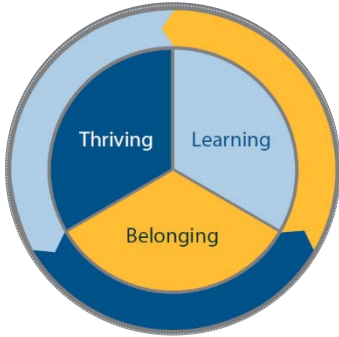
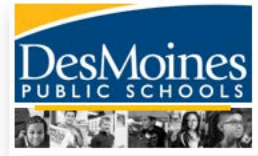


# DMPS SCHOOL REPORT CARD

## GUIDING DOCUMENTATION

Updated May 24, 2019



### Overall Category Points

	Points		
	Elementary Schools	Middle Schools	High Schools
Learning	60	60	55
Thriving	25	20	20
Belonging	15	20	25

### Measure Descriptions and Points

Learning Measures		Points		
Measure	Explanation	Elementary Schools	Middle Schools	High Schools
Reading – Spring MAP Percent of all students Not At-Risk	The percentage of students who exceeded the 30 <sup>th</sup> percentile (national norms). Population: Grade 2-10 students are linked with the school that they tested at during the spring session.	5	6	5
Math – Spring MAP Percent of all students Not At-Risk	The percentage of students who exceeded the 30 <sup>th</sup> percentile (national norms). Population: Grade 2-10 students are linked with the school that they tested at during the spring session.	5	6	5
Reading – Spring MAP Percent of black male students Not At-Risk	The percentage of students who exceeded the 30 <sup>th</sup> percentile (national norms). Population: Grade 2-10 students are linked with the school that they tested at during the spring session.	5	5	5
Math – Spring MAP Percent of black male students Not At-Risk	The percentage of students who exceeded the 30 <sup>th</sup> percentile (national norms). Population: Grade 2-10 students are linked with the school that they tested at during the spring session.	5	5	5
Reading – ISASP/Iowa Assessment Average Scale Score	The scale score is generated for each student, then averaged across the school and grade level for each content area and then standardized. Population: Grade 3-11 students are linked with the school that they tested at during the spring session.	8	8	5
<b>Learning Measures</b>		<b>Points</b>		

Measure	Explanation	Elementary Schools	Middle Schools	High Schools
Math – ISASP/Iowa Assessment Average Scale Score	The scale score is generated for each student, then averaged across the school and grade level for each content area and then standardized.  Population: Grade 3-11 students are linked with the school that they tested at during the spring session.	8	8	5
Science – ISASP/Iowa Assessment Average Scale Score	The scale score is generated for each student, then averaged across the school and grade level for each content area and then standardized.  Population: Grade 5, 8, & 10 students are linked with the school that they tested at during the spring session.	4	7	8
Average ACT Composite Score	The maximum composite score is generated for each 12 <sup>th</sup> grade student who took the ACT, then averaged across the school.  Population: Students are linked with the school where they finished their 12 <sup>th</sup> grade year.			5
Average GPA	The average GPA for courses completed that school year, each student weighted equally.  Population: Students are linked with the school where they earned course credit.		15	10
On-track to Graduate	Percentage of students who have the correct number and type of credits to be on-track according to their graduation plan in Infinite Campus.  Population: Students are linked with the school where they are enrolled the last day of the year.			5
Reading – Spring FAST Percent of all students meeting benchmark	The percentage of students who met or exceeded the at-risk cut point defined by the state of Iowa.  Population: Grade K-3 students are linked with the school that they tested at during the spring session.	6		
Math – Spring FAST Percent of all students meeting benchmark	The percentage of students who met or exceeded the at-risk cut point defined by the state of Iowa.  Population: Grade K-1 students are linked with the school that they tested at during the spring session.	6		
Reading – Spring FAST Percent of black male students meeting benchmark	The percentage of students who met or exceeded the at-risk cut point defined by the state of Iowa.  Population: Grade K-3 students are linked with the school that they tested at during the spring session.	4		
Math – Spring FAST Percent of black male students meeting benchmark	The percentage of students who met or exceeded the at-risk cut point defined by the state of Iowa.  Population: Grade K-1 students are linked with the school that they tested at during the spring session.	4		

Thriving Measures	Points
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Measure	Explanation	Elementary Schools	Middle Schools	High Schools
Percent of students meeting or exceeding benchmark on Social-Emotional Learning (SEL) screener	Note: will be included in report card once district SEL screener is identified and administered			
Referrals for black male students (Health of Core)	Percentage of students who received zero or one level two or higher referral  Population: All students who have 20 membership days are included with the schools they attended throughout the year. Behavior referrals are linked with the school where the referral occurred and include both the participant and offender.	12.5	10	10
Out of School Suspensions (OSS) Risk Ratio for black male students	The number of out of school suspension days per students using average daily membership for black male students compared to all other students.  Population: All students are included with the schools they attended throughout the year. Out of school suspension days are linked with the school where the suspension occurred.	12.5	10	10

Belonging Measures		Points		
Measure	Explanation	Elementary Schools	Middle Schools	High Schools
Chronic Absences	Percentage of students who have less than 90% attendance using daily minutes attendance  Population: Students who have 20 membership days are included with the schools they attended throughout the year. Chronic absenteeism is linked with the school where the chronic absenteeism occurred.	12	12	15
Conditions for Learning Survey	Population: Students are included with the school where they completed the Conditions for Learning Survey.  Status: Percentage of students with positive results as measured by the Conditions for Learning Survey	3	3	3
Activity Participation	Population: Students are linked with the school where they are enrolled the last day of the year.  Status: Percentage of students rostered to at least one activity throughout the school year		5	7

### Calculation Methodology Notes

- Spring 2018 Iowa Assessments will be used for 2019
  - Spring 2019 ISASP data will not be available until October 2019 due to the Iowa Department of Education's standard setting process over the summer
- Spring 2018 Conditions for Learning Survey will be used for 2019

- We are unsure when we will receive data from the Spring 2019 Conditions for Learning Survey. We did not receive data from the Spring 2018 survey until December 2018.
- If a school does not have Conditions for Learning Survey data, points intended for the Conditions for Learning survey will redistribute to other belonging measures
  - All 3 points will go to absenteeism for elementary schools and the 3 points will be split between absenteeism and activity participation for middle and high schools
- If a school has less than 10 black males enrolled or tested, the points intended for the black male measures will redistribute
  - Black males MAP points to MAP all students points
  - Black males FAST points to FAST all students points
  - Black males OSS risk ratio and Level 2+ Referrals equally to all other measures
- Average Daily Membership – average daily membership refers to number of students enrolled at a school throughout the year. Average daily membership is calculated by summing the total number of student membership days and dividing by the maximum membership days.

## Converting Measures to Z-Scores

To calculate points, all summary measures for schools were converted to z-scores. Scores were standardized by building level (elementary, middle, and high schools separately). Special programs, Orchard Place, Ruby Van Meter, and Scavo high school were excluded from the standardization process, as these unique schools/programs skew the points distribution.

Z-scores are linearly transformed data values having a mean of zero and a standard deviation of 1. Z-scores are also known as standardized scores; they are scores (or data values) that have been given a common standard. Z-scores allow us to combine data with different distributions (e.g., MAP at-risk and black male OSS risk ratio) without the measures with the larger spread in distribution of values (OSS risk ratio in this case) impacting a school's overall score to a greater extent than intended.

Example:

## Elementary Schools: Percent of Students Chronically Absent

