



Title I, Part A of the Every Student Succeeds Act provides supplemental funding to local education agencies and schools with high numbers or high percentages of children from low-income families. The purpose of 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.

Key Findings

Student/Teacher Characteristics

- In 2025-26, Dallas ISD served 131,948 students, with overall enrollment decreasing by four percent from 2024-25.
- The majority of students were Hispanic (72%) and economically disadvantaged (83%), while 14 percent received special education services (SPED).
- Of the 9,103 full-time teachers, nine percent ($N = 818$) were new to the district. In addition, about two percent were current or former participants in the Dallas ISD Alternative Certification (AC) Program.
- The proportion of Hispanic teachers increased by six percent from 2023-24 to 2025-26.

i-Ready

- In 2025-26, students demonstrated substantial improvement in overall placement from BOY to EOY across *i-Ready* subjects.
- While most students who began on grade level maintained their performance level by the end of the year, a notable portion of those above grade level continued to make academic progress. Students who started the year below grade level made meaningful gains in both reading and mathematics.
- A majority of students met their typical growth targets in both English reading and mathematics subjects. For stretch growth, a significant portion of students made progress toward or fully met the targets.
- Student Outcome Goal Progress Measures (GPMs) 2.1-2.3, 3.1-3.3, and 4.2-4.3, as measured by *i-Ready*, were met.

STAAR 3-8 & EOC

- From 2024-25 to 2025-26, STAAR 3-8 results showed upward trends across subjects and performance levels.
- Student outcome goal 1 was met. The percentage of third-grade students in reading/writing was 47% (target: 45%).
- Student outcome goal 2 was not met. The percentage of third-grade students in mathematics was 42% (target: 42.5%).
- Student outcome goal 3 was met. The percentage of eighth-grade students in reading/writing was 55% (target: 52%).
- Student outcome goal 4 was met. The percentage of eighth-grade students in mathematics was 55% (target: 50%).
- From 2024-25 to 2025-26, STAAR EOC results showed improvement across subjects and performance levels, with three exceptions.
- In 2025-26, first-time testers consistently met STAAR EOC performance standards at higher rates than retesters across all subjects and performance levels.



STAAR 3-8 & EOC for Large Urban School Districts and the State

- In 2025-26, Dallas ISD students generally met STAAR 3-8 performance standards at rates similar to or lower than those of the state, Austin ISD, and Houston ISD, while meeting performance standards at higher rates than students in Fort Worth ISD and San Antonio ISD. Compared with El Paso ISD, Dallas ISD students generally met performance standards at similar or higher rates across most subject-by-grade comparisons.
- From 2024-25 to 2025-26, the percentage of students meeting STAAR 3-8 performance standards showed an upward trend for most comparisons in both Dallas ISD and the state.
- In 2025-26, compared with the state, Dallas ISD students generally performed higher in Algebra I, similarly or higher in U.S. History, similarly or lower in Biology, and lower in English I and English II.
- In 2025-26, compared with other urban districts, Dallas ISD students generally performed similarly to or lower than Austin ISD and Houston ISD, similarly to or higher than El Paso ISD, and higher than Fort Worth ISD and San Antonio ISD.
- From 2024-25 to 2025-26, the percentage of students meeting STAAR EOC performance standards remained stable or showed a slight upward trend in 14 of 15 comparisons for both Dallas ISD and the state.

STAAR 3-8/EOC Progress Measures

- The overall percentage of students who achieved Expected or Accelerated progress from 2024-25 to 2025-26 ranged from 50% (English I) to 69% (reading).
- In 2025-26, between 50% and 86% of students who met their expected progress achieved Meets+ across all subjects.

Attendance Rates

- In 2025-26, the overall attendance rate for all students in early childhood (EC) through grade 12 was 93.6%, a slight increase from 92.9% in 2024-25.
- Attendance rates at every grade level from K through grade 12 met or exceeded the state's 90% standard for course credit or final grade.
- This pattern was consistent across all student groups.

Graduation Rates

- The overall four-year longitudinal graduation rate for the class of 2025 was 85.6%, representing a 1.4% increase compared to the Class of 2024. Notably, the graduation rates for African American and special education students increased by 4.5% and 4.2%, respectively, compared to the Class of 2024.