



# DISTRICT ACADEMIC ACHIEVEMENT PROFILE

FALL 2014



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# Des Moines Public Schools

District Academic Achievement Profile – Fall 2014



**\$488 million**

Annual Budget



**2,798**

Number of Teachers



**31,511**

Number of Students



**69%**

Students Eligible for Free or Reduced-Price School Lunch



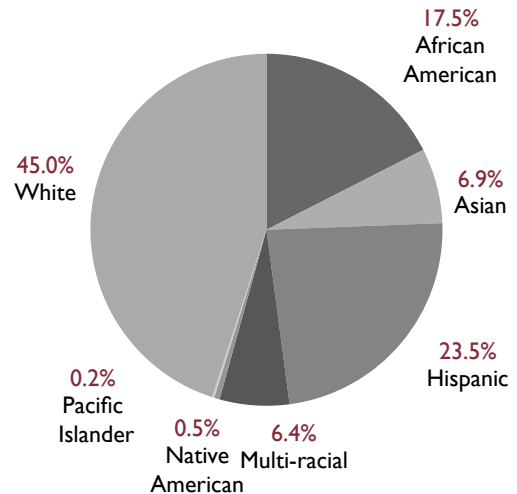
**17%**

Students Designated as English Language Learners



**64**

Number of Schools



Student Demographics



**The Des Moines Public Schools exist so that graduates possess the knowledge, skills and abilities to be successful at the next stage of their lives.**

# Des Moines Public Schools

## District Academic Achievement Profile – Fall 2014

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All data for this report is based on the 2013-14 school year. Assessment data includes all students tested who were enrolled in the district at the time of testing. This report includes the following assessments:

- **Iowa Assessments.** These mathematics and reading assessments are administered to grade 3 through 11 in the spring of every school year. The Iowa Assessments are the district's primary measure of student proficiency and year-to-year academic growth.
- **Basic Reading Inventory (BRI).** The BRI is administered to grade 1 students in the fall and spring of every school year. This assessment measures the reading accuracy, fluency, and comprehension of students, providing an evaluation of reading skills acquired by the end of first grade.
- **Scholastic Reading Inventory (SRI).** The SRI is administered to grade 3 through 9 students in the fall, midyear, and spring of every school year. This assessment is used to monitor student growth in reading skills throughout the school year.
- **Scholastic Math Inventory (SMI).** The SMI is administered to grade 3 through 9 students in the fall, midyear, and spring of every school year. This assessment is used to monitor student growth in pre-algebra skills throughout the school year.
- **Explore.** Explore is administered to 8<sup>th</sup> grade students in the fall. The Explore assessment measures college-readiness in English, mathematics, reading, and science. In addition, Explore includes a career exploration component that stimulates students' thinking about future plans and relates personal characteristics to career options.
- **Advanced Placement (AP) exams.** AP exams are administered at the end of each AP course. These exams are optional, but highly encouraged at Des Moines Public Schools. AP exams measure mastery of content covered in the corresponding AP course. Des Moines Public Schools offers several AP courses in humanities, mathematics, and the language arts.
- **ACT.** The ACT is administered to all 11<sup>th</sup> graders in the spring of every school year. The ACT serves as a college entrance exam for post-secondary institutions, measuring college-readiness in English, mathematics, reading, and science.

# Elementary Schools



**38**

Number of Elementary Schools



**15,696**

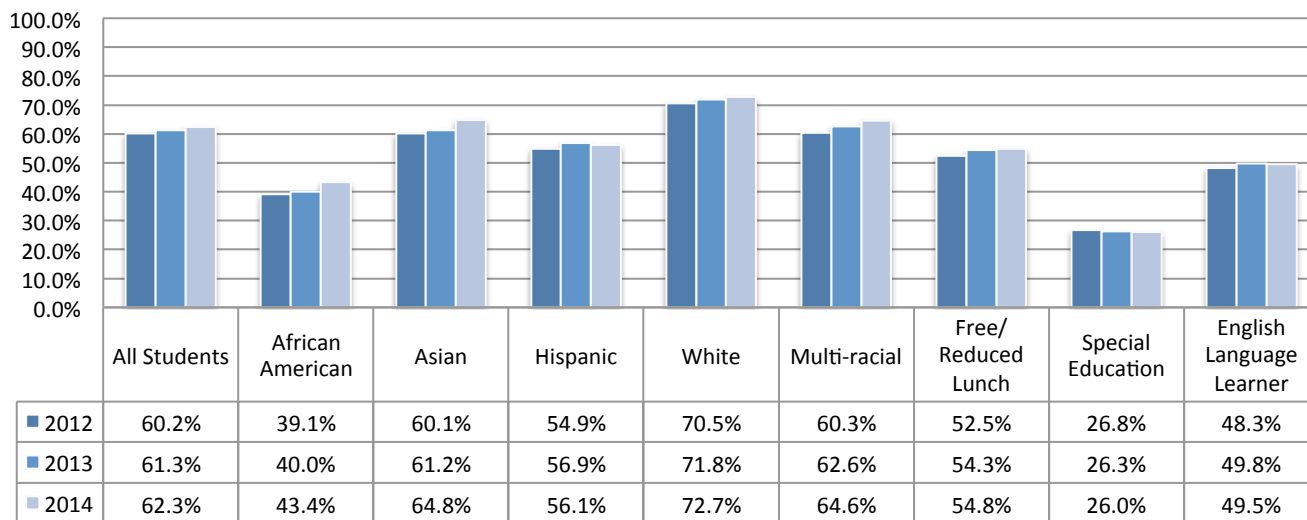
Number of Elementary Students



**25%**

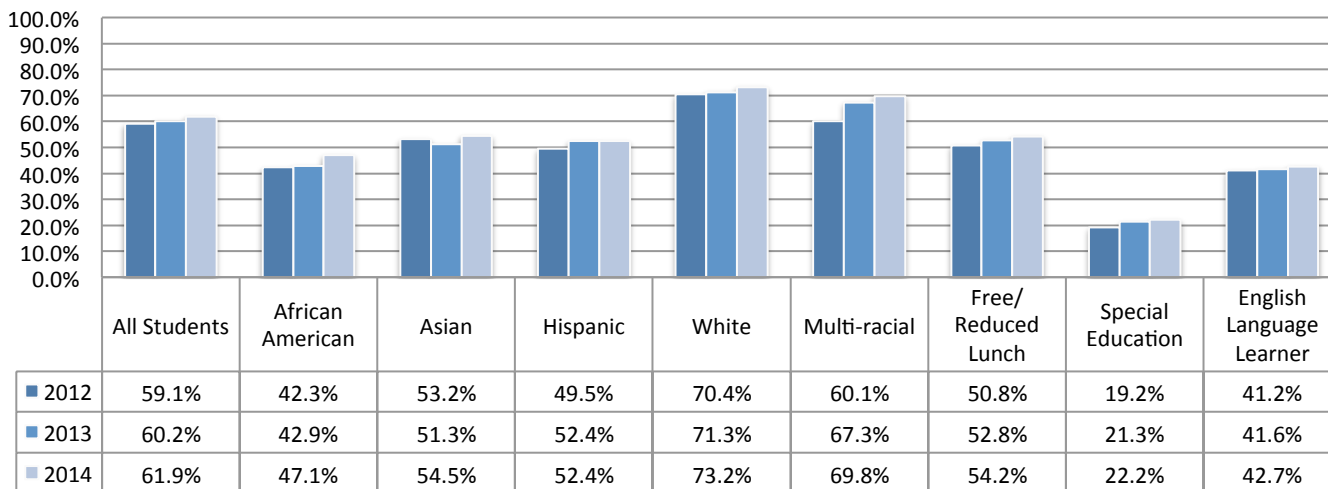
Elementary Students Designated as English Language Learners

## Mathematics: Percent Proficient on the Iowa Assessments, Grades 3-5



Elementary grade levels experienced an overall 1.0 percent increase in mathematics proficiency rate from spring 2013 to spring 2014. All subgroups, with the exception of Hispanic, special education and English language learner students, increased in elementary mathematics proficiency. Asian students demonstrated the largest increase, increasing by 3.6 percent.

## Reading: Percent Proficient on the Iowa Assessments, Grades 3-5

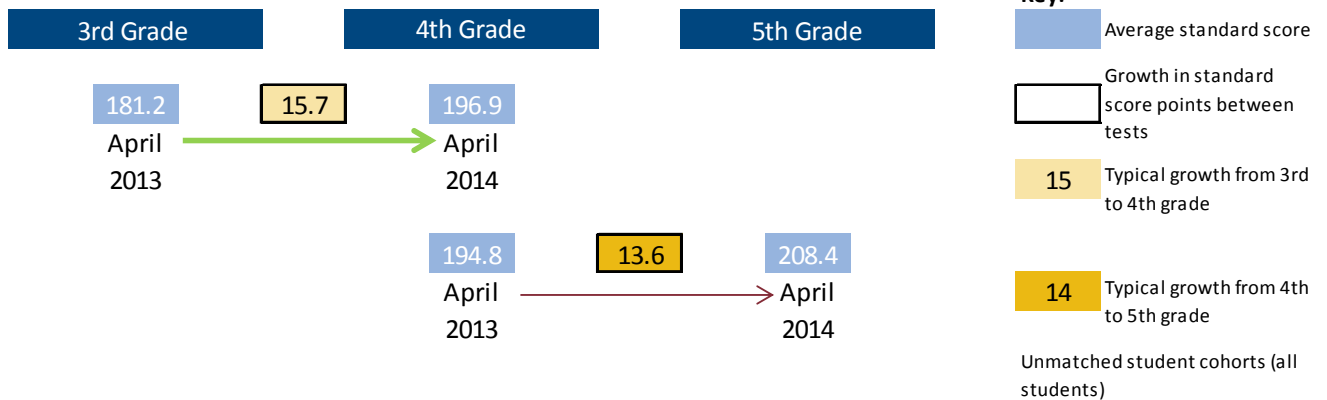


Elementary grade levels experienced an overall 1.7 percent increase in reading proficiency rate from spring 2013 to spring 2014. All subgroups, with the exception of Hispanic students, increased in elementary reading proficiency. African American students demonstrated the largest increase, increasing by 4.2 percent.

## Measuring Growth in Addition to Proficiency

Iowa Assessments allow growth to be measured by using vertically scaled (or articulated) scores, called standard scores. These scores plot out all students, regardless of grade level, on a continuum of student achievement. Standard scores describe a student's location on an achievement continuum. Using standard scores, we can understand the progress students make from year to year.

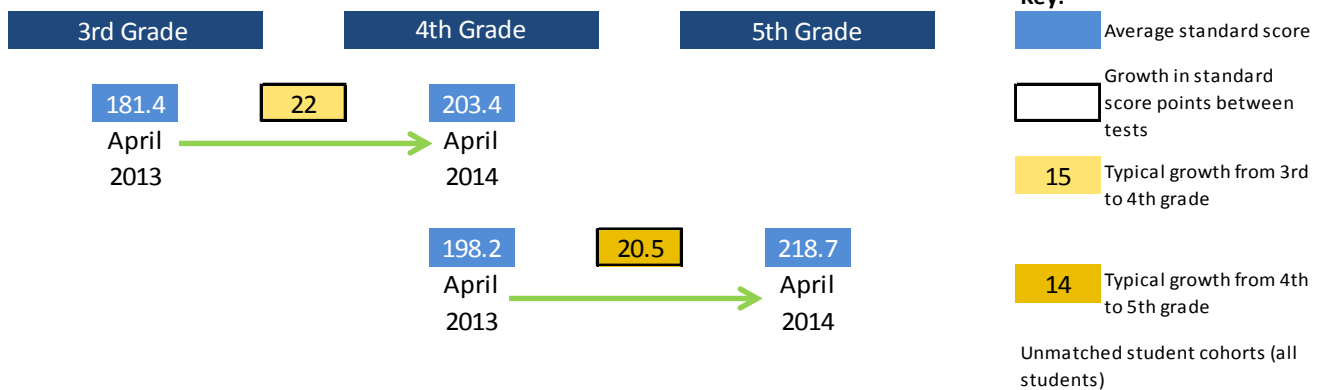
### Mathematics: Iowa Assessment Growth - 3rd, 4th, and 5th Grades



The 2014 cohort of 4<sup>th</sup> grade students grew 15.7 standard score points on the mathematics Iowa Assessment from 3<sup>rd</sup> grade, increasing from a class average of 181.2 as 3<sup>rd</sup> graders in the spring of 2013 to a class average of 196.9 as 4<sup>th</sup> graders in the spring of 2014. This gain of 15.7 standard score points in mathematics from 3<sup>rd</sup> to 4<sup>th</sup> grade exceeded typical growth of 15 standard score points on the Iowa Assessments mathematics test by 0.7 points.

The 2014 cohort of 5<sup>th</sup> grade students grew 13.6 standard score points on the mathematics Iowa Assessment from 4<sup>th</sup> grade, increasing from a class average of 194.8 as 4<sup>th</sup> graders in the spring of 2013 to a class average of 208.4 as 5<sup>th</sup> graders in the spring of 2014. This gain of 13.6 standard score points in mathematics from 4<sup>th</sup> to 5<sup>th</sup> grade fell short of typical growth of 14 standard score points on the Iowa Assessments mathematics test by 0.4 points.

### Reading: Iowa Assessment Growth - 3rd, 4th, and 5th Grades



The 2014 cohort of 4<sup>th</sup> grade students grew 22.0 standard score points on the reading Iowa Assessment from 3<sup>rd</sup> grade, increasing from a class average of 181.4 as 3<sup>rd</sup> graders in the spring of 2013 to a class average of 203.4 as 4<sup>th</sup> graders in the spring of 2014. This gain of 22.0 standard score points in reading from 3<sup>rd</sup> to 4<sup>th</sup> grade exceeded typical growth of 15 standard score points on the Iowa Assessments reading test by 7.0 points.

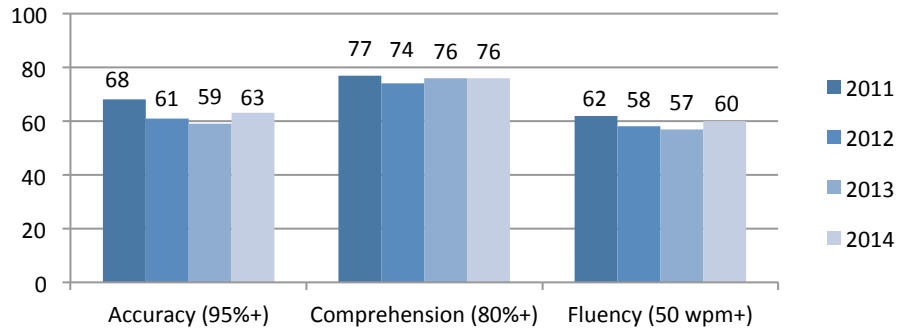
The 2013 cohort of 5<sup>th</sup> grade students grew 20.5 standard score points on the reading Iowa Assessment from 4<sup>th</sup> grade, increasing from a class average of 198.2 as 4<sup>th</sup> graders in the spring of 2013 to a class average of 218.7 as 5<sup>th</sup> graders in the spring of 2014. This gain of 20.5 standard score points in reading from 4<sup>th</sup> to 5<sup>th</sup> grade exceeded typical growth of 14 standard score points on the Iowa Assessments reading test by 6.5 points.

### Little Free Libraries Introduced at Carver School

George Washington Carver Community School is joining part of a national effort to promote reading and share books: Little Free Libraries. The school purchased two "little" libraries: one for students and one for parents and community members. How does a Little Free Library work? Simple: stop by and take a book to read; when finished, return with the same book and/or contribute another book to the library. Part of Carver's mission is to get everyone to read more-more-more! The Little Free Libraries are one more step in the school fulfilling its mission.

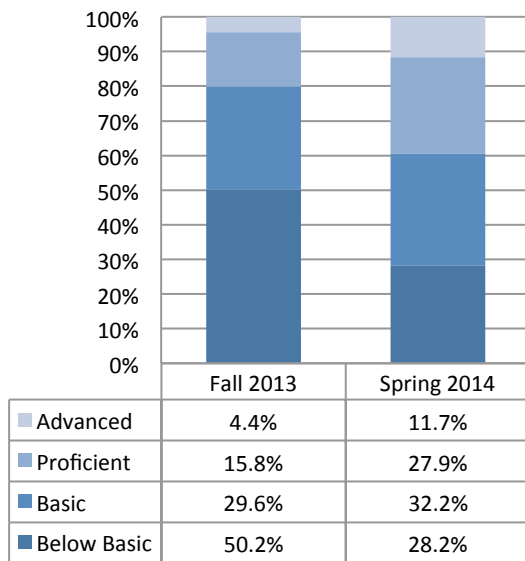


## Reading: Percent Proficient on the Basic Reading Inventory (BRI), Grade 1



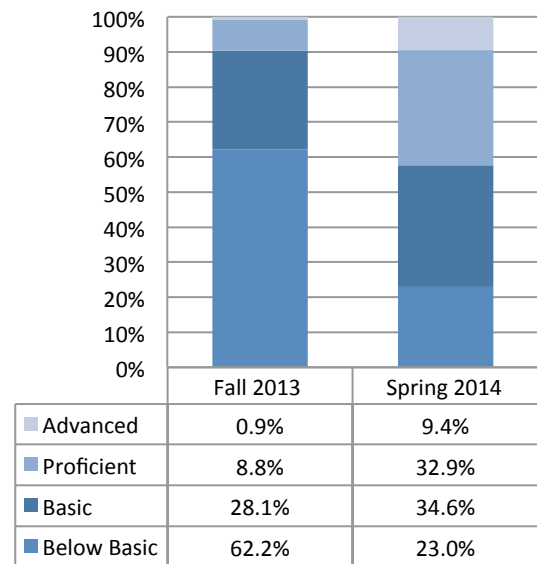
63 percent of 1st graders were proficient in accuracy in 2014 on the BRI. This is up 4 percent from 2013. 76 percent of 1st graders were proficient in comprehension. This is unchanged from 2013. Lastly, 60 percent of 1st graders were proficient in fluency in 2014. This is up 3 percent from 2013.

## Reading: Fall 2013 & Spring 2014 Achievement Levels on the Scholastic Reading Inventory (SRI), Grades 3-5



71.8 percent of 3rd – 5th grade students scored at or above the basic achievement level on the SRI in the Spring of 2014. This is up 22.0 percent from 49.8 percent in the Fall of 2013.

## Mathematics: Fall 2013 & Spring 2014 Achievement Levels on the Scholastic Math Inventory (SMI), Grades 3-5



77.0 percent of 3rd – 5th grade students scored at or above the basic achievement level on the SMI in the Spring of 2014. This is up 39.2 percent from 37.8 percent in the Fall of 2013.

## Hillis One of Ten DMPS Schools Recognized by Healthier US School Challenge

Hillis Elementary School is making news and realizing success through their work to support and improve the health of our children and our community. As part of their effort, healthy items are featured on their menus and physical education and activity are emphasized. Hillis is one of ten Des Moines schools being recognized by a federal program for their success. Hillis was honored for their success with the Healthier US School Challenge Silver award. The recognition includes a \$1,000 award along with a plaque and banner to display at the school.



# Middle Schools



**10**  
Number of Middle Schools

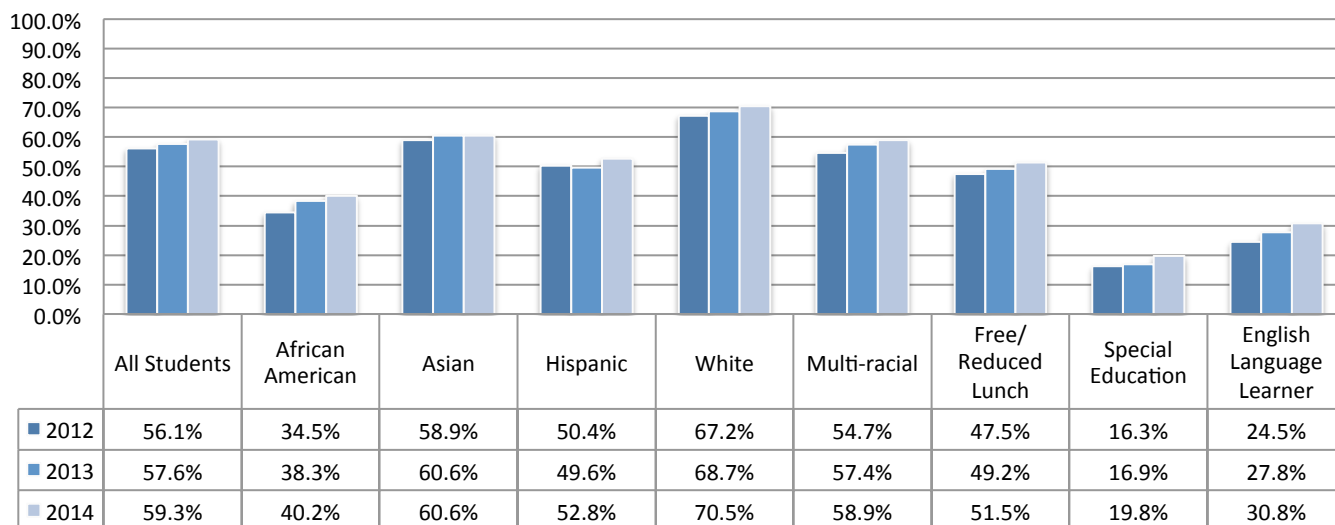


**6,862**  
Number of Middle School Students



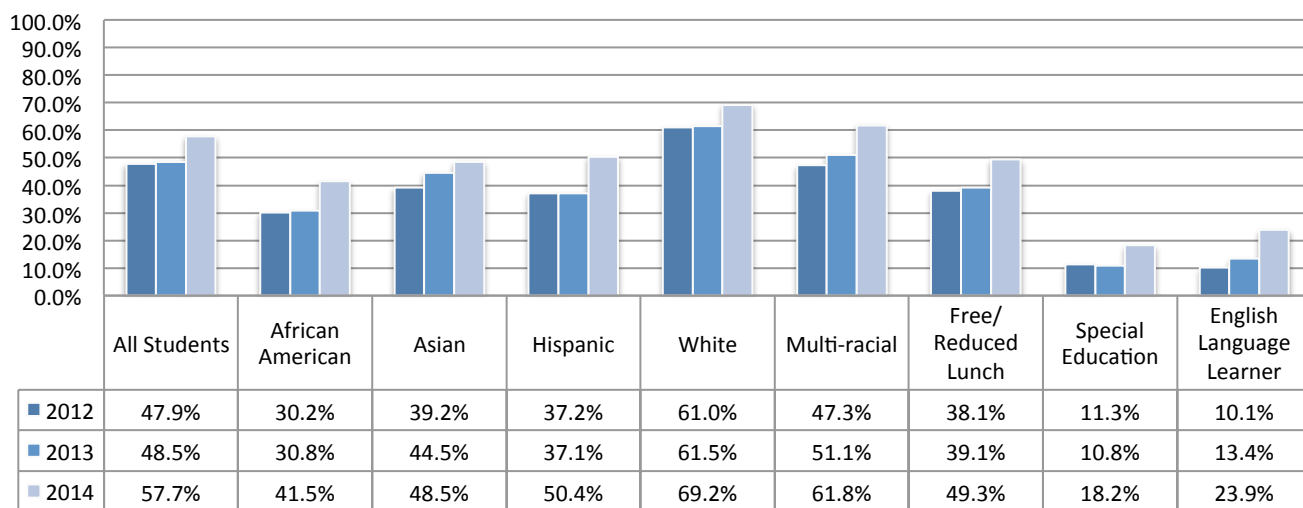
**15%**  
Middle School Students Designated as English Language Learners

## Mathematics: Percent Proficient on the Iowa Assessments, Grades 6-8



Middle school grade levels experienced an overall 1.7 percent increase in mathematics proficiency rate from spring 2013 to spring 2014. All subgroups, with the exception of Asian students, increased in middle school mathematics proficiency. Hispanic students demonstrated the largest increase, increasing by 3.2 percent.

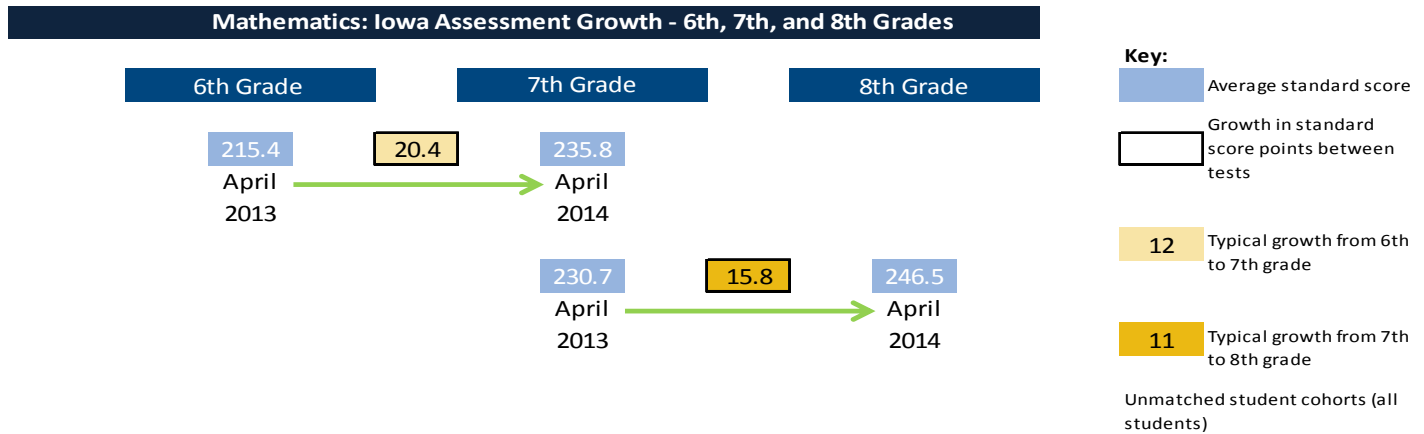
## Reading: Percent Proficient on the Iowa Assessments, Grades 6-8



Middle school grade levels experienced an overall 9.2 percent increase in reading proficiency rate from spring 2013 to spring 2014. All subgroups increased in middle school reading proficiency. Hispanic students demonstrated the largest increase, increasing by 13.3 percent.

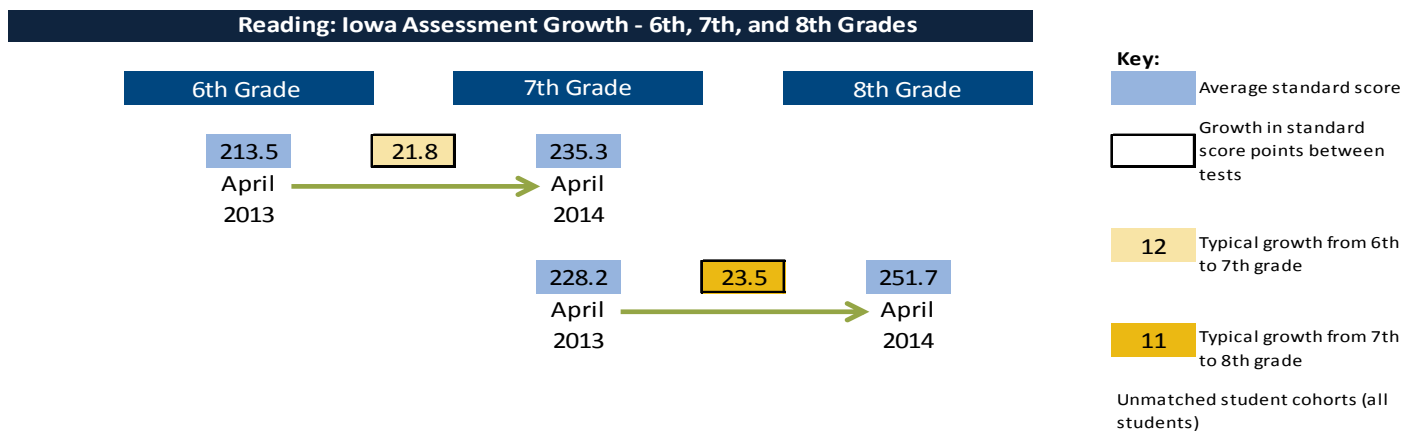
## Measuring Growth in Addition to Proficiency

Iowa Assessments allow growth to be measured by using vertically scaled (or articulated) scores, called standard scores. These scores plot out all students, regardless of grade level, on a continuum of student achievement. Standard scores describe a student's location on an achievement continuum. Using standard scores, we can understand the progress students make from year to year.



The 2014 cohort of 7<sup>th</sup> grade students grew 20.4 standard score points on the mathematics Iowa Assessment from 6<sup>th</sup> grade, increasing from a class average of 215.4 as 6<sup>th</sup> graders in the spring of 2013 to a class average of 235.8 as 7<sup>th</sup> graders in the spring of 2014. This gain of 20.4 standard score points in mathematics from 6<sup>th</sup> to 7<sup>th</sup> grade exceeded typical growth of 12 standard score points on the Iowa Assessments mathematics test by 8.4 points.

The 2014 cohort of 8<sup>th</sup> grade students grew 15.8 standard score points on the mathematics Iowa Assessment from 7<sup>th</sup> grade, increasing from a class average of 230.7 as 7<sup>th</sup> graders in the spring of 2013 to a class average of 246.5 as 8<sup>th</sup> graders in the spring of 2014. This gain of 15.8 standard score points in mathematics from 7<sup>th</sup> to 8<sup>th</sup> grade exceeded typical growth of 11 standard score points on the Iowa Assessments mathematics test by 4.8 points.



The 2014 cohort of 7<sup>th</sup> grade students grew 21.8 standard score points on the reading Iowa Assessment from 6<sup>th</sup> grade, increasing from a class average of 213.5 as 6<sup>th</sup> graders in the spring of 2013 to a class average of 235.3 as 7<sup>th</sup> graders in the spring of 2014. This gain of 21.8 standard score points in mathematics from 6<sup>th</sup> to 7<sup>th</sup> grade exceeded typical growth of 12 standard score points on the Iowa Assessments reading test by 9.8 points.

The 2014 cohort of 8<sup>th</sup> grade students grew 23.5 standard score points on the reading Iowa Assessment from 7<sup>th</sup> grade, increasing from a class average of 228.2 as 7<sup>th</sup> graders in the spring of 2013 to a class average of 251.71 as 8<sup>th</sup> graders in the spring of 2014. This gain of 23.5 standard score points in mathematics from 7th to 8th grade exceeded typical growth of 11 standard score points on the Iowa Assessments reading test by 12.5 points.

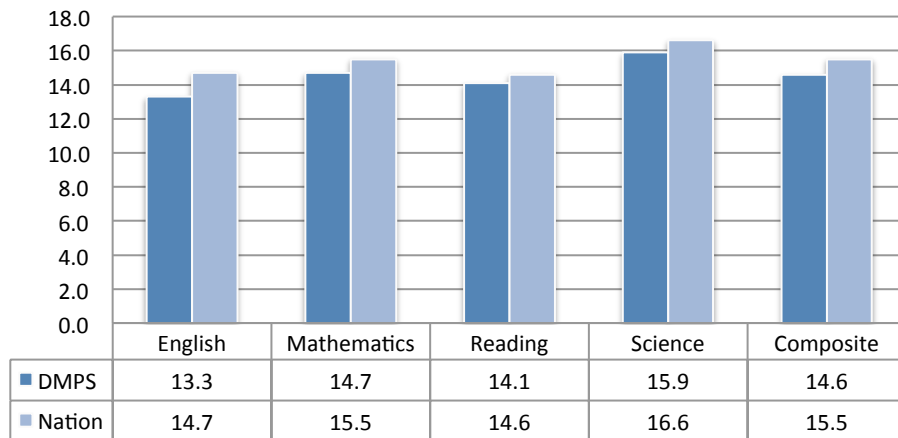
### A New STEM Sprouts at McCombs Middle School

In hopes of prodding middle school students to consider careers in science, technology, engineering and /or math fields, Debbie Victor, McCombs science teacher, invited a host of real-world practitioners to come and pique some curiosities. Among these practitioners was Lincoln High School alum Dr. Vuong Naiyama (right), a 3rd year medical resident at Iowa Methodist Hospital. He brought along a disconnected heart, lung and brain – the genuine human articles – for some occupational show and tell that drew a steady crowd to his exhibit. Students scribbled furiously on their reflection sheets as they made the rounds of the exhibitors.



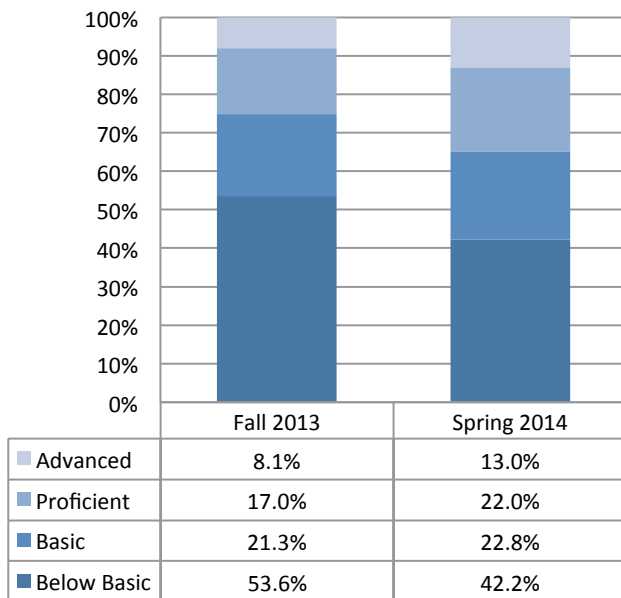


## EXPLORE: Fall 2013 Grade 8 Average Scores



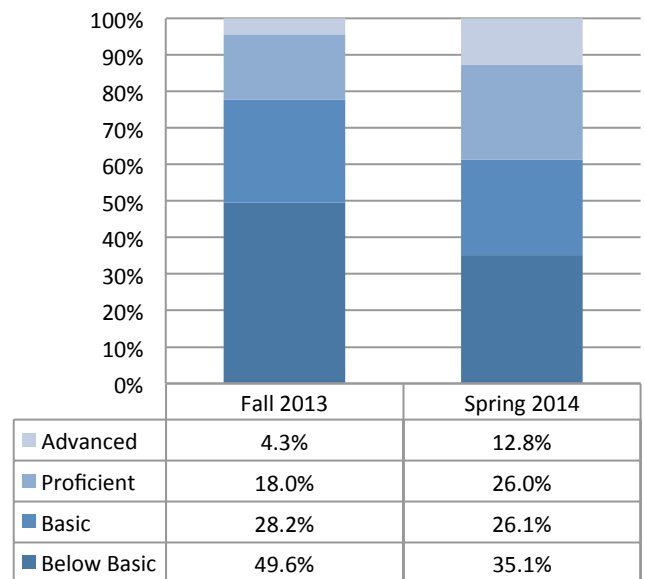
The ACT EXPLORE measures the skills and knowledge needed for college success and also includes a career exploration component that stimulates students' thinking about future plans and relates personal characteristics to career options. Results were used to not only gauge college readiness, but also assisted in planning high school coursework.

### Reading: Fall 2013 & Spring 2014 Achievement Levels on the Scholastic Reading Inventory, Grades 6-8



57.8 percent of 6<sup>th</sup>-8<sup>th</sup> grade students scored at or above the basic achievement level on the SRI in the spring of 2014. This is up 11.4 percent from 46.4 percent in the fall of 2013.

### Mathematics: Fall 2013 & Spring 2014 Achievement Levels on the Scholastic Math Inventory, Grades 6-8



64.9 percent of 6<sup>th</sup>-8<sup>th</sup> grade students scored at or above the basic achievement level on the SMI in the spring of 2014. This is up 14.5 percent from 50.4 percent in the fall of 2013.

## All Systems Are GO for Balloon Launch at Cape Callanan

While schools across the country were counting down the dwindling days until summer vacation this May, a countdown of a different sort reached zero at Callanan Middle School. A weather balloon bound for the upper reaches of the stratosphere, lifted off from the school's campus, leaving behind the Mission Control team of Callanan Science Bound students. Students fueled the bubbly craft with helium and then held it down while the assembled student body counted down the last 15 seconds before the balloon was released and away it went into the cloudless blue sky. Science Bound is a partnership between Iowa State University and DMPS designed to encourage ethnically diverse students to pursue ASTEM (agricultural, scientific, technical, engineering and mathematics) careers.



# High Schools



**5**  
Number of High Schools

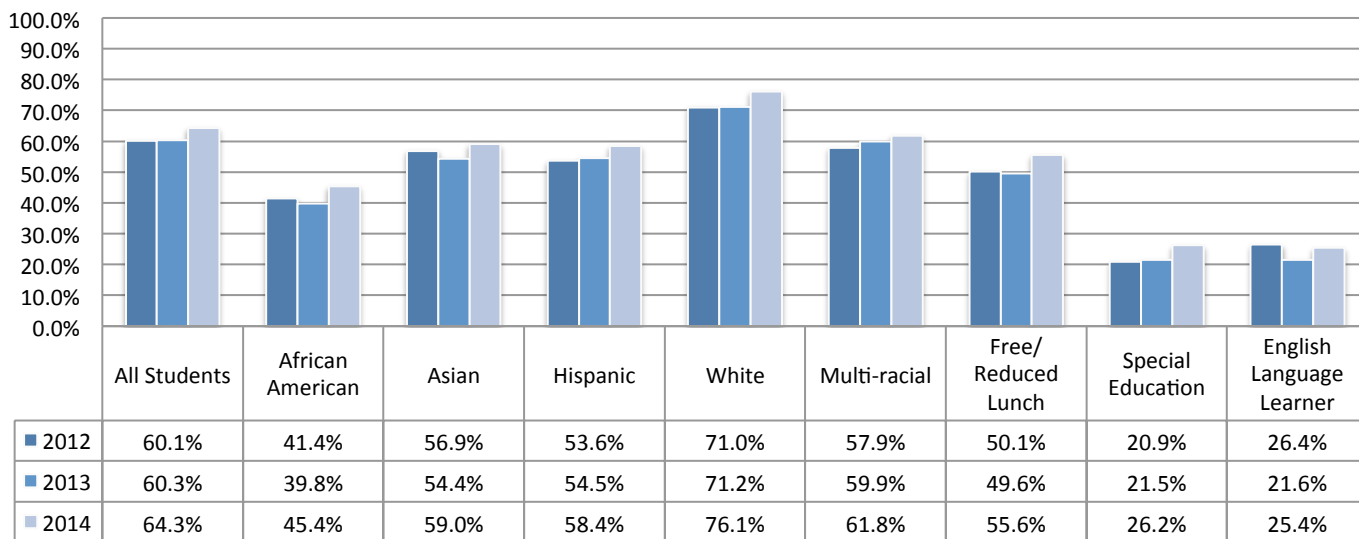


**8,953**  
Number of High School Students



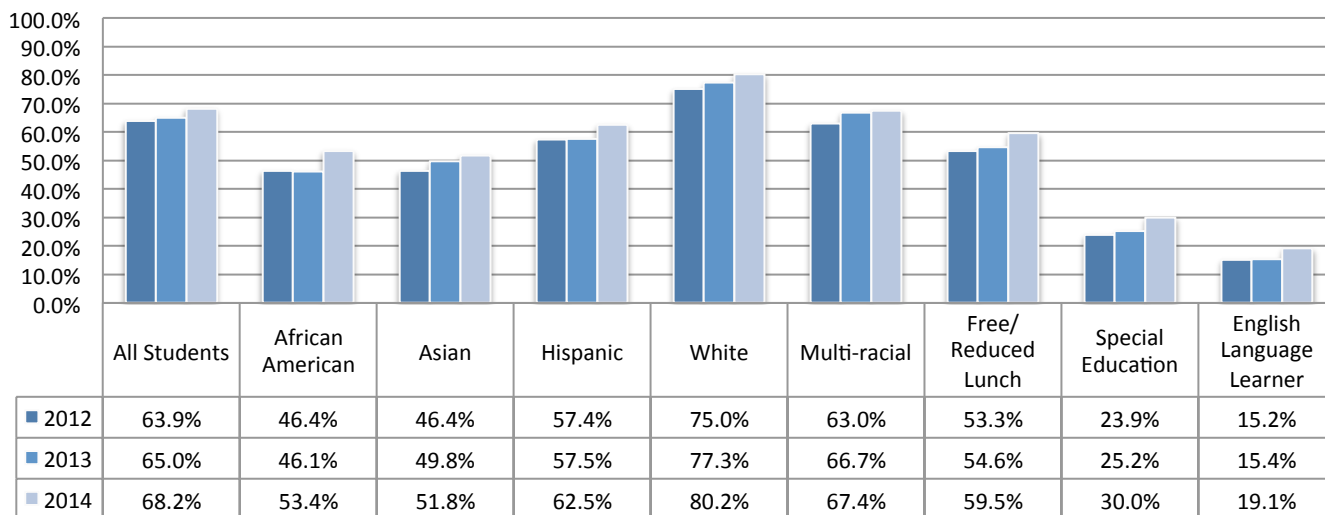
**9%**  
High School Students Designated as English Language Learners

## Mathematics: Percent Proficient on the Iowa Assessments, Grades 9-11



High school grade levels experienced an overall 4.0 percent increase in mathematics proficiency rate from spring 2013 to spring 2014. All subgroups increased in high school mathematics proficiency. Free and reduced lunch students demonstrated the largest increase, increasing by 6.0 percent.

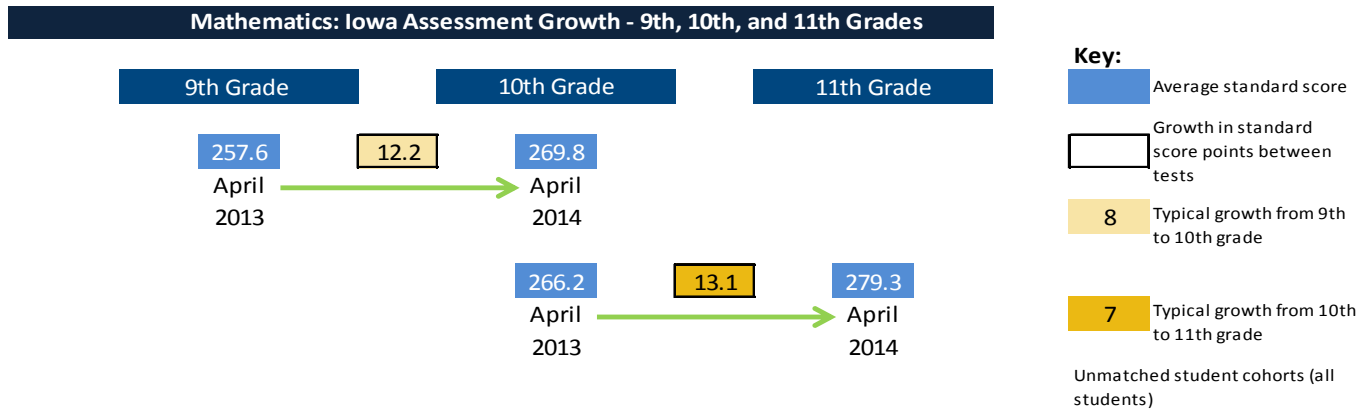
## Reading: Percent Proficient on the Iowa Assessments, Grades 9-11



High school grade levels experienced an overall 3.2 percent increase in reading proficiency rate from spring 2013 to spring 2014. All subgroups increased in high school reading proficiency. African American students demonstrated the largest increase, increasing by 7.3 percent.

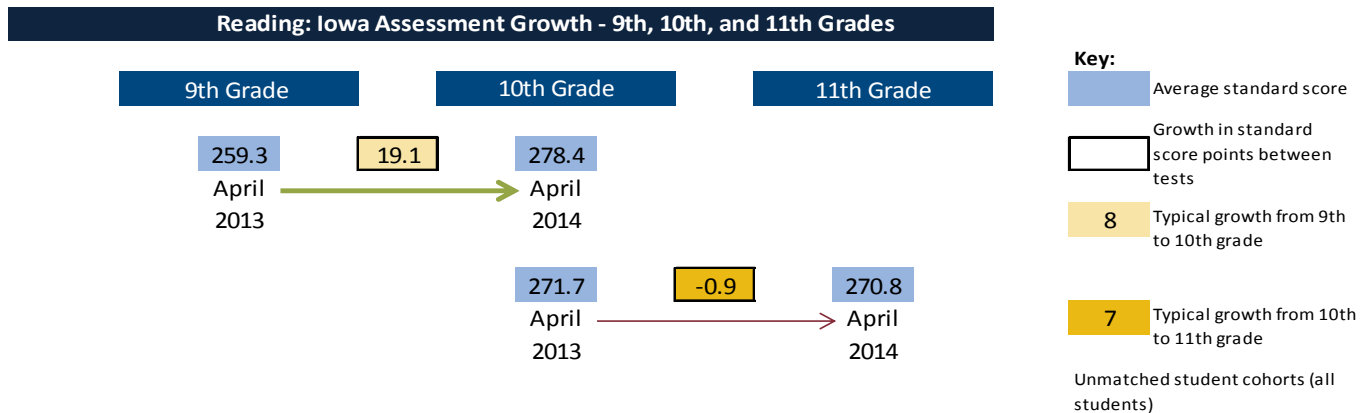
## Measuring Growth in Addition to Proficiency

Iowa Assessments allow growth to be measured by using vertically scaled (or articulated) scores, called standard scores. These scores plot out all students, regardless of grade level, on a continuum of student achievement. Standard scores describe a student's location on an achievement continuum. Using standard scores, we can understand the progress students make from year to year.



The 2014 cohort of 10<sup>th</sup> grade students grew 12.2 standard score points on the mathematics Iowa Assessment from 9<sup>th</sup> grade, increasing from a class average of 257.6 as 9<sup>th</sup> graders in the spring of 2013 to a class average of 269.8 as 10<sup>th</sup> graders in the spring of 2014. This gain of 12.2 standard score points in mathematics from 9<sup>th</sup> to 10<sup>th</sup> grade exceeded typical growth of 8 standard score points on the Iowa Assessments mathematics test by 4.2 points.

The 2014 cohort of 11<sup>th</sup> grade students grew 13.1 standard score points on the mathematics Iowa Assessment from 10<sup>th</sup> grade, increasing from a class average of 266.2 as 10<sup>th</sup> graders in the spring of 2013 to a class average of 279.3 as 11<sup>th</sup> graders in the spring of 2014. This gain of 13.1 standard score points in mathematics from 10<sup>th</sup> to 11<sup>th</sup> grade exceeded typical growth of 7 standard score points on the Iowa Assessments mathematics test by 6.1 points.



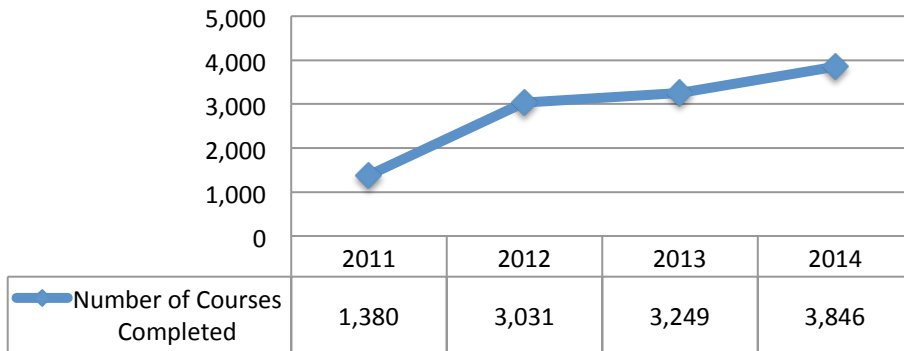
The 2014 cohort of 10<sup>th</sup> grade students grew 19.1 standard score points on the reading Iowa Assessment from 9<sup>th</sup> grade, increasing from a class average of 259.3 as 9<sup>th</sup> graders in the spring of 2013 to a class average of 278.4 as 10<sup>th</sup> graders in the spring of 2014. This gain of 19.1 standard score points in mathematics from 9<sup>th</sup> to 10<sup>th</sup> grade exceeded typical growth of 8 standard score points on the Iowa Assessments reading test by 11.1 points.

The 2014 cohort of 11<sup>th</sup> grade students lost .09 standard score points on the reading Iowa Assessment from 10<sup>th</sup> grade, decreasing from a class average of 271.7 as 10<sup>th</sup> graders in the spring of 2013 to a class average of 270.8 as 11<sup>th</sup> graders in the spring of 2014. This loss of 0.9 standard score points in mathematics from 10<sup>th</sup> to 11<sup>th</sup> grade fell short of typical growth of 7 standard score points on the Iowa Assessments reading test by 7.9 points.

## DMPS Invests in the Hope, Engagement, and Well-Being of Students

Des Moines Public Schools administered the Gallup Student Poll for the first time in the fall of 2013. The Gallup Student Poll measures hope, engagement, and well-being—non-cognitive metrics that predict student success in academic settings—of students in grades 5-12. Gallup's research has shown that hope, engagement, and well-being are key factors that drive students' grades, achievement scores, retention, and future employment. By tapping into the hearts and minds of students, the Gallup Student Poll provided staff with crucial insight to help facilitate new conversations and solutions for student success in school and life. Based on results, individual school developed action plans to improve students' experiences at DMPS.

# Advanced Placement: High School Course Enrollment 2011 to 2014



**DMPS Average AP Exam Score:**  
**2.28**

**National Average AP Exam Score:**  
**2.87**

2013-14

Completion of advanced placement (AP) courses increased by 597 from 2013 to 2014. The average AP exam score for Des Moines students of 2.28 fell short of the national average AP exam score of 2.87 by 0.59 in the 2013-14 school year.

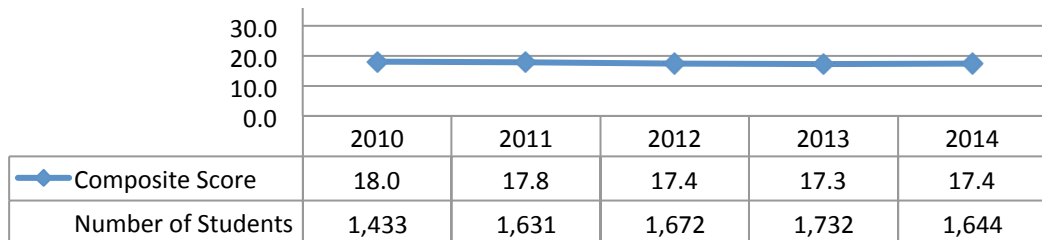
## DMPS Sees Increase in Graduation Rate, Decrease in Dropout Rate

The Iowa Department of Education released data on the four-year graduation rate for the Class of 2013 and the five-year graduation rate for the Class of 2012. Des Moines Public Schools had increases in both rates, as well as a decrease in the dropout rate. The graduation rate for Des Moines has increased nearly 7 percent since the State of Iowa first started using this formula for the Class of 2009.

“Progress can never be fast enough but our work is moving us in the right direction,” said Superintendent Tom Ahart. “We have put more tools in place to help make sure more students earn their diploma. We now need to stay focused on what is working while learning how we can do a better job – not only in our schools but at home and throughout the community – to help every student succeed.”

The Iowa Department of Education also released dropout rates for school districts across the state. Des Moines Public Schools saw a decline in the dropout rate last year. The grade 7-12 dropout rate for 2013 was 4.16%, down from 4.73% the previous year. The grade 9-12 dropout rate for 2011-12 was 6.3%, down from 7.05% in 2012 and the lowest dropout rate at DMPS under the new formula.

## ACT: Grade 11 Average Composite Score 2010 to 2014



The number of students taking the ACT test decreased by 88 students from 2013 to 2014. The average composite score increased by 0.1 from 2013 to 2014. Since the spring of 2010, DMPS has increased ACT test participation by more than 200 students.

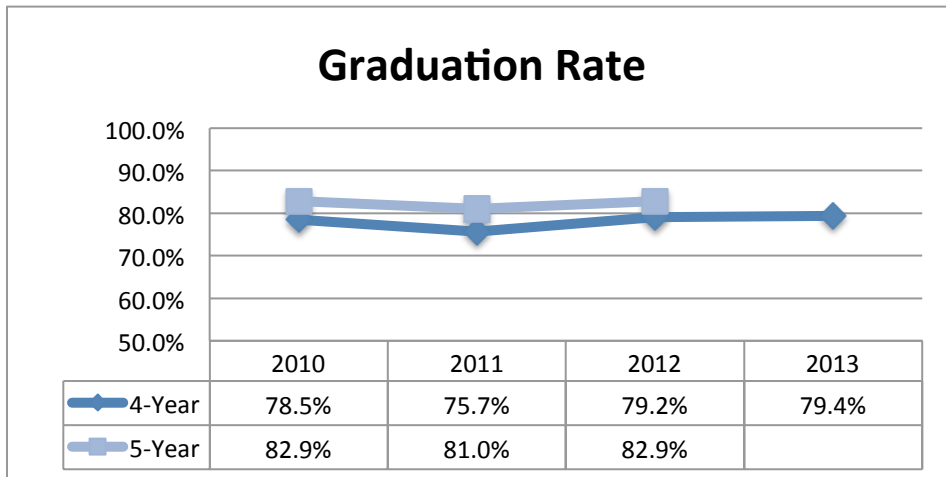
## AP Exam Participation Increased 30% at DMPS in 2014

Records are meant to be broken. After Des Moines Public Schools students took an all-time high of nearly 2,000 Advanced Placement exams in 2013, this spring saw more than 2,500 AP exams taken by DMPS students. DMPS students took a total of 2,581 AP exams in May, up from 1,986 in 2013, 1,759 in 2012 and 1,071 in 2011. The number of AP exams taken by DMPS students in 2014 is 30% higher than last year and 140% higher than four years ago. Enrollment in AP courses at DMPS has tripled since 2011 as course offerings have expanded at all five high schools as well as Central Academy. Students may take AP exams each May at the end of Advanced Placements courses. Many colleges and universities provide students with college credit for exam scores of three or higher (on a scale of one to five).

“Des Moines Public Schools has proven itself to be a leader in Iowa and the nation when it comes to offering students access to high-level academic programs, such as Advanced Placement,” added Superintendent Tom Ahart. “Our approach to AP is a win-win, providing thousands of students access to these college-level courses at their home high schools while maintaining Central Academy as one of the premier AP programs in the nation.”

“Our students and teachers are stepping up to the challenge of taking and teaching these college-level courses thanks to the school district’s support of making AP courses available to more and more students at all of our high schools and Central Academy,” said Amber Graeber, Advanced Placement and Social Studies Coordinator for Des Moines Public Schools.

## Graduation: 4- and 5-Year Cohort Graduation Rates 2010 to 2013



The 4-year cohort graduation rate increased from 79.2 percent in 2012 to 79.4 percent in 2013. This was an increase of 0.2 percent. The 5-year cohort graduation rate increased by 1.9 percent from 81.0 percent in 2011 to 82.9 percent in 2012.



### DMPS Continues to be One of Iowa's Fastest-Growing School Districts

The Iowa Department of Education certified enrollment report for the 2013-14 school year showed a second year of enrollment growth state-wide, after 17 straight years of declining enrollment in Iowa schools. The report also showed that Des Moines Public Schools continues to be one of the fastest growing districts in Iowa. DMPS had an enrollment growth of 351 students this year, the 4th biggest one year gain in Iowa. Over the past five years, DMPS had an enrollment increase of 1,459, the 3rd largest gain in the state.