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 division, 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 (ELL) and Special Education students. Comparisons were made for a four-year period when available and change scores were calculated. The following variables were used to determine the progress of Title I students:

- Iowa (previously the Iowa Tests of Basic Skills; ITBS) reading and mathematics for grades kindergarten, one and two;
- Logramos (Spanish version of Iowa/ITBS) reading for grades kindergarten, one and two; and
- State of Texas Assessments of Academic Readiness (STAAR) reading and mathematics for grades three through eight, writing grades four and seven, science grades five and eight and social studies grade eight.

STAAR End-of-Course (EOC) examinations were given primarily in grades nine and ten. The five EOC examinations were English I, English II, U.S. History, Algebra I, and Biology. Student and teacher demographics were also presented, along with attendance, dropout, and graduation rates.

Program Description

The purpose of Title I 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 2014-15 school year was $94,974,593.00 from the Special Revenue Fund. This was an increase of approximately $600,000 from the 2013-14 school year ($94,381,319.00). 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 160,209 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 and Pacific Islander (less than 1% combined) students combined accounted for approximately seven percent. Eighty-five percent of Title I students were economically disadvantaged, approximately 42 percent were classified as ELLs and about seven percent were classified as special education students.

Iowa Mathematics and Reading

The Iowa mathematics and reading tests were administered to kindergarten through second grade students. These scores cannot be compared to past years due to the change from ITBS to Iowa. On the mathematics exam, 76, 63, and 57 percent of students performed at or above the 40th percentile rank for kindergarten, first, and second grades, respectively. On the reading exam, 75, 56, and 50 percent of students performed at or above the 40th percentile rank for kindergarten, first, and second grades, respectively.

Logramos Reading

Due to changes in assessment, 2014-15 Logramos reading scores cannot be compared to past years. Approximately 77, 83, and 79 percent of students in kindergarten, grade one, and grade two, respectively, scored at or above the 40th percentile rank.

STAAR Reading

Of the six grades that were required to take the STAAR reading examination (grades 3-8), four had lower percentages of students with satisfactory performance when compared to 2013-14. Only the fourth and fifth grades showed an increase. Among each of the four lower performing grade levels, most subgroups had decreases in performance from 2013-14 with the exception of Hispanics, ELL, and Economically Disadvantaged students in grade three, African American students in grade six, and ELL students in grade seven. Of the 42 reading measures that were analyzed (percentages for seven subgroups across six grades), district students had higher performance levels on 14 (33%) of the 42 measures. District performance across all grade levels fell below state levels. The discrepancy was the greatest among sixth and seventh graders with a 13-percentage-point gap and smallest among fifth graders with an approximately seven-point gap. Similar to the district, the state had a lower percentage of students achieving satisfactory levels compared to 2013-14.

STAAR Mathematics

The STAAR mathematics data is not available for 2014-15 (as of September 2015). Thus, 2013-14 results are reported here.

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1 2014-15 mathematics data is not currently available.
In 2013-14 the district as a whole performed better this year relative to 2012-13. All grades except seventh had increases in the percentage of students achieving satisfactory scores. All subgroups had increases with the exception of whites in third grade and African Americans in eighth grade. All subgroups in grade seven 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 passing rates below the state rates. The gap between the district and state ranged from 15 percentage points in grades six and eight to 10 percentage points in grade five. 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 fourth graders but increased for seventh graders. For fourth grade, all subgroups showed losses except for Hispanics and ELLs. In seventh grade, losses were shown in the white and special education subgroups. There were six improvements (43%) across 14 writing measures (percentages for seven subgroups across two grades). At the district level, students in grade four had higher performance levels than seventh graders; the reverse was true at the state level. In both grades, the district performed below state levels.

**STAAR Science**

Fewer fifth-graders achieved satisfactory scores on the STAAR science examination this year compared to 2013-14 but a higher percentage of eighth-grade students had satisfactory scores this year. No grade five subgroups showed increases; however, in grade eight all groups except special education showed increases. This improvement accounts for 43 percent of this examination’s 14 measures. District performance levels fell below state levels. In six cases, the district did not follow trends at the state level. Every grade eight subgroup except for special education showed increasing performance levels while the state showed declines.

**STAAR Social Studies**

Overall, eighth graders performed similarly on the STAAR social studies examination compared to 2013-14. Of the seven measures analyzed, five measures (71%) showed improvement; only the African American and special education subgroups showed declines. District performance levels were below state levels by seven percentage points.

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

The five STAAR EOC examinations (English I, English II, U.S. History, Algebra I, and Biology) were administered primarily to ninth and tenth graders. The district had a lower percentage of students achieving a satisfactory score compared to the State on English I and English II. Dallas ISD ELL students outperformed state ELLs on all five EOCs. For English I, Algebra I, and Biology all district subgroups showed gains from 2013-14 to 2014-15. Most district subgroups showed larger gains than the State subgroup. Exceptions include English II where the white subgroup showed a loss, U.S. History where no gains were made for either the State or the district in the All Students, African American, ELL and special education subgroups, and for Biology students in the white subgroups who showed equal gains to the State.

**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, continued high school, or acquired a GED was 91.7 percent (89.8% in 2011-12). There was a decrease in the percentage of student dropout in 2012-13 (8.3%) from 2011-12 (10.2%).

**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 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), the American College Test (ACT) and the Scholastic Aptitude Test (SAT), can be found in the College and Career Readiness 2014-15 evaluation reports EA15-520-2. Additional measures of ELL student success can be found in the Evaluation of the Dual Language and ESL Program 2014-15 evaluation report EA15-126-2. Measures of Title I Special Education students’ success can be found in the Evaluation of Special Education Program report EA15-519-2. Measures of early childhood success can be found in the 2014-15 Reading Results for Kindergarten to Grade 2 report EA15-171-2.

For more information, see EA15-163-2, which can be found at http://www.dallasisd.org/Page/888