2020-21 School Profile
GEORGE B. DEALEY MONTESSORI ACADEMY (TEA 134)

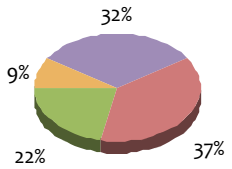
DALLAS INDEPENDENT SCHOOL DISTRICT

6501 ROYAL LN DALLAS, TX 75230 www.dallasisd.org/dealey

Principal: BETH WING (bwing@dallasisd.org) Phone: 972-794-8400

Elementary school (grades K–8) and a PK program. Choice school with academic requirements for admission.

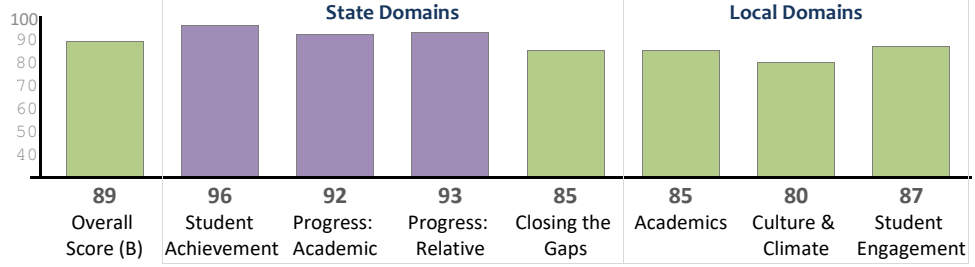
Grd	Attendance Target: 97%		Enrollment N	Enrollment % Sch	% of Grade Level Afr. Am.	Hispanic	White	Other
PK	96.7%	✓	32	5%	9%	34%	31%	25%
KN	96.8%	✓	34	5%	9%	32%	38%	21%
1	97.8%	✓	68	11%	7%	29%	35%	28%
2	97.7%	✓	64	10%	11%	34%	38%	17%
3	97.4%	✓	65	10%	6%	14%	45%	35%
4	98.0%	✓	58	9%	14%	33%	26%	28%
5	97.5%	✓	58	9%	17%	28%	33%	22%
6	98.0%	✓	59	9%	7%	32%	44%	17%
7	97.8%	✓	96	15%	4%	41%	38%	18%
8	98.2%	✓	97	15%	10%	36%	40%	13%
ALL	97.8%	✓	631	–	9%	32%	37%	22%



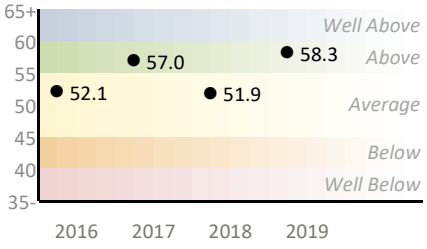
Student Group Enrollment		% of School
At Risk	125	20.0%
EL	48	7.7%
Low SES	162	25.9%
SPED	36	5.8%
TAG	331	53.0%

Attendance / Retention		2017-18	2018-19	2019-20
Students	Average student attendance rate	97.8%	97.7% ↓	97.8% ↑
	Percentage absent fewer than 10% of days enrolled	99.8%	98.7% ↓	99.4% ↑
Teachers	Average number of absences	7.1	7.1 ↑	6.0 ↓
	Percentage returned to campus from prior year	82.1%	88.5% ↑	78.0% ↓

State Acctountability Rating (2019)



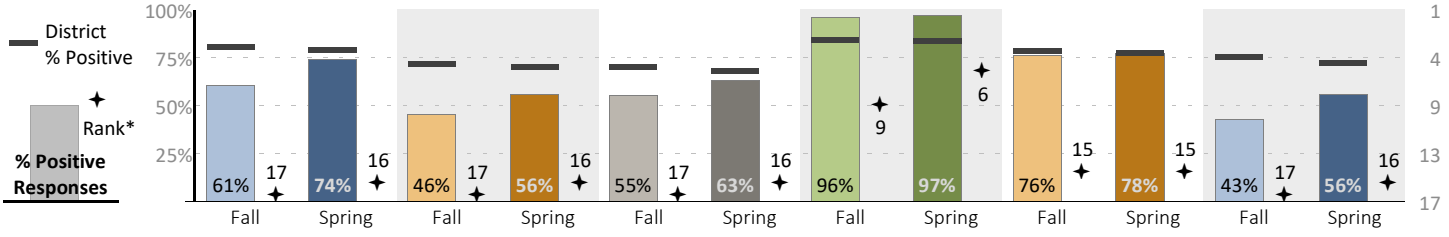
School Effectiveness Index



Distinctions Achievement in math, ELA/reading, science; Top 25% in academic growth; Postsecondary readiness

Campus Climate Survey (18-19)

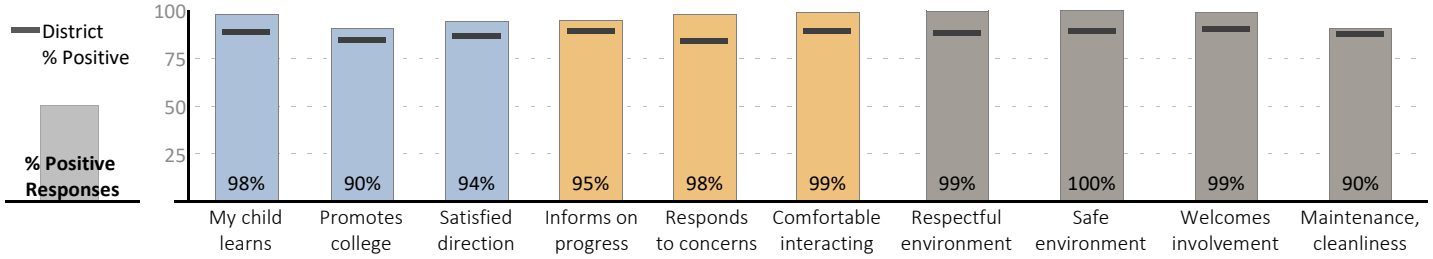
Beliefs & Priorities | Feedback & Support | Culture & Environment | College-Going Culture | Teacher to Teacher Trust | Teacher to Principal Trust



*Rank out of 63 secondary, 148 elementary, or 17 magnet schools

Parent Survey (18-19)

Academic Orientation | School Communication | School Environment



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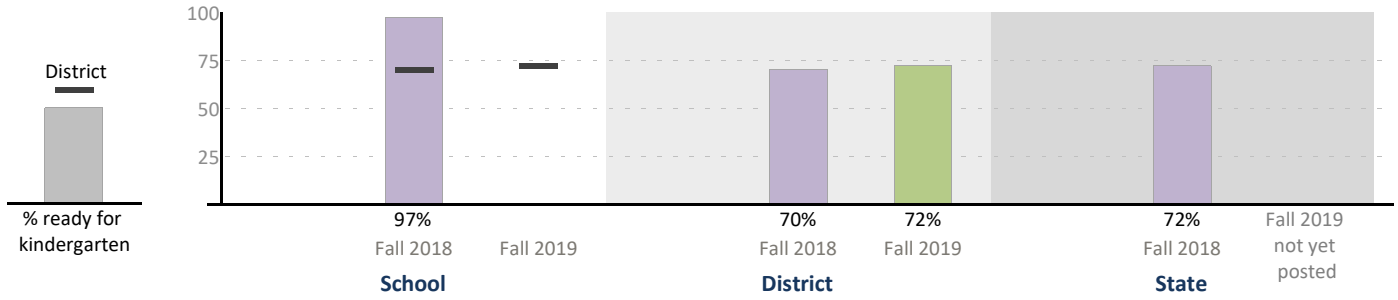
TX-KEA

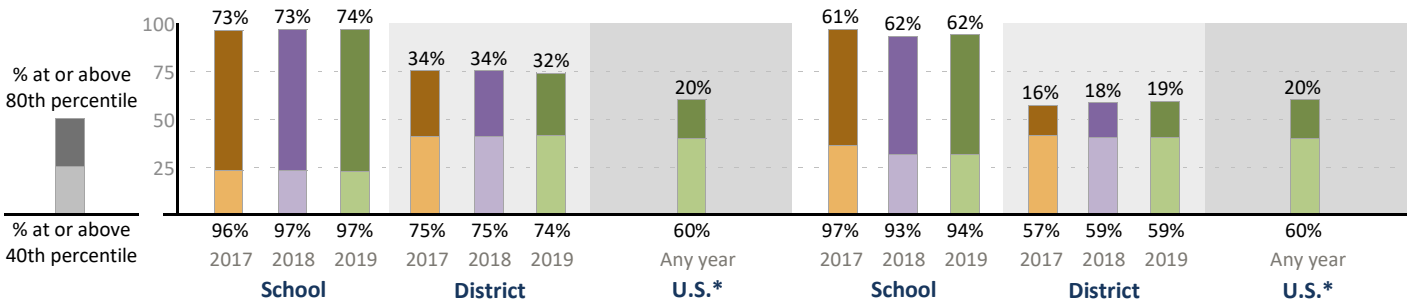
Percentage of "Kindergarten-Ready" Students



TerraNova/SUPERA

Reading

Mathematics

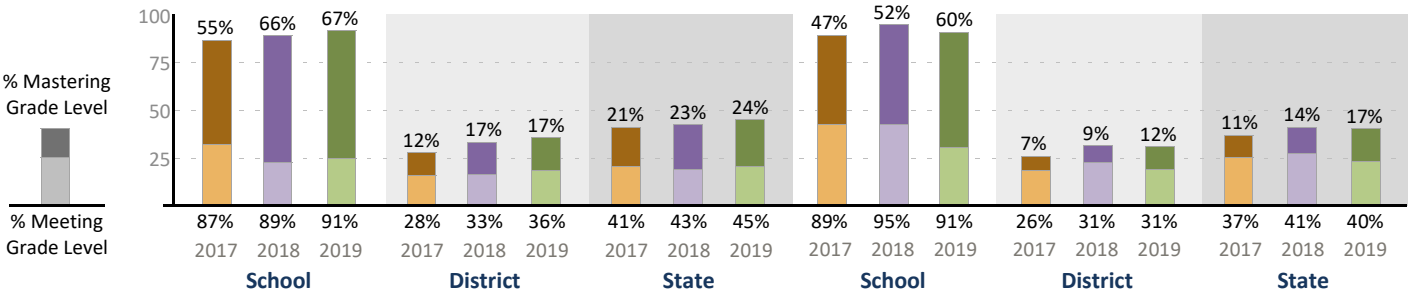


*Percentages approximate

STAAR

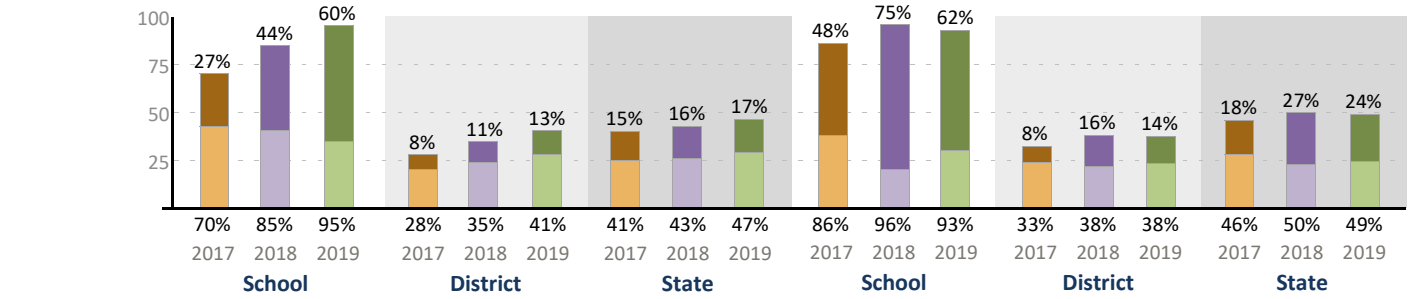
Reading (Grades 3+)

Writing (Grade 4)



Mathematics (Grades 3+)

Science (Grade 5)



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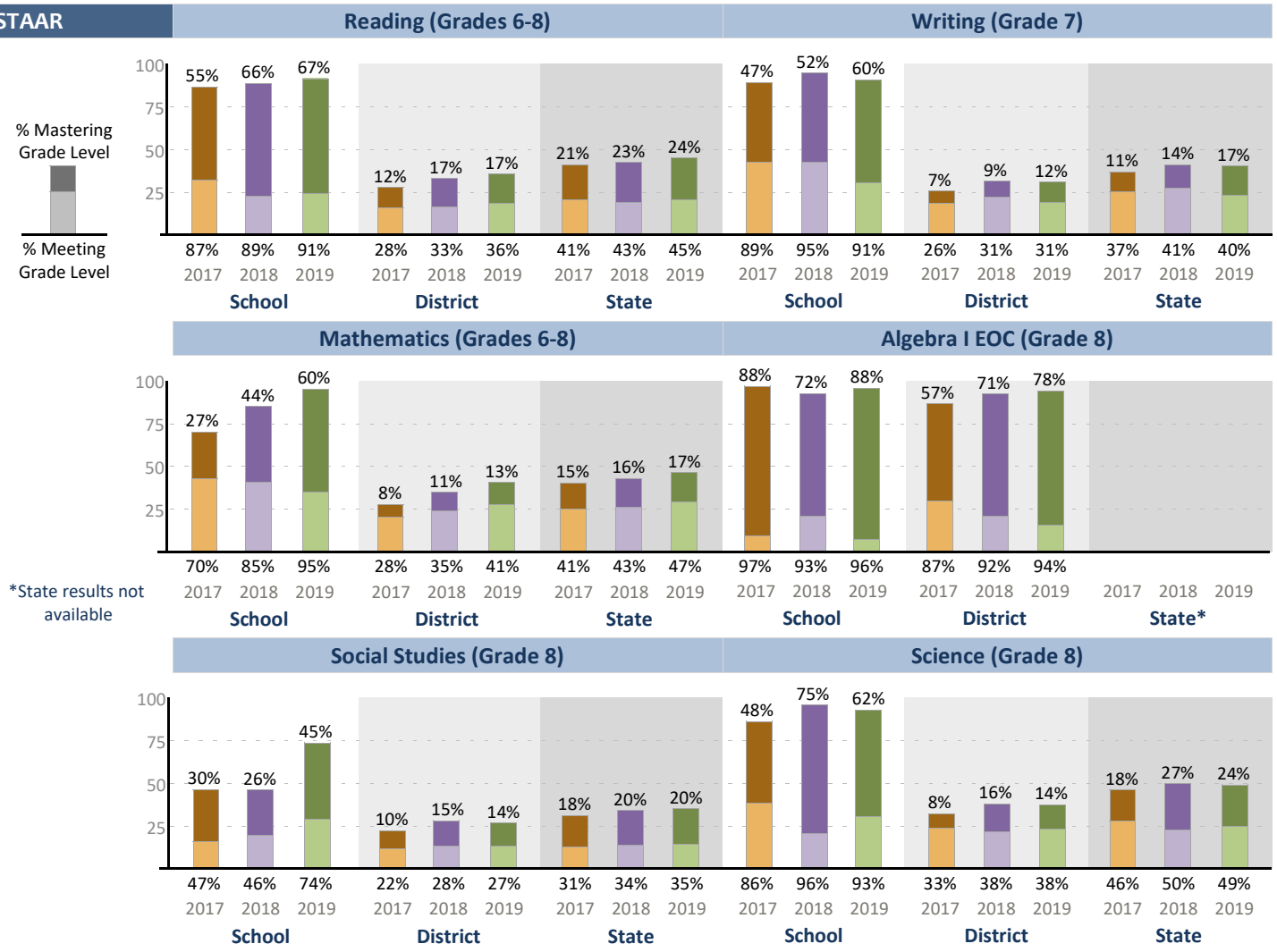
STAAR



2020-21 School Profile
School Metric and Term Definitions

DALLAS INDEPENDENT SCHOOL DISTRICT

INFORMATION ABOUT 2020-21 SCHOOL PROFILES	
Emergency Closure due to COVID-19 Pandemic	Statistics in this report were updated to reflect the 2019-20 school year WHERE POSSIBLE. In most cases, new data were not available to create updated statistics due to the emergency closure in March 2020. Please note carefully which school years are reflected in each section. If new statistics could not be created for 2019-20, all prior-year statistics were left in place from the previous School Profile. In the 2020-21 profile, attendance statistics are based on data collected through March 13, 2020, the last instructional day before the emergency closure.
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.
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."
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.
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.

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TerraNova/SUPERA	
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. TerraNova is an English-language assessement and SUPERA is the Spanish-language equivalent. The district administers the reading, language, and mathematics sections of these assessments to students in grades K-2; only the reading and mathematics are presented.
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.

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. 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.