Campus Data Packet for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 130

LEILA P. COWART
ELEMENTARY SCHOOL

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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	99
KN	70
1	69
2	82
3	86
4	75
5	92
ALL	573

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	2	0.3	3	7.9
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	565	98.6	21	55.3
White	5	0.9	13	34.2
Multiple	1	0.2	0	0.0
Other* (teachers only)	—	—	1	2.6
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	384	67.0
Economically disadvantaged	534	93.2
Limited English proficient (LEP)	370	64.6
Special education	65	11.3
Talented and Gifted (TAG)	64	11.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	98	0	0.0	0	0.0	0	0.0	96	98.0	2	2.0	0	0.0
	2019	100	1	1.0	1	1.0	0	0.0	96	96.0	2	2.0	0	0.0
	2020	99	0	0.0	0	0.0	0	0.0	96	97.0	3	3.0	0	0.0
KN	2018	83	1	1.2	0	0.0	0	0.0	82	98.8	0	0.0	0	0.0
	2019	75	0	0.0	0	0.0	0	0.0	74	98.7	1	1.3	0	0.0
	2020	70	0	0.0	0	0.0	0	0.0	70	100.0	0	0.0	0	0.0
1	2018	75	0	0.0	0	0.0	1	1.3	74	98.7	0	0.0	0	0.0
	2019	81	1	1.2	0	0.0	0	0.0	80	98.8	0	0.0	0	0.0
	2020	69	0	0.0	0	0.0	0	0.0	69	100.0	0	0.0	0	0.0
2	2018	78	0	0.0	1	1.3	0	0.0	77	98.7	0	0.0	0	0.0
	2019	78	0	0.0	0	0.0	0	0.0	78	100.0	0	0.0	0	0.0
	2020	82	0	0.0	0	0.0	0	0.0	81	98.8	1	1.2	0	0.0
3	2018	92	1	1.1	0	0.0	0	0.0	89	96.7	1	1.1	1	1.1
	2019	68	0	0.0	0	0.0	0	0.0	68	100.0	0	0.0	0	0.0
	2020	86	1	1.2	0	0.0	0	0.0	85	98.8	0	0.0	0	0.0
4	2018	76	0	0.0	0	0.0	0	0.0	76	100.0	0	0.0	0	0.0
	2019	87	1	1.1	0	0.0	0	0.0	85	97.7	1	1.1	0	0.0
	2020	75	0	0.0	0	0.0	0	0.0	74	98.7	0	0.0	1	1.3
5	2018	79	0	0.0	1	1.3	0	0.0	78	98.7	0	0.0	0	0.0
	2019	78	0	0.0	0	0.0	0	0.0	78	100.0	0	0.0	0	0.0
	2020	92	1	1.1	0	0.0	0	0.0	90	97.8	1	1.1	0	0.0
PK-5	2018	581	2	0.3	2	0.3	1	0.2	572	98.5	3	0.5	1	0.2
	2019	567	3	0.5	1	0.2	0	0.0	559	98.6	4	0.7	0	0.0
	2020	573	2	0.3	0	0.0	0	0.0	565	98.6	5	0.9	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	98	93	94.9	69	70.4	10	10.2	70	71.4	0	0.0	81	82.7	52.0	48.0	17.3
	2019	100	100	100.0	69	69.0	9	9.0	21	21.0	0	0.0	71	71.0	51.0	49.0	25.0
	2020	99	98	99.0	64	64.6	8	8.1	62	62.6	0	0.0	77	77.8	47.5	52.5	21.2
KN	2018	83	72	86.7	54	65.1	16	19.3	56	67.5	10	12.0	17	20.5	55.4	44.6	0.0
	2019	75	70	93.3	42	56.0	16	21.3	39	52.0	0	0.0	13	17.3	46.7	53.3	2.7
	2020	70	65	92.9	46	65.7	8	11.4	46	65.7	0	0.0	11	15.7	50.0	50.0	0.0
1	2018	75	67	89.3	51	68.0	4	5.3	54	72.0	14	18.7	5	6.7	46.7	53.3	8.0
	2019	81	76	93.8	55	67.9	12	14.8	55	67.9	11	13.6	5	6.2	54.3	45.7	2.5
	2020	69	65	94.2	43	62.3	12	17.4	37	53.6	11	15.9	4	5.8	55.1	44.9	0.0
2	2018	78	69	88.5	46	59.0	10	12.8	47	60.3	10	12.8	5	6.4	44.9	55.1	1.3
	2019	78	75	96.2	54	69.2	6	7.7	57	73.1	15	19.2	4	5.1	47.4	52.6	3.8
	2020	82	75	91.5	57	69.5	8	9.8	57	69.5	7	8.5	7	8.5	56.1	43.9	4.9
3	2018	92	86	93.5	58	63.0	8	8.7	61	66.3	15	16.3	8	8.7	46.7	53.3	3.3
	2019	68	65	95.6	39	57.4	7	10.3	37	54.4	11	16.2	3	4.4	50.0	50.0	1.5
	2020	86	78	90.7	60	69.8	8	9.3	59	68.6	15	17.4	6	7.0	48.8	51.2	1.2
4	2018	76	76	100.0	42	55.3	5	6.6	53	69.7	16	21.1	2	2.6	56.6	43.4	0.0
	2019	87	81	93.1	56	64.4	12	13.8	63	72.4	20	23.0	2	2.3	44.8	55.2	0.0
	2020	75	67	89.3	43	57.3	7	9.3	55	73.3	10	13.3	6	8.0	45.3	54.7	0.0
5	2018	79	77	97.5	50	63.3	6	7.6	68	86.1	12	15.2	5	6.3	58.2	41.8	2.5
	2019	78	71	91.0	43	55.1	10	12.8	58	74.4	14	17.9	5	6.4	57.7	42.3	1.3
	2020	92	86	93.5	57	62.0	14	15.2	68	73.9	21	22.8	4	4.3	44.6	55.4	0.0
PK-5	2018	581	540	92.9	370	63.7	59	10.2	409	70.4	77	13.3	123	21.2	51.5	48.5	5.0
	2019	567	538	94.9	358	63.1	72	12.7	330	58.2	71	12.5	103	18.2	50.3	49.7	6.0
	2020	573	534	93.2	370	64.6	65	11.3	384	67.0	64	11.2	115	20.1	49.4	50.6	4.5

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	82	11,061	78	95.1	10,520	95.1	11	13.4	17.8	76	9,830	92.5	88.9
	2019	75	10,918	71	94.1	10,370	95.0	4	5.3	5.7	69	9,637	91.5	88.3
	2020	72	10,874	67	93.2	10,319	94.9	1	1.4	3.8	66	9,815	91.5	90.3
1	2018	76	11,550	73	95.5	11,055	95.7	10	13.1	16.6	72	10,347	94.5	89.6
	2019	82	11,198	79	96.5	10,715	95.7	0	0.0	5.0	79	10,069	96.1	89.9
	2020	70	11,192	66	95.2	10,678	95.4	0	0.0	3.9	64	10,139	91.9	90.6
2	2018	76	11,864	74	96.3	11,398	96.1	9	11.8	15.9	72	10,717	94.3	90.3
	2019	79	11,232	76	95.8	10,781	96.0	2	2.5	4.8	73	10,169	92.0	90.5
	2020	85	11,070	82	96.7	10,616	95.9	0	0.0	3.2	81	10,175	95.7	91.9
3	2018	91	12,536	88	96.6	12,080	96.4	11	12.1	14.4	84	11,431	92.8	91.2
	2019	67	11,452	65	96.9	11,029	96.3	0	0.0	4.6	65	10,478	97.1	91.5
	2020	83	11,093	80	96.0	10,664	96.1	1	1.2	3.5	79	10,181	94.6	91.8
4	2018	76	12,675	73	96.4	12,235	96.5	6	7.9	14.1	73	11,637	96.5	91.8
	2019	87	12,118	84	96.3	11,690	96.5	3	3.5	4.9	84	11,112	96.8	91.7
	2020	76	11,323	73	96.3	10,902	96.3	0	0.0	3.4	74	10,479	97.9	92.5
5	2018	79	12,498	75	95.0	12,078	96.6	4	5.1	6.1	74	11,513	93.6	92.1
	2019	78	12,193	75	96.4	11,779	96.6	1	1.3	4.5	74	11,300	95.4	92.7
	2020	92	11,957	88	95.9	11,518	96.3	0	0.0	3.2	86	11,098	94.0	92.8
KN-5	2018	480	72,186	460	95.8	69,366	96.1	51	10.6	14.0	451	65,475	94.0	90.7
	2019	468	69,110	450	96.0	66,364	96.0	10	2.1	4.9	444	62,765	94.8	90.8
	2020	477	67,509	456	95.6	64,698	95.8	2	0.4	3.5	450	61,887	94.3	91.7

Teachers: 38

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	3	7.9
Hispanic	21	55.3
White	13	34.2
Multiple	0	0.0
Other	1	2.6

Gender	Number	Percentage
Female	32	84.2
Male	6	15.8

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.1	83.3
2018-19	5.6	75.7
2019-20	4.2	82.4

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	7	18.4
1	2	5.3
2	2	5.3
3	2	5.3
4	4	10.5
5	4	10.5
1-3	6	15.8
More than 3	25	65.8
1 - 5	14	36.8
6 - 10	9	23.7
11 - 20	7	18.4
More than 20	1	2.6

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	Listening %	Speaking N	Speaking %	Writing N	Writing %	Reading N	Reading %	Composite N	Composite %
KN (45)	Beginning	20	44.4	24	53.3	36	80.0	36	80.0	22	48.9
	Intermediate	11	24.4	9	20.0	6	13.3	6	13.3	17	37.8
	Advanced	6	13.3	5	11.1	1	2.2	1	2.2	3	6.7
	Advanced High	8	17.8	7	15.6	2	4.4	2	4.4	3	6.7
1 (44)	Beginning	26	59.1	30	68.2	37	84.1	37	84.1	31	70.5
	Intermediate	11	25.0	7	15.9	1	2.3	1	2.3	6	13.6
	Advanced	3	6.8	4	9.1	3	6.8	3	6.8	4	9.1
	Advanced High	4	9.1	3	6.8	3	6.8	3	6.8	3	6.8
2 (57)	Beginning	2	3.5	17	29.8	30	52.6	27	47.4	9	15.8
	Intermediate	15	26.3	27	47.4	27	47.4	21	36.8	37	64.9
	Advanced	28	49.1	9	15.8	0	0.0	8	14.0	11	19.3
	Advanced High	12	21.1	4	7.0	0	0.0	1	1.8	0	0.0
3 (59)	Beginning	3	5.1	7	11.9	14	23.7	16	27.1	4	6.8
	Intermediate	8	13.6	33	55.9	23	39.0	18	30.5	30	50.8
	Advanced	22	37.3	17	28.8	18	30.5	9	15.3	17	28.8
	Advanced High	26	44.1	2	3.4	4	6.8	16	27.1	8	13.6
4 (43)	Beginning	3	7.0	1	2.3	6	14.0	4	9.3	2	4.7
	Intermediate	15	34.9	12	27.9	19	44.2	15	34.9	15	34.9
	Advanced	15	34.9	26	60.5	8	18.6	12	27.9	19	44.2
	Advanced High	10	23.3	4	9.3	10	23.3	12	27.9	7	16.3

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	–	–	–	
42 / 9 (21.4%)	Beginning	30			
	Intermediate	3	2		
	Advanced	0	3	1	
	Advanced High	0	0	3	
55 / 34 (61.8%)	Beginning	8			
	Intermediate	24	13		
	Advanced	3	7	0	
	Advanced High	0	0	0	
56 / 14 (25.0%)	Beginning	2			
	Intermediate	2	28		
	Advanced	0	5	12	
	Advanced High	0	1	6	
42 / 13 (31.0%)	Beginning	1			
	Intermediate	1	14		
	Advanced	0	5	14	
	Advanced High	0	0	7	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
5 (57)	Beginning	1	1.8	2	3.6	3	5.3	0	0.0	0	0.0
	Intermediate	9	16.1	18	32.1	10	17.5	8	14.3	6	10.7
	Advanced	26	46.4	32	57.1	26	45.6	12	21.4	29	51.8
	Advanced High	20	35.7	4	7.1	18	31.6	36	64.3	21	37.5
ALL (305)	Beginning	55	18.1	81	26.6	126	41.3	120	39.5	68	22.4
	Intermediate	69	22.7	106	34.9	86	28.2	69	22.7	111	36.5
	Advanced	100	32.9	93	30.6	56	18.4	45	14.8	83	27.3
	Advanced High	80	26.3	24	7.9	37	12.1	70	23.0	42	13.8

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
57 32 (56.1%)	Beginning	0			
	Intermediate	1		5	
	Advanced	0	10		19
	Advanced High	0	2		19
252 102 (40.5%)	Beginning	41			
	Intermediate	31		62	
	Advanced	3	30		46
	Advanced High	0	3		35

☐ 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

66	75.1	80.9			74.2		78.9	

GRADE 1 READING

30	76.0	85.6			90.0		91.2	

GRADE 1 READING SPANISH

36	81.3	87.5			94.4		89.5	

GRADE 2 MATHEMATICS

82	72.5	80.8	81.4		76.8	92.7	76.5	92.3

GRADE 2 READING

34	69.7	79.8	84.0		76.5	97.1	72.1	91.3

GRADE 2 READING SPANISH

48	64.7	73.5	83.3		62.5	100.0	75.1	92.0

GRADE 3 MATHEMATICS

80	59.7	73.1	77.9		63.8	85.0	70.6	90.8

GRADE 3 READING

60	50.7	70.4	79.0		51.7	90.0	62.6	88.7

GRADE 3 READING SPANISH

20	51.8	71.1	80.7		55.0	90.0	57.7	88.7

GRADE 4 LANGUAGE ARTS

54	61.3	72.4	77.8		61.1	79.6	68.3	91.7

GRADE 1 MATHEMATICS (Semester 2 — no data)

GRADE 1 READING (Semester 2 — no data)

GRADE 1 READING SPANISH (Semester 2 — no data)

GRADE 2 MATHEMATICS (Semester 2 — no data)

GRADE 2 READING (Semester 2 — no data)

GRADE 2 READING SPANISH (Semester 2 — no data)

GRADE 3 MATHEMATICS (Semester 2 — no data)

GRADE 3 READING (Semester 2 — no data)

GRADE 3 READING SPANISH (Semester 2 — no data)

GRADE 4 LANGUAGE ARTS (Semester 2 — no data)

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

20	63.5	69.6	78.6		55.0	95.0	68.5	91.9

GRADE 4 MATHEMATICS

74	69.2	77.5	79.6		73.0	86.5	71.7	90.4

GRADE 4 READING

54	53.1	74.4	76.3		63.0	70.4	68.8	92.4

GRADE 4 READING SPANISH

20	68.0	78.7	78.6		90.0	95.0	80.7	91.8

GRADE 5 MATHEMATICS

88	79.8	85.2	83.5		86.4	96.6	78.3	91.9

GRADE 5 READING

63	55.3	77.6	79.5		79.4	96.8	79.5	94.1

GRADE 5 READING SPANISH

24	80.9	86.0	82.3		100.0	100.0	79.8	94.9

GRADE 5 SCIENCE

87	81.4	83.6	83.1		89.7	98.9	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 READING

GRADE 4 READING SPANISH

GRADE 5 MATHEMATICS

GRADE 5 READING

GRADE 5 READING SPANISH

GRADE 5 SCIENCE