

2013-2014 ANNUAL PROGRESS REPORT

Des Moines Independent Community School District

901 Walnut St.

Des Moines IA 50309

November 1, 2013



Des Moines Public Schools Annual Progress Report

Vision, Mission, Goals

The district is accepting Early Intervention funding to be spent on K-3 reading and math.

Progress of those goals for 2012-2013:

Reading: 76.1% of 1st graders were proficient in comprehension on the Basic Reading Inventory in the Spring of 2013. This is an increase of 2.0% from the spring of 2012.
62.1% of 3rd graders (FAY only) were proficient on the Iowa Assessments reading test in the Spring of 2013. This is an increase of 1.2% from the spring of 2012.
Math: 63.5% of 3rd graders (FAY only) were proficient on the Iowa Assessments mathematics test in the Spring of 2013. This is a decrease of 0.6% from the spring of 2012.

The district is accepting 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 2012-2013.

Reading Goals

The district's measureable, long-range goal to address improvement in reading is:

All students in grades k-12 read at or above grade level.

The district's annual reading goals for 2012-2013:

During the 2012-13 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 2011-2012.

The district's annual reading goals were **met** in 2012-2013.

Supporting data that demonstrates the district did meet the annual reading goals in 2012-2013.

Statistics for APR Reading Goal					
		Grade 4	National Standard Scores Reading 2013	Grade 3	National Standard Scores Reading 2012
N	Valid	1816	1816	1816	1816
	Missing	0	0	0	0
Mean		4.00	200.59	3.00	183.07
Median		4.00	197.00	3.00	180.00

Form E norms table

2011/12 NSS 183 = 3.7

2012/13 NSS 201 = 4.9 NGE growth = 1.2 Met goal

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

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.

Mathematics Goals

The district's measureable, long-range goal to address improvement in mathematics is:

All students in grades K-12 perform at or above grade level in mathematics.

The district's annual mathematics goals for 2012-2013:

During the 2012-13 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 2011-2012.

The district's annual mathematics goals were **not met** in 2012-2013.

The district's plan to meet future mathematics goals:

With the recent adoption of the Iowa Common Core Standards, Des Moines Public Schools has made significant revisions to the curriculum, assessment and professional development structures that drive our daily work. These revisions align our district supports with the expectations provided by the Iowa Common Core Standards and build the internal capacity of our organization.

During the 2012-13 school year, an instructional materials audit was conducted to determine alignment to the Iowa Common Core Standards. An adoption committee has been established to review instructional materials and make recommendations for purchase in 2014. In conjunction, teacher professional development will focus on building content knowledge of the Iowa Common Core Standards.

Standards-referenced grading will begin in middle schools, which will improve rigor and alignment of curriculum, instruction, and assessment. Student progress will be measured against grade level standards, which will allow us to better provide support and feedback for improvement.

The results from Iowa Assessments points out that Des Moines Public Schools need systemic interventions for mathematics that include Kindergarten through 9th grade students. Over the next two years, Des Moines Public Schools will establish a system of grade level algebra readiness indicators with appropriate interventions that will be monitored in all elementary and middle schools. In 2010-11, Power Algebra was implemented in the district to assist 9th grade student who are struggling in Algebra I. Implementation of Power Algebra has been inconsistent between high schools in the past. To increase proficiency in algebra at the high school level, Power Algebra will be re-implemented in the fall of 2013 with a focus on consistent implementation and district monitoring of building implementation. Power Algebra provides student-centered instruction in a variety of formats to meet student learning needs. Additionally, intervention courses have been developed to provide on-going support for students enrolled in Geometry and Algebra II.

Supporting data to demonstrate the district did not meet the annual mathematics goals in 2012-2013:

Statistics for APR Math Goal					
		Grade 4	National Standard Scores Math 2013	Grade 3	National Standard Scores Math 2012
N	Valid	1813	1813	1813	1813
	Missing	0	0	0	0
Mean		4.00	196.53	3.00	183.01
Median		4.00	195.00	3.00	183.00

Form E norm table

2011/12 NSS 183 = 3.7

2012/13 NSS 199 = 4.6 NGE growth = 0.9 Goal not Met

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

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.

Science Goals

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

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

The district's annual science goals for 2012-2013:

During the 2012-13 school year, students in 4th grade will demonstrate growth in SCIENCE as measured by an increase in the average Iowa Assessments (formerly ITBS) science National Grade Equivalent (NGE) score by 1.0 or more from the average obtained by 3rd grade students in 2011-2012.

The district's annual science goals were **met** in 2012-2013.

Supporting data to demonstrate the district did meet the annual science goals in 2012-2013:

Statistics for APR Science Goal					
		Grade 4	National Standard Scores Science 2013	Grade 3	National Standard Scores Science 2012
N	Valid	1814	1814	1814	1814
	Missing	0	0	0	0
Mean		4.00	199.45	3.00	183.22
Median		4.00	197.00	3.00	178.00

Form E norm table

2011/12 NSS 183 = 3.7

2012/13 NSS 199 = 4.7 NGE growth = 1.0 Met goal

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

During the 2013-14 school year, students in 4th grade will demonstrate growth in SCIENCE as measured by an increase in the average Iowa Assessments science National Grade Equivalent (NGE) score by 1.0 or more from the average obtained by 3rd grade students in 2012-2013.

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

Sixth grade proficiency on the district developed criterion-referenced tests 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 3.47%; from 75.68% (class of 2011) to 79.15% (class of 2012).
- Attendance rate (grades K-12) of 95% -Des Moines K-12 attendance rate increased by 0.2%; from 94.1% in the 2011-12 school year to 94.3% in the 2012-13 school year.
- Third grade proficiency on the Scholastic Reading Inventory- Third grade proficiency on the Scholastic Reading Inventory increased by 16.3%; from 70.5% at or above the basic achievement level in the fall of 2012 to 86.8% at or above the basic achievement level in the spring of 2013.
- Eighth grade proficiency on the Scholastic Math Inventory-Eighth grade proficiency on the Scholastic Math Inventory increased by 18.3%; from 33.7% at or above the basic achievement level in the fall of 2012 to 52.0% at or above the basic achievement level in the spring of 2013.
- Sixth grade proficiency on the district developed criterion-referenced tests in Science- Sixth grade proficiency on the district-developed science tests increased by 7.9%; from 59.4% proficient in the 2011-12 school year to 67.3% proficient on the 2012-13 school year.
- Low incidence rate of Bullying-Incidence rates of bullying remain low, with 142 incidences of bullying (0.005 per student) in the 2011-12 school year and 162 incidences (0.005 per student) in the 2012-13 school year.

Assistance mechanisms that the district provided for student athletes in grades 9-12 in 2012-2013:

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

Seniors Data

Number of seniors in the district who intend to pursue post-secondary education/training	Number of seniors in the district who have graduated	Percent of seniors in the district who intend to pursue post-secondary education/training upon graduating
1,312	1,822	72.01%.

All 7-12 Graders Data

Number of 7-12 grade students in the district who were dropouts in 2011-2012	Number of 7-12 grade students in the district in 2011-2012	Percent of 7-12 grade students in the district who were dropouts in 2011-2012
619	13,078	4.73%

Female 7-12 Graders Data

Number of 7-12 grade female students in the district who were dropouts in 2011-2012	Number of 7-12 grade female students in the district in 2011-2012	Percent of 7-12 grade female students in the district who were dropouts in 2011-2012
249	6,343	3.93%

Male 7-12 Graders Data

Number of 7-12 grade male students in the district who were dropouts in 2011-2012	Number of 7-12 grade male students in the district in 2011-2012	Percent of 7-12 grade male students in the district who were dropouts in 2011-2012
370	6,735	5.49%

White (not of Hispanic origin) 7-12 Graders Data

Number of 7-12 grade white (not of Hispanic origin) students in the district who were dropouts in 2011-2012	Number of 7-12 grade white (not of Hispanic origin) students in the district in 2011-2012	Percent of 7-12 grade white (not of Hispanic origin) students in the district who were dropouts in 2011-2012
294	6,377	4.61%

Black (not of Hispanic origin) 7-12 Graders Data

Number of 7-12 grade black (not of Hispanic origin) students in the district who were dropouts in 2011-2012	Number of 7-12 grade black (not of Hispanic origin) students in the district in 2011-2012	Percent of 7-12 grade black (not of Hispanic origin) students in the district who were dropouts in 2011-2012
130	2,302	5.65%

Hispanic 7-12 Graders Data

Number of 7-12 grade Hispanic students in the district who were dropouts in 2011-2012	Number of 7-12 grade Hispanic students in the district in 2011-2012	Percent of 7-12 grade Hispanic students in the district who were dropouts in 2011-2012
146	2,625	5.65%

Asian 7-12 Graders Data

Number of 7-12 grade Asian students in the district who were dropouts in 2011-2012	Number of 7-12 grade Asian students in the district in 2011-2012	Percent of 7-12 grade Asian students in the district who were dropouts in 2011-2012
20	859	2.33%

Hawaiian or Pacific Islander 7-12 Graders Data

Number of 7-12 grade Hawaiian or Pacific Islander students in the district who were dropouts in 2011-2012	Number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2011-2012	Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who were dropouts in 2011-2012
1	22	4.55%

American Indian or Alaskan Native 7-12 Graders Data

Number of 7-12 grade American Indian or Alaskan Native students in the district who were dropouts in 2011-2012	Number of 7-12 grade American Indian or Alaskan Native students in the district in 2011-2012	Percent of 7-12 grade American Indian or Alaskan Native students in the district who were dropouts in 2011-2012
3	66	4.55%

Multi-racial 7-12 Graders Data

Number of 7-12 grade Multi-racial students in the district who were dropouts in 2011-2012	Number of 7-12 grade Multi-racial students in the district in 2011-2012	Percent of 7-12 grade Multi-racial students in the district who were dropouts in 2011-2012
25	827	3.02%

English Language Learners 7-12 Graders Data

Number of 7-12 grade English language learner students in the district who were dropouts in 2011-2012	Number of 7-12 grade English language learner students in the district in 2011-2012	Percent of 7-12 grade English language learner students in the district who were dropouts in 2011-2012
55	1,268	4.34%

IEP 7-12 Graders Data

Number of 7-12 grade students with an IEP in the district who were dropouts in 2011-2012	Number of 7-12 grade students with an IEP in the district in 2011-2012	Percent of 7-12 grade students with an IEP in the district who were dropouts in 2011-2012
157	2,438	6.44%

The district ONLY used the state accountability assessment to measure annual improvement goals in reading, mathematics, and science for 2012-2013.

Multiple Assessments

Reading

The district-wide multiple assessment, other than the required state accountability assessment, that the district used to measure student progress in reading in 2012-2013 was the Scholastic Reading Inventory.

86.8% of 3rd grade students scored at or above the basic achievement level on the Scholastic Reading Inventory in the Spring of 2013. The is up 16.3 percent from 70.5 percent in the Fall of 2012. 2012-13 was the first year in which Des Moines administered the Scholastic Reading Inventory.

Mathematics

The district-wide multiple assessment, other than the required state accountability assessment, that the district used to measure student progress in mathematics in 2012-2013 was the Scholastic Math Inventory.

95.2% of 3rd grade students scored at or above the basic achievement level on the Scholastic Math Inventory in the Spring of 2013. The is up 15.2 percent from 80.0 percent in the Fall of 2012. 2012-13 was the first year in which Des Moines administered the Scholastic Math Inventory.

Science

The district-wide multiple assessment, other than the required state accountability assessment, that the district used to measure student progress in science in 2012-2013 was district developed, district wide assessments.

A locally developed criterion referenced test is used to assess science achievement in 6th grade. This test is given through a series of 6 benchmark test through the year. During the 2012-13 school year, 6th grade students averaged a 67.3% proficiency rate (defined as 75% correct or more) on the benchmark tests.

Post-secondary Success

The district uses Prefilled ACT data is 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 probable post-secondary success was 20 for the ACT.

9-12 Graders Data

Number of 9-12 grade students in the district achieving a score that indicates probable post-secondary success	Number of 9-12 grade students in the district who took the test	Percent of 9-12 grade students in the district achieving a score that indicates probable post-secondary success
466	1,279	36.43%

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.