Board Goal, Interim Goal & Selected Other Data

Summary Information

February 9, 2024

Contents

GOALS OVERVIEW NARRATIVE

Our Board Goals have gone through three distinct iterations in the past 6 years. The Goals were not changed between the second and third iterations; only the interim goals were adjusted.

First Iteration and Origination of Current Board Goal Areas

During the 2018-2019 school year, the DMPS School Board facilitated a number of public sessions that engaged parents, community members/partners, district staff, and students to collect information around two critical questions:

• What is the impact you want our school system to make on our students?

• What do you want students to know and be able to do?

Based on the Board's community engagement efforts, they produced specific, measurable, time targeted goals in three priority areas: Early Literacy, Algebra Readiness, and a Black Male student success. The Board also set a placeholder for a future goal in the area of Social Emotional Learning. The Board Goals representing these areas were initially adopted by the School Board on June 18, 2019.

Goal 1: The percent of all third grade students on track in reading will increase from 52% to 72% by June 2023, as measured by FAST.

Goal 2: The percent of Black Male third grade students on track in reading will increase from 35% to 72% by June 2023, as measured by FAST.

Goal 3: The percent of Black Male students completing Algebra I with a B or higher by the end of grade 9 will increase from 17% to 35% by August 2023.

Each of the goals was monitored throughout the school year with a set of progress measures aligned to these goal outcomes.

In addition to these three goals, the Board intended at the time to have a 4th goal tied to Social Emotional Learning, utilizing student perspective SEL data from the Panorama assessment. However, there was insufficient data to set a goal when the other goals were set, as Spring 2019 was the first time Panorama SEL was taken by DMPS students. No goal was ever determined in this area and SEL outcomes monitoring was shifted to the Guardrails in Fall, 2022.

Second Iteration

The Board Goals were adjusted in the fall of 2022 to better align with state and federal evaluation methods and board governance best practices. Additionally, Interim Goals were established to show formative progress toward the annual goal throughout the school year.

Early Literacy

Goal 1: The percent of all fourth-grade students proficient on the ISASP ELA assessment will increase from 52.7% in June 2022 to 67% in June 2026.

   A. The percent of 2nd -3rd grade students meeting benchmark on FastBridge CBM-Reading will increase from 54.3% in June 2022 to 70% in June 2026.

   B. The percent of grade 2-3 students that show typical or aggressive growth from fall to spring as measured by the FastBridge reading screener will increase from 64.3% in June 2022 to 80% in June 2026.

Goal 2: The percent of Black male fourth grade students proficient on the ISASP ELA assessment will increase from 29.5% in June 2022 to 67% in June 2026.

   A. The percent of grade 1-3 black male students in ELL programming that show typical or aggressive growth from fall to spring as measured by the FastBridge reading screener will increase from 60.0% in June 2022 to 80% in June 2026.

   B. The percent of grade 1-3 black male students with IEPs that show typical or aggressive growth from fall to spring as measured by the FastBridge reading screener will increase from 28.8% in June 2022 to 80% in June 2026.

C. The percent of grade 3 black male students responding favorably to the Self-Efficacy measure on the Panorama Student SEL Survey will increase from 59% in June 2022 to 70% in June 2026.

Algebra

Goal 3: The percent of Black male eleventh grade students proficient on the ISASP mathematics assessment will increase from 17.7% in June 2022 to 45% in June 2026.

A. The percent of grade 6-10 black male students responding favorably to the Teacher-Student Relationship measure on the Panorama Student SEL Survey will increase from 51% in June 2022 to 65% in June 2026.

B. The percent of grade 6-8 black male students meeting benchmark on the FastBridge math screener will increase from 24.4% in February 2021-22 to 55% in February 2025-26.

C. The percent of black male students completing Algebra I with a B or higher by the end of grade 9 will increase from 8.3% in June 2022 to 40% in June 2026.

Third Iteration

==In the summer of 2023, a team of district staff met to identify Interim Goals that were more representative of the system and did not have the technical difficulties that the initial Interim Goals created. At this time, it was identified that many of the previously used Interim Goals were made up of N sizes that made them unstable for monitoring at both the district and the building level, as well as utilizing data points that were not consistently available from the systems in place.==

Additionally, in the Fall of 2023, in response to ongoing concerns around chronic absenteeism, Dr. Roberts established the Superintendent's Goal on Chronic Absenteeism. This goal has been rolled out to schools and is intended to be monitored at the Board table in the Spring of 2024.

Goal 1: The percent of 4th grade students proficient on the ISASP ELA Assessment will increase from 52.7% in June 2022 to 67% in June 2026.

> Interim Goal 1a: The percent of 2nd-3rd grade students meeting benchmark on FastBridge CBM-Reading will increase from 54.3% in June 2022 to 70% in June 2026.

Goal 2: The percent of Black male 4th grade students proficient on the ISASP ELA Assessment will increase from 29.5% in June 2022 to 67% in June 2026.

> Interim Goal 2a: The percent of 2nd-3rd grade Black Male students meeting benchmark on FastBridge CBM-Reading will increase from 44.6% in June 2023 to 70.0% in June 2026.

Goal 3: The percent of Black male 11th grade students proficient on the ISASP Mathematics Assessment will increase from 17.7% in June 2022 to 45% in June 2026.

> Interim Goal 3a: The percent of 6th- 8th grade Black male students meeting benchmark on the FastBridge math screener will increase from 15.7% in June 2023 to 45% in June 2026

> Interim Goal 3b: The percent of Black male students enrolled in Algebra I as 9th Graders earning a B or higher will increase from 22.2% in June 2023 to 50% in June 2026.

Goal 4: Eighty percent or more schools (44 out of 55) will meet their interim goal for chronic absenteeism reduction.[8]

> Interim Goal 4a: Elementary schools will decrease the percent of all students who are chronically absent (missing 10% of instructional minutes) by 8% from June of 2023 to June 2024.

> Interim Goal 4b: Middle schools will decrease the percent of all students who are chronically absent (missing 10% of instructional minutes) by 3% from June of 2023 to June 2024.

> Interim Goal 4c: High schools will decrease the percent of all students who are chronically absent (missing 10% of instructional minutes) by 1.5% from June of 2023 to June 2024.

DMPS Board Guardrails

In the Summer and Fall of 2022, the Board established a series of Guardrails to be monitored by the Board and the District MTSS Team. These guardrails are then monitored through a series of data points, including risk ratios, Panorama perspective data, outcomes on formative assessments, and staffing ratios.

1. The Superintendent shall not allow inequitable treatment of students or the continuation of systems that allow for it.

2. The Superintendent shall not allow the social emotional learning needs of marginalized students to be unaddressed.

3. The Superintendent shall not allow the composition of the teaching and learning staff to diverge regarding demographics and cultural responsivity, from the student population while utilizing hiring practices conducted in accordance with the District's Affirmative Action Plan and Equal Employment Opportunity/Non-Discrimination Process.

4. The Superintendent shall not allow an environment for both students and staff that is unsafe and unwelcome.

5. The Superintendent shall not cause or allow any practice, activity, decision, or organizational circumstance that is financially imprudent, unnecessarily risks district assets, or violates commonly accepted business and professional practices.

Additional Information on Current Board Goals, Relevant Dashboards, and Other Notes

Dashboard	Description
Goals 1, 2, 3 (District View)	A summary of board goal reported measures for the 2023-2024 school year.
Goals 1, 2, 3 and Interims Cascaded (School Roll-up)	A summary of the cascade of board goals from district to schools. Tabs organized by school and a district-wide summary.
FAST year over year comparison (Gr K-8)	A summary of FastBridge results for grades K-8 math and literacy.
Chronic Absenteeism	The Student Attendance Rates tab of this report summarize rates of chronic absenteeism by school.
ISASP year over year comparison	A summary of results for the Iowa Statewide Assessment of Student Progress.

Important notes about data presented:

- <mark>The Board Goals are not monitored in cohorts, instead, they follow a span of grade levels over time as students move in and out of that grade level band.</mark>
- The current Board Goals are measured once per year, at the end of the year after ISASP data is made available. Interim Goals are measured more frequently (typically two to three times a year) and are intended to provide an indicator of whether the district is on track to meet the Board Goals.
  - Interim Goals for Goals 1a and 2a and 3a are based on the FastBridge assessments, which are correlated with ISASP outcomes.[1]
  - Interim Goal 3b is based on Semester grades and utilizes a version of the previous Board Goal from the first iteration of the Board Goals as the formative measure.
- Schools have individualized goals for Goal 1 and Interim Goal 1a based on their unique starting point. For Goals 2 and 3 and the Interim Goals aligned to them, schools do not have individual goals because small student populations yield unstable sample sizes. Instead, school goals are set equal to the district goals for these measures. For more details on how targets are set, visit this documentation.
- Middle school FastBridge data is available beginning in 2022-2023 due to a shift in assessments.
- The Iowa School Performance Profile (ISPP) is compiled and calculated by the Iowa Department of Education in the summer and fall following the completion of a given school year in accordance with the State's Federal ESSA plan. The outcomes of the ISPP are made available to districts typically in the late fall of the following school year. This means that 2022-2023 data was provided to schools in November/December of the 2023-2024 school year.

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[1] https://iowa.pearsonaccess.com/resources/research/ISASP_TechnicalManual_Version2_0.pdf

# BOARD GOAL AND INTERIM GOAL PROGRESS SUMMARY

Summary: Overall, almost all of the current Board Goals and Interim Goals can be categorized as improving, but not fast enough to meet district targets. One interim goal is declining. There are no Goals or Interim Goals that are currently on track to meet their ending targets in 2026.

Chart Conventions: Square points indicate results and solid lines indicate a linear trendline for all results. Dotted lines indicate district targets. The gap between trendline and target line visualizes where the rate of growth is insufficient to meet targets.

Growing, but not Fast Enough:

Goal 1 and Goal 2 -- Grade 4 ISASP ELA (*Tableau Dashboard: District Goal 1 and 2*)

Four-year trends[2] of ISASP ELA data demonstrate a slight increase in proficiency for both 4th Grade All Students and 4th Grade Black Male students from the first year of ISASP administration to the most recent year, however, the rate of increase is not adequate to make progress toward district goals.[3]
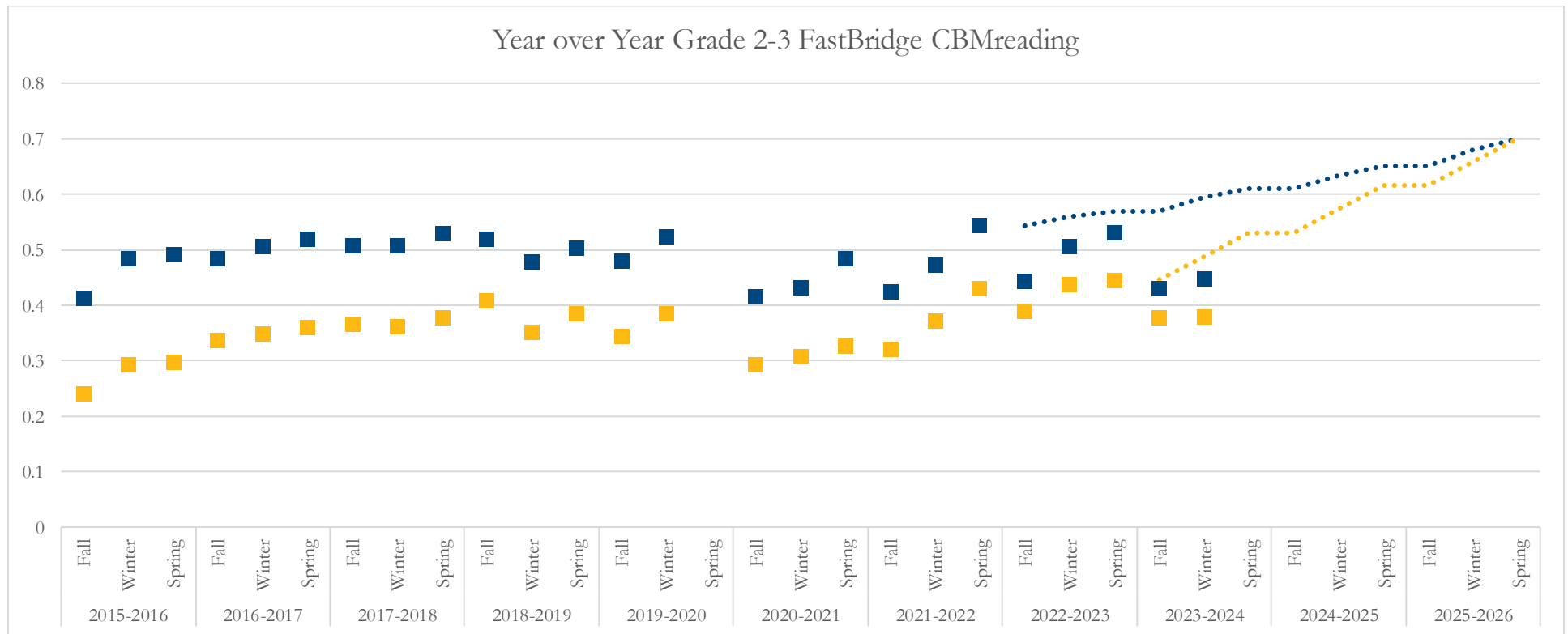

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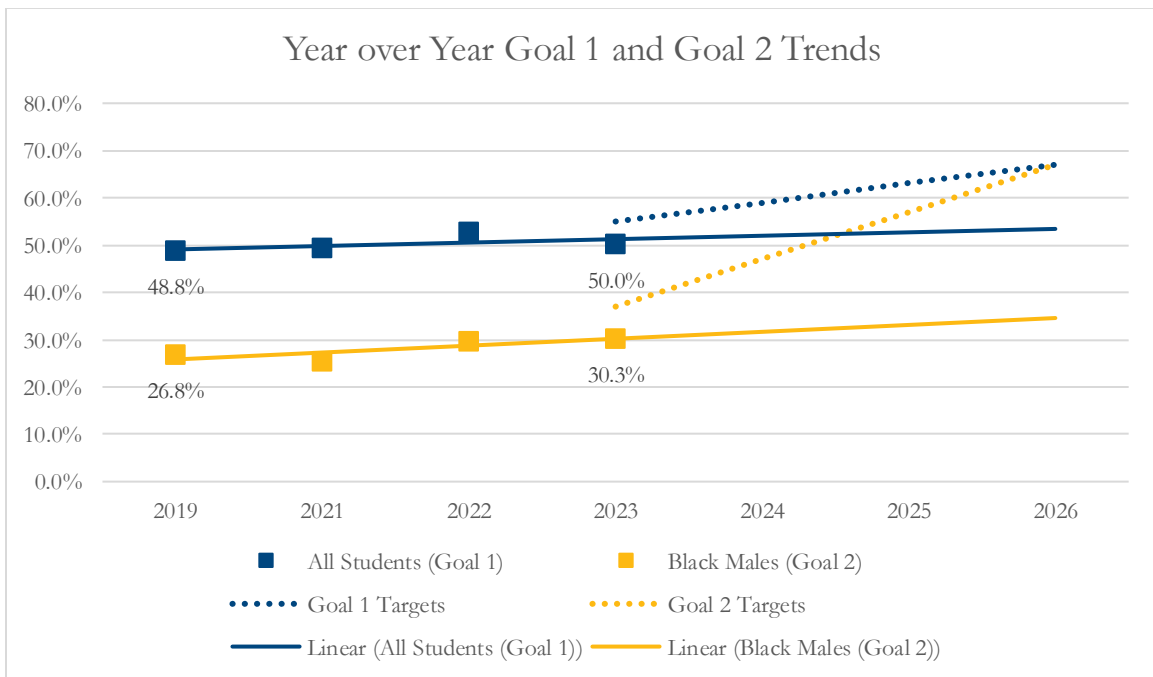
[2] ISASP was not administered in Spring of 2020 due to the COVID-19 Pandemic.
[3] Board Goals were revised in Summer of 2022 to align to ISASP measures. As a result, Spring 2023 is the only season of data for which we have ISASP results that a district target was set. 2019 was the first year ISASP was administered in the state of Iowa. Prior to that, a different assessment was used statewide.

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Growing, but not Fast Enough:

Interim Goal 1a and 2a -- Grade 2-3 Black Male FastBridge Literacy *(Tableau Dashboard: District Goal 1 and 2)* *(Tableau Dashboard: FastBridge Analysis)*

Second and third grade students have taken CBMreading as a literacy screening assessment since 2015-2016. Since the initial administration, both the percent of all students meeting benchmark and the percent of Black males meeting benchmark has improved, however, the rate of improvement is close, but not quite adequate to meet district targets. The pattern in change over season before and after the COVID-19 pandemic are notably different with a smoother trendline from Fall 2015 to Winter 2019. Beginning in Fall of 2020, rates of improvement during the same school year are much sharper, but the decrease from spring of one year to fall of the next is also much more dramatic. See the next page for additional discussion of trends in this measure after 2020.

Year over Year Grade 2-3 FastBridge CBMreading

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1. Especially in the years 2020-2021, 2021-2022, and 2022-2023, there is a notable pattern of large gains in proficiency throughout the school year from fall to spring. This rate of growth within the school year is equal to or sometimes even more aggressive than the trend set by district targets.
2. The decrease in the percent of students proficient from Spring of one year to Fall of the next year often nullifies the growth from the previous school year. For details on how summer loss compares to academic year gains, see the table at the bottom of this page.
   a. Note that goals are not tracked in cohorts so many features could contribute to this decrease including adding new cohort of 2nd grade students, summer learning loss (also known as "summer slide"), and newly enrolled students.
3. Generally, the shape of growth and decline is the same between all students and Black male students, however, the gap between all students and Black male students is narrowing. Trendlines based upon post-pandemic results indicate that the gap between these two subgroups will be eliminated by 2026, however, the rate of growth is still well below the district target of 70.0%


Year over Year Grade 2-3 FastBridge CBMreading
Recent Years Fall to Spring
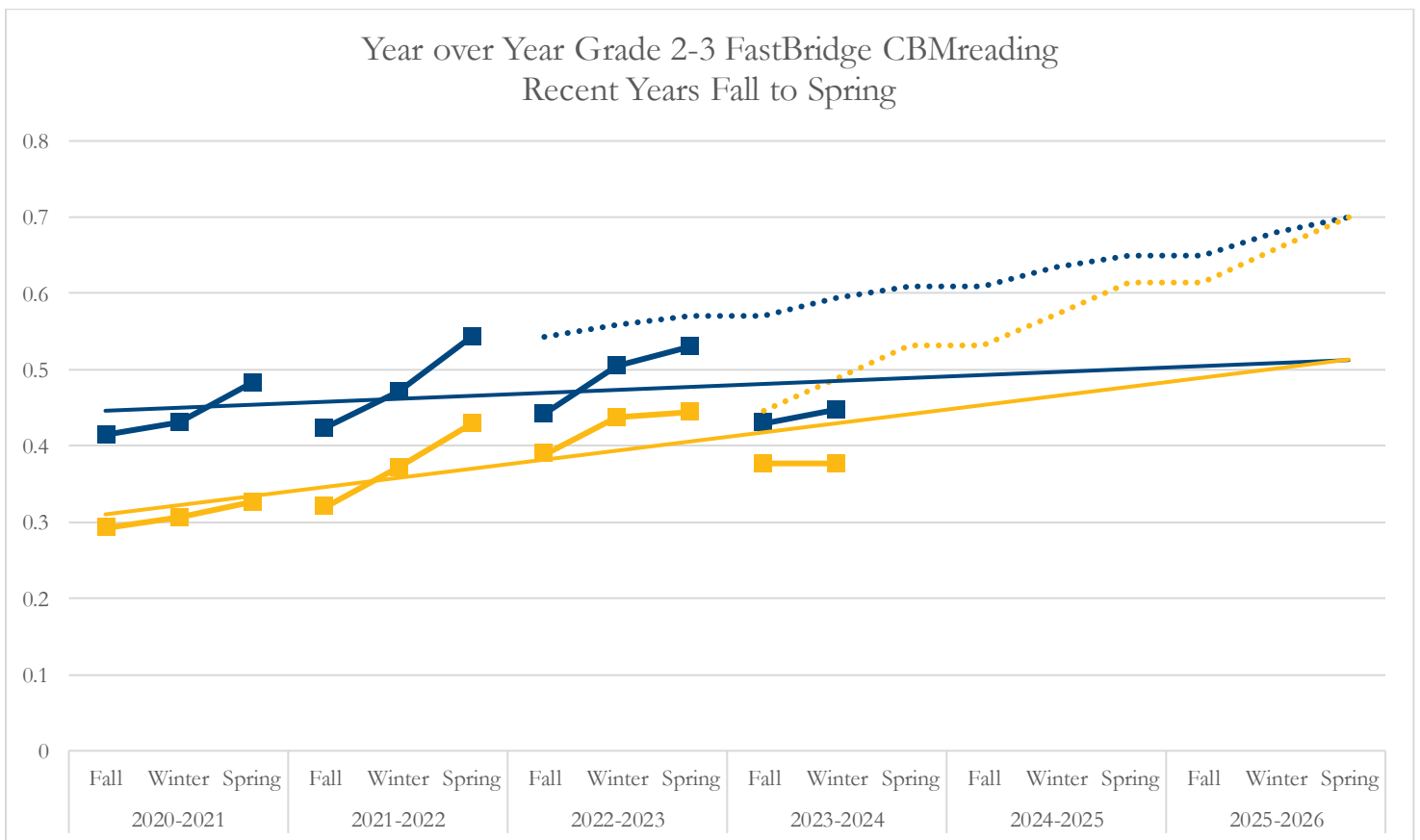
	Growth Fall 2020 to Spring 2021	Loss Spring 2021 to Fall 2021	Growth Fall 2021 to Spring 2022	Loss Spring 2022 to Fall 2022	Growth Fall 2022 to Spring 2023	Loss Spring 2023 to Fall 2023
IG.1a	6.8%	5.9%	11.9%	10.1%	8.7%	10.0%
IG.2a	3.5%	0.7%	10.9%	4.0%	5.5%	6.8%

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Growing, but not Fast Enough:

Goal 3-- Grade 11 ISASP Math *(Tableau Dashboard: District Goal 3)*

Similarly to Goals 1 and 2, year over year data for Goal 3 shows a slight improvement in outcomes on the ISASP Math test for 11th grade Black Male students, but the rate of improvement is not sufficient to meet district targets. Trends in decreases and increases in performance are similar among all students; the percent of all students proficient or advanced is consistently greater than Black males. The gap narrowed slightly in 2021 and 2022 but was slightly wider in 2023 than in 2019.

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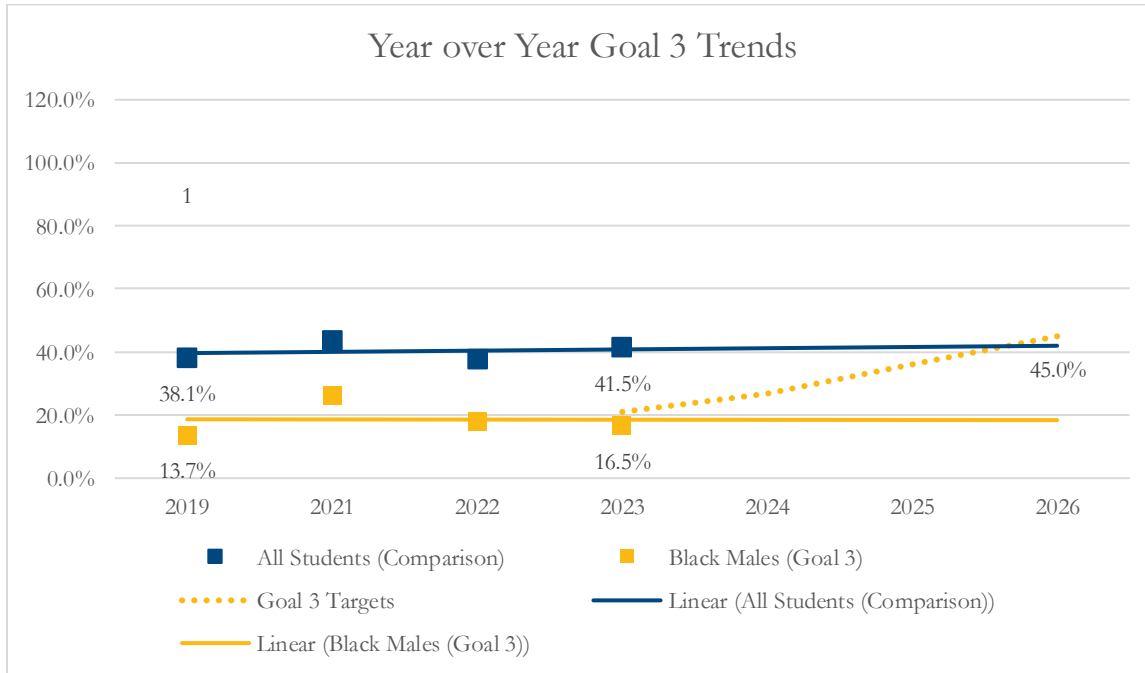
Growing, but not Fast Enough:

Interim Goal 3a -- Grade 6-8 Black Males FastBridge aMath *(Tableau Dashboard: District Goal 3) (Tableau Dashboard: FastBridge Analysis)*
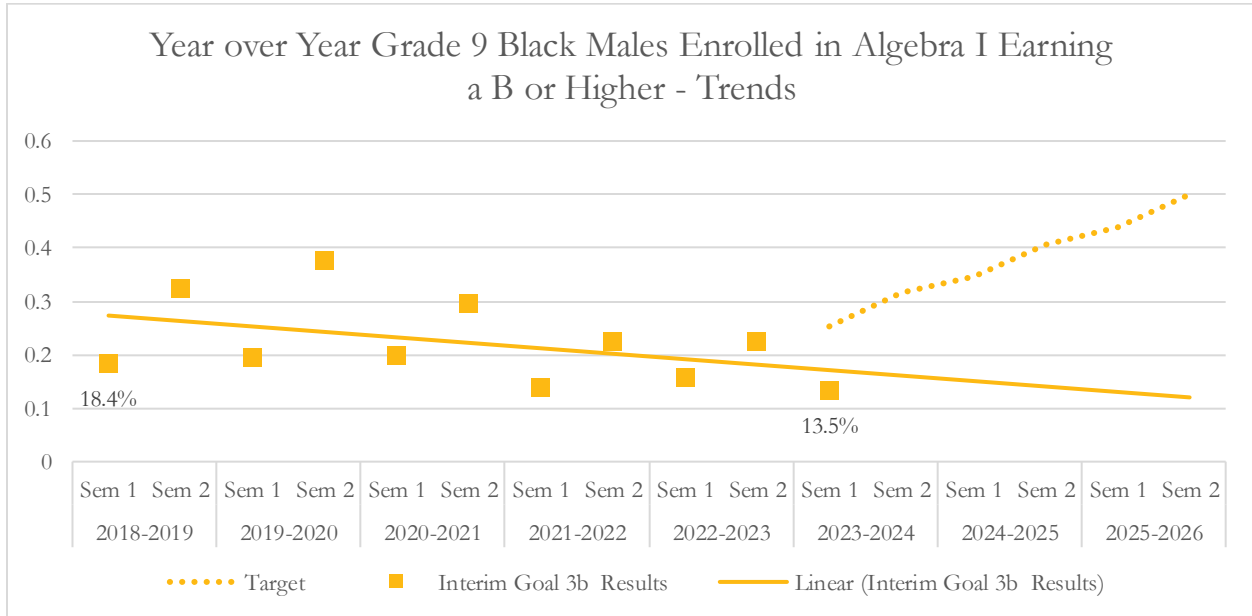
aMath is a relatively newer assessment to middle schools and only one year of historical data is available. Winter 2023 showed the same fall to winter drop as in the previous school year, however, the trendline for Black males does show slight growth over time. All students are provided as a comparison and similarly demonstrates a slight positive trendline. However, neither trendline is adequate to meet district targets.
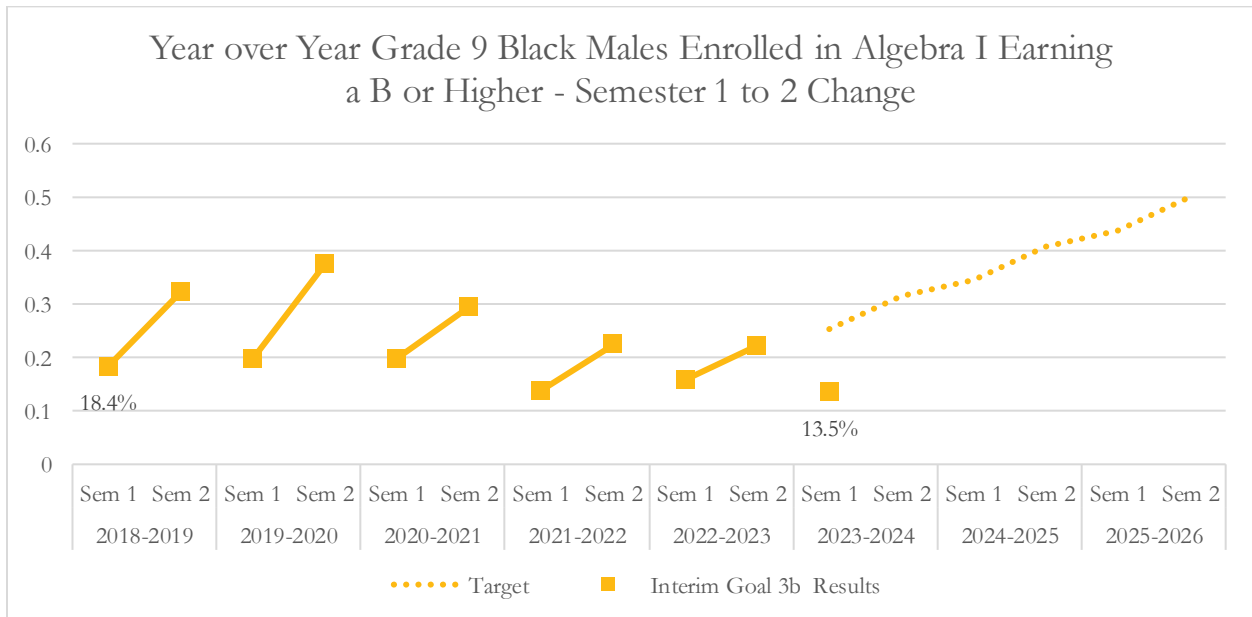

Year over Year Grade 6-8 FastBridge aMath

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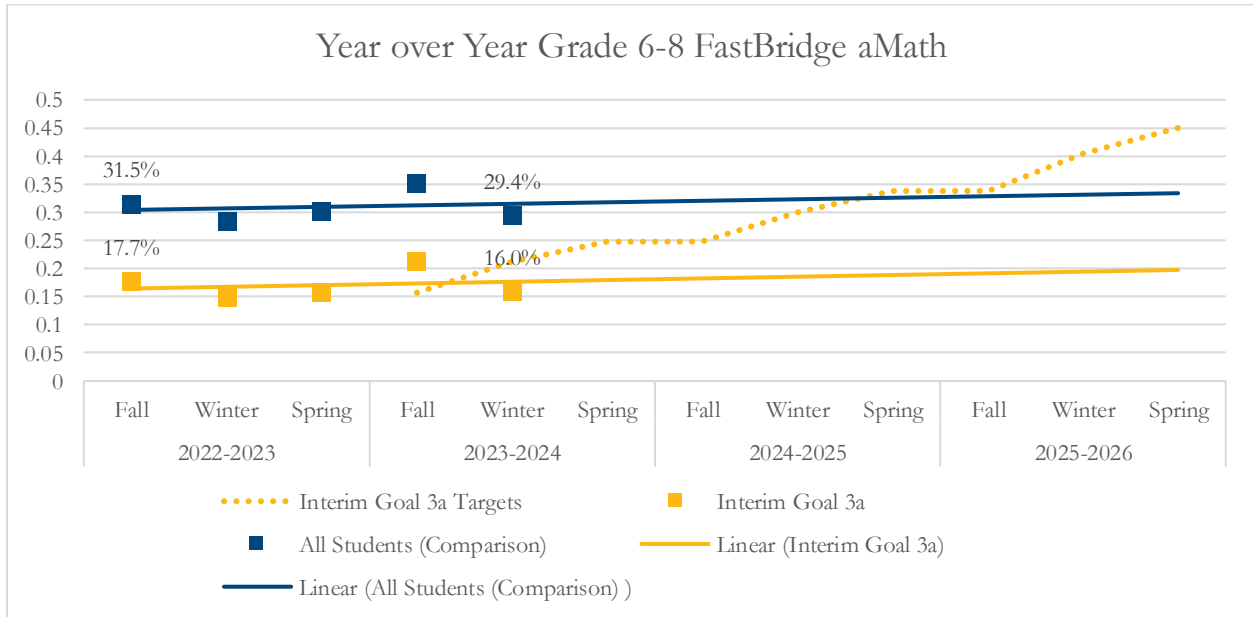
Declining:

Interim Goal 3b -- Grade 9 Black Males enrolled in Algebra I earning a B or Higher *(Tableau Dashboard: District Goal 3)*

This measure has shown a steady decrease from 2018 to 2023.

Year over Year Grade 9 Black Males Enrolled in Algebra I Earning a B or Higher - Trends

18.4%

13.5%

	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	

······ Target   ■ Interim Goal 3b Results   —— Linear (Interim Goal 3b Results)

When the same data is viewed for change within an academic year, there is consistent evidence that more Black male students are earning a B or higher in Semester 2 than in Semester 1. However, the rate of this change has decreased in recent years. Not only are fewer Black males earning a B or higher in Algebra I during Semester 1, but the trend of improvements to Semester 2 has also been declining over time.

Year over Year Grade 9 Black Males Enrolled in Algebra I Earning a B or Higher - Semester 1 to 2 Change

18.4%

13.5%

	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	

······ Target   ■ Interim Goal 3b Results

OTHER REQUESTED DATA

Middle School aMath:

Middle school math screening data indicates many subgroups with needs. Consistently, fewer Black students are meeting benchmark than Black male students due to Black female students performing lower than male students. Before 2022-2023, an off-grade level screener was utilized. Season to season growth has been positive for all students where Fall 2023 is higher than Fall 2022 and Winter 2023 is higher than Winter 2022.

(Tableau Dashboard: FastBridge Analysis)

FAST Analysis by Group

	Percent of students Meeting Benchmark by Group					
	2022-23			2023-24		
	Fall 📌	Winter 📌	Spring 📌	Fall 📌	Winter 📌	Spring 📌
American Indian or Alaska Native	25.81%	24.24%	28.57%	34.48%	34.48%	
Asian	41.86%	38.60%	39.96%	47.98%	41.93%	
Black or African American	17.20%	14.25%	15.32%	19.08%	13.58%	
Hispanic/Latino	23.91%	20.66%	22.35%	27.80%	21.29%	
More than one race indicated	35.62%	29.41%	30.65%	36.58%	31.80%	
Native Hawaiian or Other Pacific Islander	12.50%	0.00%	11.11%	15.38%	7.14%	
White	45.20%	43.10%	45.68%	49.92%	44.69%	
SPED	6.30%	4.52%	4.97%	8.63%	5.38%	
ELL	6.10%	4.62%	4.66%	10.44%	6.86%	
African American Male	17.87%	14.72%	15.66%	21.12%	15.99%	
All Students	31.52%	28.45%	30.25%	35.27%	29.40%	

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Middle School aReading:

Middle school aReading results are slightly higher for all Black students than Black male students, indicating that slightly more Black female students meet aReading benchmark than Black male students. Black male students are lower than all race subgroups, however fewer students with IEPs and multi-lingual learners meet benchmark.

(Tableau Dashboard: FastBridge Analysis)

FAST Analysis by Group

	Percent of students Meeting Benchmark by Group					
	2022-23			2023-24		
	Fall	Winter	Spring	Fall	Winter	Spring
American Indian or Alaska Native	18.18%	21.88%	25.00%	35.48%	20.69%	
Asian	31.88%	34.63%	33.54%	39.32%	33.47%	
Black or African American	18.29%	19.91%	19.37%	23.60%	19.94%	
Hispanic/Latino	22.25%	22.17%	22.53%	26.59%	21.98%	
More than one race indicated	38.32%	39.19%	38.36%	46.15%	39.31%	
Native Hawaiian or Other Pacific Islander	12.50%	11.11%	11.11%	16.67%	23.08%	
White	49.89%	50.72%	52.40%	57.13%	51.65%	
SPED	6.08%	6.73%	7.89%	9.61%	8.38%	
ELL	1.81%	2.28%	1.93%	3.19%	2.59%	
African American Male	15.08%	16.88%	16.43%	20.33%	18.33%	
All Students	32.09%	32.95%	33.30%	38.14%	32.95%	

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Grade 2-3 CBMreading:

The percent of Black males meeting benchmark is not notably different over time than all Black students and is also very similar to Hispanic/Latino students.

(Tableau Dashboard: FastBridge Analysis)

FAST Analysis by Group

Percent of students Meeting Benchmark by Group												
	2020-21			2021-22			2022-23			2023-24		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
American Indian or Alaska Native	44.00%	42.31%	46.15%	40.00%	45.00%	57.89%	40.00%	35.29%	53.33%	35.71%	35.71%	
Asian	59.84%	60.53%	63.35%	62.60%	65.52%	70.79%	61.33%	66.86%	70.40%	54.93%	58.67%	
Black or African American	29.16%	30.49%	34.46%	32.86%	37.47%	44.20%	37.89%	43.83%	45.59%	36.02%	37.08%	
Hispanic/Latino	33.19%	36.07%	42.36%	34.26%	38.84%	47.25%	35.47%	40.37%	43.25%	35.31%	36.24%	
More than one race indicated	45.45%	45.54%	48.18%	41.56%	46.50%	54.46%	39.09%	52.03%	56.25%	46.90%	51.25%	
Native Hawaiian or Other Pacific Islander	46.15%	35.71%	42.86%	30.00%	44.44%	40.00%	37.50%	62.50%	66.67%	28.57%	33.33%	
White	49.49%	51.22%	57.33%	49.67%	55.01%	61.86%	52.65%	59.48%	61.26%	51.83%	54.26%	
SPED	12.62%	13.79%	16.08%	14.20%	14.27%	17.08%	15.23%	17.51%	18.60%	14.58%	15.60%	
ELL	25.55%	27.12%	31.81%	30.00%	34.56%	42.14%	23.91%	28.46%	31.87%	26.04%	26.97%	
African American Male	29.21%	30.56%	32.67%	31.97%	37.16%	42.92%	38.88%	43.74%	44.42%	37.63%	37.76%	
All Students				42.39%	47.15%	54.33%	44.22%	50.54%	52.97%	42.99%	44.70%	

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Grade K-1 earlyReading:

In early grades, more Black males meet benchmark than Hispanic/Latino students. Generally, outcomes are higher in K-1 than later grades.

(Tableau Dashboard: FastBridge Analysis)

FAST Analysis by Group

	Percent of students Meeting Benchmark by Group											
	2020-21			2021-22			2022-23			2023-24		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
American Indian or Alaska Native	26.67%	26.67%	28.57%	33.33%	53.85%	52.94%	47.06%	55.56%	56.25%	33.33%	26.67%	
Asian	53.02%	57.04%	67.09%	60.23%	62.61%	63.45%	59.47%	68.58%	67.07%	60.70%	64.07%	
Black or African American	31.71%	29.54%	38.03%	36.87%	46.37%	51.59%	40.71%	50.97%	47.18%	38.45%	44.23%	
Hispanic/Latino	26.45%	28.06%	36.12%	29.99%	42.10%	48.46%	35.68%	49.57%	46.45%	32.11%	39.60%	
More than one race indicated	50.33%	41.85%	44.76%	45.34%	50.00%	52.29%	52.34%	61.65%	55.99%	52.31%	51.16%	
Native Hawaiian or Other Pacific Islander	0.00%	0.00%	0.00%	50.00%	0.00%	100.00%	20.00%	70.00%	66.67%	28.57%	21.43%	
White	51.45%	48.56%	53.36%	54.56%	58.40%	60.29%	58.71%	65.00%	59.77%	54.06%	59.78%	
SPED	19.82%	15.56%	17.60%	22.04%	22.61%	24.29%	24.08%	25.56%	22.82%	23.06%	19.95%	
ELL	29.70%	32.53%	41.78%	34.11%	44.94%	51.49%	33.09%	46.33%	44.35%	33.71%	38.73%	
African American Male	32.07%	28.85%	39.19%	36.53%	46.87%	54.36%	41.40%	49.02%	46.64%	38.19%	41.78%	
All Students				43.37%	50.73%	54.62%	47.34%	57.29%	53.22%	44.16%	49.42%	

Universal Screening K-6 Literacy, Winter 2024:

Panorama Student Success

⤓ Export

		Healthy Indicator #1 ❓ K–6 screened Goal is 95%	Healthy Indicator #3 ❓ K–6 at benchmark Goal is 80%
Des Moines Independent Comm S… 49 schools	15,285	**98**% ▓▓▓▓▓▓▓▓▓	**42**% ▓▓▓▓
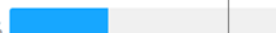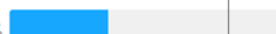
⌄ Compare
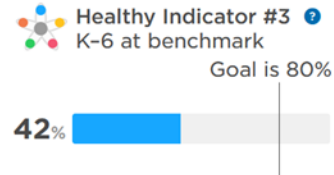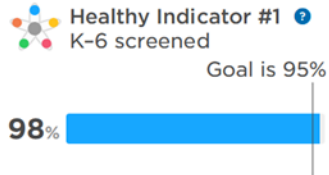
⬥Grade level	Enrollment	Screened	At benchmark
KG	2,184	**99**%	**59**%
1	2,324	**99**%	**40**%
2	2,288	**98**%	**41**%
3	2,092	**98**%	**49**%
4	2,252	**98**%	**33**%
5	2,162	**98**%	**35**%
6	1,983	**96**%	**37**%

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Universal Screening K-6 Math, Winter 2024:

Panorama Student Success

		Healthy Indicator #1 ❓ K–6 screened	Healthy Indicator #3 ❓ K–6 at benchmark
		Goal is 95%	Goal is 80%
Des Moines Independent Comm S... 49 schools	15,285	**98**%	**48**%

˅ Compare

♦Grade level	Enrollment	Screened	At benchmark
KG	2,184	**99**%	**58**%
1	2,324	**96**%	**55**%
2	2,288	**98**%	**56**%
3	2,092	**98**%	**55**%
4	2,252	**98**%	**41**%
5	2,162	**98**%	**36**%
6	1,983	**96**%	**36**%

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Graduation Rate

Pre-pandemic graduation rates were consistently around 80-85%. Post-pandemic those rates fell to around 75-80%. Additional data on this measure from EdInsight will not be available until March. Iowa School Performance Profiles indicates the district remains around 75-80% and falling well below state averages for graduation rates. These rates have shown no considerable change post-pandemic.

Des Moines Independent Comm School District (1737) Graduation Rate

Data Table

School Year	Four Year Numerator	Four Year Denominator	Four Year Graduation Rate	Five Year Numerator	Five Year Denominator	Five Year Graduation Rate
2017-2018	1,799	2,228	80.75%	1,895	2,228	85.05%
2018-2019	1,859	2,247	82.73%	1,923	2,247	85.58%
2019-2020	1,799	2,348	76.62%	1,883	2,348	80.20%
2020-2021	1,641	2,181	75.24%	1,757	2,181	80.56%
2021-2022	1,690	2,235	75.62%			

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Iowa School Performance Profile 2021-2022:

Graduation Rate 4-Years ⊙   ◆   75.24
                                90.15

Graduation Rate 5-Years ⊙   ◆ 80.2

Iowa School Performance Profile 2022-2023:

Graduation Rate 4-Years ⊙   ◆   75.62
                                89.86

Graduation Rate 5-Years ⊙   ◆ 80.56
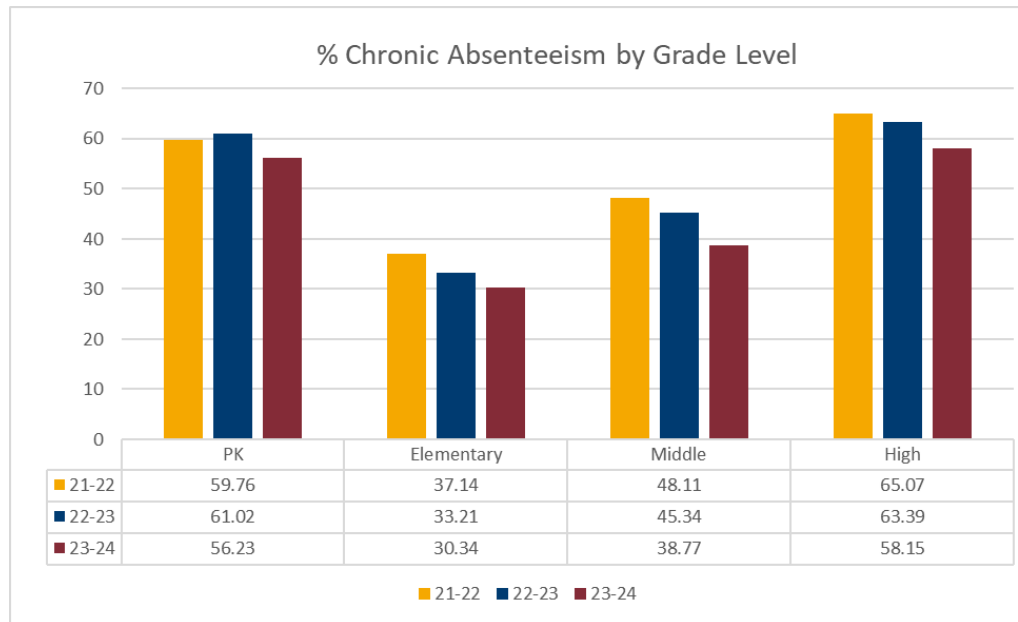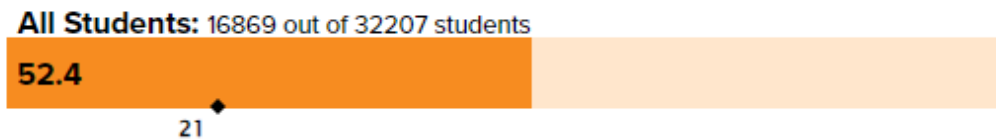   92.51
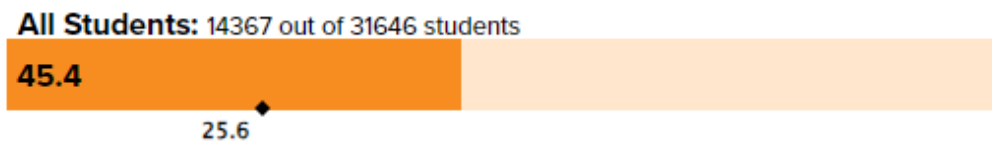
Chronic Absenteeism

Chronic absenteeism has slowly improved at each grade level over the past three years, though the current year data is not yet complete and typically Chronic Absenteeism increases into the spring. High school consistently shows the highest rate of chronic absenteeism. Elementary levels have the most consistent reduction in absenteeism. Middle School and High School had a more aggressive decline in absenteeism for what is seen so far in the 23-24 year, but Middle School overall has made larger reductions in the past 2 years than High School. Iowa School Performance Profile Chronic Absenteeism indicates that across the state chronic absenteeism increased in the same timeframe. While the district decreased, chronic absenteeism is still higher than the state average by nearly double.

% Chronic Absenteeism by Grade Level

	PK	Elementary	Middle	High
21-22	59.76	37.14	48.11	65.07
22-23	61.02	33.21	45.34	63.39
23-24	56.23	30.34	38.77	58.15

2021-2022:

All Students: 16869 out of 32207 students

52.4

21

2022-2023:

All Students: 14367 out of 31646 students

45.4

25.6

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Iowa School Performance Profile Post-Secondary Readiness Indicators

Please note that categories are not presented in the same order by the state each year

2021-2022:

Indicator	District	State
Post-secondary readiness index College level, postsecondary or advanced coursework	64.97	75.84
Post-secondary readiness index ACT OR SAT Participation	77.01	73.52
Post-secondary readiness index ACT OR SAT Success	46.06	17.02
Post-secondary readiness index Career & Technical Education	47.4	66.34
Post-secondary readiness index Composite	65.43	48.36
	50 56.91	

2022-2023:

Indicator	District	State
Post-secondary readiness index College level, postsecondary or advanced coursework	71.4	71.38
Post-secondary readiness index ACT OR SAT Success	75.82	22
Post-secondary readiness index Career & Technical Education	46.06	63.5
Post-secondary readiness index ACT OR SAT Participation	67.49	47.75
Post-secondary readiness index Composite	47.4	44.56
	50 55.29	

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English Language Growth on ELPA21

District growth on ELPA21 English Language testing has been close the state average each year. There was a slight decrease from 2022 – 2023.

2021-2022:

Progress toward ELP Composite ❓   50   56.91   56.99

2022-2023:

Progress toward ELP Composite ❓   50   55.29   54.39

Interim Guardrails

Unable to provide this information due to time limitations.

Additional information can be provided at a future date.

Future Ready Courses & CTE

Unable to provide this information due to time limitations. Please see information on Iowa School Performance Profile Post-Secondary Readiness Indicators.

An initial attempt to identify this information has elucidated the need for a stronger districtwide understanding of what DMPS considers "Future Ready" courses. There are a myriad of courses offered at both comprehensive high schools and Central Campus that could fall into this designation, however, complete documentation of these pathways could not be retrieved by the team at the time of writing.

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DISCUSSION:

The notes below reflect high level takeaways from the information summarized in this report. This is a summary of the current Board Goals and Interim Goals monitoring system and select other data. The discussion below is bounded by the information contained in this report and is not a comprehensive list of all celebrations or challenges in the district.

Areas of student performance where we are lagging as a district and need to further focus:
Decreasing outcomes or low and flat

- High school graduation rates.
- Declining rates of Black males earning A or B in Algebra 1.
- Slowing growth from Semester 1 to Semester 2 Algebra I grades for Black males.
- Spring to fall drop in early literacy results.
- Middle school aMath results decrease as students move from 6th to 7th to 8th grade as well as decreasing from Fall to Winter within the same year.

Areas where we have traction, and the information is encouraging:
Increasing outcomes or relatively high [over 55%] and flat

- Early elementary grades show strong universal screening results in both literacy and mathematics.
- Higher aMath proficiency among rising 6th graders is evidence of the success of elementary system.
- Middle school aMath shows small season over season improvements for all students (Fall 2023 to Fall 2024, Winter 2023 to Winter 2024).
- Consistent growth in Grades 2-3 FastBridge CBMreading for all students and Black male students from Fall to Spring of each school year.
- Consistent growth for students in K-8 ELL programming.
- Almost all Goals or Interim Goals are improving somewhat, but not yet at a rate of improvement sufficient to meet district targets.
- Year over year improvements in chronic absenteeism at all levels (elementary, middle, high).
- Growth in ACT Success rate from 2021-2022 to 2022-2023.

Other Considerations – Sample Size:

- To the extent that district goals are cascaded to schools such that strategic action planning aligned to goals and interim goals takes place at schools, considerations about setting goals and interim goals should include the sample size. Currently, Goals 2 and 3 and Interim Goals 2a, 3a, and 3b all function with sample sizes too small to allow for differentiated school goal setting. Schools regularly drop out of monitoring for Goal 2 and Interim Goal 2a due to a sample size of zero and results for schools retained in the measure fluctuate widely. For example, in the most recent screening period (Winter 2023-2024) 14 out of 38 elementary schools had total sample sizes for Interim Goal 2a of 10 or fewer students, a sample size too small to be reported under FERPA. Schools with sample sizes of 10 or fewer students by definition will fluctuate in increments of 10% or more. In comparison, the district targets for Interim Goal 2a increase by less than 5% per season. Small samples lead to instability in monitoring metrics, confounding the trends in the monitoring process. In Semester 1 of 2023-2024, Interim Goal 3b had a total sample size of 222. This is the only interim goal cascaded to high schools. Virtual Campus was the only high school to meet the district benchmark for IG.3b in semester 1. They have a total of two 9th grade Black male students enrolled in Algebra I, resulting in a 50% result on IG.3b.