WEST DES MOINES
COMMUNITY SCHOOLS
Student Analytics Lab
formerly 5Lab

ABOUT

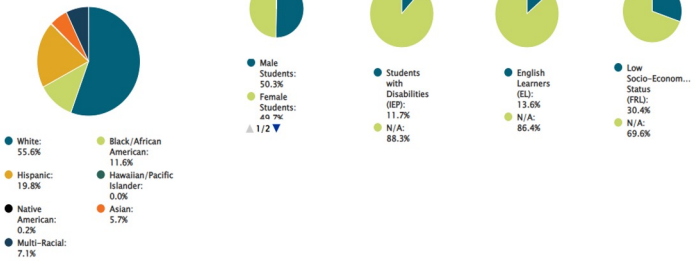
Superintendent
Matt Adams

Enrollment
8,738

Grade Levels
KG, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12

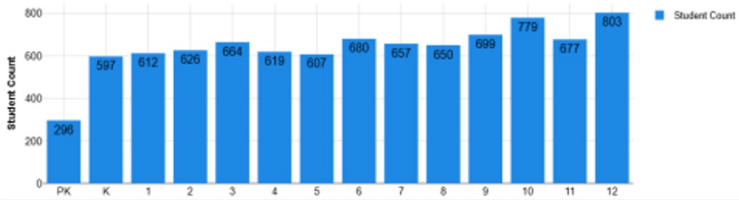
DEMOGRAPHICS

Student Subgroups



District Overview - Current Year

Enrollment By Grade Level



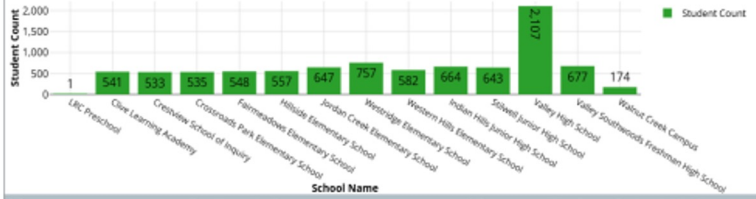
Students

School Year	Student Count
2025	8,966

View Filters

No filters selected

Enrollment By School



District Enrollment: 8,966

Attendance Rate: 93.67%
Chronic Absenteeism Rate: 20.66%

Discipline Events: 1,888
Students with 3 or more Disc Events Rate: 2.4%
Suspensions to Date: 878

Enrollment By Race

Race	Student Count	% of District
Amer Ind/Alaskan		
Asian	529	5.9%
Black/African Amer	1,062	11.84%
Hawaiian/Pacific Is		
Hispanic	1,929	21.51%
Two or More	659	7.35%
White	4,768	53.18%

Enrollment By Special Ed Status

Special Ed	Student Count	% of District
Non-SPED	7,897	88.08%
SPED	1,069	11.92%

Enrollment by ESOL

ESOL	Student Count	% of District
Non-ESOL	7,574	84.47%
ESOL	1,392	15.53%

Enrollment By Chronic Absenteeism

Chronic Absenteeism	Student Count	% of District
Not Chronically Absent	7,114	79.34%
Chronically Absent	1,852	20.66%

Enrollment By Gender

Gender	Student Count	% of District
F	4,437	49.49%
M	4,527	50.49%
X	2	0.02%

Enrollment By Discipline Indicator

Discipline Indicator	Student Count	% of District
<3 Discipline Events	8,751	97.6%
3+ Discipline Events	215	2.4%

Enrollment by Income

Low Income	Student Count	% of District
Non Low-Income	4,441	49.53%
Low-Income	4,525	50.47%

- Chronic Absenteeism
- Counselor
- ESOL
- Gender
- Gifted & Talented
- Grade Level
- Low Income
- Race
- School Name
- School Year
- Special Ed
- Team

DESIRED DAILY EXPERIENCES

STUDENTS

School Environment

- I am safe in all spaces at school.
- I belong and feel welcome.
- I have equitable access to a variety of social-emotional, academic, and extracurricular opportunities that interest me.
- I have adequate time to complete my work, socialize, and use the restroom in my daily schedule without feeling rushed.
- I have access to quality dietary and culturally conscious meal options, as well as affordable a la carte items.

Personalized Learning

- I have a caring relationship with teachers, staff, and peers.
- I have a learning environment that is culturally responsive and engaging, with interactive learning opportunities.
- I have access to the necessary resources that support my needs (e.g, trusted adults, mental health supports, social-emotional skills, counseling, etc.)

Teaching and Learning

- I experience consistent and equitable teaching, grading, and behavior (PBIS) expectations.
- I have opportunities to share my ideas and feel valued and heard.
- All learning environments include opportunities for movement in a variety of settings (e.g, recess, brain breaks, pace and location changes to learning environments.)

FAMILIES

School Environment

- My family feels seen, heard, and valued.
- My child is physically safe, and they feel a sense of security while at school.
- My child is emotionally safe, and they feel a sense of belonging while at school.
- The WDMCS staff is highly qualified, diverse, and representative of our student population.
- My child's school and staff have the resources and support they need and are empowered to care for themselves and my child.

Teaching and Learning

- My child has equitable access to a wide variety of academic, extracurricular, and social-emotional experiences.
- My child is challenged academically and individually supported.
- My child has access to teaching practices that are differentiated, culturally sustaining, and engaging.

Engagement

- My child's school values authentic partnerships, collaboration, and communication with families, which creates a strong and supportive community.
- I am well-informed about my school and district, and district communication is efficient and accessible.
- My family is well-prepared for school transitions, and we understand the school's information, expectations, and opportunities.

STAFF

School Environment

- I work in a safe, clean, purposeful environment which contributes to success for all students.
- I feel valued, heard, and trusted to perform my duties as a contributing professional to best meet the needs of each student.
- My district has a thriving culture that equitably affirms, values, and supports the belonging and well-being of each staff member.
- I am a part of our school community.
- Building and district leadership are proactive, consistent, and communicate effectively about shared purpose and vision.
- My district has high performance standards and equitable expectations across our system.

Teaching and Learning

- I have what I need to serve students effectively.
- I have the necessary resources and professional learning to excel in support of student well-being and success.

Engagement

- I embody curiosity and agency in a collaborative culture that supports rigorous, ongoing improvement in service to all aspects of our diverse student population.
- I have the knowledge and skills to effectively cultivate relationships with all families.

CORE VALUES

Drivers of Our Words and Actions

Equitable Access

We celebrate and culturally affirm the human diversity of our community. We strive to have transformative policies, practices, and procedures that meet the needs of each student, family, and staff.

Evidence-Based and Personalized Instruction

We adapt to meet each student's needs. We have high expectations, culturally relevant instruction, and a strengths-based approach.

Meaningful Collaborative Relationships

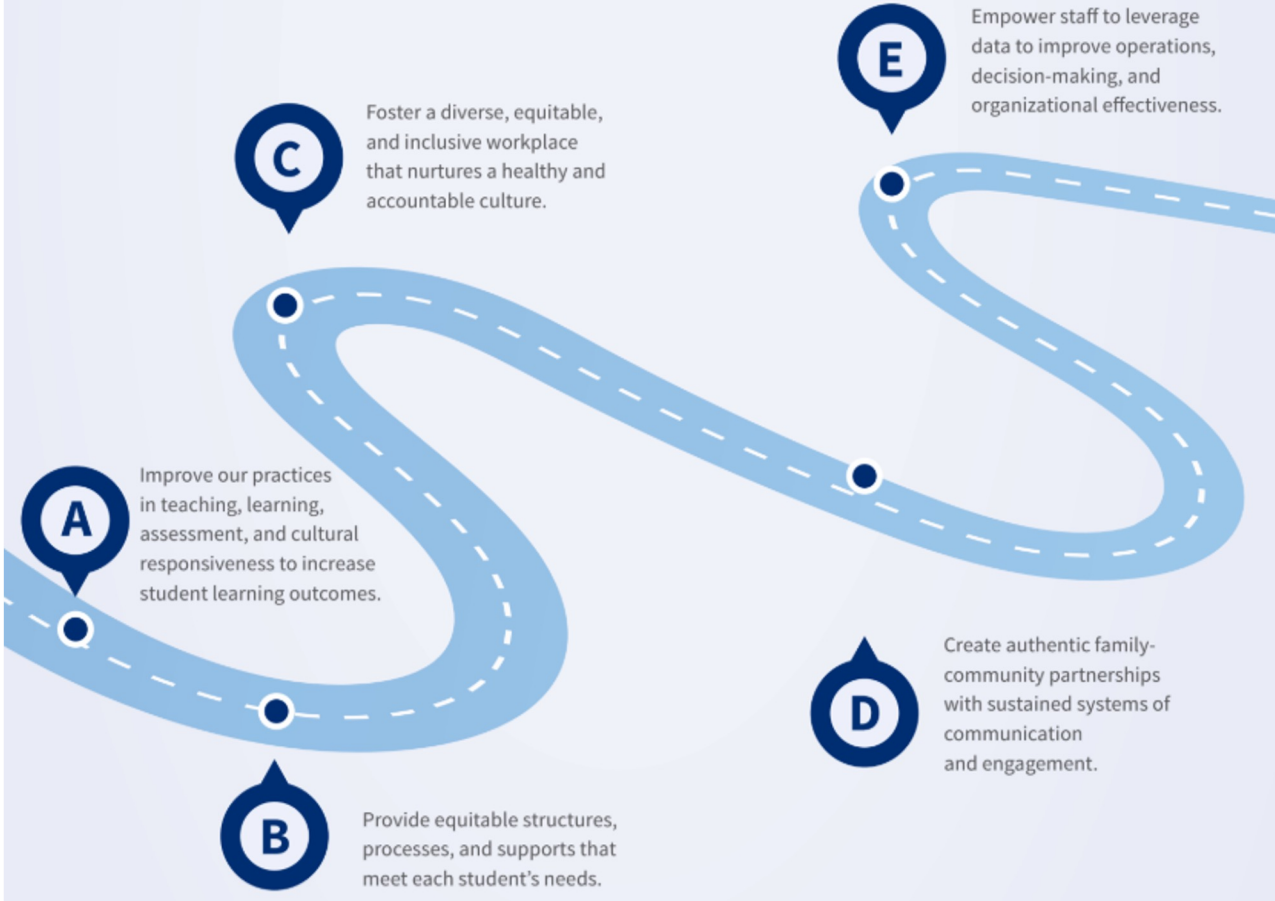
We foster authentic relationships, collaborations, and partnerships with students, families, staff, and community. We hold all relationships in high regard, including adult to adult; adult to student; and student to student.

Systemic Implementation and Accountability

We continuously measure, assess, and improve our effectiveness and the quality of our programs and services.

STRATEGIC DIRECTIONS

Focus of Our Improvement Efforts



Learn - Implement - Monitor

Clean data requires a collaborative process

In the absence of a system or process everyone creates their own

WEST DES MOINES COMMUNITY SCHOOLS

Balanced Assessment System

	Instructional	Collaborative	District	External
Critical Attributes	• Teachers and Students • Frequently provide feedback • Frequently adjust instruction based on evidence relative to the learning target and standard	• Professional Learning Communities • Calibrate and align student evidence to standards • Plan for differentiated instruction and/or intervention (remediation or enrichment) • Assist with creation of team goals	• Professional Learning Communities and District Teams • Determine and plan supports for intervention (remediation or enrichment) • Analyze for trends across district, building, level and/or content area • Assist with creation of district/ building goals	• District Teams • Conduct program evaluation • Review curriculum implementation • Indicates depth of student learning across the system • Analyze for trends at a state and national level • Assist with creation of district/ building goals
Essential Questions	• How will I check for understanding today? • What will I do when students did not learn during today's lesson? • What will I do when students are already proficient in today's lesson?	• How will we know each student has learned it? • How will we respond when some students don't learn it? • How can we extend and enrich the learning for students who have demonstrated proficiency?	• How will we know each student has learned it? • How will we respond when some students don't learn it? • How can we extend and enrich the learning for students who have demonstrated proficiency? • What trends do we notice and what are actions we can take?	• What do the data tell us about learning for all students? • What adjustments do we need to make? • Where should we focus our goals?
Possible Examples	• Peer feedback • Self-assessment • Rubrics • Exit tickets • Running records • Performance tasks • Observation • Progress Monitoring	• Rubrics • Checklist • Common Assessment • Unit Assessment / Quiz • Agreed upon evidences of learning relative to a standard • Progress Monitoring	• CogAT • EarlyReading • CBMr • aReading • aMath • SRI • End of Course / Unit test	• Statewide Assessment of Student Progress • ELPA21 • ACT • PSAT • AP Exams

Most Formative Use → **Most Summative Use**

Data Team

Learn - Implement - Monitor

District Goals and Monitoring Data Update *(through 5/18)*

Demographic Data

Current enrollment PK12 = 8964 Asian = 529 - 5.9% Black = 1063 - 11.9% Hispanic= 1928 - 21.5% Two or More = 659 - 7.4% White = 4766 - 53%	Special Education = 1071 - 12% ESOL = 1389 - 15.5% FRL = 4521 - 50.4% PK-6 = 4700 - 52.4% Junior High = 1308 - 14.6% High School = 2955 - 33%

Glossary of Terms:

Behavior Referral - documented incident when a student is not meeting school expectations. Incidents involving only classroom level involvement are defined as *"minor"*; incidents involving administrative involvement are defined as *"major"*

Chronically Absent - any absence from school for more than ten percent of the days or hours in the grading period established by a public school

ELPA21 - standardized assessment used to measure English language proficiency and annual progress toward English proficiency in the state of Iowa

FAST - (abbreviation for FastBridge) Universal screening tools used to identify students in need of progress and monitor intervention success in literacy and math; screening occurs in Fall, Winter, and Spring with increased cut points from Fall to Spring

Iowa Four Year Cohort Graduation Rate +- calculated by dividing the number of students (denominator) who graduate with a regular high school diploma in four years or less by the number of first-time 9th graders enrolled minus the number of students who transferred out plus the total number of students who transferred in

Iowa Five Year Cohort Graduation Rate = The five-year cohort rate will maintain the same denominator as the previous year's four-year rate, simply adding students who graduate in the fifth year to the numerator

Iowa Statewide Assessment of Student Progress (ISASP) - state-mandated grade level test given each spring, that evaluates Iowa students' academic performance and growth aligned with criteria defined by the Iowa Core Standards

Lau Plan - district plan designed to meet the linguistic, academic, social, and emotional needs of English language learners

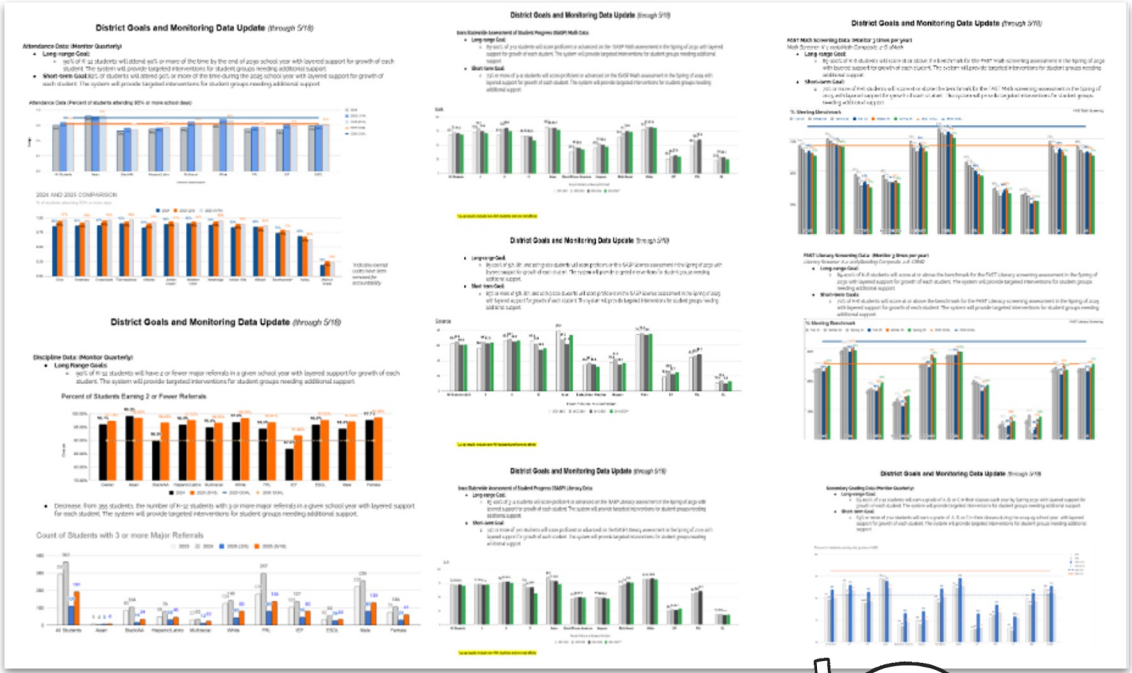
District Goals and Monitoring Data Update *(through 5/18)*

Qualitative Data - descriptive and focuses on qualities, expressed through words and interpretations

Quantitative Data - numerical and focuses on quantities, measured and expressed as numbers

Screener - short assessment that identifies students who may need extra support to meet learning goals

Student Growth - measures overall student growth by looking at student percentiles and determining whether the student is meeting or exceeding growth targets



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Student Count
Enrollment By School
School Name
Students
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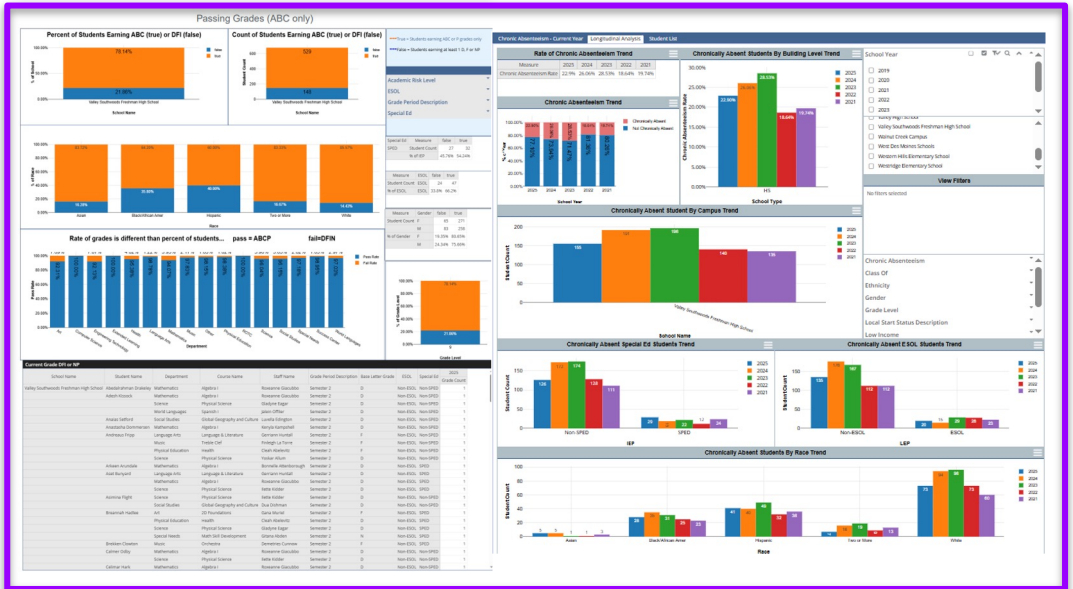
Chronic Absenteeism
Counselor
ESOL
Gender
Gifted & Talented
Grade Level
Low Income
Race
School Name
School Year
Special Ed
Team

District Pulse Report
About the Data:
View Filters
Filters
Current Active Students
8,966
YTD Attendance Rate
93.74%
Referrals / # Students
1,888 / 881
Pass Rate
91.15%
Active Student by Grade Level
Attendance
Attendance Overview
Period Absence Trend
Advance Risk List
Behavior
Behavior
Discipline Trend
Discipline Risk List
Course Performance
Course Performance
Pass Rate by Term
Grade Risk List (F)

Rate of Chronic Absenteeism Trend
Chronically Absent Students By Building Level Trend
Chronic Absenteeism Trend
Chronically Absent Student By Campus Trend
Chronically Absent Special Ed Students Trend
Chronically Absent E SOL Students Trend
Chronically Absent Students By Race Trend
School Year
School Name
View Filters
Chronic Absenteeism
Class Of
Ethnicity
Gender
Grade Level
Local Start Status Description
Low Income


Passing Grades (ABC only)
Percent of Students Earning ABC (true) or DFI (false)
Count of Students Earning ABC (true) or DFI (false)
Rate of grades is different than percent of students... pass =ABCP fail=DFIN
Current Grade DFI or NP
Chronic Absenteeism - Current Year
Longitudinal Analysis
Student List
Rate of Chronic Absenteeism Trend
Chronically Absent Students By Building Level Trend
Chronic Absenteeism Trend
Chronically Absent Student By Campus Trend
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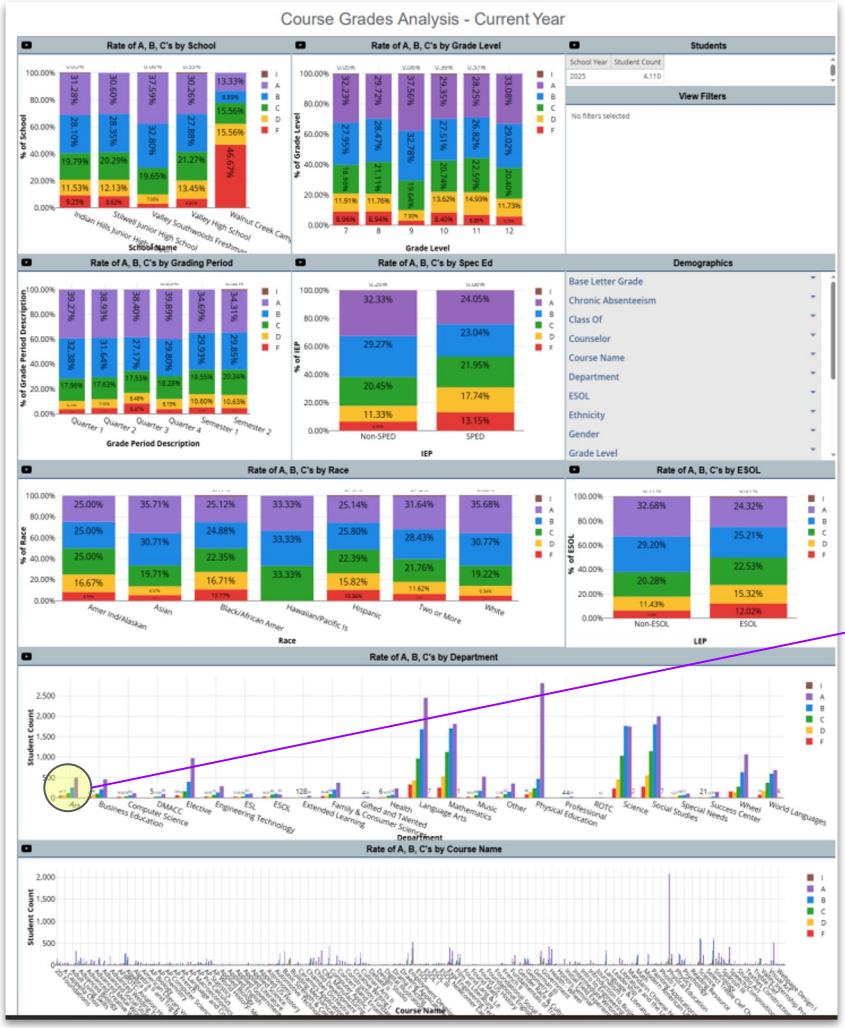

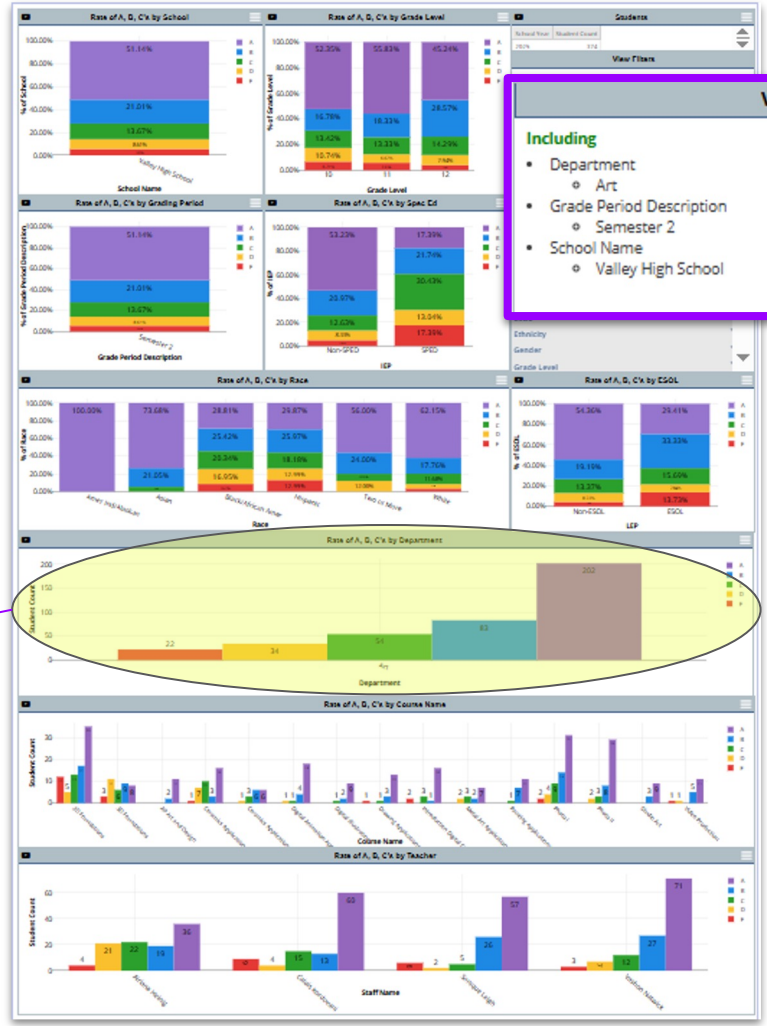

View Filters

Including

- Department
  - Art
- Grade Period Description
  - Semester 2
- School Name
  - Valley High School

Questions

Contact info

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WEST DES MOINES
COMMUNITY SCHOOLS

Questions or feedback?

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Frontline Education
Analytics Advisors

Frontline Education Interest Form