

Texas Education Agency
2019-20 Federal Report Card for Texas Public Schools
District Name: DALLAS ISD
District ID: 057905

Part (i): Description of State Accountability System

- (I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;
- (II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;
- (III) the indicators used to meaningfully differentiate all public schools in the State;
- (IV) the State's system for meaningfully differentiating all public schools in the State, including --
 - (aa) the specific weight of the indicators in such differentiation;
 - (bb) the methodology by which the State differentiates all such schools;
 - (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
 - (dd) the methodology by which the State identifies a school for comprehensive support and improvement;
- (V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;
- (VI) the exit criteria established by the State, including the length of years established.

On March 27, 2020, the U.S. Department of Education (USDE) waived statewide assessment, accountability and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-20 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19). The waiver includes the report card provisions in section 1111(h)(1)(C)(i) (accountability system description).

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2020-21 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(ii) (assessment results) for the 2019-20 school year.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results) for the 2019-20 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2019.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless^	Foster Care ^
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2019													
All Students	84.8%	83.2%	85.1%	89.2%	70.0%	84.9%	*	75.6%	85.1%	69.9%	78.0%	74.3%	70.7%
CWD	69.9%	74.1%	68.6%	60.7%	*	80.0%	-	40.0%	71.0%	69.9%	68.2%	61.7%	50.0%
CWOD	86.0%	84.6%	86.2%	90.9%	76.9%	85.1%	*	80.6%	86.3%	-	78.8%	75.8%	79.3%
EL ^	78.0%	63.8%	78.4%	82.1%	66.7%	73.1%	-	*	80.5%	68.2%	78.0%	72.7%	68.4%
Male	81.6%	80.3%	82.0%	83.6%	72.2%	83.8%	*	82.4%	82.4%	68.8%	74.6%	67.5%	70.0%
Female	87.8%	85.9%	88.1%	93.5%	66.7%	85.9%	*	70.8%	87.6%	71.9%	81.5%	79.8%	71.4%

* Indicates results are masked due to small numbers to protect student confidentiality.

^ Indicates there are no students in the group.

^ Ever in grades 9-12

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2020 TELPAS (Texas English Language Proficiency Assessment System) data.(EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iv) (English language proficiency results) for the 2019-20 school year.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(v) (school quality or student success indicator results) for the 2019-20 school year for elementary schools and secondary schools without a graduation rate. For secondary schools with CCMR (college, career, and military readiness) data, the results are reported.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	58%	48%	59%	78%	52%	76%	*	71%	56%	60%	46%

* Indicates results are masked due to small numbers to protect student confidentiality.

^ Indicates there are no students in the group.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2019-20 school year.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed) for the 2019-20 school year.

Part (viii): Civil Rights Data

Part (viii)(l) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
Students Without Disabilities												
In-School Suspensions												
	Male	1,254	412	782	40	1	6	1	12	480		
	Female	731	288	414	22	1	2	0	4	232		
	Total	1,985	700	1,196	62	2	8	1	16	712		
Out-of-School Suspensions												
	Male	3,759	1,652	1,935	104	8	22	2	36	1,288		
	Female	2,432	1,228	1,128	46	8	7	1	14	670		
	Total	6,191	2,880	3,063	150	16	29	3	50	1,958		
Expulsions												
With Educational Services												
	Male	38	13	24	1	0	0	0	0	12		
	Female	12	7	5	0	0	0	0	0	2		
	Total	50	20	29	1	0	0	0	0	14		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies												
	Male	13	6	7	0	0	0	0	0	4		
	Female	4	1	3	0	0	0	0	0	1		
	Total	17	7	10	0	0	0	0	0	5		
School-Related Arrests												
	Male	48	19	26	3	0	0	0	0	11		
	Female	20	10	10	0	0	0	0	0	5		
	Total	68	29	36	3	0	0	0	0	16		
Referrals to Law Enforcement												
	Male	47	17	27	3	0	0	0	0	10		
	Female	19	9	10	0	0	0	0	0	5		
	Total	66	26	37	3	0	0	0	0	15		
Students With Disabilities												
In-School Suspensions												
	Male	278	137	122	16	1	0	0	2	118		156
	Female	65	36	25	2	1	0	0	1	25		48
	Total	343	173	147	18	2	0	0	3	143		204
Out-of-School Suspensions												
	Male	996	574	371	34	3	4	0	10	326		458
	Female	264	165	90	6	1	0	0	2	66		169
	Total	1,260	739	461	40	4	4	0	12	392		627
Expulsions												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
With Educational Services	Male	11	6	5	0	0	0	0	0	4		5
	Female	1	0	1	0	0	0	0	0	2		1
	Total	12	6	6	0	0	0	0	0	6		6
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	2	1	1	0	0	0	0	0	2		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	1	1	0	0	0	0	0	2		2
School-Related Arrests	Male	10	6	3	1	0	0	0	0	3		3
	Female	2	0	2	0	0	0	0	0	2		1
	Total	12	6	5	1	0	0	0	0	5		4
Referrals to Law Enforcement	Male	10	6	3	1	0	0	0	0	3		3
	Female	2	0	2	0	0	0	0	0	2		1
	Total	12	6	5	1	0	0	0	0	5		4
All Students												
Chronic Absenteeism												
	Male	11,007	4,267	5,956	532	53	56	11	132	3,184	1,949	-
	Female	9,184	3,510	5,053	431	33	48	9	100	2,494	942	-
	Total	20,191	7,777	11,009	963	86	104	20	232	5,678	2,891	-

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	1
Allegations of Harassment or bullying	
On the basis of sex	74
On the basis of race	33
On the basis of disability	39
On the basis of sexual orientation	19
On the basis of religion	2

Part (viii)(II) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	6,342	1,763	4,222	174	5	101	2	75	3,062	483
	Female	6,136	1,675	4,140	161	9	75	0	76	3,028	177
	Total	12,478	3,438	8,362	335	14	176	2	151	6,090	660
Accelerated Coursework											
Advanced Placement Courses	Male	5,307	841	3,805	462	14	134	3	48	839	105
	Female	7,204	1,353	4,979	622	12	154	12	72	1,017	61
	Total	12,511	2,194	8,784	1,084	26	288	15	120	1,856	166
International Baccalaureate Courses	Male	60	6	12	39	0	1	0	2	0	0
	Female	121	9	37	70	0	3	0	2	2	0
	Total	181	15	49	109	0	4	0	4	2	0
Dual Enrollment/Dual Credit Programs	Male	1,461	266	1,110	43	3	31	0	8	220	27
	Female	2,047	437	1,502	53	8	31	3	13	284	24
	Total	3,508	703	2,612	96	11	62	3	21	504	51

- '-' Indicates there are no data available in the group.
 - '-3' Indicates skip logic failure.
 - '-8' Indicates EDFacts missing data.
 - '-9' Indicates not applicable / skipped.
 - '-11' Indicates suppressed data.
- Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1,813.3	17.0%	1,266.0	18.2%	38.0	12.7%
Teachers Teaching with Emergency or Provisional Credentials	950.0	9.5%	649.5	10.0%	10.0	3.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1,150.6	11.5%	789.4	12.1%	29.7	10.5%

- '-' Indicates there are no data available in the group.
- Blank cell indicates data are not applicable to this report.

Part (x): Per-Pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2019-20 fiscal year.

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2019-20 school year.

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
	English Language Learners	61	65	39	35	12	10	2	1	
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
Students with Disabilities		55	54	45	46	13	14	1	2	
English Language Learners	24	41	76	59	29	16	2	1		
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
	Econ Disadv	43	40	57	60	15	20	n/a	1	
	Students with Disabilities	81	68	19	32	3	7	n/a	n/a	
	English Language Learners	66	72	34	28	4	4	n/a	n/a	
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13

State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
Mathematics	Students with Disabilities	88%	
	English Learners	97%	

*' Indicates reporting standards not met.
'n/a' Indicates data reporting is not applicable for this group.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2017-18 school year enrolled in a Texas public postsecondary education institution in the 2018-19 academic year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	43%	44%	42%	44%	32%	38%	*	43%	42%	22%	27%

*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates there are no students in the group.