



School Number 235

BIRDIE ALEXANDER 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	63
KN	48
1	41
2	50
3	45
4	39
5	36
ALL	322

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	251	78.0	17	65.4
American Indian/Alaska Native	2	0.6	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	57	17.7	5	19.2
White	1	0.3	3	11.5
Multiple	10	3.1	1	3.8
Other* (teachers only)	—	—	0	0.0
Not reported (students only)	0	0.0	—	—

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

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	69	21.4
Economically disadvantaged	298	92.5
Limited English proficient (LEP)	40	12.4
Special education	49	15.2
Talented and Gifted (TAG)	32	9.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	61	50	82.0	0	0.0	0	0.0	11	18.0	0	0.0	0	0.0
	2019	67	45	67.2	3	4.5	0	0.0	15	22.4	0	0.0	4	6.0
	2020	63	47	74.6	0	0.0	0	0.0	12	19.0	0	0.0	4	6.3
KN	2018	37	25	67.6	1	2.7	0	0.0	10	27.0	0	0.0	1	2.7
	2019	49	38	77.6	0	0.0	1	2.0	10	20.4	0	0.0	0	0.0
	2020	48	39	81.3	1	2.1	0	0.0	6	12.5	0	0.0	2	4.2
1	2018	44	30	68.2	0	0.0	1	2.3	11	25.0	1	2.3	1	2.3
	2019	46	32	69.6	1	2.2	0	0.0	12	26.1	0	0.0	1	2.2
	2020	41	34	82.9	0	0.0	0	0.0	7	17.1	0	0.0	0	0.0
2	2018	47	35	74.5	1	2.1	0	0.0	8	17.0	1	2.1	2	4.3
	2019	50	36	72.0	0	0.0	1	2.0	11	22.0	1	2.0	1	2.0
	2020	50	35	70.0	1	2.0	0	0.0	12	24.0	0	0.0	2	4.0
3	2018	49	38	77.6	1	2.0	0	0.0	10	20.4	0	0.0	0	0.0
	2019	39	31	79.5	0	0.0	0	0.0	5	12.8	1	2.6	2	5.1
	2020	45	37	82.2	0	0.0	0	0.0	7	15.6	1	2.2	0	0.0
4	2018	46	37	80.4	0	0.0	0	0.0	8	17.4	1	2.2	0	0.0
	2019	43	36	83.7	0	0.0	0	0.0	7	16.3	0	0.0	0	0.0
	2020	39	30	76.9	0	0.0	0	0.0	7	17.9	0	0.0	2	5.1
5	2018	57	51	89.5	0	0.0	0	0.0	5	8.8	0	0.0	1	1.8
	2019	47	38	80.9	0	0.0	0	0.0	8	17.0	1	2.1	0	0.0
	2020	36	29	80.6	0	0.0	0	0.0	6	16.7	0	0.0	0	0.0
PK-5	2018	341	266	78.0	3	0.9	1	0.3	63	18.5	3	0.9	5	1.5
	2019	341	256	75.1	4	1.2	2	0.6	68	19.9	3	0.9	8	2.3
	2020	322	251	78.0	2	0.6	0	0.0	57	17.7	1	0.3	10	3.1

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	61	55	90.2	8	13.1	9	14.8	9	14.8	0	0.0	52	85.2	50.8	49.2	8.2
	2019	67	65	97.0	10	14.9	3	4.5	4	6.0	0	0.0	45	67.2	49.3	50.7	29.9
	2020	63	63	100.0	9	14.3	1	1.6	10	15.9	0	0.0	44	69.8	55.6	44.4	34.9
KN	2018	37	27	73.0	6	16.2	2	5.4	6	16.2	0	0.0	12	32.4	48.6	51.4	0.0
	2019	49	49	100.0	6	12.2	12	24.5	5	10.2	3	6.1	11	22.4	59.2	40.8	2.0
	2020	48	45	93.8	4	8.3	7	14.6	5	10.4	2	4.2	13	27.1	66.7	33.3	4.2
1	2018	44	35	79.5	10	22.7	8	18.2	11	25.0	3	6.8	5	11.4	56.8	43.2	2.3
	2019	46	44	95.7	7	15.2	10	21.7	7	15.2	4	8.7	11	23.9	56.5	43.5	2.2
	2020	41	35	85.4	4	9.8	9	22.0	6	14.6	3	7.3	6	14.6	61.0	39.0	2.4
2	2018	47	31	66.0	3	6.4	8	17.0	14	29.8	3	6.4	5	10.6	68.1	31.9	8.5
	2019	50	47	94.0	11	22.0	12	24.0	12	24.0	5	10.0	4	8.0	60.0	40.0	2.0
	2020	50	47	94.0	8	16.0	11	22.0	9	18.0	7	14.0	8	16.0	58.0	42.0	2.0
3	2018	49	41	83.7	8	16.3	8	16.3	16	32.7	5	10.2	7	14.3	59.2	40.8	0.0
	2019	39	37	94.9	3	7.7	5	12.8	12	30.8	2	5.1	7	17.9	71.8	28.2	0.0
	2020	45	40	88.9	6	13.3	9	20.0	9	20.0	5	11.1	9	20.0	66.7	33.3	6.7
4	2018	46	40	87.0	5	10.9	1	2.2	25	54.3	8	17.4	10	21.7	47.8	52.2	0.0
	2019	43	42	97.7	6	14.0	9	20.9	26	60.5	7	16.3	5	11.6	62.8	37.2	0.0
	2020	39	35	89.7	4	10.3	5	12.8	18	46.2	7	17.9	9	23.1	56.4	43.6	2.6
5	2018	57	44	77.2	4	7.0	8	14.0	41	71.9	8	14.0	12	21.1	56.1	43.9	3.5
	2019	47	45	95.7	6	12.8	4	8.5	29	61.7	8	17.0	10	21.3	46.8	53.2	0.0
	2020	36	33	91.7	5	13.9	7	19.4	12	33.3	8	22.2	8	22.2	55.6	44.4	0.0
PK-5	2018	341	273	80.1	44	12.9	44	12.9	122	35.8	27	7.9	103	30.2	55.4	44.6	3.5
	2019	341	329	96.5	49	14.4	55	16.1	95	27.9	29	8.5	93	27.3	57.2	42.8	6.7
	2020	322	298	92.5	40	12.4	49	15.2	69	21.4	32	9.9	97	30.1	59.9	40.1	9.3

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	37	11,061	36	95.0	10,520	95.1	13	34.7	17.8	30	9,830	80.0	88.9
	2019	51	10,918	48	94.1	10,370	95.0	5	9.9	5.7	42	9,637	82.7	88.3
	2020	49	10,874	47	96.8	10,319	94.9	5	10.3	3.8	42	9,815	86.5	90.3
1	2018	45	11,550	43	96.1	11,055	95.7	13	29.2	16.6	41	10,347	92.0	89.6
	2019	44	11,198	42	95.6	10,715	95.7	6	13.8	5.0	37	10,069	85.0	89.9
	2020	41	11,192	40	97.3	10,678	95.4	3	7.2	3.9	36	10,139	87.0	90.6
2	2018	49	11,864	47	94.7	11,398	96.1	16	32.4	15.9	42	10,717	85.1	90.3
	2019	47	11,232	46	96.3	10,781	96.0	6	12.7	4.8	40	10,169	84.5	90.5
	2020	52	11,070	49	96.0	10,616	95.9	2	3.9	3.2	44	10,175	85.4	91.9
3	2018	52	12,536	50	96.7	12,080	96.4	8	15.4	14.4	48	11,431	92.3	91.2
	2019	37	11,452	36	95.9	11,029	96.3	2	5.4	4.6	32	10,478	85.9	91.5
	2020	46	11,093	43	95.3	10,664	96.1	2	4.4	3.5	36	10,181	78.9	91.8
4	2018	47	12,675	45	96.6	12,235	96.5	9	19.1	14.1	41	11,637	87.2	91.8
	2019	46	12,118	45	97.7	11,690	96.5	7	15.3	4.9	38	11,112	82.9	91.7
	2020	38	11,323	37	96.9	10,902	96.3	2	5.2	3.4	33	10,479	85.9	92.5
5	2018	53	12,498	51	96.3	12,078	96.6	7	13.2	6.1	46	11,513	86.9	92.1
	2019	44	12,193	43	98.0	11,779	96.6	3	6.8	4.5	38	11,300	85.7	92.7
	2020	36	11,957	35	96.6	11,518	96.3	1	2.8	3.2	34	11,098	93.9	92.8
KN-5	2018	283	72,186	272	96.0	69,366	96.1	66	23.3	14.0	248	65,475	87.5	90.7
	2019	269	69,110	259	96.2	66,364	96.0	29	10.8	4.9	227	62,765	84.4	90.8
	2020	262	67,509	252	96.5	64,698	95.8	15	5.7	3.5	225	61,887	86.0	91.7

Teachers: 26

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	17	65.4
Hispanic	5	19.2
White	3	11.5
Multiple	1	3.8
Other	0	0.0

Gender	Number	Percentage
Female	22	84.6
Male	4	15.4

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.5	83.3
2018-19	5.5	71.0
2019-20	5.5	60.7

YEARS EXPERIENCE


Years	Number	Percentage
Beginning (0)	1	3.8
1	2	7.7
2	0	0.0
3	3	11.5
4	1	3.8
5	2	7.7
1-3	5	19.2
More than 3	20	76.9
1 - 5	8	30.8
6 - 10	5	19.2
11 - 20	8	30.8
More than 20	4	15.4

PERFORMANCE IN 2020

Grade 2019-20	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
2 (8)	Beginning	0	0.0	0	0.0	0	0.0	2	25.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	6	75.0	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
3 (6)	Beginning	0	0.0	0	0.0	0	0.0	2	33.3	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	3	50.0	0	0.0
	Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced High	0	0.0	0	0.0	0	0.0	1	16.7	0	0.0
ALL (29)	Beginning	0	0.0	3	42.9	3	42.9	8	27.6	3	42.9
	Intermediate	5	71.4	2	28.6	2	28.6	14	48.3	2	28.6
	Advanced	2	28.6	2	28.6	2	28.6	3	10.3	2	28.6
	Advanced High	0	0.0	0	0.0	0	0.0	4	13.8	0	0.0

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years	2020 Level	2019 Level			
		Beg	Int	Adv	Adv High
7 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
6 0 (0.0%)	Beginning	0			
	Intermediate	0	0		
	Advanced	0	0	0	
	Advanced High	0	0	0	
24 2 (8.3%)	Beginning	1			
	Intermediate	1	0		
	Advanced	1	0	0	
	Advanced High	0	0	0	

 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

35	78.9	83.8			91.4		78.9	
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GRADE 1 READING

31	87.7	92.6			100.0		91.2	
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GRADE 1 READING SPANISH

4	*	*			*		89.5	
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GRADE 2 MATHEMATICS

45	56.3	69.5	78.1		55.6	75.6	76.5	92.3
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GRADE 2 READING

36	62.4	74.9	84.8		69.4	100.0	72.1	91.3
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GRADE 2 READING SPANISH

7	37.9	53.4	77.7		14.3	85.7	75.1	92.0
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GRADE 3 MATHEMATICS

45	60.2	73.5	71.8		62.2	64.4	70.6	90.8
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GRADE 3 MATHEMATICS SPANISH

2	*	*	*		*	*	57.0	*
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GRADE 3 READING

43	50.8	70.5	68.6		58.1	46.5	62.6	88.7
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GRADE 3 READING SPANISH

4	*	*	*		*	*	57.7	*
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GRADE 1 MATHEMATICS

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GRADE 1 READING

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GRADE 1 READING SPANISH

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GRADE 2 MATHEMATICS

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GRADE 2 READING

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GRADE 2 READING SPANISH

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GRADE 3 MATHEMATICS

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GRADE 3 MATHEMATICS SPANISH

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GRADE 3 READING

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GRADE 3 READING SPANISH

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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

38	66.6	76.1	78.7		68.4	84.2	68.3	91.7
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GRADE 4 LANGUAGE ARTS SPANISH

1	*	*	*		*		68.5	*
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GRADE 4 MATHEMATICS

38	66.5	75.5	83.0		65.8	89.5	71.7	90.4
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GRADE 4 READING

36	59.4	77.9	79.9		83.3	86.1	68.8	92.4
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GRADE 4 READING SPANISH

1	*	*	*		*		80.7	*
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GRADE 5 MATHEMATICS

36	62.6	72.7	78.6		61.1	88.9	78.3	91.9
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GRADE 5 READING

36	48.5	74.2	75.9		72.2	83.3	79.5	94.1
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GRADE 5 SCIENCE

36	58.4	63.3	85.4		36.1	100.0	76.5	95.9
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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

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GRADE 4 LANGUAGE ARTS SPANISH

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GRADE 4 MATHEMATICS

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GRADE 4 READING

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GRADE 4 READING SPANISH

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GRADE 5 MATHEMATICS

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GRADE 5 READING

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GRADE 5 SCIENCE

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