Campus Data Packet for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 226

MARTIN WEISS ELEMENTARY SCHOOL

Mask image designed by Freepik http://www.freepik.com

MARTIN WEISS ELEMENTARY SCHOOL (226)   **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	86
KN	55
1	65
2	74
3	74
4	93
5	73
ALL	520

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	118	22.7	16	47.1
American Indian/Alaska Native	1	0.2	*	*
Asian/Hawaiian/Pacific Islander	0	0.0	*	*
Hispanic	390	75.0	12	35.3
White	6	1.2	6	17.6
Multiple	5	1.0	0	0.0
Other* (teachers only)	—	—	0	0.0
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	307	59.0
Economically disadvantaged	510	98.1
Limited English proficient (LEP)	285	54.8
Special education	55	10.6
Talented and Gifted (TAG)	70	13.5

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	62	8	12.9	1	1.6	0	0.0	52	83.9	1	1.6	0	0.0
	2019	56	11	19.6	1	1.8	0	0.0	41	73.2	3	5.4	0	0.0
	2020	86	20	23.3	0	0.0	0	0.0	63	73.3	2	2.3	1	1.2
KN	2018	63	10	15.9	0	0.0	0	0.0	51	81.0	2	3.2	0	0.0
	2019	60	11	18.3	1	1.7	0	0.0	47	78.3	1	1.7	0	0.0
	2020	55	10	18.2	0	0.0	0	0.0	43	78.2	1	1.8	1	1.8
1	2018	73	15	20.5	0	0.0	0	0.0	55	75.3	2	2.7	1	1.4
	2019	73	13	17.8	0	0.0	0	0.0	59	80.8	1	1.4	0	0.0
	2020	65	12	18.5	1	1.5	0	0.0	51	78.5	0	0.0	1	1.5
2	2018	94	25	26.6	0	0.0	0	0.0	67	71.3	2	2.1	0	0.0
	2019	70	19	27.1	0	0.0	0	0.0	49	70.0	1	1.4	1	1.4
	2020	74	14	18.9	0	0.0	0	0.0	58	78.4	1	1.4	1	1.4
3	2018	72	18	25.0	0	0.0	0	0.0	53	73.6	1	1.4	0	0.0
	2019	100	26	26.0	0	0.0	0	0.0	70	70.0	2	2.0	2	2.0
	2020	74	21	28.4	0	0.0	0	0.0	51	68.9	1	1.4	1	1.4
4	2018	78	24	30.8	0	0.0	0	0.0	54	69.2	0	0.0	0	0.0
	2019	65	14	21.5	0	0.0	0	0.0	50	76.9	1	1.5	0	0.0
	2020	93	25	26.9	0	0.0	0	0.0	67	72.0	1	1.1	0	0.0
5	2018	89	24	27.0	0	0.0	0	0.0	63	70.8	2	2.2	0	0.0
	2019	76	21	27.6	0	0.0	0	0.0	53	69.7	2	2.6	0	0.0
	2020	73	16	21.9	0	0.0	0	0.0	57	78.1	0	0.0	0	0.0
PK-5	2018	531	124	23.4	1	0.2	0	0.0	395	74.4	10	1.9	1	0.2
	2019	500	115	23.0	2	0.4	0	0.0	369	73.8	11	2.2	3	0.6
	2020	520	118	22.7	1	0.2	0	0.0	390	75.0	6	1.2	5	1.0

Grade	Year	Enrollment	Economically Disadvantaged N	%	LEP N	%	Special Education N	%	At Risk N	%	TAG N	%	New (to District) N	%	Gender % Male	% Female	Retention Rate (%)
PK	2018	62	61	98.4	38	61.3	0	0.0	40	64.5	0	0.0	55	88.7	50.0	50.0	11.3
	2019	56	56	100.0	36	64.3	3	5.4	3	5.4	0	0.0	55	98.2	46.4	53.6	1.8
	2020	86	85	98.8	44	51.2	2	2.3	45	52.3	0	0.0	84	97.7	58.1	41.9	2.3
KN	2018	63	59	93.7	37	58.7	3	4.8	37	58.7	9	14.3	8	12.7	58.7	41.3	3.2
	2019	60	59	98.3	34	56.7	1	1.7	32	53.3	9	15.0	10	16.7	43.3	56.7	0.0
	2020	55	51	92.7	35	63.6	4	7.3	35	63.6	6	10.9	12	21.8	43.6	56.4	0.0
1	2018	73	70	95.9	33	45.2	5	6.8	34	46.6	7	9.6	9	12.3	57.5	42.5	1.4
	2019	73	71	97.3	45	61.6	9	12.3	42	57.5	13	17.8	9	12.3	60.3	39.7	4.1
	2020	65	64	98.5	34	52.3	5	7.7	31	47.7	11	16.9	10	15.4	50.8	49.2	0.0
2	2018	94	90	95.7	43	45.7	9	9.6	47	50.0	13	13.8	16	17.0	44.7	55.3	2.1
	2019	70	68	97.1	35	50.0	7	10.0	33	47.1	13	18.6	9	12.9	57.1	42.9	0.0
	2020	74	73	98.6	44	59.5	13	17.6	46	62.2	13	17.6	4	5.4	68.9	31.1	2.7
3	2018	72	70	97.2	37	51.4	10	13.9	37	51.4	8	11.1	6	8.3	50.0	50.0	0.0
	2019	100	96	96.0	46	46.0	11	11.0	45	45.0	18	18.0	13	13.0	50.0	50.0	2.0
	2020	74	72	97.3	37	50.0	10	13.5	38	51.4	13	17.6	10	13.5	59.5	40.5	1.4
4	2018	78	76	97.4	35	44.9	9	11.5	56	71.8	12	15.4	5	6.4	61.5	38.5	3.8
	2019	65	62	95.4	34	52.3	8	12.3	38	58.5	10	15.4	7	10.8	47.7	52.3	3.1
	2020	93	93	100.0	50	53.8	11	11.8	64	68.8	13	14.0	4	4.3	52.7	47.3	0.0
5	2018	89	87	97.8	41	46.1	16	18.0	69	77.5	13	14.6	6	6.7	55.1	44.9	1.1
	2019	76	75	98.7	32	42.1	9	11.8	53	69.7	14	18.4	9	11.8	64.5	35.5	1.3
	2020	73	72	98.6	41	56.2	10	13.7	48	65.8	14	19.2	11	15.1	50.7	49.3	0.0
PK-5	2018	531	513	96.6	264	49.7	52	9.8	320	60.3	62	11.7	105	19.8	53.7	46.3	3.0
	2019	500	487	97.4	262	52.4	48	9.6	246	49.2	77	15.4	112	22.4	53.2	46.8	1.8
	2020	520	510	98.1	285	54.8	55	10.6	307	59.0	70	13.5	135	26.0	55.4	44.6	1.0

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	63	11,061	60	94.5	10,520	95.1	10	15.9	17.8	58	9,830	92.0	88.9
	2019	62	10,918	59	95.2	10,370	95.0	2	3.2	5.7	57	9,637	91.9	88.3
	2020	58	10,874	55	93.8	10,319	94.9	3	5.2	3.8	50	9,815	86.0	90.3
1	2018	71	11,550	68	95.3	11,055	95.7	17	23.9	16.6	63	10,347	88.4	89.6
	2019	73	11,198	71	96.7	10,715	95.7	4	5.5	5.0	70	10,069	95.8	89.9
	2020	67	11,192	65	95.8	10,678	95.4	2	3.0	3.9	60	10,139	89.1	90.6
2	2018	93	11,864	89	96.2	11,398	96.1	15	16.1	15.9	85	10,717	91.4	90.3
	2019	70	11,232	67	96.1	10,781	96.0	3	4.3	4.8	63	10,169	89.9	90.5
	2020	73	11,070	70	95.9	10,616	95.9	4	5.5	3.2	66	10,175	90.4	91.9
3	2018	70	12,536	67	96.3	12,080	96.4	12	17.2	14.4	66	11,431	94.5	91.2
	2019	101	11,452	98	96.7	11,029	96.3	4	4.0	4.6	91	10,478	90.0	91.5
	2020	72	11,093	70	96.2	10,664	96.1	2	2.8	3.5	64	10,181	88.5	91.8
4	2018	78	12,675	75	96.5	12,235	96.5	7	9.0	14.1	71	11,637	91.1	91.8
	2019	66	12,118	64	97.1	11,690	96.5	3	4.5	4.9	60	11,112	90.4	91.7
	2020	94	11,323	91	96.6	10,902	96.3	3	3.2	3.4	88	10,479	93.3	92.5
5	2018	87	12,498	84	96.2	12,078	96.6	1	1.2	6.1	83	11,513	95.5	92.1
	2019	76	12,193	74	97.3	11,779	96.6	3	4.0	4.5	68	11,300	90.0	92.7
	2020	72	11,957	70	97.6	11,518	96.3	5	7.0	3.2	66	11,098	92.2	92.8
KN-5	2018	462	72,186	443	95.9	69,366	96.1	62	13.4	14.0	426	65,475	92.2	90.7
	2019	448	69,110	433	96.6	66,364	96.0	19	4.2	4.9	409	62,765	91.3	90.8
	2020	437	67,509	420	96.1	64,698	95.8	19	4.4	3.5	394	61,887	90.2	91.7

Teachers: 34

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	16	47.1
Hispanic	12	35.3
White	6	17.6
Multiple	0	0.0
Other	0	0.0

Gender	Number	Percentage
Female	26	76.5
Male	8	23.5

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.1	71.4
2018-19	4.8	79.4
2019-20	3.8	84.8

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	5.9
1	1	2.9
2	3	8.8
3	1	2.9
4	2	5.9
5	1	2.9
1-3	5	14.7
More than 3	27	79.4
1 - 5	8	23.5
6 - 10	11	32.4
11 - 20	10	29.4
More than 20	3	8.8

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: / 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
KN (35)	Beginning	18	51.4	18	51.4	32	91.4	29	82.9	18	51.4
	Intermediate	14	40.0	14	40.0	1	2.9	4	11.4	14	40.0
	Advanced	1	2.9	2	5.7	2	5.7	2	5.7	2	5.7
	Advanced High	2	5.7	1	2.9	0	0.0	0	0.0	1	2.9
1 (34)	Beginning	6	17.6	10	29.4	20	58.8	23	67.6	10	29.4
	Intermediate	13	38.2	9	26.5	7	20.6	6	17.6	17	50.0
	Advanced	10	29.4	10	29.4	6	17.6	4	11.8	5	14.7
	Advanced High	5	14.7	5	14.7	1	2.9	1	2.9	2	5.9
2 (44)	Beginning	3	6.8	14	31.8	17	38.6	20	45.5	8	18.2
	Intermediate	17	38.6	24	54.5	10	22.7	13	29.5	22	50.0
	Advanced	15	34.1	6	13.6	9	20.5	8	18.2	13	29.5
	Advanced High	9	20.5	0	0.0	8	18.2	3	6.8	1	2.3
3 (36)	Beginning	1	2.8	6	16.7	36	100.0	18	51.4	6	17.1
	Intermediate	13	36.1	25	69.4	0	0.0	10	28.6	29	82.9
	Advanced	13	36.1	3	8.3	0	0.0	6	17.1	0	0.0
	Advanced High	9	25.0	2	5.6	0	0.0	1	2.9	0	0.0
4 (48)	Beginning	7	14.6	19	39.6	15	31.3	10	20.8	9	18.8
	Intermediate	23	47.9	15	31.3	16	33.3	20	41.7	24	50.0
	Advanced	11	22.9	14	29.2	14	29.2	11	22.9	11	22.9
	Advanced High	7	14.6	0	0.0	3	6.3	7	14.6	4	8.3

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	—	—	—	
32 / 11 (34.4%)	Beginning	9			
	Intermediate	8	8		
	Advanced	0	1	4	
	Advanced High	0	1	1	
42 / 1 (2.4%)	Beginning	7			
	Intermediate	0	22		
	Advanced	0	0	12	
	Advanced High	0	0	1	
33 / 4 (12.1%)	Beginning	5			
	Intermediate	4	23		
	Advanced	0	0	0	
	Advanced High	0	0	0	
44 / 13 (29.5%)	Beginning	5			
	Intermediate	5	19		
	Advanced	0	4	7	
	Advanced High	0	0	4	

PERFORMANCE IN 2020

Grade 2019-20 (N Rated)	Domain: 2020 Level	Listening N	%	Speaking N	%	Writing N	%	Reading N	%	Composite N	%
5 (38)	Beginning	3	8.3	10	27.8	3	7.9	5	14.3	3	8.6
	Intermediate	7	19.4	18	50.0	7	18.4	10	28.6	14	40.0
	Advanced	12	33.3	7	19.4	11	28.9	2	5.7	14	40.0
	Advanced High	14	38.9	1	2.8	17	44.7	18	51.4	4	11.4
ALL (235)	Beginning	38	16.3	77	33.0	123	52.3	105	45.5	54	23.4
	Intermediate	87	37.3	105	45.1	41	17.4	63	27.3	120	51.9
	Advanced	62	26.6	42	18.0	42	17.9	33	14.3	45	19.5
	Advanced High	46	19.7	9	3.9	29	12.3	30	13.0	12	5.2

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	Int	Adv	Adv High
34 **11 (32.4%)**	Beginning		2		
	Intermediate	2		10	
	Advanced	1	4	9	
	Advanced High	0	1		3
185 **40 (21.6%)**	Beginning		28		
	Intermediate	19		82	
	Advanced	1	9		32
	Advanced High	0	2		9

 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

Elementary School Exams

GRADE 1 MATHEMATICS

63	72.0	78.4			71.4		78.9	

GRADE 1 MATHEMATICS SPANISH

3	*	*			*		65.5	

GRADE 1 READING

33	65.3	79.2			72.7		91.2	

GRADE 1 READING SPANISH

33	74.1	82.7			78.8		89.5	

GRADE 2 MATHEMATICS

67	65.2	75.8	84.9		65.7	94.0	76.5	92.3

GRADE 2 MATHEMATICS SPANISH

3	*	*	*		*	*	44.9	*

GRADE 2 READING

29	66.2	77.5	80.9		65.5	89.7	72.1	91.3

GRADE 2 READING SPANISH

41	65.9	74.4	85.0		61.0	100.0	75.1	92.0

GRADE 3 MATHEMATICS

58	60.2	73.5	79.2		67.2	89.7	70.6	90.8

GRADE 3 MATHEMATICS SPANISH

3	*	*	*		*	*	57.0	*

SEMESTER 2 TESTS

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

GRADE 1 MATHEMATICS

GRADE 1 MATHEMATICS SPANISH

GRADE 1 READING

GRADE 1 READING SPANISH

GRADE 2 MATHEMATICS

GRADE 2 MATHEMATICS SPANISH

GRADE 2 READING

GRADE 2 READING SPANISH

GRADE 3 MATHEMATICS

GRADE 3 MATHEMATICS SPANISH

SEMESTER 1 TESTS

| Number Tested | Averages | | | | % Passing | | District % Passing | |
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
GRADE 3 READING								
33	55.0	73.0	72.2		66.7	72.7	62.6	88.7
GRADE 3 READING SPANISH								
34	50.0	70.0	81.5		44.1	100.0	57.7	88.7
GRADE 4 LANGUAGE ARTS								
37	61.2	72.3	81.2		59.5	86.5	68.3	91.7
GRADE 4 LANGUAGE ARTS SPANISH								
46	65.2	71.0	82.0		65.2	95.7	68.5	91.9
GRADE 4 MATHEMATICS								
83	77.7	83.7	86.8		89.2	97.6	71.7	90.4
GRADE 4 READING								
38	55.4	75.7	83.1		86.8	100.0	68.8	92.4
GRADE 4 READING SPANISH								
45	69.0	79.3	81.8		75.6	95.6	80.7	91.8
GRADE 5 MATHEMATICS								
65	73.3	80.5	82.3		73.8	87.7	78.3	91.9
GRADE 5 READING								
31	53.8	76.9	80.1		80.6	80.6	79.5	94.1
GRADE 5 READING SPANISH								
34	80.1	85.4	78.9		91.2	85.3	79.8	94.9
GRADE 5 SCIENCE								
49	85.9	87.5	85.0		93.9	98.0	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 3 READING								
GRADE 3 READING SPANISH								
GRADE 4 LANGUAGE ARTS								
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								

MARTIN WEISS ELEMENTARY SCHOOL (226)   **13**

SEMESTER 1 TESTS

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

GRADE 5 SCIENCE SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
16	89.6	91.8	87.5		100.0	100.0	73.2	94.7

SEMESTER 2 TESTS

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

GRADE 5 SCIENCE SPANISH

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