Campus Data Packet for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 183

THOMAS L. MARSALIS ELEMENTARY SCHOOL

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THOMAS L. MARSALIS ELEMENTARY SCHOOL (183)   **2**

September 3, 2020   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_CONTENTS   2020-21 Data Packet

2020-21 DATA PACKET INFORMATION

This is a special edition of the annual Campus Data Packet. Many statistics were affected by the COVID-19 emergency closure that began after March 13, 2020. Most assessment statistics could not be computed, with some exceptions noted below. Enrollment and teacher statistics were computed as expected, but student attendance statistics use data only through March 13, 2020. Additional notes about changes for the 2019-20 school year are noted below.

2019-20 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the latest federal standards for ethnicity and race reporting, though some categories have been combined due to small group sizes. Students reporting their ethnicity as "Hispanic" are not counted in any race category.
- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the sixth six-weeks grading period.
- "New" students were new to the district in 2019-20. They are counted as new if not enrolled in a district campus before the last day of the 2018-19 school year.
- The "retention rate" is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2018-19 and 2019-20.

ATTENDANCE Through March 13, 2020

- Statistics are based on student attendance through the end of the school year. Due to the COVID-19 emergency closure, attendance statistics for 2019-20 are computed as if the end of the school year was March 13, 2020.
- "Average daily membership" is the total number of school days students were SCHEDULED or ENROLLED divided by the number of school days in the year.
- The "average daily attendance" number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The "average daily attendance" percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of "yearly transactions" is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by "average daily membership," which gives (on average) the percentage of the membership associated with a transaction.
- "Continuously enrolled" students are enrolled and in attendance for a minimum number of instructional days in at least one course at the school between the beginning of the school year and the first day of the main STAAR testing period. The minimum number varies depending on the school year's calendar.
- The "stability rate" is the number of continuously enrolled students divided by "average daily membership."

TEACHERS

- Teacher demographics and location assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Teacher absences counted towards the average do not include vacation days.
- Retention rate is the percentage of the prior year's teachers who continued at the school. The rate for a school year is computed with numerator "# of teachers assigned to the school both that year and the prior year" and denominator "# of teachers assigned to the school for the prior year." Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.

TELPAS Administered On Or Before March 13, 2020

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Students are counted as having been tested with the TELPAS if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student is rated as Advanced High on the TELPAS in 2020, the TEA does not differentiate between the Advanced and Advanced High levels from 2019.

DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP) Administered December 2019 Or Earlier

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- ACPs are semester exams administered in grades 1-12. Not all courses have ACPs. In secondary grades, ACP scores account for a portion of students' semester grades (10% at middle and 15% at high). "Average course mark (no ACP)" is computed from semester grades before factoring in ACP scores. In elementary grades, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported in packets for elementary grades.
- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.
- A scale score of at least 70% is required to pass an ACP. For grade levels with numeric grading, a course mark of at least 70% is required to pass a course.
- Statistics are computed separately for Semester 1 and Semester 2 tests; time of administration during the school year is not relevant. Results from tests written for different school years are not combined.

STUDENT ENROLLMENT

Grade	Enrollment
PK	70
KN	64
1	63
2	70
3	53
4	72
5	67
ALL	459

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	344	74.9	22	71.0
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	111	24.2	7	22.6
White	3	0.7	0	0.0
Multiple	1	0.2	1	3.2
Other* (teachers only)	—	—	1	3.2
Not reported (students only)	0	0.0	—	—

*For teachers, "Other" category includes American Indican/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	109	23.7
Economically disadvantaged	428	93.2
Limited English proficient (LEP)	76	16.6
Special education	32	7.0
Talented and Gifted (TAG)	76	16.6

Grade	Year	Enrollment	African American N	African American %	American Indian N	American Indian %	Asian N	Asian %	Hispanic N	Hispanic %	White N	White %	Multiple category N	Multiple category %
PK	2018	76	50	65.8	0	0.0	0	0.0	21	27.6	0	0.0	5	6.6
	2019	68	45	66.2	0	0.0	0	0.0	17	25.0	0	0.0	6	8.8
	2020	70	54	77.1	0	0.0	0	0.0	16	22.9	0	0.0	0	0.0
KN	2018	70	53	75.7	0	0.0	0	0.0	15	21.4	0	0.0	2	2.9
	2019	64	50	78.1	0	0.0	0	0.0	12	18.8	0	0.0	2	3.1
	2020	64	51	79.7	0	0.0	0	0.0	12	18.8	0	0.0	1	1.6
1	2018	57	42	73.7	0	0.0	0	0.0	14	24.6	0	0.0	1	1.8
	2019	70	48	68.6	0	0.0	0	0.0	16	22.9	2	2.9	4	5.7
	2020	63	48	76.2	0	0.0	0	0.0	14	22.2	1	1.6	0	0.0
2	2018	77	55	71.4	0	0.0	0	0.0	19	24.7	0	0.0	3	3.9
	2019	56	36	64.3	0	0.0	0	0.0	19	33.9	0	0.0	1	1.8
	2020	70	54	77.1	0	0.0	0	0.0	14	20.0	2	2.9	0	0.0
3	2018	76	59	77.6	0	0.0	0	0.0	16	21.1	0	0.0	1	1.3
	2019	76	55	72.4	0	0.0	0	0.0	18	23.7	0	0.0	3	3.9
	2020	53	35	66.0	0	0.0	0	0.0	18	34.0	0	0.0	0	0.0
4	2018	82	57	69.5	0	0.0	0	0.0	25	30.5	0	0.0	0	0.0
	2019	71	56	78.9	0	0.0	0	0.0	15	21.1	0	0.0	0	0.0
	2020	72	52	72.2	0	0.0	0	0.0	20	27.8	0	0.0	0	0.0
5	2018	87	67	77.0	0	0.0	0	0.0	20	23.0	0	0.0	0	0.0
	2019	74	52	70.3	0	0.0	0	0.0	22	29.7	0	0.0	0	0.0
	2020	67	50	74.6	0	0.0	0	0.0	17	25.4	0	0.0	0	0.0
PK-5	2018	525	383	73.0	0	0.0	0	0.0	130	24.8	0	0.0	12	2.3
	2019	479	342	71.4	0	0.0	0	0.0	119	24.8	2	0.4	16	3.3
	2020	459	344	74.9	0	0.0	0	0.0	111	24.2	3	0.7	1	0.2

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
PK	2018	76	71	93.4	21	27.6	6	7.9	30	39.5	0	0.0	67	88.2	52.6	47.4	9.2
	2019	68	67	98.5	14	20.6	7	10.3	9	13.2	0	0.0	45	66.2	45.6	54.4	32.4
	2020	70	69	98.6	8	11.4	3	4.3	8	11.4	0	0.0	46	65.7	51.4	48.6	34.3
KN	2018	70	58	82.9	14	20.0	4	5.7	15	21.4	9	12.9	26	37.1	44.3	55.7	1.4
	2019	64	57	89.1	7	10.9	5	7.8	8	12.5	10	15.6	27	42.2	64.1	35.9	1.6
	2020	64	61	95.3	9	14.1	4	6.3	9	14.1	16	25.0	17	26.6	42.2	57.8	3.1
1	2018	57	51	89.5	12	21.1	5	8.8	16	28.1	7	12.3	10	17.5	50.9	49.1	7.0
	2019	70	64	91.4	14	20.0	1	1.4	19	27.1	9	12.9	15	21.4	42.9	57.1	4.3
	2020	63	59	93.7	10	15.9	3	4.8	12	19.0	7	11.1	9	14.3	60.3	39.7	3.2
2	2018	77	68	88.3	14	18.2	5	6.5	21	27.3	12	15.6	13	16.9	49.4	50.6	9.1
	2019	56	52	92.9	12	21.4	9	16.1	17	30.4	8	14.3	10	17.9	57.1	42.9	5.4
	2020	70	64	91.4	12	17.1	3	4.3	16	22.9	12	17.1	6	8.6	51.4	48.6	4.3
3	2018	76	68	89.5	10	13.2	5	6.6	19	25.0	15	19.7	14	18.4	48.7	51.3	9.2
	2019	76	66	86.8	12	15.8	6	7.9	20	26.3	12	15.8	12	15.8	47.4	52.6	1.3
	2020	53	49	92.5	12	22.6	9	17.0	14	26.4	8	15.1	11	20.8	58.5	41.5	3.8
4	2018	82	76	92.7	16	19.5	9	11.0	49	59.8	16	19.5	12	14.6	52.4	47.6	1.2
	2019	71	63	88.7	8	11.3	5	7.0	34	47.9	18	25.4	10	14.1	57.7	42.3	1.4
	2020	72	69	95.8	14	19.4	5	6.9	33	45.8	16	22.2	5	6.9	47.2	52.8	1.4
5	2018	87	79	90.8	14	16.1	6	6.9	56	64.4	13	14.9	10	11.5	42.5	57.5	1.1
	2019	74	65	87.8	15	20.3	8	10.8	47	63.5	15	20.3	9	12.2	55.4	44.6	1.4
	2020	67	57	85.1	11	16.4	5	7.5	17	25.4	17	25.4	9	13.4	56.7	43.3	0.0
PK-5	2018	525	471	89.7	101	19.2	40	7.6	206	39.2	72	13.7	152	29.0	48.6	51.4	5.3
	2019	479	434	90.6	82	17.1	41	8.6	154	32.2	72	15.0	128	26.7	52.6	47.4	6.7
	2020	459	428	93.2	76	16.6	32	7.0	109	23.7	76	16.6	103	22.4	52.3	47.7	7.4

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
KN	2018	67	11,061	63	94.6	10,520	95.1	10	15.0	17.8	62	9,830	93.1	88.9
	2019	60	10,918	56	93.4	10,370	95.0	4	6.7	5.7	46	9,637	76.9	88.3
	2020	63	10,874	60	96.2	10,319	94.9	1	1.6	3.8	60	9,815	95.9	90.3
1	2018	58	11,550	55	94.1	11,055	95.7	16	27.5	16.6	48	10,347	82.4	89.6
	2019	69	11,198	65	94.1	10,715	95.7	2	2.9	5.0	52	10,069	75.8	89.9
	2020	60	11,192	58	95.8	10,678	95.4	2	3.3	3.9	57	10,139	94.9	90.6
2	2018	80	11,864	77	96.1	11,398	96.1	12	15.0	15.9	71	10,717	89.0	90.3
	2019	55	11,232	52	95.6	10,781	96.0	3	5.5	4.8	46	10,169	84.1	90.5
	2020	70	11,070	67	94.9	10,616	95.9	3	4.3	3.2	64	10,175	90.8	91.9
3	2018	78	12,536	74	95.6	12,080	96.4	13	16.7	14.4	71	11,431	91.5	91.2
	2019	74	11,452	71	95.3	11,029	96.3	5	6.7	4.6	66	10,478	89.0	91.5
	2020	53	11,093	51	94.7	10,664	96.1	2	3.7	3.5	43	10,181	80.6	91.8
4	2018	82	12,675	80	96.6	12,235	96.5	19	23.0	14.1	74	11,637	89.7	91.8
	2019	70	12,118	67	96.8	11,690	96.5	3	4.3	4.9	65	11,112	93.2	91.7
	2020	74	11,323	71	96.4	10,902	96.3	5	6.8	3.4	67	10,479	90.9	92.5
5	2018	86	12,498	83	96.2	12,078	96.6	7	8.1	6.1	80	11,513	92.7	92.1
	2019	77	12,193	74	96.5	11,779	96.6	7	9.1	4.5	69	11,300	89.9	92.7
	2020	65	11,957	63	96.1	11,518	96.3	4	6.1	3.2	58	11,098	89.1	92.8
KN-5	2018	451	72,186	432	95.7	69,366	96.1	77	17.1	14.0	406	65,475	90.0	90.7
	2019	404	69,110	385	95.3	66,364	96.0	24	5.9	4.9	344	62,765	85.2	90.8
	2020	385	67,509	369	95.7	64,698	95.8	17	4.4	3.5	349	61,887	90.6	91.7

Teachers: 31

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	22	71.0
Hispanic	7	22.6
White	0	0.0
Multiple	1	3.2
Other	1	3.2

Gender	Number	Percentage
Female	27	87.1
Male	4	12.9

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	8.6	93.5
2018-19	8.0	75.8
2019-20	4.8	96.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	0	0.0
1	1	3.2
2	0	0.0
3	3	9.7
4	1	3.2
5	4	12.9
1-3	4	12.9
More than 3	27	87.1
1 - 5	9	29.0
6 - 10	6	19.4
11 - 20	10	32.3
More than 20	6	19.4

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (9)	Beginning	4	44.4	4	44.4	7	77.8	7	77.8	4	44.4
	Intermediate	3	33.3	3	33.3	2	22.2	2	22.2	3	33.3
	Advanced	2	22.2	2	22.2	0	0.0	0	0.0	2	22.2
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
1 (9)	Beginning	0	0.0	0	0.0	2	22.2	2	22.2	0	0.0
	Intermediate	3	33.3	7	77.8	6	66.7	5	55.6	7	77.8
	Advanced	6	66.7	2	22.2	1	11.1	2	22.2	2	22.2
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
2 (12)	Beginning	0	0.0	0	0.0	2	16.7	0	0.0	0	0.0
	Intermediate	0	0.0	5	41.7	7	58.3	2	16.7	2	16.7
	Advanced	5	41.7	3	25.0	3	25.0	7	58.3	8	66.7
	Advanced High	7	58.3	4	33.3	0	0.0	3	25.0	2	16.7
3 (13)	Beginning	1	7.7	3	23.1	2	15.4	1	7.7	2	15.4
	Intermediate	2	15.4	6	46.2	6	46.2	5	38.5	4	30.8
	Advanced	3	23.1	4	30.8	3	23.1	4	30.8	5	38.5
	Advanced High	7	53.8	0	0.0	2	15.4	3	23.1	2	15.4
4 (14)	Beginning	1	7.1	0	0.0	2	14.3	1	7.1	1	7.1
	Intermediate	2	14.3	4	28.6	1	7.1	2	14.3	2	14.3
	Advanced	3	21.4	6	42.9	4	28.6	2	14.3	3	21.4
	Advanced High	8	57.1	4	28.6	7	50.0	9	64.3	8	57.1

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years / N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
— / —	Beginning	—			
	Intermediate	—	—		
	Advanced	—	—	—	
	Advanced High		—	—	—
9 / 7 (77.8%)	Beginning	0			
	Intermediate	7	0		
	Advanced	0	0	1	
	Advanced High		0	0	0
12 / 7 (58.3%)	Beginning	0			
	Intermediate	0	2		
	Advanced	0	5	3	
	Advanced High		0	0	2
11 / 7 (63.6%)	Beginning	1			
	Intermediate	1	3		
	Advanced	0	4	0	
	Advanced High		0	1	1
14 / 9 (64.3%)	Beginning	1			
	Intermediate	1	1		
	Advanced	0	0	3	
	Advanced High		0	0	8

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (11)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	2	18.2	1	9.1	6	54.5	0	0.0	1	9.1
	Advanced	3	27.3	5	45.5	2	18.2	2	18.2	6	54.5
	Advanced High	6	54.5	5	45.5	3	27.3	9	81.8	4	36.4
ALL (68)	Beginning	6	8.8	7	10.3	15	22.1	11	16.2	7	10.3
	Intermediate	12	17.6	26	38.2	28	41.2	16	23.5	19	27.9
	Advanced	22	32.4	22	32.4	13	19.1	17	25.0	26	38.2
	Advanced High	28	41.2	13	19.1	12	17.6	24	35.3	16	23.5

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years / N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
10 / **8 (80.0%)**	Beginning		0		
	Intermediate	0	0		
	Advanced	0	4	2	
	Advanced High	0	1	3	
56 / **38 (67.9%)**	Beginning		2		
	Intermediate	9	6		
	Advanced	0	13	9	
	Advanced High	0	2	14	

☐ Indicates students who progressed at least one level from 2019 to 2020.

SEMESTER 1 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

Elementary School Exams

GRADE 1 MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
58	70.9	77.6			69.0		78.9	

GRADE 1 READING

50	72.6	83.6			90.0		91.2	

GRADE 1 READING SPANISH

8	61.3	74.2			62.5		89.5	

GRADE 2 MATHEMATICS

69	73.2	81.3	78.6		79.7	75.4	76.5	92.3

GRADE 2 READING

57	74.5	83.0	77.0		78.9	66.7	72.1	91.3

GRADE 2 READING SPANISH

12	77.9	83.4			91.7		75.1	92.0

GRADE 3 MATHEMATICS

52	68.1	78.7	80.1		76.9	82.7	70.6	90.8

GRADE 3 READING

41	59.8	75.9	77.6		68.3	87.8	62.6	88.7

GRADE 3 READING SPANISH

10	45.5	67.3			30.0		57.7	88.7

GRADE 4 LANGUAGE ARTS

58	66.4	76.0	74.9		74.1	81.0	68.3	91.7

(Semester 2 Tests columns — GRADE 1 MATHEMATICS, GRADE 1 READING, GRADE 1 READING SPANISH, GRADE 2 MATHEMATICS, GRADE 2 READING, GRADE 2 READING SPANISH, GRADE 3 MATHEMATICS, GRADE 3 READING, GRADE 3 READING SPANISH, GRADE 4 LANGUAGE ARTS — all blank)

SEMESTER 1 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

GRADE 4 LANGUAGE ARTS SPANISH

| 14 | 66.8 | 72.3 | 82.0 | | 64.3 | 100.0 | 68.5 | 91.9 |

GRADE 4 MATHEMATICS

| 71 | 66.3 | 75.4 | 82.8 | | 64.8 | 94.4 | 71.7 | 90.4 |

GRADE 4 MATHEMATICS SPANISH

| 1 | * | * | * | | * | * | 50.4 | * |

GRADE 4 READING

| 58 | 51.0 | 73.3 | 75.0 | | 70.7 | 84.5 | 68.8 | 92.4 |

GRADE 4 READING SPANISH

| 14 | 73.6 | 82.4 | 82.0 | | 78.6 | 100.0 | 80.7 | 91.8 |

GRADE 5 MATHEMATICS

| 64 | 74.8 | 81.6 | 85.2 | | 87.5 | 95.3 | 78.3 | 91.9 |

GRADE 5 READING

| 55 | 52.9 | 76.4 | 80.7 | | 87.3 | 96.4 | 79.5 | 94.1 |

GRADE 5 READING SPANISH

| 9 | 74.2 | 81.2 | 85.1 | | 66.7 | 100.0 | 79.8 | 94.9 |

GRADE 5 SCIENCE

| 63 | 89.8 | 91.0 | 87.7 | | 96.8 | 98.4 | 76.5 | 95.9 |

SEMESTER 2 TESTS

Number Tested	Averages				% Passing		District % Passing	
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

GRADE 4 LANGUAGE ARTS SPANISH

GRADE 4 MATHEMATICS

GRADE 4 MATHEMATICS SPANISH

GRADE 4 READING

GRADE 4 READING SPANISH

GRADE 5 MATHEMATICS

GRADE 5 READING

GRADE 5 READING SPANISH

GRADE 5 SCIENCE