

2020-21

Evaluation of Early Learning Initiatives

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools



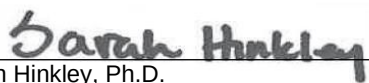
2020-21

Evaluation of Early Learning Initiatives

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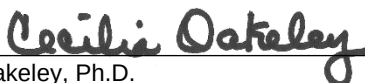
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ACRONYMS AND ABBREVIATIONS

APLS	Apple Professional Learning Specialists
Approaches+	Approaches Grade Level or Above
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
HB 3	House Bill Three
HIPPY	Home Instruction for Parents of Preschool Youngsters
ISD	Independent School District
<i>ISIP</i>	<i>Istation's Indicators of Progress</i>
K	Kindergarten
MAP	<i>Measures of Academic Progress Growth</i>
Meets+	Meets Grade Level or Above
MOY	Middle of year
PD	Professional development
PEIMS	Public Education Information Management System
PK	Prekindergarten
SMU	Southern Methodist University
SPED	Special education
STAAR	<i>State of Texas Assessments of Academic Readiness</i>
TAG	Talented and Gifted
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 performing at or above grade level in reading and mathematics by the end of grade two. The budget for the department in 2020-21 was \$26,296,009, an increase from 2019-20 (\$22,309,917).

The purpose of this report is to summarize the 2020-21 context, process, and outcomes of the Dallas Independent School District (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 *Classroom Assessment Scoring System (CLASS)* and teacher retention data. Outcome data included results of the *CIRCLE*, *Texas Kindergarten Entry Assessment (TX-KEA)*, *Measures of Academic Progress (MAP)*, and *State of Texas Assessments of Academic Readiness (STAAR)*. When applicable, the report also examined early learning related goal progress measures and student outcome goals.

On March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 following spring break (March 16 – 20) until the end of the 2019-20 school year. The start of the 2020-21 school year was delayed until September 8, 2020; at-home learning was implemented districtwide for the first four weeks. On October 22, 2020, the district announced that campuses would provide in-person and virtual learning throughout the rest of the school year, and parents could choose whether their children participated in in-person or virtual instruction.²

EVALUATION QUESTIONS/OUTCOMES

What was the context of the Early Learning programs and the related 2020-21 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 prekindergarten (PK) program. The second was to ensure that all students were performing on grade level in reading and mathematics 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 and mathematical concepts mastery in K and beyond.

To increase access and demand through enrollment, the district piloted full-day three-year-old PK at five campuses and continued to add partner sites. The number of PK partnerships increased from 32 in 2018-19, to 37 in 2019-20, and to 39 in 2020-21.³ To expand the continuum of care, the Dallas ISD continued to operate the Home Instruction for Parents of Preschool Youngsters (HIPPY) program for children from three to five years old.⁴ Early learning staff members also fostered community partnerships with Concilio and PK partnership sites.⁵

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 41 PK specialists, 66 K through grade-two specialists (55 of whom also supported grade-three classrooms at selected high-need campuses), four special education/talented and gifted specialists, two bilingual specialists, and 19 campus lead specialists. Specialists participated in professional development (PD) and then provided teachers with training.⁶ Department staff members also provided 2020 summer PD for PK through grade-two teachers, PK partnership teachers, and teaching assistants at the Early Learning Expo.

¹ Detailed methodologies are available in the full report. Portions of this report have been adapted from Hinkley and Rowles (2019) and Tyree and Hinkley (2020).

² More detailed information about changes due to COVID-19 is available in the full report.

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

⁴ For more information about the HIPPY program, see the HIPPY evaluation report (Tyree, 2020).

⁵ For more information about Concilio, see <https://www.theconcilio.org/>.

⁶ A list of training given to and provided by specialists is available in the full report.

Another attempt to improve quality was a focus on assessing teacher-student interactions. The *CLASS*, an observation instrument, was administered by Southern Methodist University (SMU) to measure the quality of teacher-student interactions.⁷

Finally, to ensure that students were performing on grade level in reading and mathematics by the end of grade two, there was an increased focus on reading and language acquisition⁸ as well as provision of supplemental mathematics manipulatives to students. Teachers also continued to receive specialist coaching and other PD.

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

In 2020-21, 40,583 students enrolled in early childhood education through grade two, a decline from 45,549 in 2019-20. A similar pattern of decline was observed in K (10,938 in 2019-20 to 10,276 in 2020-21). Over half of the 2020-21 students were male (51%) and/or Hispanic (68%), and most were economically disadvantaged (88%). English learners comprised 48 percent of students. Seventy-nine percent of students who attended Dallas ISD PK in 2019-20 returned to Dallas ISD for K in 2020-21. This means that over a fifth of 2019-20 PK students did not remain in the district in 2020-21. Sixty-nine percent of students were continuously enrolled from 2017-18 (their K year) to 2020-21 (most students' grade-three year).

What were the early learning teacher retention rates?

A sizeable proportion of early learning teachers were no longer teaching in early learning grades or left the district over the past three years. Of the 2017-18 early learning teachers, 66 percent continued to teach in an early learning grade level in 2018-19, but this rate dropped to 52 percent after two years and to 47 percent after three years. The early learning teacher retention rate was slightly higher for 2018-19 teachers, with 67 percent of early learning teachers remaining in an early learning grade level in 2019-20, and 58 percent continuing after two years. In comparison to 2018-19, a higher percentage (73%) of 2019-20 teachers continued teaching an early learning grade level in 2020-21. This means the district has provided PD and extended support to many early learning teachers who have moved to non-early learning positions in the district or who have left the Dallas ISD, though the retention rates of early learning teachers have improved over time.

What was the quality of early learning instruction as measured by *CLASS*?⁹

Consistent with past years, overall results of *CLASS* indicated that district teachers were strongest in emotional support (99% of PK teachers and 92% of K through grade-two teachers met the threshold in spring 2021, respectively) and classroom organization (97% of PK teachers and 90% of K through grade-two teachers) and weakest in instructional support (81% of PK teachers and 75% of K through grade-two teachers). Over time, the percentage of teachers who met or exceeded quality thresholds trended upward from fall 2020 to spring 2021 for all three domains for all grades. When reviewed by grade and for grades K through two combined, 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) with the exception of grade-one teachers in instructional support for fall 2020.

In spring 2021, 80 percent of PK teachers and 71 percent of K through grade-two teachers met or exceeded the quality threshold in all three domains. Compared to spring 2019 and 2020, increased percentages of teachers met or exceeded the quality threshold for each domain and for all three domains combined in 2021 with few exceptions. From spring 2020 to spring 2021, there was a substantial increase in the percentage of PK and K through grade-two teachers who met the threshold for instructional support (+21 percentage points). Even so, 19 percent of PK and 25 percent of K through grade-two teachers did not meet the threshold.

How did early learning student scores change throughout the 2020-21 school year?

On the Literacy Screener, the new K-readiness standard within *TX-KEA*, 8,622 students were tested, and 69 percent of tested students were K ready. A higher percentage of Dallas ISD PK students (71%) were K ready than No DISD PK students (45%). Even so, 29 percent of DISD PK students did not meet the K-ready standard on *TX-KEA*.

More K students than PK, grade-one and grade-two students scored at or above their respective standards at the beginning, middle and end of year in 2020-21 (BOY, MOY and EOY, respectively) with the exception of PK mathematics and BOY grade one mathematics (Table E1). The percentage of PK students scoring *On Track* on *CIRCLE* increased from BOY to EOY on vocabulary (42% to 68%) and mathematics (58% to 74%). The percentage of

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

⁸ K through grade-two teachers at 56 campuses attended House Bill Three Reading Academies which provided training on concepts and methods that support the science of teaching reading (see Mickelson, 2021).

⁹ SMU conducted *CLASS* observations in person and virtually.

K students scoring *On Track* on TX-KEA increased from BOY to EOY on vocabulary (59% to 69%) and mathematics (39% to 67%). This met the board-approved student progress measure that 40 percent of K students would score at or above grade level on TX-KEA EOY mathematics.¹⁰ The percentage of grade-one students scoring at or above grade level on MAP decreased from BOY to EOY on reading (50% to 43%) and increased from BOY to EOY on mathematics (41% to 44%). The percentage of grade-two students scoring at or above grade level on MAP decreased from BOY to EOY on reading (48% to 45%) and mathematics (38% to 35%).

In comparison to 2019-20, the percentage of students who scored at or above grade level was lower in 2020-21 for PK and K students, with the exception of BOY PK mathematics, and higher for grade-two students.

Table E1: 2019-20 and 2020-21 Percentage of Students Performing At or Above Grade Level on Reading and Mathematics Assessments by Grade

Exam	BOY		MOY		EOY	
	2019 -20 %	2020 -21 %	2019 -20 %	2020 -21 %	2019 -20 %	2020- 21 %
PK						
CIRCLE-V	46.9	42.2	60.8	51.1		67.7
CIRCLE-M	56.7	57.9	66.5	64.5		73.8
K						
TX-KEA-V	61.1	58.7	74.6	73.4		69.3
TX-KEA-M	49.1	39.2	65.0	54.6		67.0
Grade One*						
MAP-R		49.6		50.1		43.1
MAP-M		41.1		44.8		43.7
Grade Two						
MAP-R	46.2	48.1	49.3	49.7		44.6
MAP-M	35.9	37.5	31.1	38.5		35.0

Source: Public Education Information Management System (PEIMS) district database: 10/31/19 (2019-20) and 10/30/20 (2020-21). *CIRCLE*: 05/08/20 (2019-20) and 06/29/21 (2020-21). *TX-KEA*: 10/29/19 (2019-20 BOY mathematics), 02/13/20 (2019-20 BOY and MOY except for BOY mathematics), 10/28/20 (2020-21 BOY), 02/02/21 (2020-21 MOY), and 06/30/21 (2020-21 EOY). *MAP*: 02/11/20 (2019-20 BOY and MOY), 11/05/20 (2020-21 BOY), 02/03/21 (2020-21 MOY), and 06/23/21 (2020-21 EOY). None of these assessments were given at EOY in 2019-20.

Note: % = Percentage of students On Track (*CIRCLE* and *TX-KEA*) or at or above the 50th percentile on *MAP*. V = the vocabulary subscale of *TX-KEA* and *CIRCLE*, a component of the reading assessment given over time. M = mathematics. R = the reading subscale of *MAP*. * = *MAP* was not administered in grade one in 2019-20. Grey = the assessment was not administered in that timeframe. Ns are available in the full report.

The board-approved goal progress measure that 35 percent of grade-two African American students would score at or

above the 50th percentile on EOY *MAP* reading was not met (33%). The board-approved goal progress measure that 30 percent of grade-two African American students would score at or above grade the 50th percentile on EOY *MAP* mathematics was not met (22%).

Did student reading and mathematics performance differ by Dallas ISD PK enrollment status?

Comparisons between DISD PK and No DISD PK groups on *MAP* showed that students who attended district PK attained at or above grade level (the 50th percentile) in reading and mathematics at higher rates than those who did not attend district PK (Table E2). On *STAAR* reading and mathematics, students who attended district PK attained Approaches Grade Level or Above (Approaches+) or Meets Grade Level or Above (Meets+) at higher rates than those who did not attend (Table E2).

Table E2: 2020-21 Percentage of Students At or Above the 50th Percentile, Approaches+, or Meets+ on Assessments by Cohort and PK Enrollment Status

Exam (n)	Total N	DISD PK %	No DISD PK %
Kindergarten Data for 2020-21 K Cohort			
MAP Reading	7,351	45.9	38.4
MAP Math	7,862	52.9	42.5
Grade-One Data for 2019-20 K Cohort			
MAP Reading	7,269	41.3	34.9
MAP Math	7,364	41.6	34.8
Grade-Two Data for 2018-19 K Cohort			
MAP Reading	6,629	42.4	38.9
MAP Math	6,777	33.9	29.9
Grade-Three Data for 2017-18 K Cohort			
STAAR Reading Approaches+	6,007	59.4	58.5
STAAR Reading Meets+	5,894	30.4	27.6
STAAR Math Approaches+	6,026	60.3	54.9
STAAR Math Meets+	5,913	26.1	22.0

Source: PEIMS district data file dated 10/30/20. *MAP* data file dated 06/23/21. *STAAR* data file dated 06/28/21.

Note: % = Percentage of students at or above the 50th percentile on *MAP* and Approaches Grade Level or Above (App+) or Meets+ on *STAAR*. Math = mathematics. Approaches+ results included Alternate 2. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+.

Did students attain Approaches or Meets Grade Level or Above scores as measured by STAAR?

On 2020-21 *STAAR* reading, 61 percent of grade-three students scored Approaches+, which was lower than state results for Approaches+ (66%). Thirty-two percent scored Meets+. This did not meet the board-approved student

¹⁰ Goal progress monitor 3.2 was revised from 55 percent to 40 percent in 2020-21 because of learning loss due to COVID-19.

outcome goal that 40 percent of grade-three students would achieve Meets+ on *STAAR* reading.¹¹ In comparison to 2018-19, a lower percentage of grade-three students performed at Meets+ or above in 2020-21 with minimal exceptions.

On 2020-21 *STAAR* mathematics, 58 percent of grade-three students scored Approaches+, which was lower than state results for Approaches+ (61%). Twenty-six percent (25.8%) scored Meets+. When rounded, this met the board-approved student outcome goal that 26 percent of grade-three students would achieve Meets+ on *STAAR* mathematics.¹² In comparison to 2018-19, a lower percentage of grade-three students performed at Approaches+ and Meets+ in 2020-21.

RECOMMENDATIONS

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

Continue efforts to retain Dallas ISD early learning teachers in early learning grades.

Continue to implement the early learning initiatives with a focus on language and literacy development to drive K readiness and on-level performance by the end of grade two.

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

REFERENCES

Hinkley, S. & Rowles, S. (2019). 2018-19 Evaluation of Dallas ISD Early Learning. Dallas, TX. Dallas Independent School District.

Mickelson, N. (2021). 2020-21 Evaluation of the House Bill 3 Reading Academies Program. Dallas, TX. Dallas Independent School District.

Tyree, D. (2020). 2019-20 Evaluation of the Home Instruction for Parents of Preschool Youngsters (HIPPY). Dallas, TX. Dallas Independent School District.

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¹¹ Goal two was revised from 42 percent to 40 percent in 2020-21 because of learning loss due to COVID-19.

¹² Goal three was revised from 44 percent to 26 percent in 2020-21 because of learning loss due to COVID-19.

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 educational 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 performing at or above grade level in reading and mathematics by the end of grade two.¹³ 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 and mathematics concept mastery in K and beyond.

On March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID 19 posed an imminent threat of disaster for all counties in the state of Texas. In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 following spring break (March 16 – 20) until the end of the 2019-20 school year. To help district students and families access the internet during at-home learning, the Dallas ISD launched "Operation Connectivity" in May 2020, which provided 23,000 hotspots to families by October 2020. In 2020-21, Dallas ISD delayed the start of the 2020-21 school year until September 8, 2020 and implemented at-home learning districtwide for the first four weeks. On October 22, 2020, the district announced that campuses would provide in-person and virtual learning throughout the rest of the school year, and parents could choose whether their children participated in in-person or virtual instruction. In-person and virtual instruction included both synchronous and asynchronous learning activities.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this report is to summarize the 2020-21 context, process, and outcomes of the Dallas ISD Early Learning Department initiatives.¹⁴ 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)* and teacher retention data. Outcome data included results of the *CIRCLE*, *Texas Kindergarten Entry Assessment (TX-KEA)*, *Measures of Academic Progress Growth (MAP)*, and *State of Texas Assessments of Academic Readiness (STAAR)*. When

¹³ The Early Learning Department added grade-two student mathematics performance to goal two in 2020-21.

¹⁴ Portions of this report have been adapted from Hinkley and Rowles (2019) and Tyree and Hinkley (2020).

applicable, the report also examined early learning related goal progress measures and student outcome goals approved by the board of trustees.

This evaluation addressed the following questions in 2020-21:

1. What was the source and amount of funding for Early Learning in 2020-21?
2. What was the context of the Early Learning programs and the related 2020-21 initiatives?
3. What were the characteristics and continuous enrollment rates of early learning students?
4. What were the early learning teacher retention rates?
5. What was the quality of early learning instruction as measured by *CLASS*?
6. How did early learning student scores change throughout the 2020-21 school year?
7. Did student reading and mathematics performance differ by Dallas ISD PK enrollment status?
8. Did students attain Approaches or Meets Grade Level or Above scores as measured by *STAAR*?
9. 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 2020-21?

Methodology

Budget information was collected from Early Learning Department central administrators and a review of Title worksopes.

Results

As of February 11, 2021, Early Learning Department central administrators reported a total budget of \$26,296,009, an increase of \$3,986,092 from \$22,309,917 in 2019-20. The Early Learning Department reported \$23,774,519 in Early Learning General Operating funds (\$9,886,446 in department payroll and \$13,888,073 in non-payroll), \$1,081,787 in Title I funds (\$1,062,402 in payroll and \$19,385 in non-payroll), and \$1,439,703 in Title II funds (\$1,364,578 in payroll and \$75,125 in non-payroll).¹⁵

What was the context of the Early Learning programs and the related 2020-21 initiatives?

Methodology

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

¹⁵ The Special Revenue Funds Management office reported \$1,082,662 in Title I funds and \$1,439,703 in Title II funds for the Early Learning Department as of 02/28/21.

Assistant Superintendent Interview and Document Review

The Early Learning Assistant Superintendent was interviewed in November 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.

Director of Instructional Strategy Interview

The Early Learning Director of Instructional Strategy was interviewed in November 2020. 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.

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 performing in reading and mathematics 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 PK enrollment, (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, which declined notably in fall 2020 due to COVID-19. In response to the decline in PK enrollment, the Early Learning Department used local billboards, door hangers on homes, signage in convenience stores, social media, radio announcements, hosting booths at community events, and multiple rounds of flyers to promote PK enrollment. The three flyers sent out by Early Learning targeted parents with students eligible for Dallas ISD PK enrollment by highlighting (1) the ability to enroll during the pandemic, (2) the district safety protocols for campuses when in-classroom learning resumed for a limited number of students, and (3) options for PK tuition and scholarships. In December 2020 and January 2021, the Early Learning Department launched a Holiday Blitz campaign using additional billboards and mailers to eligible families and social media promotions to promote PK enrollment. There were also enrollment campaigns in March and April 2021 including flyers, posters, yard signs, banners for schools, enrollment backpacks, and student bracelets. In addition to promoting PK enrollment through marketing strategies, the Early Learning Department provided PK to grade-two students with iPads and hotspots to allow students to participate in classes if they chose to learn from home. They also provided a schedule for parents to use to supervise their children for those who were learning remotely.

¹⁶ This report includes basic background information and program changes that occurred in 2020-21. More detailed background information can be found in Hinkley and Rowles (2019) and Tyree and Hinkley (2020).

In another effort to increase enrollment in 2020-21, the district piloted full-day three-year-old PK at five campuses and continued to add partner sites.¹⁷ Enrollment was full at all five 2020-21 pilot campuses; thus, the department planned to continue expanding three-year-old PK offerings in 2021-22. Additionally, the number of PK partnership sites increased (from 32 in 2018-19 to 37 in 2019-20 to 39 in 2020-21).¹⁸

Most Dallas ISD PK students attended PK at district elementary schools; others attended the Arlington Park, Harllee, or Wilmer Early Childhood Centers; and others attended PK partnership sites.¹⁹ In the Dallas ISD, most children were separated into classrooms by age; typically, three year olds attended half-day PK, and four year olds attended full-day PK. In a few Dallas ISD PK Montessori classrooms, and PK partnership sites, classrooms were mixed-age; children in these environments attended full-day PK regardless of age.²⁰

Quality. Another goal was to increase classroom quality by using specialists and the *CLASS*. In 2020-21, specialists continued to support teachers through virtual and in-person coaching. The district employed 41 PK specialists and 66 K through grade-two specialists. Of the 66 K through grade-two specialists, 55 also served grade-three teachers because those teachers were part of the first cohort of House Bill Three (HB 3) Reading Academies that launched in 2020-21.²¹ There were also four K-2 specialists that served Special Education (SPED) and Talented and Gifted (TAG) teachers.²² PK specialists served about 18 teachers each and K-2 specialists served about 15 teachers each.²³ Two specialists served only bilingual teachers. There were also 19 campus lead specialists. Each lead worked with two to four teachers and oversaw six to eight specialists. Two of the campus lead specialists oversaw Montessori specialists. All Title I campuses, except Montessori campuses, received PK specialist support in 2020-21. All K-2 specialists were assigned to schools rated as high-priority campuses and/or campuses where 60 percent or more of the students were African American.²⁴

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 November 2020, the number of PK partnership sites increased from 32 in 2018-19, to 37 in 2019-20, and to 39 in 2020-21. At each PK partnership site, the Dallas ISD teacher served as the lead teacher, and

¹⁷ Pilot three-year-old PK campuses were John Neeley Bryan, Geneva Heights, Richard Lagow, Preston Hollow, and Urban Park.

¹⁸ As of November 2020.

¹⁹ PK partnership sites are also referred to as School Readiness Integration sites.

²⁰ Students attending Arlington Park and James S. Hogg also attended full-day PK, regardless of age. Three year olds in the full-day PK pilot also attended full-day PK.

²¹ The Dallas ISD also provided HB 3 Reading Academies PD to assistant principals, media specialists, and instructional coaches. For more information, see Mickelson, 2021.

²² K-2 SPED and TAG specialists oversaw 40-60 teachers each.

²³ PK specialists served a range of 15-18 teachers while K-2 specialists served a range of 15-20 teachers.

²⁴ The first cohort of HB 3 Reading Academies was also selected based on the high-priority campus metric.

an employee from the partner worked in the role of teaching assistant. In 2020-21, the Dallas ISD continued to operate the Home Instruction for Parents of Preschool Youngsters (HIPPY) program for children from three to five years old.²⁵ Also, the Early Learning Department worked with Concilio to expand a parent-child interactive vocabulary building program to J.J. Rhodes that began at Arlington Park in 2019-20.²⁶

Goal Two: Reading and Mathematics on Grade Level. In order to meet the goal of students performing in reading on grade level by the end of grade two, a primary focus was ensuring that teachers were equipped with the skills to teach reading. In 2020-21, K through grade-three teachers at 56 campuses attended HB 3 Reading Academies which provided training on concepts and methods that support the science of teaching reading. For mathematics, the Early Learning Department purchased physical manipulatives from Hand2Mind²⁷ to supplement the district digital mathematics manipulatives and support students in mastering mathematics concepts in a remote-learning environment. Teachers also continued to receive specialist coaching and other PD.

Director of Instructional Strategy Interview

Both specialists and the department played a role in supporting teachers in 2020-21. Specialists provided individual and group supports and led PD. The department provided additional help with digital learning and attendance.

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 2020-21 school year. All specialists (PK through grade two) received monthly or bimonthly content training from the instructional strategy team including data dig meetings, Seesaw, and Dreambox training.^{28,29} 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), MAP training, CLASS observer certification training with Teachstone, and Results Coaching Global training.

In addition to providing individual support, Early Learning staff members led group training with teachers including optional Six Weeks at a Glance training for PK through grade-two teachers. These two-hour sessions allowed teachers to preview the curriculum for the next six weeks, review relevant Texas Essential Knowledge and Skills, and plan for the upcoming six weeks.³⁰

The Early Learning Department also provided virtual PD during the summer through the Early Learning Expo for PK through grade-two teachers. In summer 2020, the Early Learning Expo was a four-day, seven-hour-a-day program covering benchmark assessments *Running Records* training, guided reading training, and training about new curriculum additions. After the Early Learning Expo, these PD

²⁵ For more information about the HIPPY program, see the HIPPY evaluation report (Tyree, 2020).

²⁶ For more information about Concilio, see <https://www.theconcilio.org/>.

²⁷ For more information about Hand2Mind, see <https://www.hand2mind.com/>.

²⁸ For more information about Seesaw, see <https://web.seesaw.me/>.

²⁹ For more information about Dreambox, see <https://www.dreambox.com/>.

³⁰ New PK through grade-two teachers were also encouraged to review training videos on *Running Records*.

sessions were provided in video format for teachers to access throughout the year. The same opportunities were accessible to PK partnership teachers and teacher assistants.

In 2020-21, the department began working with two Apple Professional Support Specialists (APLS) to support digital learning for specialists, teachers, and parents/caregivers. A full-day training was held for specialists in November 2020. APLS staff also worked with teachers during class time, individually, or at weekly afterschool sessions. There were also weekly sessions held for parents and caregivers to help them provide support to students learning remotely. In addition to APLS, the Early Learning Department hired a Digital Ambassador to form a Digital Ambassador Team including specialists, teachers, and coaches who promoted technology integration, instruction, and student engagement. The department also selected 33 staff members at 14 campuses to be a part of the Digital Vanguard Group (IMPACT Vanguard) that promoted strategies for digital learning.³¹

Finally, in order to address chronic absenteeism, the department partnered with EveryDay Labs. The program monitored attendance for students at risk for chronic absenteeism and provided notifications and resources to their parents.³²

COVID-19

To support district families participating in at-home learning due to COVID-19 beginning spring 2019-20, the Early Learning Department created daily lessons aligned with the district curriculum for families to work through with their PK through grade-two students. Additional digital curriculum was provided through Seesaw during the summer and the 2020-21 school year.

Within the district, after spring break of 2020, Early Learning specialists no longer engaged in active face-to-face coaching with their teachers but continued to check on teachers virtually to answer questions.³³ During summer 2020, the Early Learning specialists assisted in creating additional digital curriculum. In the 2020-21 school year, the digital curriculum was created by the Early Learning Instructional Strategy Coordinators while the Early Learning Specialists supported teachers both virtually and face-to-face, depending on the instructional delivery method used by the classroom.

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 Dallas ISD Public Education Information Management System (PEIMS) snapshot data files.³⁴ The evaluator conducted frequency analyses to determine student characteristics by type (e.g., EC, PK partnership) and grade.

³¹ In 2019-20, several campuses partnered with Apple prior to COVID-19. Additional campuses for 2020-21 were selected because the campuses had relatively high populations of African American students.

³² For more information about EveryDay Labs, see <https://everydaylabs.com/>.

³³ The one-to-one coaching that began in spring 2020 also stopped.

³⁴ Data files dated 10/26/18 (2018-19), 10/31/19 (2019-20), and 10/30/20 (2020-21).

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, respectively. A PK cohort was created by pulling PEIMS snapshot demographic data for both the PK year and the year following the PK year (for example, 2019-20 and 2020-21 PEIMS data for 2019-20 PK students).³⁵ The evaluator conducted frequency analyses to determine the percentage of 2019-20 PK students who remained enrolled from 2019-20 to 2020-21. Data also were examined for 2017-18 PK (2018-19 K) and 2018-19 PK (2019-20 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 grade-three year (for example, 2017-18 to 2020-21 PEIMS data for 2020-21 grade-three students).³⁶ The evaluator conducted frequency analyses to determine the percentage of 2017-18 K students who remained enrolled in the district in grade three in 2020-21. Data also were examined for students who were in grade three in 2018-19 and 2019-20.

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.³⁷ Otherwise, to be eligible for free Dallas ISD PK in 2020-21, students must have met age requirements by September 1st³⁸ 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.^{39,40} Some students who did not meet state requirements were provided with scholarships to attend Dallas ISD PK⁴¹ or families could pay tuition to attend; about six percent of students attended via these options.

The Dallas ISD EC through grade-two programs served 40,583 students in 2020-21. Demographic information is presented in Appendix A. Over half of the students were male (51%), and/or Hispanic (68%), and most were economically disadvantaged (Eco Dis; 88%). About half (48%) were English Learners (ELs).

In comparison to 2018-19 and 2019-20 (Appendix A), the 2020-21 Dallas ISD EC through grade-two programs served fewer students than in previous years, with an overall decrease over the three-year period (46,457 in 2018-19, 45,549 in 2019-20, and 40,583 in 2020-21). In addition to the Early Learning programs serving fewer students overall, K enrollment also decreased over time (10,992 in 2018-19, to 10,938 in 2019-20, and to 10,276 in 2020-21). All three years, the programs served similar

³⁵ Two-year data files dated 11/06/18 (2018-19), 10/31/19 (2019-20), and 11/02/20 (2020-21).

³⁶ Five-year data files dated 11/06/18 (2018-19), 10/31/19 (2019-20), and 11/02/20 (2020-21).

³⁷ For information about EC enrollment, see <http://tea.texas.gov/index4.aspx?id=2147494988>.

³⁸ 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.

³⁹ For more information about the Dallas ISD PK requirements, see <https://tea.texas.gov/ece/eligibility.aspx>.

⁴⁰ Dealey and Stone Montessori schools were not required to follow these requirements.

⁴¹ For more information about scholarships, see <https://www.dallasisd.org/Page/59397>.

percentages of male students (51% to 52%) and Hispanic students (67% to 68%). The percentage of economically disadvantaged students served was between 88 and 90 percent in 2018-19 (90%), 2019-20 (89%), and 2020-21 (88%). As in previous years, about half of 2020-21 students were ELs (48% to 49%, all three years).

Continuous Enrollment Rates of Kindergarten and Grade-Three Students

Kindergarten. As of the PEIMS snapshot date for 2019-20, 11,788 students were enrolled in PK. Of these, 79 percent ($n = 9,310$) remained enrolled in 2020-21. This means that over a fifth of 2019-20 PK students did not remain in the district in 2020-21. This pattern was similar to 2019-20, when 12,737 students were enrolled in PK in 2018-19 and 77 percent ($n = 9,800$) remained enrolled in 2019-20, and 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.

Grade Three. As of the PEIMS snapshot date for 2017-18, 11,070 students were enrolled in K. Of these students, 69 percent ($n = 7,628$) were enrolled continuously from K in 2017-18 to 2020-21 (most students' grade-three year). This percentage was similar to prior years. As of the PEIMS snapshot date for 2016-17, 11,486 students were enrolled in K and 69 percent ($n = 7,886$) were enrolled continuously until 2019-20. In 2015-16, 12,209 students were enrolled in K and 68 percent ($n = 8,307$) were continuously enrolled until 2018-19. Table 1 contains detailed year-to-year enrollment data, with each student in a single enrollment category.

Table 1: 2015-16 to 2017-18 Number and Percentage of Kindergarten Students by Enrollment Year

Years Enrolled	Enrolled	
	<i>n</i>	%
2017-18 K Students ($n = 11,070$)		
Enrolled 2017-18 to 2020-21 (4 years)	7,628	68.9
Enrolled 2017-18 to 2019-20 (3 years)	809	7.3
Enrolled 2017-18 to 2018-19 (2 years)	937	8.5
Enrolled 2017-18 Did Not Remain (1 year)	1,348	12.2
Other	348	3.1
2016-17 K Students ($n = 11,486$)		
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 ($n = 12,209$)		
Enrolled 2015-16 to 2018-19 (4 years)	8,307	68.0
Enrolled 2015-16 to 2017-18 (3 years)	875	7.2
Enrolled 2015-16 to 2016-17 (2 years)	1,087	8.9
Enrolled 2015-16 Did Not Remain (1 year)	1,439	11.8
Other	501	4.1

Source: Five Year Longitudinal PEIMS data files for each year dated 11/06/18 (2018-19), 10/31/19 (2019-20), and 11/02/20 (2020-21).

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

What were the early learning teacher retention rates?

Methodology

The evaluator used semester one course files to examine differences in the rates at which teachers continued to teach the same grade over time.⁴² The course files for each year were limited to students enrolled in core subjects (i.e., language arts, mathematics, reading, science/health, social studies, and writing) in early learning grades (EC through grade two). Then, the files were used to extract lists of teacher identification numbers by grade. Only teachers who taught one grade each year were included in analyses. These files were used to determine the grade levels teachers taught each year from fall 2017 through fall 2020. For teachers without a grade level, personnel files were used to determine which teachers had left the district.⁴³ If they did not have a termination date, they were coded as not teaching an early learning grade. Frequency and crosstabs analyses were computed to determine the percentage of teachers overall and by grade level who taught in early learning in one year and then 1) taught the same early learning grade level, 2) switched early learning grade levels, 3) were no longer teaching an early learning grade level, or 4) left the district in the following year(s). These analyses were conducted for three time periods: early learning teachers who were teaching from 2017-18 to 2020-21 (three years), early learning teachers who were teaching from 2018-19 to 2020-21 (two years), and early learning teachers who were teaching from 2019-20 to 2020-21 (one year).

Results should be reviewed with caution because of the following limitations. First, some teachers may have taught the same grade in nonconsecutive years (i.e., the same grade in 2018-19 and 2020-21, but a different grade in 2019-20). Thus, they would be classified as moving grades in the one-year analysis (from 2018-19 to 2019-20) but staying in the same grade for the two-year analysis (from 2018-19 to 2020-21). Second, teachers who taught in multiple years, for example both 2018-19 and 2019-20, were included in both analyses.

Results

As seen in Tables 2, 3, and 4, a sizeable proportion of early learning teachers were no longer teaching in early learning grades or left the district over the past three years. Of the 2017-18 early learning teachers, 66 percent continued to teach in an early learning grade level in 2018-19, but this rate dropped to 52 percent after two years and to 47 percent after three years (Table 2). The early learning teacher retention rate was slightly higher for 2018-19 teachers, with 67 percent of early learning teachers remaining in an early learning grade level in 2019-20, and 58 percent continuing after two years (Table 3). In comparison to 2018-19, a higher percentage (73%) of 2019-20 teachers continued teaching an early learning grade level in 2020-21 (Table 4). This means the district has provided PD and extended support to many early learning teachers who have moved to non-early learning positions in the district or who have left the Dallas ISD, though the retention rates of early learning teachers have improved over time.

⁴² Course data files dated 02/01/18 (2017-18), 11/05/18 (2018-19), 01/24/20 (2019-20), and 01/24/21 (2020-21).

⁴³ Personnel data files dated 12/19/18 (2018-19), 12/11/19 (2019-20), and 01/21/21 (2020-21).

Table 2: 2017-18 to 2020-21 Early Learning Teacher Retention by Years of Service and Teaching Status

Timeframe	EC		PK		K		Grade One		Grade Two		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
2017-18 Teachers to 2018-19 (One Year)												
Taught Early Learning in 2017-18	36		514		540		531		570		2,191	
Taught the Same Early Learning Grade in 2018-19	2	5.6	358	69.6	293	54.3	254	47.8	261	45.8	1,168	53.3
Taught a Different Early Learning Grade in 2018-19	4	11.1	28	5.4	93	17.2	86	16.2	70	12.3	281	12.8
Did not Teach an Early Learning Grade in 2018-19	25	69.4	74	14.4	78	14.4	105	19.8	158	27.7	440	20.1
Left the District in 2018-19	5	13.9	54	10.5	76	14.1	86	16.2	81	14.2	302	13.8
2017-18 Teachers to 2019-20 (Two Years)												
Taught the Same Early Learning Grade in 2019-20	5	13.9	289	56.2	202	37.4	169	31.8	146	25.6	811	37.0
Taught a Different Early Learning Grade in 2019-20	2	5.6	43	8.4	117	21.7	97	18.3	76	13.3	335	15.3
Did not Teach an Early Learning Grade in 2019-20	19	52.8	77	15.0	92	17.0	140	26.4	209	36.7	537	24.5
Left the District in 2019-20	10	27.8	105	20.4	129	23.9	125	23.5	139	24.4	508	23.2
2017-18 Teachers to 2020-21 (Three Years)												
Taught the Same Early Learning Grade in 2020-21	1	2.8	229	44.6	164	30.4	134	25.2	130	22.8	658	30.0
Taught a Different Early Learning Grade in 2020-21	3	8.3	64	12.5	113	20.9	98	18.5	100	17.5	378	17.3
Did not Teach an Early Learning Grade in 2020-21`	20	55.6	90	17.5	109	20.2	139	26.2	183	32.1	541	24.7
Left the District in 2020-21	12	33.3	131	25.5	154	28.5	160	30.1	157	27.5	614	28.0

Source: Semester course files dated 02/01/18 (2017-18), 11/05/18 (2018-19), 01/24/20 (2019-20), and 01/24/21 (2020-21).

Note: Some percentages may not sum to 100 because of rounding.

Table 3: 2018-19 to 2020-21 Early Learning Teacher Retention by Years of Service and Teaching Status

Timeframe	EC		PK		K		Grade One		Grade Two		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
2018-19 Teachers to 2019-20 (One Year)												
Taught Early Learning in 2018-19	6		502		494		477		519		1,998	
Taught the Same Early Learning Grade in 2019-20	2	33.3	346	68.9	293	59.3	231	48.4	212	40.8	1,084	54.3
Taught a Different Early Learning Grade in 2019-20	-	-	35	7.0	72	14.6	81	17.0	59	11.4	247	12.4
Did not Teach an Early Learning Grade in 2019-20	2	33.3	53	10.6	72	14.6	99	20.8	165	31.8	391	19.6
Left the District in 2019-20	2	33.3	68	13.5	57	11.5	66	13.8	83	16.0	276	13.8
2018-19 Teachers to 2020-21 (Two Years)												
Taught the Same Early Learning Grade in 2020-21	1	16.7	267	53.2	226	45.7	164	34.4	162	31.2	820	41.0
Taught a Different Early Learning Grade in 2020-21	-	-	57	11.4	97	19.6	96	20.1	85	16.4	335	16.8
Did not Teach an Early Learning Grade in 2020-21	3	50.0	110	21.9	118	23.9	151	31.7	195	37.6	577	28.9
Left the District in 2020-21	2	33.3	68	13.5	53	10.7	66	13.8	77	14.8	266	13.3

Source: Semester course files dated 11/05/18 (2018-19), 01/24/20 (2019-20), and 01/24/21 (2020-21).

Note: Some percentages may not sum to 100 because of rounding. Cells marked with a dash (-) indicate no teachers were in this category.

Table 4: 2019-20 to 2020-21 Early Learning Teacher Retention by Year of Service and Teaching Status

Timeframe	EC		PK		K		Grade One		Grade Two		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
2019-20 Teachers to 2020-21 (One Year)												
Taught Early Learning in 2019-20	27		503		486		466		478		1,960	
Taught the Same Early Learning Grade in 2020-21	10	37.0	356	70.8	315	64.8	248	53.2	261	54.6	1,190	60.7
Taught a Different Early Learning Grade in 2020-21	2	7.4	41	8.2	74	15.2	64	13.7	60	12.6	241	12.3
Did not Teach an Early Learning Grade in 2020-21	10	37.0	61	12.1	41	8.4	87	18.7	97	20.3	296	15.1
Left the District in 2020-21	5	18.5	45	8.9	56	11.5	67	14.4	60	12.6	233	11.9

Source: Semester course files dated 01/24/20 (2019-20), and 01/24/21 (2020-21).

Note: Some percentages may not sum to 100 because of rounding.

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

Methodology

CLASS is an observation instrument designed by Teachstone to measure teacher-child interactions using 10 dimensions that can be collapsed into three domains. These domains 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 et al. (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 (November 2020 through February 2021) and once in the spring (February 2021 through June 2021).⁴⁴ Each observation included four 20-minute blocks of time occurring 10 minutes apart. During each timeframe, each teacher was rated on a scale of one to seven on each of the 10 CLASS dimensions.

The evaluator received data files from SMU for the fall and spring semesters of the 2020-21 school year.⁴⁵ The files contained raw scores for each teacher, for each dimension, within each timeframe. The evaluator averaged the dimension scores across time points. Then, these scores were averaged to create a score for each of the three domains. Finally, domain scores were averaged to create an overall score. The evaluator examined domain scores to determine if scores met the quality thresholds and then calculated the percentages of teachers who met or exceeded the thresholds.⁴⁶ The evaluator also compared the percentages of teachers who met the quality thresholds in spring 2019, spring 2020, and spring 2021.^{47,48}

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) with the exception of grade-one teachers in fall 2020 for instructional support.

There were consistent patterns of increase in the average raw scores and the percentages of teachers scoring at or above the quality thresholds from fall to spring when results were examined overall,

⁴⁴ Classroom observations were conducted in person (as in previous years) and virtually. The fall window had to be extended to collect a comparable sample size to previous semesters amidst COVID-19.

⁴⁵ The data files were provided on 04/19/21 (fall 2020) and 06/23/21 (spring 2021).

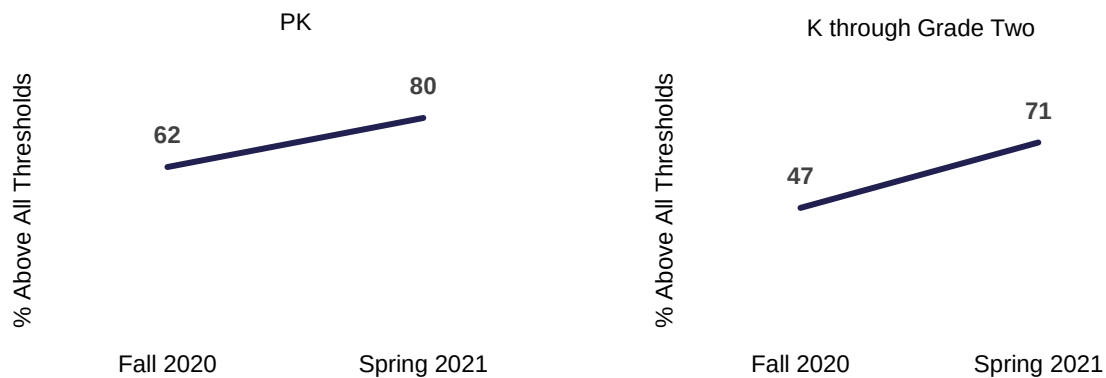
⁴⁶ In fall 2020, 23 teachers (3%) of which four were Montessori teachers, taught in a mixed-grade classroom. These teachers were excluded from analyses. In spring 2021, 49 teachers (5%), of which 45 were Montessori teachers, taught in a mixed-grade classroom. These teachers were excluded from analyses.

⁴⁷ Data files were provided by SMU on 06/03/19 (2018-19), 05/08/20 (2019-20), and 06/23/21 (2020-21).

⁴⁸ 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.

by grade level, by grades PK and K through two combined, and by domain. Figure 1 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 substantively in PK (62% to 80%) and increased even more (47% to 71%) for K through grade two.

Figure 1: 2020-21 Percentage of Teachers At or Above All Quality Thresholds by Grade and Semester



Source: Data files provided by SMU on 04/19/21 (fall 2020) and 06/23/21 (spring 2021).

Note: Sample sizes are provided in Tables 3 and 4. Only classrooms with one grade (not mixed-grade classrooms) were included in analyses.

Fall 2020

In fall 2020, *CLASS* was administered at 139 Dallas ISD elementary schools and 39 PK partnership sites. Table 5 presents the percentage of teachers who scored at or above the quality threshold for each domain and for all three domains combined, and the average score and range of scores for each domain and for all three domains combined, by grade level and for K through grade two combined. Across grade levels and when grades K through two were combined, teachers were strongest in emotional support, followed by classroom organization, then instructional support. Additionally, there were higher mean scores for emotional support compared to classroom organization for each grade.

Table 5: 2020 Fall CLASS Scores by Grade, Domain, and Overall

	PK (n = 322)	K (n = 130)	Grade 1 (n = 143)	Grade 2 (n = 155)	Grades K-2 (n = 428)
Emotional Support (Quality Threshold = 5.00)					
Percent At or Above Threshold	96.9	86.9	86.0	88.4	87.1
Average Raw Score	6.03	5.63	5.66	5.64	5.64
Raw Score Range	4.50-6.94	3.81-6.94	4.06-7.00	2.31-6.88	2.31-7.00
Classroom Organization (Quality Threshold = 5.00)					
Percent At or Above Threshold	96.3	78.5	79.7	78.7	79.0
Average Raw Score	6.01	5.50	5.54	5.55	5.53
Raw Score Range	4.25-7.00	2.33-6.92	3.17-7.00	2.25-6.92	2.25-7.00
Instructional Support (Quality Threshold = 3.25)					
Percent At or Above Threshold	62.7	50.8	52.4	53.5	52.3
Average Raw Score	3.50	3.25	3.23	3.29	3.26
Raw Score Range	1.33-5.75	1.08-5.17	1.08-5.75	1.00-6.00	1.00-6.00
Overall					
Percent At or Above Threshold*	61.8	45.4	47.6	46.5	46.5
Average Raw Score	5.18	4.79	4.81	4.83	4.81
Raw Score Range ^a	3.49-6.38	2.60-6.31	3.42-6.58	1.85-6.38	1.85-6.58

Source: Data files provided by SMU on 04/19/21.

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. Twenty-three teachers (3%) of which four were Montessori teachers, taught in a mixed grade classroom. These teachers were excluded from analyses.

Spring 2021

In spring 2021, CLASS was administered at 139 Dallas ISD elementary schools and 39 PK partnership sites. Table 6 presents the percentage of teachers who scored at or above the quality threshold for each domain and for all three domains combined, and the average score and range of scores for each domain and for all three domains combined, by grade level, and for grades K through two combined. As in the fall, across grade levels and when grades K through two were combined, teachers were strongest in emotional support and weakest in instructional support.

Table 6: 2021 Spring CLASS Scores by Grade, Domain, and Overall

	PK (n = 404)	K (n = 186)	Grade 1 (n = 171)	Grade 2 (n = 203)	Grades K-2 (n = 560)
Emotional Support (Quality Threshold = 5.00)					
Percent At or Above Threshold	98.5	94.6	91.2	91.1	92.3
Average Raw Score	6.16	5.92	5.84	5.75	5.83
Raw Score Range	3.75-7.00	3.31-6.88	3.94-7.00	3.50-6.94	3.31-7.00
Classroom Organization (Quality Threshold = 5.00)					
Percent At or Above Threshold	96.8	90.3	90.1	88.7	89.6
Average Raw Score	6.13	5.93	5.88	5.76	5.85
Raw Score Range	3.58-7.00	3.75-7.00	3.17-7.00	3.33-6.92	3.17-7.00
Instructional Support (Quality Threshold = 3.25)					
Percent At or Above Threshold	81.2	73.1	73.7	77.8	75.0
Average Raw Score	4.03	3.81	3.87	3.83	3.83
Raw Score Range	1.92-6.42	1.50-5.83	1.42-6.17	1.75-5.83	1.42-6.17
Overall					
Percent At or Above Threshold*	79.7	69.4	70.8	72.4	70.9
Average Raw Score	5.44	5.22	5.20	5.11	5.17
Raw Score Range ^a	3.44-6.67	3.10-6.35	3.11-6.70	3.27-6.42	3.10-6.70

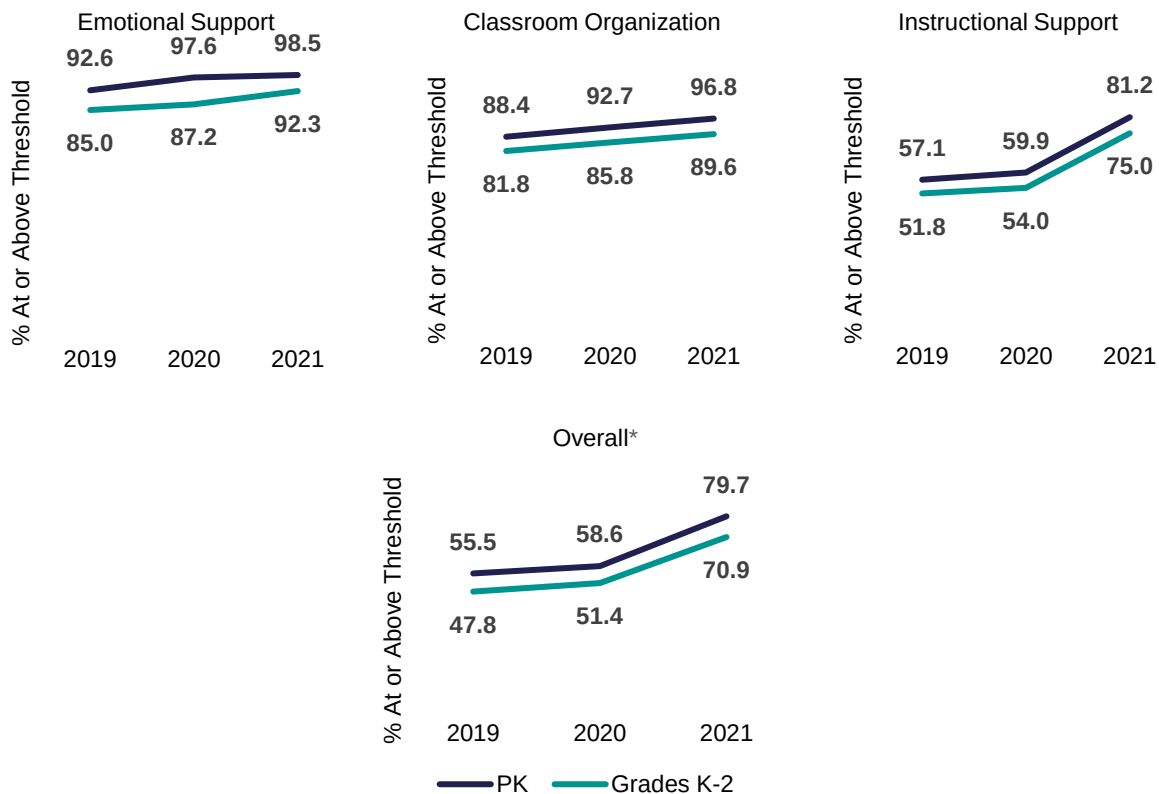
Source: Data files provided by SMU on 06/23/21.

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. 49 teachers (5%), of which 45 were Montessori teachers, taught in mixed-grade classrooms and were not included in analyses.

Spring 2019 to Spring 2021

Spring results over time are presented in Figure 2. 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 2019 to spring 2021 for all three domains individually and combined. PK teachers met or exceeded the quality thresholds for all three domains individually and combined at higher percentages than K through grade-two teachers. In terms of growth, there were similar gaps in performance between PK and K through grade-two teachers from 2019 to 2020 and from 2020 to 2021, with the exception of emotional support. As hoped because of the lower percentage of teachers meeting the quality threshold for instructional support, both PK and K through grade-two teachers had the largest domain-level gains in instructional support (+21 percentage points for both) from spring 2020 to spring 2021. Even so, 19 percent of PK and 25 percent of K through grade-two teachers did not meet the instructional support threshold.

Figure 2: 2019 to 2021 Spring Percentages of Prekindergarten and Kindergarten through Grade-Two Teachers At or Above the Quality Threshold by CLASS Domain, Overall, and Year



Source: Data files provided by SMU on 06/03/19 (2018-19), 05/08/20 (2019-20), and 06/23/21 (2020-21). Sample sizes are provided in Table 4 for 2021. In spring 2020, there were 689 K-2 teachers and 382 PK teachers. In spring 2019, there were 901 K-2 teachers and 571 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 2020-21 school year?

Methodology

Multiple assessments were used to examine how early learning student scores changed throughout the 2020-21 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). In 2019-20, all EOY assessments reported here were canceled as a result of the transition to at-home learning because of COVID-19. Thus, those data were unavailable. Because of continuing impacts of the pandemic, comparisons between 2020-21 and prior years should be reviewed with caution. PK students were assessed using *CIRCLE*. K students were assessed using *TX-KEA* and, beginning in 2020-21, *MAP* at EOY only. Students in grades one and two were assessed using *MAP*. More detailed methodology for each assessment is provided below. The board-approved goal progress measures were also evaluated, as applicable.

CIRCLE (PK)

CIRCLE is an assessment designed by CLI to serve as a PK progress monitor.⁴⁹ Students are classified as *On Track* or as *Monitor* or *Needs Support* on up to 15 domains.⁵⁰ 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).⁵¹ 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.⁵² 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.⁵³ Frequency and crosstabs analyses were computed to review student performance on waves one through three (as applicable) by test version (English, Spanish, and combined) and student group (ethnicity, EL status, Eco Dis status, and 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 Screener (new in 2020-21 and including vocabulary, letter names, and spelling subtests), Emergent Literacy: Reading composite (letter names, letter sounds, and blending subtests), the Language and Communication composite (vocabulary and listening comprehension subtests), the Mathematics composite (mathematics part one and two), and social and emotional competence. The Literacy Screener is considered the K-readiness standard and scoring *On Track* on the Literacy Screener indicates K readiness. However, prior to 2020-21, Emergent Literacy: Reading was the K readiness standard. At MOY and EOY the assessed domains change; students are only assessed in both English and Spanish on spelling, vocabulary, mathematics, and social and emotional competence. MOY assessments were given for the first time in 2019-20. EOY assessments were given for the first time in 2020-21.

⁴⁹ For more information on *CIRCLE*, see <https://cliengage.org/public/tools/assessment/circle-progress-monitoring/>.

⁵⁰ 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.

⁵¹ Because classification of scores below the cut point are age dependent, movement between these classifications is not meaningful and was not examined.

⁵² PEIMS demographic data files dated 10/26/18 (2018-19), 10/31/19 (2019-20), and 10/30/20 (2020-21). *CIRCLE* data files dated 05/09/19 (2018-19 Waves 1 and 2), 06/05/19 (2018-19 Wave 3), 05/08/20 (2019-20 Waves 1 and 2), and 06/29/21 (2020-21 Waves 1-3). Wave 3 was not administered at EOY in 2019-20.

⁵³ The data analysis guidelines originally developed for *Istation's Indicators of Progress (ISIP)* were applied to *CIRCLE*. Staff members from the Evaluation and Assessment, Early Learning, and Bilingual/English as a Second Language Departments worked together to develop *ISIP* data analysis guidelines. The purpose of the guidelines was to ensure consistent reporting of data across departments and over time.

BOY *TX-KEA* data were examined in two more ways. First, the evaluator 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. To allow for comparisons over time, spelling, vocabulary, mathematics, and social and emotional competence were examined at BOY, MOY, and EOY.

TX-KEA data and PEIMS demographic data were merged for analyses of K readiness [as measured by the Literacy Screener (2020-21) or Emergent Literacy: Reading composite (prior to 2020-21)]⁵⁴ and for each of the subtests available over time (language and communication, as available, and spelling, vocabulary, mathematics, and social and emotional competence).⁵⁵ 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, MOY, and EOY by test version (English, Spanish, and combined) and student group (ethnicity, EL status, Eco Dis status, and SPED status). The evaluator also examined the *TX-KEA*-related goal progress measure that 40 percent of K students would score at or above grade level (*On Track*) on *TX-KEA* mathematics.⁵⁶

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 Screener (2020-21) or Literacy Reading composite (prior to 2020-21)] based on PK attendance. To conduct these analyses, PEIMS snapshot demographic data and the relevant BOY *TX-KEA* data were merged.⁵⁷ K was used as the sampling frame to compare students who attended PK with those who did not attend.⁵⁸ 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.⁵⁹ 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, 2017-18 to 2019-20 PEIMS demographic data for 2020-21 K students).⁶⁰ 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*.

⁵⁴ PEIMS district data files dated 10/26/18 (2018-19), 10/31/19 (2019-20), and 10/30/20 (2020-21) and BOY *TX-KEA* data files dated 11/01/18 (2018-19), 10/29/19 (2019-20), 10/28/20 (2020-21 except Literacy Screener), and 02/02/21 (2020-21 Literacy Screener).

⁵⁵ PEIMS demographic data file dated 10/26/18 (2018-19), 10/31/19 (2019-20), and 10/30/20 (2020-21). *TX-KEA* data files dated 11/01/18 (2018-19 BOY except Spelling and Vocabulary), 05/13/20 (2018-19 BOY Vocabulary), 02/01/21 (2018-19 BOY Spelling), 10/29/19 (2019-20 BOY except Spelling and Vocabulary), 02/13/20 (2019-20 BOY Vocabulary and MOY except Spelling), 02/02/21 (2019-20 BOY and MOY Spelling), 10/28/20 (2020-21 BOY except Spelling), 02/02/21 (2020-21 BOY Spelling and MOY), and 06/30/21 (2020-21 EOY). *TX-KEA* was not administered at MOY or EOY in 2018-19 nor EOY in 2019-20.

⁵⁶ Approved by the Dallas ISD Board of Trustees on 11/19/20.

⁵⁷ PEIMS district data files dated 10/26/18 (2018-19), 10/31/19 (2019-20), and 10/30/20 (2020-21) and BOY *TX-KEA* data files dated 11/01/18 (2018-19), 10/29/19 (2019-20), 10/28/20 (2020-21 BOY except the Literacy Screener), and 02/02/21 (2020-21 Literacy Screener).

⁵⁸ Because of the constraints of the district database, the evaluator followed the sampling procedure that was used by Huston et al. (2012).

⁵⁹ 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.

⁶⁰ Five Year Longitudinal PEIMS data files for each year dated 11/06/18 (2018-19), 10/31/19 (2019-20), and 11/02/20 (2020-21).

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, 2019-20, and 2020-21 K cohort groups by year, test version (English, Spanish, and combined), and student group (ethnicity, EL status, Eco Dis status, and SPED status). Results should be reviewed with caution because of the following limitations. First, students classified as *No DISD PK* may have attended preschool elsewhere (e.g., Head Start, private preschool, other school district), or not at all. Second, some students may have been eligible for PK but were not included because of unavailable information related to additional eligibility criteria such as whether the student was homeless, in foster care, or had a parent who served in the military or was eligible for the Star of Texas Award. Third, differences between the *DISD PK/No DISD PK* groups may be attributable to a parent decision to place a student in PK or not (self-selection issue).

MAP Growth (Grade One and 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.⁶¹ Grades one, ten, and eleven were added in 2020-21. Analyses were conducted to determine the percentage of grade-one and grade-two students who scored at or above the 50th percentile on reading and mathematics at BOY, MOY, and EOY, as applicable. K students also completed MAP in 2020-21 at EOY only. Those results were included for completeness.

MAP data and PEIMS demographic data were merged for analyses.⁶² To allow for examination of overall student performance, the English and Spanish administrations were combined into one file. While English and Spanish norms differed, norming occurred prior to application of the cut scores resulting in comparable cut points. 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) from BOY to EOY. The evaluator also examined the MAP-related goal progress measures that 35 percent of grade-two African American students would score at or above the 50th percentile on EOY reading and 30 percent would score at or above the 50th percentile on EOY mathematics.⁶³

Results

CIRCLE (PK)

On the Phonological Awareness domain of *CIRCLE*, for the English and Spanish administrations combined, across administrations in 2020-21, 68 percent (wave 1), 75 percent (wave 2), and 83 percent (wave 3) of the PK students tested were *On Track* (Figure 3). It would be hoped that the percentage of students at or above grade level would increase throughout the year, and the percentage of *On Track* students followed this pattern. When compared to 2018-19 and 2019-20, the percentages of *On Track* students within each wave decreased slightly over the last three years. Results by language and student

⁶¹ For more information on MAP, see <https://nwea.org>.

⁶² PEIMS demographic data files dated 10/31/19 (2019-20) and 10/30/20 (2020-21). MAP data files dated 02/11/20 (2019-20 BOY and MOY), 11/05/20 (2020-21 BOY), 02/03/21 (2020-21 MOY), and 06/23/21 (2020-21 EOY). MAP was not administered at EOY in 2019-20.

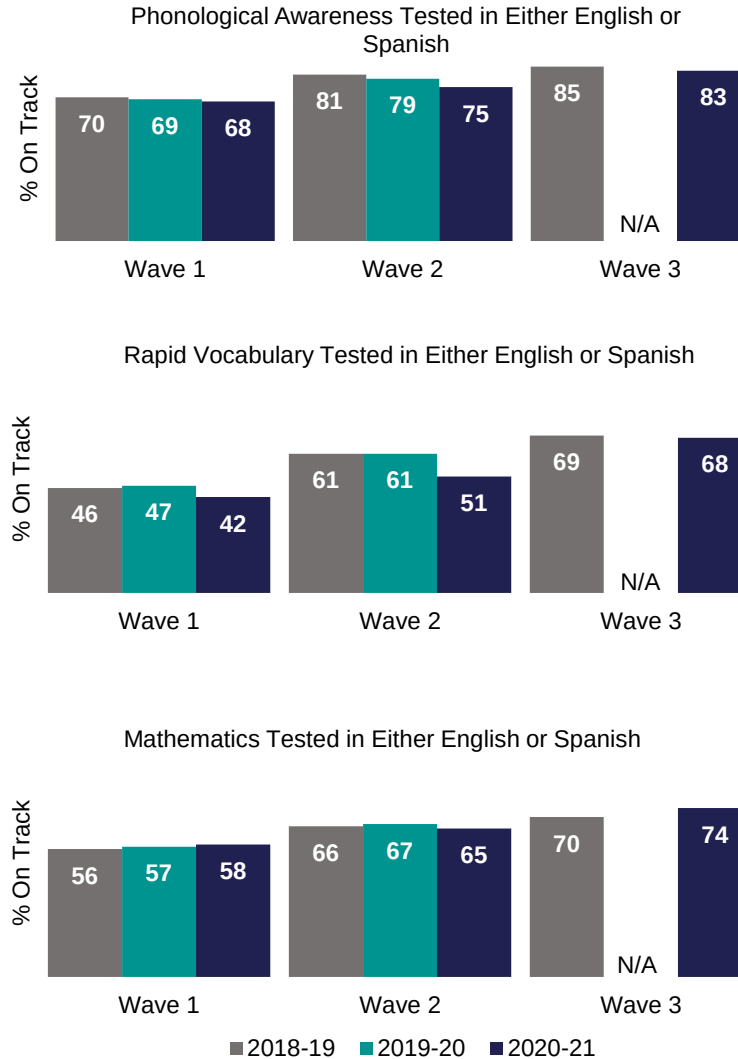
⁶³ Approved by the Dallas ISD Board of Trustees on 11/19/20.

group are provided in Appendix B. Across years, the rate of overall students who were *On Track* in English was higher than for students who tested in Spanish in wave 1 but the pattern reversed in waves 2 and 3.

On the Rapid Vocabulary domain of *CIRCLE*, for the English and Spanish administrations combined, across administrations in 2020-21, 42 percent (wave 1), 51 percent (wave 2), and 68 percent (wave 3) of the PK students who tested were *On Track* (Figure 3). 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 wave 1 increased slightly from 2018-19 to 2019-20 but decreased from 2019-20 to 2020-21. For wave 2, 2018-19 and 2019-20 were similar and there was a decrease from 2019-20 to 2020-21. For wave 3, there was a slight decrease from 2018-19 to 2020-21. Results by language and student group are provided in Appendix B. Across years, the rate of overall students who were *On Track* in English was higher than for students who tested in Spanish in wave 1 but the pattern reversed in waves 2 and 3.

On the Mathematics domain of *CIRCLE*, for the English and Spanish administrations combined, across administrations in 2020-21, 58 percent (wave 1), 65 percent (wave 2), and 74 percent (wave 3) of the PK students who tested were *On Track* (Figure 3). 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 slightly from 2018-19 to 2020-21 with the exception of wave 2 from 2019-20 to 2020-21. Results by language and student group are provided in Appendix B. Across years, more students who tested in English than in Spanish were *On Track* in waves 1, 2 and 3. However, results should be reviewed with caution because of the small number of students who tested in Spanish.

Figure 3: 2018-19 to 2020-21 Percentage of Prekindergarten Students Performing On Track on CIRCLE by Domain, Wave, and Year



Source: PEIMS district data files dated 10/26/18 (2018-19), 10/31/19 (2019-20), and 10/30/20 (2020-21). *CIRCLE* data files dated 05/09/19 (2018-19 Waves 1 and 2), 06/05/19 (2018-19 Wave 3), 05/08/20 (2019-20 Waves 1 and 2), and 06/29/21 (2020-21 Waves 1-3).

Note: No *CIRCLE* Wave 3 data were available 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. Sample sizes are provided in Appendix B.

TX-KEA (K)

Overall K Readiness. On the Literacy Screener, the K-readiness standard within TX-KEA, 69 percent of students tested were K ready (Table 7). In comparison to prior K-readiness metrics, the K-readiness rate was higher in 2020-21 (69%) using the new Literacy Screener metric than it would have been using the old Emergent Literacy: Reading metric (55%; Appendix B, Table 7). Even so, both metrics are lower than the Emergent Literacy: Reading metric in 2019-20 (72%; Appendix B, Table 10) and in 2018-19 (70%; Appendix B, Table 12).

A greater percentage of students who tested in Spanish were K ready (71%) than students who tested in English (67%). In comparison to prior K-readiness metrics, English and Spanish students were more comparable on the new Literacy Screener metric than they were on the old Emergent Literacy: Reading metric in 2020-21 (English: 38%, Spanish: 72%; Appendix B, Table 7). In 2019-20, the percentages of students *On Track* on Emergent Literacy: Reading were more comparable (English: 71%, Spanish: 72%; Appendix B, Table 10); however, 2018-19 Emergent Literacy: Reading results evidenced a discrepancy larger than 2019-20 but less than 2020-21 (English: 67%, Spanish 74%; Appendix B, Table 12).

Table 7: 2020-21 Percentage of Kindergarten Students Who Were Kindergarten Ready on BOY TX-KEA Literacy Screener by Version and Student Group

	Tested <i>n</i>	On Track %
English		
All	4,522	67.1
African American	1,707	65.3
Hispanic	1,907	60.5
White	580	89.0
English Learner	103	57.3
Economically Disadvantaged	3,544	61.2
Special Education	179	62.6
Spanish		
All	4,100	70.5
African American	*	*
Hispanic	4,056	70.6
White	29	69.0
English Learner	3,891	70.4
Economically Disadvantaged	3,771	70.1
Special Education	94	58.5
English and Spanish Combined		
All	8,622	68.7
African American	1,712	65.2
Hispanic	5,963	67.4
White	609	88.0
English Learner	3,994	70.1
Economically Disadvantaged	7,315	65.8
Special Education	273	61.2

Source: PEIMS district data file dated 10/30/20 and BOY TX-KEA data file dated 02/02/21.

Note: Note: The Literacy Screener was the K-readiness metric for the first time in 2020-21, prior years' K-readiness metrics are available in Appendix B. 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 2020-21 (71%) than students in the *No DISD PK* group (45%; Table 8). 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, 29 percent of Dallas ISD PK students were not K ready (34% in English and 26% in Spanish). See Appendix B for *DISD PK/No DISD PK* 2018-19 and 2019-20 data.

In comparison to prior K-readiness metrics, the K-readiness rate for *DISD PK* students was higher in 2020-21 (71%) using the new Literacy Screener metric than it would have been using the old Emergent Literacy: Reading metric (59%; Appendix B, Table 4). Even so, both metrics are lower than the Emergent Literacy: Reading metric in 2019-20 (78%; Appendix B, Table 5) and in 2018-19 (77%; Appendix B, Table 6) for students who attended Dallas ISD PK.

Table 8: 2020-21 Percentage of Kindergarten Students Performing *On Track* on BOY TX-KEA Literacy Screener 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	2,672	66.0	867	46.7	3,539	61.3
African American	1,157	68.0	408	49.5	1,565	63.2
Hispanic	1,274	62.7	332	38.9	1,606	57.8
White	63	76.2	65	60.0	128	68.0
English Learner	77	61.0	25	44.0	102	56.9
Eco Dis	2,660	65.9	864	46.6	3,524	61.2
Special Education	96	59.4	24	33.3	120	54.2
Spanish						
All	3,613	73.8	423	41.6	4,036	70.4
African American	*	*	-	-	*	*
Hispanic	3,594	73.9	418	41.6	4,012	70.6
White	10	70.0	*	*	14	64.3
English Learner	3,460	73.9	420	41.4	3,880	70.4
Eco Dis	3,375	73.4	387	41.6	3,762	70.1
Special Education	91	58.2	*	*	93	58.1
English and Spanish Combined						
All	6,285	70.5	1,290	45.0	7,575	66.2
African American	1,160	67.9	408	49.5	1,568	63.1
Hispanic	4,868	71.0	750	40.4	5,618	66.9
White	73	75.3	69	59.4	142	67.6
English Learner	3,537	73.6	445	41.6	3,982	70.1
Eco Dis	6,035	70.1	1,251	45.1	7,286	65.8
Special Education	187	58.8	26	34.6	213	55.9

Source: PEIMS district data file dated 10/30/20 and BOY TX-KEA data file dated 02/02/21.

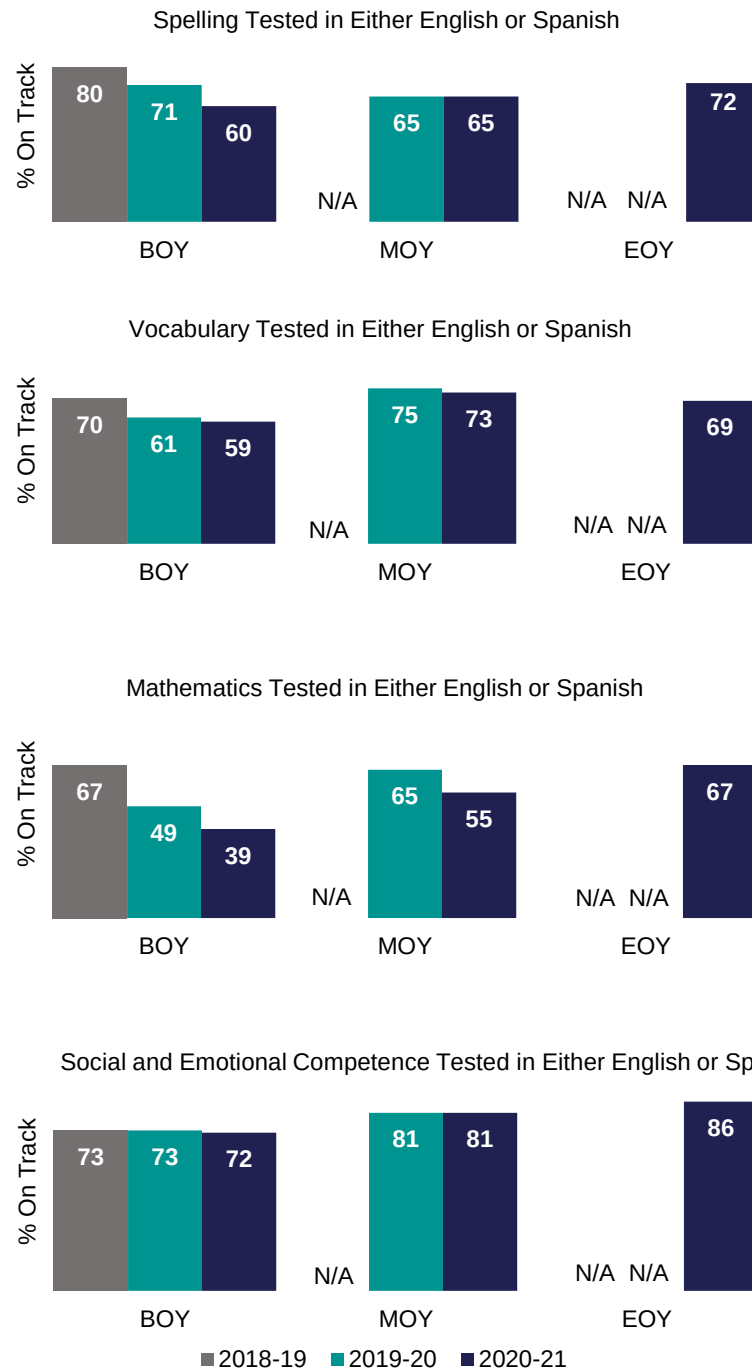
Note: The Literacy Screener was the K-readiness metric for the first time in 2020-21, prior years' K-readiness metrics are available in Appendix B. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in 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; cells marked with a dash (-) indicate no students were tested.

TX-KEA Over Time. The percentage of students scoring *On Track* increased from 2020-21 BOY to EOY for spelling, mathematics, and social and emotional competence with mixed results for vocabulary (Figure 4). For EOY mathematics specifically, the board-approved student progress measure that 40

percent of K students would score at or above grade level on *TX-KEA* EOY mathematics was met (67%).⁶⁴ When timepoints were examined year over year, the percentage of students who were *On Track* at a given timepoint decreased (vocabulary, mathematics, and BOY spelling) or remained relatively flat (social and emotional competence and MOY spelling). Appendix B contains results for *TX-KEA* subtests over time by language and student group. From 2018-19 BOY to 2020-21 EOY, students testing in Spanish outperformed those testing in English on Emergent Literacy: Reading (as applicable) and mathematics but the reverse was true for social and emotional competence with some exceptions. For spelling, students testing in English outperformed those testing in Spanish on 2018-19 BOY and 2019-20 MOY, but this pattern reversed for 2019-20 BOY and 2020-21 BOY to EOY with minimal exceptions. For vocabulary, students testing in English outperformed those testing in Spanish on 2018-19 BOY and 2021 EOY, but the reverse was true for 2019-20 BOY and MOY and 2020-21 BOY and MOY with some exceptions.

⁶⁴ Goal progress monitor 3.2 was revised from 55 percent to 40 percent in 2020-21 because of learning loss due to COVID-19.

Figure 4: 2018-19 to 2020-21 Percentage of Kindergarten Students Performing *On Track* on TX-KEA by Domain, Administration, and Year



Source: PEIMS district data files dated 10/26/18 (2018-19), 10/31/19 (2019-20), and 10/30/20 (2020-21). TX-KEA data files dated 11/01/18 (2018-19 BOY except Vocabulary and Spelling), 05/13/20 (2018-19 BOY Vocabulary), 02/01/21 (2018-19 BOY Spelling), 10/29/19 (2019-20 BOY except Vocabulary and Spelling), 02/13/20 (2019-20 BOY Vocabulary), 02/02/21 (2019-20 BOY Spelling), 02/13/20 (2019-20 MOY except Spelling), 02/02/21 (2019-20 MOY Spelling), 10/28/20 (2020-21 BOY except Spelling), 02/02/21 (2020-21 BOY Spelling), 02/02/21 (2020-21 MOY), and 06/30/21 (2020-21 EOY).

Note: No MOY data were collected for the 2018-19 school year and no EOY data were collected for the 2018-19 and 2019-20 school 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. TX-KEA domain dates differ because not all domains were originally examined. Sample sizes are provided in Appendix B.

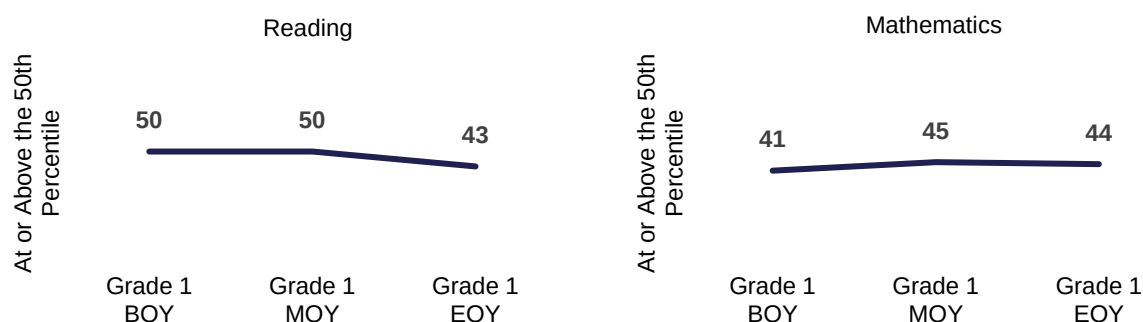
MAP Growth (Grade One and Two)⁶⁵

Grade One. As shown in Figure 5, for the MAP K-2 English and Spanish administrations combined, the overall percentage of grade-one students at or above the 50th percentile on MAP ranged from 43 percent to 50 percent on reading and 41 percent to 45 percent on mathematics in 2020-21. Thus, at least half of grade-one students did not perform at or above grade level in reading and the majority did not perform at or above 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-one students at or above the 50th percentile in 2020-21 decreased from BOY to EOY in reading (50% to 43%) and increased in mathematics (41% to 44%), though it was highest at MOY (45%).

Results for student groups and language by time are provided in Appendix B. With some exceptions, particularly for African American and White students, more students who tested in Spanish than in English performed at or above grade level.

Figure 5: 2020-21 Percentage of Grade-One Students At or Above the 50th Percentile on Combined MAP K-2 Reading and Mathematics by Administration



Source: PEIMS district data file dated 10/30/20. MAP data files dated 11/05/20 (2020-21 BOY), 02/03/21 (2020-21 MOY), and 06/23/21 (2020-21 EOY).

Note: To allow for examination of overall student performance, the English and Spanish administrations were combined. Sample sizes are available in Appendix B.

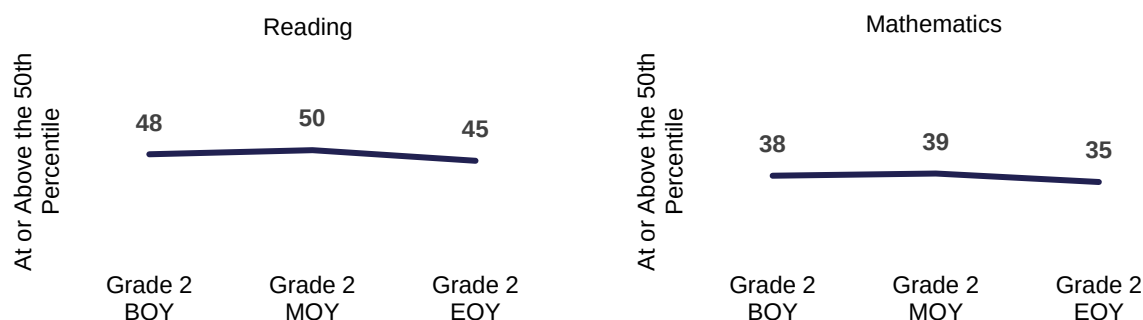
Grade Two. As shown in Figure 6, for the MAP 2-5 English and Spanish administrations combined, the overall percentage of grade-two students at or above the 50th percentile on MAP ranged from 45 percent to 50 percent on reading and 35 percent to 39 percent on mathematics in 2020-21. Thus, at least half of grade-two students did not perform at or above grade level in reading, and the majority did not perform at or above 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 2020-21

⁶⁵ The primary assessment for K students was TX-KEA, however, K students did take MAP at EOY only. These results are presented in Appendix B.

decreased from BOY to EOY in reading (48% to 45%), although it was highest at MOY (50%) and decreased in mathematics (38% to 35%), although it was highest at MOY (39%).

Figure 6: 2020-21 Percentage of Grade-Two Students At or Above the 50th Percentile on Combined MAP 2-5 Reading and Mathematics by Administration



Source: PEIMS district data file dated 10/30/20. MAP data files dated 11/05/20 (2020-21 BOY), 02/03/21 (2020-21 MOY), and 06/23/21 (2020-21 EOY).

Note: To allow for examination of overall student performance, the English and Spanish administrations were combined. Sample sizes are available in Appendix B.

The board-approved goal progress measure that 35 percent of grade-two African American students would score at or above the 50th percentile on EOY MAP reading was not met (33%; Appendix B). The board-approved goal progress measure that 30 percent of grade-two African American students would score at or above the 50th percentile on grade level on EOY MAP mathematics was not met (22%).

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

Did student reading and mathematics performance differ by Dallas ISD PK enrollment status?

Methodology

To examine differences for students who did or did not attend Dallas ISD PK (*DISD PK* and *No DISD PK*, respectively), PEIMS snapshot demographic data and assessment data were merged to prepare for analyses.⁶⁶ DISD PK/No DISD PK groups were created using the same methodology detailed in the TX-KEA section.

MAP and STAAR data were reviewed for the 2017-18, 2018-19, 2019-20, and 2020-21 K cohort groups (i.e., students enrolled in grade three, grade two, grade one, and K in 2020-21, respectively), as

⁶⁶ PEIMS district data files dated 10/30/17 (2017-18), 10/26/18 (2018-19), 10/31/19 (2019-20), and 10/30/20 (2020-21). ISIP data files dated 06/03/18 (2017-18 EOY) and 06/05/19 (2018-19 EOY). TerraNova data files dated 06/11/18 (2017-18) and 07/02/19 (2018-19). SUPERA data files dated 06/14/19 (2017-18) and 07/02/19 (2018-19). MAP data file dated 06/23/21 (2020-21 EOY). STAAR data file dated 06/28/21 (2020-21). In June 2019, Dallas ISD received updated norms for grades one and two SUPERA beginning with the 2017 file. As a result, the grades one and two SUPERA data provided in previous reports will differ from the grades one and two data presented in this report. None of these assessments were administered at the end of 2019-20 because of COVID-19.

applicable. The evaluator computed frequency and crosstabs analyses to determine the percentage of students who scored at or above the 50th percentile⁶⁷ on *MAP* overall by student group (ethnicity, EL status, eco dis status, and SPED status). The evaluator also computed the percentage of students who attained Approaches Grade Level or Above (Approaches+) and Meets Grade Level or Above (Meets+) on *STAAR* (mathematics and reading) overall and by student group (ethnicity, EL status, eco dis status, and SPED status).⁶⁸

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).

Results

Patterns remained consistent for all cohorts across grade levels and years. On *ISIP*, *TerraNova*, *SUPERA*, and *MAP* students in each K cohort who attended district PK were more likely to be performing at or above grade level in reading and mathematics than those who did not attend district PK (Table 9). On *STAAR* reading and mathematics, students in the 2017-18 K cohort who attended district PK were more likely to attain Approaches+ and Meets+ than those who did not attend district PK (Table 9). Results by grade level, assessment, and student group are provided in Appendix C. Because of the limitations mentioned previously, results should be reviewed with caution.

⁶⁷ Scores at or above the 50th percentile were considered to be at or above grade level.

⁶⁸ Approaches+ included Alternate 2. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Although all scores are included, some students' 2018 test scores may have been adversely affected by online testing issues.

Table 9: 2017-18 to 2020-21 Student Performance on Mathematics and Reading Assessments by Dallas ISD Prekindergarten Enrollment Status, Kindergarten Cohort, and Grade

Balanced Reading, Garden Enrichment Status, Kindergarten Cohort, and Grade									
Grade for Each K Cohort	School Year	Assessment	Language Tested	Attended DISD PK		Did Not Attend DISD PK		Total	
				Tested <i>n</i>	%	Tested <i>n</i>	%	Tested <i>N</i>	%
2017-18 K Cohort – Reading									
K	2017-18	ISIP	Eng/Spa	6,223	57.0	1,902	43.6	8,125	53.9
K	2017-18	SUPERA	Spanish	4,038	86.5	834	78.3	4,872	85.1
K	2017-18	TerraNova	English	2,577	80.8	1,246	73.1	3,823	78.3
Grade 1	2018-19	ISIP	Eng/Spa	5,604	57.5	1,567	48.6	7,171	55.5
Grade 1	2018-19	SUPERA	Spanish	3,613	84.2	707	77.9	4,320	83.2
Grade 1	2018-19	TerraNova	English	2,253	64.7	949	59.2	3,202	63.1
Grade 3	2020-21	STAAR A+	Eng/Spa	4,782	59.4	1,225	58.5	6,007	59.2
Grade 3	2020-21	STAAR M+	Eng/Spa	4,722	30.4	1,172	27.6	5,894	29.9
2017-18 K Cohort – Mathematics									
K	2017-18	TerraNova	English	6,598	61.9	2,063	50.6	8,661	59.2
Grade 1	2018-19	TerraNova	English	5,848	58.3	1,647	49.2	7,495	56.3
Grade 3	2020-21	STAAR A+	English	4,793	60.3	1,233	54.9	6,026	59.2
Grade 3	2020-21	STAAR M+	English	4,733	26.1	1,180	22.0	5,913	25.3
2018-19 K Cohort – Reading									
K	2018-19	ISIP	Eng/Spa	6,163	57.6	1,767	45.0	7,930	54.8
K	2018-19	SUPERA	Spanish	3,957	85.3	714	78.2	4,671	84.2
K	2018-19	TerraNova	English	2,881	78.5	1,264	72.4	4,145	76.7
Grade 2	2020-21	MAP	Eng/Spa	5,303	42.4	1,326	38.9	6,629	41.7
2018-19 K Cohort – Mathematics									
K	2018-19	TerraNova	English	6,815	63.9	1,966	53.0	8,781	61.4
Grade 2	2020-21	MAP	English	5,440	33.9	1,337	29.9	6,777	33.1
2019-20 K Cohort – Reading									
Grade 1	2020-21	MAP	Eng/Spa	5,826	41.3	1,443	34.9	7,269	40.0
2019-20 K Cohort – Mathematics									
Grade 1	2020-21	MAP	English	5,913	41.6	1,451	34.8	7,364	40.3
2020-21 K Cohort – Reading									
K	2020-21	MAP	Eng/Spa	6,062	45.9	1,289	38.4	7,351	44.6
2020-21 K Cohort – Mathematics									
K	2020-21	MAP	English	6,466	52.9	1,396	42.5	7,862	51.0

Source: PEIMS district data files dated 10/30/17 (2017-18), 10/26/18 (2018-19), 10/31/19 (2019-20), and 10/30/20 (2020-21). *ISIP* data files dated 06/03/18 (2017-18 EOY) and 06/05/19 (2018-19 EOY). *TerraNova* data files dated 06/11/18 (2017-18) and 07/02/19 (2018-19). *SUPERA* data files dated 06/14/19 (2017-18) and 07/02/19 (2018-19). *MAP* data file dated 06/23/21 (2020-21). *STAAR* data file dated 06/28/21 (2020-21).

Note: None of the *ISIP*, *TX-KEA*, *TerraNova*, or *SUPERA* data that would have been reported here were collected in 2019-20 because of the COVID-19 pandemic. In this table, *ISIP* and *MAP* included the EOY data. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed an assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took a test more than once, the latest score was used. For *ISIP*, *TerraNova*, and *SUPERA*, scores were considered at or above grade level if they were at or above the 40th percentile. For *MAP* scores were considered at or above grade level if they were at or above the 50th percentile. On *STAAR*, scores were included if the scores were Approaches Grade Level or Above (*STAAR A+*) or Meets Grade Level or Above (*STAAR M+*). Approaches+ included Alternate 2. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Eng/Spa = English/Spanish.

Did students attain Approaches or Meets Grade Level or Above scores as measured by STAAR?

Methodology

To examine grade-three student outcomes on *STAAR*, PEIMS demographic and assessment data files for 2018-19 and 2020-21 were merged to prepare for analyses.⁶⁹ Frequency and crosstabs analyses were computed to review student performance on *STAAR* in terms of the percentages of students at Approaches+ and Meets+. The evaluator also examined the *STAAR*-related student outcome goals that 40 percent of grade-three students would attain Meets+ on reading and 26 percent would attain Meets+ on mathematics.⁷⁰ For comparison with the state, the evaluator located *STAAR* results on the Texas Education Agency website.⁷¹

Results

On 2020-21 *STAAR* reading, 61 percent of grade-three students scored Approaches+ (Table 10), which was lower than state results for Approaches+ (66%). A notable percentage (39%) of grade-three students did not attain Approaches+ in *STAAR* reading in 2020-21. Thirty-two percent of students attained Meets+ on *STAAR* reading. This did not meet the student outcome goal that 40 percent of grade-three students would achieve Meets+ on reading.⁷² In comparison to 2018-19, a lower percentage of grade-three students performed at Approaches+ and Meets+ in 2020-21 with minimal exceptions.

On 2020-21 *STAAR* mathematics, 58 percent of grade-three students scored Approaches+ (Table 10), which was lower than state results for Approaches+ (61%). Thus, about two-fifths (42%) of grade-three students did not attain Approaches+ in 2020-21. Twenty-six (25.8%) percent of students attained Meets+ on *STAAR* mathematics. When rounded, this met the student outcome goal that 26 percent of grade-three students would achieve Meets+ on mathematics.⁷³ In comparison to 2018-19, a lower percentage of grade-three students performed at Approaches+ and Meets+ in 2020-21 (Table 10).

⁶⁹ PEIMS demographic data files dated 10/26/18 (2018-19) and 10/30/20 (2020-21). *STAAR* data files dated 06/13/19 (2018-19) and 06/28/21 (2019-20). *STAAR* assessments were not given at EOY 2019-20. Results included the first administration, as applicable. Approaches+ included Alternate 2. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+.

⁷⁰ Approved by the Dallas ISD Board of Trustees on 11/19/20.

⁷¹ Texas *STAAR* results can be found at https://tea.texas.gov/sites/default/files/2021_staar_spring_grade3_combined.pdf.

⁷² Goal two was revised from 42 percent to 40 percent in 2020-21 because of learning loss due to COVID-19.

⁷³ Goal three was revised from 44 percent to 26 percent in 2020-21 because of learning loss due to COVID-19.

Table 10: 2018-19 to 2020-21 Percentage of Grade-Three Students Performing at Approaches+ and Meets+ on STAAR by Year, Assessment and Student Group

	2018-19				2019-20				2020-21			
	Approaches+		Meets+		Approaches+		Meets+		Approaches+		Meets+	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
STAAR Reading												
All	10,960	71.9	10,732	41.1					9,389	60.6	9,188	32.4
African Am	2,286	60.5	2,222	26.6					1,792	52.4	1,737	22.0
Hispanic	7,724	74.0	7,581	43.1					6,707	60.1	6,575	31.3
White	625	86.1	613	65.1					557	86.7	551	73.0
EL	5,701	73.6	5,638	43.1					5,046	59.3	4,981	31.3
Eco Dis	9,646	69.7	9,436	37.9					8,112	57.3	7,927	28.1
SPED	1,166	48.1	941	12.1					991	42.8	795	13.2
STAAR Mathematics												
All	10,955	76.6	10,727	43.6					9,406	58.3	9,205	25.8
African Am	2,281	65.0	2,217	28.1					1,801	42.3	1,746	14.4
Hispanic	7,724	78.9	7,581	45.7					6,717	59.9	6,585	25.4
White	625	89.0	613	69.3					557	83.1	551	59.0
EL	5,702	78.7	5,639	45.1					5,053	61.4	4,988	26.7
Eco Dis	9,641	74.9	9,431	40.6					8,130	55.6	7,945	22.2
SPED	1,163	53.7	938	16.7					999	46.0	803	12.7

Source: PEIMS demographic data files dated 10/26/18 (2018-19) and 10/30/20 (2020-21). STAAR data files dated 06/13/19 (2018-19) and 06/28/21 (2020-21).

Note: Am = American. No STAAR data were available for the 2019-20 school year. Results included the first administration; Approaches+ included Alternate 2. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+. Grey = the assessment was not administered in that timeframe.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The goals of the Early Learning Department were to improve K readiness and to ensure that all students were performing at or above grade level in reading and mathematics by the end of grade two. The 2020-21 budget was \$26,296,009, an increase from last year (\$22,309,917). Key findings follow.

- Student enrollment in EC through grade two continued a pattern of decline from 2018-19 to 2020-21 (46,457 in 2018-19, 45,549 in 2019-20, and 40,583 in 2020-21).
- A review of continuous enrollment of students from PK to K and K to grade three showed a loss of 21 percent of PK students by K in 2020-21 and a loss of 31 percent of K students by grade three in 2020-21.
- A sizeable percentage of early learning teachers did not continue teaching early learning grades over time. However, retention rates have continuously improved from 2017-18 (one-year retention: 66%, two-year: 52%, three-year: 47%) to 2018-19 (one-year retention: 67%, two-year: 58%) to 2019-20 (one-year retention: 73%).
- 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 2019 and 2020, there was an upward trend in the percentages of PK and K through grade-two teachers who met or exceeded quality thresholds for all three domains individually and combined in 2021, especially for instructional support for which there were increases of 21 percent. Even so, 19 percent of PK and 25 percent of K through grade-two teachers did not meet the instructional support threshold.
- The 2020-21 K-readiness rate was 69 percent. As in previous years, a higher percentage of students who attended Dallas ISD PK (71%) were K ready than those who did not attend (45%).
- One of the three board-approved goal progress measures was met this year [K students on EOY *TX-KEA* mathematics (target = 40%, actual = 67%)]. Neither EOY *MAP*-related goal progress measure for African American grade-two students was met (reading target = 35%, actual = 33%; mathematics target = 30%, actual = 22%).
- For *STAAR* student performance, one of the two board-approved goals for 2020-21 was met. For reading, 32 percent of grade-three students scored at Meets+ or above, which fell short of the goal (40%); however, when rounded, 26 (25.8%) percent of grade-three students scored at Meets or above on mathematics, which met the goal (26%).

Recommendations

Continue efforts to retain Dallas ISD PK students in the district. Over twenty percent of 2018-19 and 2019-20 PK students did not remain in the district the following year for K. Efforts to increase enrollment (partnership sites, etc.) should continue. There was a substantial decrease in enrollment in 2020-21 due to

COVID-19 and the Early Learning Department launched a marketing campaign aimed at increasing enrollment; these additional efforts should also continue.

Continue efforts to retain Dallas ISD early learning teachers in early learning grades. Although retention rates for early learning teachers continue to improve over time, over a quarter of 2019-20 teachers did not continue teaching an early learning grade in 2020-21. Of the 2017-18 early learning teachers, over half were not teaching an early learning grade after three years. Due to the PD and extended support provided to early learning teachers, the Early Learning Department should continue efforts to retain early learning teachers in early learning grades.

Continue to implement the early learning initiatives with a focus on language and literacy development to drive K readiness and on-level performance by the end of grade two. The percentage of students scoring at or above grade level on *TX-KEA* Emergent Literacy: Reading at BOY declined from 2019-20 to 2020-21 for K students (72% to 55%). Grade-two student performance on *MAP* reading increased from 2019-20 to 2020-21 BOY (46% to 48%) but decreased from 2020-21 BOY to EOY (48% to 45%). Grade-two student performance on *MAP* mathematics followed a similar pattern and increased from 2019-20 to 2020-21 BOY (36% to 38%) but decreased from 2020-21 BOY to EOY (38% to 35%). The Early Learning Department should continue its focus on increasing K readiness and ensuring students are performing 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. As in previous years, a higher percentage of students who attended Dallas ISD PK (71%) were K ready in comparison to those who did not attend (45%).

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, 19 percent of PK teachers and 25 percent of K to grade-two teachers did not meet the quality threshold for instructional support in spring 2021. Thus, the department should continue efforts to improve these scores.

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APPENDICES



Appendix A

Appendix A, Table 1: 2020-21 Student Characteristics for Early Childhood Through Grade-Two Students by Type, Grade Level, and Student Group

	Early Childhood (n = 334)		PK Partnerships (n = 1,036)		3-Year-Old PK (n = 1,472)		4-Year-Old PK (n = 6,269)		K (n = 10,276)		Grade One (n = 10,586)		Grade Two (n = 10,610)		Total (N = 40,583)	
	n	%	N	%	n	%	n	%	n	%	n	%	n	%	n	%
Sex																
Female	88	26.3	517	49.9	759	51.6	3,145	50.2	5,006	48.7	5,164	48.8	5,131	48.4	19,810	48.8
Male	246	73.7	519	50.1	713	48.4	3,124	49.8	5,270	51.3	5,422	51.2	5,479	51.6	20,773	51.2
Ethnicity																
African American	83	24.9	626	60.4	409	27.8	1,243	19.8	2,082	20.3	2,149	20.3	2,217	20.9	8,809	21.7
Hispanic	210	62.9	360	34.7	935	63.5	4,540	72.4	7,014	68.3	7,200	68.0	7,256	68.4	27,515	67.8
White	24	7.2	11	1.1	69	4.7	209	3.3	678	6.6	685	6.5	650	6.1	2,326	5.7
Other	15	4.5	39	3.8	59	4.0	276	4.4	502	4.9	552	5.2	486	4.6	1,929	4.8
Special Populations																
Eco Dis	290	86.8	1,024	98.8	1,441	97.9	6,204	99.0	8,762	85.3	9,015	85.2	9,102	85.8	35,838	88.3
English Learner	128	38.3	103	9.9	673	45.7	3,280	52.3	4,812	46.8	5,115	48.3	5,313	50.1	19,424	47.9
Special Education	323	96.7	23	2.2	21	1.4	100	1.6	602	5.9	808	7.6	972	9.2	2,849	7.0
Homeless	7	2.1	61	5.9	75	5.1	241	3.8	274	2.7	230	2.2	226	2.1	1,114	2.7

Source: PEIMS district data file dated 10/30/20.

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

Appendix A, Table 2: 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
Special Education	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 10/31/20.

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

Appendix A, Table 3: 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 sum to 100 because of rounding or missing data. Some numbers may not add up to the total because of missing data.

Appendix B

Appendix B, Table 1: 2018-19 to 2020-21 Percentage of Prekindergarten Students Performing *On Track* on *CIRCLE* Phonological Awareness by Wave, Year, Version, and Student Group

	Wave 1						Wave 2						Wave 3					
	2018-19		2019-20		2020-21		2018-19		2019-20		2020-21		2018-19		2019-20		2020-21	
	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	3,950	69.7	3,842	70.9	2,944	68.9	3,975	77.5	3,763	77.2	2,959	73.2	3,619	83.2			2,844	80.0
African Am	1,831	69.5	1,802	73.5	1,410	68.0	1,863	77.0	1,735	77.2	1,430	73.5	1,669	82.3			1,366	78.9
Hispanic	1,657	68.7	1,634	66.9	1,233	69.0	1,654	77.0	1,626	76.3	1,222	70.2	1,538	84.0			1,195	79.7
White	191	75.9	179	79.3	139	76.3	178	83.7	177	88.1	149	86.6	164	86.0			143	90.2
EL	70	65.7	51	58.8	43	74.4	82	73.2	62	75.8	56	71.4	83	80.7			60	88.3
Eco Dis	3,907	69.7	3,822	70.9	2,910	68.9	3,934	77.7	3,748	77.2	2,928	73.1	3,594	83.2			2,814	79.9
SPED	60	61.7	56	67.9	44	59.1	65	69.2	56	75.0	44	72.7	62	75.8			42	85.7
Spanish																		
All	4,036	69.4	3,887	66.6	3,009	66.2	4,165	83.6	4,045	81.2	3,045	76.2	3,996	85.7			2,994	85.5
African Am	11	63.6	10	90.0	6	66.7	14	92.9	18	72.2	8	62.5	22	77.3			9	88.9
Hispanic	3,953	69.4	3,829	66.5	2,954	66.2	4,066	83.7	3,956	81.1	2,985	76.5	3,889	85.7			2,923	85.6
White	38	71.1	34	61.8	26	61.5	46	73.9	53	90.6	27	55.6	52	88.5			35	88.6
EL	3,918	69.1	3,694	66.3	2,831	66.1	4,001	83.3	3,720	80.9	2,825	76.1	3,814	85.5			2,757	85.5
Eco Dis	4,034	69.4	3,885	66.6	2,990	66.1	4,160	83.6	4,042	81.2	3,027	76.2	3,986	85.7			2,977	85.4
SPED	34	67.6	56	58.9	38	57.9	40	70.0	60	65.0	38	68.4	38	65.8			37	70.3
English and Spanish Combined																		
All	7,986	69.5	7,729	68.7	5,953	67.5	8,140	80.7	7,808	79.3	6,004	74.7	7,615	84.5			5,838	82.8
African Am	1,842	69.5	1,812	73.6	1,416	68.0	1,877	77.1	1,753	77.2	1,438	73.4	1,691	82.2			1,375	79.0
Hispanic	5,610	69.2	5,463	66.6	4,187	67.1	5,720	81.8	5,582	79.7	4,207	74.7	5,427	85.2			4,118	83.9
White	229	75.1	213	76.5	165	73.9	224	81.7	230	88.7	176	81.8	216	86.6			178	89.9
EL	3,988	69.1	3,745	66.2	2,874	66.2	4,083	83.1	3,782	80.8	2,881	76.0	3,897	85.4			2,817	85.5
Eco Dis	7,941	69.5	7,707	68.7	5,900	67.5	8,094	80.8	7,790	79.3	5,955	74.6	7,580	84.5			5,791	82.7
SPED	94	63.8	112	63.4	82	58.5	105	69.5	116	69.8	82	70.7	100	72.0			79	78.5

Source: PEIMS demographic data files dated 10/26/18 (2018-19), 10/31/19 (2019-20), and 10/30/20 (2020-21). *CIRCLE* data files dated 05/09/19 (2018-19 Waves 1 and 2), 06/05/19 (2018-19 Wave 3), 05/08/20 (2019-20 Waves 1 and 2), and 06/29/21 (2020-21 Waves 1-3).

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. Test = tested. Track = On Track. Am = American.

Appendix B, Table 2: 2018-19 to 2020-21 Percentage of Prekindergarten Students Performing *On Track* on *CIRCLE* Rapid Vocabulary by Wave, Year, Version, and Student Group

	Wave 1						Wave 2						Wave 3					
	2018-19		2019-20		2020-21		2018-19		2019-20		2020-21		2018-19		2019-20		2020-21	
	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	4,153	48.8	3,972	48.8	3,030	42.2	4,125	67.7	3,816	67.9	3,033	55.6	3,770	75.7			2,918	70.4
African Am	1,955	51.1	1,856	49.5	1,458	43.0	1,956	69.5	1,753	70.4	1,469	56.8	1,771	76.4			1,393	70.1
Hispanic	1,714	43.6	1,703	44.3	1,264	37.3	1,690	62.3	1,650	62.8	1,242	49.4	1,575	74.1			1,229	67.3
White	202	66.8	183	74.3	148	68.9	188	84.6	182	83.5	160	84.4	170	87.1			153	87.6
EL	71	36.6	51	33.3	45	35.6	84	47.6	62	41.9	60	41.7	83	67.5			61	68.9
Eco Dis	4,093	48.5	3,953	48.8	2,994	42.2	4,073	67.6	3,796	67.9	2,996	55.5	3,732	75.6			2,884	70.2
SPED	64	37.5	56	42.9	45	28.9	68	60.3	58	53.4	42	33.3	64	67.2			42	50.0
Spanish																		
All	4,134	43.3	3,896	45.0	3,009	42.1	4,113	54.4	4,076	54.2	3,061	46.6	3,973	62.8			3,022	65.1
African Am	11	18.2	11	0.0	6	0.0	14	42.9	18	11.1	8	0.0	22	36.4			9	22.2
Hispanic	4,048	43.3	3,838	45.3	2,952	42.5	4,016	54.5	3,987	54.9	3,002	46.8	3,865	62.9			2,950	65.6
White	39	41.0	33	24.2	25	16.0	45	44.4	53	22.6	27	37.0	53	58.5			35	45.7
EL	4,016	43.5	3,703	45.9	2,833	42.5	3,950	55.0	3,752	56.0	2,838	47.7	3,790	63.4			2,782	66.1
Eco Dis	4,131	43.4	3,894	45.0	2,990	42.0	4,108	54.4	4,073	54.2	3,043	46.5	3,963	62.9			3,004	65.1
SPED	37	18.9	55	21.8	38	18.4	40	30.0	60	35.0	37	43.2	38	34.2			37	43.2
English and Spanish Combined																		
All	8,287	46.1	7,868	46.9	6,039	42.2	8,238	61.1	7,892	60.8	6,094	51.1	7,743	69.1			5,940	67.7
African Am	1,966	50.9	1,867	49.2	1,464	42.8	1,970	69.3	1,771	69.8	1,477	56.5	1,793	75.9			1,402	69.8
Hispanic	5,762	43.4	5,541	45.0	4,216	41.0	5,706	56.8	5,637	57.2	4,244	47.6	5,440	66.2			4,179	66.1
White	241	62.7	216	66.7	173	61.3	233	76.8	235	69.8	187	77.5	223	80.3			188	79.8
EL	4,087	43.4	3,754	45.8	2,878	42.4	4,034	54.8	3,814	55.8	2,898	47.6	3,873	63.5			2,843	66.2
Eco Dis	8,224	45.9	7,847	46.9	5,984	42.1	8,181	61.0	7,869	60.8	6,039	51.0	7,695	69.1			5,888	67.6
SPED	101	30.7	111	32.4	83	24.1	108	49.1	118	44.1	79	38.0	102	54.9			79	46.8

Source: PEIMS demographic data files dated 10/26/18 (2018-19), 10/31/19 (2019-20), and 10/30/20 (2020-21). *CIRCLE* data files dated 05/09/19 (2018-19 Waves 1 and 2), 06/05/19 (2018-19 Wave 3), 05/08/20 (2019-20 Waves 1 and 2), and 06/29/21 (2020-21 Waves 1-3).

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. Test = tested. Track = On Track. Am = American.

Appendix B, Table 3: 2018-19 to 2020-21 Percentage of Prekindergarten Students Performing *On Track* on *CIRCLE* Mathematics by Wave, Year, Version, and Student Group

	Wave 1						Wave 2						Wave 3					
	2018-19		2019-20		2020-21		2018-19		2019-20		2020-21		2018-19		2019-20		2020-21	
	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	10,991	56.8	10,311	57.5	7,725	58.6	10,795	66.2	10,023	66.8	7,618	65.1	10,194	70.5			7,349	74.4
African Am	2,790	58.2	2,598	60.9	1,972	60.7	2,659	62.1	2,400	64.3	1,884	63.5	2,465	61.9			1,754	68.8
Hispanic	7,426	56.0	7,126	55.1	5,266	57.0	7,373	67.9	7,060	66.9	5,265	65.2	7,033	73.9			5,160	76.0
White	312	59.6	288	72.2	244	70.5	301	69.1	275	76.7	237	73.0	280	73.6			229	79.5
EL	5,149	53.1	4,688	51.2	3,455	52.7	5,153	67.6	4,739	64.9	3,490	64.5	4,980	74.6			3,438	76.3
Eco Dis	10,828	57.2	10,260	57.5	7,638	58.7	10,642	66.7	9,966	67.0	7,530	65.2	10,057	71.1			7,271	74.5
SPED	138	52.9	157	54.8	109	59.6	146	60.3	159	57.2	108	62.0	132	65.9			104	65.4
Spanish																		
All	130	26.2	224	19.2	185	28.6	122	18.9	60	11.7	83	13.3	63	19.0			84	21.4
African Am	-	-	*	*	-	-	*	*	-	-	-	-	-	-			-	-
Hispanic	127	25.2	220	18.6	181	28.7	117	16.2	60	11.7	83	13.3	62	17.7			82	22.0
White	*	*	*	*	*	*	*	*	-	-	-	-	*	*			-	-
EL	130	26.2	220	18.2	180	29.4	117	15.4	59	11.9	81	12.3	61	16.4			79	20.3
Eco Dis	130	26.2	224	19.2	183	29.0	122	18.9	60	11.7	83	13.3	63	19.0			82	22.0
SPED	*	*	*	*	*	*	*	*	-	-	*	*	*	*			*	*
English and Spanish Combined																		
All	11,121	56.4	10,535	56.7	7,910	57.9	10,917	65.7	10,083	66.5	7,701	64.5	10,257	70.2			7,433	73.8
African Am	2,790	58.2	2,599	60.9	1,972	60.7	2,660	62.1	2,400	64.3	1,884	63.5	2,465	61.9			1,754	68.8
Hispanic	7,553	55.5	7,346	54.0	5,447	56.0	7,490	67.1	7,120	66.5	5,348	64.4	7,095	73.4			5,242	75.2
White	314	59.6	289	72.0	246	69.9	304	69.1	275	76.7	237	73.0	281	73.7			229	79.5
EL	5,279	52.4	4,908	49.7	3,635	51.6	5,270	66.4	4,798	64.2	3,571	63.3	5,041	73.9			3,517	75.1
Eco Dis	10,958	56.8	10,484	56.7	7,821	58.0	10,764	66.1	10,026	66.7	7,613	64.6	10,120	70.8			7,353	73.9
SPED	139	52.5	159	54.7	110	59.1	147	60.5	159	57.2	109	61.5	133	66.2			105	64.8

Source: PEIMS demographic data files dated 10/26/18 (2018-19), 10/31/19 (2019-20), and 10/30/20 (2020-21). *CIRCLE* data files dated 05/09/19 (2018-19 Waves 1 and 2), 06/05/19 (2018-19 Wave 3), 05/08/20 (2019-20 Waves 1 and 2), and 06/29/21 (2020-21 Waves 1-3).

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. Test = tested. Track = On Track. Am = American.

Appendix B, Table 4: 2020-21 Percentage of Kindergarten Students Performing *On Track* on BOY TX-KEA Emergent 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	2,511	34.2	792	21.2	3,303	31.1
African American	1,097	34.4	378	22.5	1,475	31.3
Hispanic	1,184	33.6	297	16.5	1,481	30.2
White	58	41.4	61	32.8	119	37.0
English Learner	71	35.2	23	13.0	94	29.8
Eco Dis	2,501	34.2	789	21.2	3,290	31.1
Special Education	89	39.3	20	30.0	109	37.6
Spanish						
All	3,528	76.9	414	29.0	3,942	71.8
African American	*	*	-	-	*	*
Hispanic	3,510	77.0	409	29.1	3,919	72.0
White	9	77.8	*	*	*	*
English Learner	3,375	76.7	411	29.0	3,786	71.5
Eco Dis	3,299	76.3	378	28.6	3,677	71.4
Special Education	88	64.8	*	*	90	64.4
English and Spanish Combined						
All	6,039	59.1	1,206	23.9	7,245	53.3
African American	1,100	34.4	378	22.5	1,478	31.3
Hispanic	4,694	66.0	706	23.8	5,400	60.5
White	67	46.3	65	32.3	132	39.4
English Learner	3,446	75.8	434	28.1	3,880	70.5
Eco Dis	5,800	58.1	1,167	23.6	6,967	52.3
Special Education	177	52.0	22	31.8	199	49.7

Source: PEIMS district data file dated 10/31/20 and BOY TX-KEA data file dated 10/28/20.

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, cells marked with a dash (-) indicate no students were tested.

Appendix B, Table 5: 2019-20 Percentage of Kindergarten-Ready Students on BOY TX-KEA Emergent 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	2,482	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 and BOY TX-KEA data file dated 10/29/19.

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 B, Table 6: 2018-19 Percentage of Kindergarten-Ready Students on BOY TX-KEA Emergent 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
SPED	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
SPED	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
SPED	263	61.2	43	62.8	306	61.4

Source: PEIMS district data file dated 10/26/18 and BOY TX-KEA data file dated 11/01/18.

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 B, Table 7: 2020-21 Percentage of Kindergarten Students Who Were *On Track* on BOY TX-KEA by Subtest, Version, and Student Group

	Emergent Literacy: Reading		Language and Communication		Spelling		Vocabulary		Mathematics		Social and Emotional Competence	
	Tested <i>n</i>	<i>On Track</i> %	Tested <i>n</i>	<i>On Track</i> %	Tested <i>n</i>	<i>On Track</i> %	Tested <i>n</i>	<i>On Track</i> %	Tested <i>n</i>	<i>On Track</i> %	Tested <i>n</i>	<i>On Track</i> %
English												
All	4,246	38.1	4,330	67.8	3,970	57.0	4,496	58.1	8,422	38.9	4,205	76.4
Afr American	1,611	33.5	1,642	63.8	1,528	54.5	1,695	53.3	1,668	38.4	1,241	71.4
Hispanic	1,762	33.4	1,806	63.1	1,629	52.1	1,894	52.0	5,804	35.0	2,315	77.1
White	562	62.8	570	90.5	519	77.3	579	87.9	619	72.1	411	86.9
EL	95	30.5	98	42.9	95	46.3	103	34.0	3,725	30.4	959	74.1
Eco Dis	3,310	31.0	3,374	61.8	3,112	50.8	3,519	51.0	7,099	33.9	3,459	74.0
SPED	165	43.0	163	58.9	146	51.4	177	49.7	273	34.4	150	58.7
Spanish												
All	4,003	72.0	4,052	64.7	3,727	63.2	4,086	59.4	441	44.9	2,364	64.0
Afr American	6	66.7	*	*	6	83.3	*	*	-	-	10	50.0
Hispanic	3,959	72.1	4,010	65.0	3,689	63.2	4,042	59.8	437	45.3	2,331	63.9
White	28	78.6	27	37.0	25	80.0	29	24.1	*	*	16	81.3
EL	3,795	71.5	3,841	65.5	3,532	62.4	3,877	60.7	425	43.8	2,159	63.7
Eco Dis	3,684	71.3	3,731	64.9	3,438	62.4	3,759	60.0	409	44.0	2,185	63.3
SPED	91	64.8	92	40.2	86	54.7	94	43.6	9	22.2	64	56.3
English and Spanish Combined												
All	8,249	54.6	8,382	66.3	7,697	60.0	8,582	58.7	8,863	39.2	6,569	72.0
Afr American	1,617	33.6	1,647	63.6	1,534	54.6	1,700	53.1	1,668	38.4	1,251	71.2
Hispanic	5,721	60.1	5,816	64.4	5,318	59.8	5,936	57.3	6,241	35.7	4,646	70.5
White	590	63.6	597	88.1	544	77.4	608	84.9	622	71.7	427	86.7
EL	3,890	70.5	3,939	64.9	3,627	62.0	3,980	60.0	4,150	31.7	3,118	66.9
Eco Dis	6,994	52.2	7,105	63.4	6,550	56.9	7,278	55.7	7,508	34.5	5,644	69.9
SPED	256	50.8	255	52.2	232	52.6	271	47.6	282	34.0	214	57.9

Source: PEIMS district data file dated 10/30/20 and BOY TX-KEA data file dated 10/28/20 (except Spelling), 02/02/21 (Spelling).

Note: Afr = African. 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; (-) indicates that no students were tested.

Appendix B, Table 8: 2020-21 Percentage of Kindergarten Students Who Were *On Track* on MOY TX-KEA by Subtest, Version, and Student Group

	Spelling		Vocabulary		Mathematics		Social and Emotional Competence	
	Tested <i>n</i>	<i>On Track</i> %	Tested <i>n</i>	<i>On Track</i> %	Tested <i>n</i>	<i>On Track</i> %	Tested <i>n</i>	<i>On Track</i> %
English								
All	3,879	61.9	4,417	64.1	8,541	54.1	4,557	81.2
African American	1,468	60.1	1,652	60.1	1,650	53.3	1,359	76.4
Hispanic	1,653	56.9	1,884	58.1	5,963	50.9	2,488	81.8
White	478	80.8	569	90.3	610	81.0	452	90.0
English Learner	123	54.5	129	41.1	3,870	48.7	1,002	81.4
Eco Dis	3,058	56.9	3,454	58.0	7,214	49.9	3,719	79.3
Special Education	157	54.1	186	56.5	292	41.1	171	66.7
Spanish								
All	3,952	67.9	4,305	82.9	298	68.8	2,607	80.3
African American	10	100.0	11	9.1	-	-	12	75.0
Hispanic	3,888	67.7	4,241	83.3	295	68.8	2,539	80.0
White	47	80.9	45	62.2	*	*	42	97.6
English Learner	3,636	67.2	3,975	84.6	285	68.4	2,312	79.9
Eco Dis	3,616	67.0	3,937	83.4	275	68.0	2,358	79.3
Special Education	88	60.2	104	70.2	*	*	64	62.5
English and Spanish Combined								
All	7,831	64.9	8,722	73.4	8,839	54.6	7,164	80.9
African American	1,478	60.4	1,663	59.8	1,650	53.3	1,371	76.4
Hispanic	5,541	64.5	6,125	75.6	6,258	51.8	5,027	80.9
White	525	80.8	614	88.3	611	81.0	494	90.7
English Learner	3,759	66.8	4,104	83.2	4,155	50.1	3,314	80.4
Eco Dis	6,674	62.3	7,391	71.5	7,489	50.6	6,077	79.3
Special Education	245	56.3	290	61.4	296	40.9	235	65.5

Source: PEIMS district data file dated 10/30/20 and MOY TX-KEA data file dated 02/02/21.

Note: The Literacy Screener, Emergent Literacy, and Language and Communication composites were not administered at MOY. 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; (-) indicates that no students were tested.

Appendix B, Table 9: 2020-21 Percentage of Kindergarten Students Who Were *On Track* on EOY TX-KEA by Subtest, Version, and Student Group

	Spelling		Vocabulary		Mathematics		Social and Emotional Competence	
	Tested <i>n</i>	<i>On Track</i> %	Tested <i>n</i>	<i>On Track</i> %	Tested <i>n</i>	<i>On Track</i> %	Tested <i>n</i>	<i>On Track</i> %
English								
All	4,016	65.8	4,291	69.4	8,466	67.0	4,399	86.0
African American	1,497	60.9	1,572	67.7	1,562	61.2	1,264	81.3
Hispanic	1,735	64.2	1,869	63.7	5,999	66.2	2,396	86.9
White	504	82.7	553	89.7	598	88.3	499	91.6
English Learner	129	62.0	136	55.9	3,918	65.3	914	86.4
Eco Dis	3,145	61.2	3,340	64.7	7,151	63.7	3,504	84.0
Special Education	164	50.6	181	67.4	277	53.1	166	74.7
Spanish								
All	4,036	78.5	4,279	69.2	216	68.1	2,606	85.4
African American	10	70.0	12	16.7	-	-	17	82.4
Hispanic	3,969	78.4	4,219	69.5	216	68.1	2,556	85.3
White	48	89.6	39	56.4	-	-	24	95.8
English Learner	3,700	78.3	3,950	70.8	199	67.3	2,322	85.4
Eco Dis	3,685	77.9	3,918	69.4	196	66.8	2,401	84.9
Special Education	93	59.1	102	51.0	*	*	60	71.7
English and Spanish Combined								
All	8,052	72.2	8,570	69.3	8,682	67.0	7,005	85.8
African American	1,507	60.9	1,584	67.3	1,562	61.2	1,281	81.3
Hispanic	5,704	74.1	6,088	67.8	6,215	66.3	4,952	86.1
White	552	83.3	592	87.5	598	88.3	523	91.8
English Learner	3,829	77.8	4,086	70.3	4,117	65.4	3,236	85.7
Eco Dis	6,830	70.2	7,258	67.3	7,347	63.8	5,905	84.4
Special Education	257	53.7	283	61.5	280	52.9	226	73.9

Source: PEIMS district data file dated 10/30/20 and EOY TX-KEA data file dated 06/30/21.

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; (-) indicates that no students were tested.

Appendix B, Table 10: 2019-20 Percentage of Kindergarten Students Who Were On Track on BOY TX-KEA by Subtest, Version, and Student Group

	Emergent Literacy: Reading		Language and Communication		Spelling		Vocabulary		Mathematics		Social and Emotional Competence	
	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	4,471	71.1	4,772	66.5	4,178	69.3	4,856	59.2	8,800	48.8	5,075	73.0
Afr American	1,692	67.7	1,817	62.8	1,569	66.2	1,844	56.0	1,771	46.5	1,430	69.9
Hispanic	1,829	67.6	1,968	61.0	1,743	65.7	2,014	51.3	5,978	45.7	2,813	71.5
White	634	85.3	656	88.7	580	84.0	664	86.9	711	73.4	561	87.5
English Learner	123	68.3	133	49.6	120	57.5	137	40.1	3,941	42.2	1,206	68.2
Eco Dis	3,490	66.5	3,750	61.1	3,251	65.8	3,812	53.0	7,389	44.6	4,078	69.9
SPED	193	68.4	201	45.3	180	57.8	206	40.3	343	35.6	221	47.1
Spanish												
All	4,386	72.1	4,457	67.1	3,949	71.9	4,493	63.2	544	54.6	2,791	71.9
Afr American	19	52.6	16	18.8	12	91.7	11	18.2	*	*	24	87.5
Hispanic	4,281	72.5	4,366	67.8	3,860	71.7	4,406	63.8	534	54.9	2,708	71.7
White	64	57.8	55	30.9	57	82.5	55	30.9	*	*	42	76.2
English Learner	4,183	72.2	4,259	68.3	3,753	71.3	4,300	64.5	534	54.7	2,547	71.0
Eco Dis	4,031	72.1	4,105	67.8	3,617	71.3	4,138	63.8	526	54.4	2,561	71.7
SPED	134	61.9	134	38.1	116	60.3	135	35.6	16	50.0	68	48.5
English and Spanish Combined												
All	8,857	71.6	9,229	66.8	8,127	70.6	9,349	61.1	9,344	49.1	7,866	72.7
Afr American	1,711	67.5	1,833	62.4	1,581	66.4	1,855	55.8	1,774	46.4	1,454	70.2
Hispanic	6,110	71.0	6,334	65.7	5,603	69.8	6,420	59.9	6,512	46.4	5,521	71.6
White	698	82.8	711	84.2	637	83.8	719	82.6	716	73.3	603	86.7
English Learner	4,306	72.1	4,392	67.8	3,873	70.9	4,437	63.8	4,475	43.7	3,753	70.1
Eco Dis	7,521	69.5	7,855	64.6	6,868	68.7	7,950	58.6	7,915	45.2	6,639	70.6
SPED	327	65.7	335	42.4	296	58.8	341	38.4	359	36.2	289	47.4

Source: PEIMS district data file dated 10/31/19. BOY TX-KEA data file dated 10/29/19 for Emergent Literacy: Reading, Language and Communication, Mathematics, and Social and Emotional Competence; 02/13/20 for Vocabulary; and 02/02/21 for Spelling.

Note: Afr = African. 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 domain file dates differ because not all domains were originally examined.

Appendix B, Table 11: 2019-20 Percentage of Kindergarten Students Who Were *On Track* on MOY TX-KEA by Subtest, Version, and Student Group

	Spelling		Vocabulary		Mathematics		Social and Emotional Competence	
	Tested <i>n</i>	<i>On Track</i> %	Tested <i>n</i>	<i>On Track</i> %	Tested <i>n</i>	<i>On Track</i> %	Tested <i>n</i>	<i>On Track</i> %
English								
All	3,785	72.6	4,472	63.3	8,431	64.3	4,308	81.9
African American	1,369	68.6	1,644	59.4	1,615	64.3	1,208	77.2
Hispanic	1,601	69.6	1,898	56.6	5,825	61.5	2,320	82.4
White	564	88.3	627	90.1	673	84.0	551	90.4
English Learner	136	69.1	158	43.7	3,926	58.9	957	82.1
Eco Dis	2,916	68.6	3,481	57.3	7,085	61.4	3,403	79.9
SPED	177	58.2	202	42.1	327	51.7	191	64.9
Spanish								
All	1,189	40.7	4,366	86.2	353	81.3	2,952	79.0
African American	8	50.0	26	30.8	*	*	24	75.0
Hispanic	1,164	40.4	4,257	87.0	346	81.5	2,867	79.0
White	10	70.0	60	55.0	*	*	43	86.0
English Learner	1,135	40.2	4,101	87.5	346	81.5	2,703	78.3
Eco Dis	1,117	39.7	3,997	86.9	346	81.2	2,706	78.8
SPED	60	40.0	130	70.0	8	87.5	90	63.3
English and Spanish Combined								
All	4,974	65.0	8,838	74.6	8,784	65.0	7,260	80.8
African American	1,377	68.5	1,670	58.9	1,616	64.2	1,232	77.2
Hispanic	2,765	57.3	6,155	77.6	6,171	62.6	5,187	80.5
White	574	88.0	687	87.0	677	83.9	594	90.1
English Learner	1,271	43.3	4,259	85.9	4,272	60.7	3,660	79.3
Eco Dis	4,033	60.6	7,478	73.1	7,431	62.3	6,109	79.4
SPED	237	53.6	332	53.0	335	52.5	281	64.4

Source: PEIMS district data file dated 10/31/19 and MOY TX-KEA data file dated 02/13/20 (except Spelling), 02/02/21 (Spelling).

Note: The Emergent Literacy and Language and Communication composites were not administered at MOY. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Appendix B, Table 12: 2018-19 Percentage of Kindergarten Students Who Were On Track on BOY TX-KEA by Subtest, Version, and Student Group

	Emergent Literacy: Reading		Language and Communication		Spelling		Vocabulary		Mathematics		Social and Emotional Competence	
	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	5,007	66.8	5,027	67.0	3,754	88.2	5,043	72.4	9,476	67.3	6,538	74.1
African American	2,062	64.6	2,075	64.1	1,535	88.1	2,083	71.1	2,080	68.6	1,881	71.9
Hispanic	1,939	64.8	1,947	62.7	1,408	87.1	1,952	67.0	6,244	65.4	3,673	73.6
White	655	79.7	655	86.1	543	90.8	658	89.7	758	78.5	643	82.4
English Learner	134	57.5	138	50.0	95	85.3	138	48.6	4,325	61.8	1,910	72.1
Eco Dis	4,005	62.6	4,024	62.1	2,874	86.9	4,038	67.9	8,153	64.6	5,475	72.2
SPED	210	61.0	210	43.8	149	77.2	211	56.4	373	53.6	280	53.9
Spanish												
All	4,527	73.8	4,527	69.6	4,466	72.2	4,525	67.0	457	70.5	2,785	69.5
African American	9	77.8	7	14.3	10	90.0	7	14.3	*	*	32	87.5
Hispanic	4,404	74.7	4,406	70.3	4,344	72.9	4,405	67.5	451	70.7	2,640	69.9
White	79	38.0	79	43.0	79	45.6	78	50.0	*	*	79	57.0
English Learner	4,392	73.9	4,395	70.3	4,324	71.9	4,394	67.9	452	69.9	2,564	69.4
Eco Dis	4,231	73.8	4,232	70.1	4,173	72.0	4,231	67.6	422	69.9	2,580	69.6
SPED	146	64.4	148	40.5	143	53.8	147	41.5	18	72.2	91	38.5
English and Spanish Combined												
All	9,534	70.1	9,554	68.2	8,220	79.5	9,568	69.9	9,933	67.4	9,323	72.7
African American	2,071	64.7	2,082	63.9	1,545	88.2	2,090	70.9	2,081	68.6	1,913	72.2
Hispanic	6,343	71.7	6,353	68.0	5,752	76.4	6,357	67.4	6,695	65.7	6,313	72.0
White	734	75.2	734	81.5	622	85.0	736	85.5	761	78.3	722	79.6
English Learner	4,526	73.4	4,533	69.7	4,419	72.2	4,532	67.3	4,777	62.6	4,474	70.5
Eco Dis	8,236	68.4	8,256	66.2	7,047	78.0	8,269	67.7	8,575	64.9	8,055	71.4
SPED	356	62.4	358	42.5	292	65.8	358	50.3	391	54.5	371	50.1

Source: PEIMS district data file dated 10/26/18. BOY TX-KEA data file dated 11/01/18 For Emergent Literacy: Reading and Language and Communication; 05/13/20 for Vocabulary, Mathematics, and Social and Emotional Competence; and 02/01/21 for Spelling.

Note: No MOY or EOY data were collected for the 2018-19 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 B, Table 13: 2020-21 Percentage of Kindergarten Students At or Above the 50th Percentile on EOY MAP by Assessment and Student Group - Reading

	Tested <i>n</i>	At or Above 50%
English K-2		
All	4,143	50.5
African American	1,474	41.8
Hispanic	1,851	47.1
White	536	83.0
English Learner	133	48.1
Economically Disadvantaged	3,216	42.8
Special Education	166	39.2
Spanish K-2		
All	4,235	46.1
African American	11	27.3
Hispanic	4,154	46.1
White	63	49.2
English Learner	3,888	46.0
Economically Disadvantaged	3,857	45.1
Special Education	99	25.3
English and Spanish Combined K-2		
All	8,378	48.3
African American	1,485	41.7
Hispanic	6,005	46.4
White	599	79.5
English Learner	4,021	46.0
Economically Disadvantaged	7,073	44.1
Special Education	265	34.0

Source: PEIMS district data file dated 10/30/20 and EOY MAP data file dated 06/23/21.

Note: To allow for examination of overall student performance, the English and Spanish administrations were combined.

Appendix B, Table 14: 2020-21 Percentage of Kindergarten Students At or Above the 50th Percentile on English K-2 EOY MAP by Student Group - Mathematics

	Tested <i>n</i>	At or Above 50%
All	8,918	54.8
African American	1,580	48.9
Hispanic	6,312	52.7
White	624	87.5
English Learner	4,380	50.7
Economically Disadvantaged	7,527	50.2
Special Education	293	45.1

Source: PEIMS district data file dated 10/30/20 and EOY MAP data file dated 06/23/21.

Note: Only MAP English mathematics results were examined.

Appendix B, Table 15: 2020-21 Percentage of Grade-One Students At or Above the 50th Percentile on MAP by Administration, Version, and Student Group - Reading

	BOY		MOY		EOY	
	Tested <i>n</i>	At or Above 50%	Tested <i>n</i>	At or Above 50%	Tested <i>n</i>	At or Above 50%
English K-2						
All	4,751	46.5	4,971	42.9	4,785	39.6
African American	1,690	35.6	1,813	33.3	1,681	30.2
Hispanic	1,994	44.9	2,097	40.3	2,074	35.0
White	605	78.7	595	78.0	581	76.1
English Learner	405	37.8	451	35.3	446	35.7
Eco Dis	3,639	37.1	3,870	33.8	3,687	30.5
Special Education	301	31.2	330	30.9	322	29.2
Spanish K-2						
All	4,280	53.2	4,457	58.0	4,447	47.0
African American	9	22.2	12	41.7	12	25.0
Hispanic	4,214	53.2	4,380	58.2	4,382	46.9
White	38	52.6	46	50.0	36	52.8
English Learner	4,090	53.0	4,231	57.9	4,221	46.6
Eco Dis	3,956	52.0	4,097	57.0	4,094	46.1
Special Education	170	35.3	183	36.1	180	27.2
English and Spanish Combined K-2						
All	9,031	49.6	9,428	50.1	9,232	43.1
African American	1,699	35.5	1,825	33.4	1,693	30.2
Hispanic	6,208	50.5	6,477	52.4	6,456	43.1
White	643	77.1	641	76.0	617	74.7
English Learner	4,495	51.7	4,682	55.7	4,667	45.6
Eco Dis	7,595	44.9	7,967	45.7	7,781	38.7
Special Education	471	32.7	513	32.7	502	28.5

Source: PEIMS district data file dated 10/30/20 and MAP data files dated 11/05/20 (2020-21 BOY), 02/03/21 (2020-21 MOY), and 06/23/21 (2020-21 EOY).

Note: To allow for examination of overall student performance, the English and Spanish administrations were combined.

Appendix B, Table 16: 2020-21 Percentage of Grade-One Students At or Above the 50th Percentile on English K-2 MAP by Administration and Student Group - Mathematics

	BOY		MOY		EOY	
	Tested <i>n</i>	At or Above 50%	Tested <i>n</i>	At or Above 50%	Tested <i>n</i>	At or Above 50%
All	9,206	41.1	9,586	44.8	9,385	43.7
African American	1,716	34.8	1,829	36.2	1,699	33.1
Hispanic	6,370	38.3	6,625	43.2	6,578	42.2
White	642	78.2	643	79.6	634	80.6
English Learner	4,602	34.2	4,782	40.6	4,755	40.7
Eco Dis	7,739	35.4	8,104	39.7	7,906	38.5
Special Education	519	30.1	528	34.7	525	33.3

Source: PEIMS district data file dated 10/30/20 and MAP data files dated 11/05/20 (2020-21 BOY), 02/03/21 (2020-21 MOY), and 06/23/21 (2020-21 EOY).

Note: Only MAP English mathematics results were examined.

Appendix B, Table 17: 2020-21 Percentage of Grade-Two Students At or Above the 50th Percentile on 2-5 MAP by Administration, Version, and Student Group - Reading

	BOY		MOY		EOY	
	Tested <i>n</i>	At or Above 50%	Tested <i>n</i>	At or Above 50%	Tested <i>n</i>	At or Above 50%
English 2-5						
All	4,720	42.6	4,846	44.7	4,782	45.0
African American	1,743	32.8	1,770	34.5	1,704	33.3
Hispanic	2,004	40.7	2,098	41.8	2,128	42.6
White	566	66.3	565	75.9	553	77.9
English Learner	423	40.4	463	38.9	476	38.7
Eco Dis	3,628	34.6	3,749	36.2	3,687	36.0
Special Education	389	27.0	420	29.0	424	28.8
Spanish 2-5						
All	4,297	54.1	4,414	55.3	4,435	44.1
African American	7	0.0	*	*	*	*
Hispanic	4,244	54.2	4,351	55.3	4,388	44.2
White	34	50.0	41	56.1	29	27.6
English Learner	4,182	54.1	4,271	55.5	4,311	44.3
Eco Dis	4,012	53.9	4,116	54.9	4,156	43.9
Special Education	224	28.6	231	32.0	229	16.6
English and Spanish Combined 2-5						
All	9,017	48.1	9,260	49.7	9,217	44.6
African American	1,750	32.7	1,774	34.4	1,709	33.3
Hispanic	6,248	49.9	6,449	50.9	6,516	43.7
White	600	65.3	606	74.6	582	75.4
English Learner	4,605	52.8	4,734	53.8	4,787	43.7
Eco Dis	7,640	44.8	7,865	46.0	7,843	40.2
Special Education	613	27.6	651	30.1	653	24.5

Source: PEIMS district data file dated 10/30/20 and MAP data files dated 11/05/20 (2020-21 BOY), 02/03/21 (2020-21 MOY), and 06/23/21 (2020-21 EOY).

Note: 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.

Appendix B, Table 18: 2020-21 Percentage of Grade-Two Students At or Above the 50th Percentile on English 2-5 MAP by Administration and Student Group - Mathematics

	BOY		MOY		EOY	
	Tested <i>n</i>	At or Above 50%	Tested <i>n</i>	At or Above 50%	Tested <i>n</i>	At or Above 50%
All	9,226	37.5	9,504	38.5	9,403	35.0
African American	1,720	27.9	1,808	27.4	1,708	22.1
Hispanic	6,465	35.7	6,655	37.4	6,690	34.0
White	611	68.7	603	69.2	589	68.4
English Learner	4,812	33.6	4,920	36.9	4,956	33.6
Eco Dis	7,815	32.5	8,090	33.9	8,004	30.4
Special Education	645	24.7	668	27.1	674	23.6

Source: PEIMS district data file dated 10/30/20 and MAP data files dated 11/05/20 (2020-21 BOY), 02/03/21 (2020-21 MOY), and 06/23/21 (2020-21 EOY).

Note: Only MAP English mathematics results were examined.

Appendix B, Table 19: 2019-20 Percentage of Grade-Two Students At or Above the 50th Percentile on MAP by Administration, Version, 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 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 B, Table 20: 2019-20 Percentage of Grade-Two Students At or Above the 50th Percentile on MAP by Administration, Version, 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 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 were examined.

Appendix C

Appendix C, Table 1: 2020-21 Percentage of Kindergarten Students Performing At or Above the 50th Percentile on EOY MAP for the 2020-21 Kindergarten Cohort by Prekindergarten Participation, Assessment, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>n</i>	Grade Level %	Tested <i>n</i>	Grade Level %	Tested <i>n</i>	Grade Level %
MAP Reading						
All	6,062	45.9	1,289	38.4	7,351	44.6
African American	1,034	39.3	315	40.0	1,349	39.4
Hispanic	4,799	47.4	864	35.6	5,663	45.6
White	72	54.2	61	63.9	133	58.6
English Learner	3,489	47.5	520	35.8	4,009	46.0
Eco Dis	5,806	45.3	1,245	38.1	7,051	44.1
Special Education	185	26.5	27	33.3	212	27.4
MAP Mathematics						
All	6,466	52.9	1,396	42.5	7,862	51.0
African American	1,103	47.2	338	45.0	1,441	46.7
Hispanic	5,053	53.9	900	38.3	5,953	51.6
White	77	64.9	75	74.7	152	69.7
English Learner	3,779	53.0	587	36.6	4,366	50.8
Eco Dis	6,167	52.0	1,336	42.0	7,503	50.2
Special Education	207	41.5	31	41.9	238	41.6

Source: PEIMS district data file dated 10/30/20. EOY MAP data file dated 06/23/21.

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.

Appendix C, Table 2: 2020-21 Percentage of Grade-One Students Performing At or Above the 50th Percentile on EOY MAP for the 2019-20 K Cohort by Prekindergarten Participation, Assessment, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>n</i>	Grade Level %	Tested <i>n</i>	Grade Level %	Tested <i>n</i>	Grade Level %
MAP Reading						
All	5,826	41.3	1,443	34.9	7,269	40.0
African American	950	27.7	320	26.9	1,270	27.5
Hispanic	4,569	44.2	997	36.5	5,566	42.8
White	79	45.6	58	50.0	137	47.4
English Learner	3,633	47.2	686	38.8	4,319	45.9
Eco Dis	5,452	40.6	1,323	33.0	6,775	39.1
Special Education	303	26.1	69	23.3	372	25.5
MAP Mathematics						
All	5,913	41.6	1,451	34.8	7,364	40.3
African American	950	31.3	315	33.0	1,265	31.7
Hispanic	4,652	43.5	1,009	33.7	5,661	41.8
White	81	48.1	61	59.0	142	52.8
English Learner	3,690	43.8	690	30.6	4,380	41.7
Eco Dis	5,530	40.8	1,328	32.8	6,858	39.2
Special Education	320	30.0	69	26.1	389	29.3

Source: PEIMS district data file dated 10/30/20. EOY MAP data file dated 06/23/21.

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.

Appendix C, Table 3: 2020-21 Percentage of Grade-Two Students Performing At or Above the 50th Percentile on EOY MAP for the 2018-19 K Cohort by Prekindergarten Participation, Assessment, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>n</i>	Grade Level %	Tested <i>n</i>	Grade Level %	Tested <i>n</i>	Grade Level %
MAP Reading						
All	5,303	42.4	1,326	38.9	6,629	41.7
African American	859	29.9	304	33.2	1,163	30.8
Hispanic	4,253	44.5	866	39.1	5,119	43.6
White	63	58.7	71	50.7	134	54.5
English Learner	3,385	45.5	582	39.3	3,967	44.6
Eco Dis	4,954	41.7	1,207	36.9	6,161	40.8
Special Education	345	20.6	121	23.1	466	21.2
MAP Mathematics						
All	5,440	33.9	1,337	29.9	6,777	33.1
African American	863	19.0	294	22.8	1,157	20.0
Hispanic	4,384	36.0	884	31.1	5,268	35.2
White	65	52.3	75	32.0	140	41.4
English Learner	3,517	37.1	596	29.0	4,113	35.9
Eco Dis	5,077	33.0	1,217	28.3	6,294	32.1
Special Education	356	22.5	119	21.0	475	22.1

Source: PEIMS district data file dated 10/30/20. EOY MAP data file dated 06/23/21.

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.

Appendix C, Table 4: 2020-21 Percentage of Grade-Three Students Performing At Approaches+ and Meets+ on STAAR for the 2017-18 Kindergarten Cohort by Prekindergarten Participation, Assessment, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>n</i>	Met Standard %	Tested <i>n</i>	Met Standard %	Tested <i>n</i>	Met Standard %
STAAR Reading Approaches+						
All	4,782	59.4	1,225	58.5	6,007	59.2
African American	699	52.1	253	53.4	952	52.4
Hispanic	3,953	60.3	864	59.7	4,817	60.2
White	45	71.1	38	57.9	83	65.1
English Learner	3,272	59.8	656	59.6	3,928	59.8
Eco Dis	4,474	58.6	1,131	57.1	5,605	58.3
Special Education	409	38.9	150	44.7	559	40.4
STAAR Reading Meets+						
All	4,722	30.4	1,172	27.6	5,894	29.9
African American	682	21.6	242	16.1	924	20.1
Hispanic	3,910	31.9	824	29.4	4,734	31.4
White	45	37.8	38	50.0	83	43.4
English Learner	3,246	32.3	637	31.6	3,883	32.1
Eco Dis	4,416	29.9	1,081	26.2	5,497	29.2
Special Education	351	10.8	99	9.1	450	10.4
STAAR Mathematics Approaches+						
All	4,793	60.3	1,233	54.9	6,026	59.2
African American	701	44.2	256	40.6	957	43.3
Hispanic	3,963	63.0	869	58.1	4,832	62.1
White	45	64.4	38	60.5	83	62.7
English Learner	3,279	64.7	658	60.6	3,937	64.1
Eco Dis	4,483	59.9	1,139	54.1	5,622	58.7
Special Education	411	43.6	152	52.6	563	46.0
STAAR Mathematics Meets+						
All	4,733	26.1	1,180	22.0	5,913	25.3
African American	684	15.5	245	11.4	929	14.4
Hispanic	3,920	27.8	829	23.8	4,749	27.1
White	45	24.4	38	34.2	83	28.9
English Learner	3,253	29.7	639	27.2	3,892	29.3
Eco Dis	4,425	25.7	1,089	21.0	5,514	24.8
Special Education	353	12.5	101	12.9	454	12.6

Source: PEIMS district data file dated 10/30/20 and STAAR data file dated 06/28/21.

Notes: Approaches+ included Alternate 2. Alternate 2 test scores are not assessed for the Meets+ performance standard, resulting in a difference in the number of students tested for Approaches+ and Meets+.