

2018-19 Evaluation of Dallas ISD Early Learning Initiatives

Department of Evaluation and Assessment

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2018-19 Evaluation of Dallas ISD Early Learning Initiatives

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2018-19 Evaluation of Dallas ISD Early Learning Initiatives

Project Evaluators: Sarah Hinkley, Ph.D. & Sydney Rowles, Ph.D.

ABSTRACT

In 2018-19, the Dallas Independent School District (ISD) Early Learning department served 46,457 students with a budget of \$19,694,012, an increase from \$10,824,300 in 2017-18. The department served fewer students in 2018-19 than in previous years (48,311 in 2016-17, 47,122 in 2017-18, and 46,457 in 2018-19). The evaluators examined the context of Early Learning department initiatives and student outcomes. The following summarizes the main findings.

Continuous Enrollment. Of the 2017-18 PK students, 77 percent returned in 2018-19; 68 percent of 2018-19 grade-three students were continuously enrolled since 2015-16 (their kindergarten year).

Teacher Retention. An increasing proportion of teachers were reassigned to non-early learning positions or left the district from 2016-17 to 2018-19.

Quality of Instruction. As in prior years, *Classroom Assessment Scoring System* results 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 (40% and 35%) to spring 2018 (53% and 50%) to spring 2019 (57% and 52%) for PK and K through grade two, respectively.

Kindergarten Readiness. For the *Texas Kindergarten Readiness Assessment (TX-KEA)*, 70 percent of K students were K ready (scored On-Track on Literacy Reading). A higher percentage of students who attended Dallas ISD PK (77%) were K ready than students who did not attend Dallas ISD PK (38%). Even so, 23 percent of Dallas ISD PK students did not meet the K ready standard on *TX-KEA*.

Assessment Outcomes. Across 2018-19 *ISIP* administrations, the percentages of PK through grade-two students at or above grade level were 51 to 57 percent. There was no consistent pattern of change from 2017-18 to 2018-19. In mathematics, K through grade two grade-level *TerraNova* passing rates ranged from 57 to 64 percent. In reading *TerraNova* and *SUPERA* (English and Spanish), grade-level passing rates ranged from 61 to 84 percent. Like previous years, across grade levels and assessments, students that attended Dallas ISD PK outperformed students who did not attend Dallas ISD PK. Forty-four percent of grade-three students scored Meets Grade Level or Above (Meets+) on *State of Texas Assessments of Academic Skills* mathematics; forty-one percent of students scored Meets+ on reading.

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 strives to achieve two main goals. The first is 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 is to ensure that all students are reading on grade level by the end of grade two. Strategies to reach these goals include increasing access to PK, increasing demand for PK, increasing the quality of PK through grade-two classrooms through teacher specialization and heightened effectiveness, extending the continuum of care through community resources to support children from birth, 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 2018-19 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 members. 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 2018-19; (2) summarized the context of the early learning programs and the related 2018-19 initiatives; (3) described the student characteristics and continuous enrollment rates of early learning students; (4) described the retention rates of early learning teachers; (5) summarized the quality of early learning instruction using *CLASS* results; (6) examined *Istation's Indicators of Progress (ISIP)* and *Texas Kindergarten Entry Assessment (TX-KEA)* results to explore kindergarten readiness; (7) examined 2018-19 student *ISIP* and *CIRCLE* results; (8) examined whether attending district PK made a difference in student reading and mathematics performance; (9) assessed whether students attained *TerraNova* and *SUPERA* grade-level scores on reading and mathematics; and (10) assessed whether grade-three students attained Approaches Grade Level or Above and Meets Grade Level or Above standards on *State of Texas Assessments of Academic Readiness (STAAR)* reading and mathematics.

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 worksopes. As of March 5, 2019, Early Learning department central administrators reported a total budget of \$19,694,012, an increase from \$10,824,300 in 2017-18. The Early Learning department reported \$16,986,081 in Early Learning General Operating funds (\$9,320,379 in department payroll and \$7,665,702 in non-payroll), \$1,087,697 in Title I funds (\$787,697 in payroll and \$300,000 in non-payroll), and \$1,620,234 in Title II funds (\$1,244,527 in payroll and \$375,707 in non-payroll).¹

What was the context of the early learning programs and the related 2018-19 initiatives?

Methodology

To establish the context of the early learning programs and initiatives, the evaluators interviewed program central administrators and reviewed related documents and websites.

Assistant Superintendent Interview and Document Review

The early learning assistant superintendent was interviewed in December 2018. The purpose of the interview was to find out about changes to the plans and goals of the Early Learning department for the current year. The evaluators also reviewed the strategic plan and the early learning board briefings presented to the Dallas ISD board of trustees on September 13, 2018 and November 29, 2018.

Director of Instructional Strategy Interview

The director of instructional strategy of the Early Learning department was interviewed in December 2018. The purpose of this interview was to collect information about specialist training for providing professional development (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. Five future objectives also are discussed in a later section of this report.

¹ The grants office reported \$866,944 in Title I funds for the Early Learning department as of March 28, 2019 and \$1,543,805 in Title II funds as of April 11, 2019.

² This report includes basic background information and program changes that occurred in 2018-19. More detailed background information can be found in Hinkley and Kim (2017) and Hinkley (2018).

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 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. PK enrollment under the Dallas ISD umbrella increased since the implementation of the plan. Most of the Dallas ISD PK students attended district elementary schools; others attended the Arlington Park, Harlee, 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.⁴

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 PK best practices. Progress toward this goal included the opening of the early childhood center at Arlington Park Elementary that began serving students in the 2018-19 school year and an increase in PK partnership sites (from 21 in 2016-17, to 27 in 2017-18, to 32 in 2018-19).⁵

Quality. Another goal in the strategic plan was increased classroom quality by using specialists and the *Classroom Assessment Scoring System (CLASS)*. In 2018-19, specialists continued to support teachers. The district employed 35 PK specialists and 46 K through grade two specialists; of these, 15 served as campus lead specialists. Each lead worked with an average of five teachers and oversaw four to seven specialists who served an average of 16 teachers. In 2018-19, every PK classroom continued to be served by a specialist; 47 percent of K through grade two classrooms received specialist support, an increase from 33 percent in 2017-18.⁶

In addition, the district continued collaboration with Southern Methodist University (SMU) to measure classroom interactions using the *CLASS* observation instrument in PK and some K through grade two classrooms. Specialists used *CLASS* results to conduct targeted coaching with teachers to increase classroom quality.

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.

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

⁴ Students attending Arlington Park also attended full-day PK, regardless of age.

⁵ As of December 2018.

⁶ As of December 2018.

As of December 2018, the number of PK partnership sites increased from 21 in 2016-17, to 27 in 2017-18, to 32 in 2018-19. At each PK partnership site, the Dallas ISD teacher served as the lead teacher and an employee from the partner worked in the role of teaching assistant.

The Dallas ISD continued to expand the continuum of care by working with Commit!,⁷ and by investing in programs that focus on children who have not yet started school. In 2018-19, the Dallas ISD continued to operate the Home Instruction for Parents of Preschool Youngsters (HIPPY)⁸ program for children from three to five years old and to invest in AVANCE for children from zero to five years old.⁹

Goal Two-Reading on Grade Level

In order to meet the goal of students reading on grade level by the end of grade two, ensuring that teachers were equipped with the skills to teach reading was a primary focus. To assist teachers in 2018-19, new K through grade 12 literacy and social studies curricula were instituted throughout the district. The new curricula allowed for greater vertical alignment. Teachers also continued to receive specialist coaching and other reading-related PD.

Future Objectives

Five future objectives were mentioned in the Early Learning department presentations to the Board of Trustees on September 13, 2018 and November 29, 2018. The first was to continue to provide support for the new K through grade 12 literacy and social studies curricula and prepare for the future. New Texas Essential Knowledge and Skills (TEKS) will be introduced in 2019-20. In 2018-19, district staff members worked on new materials in preparation for the new TEKS.

The second future objective was to continue with assessment selections. In the fall of 2018-19, the *Texas Kindergarten Entry Assessment (TX-KEA)* was introduced as a replacement to *Istation's Indicators of Progress (ISIP)* as the kindergarten readiness assessment. *TX-KEA* aligned with the TEKS and was designed to better inform teacher instruction and to provide student groups for lessons. The district also encouraged the use of optional middle-of-year and end-of-year components of *TX-KEA*.¹⁰ The plan was to mandate all three waves of *TX-KEA* and eliminate *ISIP* in K starting in 2019-20.

The third future objective was to support more schools with K through grade two early learning coaching than in previous years. The Early Learning department supported all PK through grade two classrooms in schools rated as *Developing* or *Focus* on the School Performance Framework (SPF), a district measure of school performance.¹¹ Specialists also supported some *Competing* campuses. In three years, department staff members hope to support all *Competing* campuses. It is anticipated that supporting these struggling campuses will allow specialists to provide support where it is needed most. The goal was to improve both *CLASS* data and student outcome data.

⁷ More information about Commit! can be found at <http://commit2dallas.org/>.

⁸ For more information about the HIPPY program, see the HIPPY evaluation report (Rowles & Hinkley, 2019).

⁹ For more information about AVANCE, see <https://avance-ntx.org/>.

¹⁰ Not enough students completed TX-KEA at the middle or end of year to allow for meaningful analyses.

¹¹ For more information on the School Performance Framework, see <https://www.dallasisd.org/domain/16840>.

The fourth future objective was to intensify recruitment and retention efforts. Early Learning department staff members planned to continue building on past recruitment efforts. They also worked to ensure students remained enrolled in the Dallas ISD. Finally, efforts continued to expand PK partnerships for both three- and four-year-old students.

Director of Instructional Strategy Interview

The main goal of specialists was to provide teachers with individualized tiered support.¹² To do this, specialists completed intensive PD and then provided PD to teachers. Specialists received various types of PD through several different programs during the 2018-19 school year. These programs included Children's Learning Institute (CLI) *TX-KEA* training (K-2 specialists only), *CLASS* observer certification training, MyTeachstone training,¹³ and Results Coaching Global¹⁴ training. Results Coaching Global was a four-day training about how to coach effectively and was provided to all specialists. All specialists (PK through grade two) also received monthly or bimonthly content training from the instructional strategy team.

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 new PK through grade two teachers. This training included 10 two-hour sessions with in-depth coverage of each *CLASS* domain. Six Weeks at a Glance (SWAG) training was optional for PK through grade two teachers. These two-hour sessions allowed teachers to preview the curriculum for the next six weeks, review relevant TEKS, and plan for the upcoming six weeks. Department staff members also provided Saturday mathematics training for PK through grade two teachers. During the school year, specialists also provided campus-level PD to teachers about a variety of topics (e.g., *TX-KEA*, writing, guided mathematics and reading) on request.

The department also provided PD during the summer. PK through grade two teachers participated in the district Personalized Professional Learning and Development (P2LD) program. In 2018, P2LD was a four-week program for seven hours a day that covered mathematics, reading, writing, and social studies. Lastly, the Early Learning department provided training for teachers at PK partnership sites and for teacher assistants on topics such as *CLASS*, Frog Street (the PK curriculum),¹⁵ mathematics using Frog Street, and conscious discipline using Frog Street.

¹² A more detailed description of the specialist role, including interviews and observations, can be found in the 2017 Early Learning evaluation (Hinkley & Kim, 2017).

¹³ In 2018-19, *CLASS* and MyTeachstone trainings were only provided to new specialists. Other specialists received training in prior years.

¹⁴ More information about Results Coaching Global can be found at <http://resultscoachingglobal.com/>.

¹⁵ More information about Frog Street can be found at <http://www.frogstreet.com/curriculum/>.

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

Methodology

Student Characteristics

Demographic data for early childhood (EC) through grade-two students were extracted from the 2018-19 Dallas ISD Public Education Information Management System (PEIMS) snapshot data file.¹⁶ The evaluators conducted frequency analyses to determine student characteristics 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, PK and K were used as the sampling frames to examine one-year and three-year retention rates. A PK cohort was created by pulling PEIMS snapshot demographic data for the K year and the year prior to the K year (for example, 2017-18 PEIMS data for 2018-19 K students).¹⁷ The evaluators conducted frequency analyses to determine the percentage of 2017-18 PK students who remained enrolled from 2017-18 to 2018-19. Data also were examined for 2015-16 PK (2016-17 K) and 2016-17 PK (2017-18 K) students.

Three-year student retention in the district was examined by pulling PEIMS snapshot demographic data for the three years prior to and including the third-grade year (for example, 2015-16 to 2018-19 PEIMS data for 2018-19 grade-three students).¹⁸ The evaluators conducted frequency analyses to determine the percentage of 2015-16 K students who remained enrolled in grade three in 2018-19. Data also were examined for students who were in grade three in 2016-17 and 2017-18.

Results

Student Characteristics

Students were eligible to attend the Dallas ISD EC and PK programs free of charge if they met certain criteria. All children with qualifying disabilities could begin school in the Dallas ISD at no cost as early as age three through the EC program.¹⁹ Otherwise, to be eligible for free Dallas ISD PK in 2018-19, 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

¹⁶ The data files dated October 31, 2016 (2015-16), October 30, 2017 (2017-18), and October 26, 2018 (2018-19).

¹⁷ The two-year data files dated October 31, 2016 (2015-16), October 31, 2017 (2017-18), and November 06, 2018 (2018-19).

¹⁸ The five-year data files dated October 31, 2016 (2016-17), October 31, 2017 (2017-18) and November 06, 2018 (2018-19).

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/ece/eligibility.aspx>.

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

not qualify for free PK, families could pay tuition to attend Dallas ISD PK, though few students in this situation enrolled.

The Dallas ISD EC through grade-two programs served 46,457 students in 2018-19. Demographic information is presented in Appendix A. Over half of the students were male (51%) and/or Hispanic (67%), and most were economically disadvantaged (90%). About half (49%) were English Learners (ELs).

In comparison to 2016-17 and 2017-18 (Appendix A), the 2018-19 Dallas ISD EC through grade-two programs served fewer students than in previous years (48,311 in 2016-17, 47,122 in 2017-18, and 46,457 in 2018-19). The programs served similar percentages of students each year from the largest student groups in each sex and ethnicity category: male students (51% all three years) and Hispanic students (69% in 2016-17, 68% in 2017-18, and 67% in 2018-19). The percentage of economically disadvantaged students served was similar in 2016-17 (83%) and 2017-18 (82%), and increased in 2018-19 (90%). As in previous years, about half of 2018-19 students were ELs (49% in 2016-17, 50% in 2017-18, and 49% in 2018-19). In addition to the early learning programs serving fewer students overall, K enrollment also decreased over time (11,486 in 2016-17 to 11,070 in 2017-18 to 10,992 in 2018-19).

Continuous Enrollment Rates of Kindergarten and Grade-Three Students

Kindergarten. Even with retention efforts, the percentage of PK students who remained in the district for K continued to trend downward over time. As of the PEIMS snapshot date for 2017-18, 12,153 students were enrolled in PK. Of these, 77 percent ($n=9,399$) remained enrolled in 2018-19. This pattern was similar to 2017-18 when 11,151 students were enrolled in PK in 2016-17 and 79 percent ($n=8,793$) remained enrolled in 2017-18, and to 2016-17 when 10,099 students were enrolled in PK in 2015-16 and 80 percent ($n=8,082$) remained enrolled in 2016-17.

Grade Three.²³ As of the PEIMS snapshot date for 2015-16, 12,209 students were enrolled in K. Of these students, 68 percent ($n=8,307$) were enrolled continuously until grade three in 2018-19 (most students' grade-three year). Similarly, as of the PEIMS snapshot date for 2014-15, 13,287 students were enrolled in K and 68 percent ($n=9,070$) were continuously enrolled until 2017-18. In 2013-14, 13,622 students were enrolled in K and 70 percent ($n=9,506$) were continuously enrolled until 2016-17. Table 1 contains detailed year-to-year enrollment data with each student in a single enrollment category. Similar to PK to K retention, the district continued a downward trend in the percentages of students who remained continuously enrolled from K to grade three.

²³ This methodology varies from what was presented in Hinkley & Kim (2017) and Hinkley (2018). Thus, the 2016-17 and 2017-18 data reported here will not match the 2016-17 or 2017-18 reports. This year, continuous enrollment analyses were based solely on attendance beginning in Kindergarten and going forward as opposed to using grade three as the sampling frame. Some students may have been retained in grade levels. If they were enrolled, they were still included in the year-over-year analyses.

Table 1: 2013-14 to 2015-16 Number and Percentage of K Students by Years Enrolled

Years Enrolled	Enrolled <i>n</i>	Enrolled %
2015-16 K Students (n=12,209)		
Enrolled 2015-16 to 2018-19 (4 years)	8,307	68.0
Enrolled 2015-16 to 2017-18 (3 years)	875	7.2
Enrolled 2015-16 to 2016-17 (2 years)	1,087	8.9
Enrolled 2015-16 Did Not Remain (1 year)	1,439	11.8
Other	501	4.1
2014-15 K Students (n=13,287)		
Enrolled 2014-15 to 2017-18 (4 years)	9,070	68.3
Enrolled 2014-15 to 2016-17 (3 years)	1,024	7.7
Enrolled 2014-15 to 2015-16 (2 years)	1,119	8.4
Enrolled 2014-15 Did Not Remain (1 year)	1,509	11.4
Other	565	4.3
2013-14 K Students (n=13,622)		
Enrolled 2013-14 to 2016-17 (4 years)	9,506	69.8
Enrolled 2013-14 to 2015-16 (3 years)	989	7.3
Enrolled 2013-14 to 2014-15 (2 years)	1,141	8.4
Enrolled 2013-14 Did Not Remain (1 year)	1,437	10.5
Other	549	4.0

Source: Five Year Longitudinal PEIMS data files for each year dated October 31, 2016 (2016-17), October 31, 2017 (2017-18), and November 06, 2018 (2018-19).

Note: K = kindergarten. Other = students enrolled in other combinations (e.g., 2015-16 and 2017-18 but not 2016-17, etc.). Some percentages may not add to 100 because of rounding.

What were the early learning teacher retention rates?

Methodology

The evaluators used semester one course files to examine differences in the rates at which teachers continued to teach the same grade over time.²⁴ The course files for each year first were 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). The files then were used to extract lists of teacher identification numbers by grade. Only teachers who taught one grade each year were included in analyses. These files were used to determine the grades teachers taught each year from fall 2015 through fall 2018. For teachers without a grade level, personnel files were used to determine which teachers had left the district.²⁵ If they did not have a termination date, they were coded as not teaching an early learning grade. Frequency and crosstabs analyses were computed to determine the percentage of teachers overall and by grade level who taught in early learning in one year and then 1) taught the same early learning grade level, 2) switched early learning grade levels, 3) were no longer teaching an early learning grade level, or 4) left the district in the following year(s). These analyses were conducted for three time periods: Early learning teachers who were

²⁴ Course data files dated January 25, 2016 (2015-16), February 06, 2017 (2016-17), November 14, 2017 (2017-18), and November 4, 2018 (2018-19).

²⁵ Personnel data files dated January 05, 2017 (2016-17), December 10, 2017 (2017-18), and November 11, 2018 (2018-19).

teaching from 2015-16 to 2018-19 (three years), early learning teachers who were teaching from 2016-17 to 2018-19 (two years), and early learning teachers who were teaching from 2017-18 to 2018-19 (one year).

Results should be reviewed with caution because of the following limitations. First, some teachers may have taught the same grade in nonconsecutive years (i.e., the same grade in 2015-16 and 2017-18, but a different grade in 2016-17). Thus, they would be classified as moving grades in the one-year analysis (from 2015-16 to 2016-17), but staying in the same grade for the two-year analysis (from 2015-16 to 2017-18). Second, teachers who taught in multiple years, for example both 2015-16 and 2016-17, were included in both analyses.

Results

As seen in Tables 2, 3, and 4, a sizeable proportion of early learning teachers were reassigned to non-early learning positions or left the district over the past three years. Of the 2015-16 early learning teachers, 73 percent continued to teach in an early learning grade level in 2016-17, but this rate dropped to 53 percent after two years and to 41 percent after three years (Table 2). The early learning teacher retention rate was even lower for 2016-17 teachers, with 66 percent of early learning teachers remaining in an early learning grade level in 2017-18, and 49 percent continuing after two years (Table 3). Similarly to 2016-17, 66 percent of 2017-18 teachers continued teaching an early learning grade level in 2018-19 (Table 4). This result 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 the Dallas ISD.

Table 2: 2015-16 to 2018-19 Early Learning Teacher Retention

Timeframe	EC		PK		K		Grade One		Grade Two		Total	
	n	%	n	%	n	%	n	%	n	%	N	%
2015-16 Teachers to 2016-17 (One Year)												
Taught Early Learning in 2015-16	14		437		658		722		743		2,574	
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
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
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
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)												
Taught 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
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
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
Left the District in 2017-18	2	14.3	99	22.7	162	24.6	187	25.9	203	27.3	653	25.4
2015-16 Teachers to 2018-19 (Three Years)												
Taught the Same Early Learning Grade in 2018-19	1	7.1	188	43.0	193	29.3	178	24.7	131	17.6	691	26.8
Taught a Different Early Learning Grade in 2018-19	3	21.4	45	10.3	114	17.3	107	14.8	102	13.7	371	14.4
Did not Teach an Early Learning Grade in 2018-19	6	42.9	66	15.1	130	19.8	184	25.5	246	33.1	632	24.6
Left the District in 2018-19	4	28.6	138	31.6	221	33.6	253	35.0	264	35.5	880	34.2

Source: Semester course files dated January 25, 2016 (2015-16), February 06, 2017 (2016-17), November 14, 2017 (2017-18), and November 4, 2018 (2018-19).

Note: EC = early childhood. PK = prekindergarten. K = kindergarten. Some percentages may not add to 100 because of rounding.

Table 3: 2016-17 to 2018-19 Early Learning Teacher Retention

Timeframe	EC		PK		K		Grade One		Grade Two		Total	
	n	%	n	%	n	%	n	%	n	%	N	%
2016-17 Teachers to 2017-18 (One Year)												
Taught Early Learning in 2016-17	24		466		646		669		699		2,504	
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
Taught a Different Early Learning Grade in 2017-18	-	-	45	9.7	93	14.4	107	16.0	89	12.7	334	13.3
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
Left the District in 2017-18	5	20.8	68	14.6	106	16.4	90	13.5	120	17.2	389	15.5
2016-17 Teachers to 2018-19 (Two Years)												
Taught the Same Early Learning Grade in 2018-19	2	8.3	241	51.7	235	36.4	212	31.7	175	25.0	865	34.5
Taught a Different Early Learning Grade in 2018-19	3	12.5	41	8.8	105	16.3	123	18.4	100	14.3	372	14.9
Did not Teach an Early Learning Grade in 2018-19	12	50.0	69	14.8	136	21.1	163	24.4	233	33.3	613	24.5
Left the District in 2018-19	7	29.2	115	24.7	170	26.3	171	25.6	191	27.3	654	26.1

Source: Semester course files dated February 06, 2017 (2016-17), November 14, 2017 (2017-18), and November 4, 2018 (2018-19).

Note: EC = early childhood. PK = prekindergarten. K = kindergarten. Some percentages may not add to 100 because of rounding. - = no teachers were in the category.

Table 4: 2017-18 to 2018-19 Early Learning Teacher Retention

Timeframe	EC		PK		K		Grade One		Grade Two		Total	
	n	%	n	%	n	%	n	%	n	%	N	%
2017-18 Teachers to 2018-19 (One Year)												
Taught Early Learning in 2017-18	36		514		540		531		570		2,191	
Taught the Same Early Learning Grade in 2018-19	2	5.6	358	69.6	293	54.3	254	47.8	261	45.8	1,168	53.3
Taught a Different Early Learning Grade in 2018-19	5	13.9	28	5.4	93	17.2	86	16.2	70	12.3	282	12.9
Did not Teach an Early Learning Grade in 2018-19	25	69.4	74	14.4	78	14.4	105	19.8	158	27.7	440	20.1
Left the District in 2018-19	4	11.1	54	10.5	76	14.1	86	16.2	81	14.2	301	13.7

Source: Semester course files dated November 14, 2017 (2017-18) and November 4, 2018 (2018-19).

Note: EC = early childhood. PK = prekindergarten. K = kindergarten. Some percentages may not add to 100 because of rounding.

What was the quality of early learning instruction as measured by CLASS?

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 such as fostering child comfort, excitement about learning, and appropriate autonomy. Classroom organization includes teacher behaviors such as helping children regulate behavior, learn, and maintain interest in activities. Instructional support includes teacher behaviors such as supporting cognitive development and language growth. Each domain score ranges from one through seven. Burchinal, Vandergrift, Pianta and Mashburn (2010) determined quality thresholds for each domain. The quality threshold for emotional support and classroom organization is five, and for instructional support the threshold is 3.25.

Trained SMU researchers observed teachers using *CLASS* once each semester in the fall (September 2018 through December 2018) and spring (January 2019 through May 2019). 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 evaluators received data files from SMU for the fall and spring semesters of the 2018-19 school year.²⁶ The files contained raw scores for each teacher, for each dimension, within each timeframe.²⁷ The evaluators averaged the dimension scores across time points. Then, these scores were averaged to create a score for each of the three domains. Finally, domain scores were averaged to create an overall score. The evaluators examined domain scores to determine if scores met the quality thresholds and then calculated the percentages of teachers who met or exceeded the thresholds. The evaluators compared the percentages of teachers who met the quality thresholds in spring 2017, spring 2018, and spring 2019.²⁸ Paired samples *t* tests also were conducted to examine change in average scores by domain and overall from spring 2018 to spring 2019.

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) with the exception of instructional support in kindergarten (3.24 in both fall and spring). There were no consistent patterns of increase or decrease in the average raw scores or the percentages of teachers scoring at or above the quality thresholds from fall to spring when results were examined overall, by grade level, K through grade two combined, or by domain, with the exception of grade two. Figure 1

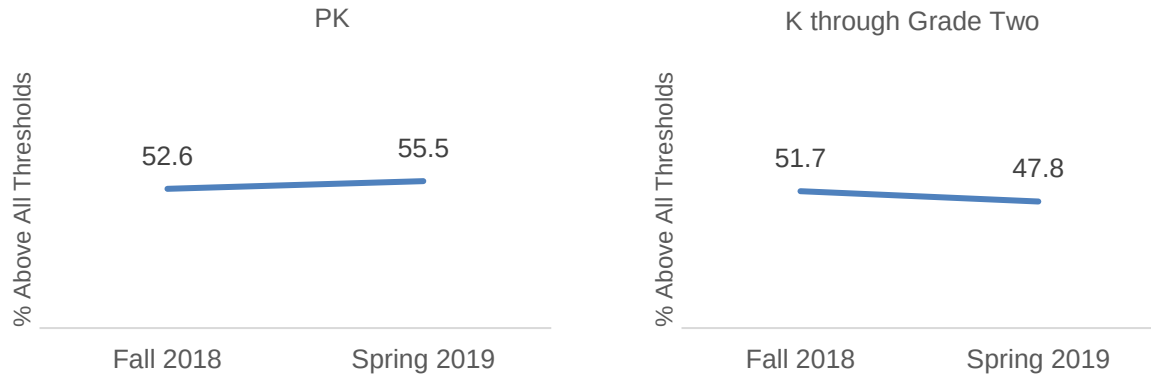
²⁶ The data files were provided on January 28, 2019 (fall) and June 03, 2019 (spring).

²⁷ In fall 2018, 81 teachers (6%), of which 48 were Montessori teachers, taught in a mixed-grade classroom. These teachers were excluded from analyses.

²⁸ Data files were provided by Southern Methodist University on May 23, 2017(2016-17), May 25, 2018 (2017-18), and June 03, 2019 (2018-19).

shows the percentage of teachers at or above all three quality thresholds by semester for PK and K through grade two. Rates increased slightly in PK, and decreased slightly for K through grade two.

Figure 1: 2018-19 Percentage of Teachers at or Above All Quality Thresholds by Semester



Source: Data files provided by Southern Methodist University on January 28, 2019 (fall 2018) and June 03, 2019 (spring 2019).

Note: PK = prekindergarten. K = kindergarten. Sample sizes are provided in Tables 5 and 6. Only classrooms with one grade (not mixed-grade classrooms) were included in analyses.

Fall 2018

In fall 2018, *CLASS* was administered at 146 Dallas ISD elementary schools and 29 PK partnership sites. Table 5 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 level and for K through grade two combined. As a whole and across grade levels, teachers were stronger in emotional support and classroom organization than in instructional support. Unlike past years, however, no consistent pattern emerged regarding higher average scores for emotional support than classroom organization.

Table 5: 2018 Fall CLASS Scores by Domain, Grade, and Overall

	PK (n=498)	K (n=231)	Grade 1 (n=249)	Grade 2 (n=272)	Grades K-2 (n=752)
Emotional Support (Quality Threshold=5.00)					
Percent At or Above Threshold	92.8	78.4	85.9	86.0	83.6
Average Raw Score	6.02	5.65	5.76	5.77	5.73
Raw Score Range	2.44-7.00	2.50-7.00	2.88-7.00	3.44-7.00	2.50-7.00
Classroom Organization (Quality Threshold=5.00)					
Percent At or Above Threshold	86.7	84.0	85.1	86.8	85.4
Average Raw Score	5.78	5.66	5.70	5.75	5.71
Raw Score Range	2.00-7.00	2.33-7.00	2.42-7.00	2.83-7.00	2.33-7.00
Instructional Support (Quality Threshold=3.25)					
Percent At or Above Threshold	53.8	47.6	57.8	56.6	54.3
Average Raw Score	3.36	3.24	3.43	3.45	3.38
Raw Score Range	1.17-6.25	1.25-6.25	1.00-5.92	1.17-7.00	1.00-7.00
Overall					
Percent At or Above Threshold*	52.6	44.6	56.6	53.3	51.7
Average Raw Score	5.05	4.85	4.96	4.99	4.94
Raw Score Range	2.26-6.67	2.35-6.67	2.21-6.62	3.24-7.00	2.21-7.00

Source: Data files provided by Southern Methodist University on January 28, 2019.

Note: CLASS = Classroom Assessment Scoring System. PK = prekindergarten. K = kindergarten. * = this percentage reflects the percentage of teachers that met all three domain thresholds. No quality threshold exists for overall scores. Eighty-one teachers (6%), of which 48 were Montessori teachers, taught in mixed-grade classrooms and were not included in analyses.

Spring 2019

In spring 2019, CLASS was administered at 148 Dallas ISD elementary schools and 30 PK partnership sites. 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 level and for K through grade two combined. 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 6: 2019 Spring CLASS Scores by Domain, Grade, and Overall

	PK (n=571)	K (n=287)	Grade 1 (n=299)	Grade 2 (n=315)	Grades K-2 (n=901)
Emotional Support (Quality Threshold=5.00)					
Percent At or Above Threshold	92.6	84.7	87.0	83.5	85.0
Average Raw Score	5.99	5.70	5.69	5.71	5.70
Raw Score Range	3.63-7.00	3.19-7.00	3.06-7.00	2.56-7.00	2.56-7.00
Classroom Organization (Quality Threshold=5.00)					
Percent At or Above Threshold	88.4	80.5	79.3	85.4	81.8
Average Raw Score	5.79	5.58	5.58	5.71	5.63
Raw Score Range	3.42-7.00	2.92-7.00	3.00-7.00	1.92-7.00	1.92-7.00
Instructional Support (Quality Threshold=3.25)					
Percent At or Above Threshold	57.1	49.1	49.5	56.5	51.8
Average Raw Score	3.46	3.24	3.28	3.47	3.33
Raw Score Range	1.33-6.00	1.25-6.83	1.50-6.58	1.00-6.67	1.00-6.83
Overall					
Percent At or Above Threshold*	55.5	45.3	45.2	52.7	47.8
Average Raw Score	5.08	4.84	4.85	4.96	4.89
Raw Score Range	3.04-6.58	2.53-6.69	2.66-6.75	1.88-6.54	1.88-6.75

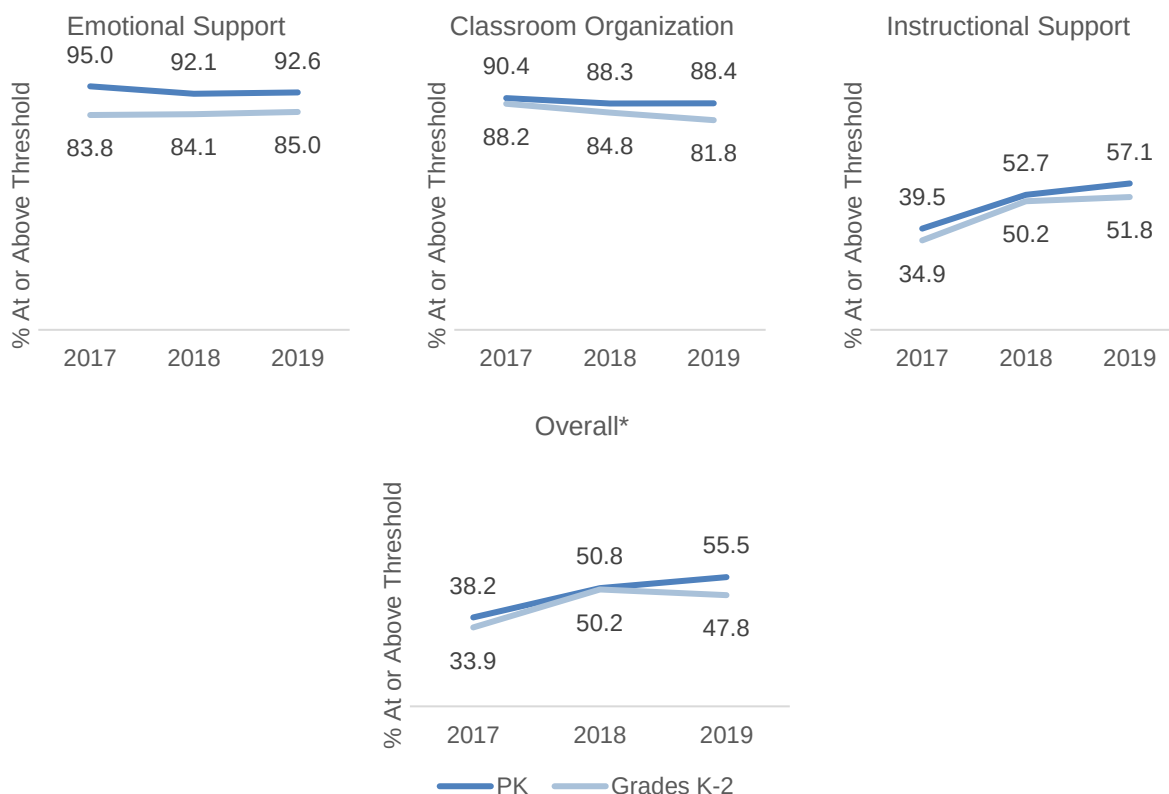
Source: Data files provided by Southern Methodist University on June 03, 2019.

Note: CLASS = Classroom Assessment Scoring System. PK = prekindergarten. K = kindergarten. * = this percentage reflects the percentage of teachers that met all three domain thresholds. No quality threshold exists for overall scores. One-hundred-and-six teachers (7%), of which 52 were Montessori, taught in mixed-grade classrooms and were not included in analyses.

Spring 2017 to Spring 2019

Year over year results were mixed (Figure 2). The percentage of teachers who met or exceeded quality thresholds trended upward over time for K through grade two teachers in emotional support, all teachers in instructional support, and overall for PK teachers. The percentages trended downward over time in classroom organization for K through grade two teachers. Even with mixed results in PK teacher emotional support and classroom organization, over 88 percent of PK teachers met the standard for emotional support and classroom organization all three years. PK teachers met or exceeded the quality thresholds at higher rates than K through grade two teachers. Teachers are closing this gap in emotional support, but the gap is widening in classroom organization. Overall and in instructional support, teachers were closing the gap from 2017 to 2018, but the gap increased from 2018 to 2019.

Figure 2: 2017 to 2019 Spring Percentages of Teachers at or Above the Quality Threshold by CLASS Domain and Overall



Source: Data files provided by Southern Methodist University on May 23, 2017(2016-17), May 25, 2018 (2017-18), and June 03, 2019 (2018-19). Sample sizes are provided in Table 6 for 2019. In 2018, there were 805 K-2 teachers and 573 PK teachers. In 2017, there were 728 K-2 teachers and 544 PK teachers.

Note: CLASS = Classroom Assessment Scoring System. * = these percentages reflect the percentage of teachers that met all three domain thresholds.

Spring 2018 to Spring 2019

SMU provided spring 2018 and spring 2019 domain scores for 919 teachers. Analyses indicated that scores decreased slightly over time for emotional support, classroom organization, and overall. Scores increased slightly for instructional support. However, none of these changes were statistically significant (Table 7).

Table 7: 2018 to 2019 Spring Changes in CLASS Scores by Domain and Overall

Domain	Difference from Spring 2018 to Spring 2019	t	df	p-value
Emotional Support	-.02	.76	918	.45
Classroom Organization	-.01	.29	918	.77
Instructional Support	.01	-.28	918	.78
Overall	-.01	.20	918	.84

Source: Data files provided by Southern Methodist University on May 25, 2018 (spring 2018) and June 03, 2019 (spring 2019).

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

What percentage of students were kindergarten ready in 2018-19 as measured by *ISIP* and *TX-KEA*?

Methodology

Kindergarten readiness was examined in two ways. First, the evaluators determined an overall rate of K readiness. Second, 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. Both overall and Dallas ISD PK analyses were conducted for two K readiness assessments, *ISIP* and *TX-KEA*.²⁹

Overall Kindergarten Readiness: *ISIP*

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).

To determine the percentage of students who were K ready in 2016-17, 2017-18, and 2018-19, PEIMS demographic data files were merged with beginning-of-year (BOY) *ISIP* data files to prepare for analyses.³⁰ To allow for examination of overall student performance, the English and Spanish administrations were combined into one file.³¹ If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset.³² If a student took the test more than once, the latest score was used. Frequency and crosstabs analyses were computed to determine the percentage of students who were K ready by test, test version (English, Spanish, and combined), student group (ethnicity, EL status, economically disadvantaged status, and special education status), and year.³³

Overall Kindergarten Readiness: *TX-KEA*

Administered districtwide for the first time in 2018-19, the *TX-KEA* was designed by CLI to serve as a school readiness screener. Students are classified from highest to lowest performing as *On Track*, *Monitor*, or *Support* on multiple domains. Domains include the Literacy Reading composite (letter names, letter sounds, and blending subtests), the Language composite (vocabulary and listening comprehension subtests), the mathematics composite (mathematics part one and two), and social and emotional competence. Literacy Reading is considered the K readiness standard, and scoring *On Track* on Literacy Reading indicates K readiness.

²⁹ For more information on *TX-KEA*, see <https://cliengage.org/public/tools/assessment/tx-kea/>.

³⁰ Demographic data file dated October 17, 2016 (2016-17). PEIMS demographic data files dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19). BOY *ISIP* data files dated October 18, 2016 (2016-17), November 01, 2017 (2017-18), and November 05, 2018 (2018-19).

³¹ 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.

³² 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.

³³ In 2016-17, the PEIMS date was not used for K readiness because of an earlier testing window.

BOY TX-KEA data and PEIMS demographic data were merged for analyses.³⁴ To allow for examination of overall student performance, the English and Spanish administrations were combined into one file. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. Frequency and crosstabs analyses were computed to review the rate of students who were K ready by student group (ethnicity, EL status, economically disadvantaged status, and special education status).

Kindergarten Readiness Based on Prekindergarten Attendance: *ISIP*

To examine differences in K readiness for students who did or did not attend Dallas ISD PK (*DISD PK* and *No DISD PK*, respectively), PEIMS snapshot demographic data and *ISIP* data were merged to prepare for analyses.³⁵ Kindergarten was used as the sampling frame to compare students who attended PK with those who did not attend.³⁶ To produce comparable groups, the cohort students were limited to kindergarteners who were ELs and/or economically disadvantaged and who were not retained at grade level.³⁷ Finally, cohort students were classified as having attended or not attended Dallas ISD PK by pulling PEIMS snapshot demographic data for the four years prior to the K year (for example, 2014-15 to 2017-18 PEIMS demographic data for 2018-19 K students). Students were classified as *DISD PK* if they 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*.

Frequency and crosstabs analyses were computed to determine the percentage of K students that scored at or above the 40th percentile on BOY *ISIP* for the 2016-17, 2017-18, and 2018-19 K cohort groups by year, test version (English, Spanish, and combined), and student group (ethnicity, EL status, economically disadvantaged status, and special education status). Results should be reviewed with caution because of the following limitations. First, students classified as *No DISD PK* may have attended preschool elsewhere (e.g., Head Start, private preschool, other school district), or not at all. Second, some students may have been eligible for PK but were not included because of unavailable information related to additional eligibility criteria such as whether the student was homeless, in foster care, or had a parent who served in the military or was eligible for the Star of Texas Award. Third, differences between the *DISD PK/No DISD PK* groups may be attributable to a parent decision to place a student in PK or not (self-selection issue).

³⁴ PEIMS demographic data file dated October 26, 2018 (2018-19). TX-KEA data file dated November 01, 2018 (2018-19 BOY).

³⁵ PEIMS snapshot data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19). BOY *ISIP* data files dated October 18, 2016 (2016-17), November 01, 2018 (2017-18), and November 05, 2018 (2018-19).

³⁶ Because of the constraints of the district database, the evaluators followed the sampling procedure that was used by Huston, Gupta, and Schexnayder (2012).

³⁷ This filter creates comparable groups because being an EL student and/or economically disadvantaged were the two largest reasons students were eligible to attend PK.

Kindergarten Readiness Based on Prekindergarten Attendance: *TX-KEA*

To examine differences in BOY *TX-KEA* for *DISD PK* and *No DISD PK* students, PEIMS snapshot demographic data and BOY *TX-KEA* data were merged to prepare for analyses.³⁸ The K cohort group was created using the same methodology detailed in the *ISIP* section.

Frequency and crosstabs analyses were computed to determine the percentage of K students that scored *On Track* on BOY *TX-KEA* Literacy Reading for the 2018-19 K cohort group by student group (ethnicity, EL status, economically disadvantaged status, and special education status). Results should be reviewed with caution because of the same limitations mentioned in the *ISIP* section.

Results

Overall Kindergarten Readiness: *ISIP*

Table 8 includes the percentage of each category of students who were K ready as measured by BOY *ISIP* by year and assessment version. In fall 2018, overall, 51 percent of students with valid *ISIP* scores were considered K ready. Overall, more students who tested in Spanish (57%) were K ready than those tested in English (46%).

Although a smaller overall percentage of students were K ready in 2018-19 compared to two years prior (in 2016-17), rates of K-ready students trended upward from 2017-18 to 2018-19 (0.7 percentage points) from a 4.4 percentage point decline in K-readiness rates from 2016-17 to 2017-18.³⁹ The pattern was similar for students who tested in English, but the percentage of K ready students tested in Spanish trended slightly downward all three years.

³⁸ PEIMS demographic data file dated October 26, 2018 (2018-19). *TX-KEA* data file dated November 01, 2018 (2018-19 BOY).

³⁹ In 2016-17, the PEIMS date was not used for K readiness because of an earlier testing window.

Table 8: 2016-17 to 2018-19 Percentage of K Students Who Were K Ready on BOY *ISIP* by Version and Student Group

	2016-17		2017-18		2018-19		1 Yr % Point Change	2 Yr % Point Change
	Tested <i>n</i>	Tier 1 %	Tested <i>n</i>	Tier 1 %	Tested <i>n</i>	Tier 1 %		
English								
All	5,244	47.9	5,134	43.2	4,891	45.6	2.4	-2.3
African American	2,189	40.7	2,221	36.8	1,973	39.0	2.2	-1.7
Hispanic	2,242	46.2	2,101	41.3	1,940	42.6	1.3	-3.6
White	667	73.9	642	69.6	648	70.2	0.6	-3.7
English Learner	224	37.9	219	31.1	161	43.5	12.4	5.6
Eco. Dis.	3,320	40.1	3,694	37.4	3,912	38.7	1.3	-1.4
Special Ed.	182	35.2	200	34.5	200	32.5	-2.0	-2.7
Spanish								
All	4,877	62.4	4,957	58.1	4,627	57.2	-0.9	-5.2
African American	20	35.0	32	3.1	18	11.1	8.0	-23.9
Hispanic	4,802	62.6	4,786	58.7	4,466	57.8	-0.9	-4.8
White	47	61.7	108	47.2	98	42.9	-4.3	-18.8
English Learner	4,765	62.5	4,674	58.8	4,408	57.7	-1.1	-4.8
Eco. Dis.	3,484	61.4	4,106	58.5	4,299	57.3	-1.2	-4.1
Special Ed.	106	47.2	148	50.7	144	43.1	-7.6	-4.1
English and Spanish Combined								
All	10,121	54.9	10,091	50.5	9,518	51.2	0.7	-3.7
African American	2,209	40.6	2,253	36.4	1,991	38.7	2.3	-1.9
Hispanic	7,044	57.4	6,887	53.4	6,406	53.2	-0.2	-4.2
White	714	73.1	750	66.4	746	66.6	0.2	-6.5
English Learner	4,989	61.4	4,893	57.6	4,569	57.2	-0.4	-4.2
Eco. Dis.	6,804	51.0	7,800	48.5	8,211	48.4	-0.1	-2.6
Special Ed.	288	39.6	348	41.4	344	36.9	-4.5	-2.7

Source: District demographic data file dated October 17, 2016 (2016-17), PEIMS district data files dated October 30, 2017 (2017-18) and October 26, 2018 (2018-19). BOY *ISIP* data files dated October 18, 2016 (2016-17), November 01, 2017 (2017-18), and November 05, 2018 (2018-19).

Note: K = kindergarten. BOY = beginning of year. *ISIP* = *Istation's Indicators of Progress*. Eco. Dis. = economically disadvantaged. Special Ed. = special education. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. One-year change is from 2018 to 2019. Two-year change is from 2017 to 2019.

Overall Kindergarten Readiness: TX-KEA

On Literacy Reading, the K readiness standard within TX-KEA, 70 percent of tested students were K ready (Table 9). A greater percentage of students who tested in Spanish were K ready (74%) than students who tested in English (67%). A greater percentage of students were considered K ready on TX-KEA (70%) than on BOY *ISIP* (51%). Appendix B contains results for the other domains of TX-KEA.

Table 9: 2018-19 Percentage of K Students Who Were K Ready on BOY TX-KEA Literacy Reading by Version and Student Group

	Tested <i>n</i>	On Track %
English		
All	5,007	66.8
African American	2,062	64.6
Hispanic	1,939	64.8
White	655	79.7
English Learner	134	57.5
Economically Disadvantaged	4,005	62.6
Special Education	210	61.0
Spanish		
All	4,527	73.8
African American	9	77.8
Hispanic	4,404	74.7
White	79	38.0
English Learner	4,392	73.9
Economically Disadvantaged	4,231	73.8
Special Education	146	64.4
English and Spanish Combined		
All	9,534	70.1
African American	2,071	64.7
Hispanic	6,343	71.7
White	734	75.2
English Learner	4,526	73.4
Economically Disadvantaged	8,236	68.4
Special Education	356	62.4

Source: PEIMS district data file dated October 26, 2018 (2018-19) and BOY TX-KEA data file dated November 01, 2018 (2018-19).

Note: K = kindergarten. BOY = beginning of year. *ISIP* = *Istation's Indicators of Progress*. 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: *ISIP*

Examining BOY *ISIP*, a higher percentage of *DISD PK* students were K ready in 2018-19 (54%) than students in the *No DISD PK* group (32%; Table 10). Because of the limitations mentioned previously, results should be reviewed with caution. It should be noted that even though the *DISD PK* group outperformed the *No DISD PK* group, 46 percent of Dallas ISD PK students were not K ready (56% in English and 39% in Spanish). See Appendix B for 2016-17 and 2017-18 data. The percentage of K ready *DISD PK* students trended downward over time, from 60 percent in 2016-17, to 55 percent in 2017-18, to 54 percent in 2018-19.

Table 10: 2018-19 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>	Tier 1 %	Tested <i>n</i>	Tier 1 %	Tested <i>n</i>	Tier 1 %
English						
All	2,638	44.2	1,259	27.5	3,897	38.8
African American	1,260	41.6	561	27.3	1,821	37.2
Hispanic	1,221	45.2	445	23.4	1,666	39.4
White	77	64.9	131	40.5	208	49.5
English Learner	135	45.9	18	27.8	153	43.8
Eco. Dis.	2,625	44.1	1,256	27.5	3,881	38.8
Special Education	128	30.5	29	24.1	157	29.3
Spanish						
All	3,797	60.8	738	40.2	4,535	57.5
African American	14	7.1	*	*	15	13.3
Hispanic	3,753	61.0	654	40.4	4,407	58.0
White	23	56.5	49	38.8	72	44.4
English Learner	3,684	61.1	697	40.3	4,381	57.8
Eco. Dis.	3,581	60.6	691	40.5	4,272	57.4
Special Education	130	46.2	10	10.0	140	43.6
English and Spanish Combined						
All	6,435	54.0	1,997	32.2	8,432	48.8
African American	1,274	41.2	562	27.4	1,836	37.0
Hispanic	4,974	57.1	1,099	33.5	6,073	52.9
White	100	63.0	180	40.0	280	48.2
English Learner	3,819	60.6	715	40.0	4,534	57.3
Eco. Dis.	6,206	53.6	1,947	32.2	8,153	48.5
Special Education	258	38.4	39	20.5	297	36.0

Source: PEIMS demographic data file dated October 26, 2018 and BOY *ISIP* data file dated November 05, 2018.

Note: K = kindergarten. PK = prekindergarten. BOY = beginning of year. *ISIP* = *Istition's Indicators of Progress*. Eco. Dis. = economically disadvantaged. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Kindergarten Readiness Based on Prekindergarten Attendance: TX-KEA

Examining BOY TX-KEA, a higher percentage of *DISD PK* students were K ready in 2018-19 (77%) than students in the *No DISD PK* group (38%; Table 11). Because of the limitations mentioned previously, results should be reviewed with caution. It should be noted that, even though the *DISD PK* group outperformed the *No DISD PK* group, 23 percent of Dallas ISD PK students were not K ready (29% in English and 18% in Spanish). A greater percentage of students in the *DISD PK* group were considered K ready on TX-KEA (77%) than on BOY *ISIP* (54%).

Table 11: 2018-19 Percentage of K Ready Students on BOY TX-KEA Literacy Reading by PK Participation, Version, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>n</i>	On Track %	Tested <i>n</i>	On Track %	Tested <i>n</i>	On Track %
English						
All	2,718	71.5	1,269	43.6	3,987	62.6
African American	1,335	71.4	565	44.8	1,900	63.5
Hispanic	1,221	71.0	439	39.2	1,660	62.6
White	76	84.2	132	53.0	208	64.4
English Learner	95	66.3	33	30.3	128	57.0
Eco. Dis.	2,709	71.5	1,267	43.6	3,976	62.6
Special Education	130	54.6	34	73.5	164	58.5
Spanish						
All	3,832	81.6	628	27.9	4,460	74.1
African American	*	*	*	*	*	*
Hispanic	3,800	81.7	561	28.7	4,361	74.8
White	21	71.4	42	19.0	63	36.5
English Learner	3,754	81.6	616	27.4	4,370	74.0
Eco. Dis.	3,617	81.5	591	27.6	4,208	73.9
Special Education	133	67.7	9	22.2	142	64.8
English and Spanish Combined						
All	6,550	77.4	1,897	38.4	8,447	68.7
African American	1,339	71.4	566	44.9	1,905	63.5
Hispanic	5,021	79.1	1,000	33.3	6,021	71.5
White	97	81.4	174	44.8	271	57.9
English Learner	3,849	81.3	649	27.6	4,498	73.5
Eco. Dis.	6,326	77.2	1,858	38.5	8,184	68.4
Special Education	263	61.2	43	62.8	306	61.4

Source: PEIMS district data file dated October 26, 2018 (2018-19) and BOY TX-KEA data file dated November 01, 2018 (2018-19).

Note: K = kindergarten. BOY = beginning of year. TX-KEA = Texas Kindergarten Entry Assessment. PK = prekindergarten. Eco. Dis. = economically disadvantaged. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. Cells marked with an asterisk (*) indicate five or fewer students were tested.

How did early learning student *ISIP* and *CIRCLE* scores change throughout the 2018-19 school year?

Methodology

ISIP

ISIP data from the beginning (BOY), middle (MOY), and end (EOY) of the year and PEIMS demographic data were merged for analyses.⁴⁰ To allow for examination of overall student performance, the English and Spanish administrations were combined into one file.⁴¹ If a student completed the

⁴⁰ PEIMS demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19). *ISIP* data files dated 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), June 03, 2018 (2017-18 EOY), November 05, 2018 (2018-19 BOY), February 4, 2019 (2018-19 MOY), and June 05, 2019 (2018-19 EOY).

⁴¹ 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.

assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset.⁴² 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 by test version (English, Spanish, and combined), grade, and student group (ethnicity, EL status, economically disadvantaged status, and special education status). Analyses were also conducted to examine tier change from BOY to EOY across years by grade.

CIRCLE (PK Only)

*CIRCLE*⁴³ is an assessment designed by CLI to serve as a prekindergarten progress monitor. Students are classified as *On Track*, or as *Monitor* or *Needs Support* on up to 15 domains.⁴⁴ Both the *Monitor* and *Needs Support* classifications indicate that the student does not meet the cut point; however, the designation changes based on child age (*Monitor* for children younger than four-years old and *Needs Support* for children older than four-years old).⁴⁵ This evaluation reported on the following domains: Phonological Awareness composite (alliteration, listening, onset-rime, rhyming 1, rhyming 2, syllabication, and words in a sentence), the Rapid Vocabulary composite (parts 1, 2, and 3), and the Mathematics Composite (counting sets, number discrimination, number naming, operations, rote counting, shape discrimination, and shape naming).

CIRCLE data and PEIMS demographic data were merged for analyses.⁴⁶ To allow for examination of overall student performance, the English and Spanish administrations were combined into one file. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset.⁴⁷ Frequency and crosstabs analyses were computed to review student performance by student group (ethnicity, EL status, economically disadvantaged status, and special education status).

Results

ISIP⁴⁸

As shown 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 48 percent to 57 percent in 2018-19 (51% to 57% for PK, 51% to 57% for K, 48% to 55% for grade one, and 53% to 55% for grade two). For K

⁴² 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.

⁴³ For more information on *Circle*, see <https://cliengage.org/public/tools/assessment/circle-progress-monitoring/>.

⁴⁴ Student scores that were classified as Out of Range, meaning that they tested but their score could not be placed into one of the *On Track*, *Monitor*, or *Support* categories, were not included in analyses.

⁴⁵ Because classification of scores below the cut point are age-dependent, movement between these classifications is not meaningful and was not examined. In 2017-18, naming of the designations changed from *Proficient* to *On Track*, *Developing* to *Monitor*, and *Emerging* to *Needs Support*, but the calculation of these designations did not change. For simplicity, the newer naming conventions were used throughout this report.

⁴⁶ PEIMS demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19). *Circle* data files dated May 9, 2019 (2016-17, 2017-18, 2018-19 Waves 1 and 2) and June 05, 2019 (2018-19 Wave 3).

⁴⁷ The data analysis guidelines for *ISIP* were applied to *Circle*.

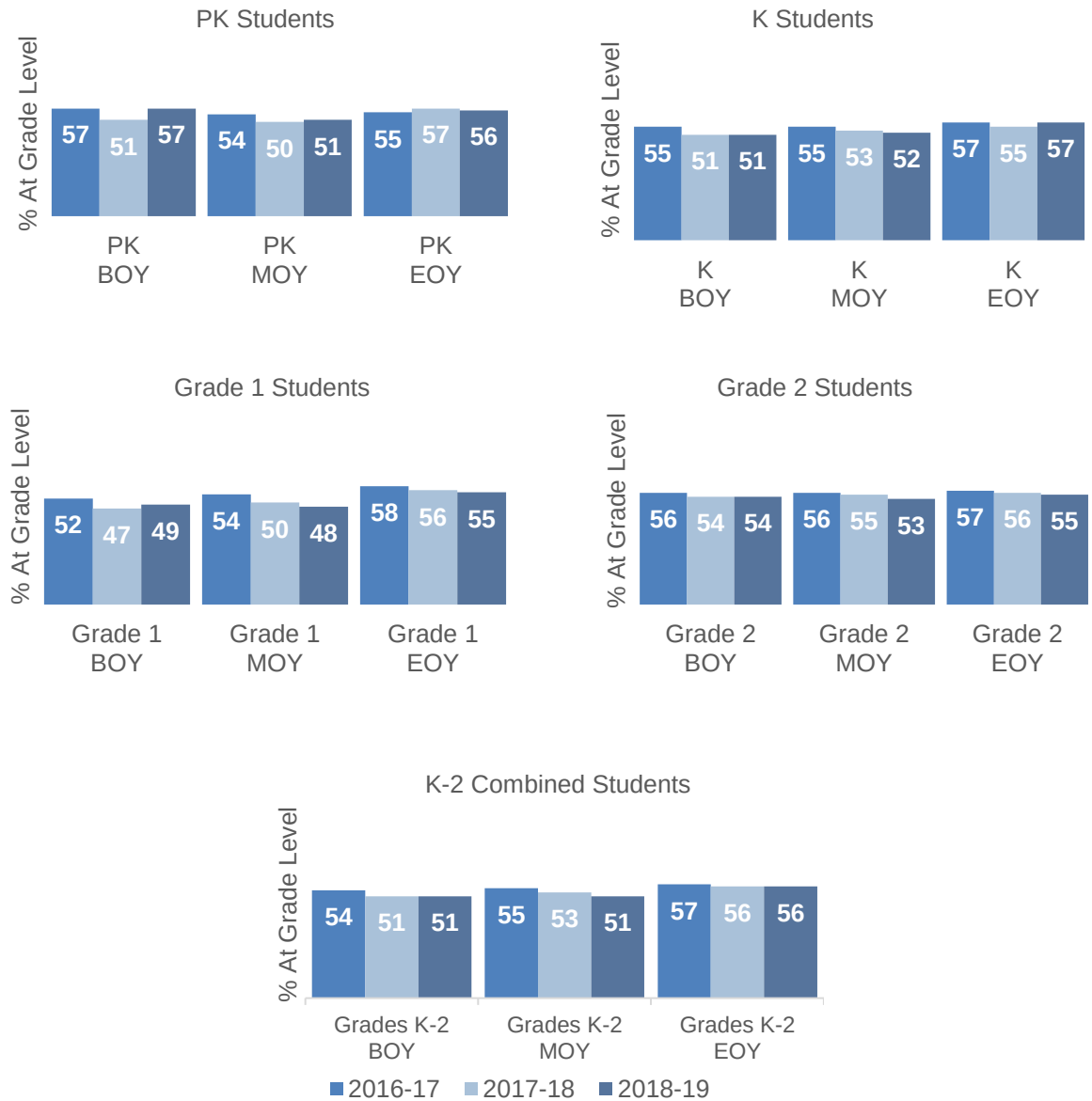
⁴⁸ Appendix C contains *ISIP* data by language and student group.

through grade two combined, scores ranged from 51 percent to 56 percent. There was no consistent pattern of change from 2016-17 and 2017-18.

It would be hoped that the percentage of students at or above grade level would increase throughout the year. For PK, grade one, and grade two, the percentages of students at or above grade level in 2018-19 slightly decreased from BOY to MOY then increased from MOY to EOY. The percentage of K students at or above grade level increased from BOY to MOY to EOY. The percentage of K through grade two combined at or above grade level stayed the same from BOY to MOY and then increased from MOY to EOY (Figure 3).

Results for student groups by grade level and language and also grade-level analyses of tier change from BOY to EOY by year are provided in Appendix C. With few exceptions, more students who tested in Spanish than in English performed at or above grade level. Examining change from BOY to EOY by grade across years indicated that over half of students remained in the same tier from BOY to EOY (Appendix C). However, a greater percentage of students progressed than regressed over the course of the year across grades and years.

Figure 3: 2016-17 to 2018-19 Percentage of Students in PK through Grade Two Performing At or Above Grade Level on Combined *ISIP*



Source: PEIMS district data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19). *ISIP* data files dated 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), June 03, 2018 (2017-18 EOY), November 05, 2018 (2018-19 BOY), February 04, 2019 (2018-19 MOY), and June 05, 2019 (2018-19 EOY).

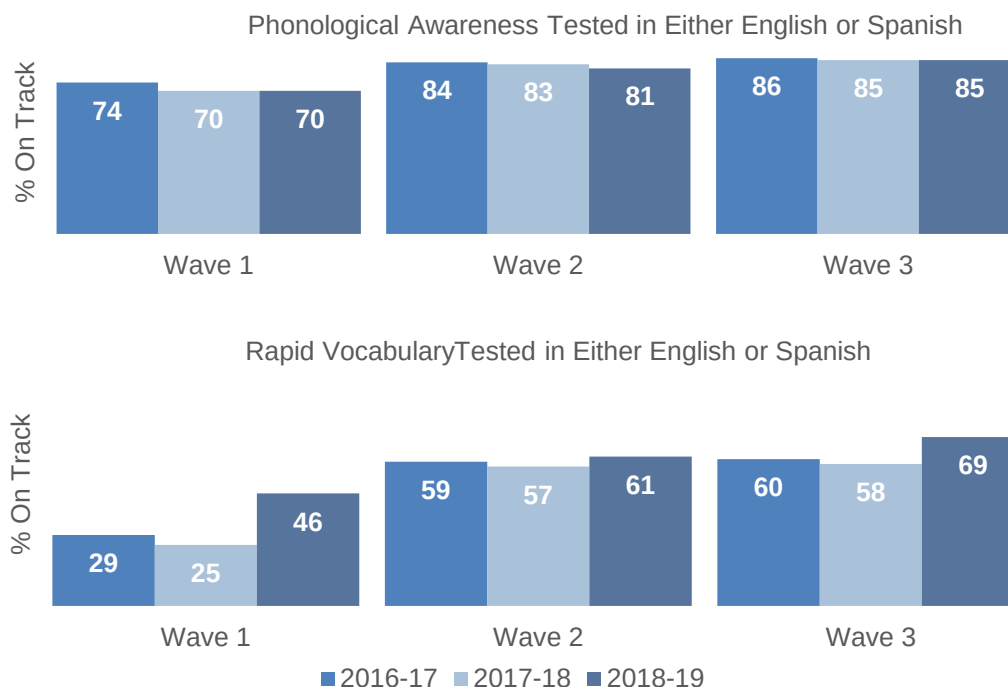
Note: PK = prekindergarten. K = kindergarten. BOY = beginning of year. MOY = middle of year. EOY = end of year. District *Istation's Indicators of Progress (ISIP)* data files were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. Sample sizes are provided in Appendix C.

CIRCLE (PK Only)

On the Phonological Awareness domain of *CIRCLE*, for the English and Spanish administrations combined, across administrations (waves 1, 2, and 3) in 2018-19, 70 to 85 percent of the PK students tested were *On Track* (Figure 4 and Appendix C). It would be hoped that the percentage of students at or above grade level would increase throughout the year, and the percentage of *On Track* students followed this pattern. When compared to 2016-17 and 2017-18, the percentages of *On Track* students within each wave slightly decreased or remained the same over the last three years. Results by language and student group are provided in Appendix C. Across years, more students who tested in English than in Spanish were *On Track* in wave 1, but the patterns reversed in waves 2 and 3.

On the Rapid Vocabulary domain of *CIRCLE*, for the English and Spanish administrations combined, across administrations (waves 1, 2, and 3) in 2018-19, 46 to 69 percent of the PK students tested were *On Track* (Figure 4 and Appendix C). It would be hoped that the percentage of students at or above grade level would increase throughout the year; the percentage of *On Track* students followed this pattern. When compared to 2016-17 and 2017-18, the percentages of *On Track* students within each wave decreased in 2017-18 and then increased beyond 2016-17 rates in 2018-19. Results by language and student group are provided in Appendix C; no consistent differences were found by language over time. Results for the mathematics section are also presented in Appendix C.

Figure 4: 2016-17 to 2018-19 Percentage of PK Students Performing At or Above On Track on *CIRCLE* by Domain



Source: PEIMS district data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19). *CIRCLE* data files dated May 09, 2019 (2016-17, 2017-18, and 2018-19 Waves 1 and 2) and June 05, 2019 (2018-19 Wave 3).

Note: PK = prekindergarten. District *CIRCLE* data files were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. Sample sizes are provided in Appendix C.

Did student reading and mathematics performance differ by Dallas ISD prekindergarten enrollment status as measured by *ISIP*, *TerraNova*, *SUPERA*, and *STAAR*?

Methodology

To examine differences in student academic achievement in later grades for students who did or did not attend Dallas ISD PK, the evaluators merged PEIMS snapshot demographic data and assessment files for analyses.⁴⁹ The K cohort group was created using the same methodology detailed in the *K Readiness Based on PK Attendance: ISIP* section of this report.

⁴⁹ PEIMS district data files were dated October 30, 2015 (2015-16), October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19). *ISIP* data files were dated June 17, 2016 (2015-16 EOY), May 30, 2017 (2016-17 EOY), June 03, 2018 (2017-18 EOY), and June 05, 2019 (2018-19 EOY). *TerraNova* data files were dated June 09, 2016 (2015-16), July 19, 2017 (2016-17), June 11, 2018 (2017-18), and July 02, 2019 (2018-19). *SUPERA* data files were dated June 09, 2016 (2015-16), July 12, 2019 (2016-17), June 14, 2019 (2017-18), and July 02, 2019 (2018-19). The *STAAR* data file was dated June 13, 2019 (2018-19). In June 2019, Dallas ISD received updated norms for grades one and two *SUPERA* beginning with the 2017 file. As a result, the grades one and two *SUPERA* data provided in previous reports will differ from the grades one and two data presented in this report.

ISIP, *TerraNova*, *SUPERA*, and *STAAR* data were reviewed for the 2015-16, 2016-17, 2017-18, and 2018-19 K cohort groups (i.e., students enrolled in grade three, grade two, grade one, and K in 2018-19, respectively), as applicable. The evaluators computed frequency and crosstabs analyses to determine the percentage of students who scored at or above grade level⁵⁰ on *ISIP*, *TerraNova* (mathematics and reading), and *SUPERA* (reading) overall by student group (ethnicity, EL status, economically disadvantaged status, and special education status). The evaluators also computed the percentage of students who attained Approaches Grade Level or Above (Approaches+) and Meets Grade Level or Above (Meets+) on *STAAR* (mathematics and reading) overall and by student group.⁵¹ Results should be reviewed with caution because of the same limitations mentioned in the *K Readiness Based on PK Attendance: ISIP* section of this report.

Results⁵²

Patterns remained consistent for all cohorts over grade levels and years. 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 Appendix D). 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 12 and Appendix D). Because of the limitations mentioned previously, results should be reviewed with caution.

⁵⁰ Scores were considered at or above grade level if they were at or above the 40th percentile.

⁵¹ Results included the first administration; Approaches+ included Alternate 2. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Although all scores are included, some students' 2018 test scores may have been adversely affected by online testing issues.

⁵² Appendix D contains data by student group.

Table 12: 2015-16 to 2018-19 Student Performance on Mathematics and Reading Assessments by Dallas ISD PK Enrollment Status

Grade for Each K Cohort	School Year	Assessment	Language Tested	Attended DISD PK		Did Not Attend DISD PK		Total	
				Test <i>n</i>	%	Test <i>n</i>	%	Test <i>N</i>	%
2015-16 K Cohort-Mathematics									
K	2015-16	TerraNova	English	6,679	61	2,810	50	9,489	58
Grade 1	2016-17	TerraNova	English	5,911	57	2,270	49	8,181	55
Grade 2	2017-18	TerraNova	English	5,399	63	1,951	56	7,350	61
Grade 3	2018-19	STAAR A+	Eng/Spa	5,082	81	1,804	74	6,886	79
Grade 3	2018-19	STAAR M+	Eng/Spa	5,003	48	1,756	39	6,759	46
2015-16 K Cohort-Reading									
K	2015-16	ISIP	Eng/Spa	6,174	64	2,609	46	8,783	59
K	2015-16	SUPERA	Spanish	4,231	90	1,120	80	5,351	88
K	2015-16	TerraNova	English	2,519	80	1,735	74	4,254	78
Grade 1	2016-17	ISIP	Eng/Spa	5,631	63	2,133	49	7,764	59
Grade 1	2016-17	SUPERA	Spanish	3,872	88	986	83	4,858	87
Grade 1	2016-17	TerraNova	English	2,173	63	1,320	59	3,493	62
Grade 2	2017-18	ISIP	Eng/Spa	5,156	57	1,866	54	7,022	56
Grade 2	2017-18	SUPERA	Spanish	3,475	86	841	81	4,316	85
Grade 2	2017-18	TerraNova	English	1,930	60	1,119	56	3,049	59
Grade 3	2018-19	STAAR A+	Eng/Spa	5,083	75	1,805	68	6,888	73
Grade 3	2018-19	STAAR M+	Eng/Spa	5,004	43	1,757	36	6,761	41
2016-17 K Cohort-Mathematics									
K	2016-17	TerraNova	English	6,471	62	2,361	49	8,832	58
Grade 1	2017-18	TerraNova	English	5,852	58	1,941	48	7,793	56
Grade 2	2018-19	TerraNova	English	5,308	62	1,621	56	6,929	61
2016-17 K Cohort-Reading									
K	2016-17	ISIP	Eng/Spa	5,968	60	2,108	44	8,076	56
K	2016-17	SUPERA	Spanish	4,194	88	875	79	5,069	86
K	2016-17	TerraNova	English	2,345	78	1,513	72	3,858	76
Grade 1	2017-18	ISIP	Eng/Spa	5,724	59	1,889	48	7,613	56
Grade 1	2017-18	SUPERA	Spanish	3,825	86	767	80	4,592	85
Grade 1	2017-18	TerraNova	English	2,025	63	1,176	58	3,201	61
Grade 2	2018-19	ISIP	Eng/Spa	5,021	57	1,500	54	6,521	56
Grade 2	2018-19	SUPERA	Spanish	3,385	81	639	78	4,024	80
Grade 2	2018-19	TerraNova	English	1,948	61	1,002	57	2,950	60
2017-18 K Cohort-Mathematics									
K	2017-18	TerraNova	English	6,598	62	2,063	51	8,661	59
Grade 1	2018-19	TerraNova	English	5,848	58	1,647	49	7,495	56
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
Grade 1	2018-19	ISIP	Eng/Spa	5,604	58	1,567	49	7,171	56
Grade 1	2018-19	SUPERA	Spanish	3,613	84	707	78	4,320	83
Grade 1	2018-19	TerraNova	English	2,253	65	949	59	3,202	63

table continues

Table (continued)

Grade for Each K Cohort	School Year	Assessment	Language Tested	Attended DISD PK		Did Not Attend DISD PK		Total	
				Test		Test		Test	
				<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
2018-19 K Cohort-Mathematics									
K	2018-19	TerraNova	English	6,815	64	1,966	53	8,781	61
2018-19 K Cohort-Reading									
K	2018-19	ISIP	Eng/Spa	6,163	58	1,767	45	7,930	55
K	2018-19	SUPERA	Spanish	3,957	85	714	78	4,671	84
K	2018-19	TerraNova	English	2,881	79	1,264	72	4,145	77

Source: PEIMS district data files dated October 30, 2015 (2015-16), October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19). *ISIP* data files dated June 17, 2016 (2015-16 EOY), May 30, 2017 (2016-17 EOY), June 03, 2018 (2017-18 EOY), and June 05, 2019 (2018-19 EOY). *TerraNova* data files dated June 09, 2016 (2015-16), July 19, 2017 (2016-17), June 11, 2018 (2017-18), and July 02, 2019 (2018-19). *SUPERA* data files dated June 09, 2016 (2015-16), July 12, 2019 (2016-17), June 14, 2019 (2017-18), and July 02, 2019 (2018-19). *STAAR* data files dated June 13, 2019 (2018-19).

Note: PK = prekindergarten K = kindergarten. Eng = English. Spa = Spanish. % = the percentage of students at or above grade level on *Istation's Indicators of Progress (ISIP)*, *TerraNova* and *SUPERA*, and the percentage of students at or above the indicated *State of Texas Assessment of Academic Readiness (STAAR)* performance level. In this table, *ISIP* included the end-of-year data. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed an assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took a test more than once, the latest score was used. For *ISIP*, *TerraNova*, and *SUPERA*, scores were considered at or above grade level if they were at or above the 40th percentile. For 2015-16 *TerraNova* and *SUPERA*, updates received after June 9, 2016 are not reflected in this table. In June 2019, Dallas ISD received updated norms for grades one and two *SUPERA* beginning with the 2017 file. As a result, the grades one and two *SUPERA* data provided in previous reports will differ from the grades one and two data presented in this report. 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 test 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 2018 scores are included, some students' test scores may have been adversely affected by online testing issues.

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

Methodology

To examine student outcomes on *TerraNova* and *SUPERA*, PEIMS demographic data and 2016-17, 2017-18, and 2018-19 test files for students in grades K through two were merged to prepare for analyses.⁵³ The evaluators computed frequency and crosstabs analyses to review student performance in terms of the percentages of students at or above grade level.

Results⁵⁴

On the 2018-19 *TerraNova* mathematics exam, 64 percent of the K students performed at or above grade level, as did 57 percent in grade one, and 60 percent in grade two. Thus, a sizable percentage of

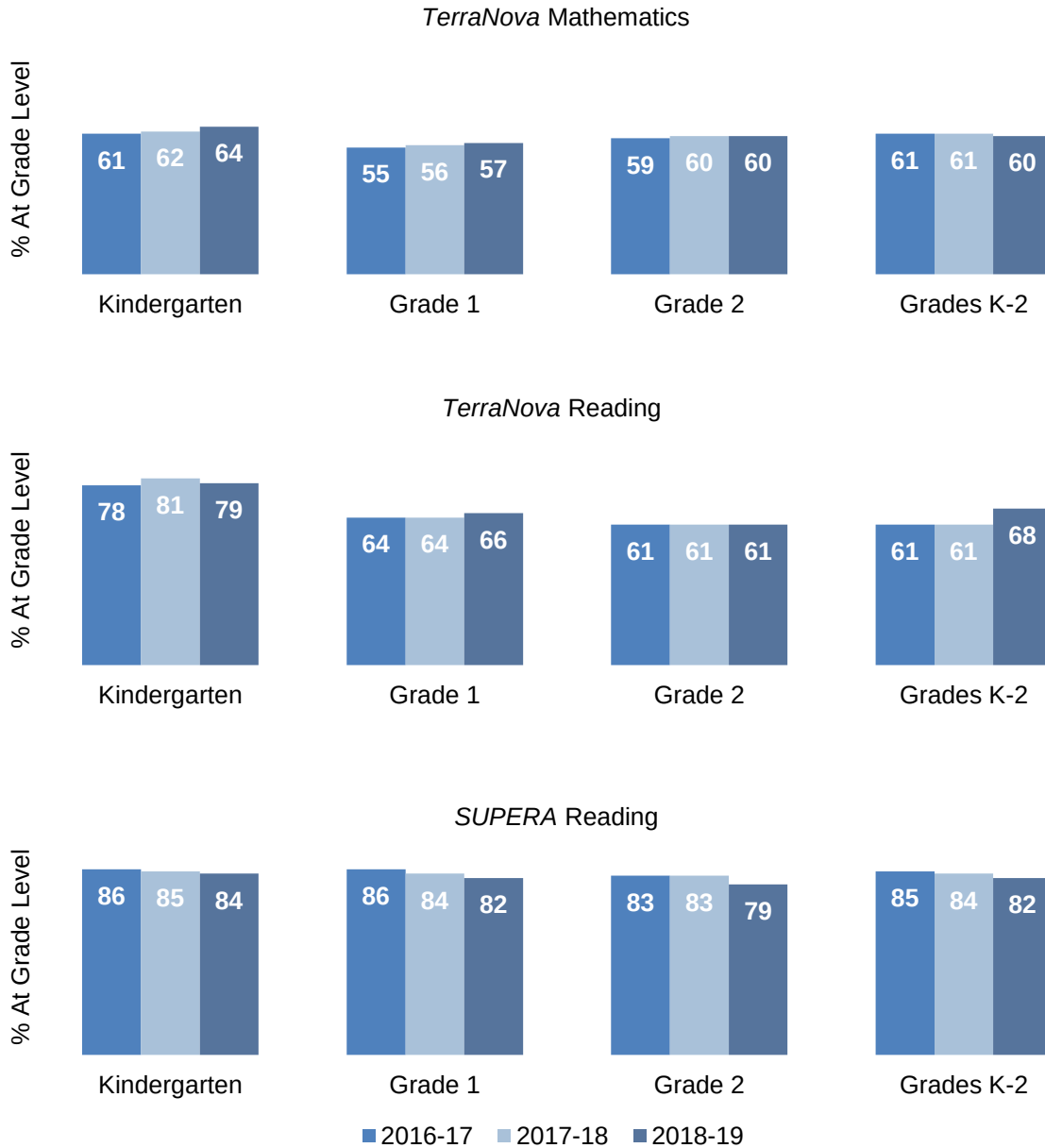
⁵³ PEIMS snapshot demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19). *TerraNova* data files dated July 19, 2017 (2016-17), June 11, 2018 (2017-18), and July 02, 2019. *SUPERA* data files dated July 12, 2019 (2016-17), June 14, 2019 (2017-18), and July 02, 2019 (2018-19). In June 2019, Dallas ISD received updated norms for grades one and two *SUPERA*. As a result, the grades one and two *SUPERA* data provided in previous reports will differ from the grades one and two data presented in this report.

⁵⁴ Results by student group (ethnicity, EL status, economically disadvantaged status, and special education status) are provided in Appendix E.

students in grades K through two (36% to 43%) performed below grade level in 2018-19 (Figure 5 and Appendix E). In comparison to 2016-17 and 2017-18 (Figure 5 and Appendix E), a slightly higher percentage of students performed at or above grade level in grades K and one in 2018-19. The percentage for grade two students increased slightly from 2016-17 to 2017-18 and was the same in 2017-18 and 2018-19.

On the 2018-19 *TerraNova* reading exam, 79 percent of the K students performed at or above grade level, as did 66 percent in grade one, and 61 percent in grade two. On 2018-19 *SUPERA*, 84 percent of the K students performed at or above grade level, as did 82 percent in grade one, and 79 percent in grade two. For *TerraNova* (Figure 5 and Appendix E), there was no consistent pattern of change over time from 2016-17 to 2018-19. For *SUPERA*, the percentage of students performing at or above grade trended downward from 2016-17 to 2018-19 with the exception of grade two, which remained the same the first two years, and then decreased from 2017-18 to 2018-19.

Figure 5: 2016-17 to 2018-19 Percentage of Students Performing At or Above Grade Level on *TerraNova* and *SUPERA* by Assessment and Grade Level



Source: PEIMS district data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19). *TerraNova* data files dated July 19, 2017 (2016-17), June 11, 2018 (2017-18), and July 02, 2019 (2018-19). *SUPERA* data files dated July 12, 2019 (2016-17), June 14, 2019 (2017-18), and July 02, 2019 (2018-19).

Note: % = percentage of students at or above grade level. At or Above Grade Level = at or above the 40th percentile. Sample sizes are provided in Appendix E. In June 2019, Dallas ISD received updated norms for grades one and two *SUPERA*. As a result, the grades one and two *SUPERA* data provided in previous reports will differ from the grades one and two data presented in this report.

Did grade-three students attain *STAAR* Approaches Grade Level or Above or Meets Grade Level or Above standards on mathematics and reading subtests?

Methodology

To examine grade-three *STAAR* student outcomes, PEIMS demographic data and 2016-17, 2017-18, and 2018-19 test files were merged to prepare for analyses.⁵⁵ Frequency and crosstabs analyses were computed to review student performance on *STAAR* in terms of the percentages of students at Approaches+ and Meets+.

Results⁵⁶

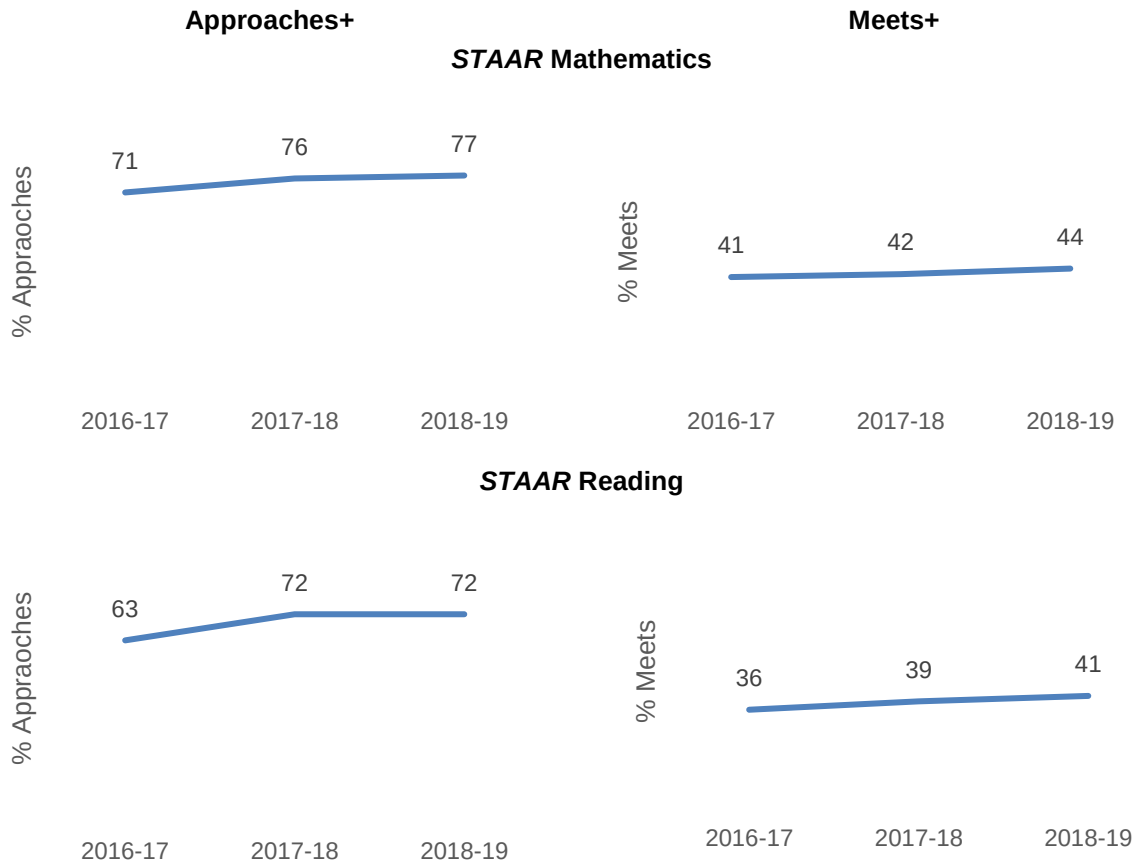
On 2018-19 *STAAR* mathematics, 77 percent of grade-three students scored Approaches+ and 44 percent scored Meets+. Thus, about a quarter (23%) of grade-three students did not attain Approaches+ in 2018-19 (Figure 6 and Appendix F). Even so, in comparison to 2016-17 and 2017-18, a slightly higher percentage of grade-three students performed at Approaches+ and Meets+ in 2018-19 (Figure 6 and Appendix F). The district underperformed the state (78% at Approaches+ and 47% at Meets+).

On 2018-19 *STAAR* reading, 72 percent of grade-three students scored Approaches+ and 41 percent scored Meets+. A notable percentage (28%) of grade-three students did not attain Approaches+ in 2018-19 (Figure 6 and Appendix F). As hoped, in comparison to 2016-17 and 2017-18, a slightly higher percentage of grade-three students performed at Meets+ in 2018-19. The percentage of students performing at Approaches+ increased from 2016-17 to 2017-18, but remained the same from 2017-18 to 2018-19 (Figure 6 and Appendix F). The district underperformed the state (75% at Approaches+ and 43% at Meets+).

⁵⁵ PEIMS snapshot demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19). *STAAR* data files dated June 15, 2017 (2016-17), June 20, 2018 (2017-18), and June 13, 2019 (2018-19). Results included the first administration; Approaches+ included Alternate 2. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Although all scores are included, some 2018 test scores may have been adversely affected by online testing issues.

⁵⁶ Results by student group (ethnicity, EL status, economically disadvantaged status, and special education status) are provided in Appendix F.

Figure 6: 2016-17 to 2018-19 Percentage of Grade-Three Students Performing At Approaches+ and Meets+ on STAAR Mathematics and Reading



Source: PEIMS district data file dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19). STAAR data files dated June 15, 2017 (2016-17), June 20, 2018 (2017-18), and June 13, 2019 (2018-19).

Note: STAAR = *State of Texas Assessments of Academic Readiness*. Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above. Results included the first administration; Approaches+ included Alternate 2. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Although all scores are included, some 2018 test scores may have been adversely affected by online testing issues. Sample sizes are provided in Appendix F.

SUMMARY AND RECOMMENDATIONS

Summary

In 2018-19, 46,457 students enrolled in early childhood (EC) education ($n=180$), PK partnership programs ($n=2,126$), Dallas Independent School District (ISD) 3-year-old prekindergarten (PK; $n=1,894$), 4-year-old PK ($n=8,717$), kindergarten (K, $n=10,992$), grade one ($n=11,234$) or grade two ($n=11,314$). In comparison to 2016-17 and 2017-18, the 2018-19 Dallas ISD EC through grade-two programs served fewer students than in previous years (48,311 in 2016-17, 47,122 in 2017-18, and 46,457 in 2018-19). K enrollment also decreased over time (11,486 in 2016-17 to 11,070 in 2017-18 to 10,992 in 2018-19).

The total budget for the Early Learning department was \$19,694,012, an increase from \$10,824,300 in 2017-18. This evaluation contained information regarding 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 heightened 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 2018-19. The district also added five new PK partnership sites with childcare centers for a total of 32 sites. Dallas ISD teachers taught students in all settings.

Quality. To improve classroom quality, the Early Learning department used specialists in all PK classrooms and in 47 percent of K through grade two classrooms. Specialists provided individual support for teachers. The department employed 35 PK specialists and 46 K through grade two specialists; of these, 15 served as campus lead specialists.⁵⁷ To support teachers, specialists initially participated in professional development (PD) programs including Children's Learning Institute *Texas Kindergarten Entry Assessment (TX-KEA)* training (K-2 specialists only), *Classroom Assessment Scoring System (CLASS)* observer certification training, MyTeachstone training,⁵⁸ and Results Coaching Global training. Then, specialists provided teachers with training about CLASS, including Making the Most of Classroom Interactions (MMCI) training (K-2), Six Weeks at a Glance (SWAG) training (K-2) 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 PK partnership sites and for teacher assistants.

⁵⁷ As of December 2018.

⁵⁸ In 2018-19, CLASS and MyTeachstone trainings only were provided to new specialists. Other specialists received training in prior years.

Another attempt to increase quality was a focus on assessing student-teacher interactions. The *CLASS*, an observation instrument, was administered by Southern Methodist University to measure the quality of teacher interactions with students.

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

Reading and Language Acquisition. In order to meet the goal of students reading on grade level by the end of grade two, ensuring that teachers were equipped with the skills to teach reading was a primary focus. These skills were fostered through specialist coaching and other PD. The district also supported teachers with the new K through grade 12 literacy and social studies curricula.

Continuous Enrollment

Seventy-seven percent of students who attended Dallas ISD PK in 2017-18 returned to Dallas ISD for K in 2018-19. This result means that 23 percent of 2017-18 PK students did not remain in the district in 2018-19. Sixty-eight percent of 2018-19 grade-three students were continuously enrolled since 2015-16 (what would typically be considered the K year for these students).

Early Learning Teacher Retention Rates

A sizeable proportion of early learning teachers were reassigned to non-early learning positions or left the district over the past three years. Of the 2015-16 early learning teachers, 73 percent continued to teach in an early learning grade level in 2016-17, but this rate dropped to 53 percent after two years and to 41 percent after three years. The early learning teacher retention rate was even lower for 2016-17 teachers, with 66 percent of early learning teachers remaining in an early learning grade level in 2017-18, and 49 percent continuing after two years. Similarly to 2016-17, 66 percent of 2017-18 teachers continued teaching an early learning grade level in 2018-19. This result 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 the Dallas ISD.

PK Through Grade-Two Classroom Quality

As in the last three years, overall results of *CLASS* indicated that district teachers were stronger in emotional support and classroom organization than in instructional support. Unlike past years, however, no consistent patterns emerged regarding higher average scores for emotional support than classroom organization. While more than 78 percent of teachers met the quality thresholds for emotional support and classroom organization, at most, 58 percent of teachers met the quality threshold for instructional support. In the spring, 56 percent of PK teachers and 48 percent of K-2 teachers met or exceeded the quality threshold in all three domains. The district averages were above the quality thresholds for both semesters in all three domains with the exception of instructional support in K.

Compared to spring 2018, increased percentages of teachers met or exceeded the quality thresholds for the emotional support and instructional support domains in spring 2019; results were mixed

for the classroom organization domain. All domain scores and overall scores slightly decreased from spring 2018 to spring 2019 with the exception of instructional support. However, none of these changes were statistically significant.

Kindergarten Readiness

Of the 9,518 K students who took BOY *ISIP* in 2018-19, 51 percent were K ready (scored at or above the 40th percentile), which trended downward from 2016-17 (55%) and was the same as 2017-18 (51%). Of the 9,534 K students who took BOY *TX-KEA* in 2018-19, 70 percent were K ready. A higher percentage of *DISD PK* students (54%) were K ready than *No DISD PK* students (32%) on *ISIP* and *TX-KEA* (77% and 38%, respectively). Even so, 46 percent of Dallas ISD PK students did not meet the K ready standard on *ISIP* and 23 percent did not meet the K ready standard on *TX-KEA*.

Student Outcomes on 2018-19 *ISIP* and *CIRCLE*

For the English and Spanish *ISIP* administrations combined, the overall percentage of students at or above grade level (at Tier 1) ranged from 48 percent to 57 percent in 2018-19 (51% to 57% for PK, 51% to 57% for K, 48% to 55% for grade one, and 53% to 55% for grade two). For K through grade two combined, scores ranged from 51% to 56%. No consistent pattern of change was found from 2016-17 and 2017-18 to 2018-19.

It would be hoped that the percentage of students at or above grade level would increase throughout the year. For PK, grade one, and grade two, the percentages of students at or above grade level in 2018-19 slightly decreased from BOY to MOY then increased from MOY to EOY. The percentage of K students at or above grade level increased from BOY to MOY to EOY. The percentage of K through grade two combined at or above grade level stayed the same from BOY to MOY and then increased to EOY.

On the Phonological Awareness domain of *CIRCLE*, for the English and Spanish administrations combined, across administrations (waves 1, 2, and 3) in 2018-19, 70 to 85 percent of the PK students tested were *On Track*. On the Rapid Vocabulary domain of *CIRCLE*, for the English and Spanish administrations combined, across administrations (waves 1, 2, and 3) in 2018-19, 46 to 69 percent of the PK students tested were *On Track*. Across domains, the percentage of students at or above grade level increased throughout the year. Compared to 2016-17 and 2017-18, the percentages of *On Track* students within each wave slightly decreased or remained the same over the last three years for Phonological awareness and varied for Rapid Vocabulary.

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 2018-19 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 attained Approaches Grade Level or Above (Approaches+) or Meets Grade Level or Above (Meets+) at higher rates than *No DISD PK* students.

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

On the 2018-19 *TerraNova* mathematics exam, 64 percent of the K students performed at or above grade level, as did 57 percent in grade one, and 60 percent in grade two. In comparison to 2016-17 and 2017-18, a slightly higher percentage of students performed at or above grade level in grades K and one in 2018-19. The percentage for grade two students increased slightly from 2016-17 to 2017-18 and was the same in 2017-18 and 2018-19.

On 2018-19 *STAAR* mathematics, 77 percent of grade-three students scored Approaches+ and 44 percent scored Meets+. In comparison to 2016-17 and 2017-18, a slightly higher percentage of grade-three students performed at Approaches+ and Meets+ in 2018-19. The district underperformed the state (78% at Approaches+ and 47% at Meets+).

On the 2018-19 *TerraNova* reading exam, 79 percent of the K students performed at or above grade level, as did 66 percent in grade one, and 61 percent in grade two. On 2018-19 *SUPERA*, 84 percent of the K students performed at or above grade level, as did 82 percent in grade one, and 79 percent in grade two. For *TerraNova*, there was no consistent pattern of change over time from 2016-17 to 2018-19. For *SUPERA*, the percentage of students performing at or above grade trended downward from 2016-17 to 2018-19 with the exception of grade two, which remained the same the first two years, and then decreased from 2017-18 to 2018-19.

On 2018-19 *STAAR* reading, 72 percent of grade-three students scored Approaches+ and 41 percent scored Meets+. In comparison to 2016-17 and 2017-18, a higher percentage of grade-three students performed at Meets+ in 2018-19. The percentage of students performing at Approaches+ remained the same from 2017-18 to 2018-19. The district underperformed the state (75% at Approaches+ and 43% at Meets+).

Recommendations

- **Continue efforts to retain Dallas ISD PK students in the district.** Twenty-three percent of 2017-18 PK students did not remain in the district in 2018-19 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 retaining 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 Boston Consulting Group. 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 (54% versus 32% on *ISIP*

and 77% versus 38% on *TX-KEA*). 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. Additionally, a sizable percentage of students performed below grade level on various reading assessments [e.g., grade-two *TerraNova* (39% below grade level) and *SUPERA* (21% below grade level)]. To ensure students are reading on grade level by the end of grade two, it will be important to continue 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, 43 percent of PK teachers and 48 percent of K to grade two teachers did not meet the quality threshold for instructional support. Thus, the department should continue efforts to improve these scores.

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APPENDICES

Appendix A

Appendix A Table 1: 2018-19 Student Characteristics for Early Childhood Through Grade-Two Students by Type and Grade Level

	Early Childhood (n=180)		PK Partnerships (n=2,126)		3-Year-Old PK (n=1,894)		4-Year-Old PK (n=8,717)		K (n=10,992)		Grade One (n=11,234)		Grade Two (n=11,314)		Total (N=46,457)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Sex																
Female	50	27.8	1,059	49.8	941	49.7	4,287	49.2	5,307	48.3	5,463	48.6	5,519	48.8	22,626	48.7
Male	130	72.2	1,067	50.2	953	50.3	4,430	50.8	5,685	51.7	5,771	51.4	5,795	51.2	23,831	51.3
Ethnicity																
African American	49	27.5	1,175	57.3	393	20.8	1,662	19.2	2,425	22.3	2,452	21.9	2,408	21.4	10,564	22.9
Hispanic	97	54.5	713	34.8	1,356	71.8	6,318	73.0	7,187	66.0	7,550	67.4	7,808	69.2	31,029	67.3
White	20	11.2	50	2.4	47	2.5	309	3.6	831	7.6	798	7.1	690	6.1	2,745	6.0
Other	12	6.7	111	5.4	93	4.9	363	4.2	444	4.1	394	3.5	370	3.3	1,787	3.9
Special Populations																
Eco. Dis.	131	72.8	1,970	92.7	1,875	99.0	8,684	99.6	9,534	86.7	9,811	87.3	9,896	87.5	41,901	90.2
English Learner	37	20.6	292	13.7	1,064	56.2	4,743	54.4	5,302	48.2	5,609	49.9	5,820	51.4	22,867	49.2
Special Ed.	157	87.2	22	1.0	131	6.9	327	3.8	678	6.2	889	7.9	1,047	9.3	3,251	7.0
Homeless	2	1.1	53	2.5	66	3.5	272	3.1	194	1.8	144	1.3	142	1.3	873	1.9

Source: PEIMS district data file dated October 26, 2018.

Note: PK = prekindergarten. K = kindergarten. Eco. Dis. = economically disadvantaged. 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.

Appendix A Table 2: 2017-18 Student Characteristics for Early Childhood through Grade-Two Students by Type and Grade Level

	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
English Learner	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 data file dated October 30, 2017.

Note: PK = prekindergarten. K = kindergarten. Eco. Dis. = economically disadvantaged. 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 [Preschool Program for Children with Disabilities (PPCD), Head Start, and mixed age Montessori classrooms], age as of September 1, 2017 was used.

Appendix A Table 3: 2016-17 Student Characteristics for Early Childhood through Grade-Two Students by Type and Grade Level

	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
English Learner	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 data file dated October 31, 2016.

Note: PK = prekindergarten. K = kindergarten. Eco. Dis. = economically disadvantaged. 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 [Preschool Program for Children with Disabilities (PPCD), Head Start, and mixed age Montessori classroom], age as of September 1, 2016 was used.

Appendix B

Appendix B Table 1: 2018-19 Percentage of K Students Who Were On Track on BOY TX-KEA by Subtest, Version, and Student Group

	Literacy Reading		Language		Mathematics		Social and Emotional	
	Tested <i>n</i>	On Track %	Tested <i>n</i>	On Track %	Tested <i>n</i>	On Track %	Tested <i>n</i>	On Track %
English								
All	5,007	66.8	5,027	67.0	9,479	67.3	6,539	74.1
African American	2,062	64.6	2,075	64.1	2,080	68.6	1,881	71.9
Hispanic	1,939	64.8	1,947	62.7	6,247	65.4	3,674	73.7
White	655	79.7	655	86.1	758	78.5	643	82.4
English Learner	134	57.5	138	50.0	4,327	61.8	1,910	72.1
Eco. Dis.	4,005	62.6	4,024	62.1	8,156	64.6	5,476	72.2
Special Education	210	61.0	210	43.8	373	53.6	280	53.9
Spanish								
All	4,527	73.8	4,527	69.6	454	66.1	2,785	69.5
African American	9	77.8	7	14.3	*	*	32	87.5
Hispanic	4,404	74.7	4,406	70.3	448	66.3	2,640	69.8
White	79	38.0	79	43.0	*	*	79	57.0
English Learner	4,392	73.9	4,395	70.3	449	65.7	2,564	69.4
Eco. Dis.	4,231	73.8	4,232	70.1	419	65.4	2,580	69.6
Special Education	146	64.4	148	40.5	18	50.0	91	38.5
English and Spanish Combined								
All	9,534	70.1	9,554	68.2	9,933	67.2	9,324	72.7
African American	2,071	64.7	2,082	63.9	2,081	68.6	1,913	72.2
Hispanic	6,343	71.7	6,353	68.0	6,695	65.4	6,314	72.0
White	734	75.2	734	81.5	761	78.3	722	79.6
English Learner	4,526	73.4	4,533	69.7	4,776	62.2	4,474	70.5
Eco. Dis.	8,236	68.4	8,256	66.2	8,575	64.7	8,056	71.4
Special Education	356	62.4	358	42.5	391	53.5	371	50.1

Source: PEIMS district data file dated October 26, 2018 (2018-19) and BOY TX-KEA data file dated November 01, 2018 (2018-19).

Note: K = kindergarten. BOY = beginning of year. TX-KEA = *Texas Kindergarten Entry Assessment*. Eco. Dis. = economically disadvantaged. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Appendix B Table 2: 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
English Learner	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
English Learner	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
English Learner	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 data file dated October 30, 2017 and BOY ISIP data file dated November 01, 2017.

Note: K = kindergarten. PK = prekindergarten. K Ready = at or above grade level. Eco. Dis. = economically disadvantaged. In this table, *Istation's Indicators of Progress (ISIP)* includes the beginning-of-year (BOY) data. K Ready and Grade Level = at or above the 40th percentile. 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 B Table 3: 2016-17 Percentage of K Students Performing At or Above Grade Level on BOY IS/P 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
English Learner	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
English Learner	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
English Learner	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 data file dated October 31, 2016 and IS/P data file dated October 18, 2016.

Note: K = kindergarten. PK = prekindergarten. K Ready = at or above grade level. Eco. Dis. = economically disadvantaged. In this table, *Istation's Indicators of Progress (IS/P)* includes the beginning-of-year (BOY) data. K Ready and Grade Level = at or above the 40th percentile. 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.

Appendix C

Appendix C Table 1: 2016-17 to 2018-19 Percentage of PK Students Performing At or Above Grade Level on *ISIP* by Version and Student Group

	BOY						MOY						EOY					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	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 %	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	1,486	49.9	1,396	49.8	1,807	46.5	1,673	49.3	1,493	47.8	1,603	50.5	1,423	51.9
African Am.	564	50.0	773	46.3	677	53.5	704	49.1	890	45.6	703	51.9	700	45.0	751	46.9	613	52.7
Hispanic	446	44.8	645	39.1	627	43.7	589	47.9	764	44.4	761	44.2	679	49.5	691	51.1	633	47.4
White	61	63.9	88	53.4	82	63.4	73	64.4	95	74.7	97	64.9	71	62.0	97	72.2	80	68.8
EL	36	33.3	46	30.4	24	37.5	42	45.2	65	38.5	35	37.1	52	55.8	57	45.6	31	41.9
Eco. Dis.	1,014	46.4	1,412	42.4	1,483	49.8	1,313	48.7	1,645	45.2	1,669	49.2	1,385	47.1	1,442	49.5	1,419	51.7
Special Ed.	17	58.8	25	36.0	35	45.7	28	32.1	27	25.9	40	35.0	30	23.3	23	17.4	31	22.6
Spanish																		
All	1,291	63.9	1,799	58.0	1,689	62.7	1,629	56.8	2,247	53.0	2,006	53.1	2,035	60.4	2,139	61.4	1,854	59.5
African Am.	*	*	*	*	7	28.6	*	*	*	*	*	*	*	*	7	28.6	11	45.5
Hispanic	1,265	64.3	1,774	58.2	1,654	63.0	1,602	57.0	2,226	53.0	1,965	53.2	2,006	60.5	2,112	61.4	1,798	59.4
White	17	41.2	17	41.2	10	60.0	16	56.3	13	53.8	12	25.0	20	60.0	15	66.7	18	66.7
EL	1,258	63.9	1,775	58.3	1,633	63.0	1,584	56.6	2,211	53.0	1,933	53.2	1,983	60.3	2,095	61.5	1,772	59.1
Eco. Dis.	1,208	63.6	1,687	58.2	1,689	62.7	1,529	56.7	2,093	53.6	2,002	53.1	1,898	60.4	1,996	61.7	1,849	59.4
Special Ed.	10	30.0	19	78.9	21	23.8	21	38.1	23	30.4	25	32.0	24	58.3	27	44.4	18	27.8
English and Spanish Combined																		
All	2,390	56.9	3,356	51.3	3,175	56.7	3,025	53.6	4,054	50.1	3,679	51.3	3,528	55.1	3,742	56.7	3,277	56.2
African Am.	567	49.9	776	46.3	684	53.2	707	49.1	893	45.7	707	51.8	701	44.9	758	46.7	624	52.6
Hispanic	1,711	59.3	2,419	53.1	2,281	57.7	2,191	54.5	2,990	50.8	2,726	50.7	2,685	57.7	2,803	58.9	2,431	56.3
White	78	59.0	105	51.4	92	63.0	89	62.9	108	72.2	109	60.6	91	61.5	112	71.4	98	68.4
EL	1,294	63.1	1,821	57.6	1,657	62.6	1,626	56.3	2,276	52.6	1,968	52.9	2,035	60.1	2,152	61.1	1,803	58.8
Eco. Dis.	2,222	55.7	3,099	51.0	3,172	56.7	2,842	53.0	3,738	49.9	3,671	51.3	3,283	54.8	3,438	56.6	3,268	56.1
Special Ed.	27	48.1	44	54.5	56	37.5	49	34.7	50	28.0	65	33.8	54	38.9	50	32.0	49	24.5

Source: PEIMS district data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19). *ISIP* data files dated 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), June 03, 2018 (2017-18 EOY), November 05, 2018 (2018-19 BOY), February 04, 2019 (2018-19 MOY), and June 05, 2019 (2018-19 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 (40th percentile). African Am. = African American. EL = English learner. Eco. Dis. = economically disadvantaged. Special Ed. = special education. District *Istation's Indicators of Progress (ISIP)* data files were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. All included other ethnic groups. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Appendix C Table 2: 2016-17 to 2018-19 *ISIP* BOY to EOY Progression for PK Students Tested in Either English or Spanish

Tested <i>N</i>	Change			BOY <i>ISIP</i> Tier	EOY <i>ISIP</i> Tier					
					Tier 1		Tier 2		Tier 3	
	<i>n</i>	%			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2018-19										
2,245	Progressed	537	23.9	Tier 1	930	71.2	215	16.5	161	12.3
	Same	1,227	54.7	Tier 2	173	45.9	99	26.3	105	27.9
	Regressed	481	21.4	Tier 3	227	40.4	137	24.4	198	35.2
2017-18										
2,431	Progressed	692	28.5	Tier 1	946	73.1	198	15.3	150	11.6
	Same	1,294	53.2	Tier 2	213	51.8	101	24.6	97	23.6
	Regressed	445	18.3	Tier 3	308	42.4	171	23.6	247	34.0
2016-17										
1,883	Progressed	458	24.3	Tier 1	771	70.7	167	15.3	152	13.9
	Same	1,021	54.2	Tier 2	173	52.7	70	21.3	85	25.9
	Regressed	404	21.5	Tier 3	190	40.9	95	20.4	180	38.7

Source: PEIMS district data files dated October 31, 2016 (2016-17) and October 30, 2017 (2017-18), and October 26, 2018 (2018-19). *ISIP* data files dated October 18, 2016 (2016-17 BOY), May 30, 2017 (2016-17 EOY), November 01, 2017 (2017-18 BOY), June 03, 2018 (2017-18 EOY), November 05, 2018 (2018-19 BOY), and June 05, 2019 (2018-19 EOY).

Note: BOY = beginning of year. EOY = end of year. PK = prekindergarten. Tier 1 = at or above the 40th percentile. District *Station's Indicators of Progress (ISIP)* data files were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

Appendix C Table 3: 2016-17 to 2018-19 Percentage of K Students Performing At or Above Grade Level on *ISIP* by Version and Student Group

	BOY						MOY						EOY					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	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 %	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	4,891	45.6	4,789	46.6	4,920	44.3	4,923	43.8	4,572	48.1	4,687	46.6	4,462	49.9
African Am.	2,161	40.9	2,221	36.8	1,973	39.0	1,998	36.9	2,106	37.7	2,004	38.5	1,894	38.3	1,946	40.2	1,785	46.5
Hispanic	2,227	46.3	2,101	41.3	1,940	42.6	2,054	46.3	2,042	41.5	1,974	38.5	2,023	49.3	2,005	42.5	1,819	44.1
White	660	74.2	642	69.6	648	70.2	605	75.5	616	72.9	631	70.4	542	74.5	588	77.6	571	73.6
EL	229	37.6	219	31.1	161	43.5	252	35.7	227	27.8	177	30.5	261	40.6	232	29.3	172	34.9
Eco. Dis.	3,673	40.9	3,694	37.4	3,912	38.7	3,378	39.6	3,536	37.6	3,945	37.4	3,248	43.0	3,343	40.5	3,580	44.5
Special Ed.	184	35.3	200	34.5	200	32.5	193	28.5	206	23.8	194	27.3	179	33.0	191	29.3	184	33.7
Spanish																		
All	4,858	62.4	4,957	58.1	4,627	57.2	4,821	63.8	4,980	62.0	4,721	60.5	4,946	64.4	4,925	63.3	4,500	63.2
African Am.	20	35.0	32	3.1	18	11.1	35	34.3	39	43.6	27	18.5	32	31.3	37	35.1	34	41.2
Hispanic	4,784	62.5	4,786	58.7	4,466	57.8	4,702	64.2	4,801	62.3	4,532	61.0	4,829	64.8	4,743	63.4	4,296	63.4
White	47	61.7	108	47.2	98	42.9	69	50.7	109	56.0	111	54.1	69	59.4	114	68.4	121	66.1
EL	4,749	62.6	4,674	58.8	4,408	57.7	4,612	64.3	4,674	62.0	4,479	61.0	4,726	64.8	4,614	63.4	4,226	63.1
Eco. Dis.	4,027	61.6	4,106	58.5	4,299	57.3	3,949	63.4	4,119	62.5	4,378	59.9	4,048	65.0	4,079	63.1	4,146	62.9
Special Ed.	105	46.7	148	50.7	144	43.1	112	33.0	144	50.7	148	43.9	109	45.9	143	41.3	142	48.6
English and Spanish Combined																		
All	10,051	55.0	10,091	50.5	9,518	51.2	9,610	55.2	9,900	53.2	9,644	52.0	9,518	56.6	9,612	55.2	8,962	56.6
African Am.	2,181	40.8	2,253	36.4	1,991	38.7	2,033	36.8	2,145	37.9	2,031	38.3	1,926	38.2	1,983	40.1	1,819	46.4
Hispanic	7,011	57.4	6,887	53.4	6,406	53.2	6,756	58.8	6,843	56.1	6,506	54.2	6,852	60.2	6,748	57.2	6,115	57.7
White	707	73.4	750	66.4	746	66.6	674	73.0	725	70.3	742	67.9	611	72.8	702	76.1	692	72.3
EL	4,978	61.4	4,893	57.6	4,569	57.2	4,864	62.8	4,901	60.4	4,656	59.8	4,987	63.5	4,846	61.7	4,398	62.0
Eco. Dis.	7,700	51.7	7,800	48.5	8,211	48.4	7,327	52.4	7,655	51.0	8,323	49.2	7,296	55.2	7,422	52.9	7,726	54.3
Special Ed.	289	39.4	348	41.4	344	36.9	305	30.2	350	34.9	342	34.5	288	37.8	334	34.4	326	40.2

Source: PEIMS district data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19). *ISIP* data files dated 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), June 03, 2018 (2017-18 EOY), November 05, 2018 (2018-19 BOY), February 04, 2019 (2018-19 MOY), and June 05, 2019 (2018-19 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 (40th percentile). African Am. = African American. EL = English learner. Eco. Dis. = economically disadvantaged. Special Ed. = special education. District *ISIP* data files were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. All included other ethnic groups.

Appendix C Table 4: 2016-17 to 2018-19 *ISIP* BOY to EOY Progression for K Students Tested in Either English or Spanish

Tested <i>N</i>		Change		BOY <i>ISIP</i> Tier	EOY <i>ISIP</i> Tier					
					Tier 1		Tier 2		Tier 3	
		<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2018-19										
8,439	Progressed	2,017	23.9	Tier 1	3,374	75.7	666	14.9	419	9.4
	Same	4,871	57.7	Tier 2	853	46.7	506	27.7	466	25.5
	Regressed	1,551	18.4	Tier 3	649	30.1	515	23.9	991	46.0
2017-18										
9,311	Progressed	2,211	23.7	Tier 1	3,622	75.2	749	15.5	447	9.3
	Same	5,377	57.7	Tier 2	843	43.2	583	29.9	527	27.0
	Regressed	1,723	18.5	Tier 3	724	28.5	644	25.4	1,172	46.1
2016-17										
8,829	Progressed	1,796	20.3	Tier 1	3,764	75.6	780	15.7	432	8.7
	Same	5,342	60.5	Tier 2	742	41.6	563	31.6	479	26.8
	Regressed	1,691	19.2	Tier 3	563	27.2	491	23.7	1,015	49.1

Source: PEIMS district data files dated October 31, 2016 (2016-17) and October 30, 2017 (2017-18), and October 26, 2018 (2018-19). *ISIP* data files dated October 18, 2016 (2016-17 BOY), May 30, 2017 (2016-17 EOY), November 01, 2017 (2017-18 BOY), June 03, 2018 (2017-18 EOY), November 05, 2018 (2018-19 BOY), and June 05, 2019 (2018-19 EOY).

Note: BOY = beginning of year. EOY = end of year. K = kindergarten. Tier 1 = at or above the 40th percentile. District *Isation's Indicators of Progress (ISIP)* data files were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

Appendix C Table 5: 2016-17 to 2018-19 Percentage of Grade-One Students Performing At or Above Grade Level on *ISIP* by Version and Student Group

	BOY						MOY						EOY					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	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 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %
English																		
All	5,738	44.1	5,569	38.4	5,317	40.5	5,445	45.0	5,384	43.0	5,366	42.9	5,369	48.1	5,242	47.6	4,937	48.0
African Am.	2,408	33.6	2,331	31.0	2,161	32.3	2,240	36.3	2,214	35.0	2,155	35.8	2,138	38.2	2,095	39.1	1,923	43.1
Hispanic	2,424	46.2	2,370	37.8	2,155	39.2	2,405	46.1	2,311	42.5	2,214	39.9	2,384	49.2	2,284	46.4	2,112	44.0
White	665	71.4	602	65.9	653	71.2	573	70.7	597	70.5	655	73.1	618	74.1	610	75.6	590	74.2
EL	455	31.0	549	29.7	521	30.7	464	33.2	560	34.3	540	36.5	472	40.3	548	38.1	532	41.7
Eco. Dis.	3,944	38.7	4,059	32.4	4,329	33.7	3,795	40.6	3,849	36.2	4,355	36.1	3,715	43.0	3,705	41.1	4,010	42.3
Special Ed.	344	24.1	351	17.9	333	24.0	347	21.9	340	18.8	340	23.8	337	24.0	336	25.3	328	28.7
Spanish																		
All	5,184	60.0	5,328	56.1	4,884	57.6	5,131	63.2	5,241	57.1	4,917	54.4	5,218	67.7	5,174	63.6	4,817	62.3
African Am.	6	33.3	23	39.1	22	50.0	*	*	20	45.0	17	41.2	6	50.0	19	47.4	15	46.7
Hispanic	5,108	59.9	5,231	56.4	4,738	57.6	5,064	63.3	5,148	57.3	4,778	54.5	5,151	67.7	5,088	63.7	4,679	62.4
White	47	59.6	55	45.5	82	64.6	47	63.8	58	43.1	83	50.6	39	66.7	54	61.1	84	59.5
EL	5,039	59.7	5,129	56.2	4,650	57.2	5,001	62.9	5,032	57.1	4,701	54.2	5,077	67.6	4,986	63.3	4,593	62.0
Eco. Dis.	4,198	60.0	4,493	56.6	4,555	56.9	4,157	63.3	4,424	57.8	4,596	53.9	4,253	67.9	4,376	64.2	4,489	61.8
Special Ed.	167	31.7	181	26.0	249	29.7	171	33.3	175	26.3	245	28.2	176	40.3	167	29.9	232	39.7
English and Spanish Combined																		
All	10,922	51.6	10,897	47.1	10,201	48.7	10,576	53.9	10,625	49.9	10,283	48.4	10,587	57.7	10,416	55.5	9,754	55.1
African Am.	2,414	33.6	2,354	31.1	2,183	32.5	2,241	36.2	2,234	35.0	2,172	35.9	2,144	38.2	2,114	39.2	1,938	43.1
Hispanic	7,532	55.5	7,601	50.6	6,893	51.8	7,469	57.7	7,459	52.7	6,992	49.9	7,535	61.9	7,372	58.3	6,791	56.7
White	712	70.6	657	64.2	735	70.5	620	70.2	655	68.1	738	70.6	657	73.7	664	74.4	674	72.4
EL	5,494	57.3	5,678	53.6	5,171	54.5	5,465	60.4	5,592	54.8	5,241	52.4	5,549	65.3	5,534	60.8	5,125	59.9
Eco. Dis.	8,142	49.7	8,552	45.1	8,884	45.6	7,952	52.5	8,273	47.7	8,951	45.3	7,968	56.3	8,081	53.6	8,499	52.6
Special Ed.	511	26.6	532	20.7	582	26.5	518	25.7	515	21.4	585	25.6	513	29.6	503	26.8	560	33.2

Source: PEIMS district data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19). *ISIP* data files dated 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), June 03, 2018 (2017-18 EOY), November 05, 2018 (2018-19 BOY), February 04, 2019 (2018-19 MOY), and June 05, 2019 (2018-19 EOY).

Note: BOY = beginning of year. MOY = middle of year. EOY = end of year. Test = tested. Tier 1 = at or above grade level (40th percentile). African Am. = African American. EL = English learner. Eco. Dis. = economically disadvantaged. Special Ed. = special education. District *Istation's Indicators of Progress (ISIP)* data files were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. All included other ethnic groups. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Appendix C Table 6: 2016-17 to 2018-19 *ISIP* BOY to EOY Progression for Grade-One Students Tested in Either English or Spanish

Tested <i>N</i>		Change		BOY <i>ISIP</i> Tier	EOY <i>ISIP</i> Tier					
		<i>n</i>	%		Tier 1		Tier 2		Tier 3	
					<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2018-19										
9,211	Progressed	1,805	19.6	Tier 1	3,881	84.0	544	11.8	193	4.2
	Same	6,175	67.0	Tier 2	859	43.8	607	31.0	494	25.2
	Regressed	1,231	13.4	Tier 3	425	16.1	521	19.8	1,687	64.1
2017-18										
10,085	Progressed	2,173	21.5	Tier 1	4,113	84.6	528	10.9	221	4.5
	Same	6,666	66.1	Tier 2	960	43.1	770	34.6	497	22.3
	Regressed	1,246	12.4	Tier 3	540	18.0	673	22.5	1,783	59.5
2016-17										
9,732	Progressed	1,819	18.7	Tier 1	4,433	86.4	509	9.9	187	3.6
	Same	6,650	68.3	Tier 2	838	39.9	694	33.1	567	27.0
	Regressed	1,263	13.0	Tier 3	438	17.5	543	21.7	1,523	60.8

Source: PEIMS district data files dated October 31, 2016 (2016-17) and October 30, 2017 (2017-18), and October 26, 2018 (2018-19). *ISIP* data files dated October 18, 2016 (2016-17 BOY), May 30, 2017 (2016-17 EOY), November 01, 2017 (2017-18 BOY), June 03, 2018 (2017-18 EOY), November 05, 2018 (2018-19 BOY), and June 05, 2019 (2018-19 EOY).

Note: BOY = beginning of year. EOY = end of year. Tier 1 = at or above the 40th percentile. District *Istation's Indicators of Progress (ISIP)* data files were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

Appendix C Table 7: 2016-17 to 2018-19 Percentage of Grade-Two Students Performing At or Above Grade Level on *ISIP* by Version and Student Group

	BOY						MOY						EOY					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	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 %	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	5,450	48.8	6,076	53.7	5,629	53.0	5,407	52.0	5,944	56.4	5,424	56.3	4,997	56.1
African Am.	2,400	42.3	2,479	39.9	2,166	39.9	2,422	45.6	2,306	44.7	2,115	44.3	2,330	47.7	2,239	47.1	1,878	49.7
Hispanic	2,834	53.1	2,576	51.6	2,349	48.7	2,834	55.2	2,513	55.0	2,382	51.3	2,808	58.7	2,428	58.6	2,277	55.3
White	575	78.4	575	72.2	592	74.0	572	77.1	553	72.7	584	76.5	567	78.3	510	77.1	540	76.9
EL	443	35.4	528	41.1	562	41.8	469	42.0	515	44.7	561	43.9	464	45.9	506	50.6	543	49.2
Eco. Dis.	4,809	47.1	4,312	43.9	4,418	42.1	4,818	49.5	4,069	47.9	4,390	45.9	4,677	52.5	3,947	51.5	4,035	50.8
Special Ed.	365	22.5	519	18.5	498	19.1	390	24.6	493	21.1	477	22.0	390	24.9	475	25.5	439	24.1
Spanish																		
All	5,092	61.2	5,229	60.1	4,766	59.7	4,997	57.8	5,038	57.7	4,928	53.7	5,075	56.7	4,978	55.6	4,738	54.6
African Am.	*	*	*	*	8	50.0	*	*	*	*	10	40.0	*	*	*	*	7	28.6
Hispanic	5,041	61.4	5,185	60.0	4,689	59.9	4,947	58.0	4,994	57.7	4,859	53.8	5,028	56.8	4,937	55.7	4,668	54.7
White	24	58.3	24	66.7	44	45.5	27	51.9	29	55.2	36	50.0	25	56.0	25	52.0	38	55.3
EL	5,026	61.0	5,189	59.9	4,674	59.7	4,912	57.8	4,968	57.5	4,857	53.9	4,985	56.7	4,910	55.4	4,667	54.5
Eco. Dis.	4,735	61.4	4,446	60.1	4,483	59.2	4,647	57.9	4,253	58.4	4,664	53.5	4,732	56.6	4,228	55.8	4,475	54.3
Special Ed.	171	25.1	255	21.6	256	18.8	170	20.0	242	19.8	272	13.6	170	24.7	234	20.1	251	15.1
English and Spanish Combined																		
All	11,143	55.8	11,135	54.3	10,216	53.9	11,073	55.5	10,667	55.3	10,335	52.8	11,019	56.5	10,402	56.0	9,735	55.4
African Am.	2,403	42.2	2,480	39.9	2,174	40.0	2,425	45.6	2,308	44.7	2,125	44.3	2,332	47.7	2,241	47.1	1,885	49.7
Hispanic	7,875	58.4	7,761	57.2	7,038	56.2	7,781	57.0	7,507	56.8	7,241	53.0	7,836	57.5	7,365	56.6	6,945	54.9
White	599	77.6	599	72.0	636	72.0	599	76.0	582	71.8	620	75.0	592	77.4	535	75.9	578	75.4
EL	5,469	58.9	5,717	58.2	5,236	57.8	5,381	56.4	5,483	56.3	5,418	52.8	5,449	55.8	5,416	55.0	5,210	54.0
Eco. Dis.	9,544	54.2	8,758	52.1	8,901	50.8	9,465	53.6	8,322	53.3	9,054	49.8	9,409	54.6	8,175	53.7	8,510	52.7
Special Ed.	536	23.3	774	19.5	754	19.0	560	23.2	735	20.7	749	19.0	560	24.8	709	23.7	690	20.9

Source: PEIMS district data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19). *ISIP* data files dated 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), June 03, 2018 (2017-18 EOY), November 05, 2018 (2018-19 BOY), February 04, 2019 (2018-19 MOY), and June 05, 2019 (2018-19 EOY).

Note: BOY = beginning of year. MOY = middle of year. EOY = end of year. Test = tested. Tier 1 = at or above grade level (40th percentile). African Am. = African American. EL = English learner. Eco. Dis. = economically disadvantaged. Special Ed. = special education. District *Istation's Indicators of Progress (ISIP)* data files were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. All included other ethnic groups. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Appendix C Table 8: 2016-17 to 2018-19 *ISIP* BOY to EOY Progression for Grade-Two Students Tested in Either English or Spanish

Tested <i>N</i>		Change		BOY <i>ISIP</i> Tier	EOY <i>ISIP</i> Tier					
					Tier 1		Tier 2		Tier 3	
		<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
2018-19										
9,117	Progressed	1,528	16.8	Tier 1	4,152	82.5	706	14.0	175	3.5
	Same	6,311	69.2	Tier 2	678	40.0	620	36.6	397	23.4
	Regressed	1,278	14.0	Tier 3	317	13.3	533	22.3	1,539	64.4
2017-18										
10,078	Progressed	1,691	16.8	Tier 1	4,589	82.7	751	13.5	212	3.8
	Same	7,019	69.6	Tier 2	722	38.3	760	40.3	405	21.5
	Regressed	1,368	13.6	Tier 3	338	12.8	631	23.9	1,670	63.3
2016-17										
9,881	Progressed	1,583	16.0	Tier 1	4,677	83.2	735	13.1	210	3.7
	Same	6,986	70.7	Tier 2	690	39.5	689	39.5	367	21.0
	Regressed	1,312	13.3	Tier 3	325	12.9	568	22.6	1,620	64.5

Source: PEIMS district data files dated October 31, 2016 (2016-17) and October 30, 2017 (2017-18), and October 26, 2018 (2018-19). *ISIP* data files dated October 18, 2016 (2016-17 BOY), May 30, 2017 (2016-17 EOY), November 01, 2017 (2017-18 BOY), June 03, 2018 (2017-18 EOY), November 05, 2018 (2018-19 BOY), and June 05, 2019 (2018-19 EOY).

Note: BOY = beginning of year. EOY = end of year. Tier 1 = at or above the 40th percentile. District *Istation's Indicators of Progress (ISIP)* data files were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

Appendix C Table 9: 2016-17 to 2018-19 Percentage of K through Grade-Two Students Performing At or Above Grade Level on *ISIP* by Version, and Student Group

	BOY						MOY						EOY					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	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 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %	Test <i>n</i>	Tier 1 %
English																		
All	16,982	47.9	16,609	43.7	15,658	45.0	16,310	48.7	15,933	47.0	15,696	46.3	15,885	51.2	15,353	50.3	14,396	51.4
Af. Am.	6,969	38.8	7,031	36.0	6,300	37.0	6,660	39.8	6,626	39.2	6,274	39.5	6,362	41.7	6,280	42.3	5,586	46.4
Hispanic	7,485	48.8	7,047	43.9	6,444	43.7	7,293	49.7	6,866	46.8	6,570	43.6	7,215	52.9	6,717	49.7	6,208	48.2
White	1,900	74.5	1,819	69.2	1,893	71.7	1,750	74.5	1,766	72.0	1,870	73.3	1,727	75.6	1,708	76.7	1,701	74.8
EL	1,127	34.1	1,296	34.6	1,244	37.4	1,185	37.2	1,302	37.3	1,278	38.9	1,197	42.5	1,286	41.4	1,247	44.0
Eco. Dis.	12,426	42.6	12,065	38.0	12,659	38.2	11,991	43.9	11,454	40.8	12,690	39.9	11,640	46.8	10,995	44.6	11,625	45.9
Sp. Ed.	893	25.8	1,070	21.3	1,031	23.3	930	24.4	1,039	20.9	1,011	23.6	906	26.2	1,002	26.1	951	27.5
Spanish																		
All	15,134	61.2	15,514	58.1	14,277	58.1	14,949	61.6	15,259	58.9	14,566	56.1	15,239	63.0	15,077	60.9	14,055	60.0
Af. Am.	29	34.5	56	17.9	48	35.4	39	35.9	61	42.6	54	29.6	40	35.0	58	37.9	56	41.1
Hispanic	14,933	61.3	15,202	58.3	13,893	58.4	14,713	61.8	14,943	59.1	14,169	56.3	15,008	63.1	14,768	60.9	13,643	60.1
White	118	60.2	187	49.2	224	51.3	143	55.2	196	52.0	230	52.2	133	60.9	193	64.2	243	62.1
EL	14,814	61.1	14,992	58.3	13,732	58.2	14,525	61.6	14,674	58.8	14,037	56.3	14,788	63.0	14,510	60.7	13,486	59.8
Eco. Dis.	12,960	61.0	13,045	58.4	13,337	57.8	12,753	61.4	12,796	59.5	13,638	55.7	13,033	62.9	12,683	61.1	13,110	59.6
Sp. Ed.	443	32.7	584	30.3	649	28.4	453	28.3	561	29.8	665	25.7	455	35.8	544	28.7	625	31.8
English and Spanish Combined																		
All	32,116	54.1	32,123	50.6	29,935	51.3	31,259	54.9	31,192	52.8	30,262	51.0	31,124	57.0	30,430	55.6	28,451	55.7
Af. Am.	6,998	38.8	7,087	35.8	6,348	37.0	6,699	39.8	6,687	39.3	6,328	39.5	6,402	41.7	6,338	42.3	5,642	46.3
Hispanic	22,418	57.1	22,249	53.8	20,337	53.8	22,006	57.8	21,809	55.2	20,739	52.3	22,223	59.8	21,485	57.4	19,851	56.4
White	2,018	73.7	2,006	67.3	2,117	69.6	1,893	73.0	1,962	70.0	2,100	71.0	1,860	74.6	1,901	75.4	1,944	73.3
EL	15,941	59.1	16,288	56.4	14,976	56.5	15,710	59.8	15,976	57.0	15,315	54.8	15,985	61.5	15,796	59.1	14,733	58.4
Eco. Dis.	25,386	52.0	25,110	48.6	25,996	48.3	24,744	52.9	24,250	50.7	26,328	48.1	24,673	55.3	23,678	53.4	24,735	53.2
Sp. Ed.	1,336	28.1	1,654	24.5	1,680	25.2	1,383	25.7	1,600	24.0	1,676	24.5	1,361	29.4	1,546	27.0	1,576	29.3

Source: PEIMS district data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19). *ISIP* data files dated 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), June 03, 2018 (2017-18 EOY), November 05, 2018 (2018-19 BOY), February 04, 2019 (2018-19 MOY), and June 05, 2019 (2018-19 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 (40th percentile). Af. Am. = African American. EL = English learner. Eco. Dis. = economically disadvantaged. Sp. Ed. = special education. District *Istation's Indicators of Progress (ISIP)* data files were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. All included other ethnic groups. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Appendix C Table 10: 2016-17 to 2018-19 *ISIP* BOY to EOY Progression for K through Grade-Two Students Tested in Either English or Spanish

Tested <i>N</i>	Change			BOY <i>ISIP</i> Tier	EOY <i>ISIP</i> Tier					
					Tier 1		Tier 2		Tier 3	
	<i>n</i>	%	<i>n</i>		%	<i>n</i>	%	<i>n</i>	%	
2018-19										
26,767	Progressed	5,350	20.0	Tier 1	11,407	80.8	1,916	13.6	787	5.6
	Same	17,357	64.8	Tier 2	2,390	43.6	1,733	31.6	1,357	24.8
	Regressed	4,060	15.2	Tier 3	1,391	19.4	1,569	21.9	4,217	58.8
2017-18										
29,474	Progressed	6,075	20.6	Tier 1	12,324	80.9	2,028	13.3	880	5.8
	Same	19,062	64.7	Tier 2	2,525	41.6	2,113	34.8	1,429	23.6
	Regressed	4,337	14.7	Tier 3	1,602	19.6	1,948	23.8	4,625	56.6
2016-17										
28,442	Progressed	5,198	18.3	Tier 1	12,874	81.9	2,024	12.9	829	5.3
	Same	18,978	66.7	Tier 2	2,270	40.3	1,946	34.6	1,413	25.1
	Regressed	4,266	15.0	Tier 3	1,326	18.7	1,602	22.6	4,158	58.7

Source: PEIMS district data files dated October 31, 2016 (2016-17) and October 30, 2017 (2017-18), and October 26, 2018 (2018-19). *ISIP* data files dated October 18, 2016 (2016-17 BOY), May 30, 2017 (2016-17 EOY), November 01, 2017 (2017-18 BOY), June 03, 2018 (2017-18 EOY), November 05, 2018 (2018-19 BOY), and June 05, 2019 (2018-19 EOY).

Note: K = kindergarten. BOY = beginning of year. EOY = end of year. Tier 1 = at or above the 40th percentile. District *Isation's Indicators of Progress (ISIP)* data files were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

Appendix C Table 11: 2016-17 to 2018-19 Percentage of PK Students Performing At or Above Grade Level on *CIRCLE* Phonological Awareness by Version and Student Group

	Wave 1						Wave 2						Wave 3					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	Test <i>n</i>	Track %	Test <i>n</i>	Track %	Test <i>n</i>	Track %	Test <i>n</i>	Track %	Test <i>n</i>	Track %	Test <i>n</i>	Track %	Test <i>n</i>	Track %	Test <i>n</i>	Track %	Test <i>n</i>	Track %
English																		
All	4,128	74.7	4,096	71.0	3,950	69.7	3,732	81.2	3,954	79.9	3,975	77.5	3,632	84.7	3,777	83.6	3,619	83.2
African Am.	2,122	76.2	2,128	71.0	1,831	69.5	1,979	80.7	2,087	79.2	1,863	77.0	1,901	82.6	1,959	82.7	1,669	82.3
Hispanic	1,776	72.5	1,699	70.5	1,657	68.7	1,553	82.0	1,624	80.3	1,654	77.0	1,535	87.4	1,588	84.5	1,538	84.0
White	146	78.1	145	71.0	191	75.9	127	80.3	129	81.4	178	83.7	124	83.9	124	85.5	164	86.0
EL	80	65.0	82	59.8	70	65.7	89	82.0	99	73.7	82	73.2	93	89.2	104	82.7	83	80.7
Eco. Dis.	3,989	74.5	3,894	71.0	3,907	69.7	3,603	81.0	3,758	79.6	3,934	77.7	3,507	84.6	3,585	83.5	3,594	83.2
Special Ed.	61	70.5	60	58.3	60	61.7	52	71.2	59	67.8	65	69.2	52	65.4	63	63.5	62	75.8
Spanish																		
All	4,479	73.1	4,368	69.3	4,036	69.4	4,427	85.8	4,373	86.1	4,165	83.6	4,346	86.9	4,335	85.6	3,996	85.7
African Am.	6	66.7	15	80.0	11	63.6	*	*	16	93.8	14	92.9	*	*	17	94.1	22	77.3
Hispanic	4,391	73.0	4,313	69.2	3,953	69.4	4,340	85.9	4,318	86.1	4,066	83.7	4,260	86.9	4,276	85.6	3,889	85.7
White	48	75.0	33	72.7	38	71.1	48	83.3	32	84.4	46	73.9	48	81.3	33	78.8	52	88.5
EL	4,367	73.0	4,265	69.2	3,918	69.1	4,308	85.7	4,250	86.1	4,001	83.3	4,225	86.8	4,197	85.6	3,814	85.5
Eco. Dis.	4,216	73.0	4,060	69.3	4,034	69.4	4,173	85.7	4,053	86.3	4,160	83.6	4,099	86.7	4,012	85.8	3,986	85.7
Special Ed.	51	62.7	46	63.0	34	67.6	53	64.2	52	73.1	40	70.0	52	67.3	53	64.2	38	65.8
English and Spanish Combined																		
All	8,607	73.8	8,464	70.1	7,986	69.5	8,159	83.7	8,327	83.2	8,140	80.7	7,978	85.9	8,112	84.7	7,615	84.5
African Am.	2,128	76.1	2,143	71.0	1,842	69.5	1,984	80.7	2,103	79.3	1,877	77.1	1,906	82.7	1,976	82.8	1,691	82.2
Hispanic	6,167	72.9	6,012	69.6	5,610	69.2	5,893	84.8	5,942	84.5	5,720	81.8	5,795	87.1	5,864	85.3	5,427	85.2
White	194	77.3	178	71.3	229	75.1	175	81.1	161	82.0	224	81.7	172	83.1	157	84.1	216	86.6
EL	4,447	72.9	4,347	69.0	3,988	69.1	4,397	85.7	4,349	85.9	4,083	83.1	4,318	86.9	4,301	85.5	3,897	85.4
Eco. Dis.	8,205	73.7	7,954	70.1	7,941	69.5	7,776	83.5	7,811	83.1	8,094	80.8	7,606	85.7	7,597	84.7	7,580	84.5
Special Ed.	112	67.0	106	60.4	94	63.8	105	67.6	111	70.3	105	69.5	104	66.3	116	63.8	100	72.0

Source: PEIMS district data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19). *CIRCLE* data files dated May 09, 2019 (2016-17, 2017-18, and 2018-19 Waves 1 and 2), and June 05, 2019 (2018-19 Wave 3).

Note: PK = prekindergarten. Test = tested. Track = *On Track*. African Am. = African American. EL = English learner. Eco. Dis. = economically disadvantaged. Special Ed. = special education. * = five or fewer students were tested. District *CIRCLE* data files were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

Appendix C Table 12: 2016-17 to 2018-19 Percentage of PK Students Performing At or Above Grade Level on *CIRCLE* Rapid Vocabulary by Version and Student Group

	Wave 1						Wave 2						Wave 3					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	Test <i>n</i>	Track %	Test <i>n</i>	Track %	Test <i>n</i>	Track %	Test <i>n</i>	Track %	Test <i>n</i>	Track %	Test <i>n</i>	Track %	Test <i>n</i>	Track %	Test <i>n</i>	Track %	Test <i>n</i>	Track %
English																		
All	4,370	37.4	4,224	35.6	4,153	48.8	3,936	58.2	4,132	57.2	4,125	67.7	3,761	56.4	3,941	55.5	3,770	75.7
African Am.	2,242	40.2	2,225	37.3	1,955	51.1	2,127	60.5	2,230	59.3	1,956	69.5	2,012	57.1	2,086	57.4	1,771	76.4
Hispanic	1,889	32.5	1,716	31.8	1,714	43.6	1,605	53.6	1,652	53.0	1,690	62.3	1,551	55.0	1,619	52.2	1,575	74.1
White	153	50.3	149	52.3	202	66.8	129	72.9	131	74.8	188	84.6	126	61.9	125	68.8	170	87.1
EL	80	17.5	84	22.6	71	36.6	89	43.8	99	42.4	84	47.6	94	51.1	105	45.7	83	67.5
Eco. Dis.	4,231	37.2	4,013	35.1	4,093	48.5	3,806	58.2	3,929	57.1	4,073	67.6	3,633	56.4	3,743	55.6	3,732	75.6
Special Ed.	61	24.6	62	21.0	64	37.5	52	50.0	62	38.7	68	60.3	52	44.2	66	36.4	64	67.2
Spanish																		
All	4,477	21.0	4,366	14.5	4,134	43.3	4,435	59.5	4,388	55.9	4,113	54.4	4,363	63.0	4,335	59.8	3,973	62.8
African Am.	6	16.7	15	0.0	11	18.2	*	*	16	12.5	14	42.9	*	*	17	17.6	22	36.4
Hispanic	4,389	20.8	4,306	14.5	4,048	43.3	4,350	59.4	4,333	56.2	4,016	54.5	4,277	63.1	4,277	60.2	3,865	62.9
White	48	27.1	38	15.8	39	41.0	47	66.0	32	34.4	45	44.4	48	56.3	32	28.1	53	58.5
EL	4,365	21.2	4,262	14.6	4,016	43.5	4,316	59.8	4,266	56.6	3,950	55.0	4,242	63.1	4,202	60.4	3,790	63.4
Eco. Dis.	4,216	20.8	4,044	14.5	4,131	43.4	4,180	59.7	4,067	56.6	4,108	54.4	4,115	63.0	4,011	60.6	3,963	62.9
Special Ed.	53	17.0	47	8.5	37	18.9	53	43.4	52	38.5	40	30.0	52	55.8	52	42.3	38	34.2
English and Spanish Combined																		
All	8,847	29.1	8,590	24.9	8,287	46.1	8,371	58.9	8,520	56.5	8,238	61.1	8,124	60.0	8,276	57.7	7,743	69.1
African Am.	2,248	40.1	2,240	37.1	1,966	50.9	2,132	60.4	2,246	58.9	1,970	69.3	2,017	57.0	2,103	57.1	1,793	75.9
Hispanic	6,278	24.3	6,022	19.4	5,762	43.4	5,955	57.8	5,985	55.3	5,706	56.8	5,828	60.9	5,896	58.0	5,440	66.2
White	201	44.8	187	44.9	241	62.7	176	71.0	163	66.9	233	76.8	174	60.3	157	60.5	223	80.3
EL	4,445	21.1	4,346	14.7	4,087	43.4	4,405	59.5	4,365	56.3	4,034	54.8	4,336	62.8	4,307	60.1	3,873	63.5
Eco. Dis.	8,447	29.1	8,057	24.7	8,224	45.9	7,986	59.0	7,996	56.9	8,181	61.0	7,748	59.9	7,754	58.2	7,695	69.1
Special Ed.	114	21.1	109	15.6	101	30.7	105	46.7	114	38.6	108	49.1	104	50.0	118	39.0	102	54.9

Source: PEIMS district data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19). *CIRCLE* data files dated May 09, 2019 (2016-17 2017-18, and 2018-19 Waves 1 and 2), and June 05, 2019 (2018-19 Wave 3).

Note: PK = prekindergarten. Test = tested. Track = *On Track*. African Am. = African American. EL= English learner. Eco. Dis. = economically disadvantaged. Special Ed. = special education. * = five or fewer students were tested. District *CIRCLE* data files were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

Appendix C Table 13: 2016-17 to 2018-19 Percentage of PK Students Performing At or Above Grade Level on *CIRCLE* Mathematics by Version and Student Group

	Wave 1						Wave 2						Wave 3					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	Test <i>n</i>	Track %	Test <i>n</i>	Track %	Test <i>n</i>	Track %	Test <i>n</i>	Track %	Test <i>n</i>	Track %	Test <i>n</i>	Track %	Test <i>n</i>	Track %	Test <i>n</i>	Track %	Test <i>n</i>	Track %
English																		
All	10,049	67.7	10,650	58.0	10,991	56.8	9,583	75.8	10,504	71.3	10,795	66.2	9,515	78.6	10,307	73.9	10,194	70.5
African Am.	2,700	69.5	2,949	60.4	2,790	58.2	2,446	72.0	2,815	66.3	2,659	62.1	2,407	71.8	2,718	67.4	2,465	61.9
Hispanic	6,985	66.8	7,321	56.5	7,426	56.0	6,810	76.9	7,340	73.0	7,373	67.9	6,784	80.9	7,251	76.2	7,033	73.9
White	228	72.8	215	70.7	312	59.6	207	81.2	199	75.4	301	69.1	206	81.6	196	79.1	280	73.6
EL	4,817	65.2	5,217	53.4	5,149	53.1	4,769	77.7	5,283	73.2	5,153	67.6	4,775	83.2	5,230	77.0	4,980	74.6
Eco. Dis.	9,601	67.4	10,015	57.9	10,828	57.2	9,158	75.6	9,870	71.2	10,642	66.7	9,094	78.3	9,680	73.7	10,057	71.1
Special Ed.	128	68.8	130	63.8	138	52.9	118	68.6	135	73.3	146	60.3	117	74.4	139	74.1	132	65.9
Spanish																		
All	211	53.1	267	25.8	130	26.2	158	65.8	140	39.3	122	18.9	96	60.4	107	28.0	63	19.0
African Am.	-	-	-	-	-	-	-	-	-	-	*	*	-	-	-	-	-	-
Hispanic	208	53.4	262	25.6	127	25.2	158	65.8	138	39.1	117	16.2	96	60.4	106	28.3	62	17.7
White	*	*	*	*	*	*	-	-	*	*	*	*	-	-	*	*	*	*
EL	206	52.9	264	26.1	130	26.2	151	64.9	137	38.0	117	15.4	91	61.5	106	27.4	61	16.4
Eco. Dis.	204	53.4	255	25.5	130	26.2	153	66.7	132	38.6	122	18.9	93	61.3	98	27.6	63	19.0
Special Ed.	-	-	*	*	*	*	*	*	*	*	*	*	-	-	-	-	*	*
English and Spanish Combined																		
All	10,260	67.4	10,917	57.3	11,121	56.4	9,741	75.6	10,644	70.8	10,917	65.7	9,611	78.4	10,414	73.4	10,257	70.2
African Am.	2,700	69.5	2,949	60.4	2,790	58.2	2,446	72.0	2,815	66.3	2,660	62.1	2,407	71.8	2,718	67.4	2,465	61.9
Hispanic	7,193	66.4	7,583	55.4	7,553	55.5	6,968	76.7	7,478	72.3	7,490	67.1	6,880	80.6	7,357	75.5	7,095	73.4
White	231	72.3	219	70.3	314	59.6	207	81.2	201	75.1	304	69.1	206	81.6	197	78.7	281	73.7
EL	5,023	64.7	5,481	52.1	5,279	52.4	4,920	77.3	5,420	72.3	5,270	66.4	4,866	82.8	5,336	76.0	5,041	73.9
Eco. Dis.	9,805	67.1	10,270	57.1	10,958	56.8	9,311	75.4	10,002	70.8	10,764	66.1	9,187	78.1	9,778	73.2	10,120	70.8
Special Ed.	128	68.8	132	63.6	139	52.5	119	68.9	136	72.8	147	60.5	117	74.4	139	74.1	133	66.2

Source: PEIMS district data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19). *CIRCLE* data files dated May 09, 2019 (2016-17, 2017-18, and 2018-19 Waves 1 and 2), and June 05, 2019 (2018-19 Wave 3).

Note: PK = prekindergarten. Test = tested. Track = *On Track*. African Am. = African American. EL = English learner. Eco. Dis. = economically disadvantaged. Special Ed. = special education. * = five or fewer students were tested. - = no students were tested. District *CIRCLE* data files were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

Appendix D

Appendix D Table 1: 2018-19 Percentage of K Students Performing At or Above Grade Level on Assessments for the 2018-19 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 ISIP Combined English and Spanish						
All	6,163	57.6	1,767	45.0	7,930	54.8
African American	1,188	46.4	470	41.9	1,658	45.1
Hispanic	4,804	60.3	997	44.5	5,801	57.6
White	90	58.9	164	59.1	254	59.1
English Learner	3,696	64.6	662	49.2	4,358	62.2
Eco. Dis.	5,941	57.3	1,719	44.6	7,660	54.4
Special Education	248	41.1	34	38.2	282	40.8
TerraNova Mathematics						
All	6,815	63.9	1,966	53.0	8,781	61.4
African American	1,346	63.1	540	55.0	1,886	60.8
Hispanic	5,190	63.4	1,064	49.2	6,254	61.0
White	115	76.5	177	65.5	292	69.9
English Learner	4,147	62.8	743	43.7	4,890	59.9
Eco. Dis.	6,546	63.5	1,907	52.9	8,453	61.1
Special Education	292	52.1	56	66.1	348	54.3
TerraNova Reading						
All	2,881	78.5	1,264	72.4	4,145	76.7
African American	1,323	80.8	535	73.3	1,858	78.6
Hispanic	1,309	74.9	450	66.9	1,759	72.8
White	93	84.9	125	87.2	218	86.2
English Learner	377	78.0	118	60.2	495	73.7
Eco. Dis.	2,833	78.3	1,248	72.3	4,081	76.5
Special Education	157	63.1	46	78.3	203	66.5
SUPERA Reading						
All	3,957	85.3	714	78.2	4,671	84.2
African American	24	58.3	*	*	28	60.7
Hispanic	3,902	85.5	629	77.7	4,531	84.4
White	22	81.8	50	82.0	72	81.9
English Learner	3,787	85.9	637	77.7	4,424	84.7
Eco. Dis.	3,737	85.4	669	78.2	4,406	84.3
Special Education	135	68.9	10	70.0	145	69.0

Source: PEIMS district data file dated October 26, 2018. ISIP data file dated June 05, 2019. TerraNova data file dated July 02, 2019. SUPERA data file dated July 02, 2019.

Note: K = kindergarten. PK = prekindergarten. Eco. Dis. = economically disadvantaged. In this table, *Istation's Indicators of Progress (ISIP)* included the end-of-year (EOY) data. Grade Level = at or above the 40th percentile. 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 D Table 2: 2018-19 Percentage of Grade-One Students Performing At or Above Grade Level on 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 ISIP Combined English and Spanish						
All	5,604	57.5	1,567	48.6	7,171	55.5
African American	904	44.0	368	39.7	1,272	42.8
Hispanic	4,513	60.2	1,052	51.8	5,565	58.6
White	86	55.8	65	46.2	151	51.7
English Learner	3,742	62.9	792	55.7	4,534	61.6
Eco. Dis.	5,318	56.9	1,473	47.7	6,791	54.9
Special Education	310	32.9	86	30.2	396	32.3
TerraNova Mathematics						
All	5,848	58.3	1,647	49.2	7,495	56.3
African American	978	51.7	392	46.7	1,370	50.3
Hispanic	4,673	59.4	1,096	49.0	5,769	57.4
White	90	63.3	70	65.7	160	64.4
English Learner	3,860	59.4	830	48.3	4,690	57.4
Eco. Dis.	5,546	57.7	1,546	48.1	7,092	55.6
Special Education	349	37.5	97	28.9	446	35.7
TerraNova Reading						
All	2,253	64.7	949	59.2	3,202	63.1
African American	981	65.3	398	57.3	1,379	63.0
Hispanic	1,119	62.6	399	58.6	1,518	61.5
White	60	75.0	66	63.6	126	69.0
English Learner	372	65.3	154	58.4	526	63.3
Eco. Dis.	2,132	63.8	889	58.6	3,021	62.3
Special Education	163	44.2	69	31.9	232	40.5
SUPERA Reading						
All	3,613	84.2	707	77.9	4,320	83.2
African American	*	*	-	-	*	*
Hispanic	3,565	84.3	699	78.1	4,264	83.3
White	29	79.3	*	*	34	73.5
English Learner	3,501	84.1	678	77.4	4,179	83.0
Eco. Dis.	3,431	84.2	665	77.1	4,096	83.0
Special Education	184	61.4	28	60.7	212	61.3

Source: PEIMS district data file dated October 26, 2018. ISIP data file dated June 05, 2019. TerraNova data file dated July 02, 2019. SUPERA data file dated July 02, 2019.

Note: K = kindergarten. PK = prekindergarten. Eco. Dis. = economically disadvantaged. In this table, *Istation's Indicators of Progress (ISIP)* includes the end-of-year data. Grade Level = at or above the 40th percentile. 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. - = no students were tested. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Appendix D Table 3: 2018-19 Percentage of Grade-Two Students Performing At or Above Grade Level on 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 ISIP Combined English and Spanish						
All	5,021	56.6	1,500	54.3	6,521	56.1
African American	591	49.9	383	51.4	974	50.5
Hispanic	4,305	57.3	992	55.2	5,297	56.9
White	60	58.3	63	54.0	123	56.1
English Learner	3,565	56.7	730	56.2	4,295	56.6
Eco. Dis.	4,761	56.2	1,380	53.8	6,141	55.7
Special Education	300	19.3	119	18.5	419	19.1
TerraNova Mathematics						
All	5,308	62.4	1,621	55.8	6,929	60.9
African American	632	50.3	435	48.7	1,067	49.7
Hispanic	4,545	64.0	1,049	58.2	5,594	62.9
White	61	62.3	70	62.9	131	62.6
English Learner	3,770	63.3	778	59.8	4,548	62.7
Eco. Dis.	5,030	61.7	1,493	54.6	6,523	60.1
Special Education	331	29.6	130	27.7	461	29.1
TerraNova Reading						
All	1,948	61.1	1,002	57.3	2,950	59.8
African American	633	53.9	436	54.1	1,069	54.0
Hispanic	1,201	64.1	434	58.5	1,635	62.6
White	50	62.0	67	61.2	117	61.5
English Learner	472	58.3	171	60.8	643	58.9
Eco. Dis.	1,824	60.0	916	56.1	2,740	58.7
Special Education	180	25.6	98	30.6	278	27.3
SUPERA Reading						
All	3,385	80.7	639	78.2	4,024	80.3
African American	*	*	*	*	*	*
Hispanic	3,368	80.8	631	78.3	3,999	80.4
White	10	80.0	*	*	14	71.4
English Learner	3,321	80.8	619	78.7	3,940	80.4
Eco. Dis.	3,229	80.4	597	78.4	3,826	80.1
Special Education	156	36.5	37	37.8	193	36.8

Source: PEIMS district data file dated October 26, 2018. ISIP data file dated June 05, 2019, TerraNova data file dated July 02, 2019, and SUPERA data file dated July 02, 2019.

Note: K = kindergarten. PK = prekindergarten. Eco. Dis. = economically disadvantaged. In this table, *Istation's Indicators of Progress (ISIP)* includes the end-of-year data. Grade Level = at or above the 40th percentile. 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 D Table 4: 2018-19 Percentage of Grade-Three Students Performing At Approaches+ and Meets+ on STAAR for the 2015-16 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 Mathematics Approaches+						
All	5,082	80.5	1,804	73.8	6,886	78.7
African American	627	65.7	478	62.1	1,105	64.2
Hispanic	4,343	82.6	1,199	77.9	5,542	81.6
White	50	90.0	66	80.3	116	84.5
English Learner	3,542	83.0	909	75.7	4,451	81.5
Eco. Dis.	4,792	80.3	1,700	73.1	6,492	78.4
Special Education	406	55.4	201	54.2	607	55.0
STAAR Mathematics Meets+						
All	5,003	47.8	1,756	39.4	6,759	45.6
African American	607	30.6	468	26.3	1,075	28.7
Hispanic	4,287	50.1	1,163	43.8	5,450	48.8
White	47	59.6	66	48.5	113	53.1
English Learner	3,521	50.0	892	42.9	4,413	48.6
Eco. Dis.	4,716	47.4	1,655	38.3	6,371	45.0
Special Education	327	19.6	155	13.5	482	17.6
STAAR Reading Approaches+						
All	5,083	74.9	1,805	67.7	6,888	73.0
African American	629	59.0	478	57.1	1,107	58.2
Hispanic	4,342	77.3	1,200	71.7	5,542	76.1
White	50	78.0	66	75.8	116	76.7
English Learner	3,541	77.1	909	69.3	4,450	75.5
Eco. Dis.	4,793	74.7	1,701	66.8	6,494	72.7
Special Education	408	51.0	202	45.0	610	49.0
STAAR Mathematics Meets+						
All	5,004	43.1	1,757	36.3	6,761	41.3
African American	609	26.3	468	23.7	1,077	25.2
Hispanic	4,286	45.5	1,164	41.0	5,450	44.6
White	47	42.6	66	43.9	113	43.4
English Learner	3,520	45.7	892	40.5	4,412	44.6
Eco. Dis.	4,717	42.7	1,656	35.3	6,373	40.8
Special Education	329	11.9	156	8.3	485	10.7

Source: PEIMS district data file dated October 26, 2018 and STAAR data file dated June 13, 2019.

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. Eco. Dis. = economically disadvantaged. Results included the first administration; Approaches+ included Alternate 2. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+.

Appendix E

Appendix E: 2016-17 to 2018-19 Percentage of Students Performing At or Above Grade Level by Assessment, Grade Level, and Student Group

	K						Grade 1						Grade 2					
	2016-17		2017-18		2018-19		2016-17		2017-18		2018-19		2016-17		2017-18		2018-19	
	Test <i>n</i>	Level %	Test <i>n</i>	Level %	Test <i>n</i>	Level %	Test <i>n</i>	Level %	Test <i>n</i>	Level %	Test <i>n</i>	Level %	Test <i>n</i>	Level %	Test <i>n</i>	Level %	Test <i>n</i>	Level %
TerraNova Mathematics																		
All	10,446	60.5	10,215	61.9	9,908	63.8	11,221	55.3	10,675	56.3	10,215	57.2	11,948	58.5	10,966	59.5	10,350	59.7
African Am.	2,188	54.0	2,189	56.6	2,057	61.4	2,375	46.6	2,188	45.7	2,098	49.3	2,528	49.1	2,312	48.1	2,068	47.7
Hispanic	7,287	60.2	6,950	60.8	6,599	61.7	7,856	55.3	7,503	56.8	7,004	56.4	8,520	59.4	7,711	60.8	7,297	60.8
White	720	80.6	758	86.1	768	82.8	705	81.0	702	80.2	734	83.2	623	80.4	660	80.6	630	83.0
EL	5,456	56.9	5,205	58.3	4,928	59.7	5,774	52.9	5,638	55.2	5,248	55.2	5,962	56.8	5,686	59.5	5,481	59.8
Eco. Dis.	7,965	58.0	7,874	59.0	8,518	61.0	8,355	52.9	8,263	53.2	8,871	53.7	10,197	57.0	8,533	57.1	9,016	56.7
Special Ed.	361	44.0	377	48.8	404	53.0	582	31.8	551	30.5	630	38.4	635	29.6	783	31.3	774	27.4
TerraNova Reading																		
All	5,352	78.4	5,203	80.6	5,126	79.2	5,927	64.2	5,463	64.0	5,374	65.9	6,499	60.6	5,817	60.8	5,604	60.7
African Am.	2,169	75.6	2,163	79.8	2,024	79.2	2,382	59.1	2,175	59.8	2,106	62.8	2,531	52.3	2,311	51.5	2,077	52.6
Hispanic	2,295	78.0	2,114	78.4	2,030	74.5	2,629	62.9	2,376	62.0	2,268	62.0	3,115	62.4	2,614	62.7	2,589	61.0
White	651	90.2	641	91.3	638	91.2	654	83.5	645	81.1	653	85.5	594	84.3	625	82.4	597	81.9
EL	589	66.6	527	70.2	507	73.6	649	52.1	647	56.9	643	61.0	689	44.7	685	53.9	837	54.8
Eco. Dis.	3,786	75.4	3,737	78.3	4,120	76.5	4,080	59.7	3,862	59.1	4,346	61.3	5,136	56.9	4,180	55.3	4,515	55.3
Special Ed.	244	64.3	232	68.5	253	67.2	405	40.0	377	41.9	380	46.8	445	28.1	538	30.5	525	28.2
SUPERA Reading																		
All	5,191	86.1	5,044	84.7	4,816	83.9	5,508	86.3	5,232	84.3	4,901	82.4	5,601	83.4	5,185	83.4	4,841	79.2
African Am.	30	50.0	31	48.4	32	56.3	9	11.1	14	42.9	9	44.4	*	*	*	*	8	50.0
Hispanic	5,079	86.7	4,861	85.4	4,605	84.3	5,426	86.5	5,146	84.5	4,776	82.6	5,543	83.4	5,131	83.4	4,781	79.3
White	68	67.6	120	70.0	128	75.8	49	77.6	59	76.3	82	79.3	35	85.7	34	91.2	37	81.1
EL	4,954	86.6	4,705	85.3	4,450	84.7	5,307	86.4	5,011	84.5	4,647	82.2	5,420	83.0	5,038	83.2	4,708	79.2
Eco. Dis.	4,264	86.2	4,167	84.9	4,432	84.3	4,475	86.5	4,414	84.7	4,578	82.1	5,192	83.7	4,384	83.6	4,595	78.9
Special Ed.	117	63.2	147	68.7	151	68.2	183	60.1	173	57.2	244	61.1	190	51.1	241	45.2	261	36.0

Source: PEIMS district data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19). TerraNova data files dated July 19, 2017 (2016-17), June 11, 2018 (2017-18), and July 02, 2019 (2018-19). SUPERA data files dated July 12, 2019 (2016-17), June 14, 2019 (2017-18), and July 02, 2019 (2018-19).

Note: K = kindergarten. Test = tested. Level % = percentage of students at or above grade level (40th percentile). African Am. = African American. EL = English 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. In June 2019, Dallas ISD received updated norms for grades one and two SUPERA. As a result, the grades one and two SUPERA data provided in previous reports will differ from the grades one and two data presented in this report.

Appendix F

Appendix F: 2016-17 to 2018-19 Percentage of Grade-Three Students Performing at Approaches+ and Meets+ on STAAR by Assessment and Student Group

	2016-17				2017-18				2018-19			
	Approaches+		Meets+		Approaches+		Meets+		Approaches+		Meets+	
	Tested		Tested		Tested		Tested		Tested		Tested	
	n	%	n	%	n	%	n	%	n	%	n	%
STAAR Mathematics												
All	12,568	71.0	12,368	40.5	11,906	75.6	11,661	42.4	10,955	76.6	10,727	43.6
African Am.	2,716	57.5	2,655	26.1	2,496	62.9	2,421	28.0	2,281	65.0	2,217	28.1
Hispanic	8,948	74.0	8,817	42.9	8,539	78.5	8,385	44.6	7,724	78.9	7,581	45.7
White	616	85.9	611	63.5	589	85.9	578	66.3	625	89.0	613	69.3
EL	6,337	72.6	6,274	41.3	5,990	77.7	5,929	44.1	5,702	78.7	5,639	45.1
Eco. Dis.	11,332	70.2	11,138	39.0	10,327	74.5	10,108	40.4	9,641	74.9	9,431	40.6
Special Ed.	888	48.8	691	17.1	1,027	53.7	785	15.9	1,163	53.7	938	16.7
STAAR Reading												
All	12,567	63.4	12,367	36.3	11,915	72.4	11,670	39.1	10,960	71.9	10,732	41.1
African Am.	2,715	49.3	2,654	21.9	2,499	60.5	2,424	24.8	2,286	60.5	2,222	26.6
Hispanic	8,947	66.1	8,816	38.5	8,544	74.9	8,390	41.5	7,724	74.0	7,581	43.1
White	617	83.1	612	65.0	588	85.7	577	64.1	625	86.1	613	65.1
EL	6,336	64.2	6,273	36.7	5,991	74.6	5,930	42.2	5,701	73.6	5,638	43.1
Eco. Dis.	11,332	62.0	11,138	34.3	10,335	71.0	10,116	37.0	9,646	69.7	9,436	37.9
Special Ed.	887	42.5	690	10.7	1,028	50.8	786	13.0	1,166	48.1	941	12.1

Source: PEIMS district data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-18), and October 26, 2018 (2018-19). STAAR data files dated June 15, 2017 (2016-17), June 20, 2018 (2017-18), and June 13, 2019 (2018-19).

Note: STAAR = State of Texas Assessments of Academic Readiness. Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above. % = percentage of students at or above the standard. African Am. = African American. EL = English learner. Eco. Dis. = economically disadvantaged. Special Ed. = special education. Results included the first administration; Approaches+ included Alternate 2. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Although all 2018 scores are included, some students' test scores may have been adversely affected by online testing issues.