

2017-18 Evaluation of Title I: Comparative Measures of Student Achievement

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At-a-Glance

The purpose of the 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. For the 2017-18 school year, the district received \$84,232,122 in Title I Part A funds. There was an increase of \$8,045,006 from the 2016-17 school year. The purpose of this evaluation report was to assess demographic and outcome trends. Student performance was assessed based on the state's student performance standards on the *State of Texas Assessments of Academic Readiness (STAAR)* for grades three through eight and *STAAR End-of-Course (EOC)* for grades eight (Algebra I only) through twelve. For grades kindergarten (K) through two, student performance was assessed based on *Istation's Indicators of Progress (ISIP)*, *TerraNova*, and *SUPERA*. Attendance and graduation rates were also reported.

Demographic Characteristics of Title I Teachers and Students

In 2017-18, there were 10,259 full-time teachers in the district. There were more female teachers (71%) than male teachers (29%). Thirty-six percent (36%) of the teachers were African American, 30 percent were white, and 30 percent were Hispanic. From 2014-15 to 2017-18, the proportion of Hispanic teachers increased by about one or two percentage point(s) every year, while the proportion of white teachers decreased by one percentage point every year. In 2017-18, 12 percent of the teachers were new to the district, and 10 percent of the teachers had Alternative Certifications (AC). The median number of years for teaching experience in the Dallas Independent School District (ISD) was four years during the last three years from 2015-16 to 2017-18. The majority of teachers had Bachelor degrees (62 to 66%), and another 25 to 32 percent of teachers had Master degrees.

In 2017-18, Title I programs in the Dallas ISD served a total of 156,804 students in early childhood (EC) through grade twelve, which was a decrease of 1,049 students from 2016-17 ($n=157,853$). A noticeable change was enrollment in PK, which showed an increase by 1,002 students from 2016-17 (from $n=11,151$ to $n=12,153$). This reflects the district's endeavors to expand Early Learning enrollment and facilities. From 2013-14 to 2017-18, the percentages of

males (51%) and females (49%) were similar and stable over the years. By ethnicity, Hispanic (70%) and African American (23%) students made up the majority of the student population. Approximately 44 percent of Dallas ISD students were identified as English learners (ELs) in 2017-18. The proportion of ELs increased by one percentage point every year from 2013-14 (41%) to 2016-17 (44%) and then remained the same in 2017-18 (44%). Between 84 and 88 percent of the district students were identified as economically disadvantaged. Special education students made up about eight percent of the district students each year except for 2014-15 (7%).

Student Outcomes on ISIP

More students that tested in Spanish than English on *ISIP* performed at or above grade level in reading. For the English and Spanish administrations combined, the overall percentage of students at or above grade level ranged from 47 percent to 57 percent in 2017-18 (50% to 57% for PK, 51% to 55% for K, 47% to 56% for grade one, and 54% to 56% for grade two). When compared to 2015-16 and 2016-17, in general, the percentages of students at or above grade level were slightly lower in 2017-18 across *ISIP* administrations [beginning (BOY), middle (MOY), and end (EOY) of year] with one exception (EOY for PK).

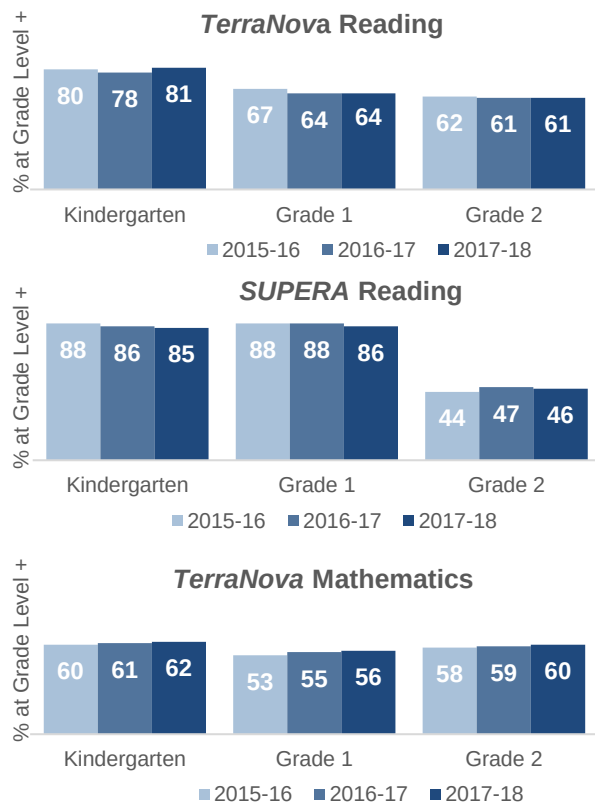
In 2017-18, results showed small positive changes from BOY to MOY to EOY for K, grade one, and grade two. The percentage of PK students at or above grade level slightly dropped from BOY to MOY and then increased from MOY to EOY.

Student Outcomes on TerraNova and SUPERA

On the 2017-18 *TerraNova* reading exam, 81 percent of the K students performed at or above grade level, as did 64 percent in grade one, and 61 percent in grade two. On the 2017-18 *SUPERA* reading exam, 85 percent of the K students performed at or above grade level, as did 86 percent in grade one, and 46 percent in grade two. Thus, a sizable percentage of students in grades one and two (36% to 39%) on *TerraNova* reading and grade two (54%) on *SUPERA* reading performed below grade level. For the last three years, less than half of second-grade students (44% to 47%) performed at or above grade level on *SUPERA* reading (see Figure 1).

On the 2017-18 *TerraNova* mathematics exam, 62 percent of the K students performed at or above grade level, as did 56 percent in grade one, and 60 percent in grade two. Thus, a notable proportion of students in grades K through two (38% to 44%) did not achieve grade level or above scores in mathematics. In comparison to 2015-16 and 2016-17, a slightly higher percentage of students performed at or above grade level in grades K through two in 2017-18.

Figure 1: Percentage of Students Performing At or Above Grade Level by Assessment and School Year



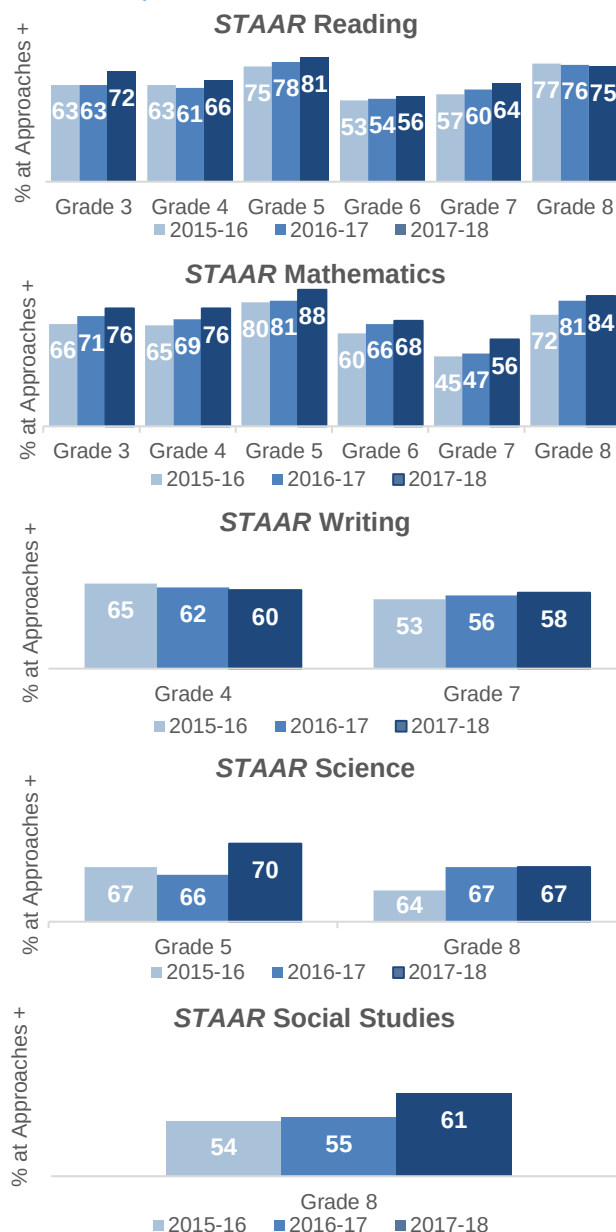
Source: PEIMS district database: 10/30/15, 10/31/16, and 10/30/17. *TerraNova*: 6/9/16, 7/19/17, and 6/11/18. *SUPERA*: 6/9/16, 8/10/17, and 6/11/18. For 2016-17 *SUPERA*, first- and second-grade data were missing for two schools.

Note: % at Grade Level + = percentage of students at or above grade level. For *TerraNova* and *SUPERA*, scores were considered at or above grade level if they were at or above the 40th percentile.

Student Outcomes on STAAR 3-8

In 2017-18, the overall percentage of students in grades three to eight at Approaches Grade Level or Above (Approaches +) ranged from 56 percent to 88 percent on STAAR 3-8 subtests (56% to 81% for reading, 56% to 88% for mathematics, 58% to 60% for writing, 67% to 70% for science, and 61% for social studies – see Figure 2). For all students combined, the percentages at Approaches + increased from 2016-17 to 2017-18 in 14 of 17 grade-level comparisons.

Figure 2: Percentage of Students Who Achieved Approaches Grade Level or Above (Approaches +) on STAAR 3-8 by Subject, Grade, and School Year

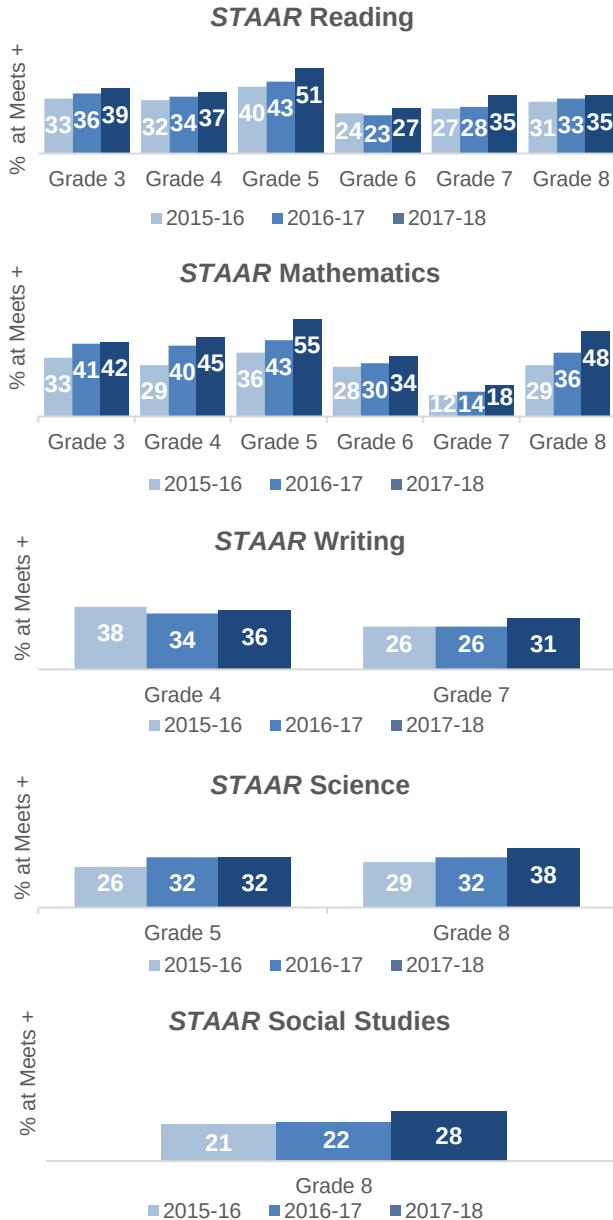


Source: PEIMS district database: 10/30/15, 10/31/16, and 10/30/17. *STAAR*: 7/11/16, 6/15/17, and 6/20/18.

Note: *STAAR*=State of Texas Assessments of Academic Readiness. Results included all administrations through May of each year and included *STAAR Alternate 2*. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues.

In 2017-18, the overall percentage of students at Meets Grade Level or Above (Meets +) ranged from 18 percent to 55 percent on STAAR 3-8 subtests (27% to 51% for reading, 18% to 55% for mathematics, 31% to 36% for writing, 32% to 38% for science, and 28% for social studies – see Figure 3). For all students combined, the percentages at Meets + increased from 2016-17 to 2017-18 in 16 of 17 grade-level comparisons.

Figure 3: Percentage of Students Who Achieved Meets Grade Level or Above (Meets +) on STAAR 3-8 by Subject, Grade, and School Year



Source: PEIMS district database: 10/30/15, 10/31/16, and 10/30/17. STAAR: 7/11/16, 6/15/17, and 6/20/18.

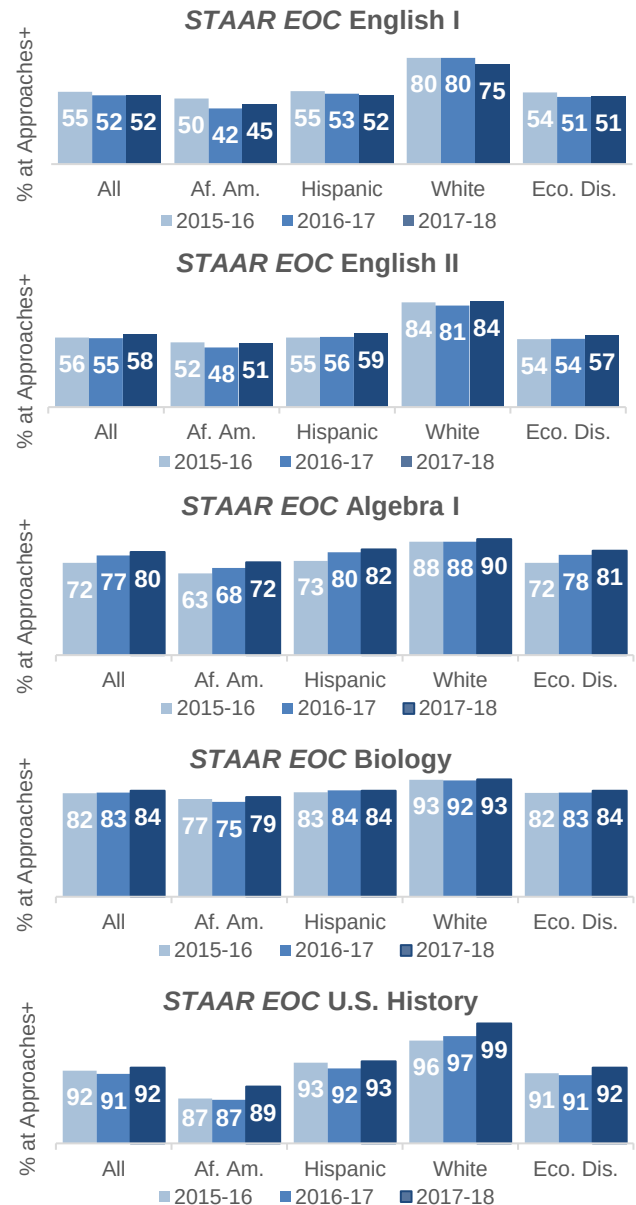
Note: STAAR=State of Texas Assessments of Academic Readiness. Results included all administrations through May of each year. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues.

Student Outcomes on STAAR EOC

In 2017-18, the overall percentage of students at Approaches + ranged from 52 percent (English I) to 92 percent (U.S. History) on STAAR EOC subtests. For all students combined, the percentages at Approaches + increased from 2016-17 to 2017-18 in four of five subject areas (all but English I). It was notable that the

percentages at Approaches + were much higher for Algebra I (80%), Biology (84%), and U.S. History (92%) than for English I (52%) and English II (58%). Results showed small positive changes from 2015-16 to 2016-17 for Algebra I and Biology (see Figure 4).

Figure 4: Percentage of Students Who Achieved Approaches Grade Level or Above (Approaches +) on STAAR EOC by Subject, Student Group, and School Year

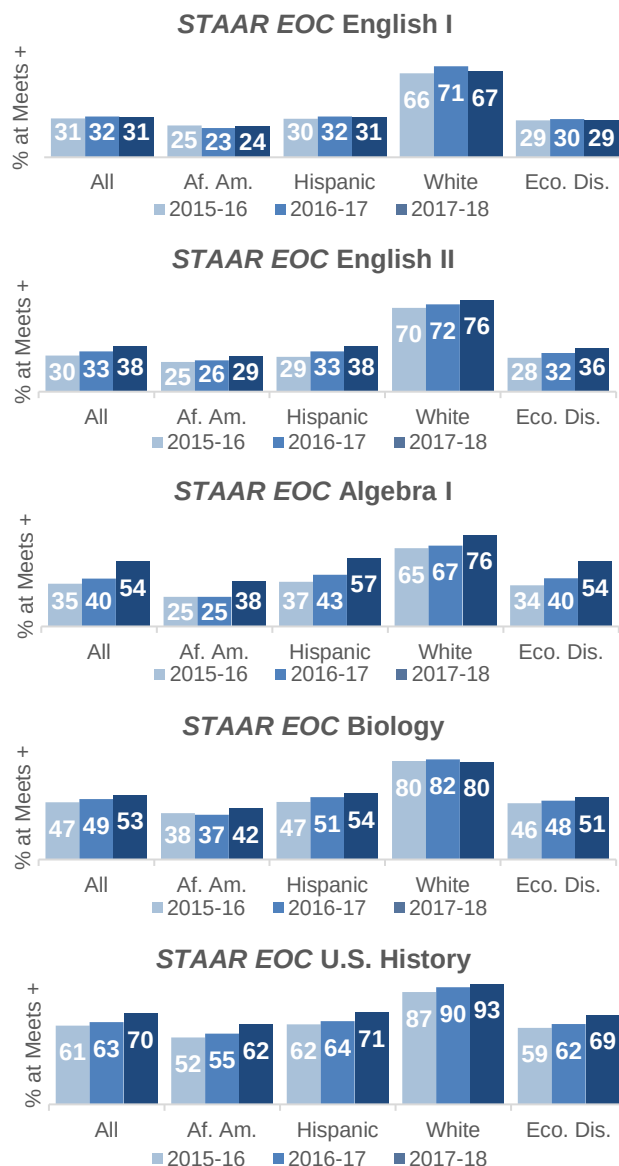


Source: PEIMS district database: 10/30/15, 10/31/16, and 10/30/17. STAAR EOC: 7/11/16, 6/15/17, and 6/20/18.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Af. Am.=African American. Eco. Dis.=Economically Disadvantaged. Results included December and May administrations for each year and STAAR Alternate 2. For English I, although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues. For Algebra I, some eighth-grade students took the assessment (18%-20%).

In 2017-18, the overall percentage of students at Meets + ranged from 31 percent (English I) to 70 percent (U.S. History) on STAAR EOC subtests. Like Approaches +, it was notable that the percentages at Meets + were much lower for English I (31%) and English II (38%) than for Algebra I (54%), Biology (53%), and U.S. History (70%). Results showed positive changes from 2015-16 to 2016-17 to 2017-18 for all subjects except for English I (see Figure 5).

Figure 5: Percentage of Students Who Achieved Meets Grade Level or Above (Meets +) on STAAR EOC by Subject, Student Group, and School Year



Source: PEIMS database: 10/30/15, 10/31/16, and 10/30/17. STAAR EOC: 7/11/16, 6/15/17, and 6/20/18.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Af. Am.=African American. Eco. Dis.=Economically Disadvantaged. Results included December and May administrations for each year. For English I, although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues. For Algebra I, some eighth-grade students took the assessment (18%-20%).

Attendance and Graduation Rates

For students in grades K through 12 between 2013-14 and 2017-18, the overall attendance rates, as well as the attendance rates for each student group, met or exceeded the state's 90 percent standard for course credit (or a final grade) with three exceptions (ninth-grade African American students in 2016-17 and ninth-grade special education students in 2016-17 and 2017-18). The overall attendance rates for each year (All Students) ranged between 95 percent and 96 percent. For EC students, the attendance rates were below 90 percent for African American students in 2013-14 and 2016-17 and for white students in 2015-16 and 2017-18.

The four-year longitudinal graduation rate for the 2016-17 school year (class of 2017) was 88 percent for all students combined. The overall graduation rates slightly increased every year from 2012-13 (85%) to 2016-17 (88%).

Additional Title I Reports

The Title I evaluation includes the achievement report as well as separate reports for centrally administered Title I programs. These reports are available at <https://www.dallasisd.org/Page/42559>.

An electronic version of this report as well as the full 2017-18 report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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