



2015-2016 Annual Progress Report

Des Moines Independent Community School District

2323 Grand Avenue

Des Moines IA 50312

Des Moines Public Schools Iowa Core Assurances

Vision, Mission, Goals

The district accepted Early Intervention funding to be spent on K-3 reading and math. The progress of those goals for 2014-2015:

- Reading: 74.8% of 1st graders were proficient in comprehension on the Basic Reading Inventory in the spring of 2015. This is a decrease of 1.3% from the spring of 2014.
- Reading: 60.34% of 3rd graders (FAY only) were proficient on the Iowa Assessments reading test in the spring of 2015. This is a decrease of 2.41% from the spring of 2014.
- Math: 66.90% of 3rd graders (FAY only) were proficient on the Iowa Assessments mathematics test in the spring of 2015. This is a decrease of 1.17% from the spring of 2014.

The district accepted Early Intervention funding to be spent on class size reduction. Class size reduction funds were used for K-3 classroom teacher positions to meet these goals for 2014-2015.

Reading

The district's measureable, long-range goals to address improvement in reading:
All students in grades k-12 read at or above grade level.

The district's annual reading goals for 2014-2015:

During the 2014-15 school year, students in 4th grade will demonstrate growth in READING as measured by an increase in the average Iowa Assessment reading comprehension National Grade Equivalent (NGE) score of 1.0 or more from the average obtained by 3rd grade students in 2013-2014.

The district's annual reading goals were met in 2014-2015.

Statistics for APR Reading Goal				
	Grade 4	National Standard Scores Reading 2015	Grade 3	National Standard Scores Reading 2014
Mean	4.00	204.39	3.00	184.12

Form E norms table

2013/14 NSS 184 = 3.7 NGE

2014/15 NSS 204 = 5.1 NGE

1.4 NGE growth = Met goal

The district's annual reading goals for next school year:

During the 2015-16 school year, students in 4th grade will demonstrate growth in READING as measured by an increase in the average Iowa Assessment reading comprehension National Grade Equivalent (NGE) score of 1.0 or more from the average obtained by 3rd grade students in 2014-2015. Third grade students averaged a 3.7 NGE on the 2014-15 Iowa Assessment reading comprehension.

Mathematics

The district's measureable, long-range goals to address improvement in mathematics:
All students in grades k-12 will perform at or above grade level in mathematics.

The district's annual mathematics goals for 2014-2015:

During the 2014-15 school year, students in 4th grade will demonstrate growth in MATHEMATICS as measured by an increase in the average Iowa Assessment mathematics National Grade Equivalent (NGE) score of 1.0 or more from the average obtained by 3rd grade students in 2013-2014.

The district's annual mathematics goals were not met in 2014-2015.

Statistics for APR Math Goal				
	Grade 4	National Standard Scores Mathematics 2015	Grade 3	National Standard Scores Mathematics 2014
Mean	4.00	196.62	3.00	183.14

Form E norms table
2013/14 NSS 183 = 3.6 NGE
2014/15 NSS 197 = 4.5 NGE
0.9 NGE growth = Did not meet goal

The district plans to meet future goals in mathematics by:

Secondary:

- Adopting a new math textbook for grades 6-8-McGraw-Hill's *Glencoe Math*
- Math Intervention Time supported by ALEKs in grades 6-8.

Elementary:

- Provide more supported autonomy for teachers to best meet the needs of their students.
- Provide scales and item banks for grades 4-5 teachers to help all teachers align the rigor level of their instruction and assessment.
- Professional development in the area of math content and strategies.

The district's annual mathematics goals for next school year.

During the 2015-16 school year, students in 4th grade will demonstrate growth in MATHEMATICS as measured by an increase in the average Iowa Assessment mathematics National Grade Equivalent (NGE) score of 1.0 or more from the average obtained by 3rd grade students in 2014-2015. Third grade students averaged a 3.6 NGE on the 2014-15 Iowa Assessment mathematics.

Science

The district's measureable, long-range goals to address improvement in science:

All students in grades k-12 will perform at or above grade level in science.

The district's annual science goals for 2014-2015:

During the 2014-15 school year, students in 4th grade will demonstrate growth in SCIENCE as measured by an increase in the average Iowa Assessment science National Grade Equivalent (NGE) score of 1.0 or more from the average obtained by 3rd grade students in 2013-2014.

The district's annual science goals were met in 2014-2015.

Statistics for APR Science Goal				
	Grade 4	National Standard Scores Science 2015	Grade 3	National Standard Scores Science 2014
Mean	4.00	200.03	3.00	182.55

Form E norms table
2013/14 NSS 183 = 3.7 NGE
2014/15 NSS 200 = 4.8 NGE
1.1 NGE growth = Met goal

The district's annual science goals for next school year.

During the 2015-16 school year, students in 4th grade will demonstrate growth in SCIENCE as measured by an increase in the average Iowa Assessment science National Grade Equivalent (NGE) score of 1.0 or more from the average obtained by 3rd grade students in 2014-2015. Third grade students averaged a 3.6 NGE on the 2014-15 Iowa Assessment science.

Learning Environment

The district's locally defined indicators:

Graduation rate of 95%
Attendance rate (grades K-12) of 95%
Third grade proficiency on the Scholastic Reading Inventory
Eighth grade proficiency on the Scholastic Math Inventory
Eighth grade on-track for college readiness on the ACT Explore assessment in Science
Low incidence rate of Bullying

The progress the district has made on these indicators:

- Graduation rate of 95%- Des Moines 4-year cohort graduation rate increased by 2.32%; from 79.36 % (class of 2013) to 81.68 (class of 2014).
- Attendance rate (grades K-12) of 95% -Des Moines K-12 attendance rate decreased by 0.6%; from 95.8% in the 2013-14 school year to 95.2% in 2014-2015 school year.
- Third grade proficiency on the Scholastic Reading Inventory- Third grade proficiency on the Scholastic Reading Inventory increased by 23.5 % from 51.7% at or above the basic achievement level in the fall of 2014 to 75.2% at or above the basic achievement level in the spring of 2015.
- Eighth grade proficiency on the Scholastic Math Inventory-Eighth grade proficiency on the Scholastic Math Inventory increased by 2.9% from 56.5% at or above the basic achievement level in the fall of 2014 to 59.4% at or above the basic achievement level in the spring of 2015.
- Eighth grade on-track for college readiness on the ACT Explore assessment in Science- Eighth grade on-track for college readiness on the ACT Explore science decreased 3.0%, with 28% on-track in the 2013-14 school year to 25% on-track in the 2014-15 school year.
- Low incidence rate of Bullying-Incidence rates of bullying remain low 37 incidences (.001 per student) in the 2013-14 school year and 45 (.001 per student) in the 2014-2015 school year.

The following assistance mechanisms that the district provided for student athletes in grades 9-12 in 2015-2016:

Classroom teacher interventions	Coach interventions
Study hall/study table	Tutors
Parent involvement	Classroom interventions
Problem solving team	Before/after school help
Counseling services	At-risk program
Progress reports	

Monitoring and Accountability

Total number of seniors in the district who intend to pursue post-secondary education/training: 1362

Total number of seniors in the district who have graduated: 1858

Percent of seniors in the district who intend to pursue post-secondary education/training upon graduating: 73.3

Total number of 7-12 grade students in the district who are dropouts in 2013-2014: 579

Total number of 7-12 grade students in the district in 2013-2014: 13361

Percent of 7-12 grade students in the district who are dropouts in 2013-2014: 4

Total number of 7-12 grade female students in the district who are dropouts in 2013-2014: 259

Total number of 7-12 grade female students in the district in 2013-2014: 6551

Percent of 7-12 grade female students in the district who are dropouts in 2013-2014: 3

Total number of 7-12 grade male students in the district who are dropouts in 2013-2014: 320

Total number of 7-12 grade male students in the district in 2013-2014: 6810

Percent of 7-12 grade male students in the district who are dropouts in 2013-2014: 4
 Total number of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2013-2014: 270
 Total number of 7-12 grade White (not of Hispanic origin) students in the district in 2013-2014: 6095
 Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2013-2014: 4
 Total number of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2013-2014: 0
 Total number of 7-12 grade Black (not of Hispanic origin) students in the district in 2013-2014: 2433
 Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2013-2014: 0
 Total number of 7-12 grade Hispanic students in the district who are dropouts in 2013-2014: 126
 Total number of 7-12 grade Hispanic students in the district in 2013-2014: 2889
 Percent of 7-12 grade Hispanic students in the district who are dropouts in 2013-2014: 4
 Total number of 7-12 grade Asian students in the district who are dropouts in 2013-2014: 0
 Total number of 7-12 grade Asian students in the district in 2013-2014: 1019
 Percent of 7-12 grade Asian students in the district who are dropouts in 2013-2014: 0
 Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2013-2014: 0
 Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2013-2014: 0
 Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2013-2014: 0
 Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2013-2014: 0
 Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2013-2014: 72
 Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2013-2014: 0
 Total number of 7-12 grade Multi-racial students in the district who are dropouts in 2013-2014: 0
 Total number of 7-12 grade Multi-racial students in the district in 2013-2014: 834
 Percent of 7-12 grade Multi-racial students in the district who are dropouts in 2013-2014: 0
 Total number of 7-12 grade students with an IEP in the district who are dropouts in 2013-2014: 102
 Total number of 7-12 grade students with an IEP in the district in 2013-2014: 2455
 Total number of 7-12 grade students with an IEP in the district in 2013-2014: 4
 Total number of 7-12 grade English language learner students in the district who are dropouts in 2013-2014: 59
 Total number of 7-12 grade English language learner students in the district in 2013-2014: 1404
 Percent of 7-12 grade English language learner students in the district who are dropouts in 2013-2014: 4

District-wide Multiple Assessments

The district ONLY used the state accountability assessment to measure annual improvement goals in reading, mathematics, and science for 2014-2015.

The district used the Scholastic Reading Inventory as the district-wide multiple assessment, other than the required state accountability assessment, to measure student progress in reading in 2014-2015.

75.2% of 3rd grade students scored at or above the basic achievement level on the Scholastic Reading Inventory in the spring of 2015. This is up 23.5 percent from 51.7 percent in the fall of 2014.

The district used the Scholastic Math Inventory as the district-wide multiple assessment, other than the required state accountability assessment, to measure student progress in mathematics in 2014-2015.

68.8% of 3rd grade students scored at or above the basic achievement level on the Scholastic Math Inventory in the spring of 2015. This is up 35.4 percent from 33.4 percent in the fall of 2014.

The district used the ACT Explore as the district-wide multiple assessment, other than the required state accountability assessment, to measure student progress in science in 2015-2015.

Eighth grade on-track for college readiness on the ACT Explore science decreased 3.0%, with 28% on-track in the 2013-14 school year to 25% on-track in the 2014-15 school year.

The district uses prefilled ACT data supplied by ACT International, B.V. and reported at the district level by the Iowa Department of Education as a measure for post-secondary success. The cut score for post-secondary success on this assessment is 20.

Total number of 9-12 grade students in the district achieving a score that indicates probable post-secondary success: 676

Total number of 9-12 grade students in the district who took the test: 2230

Percent of 9-12 grade students in the district achieving a score that indicates probable post-secondary success: 30.31

APR Assurances

The district has adopted the three achievement levels used by the Iowa Testing Programs, and the alternate achievement standards for the Iowa Alternate Assessment.

The district has provided individual student achievement reports and grade level performance descriptors from the Iowa Tests to parents.

Even if the district does not currently have ELL students, it has adopted English Language Proficiency (ELP) standards for ELL students.