

2014-2015 Annual Progress Report

Des Moines Independent Community School District

901 Walnut St.

Des Moines IA 50309

November 1, 2014



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 2013-2014:

- Reading: 76.1% of 1st graders were proficient in comprehension on the Basic Reading Inventory in the Spring of 2014. This is unchanged from the spring of 2013.
- 63.1% of 3rd graders (FAY only) were proficient on the Iowa Assessments reading test in the Spring of 2014. This is an increase of 1.0% from the spring of 2013.
- Math: 68.3% of 3rd graders (FAY only) were proficient on the Iowa Assessments mathematics test in the Spring of 2014. This is an increase of 4.8% from the spring of 2013.

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 2013-2014.

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 2013-2014:

During the 2013-14 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 2012-2013.

The district's annual reading goals were met in 2013-2014.

Statistics for APR Reading Goal				
	Grade 4	National Standard Scores Reading 2014	Grade 3	National Standard Scores Reading 2013
Mean	4.00	203.45	3.00	181.42

Form E norms table
 2012/13 NSS 181 = 3.5 NGE
 2013/14 NSS 203 = 5.0 NGE
 1.5 NGE growth = Met goal

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

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.

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 2013-2014:

During the 2013-14 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 2012-2013.

The district's annual mathematics goals were met in 2013-2014.

Statistics for APR Math Goal				
	Grade 4	National Standard Scores Mathematics 2014	Grade 3	National Standard Scores Mathematics 2013
Mean	4.00	196.86	3.00	181.17

Form E norms table
 2012/13 NSS 181 = 3.5 NGE
 2013/14 NSS 197 = 4.5 NGE
 1.0 NGE growth = Met goal

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

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.

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 2013-2014:

During the 2013-14 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 2012-2013.

The district's annual science goals were met in 2013-2014.

Statistics for APR Science Goal				
	Grade 4	National Standard Scores Science 2014	Grade 3	National Standard Scores Science 2013
Mean	4.00	199.04	3.00	180.81

Form E norms table
 2012/13 NSS 181 = 3.5 NGE
 2013/14 NSS 199 = 4.7 NGE
 1.2 NGE growth = Met goal

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

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.

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 0.21%; from 79.15% (class of 2012) to 79.36 (class of 2013).
- Attendance rate (grades K-12) of 95% -Des Moines K-12 attendance rate increased by 1.6%; from 94.3% in the 2012-13 school year to 95.8% in 2013-2014 school year.
- Third grade proficiency on the Scholastic Reading Inventory- Third grade proficiency on the Scholastic Reading Inventory increased by 32.2 %; from 38.5% at or above the basic achievement level in the fall of 2013 to 70.7% at or above the basic achievement level in the spring of 2014.
- Eighth grade proficiency on the Scholastic Math Inventory-Eighth grade proficiency on the Scholastic Math Inventory increased by 10.2%; from 54.2% at or above the basic achievement level in the fall of 2013 to 64.4% at or above the basic achievement level in the spring of 2014.
- 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 remained unchanged, with 28% on-track in the 2012-13 school year to 28% on-track on the 2013-14 school year.
- Low incidence rate of Bullying-Incidence rates of bullying remain low 162 incidences (0.005 per student) in the 2012-13 school year and 37 in the 2013-2014 school year.

The following assistance mechanisms that the district provided for student athletes in grades 9-12 in 2013-2014:

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: 1851

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 2012-2013: 551

Total number of 7-12 grade students in the district in 2012-2013: 13247

Percent of 7-12 grade students in the district who are dropouts in 2012-2013: 4

Total number of 7-12 grade female students in the district who are dropouts in 2012-2013: 252

Total number of 7-12 grade female students in the district in 2012-2013: 6492

Percent of 7-12 grade female students in the district who are dropouts in 2012-2013: 3

Total number of 7-12 grade male students in the district who are dropouts in 2012-2013: 299

Total number of 7-12 grade male students in the district in 2012-2013: 6755

Percent of 7-12 grade male students in the district who are dropouts in 2012-2013: 4

Total number of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2012-2013: 242

Total number of 7-12 grade White (not of Hispanic origin) students in the district in 2012-2013: 6236

Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2012-2013: 3

Total number of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2012-2013: 102

Total number of 7-12 grade Black (not of Hispanic origin) students in the district in 2012-2013: 2364

Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2012-2013: 4

Total number of 7-12 grade Hispanic students in the district who are dropouts in 2012-2013: 136

Total number of 7-12 grade Hispanic students in the district in 2012-2013: 2772

Percent of 7-12 grade Hispanic students in the district who are dropouts in 2012-2013: 4

Total number of 7-12 grade Asian students in the district who are dropouts in 2012-2013: 28

Total number of 7-12 grade Asian students in the district in 2012-2013: 949

Percent of 7-12 grade Asian students in the district who are dropouts in 2012-2013: 2

Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2012-2013: 3

Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2012-2013: 22

Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2012-2013: 13

Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2012-2013: 1

Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2012-2013: 71

Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2012-2013: 1

Total number of 7-12 grade Multi-racial students in the district who are dropouts in 2012-2013: 39

Total number of 7-12 grade Multi-racial students in the district in 2012-2013: 833

Percent of 7-12 grade Multi-racial students in the district who are dropouts in 2012-2013: 4

Total number of 7-12 grade students with an IEP in the district who are dropouts in 2012-2013: 120

Total number of 7-12 grade students with an IEP in the district in 2012-2013: 2392

Total number of 7-12 grade students with an IEP in the district in 2012-2013: 5

Total number of 7-12 grade English language learner students in the district who are dropouts in 2012-2013: 67

Total number of 7-12 grade English language learner students in the district in 2012-2013: 1322

Percent of 7-12 grade English language learner students in the district who are dropouts in 2012-2013: 5

District-wide Multiple Assessments

The district ONLY used the state accountability assessment to measure annual improvement goals in reading, mathematics, and science for 2013-2014.

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 2013-2014.

70.7% of 3rd grade students scored at or above the basic achievement level on the Scholastic Reading Inventory in the Spring of 2014. This is up 32.2 percent from 38.5 percent in the Fall of 2013.

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 2013-2014.

72.39% of 3rd grade students scored at or above the basic achievement level on the Scholastic Math Inventory in the Spring of 2014. This is up 49.07 percent from 23.31 percent in the Fall of 2013.

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 2013-2014.

Eighth grade on-track for college readiness on the ACT Explore science remained unchanged, with 28% on-track in the 2012-13 school year to 28% on-track on the 2013-14 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: 674

Total number of 9-12 grade students in the district who took the test: 2304

Percent of 9-12 grade students in the district achieving a score that indicates probable post-secondary success: 29.25

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.