

Evaluation of Kindergarten to Grade 2 Final Report 2015-16

Department of Evaluation and Assessment

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Superintendent of Schools*



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Evaluation of Kindergarten to Grade 2

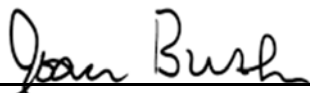
Final Report 2015-16

Approved Report of the Department of Evaluation and Assessment

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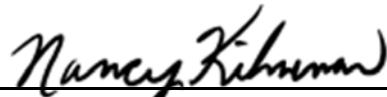
August 2016

Myoungsook Kim, Ph.D.



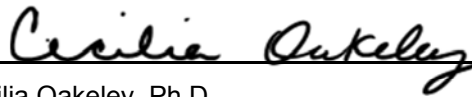
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EVALUATION OF KINDERGARTEN TO GRADE 2 FINAL REPORT 2015-16

Project Evaluator: Myoungsook Kim, Ph.D.

ABSTRACT

In 2015-16, 39,113 students were enrolled in grades kindergarten (K) through two ($n=12,209$, 13,405, and 13,499 for K, one, and two, respectively). Most students were economically disadvantaged (84%) and Hispanic (69%). The 2015-16 budget was \$3,109,616, which included \$2,393,849 of general operating funds and \$715,767 of Title I, Part A funds. The following summarizes the main findings.

Student Outcomes on *Istation's Indicators of Progress (ISIP)*. More students that tested in Spanish performed at or above grade level in reading than those that tested in English. For the English and Spanish administrations combined, the overall percentage of students at or above grade level ranged from 53 percent to 62 percent in 2015-16 (57% to 62% for K, 53% to 59% for grade one, and 56% to 58% for grade two). Results showed small positive changes from the beginning to the middle to the end of the 2015-16 school year for grade one. However, there was no pattern of progress for grades K and two. The percentages of students at or above grade level were higher in 2015-16 than in 2014-15 for all grades.

Student Outcomes on *TerraNova*. For reading in 2015-16, 80 percent of the K students performed at or above grade level, as did 67 percent in grade one and 62 percent in grade two. Thus, a sizable percentage of students in grades one (33%) and two (38%) performed below grade level in reading. For mathematics, 60 percent of the K students performed at or above grade level, as did 53 percent in grade one and 58 percent in grade two. Like reading, a sizable percentage of students in grades K through two (40% to 47%) performed below grade level in mathematics.

Student Outcomes on *SUPERA*. In 2015-16, the percentage of students at or above grade level was much higher for K and first-grade students than for second-grade students (88% for K and grade one versus 44% for grade two). Thus, a sizable percentage of second-grade students (56%) performed below grade level in 2015-16.

Kindergarten Readiness. About 60 percent of the district's K students were K ready. A notably higher percentage of students who were previously enrolled in Dallas ISD prekindergarten (PK) were K ready than students who were not in Dallas ISD PK (69% versus 39%).

Differences in Reading and Mathematics Achievement Scores by PK Enrollment Status. The 2013-14 K cohort students that attended PK outperformed those who did not on various reading and mathematics assessments. That is, at all grades, more cohort students who attended district PK were at or above grade level in reading and mathematics than cohort students who did not attend.

Recommendations. Recommendations were to (1) continue the district focus on increasing access to PK and improving PK quality, and (2) continue to focus on early language and literacy development and to align birth to five and K to two efforts.

PROGRAM DESCRIPTION

The goal of the K-2 Curriculum and Instruction Department is to ensure that all students are reading on grade level by the end of second grade. Staff members collaborate with early childhood agencies, community members, parents, and other departments to achieve this goal. The K to 2 specialists support the department in the following ways: a) conduct needs assessments; b) research best practices in literacy; c) develop professional development (PD) sessions; d) create, revise, and edit PD sessions (face-to-face, workshops, webinars, podcasts, etc.); e) develop a calendar of PD sessions; f) provide PD to School Leadership staff and campus-based staff to support teachers in content and pedagogy; and g) support K to 2 campuses. During the 2015-16 school year, the department implemented the K-2 Literacy Academy pilot and revised K to 2 curricular documents.¹

The K to 2 Literacy Academy Pilot: There were 37 schools in seven feeder patterns that participated in the 2015-16 K to 2 Literacy Academy pilot, which included 15 PD sessions and coaching. The seven feeder patterns included ACE, Bryan Adams, Adamson, Lincoln, Seagoville, Spruce, and Wilmer-Hutchins. For each round of PD, the same session was provided three times in a row (one for each day) at 20 elementary campuses in order to meet the needs of teachers. On average, over 400 teachers participated in each round of PD. According to the feedback surveys which were collected after each session, teachers' attitudes toward each PD session were very positive (e.g., For the Istation Basics session, over 97% of participants indicated that the PD session was well-planned and interactive, the presenter was engaging and effective, the atmosphere was engaging, interesting, and conducive to a professional learning environment, etc.).

Revised K to 2 Curricular Documents: In 2015-16, the K-2 Curriculum and Instruction Department, in collaboration with region 10 Education Service Center (ESC), made several document revisions. The purpose of the revisions was to make resources easy to access and implement.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this report was to assess student progress in reading and mathematics for students in grades kindergarten (K) through two, as measured by their performance on the following: *TerraNova*, *SUPERA*, and *Istation's Indicators of Progress Early Reading (ISIP)*.

Specifically, the evaluation focused on assessing a) whether students were achieving at or above grade level on reading and mathematics by the end of second grade based on *TerraNova*, *SUPERA*, and *ISIP*; b) what percentage of K students who attended district prekindergarten (PK) in 2014-15 were K ready

¹ Information was gathered from central administrators, district documents, and K-2 website resources.

in fall 2015; and c) whether attending the district's PK program made a difference in the reading and mathematics performance of the students.²

MAJOR EVALUATION QUESTIONS AND RESULTS

What were the sources and amounts of funding for the K-2 Curriculum and Instruction Department?

Budget information was collected from the K-2 Curriculum and Instruction Department and the workscope for Title I, Part A. As of March 2016, the budgeted amount for the department was \$3,109,616, which included \$2,393,849 of general operating funds and \$715,767 of Title I, Part A funds.

What were the demographic characteristics of students in grades kindergarten through two?

Methodology

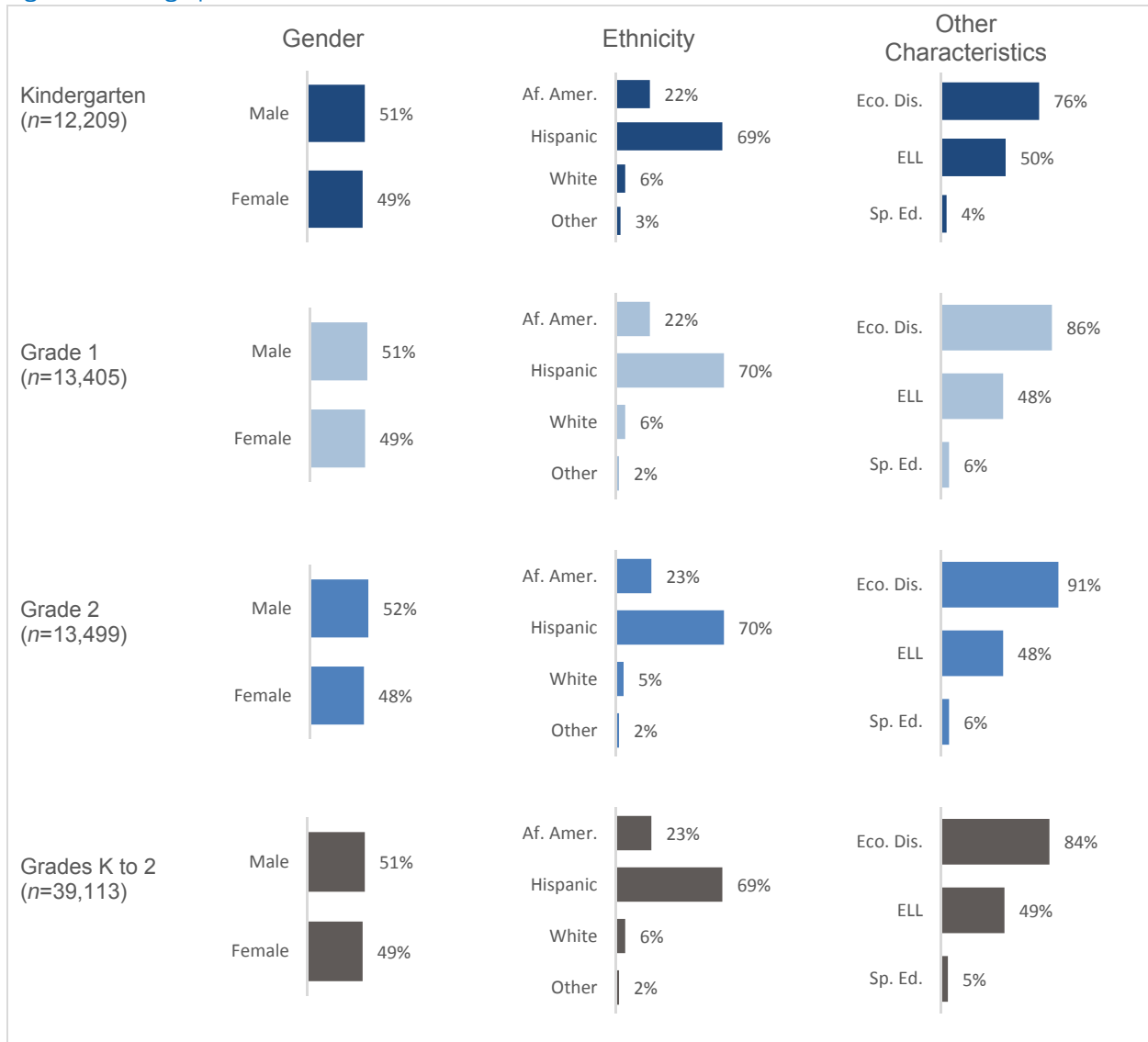
Demographic data for enrolled students came from the October 30, 2015 Public Education Information Management System (PEIMS) district database. Frequency analyses were computed to review demographic information by high school feeder pattern and student group.

Results

In all, 39,113 students were enrolled in grades K through two. This included 12,209 K students, 13,405 first-grade students, and 13,499 second-grade students. As seen in Figure 1, most students were economically disadvantaged (84%) and Hispanic (69%). Special education students accounted for five percent, while English Language Learners (ELLs) made up 49 percent. Appendix A contains demographic information by feeder pattern, grade level, and student group.

² To examine the long-term impact of the district PK program, in addition to the *ISIP*, *TerraNova*, and *SUPERA* data, *Iowa Tests of Basic Skills (ITBS)* data in 2013-14, *Iowa Assessments (Iowa)* data in 2014-15, and *Logramos* data in 2013-14 and 2014-15 were used for the 2013-14 K cohort students.

Figure 1: Demographic Characteristics of Students in Grades K to 2



Source. PEIMS district database: 10/30/2015.

Note. Af. Amer.=African American. Eco. Dis.=economically disadvantaged. ELL=English Language Learner. Sp. Ed.=special education. Other ethnicity included Asian, American Indian, Native Hawaiian or Other Pacific Islander, two or more races, and not available.

What were student outcomes on the 2015-16 TerraNova?

Methodology

The *TerraNova*, a nationally normed achievement battery, was administered to district students in grades K through two in April 2016. It should be noted that the district changed the norm-referenced assessments for students in grades K to 2 from the *Iowa Assessments* in 2014-15 to the *TerraNova* in 2015-16. For this reason, this report provides summary statistics for the 2015-16 *TerraNova* only.

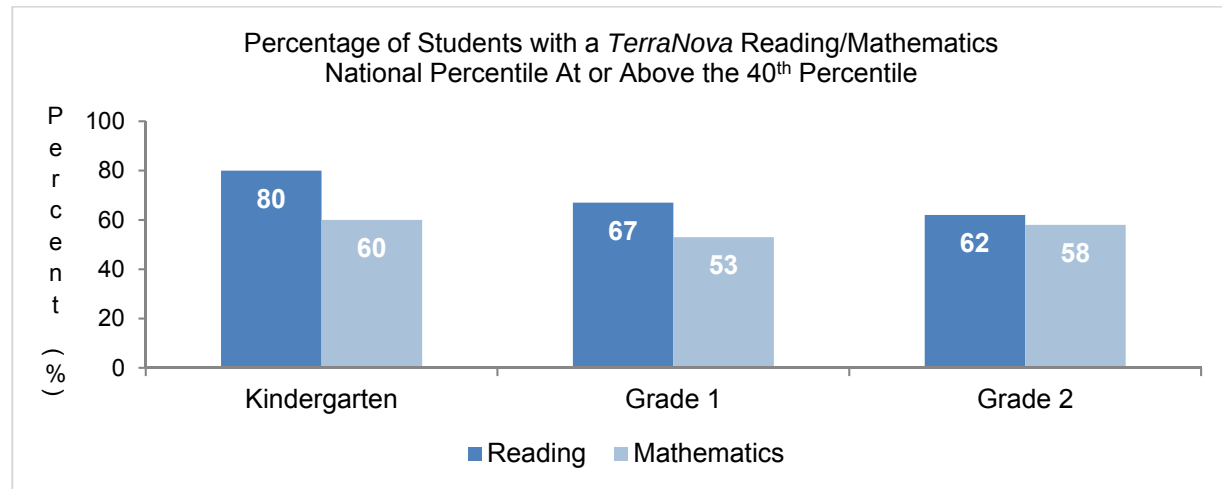
*TerraNova*³ and PEIMS demographic files were merged to prepare for analyses. The achievement measure used for the *TerraNova* was the percentage of students at or above the 40th percentile on the reading and mathematics subtests. The 40th percentile indicates student performance at or above grade level. Frequency and crosstabs analyses were computed to review student performance in terms of the percentages of students at or above grade level by grade, feeder pattern, and student group.

Results

Overall Percentage of K to 2 Students Performing At or Above Grade Level on *TerraNova* Reading and Mathematics

For reading in 2015-16, 80 percent of the K students performed at or above grade level, as did 67 percent in grade one and 62 percent in grade two. Thus, a sizable percentage of students in grades one (33%) and two (38%) performed below grade level in reading. For mathematics, 60 percent of the K students performed at or above grade level, as did 53 percent in grade one and 58 percent in grade two. Like reading, a sizable percentage of students in grades K through two (40% to 47%) performed below grade level in mathematics (see Figure 2).

Figure 2: Overall Percentage of Students in Grades K to 2 with a *TerraNova* Reading/Mathematics National Percentile At or Above the 40th Percentile



Source. PEIMS district database: 10/30/2015. *TerraNova*: 6/9/2016.

TerraNova Reading

The percentage that met the grade level standard decreased as grade level increased for reading (80% for K to 67% for grade one to 62% for grade two). As seen in Table 1, for all student groups, the percentage of students at or above grade level was higher for K than for grades one or two (60% to 92% for K, 39% to 86% for grade one, and 32% to 86% for grade two).

³ Data reported as of 6/9/2016. Updates received after 6/9/2016 are not reflected in this report.

Table 1: Percentage of Students in Grades K to 2 with a TerraNova Reading National Percentile At or Above the 40th Percentile by Student Group

	K		Grade 1		Grade 2	
	<i>n</i> Tested	% Passing	<i>n</i> Tested	% Passing	<i>n</i> Tested	% Passing
All	5,841	80.0	6,611	67.3	6,823	61.8
African American	2,421	78.5	2,629	64.4	2,732	53.4
Hispanic	2,568	78.0	3,092	65.9	3,181	63.9
White	631	92.2	630	85.6	649	85.8
ELL	538	64.3	562	50.2	631	45.8
Economically Disadvantaged	4,213	77.5	5,265	64.5	5,862	58.8
Special Education	259	60.2	375	38.9	425	32.2

Source. PEIMS district database: 10/30/2015. TerraNova: 6/9/2016.

Note. Statistics included Hospital/Homebound students. All included other ethnic groups (e.g., Asian, American Indian, Native Hawaiian or Other Pacific Islander, two or more races, and not available). ELL=English Language Learner.

Feeder pattern results for TerraNova reading varied. Students in the Hillcrest, Lincoln, Sunset, White, and Wilson feeders performed at or above the district averages for all grades (K to 2) in 2015-16 (see Table 2).

Table 2: Percentage of Students in Grades K to 2 with a TerraNova Reading National Percentile At or Above the 40th Percentile by Feeder Pattern

Feeder High School	K		Grade 1		Grade 2	
	<i>n</i> Tested	% Passing	<i>n</i> Tested	% Passing	<i>n</i> Tested	% Passing
ACE	189	85.2	226	66.8	205	50.2
Adams	407	84.3	493	66.5	448	71.2
Adamson	95	77.9	108	64.8	111	47.7
Carter	235	80.4	250	68.8	297	55.6
Conrad	200	67.0	249	53.0	220	46.8
Hillcrest	240	82.1	229	86.5	216	76.9
Jefferson	203	70.4	205	57.6	204	63.2
Kimball	303	74.3	346	63.9	356	64.0
Lincoln	139	96.4	131	72.5	156	67.9
Madison	152	72.4	170	67.6	184	40.8
Molina	198	80.3	215	65.1	231	63.6
North Dallas	191	74.3	219	60.7	254	52.8
Pinkston	307	71.3	323	61.3	339	60.8
Roosevelt	177	81.9	221	66.1	237	51.5
Samuell	259	73.7	345	67.2	325	62.2
Seagoville	194	80.9	273	61.5	266	68.8
Skyline	396	69.7	448	55.1	415	50.1
South Oak Cliff	316	87.0	358	69.3	427	53.2
Spruce	432	78.7	438	64.6	446	56.5
Sunset	284	86.3	320	72.5	351	66.4
White	356	86.2	401	78.8	434	75.3
Wilmer-Hutchins	165	81.2	184	70.1	241	58.5
Wilson	403	92.6	459	82.6	457	84.9
<i>District</i>	5,841	80.0	6,611	67.3	6,823	61.8

Source. PEIMS district database: 10/30/2015. TerraNova: 6/9/2016.

Note. District statistics included Hospital/Homebound students. Statistics by feeder pattern included magnet (White feeder: Dealey; Wilmer-Hutchins feeder: Stone, H.) schools. Blue indicates feeder patterns at or above the district average. Feeder high schools in bold indicate feeder patterns at or above the district average for all grades (K to 2) in 2015-16.

TerraNova Mathematics

As seen in Table 3, for all student groups, the percentage of students at or above grade level was higher for K than for grades one or two for all student groups (47% to 84% for K, 30% to 78% for grade one, and 29% to 82% for grade two).

Table 3: Percentage of Students in Grades K to 2 with a TerraNova Mathematics National Percentile At or Above the 40th Percentile by Student Group

	K		Grade 1		Grade 2	
	<i>n</i> Tested	% Passing	<i>n</i> Tested	% Passing	<i>n</i> Tested	% Passing
All	11,172	60.1	12,348	53.0	12,494	57.8
African American	2,421	54.0	2,630	45.6	2,726	48.3
Hispanic	7,839	59.6	8,757	53.0	8,824	58.7
White	667	84.1	674	78.2	665	82.1
English Language Learner	5,727	55.9	6,098	49.1	6,164	55.3
Economically Disadvantaged	8,465	57.6	10,580	51.4	11,366	56.3
Special Education	361	46.5	526	29.7	594	28.5

Source. PEIMS district database: 10/30/2015. TerraNova: 6/9/2016.

Note. Statistics included Hospital/Homebound students. All included other ethnic groups (e.g., Asian, American Indian, Native Hawaiian or Other Pacific Islander, two or more races, and not available).

Feeder pattern results for TerraNova mathematics varied. Students in the Adams, Hillcrest, Jefferson, Lincoln, Spruce, Sunset, White, and Wilson feeders performed at or above the district averages for all grades (K to 2) in 2015-16 (see Table 4).

Table 4: Percentage of Students in Grades K to 2 with a TerraNova Mathematics National Percentile At or Above the 40th Percentile by Feeder Pattern

Feeder High School	K		Grade 1		Grade 2	
	<i>n</i> Tested	% Passing	<i>n</i> Tested	% Passing	<i>n</i> Tested	% Passing
ACE	274	59.1	324	53.1	296	53.0
Adams	714	64.3	830	55.3	755	63.0
Adamson	286	56.3	291	52.2	303	50.8
Carter	325	55.1	318	49.4	387	41.3
Conrad	447	44.7	546	41.6	530	50.0
Hillcrest	473	79.3	459	64.1	448	68.8
Jefferson	706	61.5	772	56.1	741	61.3
Kimball	612	52.9	701	50.2	706	60.3
Lincoln	170	73.5	162	73.5	182	77.5
Madison	223	45.3	241	44.8	263	39.5
Molina	414	63.0	428	50.7	478	51.5
North Dallas	428	63.3	476	45.8	500	50.8
Pinkston	569	52.9	601	46.9	604	59.4
Roosevelt	249	49.0	311	46.3	314	49.7
Samuell	646	52.2	746	49.5	733	55.0
Seagoville	432	53.5	459	49.9	476	58.0
Skyline	790	50.6	827	45.2	825	53.7
South Oak Cliff	528	60.8	587	50.8	646	49.5
Spruce	873	65.5	950	60.2	953	58.7
Sunset	545	66.4	623	54.7	663	64.1
White	739	65.0	861	57.5	810	66.4
Wilmer-Hutchins	235	53.2	259	40.2	312	54.5
Wilson	494	83.8	576	73.8	566	76.3
<i>District</i>	11,172	60.1	12,348	53.0	12,494	57.8

Source. PEIMS district database: 10/30/2015. TerraNova: 6/9/2016.

Note. District statistics included Hospital/Homebound students. Statistics by feeder pattern included magnet (White feeder: Dealey; Wilmer-Hutchins feeder: Stone, H.) schools. Blue indicates feeder patterns at or above the district average. Feeder high schools in bold indicate feeder patterns at or above the district average for all grades (K to 2) in 2015-16.

What were student outcomes on the 2015-16 SUPERA?

Methodology

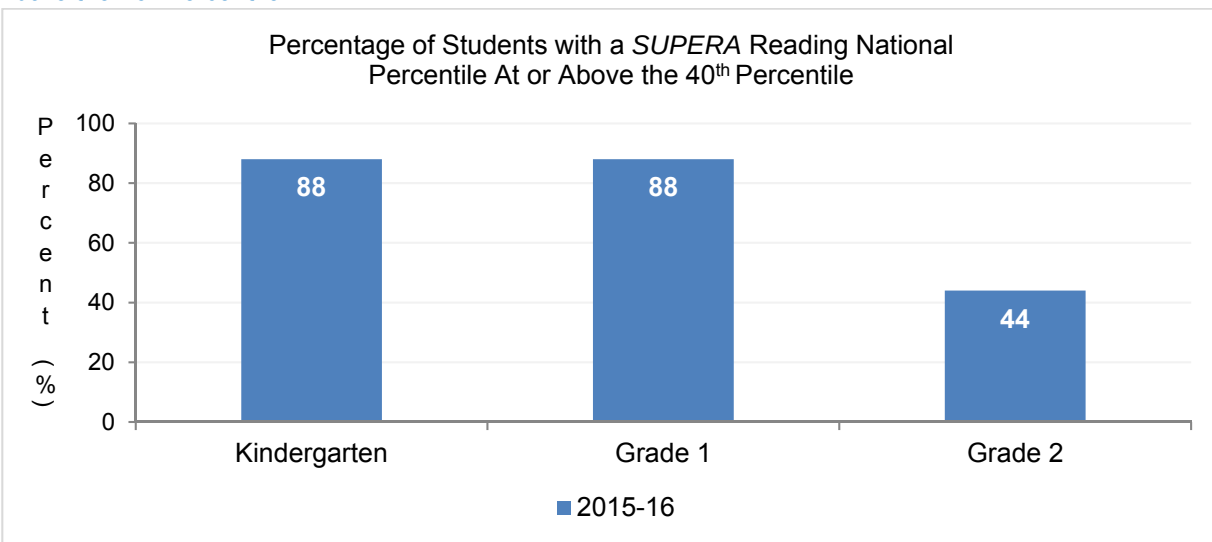
SUPERA, a Spanish language achievement test, was administered in April 2016 primarily to the district's English Language Learners (ELLs) in grades K through two. It should be noted that the district changed the norm-referenced assessments for ELLs in grades K to 2 from the *Logramos* in 2014-15 to the *SUPERA* in 2015-16. For this reason, this report provides summary statistics for 2015-16 *SUPERA* only.

*SUPERA*⁴ and PEIMS demographic files were merged to prepare for analyses. Frequency and crosstabs analyses were computed to review student performance in terms of the percentages of students at or above grade level by feeder pattern and student group. The achievement measure used for the *SUPERA* was the percentage of students at or above the 40th percentile, which indicates student performance at or above grade level.

Results

Overall, in 2015-16, the percentage of students at or above grade level was much higher for K and first-grade students than for second-grade students (88% for both K and grade one versus 44% for grade two). Thus, a sizable percentage of second-grade students (56%) performed below grade level in 2015-16 (see Figure 3). As seen in Table 5, the pattern was consistent for all student groups (75% to 88% for K, 62% to 91% for grade one, and 16% to 45% for grade two).

Figure 3: Overall Percentage of Students in Grades K to 2 with a *SUPERA* Reading National Percentile At or Above the 40th Percentile



Source: PEIMS district database: 10/30/2015. *SUPERA*: 6/9/2016.

⁴ Data reported as of 6/9/2016. Updates received after 6/9/2016 are not reflected in this report.

Table 5: Percentage of Students in Grades K to 2 with a *SUPERA* Reading National Percentile At or Above the 40th Percentile by Student Group

	K		Grade 1		Grade 2	
	<i>n</i> Tested	% Passing	<i>n</i> Tested	% Passing	<i>n</i> Tested	% Passing
All	5,462	87.7	5,802	87.8	5,773	43.9
African American	*	*	*	*	*	*
Hispanic	5,390	87.8	5,727	87.9	5,735	44.0
White	44	86.4	44	90.9	20	45.0
ELL	5,282	87.6	5,592	87.6	5,618	43.6
Economically Disadvantaged	4,362	87.7	5,377	88.0	5,598	43.9
Special Education	107	74.8	154	61.7	175	16.0

Source. PEIMS district database: 10/30/2015. *SUPERA*: 6/9/2016.

Note. All included other ethnic groups (e.g., Asian, American Indian, Native Hawaiian or Other Pacific Islander, two or more races, and not available). ELL=English Language Learner. Cells marked with an asterisk (*) indicate five or fewer students were tested.

Feeder pattern results for *SUPERA* reading varied. Students in the Adams, Carter, Hillcrest, Lincoln, and Spruce feeders performed at or above the district averages for all grades (K to 2) in 2015-16 (see Table 6).

Table 6: Percentage of Students in Grades K to 2 with a *SUPERA* Reading National Percentile At or Above the 40th Percentile by Feeder Pattern

Feeder High School	K		Grade 1		Grade 2	
	<i>n</i> Tested	% Passing	<i>n</i> Tested	% Passing	<i>n</i> Tested	% Passing
ACE	85	85.9	99	88.9	91	46.2
Adams	342	90.9	342	89.5	313	47.0
Adamson	192	84.4	184	89.7	191	35.1
Carter	92	88.0	66	87.9	90	47.8
Conrad	270	83.3	299	80.3	321	41.7
Hillcrest	236	91.9	230	92.6	232	52.6
Jefferson	535	88.0	584	87.3	545	46.8
Kimball	310	86.8	357	86.0	358	38.3
Lincoln	31	96.8	32	96.9	26	57.7
Madison	69	98.6	75	84.0	87	36.8
Molina	219	86.8	213	86.4	249	41.0
North Dallas	237	93.7	258	89.1	256	43.8
Pinkston	262	86.3	278	85.6	262	40.8
Roosevelt	73	86.3	90	93.3	94	40.4
Samuell	389	85.6	402	87.8	410	44.1
Seagoville	239	84.1	200	90.0	211	42.2
Skyline	398	84.2	383	89.6	421	39.4
South Oak Cliff	213	92.5	228	86.8	222	40.5
Spruce	462	89.4	514	93.8	512	49.8
Sunset	261	86.2	306	85.0	314	46.5
White	387	87.1	467	84.6	389	50.4
Wilmer-Hutchins	68	85.3	76	81.6	70	35.7
Wilson	92	92.4	119	88.2	109	33.0
<i>District</i>	5,462	87.7	5,802	87.8	5,773	43.9

Source. PEIMS district database: 10/30/2015. *SUPERA*: 6/9/2016.

Note. Blue indicates feeder patterns at or above the district average. Feeder high schools in bold indicate feeder patterns at or above the district average for all grades (K to 2) in 2015-16.

What were student outcomes on the 2015-16 ISIP?

Methodology

Istation's Indicators of Progress Early Reading (ISIP) is a computer adaptive assessment of critical reading skills that provides continuous progress monitoring. Students with a score at or above the 40th percentile (Tier 1) are considered to be on grade level (Mathes, Torgesen, & Herron, 2016).

ISIP data from the beginning, middle, and end of the year and PEIMS demographic data were merged for analyses. For the analyses, the English and Spanish administrations were combined into one file to allow for examination of overall student performance.⁵ If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset.⁶ If a student took the test more than once, the student's latest score was used. Frequency and crosstabs analyses were computed to review student performance at the beginning, middle, and end of the year. Results were reported overall and by feeder pattern.

Results

Overall Percentages of Students in Grades K to 2 Performing at or above Grade Level

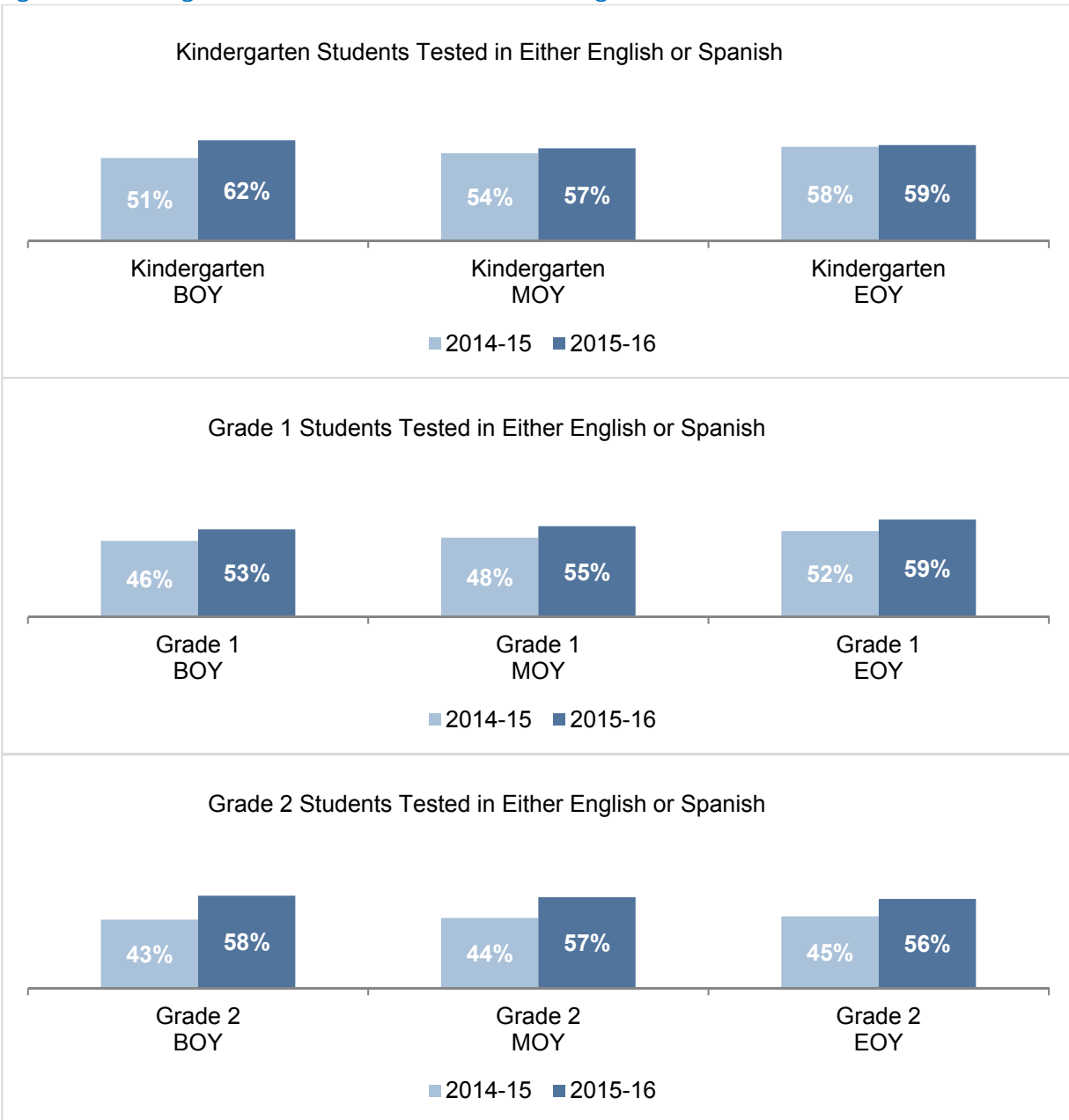
As seen in Figure 4, for the English and Spanish administrations combined, the overall percentage of students at or above grade level (at Tier 1) ranged from 53 percent to 62 percent in 2015-16 (57% to 62% for K, 53% to 59% for grade one, and 56% to 58% for grade two). Across *ISIP* administrations (beginning, middle, and end of year), the percentages of students at or above grade level were higher in 2015-16 than in 2014-15 for all grades.

It would be hoped that the percentage of students at or above grade level would increase throughout the year. Results showed small positive changes from the beginning to the middle to the end of the 2015-16 school year for grade one. However, there was no pattern of progress throughout the year for grades K and two. The percentage of K students at the beginning of the year dropped in the middle of the year and then slightly increased at the end of the year. The percentage of second-grade students at or above grade level slightly decreased from the beginning to the middle to the end of the 2015-16 school year.

⁵ Comparisons between the English and Spanish versions of *ISIP* are not recommended because the two versions are normed differently. Therefore, the percentage of students at or above Tier 1 (which indicates performing at grade level) was used.

⁶ Staff members from Evaluation and Assessment, Early Childhood and Community Partnerships, and Bilingual/ESL worked together to develop *ISIP* data analysis guidelines. The purpose of the guidelines is to ensure consistent reporting of *ISIP* data across departments and over time.

Figure 4: Percentage of Students in Grades K to 2 Performing At or Above Grade Level on *ISIP*



Source. PEIMS district database: 10/31/2014 and 10/30/2015.

Note. BOY=beginning of year. MOY=middle of year. EOY=end of year. Time period-BOY: September, 2014 and 2015; MOY: January, 2015 and 2016; EOY: May, 2015 and 2016. District *ISIP* data 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.

Kindergarten Student *ISIP* Performance

Districtwide data showed that more students that tested in Spanish performed at or above grade level than those that tested in English with the exception of the beginning-of-year administration. Across *ISIP* administrations (beginning, middle, and end of year), over 60 percent (61% to 68%) of the K students tested in Spanish were at or above grade level,⁷ whereas 48 to 63 percent of the students tested in English were at or above grade level. The overall percentages of K students at or above grade level for the English and Spanish administrations combined were between 57 percent and 62 percent (see Table 7 and Figure 5).

It would be hoped that the percentage of students at or above grade level would increase throughout the year. For the Spanish administration, results showed small positive changes for all students from the beginning (61%) to the middle (66%) to the end (68%) of the 2015-16 school year. For the English administration and the English and Spanish administrations combined, the pattern of increase was not consistent (e.g., the percentages at the beginning of the year dropped in the middle of the year and then slightly increased at the end of the year). When compared to 2014-15, the percentages of students at or above grade level were higher in 2015-16 with one exception (the beginning-of-year Spanish administration). Feeder pattern results for K students in 2014-15 and 2015-16 varied (see Appendix B for detailed information by test version and feeder pattern).

- For all *ISIP* administrations (beginning, middle, and end of year), students tested in English in the Adams, Hillcrest, Seagoville, South Oak Cliff, White, and Wilson feeders were at or above the district averages.
- Students tested in Spanish in the Hillcrest, Jefferson, Molina, North Dallas, White, and Wilson feeders were at or above the district averages for all three *ISIP* administrations.
- Students tested in either English or Spanish in the Adams, Hillcrest, Molina, White, and Wilson feeders were at or above the district averages for all three *ISIP* administrations.
- For end of year English and Spanish administrations combined, the percentage of students at or above grade level ranged from 38 percent (Lincoln feeder) to 81 percent (Hillcrest feeder) in 2014-15 and from 34 percent (Lincoln feeder) to 80 percent (Wilson feeder) in 2015-16.

⁷ % at or above grade level = % at or above the 40th percentile (Tier 1).

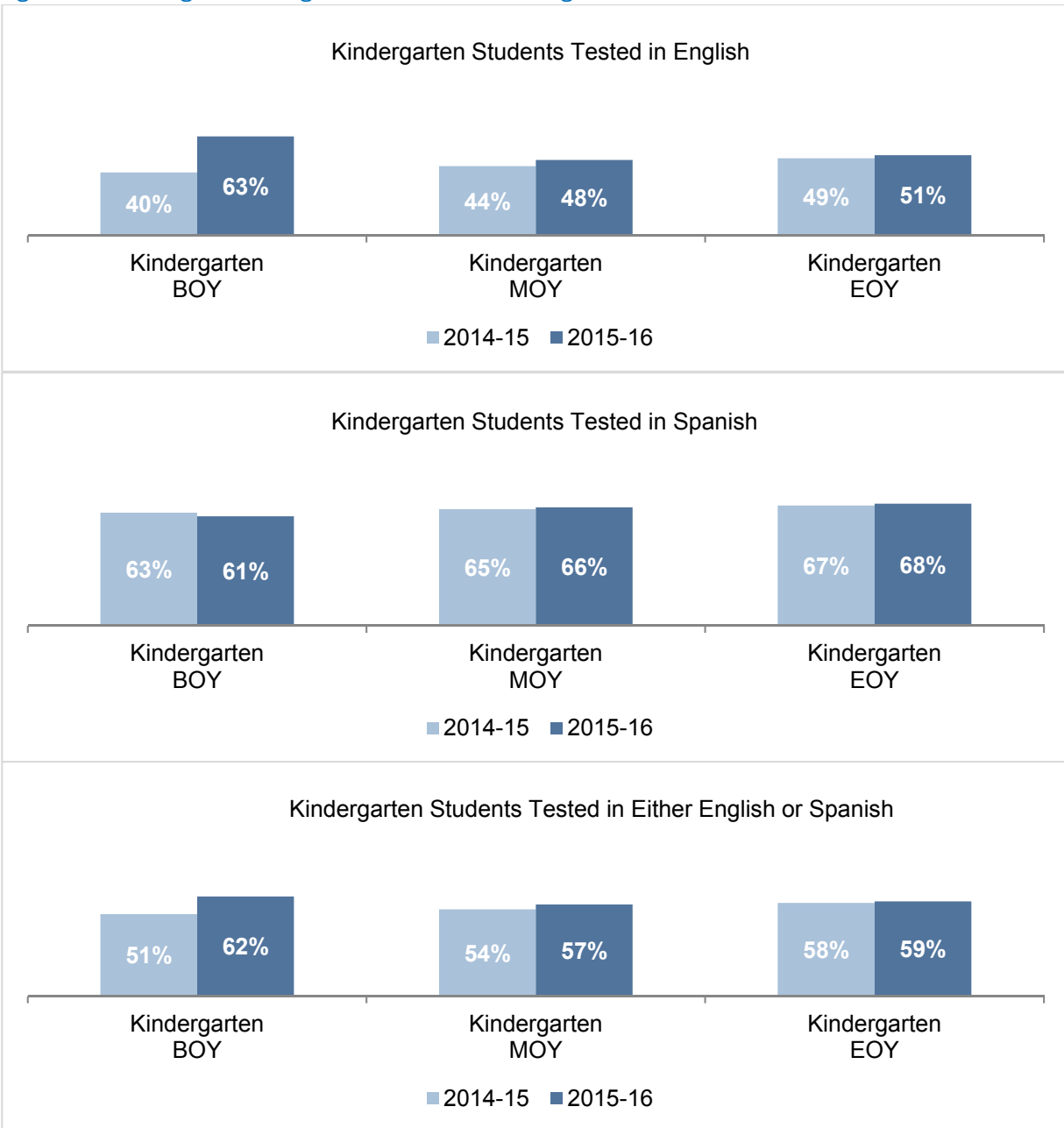
Table 7: Percentage of Kindergarten Students Performing At or Above Grade Level on ISIP by Student Group

	Beginning of Year				Middle of Year				End of Year			
	2014-15		2015-16		2014-15		2015-16		2014-15		2015-16	
	n	%	n	%	n	%	n	%	n	%	n	%
English												
All	5,943	39.6	5,456	62.9	6,092	43.8	5,518	47.9	5,501	49.0	5,100	50.8
African American	2,496	33.1	2,344	57.0	2,466	35.7	2,362	38.3	2,153	38.3	2,142	39.4
Hispanic	2,662	40.7	2,333	63.7	2,847	44.5	2,415	49.0	2,648	51.4	2,261	52.9
White	638	58.0	626	80.4	626	68.1	602	76.6	564	74.5	573	79.2
ELL	174	25.9	216	53.2	212	30.2	246	33.3	206	37.4	239	40.6
Eco. Dis.	4,388	38.2	3,962	57.7	4,510	41.0	4,002	42.9	4,069	46.1	3,693	46.1
Special Ed.	164	31.1	187	49.7	193	29.5	239	28.5	215	33.5	255	31.0
Spanish												
All	5,547	63.4	5,096	61.1	5,588	64.7	5,318	66.0	5,302	66.8	5,171	67.8
African American	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	5,491	63.5	5,039	61.3	5,533	64.7	5,261	65.9	5,240	66.8	5,107	67.9
White	32	53.1	31	35.5	31	67.7	31	64.5	37	70.3	37	54.1
ELL	5,407	63.5	5,009	61.3	5,455	64.5	5,207	65.7	5,152	66.7	5,049	67.6
Eco. Dis.	5,030	65.8	4,086	60.9	5,034	66.2	4,252	64.9	4,793	68.0	4,140	67.3
Special Ed.	78	50.0	102	48.0	88	48.9	142	45.8	109	44.0	153	42.5
English and Spanish Combined												
All	11,490	51.1	10,552	62.0	11,680	53.8	10,836	56.8	10,803	57.7	10,271	59.4
African American	2,499	33.1	2,347	56.9	2,469	35.7	2,366	38.3	2,157	38.3	2,147	39.4
Hispanic	8,153	56.1	7,372	62.0	8,380	57.8	7,676	60.6	7,888	61.7	7,368	63.3
White	670	57.8	657	78.2	657	68.0	633	76.0	601	74.2	610	77.7
ELL	5,581	62.3	5,225	60.9	5,667	63.2	5,453	64.3	5,358	65.5	5,288	66.4
Eco. Dis.	9,418	53.0	8,048	59.3	9,544	54.3	8,254	54.2	8,862	58.0	7,833	57.3
Special Ed.	242	37.2	289	49.1	281	35.6	381	34.9	324	37.0	408	35.3

Source: PEIMS district database: 10/31/2014 and 10/30/2015.

Note: Time period-Beginning: September, 2014 and 2015; Middle: January, 2015 and 2016; End: May, 2015 and 2016. District ISIP data were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. All included other ethnic groups. Cells marked with an asterisk (*) indicate five or fewer students were tested. ELL=English Language Learner. Eco. Dis.=Economically Disadvantaged. Special Ed.=Special Education.

Figure 5: Percentage of Kindergarten Students Performing At or Above Grade Level on *ISIP*

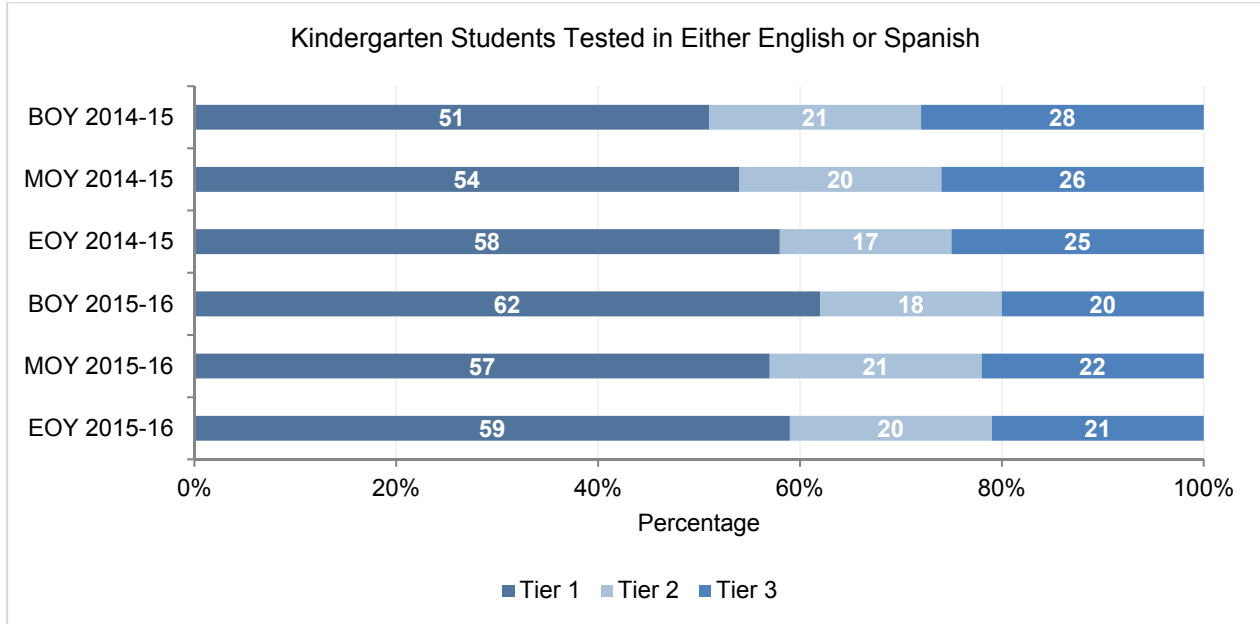


Source. PEIMS district database: 10/31/2014 and 10/30/2015.

Note. BOY=beginning of year. MOY=middle of year. EOY=end of year. Time period-BOY: September, 2014 and 2015; MOY: January, 2015 and 2016; EOY: May, 2015 and 2016. District *ISIP* data 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.

Regarding *ISIP* Tier changes for the English and Spanish administrations combined, there was not a consistent pattern of improvement from the beginning to the middle to the end of the 2015-16 year, while there were small positive Tier changes in student performance throughout the 2014-15 year (see Figure 6).

Figure 6: Percentage Distribution of *ISIP* Tier Ratings for Kindergarten Students Tested in Either English or Spanish



Note. BOY=beginning of year. MOY=middle of year. EOY=end of year. Tier 1=at or above grade level.

First-Grade Student *ISIP* Performance

Districtwide data showed that more students that tested in Spanish performed at or above grade level than those that tested in English. Across *ISIP* administrations (beginning, middle, and end of year), over 60 percent (64% to 69%) of first-grade students tested in Spanish were at or above grade level,⁸ whereas 43 to 49 percent of students tested in English were at or above grade level. The overall percentages of first-grade students at or above grade level for the English and Spanish administrations combined were between 53 percent and 59 percent (see Table 8 and Figure 7).

It would be hoped that the percentage of students at or above grade level would increase throughout the year. For all administrations (English, Spanish, and English and Spanish combined), results showed small positive changes as the school year progressed. When compared to 2014-15, the percentages of students at or above grade level were higher in 2015-16. Feeder pattern results in 2014-15 and 2015-16 varied (see Appendix C for detailed information by test version and feeder pattern).

- For all *ISIP* administrations (beginning, middle, and end of year), students tested in English in the Adams, Hillcrest, Seagoville, Sunset, White, and Wilson feeders were at or above the district averages.

⁸ % at or above grade level = % at or above the 40th percentile (Tier 1).

- Students tested in Spanish in the ACE, Adams, Hillcrest, Molina, North Dallas, Samuell, and Seagoville feeders were at or above the district averages for all three *ISIP* administrations.
- Students tested in either English or Spanish in the Adams, Hillcrest, Jefferson, Molina, Seagoville, White, and Wilson feeders were at or above the district averages for all three *ISIP* administrations.
- For end of year English and Spanish administrations combined, the percentage of students at or above grade level ranged from 28 percent (Carter feeder) to 72 percent (Hillcrest feeder) in 2014-15 and from 40 percent (Roosevelt and Wilmer-Hutchins feeders) to 76 percent (Hillcrest feeder) in 2015-16.

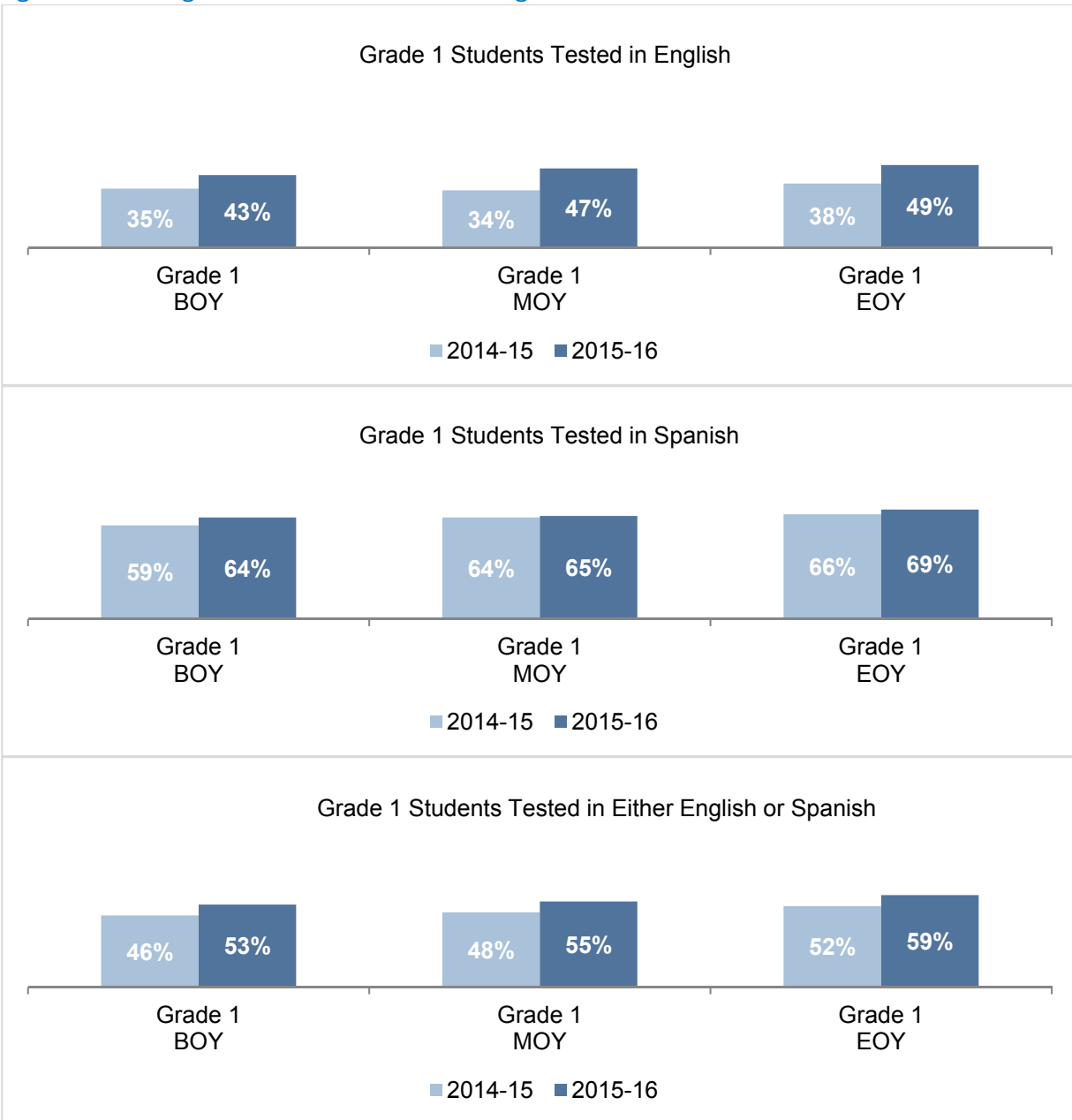
Table 8: Percentage of Grade 1 Students Performing At or Above Grade Level on *ISIP* by Student Group

	Beginning of Year				Middle of Year				End of Year			
	2014-15		2015-16		2014-15		2015-16		2014-15		2015-16	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English												
All	6,919	34.9	6,576	43.1	6,774	34.1	6,617	47.0	6,154	38.4	6,199	49.3
African American	2,898	26.0	2,648	33.5	2,756	25.1	2,648	39.9	2,312	29.0	2,494	41.8
Hispanic	3,045	36.5	2,996	45.4	3,114	35.5	3,058	47.6	2,976	39.9	2,897	50.7
White	706	63.6	665	70.7	642	63.2	653	72.1	620	65.2	572	73.3
ELL	406	19.0	434	26.3	429	19.3	467	29.8	419	25.1	448	33.9
Eco. Dis.	5,761	31.4	5,209	39.3	5,654	30.6	5,261	43.0	5,115	34.9	4,950	45.8
Special Ed.	296	16.9	353	21.0	324	15.7	387	21.7	332	16.0	420	21.0
Spanish												
All	5,877	58.9	5,558	64.3	5,903	63.9	5,756	64.7	5,578	66.1	5,495	69.3
African American	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	5,833	58.9	5,493	64.4	5,851	63.9	5,691	64.7	5,539	66.2	5,443	69.3
White	26	53.8	38	68.4	30	60.0	36	72.2	20	70.0	25	76.0
ELL	5,752	58.6	5,444	64.2	5,783	63.5	5,630	64.5	5,493	66.0	5,380	69.1
Eco. Dis.	5,649	59.5	5,174	65.2	5,660	64.5	5,347	65.5	5,365	66.5	5,120	69.7
Special Ed.	148	35.1	146	45.9	151	27.2	172	28.5	163	35.0	183	30.6
English and Spanish Combined												
All	12,796	45.9	12,134	52.8	12,677	48.0	12,373	55.2	11,732	51.6	11,694	58.7
African American	2,900	26.0	2,650	33.5	2,759	25.2	2,651	39.9	2,313	29.0	2,496	41.8
Hispanic	8,878	51.2	8,489	57.7	8,965	54.0	8,749	58.7	8,515	57.0	8,340	62.9
White	732	63.3	703	70.6	672	63.1	689	72.1	640	65.3	597	73.4
ELL	6,158	55.9	5,878	61.4	6,212	60.4	6,097	61.8	5,912	63.1	5,828	66.4
Eco. Dis.	11,410	45.3	10,383	52.2	11,314	47.6	10,608	54.3	10,480	51.1	10,070	58.0
Special Ed.	444	23.0	499	28.3	475	19.4	559	23.8	495	22.2	603	23.9

Source. PEIMS district database: 10/31/2014 and 10/30/2015.

Note. Time period-Beginning: September, 2014 and 2015; Middle: January, 2015 and 2016; End: May, 2015 and 2016. District *ISIP* data were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. All included other ethnic groups. Cells marked with an asterisk (*) indicate five or fewer students were tested. ELL=English Language Learner. Eco. Dis.=Economically Disadvantaged. Special Ed.=Special Education.

Figure 7: Percentage of Grade 1 Students Performing At or Above Grade Level on *ISIP*

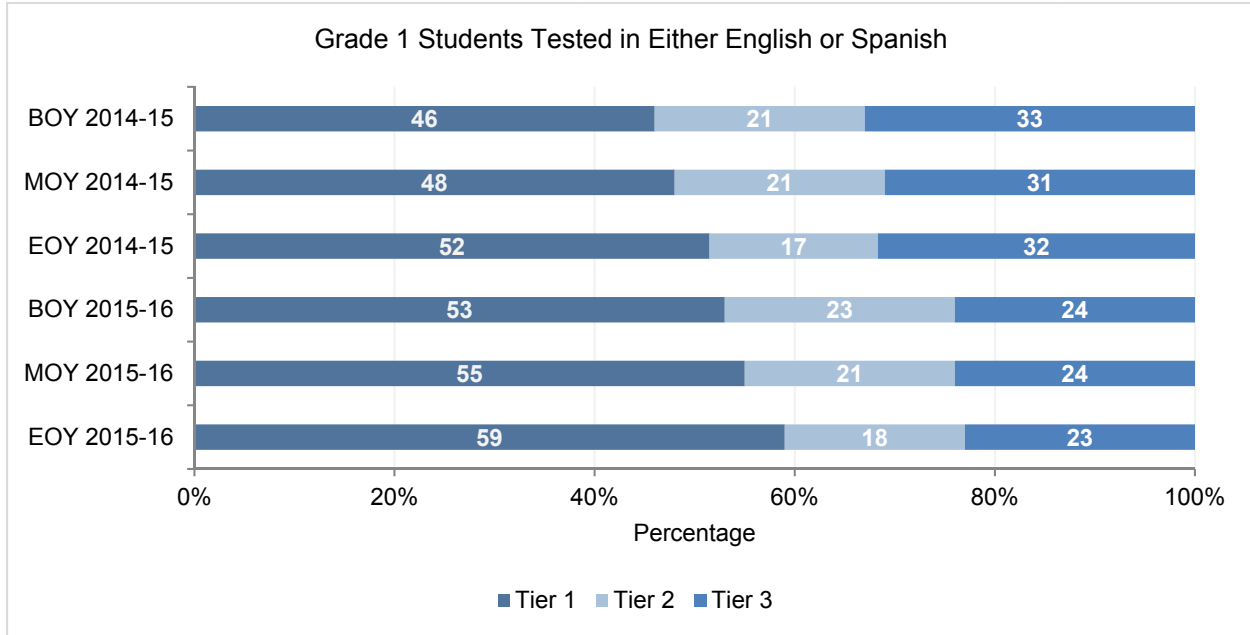


Source. PEIMS district database: 10/31/2014 and 10/30/2015.

Note. BOY=beginning of year. MOY=middle of year. EOY=end of year. Time period-BOY: September, 2014 and 2015; MOY: January, 2015 and 2016; EOY: May, 2015 and 2016. District *ISIP* data 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.

Regarding *ISIP* Tier changes for the English and Spanish administrations combined, results showed small positive changes in student performance from the beginning to the middle to the end of the year in both 2014-15 and 2015-16. That is, as hoped, the percentage of students at Tier 1 tended to increase, while the percentage of students at Tier 2 or Tier 3 tended to decrease (see Figure 8).

Figure 8: Percentage Distribution of *ISIP* Tier Ratings for Grade 1 Students Tested in Either English or Spanish



Note. BOY=beginning of year. MOY= middle of year. EOY=end of year. Tier 1=at or above grade level.

Second-Grade Student *ISIP* Performance

Districtwide data showed that more students that tested in Spanish performed at or above grade level than those that tested in English with the exception of the end-of-year administration. Across *ISIP* administrations (beginning, middle, and end of year), over 55 percent of second-grade students (55% to 57% for English, 55% to 63% for Spanish, and 56% to 58% for English and Spanish combined) were at or above grade level⁹ (see Table 9 and Figure 9).

It would be hoped that the percentage of students at or above grade level would increase from the beginning to the middle to the end of the year. However, there was no pattern of progress throughout the year. For the English administration, the end of year percentage of students at or above grade level was slightly higher than at the beginning or middle of the year. For the Spanish administration and the English and Spanish administrations combined, the percentage of students at or above grade level tended to decrease from the beginning to the middle to the end of the 2015-16 school year. When compared to 2014-15, the percentages of students at or above grade level were higher in 2015-16 with one exception (end-of-year Spanish). Feeder pattern results for second-grade students in 2014-15 and 2015-16 varied (see Appendix D for detailed information by test version and feeder pattern).

⁹ % at or above grade level = % at or above the 40th percentile (Tier 1).

- For all *ISIP* administrations (beginning, middle, and end of year), students tested in English in the Adams, Hillcrest, Jefferson, Seagoville, Sunset, White, and Wilson feeders were at or above the district averages.
- Students tested in Spanish in the Adams, Hillcrest, Seagoville, and White feeders were at or above the district averages for all three *ISIP* administrations.
- Students tested in either English or Spanish in the Adams, Hillcrest, Jefferson, Seagoville, White, and Wilson feeders were at or above the district averages for all three *ISIP* administrations.
- For end of year English and Spanish administrations combined, the percentage of students at or above grade level ranged from 22 percent (Madison feeder) to 66 percent (Wilson feeder) in 2014-15 and from 36 percent (Madison feeder) to 76 percent (Adams and Hillcrest feeders) in 2015-16.

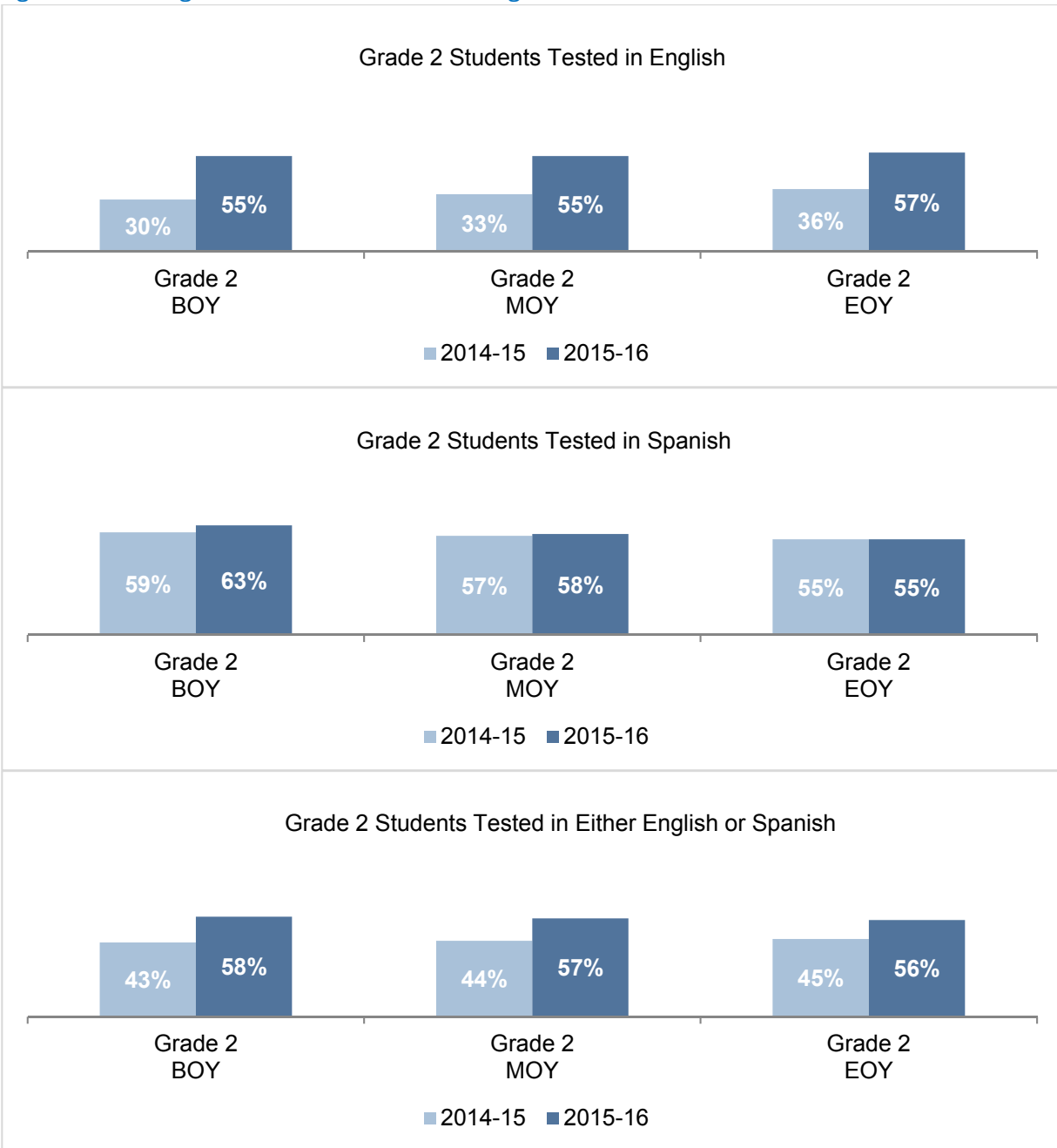
Table 9: Percentage of Grade 2 Students Performing At or Above Grade Level on *ISIP* by Student Group

	Beginning of Year				Middle of Year				End of Year			
	2014-15		2015-16		2014-15		2015-16		2014-15		2015-16	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English												
All	6,885	30.0	6,710	54.9	6,714	33.1	6,752	55.1	6,259	35.8	6,179	57.0
African American	2,833	21.4	2,790	45.5	2,739	24.0	2,769	45.8	2,446	26.0	2,482	46.3
Hispanic	3,226	31.3	2,973	58.1	3,162	34.5	3,099	58.8	3,062	37.5	2,893	60.7
White	605	61.7	677	78.1	603	64.5	615	78.0	551	67.0	575	82.4
ELL	479	19.0	466	39.7	475	20.6	498	39.6	456	25.4	461	44.3
Eco. Dis.	5,854	26.2	5,751	51.7	5,670	29.2	5,840	52.2	5,293	32.2	5,337	54.2
Special Ed.	377	12.5	383	26.4	383	12.5	437	24.0	377	14.3	458	24.5
Spanish												
All	5,580	58.8	5,275	62.6	5,674	57.1	5,540	58.1	5,272	54.9	5,419	54.9
African American	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	5,535	59.0	5,241	62.7	5,622	57.2	5,491	58.3	5,226	54.9	5,372	55.2
White	29	51.7	19	42.1	31	45.2	34	50.0	27	55.6	30	33.3
ELL	5,524	58.6	5,224	62.5	5,597	57.0	5,448	58.0	5,215	54.7	5,316	54.8
Eco. Dis.	5,391	59.4	5,123	62.9	5,465	57.5	5,365	58.4	5,082	55.1	5,249	55.1
Special Ed.	158	22.8	165	20.0	160	19.4	193	16.1	149	16.8	206	15.0
English and Spanish Combined												
All	12,465	42.9	11,985	58.3	12,388	44.1	12,292	56.5	11,531	44.5	11,598	56.0
African American	2,835	21.4	2,792	45.5	2,742	24.0	2,770	45.8	2,449	26.0	2,484	46.3
Hispanic	8,761	48.8	8,214	61.0	8,784	49.0	8,590	58.4	8,288	48.5	8,265	57.1
White	634	61.2	696	77.2	634	63.6	649	76.6	578	66.4	605	80.0
ELL	6,003	55.5	5,690	60.6	6,072	54.1	5,946	56.5	5,671	52.4	5,777	54.0
Eco. Dis.	11,245	42.1	10,874	57.0	11,135	43.1	11,205	55.1	10,375	43.5	10,586	54.6
Special Ed.	535	15.5	548	24.5	543	14.5	630	21.6	526	15.0	664	21.5

Source: PEIMS district database: 10/31/2014 and 10/30/2015.

Note: Time period-Beginning: September, 2014 and 2015; Middle: January, 2015 and 2016; End: May, 2015 and 2016. District *ISIP* data were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. All included other ethnic groups. Cells marked with an asterisk (*) indicate five or fewer students were tested. ELL=English Language Learner. Eco. Dis.=Economically Disadvantaged. Special Ed.=Special Education.

Figure 9: Percentage of Grade 2 Students Performing At or Above Grade Level on *ISIP*

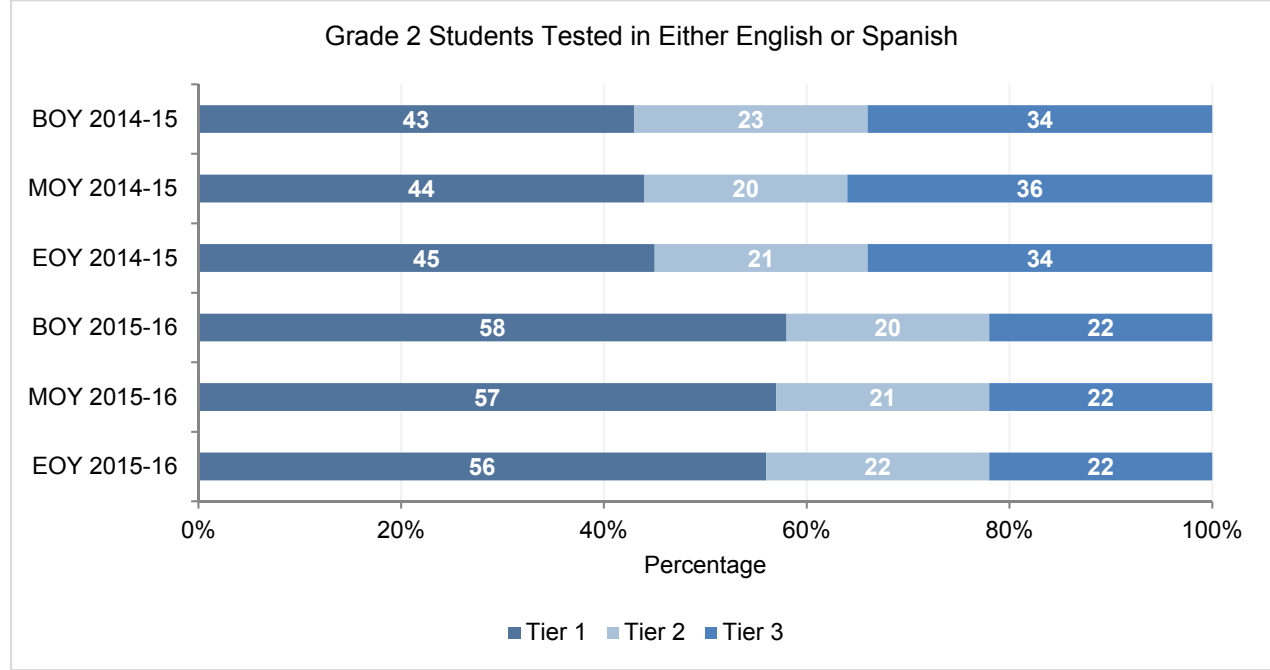


Source. PEIMS district database: 10/31/2014 and 10/30/2015.

Note. BOY=beginning of year. MOY=middle of year. EOY=end of year. Time period-BOY: September, 2014 and 2015; MOY: January, 2015 and 2016; EOY: May, 2015 and 2016. District *ISIP* data 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.

Regarding *ISIP* Tier changes for the English and Spanish administrations combined, there was no pattern of improvement from the beginning to the middle to the end of 2015-16, while there were very small positive Tier changes over time in the 2014-15 year (see Figure 10).

Figure 10: Percentage Distribution of *ISIP* Tier Ratings for Grade 2 Students Tested in Either English or Spanish



Note. BOY=beginning of year. MOY= middle of year. EOY=end of year. Tier 1=at or above grade level.

Did attending Dallas ISD prekindergarten make a difference in students' kindergarten readiness?

Note: This section was copied directly from Hinkley, 2016.

Methodology

To examine whether attending Dallas ISD PK made a difference in students' kindergarten readiness, PEIMS (pulled 10/30/15) demographic data and *ISIP* test files were extracted from the district database and merged to prepare for analyses. District *ISIP* data were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance.¹⁰ If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset.¹¹ If a student took the test more than once, the latest score was used in all datasets.

¹⁰ Comparisons between the English and Spanish versions of *ISIP* are not recommended because the two versions are normed differently. Therefore, the percentage of students at or above Tier 1 (which indicates performing at grade level) was used.

¹¹ Staff members from Evaluation and Assessment, Early Childhood and Community Partnerships, and Bilingual/ESL worked together to develop *ISIP* data analysis guidelines. The purpose of the guidelines is to ensure consistent reporting of *ISIP* data across departments and over time.

Kindergarten was used as the sampling frame to compare students attending PK with those who did not attend.¹² The current kindergarten cohort was created by pulling PEIMS data for the year prior to the kindergarten year (e.g., 2014-15 PEIMS data for 2015-16 kindergarten students). Next, cohort students were classified as attending Dallas ISD PK or not. A student was classified as *DISD PK* if he or she ever attended Dallas ISD PK even if it was not the year prior to attending kindergarten. The remaining students were classified as *No DISD PK*. Finally, to produce comparable groups, the cohort students were limited to kindergarteners who were ELLs and/or economically disadvantaged and who were not retained.

Frequency analyses were used to determine the percentage of Dallas ISD PK students who began kindergarten with *ISIP* scores at grade level (at or above the 40th percentile) compared to those who did not attend Dallas ISD PK. Results should be reviewed with caution due to the following limitations. First, students classified as *No DISD PK* may have attended preschool elsewhere (e.g., Head Start, private preschool, other school district) or not at all. Second, some students may have been eligible for PK but were not included due to unavailable information related to additional eligibility criteria such as whether the student was homeless, in foster care, or had a parent in the military, etc. Third, differences between the *DISD PK/No DISD PK* groups may be attributable to a parent's decision to place a student in PK or not (a self-selection issue).

Results

More students tested in Spanish performed at grade level than those who were tested in English. Table 10 includes the percentage of each category of students who were on grade level by PK attendance and version. Due to the limitations mentioned above, results should be reviewed with caution. Of the 8,976 kindergarten students assessed, 70 percent ($n=6,282$) attended Dallas ISD PK; the remaining 30 percent ($n=2,694$) did not.

When English and Spanish scores were combined, the data showed that 59.7 percent ($n=5,359$) of kindergarten students had beginning-of-year *ISIP* scores at or above grade level indicating that they were kindergarten ready. Of the kindergarten ready students, 80.3 percent ($n=4,303$) attended Dallas ISD PK and 19.7 percent ($n=1,056$) did not. Of the students who were not kindergarten ready ($n=3,617$), 54.7 percent ($n=1,979$) attended Dallas ISD PK and 45.3 percent ($n=1,638$) did not. Thus, over half of the students who were not K ready attended Dallas ISD PK.

When the scores of students tested in English were examined, 57.6 percent ($n=2,275$) of kindergarten students had beginning-of-year *ISIP* scores at or above grade level indicating that they were kindergarten ready. Of the kindergarten ready students, 71.1 percent ($n=1,617$) attended Dallas ISD PK and 28.9 percent ($n=658$) did not. Of the students who were not kindergarten ready ($n=1,677$), 40.5 percent ($n=679$) attended Dallas ISD PK and 59.5 percent ($n=998$) did not. Percentages of K ready students were much higher for students who attended Dallas ISD PK than for those who did not.

¹² Due to the constraints of the district database, the evaluator followed the sampling procedure that was used by Huston, Gupta, and Schexnayder (2012).

When the scores of students tested in Spanish were examined, 61.4 percent ($n=3,084$) of kindergarten students had beginning-of-year *ISIP* scores at or above grade level indicating that they were kindergarten ready. Of the kindergarten ready students, 87.1 percent ($n=2,686$) attended Dallas ISD PK and 12.9 percent ($n=398$) did not. Of the students who were not kindergarten ready ($n=1,940$), 67.0 percent ($n=1,300$) attended Dallas ISD PK and 33.0 percent ($n=640$) did not. Thus, the majority of students who were not K ready attended Dallas ISD PK.

Table 10: Percentage of Kindergarten Students Performing At or Above Grade Level on 2015-16 *ISIP* by PK Participation and Version

	Attended DISD PK		Did Not Attend DISD PK		Total	
	<i>n</i> Tested	% at 40 th %ile	<i>n</i> Tested	% at 40 th %ile	<i>n</i> Tested	% at 40 th %ile
English and Spanish Combined						
All	6,282	68.5	2,694	39.2	8,976	59.7
African American	989	68.3	902	38.6	1,891	54.1
Hispanic	5,163	68.4	1,595	38.1	6,758	61.3
White	78	71.8	138	53.6	216	60.2
ELL	4,105	67.1	1,080	38.1	5,185	61.1
Eco. Dis.	5,407	68.9	2,544	39.0	7,951	59.4
Special Education	160	48.1	45	35.6	205	45.4
Hispanic Not ELL	1,085	73.5	539	38.2	1,624	61.8
English						
All	2,296	70.4	1,656	39.7	3,952	57.6
African American	989	68.3	901	38.6	1,890	54.1
Hispanic	1,202	72.0	577	37.6	1,779	60.8
White	66	74.2	127	55.1	193	61.7
ELL	153	60.8	58	34.5	211	53.6
Eco. Dis.	2,253	70.5	1,643	39.7	3,896	57.5
Special Education	77	44.2	34	41.2	111	43.2
Hispanic Not ELL	1,051	73.6	523	38.0	1,574	61.8
Spanish						
All	3,986	67.4	1,038	38.3	5,024	61.4
African American	-	-	*	*	*	*
Hispanic	3,961	67.4	1,018	38.4	4,979	61.5
White	12	58.3	11	36.4	23	47.8
ELL	3,952	67.4	1,022	38.3	4,974	61.4
Eco. Dis.	3,154	67.8	901	37.7	4,055	61.1
Special Education	83	51.8	11	18.2	94	47.9
Hispanic Not ELL	34	70.6	16	43.8	50	62.0

Source. PEIMS district database: 10/30/2015. September *ISIP*: 6/17/2016.

Note. Eco. Dis. = Economically Disadvantaged; * = less than five students were tested; - = no students were tested. In this table, *ISIP* includes the beginning-of-year data (tested September 1, to September 30, 2015). To allow for examination of overall student performance the English and Spanish administrations were combined.¹³ If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset.¹⁴ If a student took the test more than once, the latest score was used.

¹³ Comparisons between the English and Spanish versions of *ISIP* are not recommended because the two versions are normed differently. Therefore, the percentage of students at or above Tier 1 (which indicates performing at grade level) was used.

¹⁴ Staff members from Evaluation and Assessment, Early Childhood and Community Partnerships, and Bilingual/ESL worked together to develop *ISIP* data analysis guidelines. The purpose of the guidelines is to ensure consistent reporting of *ISIP* data across departments and over time.

Were there differences in reading and mathematics achievement scores by prekindergarten enrollment status?

Methodology

To examine whether attending district prekindergarten (PK) made a difference in students' reading and mathematics performance, PEIMS demographic data and test files were merged to prepare for analyses. Kindergarten (K) was used as the sampling frame to compare students who attended PK with those who did not attend.¹⁵

Given that the majority of the second-grade students in 2015-16 attended K in 2013-14, a cohort group that attended K for the first time within Dallas ISD in 2013-14 was created. Next, cohort students were classified as attending Dallas ISD PK or not. A student was classified as *DISD PK* if he or she ever attended Dallas ISD PK even if it was not the year prior to attending K. The remaining students were classified as *No DISD PK*. To make comparable groups, cohort students were limited to kindergarteners who were English Language Learners (ELLs) and/or economically disadvantaged and who were not retained.

Frequency and crosstabs analyses were computed to determine the percentage of students that scored at or above grade level on various reading and/or mathematics norm-referenced assessments. It should be noted that the district norm-referenced assessments changed each year from 2013-14 to 2015-16. Table 11 describes assessments used to compare the two groups (*DISD PK* versus *No DISD PK*) in the 2013-14 K cohort.

Table 11: Assessments Used by Subject Area, Language Tested, Grade, and School Year for the 2013-14 Cohort

Grade for the 2013-14 cohort	School Year	Reading		Mathematics
		English Administration	Spanish Administration	English Administration
Kindergarten	2013-14	ITBS Form C//SIP English	Logramos Form C//SIP Spanish	ITBS Form C
Grade 1	2014-15	Iowa Form E//SIP English	Logramos Form E//SIP Spanish	Iowa Form E
Grade 2	2015-16	TerraNova//SIP English	SUPERA//SIP Spanish	TerraNova

Note. For TerraNova and SUPERA, data reported as of 6/9/2016 were used. Updates received after 6/9/2016 are not reflected in this report.

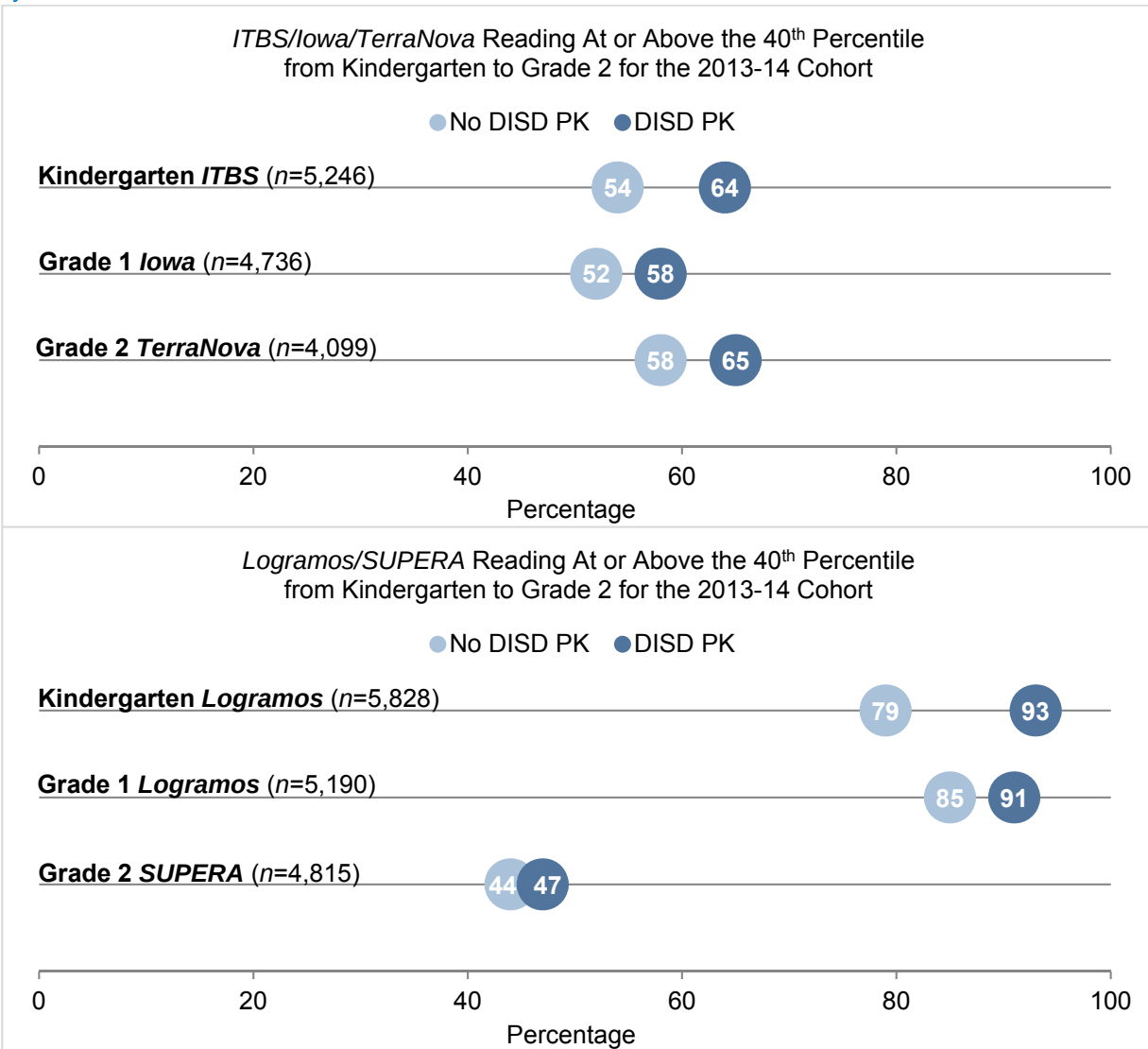
Data should be viewed with caution due to the following limitations. First, the district used different test forms and/or assessments each year. Due to the change in forms and/or assessments, year-to-year comparisons could not be made. Second, students classified as *No DISD PK* may have attended preschool elsewhere (e.g., Head Start, private preschool, or other school district) or not at all. Third, some students may have been eligible for PK but were not included due to unknown information related to additional eligibility criteria (e.g., whether the student was homeless, in foster care, or had a parent in the military, etc.). Fourth, differences between the *DISD PK/No DISD PK* groups may be attributable to a parent's decision to place a student in PK or not (self-selection issue).

¹⁵ Due to the constraints of the district database, the evaluator followed the sampling procedure that was used by Huston, Gupta, and Schexnayder (2012).

Results

For all comparisons between the 2013-14 *DISD PK* and *No DISD PK* cohort group on various reading and mathematics norm-referenced assessments (*ITBS/Iowa/TerraNova*, *Logramos/SUPERA*, and *ISIP*), the *DISD PK* group outperformed the *No DISD PK* group (see Figures 11 to 13 and Appendix E). That is, at all grades, more cohort students who attended district PK were at or above grade level in reading and mathematics than cohort students who did not attend. The PK program has changed substantially since 2013-14, so this should serve as baseline data. Due to the limitations mentioned above, these results should be viewed with caution.

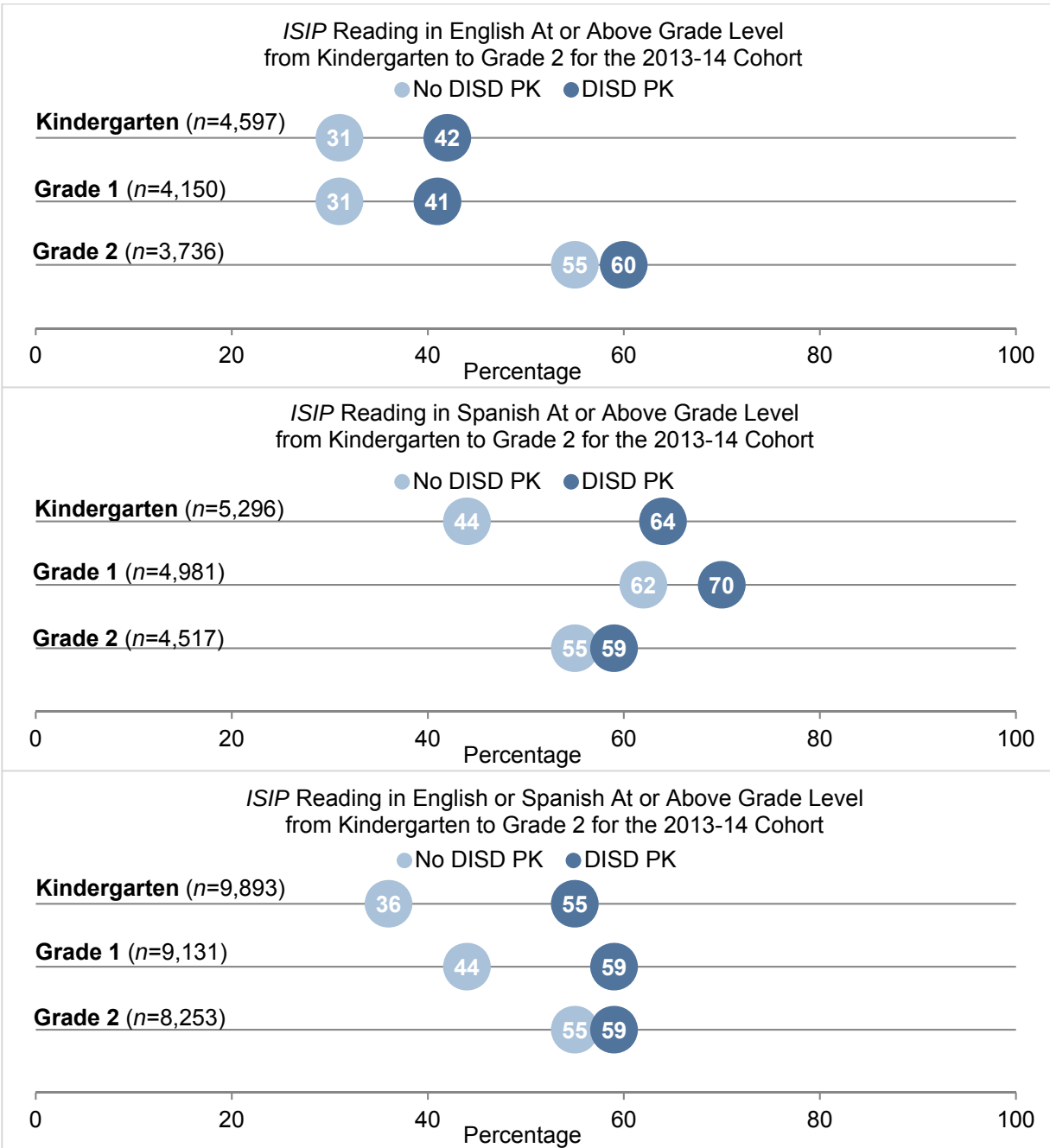
Figure 11: Percentage of Cohort Students At or Above Grade Level on Norm-Referenced Reading Assessments by Dallas ISD PK Enrollment Status



Source. PEIMS district database: 10/28/2013, 10/31/2014, and 10/30/2015. *ITBS*: 7/29/2014. *Iowa*: 7/20/2015. *TerraNova*: 6/9/2016. *Logramos*: 8/4/2014 and 7/20/2015. *SUPERA*: 6/9/2016.

Note. For the English administration, *ITBS* Reading Profile Total results were used for K, while *Iowa/TerraNova* Reading results were used for grades one and two. For the Spanish administration, *Logramos* Reading Total results were used for grades K and one, while *SUPERA* Reading results were used for grade two.

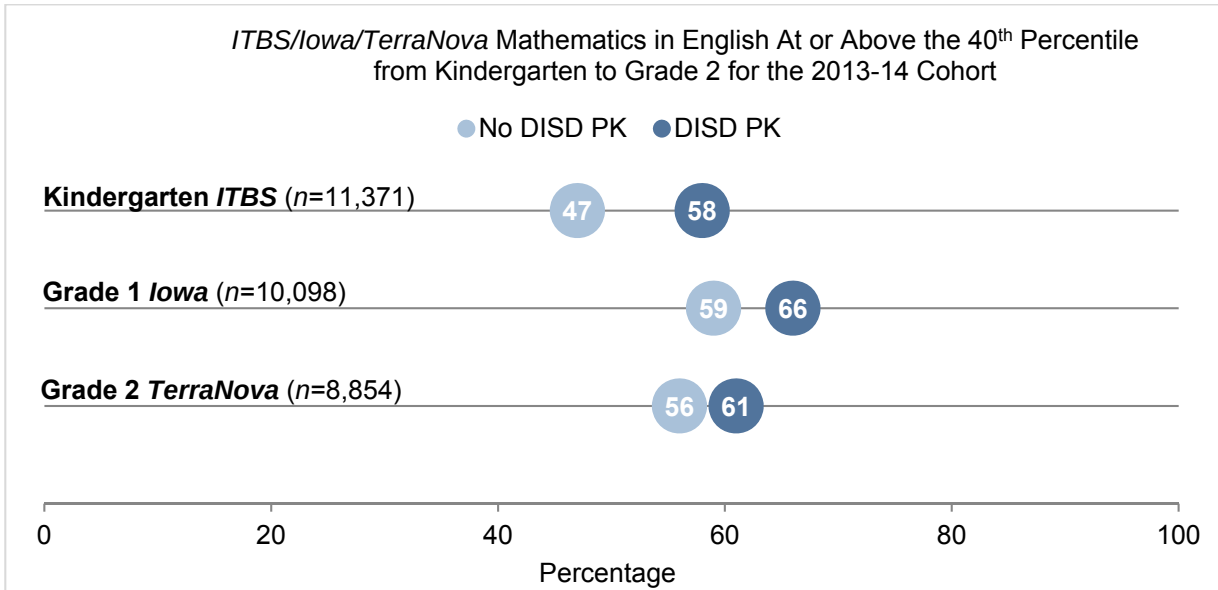
Figure 12: Percentage of Cohort Students At or Above Grade Level on *ISIP* Reading by Dallas ISD PK Enrollment Status



Source. PEIMS district database: 10/28/2013, 10/31/2014, and 10/30/2015. *ISIP*: May in 2014, 2015, and 2016.

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

Figure 13: Percentage of Cohort Students At or Above Grade Level on *ITBS/lowa/TerraNova* Mathematics by Dallas ISD PK Enrollment Status



Source. PEIMS district database: 10/28/2013, 10/31/2014, and 10/30/2015. *ITBS*: 7/29/2014. *lowa*: 7/20/2015. *TerraNova*: 6/9/2016.

Note. *ITBS* Mathematics Total without Computation results were used for K, while *lowa/TerraNova* Mathematics results were used for grades one and two.

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this report was to assess student progress in reading and mathematics for students in grades kindergarten (K) through two. In 2015-16, 39,113 students were enrolled in grades K through two. This included 12,209 K students, 13,405 first-grade students, and 13,499 second-grade students. Most students were economically disadvantaged (84%) and Hispanic (69%). About half (49%) were English Language Learners (ELLs). The 2015-16 budget for the department was \$3,109,616, which included \$2,393,849 of general operating funds and \$715,767 of Title I, Part A funds. A summary of main findings follows.

Student Outcomes on *ISIP*

For the English and Spanish administrations combined, the overall percentage of students at or above grade level (at Tier 1) in 2015-16 ranged from 53 percent to 62 percent (57% to 62% for K, 53% to 59% for grade one, and 56% to 58% for grade two). Across *ISIP* administrations (beginning, middle, and end of year), the percentages of students at or above grade level were higher in 2015-16 than in 2014-15 for all grades. More students that tested in Spanish performed at or above grade level in reading than those that tested in English.

It would be hoped that the percentage of students at or above grade level would increase throughout the year. Results showed small positive changes from the beginning to the middle to the end of the 2015-16 school year for grade one. However, there was no pattern of progress throughout the year for

grades K and two. The percentage of K students performing at or above grade level at the beginning of the year dropped in the middle of the year and then slightly increased at the end of the year. The percentage of second-grade students at or above grade level tended to decrease from the beginning to the middle to the end of the 2015-16 school year.

Student Outcomes on *TerraNova*

For reading in 2015-16, 80 percent of the K students performed at or above grade level, as did 67 percent in grade one and 62 percent in grade two. Thus, a sizable percentage of students in grades one (33%) and two (38%) performed below grade level in reading. For mathematics, 60 percent of the K students performed at or above grade level, as did 53 percent in grade one and 58 percent in grade two. Like reading, a sizable percentage of students in grades K through two (40% to 47%) performed below grade level in mathematics.

Student Outcomes on *SUPERA*

In 2015-16, the percentage of students at or above grade level was much higher for K and first-grade students than for second-grade students (88% for both K and grade one versus 44% for grade two). Thus, a sizable percentage of second-grade students (56%) performed below grade level in 2015-16.

Kindergarten Readiness

Of the 8,976 K students that took *ISIP* in September of 2015, about 60 percent of the district's K students were K ready (scored at or above the 40th percentile). A notably higher percentage of students who were previously enrolled in Dallas ISD PK (69%) were K ready than students who were not (39%).

Differences in Reading and Mathematics Achievement Scores by Prekindergarten Enrollment Status

For all comparisons between the 2013-14 *DISD PK* and *No DISD PK* cohort group on various reading and mathematics norm-referenced assessments (*ITBS/Iowa/TerraNova*, *Logramos/SUPERA*, and *ISIP*), the *DISD PK* group outperformed the *No DISD PK* group. That is, at all grades, more cohort students who attended district PK were at or above grade level in reading and mathematics than cohort students who did not attend district PK. The PK program has changed substantially since 2013-14, so this should serve as baseline data.

Recommendations

To reach the K-2 Curriculum and Instruction Department goal that all students read on grade level by the end of second grade, the evaluator recommends the following:

- ***Continue the district focus on increasing access to PK and improving PK quality.*** Results showed that a higher percentage of students that attended Dallas ISD PK were K ready than those who did not attend (69% versus 39%). In addition, the cohort study indicated that students that attended Dallas ISD PK significantly outperformed those who did not attend on various reading and mathematics assessments over time.

- ***Continue to focus on early language and literacy development and to align birth to five and K to 2 efforts.*** Results indicated that a sizable percentage of second-grade students performed below grade level on various reading assessments (e.g., 38% on *TerraNova* and 56% on *SUPERA*). Given that the goal of the K-2 department is to ensure that all students read on grade level by the end of second grade, it will be important to keep emphasizing early language and literacy development through the alignment of birth to five and K to 2 efforts. This should include streamlined communication and vertical planning.

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APPENDICES

Appendix A

Appendix A: Demographic Characteristics of 2015-16 Students in Grades K to 2 by Feeder Pattern and Grade

High School Feeder	Grade	n	Gender		Ethnicity				Special Populations		
			Male n (%)	Female n (%)	African American n (%)	Hispanic n (%)	White n (%)	Other n (%)	Eco. Dis. n (%)	Special Ed. n (%)	ELL n (%)
ACE	K	304	150	154	162	131	7	4	232	11	97
			(49)	(51)	(53)	(43)	(2)	(1)	(76)	(4)	(32)
ACE	1	351	169	182	189	155	3	4	284	12	109
			(48)	(52)	(54)	(44)	(1)	(1)	(81)	(3)	(31)
ACE	2	321	186	135	180	138	1	2	293	18	102
			(58)	(42)	(56)	(43)	(0)	(1)	(91)	(6)	(32)
ACE	Total	976	505	471	531	424	11	10	809	41	308
			(52)	(48)	(54)	(43)	(1)	(1)	(83)	(4)	(32)
Adams, B	K	870	428	442	118	639	85	28	613	35	437
			(49)	(51)	(14)	(73)	(10)	(3)	(71)	(4)	(50)
Adams, B	1	961	535	426	151	695	89	26	792	52	440
			(56)	(44)	(16)	(72)	(9)	(3)	(82)	(5)	(46)
Adams, B	2	893	458	435	140	641	87	25	777	67	417
			(51)	(49)	(16)	(72)	(10)	(3)	(87)	(8)	(47)
Adams, B	Total	2,724	1,421	1,303	409	1,975	261	79	2,182	154	1,294
			(52)	(48)	(15)	(73)	(10)	(3)	(80)	(6)	(48)
Adamson	K	310	162	148	11	296	2	1	278	20	215
			(52)	(48)	(4)	(96)	(1)	(0)	(90)	(7)	(69)
Adamson	1	316	145	171	12	299	4	1	300	16	205
			(46)	(54)	(4)	(95)	(1)	(0)	(95)	(5)	(65)
Adamson	2	321	160	161	9	310	1	1	312	24	213
			(50)	(50)	(3)	(97)	(0)	(0)	(97)	(8)	(66)
Adamson	Total	947	467	480	32	905	7	3	890	60	633
			(49)	(51)	(3)	(96)	(1)	(0)	(94)	(6)	(67)
Carter	K	369	211	158	218	139	7	5	265	16	98
			(57)	(43)	(59)	(38)	(2)	(1)	(72)	(4)	(27)
Carter	1	373	211	162	232	138	2	1	301	34	75
			(57)	(43)	(62)	(37)	(1)	(0)	(81)	(9)	(20)
Carter	2	434	243	191	275	149	6	4	391	28	97
			(56)	(44)	(63)	(34)	(1)	(1)	(90)	(7)	(22)
Carter	Total	1,176	665	511	725	426	15	10	957	78	270
			(57)	(44)	(62)	(36)	(1)	(1)	(81)	(7)	(23)
Conrad	K	546	264	282	98	328	24	96	493	13	387
			(48)	(52)	(18)	(60)	(4)	(18)	(90)	(2)	(71)
Conrad	1	592	309	283	116	363	22	91	561	20	418
			(52)	(48)	(20)	(61)	(4)	(15)	(95)	(3)	(71)
Conrad	2	587	288	299	87	390	21	89	578	25	433
			(49)	(51)	(15)	(66)	(4)	(15)	(99)	(4)	(74)
Conrad	Total	1,725	861	864	301	1,081	67	276	1,632	58	1,238
			(50)	(50)	(17)	(63)	(4)	(16)	(95)	(3)	(72)
Hillcrest	K	521	264	257	75	364	67	15	358	30	298
			(51)	(49)	(14)	(70)	(13)	(3)	(69)	(6)	(57)
Hillcrest	1	498	247	251	94	348	42	14	395	45	279
			(50)	(50)	(19)	(70)	(8)	(3)	(79)	(9)	(56)
Hillcrest	2	489	233	256	86	341	42	20	411	28	280
			(48)	(52)	(18)	(70)	(9)	(4)	(84)	(6)	(57)
Hillcrest	Total	1,508	744	764	255	1,053	151	49	1,164	103	857
			(49)	(51)	(17)	(70)	(10)	(3)	(77)	(7)	(57)
Jefferson	K	756	404	352	46	699	8	3	592	55	574
			(53)	(47)	(6)	(93)	(1)	(0)	(78)	(7)	(76)
Jefferson	1	852	469	383	63	777	5	7	773	58	647
			(55)	(45)	(7)	(91)	(1)	(1)	(91)	(7)	(76)
Jefferson	2	806	450	356	44	747	9	6	772	58	593
			(56)	(44)	(6)	(93)	(1)	(1)	(96)	(7)	(74)
Jefferson	Total	2,414	1,323	1,091	153	2,223	22	16	2,137	171	1,814
			(55)	(45)	(6)	(92)	(1)	(1)	(89)	(7)	(75)
Kimball	K	642	337	305	108	517	15	2	384	38	322
			(53)	(48)	(17)	(81)	(2)	(0)	(60)	(6)	(50)

table continues

Table (continued)

High School Feeder	Grade	n	Gender		Ethnicity				Special Populations		
			Male n (%)	Female n (%)	African American n (%)	Hispanic n (%)	White n (%)	Other n (%)	Eco. Dis. n (%)	Special Ed. n (%)	ELL n (%)
Kimball	1	755	397 (53)	358 (47)	113 (15)	633 (84)	6 (1)	3 (0)	616 (82)	33 (4)	365 (48)
			400 (54)	345 (46)	137 (18)	596 (80)	8 (1)	4 (1)	670 (90)	30 (4)	376 (51)
Kimball	2	745	1,134 (53)	1,008 (47)	358 (17)	1,746 (82)	29 (1)	9 (0)	1,670 (78)	101 (5)	1,063 (50)
<i>Kimball</i>	<i>Total</i>	<i>2,142</i>									
Lincoln	K	184	110 (60)	74 (40)	135 (73)	48 (26)	0 (0)	1 (1)	178 (97)	1 (1)	38 (21)
			87 (50)	87 (50)	127 (73)	45 (26)	3 (2)	0 (0)	173 (99)	4 (2)	38 (22)
Lincoln	1	175	112 (58)	82 (42)	136 (70)	55 (28)	3 (2)	0 (0)	191 (99)	5 (3)	37 (19)
Lincoln	2	194	310 (56)	243 (44)	398 (72)	148 (27)	6 (1)	1 (0)	542 (98)	10 (2)	113 (20)
<i>Lincoln</i>	<i>Total</i>	<i>553</i>									
Madison	K	243	127 (52)	116 (48)	136 (56)	96 (40)	5 (2)	6 (3)	227 (93)	12 (5)	71 (29)
			129 (49)	134 (51)	148 (56)	106 (40)	2 (1)	7 (3)	257 (98)	16 (6)	77 (29)
Madison	1	263	149 (51)	143 (49)	156 (53)	127 (44)	3 (1)	6 (2)	286 (98)	11 (4)	84 (29)
Madison	2	292	405 (51)	393 (49)	440 (55)	329 (41)	10 (1)	19 (2)	770 (97)	39 (5)	232 (29)
<i>Madison</i>	<i>Total</i>	<i>798</i>									
Molina	K	446	235 (53)	211 (47)	38 (9)	398 (89)	5 (1)	5 (1)	381 (85)	26 (6)	252 (57)
			219 (47)	244 (53)	29 (6)	428 (92)	6 (1)	0 (0)	429 (93)	40 (9)	231 (50)
Molina	1	463	267 (53)	242 (48)	33 (7)	467 (92)	4 (1)	5 (1)	483 (95)	37 (7)	284 (56)
Molina	2	509	721 (51)	697 (49)	100 (7)	1,293 (91)	15 (1)	10 (1)	1,293 (91)	103 (7)	767 (54)
<i>Molina</i>	<i>Total</i>	<i>1,418</i>									
North Dallas	K	472	247 (52)	225 (48)	101 (21)	342 (73)	13 (3)	16 (3)	332 (70)	25 (5)	265 (56)
			253 (49)	263 (51)	107 (21)	381 (74)	13 (3)	15 (3)	463 (90)	46 (9)	280 (54)
North Dallas	1	516	283 (52)	257 (48)	117 (22)	391 (72)	12 (2)	20 (4)	515 (95)	51 (9)	286 (53)
North Dallas	2	540	783 (51)	745 (49)	325 (21)	1,114 (73)	38 (3)	51 (3)	1,310 (86)	122 (8)	831 (54)
<i>North Dallas</i>	<i>Total</i>	<i>1,528</i>									
Pinkston	K	597	302 (51)	295 (49)	113 (19)	474 (79)	7 (1)	3 (1)	503 (84)	34 (6)	275 (46)
			315 (50)	319 (50)	127 (20)	497 (78)	7 (1)	3 (1)	599 (95)	37 (6)	290 (46)
Pinkston	1	634	312 (49)	330 (51)	121 (19)	513 (80)	3 (1)	5 (1)	623 (97)	46 (7)	290 (45)
Pinkston	2	642	929 (50)	944 (50)	361 (19)	1,484 (79)	17 (1)	11 (1)	1,725 (92)	117 (6)	855 (46)
<i>Pinkston</i>	<i>Total</i>	<i>1,873</i>									
Roosevelt	K	272	136 (50)	136 (50)	145 (53)	118 (43)	8 (3)	1 (0)	190 (70)	11 (4)	88 (32)
			187 (53)	166 (47)	193 (55)	150 (43)	6 (2)	4 (1)	308 (87)	25 (7)	104 (30)
Roosevelt	1	353	186 (54)	159 (46)	183 (53)	151 (44)	9 (3)	2 (1)	324 (94)	21 (6)	105 (30)
Roosevelt	2	345	509 (53)	461 (48)	521 (54)	419 (43)	23 (2)	7 (1)	822 (85)	57 (6)	297 (31)
<i>Roosevelt</i>	<i>Total</i>	<i>970</i>									
Samuell	K	712	357 (50)	355 (50)	134 (19)	556 (78)	15 (2)	7 (1)	548 (77)	31 (4)	406 (57)
			417 (52)	387 (48)	169 (21)	606 (75)	23 (3)	6 (1)	712 (89)	43 (5)	430 (54)
Samuell	1	804	399 (51)	384 (49)	160 (20)	592 (76)	20 (3)	11 (1)	733 (94)	39 (5)	443 (57)
Samuell	2	783	1,173 (51)	1,126 (49)	463 (20)	1,754 (76)	58 (3)	24 (1)	1,993 (87)	113 (5)	1,279 (56)
<i>Samuell</i>	<i>Total</i>	<i>2,299</i>									

table continues

Table (continued)

High School Feeder	Grade	n	Gender		Ethnicity				Special Populations		
			Male n (%)	Female n (%)	African American n (%)	Hispanic n (%)	White n (%)	Other n (%)	Eco. Dis. n (%)	Special Ed. n (%)	ELL n (%)
Seagoville	K	458	231 (50)	227 (50)	56 (12)	337 (74)	58 (13)	7 (2)	366 (80)	11 (2)	242 (53)
			271 (54)	234 (46)	74 (15)	323 (64)	95 (19)	13 (3)	435 (86)	34 (7)	224 (44)
			273 (53)	241 (47)	72 (14)	359 (70)	78 (15)	5 (1)	473 (92)	39 (8)	250 (49)
Seagoville	2	514	775 (53)	702 (48)	202 (14)	1,019 (69)	231 (16)	25 (2)	1,274 (86)	84 (6)	716 (49)
Seagoville	Total	1,477	454 (53)	410 (48)	253 (29)	577 (67)	15 (2)	19 (2)	767 (89)	26 (3)	451 (52)
Skyline	K	864	437 (49)	455 (51)	284 (32)	589 (66)	11 (1)	8 (1)	822 (92)	46 (5)	416 (47)
Skyline	1	892	489 (54)	423 (46)	260 (29)	625 (69)	14 (2)	13 (1)	869 (95)	54 (6)	454 (50)
Skyline	2	912	1,380 (52)	1,288 (48)	797 (30)	1,791 (67)	40 (2)	40 (2)	2,458 (92)	126 (5)	1,321 (50)
Skyline	Total	2,668	281 (50)	283 (50)	291 (52)	266 (47)	1 (0)	6 (1)	478 (85)	6 (1)	215 (38)
South Oak Cliff	K	564	319 (52)	300 (49)	284 (46)	326 (53)	4 (1)	5 (1)	580 (94)	20 (3)	235 (38)
South Oak Cliff	1	619	365 (54)	315 (46)	343 (50)	328 (48)	4 (1)	5 (1)	640 (94)	24 (4)	248 (37)
South Oak Cliff	2	680	965 (52)	898 (48)	918 (49)	920 (49)	9 (1)	16 (1)	1,698 (91)	50 (3)	698 (38)
South Oak Cliff	Total	1,863	491 (52)	449 (48)	228 (24)	683 (73)	20 (2)	9 (1)	774 (82)	41 (4)	498 (53)
Spruce	K	940	503 (50)	511 (50)	223 (22)	766 (76)	18 (2)	7 (1)	926 (91)	51 (5)	550 (54)
Spruce	1	1014	505 (50)	505 (50)	226 (22)	757 (75)	17 (2)	10 (1)	974 (96)	52 (5)	543 (54)
Spruce	2	1010	1,499 (51)	1,465 (49)	677 (23)	2,206 (74)	55 (2)	26 (1)	2,674 (90)	144 (5)	1,591 (54)
Spruce	Total	2,964	291 (51)	283 (49)	16 (3)	513 (89)	42 (7)	3 (1)	430 (75)	26 (5)	285 (50)
Sunset	K	574	352 (54)	304 (46)	9 (1)	603 (92)	43 (7)	1 (0)	567 (86)	33 (5)	339 (52)
Sunset	1	656	334 (49)	347 (51)	12 (2)	646 (95)	20 (3)	3 (0)	623 (92)	37 (5)	342 (50)
Sunset	2	681	977 (51)	934 (49)	37 (2)	1,762 (92)	105 (6)	7 (0)	1,620 (85)	96 (5)	966 (51)
Sunset	Total	1,911	386 (49)	397 (51)	95 (12)	541 (69)	91 (12)	56 (7)	512 (65)	34 (4)	420 (54)
White	K	783	463 (50)	468 (50)	88 (10)	682 (73)	100 (11)	61 (7)	690 (74)	61 (7)	504 (54)
White	1	931	425 (49)	451 (52)	90 (10)	636 (73)	109 (12)	41 (5)	710 (81)	59 (7)	439 (50)
White	2	876	1,274 (49)	1,316 (51)	273 (11)	1,859 (72)	300 (12)	158 (6)	1,912 (74)	154 (6)	1,363 (53)
White	Total	2,590	120 (47)	136 (53)	133 (52)	107 (42)	13 (5)	3 (1)	205 (80)	7 (3)	74 (29)
Wilmer- Hutchins	K	256	132 (48)	145 (52)	120 (43)	143 (52)	12 (4)	2 (1)	228 (82)	8 (3)	80 (29)
Wilmer- Hutchins	1	277	173 (51)	164 (49)	168 (50)	148 (44)	11 (3)	10 (3)	301 (89)	16 (5)	84 (25)
Wilmer- Hutchins	2	337	425 (49)	445 (51)	421 (48)	398 (46)	36 (4)	15 (2)	734 (84)	31 (4)	238 (27)
Wilmer- Hutchins	Total	870	277 (53)	244 (47)	27 (5)	233 (45)	238 (46)	23 (4)	178 (34)	21 (4)	107 (21)
Wilson	K	521	296 (49)	307 (51)	31 (5)	297 (49)	235 (39)	40 (7)	266 (44)	32 (5)	124 (21)
Wilson	1	603	288 (49)	296 (51)	40 (7)	265 (45)	250 (43)	29 (5)	291 (50)	43 (7)	122 (21)
Wilson	2	584									

table continues

Table (continued)

High School Feeder	Grade	n	Gender		Ethnicity				Special Populations		
			Male n (%)	Female n (%)	African American n (%)	Hispanic n (%)	White n (%)	Other n (%)	Eco. Dis. n (%)	Special Ed. n (%)	ELL n (%)
Wilson	Total	1,708	861 (50)	847 (50)	98 (6)	795 (47)	723 (42)	92 (5)	735 (43)	96 (6)	353 (21)
District	K	12,209	6,268 (51)	5,941 (49)	2,737 (22)	8,407 (69)	746 (6)	319 (3)	9,286 (76)	530 (4)	6,115 (50)
District	1	13,405	6,864 (51)	6,541 (49)	2,983 (22)	9,351 (70)	752 (6)	319 (2)	11,477 (86)	767 (6)	6,460 (48)
District	2	13,499	6,982 (52)	6,517 (48)	3,076 (23)	9,375 (70)	732 (5)	316 (2)	12,242 (91)	815 (6)	6,523 (48)
District	K to 2	39,113	20,114 (51)	18,999 (49)	8,796 (23)	27,133 (69)	2,230 (6)	954 (2)	33,005 (84)	2,112 (5)	19,098 (49)

Note. Some percentages may not add to 100 due to rounding. District statistics included 11 Hospital/Homebound students. Eco. Dis.=Economically Disadvantaged. Special Ed.=Special Education. ELL=English Language Learner.

Appendix B

Appendix B: Percentage of Kindergarten Students Performing At or Above Grade Level on *ISIP* by Feeder Pattern

Feeder High School	Beginning of Year				Middle of Year				End of Year			
	2014-15		2015-16		2014-15		2015-16		2014-15		2015-16	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English												
ACE	N/A	N/A	197	55.3	N/A	N/A	191	47.6	N/A	N/A	186	67.7
Adams, B	495	39.2	433	67.2	489	52.1	420	63.6	469	61.6	391	69.1
Adamson	116	31.0	95	64.2	114	34.2	99	45.5	113	39.8	88	52.3
Carter	283	30.0	199	61.8	296	31.4	212	34.4	269	36.4	166	35.5
Conrad	149	28.9	141	48.2	114	24.6	85	38.8	112	28.6	82	35.4
Hillcrest	203	53.2	213	82.2	215	60.0	215	64.2	182	74.7	207	66.7
Jefferson	191	35.1	156	58.3	189	34.9	167	37.1	181	42.5	163	41.7
Kimball	326	42.9	239	61.9	336	38.1	299	41.1	311	42.8	266	41.0
Lincoln	130	43.8	138	53.6	130	38.5	126	34.1	100	31.0	101	24.8
Madison	158	46.2	166	57.2	170	40.6	156	34.6	154	40.3	152	29.6
Molina	207	38.6	200	60.5	207	44.0	201	45.3	207	58.5	193	49.7
North Dallas	232	41.4	192	56.8	209	40.2	187	43.9	186	45.7	166	41.6
Pinkston	253	40.7	295	59.0	313	38.7	299	46.8	267	49.1	243	48.6
Roosevelt	233	32.2	106	51.9	242	34.7	169	32.0	192	39.6	153	32.7
Samuell	384	29.2	276	54.7	405	31.4	270	35.6	371	28.0	250	44.0
Seagoville	239	37.2	205	62.9	236	48.7	199	64.3	224	57.1	193	64.2
Skyline	357	25.2	386	52.8	432	29.4	411	32.8	346	35.0	363	32.2
South Oak Cliff	404	34.2	330	63.3	405	45.7	325	49.5	386	51.3	309	52.8
Spruce	391	29.9	417	57.1	394	34.0	403	44.4	345	38.6	384	52.3
Sunset	280	51.4	232	68.1	284	52.8	281	48.4	251	57.8	265	48.7
White	343	58.9	287	73.5	351	68.7	277	59.2	332	66.6	253	60.5
Wilmer-Hutchins	145	28.3	151	58.3	137	31.4	129	25.6	117	39.3	147	25.9
Wilson	424	62.7	402	86.8	424	72.9	397	79.6	386	73.6	379	81.5
<i>District</i>	5,943	39.6	5,456	62.9	6,092	43.8	5,518	47.9	5,501	49.0	5,100	50.8
Spanish												
ACE	N/A	N/A	83	60.2	N/A	N/A	84	73.8	N/A	N/A	85	62.4
Adams, B	385	63.1	387	59.4	400	71.8	383	71.5	399	78.9	377	78.0
Adamson	187	63.6	191	60.7	189	72.0	190	65.3	180	72.2	174	64.4
Carter	68	72.1	82	57.3	93	61.3	91	65.9	83	61.4	90	68.9
Conrad	279	51.6	256	59.8	239	46.0	221	53.4	233	48.5	245	45.7
Hillcrest	238	61.3	204	70.6	234	73.5	245	76.7	230	85.7	201	75.1
Jefferson	563	67.5	432	61.8	559	67.6	495	68.9	546	66.7	478	72.0
Kimball	329	62.0	272	56.6	348	62.1	272	68.8	326	60.7	295	65.4
Lincoln	29	72.4	30	43.3	29	75.9	29	62.1	29	62.1	30	66.7
Madison	63	71.4	63	55.6	74	64.9	49	67.3	58	69.0	65	81.5
Molina	215	59.1	213	65.3	204	70.6	217	77.0	201	76.1	216	81.5
North Dallas	259	69.1	204	64.2	261	62.1	220	69.5	246	67.9	235	68.5
Pinkston	280	68.9	252	61.9	272	67.6	258	62.0	257	65.0	239	69.5
Roosevelt	123	57.7	62	79.0	123	66.7	75	61.3	101	55.4	59	78.0
Samuell	444	59.5	391	61.9	462	62.6	391	66.0	453	61.1	391	67.5
Seagoville	193	70.5	229	57.6	193	71.5	234	60.7	163	80.4	214	63.6
Skyline	372	54.6	387	63.3	385	57.9	402	64.7	351	57.5	394	59.9
South Oak Cliff	185	68.6	163	63.8	168	65.5	189	61.9	194	69.6	180	67.2
Spruce	446	62.6	458	54.4	472	65.3	466	58.8	407	65.8	414	65.2
Sunset	289	69.9	209	61.2	299	65.6	253	61.3	288	64.9	252	61.9
White	452	66.2	370	64.6	432	60.9	391	67.8	415	68.0	381	71.9
Wilmer-Hutchins	52	51.9	68	47.1	53	54.7	69	52.2	43	60.5	68	58.8
Wilson	96	63.5	90	66.7	99	61.6	94	74.5	99	64.6	88	75.0
<i>District</i>	5,547	63.4	5,096	61.1	5,588	64.7	5,318	66.0	5,302	66.8	5,171	67.8

table continues

Table (continued)

Feeder High School	Beginning of Year				Middle of Year				End of Year			
	2014-15		2015-16		2014-15		2015-16		2014-15		2015-16	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English and Spanish Combined												
ACE	N/A	N/A	280	56.8	N/A	N/A	275	55.6	N/A	N/A	271	66.1
Adams, B	880	49.7	820	63.5	889	61.0	803	67.4	868	69.6	768	73.4
Adamson	303	51.2	286	61.9	303	57.8	289	58.5	293	59.7	262	60.3
Carter	351	38.2	281	60.5	389	38.6	303	43.9	352	42.3	256	47.3
Conrad	428	43.7	397	55.7	353	39.1	306	49.3	345	42.0	327	43.1
Hillcrest	441	57.6	417	76.5	449	67.0	460	70.9	412	80.8	408	70.8
Jefferson	754	59.3	588	60.9	748	59.4	662	60.9	727	60.7	641	64.3
Kimball	655	52.5	511	59.1	684	50.3	571	54.3	637	52.0	561	53.8
Lincoln	159	49.1	168	51.8	159	45.3	155	39.4	129	38.0	131	34.4
Madison	221	53.4	229	56.8	244	48.0	205	42.4	212	48.1	217	45.2
Molina	422	49.1	413	63.0	411	57.2	418	61.7	408	67.2	409	66.5
North Dallas	491	56.0	396	60.6	470	52.3	407	57.7	432	58.3	401	57.4
Pinkston	533	55.5	547	60.3	585	52.1	557	53.9	524	56.9	482	58.9
Roosevelt	356	41.0	168	61.9	365	45.5	244	41.0	293	45.1	212	45.3
Samuell	828	45.4	667	58.9	867	48.0	661	53.6	824	46.2	641	58.3
Seagoville	432	52.1	434	60.1	429	59.0	433	62.4	387	66.9	407	63.9
Skyline	729	40.2	773	58.1	817	42.8	813	48.6	697	46.3	757	46.6
South Oak Cliff	589	45.0	493	63.5	573	51.5	514	54.1	580	57.4	489	58.1
Spruce	837	47.3	875	55.7	866	51.0	869	52.1	752	53.3	798	59.0
Sunset	569	60.8	441	64.9	583	59.3	534	54.5	539	61.6	517	55.1
White	795	63.0	657	68.5	783	64.4	668	64.2	747	67.3	634	67.4
Wilmer-Hutchins	197	34.5	219	54.8	190	37.9	198	34.8	160	45.0	215	36.3
Wilson	520	62.9	492	83.1	523	70.7	491	78.6	485	71.8	467	80.3
<i>District</i>	<i>11,490</i>	<i>51.1</i>	<i>10,552</i>	<i>62.0</i>	<i>11,680</i>	<i>53.8</i>	<i>10,836</i>	<i>56.8</i>	<i>10,803</i>	<i>57.7</i>	<i>10,271</i>	<i>59.4</i>

Source. PEIMS district database: 10/31/2014 and 10/30/2015.

Note. Time period-Beginning: September, 2014 and 2015; Middle: January, 2015 and 2016; End: May, 2015 and 2016. District *ISIP* data 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. N/A=Not applicable. Statistics by feeder pattern included magnet (White feeder: Dealey; Wilmer-Hutchins feeder: Stone, H.) schools. **Blue** indicates feeder patterns at or above the district average. Feeder high schools in **bold** indicate feeder patterns at or above the district average for all three (BOY, MOY, and EOY) administrations in 2015-16.

Appendix C

Appendix C: Percentage of Grade 1 Students Performing At or Above Grade Level on ISIP by Feeder Pattern

Feeder High School	Beginning of Year				Middle of Year				End of Year			
	2014-15		2015-16		2014-15		2015-16		2014-15		2015-16	
	n	%	n	%	n	%	n	%	n	%	n	%
English												
ACE	N/A	N/A	230	36.1	N/A	N/A	227	48.9	N/A	N/A	216	52.8
Adams, B	499	45.3	524	47.7	480	45.4	515	55.1	465	49.9	486	58.8
Adamson	119	32.8	111	37.8	119	35.3	110	41.8	117	45.3	102	44.1
Carter	363	22.6	234	32.1	381	16.5	224	34.8	278	23.4	238	37.0
Conrad	231	21.6	259	24.7	222	21.2	256	32.8	203	27.6	240	38.3
Hillcrest	240	50.8	237	61.6	226	50.9	234	67.1	221	54.8	225	74.2
Jefferson	228	33.8	195	36.9	224	35.7	199	37.2	222	36.5	190	44.7
Kimball	360	33.9	361	39.1	364	31.6	351	45.0	349	34.1	310	48.7
Lincoln	162	19.1	80	32.5	99	22.2	106	39.6	99	20.2	93	40.9
Madison	184	28.8	182	36.8	230	29.6	175	39.4	122	29.5	167	39.5
Molina	230	39.6	218	45.0	229	34.9	220	43.2	234	41.9	209	49.3
North Dallas	293	30.4	234	26.9	288	28.1	221	36.7	286	33.2	210	43.3
Pinkston	358	27.9	330	32.7	337	32.3	323	44.9	332	37.0	323	48.3
Roosevelt	226	21.2	167	34.7	229	22.3	227	32.6	156	25.6	215	29.3
Samuell	404	24.5	370	38.9	404	19.1	352	38.4	373	24.4	326	51.8
Seagoville	263	41.4	272	47.4	262	47.3	274	53.6	257	50.6	255	52.9
Skyline	476	22.9	461	32.5	461	25.4	458	34.7	396	24.2	444	35.8
South Oak Cliff	456	26.5	372	44.1	473	31.5	364	47.8	423	39.7	350	47.1
Spruce	453	28.9	449	36.3	454	27.3	439	43.5	403	30.3	398	41.2
Sunset	304	42.1	229	59.0	323	39.3	309	47.2	301	43.2	284	50.4
White	443	55.8	400	62.0	405	56.8	399	65.2	387	58.1	354	66.4
Wilmer-Hutchins	186	25.3	185	36.2	173	17.3	177	37.3	145	20.7	167	34.1
Wilson	441	66.4	476	71.8	391	61.1	457	73.5	385	60.5	397	72.0
District	6,919	34.9	6,576	43.1	6,774	34.1	6,617	47.0	6,154	38.4	6,199	49.3
Spanish												
ACE	N/A	N/A	99	72.7	N/A	N/A	98	70.4	N/A	N/A	97	79.4
Adams, B	404	62.1	399	65.9	397	76.3	393	74.3	393	82.7	395	81.3
Adamson	190	58.9	187	63.6	188	57.4	185	68.1	187	51.9	167	62.3
Carter	96	52.1	62	72.6	107	49.5	60	70.0	98	39.8	61	65.6
Conrad	335	48.4	261	49.8	330	47.3	274	54.4	323	56.7	275	55.6
Hillcrest	259	71.4	234	85.0	260	80.4	232	82.8	252	87.7	208	78.8
Jefferson	602	56.6	582	63.2	580	65.9	582	66.0	597	65.8	557	69.5
Kimball	325	53.5	352	60.2	318	61.9	353	56.7	311	64.0	330	66.4
Lincoln	28	64.3	32	59.4	27	85.2	27	63.0	24	83.3	27	77.8
Madison	76	63.2	70	67.1	73	53.4	75	61.3	54	74.1	74	63.5
Molina	243	56.8	215	68.8	250	68.8	214	73.4	239	72.4	210	75.7
North Dallas	281	59.1	259	64.9	280	59.3	260	65.0	256	69.5	254	77.2
Pinkston	299	58.9	271	58.7	295	67.8	270	59.6	291	70.8	261	65.5
Roosevelt	125	44.0	79	58.2	127	54.3	89	53.9	73	53.4	69	72.5
Samuell	455	58.5	399	64.4	463	63.3	397	65.0	455	62.4	400	72.0
Seagoville	214	57.0	196	77.0	210	67.1	202	74.8	210	73.3	187	76.5
Skyline	384	54.2	361	60.1	409	63.6	385	60.0	373	62.5	379	64.4
South Oak Cliff	172	58.1	193	60.1	158	57.0	207	72.9	184	62.0	202	78.2
Spruce	460	63.3	511	63.2	521	66.4	510	62.9	469	67.4	482	69.9
Sunset	314	61.5	211	67.8	301	60.1	299	57.2	226	55.8	289	59.5
White	441	68.5	410	64.9	426	66.4	464	62.7	394	65.0	399	63.9
Wilmer-Hutchins	64	57.8	74	59.5	60	58.3	75	53.3	60	56.7	74	52.7
Wilson	110	58.2	101	63.4	123	52.8	105	55.2	109	54.1	98	65.3
District	5,877	58.9	5,558	64.3	5,903	63.9	5,756	64.7	5,578	66.1	5,495	69.3

table continues

Table (continued)

Feeder High School	Beginning of Year				Middle of Year				End of Year			
	2014-15		2015-16		2014-15		2015-16		2014-15		2015-16	
	n	%	n	%	n	%	n	%	n	%	n	%
English and Spanish Combined												
ACE	N/A	N/A	329	47.1	N/A	N/A	325	55.4	N/A	N/A	313	61.0
Adams, B	903	52.8	923	55.6	877	59.4	908	63.4	858	64.9	881	68.9
Adamson	309	48.9	298	54.0	307	48.9	295	58.3	304	49.3	269	55.4
Carter	459	28.8	296	40.5	488	23.8	284	42.3	376	27.7	299	42.8
Conrad	566	37.5	520	37.3	552	36.8	530	44.0	526	45.4	515	47.6
Hillcrest	499	61.5	471	73.2	486	66.7	466	74.9	473	72.3	433	76.4
Jefferson	830	50.4	777	56.6	804	57.5	781	58.6	819	57.9	747	63.2
Kimball	685	43.2	713	49.5	682	45.7	704	50.9	660	48.2	640	57.8
Lincoln	190	25.8	112	40.2	126	35.7	133	44.4	123	32.5	120	49.2
Madison	260	38.8	252	45.2	303	35.3	250	46.0	176	43.2	241	46.9
Molina	473	48.4	433	56.8	479	52.6	434	58.1	473	57.3	419	62.5
North Dallas	574	44.4	493	46.9	568	43.5	481	52.0	542	50.4	464	61.9
Pinkston	657	42.0	601	44.4	632	48.9	593	51.6	623	52.8	584	56.0
Roosevelt	351	29.3	246	42.3	356	33.7	316	38.6	229	34.5	284	39.8
Samuell	859	42.5	769	52.1	867	42.7	749	52.5	828	45.3	726	62.9
Seagoville	477	48.4	468	59.8	472	56.1	476	62.6	467	60.8	442	62.9
Skyline	860	36.9	822	44.6	870	43.3	843	46.3	769	42.8	823	49.0
South Oak Cliff	628	35.2	565	49.6	631	37.9	571	56.9	607	46.5	552	58.5
Spruce	913	46.2	960	50.6	975	48.2	949	54.0	872	50.2	880	56.9
Sunset	618	51.9	440	63.2	624	49.4	608	52.1	527	48.6	573	55.0
White	884	62.1	810	63.5	831	61.7	863	63.8	781	61.6	753	65.1
Wilmer-Hutchins	250	33.6	259	42.9	233	27.9	252	42.1	205	31.2	241	39.8
Wilson	551	64.8	577	70.4	514	59.1	562	70.1	494	59.1	495	70.7
<i>District</i>	12,796	45.9	12,134	52.8	12,677	48.0	12,373	55.2	11,732	51.6	11,694	58.7

Source. PEIMS district database: 10/31/2014 and 10/30/2015.

Note. Time period-Beginning: September, 2014 and 2015; Middle: January, 2015 and 2016; End: May, 2015 and 2016. District ISIP data 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. N/A=Not applicable. Statistics by feeder pattern included magnet (White feeder: Dealey; Wilmer-Hutchins feeder: Stone, H.) schools. **Blue** indicates feeder patterns at or above the district average. Feeder high schools in **bold** indicate feeder patterns at or above the district average for all three (BOY, MOY, and EOY) administrations in 2015-16.

Appendix D

Appendix D: Percentage of Grade 2 Students Performing At or Above Grade Level on ISIP by Feeder Pattern

Feeder High School	Beginning of Year				Middle of Year				End of Year			
	2014-15		2015-16		2014-15		2015-16		2014-15		2015-16	
	n	%	n	%	n	%	n	%	n	%	n	%
English												
ACE	N/A	N/A	213	31.0	N/A	N/A	205	40.5	N/A	N/A	199	47.7
Adams, B	475	43.2	480	65.4	460	49.1	468	67.7	454	54.4	454	74.7
Adamson	115	24.3	105	51.4	97	24.7	107	48.6	108	26.9	82	51.2
Carter	376	17.8	264	42.4	336	16.7	293	45.4	279	22.6	241	50.2
Conrad	229	22.7	237	42.6	224	23.2	228	46.5	202	25.7	195	51.8
Hillcrest	210	41.9	229	73.4	215	42.8	220	76.8	206	48.1	179	82.1
Jefferson	242	23.1	199	62.3	217	30.4	204	56.4	220	35.5	196	59.2
Kimball	371	29.4	356	59.3	360	27.5	355	54.9	353	28.3	321	55.8
Lincoln	145	17.2	158	39.9	141	24.1	138	44.9	121	19.8	149	42.3
Madison	179	18.4	207	35.7	230	25.2	191	38.2	127	15.7	176	37.5
Molina	235	29.8	230	54.8	237	38.8	238	52.1	238	45.4	227	65.2
North Dallas	280	28.2	258	51.9	235	35.3	245	51.0	245	29.0	236	49.2
Pinkston	380	25.8	341	48.7	376	27.4	346	54.6	358	36.6	307	59.6
Roosevelt	269	14.9	171	46.2	262	19.8	213	39.4	222	19.8	172	42.4
Samuell	348	22.4	346	52.3	363	22.6	315	48.6	332	24.1	313	51.4
Seagoville	209	32.1	278	60.1	239	39.3	275	65.8	235	43.0	263	63.9
Skyline	455	21.5	438	46.8	462	25.8	437	42.1	426	26.5	415	42.2
South Oak Cliff	480	21.9	440	47.3	483	28.8	438	51.8	446	33.9	410	52.2
Spruce	475	22.3	455	48.8	461	22.1	440	50.0	437	25.6	365	51.2
Sunset	359	33.4	247	66.4	328	37.8	342	62.0	327	36.4	341	58.7
White	453	51.0	393	70.0	429	52.2	413	70.0	412	55.6	312	69.9
Wilmer-Hutchins	174	20.7	211	45.5	147	23.1	246	47.2	157	17.8	220	40.9
Wilson	425	65.2	454	81.7	411	65.7	395	79.0	351	68.9	406	78.6
<i>District</i>	6,885 ^a	30.0	6,710	54.9	6,714 ^a	33.1	6,752	55.1	6,259 ^a	35.8	6,179	57.0
Spanish												
ACE	N/A	N/A	93	62.4	N/A	N/A	92	57.6	N/A	N/A	90	56.7
Adams, B	426	71.1	383	77.5	429	68.3	379	77.0	427	71.0	373	78.0
Adamson	221	51.6	189	49.7	225	54.7	190	47.4	210	45.7	187	46.5
Carter	101	46.5	77	44.2	119	60.5	86	37.2	100	50.0	82	31.7
Conrad	246	50.4	318	57.9	178	37.6	311	60.1	169	41.4	254	61.4
Hillcrest	247	63.2	222	72.5	231	68.8	238	69.3	210	62.9	208	71.2
Jefferson	583	61.6	458	77.0	587	56.9	546	57.1	546	54.2	539	56.0
Kimball	364	52.7	321	58.9	370	56.2	352	62.5	368	54.9	337	64.1
Lincoln	30	60.0	*	*	27	55.6	27	63.0	25	48.0	25	84.0
Madison	57	38.6	74	54.1	55	47.3	82	37.8	52	38.5	77	32.5
Molina	256	65.6	245	60.0	250	62.0	248	54.0	259	66.4	243	44.9
North Dallas	241	64.7	201	59.2	259	61.0	230	61.7	227	61.7	230	64.3
Pinkston	272	64.0	255	60.4	280	59.3	251	52.2	280	56.4	257	44.0
Roosevelt	112	52.7	59	39.0	124	45.2	90	47.8	108	45.4	83	30.1
Samuell	322	59.3	406	65.0	453	50.3	408	52.9	353	43.6	378	55.8
Seagoville	216	63.4	203	65.0	205	64.9	189	61.4	187	58.8	149	55.7
Skyline	432	57.2	380	58.2	451	57.0	382	51.8	377	53.3	394	44.4
South Oak Cliff	174	55.2	163	55.2	139	48.2	139	46.8	137	51.8	137	39.4
Spruce	495	52.3	518	61.8	476	50.6	452	62.4	469	49.9	494	57.5
Sunset	272	55.1	196	63.8	309	49.2	301	53.5	254	42.9	302	50.7
White	359	62.1	347	70.0	375	68.3	365	63.8	346	66.2	400	57.0
Wilmer-Hutchins	42	52.4	67	64.2	20	55.0	69	58.0	57	36.8	66	31.8
Wilson	112	58.0	99	57.6	112	54.5	113	54.0	111	57.7	114	43.9
<i>District</i>	5,580	58.8	5,275	62.6	5,674	57.1	5,540	58.1	5,272	54.9	5,419	54.9

table continues

Table (continued)

Feeder High School	Beginning of Year				Middle of Year				End of Year			
	2014-15		2015-16		2014-15		2015-16		2014-15		2015-16	
	n	%	n	%	n	%	n	%	n	%	n	%
English and Spanish Combined												
ACE	N/A	N/A	306	40.5	N/A	N/A	297	45.8	N/A	N/A	289	50.5
Adams, B	901	56.4	863	70.8	889	58.4	847	71.9	881	62.4	827	76.2
Adamson	336	42.3	294	50.3	322	45.7	297	47.8	318	39.3	269	48.0
Carter	477	23.9	341	42.8	455	28.1	379	43.5	379	29.8	323	45.5
Conrad	475	37.1	555	51.4	402	29.6	539	54.4	371	32.9	449	57.2
Hillcrest	457	53.4	451	72.9	446	56.3	458	72.9	416	55.5	387	76.2
Jefferson	825	50.3	657	65.6	804	49.8	750	56.9	766	48.8	735	56.9
Kimball	735	41.0	677	59.1	730	42.1	707	58.7	721	41.9	658	60.0
Lincoln	175	24.6	159	40.3	168	29.2	165	47.9	146	24.7	174	48.3
Madison	236	23.3	281	40.6	285	29.5	273	38.1	179	22.3	253	36.0
Molina	491	48.5	475	57.5	487	50.7	486	53.1	497	56.3	470	54.7
North Dallas	521	45.1	459	55.1	494	48.8	475	56.2	472	44.7	466	56.7
Pinkston	652	41.7	596	53.7	656	41.0	597	53.6	638	45.3	564	52.5
Roosevelt	381	26.0	230	44.3	386	28.0	303	41.9	330	28.2	255	38.4
Samuell	670	40.1	752	59.2	816	38.0	723	51.0	685	34.2	691	53.8
Seagoville	425	48.0	481	62.2	444	51.1	464	64.0	422	50.0	412	60.9
Skyline	887	38.9	818	52.1	913	41.2	819	46.6	803	39.1	809	43.3
South Oak Cliff	654	30.7	603	49.4	622	33.1	577	50.6	583	38.1	547	49.0
Spruce	970	37.6	973	55.7	937	36.6	892	56.3	906	38.2	859	54.8
Sunset	631	42.8	443	65.2	637	43.3	643	58.0	581	39.2	643	54.9
White	812	55.9	740	70.0	804	59.7	778	67.1	758	60.4	712	62.6
Wilmer-Hutchins	216	26.9	278	50.0	167	26.9	315	49.5	214	22.9	286	38.8
Wilson	537	63.7	553	77.4	523	63.3	508	73.4	462	66.2	520	71.0
<i>District</i>	<i>12,465^a</i>	<i>42.9</i>	<i>11,985</i>	<i>58.3</i>	<i>12,388^a</i>	<i>44.1</i>	<i>12,292</i>	<i>56.5</i>	<i>11,531^a</i>	<i>44.5</i>	<i>11,598</i>	<i>56.0</i>

Source. PEIMS district database: 10/31/2014 and 10/30/2015.

Note. Time period-Beginning: September, 2014 and 2015; Middle: January, 2015 and 2016; End: May, 2015 and 2016. District *ISIP* data were pulled for both the English and Spanish administrations and were combined into one file to allow for examination of overall student performance. If a student completed the assessment in both languages, departmental guidelines were used to determine which assessment to include in the combined dataset. If a student took the test more than once, the latest score was used. Cells marked with an asterisk (*) indicate five or fewer students were tested. N/A=Not applicable. ^aDistrict statistics included Hospital/Homebound students. Statistics by feeder pattern included magnet (White feeder: Dealey; Wilmer-Hutchins feeder: Stone, H.) schools. **Blue** indicates feeder patterns at or above the district average. Feeder high schools in **bold** indicate feeder patterns at or above the district average for all three (BOY, MOY, and EOY) administrations in 2015-16.

Appendix E

Appendix E: Percentage of Students Performing At or Above Grade Level on Reading and Mathematics Assessments by Dallas ISD PK Enrollment Status

Language Tested	Grade for the 2013-14 Cohort	School Year	Assessments	Attended DISD PK		Did Not Attend DISD PK		Total	
				<i>n</i> Tested	% at 40 th %ile	<i>n</i> Tested	% at 40 th %ile	<i>n</i> Tested	% at 40 th %ile
Reading									
English	K	2013-14	<i>ITBS</i>	2,808	64	2,438	54	5,246	59
English	Grade 1	2014-15	<i>Iowa</i>	2,649	58	2,087	52	4,736	56
English	Grade 2	2015-16	<i>TerraNova</i>	2,355	65	1,744	58	4,099	62
Spanish	K	2013-14	<i>Logramos</i>	4,311	93	1,517	79	5,828	89
Spanish	Grade 1	2014-15	<i>Logramos</i>	3,876	91	1,314	85	5,190	90
Spanish	Grade 2	2015-16	<i>SUPERA</i>	3,650	47	1,165	44	4,815	46
English	K	2013-14	<i>ISIP</i>	2,492	42	2,105	31	4,597	37
English	Grade 1	2014-15	<i>ISIP</i>	2,309	41	1,841	31	4,150	36
English	Grade 2	2015-16	<i>ISIP</i>	2,135	60	1,601	55	3,736	58
Spanish	K	2013-14	<i>ISIP</i>	3,966	64	1,330	44	5,296	59
Spanish	Grade 1	2014-15	<i>ISIP</i>	3,694	70	1,287	62	4,981	68
Spanish	Grade 2	2015-16	<i>ISIP</i>	3,428	59	1,089	55	4,517	58
Eng/Spa	K	2013-14	<i>ISIP</i>	6,458	55	3,435	36	9,893	49
Eng/Spa	Grade 1	2014-15	<i>ISIP</i>	6,003	59	3,128	44	9,131	54
Eng/Spa	Grade 2	2015-16	<i>ISIP</i>	5,563	59	2,690	55	8,253	58
Mathematics									
English	K	2013-14	<i>ITBS</i>	7,297	58	4,074	47	11,371	54
English	Grade 1	2014-15	<i>Iowa</i>	6,652	66	3,446	59	10,098	64
English	Grade 2	2015-16	<i>TerraNova</i>	5,965	61	2,889	56	8,854	59

Source. PEIMS district database: 10/28/2013, 10/31/2014, and 10/30/2015. *ISIP*: May in 2014, 2015, and 2016. *ITBS*: 7/29/2014. *Iowa*: 7/20/2015. *TerraNova*: 6/9/2016. *Logramos*: 8/4/2014 and 7/20/2015. *SUPERA*: 6/9/2016. For *TerraNova* and *SUPERA*, updates received after 6/9/2016 are not reflected in this table.

Note. In this table, *ISIP* includes the end-of-year data (May, 2014, 2015, and 2016). 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. Eng/Spa=English or Spanish.