



The Dallas ISD Early Learning (EL) Department focuses on two overarching goals: 1) Ensure children are Kindergarten (K)-ready and 2) increase on-grade-level performance in reading and mathematics in K through grade three. The foundational component is the provision of PK for three- and four-year-olds (PK3 and PK4), to ensure students are K-ready and starting their elementary years on equitable footing. PK is also provided for special education students, through the Early Childhood (EC) program. Supporting initiatives include engagement with community partners, expansion of locations and seats for PK, recruitment and re-enrollment efforts, teacher coaching and training, and direct specialist support in reading for Tier II second graders.

Key Findings

Implementation

- The total number of Dallas ISD EC through grade two students has remained stable from 2021-22 to 2023-24. Kindergarten 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.

Classroom Assessment Scoring System (CLASS)

- In each of the last three years, 90 percent or more of the PK and K-2 teachers assessed using the 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.

HIPPY (Home Instruction for Parents of Preschool Youngsters)

- Among parents who completed the 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.
- 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.
- 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 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.

Student Outcomes

CIRCLE Progress Monitoring System (CIRCLE)

- 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 or greater than percentages in 2021-22 and 2022-23.

Texas Kindergarten Early Assessment (TX-KEA)

- 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%).
- 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.



Measures of Academic Progress (MAP)

- 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.
- 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.

State of Texas Assessments of Academic Readiness (STAAR)

- 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 STAAR Reading and Mathematics across all student groups, compared to 2022-23.

Longitudinal Effects of Dallas ISD PK

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

Recommendations

- **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. 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 57% of K through grade two teachers met the quality threshold for instructional support. In 2024-25, the EL 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.