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2023-24 DATA PACKET INFORMATION

This preliminary edition of the annual Campus Data Packet has placeholder reports for STAAR 3-8. When final performance level standards are released in August, new packets will be published with traditional reports. PLEASE READ the notes in the STAAR section below regarding PLACEHOLDER STAAR 3-8 reports.

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 school year.
• “New” students were new to the district in 2022-23. They are counted as new if not enrolled in a district campus before the last day of the 2021-22 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 2021-22 and 2022-23.

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.

STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR)
• Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
• Student group assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
• Statistics by reporting category are averages for all students (across student groups and genders).
• “Average percentage of items correct” is computed as follows: For each student, divide number of items correctly answered by total number of items in test section, then average resulting percentages across all students. For short answers on EOC English tests, an “average rating” is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, “average score points” is presented. Additional details provided in report footnotes.
• Grade in report is grade level of assessment, not student’s grade level. For example, grade 7 students in Pre-AP math or science courses are assessed with the Grade 8 Math or Grade 8 Science assessment. These students’ scores are reflected in the row for “Grade 8”.
• Using guidance criteria published by the TEA, student scores are temporarily classified as “likely passed” indicating the score is likely to be at the “approaches grade level” performance level. Reports for PERCENTAGE AT APPROACHES GRADE LEVEL STANDARD in this preliminary Campus Data Packet show prior years’ percentages for approaching grade level along with percentages of students in 2023 identified as likely passing. Updated reports will be published when final performance standards are released.

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 2023, the TEA does not differentiate between the Advanced and Advanced High levels from 2022.
DALLAS ISD ASSESSMENTS OF COURSE PERFORMANCE (ACP)

- 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**

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**STUDENT AND TEACHER RACE/ETHNICITY**

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*For teachers, “Other” category includes American Indian/Alaska Native and Asian/Hawaiian/Pacific Islander.

**SELECT STUDENT GROUP ENROLLMENT**

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¹Average score points on constructed responses. 0=Nonscorable or unsuccessful; 1=Ineffective; 2=Not Developed; 3=Between Not Developed and Limited; 4=Limited; 5=Between Limited and Partially Developed; 6=Partially Developed; 7=Between Partially Developed and Effective; 8=Effective; 9=Between Effective and Fully Developed; 10=Fully Developed.
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**KLEBERG ELEMENTARY SCHOOL (167)**
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¹Average score points on constructed responses.
0=Nonsscorable or unsuccessful; 1=Ineffective; 2=Not Developed; 3=Between Not Developed and Limited; 4=Limited; 5=Between Limited and Partially Developed; 6=Partially Developed; 7=Between Partially Developed and Effective; 8=Effective; 9=Between Effective and Fully Developed; 10=Fully Developed.
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|       | 2023 | 28.6  | 25.0  | 38.1    | 30.2      | 42.9         | 40.0| 42.9    | 35.1    | 41.8 | 74     | 74  | 74      |                             |
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- **Speaking**
- **Writing**
- **Reading**
- **Composite**

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### PROGRESSION FROM 2022 TO 2023

#### Number Rated Both Years

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| KN (47)          |      |     |     |     |
| Intermediate     | –   | –   | –   | –   |
| Advanced High    | –   | –   | –   | –   |
| 1 (61)           | 56  |     |     |     |
| Beginning        | 39  |     |     |     |
| Intermediate     | 10  | 7   |     |     |
| Advanced         | 0   | 0   | 0   |     |
| Advanced High    | 0   | 0   | 0   |     |
| 2 (68)           | 67  |     |     |     |
| Beginning        | 6   |     |     |     |
| Intermediate     | 19  | 29  |     |     |
| Advanced         | 2   | 7   | 3   |     |
| Advanced High    | 0   | 1   | 0   |     |
| 3 (48)           | 48  |     |     |     |
| Beginning        | 1   |     |     |     |
| Intermediate     | 4   | 10  |     |     |
| Advanced         | 1   | 15  | 7   |     |
| Advanced High    | 0   | 3   | 7   |     |
| 4 (62)           | 60  |     |     |     |
| Beginning        | 3   |     |     |     |
| Intermediate     | 1   | 17  |     |     |
| Advanced         | 0   | 5   | 23  |     |
| Advanced High    | 0   | 2   | 9   |     |
## PERFORMANCE IN 2023

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## PROGRESSION FROM 2022 TO 2023

### Number Rated Both Years | 2023 Level | 2022 Level
--- | --- | --- | --- | --- | --- |
| N (%) Progressed | Beg | Int | Adv | Adv High |
| 57 | Beginning | 1 | 1 |
| 31 (54.4%) | Intermediate | 4 | 12 |
| 288 | Advanced | 0 | 13 | 13 |
| 117 (40.6%) | Advanced High | 0 | 3 | 11 |

**Indicates students who progressed at least one level from 2022 to 2023.**
### Dallas ISD Assessments of Course Performance

#### ACP

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KLEBERG ELEMENTARY SCHOOL (167)

July 31, 2023   Dallas ISD Evaluation & Assessment (Office of Institutional Research)   rpt_ACP   2023-24 Data Packet
# ACP

## Dallas ISD Assessments of Course Performance

### SEMESTER 1 TESTS

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<th>% Items Correct</th>
<th>Scale Score</th>
<th>Course Mark</th>
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<th>District % Passing</th>
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### SEMESTER 2 TESTS

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