

Updated Evaluation of Kindergarten to Grade 2: 2015-16

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At-a-Glance

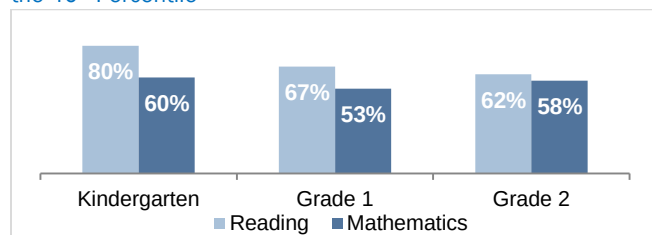
Istation provided recalibrated Istation's Indicators of Progress data for the fall 2015 English administration in January 2017. As a result, relevant text, tables, and figures were updated.

The goal of the K-2 Curriculum and Instruction Department is to ensure that all students are reading on grade level by the end of second grade. The budget for the department in 2015-16 was \$3,109,616, which included \$2,393,849 of general operating funds and \$715,767 of Title I, Part A funds. The purpose of this report was to assess a) whether students were achieving at or above grade level on reading and mathematics based on *TerraNova*, *SUPERA*, and *Istation's Indicators of Progress (ISIP)*; b) what percentage of kindergarten (K) students who attended district prekindergarten (PK) in 2014-15 were K ready in fall 2015; and c) whether attending the district's PK program made a difference in the reading and mathematics performance of the students.

Student Outcomes on TerraNova¹

For reading in 2015-16, 80 percent of the K students performed at or above grade level, as did 67 percent in grade one and 62 percent in grade two (see Figure 1). Thus, a sizable percentage of students in grades one (33%) and two (38%) performed below grade level in reading. For mathematics, 60 percent of the K students performed at or above grade level, as did 53 percent in grade one and 58 percent in grade two. Like reading, a sizable percentage of students in grades K through two (40% to 47%) performed below grade level in mathematics.

Figure 1: Overall Percentage of Students in Grades K to 2 with a TerraNova Reading/Mathematics National Percentile At or Above the 40th Percentile



Source. Public Education Information Management System (PEIMS) district database: 10/30/2015. TerraNova: 6/9/2016.

¹ Data reported as of 6/9/2016. Updates received after 6/9/2016 are not reflected in this report.

² Data reported as of 6/9/2016. Updates received after 6/9/2016 are not reflected in this report.

³ Hinkley, 2017.

Student Outcomes on SUPERA²

In 2015-16, the percentage of students at or above grade level was much higher for K and first-grade students than for second-grade students (88% for both K and grade one versus 44% for grade two). Thus, a sizable percentage of second-grade students (56%) performed below grade level in 2015-16.

Differences in Kindergarten Readiness by Prekindergarten Enrollment Status (Updated with Fall 2015 ISIP Recalibrated Data)³

There were 8,974 kindergarten students that took *ISIP* in September of 2015 that were previously eligible to receive Dallas ISD PK. About 51 percent of these students were kindergarten ready (scored at or above grade level; Table 1). A higher percentage of students who were previously enrolled in Dallas ISD PK (*DISD PK*; 60.7%) were kindergarten ready than students who were eligible but did not attend Dallas ISD PK (*No DISD PK*; 28.5%).

Table 1: Updated* Percentage of PK Eligible Kindergarten Students Performing At or Above Grade Level on ISIP by version and Enrollment Status⁴

Version	DISD PK	No DISD PK	Total
	n tested (%)	n tested (%)	n tested (%)
Combined	6,282 (61)	2,692 (29)	8,974 (51)
English	2,296 (49)	1,654 (22)	3,950 (38)
Spanish	3,986 (67)	1,038 (38)	5,024 (61)

Source: PEIMS district database: 10/30/2015; ISIP: 1/31/17.

Note. Beginning-of-Year ISIP results were used. *Istation provided recalibrated data for the fall 2015 English administration in January 2017. 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.

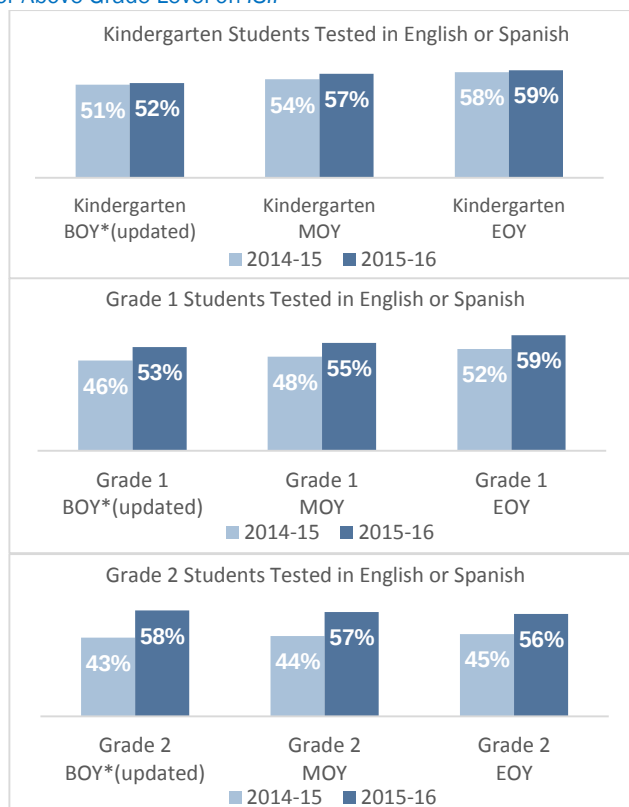
Student Outcomes on ISIP (Updated with Fall 2015 ISIP Recalibrated Data)

More students that tested in Spanish performed at or above grade level in reading than those that tested in English. For the English and Spanish administrations combined, the overall percentage of students at or above grade level in 2015-16 ranged from 52 percent to 59 percent (52% to 59% for K, 53% to 59% for grade one, and 56% to 58% for grade two). Results showed small positive changes from the beginning to the middle

⁴ To allow for accurate comparison between *DISD PK* and *No DISD PK* groups, only those kindergarten students who met the PK eligibility requirements were included in this sample.

to the end of the 2015-16 school year for grades K and one. However, there was no pattern of progress for grade two. The percentages of students at or above grade level were higher in 2015-16 than in 2014-15 for all grades (see Figure 2).

Figure 2: Percentage of Students in Grades K to 2 Performing At or Above Grade Level on *ISIP*



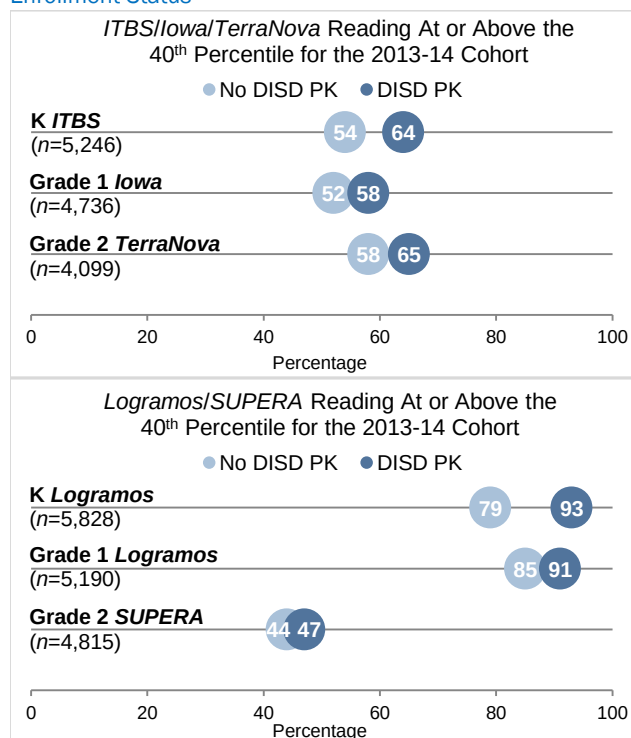
Note. BOY=beginning of year (September). MOY=middle of year (January). EOY=end of year (May). *Istation provided recalibrated data for the fall 2015 English administration in January 2017. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

Differences in Achievement Scores by Prekindergarten Enrollment Status⁵

For all comparisons between the 2013-14 *DISD PK* and *No DISD PK* cohort group on various reading and mathematics assessments (*ITBS/Iowa/TerraNova*, *Logramos/SUPERA*, and *ISIP*), the *DISD PK* group outperformed the *No DISD PK* group. That is, at all grades, more cohort students who attended district PK were at or above grade level in reading and mathematics than cohort students who did not attend district PK (see Figures 3 to 5). The PK program has changed substantially since 2013-14, so this should serve as baseline data.

⁵ To examine the long-term impact of the district PK program, in addition to the *ISIP*, *TerraNova*, and *SUPERA* data, *Iowa Tests of Basic Skills (ITBS)* data in 2013-14, *Iowa Assessments (Iowa)*

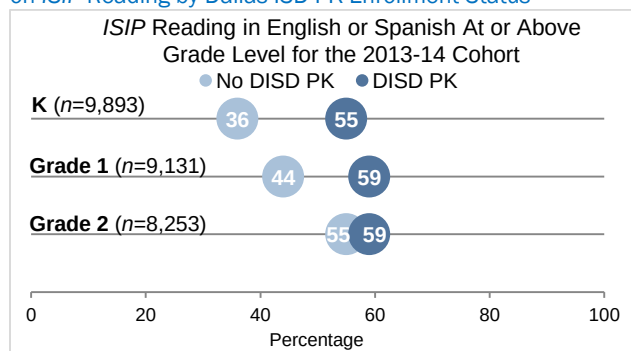
Figure 3: Percentage of Cohort Students At or Above Grade Level on Norm-Referenced Reading Assessments by Dallas ISD PK Enrollment Status



Source. PEIMS district database: 10/28/2013, 10/31/2014, and 10/30/2015. *ITBS*: 7/29/2014. *Iowa*: 7/20/2015. *TerraNova*: 6/9/2016. *Logramos*: 8/4/2014 and 7/20/2015. *SUPERA*: 6/9/2016.

Note. For the English administration, *ITBS* Reading Profile Total results were used for K, while *Iowa/TerraNova* Reading results were used for grades one and two. For the Spanish administration, *Logramos* Reading Total results were used for grades K and one, while *SUPERA* Reading results were used for grade two.

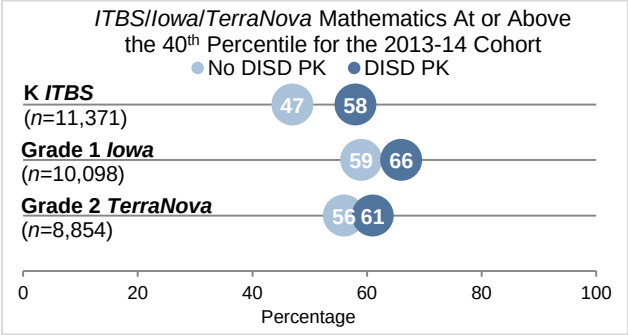
Figure 4: Percentage of Cohort Students At or Above Grade Level on *ISIP* Reading by Dallas ISD PK Enrollment Status



Note. End-of-year *ISIP* data were used for each year. 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.

data in 2014-15, and *Logramos* data in 2013-14 and 2014-15 were used for the 2013-14 K cohort students.

Figure 5: Percentage of Cohort Students At or Above Grade Level on Norm-Referenced Mathematics Assessments by Dallas ISD PK Enrollment Status



Note. *ITBS* Mathematics Total without Computation results were used for K, while *Iowa/TerraNova* Mathematics results were used for grades one and two.

Recommendations

Recommendations were to (1) continue the district focus on increasing access to PK and improving PK quality, and (2) continue to focus on early language and literacy development and to align birth to five and K to two efforts.

References

Hinkley, S. (August 2016). Evaluation of the Dallas ISD Birth to Five Initiatives 2015-16. Dallas, TX: Dallas Independent School District.

Huston, A., Gupta, A., & Schexnayder, D. (2012). Study of early education in Texas: the relationship of pre-K attendance to 3rd grade test results. Ray Marshall Center for the Study of Human Resources. The University of Texas at Austin Lyndon B. Johnson School of Public Affairs.

The full 2015-16 K to grade 2 final evaluation report can be found at <http://www.dallasisd.org/Page/888>. For more information, contact Program Evaluation at 972-925-6457.