

EXECUTIVE SUMMARY

The purpose of the Title I, Part A program is to improve educational quality and to help ensure that all students, particularly those students at risk of not meeting challenging state academic assessment standards, meet the state's student performance standards. In 2019-20, all but four Dallas Independent School District (ISD) schools¹ received supplemental Title I, Part A funding to support at-risk students. All Dallas ISD Title I schools had schoolwide programs except for one,² which operated a targeted assistance program.

PURPOSE AND METHODS OF THE EVALUATION

Due to the COVID-19 pandemic, the district transitioned to at-home learning for students on March 23, 2020 (following spring break) and continued to the end of the spring semester. As a result, the student achievement data typically included in the annual Title I, Part A achievement report were unavailable for 2019-20.³ Instead, the 2019-20 report was limited to budget information and demographic characteristics of Title I teachers and students.

Multi-year data⁴ were used to examine Title I, Part A budget and demographic trends over the years. Title I, Part A funding information was obtained from the Special Revenue Funds Management department. Demographic characteristics were compiled from district data files. For the 2019-20 school year, the Dallas ISD personnel data file (as of December 10, 2019) was used for teachers, while the Dallas ISD Public Education Information Management System (PEIMS) snapshot demographic file (as of October 28, 2019) was used for students.

Frequency and crosstabs analyses were computed to review teacher and student demographic characteristics overall and by student group. In 2019-20, the four schools that were excluded from the Title I school list had a total population of 3,224 students, which was about two percent of the total enrollment ($n=153,494$). Therefore, this report included total district population on all data presented.

¹ The four excluded schools were Booker T. Washington High School for the Performing and Visual Arts, William B. Travis Academy/Vanguard for the Academically Talented and Gifted, Mockingbird Elementary School, and Lakewood Elementary School.

² George Bannerman Dealey Montessori Academy.

³ Spring data typically includes end of year attendance data, graduation data, TerraNova, SUPERA, State of Texas Assessments of Academic Readiness (STAAR) 3-8, and STAAR End of Course (EOC). Four-year

EVALUATION QUESTIONS/OUTCOMES

What was the amount of funding for the Title I Program?

A total of \$87,123,576 was allocated to Title I, Part A for the 2019-20 school year (Table 1). Of the \$87,123,576, \$72,944,715 was distributed directly to schools, and \$10,618,528 was allocated to centrally administered projects that supported schools. This was a decrease of \$2,736,261 from the 2018-19 school year. When reviewed by workscope, the largest amount was for Instructional Lead Coaches (\$6,891,216) followed by HCM Resident Teachers (\$2,504,649) and Summer Learning (\$2,000,000).

Table 1: Title I, Part A Budgeted Amounts from 2016-17 to 2019-20

School Year	Campus (\$)	Non-Campus (\$)	Total (\$)
2016-17	\$60,059,207	\$12,553,762	\$76,187,116*
2017-18	\$60,376,609	\$23,855,513	\$84,232,122
2018-19	\$77,365,992	\$10,230,314	\$89,859,837*
2019-20	\$72,944,715	\$10,618,528	\$87,123,576*

Source: Special Revenue Funds Management: 04/23/20. Information for prior years was obtained from the 2018-19 Title I student achievement evaluation report (Kim, 2019).

Note: *Total included unassigned allocations: \$3,574,147 for 2016-17, \$2,263,531 for 2018-19, and \$3,560,333 for 2019-20.

What were the characteristics of the Title I teacher and student populations?

Of the 9,758 full-time teachers during 2019-20, 70 percent were female, while 30 percent were male. Thirty-four percent were African American, 32 percent were Hispanic, and 29 percent were white. The proportion of Hispanic teachers increased by one or two percentage point(s) every year from 2015-16 (27%) to 2019-20 (32%). Eleven percent were new to the district in 2019-20. Most had Bachelor degrees (68%), while 23 percent had Master degrees or doctoral degrees.

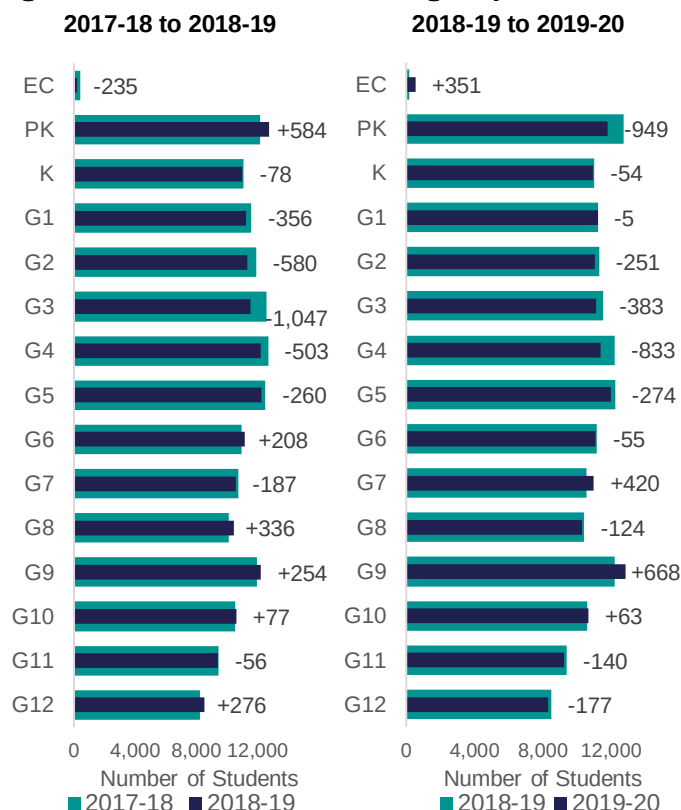
In 2019-20, Dallas ISD served 153,494 students in early childhood (EC) through grade twelve, a decrease of 1,743 students from 2018-19 ($n=155,237$). Like last year, the largest decreases were in the elementary grades (Figure 1).

longitudinal graduation rates for federal accountability purposes were not available since all districts and campuses received a label of "Not Rated: Declared State of Disaster" for the 2020 accountability cycle due to the COVID-19 pandemic.

⁴ Four years of data were used for funding information from 2016-17 to 2019-20, while five years of data were used for demographic information from 2015-16 to 2019-20.

Prekindergarten (PK) showed the largest decrease (n decrease=-949) from 2018-19 to 2019-20, but the largest increase (n increase=+584) from 2017-18 and 2018-19.

Figure 1: Student Enrollment Changes by Grade



Source: PEIMS demographic files: 10/30/17, 10/26/18 and 10/28/19.

Note: G=grade. PK=prekindergarten. K=kindergarten. n =156,804 in 2017-18, 155,237 in 2018-19, and 153,494 in 2019-20. See Appendix A in the full report for the number of students and percentage distribution by student group for each grade from 2015-16 to 2019-20.

During the last five school years (2015-16 to 2019-20), the percentage distribution between male (51%) and female (49%) students was stable. By ethnicity, Hispanic (70 to 71%; 71% in 2019-20) and African American (21 to 23%; 21% in 2019-20) students made up the majority of the student population. The proportion of English learners (ELs) increased by one percentage point from 2015-16 (43%) to 2016-17 (44%), remained the same in 2017-18 (44%), and then increased by one percentage point the next two years (45% in 2018-19 and 46% in 2019-20). Between 84 and 87 percent of the district students were identified as economically disadvantaged (84% in 2019-20). Special education students made up between eight and nine percent of the district students (9% in 2019-20).

Additional Title I Reports

The Title I evaluation includes this report as well as separate reports for centrally administered Title I programs. These reports are available at <https://www.dallasisd.org/Page/62222>.

REFERENCE

Kim, M. (2019). 2018-19 Evaluation of Title I: Comparative Measures of Student Achievement. Dallas, TX. Dallas Independent School District.

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