

2016-17 Evaluation of Title I: Comparative Measures of Student Achievement

Robert J. Costello, Ph.D., Rosemary Garcia-Rincón, B.A. & Laila Y. Sanguras, Ph.D.

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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 (EA17-163-2) contains comparisons of Title I students by grade and feeder pattern, with district and State results. Comparisons were also made by major student groups. These student groups 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 possible 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 *TerraNova*) 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 is “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 2016-17 school year was \$76,187,116.00. There was a decrease of \$11,659,322.00 from the 2015-16 school year (\$87,846,438.00). 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 157,853 students were enrolled in 228 Dallas Independent School District (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=12,186) was larger than the grade 8 population (N=10,189). 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 seven 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 44 percent of the students were classified as ELLs and approximately eight percent were classified as special education students.

There were 10,445 full-time teachers for the 2016-17 school year. This included 6,102 elementary school teachers, 1,776 middle school teachers, and 2,352 high school teachers. There were more female teachers (7,416; 71%) than male teachers (3,029; 29%). Thirty-six percent (36%) of the teachers were African American, 29 percent were Hispanic, and 36 percent were white. Ten percent (10%) of the teachers had Alternative Certifications (AC). The median number of years of 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 26 percent had Master degrees. Twenty-one percent (21%) of the Title I teachers were new to the district.

TerraNova Mathematics and Reading

TerraNova mathematics and reading tests were administered to kindergarten through second grade students. On the mathematics examination, students performed at a similar level with last years' students for kindergarten, first, and second grades (at or above the 40th percentile rank). The largest difference from last year to this year was for grade 1 (52.2% vs. 54.4%). On the reading examination, students showed a decrease in performance for kindergarten, first, and second grades. The largest reading difference was also at grade 1 (66.5% vs. 63.3%).

SUPERA Reading

SUPERA was the reading test administered to Spanish speaking students to test reading skills in grades kindergarten, one and two. Slight decreases were shown from last year to this year for students in kindergarten and grade 1. Grade 2 students showed an increase (43.9% vs. 46.9%).

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 *Limited*, *Expected* or *Accelerated* in 2016-17. A higher percentage of students met the Expected standard in mathematics than in reading. Fewer students received the Expected standard on reading progress measures in 2016-17 (40.5%) than in 2015-16 (42.9%).

Figure 1: STAAR Reading Progress Measures Grades 4-8

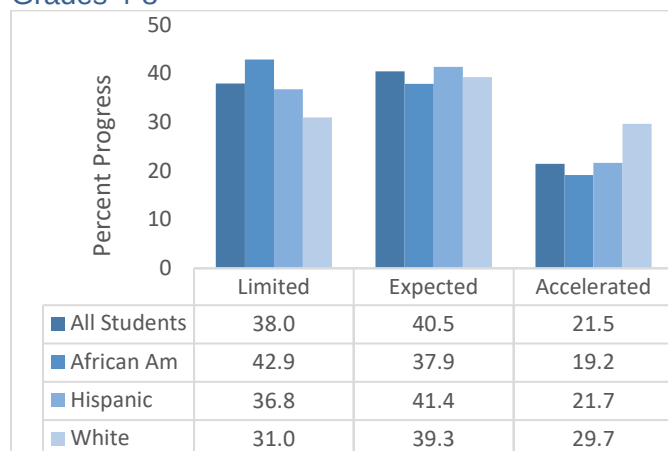
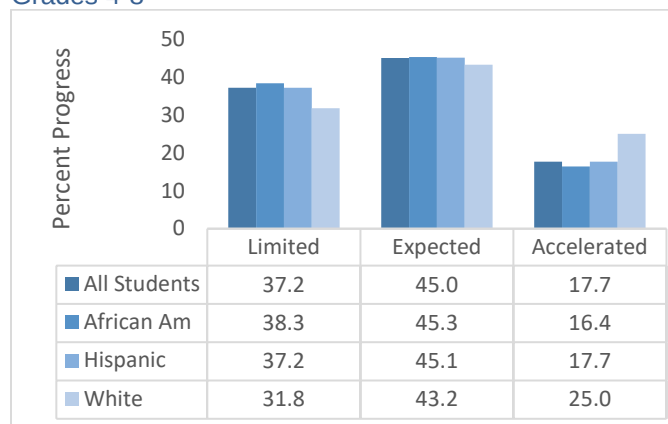


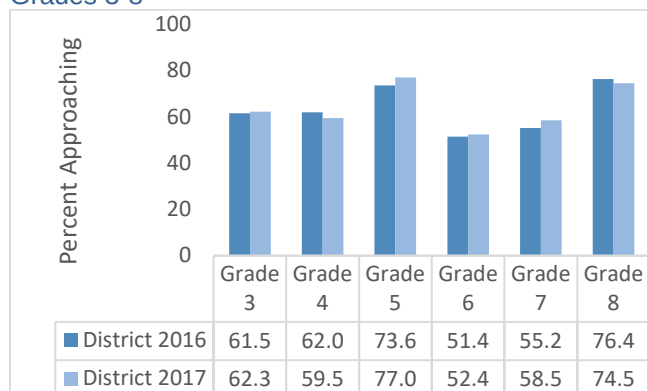
Figure 2: STAAR Mathematics Progress Measures Grades 4-8



STAAR 3-8 and STAAR EOC Tests

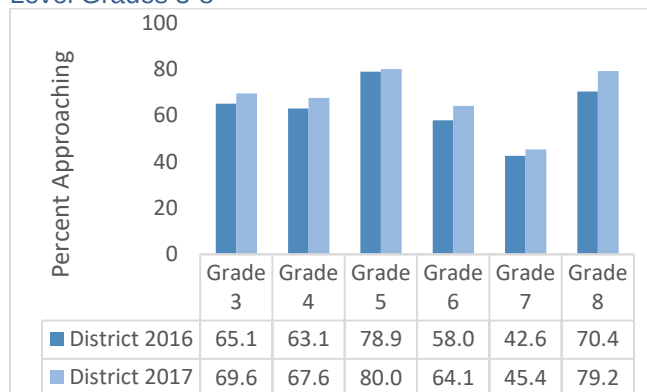
STAAR Reading. Of the six grades that were required to take the *STAAR* reading examination (grades 3-8), four had higher percentages of students with Approaching Grade Level performance when compared to 2015-16. District students showed slight increases from one year to the next for grades 3, 5, 6 and 7. Combined grades 3 through 8 showed no differences from last year (63.5 vs. 64.0). The district did not meet state averages with the exception of grade 5 on the *STAAR* reading exams.

Figure 3: STAAR Reading Approaching Grade Level Grades 3-8



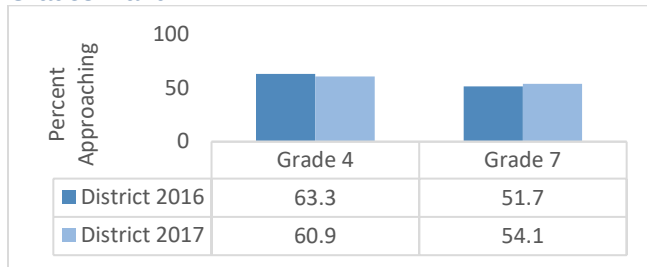
STAAR Mathematics. Of the six grades that were required to take the *STAAR* mathematics examination (grades 3-8), all six showed higher percentages of students at Approaching Grade Level when compared to 2015-16.

Figure 4: STAAR Mathematics Approaching Grade Level Grades 3-8



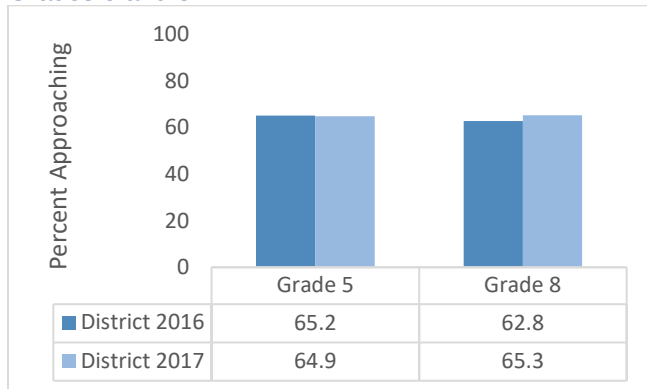
STAAR Writing. Performance on the *STAAR* writing examination showed a decrease from one year to the next for grade 4 and grade 7. The district did not meet the state averages for grades 4 or 7 on the *STAAR* writing examination.

Figure 5: STAAR Writing Approaching Grade Level Grades 4 and 7



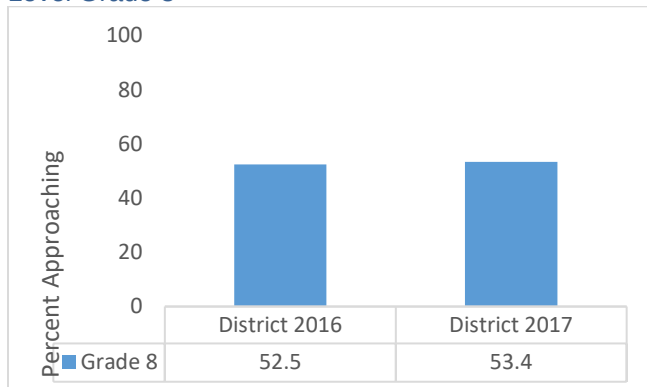
STAAR Science. STAAR science summary data for grades 5 and 8 showed an increase for grade 8 from 2016 to 2017, while grade 5 remained the same. The district did not meet the state averages for grades 5 and 8 on the STAAR science examination.

Figure 6: STAAR Science Approaching Grade Level Grades 5 and 8



STAAR Social Studies. Figure 7 presents STAAR Social Studies summary data for grade 8. Grade 8 district students showed a slight increase in students who attained Approaching Grade Level from 2015-16 (52.5%) to 2016-17 (53.4%). The district did not meet the state average for grade 8 on the STAAR social studies examination.

Figure 7: STAAR Social Studies Approaching Grade Level 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. Of the seven student groups compared

(All Students, African American, Hispanic, white, ELL, Economic Disadvantaged, and Special Education) All Students, Hispanic, ELL and Economically Disadvantaged improved on English I EOC. All student groups except white improved on English II, Algebra I and U.S. History EOCs. All Students, Hispanic, ELL, Economically Disadvantaged and Special Education improved on Biology EOC. Of the 35 State and district comparisons (five EOC and seven student groups) the district exceeded the State by more than one percentage point on all but five comparisons (Special Education on English I, Biology and U.S. History and All Students on English I and English II).

Attendance and Graduation Rates

The overall attendance rate for 2016-17 (All Students) was 95 percent. In the 2016-17 school year, the attendance rates were close for African American (93%), Hispanic (95%) and white (95%) students. Attendance rates below 90 percent were recorded for early childhood; however, this did not lower the district attendance rate below the state's 90 percent requirement. In 2015-16, the graduation rate was 87.1 percent, an overall decrease of 0.8 percent from 2014-15. There was a 0.1 percent increase in the student dropout rate from 2014-15 to 2015-16.

Additional Measures of Title I Success

The Title I evaluation includes the overall report as well as separate reports for Academic Leadership and Coaching, African American Success Initiative, College and Career Readiness, Cottrell House, Early Learning, HIPPY, McKinney Vento Homeless Education, Leadership Development, Office of Family and Community Engagement, Promise House, Reasoning Mind, Translation Services, Transition Services, and Youth and Family Centers. Other measures of Title I student success including academic preparation for college, as measured by participation and performance 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 2016-17 evaluation reports EA17-520-4.2, EA17-520-4.3, and EA17-520-4.5. Measures of ELL, Special Education, and Early Learning Title I students can be found in evaluation reports EA17-126-2, EA17-519-2, EA17-170-2. All reports are available at <https://www.dallasisd.org/Page/42559>.

For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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Dallas ISD
Department of Evaluation and Assessment
H. B. Bell School Support Service Center
2909 N. Buckner Blvd.
Box 10
Dallas, TX 75228