

2014-15 School Profile

JIMMIE TYLER BRASHEAR ELEMENTARY SCHOOL (TEA # 172)



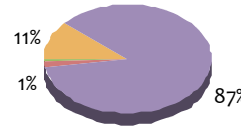
2959 S HAMPTON RD DALLAS, TX 75224

Phone: 972-502-2600 FAX: 972-502-2601 www.dallasisd.org/brashear

Elementary school with grades K–5 and a PK program in DIVISION 1 and the KIMBALL feeder pattern.

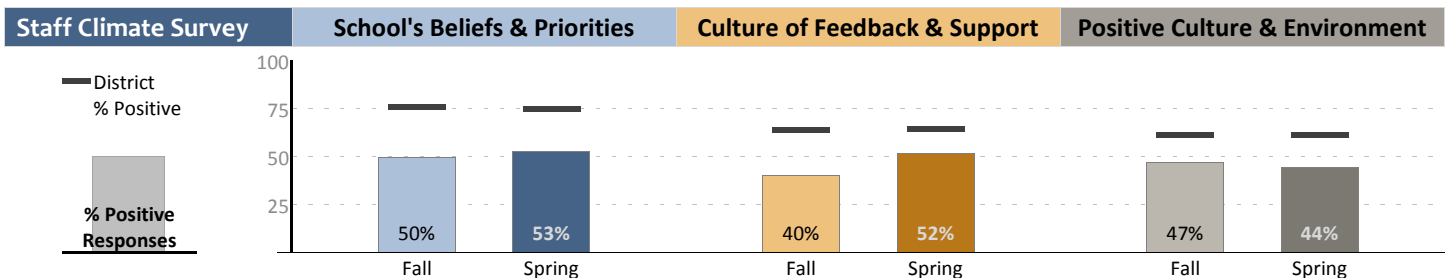
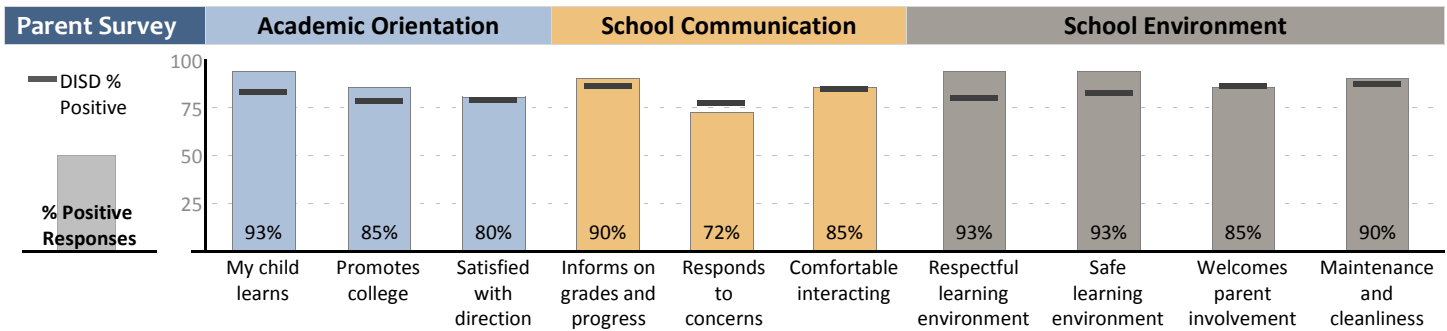
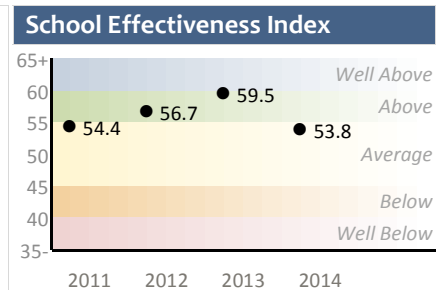
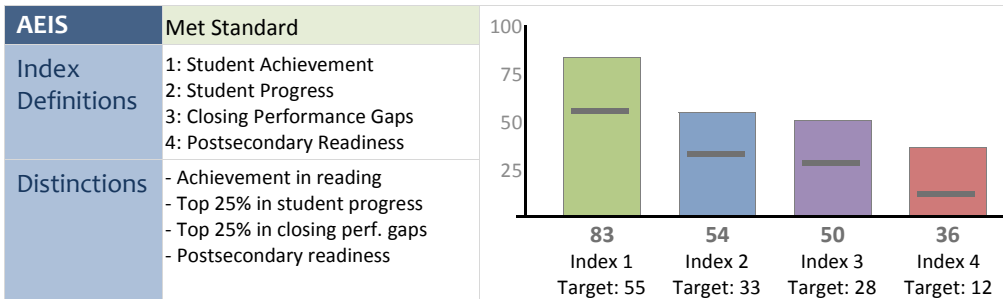
Principal: JACQUELYN BURDEN (JBURDEN@DALLASISD.ORG)

| Grd | Attendance Target: 97% | Enrollment | | % of Grade Level | | | |
|-----|--|------------|-------|------------------|----------|-------|-------|
| | | N | % Sch | Afr. Am. | Hispanic | White | Other |
| PK | 95.9% ✘ | 79 | 11.9% | 6.3% | 92.4% | - | - |
| KN | 95.5% ✘ | 98 | 14.7% | 10.2% | 80.6% | 6.1% | 2.0% |
| 1 | 97.3% ✔ | 105 | 15.8% | 12.4% | 85.7% | 1.9% | - |
| 2 | 97.5% ✔ | 110 | 16.5% | 13.6% | 84.5% | 0.9% | 0.9% |
| 3 | 98.0% ✔ | 92 | 13.8% | 10.9% | 88.0% | - | 2.2% |
| 4 | 98.0% ✔ | 95 | 14.3% | 12.6% | 87.4% | - | - |
| 5 | 97.5% ✔ | 86 | 12.9% | 12.8% | 86.0% | - | 1.2% |
| ALL | 97.3% ✔ | 665 | - | 11.4% | 86.2% | 1.4% | 0.9% |



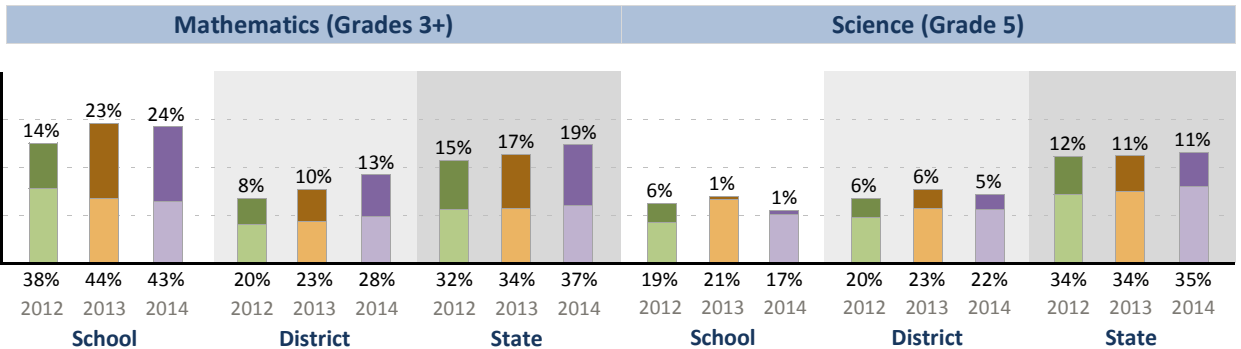
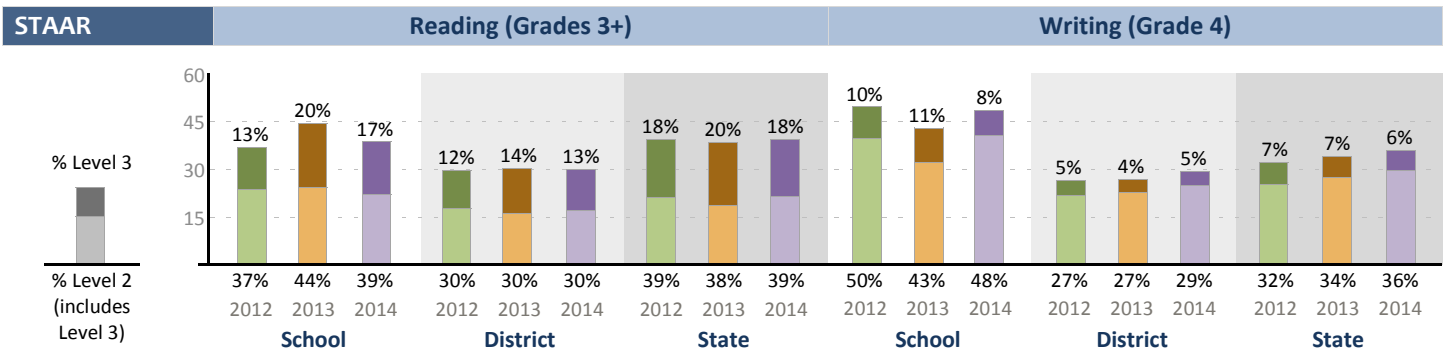
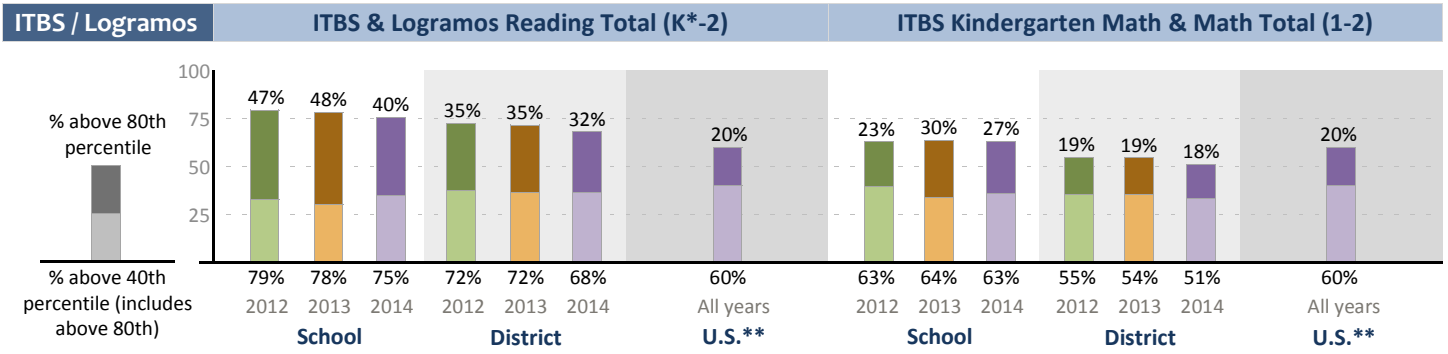
| Student Group Enrollment | | |
|--------------------------|-----|-------------|
| | | % of School |
| At Risk | 445 | 66.7% |
| LEP | 358 | 53.7% |
| Low SES | 600 | 90.0% |
| SPED | 26 | 3.9% |
| TAG | 56 | 8.4% |

| Attendance / Retention | | 2011-12 | 2012-13 | 2013-14 |
|------------------------|---|---------|--|--|
| Students | Average student attendance rate | 97.8% | ↓ 97.3% | → 97.3% |
| | Percentage of students absent fewer than 10% of days enrolled at campus | 97.6% | ↓ 97.5% | ↓ 95.9% |
| Teachers | Average number of absences | 5.9 | ↑ 7.5 | ↓ 5.5 |
| | Percentage of teachers who returned to campus from prior year | 86.7% | ↓ 72.1% | ↑ 86.8% |



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Elementary School Metric and Term Definitions



Attendance

| | |
|---|---|
| Student attendance rate | Average of students' attendance rates (number of days in attendance out of number of days enrolled). The Destination 2020 target for elementary schools is 97%. |
| 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 fifth six-week grading period. |

Enrollment

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|--|---|
| Number enrolled by grade (N) | Average daily enrollment at the campus during the school year. |
| Percentage enrolled by grade (% Sch) | Grade-level percentage of total school enrollment. |
| Percentage in grade by race/ethnicity (% of Grade Level) | Percentage of students within grade level identified as African American, Hispanic, white, or other. 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 fifth six-week grading period 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. Absence 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 at the school in both current and previous years is divided by the number of teachers in the previous year. |

Academic Excellence Indicator System (AEIS) - State of Texas

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|-------------|--|
| AEIS rating | School must meet all targets to achieve "Met Standard." Missing at least one target results in "Needs Improvement." Schools can earn distinctions 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. |
|-------------|--|

School Effectiveness Index (SEI) - Dallas ISD

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| SEI | A measure of performance on assessments that is relative to other district campuses. Isolates the school's effect on student outcomes by controlling for differences that the school cannot control, such as socio-economic status and prior achievement levels. |
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Parent Survey

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| Percentage positive responses | Survey conducted May 2014. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral. |
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Staff Climate Survey

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|-------------------------------|---|
| Percentage positive responses | Surveys conducted November 2013 and May 2014. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral. |
|-------------------------------|---|

ITBS/Logramos

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|--------------------------------------|--|
| Percentage above the 40th percentile | Percentage of students with scores above the 40th percentile using a national norm, meaning the score was at or above approximately 40 percent of all other scores in the U.S. Indicator of grade-level performance. ITBS is an English-language assessment and Logramos is Spanish-language. Kindergarten ITBS does not have a Reading Total score; in its place, the students' Reading Profile Total score was used. |
| Percentage above the 80th percentile | Percentage of students with scores above the 80th percentile using a national norm, meaning the score was at or above approximately 80 percent of all other scores in the U.S. Indicator of advanced performance. Scores above the 80th percentile are a subset of scores above the 40th percentile. |

State of Texas Assessment of Academic Readiness (STAAR)

| | |
|-----------------------|---|
| Percentage at Level 2 | Percentage of all tests with satisfactory (Level 2) scores using panel-recommended standards. STAAR results only. District and state statistics are based on grade levels at the campus. Satisfactory performance indicates a reasonable likelihood of success in the next grade or course. |
| Percentage at Level 3 | Percentage of all tests with advanced (Level 3) scores. Scores at Level 3 are a subset of scores at Level 2 (satisfactory). Advanced performance indicates a high likelihood of success in the next grade or course. |