



*Dallas Independent School District*

**FINAL EVALUATION OF THE 2006-2007  
TITLE I, PART A: IMPROVING THE  
ACADEMIC ACHIEVEMENT  
OF THE DISADVANTAGED**

**EA07-163-02**

**DEPARTMENT OF EVALUATION  
AND ACCOUNTABILITY**

*Michael Hinojosa, Ed. D., Superintendent of Schools*



Dallas Independent School District

Michael Hinojosa, Ed.D.  
Superintendent of Schools

FINAL EVALUATION OF THE 2006-07  
TITLE I, PART A: IMPROVING THE  
ACADEMIC ACHIEVEMENT OF  
THE DISADVANTAGED

EA07-163-2

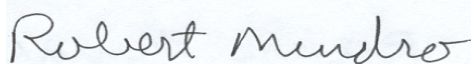
Katy Denson, Ph.D.  
Kathy Williams-Palmer, M.S.A.E.

Approved Report of the  
Department of Evaluation and Accountability



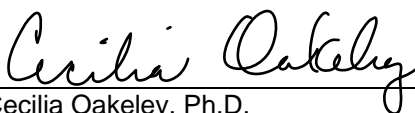
---

Robert E. Mount, Ph.D.  
Manager  
Department of Program Evaluation



---

Robert L. Mendro, Ph.D.  
Director  
Department of Research and Evaluation



---

Cecilia Oakeley, Ph.D.  
Executive Director  
Department of Evaluation and Accountability

Dallas, Texas  
September 2007



## Table of Contents

	<u>Page</u>
Abstract.....	1
Program Description.....	2
Schoolwide Programs.....	7
Funding Codes .....	10
Use of Title I, Part A Entitlement Funds .....	14
Title I Programs in Private Schools and Institutions for Neglected or Delinquent Children and Youth .....	15
PURPOSE AND SCOPE OF THE EVALUATION.....	17
MAJOR EVALUATION QUESTIONS AND RESULTS.....	17
2.1 How were the Title I funds spent in the district?.....	17
Methodology.....	17
Results .....	19
Distribution of District Title I Funds.....	19
District Expenditures of Title I Funds.....	21
Conclusions .....	24
2.2 What were the characteristics of the program’s staff and the served student population? .....	25
Methodology.....	25
Title I Teachers and Paraprofessionals.....	25
Title I Students.....	25
Results .....	25
Characteristics of Teachers.....	25
Characteristics of Paraprofessionals .....	29
Characteristics of Students.....	29

## Table of Contents (Continued)

		<u>Page</u>
2.3	How effective was the Title I program in increasing nonacademic measures of student performance?.....	33
	Methodology.....	33
	Results .....	34
	Graduation Rates.....	34
	Attendance Rates .....	34
2.4	How effective was the Title I program in raising student achievement levels in reading and mathematics? .....	36
	Methodology.....	36
	Norm-Referenced Measures .....	36
	<i>Texas Assessment of Knowledge and Skills</i> .....	
	Results of Norm-Referenced Measures.....	38
	<i>Iowa Tests of Basic Skills/Iowa Tests of Educational Development</i> .....	
	<i>Logramos</i> .....	42
	Results of <i>Texas Assessment of Knowledge and Skills</i> .....	45
	Summary.....	50
2.5	Did the use of Title I funds by the private schools and institutions impact student achievement? .....	52
	Methodology.....	52
	Organizational Structure and Student Eligibility Criteria.....	52
	Achievement .....	53
	Results .....	54
	Title I Program Components in Private Schools.....	54
	Title I Program Components in Institutions .....	56
	Student Demographics .....	57
	Achievement .....	61

Table of Contents (Continued)

	<u>Page</u>
SUMMARY AND RECOMMENDATIONS .....	65
REFERENCES .....	69

List of Tables

<u>Table</u>	<u>Page</u>
1 2006-07 Title I Schools by Area and School Level.....	8
2 No Child Left Behind School Accountability Ratings, 2006-07 .....	10
3 Budget Categories by Object and Function Codes.....	18
4 Title I Expenditures for District Department .....	20
5 Percent of Expenditures of Title I Funds by Category and District Organization .....	23
6 Demographic Characteristics of Teachers in Title I Schools by School Level.....	27
7 Percent of Teachers in Title I and Non-Title I Schools at Levels of Experience by School Level, 2006-07 .....	28
8 Number and Percent of Students Served in Title I Schools by Ethnicity and Grade..	30
9 Number and Percent of Title I Students Served by Ethnicity and Year, 2002-2007...	31
10 Number and Percent of Title I Students Served by Grade, English Proficiency and Gender, 2006-07 .....	31
11 Special Education Enrollment by Year, 2002-2007 .....	32
12 Number and Percent of Economically Disadvantaged Students by Year, 2004-2007 .....	33
13 2004-05 High School Outcome Rates for Dallas ISD Students by Student Reporting Group .....	34
14 Attendance Rates for Title I Schools by Grade, Ethnicity, and Year .....	35
15 Attendance Rates for Title I Schools by Grade, Economic Status, and Year.....	35
16 Number and Percent of Students Served in Title I Schools Who Were Administered a Norm-Referenced Test During 2004-05 and 2005-06 by Ethnicity.....	39
17 Number and Percent of Title I Students Scoring in Different Percentile Bands on <i>ITBS</i> and <i>ITED</i> by Demographic Characteristics.....	40
18 Number and Percent of Title I Students by <i>ITBS/ITED</i> Percentile Band and Grade	42
19 Number and Percent of Title I Students Scoring in Different Percentile Bands on <i>Logramos</i> by Demographic Characteristics.....	43
20 Number and Percent of Title I Students by <i>Logramos</i> Percentile Band and Grade ...	45

List of Tables (Continued)

<u>Table</u>	<u>Page</u>
21 English and Spanish <i>TAKS</i> Reading, Mathematics and Writing Scores of Title I Students by State Accountability System Student Groups .....	46
22 Number of Title I Students Tested and Percent Passing the 2006-07 <i>TAKS</i> by Grade and Ethnicity.....	47
23 Number of Title I Students Tested and Number and Percent Passing the 2006 and 2007 <i>TAKS</i> by Ethnicity and Subject Area .....	49
24 Percentage of Title I Students Who Passed the 2006 and 2007 English and Spanish <i>TAKS</i> by Grade, Economic Status and Subject Area .....	50
25 Title I Students Served in Private Schools by Grade, 2006-07 .....	57
26 Number of Eligible Title I Students Served in Private Schools by School, 2006-07 ...	58
27 Number of Title I Students Served by Gender and Ethnicity in Private Schools, 2006-07 .....	58
28 Ethnicity of Students Served in Private Schools, 2006-07 .....	59
29 Title I Students Served by Grade in Institutions for Neglected and Delinquent Youth, 2006-07.....	60
30 Title I Students Served by Institution for Neglected and Delinquent Youth, 2006-07	60
31 Number of Title I Students Served by Gender & Ethnicity in Institutions, 2006-07 ....	61
32 Ethnicity of Students Served in Institutions, 2006-07 .....	61
33 Reading Achievement Results in Private Schools, Spring 2007 .....	62
34 Reading Achievement Results in Diocese Schools by Grade, Spring 2007 .....	62
35 Number Tested and Percent of Students at Akiba Academy Scoring at or Above the 50th Percentile in Reading and Mathematics on the <i>Terra Nova</i> or <i>ITBS</i> by Grade, Spring 2007 .....	63
36 Number Tested and Percent of Students at St. Philip's Scoring at or Above the 50th Percentile in Reading and Mathematics on the <i>CTP4</i> by Grade, Spring 2007 .....	64
37 Number Tested and Percent of Students at Erik Jonsson Scoring at or Above the 50th Percentile in Reading and Mathematics on the <i>ITBS</i> by Grade, Spring 2007 ....	64

List of Figures

<u>Figure</u>		<u>Page</u>
1	Function codes and sample expense types.....	12
2	Typical expenditures for functions within various code series.....	13
3	Percentage of total Title I allotment received by district organization.....	19
4	Percentage of total Title I allotment by percent spent in various function codes.....	21
5	Percentage of total Title I allotment by percent spent in object codes .....	22
6	Percentage of total Title I allotment spent by district organization .....	24

## FINAL REPORT

**Title I, Part A: Improving the Academic Achievement  
of the Disadvantaged: 2006-2007**

Evaluators: Katy Denson  
Kathy Williams-Palmer

Abstract

The purpose of the evaluation was to measure the effectiveness of the Title I program in accordance with the *No Child Left Behind (NCLB)* legislation and State standards.

- A total of 148,907 students were enrolled in 199 Title I schoolwide program schools: (22 high schools, 27 middle schools, and 150 elementary schools, including 2 charter schools). Hispanics (65%) and African-Americans (29%) made up 94% of the Title I student population.
- Approximately 85% of the students were disadvantaged (received free or reduced-price lunch), and 33% were limited English proficiency (LEP).
- Teacher characteristics in Title I schools varied by school level. At the elementary school level, more teachers were female (81%), African American (35%) or White (32%), with bachelor's degrees (68%). At the middle school level, teachers were predominantly female (67%), African American (53%), with bachelor's degrees (65%). At the high school level, more teachers were female (54%), African American (43%) or White (43%), with bachelor's degrees (60%).
- The majority of teachers at the elementary (89%), middle (88%), and high school (86%) levels were certified and termed "highly qualified" under *NCLB* guidelines.
- Of the total district allotment of Title I funds (\$76,678,635), 9% were apportioned to high schools, 6% to middle schools, 25% to elementary schools, 60% to district departments, and less than 1% to institutions.
- *Iowa Tests of Basic Skills (ITBS)* median reading percentile scores for students in kindergarten was 36; grade one, 50; grade two, 43; and grade six, 33. The median reading percentile score at grade nine was 23, with 75% of the students reading below the 40th percentile.
- For *ITBS* mathematics, kindergarten median percentile score was 36, and grade nine was 32. Median mathematics percentile scores were above grade level for grades one, two and six at 40, 46 and 42, respectively. About 36% of Title I students in grades kindergarten through two were tested with the *Logramos*, where 81% scored above grade level on reading comprehension. For mathematics, 7% of students were tested with the *Logramos*, and 83% scored above grade level.
- The overall *TAKS* Reading passing rate was 73% (87,366 tested). Of the fourth and seventh graders who took the *TAKS* Writing test (20,324), 83% passed.
- With an overall graduation rate of 68.8%, the district failed to meet the AYP.

## Program Description

The Title I governing legislation is the *No Child Left Behind (NCLB) Act of 2001*, which reauthorized the *Elementary and Secondary Education Act of 1965*. The purpose of Title I in this act, *Improving the Academic Achievement of the Disadvantaged*, is “to ensure that all children 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” (NCLB, 2001).

The *NCLB Act* embodies five key principles: (1) stronger accountability for results, (2) greater flexibility for states, school districts, and schools in the use of federal funds, (3) an increased emphasis on teaching methods that have been demonstrated to work, (4) establishment of minimum qualifications for teachers and paraprofessionals in Title I schools, and (5) more choices and information provided for parents of children from disadvantaged backgrounds. There is an added emphasis on reading, especially for young children, enhancing the quality of teachers, and ensuring that all children in America’s schools learn English.

Accountability. The *NCLB Act* is designed to help all students meet high academic standards by requiring that states create annual assessments that measure what children in grades three through eight and ten know and can do in reading and mathematics. Student data are disaggregated by poverty levels, race, ethnicities, disabilities, and limited English proficiencies (LEP). States must specify annual measurable objectives to measure student progress toward proficiency in reading and mathematics by school year 2013-14. In Texas, the challenging content standards are the *Texas Essential Knowledge and Skills (TEKS)*. The performance standards are measured by the *Texas Assessment of Knowledge and Skills (TAKS)* English and Spanish versions. Data from the *State-Developed Alternative Assessment (SDAA)* were added in 2003-04.

Annual report cards providing comparative information on the quality of schools allow parents to make informed choices about their children’s education. The report cards show how well students are doing on meeting standards, as well as the progress that disaggregated groups are making in closing achievement differences. States set intermediate goals that increase the

level of performance in equal increments over the time covered by the state's timeline to reach 100% proficiency or higher. The Adequate Yearly Progress (AYP) starting point was defined based on 2001-02 state test results. For all students and each student group, 2006-07 AYP requirements are met if the percent proficient, based on all available assessment results, for grades three through eight and ten summed across grades by subject meets or exceeds the AYP targets of 60% proficient for reading/language arts and 50% proficient for mathematics. In addition to meeting the performance requirement on the assessment measures, at least 95% of all students and each student group enrolled on the day of testing must be tested (calculated separately for reading and mathematics). Additionally, AYP must include 70% graduation rates for secondary schools and 90% attendance rates for elementary and middle schools.

Districts and schools that do not make AYP toward state proficiency goals are first targeted for assistance and then subject to corrective action and ultimately restructuring. Schools that fail to make AYP for two consecutive years are identified for school improvement. These schools must (a) offer students the option to transfer to another school, (b) revise their school improvement plan, (c) spend at least 10% of their Title I funds on professional development, (d) notify parents, (e) incorporate a teacher mentoring program, and (f) meet other requirements. Schools that meet or exceed objectives will be eligible for academic achievement awards.

Local control. In exchange for greater accountability for student results, states and school districts have been given increased flexibility in how they use federal funds. Up to 50% of funds received from other grants can be combined or moved to any of several programs to address each district's particular needs, such as hiring new teachers and training and professional development. A consolidation of bilingual education programs gives districts greater control in planning programs to benefit LEP students.

Research-proven programs. Both Title I schoolwide and targeted assistance programs are required to use effective methods and instructional strategies that are grounded in rigorous scientifically based research. Funds are available to help teachers gain new skills in effective teaching practices, particularly reading instruction.

Minimum requirements for Title I instructional staff. In order to ensure that students who need the most help are taught by highly qualified teachers and paraprofessionals, *NCLB* has established minimum requirements for Title I instructional staff members. Local school districts are required to ensure that all Title I teachers, in core academic subjects, hired after the first day of the 2002-03 school year are “highly qualified.” For new teachers, this means certification by the State (including alternative certifications) and holding at least a bachelor’s degree. In addition, new middle or high school teachers must have a major in their teaching area or have passed a rigorous subject matter test. Schools are required to notify parents if a teacher who is not highly qualified teaches their child. In secondary schools, teachers should not teach a subject for which they are not certified. By the end of the 2005-06 school year, all teachers in core academic subjects must be highly qualified. The Department of Education offered states one year flexibility to this requirement if the state revised its State Highly-Qualified Teacher Plan. TEA’s plan was approved in September 2006; therefore, all teachers in core academic subjects were to be highly qualified by 2006-07.

In Texas, the State Board for Educator Certification (SBEC) is responsible for teacher certification. There are three basic requirements for becoming a teacher in Texas:

- (1) The teacher must obtain at least a bachelor's degree from an accredited college or university. Texas institutions do not offer a degree in education; therefore, every teacher must have an academic major, as well as teacher training courses.
- (2) The teacher must complete teacher training through an approved program. These programs are offered through colleges and universities, school districts, regional service centers, community colleges, and other entities.
- (3) The teacher must successfully complete the appropriate teacher certification tests for the subject and grade level he or she wishes to teach.

Anyone seeking educator certification in Texas must pass examinations of professional and subject matter knowledge approved by the SBEC (i.e., TExES, TExMaT, ExCET, TOPT, TASC or TASC-ASL). In addition to passing the appropriate certification examinations, applicants

for a Texas educator certificate must satisfy other requirements by following one of several routes to certification outlined below:

University-based Programs. These programs are usually delivered as part of a baccalaureate degree program. However, most colleges and universities have programs designed to prepare people who already hold a bachelor's degree and want to obtain educator certification. These programs may vary by institution.

Alternative Programs for Educator Preparation. Some institutions of higher education and large school districts have been approved by the SBEC to operate alternative programs of preparation for teachers and administrators. These programs may involve university coursework or other professional development experiences, as well as intense mentoring and supervision during the candidate's first year in the role of educator. In addition, some regional education service centers offer alternative programs of preparation similar to the school based programs.

Certification Based on Credentials from Another State. An applicant who has been issued a standard certificate or credential from another state or United States territory, may apply for a Texas certificate. The credential must be equivalent to a certificate issued by the SBEC, and must not have been revoked, suspended, or pending such action. SBEC will evaluate an expired credential provided it was standard at the time of issuance. A statement issued by another state department of education, specifying eligibility for standard certification upon completion of certain employment or examination requirements, will have the same standing as a standard certificate.

Previous to September 1999, teaching certificates were issued as Provisional and were valid for life. Professional certificates were issued for administrative and supervisory certifications. Currently, teachers are issued a Standard certificate, which must be renewed every five years to remain valid. Part of the renewal requirements include continued professional education hours that must be reported to the State of Texas (Board of Teacher Certification).

There are a number of short-term permits issued by the State or a school district. Some of these are nonrenewable permits, a one-year certificate, an emergency permit, or a district permit. A one-year Texas certificate entitles a teacher to teach in the designated field(s) for one year from the application date. At the end of the year specified, the teacher must have taken and passed the Examination for Certification of Educators in Texas (ExCET); therefore, the permit is nonrenewable. An emergency permit can be granted when a district must employ a non-certified teacher. This permit is only valid for a specified length of time and under certain conditions. The 74th Legislature enacted into law the Texas Education Code § 21.055, School District Teaching Permit. This section allows school districts to issue a district teaching permit to an individual who does not hold a teaching certificate. The statute grants the Commissioner of Education the

authority to determine whether a person is eligible for a School District Teaching Permit. The person may not teach if the Commissioner finds the person is not qualified to teach.

In a memorandum addressed to district superintendents (TEA, October 18, 2006), Gene Lenz, TEA Deputy Associate Commissioner for Special Programs, Monitoring and Interventions, discussed highly qualified teachers. Under NCLB, each local education agency and campus was responsible for ensuring that “low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field or non-highly qualified teachers” (Lenz, 2006). Inequalities should not exist between economically disadvantaged and advantaged students in regard to not only highly-qualified teachers but also inexperienced teachers.

For the purposes of Title I, Part A, a paraprofessional is an employee who provides instructional support in a program supported with Title I, Part A funds. This includes paraprofessionals who (a) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (b) assist with classroom management, (c) provide instructional assistance in a computer laboratory, (d) conduct parental involvement activities, (e) provide support in a library or media center, (f) act as a translator, or (g) provide instructional support services under the direct supervision of a Title I teacher. Those whose sole duties are to translate, work with parents, or provide personal care services to special education students are required to have a high school diploma only.

The paraprofessional requirements were also strengthened to include two years of postsecondary education or an associate’s degree. All new hires as of January 8, 2002, must meet these requirements. Existing paraprofessionals have four years to comply, either by obtaining the postsecondary requirements or passing a locally or state developed academic competence assessment. The assessment should ensure that the paraprofessional has the ability to assist in instructing in reading and language arts, writing and mathematics. The assessment is expected to evaluate paraprofessional candidates at a level equivalent to the second year of college. Having skills at this level is the intent of the law.

Parental choice and “Right-to-Know.” Parents of children in low performing schools are given choices about the school that their children will attend. If a school has failed to meet State

standards for at least two consecutive years, parents may request that their child be transferred to a better performing school within the district. The district must provide transportation, using Title I funds if necessary. Students from schools that have failed to meet state standards for at least three years are eligible for supplemental services such as tutoring, after-school programs and summer school.

Districts must inform parents of each student attending a Title I school that they may request information on the professional qualifications of the student's classroom teacher(s). Parents must be notified if students have been assigned to or taught for four or more consecutive weeks by a teacher who is not highly qualified, including those who are teaching out-of-field.

#### Schoolwide Programs

For the 2006-07 academic year, 199 schools (22 high schools, 27 middle schools, and 150 elementary schools) in the Dallas Independent School District (Dallas ISD) received Title I funding (Table 1). In Dallas ISD, all Title I campuses supported schoolwide programs. A charter school was included in this evaluation because the school received Title I funding through the district.

Table 1

## 2006-07 Title I Schools by Area and School Level

Area 1 (N = 34)	Area 2 (N = 29)	Area 3 (N =36)	Area 4 (N = 35)	Area 5 (N = 30)	Area 6 (N = 35)
High Schools (N = 22)					
Samuell	Lincoln	Adams	Conrad	Carter	Adamson
Seagoville	Madison	North Dallas	Hillcrest	Kimball	Molina
Skyline	Roosevelt	Wilson	Jefferson	S. Oak Cliff	Pinkston
Spruce	Smith		White		Sunset
Middle Schools (N = 27)					
Comstock	Anderson, P.C.	Gaston	Cary	Atwell	Edison
Florence	Dade	Hill	Franklin	Browne	Greiner
Hood	Holmes	Long	Marsh	Hulcy	Quintanilla
Seagoville	Jackson, M. Zumwalt	Rusk Spence	Tasby Walker	Storey	Stockard
Elementary Schools (N = 150)					
Adams, J. Q.	Bryan, J.N.	Arlington Park	Adams, N	Alexander	Allen <sup>a</sup>
Anderson, W. M.	Bushman	Bayles	Burnet	Brashear	Arcadia Park
Blair	City Park	Bonham	Cabell	Budd	Bethune
Blanton	Darrell	Casa View	Caillet	Carpenter	Botello
Burleson	Dunbar	Chavez	Cigarroa	Donald	Bowie
Central	Ervin	Conner	Field	Hall	Carr
Cuellar	Frazier	Fannin	Foster	Henderson	Carver
Dorsey	Harlee	Gill	Frank	Jordan	Cochran
Douglass	Johnston	Hernandez	Gooch	Lee, U.	Cowart
Gonzalez	King	Hexter	Highland Meadows	Lisbon	Earhart
Guzick	Miller	Houston	Hotchkiss	Marsalis	Hogg
Hawthorne	Mills	Kiest	Junkins	McNair	Hooe
Ireland	Pease	Kennedy	Knight	Moreno	Jones
Kleberg	Rhoads	Lakewood	Kramer	Oliver	Kahn
Lagow	Rice	Lee, R.	Lowe	Russell	Lanier
Macon	Starks	Lipscomb	Marcus	Seguin	Martinez
Moseley	Thompson	Maple Lawn	McShan	Stemmons	Peabody
Pleasant Grove	Thornton	Mata	Pershing	Terry	Peeler
Rowe	Wheatley	Medrano	Polk	Tolbert	Reagan
Runyon	Young	Milam	Preston Hollow	Turner	Rosemont K-2
San Jacinto		Mount Auburn	Rogers	Twain	Rosemont 3-6
Seagoville		Ray	Saldivar	Webster	Salazar
Silberstein		Reilly	Stone, J.	Weiss	Sequoyah
Tatum		Reinhardt	Walnut Hill		Soto
Titche		Roberts	Williams		Stevens Park
Urban Park		Sanger	Withers		Winnetka
		Truett			Zavala
		Zaragoza			

<sup>a</sup>Charter School

High poverty schools, with 40% or more students from low income families, are eligible to adopt schoolwide programs to raise the academic achievement of low achieving students by improving instruction through the entire school, thus using Title I funds to serve all children. In a schoolwide program, the *services* provided do not have to be supplemental. Instead, the amount

of *funding* provided must be supplemental. With an emphasis on teaching and learning, the Title I Schoolwide Program provides flexibility for local campus initiatives combined with responsibility for student performance, and promotes community and parent involvement in decision-making and planning.

A schoolwide program should have ten components for effective implementation: (a) a comprehensive needs assessment of the entire school, (b) schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student performance, (c) instruction by highly qualified teachers, (d) high quality, on-going professional development for all members of the school community, (e) strategies to attract highly qualified teachers to high-need schools, (f) strategies to increase parent involvement, (g) program coordination and strategies to help preschool children make the transition from early childhood programs to elementary school, (h) measures to include teachers in decisions regarding the use of academic assessments, (i) activities to ensure that students experiencing difficulty mastering State standards will receive effective, timely additional assistance, and (j) measures to include teachers in decisions regarding the use of additional high quality assessments. The Campus Improvement Plans of Title I schools should address each of these components.

School Improvement status. For the 2006-07 school year, the Texas Education Agency (TEA) identified Title I campuses and districts for School Improvement based on two consecutive years of failing to meet AYP (i.e., a campus received a rating of "Low Performing" two years in a row), at some time during the past six school years. Campuses were called Year 1 Schools the first year AYP was not met, but were not identified for School Improvement. When a campus failed to meet AYP two years in a row, and identified for School Improvement, the campus was labeled as a Stage 1 school. A campus failing to meet AYP three years in a row was labeled as a Stage 2 school, and so on. Once identified for improvement, the campus must make AYP for two consecutive years in order to exit that stage of school improvement status. Twenty-nine Dallas ISD schools (17 high schools and 12 middle schools) were identified with a School Improvement status for the 2006-07 school year, while three schools failed to meet AYP for the first year (one high school and two middle schools), as presented in Table 2. The uses of the

supplemental monies received and academic achievement of these schools were evaluated in EA07-189-2 (Costello, Hall & Yang, 2007).

Table 2

No Child Left Behind School Accountability Ratings,  
2006-07

Year 1	Stage 1	Stage 2	Stage 3
Holmes	Cary	Hood	Adams B.
Lincoln	Comstock	Long	Adamson
Stockard	Florence	Madison	Carter
	Franklin	Molina	Pinkston
	Gaston	N. Dallas	Samuell
	Hill	Roosevelt	Spruce
	Hulcy	S. Oak Cliff	
	Jefferson	Smith	
	Kimball	Storey	
	Marsh	Sunset	
	Seagoville		
	Spence		
	Wilson		

Funding Codes

Over the last two decades, State compensatory education has experienced many changes that have affected the delivery of educational programs to educationally disadvantaged students. Additionally, rules regarding the expenditure of the State compensatory education allotment from the Foundation School Program (FSP) have become more complex. One of the recent restrictions came in 1997 from Senate Bill 1873, amended Section 42.152, of the Texas Education Code. Appropriate use of compensatory education allotment funds has been defined as instructional programs that improve or enhance the regular educational program, and costs that are supplementary to the regular education program. Any alternative education programs are supplemental *per se* in relation to the regular education program. The term “supplement” may be interpreted as all eligible students are entitled to at least the regular education program. Therefore, Title I funds must be used by districts and schools only to supplement the amount of funds that would, in the absence of Title I funds, be made available from non-federal sources for the education of students participating in Title I, Part A programs. In no case may Title I, Part A funds be used to supplant non-federal funds (TEA, 1998). In addition to district schools, private

schools and institutions for neglected or delinquent students are provided Title I funds. These Title I programs are discussed in a separate chapter of this report.

Financial accounting codes. Financial accounting codes and general guidelines for the use and reporting of FSP funds have been established. Expenditures are reported with the following codes: (a) fund, (b) function, (c) object, (d) organization and (e) program intent. Fund codes describe the funding source for the allotment. In the case of data reported in this section, the funding code would be Title I.

A function code represents a general operational area in a district or group-related activities. Services, supplies and equipment charged to the State compensatory education allotment need to primarily benefit students in at-risk situations served in compensatory educational programs, such as Title I. Object codes are grouped into six major expenditure categories:

1. Object Code series 6100: Payroll,
2. Object Code series 6200: Professional and contracted services,
3. Object Code series 6300: Supplies and materials,
4. Object Code series 6400: Other operating costs,
5. Object Code series 6500: Debt service (not used by departments or schools),
6. Object Code series 6600: Capital outlay for land, buildings and equipment.

Organization codes specify the school or department using the allotment. Program intent codes are used to account for the cost of instruction and other services that are directed toward a particular need of a specific set of students. Program intent codes will not be described or used in this section.

Function codes. There are 20 different function codes. Only the most frequently used codes for Title I schools and departments in the district will be described. Expenses may include, but are not limited to, those found in Figure 1.

<b>Function 11: Instruction</b>	
<ul style="list-style-type: none"> <li>• Classroom teachers for individualized instruction</li> <li>• Additional classroom teachers as a results of class size reduction</li> <li>• Teacher assistants</li> <li>• Specialized instructional supplies, materials or equipment</li> <li>• Extension of the instructional day, week, and/or year</li> <li>• Instructional computer labs and supplies</li> <li>• Dropout recovery/dropout intervention services</li> <li>• Summer/Intersession programs serving students in at-risk situations</li> <li>• Drug education programs</li> <li>• Improvements and enhancements to programs for LEP students</li> <li>• In-school suspension programs</li> </ul>	
<b>Function 13: Curriculum Development and Instructional Staff Development</b>	
<ul style="list-style-type: none"> <li>• Staff that research and develop innovative, new or modified instruction</li> <li>• Fees for outside consultants conducting in-service or staff development for instructional staff</li> <li>• Staff who prepare and conduct in-service or staff development for instructional staff</li> <li>• Travel for instructional staff to attend in-service or staff development meetings</li> <li>• Substitute pay for instructional staff attending staff development or in-service training</li> <li>• Tuition and fees paid by the school for instructional staff to attend college for additional hours</li> <li>• Supplies, materials and equipment for curriculum development or in-service training</li> </ul>	
<b>Function 21: Instructional Leadership</b> <ul style="list-style-type: none"> <li>• Instructional supervisors</li> <li>• Special population or educational program coordinators or directors</li> <li>• Campus planning activities</li> <li>• Curriculum coordination</li> </ul>	<b>Function 23: School Leadership</b> <ul style="list-style-type: none"> <li>• Additional assistant principals that work with students in at-risk situations</li> <li>• Costs incurred related to migrant students</li> </ul>
<b>Function 31: Guidance, Counseling and Evaluation Services</b> <ul style="list-style-type: none"> <li>• Counselors and related staff, including counselors for students in at-risk situations</li> <li>• Mental health screening</li> <li>• Psychologists, psychiatrists, and diagnosticians</li> <li>• Testing materials for standardized tests</li> </ul>	<b>Function 32: Social Work Services</b> <ul style="list-style-type: none"> <li>• Truant and attendance officers</li> <li>• School social workers</li> </ul>
<b>Function 41: General Administration</b> <ul style="list-style-type: none"> <li>• Indirect costs attributable to State compensatory education</li> </ul>	<b>Function 51: Plant Maintenance and Operations</b> <ul style="list-style-type: none"> <li>• Salaries and expenditures for maintenance of special equipment used in compensatory education</li> </ul>
<b>Function 52: Security and Monitoring Services</b> <ul style="list-style-type: none"> <li>• Direct costs are not typically recorded to this function</li> </ul>	<b>Function 61: Community Services</b> <ul style="list-style-type: none"> <li>• Parental involvement activities</li> <li>• After-school program activities</li> </ul>

Figure 1. Function codes and sample expense types.

Various function codes are used for different types of expenses within different object codes. For example, within object code series 6100, function 11 would be teacher or teacher assistant salaries, including salaries and wages, extra duty pay, health and life insurance, workman's compensation, Texas Retirement System payments, Social Security and Medicare. Within object code series 6200, function 11 frequently is assigned to contracted services for copier equipment maintenance. Function 11 in the object code series 6300 includes reading and testing materials, workbooks, and software under \$500. Within object code series 6400, function 11 is used for miscellaneous expenses such as incentive program materials for students. The purchase of computers, audio-visual equipment, copier machines and equipment over \$500 would fall within object code series 6600, function 11. Figure 2 lists frequent uses of function codes for the various object code series.

<b>Object Code Series 6100: Payroll</b>
<ul style="list-style-type: none"> <li>• <b>Function 11:</b> Teacher or teacher assistant salaries</li> <li>• <b>Function 13:</b> Extra-duty pay for teachers attending staff development</li> <li>• <b>Function 21:</b> Salary for an employee in a District department</li> <li>• <b>Function 51:</b> Salary for custodial staff</li> <li>• <b>Function 52:</b> Salary for a security guard</li> <li>• <b>Function 61:</b> Salary for a community liaison, extra-duty pay for teachers in after-school programs, part-time pay for extra after-school program personnel</li> </ul>
<b>Object Code Series 6200: Professional and Contracted Services</b>
<ul style="list-style-type: none"> <li>• <b>Function 11:</b> Rental and maintenance of copy machines</li> <li>• <b>Function 13:</b> Fees for an out-of District person to conduct staff development</li> <li>• <b>Function 21:</b> Salary for an employee in a District department</li> <li>• <b>Function 61:</b> Contracted services for an after-school program, such as Voyager</li> </ul>
<b>Object Code Series 6300: Supplies and Materials</b>
<ul style="list-style-type: none"> <li>• <b>Function 11:</b> Purchase of reading, mathematics or testing materials, purchase of workbooks, supplemental materials, or software under \$500</li> <li>• <b>Function 13:</b> Supplies needed for staff development, such as a book or other printed materials</li> <li>• <b>Function 51:</b> Toilet paper and cleaning supplies</li> <li>• <b>Function 61:</b> Snacks for an after-school program</li> </ul>
<b>Object Code Series 6400: Other Operating Costs</b>
<ul style="list-style-type: none"> <li>• <b>Function 11:</b> Miscellaneous, including incentive trips</li> <li>• <b>Function 13:</b> Travel money for teachers to attend staff development</li> <li>• <b>Function 61:</b> Miscellaneous after-school supplies</li> </ul>
<b>Object Code Series 6600: Capital Outlay</b>
<ul style="list-style-type: none"> <li>• <b>Function 11:</b> Purchase of computers, audio-visual equipment or copier for over \$500</li> </ul>

Figure 2. Typical expenditures for functions within various object code series.

### Use of Title I, Part A Entitlement Funds

To ensure that Title I, Part A funds are used to provide services that are in addition to regular services normally provided for participating children by a local education agency (LEA), the LEA must meet three requirements:

- (1) Maintain State and local effort;
- (2) Provide services in project areas with State and local funds that are at least comparable to services provided in areas not receiving Title I, Part A services; and
- (3) Use Title I, Part A funds to supplement, not supplant, regular non-federal funds.

State and local operating expenditures by function (as described above), as well as expenditures from funds provided by the federal government, are monitored by the State through the Public Education Information Management System (PEIMS) submission to assess if maintenance of effort has occurred. Expenditures in the following function codes are monitored: 11, 12, 13, 21, 23, 31-36, 41, 51, and 61 (see Figure 1, page 12).

Through program consolidation and new flexibility, *NCLB* allows local communities and school districts greater discretion in using federal funds while demanding accountability for how taxpayer money is spent. *NCLB* encourages federal money to be used to solve problems, rather than to subsidize bureaucracy. States and local school districts that are meeting adequate yearly progress may transfer up to 50% of the funding they receive for Teacher Quality, Educational Technology, Innovative Programs, and Safe and Drug-Free Schools to any one of these programs or to the program for disadvantaged children known as Title I without separate approval.

Although a schoolwide campus program must include the 10 components described on page 9, it is not required to target a specific funding source to a program-specific activity. As long as the campus as a whole includes the 10 components, it can spend its federal resources for any allowable costs associated with improving student performance. Neither an LEA nor a schoolwide program campus is required to assign specific costs to federal funds. In other words, federal funds combined in a schoolwide program lose their specific program identity and may be used for any allowable costs associated with improving student academic performance.

Because *NCLB* is so flexible, the few specific uses of funds are related to (a) professional development and (b) parent involvement. Local education agencies must reserve 5%-10% of their Title I, Part A entitlement, unless a lesser amount is needed, to help Title I teachers and paraprofessionals meet the qualification requirements. These funds are not used to help teachers on non-Title I campuses. Also, 1% of the entitlement must be used to carry out Title I, Part A parent involvement activities, including promoting family literacy and parenting skills. However, for Title I schools in School Improvement status, LEAs must reserve no less than 10% of their Title I, Part A entitlement for professional development and 5% for Parental Involvement.

#### Title I Programs in Private Schools and Institutions for Neglected or Delinquent Children and Youth

Section 1120 of Title I, Part A, of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *No Child Left Behind Act*, requires a participating local education agency to provide eligible children attending private elementary and secondary schools, their teachers and families with Title I services or other benefits that are equitable to the services and benefits provided to eligible public school students, their teachers, and their families. Eligibility requirements for Title I participation state that a student must reside within the attendance area of a participating public school located in a low-income area and be failing, or at risk of failing to meet student academic achievement standards. The Title I program in private schools was designed to supplement the basic language arts curriculum with supplemental instruction in reading.

Title I services in religious schools. Some factors are known to inhibit the effect of Title I services on the number of private or religious private school students participating in Title I. These factors included the practical difficulty of serving small concentrations of students, disapproval of available program design options by educators or parents, and the absence of cooperative agreements between school districts to serve students who live in a Title I attendance area in one school district but attend school in another school district.

However, the United States Supreme Court decided that supplementary instruction under Part A of Title I of the *Elementary and Secondary Education Act* may be provided in religiously affiliated private schools without violating the Establishment Clause of the First Amendment.

Thus, the Court overruled a previous decision, thereby eliminating the legal necessity for costly and often less educationally effective alternative arrangements for the provision of Title I services to eligible students in private schools.

Title I services in institutions. The *Elementary and Secondary Education Act* also required the LEA to conduct the Title I program in local institutions for neglected or delinquent children and youth, in addition to the program in the district and private schools. It defines the term “institution for neglected children” as a public or private residential facility, other than a foster home, that is operated for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable State law, due to abandonment, neglect, or death of their parents or guardians. An “institution for delinquent children” is defined by the same Act as a public or private residential facility, for the care of children who have been adjudicated to be delinquent or in need of supervision.

The overall goal of the Title I program for Neglected or Delinquent Children and Youth is to improve the educational performance of the children in institutions, irrespective of their home school or economic deprivation level. More specifically, the goal is to help the neglected or delinquent children and youth succeed in the regular education program, through supplemental instruction or tutoring in reading and language arts or mathematics, at both the basic and advanced skills levels.

## PURPOSE AND SCOPE OF THE EVALUATION

The purpose of the evaluation was (a) to describe the districtwide Title I program and services provided, and (b) to assess the impact of the program on students' achievement after receiving services. The first part of the evaluation describes (a) how district departments and schools budgeted and used their Title I allotment, and (b) the characteristics of teachers and students in Title I schools.

The second part of the evaluation, which focuses on the impact of instruction in Title I schools on student achievement, relied on norm- and criterion-referenced test scores. These measures included the *Iowa Tests of Basic Skills (ITBS)* for English proficient students, *Logramos* for Spanish-speaking students, and the *Texas Assessment of Knowledge and Skills (TAKS)*.

Percentile scores were used for *ITBS* and *Logramos* analyses. Percent passing was used for the *TAKS* analyses. Data were reported by ethnicity, gender, economic status, English proficiency, Special Education enrollment and grade where applicable.

The use of Title I funds in the private schools and institutions was described. Achievement data were assessed for those schools that collected test scores.

## MAJOR EVALUATION QUESTIONS AND RESULTS

### *2.1 How were the Title I funds spent in the district?*

#### Methodology

Expenditures for district departments and schools were extracted from the district's financial reporting system, Oracle. Expenditures were coded by object, function, and organization. This report does not detail specific expenditures for district organizations (departments and schools) of their Title I allotment. However, knowledge of general object and function codes provides a reasonable amount of information. The Title I fiscal year extends from July of one year through June of the following year. For each organization, the adjusted amount placed in the object and function code and the year-to-date expenditure (as of August 19, 2007) were described, with the exception of payroll information in the month of June as it was not yet available. Expenditures were reported by (a) total funds spent by district organizations (i.e., high,

middle, and elementary schools; departments; and institutions), (b) function codes (see Figure 1 on page 12), (c) object codes (see Figure 2 on page 13), and (d) specific categories spent by district organizations.

To show the different spending patterns of schools and departments, object and function codes were grouped into categories to reflect the majority of spending within school levels and departments (Table 3). Line codes with function 13 were grouped into the Professional Development category. Teacher Salary encompassed salaries as well as other compensations including Social Security and Group Health. Extra Duty Pay consisted of spending for instructional or community personnel to work on extra-curricular activities including after-school programs. Supplies and Materials were separated into three categories to acknowledge the amount spent on non-instructional items and library resources.

Table 3  
Budget Categories by Object and Function Codes

Category	Object Code(s)	Function Code(s)
Professional Development	All	13
Teacher Salary	6100s (except 6118 & 6125)	11 & 12
School Leadership Salary	6100s (except 6118 & 6125)	21 & 23
Guidance/Health Services	6100s (except 6118 & 6125)	31-33
General Administration	6100s (except 6118 & 6125)	41
Community Liaison Salary	6100s (except 6118 & 6125)	61
Extra Duty Pay	6118 & 6125	All (except 13)
Extra Duty Pay, Community	6118 & 6125	61
Contracted, Teacher	6200s	11
Contracted, Leadership	6200s	21 & 23
Contracted, Community	6200s	61
Contracted, Printing	6294	All (except 13)
Supplies, Instructional	6300s	11
Supplies, Library	6300s	12
Supplies, not Instructional	6300s	>13
Travel	6400-6419, 6494	All (except 13 & 61)
Travel, Community	6400-6419, 6494	61
Other, Instructional	6499	11
Other, Community	6499	61
Capital Purchases	6600s	All (except 13)

## Results

### Distribution of District Title I Funds

As of August 19, 2007, the schools, various district administrative departments and institutions within district boundaries had spent \$76,678,635 in Title I money. District departments received almost three-fifths of this amount (59.9%), which was more than 3% above the percent spent in 2005-06 and about 9% more than the percent spent in 2004-05 (Denson & Williams-Palmer, 2005; and Denson & Williams-Palmer, 2006). Each school level spent less money during the 2006-07 school year, as compared to the previous year, while institutions increased their spending from 0.5% to 0.8% of the total Title I allotment. Elementary schools received 24.6% (Figure 3).

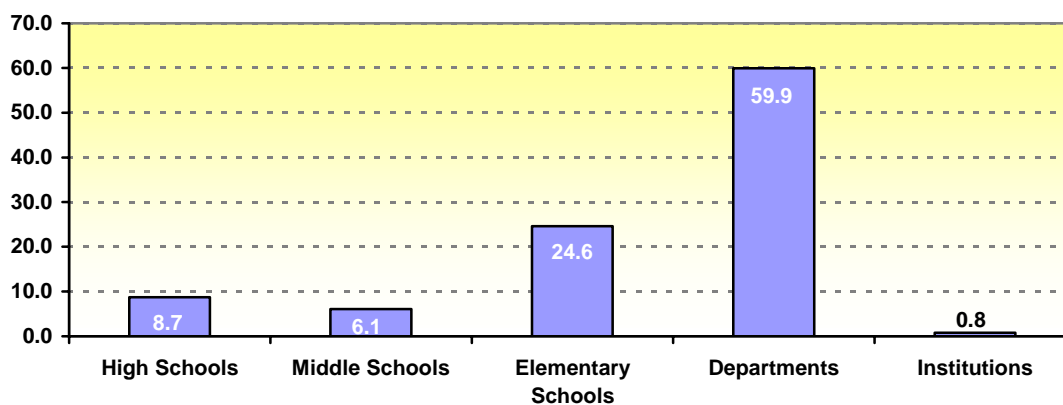


Figure 3. Percentage of total Title I allotment received by district organization.

Forty-four district departments received Title I allotments (Table 4). Departments of Campus-Based Allocations, Technology Local, Extended Year School, Alternative Programs and Mathematics spent the largest amounts. Several departments spent more than their budgeted allotment, most notably Technology Local, Curriculum Development, and Area 1, 2, 3 and 5 Offices. Seven departments spent funds that were not budgeted including the Deputy Superintendent of Instructional Services.

Table 4

## Title I Expenditures for District Departments, 2006-07

Department	Amount Budgeted	Amount Spent
Campus-Based Allocations	9,634,141	8,713,282
Technology Local	4,398,123	4,526,155
Extended Year School	5,000,000	4,327,018
Alternative Programs	4,224,050	4,080,891
Mathematics	3,646,065	3,126,365
Library/Media Services	2,459,213	2,455,123
Youth & Family Centers	2,467,965	2,127,579
School Operations	4,544,000	1,952,131
Curriculum Development	1,461,012	1,512,910
Dallas Reading Plan	1,721,891	1,394,180
College Readiness	2,086,113	1,211,607
Psychological Services	1,059,952	1,027,492
Science	1,440,335	996,000
Benchmark Assessment	1,356,988	930,118
School Support Services	996,314	852,851
Evaluation	994,264	772,527
Early Childhood Education	894,442	741,935
Dyslexia Services	682,303	616,995
Teaching & Learning	879,300	555,643
Advance Academic Services & Magnet	515,000	466,850
Fine Arts	459,000	458,982
School Improvement Team	736,749	445,984
Social Studies	441,692	412,865
Before & After School Programs	400,000	380,196
Area 2 Office	155,802	245,751
Budget Development and Control	280,098	233,206
Area 5 Office	156,821	223,101
Area 3 Office	165,177	188,276
Area 4 Office	199,018	185,588
Parent/SMDM Training	360,571	181,108
Transportation Services	200,000	155,700
Area 1 Office	137,759	152,827
Area 6 Office	134,178	113,264
Accounting Service	74,340	49,516
Student Transfers	85,000	47,341
Deputy Supt-Instructional Services	0	22,076
Student Support Team	451,623	6,412
Group Assessment	0	5,688
Disciplinary Alternative Ed Program	0	1,321
Multi-Language Enrichment	0	448
Program Evaluation	0	196
Transformation Management Office	0	138
Counseling Services	58,000	132
Institutional Research	0	7
Total	\$54,957,299	\$45,897,771

### District Expenditures of Title I Funds

Expenditures for the district were totaled by function code (see page 12). The greatest proportion of Title I funds was spent on the Instruction Function (11), which primarily encompassed teachers' and teacher assistants' salaries, as well as supplies and materials (Figure 4). Monies allotted to professional development (Function 13) were spent (a) through payroll for sending teachers and staff to professional development, (b) on materials for staff development, and (c) by departments preparing staff development sessions for teachers. Community Services (Function 61), including salaries for community liaisons, parent involvement and after-school activities, accounted for 8.0% of the Title I allotment. Thus, the 10.5% of the total Title I budget spent on professional development (5%-10% required) and the 1% on parental involvement across the district met *NCLB* requirements.

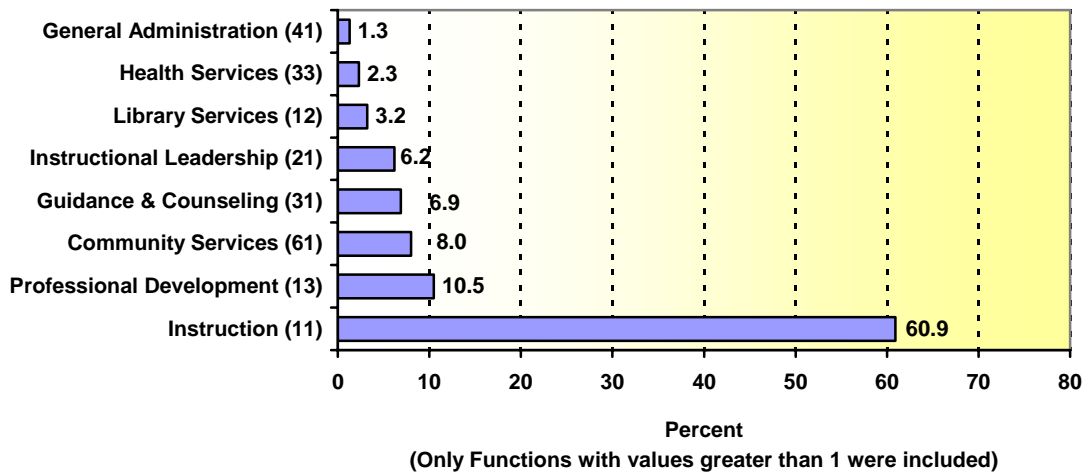


Figure 4. Percentage of total Title I allotment by percent spent in various function codes.

Expenditures for the district were totaled by object code (Figure 5). Almost 62% of the overall Title I allotment was budgeted into the Payroll (6100) object series. Supplies and materials accounted for 17% of the Title I allotment.

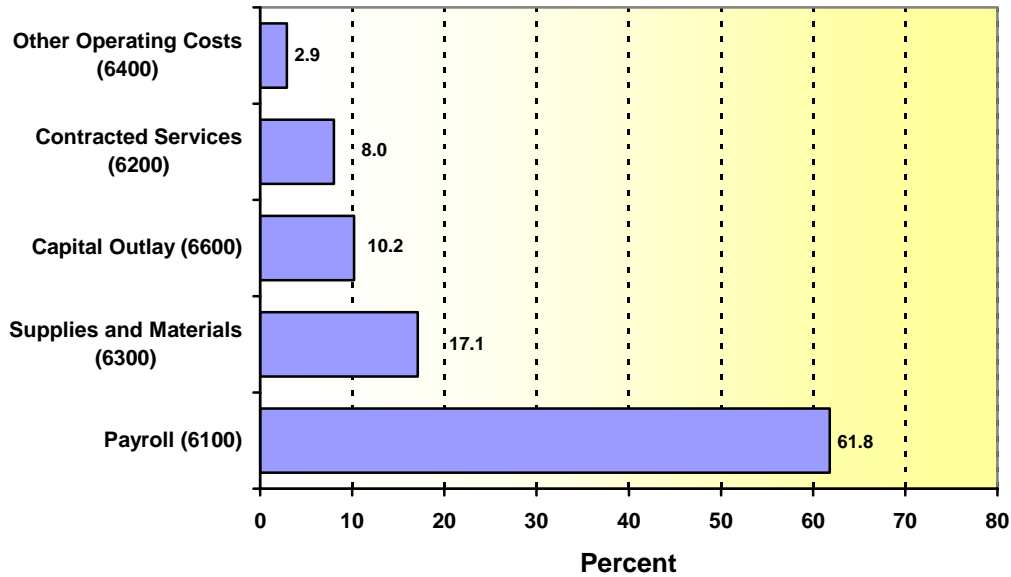


Figure 5. Percentage of total Title I allotment by percent spent in object codes.

Percentage of total Title I funds spent by school level and departments were analyzed by budget categories specified in Table 3 on page 18. The largest proportion of Title I funds across all district organizations was spent on teacher salaries (30%) (Table 5). High schools spent the largest percentage of funds on teacher salaries (60%), followed by elementary schools (48%) and middle schools (42%). Supplies for instruction accounted for 14% of total funds, with elementary schools spending 22% of their funds, followed by middle (21%) and high schools (14%). Community liaison salaries accounted for 11% of middle school expenditures, 8% of high school expenditures, and 6% of elementary school expenditures. Teacher salaries, supplies for instruction and community liaison salaries accounted for the majority of Title I funds for schools followed by extra duty pay, where high schools allocated 6%, middle schools 6%, and elementary schools 9%. The percentage of total Title I funds for professional development was 6%, for high, 8% for middle, and 6% elementary schools. Departments spent 17% of their Title I funds on teacher salaries, followed by capital purchases (14%), professional development (13%), and guidance or health services (13%). While departments allocated monies to a variety of categories, institutions primarily spent money on general administration salaries (45%) and contracted teachers' salaries (38%).

Table 5

Percent of Expenditures of Title I Funds by Category  
and District Organization

Category	High		Middle		Elementary		Department		Institutions		Total %*
	N	%	N	%	N	%	N	%	N	%	
Teacher Salary	22	59.5	26	42.2	150	48.4	11	16.5	--	--	29.6
Supplies, Instructional	22	13.6	27	21.2	150	22.0	11	9.6	2	10.2	13.7
Professional Develop	22	6.1	27	8.0	150	6.3	17	13.3	--	--	10.5
Capital Purchases	6	1.4	6	5.2	48	2.4	12	13.5	--	--	9.1
Guidance/Health Svc	3	1.2	1	1.5	6	0.8	9	12.8	--	--	8.0
Extra Duty Pay	21	6.2	22	6.0	125	8.5	17	8.3	--	--	7.9
Com Liaison Salary	16	8.3	14	11.2	48	6.4	10	5.3	--	--	6.2
Contracted, Teacher	18	1.4	7	0.7	40	0.9	9	6.2	1	37.5	4.4
School Leader Salary	2	<0.1	--	--	3	<0.1	19	6.4	--	--	3.9
Supplies, not Instruct	14	0.9	19	1.0	133	2.0	27	1.8	1	0.1	1.7
Gen Admin, Salary	--	--	--	--	--	--	9	1.5	1	44.7	1.2
Travel	9	0.3	16	1.9	84	1.3	30	0.7	1	5.9	0.9
Contracted, Counselor	--	--	--	--	1	<0.1	7	0.8	--	--	0.5
Printing	4	0.1	2	<0.1	13	0.1	12	0.8	1	0.3	0.5
Extra Duty Pay, Com	3	0.1	3	0.2	9	<0.1	5	0.6	1	<0.1	0.4
Contracted, Com	5	0.1	3	0.2	18	0.2	4	0.5	--	--	0.3
Contracted, Leader	--	--	--	--	--	--	4	0.5	--	--	0.3
Other, Instructional	7	0.9	8	0.6	45	0.5	6	<0.1	--	--	0.3
Supplies, Library	--	--	--	--	1	<0.1	1	0.6	--	--	0.3
Contracted, General	--	--	--	--	--	--	4	<0.1	1	0.7	<0.1
Maintenance Salary	2	<0.1	3	<0.1	3	<0.1	4	0.2	--	--	0.1
Other, Community	5	<0.1	5	0.2	29	0.1	3	<0.1	--	--	0.1
Other, Gen Admin	--	--	--	--	--	--	4	<0.1	1	0.5	<0.1
Other, Leadership	1	<0.1	--	--	1	<0.1	4	<0.1	--	--	<0.1
Travel, Community	6	<0.1	5	<0.1	16	<0.1	5	0.1	--	--	<0.1
Miscellaneous	--	--	--	--	--	--	2	<0.1	--	--	<0.1

Note. "N" = Number of schools within that level using the object and function code. "%" = Percent of total funds for that organization level spent in that category. "%\*" = Percent of total funds spent in that category. Percents may not add to 100 due to rounding.

Figure 6 is a graphical representation of expenditure categories by school level and departments. The majority of funds was spent on teacher salaries followed by instructional supplies and community liaison salaries.

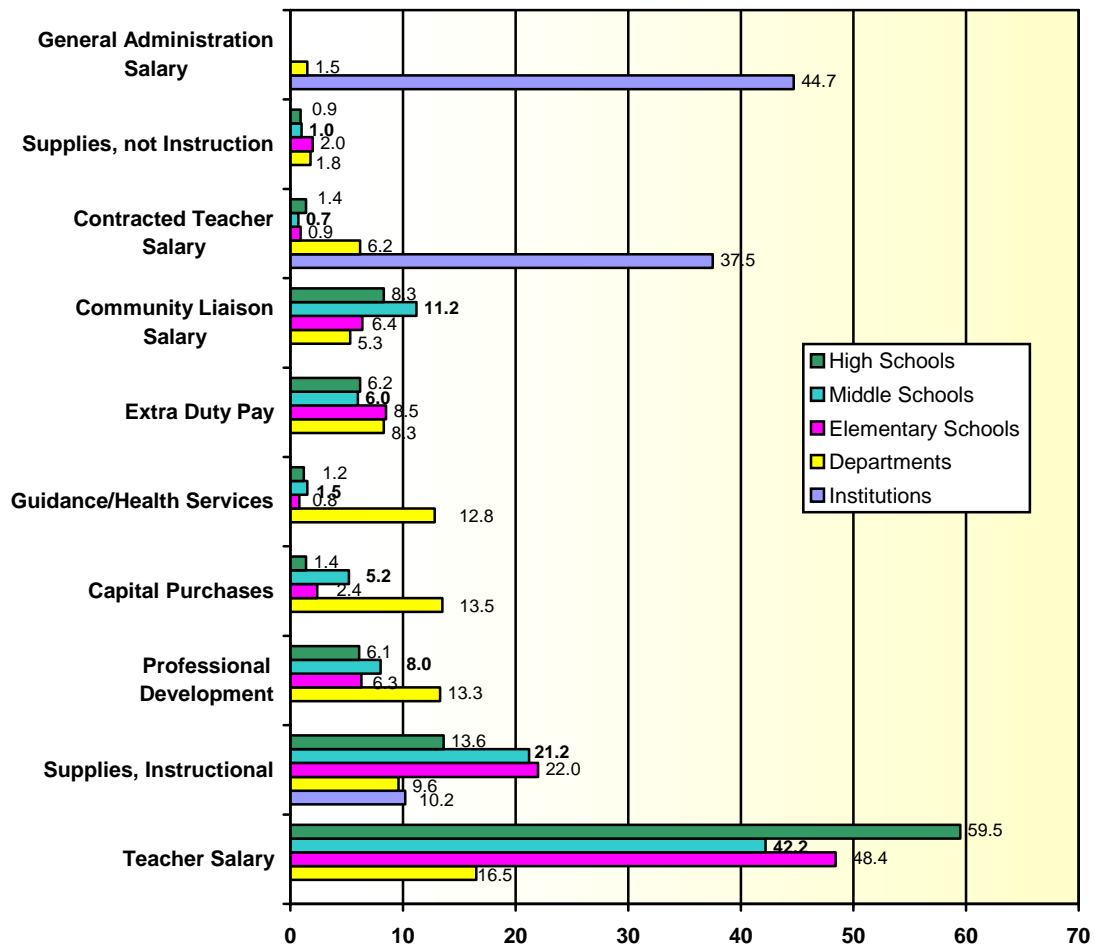


Figure 6. Percent of total Title I allotment spent by district organization.

### Conclusions

Almost 44% of the district's Title I allotment was distributed among the 199 Title I schools, while 44 district departments received 60% of the funds. Approximately 61% of the Title I monies were spent in the Instruction function (Function 11). District organizations allocated 30% of the total Title I funds to meet teacher salaries, a portion of Function 11. Supplies for instruction accounted for 14% of expenditures. Eleven percent (11%) of the total Title I funds were used for professional development and 6% was spent on community liaisons' salaries. Therefore, on an aggregated level, the district met the two *NCLB* requirements for expenditures on professional development and parental involvement.

## *2.2 What were the characteristics of the program's staff and the served student population?*

### Methodology

#### Title I Teachers and Paraprofessionals

Teachers. Because all Title I schools in the district are schoolwide programs, all teachers in these schools were included in the analyses, regardless of the funding source for their positions. Demographic characteristics of teachers in Title I schools were compiled from the Oracle system on October 13, 2006. Gender, ethnicity, years of teaching experience in the district, highest degree earned, and certification information are presented by school level. Though most of the teacher data are correct, there are some fields or variables that are not updated annually, for example, highest degree earned and certification information. For this reason, the findings reported are only as accurate as the database from which the data were taken.

Inexperienced teachers. The experience of teachers from non-Title I and Title I schools was compared descriptively using the percent of alternative certification teachers and the state and local experience for both groups at the elementary, middle and high school levels.

Paraprofessionals. Although paraprofessionals were listed on the personnel database, it was impossible to ascertain which of these provided instructional support in a program supported with Title I, Part A funds (see definition on p. 6). The Human Resources Department provided information regarding teacher assistant qualifications.

#### Title I Students

Student demographics were taken from the district's student database on April 30, 2007. The numbers of students served are presented by grade, gender, ethnicity, English proficiency status, special education status, and economic status (based on free and reduced lunch status). All students from schoolwide Title I schools were included in the analyses.

### Results

#### Characteristics of Teachers

At each school level, elementary, middle and high school, there was a greater percentage of female teachers (Table 6 on page 27). However, percentages of male teachers

were greater in high and middle schools, 46% and 33%, respectively, compared to 19% in elementary schools. The ethnicity of teachers varied greatly across school levels. At the elementary level, both White (32%) and African-American personnel (35%) comprised the majority of teachers. At the middle school level, 53% of the teachers were African American and 35% were White. Forty-three percent (43%) of the high school teachers were White and 43% were African American. More Hispanic teachers were at the elementary level (30%) than at the middle (8%) or high school levels (10%).

At the elementary level, 68% of the teachers had earned bachelor's degrees, and 25% had Master's degrees. Slightly higher percentages of middle school and high school teachers had Master's degrees (27% and 29%, respectively). About half (49%) of the elementary, middle, and high school teachers had five or less years of teaching experience in the district. The median number of years of experience in the district was nine years for all school levels. Almost 40% of elementary teachers had five or less years of total teaching experience, similar to middle (38%) and high (34%) school teachers. However, 23% or greater at each school level had 21 or more years total teaching experience.

The *NCLB* legislation requires that all Title I teachers in core academic subjects hired after the first day of the 2002-03 school year be "highly qualified." New teachers must be certified by the State (including alternative certifications) and hold at least a bachelor's degree. In addition, new middle or high school teachers must have a major in their teaching area or have passed a rigorous subject matter test. Slightly less than 90% of the teachers at each school level held a teaching certificate. However, this does not mean that all of these were "highly qualified," particularly at the secondary level, where out-of-field teaching was more prevalent. There was a similar proportion of teachers (10%) at elementary, middle and high schools who were enrolled in the Alternative Certification (AC) program.

Table 6

Demographic Characteristics of Teachers in Title I Schools  
by School Level

Characteristic	High School (N = 2,115)		Middle School (N = 1,748)		Elementary School (N = 5,694)	
	N	%	N	%	N	%
Gender						
Male	972	46	583	33	1,092	19
Female	1,143	54	1,165	67	4,602	81
Ethnicity						
White	909	43	611	35	1,844	32
African American	918	43	928	53	1,984	35
Hispanic	202	10	145	8	1,727	30
Asian	53	3	45	10	93	2
American Indian	21	1	9	1	25	<1
Pacific Islander	12	1	9	1	19	<1
Highest Degree Earned						
Associate's	3	<1	0	-	0	-
Bachelor's	1,258	60	1,134	65	3,852	68
Master's	621	29	476	27	1,445	25
Doctorate	52	3	19	1	55	1
Missing information	181	9	119	7	342	6
Years Teaching in the District						
1-5	1,026	49	848	49	2,783	49
6-10	427	20	371	21	1,074	19
11-15	218	10	189	11	586	10
16-20	158	7	138	8	445	8
21+	284	13	200	11	790	14
Missing	1	<1	2	<1	16	<1
Median Years	9		9		9	
Total Years Teaching						
1-5	721	34	528	38	2,242	39
6-10	420	20	354	20	1,090	19
11-15	282	13	219	13	625	11
16-20	161	8	148	8	421	7
21+	530	25	497	28	1,300	23
Missing	1	<1	2	<1	16	<1
Median Years	13		12		12	
Certification Status						
Have teaching certificate <sup>a</sup>	1,810	86	1,534	88	5,077	89
Uncertified AC teachers <sup>b</sup>	207	10	177	10	556	10
No certification <sup>c</sup>	98	5	37	2	61	1

Note. Percents may not add to 100 due to rounding. Data were compiled from the Oracle database drawn on October 13, 2006.

<sup>a</sup>These data include all teachers with certification. These teachers have a certification issued by the Texas State Board for Educator Certification (SBEC) as Provisional, Professional, or Standard. Teachers have taken and passed the required Texas certification examinations. This does not insure that teachers are certified for the courses they are currently teaching, only that they have an SBEC certification.

<sup>b</sup>These data include teachers that are currently in the Dallas ISD Alternative Certification program.

<sup>c</sup>These data include teachers that have no certification listed on the Human Resources database.

Experience of Title I and non-Title I teachers. The vast majority of elementary schools in the district are schoolwide Title I programs; only three schools are non-Title I. However, only one percent (1%) of non-Title I elementary teachers had less than one year total teaching experience at the state level compared to eight percent (8%) of teachers at Title I schools (Table 7). Percentages were similar at the high school level, where two percent (2%) and six percent (6%) of teachers at non-Title I and Title I schools, respectively, had less than one year experience. At each school level, there was a greater percent of teachers with more than 20 years of state experience in non-Title I schools, particularly at high schools where the difference was 13%.

Table 7  
Percent of Teachers in Title I and Non-Title I Schools  
at Levels of Experience by School Level

Characteristic	High School		Middle School		Elementary School	
	Title I (N=2,149)	Non-Title I (N=326)	Title I (N=1,636)	Non-Title I (N=103)	Title I (N=5,694)	Non-Title I (N=200)
State Experience						
Less than 1 year	6	2	6	6	8	1
1-5 years	25	16	29	19	32	21
More than 20 years	26	39	21	28	21	30
Local Experience						
Less than 1 year	12	5	9	10	11	4
1-5 years	34	27	35	24	38	25
More than 20 years	15	24	11	16	12	18
Certification						
Alternative Certification	16	6	16	12	20	7

Similar differences were seen in the percentage of teachers with varying amounts of local experience. The greater contrast again was seen at the high school level where 24% of teachers at non-Title I high schools had more than 20 years of experience in the district, while only 15% of teachers at Title I high schools had taught locally for that long.

At each school level, the percentage of alternatively certified (AC) teachers was greater at Title I than non-Title I schools. At the elementary level, 20% of teachers at Title I schools were trained through the AC program, while only seven percent (7%) of elementary teachers at non-Title I schools were certified in that manner.

Percents are most likely more disparate at the high school level because the non-Title I high schools are all magnet schools, with a teacher selection process in place that demands experience. Nevertheless, it is clear that students in non-Title I schools are served by a teaching force that has more experience and fewer alternatively certified teachers than those in schoolwide Title I schools at each school level.

#### Characteristics of Paraprofessionals

The Human Resources Department reported that there were 1,761 teacher assistants who provided support in core academic subject areas. Of those, 233 (13%) had Associate's degrees or higher, 156 (9%) had completed two years of study at an institute of higher learning, and 1,372 (78%) had passed the district test demonstrating knowledge of reading, writing and mathematics.

#### Characteristics of Students

Ethnicity of Title I students. A total of 148,907 students were enrolled in 199 Title I schoolwide program schools (Table 8). Hispanic (65%) and African-American (29%) students made up the majority of the Title I student population (94%), while White (4%), Asian (1%), and Native-American (0.2%) students combined accounted for 5%. The Hispanic population represented the largest ethnic group from early childhood through grade twelve. There was a slightly higher percent of African-American students in higher grades as compared to lower grades. The converse was true for Hispanic students, where there were fewer grade twelve students (3,487) than prekindergarten students (6,417). There was a large disparity between the percentages of Hispanic teachers and Hispanic students at each school level. The difference was smallest at the elementary level where 68% and 30% of the students and teachers, respectively, were Hispanic (refer to Table 6 on page 27). At the high school level, 57% and 10% of the students and teachers, respectively, were Hispanic.

The increase in student population in grade nine was due to students gaining too few credits during their first year of high school to be classified as sophomores (grade ten), 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 nine to grade twelve, enrollment declined sharply as many students left school without graduating.

Table 8  
Number and Percent of Students Served in Title I Schools  
by Ethnicity and Grade

Grade	African American		Asian		Hispanic		Native American		White		Total
	N	%	N	%	N	%	N	%	N	%	N
EC	136	29	3	1	295	62	0	0	40	8	474
PK	1,723	21	46	1	6,417	77	5	<1	144	2	8,335
K	3,497	25	108	1	9,543	69	22	<1	586	4	13,756
1	3,709	26	135	1	9,703	69	27	<1	570	4	14,144
2	3,533	27	97	1	9,009	68	28	<1	535	4	13,202
3	3,454	27	115	1	8,692	68	20	<1	490	4	12,771
4	3,340	28	91	1	7,851	67	23	<1	471	4	11,776
5	3,277	29	108	1	7,586	66	32	<1	452	4	11,455
6	3,272	30	111	1	6,892	64	23	<1	490	5	10,788
7	3,017	32	65	1	5,918	63	11	<1	413	4	9,424
8	3,243	33	80	1	6,089	62	28	<1	404	4	9,844
9	4,066	34	105	1	7,227	60	28	<1	525	4	11,951
10	2,811	36	72	1	4,601	58	24	<1	394	5	7,902
11	2,547	38	80	1	3,675	55	20	<1	383	6	6,705
12	2,410	38	51	1	3,487	55	24	<1	408	6	6,380
Total	43,899	29	1,267	1	96,985	65	315	<1	6,305	4	148,907

Note. EC = Early childhood. PK = Prekindergarten. K = Kindergarten. N = Number of students. % = Percent within that grade. Data were extracted on 4-29-07.

Since 2002-03, when all Title I schools became schoolwide campuses, the number of Title I students served in the district has remained relatively stable (Table 9). The slight drop in the 2005 and 2007 Title I population from 2003 was due to a decline in district enrollment.

Table 9

Number and Percent of Title I Students Served  
by Ethnicity and Year, 2002-2006

Year	African American		Hispanic		White		Asian American		Native American		Total
	N	%	N	%	N	%	N	%	N	%	
2002-03	49,895	33	91,420	60	9,009	6	1,735	1	459	<1	152,518
2003-04	46,866	31	93,075	62	8,331	6	1,538	1	404	<1	150,214
2004-05	44,967	30	94,122	64	7,359	5	1,467	1	392	<1	148,307
2005-06	46,136	31	96,435	64	6,793	5	1,341	1	344	<1	151,049
2006-07	43,899	29	96,985	65	6,305	4	1,267	1	315	<1	148,907

Note. Beginning in 2002-03, all Title I schools were schoolwide programs. Data for 2006-07 were extracted on 4-30-07.

Language proficiency and gender of Title I students. Thirty-three percent (33%) of Title I students were identified as limited English proficient (LEP) (Table 10). LEP students comprised the majority of the Title I population only in prekindergarten. By grade five, 75% of Title I students were classified as English proficient. The number of male (50.8%) and female (49.2%) students was approximately equal. The gender distribution was relatively stable for all grades.

Table 10

Number and Percent of Title I Students Served by Grade,  
English Proficiency and Gender, 2006-07

Grade	English Proficiency Status				Gender				Total
	Proficient		Limited		Female		Male		
	N	%	N	%	N	%	N	%	
EC	471	99.4	3	0.6	152	32.1	322	67.9	474
PK	3,443	41.3	4,892	58.7	4,181	50.2	4,154	49.8	8,335
K	7,036	51.1	6,720	48.9	6,812	49.5	6,944	50.5	13,756
1	7,327	51.8	6,817	48.2	6,833	48.3	7,311	51.7	14,144
2	6,847	51.9	6,355	48.1	6,508	49.3	6,694	50.7	13,202
3	6,998	54.8	5,773	45.2	6,202	48.6	6,569	51.4	12,771
4	7,961	67.6	3,815	32.4	5,786	49.1	5,990	50.9	11,776
5	8,594	75.0	2,861	25.0	5,598	48.9	5,857	51.1	11,455
6	8,776	81.3	2,012	18.7	5,243	48.6	5,545	51.4	10,788
7	7,750	82.2	1,674	17.8	4,514	47.9	4,910	52.1	9,424
8	7,844	79.7	2,000	20.3	4,852	49.3	4,992	50.7	9,844
9	9,211	77.1	2,740	22.9	5,656	47.3	6,295	52.7	11,951
10	6,609	83.6	1,293	16.4	3,959	50.1	3,943	49.9	7,902
11	5,816	86.7	889	13.3	3,549	52.9	3,156	47.1	6,705
12	<u>5,508</u>	86.3	<u>872</u>	13.7	<u>3,394</u>	53.2	<u>2,986</u>	46.8	<u>6,380</u>
Total	100,191	67.3	48,716	32.7	73,239	49.2	75,668	50.8	148,907

Note. Data were extracted on 4-30-07.

Special education students in Title I schools. Under *NCLB*, all special education students in schoolwide programs must be served on the same basis as students in the regular education program. A total of 12,943 students were reported eligible for special education in Title I schools in 2006-07, compared to 16,219 in 2004-05 (Table 11). Because of discrepancies in the reporting of primary handicapping condition, tabulations of these conditions were not reported.

Table 11  
Special Education Enrollment by Year,  
2002-2007

Year	Title I Served	Special Education	Percent of Enrollment
2002-03	152,518	14,811	9.7
2003-04	150,214	10,205	6.8
2004-05	148,307	16,219	10.9
2005-06	151,049	13,304	8.8
2006-07	148,907	12,943	8.7

Note. Beginning in 2002-03, all Title I schools were schoolwide programs. Data were extracted on 4-29-07.

Economic status of Title I students. Over the past three years, the percentage of economically disadvantaged students has increased: 2004-05 (82%), 2005-06 (84%) and 2006-07 (85%) (Table 12). There was a drop in the number of reported disadvantaged students in grades nine through twelve. This probably occurred because, although they qualified for free or reduced lunch, these students did not apply for the service or were not at school during the lunch period.

Table 12

## Number and Percent of Economically Disadvantaged Students by Year, 2004-2007

Grade	2004-05			2005-06			2006-07		
	Number Enrolled	Disadvantaged		Number Enrolled	Disadvantaged		Number Enrolled	Disadvantaged	
		N	%		N	%		N	%
EC	696	415	59.6	623	445	71.4	474	380	80.2
PK	7,010	6,512	92.9	7,988	7,604	95.2	8,335	7,818	93.8
K	12,984	11,553	89.0	13,591	12,300	90.5	13,756	12,454	90.5
1	13,785	12,271	89.0	13,910	12,687	91.2	14,144	12,863	90.9
2	12,974	11,576	89.2	13,318	12,048	90.5	13,202	12,021	91.1
3	12,219	10,807	88.5	12,754	11,521	90.3	12,771	11,540	90.4
4	11,953	10,548	88.2	11,706	10,568	90.3	11,776	10,627	90.2
5	11,437	10,063	88.0	12,262	10,965	89.4	11,455	10,269	89.6
6	11,123	9,586	86.2	10,425	9,240	88.6	10,788	9,445	87.6
7	10,215	8,271	81.0	10,289	8,606	83.6	9,424	8,031	85.2
8	9,993	7,680	76.9	9,944	7,958	80.0	9,844	8,075	82.0
9	12,942	8,774	67.8	12,261	9,311	73.8	11,951	8,963	75.0
10	7,820	5,029	64.3	8,364	5,709	68.3	7,902	5,741	72.7
11	6,429	3,996	62.2	6,475	4,287	66.2	6,705	4,533	67.6
12	6,734	3,935	58.4	6,779	4,310	63.6	6,380	4,196	65.8
Total	148,307	121,016	81.6	151,049	127,559	84.4	148,907	126,956	85.3

Note. Data were extracted on 4-29-07.

*2.3 How effective was the Title I program in increasing nonacademic measures of student performance?*

Methodology

The district's graduation rates were obtained from the Texas Education Agency (TEA) website. High school outcome rates were available for all student groups required by *NCLB*. Data for 2006-07 will not be available until June 2008.

Attendance rate is a performance measure required for middle and elementary school campuses. Outcome data on attendance rates were evaluated for trends across two school years. Data for these variables were extracted from the district's student database for all Title I schools. As evaluated for Adequate Yearly Progress (AYP) under *NCLB*, attendance rate is a prior-year measure. However, for this report, attendance rates are also reported for the 2005-06 school year.

## Results

### Graduation Rates

High school outcomes regarding graduation rates were available only for the 2005-06 graduation cohort (Table 13). *NCLB* calculation of the graduation rate includes only those students who graduated within four years in the normal high school setting, not with a grade equivalency diploma (GED). With an overall graduation rate of 68.8%, the district failed to meet the required graduation rate. In 2005-06, African-American (69.8%) and White (81.4%) students had higher graduation rates than Hispanic (65.6%) students. A greater percentage of Hispanic students remained in high school (13.4%) the next school year after they should have completed their coursework than any ethnic group. Twenty-two percent (22%) of LEP students also remained in high school. When considering all students who completed high school coursework, whether in the traditional setting and time period, remaining in high school an additional year, or acquiring a GED, 80.6% of students graduated.

Table 13

2005-06 High School Outcome Rates for Dallas ISD Students by Student Reporting Group

High School Outcome	African American	Hispanic	White	Econ. Disadvan.	Special Ed	LEP	Total	
							N	%
Graduated	69.8	65.6	81.4	69.5	59.9	42.5	6,002	68.8
Graduated Plus*	79.4	80.0	88.1	80.5	79.1	65.0	7,037	80.6
Received GED	0.8	1.1	2.4	0.7	0.4	0.3	93	1.1
Continued HS	8.8	13.4	4.3	10.3	18.8	22.1	942	10.8
Dropped Out	20.6	20.0	11.9	19.5	20.9	35.0	1,693	19.4

Note. Graduated Plus\* includes graduates, continuers, and GED recipients. This information was obtained from the TEA website. The total number of students in the cohort was 8,730. Total N's may not add to 8,730 due to rounding. Data were not yet available for 2006-07 school year.

### Attendance Rates

The overall attendance rates in both 2005-06 and 2006-07 for Title I schools, as well as the attendance rate for each ethnic group, met or exceeded the State's 90% standard (Table 14). Attendance at all grade levels in 2006-07 was similar to attendance levels for the previous year. In both 2006 and 2007, the district met the State's standard with an overall attendance rate greater than 90% for both advantaged and disadvantaged students (Table 15).

Table 14

## Attendance Rates for Title I Schools by Grade, Ethnicity, and Year

Grade	Ethnicity										Total	
	African American		Asian		White		Hispanic		Native American			
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
EC	94	93	95	93	94	91	94	92	85	---	94	92
PK	95	95	95	95	95	94	96	96	87	90	96	96
KN	95	95	97	96	95	95	97	96	94	91	96	96
1	95	96	97	97	95	95	97	97	93	95	96	97
2	96	96	98	97	96	95	97	97	97	96	97	97
3	96	96	98	98	96	96	98	98	94	96	97	97
4	97	97	98	98	96	96	98	98	96	94	97	97
5	97	97	99	98	96	96	98	98	94	96	97	97
6	96	96	98	98	95	95	97	97	93	95	97	97
7	94	94	97	98	94	94	96	96	94	93	95	95
8	93	94	96	98	93	93	95	95	95	94	94	94
9	91	90	96	95	93	92	93	92	93	88	92	91
10	93	92	96	96	94	93	94	93	91	88	94	93
11	92	92	95	94	94	93	94	93	92	89	93	93
12	92	92	95	94	94	93	94	93	92	92	93	93
Total	95	94	97	97	95	94	96	96	94	93	96	95

Note. Data were extracted on 7/9/07.

Table 15

## Attendance Rates for Title I Schools by Grade, Economic Status, and Year

Grade	Economic Status					
	Advantaged		Disadvantaged		Total	
	2006	2007	2006	2007	2006	2007
EC	97	92	93	92	94	92
PK	96	96	96	96	96	96
KN	96	96	96	96	96	96
1	96	97	96	97	96	97
2	97	97	97	97	97	97
3	97	97	97	97	97	97
4	97	97	97	97	97	97
5	97	97	97	97	97	97
6	97	97	97	97	97	97
7	96	95	95	95	95	95
8	94	94	94	94	94	94
9	91	90	92	92	92	91
10	94	92	94	93	94	93
11	93	92	93	93	93	93
12	93	92	94	93	93	93
Total	95	94	96	96	96	95

Note. Disadvantaged students received free or reduced lunch.

## 2.4 How effective was the Title I program in raising student achievement levels in reading and mathematics?

### Methodology

#### Norm-Referenced Measures

Iowa Tests of Basic Skills and Logramos. The *Iowa Tests of Basic Skills (ITBS)* was administered to students in May 2007 to students in grades kindergarten through two and six who were English proficient and LEP students who had previously scored at level 4 or 5 on the *Woodcock-Muñoz Language Survey (WMLS)* or who had been enrolled in the district for at least 30 months. At grade nine, the *Iowa Tests of Educational Development (ITED)* was administered in September 2006 to students meeting the same criteria. *Logramos* was administered to students in Bilingual Education classes in grades kindergarten through two and six.

Analyses of norm-referenced measures. Differences in reading and mathematics achievement from the *ITBS* and *ITED* were assessed using various demographic characteristics (ethnicity, gender, economic status, English proficiency status, and special education designation). These groups correspond to those whose disaggregated results on the *TAKS* are required by the State accountability system. Percentile scores for Reading Comprehension and Mathematics Total were grouped into three bands representing achievement: (a) below grade level (1st-39th percentile), (b) on grade level (40th-59th percentile), and (c) above grade level (60th-99th percentile). Students achieving on or above grade level scored above the 39th percentile. Median percentiles are also reported. *ITBS* and *Logramos* results are presented separately because the two tests are not comparable due to different norm groups for each test.

#### Texas Assessment of Knowledge and Skills (TAKS).

For the evaluation of adequate yearly progress (AYP), *NCLB* required the disaggregation of assessment data for seven student groups: (a) African American, (b) Hispanic, (c) White, (d) economically disadvantaged, (e) special education, (f) limited English proficient, and (g) all students. Although used in the calculation of AYP, special education students who were tested with the *State Developed Alternative Assessment (SDAA)* were not included in this report. AYP requirements were met if the level of proficiency for all students and each student group summed across grades three through eight and ten in reading and language arts and mathematics met or

exceeded AYP targets. The AYP targets for 2006-07 were 60% passing for reading and language arts and 50% passing for mathematics. For a school or district to be rated "Academically Acceptable" by the State, 65% and 45% must pass TAKS Reading and Mathematics, respectively.

The Student Success Initiative required that grade three students pass the 2007 TAKS Reading subtest and grade five students pass the 2007 TAKS Reading and Mathematics subtests to be promoted. Students had three opportunities to pass the test: February, April (reading) or May (mathematics) after receiving intensive intervention, and in July, after attending summer school. In keeping with State decisions, results from the first and second Reading and Mathematics test administration (February and April or May) were combined when describing grades three and five students.

In April 2007, the Reading and Mathematics portions of the English and Spanish TAKS were administered in grades three through ten, and Spanish TAKS in Grades three through six. The TAKS Writing test was administered to grades four and seven students in February 2007. TAKS Science and Social Studies tests were given at grades five and eight, respectively, but were not analyzed for this report. Beginning in 2003-04, passing each of grade eleven TAKS English Language Arts and Mathematics subtests was necessary for graduation. Opportunities to retake the test were available in grade twelve.

On recommendation of the campus Language Proficiency Assessment Committee (LPAC), LEP students in grades three through six could be administered the Spanish TAKS for a maximum of three years. Immigrant students enrolled in U.S. schools for three years or less could be exempted from TAKS testing by the LPAC. However, testing on the Spanish or English TAKS was mandatory for immigrant students with a *Reading Proficiency Tests in English (RPTE)* level of Advanced.

Analyses of TAKS scores. Data were analyzed for students enrolled in Title I schools on April 29, 2007. Demographic data, including ethnicity, economic status (advantaged or disadvantaged), special education status, and English proficiency were collected. TAKS Reading, Mathematics and Writing scores were merged into that database. Percentages of

students passing subtests (i.e., meeting the standard) were used for *TAKS* analyses. Only students with a score code of “Score” were used in the analyses. Percent passing was summarized and presented for the seven student groups required by *NCLB*.

#### Results for Norm-Referenced Measures

The percentage of students who were administered a norm-referenced test in English decreased from 82% in 2005-06 to 67% in 2006-07 in reading and increased from 82% to 83% in mathematics (Table 16). The percentage of students administered a norm-referenced test in Spanish increased from 13% to 36% in reading and decreased from 17% to 7% in mathematics. Beginning the 2006-07 school year, only students in grades kindergarten through two, six and nine were administered a norm-referenced test in English. Norm-referenced tests were administered in Spanish to students in grades kindergarten through two. Therefore, the total number of students tested decreased substantially from the previous year. The number of students in grades kindergarten through nine who tested in English in 2006 totaled 120,179 and in 2007 totaled 63,841. While the total number of students in grades kindergarten through six who tested in Spanish was 87,371 in 2006 and 41,102 in 2007 (Denson & Williams-Palmer, 2006).

Table 16

Number and Percent of Students Served in Title I Schools Who Were Administered  
a Norm-Referenced Test During 2005-06 and 2006-07 by Ethnicity

Ethnicity	2005-06			2006-07		
	Number Served	Percent Tested		Number Served	Percent Tested	
		Reading	Math		Reading	Math
<i>ITBS/ITED</i>						
African American	35,816	93	93	18,077	90	90
Asian	1,083	86	86	556	81	83
Hispanic	77,840	76	77	42,374	56	79
Native American	266	95	94	128	84	86
White	<u>5,174</u>	94	94	<u>2,706</u>	91	91
Total	120,179	82	82	63,841	67	83
<i>Logramos</i>						
African American	24,641	<1	<1	10,739	0	0
Asian	807	<1	<1	340	1	0
Hispanic	58,036	12	12	28,255	53	10
Native American	180	<1	<1	77	4	1
White	<u>3,707</u>	<1	<1	<u>1,691</u>	0	0
Total	87,371	13	17	41,102	36	7

Note. In 2005-06, the *ITBS/ITED* were administered in grades kindergarten through nine and the *Logramos* in grades kindergarten through six. In 2006-07, the *ITBS/ITED* were administered in grades kindergarten through two, six and nine and the *Logramos* in grades kindergarten through two. "Number served" reflects student enrollment by ethnic group in those grades at which each test was administered at the time of testing. Data were taken from the district database on 4-29-07.

Iowa Tests of Basic Skills/Iowa Tests of Educational Development

Percentile scores. The distribution of reading comprehension and mathematics total subtest scores of Title I students by percentile band and demographic group is reported in Table 17. The median percentile score for all students tested was 36 in reading and 37 in mathematics. Of all students tested, 45% scored at or above grade level in reading, and 48% scored at or above grade level in mathematics. Approximately 43% of Hispanic, 44% of African-American, 50% of Native-American, 56% of Asian, and 70% of White students scored at or above grade level in reading. In mathematics, 46% of African-American, 48% of Hispanic, 51% of Native-American, 68% of Asian, and 71% of White students scored at or above grade level.

Table 17

Number and Percent of Title I Students Scoring in Different Percentile Bands  
on *ITBS* and *ITED* by Demographic Characteristics, 2006-07

Demographic Characteristic	Number Enrolled K-2, 6, 9 <sup>a</sup>	Percentile Band						Total Tested		Med. %ile
		1-39		40-59		60-99				
		N	%	N	%	N	%	N	%	
Reading Comprehension										
Ethnicity										
African American	18,077	8,833	56.0	2,810	17.8	4,138	26.2	15,781	87.3	35
Asian	556	172	34.5	85	17.0	192	38.5	499	89.7	53
Hispanic	42,374	13,419	57.0	4,350	18.5	5,759	24.5	23,528	55.5	33
Native American	128	54	50.5	13	12.1	40	37.4	107	83.6	39
White	2,706	731	30.5	395	16.5	1,272	53.0	2,398	88.6	62
Gender										
Female	31,052	10,736	51.3	3,978	19.0	6,229	29.7	20,943	67.4	38
Male	32,789	12,473	58.5	3,675	17.2	5,172	24.3	21,320	65.0	32
Economic Status										
Advantaged	8,095	2,914	45.2	1,102	17.1	2,435	37.7	6,451	79.7	45
Disadvantaged	55,746	20,295	56.7	6,551	18.3	8,966	25.0	35,812	64.2	34
English Proficiency										
Not LEP	39,197	17,867	51.5	6,629	19.1	10,205	29.4	34,701	88.5	37
LEP	24,644	5,342	70.6	1,024	13.5	1,196	15.8	7,562	30.9	24
Special Education										
Not Special Ed.	59,189	21,491	53.5	7,472	18.6	11,175	27.8	40,138	67.8	36
Special Ed.	<u>4,643</u>	<u>1,718</u>	<u>77.6</u>	<u>181</u>	<u>8.2</u>	<u>226</u>	<u>10.2</u>	<u>2,215</u>	<u>47.7</u>	<u>14</u>
Total	63,841	23,209	54.8	7,653	18.1	11,401	26.9	42,353	66.3	36
Mathematics Total										
Ethnicity										
African American	18,077	8,596	54.4	2,992	18.9	4,222	26.7	15,810	87.5	36
Asian	556	145	31.7	77	16.8	236	51.5	458	82.4	62
Hispanic	42,374	17,319	52.4	6,596	20.0	9,130	27.6	33,045	78.0	37
Native American	128	54	49.5	17	15.6	38	34.9	109	85.2	41
White	2,706	710	29.4	436	18.1	1,266	52.5	2,412	89.1	64
Gender										
Female	31,052	12,930	50.5	5,207	20.3	7,481	29.2	25,618	82.5	38
Male	32,789	13,894	53.0	4,911	18.7	7,411	28.3	26,216	80.0	36
Economic Status										
Advantaged	8,095	2,941	43.1	1,365	20.0	2,524	37.0	6,830	84.4	46
Disadvantaged	55,746	23,883	53.1	8,753	19.4	12,368	27.5	45,004	80.1	36
English Proficiency										
Not LEP (EP)	39,197	16,513	47.1	7,219	20.6	11,336	32.3	35,068	89.5	43
LEP	24,644	10,311	61.5	2,899	17.3	3,556	21.2	16,766	68.0	28
Special Education										
Not Special Ed.	59,189	25,094	50.9	9,847	20.0	14,534	29.5	49,343	83.4	38
Special Ed.	<u>4,643</u>	<u>1,730</u>	<u>75.2</u>	<u>271</u>	<u>11.8</u>	<u>299</u>	<u>13.0</u>	<u>2,300</u>	<u>49.5</u>	<u>16</u>
Total	63,841	26,824	51.7	10,118	19.5	14,833	28.6	51,834	81.2	37

**Note.** Enrollment reflects only grades in which the test was administered. % = Percent of students tested within that demographic category. Med. %ile = median percentile. LEP = limited English proficient. EP = English proficient. Percents may not add to 100 due to rounding.

<sup>a</sup>Number enrolled was computed from the district database on 4-29-07.

Female students performed slightly better in both subject areas than male students. The median percentile score in reading was 38 for female and 32 for male students. Similarly, the median percentile score in mathematics was 38 for females and 36 for males. In reading, 49% of

female students scored at or above grade level, compared to 42% of male students. In mathematics, 50% of female and 47% of male students scored at or above grade level.

Economically advantaged students in Title I schools performed better in both reading and mathematics than economically disadvantaged students. Median reading percentile scores of advantaged and disadvantaged students were 45 and 34, respectively, and median mathematics percentile scores were 46 and 36, respectively. In reading, 55% of advantaged and 43% of disadvantaged students scored at or above grade level. In mathematics, 57% of advantaged and 47% of disadvantaged students scored at or above grade level.

Median percentile scores of Title I LEP students were 24 in reading and 28 in mathematics, compared to median scores of 37 and 43 in reading and mathematics, respectively, for English proficient (EP) students. In reading, 29% of LEP and 49% of EP students scored at or above grade level, while in mathematics, 39% of LEP and 53% of EP students scored at or above grade level.

Median scores of tested Title I special education students were 14 in reading and 16 in mathematics, compared to 36 in reading and 38 in mathematics for students not in special education. Only 18% of special education students scored at or above grade level in reading, and 25% in mathematics, while among students not in special education, 46% scored at or above grade level in reading and 50% were at or above grade level in mathematics.

In reading, median scores declined from grades one through nine, with ten-point differences among grade levels two (43), six (33) and nine (23) (Table 18). Kindergarten students' median percentile score was 36 and the grade one median was 50. From grade two, the medians declined rapidly. These data reflect a trend also observed in previous years (Denson & Weir, 2002, 2003; Denson, Williams-Palmer & Weir, 2004; Denson & Williams-Palmer, 2005; Denson & Williams-Palmer, 2006) where a major decline in the number of students continuing to achieve on grade level by grade three was observed. While 60% of students in grade one scored at or above grade level in reading, the percentage fell to 42% at grade six, and 25% at grade nine.

Table 18

Number and Percent of Title I Students by *ITBS/ITED* Percentile Band and Grade, 2006-07

Grade	Number Enrolled <sup>a</sup>	Percentile Band						Tested		Med. %ile
		1-39		40-59		60-99		N	%	
Reading Comprehension										
KN	13,756	3,785	54.2	1,131	16.2	2,073	29.7	6,989	50.8	36
1	14,144	2,998	39.7	1,465	19.4	3,089	40.9	7,552	53.4	50
2	13,202	4,357	46.2	1,766	18.7	3,312	35.1	9,435	71.5	43
6	10,788	5,539	57.8	2,117	22.1	1,925	20.1	9,581	88.8	33
9	<u>11,951</u>	<u>6,530</u>	75.0	<u>1,174</u>	13.5	<u>1,002</u>	11.5	<u>8,706</u>	72.8	23
Total	63,841	23,209	54.9	7,653	18.1	11,401	27.0	42,263	66.2	36
Mathematics Total										
KN	13,756	7,468	56.2	2,280	17.2	3,539	26.6	13,287	96.6	36
1	14,144	5,028	49.4	2,168	21.3	2,980	29.3	10,176	71.9	40
2	13,202	4,309	43.4	1,669	16.8	3,960	39.8	9,938	75.3	46
6	10,788	4,393	46.4	2,189	23.1	2,891	30.5	9,473	87.8	42
9	<u>11,951</u>	<u>5,626</u>	62.8	<u>1,812</u>	20.2	<u>1,522</u>	17.0	<u>8,960</u>	75.0	32
Total	63,841	26,824	51.7	10,118	19.5	14,892	28.7	51,834	81.2	37

Note. Enrollment reflects only grades in which the test was administered. Med. %ile = median percentile. Percents may not add to 100 due to rounding.

<sup>a</sup>Number enrolled was computed from the district database on 4-29-07.

In mathematics, median percentile scores declined progressively by grade level from 46 at grade two to 32 at grade nine, after initial increases from kindergarten (36) and grade one (40). In grade one, 51% of students scored at or above grade level in mathematics, as did 50% or more of students in grades two and six. However, in grade nine, 52% of students scored below the 40th percentile in mathematics.

Logramos

The *Logramos* was administered to Spanish-speaking students in the bilingual program in grades kindergarten through two. Rather than the *ITBS*, 36% of Title I students in grades kindergarten through two were tested in reading using *Logramos* (N = 14,944), which included 53% of the district's Title I Hispanic students (Table 19). Seven percent (7%) of students in grades kindergarten through two were tested in mathematics (N = 2,744). Comparable percentages of males and females were tested. Only 14% of the district's Title I economically advantaged students took *Logramos* for reading and 2% for mathematics compared to 39% (reading) and 7% (mathematics) of disadvantaged students. Seventy-two percent (72%) of LEP students took the *Logramos* reading, and 14% took *Logramos* mathematics. In reading, 16% of

special education students in grades kindergarten through two, and 37% of traditional education students, were tested with *Logramos*. In mathematics, 4% of special education students and 7% of traditional education students in grades kindergarten through two were tested with *Logramos*.

Table 19

Number and Percent of Title I Students Scoring in Different Percentile Bands on *Logramos* by Demographic Characteristics, 2006-07

Demographic Characteristic	Number Enrolled K-2 <sup>a</sup>	Percentile Band						Tested		Med. %ile
		1-39		40-59		60-99		N	%	
Reading Comprehension										
Ethnicity										
Hispanic	28,255	2,794	18.7	2,468	16.5	9,662	64.7	14,924	52.8	73
Gender										
Female	20,153	1,202	16.2	1,113	15.0	5,104	68.8	7,419	36.8	77
Male	20,949	1,595	21.2	1,359	18.1	4,571	60.7	7,525	35.9	70
Economic Status										
Advantaged	3,764	105	20.3	71	13.7	341	66.0	517	13.7	75
Disadvantaged	37,338	2,692	18.7	2,401	16.6	9,334	64.7	14,427	38.6	73
English Proficiency										
Not LEP	21,210	101	17.6	70	12.2	404	70.3	575	2.7	80
LEP	19,892	2,696	18.8	2,402	16.7	9,271	64.5	14,369	72.2	73
Special Education										
Not Special Ed.	38,973	2,644	18.1	2,389	16.4	9,562	65.5	14,595	37.4	73
Special Ed.	2,129	153	43.8	83	23.8	113	32.4	349	16.4	44
Total	41,102	2,797	18.7	2,472	16.5	9,675	64.7	14,944	36.4	73
Mathematics Total										
Ethnicity										
Hispanic	28,255	469	17.1	502	18.3	1,772	64.6	2,743	10.3	71
Gender										
Female	20,153	231	16.6	278	20.0	883	63.4	1,392	7.0	70
Male	20,949	238	17.6	225	16.6	889	65.8	1,352	6.5	72
Economic Status										
Advantaged	3,764	12	13.5	21	23.6	56	62.9	89	2.4	69
Disadvantaged	37,338	457	17.2	482	18.2	1,716	64.6	2,655	7.1	71
English Proficiency										
Not LEP	21,210	11	19.3	11	19.3	35	61.4	57	0.3	73
LEP	19,892	458	17.0	492	18.3	1,737	64.6	2,687	13.5	71
Special Education										
Not Special Ed.	38,973	434	16.3	490	18.4	1,744	65.4	2,668	6.8	72
Special Ed.	2,129	35	46.1	13	17.1	28	36.8	76	3.6	50
Total	41,102	469	17.1	503	18.3	1,772	64.6	2,744	6.7	71

**Note.** Enrollment reflects only grades in which the test was administered. % = Percent of students tested within that demographic category. Med. %ile = median percentile. Percents may not add to 100 due to rounding.

<sup>a</sup>Number enrolled was computed from the district database on 4-29-07.

Because the *Logramos* is a Spanish-language test, the majority (99.9%) of students tested was Hispanic. Only 20 students who took the *Logramos* were not identified as Hispanic on the district's student database; therefore, results for other ethnic groups are not presented. The median percentile for all students tested on the *Logramos* was 73 in reading and 71 in mathematics. In reading, 81% of tested students scored at or above grade level, and in mathematics, 83% scored at or above grade level.

In reading, the median percentile was 77 for females and 70 for males. The median percentile for females in mathematics was 70, and 72 for males. About 84% of female and 79% of male students scored at or above grade level in reading. In mathematics, the percentage scoring at or above grade level was 83% for female and 82% for male students.

The median percentile score of economically advantaged students was 44 and 50 in reading and mathematics, respectively. For economically disadvantaged students, the median percentile score was 73 in reading and 72 in mathematics. Almost 82% of advantaged and 56% of disadvantaged students scored at or above grade level in reading, and about 84% of advantaged and 54% disadvantaged students scored at or above grade level in mathematics.

Seventy-two percent (72%) of the district's grades kindergarten through two Title I LEP population was tested on the *Logramos* reading and 14% on mathematics. The median percentile for LEP students was 73 in reading and 71 in mathematics. Almost 3% of non-LEP students were tested on the *Logramos* in reading and less than 1% in mathematics. Therefore, because the number of non-LEP students tested is both small and questionable, scores of LEP and non-LEP students on the *Logramos* should not be compared.

Comparisons between special education and non-special education students' results on the *Logramos* should also be interpreted cautiously because of the small number of special education students tested (349 in reading and 76 in mathematics). Thirty-seven percent (37%) and 7% of non-special education Title I students in grades kindergarten through two were administered the *Logramos* reading and mathematics tests, respectively. The median percentile in reading was 44 for special education and 73 for non-special education students, and the median percentile in mathematics was 50 for special education and 72 for non-special education

students. In reading, 56% of special education and 82% of non-special education students scored at or above grade level. In mathematics, the percents were 54% for special education and 84% for non-special education students.

In reading, the median percentile score at grade kindergarten was 77, then decreased to 70 at grade one and increased back to 77 at grade two (Table 20). In mathematics, the range was from 69 at grade one to 78 at kindergarten. At all grade levels, the percent scoring at or above grade level in reading exceeded 81%. In mathematics, approximately 83% of students in grades kindergarten through two scored at or above grade level.

Table 20

Number and Percent of Title I Students by *Logramos* Percentile Band and Grade, 2006-07

Grade	Total Number Enrolled <sup>a</sup>	Percentile Band						Tested		Med. %ile
		1-39		40-59		60-99		N	%	
		N	%	N	%	N	%	N	%	
Reading Comprehension										
KN	13,756	1,633	26.6	483	7.9	4,024	65.5	6,140	44.6	77
1	14,144	862	14.6	1,438	24.4	3,588	60.9	5,888	41.6	70
2	<u>13,202</u>	302	10.4	<u>551</u>	18.9	<u>2,063</u>	70.7	<u>2,916</u>	22.1	77
Total	41,102	2,797	18.7	2,472	16.5	9,675	64.7	14,944	36.4	73
Mathematics Total										
KN	13,756	48	21.7	14	6.3	159	71.9	221	2.0	78
1	14,144	20	24.1	12	14.5	51	61.4	83	<1.0	69
2	<u>13,202</u>	<u>401</u>	16.4	<u>477</u>	19.5	<u>1,562</u>	64.0	<u>2,440</u>	18.5	70
Total	41,102	469	17.1	503	18.3	1,772	64.6	2,744	6.7	71

Note. Enrollment reflects only grades in which the test was administered. Med. %ile = median percentile. Percents may not add to 100 due to rounding.

<sup>a</sup>Number enrolled was computed from the district database on 4-29-07.

#### Results of Texas Assessment of Knowledge and Skills (TAKS)

The number and percent of Title I students passing the 2006-07 TAKS Reading, Mathematics, and Writing tests are presented in Table 21 for each of the seven student groups required by the State for reporting AYP. Results from both English and Spanish versions were combined, as in the State's evaluation.

Table 21

English and Spanish 2007 TAKS Reading, Mathematics and Writing Scores of  
Title I Students by State Accountability System Student Groups

Student Group	Number Tested	Number Passing	Percent Passing
	Reading <sup>a</sup>		
African American	26,011	18,474	71.0
Hispanic	55,926	40,247	72.0
White	4,351	3,753	86.3
Economically Disadvantaged	71,541	50,960	71.2
Special Education	5,217	1,226	23.5
Limited English Proficient <sup>b</sup>	21,360	10,675	50.0
All Students	87,366	63,350	72.5
	Mathematics <sup>c</sup>		
African American	25,722	12,268	51.6
Hispanic	55,379	34,743	62.7
White	4,289	3,356	78.2
Economically Disadvantaged	71,269	42,716	59.9
Special Education	4,883	1,141	23.4
Limited English Proficient <sup>b</sup>	20,990	9,838	46.9
All Students	86,461	52,207	60.4
	Writing		
African American	5,749	4,734	82.3
Hispanic	13,376	10,982	82.1
White	976	887	90.9
Economically Disadvantaged	17,379	14,256	82.0
Special Education	523	295	56.4
Limited English Proficient <sup>b</sup>	4,960	3,230	65.1
All Students	20,324	16,796	82.6

Note. These data include only Title I students as of April 29, 2007, and do not reflect the same student population as the State evaluation. Therefore, percents may differ from the final State ratings.

<sup>a</sup>Reading data include only grades three and five students that passed the first or second administrations of the TAKS Reading test in February and April 2007, and all grades four through ten students that passed in April 2007.

<sup>b</sup>Limited English Proficient status was determined from the Dallas ISD student database (4-29-07) and may not reflect equal numbers and percentages of students as the Bilingual/ESL Program evaluation (EA07-126-2).

<sup>c</sup>Mathematics data include only grade five students that passed the first or second administration of the TAKS Mathematics test in April and May 2007, and all grades three, four, and six through ten students that passed in April 2007.

The target passing rate for 2006-07 was 60% for reading and 50% for mathematics. There was no passing rate set for writing. Using the Title I student population in Dallas ISD as of April 29, 2007, special education and LEP students were the target groups that did not meet target passing rates in reading and mathematics. The passing rate for Title I special education students who took the TAKS Reading and Mathematics subtest was 23.5% and 23.4%,

respectively. Although to measure AYP, the State includes the passing rates for the *State Developed Alternative Assessment (SDAA)* and the *Locally Developed Alternative Assessment (LDAA)*, these data do not reflect those test results. The passing rate for Title I LEP students in reading and mathematics was 50.0% and 46.9%, respectively. AYP calculations for LEP students include those who took *TAKS* with a Linguistically Accommodated Test (LAT).

A total of 87,366 Title I students in grades three through ten took the *TAKS* Reading test, with an overall passing rate of 72.5%, which is less than a 1% increase from 2006 (Table 22) (Denson & Williams-Palmer, 2006). White students had the highest passing rate at 86.3%, followed by Asian and Native-American students at 81.3%, Hispanic students at 72.0%, and African-American students at 71.0%.

Table 22  
Number of Title I Students Tested and Percent Passing  
the 2006-07 *TAKS* by Grade and Ethnicity

Grade	African American		Asian		Hispanic		Native American		White		Total	
	N Tested	% Passed	N Tested	% Passed	N Tested	% Passed	N Tested	% Passed	N Tested	% Passed	N Tested	% Passed
<i>TAKS Reading</i>												
3	3,502	76.5	120	85.0	8,772	79.9	24	87.5	585	86.5	13,003	79.4
4	3,201	62.0	105	80.0	7,730	64.8	26	69.2	563	84.2	11,625	65.1
5	3,351	67.8	117	78.6	7,719	69.4	35	80.0	556	85.1	11,778	69.8
6	3,106	80.7	119	87.4	6,911	81.0	25	88.0	530	88.7	10,691	81.4
7	2,846	67.1	83	83.1	5,988	70.8	14	85.7	466	82.4	9,397	70.4
8	3,124	74.8	96	83.3	6,302	73.6	32	84.4	457	89.3	10,011	74.8
9	4,032	66.9	122	70.5	7,590	63.8	34	82.4	662	84.4	12,440	66.0
10	<u>2,849</u>	73.3	<u>97</u>	83.5	<u>4,914</u>	72.2	<u>29</u>	75.9	<u>532</u>	90.0	<u>8,421</u>	73.9
Total	26,011	71.0	859	81.3	55,926	72.0	219	81.3	4,351	86.3	87,366	72.5
<i>TAKS Mathematics</i>												
3	3,264	61.3	118	83.9	8,481	70.4	24	79.2	545	84.4	12,432	68.8
4	3,200	63.3	105	82.9	7,730	73.6	26	80.8	563	86.1	11,624	71.5
5	3,346	68.5	118	89.8	7,696	76.1	36	75.0	553	85.4	11,749	74.5
6	3,106	54.9	119	83.2	6,911	69.9	25	72.0	530	77.2	10,691	66.1
7	2,847	53.1	83	86.7	5,989	64.1	14	71.4	466	75.1	9,399	61.5
8	3,124	45.1	96	77.1	6,302	54.6	32	59.4	457	76.8	10,011	52.9
9	3,918	30.4	115	65.2	7,385	36.8	34	44.1	642	66.0	12,094	36.6
10	<u>2,917</u>	38.8	<u>95</u>	86.3	<u>4,885</u>	49.0	<u>31</u>	54.8	<u>533</u>	76.0	<u>8,461</u>	47.7
Total	25,722	51.6	849	81.7	55,379	62.7	222	65.8	4,289	78.2	86,461	60.4
<i>TAKS Writing</i>												
4	3,033	81.8	103	84.5	7,479	83.1	24	91.7	527	92.2	11,166	83.2
7	<u>2,716</u>	82.9	<u>81</u>	88.9	<u>5,897</u>	80.9	<u>15</u>	80.0	<u>449</u>	89.3	<u>9,158</u>	82.0
Total	5,749	82.3	184	86.4	13,376	82.1	39	87.2	976	90.9	20,324	82.6

*Note.* "N" indicates the total number of students in grades three through ten who took the test and "%" indicates the percentage of students who passed. Grades three and five data reflects results from the first and second *TAKS* Reading and Mathematics administrations only.

A total of 86,461 students took the *TAKS* Mathematics test, with 60.4% passing overall, which is slightly more than a 1% increase from 2006. Asian students had the highest passing rate at 81.7%, followed by White (78.2%), Native-American (65.8%), Hispanic (62.7%), and African-American (51.6%) students. At most grades, except grades four and five, more students passed the reading subtest than the mathematics subtest. At grade nine, only 36.6% of the Title I students passed the mathematics subtest.

Only grades four and seven (N for Title I students = 20,324) took the *TAKS* Writing test, with an overall passing rate of 82.6%. The student passing rates on the Writing test were as follows: White, 90.9%; Native Americans; 87.2%; Asians, 86.4%; African Americans, 82.3%; and Hispanics, 82.1%.

Overall, the percentage of Title I students who passed the *TAKS* Reading, Mathematics and Writing tests increased in 2006-07 by 0.9%, 1.4% and 4.5%, respectively (Table 23). Native-American students had the greatest increase in the proportion of students who passed the *TAKS* Reading test (4.7%), followed by Asian students (2.8%). The proportion of White and African-American students who passed the reading test decreased 0.4% and 0.2%, respectively. White students had the greatest increase in the percent of students who passed the mathematics test. There was an increase in the proportion of students passing the mathematics test, from 59.0% in 2006 to 60.4% in 2007. Hispanic students had the greatest increase in percent passing the Writing test (10.8%).

Table 23

Number of Title I Students Tested and Number and Percent Passing  
the 2006 and 2007 *TAKS* by Ethnicity and Subject Area

Ethnicity	2006 <i>TAKS</i>			2007 <i>TAKS</i>		
	Number Tested	Passed		Number Tested	Passed	
		N	%		N	%
Reading <sup>a</sup>						
African American	25,052	17,830	71.2	26,011	18,474	71.0
Asian	741	582	78.5	859	698	81.3
Hispanic	51,353	36,245	70.6	55,926	40,247	72.0
Native American	201	154	76.6	219	178	81.3
White	<u>3,615</u>	<u>3,133</u>	86.7	<u>4,351</u>	<u>3,753</u>	86.3
Total	80,962	57,944	71.6	87,366	63,350	72.5
Mathematics <sup>a</sup>						
African American	25,215	12,800	50.8	25,722	13,268	51.6
Asian	762	599	78.6	849	694	81.7
Hispanic	51,977	31,996	61.6	55,379	34,743	62.7
Native American	201	126	62.7	222	146	65.8
White	<u>3,668</u>	<u>2,729</u>	74.4	<u>4,289</u>	<u>3,356</u>	78.2
Total	81,823	48,250	59.0	86,461	52,207	60.4
Writing <sup>b</sup>						
African American	5,776	4,612	79.8	5,749	4,734	82.3
Asian	187	160	85.6	184	159	86.4
Hispanic	13,016	9,771	75.1	13,376	10,982	82.1
Native American	47	38	80.9	39	34	87.2
White	<u>819</u>	<u>723</u>	88.3	<u>976</u>	<u>887</u>	90.9
Total	19,845	15,304	77.1	20,324	16,796	82.6

<sup>a</sup>These data reflect *TAKS* Reading and Mathematics tests for students in grades three through ten.

<sup>b</sup>The *TAKS* Writing test was administered in grades four and seven.

Advantaged and disadvantaged students. Title I legislation requires schools to meet the educational needs of all economically disadvantaged students. Table 24 displays the percentage of students who passed the English and Spanish *TAKS* tests in 2006 and 2007 by grade, economic status and subject area. Regardless of the grade or year, a higher percent of advantaged students than disadvantaged students passed the reading, mathematics and writing tests.

Table 24

Percent of Title I Students Who Passed the 2006 and 2007  
English and Spanish TAKS by Grade, Economic Status  
and Subject Area

Grade	Advantaged		Disadvantaged	
	2006 TAKS	2007 TAKS	2006 TAKS	2007 TAKS
Reading				
3	93.2	87.4	87.6	78.3
4	78.1	80.4	62.2	63.2
5	85.7	81.6	76.2	68.1
6	88.6	88.9	80.3	80.2
7	71.0	79.3	56.4	68.6
8	74.2	81.9	61.9	73.1
9	70.6	67.6	63.2	65.3
10	76.0	75.8	69.6	72.9
Mathematics				
3	81.8	79.3	71.5	67.5
4	80.4	80.5	68.2	70.3
5	88.6	84.1	82.8	73.2
6	78.5	74.7	71.1	64.7
7	62.4	69.9	50.4	59.9
8	52.1	61.4	43.2	50.7
9	31.4	40.2	27.7	35.1
10	43.1	51.4	42.0	46.0
Writing				
4	89.9	89.1	78.7	82.4
7	81.4	83.9	72.6	81.5

Special education students. Because there were many discrepancies regarding special education status, including primary handicapping condition, on the student databases, TAKS results by handicapping condition were not reported.

Students with limited English proficiency. There were a variety of educational settings for students with limited English proficiency. Some options included bilingual, English as a Second Language (ESL) or Newcomer classes. Other students were not served in any program other than a regular English classroom because of teacher unavailability or parent refusal of services. Many other factors impacted the education of these students. For a detailed evaluation of TAKS scores for LEP students, see EA07-126-2 (Ledezma, 2007).

#### Summary

The norm-referenced *Iowa Tests of Basic Skills (ITBS)* and the *Iowa Tests of Educational Development (ITED)* were administered to English-speaking students in grades kindergarten

through two and six, and nine, respectively. The *Logramos* was given to Spanish-speaking students in grades kindergarten through two. The *Texas Assessment of Knowledge and Skills (TAKS)* Reading and Mathematics tests were administered in grades three through ten. *TAKS* Writing was given in grades four and seven.

Title I students' *ITBS* (grades kindergarten through two and six) and *ITED* (grade nine) Reading Comprehension and Mathematics Total percentile rank scores were grouped into three achievement bands: below, on and above grade level. Of all Title I students tested in reading, 55% scored below grade level in the 1st-39th percentiles, 18% scored on level in the 40<sup>th</sup>-59th percentiles, and 27% scored above grade level in the 60th-99th percentiles. Overall, Title I students' achievement in mathematics was higher with 52% below, 20% on, and 29% above grade level.

Forty-three percent (43%) of Hispanic, 44% of African-American, 50% of Native-American, 56% of Asian, and 70% of White students scored at or above grade level in reading. In mathematics, 46% of African-American, 48% of Hispanic, 51% of Native-American, 68% of Asian, and 71% of White students scored at or above grade level. Economically advantaged students performed better in both reading and mathematics than disadvantaged students.

Almost 46% of kindergarten students scored above grade level in reading. The percentage of students scoring below grade level rose steadily as grade levels increased from grade one, with 40% scoring below grade level. By grade nine, 75% scored below grade level in reading. The median percentile dropped from 50 in grade one, to 43 at grade two, 33 at grade six and 23 at grade nine. Results for mathematics were similar, although declines were not as steep. The highest median percentile for mathematics was at grade two (46), then declined to 42 at grade six and 32 at grade nine.

Results for the *Logramos* at grades kindergarten through two found that for reading, 19% of students scored below grade level, 17% scored on level, and 65% scored above grade level. Mathematics scores were slightly higher with 17% of students below, 18% on, and 65% above grade level.

Of all Title I students tested in English or Spanish on the TAKS, 73% met the standard in reading, 60% in mathematics and 83% in writing. White students (86%) had the highest reading passing rate, followed by Native-American and Asian students at 81%, Hispanic students at 72% and African-American students at 71%. Asian students had the highest mathematics passing rate at 82%, followed by Whites (78%), Native Americans (66%), Hispanics (63%), and African Americans (52%). The percentage of each ethnic group was higher than in 2005-06, with except to African-American students (71.2 in 2006 vs. 71.0 in 2007). Regardless of the grade, year or test, greater percentage of advantaged students than disadvantaged students passed each of the TAKS Reading, Mathematics and Writing subtests.

### *2.5 Did the use of Title I funds by the private schools and institutions impact student achievement?*

In the 2006-07 school year, the Title I program was conducted in 11 private schools. The private schools included eight Catholic Diocese of Dallas schools and three non-Catholic schools (St. Philip's School, Akiba Academy, and J. Erik Jonsson Community School). The Catholic Diocese schools included Our Lady of Perpetual Help (OLPH), St. Bernard, St. Augustine, St. Cecilia, Santa Clara Catholic Academy, St. Mary of Carmel, St. Philip, and St. Pius.

Institutions implementing the program under Title I, Part A were Young Men's Christian Association's (YMCA) Casa Shelter, Promise House, Juliette Fowler Homes, and Our Friend's Place, all serving troubled youth. The focus of the program in most of these institutions was dropout prevention and easing the transition back to home and school. Students' length of stay varied widely and was unpredictable. Some of the institutions only served their participants for a 30-day period. A number of participants may have entered an institution two or more times during the year.

### Methodology

#### Organizational Structure and Student Eligibility Criteria

Information regarding organizational structure and student eligibility criteria was obtained from documentary sources, personnel interviews, and demographic data collected by the participating schools and a third-party service provider. Title I statutory provisions dealing with

private schools, relevant regulations, and other reports were reviewed for program background, overall goals, and requirements. Title I program implementation guidelines from the district and the Texas Education Agency were also reviewed.

Unstructured, preliminary interviews were held with the instructors of the third-party contractor for the Catholic Diocese schools, and principals and teachers of three non-Catholic private schools providing Title I services, regarding additional information on the program and design. Demographic data on program students and personnel were collected from service rosters generated by the schools and the third-party service provider serving the Catholic Diocese schools as well as three non-Catholic private schools. Student demographic data included each participating student's name, age, gender, ethnicity, and grade level. These data included the total number of students eligible and served by program services at each school.

#### Achievement

To determine whether the Catholic Diocese schools had made substantial progress toward program success, the difference between reading comprehension assessments developed by 21<sup>st</sup> Century Learning was considered. Although the Diocese schools took a norm-referenced test at some grade levels, that data were not provided to evaluators. The area representative for 21<sup>st</sup> Century Learning reported that the test had no formal name and consisted of reading comprehension passages with multiple-choice questions, similar to *Texas Assessment of Knowledge and Skills (TAKS)* reading questions. The assessment was used as a pretest to place students in the appropriate program level and as a posttest to measure progress.

Akiba Academy tested their students in Winter 2007, while St. Philip's School and Erik Jonsson Community School tested their students in Spring 2007. Students from Akiba Academy in grades kindergarten through two were administered the *Terra Nova* norm-referenced test, while students in grades three through six were tested with the *Iowa Tests of Basic Skills (ITBS)*. Students from St. Philip's School in grades kindergarten through six were tested with the *Comprehensive Testing Program 4 (CTP4)*. Erik Jonsson Community School administered the *ITBS* to students in grades one through six and *TAKS* to students in grades three through six. *TAKS* data were not provided to evaluators.

## Results

### Title I Program Components in Private Schools

Organizational structure. In 2006-07, the Dallas Independent School District (Dallas ISD) accepted a proposal from the Catholic Diocese of Dallas to have a third party contractor, 21st Century Learning, to deliver Title I program services to all eligible students in the Diocesan schools. As required by the law and regulations, the district, through the Office of Grants Acquisition and Management, retained responsibility for fiscal matters, monitoring of the quality of services, and ensuring that Title I services provided in the Catholic Diocese schools were reasonably equitable in relation to those provided public school participants. In addition, the Office of Grants Acquisition and Management was directly responsible for providing administrative, technical, fiscal management, personnel and staff development support to the non-Catholic schools. 21st Century Learning had the responsibility for delivering supplemental instructional services to the Diocese schools. These services included identification, monitoring and assessment of Title I students, gathering poverty data, family communication, development of the Implementation Plan for the Diocese, and onsite support for administrators and teachers. The district's Program Evaluation Department was assigned the task of evaluating the Title I programs in the private schools and institutions.

Eligibility. To be eligible for Title I services, a private school student was required to reside within the attendance area of a participating public school in Dallas ISD, located in a low-income area, and be failing, or at risk of failing, to meet student academic achievement standards. Attendance areas were identified by the district on the basis of the percentage of low-income families living within that area. Consultation sessions with the Office of Grants Acquisition and Management personnel and officials from each private school were conducted to identify eligible students, determine students' educational needs, and select Title I services that addressed those needs. Consultation continued through the implementation and assessment of services.

Student eligibility for Title I services at Akiba Academy was determined through *Diagnostic Reading Assessment (DRA)* scores for grades kindergarten through three, *Terra Nova*

and *Iowa Tests of Basic Skills (ITBS)* scores for grades kindergarten through seven, and teacher recommendations. Eligibility at St. Philip's School was established through low-economic status, and teacher recommendations. In addition, some students received testing through Scottish Rite to determine if they had a learning difference in language. Erik Jonsson Community School determined student eligibility through low-economic status, Pre-K Success assessment, and test results from *DRA*, *Texas Primary Reading Inventory (TPRI)*, *TAKS*, and *ITBS*.

Instructional design. All eight Diocese schools described their Title I program as "Title I class time," meaning that students were taken from their regular classrooms and served in another area (i.e., a pull-out program). Students at these schools received computer assisted instruction. Instructional reading materials for grades kindergarten through one included Dino Phonics and Team Target for grades two through eight. Schools used Team Target and a variety of other materials for mathematics instruction. Three schools used manipulatives, including Touch Math.

At Akiba Academy, grade one students were in a Reading Recovery program. Students in grades two through seven received learner support through pull-outs for small groups or working with students in the classroom. The focus at St. Philip's School was to work with students in small groups in a pull-out phonics program for grades kindergarten and one. The Academic Language program used was a multi-sensory teaching approach to reading through visual, auditory, and tactile-kinesthetic activities. Students in other grades received tutoring in mathematics and reading both in the classroom and after school. Erik Jonsson Community School provided language acquisition and vocabulary development services; with priority for Title I services provided to three year olds through grade two students. Home visit kits were used by the school's Family Guidance Coordinator with the parents of eligible three year olds during monthly home visits. Take home kits that included materials supporting culturally relevant and meaningful topics in both English and Spanish were provided to Title I students in grades prekindergarten and kindergarten. Take home books were provided in English and Spanish to eligible students in grades kindergarten through two. Other supplementary materials were provided for in school use, including leveled readers.

## Title I Program Components in Institutions

Organizational Structure. The overall responsibility for the implementation of the Title I Programs in Institutions for Neglected or Delinquent Children and Youth lay with the Dallas Independent School District. The district provided technical, administrative, fiscal management and evaluation services. The Office of Grants Acquisition and Management was responsible for providing services to the institutions, researching projects related to the program, staff development, and interpreting State and federal regulations for the program managers in the institutions. The district's Program Evaluation Department was assigned the task of evaluating the Title I programs in the institutions.

Eligibility. The criteria for determining eligibility for Title I services in Institutions for Neglected or Delinquent Children and Youth were different from the Title I program in regular public or private schools. The eligibility criteria applicable to Neglected or Delinquent Children and Youth required that they (a) had to be under 21 years of age; (b) be entitled to a free public education; (c) not have completed grade twelve; (d) be enrolled in a regular education program for which daily attendance records were kept; and (e) have an average stay of at least 30 days.

Instructional design. The Title I program in the institutions primarily served students in grades four through twelve. The institutions provided Title I services through supplementary and tutorial instruction in all subject areas, as well as preparation for the General Equivalency Diploma (GED). The services were designed to be equitable in comparison to services and benefits of children attending the public schools. Title I services also allowed neglected or delinquent students the opportunity to meet the same challenging State standards as children in the public schools, and to make a successful transition from institutionalization to school and/or employment. The institutions incorporated some or all of the following forms of interventions in their instruction: computer-assisted, small group, one-to-one tutoring, etc. The overall teacher-student ratio varied between 1:1 and 1:8, while instructional periods varied from 25 minutes to 4 hours, 3-5 days per week. Regardless of the setting or instructional model in use, computers formed an important instructional medium.

The institutions addressed the special needs of each resident through their own program(s). These included the development of social, study, and behavioral skills. They offered individual and group counseling on various topics, such as substance abuse and anger management for all residents. In addition, vocational and job-skills training, college preparation, and independent living skills/training were provided.

Teachers with Dallas ISD’s Hospital/Homebound program provided instructional and tutorial services at three of the institutions. Students received on-site instructional services, five days a week. Students residing at Our Friend’s Place attended Dallas ISD schools, including Skyline High School, North Dallas High School, Rusk Middle School, Sam Houston Elementary School, and Sudie Williams Elementary School. Students received after-school tutoring through volunteers and had access to computers for homework and research assignments.

Student Demographics

Private schools. A total of 497 students ages three years old through grade eight were identified as Title I eligible and served during the 2006-07 school year (Table 25). Twenty-five percent (25%) of the total number of students served were limited English proficient. Only 4% of the students served were special education students. There were no parent denials nor any students reported as waiting to be served at any of the schools.

Table 25

Title I Students Served in Private Schools  
by Grade, 2006-07

Grade	N	%
3yr	18	4
Pre-K	32	6
K	34	7
1	80	16
2	78	16
3	65	13
4	79	16
5	66	13
6	32	6
7	8	2
8	5	1
Total	497	

Of the 484 students served by private schools, the eight Catholic Diocese schools served 236 students (47%), while the three non-Catholic schools served 261 students (53%) (Table 26). Student distribution among the private schools ranged from 13 students at Our Lady of Perpetual Help and St. Mary of Carmel, to 174 students at Erik Jonsson Community School.

Table 26

Number of Eligible Title I Students Served in Private Schools by School, 2006-07

School	N	%
Catholic Schools		
Our Lady of Perpetual Help	13	3
St. Mary of Carmel	13	3
St. Bernard	24	5
St. Augustine	25	5
Santa Clara of Assisi	31	6
St. Phillip	38	8
St. Cecilia	42	8
St. Pius	<u>50</u>	<u>10</u>
Total	236	47
Other Private Schools		
Akiba Academy	18	4
St. Philip's	69	14
Erik Jonsson	<u>174</u>	<u>35</u>
Total	261	53

The majority of students served was Hispanic (76%), followed by African American (13%); White (10%), and Other (1%) (Table 27). Of the 497 students served, 55% were male and 45% were female.

Table 27

Number of Title I Students Served by Gender and Ethnicity in Private Schools, 2006-07

Gender	Hispanic		African American		White		Other		Total
	N	%	N	%	N	%	N	%	
Male	211	78	30	11	28	10	2	1	271
Female	<u>166</u>	74	<u>36</u>	16	<u>21</u>	9	<u>3</u>	1	<u>226</u>
Total	<u>377</u>	76	<u>66</u>	13	49	10	5	1	497

Note. % = percent of the row in which the number occurs.

While most schools served primarily Hispanic students, Akiba, St. Bernard, and St. Pius served a high percentage of White students, 83%, 42%, and 32%, respectively (Table 28). Home language surveys confirmed that 60% of families speak only Spanish in their home.

Table 28

Ethnicity of Students Served in Private Schools, 2006-07

School	Hispanic		African American		White		Other		Total	
	N	%	N	%	N	%	N	%	N	% <sup>a</sup>
Catholic Schools										
OLPH	13	100	0	-	0	-	0	-	13	3
St. Mary	13	100	0	-	0	-	0	-	13	3
St. Bernard	12	50	0	-	10	42	2	8	24	5
St. Augustine	22	88	0	-	3	12	0	-	25	5
St. Clara	31	100	0	-	0	-	0	-	31	6
St. Phillip	31	82	4	11	3	8	0	-	38	8
St. Cecilia	42	100	0	-	0	-	0	-	42	8
St. Pius	26	52	5	10	16	32	3	6	50	10
Other Private Schools										
Akiba	3	17	0	-	15	83	0	-	18	4
St. Philip's	12	17	57	83	0	-	0	-	69	14
Erik Jonsson	172	99	0	-	2	1	0	-	174	35

Note. OLPH = Our Lady of Perpetual Help. <sup>a</sup>Total % = percent of all students served .

Institutions. There were 281 students served in institutions; 280 in grades four through twelve and one in GED (Table 29). Grade nine had the highest enrollment (89 students), while grades kindergarten through three had no students. Promise House served the most students (45%), followed by YMCA Casa Shelter (34%), then Juliette Fowler Home (19%). Our Friend's Place served the smallest number of students (N = 7; 3%) (Table 30). Among those served in the institutions, 47 (17%) were identified as special education students.

Table 29

Title I Students Served by Grade in  
Institutions for Neglected and  
Delinquent Youth, 2006-07

Grade	N	%
4	1	<1
5	7	3
6	18	6
7	46	16
8	55	20
9	89	32
10	47	17
11	14	5
12	3	1
GED	1	<1
Total	281	

Table 30

Title I Students Served by Institution for Neglected  
and Delinquent Youth, 2006-07

School	N	%
Our Friend's Place	7	2
Juliette Fowler	54	19
YMCA Casa Shelter	94	33
Promise House	126	45
Total	281	

Note. Percent totals may not add to 100 due to rounding.

The number and percent of Title I students served in 2006-07 by gender and ethnicity in each institution is shown in Table 31. Twice as many female students (67%) were served than male students (33%). Of the total students served, 133 (47%) were African American, 52 (19%) were Hispanic, 95 (34%) were White, and 1 (<1%) was Other.

Table 31

## Number of Title I Students Served by Gender and Ethnicity in Institutions, 2006-07

Gender	Hispanic		African American		White		Other		Total
	N	%	N	%	N	%	N	%	
Male	23	25	49	52	22	23	0	-	94
Female	29	16	84	45	73	39	1	1	187
Total	52	19	133	47	95	34	1	<1	281

Note. % = percent of the row in which the number occurs.

More African-American students were served in the institutions than any other ethnic group (Table 32). Our Friend's Place served the least number of students of all institutions.

Table 32

## Ethnicity of Students Served in Institutions, 2006-07

School	Hispanic		African American		White		Other		Total	
	N	%	N	%	N	%	N	%	N	%
Our Friend's Place	1	14	0	-	5	71	1	14	7	2
Juliette Fowler	2	4	17	32	35	65	0	-	54	19
Casa Shelter	20	21	43	46	31	33	0	-	94	33
Promise House	29	23	73	58	24	19	0	-	126	45

Achievement

St. Bernard had the highest mean percent gain at 48.5% on the reading comprehension test developed by 21st Century Learning (Table 33). St. Pius (41.5%), St. Philip (45.8%) and St. Augustine (47.5%) schools also had mean percent gains of 40% or greater. Students at Our Lady of Perpetual Help had the smallest gain in percent correct (19.5%).

Table 33

## Reading Achievement Results in Diocese Schools, Spring 2007

School	Number with Pre- & Posttest	Mean Pretest Percent Correct	Mean Posttest Percent Correct	Mean Gain
St. Mary of Carmel	12	38.9	63.3	24.4
Our Lady of Perpetual Help	12	49.4	66.4	19.5
St. Bernard	20	41.3	89.8	48.5
St. Augustine	23	45.2	92.5	47.5
Santa Clara of Assisi	26	42.5	70.4	28.4
St. Cecilia	34	51.0	70.4	20.9
St. Pius	35	48.3	89.9	41.5
St. Philip	<u>36</u>	44.3	90.1	45.8
Total	198	45.7	81.3	36.1

Note. Results are based on a reading comprehension test developed by 21st Century Learning.

Kindergarten students (57.6%) in Diocese schools made the greatest percent gain on the reading comprehension test developed by 21st Century Learning (Table 34). Students in grade one (26.0%) had the least percent gain.

Table 34

Reading Achievement Results in Diocese Schools  
by Grade, Spring 2007

Grade	Number with Pre- & Posttest	Mean Pretest Percent Correct	Mean Posttest Percent Correct	Mean Gain
K	11	37.5	94.5	57.6
1	32	59.6	84.7	26.0
2	43	43.1	73.7	31.3
3	30	39.3	79.2	40.2
4	36	46.1	81.9	36.1
5	29	41.1	81.6	40.9
6	9	54.2	86.2	32.0
7	3	36.0	88.0	52.0
8	<u>5</u>	49.2	88.6	39.4
Total	198	45.7	81.3	36.1

Note. Results are based on a reading comprehension test developed by 21<sup>st</sup> Century Learning.

Akiba Academy provided testing information for the *Terra Nova* and *ITBS* tests (Table 35). All students in grade two (100%) scored at or above the 50th percentile on the

reading subtest of the *Terra Nova*. Similarly, all students in grades one and three (100%) scored at or above the 50th percentile on the mathematics subtest. Only 50% of students in grades four and six, while none of the students in grade seven, scored at or above the 50th percentile on the reading and mathematics subtests of the *ITBS*. These results suggest that the programs used at Akiba were fairly successful for 2006-07. However, all students were promoted to the next grade level.

Table 35

Number Tested and Percent of Students at Akiba Academy Scoring at or Above the 50th Percentile in Reading and Mathematics on the *Terra Nova* or *ITBS* by Grade, Spring 2007

Grade	Number Tested	Reading		Mathematics	
		N above 50	Percent	N above 50	Percent
<i>Terra Nova</i>					
1	3	2	67	3	100
2	3	3	100	2	67
3	<u>2</u>	<u>1</u>	50	<u>2</u>	100
Total	8	6	75	7	88
<i>ITBS</i>					
4	2	1	50	1	50
6	2	1	50	1	50
7	<u>2</u>	<u>0</u>	0	<u>0</u>	50
Total	6	2	33	2	33
School Total	14	8	57	9	64

St. Philip's School provided testing information for the *Comprehensive Testing Program 4 (CTP4)* test for students in grades kindergarten through six (Table 36). Thirty-six percent (36%) and 43% of students tested scored at or above the 50th percentile on the reading and mathematics subtests of the *CTP4*. Based on these criteria, it appears that the instructional programs used at St. Philip' School were only moderately successful. All students, however, were promoted to the next grade level.

Table 36

Number Tested and Percent of Students at St. Philip's Scoring at  
or Above the 50th Percentile in Reading and Mathematics  
on the *CTP4* by Grade, Spring 2007

Grade	Number Tested	Reading		Mathematics	
		N above 50	Percent	N above 50	Percent
1	11	2	18	3	27
2	6	1	17	3	50
3	5	4	80	3	60
4	4	2	50	1	25
5	11	4	36	6	55
6	<u>5</u>	<u>2</u>	40	<u>2</u>	40
Total	42	15	36	18	43

Erik Jonsson Community School provided testing information for the *ITBS* test (Table 37). Less than half (49%) of all students scored at or above the 50th percentile on the reading subtest of the *ITBS*. Sixty-three percent (63%) of all students scored at or above the 50th percentile on the mathematics subtest of the *ITBS*. These results suggest that the programs used at Erik Jonsson were moderately successful for 2006-07.

Table 37

Number Tested and Percent of Students at Erik Jonsson Scoring at  
or Above the 50th Percentile in Reading and Mathematics  
on the *ITBS* by Grade, Spring 2007

Grade	Number Tested	Reading		Number Tested	Mathematics	
		N above 50	Percent		N above 50	Percent
1	26	10	39	25	9	36
2	19	10	53	19	12	63
3	24	10	42	24	14	58
4	29	17	59	29	24	83
5	19	11	58	19	14	74
6	<u>10</u>	<u>4</u>	40	<u>10</u>	<u>7</u>	70
Total	127	62	49	126	80	63

## SUMMARY AND RECOMMENDATIONS

The purpose of the evaluation was (a) to describe the districtwide Title I program and services provided, and (b) to assess the impact of the program on students' achievement after receiving services. The first part of the evaluation describes (a) how district departments and schools budgeted and used their Title I allotment, and (b) the characteristics of teachers and students in Title I schools.

The second part of the evaluation, which focuses on the impact of instruction in Title I schools on student achievement, relied on norm- and criterion-referenced test scores. These measures included the *Iowa Tests of Basic Skills (ITBS)* for English proficient students, *Logramos* for Spanish-speaking students, and the *Texas Assessment of Knowledge and Skills (TAKS)*.

A total of 148,907 students were enrolled in 199 Title I schoolwide program schools. Hispanic (65%) and African-American (29%) students made up the majority of the Title I student population (94%), while White (4%), Asian (1%), and Native-American (0.2%) students combined accounted for 5%. Eighty-five percent (85%) of the student population was economically disadvantaged (i.e., received free or reduced-price lunch). Approximately 33% of the students were limited English proficient and 9% were served in Special Education. All Title I schools were schoolwide programs.

Teacher characteristics in Title I schools varied by school level. At the elementary school level, more teachers were female (81%), African American (35%) and White (32%), with bachelor's degrees (68%). At the middle school level, teachers were predominantly female (66%), African American (53%), with bachelor's degrees (65%). More high school teachers were female (54%), African American (43%) and White (43%), with bachelor's degrees (60%). Slightly less than 90% of teachers at each school level was State certified. However, this does not mean they were "highly qualified" as defined by *NCLB*, where, particularly at the secondary level, out-of-field teaching was more prevalent.

As of August 19, 2007, the schools, various administrative departments and institutions and private schools within district boundaries had spent or encumbered \$76,678,635 in Title I funds for the 2006-07 school year. Of the total district allotment of Title I funds, 9% was

apportioned to high schools, 6% to middle schools, 25% to elementary schools and 60% to district departments. District organizations spent almost 61% of their Title I monies in the Instruction Function (Function 11), while 30% were used to meet teacher salaries, a portion of Function 11. Supplies for instruction accounted for 14% of Title I funds. The district met the two *NCLB* requirements for expenditures on professional development and parental involvement.

Overall, 67% of Title I students in grades kindergarten through two, six and nine were tested on the *Iowa Tests of Basic Skills (ITBS)* in reading and 83% in mathematics. The median percentile score for all students tested was 36 in reading and 37 in mathematics. For grades kindergarten through two, six and nine, approximately 43% of Hispanic, 44% of African-American, 50% of Native-American, 56% of Asian, and 70% of White students scored at or above grade level in reading (40th-99th percentile). In mathematics, 46% of African-American, 48% of Hispanic, 51% of Native-American, 68% of Asian, and 71% of White students scored at or above grade level.

Economically advantaged students performed better in both reading and mathematics than economically disadvantaged students. The median reading percentile score of advantaged and disadvantaged students was 45 and 34, respectively. The median mathematics percentile score for advantaged and disadvantaged students was 46 and 36, respectively.

In reading, median scores declined from grades one through nine, with ten-point differences across grade levels two (43), six (33) and nine (23). Kindergarten students' median percentile score was 36 and the grade one median was 50. While 60% of students in grade one scored at or above grade level in reading, the percentage fell to 42% at grade six, and 25% at grade nine. These data reflect a trend also observed in previous years where a major decline in the number of students continuing to achieve on grade level by grade three was observed.

In mathematics, median percentile scores declined progressively by grade level from 46 at grade two to 32 at grade nine, after initial increases from kindergarten (36) and grade one (40). In grade one, 51% of students scored at or above grade level in mathematics, as did 50% or more of students in grades two and six. However, in grade nine, 52% of students scored below the 40th percentile.

Approximately 36% of grades kindergarten through two Title I students tested used the *Logramos* in reading, rather than the *ITBS*. Seven percent (7%) of grades kindergarten through two students were tested in mathematics. The median reading percentile score was 73, and 81% of the students tested scored above grade level. For mathematics, the median percentile for grades kindergarten through two students was 71 and 83% scored in the 40th-99th percentile.

A total of 87,366 Title I students in grades three through ten took the *TAKS* Reading test, with an overall passing rate of 73%, which is approximately a 1% increase from 2006. White students had the highest passing rate at 86%, followed by Asians and Native Americans at 81%, Hispanics at 72% and African Americans at 71%.

A total of 86,461 students in grades three through ten took the *TAKS* Mathematics test, with 60% passing overall, which is slightly more than a 1% increase from 2006. Asian students had the highest passing rate at 82%, followed by Whites (78%), Native Americans (66%), Hispanics (63%), and African Americans (52%). At most grades, except grades four and five, more students passed the reading subtest than the mathematics subtest. At grade nine, only 37% of the Title I students passed the mathematics subtest.

High school outcomes regarding graduation rates were available only for the 2005-06 graduation cohort. *NCLB* calculation of the graduation rate includes only those students who graduated within four years in the normal high school setting, not with a grade equivalency diploma (GED). With an overall graduation rate of 68.8%, the district failed to meet the required graduation rate. In 2005-06, African-American (69.8%) and White (81.4%) students had higher graduation rates than Hispanic (65.6%) students. A greater percentage of Hispanic students remained in high school (13.4%) the next school year after they should have completed their coursework than any ethnic group. Twenty-two percent (22%) of LEP students also remained in high school. When considering all students who completed high school coursework, whether in the traditional setting and time period, remaining in high school an additional year, or acquiring a GED, 80.6% of students graduated.

In both 2006 and 2007, the district and each Title I school met the State's standard with an overall attendance rate greater than 90%. Attendance at all grade levels in 2006-07 was within one percentage point of attendance levels for the previous year.

Meeting the *NCLB* highly qualified teacher requirements is mandatory; reporting accurate teacher qualification data is essential. According to the District personnel database, only 90% of the teachers met the highly qualified requirements. There is a concern that data is not accurate. Maintain current personnel information is recommended.

Although most schools within Dallas ISD are Title I schools, there is a notable difference in teacher ability between Title I and non-Title I schools. Distribute the teaching force equitably in terms of experience and alternative certification between Title I and non-Title I schools.

During the 2006-07 school year, several private schools and institutions for neglected and delinquent children voiced frustration over their lack of awareness regarding various resources available to them through Title I and Dallas ISD. Therefore, it is recommended to increase communications with private schools and institutions to facilitate services of Title I programs.

## REFERENCES

- Costello, R., Hall, S. & Yang, H. (2007). *School improvement initiative*. EA07-189-2. Dallas Independent School District. Division of Evaluation & Accountability.
- Denson, K. & Weir, D. (2002). *Final evaluation of the 2001-02 Title I Program, Part A, Improving Basic Programs*. Dallas Independent School District. Division of Evaluation, Assessment, and Information Systems.
- Denson, K. & Weir, D. (2003). *Final evaluation of the 2002-03 Title I, Part A: Improving the academic achievement of the disadvantaged* (REIS-03-163). Dallas, TX: Dallas Independent School District.
- Denson, K., Williams-Palmer, K., & Weir, D. (2004). *Final evaluation of the 2003-04 Title I, Part A: Improving the academic achievement of the disadvantaged* (REIS04-163-2). Dallas, TX: Dallas Independent School District.
- Denson, K., & Williams-Palmer, K. (2005). *Final evaluation of the 2004-05 Title I, Part A: Improving the academic achievement of the disadvantaged* (REIS05-163-2). Dallas, TX: Dallas Independent School District.
- Denson, K., & Williams-Palmer, K. (2006). *Final evaluation of the 2005-06 Title I, Part A: Improving the academic achievement of the disadvantaged* (EA06-163-2). Dallas, TX: Dallas Independent School District.
- Ledezma, L. (2007). *Final report: Grades PK-12 BE/ESL program* (EA07-126-3). Dallas, TX: Dallas Independent School District.
- Lenz, Gene. (2006) "Highly Qualified Teacher Update." Accessed at: <http://www.tea.state.tx.us/taa/specprog101806.html> on 11/14/06.
- No Child Left Behind Act of 2001, P.L. No. 107-110, 115 Stat. 145 (2002).
- Texas Education Agency (1998). *Compensatory education guidelines, financial accounting treatments, and an auditing and reporting system*. Austin, TX: Texas Education Agency.
- Texas Education Agency (2007). Academic Excellence Indicator System, 2005-06 District Performance. Accessed at: <http://www.tea.state.tx.us/cgi/sas/broker> on 7/9/07.