

EXECUTIVE SUMMARY

The purpose of this report is to comply with the TEC §29.081 evaluation requirement and examine the effectiveness of the State Compensatory Education (SCE) program in eliminating any disparity in 1) Performance on assessment instruments between students at risk of dropping out of school and all other district students, and 2) High school completion rates between students at risk of dropping out of school and all other district students.

State criteria for identifying At-Risk students are defined by Texas Education Code (TEC) §29.081. Students who meet any of the criteria are to be reported through the Public Education Information Management System (PEIMS) in the fall of each school year. Among the 14 criteria are Emergent Bilingual (EB) or students of limited English proficiency (LEP), students who failed a state assessment, or students who were retained. The district is required to submit the District Improvement Plan (DIP), two Campus Improvement Plans (CIP), and the local evaluation of state compensatory education strategies, activities and programs to the Texas Education Agency (TEA) annually.

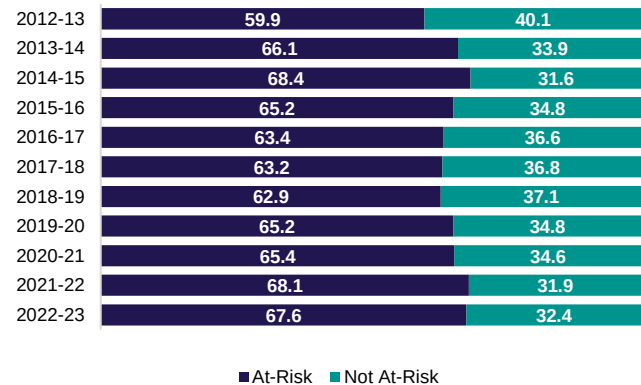
The scope of this report includes (a) describing the At-Risk student population within Dallas Independent School District (ISD) and trends in At-Risk student identification, (b) examining SCE funding, allocation, and expenditures, and (c) assessing the performance gap between At-Risk and Not-At-Risk students.

EVALUATION QUESTIONS/OUTCOMES

What were the demographic characteristics of 2022-23 Dallas ISD At-Risk students?

- In 2022-23, 67.6 percent ($n = 94,237$) of the district's Early Childhood (EC) – Grade 12 students ($N = 139,357$) were identified as At-Risk (Figure 1).
- The percentage of students identified as At-Risk is slightly lower than the previous school year (68.1%).
- The largest percentages of At-Risk students were in grades 4 through 12 (Table 1).
- Hispanic/Latino students and EB students were over-represented among the At-Risk student segment, compared to their proportions of the overall district student population.
- The most common At-Risk indicators for Dallas ISD students in 2021-22 were EB designation, STAAR/EOC failure, retained in one or more grades, two or more course failures.

Figure 1: 2012-13 through 2022-23 District Student Population by At-Risk Status



Source: TEA 2013 to 2023 TAPR reports. District At-Risk indicator data file, 6/20/23.

Table 1: 2022-23 Student Enrollment by Grade

Grade	District		At-Risk	
	<i>N</i>	<i>n</i>	%	
EC	651	220	33.8	
PK	10,254	4,782	46.6	
KN	9,867	4,847	49.1	
1	10,660	5,520	51.8	
2	10,341	5,444	52.6	
3	9,950	5,447	54.7	
4	9,902	7,046	71.2	
5	9,921	7,679	77.4	
6	9,070	7,283	80.3	
7	9,438	7,266	77.0	
8	9,875	7,606	77.0	
9	12,042	9,669	80.3	
10	10,810	8,643	80.0	
11	7,795	5,838	74.9	
12	8,781	6,947	79.1	
Total	139,357	94,237	67.6	

Source: District student data file, 5/12/23.

Note: Data from district student data file may differ from TAPR report data. EC = Early Childhood. PK = Prekindergarten. KN = Kindergarten.

What programs and services were funded by the SCE Program?

For SCE funds to be allocated to a campus, services provided to students must be described in the district and campus improvement plan. A district's SCE allotment may be used for costs such as program and student evaluation; instructional materials, equipment, and other supplies required for quality instruction; supplemental staff expenses; salaries for teachers of At-Risk students; and reduced class size and individualized instruction.

2021-22 SCE Funding

In 2021-22, the district received an SCE program allotment of \$196,882,552 from the state. The minimum direct cost requirement was 55 percent for the 2021-22 school year, or \$108,285,403.60. The district budgeted \$126,505,675 in direct costs to support programs/services for At-Risk students, and actual expenditures totaled \$102,200,075.70. The DIP and CIPs are the primary sources of record for expenditures attributed to the SCE program required by the state. The program and services must be described in the DIP if the program is implemented districtwide or in the CIP if implemented at the campus level.

District Improvement Plan

- The 2022-23 DIP was reviewed for SCE components. The district plan contained broad statements regarding goals, strategies, and activities targeting specific At-Risk criteria, while detailed plans were developed at the campus level.

Campus Improvement Plans

- A review of 30 CIPs showed that all schools conducted a needs assessment as required and set achievement targets aligned with campus needs assessments.
- The percentage of At-Risk students at sampled schools ranged from 12 to 87 percent.
- Strategies outlined to assist struggling students generally fell into one of six areas: parent-focused (e.g., increased parental involvement), teacher-focused (e.g., use of differentiated instruction), direct academic student support (e.g., before- and after-school tutoring), non-academic student support (e.g., extra- and co-curricular activities), campus-focused (e.g., partnerships with outside agencies), and use of data (e.g., daily checks for understanding with immediate feedback).

What were the academic performance outcomes, graduation rates, and dropout rates of At-Risk and Not-At-Risk students?

MAP

- In 2023, the percentage of At-Risk students scoring at the Average or Above Growth Quintile for end-of-year (EOY) Reading and Math on MAP varied by grade level and test language (Table 2).
- The percentage of At-Risk students achieving Average or Above Growth Quintile ranged from 31 to 49 percent for EOY Reading–English and 55 to 66 percent for EOY Reading–Spanish. In all grade levels, a smaller percentage of At-Risk students obtained the Average or Above Growth Quintile for Reading–English when compared with Not At-Risk students.
- In Mathematics, the percentage of At-Risk students who performed at the Average or Above Growth Quintile ranged from 25 to 69 percent. In Kindergarten through 5th grade, a larger proportion of At-Risk students,

compared to Not At-Risk students, achieved the Average or Above Growth Quintile, while in the remaining grades Not-At-Risk students had higher percentages at the Average or Above Quintile.

Table 2: 2022-23 MAP End-of-Year Average or Above Growth Quintile Rates and Performance Gaps

Grade	At-Risk %	Not-At-Risk %	Diff. %
Reading (English)			
K	49.4	56.3	-6.9
1	35.8	47.8	-12.0
2	40.2	52.7	-12.5
3	41.2	58.6	-17.4
4	33.8	77.9	-44.1
5	38.5	80.5	-42.0
6	34.8	72.7	-37.8
7	30.5	70.8	-40.3
8	30.8	71.7	-40.9
9	35.6	70.4	-34.8
Reading (Spanish)			
K	55.4	42.9	12.5
1	60.6	48.7	11.9
2	55.7	52.0	3.6
3	64.7	54.7	9.9
4	65.7	58.2	7.5
5	60.5	54.2	6.4
Mathematics			
K	51.7	48.6	3.0
1	46.6	34.2	12.4
2	46.7	26.3	20.4
3	68.8	36.9	31.9
4	64.9	54.8	10.1
5	58.1	40.7	17.4
6	32.7	43.1	-10.3
7	30.5	53.9	-23.4
8	25.2	53.6	-28.4
9	26.7	39.5	-12.8

Source: District EOY MAP data file, 6/25/23.
Note: Diff. = Difference between student groups.

STAAR

- In 2023, the percentage of At-Risk students at Approaches Grade Level or Above (Approaches+) on STAAR 3-8 and STAAR EOC varied by grade level and subject (Table 3).
- The percentage of At-Risk students at Approaches+ was lower than the corresponding percentage of Not-At-Risk students on all tests.
- The largest performance gaps between At-Risk and Not-At-Risk students were on English II EOC, Grade 8 Social Studies, followed by English I EOC.
- Compared to 2021-22, 2022-23 STAAR 3-8 and STAAR EOC performance data showed increases in the percentage of At-Risk students achieving the Approaches+ performance level on STAAR 3-8 Reading grades 3, 5, and 7, Mathematics grade 7, and Science grade 5.

Table 3: 2022-23 STAAR 3-8/STAAR EOC Approaches+ Rates and Performance Gaps

Subject	Grade	At-Risk %	Not-At-Risk %	Diff. %
Reading	3	62.8	72.6	-9.8
	4	61.2	88.0	-26.8
	5	71.2	89.9	-18.7
	6	65.5	86.7	-21.2
	7	65.4	88.4	-23.0
	8	73.2	90.3	-17.1
English I EOC		57.3	89.3	-32.0
English II EOC		59.8	94.9	-35.1
Mathematics	3	68.5	68.8	-0.4
	4	64.2	82.5	-18.3
	5	76.9	88.1	-11.2
	6	69.8	86.1	-16.4
	7	40.9	66.0	-25.0
	8	70.5	82.9	-12.4
Algebra I EOC		71.4	92.6	-21.1
Science	5	52.1	79.0	-26.9
	8	61.0	83.7	-22.6
Biology EOC		82.3	96.0	-13.7
Social Studies	8	46.1	79.7	-33.6
US History EOC		91.1	98.9	-7.7

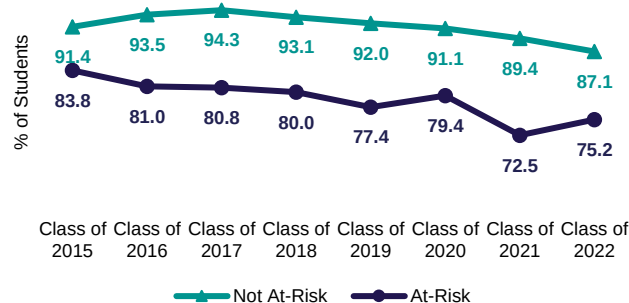
Source: District STAAR and STAAR EOC data files, 8/12/23.

Note: Diff.=Difference between student groups.

High School Graduation and Completion Rates

- Historically, the graduation rate of At-Risk students has been lower than that of Not-At-Risk students (Figure 2).
- The Class of 2022 had a slight increase in graduation rate from the previous year for At-Risk students (75.2%), while Not-At-Risk students had the lowest graduation rate in recent years (87.1%).
- The gap in graduation rates between At-Risk and Not-At-Risk students in the Class of 2022 was 11.9 percentage points, a reduction from the Class of 2021 (16.9 percentage points).
- Historically, the dropout rate has been higher for At-Risk students compared to Not-At-Risk students (Figure 3).
- In 2022, the dropout rate for At-Risk students increased to an eight-year high of 17.9 percent (up from 17.2 percent in 2021).
- Similarly, the dropout rate for Not-At-Risk students in 2022 increased to 10.6 percent (up from 7.7 percent in 2021).
- The size of the gap between dropout rates for At-Risk and Not-At-Risk students decreased in 2022 to 7.3 percentage points (down from 9.5 percentage point in 2021).

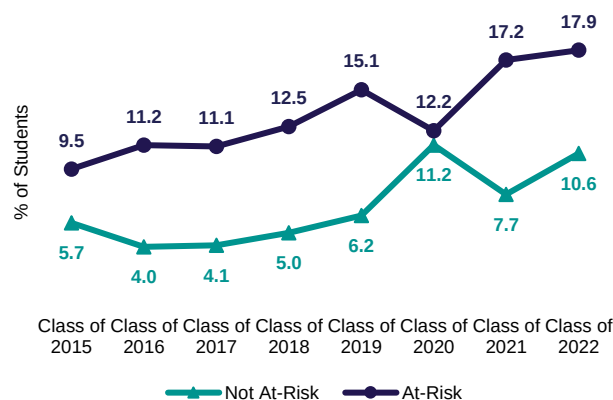
Figure 2: 2014-15 through 2021-22 Graduation Rates by Cohort and At-Risk Status



Source: TEA Completion, Graduation, and Dropout data.

Note: Due to the COVID-19 pandemic, traditional student data tracking may have been disrupted and data for the Class of 2020 should be viewed with caution.

Figure 3: 2014-15 through 2021-22 Dropout Rates by Cohort and At-Risk Status



Source: TEA Completion, Graduation, and Dropout data.

Note: Due to the COVID-19 pandemic, traditional student data tracking may have been disrupted and data for the Class of 2020 should be viewed with caution.

REFERENCES

- Texas Education Agency (2022a). *Completion, Graduation, and Dropouts*. Retrieved from <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropouts>.
- Texas Education Agency (2022b). *Texas Academic Performance Report (TAPR): 2012-13 through 2021-22*. Retrieved from <https://tea.texas.gov/perfreport/tapr/index.html>.

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