

## 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 2020-21, all but five Dallas Independent School District (ISD) schools ( $n=221$ )<sup>1</sup> received supplemental Title I, Part A funding to support at-risk students. All 2020-21 Dallas ISD Title I schools had schoolwide programs.

In response to the COVID-19 pandemic,<sup>2</sup> the district delayed the start of the 2020-21 school year until September 8, 2020 and implemented at-home learning districtwide for the first four weeks. The district also modified the school calendar from a six-week schedule to a nine-week schedule. On October 22, 2020, the district announced that campuses would provide in-person and virtual learning throughout the rest of the school year, and parents could choose whether their children participated in in-person or virtual instruction. In-person and virtual instruction included both synchronous and asynchronous learning activities. The district also continued to implement the Center for Disease Control (CDC) as well as state and local COVID safety protocols.

In 2020-21, the five schools that were excluded from the Title I school list had a total population of 3,729 students, which was about three percent of the total enrollment ( $n=145,720$ ). Therefore, this report included total district population on all data presented. In 2020-21, there were 18 centrally administered Title I programs<sup>3</sup> in the district.

## PURPOSE AND METHODS OF THE EVALUATION

The purpose of this evaluation report was to assess demographic and outcome trends. Student performance was assessed based on *Measures of Academic Progress (MAP)*, the *State of Texas Assessments of Academic Readiness (STAAR) 3-8*, and *STAAR End-of-Course (EOC)*. Attendance and graduation rates were also reported. Multi-year data were used to examine demographic and outcome 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.

<sup>1</sup> Source: Special Revenue Funds Management: 11/05/20.

<sup>2</sup> On March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 following spring

Outcome results for 2020-21 should be reviewed with caution due to the continued COVID-19 concerns.

## EVALUATION QUESTIONS/OUTCOMES

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

A total of \$85,405,880 was allocated to Title I, Part A for the 2020-21 school year. Of the \$85,405,880, \$72,520,970 was distributed directly to schools, and \$12,884,910 was allocated to centrally administered projects that supported schools. This was a decrease of \$1,717,696 from 2019-20. When reviewed by workscope, the largest amount was budgeted for Differentiated Instructional - Technology Support (\$8,741,431) followed by Resident Teachers (\$2,593,174) and Summer Learning (\$2,000,000).

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

In 2020-21, there were 10,021 full-time teachers in the district. Of the 10,021 teachers, 70 percent were female, while 30 percent were male. Thirty-five percent were African American, 33 percent were Hispanic, and 28 percent were white. The proportion of Hispanic teachers increased by one percentage point every year from 2016-17 (29%) to 2020-21 (33%). Eleven percent were new to the district in 2020-21. Most had Bachelor degrees (67%), while 23 percent had Master or doctoral degrees.

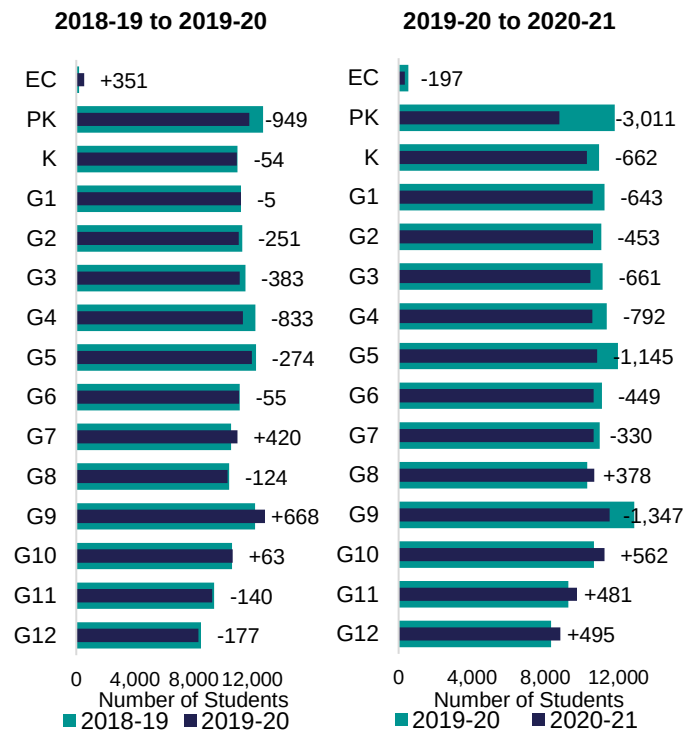
In 2020-21, Dallas ISD served 145,720 students in early childhood (EC) to grade 12, a decrease of 7,774 students from 2019-20 (from  $n=153,494$  to  $n=145,720$  - Figure 1). Like last year, the largest decreases were in the elementary grades (range of  $n$  decrease: five to 949 for 2019-20 and 197 to 3,011 for 2020-21). Prekindergarten (PK) enrollment showed the largest decrease this year ( $n$  decrease=-3,011 from 2019-20 to 2020-21), followed by grade five ( $n$  decrease=-1,145) and grade nine ( $n$  decrease=-1,347). Decreases in student enrollment were somewhat expected due to COVID-19 concerns. As of early October 2020, the Dallas Morning News reported that school enrollment was

break (March 16 – 20) until the end of the 2019-20 school year. To help district students and families access the internet during at-home learning, the Dallas ISD launched "Operation Connectivity" in May 2020, which provided 23,000 hotspots to families by October 2020.

<sup>3</sup> Number counts were based on information from Special Revenue Funds Management: 02/28/21.

down across North Texas districts, and PK has been particularly impacted.<sup>4</sup>

Figure 1: Student Enrollment Changes by Grade



Source: Public Education Information Management System (PEIMS) demographic files: 10/26/18, 10/28/19, and 10/30/20.  
Note: K=kindergarten. G=grade. n=155,237 in 2018-19, 153,494 in 2019-20, and 145,720 in 2020-21.

### Did students achieve at or above grade level on reading and mathematics, as measured by MAP?

For the English and Spanish administrations combined, the overall percentage of students at or above grade level in 2020-21 ranged from 39 percent to 54 percent for reading and from 36 percent to 59 percent for mathematics (Table 1). It would be hoped that the percentage of students at or above grade level would increase throughout the year. Results showed some positive changes for mathematics from 2020-21 beginning (BOY) to middle (MOY) to end (EOY) of school year but not for reading.

In most comparisons, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students at or above grade level was the lowest among student groups. For grades K to 11 combined, about 55 percent of students in reading and 53 percent of students in mathematics did not score at grade level at the end of the 2020-21 school year.

Table 1: 2020-21 MAP Results At or Above Grade Level

|             | BOY    |      | MOY    |      | EOY    |      | BOY to       |
|-------------|--------|------|--------|------|--------|------|--------------|
|             | n      | %    | n      | %    | n      | %    | EOY $\Delta$ |
|             |        |      |        |      |        |      | (%pts)       |
| Reading     |        |      |        |      |        |      |              |
| G K-1       | 9,078  | 49.7 | 9,447  | 50.1 | 17,617 | 45.6 | -4.1         |
| G 2-5       | 35,619 | 48.6 | 35,845 | 49.6 | 34,335 | 49.3 | 0.7          |
| G 6-9       | 32,183 | 47.5 | 31,058 | 42.6 | 27,697 | 39.4 | -8.1         |
| G 10-11     | 14,242 | 54.4 | 13,174 | 54.0 | 10,708 | 48.2 | -6.2         |
| G K-11      | 91,122 | 49.2 | 89,524 | 47.8 | 90,357 | 45.4 | -3.8         |
| Mathematics |        |      |        |      |        |      |              |
| G K-1       | 9,365  | 40.9 | 9,668  | 44.9 | 18,372 | 49.0 | 8.1          |
| G 2-5       | 37,816 | 35.5 | 38,179 | 43.9 | 36,701 | 42.3 | 6.8          |
| G 6-9       | 31,893 | 38.7 | 31,299 | 44.9 | 28,346 | 46.6 | 7.9          |
| G 10-11     | 13,779 | 46.2 | 12,874 | 53.6 | 10,684 | 59.0 | 12.8         |
| G K-11      | 92,853 | 38.7 | 92,020 | 45.7 | 94,103 | 46.8 | 8.1          |

Source: PEIMS demographic file, 10/30/20. District MAP data files, 11/05/20 for BOY, 03/09/21 for MOY, and 06/23/21 for EOY.  
Note: MAP scores at or above grade level=at or above the 50<sup>th</sup> percentile. The English and Spanish administrations were combined. K students were tested for EOY only. Δ=difference. %pts=percentage points.

### Did students achieve Approaches Grade Level or Above, Meets Grade Level or Above, or Masters Grade Level on STAAR 3-8 subtests?

In 2020-21, the overall percentage of students that met the performance standards on STAAR subtests ranged from 45 percent (social studies) to 63 percent (reading) at Approaches+, 16 percent (social studies) to 35 percent (reading) at Meets+, and six percent (social studies) to 18 percent (reading) at Masters (Figure 2).

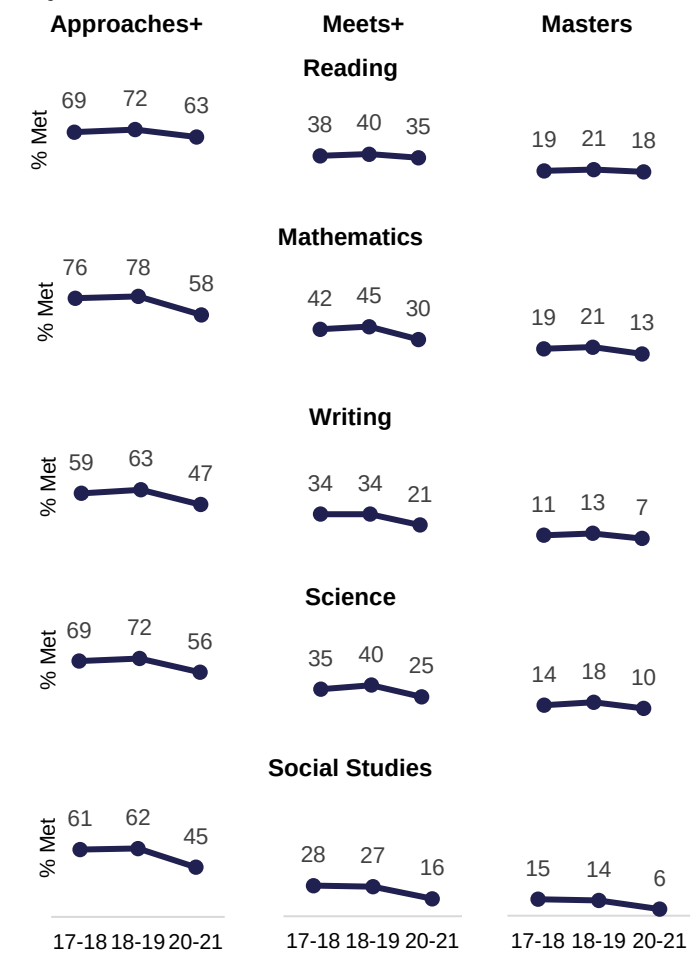
For all subjects and grade levels, the percentages of students that met the performance standards (Approaches+, Meets+, and Masters) decreased from 2018-19 to 2020-21. For reading and mathematics, percentages at Approaches+, Meets+, and Masters were lower for grades six to eight combined than for grades three to five combined. In most comparisons, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students was the lowest among student groups.

In 2020-21, the percentages of grade-six students that met the performance standards were about the same between students housed in an elementary school and those in a middle school<sup>5</sup> or higher for students housed in an elementary school.<sup>6</sup> In 2018-19, the percentages for grade-six students housed in an elementary school were higher than for students housed in a middle school across subjects and performance standards. However, year-to-year comparisons should be viewed with caution because some schools were categorized differently in 2020-21 due to grade configuration changes.

<sup>4</sup> Source: Dallas Morning News as of 10/05/20 (<https://www.dallasnews.com/news/education/2020/10/05/covid-19-concerns-lead-to-sharp-drop-in-pre-k-enrollment-across-north-texas-districts/>)

<sup>5</sup> This included reading at Approaches+ and Masters and for mathematics at Masters.  
<sup>6</sup> This included reading at Meets+ and mathematics at Approaches+ and Meets+.

Figure 2: 2017-18 to 2020-21 Overall STAAR Results by Subject



Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR data files, 06/20/18, 06/13/19, and 06/28/21.  
Note: Results included all administrations through May of each year and STAAR Alternate 2. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues that occurred in April and May 2018. See Appendix C of the full report for the number of students tested for each category.

When 2020-21 STAAR results for Dallas ISD were compared with the state across subjects and grade levels, the percentages of Dallas ISD students that met the performance standards were lower than students at the state level in 59 of 63 comparisons. When 2020-21 results were compared to 2018-19, the percentages of both Dallas ISD students and students at the state level decreased in 62 of 63 comparisons.

Did students achieve Approaches Grade Level or Above, Meets Grade Level or Above, or Masters Grade Level on STAAR EOC subtests?

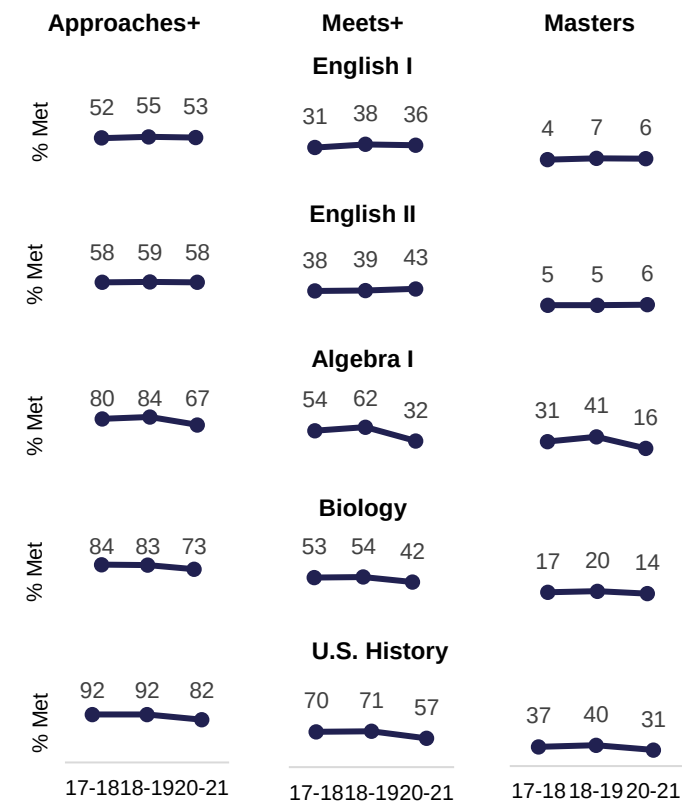
In 2020-21, the overall percentage of students that met the performance standards on STAAR EOC subtests ranged from 53 percent (English I) to 82 percent (U.S. History) at Approaches+, 32 percent (Algebra I) to 57 percent (U.S.

History) at Meets+, and six percent (English I and English II) to 31 percent (U.S. History) at Masters (Figure 3).

Overall, the percentages of students at Approaches+, Meets+, and Masters were lower for 2020-21 than for prior years (2017-18 and 2018-19) for all subjects except for English II at all performance standards and English I at Masters. In most comparisons, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students was the lowest among student groups.

When 2020-21 STAAR EOC results for Dallas ISD were compared with the state by subject, the percentages of Dallas ISD students that met the performance standards were lower than students at the state level in all 15 comparisons. When 2020-21 results were compared to 2018-19, the percentages of Dallas ISD students decreased in 13 of 15 comparisons, while the percentages of students at the state level decreased in nine of 15 comparisons.

Figure 3: 2017-18 to 2020-21 Overall STAAR EOC Results by Subject

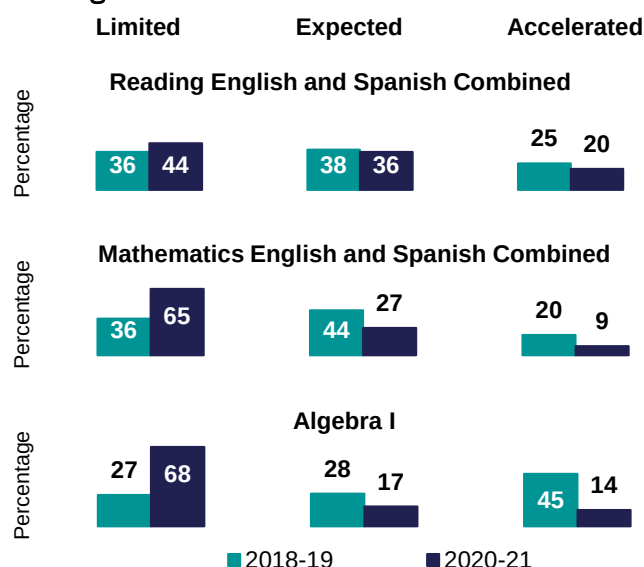


Source: PEIMS demographic files, 10/30/17, 10/26/18, and 10/30/20. District STAAR EOC data files, 06/20/18, 06/04/19, and 06/17/21.  
Note: Results included December and May administrations for each year and STAAR EOC Alternate 2. For Algebra I, some eighth-grade students took the assessment (20% to 37%). See Appendix D of the full report for the number of students tested for each category.

## Did students improve in reading and mathematics, as measured by STAAR/STAAR EOC progress measures?

For STAAR reading, 36 percent of students attained Expected progress and 20 percent attained Accelerated progress in 2020-21 (Figure 4). For STAAR mathematics, 27 percent of students attained Expected progress and nine percent attained Accelerated progress. For both reading and mathematics, the overall percentages of students with Expected or Accelerated progress were lower for 2020-21 (56% and 36%, respectively) than for 2018-19 (63% and 64%, respectively). For STAAR EOC Algebra I, 17 percent of students attained Expected progress and 14 percent attained Accelerated progress. Like STAAR reading and mathematics, the overall percentage of students with Expected or Accelerated progress for Algebra I was lower for 2020-21 (31%) than for 2018-19 (73%). Overall, about half of students with Expected progress achieved Meets+ for STAAR reading and mathematics (52% and 47%, respectively), while 82 percent of students with Expected progress achieved Meets+ for Algebra I.

**Figure 4: 2018-19 to 2020-21 Overall STAAR/STAAR EOC Progress Measure Results**



**Source:** PEIMS demographic files, 10/26/18, and 10/30/20. District STAAR data files, 06/13/19 and 07/12/21. District STAAR EOC data files, 06/04/19 and 07/12/21.

**Note:** Results did not include STAAR Alternate 2. For 2020-21 STAAR reading and mathematics, progress measures were available for grades 5 to 8. Percentages may not sum to 100 because of rounding. For Algebra I, some eighth-grade students took the assessment (20% to 37%).

## What were the attendance rates and graduation rates of the Title I students?

In 2020-21, the overall attendance rate for all students in EC to grade 12 combined was 92 percent, which was a three-percentage point decrease from prior four school years (2016-17 to 2019-20). Attendance rates for high school students in each grade (grades nine to 12) did not meet or exceed the state's 90 percent standard for course credit or final grade. The four-year longitudinal graduation rate for the class of 2020 was 82 percent for all students combined, three percentage points lower than for the class of 2019 (85%).

### Additional Title I Reports

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

### REFERENCES

- Kim, M. (2019). 2018-19 Evaluation of Title I: Comparative Measures of Student Achievement. Dallas, TX. Dallas Independent School District.
- Kim, M. (2020). 2019-20 Title I, Part A: Budget and Demographic Information. Dallas, TX. Dallas Independent School District.

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