

2022-23

Evaluation of Early Learning Initiatives

DEPARTMENT OF EVALUATION AND ASSESSMENT

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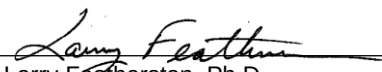
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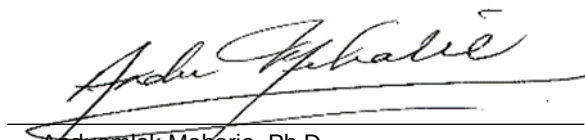
Approved Report of the Department of Evaluation and Assessment

EA23-170-2
November 2023

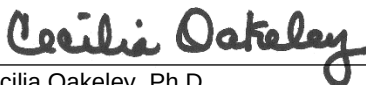
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2022-23

Evaluation of Early Learning Initiatives

KEY FINDINGS AND RECOMMENDATIONS

The purpose of this evaluation is to examine the Dallas Independent School District's (ISD) Early Learning (EL) Initiatives in 2022-23, including a) funding, b) characteristics of the students served by the program, and c) student academic performance and outcomes. This evaluation places particular focus on examining indicators related to K-readiness and rates of students performing at or above grade level in reading and mathematics by the end of grade two.

Key Findings

In 2022-23, the Dallas ISD invested \$55,964,017 in EL initiatives, including employing 2,399 full-time EL teachers and staff who served 41,895 students. The EL Department's budget (which excludes campus level funding for EL teachers) was \$34,001,355, an increase of \$3,108,405 from 2021-22. Key findings for 2022-23 include the following:



In 2022-23, the role of EL specialists expanded to include providing direct student support, in addition to continuing to support teachers. (See page 16.)



The total number of Dallas ISD EC through grade-two students remained stable from 2021-22 to 2022-23, after increasing from 2020-21 to 2021-22. While K enrollment dropped in 2022-23 after maintaining a steady enrollment in the prior two years, PK enrollment has steadily increased since 2020-21. (See page 18.)



From spring 2022 to spring 2023, there were statistically significant increases in *CLASS* scores on each domain and overall. (See page 23.)



As in the past two years, compared to K-2 teachers, higher percentages of PK teachers met or exceeded the quality thresholds on each domain and overall. However, the percentage of K-2 teachers at or above quality thresholds (on each domain and overall) were the highest they have been across the past three school years. (See page 22.)



In each of the last three years, the lowest percentage of teachers (both PK and K-2) met the quality threshold for instructional support. Yet, the largest increases in the percentage of teachers meeting or surpassing the quality threshold, from 2022 to 2023, was seen on the instructional support domain. (See page 22.)



The percentage of 2022-23 PK students considered On-Track grew from BOY to EOY on phonological awareness, rapid vocabulary, and mathematics skills. (See page 25.)



An equal or slightly greater proportion of students were On-Track at EOY in 2022-23 for phonological awareness and rapid vocabulary compared to 2020-21 and 2021-22. However, an equal or slightly lower proportion were On-Track at EOY in mathematics compared to 2020-21 and 2021-22. (See page 25.)



From 2021-22 to 2022-23, the percentage of K-ready students increased overall and by student group, with one exception (white students who took the *TX-KEA* in Spanish). (See page 27.)



Students who had attended Dallas ISD PK achieved higher rates of K-readiness compared to students who did not attend Dallas ISD PK. (See page 28.)



Across all domains on the *TX-KEA*, the percentage of On-Track students increased from BOY to EOY. Compared to the past two years, a higher percentage of students at BOY, MOY and EOY were On-Track in Spelling, Vocabulary, and Math, with few exceptions. Scores on Social Emotional Competence tended to be lower compared to the last two years. (See page 29.)



Compared to 2021-22, a higher percentage of grade-one and grade-two students achieved at or above the 50th percentile on *MAP* EOY Reading and Mathematics in 2022-23. (See pages 31 and 32.)



Compared to 2021-22, a higher percentage of grade-one and grade-two African American students achieved at or above the 50th percentile on *MAP* EOY Reading and Mathematics in 2022-23. (See pages 63-66.)



For 2022-23, the percentage of grade-one and grade-two African American students who performed at or above grade level (50th percentile) on EOY *MAP* Reading and Mathematics met interim student outcome goals. (See pages 30 and 31.)



Compared to 2021-22, a higher percentage of grade-three students achieved the Approaches Grade Level or Above (Approaches+) and Meets Grade Level or Above (Meets+) performance standards on *STAAR* Reading in 2022-23. This trend was seen across all student groups, with the exception of EB students who remained stable at the Approaches+ performance standard. (See page 34.)



Across all student groups, a higher percentage of grade-three students performed at the Approaches+ and Meets+ performance standards on *STAAR* Mathematics in 2022-23, compared to 2021-22. (See page 34.)



On average, a larger proportion of former DISD PK students are On-Track on EOY assessments (*MAP* and *STAAR* - Reading and Mathematics) in K through grade-two, compared to students who did not attend Dallas ISD PK. (See page 35.)



The perceived benefit of PK appears to be greater for Mathematics, for any given K cohort and grade. (See page 35.)

Recommendations

Based on the key findings, the following recommendations are offered for stakeholders.

Investigate parents' re-enrollment intent. When examining Early Childhood through Grade Two enrollment trends, the highest rate of student attrition occurs with PK students, with 1 out of 5 students not re-enrolling in the district the next school year. This attrition rate is nearly double the attrition rate for K students, with approximately 12% of whom do not re-enroll. Program managers should consider surveying parents of PK4 students in the spring to gather enrollment intent data. Such data could be utilized by program managers to target retention efforts from PK4 to K to decrease student attrition rates.

As recommended in previous years, continue to train teachers to provide more effective instructional support for students. Overall, the percentage of teachers meeting or surpassing the quality threshold for the instructional support domain increased from spring 2022 to spring 2023. However, compared to the emotional support and classroom organization domains, instructional support continues to lag by 14 to 23 percentage points across grade-levels. Thus, the department should continue efforts to improve these scores and provide additional resources regarding instructional support.

Consider revisiting and updating the strategic plan for EL. In 2014, in collaboration with the Boston Consulting Group, the district developed a strategic plan to increase K-readiness. The strategic plan included four key initiatives which still guide the growth of the PK programs and serve as the foundation of the EL department: increase access, increase demand, increase quality through training and specialists, and expand the continuum of care through community partners. Based on the Early Childhood through Grade Two growth and advances over the last decade, both in legislation and in the district, the Early Learning department should consider revisiting and updating its strategic plan to build on the district's accomplishments and guide the department into the future.

Evaluation of Early Learning Initiatives

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM BACKGROUND

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 & Neuharth-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, 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 Prekindergarten (PK) to Kindergarten (K) and elementary school can improve children's academic and social gains and long-term success (Keily et al., 2019).

In 2022-23, Early Learning continued to be a district priority and was included as one of five current Dallas ISD Strategic Initiatives.¹ Continuing its years-long expansion effort, Dallas ISD added availability for PK for three-year-olds (PK3), including morning and afternoon half-day as well as full-day options.² PK Partnerships (PKPs)³ continued to play a critical role in the district's endeavor to increase student capacity, allowing the district to overcome physical space limitations. The district also maintained its commitment to increasing accessibility through the promotion of PK scholarships for those who do not meet state requirements for free PK, but who cannot afford to pay tuition.

¹ A list of all Dallas ISD Strategic Initiatives can be found on the Dallas ISD website at <https://www.dallasisd.org/Page/72601>

² See Appendix B for a comprehensive timeline of the Dallas ISD Early Learning Initiatives.

³ Partner sites are pre-existing childcare centers where students are enrolled with Dallas ISD and the district provides funding as well as a lead teacher for each PK classroom.

PROGRAM DESCRIPTION

The sections below include the Early Learning (EL) Department's program components, staff, budget, and goals. For all methodology, see Appendix C.

Program Components

PK Program Eligibility

Dallas ISD offers free, scholarship, and tuition-based PK programs to families residing within the Dallas ISD boundaries⁴ (Table 1). PK for SPED students is provided through the Dallas ISD Early Childhood (EC) program, which serves children with qualifying disabilities at no cost as early as age three.⁵

Table 1: Eligibility Criteria for Participation in Dallas ISD PK Program⁶

Opportunity	Eligibility Criteria
Free PK	A child is eligible for free PK if the child is 3-years-old or is 4-years-old on or before September 1st and meets at least one of the following eligibility requirements: • is educationally disadvantaged (which means a student eligible to participate in the national free or reduced lunch program), including students who receive SNAP, TANF, or Medicaid benefits; or • is unable to speak and comprehend the English language (based on pre-LAS score); or • is homeless; or • is or ever has been in the conservatorship of the Department of Family and Protective Services (foster care); or • is the child of an active-duty member of the armed forces of the United States or is the child of a member of the armed forces of the United States who was injured or killed while serving on active duty; or • is the child of a recipient of the Star of Texas Award
Scholarship*	A child is eligible for the Dallas ISD PK Scholarship if the child is 3-years-old or is 4-years-old on or before September 1st and does not meet eligibility criteria for free PK but meets at least one of the following: • Student group with historical academic needs as identified in district data (currently identified as African American students) • Expanded income • Native English speaker unable to speak or comprehend the English language. Parents may request their child be evaluated for English proficiency (pre-LAS).
Tuition-based**	A child is eligible for tuition PK if the child is 3-years-old or is 4-years-old on or before September 1st and does not meet eligibility criteria for free PK or for the Dallas ISD PK Scholarship.

Source: Dallas ISD Early Learning website <https://www.dallasisd.org/Page/74638>

Notes: PK = Prekindergarten. SNAP = Supplemental Nutrition Assistance Program. TANF = Temporary Assistance for Needy Families. preLAS = English Language Proficiency Assessment for Early Learners. * In 2022-23, approximately four percent of PK students ($n = 445$) attended via scholarships, down from six percent in 2021-22 and 2020-21. ** Fewer than two percent of PK attendees in 2022-23 paid tuition ($n = 192$).

PK Programming

The Dallas ISD PK programming differs by a student's age and program site.⁷ Students who are three years old on or before September 1 may attend PK3 at one of many Dallas ISD elementary schools. PK3 classes are either half-day or full-day, depending on location. Students in half-day PK3 are enrolled in

⁴ For more information about the Dallas ISD PK eligibility requirements, see <https://www.dallasisd.org/Page/74638>.

⁵ For information about EC enrollment, see <http://tea.texas.gov/index4.aspx?id=2147494988>.

⁶ Montessori schools were not required to follow these requirements.

⁷ List of all campuses and partner sites can be found on the Early Learning website at <https://www.dallasisd.org/Page/74641>

either a morning program or an afternoon program, based on available space. Lunch is provided to both morning and afternoon students. Students who are four years old on or before September 1 may attend PK4 at one of many Dallas ISD elementary schools. All PK4 classes are full-day.

Dallas ISD children may also enroll as PK3 or PK4 students at one of the district's PK Partnership (PKP) sites. These are community childcare centers that collaborate with the district to provide high quality education to 3- and 4-year-olds. PKP classes are full-day and mixed-age.

Dallas ISD also offers PK3 and PK4 at several Choice Schools that are designed around an innovative model such as Montessori, Performing and Visual Arts, Personalized Learning, Single Gender, or STEM (Science, Technology, Engineering, and Math). Like PKP classrooms, Montessori classrooms are also mixed-age.

Kindergarten Programming

Children who are 5-years-old are eligible to enroll in Kindergarten (K) in Dallas ISD. "The K curriculum requires that students participate in listening comprehension activities through whole group story reading times as well as small reading groups to begin to read leveled books independently. Both whole and small group activities teach children how to understand and respond to comprehension questions. Students develop their problem-solving skills in academic as well as social settings. As the student learns to express their thoughts more clearly, they begin writing their own stories and learn about using complete sentences to express their feelings and communicate ideas. Students learn all of these concepts in an interactive and meaningful way that will promote the development of positive self-esteem and encourage future academic success."⁸

Program Staff

In 2022-23, a total of 2,196 EL teachers and 203 other EL staff were employed in Dallas ISD (Table 2). Other staff included Instructional Specialists ($n = 128$), Home Instructors ($n = 35$), Specialists ($n = 14$), and Coordinators ($n = 12$). The majority of all EL staff in the district were female (87%) and were Hispanic or African American (56% and 25%, respectively). The average length of experience in the Dallas ISD among all EL staff was nine years.

⁸ <https://www.dallasisd.org/Page/10861>

Table 2: 2022-23 Characteristics of Early Learning Staff

	EL Teachers (n = 2,196)		Other EL Staff (n = 203)		All EL Staff (N = 2,399)	
	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Gender						
Female	1,897	86.4	188	92.6	2,085	86.9
Male	299	13.6	15	7.4	314	13.1
Ethnicity						
Hispanic or Latino	1,224	55.7	115	56.7	1,339	55.8
Black or Afr Am	544	24.8	64	31.5	608	25.3
White	371	16.9	19	9.4	390	16.3
Other	57	2.6	5	2.5	62	2.6
Highest Degree Obtained*						
Unspecified	206	9.4	46	22.7	252	10.5
High School	5	0.2	7	3.4	12	0.5
Associate	24	1.1	3	1.5	27	1.1
Bachelor	1,575	71.7	66	32.5	1,641	68.4
Master	369	16.8	76	37.4	445	18.5
Doctorate	17	0.8	5	2.5	22	0.9
Alternative Certification						
In AC Program	66	3.0	-	-	66	3.0
DISD Experience						
Newly hired	210	9.6	10	4.9	220	9.2
1-2 years	360	16.4	26	12.8	386	16.1
3-5 years	417	19.0	35	17.2	452	18.8
6-10 years	524	23.9	57	28.1	581	24.2
11+ years	685	31.2	75	36.9	760	31.7

Source: District personnel data file dated 03/28/2023 (2022-23).

Note: EL = Early Learning. Afr Am = African American. AC = Alternative Certification. DISD = Dallas Independent School District. * Highest degree earned at the time of hire. Percentages may not add to 100 because of rounding. - = no staff in a category. Average years of experience for EL Teachers = 9, Other EL Staff = 8, and All EL Staff = 9.

A sizeable portion of EL teachers were no longer teaching early learning grades or left the district over the past three years (Appendix D). However, overall retention rates are trending higher. Of the 2019-20 EL teachers ($n = 1,960$), 73 percent continued to teach in an early learning grade level in 2020-21, but this rate dropped to 56 percent after two years and to 52 percent after three years. Likewise, for 2020-21 EL teachers ($n = 2,047$), 67 percent continued to teach in an early learning grade level in 2021-22, with the rate dropping to 60 percent after two years. For 2021-22 EL teachers ($n = 1,840$), 74 percent continued to teach in an early learning grade in 2022-23.

Budget

The Early Learning Department's 2022-23 budget was \$34,001,355, an increase of \$3,108,405 from 2021-22 fiscal year (Table 3).⁹

Table 3: 2021-22 and 2022-23 Early Learning Department Funding

School Year	General Operation	Title I	Title II	Total
2021-22	\$26,953,038	\$2,495,710	\$1,444,202	\$30,892,950
2022-23	\$30,055,303	\$2,495,710	\$1,450,342	\$34,001,355

Source: 2021-22 information received from Early Learning department (07/28/2022). 2022-23 information received from Dallas ISD Budget Services Department (5/1/2023) and Early Learning department (11/28/2023).

Note: The Early Learning Department's funding does not include the funding for EL teachers. The overall Dallas ISD EL investment includes an additional \$24,562,161 allocated at the campus level, which funds EL teacher positions.

Program Goals

In 2022-23, the Dallas ISD EL Department continued its pursuit of two principal goals: 1) increase Kindergarten readiness (K-readiness) and 2) increase on-grade-level performance in reading and mathematics.

The following specific objectives relate to the K-readiness goal:

- Improve K- readiness year-over-year as measured by the *Texas Kindergarten Entry Assessment (TX-KEA)* Literacy Screener. (Objective met; page 27)
- Increase PK enrollment year-over-year. (Objective met; page 18)
- Maintain/improve quality of PK teaching as measured by the *Classroom Assessment Scoring System (CLASS)*. (Objective met; page 22)
- Continuous improvement in PK outcomes as measured by the *CIRCLE Progress Monitoring System (CIRCLE)*. (Objective mostly met; page 25)

The following specific objectives relate to increasing on-grade-level performance in reading and mathematics:

- Increase the proportion of grade-two students performing at or above grade level in reading and mathematics, year-over-year, as measured by the end-of-year (EOY) Northwest Evaluation Association (NWEA) *Measures of Academic Progress - Growth (MAP Growth)*. (Objective partially met; page 32)
- Maintain/improve quality of K-2 teaching as measured by *CLASS*. (Objective met; page 22)
- Continuous improvement in K outcomes as measured by *TX-KEA* and *EOY MAP Growth*. (Objective partially met; pages 29 and 62)
- Continuous improvement in grade-one (at beginning, middle, and end of year) and grade-two (at beginning and middle of year) outcomes as measured by *MAP Growth*. (Objective partially met; pages 31-32)

⁹ The 2021-22 EL evaluation report showed a higher total, that included Title III funding. This was an error, as EL did not receive Title III funds. The 2021-22 total shown here in Table 3 is the corrected amount.

EVALUATION QUESTIONS AND RESULTS

EQ1: How was the Early Learning program implemented in 2022-2023?

Key findings from this section:



The total number of Dallas ISD EC through grade-two students remained stable from 2021-22 to 2022-23, after increasing from 2020-21 to 2021-22. While K enrollment dropped in 2022-23 after maintaining a steady enrollment in the prior two years, PK enrollment has steadily increased since 2020-21.



In 2022-23, the role of EL specialists expanded to include providing direct student support, in addition to continuing to support teachers.

This section includes details about how EL initiatives were implemented during the 2022-23 school year, obtained from interviews conducted with various EL department leaders (including Assistant Superintendent of EL and EL Directors of Instructional Strategy, Programs & Partnerships, and Family & Community Engagement). In 2022-23, the EL department continued to be guided by two primary goals: to increase rates of K-readiness and to increase the proportion of students who are on grade level in reading and mathematics by the end of second grade.

Engagement with community partners

In 2022-23, the Dallas ISD EL Department continued to engage with a network of partners (including Texas HIPPIY Center at University of North Texas (UNT), AVANCE – North Texas, Concilio, Bachman Lake Together Family Center, and the Strong Start Dallas initiative) to provide continuums of care to students and families (Table 4). Engagement with these organizations allowed the district to conduct outreach and provide wrap-around services to families of future students, from birth, so that a solid foundation may be built prior to starting school. These partners also helped raise awareness in the community about the importance of attending PK.

Table 4: 2022-23 Early Learning Department Partners and Programs

Partner/Program	Target Population	Program Description
Texas HIPPY Center at University of North Texas (UNT) • Home Instruction for Parents of Preschool Youngsters (HIPPY)¹⁰	• Families with children two to four years of age	• Home visitation program that trains parents to be their child's first teacher
AVANCE – North Texas ¹¹ • Parent-Child Education Program	• Predominantly serves Latino families	• Uses a two-generation model to provide services to parents as well as to their children • Aims to help parents become their child's best first teacher
Concilio ¹² • LENA Start¹³ • Parents as Leaders	• Parents of infants to children three years of age	• Aimed at increasing parent-child conversation to build vocabulary • Helping parents become their child's best first teacher
Bachman Lake Together ¹⁴	• Families with children in the Bachman Lake community	• Focuses on ensuring K-readiness by connecting families with services and promoting early education and PK enrollment
Dallas ISD/Strong Start Dallas	• Pediatricians and clinics that serve pregnant women and new mothers	• Distribute packets of books and information about how parents can foster learning starting at birth, as well as information about how to enroll their children in various educational programs

Recruitment and re-enrollment efforts

To promote PK enrollment for the 2022-23 schoolyear, the EL 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. Mailers targeted parents with students eligible for Dallas ISD PK enrollment and highlighted ease of enrollment as well as options for PK scholarships or tuition (for those who would not qualify for free PK). The department also held drive-through enrollment registration events on Saturdays in May.

To aid with retention of students from PK3 to PK4 as well as from PK4 to K, three touchpoints were carried out (in November, December, and February) to send out thank you notes, books, and cards to parents of current Dallas ISD PK students.

Expansion of PK3 and PK4

Alongside efforts to increase demand for PK through recruitment and re-enrollment initiatives, Dallas ISD also continued to expand its capacity to offer PK. In particular, the district sought to grow the

¹⁰ For more information about the HIPPY program, see the HIPPY Executive Summary (Eells, 2023).

¹¹ For more information about AVANCE, see <https://www.avance.org/>.

¹² For more information about Concilio, see <https://www.theconcilio.org/>.

¹³ For more information about LENA, see <https://www.lena.org/>.

¹⁴ For more information about Bachman Lake Together Family Center, see <https://bachmanlaketogether.org/>.

PK3 program, including the full-day PK3 options. Critical to this initiative were the PK Partnership Centers (PKPs) formed from collaborations with Head Start and other third-party childcare centers. In 2022-23, most Dallas ISD PK students attended PK at district elementary schools. However, there were two district campuses serving only PK students (Arlington Park and J.J. Rhodes) and one serving only EL students (PK-2; Harllee Early Childhood Center).¹⁵ In addition, students also had the option to attend Dallas ISD PK at district PKP sites.

In 2022-23, Dallas ISD offered PK3 and PK4 at 127 locations, four more than were available in 2021-22. Of these, 50 (39%) provided half-day PK3 and 77 (61%) provided full-day PK3. Forty of the 127 locations (31%) were PKP sites. Additionally, 46 of the 127 locations (36%) utilized mixed age classrooms, including the 40 PKP sites, five Montessori campuses, and Hogg Elementary. An additional 61 elementary campuses offered only PK4, for a total of 188 PK4 locations, two more than were available in 2021-22.

Coaching and training to teachers

To improve quality of teaching, EL department specialists continued to provide support to teachers through coaching and professional development (PD). Of these, 42 EL specialists supported PK teachers (15-18 teachers each) and 10 specialists supported teachers in the third and final cohort of the House Bill 3 (HB3) Reading Academies (1,141 teachers at 52 schools). Additionally, K-2 specialists provided coaching support to a total of 99 high-priority campuses (HPCs) and not-rated schools, an increase of 17 campuses from 2021-22.

In 2022-23, the Early Learning department began to expand the role of many of its specialists, in response to the district's need for additional direct student support from highly trained individuals to help accelerate learning. Thus, under the banner of an initiative called "Kids First", specialists were deployed to work directly with Tier II students in small groups. Specifically, specialists provided reading support to African American grade-one and grade-two students at 76 schools, for a total of 708 students served. EL specialists also provided direct student support for reading to third-graders at 30 schools, for a total of 494 students served.

The Kids First Initiative also included specialists filling all teacher vacancies at the start of the school year, until permanent teachers were hired. (It is important to note that three specialists remained in place for the duration of the year.) Specialists and their leads were also required to substitute teach a few times throughout the year, as needed.

Following a train-the-trainer approach, specialists continued to receive training on EL curriculums, including Amplify and Eureka which were piloted in 2022-23 at select campuses. A focus on high quality instructional materials/curricula is integral to efforts to improve the quality of teaching. For details about the various EL curricula see Appendix L. Additionally, all specialists received coaching training through Results Coaching Global (to be certified at Levels I and II within their first two years).

¹⁵ Students attending Arlington Park, J.J. Rhodes, and James S. Hogg also attended full-day PK, regardless of age.

In 2022-23, the district continued its collaboration with Southern Methodist University (SMU) to deploy the *CLASS* observation instrument to measure the quality of teacher-student interactions in PK as well as about sixty percent of K-2 classrooms (those with the highest needs as well as those on cohort three reading academy campuses). Specialists then utilized results from the *CLASS* observations to target their coaching with teachers to improve classroom quality. For detailed information about additional supports the EL department provided to teachers see Appendix L.

Students Served

In 2022-23, 41,895 students were enrolled in EC through grade-two (Table 5). Most of the students were Hispanic (68%) or African American (22%), with the majority of students being classified as economically disadvantaged (EcoDis; 87%). Nearly half of the students were Emergent Bilingual (EB) students (48%). Demographic breakdown by school year provided in Appendix E.

Table 5: 2022-23 Student Characteristics for Early Childhood Through Grade-Two Students by Grade Level and Student Group

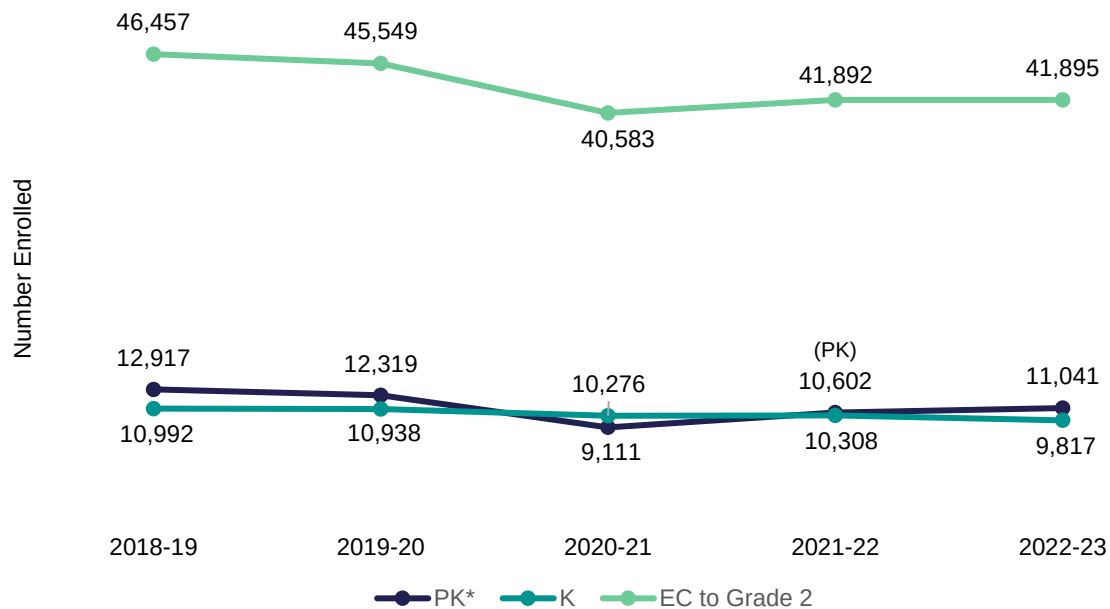
	Early Childhood (<i>n</i> = 465)		All PK (<i>n</i> = 10,576)		K-2 (<i>n</i> = 30,854)		Total (<i>N</i> = 41,895)	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Sex*								
Female	125	26.9	5,454	51.6	14,986	48.6	20,565	49.1
Male	340	73.1	5,121	48.4	15,865	51.4	21,326	50.9
Ethnicity*								
African American	120	25.8	2,919	27.6	6,180	20.0	9,219	22.0
Hispanic	290	62.4	6,867	64.9	21,234	68.8	28,391	67.8
White	34	7.3	402	3.8	2,226	7.2	2,662	6.4
Other	19	4.1	373	3.5	1,194	3.9	1,586	3.8
Special Populations								
EcoDis	397	85.4	9,610	90.9	26,371	85.5	36,378	86.8
Emergent Bilingual	198	42.6	4,790	45.3	15,019	48.7	20,007	47.8
Special Education	460	98.9	214	2.0	2,951	9.6	3,625	8.7
Homeless	13	2.8	383	3.6	689	2.2	1,085	2.6

Source: PEIMS district data file dated 10/31/22.

Note: PK = Prekindergarten. "All PK" comprises PK3 and PK4 students attending classes at a Dallas ISD campus or a PK Partnership site. EcoDis = Economically disadvantaged. * = Some students did not have a Sex or Race/Ethnicity code, so *ns* may not sum to the grade level *n* or total *N*. Some percentages may not sum to 100 because of rounding.

The total number of Dallas ISD EC through grade-two students remained stable from 2021-22 to 2022-23, after increasing from 2020-21 to 2021-22 (Figure 1). While K enrollment dropped in 2022-23 after maintaining a steady enrollment in the prior two years, PK enrollment has steadily increased since 2020-21.

Figure 1: 2018-19 to 2022-23 Dallas ISD Early Childhood to Grade 2 Enrollment Rates



Source: 2018-19 to 2020-21 (Tyree, 2021), 2021-22 (Voss, Kim & Tyree, 2022). PEIMS district data file dated 10/31/22 (2022-23).

Note: PK = Prekindergarten. * In Figure 1, PK totals include EC, PK3 and PK4, at both Dallas ISD campuses and PK partnership sites. K = Kindergarten. EC = Early Childhood (i.e., SPED PK).

Continuous Enrollment Rates

PK re-enrollment. In the 2021-22 school year, 10,231 students were enrolled in PK (3- and 4-year-old PK total). Of these, 78 percent ($n = 8,021$) remained enrolled in 2022-23. This re-enrollment rate is consistent with the prior two years, both with 79% re-enrollment. Specifically, from 2020-21 to 2021-22, 79 percent ($n = 6,962$) of the 8,777 students who were enrolled in PK remained enrolled in the district. Likewise, from 2019-20 to 2020-21, 79 percent ($n = 9,310$) of the 11,788 students who were enrolled in PK remained enrolled in the district.

K to Grade Three. The 2019-20 K cohort had 10,938 students enrolled on the PEIMS snapshot date. Of these students, 67 percent remained continuously enrolled for four years, through 2022-23 (most students' grade-three year). The K-3 continuous enrollment rate for the 2019-20 K cohort was slightly lower compared to the prior two K cohorts (by 0.9 - 2.4 percentage points). The number of students in a given K cohort remained relatively stable between 2017-18 and 2019-20. The largest student loss for each of these three cohorts was between K and Grade One (about 12%). Table 6 contains detailed year-to-year enrollment data, with each student in a single K cohort.

Table 6: 2017-18 to 2019-20 Kindergarten Cohorts Continuous Enrollment through Grade Three

Years Enrolled	Enrolled	
	<i>n</i>	%
2019-20 K Students (N = 10,938)		
Enrolled 2019-20 to 2022-23 (4 years)	7,279	66.5
Enrolled 2019-20 to 2021-22 (3 years)	866	7.9
Enrolled 2019-20 to 2020-21 (2 years)	1,054	9.6
Enrolled 2019-20 Did Not Remain (1 year)	1,296	11.8
Other	443	4.1
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

Source: Five Year Longitudinal PEIMS data files for each year dated 11/02/20 (2020-21), 11/02/21 (2021-22), and 11/04/22 (2022-23).

Note: K = Kindergarten. Other = students enrolled in other combinations (e.g., 2017-18 and 2019-20 but not 2018-19, etc.).

EQ2: What was the quality of Early Learning instruction?

Key findings from this section:



From spring 2022 to spring 2023, there were statistically significant increases in *CLASS* scores on each domain and overall.

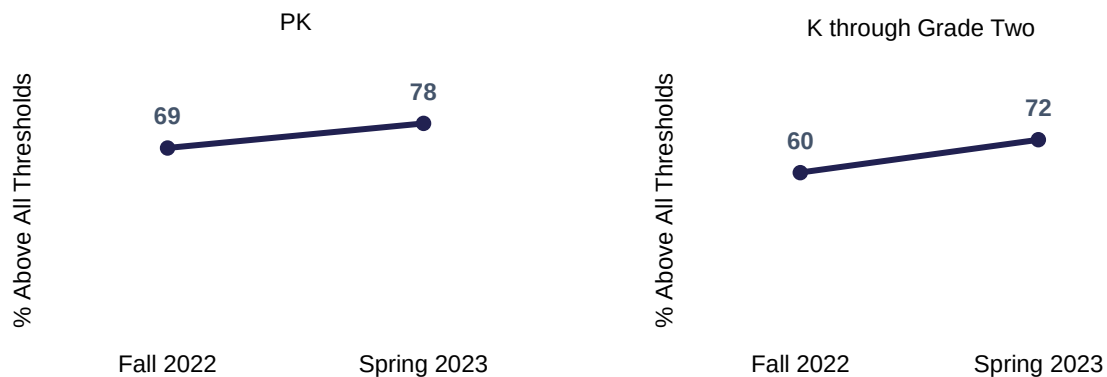


As in the past two years, compared to K-2 teachers, higher percentages of PK teachers met or exceeded the quality thresholds on each domain and overall. However, the percentage of K-2 teachers at or above quality thresholds (on each domain and overall) were the highest they have been across the past three school years.



In each of the last three years, the lowest percentage of teachers (both PK and K-2) met the quality threshold for instructional support. Yet, the largest increases in the percentage of teachers meeting or surpassing the quality threshold from 2022 to 2023 was seen on the instructional support domain.

SMU assessed Dallas ISD early grade teachers using *CLASS* and provided fall 2022 and spring 2023 *CLASS* domain scores to the Early Learning Department. Figure 2 shows the percentage of teachers at or above the *CLASS* quality thresholds for all three domains (Emotional Support, Classroom Organization, and Instructional Support), by semester, for PK and for K through grade two. The percentage of teachers meeting all three quality thresholds increased from fall to spring for both PK (9 percentage point increase) and K through grade two (12 percentage point increase).

Figure 2: 2022-23 Percentage of Teachers At or Above Quality Thresholds by Grade and Semester

Source: SMU data files provided by Early Learning department on 05/30/2023 (fall 2022 and spring 2023).

Note: PK = Prekindergarten. K = Kindergarten. Sample sizes are provided in Tables 5 and 6.

Average scores of observed teachers on each of the three domains surpassed the quality threshold at each grade level (PK through grade 2). This was true in both fall 2022 and spring 2023 (Tables 7 and 8). The percentage of teachers meeting or exceeding the quality threshold was highest for the emotional support domain, followed by classroom organization, and then instructional support. The same pattern was seen at each grade level, in both fall 2022 and spring 2023.

Additionally, the percentages of teachers scoring at or above quality thresholds increased, from fall to spring, overall, by grade level, by grades K through two combined, and by domain. The greatest increases at every grade level were for the percentage of teachers meeting the instructional support quality threshold as well as for the percentage of teachers meeting quality thresholds on all three domains.

Specifically, over 90 percent of teachers at each grade level, in both semesters, met or surpassed the quality threshold for the emotional support and classroom organization domains. In fall 2022, the percentage of teachers meeting or exceeding the threshold for instructional support ranged from 58 percent (for K teachers) to 70 percent (for PK teachers). In spring 2023, between 73 percent (for K teachers) to 79 percent (for PK and grade two teachers) met the quality threshold for instructional support.

Table 7: 2022 Fall CLASS Scores by Grade, Domain, and Overall

	PK (n = 527)	K (n = 252)	Grade 1 (n = 250)	Grade 2 (n = 257)	Grades K-2 (n = 803)
Emotional Support (Quality Threshold = 5.00)					
Percent At or Above Threshold	97.5	92.1	93.2	93.0	92.8
Mean Raw Score	6.2	5.9	5.9	5.9	5.9
Raw Score Range	3.9-7.0	3.3-7.0	2.9-7.0	4.1-7.0	2.9-7.0
Classroom Organization (Quality Threshold = 5.00)					
Percent At or Above Threshold	94.3	90.5	91.2	93.0	90.9
Mean Raw Score	6.1	5.9	5.9	6.0	5.9
Raw Score Range	2.7-7.0	2.8-7.0	1.2-7.0	3.1-7.0	1.2-7.0
Instructional Support (Quality Threshold = 3.25)					
Percent At or Above Threshold	70.4	58.3	60.4	65.4	61.3
Mean Raw Score	3.8	3.5	3.6	3.7	3.6
Raw Score Range	1.3-6.7	1.8-6.4	1.4-6.0	1.8-6.2	1.4-6.4
Overall					
Percent At or Above Threshold*	69.1	56.3	58.8	64.6	60.0
Mean Raw Score	5.3	5.1	5.1	5.2	5.1
Raw Score Range ^a	2.8-6.7	2.8-6.7	1.8-6.6	3.3-6.6	1.8-6.7

Source: SMU data file provided by Early Learning department on 05/30/2023.

Note: PK = Prekindergarten. K = Kindergarten. * = 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. Twelve of the K-2 teachers taught mixed grade classrooms. These teachers were excluded from analyses. (49 PK teachers taught mixed PK3/PK4 classrooms, all of which were included in analyses.)

Table 8: 2023 Spring CLASS Scores by Grade, Domain, and Overall

	PK (n = 556)	K (n = 262)	Grade 1 (n = 261)	Grade 2 (n = 248)	Grades K-2 (n = 785)
Emotional Support (Quality Threshold = 5.00)					
Percent At or Above Threshold	98.0	95.4	93.9	94.8	94.5
Mean Raw Score	6.2	6.1	6.0	6.0	6.0
Raw Score Range	4.3-7.0	4.6-7.0	3.3-7.0	2.1-7.0	2.1-7.0
Classroom Organization (Quality Threshold = 5.00)					
Percent At or Above Threshold	95.1	94.3	92.7	92.7	93.0
Mean Raw Score	6.1	6.1	6.1	6.1	6.1
Raw Score Range	3.3-7.0	2.8-7.0	2.9-7.0	1.8-7.0	1.8-7.0
Instructional Support (Quality Threshold = 3.25)					
Percent At or Above Threshold	78.6	72.5	74.3	78.6	75.0
Mean Raw Score	3.9	3.8	3.8	3.9	3.8
Raw Score Range	1.8-6.0	1.8-6.3	1.7-6.2	1.6-6.6	1.6-6.6
Overall					
Percent At or Above Threshold*	77.7	69.5	71.3	76.6	72.1
Mean Raw Score	5.4	5.3	5.3	5.4	5.3
Raw Score Range ^a	3.4-6.6	3.1-6.5	2.9-6.6	1.8-6.7	1.8-6.7

Source: SMU data file provided by Early Learning department on 05/30/2023.

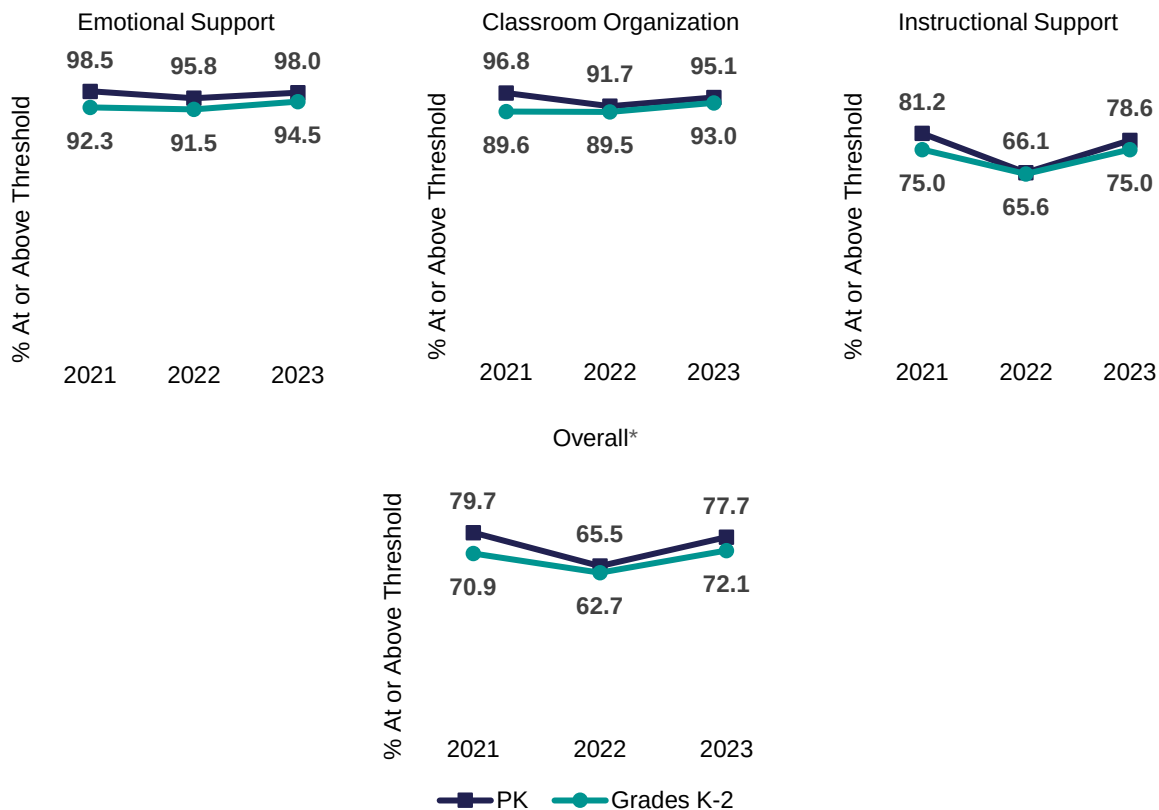
Note: PK = Prekindergarten. K = Kindergarten. * = This percentage reflects the percentage of teachers that met all three domain thresholds. No quality threshold exists for overall scores. ^a = This range reflects the range of the average of all three domain scores. Fifteen of the K-2 teachers taught mixed grade classrooms. These teachers were excluded from analyses. (50 PK teachers taught mixed PK3/PK4 classrooms, all of which were included in analyses.)

Longitudinal Trends

From spring 2022 to spring 2023, the percentage of teachers (PK as well as K through grade two) who met or exceeded quality thresholds increased for all three domains, individually and combined (Figure 3). PK teachers met or exceeded the quality thresholds for all three domains, individually and combined, at

higher percentages than K through grade two teachers. However, the percentage of K-2 teachers at or above quality thresholds (on all domains and combined) were the highest they have been across the past three school years. In each of the last three years, the lowest percentage of teachers (both PK and K-2) met the quality threshold for instructional support. Yet, the largest increases in the percentage of teachers meeting or surpassing the quality threshold, from 2022 to 2023, was seen on the instructional support domain. Work remains for the 25 percent of K-2 teachers and 21 percent of PK teachers who did not meet the instructional support threshold in 2023.

Figure 3: 2021 to 2023 Spring Percentages of Prekindergarten and Kindergarten through Grade-Two Teachers At or Above the Quality Threshold by CLASS Domain, Overall, and Year



Source: Data files provided by SMU on 06/23/2021 (2020-21), 06/27/2022 (2021-22), and by the EL Dept on 05/30/2023 (2022-23). Sample sizes are provided in Table 6 for 2023. In spring 2021, there were 404 PK teachers and 560 K-2 teachers. In spring 2022, there were 495 PK teachers and 627 K-2 teachers. In spring 2023, there were 556 PK teachers and 785 K-2 teachers.

Note: PK = Prekindergarten. K = Kindergarten. * = These percentages reflect the percentage of teachers that met all three domain thresholds.

Analyses were conducted to examine whether there were statistically significant differences in domain scores from spring 2022 to spring 2023, among teachers who had been assessed using CLASS both years. Paired *t*-tests showed statistically significant increases with small to moderate effect sizes in scores over time for all domains and overall (Table 9).

Table 9: 2022 to 2023 Spring Changes in CLASS Scores by Domain and Overall

Domain	Difference from Spring 2022 to Spring 2023	<i>t</i>	<i>df</i>	<i>p</i> -value	<i>d</i>
Emotional Support	.23	9.98	619	<.01	.40
Classroom Organization	.28	9.07	619	<.01	.30
Instructional Support	.30	6.90	619	<.01	.28
Overall	.27	10.25	619	<.01	.41

Source: Data files provided by SMU on 06/27/2022 (spring 2022) and 05/30/2023 (spring 2023).

Note: *df* = degrees of freedom.

EQ3: What were the academic outcomes of Early Learning students?

This section examines progress on the following program goals: 1) Continuous improvement in PK outcomes as measured by the CIRCLE; 2) continuous improvement in K outcomes as measured by *TX-KEA*; and 3) continuous improvement in grade-one and grade-two outcomes as measured by *MAP Growth*.

CIRCLE (PK)

Key findings from this section:



The percentage of 2022-23 PK students considered On-Track grew from BOY to EOY on phonological awareness (+ 29 percentage points), rapid vocabulary (+ 23 percentage points), and mathematics skills (+ 14 percentage points).



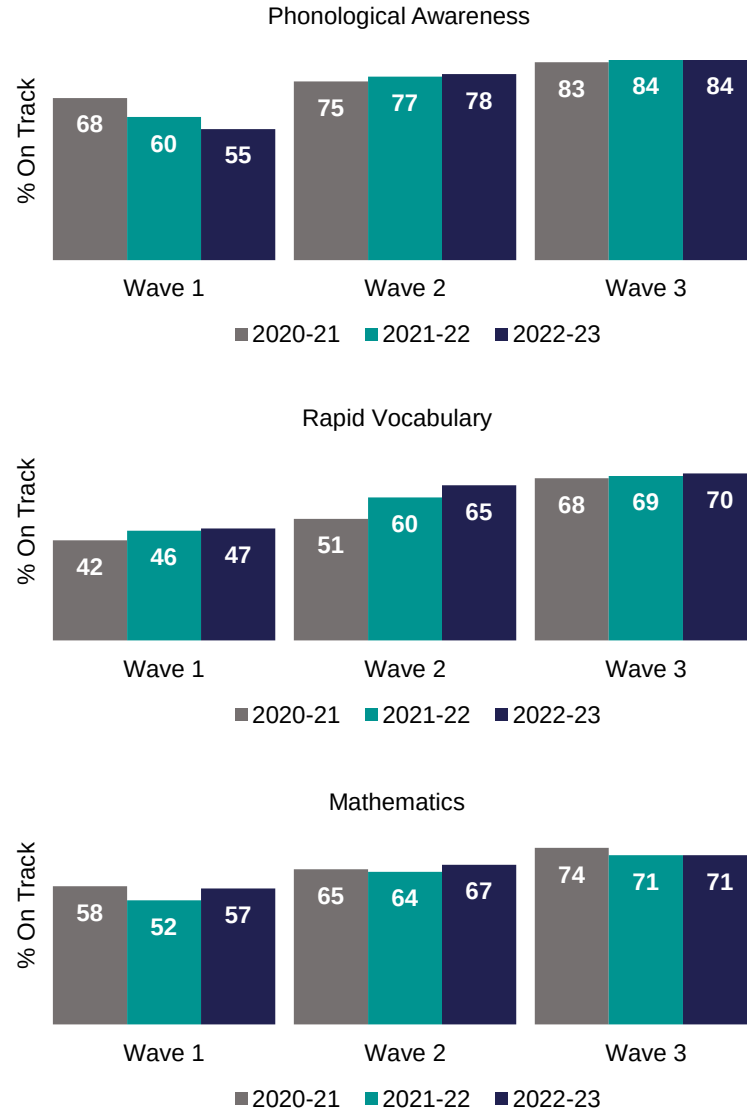
An equal or slightly greater proportion of students were On-Track at EOY in 2022-23 for phonological awareness and rapid vocabulary compared to 2020-21 and 2021-22. However, an equal or slightly lower proportion were On-Track at EOY in mathematics compared to 2020-21 and 2021-22.

On the Phonological Awareness domain of *CIRCLE*, 55 percent (wave 1), 78 percent (wave 2), and 84 percent (wave 3) of PK students tested were On-Track in 2022-23 when English and Spanish administrations were combined (Figure 4). Compared to 2020-21 and 2021-22, a smaller proportion of children were On-Track at wave 1; however, by wave 3, the proportion of On-Track students was equal or slightly higher than the past two years. In 2022-23, a smaller proportion of Spanish testers were On-Track compared to English testers at wave 1; however, by wave 3 this had reversed, with a slightly larger proportion of Spanish testers On-Track compared to English testers. Results by language and student group are provided in Appendix F.

On the Rapid Vocabulary domain 47 percent (wave 1), 65 percent (wave 2), and 70 percent (wave 3) of PK students tested were On-Track in 2022-23 when English and Spanish administrations were combined (Figure 4). Compared to 2020-21 and 2021-22, the percentages of On-Track students were higher at each wave in 2022-23. In 2022-23, a smaller proportion of Spanish testers were On-Track at wave 1 compared to English testers; by wave 3 this gap had increased. Results by language and student group are provided in Appendix F.

On the Mathematics domain 57 percent (wave 1), 67 percent (wave 2), and 71 percent (wave 3) of PK students tested were On-Track in 2022-23 when English and Spanish administrations were combined (Figure 4). Compared to the past two years, the percentage of On-Track students at wave 1 was higher than in 2021-22, although slightly lower than in 2020-21. By wave 3, the proportion of On-Track children was equal to 2021-22, although remaining lower than in 2020-21. While only a small number of children were administered the Mathematics portion of the *CIRCLE* assessment in Spanish in the past, in 2022-23 nearly half of all testers were provided the Spanish version. At wave 1, nearly equal proportions of Spanish and English testers were On-Track. By wave 3, a larger proportion of Spanish testers were proficient compared to English testers. Results by language and student group are provided in Appendix F.

Figure 4: 2020-21 to 2022-23 Percentage of Prekindergarten Students Performing On-Track on CIRCLE by Domain, Wave, and Year (English and Spanish Combined)



Source: PEIMS district data files dated 10/30/2020 (2020-21), 11/01/2021 (2021-22), and 10/31/2022 (2022-23). CIRCLE data files dated 06/29/2021 (2020-21 Waves 1-3), 07/19/2022 (2021-22 Waves 1-3), and 07/21/2023 (2022-23 Waves 1-3).

Note: 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 F.

TX-KEA (K)

Key findings from this section:



From 2021-22 to 2022-23, the percentage of K-ready students increased overall and by student group, with one exception (white students who took the *TX-KEA* in Spanish).



Students who had attended Dallas ISD PK achieved higher rates of K-readiness (78%) compared to students who did not attend Dallas ISD PK (44%).



Across all domains on the *TX-KEA*, the percentage of On-Track students increased from BOY to EOY. Compared to the past two years, a higher percentage of students at BOY, MOY and EOY were On-Track in Spelling, Vocabulary, and Math, with few exceptions. Scores on Social Emotional Competence tended to be lower compared to the last two years.

Overall K-Readiness. On the *TX-KEA* Literacy Screener (i.e., the K-readiness standard within *TX-KEA*), 71 percent of students tested were K-ready in 2022-23, which was an increase from 2021-22 (67%; Table 10). This overall increase in K-readiness was driven by increases within each demographic group and across test language versions, with only one exception (students identified as white who took the test in Spanish). Comparing across test versions revealed a higher percentage of students who took the test in Spanish, versus English, were K-ready in 2022-23 (73% vs 70%). This finding held across demographic groups, with two exceptions (white students and special education students).

Table 10: 2020-21 to 2022-23 Percentage of Kindergarten Students Who Were K-Ready on BOY TX-KEA Literacy Screener by Version and Student Group

	2020-21		2021-22		2022-23	
	Tested N	On Track %	Tested N	On Track %	Tested N	On Track %
English						
All	4,522	67.1	4,076	66.5	4,155	69.5
African American	1,707	65.3	1,526	64.4	1,630	66.8
Hispanic	1,907	60.5	1,742	59.0	1,737	63.0
White	580	89.0	573	90.1	566	91.3
Emergent Bilingual	103	57.3	108	57.4	96	58.3
Economically Disadvantaged	3,544	61.2	3,129	59.2	3,236	63.7
Special Education	179	62.6	182	61.0	249	65.9
Spanish						
All	4,100	70.5	4,036	66.7	3,915	72.8
African American	*	*	9	22.2	5	80.0
Hispanic	4,056	70.6	3,905	66.9	3,791	73.0
White	29	69.0	86	64.0	88	60.2
Emergent Bilingual	3,891	70.4	3,849	66.8	3,762	73.1
Economically Disadvantaged	3,771	70.1	3,693	66.4	3,627	73.0
Special Education	94	58.5	125	44.8	171	55.0
English and Spanish Combined						
All	8,622	68.7	8,112	66.6	8,070	71.1
African American	1,712	65.2	1,535	64.1	1,635	66.9
Hispanic	5,963	67.4	5,647	64.5	5,528	69.9
White	609	88.0	659	86.6	654	87.2
Emergent Bilingual	3,994	70.1	3,957	66.5	3,858	72.7
Economically Disadvantaged	7,315	65.8	6,822	63.1	6,863	68.6
Special Education	273	61.2	307	54.4	420	61.4

Source: PEIMS district data files dated 11/01/21 (2021-22) and 10/31/22 (2022-23) and BOY TX-KEA data files dated 10/19/21 (2021-22) and 12/10/22 (2022-23).

Note: K = Kindergarten. BOY = Beginning of 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. Eighteen percent of Kindergarten students ($n = 1,747$) did not have scores for the Literacy Screener.

K-Readiness by PK Enrollment Status. Comparing results on the BOY TX-KEA Literacy Screener by PK enrollment status shows a much higher percentage of Dallas ISD PK students were K-ready in 2022-23 (78% overall, 82% of Spanish test takers, 73% of English test takers) compared to students in the No Dallas ISD PK group (44% overall, 42% of Spanish test takers, 45% of English test takers; Table 11). The K-readiness rate for Dallas ISD PK students has increased year-over-year since 2020-21 (from 71% to 75% to 78%). See Appendix G for Dallas ISD PK and No Dallas ISD PK 2020-21 and 2021-22 data.

Table 11: 2022-23 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 N	On Track %	Tested N	On Track %	Tested N	On Track %
English						
All	2,109	73.2	1,097	45.2	3,206	63.6
African American	972	73.9	494	47.4	1,466	64.9
Hispanic	1,002	71.5	481	37.0	1,483	60.3
White	63	79.4	75	70.7	138	74.6
Emergent Bilingual	79	62.0	15	33.3	94	57.4
EcoDis	2,101	73.2	1,094	45.2	3,195	63.6
Special Education	131	61.1	50	52.0	181	58.6
Spanish						
All	3,004	81.7	833	41.9	3,837	73.1
African American	*	*	-	-	*	*
Hispanic	2,926	81.8	813	41.9	3,739	73.1
White	53	73.6	15	33.3	68	64.7
Emergent Bilingual	2,914	82.1	824	42.0	3,738	73.2
EcoDis	2,842	81.8	764	41.0	3,606	73.2
Special Education	162	56.2	7	28.6	169	55.0
English and Spanish Combined						
All	5,113	78.2	1,930	43.8	7,043	68.8
African American	974	73.9	494	47.4	1,468	65.0
Hispanic	3,928	79.2	1,294	40.1	5,222	69.5
White	116	76.7	90	64.4	206	71.4
Emergent Bilingual	2,993	81.6	839	41.8	3,832	72.9
EcoDis	4,943	78.2	1,858	43.4	6,801	68.7
Special Education	293	58.4	57	49.1	350	56.9

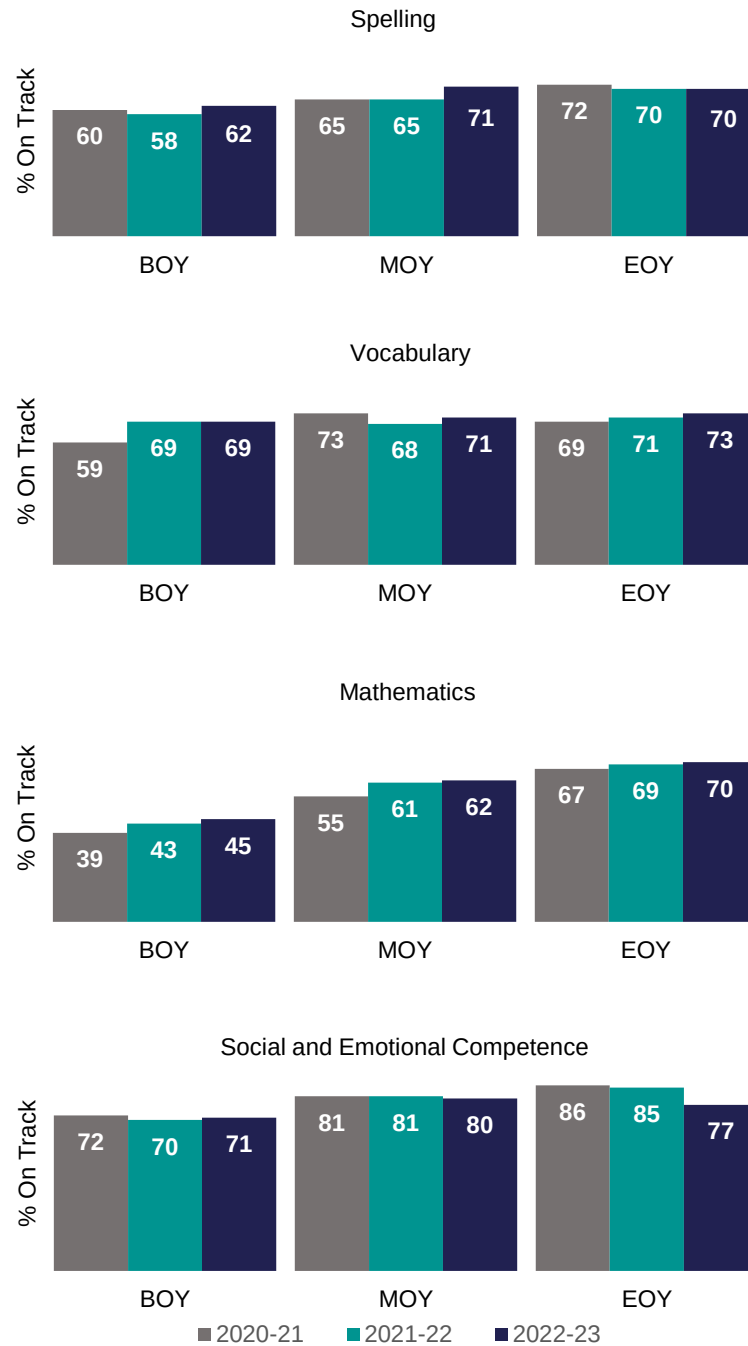
Source: PEIMS district data file dated 10/31/22 and BOY TX-KEA data file dated 12/10/22.

Note: BOY = Beginning of year. DISD = Dallas ISD. PK = Prekindergarten. EcoDis = economically disadvantaged. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. Cells marked with an asterisk (*) indicate five or fewer students were tested. Cells marked with a dash (-) indicate no students were tested. The total numbers tested only include those who would have qualified for free Dallas ISD PK (i.e., students who were economically disadvantaged or emergent bilingual) and who were in Kindergarten for the first time. Thus, totals will differ from those in Table 7.

TX-KEA Over Time. In 2022-23, the percentage of students scoring On-Track increased from BOY to EOY for all domains: Spelling (62% to 70%), Vocabulary (69% to 73%), Mathematics (45% to 70%), and Social and Emotional Competence (71% to 77%; Figure 5). In Spelling, Vocabulary, and Math, a higher percentage of students were On-Track at each timepoint (BOY, MOY, and EOY) compared to the past two years, with few exceptions. Scores on Social Emotional Competence tended to be lower compared to the last two years. Appendix G contains results for TX-KEA subtests by year, timepoint, language, and student group.

In 2022-23, students who were EB or EcoDis performed better on Spelling, Vocabulary, and Mathematics, at all timepoints, when tested in Spanish (although fewer than 4% of EB or EcoDis students were tested in Spanish for Math). Hispanic students scored better on Vocabulary and Mathematics, when tested in Spanish, at all timepoints. On Social Emotional Competence, Hispanic, EB, and EcoDis students testing in Spanish performed better than their counterparts testing in English only at EOY.

Figure 5: 2020-21 to 2022-23 Percentage of Kindergarten Students Performing *On-Track* on TX-KEA by Domain, Administration, and Year (English and Spanish Combined*)



Source: PEIMS district data files dated 10/30/20 (2020-21), 11/01/21 (2021-22), and 10/31/22 (2022-23). TX-KEA data files dated 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), 06/17/22 (2021-22 EOY); 12/10/22 (2022-23 BOY), 04/18/23 (2022-23 MOY), 07/21/23 (2022-23 EOY).

Note: BOY = Beginning of year. MOY = Middle of year. EOY = End of 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 2020-21 BOY domain dates differ because not all domains were originally examined. Sample sizes are provided in Appendix H.

MAP Growth (Grades One and Two)¹⁶

Key findings from this section:



Compared to 2021-22, a higher percentage of grade-one and grade-two students achieved at or above the 50th percentile on MAP EOY Reading and Mathematics in 2022-23 (range of 4 to 7 percentage points).



Compared to 2021-22, a higher percentage of grade-one and grade-two African American students achieved at or above the 50th percentile on MAP EOY Reading and Mathematics in 2022-23 (+6 and +9 percentage points, respectively).



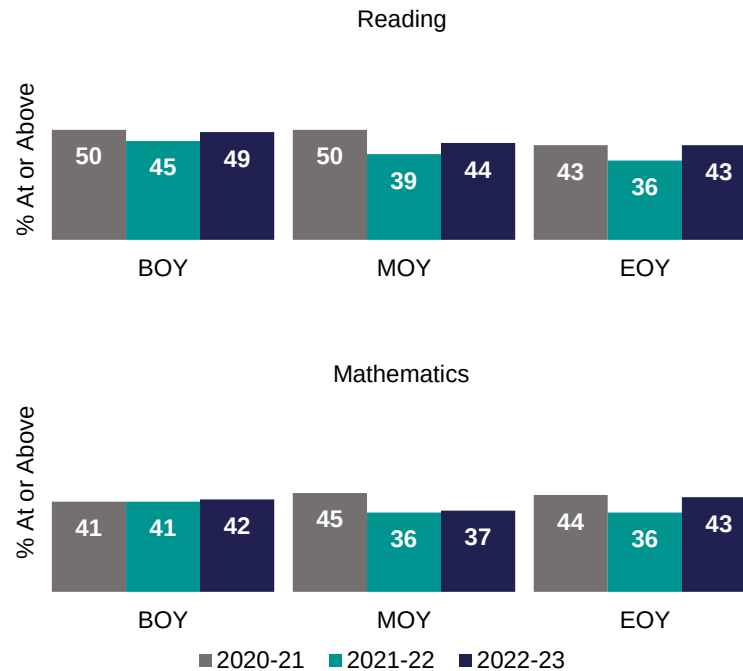
For 2022-23, the percentage of grade-one and grade-two African American students who performed at or above grade level (50th percentile) on EOY MAP Reading and Mathematics met interim student outcome goals.

Grade One. The percentage of grade-one students at or above grade level (50th percentile) in 2022-23 increased slightly from BOY to EOY in mathematics (42% to 43%) and decreased from BOY to EOY in reading (49% to 43%; Figure 6). While the majority of first graders scored below grade level at EOY, the percentage of students on or above grade level was seven percentage points higher than in 2022, for both reading and math. BOY and MOY percentages were also higher compared to 2022, in both reading and math. Of note, more than half of the 47% of grade-one students who tested in Spanish for reading were at or above grade level at BOY and MOY and 50% remained on level at EOY. Results for student groups by test language and timepoint are provided in Appendix I.

In 2022-23, grade-one African American students outperformed last year's grade-one African American students in both reading and mathematics. Twenty nine percent of grade-one African American students scored at or above the 50th percentile on EOY MAP Reading, a six-percentage point increase from 2021-22 (23%; Appendix I). Similarly, 35 percent of grade-one African American students scored at or above the 50th percentile on EOY MAP Mathematics, a nine-percentage point increase from 2021-22 (26%). Consequently, the percentage of grade-one African American students who performed at or above grade level (50th percentile) on EOY MAP Reading and Mathematics (29% and 35%, respectively) met the 2022-23 interim student outcome goals of 27.0 percent for reading and 29.0 percent for mathematics.

¹⁶ The primary assessment for K students was TX-KEA; however, K students did take MAP at EOY only. These results are presented in Appendix I, Table 1.

Figure 6: 2020-21 to 2022-23 Percentage of Grade-One Students At or Above the 50th Percentile on K-2 MAP Reading Combined and Mathematics by Administration



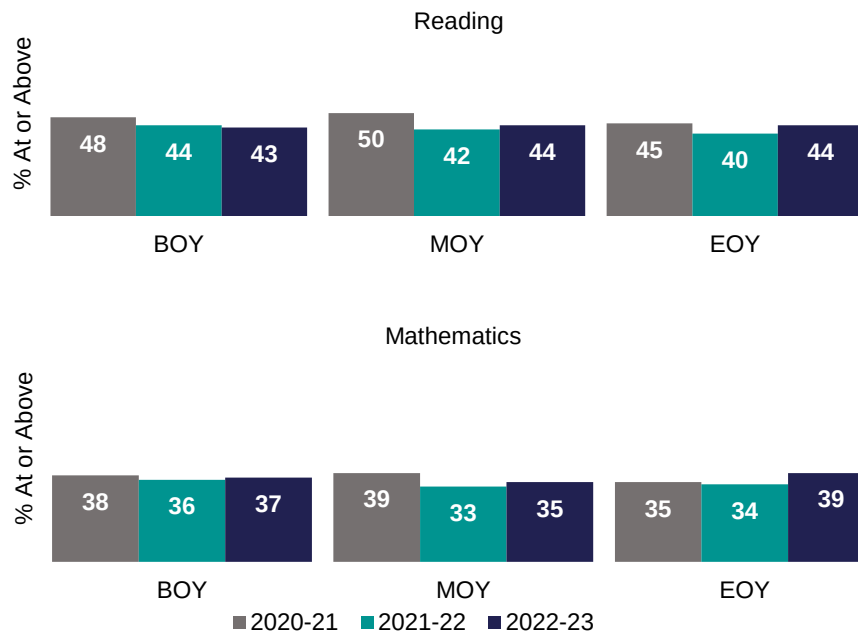
Source: PEIMS district data files dated 10/30/20, 11/01/21, and 10/31/22. MAP data files dated 11/05/20 (2020-21 BOY), 02/03/21 (2020-21 MOY), 06/23/21 (2020-21 EOY), 10/07/21 (2021-22 BOY), 01/24/22 (2021-22 MOY), 06/22/22 (2021-22 EOY), 11/08/22 (2022-23 BOY), 02/08/23 (2022-23 MOY), and 06/25/23 (2022-23 EOY).

Note: BOY = Beginning of year. MOY = Middle of year. EOY = End of year. To allow for examination of overall student performance in reading, the English and Spanish administrations were combined. Only English Mathematics scores were included. Sample sizes are available in Appendix I.

Grade Two. As shown in Figure 7, the percentage of grade-two students at or above the 50th percentile in 2022-23 increased slightly from BOY to EOY both in reading (43% to 44%) and mathematics (37% to 39%). While the majority of grade-two students were below grade level in reading and mathematics at EOY, the percentage of students who were at or above grade level increased compared to 2022, for both math and reading (5- and 4-percentage points, respectively). BOY and MOY percentages were also higher compared to 2022, in both reading and math, with the exception of BOY reading. Of the 46 percent of grade-two students who tested in Spanish for reading, more than half were at or above grade level at BOY and MOY, with 45 percent remaining so at EOY. Results by student group, test language, and timepoint are provided in Appendix I.

In 2022-23, grade-two African American students outperformed last year's grade-two African American students in both reading and mathematics. Thirty-four percent of grade-two African American students scored at or above the 50th percentile on EOY MAP Reading, a six-percentage point increase from 2021-22 (28%; Appendix I). Similarly, 28 percent of grade-two African American students scored at or above the 50th percentile on EOY MAP Mathematics, a nine-percentage point increase from 2021-22 (19%). Consequently, the percentage of grade-two African American students who performed at or above grade level (50th percentile) on EOY MAP Reading and Mathematics (34% and 28%, respectively) met 2022-23 interim student outcome goals of 30.0 percent for reading and 25.0 percent for mathematics.

Figure 7: 2020-21 to 2022-23 Percentage of Grade-Two Students At or Above the 50th Percentile on Combined K-2 MAP Reading and Mathematics by Administration



Source: PEIMS district data file dated 10/30/20 (2020-21), 11/01/21 (2021-22), and 10/31/22 (2022-23). 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), 06/22/22 (2021-22 EOY), 11/08/22 (2022-23 BOY), 02/08/23 (2022-23 MOY), and 06/25/23 (2022-23 EOY).

Note: BOY = Beginning of year. MOY = Middle of year. EOY = End of year. To allow for examination of overall student performance for reading, the English and Spanish administrations were combined. Sample sizes are available in Appendix I.

EQ4: Did grade-three students meet STAAR reading and mathematics goals?

Key findings from this section:



Compared to 2021-22, a higher percentage of grade-three students achieved the Approaches Grade Level or Above (Approaches+) and Meets Grade Level or Above (Meets+) performance standards on STAAR Reading in 2022-23. This trend was seen across all student groups, with the exception of EB students who remained stable at the Approaches+ performance standard.¹⁷



Across all student groups, a higher percentage of grade-three students performed at the Approaches+ and Meets+ performance standards on STAAR Mathematics in 2022-23, compared to 2021-22.

For STAAR reading in 2022-23, grade-three students' performance at the Approaches+ and Meets+ performance standards (68% and 43%, respectively; Table 12) was lower than the overall grade-three performance for the state at the Approaches+ and Meets+ performance standards (75% and 48% respectively).¹⁸ Compared to 2021-22, a higher percentage of grade-three students achieved the Approaches+ and Meets+ performance standards in 2022-23. This trend was seen across all student

¹⁷ Note that in 2022-23 TEA changed the format of the STAAR test.

¹⁸ Texas STAAR results can be found at <https://tea.texas.gov/about-tea/news-and-multimedia/news-releases/news-2023/tea-releases-results-for-2023-staar-3-8-assessments>

groups with the exception of EB students who remained stable at the Approaches+ performance standard. The largest percentage point increases from 2021-22 to 2022-23 at Approaches+ were observed for SPED students and white students (3.5 percentage points each), and African American students (1.7 percentage points). Similarly, the largest percentage point increases from 2021-22 to 2022-23 at Meets+ were observed for SPED students, white students, and African American students (14.6, 5.1, and 4.5 percentage points respectively). For 2022-23, the percentage of grade-three students who attained Meets+ for reading (43%) met the interim student outcome goal of 41 percent.

For STAAR mathematics, grade-three students' performance at the Approaches+ and Meets+ performance standards (70% and 42%, respectively), was slightly lower than the overall grade-three performance for the state at the Approaches+ and Meets+ performance standards (72% and 43%, respectively). Across all student groups, a higher percentage of grade-three students performed at the Approaches+ and Meets+ performance standards in 2022-23, compared to 2021-22. The largest percentage point increases from 2021-22 to 2022-23 at Approaches+ were observed for SPED students (7.3 percentage points), African American students (4.2 percentage points), and white students (3.1 percentage points). Likewise, the largest percentage point increases from 2021-22 to 2022-23 at Meets+ were observed for SPED students, African American students, and white students (18.2, 8.6, and 7.1 percentage points, respectively). For 2022-23, the percentage of grade-three students who attained Meets+ for mathematics (42%) met the interim student outcome goal of 42 percent.

Table 12: 2020-21 to 2022-23 Percentage of Grade-Three Students Performing at Approaches+ and Meets+ on STAAR by Year, Assessment and Student Group

	2020-21				2021-22				2022-23			
	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	9,411	68.0	9,411	42.8
African Am	1,792	52.4	1,737	22.0	1,813	62.2	1,745	33.5	1,736	63.9	1,736	38.0
Hispanic	6,707	60.1	6,575	31.3	6,807	65.7	6,664	37.7	6,709	66.2	6,709	39.8
White	557	86.7	551	73.0	607	89.3	599	76.6	597	92.8	597	81.7
EB	5,046	59.3	4,981	31.3	5,026	63.7	4,948	35.5	4,860	63.6	4,860	37.2
EcoDis	8,112	57.3	7,927	28.1	8,160	63.7	7,958	35.4	8,023	64.4	8,023	37.6
SPED	991	42.8	795	13.2	1,052	44.0	835	15.2	1,215	47.5	1,215	29.8
STAAR Mathematics												
All	9,406	58.3	9,205	25.8	9,579	67.3	9,354	38.1	9,405	69.9	9,405	42.4
African Am	1,801	42.3	1,746	14.4	1,814	53.9	1,746	22.6	1,727	58.1	1,727	31.2
Hispanic	6,717	59.9	6,585	25.4	6,808	68.6	6,665	38.7	6,714	70.8	6,714	41.7
White	557	83.1	551	59.0	608	87.3	600	69.0	595	90.4	595	76.1
EB	5,053	61.4	4,988	26.7	5,026	69.8	4,948	40.2	4,865	70.6	4,865	41.8
EcoDis	8,130	55.6	7,945	22.2	8,164	64.3	7,962	34.2	8,017	66.9	8,017	38.2
SPED	999	46.0	803	12.7	1,054	45.6	837	15.8	1,213	52.9	1,213	34.0

Source: PEIMS demographic data files dated 10/30/20 (2020-21), 11/01/21 (2021-22), and 10/31/22 (2022-23). STAAR data files dated 06/28/21 (2020-21), 06/26/22 (2021-22), and 08/12/23 (2022-23).

Note: Am = American. EcoDis = Economically disadvantaged. In 2020-21 and 2021-22, Alternate 2 scores were included in calculations for Approaches+, but not Meets+, resulting in a difference in the number of students tested for each standard. In 2022-23, Alternate 2 scores were counted in both Approaches+ and Meets+ numbers, according to Texas Education Agency scoring guidelines.¹⁹ Accordingly, Alternate 2 scores of Satisfactory or above are counted at both the Approaches+ and Meets+ levels.

EQ5: Did student academic performance differ by Dallas ISD PK participation?

Key findings from this section:



On average, a larger proportion of former DISD PK students are On-Track on EOY assessments (MAP and STAAR - Reading and Mathematics) in K through grade-two, compared to students who did not attend Dallas ISD PK.



The perceived benefit of PK appears to be greater for Mathematics, for any given K cohort and grade.

Students who attended district PK were more likely to perform at or above grade level on EOY MAP, in both reading and mathematics, compared to those who did not attend district PK (Table 13). This result is consistent for each K cohort followed, across time/grade. On average, the proportion of On-Track students is 7.8 percentage points higher for those who did, versus those who did not attend district PK. The magnitude of this difference varies across cohort, grade, and test (+0.3 on Grade 2 MAP Reading for the 19-20 K cohort and +14.2 on K MAP Mathematics for the 22-23 K cohort). Generally, the perceived benefit of PK appears to be greater for Mathematics, for any given cohort and grade. A higher proportion of former district PK students scored at Approaches+ and Meets+ on STAAR reading (+2.6 and +2.2 percentage points, respectively) and mathematics (+5.5 and +7.4 percentage points, respectively), compared to those

¹⁹ Texas Education Agency 2022 Accountability Manual (Chapter 2, page 13). <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/chapter-2-2022-student-achievement-domain.pdf>

who did not attend district PK. Results by grade, year, assessment, Dallas ISD PK status, and student group are provided in Appendix J (for EOY MAP) and Appendix K (for STAAR).

Table 13: 2019-20 to 2022-23 Student Performance on EOY 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 <i>n</i>	% On Track	Tested <i>n</i>	% On Track	Tested <i>N</i>	% On Track
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
Grade 3	2022-23	STAAR A+	Eng/Spa	5,006	67.3	1,174	64.7	6,180	66.8
Grade 3	2022-23	STAAR M+	Eng/Spa	4,907	38.7	1,139	36.5	6,046	38.3
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
Grade 3	2022-23	STAAR A+	English	5,007	71.3	1,174	65.8	6,181	70.2
Grade 3	2022-23	STAAR M+	English	4,908	41.6	1,139	34.2	6,047	40.2
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
Grade 2	2022-23	MAP	Eng/Spa	5,178	42.1	948	38.6	6,126	41.5
2020-21 K Cohort – Mathematics									
K	2020-21	MAP	English	6,466	52.9	1,396	42.5	7,862	51.0
Grade 1	2021-22	MAP	English	5,857	34.5	1,162	27.5	7,019	33.3
Grade 2	2022-23	MAP	English	5,330	38.2	969	30.9	6,299	37.0
2021-22 K Cohort – Reading									
K	2021-22	MAP	Eng/Spa	4,739	38.3	2,734	27.8	7,473	34.5
Grade 1	2022-23	MAP	Eng/Spa	4,492	44.3	2,399	35.2	6,891	41.2
2021-22 K Cohort – Mathematics									
K	2021-22	MAP	English	4,994	40.8	2,854	28.1	7,848	36.2
Grade 1	2022-23	MAP	English	4,570	44.4	2,408	34.6	6,978	41.0
2022-23 K Cohort – Reading									
K	2022-23	MAP	Eng/Spa	5,097	46.9	2,035	38.9	7,132	44.6
2022-23 K Cohort – Mathematics									
K	2022-23	MAP	English	5,308	52.5	2,134	38.3	7,442	48.4

Source: PEIMS district data files dated 10/31/19 (2019-20), 10/30/20 (2020-21), 11/01/21 (2021-22), and 10/31/22 (2022-23). EOY MAP data files dated 06/23/21 (2020-21), 06/22/22 (2021-22), and 06/25/23 (2022-23). STAAR data file dated 08/12/23 (2022-23).
Note: EOY = End of year. K = Kindergarten. DISD = Dallas Independent School District. Eng/Spa = English/Spanish. *2019-20 EOY data was not collected because of the COVID-19 pandemic. To allow for examination of overall student performance, the English and Spanish administrations for reading assessments 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 MAP, “% On Track” indicates scores at or above the 50th percentile, which is considered to be on or above grade level. For STAAR, “% On Track” indicates scores at the Approaches Grade Level or Above (STAAR A+) or at the Meets Grade Level or Above (STAAR M+).

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APPENDICES

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Appendix A: Acronyms and Abbreviations

AC	Alternative Certification
Afr Am	African American
APLS	Apple Professional Learning Specialists
Approaches+	Approaches Grade Level or Above
BOY	Beginning of year
CIC	Campus Instructional Coach
<i>CIRCLE</i>	<i>CIRCLE Progress Monitoring System</i>
<i>CLASS</i>	<i>Classroom Assessment Scoring System</i>
CLI	Children's Learning Institute
DISD PK	Dallas ISD Prekindergarten
EB	Emergent Bilingual
EC	Early Childhood (in Dallas ISD, refers to SPED PK)
EcoDis	Economically Disadvantaged
EL	Early Learning
EOY	End of year
EQ	Evaluation Question
GPM	Goal Progress Measure
HB3	House Bill Three
HIPPY	Home Instruction for Parents of Preschool Youngsters
ISD	Independent School District
K	Kindergarten
K-2	Kindergarten through Grade Two
<i>MAP</i>	<i>Measures of Academic Progress - Growth</i>
Meets+	Meets Grade Level or Above
MOY	Middle of year
NWEA	Northwest Evaluation Association
PD	Professional development
PEIMS	Public Education Information Management System
PK	Prekindergarten
PK3	Prekindergarten for three-year-olds
PK4	Prekindergarten for four-year-olds
PKP	Prekindergarten Partnership
SMU	Southern Methodist University
SPED	Special education
<i>STAAR</i>	<i>State of Texas Assessments of Academic Readiness</i>
<i>TX-KEA</i>	<i>Texas Kindergarten Entry Assessment</i>

Appendix B

Appendix B: History of Early Learning Program by School Year

1985-86

- State of Texas started providing formula funding for eligible students to attend half-day PK programs

2011-12

- All Dallas ISD PK classes for four-year-olds (PK4) were full-day

2013-14

- Dallas ISD established an Early Childhood and Community Partnerships (ECCP) department and created an Executive Director position for PK
- Dallas ISD continued to actively nurture collaborations and community partnerships focused on addressing school readiness

2014-15

- In collaboration with the Boston Consulting Group a strategic plan was developed to increase K-readiness, outlining four key initiatives: increase access, increase demand, increase quality through training and specialists, and expand the continuum of care through community partners

2015-16

- In an effort to align curriculum and initiatives throughout the early years, K through grade-two (K-2) were added to the PK Department, rebranding it as the Department of Early Learning and naming an Assistant Superintendent of EL
- Dallas ISD began its collaboration with Southern Methodist University (SMU) to administer the CLASS, in an effort to improve the quality of EL teaching
- Dallas was the first ISD in Texas to mandate that all eligible three- and four-year-olds would be served by 2025

2020-21

- Full-day PK3 is piloted at five Dallas ISD campuses
- TEA introduces the TX-KEA Literacy Screener as the state's new K-readiness measure
- EL department began working with two Apple Professional Learning Specialists (APLS) to support digital learning for specialists, teachers, and parents/caregivers
- EL initiates Digital Vanguard group made up of volunteer specialists and teachers who receive additional training from Apple and Seesaw
- Executive coaching program provided to five principals who were matched with Apple executives to create and implement PD plans for their campuses

2021-22

- New PK4 reading curriculum, Scholastic's *On My Way*, began being used

2022-23

- New PK math curriculum *My Math Academy* was fully rolled out
- New reading and math curricula for K-12 piloted on campuses that opted in: *Amplify* (90 pilot campuses) and *Eureka* (60 pilot campuses)
- *MAP Reading Fluency* rolled out to all K-2 classrooms for progress monitoring, replacing "running records", and providing more granular data (vs *MAP Growth*)
- Apple executive coaching program scaled
- The EL Instructional Strategy team partnered with the Dallas Education Foundation to roll out various literacy-related efforts: book vending machines, a Literacy Summit (where children could choose free books from a Scholastic book fair), summer book packs for 16 majority African American campuses, and "decodable" books aligned to instruction for teachers to utilize during small group lessons
- EL hosted Digital Palooza event for teachers and families (about 200 attended), to learn about digital learning resources

Appendix C

Appendix C: Data Sources and Methodology

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
	Staff Demographics	Dallas ISD HCM Department	03/28/2023	Gender, race/ethnicity, educational attainment, alternative certification, Dallas ISD experience	EL Teachers, other EL staff
	Teacher Retention	Dallas ISD Course Files	11/01/2022	Teaching status	Grade, Year
	Budget	Budget Services Dept., Special Revenues Dept.	05/02/2023	General operation; Titles I, II, & III	EL Department
1	Program Information & Implementation	EL Asst. Superintendent & EL Directors	N/A	N/A	Initiative
1	Student Demographics	Student Information System	10/31/2022	Gender; race/ethnicity; EB, EcoDis, SPED, & Dallas ISD PK statuses	EL Grade
1	Student Continuous Enrollment	Student Information System	11/04/2022	Enrollment	K cohort, year
2	CLASS	Teachstone	05/30/2023	Quality thresholds by domain	PK-2 teachers, semester
3	CIRCLE	CLI Engage	07/21/2023	On-track performance by domain	PK, wave, version, student group
4	TX-KEA	TEA	12/10/2022 BOY, 04/18/2023 MOY, 07/21/2023 EOY	K-readiness, on-track performance by domain	Kindergarten, administration, version, student group, PK status
4	MAP Growth – Reading & Mathematics	NWEA	11/08/2022 BOY, 02/08/2023 MOY, 06/25/2023 EOY	At or above 50 th percentile	Grades K-2, administration, version, student group, K cohort PK status
5	STAAR Reading & Mathematics	TEA	08/12/2023	Approaches+, Meets+	Grade 3, student group, K cohort, PK status

Note: EQ = Evaluation Question. ISD = Independent School District. HCM – Human Capital Management. EL = Early Learning. Dept. - Department. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. PK = Prekindergarten. K = Kindergarten. CLASS = Classroom Assessment Scoring System. CIRCLE = CIRCLE Progress Monitoring System. CLI = Children's Learning Institute. TX-KEA = Texas Kindergarten Entry Assessment. TEA = Texas Education Agency. MAP = Measures of Academic Progress. NWEA = Northwest Evaluation Association. STAAR = State of Texas Assessments of Academic Readiness. Approaches+ = At or above the Approaches level. Meets+ = At or above the Meets level.

Appendix D

Appendix D: Table 1: 2019-20 to 2022-23 Early Learning Teacher Retention by Year, Grade, and Teaching Status

Timeframe	EC		PK		K		Grade One		Grade Two		Total	
	n	%	n	%	n	%	n	%	n	%	N	%
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
2019-20 Teachers to 2022-23 (Three Years)												
Taught the Same Early Learning Grade in 2022-23	7	25.9	230	45.7	176	36.2	123	26.4	99	20.7	635	32.4
Taught a Different Early Learning Grade in 2022-23	7	25.9	66	13.1	109	22.4	106	22.7	90	18.8	378	19.3
Did not Teach an Early Learning Grade in 2022-23	4	14.8	64	12.7	74	15.2	85	18.2	134	28.0	361	18.4
Left the District in 2022-23	9	33.3	143	28.4	127	26.1	152	32.6	155	32.4	586	29.9

Source: Semester course files dated 01/24/2020 (2019-20), 01/24/2021 (2020-21), 12/03/2021 (2021-22), and 10/31/2022 (2022-23).

Note: EC = Early Childhood (i.e., Dallas ISD SPED PK). PK = Prekindergarten. K = Kindergarten. Some percentages may not sum to 100 because of rounding.

Appendix D: Table 2: 2020-21 to 2022-23 Early Learning Teacher Retention by Year, Grade, 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
2020-21 Teachers to 2022-23 (Two Years)												
Taught the Same Early Learning Grade in 2022-23	9	34.6	268	53.2	219	43.0	187	38.2	157	30.3	840	41.0
Taught a Different Early Learning Grade in 2022-23	6	23.1	65	12.9	110	21.6	118	24.1	85	16.4	384	18.8
Did not Teach an Early Learning Grade in 2022-23	4	15.4	57	11.3	65	12.8	70	14.3	134	25.8	330	16.1
Left the District in 2022-23	7	26.9	114	22.6	115	22.6	114	23.3	143	27.6	493	24.1

Source: Semester course files dated 01/24/21 (2020-21), 12/03/21 (2021-22), and 10/31/2022 (2022-23).

Note: EC = Early Childhood (i.e., Dallas ISD SPED PK). PK = Prekindergarten. K = Kindergarten. Some percentages may not sum to 100 because of rounding.

Appendix D: Table 3: 2021-22 to 2022-23 Early Learning Teacher Retention by Year, Grade, 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>	%
2021-22 Teachers to 2022-23 (One Year)												
Taught Early Learning in 2021-22	19		472		451		429		469		1,840	
Taught the Same Early Learning Grade in 2022-23	10	52.6	332	70.3	262	58.1	232	54.1	235	50.1	1,071	58.2
Taught a Different Early Learning Grade in 2022-23	3	15.8	41	8.7	83	18.4	91	21.2	71	15.1	289	15.7
Did not Teach an Early Learning Grade in 2022-23	2	10.5	44	9.3	49	10.9	43	10.0	89	19.0	227	12.3
Left the District in 2022-23	4	21.1	55	11.7	57	12.6	63	14.7	74	15.8	253	13.8

Source: Semester course files dated 12/03/21 (2021-22) and 10/31/2022 (2022-23).

Note: EC = Early Childhood (i.e., Dallas ISD SPED PK). PK = Prekindergarten. K = Kindergarten. Some percentages may not sum to 100 because of rounding.

Appendix E

Appendix E, Table 1: 2022-23 Student Characteristics for Early Childhood Through Grade-Two Students by Grade Level and Student Group

	Early Childhood (<i>n</i> = 465)		PK Partnerships (<i>n</i> = 1,337)		3-Year-Old PK (<i>n</i> = 2,187)		4-Year-Old PK (<i>n</i> = 7,052)		K (<i>n</i> = 9,817)		Grade One (<i>n</i> = 10,667)		Grade Two (<i>n</i> = 10,370)		Total (<i>N</i> = 41,895)	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
Sex*																
Female	125	26.9	663	49.6	1,124	51.4	3,667	52.0	4,749	48.4	5,203	48.8	5,034	48.5	20,565	49.1
Male	340	73.1	674	50.4	1,063	48.6	3,384	48.0	5,068	51.6	5,462	51.2	5,335	51.4	21,326	50.9
Ethnicity*																
African American	120	25.8	800	59.8	585	26.7	1,534	21.8	1,991	20.3	2,105	19.7	2,084	20.1	9,219	22.0
Hispanic	290	62.4	479	35.8	1,422	65.0	4,966	70.4	6,676	68.0	7,381	69.2	7,177	69.2	28,391	67.8
White	34	7.3	22	1.6	84	3.8	296	4.2	768	7.8	769	7.2	689	6.6	2,662	6.4
Other	19	4.1	36	2.7	92	4.2	245	3.5	376	3.8	406	3.8	412	4.0	1,586	3.8
Special Populations																
EcoDis	397	85.4	1,299	97.2	1,926	88.1	6,385	90.5	8,370	85.3	9,108	85.4	8,893	85.8	36,378	86.8
Emergent Bilingual	198	42.6	164	12.3	1,044	47.7	3,582	50.8	4,747	48.4	5,274	49.4	4,998	48.2	20,007	47.8
Special Education	460	98.9	36	2.7	30	1.4	148	2.1	771	7.9	1,019	9.6	1,161	11.2	3,625	8.7
Homeless	13	2.8	54	4.0	83	3.8	246	3.5	246	2.5	240	2.2	203	2.0	1,085	2.6

Source: PEIMS district data file dated 10/31/22.

Note: PK = Prekindergarten. K = Kindergarten. EcoDis = Economically disadvantaged. * = Some students did not have a Sex or Race/Ethnicity code, so *ns* may not sum to the grade level *n* or total *N*. Some percentages may not sum to 100 because of rounding.

Appendix E, Table 2: 2021-22 Student Characteristics for Early Childhood Through Grade-Two Students by 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: PK = Prekindergarten. K = Kindergarten. EcoDis = Economically disadvantaged. * = 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 E, Table 3: 2020-21 Student Characteristics for Early Childhood Through Grade-Two Students 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: PK = Prekindergarten. K = Kindergarten. EcoDis = Economically disadvantaged. * = 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 F

Appendix F, Table 1: 2020-21 to 2022-23 Percentage of Prekindergarten Students Performing *On-Track* on *CIRCLE* Phonological Awareness by Wave, Year, Version, and Student Group

	Wave 1						Wave 2						Wave 3					
	2020-21		2021-22		2022-23		2020-21		2021-22		2022-23		2020-21		2021-22		2022-23	
	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	2,944	68.9	3,377	61.7	3,839	60.7	2,959	73.2	3,247	73.5	4,173	77.7	2,844	80.0	3,081	81.7	3,903	83.2
African Am	1,410	68.0	1,575	61.7	1,871	61.4	1,430	73.5	1,526	73.3	2,036	78.4	1,366	78.9	1,414	79.4	1,850	83.6
Hispanic	1,233	69.0	1,430	58.2	1,559	56.9	1,222	70.2	1,371	72.2	1,704	75.2	1,195	79.7	1,328	82.3	1,651	81.9
White	139	76.3	213	78.4	224	75.4	149	86.6	210	80.5	242	87.6	143	90.2	202	87.6	225	88.9
EB	43	74.4	69	66.7	35	71.4	56	71.4	73	68.5	50	82.0	60	88.3	73	86.3	50	78.0
EcoDis	2,910	68.9	2,941	59.6	3,399	58.9	2,928	73.1	2,810	71.9	3,686	76.4	2,814	79.9	2,656	80.1	3,420	82.2
SPED	44	59.1	48	39.6	66	56.1	44	72.7	48	60.4	62	77.4	42	85.7	49	57.1	64	76.6
Spanish																		
All	3,009	66.2	3,038	57.8	3,945	50.4	3,045	76.2	3,334	79.5	4,196	78.0	2,994	85.5	3,302	86.0	4,125	84.9
African Am	6	66.7	6	33.3	20	55.0	8	62.5	18	94.4	28	71.4	9	88.9	17	100.0	28	89.3
Hispanic	2,954	66.2	2,911	57.8	3,804	50.3	2,985	76.5	3,177	79.3	4,041	78.1	2,923	85.6	3,144	86.1	3,974	85.0
White	26	61.5	82	61.0	81	48.1	27	55.6	97	81.4	86	74.4	35	88.6	99	78.8	84	81.0
EB	2,831	66.1	2,954	57.7	3,813	50.7	2,825	76.1	3,148	79.1	3,976	78.1	2,757	85.5	3,105	85.8	3,900	85.2
EcoDis	2,990	66.1	2,827	57.5	3,693	50.1	3,027	76.2	3,093	79.2	3,922	77.7	2,977	85.4	3,064	85.7	3,848	84.7
SPED	38	57.9	47	34.0	64	54.7	38	68.4	55	76.4	69	63.8	37	70.3	54	81.5	67	83.6
English and Spanish Combined																		
All	5,953	67.5	6,415	59.8	7,784	55.4	6,004	74.7	6,581	76.6	8,369	77.9	5,838	82.8	6,383	83.9	8,028	84.1
African Am	1,416	68.0	1,581	61.5	1,891	61.3	1,438	73.4	1,544	73.6	2,064	78.3	1,375	79.0	1,431	79.7	1,878	83.7
Hispanic	4,187	67.1	4,341	57.9	5,363	52.2	4,207	74.7	4,548	77.2	5,745	77.2	4,118	83.9	4,472	85.0	5,625	84.1
White	165	73.9	295	73.6	305	68.2	176	81.8	307	80.8	328	84.1	178	89.9	301	84.7	309	86.7
EB	2,874	66.2	3,023	57.9	3,848	50.9	2,881	76.0	3,221	78.9	4,026	78.2	2,817	85.5	3,178	85.8	3,950	85.1
EcoDis	5,900	67.5	5,768	58.6	7,092	54.3	5,955	74.6	5,903	75.8	7,608	77.1	5,791	82.7	5,720	83.1	7,268	83.5
SPED	82	58.5	95	36.8	130	55.4	82	70.7	103	68.9	131	70.2	79	78.5	103	69.9	131	80.2

Source: PEIMS demographic data files dated 10/30/2020 (2020-21), 11/01/2021 (2021-22), and 10/31/2022 (2022-23). *CIRCLE* data files dated 06/29/2021 (2020-21 Waves 1-3), and 07/19/2022 (2021-22 Waves 1-3), and 07/21/2023 (2022-23 Waves 1-3).

Note: Test = tested. Track = On Track. Am = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. 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 F, Table 2: 2020-21 to 2022-23 Percentage of Prekindergarten Students Performing *On-Track* on *CIRCLE* Rapid Vocabulary by Wave, Year, Version, and Student Group

	Wave 1						Wave 2						Wave 3					
	2020-21		2021-22		2022-23		2020-21		2021-22		2022-23		2020-21		2021-22		2022-23	
	Test	Track	Test	Track	Test	Track	Test	Track	Test	Track	Test	Track	Test	Track	Test	Track	Test	Track
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
English																		
All	3,030	42.2	3,472	45.5	3,110	49.1	3,033	55.6	3,396	66.0	3,314	69.0	2,918	70.4	3,141	73.7	3,067	73.1
African Am	1,458	43.0	1,619	47.6	1,451	50.0	1,469	56.8	1,611	67.3	1,547	69.9	1,393	70.1	1,448	73.3	1,396	71.8
Hispanic	1,264	37.3	1,468	38.1	1,318	43.1	1,242	49.4	1,411	61.4	1,411	63.8	1,229	67.3	1,340	71.2	1,340	70.9
White	148	68.9	219	68.9	195	72.8	160	84.4	225	80.0	210	85.7	153	87.6	214	86.0	194	90.2
EB	45	35.6	71	32.4	29	37.9	60	41.7	74	45.9	45	68.9	61	68.9	73	53.4	44	68.2
Eco Dis	2,994	42.2	3,023	42.5	2,735	46.0	2,996	55.5	2,928	63.4	2,907	66.5	2,884	70.2	2,699	72.0	2,675	71.0
SPED	45	28.9	50	30.0	52	46.2	42	33.3	52	48.1	56	71.4	42	50.0	49	67.3	56	66.1
Spanish																		
All	3,009	42.1	3,071	45.5	3,247	45.4	3,061	46.6	3,369	54.0	3,407	62.0	3,022	65.1	3,337	63.9	3,316	66.9
African Am	6	0.0	7	0.0	14	7.1	8	0.0	18	11.1	17	41.2	9	22.2	18	38.9	17	35.3
Hispanic	2,952	42.5	2,939	45.9	3,131	45.7	3,002	46.8	3,210	54.5	3,287	62.3	2,950	65.6	3,175	64.3	3,199	67.4
White	25	16.0	85	31.8	66	37.9	27	37.0	99	43.4	67	53.7	35	45.7	100	53.0	67	52.2
EB	2,833	42.5	2,983	46.4	3,141	46.7	2,838	47.7	3,183	55.7	3,233	63.4	2,782	66.1	3,136	65.2	3,141	68.1
Eco Dis	2,990	42.0	2,855	46.2	3,051	46.2	3,043	46.5	3,123	54.7	3,202	62.6	3,004	65.1	3,094	64.5	3,114	67.6
SPED	38	18.4	48	31.3	55	29.1	37	43.2	54	38.9	56	42.9	37	43.2	55	43.6	54	42.6
English and Spanish Combined																		
All	6,039	42.2	6,543	45.5	6,357	47.2	6,094	51.1	6,765	60.0	6,721	65.4	5,940	67.7	6,478	68.6	6,383	69.9
African Am	1,464	42.8	1,626	47.4	1,465	49.6	1,477	56.5	1,629	66.7	1,564	69.6	1,402	69.8	1,466	72.9	1,413	71.4
Hispanic	4,216	41.0	4,407	43.3	4,449	44.9	4,244	47.6	4,621	56.6	4,698	62.8	4,179	66.1	4,515	66.3	4,539	68.4
White	173	61.3	304	58.6	261	64.0	187	77.5	324	68.8	277	78.0	188	79.8	314	75.5	261	80.5
EB	2,878	42.4	3,054	46.1	3,170	46.7	2,898	47.6	3,257	55.5	3,278	63.5	2,843	66.2	3,209	65.0	3,185	68.1
Eco Dis	5,984	42.1	5,878	44.3	5,786	46.1	6,039	51.0	6,051	58.9	6,109	64.4	5,888	67.6	5,793	68.0	5,789	69.1
SPED	83	24.1	98	30.6	107	37.4	79	38.0	106	43.4	112	57.1	79	46.8	104	54.8	110	54.5

Source: PEIMS demographic data files dated 10/30/2020 (2020-21), 11/01/2021 (2021-22), and 10/31/2022 (2022-23). *CIRCLE* data files dated 06/29/2021 (2020-21 Waves 1-3), and 07/19/2022 (2021-22 Waves 1-3), and 07/21/2023 (2022-23 Waves 1-3).

Note: Test = tested. Track = On Track. Am = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. 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 F, Table 3: 2020-21 to 2022-23 Percentage of Prekindergarten Students Performing *On-Track* on *CIRCLE* Mathematics by Wave, Year, Version, and Student Group

	Wave 1						Wave 2						Wave 3					
	2020-21		2021-22		2022-23		2020-21		2021-22		2022-23		2020-21		2021-22		2022-23	
	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	7,725	58.6	8,898	52.2	4,412	57.5	7,618	65.1	8,701	64.2	4,610	64.4	7,349	74.4	8,469	71.3	4,324	67.3
African Am	1,972	60.7	2,304	55.9	2,007	57.6	1,884	63.5	2,181	60.2	2,083	62.3	1,754	68.8	1,999	64.2	1,900	65.8
Hispanic	5,266	57.0	5,876	50.1	1,960	54.9	5,265	65.2	5,858	65.3	2,079	64.7	5,160	76.0	5,813	73.7	2,007	67.2
White	244	70.5	418	59.6	245	71.0	237	73.0	401	69.3	250	75.6	229	79.5	401	73.6	237	78.1
EB	3,455	52.7	4,014	43.9	324	41.0	3,490	64.5	3,994	63.7	331	50.8	3,438	76.3	3,994	73.1	322	50.0
Eco Dis	7,638	58.7	7,952	50.7	3,900	55.7	7,530	65.2	7,765	63.3	4,060	63.2	7,271	74.5	7,532	71.0	3,783	66.2
SPED	109	59.6	132	54.5	79	70.9	108	62.0	132	65.2	80	73.8	104	65.4	135	77.8	74	77.0
Spanish																		
All	185	28.6	112	30.4	3,891	56.8	83	13.3	114	41.2	4,038	70.5	84	21.4	85	25.9	3,963	74.6
African Am	-	-	-	-	18	38.9	-	-	-	-	23	56.5	-	-	-	-	24	58.3
Hispanic	181	28.7	110	30.0	3,757	56.9	83	13.3	112	40.2	3,893	70.6	82	22.0	85	25.9	3,826	74.6
White	*	*	*	*	78	60.3	-	-	*	*	82	68.3	-	-	-	-	76	77.6
EB	180	29.4	112	30.4	3,783	57.0	81	12.3	111	40.5	3,848	70.7	79	20.3	82	26.8	3,769	74.8
Eco Dis	183	29.0	103	30.1	3,667	56.4	83	13.3	99	41.4	3,804	70.5	82	22.0	73	26.0	3,731	74.6
SPED	*	*	*	*	63	55.6	*	*	*	*	64	64.1	*	*	*	*	62	64.5
English and Spanish Combined																		
All	7,910	57.9	9,010	52.0	8,303	57.2	7,701	64.5	8,815	63.9	8,648	67.2	7,433	73.8	8,554	70.9	8,287	70.8
African Am	1,972	60.7	2,304	55.9	2,025	57.5	1,884	63.5	2,181	60.2	2,106	62.2	1,754	68.8	1,999	64.2	1,924	65.7
Hispanic	5,447	56.0	5,986	49.7	5,717	56.2	5,348	64.4	5,970	64.9	5,972	68.6	5,242	75.2	5,898	73.0	5,833	72.1
White	246	69.9	419	59.4	323	68.4	237	73.0	403	69.5	332	73.8	229	79.5	401	73.6	313	78.0
EB	3,635	51.6	4,126	43.6	4,107	55.8	3,571	63.3	4,105	63.0	4,179	69.1	3,517	75.1	4,076	72.2	4,091	72.9
Eco Dis	7,821	58.0	8,055	50.5	7,567	56.0	7,613	64.6	7,864	63.0	7,864	66.7	7,353	73.9	7,605	70.5	7,514	70.4
SPED	110	59.1	134	54.5	142	64.1	109	61.5	134	64.2	144	69.4	105	64.8	136	77.2	136	71.3

Source: PEIMS demographic data files dated 10/30/2020 (2020-21), 11/01/2021 (2021-22), and 10/31/2022 (2022-23). *CIRCLE* data files dated 06/29/2021 (2020-21 Waves 1-3), and 07/19/2022 (2021-22 Waves 1-3), and 07/21/2023 (2022-23 Waves 1-3).

Note: Test = tested. Track = On Track. Am = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. 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 G

Appendix G, Table 1: 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
EcoDis	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
EcoDis	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
EcoDis	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: BOY = Beginning of year. DISD = Dallas Independent School District. PK = Prekindergarten. EcoDis = Economically Disadvantaged. Scoring on track on the BOY TX-KEA Literacy Screener indicates being Kindergarten-ready. 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 G, Table 2: 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: BOY = Beginning of year. DISD = Dallas Independent School District. PK = Prekindergarten. EcoDis = Economically Disadvantaged. Scoring on track on the BOY TX-KEA Literacy Screener indicates being Kindergarten-ready. 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 H

Appendix H, Table 1: 2022-23 Percentage of Kindergarten Students Who Were *On-Track* on BOY TX-KEA by Subtest, Version, and Student Group

	Literacy Screener		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	4,155	69.5	4,159	62.2	4,413	66.6	8,580	45.3	4,642	72.2
Afr American	1,630	66.8	1,635	58.3	1,716	63.0	1,704	45.7	1,463	68.8
Hispanic	1,737	63.0	1,739	58.0	1,878	60.0	5,917	41.4	2,472	71.2
White	566	91.3	563	81.3	587	93.4	692	71.1	497	84.1
EB	96	58.3	97	51.5	105	42.9	3,996	36.8	1,093	69.1
EcoDis	3,236	63.7	3,244	56.7	3,440	60.3	7,278	41.2	3,794	69.7
SPED	249	65.9	250	55.6	275	57.1	467	38.1	298	53.0
Spanish										
All	3,915	72.8	3,916	61.7	4,014	71.0	203	49.8	2,645	69.1
Afr American	*	*	*	*	6	50.0	-	-	9	77.8
Hispanic	3,791	73.0	3,793	61.7	3,884	71.4	199	50.3	2,553	69.0
White	88	60.2	88	58.0	91	53.8	*	*	66	72.7
EB	3,762	73.1	3,763	61.1	3,858	72.7	202	49.5	2,441	68.4
EcoDis	3,627	73.0	3,628	61.4	3,720	72.0	182	46.7	2,447	68.6
SPED	171	55.0	172	47.1	177	48.0	11	27.3	105	57.1
English and Spanish Combined										
All	8,070	71.1	8,075	61.9	8,427	68.7	8,783	45.4	7,287	71.1
Afr American	1,635	66.9	1,640	58.4	1,722	63.0	1,704	45.7	1,472	68.8
Hispanic	5,528	69.9	5,532	60.5	5,762	67.7	6,116	41.6	5,025	70.1
White	654	87.2	651	78.2	678	88.1	695	70.9	563	82.8
EB	3,858	72.7	3,860	60.8	3,963	71.9	4,198	37.4	3,534	68.6
EcoDis	6,863	68.6	6,872	59.2	7,160	66.4	7,460	41.3	6,241	69.3
SPED	420	61.4	422	52.1	452	53.5	478	37.9	403	54.1

Source: PEIMS district data file dated 10/31/22. BOY TX-KEA data file dated 12/10/22.

Note: BOY = Beginning of year. Afr = African. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. Scoring on track on the BOY TX-KEA Literacy Screener indicates being Kindergarten-ready. 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 H, Table 2: 2022-23 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	4,327	72.6	4,444	65.2	8,705	61.8	5,004	80.6
African American	1,660	68.6	1,711	61.3	1,708	60.8	1,540	78.2
Hispanic	1,875	70.7	1,921	58.6	6,032	59.0	2,722	79.0
White	567	86.8	582	92.6	694	81.8	519	92.9
Emergent Bilingual	119	68.1	119	44.5	4,060	55.3	1,086	78.0
EcoDis	3,368	68.4	3,457	58.8	7,374	58.3	4,072	78.2
Special Education	259	61.0	270	57.8	453	48.1	308	68.8
Spanish								
All	4,194	70.0	4,256	78.0	146	76.0	2,964	79.0
African American	11	90.9	10	30.0	-	-	15	86.7
Hispanic	4,030	69.8	4,096	78.5	143	76.2	2,853	79.0
White	115	73.9	112	61.6	2	50.0	73	78.1
Emergent Bilingual	3,962	69.7	4,032	79.9	145	75.9	2,721	78.8
EcoDis	3,857	69.4	3,922	79.0	128	73.4	2,737	78.3
Special Education	174	52.9	179	60.3	8	100.0	108	60.2
English and Spanish Combined								
All	8,521	71.4	8,700	71.4	8,851	62.0	7,968	80.0
African American	1,671	68.8	1,721	61.1	1,708	60.8	1,555	78.3
Hispanic	5,905	70.1	6,017	72.2	6,175	59.4	5,575	79.0
White	682	84.6	694	87.6	696	81.8	592	91.0
Emergent Bilingual	4,081	69.7	4,151	78.9	4,205	56.0	3,807	78.6
EcoDis	7,225	68.9	7,379	69.5	7,502	58.5	6,809	78.2
Special Education	433	57.7	449	58.8	461	49.0	416	66.6

Source: PEIMS district data file dated 10/31/22. MOY TX-KEA data file dated 04/18/23 (Spelling, Vocabulary, Mathematics, and Social and Emotional Competence).

Note: MOY = Middle of year. EcoDis = Economically Disadvantaged. The Literacy Screener composite is only administered at BOY. 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.

Appendix H, Table 3: 2022-23 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	4,082	74.5	4,258	72.3	8,424	70.6	4,860	85.8
African American	1,558	69.3	1,616	70.0	1,605	63.9	1,444	82.8
Hispanic	1,795	73.6	1,872	67.6	5,891	70.1	2,707	86.0
White	515	89.5	549	91.4	671	86.7	496	92.3
Emergent Bilingual	122	70.5	130	57.7	3,983	69.2	1,160	84.9
Eco Dis	3,180	70.5	3,298	68.2	7,122	68.0	3,957	84.5
Special Education	249	63.1	265	63.0	450	56.9	290	74.5
Spanish								
All	4,158	73.6	4,222	76.8	158	73.4	2,907	87.0
African American	11	100.0	11	72.7	*	*	11	81.8
Hispanic	3,983	73.2	4,048	77.5	156	73.7	2,802	87.0
White	126	81.0	125	56.8	*	*	74	85.1
Emergent Bilingual	3,894	73.5	3,961	78.5	155	73.5	2,664	86.9
Eco Dis	3,810	72.9	3,871	78.0	140	70.7	2,684	86.7
Special Education	183	51.4	184	53.3	7	57.1	121	73.6
English and Spanish Combined								
All	8,240	74.0	8,480	74.5	8,582	70.6	7,767	86.2
African American	1,569	69.5	1,627	70.1	1,605	63.9	1,455	82.7
Hispanic	5,778	73.3	5,920	74.4	6,047	70.2	5,509	86.5
White	641	87.8	674	85.0	673	86.6	570	91.4
Emergent Bilingual	4,016	73.4	4,091	77.8	4,138	69.4	3,824	86.3
Eco Dis	6,990	71.8	7,169	73.5	7,262	68.1	6,641	85.4
Special Education	432	58.1	449	59.0	457	56.9	411	74.2

Source: PEIMS district data file dated 10/31/22. EOY TX-KEA data files dated 07/21/23 (Spelling, Vocabulary, Mathematics, and Social and Emotional Competence).

Note: EOY = End of year. EcoDis = Economically Disadvantaged. The Literacy Screener composite is only administered at BOY. 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 H, Table 4: 2021-22 Percentage of Kindergarten Students Who Were *On-Track* on BOY TX-KEA by Subtest, Version, and Student Group

	Literacy Screener		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	4,076	66.5	4,099	57.8	4,550	69.5	8,730	42.6	4,353	72.7
Afr American	1,526	64.4	1,531	53.8	1,738	66.6	1,689	40.6	1,200	67.8
Hispanic	1,742	59.0	1,758	52.0	1,922	62.8	6,029	39.2	2,435	72.3
White	573	90.1	574	80.8	629	91.9	717	71.5	516	85.5
EB	108	57.4	110	57.3	120	51.7	4,113	36.0	1,149	72.6
EcoDis	3,129	59.2	3,148	50.8	3,518	63.6	7,323	37.8	3,462	69.9
SPED	182	61.0	182	50.0	200	55.5	326	35.9	169	58.6
Spanish										
All	4,036	66.7	4,073	57.3	4,201	67.8	198	45.5	2,674	66.2
Afr American	9	22.2	9	22.2	10	40.0	-	-	7	57.1
Hispanic	3,905	66.9	3,942	57.3	4,073	68.5	193	46.1	2,597	66.0
White	86	64.0	85	65.9	83	43.4	*	*	49	77.6
EB	3,849	66.8	3,886	56.5	4,017	69.3	194	44.3	2,486	65.6
EcoDis	3,693	66.4	3,728	56.2	3,849	68.8	185	44.3	2,473	66.0
SPED	125	44.8	127	47.2	130	39.2	*	*	79	36.7
English and Spanish Combined										
All	8,112	66.6	8,172	57.6	8,751	68.7	8,928	42.7	7,027	70.2
Afr American	1,535	64.1	1,540	53.6	1,748	66.5	1,689	40.6	1,207	67.7
Hispanic	5,647	64.5	5,700	55.7	5,995	66.7	6,222	39.4	5,032	69.0
White	659	86.6	659	78.9	712	86.2	719	71.3	565	84.8
EB	3,957	66.5	3,996	56.5	4,137	68.8	4,307	36.4	3,635	67.8
EcoDis	6,822	63.1	6,876	53.7	7,367	66.3	7,508	37.9	5,935	68.2
SPED	307	54.4	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: BOY = Beginning of year. Afr = African. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. Cells marked with an asterisk (*) indicate five or fewer students were tested; (-) indicates that no students were tested.

Appendix H, Table 5: 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
EcoDis	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
EcoDis	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
EcoDis	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: MOY = Middle of year. EcoDis = Economically Disadvantaged. The Literacy Screener is only administered at BOY. 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 H, Table 6: 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
EcoDis	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
EcoDis	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
EcoDis	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: EOY = End of year. EcoDis = Economically Disadvantaged. The Literacy Screener is only administered at BOY. 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 H, Table 7: 2020-21 Percentage of Kindergarten Students Who Were *On-Track* on BOY TX-KEA by Subtest, Version, and Student Group

	Literacy Screener		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	4,522	67.1	3,970	57.0	4,496	58.1	8,422	38.9	4,205	76.4
Afr American	1,707	65.3	1,528	54.5	1,695	53.3	1,668	38.4	1,241	71.4
Hispanic	1,907	60.5	1,629	52.1	1,894	52.0	5,804	35.0	2,315	77.1
White	580	89.0	519	77.3	579	87.9	619	72.1	411	86.9
EB	103	57.3	95	46.3	103	34.0	3,725	30.4	959	74.1
EcoDis	3,544	61.2	3,112	50.8	3,519	51.0	7,099	33.9	3,459	74.0
SPED	179	62.6	146	51.4	177	49.7	273	34.4	150	58.7
Spanish										
All	4,100	70.5	3,727	63.2	4,086	59.4	441	44.9	2,364	64.0
Afr American	*	*	6	83.3	*	*	-	-	10	50.0
Hispanic	4,056	70.6	3,689	63.2	4,042	59.8	437	45.3	2,331	63.9
White	29	69.0	25	80.0	29	24.1	*	*	16	81.3
EB	3,891	70.4	3,532	62.4	3,877	60.7	425	43.8	2,159	63.7
EcoDis	3,771	70.1	3,438	62.4	3,759	60.0	409	44.0	2,185	63.3
SPED	94	58.5	86	54.7	94	43.6	9	22.2	64	56.3
English and Spanish Combined										
All	8,622	68.7	7,697	60.0	8,582	58.7	8,863	39.2	6,569	72.0
Afr American	1,712	65.2	1,534	54.6	1,700	53.1	1,668	38.4	1,251	71.2
Hispanic	5,963	67.4	5,318	59.8	5,936	57.3	6,241	35.7	4,646	70.5
White	609	88.0	544	77.4	608	84.9	622	71.7	427	86.7
EB	3,994	70.1	3,627	62.0	3,980	60.0	4,150	31.7	3,118	66.9
EcoDis	7,315	65.8	6,550	56.9	7,278	55.7	7,508	34.5	5,644	69.9
SPED	273	61.2	232	52.6	271	47.6	282	34.0	214	57.9

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

Note: BOY = Beginning of year. Afr = African. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. Cells marked with an asterisk (*) indicate five or fewer students were tested; (-) indicates that no students were tested.

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

	Spelling		Vocabulary		Mathematics		Social and Emotional Competence	
	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %
English								
All	3,879	61.9	4,417	64.1	8,541	54.1	4,557	81.2
African American	1,468	60.1	1,652	60.1	1,650	53.3	1,359	76.4
Hispanic	1,653	56.9	1,884	58.1	5,963	50.9	2,488	81.8
White	478	80.8	569	90.3	610	81.0	452	90.0
Emergent Bilingual	123	54.5	129	41.1	3,870	48.7	1,002	81.4
EcoDis	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
EcoDis	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
EcoDis	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: MOY = Middle of year. EcoDis = Economically Disadvantaged. 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 H, Table 9: 2020-21 Percentage of Kindergarten Students Who Were *On-Track* on EOY TX-KEA by Subtest, Version, and Student Group

	Spelling		Vocabulary		Mathematics		Social and Emotional Competence	
	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %	Tested <i>N</i>	<i>On Track</i> %
English								
All	4,016	65.8	4,291	69.4	8,466	67.0	4,399	86.0
African American	1,497	60.9	1,572	67.7	1,562	61.2	1,264	81.3
Hispanic	1,735	64.2	1,869	63.7	5,999	66.2	2,396	86.9
White	504	82.7	553	89.7	598	88.3	499	91.6
Emergent Bilingual	129	62.0	136	55.9	3,918	65.3	914	86.4
EcoDis	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
EcoDis	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
EcoDis	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: EOY = End of year. EcoDis = Economically Disadvantaged. 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 I

Appendix I, Table 1: 2020-21 to 2022-23 Percentage of Kindergarten Students At or Above the 50th Percentile on EOY MAP by Year, Assessment, and Student Group

	2021-22		2021-22		2022-23	
	Tested N	At or Above 50%	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	4,183	50.1
African American	1,474	41.8	1,588	27.8	1,529	40.0
Hispanic	1,851	47.1	1,985	28.8	1,849	47.1
White	536	83.0	617	71.0	586	79.9
Emergent Bilingual	133	48.1	153	28.8	126	51.6
Economically Disadvantaged	3,216	42.8	3,367	26.4	3,174	42.5
Special Education	166	39.2	195	22.6	258	38.4
Reading Spanish K-2						
All	4,235	46.1	4,210	41.1	4,056	46.1
African American	11	27.3	*	*	*	*
Hispanic	4,154	46.1	4,095	41.2	3,928	46.3
White	63	49.2	79	44.3	91	35.2
Emergent Bilingual	3,888	46.0	4,027	40.9	3,856	46.4
Economically Disadvantaged	3,857	45.1	3,873	41.2	3,753	45.5
Special Education	99	25.3	132	23.5	180	19.4
Reading English and Spanish Combined K-2						
All	8,378	48.3	8,644	38.3	8,239	48.1
African American	1,485	41.7	1,592	27.8	1,533	40.1
Hispanic	6,005	46.4	6,080	37.1	5,777	46.5
White	599	79.5	696	68.0	677	73.9
Emergent Bilingual	4,021	46.0	4,180	40.5	3,982	46.6
Economically Disadvantaged	7,073	44.1	7,240	34.3	6,927	44.1
Special Education	265	34.0	327	22.9	438	30.6
Mathematics English K-2						
All	8,918	54.8	9,027	40.4	8,551	52.6
African American	1,580	48.9	1,661	32.6	1,580	46.5
Hispanic	6,312	52.7	6,305	37.8	5,936	50.1
White	624	87.5	714	73.5	703	81.7
Emergent Bilingual	4,380	50.7	4,473	36.4	4,206	46.3
Economically Disadvantaged	7,527	50.2	7,582	35.6	7,212	48.0
Special Education	293	45.1	345	28.7	452	39.8

Source: PEIMS district data files dated 10/30/20 (2020-21), 11/01/21 (2021-22), and 10/31/22 (2022-23). EOY MAP data files dated 06/23/21 (2020-21), 06/22/22 (2021-22), and 06/25/23 (2022-23).

Note: EOY = End of year. MAP = Measures of Academic Progress. 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 I, Table 2: 2020-21 to 2022-23 Percentage of Grade-One Students At or Above the 50th Percentile on MAP - Reading by Administration, Year, Version, and Student Group

	BOY						MOY						EOY					
	2020-21		2021-22		2022-23		2020-21		2021-22		2022-23		2020-21		2021-22		2022-23	
	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	4,751	46.5	5,129	39.5	5,116	42.0	4,971	42.9	4,963	31.3	5,144	33.9	4,785	39.6	4,967	31.3	4,941	37.1
African Am	1,690	35.6	1,917	29.7	1,873	32.4	1,813	33.3	1,821	21.6	1,865	26.1	1,681	30.2	1,765	22.5	1,709	29.4
Hispanic	1,994	44.9	2,197	36.9	2,254	38.1	2,097	40.3	2,143	27.7	2,307	27.8	2,074	35.0	2,194	26.4	2,267	30.9
White	605	78.7	630	75.6	650	76.0	595	78.0	612	69.4	645	70.2	581	76.1	627	69.1	650	70.6
EB	405	37.8	341	31.7	363	37.2	451	35.3	380	25.5	401	29.2	446	35.7	394	23.1	410	31.5
EcoDis	3,639	37.1	4,224	32.2	3,985	33.3	3,870	33.8	4,080	23.7	4,006	25.1	3,687	30.5	4,048	23.5	3,794	28.3
SPED	301	31.2	402	22.6	447	21.3	330	30.9	391	17.9	451	17.5	322	29.2	398	17.3	418	22.0
Spanish																		
All	4,280	53.2	4,435	51.3	4,579	55.8	4,457	58.0	4,398	47.2	4,579	54.4	4,447	47.0	4,435	40.6	4,456	49.5
African Am	9	22.2	*	*	*	*	12	41.7	6	33.3	*	*	12	25.0	*	*	*	*
Hispanic	4,214	53.2	4,367	51.4	4,466	55.8	4,380	58.2	4,327	47.2	4,477	54.3	4,382	46.9	4,388	40.6	4,374	49.6
White	38	52.6	52	48.1	78	52.6	46	50.0	53	47.2	69	58.0	36	52.8	30	43.3	54	42.6
EB	4,090	53.0	4,186	50.6	4,430	55.4	4,231	57.9	4,142	46.7	4,432	54.2	4,221	46.6	4,214	40.2	4,347	49.5
EcoDis	3,956	52.0	4,254	51.2	4,247	55.2	4,097	57.0	4,215	47.1	4,264	53.9	4,094	46.1	4,281	40.7	4,168	49.2
SPED	170	35.3	214	24.8	288	30.6	183	36.1	209	20.6	281	23.1	180	27.2	213	15.5	282	18.8
English and Spanish Combined																		
All	9,031	49.6	9,564	45.0	9,695	48.5	9,428	50.1	9,361	38.8	9,723	43.5	9,232	43.1	9,402	35.7	9,397	43.0
African Am	1,699	35.5	1,921	29.8	1,876	32.5	1,825	33.4	1,827	21.6	1,867	26.1	1,693	30.2	1,770	22.5	1,710	29.4
Hispanic	6,208	50.5	6,564	46.5	6,720	49.9	6,477	52.4	6,470	40.8	6,784	45.3	6,456	43.1	6,582	35.9	6,641	43.2
White	643	77.1	682	73.5	728	73.5	641	76.0	665	67.7	714	69.0	617	74.7	657	67.9	704	68.5
EB	4,495	51.7	4,527	49.2	4,793	54.0	4,682	55.7	4,522	44.9	4,833	52.1	4,667	45.6	4,608	38.7	4,757	47.9
EcoDis	7,595	44.9	8,478	41.7	8,232	44.6	7,967	45.7	8,295	35.6	8,270	40.0	7,781	38.7	8,329	32.3	7,962	39.3
SPED	471	32.7	616	23.4	735	24.9	513	32.7	600	18.8	732	19.7	502	28.5	611	16.7	700	20.7

Source: PEIMS district data files dated 10/30/20, 11/01/21, and 10/31/22 (2022-23). 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), 06/22/22 (2021-22 EOY), 11/08/22 (2022-23 BOY), 02/08/23 (2022-23 MOY), 06/25/23 (2022-23 EOY).

Note: MAP = Measures of Academic Progress. BOY = Beginning of year. MOY = Middle of year. EOY = End of year. Test = tested. Track = At or Above the 50th percentile. Am = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. To allow for examination of overall student performance, the English and Spanish administrations were combined. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Appendix I, Table 3: 2020-21 and 2022-23 Percentage of Grade-One Students At or Above the 50th Percentile on MAP - Mathematics by Administration, Year, and Student Group

	BOY						MOY						EOY					
	2020-21		2021-22		2022-23		2020-21		2021-22		2022-23		2020-21		2021-22		2022-23	
	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	9,206	41.1	9,780	40.8	9,886	42.3	9,586	44.8	9,554	36.1	9,835	36.7	9,385	43.7	9,537	35.8	9,529	43.3
African Am	1,716	34.8	1,914	31.3	1,883	35.1	1,829	36.2	1,842	27.1	1,869	28.1	1,699	33.1	1,772	25.8	1,714	35.1
Hispanic	6,370	38.3	6,761	38.8	6,886	40.0	6,625	43.2	6,623	33.9	6,860	34.5	6,578	42.2	6,693	33.9	6,735	41.0
White	642	78.2	685	81.6	735	75.4	643	79.6	676	76.0	731	71.5	634	80.6	669	76.2	722	77.7
EB	4,602	34.2	4,678	35.3	4,907	36.8	4,782	40.6	4,635	31.8	4,889	32.7	4,755	40.7	4,690	32.5	4,826	40.2
EcoDis	7,739	35.4	8,672	36.6	8,416	37.1	8,104	39.7	8,469	32.0	8,356	31.7	7,906	38.5	8,438	31.6	8,069	38.4
SPED	519	30.1	642	24.5	762	26.8	528	34.7	606	23.1	749	21.2	525	33.3	618	21.2	716	25.7

Source: PEIMS district data files dated 11/01/21 and 10/31/22 (2022-23). MAP data files dated 10/07/21 (2021-22 BOY), 01/24/22 (2021-22 MOY), 06/22/22 (2021-22 EOY), 11/08/22 (2022-23 BOY), 02/08/23 (2022-23 MOY), 06/25/23 (2022-23 EOY).

Note: MAP = Measures of Academic Progress. BOY = Beginning of year. MOY = Middle of year. EOY = End of year. Test = tested. Track = At or Above the 50th percentile. Am = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. Only MAP English mathematics results were examined.

Appendix I, Table 4: 2020-21 to 2022-23 Percentage of Grade-Two Students At or Above the 50th Percentile on 2-5 MAP - Reading by Administration, Year, Version, and Student Group

	BOY						MOY						EOY					
	2020-21		2021-22		2022-23		2020-21		2021-22		2022-23		2020-21		2021-22		2022-23	
	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	4,720	42.6	5,124	37.8	5,191	37.6	4,846	44.7	4,927	35.9	5,217	37.5	4,782	45.0	4,898	39.6	4,963	43.7
African Am	1,743	32.8	1,887	28.2	1,849	28.3	1,770	34.5	1,767	25.0	1,859	28.0	1,704	33.3	1,681	28.3	1,689	34.4
Hispanic	2,004	40.7	2,216	35.2	2,341	35.1	2,098	41.8	2,177	33.1	2,367	34.3	2,128	42.6	2,236	36.3	2,320	40.1
White	566	66.3	613	68.8	633	69.5	565	75.9	591	71.7	633	72.7	553	77.9	600	74.8	619	78.5
EB	423	40.4	457	33.7	391	26.3	463	38.9	481	31.0	409	22.7	476	38.7	489	32.5	408	26.7
EcoDis	3,628	34.6	3,969	29.6	4,076	29.9	3,749	36.2	3,794	26.4	4,111	29.2	3,687	36.0	3,742	29.9	3,866	35.3
SPED	389	27.0	508	25.8	564	19.1	420	29.0	488	17.6	562	19.2	424	28.8	485	17.9	530	22.5
Spanish																		
All	4,297	54.1	4,253	51.2	4,202	50.6	4,414	55.3	4,165	48.8	4,205	52.3	4,435	44.1	4,193	40.3	4,159	44.5
African Am	7	0.0	8	75.0	-	-	*	*	9	33.3	*	*	*	*	*	*	*	*
Hispanic	4,244	54.2	4,188	51.1	4,163	50.5	4,351	55.3	4,102	48.7	4,166	52.3	4,388	44.2	4,142	40.2	4,120	44.5
White	34	50.0	37	59.5	26	57.7	41	56.1	36	61.1	26	61.5	29	27.6	31	48.4	26	46.2
EB	4,182	54.1	4,115	51.0	4,081	50.3	4,271	55.5	4,010	48.8	4,062	52.2	4,311	44.3	4,072	40.3	4,024	44.2
EcoDis	4,012	53.9	3,938	50.7	3,940	50.2	4,116	54.9	3,851	48.1	3,945	51.9	4,156	43.9	3,894	39.9	3,900	44.2
SPED	224	28.6	241	31.5	316	28.8	231	32.0	221	21.7	313	25.9	229	16.6	241	15.8	291	16.5
English and Spanish Combined																		
All	9,017	48.1	9,377	43.9	9,393	43.4	9,260	49.7	9,092	41.8	9,422	44.1	9,217	44.6	9,091	39.9	9,122	44.1
African Am	1,750	32.7	1,895	28.4	1,849	28.3	1,774	34.4	1,776	25.0	1,860	28.0	1,709	33.3	1,683	28.2	1,690	34.4
Hispanic	6,248	49.9	6,404	45.5	6,504	45.0	6,449	50.9	6,279	43.3	6,533	45.8	6,516	43.7	6,378	38.9	6,440	42.9
White	600	65.3	650	68.3	659	69.0	606	74.6	627	71.1	659	72.2	582	75.4	631	73.5	645	77.2
EB	4,605	52.8	4,572	49.2	4,472	48.2	4,734	53.8	4,491	46.8	4,471	49.5	4,787	43.7	4,561	39.5	4,432	42.6
EcoDis	7,640	44.8	7,907	40.1	8,016	39.9	7,865	46.0	7,645	37.3	8,056	40.3	7,843	40.2	7,636	35.0	7,766	39.8
SPED	613	27.6	749	27.6	880	22.6	651	30.1	709	18.9	875	21.6	653	24.5	726	17.2	821	20.3

Source: PEIMS district data files dated 10/30/20, 11/01/21, and 10/31/22 (2022-23). 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), 06/22/22 (2021-22 EOY), 11/08/22 (2022-23 BOY), 02/08/23 (2022-23 MOY), 06/25/23 (2022-23 EOY).

Note: MAP = Measures of Academic Progress. BOY = Beginning of year. MOY = Middle of year. EOY = End of year. Test = tested. Track = At or Above the 50th percentile. Am = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. To allow for examination of overall student performance, the English and Spanish administrations were combined. Cells marked with an asterisk (*) indicate five or fewer students were tested. Cells marked with a dash (-) indicate no students were tested.

Appendix I, Table 5: 2020-21 to 2022-23 Percentage of Grade-Two Students At or Above the 50th Percentile on 2-5 MAP - Mathematics by Administration, Year, and Student Group

	BOY						MOY						EOY					
	2020-21		2021-22		2022-23		2020-21		2021-22		2022-23		2020-21		2021-22		2022-23	
	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	9,226	37.5	9,645	36.0	9,644	36.6	9,504	38.5	9,326	32.9	9,668	35.0	9,403	35.0	9,286	34.0	9,323	38.8
African Am	1,720	27.9	1,894	22.9	1,865	26.5	1,808	27.4	1,780	20.3	1,858	24.7	1,708	22.1	1,692	19.3	1,696	27.8
Hispanic	6,465	35.7	6,670	35.2	6,721	35.0	6,655	37.4	6,494	31.5	6,759	33.1	6,690	34.0	6,558	33.2	6,618	37.0
White	611	68.7	650	74.2	663	73.9	603	69.2	636	73.6	664	76.5	589	68.4	632	73.1	652	78.8
EB	4,812	33.6	4,787	34.3	4,668	31.9	4,920	36.9	4,667	31.0	4,685	30.4	4,956	33.6	4,712	33.0	4,589	35.0
EcoDis	7,815	32.5	8,138	30.6	8,227	31.8	8,090	33.9	7,838	27.1	8,265	29.7	8,004	30.4	7,795	28.4	7,928	33.8
SPED	645	24.7	773	22.0	903	20.2	668	27.1	744	16.7	908	16.0	674	23.6	749	17.1	862	19.6

Source: PEIMS district data files dated 10/30/20, 11/01/21, and 10/31/22 (2022-23). 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), 06/22/22 (2021-22 EOY), 11/08/22 (2022-23 BOY), 02/08/23 (2022-23 MOY), 06/25/23 (2022-23 EOY).

Note: MAP = Measures of Academic Progress. BOY = Beginning of year. MOY = Middle of year. EOY = End of year. Test = tested. Track = At or Above the 50th percentile. Am = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. Only MAP English mathematics results were examined.

Appendix J

Appendix J, Table 1: 2022-23 Percentage of Kindergarten Students Performing At or Above the 50th Percentile on EOY MAP 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	5,097	46.9	2,035	38.9	7,132	44.6
African Amer	923	39.0	431	34.1	1,354	37.4
Hispanic	3,973	48.5	1,468	38.7	5,441	45.8
White	109	53.2	85	58.8	194	55.7
EB	2,989	49.4	971	37.9	3,960	46.6
EcoDis	4,919	46.5	1,956	38.4	6,875	44.2
SPED	300	25.0	60	26.7	360	25.3
MAP Mathematics						
All	5,308	52.5	2,134	38.3	7,442	48.4
African Amer	957	46.5	447	37.8	1,404	43.7
Hispanic	4,094	53.1	1,498	37.2	5,592	48.9
White	127	63.8	97	62.9	224	63.4
EB	3,130	51.3	1,049	31.6	4,179	46.3
EcoDis	5,117	52.0	2,038	37.9	7,155	48.0
SPED	311	34.4	63	38.1	374	35.0

Source: PEIMS district data file dated 10/31/22. EOY MAP data file dated 06/25/23.

Note: EOY = End of year. MAP = Measures of Academic Progress. DISD = Dallas Independent School District. PK = Prekindergarten. Amer. = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. To allow for examination of overall student performance, in reading the English and Spanish administrations were combined. Only English mathematics scores were included. 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 J, Table 2: 2021-22 Percentage of Kindergarten Students Performing At or Above the 50th Percentile on EOY MAP by Prekindergarten Participation, Assessment, and Student Group

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	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
EcoDis	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
EcoDis	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: EOY = End of year. MAP = Measures of Academic Progress. DISD = Dallas Independent School District. PK = Prekindergarten. Amer. = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

Appendix J, Table 3: 2020-21 Percentage of Kindergarten Students Performing At or Above the 50th Percentile on EOY MAP by Prekindergarten Participation, Assessment, and Student Group

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	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
EcoDis	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
EcoDis	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: EOY = End of year. MAP = Measures of Academic Progress. DISD = Dallas Independent School District. PK = Prekindergarten. Amer. = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

Appendix J, Table 4: 2022-23 Percentage of Grade-One Students Performing At or Above the 50th Percentile on EOY MAP for the 2021-22 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	4,492	44.3	2,399	35.2	6,891	41.2
African Amer	733	31.4	452	24.8	1,185	28.9
Hispanic	2,588	46.7	1,777	36.8	5,365	43.4
White	71	52.1	90	47.8	161	49.7
EB	2,848	51.5	1,259	41.7	4,107	48.5
EcoDis	4,253	43.9	2,249	34.1	6,502	40.5
SPED	329	18.5	190	13.7	519	16.8
MAP Mathematics						
All	4,570	44.4	2,408	34.6	6,978	41.0
African Amer	730	37.1	451	31.3	1,181	34.9
Hispanic	3,666	45.2	1,785	33.7	5,451	41.4
White	73	57.5	93	58.1	166	57.8
EB	2,893	46.0	1,264	33.9	4,157	42.3
EcoDis	4,322	43.5	2,256	33.7	6,578	40.1
SPED	336	24.1	199	17.1	535	21.5

Source: PEIMS district data file dated 10/31/22. EOY MAP data file dated 06/25/23.

Note: EOY = End of year. MAP = Measures of Academic Progress. K = Kindergarten. DISD = Dallas Independent School District. PK = Prekindergarten. Amer. = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

Appendix J, Table 5: 2021-22 Percentage of Grade-One Students Performing At or Above the 50th Percentile on 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
EcoDis	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
EcoDis	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: EOY = End of year. MAP = Measures of Academic Progress. K = Kindergarten. DISD = Dallas Independent School District. PK = Prekindergarten. Amer. = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

Appendix J, Table 6: 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
EcoDis	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
EcoDis	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: EOY = End of year. MAP = Measures of Academic Progress. K = Kindergarten. DISD = Dallas Independent School District. PK = Prekindergarten. Amer. = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

Appendix J, Table 7: 2022-23 Percentage of Grade-Two Students Performing At or Above the 50th Percentile on EOY 2-5 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	5,178	42.1	948	38.6	6,126	41.5
African Amer	816	33.3	192	35.9	1,008	33.8
Hispanic	4,177	43.7	653	38.4	4,830	43.0
White	58	60.3	54	46.3	112	53.6
EB	3,039	44.2	468	39.5	3,507	43.5
EcoDis	4,881	41.5	873	37.8	5,754	40.9
SPED	446	17.7	119	11.8	565	16.5
MAP Mathematics						
All	5,300	38.2	969	30.9	6,299	37.0
African Amer	810	27.7	201	23.9	1,011	26.9
Hispanic	4,328	39.9	667	29.8	4,995	38.5
White	62	54.8	53	58.5	115	56.5
EB	3,165	39.7	481	29.5	3,646	38.3
EcoDis	5,011	37.2	888	29.4	5,899	36.0
SPED	471	18.7	124	12.1	595	17.3

Source: PEIMS district data file dated 10/31/22. EOY MAP data file dated 06/25/23.

Note: EOY = End of year. MAP = Measures of Academic Progress. K = Kindergarten. DISD = Dallas Independent School District. PK = Prekindergarten. Amer. = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

Appendix J, Table 8: 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
EcoDis	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
EcoDis	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: EOY = End of year. MAP = Measures of Academic Progress. K = Kindergarten. DISD = Dallas Independent School District. PK = Prekindergarten. Amer. = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

Appendix J, Table 9: 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: EOY = End of year. MAP = Measures of Academic Progress. K = Kindergarten. DISD = Dallas Independent School District. PK = Prekindergarten. Amer. = American. EB = Emergent Bilingual. EcoDis = Economically Disadvantaged. SPED = Special Education. To allow for examination of overall student performance, the English and Spanish administrations were combined. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used.

Appendix K

Appendix K, Table 1: 2022-23 Percentage of Grade-Three Students Performing At Approaches+ and Meets+ on STAAR for the 2019-20 Kindergarten Cohort by Prekindergarten Participation, Subtest, Performance Standard, 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	5,006	67.3	1,174	64.7	6,180	66.8
African American	749	64.0	241	59.8	990	62.9
Hispanic	4,066	67.4	846	64.2	4,912	66.8
White	69	85.5	46	91.3	115	87.8
Emergent Bilingual	3,196	65.8	592	62.7	3,788	65.3
EcoDis	4,713	66.5	1,080	63.1	5,793	65.8
Special Education	576	42.0	181	45.9	757	42.9
STAAR Reading Meets+						
All	5,006	39.5	1,174	38.1	6,180	39.2
African American	749	36.3	241	27.8	990	34.2
Hispanic	4,066	39.4	846	38.8	4,912	39.3
White	69	56.5	46	71.7	115	62.6
Emergent Bilingual	3,196	38.6	592	38.0	3,788	38.5
EcoDis	4,713	38.5	1,080	35.9	5,793	38.0
Special Education	576	24.3	181	26.5	757	24.8
STAAR Mathematics Approaches+						
All	5,007	71.3	1,174	65.8	6,181	70.2
African American	746	57.2	241	55.2	987	56.7
Hispanic	4,072	73.6	846	67.7	4,918	72.6
White	68	76.5	46	82.6	114	78.9
Emergent Bilingual	3,201	74.4	592	69.1	3,793	73.6
EcoDis	4,715	70.6	1,080	64.2	5,795	69.4
Special Education	576	51.7	181	48.1	757	50.9
STAAR Mathematics Meets+						
All	5,007	42.5	1,174	36.1	6,181	41.3
African American	746	30.2	241	26.6	987	29.3
Hispanic	4,072	44.4	846	37.5	4,918	43.2
White	68	55.9	46	54.3	114	55.3
Emergent Bilingual	3,201	46.0	592	38.5	3,793	44.8
EcoDis	4,715	41.9	1,080	34.3	5,795	40.5
Special Education	576	29.9	181	30.4	757	30.0

Source: PEIMS district data file dated 10/31/2022. STAAR data file dated 08/12/2023.

Notes: Approaches+ = At or above the Approaches level. Meets+ = At or above the Meets level. STAAR = State of Texas Assessments of Academic Readiness. DISD = Dallas Independent School District. PK = Prekindergarten. EcoDis = Economically Disadvantaged. In 2022-23, Alternate 2 scores were counted in both Approaches+ and Meets+ numbers, according to Texas Education Agency scoring guidelines.²⁰ Accordingly, Alternate 2 scores of Satisfactory or above are counted at both the Approaches+ and Meets+ levels.

²⁰ Texas Education Agency 2022 Accountability Manual (Chapter 2, page 13). <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/chapter-2-2022-student-achievement-domain.pdf>

Appendix K, Table 2 2021-22 Percentage of Grade-Three Students Performing At Approaches+ and Meets+ on STAAR for the 2018-19 Kindergarten Cohort by Prekindergarten Participation, Subtest, Performance Standard, 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
EcoDis	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
EcoDis	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
EcoDis	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
EcoDis	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+ = At or above the Approaches level. Meets+ = At or above the Meets level. STAAR = State of Texas Assessments of Academic Readiness. DISD = Dallas Independent School District. PK = Prekindergarten. EcoDis = Economically Disadvantaged. 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 K, Table 3: 2020-21 Percentage of Grade-Three Students Performing At Approaches+ and Meets+ on STAAR for the 2017-18 Kindergarten Cohort by Prekindergarten Participation, Subtest, Performance Standard, and Student Group

	Attended DISD PK		Did Not Attend DISD PK		Total	
	Tested <i>n</i>	Met Standard %	Tested <i>n</i>	Met Standard %	Tested <i>N</i>	Met Standard %
STAAR Reading Approaches+						
All	4,782	59.4	1,225	58.5	6,007	59.2
African American	699	52.1	253	53.4	952	52.4
Hispanic	3,953	60.3	864	59.7	4,817	60.2
White	45	71.1	38	57.9	83	65.1
Emergent Bilingual	3,272	59.8	656	59.6	3,928	59.8
EcoDis	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
EcoDis	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
EcoDis	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
EcoDis	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+ = At or above the Approaches level. Meets+ = At or above the Meets level. STAAR = State of Texas Assessments of Academic Readiness. DISD = Dallas Independent School District. PK = Prekindergarten. EcoDis = Economically Disadvantaged. 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 L

Appendix L: 2022-23 Additional EL Teacher Supports

Curriculum and Resources

- PK math curriculum *My Math Academy*
- PK3 reading curriculum *Frog Street*
- PK4 reading curriculum Scholastic's *On My Way*
- *RazPlus*, which provides books and coordinates with MAP, and *Learning A to Z*²¹, a component of *RazPlus*, that provides students access to a collection of digital books
- *Hand2Mind*²² used for both reading (providing customized reading kits for small group instruction) and math (providing digital math manipulatives)
- *Dream Box*²³, a K-2 adaptive math program
- *MAP Reading Fluency* for progress monitoring
- *EveryDay Labs*²⁴ to monitor attendance for students at risk of chronic absenteeism and provide notifications and resources to their parents
- District-provided iPads for PK through grade-two students to allow students to access resources from home

Support for Digital Learning

- Two APLS support digital learning for specialists, teachers, and parents/caregivers
- A Digital Vanguard group provides specialists and teachers who volunteer with additional training from Apple and Seesaw
- An executive coaching program for principals who are matched with Apple executives to create and implement PD plans for their campuses

²¹ For more information about Learning A to Z, see <https://www.learninga-z.com/>.

²² For more information about Hand2Mind, see <https://www.hand2mind.com/>.

²³ For more information about Dreambox, see <https://www.dreambox.com/>.

²⁴ For more information about EveryDay Labs, see <https://everydaylabs.com/>.