

1737 0000-Des Moines Independent Comm School District

APR-Assurances

1. The district has adopted the three achievement levels used by the Iowa Testing Programs, and the alternate achievement standards for the Iowa Alternate Assessment ☒ Yes ☐ No
2. The district has provided individual student achievement reports and grade level performance descriptors from the Iowa Tests to parents. ☒ Yes ☐ No
3. Even if the district does not currently have ELL students, it has adopted English Language Proficiency (ELP) standards for ELL students. ☒ Yes ☐ No

APR

Vision, Mission, Goals

1. Is the district accepting Early Intervention funding to be spent on K-3 reading and math?

☒ Yes ☐ No

1. Please report on the 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.

2. Is the district accepting Early Intervention funding to be spent on class size reduction?

☒ Yes ☐ No

1. Report how class size reduction funds were used to meet these goals for 2012-2013.

Funds are used for K-3 classroom teacher positions.

3. What are the district's measureable, long-range goals to address improvement in reading?

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

4. Please provide 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.

5. Were the district's annual reading goals met in 2012-2013?

☒ Yes ☐ No

6. Please provide supporting data to demonstrate the district did or did not meet the annual reading goals in 2012-2013.

Statistics for APR Reading Goal

		Grade	National Standard Scores Reading 2013	Grade	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

7. Please provide 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.

8. What are the district's measureable, long-range goals to address improvement in mathematics?

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

9. Please provide 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.

10. Were the district's annual mathematics goals met in 2012-2013?

☐ Yes ☒ No

1. Since the district did not meet its annual mathematics goals, please provide the plan to meet future 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. A 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.

11. Please provide supporting data to demonstrate the district did or did not meet the annual mathematics goals in 2012-2013.

Statistics for APR Math Goal

		Grade	National Standard Scores Math 2013	Grade	National Standard Scores Math 2012
N	Valid	<i>1813</i>	<i>1813</i>	<i>1813</i>	<i>1813</i>
	Missing	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
Mean		<i>4.00</i>	<i>196.53</i>	<i>3.00</i>	<i>183.01</i>
Median		<i>4.00</i>	<i>195.00</i>	<i>3.00</i>	<i>183.00</i>

Form E norm table

2011/12 NSS 183 = 3.7

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

12. Please provide 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.

13. What are the district's measureable, long-range goals to address improvement in science?

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

14. Please provide 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.

15. Were the district's annual science goals met in 2012-2013?

☒ Yes ☐ No

16. Please provide supporting data to demonstrate the district did or did not meet the annual science goals in 2012-2013.

Statistics for APR Science Goal					
		Grade	National Standard Scores Science 2013	Grade	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

17. Please provide 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

18. Please describe 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

19. Explain the progress the district has made on these indicators.

- Graduation rate of 95%
 - Des Moinesâ€™ 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 Moinesâ€™ 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 â€“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.

20. Check any of the following assistance mechanisms that the district provided for student athletes in grades 9-12 in 2012-2013:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Classroom teacher interventions | <input checked="" type="checkbox"/> Coach interventions |
| <input checked="" type="checkbox"/> Study hall/study table | <input checked="" type="checkbox"/> Tutors |
| <input checked="" type="checkbox"/> Parent involvement | <input checked="" type="checkbox"/> Classroom interventions |
| <input checked="" type="checkbox"/> Problem solving team | <input checked="" type="checkbox"/> Before/after school help |
| <input checked="" type="checkbox"/> Counseling services | <input checked="" type="checkbox"/> At-risk program |
| <input checked="" type="checkbox"/> Progress reports | <input type="checkbox"/> Other |

Monitoring and Accountability

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

1312

22. Total number of seniors in the district who have graduated:

1822

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

72.01000000000000

24. Total number of 7-12 grade students in the district who are dropouts in 2011-2012:

619

25. Total number of 7-12 grade students in the district in 2011-2012:

13078

26. Percent of 7-12 grade students in the district who are dropouts in 2011-2012:

4.73

27. Total number of 7-12 grade female students in the district who are dropouts in 2011-2012:

249

28. Total number of 7-12 grade female students in the district in 2011-2012:

6343

29. Percent of 7-12 grade female students in the district who are dropouts in 2011-2012:

3.93

30. Total number of 7-12 grade male students in the district who are dropouts in 2011-2012:

370

31. Total number of 7-12 grade male students in the district in 2011-2012:

6735

32. Percent of 7-12 grade male students in the district who are dropouts in 2011-2012:

5.49

33. Total number of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2011-2012:

294

34. Total number of 7-12 grade White (not of Hispanic origin) students in the district in 2011-2012:

6377

35. Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2011-2012:

4.61

36. Total number of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2011-2012:

130

37. Total number of 7-12 grade Black (not of Hispanic origin) students in the district in 2011-2012:

2302

38. Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2011-2012:

5.65

39. Total number of 7-12 grade Hispanic students in the district who are dropouts in 2011-2012:

146

40. Total number of 7-12 grade Hispanic students in the district in 2011-2012:

2625

41. Percent of 7-12 grade Hispanic students in the district who are dropouts in 2011-2012:

5.56

42. Total number of 7-12 grade Asian students in the district who are dropouts in 2011-2012:

20

43. Total number of 7-12 grade Asian students in the district in 2011-2012:

859

44. Percent of 7-12 grade Asian students in the district who are dropouts in 2011-2012:

2.33

45. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2011-2012:

1

46. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2011-2012:

22

47. Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2011-2012:

4.55

48. Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2011-2012:

3

49. Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2011-2012:

66

50. Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2011-2012:

4.55

51. Total number of 7-12 grade Multi-racial students in the district who are dropouts in 2011-2012:

25

52. Total number of 7-12 grade Multi-racial students in the district in 2011-2012:

827

53. Percent of 7-12 grade Multi-racial students in the district who are dropouts in 2011-2012:

3.02

54. Total number of 7-12 grade students with an IEP in the district who are dropouts in 2011-2012:

157

55. Total number of 7-12 grade students with an IEP in the district in 2011-2012:

2438

56. Percent of 7-12 grade students with an IEP in the district who are dropouts in 2011-2012:

6.44

57. Total number of 7-12 grade English language learner students in the district who are dropouts in 2011-2012:

55

58. Total number of 7-12 grade English language learner students in the district in 2011-2012:

1268

59. Percent of 7-12 grade English language learner students in the district who are dropouts in 2011-2012:

4.34

60. Did the district ONLY use the state accountability assessment to measure annual improvement goals in reading, mathematics, and science for 2012-2013?

☒ Yes ☐ No

61. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in reading in 2012-2013.

Assessment	Other
Scholastic Reading Inventory	

62. Please explain how the students do on this/these reading assessment(s).

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.

63. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in mathematics in 2012-2013.

Assessment	Other
Scholastic	

64. Please explain how the students do on this/these math assessment(s).

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.

65. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in science in 2012-2013.

Assessment	Other
District Developed Tests; District Wide Assessments	

66. Please explain how the students do on this/these science assessment(s).

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.

67. Which assessment does the district use as a measure for post-secondary success?

Prefilled ACT data is supplied by ACT International, B.V. and reported at the district level by the Iowa Department of Education.

68. What is the cut score for post-secondary success on the assessment the district uses? This cut score must be 20 if the district uses ACT.

20

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

466

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

1279

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

36.43

72. All information required for this APR has been or will be reported to the local community.

☒ Yes ☐ No

1. Date the required APR content was or will be reported to the community.

11/1/2013
