# 2021-22 School Profile
# ALEX W. SPENCE MIDDLE SCHOOL (TEA 58)

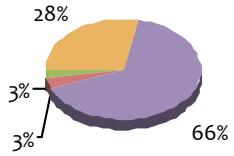
DALLAS INDEPENDENT SCHOOL DISTRICT

4001 CAPITOL AV DALLAS, TX 75204 www.dallasisd.org/spence

Principal: MARY SUHL (msuhl@dallasisd.org) Phone: 972-925-2300

Middle school (grades 6–8) in the NORTH DALLAS feeder pattern with a choice program.

| Grd | Attendance Target: 96% | | Enrollment N | Enrollment % Sch | % of Grade Level Afr. Am. | Hispanic | White | Other |
|---|---|---|---|---|---|---|---|---|
| 6 | 91.7% | × | 260 | 34% | 32% | 63% | 2% | 3% |
| 7 | 93.6% | × | 262 | 34% | 25% | 68% | 3% | 4% |
| 8 | 92.6% | × | 250 | 32% | 26% | 68% | 3% | 4% |
| ALL | 92.6% | × | 772 | – | 28% | 66% | 3% | 3% |

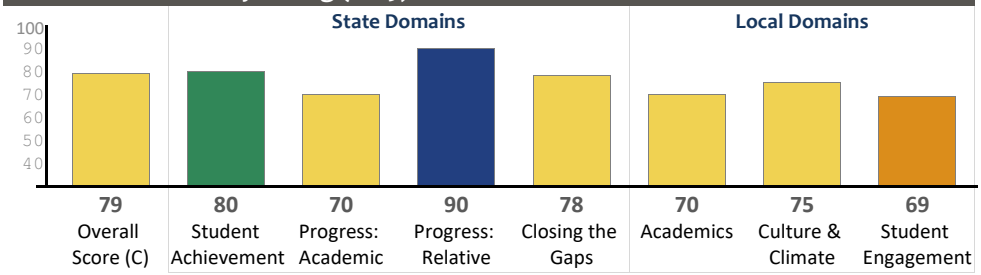



| Student Group Enrollment | | % of School |
|---|---|---|
| At Risk | 445 | 58.2% |
| EL | 287 | 37.5% |
| Low SES | 605 | 79.1% |
| SPED | 66 | 8.6% |
| TAG | 298 | 39.0% |

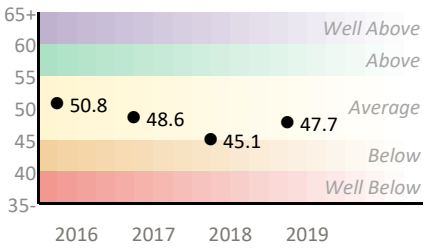
| Attendance / Retention | | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|
| Students | Average student attendance rate | 95.1% | ↑ 97.1% | ↓ 92.6% |
| | Percentage absent fewer than 10% of days enrolled | 83.4% | ↑ 91.8% | ↓ 72.4% |
| Teachers | Average number of absences | 6.6 | ↓ 5.3 | ↑ 6.3 |
| | Percentage returned to campus from prior year | 75.5% | ↑ 77.3% | ↓ 64.4% |

| Disciplinary Actions | 18-19 | 19-20 | 20-21 |
|---|---|---|---|
| In-School Suspension | 55 | 41 | 1 |
| Out-of-School Suspension | 175 | 82 | 2 |
| Alternative Placement | 14 | 20 | 1 |
| Expulsion | 2 | | |

## State Acctountability Rating (2019)

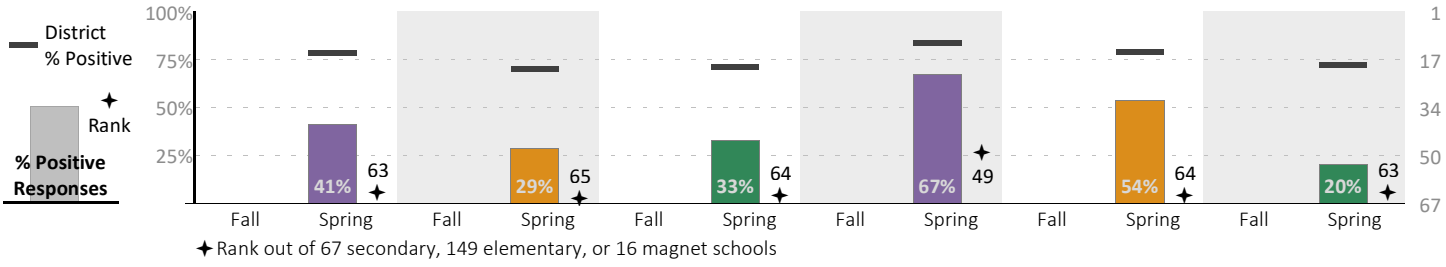



## School Effectiveness Index (2019)



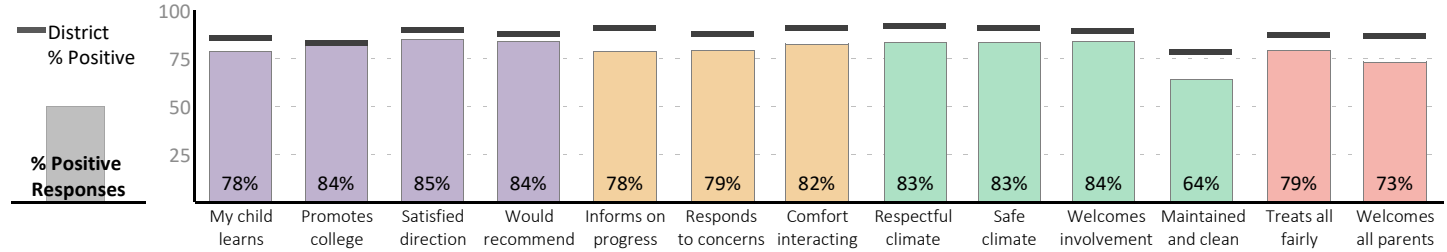

**Distinctions** Achievement in math, ELA/reading, science, social studies; Top 25% in academic growth; Top 25% in closing the gaps; Postsecondary readiness

## Campus Climate Survey




✦ Rank out of 67 secondary, 149 elementary, or 16 magnet schools

## Parent Survey



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DALLAS INDEPENDENT SCHOOL DISTRICT

## STAAR

# 2021-22 School Profile
# Middle School Metric and Term Definitions

DALLAS INDEPENDENT SCHOOL DISTRICT

## INFORMATION ABOUT 2021-22 SCHOOL PROFILES

| | |
|---|---|
| Emergency Closure due to COVID-19 Pandemic | Where possible and reasonable, statistics in this report were updated to reflect the 2020-21 school year. In some cases, missing test results due to the emergency closure in Spring 2020 precluded computation of updated statistics. Please note the school years reflected in each section. If new statistics could not be created for 2020-21, prior-year information was left in place from the previous School Profile. |

## Attendance

| | |
|---|---|
| Student attendance rate | Average of students' attendance rates (number of days in attendance out of number of days enrolled) at end of last school year. The target for middle schools is 96%. |
| Students absent fewer than 10% of days enrolled | An indicator of how many students are in regular attendance. Percentage of students with fewer than 10% absences (excused or unexcused) is based on a snapshot taken at the end of the last school year. |

## Enrollment

| | |
|---|---|
| Number enrolled by grade (N) | Average daily enrollment at the campus during the last school year. |
| Percentage enrolled by grade (% Sch) | Grade-level percentage of total school enrollment at end of last school year. |
| Percentage in grade by race/ethnicity (% of Grade) | Percentage of students within grade level identified as African American, Hispanic, white, or other at end of last school year. Identification in a category provided by parents/guardians at registration. Students identified as Hispanic are not counted elsewhere. |
| Percentage enrolled by student group | Counts taken at the end of last school year based on data in student information system. Students may be classified in more than one or no student groups. |

## Teachers

| | |
|---|---|
| Teacher absences | Average number of days not at campus, such as for illness or personal business. Counts do not include vacation days or leave. |
| Teachers returning to campus | Percentage of teachers from previous school year who continued at the school. The number of teachers who were at the school in both current and previous years is divided by the number of teachers in the previous year. Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district. |

## Discipline

| | |
|---|---|
| Frequency of disciplinary actions | Disciplinary actions reported to TEA in PEIMS summer submission. Reporting codes by action are in-school suspensions: 6, 26; out-of-school suspensions: 5, 25; alternative placement: 7; explusion: 2, 4. |

## Accountability Rating System for Texas Public Schools

| | |
|---|---|
| State accountability rating | Schools receive scaled scores in four domains (Student Achievement, Student Progress: Academic Growth, Student Progress: Relative Performance, and Closing the Gaps) and a single scaled score across the three domains from the TEA. Dallas ISD opted into the state's Local Accountability System, which adds domains to Dallas ISD schools' accountability ratings. The additional local domains are Academics (measured by the school's prior-year SEI), Culture and Climate (measured with the staff climate survey and parent/guardian survey), and Student Engagement (measured by a confidential student experience survey and extra-curricular participation). As with state domains, each local domain receives a scaled score, and there is a single scaled score across the three local domains. Scaled scores range to 100. The state scaled score and local scaled score are averaged to compute the school's overall accountability score and grade. Based on the state domains only, schools can earn distinctions from the TEA for student achievement in math, reading, science, and social studies; top 25% (among comparable schools) in student progress; top 25% in closing performance gaps; and postsecondary readiness. NOTE: The Texas Education Agency (TEA) did not release state accountability ratings in 2020 or 2021. Results reflected in this profile are carried over from 2019. |

## School Effectiveness Index

| | |
|---|---|
| SEI | A measure of performance on assessments that is relative to other Dallas ISD schools. The SEI isolates a school's effect on student outcomes by controlling for differences the school cannot control, such as socio-economic status, neighborhood characteristics, and prior-year academic levels. A large change in one year, whether up or down, will typically be followed by a move in the opposite direction. This is expected based on the statistical model used for SEI; it is an example of the concept of "regression to the mean." NOTE: The absence of standardized test scores from 2020 affected creation of SEIs for both 2020 and 2021. |

## Campus Climate Survey

| | |
|---|---|
| Percentage positive responses | Surveys conducted November and May. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results are repeated on each profile. NOTE: The Campus Climate Survey was not conducted in Fall 2020. |

## Parent Survey

| | |
|---|---|
| Percentage positive responses | Survey conducted in spring. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results are repeated on each profile. |

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## State of Texas Assessment of Academic Readiness (STAAR)

| | |
|---|---|
| Percentage meeting grade level standard | Percentage of all tests with scores meeting grade level standard. Statistics include results from all STAAR test types. School's statistics based on results from students in the accountability subset. School statistics reported only if at least 25 students tested. District statistics are based on grade levels at the campus. State statistics not available for isolated grades, such as Grade 8 Algebra I. Students meeting grade level standard have a high likelihood of success in the next grade or course but may stil need some short-term, targeted acadmic intervention. |
| Percentage mastering grade level standard | Percentage of all tests with scores demonstrating mastery of grade level standard. Scores are a subset of scores that "meet grade level standard". Students mastering grade level standard are expected to succeed in the next grade or course with little or no academic intervention. |