



# DISTRICT PERFORMANCE AND EQUITY PROFILE

FALL 2017



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# Des Moines Public Schools

## District Performance and Equity Profile - Fall 2017



**\$537 million**

Annual Budget



**2,928**

Number of Teachers



**32,304**

Number of Students



**74%**

Students Eligible for Free or Reduced-Price School Lunch



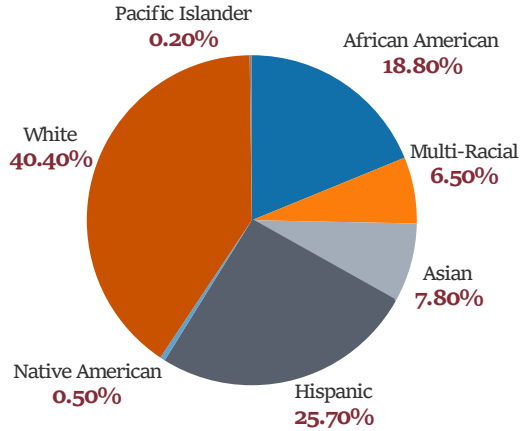
**21%**

Students Designated as English Language Learners



**63**

Number of Schools



**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

## Guiding Values of the District Performance and Equity Profile

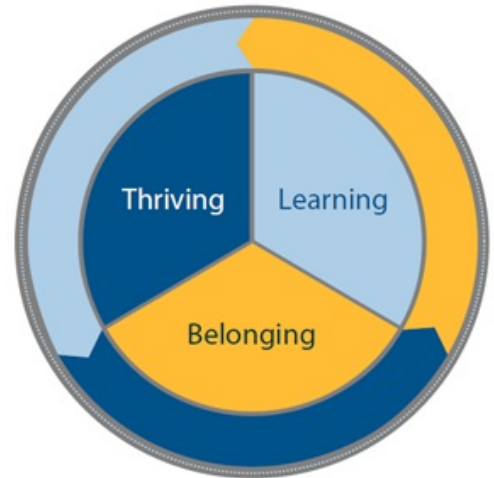
**Equity:** Ensuring that all students are successful requires looking specifically at groups of students who have historically been underserved, and responding with appropriate supports and resources. To this end, the district profile captures the performance of high priority student groups: (a) lowest performing racial/ethnic group, (b) English language learners, (c) students with disabilities, and (d) low-income students.

**Growth:** Focusing solely on the current status of student performance hides the impact the school has as measured by growth or improvement over time, because students enter schools at different places. This is why the profile focuses on growth over time and current status for all indicators.

**College, Career, & Community Readiness:** The indicators of the profile measure for student success in college, career, and community. Beginning as early as kindergarten, specific indicators can be monitored to provide guidance toward increasing students' likelihood of being college, career, and community ready.

**Whole Child:** DMPS schools educate and support the whole child. The culture and climate of a school provides the conditions for learning, and so the profile uses multiple indicators to measure school performance within areas of both academics and culture/climate. The DMPS whole child domains aligned with the district Equity Plan are:

- **Learning:** Providing students with essential knowledge, skills, and abilities.
- **Thriving:** Ensuring each student reaches their maximum potential through enriching activities.
- **Belonging:** Working in partnership with our students, families, and community to create connections that increase student success.



Indicators on this report were derived from the key performance indicators of the district equity plan.

## Learning

**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.

**Status:** The percentage of students who met the benchmark during spring

**Growth:** The change in the percentage of students meeting the benchmark from the previous year

**MAP (Reading & Math):** These reading and mathematics assessments are administered to students in grades K-9 three times per year. The MAP assessment is the district's primary measure of students achievement and growth.

**Status:** The percentage of students who met the college and career readiness benchmark during the spring

**Growth:** The percentage of students who met their individual growth target from fall to spring

**English I Completions:** English I is a required course for graduation. Most students are expected to take English I during their freshman year.

**Status:** Percentage of students who have one English I credit with an average English I grade of a 'C' or higher at the end of their freshman year

**Growth:** The change in the percentage of receiving a 'C' in English I or higher at the end of their freshman year from the previous year

**Algebra I Completions:** Algebra I is a required course for graduation. Most students are expected to take Algebra I during their freshman year.

**Status:** Percentage of students who have one Algebra I credit with an average Algebra I grade of a 'C' or higher at the end of their freshman year

**Growth:** The change in the percentage of receiving a 'C' in Algebra I or higher at the end of their freshman year from the previous year

**Advanced Placement 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.

**Status:** Percentage of student who received a three or higher on one or more AP exams

**Growth:** The change in the percentage of receiving a three on or more AP exams from the previous year



# Des Moines Public Schools

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## Learning (continued)

**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).

**Status:** Information taken from state department of education – graduation rates will lag one year behind

**Growth:** The change in the percentage from the previous year

**Dropout Rate:** The numerator of the dropout rate is the total number of dropouts in the school year and the denominator is the total fall enrollment of grades 7 through 12.

**Status:** Information taken from state department of education – dropout rates will lag one year behind

**Growth:** The change in the percentage from the previous year

## Thriving

**Office Referrals:** The percent of students who have zero or once office referral are regarded as having their behavior needs met in the classroom.

**Status:** Percentage of students who received zero or one office referral

**Growth:** The change in percentage of students who received zero or one office referral from the previous year

**Out of School Suspensions:** The number of school days a student (or group of students) misses because of an out of school suspension. The number of students used in this calculation is based on average daily membership.

**Status:** The number of out of school suspension days per students using average daily membership

**Growth:** The change in the number of out of school suspension days per student from the previous year

## Belonging

**Chronic Absences:** Students who are in attendance for less than 90% of the school year are considered chronically absent.

**Status:** Percentage of students who have less than 90% attendance using daily minutes attendance

**Growth:** The change in percentage of chronically absent students from the previous year

**Gallup Engagement:** Fifth through twelfth grade students take the Gallup Student Poll each fall. This poll measures the engagement, the involvement in and enthusiasm for school, of students.

**Status:** Percentage of students engaged as measured by the Gallup Student Poll

**Growth:** The change in percentage of students engaged from the previous year

**Gallup Hope:** Fifth through twelfth grade students take the Gallup Student Poll each fall. This poll measures student hope, the ideas and energy students have for the future.

**Status:** Percentage of students hopeful as measured by the Gallup Student Poll

**Growth:** The change in percentage of students hopeful from the previous year



# Elementary Schools

## Learning



38

Number of Elementary Schools



15,711

Number of Elementary Students

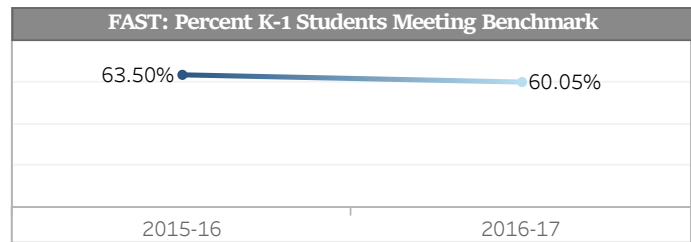


26%

Elementary Students Designated as English Language Learners

### Spring 2017 Percent of K-1 Students Meeting Benchmark on the Formative Assessment for Teachers (FAST)

60.05 percent of kindergarten - 1st grade students met or exceeded the composite benchmark on the FAST in the spring of 2017. This is down 3.45 percent from 63.50 percent in the spring of 2016.



### Spring 2017 MAP Percent of Students At or Above the College and Career Readiness Benchmark

Reading								
All Students	African American	Asian	Hispanic	Two or more races	White	Free & Reduced Lunch	Special Education	English Language Learners
32.65%	19.20%	30.01%	23.62%	36.36%	45.55%	25.23%	6.83%	9.65%

Math								
All Students	African American	Asian	Hispanic	Two or more races	White	Free & Reduced Lunch	Special Education	English Language Learners
33.45%	19.59%	35.42%	24.60%	38.14%	45.04%	27.07%	11.46%	17.91%

32.65 percent of 2nd - 5th grade students met the college and career readiness benchmark in reading on the spring MAP test. 33.45 percent of kindergarten - 5th grade students met the math benchmark.

### Spring 2017 MAP Percent of Students Meeting Fall to Spring Projected Growth Targets

46.96 percent of 2nd - 5th grade students met their individual growth target from fall to spring on the reading MAP test. 50.92 percent of kindergarten - 5th grade students met their math growth target.

Reading								
All Students	African American	Asian	Hispanic	Two or more races	White	Free & Reduced Lunch	Special Education	English Language Learners
46.96%	42.22%	49.57%	43.83%	49.85%	50.56%	44.96%	35.65%	42.85%

Math								
All Students	African American	Asian	Hispanic	Two or more races	White	Free & Reduced Lunch	Special Education	English Language Learners
50.92%	45.39%	55.81%	48.98%	49.90%	53.96%	49.04%	42.96%	50.28%



# Elementary Schools

## Thriving

### Percent of Students Who Received Zero or One Office Referral

Students Receiving Zero or One Office Referral									
	All Students	African American	Asian	Hispanic	Two or more races	White	Free & Reduced Lunch	Special Education	English Language Learners
2014-15	91.57%	82.90%	96.95%	94.65%	88.63%	93.09%	90.51%	78.64%	93.65%
2015-16	87.35%	75.14%	96.86%	91.90%	83.32%	89.03%	85.50%	69.69%	91.31%
2016-17	85.69%	72.98%	97.11%	91.32%	81.25%	87.00%	83.77%	66.95%	91.05%



The percent of students with zero or one office referral decreased by 1.66 percent from 2015-16 to 2016-17.

### Number of Out of School Suspension Days Per Student

Out of School Suspension Days per Student using Average Daily Membership									
	All Students	African American	Asian	Hispanic	Two or more races	White	Free & Reduced Lunch	Special Education	English Language Learners
2014-15	0.0395	0.0886	0.0151	0.0264	0.0661	0.0269	0.0490	0.1227	0.0351
2015-16	0.0402	0.0968	0.0092	0.0213	0.0560	0.0297	0.0479	0.1227	0.0286
2016-17	0.0410	0.0929	0.0046	0.0237	0.0644	0.0305	0.0495	0.1473	0.0253



The number of out of school suspension days per student ticked slightly up from 2015-16. This number can be interpreted as the total number of days the average student misses throughout the school year because of out of school suspension.

### Edmunds Earns National Honors For Physical Education

*Let's Move!* Active Schools, part of First Lady Michelle Obama's health and fitness initiative dedicated to ensuring 60 minutes of physical activity a day is the norm in K-12 schools, honored Edmunds Elementary School with the 2016 *Let's Move!* Active Schools National Award for its outstanding efforts in creating an Active School environment. Edmunds is one of only three schools in Iowa to earn this recognition.

"I applaud these schools for creating Active School environments that are inspiring students to be more engaged learners and ensuring that physical education and physical activity continue to be an important part of every child's educational experience," said First Lady Obama.





# Elementary Schools

## Belonging

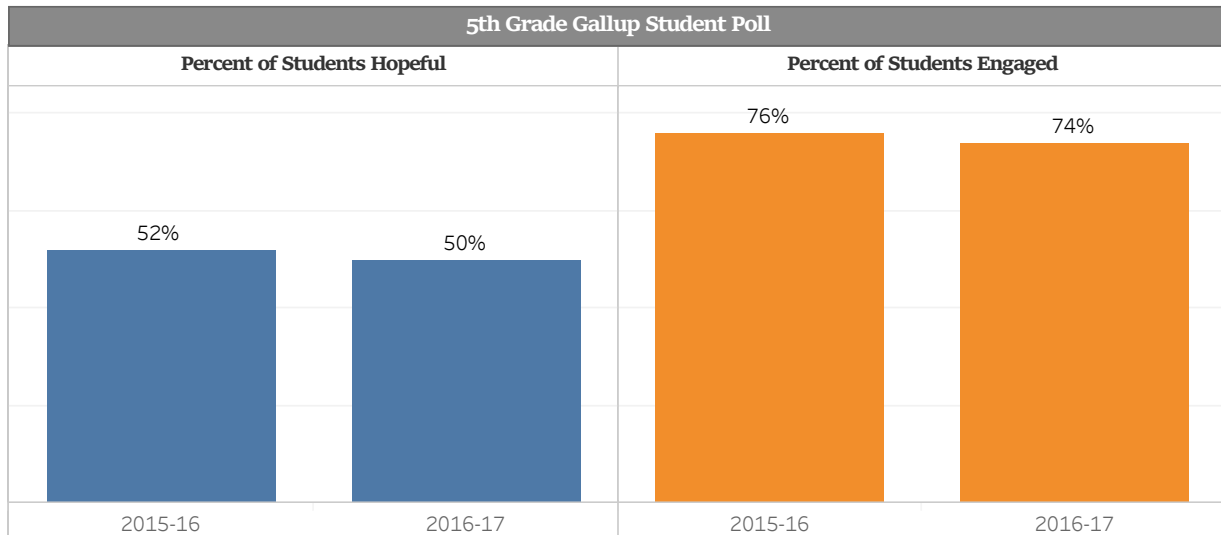
Percent of Students Chronically Absent (< 90% attendance rate)

Percent of Students Chronically Absent (< 90% attendance rate)									
	All Students	African American	Asian	Hispanic	Two or more races	White	Free & Reduced Lunch	Special Education	English Language Learners
2014-15	10.74%	14.45%	5.19%	9.52%	12.87%	10.31%	12.73%	17.56%	8.90%
2015-16	9.56%	13.30%	3.52%	7.63%	12.60%	9.47%	11.41%	15.17%	6.95%
2016-17	10.61%	14.73%	3.60%	10.00%	12.95%	9.62%	12.82%	16.20%	8.35%



The percent of students who were absent 10 percent or more of the school year increased by 1.05 percent from 2015-16 to 2016-17.

Gallup Student Poll Percent of 5th Grade Students Engaged & Hopeful



The percent of 5th grade students who were hopeful in the fall of 2016 decreased by 2 percent from the fall of 2015. The percent of 5th grade students who were engaged in the fall of 2016 also decreased by 2 percent from the fall of 2015.





# Middle Schools

## Learning



11

Number of Middle Schools



7,007

Number of Middle School Students



19%

Middle School Students Designated as English Language Learners

### Spring 2017 MAP Percent of Students At or Above the College and Career Readiness Benchmark

Reading								
All Students	African American	Asian	Hispanic	Two or more races	White	Free & Reduced Lunch	Special Education	English Language Learners
37.54%	22.55%	39.50%	27.93%	40.90%	50.34%	29.09%	6.88%	6.66%

Math								
All Students	African American	Asian	Hispanic	Two or more races	White	English Language Learners	Free & Reduced Lunch	Special Education
23.60%	9.90%	32.70%	14.42%	27.96%	33.99%	3.44%	15.95%	3.23%

37.54 percent of middle school students met the college and career readiness benchmark in reading on the spring MAP test. 23.60 percent of middle school students met the math benchmark.

### Spring 2017 MAP Percent of Students Meeting Fall to Spring Projected Growth Targets

54.41 percent of middle school students met their individual growth target from fall to spring on the reading MAP test. 53.72 percent of middle school students met their math growth target.

Reading								
All Students	African American	Asian	Hispanic	Two or more races	White	English Language Learners	Free & Reduced Lunch	Special Education
54.41%	50.09%	56.63%	53.42%	52.97%	56.86%	50.17%	52.99%	47.30%

Math								
All Students	African American	Asian	Hispanic	Two or more races	White	English Language Learners	Free & Reduced Lunch	Special Education
53.72%	49.69%	59.76%	50.90%	52.09%	56.67%	49.70%	52.10%	49.61%





# Middle Schools

## Thriving

### Percent of Students who Received Zero or One Office Referral

Students Receiving Zero or One Office Referral									
	All Students	African American	Asian	Hispanic	Two or more races	White	Free & Reduced Lunch	Special Education	English Language Learners
2014-15	77.91%	54.17%	94.41%	81.82%	72.58%	84.15%	72.86%	63.50%	74.11%
2015-16	78.39%	57.30%	94.57%	83.13%	71.86%	83.04%	74.73%	63.54%	77.12%
2016-17	78.17%	58.70%	93.13%	83.59%	72.83%	82.09%	74.64%	60.77%	80.78%



The percent of students with zero or one office referral decreased by 0.18 percentage points from 2015-16 to 2016-17. However, this number is slightly improved from 2014-15.

### Number of Out of School Suspension Days Per Student

Out of School Suspension Days per Students using Average Daily Membership									
	All Students	African American	Asian	Hispanic	Two or more races	White	Free & Reduced Lunch	English Language Learners	Special Education
2014-15	0.1752	0.3538	0.0681	0.1262	0.2438	0.1344	0.2306	0.2235	0.3847
2015-16	0.1728	0.3939	0.0256	0.0995	0.2465	0.1318	0.2064	0.1814	0.3956
2016-17	0.1713	0.3282	0.0516	0.1119	0.2030	0.1548	0.2088	0.1438	0.3844



The number of out of school suspension days per student dropped slightly 2015-16 to 2016-17. This number can be interpreted as the total number of days the average student misses throughout the school year because of out of school suspension.

### Hiatt Students Help School, Community at Service Day

On a cool spring day when a light drizzle interrupted a light rain, Hiatt Middle School students went about their rounds of improvements at their school and in the neighborhood as a part of their annual Service Day--an opportunity for students to learn more about volunteerism and ways to become more engaged with the community. This year more than 550 students in grades 6-8 participated.

Viva East Bank, a community organization that works closely with many east-side schools, helped organize this year's event, which included planting produce in a community garden, picking up litter, and making gifts for residents of a nearby retirement center. Habitat for Humanity was also on hand, helping students build new community benches. And inside the gymnasium several students were gathered around large pieces of fabric creating a mural - a collage of images that form two large hands - which will be displayed at the school.





# Middle Schools

## Belonging

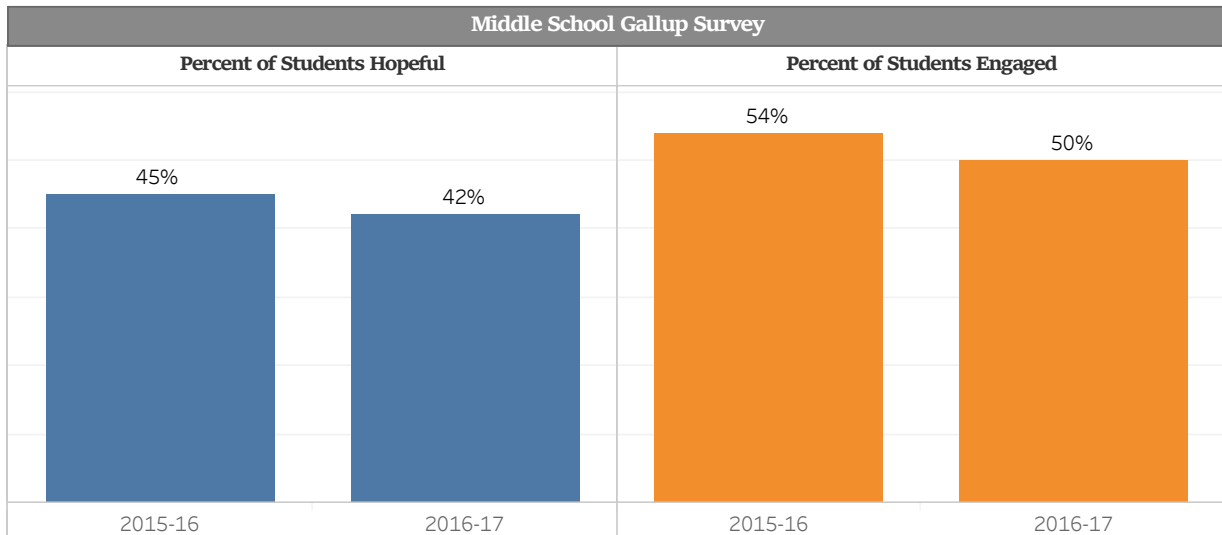
### Percent of Students Chronically Absent (< 90% attendance rate)

Students Attending Less than 90% of their Daily Mintues									
	All Students	African American	Asian	Hispanic	Two or more races	White	Free & Reduced Lunch	Special Education	English Language Learners
2014-15	17.08%	19.36%	4.89%	16.90%	20.95%	17.66%	21.25%	26.29%	13.63%
2015-16	16.97%	21.07%	5.99%	15.39%	20.04%	17.42%	19.98%	27.10%	14.96%
2016-17	18.98%	22.15%	6.20%	16.76%	21.15%	20.77%	22.60%	27.58%	14.44%



The percent of students who were absent 10 percent or more of the school year increased by 2.01 percent from 2015-16 to 2016-17.

### Gallup Student Poll Percent of Middle School Students Engaged & Hopeful



The percent of middle school students who were hopeful in the fall of 2016 decreased by 2 percent from the fall of 2015. The percent of middle school students who were engaged in the fall of 2016 decreased by 4 percent from the fall of 2015.



# High Schools

## Learning



5

Number of High Schools



9,586

Number of High School Students



15%

High School Students Designated as English Language Learners

### Spring 2017 MAP Percent of 9th Grade Students At or Above the College and Career Readiness Benchmark

Reading								
All Students	African American	Asian	Hispanic	Two or more races	White	Free & Reduced Lunch	Special Education	English Language Learners
39.04%	24.19%	38.33%	29.58%	43.17%	50.47%	28.54%	6.96%	6.43%

Math								
All Students	African American	Asian	Hispanic	Two or more races	White	Free & Reduced Lunch	Special Education	English Language Learners
18.62%	7.12%	23.04%	10.76%	15.27%	28.64%	10.98%		

39.04 percent of high school students met the college and career readiness benchmark in reading on the spring MAP test. 18.62 percent of high school students met the math benchmark.

### Spring 2017 MAP Percent of 9th Grade Students Meeting Fall to Spring Projected Growth Targets

47.80 percent of high school students met their individual growth target from fall to spring on the reading MAP test. 44.50 percent of high school students met their math growth target.

READING								
All Students	African American	Asian	Hispanic	Two or more races	White	Free & Reduced Lunch	Special Education	English Language Learners
47.80%	50.33%	51.90%	47.91%	35.71%	47.81%	48.06%	47.18%	40.60%

Math								
All Students	African American	Asian	Hispanic	Two or more races	White	Free & Reduced Lunch	Special Education	English Language Learners
44.50%	42.05%	50.63%	38.72%	35.04%	49.64%	41.52%	43.06%	41.73%



# High Schools

## Learning

Percent of students who have one English I credit with an average English I grade of a 'C' or higher at the end of their freshman year

Freshmen with a C or higher in English I									
	All Students	African American	Asian	Hispanic	Two or more races	White	Free & Reduced Lunch	Special Education	English Language Learners
2014-15	64.13%	55.24%	65.77%	58.70%	72.66%	69.45%	58.97%	46.93%	36.92%
2015-16	67.65%	60.09%	71.30%	63.72%	73.98%	71.47%	64.33%	53.54%	41.86%
2016-17	60.56%	47.93%	71.43%	52.87%	60.13%	70.29%	54.33%	45.94%	33.46%



The percent of 9th grade students with a 'C' or higher in English I decreased by 6.73 percent from 2015-16.

Percent of students who have one Algebra I credit with an average Algebra I grade of a 'C' or higher at the end of their freshman year

Freshmen with a C or Higher in Algebra I									
	All Students	African American	Asian	Hispanic	Two or more races	White	Free & Reduced Lunch	Special Education	English Language Learners
2014-15	49.29%	37.38%	54.95%	43.23%	56.83%	55.60%	42.39%	9.78%	17.15%
2015-16	53.45%	40.58%	62.50%	51.33%	50.41%	58.82%	48.41%	18.48%	25.06%
2016-17	48.74%	32.71%	58.99%	42.95%	50.31%	58.29%	41.22%	13.79%	19.81%



The percent of 9th grade students with a 'C' or higher in Algebra I decreased by 3.75 percent from 2015-16.

Percent of student who received a three or higher on one or more AP exam

Percentage of student who received a three or higher on one or more AP exams									
	All Students	African American	Asian	Hispanic	Two or more races	White	Free & Reduced Lunch	Special Education	English Language Learners
2014-15	6.89%	1.58%	6.92%	4.14%	4.01%	10.88%	2.61%	0.08%	0.20%
2015-16	6.89%	1.48%	7.73%	5.30%	4.77%	10.26%	3.35%	0.00%	0.34%
2016-17	7.61%	1.73%	8.43%	5.27%	6.27%	11.68%	3.70%	0.14%	1.10%



The percent of high school students who received a three or higher on one or more AP exam increased by 0.72 percent from 2015-16.

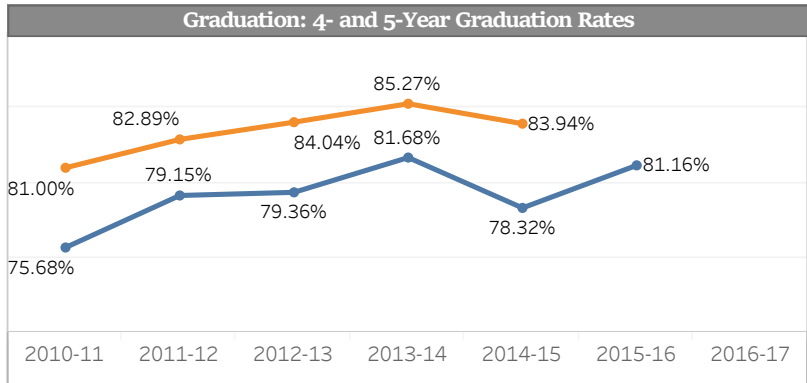


# High Schools

## Learning

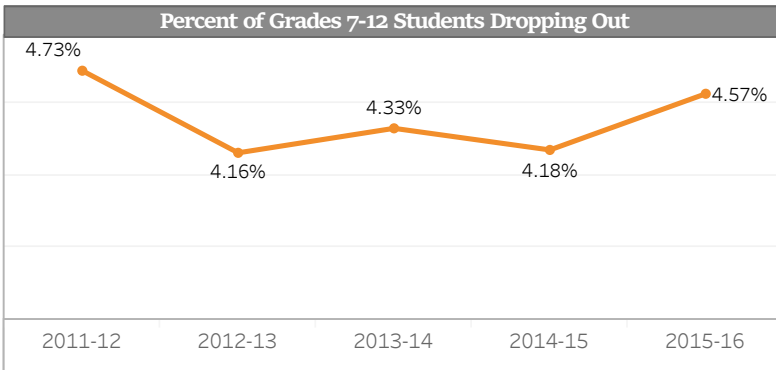
### Graduation Rates: 4-Year Cohort & 5-Year Cohort

■ 4 Year Graduation Rate  
■ 5 Year Graduation Rate



The 4-year cohort graduation rate increased from 78.32 percent in 2015 to 81.16 percent in 2016. This was an increase of 2.84 percent. The 4-year cohort graduation rate has increased by 5.48 percent since 2011.

### Dropout Rates: Grades 7 through 12 Annual Dropouts



The dropout rate increased from 4.18 percent in 2015 to 4.57 percent in 2016. This was an increase of 0.39 percent. However, the drop rate has decreased by 0.16 percent since 2012.



# High Schools

## Thriving

### Percent of Students who Received Zero or One Office Referral

Students Receiving Zero or One Level Two or Higher Referral									
	All Students	African American	Asian	Hispanic	Two or more races	White	Free & Reduced Lunch	Special Education	English Language Learners
2014-15	85.92%	74.56%	95.29%	86.29%	80.20%	89.46%	82.94%	74.55%	83.96%
2015-16	87.02%	77.47%	96.00%	88.43%	83.05%	89.23%	84.42%	73.99%	88.89%
2016-17	87.76%	77.24%	97.56%	89.93%	82.23%	90.16%	85.04%	71.04%	89.03%



The percent of students with zero or one office referral increased by 0.74 percent from 2015-16 and 1.84 percent from 2014-15

### Number of Out of School Suspension Days Per Student

Out of School Suspension Days per Students using Average Daily Membership									
	All Students	African American	Asian	Hispanic	Two or more races	White	Free & Reduced Lunch	Special Education	English Language Learners
2014-15	0.2285	0.4206	0.0641	0.2255	0.3328	0.1693	0.2902	0.4188	0.2419
2015-16	0.1797	0.3489	0.0838	0.1369	0.2475	0.1390	0.2168	0.3504	0.1380
2016-17	0.1516	0.3429	0.0602	0.1064	0.1780	0.1065	0.1932	0.3734	0.1375



The number of out of school suspension days per student decreased by 0.028 from 2015-16 to 2016-17. This number can be interpreted as the total number of days the average student misses throughout the school year because of out of school suspension.

### Five High Schools on AP Index for 5th Year in a Row

For the fifth year in a row, all five comprehensive high schools at Des Moines Public Schools are listed among the state's top 50 high schools on the Iowa Advanced Placement (AP) Index.

The Iowa AP Index, compiled and released by the Belin-Blank Center for Gifted Education at the University of Iowa, ranks how well Iowa high schools provide students with the opportunity to take college-level Advanced Placement courses. The rankings are based on the number of AP exams taken by students compared to the number of graduates from the spring of 2016.





# High Schools

## Belonging

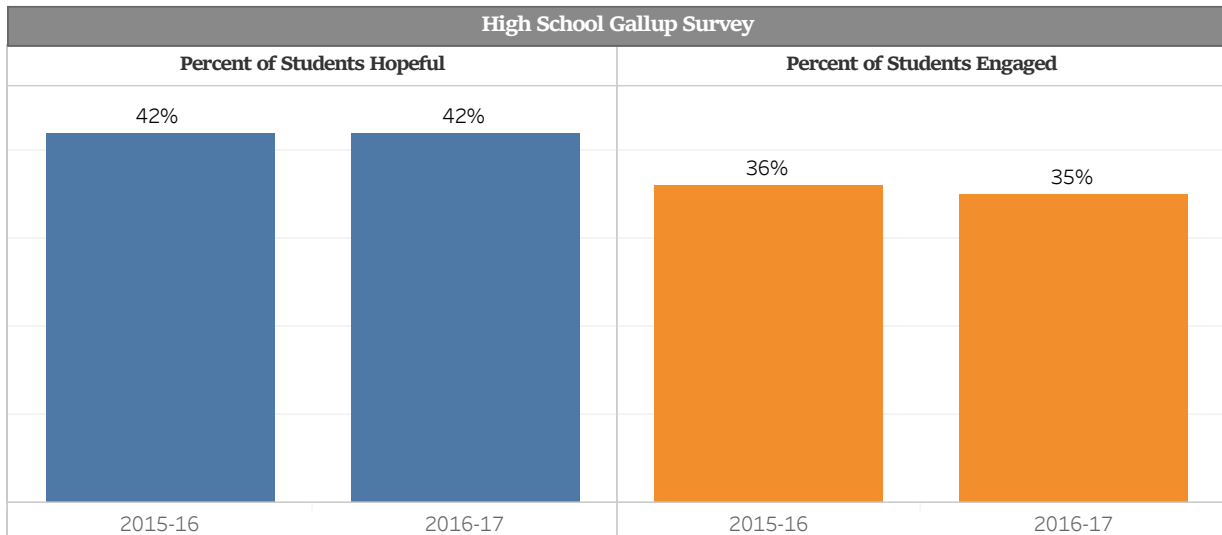
### Percent of Students Chronically Absent (< 90% attendance rate)

Students Attending Less than 90% of their Daily Mintues									
	All Students	African American	Asian	Hispanic	Two or more races	White	Free & Reduced Lunch	Special Education	English Language Learners
2014-15	40.06%	48.65%	21.79%	48.12%	47.44%	34.79%	48.15%	50.77%	42.81%
2015-16	38.37%	45.82%	21.85%	44.96%	45.63%	33.79%	44.68%	53.73%	39.51%
2016-17	39.24%	47.97%	21.93%	46.85%	43.71%	33.56%	46.06%	50.34%	41.25%



The percent of students who were absent 10 percent or more of year school your increased by 0.87 percent from 2015-16 to 2016-17. Although, this is still slightly improved from 2014-15.

### Gallup Student Poll Percent of High School Students Engaged & Hopeful



The percent of high school students who were hopeful in the fall of remained the same from the fall of 2015. The percent of high school students who were engaged in the fall of 2016 decreased by 1 percent from the fall of 2015.