# 2022-23 School Profile (TEA 175)
# UMPHREY LEE ELEMENTARY SCHOOL

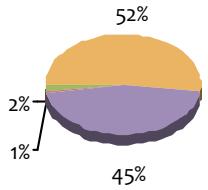
DALLAS INDEPENDENT SCHOOL DISTRICT

7808 RACINE DR DALLAS, TX 75232 www.dallasisd.org/ulee

Principal: YOLANDA KNIGHT (yknight@dallasisd.org) Phone: 972-749-3900

Elementary school (grades K–5) and EC, PK programs in the CARTER feeder pattern.

| Grd | Attendance Target: 97% | | Enrollment N | Enrollment % Sch | % of Grade Level Afr. Am. | Hispanic | White | Other |
|---|---|---|---|---|---|---|---|---|
| PK | 94.1% | × | 34 | 9% | 47% | 53% | 0% | 0% |
| KN | 91.5% | × | 53 | 13% | 38% | 58% | 0% | 4% |
| 1 | 91.7% | × | 59 | 15% | 56% | 41% | 0% | 3% |
| 2 | 93.7% | × | 65 | 16% | 46% | 51% | 2% | 2% |
| 3 | 94.7% | × | 60 | 15% | 62% | 32% | 2% | 5% |
| 4 | 95.1% | × | 55 | 14% | 53% | 45% | 0% | 2% |
| 5 | 94.2% | × | 73 | 18% | 56% | 42% | 1% | 0% |
| ALL | 93.5% | × | 399 | – | 52% | 45% | 1% | 2% |

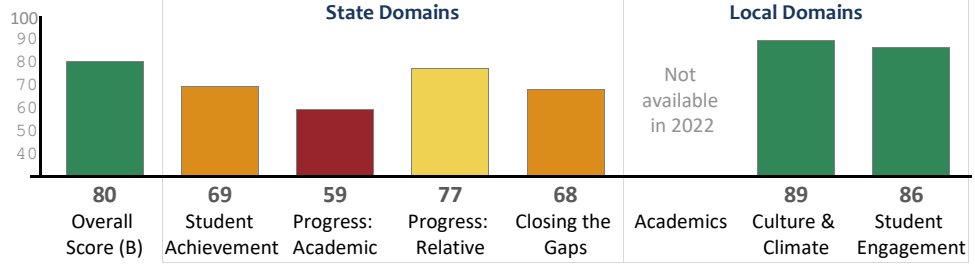



| Student Group Enrollment | | % of School |
|---|---|---|
| At Risk | 193 | 46.3% |
| EL | 159 | 38.1% |
| Low SES | 408 | 97.8% |
| SPED | 48 | 11.5% |
| TAG | 57 | 13.7% |

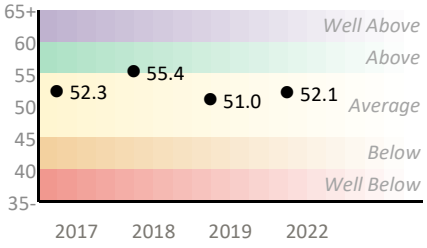
| Attendance / Retention | | 2019-20 | 2020-21 | 2021-22 |
|---|---|---|---|---|
| Students | Average student attendance rate | 95.7% | ↑ 96.8% | ↓ 93.5% |
| | Percentage absent fewer than 10% of days enrolled | 86.4% | ↑ 89.2% | ↓ 81.7% |
| Teachers | Average number of absences | 3.7 | ↑ 4.5 | ↑ 8.3 |
| | Percentage returned to campus from prior year | 71.9% | ↑ 79.3% | ↓ 69.0% |

| Disciplinary Actions | 19-20 | 20-21 | 21-22 |
|---|---|---|---|
| In-School Suspension | | 3 | 1 |
| Out-of-School Suspension | 5 | | |
| Alternative Placement | | | 2 |

## State Acctountability Rating

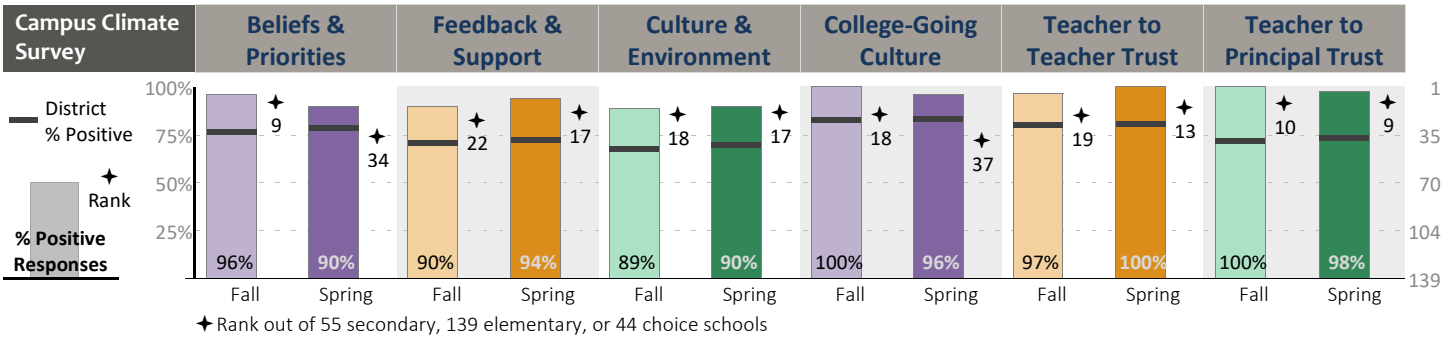



## School Effectiveness Index



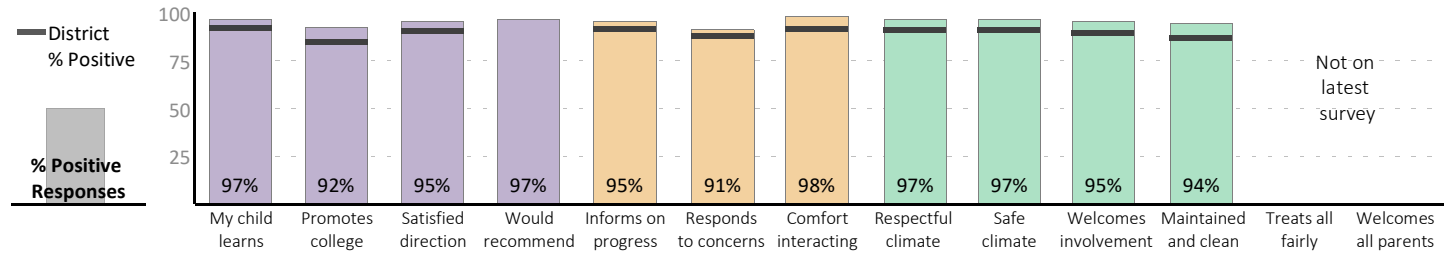

Distinctions: Achievement in math; Postsecondary readiness

## Campus Climate Survey




✦ Rank out of 55 secondary, 139 elementary, or 44 choice schools

## Parent Survey



# 2022-23 School Profile (TEA 175)
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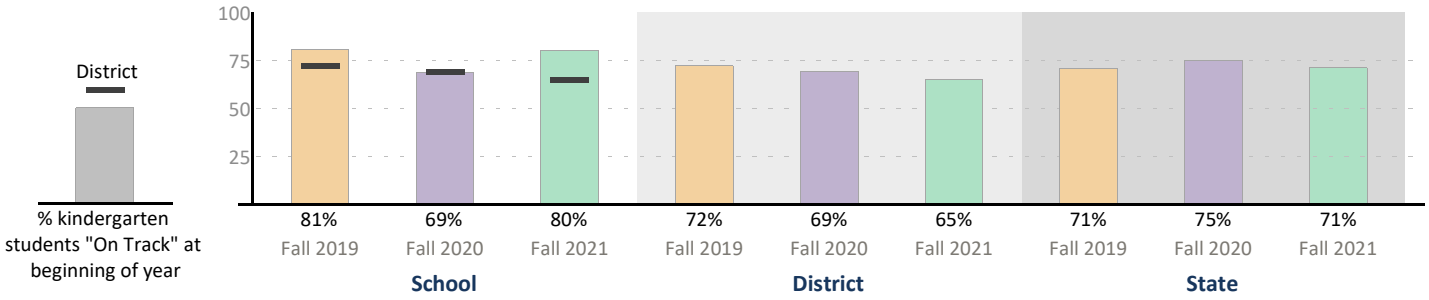
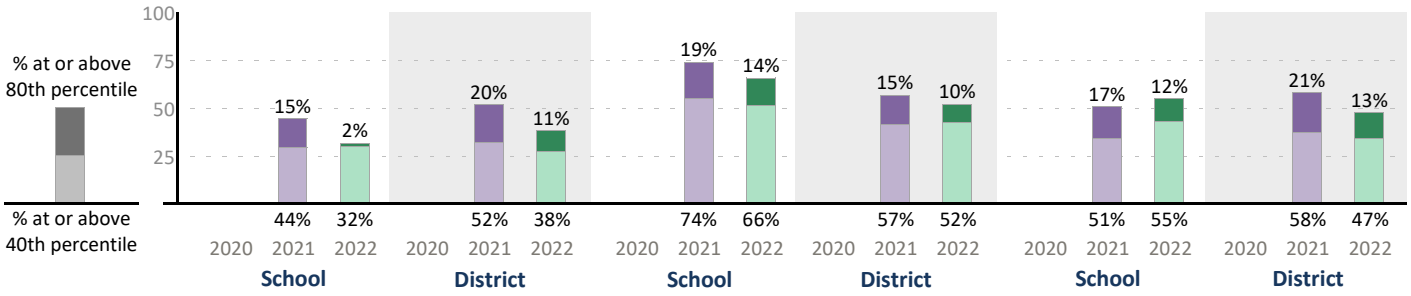
DALLAS INDEPENDENT SCHOOL DISTRICT

## TX-KEA

### Percentage of "Kindergarten-Ready" Students

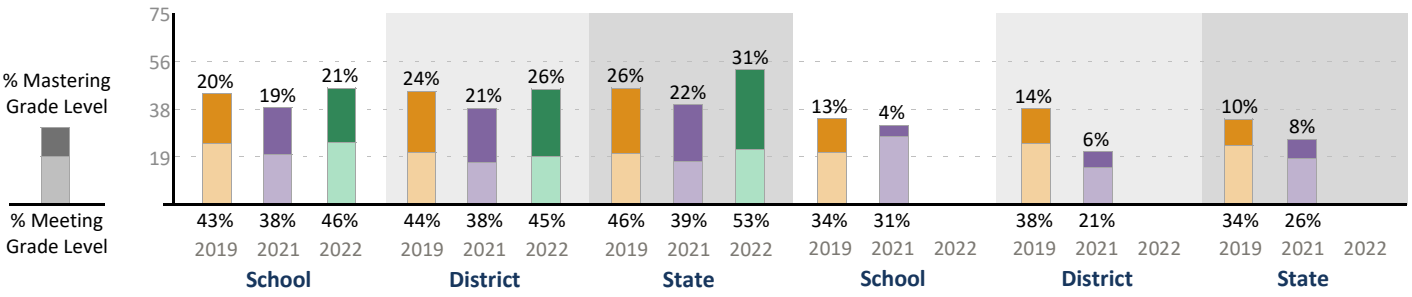



## MAP Growth K-2




## STAAR

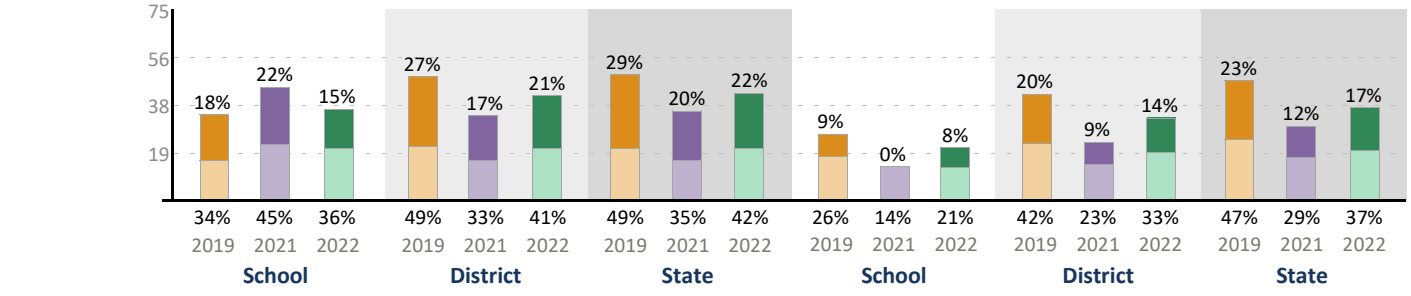
### Reading (Grades 3+)




### Writing (Grade 4) - Discontinued 2022




### Mathematics (Grades 3+)




### Science (Grade 5)

# 2022-23 School Profile
# Elementary School Metric and Term Definitions

DALLAS INDEPENDENT SCHOOL DISTRICT

## INFORMATION ABOUT 2022 SCHOOL PROFILES

| | |
|---|---|
| Effects of COVID-19 Pandemic | Where possible and reasonable, statistics in this report were updated to reflect the 2021-22 and prior school years. 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 any year, 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 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 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: Local Accountability ratings for 2022 did not include the School Effectiveness Index, or SEI, because SEIs could not be produced in 2021. |

## 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. Results not available when there were too few respondants. |

## 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. Results not available when there were too few respondants. |

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# Elementary School Metric and Term Definitions

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## Texas Kindergarten Entry Assessment (TX-KEA)

| | |
|---|---|
| Percentage meeing kindergarten readiness benchmarks and competencies | Kindergarten readiness as measured using beginning-of-year Texas Kindergarten Entry Assessment, or TX-KEA, scores. Includes results from English and Spanish assessments. The TX-KEA assessment is used to determine whether a student has met specified developmental benchmarks and academic competencies as outlined by the Texas Pre-Kindergarten Guidelines and Texas Essential Knowledge and Skills. Results reported if at least 15 students were assessed. |

## MAP Growth

| | |
|---|---|
| Percentage at or above the 40th percentile | Percentage of students with scores at or 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. The district administers NWEA's MAP Growth assessment to students in grades 3-9 in various content areas; only the reading (in English and in Spanish) and mathematics subtest results are presented for grades K-2. NOTE: The TerraNova/SUPERA assessment was last administered in Spring 2019. The district began using the MAP Growth assessment for K-2 students in 2020-21. |
| Percentage at or above the 80th percentile | Percentage of students with scores at or 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. NOTE: The TerraNova/SUPERA assessment was last administered in Spring 2019. The district began using the MAP Growth assessment for K-2 students in 2020-21. |

## 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 and state statistics are based on grade levels at the campus. 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. |