

2023-24

Evaluation of Early Learning Initiatives

DEPARTMENT OF EVALUATION AND ASSESSMENT

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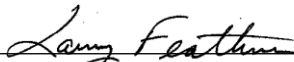
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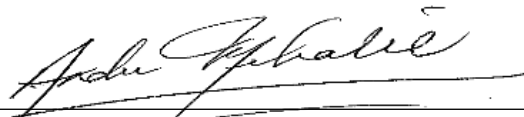
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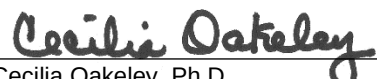
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2023-24

Evaluation of Early Learning Initiatives

KEY FINDINGS AND RECOMMENDATIONS

The purpose of this evaluation is to examine the Dallas Independent School District's (ISD) Early Learning (EL) Initiatives in 2023-24, including a) funding, b) characteristics of the students served by the program, and c) student academic performance and outcomes. This evaluation places particular focus on examining indicators related to Kindergarten (K)-readiness and rates of students performing at or above grade level in reading and mathematics by the end of grade two.

Key Findings

In 2023-24, the Dallas ISD Early Learning Department had a budget of \$34,985,255 (which excludes campus level funding for EL teachers), an increase of \$983,900 from 2022-23. The Dallas ISD employed 2,419 full-time EL teachers and staff who served 42,213 students. Key findings for 2023-24 include the following:



The total number of Dallas ISD students in early childhood (EC) through grade two has remained stable from 2021-22 to 2023-24. Kindergarten enrollment remained stable in 2023-24, after dropping in the prior year. Enrollment in prekindergarten (PK) also remained stable, following an increase in the prior year. (See page 15)



In 2023-24, EL specialists continued their expanded roles, providing direct student support (initiated in 2022-23) in addition to supporting teachers. (See page 12)



In each of the last three years, 90 percent or more of the PK and K-2 teachers assessed using the *Classroom Assessment Scoring System (CLASS)* assessment of teaching quality, met the quality thresholds on the Emotional Support and Classroom Organization domains. However, the lowest percentage of teachers (both PK and K-2) met the quality threshold for Instructional Support, with percentages falling in 2024, after having risen in 2023. (See page 19)



Among parents who completed the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program with their child, analysis of pre- and post- surveys showed large increases in the proportion of parents who reported 1) reading to their child at least three times per week, 2) reading for at least 15 minutes each time, and 3) practicing specific school related skills with their child at least three times per week. (See page 20)



The percentage of HIPPY children scoring average or above on the *Bracken* school readiness assessment increased by 13 and 14 percentage points from pretest to posttest among those who completed the 3-year-old and 4-year-old programs, respectively. (See page 22)



The Dallas ISD PK participation rate among 2023-24 K students who had formerly participated in the HIPPY program was much higher (97%) compared to the overall PK participation rate among all 2023-24 K students (74%). (See page 22)



Compared to district kindergarteners overall and to kindergarteners who attended Dallas ISD PK, a larger proportion of kindergarten students who formerly participated in the HIPPY program performed at the 'school-ready' level on the beginning-of-year (BOY) *Texas Kindergarten Early Assessment (TX-KEA)* Literacy Screener and at the on-track level on end-of-year (EOY) *Measures of Academic Progress (MAP) Growth* measure in both Reading and Mathematics. (See page 23)



In 2023-24, the percentage of PK students considered On-Track grew from BOY to EOY on Phonological Awareness, Rapid Vocabulary, and Mathematics skills, as assessed by the *CIRCLE*. EOY On-Track percentages were equal to or greater than percentages in 2021-22 and 2022-23. (See page 26)



From 2022-23 to 2023-24, the percentage of K-ready students on the *TX-KEA* Literacy Screener increased overall and by student group, with one exception. Additionally, students who had attended Dallas ISD PK achieved higher rates of K-readiness (80%) compared to students who did not attend Dallas ISD PK (47%). (See page 28)



In 2023-24, higher percentages of K students were On-Track on Vocabulary, Math, and Social Emotional Competence, as assessed by the BOY *TX-KEA*, compared to the past two years. The percentage of On-Track students for Spelling was lower than the prior year, but higher than two years ago. (See page 30)



In 2023-24, grade-one and grade-two students achieved higher rates at or above the 50th percentile on *MAP* EOY Reading, but lower rates at or above the 50th percentile on *MAP* EOY Mathematics, compared to 2022-23. (See page 32)



Grade-one and grade-two African American students achieved slightly higher rates at or above the 50th percentile on *MAP* EOY Reading and slightly lower rates at or above the 50th percentile on *MAP* EOY Mathematics, compared to 2022-23. The percentages of grade-one and grade-two African American students who performed at or above grade level (50th percentile) did not meet interim student outcome goals. (See page 31)



In 2023-24, a lower percentage of grade-three students achieved the Approaches Grade Level or Above (Approaches+) and Meets Grade Level or Above (Meets+) performance standards on *State of Texas Assessments of Academic Readiness (STAAR)* Reading and Mathematics across all student groups, compared to 2022-23. (See page 35)



Former Dallas ISD PK students consistently outperformed their peers in K-3 in Reading and Mathematics on EOY MAP and STAAR (at the Approaches+ performance standard) assessments. (See page 37)



For any given K-cohort, the perceived benefit of PK in grades K-2 appears to be greater for mathematics, compared to reading. (See page 37)

Recommendations

Based on the key findings, the following recommendations are offered for stakeholders.

Continue building public awareness of strengths and academic benefits of the Dallas ISD PK program. Dallas ISD PK students consistently demonstrate higher K-readiness rates compared to their peers who did not attend district PK, as measured by the BOY TX-KEA Literacy Screener. Additionally, data shows that students who formerly attended district PK are more likely to perform better on reading and mathematics assessments. By increasing public awareness of these benefits, the district can more effectively promote the value of early childhood education and encourage families to enroll their children in the program.

Investigate causes of attrition among PK students. The total enrollment in EC through grade two remained relatively stable from 2021-22 to 2023-24, as have re-enrollment rates for PK students and continuous enrollment rates for K student cohorts through grade two. However, analysis of enrollment trends reveals that PK students are less likely to return the following year compared to K students, with one in five students not returning to the district the following year.¹ This rate is nearly twice that of K students, approximately 12% of whom do not re-enroll the following year. Investigating and identifying root causes for the higher attrition rate among PK students, compared to K students, will help program managers improve student retention.

Continue building public awareness of the specific strengths and academic benefits of the Dallas ISD HIPPY program. Dallas ISD HIPPY program families reported increased parental engagement including increased reading frequency, reading duration, and interactive reading practices. Children in the HIPPY program demonstrated substantial growth in school readiness skills. Additionally, former HIPPY participants had higher rates of kindergarten readiness and achieved higher levels of academic growth in both reading and mathematics. By increasing public awareness of these benefits, the district can attract more families to participate in the program, ultimately leading to improved educational outcomes for a larger number of children.

Continue to monitor teacher's instructional support quality. In 2023-24, while CLASS data shows a consistent positive trend in emotional support and classroom organization, data also reveals an opportunity to further enhance instructional support. In spring 2024, 68% of PK teachers and 63% of K through grade two teachers met the quality threshold for instructional support. In 2024-25, the EL

¹ The PK attrition rate is consistent with the overall district attrition rate since 2020-21 of 22%. (See TEA Annual Attrition Rates by year and district for details: <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout/completion-graduation-and-dropout-data>)

Department will transition to using internal *CLASS* assessments providing program managers a unique opportunity to provide targeted coaching and professional development to further elevate instructional practices across to all teachers.

Evaluation of Early Learning Initiatives

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM BACKGROUND

Early childhood (i.e., birth to approximately eight years old) is generally considered the most significant and influential time of life (Follari, 2015). Previous research has indicated that early childhood education programs can provide a multitude of benefits, such as (a) developing foundational skills in language and literacy (Brown, 2014; Han & Neuharth-Pritchett, 2017), (b) improving children's academic performance in reading and mathematics (Andrews et al., 2012; González, 2022; Huston et al., 2012; Kainz, 2019; Weiland & Yoshikawa, 2013), and (c) closing achievement gaps based on ethnicity and socioeconomic status (González, 2022; Hanover Research, 2014; Huston et al., 2012; Kainz, 2019; Reardon & Portilla, 2016). In addition, the following recommendations have been found to improve the quality and effectiveness of early childhood education programs:

- Using developmentally focused curricula to target specific aspects of learning (e.g., language and literacy, mathematics, or social emotional development) can provide a substantial improvement in academic outcomes (Yoshikawa et al., 2013).
- Providing professional development (PD) and coaching for teachers can positively impact instructional practices, which can improve children's learning (Eadie et al., 2019; Maier & Kou, 2019; Kainz, 2019; Keily et al., 2019).
- Providing parent involvement opportunities can bolster children's academic achievement (Hanover Research, 2014; Puccioni et al., 2019).
- Supporting children's transition from high-quality Pre-kindergarten (PK) to Kindergarten (K) and elementary school can improve children's academic and social gains and long-term success (Keily et al., 2019).

In 2023-24, Early Learning (EL) continued to be a district priority and was included as one of five current Dallas Independent School District (ISD) Strategic Initiatives.² Continuing its years-long expansion effort to meet the needs of the community, Dallas ISD added availability for full-day PK for three-year-olds (PK3), by offering PK at more campuses, increasing the number of PK3 classrooms at campuses where it was already being offered, and converting some half-day PK3 programs into full-day programs.³ PK Partnerships (PKPs)⁴ continued to play a critical role in the district's endeavor to increase student capacity, allowing the district to overcome physical space limitations. The district also maintained its commitment to

² A list of all Dallas ISD Strategic Initiatives can be found on the Dallas ISD website at <https://www.dallasisd.org/Page/72601>

³ See Appendix B for a comprehensive timeline of the Dallas ISD Early Learning Initiatives.

⁴ Partner sites are pre-existing childcare centers where students are enrolled with Dallas ISD and the district provides funding as well as a lead teacher for each PK classroom.

increasing accessibility through the promotion of PK scholarships for those who do not meet state requirements for free PK, but who cannot afford to pay tuition.

PROGRAM DESCRIPTION

The sections below include the EL Department's program components, staff, budget, and goals. For all methodology, see Appendix C.

Program Components

HIPPY Program

Dallas ISD's Home Instruction for Parents of Preschool Youngsters (HIPPY) is a home visitation program for parents of two-to-four-year-olds that trains parents to be their child's first teacher. The program aims to increase parental involvement and thereby ensure school readiness. The HIPPY curriculum promotes cognitive, social-emotional, and motor skill development. Dallas ISD's HIPPY program has historically been one of the largest in Texas.⁵

PK Program

The Dallas ISD PK program comprises various options that differ by student age and program site.⁶ Students who are three years old on or before September 1 may attend PK3 at one of many Dallas ISD elementary schools. These PK3 classes are either half-day or full-day, depending on location. Students in half-day PK3 are enrolled in either a morning program or an afternoon program, based on available space. Lunch is provided to both morning and afternoon students.

Students who are four years old on or before September 1 may also attend prekindergarten for four-year-olds (PK4) at one of many Dallas ISD elementary schools. All PK4 classes are full-day.

Dallas ISD children may also enroll as PK3 or PK4 students at one of the district's PKP sites. These are community childcare centers that collaborate with the district to provide high quality education to 3- and 4-year-olds. PKP classes are full-day and mixed-age.

Dallas ISD also offers PK3 and PK4 at several Choice Schools that are designed around an innovative model such as Montessori, Performing and Visual Arts, Personalized Learning, Single Gender, or STEM (Science, Technology, Engineering, and Math). Like PKP classrooms, Montessori classrooms are mixed-age.

PK Program Eligibility

Families residing within the Dallas ISD boundaries who meet state eligibility requirements may enroll their children in PK for free.⁷ Over 94% of families qualify for this option. An additional four percent of families qualify for a district scholarship, allowing their children to also attend PK for free. For the less than two percent who do not qualify for these options, tuition-based PK is also available through the district

⁵ As reported by the Dallas ISD HIPPY Director on 01/29/20.

⁶ List of all campuses and partner sites can be found on the Early Learning website at <https://www.dallasisd.org/Page/74641>.

⁷ For more information about the Dallas ISD PK eligibility requirements, see <https://www.dallasisd.org/Page/74638>.

(Table 1). PK for special education (SPED) students is provided through the Dallas ISD Early Childhood (EC) program, which serves children with qualifying disabilities at no cost starting at age three.⁸

Table 1: Eligibility Criteria for Participation in Dallas ISD PK Program⁹

Opportunity	Eligibility Criteria
Free PK	A child is eligible for free PK if the child is 3-years-old or is 4-years-old on or before September 1st and meets at least one of the following eligibility requirements: • is educationally disadvantaged (which means a student eligible to participate in the national free or reduced lunch program), including students who receive SNAP, TANF, or Medicaid benefits; or • is unable to speak and comprehend the English language (based on pre-LAS score); or • is homeless; or • is or ever has been in the conservatorship of the Department of Family and Protective Services (foster care); or • is the child of an active-duty member of the armed forces of the United States or is the child of a member of the armed forces of the United States who was injured or killed while serving on active duty; or • is the child of a recipient of the Star of Texas Award
Scholarship*	A child is eligible for the Dallas ISD PK Scholarship if the child is 3-years-old or is 4-years-old on or before September 1st and does not meet eligibility criteria for free PK but meets at least one of the following: • Student group with historical academic needs as identified in district data (currently identified as African American students) • Expanded income • Native English speaker unable to speak or comprehend the English language. Parents may request their child be evaluated for English proficiency (pre-LAS).
Tuition-based**	A child is eligible for tuition PK if the child is 3-years-old or is 4-years-old on or before September 1st and does not meet eligibility criteria for free PK or for the Dallas ISD PK Scholarship.

Source: Dallas ISD Early Learning website <https://www.dallasisd.org/Page/74638>

Notes: PK = Prekindergarten. SNAP = Supplemental Nutrition Assistance Program. TANF = Temporary Assistance for Needy Families. preLAS = English Language Proficiency Assessment for Early Learners. * In 2023-24, approximately five percent of PK students ($n = 516$) attended via scholarships, up from four percent in 2022-23 but down from six percent in 2021-22. ** Fewer than two percent of PK attendees in 2023-24 paid tuition ($n = 179$).

Program Staff

In 2023-24, a total of 2,236 EL teachers and 183 other EL staff were employed in Dallas ISD (Table 2). Other staff included Instructional Specialists ($n = 121$), HIPPIY Home Instructors ($n = 32$ including 7 part-time staff), Specialists ($n = 10$, including 6 for HIPPIY), and Coordinators ($n = 7$). The majority of all EL staff in the district were female (86%) and were Hispanic or African American (57% and 26%, respectively). The average length of experience in the Dallas ISD among all EL staff was nine years.

⁸ For information about EC enrollment, see <http://tea.texas.gov/index4.aspx?id=2147494988>.

⁹ Montessori schools were not required to follow these requirements.

Table 2: 2023-24 Characteristics of Early Learning Staff

	EL Teachers (n = 2,236)		Other EL Staff (n = 183)		All EL Staff (N = 2,419)	
	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Gender						
Female	1,918	85.8	170	92.9	2,088	86.3
Male	318	14.2	13	7.1	331	13.7
Ethnicity						
Hispanic or Latino	1,272	56.9	99	54.1	1,371	56.7
Black or Afr Am	571	25.5	66	36.1	637	26.3
White	326	14.6	14	7.7	340	14.1
Other	67	3.0	4	2.1	71	2.9
Highest Degree Obtained*						
Unspecified	200	8.9	44	24.0	244	10.1
High School	4	0.2	6	3.3	10	0.4
Associate	20	0.9	2	1.1	22	0.9
Bachelor	1,630	72.9	59	32.3	1,689	69.8
Master	364	16.3	70	38.3	434	17.9
Doctorate	18	0.8	2	1.1	20	0.8
Alternative Certification						
In AC Program	57	2.5	-	-	57	2.4
DISD Experience						
Newly hired	227	10.2	9	4.9	236	9.8
1-2 years	426	19.0	16	8.8	442	18.3
3-5 years	411	18.4	29	15.9	440	18.2
6-10 years	521	23.4	46	25.2	567	23.4
11+ years	651	29.0	83	45.2	734	30.3

Source: District personnel data file dated 04/15/24 (2023-24).

Note: EL = Early Learning. Afr Am = African American. AC = Alternative Certification. DISD = Dallas Independent School District. * Highest degree earned at the time of hire. Percentages may not add to 100 because of rounding. - = no staff in a category. Average years of experience for EL Teachers = 8, Other EL Staff = 11, and All EL Staff = 9.

A sizeable portion of EL teachers were no longer teaching early learning grades or left the district over the past three years (Appendix D). However, overall retention rates are trending higher. Of the 2020-21 cohort of EL teachers ($n = 2,047$), 67 percent continued to teach in an early learning grade level the following year (2021-22). The two-year retention rate for the 2020-21 teacher cohort was 60 percent and the three-year retention rate was 50 percent. For the 2021-22 cohort of EL teachers ($n = 1,840$), the one-year retention rate was 74 percent and the two-year retention rate was 61 percent. For 2022-23 cohort of EL teachers ($n = 2,294$), the one-year retention rate was 74 percent continued to teach in an early learning grade in 2023-24.

Budget

The EL Department's 2023-24 budget was \$34,985,255, an increase of \$983,900 from 2022-23 fiscal year (Table 3).

Table 3: 2022-23 and 2023-24 Early Learning Department Funding

School Year	General Operation	Title I	Title II	Total
2022-23	\$30,055,303	\$2,495,710	\$1,450,342	\$34,001,355
2023-24	\$28,064,320	\$5,422,718	\$1,498,217	\$34,985,255

Source: 2022-23 information received from the Early Learning Department (11/28/2023). 2023-24 information received from the Early Learning Department (08/27/2024 and 9/4/2024).

Note: The EL Department's budget does not include EL teacher salaries and benefits. The Dallas ISD HIPPY program was funded with \$884,707 (31.5%) of the EL Dept. general operating funds, \$1,308,750 of the Title I funds, and \$395,781 from the United Way. The total budget for HIPPY of \$2,589,238 represents an increase of \$184,626 compared to 2022-23 (\$2,404,612), resulting from an increase in general operating and United Way funds).

Program Goals

In 2023-24, the Dallas ISD EL Department continued its pursuit of two principal goals: 1) increase Kindergarten readiness (K-readiness) and 2) increase on-grade-level performance in reading and mathematics by the end of grade three.

The following specific objectives relate to the K-readiness goal:

- Improve K-readiness year-over-year as measured by the *Texas Kindergarten Entry Assessment (TX-KEA)* Literacy Screener. (Objective met; page 28)
- Increase PK enrollment year-over-year. (Objective met; page 15)
- Maintain/improve quality of PK teaching as measured by the *Classroom Assessment Scoring System (CLASS)*. (Objective partially met; page 19)
- Continuous improvement in PK outcomes as measured by the *CIRCLE Progress Monitoring System (CIRCLE)*. (Objective mostly met; page 26)

The following specific objectives relate to increasing on-grade-level performance in reading and mathematics by the end of grade three:

- 2023-24 interim student outcome goal for Student Outcome Goal 2 - Increase the proportion of grade three students performing at the Meets+ performance standard on *STAAR* Reading to 52%. (Objective not met; page 34)
- 2023-24 interim student outcome goal for Student Outcome Goal 3 - Increase the proportion of grade three students performing at the Meets+ performance standard on *STAAR* Mathematics to 53%. (Objective not met; page 34)
- Maintain/improve quality of K-2 teaching as measured by *CLASS*. (Objective partially met; page 19)
- Continuous improvement in K outcomes as measured by *TX-KEA* and *EOY MAP Growth*. (Objective mostly met; pages 28 and 58)

- Continuous improvement in grade-one (at beginning-of-year [BOY], middle-of-year [MOY], and EOY) and grade-two (at BOY and MOY) outcomes as measured by *MAP Growth*. (Objective mostly met; page 32)
- Increase the proportion of grade-two students performing at or above grade level in reading and mathematics, year-over-year, as measured by the end-of-year (EOY) Northwest Evaluation Association (NWEA) *Measures of Academic Progress - Growth (MAP Growth)*. (Objective partially met; page 33)

EVALUATION QUESTIONS AND RESULTS

EQ1: How was the Early Learning program implemented in 2023-2024?

Key findings from this section:



The total number of Dallas ISD students in EC through grade-two has remained stable from 2021-22 to 2023-24. K enrollment remained stable in 2023-24, after dropping in the prior year. Enrollment in PK also remained stable, following an increase in the prior year.



In 2023-24, EL specialists continued their expanded roles, providing direct student support (initiated in 2022-23) in addition to supporting teachers.

This section includes details about how EL initiatives were implemented during the 2023-24 school year, obtained from interviews conducted with EL Department leaders (including Executive Director of EL and EL Directors of Instructional Strategy, Programs & Partnerships, Family & Community Engagement, Operations & Data, and the HIPPY Program). In 2023-24, the EL Department continued to be guided by two primary goals: to increase rates of K-readiness and to increase the proportion of students who are on grade level in reading and mathematics by the end of third grade.

Engagement with community partners

In 2023-24, the Dallas ISD EL Department continued to engage with a network of partners (including Texas HIPPY, AVANCE – North Texas, Concilio, Bachman Lake Together Family Center, and the Strong Start Dallas initiative) to provide continuums of care to students and families (Table 4). Engagement with these organizations allowed the district to conduct outreach and provide wrap-around services to families of future students, from birth, so that a solid foundation may be built prior to starting school. These partners also helped raise awareness in the community about the importance of attending PK.

Table 4: 2023-24 Early Learning Department Partners and Programs

Partner/Program	Target Population	Program Description
Texas HIPPY ¹⁰ Home Instruction for Parents of Preschool Youngsters (HIPPY)	Families with children two to four years of age	Home visitation program that trains parents to be their child's first teacher
AVANCE – North Texas ¹¹ Parent-Child Education Program	Predominantly serves Latino families	- Uses a two-generation model to provide services to parents as well as to their children - Aims to help parents become their child's best first teacher
Concilio ¹² - LENA Start¹³ - Parents as Leaders	Parents of infants to children three years of age	- Aimed at increasing parent-child conversation to build vocabulary - Helping parents become their child's best first teacher
Bachman Lake Together ¹⁴	Families with children in the Bachman Lake community	Focuses on ensuring K-readiness by connecting families with services and promoting early education and PK enrollment
Dallas ISD/Strong Start Dallas	Pediatricians and clinics that serve pregnant women and new mothers	Distribute packets of books and information about how parents can foster learning starting at birth, as well as information about how to enroll their children in various educational programs

HIPPY

In 2023-24, per HIPPY regulations, full-time home instructors carried a maximum caseload of 25 children while part-time home instructors carried a maximum caseload of 15 children. As a result, the number of families that can be served by the program is constrained by the number of home instructors on staff.

The Dallas ISD HIPPY program utilizes a train-the-trainer approach to program delivery. Weekly, coordinators utilized role play to train home instructors. In turn, instructors used the same method to teach parents, who were then expected to incorporate the behaviors into daily interactions with their child.

Home instructors met with parents for approximately 45 to 60 minutes, once per week for 30 weeks. Families were provided weekly curriculum materials that included story books and five interactive activities. The activities were designed to take about 15 minutes each and focus on different developmental areas (Literacy/Language, Math, Science, Physical/Motor, and Social/Emotional).

¹⁰ Formerly part of the University of North Texas. As of 2023 it is an independent non-profit organization.

¹¹ For more information about AVANCE, see <https://www.avance.org/>.

¹² For more information about Concilio, see <https://www.theconcilio.org/>.

¹³ For more information about LENA, see <https://www.lena.org/>.

¹⁴ For more information about Bachman Lake Together Family Center, see <https://bachmanlaketogether.org/>.

Recruitment and re-enrollment efforts

To promote PK enrollment for the 2023-24 school year, the EL Department used local billboards, door hangers on homes, signage in convenience stores and gas stations, social media, radio announcements, a television commercial, an ad in a local publication, hosting booths at community events, mailers, yard signs, banners for schools, enrollment backpacks, and student bracelets. Mailers targeted parents with students eligible for Dallas ISD PK enrollment and highlighted ease of enrollment as well as options for PK scholarships or tuition (for those who would not qualify for free PK). The department also held in-person enrollment registration events on Saturdays in April and May 2023.

To aid with retention of students from PK3 to PK4 as well as from PK4 to K, three touchpoints were carried out (in November, December, and February) to send out thank you notes, books, and cards to parents of current Dallas ISD PK students.

Expansion of PK3 and PK4

Alongside efforts to increase demand for PK through recruitment and re-enrollment initiatives, Dallas ISD also continued to expand its capacity to offer PK. In particular, the district sought to grow the PK3 program, including the full-day PK3 options. Critical to this initiative were PKPs formed from collaborations with Head Start and other third-party childcare centers. In 2023-24, most Dallas ISD PK students attended PK at district elementary schools. However, there were two district campuses serving only PK students (Arlington Park and J.J. Rhodes) and one serving only EL students (EC/PK-2; Harllee Early Childhood Center). In addition, students also had the option to attend Dallas ISD PK at district PKP sites.

In 2023-24, Dallas ISD offered both PK3 and PK4 at 135 locations, eight more than were available in 2022-23. Of these, 38 (28%) provided half-day PK3 and 97 (72%) provided full-day PK3. Forty of the 135 locations (30%) were PKP sites. Additionally, 47 of the 135 locations (35%) utilized mixed age classrooms, including the 40 PKP sites and seven Montessori campuses. An additional 53 elementary campuses offered only PK4, for a total of 188 PK4 locations, the same number available in 2022-23.

Coaching and training to teachers

To improve quality of teaching, EL Department specialists continued to provide support to teachers through coaching and PD. EL specialists are designated to support one of three areas: PK teachers, K-2 teachers, or teachers in the Reading Academy. Twelve EL specialists, assigned by region, supported PK teachers, focusing on brand new teachers and teachers new to the grade level. Thirteen specialists supported teachers in the House Bill 3 (HB3) Reading Academy (785 K-3 teachers across all 153 elementary schools). Ninety-eight K-2 specialists provided coaching support to a total of 115 high needs campuses, an increase of 16 campuses from 2022-23.

In a continued effort to meet the district's need for accelerated learning, EL K-2 specialists in 2023-24 continued to split their time between working with teachers and working directly with Tier II students in small groups. Specifically, specialists provided reading support to 960 grade-two students, including

approximately 280 African American students. K-2 specialists were also deployed to help provide direct student support for reading to 912 third graders.

Following a train-the-trainer approach, specialists continued to receive training on EL curriculums, including Amplify and Eureka which were rolled out in 2023-24 to all elementary campuses. A focus on high quality instructional materials/curricula is integral to efforts to improve the quality of teaching. For details about the various EL curricula see Appendix L. Additionally, all specialists received coaching training through Results Coaching Global (to be certified at Levels I and II within their first two years).

In 2023-24, the district continued its collaboration with Southern Methodist University (SMU) to deploy the *CLASS* observation instrument to measure the quality of teacher-student interactions in PK as well as K-2 classrooms. Specialists were then able to utilize results from the *CLASS* observations to target their coaching with teachers to improve classroom quality. For detailed information about additional supports the EL department provided to teachers see Appendix L.

Students Served

HIPPY

In 2023-24, the Dallas ISD HIPPY program enrolled 687 families and 764 children (20 fewer than in 2022-23).¹⁵ As in the prior year, enrollment was higher for the 3- and 4-year-old programs (35% each, $n = 269$ and 270 , respectively) compared to the 2-year-old program (30%, $n = 225$).¹⁶ Compared to 2022-23, 37 fewer children were enrolled in the 3-year-old program, 31 more enrolled in the 4-year-old program, and six fewer enrolled in the 2-year-old program.

- As in 2022-23, children enrolled in the HIPPY program were overwhelmingly Hispanic (89%, $n = 676$). Similarly, the majority of families in the HIPPY program enrolled in the Spanish curriculum (76%, $n = 578$). While only ten percent ($n = 78$) of those enrolled were African American, this was two percentage points higher ($n = +17$) than in 2022-23.
- Participants who completed 26 of 30 home visits were designated as completers. In 2023-24, 76% ($n = 579$) of the 764 children enrolled in HIPPY completed the program, a six percentage-point decrease compared to 2022-23 (82%; $n = 646$).
- Eighty-five percent of those who completed the first two months of home visits went on to complete the program in 2023-24 (compared to 94% in 2022-23).
- Completion rates were highest in the 4-year-old program (80%, $n = 217$), followed by the 2-year-old program (74%, $n = 167$) and the 3-year-old program (73%, $n = 195$). Compared to 2022-23, completion rates decreased for all three programs (by 7, 1, and 13 percentage points, respectively).
- Completion rates also varied by race/ethnicity: 79% ($n = 531$) for Hispanic children, 56% ($n = 44$) for African American children. Compared to 2022-23, completion rates decreased for both groups (by 5 and 13 percentage points, respectively).

¹⁵ HIPPY Visit Tracker data files 08/07/2024.

¹⁶ The Dallas ISD HIPPY curriculum consists of three years of programming, for 2-year-olds, 3-year-olds, and 4-year-olds. Enrollment is according to the child's age on September 1st.

- Twenty-one percent ($n = 46$) of children who completed the 4-year-old HIPPY program were concurrently enrolled in Dallas ISD prekindergarten (PK4). In addition, 11% ($n = 22$) of those in the 3-year-old program were also concurrently enrolled as PK3 students.

EC through grade-two

In 2023-24, 42,213 students were enrolled in EC through grade-two (Table 5). Most of the students were Hispanic (70%) or African American (20%), with the majority of students being classified as economically disadvantaged (EcoDis; 87%). Just over half of the students were Emergent Bilingual (EB) students (52%). Demographic breakdown by school year provided in Appendix E.

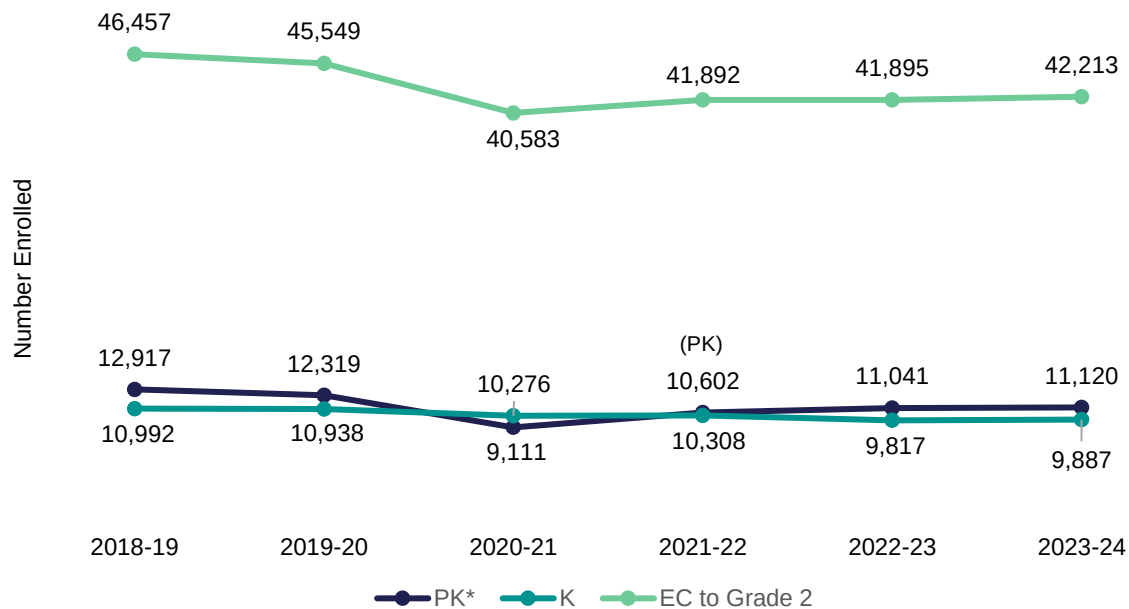
Table 5: 2023-24 Student Characteristics for Early Childhood Through Grade-Two Students by Grade Level and Student Group

	EC ($n = 705$)		All PK ($n = 10,415$)		K-2 ($n = 31,093$)		Total ($N = 42,213$)	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Sex*								
Female	197	27.9	5,300	50.9	15,241	49.0	20,738	49.1
Male	508	72.1	5,115	49.1	15,852	51.0	21,475	50.9
Ethnicity*								
African American	180	25.5	2,573	24.7	5,724	18.4	8,477	20.1
Hispanic	453	64.3	7,070	67.9	21,866	70.3	29,389	69.6
White	46	6.5	374	3.6	2,164	7.0	2,584	6.1
Other	25	3.5	395	3.8	1,331	4.3	1,751	4.1
Special Populations								
EcoDis	575	81.6	9,427	90.5	26,563	85.4	36,565	86.6
Emergent Bilingual	299	42.4	5,259	50.5	16,190	52.1	21,748	51.5
Special Education	704	99.9	399	3.8	3,577	11.5	4,680	11.1
Homeless	20	2.8	519	5.0	970	3.1	1,509	3.6

Source: District demographics data file dated 05/13/2024.

Note: PK = Prekindergarten. "All PK" comprises PK3 and PK4 students attending classes at a Dallas ISD campus or a PK Partnership site. EcoDis = Economically disadvantaged. * = Some students did not have a Sex or Race/Ethnicity code, so *ns* may not sum to the grade level *n* or total *N*. Some percentages may not sum to 100 because of rounding.

The total number of Dallas ISD EC through grade-two students remained stable from 2021-22 to 2023-24 (with a slight increase of 318 students in 2023-24) (Figure 1). K enrollment remained stable in 2023-24, after dropping in the prior year. Finally, enrollment in PK also remained stable following an increase in the prior year.

Figure 1: 2018-19 to 2023-24 Dallas ISD Early Childhood to Grade 2 Enrollment Rates

Source: 2018-19 to 2020-21 (Tyree, 2021), 2021-22 (Voss, Kim & Tyree, 2022), 2022-23 (Eells, 2023). District demographics data file dated 05/13/2024 (2023-24).

Note: PK = Prekindergarten. * In Figure 1, PK totals include EC, PK3 and PK4, at both Dallas ISD campuses and PK Partnership sites. K = Kindergarten. EC = Early Childhood (i.e., SPED PK).

Continuous Enrollment Rates

HIPPY re-enrollment

In 2023-24, forty-six percent ($n = 250$) of children enrolled in the HIPPY 3- and 4-year-old programs were returning participants who had completed the prior year's curriculum. Specifically, 35% ($n = 93$) of the 3-year-old program enrollees and 58% ($n = 157$) of the 4-year-old program enrollees had completed the prior year's program.

PK re-enrollment

In the 2022-23 school year, 10,576 students were enrolled in PK (PK3 and PK4 total). Of these, 79 percent ($n = 8,374$) remained enrolled in 2023-24. This re-enrollment rate is consistent with the prior two years, with 78-79 percent re-enrollment.¹⁷ Specifically, from 2021-22 to 2022-23, 78 percent ($n = 8,021$) of the 10,231 students who were enrolled in PK remained enrolled in the district. Likewise, from 2020-21 to 2021-22, 79 percent ($n = 6,962$) of the 8,777 students who were enrolled in PK remained enrolled in the district.

K to Grade Three

The 2020-21 K cohort had 10,276 students enrolled on the PEIMS snapshot date. Of these students, 68 percent remained continuously enrolled for four years, through 2023-24 (most students'

¹⁷ The PK attrition rate is consistent with the overall district attrition rate since 2020-21 of 22%. (See TEA Annual Attrition Rates by year and district for details: <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout/completion-graduation-and-dropout-data>)

grade-three year). The K-3 continuous enrollment rate for the 2020-21 K cohort remained stable compared to the prior two K cohorts (with a slight increase of 0.2 - 1.1 percentage points). The number of students in the 2020-21 K cohort was smaller compared to the prior two K cohorts (by 6-6.5%). The largest student loss for each of these three cohorts was between K and Grade One (about 12-13%). Table 6 contains detailed year-to-year enrollment data, with each student in a single K cohort.

Table 6: 2018-19 to 2020-21 Kindergarten Cohorts Continuous Enrollment through Grade Three

Years Enrolled	Enrolled	
	<i>n</i>	%
2020-21 K Students (N = 10,276)		
Enrolled 2020-21 to 2023-24 (4 years)	6,946	67.6
Enrolled 2020-21 to 2022-23 (3 years)	743	7.2
Enrolled 2020-21 to 2021-22 (2 years)	913	8.9
Enrolled 2020-21 Did Not Remain (1 year)	1,284	12.5
Other	390	3.8
2019-20 K Students (N = 10,938)		
Enrolled 2019-20 to 2022-23 (4 years)	7,279	66.5
Enrolled 2019-20 to 2021-22 (3 years)	866	7.9
Enrolled 2019-20 to 2020-21 (2 years)	1,054	9.6
Enrolled 2019-20 Did Not Remain (1 year)	1,296	11.8
Other	443	4.1
2018-19 K Students (N = 10,992)		
Enrolled 2018-19 to 2021-22 (4 years)	7,410	67.4
Enrolled 2018-19 to 2020-21 (3 years)	998	9.1
Enrolled 2018-19 to 2019-20 (2 years)	891	8.1
Enrolled 2018-19 Did Not Remain (1 year)	1,307	11.9
Other	386	3.5

Source: Five Year Longitudinal PEIMS data files for each year dated 11/02/21 (2021-22), 11/04/22 (2022-23), and 11/01/23 (2023-24).

Note: K = Kindergarten. Other = students enrolled in other combinations (e.g., 2018-19 and 2020-21, but not 2019-20, etc.).

EQ2: What was the quality of Early Learning instruction?

Key findings from this section:



From spring 2023 to spring 2024, there was a statistically significant decrease, with a small effect size, in CLASS scores on the Instructional Support domain.



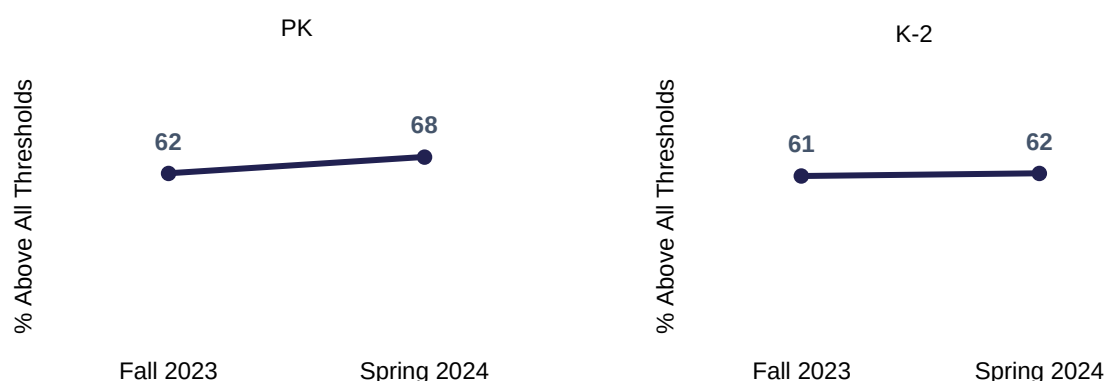
As in the past two years, compared to K-2 teachers, higher percentages of PK teachers met or exceeded the quality thresholds on each CLASS domain and overall.



In each of the last three years, 90 percent or more of the PK and K-2 teachers assessed met the quality thresholds on the Emotional Support and Classroom Organization domains. The lowest percentage of teachers (both PK and K-2) met the quality threshold for Instructional Support, with percentages falling in 2024 after having risen in 2023.

SMU assessed Dallas ISD early grade teachers using *CLASS* and provided fall 2023 and spring 2024 *CLASS* domain scores to the EL Department.¹⁸ Figure 2 shows the percentage of teachers at or above the *CLASS* quality thresholds for all three domains (Emotional Support, Classroom Organization, and Instructional Support), by semester, for PK and K-2. The percentage of teachers meeting all three quality thresholds increased from fall to spring for PK (6 percentage point increase) and remained stable for K-2 (1 percentage point increase).

Figure 2: 2023-24 Percentage of Teachers At or Above *CLASS* Quality Thresholds by Grade and Semester



Source: SMU data files provided by EL Department on 02/22/24 (fall 2022) and 06/18/24 (spring 2023).

Note: PK = Prekindergarten. K = Kindergarten. Sample sizes are provided in Tables 6 and 7. Percentages represent the percentage of teachers that met all three domain thresholds. No quality threshold exists for overall scores. Montessori and other mixed-grade classroom teachers were excluded from analyses ($n = 53$ in fall and $n = 39$ in spring). However, PK teachers who taught mixed PK3/PK4 classrooms (i.e., PKPs) were included in analyses.

Average scores of observed teachers on each of the three domains surpassed the quality threshold at each grade level (PK through grade 2), in both fall and spring (Tables 7 and 8). The percentage of teachers meeting or exceeding the quality threshold was highest for the Emotional Support domain, followed by Classroom Organization, and then Instructional Support. The same pattern was observed at each grade level, in both fall 2022 and spring 2023.

Additionally, the percentages of teachers scoring at or above quality thresholds increased or stayed stable, from fall to spring, by domain and overall, for each grade level, except for grade two, which showed some slight decreases. The greatest increase, from fall to spring, was for PK teachers on the Instructional Support domain (an increase of six percentage points).

Specifically, on Emotional Support and Classroom Organization, a minimum of 89 percent of teachers at each grade level met or surpassed the quality threshold, in both semesters. On Instructional Support, the percentage of teachers meeting or exceeding the threshold ranged from 56 percent (for K teachers) to 69 percent (for grade two teachers), in fall 2023. In spring 2024, between 57 percent (for K teachers) and 68 percent (for PK teachers) met the quality threshold for Instructional Support.

¹⁸ Efforts were made to assess all PK teachers and completed on approximately 79 percent of all PK teachers ($n = 515$ in fall, 493 in spring). Assessments of K-2 teachers targeted those with the highest coaching needs and those currently in the Reading Academy. Approximately 45 percent of all K-2 teachers were assessed ($n = 812$ in fall, 766 in spring).

Table 7: 2023 Fall CLASS Scores by Grade, Domain, and Overall

	PK (n = 504)	K (n = 246)	Grade 1 (n = 250)	Grade 2 (n = 274)	Grades K-2 (n = 770)
Emotional Support (Quality Threshold = 5.00)					
Percent At or Above Threshold	98.6	95.1	92.4	96.4	94.7
Mean Raw Score	6.2	6.0	5.9	6.0	6.0
Raw Score Range	3.8-7.0	3.7-6.9	3.8-7.0	2.8-7.0	2.8-7.0
Classroom Organization (Quality Threshold = 5.00)					
Percent At or Above Threshold	96.6	89.4	88.8	92.7	90.4
Mean Raw Score	6.1	5.9	5.9	6.0	5.9
Raw Score Range	2.2-7.0	1.8-7.0	2.3-7.0	2.8-7.0	1.8-7.0
Instructional Support (Quality Threshold = 3.25)					
Percent At or Above Threshold	62.5	56.1	60.8	69.0	62.2
Mean Raw Score	3.5	3.3	3.4	3.6	3.4
Raw Score Range	1.4-5.6	1.3-5.1	1.3-5.5	1.4-6.1	1.3-6.1
Overall					
Percent At or Above Threshold*	62.1	54.9	59.2	68.2	61.0
Mean Raw Score	5.2	5.1	5.1	5.2	5.1
Raw Score Range ^a	2.4-6.4	2.6-6.2	2.5-6.4	2.4-6.6	2.4-6.6

Source: SMU data file provided by Early Learning Department on 02/22/24.

Note: PK = Prekindergarten. K = Kindergarten. * = This percentage reflects the percentage of teachers that met all three domain thresholds. No quality threshold exists for overall scores. ^a = This range reflects the range of the average of all three domain scores. Montessori and other mixed-grade classroom teachers were excluded from analyses (n = 53). However, PK teachers who taught mixed PK3/PK4 classrooms (i.e., PKPs) were included in analyses.

Table 8: 2024 Spring CLASS Scores by Grade, Domain, and Overall

	PK (n = 484)	K (n = 232)	Grade 1 (n = 246)	Grade 2 (n = 258)	Grades K-2 (n = 736)
Emotional Support (Quality Threshold = 5.00)					
Percent At or Above Threshold	98.8	95.7	94.7	92.2	94.2
Mean Raw Score	6.2	6.0	6.0	6.0	6.0
Raw Score Range	3.2-6.9	4.1-6.9	4.1-6.9	3.4-6.9	3.4-6.9
Classroom Organization (Quality Threshold = 5.00)					
Percent At or Above Threshold	96.3	92.7	90.7	92.2	91.8
Mean Raw Score	6.1	6.0	6.0	6.0	6.0
Raw Score Range	2.9-7.0	3.7-7.0	3.0-7.0	2.6-7.0	2.6-7.0
Instructional Support (Quality Threshold = 3.25)					
Percent At or Above Threshold	68.2	57.3	62.6	67.1	62.5
Mean Raw Score	3.6	3.4	3.5	3.6	3.5
Raw Score Range	1.4-5.5	1.8-5.3	1.5-5.6	1.4-5.8	1.4-5.8
Overall					
Percent At or Above Threshold*	67.6	57.3	61.4	66.3	61.8
Mean Raw Score	5.3	5.1	5.1	5.2	5.2
Raw Score Range ^a	2.5-6.5	3.2-6.3	3.3-6.3	2.5-6.6	2.5-6.6

Source: SMU data file provided by Early Learning Department on 06/18/24.

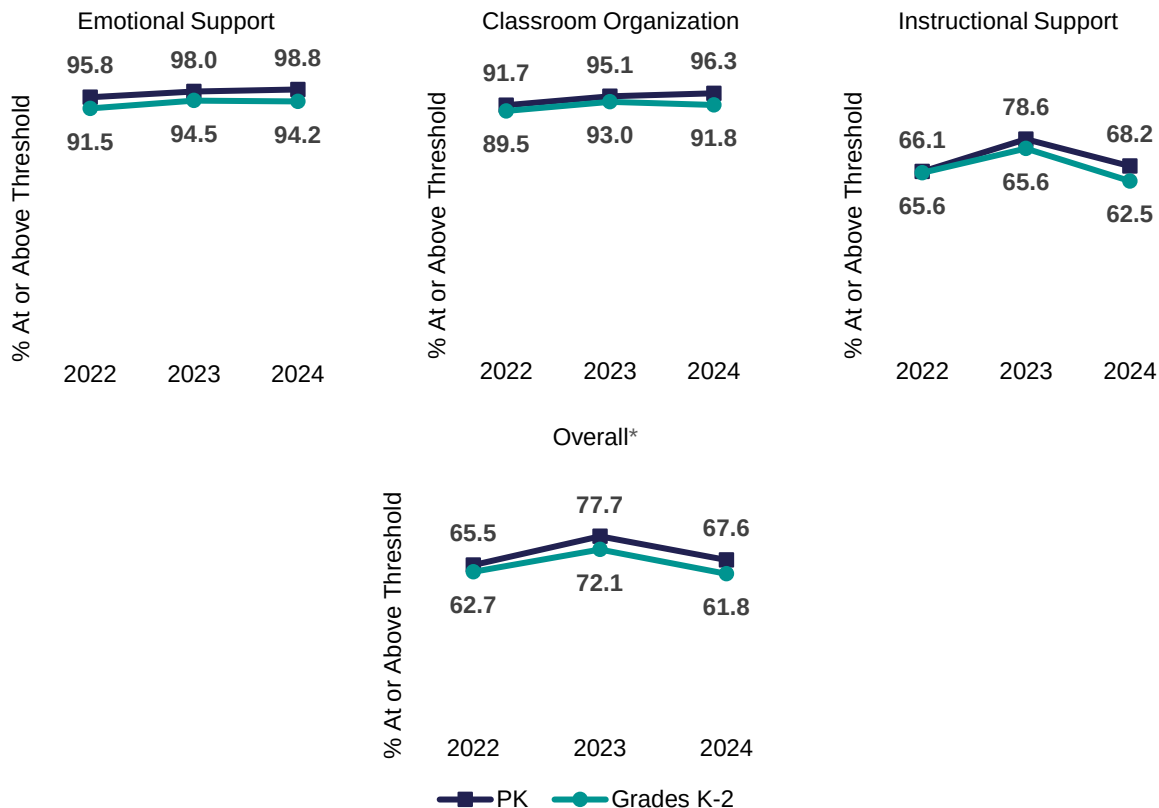
Note: PK = Prekindergarten. K = Kindergarten. * = This percentage reflects the percentage of teachers that met all three domain thresholds. No quality threshold exists for overall scores. ^a = This range reflects the range of the average of all three domain scores. Montessori and other mixed-grade classroom teachers were excluded from analyses (n = 39). However, PK teachers who taught mixed PK3/PK4 classrooms (i.e., PKPs) were included in analyses.

Longitudinal Trends

From spring 2023 to spring 2024, the percentage of teachers (PK and K-2) who met or exceeded quality thresholds remained relatively stable for the Emotional Support and Classroom Organization domains. However, decreases were seen on Instructional Support and overall, from spring 2023 to spring

2024, for both PK and K-2 teachers (Figure 3). PK teachers met or exceeded the quality thresholds for all three domains, individually and combined, at higher percentages than K-2 teachers.¹⁹ In each of the last three years, the lowest percentage of teachers (both PK and K-2) met the quality threshold for Instructional Support. In spring 2024, 37 percent of K-2 teachers and 32 percent of PK teachers did not meet the Instructional Support threshold.

Figure 3: 2022 to 2024 Spring Percentages of PK and K-2 Teachers At or Above the Quality Threshold by CLASS Domain, Overall, and Year



Source: Data files provided by SMU on 06/27/2022 (2021-22) and by the EL Dept on 05/30/2023 (2022-23) and 06/18/24 (2023-24). Sample sizes are provided in Table 8 for 2024. In spring 2022, there were 495 PK teachers and 627 K-2 teachers. In spring 2023, there were 556 PK teachers and 785 K-2 teachers. In spring 2024, there were 484 PK teachers and 736 K-2 teachers.

Note: PK = Prekindergarten. K = Kindergarten. * = These percentages reflect the percentage of teachers that met all three domain thresholds.

Analyses were conducted to examine whether there were statistically significant differences in domain scores from spring 2023 to spring 2024, among teachers who had been assessed using CLASS both years. Paired *t*-tests showed statistically significant decreases with insignificant to small effect sizes overall and for Instructional Support, respectively (Table 9).

¹⁹ Lower percentages of K-2 teachers meeting quality thresholds may be due to focusing K-2 teacher assessments on those with higher coaching needs.

Table 9: 2023 to 2024 Spring Changes in CLASS Scores by Domain and Overall

Domain	Difference from Spring 2023 to Spring 2024	t	df	p-value	d
Emotional Support	-.03	1.44	741	.15	.05
Classroom Organization	-.03	1.01	741	.31	.04
Instructional Support	-.29	7.82	741	<.01	.29
Overall	-.12	4.91	741	<.01	.18

Source: Data files provided by SMU on 05/30/23 (spring 2023) and 06/18/24 (spring 2024).

Note: df = degrees of freedom.

EQ3: What were the outcomes of the 2023-24 HIPPY program?

Key findings from this section:



Among parents who completed the HIPPY program with their child, analysis of pre- and post-survey showed large increases in the proportion of parents who reported 1) reading to their child at least three times per week, 2) reading for at least 15 minutes each time, and 3) practicing specific school related skills with their child at least three times per week.



The percentage of children scoring average or above on a school readiness assessment increased by 13 percentage points from pretest to posttest among those who completed the 3-year-old program and by 14 percentage points for those who completed the 4-year-old program.



The Dallas ISD PK participation rate among 2023-24 K students who had formerly participated in the HIPPY program was much higher (97%) compared to the overall PK participation rate among all 2023-24 K students (74%).



Compared to district kindergarteners overall and to kindergarteners who attended Dallas ISD PK, a larger proportion of kindergarten students who formerly participated in the HIPPY program performed at the 'school-ready' level on the BOY TX-KEA Literacy Screener and at the on-track level on EOY MAP Growth measure in both reading and mathematics.

Parental Involvement

Parents with children in the 2-year-old, 3-year-old, and 4-year-old HIPPY programs completed pre- and post-test Parental Involvement Interviews.²⁰

- Among families who completed the HIPPY curriculum in 2023-24 ($n = 579$ children), the proportion of parents who reported reading to their child at least three times in a typical week increased 32 percentage points, from 56 percent at pretest to 88 percent ($n = 508$) at posttest.
- The percentage of parents reporting reading to their child at least 15 minutes per day on average increased 20 percentage points, to 69 percent ($n = 401$) at posttest. Those who reported “usually”

²⁰ The Parental Involvement Interview (PII) was adapted from the National Research and Evaluation Center for HIPPY USA and is administered by Home Instructors at beginning-of-year (pre) and end-of-year (post). Curriculum completers who provided PII pretest data $n = 579$. Curriculum completers who provided PII posttest data $n = 579$.

talking to their child about the book when reading to their child increased by 27 percentage points, to 73 percent ($n = 421$) at posttest, from 46 percent at pretest.

- At posttest, 78 percent ($n = 450$) of parents reported talking with their child more than before participating in HIPPY.
- The percentage of parents working on specific school related skills with their child at least three times per week also increased from pre- to posttest (Table 10).

Table 10: 2023-24 Parental Involvement at Pre-and Post-test for HIPPY Curriculum Completers

Skill	% Practicing With Their Child ≥ 3 Times per Week		
	Pre	Post	Percentage Point Increase
Grouping by Size/Color	36	51	15
Doing Arts/Crafts	57	79	22
Numbers	59	81	22
Playing Games that Use Single Digit Numbers	18	40	22
Counting	48	71	23
Patterns	24	50	26
Letters	40	66	26
Shapes	33	61	28

Source: Texas HIPPY Visit Tracker data files dated 08/07/2024.

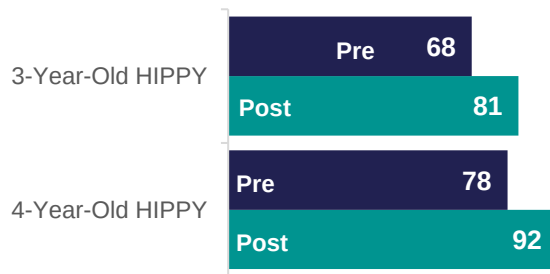
School Readiness

Children in the 3- and 4-year-old HIPPY programs were administered a pre- and post-test measure of school readiness, using the *Bracken School Readiness Assessment (BSRA-3)*.

- The percentage of children scoring average or above, indicating school readiness, increased by 13 percentage points from pretest to posttest among those who completed the 3-year-old program and by 14 percentage points for those who completed the 4-year-old program (Figure 4).²¹
- Of children who completed the 3-year-old curriculum, 32 percent ($n = 63$) were very delayed or delayed at pre-test, which decreased to 19 percent ($n = 37$) at post-test, a 13 percentage-point drop compared to an 18 percentage-point drop (33% to 15%) in 2022-23. Of children who completed the 4-year-old curriculum, 22 percent ($n = 47$) were very delayed or delayed at pre-test, which decreased to 8 percent ($n = 17$) at post-test, 14 percentage-point decrease, compared to a 19 percentage-point decrease (32% to 13%) in 2022-23.
- Among children who completed the 3-year-old curriculum, the proportion scoring advanced or very advanced increased from 8 percent ($n = 16$) at pre-test to 24 percent ($n = 47$) at post-test, a 16 percentage-point increase, equal to that in 2022-23 (10% to 26%). Likewise, of those who completed the 4-year-old curriculum the percentage scoring advanced or very advanced increased from 18 percent ($n = 38$) at pre-test to 39 percent ($n = 84$) at post-test, a 21 percentage-point increase, compared to a 20 percentage-point increase in 2022-23 (10% to 30%).

²¹Children with missing pre- or posttests, curriculum years, or who did not complete the program were excluded from analyses.

Figure 4: 2023-24 BSRA-3 Percent Scoring Average or Above School Readiness at Pre- and Post-test for 3- and 4-Year-Old HIPPY Curriculum Completers



Source: Texas HIPPY Visit Tracker data files dated 08/07/2024.

Note: *BSRA-3 = Bracken School Readiness Assessment.* Percentages represent children scoring in Average, Advanced, or Very Advanced classifications. Average and above classifications indicate school readiness (Bracken, 2002). 3-year-old completers with pretest data $n = 195$, with posttest data $n = 192$. 4-year-old completers with pretest data $n = 215$, with posttest data $n = 214$.

Kindergarten outcomes of HIPPY and non-HIPPY participants

Kindergarten-Readiness

While only two percent ($n = 161$) of district kindergarteners in 2023-24 were identified as having previously participated in the HIPPY program, the Dallas ISD PK participation rate of these former HIPPY participants was 97% ($n = 154$). Comparing to the overall Dallas ISD PK participation rate of 74% ($n = 5,530$), among all 2023-24 district kindergarteners ($n = 7,492$), suggests that families who participate in the HIPPY program are much more likely to also seek to enroll their children in Dallas ISD PK.

Of the 161 former HIPPY participants, 89% ($n = 143$) demonstrated K-readiness as measured by BOY TX-KEA Literacy Screener (Figure 5).²² Of the 154 students who had participated in both HIPPY and PK, 90% ($n = 139$) were K-ready. This proportion was higher than that of all K students districtwide (73%), all K students who had previously participated in Dallas ISD PK (80%), and K students who had not participated in Dallas ISD PK (47%, as reported in Table 12).

²² 7,492 kindergarten students took the BOY TX-KEA Literacy Screener in 2023-24. For the analysis, the English and Spanish administrations were combined into one file to allow for examination of overall student performance. The percentage of students *On Track* was used. The BOY TX-KEA data file was dated 11/07/2023.

Figure 5: 2023-24 Percentage of K-Ready Students on BOY TX-KEA Literacy Screener for Former HIPPY Participants, Former Dallas ISD PK Students, and the District



Source: BOY TX-KEA data file dated 11/07/2023.

Note: PK = Prekindergarten. DISD = Dallas ISD. District $N = 7,492$; DISD PK $n = 5,530$; HIPPY $n = 161$; HIPPY & PK $n = 154$. Samples exclude students repeating Kindergarten and those whose grade was not listed as K in both KEA and demographic files.

Reading Growth

In 2023-24, as measured by *MAP Growth*, a higher percentage (58%, $n = 100$) of K students who had previously participated in the HIPPY program ($n = 172$) achieved projected growth in Reading at or above the 50th percentile by EOY, compared to all K students (49%), former Dallas ISD PK students (50%), and K students who had not attended PK (39%, as reported in Appendix J Table 1; Figure 6).

Figure 6: 2023-24 Percentage of Students At or Above the 50th Percentile on EOY MAP Growth Reading for Former HIPPY Participants, Former Dallas ISD PK Students, and the District



Source: EOY MAP Growth data file dated 05/23/2024.

Note: PK = Prekindergarten. DISD = Dallas ISD. District $N = 7,985$; DISD PK $n = 5,835$; HIPPY $n = 172$. Samples exclude students repeating Kindergarten and those whose grade was not listed as K in both MAP and demographic files. To allow for examination of overall student performance, the English and Spanish administrations were combined.

Mathematics Growth

In 2023-24, on the EOY MAP Growth Mathematics, a higher percentage (56%) of K students who had previously participated in the HIPPY program ($n = 41$) achieved projected growth at or above the 50th

percentile, compared to all K students (48%), former Dallas ISD PK students (47%), and K students who had not attended Dallas ISD PK (35%, as reported in Appendix J Table 1; Figure 7).

Figure 7: 2023-24 Percentage of Students At or Above the 50th Percentile on EOY MAP Growth Mathematics for Former HIPPY Participants, Former Dallas ISD PK Students, and the District



Source: EOY MAP Growth data file dated 05/23/2024.

Note: PK = Prekindergarten. DISD = Dallas ISD. District $N = 4,347$; DISD PK $n = 2,985$; HIPPY $n = 41$. Samples exclude students repeating Kindergarten and those whose grade was not listed as K in both MAP and demographic files. Only MAP English mathematics results were examined.

EQ4: What were the academic outcomes of Early Learning students?

This section examines progress on the following program goals: 1) Continuous improvement in PK outcomes as measured by the CIRCLE; 2) continuous improvement in K outcomes as measured by TX-KEA; and 3) continuous improvement in grade-one and grade-two outcomes as measured by MAP Growth.

CIRCLE (PK)

Key findings from this section:



The percentage of 2023-24 PK students considered On-Track grew from BOY to EOY on Phonological Awareness (+29 percentage points), Rapid Vocabulary (+25 percentage points), and Mathematics Skills (+16 percentage points).



In 2023-24, the proportion of students who were On-Track at EOY in mathematics was 19 percentage points higher compared to 2021-22 and 2022-23. An equal or slightly greater proportion of students were On-Track at EOY in 2023-24 for Phonological Awareness and Rapid Vocabulary compared to 2021-22 and 2022-23.

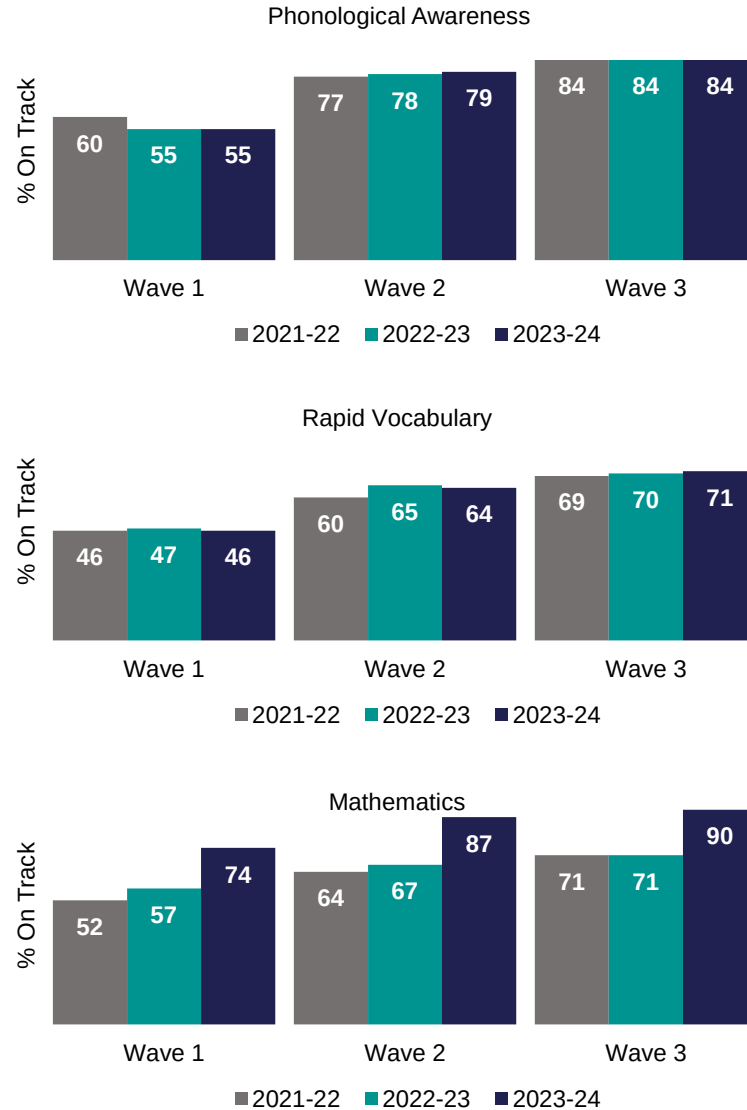
On the Phonological Awareness domain of CIRCLE, 55 percent (wave 1), 79 percent (wave 2), and 84 percent (wave 3) of PK students tested were On-Track in 2023-24 when English and Spanish administrations were combined (Figure 8). Compared to 2021-22 and 2022-23, a smaller or equal proportion of children were On-Track at wave 1, a slightly higher proportion were On-Track at wave 2 (one to two percentage points higher), and an equal proportion On-Track at wave 3. In 2023-24, a slightly smaller proportion of Spanish testers were On-Track compared to English testers at wave 1 (two percentage points

lower) and wave 3 (one percentage point lower). Results by language and student group are provided in Appendix F.

On the Rapid Vocabulary domain 46 percent (wave 1), 64 percent (wave 2), and 71 percent (wave 3) of PK students tested were On-Track in 2023-24 when English and Spanish administrations were combined (Figure 8). Compared to 2021-22 and 2022-23, a slightly smaller or equal proportion of children were On-Track at wave 1. At wave 2, the proportion of On-Track children was slightly lower than in 2022-23, although higher than in 2021-22. At wave 3, the proportion of On-Track students showed a slight upward trend year-over-year, compared to the prior two years. In 2023-24, the proportion of Spanish testers who were On-Track at wave 1 was higher (by three percentage points) compared to English testers. However, by wave 3 the proportion of Spanish testers who were On-Track was lower (by five percentage points) compared to English testers. Results by language and student group are provided in Appendix F.

On the Mathematics domain 74 percent (wave 1), 87 percent (wave 2), and 90 percent (wave 3) of PK students tested were On-Track in 2023-24 when English and Spanish administrations were combined (Figure 8). Compared to the past two years, the percentage of On-Track students at waves 1, 2, and 3 was far higher (increases of 19 to 20 percentage points). While only a small number of children were administered the Mathematics portion of the *CIRCLE* assessment in Spanish in the past, in 2022-23 nearly half of all testers were provided the Spanish version and in 2023-24, 52 to 54 percent of test takers were administered the test in Spanish. At wave 1, a smaller proportion (by nine percentage points) of Spanish compared to English testers were On-Track. By wave 3, however, an equal proportion of Spanish and English testers were On-Track. Results by language and student group are provided in Appendix F.

Figure 8: 2021-22 to 2023-24 Percentage of PK Students Performing On-Track on CIRCLE by Domain, Wave, and Year (English and Spanish Combined)



Source: PEIMS district data files dated 11/01/2021 (2021-22), 10/31/2022 (2022-23) and district demographic file dated 05/13/24 (2023-24); *CIRCLE* data files dated 07/19/2022 (2021-22 Waves 1-3), 07/21/2023 (2022-23 Waves 1-3), and 11/08/23 (2023-24 Wave 1) and 06/09/24 (2023-24 Waves 2-3).

Note: District *CIRCLE* data files were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. In 2023-24, on Phonological Awareness, three to seven percent of students did not have scores. In 2023-24, on Rapid Vocabulary, 23 to 24 percent of students did not have scores. In 2023-24, on Mathematics, 23 to 28 percent of students did not have scores. Sample sizes are provided in Appendix F.

TX-KEA (K)

Key findings from this section:



From 2022-23 to 2023-24, the percentage of K-ready students increased overall and by student group, with one exception (SPED students who took the *TX-KEA* in English).



Students who had attended Dallas ISD PK achieved higher rates of K-readiness (80%) compared to students who did not attend Dallas ISD PK (47%).



The percentage of On-Track students was higher at BOY in 2023-24, compared to the past two years, for Vocabulary, Math, and Social Emotional Competence. The percentage of On-Track students for Spelling was lower than the prior year, but higher than two years ago.

Overall K-Readiness

On the *TX-KEA* Literacy Screener (i.e., the K-readiness standard within *TX-KEA*), 73 percent of students tested were K-ready in 2023-24, which was an increase from 2022-23 (71%; Table 11). This overall increase in K-readiness was driven by increases within each demographic group and across test language versions, with one main exception (SPED students who took the test in English). Comparing across test versions revealed a higher percentage of students who took the test in Spanish, versus English, were K-ready in 2023-24 (74% vs 72%). This finding held across demographic groups, with the exception of white and African American students, who scored higher in English.

Table 11: 2021-22 to 2023-24 Percentage of K Students Who Were K-Ready on BOY TX-KEA Literacy Screener by Version and Student Group

	2021-22		2022-23		2023-24	
	Tested N	On track %	Tested N	On Track %	Tested N	On Track %
English						
All	4,076	66.5	4,155	69.5	3,674	72.1
African American	1,526	64.4	1,630	66.8	1,375	72.0
Hispanic	1,742	59.0	1,737	63.0	1,643	65.9
White	573	90.1	566	91.3	456	91.2
Emergent Bilingual	108	57.4	96	58.3	62	64.5
EcoDis	3,129	59.2	3,236	63.7	2,875	67.7
Special Education	182	61.0	249	65.9	273	59.0
Spanish						
All	4,036	66.7	3,915	72.8	3,834	74.3
African American	9	22.2	*	*	11	63.6
Hispanic	3,905	66.9	3,791	73.0	3,706	74.4
White	86	64.0	88	60.2	82	69.5
Emergent Bilingual	3,849	66.8	3,762	73.1	3,702	74.5
EcoDis	3,693	66.4	3,627	73.0	3,577	75.1
Special Education	125	44.8	171	55.0	192	60.4
English and Spanish Combined						
All	8,112	66.6	8,070	71.1	7,508	73.2
African American	1,535	64.1	1,635	66.9	1,386	71.9
Hispanic	5,647	64.5	5,528	69.9	5,349	71.8
White	659	86.6	654	87.2	538	87.9
Emergent Bilingual	3,957	66.5	3,858	72.7	3,764	74.3
EcoDis	6,822	63.1	6,863	68.6	6,452	71.8
Special Education	307	54.4	420	61.4	465	59.6

Source: PEIMS district data files dated 11/01/21 (2021-22), 10/31/22 (2022-23), and district demographic file dated 05/13/24 (2023-24). BOY TX-KEA data files dated 10/19/21 (2021-22) and 12/10/22 (2022-23), and 11/07/23 (2023-24).

Note: K = Kindergarten. BOY = Beginning of year. EcoDis = Economically Disadvantaged. An asterisk indicates five or fewer students. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. In 2022-23, eighteen percent of Kindergarten students ($n = 1,747$) did not have scores for the Literacy Screener. In 2023-24, seventeen percent of Kindergarten students ($n = 1,703$) did not have scores for the Literacy Screener. Additionally, data shown for 2023-24 only includes students who attended at least 85% of the school year, thus removing an additional 676 students from analyses.

K-Readiness by PK Enrollment Status

Comparing results on the BOY TX-KEA Literacy Screener by PK enrollment status shows a much higher percentage of Dallas ISD PK students were K-ready in 2023-24 (80% overall, 83% of Spanish test takers, 74% of English test takers) compared to students in the No Dallas ISD PK group (47% overall, 45% of Spanish test takers, 50% of English test takers; Table 12). The K-readiness rate for Dallas ISD PK students has increased year-over-year since 2021-22 (from 75% to 78% to 80%). See Appendix G for Dallas ISD PK and No Dallas ISD PK 2021-22 and 2022-23 data.

Table 12: 2023-24 Percentage of K Students Performing On-Track on BOY TX-KEA Literacy Screener by PK Participation, Version, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>N</i>	On Track %	Tested <i>N</i>	On Track %	Tested <i>N</i>	On Track %
English						
All	2,128	74.1	709	49.6	2,837	68.0
African American	932	75.9	294	55.8	1,226	71.0
Hispanic	1,055	71.7	341	42.5	1,396	64.5
White	62	80.6	35	57.1	97	72.2
Emergent Bilingual	41	68.3	18	55.6	59	64.4
EcoDis	2,123	74.0	704	49.3	2,827	67.9
Special Education	140	57.9	64	42.2	204	52.9
Spanish						
All	2,885	83.4	856	44.6	3,741	74.6
African American	9	66.7	-	-	9	66.7
Hispanic	2,815	83.4	832	44.5	3,647	74.5
White	40	87.5	14	42.9	54	75.9
Emergent Bilingual	2,813	83.7	853	44.5	3,666	74.6
EcoDis	2,798	83.5	745	44.0	3,543	75.2
Special Education	152	70.4	28	21.4	180	62.8
English and Spanish Combined						
All	5,013	79.5	1,565	46.9	6,578	71.7
African American	941	75.8	294	55.8	1,235	71.0
Hispanic	3,870	80.2	1,173	43.9	5,043	71.8
White	102	83.3	49	53.1	151	73.5
Emergent Bilingual	2,854	83.5	871	44.8	3,725	74.4
EcoDis	4,921	79.4	1,449	46.6	6,370	71.9
Special Education	292	64.4	92	35.9	384	57.6

Source: District demographic file dated 05/13/24 and BOY TX-KEA data file dated 11/07/23.

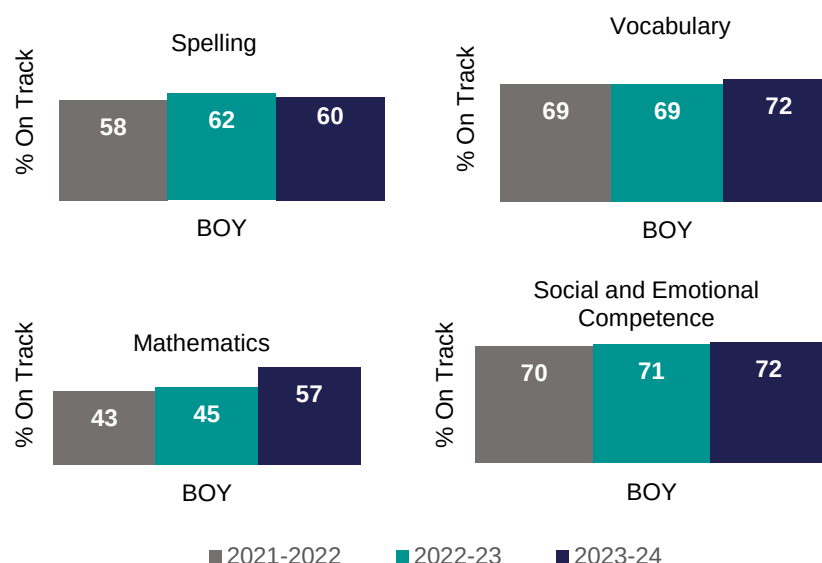
Note: BOY = Beginning of year. DISD = Dallas ISD. PK = Prekindergarten. EcoDis = economically disadvantaged. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. Cells marked with a dash (-) indicate no students were tested. The total numbers tested only include those who would have qualified for free Dallas ISD PK (i.e., students who were EcoDis or emergent bilingual) and who were in K for the first time. Thus, totals will be lower than those in Table 11.

TX-KEA Over Time

The percentage of students scoring On-Track has maintained or increased year-over-year, from BOY 2021-22 to BOY 2023-24 for all domains (Figure 9). One exception was on the Spelling domain where there was a slight decrease compared to 2022-23; however, the percentage On-Track in 2023-24 remained greater than in 2021-22. The most notable increase was found on the Mathematics domain (a twelve percentage point increase in the proportion of On-Track students compared to 2022-23).

Overall, in 2023-24, students who tested in Spanish outperformed those who tested in English on Vocabulary and Mathematics. Specifically, EB, Hispanic, and EcoDis students who tested in Spanish performed better on Spelling, Vocabulary, and Mathematics. EB students also scored better on Social Emotional Competence when tested in Spanish. SPED students testing in Spanish performed better than their counterparts testing in English on Vocabulary and Mathematics. Appendix G contains results for TX-KEA subtests by year, language, and student group. MOY and EOY administrations of the TX-KEA were discontinued in 2023-24.

Figure 9: 2021-22 to 2023-24 Percentage of K Students Performing *On-Track* on TX-KEA by Domain, Administration, and Year (English and Spanish Combined*)



Source: PEIMS district data files dated 11/01/21 (2021-22), 10/31/22 (2022-23), and district demographic file 05/13/24 (2023-24). TX-KEA data files dated 10/19/21 (2021-22 BOY), 12/10/22 (2022-23 BOY), 11/07/23 (2023-24 BOY).

Note: BOY = Beginning of year. *To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. Sample sizes are provided in Appendix H. In 2023-24, analyses only included students who attended at least 85% of the school year, thus excluding 676 students from analyses.

MAP Growth (Grades One and Two)²³

Key findings from this section:



Compared to 2022-23, a higher percentage of grade-one and grade-two students achieved at or above the 50th percentile on MAP EOY Reading in 2023-24 (by three and one percentage points, respectively). On Mathematics, the percentage of students on grade level was two percentage points lower in 2023-24, compared to 2022-23, for both grade-one and grade-two students.



In 2023-24, compared to 2022-23, the percentage of grade-one and grade-two African American students achieving at or above the 50th percentile on MAP EOY Reading was one percentage point higher or equal, respectively. For Mathematics, the percentage of students on grade level was slightly lower in 2023-24, compared to the prior year (-2 and -1 percentage points, respectively).



For 2023-24, the percentage of grade-one and grade-two African American students who performed at or above grade level (50th percentile) on EOY MAP Reading and Mathematics did not meet interim student outcome goals.

²³ The primary assessment for K students at BOY was TX-KEA. However, at MOY and EOY the primary assessment for K students was MAP. The EOY K MAP results are presented in Appendix I, Table 1.

Grade One

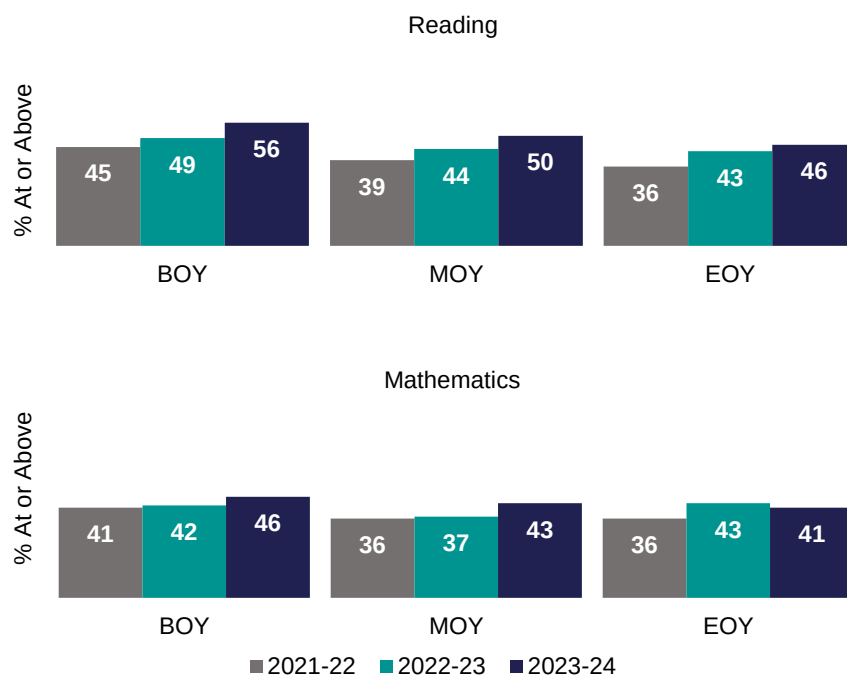
In 2023-24, the percentage of grade-one students at or above grade level (50th percentile) was higher than the prior two years, at all timepoints, in both Reading and Mathematics, with one exception (EOY Mathematics; Figure 10). For EOY Mathematics, the percentage of students on or above grade level was two percentage points lower than in 2023 but was five percentage points higher than in 2022. For EOY Reading, the percentage of students on or above grade level was three percentage points higher than in 2023 and ten percentage points higher than in 2022.

Across the 2023-24 school year, the percentage of grade-one students at or above grade level decreased from BOY to EOY, in both Reading and Mathematics (by ten and five percentage points, respectively; Figure 10). As in past years, the majority of first graders scored below grade level at EOY in both Reading and Mathematics.

Of note, of the 49 percent of grade-one students who tested in Spanish for Reading, 64 percent were at or above grade level at BOY, 56 percent at MOY, and 53 percent remained on level at EOY. Results for student groups by test language and timepoint are provided in Appendix I, Tables 2 and 3.

In 2023-24, grade-one African American students outperformed the last two year's grade-one African American students in both Reading and Mathematics, at all timepoints, with one exception (EOY Mathematics; Appendix I). On EOY Mathematics, 33 percent of grade-one African American students scored at or above the 50th percentile, a two-percentage point decrease from 2022-23. On EOY MAP Reading, 30 percent of grade-one African American students scored at or above the 50th percentile, a one-percentage point increase from 2022-23. Consequently, the percentage of grade-one African American students who performed at or above grade level (50th percentile) on EOY MAP Reading and Mathematics (30% and 33%, respectively) did not meet the 2023-24 interim student outcome goals of 32.0 percent for Reading and 34.0 percent for Mathematics.

Figure 10: 2021-22 to 2023-24 Percentage of Grade-One Students At or Above the 50th Percentile on K-2 MAP Reading Combined and Mathematics by Administration



Source: PEIMS district data files dated 11/01/21, 10/31/22, and district demographic file dated 05/13/24. MAP data files dated 10/07/21 (2021-22 BOY), 01/24/22 (2021-22 MOY), 06/22/22 (2021-22 EOY); 11/08/22 (2022-23 BOY), 02/08/23 (2022-23 MOY), and 06/25/23 (2022-23 EOY); 09/20/23 (2023-24 BOY), 12/18/23 (2023-24 MOY), and 05/23/24 (2023-24 EOY).

Note: BOY = Beginning of year. MOY = Middle of year. EOY = End of year. To allow for examination of overall student performance in reading, the English and Spanish administrations were combined. Only English Mathematics scores were included. In 2023-24, analyses only included students who attended at least 85% of the school year. Sample sizes are available in Appendix I.

Grade Two

In 2023-24, the percentage of grade-two students at or above grade level (50th percentile) was higher than the prior two years, at all timepoints, in both Reading and Mathematics, with one exception (EOY Mathematics; Figure 11). For EOY Mathematics, the percentage of students on or above grade level was two percentage points lower than in 2023 but was three percentage points higher than in 2022. For EOY Reading, the percentage of students on or above grade level was one percentage point higher than in 2023 and five percentage points higher than in 2022.

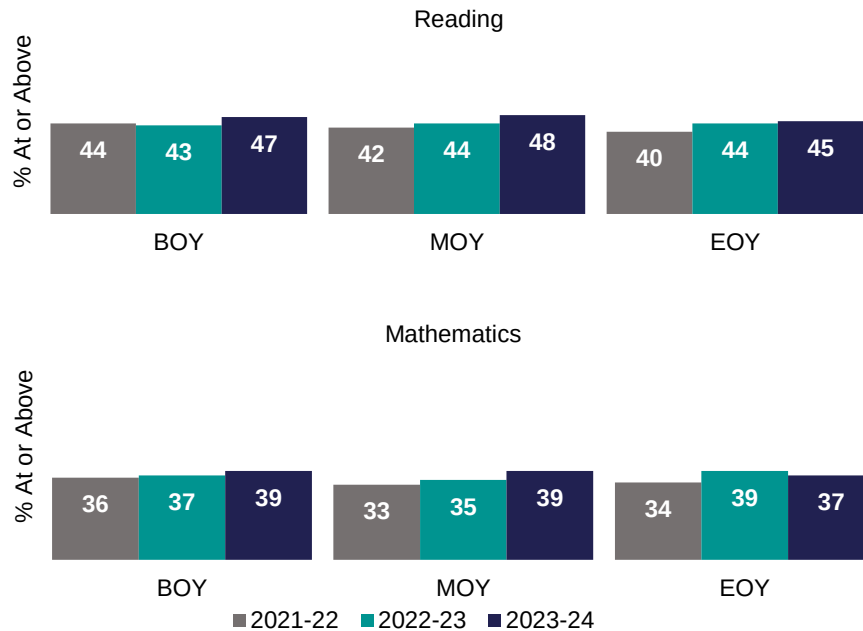
Across the 2023-24 school year, the percentage of grade-two students at or above grade level decreased from BOY to EOY, in both Reading and Mathematics (each by two percentage points; Figure 11). As in past years, the majority of second graders scored below grade level at EOY in both Reading and Mathematics.

Of the 46 percent of grade-two students who tested in Spanish for Reading, 55 percent were at or above grade level at BOY, 58 percent at MOY, and 48 percent remained on level at EOY. Results for student groups by test language and timepoint are provided in Appendix I, Tables 4 and 5.

In 2023-24, grade-two African American students outperformed the last two year's grade-one African American students in both Reading and Mathematics, at BOY and MOY (Appendix I). On EOY

Mathematics, 27 percent of grade-two African American students scored at or above the 50th percentile, a one-percentage point decrease from 2022-23. On EOY MAP Reading, 34 percent of grade-two African American students scored at or above the 50th percentile, equal to 2022-23. Consequently, the percentage of grade-two African American students who performed at or above grade level (50th percentile) on EOY MAP Reading and Mathematics (34% and 27%, respectively) did not meet the 2023-24 interim student outcome goals of 35.0 percent for Reading and 30.0 percent for Mathematics.

Figure 11: 2021-22 to 2023-24 Percentage of Grade-Two Students At or Above the 50th Percentile on Combined K-2 MAP Reading and Mathematics by Administration



Source: PEIMS district data files dated 11/01/21, 10/31/22, and district demographic file dated 05/13/24. MAP data files dated 10/07/21 (2021-22 BOY), 01/24/22 (2021-22 MOY), 06/22/22 (2021-22 EOY); 11/08/22 (2022-23 BOY), 02/08/23 (2022-23 MOY), and 06/25/23 (2022-23 EOY); 09/20/23 (2023-24 BOY), 12/18/23 (2023-24 MOY), and 05/23/24 (2023-24 EOY).

Note: BOY = Beginning of year. MOY = Middle of year. EOY = End of year. To allow for examination of overall student performance for reading, the English and Spanish administrations were combined. Only English Mathematics scores were included. In 2023-24, analyses only included students who attended at least 85% of the school year. Sample sizes are available in Appendix I.

EQ5: Did grade-three students meet *State of Texas Assessments of Academic Readiness (STAAR)* Reading and Mathematics goals?

Key findings from this section:



Compared to 2022-23, a lower percentage of grade-three students achieved the Approaches Grade Level or Above (Approaches+) and Meets Grade Level or Above (Meets+) performance standards on STAAR Reading in 2023-24. This trend was seen across all student groups.²⁴



Across all student groups, a lower percentage of grade-three students performed at the Approaches+ and Meets+ performance standards on STAAR Mathematics in 2023-24, compared to 2022-23.

For STAAR Reading in 2023-24, grade-three students' performance at the Approaches+ and Meets+ performance standards (64% and 37%, respectively; Table 13) was lower than the overall grade-three performance for the state at the Approaches+ and Meets+ performance standards (72% and 46% respectively).²⁵ Compared to 2022-23, a lower percentage of grade-three students achieved the Approaches+ and Meets+ performance standards in 2023-24. This trend was seen across all student groups. The declines from 2022-23 to 2023-24 in the proportion of students at Approaches+ ranged from 3 percentage points (EcoDis) to 6 percentage points (SPED). The declines in the proportion of students at Meets+, from 2022-23 to 2023-24, ranged from 1 percentage point (African Am) to 9 percentage points (EB). For 2023-24, the percentage of grade-three students who attained Meets+ for reading (37%) did not meet the interim student outcome goal of 52 percent.

For STAAR mathematics, grade-three students' performance at the Approaches+ and Meets+ performance standards (64% and 37%, respectively), was lower than the overall grade-three performance for the state at the Approaches+ and Meets+ performance standards (68% and 40%, respectively). Across all student groups, a lower percentage of grade-three students performed at the Approaches+ and Meets+ performance standards in 2023-24, compared to 2022-23. The one exception was African American students at the Approaches+ standard, whose proportion stayed stable. The declines from 2022-23 to 2023-24 in the proportion of students at Approaches+ ranged from 1 percentage point (white) to 9 percentage points (EB). The declines in the proportion of students at Meets+, from 2022-23 to 2023-24, ranged from 2 percentage points (African American) to 8 percentage points (EB). For 2023-24, the percentage of grade-three students who attained Meets+ for mathematics (37%) did not meet the interim student outcome goal of 53 percent.

²⁴ Note that in 2022-23 TEA changed the format of the STAAR test.

²⁵ Texas STAAR results can be found at <https://tea.texas.gov/about-tea/news-and-multimedia/news-releases/news-2024/tea-releases-results-for-2024-staar-3-8-assessments>

Table 13: 2021-22 to 2023-24 Percentage of Grade-Three Students Performing at Approaches+ and Meets+ on STAAR by Year, Assessment and Student Group

	2021-22				2022-23				2023-24			
	Approaches+		Meets+		Approaches+		Meets+		Approaches+		Meets+	
	N	%	N	%	N	%	N	%	N	%	N	%
STAAR Reading												
All	9,575	67.0	9,350	40.3	9,411	68.0	9,411	42.8	9,440	63.7	9,440	36.9
African Am	1,813	62.2	1,745	33.5	1,736	63.9	1,736	38.0	1,635	62.3	1,635	36.6
Hispanic	6,807	65.7	6,664	37.7	6,709	66.2	6,709	39.8	6,848	61.6	6,848	32.8
White	607	89.3	599	76.6	597	92.8	597	81.7	621	88.7	621	74.7
EB	5,026	63.7	4,948	35.5	4,860	63.6	4,860	37.2	4,883	57.7	4,883	28.2
EcoDis	8,160	63.7	7,958	35.4	8,023	64.4	8,023	37.6	8,232	60.5	8,232	32.2
SPED	1,052	44.0	835	15.2	1,215	47.5	1,215	29.8	1,527	42.2	1,527	25.3
STAAR Mathematics												
All	9,579	67.3	9,354	38.1	9,405	69.9	9,405	42.4	9,434	64.2	9,434	37.1
African Am	1,814	53.9	1,746	22.6	1,727	58.1	1,727	31.2	1,636	57.8	1,636	28.5
Hispanic	6,808	68.6	6,665	38.7	6,714	70.8	6,714	41.7	6,840	63.1	6,840	35.4
White	608	87.3	600	69.0	595	90.4	595	76.1	621	89.2	621	72.0
EB	5,026	69.8	4,948	40.2	4,865	70.6	4,865	41.8	4,879	61.5	4,879	34.0
EcoDis	8,164	64.3	7,962	34.2	8,017	66.9	8,017	38.2	8,226	61.1	8,226	33.1
SPED	1,054	45.6	837	15.8	1,213	52.9	1,213	34.0	1,526	45.7	1,526	27.8

Source: PEIMS district data files dated 11/01/21, 10/31/22, and district demographic file dated 05/13/24. STAAR data files dated 06/26/22 (2021-22), 08/12/23 (2022-23), and 06/17/24 (2023-24).

Note: Am = American. EcoDis = Economically disadvantaged. According to Texas Education Agency scoring guidelines, Alternate 2 test takers are counted in both Approaches+ and Meets+ Ns.²⁶ Accordingly, Alternate 2 scores of Satisfactory or above are counted at both the Approaches+ and Meets+ levels. However, in 2021-22, Alternate 2 scores were included in calculations for Approaches+, but not Meets+, resulting in a difference in the number of students tested for each standard.

EQ6: Did student academic performance differ by Dallas ISD PK participation?

Key findings from this section:



A larger proportion of former Dallas ISD PK students are On-Track on EOY MAP Reading and Mathematics assessments in K through grade-two, compared to students who did not attend Dallas ISD PK. The same trend follows in grade-three for STAAR Reading and Mathematics at the Approaches+ level but does not hold at the Meets+ level.



For any given K cohort, the perceived benefit of PK in grades K-2 appears to be greater for Mathematics, compared to Reading.

Students who attended district PK were more likely to perform at or above grade level on EOY MAP Reading and Mathematics compared to those who did not attend district PK (Table 14). This result is consistent for each K cohort followed, across time/grade. On average, the proportion of students who are on-track on EOY MAP is 8.2 percentage points higher for those who did, versus those who did not, attend district PK. The magnitude of this difference varies across cohort, grade, and test (from +1.7 on Grade 2 MAP Reading for the 2021-22 K cohort to +14.2 on K MAP Mathematics for the 2022-23 K cohort). Generally, the perceived benefit of district PK appears to be greater on MAP Mathematics (+9.5 percentage points) compared to MAP Reading (+6.9 percentage points). In addition, the greatest benefit of PK, across

²⁶ Texas Education Agency 2024 Accountability Manual (Chapter 2, page 13). <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/chapter-2-2022-student-achievement-domain.pdf>

cohorts, is seen in K (+10.4 percentage points) and wanes over time (+7.4 and +5.0 percentage points, in grades one and two, respectively).

A higher proportion of former district PK students scored at Approaches+ on *STAAR* Mathematics and Reading (+2.4 and +3.6 percentage points, respectively), compared to those who did not attend district PK. However, at the Meets+ level the perceived benefit of district PK dissipated (+0.4 percentage points on math) or reversed (-2.8 percentage points on reading). Results by grade, year, assessment, Dallas ISD PK status, and student group are provided in Appendix J (for *EOY MAP*) and Appendix K (for *STAAR*).

Table 14: 2020-21 to 2023-24 Student Performance on EOY Mathematics and Reading Assessments by Dallas ISD PK Enrollment Status, K Cohort, and Grade

Grade for Each K Cohort	School Year	Assessment	Language Tested	Attended DISD PK		Did Not Attend DISD PK		Total	
				Tested <i>n</i>	% On Track	Tested <i>n</i>	% On Track	Tested <i>N</i>	% On Track
2020-21 K Cohort – Reading*									
K	2020-21	MAP	Eng/Spa	6,062	45.9	1,289	38.4	7,351	44.6
Grade 1	2021-22	MAP	Eng/Spa	5,787	35.1	1,142	28.1	6,929	33.9
Grade 2	2022-23	MAP	Eng/Spa	5,178	42.1	948	38.6	6,126	41.5
Grade 3	2023-24	STAAR A+	Eng/Spa	5,038	62.8	933	59.2	5,971	62.2
Grade 3	2023-24	STAAR M+	Eng/Spa	5,038	32.8	933	35.6	5,971	33.2
2020-21 K Cohort – Mathematics*									
K	2020-21	MAP	English	6,466	52.9	1,396	42.5	7,862	51.0
Grade 1	2021-22	MAP	English	5,857	34.5	1,162	27.5	7,019	33.3
Grade 2	2022-23	MAP	English	5,330	38.2	969	30.9	6,299	37.0
Grade 3	2023-24	STAAR A+	English	5,035	65.0	932	62.6	5,967	64.6
Grade 3	2023-24	STAAR M+	English	5,035	36.1	932	35.7	5,967	36.1
2021-22 K Cohort – Reading									
K	2021-22	MAP	Eng/Spa	4,739	38.3	2,734	27.8	7,473	34.5
Grade 1	2022-23	MAP	Eng/Spa	4,492	44.3	2,399	35.2	6,891	41.2
Grade 2	2023-24	MAP	Eng/Spa	3,939	43.7	2,049	42.0	5,988	43.1
2021-22 K Cohort – Mathematics									
K	2021-22	MAP	English	4,994	40.8	2,854	28.1	7,848	36.2
Grade 1	2022-23	MAP	English	4,570	44.4	2,408	34.6	6,978	41.0
Grade 2	2023-24	MAP	English	4,061	38.4	2,058	31.0	6,119	35.9
2022-23 K Cohort – Reading									
K	2022-23	MAP	Eng/Spa	5,097	46.9	2,035	38.9	7,132	44.6
Grade 1	2023-24	MAP	Eng/Spa	4,722	45.7	1,830	40.8	6,552	44.3
2022-23 K Cohort – Mathematics									
K	2022-23	MAP	English	5,308	52.5	2,134	38.3	7,442	48.4
Grade 1	2023-24	MAP	English	4,710	39.7	1,800	33.2	6,510	37.9
2023-24 K Cohort – Reading									
K	2023-24	MAP	Eng/Spa	5,281	48.9	1,738	39.3	7,019	46.5
2023-24 K Cohort – Mathematics									
K	2023-24	MAP	English	2,544	44.5	920	34.5	3,464	41.8

Source: PEIMS district data files dated 10/30/20 (2020-21), 11/01/21 (2021-22), 10/31/22 (2022-23), and district demographic file dated 05/13/24 (2023-24). EOY MAP data files dated 06/23/21 (2020-21), 06/22/22 (2021-22), and 06/25/23 (2022-23) and 05/23/24 (2023-24). STAAR data file dated 06/17/24 (2023-24).

Note: EOY = End of year. K = Kindergarten. DISD = Dallas Independent School District. Eng/Spa = English/Spanish. To allow for examination of overall student performance, the English and Spanish administrations for reading assessments were combined. If a student completed an assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. In 2023-24 Emergent Bilingual K students were able to take the MAP mathematics test in Spanish. However, consistent with past years, only MAP English mathematics results were examined. If a student took a test more than once, the latest score was used. The total numbers tested only include those who would have qualified for free Dallas ISD PK (i.e., students who were EcoDis or emergent bilingual) and who were in K for the first time in their given cohort year. In addition, 2023-24 outcome data only included students who attended at least 85% of the school year. For MAP, “% On Track” indicates scores at or above the 50th percentile, which is considered to be on or above grade level. For STAAR, “% On Track” indicates scores at the Approaches Grade Level or Above (STAAR A+) or at the Meets Grade Level or Above (STAAR M+). According to Texas Education Agency scoring guidelines, Alternate 2 test takers are counted in both Approaches+ and Meets+ Ns. Accordingly, Alternate 2 scores of Satisfactory or above are counted at both the Approaches+ and Meets+ levels.

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APPENDICES

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Appendix A: Acronyms and Abbreviations

Approaches+	Approaches Grade Level or Above
BOY	Beginning of year
BRSA-3	<i>Bracken School Readiness Assessment</i>
CIRCLE	<i>CIRCLE Progress Monitoring System</i>
CLASS	<i>Classroom Assessment Scoring System</i>
EB	Emergent Bilingual
EC	Early Childhood (in Dallas ISD, refers to SPED PK)
EcoDis	Economically Disadvantaged
EL	Early Learning
EOY	End of year
HB3	House Bill Three
HIPPY	Home Instruction for Parents of Preschool Youngsters
ISD	Independent School District
K	Kindergarten
K-2	Kindergarten through Grade Two
MAP	<i>Measures of Academic Progress - Growth</i>
Meets+	Meets Grade Level or Above
MOY	Middle of year
NWEA	Northwest Evaluation Association
PD	Professional development
PK	Prekindergarten
PK3	Prekindergarten for three-year-olds
PK4	Prekindergarten for four-year-olds
PKP	Prekindergarten Partnership
SMU	Southern Methodist University
SPED	Special education
STAAR	<i>State of Texas Assessments of Academic Readiness</i>
STEM	Science, Technology, Engineering, and Math
TX-KEA	<i>Texas Kindergarten Entry Assessment</i>

Appendix B

Appendix B: History of Early Learning Program by School Year

1985-86

- State of Texas started providing formula funding for eligible students to attend half-day PK programs

2011-12

- All Dallas ISD PK4 classes were full-day

2013-14

- Dallas ISD established an Early Childhood and Community Partnerships Department and created an Executive Director position for PK
- Dallas ISD continued to actively nurture collaborations and community partnerships focused on addressing school readiness

2014-15

- In collaboration with the Boston Consulting Group a strategic plan was developed to increase K-readiness, outlining four key initiatives: increase access, increase demand, increase quality through training and specialists, and expand the continuum of care through community partners

2015-16

- In an effort to align curriculum and initiatives throughout the early years, K-2 were added to the PK Department, rebranding it as the Department of Early Learning and naming an Assistant Superintendent of EL
- Dallas ISD began its collaboration with SMU to administer the CLASS, in an effort to improve the quality of EL teaching
- Dallas was the first ISD in Texas to mandate that all eligible three- and four-year-olds would be served by 2025

2020-21

- Full-day PK3 is piloted at five Dallas ISD campuses
- TEA introduces the TX-KEA Literacy Screener as the state's new K-readiness measure
- EL Department began working with two Apple Professional Learning Specialists to support digital learning for specialists, teachers, and parents/caregivers
- EL initiates Digital Vanguard group made up of volunteer specialists and teachers who receive additional training from Apple and Seesaw
- Executive coaching program provided to five principals who were matched with Apple executives to create and implement PD plans for their campuses

2021-22

- New PK4 curriculum resource for all content areas, Scholastic's *On My Way*, began being used

2022-23

- New PK3/PK4 math digital resource *My Math Academy* was rolled out
- New reading and math curriculum resources for K-5 piloted on campuses that opted in: *Amplify* (90 pilot campuses) and *Eureka* (60 pilot campuses)
- *MAP Reading Fluency* rolled out to all K-2 classrooms for progress monitoring, replacing "running records", and providing more granular data (vs *MAP Growth*)
- Apple executive coaching program expanded
- The EL Instructional Strategy team partnered with the Dallas Education Foundation to roll out various literacy-related efforts: book vending machines, a Literacy Summit (where children could choose free books from a Scholastic book fair), summer book packs for 16 majority African American campuses, and "decodable" books aligned to instruction for teachers to utilize during small group lessons
- EL hosted Digital Palooza event for teachers and families (about 200 attended), to learn about digital learning resources

2023-24

- MOY and EOY administrations of the TX-KEA assessment were discontinued
- K-5 reading and math curriculum resources, *Amplify* and *Eureka*, fully rolled out across district

Appendix C

Appendix C: Data Sources and Methodology

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
	Staff Demographics	Dallas ISD HCM Department	04/15/24	Gender, race/ethnicity, educational attainment, alternative certification, Dallas ISD experience	EL Teachers, other EL staff
	Teacher Retention	Dallas ISD Course Files	11/09/23, 11/01/22, 12/3/21	Teaching status	Grade, Year
	Budget	Budget Services Dept., Special Revenues Dept.	02/23/24 General, 10/20/23 Title	General operation; Titles I, II, & III	EL Department
1	Program Information & Implementation	EL Asst. Superintendent & EL Directors	N/A	N/A	Initiative
1	Student Demographics	Student Information System	05/13/24	Gender; race/ethnicity; EB, EcoDis, SPED, & Dallas ISD PK statuses	EL Grade
1	Student Continuous Enrollment	Student Information System	11/01/23	Enrollment	K cohort, year
2	CLASS	Teachstone	02/22/24 Fall, 06/18/24 Spring	Quality thresholds by domain	PK-2 teachers, semester
3	CIRCLE	CLI Engage	11/08/23 Wave 1, 06/19/24 Waves 2-3	On-track performance by domain	PK, wave, version, student group
4	TX-KEA	TEA	11/07/23 BOY	K-readiness, on-track performance by domain	Kindergarten, administration, version, student group, PK status
4	MAP Growth – Reading & Mathematics	NWEA	09/20/23 BOY, 12/18/23 MOY, 05/23/24 EOY	At or above 50 th percentile	Grades K-2, administration, version, student group, K cohort PK status
5	STAAR Reading & Mathematics	TEA	06/17/24	Approaches+, Meets+	Grade 3, student group, K cohort, PK status

Note: EQ = Evaluation Question. ISD = Independent School District. HCM – Human Capital Management. EL = Early Learning. Dept. - Department. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. PK = Prekindergarten. K = Kindergarten. CLASS = Classroom Assessment Scoring System. CIRCLE = CIRCLE Progress Monitoring System. CLI = Children's Learning Institute. TX-KEA = Texas Kindergarten Entry Assessment. TEA = Texas Education Agency. MAP = Measures of Academic Progress. NWEA = Northwest Evaluation Association. STAAR = State of Texas Assessments of Academic Readiness. Approaches+ = At or above the Approaches level. Meets+ = At or above the Meets level.

Appendix D

Appendix D: Table 1: 2020-21 to 2023-24 Early Learning Teacher Retention by Year, Grade, and Teaching Status

Timeframe	EC		PK		K		Grade One		Grade Two		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
2020-21 Teachers to 2021-22 (One Year)												
Taught Early Learning in 2020-21	26		504		509		489		519		2,047	
Taught the Same Early Learning Grade in 2021-22	13	50.0	326	64.7	285	56.0	249	50.9	232	44.7	1,105	54.0
Taught a Different Early Learning Grade in 2021-22	1	3.8	45	8.9	83	16.3	82	16.8	56	10.8	267	13.0
Did not Teach an Early Learning Grade in 2021-22	8	30.8	63	12.5	80	15.7	88	18.0	151	29.1	390	19.1
Left the District in 2021-22	4	15.4	70	13.9	61	12.0	70	14.3	80	15.4	285	13.9
2020-21 Teachers to 2022-23 (Two Years)												
Taught the Same Early Learning Grade in 2022-23	9	34.6	268	53.2	219	43.0	187	38.2	157	30.3	840	41.0
Taught a Different Early Learning Grade in 2022-23	6	23.1	65	12.9	110	21.6	118	24.1	85	16.4	384	18.8
Did not Teach an Early Learning Grade in 2022-23	4	15.4	57	11.3	65	12.8	70	14.3	134	25.8	330	16.1
Left the District in 2022-23	7	26.9	114	22.6	115	22.6	114	23.3	143	27.6	493	24.1
2020-21 Teachers to 2023-24 (Three Years)												
Taught the Same Early Learning Grade in 2023-24	11	42.3	216	42.9	172	33.8	138	28.2	122	23.5	659	32.2
Taught a Different Early Learning Grade in 2023-24	2	7.7	67	13.3	114	22.4	105	21.5	78	15.0	366	17.9
Did not Teach an Early Learning Grade in 2023-24	5	19.2	90	17.9	100	19.6	124	25.4	168	32.4	487	23.8
Left the District in 2023-24	8	30.8	131	26.0	123	24.2	122	24.9	151	29.1	535	26.1

Source: Semester course files dated 01/24/2021 (2020-21), 12/03/2021 (2021-22), 10/31/2022 (2022-23), and 11/09/2023 (2023-24).

Note: EC = Early Childhood (i.e., Dallas ISD SPED PK). PK = Prekindergarten. K = Kindergarten. Some percentages may not sum to 100 because of rounding.

Appendix D: Table 2: 2021-22 to 2023-24 Early Learning Teacher Retention by Year, Grade, and Teaching Status

Timeframe	EC		PK		K		Grade One		Grade Two		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
2021-22 Teachers to 2022-23 (One Year)												
Taught Early Learning in 2021-22	19		472		451		429		469		1,840	
Taught the Same Early Learning Grade in 2022-23	10	52.6	332	70.3	262	58.1	232	54.1	235	50.1	1,071	58.2
Taught a Different Early Learning Grade in 2022-23	3	15.8	41	8.7	83	18.4	91	21.2	71	15.1	289	15.7
Did not Teach an Early Learning Grade in 2022-23	2	10.5	44	9.3	49	10.9	43	10.0	89	19.0	227	12.3
Left the District in 2022-23	4	21.1	55	11.7	57	12.6	63	14.7	74	15.8	253	13.8
2021-22 Teachers to 2023-24 (Two Years)												
Taught the Same Early Learning Grade in 2023-24	12	63.2	253	53.6	190	42.1	157	36.6	149	31.8	761	41.4
Taught a Different Early Learning Grade in 2023-24	2	10.5	60	12.7	102	22.6	107	24.9	83	17.7	354	19.2
Did not Teach an Early Learning Grade in 2023-24	1	5.3	86	18.2	91	20.2	93	21.7	151	32.2	422	22.9
Left the District in 2023-24	4	21.1	73	15.5	68	15.1	72	16.8	86	18.3	303	16.5

Source: Semester course files dated 12/03/21 (2021-22), 10/31/2022 (2022-23), and 11/09/2023 (2023-24).

Note: EC = Early Childhood (i.e., Dallas ISD SPED PK). PK = Prekindergarten. K = Kindergarten. Some percentages may not sum to 100 because of rounding.

Appendix D: Table 3: 2022-23 to 2023-24 Early Learning Teacher Retention by Year, Grade, and Teaching Status

Timeframe	EC		PK		K		Grade One		Grade Two		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
2022-23 Teachers to 2023-24 (One Year)												
Taught Early Learning in 2022-23	22		496		460		470		508		2,294	
Taught the Same Early Learning Grade in 2023-24	17	77.3	350	70.6	274	59.6	243	51.7	235	46.3	1,119	57.2
Taught a Different Early Learning Grade in 2023-24	2	9.1	56	11.3	84	18.3	99	21.1	78	15.4	319	16.3
Did not Teach an Early Learning Grade in 2023-24	1	4.5	38	7.7	42	9.1	69	14.7	116	22.8	266	13.6
Left the District in 2023-24	2	9.1	52	10.5	60	13.0	59	12.6	79	15.6	252	12.9

Source: Semester course files dated 10/31/2022 (2022-23) and 11/09/2023 (2023-24).

Note: EC = Early Childhood (i.e., Dallas ISD SPED PK). PK = Prekindergarten. K = Kindergarten. Some percentages may not sum to 100 because of rounding.

Appendix E

Appendix E, Table 1: 2023-24 Student Characteristics for Early Childhood Through Grade-Two Students Grade Level and Student Group

	Early Childhood (n = 705)		PK Partnerships (n = 1,255)		3-Year-Old PK (n = 2,265)		4-Year-Old PK (n = 6,895)		K (n = 9,887)		Grade One (n = 10,414)		Grade Two (n = 10,792)		Total (N = 42,213)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N	%
Sex																
Female	197	27.9	658	52.4	1,169	51.6	3,473	50.4	4,904	49.6	5,071	48.7	5,266	48.8	20,738	49.1
Male	508	72.1	597	47.6	1,096	48.4	3,422	49.6	4,983	50.4	5,343	51.3	5,526	51.2	21,475	50.9
Ethnicity*																
African American	180	25.5	730	58.2	573	25.3	1,270	18.4	1,883	19.0	1,883	18.1	1,958	18.1	8,477	20.1
Hispanic	453	64.3	485	38.6	1,514	66.8	5,071	73.5	6,861	69.4	7,328	70.4	7,677	71.1	29,389	69.6
White	46	6.5	19	1.5	71	3.1	284	4.1	688	7.0	765	7.3	711	6.6	2,584	6.1
Other	25	3.5	20	1.6	107	4.7	268	3.9	453	4.6	435	4.2	443	4.1	1,751	4.1
Special Populations																
EcoDis	575	81.6	1,223	97.5	1,959	86.5	6,245	90.6	8,372	84.7	8,931	85.8	9,260	85.8	36,565	86.6
Emergent Bilingual	299	42.4	231	18.4	1,192	52.6	3,836	55.6	5,105	51.6	5,465	52.5	5,620	52.1	21,748	51.5
Special Education	704	99.9	59	4.7	68	3.01	272	3.9	897	9.1	1,196	11.5	9,308	86.2	4,680	11.1
Homeless	20	2.8	80	6.4	104	4.6	335	4.9	344	3.5	326	3.1	300	2.8	1,509	3.6

Source: District student demographics data file dated 05/13/24.

Note: PK = Prekindergarten. K = Kindergarten. EcoDis = Economically disadvantaged. * = Some students did not have a Race/Ethnicity code, so *ns* may not sum to the total *N*. Some percentages may not sum to 100 because of rounding.

Appendix E, Table 2: 2022-23 Student Characteristics for Early Childhood Through Grade-Two Students by Grade Level and Student Group

	Early Childhood (n = 465)		PK Partnerships (n = 1,337)		3-Year-Old PK (n = 2,187)		4-Year-Old PK (n = 7,052)		K (n = 9,817)		Grade One (n = 10,667)		Grade Two (n = 10,370)		Total (N = 41,895)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N	%
Sex*																
Female	125	26.9	663	49.6	1,124	51.4	3,667	52.0	4,749	48.4	5,203	48.8	5,034	48.5	20,565	49.1
Male	340	73.1	674	50.4	1,063	48.6	3,384	48.0	5,068	51.6	5,462	51.2	5,335	51.4	21,326	50.9
Ethnicity*																
African American	120	25.8	800	59.8	585	26.7	1,534	21.8	1,991	20.3	2,105	19.7	2,084	20.1	9,219	22.0
Hispanic	290	62.4	479	35.8	1,422	65.0	4,966	70.4	6,676	68.0	7,381	69.2	7,177	69.2	28,391	67.8
White	34	7.3	22	1.6	84	3.8	296	4.2	768	7.8	769	7.2	689	6.6	2,662	6.4
Other	19	4.1	36	2.7	92	4.2	245	3.5	376	3.8	406	3.8	412	4.0	1,586	3.8
Special Populations																
EcoDis	397	85.4	1,299	97.2	1,926	88.1	6,385	90.5	8,370	85.3	9,108	85.4	8,893	85.8	36,378	86.8
Emergent Bilingual	198	42.6	164	12.3	1,044	47.7	3,582	50.8	4,747	48.4	5,274	49.4	4,998	48.2	20,007	47.8
Special Education	460	98.9	36	2.7	30	1.4	148	2.1	771	7.9	1,019	9.6	1,161	11.2	3,625	8.7
Homeless	13	2.8	54	4.0	83	3.8	246	3.5	246	2.5	240	2.2	203	2.0	1,085	2.6

Source: PEIMS district data file dated 10/31/22.

Note: PK = Prekindergarten. K = Kindergarten. EcoDis = Economically disadvantaged. * = Some students did not have a Sex or Race/Ethnicity code, so ns may not sum to the grade level n or total N. Some percentages may not sum to 100 because of rounding.

Appendix E, Table 3: 2021-22 Student Characteristics for Early Childhood Through Grade-Two Students by Grade Level and Student Group

	Early Childhood (n = 371)		PK Partnerships (n = 1,138)		3-Year-Old PK (n = 2,024)		4-Year-Old PK (n = 7,069)		K (n = 10,308)		Grade One (n = 10,641)		Grade Two (n = 10,341)		Total (N = 41,892)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N	%
Sex																
Female	97	26.1	566	49.7	1,066	52.7	3,590	50.8	4,980	48.3	5,190	48.8	5,061	48.9	20,550	49.1
Male	274	73.9	572	50.3	958	47.3	3,479	49.2	5,328	51.7	5,451	51.2	5,280	51.1	21,342	50.9
Ethnicity*																
African American	91	24.5	676	59.4	605	29.9	1,547	21.9	2,105	20.4	2,168	20.4	2,099	20.3	9,291	22.2
Hispanic	217	58.5	385	33.8	1,217	60.1	4,909	69.4	7,016	68.1	7,297	68.6	7,101	68.7	28,142	67.2
White	45	12.1	34	3.0	101	5.0	347	4.9	773	7.5	716	6.7	675	6.5	2,691	6.4
Other	12	3.2	43	3.8	100	4.9	262	3.7	410	4.0	459	4.3	466	4.5	1,752	4.2
Special Populations																
Eco Dis	324	87.3	1,030	90.5	1,758	86.9	6,321	89.4	8,738	84.8	9,465	88.9	8,753	84.6	36,389	86.9
Emergent Bilingual	160	43.1	57	5.0	935	46.2	3,590	50.8	4,976	48.3	5,063	47.6	5,097	49.3	19,878	47.5
Special Education	367	98.9	31	2.7	24	1.2	134	1.9	611	5.9	865	8.1	990	9.6	3,022	7.2
Homeless	4	1.1	55	4.8	61	3.0	237	3.4	222	2.2	204	1.9	148	1.4	931	2.2

Source: PEIMS district data file dated 11/01/21.

Note: PK = Prekindergarten. K = Kindergarten. EcoDis = Economically disadvantaged. * = Some students did not have a Race/Ethnicity code, so *ns* may not sum to the total *N*. Some percentages may not sum to 100 because of rounding.

Appendix F

Appendix F, Table 1: 2021-22 to 2023-24 Percentage of Prekindergarten Students Performing *On-Track* on *CIRCLE* Phonological Awareness by Wave, Year, Version, and Student Group

	Wave 1						Wave 2						Wave 3					
	2021-22		2022-23		2023-24		2021-22		2022-23		2023-24		2021-22		2022-23		2023-24	
	Test <i>N</i>	Track %	Test <i>N</i>	Track %	Test <i>N</i>	Track %	Test <i>N</i>	Track %	Test <i>N</i>	Track %	Test <i>N</i>	Track %	Test <i>N</i>	Track %	Test <i>N</i>	Track %	Test <i>N</i>	Track %
English																		
All	3,377	61.7	3,839	60.7	3,391	57.2	3,247	73.5	4,173	77.7	3,488	77.8	3,081	81.7	3,903	83.2	3,539	85.2
African Am	1,575	61.7	1,871	61.4	1,577	59.9	1,526	73.3	2,036	78.4	1,660	79.3	1,414	79.4	1,850	83.6	1,714	86.5
Hispanic	1,430	58.2	1,559	56.9	1,509	52.7	1,371	72.2	1,704	75.2	1,510	74.8	1,328	82.3	1,651	81.9	1,520	82.6
White	213	78.4	224	75.4	169	71.6	210	80.5	242	87.6	179	86.6	202	87.6	225	88.9	169	92.9
EB	69	66.7	35	71.4	119	39.5	73	68.5	50	82.0	63	68.3	73	86.3	50	78.0	62	77.4
EcoDis	2,941	59.6	3,399	58.9	2,950	55.7	2,810	71.9	3,686	76.4	3,053	76.3	2,656	80.1	3,420	82.2	3,111	84.2
SPED	48	39.6	66	56.1	131	50.4	48	60.4	62	77.4	134	64.2	49	57.1	64	76.6	133	69.9
Spanish																		
All	3,038	57.8	3,945	50.4	3,675	53.5	3,334	79.5	4,196	78.0	4,083	79.2	3,302	86.0	4,125	84.9	4,123	83.1
African Am	6	33.3	20	55.0	13	69.2	18	94.4	28	71.4	36	94.4	17	100.0	28	89.3	41	92.7
Hispanic	2,911	57.8	3,804	50.3	3,551	53.5	3,177	79.3	4,041	78.1	3,918	79.0	3,144	86.1	3,974	85.0	3,939	82.9
White	82	61.0	81	48.1	63	52.4	97	81.4	86	74.4	81	84.0	99	78.8	84	81.0	86	83.7
EB	2,954	57.7	3,813	50.7	3,555	53.1	3,148	79.1	3,976	78.1	3,865	79.1	3,105	85.8	3,900	85.2	3,882	82.7
EcoDis	2,827	57.5	3,693	50.1	3,437	53.3	3,093	79.2	3,922	77.7	3,807	78.8	3,064	85.7	3,848	84.7	3,824	82.7
SPED	47	34.0	64	54.7	107	34.6	55	76.4	69	63.8	125	56.8	54	81.5	67	83.6	117	64.1
English and Spanish Combined																		
All	6,415	59.8	7,784	55.4	7,066	55.3	6,581	76.6	8,369	77.9	7,571	78.5	6,383	83.9	8,028	84.1	7,662	84.1
African Am	1,581	61.5	1,891	61.3	1,590	60.0	1,544	73.6	2,064	78.3	1,696	79.7	1,431	79.7	1,878	83.7	1,755	86.7
Hispanic	4,341	57.9	5,363	52.2	5,060	53.2	4,548	77.2	5,745	77.2	5,428	77.8	4,472	85.0	5,625	84.1	5,459	82.8
White	295	73.6	305	68.2	232	66.4	307	80.8	328	84.1	260	85.8	301	84.7	309	86.7	255	89.8
EB	3,023	57.9	3,848	50.9	3,674	52.7	3,221	78.9	4,026	78.2	3,928	78.9	3,178	85.8	3,950	85.1	3,944	82.6
EcoDis	5,768	58.6	7,092	54.3	6,387	54.4	5,903	75.8	7,608	77.1	6,860	77.7	5,720	83.1	7,268	83.5	6,935	83.4
SPED	95	36.8	130	55.4	238	43.3	103	68.9	131	70.2	259	60.6	103	69.9	131	80.2	250	67.2

Source: PEIMS district data files dated 11/01/2021 (2021-22), 10/31/2022 (2022-23) and district demographic file dated 05/13/24 (2023-24); *CIRCLE* data files dated 07/19/2022 (2021-22 Waves 1-3), 07/21/2023 (2022-23 Waves 1-3), and 11/08/23 (2023-24 Wave 1) and 06/09/24 (2023-24 Waves 2-3).

Note: Test = tested. Track = On Track. Am = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. District *CIRCLE* data files were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

Appendix F, Table 2: 2021-22 to 2023-24 Percentage of Prekindergarten Students Performing *On-Track* on *CIRCLE* Rapid Vocabulary by Wave, Year, Version, and Student Group

	Wave 1						Wave 2						Wave 3					
	2021-22		2022-23		2023-24		2021-22		2022-23		2023-24		2021-22		2022-23		2023-24	
	Test <i>N</i>	Track %	Test <i>N</i>	Track %	Test <i>N</i>	Track %	Test <i>N</i>	Track %	Test <i>N</i>	Track %	Test <i>N</i>	Track %	Test <i>N</i>	Track %	Test <i>N</i>	Track %	Test <i>N</i>	Track %
English																		
All	3,472	45.5	3,110	49.1	2,786	44.9	3,396	66.0	3,314	69.0	2,763	66.5	3,141	73.7	3,067	73.1	2,727	74.1
African Am	1,619	47.6	1,451	50.0	1,222	46.6	1,611	67.3	1,547	69.9	1,236	69.4	1,448	73.3	1,396	71.8	1,240	74.8
Hispanic	1,468	38.1	1,318	43.1	1,289	38.8	1,411	61.4	1,411	63.8	1,252	59.7	1,340	71.2	1,340	70.9	1,229	71.0
White	219	68.9	195	72.8	158	69.0	225	80.0	210	85.7	161	86.3	214	86.0	194	90.2	147	89.1
EB	71	32.4	29	37.9	87	23.0	74	45.9	45	68.9	57	33.3	73	53.4	44	68.2	56	55.4
Eco Dis	3,023	42.5	2,735	46.0	2,440	41.6	2,928	63.4	2,907	66.5	2,417	63.6	2,699	72.0	2,675	71.0	2,404	72.3
SPED	50	30.0	52	46.2	118	37.3	52	48.1	56	71.4	118	55.9	49	67.3	56	66.1	116	63.8
Spanish																		
All	3,071	45.5	3,247	45.4	3,010	47.7	3,369	54.0	3,407	62.0	3,256	62.4	3,337	63.9	3,316	66.9	3,269	68.9
African Am	7	0.0	14	7.1	12	8.3	18	11.1	17	41.2	22	9.1	18	38.9	17	35.3	26	26.9
Hispanic	2,939	45.9	3,131	45.7	2,909	48.0	3,210	54.5	3,287	62.3	3,131	63.1	3,175	64.3	3,199	67.4	3,126	69.4
White	85	31.8	66	37.9	52	40.4	99	43.4	67	53.7	67	46.3	100	53.0	67	52.2	76	57.9
EB	2,983	46.4	3,141	46.7	2,908	49.2	3,183	55.7	3,233	63.4	3,082	64.7	3,136	65.2	3,141	68.1	3,071	70.6
Eco Dis	2,855	46.2	3,051	46.2	2,839	48.3	3,123	54.7	3,202	62.6	3,058	63.5	3,094	64.5	3,114	67.6	3,059	69.7
SPED	48	31.3	55	29.1	92	22.8	54	38.9	56	42.9	107	33.6	55	43.6	54	42.6	98	45.9
English and Spanish Combined																		
All	6,543	45.5	6,357	47.2	5,796	46.3	6,765	60.0	6,721	65.4	6,019	64.3	6,478	68.6	6,383	69.9	5,996	71.3
African Am	1,626	47.4	1,465	49.6	1,234	46.3	1,629	66.7	1,564	69.6	1,258	68.4	1,466	72.9	1,413	71.4	1,266	73.8
Hispanic	4,407	43.3	4,449	44.9	4,198	45.1	4,621	56.6	4,698	62.8	4,382	62.1	4,515	66.3	4,539	68.4	4,355	69.9
White	304	58.6	261	64.0	210	61.9	324	68.8	277	78.0	228	74.6	314	75.5	261	80.5	223	78.5
EB	3,054	46.1	3,170	46.7	2,995	48.4	3,257	55.5	3,278	63.5	3,139	64.1	3,209	65.0	3,185	68.1	3,127	70.4
Eco Dis	5,878	44.3	5,786	46.1	5,279	45.2	6,051	58.9	6,109	64.4	5,475	63.5	5,793	68.0	5,789	69.1	5,463	70.9
SPED	98	30.6	107	37.4	210	31.0	106	43.4	112	57.1	225	45.3	104	54.8	110	54.5	214	55.6

Source: PEIMS district data files dated 11/01/2021 (2021-22), 10/31/2022 (2022-23) and district demographic file dated 05/13/24 (2023-24); *CIRCLE* data files dated 07/19/2022 (2021-22 Waves 1-3), 07/21/2023 (2022-23 Waves 1-3), and 11/08/23 (2023-24 Wave 1) and 06/09/24 (2023-24 Waves 2-3).

Note: Test = tested. Track = On Track. Am = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. District *CIRCLE* data files were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

Appendix F, Table 3: 2021-22 to 2023-24 Percentage of Prekindergarten Students Performing *On-Track* on *CIRCLE* Mathematics by Wave, Year, Version, and Student Group

	Wave 1						Wave 2						Wave 3					
	2021-22		2022-23		2023-24		2021-22		2022-23		2023-24		2021-22		2022-23		2023-24	
	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %
English																		
All	8,898	52.2	4,412	57.5	2,624	79.2	8,701	64.2	4,610	64.4	2,756	87.1	8,469	71.3	4,324	67.3	2,847	90.1
African Am	2,304	55.9	2,007	57.6	1,075	82.2	2,181	60.2	2,083	62.3	1,140	88.6	1,999	64.2	1,900	65.8	1,209	90.2
Hispanic	5,876	50.1	1,960	54.9	1,297	75.1	5,858	65.3	2,079	64.7	1,346	84.7	5,813	73.7	2,007	67.2	1,380	89.1
White	418	59.6	245	71.0	149	88.6	401	69.3	250	75.6	160	93.1	401	73.6	237	78.1	146	95.9
EB	4,014	43.9	324	41.0	186	74.7	3,994	63.7	331	50.8	217	79.3	3,994	73.1	322	50.0	223	83.0
Eco Dis	7,952	50.7	3,900	55.7	2,309	77.3	7,765	63.3	4,060	63.2	2,421	86.0	7,532	71.0	3,783	66.2	2,516	89.3
SPED	132	54.5	79	70.9	114	73.7	132	65.2	80	73.8	123	82.9	135	77.8	74	77.0	127	78.0
Spanish																		
All	112	30.4	3,891	56.8	2,847	70.0	114	41.2	4,038	70.5	3,182	85.9	85	25.9	3,963	74.6	3,237	89.9
African Am	-	-	18	38.9	12	91.7	-	-	23	56.5	22	95.5	-	-	24	58.3	26	96.2
Hispanic	110	30.0	3,757	56.9	2,750	69.9	112	40.2	3,893	70.6	3,060	85.8	85	25.9	3,826	74.6	3,098	90.0
White	*	*	78	60.3	51	78.4	*	*	82	68.3	64	89.1	-	-	76	77.6	72	84.7
EB	112	30.4	3,783	57.0	2,747	69.5	111	40.5	3,848	70.7	3,009	85.4	82	26.8	3,769	74.8	3,040	89.5
Eco Dis	103	30.1	3,667	56.4	2,688	69.4	99	41.4	3,804	70.5	2,994	85.5	73	26.0	3,731	74.6	3,029	89.5
SPED	*	*	63	55.6	86	61.6	*	*	64	64.1	101	71.3	*	*	62	64.5	97	75.3
English and Spanish Combined																		
All	9,010	52.0	8,303	57.2	5,471	74.4	8,815	63.9	8,648	67.2	5,938	86.5	8,554	70.9	8,287	70.8	6,084	90.0
African Am	2,304	55.9	2,025	57.5	1,087	82.3	2,181	60.2	2,106	62.2	1,162	88.7	1,999	64.2	1,924	65.7	1,235	90.4
Hispanic	5,986	49.7	5,717	56.2	4,047	71.6	5,970	64.9	5,972	68.6	4,406	85.5	5,898	73.0	5,833	72.1	4,478	89.7
White	419	59.4	323	68.4	200	86.0	403	69.5	332	73.8	224	92.0	401	73.6	313	78.0	218	92.2
EB	4,126	43.6	4,107	55.8	2,933	69.9	4,105	63.0	4,179	69.1	3,226	85.0	4,076	72.2	4,091	72.9	3,263	89.1
Eco Dis	8,055	50.5	7,567	56.0	4,997	73.0	7,864	63.0	7,864	66.7	5,415	85.7	7,605	70.5	7,514	70.4	5,545	89.4
SPED	134	54.5	142	64.1	200	68.5	134	64.2	144	69.4	224	77.7	136	77.2	136	71.3	224	76.8

Source: PEIMS district data files dated 11/01/2021 (2021-22), 10/31/2022 (2022-23) and district demographic file dated 05/13/24 (2023-24); *CIRCLE* data files dated 07/19/2022 (2021-22 Waves 1-3), 07/21/2023 (2022-23 Waves 1-3), and 11/08/23 (2023-24 Wave 1) and 06/09/24 (2023-24 Waves 2-3).

Note: Test = tested. Track = On Track. Am = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. Cells marked with an asterisk (*) indicate five or fewer students were tested. Cells marked with a dash (-) indicate no students were tested. District *CIRCLE* data files were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

Appendix G

Appendix G, Table 1: 2022-23 Percentage of Kindergarten Students Performing *On-Track* on BOY TX-KEA Literacy Screener by Prekindergarten Participation, Version, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %
English						
All	2,109	73.2	1,097	45.2	3,206	63.6
African American	972	73.9	494	47.4	1,466	64.9
Hispanic	1,002	71.5	481	37.0	1,483	60.3
White	63	79.4	75	70.7	138	74.6
Emergent Bilingual	79	62.0	15	33.3	94	57.4
EcoDis	2,101	73.2	1,094	45.2	3,195	63.6
Special Education	131	61.1	50	52.0	181	58.6
Spanish						
All	3,004	81.7	833	41.9	3,837	73.1
African American	*	*	-	-	*	*
Hispanic	2,926	81.8	813	41.9	3,739	73.1
White	53	73.6	15	33.3	68	64.7
Emergent Bilingual	2,914	82.1	824	42.0	3,738	73.2
EcoDis	2,842	81.8	764	41.0	3,606	73.2
Special Education	162	56.2	7	28.6	169	55.0
English and Spanish Combined						
All	5,113	78.2	1,930	43.8	7,043	68.8
African American	974	73.9	494	47.4	1,468	65.0
Hispanic	3,928	79.2	1,294	40.1	5,222	69.5
White	116	76.7	90	64.4	206	71.4
Emergent Bilingual	2,993	81.6	839	41.8	3,832	72.9
EcoDis	4,943	78.2	1,858	43.4	6,801	68.7
Special Education	293	58.4	57	49.1	350	56.9

Source: PEIMS district data file dated 10/31/22 and BOY TX-KEA data file dated 12/10/22.

Note: BOY = Beginning of year. DISD = Dallas Independent School District. PK = Prekindergarten. EcoDis = Economically Disadvantaged. Scoring on track on the BOY TX-KEA Literacy Screener indicates being Kindergarten-ready. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Appendix G, Table 2: 2021-22 Percentage of Kindergarten Students Performing *On-Track* on BOY TX-KEA Literacy Screener by Prekindergarten Participation, Version, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %
English						
All	1,766	70.2	1,338	44.5	3,104	59.1
African American	789	73.0	587	47.2	1,376	62.0
Hispanic	856	66.1	607	38.1	1,463	54.5
White	54	79.6	80	63.8	134	70.1
Emergent Bilingual	84	61.9	24	41.7	108	57.4
EcoDis	1,755	70.2	1,335	44.4	3,090	59.1
Special Education	90	57.8	42	47.6	132	54.5
Spanish						
All	2,752	78.4	1,174	39.2	3,926	66.7
African American	*	*	*	*	6	16.7
Hispanic	2,707	78.7	1,132	38.9	3,839	66.9
White	24	75.0	28	46.4	52	59.6
Emergent Bilingual	2,664	78.8	1,151	39.0	3,815	66.8
EcoDis	2,569	78.3	1,090	38.4	3,659	66.4
Special Education	104	47.1	17	35.3	121	45.5
English and Spanish Combined						
All	4,518	75.2	2,512	42.0	7,030	63.3
African American	794	72.5	588	47.3	1,382	61.8
Hispanic	3,563	75.7	1,739	38.6	5,302	63.5
White	78	78.2	108	59.3	186	67.2
Emergent Bilingual	2,748	78.3	1,175	39.1	3,923	66.5
EcoDis	4,324	75.0	2,425	41.7	6,749	63.0
Special Education	194	52.1	59	44.1	253	50.2

Source: PEIMS district data file dated 11/01/21 and BOY TX-KEA data file dated 10/19/21.

Note: BOY = Beginning of year. DISD = Dallas Independent School District. PK = Prekindergarten. EcoDis = Economically Disadvantaged. Scoring on track on the BOY TX-KEA Literacy Screener indicates being Kindergarten-ready. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Appendix H

Appendix H, Table 1: 2023-24 Percentage of Kindergarten Students Who Were *On-Track* on BOY TX-KEA by Subtest, Version, and Student Group

	Literacy Screener		Spelling		Vocabulary		Mathematics		Social and Emotional Competence	
	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %
English										
All	3,674	72.1	3,681	62.1	3,937	66.0	3,915	54.8	3,451	74.8
Afr American	1,375	72.0	1,376	61.4	1,476	64.2	1,404	52.0	1,215	71.0
Hispanic	1,643	65.9	1,648	57.6	1,769	58.5	1,850	51.0	1,671	74.1
White	456	91.2	457	78.6	483	91.7	461	75.9	385	86.5
EB	62	64.5	63	57.1	67	44.8	246	45.5	275	66.9
EcoDis	2,875	67.7	2,879	58.2	3,080	60.3	3,090	50.4	2,752	72.2
SPED	273	59.0	274	48.9	297	50.5	299	43.5	265	54.0
Spanish										
All	3,834	74.3	3,838	58.6	3,925	77.0	3,810	58.3	3,542	69.4
Afr American	11	63.6	11	72.7	11	27.3	11	90.9	17	76.5
Hispanic	3,706	74.4	3,710	58.4	3,794	77.4	3,684	58.1	3,397	69.0
White	82	69.5	82	74.4	85	60.0	81	65.4	96	81.3
EB	3,702	74.5	3,706	57.9	3,794	78.3	3,680	57.7	3,271	68.8
EcoDis	3,577	75.1	3,581	58.9	3,664	78.0	3,560	58.4	3,269	69.0
SPED	192	60.4	194	47.4	196	55.1	190	51.1	167	46.1
English and Spanish Combined										
All	7,508	73.2	7,519	60.3	7,862	71.5	7,725	56.6	6,993	72.0
Afr American	1,386	71.9	1,387	61.5	1,487	64.0	1,415	52.3	1,232	71.1
Hispanic	5,349	71.8	5,358	58.1	5,563	71.4	5,534	55.8	5,068	70.7
White	538	87.9	539	77.9	568	87.0	542	74.4	481	85.4
EB	3,764	74.3	3,769	57.8	3,861	77.7	3,926	57.0	3,546	68.6
EcoDis	6,452	71.8	6,460	58.6	6,744	69.9	6,650	54.7	6,021	70.5
SPED	465	59.6	468	48.3	493	52.3	489	46.4	432	50.9

Source: District demographic file dated 05/13/24. BOY TX-KEA data file dated 11/07/23.

Note: BOY = Beginning of year. Afr = African. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. Scoring on track on the BOY TX-KEA Literacy Screener indicates being Kindergarten-ready. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. In 2023-24 analyses included only students who attended at least 85% of the school year, thus excluding 676 students from analyses.

Appendix H, Table 2: 2022-23 Percentage of Kindergarten Students Who Were *On-Track* on BOY TX-KEA by Subtest, Version, and Student Group

	Literacy Screener		Spelling		Vocabulary		Mathematics		Social and Emotional Competence	
	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %
English										
All	4,155	69.5	4,159	62.2	4,413	66.6	8,580	45.3	4,642	72.2
Afr American	1,630	66.8	1,635	58.3	1,716	63.0	1,704	45.7	1,463	68.8
Hispanic	1,737	63.0	1,739	58.0	1,878	60.0	5,917	41.4	2,472	71.2
White	566	91.3	563	81.3	587	93.4	692	71.1	497	84.1
EB	96	58.3	97	51.5	105	42.9	3,996	36.8	1,093	69.1
EcoDis	3,236	63.7	3,244	56.7	3,440	60.3	7,278	41.2	3,794	69.7
SPED	249	65.9	250	55.6	275	57.1	467	38.1	298	53.0
Spanish										
All	3,915	72.8	3,916	61.7	4,014	71.0	203	49.8	2,645	69.1
Afr American	*	*	*	*	6	50.0	-	-	9	77.8
Hispanic	3,791	73.0	3,793	61.7	3,884	71.4	199	50.3	2,553	69.0
White	88	60.2	88	58.0	91	53.8	*	*	66	72.7
EB	3,762	73.1	3,763	61.1	3,858	72.7	202	49.5	2,441	68.4
EcoDis	3,627	73.0	3,628	61.4	3,720	72.0	182	46.7	2,447	68.6
SPED	171	55.0	172	47.1	177	48.0	11	27.3	105	57.1
English and Spanish Combined										
All	8,070	71.1	8,075	61.9	8,427	68.7	8,783	45.4	7,287	71.1
Afr American	1,635	66.9	1,640	58.4	1,722	63.0	1,704	45.7	1,472	68.8
Hispanic	5,528	69.9	5,532	60.5	5,762	67.7	6,116	41.6	5,025	70.1
White	654	87.2	651	78.2	678	88.1	695	70.9	563	82.8
EB	3,858	72.7	3,860	60.8	3,963	71.9	4,198	37.4	3,534	68.6
EcoDis	6,863	68.6	6,872	59.2	7,160	66.4	7,460	41.3	6,241	69.3
SPED	420	61.4	422	52.1	452	53.5	478	37.9	403	54.1

Source: PEIMS district data file dated 10/31/22. BOY TX-KEA data file dated 12/10/22.

Note: BOY = Beginning of year. Afr = African. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. Scoring on track on the BOY TX-KEA Literacy Screener indicates being Kindergarten-ready. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. Cells marked with an asterisk (*) indicate five or fewer students were tested. Cells marked with a dash (-) indicate no students were tested.

Appendix H, Table 3: 2021-22 Percentage of Kindergarten Students Who Were *On-Track* on BOY TX-KEA by Subtest, Version, and Student Group

	Literacy Screener		Spelling		Vocabulary		Mathematics		Social and Emotional Competence	
	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %
English										
All	4,076	66.5	4,099	57.8	4,550	69.5	8,730	42.6	4,353	72.7
Afr American	1,526	64.4	1,531	53.8	1,738	66.6	1,689	40.6	1,200	67.8
Hispanic	1,742	59.0	1,758	52.0	1,922	62.8	6,029	39.2	2,435	72.3
White	573	90.1	574	80.8	629	91.9	717	71.5	516	85.5
EB	108	57.4	110	57.3	120	51.7	4,113	36.0	1,149	72.6
EcoDis	3,129	59.2	3,148	50.8	3,518	63.6	7,323	37.8	3,462	69.9
SPED	182	61.0	182	50.0	200	55.5	326	35.9	169	58.6
Spanish										
All	4,036	66.7	4,073	57.3	4,201	67.8	198	45.5	2,674	66.2
Afr American	9	22.2	9	22.2	10	40.0	-	-	7	57.1
Hispanic	3,905	66.9	3,942	57.3	4,073	68.5	193	46.1	2,597	66.0
White	86	64.0	85	65.9	83	43.4	*	*	49	77.6
EB	3,849	66.8	3,886	56.5	4,017	69.3	194	44.3	2,486	65.6
EcoDis	3,693	66.4	3,728	56.2	3,849	68.8	185	44.3	2,473	66.0
SPED	125	44.8	127	47.2	130	39.2	*	*	79	36.7
English and Spanish Combined										
All	8,112	66.6	8,172	57.6	8,751	68.7	8,928	42.7	7,027	70.2
Afr American	1,535	64.1	1,540	53.6	1,748	66.5	1,689	40.6	1,207	67.7
Hispanic	5,647	64.5	5,700	55.7	5,995	66.7	6,222	39.4	5,032	69.0
White	659	86.6	659	78.9	712	86.2	719	71.3	565	84.8
EB	3,957	66.5	3,996	56.5	4,137	68.8	4,307	36.4	3,635	67.8
EcoDis	6,822	63.1	6,876	53.7	7,367	66.3	7,508	37.9	5,935	68.2
SPED	307	54.4	309	48.9	330	49.1	330	35.8	248	51.6

Source: PEIMS district data file dated 11/01/21 and BOY TX-KEA data file dated 10/19/21.

Note: BOY = Beginning of year. Afr = African. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. Cells marked with an asterisk (*) indicate five or fewer students were tested; (-) indicates that no students were tested.

Appendix I

Appendix I, Table 1: 2021-22 to 2023-24 Percentage of Kindergarten Students At or Above the 50th Percentile on EOY MAP by Year, Assessment, and Student Group

	2021-22		2022-23		2023-24	
	Tested N	At or Above 50%	Tested N	At or Above 50%	Tested N	At or Above 50%
Reading English K-2						
All	4,434	35.7	4,183	50.1	4,036	43.6
African American	1,588	27.8	1,529	40.0	1,474	38.3
Hispanic	1,985	28.8	1,849	47.1	1,835	38.0
White	617	71.0	586	79.9	512	72.9
Emergent Bilingual	153	28.8	126	51.6	117	31.6
Economically Disadvantaged	3,367	26.4	3,174	42.5	3,144	37.0
Special Education	195	22.6	258	38.4	312	32.1
Reading Spanish K-2						
All	4,210	41.1	4,056	46.1	4,024	54.3
African American	*	*	*	*	12	25.0
Hispanic	4,095	41.2	3,928	46.3	3,896	54.3
White	79	44.3	91	35.2	77	57.1
Emergent Bilingual	4,027	40.9	3,856	46.4	3,864	54.2
Economically Disadvantaged	3,873	41.2	3,753	45.5	3,746	54.3
Special Education	132	23.5	180	19.4	178	30.9
Reading English and Spanish Combined K-2						
All	8,644	38.3	8,239	48.1	8,060	48.9
African American	1,592	27.8	1,533	40.1	1,486	38.2
Hispanic	6,080	37.1	5,777	46.5	5,731	49.1
White	696	68.0	677	73.9	589	70.8
Emergent Bilingual	4,180	40.5	3,982	46.6	3,981	53.5
Economically Disadvantaged	7,240	34.3	6,927	44.1	6,890	46.4
Special Education	327	22.9	438	30.6	490	31.6
Mathematics English K-2						
All	9,027	40.4	8,551	52.6	4,387	47.7
African American	1,661	32.6	1,580	46.5	1,522	42.2
Hispanic	6,305	37.8	5,936	50.1	2,046	42.7
White	714	73.5	703	81.7	518	77.0
Emergent Bilingual	4,473	36.4	4,206	46.3	512	40.0
Economically Disadvantaged	7,582	35.6	7,212	48.0	3,452	41.5
Special Education	345	28.7	452	39.8	350	32.0

Source: PEIMS district data files dated 11/01/21 (2021-22), 10/31/22 (2022-23), and district demographic file 05/13/24 (2023-24). EOY MAP data files dated 06/22/22 (2021-22), 06/25/23 (2022-23), and 05/23/24 (2023-24).

Note: EOY = End of year. MAP = Measures of Academic Progress. To allow for examination of overall student performance, the English and Spanish administrations were combined for reading. In 2023-24 EB Kindergarten students were able to take the MAP mathematics test in Spanish. However, consistent with past years, only MAP English mathematics results were examined. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Appendix I, Table 2: 2021-22 to 2023-24 Percentage of Grade-One Students At or Above the 50th Percentile on MAP - Reading by Administration, Year, Version, and Student Group

	BOY						MOY						EOY					
	2021-22		2022-23		2023-24		2021-22		2022-23		2023-24		2021-22		2022-23		2023-24	
	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %
English																		
All	5,129	39.5	5,116	42.0	4,419	48.7	4,963	31.3	5,144	33.9	4,501	43.5	4,967	31.3	4,941	37.1	4,504	39.5
African Am	1,917	29.7	1,873	32.4	1,520	37.8	1,821	21.6	1,865	26.1	1,539	33.5	1,765	22.5	1,709	29.4	1,527	30.0
Hispanic	2,197	36.9	2,254	38.1	1,994	45.2	2,143	27.7	2,307	27.8	2,051	38.3	2,194	26.4	2,267	30.9	2,068	34.0
White	630	75.6	650	76.0	620	79.8	612	69.4	645	70.2	625	77.6	627	69.1	650	70.6	622	73.5
EB	341	31.7	363	37.2	295	40.7	380	25.5	401	29.2	340	32.9	394	23.1	410	31.5	354	33.3
EcoDis	4,224	32.2	3,985	33.3	3,453	40.5	4,080	23.7	4,006	25.1	3,521	34.7	4,048	23.5	3,794	28.3	3,529	30.7
SPED	402	22.6	447	21.3	481	30.4	391	17.9	451	17.5	481	25.4	398	17.3	418	22.0	495	22.8
Spanish																		
All	4,435	51.3	4,579	55.8	4,290	63.5	4,398	47.2	4,579	54.4	4,354	55.9	4,435	40.6	4,456	49.5	4,356	53.4
African Am	*	*	*	*	*	*	6	33.3	*	*	6	66.7	*	*	*	*	6	66.7
Hispanic	4,367	51.4	4,466	55.8	4,185	63.4	4,327	47.2	4,477	54.3	4,245	56.0	4,388	40.6	4,374	49.6	4,243	53.5
White	52	48.1	78	52.6	71	69.0	53	47.2	69	58.0	75	48.0	30	43.3	54	42.6	78	52.6
EB	4,186	50.6	4,430	55.4	4,158	63.6	4,142	46.7	4,432	54.2	4,207	55.9	4,214	40.2	4,347	49.5	4,205	53.6
EcoDis	4,254	51.2	4,247	55.2	4,075	63.4	4,215	47.1	4,264	53.9	4,127	55.5	4,281	40.7	4,168	49.2	4,123	52.9
SPED	214	24.8	288	30.6	332	34.3	209	20.6	281	23.1	325	24.3	213	15.5	282	18.8	322	22.7
English and Spanish Combined																		
All	9,564	45.0	9,695	48.5	8,709	56.0	9,361	38.8	9,723	43.5	8,855	49.6	9,402	35.7	9,397	43.0	8,860	46.3
African Am	1,921	29.8	1,876	32.5	1,525	38.0	1,827	21.6	1,867	26.1	1,545	33.7	1,770	22.5	1,710	29.4	1,533	30.1
Hispanic	6,564	46.5	6,720	49.9	6,179	57.5	6,470	40.8	6,784	45.3	6,296	50.2	6,582	35.9	6,641	43.2	6,311	47.1
White	682	73.5	728	73.5	691	78.7	665	67.7	714	69.0	700	74.4	657	67.9	704	68.5	700	71.1
EB	4,527	49.2	4,793	54.0	4,453	62.1	4,522	44.9	4,833	52.1	4,547	54.2	4,608	38.7	4,757	47.9	4,559	52.0
EcoDis	8,478	41.7	8,232	44.6	7,528	52.9	8,295	35.6	8,270	40.0	7,648	45.9	8,329	32.3	7,962	39.3	7,652	42.7
SPED	616	23.4	735	24.9	813	32.0	600	18.8	732	19.7	806	24.9	611	16.7	700	20.7	817	22.8

Source: PEIMS district data files dated 11/01/21 (2021-22), 10/31/22 (2022-23), district demographic file dated 05/13/24. MAP data files dated 10/07/21 (2021-22 BOY), 01/24/22 (2021-22 MOY), 06/22/22 (2021-22 EOY); 11/08/22 (2022-23 BOY), 02/08/23 (2022-23 MOY), and 06/25/23 (2022-23 EOY); 09/20/23 (2023-24 BOY), 12/18/23 (2023-24 MOY), and 05/23/24 (2023-24 EOY).

Note: MAP = Measures of Academic Progress. BOY = Beginning of year. MOY = Middle of year. EOY = End of year. Test = tested. Track = At or Above the 50th percentile. Am = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. To allow for examination of overall student performance, the English and Spanish administrations were combined. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Appendix I, Table 3: 2021-22 and 2023-24 Percentage of Grade-One Students At or Above the 50th Percentile on MAP - Mathematics by Administration, Year, and Student Group

	BOY						MOY						EOY					
	2021-22		2022-23		2023-24		2021-22		2022-23		2023-24		2021-22		2022-23		2023-24	
	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %
All	9,780	40.8	9,886	42.3	8,792	46.4	9,554	36.1	9,835	36.7	8,825	42.9	9,537	35.8	9,529	43.3	8,736	40.9
African Am	1,914	31.3	1,883	35.1	1,529	39.1	1,842	27.1	1,869	28.1	1,550	35.9	1,772	25.8	1,714	35.1	1,531	33.4
Hispanic	6,761	38.8	6,886	40.0	6,246	43.6	6,623	33.9	6,860	34.5	6,247	39.7	6,693	33.9	6,735	41.0	6,177	37.7
White	685	81.6	735	75.4	697	78.3	676	76.0	731	71.5	701	78.6	669	76.2	722	77.7	698	74.6
EB	4,678	35.3	4,907	36.8	4,459	38.5	4,635	31.8	4,889	32.7	4,448	35.9	4,690	32.5	4,826	40.2	4,386	35.9
EcoDis	8,672	36.6	8,416	37.1	7,598	41.7	8,469	32.0	8,356	31.7	7,606	37.9	8,438	31.6	8,069	38.4	7,529	36.1
SPED	642	24.5	762	26.8	823	30.9	606	23.1	749	21.2	826	28.1	618	21.2	716	25.7	815	27.7

Source: PEIMS district data files dated 11/01/21 (2021-22), 10/31/22 (2022-23), and district demographic file dated 05/13/24. MAP data files dated 10/07/21 (2021-22 BOY), 01/24/22 (2021-22 MOY), 06/22/22 (2021-22 EOY); 11/08/22 (2022-23 BOY), 02/08/23 (2022-23 MOY), and 06/25/23 (2022-23 EOY); 09/20/23 (2023-24 BOY), 12/18/23 (2023-24 MOY), and 05/23/24 (2023-24 EOY).

Note: MAP = Measures of Academic Progress. BOY = Beginning of year. MOY = Middle of year. EOY = End of year. Test = tested. Track = At or Above the 50th percentile. Am = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. Only MAP English mathematics results were examined.

Appendix I, Table 4: 2021-22 to 2023-24 Percentage of Grade-Two Students At or Above the 50th Percentile on 2-5 MAP - Reading by Administration, Year, Version, and Student Group

	BOY						MOY						EOY					
	2021-22		2022-23		2023-24		2021-22		2022-23		2023-24		2021-22		2022-23		2023-24	
	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %
English																		
All	5,124	37.8	5,191	37.6	4,792	40.5	4,927	35.9	5,217	37.5	4,848	39.7	4,898	39.6	4,963	43.7	4,861	42.9
African Am	1,887	28.2	1,849	28.3	1,599	33.5	1,767	25.0	1,859	28.0	1,609	30.6	1,681	28.3	1,689	34.4	1,612	33.7
Hispanic	2,216	35.2	2,341	35.1	2,271	35.8	2,177	33.1	2,367	34.3	2,316	36.1	2,236	36.3	2,320	40.1	2,319	38.8
White	613	68.8	633	69.5	606	69.3	591	71.7	633	72.7	612	69.9	600	74.8	619	78.5	611	74.1
EB	457	33.7	391	26.3	389	26.7	481	31.0	409	22.7	408	26.5	489	32.5	408	26.7	427	30.4
EcoDis	3,969	29.6	4,076	29.9	3,732	33.0	3,794	26.4	4,111	29.2	3,771	31.6	3,742	29.9	3,866	35.3	3,781	34.9
SPED	508	25.8	564	19.1	686	20.6	488	17.6	562	19.2	687	20.4	485	17.9	530	22.5	686	23.5
Spanish																		
All	4,253	51.2	4,202	50.6	4,314	54.9	4,165	48.8	4,205	52.3	4,290	57.6	4,193	40.3	4,159	44.5	4,260	47.6
African Am	8	75.0	-	-	*	*	9	33.3	*	*	*	*	*	*	*	*	*	*
Hispanic	4,188	51.1	4,163	50.5	4,235	54.9	4,102	48.7	4,166	52.3	4,215	57.6	4,142	40.2	4,120	44.5	4,183	47.5
White	37	59.5	26	57.7	47	57.4	36	61.1	26	61.5	44	59.1	31	48.4	26	46.2	46	50.0
EB	4,115	51.0	4,081	50.3	4,223	54.7	4,010	48.8	4,062	52.2	4,213	57.4	4,072	40.3	4,024	44.2	4,189	47.5
EcoDis	3,938	50.7	3,940	50.2	4,140	54.9	3,851	48.1	3,945	51.9	4,122	57.9	3,894	39.9	3,900	44.2	4,090	47.8
SPED	241	31.5	316	28.8	430	24.2	221	21.7	313	25.9	419	27.9	241	15.8	291	16.5	410	16.1
English and Spanish Combined																		
All	9,377	43.9	9,393	43.4	9,106	47.3	9,092	41.8	9,422	44.1	9,138	48.1	9,091	39.9	9,122	44.1	9,121	45.1
African Am	1,895	28.4	1,849	28.3	1,602	33.5	1,776	25.0	1,860	28.0	1,611	30.6	1,683	28.2	1,690	34.4	1,614	33.8
Hispanic	6,404	45.5	6,504	45.0	6,506	48.2	6,279	43.3	6,533	45.8	6,531	49.9	6,378	38.9	6,440	42.9	6,502	44.4
White	650	68.3	659	69.0	653	68.5	627	71.1	659	72.2	656	69.2	631	73.5	645	77.2	657	72.5
EB	4,572	49.2	4,472	48.2	4,612	52.3	4,491	46.8	4,471	49.5	4,621	54.7	4,561	39.5	4,432	42.6	4,616	45.9
EcoDis	7,907	40.1	8,016	39.9	7,872	44.5	7,645	37.3	8,056	40.3	7,893	45.3	7,636	35.0	7,766	39.8	7,871	41.6
SPED	749	27.6	880	22.6	1,116	22.0	709	18.9	875	21.6	1,106	23.2	726	17.2	821	20.3	1,096	20.7

Source: PEIMS district data files dated 11/01/21 (2021-22), 10/31/22 (2022-23), and district demographic file dated 05/13/24. MAP data files dated 10/07/21 (2021-22 BOY), 01/24/22 (2021-22 MOY), 06/22/22 (2021-22 EOY); 11/08/22 (2022-23 BOY), 02/08/23 (2022-23 MOY), and 06/25/23 (2022-23 EOY); 09/20/23 (2023-24 BOY), 12/18/23 (2023-24 MOY), and 05/23/24 (2023-24 EOY).

Note: MAP = Measures of Academic Progress. BOY = Beginning of year. MOY = Middle of year. EOY = End of year. Test = tested. Track = At or Above the 50th percentile. Am = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. To allow for examination of overall student performance, the English and Spanish administrations were combined. Cells marked with an asterisk (*) indicate five or fewer students were tested. Cells marked with a dash (-) indicate no students were tested.

Appendix I, Table 5: 2021-22 to 2023-24 Percentage of Grade-Two Students At or Above the 50th Percentile on 2-5 MAP - Mathematics by Administration, Year, and Student Group

	BOY						MOY						EOY					
	2021-22		2022-23		2023-24		2021-22		2022-23		2023-24		2021-22		2022-23		2023-24	
	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %
All	9,645	36.0	9,644	36.6	9,296	38.7	9,326	32.9	9,668	35.0	9,223	39.1	9,286	34.0	9,323	38.8	9,168	37.4
African Am	1,894	22.9	1,865	26.5	1,617	31.3	1,780	20.3	1,858	24.7	1,641	29.9	1,692	19.3	1,696	27.8	1,605	26.7
Hispanic	6,670	35.2	6,721	35.0	6,671	36.2	6,494	31.5	6,759	33.1	6,570	36.7	6,558	33.2	6,618	37.0	6,547	35.6
White	650	74.2	663	73.9	660	73.8	636	73.6	664	76.5	665	74.9	632	73.1	652	78.8	661	73.7
EB	4,787	34.3	4,668	31.9	4,732	34.2	4,667	31.0	4,685	30.4	4,620	34.8	4,712	33.0	4,589	35.0	4,628	34.1
EcoDis	8,138	30.6	8,227	31.8	8,031	34.1	7,838	27.1	8,265	29.7	7,958	34.2	7,795	28.4	7,928	33.8	7,902	32.8
SPED	773	22.0	903	20.2	1,158	19.1	744	16.7	908	16.0	1,154	18.5	749	17.1	862	19.6	1,145	19.0

Source: Source: PEIMS district data files dated 11/01/21 (2021-22), 10/31/22 (2022-23), and district demographic file dated 05/13/24. MAP data files dated 10/07/21 (2021-22 BOY), 01/24/22 (2021-22 MOY), 06/22/22 (2021-22 EOY); 11/08/22 (2022-23 BOY), 02/08/23 (2022-23 MOY), and 06/25/23 (2022-23 EOY); 09/20/23 (2023-24 BOY), 12/18/23 (2023-24 MOY), and 05/23/24 (2023-24 EOY).

Note: MAP = Measures of Academic Progress. BOY = Beginning of year. MOY = Middle of year. EOY = End of year. Test = tested. Track = At or Above the 50th percentile. Am = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. Only MAP English mathematics results were examined.

Appendix J

Appendix J, Table 1: 2023-24 Percentage of Kindergarten Students Performing At or Above the 50th Percentile on EOY MAP by Prekindergarten Participation, Assessment, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>n</i>	At or Above 50 %	Tested <i>n</i>	At or Above 50 %	Tested <i>N</i>	At or Above 50 %
MAP Reading						
All	5,281	48.9	1,738	39.3	7,019	46.5
African Amer	990	38.5	323	31.0	1,313	36.6
Hispanic	4,078	51.4	1,306	41.6	5,384	49.0
White	108	48.1	55	36.4	163	44.2
EB	2,972	56.0	966	46.1	3,938	53.5
EcoDis	5,185	48.7	1,608	38.8	6,793	46.4
SPED	314	27.7	89	21.3	403	26.3
MAP Mathematics						
All	2,544	44.5	920	34.5	3,464	41.8
African Amer	1,019	42.3	334	35.0	1,353	40.5
Hispanic	1,331	43.8	443	31.6	1,774	40.8
White	75	60.0	49	44.9	505	40.2
EB	340	45.0	165	30.3	3,391	41.4
EcoDis	2,508	44.1	883	33.9	3,192	43.2
SPED	185	28.6	87	18.4	272	25.4

Source: District demographic data file dated 05/13/24. EOY MAP data file dated 05/23/24.

Note: EOY = End of year. MAP = Measures of Academic Progress. DISD = Dallas Independent School District. PK = Prekindergarten. Amer. = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. To allow for examination of overall student performance, in reading the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. In 2023-24 EB Kindergarten students were able to take the MAP mathematics test in Spanish. However, consistent with past years, only MAP English mathematics results were examined. If a student took the test more than once, the latest score was used. The total numbers tested only include those who would have qualified for free Dallas ISD PK (i.e., students who were economically disadvantaged or emergent bilingual) and who were in Kindergarten for the first time. Thus, totals will be lower than those in Appendix I, Table 1. Additionally, data shown for 2023-24 only includes students who attended at least 85% of the school year.

Appendix J, Table 2: 2022-23 Percentage of Kindergarten Students Performing At or Above the 50th Percentile on EOY MAP by Prekindergarten Participation, Assessment, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>n</i>	At or Above 50 %	Tested <i>n</i>	At or Above 50 %	Tested <i>N</i>	At or Above 50 %
MAP Reading						
All	5,097	46.9	2,035	38.9	7,132	44.6
African Amer	923	39.0	431	34.1	1,354	37.4
Hispanic	3,973	48.5	1,468	38.7	5,441	45.8
White	109	53.2	85	58.8	194	55.7
EB	2,989	49.4	971	37.9	3,960	46.6
EcoDis	4,919	46.5	1,956	38.4	6,875	44.2
SPED	300	25.0	60	26.7	360	25.3
MAP Mathematics						
All	5,308	52.5	2,134	38.3	7,442	48.4
African Amer	957	46.5	447	37.8	1,404	43.7
Hispanic	4,094	53.1	1,498	37.2	5,592	48.9
White	127	63.8	97	62.9	224	63.4
EB	3,130	51.3	1,049	31.6	4,179	46.3
EcoDis	5,117	52.0	2,038	37.9	7,155	48.0
SPED	311	34.4	63	38.1	374	35.0

Source: PEIMS district data file dated 10/31/22. EOY MAP data file dated 06/25/23.

Note: EOY = End of year. MAP = Measures of Academic Progress. DISD = Dallas Independent School District. PK = Prekindergarten. Amer. = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. To allow for examination of overall student performance, in reading the English and Spanish administrations were combined. Only English mathematics scores were included. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. The total numbers tested only include those who would have qualified for free Dallas ISD PK (i.e., students who were economically disadvantaged or emergent bilingual) and who were in Kindergarten for the first time. Thus, totals will be lower than those in Appendix I, Table 1.

Appendix J, Table 3: 2021-22 Percentage of Kindergarten Students Performing At or Above the 50th Percentile on EOY MAP by Prekindergarten Participation, Assessment, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>n</i>	At or Above 50 %	Tested <i>n</i>	At or Above 50 %	Tested <i>N</i>	At or Above 50 %
MAP Reading						
All	4,739	38.3	2,734	27.8	7,473	34.5
African Amer	833	28.2	584	21.2	1,417	25.3
Hispanic	3,745	40.3	1,955	29.0	5,700	36.4
White	77	49.4	113	39.8	190	43.7
EB	2,845	44.2	1,307	32.2	4,152	40.4
EcoDis	4,531	38.2	2,639	27.5	7,170	34.3
SPED	196	21.9	71	16.9	267	20.6
MAP Mathematics						
All	4,994	40.8	2,854	28.1	7,848	36.2
African Amer	885	34.9	604	25.0	1,489	30.9
Hispanic	3,892	41.3	2,024	27.1	5,916	36.5
White	86	52.3	121	52.9	207	52.7
EB	3,057	41.4	1,381	25.7	4,438	36.5
EcoDis	4,760	40.1	2,748	27.9	7,508	35.7
SPED	206	23.8	76	21.1	282	23.0

Source: PEIMS district data file dated 11/01/21. EOY MAP data file dated 06/22/22.

Note: EOY = End of year. MAP = Measures of Academic Progress. DISD = Dallas Independent School District. PK = Prekindergarten. Amer. = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. The total numbers tested only include those who would have qualified for free Dallas ISD PK (i.e., students who were economically disadvantaged or emergent bilingual) and who were in Kindergarten for the first time. Thus, totals will be lower than those in Appendix I, Table 1.

Appendix J, Table 4: 2023-24 Percentage of Grade-One Students Performing At or Above the 50th Percentile on K-2 EOY MAP for the 2022-23 K Cohort by Prekindergarten Participation, Assessment, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>n</i>	At or Above 50 %	Tested <i>n</i>	At or Above 50 %	Tested <i>N</i>	At or Above 50 %
MAP Reading						
All	4,722	45.7	1,830	40.8	6,552	44.3
African Amer	741	28.7	323	23.8	1,064	27.3
Hispanic	3,768	48.6	1,368	44.7	5,136	47.6
White	106	55.7	76	47.7	182	52.2
EB	2,906	54.7	988	49.1	3,894	53.3
EcoDis	4,613	45.3	1,784	40.4	6,397	43.9
SPED	407	21.6	197	15.2	604	19.5
MAP Mathematics						
All	4,710	39.7	1,800	33.2	6,510	37.9
African Amer	748	33.3	316	26.6	1,064	31.3
Hispanic	3,747	40.1	1,343	32.9	5,090	38.2
White	107	54.2	77	48.1	184	51.6
EB	2,857	40.8	948	30.1	3,805	38.1
EcoDis	4,599	39.2	1,755	32.9	6,354	37.5
SPED	415	25.5	189	22.2	604	24.5

Source: District demographic data file dated 05/13/24. EOY MAP data file dated 05/23/24.

Note: EOY = End of year. MAP = Measures of Academic Progress. K = Kindergarten. DISD = Dallas Independent School District. PK = Prekindergarten. Amer. = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. To allow for examination of overall student performance, the English and Spanish administrations were combined. Only MAP English mathematics results were examined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. The total numbers tested only include those who would have qualified for free Dallas ISD PK (i.e., students who were economically disadvantaged or emergent bilingual) and who were in Kindergarten for the first time in 2022-23. Thus, totals will be lower than those in Appendix I, Tables 2 and 3. Additionally, data shown for 2023-24 only includes students who attended at least 85% of the school year.

Appendix J, Table 5: 2022-23 Percentage of Grade-One Students Performing At or Above the 50th Percentile on EOY MAP for the 2021-22 K Cohort by Prekindergarten Participation, Assessment, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>n</i>	At or Above 50 %	Tested <i>n</i>	At or Above 50 %	Tested <i>N</i>	At or Above 50 %
MAP Reading						
All	4,492	44.3	2,399	35.2	6,891	41.2
African Amer	733	31.4	452	24.8	1,185	28.9
Hispanic	2,588	46.7	1,777	36.8	5,365	43.4
White	71	52.1	90	47.8	161	49.7
EB	2,848	51.5	1,259	41.7	4,107	48.5
EcoDis	4,253	43.9	2,249	34.1	6,502	40.5
SPED	329	18.5	190	13.7	519	16.8
MAP Mathematics						
All	4,570	44.4	2,408	34.6	6,978	41.0
African Amer	730	37.1	451	31.3	1,181	34.9
Hispanic	3,666	45.2	1,785	33.7	5,451	41.4
White	73	57.5	93	58.1	166	57.8
EB	2,893	46.0	1,264	33.9	4,157	42.3
EcoDis	4,322	43.5	2,256	33.7	6,578	40.1
SPED	336	24.1	199	17.1	535	21.5

Source: PEIMS district data file dated 10/31/22. EOY MAP data file dated 06/25/23.

Note: EOY = End of year. MAP = Measures of Academic Progress. K = Kindergarten. DISD = Dallas Independent School District. PK = Prekindergarten. Amer. = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. To allow for examination of overall student performance, the English and Spanish administrations were combined. Only MAP English mathematics results were examined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. The total numbers tested only include those who would have qualified for free Dallas ISD PK (i.e., students who were economically disadvantaged or emergent bilingual) and who were in Kindergarten for the first time in 2022-23.

Appendix J, Table 6: 2021-22 Percentage of Grade-One Students Performing At or Above the 50th Percentile on EOY MAP for the 2020-21 K Cohort by Prekindergarten Participation, Assessment, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>n</i>	At or Above 50 %	Tested <i>n</i>	At or Above 50 %	Tested <i>N</i>	At or Above 50 %
MAP Reading						
All	5,787	35.1	1,142	28.1	6,929	33.9
African Amer	952	21.8	265	17.4	1,217	20.9
Hispanic	4,607	38.0	757	30.6	5,364	37.0
White	59	40.7	58	41.4	117	41.0
EB	3,464	41.4	547	34.7	4,011	40.5
EcoDis	5,711	34.9	1,059	27.6	6,770	33.8
SPED	355	11.5	102	12.7	457	11.8
MAP Mathematics						
All	5,857	34.5	1,162	27.5	7,019	33.3
African Amer	950	25.8	266	19.5	1,216	24.4
Hispanic	4,678	36.0	773	26.5	5,451	34.7
White	60	48.3	61	65.6	121	57.0
EB	3,504	36.2	556	27.5	4,060	35.0
EcoDis	5,777	34.2	1,072	27.0	6,849	33.1
SPED	360	18.1	105	14.3	465	17.2

Source: PEIMS district data file dated 11/01/21. EOY MAP data file dated 06/22/22.

Note: EOY = End of year. MAP = Measures of Academic Progress. K = Kindergarten. DISD = Dallas Independent School District. PK = Prekindergarten. Amer. = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. To allow for examination of overall student performance, the English and Spanish administrations were combined. Only MAP English mathematics results were examined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. The total numbers tested only include those who would have qualified for free Dallas ISD PK (i.e., students who were economically disadvantaged or emergent bilingual) and who were in Kindergarten for the first time in 2022-23.

Appendix J, Table 7: 2023-24 Percentage of Grade-Two Students Performing At or Above the 50th Percentile on EOY 2-5 MAP for the 2021-22 K Cohort by Prekindergarten Participation, Assessment, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>n</i>	At or Above 50 %	Tested <i>n</i>	At or Above 50 %	Tested <i>N</i>	At or Above 50 %
MAP Reading						
All	3,939	43.7	2,049	42.0	5,988	43.1
African Amer	606	33.7	349	33.0	955	33.4
Hispanic	3,187	45.0	1,559	42.7	4,746	44.2
White	62	56.5	76	57.9	138	57.2
EB	2,460	47.2	1,097	45.3	3,557	46.6
Eco Dis	3,797	43.3	1,977	41.5	5,774	42.7
SPED	421	15.9	271	16.6	692	16.2
MAP Mathematics						
All	4,061	38.4	2,058	31.0	6,119	35.9
African Amer	602	27.1	350	22.3	952	25.3
Hispanic	3,315	40.0	1,566	31.0	4,881	37.1
White	60	50.0	80	53.8	140	52.1
EB	2,550	40.4	1,090	30.6	3,640	37.5
Eco Dis	3,899	37.7	1,985	30.2	5,884	35.2
SPED	448	15.6	288	12.2	736	14.3

Source: District demographic data file dated 05/13/24. EOY MAP data file dated 05/23/24.

Note: EOY = End of year. MAP = Measures of Academic Progress. K = Kindergarten. DISD = Dallas Independent School District. PK = Prekindergarten. Amer. = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. To allow for examination of overall student performance, the English and Spanish administrations were combined. Only MAP English mathematics results were examined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. The total numbers tested only include those who would have qualified for free Dallas ISD PK (i.e., students who were economically disadvantaged or emergent bilingual) and who were in Kindergarten for the first time in 2021-22. Thus, totals will be lower than those in Appendix I, Tables 4 and 5. Additionally, data shown for 2023-24 only includes students who attended at least 85% of the school year.

Appendix J, Table 8: 2022-23 Percentage of Grade-Two Students Performing At or Above the 50th Percentile on EOY 2-5 MAP for the 2020-21 K Cohort by Prekindergarten Participation, Assessment, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>n</i>	At or Above 50 %	Tested <i>n</i>	At or Above 50 %	Tested <i>N</i>	At or Above 50 %
MAP Reading						
All	5,178	42.1	948	38.6	6,126	41.5
African Amer	816	33.3	192	35.9	1,008	33.8
Hispanic	4,177	43.7	653	38.4	4,830	43.0
White	58	60.3	54	46.3	112	53.6
EB	3,039	44.2	468	39.5	3,507	43.5
EcoDis	4,881	41.5	873	37.8	5,754	40.9
SPED	446	17.7	119	11.8	565	16.5
MAP Mathematics						
All	5,300	38.2	969	30.9	6,299	37.0
African Amer	810	27.7	201	23.9	1,011	26.9
Hispanic	4,328	39.9	667	29.8	4,995	38.5
White	62	54.8	53	58.5	115	56.5
EB	3,165	39.7	481	29.5	3,646	38.3
EcoDis	5,011	37.2	888	29.4	5,899	36.0
SPED	471	18.7	124	12.1	595	17.3

Source: PEIMS district data file dated 10/31/22. EOY MAP data file dated 06/25/23.

Note: EOY = End of year. MAP = Measures of Academic Progress. K = Kindergarten. DISD = Dallas Independent School District. PK = Prekindergarten. Amer. = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. To allow for examination of overall student performance, the English and Spanish administrations were combined. Only MAP English mathematics results were examined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. The total numbers tested only include those who would have qualified for free Dallas ISD PK (i.e., students who were economically disadvantaged or emergent bilingual) and who were in Kindergarten for the first time in 2021-22. Thus, totals will be lower than those in Appendix I, Tables 4 and 5.

Appendix J, Table 9: 2021-22 Percentage of Grade-Two Students Performing At or Above the 50th Percentile on EOY 2-5 MAP for the 2019-20 K Cohort by Prekindergarten Participation, Assessment, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>n</i>	At or Above 50 %	Tested <i>n</i>	At or Above 50 %	Tested <i>N</i>	At or Above 50 %
MAP Reading						
All	5,220	37.2	1,224	36.9	6,444	37.2
African Amer	829	25.5	254	25.2	1,083	25.4
Hispanic	4,170	39.2	864	38.8	5,034	39.2
White	75	42.7	52	65.4	127	52.0
EB	3,260	40.7	598	41.0	3,858	40.8
EcoDis	4,876	36.4	1,104	35.6	5,980	36.2
SPED	364	12.4	107	21.5	471	14.4
MAP Mathematics						
All	5,335	32.4	1,262	27.9	6,597	31.6
African Amer	826	16.0	256	19.9	1,082	16.9
Hispanic	4,289	35.3	899	28.1	5,188	34.1
White	75	44.0	51	58.8	126	50.0
EB	3,367	36.6	623	27.4	3,990	35.2
EcoDis	4,978	31.3	1,137	25.9	6,115	30.3
SPED	377	14.6	112	15.2	489	14.7

Source: PEIMS district data file dated 11/01/21. EOY MAP data file dated 06/22/22.

Note: EOY = End of year. MAP = Measures of Academic Progress. K = Kindergarten. DISD = Dallas Independent School District. PK = Prekindergarten. Amer. = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. To allow for examination of overall student performance, the English and Spanish administrations were combined. Only MAP English mathematics results were examined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. The total numbers tested only include those who would have qualified for free Dallas ISD PK (i.e., students who were economically disadvantaged or emergent bilingual) and who were in Kindergarten for the first time in 2021-22. Thus, totals will be lower than those in Appendix I, Tables 4 and 5.

Appendix K

Appendix K, Table 1: 2023-24 Percentage of Grade-Three Students Performing At Approaches+ and Meets+ on STAAR for the 2020-21 Kindergarten Cohort by Prekindergarten Participation, Subtest, Performance Standard, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>n</i>	Met Standard %	Tested <i>n</i>	Met Standard %	Tested <i>N</i>	Met Standard %
STAAR Reading Approaches+						
All	5,038	62.8	933	59.2	5,971	62.2
African American	731	61.4	183	62.8	914	61.7
Hispanic	4,133	62.9	672	57.9	4,805	62.2
White	62	69.4	39	64.1	101	67.3
Emergent Bilingual	3,047	60.6	482	53.3	3,529	59.6
EcoDis	4,845	62.2	879	58.5	5,724	61.7
Special Education	761	37.8	236	48.3	997	40.3
STAAR Reading Meets+						
All	5,038	32.8	933	35.6	5,971	33.2
African American	731	33.1	183	39.3	914	34.4
Hispanic	4,133	32.2	672	33.3	4,805	32.4
White	62	51.6	39	48.7	101	50.5
Emergent Bilingual	3,047	29.3	482	29.0	3,529	29.3
EcoDis	4,845	32.1	879	34.6	5,724	32.5
Special Education	761	20.1	236	34.7	997	23.6
STAAR Mathematics Approaches+						
All	5,035	65.0	932	62.6	5,967	64.6
African American	731	57.6	183	62.3	914	58.5
Hispanic	4,129	66.3	671	61.1	4,800	65.6
White	62	69.4	39	76.9	101	72.3
Emergent Bilingual	3,043	66.2	482	61.0	3,525	65.4
EcoDis	4,842	64.4	878	62.1	5,720	64.1
Special Education	760	43.0	236	50.0	996	44.7
STAAR Mathematics Meets+						
All	5,035	36.1	932	35.7	5,967	36.1
African American	731	28.3	183	30.1	914	28.7
Hispanic	4,129	37.2	671	36.1	4,800	37.0
White	62	50.0	39	46.2	101	48.5
Emergent Bilingual	3,043	37.7	482	33.4	3,525	37.1
EcoDis	4,842	35.4	878	35.1	5,720	35.3
Special Education	760	23.4	236	37.7	996	26.8

Source: District demographic data file dated 05/13/24 and STAAR data file dated 06/17/24.

Notes: Approaches+ = At or above the Approaches level. Meets+ = At or above the Meets level. STAAR = State of Texas Assessments of Academic Readiness. DISD = Dallas Independent School District. PK = Prekindergarten. EcoDis = Economically Disadvantaged. In 2023-24, Alternate 2 scores were counted in both Approaches+ and Meets+ numbers, according to Texas Education Agency scoring guidelines.²⁷ Accordingly, Alternate 2 scores of Satisfactory or above are counted at both the Approaches+ and Meets+ levels.

²⁷ Texas Education Agency 2022 Accountability Manual (Chapter 2, page 13). <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/chapter-2-2022-student-achievement-domain.pdf>

Appendix K, Table 2: 2022-23 Percentage of Grade-Three Students Performing At Approaches+ and Meets+ on STAAR for the 2019-20 Kindergarten Cohort by Prekindergarten Participation, Subtest, Performance Standard, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>n</i>	Met Standard %	Tested <i>n</i>	Met Standard %	Tested <i>N</i>	Met Standard %
STAAR Reading Approaches+						
All	5,006	67.3	1,174	64.7	6,180	66.8
African American	749	64.0	241	59.8	990	62.9
Hispanic	4,066	67.4	846	64.2	4,912	66.8
White	69	85.5	46	91.3	115	87.8
Emergent Bilingual	3,196	65.8	592	62.7	3,788	65.3
EcoDis	4,713	66.5	1,080	63.1	5,793	65.8
Special Education	576	42.0	181	45.9	757	42.9
STAAR Reading Meets+						
All	5,006	39.5	1,174	38.1	6,180	39.2
African American	749	36.3	241	27.8	990	34.2
Hispanic	4,066	39.4	846	38.8	4,912	39.3
White	69	56.5	46	71.7	115	62.6
Emergent Bilingual	3,196	38.6	592	38.0	3,788	38.5
EcoDis	4,713	38.5	1,080	35.9	5,793	38.0
Special Education	576	24.3	181	26.5	757	24.8
STAAR Mathematics Approaches+						
All	5,007	71.3	1,174	65.8	6,181	70.2
African American	746	57.2	241	55.2	987	56.7
Hispanic	4,072	73.6	846	67.7	4,918	72.6
White	68	76.5	46	82.6	114	78.9
Emergent Bilingual	3,201	74.4	592	69.1	3,793	73.6
EcoDis	4,715	70.6	1,080	64.2	5,795	69.4
Special Education	576	51.7	181	48.1	757	50.9
STAAR Mathematics Meets+						
All	5,007	42.5	1,174	36.1	6,181	41.3
African American	746	30.2	241	26.6	987	29.3
Hispanic	4,072	44.4	846	37.5	4,918	43.2
White	68	55.9	46	54.3	114	55.3
Emergent Bilingual	3,201	46.0	592	38.5	3,793	44.8
EcoDis	4,715	41.9	1,080	34.3	5,795	40.5
Special Education	576	29.9	181	30.4	757	30.0

Source: PEIMS district data file dated 10/31/2022. STAAR data file dated 08/12/2023.

Notes: Approaches+ = At or above the Approaches level. Meets+ = At or above the Meets level. STAAR = State of Texas Assessments of Academic Readiness. DISD = Dallas Independent School District. PK = Prekindergarten. EcoDis = Economically Disadvantaged. In 2022-23, Alternate 2 scores were counted in both Approaches+ and Meets+ numbers, according to Texas Education Agency scoring guidelines.²⁸ Accordingly, Alternate 2 scores of Satisfactory or above are counted at both the Approaches+ and Meets+ levels.

²⁸ Texas Education Agency 2022 Accountability Manual (Chapter 2, page 13). <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/chapter-2-2022-student-achievement-domain.pdf>

Appendix K, Table 3: 2021-22 Percentage of Grade-Three Students Performing At Approaches+ and Meets+ on STAAR for the 2018-19 Kindergarten Cohort by Prekindergarten Participation, Subtest, Performance Standard, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>n</i>	Met Standard %	Tested <i>n</i>	Met Standard %	Tested <i>N</i>	Met Standard %
STAAR Reading Approaches+						
All	5,093	65.9	1,266	62.6	6,359	65.2
African American	794	61.7	283	57.6	1,077	60.6
Hispanic	4,134	66.3	856	63.0	4,990	65.7
White	66	77.3	64	71.9	130	74.6
Emergent Bilingual	3,315	65.6	562	60.0	3,877	64.8
EcoDis	4,708	65.0	1,161	61.1	5,869	64.2
Special Education	461	38.0	219	52.5	680	42.6
STAAR Reading Meets+						
All	5,021	37.4	1,172	36.2	6,193	37.2
African American	779	31.8	254	30.7	1,033	31.6
Hispanic	4,080	37.8	795	35.5	4,875	37.4
White	65	53.8	62	54.8	127	54.3
Emergent Bilingual	3,284	36.9	532	33.6	3,816	36.5
EcoDis	4,640	36.5	1,074	34.3	5,714	36.1
Special Education	391	12.0	125	11.2	516	11.8
STAAR Mathematics Approaches+						
All	5,093	68.7	1,267	63.1	6,360	67.6
African American	796	53.6	283	49.5	1,079	52.5
Hispanic	4,132	71.5	856	65.9	4,988	70.5
White	66	74.2	64	73.4	130	73.8
Emergent Bilingual	3,314	73.1	562	68.5	3,876	72.4
EcoDis	4,708	68.0	1,162	61.4	5,870	66.7
Special Education	461	40.8	219	55.3	680	45.4
STAAR Mathematics Meets+						
All	5,021	39.3	1,173	31.8	6,194	37.9
African American	781	21.4	254	17.7	1,035	20.5
Hispanic	4,078	42.2	795	35.1	4,873	41.1
White	65	52.3	62	41.9	127	47.2
Emergent Bilingual	3,283	44.5	532	38.0	3,815	43.6
EcoDis	4,640	38.6	1,075	30.6	5,715	37.1
Special Education	391	14.8	125	13.6	516	14.5

Source: PEIMS district data file dated 11/01/21 and STAAR data file dated 06/26/22.

Notes: Approaches+ = At or above the Approaches level. Meets+ = At or above the Meets level. STAAR = State of Texas Assessments of Academic Readiness. DISD = Dallas Independent School District. PK = Prekindergarten. EcoDis = Economically Disadvantaged. Approaches+ included Alternate 2. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+.

Appendix L

Appendix L: 2023-24 Additional EL Teacher Supports

Curriculum and Resources

- PK3 curriculum resource *Frog Street*, for all content areas
- PK4 curriculum resource Scholastic's *On My Way*, for all content areas
- K-5 reading and math curriculum resources, *Amplify* and *Eureka*
- PK3/PK4 math digital resource *My Math Academy*
- *RazPlus*, which provides books and coordinates with MAP, and *Learning A to Z*²⁹, a component of *RazPlus*, that provides students access to a collection of digital books
- *Hand2Mind*³⁰ used for both reading (providing customized reading kits for small group instruction) and math (providing digital math manipulatives)
- *Dream Box*³¹, a K-2 adaptive math program
- *MAP Reading Fluency* for progress monitoring
- *EveryDay Labs*³² to monitor attendance for students at risk of chronic absenteeism and provide notifications and resources to their parents
- District-provided iPads for PK through grade-two students to allow students to access resources from home

Support for Digital Learning

- Two APLS support digital learning for specialists, teachers, and parents/caregivers
- A Digital Vanguard group provides specialists and teachers who volunteer with additional training from Apple and Seesaw
- An executive coaching program for principals who are matched with Apple executives to create and implement PD plans for their campuses

²⁹ For more information about Learning A to Z, see <https://www.learninga-z.com/>.

³⁰ For more information about Hand2Mind, see <https://www.hand2mind.com/>.

³¹ For more information about Dreambox, see <https://www.dreambox.com/>.

³² For more information about EveryDay Labs, see <https://everydaylabs.com/>.