



2016-2017 Annual Progress Report

Des Moines Independent Community School District

2100 Fleur Drive

Des Moines IA 50321

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 2015-2016:

- Reading: 58.15% of 1st graders were met or exceeded the benchmark on the Formative Assessment System for Teachers (FAST) in the spring of 2016. This is an increase of 8.39% from the spring of 2015.
- Reading: 61.69% of 3rd graders (FAY only) were proficient on the Iowa Assessment reading test in the spring of 2016. This is an increase of 1.35% from the spring of 2015.
- Math: 67.15% of 3rd graders (FAY only) were proficient on the Iowa Assessment mathematics test in the spring of 2016. This is an increase of 0.25% from the spring of 2015.

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 2015-2016.

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 2015-2016:

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.

The district's annual reading goals were met in 2015-2016.

Statistics for APR Reading Goal				
	Grade 4	National Standard Scores Reading 2016	Grade 3	National Standard Scores Reading 2015
Mean	4.00	201.82	3.00	183.02

Form E norms table

2014/15 NSS 183 3.7 = NGE

2015/16 NSS 202 5.0 = NGE

1.3 NGE growth = Met goal

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

In the spring of 2016, 50% of students in grades 3 through 3 were at or above benchmark on the FAST CBMreading (CBMR) assessment. By the spring of 2017, we will increase that percentage to 53%.

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 2015-2016:

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.

The district's annual mathematics goals were not met in 2015-2016.

Statistics for APR Math Goal				
	Grade 4	National Standard Scores Mathematics 2016	Grade 3	National Standard Scores Mathematics 2015
Mean	4.00	195.46	3.00	182.82

Form E norms table

2014/15 NSS 183 3.6 = NGE

2015/16 NSS 195 4.4 = NGE

0.8 NGE growth = Did not meet goal

The district plans to meet future goals in mathematics by:

- **Development of a K-12 Mathematics Leadership Team and Action Plan (developed in the spring of 2016)**
 - * Partnership with Iowa State University – applied for a Research Partnership Grant through the Institute of Education Sciences focused on increasing the success of all students in Algebra I through a focus on intervention.
 - * Team will articulate a common vision for K-12 mathematics instruction.
 - * Identification of grade level essential learnings K-12 – will help schools prioritize instruction and intervention based on Iowa Core standards.
 - * Enhance core instruction through increased support to teachers (professional development, sample lessons, better assessments, data usage).
 - * Establish tier 2 intervention systems with on-going progress monitoring.
- **Measure of Academic Progress (MAP) Assessment**
 - * All K-9 students have taken the Measure of Academic Progress assessment that measures progress and growth for each student. Teachers will have essential information about what each student knows and is ready to learn through growth reports that drive instruction and intervention.
 - * Students are assessed three times per year and end-of-year growth goals will be established. Teachers, students, and families will be able to track individual student progress.
- **Continued Implementation of Standards Referenced Grading**
 - * K-11 implementation to support assessment FOR learning.
 - * Frequent progress monitoring of learning through common standards and assessment.
- **Summer Programming**
 - * Implemented summer programming to increase the number of students eligible for Algebra I in 8th grade. Students targeted were those who were not identified for the accelerated pathway in 6th grade. We needed another entry into the pathway beyond 6th grade.
 - * In the summer of 2016, we served an additional 99 students, who are now projected to take Algebra I in 8th grade
- **School Based Strategies**
- **For students Enrolled in Algebra I**
 - * Four day per week seminar to build skills – time is in addition to Algebra I course based on assessment results
 - * Power Algebra is a supplemental course that students take concurrently with Algebra I
 - * Some schools offer smaller class sizes
 - * After school assistance and tutoring
 - * “Skinny” time during day for students to access additional support
 - * Academic interventionists small group instruction
 - * Just-in-time topic recovery in traditional classroom to prevent failure
 - Options for Recovering Algebra I Credit if Failed:
 - * Retake Algebra I in traditional classroom
 - * Summer school
 - * FLEX Academy (a blend of face-to-face and computer-based instruction in a flexible environment)

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

During the 2016-17 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 2015-2016. Third grade students averaged a 3.6 NGE on the 2015-16 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 2015-2016:

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.

The district's annual science goals were met in 2015-2016.

Statistics for APR Science Goal				
	Grade 4	National Standard Scores Science 2016	Grade 3	National Standard Scores Science 2015
Mean	4.00	198.91	3.00	182.20

Form E norms table

2014/15 NSS 182 3.6 = NGE

2015/16 NSS 199 4.8 = NGE

1.2 NGE growth = Met goal

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

During the 2016-17 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 2015-2016. Third grade students averaged a 3.7 NGE on the 2015-16 Iowa Assessment science.

Learning Environment

The district's locally defined indicators:

Graduation rate of 95%

Attendance rate (grades K-12) of 95%

Fourth grade proficiency on the Scholastic Reading Inventory

Eighth grade proficiency on the Scholastic Math Inventory

Eleventh grade on-track for college readiness on the ACT 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 decreased by 3.36%; from 81.68 % (class of 2014) to 78.32% (class of 2015).
- Attendance rate (grades K-12) of 95% -Des Moines K-12 attendance rate increased by 0.8%; from 95.2% in the 2014-2015 school year to 96.0% in 2015-2016 school year.

- Fourth grade proficiency on the Scholastic Reading Inventory- Fourth grade proficiency on the Scholastic Reading Inventory increased by 14.4% from 58.9% at or above the basic achievement level in the fall of 2015 to 73.3% at or above the basic achievement level in the spring of 2016.
- Eighth grade proficiency on the Scholastic Math Inventory-Eighth grade proficiency on the Scholastic Math Inventory increased by 10.9% from 49.3% at or above the basic achievement level in the fall of 2015 to 60.2% at or above the basic achievement level in the spring of 2016.
- Eleventh grade on-track for college readiness on the ACT assessment in Science- Eleventh grade on-track for college readiness on the ACT science increased 1.0%, with 18% on-track in the 2014-2015 school year to 19% on-track in the 2015-16 school year.
- Low incidence rate of Bullying-Incidence rates of bullying remain low 45 incidences (.001 per student) in the 2014-15 school year and 38 (.001 per student) in the 2015-2016 school year.

The following assistance mechanisms that the district provided for student athletes in grades 9-12 in 2016-2017:

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: 1060
Total number of seniors in the district who have graduated: 1601
Percent of seniors in the district who intend to pursue post-secondary education/training upon graduating: 77.2
Total number of 7-12 grade students in the district who are dropouts in 2014-2015: 562
Total number of 7-12 grade students in the district in 2014-2015: 13439
Percent of 7-12 grade students in the district who are dropouts in 2014-2015: 4.18
Total number of 7-12 grade female students in the district who are dropouts in 2014-2015: 243
Total number of 7-12 grade female students in the district in 2014-2015: 6538
Percent of 7-12 grade female students in the district who are dropouts in 2014-2015: 3.72
Total number of 7-12 grade male students in the district who are dropouts in 2014-2015: 319
Total number of 7-12 grade male students in the district in 2014-2015: 6901
Percent of 7-12 grade male students in the district who are dropouts in 2014-2015: 4.62
Total number of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2014-2015: 236
Total number of 7-12 grade White (not of Hispanic origin) students in the district in 2014-2015: 5850
Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2014-2015: 4.03
Total number of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2014-2015: 104
Total number of 7-12 grade Black (not of Hispanic origin) students in the district in 2014-2015: 2475
Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2014-2015: 4.20
Total number of 7-12 grade Hispanic students in the district who are dropouts in 2014-2015: 149
Total number of 7-12 grade Hispanic students in the district in 2014-2015: 3096
Percent of 7-12 grade Hispanic students in the district who are dropouts in 2014-2015: 4.81
Total number of 7-12 grade Asian students in the district who are dropouts in 2014-2015: 22
Total number of 7-12 grade Asian students in the district in 2014-2015: 1096
Percent of 7-12 grade Asian students in the district who are dropouts in 2014-2015: 2.01
Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2014-2015: 0
Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2014-2015: 19
Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2014-2015: 0
Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2014-2015: 0
Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2014-2015: 61
Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2014-2015: 0
Total number of 7-12 grade Multi-racial students in the district who are dropouts in 2014-2015: 45
Total number of 7-12 grade Multi-racial students in the district in 2014-2015: 842
Percent of 7-12 grade Multi-racial students in the district who are dropouts in 2014-2015: 5.34
Total number of 7-12 grade students with an IEP in the district who are dropouts in 2014-2015: 107
Total number of 7-12 grade students with an IEP in the district in 2014-2015: 2534

Total number of 7-12 grade students with an IEP in the district in 2014-2015: 4.22
Total number of 7-12 grade English language learner students in the district who are dropouts in 2014-2015: 75
Total number of 7-12 grade English language learner students in the district in 2014-2015: 1655
Percent of 7-12 grade English language learner students in the district who are dropouts in 2014-2015: 4.53

District-wide Multiple Assessments

The district ONLY used the state accountability assessment to measure annual improvement goals in reading, mathematics, and science for 2015-2016.

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.

73.3% of 4th grade students scored at or above the basic achievement level on the Scholastic Reading Inventory in the spring of 2016. This is up 14.4 percent from 58.9 percent in the fall of 2015.

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 2015-2016.

67.0% of 3rd grade students scored at or above the basic achievement level on the Scholastic Math Inventory in the spring of 2016. This is up 46.1 percent from 20.9 percent in the fall of 2015.

The district used the ACT as the district-wide multiple assessment, other than the required state accountability assessment, to measure student progress in science in 2015-2016.

Eleventh grade on-track for college readiness on the ACT science increased 1.0%, with 18% on-track in the 2014-15 school year to 19% on-track in the 2015-16 school year.

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.