

2019-20

Title I, Part A: Budget and Demographic Information

DEPARTMENT OF EVALUATION AND ASSESSMENT

*Michael Hinojosa, Ed. D.
Superintendent of Schools*



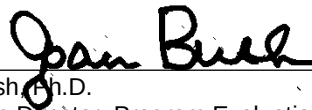
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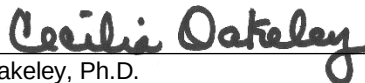
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ACRONYMS AND ABBREVIATIONS

AC	Alternative Certification
Af. Am.	African American
EC	Early childhood
Eco. Dis.	Economically disadvantaged
EL	English learner
ISD	Independent School District
K	Kindergarten
PEIMS	Public Education Information Management System
PK	Prekindergarten
SPED	Special education

Title I, Part A: Budget and Demographic Information

DEPARTMENT OF EVALUATION AND ASSESSMENT

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.

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 E1). 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 E1: 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

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

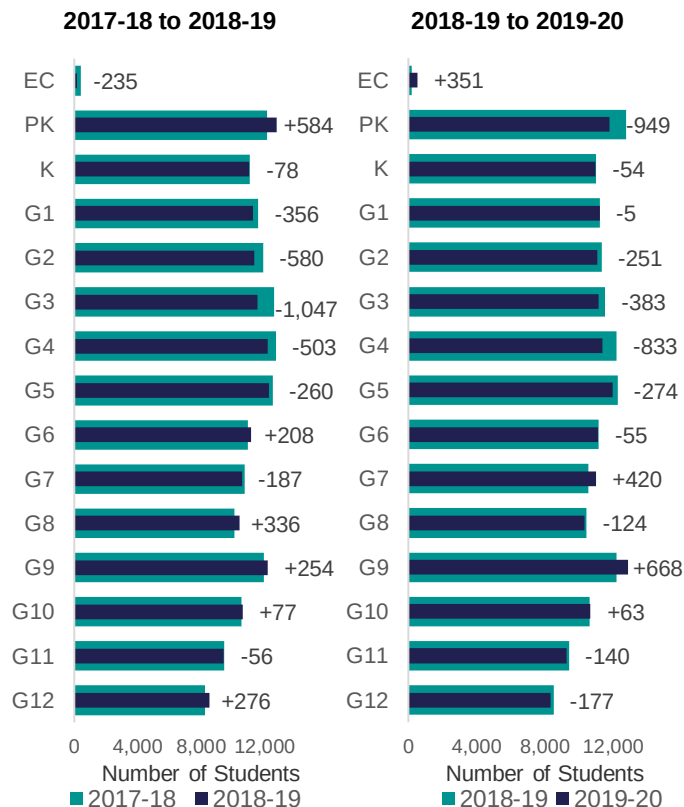
longitudinal graduation rates for federal accountability purposes were not available since all districts and campuses received a label of "Not Rated: Declared State of Disaster" for the 2020 accountability cycle due to the COVID-19 pandemic.

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.

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 E1). 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 E1: 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>.

2019-20

Title I, Part A: Budget and Demographic Information

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

The Elementary and Secondary Education Act (ESEA) was passed by Congress as a part of President Lyndon B. Johnson's "War on Poverty" in 1965. The reauthorization of ESEA by President George W. Bush was known as the No Child Left Behind Act (NCLB) of 2001, which aimed to close the achievement gaps between student groups by providing each child with fair and equal opportunities to achieve an education and requiring high standards and accountability. On December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA), a reauthorization of ESEA of 1965. ESSA replaced its predecessor, the No Child Left Behind Act of 2001 (NCLB).

Title I, Part A of ESSA provides supplemental funding to local education agencies and schools with high numbers or high percentages of children from low-income families. 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.

The mission of the Dallas Independent School District (ISD) is educating all students for success. To achieve this mission, the district continued to align federal ESSA funding to various Title I programs. In 2019-20, all but four district schools⁵ received supplemental Title I, Part A funding to support at-risk students. 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. In 2019-20, there were two types of programs that received Title I, Part A funds: schoolwide programs and targeted assistance programs. A "schoolwide program" focuses on improving the whole school so every student in the school achieves high levels of academic proficiency.⁶ Schools in which students from low-income families make up at least 40 percent of enrollment are eligible to use Title I funds to operate schoolwide programs. All Dallas ISD Title I schools had schoolwide programs except for one (George Bannerman Dealey Montessori Academy), which operated a targeted assistance program. A "targeted assistance program" provides Title I services to students who are failing, or most at risk of failing, to meet challenging state academic standards.⁷

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 ($n=153,494$) in 2019-20. Therefore, this report

⁵ Source: Special Revenue Funds Management: 11/15/19.

⁶ Source: U.S. Department of Education: <https://www2.ed.gov/admins/lead/account/swp.html>.

⁷ Source: U.S. Department of Education: <https://www2.ed.gov/programs/titleiparta/index.html?exp%3D0>.

included total district population on all data presented. For the same reason, all teachers in the district were included in the analyses, regardless of the funding for their positions. In 2019-20, there were 20 centrally administered Title I programs⁸ in the district.

PURPOSE AND SCOPE 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 2019-20.⁹ Instead, the 2019-20 report was limited to budget information and demographic characteristics of Title I teachers and students.

As mentioned above, in addition to Title I, Part A funds that went directly to each Dallas ISD school, there were 20 centrally administered Title I programs in the district. Separate evaluation reports for many of these programs can be found at <https://www.dallasisd.org/Page/62222>.

EVALUATION QUESTIONS AND RESULTS

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

Methodology

The evaluator reviewed funding information from the Special Revenue Funds Management department to determine Title I, Part A funding overall, by campus/non-campus allocation, and by workscope. In addition, district Title I, Part A worksopes were reviewed for centrally administered programs.

Results

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.

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*
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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.

⁸ Number counts were based on information from Special Revenue Funds Management: 04/23/20.

⁹ 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 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.

Table 2 shows the budgeted amounts for the worksopes provided. The largest amount was budgeted for Instructional Lead Coaches (\$6,891,216) followed by Human Capital Management (HCM) Resident Teachers (\$2,504,649) and Summer Learning (\$2,000,000).

Table 2: 2019-20 Title I, Part A Budgeted Amounts by Worksopes

Title I Program	Budgeted Amount (\$)
Instructional Lead Coaches	6,891,216
HCM Resident Teachers	2,504,649
Summer Learning	2,000,000
Special Education English Learner	1,652,936
Youth & Family Services	1,579,918
Language and Literacy	1,438,532
Family and Community Engagement	1,062,425
Dallas HIPY	974,258
Early Learning	960,411
Texas Tech Certification Program Partnership	500,673
Library Media Services	498,391
Translation Services	304,484
Rigorous Teaching-Environmental Center	293,019
Transition Program	270,102
OnRamps	229,848
Computer Science Support	192,266
Advanced Academic Services Student Initiative	190,100
Science and Wellness Integration	189,247
Homeless Education ^a	181,894
Federal & State Accountability	105,632

Source: 2019-20 Title I worksopes and updated information from Special Revenue Funds Management: 04/23/20.

Note: ^aBudgeted amount included Homeless Education (\$159,955) and Homeless Education – SA (\$21,939).

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

Methodology

Demographic characteristics were compiled from district 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. Teacher information was analyzed by school level, gender, ethnicity, years of teaching experience in the district, highest degree earned, and certification information. Student demographic information was analyzed by student groups including gender, ethnicity, economically disadvantaged status, English learner (EL) status, special education status, and grade level. Appendix A provides demographic characteristics of Title I students from 2015-16 to 2019-20 by student group for each grade.

Results

Characteristics of Teachers

In 2019-20, there were 9,758 full-time teachers in 231 schools in the Dallas ISD (Table 3). This included 4,903 (50%) elementary school teachers, 1,731 (18%) middle school teachers, 2,379 (24%) high school teachers, and 745 (8%) teachers who taught at multi-level campuses (elementary/middle or

middle/high) or who provided services across school levels (alternative schools, dyslexia services, student services, special education, multiple career center, etc.). There were more female teachers (6,856; 70%) than male teachers (2,902; 30%). Thirty-four percent of the teachers 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%).

In 2019-20, 11 percent of the teachers were new to the district, and the median number of years for teaching experience in the district was five years. Most teachers had Bachelor degrees (68%), while 23 percent of teachers had Master degrees or doctoral degrees. About five percent were in an Alternative Certification (AC) program.

Table 3: Teacher Demographic Characteristics from 2015-16 to 2019-20

	2015-16		2016-17		2017-18		2018-19		2019-20	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%
School Level										
Elementary	5,891	55	5,720	54	5,414	53	5,239	52	4,903	50
Middle	1,990	19	2,025	19	2,106	20	1,843	19	1,731	18
High	2,516	23	2,467	24	2,478	24	2,377	24	2,379	24
Other ^a	306	3	299	3	261	3	533	5	745	8
All	10,703	100	10,511	100	10,259	100	9,992	100	9,758	100
Gender										
Female	7,613	71	7,447	71	7,257	71	7,069	71	6,856	70
Male	3,090	29	3,064	29	3,002	29	2,923	29	2,902	30
Ethnicity										
African American	3,917	37	3,740	36	3,686	36	3,532	35	3,360	34
Hispanic	2,882	27	3,063	29	3,063	30	3,082	31	3,130	32
White	3,483	32	3,276	31	3,095	30	2,952	30	2,830	29
Other ^b	421	4	432	4	415	4	426	4	438	5
Dallas ISD Experience										
Newly Hired	1,851	17	1,696	16	1,248	12	1,173	12	1,104	11
1-5 years	4,007	38	4,251	41	4,672	46	4,478	45	4,192	43
6-10 years	1,758	16	1,576	15	1,356	13	1,313	13	1,516	15
11-15 years	1,322	12	1,284	12	1,274	12	1,302	13	1,239	13
16-20 years	759	7	778	7	808	8	855	8	847	9
20+ years	1,006	10	926	9	901	9	871	9	860	9
Median years	4		4		4		5		5	
Highest Degree										
Bachelor's Degree	6,916	65	6,878	65	6,813	66	6,729	67	6,652	68
Master's Degree	2,934	28	2,754	26	2,538	25	2,354	24	2,167	22
Doctoral Degree	129	1	120	1	117	1	103	1	104	1
Other ^c	44	0	58	1	56	1	64	1	66	1
Not available	680	6	701	7	735	7	742	7	769	8
Alternative Certification (AC) Program										
In AC Program	973	9	1,073	10	607	6	436	4	517	5
Not in AC Program	9,730	91	9,438	90	9,652	94	9,556	96	9,241	95

Source: Personnel district data files: 12/13/15, 11/27/16, 12/17/17, 11/18/18, and 12/10/19.

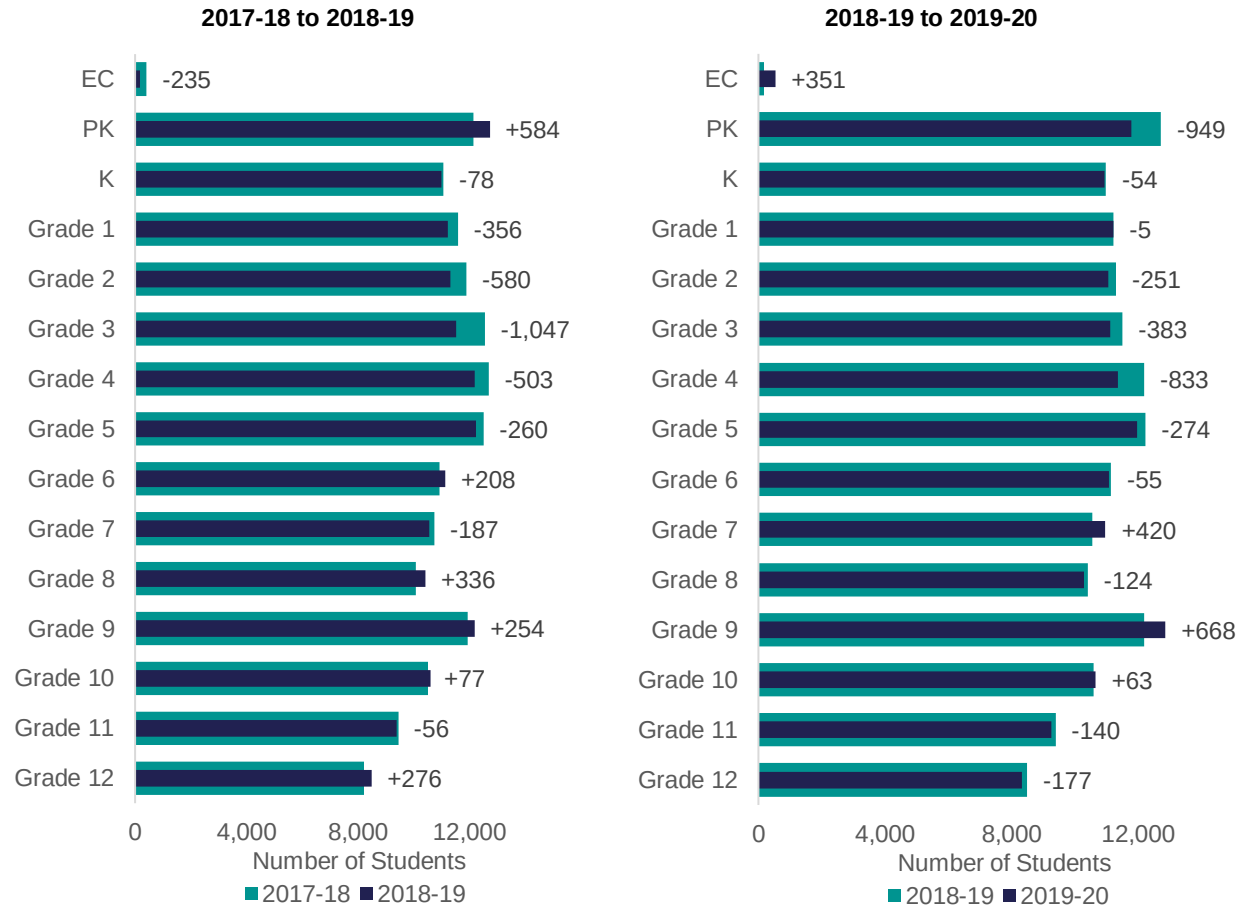
Note: ^aOther school level included teachers from alternative schools, dyslexia services, student services, special education, etc. For 2018-19 and 2019-20, other school level also included multi-level (elementary/middle or middle/high) campuses due to grade configuration changes. ^bOther ethnicity included Asian, American Indian, Native Hawaiian or Other Pacific Islander, two or more races, and not available. ^cOther degree included associate degree, certification, etc.

Characteristics of Students

In 2019-20, Dallas ISD served a total of 153,494 students in early childhood (EC) through grade twelve (see Appendix A for demographic characteristics of Title I students). This included 77,585 (50%) elementary school students, 28,973 (19%) middle school students, 39,623 (26%) high school students, and 7,313 (5%) students that attended a multi-level campus (elementary/middle or middle/high).

As shown in Figure 1 and Appendix A, overall student enrollment slightly decreased by 1,743 students from 2018-19 to 2019-20 (from $n=155,237$ to $n=153,494$). When reviewed by grade level, four out of fifteen grade levels showed an increase in enrollment (EC, grades 7, 9, and 10), while the remaining grade levels showed decreases. Like last year, the largest decreases were in the elementary grades (range of n decrease: 78 to 1,047 for 2018-19 and 5 to 949 for 2019-20). Enrollment in PK showed the largest decrease this year (n decrease=-949 from 2018-19 to 2019-20), but the largest increases during the prior two school years (n increases=+1,002 from 2016-17 to 2017-18 and +584 from 2017-18 to 2018-19).

Figure 1: Student Enrollment Changes by Grade

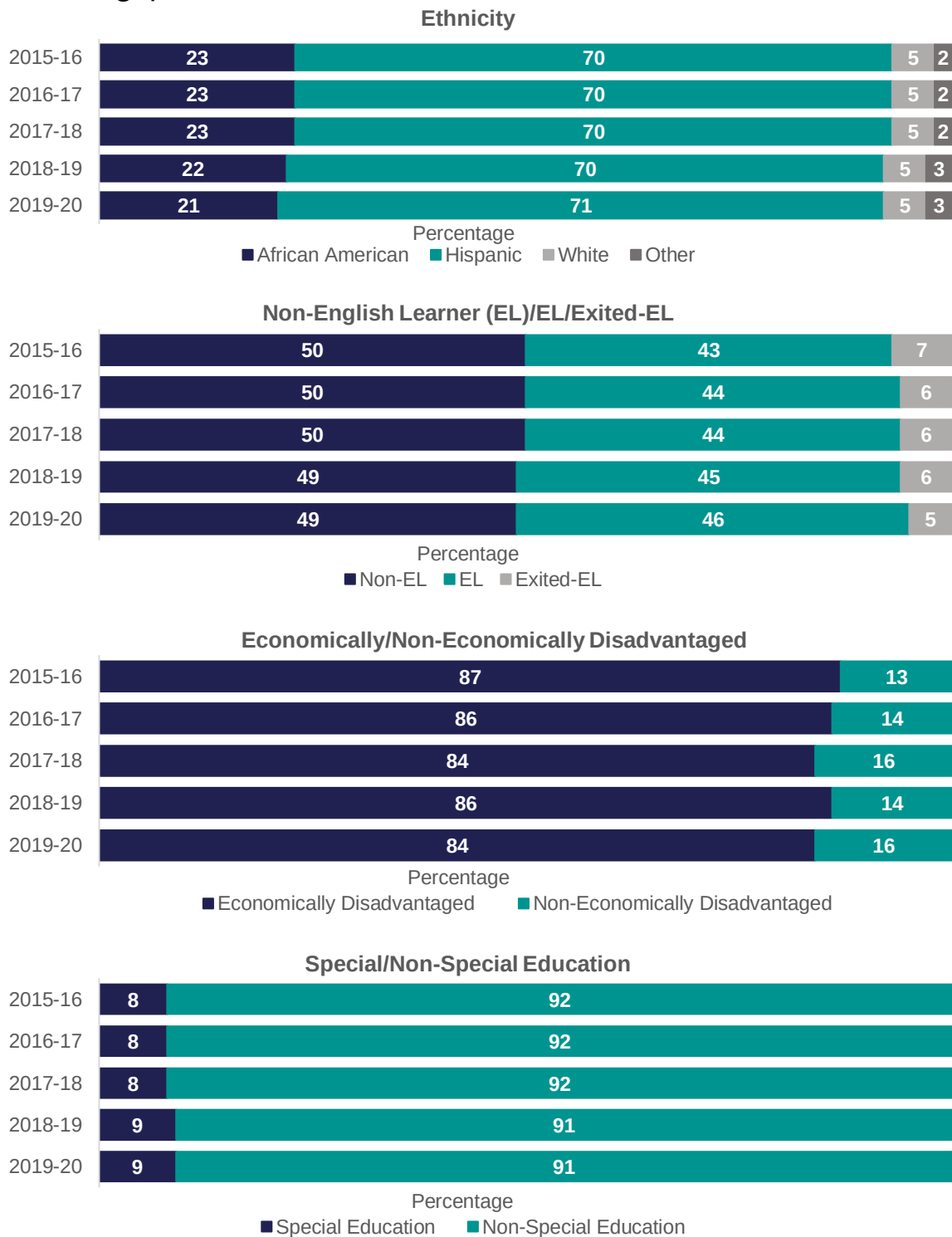


Source: PEIMS demographic files: 10/30/17, 10/26/18 and 10/28/19.

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

Student demographic analyses for the last five school years (2015-16 to 2019-20) showed that the percentages of males (51%) and females (49%) were similar in the overall student population. The percentage distribution between male and female students was stable over the years (see Appendix A for detailed information by grade level).

Demographic information by student groups other than gender is presented in Figure 2 (see also Appendix A for detailed information by grade level from 2015-16 to 2019-20). 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 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).

Figure 2: Demographic Characteristics of Title I Students from 2015-16 to 2019-20

Source: PEIMS demographic file, 10/30/15, 10/31/16, 10/30/17, 10/26/18, and 10/28/19.

Note: Number of students=158,647 for 2015-16, 157,853 for 2016-17, 156,804 for 2017-18, 155,237 for 2018-19, and 153,494 for 2019-20.

KEY FINDINGS

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 Dallas ISD Title I schools had schoolwide programs except one school that operated a targeted assistance program. Due to the COVID-19 pandemic, the district transitioned to at-home learning for students on March 23, 2020 (following spring break). The 2019-20 report was limited to budget allocations and demographic characteristics of Title I teachers and students because the student achievement data typically included in the annual Title I, Part A achievement report were unavailable for 2019-20. 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>. Key findings included the following.

- A total of \$87,123,576 was allocated to Title I, Part A funds in 2019-20, a decrease of \$2,736,261 from 2018-19. 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.
- Of the 9,758 full-time teachers in the district 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%).
- In 2019-20, Dallas ISD served 153,494 students in 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. Enrollment in 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.
- During the last five school years (2015-16 to 2019-20), the percentage distribution between male (51%) and female (49%) students was stable. 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. There has been an increase in the proportion of ELs from 2015-16 (43%) to 2019-20 (46%). 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).

REFERENCE

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

The word "APPENDIX" is displayed in a large, bold, dark blue font. To the left of the text is a solid dark blue vertical rectangle. Below the text and the vertical rectangle is a solid teal horizontal rectangle that spans the width of the graphic.

APPENDIX

Appendix A

Appendix A: Demographic Characteristics of Title I Students from 2015-16 to 2019-20

Grade	Year	Total N	Gender		Ethnicity			Eco. Dis. %	EL %	SPED %
			Male %	Female %	Af. Am. %	Hispanic %	White %			
EC	2015-16	272	75	25	33	57	7	77	5	100
	2016-17	325	77	23	31	59	7	75	6	98
	2017-18	415	76	24	31	60	7	71	10	95
	2018-19	180	72	28	27	54	11	73	21	87
	2019-20	531	77	23	27	60	7	90	32	96
PK	2015-16	10,099	50	50	23	72	3	94	54	3
	2016-17	11,151	50	50	27	68	3	95	49	2
	2017-18	12,153	50	50	28	67	3	93	50	2
	2018-19	12,737	51	49	25	66	3	98	48	4
	2019-20	11,788	50	50	25	68	3	99	48	2
K	2015-16	12,209	51	49	22	69	6	76	50	4
	2016-17	11,486	51	49	22	68	7	77	51	5
	2017-18	11,070	51	49	23	67	7	77	50	5
	2018-19	10,992	52	48	22	65	8	87	48	6
	2019-20	10,938	51	49	21	67	8	85	48	6
Grade 1	2015-16	13,405	51	49	22	70	6	86	48	6
	2016-17	12,346	52	48	22	69	6	75	50	7
	2017-18	11,590	51	49	22	69	7	78	51	7
	2018-19	11,234	51	49	22	67	7	87	50	8
	2019-20	11,229	52	48	22	67	7	85	50	8
Grade 2	2015-16	13,499	52	48	23	69	5	91	48	6
	2016-17	13,003	51	49	22	70	5	85	49	7
	2017-18	11,894	51	49	23	69	6	78	50	9
	2018-19	11,314	51	49	21	69	6	88	51	9
	2019-20	11,063	52	48	22	68	7	86	51	10
Grade 3	2015-16	13,327	51	49	23	71	5	91	49	7
	2016-17	13,221	52	48	23	70	5	90	49	7
	2017-18	12,565	51	49	22	70	5	87	49	9
	2018-19	11,518	51	49	22	70	6	88	51	11
	2019-20	11,135	51	49	21	70	6	86	53	11
Grade 4	2015-16	12,666	52	48	24	70	5	91	50	8
	2016-17	12,919	52	48	22	71	5	91	50	8
	2017-18	12,700	51	49	22	70	5	90	49	9
	2018-19	12,197	51	49	22	71	5	88	50	11
	2019-20	11,364	51	49	22	70	5	86	52	12
Grade 5	2015-16	12,152	51	49	23	71	5	91	51	8
	2016-17	12,276	52	48	23	70	5	91	51	9
	2017-18	12,508	52	48	22	71	5	91	50	10
	2018-19	12,248	52	48	21	71	5	89	50	11
	2019-20	11,974	51	49	21	72	5	86	51	12
Grade 6	2015-16	10,555	52	48	22	72	4	90	51	10
	2016-17	10,917	52	48	22	71	5	89	50	9
	2017-18	10,936	52	48	22	71	4	86	49	10
	2018-19	11,144	52	48	20	72	5	88	48	11
	2019-20	11,089	52	48	21	72	5	86	49	12
Grade 7	2015-16	10,621	52	48	23	72	4	89	46	9
	2016-17	10,424	52	48	22	72	4	87	49	9
	2017-18	10,741	52	48	22	72	4	84	48	9
	2018-19	10,554	52	48	22	72	4	88	48	10
	2019-20	10,974	52	48	20	73	4	86	47	11

table continues

Appendix A (continued)

Grade	Year	Total N	Gender		Ethnicity			Eco. Dis. %	EL %	SPED %
			Male %	Female %	Af. Am. %	Hispanic %	White %			
Grade 8	2015-16	10,483	51	49	23	71	4	87	41	10
	2016-17	10,189	51	49	22	72	4	87	46	9
	2017-18	10,088	51	49	21	72	4	83	47	10
	2018-19	10,424	52	48	21	72	4	88	46	9
	2019-20	10,300	51	49	21	72	4	86	46	10
Grade 9	2015-16	12,078	51	49	22	71	5	83	36	9
	2016-17	12,186	51	49	23	71	5	82	40	9
	2017-18	11,938	51	49	22	71	4	81	40	9
	2018-19	12,192	51	49	21	71	4	81	43	9
	2019-20	12,860	52	48	20	73	4	80	46	9
Grade 10	2015-16	10,449	51	49	22	70	5	82	25	8
	2016-17	10,665	50	50	22	71	5	83	29	8
	2017-18	10,526	50	50	22	71	5	81	31	8
	2018-19	10,603	50	50	21	71	5	78	35	9
	2019-20	10,666	50	50	21	72	5	77	37	8
Grade 11	2015-16	8,844	49	51	23	69	6	83	18	8
	2016-17	9,047	49	51	22	71	5	82	21	8
	2017-18	9,454	49	51	22	71	5	82	23	8
	2018-19	9,398	49	51	21	71	5	78	27	8
	2019-20	9,258	49	51	21	71	5	74	30	8
Grade 12	2015-16	7,988	47	53	24	68	5	83	16	9
	2016-17	7,698	47	53	22	70	6	84	16	9
	2017-18	8,226	48	52	22	70	5	81	20	9
	2018-19	8,502	48	52	21	71	5	76	22	9
	2019-20	8,325	48	52	21	72	5	73	25	10
All	2015-16	158,647	51	49	23	70	5	87	43	8
	2016-17	157,853	51	49	23	70	5	86	44	8
	2017-18	156,804	51	49	23	70	5	84	44	8
	2018-19	155,237	51	49	22	70	5	86	45	9
	2019-20	153,494	51	49	21	71	5	84	46	9

Source: PEIMS demographic files, 10/30/15, 10/31/16, 10/30/17, 10/26/18, and 10/28/19.