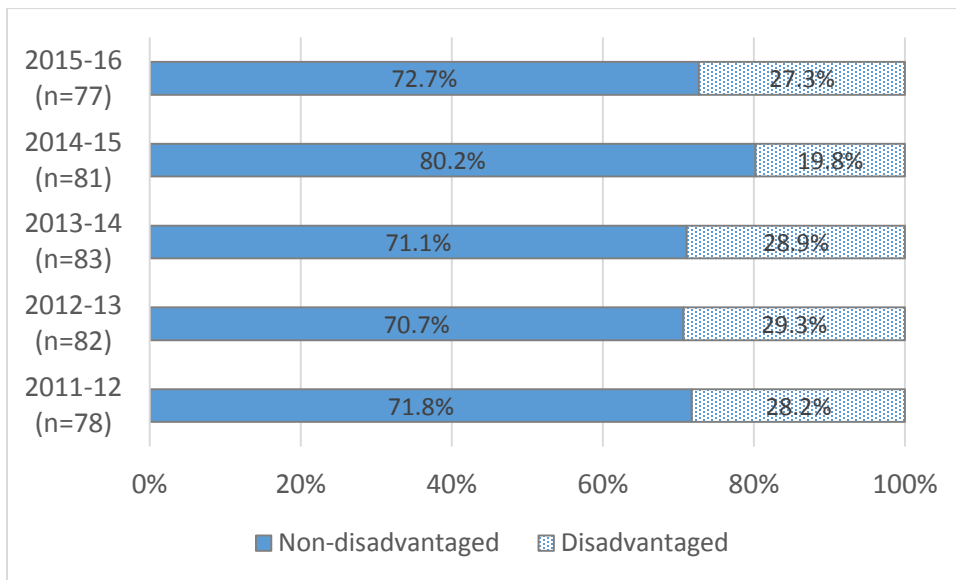


Figure 16: Peer Model Enrollment by Disadvantaged Status

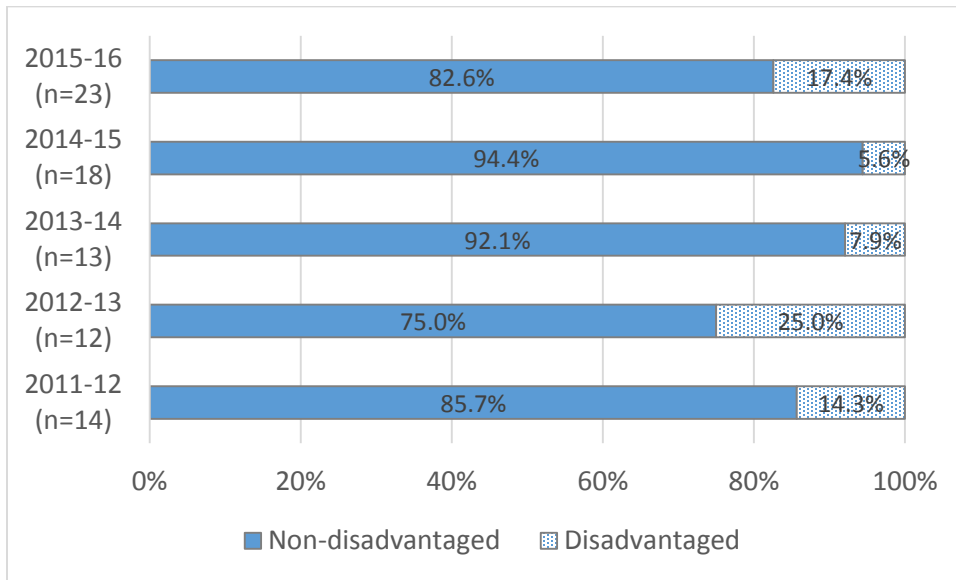


Figure 17: VPI Enrollment by Disability Status

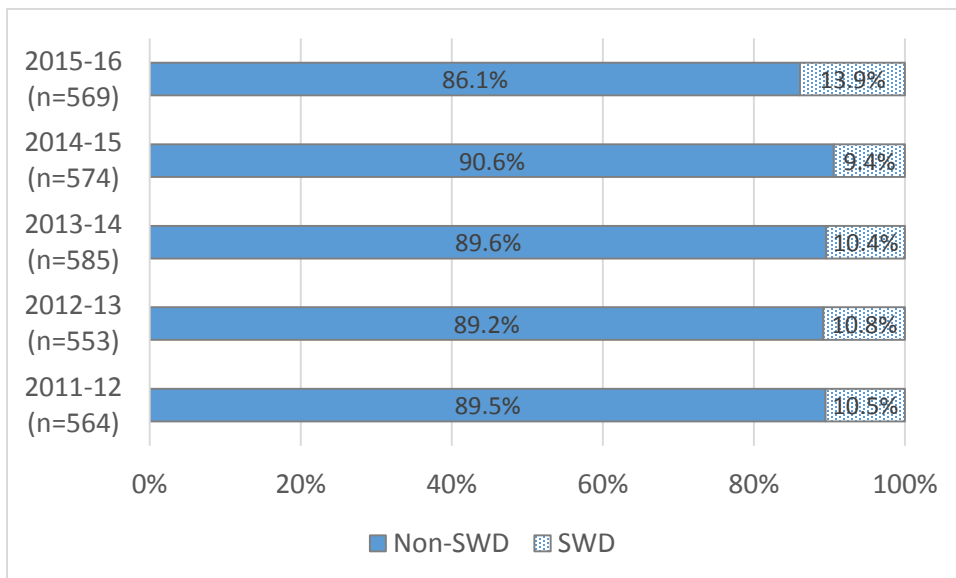


Figure 18: Montessori Enrollment by Disability Status

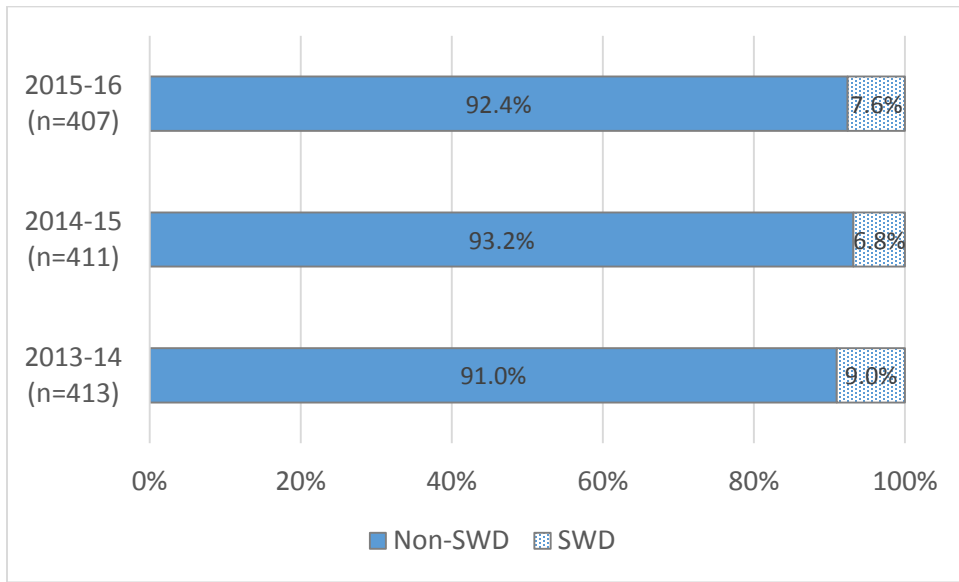


Figure 19: Special Education Enrollment by Disability Status

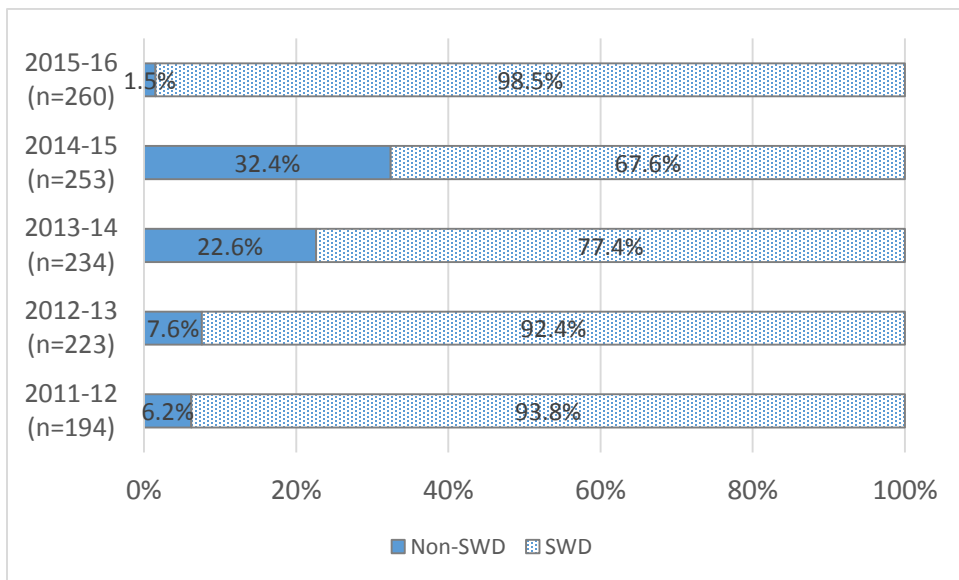


Figure 20: Coordinated Special Education Enrollment by Disability Status

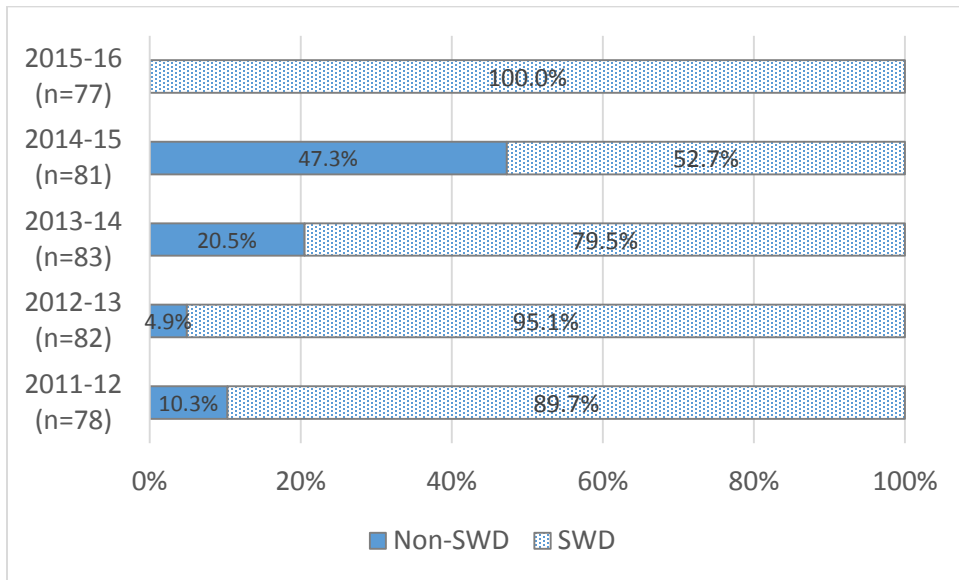


Figure 21: Peer Model Enrollment by Disability Status

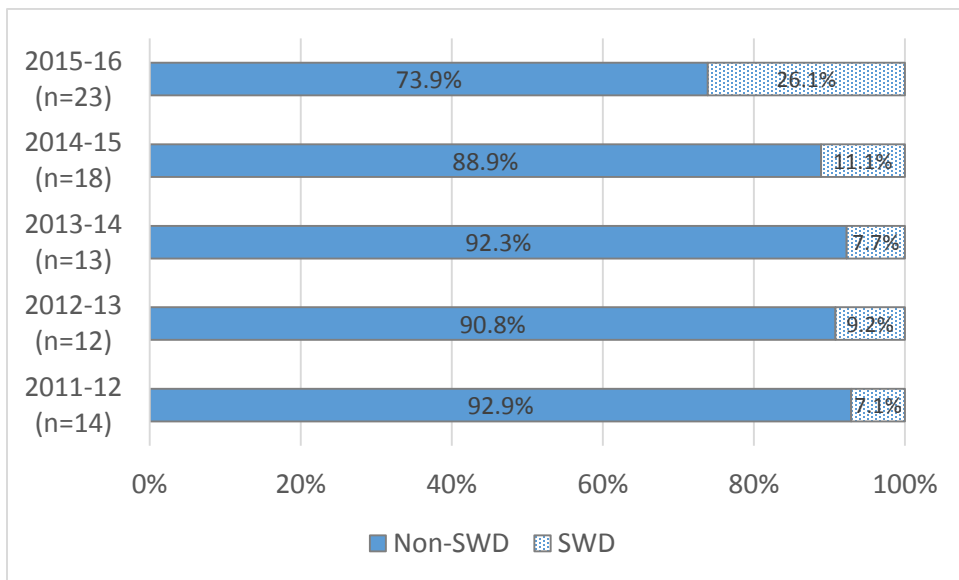


Figure 22: VPI Enrollment by Ethnicity

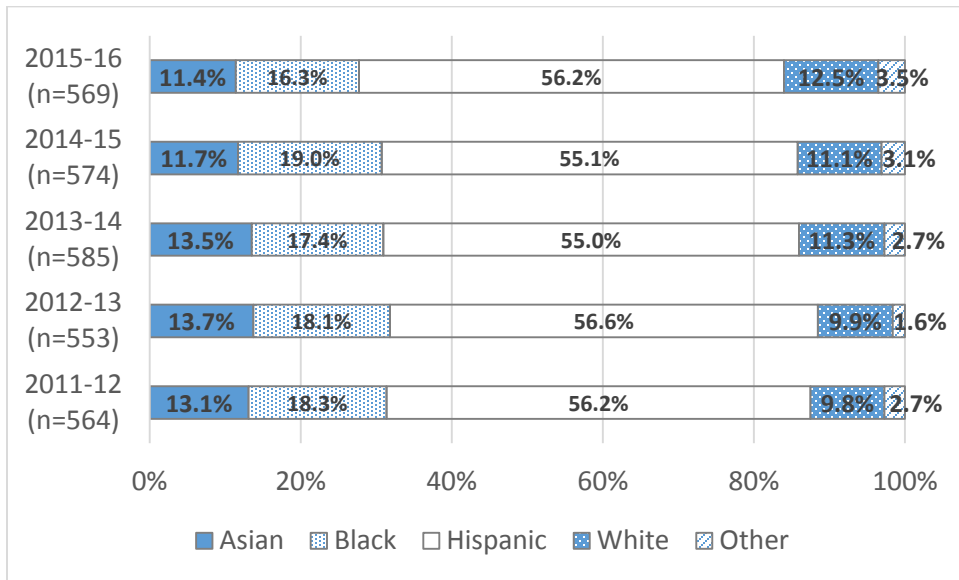


Figure 23: Montessori Enrollment by Ethnicity

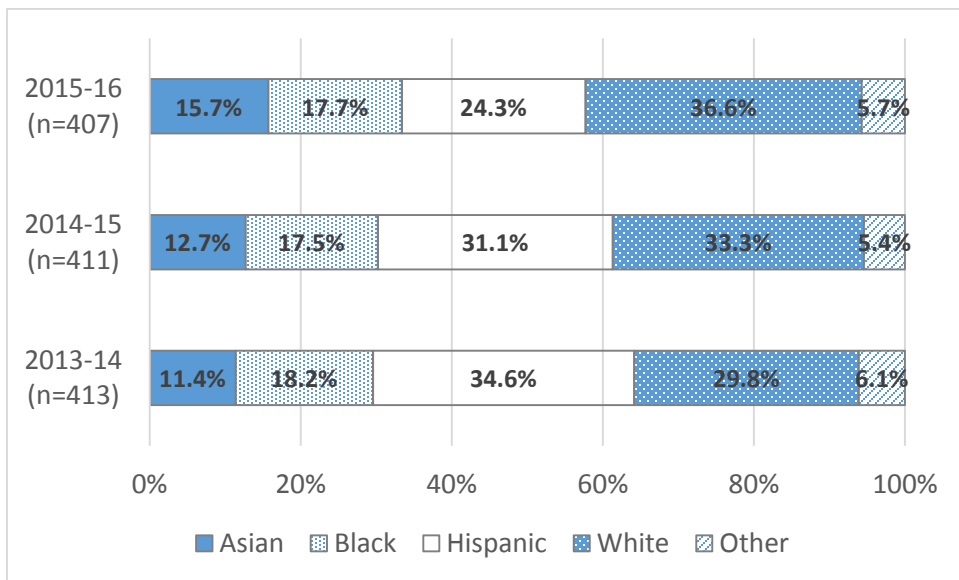


Figure 24: Special Education Enrollment by Ethnicity

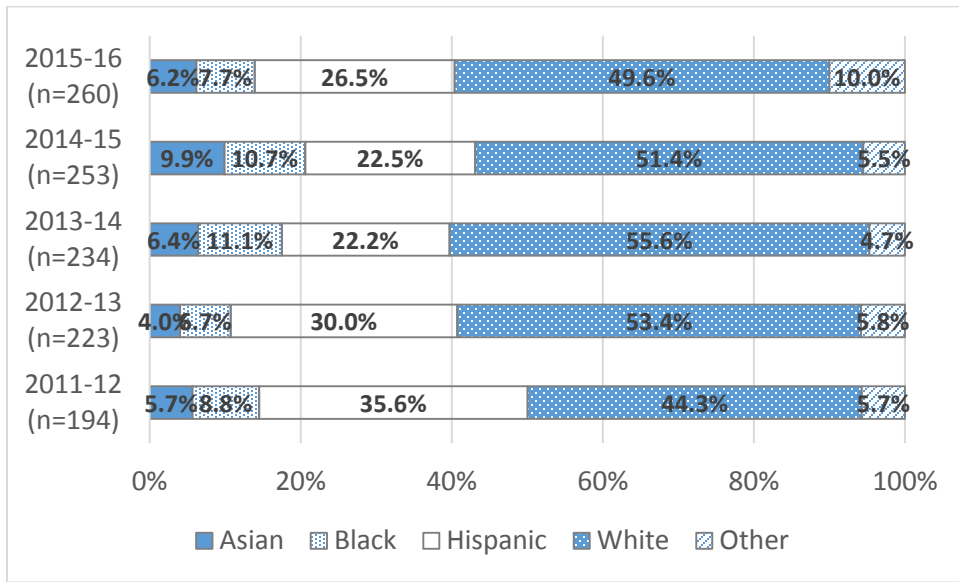


Figure 25: Coordinated Special Education Enrollment by Ethnicity

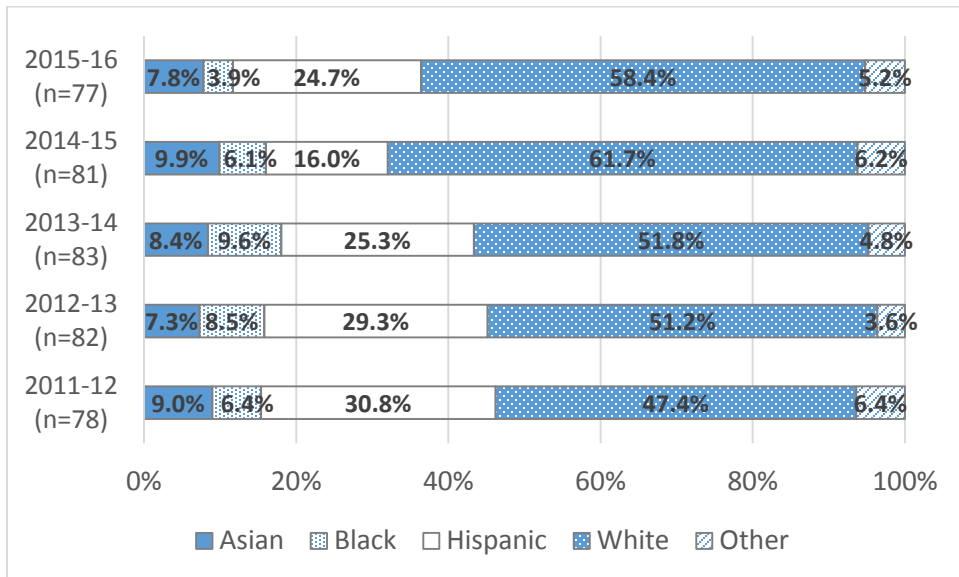


Figure 26: Peer Model Enrollment by Ethnicity

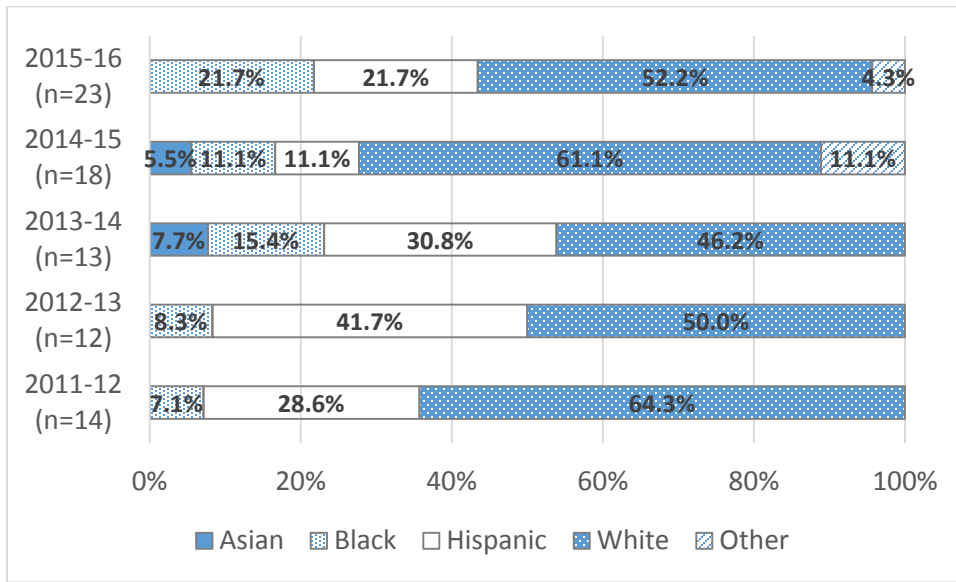


Figure 27: VPI Enrollment by School and LEP Status, 2015-16

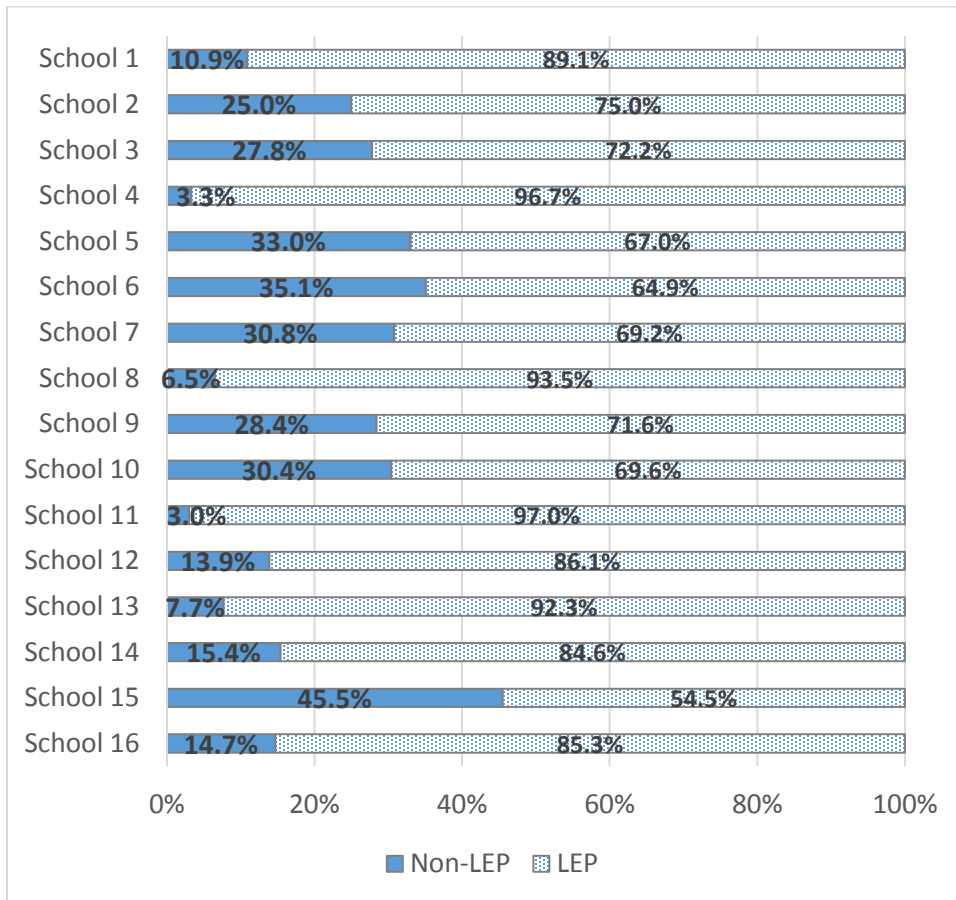


Figure 28: Montessori Enrollment by School and LEP Status, 2015-16

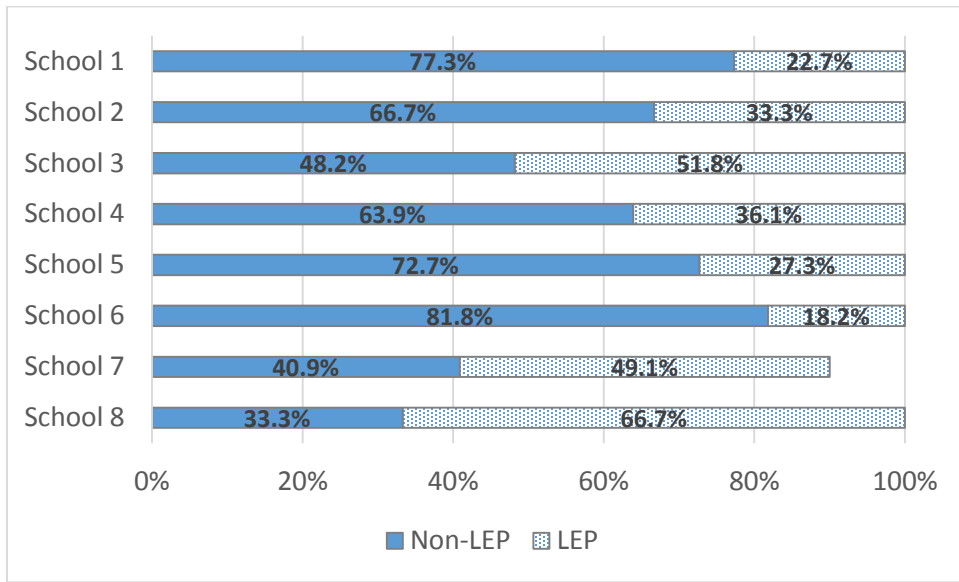
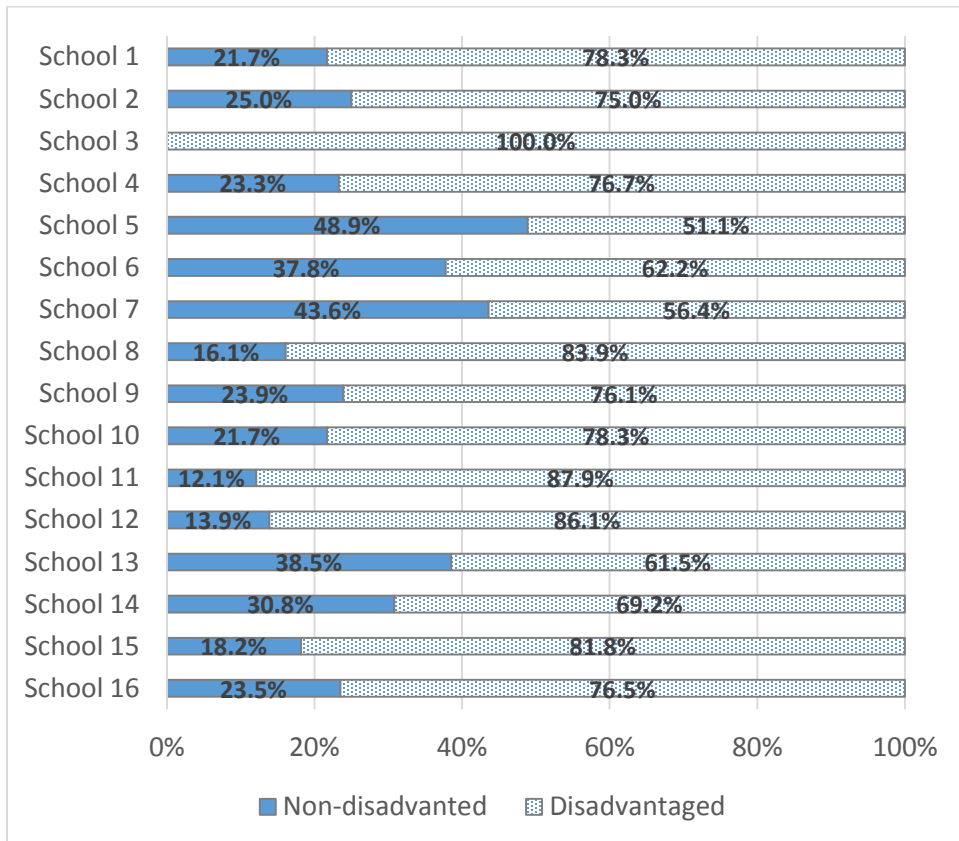


Figure 29: VPI Enrollment by School and Disadvantaged Status, 2015-16



Appendix C1

Figure 30: Montessori Enrollment by School and Disadvantaged Status, 2015-16

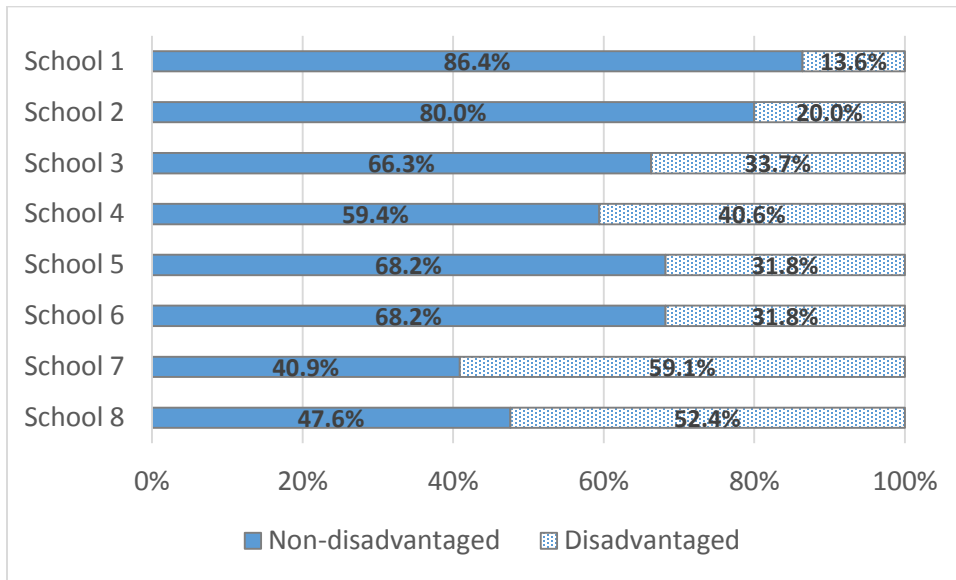


Figure 31: VPI Enrollment by School and Ethnicity, 2015-16

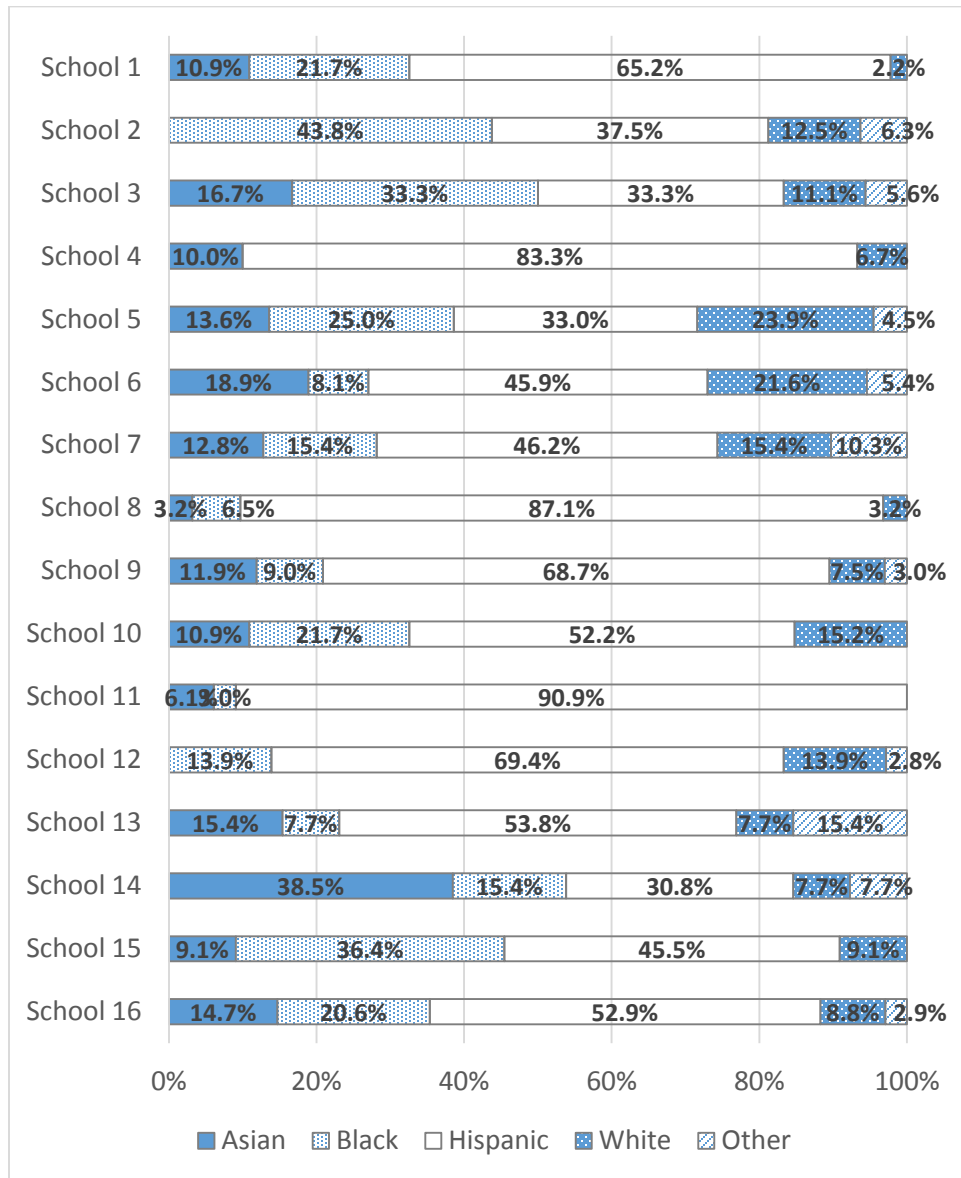


Figure 32: Montessori Enrollment by School and Ethnicity, 2015-16

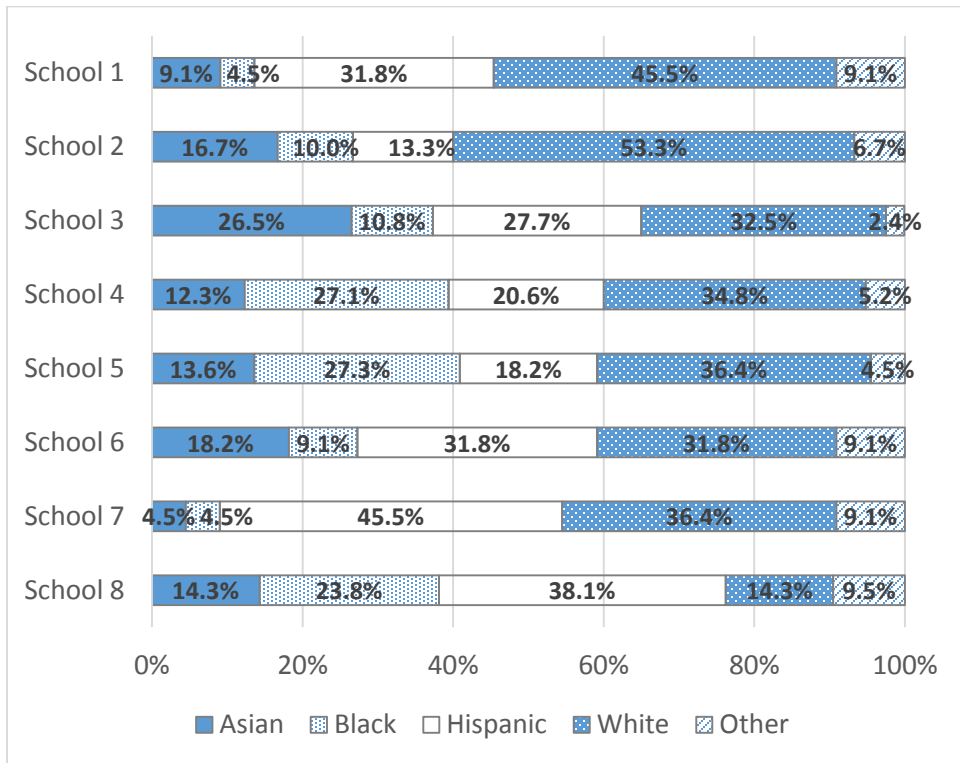


Figure 33: VPI Enrollment by School and Income Category

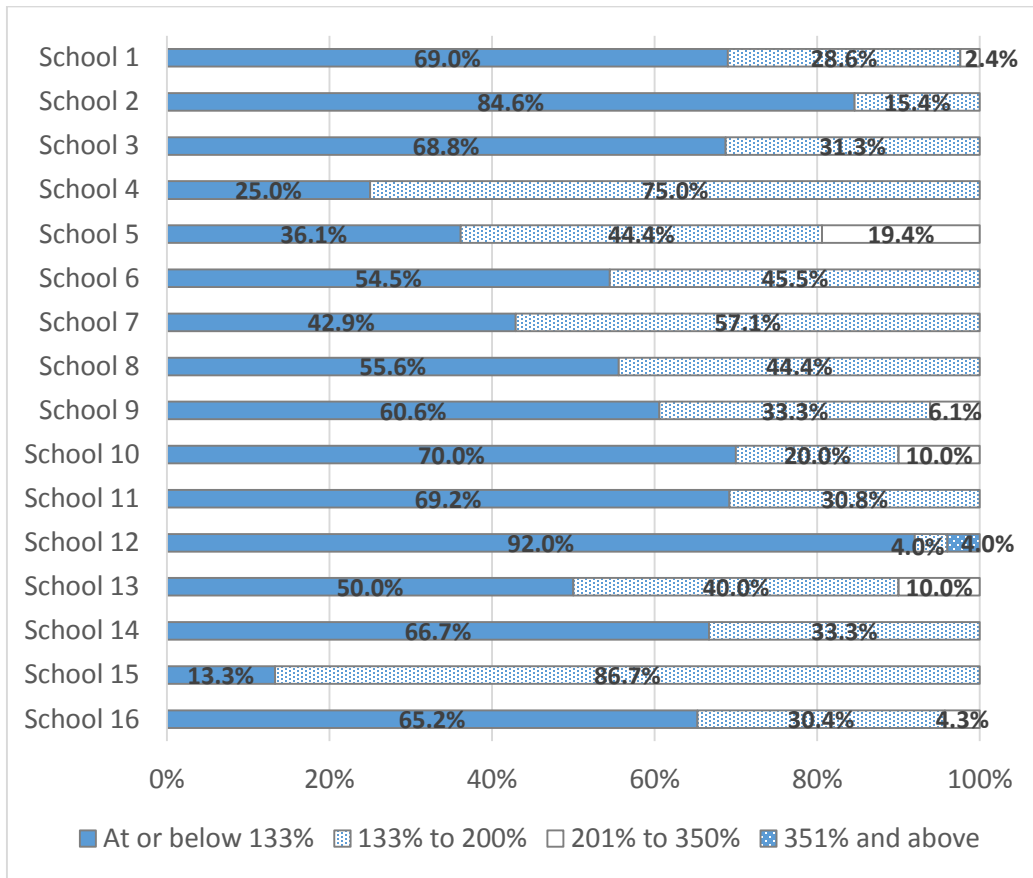


Figure 34: Montessori Enrollment by School and Income Category

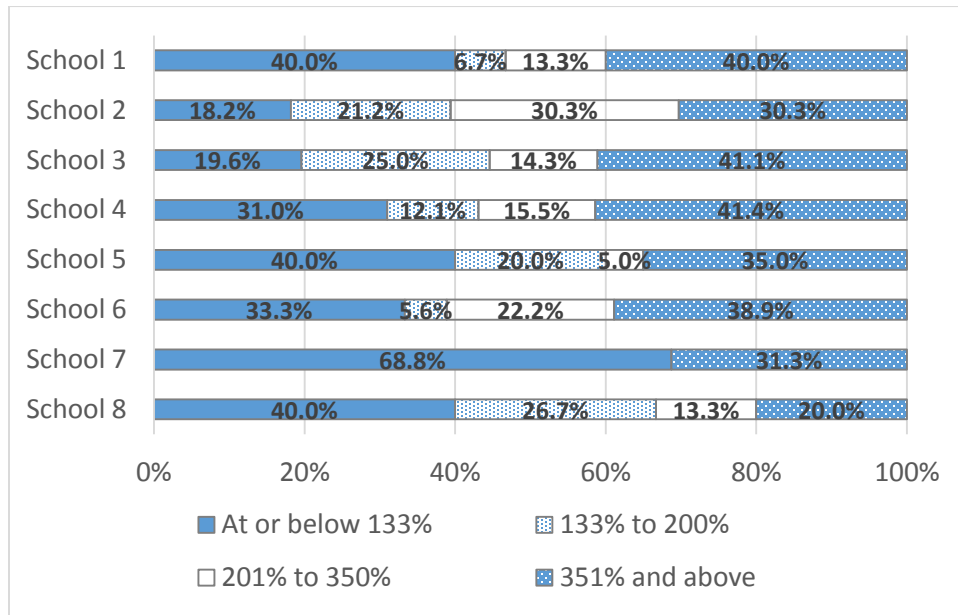
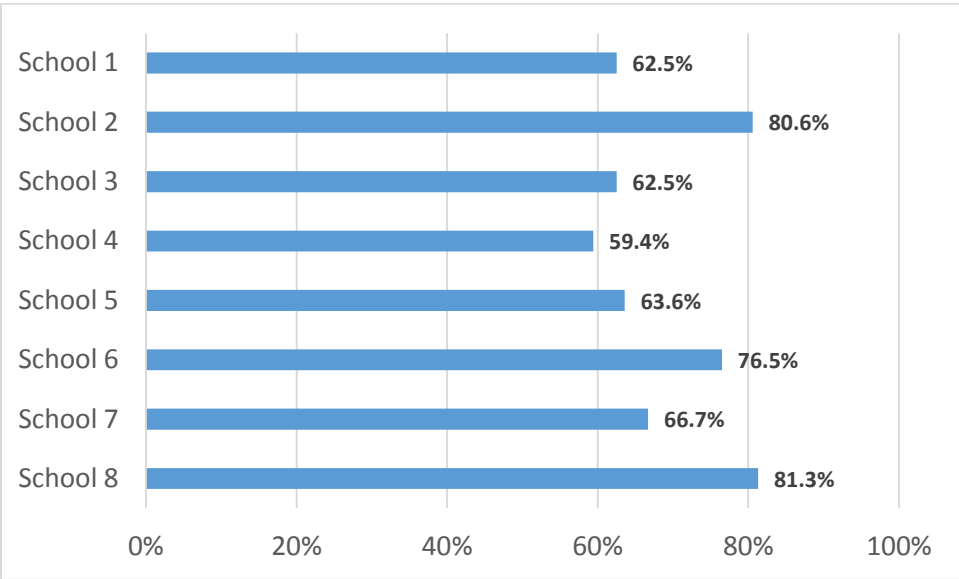


Figure 35: Percent Montessori Enrollment with an Income at or Below \$86,000



Family Participation Data

Throughout the 2015-16 school year, the Office of Planning and Evaluation collected data from all Pre-K teachers regarding events and activities that parents of students in their class had participated in. A class list was provided to teachers to check off whether a child’s parent had participated in a list of events and activities that occurred throughout the year, and this was submitted on an ongoing basis via a google sheet. A child’s parent was counted as participating if he/she had participated at least one time.

When interpreting this data, two differences among the programs should be kept in mind:

- **Home visits** are a requirement of the VPI program and not the primary Montessori or special education program.
- Both Montessori and VPI families participate in the two APS elementary **conference** days per school year to discuss student progress. VPI families are asked to participate in an additional end-of-year conference in June. At this final conference, the teacher shares the student portfolio with the parent and celebrates student success.

Figures 1-3 show overall family participation for each Pre-K program. Tables 1- 15 show family involvement for each program disaggregated by demographic variables for the student. Data in this appendix indicates whether a child’s parent participated in an event/activity at least once.

Figure 1: 2015-16 VPI Family Participation (n=535-537)

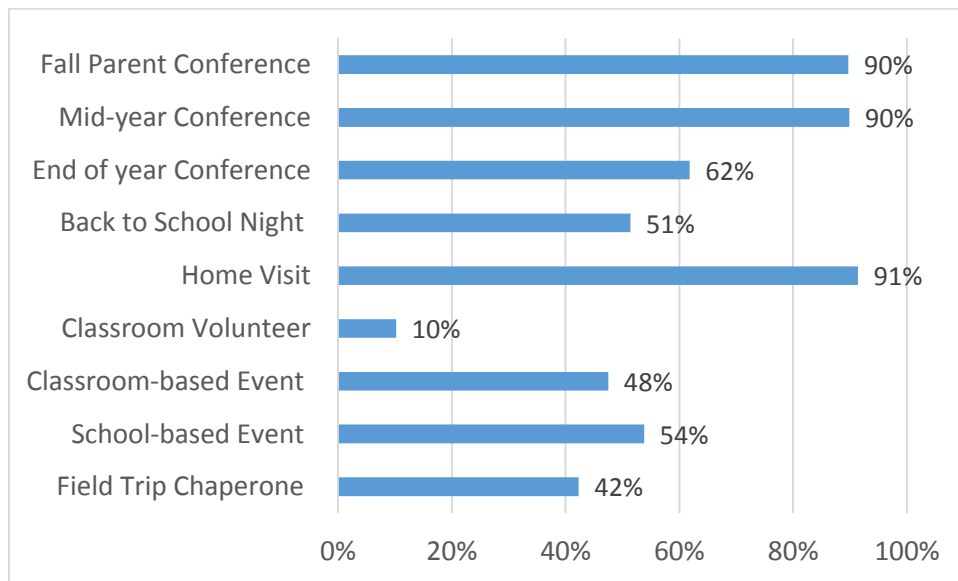


Figure 2: 2015-16 Montessori Family Participation (n=342-359)

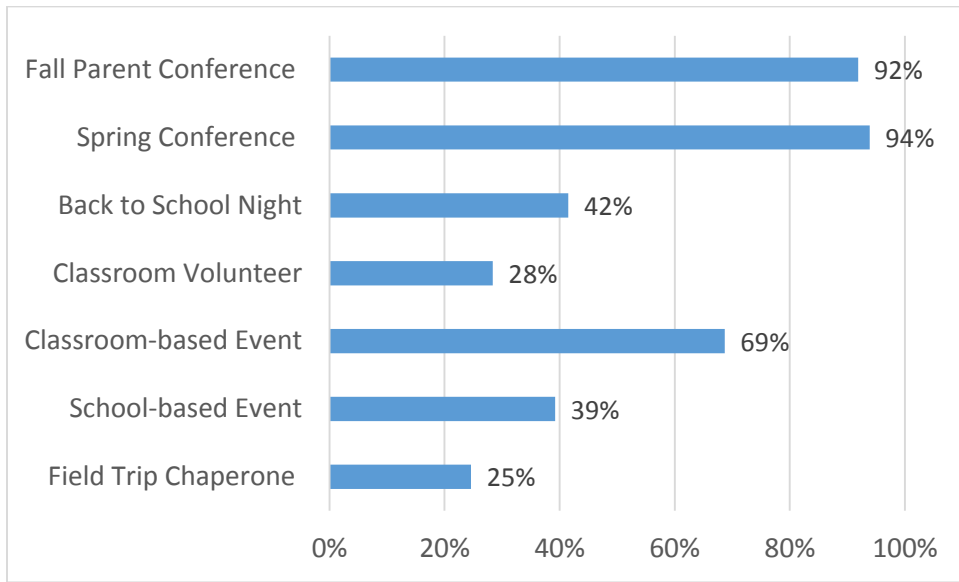


Figure 3: 2015-16 Special Education Family Participation (n=220-239)

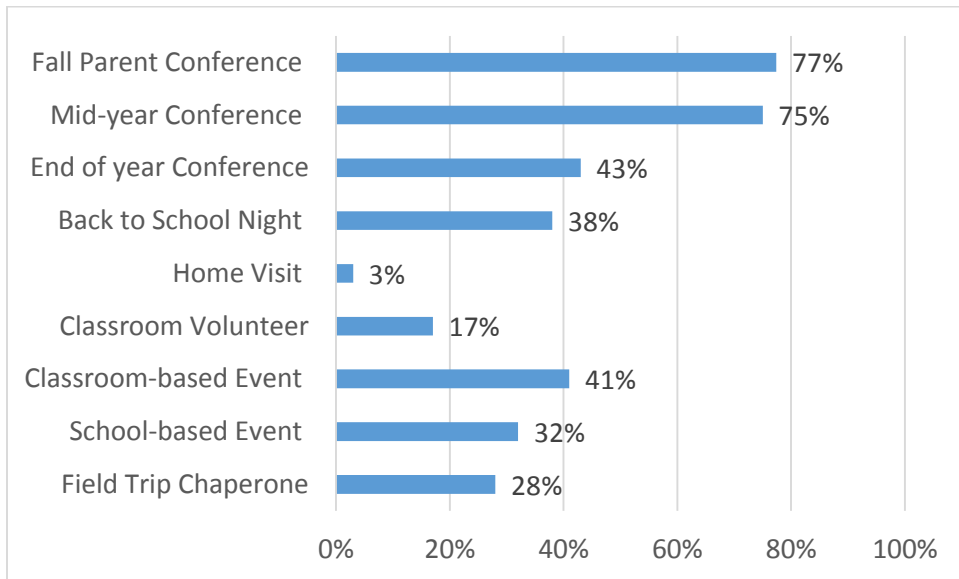


Table 1: VPI Family Participation by Gender of Child

		Female	Male
Fall Parent Conference	N	236	271
	%	88.9%	93.0%
Mid-year Conference	N	236	271
	%	93.6%	92.6%
End of Year Parent Conference	N	236	272
	%	63.6%	64.7%
Back to School Night	N	236	272
	%	52.5%	52.6%
Home Visit	N	236	272
	%	89.8%	93.8%
Classroom Volunteer	N	236	272
	%	11.0%	9.6%
Classroom-based Event	N	236	272
	%	53.3%	47.8%
School-based Event	N	236	272
	%	59.3%	50.4%
Field trip Chaperone	N	236	272
	%	50.0%	38.6%

Table 2: VPI Family Participation by LEP Status of Child

		Non-LEP	LEP
Fall Parent Conference	N	104	403
	%	94.2%	90.3%
Mid-year Conference	N	104	403
	%	94.2%	92.6%
End of Year Parent Conference	N	104	404
	%	64.4%	64.1%
Back to School Night	N	104	404
	%	51.0%	53.0%
Home Visit	N	104	404
	%	94.2%	91.3%
Classroom Volunteer	N	104	404
	%	18.3%	8.2%
Classroom-based Event	N	104	404
	%	60.5%	47.7%
School-based Event	N	104	404
	%	57.7%	53.7%
Field trip Chaperone	N	104	404
	%	42.3%	44.3%

Table 3: VPI Family Participation by Economic Status of Child

		Non-disadvantaged	Disadvantaged
Fall Parent Conference	N	131	376
	%	92.4%	90.7%
Mid-year Conference	N	131	376
	%	93.2%	92.6%
End of Year Parent Conference	N	132	376
	%	75.8%	60.1%
Back to School Night	N	132	376
	%	54.5%	51.9%
Home Visit	N	132	376
	%	93.9%	91.2%
Classroom Volunteer	N	132	376
	%	12.9%	9.3%
Classroom-based Event	N	132	376
	%	63.6%	45.7%
School-based Event	N	132	376
	%	62.1%	51.9%
Field trip Chaperone	N	132	376
	%	47.7%	42.6%

Table 4: VPI Family Participation by Disability Status of Child

		Non-SWD	SWD
Fall Parent Conference	N	446	61
	%	90.6%	95.1%
Mid-year Conference	N	446	61
	%	93.0%	91.8%
End of Year Parent Conference	N	447	61
	%	63.8%	67.2%
Back to School Night	N	447	61
	%	51.9%	57.4%
Home Visit	N	447	61
	%	91.1%	98.4%
Classroom Volunteer	N	447	61
	%	10.1%	11.5%
Classroom-based Event	N	447	61
	%	50.4%	50.8%
School-based Event	N	447	61
	%	55.3%	49.2%
Field trip Chaperone	N	447	61
	%	42.5%	54.1%

Table 5: VPI Family Participation by Race/Ethnicity of Child

		Asian	Black	Hispanic	White	Other
Fall Parent Conference	N	55	82	302	52	16
	%	87.2%	90.2%	91.7%	92.3%	93.8%
Mid-year Conference	N	55	82	302	52	16
	%	92.7%	92.7%	93.7%	88.4%	93.8%
End of Year Parent Conference	N	55	82	302	53	16
	%	65.5%	57.3%	63.2%	75.5%	75.0%
Back to School Night	N	55	82	302	53	16
	%	52.7%	37.8%	56.0%	56.6%	50.0%
Home Visit	N	55	82	302	53	16
	%	92.7%	92.7%	91.1%	98.1%	81.3%
Classroom Volunteer	N	55	82	302	53	16
	%	10.9%	4.9%	9.3%	18.9%	25.0%
Classroom-based Event	N	55	82	302	53	16
	%	54.5%	56.1%	45.7%	66.1%	43.8%
School-based Event	N	55	82	302	53	16
	%	69.1%	50.0%	50.7%	71.7%	43.8%
Field trip Chaperone	N	55	82	302	53	16
	%	29.1%	42.7%	48.3%	34.0%	50.0%

Table 6: Montessori Family Participation by Gender of Child

		Female	Male
Fall Parent Conference	N	180	166
	%	91.7%	92.2%
Spring Parent Conference	N	172	157
	%	95.6%	94.6%
Back to School Night	N	168	161
	%	42.3%	41.6%
Classroom Volunteer	N	168	161
	%	32.1%	24.8%
Classroom-based Event	N	168	161
	%	69.6%	70.8%
School-based Event	N	168	161
	%	33.3%	47.8%
Field trip Chaperone	N	168	161
	%	27.4%	23.0%

Table 7: Montessori Family Participation by LEP Status of Child

		Non-LEP	LEP
Fall Parent Conference	N	208	138
	%	93.8%	89.1%
Spring Parent Conference	N	200	129
	%	96.2%	93.5%
Back to School Night	N	196	133
	%	47.4%	33.8%
Classroom Volunteer	N	196	133
	%	32.1%	23.3%
Classroom-based Event	N	196	133
	%	77.0%	60.2%
School-based Event	N	196	133
	%	46.9%	30.8%
Field trip Chaperone	N	196	133
	%	26.5%	23.3%

Table 8: Montessori Family Participation by Economic Status of Child

		Non-disadvantaged	Disadvantaged
Fall Parent Conference	N	217	129
	%	94.9%	86.8%
Spring Parent Conference	N	212	117
	%	97.7%	90.7%
Back to School Night	N	206	123
	%	51.5%	26.0%
Classroom Volunteer	N	206	123
	%	36.4%	15.4%
Classroom-based Event	N	206	123
	%	79.6%	54.5%
School-based Event	N	206	123
	%	49.5%	25.2%
Field trip Chaperone	N	206	123
	%	30.1%	17.1%

Table 9: Montessori Family Participation by Disability Status of Child

		Non-SWD	SWD
Fall Parent Conference	N	319	27
	%	91.2%	100.0%
Spring Parent Conference	N	303	26
	%	95.0%	96.3%
Back to School Night	N	302	27
	%	43.0%	29.6%
Classroom Volunteer	N	302	27
	%	28.1%	33.3%
Classroom-based Event	N	302	27
	%	69.5%	77.8%
School-based Event	N	302	27
	%	39.4%	51.9%
Field trip Chaperone	N	302	27
	%	24.8%	29.6%

Table 10: Montessori Family Participation by Race/Ethnicity of Child

		Asian	Black	Hispanic	White	Other
Fall Parent Conference	N	55	61	87	122	21
	%	90.9%	93.4%	87.4%	93.4%	100.0%
Spring Parent Conference	N	54	54	83	117	21
	%	98.2%	88.5%	95.4%	95.9%	100.0%
Back to School Night	N	52	58	84	115	20
	%	50.0%	36.2%	23.8%	49.6%	70.0%
Classroom Volunteer	N	52	58	84	115	20
	%	34.6%	22.4%	14.3%	36.5%	45.0%
Classroom-based Event	N	52	58	84	115	20
	%	65.4%	56.9%	64.3%	78.3%	100.0%
School-based Event	N	52	58	84	115	20
	%	42.3%	25.9%	33.3%	47.0%	70.0%
Field trip Chaperone	N	52	58	84	115	20
	%	25.0%	20.7%	22.6%	28.7%	30.0%

Table 11: Special Education Family Participation by Gender of Child

		Female	Male
Fall Parent Conference	N	52	166
	%	73.1%	81.3%
Mid-year Conference	N	52	168
	%	80.8%	75.0%
End of Year Parent Conference	N	52	158
	%	46.2%	42.4%
Back to School Night	N	51	165
	%	35.3%	41.8%
Home Visit	N	49	158
	%	2.0%	3.2%
Classroom Volunteer	N	54	171
	%	20.4%	15.8%
Classroom-based Event	N	54	171
	%	38.9%	41.5%
School-based Event	N	52	170
	%	34.6%	31.2%
Field trip Chaperone	N	54	171
	%	38.9%	26.3%

Table 12: Special Education Family Participation by LEP Status of Child

		Non-LEP	LEP
Fall Parent Conference	N	201	17
	%	79.6%	76.5%
Mid-year Conference	N	203	17
	%	76.4%	76.5%
End of Year Parent Conference	N	194	16
	%	42.8%	50.0%
Back to School Night	N	199	17
	%	41.2%	29.4%
Home Visit	N	190	17
	%	2.6%	5.9%
Classroom Volunteer	N	208	17
	%	17.8%	5.9%
Classroom-based Event	N	208	17
	%	42.3%	23.5%
School-based Event	N	205	17
	%	31.7%	35.3%
Field trip Chaperone	N	208	17
	%	27.4%	41.2%

Table 13: Special Education Family Participation by Economic Status of Child

		Non-disadvantaged	Disadvantaged
Fall Parent Conference	N	152	66
	%	79.6%	78.8%
Mid-year Conference	N	153	67
	%	71.9%	86.6%
End of Year Parent Conference	N	152	58
	%	43.4%	43.1%
Back to School Night	N	151	65
	%	47.0%	24.6%
Home Visit	N	152	55
	%	2.0%	5.5%
Classroom Volunteer	N	156	69
	%	19.2%	11.6%
Classroom-based Event	N	156	69
	%	42.9%	36.2%
School-based Event	N	154	68
	%	30.5%	35.3%
Field trip Chaperone	N	156	69
	%	26.3%	33.3%

Table 14: Special Education Family Participation by Disability Status of Child

		Non-SWD	SWD
Fall Parent Conference	N	12	206
	%	75.0%	79.6%
Mid-year Conference	N	12	208
	%	91.7%	75.5%
End of Year Parent Conference	N	12	198
	%	33.3%	43.9%
Back to School Night	N	12	204
	%	58.3%	39.2%
Home Visit	N	12	195
	%	0%	3.1%
Classroom Volunteer	N	12	213
	%	50.0%	15.0%
Classroom-based Event	N	12	213
	%	83.3%	38.5%
School-based Event	N	12	210
	%	66.7%	30.0%
Field trip Chaperone	N	12	213
	%	50.0%	27.2%

Table 15: Special Education Family Participation by Race/Ethnicity of Child

		Asian	Black	Hispanic	White	Other
Fall Parent Conference	N	15	28	59	99	17
	%	80.0%	85.7%	71.2%	84.8%	64.7%
Mid-year Conference	N	15	28	60	98	19
	%	93.3%	78.6%	83.3%	76.5%	36.8%
End of Year Parent Conference	N	14	27	52	99	18
	%	42.9%	37.0%	44.2%	43.4%	50.0%
Back to School Night	N	15	28	57	99	17
	%	26.7%	46.4%	21.1%	52.5%	35.3%
Home Visit	N	15	28	58	97	17
	%	0%	0%	6.9%	2.1%	0%
Classroom Volunteer	N	15	28	62	99	21
	%	0%	14.3%	9.7%	25.3%	14.3%
Classroom-based Event	N	15	28	62	99	21
	%	40.0%	25.0%	40.3%	48.5%	28.6%
School-based Event	N	15	28	61	99	21
	%	20.0%	32.1%	31.1%	48.5%	14.3%
Field trip Chaperone	N	15	28	62	99	21
	%	6.7%	25.0%	40.3%	27.3%	19.0%

Montessori Kindergarten Discontinuation

Figure 1: Percent of Students to Leave Montessori Program in the Kindergarten Year

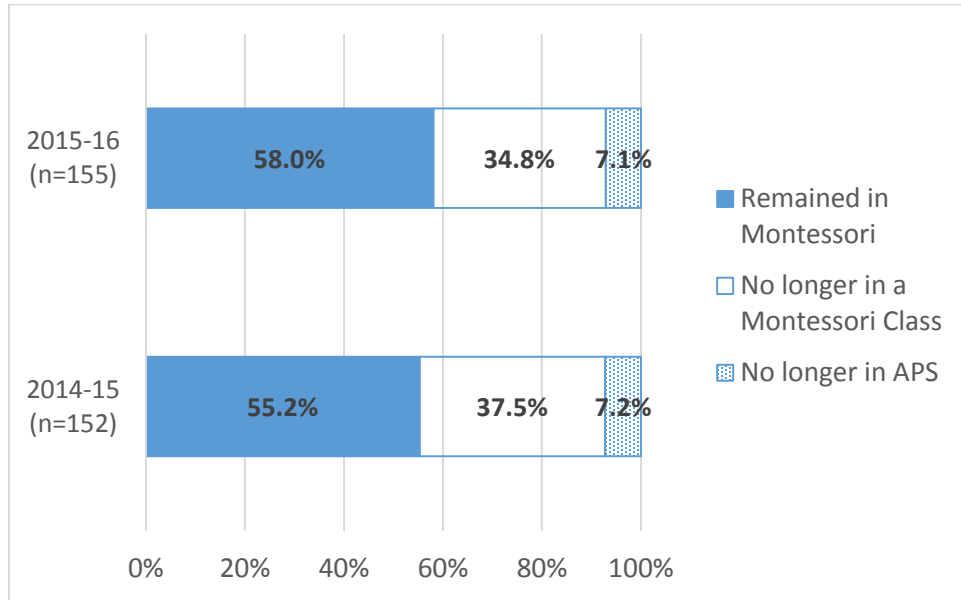
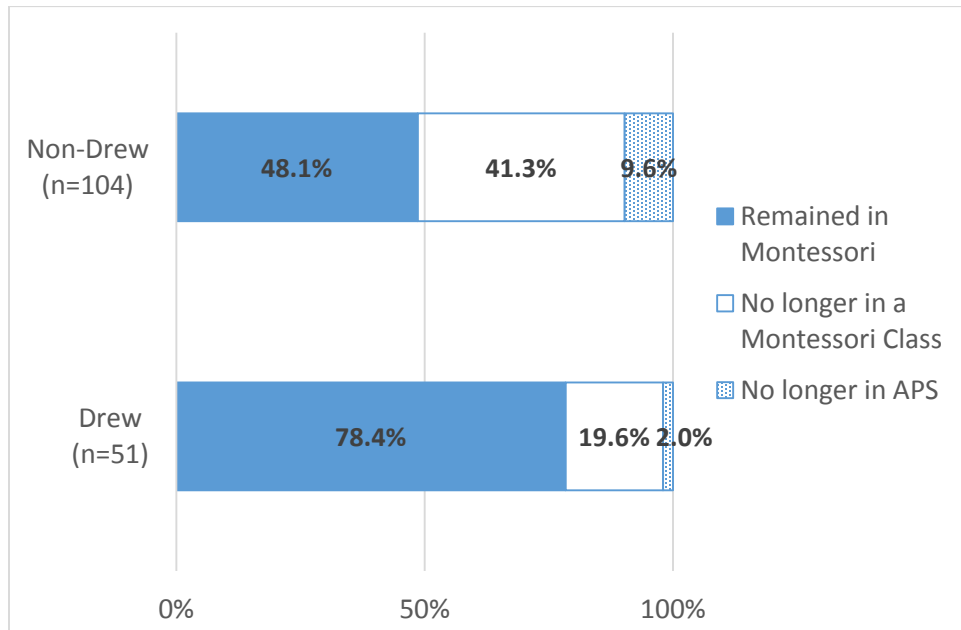


Figure 2: 2015-16 Percent of Students to Leave Montessori Program in the Kindergarten Year, Drew vs. Non-Drew Schools



Appendix C3

Figure 3: 2014-15 Percent of Students to Leave Montessori Program in the Kindergarten Year, Drew vs. Non-Drew Schools

