Texas Commission on Public School Finance

Early Childhood Outcomes & Funding in Dallas ISD

February 22, 2018
90% of the brain develops by age five, yet Texas only provides half as much funding to PreK as to K-12.
A note on recent research
What the TN study said and what TN is doing about it

2015 TN PreK study showed some fadeout, but consistent quality was lacking...

**INPUT**

- Though TN achieves a 9 out of 10 on NIEER...
- ... only 15% of classrooms scored “good” or better on ECERS showing inconsistent quality across the state

**OUTCOMES**

- PreK students were more ready for Kindergarten than non-PreK peers
- No different between PreK and non-PreK students by end of Kinder

...in response, TN Governor & Legislature doubled down on quality improvement

**ACTIONS TAKEN**

- Legislature passed quality improvement package that included:
  - Improved PD for teachers – higher expectations and more relevant content
  - Increased coordination between PreK and K-3 grades
  - Emphasis on ongoing family engagement

Bipartisan reform that passed the TN House 96-1 and TN Senate 26-3

Notes: 1. Early Childhood Environmental Rating Scale 2. PreK students were shown to be doing worse than non-PreK students by 3rd grade.

Source: Vanderbilt study on Tennessee’s Voluntary PreK

Dallas ISD Testimony to Texas Commission on Public School Finance 02-22-18
Dallas ISD is implementing a long-term strategy for PreK and continually refining based on the data...

...and the strategy is working, with clearly improved outcomes for students who participated in PreK...

...yet the investment from the state continues to lag behind the clear benefits.
Topics

Dallas ISD Early Learning Strategy

Outcomes | Evidence of Impact
Additional Outcomes
Dallas ISD Investment
Rethinking the Investment
Early learning strategy...

Outcomes

Kindergarten ready
- 2021: 70%
- 2025: 80%

Read on grade level
- 2021: 45%
- 2025: 60%

Strategy

Increase access to PreK for eligible 3- and 4-year-olds

Boost parental demand for PreK

Improve PreK-2nd quality with research-proven efforts

Extend continuum of care via community resources to support children from birth

Success with these tactics requires infrastructure and systems enablers
...implemented with comprehensive, data-driven approach

Student outcomes  
Kindergarten ready  
Read on grade level

- Increase access
- Boost demand
- Improve quality
- Extend continuum of care
- Build enablers

- Number of seats
- Location of seats
- Partnerships
- Teacher pipeline
- Awareness
- Enrollment process
- Targeted marketing
- Quality teacher in every classroom
- Teacher development
- Instructional coaching
- Core instructional practices
- Family engagement
- Academic wrap around
- Adult social services
- Birth-age 3 care
- Centralize data
- Data partnerships
- Analytical capabilities
- Stakeholder engagement

Focus:  
- = focus of 2016
- = focus of 2017
- = focus of 2018

Dallas ISD Testimony to Texas Commission on Public School Finance 02-22-18
Topics

Dallas ISD Early Learning Strategy

Outcomes | Evidence of Impact

Additional Outcomes

Dallas ISD Investment

Rethinking the Investment
Clear progress on strategic initiatives has been made

**PreK enrollment | Added**
1,000+ students this year

**Quality | Significant increase**
in instructional support

**Support | Coaches impacting**
the classroom

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**PreK Enrollment**

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>9,776</td>
</tr>
<tr>
<td>2014</td>
<td>9,819</td>
</tr>
<tr>
<td>2015</td>
<td>10,413</td>
</tr>
<tr>
<td>2016</td>
<td>11,503</td>
</tr>
<tr>
<td>2017</td>
<td>12,557</td>
</tr>
</tbody>
</table>

**% PreK-2nd classrooms meeting CLASS threshold**

<table>
<thead>
<tr>
<th>Year</th>
<th>Emotional Support</th>
<th>Classroom Organ.</th>
<th>Inst. Support</th>
<th>All Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>F ’16</td>
<td>86</td>
<td>88</td>
<td>56</td>
<td>54</td>
</tr>
<tr>
<td>F ’17</td>
<td>88</td>
<td>85</td>
<td>56</td>
<td>53</td>
</tr>
</tbody>
</table>

**% of K-2 classrooms meeting CLASS threshold for All Domains**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 16</th>
<th>Fall 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort (receive CLASS observations &amp; coaching)</td>
<td>26</td>
<td>43</td>
</tr>
<tr>
<td>Comparison (only receive CLASS observations)</td>
<td>+27</td>
<td>+6</td>
</tr>
</tbody>
</table>
Dallas ISD PreK enrollment continues to grow
Focused on expanding partnerships and 3YO access

2,500+ PreK students added in 3 years…

...with largest gains in 3YO and partnerships

PreK Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Special Education / PPCD</th>
<th>PreK3</th>
<th>PreK4</th>
<th>Head Start Collaborative</th>
<th>Choice / Magnet</th>
<th>Tuition</th>
<th>SRI/Partnerships</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>9,776</td>
<td>328</td>
<td>851</td>
<td>276</td>
<td>153</td>
<td>15</td>
<td>1,714</td>
<td>11,503</td>
</tr>
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<td>2014</td>
<td>9,819</td>
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Source: January PEIMS 2014 - 2017; Chancery data 10/30/2017
Dallas ISD Testimony to Texas Commission on Public School Finance 02-22-18
Classroom quality has increased significantly; Students in high-quality environments perform better

Huge Increases in classroom quality…

% PreK-2nd classrooms meeting CLASS threshold

- Emotional Support: 86% in F’16, 88% in F’17
- Classroom organ.: 85% in F’16, 85% in F’17
- Inst. support: 33% in F’16, 56% in F’17
- All domains: 32% in F’16, 54% in F’17

…leading to gains in current year student outcomes

% of students on grade level

- Kindergarten: 44% in F’16, 51% in F’17
- 1st grade: 42% in F’16, 45% in F’17
- 2nd grade: 47% in F’16, 55% in F’17

1. “All Domains” measures classrooms that hit quality threshold for all 3 domains
2. 2017 ISIP BOY tier 1 by Fall 2017 CLASS scores; only includes classrooms that receive CLASS observations

Source: SMU CORE, Dallas ISD E&A; BOY ISIP Oct. 2017; Chancery data 10/30/2017; Early Learning analysis

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A positive correlation between previous year's quality of classroom (CLASS) and student outcomes (ISIP)

- Kinder BOY ISIP
  - PreK CLASS: % K-ready coefficient = 0.82
  - Correlation
  - Number of high quality targets met:
    - N: 182, 406, 3,192, 2,517

- 1st grade BOY ISIP
  - Kindergarten CLASS: % Tier 1 coefficient = 0.99
  - Correlation
  - Number of high quality targets met:
    - N: 262, 477, 1,521, 917

- 2nd grade BOY ISIP
  - 1st grade CLASS: % Tier 1 coefficient = 0.99
  - Correlation
  - Number of high quality targets met:
    - N: 278, 335, 1,537, 1,242

Note: High quality target for emotional support = 5, high quality target for classroom organization = 5, high quality target for instructional support = 3.25

Source: Results based on Spring 2017 CLASS observations of PreK, Kinder and 1st grade classrooms; ISIP results based on 2017 BOY ISIP window (Oct. 2017)

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Continue to see clear evidence of the impact of PreK...
Students attending Dallas ISD PreK performed 25 pts higher than eligible students who did not

31% of students that did not attend Dallas ISD PreK were K-ready...

...compared to 56% of students that did attend Dallas ISD PreK being K-ready

Note: Students are qualified for PreK based on Econ or LEP. Includes students that attended PreK as a 4 year old. Tier 1 considered K-ready
Dallas ISD Testimony to Texas Commission on Public School Finance 02-22-18
…from increased K-Readiness to 3rd grade reading…

Students attending Dallas ISD PreK performed better at every grade level

Same cohort of students - performance through 3rd grade (2016 – 17)

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Tier 1 (BOY ISIP Reading)</th>
<th>% Approaching (STAAR Reading)</th>
</tr>
</thead>
</table>

Note: No PreK students defined as students that were qualified for PreK and did not attend, but have attended Dallas ISD K – 3. Dallas ISD PreK students defined as students that have attended Dallas ISD PreK – 3rd grade. Enrolled PK – 3rd = 5,672 students, No PreK – 3rd = 2,971

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...which is true at every level of 3rd grade STAAR results

2016-17 3rd grade STAAR reading results for the 2013-14 Kinder cohort

Note: Did not attend Dallas ISD PreK are students who qualified but did not attend PreK but attended grades Kinder – 3rd in Dallas ISD (2013-17). Attended Dallas ISD PreK are students who attended Dallas ISD PreK – 3rd grades (2012-17)

Source: January PEIMS 2013 – 2017; STAAR results 6/15/2017; Early Learning analysis

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Rethinking the Investment
PreK students are less likely to be chronically absent, linked to better assessment performance

PreK students are less chronically absent than peers that did not attend PreK…

…and chronic absenteeism has a negative impact on student outcomes

Note: Students missing more than 10% of school days are considered chronically absent. Students missing 10% or less of school days are considered to have regular attendance.

Source: January PEIMS 2013–2017; 10/30/2017 Student enrollment file; Attendance data sourced from Dallas ISD; ISIP EOY results May 2015–17
PreK students are more likely to be consistently enrolled in Dallas ISD which is highly correlated to student outcomes.

PreK students have a higher enrollment retention rate compared to their peers.

Clear connection between the number of years enrolled and 3rd grade STAAR.

Note: Retention is based on enrollment from one school year to the next progressing from one grade to the next. Enrollment data based on January PEIMS for all years prior to 2017, for 2017 based on Chancery data. Qualified for PreK based on 3rd grade student identifiers of LEP or Economically Disadvantaged. PreK students are also outperforming total Kinder – 2nd grade cohort by 2 ppt, which includes affluent peers not qualified for PreK, closing the gap against not qualified for PreK students.

PreK students are less likely to be held back, linked to higher achievement and social-emotional benefits

Students who attended Dallas ISD PreK are less likely to be held back compared to those that qualified but did not attend

Retained students achieve at lower levels, are more likely to drop out of high school, and have lower social-emotional outcomes than similar students who are promoted

Unclear whether long-term academic improvements are made by students who are retained

2. Center for Development and Learning: Grade Retention: Achievement and Mental Health Outcomes

"Held back" is based on enrollment from one school year to the next in the same grade. Retention is based on enrollment data based on January PEIMS for all years prior to 2017, for 2017 based on Chancery data; number of additional students is the difference in the retention rates between PreK and No PreK multiplied by the total PreK enrollment for that year

Source: January PEIMS 2013–2017; 10/30/2017 Student enrollment file

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Dallas ISD Investment
Rethinking the Investment
Dallas ISD has committed to PreK quality, increasing its investment every year

Dallas ISD has made huge investments in PreK…

…and still spends less per student than average K-12 ADA

Note: Average ADA is based on 2017 Base Tier I and Tier II funding for K-12 students. WADA would be higher.
Source: Dallas ISD board briefing documents
Dallas ISD Testimony to Texas Commission on Public School Finance 02-22-18
A major focus of the investment is high-quality coaching, which is the centerpiece of the strategy to improve quality.

- Students ready for school and reading on grade level
- High quality instruction
- High quality coaching
- Rigorous support for specialists
Early Learning coaching program
Covers 100% of PreK classrooms and expanding coverage of K-2nd grade

1. Lead coaches carry ~10 classroom load…

   … and oversee 4-7 coaches who serve 16-22 classrooms each

2. Had rapid expansion over last three years...

   - 2012: 1 lead, 4 K-2 coaches, 1 PreK coach
   - 2013: 4 leads, 4 K-2 coaches, 12 PreK coaches
   - 2014: 4 leads, 25 K-2 coaches, 37 PreK coaches
   - 2015: 10 leads, 24 K-2 coaches, 60 PreK coaches
   - 2016: 26 leads, 26 K-2 coaches, 60 PreK coaches
   - 2017: 32 leads, 32 K-2 coaches, 86 PreK coaches

3. PreK 100%
   K-2nd 35%

   … leading to full coverage of PreK classrooms and ~35% of K-2 classrooms
# Classroom Deficits | Campus 4YO vs Campus 3YO

Full-day 4YO classrooms and half-day 3YO classrooms

## Campus 4 y/o classroom

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>$62,377 ADA</td>
<td>($3,283(^1) per student, 19 students)</td>
<td>1. Includes Base allocation (Tier I and Tier II), Supplemental Rider 58, and average Bilingual funding (~60% receive, so includes 60% of total Bilingual Tier I and Tier II)</td>
</tr>
<tr>
<td>$63,148(^2) Dallas ISD teacher salary/benefits</td>
<td></td>
<td>2. Average Dallas ISD Pre-K teacher salary &amp; benefits (12%) for ’17-18</td>
</tr>
<tr>
<td>$29,609(^3) Dallas ISD TA salary/benefits</td>
<td></td>
<td>3. Average Dallas ISD Pre-K TA salary &amp; benefits (12%) for ’17-18</td>
</tr>
<tr>
<td>$4,866(^4) Materials/Supplies</td>
<td></td>
<td>4. Cost of materials/supplies includes classroom materials, curriculum and PD, and software/data management and is estimated based on Early Learning Budget for ’17-18 (50% PreK costs)</td>
</tr>
<tr>
<td>$7,274(^5) EL Support</td>
<td></td>
<td>5. EL support includes department salaries and is estimated based on Early Learning budget for ’17-18 (SRI includes only campus staff &amp; direct coaching support)</td>
</tr>
</tbody>
</table>

- **$45,520**
  - ($2,396 per student)

## Campus 3 y/o classroom

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>$91,924 ADA</td>
<td>($3,283(^1) per student, 28 students)</td>
<td>1. Includes Base allocation (Tier I and Tier II), Supplemental Rider 58, and average Bilingual funding (~60% receive, so includes 60% of total Bilingual Tier I and Tier II)</td>
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<tr>
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</tr>
</tbody>
</table>

- **$12,973**
  - ($463 per student)

---

1. Includes Base allocation (Tier I and Tier II), Supplemental Rider 58, and average Bilingual funding (~60% receive, so includes 60% of total Bilingual Tier I and Tier II)  
2. Average Dallas ISD Pre-K teacher salary & benefits (12%) for ’17-18  
3. Average Dallas ISD Pre-K TA salary & benefits (12%) for ’17-18  
4. Cost of materials/supplies includes classroom materials, curriculum and PD, and software/data management and is estimated based on Early Learning Budget for ’17-18 (50% PreK costs)  
5. EL support includes department salaries and is estimated based on Early Learning budget for ’17-18 (SRI includes only campus staff & direct coaching support)

Source: Dallas ISD Early Learning, TEA

Dallas ISD Testimony to Texas Commission on Public School Finance 02-22-18
# Classroom Deficits | Campus 4YO vs SRI PLUS

Campus and SRI are full-day; SRI is typically mixed 3YO and 4YO

<table>
<thead>
<tr>
<th>Campus 4 y/o classroom</th>
<th>SRI PLUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ $62,377 ADA (3,283$ per student, 19 students)</td>
<td>+ $49,245 ADA (3,283$ per student, 15 students)</td>
</tr>
<tr>
<td>$63,148$</td>
<td>$63,148$</td>
</tr>
<tr>
<td>Dallas ISD teacher salary/benefits</td>
<td>Dallas ISD teacher salary/benefits</td>
</tr>
<tr>
<td>$29,609$</td>
<td>$20,000$</td>
</tr>
<tr>
<td>Dallas ISD TA salary/benefits</td>
<td>PLUS Payment</td>
</tr>
<tr>
<td>$4,866$</td>
<td>$4,866$</td>
</tr>
<tr>
<td>Materials/Supplies</td>
<td>EL Support</td>
</tr>
<tr>
<td>$7,274$</td>
<td>$7,274$</td>
</tr>
<tr>
<td>EL Support</td>
<td>EL Support</td>
</tr>
<tr>
<td>$45,520$ ( - $2,396 per student)</td>
<td>$41,218$ ( - $2,748 per student)</td>
</tr>
</tbody>
</table>

1. Includes Base allocation (Tier I and Tier II), Supplemental Rider 58, and average Bilingual funding (~60% receive, so includes 60% of total Bilingual Tier I and Tier II)  
2. Average Dallas ISD Pre-K teacher salary & benefits (12%) for ’17-18  
3. Average Dallas ISD Pre-K TA salary & benefits (12%) for ’17-18  
4. Cost of materials/supplies includes classroom materials, curriculum and PD, and software/data management and is estimated based on Early Learning Budget for ’17-18 (50% PreK costs)  
5. EL support includes department salaries and is estimated based on Early Learning budget for ’17-18 (SRI includes only campus staff & direct coaching support).  
6. SRI PLUS payment: $5K for center teacher, $5K for center, $3K for rent, $7K for revenue loss.  

Source: Dallas ISD Early Learning, TEA  

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Rethinking the Investment
Invest where it pays off the most – early childhood!

Must Address Misalignment

9X the brain development

1/2 the public school funding

Recognize similar cost structures

$6,100 Estimated K-12 ADA funding

$5,600 Estimated PreK student costs

Consider These Options

A Full-day ADA

Provide the same level of ADA to PreK as is provided to K-12 even if PreK3 stays half-day

B 3rd Grade Bonus

Provide districts a “bonus” payment for PreK students who outperform peers at 3rd grade

Note: Funding percentages based on PreK students only receiving half-day ADA funds.
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No matter the option or innovation chosen, the state must recognize the benefits of PreK and fund it more equitably.

Our future economy and workforce depend on it!