

Title I: Comparative Measures of Student Achievement 2015-2016

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At-a-Glance

The purpose of this report was to examine the academic achievement and progress of Title I students. The full report (EA16-163-2) contains comparisons of Title I students by grade and feeder patterns, with district results. Comparisons were also made by major student subgroups. These subgroups were: All Students, African American, Hispanic, white, Economically Disadvantaged, English Language Learners (ELL) and Special Education students. Comparisons were made for a two-year period when available and change scores were calculated. The following variables were used to determine the progress of Title I students: *Terranova* (previously the *Iowa Tests of Basic Skills; ITBS*) reading and mathematics for grades kindergarten, one and two; *Supera* (Spanish version of *Iowa/ITBS*) reading for grades kindergarten, one and two; and *State of Texas Assessments of Academic Readiness (STAAR)* reading and mathematics for grades three through eight, writing grades four and seven, science grades five and eight and social studies grade eight. *STAAR End-of-Course (EOC)* examinations were given primarily in grades nine and ten. The five *EOC* examinations were English I, English II, U.S. History, Algebra I, and Biology. Student and teacher demographics were also presented, along with attendance, dropout, and graduation rates.

Program Description

The purpose of Title I was “to ensure that all students have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.” The Title I program budget for the 2015-16 school year was \$87,846,438.00 from the Special Revenue Fund. There was a decrease of \$8,228,078.00 from the 2014-15 school year (\$96,074,516.00). Monies were given to both individual projects and individual schools to be used at the discretion of principals and executive directors.

Program Demographics

A total of 158,647 students were enrolled in 227 Dallas ISD schools. Fifty-five (55%) percent of the students were elementary school students, 20 percent were middle school students, and 25 percent were high school students. The grade 9 student population (N=12,078) was larger than the grade 8 population (N=10,483). This may be due to students gaining too few credits during their first year of high school to be classified as sophomores and the practice of assigning all new immigrant high school students to grade nine, regardless of the number of credits they had already earned. From grade 9 to grade 12, enrollment declined.

Student characteristics showed that the percentage of male students (51%) and female students (49%) were similar in the population. Hispanic (70%) and African American (23%) students comprised the majority of the student population (93%), while white (5%), Asian (1%), and Native American and Pacific Islander (<1%) students combined accounted for approximately six percent. The Hispanic population represented the largest ethnic group from early childhood through grade 12. The Hispanic student population has continued to increase in Title I schools since school year 2004-05.

Approximately 43 percent of the students were classified as ELLs and about eight percent were classified as special education students.

There were 10,703 full-time teachers for the 2015-16 school year. This included 6,390 elementary school teachers, 1,868 middle school teachers, and 2,445 high school teachers. There were more female teachers (7,613; 71%) than male teachers (3,090; 29%). Thirty-nine percent (39%) of the teachers were African American, 28 percent were Hispanic, and 33 percent were white. Nine percent (9%) of the teachers had Alternative Certifications (AC). The median number of years' experience in the Dallas ISD for Title I teachers was four years. This was a decrease from five years in 2014-15 and a further decrease from seven years in 2013-14. The majority of teachers had Bachelor degrees (65%); another 27 percent had Master degrees. Twenty-one percent (21%) of the Title I teachers were new to the district.

Terranova Mathematics and Reading

The *Terranova* mathematics and reading tests were administered to kindergarten through second grade students. These scores cannot be compared to past years since this was the first year this test was used for assessment in the district. On the mathematics exam, 68, 64, and 65 percent of students performed at or above the 40th percentile rank for kindergarten, first, and second grades, respectively. On the reading exam, 72, 66, and 61 percent of students performed at or above the 40th percentile rank for kindergarten, first, and second grades, respectively.

Supera Reading

Due to changes in assessment, 2015-16 *Supera* reading scores cannot be compared to past years. *SUPERA* was the reading test administered to Spanish speaking students to test reading skills. Approximately 88, 88, and 44 percent of students in kindergarten, grade one, and grade two, respectively, scored at or above the 40th percentile rank. Students scored higher

on the *SUPERA* reading test than on the *Terranova* reading test.

STAAR Progress Measures

The *State of Texas Assessments of Academic Readiness* (STAAR) progress measure provides information about the amount of improvement or growth that a student has made in a subject area. This measure is based on a comparison of a student's test score last year with his or her score this year. For STAAR, progress is measured as a student's gain score, the difference between the score a student achieved in the previous year and the score a student achieved in the current year. Individual student progress is then categorized as *Did Not Meet*, *Met*, or *Exceeded*. A higher percentage of students Met the standard in mathematics than in reading, however, a higher percentage of students Exceeded the standard in reading than in mathematics (Figures 1 and 2).

Figure 1: Reading Progress Measures Grades 4-8

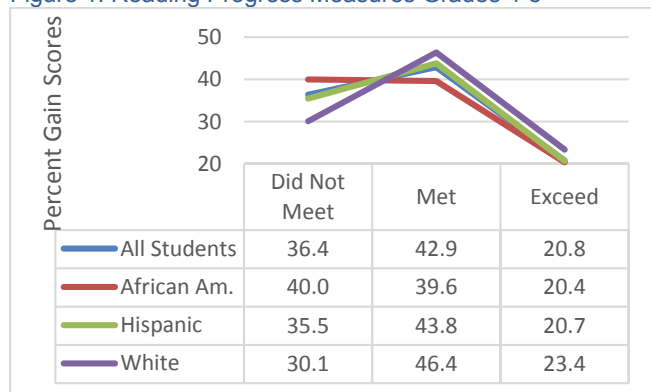
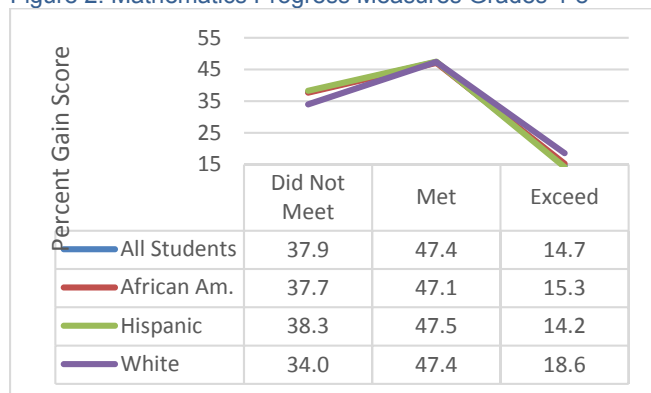


Figure 2: Mathematics Progress Measures Grades 4-8



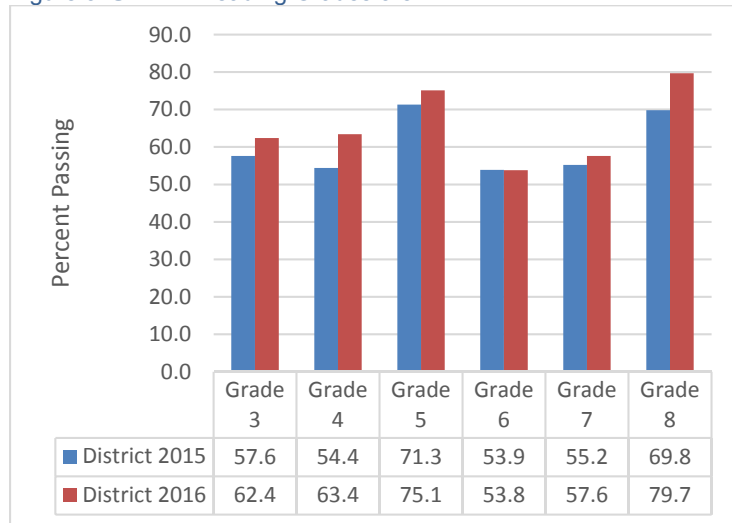
STAAR Tests

The scale score necessary for passing STAAR tests, in 2015-16, at the Satisfactory level has been increased from the previous years. This necessitated a recalibration of the 2014-15 test scores to the 2015-16 standard so comparisons could be made between years.

STAAR Reading Of the six grades that were required to take the STAAR reading examination (grades 3-8),

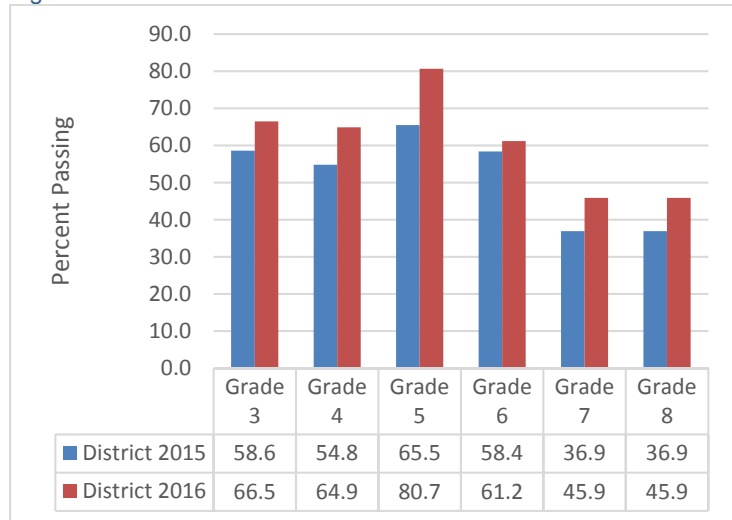
five had higher percentages of students with satisfactory performance when compared to 2014-15. Only the sixth grade showed a decrease.

Figure 3: STAAR Reading Grades 3-8



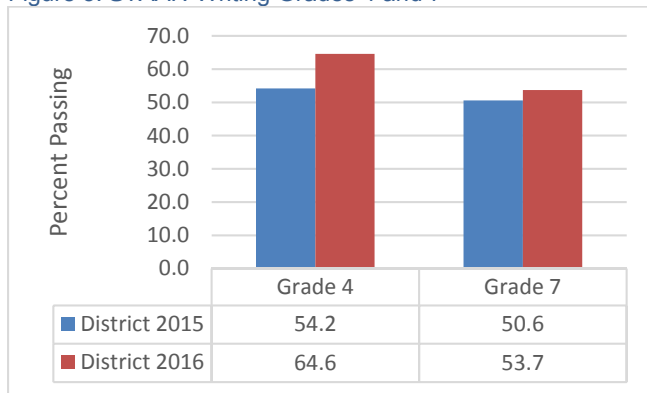
STAAR Mathematics Of the six grades that were required to take the STAAR mathematics examination (grades 3-8), all six showed higher percentages of students with satisfactory performance when compared to 2014-15.

Figure 4: STAAR Mathematics Grades 3-8



STAAR Writing Performance on the STAAR writing examination increased this year for fourth and seventh graders from 2014-15.

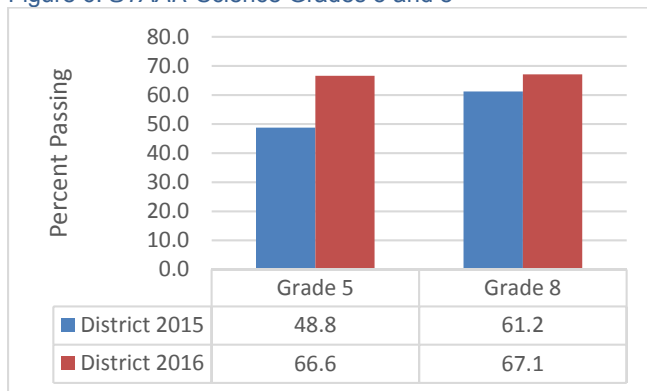
Figure 5: STAAR Writing Grades 4 and 7



STAAR Science

Performance on the STAAR science examination increased this year for fourth and seventh graders from 2014-15.

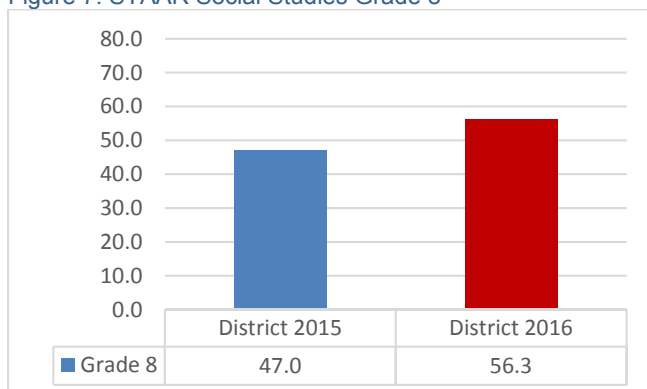
Figure 6: STAAR Science Grades 5 and 8



STAAR Social Studies

Figure 7 presents STAAR Social Studies summary data for grade 8. District showed an increase from one year to the next.

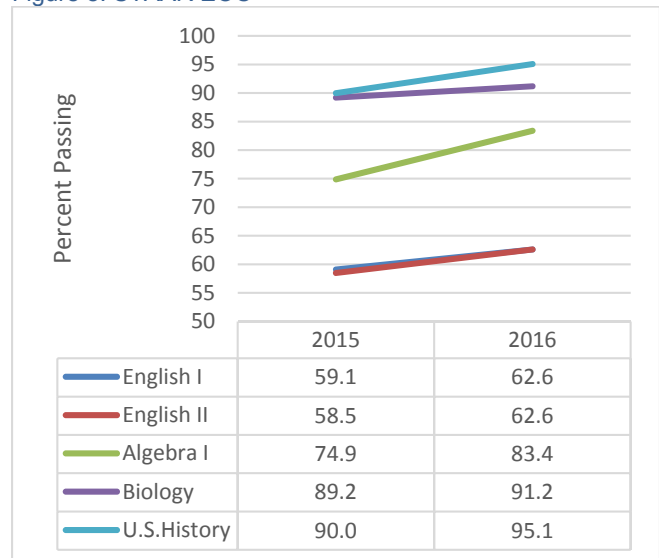
Figure 7: STAAR Social Studies Grade 8



STAAR End-of-Course (EOC)

The five STAAR EOC examinations (English I, English II, U.S. History, Algebra I, and Biology) were administered primarily to ninth and tenth graders. District students showed increases on all five EOCs from 2014-15 to 2015-16.

Figure 8: STAAR EOC



Attendance and Graduation Rates

The overall attendance rate for 2015-16 (All Students) was 95 percent. In the 2015-16 school year, the attendance rate for each ethnic group was African American (93%), Hispanic (95%) and white (95%). Attendance rates below 90 percent were recorded for early childhood and grade 9; however, this did not lower district attendance rate below the state's 90 percent requirement. In 2014-15, the graduation rate was 86.9 percent, an overall increase of 0.6 percent from 2013-14. There was an increase in graduation rates for both African American and Hispanic students in Dallas ISD. There was a 0.1 percent increase in the student dropout rate from 2013-14 to 2014-15.

Additional Measures of Title I Success

Additional measures of Title I student success including district students' academic preparation for college, as measured by participation rates and performance of students on the *Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)*, the *American College Test (ACT)* and the *Scholastic Aptitude Test (SAT)*, can be found in the 2015-16 evaluation reports EA16-520-4.2, EA16-520-4.3, and EA16-520-4.5. Additional measures of ELL student success can be found in the Evaluation of the Dual Language and ESL Program 2015-16 evaluation report EA16-126-2. Measures of Title I Special Education students' success can be found in the Evaluation of Special Education Program report EA16-519-2. Measures of early childhood success can be found in the 2015-16 Kindergarten to Grade 2 report EA16-171-2.

For more information, see EA16-163-2, which can be found at <http://www.dallasisd.org/Page/888>