

2019-20

Evaluation of Early Learning Initiatives

DEPARTMENT OF EVALUATION AND ASSESSMENT

Michael Hinojosa, Ed. D.
Superintendent of Schools



2019-20

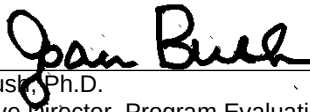
Evaluation of Early Learning Initiatives

Approved Report of the Department of Evaluation and Assessment

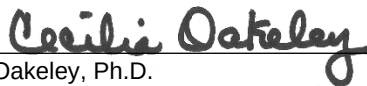
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This report and executive summary are available for download at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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ACRONYMS AND ABBREVIATIONS

Af Am	African American
BOY	Beginning of year
CLASS	<i>Classroom Assessment Scoring System</i>
CLI	Children's Learning Institute
EC	Early Childhood
Eco Dis	Economically disadvantaged
EL	English learner
EOY	End of year
HIPPY	Home Instruction for Parents of Preschool Youngsters
Hisp	Hispanic/Latino
ISD	Independent School District
<i>ISIP</i>	<i>Istation's Indicators of Progress</i>
K	Kindergarten
MAP	<i>Measures of Academic Progress Growth</i>
MOY	Middle of year
P2LD	Personalized Professional Learning and Development
PD	Professional development
PEIMS	Public Education Information Management System
PK	Prekindergarten
PPCD	Preschool Program for Children with Disabilities
SMU	Southern Methodist University
SPED	Special education
STAAR	<i>State of Texas Assessments of Academic Readiness</i>
TEI	Teacher Excellence Initiative
TEKS	Texas Essential Knowledge and Skills
Tier 1	At or above the 40th percentile on <i>ISIP</i>
TX-KEA	<i>Texas Kindergarten Entry Assessment</i>

Evaluation of Early Learning Initiatives

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

The goals of the Early Learning department are to improve kindergarten (K) readiness and to ensure that all students are reading on grade level by the end of grade two. The budget for the department in 2019-20 was \$22,309,917, an increase from last year (\$19,694,012).

The purpose of this report is to summarize the 2019-20 context, process, and outcomes of the Dallas Independent School District (Dallas ISD) Early Learning initiatives.¹ 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 central staff members. Process information was examined through analyses of the *Classroom Assessment Scoring System (CLASS)* and an early learning teacher survey. The evaluation also included analyses of K readiness and student academic achievement data through grade two, when available.

In response to the COVID-19 pandemic, all Dallas ISD campuses transitioned to at-home learning as of March 23, 2020. As most End-of-Year (EOY) assessments were canceled, evaluation questions relating to those assessments were omitted from the report.² After the transition, the department supported district families by creating daily lessons aligned with the district curriculum for families to work through with their prekindergarten (PK) through grade-two students.

EVALUATION QUESTIONS/OUTCOMES

What was the context of the Early Learning programs and the related 2019-20 initiatives?

The first Early Learning department goal was increasing K readiness through the provision of educational services to children from birth to age five through the expansion of the PK program. The second was to ensure that all students were reading on grade level by the end of grade two. Thus,

early learning staff members endeavored to increase demand for and access to PK through increased enrollment, extend the continuum of care through community resources to support children from birth, increase classroom quality, and support reading and language acquisition in K and beyond.

To increase access and demand through enrollment, the district continued to add partner sites; the number of PK partnerships increased from 27 in 2017-18, to 32 in 2018-19, and to 37 in 2019-20.³ Early learning staff members fostered community partnerships with Commit!⁴ and PK partnership sites. To expand the continuum of care, students from birth to age five could also receive services through the Home Instruction for Parents of Preschool Youngsters (HIPPY)⁵ program and AVANCE.⁶ The district also worked with Stand for Children to provide families with the opportunity to receive home visits through the Parent Teacher Home Visit Project.

To improve classroom quality, the Early Learning department continued using PK and K through grade-two specialists. Specialists provided individual support for teachers. The district employed 37 PK specialists, 53 K through grade-two specialists, 16 campus lead specialists, and six floating specialists.⁷ Specialists participated in professional development (PD) programs and then provided teachers with training.⁸ Department staff members also provided 2019 summer PD for PK through grade-two teachers through the Personalized Professional Learning and Development (P2LD) program. Additionally, the Early Learning department provided training for teachers in PK partnership sites and for teaching assistants.

Another attempt to improve quality was a focus on assessing student-teacher interactions. The *CLASS*,⁹ an observation instrument, was administered by Southern

¹ Detailed methodologies are available in the full report. Portions of this report have been adapted from Hinkley and Rowles (2019).

² *State of Texas Assessments of Academic Readiness (STAAR)*, *TerraNova*, *SUPERA*, and End of Year (EOY) *Istation's Indicators of Progress (ISIP)*, *Measures of Academic Progress (MAP)*, and *Texas Kindergarten Entry Assessment (TX-KEA)* were intended to be used as measures of student achievement for the 2019-20 school year, but these assessments were canceled after the transition to at-home learning. Early Learning reports prior to this year contain these data.

³ As of January 2020. Dallas ISD teachers taught students in all settings.

⁴ For more information, see <http://commit2dallas.org/>.

⁵ For more information, see Tyree (2020).

⁶ For more information, see <https://avance-dallas.org/>.

⁷ As of January 2020. In 2019-20, all PK classrooms had a specialist. In January 2020, 28 of the K through grade-two specialists were moved from schools rated as Breakthrough in the Local Accountability System to three of the lowest performing schools until the transition to at-home learning. After the transition to at-home learning, specialists checked on teachers and answered questions, but they did not continue to coach teachers.

⁸ A list of training given to and provided by specialists is available in the full report.

⁹ For more information, see <http://teachstone.com/classroom-assessment-scoring-system/>.

Methodist University (SMU) to measure the quality of teacher-student interactions.

Finally, to ensure that students were reading on grade level, there was an increased focus on reading and language acquisition. Department staff continued to revise instructional materials and related curricula based on the new Texas Essential Knowledge and Skills (TEKS). Teachers also continued to receive specialist coaching and other reading-related PD.

What were the characteristics and continuous enrollment rates of early learning students?

In 2019-20, 45,549 students enrolled in early childhood (EC) education through grade two, a decline from 46,457 in 2018-19. A similar pattern of decline was observed in K (10,992 in 2018-19 to 10,938 in 2019-20). Over half of the students were male (52%) and/or Hispanic (68%), and most were economically disadvantaged (89%). English learners comprised 49 percent of students. Seventy-seven percent of students who attended Dallas ISD PK in 2018-19 returned to Dallas ISD for K in 2019-20. This means that almost a quarter of 2018-19 PK students did not remain in the district in 2019-20. Sixty-nine percent of students were continuously enrolled from 2016-17 (their K year) to 2019-20 (most students' grade-three year).

What were the early learning teacher effectiveness ratings?

Sixty-seven percent of all early learning teachers (EC through grade two) received a 2018-19 Teacher Excellence Initiative (TEI) effectiveness level of Proficient I or above.¹⁰ The percentages of teachers rated Proficient I or above for each grade level were as follows: 69 percent for PK, 66 percent for K, 63 percent for grade one, and 68 percent for grade two.

What were the teacher perceptions of the early learning specialists?

Early learning teachers were surveyed about their perceptions of the specialists. The response rate for early learning teachers was 59 percent. Overall, PK survey respondents were satisfied with the professionalism of their specialists (96%), the quality of support they received from their specialists (91% to 93%), and the services provided by their specialists overall (89%). The most-cited successes were idea generation and brainstorming ($n = 45$), observation and feedback ($n = 40$), and specialists providing quick and consistent responses to teacher needs and being

willing to help teachers (for both, $n = 36$). The most commonly cited challenges were scheduling and availability of the specialists ($n = 40$) and time limitations of both the specialists and teachers ($n = 20$).

K through grade-two survey respondents were satisfied with the professionalism of their specialists (93%), the quality of support they received from their specialists (87% to 92%), and the services provided by their specialists overall (85%). The most-cited successes were specialists providing materials and resources ($n = 54$), providing hands-on help with classroom organization and set up ($n = 27$), and the general support provided by the specialist and observation and feedback (for both, $n = 26$). The most commonly cited challenges were lack of consistency in specialists (i.e., changing specialists midyear; $n = 45$), scheduling and availability of specialists ($n = 37$), and time limitations of both the specialists and teachers ($n = 26$).

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

Consistent with the last three years, overall results of CLASS indicated that district teachers were strongest in emotional support (98% of PK teachers and 87% of K through grade-two teachers met the threshold in spring 2020, respectively) and classroom organization (93% of PK teachers and 86% of K through grade-two teachers) and weakest in instructional support (60% of PK teachers and 54% of K through grade-two teachers). Even so, the percentage of teachers who met or exceeded quality thresholds trended upward from fall 2019 to spring 2020 for all three domains and overall for PK. For K through grade-two teachers there was a slight increase overall with mixed results in trends for domains. When reviewed overall and by grade, the average scores of the observed teachers were at or above the quality thresholds for both semesters on all three domains (emotional support, classroom organization, and instructional support).

In spring 2020, 59 percent of PK teachers and 51 percent of K through grade-two teachers met or exceeded the quality threshold in all three domains.¹¹ Compared to spring 2018 and 2019, increased percentages of teachers met or exceeded the quality threshold overall and for all three domains in 2020.

How did early learning student scores change throughout the 2019-20 school year?

Early learning students participated in several assessments in 2019-20. For K readiness, 8,857 students took the

¹⁰ For more information on TEI, see the 2018-19 report (Barton, 2020). TEI scores are typically reported in the fall for the prior school year, thus, 2018-19 scores are examined in the 2019-20 report.

¹¹ SMU conducted CLASS observations from January 2020 until 03/12/20; the data were incomplete because of the transition to at-home learning and results should be reviewed with caution.

Literacy Reading domain of *TX-KEA*; 72 percent scored *On Track*, indicating they were K ready, a slight increase from 2018-19 (70%). A higher percentage of Dallas ISD (DISD) PK students (78%) were K ready than No DISD PK students (41%). Even so, about a fifth (22%) of DISD PK students did not meet the K Ready standard on *TX-KEA*.

More K students than grade-one and grade-two students scored at or above grade level at MOY (Table E1). The majority of K students met the MOY grade-level standard on *TX-KEA* reading (75%) and mathematics (65%). In contrast, between 31 and 49 percent met the MOY standards on grade-one *ISIP* (44%), grade-two *ISIP* (48%), *MAP* reading (49%), and *MAP* mathematics (31%).

When scores from BOY to MOY were examined, the percentage of K students scoring at or above grade level increased from BOY to MOY on *TX-KEA* reading (61% to 75%) and mathematics (49% to 65%), whereas results were the same for grade-one *ISIP* (44%) and about the same for grade-two *ISIP* (49% to 48%). In comparison to 2018-19, the percentages of K students meeting the standards for BOY *TX-KEA* vocabulary and mathematics were lower in 2019-20. For grades one and two, the percentages of students meeting the standards for *ISIP* were lower in 2019-20 than in 2018-19 at both BOY and MOY.

Table E1: 2018-19 and 2019-20 Percentage of Students Performing At or Above Grade Level on Reading and Mathematics Assessments by Grade

Exam	BOY		MOY		EOY	
	2018 -19 %	2019- 20 %	2018 -19 %	2019 -20 %	2018 -19 %	2019 -20 %
K						
<i>TX-KEA-V</i>	70	61		75		
<i>TX-KEA-M</i>	67	49		65		
Grade One*						
<i>ISIP</i>	49	44	48	44	55	
Grade Two						
<i>ISIP</i>	54	49	53	48	55	
<i>MAP-R</i>		46		49		
<i>MAP-M</i>		36		31		

Source: PEIMS district database: 10/26/18 (2018-19) and 10/31/19 (2019-20). *TX-KEA*: 05/13/20 (2018-19 BOY) and 02/13/20 (2019-20 BOY and MOY). *ISIP*: 11/05/18 (2018-19 BOY), 02/04/19 (2018-19 MOY), 06/05/19 (2018-19 EOY), 11/01/19 (2019-20 BOY), and 02/05/20 (2019-20 MOY). *MAP*: 02/11/20 (2019-20 BOY and MOY). None of these assessments were given at EOY in 2019-20.

Note: V = the vocabulary subscale of *TX-KEA*, a component of the reading assessment given over time. M = mathematics. R = the reading subscale of *MAP*. * no multi-administration mathematics assessment was administered in grade one in 2018-19 or 2019-20. Grey = the assessment was not administered in that timeframe. *MAP* scores are only reported for the 2-5 version of the assessment here.

CIRCLE scores varied by domain. The percentage of PK students scoring *On Track* on the Phonological Awareness domain of *CIRCLE* were 69 percent (wave 1) and 79 percent (wave 2). On the Rapid Vocabulary domain, percentages were 47 (wave 1) and 61 (wave 2) percent.

RECOMMENDATIONS

Continue efforts to retain Dallas ISD PK students in the district.

Continue to implement the early learning initiatives with a focus on language and literacy development.

Continue to train teachers to provide more effective instructional support for students.

Evaluation of Early Learning Initiatives

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

The Dallas Independent School District (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 and demand for PK through increased enrollment, strengthening 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. In response to the COVID-19 pandemic, all Dallas ISD campuses transitioned to at-home learning on March 23, 2020 following spring break at which time the Early Learning department began supporting families learning at home.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this report is to summarize the 2019-20 context, process, and outcomes of the Dallas ISD Early Learning department initiatives.¹² 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 and an early learning teacher survey. The evaluation also included analyses of K readiness and student academic achievement data through grade two when available. Beginning March 23, 2020 (after spring break), the Dallas ISD transitioned to at-home learning in response to the COVID-19 pandemic. As a result, the *State of Texas Assessments of Academic Readiness (STAAR)* assessments were canceled¹³ as were other spring 2020 assessments including *TerraNova*, *SUPERA*, *ISIP*, *MAP*, and *TX-KEA*.¹⁴ Without these data, there are significant limitations to this year's evaluation, especially when drawing comparisons with previous Early Learning evaluations. Sections of this report were removed as these data were unavailable; data for prior years can be found in those reports.

This evaluation addressed the following questions in 2019-20:

1. What was the source and amount of funding for Early Learning in 2019-20?

¹² Portions of this report have been adapted from Hinkley and Rowles (2019).

¹³ See the Commissioner's statement given on 03/18/20 at <https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taal-letters/cancellation-of-staar-testing-for-the-remainder-of-the-school-year>.

¹⁴ *STAAR*, *TerraNova*, *SUPERA*, and End of Year (EOY) *Istation's Indicators of Progress (ISIP)*, *Measures of Academic Progress Growth (MAP)*, and *Texas Kindergarten Entry Assessment (TX-KEA)* were intended to be used as measures of student achievement for the 2019-20 school year, but these Spring 2020 assessments were canceled. Early Learning reports prior to this year contain past data for these assessments.

2. What was the context of the Early Learning programs and the related 2019-20 initiatives?
3. What were the characteristics and continuous enrollment rates of early learning students?
4. What were the early learning teacher-effectiveness ratings?
5. What were the teacher perceptions of the early learning specialists?
6. What was the quality of early learning instruction as measured by CLASS?
7. How did early learning student scores change throughout the 2019-20 school year?
8. What are the recommendations with respect to program improvement?

EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for Early Learning in 2019-20?

Budget information was collected from Early Learning department central administrators and a review of Title worksopes. As of May 27, 2020, Early Learning department central administrators reported a total budget of \$22,309,917 an increase from \$19,694,012 in 2018-19. The Early Learning department reported \$19,952,793 in Early Learning General Operating funds (\$9,195,192 in department payroll and \$10,757,601 in non-payroll), \$914,058 in Title I funds (\$783,611 in payroll and \$130,447 in non-payroll), and \$1,443,066 in Title II funds (\$1,168,106 in payroll and \$274,960 in non-payroll).¹⁵

What was the context of the Early Learning programs and the related 2019-20 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 January 2020. 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 briefing presented to the Dallas ISD board of trustees on December 5, 2019. The assistant superintendent was interviewed again on May 27, 2020 to discuss departmental changes related to the transition to at-home learning because of COVID-19.

Director of Instructional Strategy Interview

The Early Learning Director of Instructional Strategy was interviewed in December 2019. 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.

¹⁵ The grants office reported \$960,411 in Title I funds for the Early Learning department and \$1,264,703 in Title II funds as of 02/28/20.

Results¹⁶

Assistant Superintendent Interview and Document Review

The department had two major goals. The first was to increase K readiness. The second was to ensure that all students were reading on grade level by the end of grade two.

Goal One: Kindergarten Readiness. In order to achieve the goal of increasing K readiness, the Early Learning department has worked with Boston Consulting Group since August 2014 to develop a strategic plan. The plan had four main objectives: (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. In the fall of 2019, objectives one and two were combined into an overarching goal of enrollment. Enrollment included both recruitment of new students and retention of current students.

Enrollment. Part of the strategic plan focused on enrollment. PK enrollment under the Dallas ISD umbrella has increased since the implementation of the plan. Most Dallas ISD PK students attended district elementary schools; others attended the Arlington Park, Harlee, or Wilmer Early Childhood Centers; and others attended PK partnership sites¹⁷ 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.¹⁸

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. Along with the goal of early childhood center expansion, there was also a goal to expand elementary and PK partnership sites. The second goal was for centers to serve as demonstration sites for the implementation of PK best practices. Progress toward this goal in 2019-20 included an increase in PK partnership sites (from 27 in 2017-18 to 32 in 2018-19 to 37 in 2019-20).¹⁹

Quality. Another goal in the strategic plan was to increase classroom quality by using specialists and the CLASS. In 2019-20, specialists continued to support teachers. The district employed 37 PK specialists and 53 K through grade-two specialists. These specialists served about 15 teachers each. There were also 16 campus lead specialists. Each lead worked with an average of five teachers and oversaw six to eight specialists. There were also two specialists that floated between all early learning grades as needed and two bilingual specialists that floated between all early learning grades to assist non-bilingual specialists with their bilingual teachers during the fall semester. In an effort to further support struggling campuses, these bilingual specialists shifted to co-teaching in spring 2020. Additionally, one Montessori specialist was hired in fall 2019 and a second Montessori specialist was hired in May 2020 to provide extra support to Montessori campuses.

¹⁶ This report includes basic background information and program changes that occurred in 2019-20. More detailed background information can be found in Hinkley and Kim (2017), Hinkley (2018), and Hinkley and Rowles (2019).

¹⁷ These PK partnership sites are also referred to as School Readiness Integration sites.

¹⁸ Students attending Arlington Park also attended full-day PK, regardless of age.

¹⁹ As of January 2020.

In 2019-20, every PK classroom continued to be served by a specialist, but the K through grade-two specialist program changed midyear. All K through grade-two specialists serving schools rated as Breakthrough in the School Performance Framework (28 specialists) were moved at the beginning of the spring semester to support three of the lowest-performing schools. This allowed a 1:1 model at these lower-performing campuses such that each specialist supported one early learning teacher in reading and mathematics.

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 partnered with PK partnership sites in Head Start and other third-party childcare centers. The goal of these partnerships was to keep students in their current childcare settings while they received instruction from Dallas ISD teachers. As of January 2020, the number of PK partnership sites increased from 27 in 2017-18, to 32 in 2018-19, and to 37 in 2019-20. 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!²⁰ and by investing in programs that focus on children who have not yet started school. In 2019-20, the Dallas ISD continued to operate the Home Instruction for Parents of Preschool Youngsters (HIPPY)²¹ program for children from three to five years old and to invest in AVANCE for children from zero up to five years old.²² The department also continued leading the Parent Teacher Home Visit Project with Stand for Children, even though the project included teachers and students outside of the early learning grades. Finally, the district participated in a one-campus pilot of a parent-child interactive vocabulary building program with Concilio.²³

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. Department staff continued to revise instructional materials and related curricula based on the new Texas Essential Knowledge and Skills (TEKS). The new curricula allowed for greater vertical alignment. Teachers also continued to receive specialist coaching and other reading-related PD.

Director of Instructional Strategy Interview

The main goal of specialists was to provide teachers with individualized, tiered support. 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 2019-20 school year. All specialists (PK through grade two) received monthly or bimonthly content training from the instructional strategy team. Additionally,

²⁰ More information about Commit! can be found at <http://commit2dallas.org/>.

²¹ For more information about the HIPPY program, see the HIPPY evaluation report (Tyree, 2020).

²² For more information about AVANCE, see <https://avance-ntx.org/>.

²³ For more information about Concilio, see <https://www.theconcilio.org/>.

MAP training was provided to all K through grade-two specialists. New specialists also received training that was provided in prior years, including Children's Learning Institute (CLI) TX-KEA training (K through grade-two specialists only), CLASS observer certification training, Teachstone training, and Results Coaching Global training.

In addition to providing specialist support, Early Learning staff members led group training with teachers. All K through grade-two teachers received training on *Running Records*, a new-to-the-district literacy continuum designed to identify levels of books appropriate for instructing groups of students. New PK through grade-two teachers were also given Making the Most of Classroom Interactions training. This training included 10 two-hour sessions with in-depth coverage of each CLASS domain. Finally, Six Weeks at a Glance 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.

The Early Learning department also provided PD during the summer. PK through grade-two teachers participated in the district Personalized Professional Learning and Development (P2LD) program. In 2019, P2LD was a three-week, seven-hour-a-day program covering mathematics, reading, writing, and social studies. Lastly, the department provided training for teachers at PK partnership sites and for teacher assistants on topics such as CLASS, Frog Street (the PK curriculum), mathematics using Frog Street, and conscious discipline using Frog Street.

COVID-19 Assistant Superintendent Interview

To support district families switching to at-home learning because of COVID-19, the Early Learning department created daily lessons aligned with the district curriculum for families to work through with their PK through grade-two students. Some lessons incorporated technology while others did not, lessons also used district consumables provided to students.

Within the district, after spring break, specialists no longer engaged in active coaching with their teachers but continued to check on teachers and answer questions.²⁴ Instead, coaches pivoted to work on summer plans (all summer instruction for both teachers and students was virtual) and planning for 2020-21 including planning a pilot of digital devices for students in PK through grade two.

What were the characteristics and continuous enrollment rates of early learning students?

Methodology

Student Characteristics

Demographic data for early childhood (EC) through grade-two students were extracted from the 2019-20 Dallas ISD Public Education Information Management System (PEIMS) snapshot data file.²⁵ The

²⁴ The one-to-one coaching that began in spring 2020 also stopped.

²⁵ Data files dated 10/30/17 (2017-18), 10/26/18 (2018-19), and 10/31/19 (2019-20).

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 both the K year and the year prior to the K year (for example, 2018-19 and 2019-20 PEIMS data for 2019-20 K students).²⁶ The evaluators conducted frequency analyses to determine the percentage of 2018-19 PK students who remained enrolled from 2018-19 to 2019-20. Data also were examined for 2016-17 PK (2017-18 K) and 2017-18 PK (2018-19 K) students.

Student retention in the district to grade three was examined by pulling PEIMS snapshot demographic data for the three years prior to and including the third-grade year (for example, 2016-17 to 2019-20 PEIMS data for 2019-20 grade-three students).²⁷ The evaluators conducted frequency analyses to determine the percentage of 2016-17 K students who remained enrolled in the district in grade three in 2019-20. Data also were examined for students who were in grade three in 2017-18 and 2018-19.

Results

Student Characteristics

Students were eligible to attend the Dallas ISD EC and PK programs free of charge if they met certain criteria. Through the EC program, all children with qualifying disabilities could begin school in the Dallas ISD at no cost as early as age three.²⁸ Otherwise, to be eligible for free Dallas ISD PK in 2019-20, students must have met age requirements by September 1st²⁹ 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.^{30,31} Some students who did not meet state requirements were provided with scholarships to attend Dallas ISD PK³² or families could pay tuition to attend; however, few students in either situation enrolled.

The Dallas ISD EC through grade-two programs served 45,549 students in 2019-20. Demographic information is presented in Appendix A. Over half of the students were male (52%) and/or Hispanic (Hispanic; 68%), and most were economically disadvantaged (Eco Dis; 89%). About half (49%) were English Learners (ELs).

In comparison to 2017-18 and 2018-19 (Appendix A), the 2019-20 Dallas ISD EC through grade-two programs served fewer students than in previous years, with an overall decrease over the three-year period (47,122 in 2017-18, 46,457 in 2018-19, and 45,549 in 2019-20). All three years, the

²⁶ The two-year data files dated 10/31/17 (2017-18), 11/06/18 (2018-19), and 10/31/19 (2019-20).

²⁷ Five-year data files dated 10/31/17 (2017-18), 11/06/18 (2018-19), and 10/31/19 (2019-20).

²⁸ For information about EC enrollment, see <http://tea.texas.gov/index4.aspx?id=2147494988>.

²⁹ 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.

³⁰ For more information about the Dallas ISD PK requirements, see <https://tea.texas.gov/ece/eligibility.aspx>.

³¹ Dealey and Stone Montessori schools were not required to follow these requirements.

³² For more information about scholarships, see <https://www.dallasisd.org/Page/59397>.

programs served similar percentages of male students (51% to 52%) and Hispanic students (67% to 68%). The percentage of economically disadvantaged students served was between 82 and 90 percent in 2017-18 (82%), 2018-19 (90%), and 2019-20 (89%). As in previous years, about half of 2019-20 students were ELs (49% to 50%, all three years). In addition to the Early Learning programs serving fewer students overall, K enrollment decreased slightly over time (11,070 in 2017-18, to 10,992 in 2018-19, and to 10,938 in 2019-20).

Continuous Enrollment Rates of Kindergarten and Grade-Three Students

Kindergarten. As of the PEIMS snapshot date for 2018-19, 12,737 students were enrolled in PK. Of these, 77 percent ($n = 9,800$) remained enrolled in 2019-20. This means that almost a quarter of 2018-19 PK students did not remain in the district in 2019-20. This pattern was similar both to 2018-19, when 12,153 students were enrolled in PK in 2017-18 and 77 percent ($n = 9,399$) remained enrolled in 2018-19, and 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.

Grade Three.³³ As of the PEIMS snapshot date for 2016-17, 11,486 students were enrolled in K. Of these students, 69 percent ($n = 7,886$) were enrolled continuously from K in 2016-17 to 2019-20 (most students' grade-three year). This percentage is similar to prior years. As of the PEIMS snapshot date for 2015-16, 12,209 students were enrolled in K and 68 percent ($n = 8,307$) were enrolled continuously until 2018-19. In 2014-15, 13,287 students were enrolled in K and 68 percent ($n = 9,070$) were continuously enrolled until 2017-18. Table 1 contains detailed year-to-year enrollment data, with each student in a single enrollment category.

³³ This methodology varies from what was presented in Hinkley and 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. For 2018-19 and 2019-20, 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: 2014-15 to 2016-17 Number and Percentage of K Students by Years Enrolled

Years Enrolled	Enrolled	
	<i>N</i>	%
2016-17 K Students (<i>n</i> = 11,486)		
Enrolled 2016-17 to 2019-20 (4 years)	7,886	68.7
Enrolled 2016-17 to 2018-19 (3 years)	803	7.0
Enrolled 2016-17 to 2017-18 (2 years)	950	8.3
Enrolled 2016-17 Did Not Remain (1 year)	1,381	12.0
Other	466	4.1
2015-16 K Students (<i>n</i> = 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 (<i>n</i> = 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

Source: Five Year Longitudinal PEIMS data files for each year dated 10/31/17 (2017-18), 11/06/18 (2018-19), and 10/31/19 (2019-20).

Note: 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-effectiveness ratings?

Methodology

The evaluators used the 2018-19 course file to determine teacher grade to then examine Teacher Excellence Initiative (TEI) effectiveness levels by grade level.³⁴ The course file was limited to students enrolled in core subjects (i.e., language arts, mathematics, reading, science/health, social studies, and writing) in early learning grades (EC through grade two). The file then was used to extract a list of teacher identification numbers by grade level. Teachers who taught more than one grade level were included in the analyses as mixed grade. Teacher grade levels were merged with the TEI data file. The evaluators conducted frequency analyses to determine early learning teacher-effectiveness levels (e.g., Proficient, Exemplary) overall and by grade level.

Results

As shown in Table 2, overall, most teachers for the combined early learning grades were evaluated as Proficient I or above (67%). For PK, 31 percent of teachers were evaluated as Progressing (I to II) and 69 percent were evaluated as Proficient I or above. For K, 33 percent of teachers were evaluated as Progressing (I to II) and 66 percent were evaluated as Proficient I or above. For grade one, 35 percent of

³⁴ For more information on TEI, see the 2018-19 report. (Barton, 2020). Elementary course file dated 08/22/19 (2018-19) and TEI Scorecard data file dated 09/24/19 (2018-19). TEI scores are typically reported in the fall for the prior school year, thus, 2018-19 scores are examined in the 2019-20 report.

teachers were evaluated as Progressing (I to II) and 63 percent were evaluated as Proficient I or above. For grade two, 30 percent of teachers were evaluated as Progressing (I to II) and 68 percent were evaluated as Proficient I or above.

Table 2: 2018-19 TEI Effectiveness Levels by Grade

	Total	Unsat		Prog I		Prog II		Prof I		Prof II		Prof III		Exem I		Exem II	
	N	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
EC	13	-	-	1	7.7	1	7.7	7	53.8	4	30.8	-	-	-	-	-	-
PK	419	1	0.2	53	12.6	77	18.4	184	43.9	64	15.3	30	7.2	4	1.0	6	1.4
K	491	5	1.0	82	16.7	81	16.5	192	39.1	64	13.0	46	9.4	10	2.0	11	2.2
1	494	10	2.0	75	15.2	99	20.0	194	39.3	68	13.8	41	8.3	4	0.8	3	0.6
2	550	10	1.8	68	12.4	98	17.8	252	45.8	63	11.5	47	8.5	9	1.6	3	0.5
Mix	476	1	0.2	51	10.7	90	18.9	209	43.9	71	14.9	37	7.8	8	1.7	9	1.9
Tot	2,443	27	1.1	330	13.5	446	18.3	1,038	42.5	334	13.7	201	8.2	35	1.4	32	1.3

Source: 2018-19 TEI Scorecard data file dated 09/24/19.

Note: Unsat = Unsatisfactory. Prog = Progressing. Prof = Proficient. Exem = Exemplary. Tot = Total. Teachers who taught more than one early learning grade were categorized as mixed grade (Mix) and those with no effectiveness level were excluded. Percentages may not add to 100 because of rounding.

What were the teacher perceptions of the early learning specialists?

Methodology

The evaluators surveyed early learning teachers who received specialist support to understand the PK and K through grade-two teacher perceptions of their specialists. All PK through grade-two teachers on the 2019-20 Master Teacher List from the Early Learning department received surveys. Being on this list indicated that they were being served by a specialist. Teachers were asked to rate their specialists' professionalism and support on a Likert agreement scale. Two open-ended items were included to gather teacher perceptions about successes and challenges.

Teacher surveys were open from late February through early June 2020. All 2019-20 PK through grade-two teachers with specialists were sent an email with a survey link along with weekly follow-up reminders.³⁵ Frequency and descriptive analyses were conducted for rating-scale items separately for PK teachers and K through grade-two teachers. Content analyses were used to examine the open-ended items. Responses were categorized into themes and tabulated; some open-ended responses included information that fit into more than one theme.

Results

The evaluators sent the Early Learning Teacher Survey to 1,501 active teacher email addresses (582 PK and 919 K-2).³⁶ After removal of invalid email addresses ($n = 38$) and teachers who responded that they did not have a specialist for the 2019-20 school year ($n = 82$), there were 1,381 potential respondents. Of those, 812 teachers (405 PK teachers and 407 K through grade-two teachers) responded and were included in the final analyses (59%). Because of the differences in PK and K-2 specialists, results were examined separately by specialist type. Appendix B shows survey results by item.

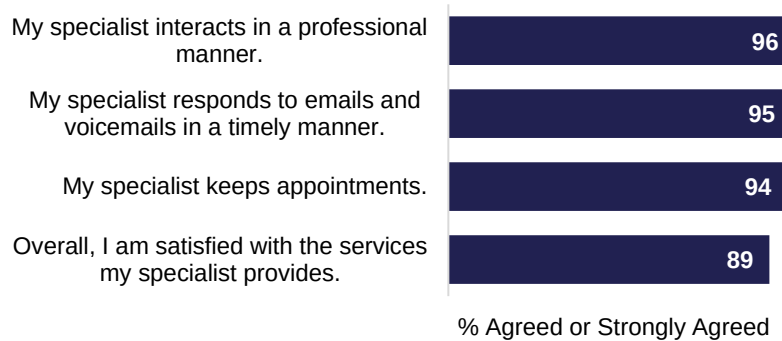
³⁵ Reminders were not sent between late March through mid-April to allow teachers to focus on implementing at-home learning as a result of COVID-19.

³⁶ List provided by Early Learning department central staff members on 02/24/20.

PK Teacher Survey Responses

When asked about the professionalism of their specialist, 96 percent of PK teachers agreed (agreed or strongly agreed) that their specialist interacted in a professional manner (Figure 1). Most PK teachers (95%) agreed that their specialists responded to emails and voicemails in a timely manner and that their specialists kept appointments (94%). Overall, 89 percent of PK teachers were satisfied with the services provided by their specialists.

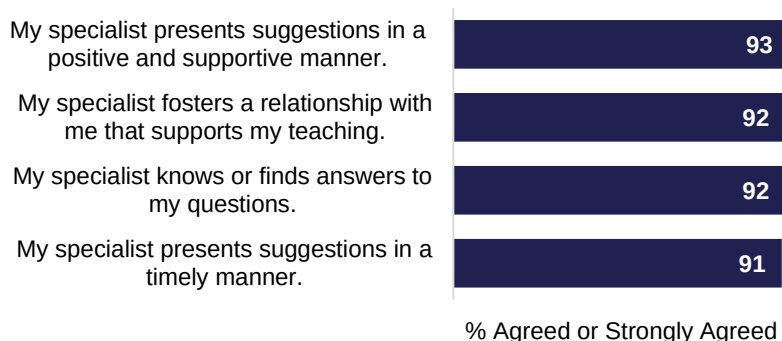
Figure 1: 2019-20 Early Learning Teacher Survey Prekindergarten Teacher Perceptions of Specialist Professionalism



Source: Early Learning Teacher Survey administered spring 2020.

When asked about support they received from their specialist, most PK teachers (93%) agreed or strongly agreed that specialists presented suggestions in a positive and supportive manner (Figure 2). Ninety-two percent of PK teachers agreed or strongly agreed that their specialists fostered a relationship with them that supported their teaching and knew or found answers to their questions. Most PK teachers also agreed or strongly agreed that their specialists presented suggestions in a timely manner (91%).

Figure 2: 2019-20 Early Learning Teacher Survey Prekindergarten Teacher Perceptions of Specialist Support



Source: Early Learning Teacher Survey administered spring 2020.

When asked if they would recommend other teachers receive support from early learning specialists, 92 percent of PK teachers either agreed (21%) or strongly agreed (71%). Similarly, 90 percent

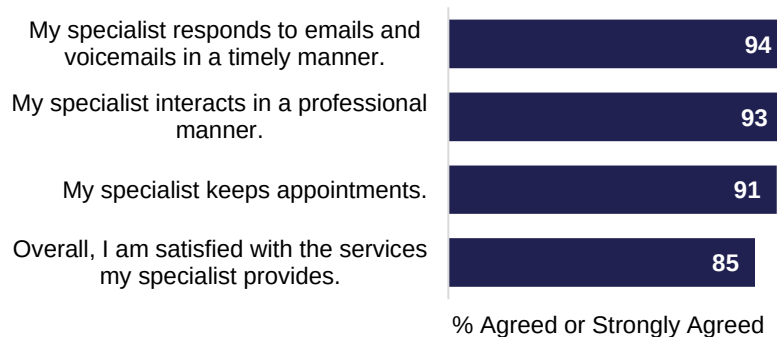
of PK teachers either agreed (17%) or strongly agreed (73%) that they would recommend the Early Learning Specialists assigned to them to other teachers.

PK teachers' most commonly reported successes included idea generation and brainstorming ($n = 45$), observation and feedback ($n = 40$), and specialists providing quick and consistent responses to teacher needs and being willing to help teachers (for both, $n = 36$). The most commonly reported challenges included scheduling and availability of the specialists ($n = 40$) and time limitations of both the specialists and teachers ($n = 20$).

K through Grade-Two Teacher Survey Responses

When asked about the professionalism of their specialist, most K through grade-two teachers (94%) agreed (agreed or strongly agreed) that their specialists responded to emails and voicemails in a timely manner, that their specialist interacted in a professional manner (93%) and that their specialists kept appointments (91%; Figure 3). Overall, 85 percent of K through grade-two teachers were satisfied with the services provided by their specialists.

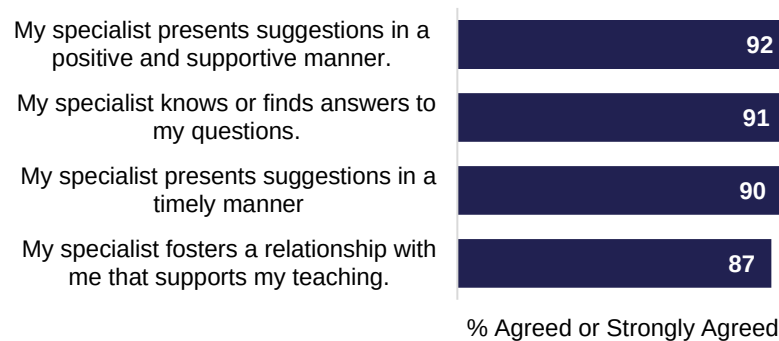
Figure 3: 2019-20 Early Learning Teacher Survey Kindergarten through Grade-Two Teacher Perceptions of Specialist Professionalism



Source: Early Learning Teacher Survey administered spring 2020.

When asked about the support received from the specialist, most K through grade-two teachers (92%) agreed or strongly agreed that specialists presented suggestions in a positive and supportive manner (Figure 4). Ninety-one percent of K through grade-two teachers agreed that specialists knew or found answers to their questions and 90 percent agreed that specialists presented suggestions in a timely manner. Eighty-seven percent of K through grade-two teachers agreed that their specialists fostered a relationship with them that supported their teaching.

Figure 4: 2019-20 Early Learning Teacher Survey Kindergarten through Grade-Two Teacher Perceptions of Specialist Support



Source: Early Learning Teacher Survey administered spring 2020.

When asked if they would recommend other teachers receive support from early learning specialists, 88 percent of K through grade-two teachers either agreed (26%) or strongly agreed (62%). Similarly, 87 percent of K through grade-two teachers either agreed (22%) or strongly agreed (65%) that they would recommend the early learning specialists assigned to them to other teachers.

K through grade-two teachers' most commonly reported successes were specialists providing materials and resources ($n = 54$), specialists providing hands-on help with classroom organization and set up ($n = 27$), and the general support provided by early learning specialists and observation and feedback (for both, $n = 26$). The most commonly reported challenges included the lack of consistency in specialists (i.e., changing specialists midyear; $n = 45$), scheduling and availability of specialists ($n = 37$), and time limitations of both the specialists and teachers ($n = 26$).

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 are 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 both 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 5, and for instructional support the threshold is 3.25.

Trained SMU researchers observed teachers using CLASS once in the fall (September 2019 through December 2019) and once in the spring (January 2020 through March 12, 2020). CLASS observations scheduled from March 23, 2020 through the end of the 2019-20 school year were canceled because of the transition to at-home learning. CLASS observers were able to observe 68 percent of the

classrooms that were intended to be observed for spring 2020.³⁷ Therefore, spring 2020 CLASS data should be viewed with caution. 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 2019-20 school year.³⁸ The files contained raw scores for each teacher, for each dimension, and within each timeframe. The evaluators averaged the dimension scores across time points. Then, these scores were averaged to create a score for each of the three domains. Finally, domain scores were averaged to create an overall score. 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.³⁹ The evaluators compared the percentages of teachers who met the quality thresholds in spring 2018, spring 2019, and spring 2020.^{40,41}

Results

When reviewed overall and by grade, the average scores of the observed teachers were at or above the quality thresholds for both semesters on all three domains (emotional support, classroom organization, and instructional support). 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, by grades K through two combined, or by domain, with the exception of the percentage of PK teachers scoring above thresholds, which increased across all domains from fall 2019 to spring 2020. Figure 5 shows the percentage of teachers at or above all three quality thresholds by semester for PK and K through grade two. Rates from fall to spring increased in PK (54% to 59%) and were about the same (50% to 51%) for K through grade two.

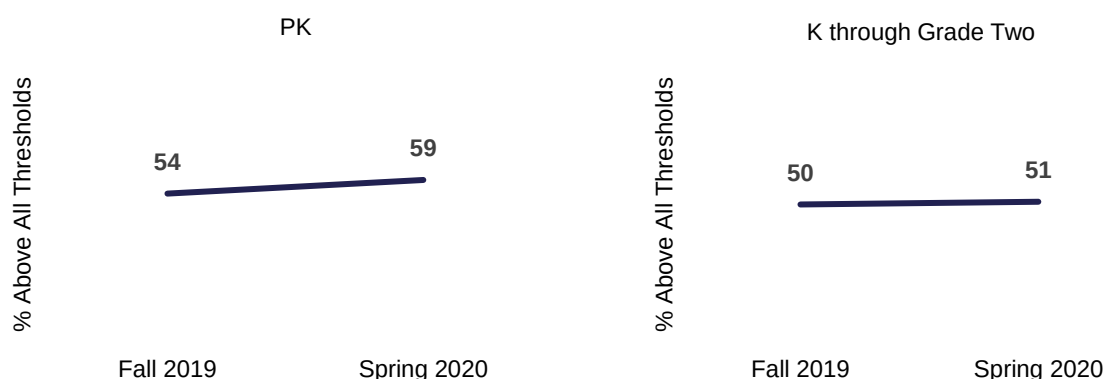
³⁷ As reported by the SMU Program Specialist on 04/07/20.

³⁸ The data files were provided on 01/29/20 (fall 2019) and 05/08/20 (spring 2020).

³⁹ In fall 2019, 31 teachers (2%), of which 17 were Montessori teachers, taught in mixed-grade classrooms. These teachers were excluded from analyses. In spring 2020, 35 teachers (3%), of which 16 were Montessori teachers, taught in a mixed-grade classroom. These teachers were excluded from analyses.

⁴⁰ Data files were provided by SMU on 05/25/18 (2017-18), 06/03/19 (2018-19), and 05/08/20 (2019-20).

⁴¹ Typically, this evaluation also includes paired-samples *t* tests to examine change in scores from spring semester to spring semester. That analysis was not conducted this year because of incomplete spring 2020 data as a result of the transition to at-home learning.

Figure 5: 2019-20 Percentage of Teachers At or Above All Quality Thresholds by Semester

Source: Data files provided by SMU on 01/29/20 (fall 2019) and 05/08/20 (spring 2020).

Note: Sample sizes are provided in Tables 3 and 4. Only classrooms with one grade (not mixed-grade classrooms) were included in analyses. Sample sizes for spring 2020 were reduced because of incomplete data after the transition to at-home learning beginning 03/23/20. Results should be reviewed with caution.

Fall 2019

In fall 2019, CLASS was administered at 144 Dallas ISD elementary schools and 35 PK partnership sites. Table 3 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. Similar to fall 2018, no consistent pattern emerged regarding higher average scores for emotional support than classroom organization.

Table 3: 2019 Fall CLASS Scores by Domain, Grade, and Overall

	PK (n = 557)	K (n = 239)	Grade 1 (n = 238)	Grade 2 (n = 260)	Grades K-2 (n = 737)
Emotional Support (Quality Threshold = 5.00)					
Percent At or Above Threshold	95.9	90.8	84.5	85.0	86.7
Average Raw Score	6.01	5.81	5.66	5.75	5.74
Raw Score Range	2.63-7.00	3.63-7.00	2.94-6.94	3.44-7.00	2.93-7.00
Classroom Organization (Quality Threshold = 5.00)					
Percent At or Above Threshold	89.8	87.9	82.4	89.6	86.7
Average Raw Score	5.79	5.73	5.62	5.76	5.71
Raw Score Range	2.92-7.00	2.83-7.00	1.92-7.00	2.58-7.00	1.92-7.00
Instructional Support (Quality Threshold = 3.25)					
Percent At or Above Threshold	54.8	46.9	51.3	58.1	52.2
Average Raw Score	3.36	3.25	3.31	3.49	3.35
Raw Score Range	1.33-5.75	1.33-6.00	1.75-6.25	1.42-6.25	1.33-6.25
Overall					
Percent At or Above Threshold*	54.0	46.0	47.1	56.2	49.9
Average Raw Score	5.05	4.93	4.86	5.00	4.93
Raw Score Range ^a	2.29-6.43	2.76-6.64	2.20-6.73	2.51-6.62	2.20-6.73

Source: Data files provided by SMU on 01/29/20.

Note: * = This percentage reflects the percentage of teachers that met all three domain thresholds. No quality threshold exists for overall scores. ^a = This range reflects the range of the average of all three domain scores. Thirty-one teachers (2%), of which 17 were Montessori teachers, taught in mixed-grade classrooms and were not included in analyses.

Spring 2020

In spring 2020, CLASS was administered at 140 Dallas ISD elementary schools and 31 PK partnership sites. Table 4 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 grades K through two combined. Overall and across grade levels, teachers were strongest in emotional support and weakest in instructional support, with one exception. A greater percentage of grade-one teachers met or exceeded the quality threshold for classroom organization than for emotional or instructional support.

Table 4: 2020 Spring CLASS Scores by Domain, Grade, and Overall

	PK (n = 382)	K (n = 255)	Grade 1 (n = 222)	Grade 2 (n = 212)	Grades K-2 (n = 689)
Emotional Support (Quality Threshold = 5.00)					
Percent At or Above Threshold	97.6	89.4	82.9	89.2	87.2
Average Raw Score	6.10	5.76	5.67	5.73	5.72
Raw Score Range	3.31-7.00	2.06-7.00	3.44-6.88	2.50-7.00	2.06-7.00
Classroom Organization (Quality Threshold = 5.00)					
Percent At or Above Threshold	92.7	85.5	85.6	86.3	85.8
Average Raw Score	5.94	5.75	5.72	5.77	5.74
Raw Score Range	3.00-7.00	1.25-7.00	2.50-7.00	3.00-7.00	1.25-7.00
Instructional Support (Quality Threshold = 3.25)					
Percent At or Above Threshold	59.9	49.0	57.7	56.1	54.0
Average Raw Score	3.48	3.26	3.37	3.44	3.35
Raw Score Range	1.17-6.25	1.00-5.58	1.33-5.92	1.50-6.17	1.00-6.17
Overall					
Percent At or Above Threshold*	58.6	47.1	55.0	52.8	51.4
Average Raw Score	5.17	4.92	4.92	4.98	4.94
Raw Score Range ^a	2.66-6.75	1.56-6.31	2.53-6.21	2.56-6.45	1.56-6.45

Source: Data files provided by SMU on 05/08/20.

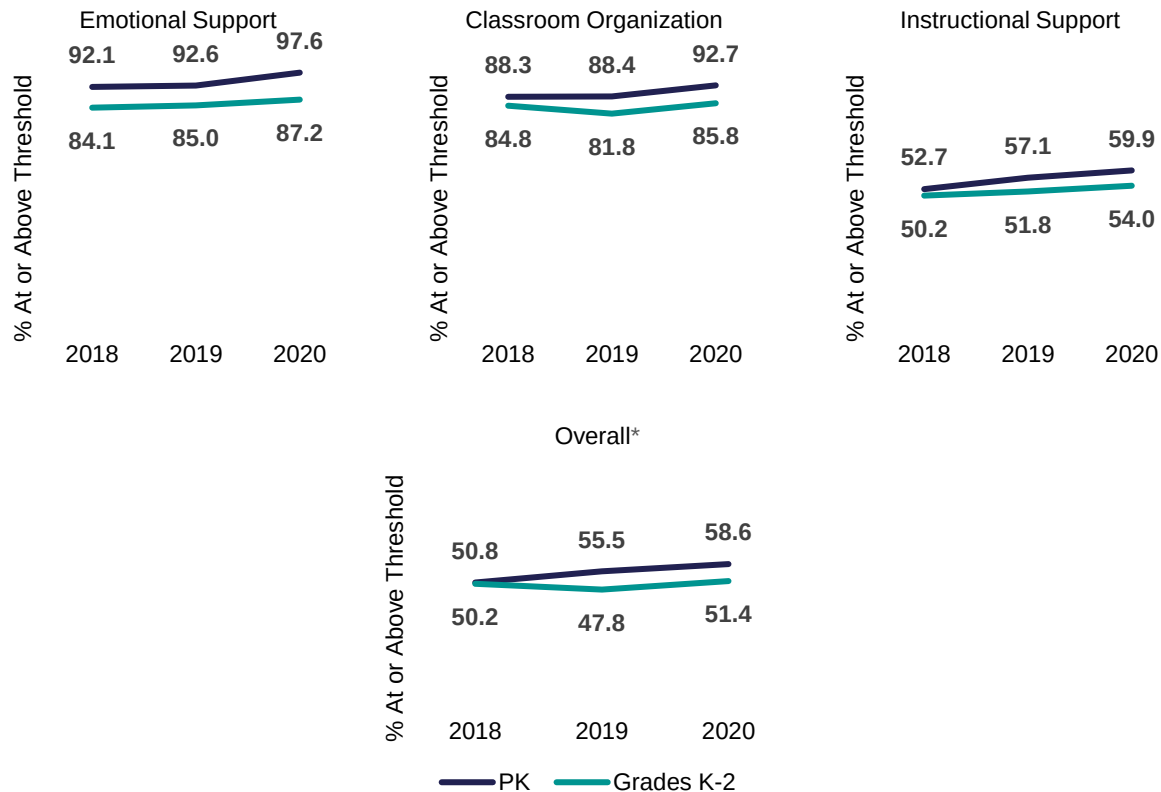
Note: * = This percentage reflects the percentage of teachers that met all three domain thresholds. No quality threshold exists for overall scores. ^a = This range reflects the range of the average of all three domain scores. Thirty-five teachers (3%), of which 16 were Montessori teachers, taught in mixed-grade classrooms and were not included in analyses. Results of 2020 analyses should be reviewed with added caution because of incomplete data due to the switch to at-home learning on 03/23/20.

Spring 2018 to Spring 2020

Year-to-year results were mixed (Figure 6), but as mentioned previously, spring 2020 data should be reviewed with caution as the data were incomplete because of the transition to at-home learning. For PK and K through grade two, the percentage of teachers who met or exceeded quality thresholds trended upward from spring 2018 to spring 2020 for all three domains and overall. However, from spring 2018 to spring 2019, K through grade-two teachers demonstrated a decrease in the percentage of teachers who met or exceeded quality thresholds for the classroom organization domain and overall. Both PK and K through grade-two teachers had the biggest domain-level gains in instructional support. PK teachers met or exceeded the quality thresholds at higher rates than K through grade-two teachers and PK teachers demonstrated greater increases overall and in all three domains from spring 2018 to spring 2020. The gap overall and in all three domains continued to widen between PK and K through grade-two teachers. In

instructional support, the gap in performance increased from 2018 to 2019 and slightly increased from 2019 to 2020.

Figure 6: 2018 to 2020 Spring Percentages of Teachers At or Above the Quality Threshold by CLASS Domain and Overall



Source: Data files provided by SMU on 05/25/18 (2017-18), 06/03/19 (2018-19), and 05/08/20 (2019-20). Sample sizes are provided in Table 4 for 2020. In 2019, there were 901 K-2 teachers and 571 PK teachers. In 2018, there were 805 K-2 teachers and 573 PK teachers.

Note: * = These percentages reflect the percentage of teachers that met all three domain thresholds. Results of 2020 analyses should be reviewed with added caution because of incomplete data.

How did early learning student scores change throughout the 2019-20 school year?

Methodology

Multiple assessments were used to examine how early learning student scores changed throughout the 2019-20 school year based on student grade. In a typical school year, all early learning students complete the assessments mentioned here at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY); however, all EOY assessments detailed here were canceled after the transition to at-home learning. PK students were assessed using *CIRCLE*. K students were assessed using *TX-KEA*. BOY *TX-KEA* data were 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. Students in grades one and two were

assessed using *ISIP*. Grade-two students were also assessed using *MAP*. More detailed methodology for each assessment is provided below.

CIRCLE (PK)

*CIRCLE*⁴² is an assessment designed by CLI to serve as a PK progress monitor. Students are classified as *On Track* or as *Monitor* or *Needs Support* on up to 15 domains.⁴³ 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 four years of age or older).⁴⁴ 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.⁴⁵ 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.⁴⁶ Frequency and crosstabs analyses were computed to review student performance from wave one to wave three (as applicable) by test version (English, Spanish, and combined) and student group [ethnicity, EL status, Eco Dis status, and special education (SPED) status].

TX-KEA (K)

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. At BOY, 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. At MOY the assessed domains changed; students are assessed on blending, vocabulary, mathematics, and social and emotional competence. MOY assessments were given for the first time in 2019-20.

⁴² For more information on *CIRCLE*, see <https://cliengage.org/public/tools/assessment/circle-progress-monitoring/>.

⁴³ 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.

⁴⁴ 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.

⁴⁵ PEIMS demographic data files dated 10/30/17 (2017-18), 10/26/18 (2018-19), and 10/31/19 (2019-20). *CIRCLE* data files dated 05/09/19 (2017-18 Waves 1-3 and 2018-19 Waves 1 and 2), 06/05/19 (2018-19 Wave 3), and 05/08/20 (2019-20 Waves 1 and 2). Wave 3 was not administered at EOY in 2019-20.

⁴⁶ The data analysis guidelines originally developed for *ISIP* were applied to *CIRCLE*. 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 data across departments and over time.

TX-KEA data and PEIMS demographic data were merged for analyses of K readiness (using the Literacy Reading composite)⁴⁷ and for each of the subtests available over time (blending, vocabulary, mathematics, and social and emotional competence).⁴⁸ 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 *On Track* at BOY and MOY by test version (English, Spanish, and combined) and student group (ethnicity, EL status, Eco Dis status, and SPED status).

Additionally, differences in BOY TX-KEA were examined for *DISD PK* and *No DISD PK* students to explore K readiness (as measured by the Literacy Reading composite) based on PK attendance. To conduct these analyses, PEIMS snapshot demographic data and BOY TX-KEA data were merged.⁴⁹ K was used as the sampling frame to compare students who attended PK with those who did not attend.⁵⁰ 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.⁵¹ 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, 2015-16 to 2018-19 PEIMS demographic data for 2019-20 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 *On Track* on BOY TX-KEA for the 2018-19 and 2019-20 K cohort groups by year, test version (English, Spanish, and combined), and student group (ethnicity, EL status, Eco Dis status, and SPED status).⁵² 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).

⁴⁷ PEIMS district data files dated 10/26/18 (2018-19) and 10/31/19 (2019-20) and BOY TX-KEA data files dated 11/01/18 (2018-19) and 10/29/19 (2019-20).

⁴⁸ PEIMS demographic data file dated 10/26/18 (2018-19) and 10/31/19 (2019-20). TX-KEA data files dated 05/13/20 (2018-19 BOY) and 02/13/20 (2019-20 BOY and MOY). TX-KEA was not administered at MOY or EOY in 2018-19 or at EOY in 2019-20.

⁴⁹ PEIMS district data files dated 10/26/18 (2018-19) and 10/31/19 (2019-20) and BOY TX-KEA data files dated 11/01/18 (2018-19) and 10/29/19 (2019-20).

⁵⁰ Because of the constraints of the district database, the evaluators followed the sampling procedure that was used by Huston, Gupta, and Schexnayder (2012).

⁵¹ This filter creates comparable groups because being an EL student and/or economically disadvantaged were the two main reasons students were eligible to attend PK.

⁵² Prior to 2018-19, *ISIP* was used as the K readiness assessment. This data can be found in prior Early Learning evaluations (Hinkley, 2018 and Hinkley & Rowles, 2019).

ISIP (Grade One and Grade Two)

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 performing on grade level (Mathes, Torgesen, & Herron, 2016).

To determine the percentage of students who were performing at or above grade level in grades one and two, 2017-18, 2018-19, and 2019-20 PEIMS demographic data files were merged with *ISIP* data files to prepare for analyses.⁵³ To allow for examination of overall student performance, the English and Spanish administrations were combined into one file.⁵⁴ If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset.⁵⁵ If a student took the test more than once, the latest score was used. Frequency and crosstabs analyses were computed using the combined English and Spanish scores to determine the percentage of grade-one and grade-two students who were at or above the 40th percentile from 2017-18 to 2019-20 at BOY, MOY, and EOY (as applicable).

MAP Growth (Grade Two)

MAP, designed by NWEA, serves as a readiness screener and was administered districtwide for the first time in 2019-20 for students in grades two to nine.⁵⁶ Students in grade two should have completed the *MAP* 2-5 version of the assessment; however some students completed the K-2 version, which offered additional auditory supports. Analyses were conducted to determine the percentage of grade-two students who scored at or above the 50th percentile on reading and mathematics at BOY and MOY; the EOY administration was canceled.

MAP data and PEIMS demographic data were merged for analyses.⁵⁷ To allow for examination of overall student performance, the English and Spanish administrations were combined into one file. Frequency and crosstabs analyses were computed to review student performance by test version (English, Spanish, and combined) and student group (ethnicity, EL status, Eco Dis status, and SPED status) at BOY and MOY.

Results

CIRCLE (PK)

On the Phonological Awareness domain of *CIRCLE*, for the English and Spanish administrations combined, across administrations (waves 1 and 2) in 2019-20, 69 percent (wave 1) and 79 percent (wave 2) of the PK students tested were *On Track* (Figure 7). It would be hoped that the percentage of students at

⁵³ PEIMS demographic data files dated 10/30/17 (2017-18), 10/26/18 (2018-19), and 10/31/19 (2019-20). *ISIP* data files dated 11/01/17 (2017-18 BOY), 02/05/18 (2017-18 MOY), 06/03/18 (2017-18 EOY), 11/05/18 (2018-19 BOY), 02/04/19 (2018-19 MOY), 06/05/19 (2018-19 EOY), 11/01/19 (2019-20 BOY), and 02/05/20 (2019-20 MOY). *ISIP* was not administered at EOY in 2019-20.

⁵⁴ 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.

⁵⁵ 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.

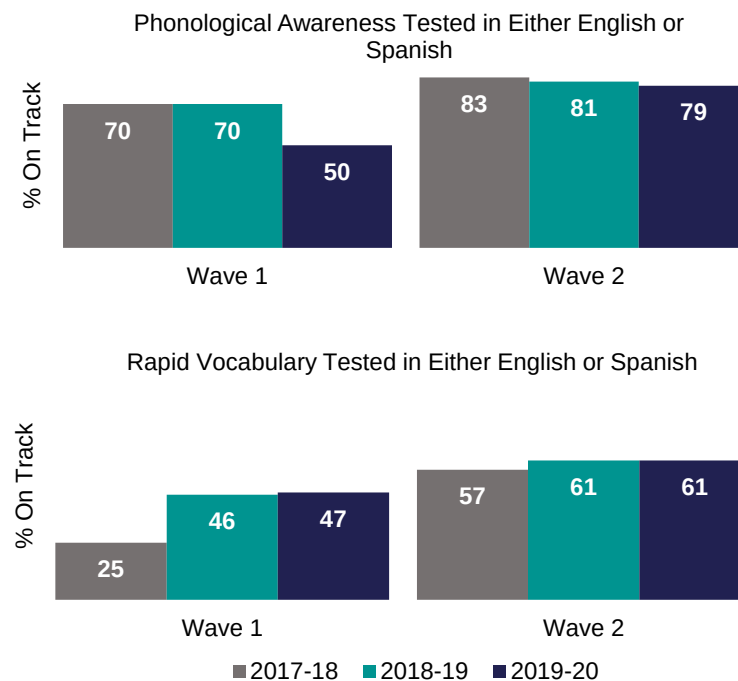
⁵⁶ For more information on *MAP*, see <https://nwea.org>.

⁵⁷ PEIMS demographic data files dated 10/31/19 (2019-20). *MAP* data files dated 02/11/20 (2019-20 BOY and MOY). *MAP* was not administered at EOY in 2019-20.

or above grade level would increase throughout the year, and the percentage of *On Track* students followed this pattern. When compared to 2017-18 and 2018-19, the percentages of *On Track* students within each wave decreased slightly 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 pattern reversed in wave 2.

On the Rapid Vocabulary domain of *CIRCLE*, for the English and Spanish administrations combined, across administrations (waves 1 and 2) in 2019-20, 47 (wave 1) and 61 (wave 2) percent of the PK students who tested were *On Track* (Figure 7). 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 across years, the percentages of *On Track* students within each wave increased from 2017-18 to 2018-19 but were about the same in 2018-19 and 2019-20. 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 both waves 1 and 2. Results of the Mathematics domain are provided in Appendix C.

Figure 7: 2017-18 to 2019-20 Percentage of Prekindergarten Students Performing At or Above *On Track* on *CIRCLE* by Domain



Source: PEIMS district data files dated 10/30/17 (2017-18), 10/26/18 (2018-19), and 10/31/19 (2019-20). *CIRCLE* data files dated 05/09/19 (2016-17, 2017-18, and 2018-19 Waves 1 and 2), 06/05/19 (2018-19 Wave 3), and 05/08/20 (2019-20 Waves 1 and 2).

Note: No *CIRCLE* Wave 3 data were available for the 2019-20 school year; EOY data from prior years are available in Appendix C. 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.

TX-KEA (K)

Overall K Readiness. On Literacy Reading, the K-readiness standard within TX-KEA, 72 percent of tested students were K ready (Table 5). A slightly greater percentage of students who tested in Spanish were K ready (72%) than students who tested in English (71%). In comparison to 2018-19, a slightly higher percentage of students were K ready in 2019-20 (72%) than in 2018-19 (70%).

Table 5: 2018-19 to 2019-20 Percentage of Kindergarten Students Who Were K Ready on BOY TX-KEA Literacy Reading by Version and Student Group

	2018-19		2019-20	
	Tested <i>N</i>	On Track %	Tested <i>n</i>	On Track %
English				
All	5,007	66.8	4,471	71.1
African American	2,062	64.6	1,692	67.7
Hispanic	1,939	64.8	1,829	67.6
White	655	79.7	634	85.3
English Learner	134	57.5	123	68.3
Economically Disadvantaged	4,005	62.6	3,490	66.5
Special Education	210	61.0	193	68.4
Spanish				
All	4,527	73.8	4,386	72.1
African American	9	77.8	19	52.6
Hispanic	4,404	74.7	4,281	72.5
White	79	38.0	64	57.8
English Learner	4,392	73.9	4,183	72.2
Economically Disadvantaged	4,231	73.8	4,031	72.1
Special Education	146	64.4	134	61.9
English and Spanish Combined				
All	9,534	70.1	8,857	71.6
African American	2,071	64.7	1,711	67.5
Hispanic	6,343	71.7	6,110	71.0
White	734	75.2	698	82.8
English Learner	4,526	73.4	4,306	72.1
Economically Disadvantaged	8,236	68.4	7,521	69.5
Special Education	356	62.4	327	65.7

Source: PEIMS district data files dated 10/26/18 (2018-19) and 10/31/19 (2019-20) and BOY TX-KEA data files dated 11/01/18 (2018-19) and 10/29/19 (2019-20).

Note: 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.

K Readiness by PK Enrollment Status. BOY TX-KEA by PK enrollment status results indicate that a higher percentage of *DISD PK* students were K ready in 2019-20 (78%) than students in the *No DISD PK* group (41%; Table 6). 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, 22 percent of Dallas ISD PK students were not K ready (25% in English and 20% in Spanish). See Appendix C for 2018-19 data. The percentage of K-ready *DISD PK* students was slightly higher in 2019-20 (78%) than in 2018-19 (77%).

Table 6: 2019-20 Percentage of Kindergarten Students Performing *On Track* 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	2,482	74.5	982	47.0	3,464	66.7
African American	1,069	74.3	474	48.7	1,543	66.4
Hispanic	1,184	74.2	372	38.7	1,556	65.7
White	77	75.3	83	67.5	160	71.3
English Learner	104	72.1	17	47.1	121	68.6
Eco Dis	2,467	74.5	979	47.1	3,446	66.7
Special Education	117	70.9	25	52.0	142	67.6
Spanish						
All	3,600	80.2	671	31.0	4,271	72.5
African American	14	57.1	*	*	15	60.0
Hispanic	3,559	80.3	659	30.8	4,218	72.6
White	17	76.5	6	50.0	23	69.6
English Learner	3,499	80.1	657	31.1	4,156	72.3
Eco Dis	3,387	79.9	619	30.2	4,006	72.2
Special Education	126	63.5	*	*	131	63.4
English and Spanish Combined						
All	6,082	77.9	1,653	40.5	7,735	69.9
African American	1,083	74.1	475	48.8	1,558	66.4
Hispanic	4,743	78.8	1,031	33.7	5,774	70.7
White	94	75.5	89	66.3	183	71.0
English Learner	3,603	79.9	674	31.5	4,277	72.2
Eco Dis	5,854	77.6	1,598	40.6	7,452	69.7
Special Education	243	67.1	30	53.3	273	65.6

Source: PEIMS district data file dated 10/31/19 (2019-20) and BOY TX-KEA data file dated 10/29/19 (2019-20).

Note: 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.

TX-KEA Over Time. The MOY administration of TX-KEA was given for the first time in 2019-20. Appendix C contains results for TX-KEA subtests over time. Across subtests, as hoped, the percentage of students scoring *On Track* increased from BOY to MOY with minimal exceptions. In comparison to 2018-19 BOY, the percentage of students scoring *On Track* for blending, vocabulary, and mathematics decreased at 2019-20 BOY and percentage rates of students scoring *On Track* for social and emotional competence were similar.

ISIP⁵⁸ (Grade One and Grade Two)

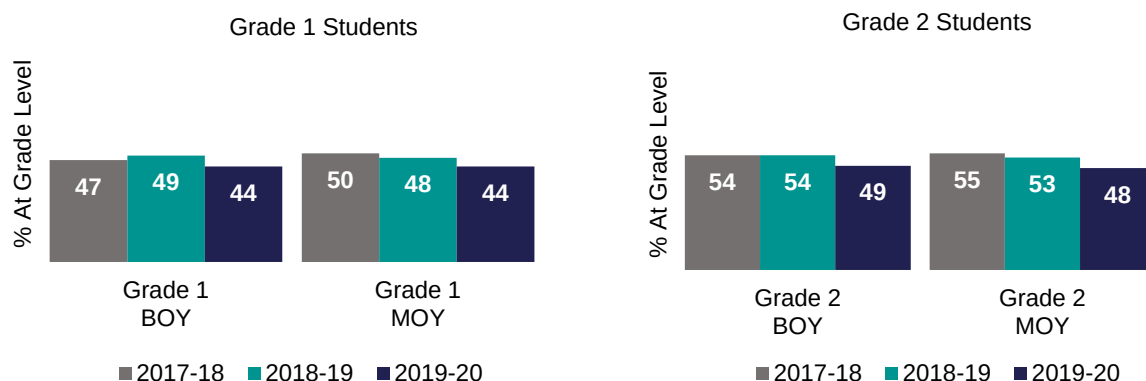
As shown in Figure 8, for the English and Spanish administrations combined, the overall percentage of students at or above grade level (at Tier 1) ranged from 44 percent to 49 percent in 2019-20 (44% for grade one and 48% to 49% for grade two). There was no consistent pattern of change from 2017-18 to 2019-20.

⁵⁸ Appendix C contains ISIP data by language and student group. ISIP was not given to K students for the first time in 2019-20; prior years' data can be found in Hinkley and Rowles (2019).

It would be hoped that the percentage of students at or above grade level would increase throughout the year. For grade one, the percentages of students at or above grade level in 2019-20 remained constant from BOY to MOY and for grade two, slightly decreased from BOY to MOY.

Results for student groups by grade level and language are provided in Appendix C.⁵⁹ With some exceptions, more students who tested in Spanish than in English performed at or above grade level.

Figure 8: 2017-18 to 2019-20 Percentage of Students Performing At or Above Grade Level on Combined *ISIP* by Grade Level



Source: PEIMS district data files dated 10/30/17 (2017-18), 10/26/18 (2018-19), and 10/31/19 (2019-20). *ISIP* data files dated 11/01/17 (2017-18 BOY), 02/05/18 (2017-18 MOY), 11/05/18 (2018-19 BOY), 02/04/19 (2018-19 MOY), 11/01/19 (2019-20 BOY), and 02/05/20 (2019-20 MOY).

Note: No *ISIP* EOY data was available for the 2019-20 school year, EOY data from prior years are available in Appendix C. 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. Sample sizes are provided in Appendix C.

MAP Growth (Grade Two)

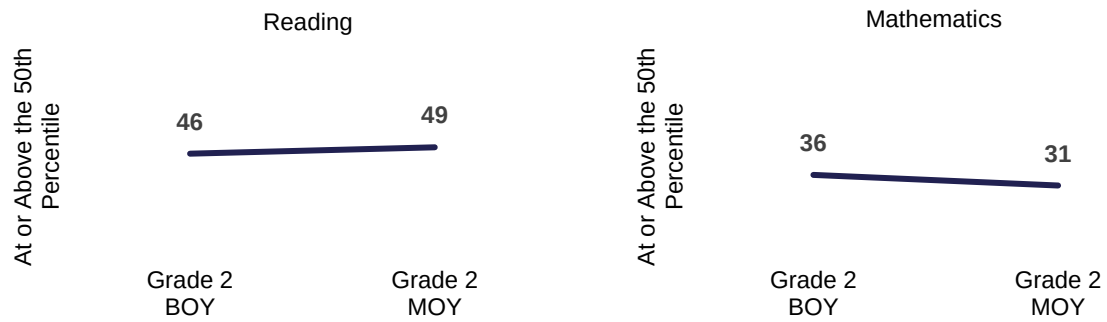
As shown in Figure 9, for the *MAP* 2-5 English and Spanish administrations combined, the overall percentage of grade-two students at or above the 50th percentile on *MAP* ranged from 46 percent to 49 percent on reading and 31 percent to 36 percent on mathematics in 2019-20. Thus, almost half of grade-two students performed at or above grade level in reading, but the majority did not perform at grade level in mathematics.

It would be hoped that the percentage of students at or above grade level would increase throughout the year. The percentage of grade-two students at or above the 50th percentile in 2019-20 from BOY to MOY slightly increased in reading (46% to 49%) and decreased in mathematics (36% to 31%).

Results for student groups by grade level and language, and for *MAP* K-2 are provided in Appendix C. With few exceptions, more students who tested in Spanish than in English performed at or above grade level.

⁵⁹ Typically, this evaluation also includes an analysis of *ISIP* tier change from BOY to EOY. That analysis is unavailable this year because of a lack of 2020 EOY data.

Figure 9: 2019-20 Percentage of Grade-Two Students At or Above the 50th Percentile on Combined MAP 2-5 Reading and Mathematics



Source: PEIMS district data file dated 10/31/19 (2019-20). MAP data files dated 02/11/20 (2019-20 BOY and MOY).

Note: No MAP EOY data were available for the 2019-20 school year. This figure reports MAP scores for the 2-5 version of the assessment; results for the K-2 version are available in Appendix C.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The goals of the Early Learning department are to improve K readiness and to ensure that all students are reading on grade level by the end of grade two. The 2019-20 budget was \$22,309,917, an increase of \$2,615,905 from last year (\$19,694,012). Due to the COVID-19 pandemic, all district campuses transitioned to at-home learning on March 23, 2020 to the end of the school year. Key findings follow.

- Student enrollment in EC through grade two showed a pattern of decrease from 2017-18 to 2019-20 (47,122 in 2017-18, 46,457 in 2018-19, and 45,549 in 2019-20). As for PK, the number of students increased from 2017-18 (12,152) to 2018-19 (12,737) but decreased in 2019-20 (11,788).
- A review of continuous enrollment of students from PK to K and PK to grade three showed a loss of almost a quarter of PK students by K and a loss of about a third of K students by grade three.
- Most PK (89%) and K through grade-two (85%) respondents to the spring teacher survey were satisfied overall with the services provided by early learning specialists. PK teachers' most commonly reported successes included idea generation and brainstorming, observation and feedback, and specialists providing quick and consistent responses to teacher needs and being willing to help. K through grade-two teachers' most commonly reported successes were specialists providing materials and resources, specialists providing hands-on help with classroom organization and set up, and the general support provided by early learning specialists and observation and feedback. For both groups, the most commonly cited challenges included time limitations and scheduling issues.
- Consistent with the last three years, *CLASS* results indicated that district teachers were strongest in emotional support and classroom organization and weakest in instructional support. Compared to spring 2018 and 2019, there was an upward trend in percentages of PK and K through grade-two teachers who met or exceeded quality thresholds overall and for all three domains in 2020.
- The 2019-20 K-readiness rate was 72 percent, a slight increase from 2018-19 (70%). As in previous years, a higher percentage of students who attended Dallas ISD PK (78%) were K ready than those who did not attend (41%).
- From BOY to MOY in 2019-20, assessment results were mixed for early learning students (*TX-KEA* vocabulary and mathematics for K, *ISIP* for grades one and two, and *MAP* reading and mathematics or grade two). As an example, the percentage of grade-two students at or above the 50th percentile on *MAP* 2-5 in 2019-20 from BOY to MOY slightly increased in reading (46% to 49%) and decreased in mathematics (36% to 31%).
- In comparison to 2018-19, the percentages of students meeting grade-level standards were lower in 2019-20 on *ISIP* for students in grades one and two at both BOY and MOY. As for K, percentages increased from 2018-19 to 2019-20 for BOY *TX-KEA* Literacy Reading but decreased for *TX-KEA* mathematics.

Recommendations

Continue efforts to retain Dallas ISD PK students in the district. Twenty-three percent of 2017-18 and 2018-19 PK students did not remain in the district the following year for K. Efforts to increase enrollment (partnership sites, teacher home visits, etc.) should continue.

Continue to implement the early learning initiatives with a focus on language and literacy development. The percentage of students scoring at or above grade level on *TX-KEA* vocabulary and mathematics and *ISIP* declined from 2018-19 to 2019-20 for students in grades K to two. The Early Learning department should continue its focus on increasing K readiness and ensuring students are reading on grade level by the end of grade two. In particular, the district should continue increasing K readiness by increasing access to and the quality of PK. Like previous years, a higher percentage of students who attended Dallas ISD PK (78%) were K ready in comparison to those who did not attend (41%).

Continue to train teachers to provide more effective instructional support for students. Overall, the district performed well on *CLASS* with an upward trend in scores over time; however, 40 percent of PK teachers and 46 percent of K to grade-two teachers did not meet the quality threshold for instructional support in spring 2020. Thus, the department should continue efforts to improve these scores.

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APPENDICES

Appendix A

Appendix A, Table 1: 2019-20 Student Characteristics for Early Childhood Through Grade-Two Students by Type, Grade Level, and Student Group

	Early Childhood (n = 531)		PK Partnerships (n = 1,195)		3-Year-Old PK (n = 1,996)		4-Year-Old PK (n = 8,597)		K (n = 10,938)		Grade One (n = 11,229)		Grade Two (n = 11,063)		Total (N = 45,549)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Sex																
Female	122	23.0	608	50.9	996	49.9	4,344	50.5	5,321	48.6	5,365	47.8	5,333	48.2	22,089	48.5
Male	409	77.0	587	49.1	1,000	50.1	4,253	49.5	5,617	51.4	5,864	52.2	5,730	51.8	23,460	51.5
Ethnicity																
African American	145	27.3	787	65.9	443	22.2	1,703	19.8	2,267	20.7	2,425	21.6	2,396	21.7	10,166	22.3
Hispanic	320	60.3	346	29.0	1,430	71.6	6,271	72.9	7,313	66.9	7,558	67.3	7,539	68.1	30,777	67.6
White	38	7.2	16	1.3	50	2.5	274	3.2	822	7.5	782	7.0	718	6.5	2,700	5.9
Other	28	5.3	46	3.8	73	3.7	349	4.1	536	4.9	464	4.1	410	3.7	1,906	4.2
Special Populations																
Eco Dis	475	89.5	1,127	94.3	1,987	99.5	8,584	99.8	9,297	85.0	9,568	85.2	9,514	86.0	40,552	89.0
English Learner	167	31.5	120	10.0	1,102	55.2	4,453	51.8	5,211	47.6	5,581	49.7	5,614	50.7	22,248	48.8
SPED	512	96.4	14	1.2	51	2.6	172	2.0	633	5.8	891	7.9	1,104	10	3,377	7.4
Homeless	7	1.3	33	2.8	70	3.5	264	3.1	219	2.0	209	1.9	205	1.9	1,007	2.2

Source: PEIMS district data file dated 10/31/19.

Note: Some percentages may not add to 100 because of rounding or missing data.

Appendix A, Table 2: 2018-19 Student Characteristics for Early Childhood Through Grade-Two Students by Type, Grade Level, and Student Group

	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
SPED	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 10/26/18.

Note: 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 3: 2017-18 Student Characteristics for Early Childhood through Grade-Two Students by Type, Grade Level, and Student Group

	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
SPED	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 10/30/17.

Note: Some percentages may not add to 100 because of rounding or missing data. Some numbers may not add up to the total because of missing data. Students were classified as being in 3- or 4-year old PK based on district demographic data. When information was unavailable (PPCD, Head Start, and mixed-age Montessori classrooms), age as of 09/01/17 was used.

Appendix B

Appendix B, Table 1: 2019-20 Early Learning Teacher Survey Prekindergarten Teacher Perceptions of Specialist Professionalism

Survey Item	Total <i>N</i>	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My specialist interacts in a professional manner.	405	328	81.0	61	15.1	9	2.2	5	1.2	2	0.5
My specialist responds to emails and voicemails in a timely manner.	401	311	77.6	68	17.0	13	3.2	8	2.0	1	0.2
My specialist keeps appointments.	402	299	74.4	79	19.7	16	4.0	8	2.0	-	-
Overall, I am satisfied with the services my specialist provides.	405	301	74.3	60	14.8	26	6.4	10	2.5	8	2.0

Source: 2019-20 Early Learning Teacher Survey administered spring 2020.

Note: Responses marked "not applicable" are not included in results; thus, total Ns differ. Percentages may not equal 100 because of rounding. Cells marked with a dash (-) indicate that no teachers gave that response.

Appendix B, Table 2: 2019-20 Early Learning Teacher Survey Prekindergarten Teacher Perceptions of Specialist Support

Survey Item	Total <i>N</i>	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My specialist fosters a relationship with me that supports my teaching.	403	302	74.9	67	16.6	20	5.0	9	2.2	5	1.2
My specialist presents suggestions in a positive and supportive manner.	405	310	76.5	66	16.3	17	4.2	7	1.7	5	1.2
My specialist presents suggestions in a timely manner.	404	305	75.5	64	15.8	22	5.4	8	2.0	5	1.2
My specialist knows or finds answers to my questions.	403	299	74.1	70	17.4	19	4.7	11	2.7	4	1.0

Source: 2019-20 Early Learning Teacher Survey administered spring 2020.

Note: Responses marked "not applicable" are not included in results; thus, total Ns differ. Percentages may not equal 100 because of rounding. Cells marked with a dash (-) indicate that no teachers gave that response.

Appendix B, Table 3: 2019-20 Early Learning Teacher Survey Prekindergarten Teacher Perceptions of Successes and Challenges

Comment	<i>n</i>
Successes	
Idea generation and brainstorming	45
Observation and feedback (constructive and positive, in-the-moment)	40
Specialist providing quick and consistent response to teacher needs	36
Willingness of specialist to help teachers	36
Specialist providing center, station, and other activities	32
General support from specialist	31
Specialist positivity, moral support, enthusiasm and encouragement	27
Specialist providing materials and resources	24
Specialist providing suggestions and recommendations (i.e., challenging student, lesson delivery)	23
Specialist providing hands-on help with classroom organization and set up	20
Specialist supporting teacher growth and learning	20
Specialist teaching teachers new techniques and skills	19
Specialist providing expertise and knowledge (i.e., content expertise)	17
Specialist goal setting with teachers and creating actions steps to achieve goals	17
Specialist providing targeted support to grade level and teacher needs (i.e., pacing training based on teacher's speed of learning)	15
Challenges	
Scheduling and availability of specialist (having to share specialist with other schools or teachers)	40
Time limitations of both specialists and teachers	20

Source: 2019-20 Early Learning Teacher Survey administered spring 2020.

Note: This table was limited to comments given by 15 or more respondents.

Appendix B, Table 4: 2019-20 Early Learning Teacher Survey Kindergarten through Grade-Two Teacher Perceptions of Specialist Professionalism

Survey Item	Total <i>N</i>	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My specialist interacts in a professional manner.	405	303	74.8	75	18.5	13	3.2	6	1.5	8	2.0
My specialist responds to emails and voicemails in a timely manner.	396	285	72.0	85	21.5	16	4.0	6	1.5	4	1.0
My specialist keeps appointments.	398	252	63.3	112	28.1	19	4.8	8	2.0	7	1.8
Overall, I am satisfied with the services my specialist provides.	405	265	65.4	78	19.3	27	6.7	16	4.0	19	4.7

Source: 2019-20 Early Learning Teacher Survey administered spring 2020.

Note: Responses marked “not applicable” are not included in results; thus, total Ns differ. Percentages may not equal 100 because of rounding. Cells marked with a dash (-) indicate that no teachers gave that response.

Appendix B, Table 5: 2019-20 Early Learning Teacher Survey Kindergarten through Grade-Two Teacher Perceptions of Specialist Support

Survey Item	Total <i>N</i>	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My specialist fosters a relationship with me that supports my teaching.	403	263	65.2	88	21.8	26	6.5	15	3.7	11	2.7
My specialist presents suggestions in a positive and supportive manner.	401	274	68.3	93	23.2	19	4.7	7	1.7	8	2.0
My specialist presents suggestions in a timely manner.	402	264	65.7	98	24.4	22	5.5	10	2.5	8	2.0
My specialist knows or finds answers to my questions.	401	261	65.1	102	25.4	20	5.0	11	2.7	7	1.7

Source: 2019-20 Early Learning Teacher Survey administered spring 2020.

Note: Responses marked “not applicable” are not included in results; thus, total Ns differ. Percentages may not equal 100 because of rounding. Cells marked with a dash (-) indicate that no teachers gave that response.

Appendix B, Table 6: 2019-20 Early Learning Teacher Survey Kindergarten through Grade-Two Teacher Perceptions of Successes and Challenges

Comment	<i>n</i>
Successes	
Specialist providing materials and resources (providing tools, copies)	54
Specialist providing hands-on help with classroom organization and set up	27
General support provided by specialist	26
Observation and feedback (constructive and positive, in-the-moment)	26
Specialist providing help with particular resources (i.e., Running Records, Daily 5, Istation, Power School, and Fountas & Pinnell)	25
Idea generation and brainstorming	25
Willingness of specialist to help teachers	25
Specialist providing quick and consistent response to teacher needs	24
Specialist sharing expertise and knowledge (i.e., content expertise)	21
Specialist providing support for reading instruction (guided reading) and literacy	21
Specialist clarification of points of confusion or misunderstanding (i.e., skills help)	17
Specialist providing help for new teachers, teachers coming back into workforce, or teachers switching grade levels	16
Specialist introducing and refining techniques, strategies, instructional practices, etc.	16
Specialist positivity, moral support, enthusiasm, encouragement, and emotional support	15
Specialist assisting in setting up and supervising small groups	15
Specialist providing suggestions/ recommendations	15
Challenges	
Lack of consistent specialist (changing specialists midyear or lack of specialist during some parts of the year)	45
Scheduling and availability of specialist (i.e., specialist not on site, having to share specialist with other teachers)	37
Time limitations of both specialist and teacher and/or specialist workload too much	26

Source: 2019-20 Early Learning Teacher Survey administered spring 2020.

Note: This table was limited to comments given by 15 or more respondents.

Appendix C

Appendix C, Table 1: 2017-18 to 2019-20 Percentage of Prekindergarten Students Performing At or Above Grade Level on *CIRCLE* Phonological Awareness by Wave, Version, and Student Group

	Wave 1						Wave 2						Wave 3					
	2017-18		2018-19		2019-20		2017-18		2018-19		2019-20		2017-18		2018-19		2019-20	
	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	4,096	71.0	3,950	69.7	3,842	70.9	3,954	79.9	3,975	77.5	3,763	77.2	3,777	83.6	3,619	83.2		
Af Am	2,128	71.0	1,831	69.5	1,802	73.5	2,087	79.2	1,863	77.0	1,735	77.2	1,959	82.7	1,669	82.3		
Hisp	1,699	70.5	1,657	68.7	1,634	66.9	1,624	80.3	1,654	77.0	1,626	76.3	1,588	84.5	1,538	84.0		
White	145	71.0	191	75.9	179	79.3	129	81.4	178	83.7	177	88.1	124	85.5	164	86.0		
EL	82	59.8	70	65.7	51	58.8	99	73.7	82	73.2	62	75.8	104	82.7	83	80.7		
Eco Dis	3,894	71.0	3,907	69.7	3,822	70.9	3,758	79.6	3,934	77.7	3,748	77.2	3,585	83.5	3,594	83.2		
SPED	60	58.3	60	61.7	56	67.9	59	67.8	65	69.2	56	75.0	63	63.5	62	75.8		
Spanish																		
All	4,368	69.3	4,036	69.4	3,887	66.6	4,373	86.1	4,165	83.6	4,045	81.2	4,335	85.6	3,996	85.7		
Af Am	15	80.0	11	63.6	10	90.0	16	93.8	14	92.9	18	72.2	17	94.1	22	77.3		
Hisp	4,313	69.2	3,953	69.4	3,829	66.5	4,318	86.1	4,066	83.7	3,956	81.1	4,276	85.6	3,889	85.7		
White	33	72.7	38	71.1	34	61.8	32	84.4	46	73.9	53	90.6	33	78.8	52	88.5		
EL	4,265	69.2	3,918	69.1	3,694	66.3	4,250	86.1	4,001	83.3	3,720	80.9	4,197	85.6	3,814	85.5		
Eco Dis	4,060	69.3	4,034	69.4	3,885	66.6	4,053	86.3	4,160	83.6	4,042	81.2	4,012	85.8	3,986	85.7		
SPED	46	63.0	34	67.6	56	58.9	52	73.1	40	70.0	60	65.0	53	64.2	38	65.8		
English and Spanish Combined																		
All	8,464	70.1	7,986	69.5	7,729	68.7	8,327	83.2	8,140	80.7	7,808	79.3	8,112	84.7	7,615	84.5		
Af Am	2,143	71.0	1,842	69.5	1,812	73.6	2,103	79.3	1,877	77.1	1,753	77.2	1,976	82.8	1,691	82.2		
Hisp	6,012	69.6	5,610	69.2	5,463	66.6	5,942	84.5	5,720	81.8	5,582	79.7	5,864	85.3	5,427	85.2		
White	178	71.3	229	75.1	213	76.5	161	82.0	224	81.7	230	88.7	157	84.1	216	86.6		
EL	4,347	69.0	3,988	69.1	3,745	66.2	4,349	85.9	4,083	83.1	3,782	80.8	4,301	85.5	3,897	85.4		
Eco Dis	7,954	70.1	7,941	69.5	7,707	68.7	7,811	83.1	8,094	80.8	7,790	79.3	7,597	84.7	7,580	84.5		
SPED	106	60.4	94	63.8	112	63.4	111	70.3	105	69.5	116	69.8	116	63.8	100	72.0		

Source: PEIMS demographic data files dated 10/30/17 (2017-18), 10/26/18 (2018-19), and 10/31/19 (2019-20). *CIRCLE* data files dated 05/09/19 (2017-18 Waves 1-3, and 2018-19 Waves 1 and 2), 06/05/19 (2018-19 Wave 3), and 05/08/20 (2019-20 Waves 1 and 2).

Note: No Wave 3 data were collected for the 2019-20 school year. 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 2: 2017-18 to 2019-20 Percentage of Prekindergarten Students Performing At or Above Grade Level on *CIRCLE* Rapid Vocabulary by Wave, Version, and Student Group

	Wave 1						Wave 2						Wave 3					
	2017-18		2018-19		2019-20		2017-18		2018-19		2019-20		2017-18		2018-19		2019-20	
	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	4,224	35.6	4,153	48.8	3,972	48.8	4,132	57.2	4,125	67.7	3,816	67.9	3,941	55.5	3,770	75.7		
Af Am	2,225	37.3	1,955	51.1	1,856	49.5	2,230	59.3	1,956	69.5	1,753	70.4	2,086	57.4	1,771	76.4		
Hisp	1,716	31.8	1,714	43.6	1,703	44.3	1,652	53.0	1,690	62.3	1,650	62.8	1,619	52.2	1,575	74.1		
White	149	52.3	202	66.8	183	74.3	131	74.8	188	84.6	182	83.5	125	68.8	170	87.1		
EL	84	22.6	71	36.6	51	33.3	99	42.4	84	47.6	62	41.9	105	45.7	83	67.5		
Eco Dis	4,013	35.1	4,093	48.5	3,953	48.8	3,929	57.1	4,073	67.6	3,796	67.9	3,743	55.6	3,732	75.6		
SPED	62	21.0	64	37.5	56	42.9	62	38.7	68	60.3	58	53.4	66	36.4	64	67.2		
Spanish																		
All	4,366	14.5	4,134	43.3	3,896	45.0	4,388	55.9	4,113	54.4	4,076	54.2	4,335	59.8	3,973	62.8		
Af Am	15	0.0	11	18.2	11	0.0	16	12.5	14	42.9	18	11.1	17	17.6	22	36.4		
Hisp	4,306	14.5	4,048	43.3	3,838	45.3	4,333	56.2	4,016	54.5	3,987	54.9	4,277	60.2	3,865	62.9		
White	38	15.8	39	41.0	33	24.2	32	34.4	45	44.4	53	22.6	32	28.1	53	58.5		
EL	4,262	14.6	4,016	43.5	3,703	45.9	4,266	56.6	3,950	55.0	3,752	56.0	4,202	60.4	3,790	63.4		
Eco Dis	4,044	14.5	4,131	43.4	3,894	45.0	4,067	56.6	4,108	54.4	4,073	54.2	4,011	60.6	3,963	62.9		
SPED	47	8.5	37	18.9	55	21.8	52	38.5	40	30.0	60	35.0	52	42.3	38	34.2		
English and Spanish Combined																		
All	8,590	24.9	8,287	46.1	7,868	46.9	8,520	56.5	8,238	61.1	7,892	60.8	8,276	57.7	7,743	69.1		
Af Am	2,240	37.1	1,966	50.9	1,867	49.2	2,246	58.9	1,970	69.3	1,771	69.8	2,103	57.1	1,793	75.9		
Hisp	6,022	19.4	5,762	43.4	5,541	45.0	5,985	55.3	5,706	56.8	5,637	57.2	5,896	58.0	5,440	66.2		
White	187	44.9	241	62.7	216	66.7	163	66.9	233	76.8	235	69.8	157	60.5	223	80.3		
EL	4,346	14.7	4,087	43.4	3,754	45.8	4,365	56.3	4,034	54.8	3,814	55.8	4,307	60.1	3,873	63.5		
Eco Dis	8,057	24.7	8,224	45.9	7,847	46.9	7,996	56.9	8,181	61.0	7,869	60.8	7,754	58.2	7,695	69.1		
SPED	109	15.6	101	30.7	111	32.4	114	38.6	108	49.1	118	44.1	118	39.0	102	54.9		

Source: PEIMS demographic data files dated 10/30/17 (2017-18), 10/26/18 (2018-19), and 10/31/19 (2019-20). *CIRCLE* data files dated 05/09/19 (2017-18 and 2018-19 Waves 1 and 2), 06/05/19 (2018-19 Wave 3), and 05/08/20 (2019-20 Waves 1 and 2).

Note: No Wave 3 data were collected for the 2019-20 school year. 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 3: 2017-18 to 2019-20 Percentage of Prekindergarten Students Performing At or Above Grade Level on *CIRCLE* Mathematics by Wave, Version, and Student Group

	Wave 1						Wave 2						Wave 3					
	2017-18		2018-19		2019-20		2017-18		2018-19		2019-20		2017-18		2018-19		2019-20	
	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	10,650	58.0	10,991	56.8	10,311	57.5	10,504	71.3	10,795	66.2	10,023	66.8	10,307	73.9	10,194	70.5		
African Am	2,949	60.4	2,790	58.2	2,598	60.9	2,815	66.3	2,659	62.1	2,400	64.3	2,718	67.4	2,465	61.9		
Hispanic	7,321	56.5	7,426	56.0	7,126	55.1	7,340	73.0	7,373	67.9	7,060	66.9	7,251	76.2	7,033	73.9		
White	215	70.7	312	59.6	288	72.2	199	75.4	301	69.1	275	76.7	196	79.1	280	73.6		
EL	5,217	53.4	5,149	53.1	4,688	51.2	5,283	73.2	5,153	67.6	4,739	64.9	5,230	77.0	4,980	74.6		
Eco Dis	10,015	57.9	10,828	57.2	10,260	57.5	9,870	71.2	10,642	66.7	9,966	67.0	9,680	73.7	10,057	71.1		
Special Ed	130	63.8	138	52.9	157	54.8	135	73.3	146	60.3	159	57.2	139	74.1	132	65.9		
Spanish																		
All	267	25.8	130	26.2	224	19.2	140	39.3	122	18.9	60	11.7	107	28.0	63	19.0		
African Am	-	-	-	-	*	*	-	-	*	*	-	-	-	-	-	-		
Hispanic	262	25.6	127	25.2	220	18.6	138	39.1	117	16.2	60	11.7	106	28.3	62	17.7		
White	*	*	*	*	*	*	*	*	*	*	-	-	*	*	*	*		
EL	264	26.1	130	26.2	220	18.2	137	38.0	117	15.4	59	11.9	106	27.4	61	16.4		
Eco Dis	255	25.5	130	26.2	224	19.2	132	38.6	122	18.9	60	11.7	98	27.6	63	19.0		
Special Ed	*	*	*	*	*	*	*	*	*	*	-	-	-	-	*	*		
English and Spanish Combined																		
All	10,917	57.3	11,121	56.4	10,535	56.7	10,644	70.8	10,917	65.7	10,083	66.5	10,414	73.4	10,257	70.2		
African Am	2,949	60.4	2,790	58.2	2,599	60.9	2,815	66.3	2,660	62.1	2,400	64.3	2,718	67.4	2,465	61.9		
Hispanic	7,583	55.4	7,553	55.5	7,346	54.0	7,478	72.3	7,490	67.1	7,120	66.5	7,357	75.5	7,095	73.4		
White	219	70.3	314	59.6	289	72.0	201	75.1	304	69.1	275	76.7	197	78.7	281	73.7		
EL	5,481	52.1	5,279	52.4	4,908	49.7	5,420	72.3	5,270	66.4	4,798	64.2	5,336	76.0	5,041	73.9		
Eco Dis	10,270	57.1	10,958	56.8	10,484	56.7	10,002	70.8	10,764	66.1	10,026	66.7	9,778	73.2	10,120	70.8		
Special Ed	132	63.6	139	52.5	159	54.7	136	72.8	147	60.5	159	57.2	139	74.1	133	66.2		

Source: PEIMS demographic data files dated 10/30/17 (2017-18), 10/26/18 (2018-19), and 10/31/19 (2019-20). *CIRCLE* data files dated 05/09/19 (2017-18 and 2018-19 Waves 1 and 2), 06/05/19 (2018-19 Wave 3), and 05/08/20 (2019-20 Waves 1 and 2).

Note: No Wave 3 data were collected for the 2019-20 school year. Cells marked with an asterisk (*) indicate five or fewer students were tested, cells marked with a dash (-) indicate 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 C, Table 4: 2018-19 Percentage of Kindergarten Ready Students on BOY TX-KEA Literacy Reading by Prekindergarten 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 10/26/18 (2018-19) and BOY TX-KEA data file dated 11/01/18 (2018-19).

Note: 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 C, Table 5: 2019-20 Percentage of Kindergarten Students Who Were *On Track* on BOY and MOY TX-KEA by Subtest, Administration, Version, and Student Group

	Blending				Vocabulary				Mathematics				Social and Emotional			
	BOY		MOY		BOY		MOY		BOY		MOY		BOY		MOY	
	Tested <i>n</i>	On Track %	Tested <i>n</i>	On Track %	Tested <i>N</i>	On Track %	Tested <i>n</i>	On Track %	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	4,535	40.4	4,253	53.4	4,856	59.2	4,472	63.3	8,798	48.8	8,431	64.3	5,073	73.0	4,308	81.9
Af Amer	1,705	30.2	1,555	44.0	1,844	56.0	1,644	59.4	1,771	46.5	1,615	64.3	1,430	69.9	1,208	77.2
Hispanic	1,871	38.2	1,798	51.5	2,014	51.3	1,898	56.6	5,977	45.7	5,825	61.5	2,812	71.5	2,320	82.4
White	641	67.6	613	77.0	664	86.9	627	90.1	710	73.4	673	84.0	560	87.5	551	90.4
EL	127	37.8	153	52.3	137	40.1	158	43.7	3,941	42.2	3,926	58.9	1,206	68.2	957	82.1
Eco Dis	3,542	33.8	3,298	47.7	3,812	53.0	3,481	57.3	7,388	44.6	7,085	61.4	4,077	69.9	3,403	79.9
SPED	203	24.1	196	37.2	206	40.3	202	42.1	343	35.6	327	51.7	221	47.1	191	64.9
Spanish																
All	4,415	68.6	4,362	64.8	4,493	63.2	4,366	86.2	543	54.7	353	81.3	2,790	72.0	2,952	79.0
Af Amer	19	15.8	30	60.0	11	18.2	26	30.8	*	*	*	*	24	87.5	24	75.0
Hispanic	4,310	69.3	4,249	64.7	4,406	63.8	4,257	87.0	533	55.0	346	81.5	2,707	71.7	2,867	79.0
White	64	42.2	60	70.0	55	30.9	60	55.0	*	*	*	*	42	76.2	43	86.0
EL	4,201	69.5	4,091	64.2	4,300	64.5	4,101	87.5	533	54.8	346	81.5	2,546	71.1	2,703	78.3
Eco Dis	4,059	69.5	3,993	64.2	4,138	63.8	3,997	86.9	525	54.5	346	81.2	2,560	71.7	2,706	78.8
SPED	134	41.8	130	42.3	135	35.6	130	70.0	16	50.0	8	87.5	68	48.5	90	63.3
English and Spanish Combined																
All	8,950	54.3	8,615	59.1	9,349	61.1	8,838	74.6	9,341	49.1	8,784	65.0	7,863	72.7	7,260	80.8
Af Amer	1,724	30.0	1,585	44.3	1,855	55.8	1,670	58.9	1,774	46.4	1,616	64.2	1,454	70.2	1,232	77.2
Hispanic	6,181	59.9	6,047	60.8	6,420	59.9	6,155	77.6	6,510	46.4	6,171	62.6	5,519	71.6	5,187	80.5
White	705	65.2	673	76.4	719	82.6	687	87.0	715	73.3	677	83.9	602	86.7	594	90.1
EL	4,328	68.5	4,244	63.7	4,437	63.8	4,259	85.9	4,474	43.7	4,272	60.7	3,752	70.1	3,660	79.3
Eco Dis	7,601	52.8	7,291	56.7	7,950	58.6	7,478	73.1	7,913	45.2	7,431	62.3	6,637	70.6	6,109	79.4
SPED	337	31.2	326	39.3	341	38.4	332	53.0	359	36.2	335	52.5	289	47.4	281	64.4

Source: PEIMS district data file dated 10/31/19 (2019-20) and TX-KEA data files dated 02/13/20 (2019-20 BOY and MOY).

Note: No EOY data were collected for the 2019-20 school year. 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 C, Table 6: 2018-19 Percentage of Kindergarten Students Who Were *On Track* on BOY TX-KEA by Subtest, Version, and Student Group

	Blending		Vocabulary		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	5,003	62.2	5,043	72.4	9,476	67.3	6,538	74.1
Af Amer	2,059	55.7	2,083	71.1	2,080	68.6	1,881	71.9
Hispanic	1,937	62.3	1,952	67.0	6,244	65.4	3,673	73.6
White	657	79.3	658	89.7	758	78.5	643	82.4
EL	133	55.6	138	48.6	4,325	61.8	1,910	72.1
Eco Dis	4,001	58.6	4,038	67.9	8,153	64.6	5,475	72.2
SPED	211	42.7	211	56.4	373	53.6	280	53.9
Spanish								
All	4,536	71.4	4,525	67.0	457	70.5	2,785	69.5
Af Amer	9	44.4	7	14.3	*	*	32	87.5
Hispanic	4,413	71.9	4,405	67.5	451	70.7	2,640	69.9
White	79	59.5	78	50.0	*	*	79	57.0
EL	4,401	72.0	4,394	67.9	452	69.9	2,564	69.4
Eco Dis	4,240	71.6	4,231	67.6	422	69.9	2,580	69.6
SPED	147	49.0	147	41.5	18	72.2	91	38.5
English and Spanish Combined								
All	9,539	66.6	9,568	69.9	9,933	67.4	9,323	72.7
Af Amer	2,068	55.7	2,090	70.9	2,081	68.6	1,913	72.2
Hispanic	6,350	68.9	6,357	67.4	6,695	65.7	6,313	72.0
White	736	77.2	736	85.5	761	78.3	722	79.6
EL	4,534	71.5	4,532	67.3	4,777	62.6	4,474	70.5
Eco Dis	8,241	65.3	8,269	67.7	8,575	64.9	8,055	71.4
SPED	358	45.3	358	50.3	391	54.5	371	50.1

Source: PEIMS district data file dated 10/26/8 (2018-19) and BOY TX-KEA data file dated 05/13/20 (2018-19).

Note: No MOY or EOY data were collected for the 2018-19 school year. The evaluators included additional subtests in the 2018-19 BOY TX-KEA analysis to allow for comparison across years. 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 C, Table 7: 2017-18 to 2019-20 Percentage of Grade-One Students Performing At or Above Grade Level on *ISIP* from BOY to EOY by Version and Student Group

	BOY						MOY						EOY					
	2017-18		2018-19		2019-20		2017-18		2018-19		2019-20		2017-18		2018-19		2019-20	
	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	5,569	38.4	5,317	40.5	5,046	37.1	5,384	43.0	5,366	42.9	4,922	37.5	5,242	47.6	4,937	48.0		
Af Am	2,331	31.0	2,161	32.3	2,039	28.4	2,214	35.0	2,155	35.8	1,956	31.5	2,095	39.1	1,923	43.1		
Hisp	2,370	37.8	2,155	39.2	1,998	33.3	2,311	42.5	2,214	39.9	2,034	32.4	2,284	46.4	2,112	44.0		
White	602	65.9	653	71.2	629	68.2	597	70.5	655	73.1	570	66.1	610	75.6	590	74.2		
EL	549	29.7	521	30.7	452	32.1	560	34.3	540	36.5	463	32.6	548	38.1	532	41.7		
Eco Dis	4,059	32.4	4,329	33.7	3,996	29.7	3,849	36.2	4,355	36.1	3,937	30.8	3,705	41.1	4,010	42.3		
SPED	351	17.9	333	24.0	331	15.7	340	18.8	340	23.8	330	14.8	336	25.3	328	28.7		
Spanish																		
All	5,328	56.1	4,884	57.6	4,892	52.0	5,241	57.1	4,917	54.4	4,885	49.7	5,174	63.6	4,817	62.3		
Af Am	23	39.1	22	50.0	23	26.1	20	45.0	17	41.2	21	28.6	19	47.4	15	46.7		
Hisp	5,231	56.4	4,738	57.6	4,755	52.2	5,148	57.3	4,778	54.5	4,697	49.9	5,088	63.7	4,679	62.4		
White	55	45.5	82	64.6	86	43.0	58	43.1	83	50.6	120	45.8	54	61.1	84	59.5		
EL	5,129	56.2	4,650	57.2	4,612	52.2	5,032	57.1	4,701	54.2	4,548	49.8	4,986	63.3	4,593	62.0		
Eco Dis	4,493	56.6	4,555	56.9	4,464	52.0	4,424	57.8	4,596	53.9	4,395	49.4	4,376	64.2	4,489	61.8		
SPED	181	26.0	249	29.7	225	25.8	175	26.3	245	28.2	222	22.1	167	29.9	232	39.7		
English and Spanish Combined																		
All	10,897	47.1	10,201	48.7	9,938	44.4	10,625	49.9	10,283	48.4	9,807	43.6	10,416	55.5	9,754	55.1		
Af Am	2,354	31.1	2,183	32.5	2,062	28.4	2,234	35.0	2,172	35.9	1,977	31.5	2,114	39.2	1,938	43.1		
Hisp	7,601	50.6	6,893	51.8	6,753	46.6	7,459	52.7	6,992	49.9	6,731	44.6	7,372	58.3	6,791	56.7		
White	657	64.2	735	70.5	715	65.2	655	68.1	738	70.6	690	62.6	664	74.4	674	72.4		
EL	5,678	53.6	5,171	54.5	5,064	50.4	5,592	54.8	5,241	52.4	5,011	48.3	5,534	60.8	5,125	59.9		
Eco Dis	8,552	45.1	8,884	45.6	8,460	41.5	8,273	47.7	8,951	45.3	8,332	40.6	8,081	53.6	8,499	52.6		
SPED	532	20.7	582	26.5	556	19.8	515	21.4	585	25.6	552	17.8	503	26.8	560	33.2		

Source: PEIMS demographic data files dated 10/30/17 (2017-18), 10/26/18 (2018-19), and 10/31/19 (2019-20). *ISIP* data files dated 11/01/17 (2017-18 BOY), 02/05/18 (2017-18 MOY), 06/03/18 (2017-18 EOY), 11/05/18 (2018-19 BOY), 02/04/19 (2018-19 MOY), 06/05/19 (2018-19 EOY), 11/01/19 (2019-20 BOY), and 02/05/20 (2019-20 MOY).

Note: No *ISIP* EOY data were available for the 2019-20 school year. 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.

Appendix C, Table 8: 2017-18 to 2019-20 Percentage of Grade-Two Students Performing At or Above Grade Level on *ISIP* from BOY to EOY by Version and Student Group

	BOY						MOY						EOY					
	2017-18		2018-19		2019-20		2017-18		2018-19		2019-20		2017-18		2018-19		2019-20	
	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	5,906	49.1	5,450	48.8	4,982	45.7	5,629	53.0	5,407	52.0	4,946	48.3	5,424	56.3	4,997	56.1		
Af Am	2,479	39.9	2,166	39.9	2,044	37.9	2,306	44.7	2,115	44.3	1,976	38.7	2,239	47.1	1,878	49.7		
Hisp	2,576	51.6	2,349	48.7	2,144	45.7	2,513	55.0	2,382	51.3	2,110	48.9	2,428	58.6	2,277	55.3		
White	575	72.2	592	74.0	473	71.0	553	72.7	584	76.5	540	73.1	510	77.1	540	76.9		
EL	528	41.1	562	41.8	502	40.4	515	44.7	561	43.9	503	43.5	506	50.6	543	49.2		
Eco Dis	4,312	43.9	4,418	42.1	4,102	40.4	4,069	47.9	4,390	45.9	3,984	42.7	3,947	51.5	4,035	50.8		
SPED	519	18.5	498	19.1	466	18.5	493	21.1	477	22.0	440	20.9	475	25.5	439	24.1		
Spanish																		
All	5,229	60.1	4,766	59.7	4,606	52.0	5,038	57.7	4,928	53.7	4,478	46.7	4,978	55.6	4,738	54.6		
Af Am	*	*	8	50.0	*	*	*	*	10	40.0	*	*	*	*	7	28.6		
Hisp	5,185	60.0	4,689	59.9	4,545	52.0	4,994	57.7	4,859	53.8	4,411	46.8	4,937	55.7	4,668	54.7		
White	24	66.7	44	45.5	37	43.2	29	55.2	36	50.0	42	42.9	25	52.0	38	55.3		
EL	5,189	59.9	4,674	59.7	4,528	51.8	4,968	57.5	4,857	53.9	4,383	46.5	4,910	55.4	4,667	54.5		
Eco Dis	4,446	60.1	4,483	59.2	4,290	51.7	4,253	58.4	4,664	53.5	4,165	46.4	4,228	55.8	4,475	54.3		
SPED	255	21.6	256	18.8	299	21.7	242	19.8	272	13.6	292	18.2	234	20.1	251	15.1		
English and Spanish Combined																		
All	11,135	54.3	10,216	53.9	9,588	48.7	10,667	55.3	10,335	52.8	9,424	47.6	10,402	56.0	9,735	55.4		
Af Am	2,480	39.9	2,174	40.0	2,048	37.8	2,308	44.7	2,125	44.3	1,981	38.7	2,241	47.1	1,885	49.7		
Hisp	7,761	57.2	7,038	56.2	6,689	50.0	7,507	56.8	7,241	53.0	6,521	47.5	7,365	56.6	6,945	54.9		
White	599	72.0	636	72.0	510	69.0	582	71.8	620	75.0	582	71.0	535	75.9	578	75.4		
EL	5,717	58.2	5,236	57.8	5,030	50.7	5,483	56.3	5,418	52.8	4,886	46.2	5,416	55.0	5,210	54.0		
Eco Dis	8,758	52.1	8,901	50.8	8,392	46.1	8,322	53.3	9,054	49.8	8,149	44.6	8,175	53.7	8,510	52.7		
SPED	774	19.5	754	19.0	765	19.7	735	20.7	749	19.0	732	19.8	709	23.7	690	20.9		

Source: PEIMS demographic data files dated 10/30/17 (2017-18), 10/26/18 (2018-19), and 10/31/19 (2019-20). *ISIP* data files dated 11/01/17 (2017-18 BOY), 02/05/18 (2017-18 MOY), 06/03/18 (2017-18 EOY), 11/05/18 (2018-19 BOY), 02/04/19 (2018-19 MOY), 06/05/19 (2018-19 EOY), 11/01/19 (2019-20 BOY), and 02/05/20 (2019-20 MOY).

Note: No *ISIP* EOY data were available for the 2019-20 school year. 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. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Appendix C, Table 9: 2019-20 Percentage of Grade-Two Students At or Above the 50th Percentile on MAP by Administration, Assessment, and Student Group - Reading

	BOY		MOY	
	Tested <i>n</i>	At or Above 50%	Tested <i>n</i>	At or Above 50%
English K-2				
All	459	37.3	343	23.0
African American	166	23.5	214	22.4
Hispanic	230	42.2	96	20.8
White	45	55.6	10	40.0
English Learner	30	46.7	38	21.1
Eco Dis	397	33.2	310	19.0
Special Education	45	15.6	39	15.4
English 2-5				
All	4,661	34.5	4,906	34.5
African American	1,832	25.7	1,848	23.0
Hispanic	1,926	31.9	2,112	33.6
White	568	63.9	624	66.2
English Learner	485	28.0	494	26.9
Eco Dis	3,658	27.0	3,843	26.4
Special Education	408	18.1	441	18.4
Spanish K-2				
All	570	39.3	430	45.1
African American	-	-	-	-
Hispanic	566	39.6	428	45.1
White	*	*	*	*
English Learner	562	39.3	428	45.1
Eco Dis	528	39.6	405	45.2
Special Education	38	18.4	30	16.7
Spanish 2-5				
All	3,806	60.5	4,120	66.8
African American	7	42.9	*	*
Hispanic	3,736	60.5	4,054	66.9
White	41	68.3	42	64.3
English Learner	3,688	60.3	3,992	66.8
Eco Dis	3,539	60.0	3,821	66.6
Special Education	236	35.2	255	34.5
English and Spanish Combined K-2				
All	1,029	38.4	773	35.3
African American	166	23.5	214	22.4
Hispanic	796	40.3	524	40.6
White	47	53.2	11	36.4
English Learner	592	39.7	466	43.1
Eco Dis	925	36.9	715	33.8
Special Education	83	16.9	69	15.9
English and Spanish Combined 2-5				
All	8,467	46.2	9,026	49.3
African American	1,839	25.8	1,852	23.0
Hispanic	5,662	50.8	6,166	55.5
White	609	64.2	666	66.1
English Learner	4,173	56.6	4,486	62.4
Eco Dis	7,197	43.2	7,664	46.4
Special Education	644	24.4	696	24.3

Source: PEIMS district data file dated 10/31/19 (2019-20) and MAP data files dated 02/11/20 (2019-20 BOY & MOY).
 Note: No MAP EOY data were available for the 2019-20 school year. To allow for examination of overall student performance, the English and Spanish administrations were combined. Cells marked with an asterisk (*) indicate five or fewer students were tested, cells marked with a dash (-) indicate no students were tested.

Appendix C, Table 10: 2019-20 Percentage of Grade-Two Students At or Above the 50th Percentile on MAP by Administration, Assessment, and Student Group - Mathematics

	BOY		MOY	
	Tested <i>n</i>	At or Above 50%	Tested <i>n</i>	At or Above 50%
English K-2				
All	855	53.7	423	48.5
African American	97	46.4	109	39.4
Hispanic	708	54.9	297	50.5
White	25	44.0	7	42.9
English Learner	551	54.8	237	52.7
Eco Dis	772	52.8	390	47.2
Special Education	65	23.1	41	29.3
English 2-5				
All	9,006	35.9	9,530	31.1
African American	1,883	25.9	1,958	20.3
Hispanic	6,148	34.8	6,545	30.0
White	637	68.9	662	66.2
English Learner	4,623	33.6	4,889	28.5
Eco Dis	7,681	31.3	8,121	26.6
Special Education	714	19.7	749	16.0

Source: PEIMS district data file dated 10/31/19 (2019-20) and MAP data files dated 02/11/20 (2019-20 BOY & MOY).
 Note: No MAP EOY data were available for the 2019-20 school year. Only MAP English mathematics results are reported.