Early Childhood Education

September 22, 2014

Strategy will focus on children from birth to Kindergarten to enable school readiness

Dallas ISD's early childhood education strategy goal is to **maximize the number of children who enter Kindergarten ready** to learn and excel. We will work with local community to provide **high quality** education experiences to children as young as birth in order to better prepare them.

As part of this strategy, the District will **provide Pre-Kindergarten to eligible 3 & 4 year olds** and set an anchor vision to **collaborate with partner organizations** to drive school readiness for children and their families from age 0 to 5.

Destination 2020 goal to achieve 80% K-readiness

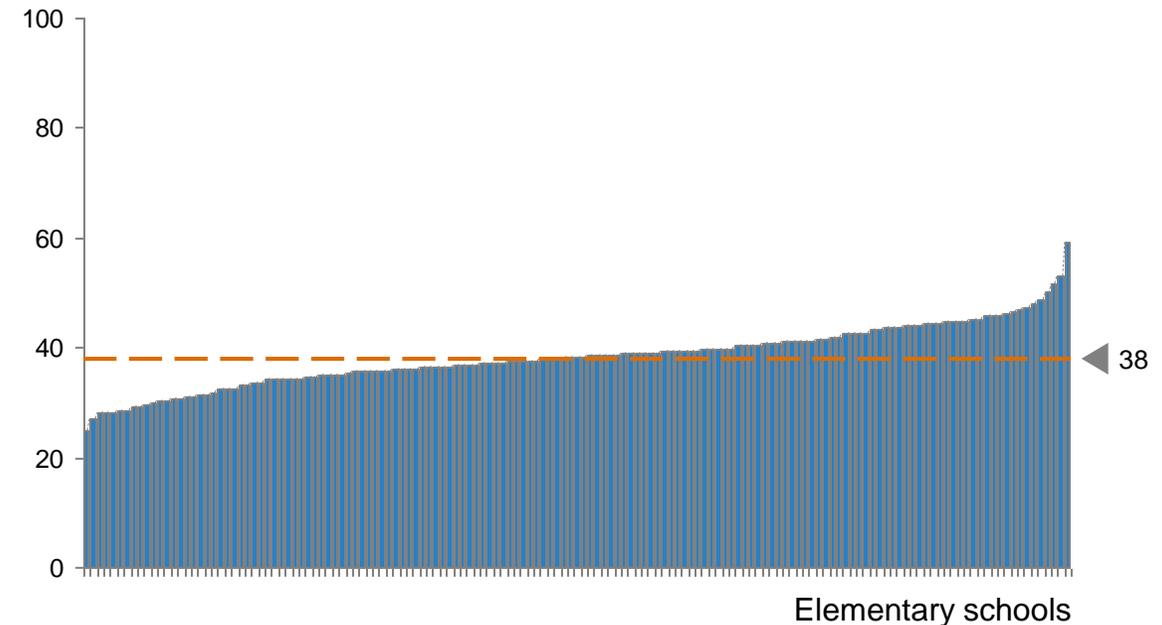# Only 38% of students in Dallas ISD are entering Kindergarten ready for school

Overall

% of Kindergarten students K-ready in '13-'14

DISD K average
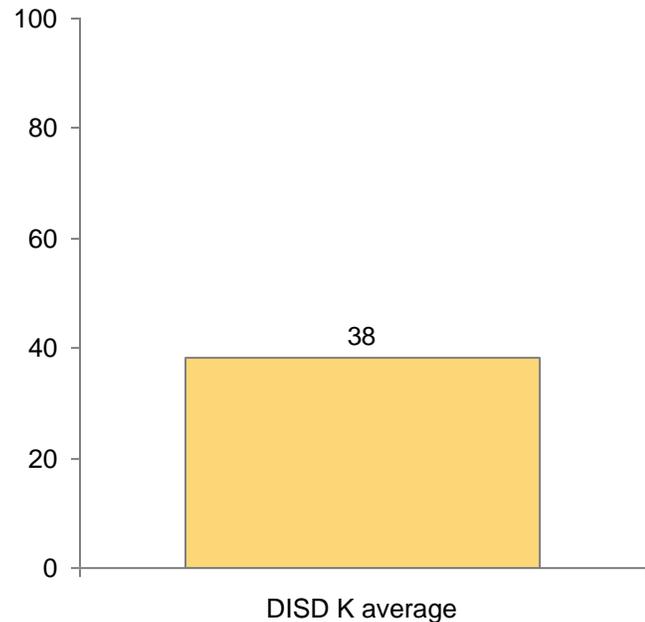
By school

% of Kindergarten students K-ready in '13-14 by elementary school
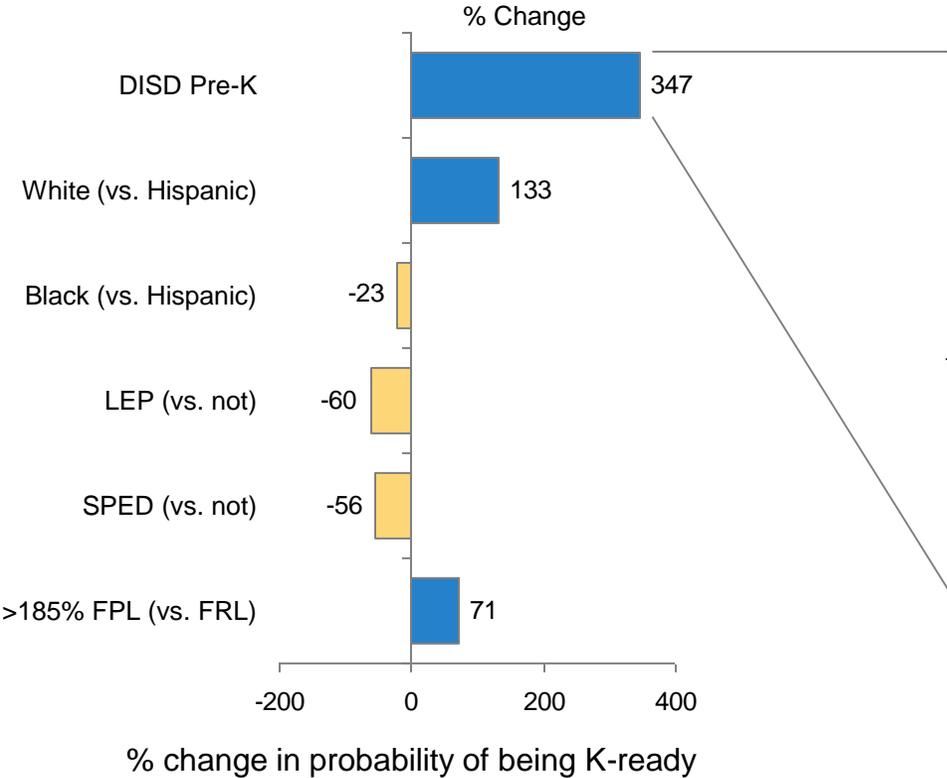

Elementary schools

Currently unable to tag students by previous non-DISD school setting, which means subset of 27% K-readiness is much lower once students who attended Head Start, for example, are accounted for
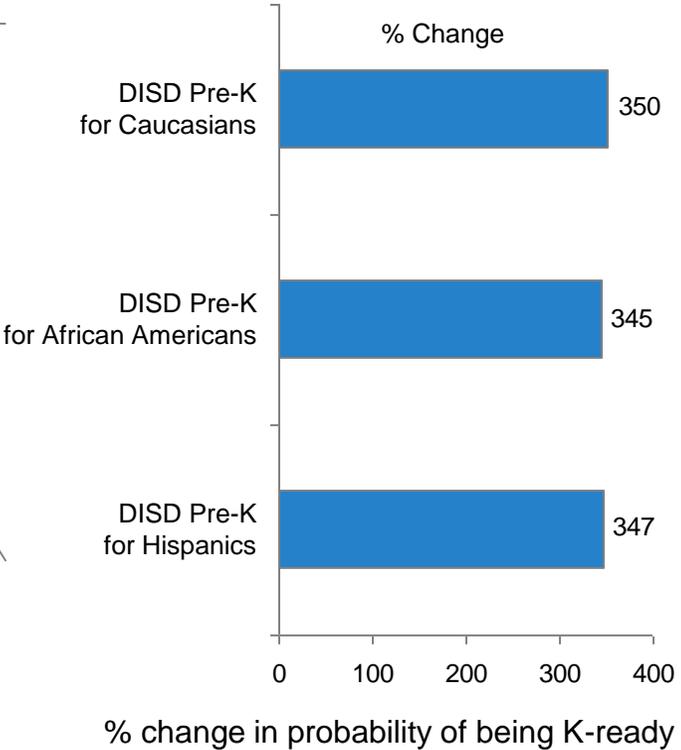
Note: These test scores represent all October ISIP scores (N+12,737); however ~8% Kindergarten students did not take ISIP in October. Re-drew K-ready threshold to mirror the distribution of English ISIP scores. Both have a 38% K-Ready population. The threshold for Spanish ISIP K-readiness changed from 654 to 663. For the ~1,000 students that took both tests, only utilized the English ISIP scores because it is a more rigorously normed test.
Source: DISD ISIP data

Dallas ISD Pre-K increases a child's odds of being K-ready by ~350%

**When students do attend DISD Pre-K, their likelihood of being K-ready increases ~3.5x**

% Change

% change in probability of being K-ready

	% Change
DISD Pre-K	347
White (vs. Hispanic)	133
Black (vs. Hispanic)	-23
LEP (vs. not)	-60
SPED (vs. not)	-56
>185% FPL (vs. FRL)	71

Impact of DISD Pre-K on likelihood of K-readiness consistent across races

% Change

% change in probability of being K-ready

	% Change
DISD Pre-K for Caucasians	350
DISD Pre-K for African Americans	345
DISD Pre-K for Hispanics	347

Note: Ran multiple logistic regressions, changing reference level to compare Exp(B) of reference levels. The Naglekerke R^2 ranged from .153 to .156, which is in the range of ECE studies conducted by NIEER. Utilized adjusted ISIP K-readiness levels for these regressions.
Source: DISD ISIP Data; BCG Analysis; discussions with Istation

Access deficit will increase in perimeter areas as population continues to grow outside city center

By 2018[1], population growth expected to widen access deficit gap in perimeter areas
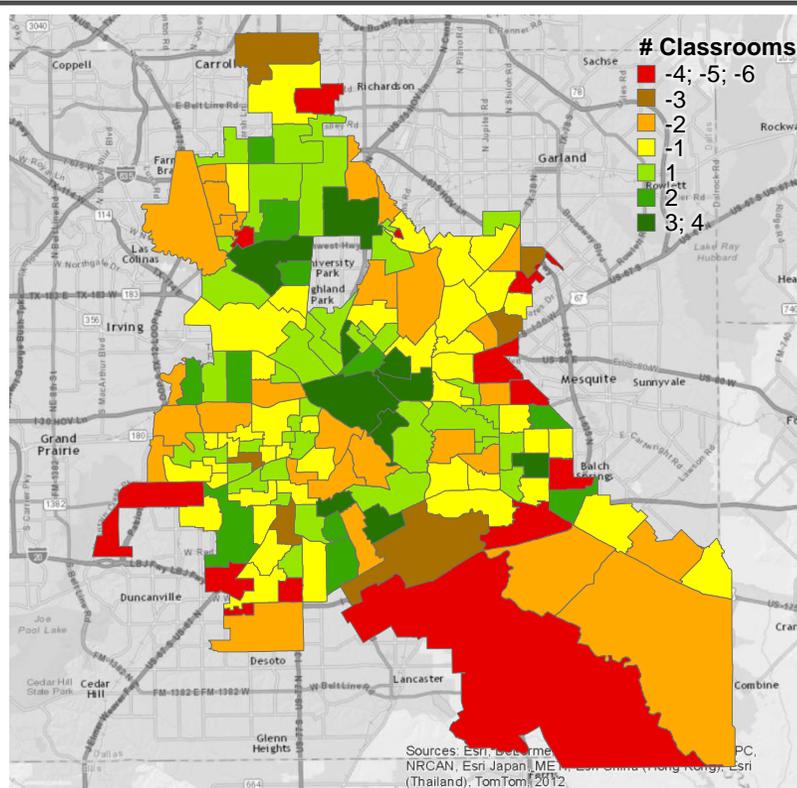
Key observations and implications of population growth trends

Overall, population of 4 year olds in DISD territory expected to be flat...

But at the community level, growth expected to vary significantly
- Inner city population is expected to decline,
- Perimeter neighborhoods are expected to experience strong growth

This will exacerbate the access issue as areas with current deficits experience population growth and areas with current surplus experience population decline

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DISD needs to address the access issue before the gap grows

1. Estimate of 2013 and 2018 population of eligible 4 year olds from Experian – based on 2010 Census data and population growth rates; Note: Map is based on the larger of the current Pre-K to 1st grade enrollment gap OR the estimated seat deficit based on current supply and estimated population of eligible 4 year olds in 2018