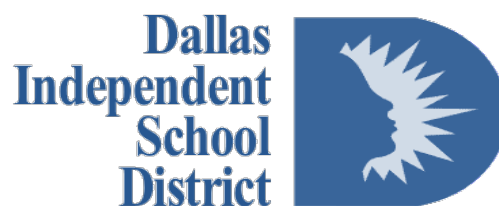


2016-17 Evaluation of Dallas ISD Early Learning

Department of Evaluation and Assessment

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2016-17 Evaluation of Dallas ISD Early Learning

Approved Report of the Department of Evaluation and Assessment

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2016-17 EVALUATION OF DALLAS ISD EARLY LEARNING

Project Evaluators: Sarah Hinkley, Ph.D. & Myoungsook Kim, Ph.D.

ABSTRACT

In 2016-17, 48,311 students were served by Dallas Independent School District (ISD)'s Early Learning department [early childhood=325, community partnerships=1,692, prekindergarten (PK)=9,458, kindergarten (K)=11,486, grade one=12,346, and grade two=13,003]. The Early Learning department's total budget was \$9,911,521. The evaluators examined the context of Early Learning department initiatives and analyzed staff perceptions and student outcomes. The following summarizes the main findings.

Context. The Dallas ISD Early Learning department endeavored to increase K readiness and ensure that students were reading on grade level by the end of grade two by increasing access to and demand for PK, extending the continuum of care through community resources and partnerships to support children from birth, increasing classroom quality, and supporting reading and language acquisition.

Staff Program Perceptions. PK and K-2 Teacher Survey respondents [309 PK (51%) and 610 K-2 (27%) teachers] were mostly positive toward their programs, their specialists, and the Early Learning department's group PD. Respondents reported many successes, challenges, and suggestions.

Quality of Instruction. Results of the *Classroom Assessment Scoring System (CLASS)* indicated that the district was above the quality threshold in the emotional support and classroom organization domains and below the quality threshold in the instructional support domain.

Student Outcomes on ISIP. Across administrations, *Istation's Indicators of Progress (ISIP)* showed that the percentages of PK through grade two students at or above grade level for English and Spanish administrations combined were 52 percent to 58 percent.

Kindergarten Readiness. Overall, 55 percent of K students were K ready (at or above grade level on beginning-of-year *ISIP*) in 2016-17. A higher percentage of students who attended Dallas ISD PK (60%) were K ready in comparison to students who did not attend Dallas ISD PK (34%).

Assessment Outcomes. Assessment results were reviewed for students in grades PK to three. In mathematics, grade-level passing rates ranged from 55 to 71 percent. In English reading, grade-level passing rates ranged from 61 to 78 percent. In Spanish reading, grade-level passing rates ranged from 47 to 88 percent. More students who attended Dallas ISD PK scored at or above grade level on spring 2017 *ISIP*, *TerraNova*, *SUPERA*, and *STAAR* than students who did not attend Dallas ISD PK.

Recommendations. Recommendations were to (1) continue implementing the district plan, using specialists, and providing group PD for teachers, (2) train teachers to provide more effective instructional support for students, (3) continue the district focus on increasing access to PK and improving PK quality, (4) create a standardized testing protocol to ensure the accuracy of PK student achievement data, and (5) continue to focus on early language and literacy development and to align birth to five and K to 2 efforts.

PROGRAM DESCRIPTION

The Dallas Independent School District (Dallas ISD) Early Childhood and Community Partnerships department was created in October 2013 to increase kindergarten (K) readiness and foster community partnerships. In spring 2015, the department was expanded to include coordination of K through grade two services. In 2016-17 the department became the Early Learning department and had two main goals. The first was to improve K readiness through the provision of education services to children from birth to age five through the expansion of the prekindergarten (PK) program. The second goal was to ensure that all students were reading on grade level by the end of grade two. Strategies to reach these goals included increasing access to PK, increasing demand for PK, extending the continuum of care through community resources to support children from birth, increasing the quality of PK through grade two classrooms through teacher specialization and effectiveness, and supporting reading and language acquisition in K and beyond.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this report was to summarize the 2016-17 context, process, and outcomes of the Dallas ISD's Early Learning department initiatives. Contextual information about the services provided to children from birth through grade two was gathered through review of internal documents and interviews with Early Learning department central staff. Process information was examined through analyses of specialist observations, teacher surveys, and *Classroom Assessment Scoring System (CLASS)* data. The report also included analyses of K readiness and students' academic achievement through grade three.

Specifically, this evaluation (1) summarized funding allocations for the birth through grade two initiatives in 2016-17, (2) summarized the context of the birth through grade two programs and the related 2016-17 initiatives, (3) described the demographic characteristics of early childhood through grade two students, (4) described retention and special enrollment rates by PK enrollment status, (5) summarized staff perceptions of the PK and K through grade two programs, (6) summarized the quality of PK through grade two instruction using *CLASS* results, (7) examined student *Istation's Indicators of Progress (ISIP)* scores to determine the level of progress, (8) examined differences in students' reading and mathematics performance for students who did or did not attend Dallas ISD PK, (9) examined *ISIP* results to explore K readiness, and (10) assessed whether students were achieving at grade level on reading and mathematics based on *TerraNova*, *SUPERA*, and *State of Texas Assessments of Academic Readiness (STAAR)* scores.

MAJOR EVALUATION QUESTIONS AND RESULTS

What was the source and funding for the birth through grade two initiatives?

Budget information was collected from Early Learning department central administrators. As of April 20, 2017, the Early Learning department's budget was \$9,911,521.¹ This included \$3,257,834 in Early Learning General Operating funds, \$1,542,696 in Early Learning Title I funds, \$3,016,037 in High-Quality Prekindergarten Grant funds, and \$41,612 in Autism Grant Program funds. The department budget also included \$1,447,007 in K-2 Curriculum and Instruction General Operating funds, and \$606,335 in K-2 Curriculum and Instruction Title I funds.

What was the context of the birth through grade two programs and the related 2016-17 initiatives?

Methodology

The evaluators interviewed Early Learning central administrators in fall 2016 and spring 2017. The evaluators also reviewed district documents and community partnership websites.

Assistant Superintendent Interview

The Early Learning assistant superintendent (ELAS) was interviewed in November 2016. The purpose of the interview was to find out about the plan and goals of the birth through grade two initiatives and to understand the structure of the Early Learning department. The evaluators also reviewed the Early Learning Update presented to the Dallas ISD administration.

Professional Development Lead Coordinator Interview

The professional development (PD) lead coordinator of the Early Learning department was interviewed in January 2017. The purpose of this interview was to collect information about specialist training for providing PD to teachers and about the group training offered to teachers by the department.

Specialist Interviews and Observations

Four specialists were interviewed and observed during January and February of 2017. Two of the four specialists were lead specialists. The purpose of the interviews was to gather information about specialists' perceptions of the PK through grade two programs and understand the specialist role. Each specialist was shadowed for one day; during this time, the evaluator conducted an interview and observed the specialist. Specialists were asked about the specialist role, how they supported their teachers, successes, challenges, suggestions, feedback received from teachers, and about the support and PD provided by the Early Learning department.

¹ The Home Instruction for Parents of Preschool Youngsters (HIPPY) funding is reported separately in the HIPPY evaluation (Turner, 2017).

Results

Assistant Superintendent Interview

The ELAS indicated two main goals of the department: increasing K readiness and ensuring that students were reading on grade level by the end of the grade two. In order to achieve the overarching goal of increasing K readiness, the Early Learning department has worked with Boston Consulting Group (BCG) since August 2014 to develop a strategic plan. The plan had four main objectives including (1) increasing access to PK, (2) increasing parental demand for PK, (3) improving classroom quality, and (4) extending the continuum of care by increasing community partnerships. The ELAS indicated that there were five major goals for the future as well. These goals are discussed below in later sections of this report. The community-funded partnership with BCG will continue through the 2019-20 school year with a focus on infrastructure, systems, and analytic support, as needed.

Goal One-Kindergarten Readiness

Access/Demand. One goal of the strategic plan was increased access to PK. The ELAS reported increased PK enrollment under the umbrella of Dallas ISD since the plan's implementation. Most Dallas ISD PK students attended school at district elementary schools; others attended the Harlee or Wilmer Early Childhood Centers, and others attended community partnership centers [called School Readiness Integration (SRI) sites] and were taught by Dallas ISD teachers. In Dallas ISD, most children were separated into classrooms by age; three-year-olds attended half-day PK and four-year-olds attended full-day PK. In a few Dallas ISD Montessori classrooms and in community partnership centers, classrooms were mixed-age; children in these environments attended full-day PK regardless of age.

The ELAS indicated that the district's early childhood centers were working toward two goals. The first goal was for the early childhood centers to create space for more three-year-old students to attend PK, although this was also a goal for elementary and community partnership center expansion. The second goal was for centers to serve as demonstration sites for the implementation of best practices for PK. Progress toward this goal included an early childhood expansion at Anne Frank Elementary, which was approved by the board in November 2016. Finally, an additional early childhood center is scheduled to open in January 2018 at Arlington Park Elementary.

The ELAS indicated that PK enrollment and access increased in part because of community partnerships with Head Start programs and third-party childcare centers. The ELAS indicated that future enrollment increases will come from three-year old student enrollment because the district has enrolled most eligible four-year old students. More information about community partnerships is provided in later sections of this report.

Quality. Another goal in the strategic plan was increased classroom quality. As an initial step in 2014-15, specialists were introduced into the PK classrooms to provide one-on-one PD and support to teachers. That year, specialists implemented a checklist designed by the Children's Learning Institute (CLI) to assess the physical classroom. Checklist items included having a print-rich environment, displaying student work, and providing activity centers. After completing the checklist, specialists provided supplies

for each teacher to use in his or her classroom based on the specific needs found through the checklist. The specialist's interactions with the teacher, beginning with the checklist, had two goals. First, teachers received necessary classroom supplies. Second, these interactions helped teachers consider the specialist program as a long-term program with the goal of improved PK quality. In 2015-16, specialists continued to provide targeted, teacher-specific interventions.

In 2016-17, the PK and K-2 specialists were brought under the same manager, in part to ensure that the training specialists received and the coaching they provided were consistent across grades. Ten campus lead specialists were introduced to ensure campus-level continuity of coaching across grades. In addition, there were 34 PK specialists working in all Dallas ISD PK classrooms and classrooms at SRI sites, and 26 specialists in 39 campuses' K-2 classrooms.² Each specialist worked with around 20 teachers; however, lead specialists worked with fewer teachers because they also supported specialists.

Beginning in 2015-16 with PK, the Early Learning department collaborated with Southern Methodist University (SMU) to measure classroom interactions using an observation instrument, *CLASS*.³ In 2016-17 the use of this instrument was expanded to include some K-2 classrooms. The ELAS indicated that once *CLASS* was administered, specialists conducted targeted coaching with their teachers to increase classroom quality.

Community Partnerships/Continuum of Care. The Early Learning department's largest partnerships were with SRI sites in Head Start and other third-party centers. The goal of these partnerships was to keep students in their current childcare setting while they received instruction from Dallas ISD teachers. As of November 2016, the ELAS indicated that there were 21 community partnership sites. Of these, 19 were Head Start and two were childcare centers run by other organizations. At each community partnership site, the Dallas ISD teacher served as the lead teacher and the program's own employee worked in the role of teaching assistant.

Another major partner, Commit!,⁴ worked to foster student achievement throughout Dallas County. This was accomplished by using data, identifying best practices, and communicating these findings to the community.

The Early Learning department staff worked to expand the continuum of care by continuing to invest in programs for children before they enter school. In 2016-17, Dallas ISD continued to operate the HIPPY⁵ program for children from three to five years old. The district also continued to invest in AVANCE for children from zero to five years old.⁶

The focus on family and community engagement intensified this year. Efforts were piloted in the Conrad, Lincoln, Madison, and Roosevelt feeder patterns. The ELAS indicated that the Early Learning director of family and community engagement worked with the district family and community engagement

² As reported by a manager in the Early Learning department.

³ For more information about *CLASS*, see <http://teachstone.com/classroom-assessment-scoring-system/>.

⁴ More information about Commit! can be found at <http://commit2dallas.org/>.

⁵ For more information about the HIPPY program, see the HIPPY evaluation report (Turner, 2017).

⁶ More information about AVANCE, see the AVANCE evaluation report (Turner, 2017).

office to improve engagement specifically for children from birth through grade two. One effort to improve engagement was monthly, community group meetings to improve family and school relations within these feeders.

Goal Two-Reading on Grade Level

In K and beyond, the ELAS indicated that a primary focus was on reading and language acquisition. In order to meet the goal of students reading on grade level by the end of grade two, a secondary goal was to ensure that teachers were equipped with the skills to teach reading. These skills were fostered through specialist coaching and other PD.

Future Initiatives

Five future initiatives were mentioned in the Early Learning Update presentation to the Board of Trustees on October 13, 2016. The first was to increase PK partnerships. The ELAS indicated that much of the future growth in PK will be through three-year old students in community partnership centers that are not Head Start. To work with these centers, an advisory council developed a new partnership model for these centers (called the SRI+ model). This model differs from SRI to accommodate the different structure of traditional childcare centers. In the SRI+ model, additional money will be provided to the centers to fund the center teacher in addition to the Dallas ISD teacher. The model was expected to be finalized in early 2017⁷ and put into practice for the 2017-18 school year.

The second initiative was to review K readiness assessments. The ELAS indicated a plan to review available assessments in Spring 2017 and a plan to pilot three to five assessments in 2017-18.⁸ The goal was to select a more holistic and multidimensional assessment than the current assessment (*ISIP*) that only measures language acquisition.

The third initiative was to amplify in-depth reading supports. The ELAS said this would be accomplished through coaching teachers and working with the Teaching and Learning department to develop a K-12 reading plan. The plan was focused on balanced literacy to support teachers' efforts in teaching reading across grade levels. It was introduced to principals to demonstrate the partnership between the departments and to communicate continuity. That is, what happens in grades K-2 should lead to well-prepared students in grades 3-12.

The fourth initiative was to launch a community enrollment process. The ELAS reported this would be accomplished by being strong members of the community, making it easy for families to enroll with the district and district community partnerships, and building strong relationships with families from the outset.

The fifth and final initiative was to increase and strengthen targeted family engagement opportunities. The ELAS indicated that this will be accomplished by the Early Learning community and family partnerships director working with the district office to increase engagement with students from birth through grade two.

⁷ The evaluators were unable to verify finalization of this model as of summer 2017.

⁸ This process continued in summer of 2017.

Professional Development Lead Coordinator Interview

In the interview, the coordinator indicated that the main goal of specialists was to provide teachers with individualized tiered support. To do this, specialists completed intensive PD and then provided teacher PD. Specialists received various types of PD through several different programs during the 2016-17 school year. These PD programs included CLI Engage training, *CLASS* observer certification training, and Jim Knight's coaching training. This year, specialists remained current in their CLI Engage training (an online training focused on the *Circle* assessment, one of Dallas ISD's PK assessments) and *CLASS* observer training. The coaching training was provided as a method for collaborative, as opposed to top-down, coaching. This coaching method also teaches skills to help specialists troubleshoot teacher challenges and to help their teachers progress.

In addition, PK specialists completed PD for the Just in Time training from Frog Street, the new PK curriculum provider; K-2 specialists received their content training from Dallas ISD curriculum writers. Finally, K-2 specialists also received training to provide a series of six Saturday training sessions specifically for K teachers.

In addition to specialist support, Early Learning staff members led group training with teachers. PD sessions focused on *CLASS* [including Making the Most of Classroom Interactions (MMCI) training for PK teachers], the *Circle* assessment (PK only), content training, and Just in Time training. The department also provided PD during the summer. For PK teachers, this included a Summer Institute and a two-day training about student activity centers. K-2 teachers participated in the district's Personalized Professional Learning and Development (P2LD) program. Lastly, the Early Learning department provided training for teachers in community partnership centers and for teacher assistants. The training types are described in more detail below.

- *CLASS* training was held in half-day or one-day sessions and designed to give teachers an overview of *CLASS* and its dimensions. Some sessions also included discussions about strategies to engage students and/or strategies for working with English Language Learners (ELLs).
- MMCI training (formally called the *CLASS* Academy) was a series of sessions with in-depth coverage of *CLASS* for PK teachers. It included 10 three-hour sessions and covered each domain of the *CLASS* assessment.
- *Circle* training sessions lasted half of a day and were designed to give an overview of how the *Circle* assessment measured student progress as well as the resources provided by CLI (*Circle*'s developer) to assist student growth.
- Content training familiarized PK teachers with the new PK curriculum, Frog Street, and helped K-2 teachers become familiar with their district curriculum. Kindergarten teachers also received a series of six three-hour Saturday sessions.
- Early Learning department Just in Time training consisted of two-hour sessions that allowed teachers to preview the Frog Street and district curricula for the next six weeks, review relevant Texas Essential Knowledge and Skills (TEKS), and receive activity ideas.

- The Summer Institute was a three-day training for PK teachers that covered content, guidelines for differentiating activities, and bilingual and English as a second language (ESL) instructional strategies. The two-day center training instructed teachers on effective use of center-based learning.
- The P2LD program was a four-week (7 hours per day) training for K-2 teachers during the summer that covered all content, but focused on guided reading. This training also included support from third parties including IStation (the creator of *ISIP*, a reading assessment used in Dallas ISD) and Region 10.

Specialist Interviews and Observations

Specialist Interviews. During interviews, the specialists defined their job as building relationships with teachers to facilitate more effective teacher coaching and support. These relationships empowered specialists to assist teachers by troubleshooting issues, identifying areas of support, and differentiating their coaching to ensure it was well received. The specialists' goal was to help teachers effectively transfer best practices from PD into their classrooms and to provide students with a developmentally appropriate education. The specialists also mentioned the importance of building relationships with others (e.g., campus administrators) and serving as a mediator between teachers, teachers and their administrators, and teachers and their teaching assistants.

Specialists considered their greatest successes to include building teacher trust, then seeing teachers effectively implement suggestions and grow and take ownership of their progress. Some specialists noted that witnessing this growth was particularly rewarding when teachers were initially resistant to coaching.

The specialists reported that their greatest challenges were convincing teachers to implement suggestions consistently and interacting with the few teachers and/or administrators who resisted help. In these cases, the specialists assisted these individuals when possible. Other challenges related to limitations in resources. For example, specialists were challenged by being unable to print on campuses, having limited Spanish resources, and not having class sets of materials to check out for demonstrations. There were also challenges related to time and space. Specialists struggled with not having a consistent space to work. They also had limited time to prepare resources and to complete the entire coaching cycle with teachers (e.g., time to plan, observe, coach, and debrief).

The specialists had a few suggestions about how to improve their position. Most suggestions related to procedures, such as a desire for streamlined documentation and a better method of communicating the locations of electronic resources.

The specialists indicated that most teachers appreciated their help. The K-2 specialists noted that their teachers were particularly appreciative to have something just for them (as opposed to the higher testing grades). When informally asked by the evaluator, teachers echoed this response, indicating that specialists served as helpful resources for ideas, materials, and hands-on support. One challenge the specialists heard from the teachers was a need for more resources (e.g., books for the classroom and more make-and-take PD sessions). These were items that specialists were not able to provide as often as they would have liked.

Specialists felt supported by the Early Learning department. They reported that Early Learning staff members were understanding, personable, and helped handle any issues that arose with campuses or teachers. Early Learning also was responsive to requests. Some specialists wished for better communication from department leaders, but recognized that issues might have resulted from rapid growth in the specialist program.

Lead specialists coached teachers, but they also typically served as leaders for all of the PK and K-2 specialists on a campus. The leads reported that their role with specialists was much the same as with teachers, to serve as a support and a coach. The leads reported their biggest successes were the ability to work together with their teams, support each other, and learn together. In the lead role, the challenges were similar to those of specialists. The leads struggled with time and resource constraints around being prepared, and also with not having a consistent place to work. The one suggestion for improving the lead role was to set clear responsibilities and expectations, especially because the lead role was evolving.

Specialist Observations. The evaluator observed specialists observing, communicating, demonstrating, and providing hands-on assistance to teachers. During teacher observations, the specialists were seen recording general observations, successes, progress related to previously set goals, areas for improvement, and needed resources.

Specialists were also observed communicating directly with teachers through informal conversations, individual meetings, and group meetings. Specialists informally asked teachers about needed resources, helped teachers troubleshoot problems, and offered quick ideas for immediate improvement by providing on-the-spot suggestions or demonstrations. In individual teacher meetings, specialists helped solve problems, debriefed about modeling performed by the specialists for the teachers, assessed progress toward teacher goals, and set new goals. Example goals included improving the morning message (a whole-class time with students every morning), working on timing to stay on schedule, and improving small group interactions with students. Individual meetings were also used to review data. Three specialists were observed leading or participating in Professional Learning Communities (PLCs), group meetings with all of the teachers on that campus in a particular grade (e.g., PK, K, and grade one). In their PLC, PK teachers were observed planning lessons. PK teachers referenced the Teacher Learning Connection (TLC) provided by Early Learning as a resource for ideas about activities designed around the current curriculum theme. At the K and grade one PLCs, specialists led training about some of the teaching methodologies (e.g., sound sorting, making words, using Elkonin boxes) listed on teachers' Week at a Glance planners (provided by the Early Learning department).

Last, specialists were observed providing demonstrations and assisting the teachers as needed with resources or technology. Specialists modeled methodologies and techniques to assist teachers with best practices. Some specialists taught part of a lesson, while some specialists led a section of the day.

Specialists in the lead role were observed coaching teachers, but were also seen interacting similarly with their specialists. A lead and a specialist were observed engaging in an individual meeting to discuss data, problems with teachers, and the specialist's goals for teachers. Then, the lead and specialist

observed classrooms together and discussed things to bring up to the teachers to help them improve. In addition to coaching, the lead specialists were also observed attending a lead meeting. The meeting served to prepare the leads for a workday with all of the specialists the next day. The meeting also included logistical information and a discussion about best practices for coaching adults.

What were the demographic characteristics and continuous enrollment rates of early childhood through grade two students?

Methodology

Demographic Characteristics

Demographic data for early childhood (EC) through grade two students were extracted from the Dallas ISD Public Education Information Management System (PEIMS) snapshot data file.⁹ The evaluators conducted frequency analyses to determine student demographic information by pathway and grade.

Continual Enrollment of Third-Grade Students

To determine if students continued to be enrolled in Dallas ISD after PK, grade three was used as the sampling frame. Third-grade cohorts were created by pulling PEIMS snapshot demographic data for the four years prior to the third-grade year (for example, 2012-13 to 2015-16 PEIMS data for 2016-17 third-grade students).

Results

Demographic Characteristics

Students were eligible to attend Dallas ISD's EC and PK programs free of charge if they met certain criteria. All eligible children with disabilities were able to begin school in Dallas ISD as early as age three through the EC program.¹⁰ Otherwise, to be eligible for free Dallas ISD PK in 2016-17, students had to meet age requirements by September 1st¹¹ and (1) be unable to speak or comprehend English, (2) be economically disadvantaged, (3) be homeless, (4) have an active military parent, and/or (5) be in foster care.^{12,13} If students did not qualify for free PK, students could pay tuition to attend Dallas ISD PK, though few students in this situation enrolled.

Dallas ISD's EC through grade two programs served 48,311 students in 2016-17. Demographic information is presented in Table 1. Over half of the students were male (51%), Hispanic (69%), and/or economically disadvantaged (83%). Almost half (49%) were ELLs.

In comparison to 2015-16 (Table 2), in 2016-17 Dallas ISD's EC through grade two programs served 1,173 fewer students (49,484 vs. 48,311). The programs served about an equal percentage of

⁹ The data were pulled on 10/31/2016.

¹⁰ For information about EC enrollment, see <http://tea.texas.gov/index4.aspx?id=2147494988>.

¹¹ Students enrolling in a three-year-old classroom must be three years of age by September 1st of that school year, and students enrolling in a four-year-old classroom must be four-years old by September 1st.

¹² For more information about Dallas ISD's PK requirements, see <http://www.dallasisd.org/Page/37706>.

¹³ Dealey and Stone Montessori schools were not required to follow these requirements.

students each year from the largest subgroups in each category: male students (51% vs 51%), Hispanic students (70% vs. 69%), and/or economically disadvantaged (86% vs. 83%) students. Like 2015-16, almost half of 2016-17 students were ELLs (50% vs. 49%).

In addition to serving fewer students overall, K enrollment also decreased by 723 students (from 12,209 in 2015-16 to 11,486 in 2016-17). During the March 9, 2017 Dallas ISD board briefing, a consulting group hired by the district discussed the importance of K enrollment and its effect on future student enrollment (Population and Survey Analysts, 2017).¹⁴ When asked, the ELAS reported that K enrollment was traditionally folded into the standard enrollment process and was not orchestrated by Early Learning, but that the district was trying to bolster retention of PK students and recruitment of new K students. He also reported that a task force was examining recruitment and retention practices across the district. Possible strategies included the addition of a K round-up¹⁵ week (similar to PK round-up for younger students), more engagement opportunities for families throughout the year, and “transition camps” to assist students and families moving from one level to the next (e.g., PK to K, fifth grade to sixth, and eighth grade to ninth).

¹⁴ To view this briefing, see section six at <http://dallasisdtx.swagit.com/play/03092017-1026>.

¹⁵ The term “round-up” refers to activities related to recruiting and registering students for the upcoming school year.

Table 1: 2016-17 Demographic Characteristics for Early Childhood through Grade Two Students by Pathway and Grade

	Early Childhood (n=325)		Community Partnerships (n=1,692)		3-Year Old PK (n=904)		4-Year Old PK (n=8,554)		K (n=11,486)		Grade One (n=12,346)		Grade Two (n=13,003)		Total (n=48,311)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Gender																
Male	250	76.9	839	49.6	468	51.8	4,285	50.1	5,833	50.8	6,382	51.7	6,698	51.5	24,756	51.2
Female	75	23.1	853	50.4	436	48.2	4,269	49.9	5,653	49.2	5,964	48.3	6,305	48.5	23,555	48.8
Ethnicity																
African American	102	31.4	914	54.0	222	24.6	1,861	21.8	2,526	22.0	2,745	22.2	2,892	22.2	11,262	23.3
Hispanic	191	58.8	715	42.3	639	70.7	6,247	73.0	7,861	68.4	8,511	68.9	9,098	70.0	33,263	68.9
White	24	7.4	42	2.5	21	2.3	223	2.6	796	6.9	775	6.3	685	5.3	2,566	5.3
Special Populations																
Eco. Dis.	243	74.8	1,687	99.7	842	93.1	8,026	93.8	8,813	76.7	9,274	75.1	11,098	85.3	39,984	82.8
ELL	20	6.2	84	5.0	543	60.1	4,844	56.6	5,828	50.7	6,200	50.2	6,358	48.9	23,878	49.4
Special Education	317	97.5	18	1.1	31	3.4	178	2.1	557	4.8	837	6.8	916	7.0	2,855	5.9
Homeless	2	0.6	15	0.9	4	0.4	119	1.4	187	1.6	155	1.3	143	1.1	625	1.3

Source: PEIMS district database: 10/31/2016.

Note: Eco. Dis.=Economically Disadvantaged. ELL=English Language Learner. Some percentages may not add to 100 because of rounding. Some numbers may not add up to the total because of missing data. Students were classified as being in 3- or 4-year old PK based on Chancery. When information was unavailable (PPCD Classrooms, Head Start Classrooms, and Mata's mixed age PK classroom), age as of September 1, 2016 was used. One student could not be classified and was only included in the total.

Table 2: 2015-16 Demographic Characteristics for Early Childhood through Grade Two Students by Pathway and Grade

	Early Childhood (n=272)		Community Partnerships (n=1,002)		3-Year Old PK (n=360)		4-Year Old PK (n=8,711)		K (n=12,209)		Grade One (n=13,405)		Grade Two (n=13,405)		Total (n=49,484)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Gender																
Male	205	75.4	489	48.8	169	46.9	4,424	50.8	6,268	51.3	6,864	51.2	6,982	51.7	25,418	51.4
Female	67	24.6	513	51.2	191	53.1	4,287	49.2	5,941	48.7	6,541	48.8	6,517	48.3	24,066	48.6
Ethnicity																
African American	90	33.1	460	45.9	96	26.7	1,720	19.7	2,737	22.4	2,983	22.3	3,076	22.8	11,174	22.6
Hispanic	156	57.4	384	38.3	244	67.8	6,603	75.8	8,407	68.9	9,351	69.8	9,375	69.4	34,529	69.8
White	18	6.6	19	1.9	6	1.7	229	2.6	746	6.1	752	5.6	732	5.4	2,505	5.1
Special Populations																
Eco. Dis.	208	76.5	943	94.1	322	89.4	8,190	94.0	9,286	76.1	11,477	85.6	12,242	90.7	42,691	86.3
ELL	13	4.8	182	18.2	195	54.2	5,075	58.3	6,115	50.1	6,460	48.2	6,523	48.3	24,570	49.7
Special Education	272	100.0	17	1.7	13	3.6	211	2.5	530	4.3	767	5.7	815	6.0	2,647	5.3
Homeless	3	1.1	1	0.1	6	1.7	89	1.0	200	1.6	138	1.0	131	1.0	568	1.1

Source: PEIMS district database: 10/30/2015.

Note: Eco. Dis.=Economically Disadvantaged. ELL=English Language Learner. Some percentages may not add to 100 because of rounding. Some numbers may not add up to the total because of missing data. Twenty-six students could not be classified and were only included in the total. Students were classified as being in 3- or 4-year old PK based on age as of September 1, 2015. Results vary from those reported in the 2015-16 Birth to Five Evaluation (Hinkley, 2016) because of revised student classifications.

Continuous Enrollment Rates of Third-Grade Students

As of the PEIMS snapshot date for 2016-17, 13,221 students were enrolled in grade three. Of these 42 percent ($n=5,547$) were also enrolled from PK through grade two. Similarly, as of the PEIMS snapshot date for 2015-16, 13,327 students were enrolled in grade three. Of these 38 percent ($n=4,997$) were also enrolled from PK through grade two. Tables 3 and 4 contain more detailed year-to-year enrollment data. Table 3 includes students in all applicable categories, and Table 4 places each student in a single category.

Table 3: Number and Percentage of Third-Grade Students by Grades Enrolled (Students in All Applicable Categories) and Year

Grade Levels Enrolled	2016-17 ($n=13,221$)		2015-16 ($n=13,327$)	
	<i>n</i>	%	<i>n</i>	%
Enrolled in Grades PK-3	5,547	42.0	4,997	37.5
Enrolled in Grades K-3	8,886	67.2	9,045	67.9
Enrolled in Grades 1-3	10,130	76.6	10,319	77.4
Enrolled in Grades 2-3	11,424	86.4	11,696	87.8
New to Dallas ISD in Grade 3	1,017	7.7	862	6.5

Source: Five Year Longitudinal PEIMS files for each year (pulled 11/1/2016 and 11/4/2015, respectively).

Table 4: Number and Percentage of Third-Grade Students by Grades Enrolled (Each Student in Only One Category) and Year

Grade Levels Enrolled	2016-17 ($n=13,221$)		2015-16 ($n=13,327$)	
	<i>n</i>	%	<i>n</i>	%
PK to Grade 3	5,547	42.0	4,997	37.5
K to Grade 3	3,339	25.2	4,048	30.4
Grade 1 to Grade 3	1,244	9.4	1,274	9.5
Grade 2 to Grade 3	1,294	9.8	1,377	10.3
New to Dallas ISD in Grade 3	1,017	7.7	862	6.5
Other	780	5.9	769	5.8

Source: Five Year Longitudinal PEIMS files for each year (pulled 11/1/2016 and 11/4/2015, respectively).

Note: Other=Students enrolled in other combinations (e.g., Grade 1 and Grade 3 but not Grade 2, etc.)

What were student retention and special education enrollment rates by prekindergarten enrollment status for 2016-17 third graders?

Methodology

To examine differences in students' grade retention rates and special education enrollment rates for students who did or did not attend Dallas ISD PK, PEIMS snapshot demographic data were extracted from the district database.¹⁶ Kindergarten was used as the sampling frame to compare students who attended PK with those who did not attend.¹⁷

¹⁶ All demographic data were extracted from PEIMS snapshot files (pulled 10/31/2014, 10/30/2015, and 10/31/2016 for 2014-15, 2015-16, and 2016-17, respectively).

¹⁷ Due to the constraints of the district database, the evaluators followed the sampling procedure that was used by Huston et al. (2012).

Given that the majority of the third-grade students in 2016-17 attended K in 2013-14, the 2013-14 K cohort group was created based on PK enrollment status. To identify students who ever attended Dallas ISD PK even if not in the year prior to attending K, the evaluators pulled five years of demographic data (from 2009-10 to 2013-14). Cohort students were classified as attending Dallas ISD PK (*DISD PK*) or not (*No DISD PK*). To produce comparable groups, the cohort students were limited to kindergarteners who were ELLs and/or economically disadvantaged.¹⁸ Next, to examine student retention rates and special education enrollment rates, the 2013-14 K cohort data were merged with student enrollment and demographic data files (2014-15 to 2016-17).

Frequency and crosstabs analyses were computed to determine whether students were retained or enrolled in the special education program. Results should be reviewed with caution because of the following limitations. First, students classified as *No DISD PK* may have attended preschool elsewhere (e.g., Head Start, private preschool, other school district) or not at all. Second, some students may have been eligible for PK but were not included because of unavailable eligibility information, such as whether the student was homeless, in foster care, or had a parent in the military. Third, differences between the *DISD PK/No DISD PK* groups may be attributable to a parent's decision to place a student in PK or not (self-selection issue).

Results

Student Retention Rates

For all comparisons, lower percentages of students in the *DISD PK* group were retained than in the *No DISD PK* group (Table 5). Across years, 1.6 to 4.9 percent of the *No DISD PK* group was retained compared to 0.4 percent to 2.4 percent of the *DISD PK* group.

Table 5: Retention Rates of Third Graders by PK Enrollment Status (2013-14 K Cohort) by Year

School Year	DISD PK		No DISD PK		Total	
	<i>n</i> Enrolled	% Retained	<i>n</i> Enrolled	% Retained	<i>n</i> Enrolled	% Retained
2014-15	6,939	0.4	3,868	1.6	10,807	0.9
2015-16	6,452	2.4	3,411	4.9	9,863	3.3
2016-17	6,060	1.8	3,139	3.9	9,199	2.5

Source: PEIMS district database: 10/31/2014, 10/30/2015, and 10/31/2016.

Note: The 2013-14 K cohort students were limited to kindergarteners who were ELLs and/or economically disadvantaged. Students who withdrew from school as of PEIMS snapshot dates were excluded from the analyses.

Special Education Enrollment Rates

As shown in Table 6, for all comparisons between the 2013-14 *DISD PK* and *No DISD PK* groups, lower rates of *DISD PK* students were enrolled in special education than *No DISD PK* students. For

¹⁸ This creates comparable groups because being an ELL student and/or economically disadvantaged were the two largest reasons students were eligible to attend PK.

example, in 2016-17, three years after students' K year, 10.4 percent of *No DISD PK* group students were enrolled in the special education program compared to 6.1 percent of *DISD PK* group students.

Table 6: Special Education Enrollment Rates of Third Graders by PK Enrollment Status (2013-14 K Cohort) by Year

School Year	DISD PK		No DISD PK		Total	
	<i>n</i> Enrolled	% in Spe. Ed.	<i>n</i> Enrolled	% in Spe. Ed.	<i>n</i> Enrolled	% in Spe. Ed.
2013-14	7,648	3.8	4,708	4.8	12,356	4.2
2014-15	6,939	4.0	3,868	6.2	10,807	4.8
2015-16	6,452	5.0	3,411	7.9	9,863	6.0
2016-17	6,060	6.1	3,139	10.4	9,199	7.5

Source: PEIMS district database: 10/28/2013, 10/31/2014, 10/30/2015, and 10/31/2016.

Note: Spe. Ed.=Special Education. The 2013-14 K cohort students were limited to kindergarteners who were ELLs and/or economically disadvantaged. Students who withdrew from school as of PEIMS snapshot dates were excluded from the analyses.

What were the perceptions of prekindergarten and kindergarten through grade two program staff?

Methodology

To understand perceptions of the PK and K-2 program staff, the evaluators surveyed PK through grade two teachers. PK teachers and K-2 teachers received separate surveys. Teachers were asked about their general understanding of the PK and K-2 programs, support received, resources, PD received, and experiences with specialists. Teachers also could discuss successes, challenges, and suggestions.

Teacher surveys were administered during a three-week window from late February through mid-March, 2017. All 2016-17 PK-2 teachers were sent an email with a survey link along with weekly follow-up reminders.

Frequency and descriptive analyses were conducted for rating-scale items on the surveys. Content analyses were used to analyze the open-ended items. Responses were categorized into themes and tabulated; some open-ended responses included information that fit into more than one theme.

Results

PK Teacher Surveys

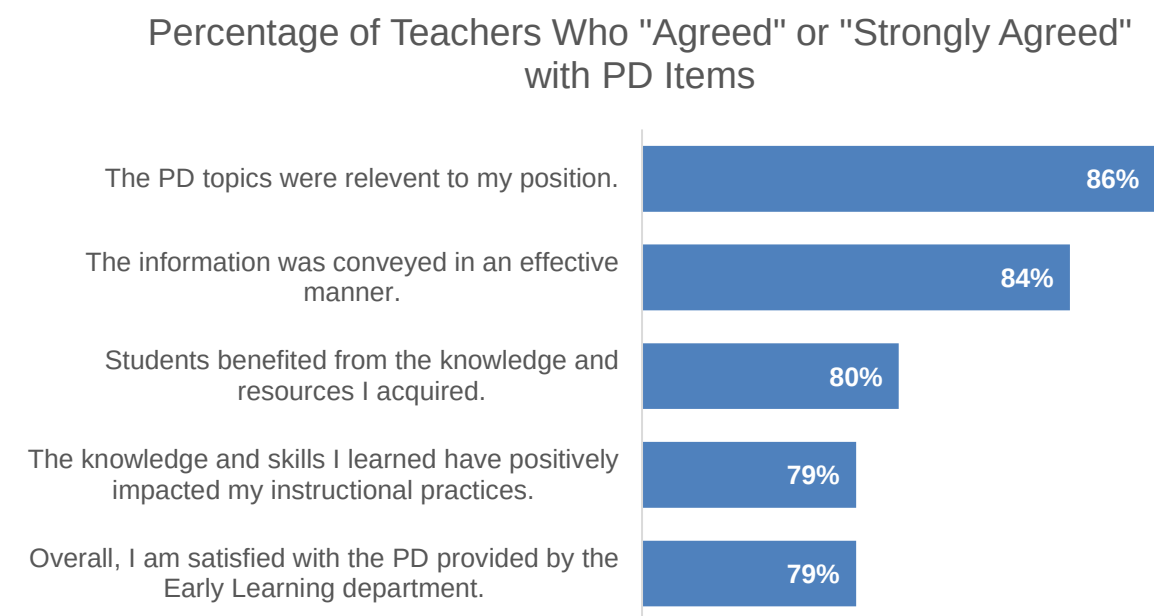
There were 601 PK teachers with an active email address. Upon removal of invalid responses, 309 PK teachers were included in the analyses. The response rate for PK teachers was 51 percent. Appendices A and B show survey results by item. When asked about their general understanding of the programs, most respondents "agreed" or "strongly agreed" that they understood the goals for PK students (95%) and were familiar with the district's Early Learning plan (93%). Over 80 percent of respondents indicated that they would recommend a PK teaching position on their campus (84%). However, about half of teacher respondents "agreed" or "strongly agreed" that the PK curriculum ensured K readiness (57%).

When asked about support they received as a PK teacher, teacher respondents were more positive toward support from the Early Learning department than support from their campus administrators. That is,

84 percent of teachers “agreed” or “strongly agreed” that they felt supported by the Early Learning department, while 76 percent of respondents felt the same about campus administrators. Sixty-seven percent of teacher respondents “agreed” or “strongly agreed” that their teaching assistant (TA) was able to support them by usually being in their classrooms as assigned. Regarding resources, 87 percent of respondents “agreed” or “strongly agreed” that the TLC Planners provided by the Early Learning department were helpful, while 72 percent indicated that they had quality classroom resources.

In general, respondents were positive about the PD provided by the Early Learning department. Between 79 percent and 86 percent “agreed” or “strongly agreed” with each item concerning PD (Figure 1).

Figure 1: 2016-17 Survey Responses for PK Teacher Perceptions toward PD Opportunities

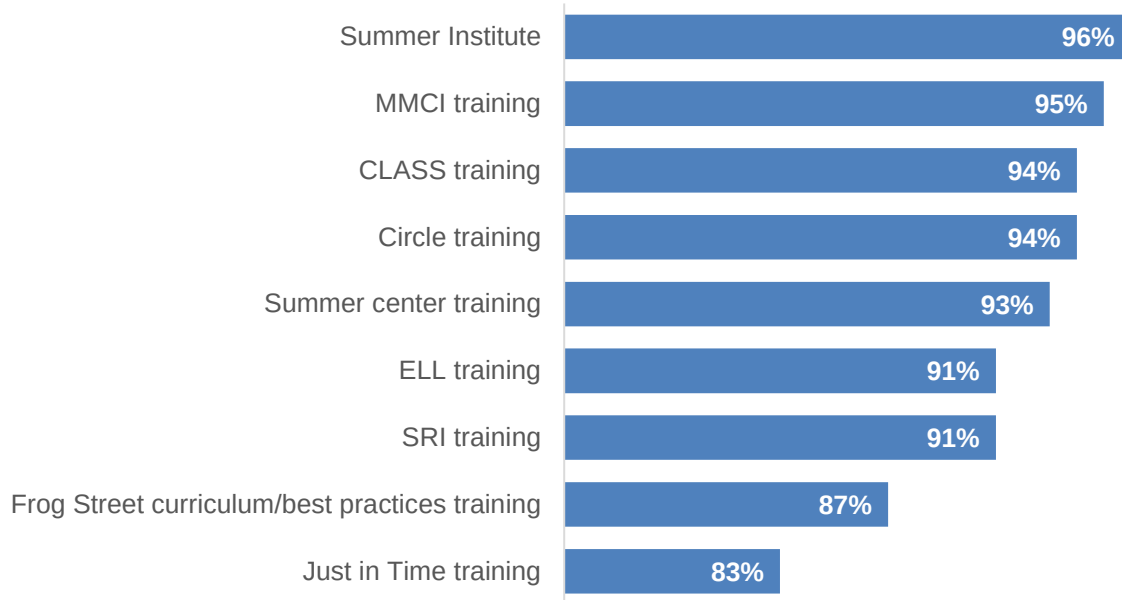


Source: PK teacher survey administered spring 2017.

All training provided by the Early Learning department for PK teachers was considered to be at least somewhat helpful by the majority of respondents (Figure 2). Between 83 percent and 96 percent rated PD as “somewhat helpful” or “very helpful.”

Figure 2: 2016-17 Survey Responses for PK Teacher Perceptions toward PD Helpfulness

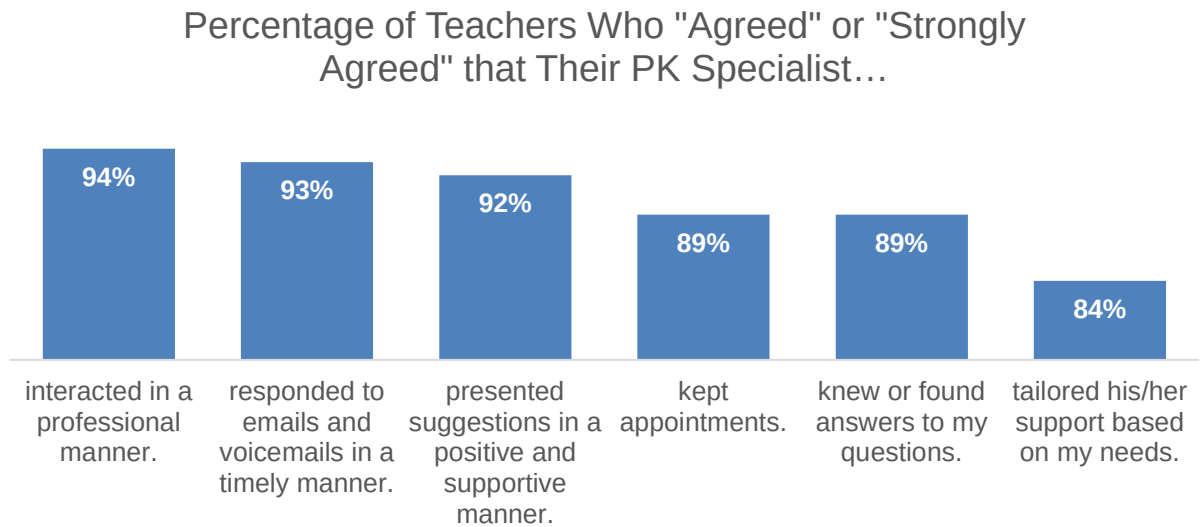
Percentage of Teachers Who Rated PD as "Somewhat Helpful" or "Very Helpful"



Source: PK teacher survey administered spring 2017.

Ninety-eight percent of PK teacher respondents reported having a PK specialist. Of those, 87 percent of teachers “agreed” or “strongly agreed” that, overall, they were supported adequately by their PK specialist. Between 84 and 94 percent of respondents “agreed” or “strongly agreed” with the items about PK specialists (Figure 3 and Appendix A).

Figure 3: 2016-17 Survey Responses for PK Teacher Perceptions toward PK Specialists



Source: PK teacher survey administered spring 2017.

Some teachers completed optional open-ended questions about successes, challenges, and suggestions (Appendix C). The most commonly reported success was the implementation of the new Frog Street curriculum ($n=64$); many teachers specifically mentioned the social emotional learning component. Other successes included support (from campus administrators, Early Learning department staff, or specialists; $n=53$); teamwork with co-teachers or teaching assistants ($n=36$); student achievement (academic and/or social emotional) and engagement ($n=36$); and classroom environment and resources ($n=11$).

There was a wider array of challenges reported. The most common challenge was the new curriculum ($n=92$); 16 respondents mentioned concerns that it was not rigorous enough. Other challenges included student behavior or lack of support for student behavior ($n=25$); lack of resources ($n=21$); teacher conflict ($n=19$); the TA not being in the classroom as assigned ($n=17$); and differences in expectations, both at regular campuses ($n=14$) and at SRI sites ($n=11$).

The most common suggestion was to increase training ($n=37$). Multiple teachers asked for more Make and Take training, and training specifically for SRI site staff and TAs. The second most common suggestion was to change or modify the curriculum ($n=25$); 15 teachers suggested returning to, or pulling more information from, O.W.L. (the previous curriculum). Additional suggestions included increasing resources ($n=23$); keeping the TA in the classroom ($n=15$); and having clearer guidelines and communication between SRI sites and Dallas ISD ($n=14$).

K-2 Teacher Surveys

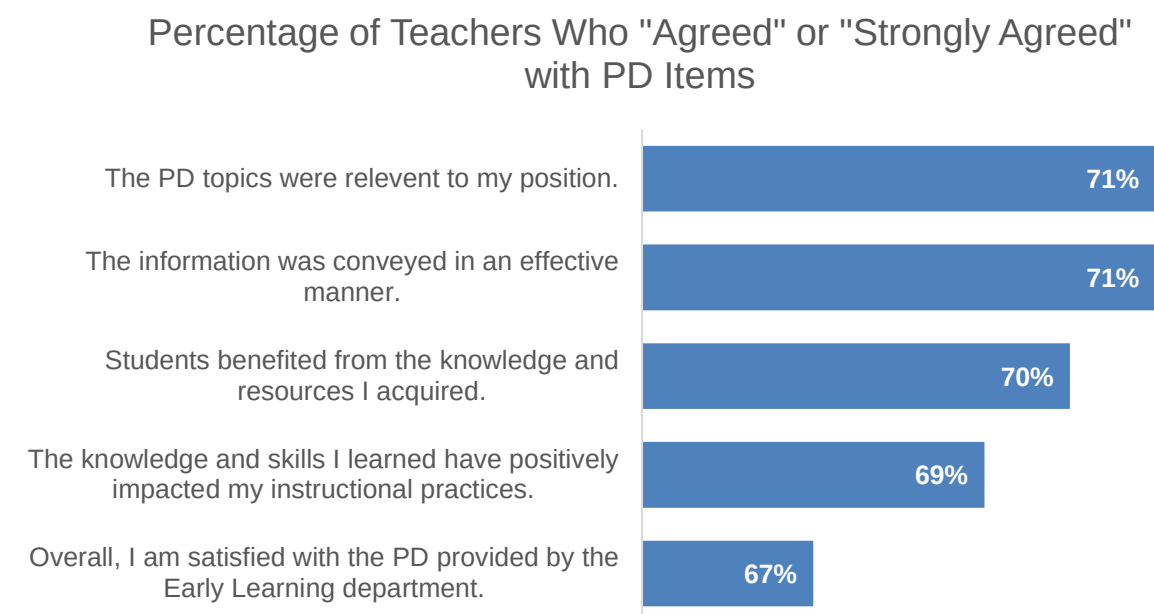
There were 2,226 K-2 teachers with an active email address. Upon removal of invalid responses, 610 K-2 teachers were included in the analyses. The response rate for K-2 teachers was 27 percent. Due to the extremely low response rate for the K-2 teacher survey (27%), the results of the survey should be

reviewed with caution. In addition, any generalization of the findings is not recommended beyond the sample that is included in these analyses because the K-2 survey respondents may not represent all K-2 teachers in the district. Of the 610 respondents, 219 taught K, 178 taught grade one, 192 taught grade two, and 21 indicated that they taught multiple grades. Appendices D and E show survey results by item. Almost all respondents “agreed” or “strongly agreed” that they understood the goals for students in their grade (95%), and most understood the goals of the district’s Early Learning department (83%). Seventy-nine percent of teachers would recommend a teaching position on their campus. Seventy-seven percent of teachers thought that the current curriculum ensured students were ready for the next grade.

When asked about support they received as a K-2 teacher, teacher respondents were more positive toward support from their campus administrators than support from the Early Learning department. That is, 79 percent of respondents indicated that they felt supported by their campus administrators, while 57 percent felt supported by the Early Learning department. Regarding the resources, 73 percent “agreed” or “strongly agreed” that the Week at a Glance Planners provided by the Early Learning department were helpful and 64 percent indicated that they had quality classroom resources.

In general, respondents were positive about the PD provided by the Early Learning department. Between 67 percent and 71 percent “agreed” or “strongly agreed” with each item concerning PD (Figure 4).

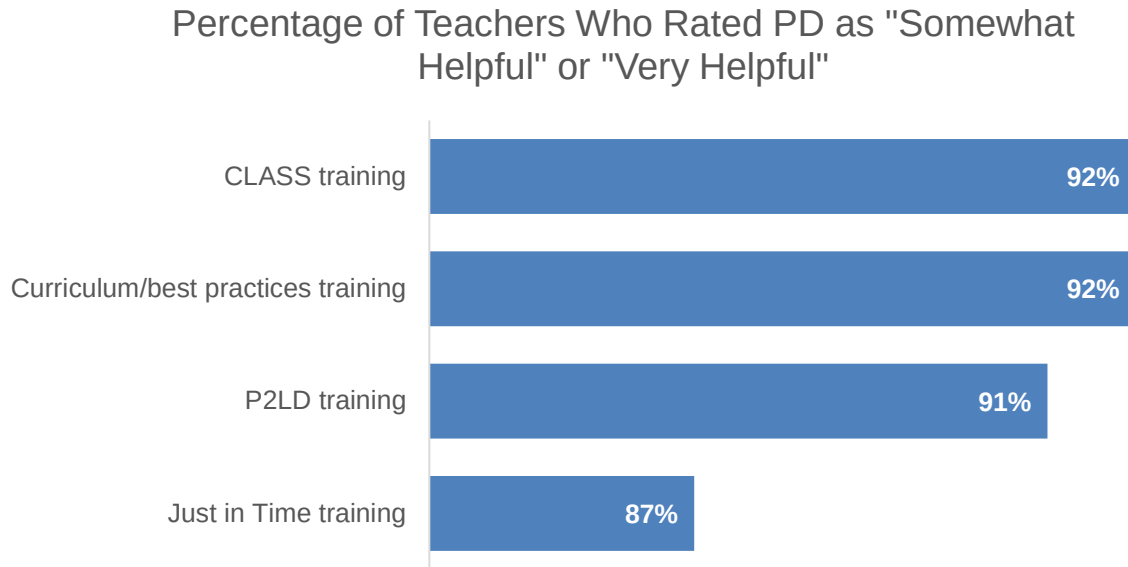
Figure 4: 2016-17 Survey Responses for K-2 Teacher Perceptions toward PD Opportunities



Source: K-2 teacher survey administered spring 2017.

All training provided by the Early Learning department was seen as being at least somewhat helpful by the majority of respondents (Figure 5). Between 87 percent and 92 percent rated the PD as “somewhat helpful” or “very helpful.”

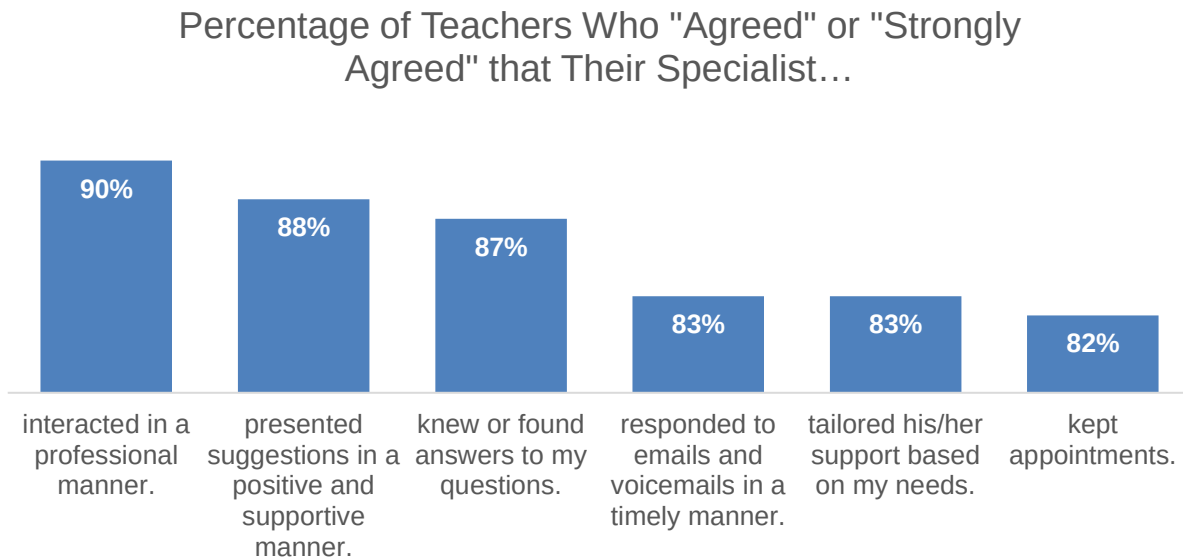
Figure 5: 2016-17 Survey Responses for K-2 Teacher Perceptions toward PD Helpfulness



Source: K-2 teacher survey administered spring 2017.

Thirty-two percent of K-2 teacher respondents reported having a specialist from the Early Learning department ($n=192$). Of those, 81 percent of teachers “agreed” or “strongly agreed” that, overall, they were supported adequately by their specialist. Between 82 and 90 percent of respondents “agreed” or “strongly agreed” with each item concerning specialists (Figure 6 and Appendix D).

Figure 6: 2016-17 Survey Responses for K-2 Teacher Perceptions toward K-2 Specialists



Source: K-2 teacher survey administered spring 2017.

Some teachers completed optional open-ended questions about successes, challenges, and suggestions (Appendix F). The most commonly reported successes included collaboration with fellow teachers and working as a teaching team ($n=86$); administrator support (from campus administrators, coaches, or specialists; $n=79$); available resources ($n=74$); increased student achievement ($n=56$); PD ($n=34$); and implementation of small groups ($n=20$). In particular, multiple respondents mentioned Istation- and TEKS-related resources as being successful.

There was a wider array of challenges reported. The most common challenge was a lack of materials and/or resources ($n=132$). In particular, teachers mentioned a lack of resources in Spanish, a lack of working technology, and a desire for more materials related to *TerraNova* and *SUPERA*. Other challenges included underachieving or underprepared students ($n=70$); struggling with the workload and/or having enough time ($n=38$); student behavior ($n=38$); lack of support ($n=28$); concerns about testing/grading ($n=26$); and the curriculum ($n=22$).

The most common suggestion was to increase classroom resources ($n=95$). Multiple teachers specifically mentioned needing more technology access, and wanting more resources related to the *TerraNova* and *SUPERA*. Other suggestions were related to PD ($n=52$); teachers wanted opportunities to observe other teachers, and to have training on or closer to their campuses. Teachers also had suggestions in relation to the curriculum ($n=28$) and being allowed more time to plan, both horizontally and vertically ($n=23$).

What was the quality of prekindergarten through grade two instruction?

Methodology

Teachstone's *CLASS* is an observation instrument used to measure teacher-child interactions using 10 dimensions that can be collapsed into three domains. These domains include emotional support, classroom organization, and instructional support. Emotional support includes teacher behaviors that foster child comfort, excitement about learning, and appropriate autonomy. Classroom organization includes teacher behaviors that help children regulate behavior, learn, and maintain interest in activities. Instructional support includes teacher behaviors that support children's cognitive development and language growth. Each domain score ranges from one through seven. There are quality thresholds for each domain (Burchinal, Vandergrift, Pianta & Mashburn, 2010). For emotional support and classroom organization, the threshold is five. For instructional support, the threshold is 3.25.

SMU's trained researchers observed teachers using *CLASS*. Observations occurred once in the fall semester (September 2016 through December 2016) and once in the spring semester (February 2017 through April 2017). Each observation included four 20-minute blocks of time occurring 10 minutes apart. During each timeframe, each teacher was rated on a scale of one to seven on each of *CLASS*'s 10 dimensions.

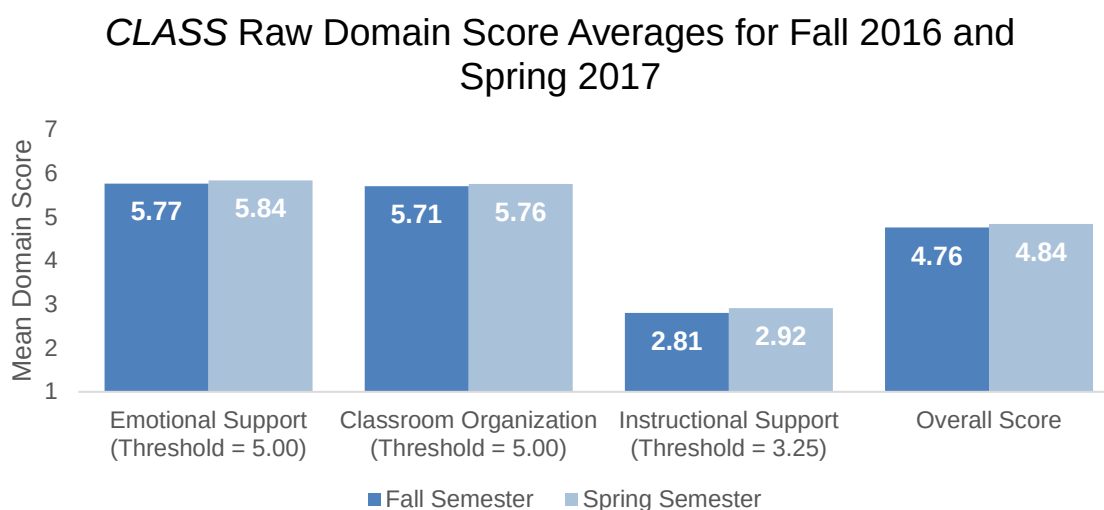
The evaluators received data files from SMU for the fall and spring semesters of the 2016-17 school year. The files contained each teacher's raw scores for each dimension within in each timeframe. The

evaluators averaged the dimension scores across time points. Then, these scores were averaged to create a score for each of the three domains. Finally, domain scores were averaged to create an overall score. Domain scores were examined to determine whether scores met the threshold. Paired samples *t* tests were conducted to examine change in domain mean scores and overall mean scores over the course of the 2016-17 school year.

Results

Overall, the observed teachers were above the quality threshold for both semesters on the emotional support and classroom organization domains. Both domains showed small increases from fall to spring. The district was below the quality threshold on the instructional support domain; but showed a small increase from fall to spring. Overall results were similar to 2015-16. Figure 7 shows the average scores by dimension and semester. Appendix G shows average domain scores by feeder pattern and semester.

Figure 7: 2016-17 CLASS Averages by Domain and Semester



Source: Data provided by Southern Methodist University, received 4/27/2017 and 5/23/2017.

Note: Possible raw scores ranged from one to seven. In the fall, actual emotional support scores ranged from 1.56 to 7.00, classroom organization scores ranged from 2.17 to 7.00, instructional support scores ranged from 1.00 to 6.33, and overall scores ranged from 1.72 to 6.60. In the spring, actual emotional support scores ranged from 1.94 to 7.00, classroom organization scores ranged from 1.92 to 7.00, instructional support scores ranged from 1.00 to 6.17, and overall scores ranged from 1.70 to 6.72. Across domains, and overall, increases between semesters were statistically, but not practically, significant.

In fall 2016, CLASS scores were reported for 1,320 PK through grade two teachers in 151 Dallas ISD elementary schools and 21 PK partnership sites.¹⁹ Of these teachers, 575 taught PK, 234 taught K, 248 taught grade one, and 263 taught grade two. As a whole, 85.8 percent scored at or above the quality threshold (5) for emotional support; scores ranged from 1.56 to 7.00. For classroom organization, 85.4 percent scored at or above the quality threshold (5); scores ranged from 2.17 to 7.00. Finally, 32.6 percent of teachers met or exceeded the quality threshold (3.25) for the instructional support domain; scores ranged

¹⁹ Seven teachers had two scores, in each case, the most recent score was used in analyses.

from 1.00 to 6.33. Thus, teachers were strongest in emotional support and weakest in instructional support. Overall, 31.9 percent of teachers met or exceeded the quality thresholds in all three domains; overall scores ranged from 1.72 to 6.60.

In spring 2017, *CLASS* scores were reported for 1,272 PK through grade two teachers in 145 Dallas ISD elementary schools and 21 PK partnership sites.²⁰ Of these teachers, 544 taught PK, 227 taught K, 243 taught grade one, and 256 taught grade two.²¹ As a whole, 88.6 percent scored at or above the quality threshold (5) for emotional support; scores ranged from 1.94 to 7.00. For classroom organization, 89.2 percent scored at or above the quality threshold (5); scores ranged from 1.92 to 7.00. Finally, 36.9 percent of teachers met or exceeded the quality threshold (3.25) for the instructional support domain; scores ranged from 1.00 to 6.17. Thus, teachers were strongest in emotional support and weakest in instructional support. Overall, 35.8 percent of teachers met or exceeded the quality thresholds in all three domains; overall scores ranged from 1.70 to 6.72.

Of the observed teachers, 1,211 had *CLASS* dimension scores for both the fall and the spring semesters. Analyses indicated that scores increased over time for each of the three dimensions. There was a 0.7-point increase in emotional support. This was a statistically significant change [$t(1,210)=2.99, p=.003, d=.10$], however, the change was not practically significant.²² There was a 0.6-point increase in classroom organization. This was a statistically significant change [$t(1,210)=2.18, p=.03, d=.08$], however, the change was not practically significant. There was a 0.12-point increase in instructional support. This was a statistically significant change [$t(1,210)=3.47, p=.001, d=.13$], however, the change was not practically significant. Results also showed that there was a 0.08-point increase in overall *CLASS* scores during the 2016-17 school year. This change was statistically significant [$t(1,210)=3.58, p<.001, d=.12$], however, the change was not practically significant.

How did student *ISIP* scores change throughout the 2016-17 school year?

Methodology

ISIP is a computer adaptive assessment of critical reading skills that provides continuous progress monitoring. Students with a score at or above the 40th percentile (Tier 1) are considered to be on grade level (Mathes, Torgesen, & Herron, 2016).

ISIP data from the beginning, middle, and end of the year (BOY, MOY, and EOY, respectively) and PEIMS demographic data were merged for analyses. For the analyses, the English and Spanish administrations were combined into one file to allow for examination of overall student performance.²³ If a

²⁰ Four SRI sites were observed, but no teacher identification information was provided; therefore, those cases ($n=9$) were excluded from analyses.

²¹ Two classrooms had multiple grades in one classroom and are only included in the total number.

²² Cohen's d is a measure of effect size and is indicative of practical significance. A small effect size is .20, medium is .50, and large is .80 (Cohen, 1988).

²³ Comparisons between the English and Spanish versions of *ISIP* are not recommended because the two versions are normed differently. Therefore, the percentage of students at or above Tier 1 (which indicates performing at grade level) was used.

student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset.²⁴ If a student took the test more than once, the student's latest score was used. Frequency and crosstabs analyses were computed to review student performance at BOY, MOY, and EOY. Results were reported overall, by student group, and by feeder pattern.

Results

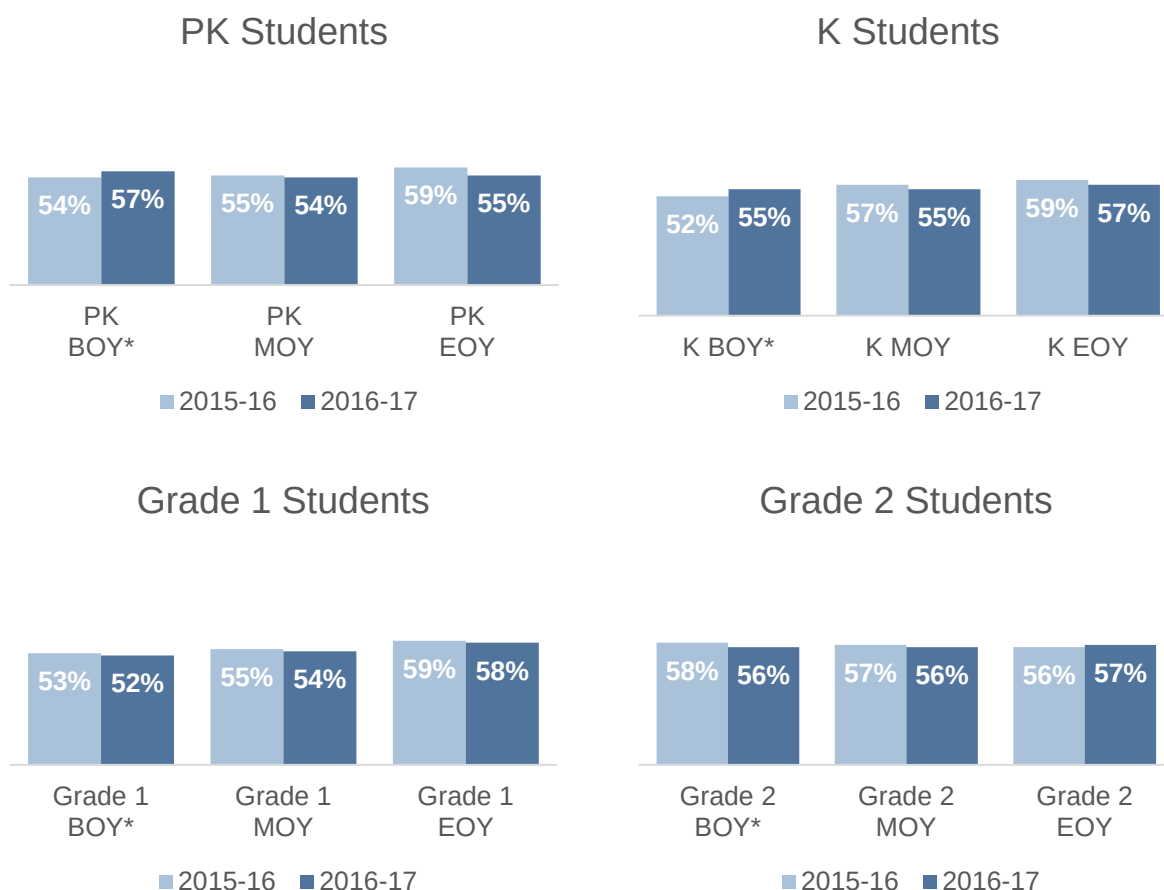
Overall Percentages of Students in Grades PK to 2 Performing at or above Grade Level

As seen in Figure 8, for the English and Spanish administrations combined, the overall percentage of students at or above grade level (at Tier 1) ranged from 52 percent to 58 percent in 2016-17 (54% to 57% for PK, 55% to 57% for K, 52% to 58% for grade one, and 56% to 57% for grade two). When compared to 2015-16, the percentages of students at or above grade level were slightly lower in 2016-17, in general, across *ISIP* administrations (BOY, MOY, and EOY) with three exceptions (BOY for PK and K, and EOY for grade two).

It would be hoped that the percentage of students at or above grade level would increase throughout the year. Results showed small positive changes from 2016-17 BOY to MOY to EOY for grade one but not for other grades (PK, K, or grade two). The percentage of PK students at or above grade level dropped from BOY to MOY and then slightly increased from MOY to EOY. The percentages of K and grade two students at or above grade level remained the same from BOY to MOY but then slightly increased from MOY to EOY.

²⁴ Staff members from Evaluation and Assessment, Early Learning, and Bilingual/ESL worked together to develop *ISIP* data analysis guidelines. The purpose of the guidelines is to ensure consistent reporting of *ISIP* data across departments and over time.

Figure 8: Percentage of Students in Grades PK through Two Performing At or Above Grade Level on *ISIP* by Year



Source: PEIMS district database: 10/30/2015 and 10/31/2016; *ISIP*: 1/31/2017 (2015-16 BOY), 06/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 02/16/2017 (2016-17 MOY), and 05/30/2017 (2016-17 EOY).

Note: BOY=beginning of year. MOY=middle of year. EOY=end of year. District *ISIP* data 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. *Istation provided recalibrated data for the fall 2015 English administration in January 2017.

Prekindergarten Student *ISIP* Performance

Districtwide data showed that more PK students that tested in Spanish than English performed at or above grade level. Across *ISIP* administrations (BOY, MOY, and EOY) in 2016-17, 57 to 64 percent of the PK students tested in Spanish were at or above grade level,²⁵ whereas 48 to 50 percent of the students tested in English were at or above grade level. The overall percentages of PK students at or above grade level for the English and Spanish administrations combined were between 54 percent and 57 percent (Table 7 and Figure 9).

²⁵ Percent at or above grade level=percent at or above the 40th percentile (Tier 1).

It would be hoped that the percentage of students at or above grade level would increase throughout the year. However, there was no consistent pattern of progress throughout the year. For the English administration, the percentage of PK students at or above grade level increased slightly from BOY to MOY, and then dropped at EOY. For the Spanish administration and the English and Spanish administrations combined, the percentage of PK students at or above grade level decreased from BOY to MOY and then slightly increased from MOY to EOY.

When compared to 2015-16 (Table 7 and Figure 9), there was no consistent pattern of increase or decrease on the percentages of PK students at or above grade level. Feeder pattern results for PK students in 2015-16 and 2016-17 varied (Appendix H).

- For all *ISIP* administrations (BOY, MOY, and EOY), PK students tested in English in the Adams, Hillcrest, North Dallas, and Seagoville feeders were at or above the district averages in 2016-17.²⁶
- PK students tested in Spanish in the Adamson, Hillcrest, Molina, North Dallas, Seagoville, and Spruce feeders were at or above the district averages for all three *ISIP* administrations in 2016-17.
- PK students tested in either English or Spanish in the Adams, Hillcrest, Madison, Molina, North Dallas, and Seagoville feeders were at or above the district averages for all three *ISIP* administrations in 2016-17.
- For EOY English and Spanish administrations combined, the percentage of PK students at or above grade level ranged from 23 percent (Carter feeder) to 70 percent (Adams feeder) in 2015-16 and from 31 percent (Lincoln feeder) to 80 percent (Seagoville feeder) in 2016-17.

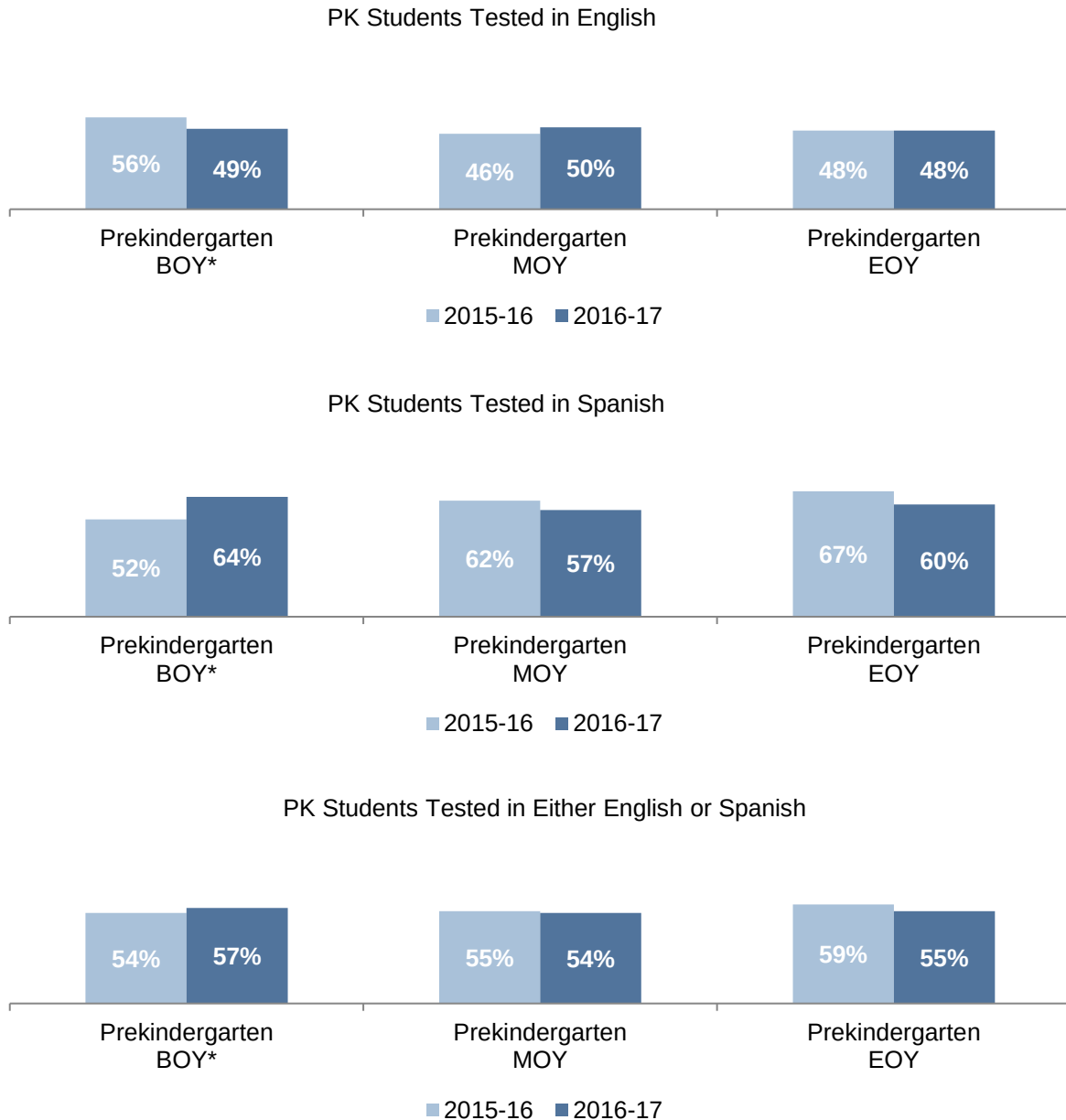
²⁶ Sunset and Madison feeders were at or above the district averages in 2016-17 for both administrations in which students tested.

Table 7: Percentage of PK Students Performing At or Above Grade Level on *ISIP* by Year, Version, and Student Group

	BOY				MOY				EOY			
	2015-16 ^a		2016-17		2015-16		2016-17		2015-16		2016-17	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English												
All	1,074	56.4	1,099	48.6	1,613	46.0	1,396	49.8	1,455	48.2	1,493	47.8
African American	514	52.9	564	50.0	844	44.3	704	49.1	737	44.9	700	45.0
Hispanic	483	57.8	446	44.8	654	45.0	589	47.9	603	47.9	679	49.5
White	58	70.7	61	63.9	79	64.6	73	64.4	83	71.1	71	62.0
ELL	39	51.3	36	33.3	61	42.6	42	45.2	60	43.3	52	55.8
Eco. Dis.	1,009	55.3	1,014	46.4	1,522	45.3	1,313	48.7	1,352	47.4	1,385	47.1
Special Ed.	17	76.5	17	58.8	38	36.8	28	32.1	35	22.9	30	23.3
Spanish												
All	1,289	52.0	1,291	63.9	2,252	61.9	1,629	56.8	2,038	66.9	2,035	60.4
African American	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	1,272	51.9	1,265	64.3	2,224	61.8	1,602	57.0	2,012	67.0	2,006	60.5
White	13	61.5	17	41.2	20	60.0	16	56.3	18	55.6	20	60.0
ELL	1,262	51.8	1,258	63.9	2,211	61.8	1,584	56.6	2,000	66.8	1,983	60.3
Eco. Dis.	1,234	51.9	1,208	63.6	2,139	61.7	1,529	56.7	1,931	66.9	1,898	60.4
Special Ed.	9	44.4	10	30.0	15	40.0	21	38.1	21	61.9	24	58.3
English and Spanish Combined												
All	2,363	54.0	2,390	56.9	3,865	55.2	3,025	53.6	3,493	59.1	3,528	55.1
African American	515	52.8	567	49.9	846	44.2	707	49.1	739	44.9	701	44.9
Hispanic	1,755	53.5	1,711	59.3	2,878	58.0	2,191	54.5	2,615	62.6	2,685	57.7
White	71	69.0	78	59.0	99	63.6	89	62.9	101	68.3	91	61.5
ELL	1,301	51.8	1,294	63.1	2,272	61.3	1,626	56.3	2,060	66.1	2,035	60.1
Eco. Dis.	2,243	53.5	2,222	55.7	3,661	54.9	2,842	53.0	3,283	58.9	3,283	54.8
Special Ed.	26	65.4	27	48.1	53	37.7	49	34.7	56	37.5	54	38.9

Source: PEIMS district database: 10/30/2015 and 10/31/2016; *ISIP*: 1/31/2017 (2015-16 BOY), 06/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 02/16/2017 (2016-17 MOY), and 05/30/2017 (2016-17 EOY).

Note: BOY=beginning of year. MOY=middle of year. EOY=end of year. District *ISIP* data 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. All included other ethnic groups. Cells marked with an asterisk (*) indicate five or fewer students were tested. ELL=English Language Learner. Eco. Dis.=Economically Disadvantaged. Special Ed.=Special Education. ^aIstation provided recalibrated data for the fall 2015 English administration in January 2017.

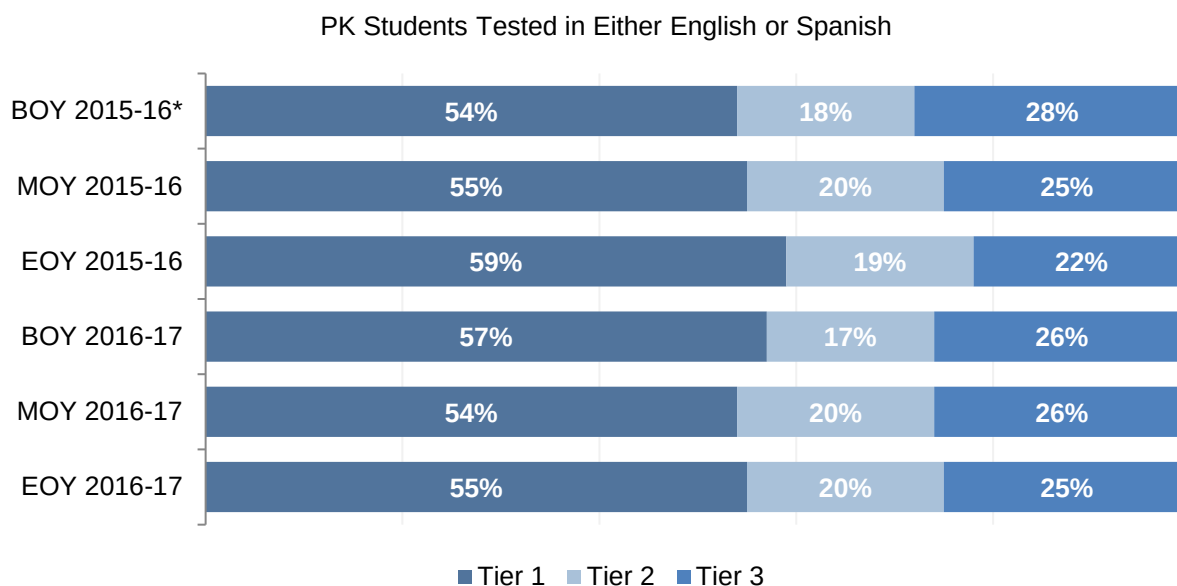
Figure 9: Percentage of PK Students Performing At or Above Grade Level on *ISIP* by Year and Version

Source: PEIMS district database: 10/30/2015 and 10/31/2016; *ISIP*: 1/31/2017 (2015-16 BOY), 06/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 02/16/2017 (2016-17 MOY), and 05/30/2017 (2016-17 EOY).

Note: BOY=beginning of year. MOY=middle of year. EOY=end of year. District *ISIP* data 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. *Istation provided recalibrated data for the fall 2015 English administration in January 2017.

Regarding *ISIP* Tier changes for the English and Spanish administrations combined, in 2015-16, there were small positive changes in student performance. There was not a consistent pattern of improvement from 2016-17 BOY to MOY to EOY (Figure 10).

Figure 10: Percentage Distribution of *ISIP* Tier Ratings for PK Students Tested in Either English or Spanish by Year



Source: PEIMS district database: 10/30/2015 and 10/31/2016; *ISIP*: 1/31/2017 (2015-16 BOY), 06/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 02/16/2017 (2016-17 MOY), and 05/30/2017 (2016-17 EOY).

Note: BOY=beginning of year. MOY=middle of year. EOY=end of year. Tier 1=at or above grade level. *Istation provided recalibrated data for the fall 2015 English administration in January 2017.

Kindergarten Student *ISIP* Performance

Districtwide data showed that more K students that tested in Spanish than English performed at or above grade level. Across *ISIP* administrations (BOY, MOY, and EOY) in 2016-17, over 60 percent (62% to 64%) of the K students tested in Spanish were at or above grade level,²⁷ whereas 47 to 48 percent of the students tested in English were at or above grade level. The overall percentages of K students at or above grade level for the English and Spanish administrations combined were between 55 percent and 57 percent (Table 8 and Figure 11).

It would be hoped that the percentage of students at or above grade level would increase throughout the year. However, there was no consistent pattern of progress throughout the year. For the English administration, the percentage of K students at or above grade level decreased slightly from BOY to MOY, and then increased from MOY to EOY. For the Spanish and English and Spanish combined administrations, the percentage increased slightly from BOY to MOY to EOY.

²⁷ Percent at or above grade level=percent at or above the 40th percentile (Tier 1).

When compared to 2015-16 (Table 8 and Figure 11), the percentages of K students at or above grade level were higher in 2016-17 at BOY but lower at MOY and EOY. Feeder pattern results for K students in 2015-16 and 2016-17 varied (Appendix I).

- For all *ISIP* administrations (BOY, MOY, and EOY), K students tested in English in the Adams, Hillcrest, Pinkston, Seagoville, Transformation and Innovation, White, and Wilson feeders were at or above the district averages in 2016-17.
- K students tested in Spanish in the ACE, Adams, Adamson, Hillcrest, Molina, North Dallas, and Wilmer-Hutchins feeders were at or above the district averages for all three *ISIP* administrations in 2016-17.
- K students tested in either English or Spanish in the Adams, Adamson, Hillcrest, Jefferson, Molina, Transformation and Innovation, White, and Wilson feeders were at or above the district averages for all three *ISIP* administrations in 2016-17.
- For EOY English and Spanish administrations combined, the percentage of K students at or above grade level ranged from 34 percent (Lincoln feeder) to 80 percent (Wilson feeder) in 2015-16 and from 22 percent (Madison feeder) to 75 percent (Wilson feeder) in 2016-17.

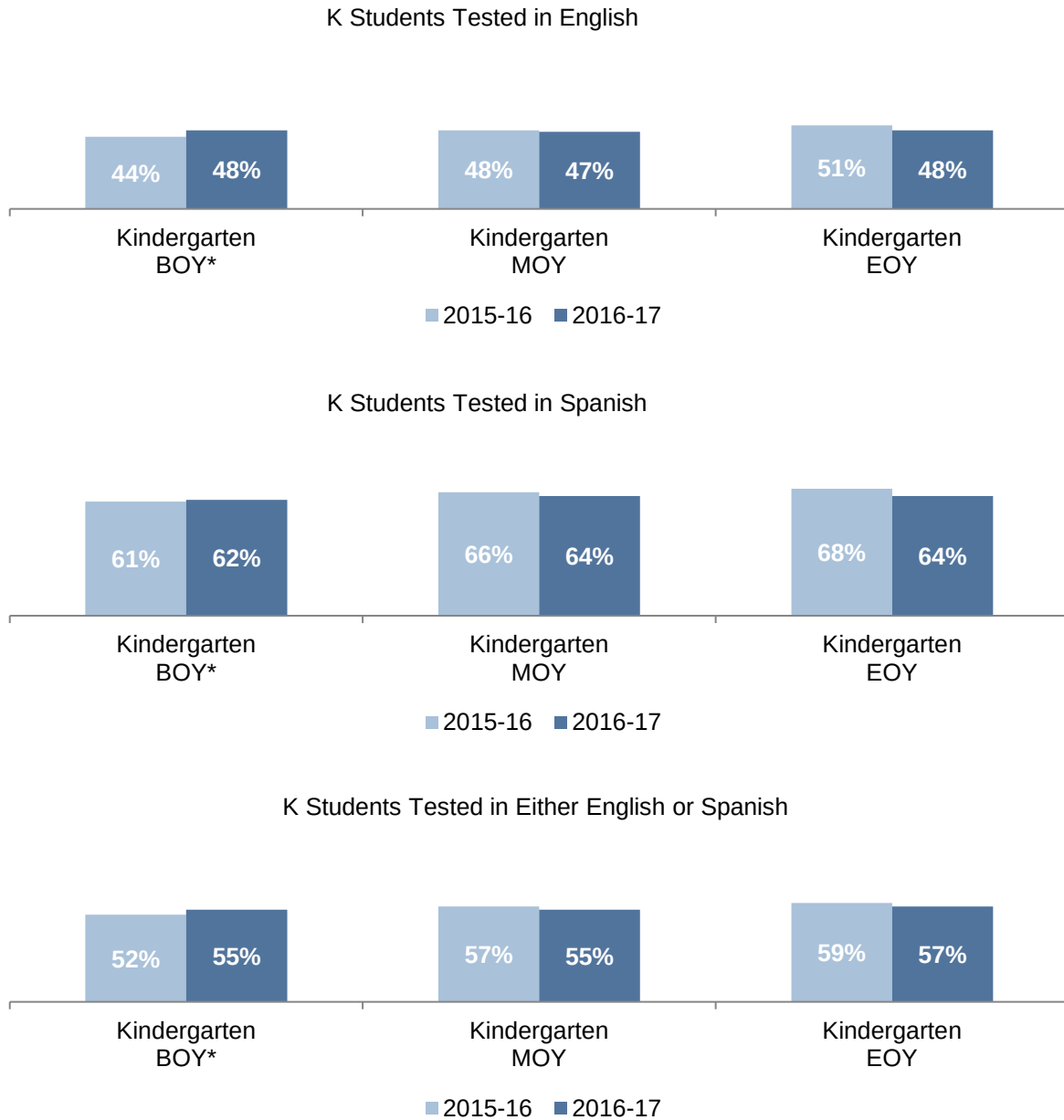
Table 8: Percentage of K Students Performing At or Above Grade Level on *ISIP* by Year, Version, and Student Group

	BOY				MOY				EOY			
	2015-16 ^a		2016-17		2015-16		2016-17		2015-16		2016-17	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English												
All	5,453	44.0	5,193	48.0	5,518	47.9	4,789	46.6	5,100	50.8	4,572	48.1
African American	2,342	35.3	2,161	40.9	2,362	38.3	1,998	36.9	2,142	39.4	1,894	38.3
Hispanic	2,333	45.0	2,227	46.3	2,415	49.0	2,054	46.3	2,261	52.9	2,023	49.3
White	625	68.2	660	74.2	602	76.6	605	75.5	573	79.2	542	74.5
ELL	216	28.2	229	37.6	246	33.3	252	35.7	239	40.6	261	40.6
Eco. Dis.	3,960	38.1	3,673	40.9	4,002	42.9	3,378	39.6	3,693	46.1	3,248	43.0
Special Ed.	189	33.3	184	35.3	239	28.5	193	28.5	255	31.0	179	33.0
Spanish												
All	5,096	61.1	4,858	62.4	5,318	66.0	4,821	63.8	5,171	67.8	4,946	64.4
African American	*	*	20	35.0	*	*	35	34.3	*	*	32	31.3
Hispanic	5,039	61.3	4,784	62.5	5,261	65.9	4,702	64.2	5,107	67.9	4,829	64.8
White	31	35.5	47	61.7	31	64.5	69	50.7	37	54.1	69	59.4
ELL	5,009	61.3	4,749	62.6	5,207	65.7	4,612	64.3	5,049	67.6	4,726	64.8
Eco. Dis.	4,086	60.9	4,027	61.6	4,252	64.9	3,949	63.4	4,140	67.3	4,048	65.0
Special Ed.	102	48.0	105	46.7	142	45.8	112	33.0	153	42.5	109	45.9
English and Spanish Combined												
All	10,549	52.3	10,051	55.0	10,836	56.8	9,610	55.2	10,271	59.4	9,518	56.6
African American	2,345	35.3	2,181	40.8	2,366	38.3	2,033	36.8	2,147	39.4	1,926	38.2
Hispanic	7,372	56.2	7,011	57.4	7,676	60.6	6,756	58.8	7,368	63.3	6,852	60.2
White	656	66.6	707	73.4	633	76.0	674	73.0	610	77.7	611	72.8
ELL	5,225	59.9	4,978	61.4	5,453	64.3	4,864	62.8	5,288	66.4	4,987	63.5
Eco. Dis.	8,046	49.7	7,700	51.7	8,254	54.2	7,327	52.4	7,833	57.3	7,296	55.2
Special Ed.	291	38.5	289	39.4	381	34.9	305	30.2	408	35.3	288	37.8

Source: PEIMS district database: 10/30/2015 and 10/31/2016; *ISIP*: 1/31/2017 (2015-16 BOY), 06/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 02/16/2017 (2016-17 MOY), and 05/30/2017 (2016-17 EOY).

Note: BOY=beginning of year. MOY=middle of year. EOY=end of year. District *ISIP* data 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. All included other ethnic groups. Cells marked with an asterisk (*) indicate five or fewer students were tested. ELL=English Language Learner. Eco. Dis.=Economically Disadvantaged. Special Ed.=Special Education. ^aIstation provided recalibrated data for the fall 2015 English administration in January 2017.

Figure 11: Percentage of K Students Performing At or Above Grade Level on *ISIP* by Year and Version

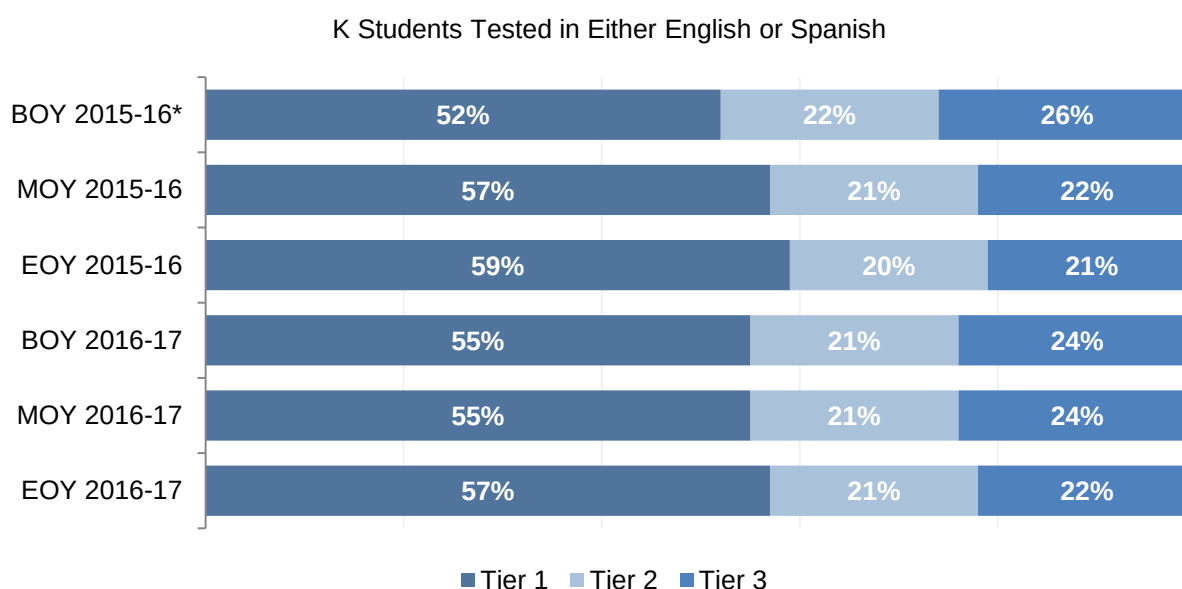


Source: PEIMS district database: 10/30/2015 and 10/31/2016; *ISIP*: 1/31/2017 (2015-16 BOY), 06/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 02/16/2017 (2016-17 MOY), and 05/30/2017 (2016-17 EOY).

Note: BOY=beginning of year. MOY=middle of year. EOY=end of year. District *ISIP* data 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. *Istation provided recalibrated data for the fall 2015 English administration in January 2017.

Regarding *ISIP* Tier changes for the English and Spanish administrations combined, in 2015-16, there were small positive Tier changes in student performance throughout the year. The percentage distribution was the same for 2016-17 BOY and MOY, and then showed small positive Tier changes at EOY (Figure 12).

Figure 12: Percentage Distribution of *ISIP* Tier Ratings for K Students Tested in Either English or Spanish by Year



Source: PEIMS district database: 10/30/2015 and 10/31/2016; *ISIP*: 1/31/2017 (2015-16 BOY), 06/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 02/16/2017 (2016-17 MOY), and 05/30/2017 (2016-17 EOY).

Note: BOY=beginning of year. MOY=middle of year. EOY=end of year. Tier 1=at or above grade level. *Istation provided recalibrated data for the fall 2015 English administration in January 2017.

Grade-One Student *ISIP* Performance

Districtwide data showed that more grade-one students that tested in Spanish than English performed at or above grade level. Across *ISIP* administrations (BOY, MOY, and EOY) in 2016-17, over 60 percent (60% to 68%) of the grade-one students tested in Spanish were at or above grade level,²⁸ whereas 44 to 48 percent of students tested in English were at or above grade level. The overall percentages of grade-one students at or above grade level for the English and Spanish administrations combined were between 52 percent and 58 percent (Table 9 and Figure 13).

It would be hoped that the percentage of students at or above grade level would increase throughout the year. For all administrations (English, Spanish, and English and Spanish combined), results showed small positive changes as the school year progressed.

²⁸ Percent at or above grade level=percent at or above the 40th percentile (Tier 1).

When compared to 2015-16 (Table 9 and Figure 13), the percentages of grade-one students at or above grade level were slightly lower in 2016-17 with one exception (the BOY English administration). Feeder pattern results in 2015-16 and 2016-17 varied (Appendix J).

- For all *ISIP* administrations (BOY, MOY, and EOY), grade-one students tested in English in the ACE, Adams, Hillcrest, Molina, Samuell, Seagoville, Sunset, Transformation and Innovation, White, and Wilson feeders were at or above the district averages in 2016-17.
- Grade-one students tested in Spanish in the ACE, Adams, Hillcrest, Jefferson, Madison, Molina, North Dallas, Samuell, and Seagoville feeders were at or above the district averages for all three *ISIP* administrations in 2016-17.
- Grade-one students tested in either English or Spanish in the Adams, Hillcrest, Jefferson, Molina, North Dallas, Samuell, Seagoville, Transformation and Innovation, White, and Wilson feeders were at or above the district averages for all three *ISIP* administrations in 2016-17.
- For EOY English and Spanish administrations combined, the percentage of grade-one students at or above grade level ranged from 40 percent (Roosevelt and Wilmer-Hutchins feeders) to 76 percent (Hillcrest feeder) in 2015-16 and from 26 percent (Wilmer-Hutchins) to 78 percent (Hillcrest feeder) in 2016-17.

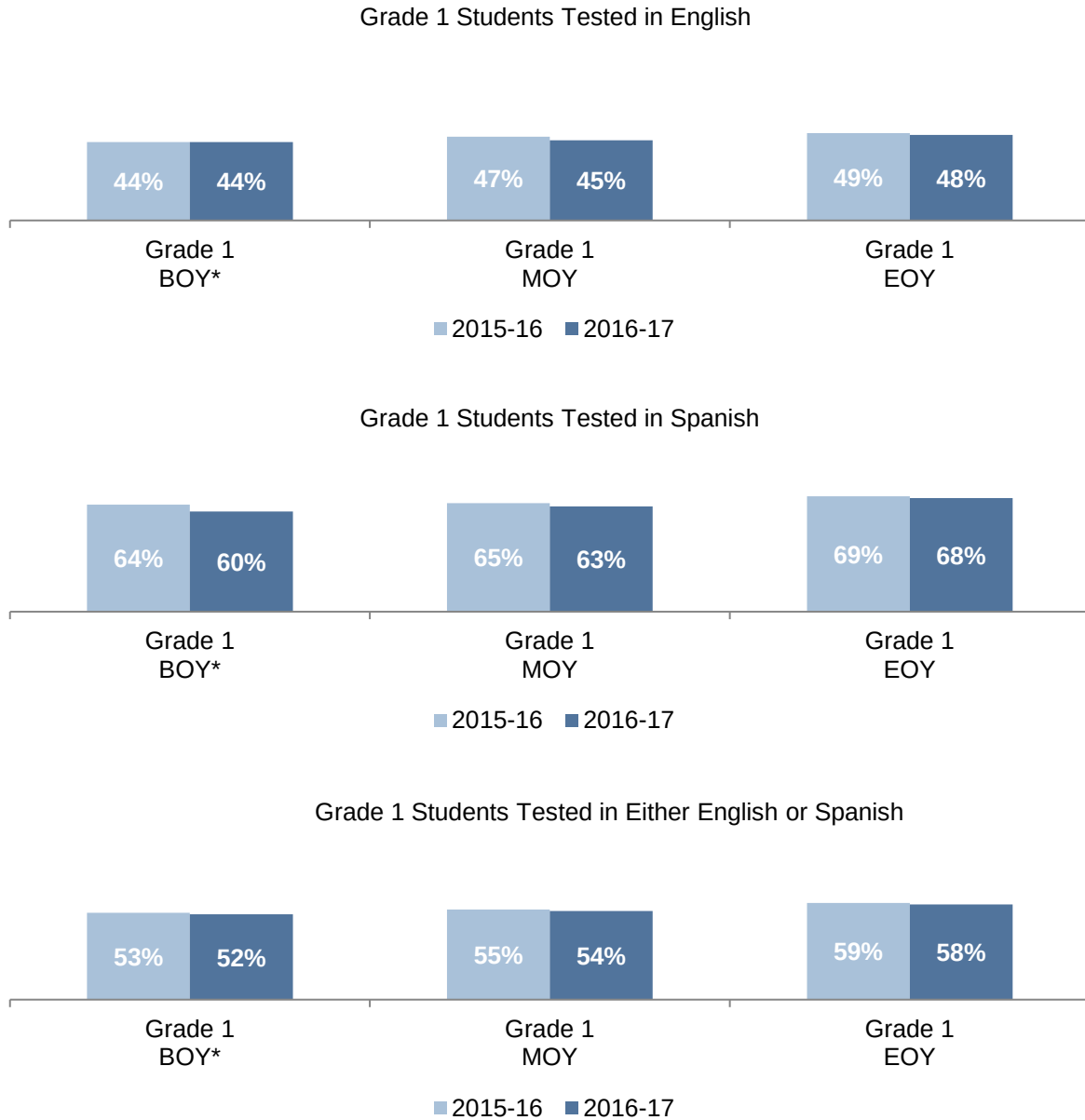
Table 9: Percentage of Grade One Students Performing At or Above Grade Level on *ISIP* by Year, Version, and Student Group

	BOY				MOY				EOY			
	2015-16 ^a		2016-17		2015-16		2016-17		2015-16		2016-17	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English												
All	6,576	44.1	5,738	44.1	6,617	47.0	5,445	45.0	6,199	49.3	5,369	48.1
African American	2,648	34.7	2,408	33.6	2,648	39.9	2,240	36.3	2,494	41.8	2,138	38.2
Hispanic	2,996	46.0	2,424	46.2	3,058	47.6	2,405	46.1	2,897	50.7	2,384	49.2
White	665	72.2	665	71.4	653	72.1	573	70.7	572	73.3	618	74.1
ELL	434	27.2	455	31.0	467	29.8	464	33.2	448	33.9	472	40.3
Eco. Dis.	5,209	40.3	3,944	38.7	5,261	43.0	3,795	40.6	4,950	45.8	3,715	43.0
Special Ed.	358	22.1	344	24.1	387	21.7	347	21.9	420	21.0	337	24.0
Spanish												
All	5,558	64.3	5,184	60.0	5,756	64.7	5,131	63.2	5,495	69.3	5,218	67.7
African American	*	*	6	33.3	*	*	*	*	*	*	6	50.0
Hispanic	5,493	64.4	5,108	59.9	5,691	64.7	5,064	63.3	5,443	69.3	5,151	67.7
White	38	68.4	47	59.6	36	72.2	47	63.8	25	76.0	39	66.7
ELL	5,444	64.2	5,039	59.7	5,630	64.5	5,001	62.9	5,380	69.1	5,077	67.6
Eco. Dis.	5,174	65.2	4,198	60.0	5,347	65.5	4,157	63.3	5,120	69.7	4,253	67.9
Special Ed.	148	45.3	167	31.7	172	28.5	171	33.3	183	30.6	176	40.3
English and Spanish Combined												
All	12,134	53.4	10,922	51.6	12,373	55.2	10,576	53.9	11,694	58.7	10,587	57.7
African American	2,650	34.8	2,414	33.6	2,651	39.9	2,241	36.2	2,496	41.8	2,144	38.2
Hispanic	8,489	57.9	7,532	55.5	8,749	58.7	7,469	57.7	8,340	62.9	7,535	61.9
White	703	72.0	712	70.6	689	72.1	620	70.2	597	73.4	657	73.7
ELL	5,878	61.4	5,494	57.3	6,097	61.8	5,465	60.4	5,828	66.4	5,549	65.3
Eco. Dis.	10,383	52.7	8,142	49.7	10,608	54.3	7,952	52.5	10,070	58.0	7,968	56.3
Special Ed.	506	28.9	511	26.6	559	23.8	518	25.7	603	23.9	513	29.6

Source: PEIMS district database: 10/30/2015 and 10/31/2016; *ISIP*: 1/31/2017 (2015-16 BOY), 06/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 02/16/2017 (2016-17 MOY), and 05/30/2017 (2016-17 EOY).

Note: BOY=beginning of year. MOY=middle of year. EOY=end of year. District *ISIP* data 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. All included other ethnic groups. Cells marked with an asterisk (*) indicate five or fewer students were tested. ELL=English Language Learner. Eco. Dis.=Economically Disadvantaged. Special Ed.=Special Education. ^aIstation provided recalibrated data for the fall 2015 English administration in January 2017.

Figure 13: Percentage of Grade One Students Performing At or Above Grade Level on *ISIP* by Year and Version

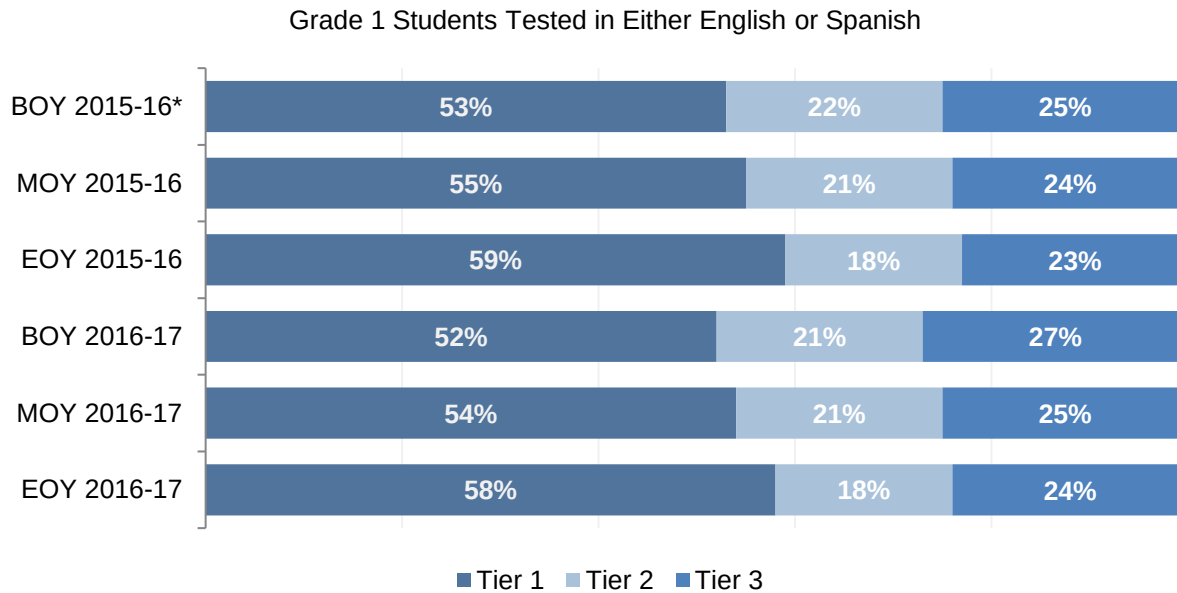


Source: PEIMS district database: 10/30/2015 and 10/31/2016; *ISIP*: 1/31/2017 (2015-16 BOY), 06/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 02/16/2017 (2016-17 MOY), and 05/30/2017 (2016-17 EOY).

Note: BOY=beginning of year. MOY=middle of year. EOY=end of year. District *ISIP* data 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. *Istation provided recalibrated data for the fall 2015 English administration in January 2017.

Regarding *ISIP* Tier changes for the English and Spanish administrations combined, results showed small positive changes in student performance from BOY to MOY to EOY in both 2015-16 and 2016-17. That is, as hoped, the percentage of students at Tier 1 increased, while the percentage of students at Tier 2 or Tier 3 decreased (Figure 14).

Figure 14: Percentage Distribution of *ISIP* Tier Ratings for Grade One Students Tested in Either English or Spanish by Year



Source: PEIMS district database: 10/30/2015 and 10/31/2016; *ISIP*: 1/31/2017 (2015-16 BOY), 06/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 02/16/2017 (2016-17 MOY), and 05/30/2017 (2016-17 EOY).

Note: BOY=beginning of year. MOY=middle of year. EOY=end of year. Tier 1=at or above grade level. *Istation provided recalibrated data for the fall 2015 English administration in January 2017.

Grade-Two Student *ISIP* Performance

Districtwide data showed that more grade-two students that tested in Spanish than English performed at or above grade level. Across *ISIP* administrations (BOY, MOY, and EOY) in 2016-17, over 55 percent (57% to 61%) of the grade-two students tested in Spanish were at or above grade level,²⁹ whereas 51 to 56 percent of students tested in English were at or above grade level. The overall percentages of grade-two students at or above grade level for the English and Spanish administrations combined were between 56 percent and 57 percent (Table 10 and Figure 15).

It would be hoped that the percentage of students at or above grade level would increase throughout the year. For the English administration, the percentage of grade-two students at or above grade level increased from BOY to MOY to EOY. For the Spanish administration, the percentage of grade-two students at or above grade level decreased from BOY to MOY to EOY. For the English and Spanish

²⁹ Percent at or above grade level=percent at or above the 40th percentile (Tier 1).

administrations combined, the percentages of grade-two students remained similar from BOY to MOY but then increased slightly from MOY to EOY.

When compared to 2015-16 (Table 10 and Figure 15), the percentages of grade-two students at or above grade level were slightly lower in 2016-17 with three exceptions (same percentage at the MOY Spanish administration and higher percentages at the EOY for the Spanish administration and for the English and Spanish administrations combined). Feeder pattern results for grade-two students in 2015-16 and 2016-17 varied (Appendix K).

- For all *ISIP* administrations (BOY, MOY, and EOY), grade-two students tested in English in the Adams, Hillcrest, Molina, Sunset, Transformation and Innovation, White, and Wilson feeders were at or above the district averages in 2016-17.
- Grade-two students tested in Spanish in the ACE, Adams, Hillcrest, Molina, Roosevelt, Seagoville, Spruce, and Wilmer-Hutchins feeders were at or above the district averages for all three *ISIP* administrations in 2016-17.
- Grade-two students tested in either English or Spanish in the Adams, Hillcrest, Molina, Seagoville, Spruce, Transformation and Innovation, White, and Wilson feeders were at or above the district averages for all three *ISIP* administrations in 2016-17.
- For EOY English and Spanish administrations combined, the percentage of grade-two students at or above grade level ranged from 36 percent (Madison feeder) to 76 percent (Adams and Hillcrest feeders) in 2015-16 and from 28 percent (Madison and Wilmer-Hutchins feeders) to 72 percent (Adams feeder) in 2016-17.

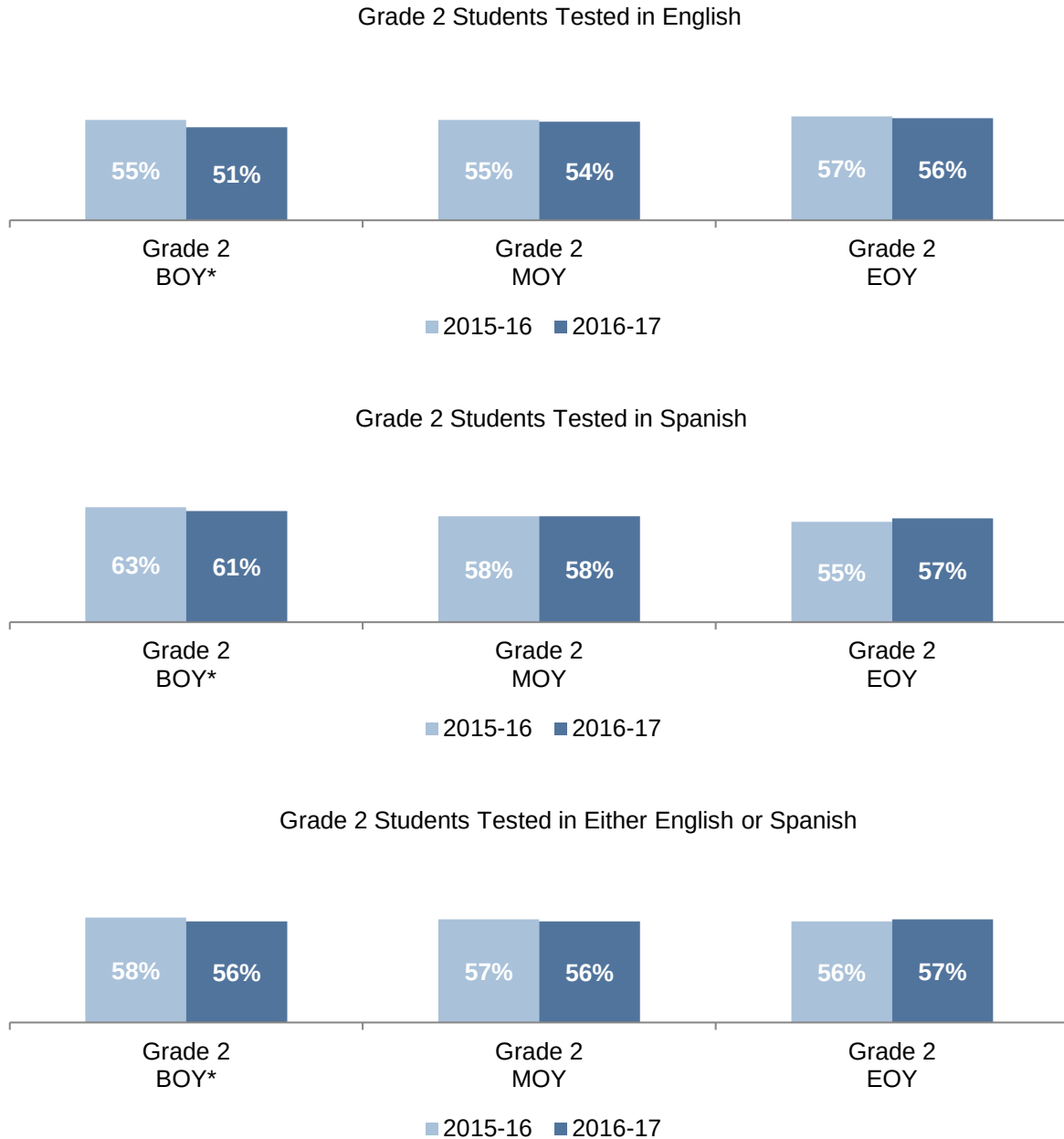
Table 10: Percentage of Grade Two Students Performing At or Above Grade Level on *ISIP* by Year, Version, and Student Group

	BOY				MOY				EOY			
	2015-16 ^a		2016-17		2015-16		2016-17		2015-16		2016-17	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English												
All	6,710	54.8	6,051	51.3	6,752	55.1	6,076	53.7	6,179	57.0	5,944	56.4
African American	2,790	45.4	2,400	42.3	2,769	45.8	2,422	45.6	2,482	46.3	2,330	47.7
Hispanic	2,973	58.0	2,834	53.1	3,099	58.8	2,834	55.2	2,893	60.7	2,808	58.7
White	677	78.1	575	78.4	615	78.0	572	77.1	575	82.4	567	78.3
ELL	466	39.5	443	35.4	498	39.6	469	42.0	461	44.3	464	45.9
Eco. Dis.	5,751	51.6	4,809	47.1	5,840	52.2	4,818	49.5	5,337	54.2	4,677	52.5
Special Ed.	392	26.0	365	22.5	437	24.0	390	24.6	458	24.5	390	24.9
Spanish												
All	5,275	62.6	5,092	61.2	5,540	58.1	4,997	57.8	5,419	54.9	5,075	56.7
African American	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	5,241	62.7	5,041	61.4	5,491	58.3	4,947	58.0	5,372	55.2	5,028	56.8
White	19	42.1	24	58.3	34	50.0	27	51.9	30	33.3	25	56.0
ELL	5,224	62.5	5,026	61.0	5,448	58.0	4,912	57.8	5,316	54.8	4,985	56.7
Eco. Dis.	5,123	62.9	4,735	61.4	5,365	58.4	4,647	57.9	5,249	55.1	4,732	56.6
Special Ed.	168	20.2	171	25.1	193	16.1	170	20.0	206	15.0	170	24.7
English and Spanish Combined												
All	11,985	58.2	11,143	55.8	12,292	56.5	11,073	55.5	11,598	56.0	11,019	56.5
African American	2,792	45.5	2,403	42.2	2,770	45.8	2,425	45.6	2,484	46.3	2,332	47.7
Hispanic	8,214	61.0	7,875	58.4	8,590	58.4	7,781	57.0	8,265	57.1	7,836	57.5
White	696	77.2	599	77.6	649	76.6	599	76.0	605	80.0	592	77.4
ELL	5,690	60.6	5,469	58.9	5,946	56.5	5,381	56.4	5,777	54.0	5,449	55.8
Eco. Dis.	10,874	56.9	9,544	54.2	11,205	55.1	9,465	53.6	10,586	54.6	9,409	54.6
Special Ed.	560	24.3	536	23.3	630	21.6	560	23.2	664	21.5	560	24.8

Source: PEIMS district database: 10/30/2015 and 10/31/2016; *ISIP*: 1/31/2017 (2015-16 BOY), 06/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 02/16/2017 (2016-17 MOY), and 05/30/2017 (2016-17 EOY).

Note: BOY=beginning of year. MOY=middle of year. EOY=end of year. District *ISIP* data 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. All included other ethnic groups. Cells marked with an asterisk (*) indicate five or fewer students were tested. ELL=English Language Learner. Eco. Dis.=Economically Disadvantaged. Special Ed.=Special Education. ^aIstation provided recalibrated data for the fall 2015 English administration in January 2017.

Figure 15: Percentage of Grade Two Students Performing At or Above Grade Level on *ISIP* by Year and Version

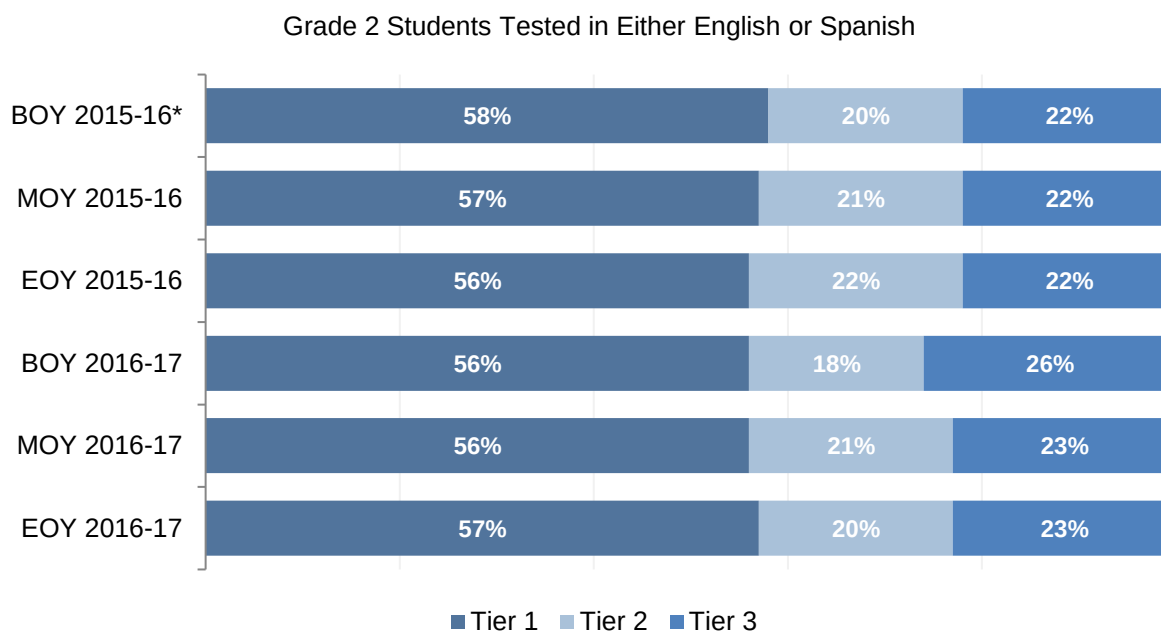


Source: PEIMS district database: 10/30/2015 and 10/31/2016; *ISIP*: 1/31/2017 (2015-16 BOY), 06/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 02/16/2017 (2016-17 MOY), and 05/30/2017 (2016-17 EOY).

Note: BOY=beginning of year. MOY=middle of year. EOY=end of year. District *ISIP* data 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. *Istation provided recalibrated data for the fall 2015 English administration in January 2017.

Regarding *ISIP* Tier changes for the English and Spanish administrations combined, there was no pattern of improvement from 2015-16 BOY to MOY to EOY. That is, in 2015-16, the percentage of students at Tier 1 decreased from BOY to MOY to EOY. In 2016-17, the percentage of students at Tier 1 remained the same from BOY to MOY and then, slightly increased at EOY, while the percentage of students at Tier 3 decreased from BOY to MOY, and then remained the same from MOY to EOY (Figure 16).

Figure 16: Percentage Distribution of *ISIP* Tier Ratings for Grade Two Students Tested in Either English or Spanish by Year



Source: PEIMS district database: 10/30/2015 and 10/31/2016; *ISIP*: 1/31/2017 (2015-16 BOY), 06/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 02/16/2017 (2016-17 MOY), and 05/30/2017 (2016-17 EOY).

Note: BOY=beginning of year. MOY=middle of year. EOY=end of year. Tier 1=at or above grade level. *Istation provided recalibrated data for the fall 2015 English administration in January 2017.

Were there differences in students' reading and mathematics performance by Dallas ISD prekindergarten attendance?

Methodology

To examine differences in students' academic achievement in later grades for students who did or did not attend Dallas ISD PK, PEIMS snapshot demographic data and assessment files were extracted from the district database and merged to prepare for analyses. Kindergarten was used as the sampling frame to compare students who attended PK with those who did not attend.³⁰ To produce comparable groups, the cohort students were limited to kindergarteners who were ELLs and/or economically

³⁰ Due to the constraints of the district database, the evaluators followed the sampling procedure that was used by Huston et al. (2012).

disadvantaged and who were not retained.³¹ Kindergarten cohorts were created by pulling PEIMS snapshot demographic data for the four years prior to the K year (for example, 2012-13 to 2015-16 PEIMS data for 2016-17 K students). Finally, cohort students were classified as attending Dallas ISD PK or not. A student was classified as *DISD PK* if he or she ever attended Dallas ISD PK even if it was not the year prior to attending K. The remaining students were classified as *No DISD PK*.

ISIP, *TerraNova*, *SUPERA*,³² and *STAAR* data were reviewed for the 2013-14, 2014-15, 2015-16, and 2016-17 K cohort groups (students enrolled in grade three, grade two, grade one, and K in 2016-17, respectively). Frequency and crosstabs analyses were computed to determine the percentage of students who scored at or above grade level on *ISIP*, *TerraNova*, and *SUPERA* and the percentage of students who achieved Approaches or Level 2 (Satisfactory) on *STAAR*.³³ Results should be reviewed with caution because of the following limitations. First, students classified as *No DISD PK* may have attended preschool elsewhere (e.g., Head Start, private preschool, other school district) or not at all. Second, some students may have been eligible for PK but were not included because of unavailable information related to additional eligibility criteria such as whether the student was homeless, in foster care, or had a parent in the military. Third, differences between the *DISD PK/No DISD PK* groups may be attributable to a parent's decision to place a student in PK or not (self-selection issue).

Results

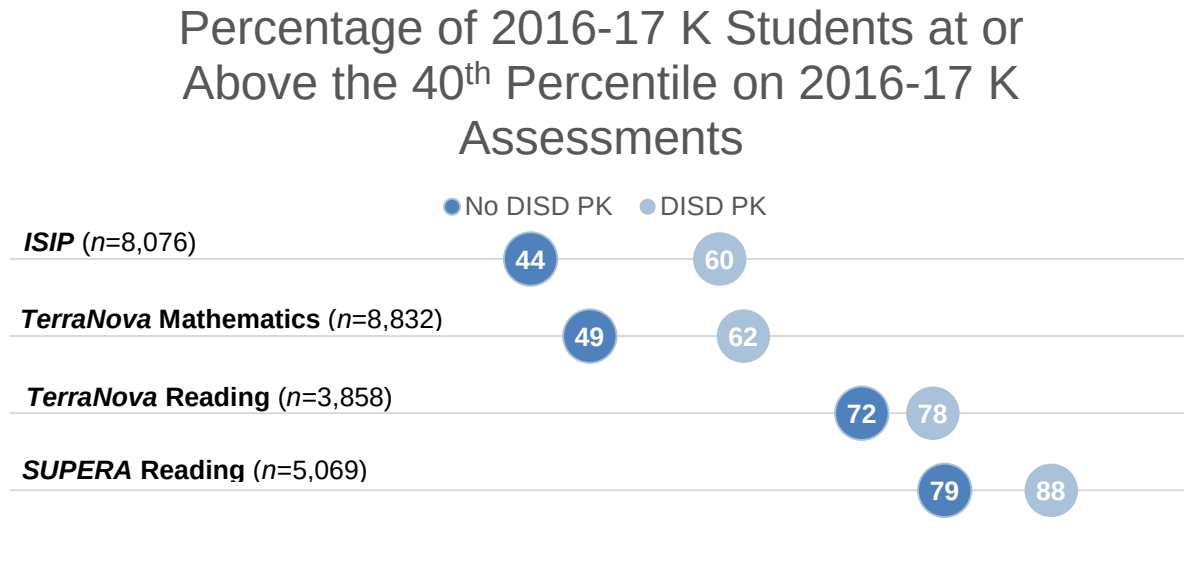
Comparisons between *DISD PK* and *No DISD PK* groups on *ISIP*, *TerraNova*, *SUPERA*, and *STAAR* showed that K students who attended district PK were more likely to be performing at or above grade level in reading and mathematics than those who did not attend district PK (Figure 17 and Appendix L). These results mirror the same pattern as 2015-16, 2014-15, and 2013-14 cohort students (Figures 18, 19, and 20, respectively and Appendix L). Due to the limitations mentioned previously, results should be reviewed with caution.

³¹ This creates comparable groups because being an ELL student and/or economically disadvantaged were the two largest reasons students were eligible to attend PK.

³² *SUPERA* file dated 8/10/2017 for 2016-17; first- and second-grade data were missing for two schools.

³³ In 2016-17, the *STAAR* performance labels changed. "Level 2 (Satisfactory)" in 2015-16 became "Approaches" in 2016-17.

Figure 17: 2016-17 Percentage of K Students At or Above Grade Level on Assessments for the 2016-17 K Cohort by DISD PK Enrollment



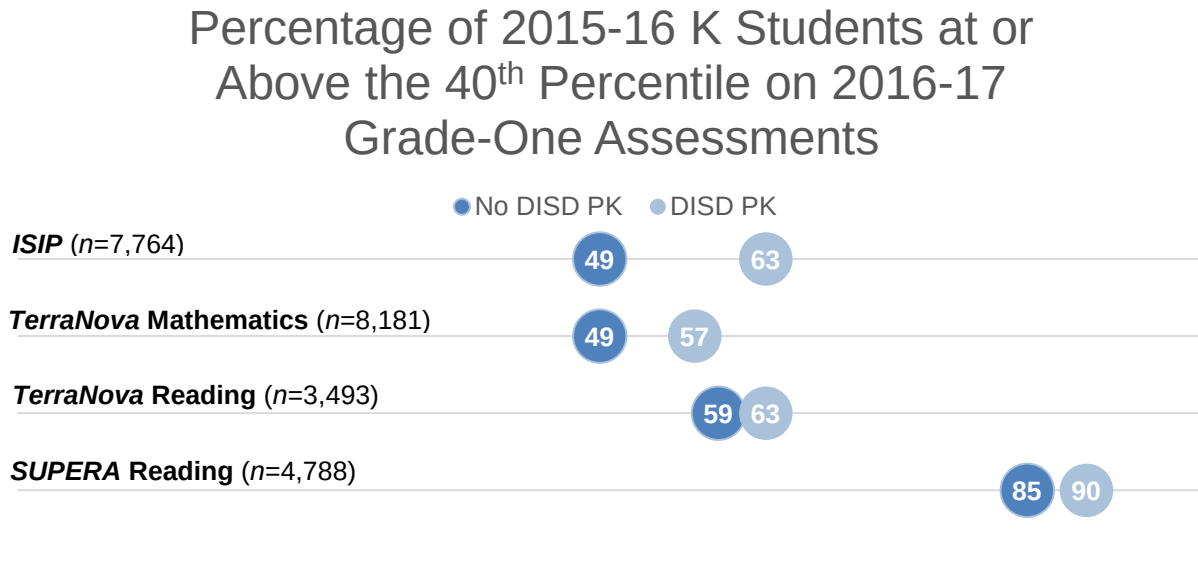
Source: PEIMS district database: 10/31/2016; *ISIP*: 5/30/2017; *TerraNova*: 7/19/2017; *SUPERA*: 8/10/2017.

Note: In this figure, *ISIP* includes the English and Spanish combined End-of-Year data to allow for examination of overall student performance.³⁴ If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset.³⁵ If a student took the test more than once, the latest score was used.

³⁴ Comparisons between the English and Spanish versions of *ISIP* are not recommended because the two versions are normed differently. Therefore, the percentage of students at or above Tier 1 (which indicates performing at grade level) was used.

³⁵ Staff members from Evaluation and Assessment, Early Learning, and Bilingual/ESL worked together to develop *ISIP* data analysis guidelines. The purpose of the guidelines is to ensure consistent reporting of *ISIP* data across departments and over time.

Figure 18: 2016-17 Percentage of Grade-One Students At or Above Grade Level on Assessments for the 2015-16 K Cohort by DISD PK Enrollment



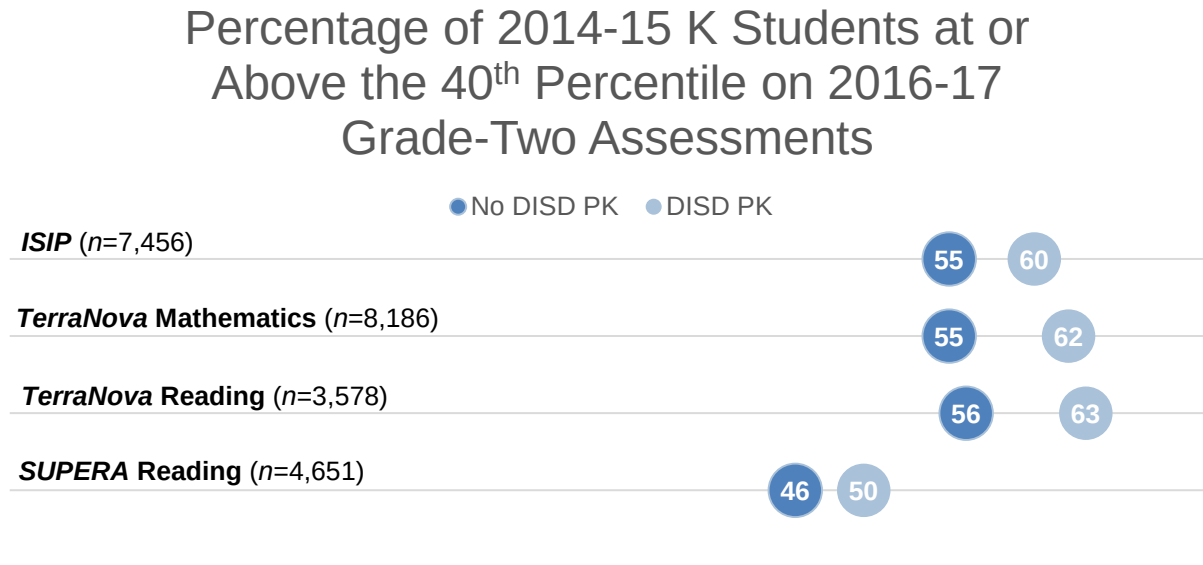
Source: PEIMS district database: 10/31/2016; *ISIP*: 5/30/2017; *TerraNova*: 7/19/2017; *SUPERA*: 8/10/2017 (2016-17 *SUPERA* data were missing for two schools).

Note: In this figure, *ISIP* includes the English and Spanish combined End-of-Year data to allow for examination of overall student performance.³⁶ If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset.³⁷ If a student took the test more than once, the latest score was used.

³⁶ Comparisons between the English and Spanish versions of *ISIP* are not recommended because the two versions are normed differently. Therefore, the percentage of students at or above Tier 1 (which indicates performing at grade level) was used.

³⁷ Staff members from Evaluation and Assessment, Early Learning, and Bilingual/ESL worked together to develop *ISIP* data analysis guidelines. The purpose of the guidelines is to ensure consistent reporting of *ISIP* data across departments and over time.

Figure 19: 2016-17 Percentage of Grade-Two Students At or Above Grade Level on Assessments for the 2014-15 K Cohort by DISD PK Enrollment



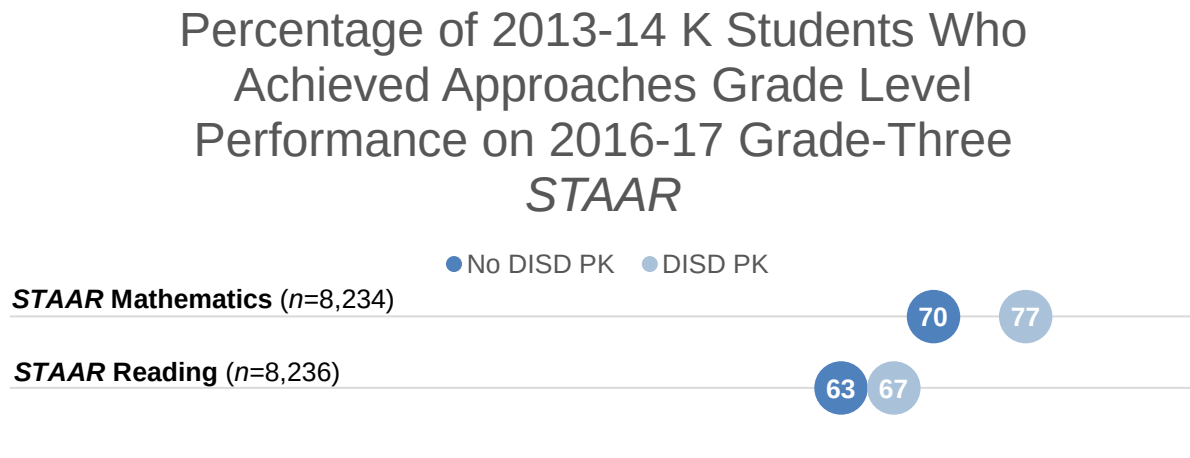
Source: PEIMS district database: 10/31/2016; *ISIP*: 5/30/2017; *TerraNova*: 7/19/2017; *SUPERA*: 8/10/2017 (2016-17 *SUPERA* data were missing for two schools).

Note: In this figure, *ISIP* includes the English and Spanish combined End-of-Year data to allow for examination of overall student performance.³⁸ If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset.³⁹ If a student took the test more than once, the latest score was used.

³⁸ Comparisons between the English and Spanish versions of *ISIP* are not recommended because the two versions are normed differently. Therefore, the percentage of students at or above Tier 1 (which indicates performing at grade level) was used.

³⁹ Staff members from Evaluation and Assessment, Early Learning, and Bilingual/ESL worked together to develop *ISIP* data analysis guidelines. The purpose of the guidelines is to ensure consistent reporting of *ISIP* data across departments and over time.

Figure 20: 2016-17 Percentage of Grade-Three Students Who Achieved Approaches Grade Level Performance on STAAR for the 2013-14 K Cohort by DISD PK Enrollment



Source: PEIMS district database: 10/31/2016; STAAR: 6/15/2017.

What percentage of students were kindergarten ready in 2016-17?

Methodology

Kindergarten readiness was examined in two ways. First, an overall rate of K readiness was determined. Second, in an effort to examine the impact of PK on K readiness, the rate of K readiness was determined using only students who were eligible to attend Dallas ISD PK.

Overall Kindergarten Readiness

To determine the percentage of students who were K ready in 2016-17, demographic data and BOY *ISIP* data files were extracted from the district database and merged to prepare for analyses. District *ISIP* data were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance.⁴⁰ If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset.⁴¹ If a student took the test more than once, the latest score was used in all datasets. Frequency and crosstabs analyses were computed to determine the percentage of students who scored at or above grade level by student group.

⁴⁰ Comparisons between the English and Spanish versions of *ISIP* are not recommended because the two versions are normed differently. Therefore, the percentage of students at or above Tier 1 (which indicates performing at grade level) was used.

⁴¹ Staff members from Evaluation and Assessment, Early Learning, and Bilingual/ESL worked together to develop *ISIP* data analysis guidelines. The purpose of the guidelines is to ensure consistent reporting of *ISIP* data across departments and over time.

Kindergarten Readiness Based on Prekindergarten Attendance

To examine differences in students' K readiness for students who did or did not attend Dallas ISD PK, PEIMS snapshot demographic data and assessment files were extracted from the district database and merged to prepare for analyses. Kindergarten was used as the sampling frame to compare students who attended PK with those who did not attend.⁴² To produce comparable groups, the cohort students were limited to kindergarteners who were ELLs and/or economically disadvantaged and who were not retained.⁴³ Kindergarten cohorts were created by pulling PEIMS snapshot demographic data for the four years prior to the K year (for example, 2012-13 to 2015-16 PEIMS demographic data for 2016-17 K students). Finally, cohort students were classified as attending Dallas ISD PK or not. A student was classified as *DISD PK* if he or she ever attended Dallas ISD PK even if it was not the year prior to attending K. The remaining students were classified as *No DISD PK*.

For the 2015-16 and 2016-17 K cohort groups, BOY *ISIP* data were reviewed. Frequency and crosstabs analyses were computed to determine the percentage of students who were K ready by student group. Results should be reviewed with caution because of the following limitations. First, students classified as *No DISD PK* may have attended preschool elsewhere (e.g., Head Start, private preschool, other school district) or not at all. Second, some students may have been eligible for PK but were not included because of unavailable eligibility information, such as whether the student was homeless, in foster care, or had a parent in the military. Third, differences between the *DISD PK/No DISD PK* groups may be attributable to a parent's decision to place a student in PK or not (self-selection issue).

Results

Overall Kindergarten Readiness

Table 11 includes the percentage of each category of students who were K ready by year and assessment version. In fall 2016, 55 percent of students with valid *ISIP* scores were considered K ready. More students who tested in Spanish (62%) were K ready than those tested in English (48%).

In comparison to the prior year (fall 2015), a higher percentage of students were K ready in fall 2016 (52% vs. 55%). The pattern was consistent for students tested in English (44% vs 48%) and in Spanish (61% vs. 62%).

⁴² Due to the constraints of the district database, the evaluators followed the sampling procedure that was used by Huston et al. (2012).

⁴³ This creates comparable groups because being an ELL student and/or economically disadvantaged were the two largest reasons students were eligible to attend PK.

Table 11: Percentage of K Students Who Were K Ready on BOY *ISIP* by Year, Version, and Student Group

	2015-16		2016-17	
	<i>n</i>	%	<i>n</i>	%
English				
All	5,555	43.7	5,244	47.9
African American	2,391	35.2	2,189	40.7
Hispanic	2,364	44.9	2,242	46.2
White	636	67.9	667	73.9
ELL	218	28.4	224	37.9
Eco. Dis.	4,023	38.0	3,320	40.1
Special Education	189	32.8	182	35.2
Spanish				
All	5,139	61.2	4,877	62.4
African American	*	*	20	35.0
Hispanic	5,081	61.4	4,802	62.6
White	32	34.4	47	61.7
ELL	5,052	61.3	4,765	62.5
Eco. Dis.	4,117	61.0	3,484	61.4
Special Education	103	47.6	106	47.2
English and Spanish Combined				
All	10,694	52.1	10,121	54.9
African American	2,394	35.2	2,209	40.6
Hispanic	7,445	56.1	7,044	57.4
White	668	66.3	714	73.1
ELL	5,270	60.0	4,989	61.4
Eco. Dis.	8,140	49.6	6,804	51.0
Special Education	292	38.0	288	39.6

Source: PEIMS district database for 2015-16 (pulled 10/30/2015), Chancery database for 2016-17 (pulled 10/17/2016) and BOY *ISIP* (pulled 1/31/2017 for 2015-16 and 10/18/2016 for 2016-17).

Note: ELL=English Language Learner; Eco. Dis.=Economically Disadvantaged; *=less than five students were tested. In this table, *ISIP* includes the beginning-of-year data. 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.

Kindergarten Readiness Based on Prekindergarten Attendance

Comparisons between *DISD PK* and *No DISD PK* groups showed that a higher percentage of *DISD PK* students were K ready in 2016-17 than students in the *No DISD PK* group (Table 12). Due to the limitations mentioned previously, results should be reviewed with caution. Of the 8,460 K students assessed, 72 percent ($n=6,130$) attended Dallas ISD PK; the remaining 28 percent ($n=2,330$) did not. More students tested in Spanish performed at or above grade level than those who were tested in English (62% vs. 41%).

When English and Spanish scores were combined, the data showed that 53 percent ($n=4,490$) of K students scored at or above grade level on BOY *ISIP* indicating that they were K ready. Of the K-ready students, 82 percent ($n=3,702$) attended Dallas ISD PK and 18 percent ($n=788$) did not. Of the students who were not K ready ($n=3,970$), 61 percent ($n=2,428$) attended Dallas ISD PK and 39 percent ($n=1,542$) did not. Thus, over half of the students who were not K ready attended Dallas ISD PK.

When the scores of students tested in English were examined, 41 percent ($n=1,509$) of K students scored at or above grade level on BOY *ISIP* indicating that they were K ready. Of the K-ready students, 72 percent ($n=1,086$) attended Dallas ISD PK and 28 percent ($n=423$) did not. Of the students who were not K ready ($n=2,169$), 50 percent ($n=1,089$) attended Dallas ISD PK and 50 percent ($n=1,080$) did not. The percentage of K ready students was much higher for students who attended Dallas ISD PK than for those who did not.

When the scores of students tested in Spanish were examined, 62 percent ($n=2,981$) of K students scored at or above grade level on BOY *ISIP* indicating that they were K ready. Of the K-ready students, 88 percent ($n=2,616$) attended Dallas ISD PK and 12 percent ($n=365$) did not. Of the students who were not K ready ($n=1,801$), 74 percent ($n=1,339$) attended Dallas ISD PK and 26 percent ($n=462$) did not. Thus, the majority of students who were not K ready attended Dallas ISD PK.

Table 12: 2016-17 Percentage of K Students Performing At or Above Grade Level on BOY *ISIP* by PK Participation, Version, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English						
All	2,175	49.9	1,503	28.1	3,678	41.0
African American	932	46.9	759	27.0	1,691	38.0
Hispanic	1,139	51.1	578	26.5	1,717	42.8
White	72	62.5	122	39.3	194	47.9
ELL	167	40.7	53	24.5	220	36.8
Eco. Dis.	2,133	49.9	1,490	28.1	3,623	40.9
Special Education	88	31.8	44	15.9	132	26.5
Spanish						
All	3,955	66.1	827	44.1	4,782	62.3
African American	7	14.3	6	33.3	13	23.1
Hispanic	3,916	66.1	802	44.5	4,718	62.5
White	28	75.0	17	35.3	45	60.0
ELL	3,896	66.3	806	44.2	4,702	62.5
Eco. Dis.	3,247	65.6	736	43.8	3,983	61.5
Special Education	90	52.2	15	13.3	105	46.7
English and Spanish Combined						
All	6,130	60.4	2,330	33.8	8,460	53.1
African American	939	46.6	765	27.1	1,704	37.9
Hispanic	5,055	62.7	1,380	37.0	6,435	57.2
White	100	66.0	139	38.8	239	50.2
ELL	4,063	65.3	859	43.0	4,922	61.4
Eco. Dis.	5,380	59.4	2,226	33.2	7,606	51.7
Special Education	178	42.1	59	15.3	237	35.4

Source: PEIMS district database: 10/31/2016; September *ISIP*: 10/18/2016.

Note: Eco. Dis.=Economically Disadvantaged. In this table, *ISIP* includes the beginning-of-year data. To allow for examination of overall student performance the English and Spanish administrations were combined.⁴⁴ If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset.⁴⁵ If a student took the test more than once, the latest score was used.

⁴⁴ Comparisons between the English and Spanish versions of *ISIP* are not recommended because the two versions are normed differently. Therefore, the percentage of students at or above Tier 1 (which indicates performing at grade level) was used.

⁴⁵ Staff members from Evaluation and Assessment, Early Learning, and Bilingual/ESL worked together to develop *ISIP* data analysis guidelines. The purpose of the guidelines is to ensure consistent reporting of *ISIP* data across departments and over time.

The overall results mirror the same pattern as 2015-16 (Table 13). Due to the limitations mentioned previously, results should be reviewed with caution.

Table 13: 2015-16 Percentage of K Students Performing At or Above Grade Level on BOY *ISIP* by PK Participation, Version, and Student Group^a

	Attended DISD PK		Did Not Attend DISD PK		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English						
All	2,296	49.0	1,654	22.4	3,950	37.9
African American	989	45.1	899	20.6	1,888	33.4
Hispanic	1,202	51.2	577	21.3	1,779	41.5
White	66	62.1	127	35.4	193	44.6
ELL	153	36.6	58	6.9	211	28.4
Eco. Dis.	2,253	49.1	1,641	22.5	3,894	37.9
Special Education	77	27.3	34	23.5	111	26.1
Spanish						
All	3,986	67.4	1,038	38.2	5,024	61.3
African American	-	-	*	*	*	*
Hispanic	3,961	67.4	1,018	38.2	4,979	61.4
White	12	58.3	11	36.4	23	47.8
ELL	3,952	67.4	1,022	38.1	4,974	61.3
Eco. Dis.	3,154	67.8	901	37.5	4,055	61.0
Special Education	83	51.8	11	18.2	94	47.9
English and Spanish Combined						
All	6,282	60.7	2,692	28.5	8,974	51.0
African American	989	45.1	900	20.6	1,889	33.4
Hispanic	5,163	63.6	1,595	32.1	6,758	56.2
White	78	61.5	138	35.5	216	44.9
ELL	4,105	66.2	1,080	36.4	5,185	60.0
Eco. Dis.	5,407	60.0	2,542	27.8	7,949	49.7
Special Education	160	40.0	45	22.2	205	36.1

Source: PEIMS district database: 10/30/2015; September *ISIP*: 1/31/2017.

Note: ^a=Istation provided recalibrated data for the fall 2015 English administration in January 2017. Eco. Dis.=Economically Disadvantaged; *=less than five students were tested; -=no students were tested. In this table, *ISIP* includes the beginning-of-year data. To allow for examination of overall student performance the English and Spanish administrations were combined.⁴⁶ If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset.⁴⁷ If a student took the test more than once, the latest score was used.

Did students achieve at grade level on reading and mathematics as measured by *TerraNova*, *SUPERA*, and *STAAR*?

Methodology

To examine student outcomes on *TerraNova* (K-2), *SUPERA* (K-2),⁴⁸ and *STAAR* (grade three), PEIMS demographic data and 2015-16 and 2016-17 test files were extracted from the district database for students in grades K through three and merged to prepare for analyses. Frequency and crosstabs analyses

⁴⁶ Comparisons between the English and Spanish versions of *ISIP* are not recommended because the two versions are normed differently. Therefore, the percentage of students at or above Tier 1 (which indicates performing at grade level) was used.

⁴⁷ Staff members from Evaluation and Assessment, Early Learning, and Bilingual/ESL worked together to develop *ISIP* data analysis guidelines. The purpose of the guidelines is to ensure consistent reporting of *ISIP* data across departments and over time.

⁴⁸ *SUPERA* file dated 8/10/2017 for 2016-17; first- and second-grade data were missing for two schools.

were computed to review student performance in terms of the percentages of students at or above grade level by student group. For *ISIP*, *TerraNova*, and *SUPERA*, scores were considered at or above grade level if they were at or above the 40th percentile. On *STAAR*, scores were considered at or above grade level if the scores met or exceeded the Approaches standard in 2016-17 or Level 2 (Satisfactory) standard in 2015-16.⁴⁹

Results

On the 2016-17 *TerraNova* mathematics exam, 61 percent of the K students performed at or above grade level, as did 55 percent in grade one, and 59 percent in grade two. On 2016-17 *STAAR* mathematics, 71 percent of grade three students met the Approaches grade level standard. Thus, a sizable percentage of students in grades K through three (29% to 45%) performed below grade level in 2016-17 (Table 14). In comparison to 2015-16 (Table 15), a lower percentage of students performed at or above grade level in grades K through two and a higher percentage of students performed at or above grade level in grade three in 2016-17.

On the 2016-17 *TerraNova* reading exam, 78 percent of the K students performed at or above grade level, as did 64 percent in grade one, and 61 percent in grade two. On 2016-17 *SUPERA*, 86 percent of the K students performed at or above grade level, as did 88 percent in grade one, and 47 percent in grade two. On 2016-17 *STAAR* reading, 63 percent of grade three students met the Approaches grade level standard. A notable portion of students at all grade levels did not achieve grade level or above scores in 2016-17. Thus, a sizable percentage of students in grades K through three (12% to 53%) performed below grade level in 2016-17 (Table 14). In comparison to 2015-16 (Table 15), a lower percentage of students performed at or above grade level across grades in 2016-17 with the exception of grade one *SUPERA* (both 88%), grade two *SUPERA* (44% in 2015-16 and 47% in 2016-17), and grade three *STAAR* (62% in 2015-16 and 63% in 2016-17).

⁴⁹ In 2016-17, the *STAAR* performance labels changed. "Level 2 (Satisfactory)" in 2015-16 became "Approaches" in 2016-17.

Table 14: 2016-17 Percentage of Students Performing At or Above Grade Level by Assessment, Grade, and Student Group

	K		Grade 1		Grade 2		Grade 3	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
TerraNova Mathematics								
All	10,446	60.5	11,221	55.3	11,948	58.5	-	-
African American	2,188	54.0	2,375	46.6	2,528	49.1	-	-
Hispanic	7,287	60.2	7,856	55.3	8,520	59.4	-	-
White	720	80.6	705	81.0	623	80.4	-	-
ELL	5,456	56.9	5,774	52.9	5,962	56.8	-	-
Eco. Dis.	7,965	58.0	8,355	52.9	10,197	57.0	-	-
Special Education	361	44.0	582	31.8	635	29.6	-	-
TerraNova Reading								
All	5,352	78.4	5,927	64.2	6,499	60.6	-	-
African American	2,169	75.6	2,382	59.1	2,531	52.3	-	-
Hispanic	2,295	78.0	2,629	62.9	3,115	62.4	-	-
White	651	90.2	654	83.5	594	84.3	-	-
ELL	589	66.6	649	52.1	689	44.7	-	-
Eco. Dis.	3,786	75.4	4,080	59.7	5,136	56.9	-	-
Special Education	244	64.3	405	40.0	445	28.1	-	-
SUPERA Reading								
All	5,191	86.1	5,423	88.0	5,523	47.0	-	-
African American	30	50.0	9	33.3	*	*	-	-
Hispanic	5,079	86.7	5,341	88.1	5,469	47.0	-	-
White	68	67.6	49	81.6	31	45.2	-	-
ELL	4,954	86.6	5,224	88.0	5,345	46.5	-	-
Eco. Dis.	4,264	86.2	4,402	87.9	5,120	47.1	-	-
Special Education	117	63.2	180	61.7	190	18.9	-	-
STAAR Mathematics								
All	-	-	-	-	-	-	12,568	71.0
African American	-	-	-	-	-	-	2,716	57.5
Hispanic	-	-	-	-	-	-	8,948	74.0
White	-	-	-	-	-	-	616	85.9
ELL	-	-	-	-	-	-	6,337	72.6
Eco. Dis.	-	-	-	-	-	-	11,332	70.2
Special Education	-	-	-	-	-	-	888	48.8
STAAR Reading								
All	-	-	-	-	-	-	12,567	63.4
African American	-	-	-	-	-	-	2,715	49.3
Hispanic	-	-	-	-	-	-	8,947	66.1
White	-	-	-	-	-	-	617	83.1
ELL	-	-	-	-	-	-	6,336	64.2
Eco. Dis.	-	-	-	-	-	-	11,332	62.0
Special Education	-	-	-	-	-	-	887	42.5

Source: PEIMS district database: 10/31/2016; TerraNova: 7/19/2017; SUPERA: 8/10/2017; STAAR: 6/15/2017. For SUPERA, first- and second-grade data were missing for two schools.

Note: ELL=English Language Learner; Eco. Dis.=Economically Disadvantaged; -=no students were tested. *=less than five students were tested. For ISIP, TerraNova, and SUPERA, scores were considered at or above grade level if they were at or above the 40th percentile. On STAAR scores were considered at or above grade level if the scores met or exceeded the Approaches standard.

Table 15: 2015-16 Percentage of Students Performing At or Above Grade Level by Assessment, Grade, and Student Group

	K		Grade 1		Grade 2		Grade 3	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
TerraNova Mathematics								
All	11,172	60.1	12,348	53.0	12,494	57.8	-	-
African American	2,421	54.0	2,630	45.6	2,726	48.3	-	-
Hispanic	7,839	59.6	8,757	53.0	8,824	58.7	-	-
White	667	84.1	674	78.2	665	82.1	-	-
ELL	5,727	55.9	6,098	49.1	6,164	55.3	-	-
Eco. Dis.	8,465	57.6	10,580	51.4	11,366	56.3	-	-
Special Education	361	46.5	526	29.7	594	28.5	-	-
TerraNova Reading								
All	5,841	80.0	6,611	67.3	6,823	61.8	-	-
African American	2,421	78.5	2,629	64.4	2,732	53.4	-	-
Hispanic	2,568	78.0	3,092	65.9	3,181	63.9	-	-
White	631	92.2	630	85.6	649	85.8	-	-
ELL	538	64.3	562	50.2	631	45.8	-	-
Eco. Dis.	4,213	77.5	5,265	64.5	5,862	58.8	-	-
Special Education	259	60.2	375	38.9	425	32.2	-	-
SUPERA Reading								
All	5,462	87.7	5,802	87.8	5,773	43.9	-	-
African American	*	*	*	*	*	*	-	-
Hispanic	5,390	87.8	5,727	87.9	5,735	44.0	-	-
White	44	86.4	44	90.9	20	45.0	-	-
ELL	5,282	87.6	5,592	87.6	5,618	43.6	-	-
Eco. Dis.	4,362	87.7	5,377	88.0	5,598	43.9	-	-
Special Education	107	74.8	154	61.7	175	16.0	-	-
STAAR Mathematics								
All	-	-	-	-	-	-	12,483	66.0
African American	-	-	-	-	-	-	2,697	50.4
Hispanic	-	-	-	-	-	-	8,965	69.4
White	-	-	-	-	-	-	590	82.0
ELL	-	-	-	-	-	-	6,326	68.7
Eco. Dis.	-	-	-	-	-	-	11,397	65.0
Special Education	-	-	-	-	-	-	619	30.7
STAAR Reading								
All	-	-	-	-	-	-	12,484	62.1
African American	-	-	-	-	-	-	2,694	48.5
Hispanic	-	-	-	-	-	-	8,968	64.6
White	-	-	-	-	-	-	592	82.4
ELL	-	-	-	-	-	-	6,326	63.7
Eco. Dis.	-	-	-	-	-	-	11,401	60.6
Special Education	-	-	-	-	-	-	621	25.6

Source: PEIMS district database: 10/30/2015; TerraNova: 6/9/2016; SUPERA: 6/9/2016; STAAR: 7/11/2016.

Note: ELL=English Language Learner; Eco. Dis.=Economically Disadvantaged; *=less than five students were tested;

-=no students were tested. For ISIP, TerraNova, and SUPERA, scores were considered at or above grade level if they were at or above the 40th percentile. On STAAR scores were considered at or above grade level if the scores met or exceeded the Level 2 (Satisfactory) standard in 2015-16.

SUMMARY AND RECOMMENDATIONS

Summary

In 2016-17, there were 48,311 students enrolled in early childhood (EC) education, community partnership programs, Dallas Independent School District (ISD) 3-year-old prekindergarten (PK), 4-year-old PK, kindergarten (K), grade one or grade two (325, 1,692, 904, 8,554, 11,486, 12,346, and 13,003 respectively). The total budget for the Early Learning department was \$9,911,521. Analyses were conducted to examine the context of Early Learning department services, retention and special education enrollment rates, staff perceptions, classroom quality, K readiness, and student assessment outcomes for those who did and did not attend Dallas ISD PK and overall.

Context

The Dallas ISD Early Learning department was created in October 2013 to increase K readiness and foster community partnerships. In spring 2015, it was expanded to include services from K through grade two. To work toward the goal of increasing K readiness, Early Learning staff endeavored to increase demand for and access to PK, increase quality, increase community partnerships, and expand the continuum of care to support children from birth (detailed below). To work toward the second goal of ensuring that students were reading on grade level by the end of grade two, there was a focus on reading and language acquisition, especially by ensuring that teachers were equipped to teach reading.

Demand/Access. Access to and demand for PK was increased through an early childhood expansion that was approved in November 2016 and an additional early childhood center scheduled to open in January 2018. The district also added three new community partnerships with childcare centers for a total of 21 centers. Students in all settings were taught by Dallas ISD teachers.

Quality. To improve classroom quality, the Early Learning department used specialists in all PK classrooms and in some K-2 classrooms. Specialists provided individual support for teachers. Another attempt to increase quality was a focus on assessing student-teacher interactions. The *Classroom Assessment Scoring System (CLASS)*, an observation instrument, was administered by Southern Methodist University to measure the quality of teachers' interactions with students.

Community Partnerships/Continuum of Care. Early Learning staff fostered community partnerships with Commit!, Head Start, and third-party childcare centers and expanded the continuum of care to increase K readiness. Students five years old or younger also could receive services through the Home Instruction for Parents of Preschool Youngsters (HIPPY) program and AVANCE.

Professional Development and Lead Coordinator Interview. There were 34 PK specialists, 26 K-2 specialists, and 10 lead specialists⁵⁰ that provided individualized, tiered support to teachers. First, specialists participated in professional development (PD) programs including Children's Learning Institute (CLI) Engage training, *CLASS* observer certification training, Jim Knight's coaching training, and content training. Then, specialists provided teachers with training about *CLASS* [including Making the Most of

⁵⁰ As of February 2017.

Classroom Interactions (MMCI) training; PK only], the *Circle* assessment (PK only), content, and Just in Time training. The department also provided a Summer Institute and a two-day training about student activity centers for PK teachers. K-2 teachers attended the district's summer Personalized Professional Learning and Development (P2LD) program. Lastly, the Early Learning department provided training for teachers in community partnership settings and for teacher assistants.

Specialist Interviews and Observations. Four specialists were interviewed and observed. During interviews, the specialists defined their role as building relationships with teachers to facilitate more effective teacher coaching and support. The specialists' greatest successes were gaining teachers' trust and seeing teachers implement suggestions, grow, and take ownership of their progress. Specialists' greatest challenges were convincing teachers to implement suggestions consistently and interacting with the few teachers and/or administrators who resisted help. Specialists reported feeling supported by the Early Learning department. During site visits, the evaluator saw specialists observing, communicating, demonstrating, and providing hands-on assistance to teachers.

Retention and Special Education Enrollment Rates

Lower percentages of students who attended Dallas ISD PK (*DISD PK*) were retained than students who did not attend Dallas ISD PK (*No DISD PK*).⁵¹ Across years, 1.6 to 4.9 percent of the *No DISD PK* group was retained compared to 0.4 percent to 2.4 percent of the *DISD PK* group. In addition, lower rates of *DISD PK* students were enrolled in special education (3.8% to 6.1%) than *No DISD PK* students (4.8% to 10.4%).

PK Through Grade Two Staff Perceptions

PK and K-2 teachers were surveyed about their perceptions. PK teacher survey respondents (309 teachers; 51% of PK teachers) were mostly positive ("agree" or "strongly agree") toward the PK program (84% to 95%), the support and resources they received (67% to 87%), the PD provided by the Early Learning department (79% to 86%), and the PK specialists (84% to 94%). Additionally, most teachers rated the Early Learning training as "somewhat helpful" or "very helpful" (83% to 96%). Fewer respondents (57%) thought the PK curriculum ensured K readiness.

The most-cited successes were implementation of the new Frog street curriculum ($n=64$), support from campuses, the Early Learning department, or specialists ($n=53$), teamwork with other teachers and teaching assistants ($n=36$), and increased student achievement or engagement ($n=36$). The most commonly referenced challenges were the new curriculum ($n=92$), student behavior problems ($n=25$), and lack of resources ($n=21$). The main suggestion was increasing training ($n=37$).

The response rate for K-2 teachers was 27 percent (610 K-2 teachers). Results were similar to those of PK teachers, but because of the extremely low response rate, results of the K-2 teacher survey should be reviewed with caution.

⁵¹ To allow for accurate comparison between *DISD PK* and *No DISD PK* groups, only those K students who met the PK eligibility requirements were included in this sample.

PK Through Grade Two Classroom Quality

Results of *CLASS* indicated that the district was above the quality threshold for both semesters in the emotional support and classroom organization domains. The district was below the quality threshold in the instructional support domain. Overall results were similar to 2015-16. All three domains showed statistically but not practically significant increases from fall to spring. The districts' teachers were strongest in emotional support and weakest in instructional support. While more than 85 percent of teachers met the quality thresholds for emotional support and classroom organization, less than 37 percent of teachers met the quality threshold for instructional support. Only about 32 and 36 percent of teachers met or exceeded the quality threshold in all three domains in fall and spring, respectively.

Student Outcomes on 2016-17 *ISIP*

More students that tested in Spanish than English performed at or above grade level on *Istation's Indicators of Progress (ISIP)*. For the English and Spanish administrations combined, the overall percentage of students at or above grade level in 2016-17 ranged from 52 percent to 58 percent (54% to 57% for PK, 55% to 57% for K, 52% to 58% for grade one, and 56% to 57% for grade two).

In 2016-17, results showed small positive changes from BOY to MOY to EOY for grade one but not for other grades (PK, K, or grade two). The percentage of PK students at or above grade level dropped from BOY to MOY and then slightly increased from MOY to EOY. The percentages of K and grade two students remained the same from BOY to MOY but then slightly increased from MOY to EOY.

Differences in Achievement Scores by Prekindergarten Enrollment Status

There were differences in achievement scores by PK enrollment status. The percentages of students who scored at or above grade level on 2016-17 assessments were higher for students who attended Dallas ISD PK than for those that did not attend Dallas ISD PK on *ISIP*, *TerraNova* (mathematics and reading), and *SUPERA* (reading), and *STAAR* (mathematics and reading).

Kindergarten Readiness

Of the 10,212 K students who took BOY *ISIP* in 2016-17, 55 percent were K ready (scored at or above the 40th percentile). A higher percentage of students who were previously enrolled in Dallas ISD PK (*DISD PK*; 60%) were K ready than students who did not attend Dallas ISD PK (*No DISD PK*; 34%).

Student Outcomes on *TerraNova*, *SUPERA*, and *STAAR*

In mathematics, in 2016-17, 61 percent of the K students performed at or above grade level, as did 55 percent in grade one, 59 percent in grade two, and 71 percent in grade three. Thus, a sizable percentage of students in grades K through three (29% to 45%) performed below grade level.

On the 2016-17 *TerraNova* reading exam, 78 percent of the K students performed at or above grade level, as did 64 percent in grade one, and 61 percent in grade two. On 2016-17 *SUPERA*, 86 percent of the K students performed at or above grade level, as did 88 percent in grade one, and 47 percent in grade two. On 2016-17 *STAAR* reading, 63 percent of grade three students met the Approaches grade level standard. A notable portion of students at all grade levels did not achieve grade level or above scores

in 2016-17. Thus, a sizable percentage of students in grades K through three (12% to 53%) performed below grade level in 2016-17.

Recommendations

- **Continue implementing the district plan, using specialists, and providing group PD for teachers.** The Early Learning department should continue its work increasing K readiness and ensuring students are reading on grade level by the end of grade two by following the district plan created in conjunction with BCG. The department should also continue providing support to teachers through the specialist program and group PD sessions as both received positive feedback from teachers.
- **Train teachers to provide more effective instructional support for students.** Overall, the district performed well on *CLASS*; however, more than 60 percent of teachers did not meet the quality threshold for instructional support, similar to 2015-16. Thus, the department should make efforts to improve these scores. This could be accomplished using group PD sessions or individual coaching with specialists focusing on supporting students' cognitive and language development.
- **Continue the district focus on increasing access to PK and improving PK quality.** Results showed that a higher percentage of students who attended Dallas ISD PK were K ready than those who did not attend (60% versus 34%). In addition, the cohort study indicated that students who attended Dallas ISD PK scored at or above grade level at a higher percentage on various reading and mathematics assessments over time than those who did not attend.
- **Create a standardized testing protocol to ensure the accuracy of PK student achievement data.** Of the 8,554 four-year-old PK students enrolled in Dallas ISD PK in 2016-17, less than half of the students took *ISIP* during the district testing windows (BOY, MOY, and EOY). The district should require that all four-year-old PK students complete the same assessment during specified testing windows as indicated on the district testing calendar. This would provide more accurate information about how PK students develop through the course of the academic year.
- **Continue to focus on early language and literacy development and to align birth to five and K to two efforts.** Results indicated that a sizable percentage of students performed below grade level on various reading assessments [e.g., grade-two *TerraNova* (39%) and *SUPERA* (53%) and grade-three *STAAR* (37%)]. Given that the goal of the K-2 department is to ensure that all students read on grade level by the end of grade two, it will be important to keep emphasizing early language and literacy development through the alignment of birth to five and K through two efforts. This should include streamlined communication and vertical planning.

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APPENDICES

Appendix A

Appendix A: 2016-17 PK Teacher Perceptions of the PK Program

Survey Item	Strongly Agree n (%)	Agree n (%)	Neutral n (%)	Disagree n (%)	Strongly Disagree n (%)
I have a clear understanding of the goals for prekindergarten students.	180 (58)	113 (37)	10 (3)	5 (2)	1 (0)
I am familiar with the goals of the district's Early Learning department.	155 (50)	133 (43)	13 (4)	6 (2)	1 (0)
The current prekindergarten curriculum ensures that my students are kindergarten ready.	69 (22)	109 (35)	54 (18)	42 (14)	35 (11)
I would recommend a prekindergarten teaching position at my school to other teachers.	132 (43)	126 (41)	34 (11)	11 (4)	6 (2)
I receive adequate support from the Early Learning department.	143 (46)	118 (38)	28 (9)	13 (4)	7 (2)
I receive adequate support from my campus administrators.	118 (38)	117 (38)	44 (14)	20 (7)	9 (3)
My teaching assistant (TA) is usually in my room as assigned.	106 (36)	90 (31)	27 (9)	44 (15)	24 (8)
The Teaching and Learning Connection (TLC) Planners provided by Early Learning are helpful.	145 (47)	123 (40)	25 (8)	8 (3)	5 (2)
I have quality classroom resources.	91 (29)	134 (43)	36 (12)	32 (10)	16 (5)
The professional development topics offered by the Early Learning department are relevant to my position.	111 (36)	154 (50)	30 (10)	9 (3)	3 (1)
The information provided at the Early Learning department PD sessions was conveyed in an effective manner.	102 (34)	152 (50)	35 (12)	13 (4)	2 (1)
The knowledge and skills I learned from the Early Learning department PD sessions have positively impacted my instructional practices.	112 (37)	129 (42)	41 (13)	22 (7)	1 (0)
Students benefited from the knowledge and resources I acquired from the Early Learning department PD sessions.	109 (36)	135 (44)	44 (14)	16 (5)	1 (0)
Overall, I am satisfied with the professional development sessions provided by the Early Learning department.	109 (36)	130 (43)	41 (13)	21 (7)	5 (2)
My PK specialist interacts in a professional manner.	205 (69)	75 (25)	10 (3)	6 (2)	1 (0)
My PK specialist presents suggestions in a positive and supportive manner.	195 (66)	76 (26)	12 (4)	11 (4)	3 (1)
My PK specialist keeps appointments.	179 (60)	86 (29)	25 (8)	6 (2)	1 (0)
My PK specialist responds to emails and voicemails in a timely manner.	207 (70)	69 (23)	14 (5)	7 (2)	0 (0)
My PK specialist knows or finds answers to my questions.	196 (66)	69 (23)	24 (8)	7 (2)	1 (0)
My PK specialist tailors his/her support based on my needs.	185 (62)	66 (22)	34 (11)	9 (3)	3 (1)
I am adequately supported by my PK specialist.	184 (62)	73 (25)	26 (9)	10 (3)	4 (1)

Source: PK teacher survey administered spring 2017.

Note: Responses marked "not applicable" are not included in results. Percentages may not equal 100 because of rounding.

Appendix B

Appendix B: 2016-17 PK Teacher Perceptions of Helpfulness of Early Learning Department PD Sessions

Training Type	Very Helpful <i>n</i> (%)	Somewhat Helpful <i>n</i> (%)	Not Helpful <i>n</i> (%)
CLASS training	133 (62)	68 (32)	13 (6)
MMCI training	126 (66)	55 (29)	10 (5)
Circle training	134 (64)	63 (30)	12 (6)
Frog Street curriculum/best practices training	154 (53)	100 (34)	37 (13)
Just in Time training	118 (43)	110 (40)	45 (17)
Summer Institute	110 (61)	64 (35)	7 (4)
Summer center training	122 (64)	56 (29)	13 (7)
Training for teachers of ELL students	50 (53)	36 (38)	8 (9)
Training for SRI teachers	54 (51)	42 (40)	10 (9)

Source: PK teacher survey administered spring 2017.

Note: CLASS=Classroom Assessment Scoring System. MMCI=Making the Most of Classroom Interactions. ELL=English Language Learner. SRI=School Readiness Integration. Responses marked "Did Not Attend" are not included in results.

Appendix C

Appendix C: 2016-17 PK Teacher Survey Open-Ended Response Themes

Comment	<i>n</i>
Successes	
Curriculum	64
Support from campus administrators, specialists or Early Learning	53
Student achievement (academic/social emotional) and engagement	36
Teamwork	36
Classroom environment and resources	11
Challenges	
Curriculum	92
Behavior issues and lack of behavior-related support	25
Lack of resources	21
Teacher conflict	19
Not having the TA in the classroom	17
Varying expectations/guidelines from campuses, the district, and the curriculum	14
Working within both SRI and Dallas ISD guidelines	11
Suggestions for Improvement	
Increase training	37
Change or modify the curriculum	25
Increase resources	23
Keep the TA in the classroom	15
Increase agreement and communication between Dallas ISD and SRI sites	14

Source: PK teacher survey administered spring 2017.

Note: TA=Teaching Assistant. SRI=School Readiness Integration. This table was limited to comments given by more than 10 respondents.

Appendix D

Appendix D: 2016-17 K-2 Teacher Perceptions of the K-2 Programs

Survey Item	Strongly Agree n (%)	Agree n (%)	Neutral n (%)	Disagree n (%)	Strongly Disagree n (%)
I am familiar with the goals of the district's Early Learning department.	203 (34)	292 (49)	46 (8)	49 (8)	12 (2)
I have a clear understanding of the goals for students in my current assigned grade.	299 (49)	278 (46)	19 (3)	9 (2)	3 (1)
The current curriculum for students in my current assigned grade ensures that they are ready for the next grade.	188 (31)	280 (46)	68 (11)	57 (9)	15 (3)
I would recommend a teaching position in my current assigned grade at my school to other teachers.	229 (38)	248 (41)	61 (10)	36 (6)	30 (5)
I receive adequate support from the Early Learning department.	120 (20)	219 (37)	123 (21)	94 (16)	37 (6)
I receive adequate support from my campus administrators.	227 (37)	255 (42)	63 (10)	45 (7)	17 (3)
The Week at a Glance Planners provided by the Early Learning department are helpful.	155 (27)	271 (46)	92 (16)	48 (8)	20 (3)
I have quality classroom resources.	119 (20)	269 (44)	100 (17)	91 (15)	27 (5)
The professional development topics offered by the Early Learning department are relevant to my position.	122 (22)	278 (49)	117 (21)	34 (6)	13 (2)
The information provided in the Early Learning department PD sessions was conveyed in an effective manner.	128 (23)	267 (48)	121 (22)	32 (6)	10 (2)
The knowledge and skills I learned from the Early Learning department PD sessions have positively impacted my instructional practices.	131 (24)	251 (45)	125 (23)	30 (5)	16 (3)
Students benefited from the knowledge and resources I acquired from the Early Learning department PD sessions.	128 (23)	259 (47)	125 (23)	31 (6)	12 (2)
Overall, I am satisfied with the professional development sessions provided by the Early Learning department.	121 (22)	250 (45)	132 (23)	42 (8)	17 (3)
My specialist interacts in a professional manner.	107 (61)	52 (29)	16 (9)	2 (1)	0 (0)
My specialist presents suggestions in a positive and supportive manner.	105 (59)	51 (29)	19 (11)	2 (1)	0 (0)
My specialist keeps appointments.	92 (52)	53 (30)	28 (16)	4 (2)	0 (0)
My specialist responds to emails and voicemails in a timely manner.	92 (52)	54 (31)	31 (18)	0 (0)	0 (0)
My specialist knows or finds answers to my questions.	93 (53)	60 (34)	23 (13)	0 (0)	1 (1)
My specialist tailors his/her support based on my needs.	91 (51)	57 (32)	26 (15)	2 (1)	1 (1)
I am adequately supported by my specialist.	91 (51)	53 (30)	29 (16)	2 (1)	2 (1)

Source: K-2 teacher survey administered spring 2017.

Note: Responses marked "not applicable" are not included in results. Percentages may not equal 100 because of rounding.

Appendix E

Appendix E: 2016-17 K-2 Teacher Perceptions of Helpfulness of Early Learning Department PD Sessions

Training Type	Very Helpful <i>n</i> (%)	Somewhat Helpful <i>n</i> (%)	Not Helpful <i>n</i> (%)
CLASS training	130 (44)	141 (48)	25 (8)
Curriculum/best practices training	143 (46)	144 (46)	25 (8)
Just in Time training	148 (45)	138 (42)	40 (12)
P2LD summer training	209 (45)	215 (46)	43 (9)

Source: K-2 teacher survey administered spring 2017.

Note: CLASS=Classroom Assessment Scoring System. P2LD=Personalized Professional Learning and Development. Responses marked "Did Not Attend" are not included in results. Percentages may not equal 100 because of rounding.

Appendix F

Appendix F: 2016-17 K-2 Teacher Survey Open-Ended Response Themes

Comment	<i>n</i>
Successes	
Teamwork/collaboration	86
Support from campus administrators/coaches/specialists	79
Resources	74
Student achievement	56
Professional development/training	34
Small groups	20
Challenges	
Lack of materials/resources	132
Academic challenges	70
Not having enough time	38
Behavior issues	38
Lack of support from administrators/coaches/specialists/TAs	28
Tests/grading	26
Curriculum	22
Suggestions for Improvement	
Increase resources	95
Increase professional development/training	52
Add curriculum	28
Increase planning (vertical and horizontal)	23

Source: K-2 teacher survey administered spring 2017.

Note: TA=Teaching Assistant. This table was limited to comments given by 20 or more respondents.

Appendix G

Appendix G: 2016-17 CLASS Averages by Domain, Semester, and Feeder Pattern

	Fall 2016		Spring 2017		
Feeder Pattern	<i>n</i> Observed	Average	<i>n</i> Observed	Average	Mean Difference
Emotional Support					
ACE	59	5.76	53	5.96	.20
Adams, B	169	5.75	165	5.88	.13
Adamson	14	6.23	12	6.18	-.05
Carter	18	5.68	18	5.71	.03
Conrad	36	5.51	36	5.57	.06
Hillcrest	21	5.95	18	6.06	.11
ISN	202	5.44	196	5.42	-.02
Jefferson	104	5.81	102	5.79	-.02
Kimball	33	5.67	32	5.68	.01
Lincoln	7	5.78	7	6.05	.27
Madison	*	*	*	*	*
Molina	13	6.38	13	6.27	-.11
North Dallas	45	5.72	45	5.99	.27
Pinkston	34	5.98	32	5.95	-.03
PK Partnership	100	6.07	97	6.14	.07
Roosevelt	22	6.01	22	5.79	-.22
Samuell	123	5.79	123	5.87	.08
Seagoville	17	5.92	15	6.15	.23
Skyline	63	5.83	63	5.88	.05
South Oak Cliff	65	5.75	56	5.86	.11
Spruce	75	5.65	73	5.96	.31
Sunset	22	6.16	23	6.08	-.08
Trans & Inno	7	6.03	-	-	-
White	54	5.86	54	5.83	-.03
Wilmer-Hutchins	*	*	*	*	*
Wilson	12	6.18	12	6.16	-.02
District	1,320	5.77	1,272	5.84	.07
Classroom Organization					
ACE	59	5.78	53	6.09	.31
Adams, B	169	5.75	165	5.84	.09
Adamson	14	5.75	12	5.78	.03
Carter	18	5.69	18	5.90	.21
Conrad	36	5.62	36	5.39	-.23
Hillcrest	21	5.92	18	5.59	-.33
ISN	202	5.42	196	5.55	.13
Jefferson	104	5.83	102	5.69	-.14
Kimball	33	5.86	32	5.78	-.08
Lincoln	7	5.87	7	6.02	.15
Madison	*	*	*	*	*
Molina	13	6.06	13	6.17	.11
North Dallas	45	5.41	45	5.71	.30
Pinkston	34	5.83	32	5.71	-.12
PK Partnership	100	5.68	97	5.78	.10
Roosevelt	22	5.91	22	5.90	-.01
Samuell	123	5.78	123	5.72	-.06
Seagoville	17	5.73	15	6.07	.34
Skyline	63	5.81	63	5.76	-.05
South Oak Cliff	65	5.69	56	5.86	.17
Spruce	75	5.66	73	5.96	.30
Sunset	22	5.88	23	5.93	.05
Trans & Inno	7	6.08	-	-	-
White	54	5.83	54	5.60	-.23
Wilmer-Hutchins	*	*	*	*	*
Wilson	12	5.97	12	5.90	-.07
District	1,320	5.71	1,272	5.76	.05

Table Continues

Table (continued)

	Fall 2016		Spring 2017		
Feeder Pattern	n Observed	Average	n Observed	Average	Mean Difference
Instructional Support					
ACE	59	2.79	53	3.07	.28
Adams, B	169	2.94	165	2.92	-.02
Adamson	14	2.92	12	3.13	.21
Carter	18	2.77	18	2.39	-.38
Conrad	36	2.44	36	2.71	.27
Hillcrest	21	3.04	18	2.67	-.37
ISN	202	2.55	196	2.72	.17
Jefferson	104	2.94	102	2.94	.00
Kimball	33	2.87	32	3.12	.25
Lincoln	7	3.06	7	3.10	.04
Madison	*	*	*	*	*
Molina	13	2.67	13	3.69	1.02
North Dallas	45	2.79	45	3.09	.30
Pinkston	34	3.08	32	3.24	.16
PK Partnership	100	2.69	97	2.76	.07
Roosevelt	22	3.61	22	3.38	-.23
Samuell	123	2.88	123	2.80	-.08
Seagoville	17	3.11	15	3.21	.10
Skyline	63	2.88	63	2.87	-.01
South Oak Cliff	65	2.76	56	2.71	-.05
Spruce	75	2.56	73	3.15	.59
Sunset	22	2.97	23	3.59	.62
Trans & Inno	7	2.94	-	-	-
White	54	2.88	54	2.93	.05
Wilmer-Hutchins	*	*	*	*	*
Wilson	12	2.85	12	3.30	.45
District	1,320	2.81	1,272	2.92	.11
Overall Score					
ACE	59	4.78	53	5.04	.26
Adams, B	169	4.82	165	4.88	.06
Adamson	14	4.97	12	5.03	.06
Carter	18	4.72	18	4.67	-.05
Conrad	36	4.53	36	4.56	.03
Hillcrest	21	4.97	18	4.77	-.20
ISN	202	4.47	196	4.57	.10
Jefferson	104	4.86	102	4.81	-.05
Kimball	33	4.80	32	4.86	.06
Lincoln	7	4.90	7	5.06	.16
Madison	*	*	*	*	*
Molina	13	5.04	13	5.38	.34
North Dallas	45	4.64	45	4.93	.29
Pinkston	34	4.96	32	4.97	.01
PK Partnership	100	4.81	97	4.89	.08
Roosevelt	22	5.18	22	5.02	-.16
Samuell	123	4.81	123	4.80	-.01
Seagoville	17	4.92	15	5.14	.22
Skyline	63	4.84	63	4.83	-.01
South Oak Cliff	65	4.73	56	4.81	.08
Spruce	75	4.63	73	5.02	.39
Sunset	22	5.00	23	5.20	.20
Trans & Inno	7	5.02	-	-	-
White	54	4.86	54	4.79	-.07
Wilmer-Hutchins	*	*	*	*	*
Wilson	12	5.00	12	5.12	.12
District	1,320	4.76	1,272	4.84	.08

Source: Data provided by Southern Methodist University, received 4/27/2017 and 5/23/2017.

Note: *=five or fewer teachers in that feeder pattern were observed. -=No teachers in that feeder pattern were observed. ISN=Intensive Support Network; Trans & Inno=Transformation & Innovation. Fall data was collected September to December 2016; Spring data was collected February to April 2017. Statistics by feeder pattern included magnet (Hillcrest feeder: Dealey; South Oak Cliff feeder: Stone, H.) schools. **Blue** indicates feeder patterns at or above the quality threshold. **Bold** indicates feeder patterns at or above the quality threshold at both observations.

Appendix H

Appendix H: Percentage of PK Students Performing At or Above Grade Level on *ISIP* by Feeder Pattern, Year, and Version

Feeder High School	BOY				MOY				EOY			
	2015-16 ^a		2016-17		2015-16		2016-17		2015-16		2016-17	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English												
ACE	16	87.5	34	26.5	68	47.1	19	47.4	65	50.8	31	61.3
Adams, B	71	62.0	77	54.5	87	37.9	168	56.0	122	54.9	172	50.0
Adamson	21	71.4	55	27.3	38	52.6	55	30.9	31	58.1	56	21.4
Carter	35	62.9	*	*	78	39.7	-	-	43	14.0	-	-
Conrad	22	59.1	25	32.0	51	60.8	51	27.5	41	63.4	22	40.9
Hillcrest	60	61.7	47	57.4	57	75.4	48	68.8	53	79.2	58	62.1
ISN	-	-	93	41.9	-	-	142	36.6	-	-	128	46.9
Jefferson	64	57.8	44	43.2	81	51.9	42	57.1	75	48.0	55	38.2
Kimball	44	61.4	26	38.5	59	45.8	40	35.0	52	42.3	51	51.0
Lincoln	8	87.5	46	52.2	46	63.0	54	50.0	28	42.9	38	31.6
Madison ^b	27	37.0	16	87.5	60	38.3	15	93.3	75	64.0	-	-
Molina	55	63.6	40	47.5	67	35.8	50	52.0	69	43.5	40	77.5
North Dallas	55	60.0	58	55.2	111	44.1	36	63.9	91	31.9	67	49.3
Pinkston	27	51.9	*	*	62	21.0	*	*	42	28.6	9	44.4
Roosevelt	17	76.5	79	68.4	19	57.9	93	54.8	19	63.2	95	43.2
Samuell	102	39.2	50	40.0	152	35.5	38	23.7	106	39.6	87	32.2
Seagoville	80	51.3	125	56.0	92	54.3	129	71.3	88	63.6	85	89.4
Skyline	94	48.9	42	59.5	103	42.7	113	34.5	123	46.3	142	42.3
South Oak Cliff	151	52.3	172	46.5	183	46.4	163	50.9	155	48.4	173	49.1
Spruce	*	*	41	34.1	54	48.1	83	55.4	46	32.6	41	56.1
Sunset ^b	18	66.7	-	-	15	46.7	12	66.7	*	*	18	61.1
Trans & Inno	-	-	*	*	-	-	*	*	-	-	37	32.4
White	35	74.3	7	42.9	71	59.2	20	45.0	67	56.7	46	30.4
Wilmer-Hutchins	51	49.0	*	*	30	36.7	-	-	27	37.0	*	*
Wilson	20	80.0	13	61.5	29	51.7	20	40.0	35	40.0	39	35.9
District	1,074	56.4	1,099	48.6	1,613	46.0	1,396	49.8	1,455	48.2	1,493	47.8
Spanish												
ACE	-	-	50	56.0	36	66.7	50	40.0	35	71.4	47	57.4
Adams, B	114	49.1	127	71.7	175	63.4	221	56.6	189	79.9	261	58.6
Adamson	71	42.3	75	65.3	124	67.7	92	58.7	99	65.7	87	66.7
Carter	9	55.6	-	-	13	30.8	*	*	13	53.8	7	42.9
Conrad	73	42.5	68	63.2	131	73.3	93	65.6	109	75.2	64	67.2
Hillcrest	83	51.8	69	65.2	90	68.9	89	67.4	89	55.1	82	63.4
ISN	-	-	101	59.4	-	-	110	49.1	-	-	109	69.7
Jefferson	227	61.7	187	65.8	393	57.8	206	50.5	362	65.2	257	59.5
Kimball	30	80.0	33	57.6	71	54.9	75	37.3	67	61.2	109	42.2
Lincoln	-	-	24	58.3	21	95.2	23	78.3	-	-	*	*
Madison	35	51.4	13	84.6	46	50.0	*	*	41	95.1	8	62.5
Molina	114	42.1	76	64.5	137	56.2	80	62.5	110	55.5	75	66.7
North Dallas	48	60.4	80	71.3	80	70.0	39	74.4	61	65.6	116	70.7
Pinkston	9	55.6	*	*	29	75.9	-	-	10	80.0	19	47.4
Roosevelt	-	-	23	69.6	19	73.7	28	46.4	19	52.6	31	41.9
Samuell	109	48.6	66	62.1	186	64.0	82	61.0	176	60.8	123	61.0
Seagoville	70	38.6	119	67.2	142	62.0	126	67.5	123	69.1	113	73.5
Skyline	144	52.8	65	55.4	190	61.1	133	47.4	181	68.0	233	48.5
South Oak Cliff	33	63.6	53	45.3	99	51.5	50	60.0	71	76.1	72	65.3
Spruce	*	*	31	67.7	90	74.4	31	77.4	81	81.5	55	83.6
Sunset	28	67.9	-	-	43	65.1	15	73.3	34	67.6	17	58.8
Trans & Inno	-	-	-	-	-	-	*	*	-	-	18	33.3
White	81	49.4	29	58.6	120	48.3	77	58.4	132	56.1	97	64.9
Wilmer-Hutchins	*	*	-	-	6	66.7	-	-	10	60.0	-	-
Wilson	8	37.5	-	-	11	27.3	*	*	26	46.2	33	48.5
District	1,289	52.0	1,291	63.9	2,252	61.9	1,629	56.8	2,038	66.9	2,035	60.4

table continues

Table (continued)

Feeder High School	BOY				MOY				EOY			
	2015-16 ^a		2016-17		2015-16		2016-17		2015-16		2016-17	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English and Spanish Combined												
ACE	16	87.5	84	44.0	104	53.8	69	42.0	100	58.0	78	59.0
Adams, B	185	54.1	204	65.2	262	55.0	389	56.3	311	70.1	433	55.2
Adamson	92	48.9	130	49.2	162	64.2	147	48.3	130	63.8	143	49.0
Carter	44	61.4	*	*	91	38.5	*	*	56	23.2	7	42.9
Conrad	95	46.3	93	54.8	182	69.8	144	52.1	150	72.0	86	60.5
Hillcrest	143	55.9	116	62.1	147	71.4	137	67.9	142	64.1	140	62.9
ISN	-	-	194	51.0	-	-	252	42.1	-	-	237	57.4
Jefferson	291	60.8	231	61.5	474	56.8	248	51.6	437	62.2	312	55.8
Kimball	74	68.9	59	49.2	130	50.8	115	36.5	119	52.9	160	45.0
Lincoln	8	87.5	70	54.3	67	73.1	77	58.4	28	42.9	39	30.8
Madison	62	45.2	29	86.2	106	43.4	16	87.5	116	75.0	8	62.5
Molina	169	49.1	116	58.6	204	49.5	130	58.5	179	50.8	115	70.4
North Dallas	103	60.2	138	64.5	191	55.0	75	69.3	152	45.4	183	62.8
Pinkston	36	52.8	*	*	91	38.5	*	*	52	38.5	28	46.4
Roosevelt	17	76.5	102	68.6	38	65.8	121	52.9	38	57.9	126	42.9
Samuell	211	44.1	116	52.6	338	51.2	120	49.2	282	52.8	210	49.0
Seagoville	150	45.3	244	61.5	234	59.0	255	69.4	211	66.8	198	80.3
Skyline	238	51.3	107	57.0	293	54.6	246	41.5	304	59.2	375	46.1
South Oak Cliff	184	54.3	225	46.2	282	48.2	213	53.1	226	57.1	245	53.9
Spruce	*	*	72	48.6	144	64.6	114	61.4	127	63.8	96	71.9
Sunset	46	67.4	-	-	58	60.3	27	70.4	35	68.6	35	60.0
Trans & Inno	-	-	*	*	-	-	6	50.0	-	-	55	32.7
White	116	56.9	36	55.6	191	52.4	97	55.7	199	56.3	143	53.8
Wilmer-Hutchins	54	50.0	*	*	36	41.7	-	-	37	43.2	*	*
Wilson	28	67.9	13	61.5	40	45.0	23	34.8	61	42.6	72	41.7
District	2,363	54.0	2,390	56.9	3,865	55.2	3,025	53.6	3,493	59.1	3,528	55.1

Source: PEIMS district database: 10/30/2015 and 10/31/2016; IS/P: 1/31/2017 (2015-16 BOY), 06/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 02/16/2017 (2016-17 MOY), and 05/30/2017 (2016-17 EOY).

Note: BOY=beginning of year. MOY=middle of year. EOY=end of year. District IS/P data 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. ISN=Intensive Support Network; Trans & Inno=Transformation & Innovation. Cells marked with an asterisk (*) indicate five or fewer students were tested. Cells marked with a dash (-) indicate no students were tested. Statistics by feeder pattern included magnet schools (Dealey and Stone, H.). Due to restructuring of feeder patterns from 2015-16 to 2016-17, Dealey moved from the White to the Hillcrest feeder and Stone, H. moved from the Wilmer-Hutchins to the South Oak Cliff feeder. District data included students from PK partnerships. Blue indicates feeder patterns at or above the district average. Feeder high schools in bold indicate feeder patterns at or above the district average for all three (BOY, MOY, and EOY) administrations in 2016-17. ^aStation provided recalibrated data for fall 2015 in January 2017. ^bFeeder patterns were at or above the district average for the two administrations in 2016-17 in which students tested.

Appendix I

Appendix I: Percentage of K Students Performing At or Above Grade Level on *ISIP* by Feeder Pattern, Year, and Version

Feeder High School	BOY				MOY				EOY			
	2015-16 ^a		2016-17		2015-16		2016-17		2015-16		2016-17	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English												
ACE	195	38.5	148	42.6	191	47.6	138	47.8	186	67.7	131	64.1
Adams, B	433	50.3	427	50.8	420	63.6	370	53.2	391	69.1	398	56.0
Adamson	95	44.2	63	46.0	99	45.5	52	44.2	88	52.3	55	34.5
Carter	199	38.2	122	41.8	212	34.4	117	31.6	166	35.5	95	29.5
Conrad	141	28.4	108	35.2	85	38.8	66	34.8	82	35.4	67	38.8
Hillcrest	213	64.3	262	65.6	215	64.2	229	69.9	207	66.7	223	65.9
ISN	-	-	582	32.0	-	-	520	28.1	-	-	456	27.2
Jefferson	156	38.5	137	36.5	167	37.1	113	34.5	163	41.7	114	35.1
Kimball	239	39.3	173	48.6	299	41.1	174	42.0	266	41.0	192	49.5
Lincoln	138	35.5	143	47.6	126	34.1	128	39.8	101	24.8	117	36.8
Madison	166	38.6	42	23.8	156	34.6	38	18.4	152	29.6	35	17.1
Molina	200	42.5	129	45.0	201	45.3	123	53.7	193	49.7	124	58.1
North Dallas	192	36.5	179	41.3	187	43.9	186	34.4	166	41.6	144	40.3
Pinkston	295	40.7	181	48.6	299	46.8	165	47.9	243	48.6	164	57.3
Roosevelt	106	29.2	113	45.1	169	32.0	121	28.9	153	32.7	122	32.0
Samuell	276	33.7	216	38.9	270	35.6	181	48.1	250	44.0	182	55.5
Seagoville	205	44.9	239	49.0	199	64.3	222	55.4	193	64.2	223	57.4
Skyline	386	31.3	289	38.4	411	32.8	292	31.8	363	32.2	278	33.5
South Oak Cliff	330	42.7	334	49.1	325	49.5	314	50.0	309	52.8	312	42.9
Spruce	417	36.9	258	49.2	403	44.4	292	45.2	384	52.3	287	49.1
Sunset	232	49.1	248	48.4	281	48.4	226	40.7	265	48.7	228	46.5
Trans & Inno	-	-	106	75.5	-	-	96	74.0	-	-	100	65.0
White	287	58.5	289	58.5	277	59.2	219	54.3	253	60.5	209	57.9
Wilmer-Hutchins	151	37.1	64	31.3	129	25.6	54	22.2	147	25.9	52	19.2
Wilson	401	74.1	341	77.4	397	79.6	352	79.8	379	81.5	263	76.0
<i>District</i>	5,453	44.0	5,193	48.0	5,518	47.9	4,789	46.6	5,100	50.8	4,572	48.1
Spanish												
ACE	83	60.2	85	69.4	84	73.8	84	73.8	85	62.4	84	69.0
Adams, B	387	59.4	353	68.3	383	71.5	354	68.9	377	78.0	362	79.0
Adamson	191	60.7	155	65.2	190	65.3	146	67.8	174	64.4	159	70.4
Carter	82	57.3	47	55.3	91	65.9	40	42.5	90	68.9	44	36.4
Conrad	256	59.8	263	55.1	221	53.4	231	48.5	245	45.7	221	53.4
Hillcrest	204	70.6	212	68.9	245	76.7	191	76.4	201	75.1	206	83.5
ISN	-	-	278	61.2	-	-	318	55.0	-	-	300	65.7
Jefferson	432	61.8	443	61.4	495	68.9	370	65.9	478	72.0	416	65.9
Kimball	272	56.6	235	60.0	272	68.8	238	63.0	295	65.4	270	50.7
Lincoln	30	43.3	30	80.0	29	62.1	31	67.7	30	66.7	32	53.1
Madison	63	55.6	12	50.0	49	67.3	12	41.7	65	81.5	11	36.4
Molina	213	65.3	169	63.9	217	77.0	155	72.3	216	81.5	160	85.6
North Dallas	204	64.2	239	65.7	220	69.5	217	68.2	235	68.5	235	65.5
Pinkston	252	61.9	207	57.5	258	62.0	215	64.2	239	69.5	192	69.3
Roosevelt	62	79.0	83	60.2	75	61.3	78	57.7	59	78.0	85	51.8
Samuell	391	61.9	272	62.5	391	66.0	325	59.4	391	67.5	327	64.2
Seagoville	229	57.6	205	60.5	234	60.7	184	64.1	214	63.6	198	65.2
Skyline	387	63.3	330	55.2	402	64.7	343	57.1	394	59.9	344	52.0
South Oak Cliff	163	63.8	160	57.5	189	61.9	164	71.3	180	67.2	173	60.7
Spruce	458	54.4	329	60.5	466	58.8	341	63.3	414	65.2	331	62.5
Sunset	209	61.2	253	65.6	253	61.3	263	65.4	252	61.9	256	61.3
Trans & Inno	-	-	25	68.0	-	-	35	71.4	-	-	33	48.5
White	370	64.6	378	68.3	391	67.8	381	66.7	381	71.9	406	61.6
Wilmer-Hutchins	68	47.1	9	66.7	69	52.2	10	100.0	68	58.8	9	88.9
Wilson	90	66.7	86	62.8	94	74.5	95	58.9	88	75.0	92	72.8
<i>District</i>	5,096	61.1	4,858	62.4	5,318	66.0	4,821	63.8	5,171	67.8	4,946	64.4

table continues

Table (continued)

Feeder High School	BOY				MOY				EOY			
	2015-16 ^a		2016-17		2015-16		2016-17		2015-16		2016-17	
	n	%	n	%	n	%	n	%	n	%	n	%
English and Spanish Combined												
ACE	278	45.0	233	52.4	275	55.6	222	57.7	271	66.1	215	66.0
Adams, B	820	54.6	780	58.7	803	67.4	724	60.9	768	73.4	760	67.0
Adamson	286	55.2	218	59.6	289	58.5	198	61.6	262	60.3	214	61.2
Carter	281	43.8	169	45.6	303	43.9	157	34.4	256	47.3	139	31.7
Conrad	397	48.6	371	49.3	306	49.3	297	45.5	327	43.1	288	50.0
Hillcrest	417	67.4	474	67.1	460	70.9	420	72.9	408	70.8	429	74.4
ISN	-	-	860	41.4	-	-	838	38.3	-	-	756	42.5
Jefferson	588	55.6	580	55.5	662	60.9	483	58.6	641	64.3	530	59.2
Kimball	511	48.5	408	55.1	571	54.3	412	54.1	561	53.8	462	50.2
Lincoln	168	36.9	173	53.2	155	39.4	159	45.3	131	34.4	149	40.3
Madison	229	43.2	54	29.6	205	42.4	50	24.0	217	45.2	46	21.7
Molina	413	54.2	298	55.7	418	61.7	278	64.0	409	66.5	284	73.6
North Dallas	396	50.8	418	55.3	407	57.7	403	52.6	401	57.4	379	55.9
Pinkston	547	50.5	388	53.4	557	53.9	380	57.1	482	58.9	356	63.8
Roosevelt	168	47.6	196	51.5	244	41.0	199	40.2	212	45.3	207	40.1
Samuell	667	50.2	488	52.0	661	53.6	506	55.3	641	58.3	509	61.1
Seagoville	434	51.6	444	54.3	433	62.4	406	59.4	407	63.9	421	61.0
Skyline	773	47.3	619	47.3	813	48.6	635	45.5	757	46.6	622	43.7
South Oak Cliff	493	49.7	494	51.8	514	54.1	478	57.3	489	58.1	485	49.3
Spruce	875	46.1	587	55.5	869	52.1	633	55.0	798	59.0	618	56.3
Sunset	441	54.9	501	57.1	534	54.5	489	54.0	517	55.1	484	54.3
Trans & Inno	-	-	131	74.0	-	-	131	73.3	-	-	133	60.9
White	657	61.9	667	64.0	668	64.2	600	62.2	634	67.4	615	60.3
Wilmer-Hutchins	219	40.2	73	35.6	198	34.8	64	34.4	215	36.3	61	29.5
Wilson	491	72.7	427	74.5	491	78.6	447	75.4	467	80.3	355	75.2
District	10,549	52.3	10,051	55.0	10,836	56.8	9,610	55.2	10,271	59.4	9,518	56.6

Source: PEIMS district database: 10/30/2015 and 10/31/2016; IS/P: 1/31/2017 (2015-16 BOY), 06/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 02/16/2017 (2016-17 MOY), and 05/30/2017 (2016-17 EOY).

Note: BOY=beginning of year. MOY=middle of year. EOY=end of year. District IS/P data 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. Cells marked with an asterisk (*) indicate five or fewer students were tested. ISN=Intensive Support Network; Trans & Inno=Transformation & Innovation. Cells marked with a dash (-) indicate no students were tested. Statistics by feeder pattern included magnet schools (Dealey and Stone, H.). Due to restructuring of feeder patterns from 2015-16 to 2016-17, Dealey moved from the White to the Hillcrest feeder and Stone, H. moved from the Wilmer-Hutchins to the South Oak Cliff feeder. District data included Hospital/Homebound students. Blue indicates feeder patterns at or above the district average. Feeder high schools in bold indicate feeder patterns at or above the district average for all three (BOY, MOY, and EOY) administrations in 2016-17. ^aIstation provided recalibrated data for the fall 2015 English administration in January 2017.

Appendix J

Appendix J: Percentage of Grade One Students Performing At or Above Grade Level on *ISIP* by Feeder Pattern, Year, and Version

Feeder High School	BOY				MOY				EOY			
	2015-16 ^a		2016-17		2015-16		2016-17		2015-16		2016-17	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English												
ACE	230	37.8	193	46.1	227	48.9	185	48.6	216	52.8	182	56.0
Adams, B	524	48.9	423	50.4	515	55.1	408	56.9	486	58.8	420	54.5
Adamson	111	37.8	96	42.7	110	41.8	82	40.2	102	44.1	87	36.8
Carter	234	33.8	165	32.1	224	34.8	164	42.7	238	37.0	129	48.1
Conrad	259	25.1	200	34.0	256	32.8	205	39.5	240	38.3	208	41.3
Hillcrest	237	62.9	271	63.1	234	67.1	207	62.8	225	74.2	231	68.0
ISN	-	-	615	24.9	-	-	556	24.5	-	-	549	26.8
Jefferson	195	37.9	136	41.9	199	37.2	125	43.2	190	44.7	121	47.1
Kimball	361	40.4	183	38.3	351	45.0	218	39.4	310	48.7	211	43.1
Lincoln	80	32.5	140	30.0	106	39.6	125	31.2	93	40.9	96	32.3
Madison	182	37.4	34	32.4	175	39.4	48	39.6	167	39.5	43	39.5
Molina	218	45.0	158	50.0	220	43.2	161	56.5	209	49.3	157	54.1
North Dallas	234	28.2	196	37.8	221	36.7	168	38.1	210	43.3	170	42.9
Pinkston	330	34.2	231	42.9	323	44.9	211	42.7	323	48.3	218	49.1
Roosevelt	167	35.3	118	28.8	227	32.6	108	25.0	215	29.3	84	29.8
Samuell	370	39.7	220	50.5	352	38.4	221	48.4	326	51.8	210	53.8
Seagoville	272	49.3	228	51.3	274	53.6	221	52.9	255	52.9	213	56.3
Skyline	461	34.1	381	27.8	458	34.7	389	32.4	444	35.8	378	32.8
South Oak Cliff	372	45.4	356	38.5	364	47.8	321	43.3	350	47.1	310	42.3
Spruce	449	37.0	311	45.3	439	43.5	318	39.3	398	41.2	323	41.2
Sunset	229	59.8	260	58.5	309	47.2	282	56.0	284	50.4	255	58.8
Trans & Inno	-	-	107	64.5	-	-	122	68.0	-	-	109	73.4
White	400	63.8	291	56.4	399	65.2	256	60.5	354	66.4	266	59.8
Wilmer-Hutchins	185	33.5	85	25.9	177	37.3	79	17.7	167	34.1	78	23.1
Wilson	476	72.5	340	76.2	457	73.5	265	69.8	397	72.0	321	78.2
<i>District</i>	6,576	44.1	5,738	44.1	6,617	47.0	5,445	45.0	6,199	49.3	5,369	48.1
Spanish												
ACE	99	72.7	88	62.5	98	70.4	87	66.7	97	79.4	87	81.6
Adams, B	399	65.9	391	67.0	393	74.3	381	75.9	395	81.3	385	84.2
Adamson	187	63.6	185	61.6	185	68.1	153	58.8	167	62.3	180	66.1
Carter	62	72.6	63	52.4	60	70.0	63	63.5	61	65.6	70	58.6
Conrad	261	49.8	193	47.2	274	54.4	248	41.9	275	55.6	227	53.7
Hillcrest	234	85.0	195	77.4	232	82.8	205	83.4	208	78.8	207	88.4
ISN	-	-	321	45.8	-	-	298	42.3	-	-	336	55.4
Jefferson	582	63.2	436	61.0	582	66.0	386	71.8	557	69.5	442	71.9
Kimball	352	60.2	196	61.2	353	56.7	248	53.6	330	66.4	240	56.7
Lincoln	32	59.4	27	44.4	27	63.0	33	78.8	27	77.8	32	65.6
Madison	70	67.1	13	76.9	75	61.3	13	69.2	74	63.5	12	75.0
Molina	215	68.8	202	73.8	214	73.4	201	77.6	210	75.7	201	78.1
North Dallas	259	64.9	252	66.7	260	65.0	245	71.0	254	77.2	241	74.3
Pinkston	271	58.7	201	62.7	270	59.6	223	54.7	261	65.5	223	59.6
Roosevelt	79	58.2	64	54.7	89	53.9	62	64.5	69	72.5	63	61.9
Samuell	399	64.4	330	60.0	397	65.0	311	70.1	400	72.0	335	76.1
Seagoville	196	77.0	232	67.7	202	74.8	235	66.4	187	76.5	236	74.2
Skyline	361	60.1	399	54.6	385	60.0	382	52.4	379	64.4	369	57.5
South Oak Cliff	193	60.1	170	60.6	207	72.9	185	67.6	202	78.2	196	64.3
Spruce	511	63.2	452	55.5	510	62.9	428	66.6	482	69.9	446	65.5
Sunset	211	67.8	256	57.8	299	57.2	252	52.4	289	59.5	240	54.6
Trans & Inno	-	-	28	53.6	-	-	24	50.0	-	-	31	51.6
White	410	64.9	384	59.4	464	62.7	366	65.8	399	63.9	337	70.9
Wilmer-Hutchins	74	59.5	9	44.4	75	53.3	10	50.0	74	52.7	11	45.5
Wilson	101	63.4	97	49.5	105	55.2	92	60.9	98	65.3	71	62.0
<i>District</i>	5,558	64.3	5,184	60.0	5,756	64.7	5,131	63.2	5,495	69.3	5,218	67.7

table continues

Table (continued)

Feeder High School	BOY				MOY				EOY			
	2015-16 ^a		2016-17		2015-16		2016-17		2015-16		2016-17	
	n	%	n	%	n	%	n	%	n	%	n	%
English and Spanish Combined												
ACE	329	48.3	281	51.2	325	55.4	272	54.4	313	61.0	269	64.3
Adams, B	923	56.2	814	58.4	908	63.4	789	66.0	881	68.9	805	68.7
Adamson	298	54.0	281	55.2	295	58.3	235	52.3	269	55.4	267	56.6
Carter	296	41.9	228	37.7	284	42.3	227	48.5	299	42.8	199	51.8
Conrad	520	37.5	393	40.5	530	44.0	453	40.8	515	47.6	435	47.8
Hillcrest	471	73.9	466	69.1	466	74.9	412	73.1	433	76.4	438	77.6
ISN	-	-	936	32.1	-	-	854	30.7	-	-	885	37.6
Jefferson	777	56.9	572	56.5	781	58.6	511	64.8	747	63.2	563	66.6
Kimball	713	50.2	379	50.1	704	50.9	466	47.0	640	57.8	451	50.3
Lincoln	112	40.2	167	32.3	133	44.4	158	41.1	120	49.2	128	40.6
Madison	252	45.6	47	44.7	250	46.0	61	45.9	241	46.9	55	47.3
Molina	433	56.8	360	63.3	434	58.1	362	68.2	419	62.5	358	67.6
North Dallas	493	47.5	448	54.0	481	52.0	413	57.6	464	61.9	411	61.3
Pinkston	601	45.3	432	52.1	593	51.6	434	48.8	584	56.0	441	54.4
Roosevelt	246	42.7	182	37.9	316	38.6	170	39.4	284	39.8	147	43.5
Samuell	769	52.5	550	56.2	749	52.5	532	61.1	726	62.9	545	67.5
Seagoville	468	60.9	460	59.6	476	62.6	456	59.9	442	62.9	449	65.7
Skyline	822	45.5	780	41.5	843	46.3	771	42.3	823	49.0	747	45.0
South Oak Cliff	565	50.4	526	45.6	571	56.9	506	52.2	552	58.5	506	50.8
Spruce	960	50.9	763	51.4	949	54.0	746	55.0	880	56.9	769	55.3
Sunset	440	63.6	516	58.1	608	52.1	534	54.3	573	55.0	495	56.8
Trans & Inno	-	-	135	62.2	-	-	146	65.1	-	-	140	68.6
White	810	64.3	675	58.1	863	63.8	622	63.7	753	65.1	603	66.0
Wilmer-Hutchins	259	40.9	94	27.7	252	42.1	89	21.3	241	39.8	89	25.8
Wilson	577	70.9	437	70.3	562	70.1	357	67.5	495	70.7	392	75.3
District	12,134	53.4	10,922	51.6	12,373	55.2	10,576	53.9	11,694	58.7	10,587	57.7

Source: PEIMS district database: 10/30/2015 and 10/31/2016; ISIP: 1/31/2017 (2015-16 BOY), 06/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 02/16/2017 (2016-17 MOY), and 05/30/2017 (2016-17 EOY).

Note: BOY=beginning of year. MOY=middle of year. EOY=end of year. District ISIP data 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. Cells marked with an asterisk (*) indicate five or fewer students were tested. ISN=Intensive Support Network; Trans & Inno=Transformation & Innovation. Cells marked with a dash (-) indicate no students were tested. Statistics by feeder pattern included magnet schools (Dealey and Stone, H.). Due to restructuring of feeder patterns from 2015-16 to 2016-17, Dealey moved from the White to the Hillcrest feeder and Stone, H. moved from the Wilmer-Hutchins to the South Oak Cliff feeder. Blue indicates feeder patterns at or above the district average. Feeder high schools in bold indicate feeder patterns at or above the district average for all three (BOY, MOY, and EOY) administrations in 2016-17. ^aStation provided recalibrated data for the fall 2015 English administration in January 2017.

Appendix K

Appendix K: Percentage of Grade Two Students Performing At or Above Grade Level on *ISIP* by Feeder Pattern, Year, and Version

Feeder High School	BOY				MOY				EOY			
	2015-16 ^a		2016-17		2015-16		2016-17		2015-16		2016-17	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English												
ACE	213	31.0	179	49.7	205	40.5	191	57.1	199	47.7	182	63.7
Adams, B	480	65.4	502	56.8	468	67.7	475	61.1	454	74.7	472	68.9
Adamson	105	51.4	83	39.8	107	48.6	93	49.5	82	51.2	96	47.9
Carter	264	42.4	139	53.2	293	45.4	140	58.6	241	50.2	153	54.2
Conrad	237	42.6	226	38.9	228	46.5	230	41.3	195	51.8	219	50.7
Hillcrest	229	73.8	241	73.4	220	76.8	224	71.4	179	82.1	225	75.1
ISN	-	-	656	37.0	-	-	707	40.7	-	-	619	43.5
Jefferson	199	62.3	147	42.2	204	56.4	155	47.1	196	59.2	164	50.6
Kimball	356	59.3	243	50.6	355	54.9	270	54.8	321	55.8	249	54.6
Lincoln	158	39.2	144	37.5	138	44.9	128	39.8	149	42.3	141	41.8
Madison	207	35.7	41	36.6	191	38.2	39	30.8	176	37.5	45	31.1
Molina	230	54.8	162	55.6	238	52.1	154	61.7	227	65.2	155	61.3
North Dallas	258	52.3	163	46.0	245	51.0	179	40.2	236	49.2	169	46.7
Pinkston	341	48.4	212	46.2	346	54.6	220	49.1	307	59.6	190	55.3
Roosevelt	171	46.2	166	41.0	213	39.4	148	44.6	172	42.4	125	40.0
Samuell	346	52.3	234	46.2	315	48.6	278	48.9	313	51.4	266	47.7
Seagoville	278	59.7	249	55.4	275	65.8	246	51.6	263	63.9	240	51.3
Skyline	438	47.0	375	41.9	437	42.1	406	45.8	415	42.2	380	50.3
South Oak Cliff	440	47.5	369	51.5	438	51.8	375	54.1	410	52.2	361	53.2
Spruce	455	47.7	377	43.2	440	50.0	340	48.5	365	51.2	377	53.6
Sunset	247	66.4	292	60.6	342	62.0	260	57.7	341	58.7	277	62.8
Trans & Inno	-	-	117	72.6	-	-	117	81.2	-	-	116	74.1
White	393	69.7	326	66.0	413	70.0	286	71.0	312	69.9	305	72.1
Wilmer-Hutchins	211	45.0	56	33.9	246	47.2	58	39.7	220	40.9	63	23.8
Wilson	454	81.7	352	79.8	395	79.0	357	78.4	406	78.6	355	79.4
<i>District</i>	6,710	54.8	6,051	51.3	6,752	55.1	6,076	53.7	6,179	57.0	5,944	56.4
Spanish												
ACE	93	62.4	101	63.4	92	57.6	107	71.0	90	56.7	100	77.0
Adams, B	383	77.5	355	72.1	379	77.0	362	76.8	373	78.0	333	76.3
Adamson	189	49.7	164	59.1	190	47.4	124	45.2	187	46.5	146	49.3
Carter	77	44.2	41	51.2	86	37.2	52	44.2	82	31.7	50	48.0
Conrad	318	57.9	262	59.9	311	60.1	210	66.2	254	61.4	261	61.3
Hillcrest	222	72.5	223	72.6	238	69.3	178	64.6	208	71.2	213	60.6
ISN	-	-	297	48.5	-	-	341	49.9	-	-	358	44.4
Jefferson	458	67.0	450	57.8	546	57.1	408	58.8	539	56.0	459	54.7
Kimball	321	58.9	227	59.5	352	62.5	272	58.5	337	64.1	277	58.1
Lincoln	*	*	25	56.0	27	63.0	19	47.4	25	84.0	21	42.9
Madison	74	54.1	18	33.3	82	37.8	16	25.0	77	32.5	16	18.8
Molina	245	60.0	202	64.4	248	54.0	204	63.2	243	44.9	202	63.9
North Dallas	201	59.2	273	60.8	230	61.7	284	56.7	230	64.3	296	60.8
Pinkston	255	60.4	212	53.3	251	52.2	235	46.0	257	44.0	201	52.7
Roosevelt	59	39.0	54	72.2	90	47.8	51	66.7	83	30.1	37	67.6
Samuell	406	65.0	330	66.7	408	52.9	258	57.4	378	55.8	344	57.0
Seagoville	203	65.0	186	72.6	189	61.4	184	70.7	149	55.7	168	73.2
Skyline	380	58.2	318	56.6	382	51.8	295	49.2	394	44.4	302	42.4
South Oak Cliff	163	55.2	147	51.0	139	46.8	208	51.9	137	39.4	202	58.9
Spruce	518	61.8	401	68.6	452	62.4	416	65.1	494	57.5	407	61.4
Sunset	196	63.8	278	56.5	301	53.5	278	45.7	302	50.7	206	44.2
Trans & Inno	-	-	14	42.9	-	-	22	50.0	-	-	23	47.8
White	347	70.0	413	58.4	365	63.8	375	51.2	400	57.0	349	51.0
Wilmer-Hutchins	67	64.2	7	85.7	69	58.0	8	62.5	66	31.8	8	62.5
Wilson	99	57.6	94	58.5	113	54.0	90	54.4	114	43.9	96	40.6
<i>District</i>	5,275	62.6	5,092	61.2	5,540	58.1	4,997	57.8	5,419	54.9	5,075	56.7

table continues

Table (continued)

Feeder High School	BOY				MOY				EOY			
	2015-16 ^a		2016-17		2015-16		2016-17		2015-16		2016-17	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English and Spanish Combined												
ACE	306	40.5	280	54.6	297	45.8	298	62.1	289	50.5	282	68.4
Adams, B	863	70.8	857	63.1	847	71.9	837	67.9	827	76.2	805	71.9
Adamson	294	50.3	247	52.6	297	47.8	217	47.0	269	48.0	242	48.8
Carter	341	42.8	180	52.8	379	43.5	192	54.7	323	45.5	203	52.7
Conrad	555	51.4	488	50.2	539	54.4	440	53.2	449	57.2	480	56.5
Hillcrest	451	73.2	464	73.1	458	72.9	402	68.4	387	76.2	438	68.0
ISN	-	-	953	40.6	-	-	1,048	43.7	-	-	977	43.8
Jefferson	657	65.6	597	53.9	750	56.9	563	55.6	735	56.9	623	53.6
Kimball	677	59.1	470	54.9	707	58.7	542	56.6	658	60.0	526	56.5
Lincoln	159	39.6	169	40.2	165	47.9	147	40.8	174	48.3	162	42.0
Madison	281	40.6	59	35.6	273	38.1	55	29.1	253	36.0	61	27.9
Molina	475	57.5	364	60.4	486	53.1	358	62.6	470	54.7	357	62.7
North Dallas	459	55.3	436	55.3	475	56.2	463	50.3	466	56.7	465	55.7
Pinkston	596	53.5	424	49.8	597	53.6	455	47.5	564	52.5	391	54.0
Roosevelt	230	44.3	220	48.6	303	41.9	199	50.3	255	38.4	162	46.3
Samuell	752	59.2	564	58.2	723	51.0	536	53.0	691	53.8	610	53.0
Seagoville	481	62.0	435	62.8	464	64.0	430	59.8	412	60.9	408	60.3
Skyline	818	52.2	693	48.6	819	46.6	701	47.2	809	43.3	682	46.8
South Oak Cliff	603	49.6	516	51.4	577	50.6	583	53.3	547	49.0	563	55.2
Spruce	973	55.2	778	56.3	892	56.3	756	57.7	859	54.8	784	57.7
Sunset	443	65.2	570	58.6	643	58.0	538	51.5	643	54.9	483	54.9
Trans & Inno	-	-	131	69.5	-	-	139	76.3	-	-	139	69.8
White	740	69.9	739	61.7	778	67.1	661	59.8	712	62.6	654	60.9
Wilmer-Hutchins	278	49.6	63	39.7	315	49.5	66	42.4	286	38.8	71	28.2
Wilson	553	77.4	446	75.3	508	73.4	447	73.6	520	71.0	451	71.2
District	11,985	58.2	11,143	55.8	12,292	56.5	11,073	55.5	11,598	56.0	11,019	56.5

Source: PEIMS district database: 10/30/2015 and 10/31/2016; ISIP: 1/31/2017 (2015-16 BOY), 06/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 02/16/2017 (2016-17 MOY), and 05/30/2017 (2016-17 EOY).

Note: BOY=beginning of year. MOY=middle of year. EOY=end of year. District ISIP data 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. ISN=Intensive Support Network; Trans & Inno=Transformation & Innovation. Cells marked with an asterisk (*) indicate five or fewer students were tested. Cells marked with a dash (-) indicate no students were tested. Statistics by feeder pattern included magnet schools (Dealey and Stone, H.). Due to restructuring of feeder patterns from 2015-16 to 2016-17, Dealey moved from the White to the Hillcrest feeder and Stone, H. moved from the Wilmer-Hutchins to the South Oak Cliff feeder. Blue indicates feeder patterns at or above the district average. Feeder high schools in bold indicate feeder patterns at or above the district average for all three (BOY, MOY, and EOY) administrations in 2016-17. ^aIstation provided recalibrated data for the fall 2015 English administration in January 2017.

Appendix L

Appendix L: Percentage of Students Performing At or Above Grade Level on Mathematics and Reading Assessments by Dallas ISD PK Enrollment Status and Year

Grade for Each K Cohort	School Year	Assessment	Language Tested	Attended DISD PK		Did Not Attend DISD PK		Total	
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2013-14 K Cohort-Mathematics									
K	2013-14	<i>ITBS</i>	English	7,297	58	4,074	47	11,371	54
Grade 1	2014-15	<i>Iowa</i>	English	6,652	66	3,446	59	10,098	64
Grade 2	2015-16	<i>TerraNova</i>	English	5,965	61	2,889	56	8,854	59
Grade 3	2016-17	<i>STAAR</i>	Eng/Spa	5,625	77	2,609	70	8,234	74
2013-14 K Cohort-Reading									
K	2013-14	<i>ISIP</i>	Eng/Spa	6,458	55	3,435	36	9,893	49
K	2013-14	<i>ITBS</i>	English	2,808	64	2,438	54	5,246	59
K	2013-14	<i>Logramos</i>	Spanish	4,311	93	1,517	79	5,828	89
Grade 1	2014-15	<i>Iowa</i>	English	2,649	58	2,087	52	4,736	56
Grade 1	2014-15	<i>ISIP</i>	Eng/Spa	6,003	59	3,128	44	9,131	54
Grade 1	2014-15	<i>Logramos</i>	Spanish	3,876	91	1,314	85	5,190	90
Grade 2	2015-16	<i>ISIP</i>	Eng/Spa	5,563	59	2,690	55	8,253	58
Grade 2	2015-16	<i>SUPERA</i>	Spanish	3,650	47	1,165	44	4,815	46
Grade 2	2015-16	<i>TerraNova</i>	English	2,355	65	1,744	58	4,099	62
Grade 3	2016-17	<i>STAAR</i>	Eng/Spa	5,626	67	2,610	63	8,236	66
2014-15 K Cohort-Mathematics									
K	2014-15	<i>Iowa</i>	English	7,624	78	2,849	66	10,473	75
Grade 1	2015-16	<i>TerraNova</i>	English	6,782	56	2,394	45	9,176	53
Grade 2	2016-17	<i>TerraNova</i>	English	6,106	62	2,080	55	8,186	60
2014-15 K Cohort-Reading									
K	2014-15	<i>Iowa</i>	English	2,972	78	1,457	67	4,429	74
K	2014-15	<i>ISIP</i>	Eng/Spa	6,794	63	2,484	44	9,278	58
K	2014-15	<i>Logramos</i>	Spanish	4,415	88	1,265	76	5,680	85
Grade 1	2015-16	<i>ISIP</i>	Eng/Spa	6,464	64	2,296	51	8,760	61
Grade 1	2015-16	<i>SUPERA</i>	Spanish	4,063	90	1,112	83	5,175	88
Grade 1	2015-16	<i>TerraNova</i>	English	2,759	70	1,290	60	4,049	67
Grade 2	2016-17	<i>ISIP</i>	Eng/Spa	5,549	60	1,907	55	7,456	58
Grade 2	2016-17	<i>SUPERA</i>	Spanish	3,673	50	978	46	4,651	49
Grade 2	2016-17	<i>TerraNova</i>	English	2,469	63	1,109	56	3,578	61
2015-16 K Cohort-Mathematics									
K	2015-16	<i>TerraNova</i>	English	6,679	61	2,810	50	9,489	58
Grade 1	2016-17	<i>TerraNova</i>	English	5,911	57	2,270	49	8,181	55
2015-16 K Cohort-Reading									
K	2015-16	<i>ISIP</i>	Eng/Spa	6,174	64	2,609	46	8,783	59
K	2015-16	<i>SUPERA</i>	Spanish	4,231	90	1,120	80	5,351	88
K	2015-16	<i>TerraNova</i>	English	2,519	80	1,735	74	4,254	78
Grade 1	2016-17	<i>ISIP</i>	Eng/Spa	5,631	63	2,133	49	7,764	59
Grade 1	2016-17	<i>SUPERA</i>	Spanish	3,812	90	976	85	4,788	89
Grade 1	2016-17	<i>TerraNova</i>	English	2,173	63	1,320	59	3,493	62

Table continues

Table (continued)

Grade for Each K Cohort	School Year	Assessment	Language Tested	Attended DISD PK		Did Not Attend DISD PK		Total	
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2016-17 K Cohort-Mathematics									
K	2016-17	TerraNova	English	6,471	62	2,361	49	8,832	58
2016-17 K Cohort-Reading									
K	2016-17	ISIP	Eng/Spa	5,968	60	2,108	44	8,076	56
K	2016-17	SUPERA	Spanish	4,194	88	875	79	5,069	86
K	2016-17	TerraNova	English	2,345	78	1,513	72	3,858	76

Source: PEIMS district database: 10/28/2013, 10/31/2014, 10/30/2015, and 10/31/2016; *ISIP*: 06/17/2016 (2014-15 BOY, MOY, and EOY), 1/31/2017 (2015-16 BOY), 06/17/2016 (2015-16 MOY and EOY), 10/18/2016 (2016-17 BOY), 02/16/2017 (2016-17 MOY), and 05/30/2017 (2016-17 EOY); *ITBS*: 7/29/2014; *Iowa*: 7/20/2015; *TerraNova*: 6/9/2016 and 7/19/2017; *Logramos*: 8/4/2014 and 7/20/2015; *SUPERA*: 6/9/2016 and 8/10/2017. For 2015-16 *TerraNova* and *SUPERA*, updates received after 6/9/2016 are not reflected in this table. For 2016-17 *SUPERA*, first- and second-grade data were missing for two schools.

Note: In this table, *ISIP* includes the end-of-year data. 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. Eng/Spa=English or Spanish. For *Iowa*, *ISIP*, *ITBS*, *Logramos*, *TerraNova*, and *SUPERA*, scores were considered at or above grade level if they were at or above the 40th percentile. On *STAAR*, scores were considered at or above grade level if the scores met or exceeded the “approaches” standard in 2016-17 or the Level 2 (Satisfactory) standard prior to 2016-17.