




Data Packet 2022-23

PRESTONWOOD MONTESSORI ACADEMY AT E.D. WALKER



School # 322

Evaluation And Assessment / Office of Institutional Research / OIR@dallasisd.org / mydata.dallasisd.org



August 19, 2022

- 2. Contents Table of Contents
- 3. Notes Notes and Data Descriptions

STUDENTS AND STAFF

- 5. Summary Summary of Student and Teacher Statistics
- 6. Enroll (1) Enrollment Statistics by Ethnicity
- 7. Enroll (2) Enrollment Statistics by Select Student Group
- 8. Attendance Student Attendance Statistics
- 9. Teachers Teacher Statistics

MAP GROWTH

- 10. Reading MAP GROWTH Reading (K-2)
- 14. Math MAP GROWTH Mathematics (K-2)

EARLY LEARNING

- 18. TX-KEA Texas Kindergarten Entry Assessment
- 20. CIRCLE CIRCLE Progress Monitoring

ENGLISH PROFICIENCY

- 22. TELPAS Texas English Language Proficiency Assessment

2021-22 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 2021-22. They are counted as new if not enrolled in a district campus before the last day of the 2020-21 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 2020-21 and 2021-22.

ATTENDANCE

- Statistics are based on student attendance through the end of the school year.
- “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.

MAP GROWTH FROM NWEA

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are based on demographic data in the Dallas ISD student database.
- Due to the emergency closure in Spring 2020, the first year in which Spring results are available is 2020-21.

TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM (TELPAS)

- 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 2022, the TEA does not differentiate between the Advanced and Advanced High levels from 2021.

STUDENT ENROLLMENT

Grade	Enrollment
PK	70
KN	53
1	39
2	28
ALL	190

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	28	14.7	2	14.3
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	2	1.1	*	*
Hispanic	102	53.7	6	42.9
White	46	24.2	5	35.7
Multiple	12	6.3	0	0.0
Other* (teachers only)	—	—	1	7.1
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	60	31.6
Economically disadvantaged	100	52.6
Limited English proficient (LEP)	60	31.6
Special education	17	8.9
Talented and Gifted (TAG)	27	14.2

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
PK	2020													
	2021													
	2022	70	16	22.9	0	0.0	2	2.9	32	45.7	15	21.4	5	7.1
KN	2020													
	2021													
	2022	53	4	7.5	0	0.0	0	0.0	30	56.6	16	30.2	3	5.7
1	2020													
	2021													
	2022	39	6	15.4	0	0.0	0	0.0	23	59.0	7	17.9	3	7.7
2	2020													
	2021													
	2022	28	2	7.1	0	0.0	0	0.0	17	60.7	8	28.6	1	3.6
EC,PK,K-2	2020													
	2021													
	2022	190	28	14.7	0	0.0	2	1.1	102	53.7	46	24.2	12	6.3

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	2020																
	2021																
	2022	70	41	58.6	24	34.3	6	8.6	25	35.7	0	0.0	65	92.9	45.7	54.3	7.1
KN	2020																
	2021																
	2022	53	20	37.7	15	28.3	3	5.7	15	28.3	14	26.4	34	64.2	41.5	58.5	0.0
1	2020																
	2021																
	2022	39	26	66.7	14	35.9	4	10.3	14	35.9	7	17.9	14	35.9	41.0	59.0	0.0
2	2020																
	2021																
	2022	28	13	46.4	7	25.0	4	14.3	6	21.4	6	21.4	7	25.0	50.0	50.0	0.0
EC,PK,K-2	2020																
	2021																
	2022	190	100	52.6	60	31.6	17	8.9	60	31.6	27	14.2	120	63.2	44.2	55.8	2.6

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	2020		10,874			10,319	94.9			3.8		9,815		90.3
	2021		10,216			10,002	97.9			4.7		9,094		89.0
	2022	53	10,601	50	95.0	9,857	93.0	2	3.8	8.0	51	8,573	96.7	80.9
1	2020		11,192			10,678	95.4			3.9		10,139		90.6
	2021		10,568			10,378	98.2			4.0		9,515		90.0
	2022	39	10,904	38	96.7	10,206	93.6	4	10.3	7.3	37	8,976	95.5	82.3
2	2020		11,070			10,616	95.9			3.2		10,175		91.9
	2021		10,574			10,394	98.3			3.8		9,653		91.3
	2022	29	10,614	28	96.2	9,987	94.1	3	10.3	6.0	26	8,941	89.7	84.2
EC,PK,K-2	2020		33,135			31,614	95.4			3.7		30,129		90.9
	2021		31,358			30,774	98.1			4.2		28,262		90.1
	2022	121	32,118	116	95.9	30,051	93.6	9	7.5	7.1	114	26,490	94.6	82.5

Teachers: 14

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	2	14.3
Hispanic	6	42.9
White	5	35.7
Multiple	0	0.0
Other	1	7.1

Gender	Number	Percentage
Female	13	92.9
Male	1	7.1

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2019-20		
2020-21		
2021-22	8.0	

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	1	7.1
1	3	21.4
2	1	7.1
3	2	14.3
4	2	14.3
5	0	0.0
1-3	6	42.9
More than 3	7	50.0
1 - 5	8	57.1
6 - 10	4	28.6
11 - 20	0	0.0
More than 20	1	7.1

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
1	2020													
	2021												48.4	
	2022	66.7	*	46.7	55.6	*	50.0	42.9				55.2	36.6	29
K-1	2020													
	2021												49.4	
	2022	66.7	*	46.7	55.6	*	50.0	42.9				55.2	37.9	29
# Tested (GR K-1)	2020													
	2021												5,754	
	2022	6	5	15	18	4	8	7				29	5,967	
2	2020													
	2021												48.4	
	2022	75.0	*	68.8	58.3	*	57.1	*				71.4	39.9	28
# Tested (GR 2)	2020													
	2021												5,792	
	2022	8	3	16	12	2	7	5				28	5,940	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
1	2020													
	2021												1,162	0
	2022	2	*	2	2	*	1	1				6	652	29
K-1	2020													
	2021												1,277	0
	2022	2	*	2	2	*	1	1				6	724	29
# Tested (GR K-1)	2020													
	2021												5,754	
	2022	6	5	15	18	4	8	7				29	5,967	
2	2020													
	2021												1,359	0
	2022	1	*	3	3	*	3	*				6	916	28
# Tested (GR 2)	2020													
	2021												5,792	
	2022	8	3	16	12	2	7	5				28	5,940	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2020													
	2021												57.1	
	2022	75.0	*	22.2	21.1	*	8.3	8.3				44.0	41.1	50
1	2020													
	2021												46.7	
	2022	50.0	33.3	47.4	31.8	*	30.0	20.0				44.1	35.7	34
K-1	2020													
	2021												51.7	
	2022	68.2	40.0	32.6	26.8	14.3	18.2	13.6				44.0	38.3	84
# Tested (GR K-1)	2020													
	2021												10,412	
	2022	22	10	46	41	7	22	22				84	11,314	
2	2020													
	2021												49.7	
	2022	75.0	*	70.6	76.9	*	85.7	83.3				71.4	44.5	28
# Tested (GR 2)	2020													
	2021												6,004	
	2022	8	2	17	13	4	7	6				28	6,029	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2020													
	2021												1,120	0
	2022	2	*	1	0	*	0	0				4	655	50
1	2020													
	2021												934	0
	2022	1	0	1	1	*	0	0				2	582	34
K-1	2020													
	2021												2,054	0
	2022	3	0	2	1	0	0	0				6	1,237	84
# Tested (GR K-1)	2020													
	2021												10,412	
	2022	22	10	46	41	7	22	22				84	11,314	
2	2020													
	2021												1,149	0
	2022	1	*	2	1	*	1	0				4	946	28
# Tested (GR 2)	2020													
	2021												6,004	
	2022	8	2	17	13	4	7	6				28	6,029	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
1	2020													
	2021												52.9	
	2022	83.3	83.3	60.0	63.2	*	50.0	50.0				70.0	46.4	30
K-1	2020													
	2021												53.5	
	2022	83.3	83.3	60.0	63.2	*	50.0	50.0				70.0	47.6	30
# Tested (GR K-1)	2020													
	2021												10,304	
	2022	6	6	15	19	4	8	8				30	10,488	
2	2020													
	2021												46.7	
	2022	50.0	*	31.3	33.3	*	50.0	50.0				42.9	40.2	28
# Tested (GR 2)	2020													
	2021												9,688	
	2022	8	3	16	12	3	8	6				28	9,585	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
1	2020													
	2021												1,950	
	2022	2	2	4	4	*	1	0				9	1,175	30
K-1	2020													
	2021												2,117	
	2022	2	2	4	4	*	1	0				9	1,341	30
# Tested (GR K-1)	2020													
	2021												10,304	
	2022	6	6	15	19	4	8	8				30	10,488	
2	2020													
	2021												1,397	
	2022	1	*	1	1	*	1	0				2	986	28
# Tested (GR 2)	2020													
	2021												9,688	
	2022	8	3	16	12	3	8	6				28	9,585	

PERCENTAGE AT OR ABOVE THE 40th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2020													
	2021												62.3	
	2022	87.5	*	39.3	47.4	*	30.8	30.8				60.8	49.1	51
1	2020													
	2021												54.3	
	2022	83.3	66.7	57.9	59.1	*	50.0	50.0				67.6	46.0	34
K-1	2020													
	2021												58.2	
	2022	86.4	70.0	46.8	53.7	42.9	39.1	39.1				63.5	47.5	85
# Tested (GR K-1)	2020													
	2021												19,324	
	2022	22	10	47	41	7	23	23				85	19,784	
2	2020													
	2021												45.4	
	2022	37.5	*	47.1	53.8	*	71.4	66.7				46.4	40.9	28
# Tested (GR 2)	2020													
	2021												9,836	
	2022	8	2	17	13	4	7	6				28	9,795	

NUMBER AT OR ABOVE THE 80th PERCENTILE

Grade	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District	Number Tested (All Students)
K	2020													
	2021												2,140	
	2022	8	*	1	1	*	0	0				13	1,309	51
1	2020													
	2021												1,882	
	2022	3	2	1	3	*	0	0				8	1,298	34
K-1	2020													
	2021												4,022	
	2022	11	3	2	4	2	0	0				21	2,607	85
# Tested (GR K-1)	2020													
	2021												19,324	
	2022	22	10	47	41	7	23	23				85	19,784	
2	2020													
	2021												1,182	
	2022	0	*	0	0	*	0	0				0	903	28
# Tested (GR 2)	2020													
	2021												9,836	
	2022	8	2	17	13	4	7	6				28	9,795	

PERCENTAGE BY NEED FOR INTERVENTION

Wave	Year	Literacy		Vocabulary		Spelling		Blending		Mathematics		Social Emotional	
		N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track
Wave 1 (BOY)	2020												
	2021			0		0		0		0		0	
	2022	32	6.3 12.5 81.3	38	23.7 0.0 76.3	36	13.9 5.6 80.6	37	18.9 2.7 78.4	40	25.0 22.5 52.5	26	7.7 7.7 84.6
Wave 2 (MOY)	2020												
	2021			0		0		0		0		0	
	2022			44	11.4 0.0 88.6	47	19.1 2.1 78.7	44	18.2 4.5 77.3	49	20.4 8.2 71.4	51	3.9 0.0 96.1
Wave 3 (EOY)	2020												
	2021			0		0		0		0		0	
	2022			44	15.9 4.5 79.5	44	11.4 6.8 81.8	41	39.0 4.9 56.1	48	33.3 4.2 62.5	36	2.8 0.0 97.2

PERCENTAGE BY NEED FOR INTERVENTION

Wave	Year	Literacy		Vocabulary		Spelling		Blending		Mathematics		Social Emotional	
		N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track
Wave 1 (BOY)	2020												
	2021			0		0		0		0		0	
	2022	8	0.0 25.0 75.0	8	37.5 0.0 62.5	8	37.5 12.5 50.0	8	25.0 12.5 62.5	1	* * *	0	
Wave 2 (MOY)	2020												
	2021			0		0		0		0		0	
	2022			6	0.0 0.0 100.0	6	16.7 0.0 83.3	6	16.7 16.7 66.7	2	* * *	0	

PERCENTAGE BY NEED FOR INTERVENTION

Wave	Year	Rapid Letter Naming		Rapid Vocabulary		Phonological Awareness		Mathematics		Social Emotional	
		N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track
Wave 1 (BOY)	2020	0		0		0		0		0	
	2021	0		0		0		0		0	
	2022	61	26.2 23.0 41.0	34	26.5 11.8 61.8	34	2.9 2.9 94.1	66	22.7 22.7 54.5	54	5.6 5.6 88.9
Wave 2 (MOY)	2020	0		0		0		0		0	
	2021	0		0		0		0		0	
	2022	58	5.2 8.6 77.6	35	11.4 0.0 88.6	30	0.0 3.3 96.7	66	3.0 40.9 56.1	57	3.5 1.8 94.7
Wave 3 (EOY)	2020	0		0		0		0		0	
	2021	0		0		0		0		0	
	2022	49	6.1 10.2 79.6	36	0.0 5.6 94.4	31	0.0 9.7 90.3	62	4.8 45.2 50.0	56	8.9 12.5 78.6

PERCENTAGE BY NEED FOR INTERVENTION


Wave	Year	Rapid Letter Naming		Rapid Vocabulary		Phonological Awareness		Mathematics		Social Emotional	
		N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track	N Tested	% Support % Monitor % On Track
Wave 1 (BOY)	2020	0		0		0		0		0	
	2021	0		0		0		0		0	
	2022	10	40.0 20.0 30.0	7	28.6 0.0 71.4	7	14.3 14.3 71.4	0		0	
Wave 2 (MOY)	2020	0		0		0		0		0	
	2021	0		0		0		0		0	
	2022	10	30.0 30.0 20.0	6	16.7 0.0 83.3	4	* * *	0		0	
Wave 3 (EOY)	2020	0		0		0		0		0	
	2021	0		0		0		0		0	
	2022	8	12.5 25.0 37.5	4	* * *	4	* * *	1	* * *	0	

PERFORMANCE IN 2022

Grade 2021-22	Domain:	Listening		Speaking		Writing		Reading		Composite	
		N	%	N	%	N	%	N	%	N	%
KN (15)	Beginning	3	20.0	4	26.7	11	73.3	10	66.7	4	26.7
	Intermediate	4	26.7	4	26.7	1	6.7	1	6.7	7	46.7
	Advanced	3	20.0	2	13.3	2	13.3	3	20.0	3	20.0
	Advanced High	5	33.3	5	33.3	1	6.7	1	6.7	1	6.7
1 (15)	Beginning	4	26.7	8	53.3	8	53.3	7	46.7	5	33.3
	Intermediate	5	33.3	3	20.0	4	26.7	5	33.3	7	46.7
	Advanced	4	26.7	2	13.3	1	6.7	1	6.7	1	6.7
	Advanced High	2	13.3	2	13.3	2	13.3	2	13.3	2	13.3
2 (7)	Beginning	1	14.3	2	28.6	2	28.6	2	28.6	2	28.6
	Intermediate	1	14.3	3	42.9	2	28.6	2	28.6	2	28.6
	Advanced	1	14.3	1	14.3	3	42.9	1	14.3	3	42.9
	Advanced High	4	57.1	1	14.3	0	0.0	2	28.6	0	0.0
ALL (37)	Beginning	8	21.6	14	37.8	21	56.8	19	51.4	11	29.7
	Intermediate	10	27.0	10	27.0	7	18.9	8	21.6	16	43.2
	Advanced	8	21.6	5	13.5	6	16.2	5	13.5	7	18.9
	Advanced High	11	29.7	8	21.6	3	8.1	5	13.5	3	8.1

PROGRESSION FROM 2021 TO 2022

Number Rated Both Years	2022 Level	2021 Level			
		Beg	Int	Adv	Adv High
-	Beginning	-			
	Intermediate	-	-		
	Advanced	-	-	-	
	Advanced High	-	-	-	
13 6 (46.2%)	Beginning	4			
	Intermediate	3	3		
	Advanced	1	0	0	
	Advanced High	0	1	1	
6 2 (33.3%)	Beginning	2			
	Intermediate	0	1		
	Advanced	0	2	1	
	Advanced High	0	0	0	
19 8 (42.1%)	Beginning	6			
	Intermediate	3	4		
	Advanced	1	2	1	
	Advanced High	0	1	1	

 Indicates students who progressed at least one level from 2021 to 2022.