

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 2022-23, all Dallas Independent School District (ISD) Title I schools had schoolwide programs except for one (Townview Talented and Gifted), which operated a targeted assistance program. In the district, all but six district schools ($N = 226$)¹ received supplemental Title I, Part A funding to support at-risk students.² In 2022-23, in addition to campus-based programs, there were 14 centrally administered Title I programs in the district.³

A total of \$70,239,310 was allocated to Title I, Part A for 2022-23 (a decrease of \$11,891,504 from 2021-22).

- Of the total funds, \$66,137,008 was distributed directly to schools, and \$4,102,302 was allocated to centrally administered projects that supported schools.
- The largest amount was budgeted for Resident Teachers (\$2,594,674), followed by Supporting Student Success - Mental Health (\$2,065,188).

In 2022-23, the district continued to offer three different school calendars and other supports,⁴ to help mitigate learning loss because of the COVID-19 pandemic and further support students. Because instructional conditions differed year to year due to the impact of COVID-19 (i.e., before COVID-19 in 2018-19 vs. after COVID-19 from 2019-20 to 2022-23), results for longitudinal trends should be reviewed with caution.

EVALUATION QUESTIONS/OUTCOMES

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

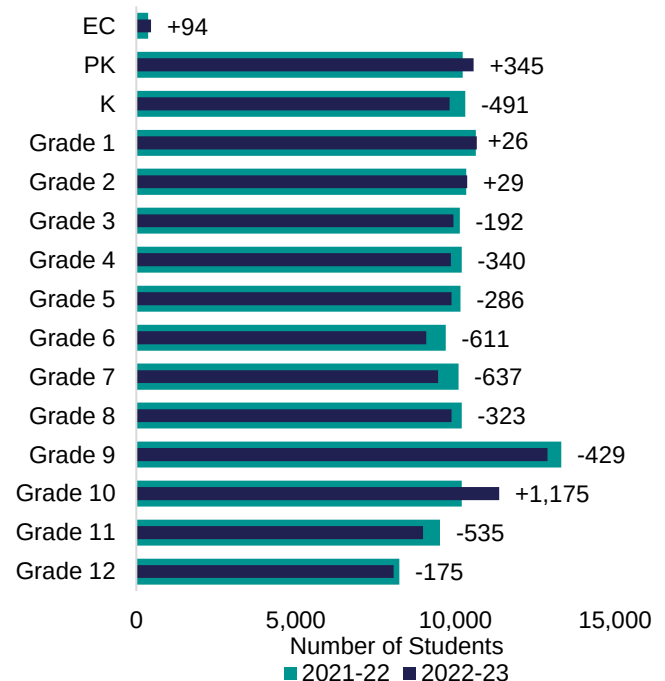
In 2022-23, there were 9,765 full-time teachers in the district.

- Sixty-nine percent were female, and 31 percent were male.
- Thirty-six percent were African American, 35 percent were Hispanic, and 24 percent were white.
- Fourteen percent of teachers were new to the district. Most teachers had bachelor's degrees (68%).

In 2022-23, the Dallas ISD served 141,315 students in early childhood (EC) to grade 12.

- 2022-23 enrollment decreased by 2,350 students from 2021-22.
- Grade 10 enrollment had the largest increase from 2021-22 to 2022-23 (+1,175), whereas grade seven enrollment had the largest decrease (-637), followed by grade six (-611; Figure 1).

Figure 1: 2021-22 to 2022-23 Student Enrollment Changes by Grade



Source: PEIMS demographic files: 11/01/21 and 10/31/22.

Note: PK = prekindergarten. K = kindergarten. $N = 143,665$ in 2021-22 and 141,315 in 2022-23.

¹ Source: Special Revenue Funds Management: 10/11/22 and Public Education Information Management System (PEIMS) file: 10/31/22.

² The six schools that were excluded from the Title I school list in 2022-23 had a total of 4,135 students (i.e., 3% of district enrollment; $N = 141,315$). Therefore, data in this report includes the total district population.

³ Number counts were based on information from Special Revenue Funds Management: 04/14/23.

⁴ Additional information can be found at <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 nine combined in 2022-23 (Table 1):

- The percentage of students at or above grade level for mathematics trended upward [41% at beginning of year (BOY) to 45% at end of year (EOY)].
- Reading trended slightly downward (44% at BOY to 42% at EOY).

Table 1: 2022-23 MAP Results At or Above Grade Level

	2012-2013 Results of 12070 Grade 5						BOY to EOY
	BOY		MOY		EOY		EOY
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	Δ %pts
Reading							
K	-	-	-	-	8,239	48.1	-
G 1-5	45,091	48.3	43,884	47.4	41,990	48.2	-0.1
G 6-8	25,814	39.0	25,369	33.4	23,389	32.5	-6.5
G 9	9,807	38.4	9,254	34.5	7,929	34.0	-4.4
G K-9	80,712	44.1	78,507	41.3	81,547	42.3	-1.8
Mathematics							
K	-	-	-	-	8,687	52.6	-
G 1-5	47,623	42.6	47,310	41.2	45,631	46.7	4.1
G 6-8	26,076	41.0	25,748	38.0	23,938	39.8	-1.2
G 9	9,858	35.7	9,516	34.8	7,700	38.0	2.3
G K-9	83,557	41.3	82,574	39.5	85,956	44.6	3.3

Source: Data files can be found in the full report (Kim, 2023).

Note: G = grade. - = Not Applicable. Δ %pts = change in percentage points. Additional note information can be found in the full report (Kim, 2023).

For the district's goal progress measures (GPMs), measured by 2022-23 EOY MAP:

- GPM 2.2 was met.** The percentage of second-grade African American students at or above grade level on MAP reading was 34.4 percent, which was higher than the 2022-23 target (30.0%).
- GPM 2.3 was met.** The percentage of first-grade African American students at or above grade level on MAP reading was 29.4 percent, which was higher than the 2022-23 target (27.0%).
- GPM 3.2 was met.** The percentage of second-grade African American students at or above grade level on MAP mathematics was 27.8 percent, which was higher than the 2022-23 target (25.0%).
- GPM 3.3 was met.** The percentage of first-grade African American students at or above grade level on MAP mathematics was 35.1 percent, which was higher than the 2022-23 target (29.0%).

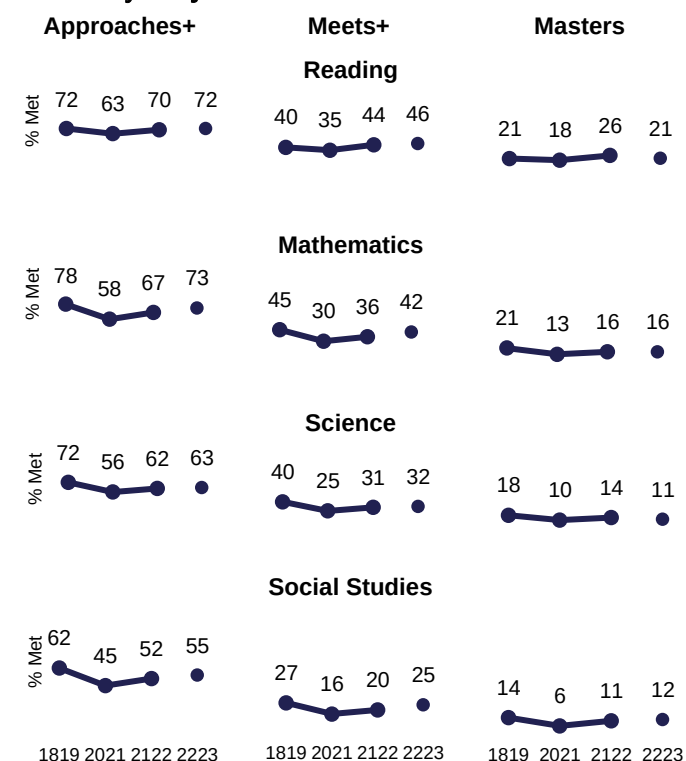
For most MAP comparisons:

- Both African American students (22% to 47%) and Hispanic students (29% to 55%) scored lower than white students (69% to 85%) in 2022-23.
- Special education (SPED) students (7% to 40%) scored the lowest among all student groups in 2022-23.
- For reading, the percentage of students at or above grade level in 2022-23 at BOY, MOY, and EOY was relatively consistent with 2021-22.
- However, there was a noticeable improvement in mathematics from 2021-22 to 2022-23 at BOY (+2 percentage points), MOY (+2 percentage points), and EOY (+5 percentage points).

How did students perform on the STAAR 3-8 subtests?⁶

In 2022-23, the overall percentage of students who met the performance standards on STAAR 3-8 subtests ranged from 55 percent (social studies) to 73 percent (mathematics) at Approaches+; from 25 percent (social studies) to 46 percent (reading) at Meets+; and from 11 percent (science) to 21 percent (reading) at Masters (Figure 2).⁷

Figure 2: 2018-19 to 2022-23 Overall STAAR 3-8 Results by Subject



Source: Data files can be found in the full report (Kim, 2023).

Note: % Met = percentage met standard. Additional note information can be found in the full report (Kim, 2023).

⁵ MAP = Measures of Academic Progress Growth.

⁶ STAAR = State of Texas Assessments of Academic Readiness.

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

For the district's student outcome goals 2 and 3, measured by STAAR 3-8:

- **Student outcome goal 2 was met.** The percentage of third-grade students in reading at Meets+ was 41.7 percent, which was higher than the 2022-23 target (41.0%).
- **Student outcome goal 3 was not met.** The percentage of third-grade students in mathematics at Meets+ was 41.2 percent, which was lower than the 2022-23 target (42.0%).

For most STAAR 3-8 comparisons in 2022-23 regarding the rate of students achieving Approaches+, Meets+, or Masters:

- Both African American students (6% to 75%) and Hispanic students (6% to 83%) scored lower than white students (12% to 93%).
- The percentage of SPED students (5% to 64%) was the lowest among student groups except for mathematics and science at Masters.

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

- For both reading and mathematics in 2022-23, the percentage of grade six ES students who met the performance standards was similar or slightly higher than grade six MS students except for reading at Masters.⁸

When 2022-23 STAAR 3-8 results for Dallas ISD were compared with the state across subjects and grade levels:

- The percentage of Dallas ISD students who met the performance standards was lower than students at the state level for most (46 of 54) comparisons.⁹

How did students perform on the STAAR EOC subtests?¹⁰

In 2022-23, the overall percentage of students who met the performance standards on STAAR EOC subtests ranged from 60 percent (English I) to 92 percent (US History) at Approaches+; 38 percent (Algebra I) to 60 percent (US History) at Meets+; and six percent (English II) to 30 percent (US History) at Masters (Figure 3).

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

- Both African American students (4% to 89%) and Hispanic students (5% to 92%) scored lower than white students (32% to 98%) in 2022-23.

- The percentage of SPED students (6% to 78%) was the lowest among all student groups in 2022-23.

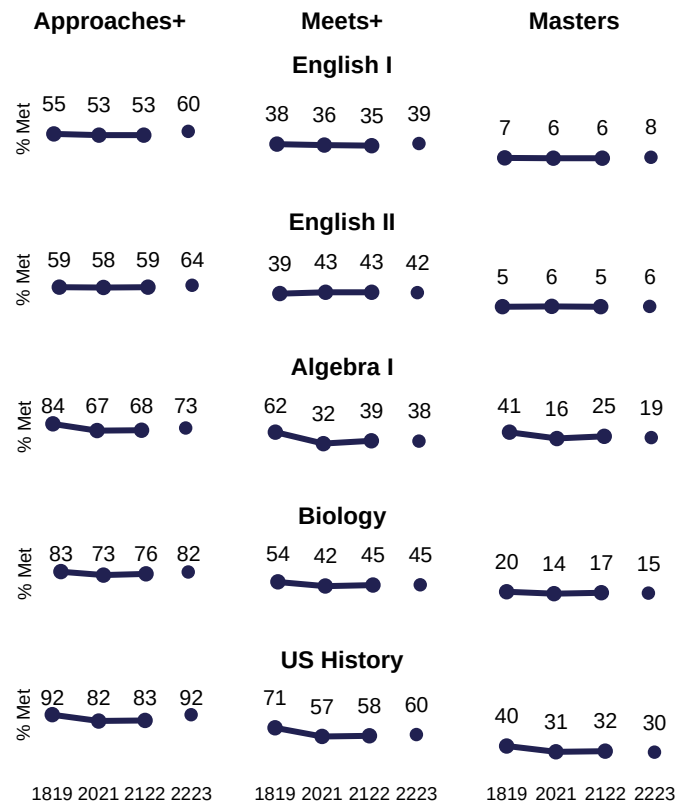
For the district's student outcome goals 1 and 4, measured by STAAR 3-8/EOC:

- **Student outcome goal 1 was not met.** The percentage of students at all performance standards on STAAR 3-8/EOC in all subjects in Domain 1 was 44 percent,¹¹ which was lower than the 2022-23 target (46.0%).
- **Student outcome goal 4 was met.** The percentage of middle-grade students (grades 6-8) at all performance standards on STAAR 3-8/EOC in all subjects in Domain 1 was 42 percent,¹¹ which was the same as the 2022-23 target (42.0%).

When 2022-23 STAAR EOC results for Dallas ISD were compared with the state across subjects:

- The percentage of Dallas ISD students who met the performance standards was lower than students at the state level for all 15 comparisons.¹²

Figure 3: 2018-19 to 2022-23 Overall STAAR EOC Results by Subject



Source: Data files can be found in the full report (Kim, 2023).
Note: US = United States. % Met = percentage met standard. Additional note information can be found in the full report (Kim, 2023).

⁸ ES = Elementary school. MS = Middle school.
⁹ 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.

¹⁰ STAAR EOC = STAAR End of Course.
¹¹ Source: Evaluation and Assessment internal calculations, August 2023.
¹² There were five subjects and three performance standards.

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

2022-23 attendance rate results indicated that:

- The overall attendance rate for all students in EC to grade 12 combined was 92.0 percent, which was one percentage point higher than 2021-22 (90.8%).
- Except for white students, attendance rates for high school students in grades nine to 11 did not meet or exceed the state's 90 percent standard for course credit or final grade, which was similar to 2021-22.

2021-22 graduation rate results for the class of 2022 indicated that:

- The four-year longitudinal graduation rate for the class of 2022 was 80 percent for all students combined, which was the same as the graduation rate of the class of 2021 (80%).

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.

Kim, M. (2023). 2022-23 Title I: Comparative Measures of Student Achievement. Dallas, TX. Dallas Independent School District.

The complete list of references can be found in the full report (Kim, 2023).

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