Campus Data Packet for 2020-21 planning

DALLAS
INDEPENDENT SCHOOL DISTRICT

School Number 230

HARRY C. WITHERS ELEMENTARY SCHOOL

HARRY C. WITHERS ELEMENTARY SCHOOL (230)   **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	35
KN	106
1	83
2	83
3	68
4	61
5	47
ALL	483

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	8	1.7	4	12.9
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	14	2.9	*	*
Hispanic	292	60.5	9	29.0
White	142	29.4	17	54.8
Multiple	24	5.0	1	3.2
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	153	31.7
Economically disadvantaged	226	46.8
Limited English proficient (LEP)	153	31.7
Special education	50	10.4
Talented and Gifted (TAG)	101	20.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2018	41	2	4.9	0	0.0	0	0.0	37	90.2	0	0.0	2	4.9
	2019	39	1	2.6	0	0.0	0	0.0	36	92.3	1	2.6	0	0.0
	2020	35	1	2.9	0	0.0	0	0.0	33	94.3	1	2.9	0	0.0
KN	2018	75	1	1.3	2	2.7	2	2.7	43	57.3	25	33.3	2	2.7
	2019	76	1	1.3	0	0.0	3	3.9	39	51.3	30	39.5	3	3.9
	2020	106	3	2.8	0	0.0	2	1.9	55	51.9	39	36.8	6	5.7
1	2018	69	1	1.4	0	0.0	0	0.0	36	52.2	30	43.5	2	2.9
	2019	87	2	2.3	0	0.0	3	3.4	46	52.9	30	34.5	6	6.9
	2020	83	2	2.4	0	0.0	3	3.6	44	53.0	29	34.9	5	6.0
2	2018	71	1	1.4	2	2.8	3	4.2	44	62.0	18	25.4	2	2.8
	2019	70	0	0.0	0	0.0	1	1.4	42	60.0	25	35.7	1	1.4
	2020	83	0	0.0	0	0.0	3	3.6	47	56.6	27	32.5	6	7.2
3	2018	58	0	0.0	1	1.7	3	5.2	32	55.2	21	36.2	1	1.7
	2019	68	0	0.0	0	0.0	2	2.9	43	63.2	17	25.0	5	7.4
	2020	68	0	0.0	0	0.0	2	2.9	38	55.9	24	35.3	3	4.4
4	2018	56	0	0.0	0	0.0	0	0.0	32	57.1	22	39.3	2	3.6
	2019	45	0	0.0	0	0.0	2	4.4	35	77.8	7	15.6	1	2.2
	2020	61	0	0.0	0	0.0	2	3.3	39	63.9	16	26.2	3	4.9
5	2018	57	1	1.8	0	0.0	0	0.0	40	70.2	16	28.1	0	0.0
	2019	48	0	0.0	0	0.0	0	0.0	31	64.6	16	33.3	1	2.1
	2020	47	2	4.3	0	0.0	2	4.3	36	76.6	6	12.8	1	2.1
PK-5	2018	427	6	1.4	5	1.2	8	1.9	264	61.8	132	30.9	11	2.6
	2019	433	4	0.9	0	0.0	11	2.5	272	62.8	126	29.1	17	3.9
	2020	483	8	1.7	0	0.0	14	2.9	292	60.5	142	29.4	24	5.0

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	41	39	95.1	18	43.9	2	4.9	25	61.0	0	0.0	36	87.8	43.9	56.1	12.2
	2019	39	39	100.0	17	43.6	0	0.0	11	28.2	0	0.0	26	66.7	38.5	61.5	33.3
	2020	35	35	100.0	12	34.3	1	2.9	11	31.4	0	0.0	30	85.7	45.7	54.3	17.1
KN	2018	75	38	50.7	23	30.7	2	2.7	26	34.7	2	2.7	38	50.7	58.7	41.3	2.7
	2019	76	29	38.2	20	26.3	4	5.3	21	27.6	6	7.9	43	56.6	46.1	53.9	0.0
	2020	106	43	40.6	23	21.7	6	5.7	23	21.7	13	12.3	64	60.4	55.7	44.3	0.0
1	2018	69	25	36.2	17	24.6	6	8.7	20	29.0	10	14.5	11	15.9	50.7	49.3	0.0
	2019	87	38	43.7	25	28.7	10	11.5	27	31.0	14	16.1	13	14.9	58.6	41.4	2.3
	2020	83	34	41.0	20	24.1	9	10.8	17	20.5	13	15.7	6	7.2	50.6	49.4	2.4
2	2018	71	38	53.5	32	45.1	15	21.1	35	49.3	14	19.7	7	9.9	46.5	53.5	2.8
	2019	70	27	38.6	19	27.1	9	12.9	17	24.3	15	21.4	6	8.6	50.0	50.0	0.0
	2020	83	38	45.8	27	32.5	6	7.2	27	32.5	24	28.9	2	2.4	56.6	43.4	3.6
3	2018	58	25	43.1	20	34.5	7	12.1	21	36.2	18	31.0	1	1.7	53.4	46.6	1.7
	2019	68	33	48.5	30	44.1	16	23.5	31	45.6	19	27.9	4	5.9	48.5	51.5	1.5
	2020	68	26	38.2	17	25.0	4	5.9	17	25.0	25	36.8	1	1.5	51.5	48.5	0.0
4	2018	56	30	53.6	21	37.5	7	12.5	23	41.1	21	37.5	7	12.5	44.6	55.4	0.0
	2019	45	22	48.9	21	46.7	6	13.3	23	51.1	8	17.8	4	8.9	57.8	42.2	0.0
	2020	61	29	47.5	31	50.8	18	29.5	35	57.4	16	26.2	6	9.8	52.5	47.5	0.0
5	2018	57	36	63.2	30	52.6	5	8.8	36	63.2	14	24.6	2	3.5	54.4	45.6	0.0
	2019	48	27	56.3	19	39.6	8	16.7	23	47.9	18	37.5	2	4.2	41.7	58.3	0.0
	2020	47	21	44.7	23	48.9	6	12.8	23	48.9	10	21.3	3	6.4	57.4	42.6	0.0
PK-5	2018	427	231	54.1	161	37.7	44	10.3	186	43.6	79	18.5	102	23.9	50.8	49.2	2.3
	2019	433	215	49.7	151	34.9	53	12.2	153	35.3	80	18.5	98	22.6	49.7	50.3	3.7
	2020	483	226	46.8	153	31.7	50	10.4	153	31.7	101	20.9	112	23.2	53.4	46.6	2.3

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	73	11,061	70	96.5	10,520	95.1	4	5.5	17.8	72	9,830	99.0	88.9
	2019	75	10,918	73	96.6	10,370	95.0	3	4.0	5.7	74	9,637	98.2	88.3
	2020	104	10,874	100	96.1	10,319	94.9	0	0.0	3.8	99	9,815	95.2	90.3
1	2018	67	11,550	65	96.8	11,055	95.7	6	8.9	16.6	63	10,347	94.0	89.6
	2019	85	11,198	82	97.1	10,715	95.7	0	0.0	5.0	82	10,069	96.9	89.9
	2020	84	11,192	80	95.5	10,678	95.4	0	0.0	3.9	80	10,139	95.8	90.6
2	2018	69	11,864	66	96.2	11,398	96.1	6	8.7	15.9	65	10,717	94.3	90.3
	2019	70	11,232	68	97.6	10,781	96.0	0	0.0	4.8	70	10,169	99.8	90.5
	2020	84	11,070	81	96.5	10,616	95.9	0	0.0	3.2	81	10,175	97.0	91.9
3	2018	57	12,536	55	97.4	12,080	96.4	3	5.3	14.4	56	11,431	98.7	91.2
	2019	68	11,452	66	97.2	11,029	96.3	0	0.0	4.6	67	10,478	98.4	91.5
	2020	67	11,093	64	96.2	10,664	96.1	0	0.0	3.5	66	10,181	98.7	91.8
4	2018	56	12,675	54	97.2	12,235	96.5	5	9.0	14.1	52	11,637	93.3	91.8
	2019	46	12,118	44	97.6	11,690	96.5	1	2.2	4.9	45	11,112	98.8	91.7
	2020	61	11,323	58	95.9	10,902	96.3	0	0.0	3.4	59	10,479	97.2	92.5
5	2018	57	12,498	55	97.1	12,078	96.6	1	1.8	6.1	55	11,513	96.9	92.1
	2019	48	12,193	47	97.7	11,779	96.6	0	0.0	4.5	48	11,300	100.0	92.7
	2020	46	11,957	45	97.5	11,518	96.3	0	0.0	3.2	46	11,098	99.4	92.8
KN-5	2018	378	72,186	366	96.8	69,366	96.1	25	6.6	14.0	363	65,475	96.1	90.7
	2019	392	69,110	381	97.2	66,364	96.0	4	1.0	4.9	386	62,765	98.6	90.8
	2020	445	67,509	428	96.2	64,698	95.8	0	0.0	3.5	431	61,887	96.9	91.7

Teachers: 31

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	4	12.9
Hispanic	9	29.0
White	17	54.8
Multiple	1	3.2
Other	0	0.0

Gender	Number	Percentage
Female	27	87.1
Male	4	12.9

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2017-18	7.1	87.1
2018-19	5.8	93.1
2019-20	5.8	84.4

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	2	6.5
1	0	0.0
2	0	0.0
3	1	3.2
4	1	3.2
5	1	3.2
1-3	1	3.2
More than 3	28	90.3
1 - 5	3	9.7
6 - 10	6	19.4
11 - 20	12	38.7
More than 20	8	25.8

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 (22)	Beginning	3	13.6	4	18.2	16	72.7	4	18.2	3	13.6
	Intermediate	3	13.6	3	13.6	6	27.3	14	63.6	13	59.1
	Advanced	11	50.0	10	45.5	0	0.0	3	13.6	6	27.3
	Advanced High	5	22.7	5	22.7	0	0.0	1	4.5	0	0.0
1 (20)	Beginning	1	5.0	0	0.0	10	50.0	10	50.0	1	5.0
	Intermediate	2	10.0	7	35.0	7	35.0	7	35.0	10	50.0
	Advanced	9	45.0	8	40.0	3	15.0	3	15.0	6	30.0
	Advanced High	8	40.0	5	25.0	0	0.0	0	0.0	3	15.0
2 (26)	Beginning	1	3.8	4	15.4	6	23.1	4	15.4	1	3.8
	Intermediate	4	15.4	10	38.5	10	38.5	17	65.4	13	50.0
	Advanced	16	61.5	7	26.9	10	38.5	4	15.4	11	42.3
	Advanced High	5	19.2	5	19.2	0	0.0	1	3.8	1	3.8
3 (17)	Beginning	0	0.0	1	5.9	1	5.9	1	5.9	0	0.0
	Intermediate	0	0.0	10	58.8	2	11.8	6	35.3	4	23.5
	Advanced	4	23.5	4	23.5	7	41.2	2	11.8	9	52.9
	Advanced High	13	76.5	2	11.8	7	41.2	8	47.1	4	23.5
4 (31)	Beginning	2	6.5	3	9.7	5	16.1	5	16.1	2	6.5
	Intermediate	9	29.0	14	45.2	6	19.4	11	35.5	9	29.0
	Advanced	12	38.7	11	35.5	13	41.9	7	22.6	16	51.6
	Advanced High	8	25.8	3	9.7	7	22.6	8	25.8	4	12.9

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	2019 Level Int	2019 Level Adv	2019 Level Adv High
– / –	Beginning	–			
	Intermediate	–		–	
	Advanced	–	–		–
	Advanced High	–	–		–
20 / **12 (60.0%)**	Beginning	1			
	Intermediate	3		7	
	Advanced	0	6		0
	Advanced High	0	0		3
25 / **7 (28.0%)**	Beginning	1			
	Intermediate	4		9	
	Advanced	0	2		8
	Advanced High	0	0		1
17 / **7 (41.2%)**	Beginning	0			
	Intermediate	1		3	
	Advanced	1	1		7
	Advanced High	0	0		4
29 / **7 (24.1%)**	Beginning	0			
	Intermediate	0		9	
	Advanced	0	3		13
	Advanced High	0	0		4

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 %
5 (23)	Beginning	3	13.0	1	4.3	3	13.0	4	17.4	2	8.7
	Intermediate	5	21.7	6	26.1	2	8.7	5	21.7	6	26.1
	Advanced	7	30.4	12	52.2	7	30.4	4	17.4	5	21.7
	Advanced High	8	34.8	4	17.4	11	47.8	10	43.5	10	43.5
ALL (139)	Beginning	10	7.2	13	9.4	41	29.5	28	20.1	9	6.5
	Intermediate	23	16.5	50	36.0	33	23.7	60	43.2	55	39.6
	Advanced	59	42.4	52	37.4	40	28.8	23	16.5	53	38.1
	Advanced High	47	33.8	24	17.3	25	18.0	28	20.1	22	15.8

PROGRESSION FROM 2019 TO 2020

Number Rated Both Years N (%) Progressed	2020 Level	2019 Level Beg	2019 Level Int	2019 Level Adv	2019 Level Adv High
22 **11 (50.0%)**	Beginning		1		
	Intermediate	0		6	
	Advanced	0	1		4
	Advanced High	0	1		9
113 **44 (38.9%)**	Beginning		3		
	Intermediate	8		34	
	Advanced	1	13		32
	Advanced High	0	1		21

☐ 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

| 77 | 79.8 | 84.4 | | | 89.6 | | 78.9 | |

GRADE 1 READING

| 57 | 82.9 | 89.7 | | | 96.5 | | 91.2 | |

GRADE 1 READING SPANISH

| 20 | 84.0 | 89.3 | | | 95.0 | | 89.5 | |

GRADE 2 MATHEMATICS

| 79 | 75.2 | 82.7 | 91.0 | | 87.3 | 98.7 | 76.5 | 92.3 |

GRADE 2 READING

| 67 | 80.6 | 87.1 | 91.9 | | 94.0 | 100.0 | 72.1 | 91.3 |

GRADE 2 READING SPANISH

| 12 | 69.2 | 76.9 | 87.2 | | 83.3 | 100.0 | 75.1 | 92.0 |

GRADE 3 MATHEMATICS

| 67 | 76.8 | 84.5 | 90.3 | | 88.1 | 98.5 | 70.6 | 90.8 |

GRADE 3 READING

| 67 | 73.4 | 84.0 | 89.9 | | 89.6 | 100.0 | 62.6 | 88.7 |

GRADE 4 LANGUAGE ARTS

| 59 | 70.5 | 78.9 | 85.9 | | 78.0 | 98.3 | 68.3 | 91.7 |

GRADE 4 MATHEMATICS

| 59 | 69.6 | 77.7 | 87.5 | | 76.3 | 93.2 | 71.7 | 90.4 |

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 READING

GRADE 1 READING SPANISH

GRADE 2 MATHEMATICS

GRADE 2 READING

GRADE 2 READING SPANISH

GRADE 3 MATHEMATICS

GRADE 3 READING

GRADE 4 LANGUAGE ARTS

GRADE 4 MATHEMATICS

HARRY C. WITHERS ELEMENTARY SCHOOL (230)   **12**

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 READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
59	58.7	77.5	84.6		79.7	98.3	68.8	92.4

GRADE 5 MATHEMATICS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
46	74.2	81.1	88.7		84.8	100.0	78.3	91.9

GRADE 5 READING

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
38	57.1	78.5	82.6		84.2	92.1	79.5	94.1

GRADE 5 READING SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
8	69.3	77.5	82.3		75.0	100.0	79.8	94.9

GRADE 5 SCIENCE

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
44	82.3	84.4	87.6		81.8	100.0	76.5	95.9

GRADE 5 SCIENCE SPANISH

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
2	*	*	*		*	*	73.2	*

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 READING

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

GRADE 5 MATHEMATICS

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

GRADE 5 READING

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

GRADE 5 READING SPANISH

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

GRADE 5 SCIENCE

Number Tested	% 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