

Des Moines Public Schools Annual Progress Report September 15, 2012

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.
2.	The district has provided individual student achievement reports and grade level performance descriptors from the Iowa Tests to parents.
3.	The district has incorporated Core Content Reading Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
4.	The district has incorporated Core Content Math Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
5.	The district has incorporated Core Content Science Standards and Benchmarks corresponding to the Iowa Tests into their standards sets.
6.	Even if the district does not currently have ELL students, it has adopted English Language Proficiency (ELP) standards for ELL students.

Vision, Mission, Goals

1. 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.

2. Please provide the district's annual reading goals for 2011-2012.

During the 2011-12 school year, students in 4th grade will demonstrate growth in **READING** as measured by an increase in the average Iowa Assessments (formerly ITBS) reading (formerly reading comprehension) National Grade Equivalent (NGE) score by 1.0 or more from the average obtained by 3rd grade students in 2010-2011.

3. Were the district's annual reading goals met in 2011-2012?

Yes No

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

With the change in national norms for the 2011-12 Iowa Assessments, NGEs from 2010-2011 to 2011-2012 are not directly comparable. Therefore, it is not known if Des Moines 4th grade students truly gained a year's worth of growth or not. The 2012-2013 Iowa Assessments will use the same national norms as the 2011-2012 Iowa Assessments. Therefore, we may accurately compare 2011-2012 results to 2012-13 to set goals for the following year.

4. Please provide supporting data to demonstrate the district did or did not meet the annual reading goals in 2011-2012.

Our annual goal was that 2011-2012 4th grade students would demonstrate growth in reading by increasing the average Iowa Assessments reading NGE score by 1.0 or more from the average obtained by 3rd grade students in 2010-2011. The average NGE scores for 2011-2012 4th grade students was 4.6. The average NGE score for 2010-2011 3rd grade students was 4.6. The increase of 0.5 NGE does not meet the goal criteria.

5. Please provide the district's annual reading goals for next school year.

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.

6. 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.

7. Please provide the district's annual mathematics goals for 2011-2012.

During the 2011-12 school year, students in 4th grade will demonstrate growth in MATHEMATICS as measured by an increase in the average Iowa Assessments (formerly ITBS) mathematics National Grade Equivalent (NGE) score by 1.0 or more from the average obtained by 3rd grade students in 2010-2011.

8. Were the district's annual mathematics goals met in 2011-2012?

Yes No

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

With the change in national norms for the 2011-12 Iowa Assessments, NGEs from 2010-2011 to 2011-2012 are not directly comparable. Therefore, it is not known if Des Moines 4th grade students truly gained a year's worth of growth or not. The 2012-2013 Iowa Assessments will use the same national norms as the 2011-2012 Iowa Assessments. Therefore, we may accurately compare 2011-2012 results to 2012-13 to set goals for the following year.

9. Please provide supporting data to demonstrate the district did or did not meet the annual mathematics goals in 2011-2012.

Our annual goal was that 2011-2012 4th grade students would demonstrate growth in

mathematics by increasing the average Iowa Assessments mathematics NGE score by 1.0 or more from the average obtained by 3rd grade students in 2010-2011. The average NGE scores for 2011-2012 4th grade students was 4.4. The average NGE score for 2010-2011 3rd grade students was 4.0. The increase of 0.4 NGE does not meet the goal criteria.

10. Please provide the district's annual mathematics goals for next school year.

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.

11. 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.

12. Please provide the district's annual science goals for 2011-2012.

During the 2011-12 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 2010-2011.

13. Were the district's annual science goals met in 2011-2012?

Yes No

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

With the change in national norms for the 2011-12 Iowa Assessments, NGEs from 2010-2011 to 2011-2012 are not directly comparable. Therefore, it is not known if Des Moines 4th grade students truly gained a year's worth of growth or not. The 2012-2013 Iowa Assessments will use the same national norms as the 2011-2012 Iowa Assessments. Therefore, we may accurately compare 2011-2012 results to 2012-13 to set goals for the following year.

14. Please provide supporting data to demonstrate the district did or did not meet the annual science goals in 2011-2012.

Our annual goal was that 2011-2012 4th grade students would demonstrate growth in science by increasing the average Iowa Assessments science NGE score by 1.0 or more from the average obtained by 3rd grade students in 2010-2011. The average NGE scores for 2011-2012 4th grade students was 4.6. The average NGE score for 2010-2011 3rd grade students was 4.1. The increase of 0.5 NGE does not meet the goal criteria.

15. Please provide the district's annual science goals for next school year.

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.

16. 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 2011-2012.

1. In 2011-12 63% of students were proficient in Reading in grades 3-5 as measured by the *IA Assessments*; 50% of students were proficient in grades 6-8; and 67% of students were proficient in grade 11.

2. In 2011-12 64% of students were proficient in mathematics in grades 3-5 as measured by the *IA Assessments*; 59% of students were proficient in grades 6-8; and 60% of students were proficient in grade 11.

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

Yes No

1. Please report on the progress of those goals for 2011-2012.

In an effort to reach the goal, funding has been used to add teacher positions in grades k-3 as follows:

- Kindergarten teachers- 22 positions
- 1st to 3rd grade teachers - 21 positions
- Support teachers such as In class Reading or In class Math - 15 positions

Learning Environment

18. Check any of the following assistance mechanisms that the district provided for student athletes in grades 9-12 in 2011-2012:

<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

19. Please describe the district's locally defined indicators.

- Graduation rate of 95%
- Attendance rate (grades K-12) of 95%
- Third grade proficiency on the Unit Five Mathematics Benchmark Test
- Fourth grade proficiency on the Analytic Reading Inventory (ARI)
- Sixth grade proficiency on the district developed criterion –referenced tests in Science.
- Low incidence rate of Bullying

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

- The graduation rate for 2010-11 was 75.7%, an increase of 3 % from the previous year.
- The average district attendance rates for elementary schools is 95% or more for all subgroups, for middle schools 94 or 95% for all subgroups, and for high schools from 89 to 92% for all subgroups.
- During the 2011-2012 school year, 3rd grade students averaged 64% proficient (defined as 75% correct or more) on the *Unit Five Mathematics Benchmark Test*.
- During the 2011-2012 school year, 4th grade students averaged 58% proficient (defined as 80% or higher) in comprehension on the *ARI*.
- During the 2011-2012 school year, 6th grade students averaged a 59.4% proficiency rate (defined as 80% correct or more) on the benchmark Science tests.
- Incidents of bullying are reported at the building level on the student information system and dealt with at that level.

Monitoring and Accountability

21. 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 2011-2012.

Assessment	Other
Analytical Reading Inventory	

22. 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 2011-2012.

Assessment	Other
District Developed Tests; District Wide Assessments	

23. 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 2011-2012.

Assessment	Other
District Developed Tests; District Wide Assessments	

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

Yes No

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

Nov 1, 2012

25. Did the district ONLY use the state accountability assessment to measure annual improvement goals in reading, mathematics, and science for 2011-2012?

Yes No

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

58% were proficient (80% or higher) in Comprehension on the ARI in the Spring of 2012

for 4th grade.

The Scholastic Reading Inventory will be administered to 3rd Grade Students in the Spring of 2013 for the first time. We will report the percentage of students scoring proficient or advanced as measured by lexile level on this computer-adaptive assessment. Through our analysis of this data, we hope to determine the predictive value of this data for success on the 4th grade Iowa Assessment.

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

During the 2011-2012 school year, 3rd grade students averaged a 64% proficiency rate (defined as 75% correct or more) on the Unit Five Benchmark Test.

The Scholastic Mathematics Inventory will be administered to 3rd Grade Students in the Spring of 2013 for the first time. We will report the percentage of students scoring proficient or advanced as measured by quantile level on this computer-adaptive assessment. Through our analysis of this data, we hope to determine the predictive value of this data for success on the 4th grade Iowa Assessment.

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

A locally developed criterion referenced test will be used to assess science achievement in 6th grade. This test will be given through a series of 6 benchmark tests through the year. During the 2011-2012 school year, 6th grade students averaged a 59.4% proficiency rate (defined as 80% correct or more) on the benchmark tests.

29. 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.

30. 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

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

561

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

1812

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

30.96

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

1170

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

64.86

36. Total number of seniors in the district who completed a core program:

998

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

1804

38. Percent of seniors in the district who completed a core program upon graduating:

55.32

Number and Percent of Students Grades 7-12 who were Drop-outs in 2010-11

	N Drop-outs of this Group	N students in this Group	Percent Drop-outs in this Group
Females	252	6315	3.99
Males	378	6740	5.61
White	297	6617	4.49
African-American	123	2292	5.37
Hispanic	151	2514	6.01
Asian	26	752	3.46
Native- American	3	65	4.62
Multiracial	30	796	3.77
Special Ed	146	2576	5.67
ELL	66	1321	5.0
Total District	630	13,055	4.83