



DISTRICT ACADEMIC ACHIEVEMENT PROFILE

FALL 2016



Think. Learn. **Grow.**

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Des Moines Public Schools

District Academic Achievement Profile – Fall 2016



\$519 million

Annual Budget



2,955

Number of Teachers



31,883

Number of Students



75%

Students Eligible for Free or Reduced-Price School Lunch



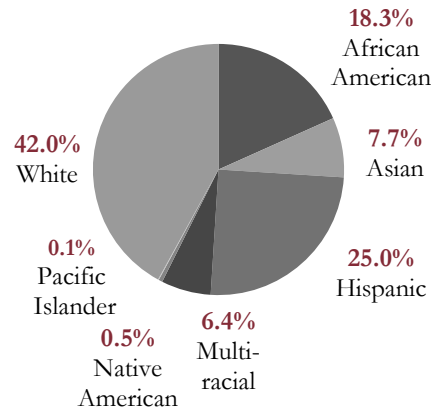
21%

Students Designated as English Language Learners

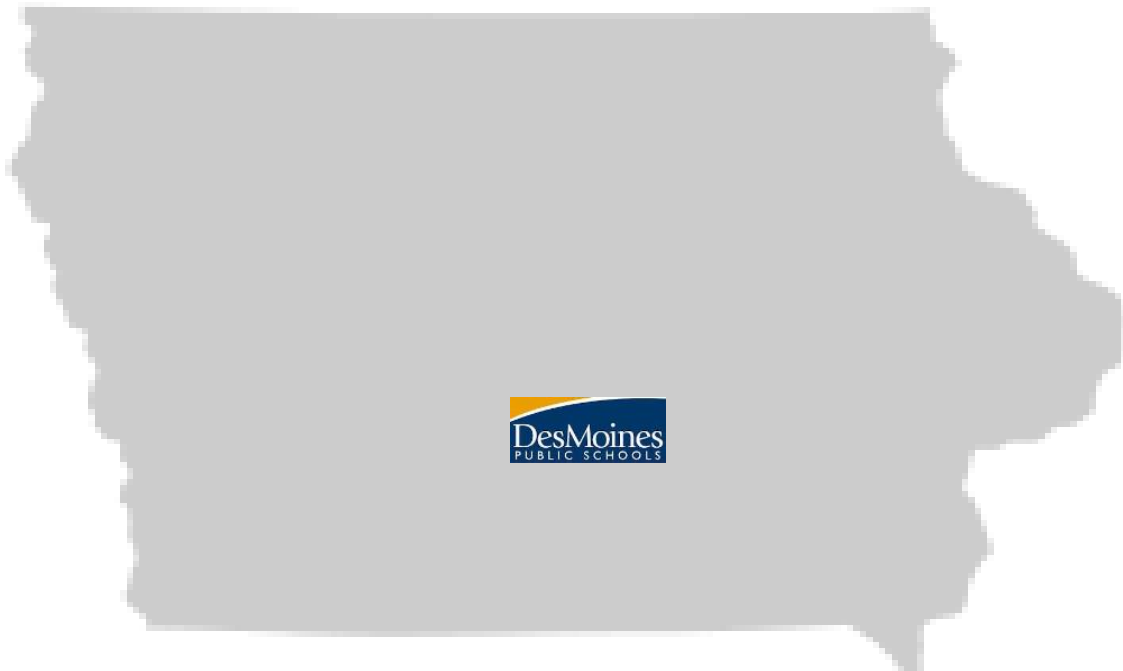


63

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 2016

All data for this report is based on the 2015-16 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.
- **FAST.** The Formative Assessment System for Teachers (FAST) is used as a universal screener administered to kindergarten through 3rd grade students in the fall, winter, and spring of every school year. This assessment tracks student performance on a variety of targeted skills, providing an early warning system to identify students who are on track, as well as students who are not progressing adequately toward reading proficiency.
- **Scholastic Reading Inventory (SRI).** The SRI is administered to grade 4 through 10 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.
- **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 11th 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.

This report includes the following academic achievement measures:

- **Percent of Student Completing Algebra I with a C or Higher by the End of 9th Grade.**
- **Percent of Student Completing English I with a C or Higher by the End of 9th Grade.**
- **4-Year Cohort Graduation Rate.** The 4-year cohort graduation rate calculation starts with a group of students entering ninth grade for the first time. The cohort is adjusted to add students that transfer in and subtract students that transfer out during a four year time period for calculating a graduation rate. The students counted as graduating in the 4-year cohort rate are those 9th graders who graduate within 4 years (by the end of their 12th grade year).
- **5-Year Cohort Graduation Rate.** The 5-year cohort graduation rate allows an additional year for 5th year seniors to graduate. The denominator of the 5-year rate is the same group of students from the previous 4-year rate. However, students who graduated in their 5th year of high school are added as graduates to numerator.

Elementary Schools



38

Number of Elementary Schools



15,595

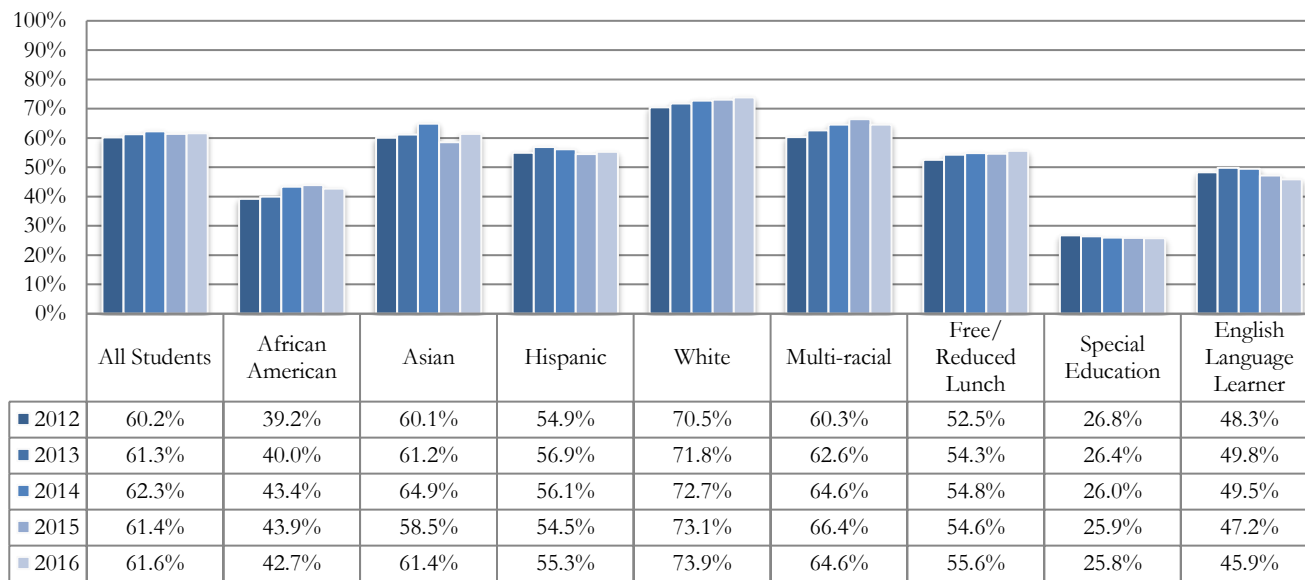
Number of Elementary Students



27%

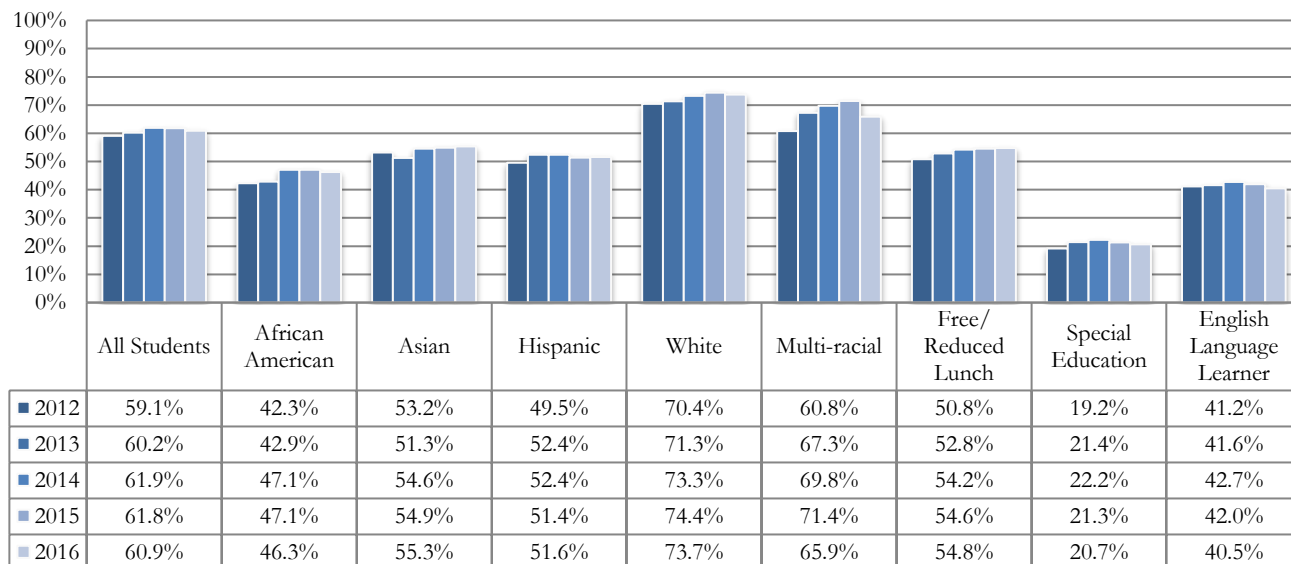
Elementary Students Designated as English Language Learners

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



Elementary grade levels experienced an overall 0.2 percent increase in mathematics proficiency rate from spring 2015 to spring 2016. The Asian, Hispanic, white, and free/reduced lunch subgroups increased in elementary mathematics proficiency. Asian students demonstrated the largest increase, increasing by 2.9 percent.

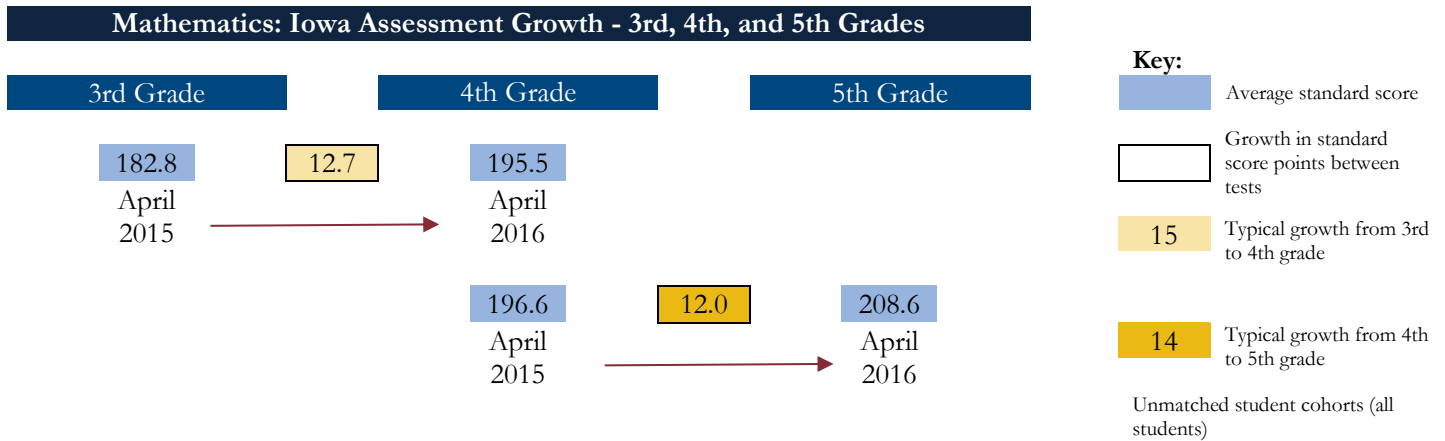
Reading: Percent Proficient on the Iowa Assessments, Grades 3-5



Elementary grade levels experienced an overall 0.9 percent decrease in reading proficiency rate from spring 2015 to spring 2016. The Asian, Hispanic, and free/reduced lunch subgroups increased in elementary reading proficiency. Asian students demonstrated the largest increase, increasing by 0.4 percent.

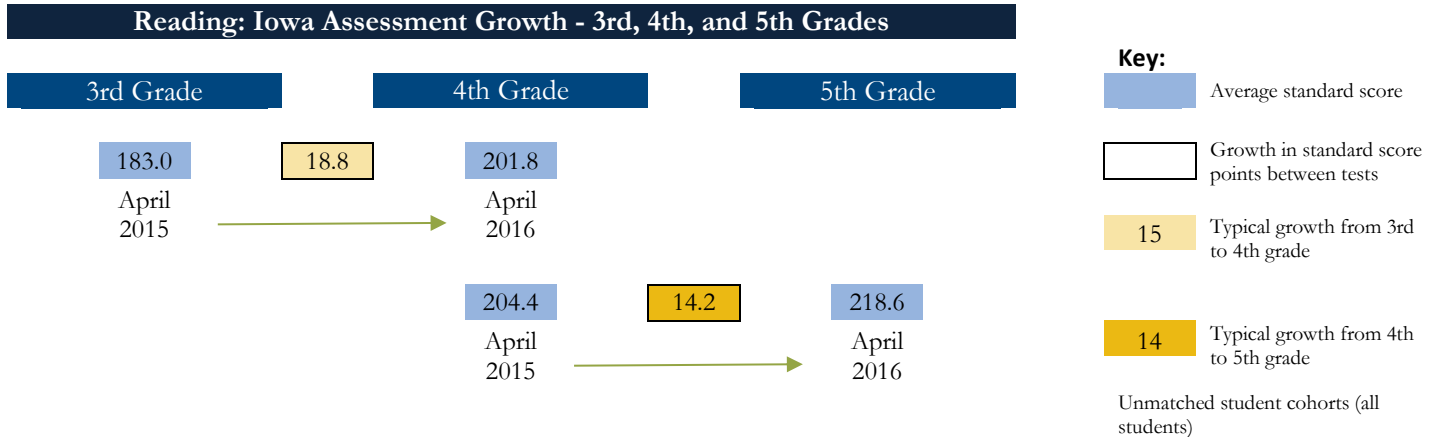
Measuring Growth in Addition to Proficiency

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 2016 cohort of 4th grade students grew 12.7 standard score points on the mathematics Iowa Assessment from 3rd grade, increasing from a class average of 182.8 as 3rd graders in the spring of 2015 to a class average of 195.5 as 4th graders in the spring of 2016. This gain of 12.7 standard score points in mathematics from 3rd to 4th grade fell short of typical growth of 15 standard score points on the Iowa Assessments mathematics test by 2.3 points.

The 2016 cohort of 5th grade students grew 12.0 standard score points on the mathematics Iowa Assessment from 4th grade, increasing from a class average of 196.6 as 4th graders in the spring of 2015 to a class average of 208.6 as 5th graders in the spring of 2016. This gain of 12.0 standard score points in mathematics from 4th to 5th grade fell short of typical growth of 14 standard score points on the Iowa Assessments mathematics test by 2.0 points.



The 2016 cohort of 4th grade students grew 18.8 standard score points on the reading Iowa Assessment from 3rd grade, increasing from a class average of 183.0 as 3rd graders in the spring of 2015 to a class average of 201.8 as 4th graders in the spring of 2016. This gain of 18.8 standard score points in reading from 3rd to 4th grade exceeded typical growth of 15 standard score points on the Iowa Assessments reading test by 3.8 points.

The 2016 cohort of 5th grade students grew 14.2 standard score points on the reading Iowa Assessment from 4th grade, increasing from a class average of 204.4 as 4th graders in the spring of 2015 to a class average of 218.6 as 5th graders in the spring of 2016. This gain of 14.2 standard score points in reading from 4th to 5th grade exceeded typical growth of 14 standard score points on the Iowa Assessments reading test by 0.2 points.

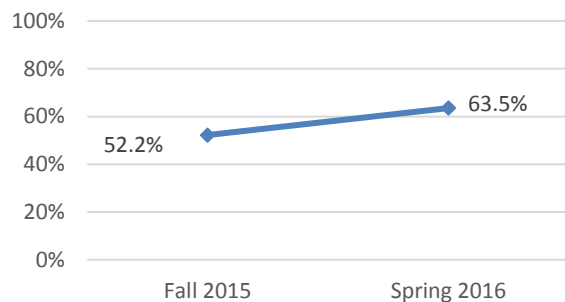
Foundation Delivers 400 Books to Students

Nearly 400 Lovejoy Elementary students went home with a new book last month thanks to a grant from the Molina Foundation. “Our goal at Lovejoy is for each student to have a book in their backpack every day,” the school counselor, Laura Negrete-Reinders said. Studies have shown that children experience learning losses when they do not engage in education activities during out-of-school time. The Molina Foundation’s Book Buddies program is part of an initiative to prevent a decline in reading scores in low-income, minority and limited English-speaking youth.

Reading: Fall 2015 & Spring 2016 Percent of Students Meeting Benchmark on the Formative Assessment for Teachers (FAST)

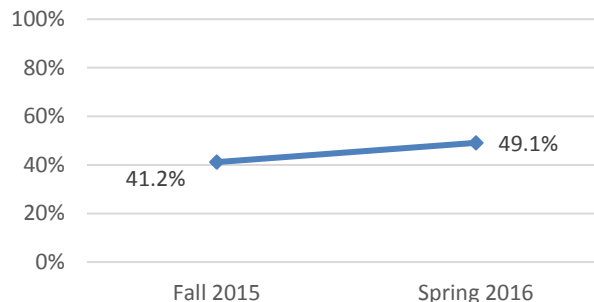


Grades K-1



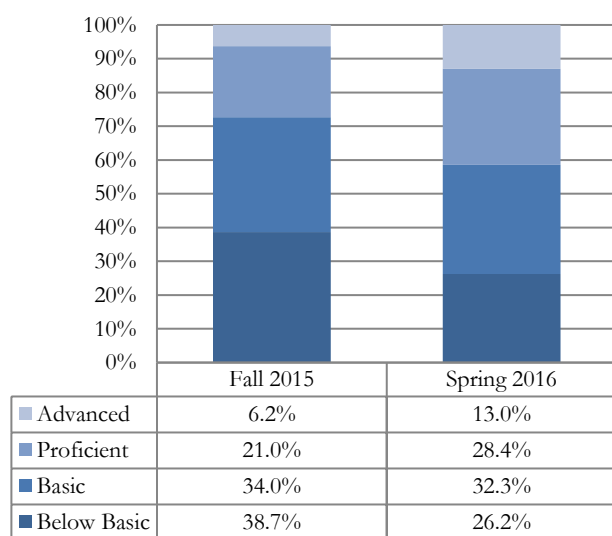
63.5 percent of kindergarten - 1st grade students met or exceeded the composite benchmark on the FAST in the Spring of 2016. This is up 11.3 percent from 52.2 percent in the Fall of 2015.

Grades 2-3



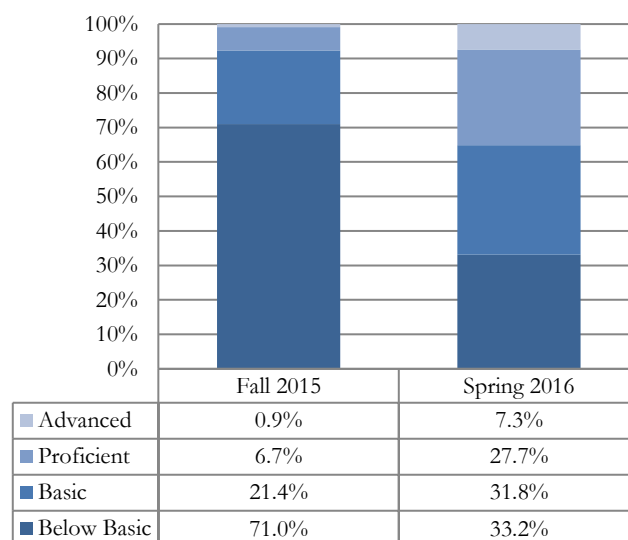
49.1 percent of 2nd - 3rd grade students met or exceeded the CBMReading benchmark on the FAST in the Spring of 2016. This is up 7.9 percent from 41.2 percent in the Fall of 2015.

Reading: Fall 2015 & Spring 2016 Achievement Levels on the Scholastic Reading Inventory (SRI), Grades 4-5



73.8 percent of 4th - 5th grade students scored at or above the basic achievement level on the SRI in the Spring of 2016. This is up 12.5 percent from 61.3 percent in the Fall of 2015.

Mathematics: Fall 2015 & Spring 2016 Achievement Levels on the Scholastic Math Inventory (SMI), Grades 3-5



66.8 percent of 3rd - 5th grade students scored at or above the basic achievement level on the SMI in the Spring of 2016. This is up 37.8 percent from 29.0 percent in the Fall of 2015.

At Findley, School's Not Just for Kids Anymore

It was almost 5:00 PM on Monday and Findley Elementary School was virtually empty except for custodians making their rounds and tidying up the residues of a full day of learning. Then, one by one, the last class of the day trickled in. By the time they dismissed it would be dark outside. Besides educating 32,000+ students, more than 6,000 of whom are English Language Learners, Des Moines Public Schools goes above and beyond the call of its primary mission by also equipping some parents for the High School Equivalency Test. HiSET, formerly known as the GED. This is an opportunity for adults to obtain the high school diploma that can often be a means to improving the lives of entire families. Besides the material benefits that can accrue to families when the breadwinner(s) achieve a high school diploma and use it to go on even further in school, it's good for household morale when both parent and child are working simultaneously toward similar goals.

Middle Schools



10

Number of Middle Schools



6,906

Number of Middle School Students



17%

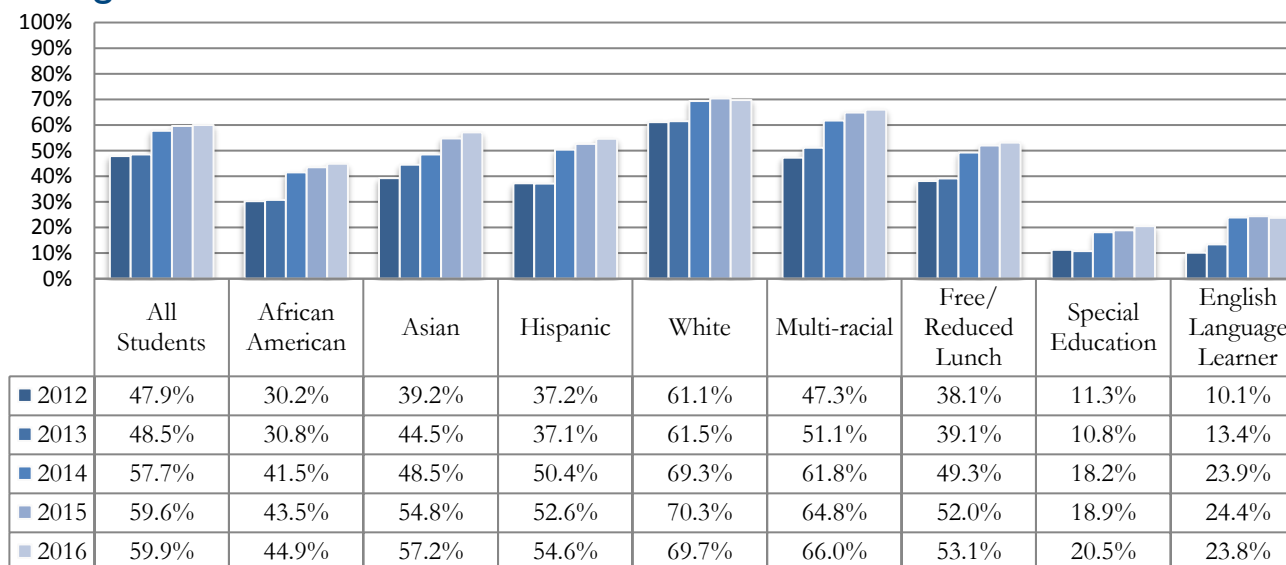
Middle School Students Designated as English Language Learners

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



Middle school grade levels experienced an overall 2.3 percent decrease in mathematics proficiency rate from spring 2015 to spring 2016. All subgroups decreased in middle school mathematics proficiency.

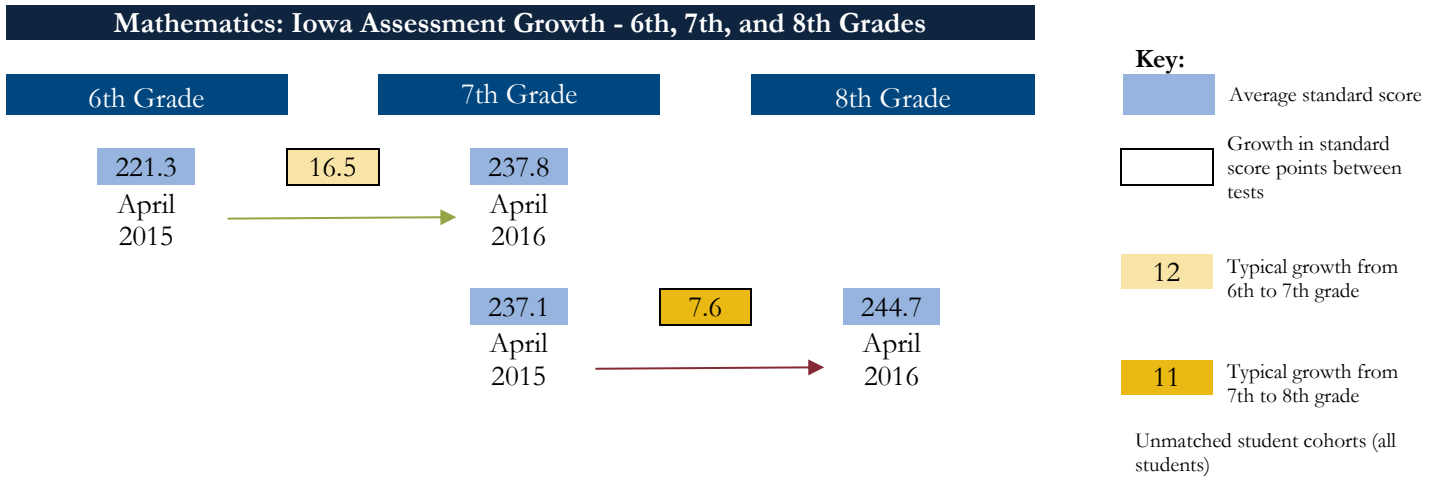
Reading: Percent Proficient on the Iowa Assessments, Grades 6-8



Middle school grade levels experienced an overall 0.3 percent increase in reading proficiency rate from spring 2015 to spring 2016. All subgroups, with the exception of white and English language learner students, increased in middle school reading proficiency. Asian students demonstrated the largest increase, increasing by 2.4 percent.

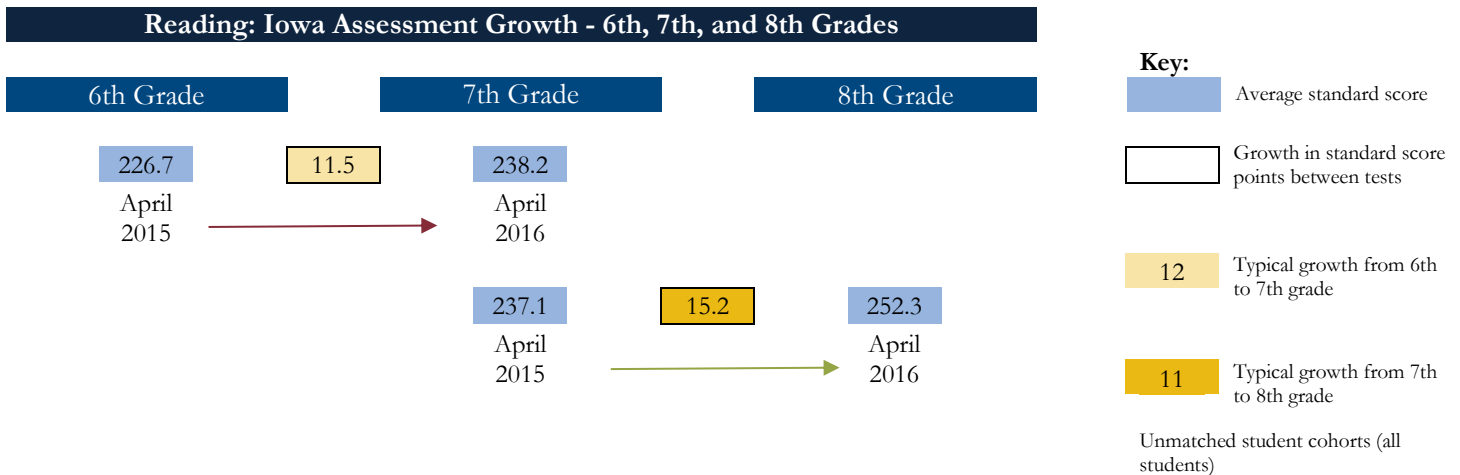
Measuring Growth in Addition to Proficiency

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 2016 cohort of 7th grade students grew 16.5 standard score points on the mathematics Iowa Assessment from 6th grade, increasing from a class average of 221.3 as 6th graders in the spring of 2015 to a class average of 237.8 as 7th graders in the spring of 2016. This gain of 16.5 standard score points in mathematics from 6th to 7th grade exceeded typical growth of 12 standard score points on the Iowa Assessments mathematics test by 4.5 points.

The 2016 cohort of 8th grade students grew 7.6 standard score points on the mathematics Iowa Assessment from 7th grade, increasing from a class average of 237.1 as 7th graders in the spring of 2015 to a class average of 244.7 as 8th graders in the spring of 2016. This gain of 7.6 standard score points in mathematics from 7th to 8th grade fell short of typical growth of 11 standard score points on the Iowa Assessments mathematics test by 3.4 points.



The 2016 cohort of 7th grade students grew 11.5 standard score points on the reading Iowa Assessment from 6th grade, increasing from a class average of 226.7 as 6th graders in the spring of 2015 to a class average of 238.2 as 7th graders in the spring of 2016. This gain of 11.5 standard score points in mathematics from 6th to 7th grade fell short of typical growth of 12 standard score points on the Iowa Assessments reading test by 0.5 points.

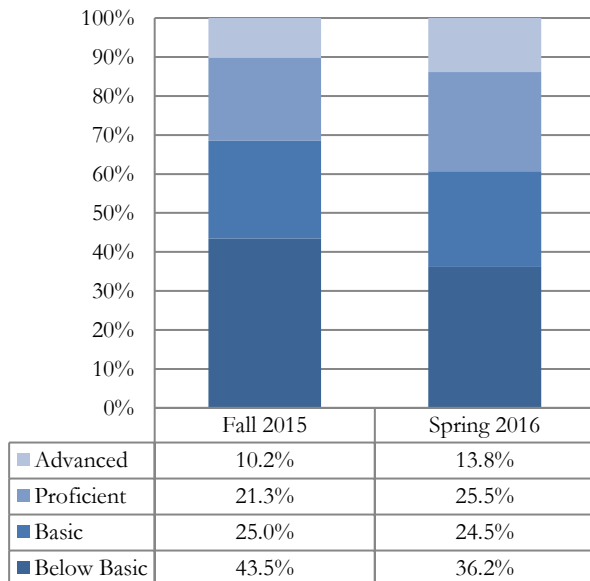
The 2016 cohort of 8th grade students grew 15.2 standard score points on the reading Iowa Assessment from 7th grade, increasing from a class average of 237.1 as 7th graders in the spring of 2015 to a class average of 252.3 as 8th graders in the spring of 2016. This gain of 15.2 standard score points in mathematics from 7th to 8th grade exceeded typical growth of 11 standard score points on the Iowa Assessments reading test by 4.2 points.

Art Meets Science in Middle School Lesson and Performance

FMA Live!, the award-winning science education multimedia show from Honeywell and NASA came to town to give some 2,000 middle school students a fresh perspective on science and engineering. It is an interactive, traveling hip-hop concert that teaches Newton's Three Laws of Motion. Named after Newton's Second Law of Motion [**F**orce equals **M**ass times **A**cceleration], the show connects science and engineering to modern, everyday life and suggests ways that Newtonian physics can lead to a variety of interesting, competitive careers.

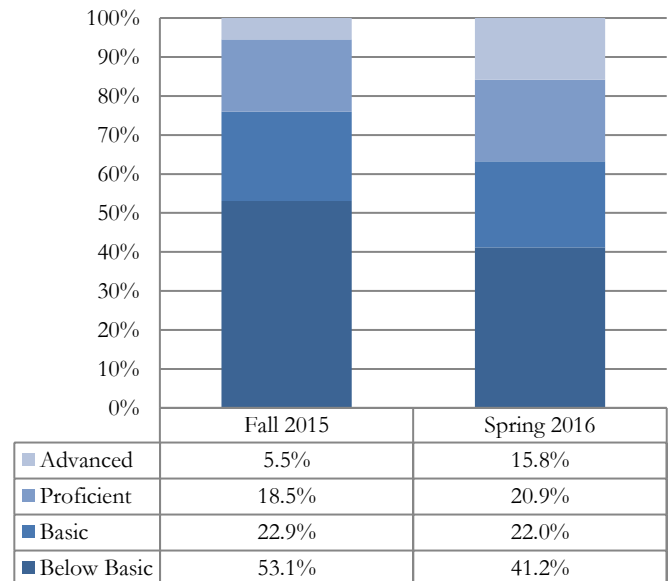


Reading: Fall 2015 & Spring 2016 Achievement Levels on the Scholastic Reading Inventory, Grades 6-8



63.8 percent of 6th-8th grade students scored at or above the basic achievement level on the SRI in the spring of 2016. This is up 7.3 percent from 56.5 percent in the fall of 2015.

Mathematics: Fall 2015 & Spring 2016 Achievement Levels on the Scholastic Math Inventory, Grades 6-8



58.8 percent of 6th-8th grade students scored at or above the basic achievement level on the SMI in the spring of 2016. This is up 11.9 percent from 46.9 percent in the fall of 2015.

Summer Programs Offer Variety of Learning and Activities

Summer programs provide a diverse mix of experiences. Hoyt Middle School 7th grader to be Alaina Stensrud was at school this summer and she couldn't have been happier. She was among friends in the district's robust summer program at one of nine 21st Century Community Learning Centers. Besides Hoyt, program sites – all middle schools – include Callanan, Goodrell, Harding, Hiatt, Meredith, McCombs and Weeks. The program started on June 8th and runs through July 17th. It's primarily made possible through a generous grant from United Way of Central Iowa and is serving roughly 1,000 students in a wide range of arts, culture, STEM, intramural sports and service learning activities.

Community partners such as AmeriCorps, CultureAll and Community Youth Concepts are working with program coordinators, teachers, and coaches at each school site to offer a summer experience the kids actually get excited about. It includes everything from global cooking to martial arts, technology, robotics and sports. Fieldtrips are a highlight, too, to popular venues like the Des Moines Art Center, the Iowa Hall of Pride and the State Historical Building. The program also represents a terrific way for new 6th graders to make connections before the school year begins and ease the transition into middle school.



High Schools



5
Number of High Schools

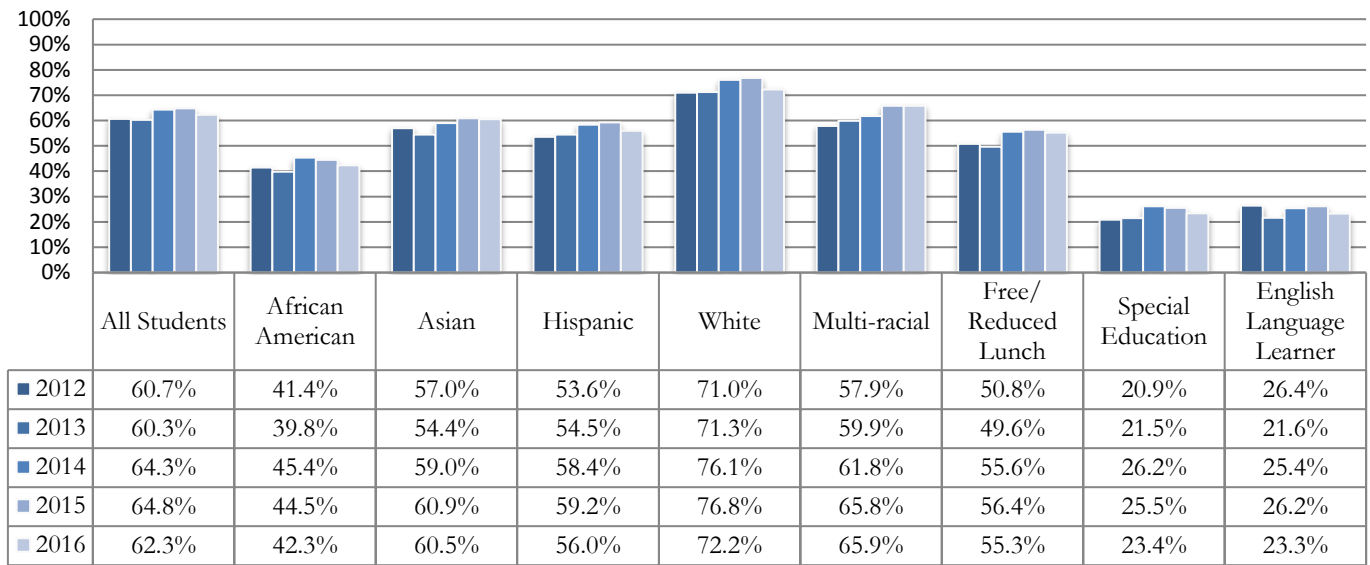


9,382
Number of High School Students



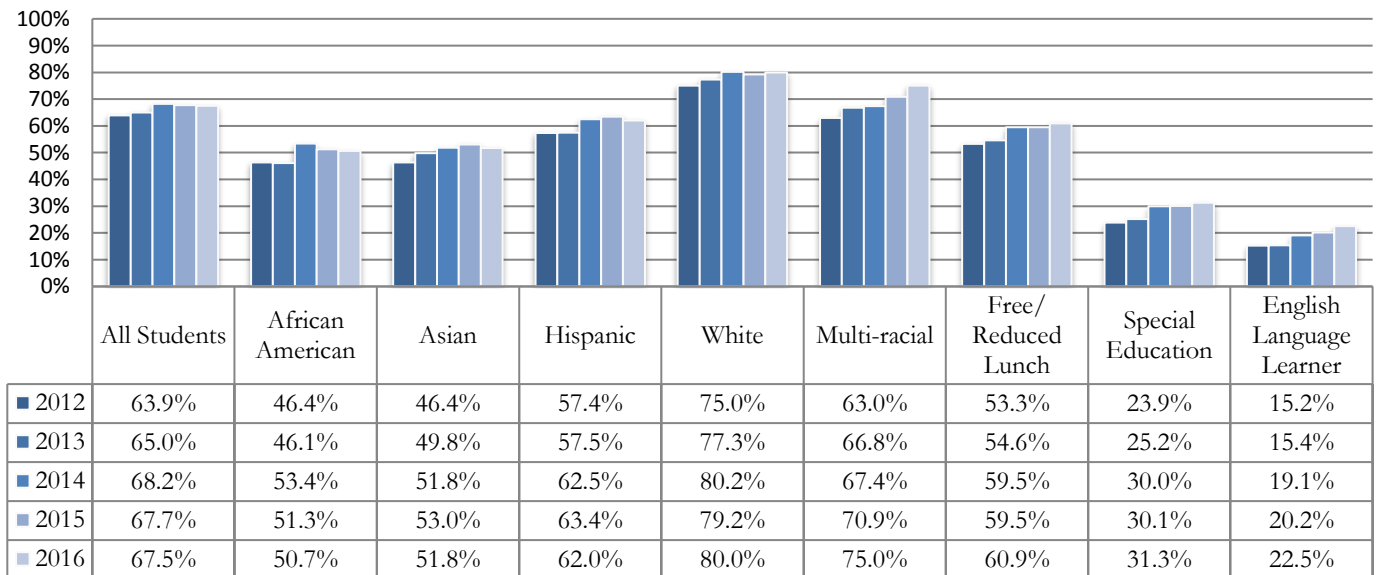
13%
High School Students Designated as English Language Learners

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



High school grade levels experienced an overall 2.5 percent decrease in mathematics proficiency rate from spring 2015 to spring 2016. All subgroups, with the exception of multi-racial, decreased in high school mathematics proficiency. Multi-racial students increased by 0.1 percent.

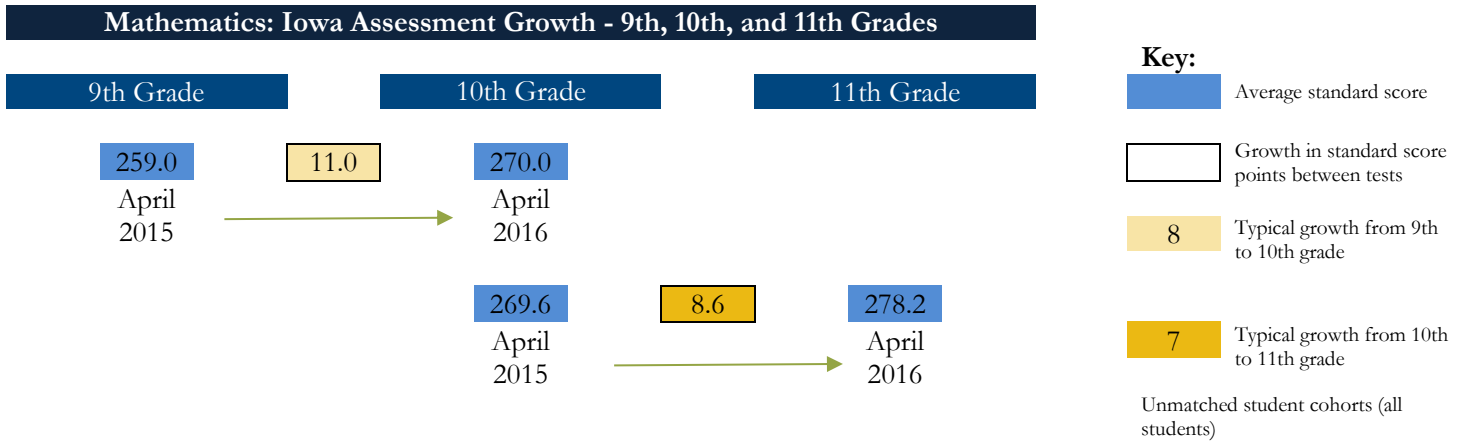
Reading: Percent Proficient on the Iowa Assessments, Grades 9-11



High school grade levels experienced an overall 0.2 percent decrease in reading proficiency rate from spring 2015 to spring 2016. The white, multi-racial, free/reduced lunch, special education and English language learner subgroups increased in high school reading proficiency. Multi-racial students demonstrated the largest increase, increasing by 4.1 percent.

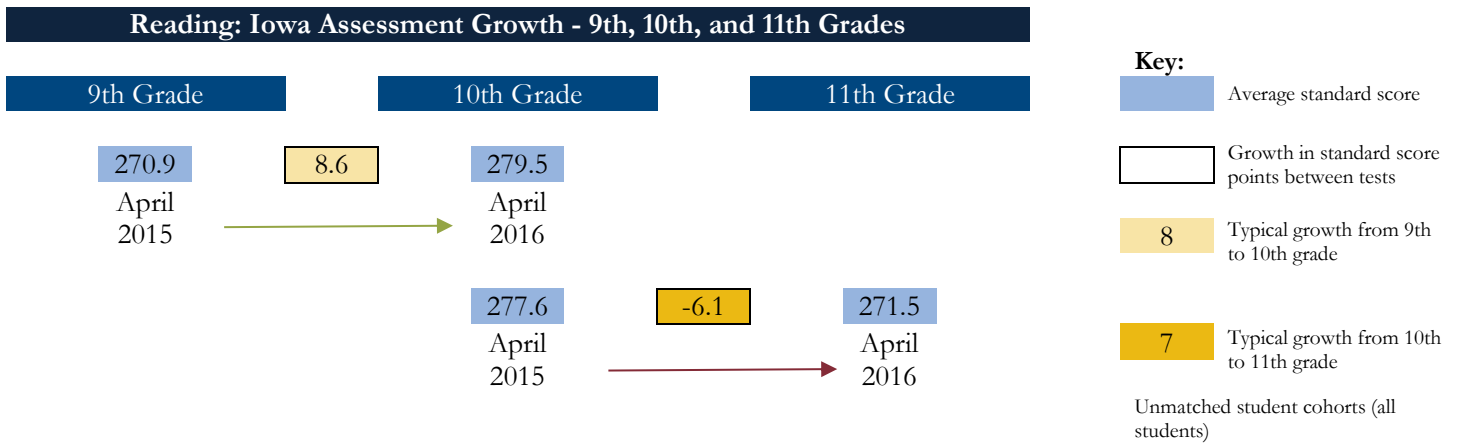
Measuring Growth in Addition to Proficiency

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 2016 cohort of 10th grade students grew 11.0 standard score points on the mathematics Iowa Assessment from 9th grade, increasing from a class average of 259.0 as 9th graders in the spring of 2015 to a class average of 270.0 as 10th graders in the spring of 2016. This gain of 11.0 standard score points in mathematics from 9th to 10th grade exceeded typical growth of 8 standard score points on the Iowa Assessments mathematics test by 3.0 points.

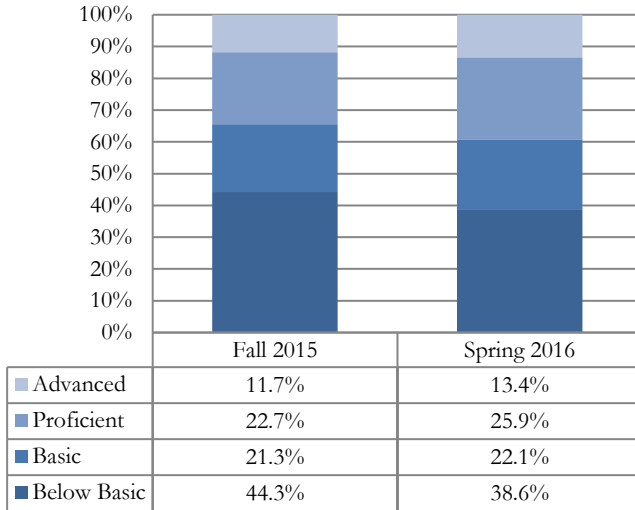
The 2016 cohort of 11th grade students grew 8.6 standard score points on the mathematics Iowa Assessment from 10th grade, increasing from a class average of 269.6 as 10th graders in the spring of 2015 to a class average of 278.2 as 11th graders in the spring of 2016. This gain of 8.6 standard score points in mathematics from 10th to 11th grade exceeded typical growth of 7 standard score points on the Iowa Assessments mathematics test by 1.6 points.



The 2016 cohort of 10th grade students grew 8.6 standard score points on the reading Iowa Assessment from 9th grade, increasing from a class average of 270.9 as 9th graders in the spring of 2015 to a class average of 279.5 as 10th graders in the spring of 2016. This gain of 8.6 standard score points in mathematics from 9th to 10th grade exceeded typical growth of 8 standard score points on the Iowa Assessments reading test by 0.6 points.

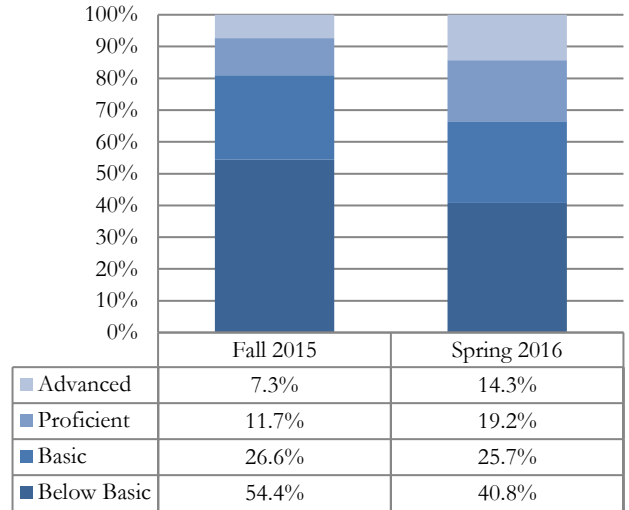
The 2016 cohort of 11th grade students lost 6.1 standard score points on the reading Iowa Assessment from 10th grade, decreasing from a class average of 277.6 as 10th graders in the spring of 2015 to a class average of 271.5 as 11th graders in the spring of 2016. This loss of 6.1 standard score points in mathematics from 10th to 11th grade fell short of typical growth of 7 standard score points on the Iowa Assessments reading test by 13.1 points.

Reading: Fall 2015 & Spring 2016 Achievement Levels on the Scholastic Reading Inventory, Grades 9-10



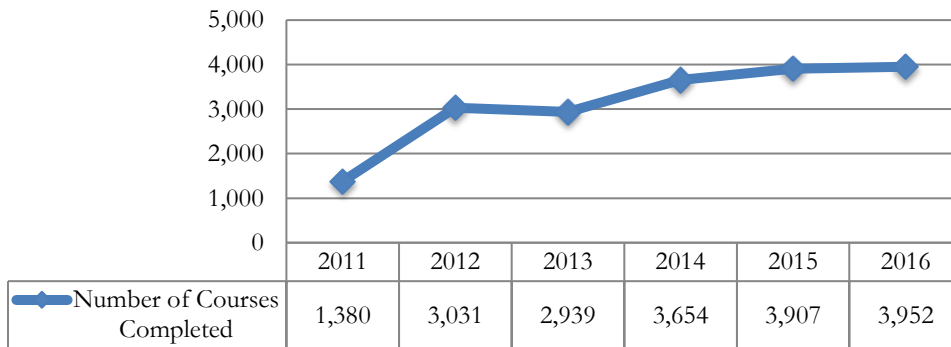
61.4 percent of 9th-10th grade students scored at or above the basic achievement level on the SRI in the spring of 2016. This is up 5.7 percent from 55.7 percent in the fall of 2015.

Mathematics: Fall 2015 & Spring 2016 Achievement Levels on the Scholastic Math Inventory, Grade 9



59.2 percent of 9th grade students scored at or above the basic achievement level on the SMI in the spring of 2016. This is up 13.6 percent from 45.6 percent in the fall of 2015.

Advanced Placement: Number of Courses 2011 to 2016



Completion of advanced placement (AP) courses increased by 45 from 2015 to 2016. The average AP exam score for Des Moines students of 2.23 fell short of the national average AP exam score of 2.85 by 0.62 in the 2015-16 school year.

DMPS Average
AP Exam Score:
2.23

National Average
AP Exam Score:
2.85

2015-16

Roosevelt Group Gets to the "C.O.R.E." of Issues

Roosevelt High School's C.O.R.E. (Community of Racial Equity) for Advancement isn't your garden variety extracurricular club. C.O.R.E. is a student-led group whose purpose is to unite strong leaders in support of students of color pursuing college-level courses. Besides being instrumental in increasing the enrollments of African-American students in AP courses at Roosevelt, C.O.R.E. maintains a regular monthly outreach effort to Roosevelt's feeder middle schools. Incoming freshmen are invited to C.O.R.E. before they ever start classes at Roosevelt. C.O.R.E. members support one another academically through collaborative study sessions and peer tutoring. The group is dedicated to building a wide, sturdy bridge across the achievement gap.



Next steps include soliciting help from the Drake Legal Clinic and the Community Foundation of Greater Des Moines in formally establishing a nonprofit mechanism to facilitate fundraising and expansion. C.O.R.E. is anxious to go deeper into a mission that many seem eager to join.

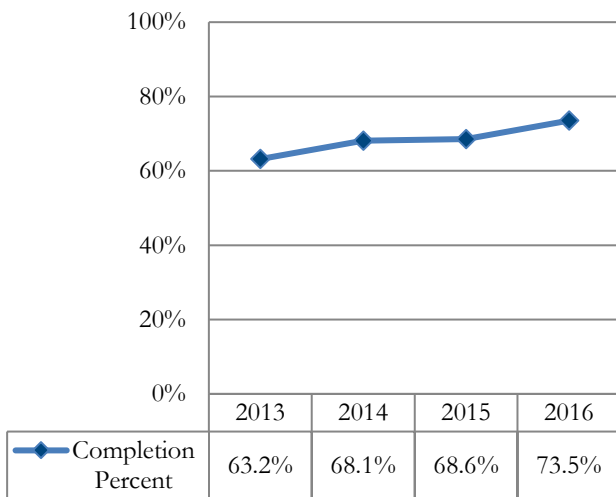
DMPS Financial Literacy is Moving off the Charts

High school economics isn't just theoretical micro and macro principles anymore. Embedded in the curriculum is an element of financial literacy; practical stuff that everybody should know to enable informed, intelligent decision-making about personal things like credit scores and ratings, checkbook balancing, retirement planning and the like. The Iowa Financial Literacy Program is underwritten here in DMPS by the Iowa Insurance Division and Principal Financial Group.

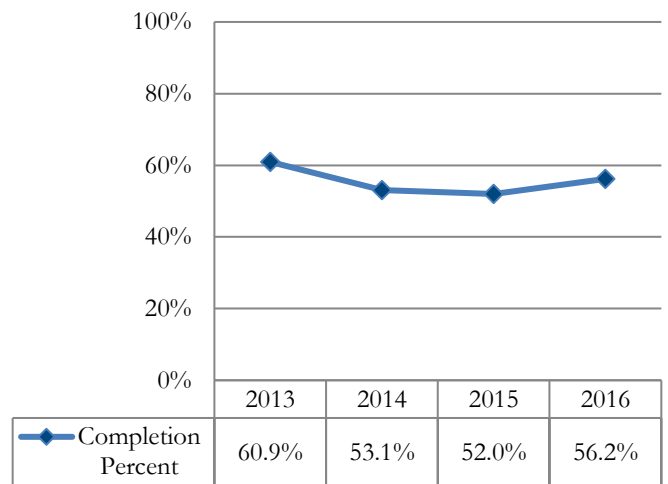


Their involvement has made possible the inclusion of an innovative web-based program from EverFi that uses tools like digital learning and gaming to educate teens about critical financial topics. Iowa Insurance Commissioner Nick Gerhart spoke to the assembled students and congratulated them on completion of an important part of their preparation for independent living. "By completing this course I believe you know more than most adults do about vital issues everyone faces during their lives," Gerhart said. "You'd be surprised how many people nearing retirement age are not prepared and don't know it."

Literacy: Percent Completing English I with a C or Higher by End of 9th Grade Trend



Mathematics: Percent Completing Algebra I with a C or Higher by End of 9th Grade Trend



↑ 73.5 percent of 9th grade students completed English I with a C or higher by the end of 9th grade in the 2015-16 school year. This is up 4.9 percent from 68.6 percent in the 2014-15 school year.

↑ 56.2 percent of 9th grade students completed Algebra I with a C or higher by the end of 9th grade in the 2015-16 school year. This is up 4.2 percent from 52.0 percent in the 2014-15 school year.

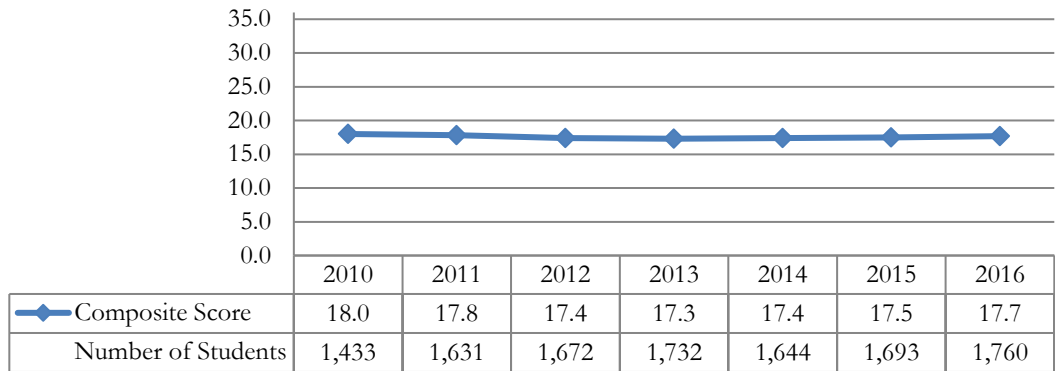
Music Participation off the Charts for DMPS Students

STEM is an educational buzzword these days and understandably so. An increasingly technological economy requires more workers trained in science, technology, engineering and math. But STEAM, with an A for Arts, is powering more and more students in this generation and DMPS, contrary to the perceptions of many, is an increasingly artsy district, even as it too ratchets up the emphasis in STEM-related areas of study. "Over the last four years, Des Moines Public Schools has made a concerted effort to increase the enrollment of students into the music programs in Des Moines Public Schools. To this end, Des Moines Public Schools has increased allocation of resources to purchasing and repairing instruments, hiring staff, and specializing teachers in a field of study in order to meet student needs. Because of these efforts, enrollment has increased in music programs," reads an introduction to the board report.

Enrollments in vocal music programs have more than doubled in three years, from 5,716 in 2012-13 to 12,766 this year. Participation among two demographic subgroups in particular exploded. The number of African American students went from 363 to 1,418. Among Hispanic/Latino students the growth was even more dramatic, from 211 to 1,565, a more than seven-fold increase.

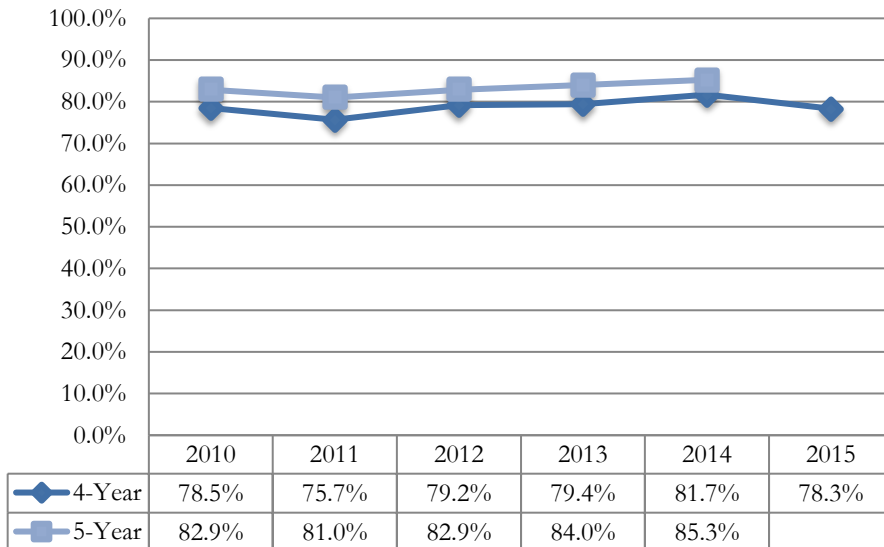


ACT: Grade II Average Composite Score 2010 to 2016



The number of students taking the ACT test increased by 67 students from 2015 to 2016. The average composite score increased by 0.2 from 2015 to 2016. Since the spring of 2010, DMPS has increased ACT test participation by 327 students.

Graduation: 4- and 5-Year Cohort Graduation Rates 2010 to 2015



The 4-year cohort graduation rate decreased from 81.7 percent in 2014 to 78.3 percent in 2015. This was decrease of 3.4 percent. The 5-year cohort graduation rate increased by 1.3 percent from 84.0 percent in 2013 to 85.3 percent in 2014.

Hoover, Meredith Celebrate Global Students and Learning

The Meredith-Hoover complex in northwest Des Moines is rich in diversity on a daily basis. Students found their ways there from some 35 different nations of birth. One day every year Hoover High School makes it a point to celebrate that richness with a special assembly and Thursday was the designated day for 2015-16. Actually there was a series of assemblies. Bright and early in the morning the students from Meredith Middle School were the audience in the Hoover auditorium for the first one, a program that set a perfect tone for Meredith's IB World Day Expo that was slated for later in the day, after school.

The theme for the assemblies was *Origins of a Community*. And as a series of student performances made abundantly clear, those origins span the globe. There were African song and dance; fashion shows from Pakistan and Kenya; Rakhine dance from Asia. An exchange student rat-a-tat-tatted an Italian rap. Also included were a dash of classical piano and some break dancing. Meanwhile, next door the Meredith students were putting the finishing touches on exhibits based on their International Baccalaureate Middle Years Programme "Learner Profile Traits," one of them in particular: open-mindedness.

Meredith/Hoover is the site of a program for newcomers to this country who are processed through the district's Welcome Center and arrive here speaking no English. The IB-MYP curriculum for grades 6-10 with its emphasis on global perspective is a natural fit in a district as diverse as this one, particularly so in this segment of it.

