

EXECUTIVE SUMMARY

Title I, Part A of the Every Student Succeeds Act (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.

In 2021-22, all Dallas Independent School District (ISD) Title I schools had schoolwide programs, and all but five district schools ($N = 225$)¹ received supplemental Title I, Part A funding to support at-risk students.² In 2021-22, in addition to campus-based programs, there were 18 centrally administered Title I programs in the district.³

A total of \$82,130,814 was allocated to Title I, Part A for 2021-22, a decrease of \$3,275,066 from 2020-21.

- Of the total funds, \$69,240,239 was distributed directly to schools, and \$12,890,575 was allocated to centrally administered projects that supported schools.
- The largest amount of Title I funding was budgeted for Differentiated Instructional and Technology Support (\$8,741,431), followed by Resident Teachers (\$2,594,674) and Summer Learning (\$2,000,000).

In response to the COVID-19 pandemic, the district returned to in-person instruction for all students in 2021-22, with minimal exceptions. The district offered virtual learning to a small subset of students who met district eligibility requirements. To help mitigate learning loss and further support students, the district offered three different school calendars in 2021-22 and other supports.⁴ Because of these variations in instructional time, and support activities, all results should be reviewed with caution.

EVALUATION QUESTIONS/OUTCOMES

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

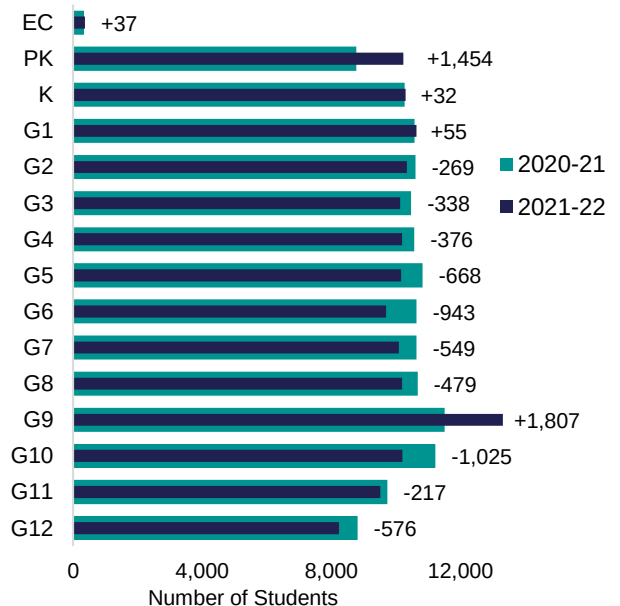
In 2021-22, there were 9,622 full-time teachers in the district.

- Sixty-nine percent were female, and 31 percent were male.
- Thirty-five percent were African American, 34 percent were Hispanic, and 27 percent were white.
- Ten percent of teachers were new to the district. Most teachers had bachelor's degrees (67%).

In 2021-22, Dallas ISD served 143,665 students in early childhood (EC) to grade 12.

- 2021-22 enrollment decreased by 2,055 students from 2020-21.
- Grade 10 enrollment had the largest decrease from 2020-21 to 2021-22 (-1,025), whereas grade nine enrollment had the largest increase (+1,807), followed by prekindergarten (PK; +1,454; Figure 1).

Figure 1: 2020-21 to 2021-22 Student Enrollment Changes by Grade



Source: PEIMS demographic files: 10/30/20 and 11/01/21.

Note: K = kindergarten. G = grade. $N = 145,720$ in 2020-21 and 143,665 in 2021-22.

¹ Source: Special Revenue Funds Management: 10/05/21 and Public Education Information Management System (PEIMS) file: 11/01/21.

² The five schools that were excluded from the Title I school list had a total of 3,620 students (i.e., 3% of district enrollment; $N = 143,665$). Therefore, data in this report includes the total district population.

³ Number counts were based on information from Special Revenue Funds Management: 02/28/22.

⁴ Additional information can be found at <https://www.dallasisd.org/timetolearn> and <https://www.dallasisd.org/esser>.

Did students achieve at or above grade level on reading and mathematics, as measured by MAP?⁵

For grades K to 11 combined (Table 1):

- Forty-one percent of students in reading and 40 percent in mathematics performed at or above grade level at end of year (EOY).
- For reading, the percentage of students at or above grade level trended from 44 percent at beginning of year (BOY) to 41 percent at EOY.
- For mathematics, the percentage dipped slightly from BOY (40%) to middle of year (MOY; 38%) before rising back to EOY level (40%).

Table 1: 2021-22 MAP Results At or Above Grade Level

	BOY		MOY		EOY		BOY to EOY
	n	%	n	%	n	%	Δ %pts
Reading							
G K-1	9,564	45	9,361	39	18,046	37	-8.1
G 2-5	36,020	47	34,303	46	33,783	48	0.9
G 6-9	38,536	40	35,695	35	34,685	36	-3.8
G 10-11	16,580	44	14,281	39	12,621	39	-4.2
G K-11	100,700	44	93,640	40	99,135	41	-2.9
Mathematics							
G K-1	9,845	41	9,596	36	18,695	38	-2.8
G 2-5	38,213	39	37,037	40	36,532	44	4.9
G 6-9	38,736	38	35,240	36	33,957	37	-1.8
G 10-11	16,345	42	13,455	41	11,457	43	0.6
G K-11	103,139	40	95,328	38	100,641	40	0.7

Source: Data files can be found in the full report (Kim, 2022).

Note: G = grade. Δ %pts = change in percentage points. Additional note information can be found in the full report (Kim, 2022).

For most MAP comparisons:

- African American students (19% to 36%) scored the lowest, and both African American and Hispanic students (31% to 55%) scored lower than white students (64% to 82%) in 2021-22.
- Special education (SPED) students (7% to 29%) scored the lowest among all student groups in 2021-22.
- Compared to 2020-21 and 2019-20, the percentage of students at or above grade level in reading and mathematics was generally lower in 2021-22.

Did students achieve performance standards on the STAAR 3-8 subtests?⁶

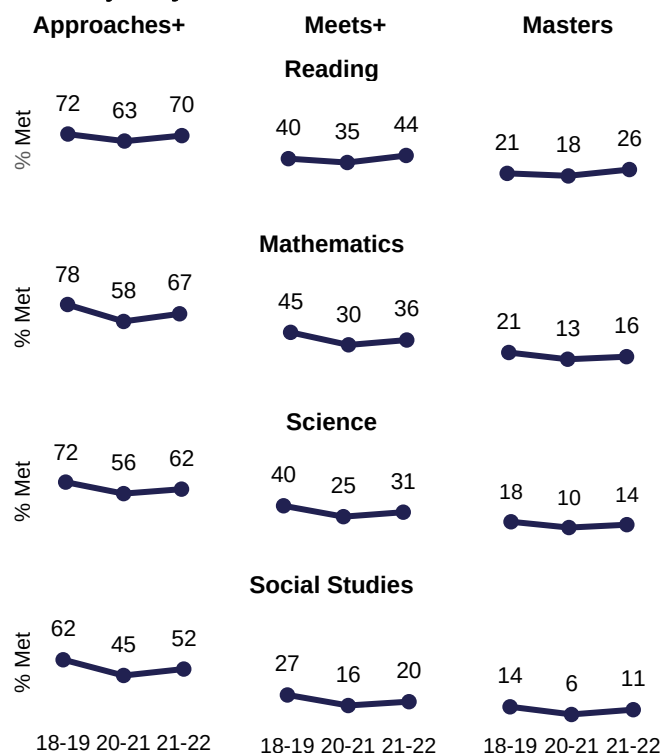
In 2021-22, the overall percentage of students who met the performance standards on STAAR 3-8 subtests ranged from 52 percent (social studies) to 70 percent (reading) at

Approaches+; from 20 percent (social studies) to 44 percent (reading) at Meets+; and from 11 percent (social studies) to 26 percent (reading) at Masters (Figure 2).⁷

Compared to prior years:

- Compared to 2020-21, a higher percentage of students in 2021-22 met the performance standards (Approaches+, Meets+, and Masters) across subjects.
- Compared to 2018-19, a lower percentage of students in 2021-22 met the performance standards across subjects except for reading at Meets+ and Masters.

Figure 2: 2018-19 to 2021-22 Overall STAAR 3-8 Results by Subject



Source: Data files can be found in the full report (Kim, 2022).

Note: % Met = percentage met standard. Additional note information can be found in the full report (Kim, 2022).

For most STAAR 3-8 comparisons regarding the rate of students achieving Approaches+, Meets+, or Masters:

- African American students (4% to 73%) scored the lowest, and both African American and Hispanic students (4% to 77%) scored lower than white students (11% to 92%) in 2021-22.
- The percentage of SPED students (2% to 53%) was the lowest among all student groups in 2021-22.

⁵ MAP = Measures of Academic Progress Growth.

⁶ STAAR = State of Texas Assessments of Academic Readiness. Standalone STAAR writing was eliminated beginning in 2021-22. Prior years' results are available in Kim (2021).

⁷ Approaches+ = Approaches Grade Level or Above. Meets+ = Meets Grade Level or Above. Masters = Masters Grade Level.

When examining grade six students by campus type, in general:

- For both reading and mathematics in 2021-22, the percentage of grade six ES students who met the performance standards was higher than grade six MS students at Approaches+ and Meets+ and similar at Masters.⁸
- This pattern was similar to 2020-21.⁹

When STAAR 3-8 results for Dallas ISD were compared with the state across subjects and grade levels:

- For the 2021-22 STAAR 3-8, the percentage of Dallas ISD students who met the performance standards was lower than students at the state level for 50 of 54 comparisons.¹⁰
- When 2021-22 STAAR 3-8 results were compared to 2020-21, the percentage of both Dallas ISD students and students at the state level was higher in 2021-22 for most comparisons.

Did students achieve performance standards on the STAAR EOC subtests?¹¹

In 2021-22, the overall percentage of students who met the performance standards on STAAR EOC subtests ranged from 53 percent (English I) to 83 percent (US History) at Approaches+; 35 percent (English I) to 58 percent (US History) at Meets+; and five percent (English II) to 32 percent (US History) at Masters (Figure 3).

For most STAAR EOC comparisons regarding the rate of students achieving Approaches+, Meets+, or Masters:

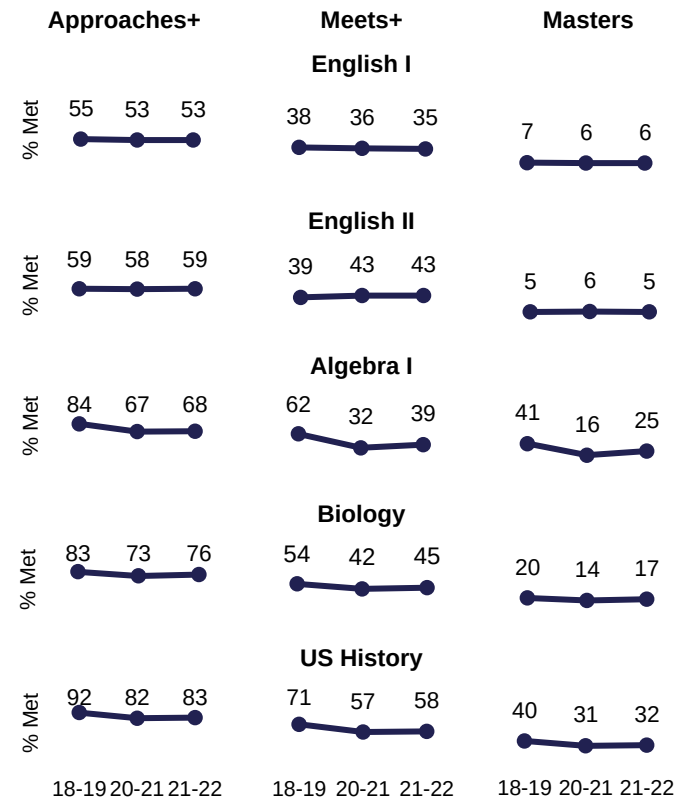
- African American students (4% to 77%) scored the lowest, and both African American and Hispanic students (5% to 84%) scored lower than white students (24% to 96%) in 2021-22.
- The percentage of SPED students (6% to 59%) was the lowest among all student groups in 2021-22.
- Compared to 2020-21, the percentage of students who met the performance standards (Approaches+, Meets+, and Masters) was about the same¹² or higher in 2021-22 across subjects.
- Compared to 2018-19, the percentage of students who met the performance standards (Approaches+, Meets+, and Masters) was about the same or lower in 2021-22 across subjects, except for English II.

⁸ ES = Elementary school. MS = Middle school.
⁹ In 2020-21, the percentage of grade six ES students who met the performance standards was (a) higher than grade six MS students for reading at Meets+ and for mathematics at Approaches+ and Meets+ and (b) similar for reading at Approaches+ and Masters and for mathematics at Masters.

When STAAR EOC results for Dallas ISD were compared with the state across subjects:

- For the 2021-22 STAAR EOC, the percentage of Dallas ISD students who met the performance standards was lower than students at the state level for all 15 comparisons.¹³
- When 2021-22 STAAR EOC results were compared to 2020-21, the percentage of both Dallas ISD students and students at the state level was similar or slightly higher in 2021-22 for most comparisons.

Figure 3: 2018-19 to 2021-22 Overall STAAR EOC Results by Subject



Source: Data files can be found in the full report (Kim, 2022).
Note: US = United States. % Met = percentage met standard. Additional note information can be found in the full report (Kim, 2022).

Did students improve in reading and mathematics, as measured by STAAR 3-8/STAAR EOC progress measures?

For STAAR 3-8 reading and mathematics (Figure 4):

- On reading, 75 percent of students attained Expected or Accelerated progress in 2021-22.

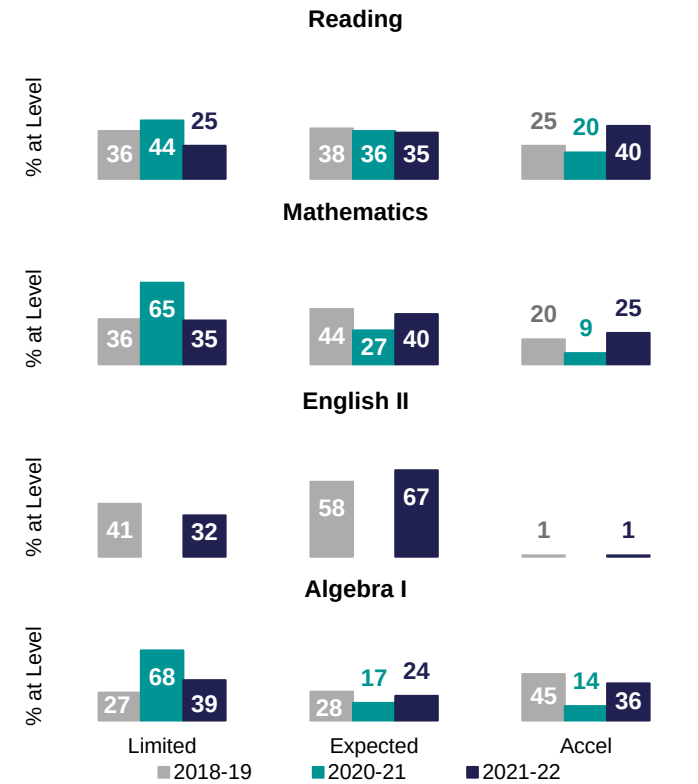
¹⁰ There were 18 grade groups (grades 3-8 and overall for reading and mathematics, grades 5 and 8 and overall for science, and grade 8 for social studies) and three performance standards.
¹¹ STAAR EOC = STAAR End of Course.
¹² zero to one percentage point difference.
¹³ There were five subjects and three performance standards.

- On mathematics, 65 percent of students attained Expected or Accelerated progress in 2021-22.
- On both reading and mathematics, the overall percentage of students who attained Expected or Accelerated progress was higher for 2021-22 than 2020-21.

For STAAR EOC (Figure 4):

- On EOC English II, 68 percent of students attained Expected or Accelerated progress in 2021-22.
- On EOC Algebra I, 60 percent of students attained Expected or Accelerated progress in 2021-22.
- The overall percentage of students who attained Expected or Accelerated progress for Algebra I was higher for 2021-22 (60%) than 2020-21 (31%).

Figure 4: 2018-19 to 2021-22 Overall STAAR 3-8/STAAR EOC Progress Measure Results



Source: Data files can be found in the full report (Kim, 2022).
 Note: % at Level = percentage at progress level. Accel = Accelerated.
 Additional note information can be found in the full report (Kim, 2022).

In 2021-22, less than half of students who attained Expected progress achieved Meets+ for reading and mathematics (48% and 41%, respectively), whereas more than 60 percent of students who attained Expected progress achieved Meets+ for English II (63%) and Algebra I (74%).

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

In 2021-22, the overall attendance rate for all students in EC to grade 12 combined was 91 percent, which was slightly lower than 2020-21 (92%) and 2019-20 (95%).

- Like 2020-21, 2021-22 attendance rates for high school students (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 2021 was 80 percent for all students combined, which was two percentage points lower than the class of 2020 (82%).

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. (2021). 2020-21 Title I: Comparative Measures of Student Achievement. Dallas, TX. Dallas Independent School District.

Kim, M. (2022). 2021-22 Title I: Comparative Measures of Student Achievement. Dallas, TX. Dallas Independent School District.