

2018-19 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 2018-19 school year, the district received \$89,859,837 in Title I, Part A funds, an increase of \$5,627,715 from 2017-18. In 2018-19, all Dallas Independent School District (ISD) Title I schools had schoolwide programs except for seven schools¹ that had targeted assistance programs. The purpose of this evaluation report was to assess demographic and outcome trends. Student performance was assessed based on *Istation's Indicators of Progress (ISIP)*, *TerraNova*, and *SUPERA* for grades prekindergarten (PK) through two (PK - ISIP only), the *State of Texas Assessments of Academic Readiness (STAAR)* for grades three through eight, and *STAAR End-of-Course (EOC)* for grades eight through twelve (grade eight - Algebra I only). Attendance and graduation rates were also reported.

Demographic Characteristics of Title I Teachers and Students

In 2018-19, there were 9,992 full-time teachers in the district. Thirty-five percent (35%) of the teachers were African American, 31 percent were Hispanic, and 30 percent were white. The proportion of Hispanic teachers increased by one or two percentage point(s) every year from 2014-15 to 2018-19. Twelve percent (12%) were new to the district in 2017-18 and 2018-19, which was lower than the prior three years (16 to 20%). Most teachers had Bachelor degrees (63 to 67%), and another 24 to 30 percent had Master degrees.

In 2018-19, Dallas ISD served 155,237 students in early childhood (EC) through grade twelve, a decrease of 1,567 students from 2017-18 ($n=156,804$). Like last year, PK enrollment showed the highest increase; however, the increase was smaller than in 2017-18 (n increase=1,002 in 2017-18 and 584 in 2018-19). The largest decreases were in elementary grades like last year. Grade three showed the largest decrease in 2018-19 (n decrease=1,047), while grade two showed the largest decrease in 2017-18 (n decrease=1,109).

From 2014-15 to 2018-19, Hispanic (70%) and African American (22% to 23%) students made up the majority of the student population. About 45 percent of students were identified as English learners (ELs) in 2018-19, a three-percentage point increase from 2014-15 (42%). Between 84 and 87 percent of district students were identified as economically disadvantaged. Special education students made up between seven and nine percent of students.

Student Outcomes on ISIP

For the English and Spanish administrations combined, the overall percentage of students at or above grade level in 2018-19 ranged from 48 percent to 57 percent (51% to 57% for PK and kindergarten (K), 48% to 55% for grade one, 53% to 55% for grade two, and 51% to 56% for grades K-2 combined). In general, the percentages of students at or above grade level were similar or slightly lower in 2018-19 than in 2017-18 at the beginning (BOY), middle (MOY), and end (EOY) of the year. It would be hoped that the percentage of students at or above grade level would increase throughout the year. Results showed small positive changes from 2018-19 BOY to MOY to EOY for K but not for other grades.

In most comparisons, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students at or above grade level was the lowest among student groups. Half of second-grade African American students and 45 percent of Hispanic students did not score at grade level at the end of the 2018-19 school year.

Student Outcomes on TerraNova/SUPERA

Similar to previous years, the overall percentages of students at or above grade level on the 2018-19 *TerraNova* and *SUPERA* ranged from 61 percent (grade two) to 79 percent (K) for *TerraNova* reading, from 79 percent (grade two) to 84 percent (K) for *SUPERA* reading, and from 57 percent (grade one) to 64 percent (K) for *TerraNova* mathematics (Figure 1). For *TerraNova* and *SUPERA* reading, the overall

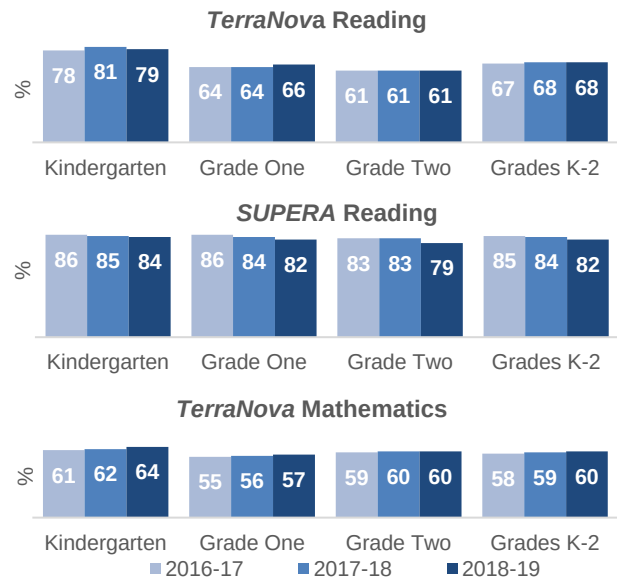
¹ The seven schools that operated targeted assistance programs were Arlington Park Early Childhood Center, School for the Talented and Gifted in Pleasant Grove, Sudie L.

Williams Talented and Gifted Academy, Montessori Academy at Onesimo Hernandez Elementary, Solar Preparatory School for Boys at John F. Kennedy, and Ignite Middle School.

percentage of students scoring at or above grade level decreased from K to grade one to grade two.

At grade two, about half of African American students scored below grade level on *TerraNova* reading (47%) and mathematics (52%); 39 percent of second-grade Hispanic students scored below grade level on *TerraNova* reading and mathematics, and 21 percent did so on *SUPERA* reading. K to grade two decreases on *TerraNova* reading and mathematics were notable for African American students (79% to 63% to 53% for reading and 61% to 49% to 48% for mathematics).

Figure 1: *TerraNova* and *SUPERA* Results At or Above Grade Level by Subject and Grade



Source: Public Education Information Management System (PEIMS) district data files: 10/31/16, 10/30/17, and 10/26/18. *TerraNova*: 7/19/17, 6/11/18, and 7/2/19. *SUPERA*: 7/12/19 for 2016-17, 6/14/19 for 2017-18, and 7/2/19 for 2018-19.

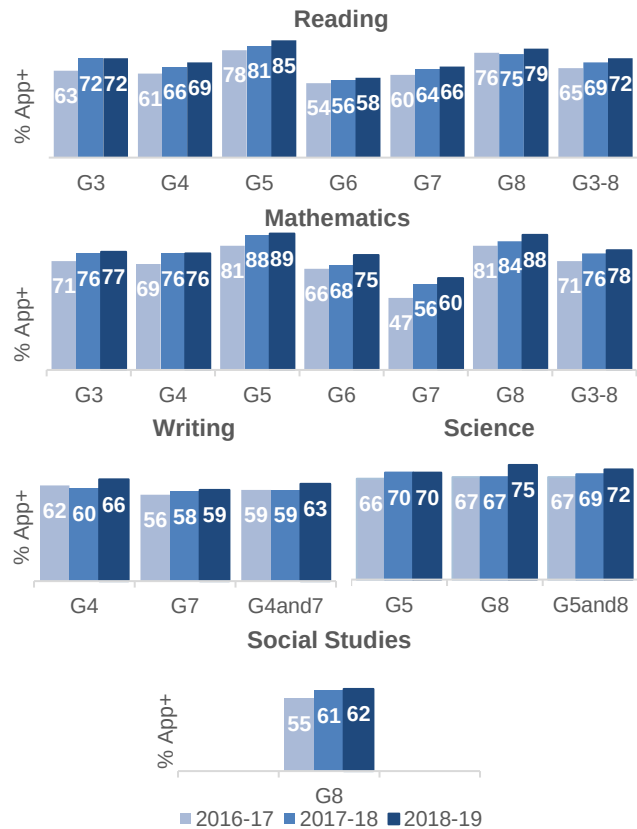
Note: K=kindergarten. %=percentage at or above grade level. In June and July 2019, Dallas ISD received updated norms for grades 1 and 2 *SUPERA* for 2016-17 and 2017-18. As a result, the grades 1 and 2 *SUPERA* data provided in previous year evaluation reports will differ from the grades 1 and 2 data presented in this report.

Student Outcomes on STAAR 3-8

Results for STAAR 3-8 showed a general pattern of increase from 2015-16 to 2018-19 for reading, mathematics, and science at Approaches Grade Level or Above (Approaches+), Meets Grade Level or Above (Meets+), and Masters Grade Level (Masters) and for social studies at Approaches+. For reading and mathematics, percentages at Approaches+ and Meets+ were lower for grades 6-8 combined than for grades 3-5 combined. In most comparisons, African American students scored the lowest, and both African American and Hispanic students scored lower than white students. The percentage of special education students was the lowest among student groups.

In 2018-19, the overall percentage of students in grades three through eight at Approaches+ ranged from 62 percent (social studies) to 78 percent (mathematics) on STAAR 3-8 subtests (Figure 2). For all students combined, the overall percentages of students at Approaches+ increased by two percentage points or more from 2017-18 to 2018-19 in all subjects except for social studies. The overall percentage at Approaches+ for grade six students housed in an elementary school was higher than for students housed in a middle school.

Figure 2: STAAR 3-8 Results at Approaches+

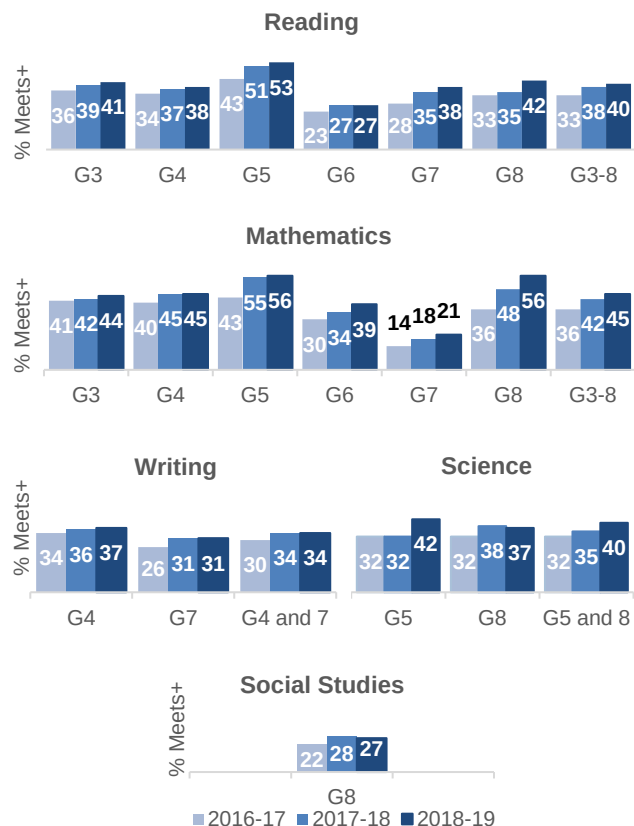


Source: Public Education Information Management System (PEIMS) district data files: 10/31/16, 10/30/17, and 10/26/18. STAAR: 6/15/17, 6/20/18, and 6/13/19.

Note: STAAR=State of Texas Assessments of Academic Readiness. App+=Approaches Grade Level or Above. G=grade. %=Percentage. Results included all administrations through May of each year and included STAAR Alternate 2. For mathematics and science, grade eight results included results from grade seven Pre-AP students. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues.

In 2018-19, the overall percentage of students in grades three through eight at Meets+ ranged 27 percent (social studies) to 45 percent (mathematics) on STAAR 3-8 subtests (Figure 3). For all students combined, the percentages of students at Meets+ increased by two percentage points or more from 2017-18 to 2018-19 in reading, mathematics, and science. The overall percentage at Meets+ for grade six students housed in an elementary school was higher than for students housed in a middle school.

Figure 3: STAAR 3-8 Results at Meets+



Source: Public Education Information Management System (PEIMS) district data files: 10/31/16, 10/30/17, and 10/26/18. STAAR: 6/15/17, 6/20/18, and 6/13/19.

Note: STAAR=State of Texas Assessments of Academic Readiness. Meets+=Meets Grade Level or Above. G=grade. %=Percentage. Results included all administrations through May and did not include STAAR Alternate 2. For mathematics and science, grade eight results included results from grade seven Pre-AP students. Although all scores were included, some students' test scores in 2017-18 might have been adversely affected by the online testing issues.

When 2018-19 STAAR 3-8 results for Dallas ISD were compared with the state, the percentages of Dallas ISD students that met the performance standards were lower than students at the state level in 57 of 63 comparisons. However, when 2018-19 results were compared to 2017-18, the percentages of Dallas ISD students remained the same or slightly increased in 56 of 63 comparisons, while the percentages of students at the state level remained the same or increased in 46 of 63 comparisons.

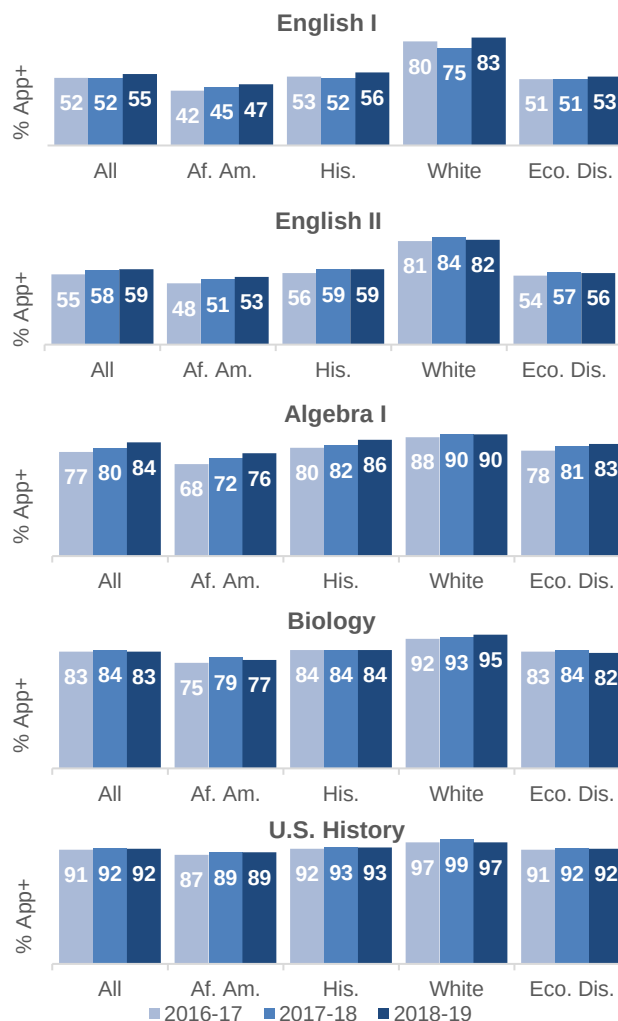
Student Outcomes on STAAR EOC

For all students combined on STAAR EOC, results showed a general pattern of increase from 2015-16 to 2018-19 for Algebra I at Approaches+, for all subjects except for English I at Meets+, and for Algebra I, Biology, and U.S. History at Masters. The overall percentages for all performance standards were much higher for Algebra I, Biology, and U.S. History than for English I and English II. In most comparisons, African American students scored the lowest, and both African

American and Hispanic students scored lower than white students. The percentage of special education students was the lowest among student groups.

In 2018-19, the overall percentage of students at Approaches+ ranged from 55 percent (English I) to 92 percent (U.S. History) on STAAR EOC subtests (Figure 4). The overall percentages at Approaches+ were much higher for Algebra I (84%), Biology (83%), and U.S. History (92%) than for English I (55%) and English II (59%). For all students combined, the percentages at Approaches+ increased by three percentage points or more from 2017-18 to 2018-19 for English I and Algebra I.

Figure 4: STAAR EOC Results at Approaches+

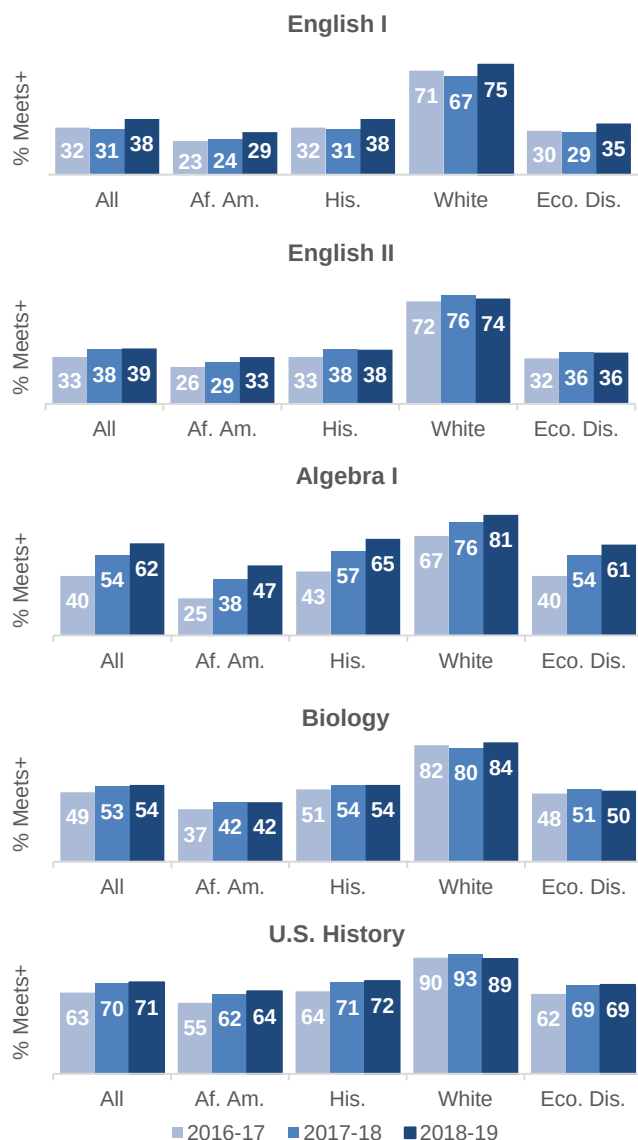


Source: Public Education Information Management System (PEIMS) district data files: 10/31/16, 10/30/17 and 10/26/18. STAAR EOC: 6/15/17, 6/20/18 and 6/4/19.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. App+=Approaches Grade Level or Above. %=Percentage. Af. Am.=African American. His.=Hispanic. Eco. Dis.=Economically Disadvantaged. Results included December and May administrations 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% to 21%).

In 2018-19, the overall percentage of students at Meets+ ranged from 38 percent (English I) to 71 percent (U.S. History) on STAAR EOC subtests (Figure 5). Like Approaches+, the percentages at Meets+ were much higher for Algebra I (62%), Biology (54%), and U.S. History (71%) than for English I (38%) and English II (39%). The overall percentages at Meets+ increased by seven percentage points or more from 2017-18 to 2018-19 for English I and Algebra I.

Figure 5: STAAR EOC Results at Meets+



Source: Public Education Information Management System (PEIMS) district data files: 10/31/16, 10/30/17 and 10/26/18. STAAR EOC: 6/15/17, 6/20/18 and 6/4/19.

Note: STAAR EOC=State of Texas Assessments of Academic Readiness End of Course. Meets+=Meets Grade Level or Above. %=Percentage. Af. Am.=African American. His.=Hispanic. Eco. Dis.=Economically Disadvantaged. Results included December and May administrations for each year and did not include 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%-21%).

When 2018-19 STAAR EOC results for Dallas ISD were compared with the state, the percentages of Dallas ISD students that met the performance standards were the same or slightly higher than students at the state level in four of 15 comparisons, while they were lower in 11 of 15 comparisons. When 2018-19 results were compared to 2017-18, the percentages of Dallas ISD students remained the same or slightly increased in 14 of 15 comparisons, while the percentages of students at the state level remained the same or increased in all 15 comparisons.

Attendance and Graduation Rates

For students in grades K through 12, between 2014-15 and 2018-19, 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 five exceptions (ninth-grade African American students in 2016-17 and 2018-19 and ninth-grade special education students in 2016-17, 2017-18, and 2018-19). The overall attendance rate for all students in grades EC through 12 was 95 percent during the last four years from 2014-15 to 2018-19. For EC students, attendance rates below 90 percent were recorded for African American students in 2016-17 and for white students in 2015-16, 2017-18, and 2018-19.

The four-year longitudinal graduation rate for the 2017-18 school year (class of 2018) was 87 percent for all students combined, which was similar to the graduation rate for the 2016-17 school year (88%).

Additional Title I Reports

The Title I evaluation includes this 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 2018-19 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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