Title I: Comparative Measures of Student Achievement 2013-2014
Robert J. Costello, Ph.D.

At-a-Glance

The purpose of this report was to examine the academic achievement and progress of Title I students. This report contains comparisons of Title I students by grade and divisions, with district and State results. Comparisons were also made by major student subgroups. These subgroups were All Students, African American, Hispanic, white, Economically Disadvantaged, English Language Learners and Special Education students. In all cases, comparisons were made for a two year period and change scores were calculated. The following variables were used to determine the progress of Title I students:

- Iowa Tests of Basic Skills (ITBS) reading and mathematics for grades kindergarten, one and two;
- Logramos (Spanish version of ITBS) reading for grades kindergarten, one and two;
- State of Texas Assessments of Academic Readiness (STAAR) reading and mathematics for grades 3 through 8, writing grades 4 and 7, science grades 5 and 8 and social studies grade 8. STAAR End-of-Course (EOC) examinations were given primarily in grades 9 and 10.

Program Description

The purpose of Title I was “to ensure that all students have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.” The Title I program budget for the 2013-14 school year was $94,381,319.00 from Special Revenue Fund. This was an increase of approximately 4 million dollars from the 2012-13 school year ($90,361,970.00). Monies were given to both individual projects and individual schools to be used at the discretion of principals and executive directors.

Program Demographics

A total of 159,760 students were enrolled in Dallas ISD schools. Hispanic (70%) and African American (23%) students made up the majority of the student population (93%), while white (5%), Asian (1%), and Native American (0.4%) students combined accounted for approximately six percent (6%). Student characteristics showed that 88 percent of Title I students were economically disadvantaged and seven percent were special education students. Approximately 41 percent of the Title I students were classified as English language learners (ELL).

ITBS Reading and Mathematics

The ITBS Reading and Mathematics tests were administered to kindergarten through second grade students. Kindergarteners maintained a comparable level of performance between 2013 and 2014 on both tests. In contrast, first and second graders had a decline in performance of between four and seven percentage points between the two years on both tests. This decline held true across all subgroups.

Logramos Reading

Logramos results echoed the ITBS results. Kindergarteners maintained their performance levels between 2013 and 2014 while the performance of first and second graders declined. Again, performance levels decreased for all subgroups in these two grades.

STAAR Reading

Of the six grades that were required to take the STAAR Reading examination (grades 3-8), five had lower percentages of students with Satisfactory performance when compared to 2012-13. Only sixth grade showed an increase. Among the subgroups in each of the five lower performing grade levels, African Americans, Hispanics, Economically Disadvantaged and ELL students all had decreases in performance. White students decreased in two of the grades (3 and 4) and special education students decreased in three grades (3, 5, and 7). Among sixth graders, all subgroups except African Americans had higher percentages. Of the 42 reading measures that were analyzed (percentages for seven subgroups across six grades), district students had higher performance levels on 11 (26%) of the 42 measures. District performance across all grade levels fell below State levels. The discrepancy was the greatest among fourth graders with a 15 percentage point gap and smallest among eighth graders with an eight point gap. Similar to the district, the State had a lower percentage of students achieving Satisfactory levels compared to 2012-13; however, there were eight instances where district measures decreased from 2013 levels while State levels increased.

STAAR Mathematics

The district as a whole performed better this year relative to 2012-13. All grades except grade 7 had increases in the percentage of students achieving Satisfactory scores. All subgroups within the higher performing grades had increases with the exception of...
whites in third grade and African Americans in eighth grade. All subgroups in grade 7 had lower performances this year. Of the 42 measures analyzed on this examination (percentages for seven subgroups across six grades), 33 (79%) showed improvement from 2012-13. The district had Satisfactory rates below the State rates. The gap between the district and State ranged from 15 percentage points in grades 6 and 8 to 10 percentage points in grade 5. Increases and decreases in the district rates mirrored the changes in State rates except among the two subgroups mentioned above (white third graders and African American eighth grades).

**STAAR Writing**

Performance on the STAAR Writing examination decreased this year for both fourth and seventh graders. This was true across all subgroups except white students in both grades and special education students in grade 7. There were three improvements (21%) across 14 writing measures (percentages for seven subgroups across two grades). At both the district and State levels, students in grade 4 had higher performance levels than seventh graders. District fourth graders performed below State levels but district seventh graders were on par.

**STAAR Science**

Fewer fifth and eighth grade students achieved Satisfactory scores on the STAAR Science examination this year compared to 2012-13. The only improvement was among white students in grade 5. This improvement accounts for seven percent of this examination’s 14 measures. District performance levels fell below State levels. In four cases, the district did not follow trends at the state level. Grade 5 All Students, African American, Hispanic, and Special Education subgroups had decreasing performance levels while the State had increasing levels.

**STAAR Social Studies**

Overall, eighth graders did not perform as well on the STAAR Social Studies examination compared to 2012-13. Of the seven measures analyzed, only one measure (14%) for the white subgroup, showed improvement. District performance levels were below State levels.

**STAAR End-of-Course (EOC)**

The five STAAR EOC examinations (English I, English II, Algebra I, Biology, and U.S. History) were administered primarily to ninth and tenth graders. The district had a lower percentage of students achieving a Satisfactory score compared to the State on three of the examinations—English I, English II, and Algebra I. Dallas ISD ELL students outperformed State ELLs on all five EOCs. For both Algebra I and Biology all subgroups showed gains from 2012-13 to 2013-14 at both the State and district levels. Six of the seven subgroups showed larger gains at the district level than the State on Algebra I. Two subgroups gains (All Students and Special Education) were the same or greater than State gains for Biology EOC.

**Attendance and Graduation Rates**

The overall attendance rates for Dallas ISD, as well as the attendance rates for each ethnic group (African American, Hispanic, White, Asian, and Native American), met or exceeded the State’s 90 percent standard. The overall attendance for each year examined was 95 percent. The percentage of students who graduated in four years, high school continuers, or acquired a GED was 89.8 percent (88.7% in 2010-11). There was a decrease in the percentage of student dropout in 2011-12 (10.2%) from 2010-11 (11.3%).

**Additional Measures of Title I Success**

Additional measures of Title I student success including district students’ academic preparation for college, as measured by participation rates and performance of students on the ReadiStep, the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), the American College Test (ACT) and the Scholastic Aptitude Test (SAT), Pre-Advanced Placement (Pre-AP) courses, Advanced Placement (AP) courses/exams, Dual Credit courses, International Baccalaureate (IB) courses, and advanced levels on STAAR EOCs can be found in the College and Career Readiness 2013-14 evaluation report EA14-520-2. Additional measures of ELL student success can be found in the Evaluation of the Dual Language and ESL Program 2013-14 evaluation report EA14-126-2. Measures of Title I Special Education students’ success can be found in the Evaluation of Special Education Program report EA14-519-2. Measures of early childhood success can be found in the 2013-14 Reading Results for Kindergarten to Grade 2 report EA14-171-2.

For more information, see EA14-163-2, which can be found at [http://www.dallasisd.org/page/888](http://www.dallasisd.org/page/888).