

2017-18 Evaluation of Dallas ISD Early Learning

Department of Evaluation and Assessment

*Michael Hinojosa, Ed.D.
Superintendent of Schools*



© 2018 Dallas Independent School District (Dallas ISD)

Mail a written request for permission to use or reproduce any part of this document to:

Dallas ISD

Department of Evaluation and Assessment

H. B. Bell School Support Service Center

2909 N. Buckner Blvd.

Box 10

Dallas, TX 75228

2017-18 Evaluation of Dallas ISD Early Learning

Approved Report of the Department of Evaluation and Assessment

EA18-170-2

August 2018

Sarah Hinkley, Ph.D.



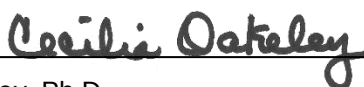
Dianne Palladino, Ph.D.

Manager – Program Evaluation



Joan Bush, Ph.D.

Executive Director – Program Evaluation



Cecilia Oakeley, Ph.D.

Assistant Superintendent – Evaluation and Assessment

*Michael Hinojosa, Ed.D.
Superintendent of Schools*



This page is intentionally left blank.

Table of Contents

ABSTRACT	1
PROGRAM DESCRIPTION	2
PURPOSE AND SCOPE OF THE EVALUATION	2
MAJOR EVALUATION QUESTIONS AND RESULTS	3
What was the source and amount of funding for Early Learning?	3
What was the context of the Early Learning programs and the related 2017-18 initiatives?	3
Methodology	3
Results	3
What were the demographic characteristics and continuous enrollment rates of early childhood through grade-two students?	7
Methodology	7
Results	7
What were student grade-level retention and special education enrollment rates by prekindergarten enrollment status for 2017-18 grade-three students?	9
Methodology	9
Results	9
What were the Early Learning teacher retention rates?	10
Methodology	10
Results	11
What was the quality of prekindergarten through grade-two instruction?	13
Methodology	13
Results	13
How did student <i>ISIP</i> scores change throughout the 2017-18 school year?	17
Methodology	17
Results	18
Did student reading and mathematics performance differ by Dallas ISD Prekindergarten attendance?	34
Methodology	34

Results	35
What percentage of students were kindergarten ready in 2017-18?	37
Methodology	37
Results	38
Did students attain grade-level scores on reading and mathematics as measured by <i>TerraNova and SUPERA</i> ?	41
Methodology	41
Results	42
Did students attain Approaches Grade Level or Above scores on reading and mathematics as measured by <i>STAAR</i> ?	43
Methodology	43
Results	44
Did the scores of students at cohort and comparison campuses differ as measured by <i>TerraNova, SUPERA, and STAAR</i> ?	44
Methodology	44
Results	45
SUMMARY AND RECOMMENDATIONS.....	47
Summary.....	47
Recommendations	50
REFERENCES.....	51
APPENDICES	52

List of Tables

Table	Page
1 Number and Percentage of Grade-Three Students by Years Enrolled and Year	8
2 Retention Rates of Grade-Three Students by PK Enrollment Status (2014-15 K Cohort) by Year	10
3 Special Education Enrollment Rates of Grade-Three Students by PK Enrollment Status (2014-15 K Cohort) by Year	10
4 2015-16 to 2017-18 Percentage of Early Learning Teacher Retention by Year	12
5 2016-17 to 2017-18 Percentage of Early Learning Teacher Retention	12
6 2017 Fall CLASS Scores by Dimension, Grade, and Overall	15
7 2018 Spring CLASS Scores by Dimension, Grade, and Overall	16
8 2017-18 Changes in CLASS Scores by Dimension and Overall	16
9 Percentage of PK Students Performing At or Above Grade Level on ISIP by Year, Version, and Student Group	20
10 Percentage of K Students Performing At or Above Grade Level on ISIP by Year, Version, and Student Group	24
11 Percentage of Grade-One Students Performing At or Above Grade Level on ISIP by Year, Version, and Student Group	28
12 Percentage of Grade-Two Students Performing At or Above Grade Level on ISIP by Year, Version, and Student Group	32
13 Percentage of Students Performing At or Above Grade Level, Approaches+, or Meets+ on Mathematics and Reading Assessments by Dallas ISD PK Enrollment Status and Year	36
14 Percentage of K Students Who Were K Ready on BOY ISIP by Year, Version, and Student Group	39
15 2017-18 Percentage of K Students Performing At or Above Grade Level on BOY ISIP by PK Participation, Version, and Student Group	40
16 2016-17 Percentage of K Students Performing At or Above Grade Level on BOY ISIP by PK Participation, Version, and Student Group	41
17 Percentage of Students Performing At or Above Grade Level by Assessment, Grade, Student Group, and Year	43
18 Percentage of Grade-Three Students Performing At Approaches+ and Meets+ on STAAR by Assessment, Student Group, and Year	44
19 2017-18 Differences in Cohort and Comparison Campuses by Assessment and Grade	46

List of Figures

Figure	Page
1 2017-18 Percentage of Teachers At or Above the Quality Threshold by <i>CLASS</i> Domain, Semester, and Grade	14
2 Spring 2017 and Spring 2018 Percentages of Teachers at or Above the Quality Threshold by <i>CLASS</i> Domain and Overall	17
3 Percentage of Students in PK through Grade Two Performing At or Above Grade Level on Combined <i>ISIP</i> by Year	18
4 Percentage of PK Students Performing At or Above Grade Level on <i>ISIP</i> by Year and Version.....	21
5 Percentage of Students at Each <i>ISIP</i> Tier Rating for PK Students Tested in Either English or Spanish by Year	22
6 Percentage of K Students Performing At or Above Grade Level on <i>ISIP</i> by Year and Version	25
7 Percentage of Students at Each <i>ISIP</i> Tier Rating for K Students Tested in Either English or Spanish by Year	26
8 Percentage of Grade-One Students Performing At or Above Grade Level on <i>ISIP</i> by Year and Version	29
9 Percentage of Students at Each <i>ISIP</i> Tier Rating for Grade-One Students Tested in Either English or Spanish by Year.....	30
10 Percentage of Grade-Two Students Performing At or Above Grade Level on <i>ISIP</i> by Year and Version	33
11 Percentage of Students at Each <i>ISIP</i> Tier Rating for Grade-Two Students Tested in Either English or Spanish by Year.....	34

List of Appendices

Appendix	Page
A	2017-18 Demographic Characteristics for Early Childhood through Grade-Two Students by Type and Grade 53
B	2016-17 Demographic Characteristics for Early Childhood through Grade-Two Students by Type and Grade 54
C	2017-18 Percentage of Teachers At or Above <i>CLASS</i> Quality Thresholds by Grade, Feeder Pattern, Semester, and Domain 55
D	2017-18 <i>CLASS</i> Averages by Grade, Feeder Pattern, Semester, and Domain 59
E	Percentage of PK Students Performing At or Above Grade Level on <i>ISIP</i> by Feeder Pattern, Year, and Version 63
F	Percentage of K Students Performing At or Above Grade Level on <i>ISIP</i> by Feeder Pattern, Year, and Version 65
G	Percentage of Grade-One Students Performing At or Above Grade Level on <i>ISIP</i> by Feeder Pattern, Year, and Version 67
H	Percentage of Grade-Two Students Performing At or Above Grade Level on <i>ISIP</i> by Feeder Pattern, Year, and Version 69
I	2017-18 Percentage of K Students Performing At or Above Grade Level on 2017-18 Assessments for the 2017-18 K Cohort by PK Participation, Assessment, and Student Group 71
J	2017-18 Percentage of Grade-One Students Performing At or Above Grade Level on 2017-18 Assessments for the 2016-17 K Cohort by PK Participation, Assessment, and Student Group 72
K	2017-18 Percentage of Grade-Two Students Performing At or Above Grade Level on 2017-18 Assessments for the 2015-16 K Cohort by PK Participation, Assessment, and Student Group 73
L	2017-18 Percentage of Grade-Three Students Performing At Approaches+ and Meets+ on 2017-18 <i>STAAR</i> for the 2014-15 K Cohort by PK Participation, Version, and Student Group 74
M	Cohort and Comparison Campuses by Year 75

This page is intentionally left blank.

2017-18 Evaluation of Dallas ISD Early Learning

Project Evaluator: Sarah Hinkley, Ph.D.

ABSTRACT

In 2017-18, the Dallas Independent School District (ISD) Early Learning department served 47,122 students. The department's total budget was \$10,824,300. The evaluator examined the context of Early Learning department initiatives and student outcomes. The following summarizes the main findings.

Continuous Enrollment, grade retention, and Special Education Status. Lower percentages of students who attended Dallas ISD PK were retained or enrolled in special education (with the exception of K) than students who did not attend Dallas ISD PK. Of the 2016-17 PK students, 67% returned in 2017-18, which means that about a third of 2016-17 PK students did not remain in the district in 2017-18.

Teacher Retention. A sizeable proportion of 2015-16 and 2016-17 Early Learning teachers were reassigned to non-Early Learning positions or left the district. After two years, almost half of the 2015-16 Early Learning teachers were no longer teaching an early learning grade.

Quality of Instruction. As in the last two years, results of the *Classroom Assessment Scoring System (CLASS)* indicated that teachers were stronger in emotional support and classroom organization than in instructional support. As hoped, the percentage of teachers that met the quality threshold for instructional support increased from spring 2017 (37%) to spring 2018 (53%).

Student Outcomes on ISIP. Across 2017-18 administrations, the percentages of PK through grade-two students at or above grade level for English and Spanish *Istation's Indicators of Progress (ISIP)* combined were 47 percent to 57 percent. Percentages were slightly lower than in 2016-17.

Kindergarten Readiness. Overall, 51 percent of K students were K ready (at or above grade level on beginning-of-year *ISIP*) in 2017-18, which was a decrease from 2016-17 (55%). A higher percentage of students who attended Dallas ISD PK (55%) were K ready in comparison to students who did not attend Dallas ISD PK (31%). Even so, most students who were not K ready in fall 2017 attended DISD PK (67%).

Assessment Outcomes. In mathematics, K-2 grade-level passing rates ranged from 56 to 62 percent. In reading (English and Spanish), grade-level passing rates ranged from 46 to 86 percent. Less than half of grade-two students met grade-level passing rates on *SUPERA* in spring 2017 and 2018. Like previous years, across grade levels and assessments, students that attended Dallas ISD PK outperformed students who did not attend Dallas ISD PK,

Recommendations. Recommendations were to (1) continue efforts to retain PK students in the district, (2) improve the retention of Early Learning teachers in Early Learning grades, (3) continue to implement the Early Learning initiatives with a focus on language and literacy development, and (4) continue to train teachers to provide more effective instructional support for students.

PROGRAM DESCRIPTION

The Dallas Independent School District (Dallas ISD) Early Learning department strove to achieve two main goals. The first was to improve Kindergarten (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 2017-18 context, process, and outcomes of the Dallas ISD 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 *Classroom Assessment Scoring System (CLASS)* data. The evaluation also included analyses of K readiness and student academic achievement data through grade three.

Specifically, this evaluation (1) summarized funding allocations for Early Learning in 2017-18; (2) summarized the context of the Early Learning programs and the related 2017-18 initiatives; (3) described the demographic characteristics and continuous enrollment rates of Early Learning students; (4) described grade-level retention and special enrollment rates by PK enrollment status; (5) described the retention rates of Early Learning teachers; (6) summarized the quality of PK through grade-two instruction using *CLASS* results; (7) examined student *Istation's Indicators of Progress (ISIP)* scores; (8) examined if attending district PK made a difference in student reading and mathematics performance; (9) examined *ISIP* results to explore K readiness; (10) assessed the percentage of students attaining at or above grade level on reading and mathematics based on *TerraNova* and *SUPERA* scores; (11) assessed the percentage of students attaining Approaches Grade Level or Above and Meets Grade Level or Above performance standards on reading and mathematics based on *State of Texas Assessments of Academic Readiness (STAAR)* scores; and (12) assessed if scores of students at cohort or comparison campuses differed on reading and mathematics based on *TerraNova*, *SUPERA*, and *STAAR*.

MAJOR EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for Early Learning?

Budget information was collected from Early Learning department central administrators and a review of Title workscopes. As of February 2018, the budget for the Early Learning department was \$10,824,300. The Early Learning department reported \$6,701,170 in Early Learning General Operating funds, \$3,100 in High-Quality Prekindergarten Grant funds, and \$419,775 in Pre-K Partnership Planning Grant Program funds. There was also an Early Learning Title I workscope for \$2,156,450 and a Title II workscope for \$1,543,805.¹

What was the context of the Early Learning programs and the related 2017-18 initiatives?

Methodology

To establish the context of the Early Learning programs and initiatives, the evaluator interviewed program central administrators and reviewed related documents and websites.

Assistant Superintendent Interview and Document Review

The Early Learning assistant superintendent (ELAS) was interviewed in December 2017. The purpose of the interview was to find out about changes to the plans and goals of the Early Learning department. The evaluator also reviewed the strategic plan and the Early Learning board briefing presented to the Dallas ISD board of trustees on November 30, 2017.

Professional Development Lead Coordinator Interview

The professional development (PD) lead coordinator of the Early Learning department was interviewed in December 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.

Results

Assistant Superintendent Interview and Document Review²

The department had two major goals. The first was to increase kindergarten readiness. The second was to ensure that all students were reading on grade level by the end of grade two. The ELAS indicated seven major goals for the future as well that are discussed in a later section of this report.

Goal One-Kindergarten Readiness

In order to achieve the 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

¹ Much of the Title I workscope funded expenditures related to the Home Instruction for Parents of Preschool Youngsters (HIPPY) program. Much of the Title II workscope funded expenditures related to Early Learning specialists.

² This report includes basic background information and program changes that occurred in 2017-18. More detailed background information can be found in Hinkley and Kim (2017).

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.

Access/Demand. Part of the strategic plan focused on increased access to and demand for PK. The ELAS reported increased PK enrollment under the umbrella of Dallas ISD since the implementation of the plan. Most of the Dallas ISD PK students attended school at district elementary schools; others attended the Harllee or Wilmer Early Childhood Centers, and others attended PK partnership sites³ and were taught by Dallas ISD teachers. In the 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 PK partnership sites, classrooms were mixed-age; children in these environments attended full-day PK regardless of age.

The district early childhood centers continued 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 PK partnership site 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 center that opened at Arlington Park Elementary in January 2018 (to begin serving students in 2018-19 school year) and an increase in PK partnership sites (from 21 in 2016-17 to 27 in 2017-18).⁴ In addition, an application to add more sites for 2018-19 was released in January 2018.

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. Specialists continued to provide targeted, teacher-specific interventions. In 2016-17, 10 campus lead specialists were introduced to ensure campus-level continuity of coaching across grades. In addition, 34 PK specialists worked in all Dallas ISD PK classrooms and classrooms at PK partnership sites, and 26 specialists worked in K-2 classrooms at 39 campuses.⁵ Each specialist worked with around 20 teachers; however, lead specialists worked with fewer teachers because they also supported specialists. In 2017-18, the district employed 42 PK specialists and 46 K-2 specialists; of these 13 served as campus lead specialists. Each lead worked with five to eight teachers and oversaw four to seven specialists who served 16 to 22 teachers. This growth resulted in a specialist in every PK classroom and in 33 percent of K-2 classrooms.⁶

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*.⁷ The use of this instrument was expanded to include some K-2 classrooms beginning in 2016-17. The ELAS indicated that once *CLASS* was administered, specialists conducted targeted coaching with teachers to increase classroom quality.

³ These PK partnership sites are also referred to as School Readiness Integration (SRI) sites.

⁴ As of December 2017.

⁵ As reported by a manager in the Early Learning department.

⁶ As of June 2018.

⁷ For more information about *CLASS*, see <http://teachstone.com/classroom-assessment-scoring-system/>.

Community Partnerships/Continuum of Care. The Early Learning department mainly partnered with PK partnership sites in Head Start and other third-party centers. The goal of these partnerships was to keep students in their current childcare settings while they received instruction from Dallas ISD teachers. As of October 2017, the number of PK partnership sites increased from 21 in 2016-17 to 27 in 2017-18. At each PK partnership site, the Dallas ISD teacher served as the lead teacher and an employee from the program worked in the role of teaching assistant.

The Dallas ISD continued to expand the continuum of care by working with Commit!,⁸ and by investing in programs for children before starting school. In 2017-18, the Dallas ISD continued to operate the Home Instruction for Parents of Preschool Youngsters (HIPPY)⁹ program for children from three to five years old and to invest in AVANCE for children from zero to five years old.¹⁰

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 Objectives

Seven future objectives were mentioned in the Early Learning presentation to the Board of Trustees on November 30, 2017. The first was to continue improving specialist coaching, support, and PD.

The second was to address summer slide¹¹ by increasing summer programming through community partnerships that offer summer activities. Funding existed for summer programming for English Language Learners (ELLs); thus, the ELAS reported that efforts would focus on programming for general education students.

The third goal related to curricula and was twofold. First, the district continued working to implement the Frog Street curriculum in PK (this curriculum was introduced in 2016-17). Second, the district began developing a K-12 literacy curriculum.

Fourth, the ELAS indicated a plan to pilot K-2 assessments and probably change assessments in 2018-19. The goal was to select a more holistic and multidimensional formative assessment than the current assessment (*Istation's Indicators of Progress, ISIP*) that primarily measures language acquisition.

The fifth goal was to address enrollment concerns by intensifying efforts to improve student retention. The ELAS noted that the greatest attrition was from PK to K. In an effort to retain these families, the Early Learning department designed monthly interactions with families, including sending home thank you cards, sending home books, and conducting walk-throughs of future K classrooms.¹²

⁸ More information about Commit! can be found at <http://commit2dallas.org/>.

⁹ For more information about the HIPPY program, see the HIPPY evaluation report (Hinkley, 2018).

¹⁰ More information about AVANCE, see the AVANCE evaluation report (Hinkley, 2018).

¹¹ Summer slide is a term used to describe loss in achievement gains over the summer.

¹² For more information see

<https://www.dallasisd.org/cms/lib/TX01001475/Centricity/Domain/148/October%2026%202017/Improving%20PreK%20to%20Kinder%20Retention.pdf>.

The sixth goal was reducing the movement of Early Learning teachers between grades year to year. The ELAS indicated that up to 50 percent of teachers at one grade level may not teach the same grade the following year. Early Learning invests heavily in their teachers with targeted professional development and coaching. The ELAS wanted to keep teachers in the same grade levels in an effort to make use of the investment.

The final goal was to target professional development for novice and new-to-grade-level teachers and to create a year-long institute. By June of 2018 the ELAS reported creating targeted supports for the New Teacher Academy and intended to offer PD sessions throughout 2018-19 to both novice and new-to-grade-level teachers.

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.¹³ To do this, specialists completed intensive PD and then provided teacher PD. Specialists received various types of PD through several different programs during the 2017-18 school year. These PD programs included CLI Engage training, CLASS observer certification training, MyTeachstone training, and Jim Knight's coaching training. New in 2017-18, the MyTeachstone training was a two-day training about MyTeachstone, an online platform to be used in conjunction with CLASS.¹⁴

In addition, PK specialists completed monthly, all-day content trainings from Frog Street. All specialists (PK through grade two) also received content training from the Instructional Strategy team. This team oversees curricula; PD within all Early Learning grades for specialists, teachers, and administrators; and some assessments.

In addition to specialist support, Early Learning staff members led group training with teachers. PD sessions included Making the Most of Classroom Interactions (MMCI) training for K-2 teachers. This training included 10 two-hour sessions with in-depth coverage of each CLASS domain.¹⁵ Just in Time training was provided to PK teachers. These two-hour sessions allowed teachers to preview the Frog Street curriculum for the next six weeks, review relevant Texas Essential Knowledge and Skills (TEKS), and receive activity ideas. During the school year, specialists also provided campus-level PD to teachers about a variety of topics [e.g. *Circle* (an assessment used in PK) and *ISIP*] on request.

The department also provided PD during the summer. PK-2 teachers participated in the district Personalized Professional Learning and Development (P2LD) program. P2LD was a three-week program for seven hours a day that covered both literacy and mathematics. Lastly, the Early Learning department provided training for teachers in PK partnership sites and for teacher assistants.

¹³ A more detailed description of the specialist role, including interviews and observations, can be found in the 2017 Early Learning evaluation (Hinkley & Kim, 2017).

¹⁴ For more information, see <http://store.teachstone.com/myteachstone/#>.

¹⁵ PK teachers have received this training in prior years.

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 2017-18 Dallas ISD Public Education Information Management System (PEIMS) snapshot data file.¹⁶ The evaluator conducted frequency analyses to determine student demographic information by type (e.g., EC, PK partnership) and grade.

Continuous Enrollment of Kindergarten and Grade-Three Students

To determine if students continued to be enrolled in the Dallas ISD after PK, K and grade three were used as the sampling frames. Kindergarten cohorts were created by pulling PEIMS snapshot demographic data for the K year and the year prior to the K year (for example, 2016-17 PEIMS data for 2017-18 K students).¹⁷ The evaluator conducted frequency analyses to determine the percentage of 2017-18 K students who remained enrolled from 2016-17 to 2017-18.

Grade-three cohorts were created by pulling PEIMS snapshot demographic data for the four years prior to and including the third-grade year (for example, 2013-14 to 2017-18 PEIMS data for 2017-18 grade-three students).¹⁸ The evaluator conducted frequency analyses to determine student enrollment over time.

Results

Demographic Characteristics

Students were eligible to attend the Dallas ISD EC and PK programs free of charge if they met certain criteria. All eligible children with disabilities could begin school in the Dallas ISD as early as age three through the EC program.¹⁹ Otherwise, to be eligible for free Dallas ISD PK in 2017-18, students must have met age requirements by September 1²⁰ and (1) be unable to speak or comprehend English, (2) be economically disadvantaged, (3) be homeless, (4) be in foster care, (5) have an active military parent, and/or (6) have a parent who was eligible for the Star of Texas Award.^{21,22} If students did not qualify for free PK, families could pay tuition to attend Dallas ISD PK, though few students in this situation enrolled.

¹⁶ The data were pulled on October 30, 2017 (2017-18) and October 31, 2016 (2016-17).

¹⁷ The two-year data files were pulled on November 1, 2017 (2017-18) and November 1, 2016 (2016-17).

¹⁸ The five-year data files were pulled on November 1, 2017 (2017-18) and November 1, 2016 (2016-17).

¹⁹ For information about EC enrollment, see <http://tea.texas.gov/index4.aspx?id=2147494988>.

²⁰ Students enrolling in three-year-old classrooms must be three years of age by September 1st of that school year, and students enrolling in four-year-old classrooms must be four years of age by September 1st.

²¹ For more information about the Dallas ISD PK requirements, see https://tea.texas.gov/Academics/Early_Childhood_Education/Pre_K_Eligibility_and_Attendance/.

²² Dealey and Stone Montessori schools were not required to follow these requirements.

The Dallas ISD EC through grade-two programs served 47,122 students in 2017-18. Demographic information is presented in Appendix A. Over half of the students were male (51%), Hispanic (68%), and/or economically disadvantaged (82%). Half (50%) were ELLs.

In comparison to 2016-17 (Appendix B), the 2017-18 Dallas ISD EC through grade-two programs served 1,189 fewer students (48,311 vs. 47,122). The programs served almost an equal percentage of students each year from the largest subgroups in each category: male students (51% vs 51%), Hispanic students (69% vs. 68%), and/or economically disadvantaged (83% vs. 82%) students. Like 2016-17, about half of 2017-18 students were ELLs (49% vs. 50%). In addition to serving fewer students overall, K enrollment also decreased by 416 students (from 11,486 in 2016-17 to 11,070 in 2017-18).

Continuous Enrollment Rates of Kindergarten and Grade-Three Students

Kindergarten. As of the PEIMS snapshot date for 2017-18, 11,070 students were enrolled in kindergarten. Of these, 67 percent ($n=7,437$) also were enrolled in 2016-17. This pattern was similar to 2016-17 when 11,486 students were enrolled in kindergarten, and 7,542 (66%) also were enrolled in 2015-16. Thus, about a third of 2015-16 and 2016-17 PK students did not remain in the district for K.

Grade Three.²³ As of the PEIMS snapshot date for 2017-18, 12,565 students were enrolled in grade three. Of these students, 50 percent ($n=6,276$) were enrolled continuously since 2013-14 (what would typically be considered the PK year for these students). Similarly, as of the PEIMS snapshot date for 2016-17, 13,221 students were enrolled in grade three. Of these students, 49 percent ($n=6,436$) were enrolled continuously since 2012-13. Table 1 contains detailed year-to-year enrollment data with each student in a single enrollment category.

Table 1: Number and Percentage of Grade-Three Students by Years Enrolled and Year

Years Enrolled	<i>n</i>	%
2017-18 Grade-Three Students ($n=12,565$)		
Enrolled 2013-14 to 2017-18	6,276	49.9
Enrolled 2014-15 to 2017-18	3,015	24.0
Enrolled 2015-16 to 2017-18	704	5.6
Enrolled 2016-17 to 2017-18	757	6.0
New to Dallas ISD in Grade Three (2017-18)	968	7.7
Other	845	6.7
2016-17 Grade-Three Students ($n=13,221$)		
Enrolled 2012-13 to 2016-17	6,436	48.7
Enrolled 2013-14 to 2016-17	3,335	25.2
Enrolled 2014-15 to 2016-17	803	6.1
Enrolled 2015-16 to 2016-17	707	5.3
New to Dallas ISD in Grade Three (2016-17)	1,108	8.4
Other	832	6.3

Source: Five Year Longitudinal PEIMS files for each year pulled November 01, 2016 (2016-17) and November 01, 2017 (2017-18).

Note: Other=Students enrolled in other combinations (e.g., Grade One and Grade Three but not Grade Two, etc.). Some percentages may not add to 100 because of rounding.

²³ This methodology varies from what was presented in Hinkley & Kim (2017). Thus, the 2016-17 data reported here will not match the 2016-17 report. This year, continuous enrollment analyses were based solely on whether or not the student was enrolled the prior year, without regard to grade placement year-over-year. An analysis of grade retention is summarized later in this report.

What were student grade-level retention and special education enrollment rates by prekindergarten enrollment status for 2017-18 grade-three students?

Methodology

To examine differences in student 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.²⁴ Kindergarten was used as the sampling frame to compare students who attended PK with those who did not attend.²⁵ To produce comparable groups, the cohort students were limited to kindergarteners who were ELLs and/or economically disadvantaged.²⁶ Given that the majority of the grade-three students in 2017-18 attended K in 2014-15, the 2014-15 K cohort group was created based on PK enrollment status. Cohort students were classified as attending or not attending Dallas ISD PK by pulling PEIMS snapshot data for the four years prior to the K year (from 2010-11 to 2013-14). 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*.

Next, to examine student grade-level retention rates and special education enrollment rates, the 2014-15 K cohort data were merged with student enrollment and demographic data files (2014-15 to 2017-18).²⁷ Frequency and crosstabs analyses were computed to determine if students were retained at a grade level 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 if the student was homeless, in foster care, or had a parent in the military or who was eligible for the Star of Texas Award. Third, differences between the *DISD PK/No DISD PK* groups may be attributable to a parental decision to place a student in PK or not (self-selection issue).

Results

Student Grade-Level Retention Rates

For all comparisons, lower percentages of students in the *DISD PK* group were retained at a grade level than in the *No DISD PK* group (Table 2). Across years, 1.8 to 4.5 percent of the *No DISD PK* group was retained at a grade level compared to 0.7 percent to 2.2 percent of the *DISD PK* group. These results are similar to the results for the 2013-14 cohort (Hinkley & Kim, 2017).

²⁴ All demographic data were extracted from PEIMS snapshot files pulled on October 31, 2014 (2014-15), October 30, 2015 (2015-16), October 31, 2016 (2016-17), and October 30, 2017 (2017-18).

²⁵ Because of the constraints of the district database, the evaluator followed the sampling procedure that was used by Huston, Gupta, and Schexnayder (2012).

²⁶ This filter creates comparable groups because being an ELL student and/or economically disadvantaged were the two largest reasons students were eligible to attend PK.

²⁷ All demographic data were extracted from PEIMS snapshot files pulled on October 31, 2014 (2014-15), October 30, 2015 (2015-16), October 31, 2016 (2016-17), and October 30, 2017 (2017-18).

Table 2: Retention Rates of Grade-Three Students by PK Enrollment Status (2014-15 K Cohort) by Year

School Year	DISD PK		No DISD PK		Total	
	Enrolled <i>n</i>	Retained %	Enrolled <i>n</i>	Retained %	Enrolled <i>n</i>	Retained %
2015-16	7,203	0.7	2,731	1.8	9,934	1.0
2016-17	6,620	2.2	2,480	4.5	9,100	2.8
2017-18	6,176	1.8	2,260	2.9	8,436	2.1

Source: PEIMS district databases dated October 30, 2015 (2015-16), October 31, 2016 (2016-17), and October 30, 2017 (2017-18).

Note: The 2014-15 K cohort students were limited to kindergarteners who were ELLs and/or economically disadvantaged. PK=Prekindergarten. K=Kindergarten.

Special Education Enrollment Rates

As shown in Table 3, for all comparisons between the 2014-15 *DISD PK* and *No DISD PK* groups, lower rates of *DISD PK* students were enrolled in special education than *No DISD PK* students, with the exception of 2014-15 (which is most often the K year). For example, in 2017-18, three years after the K year, 12.4 percent of *No DISD PK* group students were enrolled in the special education program compared to 7.5 percent of *DISD PK* group students. In general, these results mirror the pattern seen in the 2013-14 cohort (Hinkley & Kim, 2017).

Table 3: Special Education Enrollment Rates of Grade-Three Students by PK Enrollment Status (2014-15 K Cohort) by Year

School Year	DISD PK		No DISD PK		Total	
	Enrolled <i>n</i>	In Spe. Ed. %	Enrolled <i>n</i>	In Spe. Ed. %	Enrolled <i>n</i>	In Spe. Ed. %
2014-15	8,085	4.1	3,381	3.6	11,466	3.9
2015-16	7,203	5.0	2,731	7.1	9,934	5.6
2016-17	6,620	6.1	2,480	9.2	9,100	6.9
2017-18	6,176	7.5	2,260	12.4	8,436	8.8

Source: PEIMS district databases dated October 30, 2015 (2015-16), October 31, 2016 (2016-17), and October 30, 2017 (2017-18).

Note: PK=Prekindergarten. K=Kindergarten. Spe. Ed.=special education. The 2014-15 K cohort students were limited to kindergarteners who were ELLs and/or economically disadvantaged.

What were the Early Learning teacher retention rates?

Methodology

To examine differences in the rates at which teachers continued to teach the same grade over time, elementary semester 1 course files were extracted from the district database.²⁸ The 2015-16 course file was limited to students enrolled in core subjects (i.e. language arts, mathematics, reading, science/health, social studies, and writing) in Early Learning grades (EC-2). This file then was used to pull a list of teacher

²⁸ Course file data were pulled on January 25, 2016 (2015-16), February 06, 2017 (2016-17), and November 14, 2017 (2017-18).

identification numbers by grade. Only teachers who taught one grade in a given year were included in analyses. The same core-course criteria were used for the fall 2016 and fall 2017 files, but all grades were included. These files were used to determine the grades teachers taught in a given year from 2015 through 2017. Then, personnel files were used to determine which teachers had left the district.²⁹ Frequency and crosstabs analyses were computed to determine the percentage of teachers overall and by grade level who taught in Early Learning in 2015-16 and then 1) taught the same Early Learning grade, 2) switched Early Learning grades, 3) were no longer teaching an Early Learning grade, or 4) left the district in 2016-17. These analyses were repeated examining Early Learning teachers from 2015-16 to 2017-18 (two years) and examining teachers from 2016-17 to 2017-18 (one year beginning with 2016-17).

Results should be reviewed with caution because of the following limitations. First, some teachers may have taught the same grade in 2015-16 and 2017-18, but a different grade in 2016-17. This movement was not reflected in the analyses. Second, teachers who taught in both 2015-16 and 2016-17 were included in both analyses. Thus, new teachers (e.g., teachers who taught Early Learning in 2016-17 but did not teach Early Learning in 2015-16) were not accounted for in the analyses.

Results

As seen in Tables 4 and 5, a sizeable proportion of 2015-16 and 2016-17 Early Learning teachers were reassigned to non-Early Learning positions or left the district. Of the 2015-16 Early Learning teachers, 73 percent continued to teach in an Early Learning grade in 2016-17; however, almost half (47%) were no longer teaching an Early Learning grade after two years (in 2017-18). The Early Learning teacher retention rate was even lower for 2016-17 Early Learning teachers with 66 percent still teaching an Early Learning grade in 2017-18 (Table 5). This means the district has provided professional development and extended support to many Early Learning teachers who have been moved to non-Early Learning positions in the district or who have left Dallas ISD.

²⁹ Personnel data files were dated January 05, 2017 (2016-17) and December 10, 2017 (2017-18).

Table 4: 2015-16 to 2017-18 Percentage of Early Learning Teacher Retention by Year

Timeframe	EC	PK	K	Grade One	Grade Two	Total
2015-16 Teachers to 2016-17 (One Year)						
N Taught Early Learning in 2015-16	14	437	658	722	743	2,574
N (%) Taught the Same Early Learning Grade in 2016-17	7 (50.0)	315 (72.1)	421 (64.0)	425 (58.9)	379 (51.0)	1,547 (60.1)
N (%) Taught a Different Early Learning Grade in 2016-17	1 (7.1)	42 (9.6)	95 (14.4)	104 (14.4)	81 (10.9)	323 (12.5)
N (%) Did not Teach an Early Learning Grade in 2016-17	4 (28.6)	24 (5.5)	44 (6.7)	82 (11.4)	177 (23.8)	331 (12.9)
N (%) Left the District in 2016-17	2 (14.3)	56 (12.8)	98 (14.9)	111 (15.4)	106 (14.3)	373 (14.5)
2015-16 Teachers to 2017-18 (Two Years)						
N (%) Taught in the Same Early Learning Grade in 2017-18	7 (50.0)	241 (55.1)	271 (41.2)	262 (36.3)	206 (27.7)	987 (38.3)
N (%) Taught a Different Early Learning Grade in 2017-18	1 (7.1)	48 (11.0)	117 (17.8)	113 (15.7)	91 (12.2)	370 (14.4)
N (%) Did not Teach an Early Learning Grade in 2017-18	4 (28.6)	49 (11.2)	108 (16.4)	160 (22.2)	243 (32.7)	564 (21.9)
N (%) Left the District in 2017-18	2 (14.3)	99 (22.7)	162 (24.6)	187 (25.9)	203 (27.3)	653 (25.4)

Source: Elementary semester course files pulled on January 25, 2016 (2015-16), February 06, 2017 (2016-17), and November 14, 2017 (2017-18).

Note: EC=Early Childhood. PK=Prekindergarten. K=Kindergarten. Some percentages may not add to 100 because of rounding.

Table 5: 2016-17 to 2017-18 Percentage of Early Learning Teacher Retention

Timeframe	EC	PK	K	Grade One	Grade Two	Total
N Taught Early Learning in 2016-17	24	466	646	669	699	2,504
N (%) Taught the Same Early Learning Grade in 2017-18	14 (58.3)	314 (67.4)	352 (54.5)	344 (51.4)	294 (42.1)	1,318 (52.6)
N (%) Taught a Different Early Learning Grade in 2017-18	-	45 (9.7)	93 (14.4)	107 (16.0)	89 (12.7)	334 (13.3)
N (%) Did not Teach an Early Learning Grade in 2017-18	5 (20.8)	39 (8.4)	95 (14.7)	128 (19.1)	196 (28.0)	463 (18.5)
N (%) Left the District in 2017-18	5 (20.8)	68 (14.6)	106 (16.4)	90 (13.5)	120 (17.2)	389 (15.5)

Source: Elementary semester course files pulled on January 25, 2016 (2015-16), February 06, 2017 (2016-17), and November 14, 2017 (2017-18).

Note: EC=Early Childhood. PK=Prekindergarten. K=Kindergarten. Some percentages may not add to 100 because of rounding. --No teachers were in the category.

What was the quality of prekindergarten through grade-two instruction?

Methodology

CLASS is an observation instrument designed by Teachstone 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 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.

Trained SMU researchers observed teachers using *CLASS*. Observations occurred once in the fall semester (September 2017 through December 2017) and once in the spring semester (January 2018 through May 2018). 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 the 10 *CLASS* dimensions.

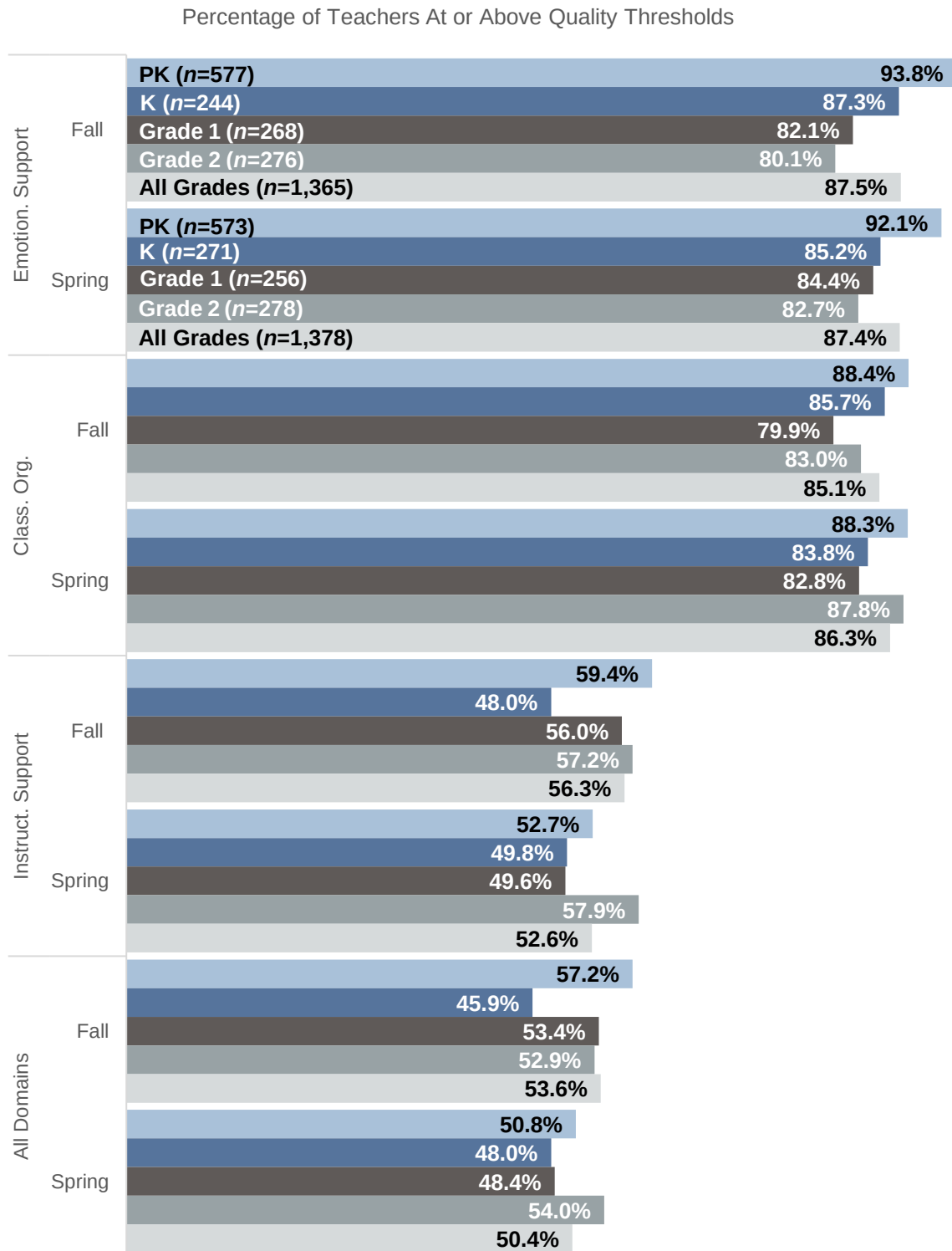
The evaluator received data files from SMU for the fall and spring semesters of the 2017-18 school year.³⁰ The files contained raw scores for each teacher for each dimension within each timeframe. The evaluator averaged the dimension scores across time points. Then, these scores were averaged to create a score for each of the three domains. Finally, domain scores were averaged to create an overall score. The evaluator examined domain scores to determine if scores met the quality threshold and then calculated the percentage of teachers who met this threshold. Paired samples *t* tests also were conducted to examine change in average scores by domain and overall over the course of the 2017-18 school year. The percentage of teachers who met with quality threshold in spring 2017 and spring 2018 were also compared.

Results

Across grades and as a whole, the average scores of the observed teachers were above the quality thresholds for both semesters on all three domains (emotional support, classroom organization, and instructional support). Neither the average raw scores nor the percentages of teachers scoring at or above the quality thresholds increased significantly from fall to spring when results were examined, overall, by grade level, or by domain with one exception. The percentage of second grade teachers who met or exceeded the quality threshold and the average raw scores across domains and overall increased from fall to spring. Figure 1 shows the percentage of teachers at or above the quality threshold by domain, semester, grade, and overall. Appendix C shows the percentage of teachers at or above the quality threshold by feeder pattern, domain, and semester. Appendix D shows the average raw domain scores by feeder patterns and semester.

³⁰ The data were received on January 08, 2018 (fall) and May 25, 2018 (spring).

Figure 1: 2017-18 Percentage of Teachers At or Above the Quality Threshold by CLASS Domain, Semester, and Grade



Source: Data were provided by Southern Methodist University on January 08, 2018 (fall 2017) and May 25, 2018 (spring 2018).

Note: CLASS=Classroom Assessment Scoring System. Emotion.=emotional. Class.=classroom. Org.=organization. Instruct.=instructional. PK=Prekindergarten. K=Kindergarten.

Fall 2017

In fall 2017, *CLASS* was administered at 144 Dallas ISD elementary schools and 27 PK partnership sites. As a whole and across grade levels, teachers were strongest in emotional support and weakest in instructional support with the exception of grade two. A greater percentage of grade-two teachers met or exceeded the quality threshold for classroom organization than for emotional or instructional support. Table 6 presents the percentage of teachers who scored at or above the quality threshold for each domain and overall, and the average score and range of scores for each domain and overall by grade and as a whole.

Table 6: 2017 Fall CLASS Scores by Dimension, Grade, and Overall

	PK (n=577)	K (n=244)	Grade 1 (n=268)	Grade 2 (n=276)	All Grades (n=1,365)
Emotional Support (Quality Threshold=5.00)					
Percent at or Above Threshold	93.8	87.3	82.1	80.1	87.5
Average Raw Score	6.04	5.80	5.67	5.65	5.85
Raw Score Range	2.75-7.00	2.81-7.00	2.06-7.00	2.25-7.00	2.06-7.00
Classroom Organization (Quality Threshold=5.00)					
Percent at or Above Threshold	88.4	85.7	79.9	83.0	85.1
Average Raw Score	5.80	5.71	5.65	5.68	5.73
Raw Score Range	2.42-7.00	1.58-7.00	2.75-7.00	2.42-7.00	1.58-7.00
Instructional Support (Quality Threshold=3.25)					
Percent at or Above Threshold	59.4	48.0	56.0	57.2	56.3
Average Raw Score	3.48	3.31	3.37	3.41	3.41
Raw Score Range	1.17-6.17	1.08-5.92	1.00-6.25	1.17-6.33	1.00-6.33
Overall					
Percent at or Above Threshold	57.2	45.9	53.4	52.9	53.6
Average Raw Score	5.11	4.94	4.90	4.92	5.00
Raw Score Range	2.73-6.73	1.83-6.56	1.94-6.65	2.50-6.78	1.83-6.78

Source: Data were provided by Southern Methodist University on January 08, 2018.

Note: *CLASS*=Classroom Assessment Scoring System. PK=Prekindergarten. K=Kindergarten.

Spring 2018

In spring 2018, *CLASS* was administered at 143 Dallas ISD elementary schools and 27 PK partnership sites. As a whole and across grade levels, teachers were strongest in emotional support and weakest in instructional support with one exception. A greater percentage of grade-two teachers met or exceeded the quality threshold for classroom organization than for emotional or instructional support. Table 7 presents the percentage of teachers who scored at or above the quality threshold for each domain and overall, and the average score and range of scores for each domain and overall by grade and as a whole.

Table 7: 2018 Spring CLASS Scores by Dimension, Grade, and Overall

	PK (n=573)	K (n=271)	Grade 1 (n=256)	Grade 2 (n=278)	All Grades (n=1,378)
Emotional Support (Quality Threshold=5.00)					
Percent at or Above Threshold	92.1	85.2	84.4	82.7	87.4
Average Raw Score	5.99	5.72	5.68	5.75	5.83
Raw Score Range	3.44-7.00	2.63-7.00	1.38-7.00	2.81-7.00	1.38-7.00
Classroom Organization (Quality Threshold=5.00)					
Percent at or Above Threshold	88.3	83.8	82.8	87.8	86.3
Average Raw Score	5.74	5.63	5.61	5.74	5.70
Raw Score Range	3.00-7.00	1.92-7.00	1.08-7.00	2.25-7.00	1.08-7.00
Instructional Support (Quality Threshold=3.25)					
Percent at or Above Threshold	52.7	49.8	49.6	57.9	52.6
Average Raw Score	3.37	3.32	3.35	3.51	3.38
Raw Score Range	1.08-6.25	1.08-6.42	1.00-6.75	1.17-6.42	1.00-6.75
Overall					
Percent at or Above Threshold	50.8	48.0	48.4	54.0	50.4
Average Raw Score	5.03	4.89	4.88	5.00	4.97
Raw Score Range	2.64-6.63	1.93-6.75	1.15-6.92	2.35-6.75	1.15-6.92

Source: Data were provided by Southern Methodist University on May 25, 2018.

Note: CLASS=Classroom Assessment Scoring System. PK=Prekindergarten. K=Kindergarten.

Fall 2017 to Spring 2018

SMU provided both fall and spring dimension scores for 1,299 teachers. Analyses indicated that scores decreased over time for each of the three dimensions and overall. However, none of these changes were statistically significant (Table 8).

Table 8: 2017-18 Changes in CLASS Scores by Dimension and Overall

Domain	Difference from Fall to Spring	t	df	p-value
Emotional Support	-0.01	.269	1,298	.788
Classroom Organization	-0.02	.836	1,298	.403
Instructional Support	-0.02	.548	1,298	.584
Overall	-0.02	.642	1,298	.521

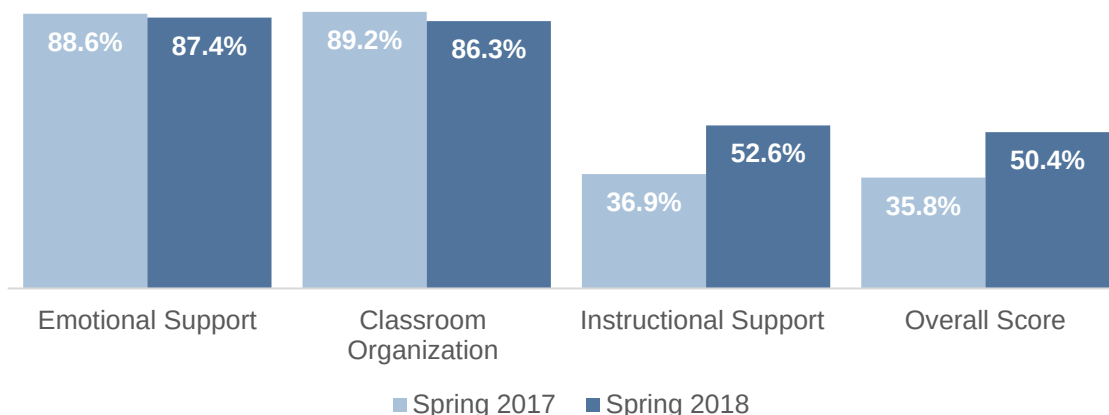
Source: Data were provided by Southern Methodist University on May 25, 2018.

Note: CLASS=Classroom Assessment Scoring System. df=degrees of freedom.

Spring 2017 to Spring 2018

Year over year results were mixed (Figure 2). The percentage of teachers who met or exceeded quality thresholds in spring 2018 was higher than in spring 2017 overall and for the instructional support domain. However, the percentage of teachers who met or exceeded quality thresholds in spring 2018 was slightly lower than in spring 2017 for the emotional support and classroom organization domains. Even so, over 86 percent met the standard for emotional support and classroom organization in spring 2017 and spring 2018.

Figure 2: Spring 2017 and Spring 2018 Percentages of Teachers at or Above the Quality Threshold by CLASS Domain and Overall



Source: Data provided by Southern Methodist University on May 23, 2017(2016-17) and May 25, 2018 (2017-18).
Note: CLASS=Classroom Assessment Scoring System.

How did student *ISIP* scores change throughout the 2017-18 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.³¹ For the analyses, the English and Spanish administrations were combined into one file to allow for examination of overall student performance.³² If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset.³³ If a student took the test more than once, the latest score was used. Frequency and crosstabs analyses were computed to review student performance at BOY, MOY, and EOY. Results were reported overall, by test version (English, Spanish, and combined), grade, student group (ethnicity, ELL status, economically disadvantaged, and special education status), and by feeder pattern.

³¹ PEIMS data were pulled on October 31, 2016 (2016-17) and October 30, 2017 (2017-18). *ISIP* data were pulled on October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 01, 2017 (2017-18 BOY), February 5, 2018 (2017-18 MOY), and June 03, 2018 (2017-18 EOY).

³² 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.

³³ 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.

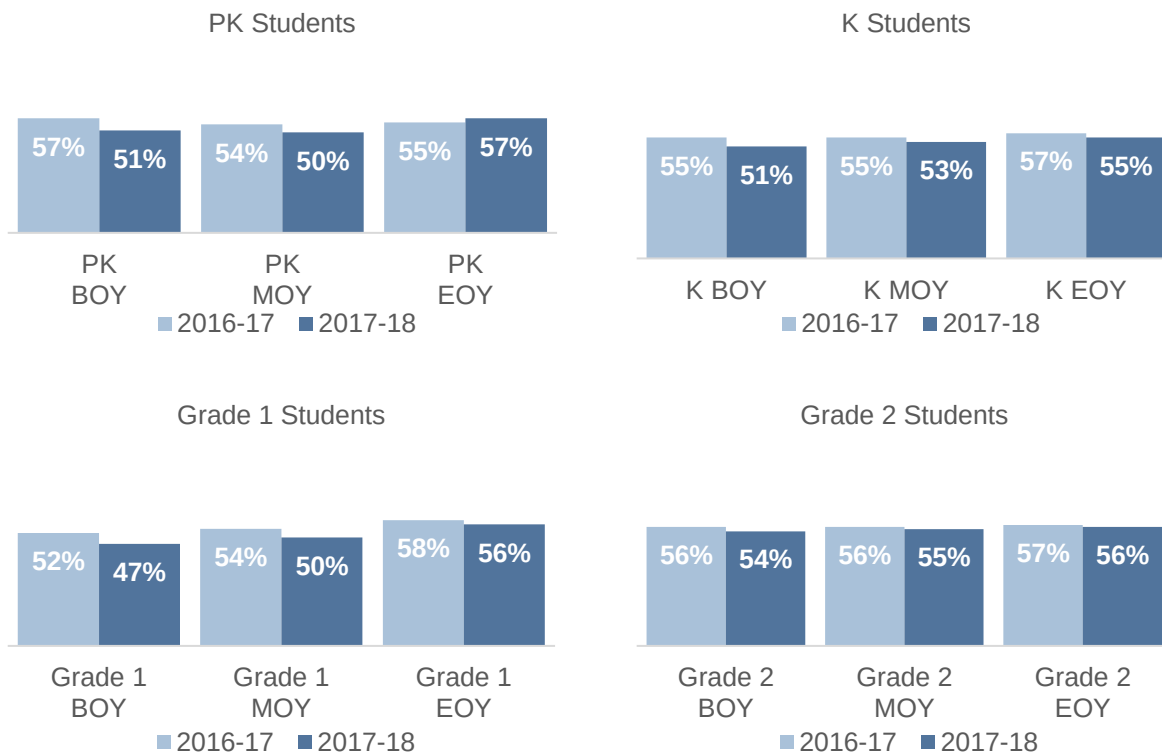
Results

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

As seen in Figure 3, for the English and Spanish administrations combined, the overall percentage of students at or above grade level (at Tier 1) ranged from 47 percent to 57 percent in 2017-18 (50% to 57% for PK, 51% to 55% for K, 47% to 56% for grade one, and 54% to 56% for grade two). When compared to 2016-17, the percentages of students at or above grade level were slightly lower in 2017-18, in general, across *ISIP* administrations (BOY, MOY, and EOY) with one exception (EOY for PK).

It would be hoped that the percentage of students at or above grade level would increase throughout the year. The percentage of students at or above grade level slightly increased from 2017-18 BOY to MOY to EOY for K, grade one, and grade two. The percentage of PK students at or above grade level decreased from BOY to MOY and then increased from MOY to EOY.

Figure 3: Percentage of Students in PK through Grade Two Performing At or Above Grade Level on Combined *ISIP* by Year



Source: PEIMS district database: October 31, 2016 (2016-17) and October 30, 2017 (2017-18); *ISIP*: October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 01, 2017 (2017-18 BOY), February 05, 2018 (2017-18 MOY), and June 03, 2018 (2017-18 EOY).

Note: BOY=beginning of year. MOY=middle of year. EOY=end of year. District *Istation's Indicators of Progress (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.

Prekindergarten Student *ISIP* Performance

Districtwide, more PK students that tested in Spanish than in English performed at or above grade level. Across *ISIP* administrations (BOY, MOY, and EOY) in 2017-18, 53 to 61 percent of the PK students tested in Spanish were at or above grade level,³⁴ whereas 44 to 51 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 50 percent and 57 percent (Table 9 and Figure 4).

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 PK students at or above grade level followed the expected pattern and increased from BOY to MOY to EOY. However, there was no consistent pattern of progress throughout the year for the Spanish administration or the English and Spanish administrations combined. For both administrations, the percentage of PK students at or above grade level decreased from BOY to MOY, and then increased from MOY to EOY.

When compared to 2016-17 (Table 9 and Figure 4), the percentages of PK students at or above grade level was lower in 2017-18 for BOY and MOY, but higher for EOY. Feeder pattern results for PK students in 2016-17 and 2017-18 varied (Appendix E).

- For all *ISIP* administrations (BOY, MOY, and EOY), PK students tested in English in the Hillcrest, Molina, Roosevelt, Seagoville, South Oak Cliff, Spruce, Transformation and Innovation, and Wilson feeders were at or above the district averages in 2017-18.
- PK students tested in Spanish in the Conrad, Jefferson, North Dallas, and Seagoville feeders were at or above the district averages for all three *ISIP* administrations in 2017-18.
- PK students tested in either English or Spanish in the Conrad, Molina, North Dallas, and Spruce feeders were at or above the district averages for all three *ISIP* administrations in 2017-18.³⁵
- For EOY English and Spanish administrations combined, the percentage of PK students at or above grade level ranged from 31 percent (Lincoln feeder) to 80 percent (Seagoville feeder) in 2016-17 and from 41 percent (Skyline feeder) to 79 percent (Seagoville feeder) in 2017-18.

³⁴ Percent at or above grade level=percent at or above the 40th percentile (Tier 1).

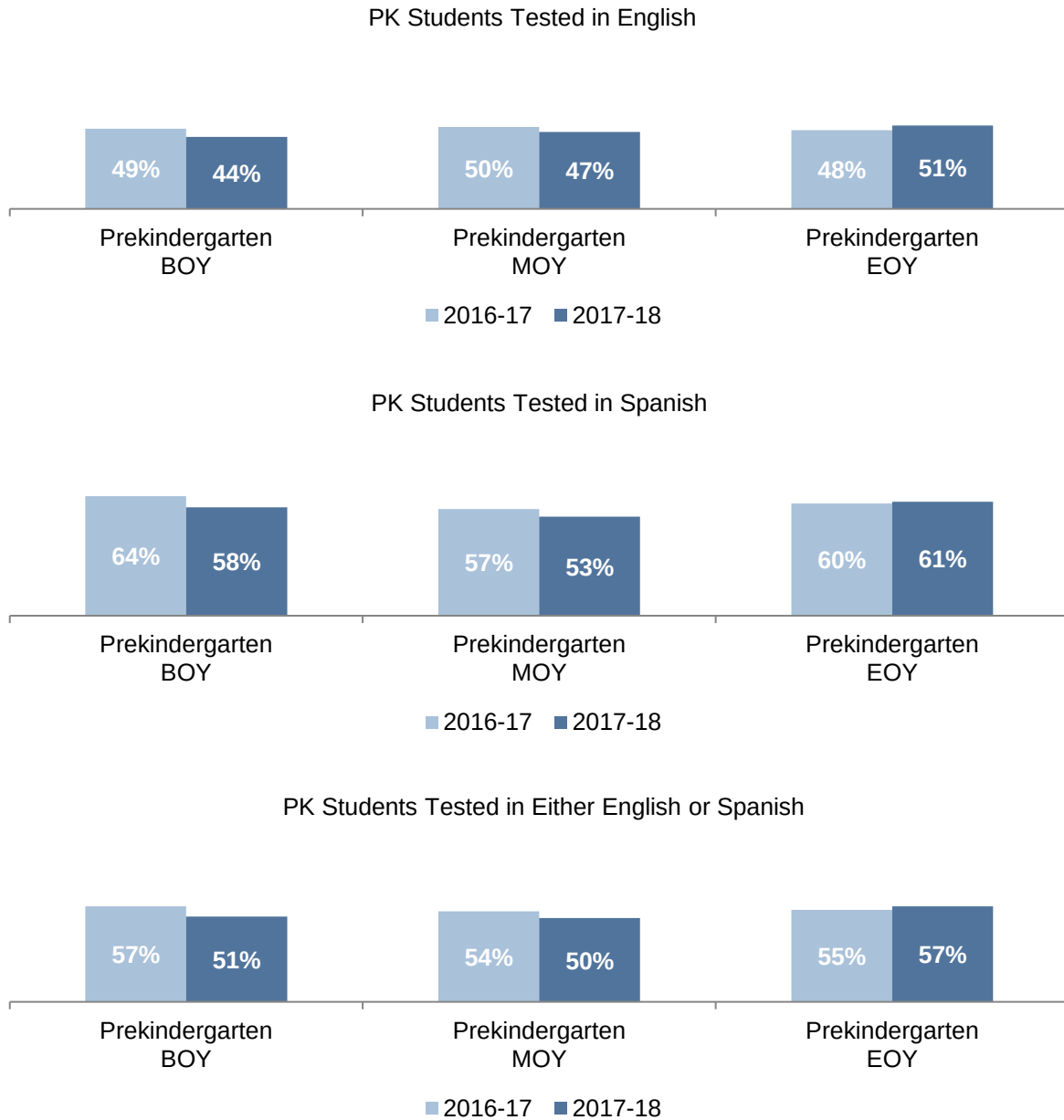
³⁵ The Wilmer-Hutchins feeder was at or above the district averages in 2017-18 for both administrations in which students tested.

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

	BOY				MOY				EOY			
	2016-17		2017-18		2016-17		2017-18		2016-17		2017-18	
	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %
English												
All	1,099	48.6	1,557	43.6	1,396	49.8	1,807	46.5	1,493	47.8	1,603	50.5
African Am.	564	50.0	773	46.3	704	49.1	890	45.6	700	45.0	751	46.9
Hispanic	446	44.8	645	39.1	589	47.9	764	44.4	679	49.5	691	51.1
White	61	63.9	88	53.4	73	64.4	95	74.7	71	62.0	97	72.2
ELL	36	33.3	46	30.4	42	45.2	65	38.5	52	55.8	57	45.6
Eco. Dis.	1,014	46.4	1,412	42.4	1,313	48.7	1,645	45.2	1,385	47.1	1,442	49.5
Special Ed.	17	58.8	25	36.0	28	32.1	27	25.9	30	23.3	23	17.4
Spanish												
All	1,291	63.9	1,799	58.0	1,629	56.8	2,247	53.0	2,035	60.4	2,139	61.4
African Am.	*	*	*	*	*	*	*	*	*	*	7	28.6
Hispanic	1,265	64.3	1,774	58.2	1,602	57.0	2,226	53.0	2,006	60.5	2,112	61.4
White	17	41.2	17	41.2	16	56.3	13	53.8	20	60.0	15	66.7
ELL	1,258	63.9	1,775	58.3	1,584	56.6	2,211	53.0	1,983	60.3	2,095	61.5
Eco. Dis.	1,208	63.6	1,687	58.2	1,529	56.7	2,093	53.6	1,898	60.4	1,996	61.7
Special Ed.	10	30.0	19	78.9	21	38.1	23	30.4	24	58.3	27	44.4
English and Spanish Combined												
All	2,390	56.9	3,356	51.3	3,025	53.6	4,054	50.1	3,528	55.1	3,742	56.7
African Am.	567	49.9	776	46.3	707	49.1	893	45.7	701	44.9	758	46.7
Hispanic	1,711	59.3	2,419	53.1	2,191	54.5	2,990	50.8	2,685	57.7	2,803	58.9
White	78	59.0	105	51.4	89	62.9	108	72.2	91	61.5	112	71.4
ELL	1,294	63.1	1,821	57.6	1,626	56.3	2,276	52.6	2,035	60.1	2,152	61.1
Eco. Dis.	2,222	55.7	3,099	51.0	2,842	53.0	3,738	49.9	3,283	54.8	3,438	56.6
Special Ed.	27	48.1	44	54.5	49	34.7	50	28.0	54	38.9	50	32.0

Source: PEIMS district database: October 31, 2016 (2016-17) and October 30, 2017 (2017-18); *ISIP*: October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 01, 2017 (2017-18 BOY), February 05, 2018 (2017-18 MOY), and June 03, 2018 (2017-18 EOY).

Note: PK=Prekindergarten. BOY=beginning of year. MOY=middle of year. EOY=end of year. Test=tested. Tier 1=at or above grade level. African Am.=African American. ELL=English language learner. Eco. Dis.=economically disadvantaged. Special Ed.=special education. District *Istation's Indicators of Progress (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.

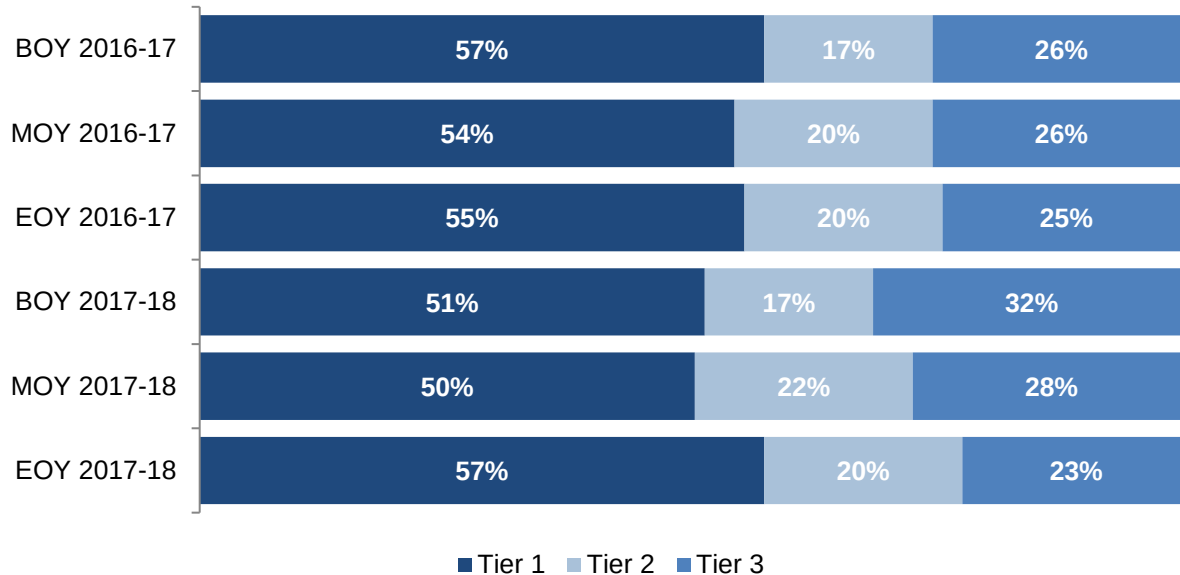
Figure 4: Percentage of PK Students Performing At or Above Grade Level on *ISIP* by Year and Version

Source: PEIMS district database: October 31, 2016 (2016-17) and October 30, 2017 (2017-18); *ISIP*: October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 01, 2017 (2017-18 BOY), February 05, 2018 (2017-18 MOY), and June 03, 2018 (2017-18 EOY).

Note: PK=Prekindergarten. BOY=beginning of year. MOY=middle of year. EOY=end of year. District *ISIP*'s *Indicators of Progress (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.

Regarding *ISIP* Tier changes for the English and Spanish administrations combined, in 2016-17 a consistent pattern of improvement from BOY to MOY to EOY did not emerge. In 2017-18, the percentage of students in the lowest tier (Tier 3) decreased from BOY to MOY to EOY (Figure 5).

Figure 5: Percentage of Students at Each *ISIP* Tier Rating for PK Students Tested in Either English or Spanish by Year



Source: PEIMS district database: October 31, 2016 (2016-17) and October 30, 2017 (2017-18); *ISIP*: October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 01, 2017 (2017-18 BOY), February 05, 2018 (2017-18 MOY), and June 03, 2018 (2017-18 EOY).

Note: PK=Prekindergarten. *ISIP*=*I*station's *I*ndicators of *P*rogress. BOY=beginning of year. MOY=middle of year. EOY=end of year. Tier 1=at or above grade level.

Kindergarten Student *ISIP* Performance

Districtwide, more K students that tested in Spanish than in English performed at or above grade level. Across *ISIP* administrations (BOY, MOY, and EOY) in 2017-18, 58 percent to 63 percent of the K students tested in Spanish were at or above grade level,³⁶ whereas 43 to 47 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 51 percent and 55 percent (Table 10 and Figure 6).

It would be hoped that the percentage of students at or above grade level would increase throughout the year. The percentage of K students at or above grade level followed the expected pattern and increased from BOY to MOY to EOY for all administrations (English, Spanish, and English and Spanish combined).

³⁶ Percent at or above grade level=percent at or above the 40th percentile (Tier 1).

When compared to 2016-17 (Table 10 and Figure 6), the percentages of K students at or above grade level were lower in 2017-18 across all *ISIP* administrations (BOY, MOY, and EOY). Feeder pattern results for K students in 2016-17 and 2017-18 varied (Appendix F).

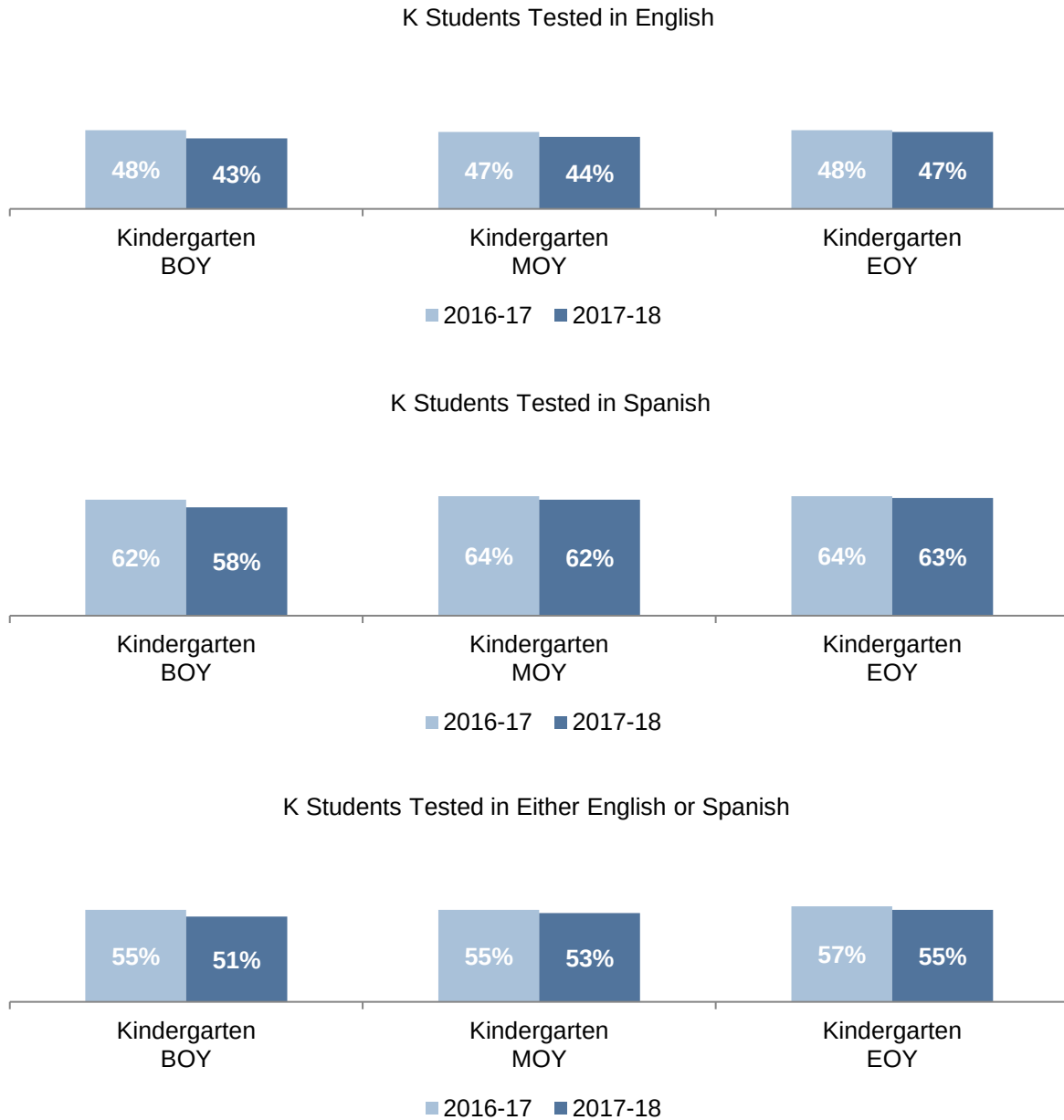
- For all *ISIP* administrations (BOY, MOY, and EOY), K students tested in English in the Adams, Hillcrest, Molina, Seagoville, Transformation and Innovation, White, and Wilson feeders were at or above the district averages in 2017-18.
- K students tested in Spanish in the ACE, Hillcrest, Molina, North Dallas, Roosevelt, White, and Wilson feeders were at or above the district averages for all three *ISIP* administrations in 2017-18.
- K students tested in either English or Spanish in the Adams, Hillcrest, Molina, North Dallas, Transformation and Innovation, White, and Wilson feeders were at or above the district averages for all three *ISIP* administrations in 2017-18.
- For EOY English and Spanish administrations combined, the percentage of K students at or above grade level ranged from 22 percent (Madison feeder) to 75 percent (Wilson feeder) in 2016-17 and from 35 percent (Intensive Support Network feeder) to 73 percent (Wilson feeder) in 2017-18.

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

	BOY				MOY				EOY			
	2016-17		2017-18		2016-17		2017-18		2016-17		2017-18	
	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %
English												
All	5,193	48.0	5,134	43.2	4,789	46.6	4,920	44.3	4,572	48.1	4,687	46.6
African Am.	2,161	40.9	2,221	36.8	1,998	36.9	2,106	37.7	1,894	38.3	1,946	40.2
Hispanic	2,227	46.3	2,101	41.3	2,054	46.3	2,042	41.5	2,023	49.3	2,005	42.5
White	660	74.2	642	69.6	605	75.5	616	72.9	542	74.5	588	77.6
ELL	229	37.6	219	31.1	252	35.7	227	27.8	261	40.6	232	29.3
Eco. Dis.	3,673	40.9	3,694	37.4	3,378	39.6	3,536	37.6	3,248	43.0	3,343	40.5
Special Ed.	184	35.3	200	34.5	193	28.5	206	23.8	179	33.0	191	29.3
Spanish												
All	4,858	62.4	4,957	58.1	4,821	63.8	4,980	62.0	4,946	64.4	4,925	63.3
African Am.	20	35.0	32	3.1	35	34.3	39	43.6	32	31.3	37	35.1
Hispanic	4,784	62.5	4,786	58.7	4,702	64.2	4,801	62.3	4,829	64.8	4,743	63.4
White	47	61.7	108	47.2	69	50.7	109	56.0	69	59.4	114	68.4
ELL	4,749	62.6	4,674	58.8	4,612	64.3	4,674	62.0	4,726	64.8	4,614	63.4
Eco. Dis.	4,027	61.6	4,106	58.5	3,949	63.4	4,119	62.5	4,048	65.0	4,079	63.1
Special Ed.	105	46.7	148	50.7	112	33.0	144	50.7	109	45.9	143	41.3
English and Spanish Combined												
All	10,051	55.0	10,091	50.5	9,610	55.2	9,900	53.2	9,518	56.6	9,612	55.2
African Am.	2,181	40.8	2,253	36.4	2,033	36.8	2,145	37.9	1,926	38.2	1,983	40.1
Hispanic	7,011	57.4	6,887	53.4	6,756	58.8	6,843	56.1	6,852	60.2	6,748	57.2
White	707	73.4	750	66.4	674	73.0	725	70.3	611	72.8	702	76.1
ELL	4,978	61.4	4,893	57.6	4,864	62.8	4,901	60.4	4,987	63.5	4,846	61.7
Eco. Dis.	7,700	51.7	7,800	48.5	7,327	52.4	7,655	51.0	7,296	55.2	7,422	52.9
Special Ed.	289	39.4	348	41.4	305	30.2	350	34.9	288	37.8	334	34.4

Source: PEIMS district database: October 31, 2016 (2016-17) and October 30, 2017 (2017-18); *ISIP*: October 18, 2016 (2016-17 BOY), February 16, 2017(2016-17 MOY), May 30, 2017 (2016-17 EOY), November 01, 2017 (2017-18 BOY), February 05, 2018 (2017-18 MOY), and June 03, 2018 (2017-18 EOY).

Note: K=Kindergarten. BOY=beginning of year. MOY=middle of year. EOY=end of year. Test=tested. Tier 1=at or above grade level. African Am.=African American. ELL=English language learner. Eco. Dis.=economically disadvantaged. Special Ed.=special education. District *Istation's Indicators of Progress (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.

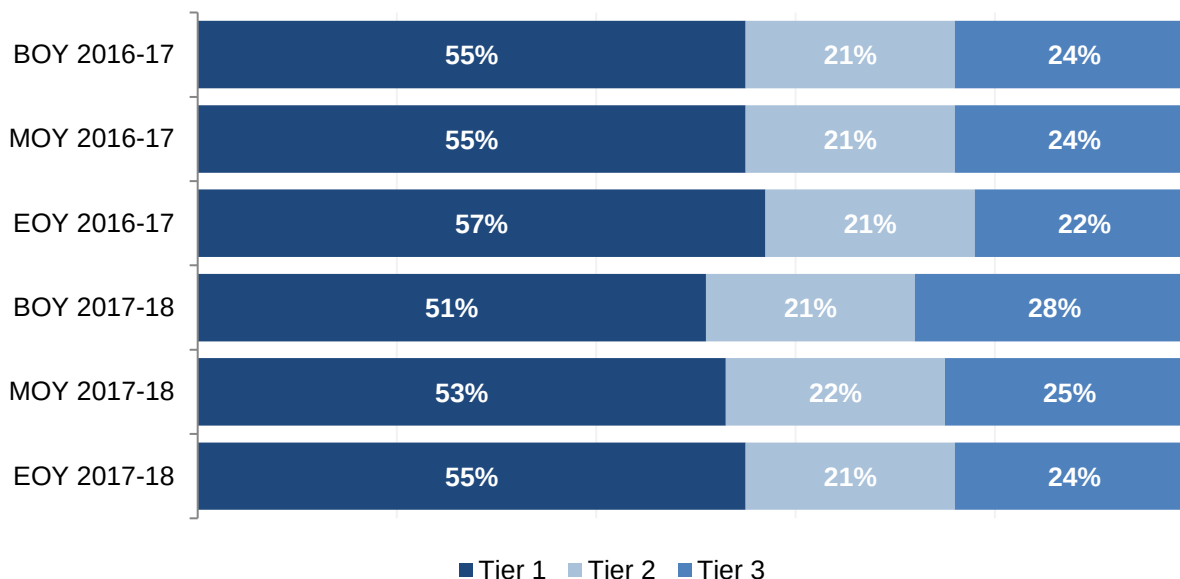
Figure 6: Percentage of K Students Performing At or Above Grade Level on *ISIP* by Year and Version

Source: PEIMS district database: October 31, 2016 (2016-17) and October 30, 2017 (2017-18); *ISIP*: October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 01, 2017 (2017-18 BOY), February 05, 2018 (2017-18 MOY), and June 03, 2018 (2017-18 EOY).

Note: K=Kindergarten. BOY=beginning of year. MOY=middle of year. EOY=end of year. District *Istation's Indicators of Progress (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.

Regarding *ISIP* Tier changes for the English and Spanish administrations combined, in 2016-17, the percentage distribution was the same for BOY and MOY and then slightly increased at EOY. Small positive Tier changes emerged in student performance throughout the 2017-18 school year (Figure 7).

Figure 7: Percentage of Students at Each *ISIP* Tier Rating for K Students Tested in Either English or Spanish by Year



Source: PEIMS district database: October 31, 2016 (2016-17) and October 30, 2017 (2017-18); *ISIP*: October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 01, 2017 (2017-18 BOY), February 05, 2018 (2017-18 MOY), and June 03, 2018 (2017-18 EOY).

Note: *ISIP*=*I*station's *I*ndicators of *P*rogress. K=Kindergarten. BOY=beginning of year. MOY=middle of year. EOY=end of year. Tier 1=at or above grade level.

Grade-One Student *ISIP* Performance

Districtwide, more grade-one students that tested in Spanish than in English performed at or above grade level. Across *ISIP* administrations (BOY, MOY, and EOY) in 2017-18, 56 to 64 percent of the grade-one students tested in Spanish were at or above grade level,³⁷ whereas 38 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 47 percent and 56 percent (Table 11 and Figure 8).

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), the percentage of students at or above grade level increased as the school year progressed.

When compared to 2016-17 (Table 11 and Figure 8), the percentages of grade-one students at or above grade level were lower or the same in 2017-18. Feeder pattern results in 2016-17 and 2017-18 varied (Appendix G).

³⁷ Percent at or above grade level=percent at or above the 40th percentile (Tier 1).

- For all *ISIP* administrations (BOY, MOY, and EOY), grade-one 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 2017-18.
- Grade-one students tested in Spanish in the ACE, Adams, Hillcrest, Jefferson, Molina, North Dallas, and White feeders were at or above the district averages for all three *ISIP* administrations in 2017-18.
- Grade-one students tested in either English or Spanish in the Adams, Hillcrest, Jefferson, Molina, North Dallas, Transformation and Innovation, White, and Wilson feeders were at or above the district averages for all three *ISIP* administrations in 2017-18.
- For EOY English and Spanish administrations combined, the percentage of grade-one students at or above grade level ranged from 26 percent (Wilmer-Hutchins feeder) to 78 percent (Hillcrest feeder) in 2016-17 and from 23 percent (Wilmer-Hutchins) to 71 percent (Wilson feeder) in 2017-18.

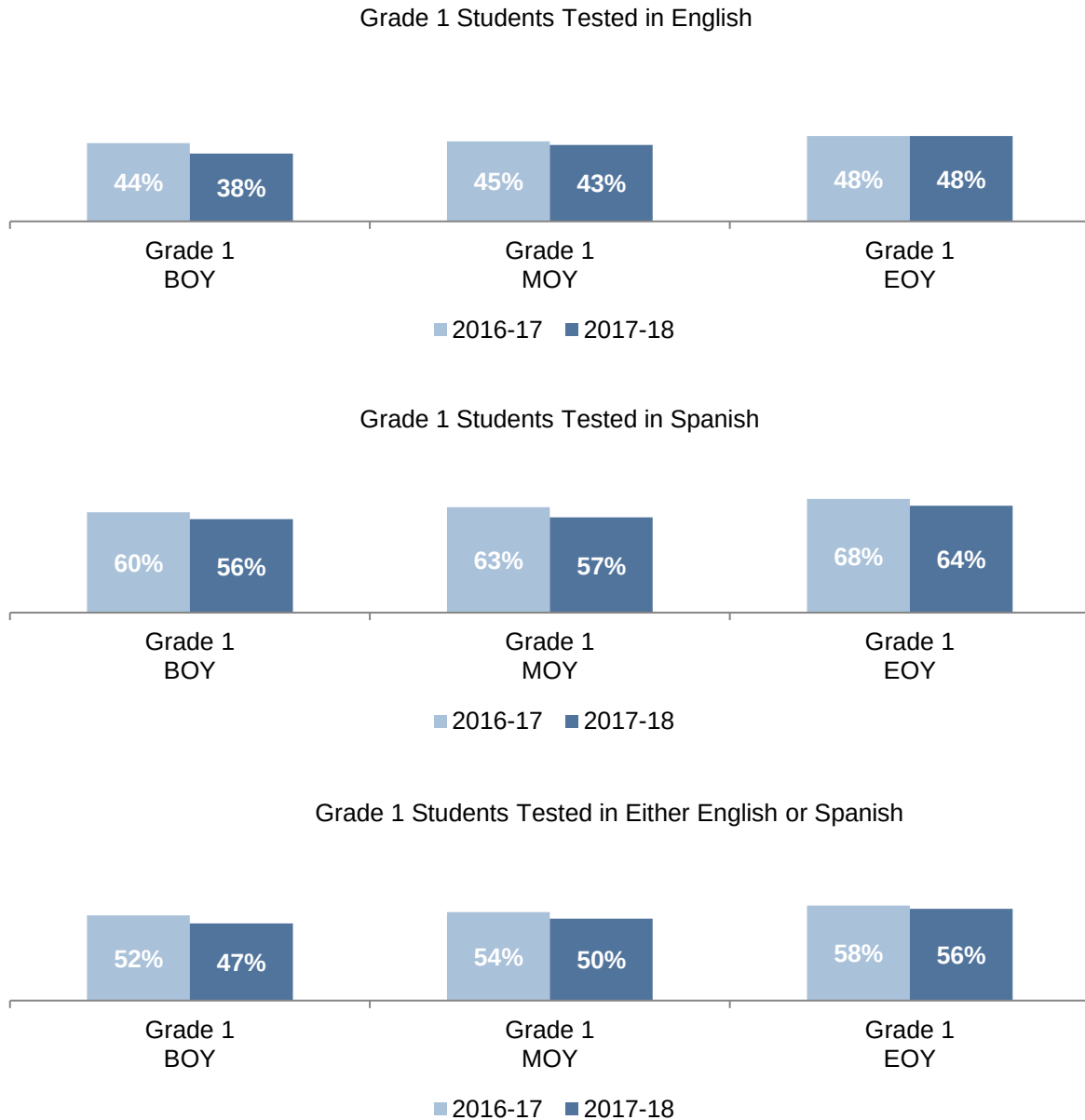
Table 11: Percentage of Grade-One Students Performing At or Above Grade Level on *ISIP* by Year, Version, and Student Group

	BOY				MOY				EOY			
	2016-17		2017-18		2016-17		2017-18		2016-17		2017-18	
	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier1 %
English												
All	5,738	44.1	5,569	38.4	5,445	45.0	5,384	43.0	5,369	48.1	5,242	47.6
African Am.	2,408	33.6	2,331	31.0	2,240	36.3	2,214	35.0	2,138	38.2	2,095	39.1
Hispanic	2,424	46.2	2,370	37.8	2,405	46.1	2,311	42.5	2,384	49.2	2,284	46.4
White	665	71.4	602	65.9	573	70.7	597	70.5	618	74.1	610	75.6
ELL	455	31.0	549	29.7	464	33.2	560	34.3	472	40.3	548	38.1
Eco. Dis.	3,944	38.7	4,059	32.4	3,795	40.6	3,849	36.2	3,715	43.0	3,705	41.1
Special Ed.	344	24.1	351	17.9	347	21.9	340	18.8	337	24.0	336	25.3
Spanish												
All	5,184	60.0	5,328	56.1	5,131	63.2	5,241	57.1	5,218	67.7	5,174	63.6
African Am.	6	33.3	23	39.1	*	*	20	45.0	6	50.0	19	47.4
Hispanic	5,108	59.9	5,231	56.4	5,064	63.3	5,148	57.3	5,151	67.7	5,088	63.7
White	47	59.6	55	45.5	47	63.8	58	43.1	39	66.7	54	61.1
ELL	5,039	59.7	5,129	56.2	5,001	62.9	5,032	57.1	5,077	67.6	4,986	63.3
Eco. Dis.	4,198	60.0	4,493	56.6	4,157	63.3	4,424	57.8	4,253	67.9	4,376	64.2
Special Ed.	167	31.7	181	26.0	171	33.3	175	26.3	176	40.3	167	29.9
English and Spanish Combined												
All	10,922	51.6	10,897	47.1	10,576	53.9	10,625	49.9	10,587	57.7	10,416	55.5
African Am.	2,414	33.6	2,354	31.1	2,241	36.2	2,234	35.0	2,144	38.2	2,114	39.2
Hispanic	7,532	55.5	7,601	50.6	7,469	57.7	7,459	52.7	7,535	61.9	7,372	58.3
White	712	70.6	657	64.2	620	70.2	655	68.1	657	73.7	664	74.4
ELL	5,494	57.3	5,678	53.6	5,465	60.4	5,592	54.8	5,549	65.3	5,534	60.8
Eco. Dis.	8,142	49.7	8,552	45.1	7,952	52.5	8,273	47.7	7,968	56.3	8,081	53.6
Special Ed.	511	26.6	532	20.7	518	25.7	515	21.4	513	29.6	503	26.8

Source: PEIMS district database: October 31, 2016 (2016-17) and October 30, 2017 (2017-18); *ISIP*: October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 01, 2017 (2017-18 BOY), February 05, 2018 (2017-18 MOY), and June 03, 2018 (2017-18 EOY).

Note: BOY=beginning of year. MOY=middle of year. EOY=end of year. Test=tested. Tier 1=at or above grade level. African Am.= African American. ELL=English language learner. Eco. Dis.=economically disadvantaged. Special Ed.=special education. District *Istation's Indicators of Progress (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.

Figure 8: Percentage of Grade-One Students Performing At or Above Grade Level on *ISIP* by Year and Version

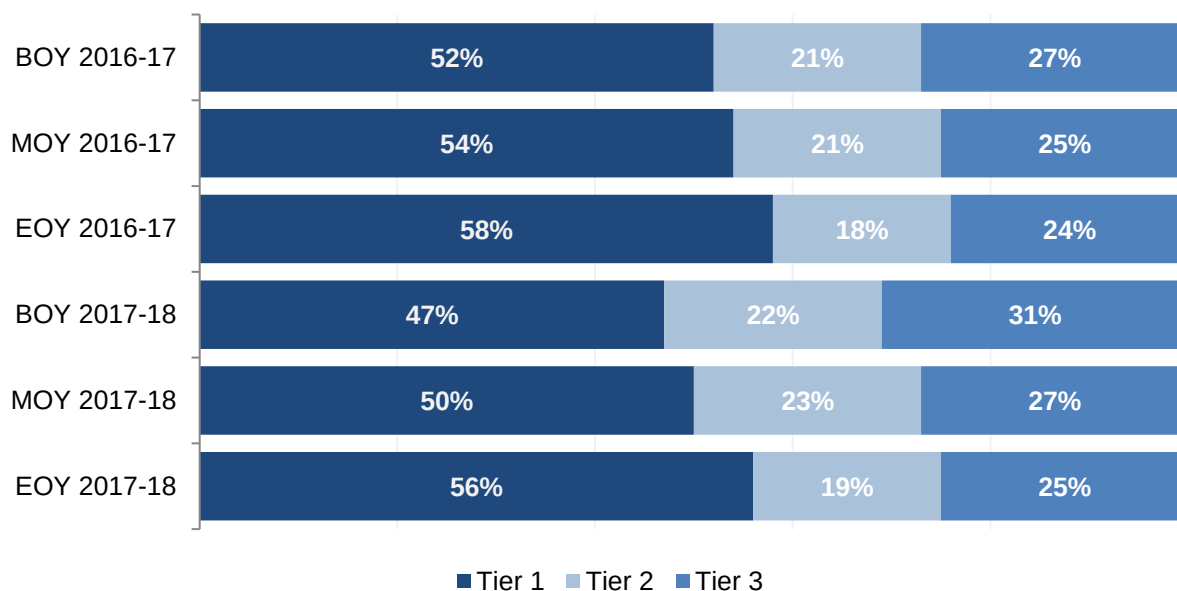


Source: PEIMS district database: October 31, 2016 (2016-17) and October 30, 2017 (2017-18); *ISIP*: October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 01, 2017 (2017-18 BOY), February 05, 2018 (2017-18 MOY), and June 03, 2018 (2017-18 EOY).

Note: BOY=beginning of year. MOY=middle of year. EOY=end of year. District *Istation's Indicators of Progress (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.

Regarding *ISIP* Tier changes for the English and Spanish administrations combined, the percentage of students at Tier 1 increased, while the percentage of students at Tier 2 or Tier 3 decreased in 2016-17. In 2017-18, the pattern continued; the percentage of students at Tier 1 increased from BOY to MOY to EOY (Figure 9).

Figure 9: Percentage of Students at Each *ISIP* Tier Rating for Grade-One Students Tested in Either English or Spanish by Year



Source: PEIMS district database: October 31, 2016 (2016-17) and October 30, 2017 (2017-18); *ISIP*: October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 01, 2017 (2017-18 BOY), February 05, 2018 (2017-18 MOY), and June 03, 2018 (2017-18 EOY).

Note: *ISIP*=*I*station's *I*ndicators of *P*rogress. BOY=beginning of year. MOY=middle of year. EOY=end of year. Tier 1=at or above grade level.

Grade-Two Student *ISIP* Performance

Districtwide, more grade-two students that tested in Spanish than in English performed at or above grade level with the exception of EOY. Across *ISIP* administrations (BOY, MOY, and EOY) in 2017-18, 56 to 60 percent of the grade-two students tested in Spanish were at or above grade level,³⁸ whereas 49 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 54 percent and 56 percent (Table 12 and Figure 10).

It would be hoped that the percentage of students at or above grade level would increase throughout the year. For the English administration and the English and Spanish administrations combined, 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.

³⁸ Percent at or above grade level=percent at or above the 40th percentile (Tier 1).

When compared to 2016-17 (Table 12 and Figure 10), the percentages of grade-two students at or above grade level were slightly lower in 2017-18. Feeder pattern results for grade-two students in 2016-17 and 2017-18 varied (Appendix H).

- 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 2017-18.
- Grade-two students tested in Spanish in the Adams, Hillcrest, Molina, North Dallas, Seagoville, Spruce, and White feeders were at or above the district averages for all three *ISIP* administrations in 2017-18.
- Grade-two students tested in either English or Spanish in the Adams, Hillcrest, Molina, Seagoville, Transformation and Innovation, White, and Wilson feeders were at or above the district averages for all three *ISIP* administrations in 2017-18.
- For EOY English and Spanish administrations combined, the percentage of grade-two students at or above grade level ranged from 28 percent (Madison and Wilmer-Hutchins feeders) to 72 percent (Adams feeder) in 2016-17 and from 40 percent (Intensive Support Network feeder) to 79 percent (Transformation and Innovation feeder) in 2017-18.

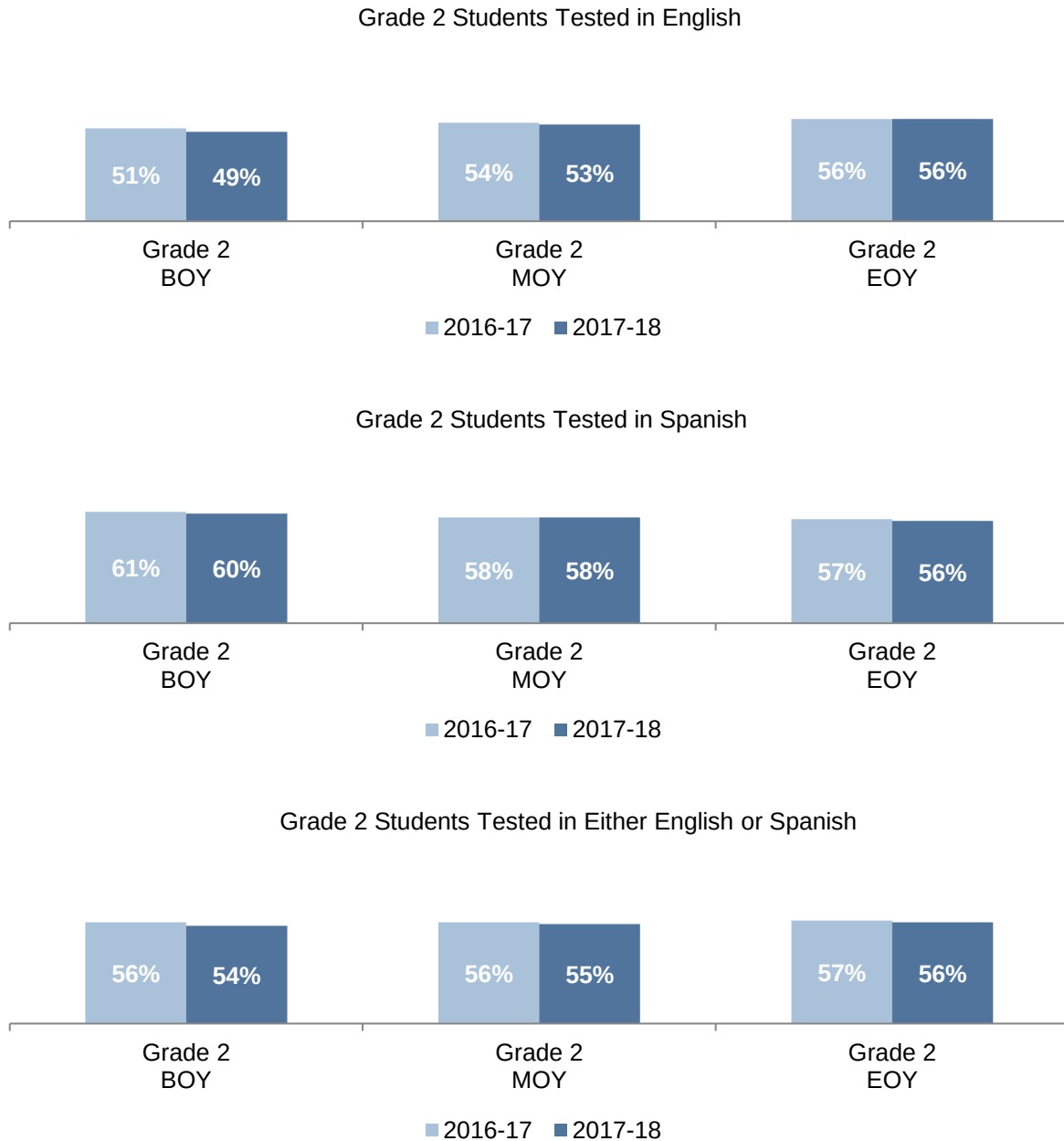
Table 12: Percentage of Grade-Two Students Performing At or Above Grade Level on *ISIP* by Year, Version, and Student Group

	BOY				MOY				EOY			
	2016-17		2017-18		2016-17		2017-18		2016-17		2017-18	
	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %
English												
All	6,051	51.3	5,906	49.1	6,076	53.7	5,629	53.0	5,944	56.4	5,424	56.3
African Am.	2,400	42.3	2,479	39.9	2,422	45.6	2,306	44.7	2,330	47.7	2,239	47.1
Hispanic	2,834	53.1	2,576	51.6	2,834	55.2	2,513	55.0	2,808	58.7	2,428	58.6
White	575	78.4	575	72.2	572	77.1	553	72.7	567	78.3	510	77.1
ELL	443	35.4	528	41.1	469	42.0	515	44.7	464	45.9	506	50.6
Eco. Dis.	4,809	47.1	4,312	43.9	4,818	49.5	4,069	47.9	4,677	52.5	3,947	51.5
Special Ed.	365	22.5	519	18.5	390	24.6	493	21.1	390	24.9	475	25.5
Spanish												
All	5,092	61.2	5,229	60.1	4,997	57.8	5,038	57.7	5,075	56.7	4,978	55.6
African Am.	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	5,041	61.4	5,185	60.0	4,947	58.0	4,994	57.7	5,028	56.8	4,937	55.7
White	24	58.3	24	66.7	27	51.9	29	55.2	25	56.0	25	52.0
ELL	5,026	61.0	5,189	59.9	4,912	57.8	4,968	57.5	4,985	56.7	4,910	55.4
Eco. Dis.	4,735	61.4	4,446	60.1	4,647	57.9	4,253	58.4	4,732	56.6	4,228	55.8
Special Ed.	171	25.1	255	21.6	170	20.0	242	19.8	170	24.7	234	20.1
English and Spanish Combined												
All	11,143	55.8	11,135	54.3	11,073	55.5	10,667	55.3	11,019	56.5	10,402	56.0
African Am.	2,403	42.2	2,480	39.9	2,425	45.6	2,308	44.7	2,332	47.7	2,241	47.1
Hispanic	7,875	58.4	7,761	57.2	7,781	57.0	7,507	56.8	7,836	57.5	7,365	56.6
White	599	77.6	599	72.0	599	76.0	582	71.8	592	77.4	535	75.9
ELL	5,469	58.9	5,717	58.2	5,381	56.4	5,483	56.3	5,449	55.8	5,416	55.0
Eco. Dis.	9,544	54.2	8,758	52.1	9,465	53.6	8,322	53.3	9,409	54.6	8,175	53.7
Special Ed.	536	23.3	774	19.5	560	23.2	735	20.7	560	24.8	709	23.7

Source: PEIMS district database: October 31, 2016 (2016-17) and October 30, 2017 (2017-18); *ISIP*: October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 01, 2017 (2017-18 BOY), February 05, 2018 (2017-18 MOY), and June 03, 2018 (2017-18 EOY).

Note: BOY=beginning of year. MOY=middle of year. EOY=end of year. Test=tested. Tier 1=at or above grade level. African Am.= African American. ELL=English language learner. Eco. Dis.=economically disadvantaged. Special Ed.=special education. District *Istation's Indicators of Progress (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.

Figure 10: Percentage of Grade-Two Students Performing At or Above Grade Level on *ISIP* by Year and Version

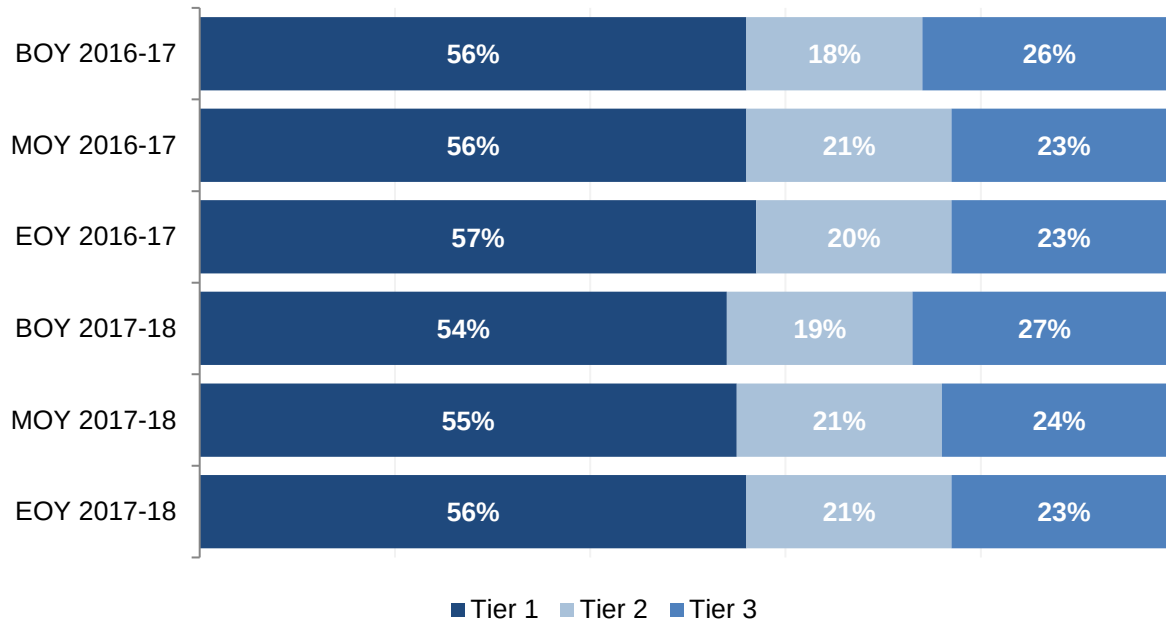


Source: PEIMS district database: October 31, 2016 (2016-17) and October 30, 2017 (2017-18); *ISIP*: October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 01, 2017 (2017-18 BOY), February 05, 2018 (2017-18 MOY), and June 03, 2018 (2017-18 EOY).

Note: BOY=beginning of year. MOY=middle of year. EOY=end of year. District *Istation's Indicators of Progress (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.

Regarding *ISIP* Tier changes for the English and Spanish administrations combined, 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. In 2017-18, the percentage of students at Tier 1 increased from BOY to MOY to EOY (Figure 11).

Figure 11: Percentage of Students at Each *ISIP* Tier Rating for Grade-Two Students Tested in Either English or Spanish by Year



Source: PEIMS district database: October 31, 2016 (2016-17) and October 30, 2017 (2017-18); *ISIP*: October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 01, 2017 (2017-18 BOY), February 05, 2018 (2017-18 MOY), and June 03, 2018 (2017-18 EOY).

Note: *ISIP*=*Islation's Indicators of Progress*. BOY=beginning of year. MOY=middle of year. EOY=end of year. Tier 1=at or above grade level.

Did student reading and mathematics performance differ by Dallas ISD prekindergarten attendance?

Methodology

To examine differences in student 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 district databases and merged to prepare for analyses.³⁹ Kindergarten was used as the sampling frame to compare students who attended PK with those who did not attend.⁴⁰ To produce comparable

³⁹ PEIMS snapshot demographic data were pulled October 30, 2017. Assessment data were pulled on June 03, 2018 (EOY *ISIP*), June 11, 2018 (*TerraNova*), June 11, 2018 (*SUPERA*), and June 20, 2018 (*STAAR*).

⁴⁰ Because of the constraints of the district database, the evaluator followed the sampling procedure that was used by Huston, Gupta, and Schexnayder (2012).

groups, the cohort students were limited to kindergarteners who were ELLs and/or economically disadvantaged and who were not retained.⁴¹ Finally, cohort students were classified as attending or not attending Dallas ISD PK by pulling PEIMS snapshot data for the four years prior to the K year (for example, 2013-14 to 2016-17 PEIMS data for 2017-18 K students). 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*, and *STAAR* data were reviewed for the 2014-15, 2015-16, 2016-17, and 2017-18 K cohort groups, as applicable (students enrolled in grade three, grade two, grade one, and K in 2017-18, respectively). Frequency and crosstabs analyses were computed to determine the percentage of students who scored at or above grade level⁴² on *ISIP*, *TerraNova*, and *SUPERA* overall and by student group. The evaluator also computed the percentage of students who attained Approaches Grade Level or Above (Approaches+) and Meets Grade Level or Above (Meets+) on *STAAR* overall and by student group.⁴³ 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 if the student was homeless, in foster care, or had a parent in the military or who was eligible for the Star of Texas Award. Third, differences between the *DISD PK/No DISD PK* groups may be attributable to a parental decision to place a student in PK or not (self-selection issue).

Results

On *ISIP*, *TerraNova*, and *SUPERA*, students in each K cohort 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 (Table 12 and Appendices I, J and K). On *STAAR* reading and mathematics, students in each K cohort who attended district PK were more likely to attain Approaches+ and Meets+ than those who did not attend district PK (Table 13 and Appendix L). Because of the limitations mentioned previously, results should be reviewed with caution.

⁴¹ This filter creates comparable groups because being an ELL student and/or economically disadvantaged were the two largest reasons students were eligible to attend PK.

⁴² Scores were considered at or above grade level if they were at or above the 40th percentile.

⁴³ Results included the first administration; Approaches+ included Alternate 2. Alternate 2 tests scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Although all scores are included, some students' test scores may have been adversely affected by online testing issues.

Table 13: Percentage of Students Performing At or Above Grade Level, Approaches+, or Meets+ 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	
				Tested <i>n</i>	%	Tested <i>n</i>	%	Tested <i>n</i>	%
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
Grade 3	2017-18	<i>STAAR A+</i>	Eng/Spa	5,715	80	1,913	73	7,628	78
Grade 3	2017-18	<i>STAAR M+</i>	Eng/Spa	5,619	47	1,863	38	7,482	45
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
Grade 3	2017-18	<i>STAAR A+</i>	Eng/Spa	5,720	76	1,915	70	7,635	74
Grade 3	2017-18	<i>STAAR M+</i>	Eng/Spa	5,624	43	1,865	35	7,489	41
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
Grade 2	2017-18	<i>TerraNova</i>	English	5,399	63	1,951	56	7,350	61
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
Grade 2	2017-18	<i>ISIP</i>	Eng/Spa	5,156	57	1,866	54	7,022	56
Grade 2	2017-18	<i>SUPERA</i>	Spanish	3,475	48	841	45	4,316	47
Grade 2	2017-18	<i>TerraNova</i>	English	1,930	60	1,119	56	3,049	59
2016-17 K Cohort-Mathematics									
K	2016-17	<i>TerraNova</i>	English	6,471	62	2,361	49	8,832	58
Grade 1	2017-18	<i>TerraNova</i>	English	5,852	58	1,941	48	7,793	56
2016-17 K Cohort-Reading									
K	2016-17	<i>ISIP</i>	Eng/Spa	5,968	60	2,108	44	8,076	56
K	2016-17	<i>SUPERA</i>	Spanish	4,194	88	875	79	5,069	86
K	2016-17	<i>TerraNova</i>	English	2,345	78	1,513	72	3,858	76
Grade 1	2017-18	<i>ISIP</i>	Eng/Spa	5,724	59	1,889	48	7,613	56
Grade 1	2017-18	<i>SUPERA</i>	Spanish	3,825	88	767	82	4,592	87
Grade 1	2017-18	<i>TerraNova</i>	English	2,025	63	1,176	58	3,201	61
2017-18 K Cohort-Mathematics									
K	2017-18	<i>TerraNova</i>	English	6,598	62	2,063	51	8,661	59

table continues

Table (continued)

Grade for Each K Cohort	School Year	Assessment	Language Tested	Attended DISD PK		Did Not Attend DISD PK		Total	
				Tested	%	Tested	%	Tested	%
				<i>n</i>		<i>n</i>		<i>n</i>	
2017-18 K Cohort-Reading									
K	2017-18	ISIP	Eng/Spa	6,223	57	1,902	44	8,125	54
K	2017-18	SUPERA	Spanish	4,038	87	834	78	4,872	85
K	2017-18	TerraNova	English	2,577	81	1,246	73	3,823	78

Source: PEIMS district database: October 31, 2014 (2014-15), October 30, 2015 (2015-16), October 31, 2016 (2016-17), and October 30, 2017 (2017-18); *ISIP*: June 17, 2016 (2014-15 EOY), June 17, 2016 (2015-16 EOY), May 30, 2017 (2016-17 EOY), and June 03, 2018 (2017-18 EOY); *Iowa*: July 20, 2015 (2014-15); *TerraNova*: June 09, 2016 (2015-16), July 19, 2017 (2016-17), and June 11, 2018 (2017-18); *Logramos*: July 20, 2015 (2014-15); *SUPERA*: June 09, 2016 (2015-16), August 10, 2017 (2016-17), and June 11, 2018 (2017-18); *STAAR*: June 20, 2018 (2017-18). For 2015-16 *TerraNova* and *SUPERA*, updates received after June 9, 2016 are not reflected in this table. For 2016-17 *SUPERA*, first- and second-grade data were missing for two schools.

Note: K=Kindergarten. %=the percentage of students at or above grade level on *TerraNova* and *SUPERA* and the percentage of students at or above the indicated *STAAR* performance level. In this table, *Istation's Indicators of Progress (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*, *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 included if the scores were Approaches Grade Level or Above (*STAAR A+*) or Meets Grade Level or Above (*STAAR M+*). Results included the first administration; Approaches+ included Alternate 2. Alternate 2 tests scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Although all scores are included, some students' test scores may have been adversely affected by online testing issues.

What percentage of students were kindergarten ready in 2017-18?

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 and 2017-18, demographic data and BOY *ISIP* data files were extracted from district databases and merged to prepare for analyses.⁴⁴ 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 in all datasets. Frequency and crosstabs analyses were computed to determine the percentage of students who were K ready by test version, student group, and year.⁴⁵

⁴⁴ Demographic data were pulled on October 17, 2016 (2016-17) and October 30, 2017 (2017-18). BOY *ISIP* data were pulled on October 18, 2016 (2016-17) and November 01, 2017 (2017-18).

⁴⁵ In 2016-17, the PEIMS date was not used for K readiness because of an earlier testing window.

Kindergarten Readiness Based on Prekindergarten Attendance

To examine differences in K readiness for students who did or did not attend Dallas ISD PK, PEIMS snapshot demographic data and assessment files were extracted from district databases and merged to prepare for analyses.⁴⁶ Kindergarten was used as the sampling frame to compare students who attended PK with those who did not attend.⁴⁷ To produce comparable groups, the cohort students were limited to kindergarteners who were ELLs and/or economically disadvantaged and who were not retained.⁴⁸ Finally, cohort students were classified as attending or not attending Dallas ISD PK by pulling PEIMS snapshot demographic data for the four years prior to the K year (for example, 2013-14 to 2016-17 PEIMS demographic data for 2017-18 K students). 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*.

BOY *ISIP* data were reviewed for the 2016-17 and 2017-18 K cohort groups. Frequency and crosstabs analyses were computed to determine the percentage of students who were K ready by test version and 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 if the student was homeless, in foster care, or had a parent who served in the military or who was eligible for the Star of Texas Award. Third, differences between the *DISD PK/No DISD PK* groups may be attributable to a parental decision to place a student in PK or not (self-selection issue).

Results

Overall Kindergarten Readiness

Table 14 includes the percentage of each category of students who were K ready by year and assessment version. In fall 2017, 51 percent of students with valid *ISIP* scores were considered K ready. More students who tested in Spanish (58%) were K ready than those tested in English (43%).

In comparison to the prior year (fall 2016),⁴⁹ a lower percentage of students were K ready in fall 2017 (55% vs. 51%). The pattern was consistent for students tested in English (48% vs 43%) and in Spanish (62% vs. 58%).

⁴⁶ PEIMS snapshot data were pulled on October 30, 2017 (2018-18) and October 31, 2016 (2016-17). BOY *ISIP* data were pulled on November 01, 2018 (2017-18) and October 18, 2016 (2016-17).

⁴⁷ Because of the constraints of the district database, the evaluator followed the sampling procedure that was used by Huston, Gupta, and Schexnayder (2012).

⁴⁸ This filter creates comparable groups because being an ELL student and/or economically disadvantaged were the two largest reasons students were eligible to attend PK.

⁴⁹ In 2016-17, the PEIMS date was not used for K readiness because of an earlier testing window.

Table 14: Percentage of K Students Who Were K Ready on BOY *ISIP* by Year, Version, and Student Group

	2016-17		2017-18	
	Tested <i>n</i>	K Ready %	Tested <i>n</i>	K Ready %
English				
All	5,244	47.9	5,134	43.2
African American	2,189	40.7	2,221	36.8
Hispanic	2,242	46.2	2,101	41.3
White	667	73.9	642	69.6
ELL	224	37.9	219	31.1
Eco. Dis.	3,320	40.1	3,694	37.4
Special Education	182	35.2	200	34.5
Spanish				
All	4,877	62.4	4,957	58.1
African American	20	35.0	32	3.1
Hispanic	4,802	62.6	4,786	58.7
White	47	61.7	108	47.2
ELL	4,765	62.5	4,674	58.8
Eco. Dis.	3,484	61.4	4,106	58.5
Special Education	106	47.2	148	50.7
English and Spanish Combined				
All	10,121	54.9	10,091	50.5
African American	2,209	40.6	2,253	36.4
Hispanic	7,044	57.4	6,887	53.4
White	714	73.1	750	66.4
ELL	4,989	61.4	4,893	57.6
Eco. Dis.	6,804	51.0	7,800	48.5
Special Education	288	39.6	348	41.4

Source: Chancery database pulled October 17, 2016 (2016-17), PEIMS district database pulled October 30, 2017 (2017-18), and BOY *ISIP* pulled October 18, 2016 (2016-17) and November 01, 2017 (2017-18).

Note: K=Kindergarten. K Ready=at or above grade level. ELL=English language learner. Eco. Dis.=economically disadvantaged. In this table, *Istation's Indicators of Progress (ISIP)* includes the beginning-of-year (BOY) 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

A higher percentage of *DISD PK* students were K ready in 2017-18 (55%) than students in the *No DISD PK* group (31%; Table 15). Because of the limitations mentioned previously, results should be reviewed with caution. Of the 8,518 K students assessed, 75 percent ($n=6,423$) attended Dallas ISD PK; the remaining 25 percent ($n=2,095$) did not. Thus, even though the *DISD PK* group outperformed the *No DISD PK* group, the majority of students that were not K ready attended Dallas ISD PK (67%).

When English and Spanish scores were combined, 49 percent ($n=4,194$) of K students scored at or above grade level on BOY *ISIP*, indicating that they were K ready. Of the K-ready students, 85 percent ($n=3,547$) attended Dallas ISD PK and 15 percent ($n=647$) did not. Of the students who were not K ready ($n=4,324$), 67 percent ($n=2,876$) attended Dallas ISD PK and 33 percent ($n=1,448$) 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, 37 percent ($n=1,381$) of K students scored at or above grade level on BOY *ISIP*, indicating that they were K ready. Of the K-ready students, 79

percent ($n=1,089$) attended Dallas ISD PK and 21 percent ($n=292$) did not. Of the students who were not K ready ($n=2,330$), 59 percent ($n=1,373$) attended Dallas ISD PK and 41 percent ($n=957$) 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, 59 percent ($n=2,813$) of K students scored at or above grade level on BOY *ISIP*, indicating that they were K ready. Of the K-ready students, 87 percent ($n=2,458$) attended Dallas ISD PK and 13 percent ($n=355$) did not. Of the students who were not K ready ($n=1,994$), 75 ($n=1,503$) percent attended Dallas ISD PK and 25 ($n=491$) percent did not. Thus, the majority of students who were not K ready attended Dallas ISD PK.

Table 15: 2017-18 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	
	Tested <i>n</i>	K Ready %	Tested <i>n</i>	K Ready %	Tested <i>n</i>	K Ready %
English						
All	2,462	44.2	1,249	23.4	3,711	37.2
African American	1,229	41.3	618	24.9	1,847	35.8
Hispanic	1,119	46.3	501	19.6	1,620	38.0
White	65	61.5	86	36.0	151	47.0
ELL	168	37.5	46	8.7	214	31.3
Eco. Dis.	2,425	44.2	1,238	23.6	3,663	37.3
Special Education	100	31.0	27	22.2	127	29.1
Spanish						
All	3,961	62.1	846	42.0	4,807	58.5
African American	22	4.5	*	*	25	4.0
Hispanic	3,881	62.5	827	42.1	4,708	58.9
White	38	50.0	13	38.5	51	47.1
ELL	3,825	62.4	822	42.1	4,647	58.8
Eco. Dis.	3,349	62.4	731	40.9	4,080	58.5
Special Education	127	55.9	9	22.2	136	53.7
English and Spanish Combined						
All	6,423	55.2	2,095	30.9	8,518	49.2
African American	1,251	40.6	621	24.8	1,872	35.4
Hispanic	5,000	58.8	1,328	33.6	6,328	53.5
White	103	57.3	99	36.4	202	47.0
ELL	3,993	61.4	868	40.3	4,861	57.6
Eco. Dis.	5,774	54.8	1,969	30.0	7,743	48.5
Special Education	227	44.9	36	22.2	263	41.8

Source: PEIMS district database: October 30, 2017; BOY *ISIP*: November 01, 2017.

Note: PK=Prekindergarten. K Ready=at or above grade level. ELL=English language learner. Eco. Dis.=economically disadvantaged. In this table, *Istation's Indicators of Progress (ISIP)* includes the beginning-of-year (BOY) 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. Cells marked with an asterisk (*) indicate five or fewer students were tested.

The overall 2017-18 results mirror the 2016-17 pattern (Table 16). Because of the limitations mentioned previously, results should be reviewed with caution.

Table 16: 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	
	Tested <i>n</i>	K Ready %	Tested <i>n</i>	K Ready %	Tested <i>n</i>	K Ready %
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: October 31, 2016; September *ISIP*: October 18, 2016.

Note: PK=Prekindergarten. K Ready=at or above grade level. ELL=English language learner. Eco. Dis.=economically disadvantaged. In this table, *Istation's Indicators of Progress (ISIP)* includes the beginning-of-year (BOY) 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.

Did students attain grade-level scores on reading and mathematics as measured by *TerraNova* and *SUPERA*?

Methodology

To examine student outcomes on *TerraNova* (K-2) and *SUPERA* (K-2), PEIMS demographic data and 2016-17 and 2017-18 test files were extracted from the district database for students in grades K through two and merged to prepare for analyses.⁵⁰ Frequency and crosstabs analyses were computed to

⁵⁰ PEIMS snapshot demographic data were pulled October 30, 2017 (2017-18) and October 31, 2016 (2016-17). For 2017-18, data were pulled on June 11, 2018 (*TerraNova*) and June 11, 2018 (*SUPERA*). For 2016-17, data were pulled on July 19, 2017 (*TerraNova*) and August 10, 2017 (*SUPERA*). In the 2016-17 *SUPERA* file, first- and second-grade data were missing for two schools.

review student performance in terms of the percentages of students at or above grade level by student group.

Results

On the 2017-18 *TerraNova* mathematics exam, 62 percent of the K students performed at or above grade level, as did 56 percent in grade one, and 60 percent in grade two. Thus, a sizable percentage of students in grades K through two (38% to 44%) performed below grade level in 2017-18 (Table 17). In comparison to 2016-17 (Table 17), a slightly higher percentage of students performed at or above grade level in grades K through two in 2017-18.

On the 2017-18 *TerraNova* reading exam, 81 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 2017-18 *SUPERA*, 85 percent of the K students performed at or above grade level, as did 86 percent in grade one, and 46 percent in grade two. A notable portion of students at all grade levels did not attain grade level or above scores in 2017-18, this was especially true for grade-two students (Table 17). In comparison to 2016-17 (Table 17), a lower percentage of students performed at or above grade level across grades in 2017-18 with the exception of K and grade two *TerraNova* reading. Both years, less than half of grade-two students performed at or above grade level on *SUPERA*.

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

	K				Grade 1				Grade 2			
	2016-17		2017-18		2016-17		2017-18		2016-17		2017-18	
	Tested <i>n</i>	%	Tested <i>n</i>	%	Tested <i>n</i>	%	Tested <i>n</i>	%	Tested <i>n</i>	%	Tested <i>n</i>	%
TerraNova Mathematics												
All	10,446	60.5	10,215	61.9	11,221	55.3	10,675	56.3	11,948	58.5	10,966	59.5
African Am.	2,188	54.0	2,189	56.6	2,375	46.6	2,188	45.7	2,528	49.1	2,312	48.1
Hispanic	7,287	60.2	6,950	60.8	7,856	55.3	7,503	56.8	8,520	59.4	7,711	60.8
White	720	80.6	758	86.1	705	81.0	702	80.2	623	80.4	660	80.6
ELL	5,456	56.9	5,205	58.3	5,774	52.9	5,638	55.2	5,962	56.8	5,686	59.5
Eco. Dis.	7,965	58.0	7,874	59.0	8,355	52.9	8,263	53.2	10,197	57.0	8,533	57.1
Special Ed.	361	44.0	377	48.8	582	31.8	551	30.5	635	29.6	783	31.3
TerraNova Reading												
All	5,352	78.4	5,203	80.6	5,927	64.2	5,463	64.0	6,499	60.6	5,817	60.8
African Am.	2,169	75.6	2,163	79.8	2,382	59.1	2,175	59.8	2,531	52.3	2,311	51.5
Hispanic	2,295	78.0	2,114	78.4	2,629	62.9	2,376	62.0	3,115	62.4	2,614	62.7
White	651	90.2	641	91.3	654	83.5	645	81.1	594	84.3	625	82.4
ELL	589	66.6	527	70.2	649	52.1	647	56.9	689	44.7	685	53.9
Eco. Dis.	3,786	75.4	3,737	78.3	4,080	59.7	3,862	59.1	5,136	56.9	4,180	55.3
Special Ed.	244	64.3	232	68.5	405	40.0	377	41.9	445	28.1	538	30.5
SUPERA Reading												
All	5,191	86.1	5,044	84.7	5,423	88.0	5,232	86.0	5,523	47.0	5,185	46.4
African Am.	30	50.0	31	48.4	9	33.3	14	42.9	*	*	*	*
Hispanic	5,079	86.7	4,861	85.4	5,341	88.1	5,146	86.1	5,469	47.0	5,131	46.4
White	68	67.6	120	70.0	49	81.6	59	81.4	31	45.2	34	58.8
ELL	4,954	86.6	4,705	85.3	5,224	88.0	5,011	86.2	5,345	46.5	5,038	45.9
Eco. Dis.	4,264	86.2	4,167	84.9	4,402	87.9	4,414	86.5	5,120	47.1	4,384	46.6
Special Ed.	117	63.2	147	68.7	180	61.7	173	58.4	190	18.9	241	17.8

Source: PEIMS district database: October 31, 2016 (2016-17) and October 30, 2017 (2017-18); *TerraNova*: July 19, 2017 (2016-17) and June 11, 2018 (2017-18); *SUPERA*: August 10, 2017 (2016-17) and June 11, 2018 (2017-18).

Note: K=Kindergarten. %=percentage of students at or above grade level. African Am.=African American. ELL=English language learner. Eco. Dis.=economically disadvantaged. Special Ed.=special education. *=less than five students were tested. At or Above Grade Level=at or Above the 40th percentile.

Did students attain Approaches Grade Level or Above scores on reading and mathematics as measured by STAAR?

Methodology

To examine grade-three-student outcomes on *STAAR*, PEIMS demographic data and 2016-17 and 2017-18 test files were extracted from the district database and merged to prepare for analyses.⁵¹ Frequency and crosstabs analyses were computed to review student performance on *STAAR* in terms of the percentages of students at Approaches Grade Level or Above (Approaches+) and Meets Grade Level or Above (Meets+) by student group.

⁵¹ PEIMS snapshot demographic data were pulled October 30, 2017 (2017-18) and October 31, 2016 (2016-17). For 2017-18, *STAAR* data were pulled on June 20, 2018. For 2016-17 *STAAR* data were pulled on June 15, 2017. Results included the first administration; Approaches+ included Alternate 2. Alternate 2 tests scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Although all scores are included, some students' test scores may have been adversely affected by online testing issues.

Results

On 2017-18 STAAR mathematics, 76 percent of grade-three students scored Approaches+ and 42 percent scored Meets+. Thus, about a quarter (24%) of grade-three students did not attain Approaches+ in 2017-18 (Table 18). Even so, in comparison to 2016-17, a higher percentage of grade-three students performed at Approaches+ and Meets+ in 2017-18.

On 2017-18 STAAR reading, 72 percent of grade-three students scored Approaches+ and 39 percent scored Meets+. A notable percentage (28%) of grade-three students did not attain Approaches+ in 2017-18 (Table 18). As hoped, in comparison to 2016-17, a higher percentage of grade-three students performed at Approaches+ and Meets+ in 2017-18.

Table 18: Percentage of Grade-Three Students Performing At Approaches+ and Meets+ on STAAR by Assessment, Student Group, and Year

	2016-17				2017-18			
	Approaches+		Meets+		Approaches+		Meets+	
	Tested <i>n</i>	%	Tested <i>n</i>	%	Tested <i>n</i>	%	Tested <i>n</i>	%
STAAR Mathematics								
All	12,568	71.0	12,368	40.5	11,906	75.6	11,661	42.4
African American	2,716	57.5	2,655	26.1	2,496	62.9	2,421	28.0
Hispanic	8,948	74.0	8,817	42.9	8,539	78.5	8,385	44.6
White	616	85.9	611	63.5	589	85.9	578	66.3
ELL	6,337	72.6	6,274	41.3	5,990	77.7	5,929	44.1
Eco. Dis.	11,332	70.2	11,138	39.0	10,327	74.5	10,108	40.4
Special Education	888	48.8	691	17.1	1,027	53.7	785	15.9
STAAR Reading								
All	12,567	63.4	12,367	36.3	11,915	72.4	11,670	39.1
African American	2,715	49.3	2,654	21.9	2,499	60.5	2,424	24.8
Hispanic	8,947	66.1	8,816	38.5	8,544	74.9	8,390	41.5
White	617	83.1	612	65.0	588	85.7	577	64.1
ELL	6,336	64.2	6,273	36.7	5,991	74.6	5,930	42.2
Eco. Dis.	11,332	62.0	11,138	34.3	10,335	71.0	10,116	37.0
Special Education	887	42.5	690	10.7	1,028	50.8	786	13.0

Source: PEIMS district database: October 31, 2016 (2016-17) and October 30, 2017 (2017-18); STAAR: June 15, 2017 (2016-17) and June 20, 2018 (2017-18).

Note: STAAR=State of Texas Assessments of Academic Readiness. Approaches+=Approaches Grade Level or Above. Meets+=Meets Grade Level or Above. ELL=English language learner; Eco. Dis.=economically disadvantaged; Results included the first administration; Approaches+ included Alternate 2. Alternate 2 tests scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Although all scores are included, some students' test scores may have been adversely affected by online testing issues.

Did the scores of students at cohort and comparison campuses differ as measured by TerraNova, SUPERA, and STAAR?

Methodology

To examine differences in cohort and comparison campus⁵² student outcomes on EOY ISIP, TerraNova, SUPERA, and STAAR, assessment files were extracted from district databases and merged

⁵² The schools included in the cohort and comparison groups were selected by the Early Learning department.

with a list of cohort and comparison campuses (Appendix M) to prepare for analyses.⁵³ For each assessment in 2017-18, independent samples *t* tests were conducted to explore possible differences between cohort and comparison campus scores overall and by grade level.⁵⁴ The percentage of students at or the above grade level (*ISIP*, *TerraNova*, and *SUPERA*) and at Approaches+ and Meets+ (*STAAR*) also were computed overall and by grade level.

Results

In 2017-18, comparison campus scores were significantly higher than cohort campus scores, both statistically and practically (Table 19) for all assessments, overall and across grades, with three exceptions. First, cohort and comparison campuses did not differ statistically on grade-two student scores on EOY *ISIP* in Spanish. Although other differences between cohort and comparison student scores on EOY *ISIP* in Spanish were statistically significant (grade one and overall), these differences were not practically significant.

Differences between cohort and comparison campus students' scores on *SUPERA* were not statistically significant with the exception of the overall scores. However, this difference was not practically significant.

⁵³ For 2017-18, data were pulled on June 03, 2018 (EOY *ISIP*), June 11, 2018 (*TerraNova*), June 11, 2018, (*SUPERA*), and June 20, 2018 (*STAAR*). For *STAAR*, results included the first administration; Approaches+ included Alternate 2. Alternate 2 tests scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Although all scores are included, some students' test scores may have been adversely affected by online testing issues.

⁵⁴ The cohort and comparison groups changed from 2016-17 to 2017-18. Therefore, comparisons to last year's data are inappropriate and are not reported here. Cohen's *d* was also used to test for practical significance. 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).

Table 19: 2017-18 Differences in Cohort and Comparison Campuses by Assessment and Grade

Grade	Cohort				Comparison							
	Test <i>n</i>	<i>M</i> (<i>SD</i>)		%	Test <i>n</i>	<i>M</i> (<i>SD</i>)		%	<i>t</i> (<i>df</i>)	<i>p</i>	<i>d</i>	
EOY ISIP English												
K	1,766	196.8 (18.2)		40.4	392	201.4 (15.1)		56.9	5.2 (671)	.000	0.29	
One	1,897	211.6 (18.8)		38.5	426	218.5 (18.4)		54.0	6.9 (2,321)	.000	0.37	
Two	2,116	226.6 (21.4)		48.1	417	236.9 (19.0)		68.8	9.9 (643)	.000	0.53	
Overall	5,779	212.6 (23.1)		42.6	1,235	219.3 (22.7)		59.9	9.3 (7,012)	.000	0.29	
EOY ISIP Spanish												
K	1,752	733.5 (55.0)		63.1	484	743.4 (59.6)		68.0	3.4 (2,234)	.001	0.18	
One	1,834	854.0 (73.0)		65.0	541	862.7 (72.0)		69.7	2.4 (2,373)	.015	0.12	
Two	1,813	926.6 (75.6)		57.4	504	930.4 (68.5)		59.1	1.1 (873)	.294	0.05	
Overall	5,399	839.3 (104.8)		61.8	1,529	847.2 (101.4)		65.7	2.7 (2,527)	.007	0.08	
TerraNova Mathematics												
K	3,781	47.5 (20.1)		57.1	907	52.0 (21.2)		64.3	6.1 (4,686)	.000	0.23	
One	3,828	43.6 (19.7)		49.4	982	49.4 (19.9)		59.1	8.1 (4,808)	.000	0.29	
Two	4,065	44.8 (20.5)		52.8	932	50.5 (20.4)		63.3	7.6 (4,995)	.000	0.28	
Overall	11,674	45.3 (20.2)		53.1	2,821	50.6 (20.5)		62.1	12.5 (14,493)	.000	0.26	
TerraNova Reading												
K	1,998	57.7 (21.1)		77.7	392	62.6 (21.7)		84.4	4.2 (2,388)	.000	0.23	
One	1,987	47.4 (20.7)		55.9	438	53.5 (22.6)		63.7	5.2 (609)	.000	0.27	
Two	2,179	44.6 (19.9)		51.5	417	54.2 (21.1)		66.9	8.9 (2,594)	.000	0.48	
Overall	6,164	49.8 (21.3)		61.4	1,247	56.6 (22.2)		71.3	10.2 (7,409)	.000	0.32	
SUPERA Reading												
K	1,796	64.5 (24.4)		83.0	517	66.1 (24.5)		84.3	1.4 (2,311)	.164	0.07	
One	1,856	62.7 (18.6)		84.5	542	63.7 (17.7)		86.7	1.2 (2,396)	.243	0.06	
Two	1,899	45.6 (16.1)		44.1	515	46.0 (14.8)		47.8	0.5 (2,412)	.628	0.02	
Overall	5,551	57.4 (21.7)		70.2	1,574	58.7 (21.3)		73.2	2.1 (7,123)	.034	0.06	
Grade 3 STAAR Mathematics												
Three	4,523	1,412.9 (218.4)		70.1	1,051	1,466.3 (190.3)		81.3	8.0 (1,753)	.000	0.27	
Grade 3 STAAR Reading												
Three	4,527	1,366.9 (212.4)		66.5	1,048	1,419.6 (194.3)		77.0	7.4 (5,573)	.000	0.25	

Source: PEIMS district database: October 30, 2017; EOY ISIP: June 03, 2018; TerraNova Reading: June 11, 2018; SUPERA Reading: June 11, 2018, STAAR Reading: June 20, 2018;

Note: *M*=mean. *SD*=standard deviation. %=% of students at or above grade level or Approaches+. *df*=degrees of freedom. K=Kindergarten. End-of-Year *Istation's Indicators of Progress* (EOY ISIP), TerraNova, and SUPERA include students tested in grades K-2. State of Texas Assessments of Academic Readiness (STAAR) includes students tested in grade three. ISIP analyses included overall scores for the *t* tests and tier one for calculating the percentage of students at or above grade level. TerraNova and SUPERA analyses included National Curve Equivalent (NCE) scores for the *t* tests and national percentile for calculating the percentage of students at or above grade level (the 40th percentile). For STAAR, scale scores were analyzed for the *t* test and Approaches+ was used to calculate the percentage of students at Approaches Grade Level or Above. Results included the first administration and Alternate 2. Although all scores are included, some students' test scores may have been adversely affected by online testing issues. In the cohort group, 37.1 percent (*n* Test=4,414) of students achieved Meets Grade Level or Above (Meets+) on mathematics and 32.7 percent (*n* Test=4,418) of students achieved Meets+ on reading. In the comparison group, 46.7 percent (*n* Test=1,038) of students achieved Meets+ on mathematics and 42.6 percent (*n* Test=1,035) of students achieved Meets+ on reading.

SUMMARY AND RECOMMENDATIONS

Summary

In 2017-18, 47,122 students enrolled in early childhood (EC) education ($n=415$), community partnership programs ($n=1,872$), Dallas Independent School District (ISD) 3-year-old prekindergarten (PK; $n=1,638$), 4-year-old PK ($n=8,643$), kindergarten (K, $n=11,070$), grade one ($n=11,590$) or grade two ($n=11,894$). The total budget for the Early Learning department was \$10,824,300. Analyses were conducted to examine the context, process, and outcomes of the Dallas ISD Early Learning department initiatives.

Context

The Dallas ISD Early Learning department strove to achieve two main goals. The first was to improve Kindergarten (K) readiness; the second was to ensure that all students were reading on grade level by the end of grade two. Strategies to reach these goals included increasing demand for and access to PK, increasing the quality of PK through grade-two classrooms through teacher specialization and effectiveness, extending the continuum of care through community resources to support children from birth, and supporting reading and language acquisition in K and beyond.

Demand/Access. Access to and demand for PK was increased through an additional early childhood center that opened at Arlington Park in January 2018. The district also added six new PK partnership sites with childcare centers for a total of 27 sites. 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 33 percent of K-2 classrooms. Specialists provided individual support for teachers. The department employed 42 PK specialists and 46 K-2 specialists; of these 13 served as lead specialists⁵⁵ that provided individualized, tiered support to teachers. To support teachers, specialists initially participated in professional development (PD) programs including Children's Learning Institute (CLI) Engage training, CLASS observer certification training, MyTeachStone training, Jim Knight's coaching training, and content training. Then, specialists provided teachers with training about CLASS [including Making the Most of Classroom Interactions (MMCI) training; K-2], Just in Time training (PK only) and campus-level PD. The department also provided PD during the summer through 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.

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 PK partnership sites, and expanded the continuum of care to

⁵⁵ As of June 2018.

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.

Reading and Language Acquisition. In K and beyond, 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.

Continuous Enrollment

Sixty-seven percent of students who attended Dallas ISD PK in 2016-17 returned to Dallas ISD for K in 2017-18, which means that about a third of 2016-17 PK students did not remain in the district in 2017-18. Fifty percent of 2017-18 grade-three students were continuously enrolled since 2013-14 (what would typically be considered the PK for these students).

Grade-Level 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*).⁵⁶ Across years, 1.8 to 4.5 percent of the *No DISD PK* group was retained compared to 0.7 percent to 2.2 percent of the *DISD PK* group. In addition, lower rates of *DISD PK* students were enrolled in special education (5.0% to 7.5%) than *No DISD PK* students (7.1% to 12.4%) with the exception of the K year (4.1% to 3.6%).

Early Learning Teacher Retention Rates

A sizeable proportion of 2015-16 and 2016-17 Early Learning teachers were reassigned to non-Early Learning positions or left the district. Of the 2015-16 Early Learning teachers, 73 percent continued to teach in an Early Learning grade in 2016-17; however, almost half (47%) were no longer teaching an Early Learning grade after two years (in 2017-18). The Early Learning teacher retention rate was even lower for 2016-17 Early Learning teachers with 66 percent still teaching an Early Learning grade in 2017-18. This means the district has provided professional development and extended support to many Early Learning teachers who have been moved to non-Early Learning positions in the district or who have left Dallas ISD.

PK Through Grade-Two Classroom Quality

As in the last two years, results of *CLASS* indicated that district teachers were strongest in emotional support and weakest in instructional support. Overall, while more than 85 percent of teachers met the quality thresholds for emotional support and classroom organization, at most, 56 percent of teachers met the quality threshold for instructional support. Fifty-four (fall) and 50 (spring) percent of teachers met or exceeded the quality threshold in all three domains. The district average was above the quality threshold for both semesters in the emotional support, classroom organization, and instructional

⁵⁶ 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.

support domains. All three domains and overall scores decreased slightly from fall to spring. However, none of these changes were statistically significant.

Compared to spring 2017, an increased percentage of teachers met or exceeded the quality threshold overall and for the instructional support domain in spring 2018. However, the percentage of teachers who met or exceeded quality thresholds in spring 2017 was slightly higher than in spring 2018 for the emotional support and classroom organization domains.

Student Outcomes on 2017-18 ISIP

More students that tested in Spanish than in English on *Istation's Indicators of Progress (ISIP)* performed at or above grade level (the 40th percentile) in reading with the exception of grade two EOY. For the English and Spanish administrations combined, the overall percentage of students at or above grade level in 2017-18 ranged from 47 percent to 57 percent (50% to 57% for PK, 51% to 55% for K, 47% to 56% for grade one, and 54% to 56% for grade two). Percentages were slightly lower in 2017-18 than in 2016-17.

In 2017-18, the percentage of students at or above grade level increased from the beginning to the middle to the end of the year (BOY, MOY, and EOY, respectively) in K, grade one, and grade two. The percentage of PK students at or above grade level dropped from BOY to MOY and then increased from MOY to EOY. When compared to 2016-17, the percentages of students at or above grade level were slightly lower in 2017-18 across *ISIP* administrations (BOY, MOY, and EOY) with one exception (EOY for PK).

Differences in Achievement Scores by Prekindergarten Enrollment Status

As in previous years, achievement scores differed by PK enrollment status. Higher rates of Dallas ISD PK students (*DISD PK*) than students who did not attend Dallas ISD PK (*No DISD PK*) scored at or above grade level on 2017-18 assessments including *ISIP*, *TerraNova* (mathematics and reading), and *SUPERA* (reading). On *State of Texas Assessments of Academic Readiness (STAAR)* reading and mathematics, *DISD PK* students were more likely to attain Approaches Grade Level or Above (Approaches+) or Meets Grade Level or Above (Meets+) than *No DISD PK* students.

Kindergarten Readiness

Of the 10,091 K students who took BOY *ISIP* in 2017-18, 51 percent were K ready (scored at or above the 40th percentile), which was a decrease from 2016-17 (55%). A higher percentage of *DISD PK* students (55%) were K ready than *No DISD PK* students (31%). Most students who were not K ready in 2016-17 attended Dallas ISD PK (67%).

Student Outcomes on TerraNova, SUPERA, and STAAR

On the 2017-18 *TerraNova* mathematics exam, 62 percent of the K students performed at or above grade level, as did 56 percent in grade one, and 60 percent in grade two. In comparison to 2016-17, a slightly higher percentage of students performed at or above grade level in grades K through two in 2017-18. On 2017-18 *STAAR* mathematics, 76 percent of grade-three students scored Approaches+ and 42 percent scored Meets+. In comparison to 2016-17, a higher percentage of grade-three students performed at Approaches+ and Meets+ in 2017-18.

On the 2017-18 *TerraNova* reading exam, 81 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 2017-18 *SUPERA*, 85 percent of the K students performed at or above grade level, as did 86 percent in grade one, and 46 percent in grade two. In 2016-17 and 2017-18, less than half of grade-two students performed at or above grade level on *SUPERA*. In comparison to 2016-17, a lower percentage of students performed at or above grade level on reading across grades in 2017-18 with the exception of K and grade two *TerraNova* reading. On 2017-18 *STAAR* reading, 72 percent of grade-three students scored Approaches+ and 39 percent scored Meets+. In comparison to 2016-17, a higher percentage of grade-three students performed at Approaches+ and Meets+ in 2017-18.

Differences in Achievement Scores by Cohort and Comparison Campus Status

In 2017-18, comparison campus scores were significantly higher than cohort campus scores, both statistically and practically for all assessments, overall and across grades, with the exceptions of Spanish EOY *ISIP* scores in grade one and overall (not practically significant) and in grade two (not statistically significant), and *SUPERA* scores (not statistically significant).

Recommendations

- **Continue efforts to retain Dallas ISD PK students in the district.** About a third of 2016-17 PK students did not remain in the district in 2017-18 for K. The district should continue having monthly interactions with PK families, walk-throughs of future classrooms, and other events to encourage families to remain in Dallas ISD.
- **Improve the retention of Early Learning teachers in Early Learning grades.** Many Early Learning teachers did not remain in Early Learning grades. Early Learning invests a great deal of training and specialist support in Early Learning teachers. The district should protect its investment by keeping trained Early Learning teachers in grades PK through two.
- **Continue to implement the Early Learning initiatives with a focus on language and literacy development.** 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. In particular, the district should continue increasing K readiness by increasing access to and the quality of PK. A higher percentage of students who attended Dallas ISD PK were K ready than those who did not attend (55% versus 31%). Students who attended Dallas ISD PK also scored at or above grade level at a higher percentage on various reading and mathematics assessments over time than those who did not attend. Even so, a sizable percentage of students performed below grade level on various reading assessments [e.g., grade-two *TerraNova* (39%) and *SUPERA* (54%)]. To ensure students are reading 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 grade-two efforts.
- **Continue to train teachers to provide more effective instructional support for students.** Overall, the district performed well on *CLASS*; however, more than 44 percent of teachers did not meet the

quality threshold for instructional support. Thus, the department should continue efforts to improve these scores. This training could be accomplished using group PD sessions or individual coaching with specialists focusing on supporting students' cognitive and language development.

REFERENCES

- Burchinal, M., Vandergrift, N., Pianta, R., & Mashburn, A. (2010). Threshold analysis of association between child care quality and child outcomes for low-income children in pre-kindergarten programs. *Early Childhood Research Quarterly*, 25, 166–176.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Farmer, D. (2017). Report for Dallas ISD: Summary of 2015-16 & 2016-17 classroom quality observations utilizing CLASS. Dallas, TX. Southern Methodist University.
- Hinkley, S. (2018). 2017-18 Evaluation of AVANCE. Dallas, TX. Dallas Independent School District.
- Hinkley, S. (2018). 2017-18 Evaluation of the Home Instruction for Parents of Preschool Youngsters (HIPPY). Dallas, TX. Dallas Independent School District.
- Hinkley, S. & Kim, M. (2017). 2016-17 Evaluation of Dallas ISD Early Learning. Dallas, TX. Dallas Independent School District.
- Huston, A., Gupta, A., & Schexnayder, D. (2012). *Study of early education in Texas: The relationship of pre-k attendance to 3rd grade test results*. Ray Marshall Center for the Study of Human Resources. The University of Texas at Austin Lyndon B. Johnson School of Public Affairs.
- Mathes, P., Torgesen, J., & Herron, J. (2016). *Istation's Indicators of Progress, Early Reading technical report: Computer adaptive testing system for continuous progress monitoring of reading growth for students pre-k to grade 3*, Istation.

APPENDICES

Appendix A

Appendix A: 2017-18 Demographic Characteristics for Early Childhood through Grade-Two Students by Type and Grade

	Early Childhood (n=415)		PK Partnerships (n=1,872)		3-Year-Old PK (n=1,638)		4-Year-Old PK (n=8,643)		K (n=11,070)		Grade One (n=11,590)		Grade Two (n=11,894)		Total (n=47,122)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Sex																
Female	101	24.3	927	49.5	822	50.2	4,315	49.9	5,422	49.0	5,645	48.7	5,790	48.7	23,022	48.9
Male	314	75.7	945	50.5	816	49.8	4,328	50.1	5,648	51.0	5,945	51.3	6,104	51.3	24,100	51.1
Ethnicity																
African American	127	30.6	1,100	58.8	384	23.4	1,854	21.5	2,504	22.6	2,527	21.8	2,678	22.5	11,174	23.7
Hispanic	248	59.8	714	38.1	1,138	69.5	6,320	73.1	7,379	66.7	7,965	68.7	8,178	68.8	31,942	67.8
White	29	7.0	25	1.3	56	3.4	224	2.6	814	7.4	772	6.7	717	6.0	2,637	5.6
Other	11	2.7	25	1.3	60	3.7	244	2.8	373	3.4	325	2.8	321	2.7	1,359	2.9
Special Populations																
Eco. Dis.	295	71.1	1,829	97.7	1,495	91.3	7,938	91.8	8,561	77.3	9,016	77.8	9,285	78.1	38,419	81.5
ELL	40	9.6	268	14.3	952	58.1	4,900	56.7	5,489	49.6	5,928	51.1	5,985	50.3	23,562	50.0
Special Ed.	394	94.9	27	1.4	83	5.1	151	1.7	562	5.1	774	6.7	1,059	8.9	3,050	6.5
Homeless	3	0.7	36	1.9	63	3.8	430	5.0	218	2.0	211	1.8	190	1.6	1,151	2.4

Source: PEIMS district database: October 30, 2017.

Note: PK=Prekindergarten. K=Kindergarten. Eco. Dis.=economically disadvantaged. ELL=English language learner. Ed.=education. Some percentages may not add to 100 because of rounding or missing data. 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 district demographic data. When information was unavailable (PPCD, Head Start, and mixed age Montessori classrooms), age as of September 1, 2017 was used.

Appendix B

Appendix B: 2016-17 Demographic Characteristics for Early Childhood through Grade-Two Students by Type and Grade

	Early Childhood (n=325)		PK 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	%
Sex																
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
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
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
Other	8	2.5	21	1.2	22	2.4	223	2.6	303	2.6	315	2.6	327	2.5	1,219	2.5
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 Ed.	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: October 31, 2016.

Note: PK=Prekindergarten. K=Kindergarten. Eco. Dis.=economically disadvantaged. ELL=English language learner. Ed.=education. Some percentages may not add to 100 because of rounding. Some numbers may not add up to the total because of missing data. One student could not be classified and was only included in the total. Students were classified as being in 3- or 4-year old PK based on district demographic data. When information was unavailable (PPCD, Head Start, and mixed age Montessori classroom), age as of September 1, 2016 was used.

Appendix C

Appendix C: 2017-18 Percentage of Teachers At or Above CLASS Quality Thresholds by Grade, Feeder Pattern, Semester, and Domain

Feeder	PK		K		Grade One		Grade Two		Overall	
	Fall n (%)	Spring n (%)	Fall n (%)	Spring n (%)	Fall n (%)	Spring n (%)	Fall n (%)	Spring n (%)	Fall n (%)	Spring n (%)
Emotional Support										
ACE	24 (96)	22 (96)	29 (83)	30 (87)	33 (79)	33 (85)	36 (83)	34 (77)	122 (84)	119 (85)
Adams, B	30 (87)	29 (90)	38 (100)	41 (88)	38 (79)	36 (75)	36 (81)	37 (81)	142 (87)	143 (83)
Adamson	16 (81)	15 (87)	-	-	-	-	-	-	16 (81)	15 (87)
Carter	15 (100)	16 (81)	*	*	*	*	*	*	22 (91)	23 (78)
Conrad	17 (88)	17 (88)	23 (87)	23 (83)	26 (81)	24 (88)	26 (81)	26 (69)	92 (84)	90 (81)
Hillcrest	21 (95)	20 (85)	-	-	-	-	-	-	21 (95)	20 (85)
ISN	31 (94)	31 (87)	36 (75)	42 (83)	38 (84)	39 (77)	41 (63)	42 (91)	146 (78)	154 (84)
Jefferson	32 (100)	30 (90)	14 (93)	22 (77)	22 (86)	16 (94)	20 (85)	20 (80)	88 (92)	88 (85)
Kimball	22 (96)	24 (96)	6 (83)	*	6 (83)	6 (100)	6 (100)	6 (83)	40 (93)	41 (88)
Molina	20 (95)	19 (100)	*	*	*	*	*	*	31 (87)	30 (93)
N. Dallas	20 (95)	21 (91)	*	*	*	*	*	*	30 (97)	30 (90)
Pinkston	21 (91)	20 (90)	*	*	*	*	*	*	30 (87)	30 (90)
PK Partner	107 (96)	114 (96)	-	-	-	-	-	-	107 (96)	114 (96)
Roosevelt	14 (100)	11 (91)	*	7 (100)	5 (100)	*	*	*	26 (96)	24 (96)
Samuell	28 (93)	25 (100)	24 (96)	25 (100)	26 (92)	28 (89)	28 (82)	31 (100)	106 (91)	109 (97)
Seagoville	19 (95)	19 (100)	-	-	-	-	-	-	19 (95)	19 (100)
Skyline	21 (86)	20 (95)	*	*	*	*	*	*	30 (83)	30 (90)
S. Oak Cliff	20 (90)	20 (75)	17 (88)	20 (70)	21 (76)	17 (82)	20 (80)	22 (82)	78 (83)	79 (77)
Spruce	31 (90)	31 (90)	12 (92)	13 (77)	11 (55)	12 (92)	13 (92)	12 (75)	67 (85)	68 (85)
Sunset	20 (100)	20 (100)	10 (90)	11 (82)	10 (100)	11 (91)	14 (71)	11 (55)	54 (91)	53 (85)
White	32 (97)	33 (91)	7 (86)	8 (100)	7 (86)	6 (67)	6 (83)	6 (100)	52 (92)	53 (91)
Wilmer-Hut	*	*	6 (67)	6 (100)	6 (83)	6 (100)	7 (86)	7 (100)	23 (83)	23 (100)
Wilson	12 (83)	12 (92)	*	*	*	*	*	*	23 (87)	23 (96)
District	573 (94)	573 (92)	244 (87)	271 (85)	268 (82)	256 (84)	276 (80)	278 (83)	1,365 (88)	1,378 (87)

table continues

Table (continued)

Feeder	PK		K		Grade One		Grade Two		Overall	
	Fall n (%)	Spring n (%)	Fall n (%)	Spring n (%)	Fall n (%)	Spring n (%)	Fall n (%)	Spring n (%)	Fall n (%)	Spring n (%)
Classroom Organization										
ACE	24 (100)	22 (100)	29 (93)	30 (90)	33 (76)	33 (76)	36 (83)	34 (82)	122 (87)	119 (86)
Adams, B	30 (87)	29 (90)	38 (95)	41 (98)	38 (76)	36 (78)	36 (81)	37 (89)	142 (85)	143 (89)
Adamson	16 (69)	15 (93)	-	-	-	-	-	-	16 (69)	15 (93)
Carter	15 (80)	16 (88)	*	*	*	*	*	*	22 (73)	23 (78)
Conrad	17 (82)	17 (82)	23 (87)	23 (78)	26 (77)	24 (83)	26 (85)	26 (89)	92 (83)	90 (83)
Hillcrest	21 (86)	20 (85)	-	-	-	-	-	-	21 (86)	20 (85)
ISN	31 (94)	31 (94)	36 (61)	42 (69)	38 (74)	39 (72)	41 (66)	42 (86)	146 (73)	154 (79)
Jefferson	32 (94)	30 (87)	14 (100)	22 (91)	22 (82)	16 (94)	20 (90)	20 (85)	88 (91)	88 (89)
Kimball	22 (91)	24 (92)	6 (67)	*	6 (83)	6 (100)	6 (83)	6 (67)	40 (85)	41 (81)
Molina	20 (80)	19 (95)	*	*	*	*	*	*	31 (77)	30 (93)
N. Dallas	20 (85)	21 (76)	*	*	*	*	*	*	30 (90)	30 (83)
Pinkston	21 (81)	20 (80)	*	*	*	*	*	*	30 (77)	30 (83)
PK Partner	107 (87)	114 (83)	-	-	-	-	-	-	107 (87)	114 (83)
Roosevelt	14 (100)	11 (100)	*	7 (100)	5 (80)	*	*	*	26 (92)	24 (96)
Samuell	28 (100)	25 (92)	24 (92)	25 (96)	26 (92)	28 (93)	28 (89)	31 (100)	106 (93)	109 (95)
Seagoville	19 (95)	19 (100)	-	-	-	-	-	-	19 (95)	19 (100)
Skyline	21 (86)	20 (85)	*	*	*	3 (100)	*	*	30 (83)	30 (80)
S. Oak Cliff	20 (95)	20 (85)	17 (100)	20 (70)	21 (86)	17 (71)	20 (85)	22 (86)	78 (91)	79 (79)
Spruce	31 (84)	31 (90)	12 (92)	13 (92)	11 (73)	12 (100)	13 (100)	12 (83)	67 (87)	68 (91)
Sunset	20 (95)	20 (100)	10 (90)	11 (73)	10 (100)	11 (91)	14 (79)	11 (82)	54 (91)	53 (89)
White	32 (88)	33 (82)	7 (71)	8 (75)	7 (86)	6 (100)	6 (100)	6 (100)	52 (87)	53 (85)
Wilmer-Hut	*	*	6 (67)	6 (100)	6 (83)	6 (100)	7 (100)	7 (100)	23 (87)	23 (100)
Wilson	12 (75)	12 (92)	*	*	*	*	*	*	23 (83)	23 (91)
<i>District</i>	577 (88)	573 (88)	244 (86)	271 (84)	268 (80)	256 (83)	276 (83)	278 (88)	1,365 (85)	1,378 (86)

table continues

Table (continued)

Feeder	PK		K		Grade One		Grade Two		Overall	
	Fall n (%)	Spring n (%)	Fall n (%)	Spring n (%)	Fall n (%)	Spring n (%)	Fall n (%)	Spring n (%)	Fall n (%)	Spring n (%)
Instructional Support										
ACE	24 (67)	22 (50)	29 (35)	30 (40)	33 (52)	33 (39)	36 (56)	34 (56)	122 (52)	119 (46)
Adams, B	30 (57)	29 (55)	38 (63)	41 (42)	38 (55)	36 (44)	36 (69)	37 (65)	142 (61)	143 (51)
Adamson	16 (56)	15 (40)	-	-	-	-	-	-	16 (56)	15 (40)
Carter	15 (60)	16 (38)	*	*	*	*	*	*	22 (59)	23 (44)
Conrad	17 (59)	17 (47)	23 (48)	23 (57)	26 (39)	24 (46)	26 (58)	26 (58)	92 (50)	90 (52)
Hillcrest	21 (33)	20 (50)	-	-	-	-	-	-	21 (33)	20 (50)
ISN	31 (71)	31 (58)	36 (36)	42 (50)	38 (66)	39 (46)	41 (37)	42 (50)	146 (51)	154 (51)
Jefferson	32 (53)	30 (47)	14 (43)	22 (46)	22 (50)	16 (63)	20 (45)	20 (45)	88 (49)	88 (49)
Kimball	22 (73)	24 (50)	6 (0)	*	6 (50)	6 (67)	6 (50)	6 (67)	40 (55)	41 (51)
Molina	20 (55)	19 (42)	*	*	*	*	*	*	31 (61)	30 (43)
N. Dallas	20 (75)	21 (43)	*	*	*	*	*	*	30 (80)	30 (43)
Pinkston	21 (48)	20 (70)	*	*	*	*	*	*	30 (47)	30 (67)
PK Partner	107 (53)	114 (51)	-	-	-	-	-	-	107 (53)	114 (51)
Roosevelt	14 (79)	11 (64)	4 (75)	7 (57)	5 (80)	*	*	*	26 (77)	24 (63)
Samuell	28 (64)	25 (72)	24 (54)	25 (68)	26 (69)	28 (64)	28 (71)	31 (81)	106 (65)	109 (72)
Seagoville	19 (68)	19 (100)	-	-	-	-	-	-	19 (68)	19 (100)
Skyline	21 (52)	20 (65)	*	*	*	*	*	*	30 (53)	30 (57)
S. Oak Cliff	20 (45)	20 (35)	17 (41)	20 (45)	21 (38)	17 (53)	20 (55)	22 (68)	78 (45)	79 (51)
Spruce	31 (71)	31 (42)	12 (58)	13 (54)	11 (64)	12 (75)	13 (77)	12 (58)	67 (69)	68 (53)
Sunset	20 (85)	20 (50)	10 (70)	11 (55)	10 (70)	11 (46)	14 (57)	11 (18)	54 (72)	53 (43)
White	32 (50)	33 (49)	7 (14)	8 (38)	7 (71)	6 (50)	6 (33)	6 (50)	52 (46)	53 (47)
Wilmer-Hut	*	*	6 (33)	6 (83)	6 (33)	6 (17)	7 (71)	7 (71)	23 (52)	23 (52)
Wilson	12 (58)	12 (67)	*	*	*	*	*	*	23 (65)	23 (57)
District	577 (59)	573 (53)	244 (48)	271 (50)	268 (56)	256 (50)	276 (57)	278 (58)	1,365 (56)	1,378 (53)

table continues

Table (continued)

Feeder	PK		K		Grade One		Grade Two		Overall	
	Fall n (%)	Spring n (%)	Fall n (%)	Spring n (%)	Fall n (%)	Spring n (%)	Fall n (%)	Spring n (%)	Fall n (%)	Spring n (%)
Overall										
ACE	24 (67)	22 (50)	29 (31)	30 (40)	33 (52)	33 (39)	36 (56)	34 (53)	122 (51)	119 (45)
Adams, B	30 (53)	29 (52)	38 (63)	41 (42)	38 (50)	36 (39)	36 (56)	37 (62)	142 (56)	143 (48)
Adamson	16 (50)	15 (33)	-	-	-	-	-	-	16 (50)	15 (33)
Carter	15 (60)	16 (38)	*	*	*	*	*	*	22 (55)	23 (35)
Conrad	17 (53)	17 (47)	23 (48)	23 (48)	26 (39)	24 (46)	26 (58)	26 (46)	92 (49)	90 (47)
Hillcrest	21 (33)	20 (50)	-	-	-	-	-	-	21 (33)	20 (50)
ISN	31 (61)	31 (58)	36 (31)	42 (45)	38 (58)	39 (46)	41 (34)	42 (45)	146 (45)	154 (48)
Jefferson	32 (50)	30 (43)	14 (43)	22 (46)	22 (50)	16 (63)	20 (45)	20 (45)	88 (48)	88 (48)
Kimball	22 (73)	24 (46)	6 (0)	*	6 (50)	6 (67)	6 (50)	6 (67)	40 (55)	41 (49)
Molina	20 (55)	19 (42)	*	*	*	*	*	*	31 (61)	30 (43)
N. Dallas	20 (75)	21 (38)	*	*	*	*	*	*	30 (80)	30 (40)
Pinkston	21 (38)	20 (65)	*	*	*	*	*	*	30 (40)	30 (63)
PK Partner	107 (52)	114 (47)	-	-	-	-	-	-	107 (52)	114 (47)
Roosevelt	14 (79)	11 (64)	*	7 (57)	5 (80)	*	*	*	26 (77)	24 (58)
Samuell	28 (61)	25 (72)	24 (54)	25 (68)	26 (69)	28 (64)	28 (64)	31 (81)	106 (62)	109 (72)
Seagoville	19 (68)	19 (100)	-	-	-	-	-	-	19 (68)	19 (100)
Skyline	21 (52)	20 (65)	*	*	*	*	*	*	30 (50)	30 (53)
S. Oak Cliff	20 (45)	20 (35)	17 (41)	20 (45)	21 (33)	17 (53)	20 (45)	22 (64)	78 (41)	79 (49)
Spruce	31 (68)	31 (42)	12 (58)	13 (54)	11 (55)	12 (75)	13 (77)	12 (58)	67 (66)	68 (53)
Sunset	20 (80)	20 (50)	10 (70)	11 (55)	10 (70)	11 (46)	14 (57)	11 (9)	54 (70)	53 (42)
White	32 (50)	33 (49)	7 (14)	8 (38)	7 (71)	6 (50)	6 (33)	6 (50)	52 (46)	53 (47)
Wilmer-Hut	*	*	6 (17)	6 (83)	6 (33)	6 (17)	7 (57)	7 (71)	23 (44)	23 (52)
Wilson	12 (58)	12 (67)	*	*	*	*	*	*	23 (65)	23 (57)
District	577 (57)	573 (51)	244 (46)	271 (48)	268 (53)	256 (48)	276 (53)	278 (54)	1,365 (54)	1,378 (50)

Source: Data were provided by Southern Methodist University on January 08, 2018 (fall) and May 25, 2018 (spring).

Note: CLASS=Classroom Assessment Scoring System. PK=Prekindergarten. K=Kindergarten. ISN=Intensive Support Network. N.=north. Partner=partnership. S.=south. Hut=Hutchins. *=five or fewer teachers in that feeder pattern were observed. No teachers in the Lincoln, Madison, or Transformation & Innovation feeder patterns were observed. Fall data were collected September to December 2017; Spring data were collected January and May 2018. Blue indicates feeder patterns at or above the district percentage. Bold indicates feeder patterns at or above the district percentage on all observations within the given domain.

Appendix D

Appendix D: 2017-18 CLASS Averages by Grade, Feeder Pattern, Semester, and Domain

Feeder	PK		K		Grade One		Grade Two		Overall	
	Fall n (Av)	Spring n (Av)	Fall n (Av)	Spring n (Av)	Fall n (Av)	Spring n (Av)	Fall n (Av)	Spring n (Av)	Fall n (Av)	Spring n (Av)
Emotional Support										
ACE	24 (6.3)	22 (6.1)	29 (5.7)	30 (5.7)	33 (5.6)	33 (5.6)	36 (5.8)	34 (5.5)	122 (5.8)	119 (5.7)
Adams, B	30 (5.8)	29 (5.9)	38 (6.1)	41 (5.7)	38 (5.7)	36 (5.4)	36 (5.7)	37 (5.7)	142 (5.8)	143 (5.7)
Adamson	16 (5.6)	15 (5.9)	-	-	-	-	-	-	16 (5.6)	15 (5.9)
Carter	15 (6.1)	16 (5.6)	*	*	*	*	*	*	22 (5.9)	23 (5.5)
Conrad	17 (5.8)	17 (5.7)	23 (5.8)	23 (5.7)	26 (5.6)	24 (5.6)	26 (5.7)	26 (5.7)	92 (5.7)	90 (5.7)
Hillcrest	21 (5.8)	20 (5.7)	-	-	-	-	-	-	21 (5.8)	20 (5.7)
ISN	31 (6.0)	31 (6.0)	36 (5.5)	42 (5.7)	38 (5.8)	39 (5.6)	41 (5.2)	42 (5.8)	146 (5.6)	154 (5.8)
Jefferson	32 (5.8)	30 (5.8)	14 (6.0)	22 (5.8)	22 (5.5)	16 (5.7)	20 (5.7)	20 (5.8)	88 (5.8)	88 (5.8)
Kimball	22 (6.0)	24 (5.8)	6 (5.6)	*	6 (5.0)	6 (5.8)	6 (6.0)	6 (5.5)	40 (5.8)	41 (5.6)
Molina	20 (6.0)	19 (6.1)	*	*	*	*	*	*	31 (5.8)	30 (5.9)
N. Dallas	20 (5.9)	21 (5.9)	*	*	*	*	*	*	30 (6.0)	30 (5.9)
Pinkston	21 (6.0)	20 (5.9)	*	*	*	*	*	*	30 (5.9)	30 (5.9)
PK Partner	107 (6.4)	114 (6.1)	-	-	-	-	-	-	107 (6.4)	114 (6.1)
Roosevelt	14 (6.2)	11 (6.2)	*	7 (6.2)	*	*	*	*	26 (6.1)	24 (6.2)
Samuell	28 (6.0)	25 (6.2)	24 (5.8)	25 (6.1)	26 (6.0)	28 (6.0)	28 (5.7)	31 (6.2)	106 (5.9)	109 (6.1)
Seagoville	19 (6.2)	19 (6.3)	-	-	-	-	-	-	19 (6.2)	19 (6.3)
Skyline	21 (5.8)	20 (6.2)	*	*	*	*	*	*	30 (5.8)	30 (6.0)
S. Oak Cliff	20 (6.1)	20 (5.7)	17 (5.9)	20 (5.4)	21 (5.5)	17 (5.6)	20 (5.7)	22 (5.8)	78 (5.8)	79 (5.6)
Spruce	31 (6.0)	31 (5.9)	12 (5.7)	13 (5.5)	11 (5.2)	12 (6.0)	13 (5.9)	12 (5.6)	67 (5.8)	68 (5.8)
Sunset	20 (6.1)	20 (6.3)	10 (6.0)	11 (5.5)	10 (5.9)	11 (5.6)	14 (5.3)	11 (5.1)	54 (5.8)	53 (5.7)
White	32 (6.0)	33 (5.8)	7 (5.6)	8 (5.8)	7 (5.7)	6 (5.5)	6 (5.6)	6 (6.1)	52 (5.8)	53 (5.8)
Wilmer-Hut	*	*	6 (5.3)	6 (6.0)	6 (5.5)	6 (5.9)	7 (6.1)	7 (6.3)	23 (5.8)	23 (6.1)
Wilson	12 (5.8)	12 (6.0)	*	*	*	*	*	*	23 (5.9)	23 (6.0)
District	577 (6.0)	573 (6.0)	244 (5.8)	271 (5.7)	268 (5.7)	256 (5.7)	276 (5.7)	278 (5.8)	1,365 (5.8)	1,378 (5.8)

table continues

Table (continued)

Feeder	PK		K		Grade One		Grade Two		Overall	
	Fall n (Av)	Spring n (Av)	Fall n (Av)	Spring n (Av)	Fall n (Av)	Spring n (Av)	Fall n (Av)	Spring n (Av)	Fall n (Av)	Spring n (Av)
Classroom Organization										
ACE	24 (6.2)	22 (6.0)	29 (5.8)	30 (5.8)	33 (5.6)	33 (5.5)	36 (5.9)	34 (5.7)	122 (5.9)	119 (5.7)
Adams, B	30 (5.7)	29 (5.9)	38 (6.0)	41 (5.9)	38 (5.7)	36 (5.5)	36 (5.6)	37 (5.7)	142 (5.7)	143 (5.7)
Adamson	16 (5.3)	15 (5.6)	-	-	-	-	-	-	16 (5.3)	15 (5.6)
Carter	15 (5.9)	16 (5.5)	*	*	*	*	*	*	22 (5.7)	23 (5.3)
Conrad	17 (5.5)	17 (5.5)	23 (5.6)	23 (5.6)	26 (5.6)	24 (5.5)	26 (5.7)	26 (5.8)	92 (5.6)	90 (5.6)
Hillcrest	21 (5.7)	20 (5.7)	-	-	-	-	-	-	21 (5.7)	20 (5.7)
ISN	31 (5.9)	31 (5.8)	36 (5.2)	42 (5.4)	38 (5.6)	39 (5.4)	41 (5.2)	42 (5.6)	146 (5.4)	154 (5.5)
Jefferson	32 (5.7)	30 (5.6)	14 (6.0)	22 (5.7)	22 (5.6)	16 (5.6)	20 (5.9)	20 (5.8)	88 (5.8)	88 (5.7)
Kimball	22 (5.8)	24 (5.6)	6 (5.2)	*	6 (5.3)	6 (5.9)	6 (5.7)	6 (5.3)	40 (5.7)	41 (5.4)
Molina	20 (5.6)	19 (6.0)	*	*	*	*	*	*	31 (5.5)	30 (5.8)
N. Dallas	20 (5.7)	21 (5.5)	*	*	*	*	*	*	30 (5.8)	30 (5.7)
Pinkston	21 (5.7)	20 (5.7)	*	*	*	*	*	*	30 (5.7)	30 (5.7)
PK Partner	107 (5.9)	114 (5.6)	-	-	-	-	-	-	107 (5.9)	114 (5.6)
Roosevelt	14 (5.9)	11 (6.0)	*	7 (6.0)	5 (6.1)	*	*	*	26 (5.9)	24 (6.0)
Samuell	28 (6.0)	25 (5.9)	24 (5.8)	25 (5.9)	26 (5.9)	28 (5.9)	28 (5.9)	31 (6.2)	106 (5.9)	109 (6.0)
Seagoville	19 (6.0)	19 (6.0)	-	-	-	-	-	-	19 (6.0)	19 (6.0)
Skyline	21 (5.7)	20 (5.9)	*	*	*	*	*	*	30 (5.7)	30 (5.8)
S. Oak Cliff	20 (5.9)	20 (5.6)	17 (5.9)	20 (5.3)	21 (5.6)	17 (5.5)	20 (5.7)	22 (5.7)	78 (5.8)	79 (5.5)
Spruce	31 (5.8)	31 (5.8)	12 (5.8)	13 (5.7)	11 (5.4)	12 (6.0)	13 (6.1)	12 (5.9)	67 (5.8)	68 (5.9)
Sunset	20 (5.9)	20 (6.0)	10 (5.8)	11 (5.6)	10 (6.0)	11 (5.9)	14 (5.5)	11 (5.4)	54 (5.8)	53 (5.8)
White	32 (5.6)	33 (5.7)	7 (5.3)	8 (5.7)	7 (5.9)	6 (5.6)	6 (5.9)	6 (6.0)	52 (5.6)	53 (5.7)
Wilmer-Hut	*	*	6 (5.3)	6 (5.6)	6 (5.7)	6 (5.8)	7 (6.2)	7 (6.3)	23 (5.9)	23 (5.9)
Wilson	12 (5.5)	12 (5.8)	*	*	*	*	*	3 (5.4)	23 (5.6)	23 (5.7)
District	577 (5.8)	573 (5.7)	244 (5.7)	271 (5.6)	268 (5.7)	256 (5.6)	276 (5.7)	278 (5.7)	1,365 (5.7)	1,378 (5.7)

table continues

Table (continued)

Feeder	PK		K		Grade One		Grade Two		Overall	
	Fall n (Av)	Spring n (Av)	Fall n (Av)	Spring n (Av)	Fall n (Av)	Spring n (Av)	Fall n (Av)	Spring n (Av)	Fall n (Av)	Spring n (Av)
Instructional Support										
ACE	24 (3.7)	22 (3.4)	29 (3.1)	30 (3.2)	33 (3.2)	33 (3.2)	36 (3.5)	34 (3.5)	122 (3.3)	119 (3.3)
Adams, B	30 (3.2)	29 (3.3)	38 (3.6)	41 (3.4)	38 (3.5)	36 (3.4)	36 (3.5)	37 (3.5)	142 (3.5)	143 (3.4)
Adamson	16 (3.5)	15 (3.1)	-	-	-	-	-	-	16 (3.5)	15 (3.1)
Carter	15 (3.7)	16 (3.1)	*	*	*	*	*	*	22 (3.6)	23 (3.0)
Conrad	17 (3.4)	17 (3.1)	23 (3.4)	23 (3.5)	26 (3.3)	24 (3.4)	26 (3.7)	26 (3.5)	92 (3.5)	90 (3.4)
Hillcrest	21 (3.2)	20 (3.3)	-	-	-	-	-	-	21 (3.2)	20 (3.3)
ISN	31 (3.7)	31 (3.3)	36 (2.9)	42 (3.3)	38 (3.5)	39 (3.3)	41 (3.0)	42 (3.3)	146 (3.3)	154 (3.3)
Jefferson	32 (3.6)	30 (3.3)	14 (3.5)	22 (3.3)	22 (3.4)	16 (3.2)	20 (3.6)	20 (3.7)	88 (3.5)	88 (3.4)
Kimball	22 (3.6)	24 (3.3)	6 (2.8)	*	6 (2.9)	6 (3.7)	6 (3.2)	6 (3.3)	40 (3.3)	41 (3.3)
Molina	20 (3.3)	19 (3.1)	*	*	*	*	*	*	31 (3.3)	30 (3.1)
N. Dallas	20 (3.9)	21 (3.3)	*	*	*	*	*	*	30 (4.0)	30 (3.4)
Pinkston	21 (3.3)	20 (3.6)	*	*	*	*	*	*	30 (3.2)	30 (3.4)
PK Partner	107 (3.4)	114 (3.4)	-	-	-	-	-	-	107 (3.4)	114 (3.4)
Roosevelt	14 (3.7)	11 (3.9)	*	7 (3.9)	5 (4.2)	*	*	*	26 (3.8)	24 (4.1)
Samuell	28 (3.5)	25 (3.7)	24 (3.3)	25 (3.5)	26 (3.5)	28 (3.6)	28 (3.6)	31 (3.9)	106 (3.5)	109 (3.7)
Seagoville	19 (4.0)	19 (4.1)	-	-	-	-	-	-	19 (4.0)	19 (4.1)
Skyline	21 (3.3)	20 (3.4)	*	*	*	*	*	*	30 (3.3)	30 (3.3)
S. Oak Cliff	20 (3.2)	20 (3.1)	17 (3.2)	20 (3.0)	21 (3.0)	17 (3.2)	20 (3.1)	22 (3.7)	78 (3.1)	79 (3.3)
Spruce	31 (3.5)	31 (3.1)	12 (3.2)	13 (3.3)	11 (3.5)	12 (4.0)	13 (3.8)	12 (3.2)	67 (3.5)	68 (3.3)
Sunset	20 (3.8)	20 (3.5)	10 (3.9)	11 (3.4)	10 (3.6)	11 (3.0)	14 (3.1)	11 (2.7)	54 (3.6)	53 (3.2)
White	32 (3.3)	33 (3.5)	7 (2.8)	8 (3.1)	7 (3.4)	6 (3.2)	6 (3.1)	6 (3.4)	52 (3.2)	53 (3.4)
Wilmer-Hut	*	*	6 (3.0)	6 (3.9)	6 (3.3)	6 (3.2)	7 (4.0)	7 (4.0)	23 (3.5)	23 (3.6)
Wilson	12 (3.6)	12 (3.6)	*	*	*	*	*	*	23 (3.5)	23 (3.4)
District	577 (3.5)	573 (3.4)	244 (3.3)	271 (3.3)	268 (3.4)	256 (3.4)	276 (3.4)	278 (3.5)	1,365 (3.4)	1,378 (3.4)

table continues

Table (continued)

Feeder	PK		K		Grade One		Grade Two		Overall	
	Fall n (Av)	Spring n (Av)	Fall n (Av)	Spring n (Av)	Fall n (Av)	Spring n (Av)	Fall n (Av)	Spring n (Av)	Fall n (Av)	Spring n (Av)
	Overall									
ACE	24 (5.4)	22 (5.2)	29 (4.9)	30 (4.9)	33 (4.8)	33 (4.8)	36 (5.1)	34 (4.9)	122 (5.0)	119 (4.9)
Adams, B	30 (4.9)	29 (5.0)	38 (5.2)	41 (5.0)	38 (4.9)	36 (4.7)	36 (4.9)	37 (5.0)	142 (5.0)	143 (4.9)
Adamson	16 (4.8)	15 (4.8)	-	-	-	-	-	-	16 (4.8)	15 (4.8)
Carter	15 (5.2)	16 (4.7)	*	*	*	*	*	*	22 (5.1)	23 (4.6)
Conrad	17 (4.9)	17 (4.8)	23 (4.9)	23 (4.9)	26 (4.8)	24 (4.8)	26 (5.1)	26 (5.0)	92 (4.9)	90 (4.9)
Hillcrest	21 (4.9)	20 (4.9)	-	-	-	-	-	-	21 (4.9)	20 (4.9)
ISN	31 (5.2)	31 (5.0)	36 (4.6)	42 (4.8)	38 (5.0)	39 (4.8)	41 (4.5)	42 (4.9)	146 (4.8)	154 (4.9)
Jefferson	32 (5.0)	30 (4.9)	14 (5.2)	22 (5.0)	22 (4.9)	16 (4.8)	20 (5.1)	20 (5.0)	88 (5.0)	88 (4.9)
Kimball	22 (5.1)	24 (4.9)	6 (4.5)	*	6 (4.4)	6 (5.1)	6 (5.0)	6 (4.7)	40 (4.9)	41 (4.8)
Molina	20 (5.0)	19 (5.1)	*	*	*	*	*	*	31 (4.9)	30 (4.9)
N. Dallas	20 (5.2)	21 (4.9)	*	*	*	*	*	*	30 (5.3)	30 (5.0)
Pinkston	21 (5.0)	20 (5.1)	*	*	*	*	*	*	30 (4.9)	30 (5.0)
PK Partner	107 (5.2)	114 (5.0)	-	-	-	-	-	-	107 (5.2)	114 (5.0)
Roosevelt	14 (5.3)	11 (5.4)	*	7 (5.4)	*	*	*	*	26 (5.2)	24 (5.4)
Samuell	28 (5.2)	25 (5.3)	24 (5.0)	25 (5.2)	26 (5.1)	28 (5.1)	28 (5.1)	31 (5.4)	106 (5.1)	109 (5.3)
Seagoville	19 (5.4)	19 (5.5)	-	-	-	-	-	-	19 (5.4)	19 (5.5)
Skyline	21 (5.0)	20 (5.2)	*	*	*	*	*	*	30 (4.9)	30 (5.0)
S. Oak Cliff	20 (5.0)	20 (4.8)	17 (5.0)	20 (4.6)	21 (4.7)	17 (4.7)	20 (4.9)	22 (5.1)	78 (4.9)	79 (4.8)
Spruce	31 (5.1)	31 (4.9)	12 (4.9)	13 (4.8)	11 (4.7)	12 (5.4)	13 (5.3)	12 (4.9)	67 (5.0)	68 (5.0)
Sunset	20 (5.3)	20 (5.2)	10 (5.2)	11 (4.8)	10 (5.1)	11 (4.8)	14 (4.6)	11 (4.4)	54 (5.1)	53 (4.9)
White	32 (5.0)	33 (5.0)	7 (4.6)	8 (4.8)	7 (5.0)	6 (4.8)	6 (4.8)	6 (5.2)	52 (4.9)	53 (5.0)
Wilmer-Hut	*	*	6 (4.5)	6 (5.2)	6 (4.9)	6 (5.0)	7 (5.4)	7 (5.5)	23 (5.0)	23 (5.2)
Wilson	12 (5.0)	12 (5.1)	*	*	*	*	*	*	23 (5.0)	23 (5.1)
District	577 (5.1)	573 (5.0)	244 (4.9)	271 (4.9)	268 (4.9)	256 (4.9)	276 (4.9)	278 (5.0)	1,365 (5.0)	1,378 (5.0)

Source: Data were provided by Southern Methodist University on January 08, 2018 (fall) and May 25, 2018 (spring).

Note: CLASS=Classroom Assessment Scoring System. PK=Prekindergarten. K=Kindergarten. ISN=Intensive Support Network. N.=north. Partner=partnership. S.=south. Hut=Hutchins. *=five or fewer teachers in that feeder pattern were observed. No teachers in the Lincoln, Madison, or Transformation & Innovation feeder patterns were observed. Fall data were collected September to December 2017; Spring data were collected January and May 2018. Blue indicates at or above the quality threshold. Bold indicates feeder patterns at or above the quality threshold on all observations within the given domain.

Appendix E

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

Feeder High School	BOY				MOY				EOY			
	2016-17		2017-18		2016-17		2017-18		2016-17		2017-18	
	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %
English												
ACE	34	26.5	112	34.8	19	47.4	118	43.2	31	61.3	82	52.4
Adams, B	77	54.5	108	25.9	168	56.0	176	38.6	172	50.0	170	48.8
Adamson	55	27.3	60	41.7	55	30.9	45	37.8	56	21.4	25	16.0
Carter	*	*	57	50.9	-	-	67	56.7	-	-	64	43.8
Conrad	25	32.0	19	36.8	51	27.5	26	30.8	22	40.9	42	35.7
Hillcrest	47	57.4	29	72.4	48	68.8	23	56.5	58	62.1	40	72.5
ISN	93	41.9	193	38.9	142	36.6	196	35.7	128	46.9	144	39.6
Jefferson	44	43.2	82	54.9	42	57.1	82	61.0	55	38.2	65	58.5
Kimball	26	38.5	70	40.0	40	35.0	64	46.9	51	51.0	52	46.2
Lincoln	46	52.2	-	-	54	50.0	-	-	38	31.6	-	-
Madison	16	87.5	-	-	15	93.3	-	-	-	-	-	-
Molina	40	47.5	45	53.3	50	52.0	67	59.7	40	77.5	100	66.0
North Dallas	58	55.2	53	43.4	36	63.9	61	50.8	67	49.3	56	55.4
Pinkston	*	*	*	*	*	*	43	14.0	9	44.4	27	11.1
PK Partnership	-	-	-	-	-	-	*	*	-	-	*	*
Roosevelt	79	68.4	82	64.6	93	54.8	80	63.7	95	43.2	74	70.3
Samuell	50	40.0	70	35.7	38	23.7	68	35.3	87	32.2	69	29.0
Seagoville	125	56.0	148	45.3	129	71.3	155	61.3	85	89.4	129	72.9
Skyline	42	59.5	120	27.5	113	34.5	144	29.2	142	42.3	87	31.0
South Oak Cliff	172	46.5	146	52.7	163	50.9	190	48.9	173	49.1	123	52.0
Spruce	41	34.1	89	48.3	83	55.4	132	50.8	41	56.1	148	52.0
Sunset	-	-	22	45.5	12	66.7	21	76.2	18	61.1	20	45.0
Trans & Inno	*	*	9	44.4	*	*	7	57.1	37	32.4	29	55.2
White	7	42.9	20	60.0	20	45.0	15	46.7	46	30.4	30	46.7
Wilmer-Hutchins	*	*	-	-	-	-	-	-	*	*	*	*
Wilson	13	61.5	22	45.5	20	40.0	26	76.9	39	35.9	25	60.0
District	1,099	48.6	1,557	43.6	1,396	49.8	1,807	46.5	1,493	47.8	1,603	50.5
Spanish												
ACE	50	56.0	99	55.6	50	40.0	109	56.0	47	57.4	101	69.3
Adams, B	127	71.7	157	52.9	221	56.6	217	46.1	261	58.6	167	65.9
Adamson	75	65.3	75	50.7	92	58.7	96	55.2	87	66.7	44	79.5
Carter	-	-	31	58.1	*	*	31	58.1	7	42.9	42	52.4
Conrad	68	63.2	104	67.3	93	65.6	104	71.2	64	67.2	103	66.0
Hillcrest	69	65.2	70	57.1	89	67.4	65	47.7	82	63.4	77	58.4
ISN	101	59.4	95	54.7	110	49.1	141	48.9	109	69.7	132	49.2
Jefferson	187	65.8	268	60.8	206	50.5	292	59.2	257	59.5	292	66.1
Kimball	33	57.6	84	34.5	75	37.3	89	30.3	109	42.2	70	44.3
Lincoln	24	58.3	-	-	23	78.3	-	-	*	*	-	-
Madison	13	84.6	-	-	*	*	-	-	8	62.5	-	-
Molina	76	64.5	56	55.4	80	62.5	79	67.1	75	66.7	99	77.8
North Dallas	80	71.3	79	77.2	39	74.4	108	60.2	116	70.7	119	64.7
Pinkston	*	*	*	*	-	-	43	34.9	19	47.4	51	60.8
PK Partnership	-	-	-	-	-	-	*	*	-	-	*	*
Roosevelt	23	69.6	12	50.0	28	46.4	25	48.0	31	41.9	9	77.8
Samuell	66	62.1	85	63.5	82	61.0	85	36.5	123	61.0	123	53.7
Seagoville	119	67.2	123	69.1	126	67.5	137	69.3	113	73.5	115	86.1
Skyline	65	55.4	104	55.8	133	47.4	148	43.2	233	48.5	135	47.4
South Oak Cliff	53	45.3	105	57.1	50	60.0	121	42.1	72	65.3	90	54.4
Spruce	31	67.7	140	61.4	31	77.4	231	59.3	55	83.6	225	60.0
Sunset	-	-	15	66.7	15	73.3	9	77.8	17	58.8	16	56.3
Trans & Inno	-	-	-	-	*	*	*	*	18	33.3	16	37.5
White	29	58.6	55	52.7	77	58.4	77	54.5	97	64.9	79	45.6
Wilmer-Hutchins	-	-	*	*	-	-	-	-	-	-	-	-
Wilson	-	-	37	35.1	*	*	37	32.4	33	48.5	31	54.8
District	1,291	63.9	1,799	58.0	1,629	56.8	2,247	53.0	2,035	60.4	2,139	61.4

table continues

Table (continued)

Feeder High School	BOY				MOY				EOY			
	2016-17		2017-18		2016-17		2017-18		2016-17		2017-18	
	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %
English and Spanish Combined												
ACE	84	44.0	211	44.5	69	42.0	227	49.3	78	59.0	183	61.7
Adams, B	204	65.2	265	41.9	389	56.3	393	42.7	433	55.2	337	57.3
Adamson	130	49.2	135	46.7	147	48.3	141	49.6	143	49.0	69	56.5
Carter	*	*	88	53.4	*	*	98	57.1	7	42.9	106	47.2
Conrad	93	54.8	123	62.6	144	52.1	130	63.1	86	60.5	145	57.2
Hillcrest	116	62.1	99	61.6	137	67.9	88	50.0	140	62.9	117	63.2
ISN	194	51.0	288	44.1	252	42.1	337	41.2	237	57.4	276	44.2
Jefferson	231	61.5	350	59.4	248	51.6	374	59.6	312	55.8	357	64.7
Kimball	59	49.2	154	37.0	115	36.5	153	37.3	160	45.0	122	45.1
Lincoln	70	54.3	-	-	77	58.4	-	-	39	30.8	-	-
Madison	29	86.2	-	-	16	87.5	-	-	8	62.5	-	-
Molina	116	58.6	101	54.5	130	58.5	146	63.7	115	70.4	199	71.9
North Dallas	138	64.5	132	63.6	75	69.3	169	56.8	183	62.8	175	61.7
Pinkston	*	*	*	*	*	*	86	24.4	28	46.4	78	43.6
PK Partnership	-	-	-	-	-	-	*	*	-	-	*	*
Roosevelt	102	68.6	94	62.8	121	52.9	105	60.0	126	42.9	83	71.1
Samuell	116	52.6	155	51.0	120	49.2	153	35.9	210	49.0	192	44.8
Seagoville	244	61.5	271	56.1	255	69.4	292	65.1	198	80.3	244	79.1
Skyline	107	57.0	224	40.6	246	41.5	292	36.3	375	46.1	222	41.0
South Oak Cliff	225	46.2	251	54.6	213	53.1	311	46.3	245	53.9	213	53.1
Spruce	72	48.6	229	56.3	114	61.4	363	56.2	96	71.9	373	56.8
Sunset	-	-	37	54.1	27	70.4	30	76.7	35	60.0	36	50.0
Trans & Inno	*	*	9	44.4	6	50.0	9	66.7	55	32.7	45	48.9
White	36	55.6	75	54.7	97	55.7	92	53.3	143	53.8	109	45.9
Wilmer-Hutchins ^a	*	*	*	*	-	-	-	-	*	*	*	*
Wilson	13	61.5	59	39.0	23	34.8	63	50.8	72	41.7	56	57.1
District	2,390	56.9	3,356	51.3	3,025	53.6	4,054	50.1	3,528	55.1	3,742	56.7

Source: PEIMS district database: October 31, 2016 (2016-17) and October 30, 2017 (2017-18); *ISIP*: October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 01, 2017 (2017-18 BOY), February 05, 2018 (2017-18 MOY), and June 03, 2018 (2017-18 EOY).

Note: PK=Prekindergarten. BOY=beginning of year. MOY=middle of year. EOY=end of year. Tier 1=at or above grade level. ISN=Intensive Support Network. Trans & Inno=Transformation & Innovation. District *Station's Indicators of Progress (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. Cells marked with a dash (-) indicate no students were tested. Statistics by feeder pattern included magnet schools (Dealey and Stone, H.). **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 2017-18. ^aFeeder pattern was at or above the district average for the two administrations in 2017-18 in which students tested.

Appendix F

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

Feeder High School	BOY				MOY				EOY			
	2016-17		2017-18		2016-17		2017-18		2016-17		2017-18	
	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %
English												
ACE	148	42.6	366	37.7	138	47.8	352	52.0	131	64.1	322	56.8
Adams, B	427	50.8	390	45.4	370	53.2	354	50.6	398	56.0	368	57.1
Adamson	63	46.0	86	31.4	52	44.2	84	29.8	55	34.5	87	21.8
Carter	122	41.8	215	26.5	117	31.6	175	28.0	95	29.5	174	29.9
Conrad	108	35.2	113	26.5	66	34.8	96	30.2	67	38.8	108	36.1
Hillcrest	262	65.6	181	53.6	229	69.9	161	54.0	223	65.9	159	63.5
ISN	582	32.0	475	28.8	520	28.1	482	27.2	456	27.2	436	28.4
Jefferson	137	36.5	129	29.5	113	34.5	124	33.1	114	35.1	110	41.8
Kimball	173	48.6	211	43.1	174	42.0	205	44.4	192	49.5	200	43.5
Lincoln	143	47.6	-	-	128	39.8	-	-	117	36.8	-	-
Madison	42	23.8	-	-	38	18.4	-	-	35	17.1	-	-
Molina	129	45.0	194	54.1	123	53.7	194	53.1	124	58.1	185	51.4
North Dallas	179	41.3	138	43.5	186	34.4	133	36.1	144	40.3	110	41.8
Pinkston	181	48.6	175	35.4	165	47.9	174	38.5	164	57.3	165	49.1
Roosevelt	113	45.1	156	47.4	121	28.9	146	43.2	122	32.0	137	40.1
Samuell	216	38.9	168	33.3	181	48.1	161	34.2	182	55.5	162	50.0
Seagoville	239	49.0	222	53.6	222	55.4	214	57.9	223	57.4	202	56.4
Skyline	289	38.4	227	36.1	292	31.8	220	21.8	278	33.5	225	28.4
South Oak Cliff	334	49.1	310	45.2	314	50.0	307	43.6	312	42.9	281	42.3
Spruce	258	49.2	312	36.2	292	45.2	300	37.7	287	49.1	267	34.8
Sunset	248	48.4	240	44.6	226	40.7	239	48.1	228	46.5	238	39.5
Trans & Inno	106	75.5	100	75.0	96	74.0	99	67.7	100	65.0	96	72.9
White	289	58.5	273	48.4	219	54.3	249	51.4	209	57.9	255	49.0
Wilmer-Hutchins	64	31.3	57	36.8	54	22.2	60	18.3	52	19.2	37	48.6
Wilson	341	77.4	396	71.2	352	79.8	391	74.4	263	76.0	363	73.6
District	5,193	48.0	5,134	43.2	4,789	46.6	4,920	44.3	4,572	48.1	4,687	46.6
Spanish												
ACE	85	69.4	152	75.0	84	73.8	152	80.3	84	69.0	150	89.3
Adams, B	353	68.3	399	55.9	354	68.9	410	66.8	362	79.0	388	70.1
Adamson	155	65.2	149	56.4	146	67.8	147	62.6	159	70.4	146	61.0
Carter	47	55.3	90	52.2	40	42.5	88	47.7	44	36.4	88	58.0
Conrad	263	55.1	211	59.7	231	48.5	201	60.7	221	53.4	201	58.7
Hillcrest	212	68.9	259	64.9	191	76.4	260	66.2	206	83.5	257	71.2
ISN	278	61.2	235	49.8	318	55.0	232	46.1	300	65.7	230	46.1
Jefferson	443	61.4	405	55.6	370	65.9	404	68.8	416	65.9	402	69.9
Kimball	235	60.0	284	63.7	238	63.0	288	60.4	270	50.7	276	61.6
Lincoln	30	80.0	-	-	31	67.7	-	-	32	53.1	-	-
Madison	12	50.0	-	-	12	41.7	-	-	11	36.4	-	-
Molina	169	63.9	214	69.2	155	72.3	213	70.0	160	85.6	214	74.8
North Dallas	239	65.7	217	59.9	217	68.2	219	70.3	235	65.5	215	64.2
Pinkston	207	57.5	193	55.4	215	64.2	190	64.2	192	69.3	188	73.4
Roosevelt	83	60.2	66	74.2	78	57.7	76	71.1	85	51.8	73	69.9
Samuell	272	62.5	325	52.9	325	59.4	325	69.5	327	64.2	318	67.3
Seagoville	205	60.5	194	52.6	184	64.1	208	53.8	198	65.2	190	44.2
Skyline	330	55.2	279	54.5	343	57.1	272	54.8	344	52.0	291	55.7
South Oak Cliff	160	57.5	183	40.4	164	71.3	205	46.3	173	60.7	210	44.8
Spruce	329	60.5	365	60.5	341	63.3	360	60.0	331	62.5	355	64.5
Sunset	253	65.6	230	57.8	263	65.4	221	54.3	256	61.3	227	52.4
Trans & Inno	25	68.0	31	45.2	35	71.4	32	56.3	33	48.5	30	40.0
White	378	68.3	342	62.6	381	66.7	338	64.8	406	61.6	336	65.5
Wilmer-Hutchins	9	66.7	50	40.0	10	100.0	57	35.1	9	88.9	36	61.1
Wilson	86	62.8	84	69.0	95	58.9	82	63.4	92	72.8	104	69.2
District	4,858	62.4	4,957	58.1	4,821	63.8	4,980	62.0	4,946	64.4	4,925	63.3

table continues

Table (continued)

Feeder High School	BOY				MOY				EOY			
	2016-17		2017-18		2016-17		2017-18		2016-17		2017-18	
	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %
English and Spanish Combined												
ACE	233	52.4	518	48.6	222	57.7	504	60.5	215	66.0	472	67.2
Adams, B	780	58.7	789	50.7	724	60.9	764	59.3	760	67.0	756	63.8
Adamson	218	59.6	235	47.2	198	61.6	231	50.6	214	61.2	233	46.4
Carter	169	45.6	305	34.1	157	34.4	263	34.6	139	31.7	262	39.3
Conrad	371	49.3	324	48.1	297	45.5	297	50.8	288	50.0	309	50.8
Hillcrest	474	67.1	440	60.2	420	72.9	421	61.5	429	74.4	416	68.3
ISN	860	41.4	710	35.8	838	38.3	714	33.3	756	42.5	666	34.5
Jefferson	580	55.5	534	49.3	483	58.6	528	60.4	530	59.2	512	63.9
Kimball	408	55.1	495	54.9	412	54.1	493	53.8	462	50.2	476	54.0
Lincoln	173	53.2	-	-	159	45.3	-	-	149	40.3	-	-
Madison	54	29.6	-	-	50	24.0	-	-	46	21.7	-	-
Molina	298	55.7	408	62.0	278	64.0	407	61.9	284	73.6	399	63.9
North Dallas	418	55.3	355	53.5	403	52.6	352	57.4	379	55.9	325	56.6
Pinkston	388	53.4	368	45.9	380	57.1	364	51.9	356	63.8	353	62.0
Roosevelt	196	51.5	222	55.4	199	40.2	222	52.7	207	40.1	210	50.5
Samuell	488	52.0	493	46.2	506	55.3	486	57.8	509	61.1	480	61.5
Seagoville	444	54.3	416	53.1	406	59.4	422	55.9	421	61.0	392	50.5
Skyline	619	47.3	506	46.2	635	45.5	492	40.0	622	43.7	516	43.8
South Oak Cliff	494	51.8	493	43.4	478	57.3	512	44.7	485	49.3	491	43.4
Spruce	587	55.5	677	49.3	633	55.0	660	49.8	618	56.3	622	51.8
Sunset	501	57.1	470	51.1	489	54.0	460	51.1	484	54.3	465	45.8
Trans & Inno	131	74.0	131	67.9	131	73.3	131	64.9	133	60.9	126	65.1
White	667	64.0	615	56.3	600	62.2	587	59.1	615	60.3	591	58.4
Wilmer-Hutchins	73	35.6	107	38.3	64	34.4	117	26.5	61	29.5	73	54.8
Wilson	427	74.5	480	70.8	447	75.4	473	72.5	355	75.2	467	72.6
District	10,051	55.0	10,091	50.5	9,610	55.2	9,900	53.2	9,518	56.6	9,612	55.2

Source: PEIMS district database: October 31, 2016 (2016-17) and October 30, 2017 (2017-18); *ISIP*: October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 01, 2017 (2017-18 BOY), February 05, 2018 (2017-18 MOY), and June 03, 2018 (2017-18 EOY).

Note: K=Kindergarten. BOY=beginning of year. MOY=middle of year. EOY=end of year. Tier 1=at or above grade level. ISN=Intensive Support Network. Trans & Inno=Transformation & Innovation. District *Station's Indicators of Progress (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 a dash (-) indicate no students were tested. Statistics by feeder pattern included magnet schools (Dealey and Stone, H.). 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 2017-18.

Appendix G

Appendix G: 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			
	2016-17		2017-18		2016-17		2017-18		2016-17		2017-18	
	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %
English												
ACE	193	46.1	387	26.9	185	48.6	359	35.4	182	56.0	327	45.0
Adams, B	423	50.4	459	42.5	408	56.9	443	47.0	420	54.5	430	54.2
Adamson	96	42.7	72	26.4	82	40.2	72	23.6	87	36.8	73	30.1
Carter	165	32.1	195	25.1	164	42.7	197	29.9	129	48.1	191	40.3
Conrad	200	34.0	198	21.7	205	39.5	206	26.7	208	41.3	193	32.1
Hillcrest	271	63.1	270	59.6	207	62.8	250	63.2	231	68.0	239	64.4
ISN	615	24.9	486	29.0	556	24.5	456	28.9	549	26.8	441	32.0
Jefferson	136	41.9	136	31.6	125	43.2	121	35.5	121	47.1	115	43.5
Kimball	183	38.3	228	43.0	218	39.4	222	43.2	211	43.1	226	45.1
Lincoln	140	30.0	-	-	125	31.2	-	-	96	32.3	-	-
Madison	34	32.4	-	-	48	39.6	-	-	43	39.5	-	-
Molina	158	50.0	247	44.9	161	56.5	248	51.6	157	54.1	242	62.0
North Dallas	196	37.8	165	40.0	168	38.1	152	39.5	170	42.9	143	46.2
Pinkston	231	42.9	187	33.7	211	42.7	181	38.7	218	49.1	180	46.7
Roosevelt	118	28.8	130	32.3	108	25.0	128	33.6	84	29.8	123	38.2
Samuell	220	50.5	194	29.9	221	48.4	179	39.1	210	53.8	174	40.8
Seagoville	228	51.3	259	39.8	221	52.9	244	49.2	213	56.3	244	45.5
Skyline	381	27.8	284	26.1	389	32.4	262	29.0	378	32.8	268	31.7
SOC	356	38.5	388	35.3	321	43.3	362	42.3	310	42.3	329	47.4
Spruce	311	45.3	315	32.4	318	39.3	292	36.6	323	41.2	282	39.4
Sunset	260	58.5	263	46.8	282	56.0	269	48.7	255	58.8	262	47.7
Trans & Inno	107	64.5	98	59.2	122	68.0	109	69.7	109	73.4	113	69.9
White	291	56.4	269	46.1	256	60.5	268	51.9	266	59.8	265	60.4
Wilmer-Hutch.	85	25.9	59	23.7	79	17.7	58	31.0	78	23.1	53	24.5
Wilson	340	76.2	280	74.6	265	69.8	306	74.5	321	78.2	329	76.0
District	5,738	44.1	5,569	38.4	5,445	45.0	5,384	43.0	5,369	48.1	5,242	47.6
Spanish												
ACE	88	62.5	183	59.6	87	66.7	180	74.4	87	81.6	169	76.3
Adams, B	391	67.0	360	59.7	381	75.9	362	61.9	385	84.2	355	74.9
Adamson	185	61.6	155	63.9	153	58.8	162	53.1	180	66.1	159	54.1
Carter	63	52.4	73	49.3	63	63.5	73	39.7	70	58.6	75	40.0
Conrad	193	47.2	234	50.9	248	41.9	234	55.1	227	53.7	230	58.3
Hillcrest	195	77.4	210	72.4	205	83.4	196	78.6	207	88.4	207	74.9
ISN	321	45.8	264	38.3	298	42.3	257	35.0	336	55.4	252	44.0
Jefferson	436	61.0	473	56.7	386	71.8	467	58.0	442	71.9	448	66.1
Kimball	196	61.2	301	46.5	248	53.6	292	48.6	240	56.7	300	58.0
Lincoln	27	44.4	-	-	33	78.8	-	-	32	65.6	-	-
Madison	13	76.9	-	-	13	69.2	-	-	12	75.0	-	-
Molina	202	73.8	210	68.6	201	77.6	207	61.4	201	78.1	206	69.4
North Dallas	252	66.7	213	61.5	245	71.0	205	65.9	241	74.3	197	67.0
Pinkston	201	62.7	243	61.7	223	54.7	235	52.8	223	59.6	231	52.4
Roosevelt	64	54.7	84	54.8	62	64.5	81	63.0	63	61.9	78	62.8
Samuell	330	60.0	360	53.9	311	70.1	358	58.4	335	76.1	357	75.4
Seagoville	232	67.7	241	52.7	235	66.4	233	61.4	236	74.2	226	66.4
Skyline	399	54.6	299	55.5	382	52.4	285	56.1	369	57.5	294	58.8
SOC	170	60.6	189	55.0	185	67.6	207	55.1	196	64.3	188	64.4
Spruce	452	55.5	386	55.4	428	66.6	378	56.1	446	65.5	375	68.8
Sunset	256	57.8	273	62.6	252	52.4	247	53.8	240	54.6	249	51.0
Trans & Inno	28	53.6	37	56.8	24	50.0	29	62.1	31	51.6	25	52.0
White	384	59.4	412	57.8	366	65.8	402	64.2	337	70.9	411	72.7
Wilmer-Hutch.	9	44.4	59	27.1	10	50.0	61	26.2	11	45.5	60	21.7
Wilson	97	49.5	69	43.5	92	60.9	90	36.7	71	62.0	82	50.0
District	5,184	60.0	5,328	56.1	5,131	63.2	5,241	57.1	5,218	67.7	5,174	63.6

table continues

Table (continued)

Feeder High School	BOY				MOY				EOY			
	2016-17		2017-18		2016-17		2017-18		2016-17		2017-18	
	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %
English and Spanish Combined												
ACE	281	51.2	570	37.4	272	54.4	539	48.4	269	64.3	496	55.6
Adams, B	814	58.4	819	50.1	789	66.0	805	53.7	805	68.7	785	63.6
Adamson	281	55.2	227	52.0	235	52.3	234	44.0	267	56.6	232	46.6
Carter	228	37.7	268	31.7	227	48.5	270	32.6	199	51.8	266	40.2
Conrad	393	40.5	432	37.5	453	40.8	440	41.8	435	47.8	423	46.3
Hillcrest	466	69.1	480	65.2	412	73.1	446	70.0	438	77.6	446	69.3
ISN	936	32.1	750	32.3	854	30.7	713	31.1	885	37.6	693	36.4
Jefferson	572	56.5	609	51.1	511	64.8	588	53.4	563	66.6	563	61.5
Kimball	379	50.1	529	45.0	466	47.0	514	46.3	451	50.3	526	52.5
Lincoln	167	32.3	-	-	158	41.1	-	-	128	40.6	-	-
Madison	47	44.7	-	-	61	45.9	-	-	55	47.3	-	-
Molina	360	63.3	457	55.8	362	68.2	455	56.0	358	67.6	448	65.4
North Dallas	448	54.0	378	52.1	413	57.6	357	54.6	411	61.3	340	58.2
Pinkston	432	52.1	430	49.5	434	48.8	416	46.6	441	54.4	411	49.9
Roosevelt	182	37.9	214	41.1	170	39.4	209	45.0	147	43.5	201	47.8
Samuell	550	56.2	554	45.5	532	61.1	537	52.0	545	67.5	531	64.0
Seagoville	460	59.6	500	46.0	456	59.9	477	55.1	449	65.7	470	55.5
Skyline	780	41.5	583	41.2	771	42.3	547	43.1	747	45.0	562	45.9
SOC	526	45.6	577	41.8	506	52.2	569	46.9	506	50.8	517	53.6
Spruce	763	51.4	701	45.1	746	55.0	670	47.6	769	55.3	657	56.2
Sunset	516	58.1	536	54.9	534	54.3	516	51.2	495	56.8	511	49.3
Trans & Inno	135	62.2	135	58.5	146	65.1	138	68.1	140	68.6	138	66.7
White	675	58.1	681	53.2	622	63.7	670	59.3	603	66.0	676	67.9
Wilmer-Hutch.	94	27.7	118	25.4	89	21.3	119	28.6	89	25.8	113	23.0
Wilson	437	70.3	349	68.5	357	67.5	396	65.9	392	75.3	411	70.8
District	10,922	51.6	10,897	47.1	10,576	53.9	10,625	49.9	10,587	57.7	10,416	55.5

Source: PEIMS district database: October 31, 2016 (2016-17) and October 30, 2017 (2017-18); *ISIP*: October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 01, 2017 (2017-18 BOY), February 05, 2018 (2017-18 MOY), and June 03, 2018 (2017-18 EOY).

Note: BOY=beginning of year. MOY=middle of year. EOY=end of year. Tier 1=at or above grade level. ISN=Intensive Support Network. SOC=South Oak Cliff. Trans & Inno=Transformation & Innovation. Wilmer-Hutch.=Wilmer-Hutchins. District *Isation's Indicators of Progress (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 a dash (-) indicate no students were tested. Statistics by feeder pattern included magnet schools (Dealey and Stone, H.). **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 2017-18.

Appendix H

Appendix H: 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			
	2016-17		2017-18		2016-17		2017-18		2016-17		2017-18	
	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %
English												
ACE	179	49.7	478	36.6	191	57.1	453	41.7	182	63.7	417	51.8
Adams, B	502	56.8	430	53.5	475	61.1	411	60.6	472	68.9	408	66.7
Adamson	83	39.8	97	40.2	93	49.5	91	45.1	96	47.9	88	47.7
Carter	139	53.2	280	40.0	140	58.6	251	46.2	153	54.2	243	50.2
Conrad	226	38.9	215	43.3	230	41.3	207	45.9	219	50.7	202	54.5
Hillcrest	241	73.4	238	62.2	224	71.4	226	72.1	225	75.1	217	75.6
ISN	656	37.0	577	32.2	707	40.7	498	37.3	619	43.5	502	36.5
Jefferson	147	42.2	132	47.0	155	47.1	124	52.4	164	50.6	123	56.9
Kimball	243	50.6	246	47.6	270	54.8	244	48.4	249	54.6	251	53.8
Lincoln	144	37.5	-	-	128	39.8	-	-	141	41.8	-	-
Madison	41	36.6	-	-	39	30.8	-	-	45	31.1	-	-
Molina	162	55.6	243	63.0	154	61.7	249	64.3	155	61.3	244	69.3
North Dallas	163	46.0	162	47.5	179	40.2	143	49.7	169	46.7	134	47.8
Pinkston	212	46.2	232	46.1	220	49.1	223	49.3	190	55.3	189	53.4
Roosevelt	166	41.0	110	28.2	148	44.6	118	41.5	125	40.0	118	38.1
Samuell	234	46.2	215	45.6	278	48.9	204	48.0	266	47.7	195	61.0
Seagoville	249	55.4	235	49.4	246	51.6	223	55.6	240	51.3	217	52.1
Skyline	375	41.9	282	47.5	406	45.8	246	46.3	380	50.3	261	48.7
SOC	369	51.5	387	48.6	375	54.1	370	54.9	361	53.2	354	54.2
Spruce	377	43.2	323	47.4	340	48.5	348	49.4	377	53.6	324	56.2
Sunset	292	60.6	292	65.4	260	57.7	286	64.7	277	62.8	275	63.6
Trans & Inno	117	72.6	122	77.0	117	81.2	122	79.5	116	74.1	120	84.2
White	326	66.0	313	59.4	286	71.0	279	63.1	305	72.1	285	64.9
Wilmer-Hutch.	56	33.9	43	55.8	58	39.7	63	47.6	63	23.8	60	46.7
Wilson	352	79.8	254	73.6	357	78.4	250	70.0	355	79.4	197	69.0
<i>District</i>	6,051	51.3	5,906	49.1	6,076	53.7	5,629	53.0	5,944	56.4	5,424	56.3
Spanish												
ACE	101	63.4	169	55.6	107	71.0	167	68.3	100	77.0	160	73.8
Adams, B	355	72.1	363	67.5	362	76.8	363	63.6	333	76.3	350	67.7
Adamson	164	59.1	160	55.0	124	45.2	133	53.4	146	49.3	105	35.2
Carter	41	51.2	100	52.0	52	44.2	79	58.2	50	48.0	81	46.9
Conrad	262	59.9	230	59.6	210	66.2	216	57.4	261	61.3	197	57.4
Hillcrest	223	72.6	203	75.9	178	64.6	199	70.4	213	60.6	198	61.6
ISN	297	48.5	252	49.6	341	49.9	242	49.6	358	44.4	230	47.4
Jefferson	450	57.8	438	59.1	408	58.8	419	57.5	459	54.7	419	49.2
Kimball	227	59.5	277	63.5	272	58.5	273	54.6	277	58.1	254	57.9
Lincoln	25	56.0	-	-	19	47.4	-	-	21	42.9	-	-
Madison	18	33.3	-	-	16	25.0	-	-	16	18.8	-	-
Molina	202	64.4	237	65.8	204	63.2	229	66.8	202	63.9	230	64.3
North Dallas	273	60.8	214	63.6	284	56.7	214	63.1	296	60.8	215	55.8
Pinkston	212	53.3	228	53.5	235	46.0	228	44.3	201	52.7	221	48.9
Roosevelt	54	72.2	63	66.7	51	66.7	62	50.0	37	67.6	37	56.8
Samuell	330	66.7	327	63.0	258	57.4	328	57.3	344	57.0	328	62.8
Seagoville	186	72.6	239	61.5	184	70.7	235	65.1	168	73.2	234	62.0
Skyline	318	56.6	322	53.7	295	49.2	299	46.2	302	42.4	324	44.1
SOC	147	51.0	227	52.4	208	51.9	201	55.7	202	58.9	217	54.8
Spruce	401	68.6	423	60.3	416	65.1	424	58.3	407	61.4	421	56.5
Sunset	278	56.5	258	58.1	278	45.7	255	51.8	206	44.2	253	39.9
Trans & Inno	14	42.9	25	52.0	22	50.0	24	50.0	23	47.8	22	50.0
White	413	58.4	363	64.7	375	51.2	316	65.5	349	51.0	341	62.2
Wilmer-Hutch.	7	85.7	58	51.7	8	62.5	55	50.9	8	62.5	57	43.9
Wilson	94	58.5	53	50.9	90	54.4	77	46.8	96	40.6	84	53.6
<i>District</i>	5,092	61.2	5,229	60.1	4,997	57.8	5,038	57.7	5,075	56.7	4,978	55.6

table continues

Table (continued)

Feeder High School	BOY				MOY				EOY			
	2016-17		2017-18		2016-17		2017-18		2015-16		2017-18	
	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %
English and Spanish Combined												
ACE	280	54.6	647	41.6	298	62.1	620	48.9	282	68.4	577	57.9
Adams, B	857	63.1	793	59.9	837	67.9	774	62.0	805	71.9	758	67.2
Adamson	247	52.6	257	49.4	217	47.0	224	50.0	242	48.8	193	40.9
Carter	180	52.8	380	43.2	192	54.7	330	49.1	203	52.7	324	49.4
Conrad	488	50.2	445	51.7	440	53.2	423	51.8	480	56.5	399	55.9
Hillcrest	464	73.1	441	68.5	402	68.4	425	71.3	438	68.0	415	68.9
ISN	953	40.6	829	37.5	1,048	43.7	740	41.4	977	43.8	732	39.9
Jefferson	597	53.9	570	56.3	563	55.6	543	56.4	623	53.6	542	50.9
Kimball	470	54.9	523	56.0	542	56.6	517	51.6	526	56.5	505	55.8
Lincoln	169	40.2	-	-	147	40.8	-	-	162	42.0	-	-
Madison	59	35.6	-	-	55	29.1	-	-	61	27.9	-	-
Molina	364	60.4	480	64.4	358	62.6	478	65.5	357	62.7	474	66.9
North Dallas	436	55.3	376	56.6	463	50.3	357	57.7	465	55.7	349	52.7
Pinkston	424	49.8	460	49.8	455	47.5	451	46.8	391	54.0	410	51.0
Roosevelt	220	48.6	173	42.2	199	50.3	180	44.4	162	46.3	155	42.6
Samuell	564	58.2	542	56.1	536	53.0	532	53.8	610	53.0	523	62.1
Seagoville	435	62.8	474	55.5	430	59.8	458	60.5	408	60.3	451	57.2
Skyline	693	48.6	604	50.8	701	47.2	545	46.2	682	46.8	585	46.2
SOC	516	51.4	614	50.0	583	53.3	571	55.2	563	55.2	571	54.5
Spruce	778	56.3	746	54.7	756	57.7	772	54.3	784	57.7	745	56.4
Sunset	570	58.6	550	62.0	538	51.5	541	58.6	483	54.9	528	52.3
Trans & Inno	131	69.5	147	72.8	139	76.3	146	74.7	139	69.8	142	78.9
White	739	61.7	676	62.3	661	59.8	595	64.4	654	60.9	626	63.4
Wilmer-Hutch.	63	39.7	101	53.5	66	42.4	118	49.2	71	28.2	117	45.3
Wilson	446	75.3	307	69.7	447	73.6	327	64.5	451	71.2	281	64.4
District	11,143	55.8	11,135	54.3	11,073	55.5	10,667	55.3	11,019	56.5	10,402	56.0

Source: PEIMS district database: October 31, 2016 (2016-17) and October 30, 2017 (2017-18); *ISIP*: October 18, 2016 (2016-17 BOY), February 16, 2017 (2016-17 MOY), May 30, 2017 (2016-17 EOY), November 01, 2017 (2017-18 BOY), February 05, 2018 (2017-18 MOY), and June 03, 2018 (2017-18 EOY).

Note: BOY=beginning of year. MOY=middle of year. EOY=end of year. Tier 1=at or above grade level. ISN=Intensive Support Network. SOC=South Oak Cliff. Trans & Inno=Transformation & Innovation. Wilmer-Hutch.=Wilmer-Hutchins. District *Istation's Indicators of Progress (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 a dash (-) indicate no students were tested. Statistics by feeder pattern included magnet schools (Dealey and Stone, H.). **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 2017-18.

Appendix I

Appendix I: 2017-18 Percentage of K Students Performing At or Above Grade Level on 2017-18 Assessments for the 2017-18 K Cohort by PK Participation, Assessment, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>n</i>	Grade Level %	Tested <i>n</i>	Grade Level %	Tested <i>n</i>	Grade Level %
EOY Combined English and Spanish ISIP						
All	6,223	57.0	1,902	43.6	8,125	53.9
African American	1,119	41.6	524	35.5	1,643	39.6
Hispanic	4,949	60.4	1,262	46.4	6,211	57.5
White	92	63.0	79	55.7	171	59.6
ELL	3,977	64.0	840	51.3	4,817	61.8
Eco. Dis.	5,585	56.2	1,783	43.4	7,368	53.1
Special Education	222	35.6	33	21.2	255	33.7
TerraNova Mathematics						
All	6,598	61.9	2,063	50.6	8,661	59.2
African American	1,242	59.2	579	48.7	1,821	55.8
Hispanic	5,108	62.1	1,287	50.0	6,395	59.7
White	110	73.6	100	68.0	210	71.0
ELL	4,235	60.9	940	47.1	5,175	58.4
Eco. Dis.	5,897	61.9	1,918	50.1	7,815	59.0
Special Education	248	46.4	40	37.5	288	45.1
TerraNova Reading						
All	2,577	80.8	1,246	73.1	3,823	78.3
African American	1,227	82.1	576	75.2	1,803	79.9
Hispanic	1,161	78.8	488	70.7	1,649	76.4
White	72	88.9	88	79.5	160	83.8
ELL	363	72.2	156	64.7	519	69.9
Eco. Dis.	2,489	81.0	1,210	73.0	3,699	78.4
Special Education	126	69.8	29	62.1	155	68.4
SUPERA Reading						
All	4,038	86.5	834	78.3	4,872	85.1
African American	21	42.9	*	*	24	45.8
Hispanic	3,957	86.7	815	79.1	4,772	85.4
White	39	87.2	13	30.8	52	73.1
ELL	3,881	86.8	802	78.3	4,683	85.4
Eco. Dis.	3,424	86.3	722	78.4	4,146	84.9
Special Education	125	72.0	11	36.4	136	69.1

Source: PEIMS district database: October 30, 2017; ISIP: June 03, 2018; TerraNova: June 11, 2018, SUPERA: June 11, 2018.

Note: K=Kindergarten. PK=Prekindergarten. ELL=English language learner. Eco. Dis.=economically disadvantaged. In this table, *Station's Indicators of Progress (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. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Appendix J

Appendix J: 2017-18 Percentage of Grade-One Students Performing At or Above Grade Level on 2017-18 Assessments for the 2016-17 K Cohort by PK Participation, Assessment, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>n</i>	Grade Level %	Tested <i>n</i>	Grade Level %	Tested <i>n</i>	Grade Level %
EOY Combined English and Spanish						
All	5,724	59.2	1,889	48.0	7,613	56.4
African American	742	37.6	528	39.4	1,270	38.3
Hispanic	4,834	62.5	1,191	51.6	6,025	60.3
White	81	56.8	93	51.6	174	54.0
ELL	3,993	64.5	888	55.0	4,881	62.8
Eco. Dis.	4,848	60.2	1,574	47.0	6,422	57.0
Special Education	242	26.4	100	23.0	342	25.4
TerraNova Mathematics						
All	5,852	57.9	1,941	48.2	7,793	55.5
African American	771	46.8	549	43.4	1,320	45.4
Hispanic	4,928	59.5	1,217	49.4	6,145	57.5
White	82	57.3	94	60.6	176	59.1
ELL	4,087	58.6	910	49.6	4,997	56.9
Eco. Dis.	4,952	58.0	1,615	47.3	6,567	55.4
Special Education	267	27.7	107	25.2	374	27.0
TerraNova Reading						
All	2,025	63.4	1,176	57.8	3,201	61.3
African American	769	59.9	545	60.7	1,314	60.3
Hispanic	1,128	65.0	467	52.2	1,595	61.3
White	64	59.4	83	62.7	147	61.2
ELL	357	59.4	176	58.5	533	59.1
Eco. Dis.	1,697	63.5	953	56.7	2,650	61.0
Special Education	152	32.2	75	48.0	227	37.4
SUPERA Reading						
All	3,825	87.8	767	82.1	4,592	86.9
African American	*	*	*	*	7	42.9
Hispanic	3,797	88.0	753	82.2	4,550	87.0
White	18	83.3	11	72.7	29	79.3
ELL	3,728	87.9	737	82.6	4,465	87.0
Eco. Dis.	3,252	88.6	664	82.2	3,916	87.5
Special Education	113	64.6	33	45.5	146	60.3

Source: PEIMS district database: October 30, 2017; *ISIP*: June 03, 2018; *TerraNova*: June 11, 2018, *SUPERA*: June 11, 2018.

Note: K=Kindergarten. PK=Prekindergarten. ELL=English language learner. Eco. Dis.=economically disadvantaged. In this table, *Istation's Indicators of Progress (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. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Appendix K

Appendix K: 2017-18 Percentage of Grade-Two Students Performing At or Above Grade Level on 2017-18 Assessments for the 2015-16 K Cohort by PK Participation, Assessment, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>n</i>	Grade Level %	Tested <i>n</i>	Grade Level %	Tested <i>n</i>	Grade Level %
EOY Combined English and Spanish						
All	5,156	57.3	1,866	53.6	7,022	56.3
African American	677	47.7	525	45.9	1,202	46.9
Hispanic	4,352	58.6	1,202	55.4	5,554	57.9
White	60	65.0	72	61.1	132	62.9
ELL	3,563	57.8	919	53.9	4,482	57.0
Eco. Dis.	4,330	57.3	1,540	53.6	5,870	56.3
Special Education	278	22.3	108	14.8	386	20.2
TerraNova Mathematics						
All	5,399	62.6	1,951	56.0	7,350	60.8
African American	693	50.2	539	47.5	1,232	49.0
Hispanic	4,572	64.4	1,268	58.7	5,840	63.1
White	63	66.7	76	68.4	139	67.6
ELL	3,756	63.6	967	57.2	4,723	62.3
Eco. Dis.	4,537	62.2	1,600	55.8	6,137	60.5
Special Education	302	33.1	119	26.1	421	31.1
TerraNova Reading						
All	1,930	60.4	1,119	56.4	3,049	58.9
African American	695	52.4	543	49.9	1,238	51.3
Hispanic	1,115	64.6	439	61.3	1,554	63.6
White	56	67.9	75	73.3	131	71.0
ELL	344	61.3	148	51.4	492	58.3
Eco. Dis.	1,583	58.9	909	55.6	2,492	57.7
Special Education	161	30.4	83	19.3	244	26.6
SUPERA Reading						
All	3,475	47.5	841	44.5	4,316	46.9
African American	*	*	-	-	*	*
Hispanic	3,459	47.4	834	44.5	4,293	46.8
White	7	57.1	*	*	8	50.0
ELL	3,417	47.1	823	44.1	4,240	46.5
Eco. Dis.	2,957	47.9	699	45.1	3,656	47.4
Special Education	139	23.0	37	5.4	176	19.3

Source: PEIMS district database: October 30, 2017; *ISIP*: June 03, 2018; *TerraNova*: June 11, 2018, *SUPERA*: June 11, 2018.

Note: K=Kindergarten. PK=Prekindergarten. Eco. Dis.=economically disadvantaged. In this table, *Istation's Indicators of Progress (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. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Appendix L

Appendix L: 2017-18 Percentage of Grade-Three Students Performing At Approaches+ and Meets+ on 2017-18 STAAR for the 2014-15 K Cohort by PK Participation, Version, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>n</i>	Met Standard %	Tested <i>n</i>	Met Standard %	Tested <i>n</i>	Met Standard %
STAAR Reading Approaches+						
All	5,720	76.0	1,915	69.6	7,635	74.4
African American	802	61.7	421	58.0	1,223	60.4
Hispanic	4,795	78.4	1,388	73.0	6,183	77.1
White	68	82.4	53	69.8	121	76.9
ELL	3,648	78.5	986	71.3	4,634	77.0
Eco. Dis.	5,640	75.9	1,583	68.8	7,223	74.4
Special Education	348	55.2	188	49.5	536	53.2
STAAR Reading Meets+						
All	5,624	42.6	1,865	34.5	7,489	40.6
African American	782	24.2	398	22.9	1,180	23.7
Hispanic	4,721	45.7	1,365	38.1	6,086	44.0
White	67	44.8	51	37.3	118	41.5
ELL	3,615	46.6	974	37.6	4,589	44.7
Eco. Dis.	5,545	42.5	1,539	34.2	7,084	40.7
Special Education	253	14.6	138	10.1	391	13.0
STAAR Mathematics Approaches+						
All	5,715	79.9	1,913	73.3	7,628	78.3
African American	801	65.4	421	59.4	1,222	63.3
Hispanic	4,791	82.3	1,387	77.4	6,178	81.2
White	68	79.4	53	75.5	121	77.7
ELL	3,647	82.3	984	75.8	4,631	80.9
Eco. Dis.	5,636	79.9	1,581	73.5	7,217	78.5
Special Education	347	59.4	188	52.1	535	56.8
STAAR Mathematics Meets+						
All	5,619	46.6	1,863	38.3	7,482	44.5
African American	781	27.9	398	27.1	1,179	27.7
Hispanic	4,717	49.7	1,364	41.0	6,081	47.7
White	67	44.8	51	49.0	118	46.6
ELL	3,614	50.0	972	38.7	4,586	47.6
Eco. Dis.	5,541	46.4	1,537	37.9	7,078	44.6
Special Education	252	20.2	138	13.8	390	17.9

Source: PEIMS district database: October 30, 2017; STAAR: June 20, 2018.

Note: Approaches+=Approaches Grade Level or Above. Meets+=Meets Grade Level or Above. STAAR=State of Texas Assessments of Academic Readiness. K=Kindergarten. PK=Prekindergarten. ELL=English language learner. Eco. Dis.=economically disadvantaged. Results included the first administration; Approaches+ included Alternate 2. Alternate 2 tests scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Although all scores are included, some students' test scores may have been adversely affected by online testing issues.

Appendix M

Appendix M: Cohort and Comparison Campuses by Year

Cohort Campuses		Comparison Campuses
2017-18		
Adams, John Q.	Marsalis, Thomas L.	Adams, Nathan
Allen, Gabe P.	McShan, Lee A. Jr.	Casa View
Bayles	Medrano, Esparanza	Field, Tom W.
Blanton, Annie Webb	Miller, William B.	Foster, Stephen C.
Bryan, John Neely	Mills, Roger Q.	Gill, Charles A.
Burleson, Rufus C.	Moreno, Maria	Hexter, Victor H.
Burnet, David G.	Mount Auburn	Kahn, Louise Wolff
Cabell, William L.	Oliver, Clara	Reilly, Martha Turner
Carr, C.F.	Peabody, George	Saldivar, Julian T.
Cochran, Nancy J.	Pease, Elisha M.	Sanger, Alex
Cuellar, Gilbert Sr.	Pleasant Grove	Smith, Larry G.
Douglass, Frederick	Ray, J.W.	Walnut Hill
Dunbar, Paul L.	Rhoads, Joseph J.	
Ervin, J.N.	Rice, Charles	
Gonzalez, Henry B.	Richardson, Thelma	
Harllee, N.W.	Roberts, Oran M.	
Hawthorne, Nathaniel	Rowe, Edna	
Hernandez, Onesimo	Runyon, John W.	
Highland Meadows	Russell, Clinton P.	
Holland, H.I.	San Jacinto	
Hotchkiss, L.L.	Stone, Jill	
Ireland, John	Thornton, Robert L.	
Jones, Anson	Titche, Edward	
Jordan, Barbra	Tolbert, Thomas	
Kiest, Edwin J.	Truett, George W.	
King, Martin Luther Jr.	Twain, Mark	
Lee, Umphrey	Webster, Daniel	
Lowe, Jack Sr.	Wilmer-Hutchins Elementary	
2016-17		
Allen, Gabe P.	Kiest, Edwin J.	Adams, John Q.
Bayles	Lee, Umphrey	Adams, Nathan
Blanton, Annie Webb	Marsalis, Thomas L.	Casa View
Bryan, John Neely	Medrano, Esparanza	Field, Tom W.
Burleson, Rufus C.	Mills, Roger Q.	Foster, Stephen C.
Burnet, David G.	Moreno, Maria	Gill, Charles A.
Bushman, W.W.	Oliver, Clara	Hawthorne, Nathaniel
Cabell, William L.	Pease, Elisha M.	Hexter, Victor H.
Carr, C.F.	Ray, J.W.	Ireland, John
Carver, George W.	Rhoads, Joseph J.	Kahn, Louise Wolff
Cochran, Nancy J.	Rowe, Edna	Pleasant Grove
Cuellar, Gilbert Sr.	Runyon, John W.	Reilly, Martha Turner
Douglass, Frederick	Starks, J.P.	Richardson, Thelma
Dunbar, Paul L.	Titche, Edward	Saldivar, Julian T.
Gonzalez, Henry B.	Tolbert, Thomas	San Jacinto
Harllee, N.W.	Truett, George W.	Sanger, Alex
Hernandez, Onesimo	Twain, Mark	Smith, Larry G.
Highland Meadows	Wilmer-Hutchins Elementary	Walnut Hill
Holland, H.I.		

Source: The 2016-17 list was extracted from a report provided to Dallas ISD (Farmer, 2017). The 2017-18 list was provided by the Early Learning department on January 08, 2018.