

2021-22

Evaluation of Early Learning Initiatives

DEPARTMENT OF EVALUATION AND ASSESSMENT

Stephanie Elizalde, Ed. D.
Superintendent of Schools



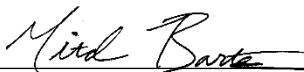
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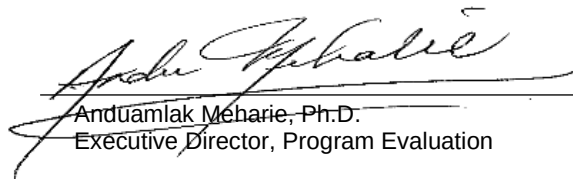
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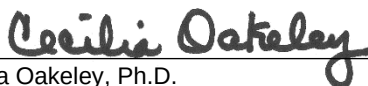
Sydney Voss, Ph.D., Evaluation Analyst II
Myoungsook Kim, Ph.D., Evaluation Analyst II
Danielle Tyree, Ph.D., Evaluation Analyst I



Mitch Barton, Ph.D.
Manager, Program Evaluation



Anduamlak Meharie, Ph.D.
Executive Director, Program Evaluation



Cecilia Oakeley, Ph.D.
Deputy Chief, Evaluation and Assessment

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Dallas ISD Department of Evaluation and Assessment
H. B. Bell School Support Service Center; 2909 N. Buckner Blvd, Box 10; Dallas, TX 75228.

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TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
PROGRAM DESCRIPTION	5
PURPOSE AND SCOPE OF THE EVALUATION	6
EVALUATION QUESTIONS AND RESULTS	7
What was the source and amount of funding for Early Learning in 2021-22?	7
Methodology	7
Results	7
What was the context of the Early Learning programs and the related 2021-22 initiatives?	7
Methodology	7
Results	8
What were the characteristics and continuous enrollment rates of early learning students?	12
Methodology	12
Results	12
What were the early learning teacher retention rates?	14
Methodology	14
Results	15
What was the quality of early learning instruction as measured by <i>CLASS</i> ?	18
Methodology	18
Results	18
How did early learning student scores change throughout the 2021-22 school year?	23
Methodology	23
Results	26
Did student reading and mathematics performance differ by Dallas ISD PK enrollment status?	33
Methodology	33
Results	33
Did grade-three students meet outcome goals related to <i>STAAR</i> reading and mathematics?	35
Methodology	35

Results	35
KEY FINDINGS AND RECOMMENDATIONS.....	37
Key Findings	37
Recommendations.....	37
REFERENCES.....	39
APPENDICES	41

LIST OF TABLES

Table 1: 2016-17 to 2018-19 Number and Percentage of Kindergarten Students by Enrollment Year.....	14
Table 2: 2018-19 to 2021-22 Early Learning Teacher Retention by Years of Service and Teaching Status	16
Table 3: 2019-20 to 2021-22 Early Learning Teacher Retention by Years of Service and Teaching Status	17
Table 4: 2020-21 to 2021-22 Early Learning Teacher Retention by Year of Service and Teaching Status	17
Table 5: 2021 Fall CLASS Scores by Grade, Domain, and Overall.....	20
Table 6: 2022 Spring CLASS Scores by Grade, Domain, and Overall	21
Table 7: 2021 to 2022 Spring Changes in CLASS Scores by Domain and Overall.....	22
Table 8: 2020-21 to 2021-22 Percentage of Kindergarten Students Who Were K Ready on BOY TX-KEA Literacy Screener by Version and Student Group	28
Table 9: 2021-22 Percentage of Kindergarten Students Performing <i>On Track</i> on BOY TX-KEA Literacy Screener by Prekindergarten Participation, Version, and Student Group	29
Table 10: 2018-19 to 2021-22 Student Performance on Mathematics and Reading Assessments by Dallas ISD Prekindergarten Enrollment Status, Kindergarten Cohort, and Grade	34
Table 11: 2019-20 to 2021-22 Percentage of Grade-Three Students Performing at Approaches+ and Meets+ on STAAR by Year, Assessment and Student Group	36

LIST OF FIGURES

Figure 1: 2021-22 Percentage of Teachers At or Above All Quality Thresholds by Grade and Semester	19
Figure 2: 2020 to 2022 Spring Percentages of Prekindergarten and Kindergarten through Grade-Two Teachers At or Above the Quality Threshold by <i>CLASS</i> Domain, Overall, and Year	22
Figure 3: 2019-20 to 2021-22 Percentage of Prekindergarten Students Performing <i>On Track</i> on <i>CIRCLE</i> by Domain, Wave, and Year	27
Figure 4: 2019-20 to 2021-22 Percentage of Kindergarten Students Performing <i>On Track</i> on <i>TX-KEA</i> by Domain, Administration, and Year	30
Figure 5: 2020-21 to 2021-22 Percentage of Grade-One Students At or Above the 50 th Percentile on Combined K-2 <i>MAP</i> Reading and Mathematics by Administration	31
Figure 6: 2019-20 to 2021-22 Percentage of Grade-Two Students At or Above the 50 th Percentile on Combined 2-5 <i>MAP</i> Reading and Mathematics by Administration	32

LIST OF APPENDICES

A	2019-20 to 2021-22 Student Characteristics for Early Childhood Through Grade-Two Students by Year, Type, Grade Level, and Student Group	42
B	2019-20 to 2021-22 Early Learning Student Assessment Results by Grade, Assessment, Administration, and Student Group	45
C	2020-21 and 2021-22 Percentage of Students Performing At or Above Grade Level on MAP and STAAR by Grade Level, Prekindergarten Participation, Assessment, and Student Group	65

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>
CIC	Campus Instructional Coach
CLI	Children's Learning Institute
EB	Emergent Bilingual
EC	Early Childhood
Eco Dis	Economically Disadvantaged
EOY	End of year
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

Early childhood (i.e., birth to approximately eight years old) is generally considered the most significant and influential time of life (Follari, 2015) and can provide a multitude of benefits, such as (a) developing foundational skills in language and literacy, (b) improving children's academic performance in reading and mathematics, and (c) closing achievement gaps based on ethnicity and socioeconomic status.¹

In 2021-22, the Dallas Independent School District (ISD) Early Learning Department strove to (a) improve kindergarten (K) readiness and (b) ensure all students performed at or above grade level in reading and mathematics by the end of grade two. The budget for the department in 2021-22 was \$32,392,950, an increase from 2020-21 (\$26,296,009).

In response to the COVID-19 pandemic, the district returned to in-person instruction for all students in 2021-22, with minimal exceptions. The district offered virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) and other supports.² Because of these variations in instructional time, and support activities, all results should be reviewed with caution.

EVALUATION QUESTIONS/OUTCOMES³

What was the context of the Early Learning programs and the related 2021-22 initiatives?

To improve K readiness, the Early Learning Department:

- Focused on increasing PK enrollment, extending community resources, increasing classroom quality, and supporting reading and language acquisition and mathematical concepts mastery.
- Offered full-day three-year-old PK at 40 campuses in

2021-22 (an increase from 37 in 2019-20).⁴

- Operated the Home Instruction for Parents of Preschool Youngsters (HIPPY) program for children from two to five years old.⁵ One goal of the HIPPY program was to increase African American family involvement, which increased from 2020-21 (9%; $N = 646$) to 2021-22 (13%; $N = 770$).⁴
- Fostered community partnerships with AVANCE, Concilio, and PK partnership sites.⁶
- Continued using PK and K through grade-two specialists to improve classroom quality. The district employed 39 PK specialists, 71 K through grade-two specialists,⁷ six floating specialists to support teachers new to Reading Academies Cohort One campuses, 30 bilingual specialists, two special education/talented and gifted specialists, and 19 campus lead specialists. Specialists participated in professional development (PD) and provided teachers with training.⁸
- Administered *CLASS*, which is an observation instrument, to measure the quality of teacher-student interactions.⁹

To ensure all students performed on grade level in reading and mathematics by the end of grade two, the Early Learning Department:

- Increased focus on reading and language acquisition¹⁰
- Continued provision of supplemental mathematics manipulatives to students.
- Provided teachers with specialist coaching and PD.

¹ A full list of references can be found in the full report (Voss et al., 2022).

² Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

³ Methodologies are available in the full report. Portions of this report have been adapted from Tyree and Hinkley (2020) and Tyree (2021).

⁴ As of December 2021.

⁵ For more information about the HIPPY program, see the HIPPY evaluation report (Tyree, 2020).

⁶ For more information about AVANCE, see <https://www.avance.org/>. For more information about Concilio, see <https://www.theconcilio.org/>.

⁷ Fifty-five of K through grade-two specialists also supported grade-three classrooms at Texas Reading Academies Cohort Two campuses.

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

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

¹⁰ K through grade-two teachers at 46 campuses attended Texas Reading Academies Cohort Two which provided training on concepts and methods that support the science of teaching reading (see Lorenz et al., 2022). An additional 56 campuses attended in 2020-21 as part of Cohort One.

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

In 2021-22, 41,892 students enrolled in early childhood education through grade two, an increase from 40,583 in 2020-21. A similar pattern of increase was observed in K (10,276 in 2020-21 to 10,308 in 2021-22).

Students were generally male (51%) and/or Hispanic (67%), and most were economically disadvantaged (87%). Emergent Bilinguals comprised 48 percent of students.

Seventy-nine percent of students who attended Dallas ISD PK in 2020-21 returned to Dallas ISD for K in 2021-22, meaning over a fifth left the district. Sixty-seven percent of students were continuously enrolled from 2018-19 (their K year) to 2021-22 (most students' grade-three year).

What were the early learning teacher retention rates?

Overall, a sizeable proportion of early learning teachers were no longer teaching in early learning grades or left the district during the past three years.

- For 2018-19 early learning teachers, 67 percent continued to teach in an early learning grade level in 2019-20; however, this rate dropped to 58 percent after two years and to 46 percent after three years.
- For 2019-20 early learning teachers, 73 percent continued to teach in an early learning grade level in 2020-21; however, this rate dropped to 56 percent after two years.
- For 2020-21 early learning teachers, 67 percent continued to teach in an early learning grade in 2021-22.

What was the quality of early learning instruction as measured by CLASS?¹¹

In spring 2022, almost all district teachers in PK and K through grade-two were:

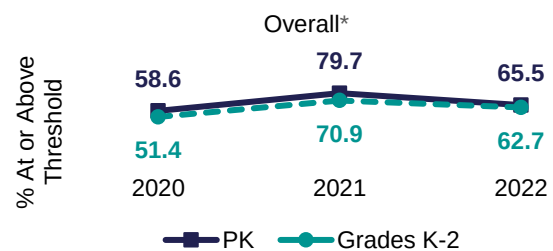
- Strongest in emotional support and classroom organization (above 90% for all groups) but
- Instructional support (66% of PK through grade-two teachers) is an area for improvement.

- Sixty-six percent of PK teachers and 63 percent of K through grade-two teachers met or exceeded the quality threshold in all three domains.

From fall 2021 to spring 2022, the rate of teachers who met or exceeded quality thresholds were generally similar or trended upward for all three domains across all grades.

While the rate of teachers who met or exceeded all three quality thresholds from spring 2020 to spring 2021 trended upward, the rate trended downward from spring 2021 to spring 2022 (Figure E1).

Figure E1: 2020 to 2022 Spring Percentages of Prekindergarten and Kindergarten through Grade-Two Teachers At or Above the Quality Threshold by CLASS



Source: Data files can be found in the full report (Voss et al., 2022).

Note: * = These percentages reflect the percentage of teachers that met all three domain thresholds. 2020 and 2021 results should be reviewed with caution; details can be found in the full report (Voss et al., 2022).

How did early learning student scores change throughout the 2021-22 school year?

CIRCLE (PK)

The percentage of PK students scoring *On Track* on CIRCLE increased from BOY to EOY on vocabulary (46% to 69%) and mathematics (52% to 71%).

TX-KEA (K)

On the Literacy Screener (i.e., the K-readiness standard within TX-KEA), 67 percent of tested students ($N = 8,112$) were K ready in 2021-22.

- A higher percentage of students who attended Dallas ISD PK (DISD PK; 75%) were K ready than students who did not attend (No DISD PK; 42%).
- The percentage of K students scoring *On Track* on TX-KEA increased from BOY to EOY on vocabulary (69% to 71%) and mathematics (43% to 69%).¹²

¹¹ SMU conducted CLASS observations in person and virtually.

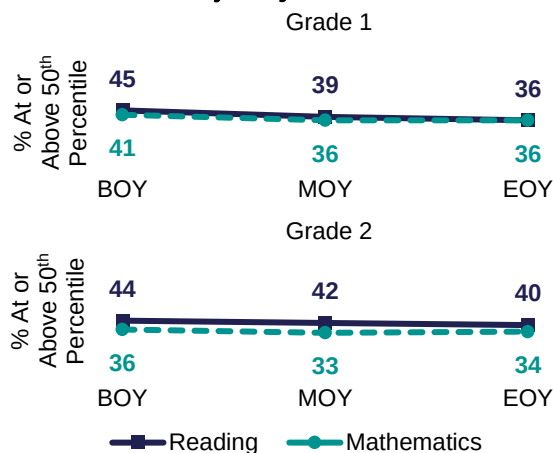
¹² This met the board-approved student progress measure that 57 percent of K students would score at or above grade level on TX-KEA EOY mathematics.

MAP Growth

For both grade one and grade two, the percentage of students at or above grade level on MAP decreased from BOY to EOY on reading and mathematics (Figure E2). When reviewed by student group, the percentage of white students in grade two increased from BOY (68%) to MOY (71%) to EOY (74%) for reading.

- The board-approved progress measure goal that 38 percent of grade-two African American students would score at or above the 50th percentile on EOY MAP reading was not met (28%).
- The board-approved progress measure goal that 33 percent of grade-two African American students would score at or above grade the 50th percentile on EOY MAP mathematics was not met (19%).

Figure E2: 2021-22 Percentage of Grade-One and Grade-Two Students At or Above the 50th Percentile on Combined K-2 MAP by Subject and Administration



Source: Data files can be found in the full report (Voss et al., 2022).

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

Overall

Overall, the rate of K students in 2021-22 who scored at or above their respective standards at BOY, MOY, and EOY in 2021-22 was higher than PK, grade-one and grade-two students, with the exception of PK mathematics (Table E1).

Compared to 2020-21, the percentage of students in 2021-22 who scored at or above grade level was generally higher for PK and K students and was similar or lower for grade-one and grade-two students.

Table E1: 2020-21 to 2021-22 Percentage of Students Performing At or Above Grade Level on Assessments by Subject, Administration, and Grade

Exam	BOY		MOY		EOY	
	20-21 %	21-22 %	20-21 %	21-22 %	20-21 %	21-22 %
PK						
CIRCLE-V	42.2	45.5	51.1	60.0	67.7	68.6
CIRCLE-M	57.9	52.0	64.5	63.9	73.8	70.9
K						
TX-KEA-V	58.7	68.7	73.4	68.0	69.3	71.0
TX-KEA-M	39.2	42.7	54.6	60.7	67.0	68.7
Grade One						
MAP-R	49.6	45.0	50.1	38.8	43.1	35.7
MAP-M	41.1	40.8	44.8	36.1	43.7	35.8
Grade Two						
MAP-R	48.1	43.9	49.7	41.8	44.6	39.9
MAP-M	37.5	36.0	38.5	32.9	35.0	34.0

Source: Data files can be found in the full report (Voss et al., 2022).

Note: % = Percentage of students On Track (CIRCLE and TX-KEA) or at or above the 50th percentile (MAP). Additional note information can be found in the full report (Voss et al., 2022).

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

Overall, for students who attended district PK (Table E2),

- They attained at or above grade level (50th percentile) for reading and mathematics on EOY MAP at higher rates than those who did not attend district PK.
- They attained Approaches+¹³ or Meets+¹⁴ for STAAR reading and mathematics at higher rates than those who did not attend district PK.

¹³ Approaches+ = Approaches Grade Level or Above

¹⁴ Meets+ = Meets Grade Level or Above

Table E2: 2021-22 Percentage of Students At or Above the 50th Percentile, Approaches+, or Meets+ on Assessments by Cohort and PK Enrollment Status

Exam	Total N	DISD PK %	No DISD PK %
Kindergarten Data for 2021-22 K Cohort			
MAP Reading	7,473	38.3	27.8
MAP Math	7,848	40.8	28.1
Grade-One Data for 2020-21 K Cohort			
MAP Reading	6,929	35.1	28.1
MAP Math	7,019	34.5	27.5
Grade-Two Data for 2019-20 K Cohort			
MAP Reading	6,444	37.2	36.9
MAP Math	6,597	32.4	27.9
Grade-Three Data for 2018-19 K Cohort			
STAAR Reading Approaches+	6,359	65.9	62.6
STAAR Reading Meets+	6,193	37.4	36.2
STAAR Math Approaches+	6,360	68.7	63.1
STAAR Math Meets+	6,194	39.3	31.8

Source: Data files can be found in the full report (Voss et al., 2022).

Note: % = Percentage of students at or above the 50th percentile (MAP) and Approaches+ or Meets+ (STAAR). Additional note information can be found in the full report (Voss et al., 2022).

Did grade-three students meet outcome goals related to STAAR reading and mathematics?

For STAAR reading:

- Compared to 2020-21, a higher percentage of grade-three students performed at Approaches+ and Meets+ in 2021-22.
- The largest percentage point increases from 2020-21 to 2021-22 were observed for African American students (+10 at Approaches+ and +12 at Meets+).
- Sixty-seven percent of grade-three students scored Approaches+ in 2021-22, which was lower than the state (75%).
- Forty percent scored Meets+ in 2021-22. This did not meet the board-approved student outcome goal that 45 percent of grade-three students would attain Meets+ on STAAR reading.

For STAAR mathematics:

- Compared to 2020-21, a higher percentage of grade-three students performed at Approaches+ and Meets+ in 2021-22, except for special education students at Approaches+.
- The largest percentage point increases from 2020-21 to 2021-22 were observed for African American students

(+12) at Approaches+ and for EB students (+14) at Meets+.

- Sixty-seven percent of grade-three students scored Approaches+ in 2021-22, which was lower than the state (70%).
- Thirty-eight percent scored Meets+ in 2021-22. This did not meet the board-approved student outcome goal that 46 percent of grade-three students would attain Meets+ on STAAR mathematics.

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.

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Evaluation of Early Learning Initiatives

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

Early childhood (i.e., birth to approximately eight years old) is generally considered the most significant and influential time of life (Follari, 2015). Previous research has indicated that early childhood education programs can provide a multitude of benefits, such as (a) developing foundational skills in language and literacy (Brown, 2014; Han & Neuhauser-Pritchett, 2017), (b) improving children's academic performance in reading and mathematics (Andrews et al., 2012; González, 2022; Huston et al., 2012; Kainz, 2019; Weiland & Yoshikawa, 2013), and (c) closing achievement gaps based on ethnicity and socioeconomic status (González, 2022; Hanover Research, 2014; Huston et al., 2012; Kainz, 2019; Reardon & Portilla, 2016). In addition, the following recommendations have been found to improve the quality and effectiveness of early childhood education programs:

- Using developmentally-focused curricula to target specific aspects of learning (e.g., language and literacy curricular, mathematics, or social emotional development) can provide a substantial improvement in academic outcomes (Yoshikawa et al., 2013).
- Providing professional development (PD) and coaching for teachers can positively impact instructional practices, which can improve children's learning (Eadie et al., 2019; Maier & Kou, 2019; Kainz, 2019; Keily et al., 2019).
- Providing parent involvement opportunities can bolster children's academic achievement (Hanover Research, 2014; Puccioni et al., 2019).
- Supporting children's transition from high-quality PK to K and elementary school can improve children's academic and social gains and long-term success (Keily et al., 2019).

In 2021-22, the Dallas Independent School District (ISD) Early Learning Department strove to achieve two main goals. The first goal was 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 was to ensure that all students performed at or above grade level in reading and mathematics by the end of grade two.¹⁵ Strategies to reach these goals included 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.

During the 2019-20 school year, in response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the school year. In 2020-21, Dallas ISD delayed

¹⁵ The Early Learning Department added grade-two student mathematics performance to goal two in 2020-21.

the start of the school year until September 8, 2020 and implemented at home learning districtwide for the first four weeks and modified the school calendar from a six-week schedule to a nine-week schedule. To help district students and families access the internet during at-home learning, the district provided 23,000 hotspots to families by October 2020 and announced that parents could choose in-person or virtual learning for the rest of the school year. Both options included both synchronous and asynchronous learning activities.

In 2021-22, the district returned to in-person instruction for all students, with minimal exceptions. The district was able to offer virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 (School-Day Redesign, Intersession, and Base/Traditional) and other supports.¹⁶ Because of these variations in instructional time, and support activities, all results should be reviewed with caution.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this report is to summarize the 2021-22 context, process, and outcomes of the Dallas ISD Early Learning Department initiatives.¹⁷ 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 applicable, the report also examined early learning related goal progress measures and student outcome goals approved by the board of trustees. This evaluation report also provides a summary of key findings and actionable recommendations based on reported data. The evaluation addressed the following questions:

1. What was the source and amount of funding for Early Learning in 2021-22?
2. What was the context of the Early Learning programs and the related 2021-22 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 2021-22 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*?

¹⁶ Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

¹⁷ Portions of this report have been adapted from Tyree and Hinkley (2020) and Tyree (2021).

EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for Early Learning in 2021-22?

Methodology

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

Results

As of July 28, 2022, Early Learning Department central administrators reported a total budget of \$32,392,950, an increase of \$6,096,941 from \$26,296,009 in 2020-21. The Early Learning Department reported \$26,953,038 in Early Learning General Operating funds (\$11,910,975 in department payroll and \$15,042,063 in non-payroll), \$2,495,710 in Title I funds (\$2,220,757 in payroll and \$274,953 in non-payroll), \$1,444,202 in Title II funds (all in payroll), and \$1,500,000 in Title III funds (\$227,137 in payroll and \$1,222,863 in non-payroll).¹⁸

What was the context of the Early Learning programs and the related 2021-22 initiatives?

Methodology

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

Assistant Superintendent Interview and Document Review

The Early Learning Assistant Superintendent was interviewed in December 2021. 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 December 2021. The purpose of this interview was to collect information about specialist training for providing professional development (PD) to teachers, the group training provided by the coordinators, and about the group training offered to teachers by the department.

¹⁸ The Special Revenue Funds Management office reported \$1,186,960 in Title I funds and \$1,444,202 in Title II funds for the Early Learning Department as of 02/28/22.

Results¹⁹

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. Enrollment increased from fall 2020 to fall 2021; however, enrollment was lower in fall 2021 than in fall 2019 which may have been due to continued concerns about COVID-19. To promote PK enrollment, the Early Learning Department used local billboards, door hangers on homes, signage in convenience stores and gas stations, social media, radio announcements, a television commercial, an ad in a local publication, hosting booths at community events, mailers, yard signs, banners for schools, enrollment backpacks, and student bracelets. The three mailers 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, and (3) options for PK tuition and scholarships. Also, the department held drive-through enrollment registration events on five Saturdays in May 2021. In addition to promoting PK enrollment through marketing strategies, the department planned three touchpoints in November, December, and February sending out thank you notes, books, and cards to parents of PK students to help with retention of students from three-year-old PK to four-year-old PK as well as from PK to K.

To support already enrolled students, the Dallas ISD continued to provide PK to grade-two students with iPads and hotspots to allow students to access resources from home. In an effort to keep students enrolled while addressing COVID-19 concerns, the district opened a Virtual Academy to allow students to continue to learn remotely. Six PK classrooms were a part of the Virtual Academy. For students learning remotely, their parents received a schedule to use to supervise their children and had the opportunity to attend a meeting hosted by the Dallas ISD introducing parents to the Virtual Academy.

In another effort to increase enrollment in 2021-22, the district offered full-day three-year-old PK at 40 campuses and continued to add partner sites. There was a large demand for full-day three-year-old PK after a pilot program at five campuses during 2020-21; thus, the department increased its offerings this year

¹⁹ This report includes basic background information and program changes that occurred in 2021-22. More detailed background information can be found in Tyree and Hinkley (2020) and Tyree (2021).

and planned to continue expanding full-day three-year-old PK offerings in 2022-23. Additionally, the number of PK partnership sites increased (from 37 in 2019-20 to 39 in 2020-21 and to 40 in 2021-22).²⁰

Most Dallas ISD PK students attended PK at district elementary schools; others attended Arlington Park, Harllee, or J.J. Rhodes, district campuses that just serve PK students; and others attended PK partnership sites.²¹ 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 Dallas ISD PK Montessori classrooms and most PK partnership sites, classrooms were mixed age; children in these environments attended full-day PK regardless of age.²²

Quality. Another goal was to increase classroom quality by using specialists and *CLASS*. In 2021-22, specialists continued to support teachers through virtual and in-person coaching. The district employed 39 PK specialists and 71 K through grade-two specialists. Of the 71 K through grade-two specialists, 55 also served grade-three teachers because those teachers were part of the second cohort of House Bill Three Texas Reading Academies. Additionally, six floating specialists served teachers new to Cohort One Texas Reading Academies campuses. Thirty specialists served bilingual teachers and two K-2 specialists served both Special Education (SPED) and Talented and Gifted (TAG) teachers.²³ PK specialists typically served 15 teachers each and K-2 specialists served about 16 teachers each.²⁴ There were also 19 campus lead specialists. Each lead oversaw five to six specialists. One of the campus lead specialists oversaw Montessori specialists. All Title I campuses, except Montessori campuses, received PK specialist support in 2021-22. All K-2 specialists were assigned to schools either rated as high-priority campuses and/or campuses where 60 percent or more of the students were African American and/or campuses in the second cohort of Texas Reading Academies.²⁵

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 December 2021, the number of PK partnership sites increased from 37 in 2019-20 to 39 in 2020-21 and to 40 in 2021-22. At each PK partnership site, the Dallas ISD teacher served as the lead teacher, and an employee from the partner worked in the role of co-teacher. In 2021-22, the Dallas ISD continued to operate the Home Instruction for Parents of Preschool Youngsters (HIPPY) program for children from two

²⁰ As of December 2021. There were originally 41 partnership sites for 2021-22, but one closed due to a fire.

²¹ PK partnership sites are also referred to as School Readiness Integration sites.

²² Students attending Arlington Park, James S. Hogg, and J.J. Rhodes also attended full-day PK, regardless of age.

²³ K-2 SPED and TAG specialists oversaw 58-60 teachers each.

²⁴ PK specialists served 11-15 teachers while K-2 specialists served a range of 16-18 teachers.

²⁵ The second cohort of Texas Reading Academies was selected based on previous reading scores that were lower than campuses selected for the third cohort. Specialists were also assigned to train staff members new to Cohort One Texas Reading Academies campuses.

to five years old.²⁶ One goal of the HIPPY program was to increase African American family involvement which increased from 2020-21 (9%; $N = 646$) to 2021-22 (13%; $N = 770$).²⁷ Also, the Early Learning Department worked with AVANCE and Concilio.^{28,29} Concilio offered the Lena and Parents Opening Doors programs. Lena was a parent-child interactive vocabulary building program that began at Arlington Park in fall 2019, J.J. Rhodes in fall 2020, and Harlee in fall 2021.³⁰ Parents Opening Doors provided parents with PD about how to be their child's best first teacher.³¹

Goal Two: Reading and Mathematics on Grade Level. 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 2021-22, K through grade-three teachers at 46 campuses attended Texas Reading Academies as part of Cohort Two.³² The Reading Academies provided training on concepts and methods that support the science of teaching reading. Another reading resource was provided by Learning A to Z, which allowed students to access a collection of digital books.³³ For mathematics, the Early Learning Department continued to use physical manipulatives from Hand2Mind,³⁴ Dreambox,³⁵ and Braining Camp³⁶ to supplement the district digital mathematics manipulatives and support students in mastering mathematics concepts. Teachers also continued to receive specialist coaching and other PD across subjects.

Director of Instructional Strategy Interview

Specialists, coordinators from the instructional strategy team, Apple Professional Support Specialists (APLS), and the department played a role in supporting teachers in 2021-22. Specialists provided individual and group supports and led PD. Coordinators led group training and lunch and learn sessions. APLS provided support for digital learning. 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. PD was provided virtually in fall 2021 then face to face beginning in January 2022 for specialists and virtually throughout the year for teachers. Specialists received various types of PD through several different programs during the 2021-22 school year. All specialists (PK through grade two) received monthly content training from the instructional strategy team including quarterly content trainings that provided an overview of the upcoming curriculum. Technology trainings were also provided to specialists and included sessions on Apple and Seesaw.³⁷ K through grade-three specialists at Cohort Two campuses received monthly updates and study and

²⁶ For more information about the HIPPY program, see the HIPPY evaluation report (Tyree, 2020).

²⁷ As of December 2021.

²⁸ For more information about AVANCE, see <https://www.avance.org/>.

²⁹ For more information about Concilio, see <https://www.theconcilio.org/>.

³⁰ For more information about Lena, see <https://www.lena.org/>.

³¹ For more information about Parents Opening Doors, see <https://www.podstelford.org>.

³² Fifty-six Cohort One campuses participated in 2020-21.

³³ For more information about Learning A to Z, see <https://www.learninga-z.com/>.

³⁴ For more information about Hand2Mind, see <https://www.hand2mind.com/>.

³⁵ For more information about Dreambox, see <https://www.dreambox.com/>.

³⁶ For more information about Braining Camp, see <https://www.braincamp.com/>.

³⁷ For more information about Seesaw, see <https://web.seesaw.me/>.

preparation time to successfully deliver Texas Reading Academies training. New specialists also received training that was provided in prior years including Children's Learning Institute (CLI) *TX-KEA* training (K specialists only), *MAP* training, *CIRCLE* training (PK specialists only), Results Coaching Global training, *CLASS* observer certification training with a certified Trainer of Trainers Instructional Specialist, and Texas Reading Academies training.

In addition to the specialist-provided teacher support, coordinators from the instructional strategy team led group training including quarterly content training for teachers and lunch and learn sessions for PK through grade-two Instructional Lead Coaches and CICs. In the two-hour quarterly content training sessions, teachers previewed the curriculum for the next nine weeks, reviewed relevant Texas Essential Knowledge and Skills, and planned for the upcoming nine weeks.³⁸ In the lunch and learn sessions, examples of topics covered were *CLASS*, digital tools, and mathematics curriculum.

During summer 2021, the Early Learning Department provided virtual PD through the Early Learning Expo for PK through grade-two teachers and Texas Reading Academies for K through grade-three teachers. The Early Learning Expo was a three-day, seven-hour-a-day program covering literacy, mathematics, digital tools (via a partnership through Apple), and training about the new PK4 curriculum. The new curriculum training session called PK Instructional Materials provided an overview of instructional materials that were part of the Scholastic kits for four-year-old PK.³⁹ To supplement the new four-year-old PK curriculum, math manipulatives and a mini-lesson resource were also provided. After the Early Learning Expo, PD sessions, excluding Apple sessions, were provided in video format for teachers to access throughout the year. The resources from the Early Learning Expo were also accessible to PK partnership teachers and co-teachers.

In 2020-21, the department began working with two APLS to support digital learning for specialists, teachers, and parents/caregivers.⁴⁰ APLS worked with specialists to create lesson plans for the next nine weeks via digital learning coaching cycles during which APLS created a plan, guided specialists through an Apple lesson, had the specialists guide a lesson, then had specialists reflect on the lesson. APLS also worked with teachers in 15-minute planning sessions, one-on-one coaching, virtual classroom sessions, curriculum planning, and Professional Learning Communities. Additionally, APLS held monthly sessions called Tech Tuesdays for parents and caregivers to help them support students with technology at home. Beyond working with the APLS, the Early Learning Department created several groups to support digital learning at various levels including the Digital Vanguard Group (IMPACT Vanguard), a Digital Ambassador Team, and Digital Pioneers. The IMPACT Vanguard consisted of a cohort of 24 specialists and 19 teachers who received additional training from Apple and Seesaw to promote strategies for digital learning that they then gave to other specialists and/or teachers. The Digital Ambassador Team included 17 teachers who promoted technology integration, instruction, and student engagement. Finally, a Digital Pioneers program

³⁸ New PK through grade-two teachers were also encouraged to review training videos on *Running Records*.

³⁹ Included with the curriculum, there were four online resources: Teacher Hub (lesson planning), Little eReaders (digital books), Family Exchange (parental resources), and My Big World (digital magazine).

⁴⁰ There were two Apple specialists designated to work with PK through grade two teachers for the 2021-22 school year.

provided introductory-level learning experiences that teachers could opt in to or out of throughout the year. New in 2021-22, executive coaching program was provided to five principals who were matched with Apple executives to create and implement PD plans for their campuses.⁴¹ The program will be scaled in 2022-23.

Finally, to address chronic absenteeism, the department partnered with EveryDay Labs. The program, which began for K through grade-two students in 2020-21, monitored attendance for K through grade-twelve students at risk for chronic absenteeism and provided notifications and resources to their parents.⁴²

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.⁴³ The evaluator conducted frequency analyses to determine student characteristics by type (e.g., EC, PK partnership) and grade.

Continuous Enrollment of Kindergarten and Grade-Three Students

To determine if students continued to be enrolled in the Dallas ISD, PK and K were used as the sampling frames to examine one-year and three-year retention rates, 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, 2020-21 and 2021-22 PEIMS data for 2020-21 PK students).⁴⁴ The evaluator conducted frequency analyses to determine the percentage of 2020-21 PK students who remained enrolled from 2020-21 to 2021-22. Data also were examined for 2018-19 PK (2019-20 K) and 2019-20 PK (2020-21 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, 2018-19 to 2021-22 PEIMS data for 2021-22 grade-three students).⁴⁵ The evaluator conducted frequency analyses to determine the percentage of 2018-19 K students who remained enrolled in the district to grade three in 2021-22. Data were also examined for students who were in grade three in 2019-20 and 2020-21.

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

⁴¹ For more information about digital learning, see <https://sites.google.com/dallasisd.org/digitaldisd/home>.

⁴² For more information about EveryDay Labs, see <https://everydaylabs.com/>.

⁴³ Data files dated 10/31/19 (2019-20), 10/30/20 (2020-21), 11/01/21 (2021-22).

⁴⁴ Two-year data files dated 10/31/19 (2019-20), 03/29/21 (2020-21), and 11/02/21 (2021-22).

⁴⁵ Five-year data files dated 10/31/19 (2019-20), 11/02/20 (2020-21), and 11/02/21 (2021-22).

Dallas ISD at no cost as early as age three.⁴⁶ Otherwise, to be eligible for free Dallas ISD PK in 2021-22, students must have met age requirements by September 1⁴⁷ 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.^{48,49} Some students who did not meet state requirements were provided with scholarships to attend Dallas ISD PK⁵⁰ or families could pay tuition to attend; about six percent of PK students attended via scholarships in both 2020-21 and 2021-22.

The Dallas ISD EC through grade-two programs served 41,892 students in 2021-22. Demographic information is presented in Appendix A. Over half of the students were male (51%), and/or Hispanic (67%), and most were economically disadvantaged (Eco Dis; 87%). Almost half (48%) were Emergent Bilinguals (EBs).

While the 2021-22 Dallas ISD EC through grade-two programs served fewer students than 2019-20 (Appendix A), more students were served than 2020-21 (45,549 in 2019-20, 40,583 in 2020-21, and 41,892 in 2021-22). K enrollment followed a similar pattern (10,938 in 2019-20, to 10,276 in 2020-21, and to 10,308 in 2021-22). All three years, the programs served similar percentages of male students (51% to 52%) and Hispanic students (67% to 68%). The percentage of economically disadvantaged students served decreased slightly over time (89% in 2019-20, 88% in 2020-21, and 87% in 2021-22. As in previous years, almost half of 2021-22 students were EBs (48% to 49%, all three years).

Continuous Enrollment Rates of Kindergarten and Grade-Three Students

Kindergarten. As of the PEIMS snapshot date for 2020-21, 8,777 students were enrolled in PK. Of these, 79 percent ($n = 6,962$) remained enrolled in 2021-22. This means that over a fifth of 2020-21 PK students did not remain in the district in 2021-22. This pattern was similar to 2020-21, when 79 percent ($n = 9,310$) of the 11,788 students who were enrolled in PK in 2019-20 remained enrolled in 2020-21. Likewise, 77 percent ($n = 9,800$) of the 12,737 students who were enrolled in PK in 2018-19 remained enrolled in 2019-20.

Grade Three. As of the PEIMS snapshot date for 2018-19, 10,992 students were enrolled in K. Of these students, 67 percent ($n = 7,410$) were enrolled continuously from K in 2018-19 to 2021-22 (most students' grade-three year). This percentage was a slight decrease compared to prior years. As of the PEIMS snapshot date for 2017-18, 11,070 students were enrolled in K and 69 percent ($n = 7,628$) were continuously enrolled until 2020-21. In 2016-17, 11,486 students were enrolled in K and 69 percent ($n = 7,886$) were continuously enrolled until 2019-20. Table 1 contains detailed year-to-year enrollment data, with each student in a single enrollment category.

⁴⁶ For information about EC enrollment, see <http://tea.texas.gov/index4.aspx?id=2147494988>.

⁴⁷ 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.

⁴⁸ For more information about the Dallas ISD PK requirements, see <https://tea.texas.gov/academics/early-childhood-education/prekindergarten-registration-information-21-22>. <http://www.dallasisd.org/Page/37706>

⁴⁹ Dealey and Stone Montessori schools were not required to follow these requirements.

⁵⁰ For more information about Dallas ISD PK scholarships, see <https://www.dallasisd.org/Page/74638>.

Table 1: 2016-17 to 2018-19 Number and Percentage of Kindergarten Students by Enrollment Year

Years Enrolled	Enrolled	
	<i>n</i>	%
2018-19 K Students (N = 10,992)		
Enrolled 2018-19 to 2021-22 (4 years)	7,410	67.4
Enrolled 2018-19 to 2020-21 (3 years)	998	9.1
Enrolled 2018-19 to 2019-20 (2 years)	891	8.1
Enrolled 2018-19 Did Not Remain (1 year)	1,307	11.9
Other	386	3.5
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

Source: Five Year Longitudinal PEIMS data files for each year dated 10/31/19 (2019-20), 11/02/20 (2020-21), and 11/02/21 (2021-22).

Note: Other = students enrolled in other combinations (e.g., 2016-17 and 2018-19 but not 2017-18, etc.).

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.⁵¹ 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 2018 through fall 2021. For teachers without a grade level, personnel files were used to determine which teachers had left the district.⁵² 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:

⁵¹ Course data files dated 11/05/18 (2018-19), 01/24/20 (2019-20), 01/24/21 (2020-21), and 12/03/21 (2021-22).

⁵² Personnel data files dated 12/11/19 (2019-20), 01/21/21 (2020-21), and 11/11/21 (2021-22).

early learning teachers who were teaching (a) from 2018-19 to 2021-22 (three years), (b) from 2019-20 to 2021-22 (two years), or (c) from 2020-21 to 2021-22 (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 2019-20 and 2021-22, but a different grade in 2020-21). Thus, they would be classified as moving grades in the one-year analysis (from 2019-20 to 2020-21) but staying in the same grade for the two-year analysis (from 2019-20 to 2021-22). Second, teachers who taught in multiple years, for example both 2019-20 and 2020-21, 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 2018-19 early learning teachers, 67 percent continued to teach in an early learning grade level in 2019-20, but this rate dropped to 58 percent after two years and to 46 percent after three years (Table 2). Likewise, for 2019-20 early learning teachers, 73 percent continued to teach in an early learning grade level in 2020-21, but this rate dropped to 56 percent after two years (Table 3). For 2020-21 early learning teachers, 67 percent continued to teach in an early learning grade in 2021-22 (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.

Table 2: 2018-19 to 2021-22 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
2018-19 Teachers to 2021-22 (Three Years)												
Taught the Same Early Learning Grade in 2021-22	1	16.7	201	40.0	160	32.4	125	26.2	101	19.5	588	29.4
Taught a Different Early Learning Grade in 2021-22	-	-	57	11.4	101	20.4	85	17.8	81	15.6	324	16.2
Did not Teach an Early Learning Grade in 2021-22	2	33.3	95	18.9	105	21.3	118	24.7	174	33.5	494	24.7
Left the District in 2021-22	3	50.0	149	29.7	128	25.9	149	31.2	163	31.4	592	29.6

Source: Semester course files dated 11/05/18 (2018-19), 01/24/20 (2019-20), 01/24/21 (2020-21), and 12/03/21 (2021-22).

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

Table 3: 2019-20 to 2021-22 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>	%
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
2019-20 Teachers to 2021-22 (Two Years)												
Taught the Same Early Learning Grade in 2021-22	8	29.6	259	51.5	218	44.9	168	36.1	154	32.2	807	41.2
Taught a Different Early Learning Grade in 2021-22	2	7.4	58	11.5	94	19.3	78	16.7	62	13.0	294	15.0
Did not Teach an Early Learning Grade in 2021-22	11	40.7	139	27.6	116	23.9	153	32.8	200	41.8	619	31.6
Left the District in 2021-22	6	22.2	47	9.3	58	11.9	67	14.4	62	13.0	240	12.2

Source: Semester course files dated 01/24/20 (2019-20), 01/24/21 (2020-21), and 12/03/21 (2021-22).

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

Table 4: 2020-21 to 2021-22 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>	%
2020-21 Teachers to 2021-22 (One Year)												
Taught Early Learning in 2020-21	26		504		509		489		519		2,047	
Taught the Same Early Learning Grade in 2021-22	13	50.0	326	64.7	285	56.0	249	50.9	232	44.7	1,105	54.0
Taught a Different Early Learning Grade in 2021-22	1	3.8	45	8.9	83	16.3	82	16.8	56	10.8	267	13.0
Did not Teach an Early Learning Grade in 2021-22	8	30.8	63	12.5	80	15.7	88	18.0	151	29.1	390	19.1
Left the District in 2021-22	4	15.4	70	13.9	61	12.0	70	14.3	80	15.4	285	13.9

Source: Semester course files dated 01/24/21 (2020-21) and 12/03/21 (2021-22).

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 5.00, and for instructional support the threshold is 3.25.

Trained SMU researchers observed teachers⁵³ using CLASS once in the fall (October 2021 through February 2022) and once in the spring (February 2022 through June 2022).⁵⁴ 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 2021-22 school year.⁵⁵ 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.⁵⁶ The evaluator also compared the percentages of teachers who met the quality thresholds in spring 2020, spring 2021, and spring 2022.⁵⁷ Finally, paired samples *t* tests were conducted to examine change in mean scores by domain and overall, from spring 2021 to spring 2022.

Results

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 slightly in PK (65% to 66%) and increased even more (57% to 63% for K through grade two).

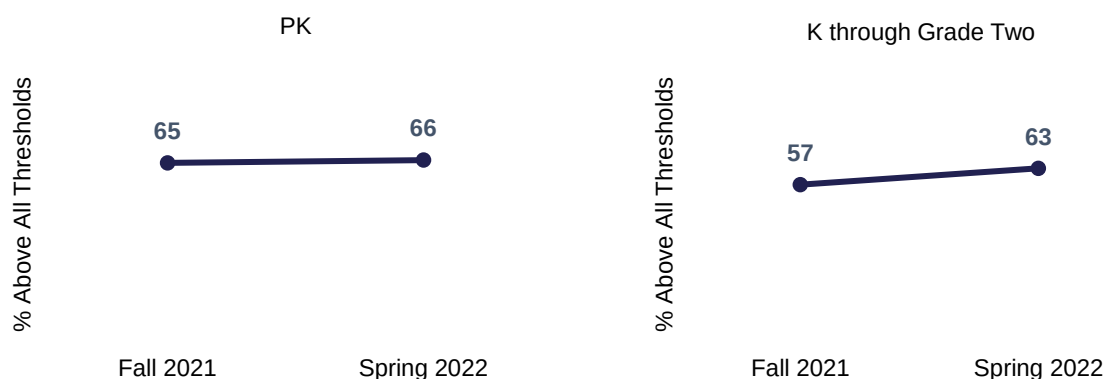
⁵³ Classroom observations were conducted in person (as in previous years) and virtually.

⁵⁴ Forty-six participants also had early spring observations as they could not be observed in the fall. These participants were excluded from the fall analyses due to observations occurring outside of the typical time window.

⁵⁵ The data files were provided on 03/23/22 (fall 2021) and 06/27/22 (spring 2022).

⁵⁶ In fall 2021, 35 teachers (3%) of which five were Montessori teachers, taught in a mixed-grade classroom. These teachers were excluded from analyses. In spring 2022, 94 teachers (7%), of which 54 were Montessori teachers, taught in a mixed-grade classroom. These teachers were excluded from analyses.

⁵⁷ Data files were provided by SMU on 05/08/20 (spring 2020), 06/23/21 (spring 2021), and 06/27/22 (spring 2022).

Figure 1: 2021-22 Percentage of Teachers At or Above All Quality Thresholds by Grade and Semester

Source: Data files provided by SMU on 03/23/22 (fall 2021) and 06/27/22 (spring 2022).

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

When reviewed overall and by grade, the average scores of the observed teachers were at or above the quality thresholds for both fall 2021 and spring 2022 (Tables 5 and 6) on all three domains (i.e., emotional support, classroom organization, and instructional support). Additionally, with few exceptions, the average raw scores and the percentages of teachers scoring at or above the quality thresholds from fall to spring were generally similar or showed increases when results were examined overall, by grade level, by grades PK and K through two combined, and by domain.

Fall 2021

In fall 2021, CLASS was administered at 142 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 mean 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 (95% of PK teachers and 90% of K through grade-two teachers met the threshold in fall 2021, respectively), followed by classroom organization (89% of PK teachers and 87% of K through grade-two teachers), then instructional support (66% of PK teachers and 58% of K through grade-two teachers).

Table 5: 2021 Fall CLASS Scores by Grade, Domain, and Overall

	PK (n = 477)	K (n = 185)	Grade 1 (n = 181)	Grade 2 (n = 188)	Grades K-2 (n = 554)
Emotional Support (Quality Threshold = 5.00)					
Percent At or Above Threshold	95.0	89.7	93.9	87.2	90.3
Mean Raw Score	6.0	5.9	5.8	5.8	5.8
Raw Score Range	3.9-7.0	3.8-6.9	3.7-7.0	3.4-7.0	3.4-7.0
Classroom Organization (Quality Threshold = 5.00)					
Percent At or Above Threshold	88.7	87.0	89.5	83.5	86.6
Mean Raw Score	5.9	5.8	5.8	5.7	5.8
Raw Score Range	2.8-7.0	3.2-7.0	3.6-6.8	2.9-7.0	2.9-7.0
Instructional Support (Quality Threshold = 3.25)					
Percent At or Above Threshold	65.6	55.1	56.9	62.8	58.3
Mean Raw Score	3.7	3.6	3.5	3.6	3.6
Raw Score Range	1.4-6.4	1.6-6.5	1.5-5.8	1.3-5.9	1.3-6.5
Overall					
Percent At or Above Threshold*	64.8	54.6	56.4	60.1	57.0
Mean Raw Score	5.2	5.1	5.0	5.0	5.1
Raw Score Range ^a	2.7-6.8	3.0-6.8	3.3-6.3	2.9-6.4	2.9-6.8

Source: Data files provided by SMU on 03/23/22.

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. 35 teachers (3%) of which five were Montessori teachers, taught in a mixed grade classroom. These teachers were excluded from analyses.

Spring 2022

In spring 2022, CLASS was administered at 146 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 mean 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 (96% of PK teachers and 92% of K through grade-two teachers met the threshold in spring 2022) and classroom organization (92% of PK teachers and 90% of K through grade-two teachers) and weakest in instructional support (66% of PK teachers and 66% of K through grade-two teachers).

Table 6: 2022 Spring CLASS Scores by Grade, Domain, and Overall

	PK (n = 495)	K (n = 205)	Grade 1 (n = 207)	Grade 2 (n = 215)	Grades K-2 (n = 627)
Emotional Support (Quality Threshold = 5.00)					
Percent At or Above Threshold	95.8	89.8	93.7	91.2	91.5
Mean Raw Score	6.0	5.9	5.9	5.8	5.8
Raw Score Range	3.8-7.0	4.2-6.9	3.4-6.9	3.5-6.9	3.4-6.9
Classroom Organization (Quality Threshold = 5.00)					
Percent At or Above Threshold	91.7	88.8	88.4	91.2	89.5
Mean Raw Score	5.9	5.8	5.9	5.9	5.9
Raw Score Range	3.7-7.0	3.2-7.0	3.4-7.0	3.3-7.0	3.2-7.0
Instructional Support (Quality Threshold = 3.25)					
Percent At or Above Threshold	66.1	63.9	64.3	68.4	65.6
Mean Raw Score	3.6	3.7	3.7	3.7	3.7
Raw Score Range	1.6-6.0	1.8-6.0	1.8-6.1	1.6-6.0	1.6-6.1
Overall					
Percent At or Above Threshold*	65.5	61.0	62.3	64.7	62.7
Mean Raw Score	5.2	5.1	5.2	5.1	5.1
Raw Score Range ^a	3.5-6.5	3.2-6.6	3.1-6.6	2.9-6.4	2.9-6.6

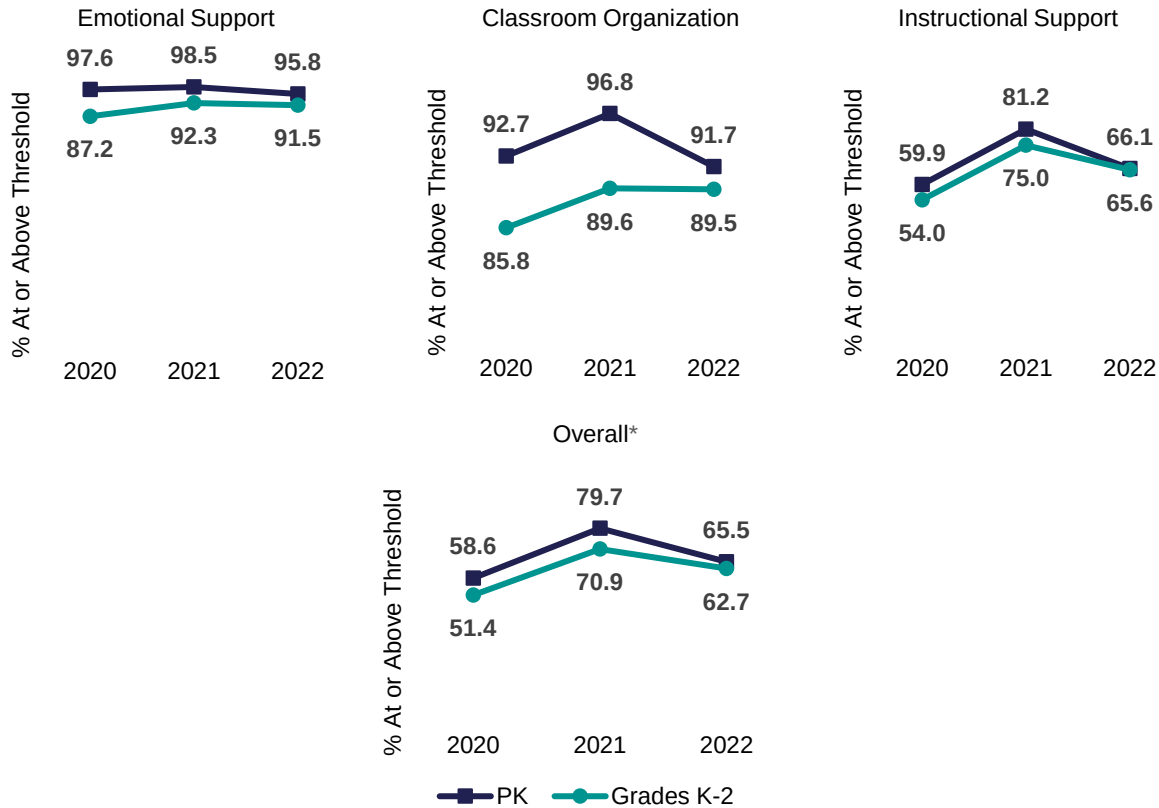
Source: Data files provided by SMU on 06/27/22.

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. 94 teachers (7%), of which 54 were Montessori teachers, taught in mixed-grade classrooms and were not included in analyses.

Spring 2020 to Spring 2022

Spring results over time are presented in Figure 2. Spring 2020 data should be reviewed with caution as data were incomplete because of the transition to at-home learning. Spring 2021 and spring 2022 data should also be reviewed with caution due to the change in observational format from in-person prior to 2021 to both in-person and virtual for 2021. For PK and K through grade two, the percentage of teachers who met or exceeded quality thresholds generally trended upward from spring 2020 to spring 2021 for all three domains individually and combined, but then trended downward from spring 2021 to spring 2022. 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 2020 to 2021, though gaps generally lessened from 2021 to 2022. While the lowest percentage of teachers met the quality threshold for instructional support in 2020, both PK and K through grade-two teachers had the largest domain-level gains from spring 2020 to spring 2022 (PK: +6 percentage points; K through grade two: +12 percentage points). Even so, 34 percent of PK and K through grade-two teachers did not meet the instructional support threshold in 2021-22.

Figure 2: 2020 to 2022 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 05/08/20 (2019-20), 06/23/21 (2020-21), and 06/27/22 (2021-22). Sample sizes are provided in Table 6 for 2022. In spring 2021, there were 404 PK teachers and 560 K-2 teachers. In spring 2020, there were 382 PK teachers and 689 K-2 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 and results of 2021 analyses should also be reviewed with added caution due to the change in observational format from in person prior to 2021 to both in person and virtual for 2021.

Spring 2021 to Spring 2022

SMU provided spring 2021 and spring 2022 CLASS domain scores for 541 teachers. There was a statistically significant decrease in scores over time for all domains and overall (Table 7).

Table 7: 2021 to 2022 Spring Changes in CLASS Scores by Domain and Overall

Domain	Difference from Spring 2021 to Spring 2022	<i>t</i>	<i>df</i>	<i>p</i> -value
Emotional Support	-.05	2.00	540	.05
Classroom Organization	-.09	2.58	540	.01
Instructional Support	-.24	4.88	540	<.01
Overall	-.13	4.07	540	<.01

Source: Data files provided by SMU on 06/23/21 (2020-21) and 06/27/22 (2021-22).

Note: *df* = degrees of freedom.

How did early learning student scores change throughout the 2021-22 school year?

Methodology

Multiple assessments were used to examine how early learning student scores changed throughout the 2021-22 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 2021-22 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.⁵⁸ Students are classified as *On Track* or as *Monitor* or *Needs Support* on up to 15 domains.⁵⁹ 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).⁶⁰ 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.⁶¹ 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.⁶² 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, EB status, Eco Dis status, and SPED status).

⁵⁸ For more information on *CIRCLE*, see <https://public.cliengage.org/tools/assessment/circle-progress-monitoring/>.

⁵⁹ 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.

⁶⁰ Because classification of scores below the cut point are age dependent, movement between these classifications is not meaningful and was not examined.

⁶¹ PEIMS demographic data files dated 10/31/19 (2019-20), 10/30/20 (2020-21), and 11/01/21 (2021-22). *CIRCLE* data files dated 05/08/20 (2019-20 Waves 1 and 2), 06/29/21 (2020-21 Waves 1-3), and 07/19/22 (2021-22 Waves 1-3). Wave 3 was not administered at EOY in 2019-20.

⁶² 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 Dual Language/English as a Second Language (formally 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.

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 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.

BOY *TX-KEA* data were examined in two 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 (starting 2020-21) or Emergent Literacy: Reading composite (prior to 2020-21)]⁶³ and for each of the subtests available over time (spelling, vocabulary, mathematics, and social and emotional competence).⁶⁴ 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, EB status, Eco Dis status, and SPED status). The evaluator also examined the *TX-KEA*-related goal progress measure that 57 percent of K students would score at or above grade level (*On Track*) on EOY *TX-KEA* mathematics.⁶⁵

Additionally, differences in BOY *TX-KEA* were examined for students who attended Dallas ISD PK (*DISD PK*) and students who did not attend Dallas ISD PK (*No DISD PK*) to explore K readiness [as measured by the Literacy Screener (starting 2020-21) or Emergent Literacy: Reading composite (prior to 2020-21)] based on PK attendance. To conduct these analyses, PEIMS snapshot demographic data and

⁶³ PEIMS district data files dated 10/31/19 (2019-20), 10/30/20 (2020-21), and 11/01/21 (2021-22). BOY *TX-KEA* data files dated 10/29/19 (2019-20), 10/28/20 (2020-21 except Literacy Screener), 02/02/21 (2020-21 Literacy Screener), and 10/19/21 (2021-22).

⁶⁴ PEIMS demographic data file dated 10/31/19 (2019-20), 10/30/20 (2020-21), and 11/01/21 (2021-22). *TX-KEA* data files dated 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), 06/30/21 (2020-21 EOY), 10/19/21 (2021-22 BOY), 02/15/22 (2021-22 MOY), and 06/17/22 (2021-22 EOY). *TX-KEA* was not administered at EOY in 2019-20.

⁶⁵ Approved by the Dallas ISD Board of Trustees on 11/19/20.

the relevant BOY TX-KEA data were merged.⁶⁶ K was used as the sampling frame to compare students who attended PK with those who did not attend.⁶⁷ To produce comparable groups, the cohort students were limited to kindergarteners who were EBs and/or economically disadvantaged and who were not retained at grade level.⁶⁸ Finally, cohort students were classified as having attended or not attended Dallas ISD PK by pulling PEIMS snapshot demographic data for the three years prior to the K year (for example, 2018-19 to 2020-21 PEIMS demographic data for 2021-22 K students).⁶⁹ Students were classified as *DISD PK* if they ever attended Dallas ISD PK, even if it was not the year prior to attending K. The remaining students were classified as *No DISD PK*.

Frequency and crosstabs analyses were computed to determine the percentage of K students that scored *On Track* on BOY TX-KEA for the 2019-20, 2020-21, and 2021-22 K cohort groups by year, test version (English, Spanish, and combined), and student group (ethnicity, EB 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 (a self-selection issue).

MAP Growth (Grade One and 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.⁷⁰ 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. Beginning in 2020-21, K students also completed *MAP* at EOY only. Those results were included for completeness.

MAP data and PEIMS demographic data were merged for analyses.⁷¹ 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

⁶⁶ PEIMS district data files dated 10/31/19 (2019-20), 10/30/20 (2020-21), and 11/01/21 (2021-22). BOY TX-KEA data files dated 10/29/19 (2019-20 BOY), 10/28/20 (2020-21 BOY except the Literacy Screener), 02/02/21 (2020-21 BOY Literacy Screener), and 10/19/21 (2021-22 BOY).

⁶⁷ Because of the constraints of the district database, the evaluator followed the sampling procedure that was used by Huston et al. (2012).

⁶⁸ This filter creates comparable groups because being an EB student and/or economically disadvantaged were the two main reasons students were eligible to attend PK.

⁶⁹ Five Year Longitudinal PEIMS data files for each year dated 10/31/19 (2019-20), 11/02/20 (2020-21), and 11/02/21 (2021-22).

⁷⁰ For more information on *MAP*, see <https://nwea.org>.

⁷¹ PEIMS demographic data files dated 10/31/19 (2019-20), 10/30/20 (2020-21), and 11/01/21 (2021-22). *MAP* data files dated 02/11/20 (2019-20 BOY and MOY), 11/05/20 (2020-21 BOY), 02/03/21 (2020-21 MOY), 06/23/21 (2020-21 EOY), 10/07/21 (2021-22 BOY), 01/24/22 (2021-22 MOY), and 06/22/22 (2021-22 EOY). In 2019-20, *MAP* was not administered to grade-one students and was not administered at EOY to grade-two students.

by test version (English, Spanish, and combined) and student group (ethnicity, EB status, Eco Dis status, and SPED status) from BOY to EOY. The evaluator also examined the *MAP*-related goal progress measures that 38 percent of grade-two African American students would score at or above the 50th percentile on EOY reading and 33 percent would score at or above the 50th percentile on EOY mathematics.⁷²

Results

CIRCLE (PK)

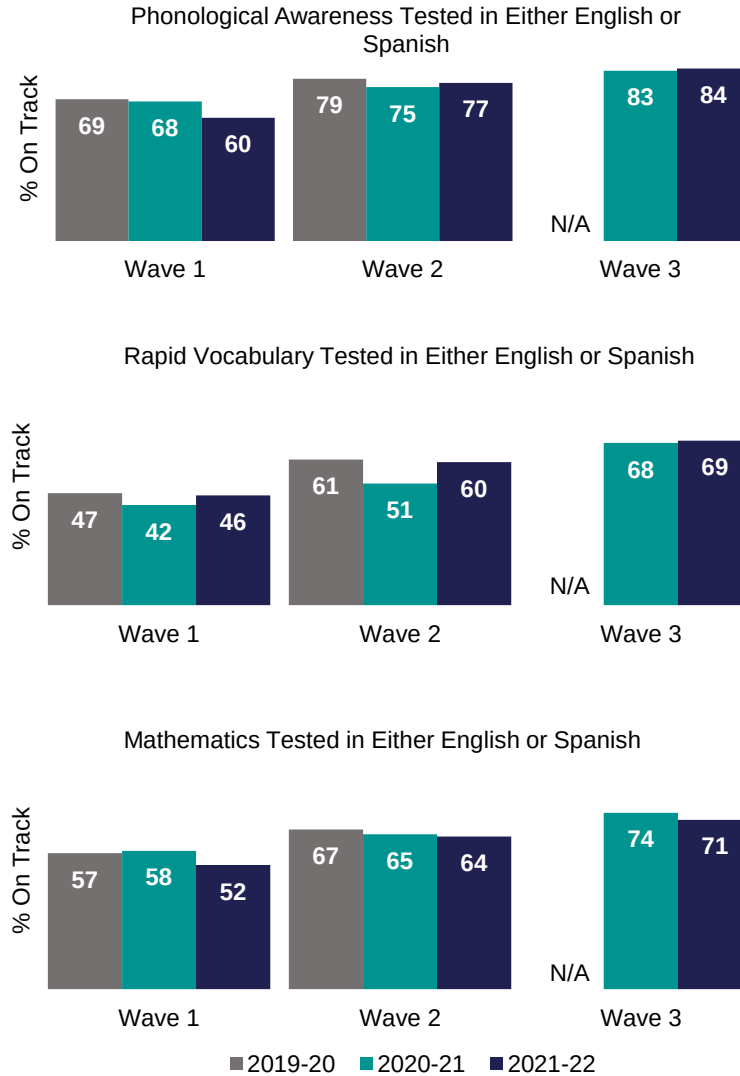
On the Phonological Awareness domain of *CIRCLE*, 60 percent (wave 1), 77 percent (wave 2), and 84 percent (wave 3) of PK students tested were *On Track* in 2021-22 when English and Spanish administrations were combined (Figure 3). However, compared to 2019-20 and 2020-21, results of *On Track* students within each wave were mixed. 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 Rapid Vocabulary domain of *CIRCLE*, 46 percent (wave 1), 60 percent (wave 2), and 69 percent (wave 3) of the PK students who tested were *On Track* in 2021-22 when English and Spanish administrations were combined (Figure 3). When compared across years, the percentages of *On Track* students within each wave decreased from 2019-20 to 2020-21 but increased from 2020-21 to 2021-22. Across years, the rate of overall students who were *On Track* in English was generally higher than for students who tested in Spanish in waves 2 and 3 but was mixed in wave 1. Results by language and student group are provided in Appendix B.

On the Mathematics domain of *CIRCLE*, 52 percent (wave 1), 64 percent (wave 2), and 71 percent (wave 3) of PK students who tested were *On Track* in 2021-22 when English and Spanish administrations were combined (Figure 3). When compared across years, the percentages of *On Track* students within each wave decreased from 2019-20 to 2021-22 with the exception of wave 1 from 2019-20 to 2020-21. 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. Results by language and student group are provided in Appendix B.

⁷² Approved by the Dallas ISD Board of Trustees on 11/19/20.

Figure 3: 2019-20 to 2021-22 Percentage of Prekindergarten Students Performing On Track on CIRCLE by Domain, Wave, and Year



Source: PEIMS district data files dated 10/31/19 (2019-20), 10/30/20 (2020-21), and 11/01/21 (2021-22). *CIRCLE* data files dated 05/08/20 (2019-20 Waves 1 and 2), 06/29/21 (2020-21 Waves 1-3), and 07/19/22 (2021-22 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 (i.e., the K-readiness standard within *TX-KEA*), 67 percent of students tested were K ready in 2021-22 (Table 8), which was a decrease from 2020-21 (69%). However, when compared to prior K-readiness metrics (i.e., the Emergent Literacy: Reading metric; 63%; Appendix B, Table 8), the 2021-22 K-readiness rate using the Literacy Screener metric was higher (67%).

The percentages of students who took the Spanish and English versions of *TX-KEA* who were K ready in 2021-22 were roughly equivalent (67%), unlike in 2020-21 when Spanish testers outperformed those who tested in English (71% vs 67%). Compared to prior K-readiness metrics, English and Spanish students were more comparable on the Literacy Screener metric (67%) than they were on the Emergent Literacy: Reading metric in 2021-22 (English: 64%, Spanish: 62%; Appendix B, Table 8).

Table 8: 2020-21 to 2021-22 Percentage of Kindergarten Students Who Were K Ready on BOY *TX-KEA* Literacy Screener by Version and Student Group

	2020-21		2021-22	
	Tested <i>N</i>	On Track %	Tested <i>N</i>	On Track %
English				
All	4,522	67.1	4,076	66.5
African American	1,707	65.3	1,526	64.4
Hispanic	1,907	60.5	1,742	59.0
White	580	89.0	573	90.1
Emergent Bilingual	103	57.3	108	57.4
Economically Disadvantaged	3,544	61.2	3,129	59.2
Special Education	179	62.6	182	61.0
Spanish				
All	4,100	70.5	4,036	66.7
African American	*	*	9	22.2
Hispanic	4,056	70.6	3,905	66.9
White	29	69.0	86	64.0
Emergent Bilingual	3,891	70.4	3,849	66.8
Economically Disadvantaged	3,771	70.1	3,693	66.4
Special Education	94	58.5	125	44.8
English and Spanish Combined				
All	8,622	68.7	8,112	66.6
African American	1,712	65.2	1,535	64.1
Hispanic	5,963	67.4	5,647	64.5
White	609	88.0	659	86.6
Emergent Bilingual	3,994	70.1	3,957	66.5
Economically Disadvantaged	7,315	65.8	6,822	63.1
Special Education	273	61.2	307	54.4

Source: PEIMS district data files dated 10/30/20 (2020-21) and 11/01/21 (2021-22) and BOY *TX-KEA* data files dated 02/02/21 (2020-21) and 10/19/21 (2021-22).

Note: To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

K Readiness by PK Enrollment Status. BOY *TX-KEA* by PK enrollment status results indicated that a higher percentage of *DISD PK* students were K ready in 2021-22 (75%) than students in the *No DISD PK* group (42%; Table 9). Because of the limitations mentioned above in the methodology section, results should be reviewed with caution. However, even though the *DISD PK* group outperformed the *No DISD PK* group, 25 percent of Dallas ISD PK students were not K ready (30% in English and 22% in Spanish). See Appendix B for *DISD PK/No DISD PK* 2019-20 and 2020-21 data. Compared to 2020-21, the K-readiness rate for *DISD PK* students was higher in 2021-22 (71% vs 75%; Appendix B, Table 5).

Table 9: 2021-22 Percentage of Kindergarten Students Performing *On Track* on BOY TX-KEA Literacy Screener by Prekindergarten Participation, Version, and Student Group

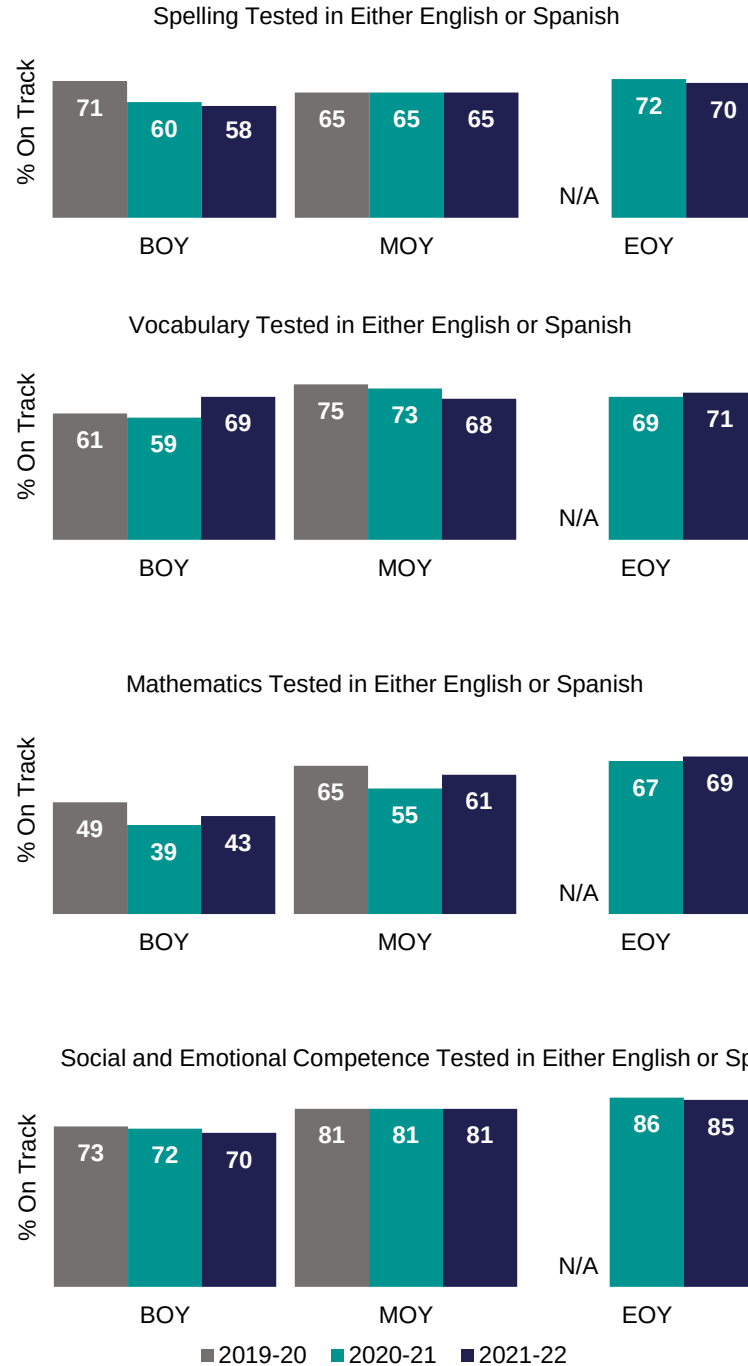
	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %
English						
All	1,766	70.2	1,338	44.5	3,104	59.1
African American	789	73.0	587	47.2	1,376	62.0
Hispanic	856	66.1	607	38.1	1,463	54.5
White	54	79.6	80	63.8	134	70.1
Emergent Bilingual	84	61.9	24	41.7	108	57.4
Eco Dis	1,755	70.2	1,335	44.4	3,090	59.1
Special Education	90	57.8	42	47.6	132	54.5
Spanish						
All	2,752	78.4	1,174	39.2	3,926	66.7
African American	*	*	*	*	6	16.7
Hispanic	2,707	78.7	1,132	38.9	3,839	66.9
White	24	75.0	28	46.4	52	59.6
Emergent Bilingual	2,664	78.8	1,151	39.0	3,815	66.8
Eco Dis	2,569	78.3	1,090	38.4	3,659	66.4
Special Education	104	47.1	17	35.3	121	45.5
English and Spanish Combined						
All	4,518	75.2	2,512	42.0	7,030	63.3
African American	794	72.5	588	47.3	1,382	61.8
Hispanic	3,563	75.7	1,739	38.6	5,302	63.5
White	78	78.2	108	59.3	186	67.2
Emergent Bilingual	2,748	78.3	1,175	39.1	3,923	66.5
Eco Dis	4,324	75.0	2,425	41.7	6,749	63.0
Special Education	194	52.1	59	44.1	253	50.2

Source: PEIMS district data file dated 11/01/21 and BOY TX-KEA data file dated 10/19/21.

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.

TX-KEA Over Time. In 2021-22, the percentage of students scoring *On Track* increased across BOY, MOY, and EOY for Spelling (58% to 70%), Mathematics (43% to 69%), and Social and Emotional Competence (70% to 85%). While the rate scoring *On Track* for Vocabulary trended slightly downward from BOY (69%) to MOY (68%), the rate increased to 71 percent for EOY (Figure 4). For EOY mathematics specifically, the board-approved student progress measure goal that 57 percent of K students would score at or above grade level on TX-KEA EOY mathematics was met (69%). When assessment administration windows were examined year over year, the percentage of students who were *On Track* at a given timepoint decreased or remained flat (Spelling and Social and Emotional Competence) or were mixed (Vocabulary and Mathematics). From 2019-20 BOY to 2021-22 EOY, students testing in Spanish generally outperformed those testing in English on Spelling and Mathematics, whereas the reverse was true for Social and Emotional Competence with some exceptions. Results were mixed for Emerging Literacy: Reading and Vocabulary. Appendix B contains results for TX-KEA subtests over time by language and student group.

Figure 4: 2019-20 to 2021-22 Percentage of Kindergarten Students Performing *On Track* on TX-KEA by Domain, Administration, and Year



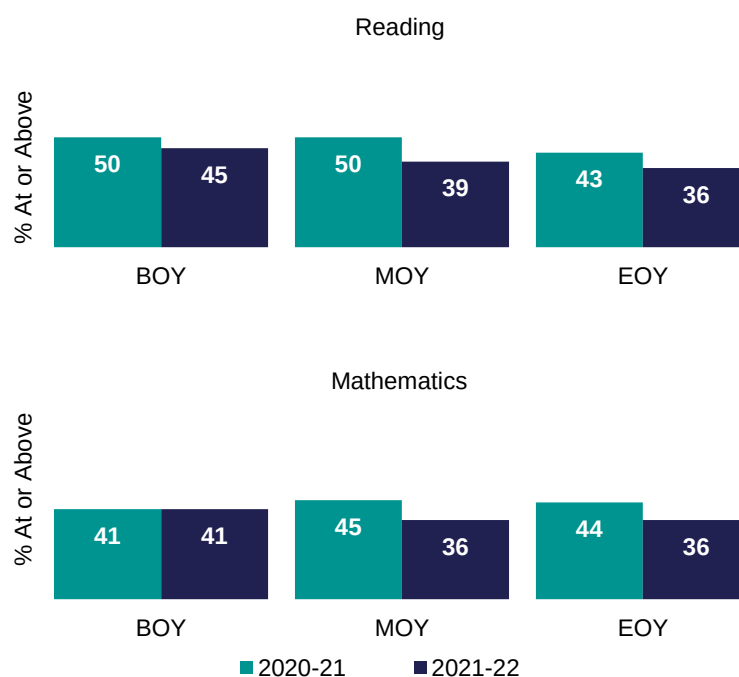
Source: PEIMS district data files dated 10/31/19 (2019-20), 10/30/20 (2020-21), and 11/01/21 (2021-22). TX-KEA data files dated 10/29/19 (2019-20 BOY except Vocabulary and Spelling), 02/13/20 (2019-20 BOY Vocabulary), 02/02/21 (2019-20 BOY Spelling), 02/13/20 (2019-20 MOY except Spelling), 02/02/21 (2019-20 MOY Spelling), 10/28/20 (2020-21 BOY except Spelling), 02/02/21 (2020-21 BOY Spelling), 02/02/21 (2020-21 MOY), 06/30/21 (2020-21 EOY), 10/19/21 (2021-22 BOY), 02/15/22 (2021-22 MOY), and 06/17/22 (2021-22 EOY).

Note: No EOY data were collected for the 2019-20 school year. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. 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)⁷³

Grade One. As shown in Figure 5, for the MAP K-2 version, the percentage of grade-one students at or above the 50th percentile in 2021-22 decreased from BOY to EOY both in reading (45% to 36%) and mathematics (41% to 36%). Thus, most grade-one students did not perform at or above grade level in reading and in mathematics. Compared to 2020-21, the percentage of grade-one students at or above grade level was lower in 2021-22, except for BOY mathematics. In general, more students who tested in Spanish than in English performed at or above grade level except for white students (at BOY, MOY, and EOY) and special education students (at EOY). Results for student groups and language by time are provided in Appendix B.

Figure 5: 2020-21 to 2021-22 Percentage of Grade-One Students At or Above the 50th Percentile on Combined K-2 MAP Reading and Mathematics by Administration



Source: PEIMS district data files dated 10/30/20 and 11/01/21. MAP data files dated 11/05/20 (2020-21 BOY), 02/03/21 (2020-21 MOY), 06/23/21 (2020-21 EOY), 10/07/21 (2021-22 BOY), 01/24/22 (2021-22 MOY), and 06/22/22 (2021-22 EOY).
Note: To allow for examination of overall student performance of reading, the English and Spanish administrations were combined. Sample sizes are available in Appendix B. There was no MAP administration for grade-one students in 2019-20.

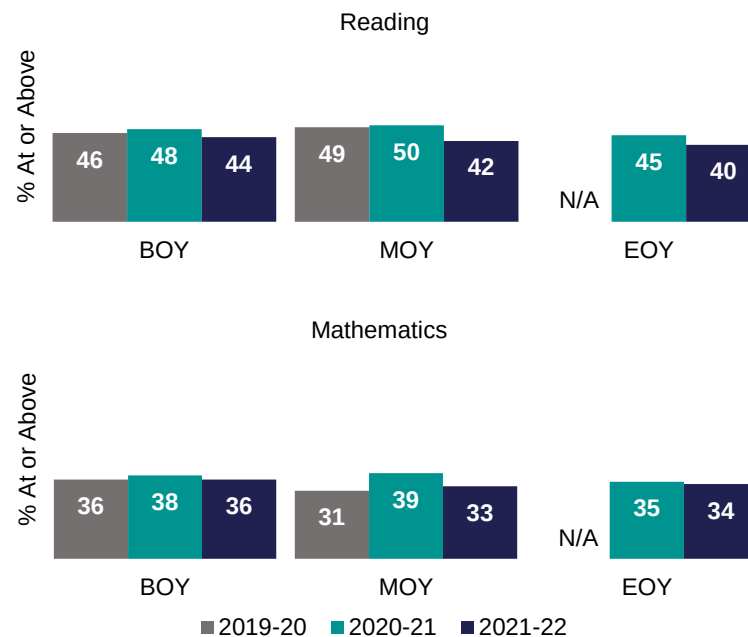
Grade Two. As shown in Figure 6, for the MAP 2-5 version, the percentage of grade-two students at or above the 50th percentile in 2021-22 decreased from BOY to EOY both in reading (44% to 40%) and mathematics (36% to 34%). Thus, more than half of grade-two students did not perform at or above grade level in reading and in mathematics. When reviewed by student group, the percentage of white students in grade two increased from BOY (68%) to MOY (71%) to EOY (74%) for reading but not for mathematics

⁷³ 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.

(Appendix B). Compared to 2020-21, the percentage of grade-two students at or above grade level was lower in 2021-22 for both reading and mathematics. Likewise, compared to 2019-20 at BOY and MOY, the percentage of grade-two students at or above grade level was lower in 2021-22 for *MAP* reading, whereas the percentage was the same (BOY) or slightly higher (MOY) for *MAP* mathematics.

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

Figure 6: 2019-20 to 2021-22 Percentage of Grade-Two Students At or Above the 50th Percentile on Combined 2-5 *MAP* Reading and Mathematics by Administration



Source: PEIMS district data file dated 10/31/19 (2019-20), 10/30/20 (2020-21), and 11/01/21 (2021-22). *MAP* data files dated 02/11/20 (2019-20 BOY & MOY), 11/05/20 (2020-21 BOY), 02/03/21 (2020-21 MOY), 06/23/21 (2020-21 EOY), 10/07/21 (2021-22 BOY), 01/24/22 (2021-22 MOY), and 06/22/22 (2021-22 EOY).

Note: To allow for examination of overall student performance for reading, the English and Spanish administrations were combined. Sample sizes are available in Appendix B. In 2019-20, grade-two students may have taken the K-2 or 2-5 Reading and Mathematics assessment. Only results of the 2-5 assessment are displayed. There was no *MAP* EOY administration in 2019-20.

The board-approved progress measure goal that 38 percent of grade-two African American students would score at or above the 50th percentile on EOY *MAP* reading was not met (28%; Appendix B). Also, the board-approved progress measure goal that 33 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 (19%).

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.⁷⁴ *DISD PK/No DISD PK* groups were created using the same methodology detailed in the TX-KEA section.

ISIP, *TerraNova*, *SUPERA*, *MAP* and *STAAR* data were reviewed for the 2018-19, 2019-20, 2020-21, and 2021-22 K cohort groups (i.e., students enrolled in grade three, grade two, grade one, and K in 2021-22, respectively), as applicable. The evaluator computed frequency and crosstabs analyses to determine the percentage of students who scored at or above grade level on *ISIP*, *TerraNova*, *SUPERA*, and the 50th percentile on EOY *MAP* overall and by student group (ethnicity, EB status, Eco Dis status, and SPED status).⁷⁵ 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, EB status, Eco Dis status, and SPED status).⁷⁶

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 (a self-selection issue).

Results

Patterns remained consistent for all cohorts across grade levels and years. For *ISIP*, *TerraNova*, *SUPERA*, and *MAP*, students in each K cohort who attended district PK were more likely to perform at or above grade level in reading and mathematics than those who did not attend district PK (Table 10). For *STAAR* reading and mathematics, students in the 2018-19 K cohort who attended district PK were more likely to attain Approaches+ and Meets+ than those who did not attend district PK (Table 10). Results by grade level, assessment, and student group are provided in Appendix C. Because of the limitations mentioned above in the methodology section, results should be reviewed with caution.

⁷⁴ PEIMS district data files dated 10/26/18 (2018-19), 10/31/19 (2019-20), 10/30/20 (2020-21), and 11/01/21 (2021-22). *ISIP* data file dated 06/05/19 (2018-19 EOY). *TerraNova* data file dated 07/02/19 (2018-19). *SUPERA* data file dated 07/02/19 (2018-19). *MAP* data files dated 06/23/21 (2020-21 EOY) and 06/22/22 (2021-22 EOY). *STAAR* data file dated 06/26/22 (2021-22). 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.

⁷⁵ Scores at or above the 40th percentile (*ISIP*, *TerraNova*, and *SUPERA*) and at or above the 50th percentile (*MAP*) were considered to be at or above grade level.

⁷⁶ 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+.

Table 10: 2018-19 to 2021-22 Student Performance on Mathematics and Reading Assessments by Dallas ISD Prekindergarten Enrollment 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 N	%	Tested N	%	Tested N	%
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
Grade 3	2021-22	STAAR A+	Eng/Spa	5,093	65.9	1,266	62.6	6,359	65.2
Grade 3	2021-22	STAAR M+	Eng/Spa	5,021	37.4	1,172	36.2	6,193	37.2
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
Grade 3	2021-22	STAAR A+	English	5,093	68.7	1,267	63.1	6,360	67.6
Grade 3	2021-22	STAAR M+	English	5,021	39.3	1,173	31.8	6,194	37.9
2019-20 K Cohort – Reading									
Grade 1	2020-21	MAP	Eng/Spa	5,826	41.3	1,443	34.9	7,269	40.0
Grade 2	2021-22	MAP	Eng/Spa	5,220	37.2	1,224	36.9	6,444	37.2
2019-20 K Cohort – Mathematics									
Grade 1	2020-21	MAP	English	5,913	41.6	1,451	34.8	7,364	40.3
Grade 2	2021-22	MAP	English	5,335	32.4	1,262	27.9	6,597	31.6
2020-21 K Cohort – Reading									
K	2020-21	MAP	Eng/Spa	6,062	45.9	1,289	38.4	7,351	44.6
Grade 1	2021-22	MAP	Eng/Spa	5,787	35.1	1,142	28.1	6,929	33.9
2020-21 K Cohort – Mathematics									
K	2020-21	MAP	Eng/Spa	6,466	52.9	1,396	42.5	7,862	51.0
Grade 1	2021-22	MAP	Eng/Spa	5,857	34.5	1,162	27.5	7,019	33.3
2021-22 K Cohort – Reading									
K	2021-22	MAP	Eng/Spa	4,739	38.3	2,734	27.8	7,473	34.5
2021-22 K Cohort – Mathematics									
K	2021-22	MAP	English	4,994	40.8	2,854	28.1	7,848	36.2

Source: PEIMS district data files dated 10/26/18 (2018-19), 10/31/19 (2019-20), 10/30/20 (2020-21), and 11/01/21 (2021-22). ISIP data file dated 06/05/19 (2018-19). TerraNova data file dated 07/02/19 (2018-19). SUPERA data file dated 07/02/19 (2018-19). MAP data files dated 06/23/21 (2020-21) and 06/22/22 (2021-22). STAAR data file dated 06/26/22 (2021-22).

Note: Eng/Spa = English/Spanish. None of the ISIP, 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+.

Did grade-three students meet outcome goals related to STAAR reading and mathematics?

Methodology

To examine grade-three student outcomes on *STAAR*, PEIMS demographic and assessment data files were merged for 2020-21 and 2021-22 to prepare for analyses.⁷⁷ 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 45 percent of grade-three students would attain Meets+ on reading and 46 percent would attain Meets+ on mathematics.⁷⁸ For comparison with the state, the evaluator located *STAAR* results available on the Texas Education Agency website.⁷⁹

Results

For *STAAR* reading in 2021-22, 67 percent of grade-three students scored Approaches+ and 40 percent of students attained Meets+ (Table 11). Compared to 2020-21, a higher percentage of grade-three students achieved Approaches+ and Meets+ in 2021-22. The largest percentage point increases from 2020-21 to 2021-22 were observed for African American students (+10 at Approaches+ and +12 at Meets+), followed by overall (+6 at Approaches+ and +8 at Meets+) and economically disadvantaged students (+6 Approaches+ and +7 Meets+).

However, the percentage of 2021-22 grade-three students who attained Approaches+ (67%) in the Dallas ISD was lower than the state (75%). In addition, the percentage of grade-three students who attained Meets+ for reading (40%) did not meet the student outcome goal of 45 percent.

For *STAAR* mathematics in 2021-22, 67 percent of grade-three students attained Approaches+ and 38 percent attained Meets+ (Table 11). Compared to 2020-21, a higher percentage of grade-three students performed at Approaches+ and Meets+ in 2021-22, except for special education students at Approaches+. The largest percentage point increases from 2020-21 to 2021-22 at Approaches+ were observed for African American students (+12), followed by overall (+9), Hispanic (+9), and economically disadvantaged students (+9). The largest percentage point increases at Meets+ were observed for EB students (+14), followed by Hispanic students (+13).

However, the percentage of 2021-22 students who attained Approaches+ (67%) in the Dallas ISD was lower than the state for Approaches+ (70%). In addition, the percentage of grade-three students who attained Meets+ for mathematics (38%) did not meet the student outcome goal of 46 percent.

⁷⁷ PEIMS demographic data files dated 10/30/20 (2020-21) and 11/01/21 (2021-22). *STAAR* data files dated 06/28/21 (2020-21) and 06/26/22 (2021-22). *STAAR* assessments were not given at EOY 2019-20. 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+.

⁷⁸ Approved by the Dallas ISD Board of Trustees on 11/19/20.

⁷⁹ Texas *STAAR* results can be found at https://tea.texas.gov/sites/default/files/2022_staar_spring_grade3_combined.pdf.

Table 11: 2019-20 to 2021-22 Percentage of Grade-Three Students Performing at Approaches+ and Meets+ on STAAR by Year, Assessment and Student Group

	2019-20				2020-21				2021-22			
	Approaches+		Meets+		Approaches+		Meets+		Approaches+		Meets+	
	N	%	N	%	N	%	N	%	N	%	N	%
STAAR Reading												
All					9,389	60.6	9,188	32.4	9,575	67.0	9,350	40.3
African Am					1,792	52.4	1,737	22.0	1,813	62.2	1,745	33.5
Hispanic					6,707	60.1	6,575	31.3	6,807	65.7	6,664	37.7
White					557	86.7	551	73.0	607	89.3	599	76.6
EB					5,046	59.3	4,981	31.3	5,026	63.7	4,948	35.5
Eco Dis					8,112	57.3	7,927	28.1	8,160	63.7	7,958	35.4
SPED					991	42.8	795	13.2	1,052	44.0	835	15.2
STAAR Mathematics												
All					9,406	58.3	9,205	25.8	9,579	67.3	9,354	38.1
African Am					1,801	42.3	1,746	14.4	1,814	53.9	1,746	22.6
Hispanic					6,717	59.9	6,585	25.4	6,808	68.6	6,665	38.7
White					557	83.1	551	59.0	608	87.3	600	69.0
EB					5,053	61.4	4,988	26.7	5,026	69.8	4,948	40.2
Eco Dis					8,130	55.6	7,945	22.2	8,164	64.3	7,962	34.2
SPED					999	46.0	803	12.7	1,054	45.6	837	15.8

Source: PEIMS demographic data files dated 10/30/20 (2020-21) and 11/01/21 (2021-22). STAAR data files dated 06/28/21 (2020-21) and 06/26/22 (2021-22).

Note: Am = American. No STAAR data were available for the 2019-20 school year. 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 2021-22 budget was \$32,392,950, an increase from last year (\$26,296,009). Key findings follow.

- Student enrollment in EC through grade two declined from 2019-20 to 2020-21 but then increased from 2020-21 to 2021-22 (45,549 in 2019-20, 40,583 in 2020-21, and 41,892 in 2021-22).
- 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 2021-22 and a loss of 33 percent of K students by grade three in 2021-22.
- A sizeable percentage of early learning teachers did not continue teaching early learning grades over time. However, retention rates have continuously improved from 2018-19 (one-year retention: 67%, two-year: 58%, three-year: 46%) to 2019-20 (one-year retention: 73%, two-year: 56%) to 2020-21 (one-year retention: 67%).
- Consistent with the last three years, *CLASS* results indicated that district teachers were strongest in emotional support and classroom organization, but instructional support is an area for improvement. For PK and K through grade two, the percentage of teachers who met or exceeded quality thresholds generally trended upward from spring 2020 to spring 2021 for all three domains individually and combined, but then the percentage trended downward from spring 2021 to spring 2022. Thirty-four percent of PK and K through grade-two teachers did not meet the instructional support threshold.
- The 2021-22 K-readiness rate was 67 percent. As in previous years, a higher percentage of students who attended Dallas ISD PK (75%) were K ready than those who did not attend (42%).
- Only one of the three board-approved progress measure goals was met this year, which was related to K students on EOY *TX-KEA* mathematics (target = 57%, actual = 69%). The progress measure goals for African American grade-two students on the EOY *MAP* reading and mathematics assessments were not met (reading target = 38%, actual = 28%; mathematics target = 33%, actual = 19%).
- For *STAAR* student performance, neither of the two board-approved goals for 2021-22 was met (reading Meets+ target = 45%, actual = 40%; mathematics Meets+ target = 46%, actual = 38%). However, compared to 2020-21, a higher percentage of grade-three students performed at Approaches+ and Meets+ in reading and mathematics in 2021-22, except for special education students at Approaches+ for mathematics.

Recommendations

Continue efforts to retain Dallas ISD PK students in the district. While continuous enrollment rates for K students increased from 2019-20 (77%) to 2020-21 (79%), the percentage stayed the same in 2021-22 (79%). This means that 21 percent of PK students did not remain in the district for K during the past two

school years. However, despite substantial decrease in enrollment from 2019-20 to 2021-22 due to COVID-19, K enrollment slightly increased from 2020-21 to 2021-22, which might have been impacted by the Early Learning Department's launch of a marketing campaign aimed at increasing enrollment. Thus, program staff members should continue their efforts to increase enrollment (e.g., partnership sites).

Continue efforts to retain Dallas ISD early learning teachers in early learning grades. Since 2018-19, only between 67 percent and 73 percent of early learning teachers have remained in an early learning grade level after one year, and less than half (46%) of 2018-19 early learning teachers were still teaching an early learning grade after three years. Because the district provides PD and extended support to many early learning teachers, the Early Learning Department should continue their efforts to retain early learning teachers in their current position.

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. While the percentage of students who tested as K ready decreased slightly (69% to 67%) from 2020-21 to 2021-22, 75% of students overall who attended DISD PK were rated as *On Track*. In addition, grade-two student performance on 2021-22 MAP decreased from BOY to EOY for reading (44% to 40%) and mathematics (36% to 34%). Because a higher percentage of students who attended Dallas ISD PK (75%) were K ready compared to those who did not attend (42%), 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, such as increasing access to PK.

Continue to train teachers to provide more effective instructional support for students. Overall, in both fall 2021 and spring 2022, teachers were strongest in emotional support, followed by classroom organization, then instructional support. However, from spring 2021 to spring 2022, the district saw declines in CLASS for all three domains individually and combined, and 34 percent of PK and K through grade-two teachers did not meet the instructional support threshold in spring 2021. Thus, the department should continue efforts to improve these scores and provide additional resources regarding instructional support.

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APPENDICES

Appendix A

Appendix A, Table 1: 2021-22 Student Characteristics for Early Childhood Through Grade-Two Students by Type, Grade Level, and Student Group

	Early Childhood (n = 371)		PK Partnerships (n = 1,138)		3-Year-Old PK (n = 2,024)		4-Year-Old PK (n = 7,069)		K (n = 10,308)		Grade One (n = 10,641)		Grade Two (n = 10,341)		Total (N = 41,892)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	N	%
Sex																
Female	97	26.1	566	49.7	1,066	52.7	3,590	50.8	4,980	48.3	5,190	48.8	5,061	48.9	20,550	49.1
Male	274	73.9	572	50.3	958	47.3	3,479	49.2	5,328	51.7	5,451	51.2	5,280	51.1	21,342	50.9
Ethnicity*																
African American	91	24.5	676	59.4	605	29.9	1,547	21.9	2,105	20.4	2,168	20.4	2,099	20.3	9,291	22.2
Hispanic	217	58.5	385	33.8	1,217	60.1	4,909	69.4	7,016	68.1	7,297	68.6	7,101	68.7	28,142	67.2
White	45	12.1	34	3.0	101	5.0	347	4.9	773	7.5	716	6.7	675	6.5	2,691	6.4
Other	12	3.2	43	3.8	100	4.9	262	3.7	410	4.0	459	4.3	466	4.5	1,752	4.2
Special Populations																
Eco Dis	324	87.3	1,030	90.5	1,758	86.9	6,321	89.4	8,738	84.8	9,465	88.9	8,753	84.6	36,389	86.9
Emergent Bilingual	160	43.1	57	5.0	935	46.2	3,590	50.8	4,976	48.3	5,063	47.6	5,097	49.3	19,878	47.5
Special Education	367	98.9	31	2.7	24	1.2	134	1.9	611	5.9	865	8.1	990	9.6	3,022	7.2
Homeless	4	1.1	55	4.8	61	3.0	237	3.4	222	2.2	204	1.9	148	1.4	931	2.2

Source: PEIMS district data file dated 11/01/21.

Note: * = Some students did not have a Race/Ethnicity code, so ns may not sum to the total N. Some percentages may not sum to 100 because of rounding.

Appendix A, Table 2: 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	25.0	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	63.3	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
Emergent Bilingual	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 students did not have a Race/Ethnicity code, so *ns* may not sum to the total *N*. Some percentages may not sum to 100 because of rounding.

Appendix A, Table 3: 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
Emergent Bilingual	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 students did not have a Race/Ethnicity code, so *ns* may not sum to the total *N*. Some percentages may not sum to 100 because of rounding.

Appendix B

Appendix B, Table 1: 2019-20 to 2021-22 Percentage of Prekindergarten Students Performing *On Track* on *CIRCLE* Phonological Awareness by Wave, Year, Version, and Student Group

	Wave 1						Wave 2						Wave 3					
	2019-20		2020-21		2021-22		2019-20		2020-21		2021-22		2019-20		2020-21		2021-22	
	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %
English																		
All	3,842	70.9	2,944	68.9	3,377	61.7	3,763	77.2	2,959	73.2	3,247	73.5			2,844	80.0	3,081	81.7
African Am	1,802	73.5	1,410	68.0	1,575	61.7	1,735	77.2	1,430	73.5	1,526	73.3			1,366	78.9	1,414	79.4
Hispanic	1,634	66.9	1,233	69.0	1,430	58.2	1,626	76.3	1,222	70.2	1,371	72.2			1,195	79.7	1,328	82.3
White	179	79.3	139	76.3	213	78.4	177	88.1	149	86.6	210	80.5			143	90.2	202	87.6
EB	51	58.8	43	74.4	69	66.7	62	75.8	56	71.4	73	68.5			60	88.3	73	86.3
Eco Dis	3,822	70.9	2,910	68.9	2,941	59.6	3,748	77.2	2,928	73.1	2,810	71.9			2,814	79.9	2,656	80.1
SPED	56	67.9	44	59.1	48	39.6	56	75.0	44	72.7	48	60.4			42	85.7	49	57.1
Spanish																		
All	3,887	66.6	3,009	66.2	3,038	57.8	4,045	81.2	3,045	76.2	3,334	79.5			2,994	85.5	3,302	86.0
African Am	10	90.0	6	66.7	6	33.3	18	72.2	8	62.5	18	94.4			9	88.9	17	100.0
Hispanic	3,829	66.5	2,954	66.2	2,911	57.8	3,956	81.1	2,985	76.5	3,177	79.3			2,923	85.6	3,144	86.1
White	34	61.8	26	61.5	82	61.0	53	90.6	27	55.6	97	81.4			35	88.6	99	78.8
EB	3,694	66.3	2,831	66.1	2,954	57.7	3,720	80.9	2,825	76.1	3,148	79.1			2,757	85.5	3,105	85.8
Eco Dis	3,885	66.6	2,990	66.1	2,827	57.5	4,042	81.2	3,027	76.2	3,093	79.2			2,977	85.4	3,064	85.7
SPED	56	58.9	38	57.9	47	34.0	60	65.0	38	68.4	55	76.4			37	70.3	54	81.5
English and Spanish Combined																		
All	7,729	68.7	5,953	67.5	6,415	59.8	7,808	79.3	6,004	74.7	6,581	76.6			5,838	82.8	6,383	83.9
African Am	1,812	73.6	1,416	68.0	1,581	61.5	1,753	77.2	1,438	73.4	1,544	73.6			1,375	79.0	1,431	79.7
Hispanic	5,463	66.6	4,187	67.1	4,341	57.9	5,582	79.7	4,207	74.7	4,548	77.2			4,118	83.9	4,472	85.0
White	213	76.5	165	73.9	295	73.6	230	88.7	176	81.8	307	80.8			178	89.9	301	84.7
EB	3,745	66.2	2,874	66.2	3,023	57.9	3,782	80.8	2,881	76.0	3,221	78.9			2,817	85.5	3,178	85.8
Eco Dis	7,707	68.7	5,900	67.5	5,768	58.6	7,790	79.3	5,955	74.6	5,903	75.8			5,791	82.7	5,720	83.1
SPED	112	63.4	82	58.5	95	36.8	116	69.8	82	70.7	103	68.9			79	78.5	103	69.9

Source: PEIMS demographic data files dated 10/31/19 (2019-20), 10/30/20 (2020-21), and 11/01/21 (2021-22). *CIRCLE* data files dated 05/08/20 (2019-20 Waves 1 and 2), 06/29/21 (2020-21 Waves 1-3), and 07/19/22 (2021-22 Waves 1-3).

Note: Test = tested. Track = On Track. Am = American. No Wave 3 data were collected for the 2019-20 school year. District *CIRCLE* data files were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

Appendix B, Table 2: 2019-20 to 2021-22 Percentage of Prekindergarten Students Performing *On Track* on *CIRCLE* Rapid Vocabulary by Wave, Year, Version, and Student Group

	Wave 1						Wave 2						Wave 3					
	2019-20		2020-21		2021-22		2019-20		2020-21		2021-22		2019-20		2020-21		2021-22	
	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	3,972	48.8	3,030	42.2	3,472	45.5	3,816	67.9	3,033	55.6	3,396	66.0			2,918	70.4	3,141	73.7
African Am	1,856	49.5	1,458	43.0	1,619	47.6	1,753	70.4	1,469	56.8	1,611	67.3			1,393	70.1	1,448	73.3
Hispanic	1,703	44.3	1,264	37.3	1,468	38.1	1,650	62.8	1,242	49.4	1,411	61.4			1,229	67.3	1,340	71.2
White	183	74.3	148	68.9	219	68.9	182	83.5	160	84.4	225	80.0			153	87.6	214	86.0
EB	51	33.3	45	35.6	71	32.4	62	41.9	60	41.7	74	45.9			61	68.9	73	53.4
Eco Dis	3,953	48.8	2,994	42.2	3,023	42.5	3,796	67.9	2,996	55.5	2,928	63.4			2,884	70.2	2,699	72.0
SPED	56	42.9	45	28.9	50	30.0	58	53.4	42	33.3	52	48.1			42	50.0	49	67.3
Spanish																		
All	3,896	45.0	3,009	42.1	3,071	45.5	4,076	54.2	3,061	46.6	3,369	54.0			3,022	65.1	3,337	63.9
African Am	11	0.0	6	0.0	7	0.0	18	11.1	8	0.0	18	11.1			9	22.2	18	38.9
Hispanic	3,838	45.3	2,952	42.5	2,939	45.9	3,987	54.9	3,002	46.8	3,210	54.5			2,950	65.6	3,175	64.3
White	33	24.2	25	16.0	85	31.8	53	22.6	27	37.0	99	43.4			35	45.7	100	53.0
EB	3,703	45.9	2,833	42.5	2,983	46.4	3,752	56.0	2,838	47.7	3,183	55.7			2,782	66.1	3,136	65.2
Eco Dis	3,894	45.0	2,990	42.0	2,855	46.2	4,073	54.2	3,043	46.5	3,123	54.7			3,004	65.1	3,094	64.5
SPED	55	21.8	38	18.4	48	31.3	60	35.0	37	43.2	54	38.9			37	43.2	55	43.6
English and Spanish Combined																		
All	7,868	46.9	6,039	42.2	6,543	45.5	7,892	60.8	6,094	51.1	6,765	60.0			5,940	67.7	6,478	68.6
African Am	1,867	49.2	1,464	42.8	1,626	47.4	1,771	69.8	1,477	56.5	1,629	66.7			1,402	69.8	1,466	72.9
Hispanic	5,541	45.0	4,216	41.0	4,407	43.3	5,637	57.2	4,244	47.6	4,621	56.6			4,179	66.1	4,515	66.3
White	216	66.7	173	61.3	304	58.6	235	69.8	187	77.5	324	68.8			188	79.8	314	75.5
EB	3,754	45.8	2,878	42.4	3,054	46.1	3,814	55.8	2,898	47.6	3,257	55.5			2,843	66.2	3,209	65.0
Eco Dis	7,847	46.9	5,984	42.1	5,878	44.3	7,869	60.8	6,039	51.0	6,051	58.9			5,888	67.6	5,793	68.0
SPED	111	32.4	83	24.1	98	30.6	118	44.1	79	38.0	106	43.4			79	46.8	104	54.8

Source: PEIMS demographic data files dated 10/31/19 (2019-20), 10/30/20 (2020-21), and 11/01/21 (2021-22). *CIRCLE* data files dated 05/08/20 (2019-20 Waves 1 and 2), 06/29/21 (2020-21 Waves 1-3), and 07/19/22 (2021-22 Waves 1-3).

Note: Test = tested. Track = On Track. Am = American. No Wave 3 data were collected for the 2019-20 school year. District *CIRCLE* data files were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

Appendix B, Table 3: 2019-20 to 2021-22 Percentage of Prekindergarten Students Performing *On Track* on *CIRCLE* Mathematics by Wave, Year, Version, and Student Group

	Wave 1						Wave 2						Wave 3					
	2019-20		2020-21		2021-22		2019-20		2020-21		2021-22		2019-20		2020-21		2021-22	
	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %
English																		
All	10,311	57.5	7,725	58.6	8,898	52.2	10,023	66.8	7,618	65.1	8,701	64.2			7,349	74.4	8,469	71.3
African Am	2,598	60.9	1,972	60.7	2,304	55.9	2,400	64.3	1,884	63.5	2,181	60.2			1,754	68.8	1,999	64.2
Hispanic	7,126	55.1	5,266	57.0	5,876	50.1	7,060	66.9	5,265	65.2	5,858	65.3			5,160	76.0	5,813	73.7
White	288	72.2	244	70.5	418	59.6	275	76.7	237	73.0	401	69.3			229	79.5	401	73.6
EB	4,688	51.2	3,455	52.7	4,014	43.9	4,739	64.9	3,490	64.5	3,994	63.7			3,438	76.3	3,994	73.1
Eco Dis	10,260	57.5	7,638	58.7	7,952	50.7	9,966	67.0	7,530	65.2	7,765	63.3			7,271	74.5	7,532	71.0
SPED	157	54.8	109	59.6	132	54.5	159	57.2	108	62.0	132	65.2			104	65.4	135	77.8
Spanish																		
All	224	19.2	185	28.6	112	30.4	60	11.7	83	13.3	114	41.2			84	21.4	85	25.9
African Am	*	*	-	-	-	-	-	-	-	-	-	-			-	-	-	-
Hispanic	220	18.6	181	28.7	110	30.0	60	11.7	83	13.3	112	40.2			82	22.0	85	25.9
White	*	*	*	*	*	*	-	-	-	-	*	*			-	-	-	-
EB	220	18.2	180	29.4	112	30.4	59	11.9	81	12.3	111	40.5			79	20.3	82	26.8
Eco Dis	224	19.2	183	29.0	103	30.1	60	11.7	83	13.3	99	41.4			82	22.0	73	26.0
SPED	*	*	*	*	*	*	-	-	*	*	*	*			*	*	*	*
English and Spanish Combined																		
All	10,535	56.7	7,910	57.9	9,010	52.0	10,083	66.5	7,701	64.5	8,815	63.9			7,433	73.8	8,554	70.9
African Am	2,599	60.9	1,972	60.7	2,304	55.9	2,400	64.3	1,884	63.5	2,181	60.2			1,754	68.8	1,999	64.2
Hispanic	7,346	54.0	5,447	56.0	5,986	49.7	7,120	66.5	5,348	64.4	5,970	64.9			5,242	75.2	5,898	73.0
White	289	72.0	246	69.9	419	59.4	275	76.7	237	73.0	403	69.5			229	79.5	401	73.6
EB	4,908	49.7	3,635	51.6	4,126	43.6	4,798	64.2	3,571	63.3	4,105	63.0			3,517	75.1	4,076	72.2
Eco Dis	10,484	56.7	7,821	58.0	8,055	50.5	10,026	66.7	7,613	64.6	7,864	63.0			7,353	73.9	7,605	70.5
SPED	159	54.7	110	59.1	134	54.5	159	57.2	109	61.5	134	64.2			105	64.8	136	77.2

Source: PEIMS demographic data files dated 10/31/19 (2019-20), 10/30/20 (2020-21), and 11/01/21 (2021-22). *CIRCLE* data files dated 05/08/20 (2019-20 Waves 1 and 2), 06/29/21 (2020-21 Waves 1-3), and 07/19/22 (2021-22 Waves 1-3).

Note: Test = tested. Track = On Track. Am = American. No Wave 3 data were collected for the 2019-20 school year. Cells marked with an asterisk (*) indicate five or fewer students were tested. Cells marked with a dash (-) indicate no students were tested. District *CIRCLE* data files were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

Appendix B, Table 4: 2021-22 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>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %
English						
All	1,903	70.0	1,442	40.1	3,345	57.1
African American	878	70.6	635	44.1	1,513	59.5
Hispanic	892	68.6	646	34.1	1,538	54.1
White	58	67.2	89	50.6	147	57.1
Emergent Bilingual	80	67.5	27	37.0	107	59.8
Eco Dis	1,893	69.9	1,438	40.0	3,331	57.0
Special Education	87	58.6	43	55.8	130	57.7
Spanish						
All	2,800	77.5	1,182	25.0	3,982	61.9
African American	*	*	*	*	6	16.7
Hispanic	2,756	77.6	1,142	25.0	3,898	62.2
White	25	80.0	27	33.3	52	55.8
Emergent Bilingual	2,713	77.6	1,156	24.7	3,869	61.7
Eco Dis	2,612	77.3	1,098	23.7	3,710	61.4
Special Education	104	56.7	19	26.3	123	52.0
English and Spanish Combined						
All	4,703	74.4	2,624	33.3	7,327	59.7
African American	883	70.3	636	44.0	1,519	59.3
Hispanic	3,648	75.4	1,788	28.2	5,436	59.9
White	83	71.1	116	46.6	199	56.8
Emergent Bilingual	2,793	77.3	1,183	24.9	3,976	61.7
Eco Dis	4,505	74.2	2,536	32.9	7,041	59.3
Special Education	191	57.6	62	46.8	253	54.9

Source: PEIMS district data file dated 11/01/21 and BOY TX-KEA data file dated 10/19/21.

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.

Appendix B, Table 5: 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>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %
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
Emergent Bilingual	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
Emergent Bilingual	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
Emergent Bilingual	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: 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 a dash (-) indicate no students were tested. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Appendix B, Table 6: 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>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %
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
Emergent Bilingual	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	*	*	*	*
Emergent Bilingual	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
Emergent Bilingual	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 7: 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>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %
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
Emergent Bilingual	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
Emergent Bilingual	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
Emergent Bilingual	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 8: 2021-22 Percentage of Kindergarten Students Who Were *On Track* on BOY TX-KEA by Subtest, Version, and Student Group

	Literacy Screener		Emergent Literacy: Reading		Spelling		Vocabulary		Mathematics		Social and Emotional Competence	
	Tested	On Track	Tested	On Track	Tested	On Track	Tested	On Track	Tested	On Track	Tested	On Track
	N	%	N	%	N	%	N	%	N	%	N	%
English												
All	4,076	66.5	4,386	64.3	4,099	57.8	4,550	69.5	8,730	42.6	4,353	72.7
Afr American	1,526	64.4	1,676	61.3	1,531	53.8	1,738	66.6	1,689	40.6	1,200	67.8
Hispanic	1,742	59.0	1,833	58.6	1,758	52.0	1,922	62.8	6,029	39.2	2,435	72.3
White	573	90.1	619	84.3	574	80.8	629	91.9	717	71.5	516	85.5
EB	108	57.4	107	59.8	110	57.3	120	51.7	4,113	36.0	1,149	72.6
Eco Dis	3,129	59.2	3,369	57.0	3,148	50.8	3,518	63.6	7,323	37.8	3,462	69.9
SPED	182	61.0	186	65.1	182	50.0	200	55.5	326	35.9	169	58.6
Spanish												
All	4,036	66.7	4,087	62.1	4,073	57.3	4,201	67.8	198	45.5	2,674	66.2
Afr American	9	22.2	9	22.2	9	22.2	10	40.0	-	-	7	57.1
Hispanic	3,905	66.9	3,963	62.3	3,942	57.3	4,073	68.5	193	46.1	2,597	66.0
White	86	64.0	82	64.6	85	65.9	83	43.4	*	*	49	77.6
EB	3,849	66.8	3,905	61.7	3,886	56.5	4,017	69.3	194	44.3	2,486	65.6
Eco Dis	3,693	66.4	3,746	61.4	3,728	56.2	3,849	68.8	185	44.3	2,473	66.0
SPED	125	44.8	126	52.4	127	47.2	130	39.2	*	*	79	36.7
English and Spanish Combined												
All	8,112	66.6	8,473	63.3	8,172	57.6	8,751	68.7	8,928	42.7	7,027	70.2
Afr American	1,535	64.1	1,685	61.1	1,540	53.6	1,748	66.5	1,689	40.6	1,207	67.7
Hispanic	5,647	64.5	5,796	61.1	5,700	55.7	5,995	66.7	6,222	39.4	5,032	69.0
White	659	86.6	701	82.0	659	78.9	712	86.2	719	71.3	565	84.8
EB	3,957	66.5	4,012	61.6	3,996	56.5	4,137	68.8	4,307	36.4	3,635	67.8
Eco Dis	6,822	63.1	7,115	59.3	6,876	53.7	7,367	66.3	7,508	37.9	5,935	68.2
SPED	307	54.4	312	59.9	309	48.9	330	49.1	330	35.8	248	51.6

Source: PEIMS district data file dated 11/01/21 and BOY TX-KEA data file dated 10/19/21.

Note: Test = Tested. 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 9: 2021-22 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	4,336	64.7	4,660	64.0	9,061	60.4	4,960	81.6
African American	1,657	61.0	1,788	60.0	1,787	56.5	1,463	75.9
Hispanic	1,853	60.0	1,994	57.7	6,280	58.5	2,751	82.2
White	581	86.2	617	90.6	700	83.0	529	93.6
Emergent Bilingual	132	56.8	142	46.5	4,259	56.7	1,277	82.2
Eco Dis	3,342	58.8	3,605	57.2	7,626	57.0	4,030	79.3
Special Education	178	51.1	197	47.2	337	45.7	202	69.8
Spanish								
All	4,244	65.9	4,430	72.1	139	77.7	2,641	78.8
African American	11	36.4	11	36.4	-	-	12	66.7
Hispanic	4,094	65.9	4,291	72.4	137	77.4	2,562	78.7
White	100	72.0	92	62.0	*	*	46	89.1
Emergent Bilingual	3,998	65.7	4,201	73.1	139	77.7	2,441	78.4
Eco Dis	3,866	65.3	4,051	72.6	130	76.9	2,413	78.2
Special Education	132	51.5	136	56.6	*	*	84	52.4
English and Spanish Combined								
All	8,580	65.3	9,090	68.0	9,200	60.7	7,601	80.7
African American	1,668	60.8	1,799	59.9	1,787	56.5	1,475	75.9
Hispanic	5,947	64.0	6,285	67.8	6,417	58.9	5,313	80.5
White	681	84.1	709	86.9	702	83.0	575	93.2
Emergent Bilingual	4,130	65.4	4,343	72.2	4,398	57.3	3,718	79.7
Eco Dis	7,208	62.3	7,656	65.4	7,756	57.3	6,443	78.9
Special Education	310	51.3	333	51.1	341	46.0	286	64.7

Source: PEIMS district data file dated 11/01/21 and MOY TX-KEA data file dated 02/15/22.

Note: The Literacy Screener and Emergent Literacy 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 10: 2021-22 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	4,156	67.6	4,497	69.5	8,803	68.8	4,714	84.4
African American	1,557	65.5	1,679	68.5	1,665	60.8	1,347	79.7
Hispanic	1,811	63.0	1,977	62.6	6,176	68.9	2,647	84.7
White	559	83.9	598	91.0	687	83.3	506	93.9
Emergent Bilingual	134	60.4	152	57.9	4,212	68.9	1,160	83.6
Eco Dis	3,205	63.0	3,471	64.0	7,407	66.2	3,786	82.3
Special Education	178	55.6	190	59.5	325	53.5	199	72.4
Spanish								
All	4,226	71.6	4,333	72.6	82	65.9	2,741	85.9
African American	13	30.8	12	16.7	-	-	13	92.3
Hispanic	4,074	71.6	4,189	73.2	81	65.4	2,651	85.8
White	98	70.4	93	59.1	*	*	51	92.2
Emergent Bilingual	3,963	71.4	4,091	73.9	82	65.9	2,526	85.6
Eco Dis	3,840	71.2	3,958	73.3	77	64.9	2,525	85.6
Special Education	131	57.3	134	59.0	-	-	80	66.3
English and Spanish Combined								
All	8,382	69.6	8,830	71.0	8,885	68.7	7,455	84.9
African American	1,570	65.2	1,691	68.1	1,665	60.8	1,360	79.8
Hispanic	5,885	69.0	6,166	69.8	6,257	68.9	5,298	85.3
White	657	81.9	691	86.7	688	83.3	557	93.7
Emergent Bilingual	4,097	71.1	4,243	73.3	4,294	68.8	3,686	85.0
Eco Dis	7,045	67.5	7,429	69.0	7,484	66.2	6,311	83.6
Special Education	309	56.3	324	59.3	325	53.5	279	70.6

Source: PEIMS district data file dated 11/01/21 and EOY TX-KEA data file dated 06/17/22.

Note: The Literacy Screener and Emergent Literacy: Reading composites were not administered at EOY. 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 11: 2020-21 Percentage of Kindergarten Students Who Were On Track on BOY TX-KEA by Subtest, Version, and Student Group

	Literacy Screener		Emergent Literacy: Reading		Spelling		Vocabulary		Mathematics		Social and Emotional Competence	
	Tested	On Track	Tested	On Track	Tested	On Track	Tested	On Track	Tested	On Track	Tested	On Track
	N	%	N	%	N	%	N	%	N	%	N	%
English												
All	4,522	67.1	4,246	38.1	3,970	57.0	4,496	58.1	8,422	38.9	4,205	76.4
Afr American	1,707	65.3	1,611	33.5	1,528	54.5	1,695	53.3	1,668	38.4	1,241	71.4
Hispanic	1,907	60.5	1,762	33.4	1,629	52.1	1,894	52.0	5,804	35.0	2,315	77.1
White	580	89.0	562	62.8	519	77.3	579	87.9	619	72.1	411	86.9
EB	103	57.3	95	30.5	95	46.3	103	34.0	3,725	30.4	959	74.1
Eco Dis	3,544	61.2	3,310	31.0	3,112	50.8	3,519	51.0	7,099	33.9	3,459	74.0
SPED	179	62.6	165	43.0	146	51.4	177	49.7	273	34.4	150	58.7
Spanish												
All	4,100	70.5	4,003	72.0	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	4,056	70.6	3,959	72.1	3,689	63.2	4,042	59.8	437	45.3	2,331	63.9
White	29	69.0	28	78.6	25	80.0	29	24.1	*	*	16	81.3
EB	3,891	70.4	3,795	71.5	3,532	62.4	3,877	60.7	425	43.8	2,159	63.7
Eco Dis	3,771	70.1	3,684	71.3	3,438	62.4	3,759	60.0	409	44.0	2,185	63.3
SPED	94	58.5	91	64.8	86	54.7	94	43.6	9	22.2	64	56.3
English and Spanish Combined												
All	8,622	68.7	8,249	54.6	7,697	60.0	8,582	58.7	8,863	39.2	6,569	72.0
Afr American	1,712	65.2	1,617	33.6	1,534	54.6	1,700	53.1	1,668	38.4	1,251	71.2
Hispanic	5,963	67.4	5,721	60.1	5,318	59.8	5,936	57.3	6,241	35.7	4,646	70.5
White	609	88.0	590	63.6	544	77.4	608	84.9	622	71.7	427	86.7
EB	3,994	70.1	3,890	70.5	3,627	62.0	3,980	60.0	4,150	31.7	3,118	66.9
Eco Dis	7,315	65.8	6,994	52.2	6,550	56.9	7,278	55.7	7,508	34.5	5,644	69.9
SPED	273	61.2	256	50.8	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 Literacy Screener and Spelling) and 02/02/21 (Literacy Screener and Spelling).

Note: Test = Tested. 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 12: 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
Emergent Bilingual	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
Emergent Bilingual	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
Emergent Bilingual	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 02/15/21.

Note: The Literacy Screener and Emergent Literacy 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 13: 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
Emergent Bilingual	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	21	68.1	2,556	85.3
White	48	89.6	39	56.4	-	-	24	95.8
Emergent Bilingual	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
Emergent Bilingual	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: The Literacy Screener and Emergent Literacy composites were not administered at EOY. 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 14: 2019-20 Percentage of Kindergarten Students Who Were *On Track* on BOY TX-KEA by Subtest, Version, and Student Group

	Emergent Literacy: Reading		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> %
English										
All	4,471	71.1	4,178	69.3	4,856	59.2	8,800	48.8	5,075	73.0
Afr American	1,692	67.7	1,569	66.2	1,844	56.0	1,771	46.5	1,430	69.9
Hispanic	1,829	67.6	1,743	65.7	2,014	51.3	5,978	45.7	2,813	71.5
White	634	85.3	580	84.0	664	86.9	711	73.4	561	87.5
EB	123	68.3	120	57.5	137	40.1	3,941	42.2	1,206	68.2
Eco Dis	3,490	66.5	3,251	65.8	3,812	53.0	7,389	44.6	4,078	69.9
SPED	193	68.4	180	57.8	206	40.3	343	35.6	221	47.1
Spanish										
All	4,386	72.1	3,949	71.9	4,493	63.2	544	54.6	2,791	71.9
Afr American	19	52.6	12	91.7	11	18.2	*	*	24	87.5
Hispanic	4,281	72.5	3,860	71.7	4,406	63.8	534	54.9	2,708	71.7
White	64	57.8	57	82.5	55	30.9	*	*	42	76.2
EB	4,183	72.2	3,753	71.3	4,300	64.5	534	54.7	2,547	71.0
Eco Dis	4,031	72.1	3,617	71.3	4,138	63.8	526	54.4	2,561	71.7
SPED	134	61.9	116	60.3	135	35.6	16	50.0	68	48.5
English and Spanish Combined										
All	8,857	71.6	8,127	70.6	9,349	61.1	9,344	49.1	7,866	72.7
Afr American	1,711	67.5	1,581	66.4	1,855	55.8	1,774	46.4	1,454	70.2
Hispanic	6,110	71.0	5,603	69.8	6,420	59.9	6,512	46.4	5,521	71.6
White	698	82.8	637	83.8	719	82.6	716	73.3	603	86.7
EB	4,306	72.1	3,873	70.9	4,437	63.8	4,475	43.7	3,753	70.1
Eco Dis	7,521	69.5	6,868	68.7	7,950	58.6	7,915	45.2	6,639	70.6
SPED	327	65.7	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 files dated 10/29/19 (Emergent Literacy: Reading, Language and Communication, Mathematics, and Social and Emotional Competence), 02/13/20 (Vocabulary), and 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. TX-KEA domain file dates differ because not all domains were originally examined.

Appendix B, Table 15: 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
Emergent Bilingual	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
Special Education	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
Emergent Bilingual	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
Special Education	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
Emergent Bilingual	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
Special Education	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 files dated 02/13/20 (except Spelling) and 02/02/21 (Spelling).

Note: The Literacy Screener and Emergent Literacy: Reading 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 16: 2020-21 and 2021-22 Percentage of Kindergarten Students At or Above the 50th Percentile on EOY K-2 MAP by Year, Assessment, and Student Group

	2020-21		2021-22	
	Tested N	At or Above 50%	Tested N	At or Above 50%
Reading English K-2				
All	4,143	50.5	4,434	35.7
African American	1,474	41.8	1,588	27.8
Hispanic	1,851	47.1	1,985	28.8
White	536	83.0	617	71.0
Emergent Bilingual	133	48.1	153	28.8
Economically Disadvantaged	3,216	42.8	3,367	26.4
Special Education	166	39.2	195	22.6
Reading Spanish K-2				
All	4,235	46.1	4,210	41.1
African American	11	27.3	*	*
Hispanic	4,154	46.1	4,095	41.2
White	63	49.2	79	44.3
Emergent Bilingual	3,888	46.0	4,027	40.9
Economically Disadvantaged	3,857	45.1	3,873	41.2
Special Education	99	25.3	132	23.5
Reading English and Spanish Combined K-2				
All	8,378	48.3	8,644	38.3
African American	1,485	41.7	1,592	27.8
Hispanic	6,005	46.4	6,080	37.1
White	599	79.5	696	68.0
Emergent Bilingual	4,021	46.0	4,180	40.5
Economically Disadvantaged	7,073	44.1	7,240	34.3
Special Education	265	34.0	327	22.9
Mathematics English K-2				
All	8,918	54.8	9,027	40.4
African American	1,580	48.9	1,661	32.6
Hispanic	6,312	52.7	6,305	37.8
White	624	87.5	714	73.5
Emergent Bilingual	4,380	50.7	4,473	36.4
Economically Disadvantaged	7,527	50.2	7,582	35.6
Special Education	293	45.1	345	28.7

Source: PEIMS district data files dated 10/30/20 (2020-21) and 11/01/21 (2021-22). EOY MAP data files dated 06/23/21 (2020-21) and 06/22/22 (2021-22).

Note: To allow for examination of overall student performance, the English and Spanish administrations were combined for reading. Only MAP English mathematics results were examined. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Appendix B, Table 17: 2020-21 and 2021-22 Percentage of Grade-One Students At or Above the 50th Percentile on K-2 MAP by Administration, Year, Version, and Student Group - Reading

	BOY				MOY				EOY			
	2020-21		2021-22		2020-21		2021-22		2020-21		2021-22	
	Test <i>N</i>	At or Above 50 %	Test <i>N</i>	At or Above 50 %	Test <i>N</i>	At or Above 50 %	Test <i>N</i>	At or Above 50 %	Test <i>N</i>	At or Above 50 %	Test <i>N</i>	At or Above 50 %
English												
All	4,751	46.5	5,129	39.5	4,971	42.9	4,963	31.3	4,785	39.6	4,967	31.3
African Am	1,690	35.6	1,917	29.7	1,813	33.3	1,821	21.6	1,681	30.2	1,765	22.5
Hispanic	1,994	44.9	2,197	36.9	2,097	40.3	2,143	27.7	2,074	35.0	2,194	26.4
White	605	78.7	630	75.6	595	78.0	612	69.4	581	76.1	627	69.1
EB	405	37.8	341	31.7	451	35.3	380	25.5	446	35.7	394	23.1
Eco Dis	3,639	37.1	4,224	32.2	3,870	33.8	4,080	23.7	3,687	30.5	4,048	23.5
SPED	301	31.2	402	22.6	330	30.9	391	17.9	322	29.2	398	17.3
Spanish												
All	4,280	53.2	4,435	51.3	4,457	58.0	4,398	47.2	4,447	47.0	4,435	40.6
African Am	9	22.2	*	*	12	41.7	6	33.3	12	25.0	*	*
Hispanic	4,214	53.2	4,367	51.4	4,380	58.2	4,327	47.2	4,382	46.9	4,388	40.6
White	38	52.6	52	48.1	46	50.0	53	47.2	36	52.8	30	43.3
EB	4,090	53.0	4,186	50.6	4,231	57.9	4,142	46.7	4,221	46.6	4,214	40.2
Eco Dis	3,956	52.0	4,254	51.2	4,097	57.0	4,215	47.1	4,094	46.1	4,281	40.7
SPED	170	35.3	214	24.8	183	36.1	209	20.6	180	27.2	213	15.5
English and Spanish Combined												
All	9,031	49.6	9,564	45.0	9,428	50.1	9,361	38.8	9,232	43.1	9,402	35.7
African Am	1,699	35.5	1,921	29.8	1,825	33.4	1,827	21.6	1,693	30.2	1,770	22.5
Hispanic	6,208	50.5	6,564	46.5	6,477	52.4	6,470	40.8	6,456	43.1	6,582	35.9
White	643	77.1	682	73.5	641	76.0	665	67.7	617	74.7	657	67.9
EB	4,495	51.7	4,527	49.2	4,682	55.7	4,522	44.9	4,667	45.6	4,608	38.7
Eco Dis	7,595	44.9	8,478	41.7	7,967	45.7	8,295	35.6	7,781	38.7	8,329	32.3
SPED	471	32.7	616	23.4	513	32.7	600	18.8	502	28.5	611	16.7

Source: PEIMS district data files dated 10/30/20 and 11/01/21. MAP data files dated 11/05/20 (2020-21 BOY), 02/03/21 (2020-21 MOY), 06/23/21 (2020-21 EOY), 10/07/21 (2021-22 BOY), 01/24/22 (2021-22 MOY), and 06/22/22 (2021-22 EOY).

Note: At or Above 50 = At or Above 50%. Am = American. To allow for examination of overall student performance, the English and Spanish administrations were combined. There was no MAP administration for grade-one students in 2019-20. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Appendix B, Table 18: 2020-21 and 2021-22 Percentage of Grade-One Students At or Above the 50th Percentile on K-2 MAP by Administration, Year, and Student Group - Mathematics

	BOY				MOY				EOY			
	2020-21		2021-22		2020-21		2021-22		2020-21		2021-22	
	Test <i>N</i>	At or Above 50 %	Test <i>N</i>	At or Above 50 %	Test <i>N</i>	At or Above 50 %	Test <i>N</i>	At or Above 50 %	Test <i>N</i>	At or Above 50 %	Test <i>N</i>	At or Above 50 %
All	9,206	41.1	9,780	40.8	9,586	44.8	9,554	36.1	9,385	43.7	9,537	35.8
African Am	1,716	34.8	1,914	31.3	1,829	36.2	1,842	27.1	1,699	33.1	1,772	25.8
Hispanic	6,370	38.3	6,761	38.8	6,625	43.2	6,623	33.9	6,578	42.2	6,693	33.9
White	642	78.2	685	81.6	643	79.6	676	76.0	634	80.6	669	76.2
EB	4,602	34.2	4,678	35.3	4,782	40.6	4,635	31.8	4,755	40.7	4,690	32.5
Eco Dis	7,739	35.4	8,672	36.6	8,104	39.7	8,469	32.0	7,906	38.5	8,438	31.6
SPED	519	30.1	642	24.5	528	34.7	606	23.1	525	33.3	618	21.2

Source: PEIMS district data files dated 10/30/20 and 11/01/21. MAP data files dated 11/05/20 (2020-21 BOY), 02/03/21 (2020-21 MOY), 06/23/21 (2020-21 EOY), 10/07/21 (2021-22 BOY), 01/24/22 (2021-22 MOY), and 06/22/22 (2021-22 EOY).

Note: At or Above 50 = At or Above 50%. Am = American. Only MAP English mathematics results were examined. There was no MAP administration for grade-one students in 2019-20.

Appendix B, Table 19: 2019-20 to 2021-22 Percentage of Grade-Two Students At or Above the 50th Percentile on 2-5 MAP by Administration, Year, Version, and Student Group - Reading

	BOY						MOY						EOY					
	2019-20		2020-21		2021-22		2019-20		2020-21		2021-22		2019-20		2020-21		2021-22	
	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %
English																		
All	4,661	34.5	4,720	42.6	5,124	37.8	4,906	34.5	4,846	44.7	4,927	35.9		4,782	45.0	4,898	39.6	
African Am	1,832	25.7	1,743	32.8	1,887	28.2	1,848	23.0	1,770	34.5	1,767	25.0		1,704	33.3	1,681	28.3	
Hispanic	1,926	31.9	2,004	40.7	2,216	35.2	2,112	33.6	2,098	41.8	2,177	33.1		2,128	42.6	2,236	36.3	
White	568	63.9	566	66.3	613	68.8	624	66.2	565	75.9	591	71.7		553	77.9	600	74.8	
EB	485	28.0	423	40.4	457	33.7	494	26.9	463	38.9	481	31.0		476	38.7	489	32.5	
Eco Dis	3,658	27.0	3,628	34.6	3,969	29.6	3,843	26.4	3,749	36.2	3,794	26.4		3,687	36.0	3,742	29.9	
SPED	408	18.1	389	27.0	508	25.8	441	18.4	420	29.0	488	17.6		424	28.8	485	17.9	
Spanish																		
All	3,806	60.5	4,297	54.1	4,253	51.2	4,120	66.8	4,414	55.3	4,165	48.8		4,435	44.1	4,193	40.3	
African Am	7	42.9	7	0.0	8	75.0	*	*	*	*	9	33.3		*	*	*	*	
Hispanic	3,736	60.5	4,244	54.2	4,188	51.1	4,054	66.9	4,351	55.3	4,102	48.7		4,388	44.2	4,142	40.2	
White	41	68.3	34	50.0	37	59.5	42	64.3	41	56.1	36	61.1		29	27.6	31	48.4	
EB	3,688	60.3	4,182	54.1	4,115	51.0	3,992	66.8	4,271	55.5	4,010	48.8		4,311	44.3	4,072	40.3	
Eco Dis	3,539	60.0	4,012	53.9	3,938	50.7	3,821	66.6	4,116	54.9	3,851	48.1		4,156	43.9	3,894	39.9	
SPED	236	35.2	224	28.6	241	31.5	255	34.5	231	32.0	221	21.7		229	16.6	241	15.8	
English and Spanish Combined																		
All	8,467	46.2	9,017	48.1	9,377	43.9	9,026	49.3	9,260	49.7	9,092	41.8		9,217	44.6	9,091	39.9	
African Am	1,839	25.8	1,750	32.7	1,895	28.4	1,852	23.0	1,774	34.4	1,776	25.0		1,709	33.3	1,683	28.2	
Hispanic	5,662	50.8	6,248	49.9	6,404	45.5	6,166	55.5	6,449	50.9	6,279	43.3		6,516	43.7	6,378	38.9	
White	609	64.2	600	65.3	650	68.3	666	66.1	606	74.6	627	71.1		582	75.4	631	73.5	
EB	4,173	56.6	4,605	52.8	4,572	49.2	4,486	62.4	4,734	53.8	4,491	46.8		4,787	43.7	4,561	39.5	
Eco Dis	7,197	43.2	7,640	44.8	7,907	40.1	7,664	46.4	7,865	46.0	7,645	37.3		7,843	40.2	7,636	35.0	
SPED	644	24.4	613	27.6	749	27.6	696	24.3	651	30.1	709	18.9		653	24.5	726	17.2	

Source: PEIMS district data files dated 10/31/19, 10/30/20, and 11/01/21. MAP data files dated 02/11/20 (2019-20 BOY & MOY), 11/05/20 (2020-21 BOY), 02/03/21 (2020-21 MOY), 06/23/21 (2020-21 EOY), 10/07/21 (2021-22 BOY), 01/24/22 (2021-22 MOY), and 06/22/22 (2021-22 EOY).

Note: Test = tested. Track = At or Above the 50%. Am = American. To allow for examination of overall student performance, the English and Spanish administrations were combined. No EOY data were collected for the 2019-20 school year. In 2019-20, grade-two students may have taken the K-2 or 2-5 Reading and Mathematics assessment. Only results of the 2-5 assessment are displayed. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Appendix B, Table 20: 2019-20 to 2021-22 Percentage of Grade-Two Students At or Above the 50th Percentile on 2-5 MAP by Administration, Year, and Student Group - Mathematics

	BOY						MOY						EOY					
	2019-20		2020-21		2021-22		2019-20		2020-21		2021-22		2019-20		2020-21		2021-22	
	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %	Test N	Track %
All	9,006	35.9	9,226	37.5	9,645	36.0	9,530	31.1	9,504	38.5	9,326	32.9			9,403	35.0	9,286	34.0
African Am	1,883	25.9	1,720	27.9	1,894	22.9	1,958	20.3	1,808	27.4	1,780	20.3			1,708	22.1	1,692	19.3
Hispanic	6,148	34.8	6,465	35.7	6,670	35.2	6,545	30.0	6,655	37.4	6,494	31.5			6,690	34.0	6,558	33.2
White	637	68.9	611	68.7	650	74.2	662	66.2	603	69.2	636	73.6			589	68.4	632	73.1
EB	4,623	33.6	4,812	33.6	4,787	34.3	4,889	28.5	4,920	36.9	4,667	31.0			4,956	33.6	4,712	33.0
Eco Dis	7,681	31.3	7,815	32.5	8,138	30.6	8,121	26.6	8,090	33.9	7,838	27.1			8,004	30.4	7,795	28.4
SPED	714	19.7	645	24.7	773	22.0	749	16.0	668	27.1	744	16.7			674	23.6	749	17.1

Source: PEIMS district data files dated 10/31/19, 10/30/20, and 11/01/21. MAP data files dated 02/11/20 (2019-20 BOY & MOY), 11/05/20 (2020-21 BOY), 02/03/21 (2020-21 MOY), 06/23/21 (2020-21 EOY), 10/07/21 (2021-22 BOY), 01/24/22 (2021-22 MOY), and 06/22/22 (2021-22 EOY).

Note: Test = tested. Track = At or Above the 50%. Am = American. Only MAP English mathematics results were examined. No EOY data were collected for the 2019-20 school year. In 2019-20, grade-two students may have taken the K-2 or 2-5 Reading and Mathematics assessment. Only results of the 2-5 assessment are displayed.

Appendix C

Appendix C, Table 1: 2021-22 Percentage of Kindergarten Students Performing At or Above the 50th Percentile on K-2 EOY MAP for the 2021-22 Kindergarten Cohort by Prekindergarten Participation, Assessment, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested N	At or Above 50 %	Tested N	At or Above 50 %	Tested N	At or Above 50 %
MAP Reading						
All	4,739	38.3	2,734	27.8	7,473	34.5
African Amer	833	28.2	584	21.2	1,417	25.3
Hispanic	3,745	40.3	1,955	29.0	5,700	36.4
White	77	49.4	113	39.8	190	43.7
EB	2,845	44.2	1,307	32.2	4,152	40.4
Eco Dis	4,531	38.2	2,639	27.5	7,170	34.3
SPED	196	21.9	71	16.9	267	20.6
MAP Mathematics						
All	4,994	40.8	2,854	28.1	7,848	36.2
African Amer	885	34.9	604	25.0	1,489	30.9
Hispanic	3,892	41.3	2,024	27.1	5,916	36.5
White	86	52.3	121	52.9	207	52.7
EB	3,057	41.4	1,381	25.7	4,438	36.5
Eco Dis	4,760	40.1	2,748	27.9	7,508	35.7
SPED	206	23.8	76	21.1	282	23.0

Source: PEIMS district data file dated 11/01/21. EOY MAP data file dated 06/22/22.

Note: Amer. = American. 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 Kindergarten Students Performing At or Above the 50th Percentile on K-2 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 N	At or Above 50 %	Tested N	At or Above 50 %	Tested N	At or Above 50 %
MAP Reading						
All	6,062	45.9	1,289	38.4	7,351	44.6
African Amer	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
EB	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
SPED	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 Amer	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
EB	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
SPED	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: Amer. = American. 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: 2021-22 Percentage of Grade-One Students Performing At or Above the 50th Percentile on K-2 EOY MAP for the 2020-21 K Cohort by Prekindergarten Participation, Assessment, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>N</i>	At or Above 50 %	Tested <i>N</i>	At or Above 50 %	Tested <i>N</i>	At or Above 50 %
MAP Reading						
All	5,787	35.1	1,142	28.1	6,929	33.9
African Amer	952	21.8	265	17.4	1,217	20.9
Hispanic	4,607	38.0	757	30.6	5,364	37.0
White	59	40.7	58	41.4	117	41.0
EB	3,464	41.4	547	34.7	4,011	40.5
Eco Dis	5,711	34.9	1,059	27.6	6,770	33.8
SPED	355	11.5	102	12.7	457	11.8
MAP Mathematics						
All	5,857	34.5	1,162	27.5	7,019	33.3
African Amer	950	25.8	266	19.5	1,216	24.4
Hispanic	4,678	36.0	773	26.5	5,451	34.7
White	60	48.3	61	65.6	121	57.0
EB	3,504	36.2	556	27.5	4,060	35.0
Eco Dis	5,777	34.2	1,072	27.0	6,849	33.1
SPED	360	18.1	105	14.3	465	17.2

Source: PEIMS district data file dated 11/01/21. EOY MAP data file dated 06/22/22.

Note: Amer. = American. 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-One Students Performing At or Above the 50th Percentile on K-2 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>	At or Above 50 %	Tested <i>N</i>	At or Above 50 %	Tested <i>N</i>	At or Above 50 %
MAP Reading						
All	5,826	41.3	1,443	34.9	7,269	40.0
African Amer	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
EB	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
SPED	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 Amer	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
EB	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
SPED	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: Amer. = American. 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 5: 2021-22 Percentage of Grade-Two Students Performing At or Above the 50th Percentile on EOY 2-5 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>	At or Above 50 %	Tested <i>N</i>	At or Above 50 %	Tested <i>N</i>	At or Above 50 %
MAP Reading						
All	5,220	37.2	1,224	36.9	6,444	37.2
African Amer	829	25.5	254	25.2	1,083	25.4
Hispanic	4,170	39.2	864	38.8	5,034	39.2
White	75	42.7	52	65.4	127	52.0
EB	3,260	40.7	598	41.0	3,858	40.8
Eco Dis	4,876	36.4	1,104	35.6	5,980	36.2
SPED	364	12.4	107	21.5	471	14.4
MAP Mathematics						
All	5,335	32.4	1,262	27.9	6,597	31.6
African Amer	826	16.0	256	19.9	1,082	16.9
Hispanic	4,289	35.3	899	28.1	5,188	34.1
White	75	44.0	51	58.8	126	50.0
EB	3,367	36.6	623	27.4	3,990	35.2
Eco Dis	4,978	31.3	1,137	25.9	6,115	30.3
SPED	377	14.6	112	15.2	489	14.7

Source: PEIMS district data file dated 11/01/21. EOY MAP data file dated 06/22/22.

Note: Amer. = American. 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 6: 2020-21 Percentage of Grade-Two Students Performing At or Above the 50th Percentile on EOY 2-5 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>	At or Above 50 %	Tested <i>N</i>	At or Above 50 %	Tested <i>N</i>	At or Above 50 %
MAP Reading						
All	5,303	42.4	1,326	38.9	6,629	41.7
African Amer	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
EB	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
SPED	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 Amer	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
EB	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
SPED	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: Amer. = American. 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 7: 2021-22 Percentage of Grade-Three Students Performing At Approaches+ and Meets+ on STAAR for the 2018-19 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	5,093	65.9	1,266	62.6	6,359	65.2
African American	794	61.7	283	57.6	1,077	60.6
Hispanic	4,134	66.3	856	63.0	4,990	65.7
White	66	77.3	64	71.9	130	74.6
Emergent Bilingual	3,315	65.6	562	60.0	3,877	64.8
Eco Dis	4,708	65.0	1,161	61.1	5,869	64.2
Special Education	461	38.0	219	52.5	680	42.6
STAAR Reading Meets+						
All	5,021	37.4	1,172	36.2	6,193	37.2
African American	779	31.8	254	30.7	1,033	31.6
Hispanic	4,080	37.8	795	35.5	4,875	37.4
White	65	53.8	62	54.8	127	54.3
Emergent Bilingual	3,284	36.9	532	33.6	3,816	36.5
Eco Dis	4,640	36.5	1,074	34.3	5,714	36.1
Special Education	391	12.0	125	11.2	516	11.8
STAAR Mathematics Approaches+						
All	5,093	68.7	1,267	63.1	6,360	67.6
African American	796	53.6	283	49.5	1,079	52.5
Hispanic	4,132	71.5	856	65.9	4,988	70.5
White	66	74.2	64	73.4	130	73.8
Emergent Bilingual	3,314	73.1	562	68.5	3,876	72.4
Eco Dis	4,708	68.0	1,162	61.4	5,870	66.7
Special Education	461	40.8	219	55.3	680	45.4
STAAR Mathematics Meets+						
All	5,021	39.3	1,173	31.8	6,194	37.9
African American	781	21.4	254	17.7	1,035	20.5
Hispanic	4,078	42.2	795	35.1	4,873	41.1
White	65	52.3	62	41.9	127	47.2
Emergent Bilingual	3,283	44.5	532	38.0	3,815	43.6
Eco Dis	4,640	38.6	1,075	30.6	5,715	37.1
Special Education	391	14.8	125	13.6	516	14.5

Source: PEIMS district data file dated 11/01/21 and STAAR data file dated 06/26/22.

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+.

Appendix C, Table 8: 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 N	Met Standard %	Tested N	Met Standard %	Tested N	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
Emergent Bilingual	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
Emergent Bilingual	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
Emergent Bilingual	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
Emergent Bilingual	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+.