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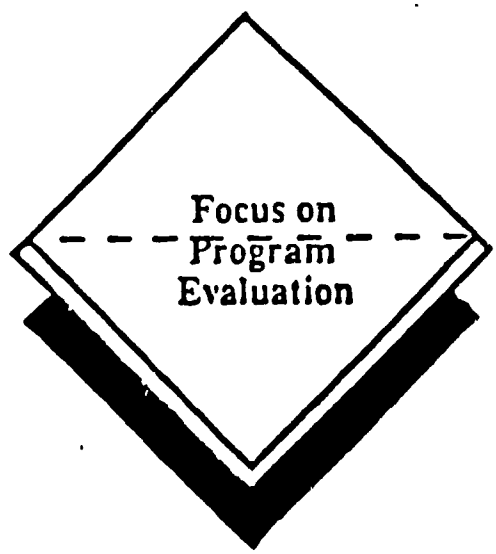
ABSTRACT

The Des Moines (Iowa) Plan for Student Success provides an academic program for about 6,500 students having difficulty in reading/writing and/or mathematics in K-12. The Plan is a comprehensive kindergarten through grade 12 program with five components: (1) a Kindergarten Enrichment Program; (2) the Reading Recovery Program; (3) the reading/writing laboratory and instruction program; (4) the mathematics laboratory and instruction program; (5) the inservice component; and (6) a parent involvement component. It receives funding from several sources, including Chapter 1. Student growth in reading is evaluated annually with the Silver Burdett-Ginn end-of-level tests. About one-third of participants are on grade level by the end of a year of the Plan. All grade levels showed significant gains between 1991 and 1992. Students in some grade levels are also making more than a year's growth in a year's time in mathematics. Longitudinal studies are being conducted with 2,334 students in reading/writing and 1,993 students in mathematics since the 1987-88 school year. In all areas and levels, at least 30 percent of the students no longer met criteria for the Plan by the spring of 1991. The district plans to extend the Reading Recovery Program to six more schools and to provide alternative delivery systems for the laboratories. The inservice component will be reviewed, and alternatives and options will be developed to minimize classroom absences. Fourteen tables and 14 figures provide information about the study participants. (SLD)

THE DES MOINES PLAN FOR STUDENT SUCCESS



OCTOBER, 1992

DES MOINES PLAN FOR STUDENT SUCCESS EVALUATION ABSTRACT

Synopsis of Program Description

The Des Moines Plan for Student Success provides an academic program for about 6,500 students having difficulty in reading/writing and/or mathematics. The Des Moines Plan is a comprehensive K-12 program consisting of five components; Kindergarten Enrichment program, the Reading Recovery Program, the reading/writing lab and instruction program, the mathematics lab and instruction program, an inservice component and a parent involvement component. Students are selected according to their needs. Diagnostic instruments are used to develop Individual Educational Plans and the instructional program. Students receive additional instruction in their classrooms or in small groups. The use of manipulatives, the whole language approach through literature and writing, the involvement of students in higher order thinking and the utilization of their strengths promote academic success for the students.

Budget Summary

The Des Moines Plan for Student Success during 1991-92 was funded from several sources; Chapter 1, Chapter 2, Instructional Support Levy, and general funds. The Des Moines Plan for Student Success has been reduced for the last three years. The reductions have been made in the high school program and in support services for the Des Moines Plan for Student Success.

Staff Summary

The responsibility of the Supervisor of the Des Moines Plan is to provide leadership which will maintain the integrity of the program's mission and provide management in order for the program to operate in an effective and efficient manner. The Supervisor the the Des Moines Plan reports to the Executive Director of Elementary School, coordinates with the Executive Director of Middle and High Schools and directly supervises the following staff who are officed at 1800 Grand: 1.5 program coordinators, 2.8 consultants, bookkeeper, data specialist, and 4.0 secretaries. The Supervisor also provides guidance to 168.1 K-12 teachers located throughout the district. The consultants were reduced for the 1992-93 school year as well as a .5 secretarial position.

Major Outcomes/Results Summary

The Des Moines Plan for Student Success annually evaluates student growth in reading with the Silver Burdett-Ginn end of level tests. Approximately one-third of the students are on grade level by the end of a year of service. Of those students, all grade levels made significant gains from the 1991 percentile rank average to the 1992 percentile rank averages. Generally speaking without impact of a program, percentile rank averages would be expected to remain nearly constant between a pre-test and a post-test. In other words a year's growth in a year's time would be when the percentile rank remains the same. The Silver Burdette and Mathematics Objective Based Test results of both the reading 2nd through 5th grades and the math 2nd through 8th grades show that the Des Moines Plan students are making more than a

year's growth in a year's time. For 12th grade, the math and reading/writing labs are evaluated with the 11th grade checkpoint tests. The Des Moines Plan students received significant grades at all grade levels.

Attendance of middle and high school Des Moines Plan students was monitored. Over 60% of the Des Moines Plan students improved their attendance from the previous year.

Student attitudes towards learning is evaluated through an attitude survey at all grade levels. The Des Moines Plan students showed an increase in a more positive attitude at all grade levels in both reading and math.

The Des Moines Plan students have a lower droput rate than the district's average. This data also indicates the dropout rate of Des Moines Plan students has decreased significantly from the previous year. "Academic difficulty" is identified in our district as the leading cause for dropping out. Des Moines Plan students would be expected to have higher dropout rates due to academic difficulty. The small group setting and high student success rate the in the lab may have contributed to this lower dropout rate for Des Moines Plan students.

Des Moines Plan 5th grade students participating in the reading in the content area Des Moines Plan had a higher average percent than the district's average percent on the Social Science objective based test.

Fifty-eight percent of the Reading Recovery students were discontinued (meaning they were reading independently on grade level with self correcting) during the first year of implementation. These students will be monitored every year to evaluate if the students have maintained grade level reading.

Longitudinal Study

Longitudinal studies are designed to track a group of students over a specified time period. The subjects for the study were 2,334 students enrolled in reading/writing and 1,993 students enrolled in mathematics during the 1987-88 school year. Objective based math tests, ITBS, reading checkpoint tests and writing checkpoint tests were used to evaluate students achievements. In all areas and levels at least 30% of the students up to as high as 90% of the Des Moines Plan students no longer met the criteria for selection by the Spring of 1991.

A trend analysis of ITBS scores was also studied to determine if the gap between the district's averages and Des Moines Plan student's averages is narrowing. The Des Moines Plan students gains' were found to be greater than the district's gains therefore narrowing the gap between averages.

Future Plans

The future plans for the Des Moines Plan for Student Success include extending the Reading Recovery Program in six more schools and providing alternative delivery systems for the Des Moines Plan Labs. The alternative organizational delivery models will be evaluated as to their effectiveness. The inservice component will be reviewed and alternatives and options developed to minimize classroom absences.

DES MOINES PLAN FOR STUDENT SUCCESS, GRADES K-10

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DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DES MOINES, IOWA 50309

OCTOBER, 1992

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District Mission Statement

"The Des Moines Independent Community School District will provide a quality educational program to a diverse community of students where all are expected to learn."

Des Moines Plan Mission Statement

The Des Moines Plan for Student Success provides instructional programs in reading, writing, and mathematics to meet the needs of a selected population of students to improve their academic achievement and self esteem.

Des Moines Plan for Student Success Program Philosophy

All students can learn and attain higher order level thinking skills, but learn in different ways and bring different experiences to the learning environment. Diagnosis of individual strengths and weaknesses will provide information for instruction. Developing a positive self perception, recognizing the value of diversity, and developing the social skills necessary for effective cooperation are essential components in the instructional program.

Reading/Writing Philosophy

Reading and writing are integrated processes based on language development. Students will be given opportunities to participate in an integrated language process involving reading, listening, writing, and speaking. These language processes are active and are to be whole, functional and meaningful. Skills shall be enhanced in the context of their uses. Higher order thinking skills will be developed within these processes. Students learn to write in two ways: one, by writing, and two, by reading good writing.

Mathematics Philosophy

Mathematics is of the utmost importance to the education of all children, not only for its utilitarian values, but also for its use in teaching logical thinking and problem solving.

Computational facility is important, but math basic skills go beyond computation to include logical thinking and problem solving in the following areas: estimation, geometry, measurement, probability, graphing, proportion, and percent.

Achievement in mathematics is improved when: models are used, teacher expectations are high, teaching techniques help students to understand concepts, understanding precedes drill, instruction is planned to meet students' needs, instruction is based on sequential learning objectives, parent involvement and interest are high, teaching objectives for mathematical skills go beyond computation to include problem solving applications.

Responsibility Statements:

Des Moines Plan Supervisor

The responsibility of the Des Moines Plan Supervisor is to provide leadership for a quality instructional program for a selected population of students having difficulty in reading, writing and/or mathematics.

The organizational tasks to be performed by the Supervisor of the Des Moines Plan for Student Success include: reviewing recent research, trends, and effective practices in instructional programs for at-risk students; planning implementing and evaluating the components of the programs; communicating with all those involved; and coordinating and seeking of additional funding for instructional programs.

Des Moines Plan Elementary Coordinator

The responsibility of the Des Moines Plan Elementary Coordinator is to support and assist principals and teachers in implementing program goals and curriculum objectives.

The organizational tasks to be performed by the Coordinator of the Des Moines Plan include: planning and implementing fall conference and yearly in-service for K-6 Des Moines Plan teachers; administration of the KE program; planning and administering the Des Moines Plan summer school; communicating with lab teachers, principals, and parents regarding program implementation; and co-chairing the Des Moines Plan/School Within A School General Advisory and Research & Evaluation Committees.

Des Moines Plan Middle and High School Coordinator

The responsibility of the half-time coordinator for middle and high school Des Moines Plan is to support and assist principals and teachers in implementing the objectives of the Des Moines Plan Program.

The organizational tasks to be performed by the Coordinator of the Des Moines Plan include: planning and implementing the in-service program in the middle and high schools; coordinating the development of the Des Moines Plan proposals; assisting in the development of the Des Moines Plan evaluation; communicating with all those involved; coordinating student selection, administering the Des Moines Plan summer school; and co-chairing the Des Moines Plan/School Within A School General Advisory Committee and Research and Evaluation Committees.

CONTEXT EVALUATION

History

During the 1966-67 school year, the Des Moines Independent Community School District initiated Title I activities under the "Elementary and Secondary Education Act" (ESEA). This act provided for financial assistance to local education agencies so they could expand and improve their school programs to meet the special needs of educationally disadvantaged children. At that time, the most pressing needs appeared to be in the areas of building good attitudes toward school, stimulating motivation toward learning and developing language arts and communication skills. A program designed to meet those needs was submitted and approved by the State Department of Public Instruction (now the Department of Education) in 1966. In schools identified as eligible to receive Title I services, students with special needs were provided supplemental reading instruction in either language arts classrooms or Title I Reading Labs. As the Iowa Tests of Basic Skills showed low mathematics scores for a significant number of students in Title I schools, the reading project model was followed in planning a comparable mathematics program. The Title I Mathematics program began during the 1972-73 school year.

During 1981, Congress enacted the "Education Consolidation and Improvement Act" (ECIA). This act provided financial assistance to state and local educational agencies to meet the needs of educationally disadvantaged children on the basis of entitlements calculated under Title I, ESEA. The program developed under this act is known as Chapter I, ECIA. The reading and math supplemental programs continued in the eligible schools. Both the Chapter I Reading and Mathematics Programs which are models upon which the Des Moines Plan was based have received recognition on a national level in recent years. On February 11, 1981 and again in 1985, the Des Moines Title I Elementary Reading Program was recognized as an exemplary project. The elementary program of the mathematics program was also recognized as exemplary in 1981 and recertified as such in 1985.

In July of 1985, the National Diffusion Network (NDN) awarded the Des Moines Chapter I Mathematics Program a grant for the purpose of disseminating program elements to schools in other parts of the nation. This local dissemination project, Success Understanding Mathematics (SUM) has received five renewals of its NDN grant. To date, SUM has been adopted for use by over 2500 schools in 42 states.

In the fall of 1986, the Board of Directors of the Des Moines Independent Community School district approved the Des Moines Plan, a comprehensive K-12 program for all schools to improve and strengthen reading, writing and mathematics skills. This program was implemented during the fall semester of the 1987-88 school year.

With guidance from the Executive Director of Middle and High School Programs, Des Moines Plan administration explored ways of collaborating with School-Within-A-School to provide services to at-risk students in the comprehensive high schools in 1990-91. Areas identified and implemented include shared administration, joint in-service when feasible and encouragement of building initiatives demonstrating teacher collaboration. Cost savings to the district from

these measures and staff adjustments amounted to $150,000 which was used for additional programming for at-risk students.

In 1992 a budget reduction was made of $200,000 to the Des Moines Plan for Student Success. The following reductions were made: five consultants were reduced, five FTE of teaching staff and half of a secretary; computer hardware budget deleted; and the in-service budget reduced. The Des Moines Plan for Student Success will not be able to provide consultant service to any new staff or veteran staff. The Young Writers Conference, Problem Solving Bowl, and Math Trek developed for the Des Moines Plan students will no longer be held. The activities of the Des Moines General Advisory will be reduced. The assistance and support to the Des Moines Plan teachers has been greatly reduced. The implementation of the appropriate instructional program is the responsibility of the individual buildings.

Policies, Standards, Regulations

The Des Moines Plan adopted the instructional model implemented by the Chapter I program as its design. General components of this model include the following: small group instruction, diagnosis and prescription, monitoring mastery of district objectives, high expectations, educational plans, a highly motivational supplemental curriculum including the use of manipulatives and computer assisted instruction, coordination with classroom teachers and district curriculum, parent involvement, on-going in-service and support, computerized record keeping and teaching strategies emphasizing the affective domain. Of the 68 district buildings that have students participating in the Des Moines Plan, 22 (all at the elementary level) are classified as "Chapter I" buildings. This means that salaries of staff members at these buildings are paid by Chapter I funds. Chapter I regulations at the federal level are established by the U.S. Department of Education and appear in the Federal Register. Administration of these regulations at the state level is accomplished by the Bureau of Federal School Improvement in the Department of Education.

In 1988, Iowa adopted a standard to guide public education agencies in developing a plan to accommodate students who need additional help to succeed. Iowa Administrative Code, Chapter 281--12.5(13), "Provision for At-Risk Students" requires in-service for all school personnel, development of strategies for involving parents, provision of appropriate counseling services and in general to provide special assistance to insure the behavioral, social and academic growth of at-risk youth. The Des Moines Plan is one program to provide for these needs.

Des Moines Plan for Student Success Program Goals (1991-92)

1. Student Achievement
   - Provide leadership and direction in implementing the use of developmentally appropriate early childhood curriculum practices.
   - Begin the implementation of the Reading Recovery Program.
   - Provide leadership and support in implementing alternative instructional organizations for the Des Moines Lab program.
   - Assess student achievement of the 5th grade reading in the content area. Explore the possibility of developing a 4th grade

reading in the content area.
- Develop and provide in-services on teaching strategies for at-risk students for classroom teachers.

2. Instructional Management
   - Assist and support the implementation of I.M.S. for reading and math.
   - Assist the Information Management Department to complete the norming process and assist in changing to the OBT math Tests and Silver Burdett Tests.
   - Provide leadership and support for the district's new testing recommendations.
   - Provide beginning evaluation results for the Early Childhood Grant programs.
3. Student Affective Development
   - Assess and analyze the results of the math and reading attitude surveys.
4. Parent Involvement
   - Assist and explore the use of student portfolios in communication with parents.
   - Publish a middle and high school edition of the Close-Up on Learning for students, parents and teachers.
   - Encourage and support quality school based parent activities.

Current Program Description

The Des Moines Plan for Student Success is a comprehensive K-12 program to assist selected students demonstrating needs in reading, writing, and/or math. The program consists of six components; a kindergarten program, the Reading Recovery program, reading/writing labs or instruction (grades 1-12), mathematics labs or instruction (grades 1-12), parent involvement, and a comprehensive summer school.

1. Kindergarten Program

The Des Moines Plan's Kindergarten Enrichment Program is a supplemental half-day program to reinforce and extend the foundational concepts and skills of the basic kindergarten program. It is designed to provide additional assistance to students who demonstrate greatest need in developmental growth at the beginning of the kindergarten year.

The skills and concepts emphasized are specified in the Strategies in Early Childhood Education (Waupun) objectives of the Des Moines Public Schools and the district's early childhood developmental checklist. The program recognizes each child's individual developmental maturity and provides experiences to encourage further development. Educational experiences focus on developing personal social emotional skills, intellectual functioning, verbal fluency, psychomotor abilities, and basic life skills to prepare students to live with self, parents, and friends; to approach the world with curiosity and creativity; and to develop effective life skills with a disposition for life long learning.

Students are served in half day sessions with a maximum of 15 students per class. There are 17 half day sessions in 14 different elementary schools.

2. Reading Recovery Program

The Reading Recovery program is intensive one to one instruction in reading/writing to selected first grade students having difficulty in reading/writing. Students receive the instruction for 30 minutes each day in addition to the regular reading instruction. Students become independent readers by utilizing their strengths. Reading Recovery teachers are provided intensive staff development for one year and continued support and in-service training in following years. A comprehensive evaluation of this component is completed and is on file in the Des Moines Plan office.

3. Reading/Writing and Mathematics Lab or Instruction Program

The Chapter I Program is the instructional model for the lab program See p. 4, ("Policies, Standards and Regulations") for a description of the components of this model.

Reading levels and scores obtained on the Silver Burdett and Ginn end of book tests and the mathematics objectives based tests are the major criteria for identification of students for the lab program. Checkpoint tests are among the additional criteria used in the selection of lab students. These tests and I.T.B.S. scores provide a "checkpoint" of how well students are learning material related to district objectives in these areas. The tests are given to students in grades 1, 3, 5, 8 and 11. Lab instruction is provided to the lowest 20 percent of students in grades 1 and 2, the lowest 15 percent of students in grade 3 and the lowest 10 percent in grades 4-12.

Elementary Reading/Writing Lab or Instruction.

Prior to planning individualized reading/writing programs for identified students, Des Moines Plan teachers administer diagnostic tests to help identify reading deficiencies. On the basis of diagnosed strengths and weaknesses, lab teachers develop an Individual Educational Plan (IEP) or maintain group chart for each participating student. Des Moines Plan teachers use a variety of methods and materials to supplement the reading/writing instruction offered by regular classroom teachers. Direct teaching strategies have been developed for use in the Des Moines Plan. Literature and process writing provide the focus for the reading/writing program. Computer-assisted instruction is used to supplement and reinforce the teachers' direct instruction.

Middle School/Senior High Reading/Writing Lab or Instruction.

Prior to planning individualized programs for identified students, Des Moines Plan teachers may administer one or more of several diagnostic tests to diagnose individual reading deficiencies. Diagnosis is also made on the basis of individual writing samples. On the basis of diagnosed skill deficiencies, lab teachers use a variety of methods and materials to supplement the reading/writing instruction offered by regular classroom teachers. Instructional activities are planned to continue the development of concepts and skills and apply them in the context of real life situations. Des Moines Plan teachers utilize goal setting strategies as a means of improving students' self concepts, motivating students to complete assignments and developing positive attitudes toward learning. Goal setting involves the process of making decisions together in an effort to complete tasks without creating anxiety. Computer assisted instruction is incorporated into the

program and is used to supplement and reinforce the teachers' direct instruction. By doing this, students are provided opportunities to express their ideas through writing.

Elementary Mathematics Lab and Instruction

The skills and concepts to be emphasized are specified in the K-5 Mathematics Objectives of the Des Moines Public Schools. New mathematics concepts are introduced by providing students with concrete materials and asking questions which cause students to manipulate the materials. By using questioning techniques, teachers also assist students in building new learning on earlier concepts in the hierarchy of skills. Emphasis is placed on problem solving. Students are taught strategies that are effective for solving word problems as well as for using mathematics in real life situations. Des Moines Plan teachers use goal setting strategies as a means of motivating students to complete assignments, develop positive attitudes toward learning and change chronically disruptive in-school behavior.

Middle School/Senior High Mathematics Lab and Instruction.

Skills and concepts emphasized are specified in the K-8 Mathematics Objectives of the Des Moines Public Schools or in the Des Moines Plan record folder. New mathematics concepts are introduced by providing students with concrete materials and asking questions which cause students to manipulate materials. Through questioning, teachers also assist students in building new learning on earlier concepts in the hierarchy of skills. Emphasis is placed on problem solving. Students are taught strategies that are effective for solving word problems as well as for using mathematics in real life situations. Des Moines Plan teachers use goal setting strategies as a means of motivating students to complete assignments, develop positive attitudes toward learning and change chronically disruptive in-school behavior. Computer assisted instruction is incorporated into the program and is used to supplement and reinforce the teacher's direct instruction.

4. In-service Training

Elementary

Opportunities for in-service training in the areas of teaching strategies and teaching for mastery are provided to Des Moines Plan teachers and classroom teachers of Des Moines Plan students in the areas of reading, language arts and mathematics. During the 1991-92 school year, 19 in-service sessions were reported. Intended audiences for these included reading/writing and mathematics lab teachers as well as classroom teachers and special education teachers when appropriate. Des Moines Plan teachers also provide follow-up sessions for building staff during the year. Further information concerning in-service activities may be found in the section of this report labeled "Process Evaluation."

Middle/High School

The middle and high school Des Moines Plan lab teachers shared in-service with School Within A School teaching staff when content was appropriate. This opportunity encourages a collaborative spirit within buildings. Information

about working with at-risk students and teaching strategies were of such general applicability that only two in-service programs separated middle and high school staff. A list of middle and high school in-service activities is included in the Process portion of this evaluation.

5. Parent Involvement

The parent is the child's first and most important teacher. One of the major goals of the Des Moines Plan for Student Success is to involve parents in the program. During the school year, all Des Moines Plan teachers will talk personally with parents through conferences and activities each semester.

Parent newsletters, The Closeup at elementary level and The Spotlight at middle and high school level, are provided to students and parents to highlight student and program activities and increase communication.

A District Parent Advisory Council is required by law and consists of parent representatives from each school. The council plans activities for parents, teachers and students; reviews program proposals; makes suggestions about the needs of the children and how these needs can be met.

6. Comprehensive summer school (1-12)

The Des Moines Plan for Student Success provides two elementary sessions , one middle school session, and one high school session during June - August. The sessions focused on maintaining skills, knowledge and student achievement through enriching activities. The elementary program is developed around thematic units with group counseling activities as an integral part of the instruction. Breakfast, lunch and transportation were provided for the elementary students. The middle and high school session utilizes the same instructional program as the year long program.

Improvements

During the 1989-90 school year, plans were developed to implement a reading in the content area curriculum for fifth grade lab students in 1990-91. The district's social science objectives were used as the basis for the materials developed. A social science objectives based test was given at the end of the 1990-91 school year. During 1991-92 curriculum was revised to coordinate with the new social science adoption. Des Moines Plan teachers were given new curriculum materials at the district's fall conference and were provided in-service on implementation of the program

During the 1991-92 alternative instructional organizations were developed and presented to principals for adoption in their schools to better meet the needs of their students. These instructional organizations at the elementary include; single instruction, in class, before/after school, extended day, reading in the content area, collaboration with Special Education, the pull out in class, pull out, and schoolwide model. The instructional organizations at the middle school include; double time pullout, time and a half, single teacher instruction, reading in the content area, teaming with classroom teachers, collaboration with Special Education and collaboration with School Within a School. Description of these organizational models are included in the appendix.

Enrollment for All Des Moines Plan Programs

Tables 1 and 2 indicate the number of students enrolled in the Des Moines Plan Program at the close of the 1991-92 school year. Table 1 applies to the reading/writing lab programs, while Table 2 presents data for the mathematics lab programs. Many Des Moines Plan students are served in both reading/writing and mathematics lab programs, the figures in Table 3 in the appendix represent an "unduplicated count." This means simply that a student is counted only once regardless of whether or not he/she is in both reading/writing and mathematics lab programs.

The duplicated count reveals the total number of students served in the program and is used in determining staff assignments, material needs, etc. This count is computed by counting students in each program separately. The total duplicate count is 6,166 students. As of August 18, 1992, there were 4,711 unduplicated students enrolled in the Des Moines Plan. By gender, 54.7 percent were males and 45.3 percent were female. This compares to a male/female ratio of 51.4/48.6 for the entire district.

The percent of minority students in the Des Moines Plan can also be calculated from the information in Table 3. Of the 4,711 Des Moines Plan students 1,313 or 27.9 percent were members of a minority group, i.e. American Indian, Black, Asian or Hispanic. This compares to a district minority percentage of 19.4 percent.

Table 1
Number of Students Served — Des Moines Plan Reading/Writing lab
(As of August 18, 1992)

	Gender			Ethnic Group					
Grade	Male	Female	Total	American Indian	Black	Asian	Hispanic	White	Total
K*	169	134	303	3	51	7	17	224	302
1-5	1,426	1,095	2,521	16	514	61	82	1,827	2,500
6-8	368	292	620	3	149	25	25	416	618
9-11	54	53	107	1	15	2	1	88	107
12**			33						
TOTAL	2,024	1,543	3,567	23	730	97	125	2,565	3,560

* Includes students in Kindergarten Enrichment Program
**Complete data unavailable

Table 2
Number of Students Served — Des Moines Plan Mathematics lab
(As of August 18, 1992)

	Gender			Ethnic Group					
Grade	Male	Female	Total	American Indian	Black	Asian	Hispanic	White	Total
K	229	143	372	1	85	6	18	259	369
1-5	1,033	987	2,020	6	494	58	78	1,374	2,010
6-8	267	211	478	2	119	14	12	332	476
9-11	43	60	103	2	20	2	2	76	102
12*			70						
TOTAL	1,572	1,401	3,043	11	718	80	110	2,041	2,957

* Complete data unavailable.

Committees

Des Moines Plan/SWS General Advisory Committee.

The General Advisory Committee consists of 40 members. As an element in the collaboration of Des Moines Plan and School Within A School, the advisory committees of both programs have been combined to form the Des Moines Plan/School Within A School General Advisory Committee. The purpose of the committee is to advise staff in the areas of planning, implementation, program effectiveness and impact of the program on the community. Activities of the committee during 1991-92 involved the implementation of a marketing plan for the program and a cooperative mentoring effort with Amoco and the SWS at Hoover. In addition, a summer school service project at the fairgrounds was implemented. This involved peer tutors from the Des Moines Plan middle and high school programs working with the elementary students at Edmunds. This program was facilitated with help from the community chairperson of the General Advisory Committee.

Des Moines Plan Research and Evaluation Committee.

The Research and Evaluation Committee reviews program evaluations and proposals and provides input for program improvement. It consists of sixteen members including teachers, consultants and administrators. During 1991-92, the committee met on four occasions and was involved in the following activities:

- reviewing the longitudinal study information
- developing and distributing a survey to lab teachers as a response to the Department of Education's annual report
- reviewing implementation of the newly developed marketing plan

Longitudinal Study

Longitudinal studies are designed to track a group (referred to as a "cohort") of students over a specified time period in order to determine answers to questions about these students concerning their performance on predetermined variables. Typically, a baseline measurement of the variables being studied is take at a time prior to treatment, i.e. implementation of a program. Measurements of the variables are then taken at various points in time during program participation. The focus of longitudinal studies is to measure changes, of the same group of students, over time. This helps to control for the fact that different groups of students might tend to display differing characteristics which might affect the measurement. A disadvantage of a longitudinal study is that some subjects of the original cohort are "lost" over time mainly because they may leave the district during the measurement period.

Input

Budget and Expenditures

There are six sources of funding for the Des Moines Plan. These are the Instructional Support Levy (formerly Educational Improvement and Budget Review), Chapter II, Chapter I, and the district's general fund. The graphs on the following page show the percentage of the total budget allocation provided by each funding source over the last four years.

The data on the graphs represent the reductions and consolidation of the Des Moines Plan for Student Success since 1989-90. The first noticeable reduction was made in the collaboration of the Des Moines Plan with the School Within A School at the high school level as indicated by the reduction of dropout prevention funds from $449,087 in 1989-90 to $257,251 in 1990-91.

The next noticeable reduction occurs in the VTP Chapter 2 funding from $703,900 in 1990-91 to $559,774 in 1991-92. This reduction was due primarily to the reduction of the allocation of Chapter 2 funds. The State changed its computation of students which no longer included ESL students in the formula count.

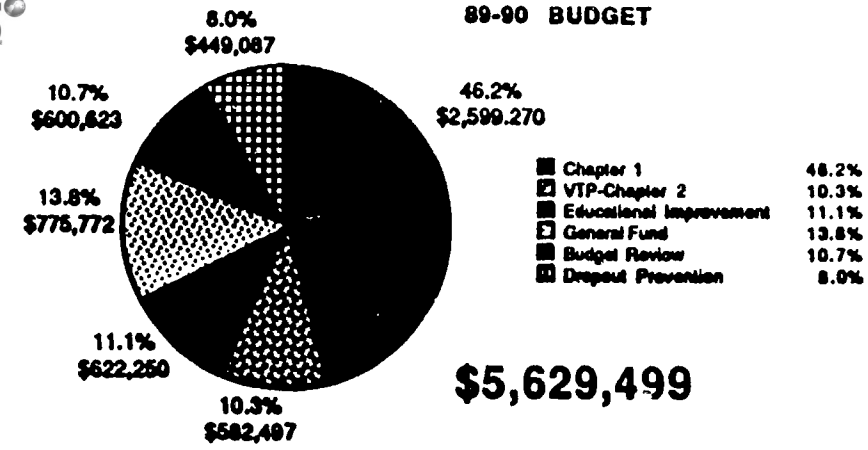
The reductions occurring between 1991-92 and 1992-93 are the greatest. The total funding of the Des Moines Plan for Student Success sustained a 3% reduction in the program when inflationary costs are considered and included in the projected total cost of the maintenance of program.

This reduction has had a definite impact on the program.

- No consultant support to new teachers to the program
- Elimination of Des Moines Plan district student activities
- Young Writer's Conference, Problem Solving Bowl and Math Trek
- No further purchase of computer hardware and other technology
- Reduction of the activities by the Des Moines Plan/School Within A School General Advisory Council
- Reduction in in-service program for Des Moines Plan teachers

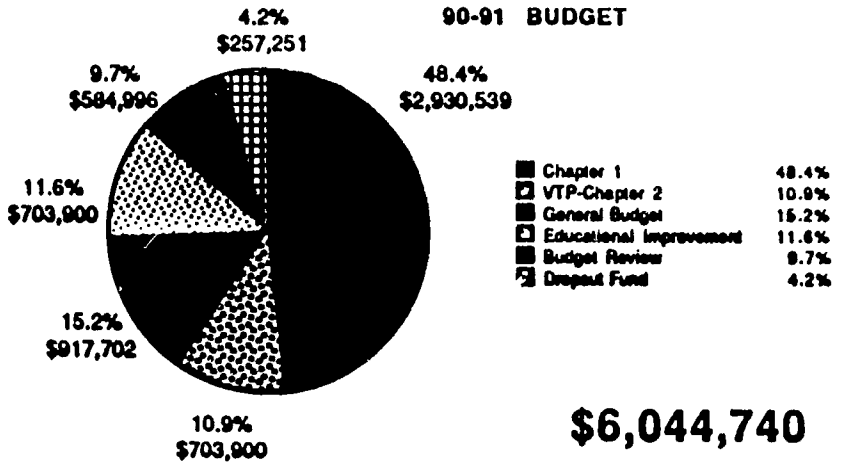
Table 4 reports the amount budgeted by various categories, i.e., salaries, benefits, materials, equipment, etc. and the expenditures reported in each. It must be emphasized that differences between amounts budgeted and expended are expected because the total allocation of funds for the 1989-90 school year may not have been spent as of the date of this report. The figures in Tables 4 and 5 were from records maintained by the Des Moines Plan Supervisor.

89-90 BUDGET



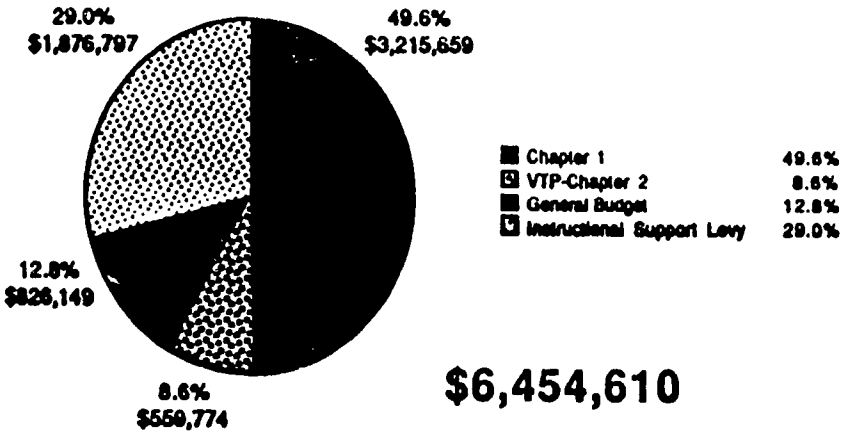
$5,629,499

90-91 BUDGET



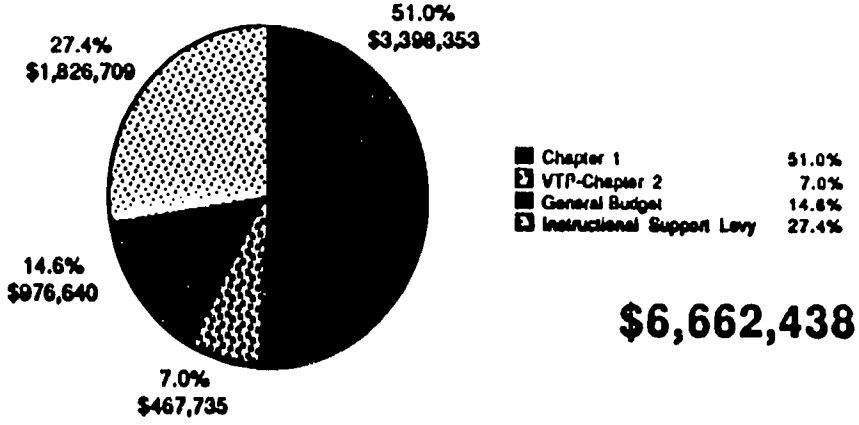
$6,044,740

91-92 BUDGET



$6,454,610

92-93 BUDGET



$6,662,438

Table 4
Budget for the Des Moines Plan Kindergarten and Lab Programs

Category	Allocation
Teacher Salaries	$4,244,255
Associate Salaries	100,727
Fixed Charges (26.5%)	1,219,930
Indirect Costs	61,718
Administration	60,948
Support Services	197,573
Software/Materials/Supplies	84,771
In-service	34,746
Summer School	90,000
Mileage	3,500
Equipment	34,000
Evaluation	97,152
Testing	51,980
Networks	84,750
Program Costs	64,560
Purchase of Services	20,000
Plant and Operation	4,000
Total	$6,454,610

Des Moines Plan Staff

Table 5
Des Moines Plan Staff
Full-time Equivalent (FTE) Positions

Position	1991-92 FTE Staff	1992-93 FTE Staff
Supervisor	1.0	1.0
Coordinators	1.5	1.5
Consultants*	3.6	0.0
Teachers	144.5	145.2
Associates	11.0	11.0
Evaluators	1.5	1.0
Secretaries	4.5	3.5
Bookkeeper	0.5	1.0
Total	168.1	164.2

*The consultants visit all reading/writing and/or mathematics teachers in addition to visiting the labs. It is estimated that two-thirds of their time is working with total building staff and non-lab teachers.

Materials and Equipment

During the 1991-92 school year, the Des Moines Plan program purchased literature to implement and support the Reading Recovery Program.

Process Evaluation

Current Year Objectives for the Supervisor

1. Perform the organizational tasks of planning, implementing, and administering the Des Moines Plan for Student Success. This includes communicating with others, coordinating with other programs and the reporting of program results and needs.

2. Assist elementary buildings that have developed an alternative instructional organizational for the Des Moines Plan for Student Success.

3. Coordinate with other programs for students at-risk.

4. Assist elementary and secondary buildings in increasing academic achievement and better meeting the needs of at-risk students.

Current Year Objectives for the Elementary Program Coordinator

1. Perform the organizational tasks of planning and implementing the elementary Des Moines Plan for Student Success, KE, and the elementary summer school program.

2. Coordinate the implementation of the reading in the content area focus for instruction in the fifth grade reading/writing labs.

3. Participate in the district's early childhood study committee which directly affects the direction of the Kindergarten Enrichment program.

4. Coordinate the use of the newly developed attitude survey in the elementary mathematics labs.

5. Contact and make arrangements for nationally known speakers in the areas of reading and writing and mathematics instruction to address teachers at the district's in-service conference in 1992.

Current Year Objectives for the Middle/High School Program Coordinator

1. Perform the organizational tasks of planning and implementing the middle and high school Des Moines Plan for Student Success and summer school program.

2. Provide coordination for the funding and evaluation of programs to serve dropouts and dropout prevention through Allowable Growth.

3. Provide support to the district and community in meeting the needs of at-risk students.

4. Provide administrative support and coordination for the Even Start Program.

Current Year Objectives for the Kindergarten Program

1. At the end of the instructional year, students served by the program for at least two thirds of a given year will improve an average of 30 points on the Kindergarten Enrichment Student Evaluation.
2. At the end of the instructional year, at least 60 percent of those students served by the program for at least two thirds of a given year will be recommended for placement in first grade.
3. The distribution of minority and non-minority and male and female students served in the Kindergarten Enrichment program will not deviate more than 10 percentage points from the distribution of the general kindergarten population.
4. All Kindergarten Enrichment students identified and served in the program will have successfully completed no more than 4.5 of the objectives on the Waupun screening; or no more than 70 on the Brigance Screening Inventory; and will have parent/guardian permission for participation in the program.
5. By the end of the second semester, Kindergarten Enrichment teachers will have had at least five contacts each semester with the parent(s)/guardian(s) of each student enrolled during the instructional year.

Current Year Objectives for Reading/Writing and Mathematics Lab Program or Instruction

The Des Moines Plan proposals have a section on evaluation which includes numerous specific process and performance objectives. The process objectives generally relate to activities that are carried out by program staff such as scheduling classes, completing IEPs or group charts etc. Performance objectives relate most often to learning outcomes attained by students. The major performance objectives are included in the product section of this evaluation. A complete report of all performance and process objectives will be made by the Research Evaluation Committee and be on file in the Des Moines Plan Office.

The major performance objectives include:

Reading

- Increase the average percentile rank on the Silver Burdett Ginn end of book test for Des Moines Plan Students from Spring 1991 and Spring 1992
- Each individual building increase their building's average percentile rank on the Silver Burdett Ginn end of book test for Des Moines Plan Students from Spring 1991 and Spring 1992.

Writing

- Increase the average total score on the composition test of the Des Moines Plan Students.

Math

- Increase the average percentile rank for the mathematics objectives based test for Des Moines Plan students from Spring 1991 and Spring 1992.
- Each individual building will increase their average percentile rank on the mathematics objective based test for Des Moines Plan students from Spring 1991 to Spring 1992.
- Increase the percent score on the 11th grade Math Checkpoint Test for Des Moines Plan students participating in Intensive Math during 1991-92.

Management Systems

In the instructional area, the following management systems are used in the Des Moines Plan:

—Silver Burdett Ginn Management System in reading;
—Individual Educational Plans (IEPs) and/or group charts are prepared for all reading/writing and mathematics lab program students at the elementary level;
—Classroom group charts are used in the middle and high schools to provide direction for instruction of curriculum objectives.

IN-SERVICE

Meetings Attended by the Supervisor

The Des Moines Plan Supervisor reported attending the following professional meetings:

•Regional International Reading Association (Minneapolis)
•State International Reading Association (Local)
•Urban Network Chapter 1 Meetings (Local)
•Regional ICTM (Local)
•Lobbying and informational meeting (Washington D.C.)

Meetings Attended by the Coordinators

The Des Moines Plan Elementary Coordinator reported attending the following professional meetings:

•Regional International Reading Association (Minneapolis)
•State International Reading Association (Local)
•Urban Network Chapter 1 Meetings (Local)
•International Reading Association (Orlando)
•Regional ICTM (Local)

The Des Moines Plan Middle/High School Coordinator reported attending the following professional meetings:

•Regional International Reading Association (Minneapolis)
•International Reading Association (Orlando)
•Even Start Evaluation Meeting (Washington DC/San Francisco)
•Regional ICTM (Local)

Kindergarten Program In-service

In-service planning for Kindergarten Enrichment began the spring of 1991 for the 1991-92 school year. Kindergarten Enrichment teachers met with the coordinator to discuss needs and recommendations for the program. The coordinator provided any new information available regarding curriculum and/or instructional strategies. In-service calendars were developed on input provided by the teachers. The necessary resources were secured, and in-service programs were implemented for 1991-92. All Kindergarten Enrichment were provided a calendar of the in-service programs available.

In addition to in-service programs, the coordinator facilitates sharing sessions as needed. Two sessions were held during the 1991-92 school year. On-site visits are also available to all interested Kindergarten Enrichment staff as requested. All teachers new to the program made these visits.

Elementary Reading/Writing Mathematics Lab Programs

The following specific in-service programs were attended by the elementary Des Moines Plan staff during the 1991-92 school year:

- "Diagnosis and Prescription for Individual and Small Group Reading Instruction. New Individualized Educational Plan; Update: Reading Recovery," August 22, 1991 (elementary reading/writing)
- "Strategies for Emerging Readers," September 26, 1991 (elementary reading/writing)
- "Responding to Literature and Teaching Vocabulary in Context, " January 28, 1992 (elementary reading/writing)
- "Process Assessment and Portfolios," March 10, 1992 (elementary reading/writing)
- "Strategies for New Teachers: Comprehension, Vocabulary, Word Analysis," (elementary reading/writing)
- "Oral Assessment for Student Selection," August 22, 1991 (elementary mathematics)
- "Number Sense and Numeration:" Dr. Francis Fennell, October 21, 1991 (elementary mathematics)
- "Mathematics Connections; Integrating Mathematics and Language Arts," Dr. Calvin Irons, February 4, 1992 (elementary mathematics)
- "New N.C.T.M. Teaching Standards," April 14, 1992 (elementary mathematics)

Middle/High School Reading/Writing and Mathematics Lab Programs

Teacher, consultant and administrative input with regard to in-service needs is gathered in the spring. The coordinator seeks qualified presenters from national, state and local experts. Teachers have expressed a desire to hear from other teaching professionals in addition to the experts. Whenever possible, in-service combines the best of local teacher successes with expert training. Fall conference, district in-service day and the end of year meeting are opportunities for program discussions and less formal in-service. One day per semester is devoted to content area specific in-service. Beginning in 1990-91

for math and in 1991-92 for reading/writing lab teachers, one of the two days annually will be devoted to an appropriate state level professional meeting.

Des Moines Plan teachers chose from the conferences listed one meeting to attend appropriate to their curricular emphasis:

- Iowa Council Teachers of English Conference, October 2, 1991
- Iowa Reading Association, April 2-3, 1991
- UNI Math Conference, September 20, 1991
- Iowa Council Teachers of Mathematics, January 30, 1992

In addition to attending one conference the following in-services were provided:

- "Des Moines Plan Fall Conference: Program Planning and Implementation," August 23, 1991
  (Middle and High School Des Moines Plan)
- "Teacher Proven Ideas/Gangs and At-Risk Youth", December 12, 1991
  (Middle and High School Reading/Writing/ SWS)
- "Number Sense and Numeration, " Oct. 22, 1991
  (Middle and High School Math/SWS)
- "End of Year Evaluation/Planning Workshop", May 11, 1992
  (Middle and High School Des Moines Plan)

LONGITUDINAL STUDY

Longitudinal studies are designed to track a group (referred to as a "cohort") of students over a specified time period in order to determine answers to questions about these students concerning their performance on predetermined variables. Typically, a baseline measurement of the variables being studied is taken at a time prior to treatment, i.e. implementation of a program.

During the 1991-92 school year, The Des Moines Plan for Student Success conducted a longitudinal study to examine achievement of students enrolled in the Des Moines Plan during 1987-88, its initial year of operation. This included 2,334 students enrolled in reading/writing lab programs and 1,993 enrolled in mathematics programs. To carry out the study, data was collected on several types of measures from the baseline up to the current year. Results of this study are reported in the product section.

Hypotheses

1. Students receiving Des Moines Plan supplemental instruction do improve in test scores.
2. The growth of Des Moines Plan Students is sustained.
3. Providing supplemental instruction for Des Moines Plan students will narrow the gap between district averages and Des Moines Plan students' averages.

PRODUCT EVALUATION

Objectives Addressed by the Supervisor

1. Met with the elementary principals in November 1991 and then three times following that throughout the year to discuss program structure, selection, instruction, etc.
2. Coordinated the submission of our norming and equating study to the State and Federal education departments for approval.
3. Coordinated and submitted a Follow Through application of $250,000 for Moulton Elementary.
4. Met with middle school principals to discuss parameters and flexibility of the Des Moines Plan for Student Success.
5. Prepared the annual evaluation and the longitudinal study presented to the Board of Education November, 1992
6. Met with teachers who were teaming or collaborating to assist with concerns and share successes.
7. Coordinated the purchase of additional materials for the Reading Recovery schools (kindergarten and first grade).
8. Coordinated in-service to Reading Recovery teachers and staff at the Reading Recovery buildings.

Objectives Addressed by the Elementary Coordinator.

1. Organized conference and quarterly in-service programs for all lab and Kindergarten Enrichment teachers.
2. Organized and provided support group meetings and in-service on teaching strategies for new lab teachers.
3. Implemented The Des Moines Plan Summer School program
4. Co-chaired the General Advisory Committee which met four times
5. Co-chaired the Research and Evaluation Committee which met three times.
6. Developed eligibility criteria rubrics for student selection for 1992-1993. These were distributed to lab teachers and principals in May 1992.
7. Worked with the Des Moines Plan Supervisor to develop alternative delivery system models for lab instruction in 1992-93. These were provided to elementary principals.
8. Revised the developmental checklist to reflect the current social science curriculum objectives.
9. Formatted the developmental checklist as a group chart to be used in kindergarten, first and second grades.
10. Organized and facilitated presentations by Dr. Francis (Skip) Fennell and Dr. Calvin Irons, nationally known math consultants and contributing authors of the N.C.T.M. Curriculum Standards. Presentations to lab and classroom teachers were made on October, 1991 and February 4, 1992, respectively.
11. Chaired the reading/writing lab textbook selection committee.

Objectives addressed by the Middle/High school Coordinator

1. Planned and implemented four in-service meetings and coordinated

attendance at conferences for Des Moines Plan teachers; wrote middle and high school mathematics lab and reading/writing lab proposals; assisted in development of evaluation, co-chairing The Research and Evaluation Committee; facilitated the selection of students for Des Moines Plan labs at 6th and 9th grades; designed, staffed, and facilitated middle and high school summer school labs for Reading/Writing, Intensive English, Mathematics, and Intensive Mathematics, chaired the Reading/Writing lab textbook selection committee, and co-chaired The General Advisory Committee, allocated budgets, ordered and disseminated materials and supplies to meet building needs.

2. Coordinated the funding application and budget requests for the district's Dropout and Dropout Prevention Budget. Developed district response to Department of Education Evaluation of Programs funded with Increased Allowable Growth for Dropouts.
3. Chaired committee charged with developing a district-wide plan for at risk youth. Developed and disseminated completed plan. Served on Youth At Risk Coalition. Served on steering council for United Way One to One Mentoring Initiative.
4. Developed and administered the Even Start Budget, planned in-service, wrote application for funding, coordinated with collaborating agencies to ensure services, oversaw evaluation responsibilities.

Kindergarten Enrichment Program

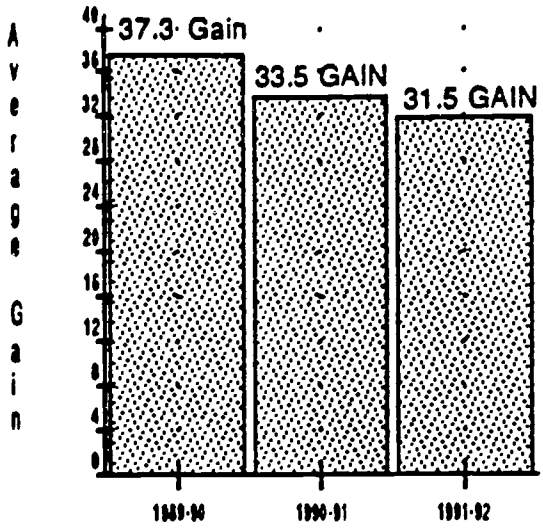
Results of Current Year Objectives

Student Objectives

1. Students served in the program for two thirds of the year (N=217) obtained an average score of 81.4 in the fall and 112.9 in the spring on the Kindergarten Enrichment Student Evaluation. The difference between the average fall score and average spring score was 31.5 points. This exceeded the criterion of 30 points improvement as stated in the objective. See graph on page 23.

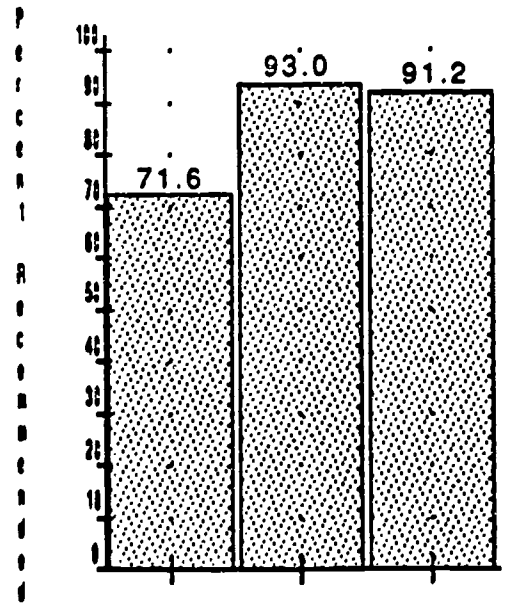
2. There were 217 students served in the KE program for at least two thirds of the academic year. Of those, 198 (91.2%) were recommended for placement in first grade. This compares to recommendation for placement in first grade of 71.6 percent of the eligible students at the end of the 1989-90 school year and 93.0 percent at the end of the 1990-91 school year. The criterion stated in the objective is that 60 percent would be recommended for first grade placement. See graph on page 23.

Kindergarten Enrichment Pre/Post Student Evaluation Results



An objective states that K/E students will display an average gain of at least 30 raw score points on a pre/post student evaluation administered in the fall and spring of each year. For three consecutive years, this criterion has been surpassed with gains of 37.3, 33.5, and 31.5 raw score points.

Percent of Kindergarten Enrichment Students Recommended for 1st Grade



Instructional Staff Objectives

1. The Kindergarten Enrichment Program was located in 13 buildings. There were 16 sessions. The Kindergarten Enrichment program was implemented with one center serving 17 students, two serving 16, two serving 15, three serving 14, three centers serving 13 students, three serving 12, and one each serving 11 and 10 students. Because of the mobility of students within the district and within the Kindergarten Enrichment program, it is expected that class size will vary during the school year.

2. The following information pertains to enrollment in the Kindergarten Enrichment Program and the district's Kindergarten classes according to gender and racial composition of students.

The Gender and Racial Composition of Des Moines Plan Students

	District Kindergarten	Kindergarten Enrichment Program
Minority %	18.4	21.8
Non-Minority %	81.6	78.2

	District Kindergarten	Kindergarten Enrichment Program
Male %	53.0	58.1
Female %	47.0	41.9

The proportion of minority students in Kindergarten Enrichment deviated by 3.8 percentage points from minority representation in the district kindergarten population in 1991-92. As shown in the graph, 21.8 percent of K/E students were classified as minority compared to 18.4 percent in regular kindergarten classes. The objective of no more than a 10 percent difference in minority representation between these groups has been met.

The gender distribution of Kindergarten Enrichment students was more closely aligned during 1990-91. In 1990-91, the percentage of males in K/E was 11.5 percent greater than in the general kindergarten population. During 1991-92, this difference narrowed to 5.1 percentage points.

Reading/Writing Lab/Instructional Programs

Outcomes of Process and Performance Objectives

Silver Burdett Ginn Percentile.Rank 1991-1992

Table 6 represents the results obtained on the Silver Burdett and Ginn for Des Moines Plan students in the Spring of 1991 and the Spring of 1992 who were on level at the time of testing. In 1990-91, 548 or 25 percent of the Des Moines Plan

students were on level at the end of the school year. In 1991-92, 714 or 28 percent of the students were on level at the end of the school year. Table 6 indicates the change in percentile rank at each grade level. Generally speaking, without impact of a program, percentile rank would be expected to remain nearly constant between a pretest and post test. The table indicates that there has been a gain in the average percentile rank at grade levels. Significant gains were made by the second, third, and fifth grades.

Table 6

1990-1992 Silver Burdett Ginn Test Results (Percentile Rank)

Grade	N	1990-91 Average Percentile Rank	N	1991-92 Average Percentile Rank	Gain
2	201	13	231	26	+13
3	117	13	212	30	+17
4	140	24	230	28	+4
5	88	17	26	26	+9

Writing Program

Outcomes of Process and Performance Objectives

Students complete the composition assessment in grades 3, 5, 8, and 11. Des Moines Plan students participate in this assessment at these grade levels and then retake the same assessment during the following year. For example, 3rd grade students retake the 3rd grade writing assessment at the end of 4th grade; 5th grade students retake the 5th grade assessment at the end of 6th grade, etc. The first administration (grades 3, 5, 8, and 11) generates a "pretest score," while the following year administration generates a "posttest score." Average total raw scores for each group are reported below in a pre-post format for those students with scores from each administration.

Table 6

Grade	N	Pre Total Score	Post Total Score	Gain
3	261	42.1	58.6	16.5
5	194	59.9	64.5	4.6
8	89	74.2	90.4	16.2
*12	33	71.4	85.2	13.8

Table 6 indicates there was a gain in the pre/post raw scores at all grade levels. The gain in posttest score was great enough at all grade levels that the average score is above the criteria for service by the program.

Mathematics Lab/Instruction Program

Outcomes of Process and Performance Objectives

Table 8 reports results obtained on the district mathematics objectives-based tests during the Spring of 1991 (pretest) and the Spring of 1992 (posttest).

Table 8

Mathematics Objectives-Based Test Results (Percentile Rank)

1990-91 and 1991-92

Grade	N	Spring 1991 Percentile	Spring 1992 Percentile	Gain
2	380	11	15	+4
3	458	12	20	+8
4	338	14	16	+2
5	299	9	19	+10
6	194	14	15	+1
7	129	10	15	+5
P	61	13	17	+4
2-8	1863	11	17	+6

Table 8 indicates the change in percentile rank at each grade level for students in the spring of 1991 and the spring of 1992. Generally speaking, without impact of a program, percentile rank would be expected to remain nearly constant between a pretest and posttest.

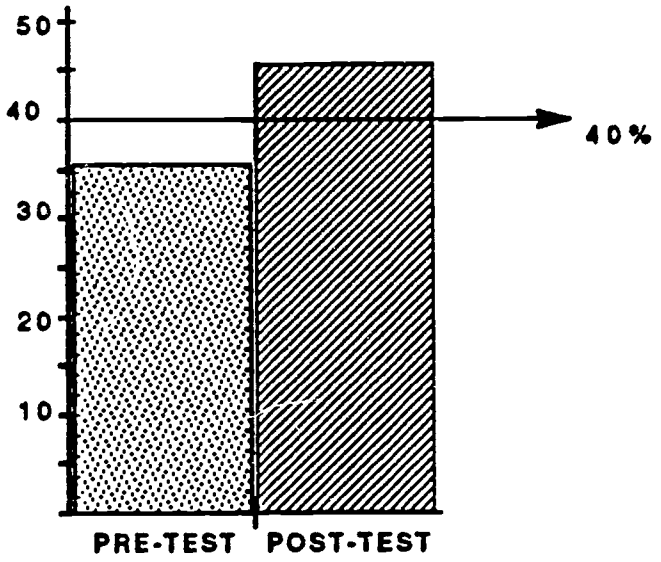
According to Table 8 the Des Moines Plan students have made gains at all grade levels above what is considered normal growth. The greatest gains are seen at 3rd and 5th grade. According to this data the Des Moines Plan Students are making more than a year's growth in a year's time.

The data illustrating the results of the eleventh grade checkpoint tests on the following page indicates the pre/post test score in percent correct on the 11th grade Checkpoint test for the 70 Des Moines Plan Students being served.

The data indicates that 93% of the students after the completion of the intensive math course in 12th grade met the minimum math criteria of 40%. Overall, these students achieved an average gain of 9.8 percent.

Grade	N	Pretest	Post test	Percent Gain
12	70	35.4	45.2	9.8

Des Moines Plan Evaluation Fall 1991 - Spring 1992
Twelfth Grade Math Lab Student Pre/Post Test Results
On 11th Grade Checkpoint Math Test



Attendance Information on Middle/High School

Table 9 indicates that the program goals for rate of attendance were met at the high school level and in reading at the middle school level. Over 60% of the Des Moines Plan students improved their attendance rate from the previous year.

Table 9

1991-92 Attendance Information

Students	Reading/Writing		Math		District	
	Rate of Attendance	% of Students Improving	Rate of Attendance	% of Students Improving	Rate of Attendance	Program Goal
Middle School	91.7%	62.2%	89.8%	61.0%	92.3%	90.0%
High School	89.4%	68.8%	85.5%	82.0%	96.6%	80.0%

Student Attitude Information

Table 10 indicates at all grade levels an increase in a more positive attitude towards learning mathematics after being in the Des Moines Plan for one year. Attitude is very difficult to measure. The change of attitude is slow and difficult to measure. Any change is to be noted as significant.

Table 10

Results of the Mathematics Attitude Survey

Grade	N	Fall	Spring	Gain
1-2	497	2.59	2.88	+.29
3-5	652	2.36	2.42	+0.6
6-8	206	3.16	3.30	+.14
9-12	32	2.99	3.12	+.13

SCALE: 1.....3
Negative Positive

1.....5
Negative Positive

Table 11 indicates an increase in a more positive attitude towards learning reading after being in the Des Moines Plan for one year at all grade levels. Attitude is very difficult to change. The change of attitude is slow and difficult to measure. Any change is to be noted as significant.

Table 11

Results of the Reading Attitude Survey

Grade	N	Fall	Spring	Gain
1-5	1919	54%ile	61%ile	+7%ile
6-8	260	3.22	3.51	+.29
9-12	86	2.67	2.77	+.10

SCALE: 1.....5
Negative Positive

Dropout Information

The information on table 12 indicates the Des Moines Plan students have a lower dropout rate than the district's average. This data also indicates the dropout rate of Des Moines Plan students has decreased significantly from the previous year. "Academic difficulty" is identified in our district as the leading cause for dropping out. Des Moines Plan students would be expected to have higher dropout rates due to academic difficulty. The small group setting and high student success rate in the lab may contributed to this lower dropout rate for Des Moines Plan students.

Table 12

Dropout Information on Des Moines Plan Students

	Des Moines Plan Students			District
Year	N	Drops	Rate	Rate
Reading				
1990-91	165	7	4.2%	6.3%
1991-92	116	1	0.9%	4.7%
Mathematics				
1990-91	171	12	7.0%	6.3%
1991-92	144	1	0.7%	4.7%

Longitudinal Study

Longitudinal studies are designed to track a group (referred to as a "cohort") of students over a specified time period in order to determine answers to questions about these students concerning their performance on predetermined variables. Typically, a baseline measurement of the variables being studied is taken at a time prior to treatment, i.e. implementation of a program. Measurements of the variables are then taken at various points in time during program participation. A major advantage of longitudinal studies is that they measure changes, hopefully improvement, of the same group of students over time. This helps to control for the fact that different groups of students might tend to display differing characteristics which might affect the measurement. A disadvantage is that some subjects of the original cohort are "lost" over time mainly because they may leave the district during the measurement period

Subjects

The Des Moines Plan for Student Success was officially implemented during the 1987-88 school year. The subjects for this study were all students enrolled in the reading/writing and mathematics lab programs during that school year in grades 1 through 8. There were 2,334 students enrolled in the reading/writing lab programs and 1,993 in the mathematics program as of December 1987 when an official count of students from that year was made.

Instrumentation

Results obtained by students in the cohort group were obtained from three different assessments: checkpoint tests (reading, writing, and mathematics), objectives-based tests (mathematics), and Iowa Tests of Basic Skills and Iowa Tests of Educational Development (ITBS/ITED) in reading and mathematics. The table below shows the grade levels at which the assessments are completed.

Assessments

	Grade Levels	
	Prior to 1991-92	1991-92 to Present
checkpoint tests, reading	1, 3, 5, 8	5, 8 (at-risk students)
checkpoint tests, mathematics	1, 3, 5, 8, 11	5, 8, 11(at-risk students)
checkpoint tests, writing	5, 8, 11	3, 5, 8, 11
Mathematics Objectives-based Tests	1-8	2-8
ITBS, reading and mathematics	2, 4, 6, 7	3, 4, 6, 7
ITED, reading and mathematics	10	10

The checkpoint tests take the form of a competency assessment in that they help to determine if a student is making expected progress with reference to district objectives. The checkpoint tests have played an important part in the selection of students in need of Des Moines Plan services. In order to do this, "cut scores" were established. Students performing below these cut scores were determined to be in need of additional help in reading/writing and mathematics. The mathematics objectives-based tests administered to all students in grades 1-8 provide an assessment of a student's progress toward mastery of curriculum

objectives at the appropriate level. As the Des Moines Plan curriculum is based on the district objectives, the mathematics objectives-based test exists as a tool for evaluation of Des Moines Plan students that is superior to a norm referenced instrument that is not specifically related to local curriculum objectives.

The Iowa Tests of Basic Skills and Iowa Tests of Educational Development provide a reference of the standing of district students relative to a large national norming group. For purposes of this study, the performance of the same Des Moines Plan students over time is related to performance of students in the district as a whole over the same time period; thus, a type of trend analysis. Of most interest is whether or not the gap in performance between Des Moines Plan students and students in the district as a whole is narrowing.

Procedures

The following is a listing of the data analyzed in this study.

Checkpoint, reading	Students in 1st grade (Jan 1988) to 3rd grade (Jan 1990)
	Students in 3rd grade (Jan 1988) to 5th grade (Jan 1990)
	Students in 5th grade (Jan 1988 to 8th grade (Jan 1991)
Checkpoint, writing	Students in 5th grade (Jan 1988) to 8th grade (Jan 1991)
	Students in 8th grade (Jan 1988) to 11th grade (Jan 1991)
Checkpoint, mathematics	Students in 1st grade (Jan 1988) to 3rd grade (Jan 1990)
	Students in 3rd grade (Jan 1988) to 5th grade (Jan 1990)
	Students in 5th grade (Jan 1988 to 8th grade (Jan 1991)
	Students in 8th grade (Jan 1988) to 11th grade (Jan 1991)
Objectives-based tests, mathematics	
	Students in 1st grade (May 1987) to 5th grade (May 1991)
	Students in 2nd grade (May 1987) to 6th grade (May 1991)
	Students in 3rd grade (May 1987) to 7th grade (May 1991)
	Students in 4th grade (May 1987) to 8th grade (May 1991)
ITBS/ITED, reading and mathematics	
	Students in 2nd grade (Fall 1987) to 4th grade (Fall 1989)
	Students in 2nd grade (Fall 1987) to 6th grade (Fall 1991)
	Students in 4th grade (Fall 1987) to 6th grade (Fall 1989)
	Students in 4th grade (Fall 1987) to 7th grade (Fall 1990)
	Students in 7th grade (Fall 1987) to 10th grade (Fall 1990)

The cohort group and the tests given by year according to testing policy is illustrated in the chart on the following page.

Cohort Group and Test Results to Analyze for Longitudinal Study

87-88	(1)	[2]	(3)	[4]	(5)	[6]	[7]	(8)	9	△10	(11)	12
88-89	2	3	[4]	5	[6]	[7]	8	9	△10	11	12	
89-90	(3)	[4]	(5)	[6]	[7]	8	9	△10	(11)	12		
90-91	4	5	[6]	[7]	(8)	9	△10	(11)	12			
91-92	(5)	[6]	[7]	8	9	△10	11	12				
92-93	6	[7]	(8)	9	△10	11	12					
93-94	7	8	9	△10	(11)	12						
94-95	(8)	9	△10	11	12							

○ Checkpoint Testing
□ ITBS
△ ITED

Math Objective Based Tests are administered every year in Grades 2-8
Silver Burdett & Ginn Tests are administered every year in Grades 1-8

Reading/Writing

Reading Checkpoint tests

Scores were obtained which showed progress of students from first to third grade, third to fifth grade and fifth to eighth grade. Of the 378 students with scores in first and third grades, 80 percent were exceeding the criteria for selection to receive Des Moines Plan service by the time they reached third grade. That is, 80 percent of the students in this group had scores in 3rd grade on this instrument that were above the level which would identify them in need of assistance in The Des Moines Plan. Of 238 students in third grade (1987-88), 88 percent exceeded selection criteria as fifth grade students in 1990. Of 47 students with matched scores from 5th to 8th grade, 51 percent exceeded selection criteria as 8th grade students in 1991. See graphs on pages 35 and 36.

Iowa Tests of Basic Skills

During the past several years, Iowa Tests of Basic Skills or Iowa Tests of Educational Development were administered to students in grades 2, 4, 6, 7, and 10. Of the 146 students with scores in second and fourth grades, 51.4 percent were exceeding the criteria for selection to receive Des Moines Plan service by the time they reached fourth grade. of theses second grades students, 35.2 percent were above the criteria for selection when they reached sixth grade. Of 71 students in fourth grade (1987-88) 29.6 percent exceeded selection criteria as sixth grade students in 1989-90 and 41.7 percent. As seventh grade students in 1990-91. See graphs on pages 35 and 36 for illustration.

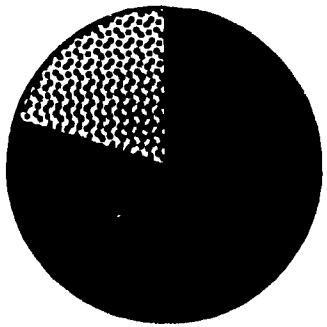
Writing Checkpoint Tests

The writing checkpoint tests provide an actual measure of writing ability derived from a written sample produced by students. Results were available on cohort students enrolled in 5th grade (1988) and again in 8th grade (1991) and in 8th grade (1988) and 11th grade (1991). There is no writing checkpoint test administered in first grade. In third grade, the instrument was not administered at that level in the baseline year 1987-88 to the cohort group. Of the 58 students with matched scores in fifth grade (1988) and eighth grade (1991), 59 percent exceeded the selection criteria as eighth grade students. Of 64 students with matched scores from 8th to 11th grade, 64 percent exceeded selection criteria in 11th grade during the 1990-91 school year. See graphs on pages 35 and 36 for illustration.

Elementary Schools • Growth of Des Moines Plan Reading/Writing Students
Longitudinal Study

Reading Checkpoint

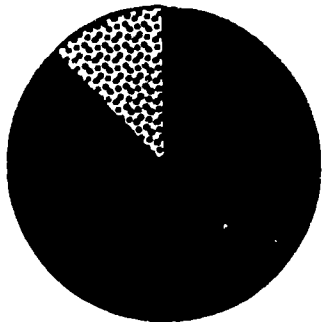
1st ⟶ 3rd
1987-90



N=378

80% of the DM Plan students
no longer qualify on this criteria for the
DM Plan when tested as 3rd graders in 1989-90

3rd ⟶ 5th
1987-90

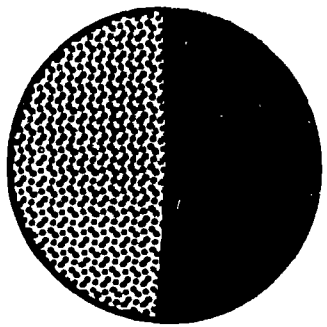


N=238

88% of the DM Plan students
no longer qualify on this criteria for the
DM Plan when tested as 5th graders in 1989-90

Reading I.T.B.S.

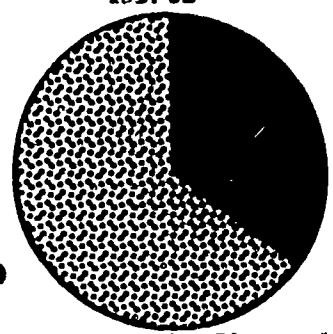
2nd ⟶ 4th
1987-90



N=146

51.4% of the DM Plan students
no longer qualify on this criteria for the
DM Plan when tested as 4th graders in 1989-90

2nd ⟶ 6th
1991-92



N=170

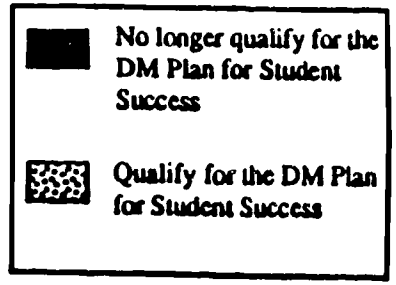
35.2% of the DM Plan students
no longer qualify on this criteria for the
DM Plan when tested as 6th graders in 1991-92

Writing

3rd ⟶ 5th

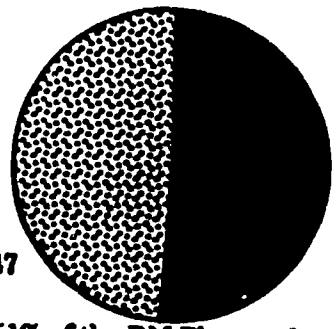
No Writing
Assessment Available
for 1987-88

[illegible] - Growth of Des Moines Plan Reading/Writing Students
Longitudinal Study



Reading Checkpoint

5th → 8th
1987-91

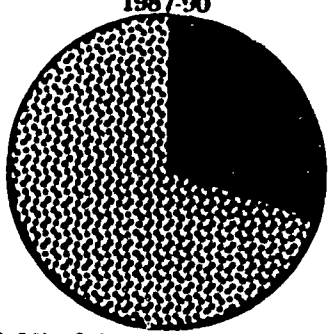


N=47

51% of the DM Plan students no longer qualify on this criteria for the DM Plan when tested as 8th graders in 1990-91

I.T.B.S.

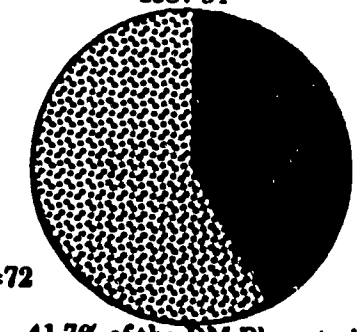
4th → 6th
1987-90



N=71

29.6% of the DM Plan students no longer qualify on this criteria for the DM Plan when tested as 6th graders in 1990-91

4th → 7th
1987-91

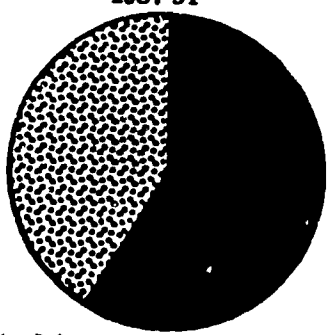


N=72

41.7% of the DM Plan students no longer qualify on this criteria for the DM Plan when tested as 7th graders in 1990-91

Writing

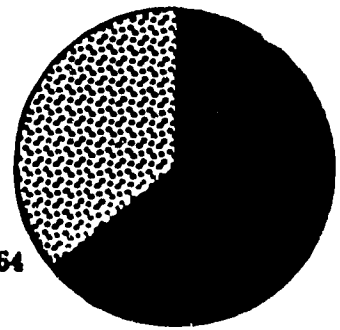
5th → 8th
1987-91



N=58

59% of the DM Plan students no longer qualify on this criteria for the DM Plan when tested as 8th graders in 1990-91

8th → 11th
1987-91



N=64

64% of the DM Plan students no longer qualify on this criteria for the DM Plan when tested as 11th graders in 1990-91

Mathematics

Checkpoint tests

Scores were obtained which showed progress of student from first to third grades, third to fifth grade, and fifth to eighth grade. Of the 303 students with scores in first and third grades, 66 percent were exceeding criteria for selection to receive Des Moines Plan service in third grade. Of 271 students in third grade (1987-88), 91 percent exceeded selection criteria as fifth grade students in 1990. Of 154 students with matched scores from 5th to 8th grade, 64 percent exceeded selection criteria in 8th grade (1991). For 46 students in eighth grade (1987-88), 89 percent exceeded selection criteria three years later as eleventh grade students. See graphs on pages 38 and 39 for illustration.

Objectives-based tests

Scores obtained by Des Moines Plan students in the cohort group were recorded during May of 1987 and again four years later in May of 1991. Students in grades 1, 2, 3, and 4 during the initial year had progressed to grades 5, 6, 7, and 8 during 1990-91. Of the 607 students for whom matched scores were available, 447 (73.6 percent) exceeded selection criteria in May of 1991. A breakdown by grade level first to fifth, second to sixth, third to seventh, and fourth to eighth is illustrated in the graphs on pages 38 and 39.

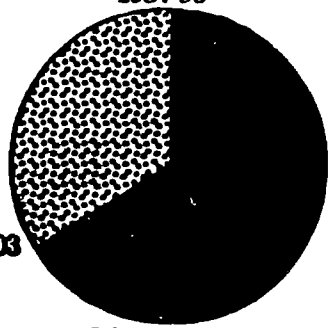
Iowa Tests of Basic Skills

In mathematics, scores were obtained on the ITBS for students in second, fourth, sixth, and seventh grades. Of the 141 students with scores in second and fourth grades 54.9 percent were exceeding the criteria for selection to received the Des Moines Plan service by the time they reached fourth grade. Of these second grade students 46.8 percent were above the criteria for selection when they were in sixth grade. Of the 106 students in fourth grade (1987-88) 37.7 percent exceeded selection criteria as sixth grade students in 1989-90, and 41.8 percent in 1990-91. See graphs on pages 38 and 39.

Elementary Schools - Growth of Des Moines Plan Math Students
Longitudinal Study

Math Checkpoint

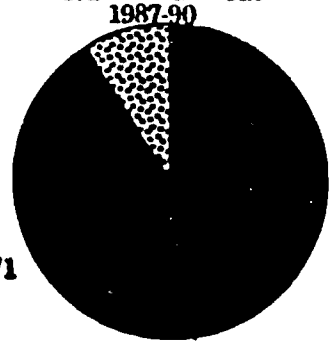
1st → 3rd
1987-90



N=303

66% of the DM Plan students no longer qualify on this criteria for the DM Plan when tested as 3rd graders in 1989-90

3rd → 5th
1987-90

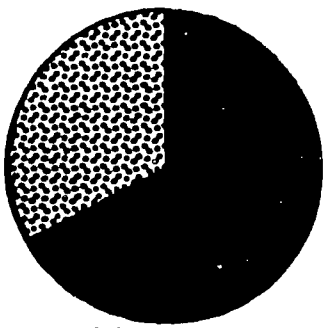


N=271

91% of the DM Plan students no longer qualify on this criteria for the DM Plan when tested as 5th graders in 1989-90

Math Objective-Based

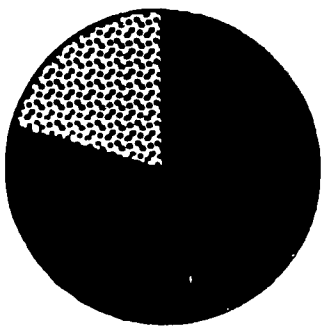
1st → 5th
1986-91



N=170

67.1% of the DM Plan students no longer qualify on this criteria for the DM Plan when tested as 5th graders in 1990-91

2nd → 6th
1986-91

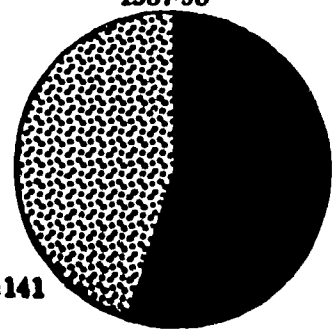


N=204

79.4% of the DM Plan students no longer qualify on this criteria for the DM Plan when tested as 6th graders in 1990-91

Math I.T.B.S.

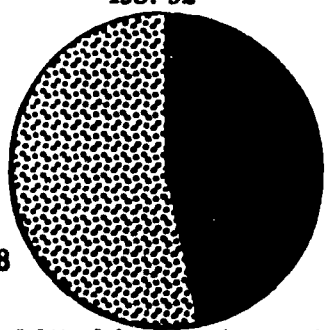
2nd → 4th
1987-90



N=141

54.9% of the DM Plan students no longer qualify on this criteria for the DM Plan when tested as 4th graders in 1990-91

2nd → 6th
1987-92



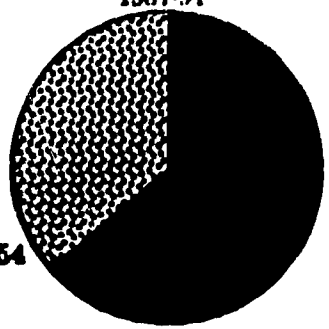
N=138

46.8% of the DM Plan students no longer qualify on this criteria for the DM Plan when tested as 6th graders in 1991-92

Middle Schools - Growth of Des Moines Plan Math Students
Longitudinal Study

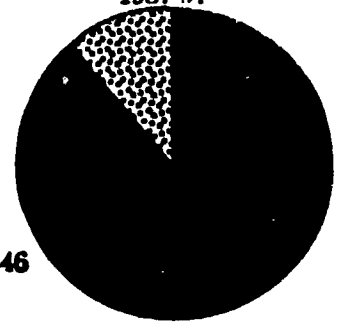
Math Checkpoint

5th → 8th
1987-91



64% of the DM Plan students
no longer qualify on this criteria for the
DM Plan when tested as 8th graders in 1990-91

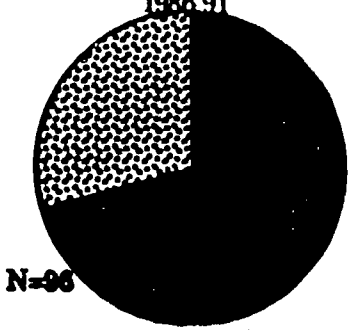
8th → 11th
1987-91



89% of the DM Plan students
no longer qualify on this criteria for the
DM Plan when tested as11th graders in 1990-91

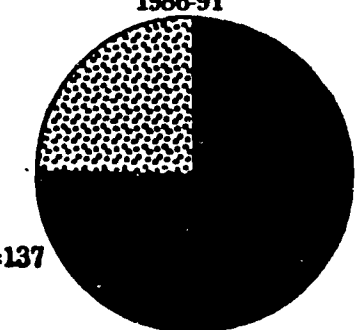
Math Objective-Based

3rd → 7th
1986-91



70.8% of the DM Plan students
no longer qualify on this criteria for the
DM Plan when tested as 7th graders in 1990-91

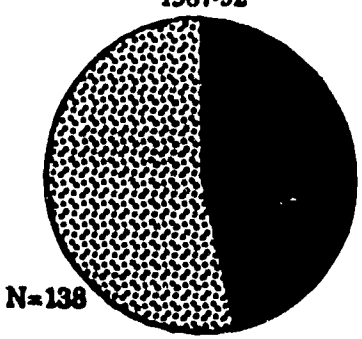
4th → 8th
1986-91



75.2% of the DM Plan students
no longer qualify on this criteria for the
DM Plan when tested as 8th graders in 1990-91

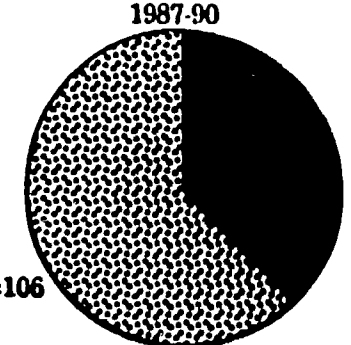
Math I.T.B.S.

2nd → 6th
1987-92



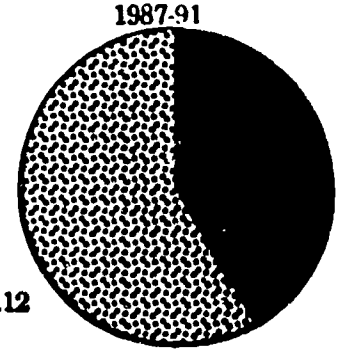
46.8% of the DM Plan students
no longer qualify on this criteria for the
DM Plan when tested as 6th graders in 1991-92

4th → 6th
1987-90



37.7% of the DM Plan students
no longer qualify on this criteria for the
DM Plan when tested as 6th graders in 1989-90

4th → 7th
1987-91



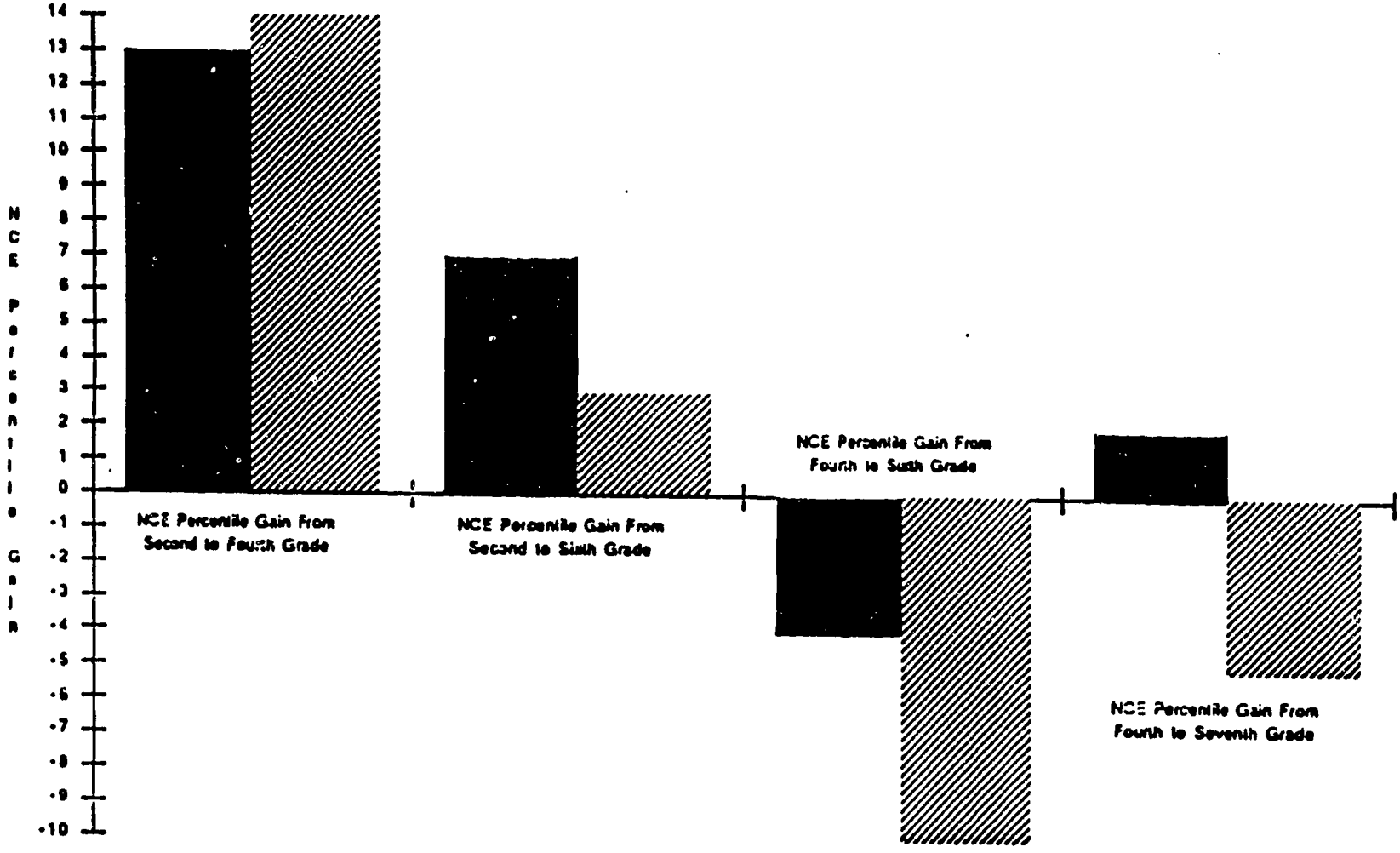
41.8% of the DM Plan students
no longer qualify on this criteria for the
DM Plan when tested as 7th graders in 1990-91

ITBS Trend Analysis

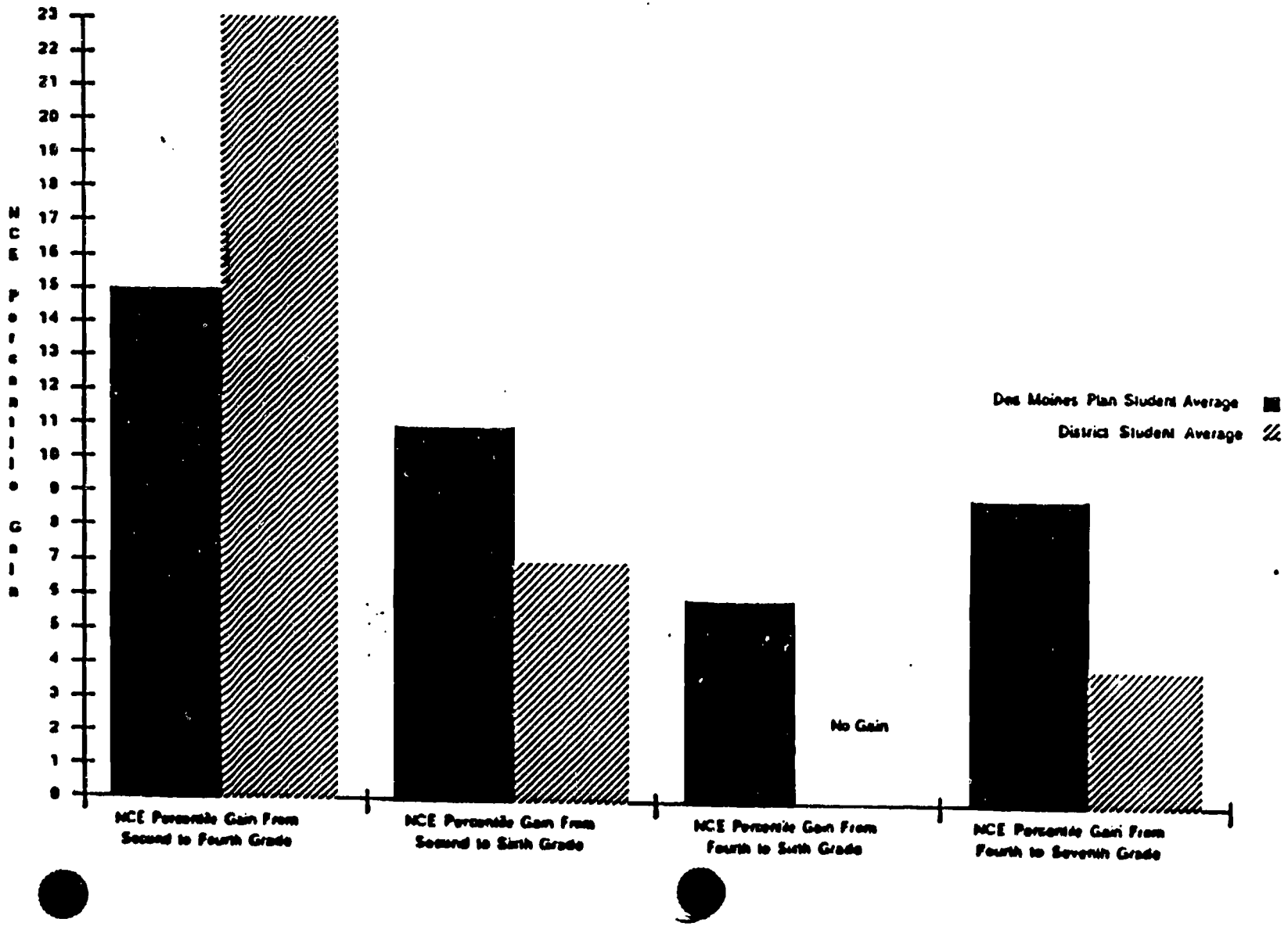
Of particular interest is a comparison of the average percentile obtained by Des Moines Plan students in the original cohort at various times and that obtained by all district students at the same points in time, the goal being to reduce the gap in performance between the two groups. While Des Moines Plan students consistently score lower on the average than the district as a whole, the gap (difference) in performance narrowed for all groups with test data except for the second to fourth grade in both reading and math.

An illustration of how this gap in performance is narrowing is by comparing the district's average gains to the Des Moines Plan students average gain. The results are summarized below and illustrated with graphs on pages 41 and 42.

ITBS Trend Analysis-Reading Comprehension



ITBS Trend Analysis-Mathematics



Reading

Of the students compared, the Des Moines Plan students in grade second (1987-88) made more gain when listed as sixth grade students than the districts second graders as sixth graders in 1991-92 on the reading subtest of the ITBS.

The Des Moines Plan students in grade four (1987-88) made less of a loss when tested in sixth grade (1989-90) than did the district's fourth grade students as sixth grade students in 1989-90.

These Des Moines Plan students in fourth grade (1987-88) made a gain when tested as seventh grade students (1990-91) while the district's students made a loss.

ITBS NCE Percentiles
Reading

Group	N	Des Moines Plan Gain	District Gain
2nd to 4th Grade	209	13	14
2nd to 6th Grade	250	7	3
4th to 6th Grade	125	-4	-10
4th to 7th Grade	122	2	-5

Mathematics

Of the students compared the Des Moines Plan students in grade second (1987-88) made more gain when tested as sixth graders than did the districts second graders as sixth graders in 1991-92 on the mathematics test of the ITBS.

The Des Moines Plan students in grade four (1987-88) made more gain when tested in sixth grade (1989-90) and also in seventh grade (1990-91).

ITBS NCE Percentiles
Mathematics

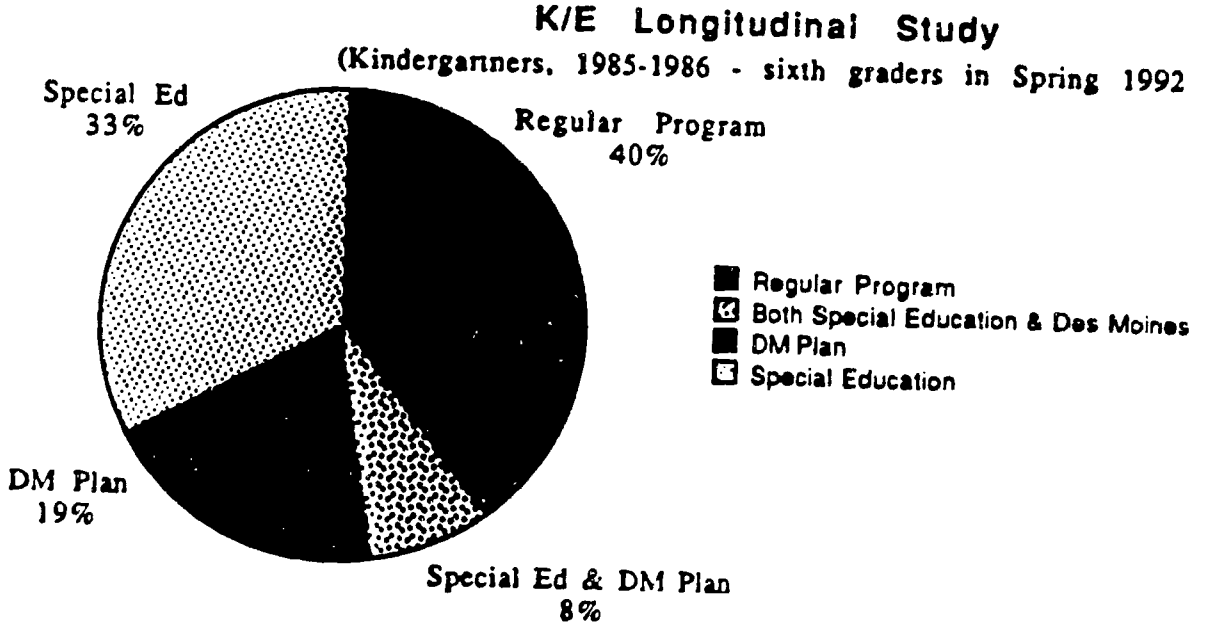
Group	N	Des Moines Plan Gain	District Gain
2nd to 4th Grade	144	15	23
2nd to 6th Grade	154	11	7
4th to 6th Grade	121	6	0
4th to 7th Grade	126	9	4

K/E Longitudinal Study

There were 278 Kindergarten Enrichment students in 1985-86. By the end of the 1991-92 school year, 166 of these students remained in the district. This group of students were enrolled as 6th grade students in 1991-92 assuming they had not been retained at any time.

Of these 166 students:

- 32 (19%) were enrolled in Des Moines Plan lab classes
- 55 (33%) were enrolled as Special Education students
- 13 (8%) were enrolled in both Des Moines Plan and special education
- 66 (40%) were presumably enrolled in the regular program, i.e., were not in any of the above categories



Reading Recovery

A comprehensive evaluation report of the Reading Recovery program has been completed and is on file in the Des Moines Plan Office. The report indicates that 58% of the first grade students instructed were discontinued. A student is discontinued when they are reading independently at grade level and are self correcting. These results are consistent with national averages which are approximately 60% for the first year of implementation. The national average of all Reading Recovery sites during the 1991-92 school year for discontinued students is 82%.

In-service

The Des Moines Plan in-services were available to all classroom teachers, and special education teachers. Research indicates that coordination of instruction is essential for the success of at-risk students. Approximately 200 classroom teachers and 30 special education teachers participated in the Des Moines Plan in-services during the 1991-92 school year.

Reading in the Content Area

During the 1991-92 school year 69 fifth grade students were provided their reading lab instruction using social science materials. These students were pulled out during their social studies class. They were evaluated on a modified social studies objective based test. For two years, the Des Moines Plan students scored higher than the district's students scored. The Des Moines Plan average was 67.0 percent correct and the district's average on the social studies objective based test was 63.1 percent correct.

Future Planning

As our urban community continues to be confronted with increases in the use of drugs and alcohol, the rate of teen pregnancy, in the number of children living in poverty, in the number of single parent families, in the number of students speaking English as their second language, and in the number of working parents, the community is also confronted with a need for well educated employees and actively involved citizens. The diverse needs of this community require the educational system to be responsive. The Des Moines Plan for Student Success was initiated as a response to the community's need to provide all students needing assistance in basic skills, the opportunity to be successful in reading/writing and mathematics upon graduating.

The Des Moines Plan has continually reviewed and refined the program to better meet the needs of students. Specific plans for the future are described below:

1. Extend the Reading Recovery Program to six additional schools.
2. Implement the revised fifth grade lab reading in the content area curriculum.
3. Implement the elementary math lab diagnostic tests to be used for selection of students, diagnosis and prescription.
4. Administer elementary math and reading attitude surveys, for grades 3-5.
5. Become a part of the district's marketing plan "New Chapter in Education " Phase III
6. Assist in implementing a variety of alternative instructional organizations.
7. Participate in the district's staff development plan by providing in-service opportunities for all teachers.
8. The Des Moines Plan elementary and middle school reading/writing curriculum committees will select materials for program use.
9. The Des Moines Plan staff will continue to coordinate and cooperate with other programs and agencies working to meet the needs of students at risk.
10. Alternative delivery systems will be evaluated as to their effectiveness.
11. The Des Moines Plan staff, teachers, parents, and principals will review the selection instruments.
12. The Des Moines Plan staff will evaluate the implementation of the student database for the Des Moines Plan.
13. The Des Moines Plan staff will review and evaluate the school-wide projects.
14. Determine how to evaluate the Chapter 1 reading program.
15. Evaluate the progress of Even Start and the need for additional family literacy programming.
16. Move toward an in-service delivery system which allows teachers to meet their professional development requirements and meet classroom commitments. - will cost $11,200 per half day in service.

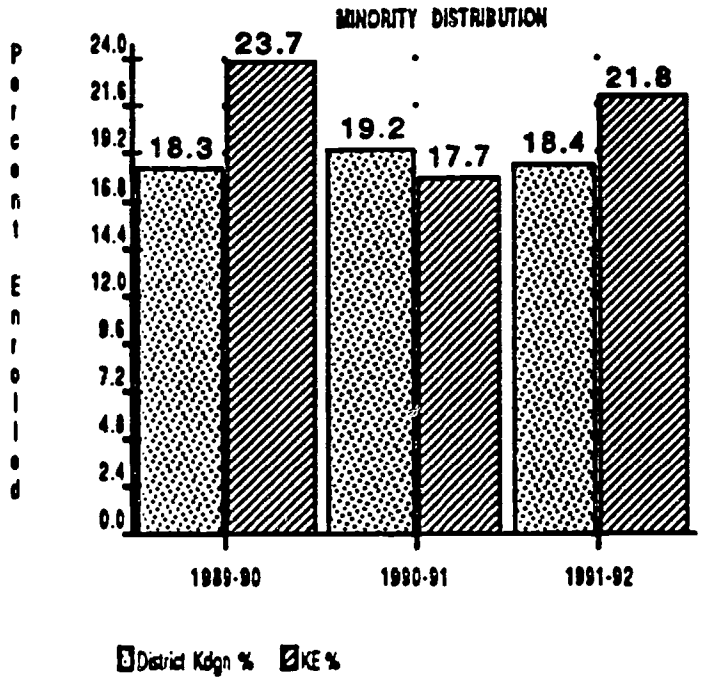
Appendix

Enrollment Information
Alternative Instructional Organizations
KE Enrollment Information

Table 3
Number of Students Served — Des Moines Plan Unduplicated Count
(As of August 18, 1992)

	Gender			Ethnic Group					
Grade	Male	Female	Total	American Indian	Black	Asian	Hispanic	White	Total
Ka	170	134	304	3	51	7	17	225	303
1	481	377	788	6	146	16	28	582	778
2	405	373	778	3	146	129	26	570	774
3	382	355	737	2	150	25	21	533	731
4	319	272	591	4	146	16	18	406	590
5	247	227	474	3	105	12	22	331	473
6	205	158	363	2	96	10	12	233	353
7	183	121	304	2	70	9	7	214	302
8	107	87	194	1	31	11	11	138	192
9	69	89	158	2	29	4	2	121	158
10	2	1	3	0	0	0	0	3	3
11	5	0	5	0	1	0	0	4	5
12	25	24	49	0	6	3	2	38	49
Total	2601	2150	4751	28	977	142	166	3398	4711[b]

a Includes students in Kindergarten Enrichment Program.
bEthnic group information was not available for forty students.

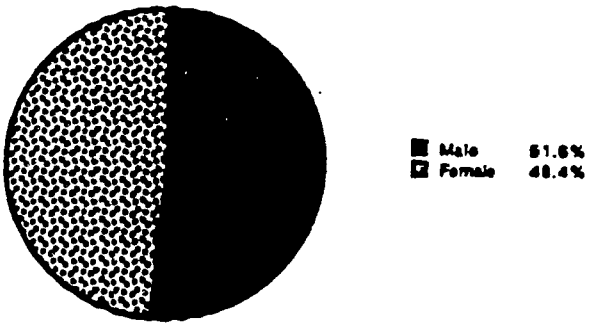


The proportion of minority students in Kindergarten Enrichment deviated by 3.8 percentage points from minority representation in the district kindergarten population in 1991-92. As shown in the graph, 21.8 percent of K/E students were classified as minority compared to 18.4 percent in regular kindergarten classes. This objective which states that there will be no more than a 10 percent difference in minority representation between these groups has been consistently attained during three consecutive years.

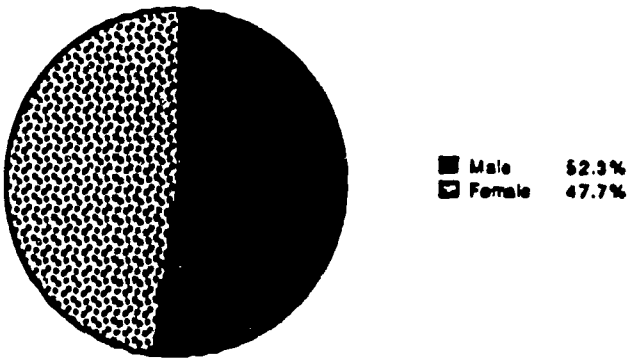
GENDER DISTRIBUTION

DISTRICT

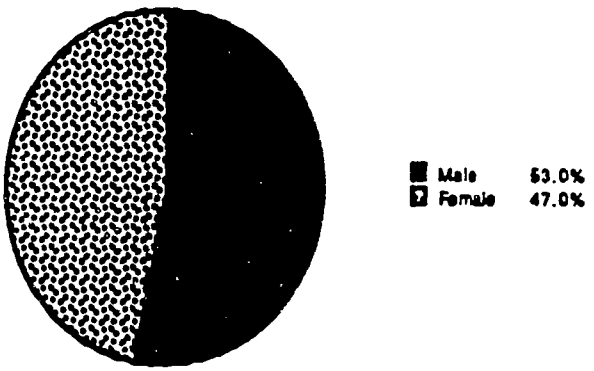
1989-90 District Gender Distribution



1990-91 District Gender Distribution

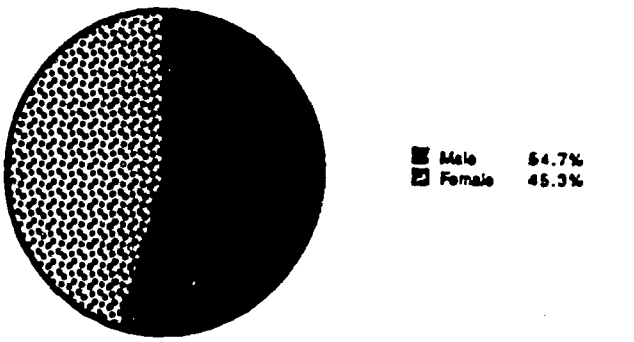


1991-92 District Gender Distribution

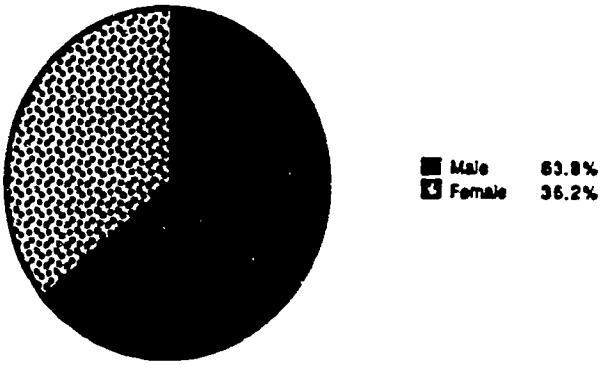


KINDERGARTEN ENRICHMENT

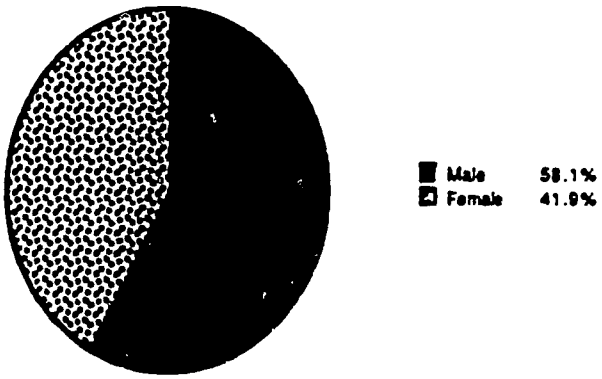
1989-90 KE Gender Distribution



1990-91 KE Gender Distribution



1991-92 KE Gender Distribution



The gender distribution of Kindergarten Enrichment students was more closely aligned with the distribution displayed by the total kindergarten population in 1991-92 than during 1990-91. In 1990-91, the percentage of males in K/E was 11.5 percent greater than in the general kindergarten population. During 1991-92, this difference narrowed to 5.1 percentage points.

ALTERNATIVE INSTRUCTIONAL ORGANIZATION DELIVERY SYSTEMS

Elementary

ED — Extended Day Instruction - Des Moines Plan students meet with the lab teacher for 20-30 minutes during the before or after school daycare hours, but outside of the contract hours of the teacher.

BA — Before and After School Instruction - Des Moines Plan students meet with the lab teacher for 20-30 minutes before the school day begins or after it ends, but within the contract hours of the teacher.

SI — Single Teacher Instruction - A teacher provides both the classroom instruction and the supplemental instruction to the identified lab students. The teacher could be the Des Moines Plan teacher, the classroom teacher, or special education resource teacher. The schedule must be able to demonstrate the Des Moines Plan students are receiving supplemental instruction. This is possible if a building can change the F. T. E. of the teachers involved or provide additional instructional time for classroom teachers rather than duties.

Examples:

a. 1.0 DM Plan teacher change to .8 DM Plan .2 classroom

1.0 classroom teacher change to .8 classroom .2 DM Plan

b. 1.0 classroom teacher assigned 20-30 minutes to instruct their identified DM Plan students instead of being assigned duties.

SP — Collaboration with Special Education - Des Moines Plan teachers can serve special education students if special education teachers serve an equal number of Des Moines Plan students. This is done to facilitate better scheduling.

SW — School Wide - Due to the high concentration of need in the building (over 76% reduced and free lunches) all students are eligible for Des Moines Plan services.

IC — In Class Teaching

Definition of In Class Teaching - Two or more teachers in a classroom actively teaching (introducing concepts, modeling, providing guided practice, reinforcing, evaluating) all students. The Des Moines Plan teacher is to direct teach approximately one half of the time while in the classroom.

Students may be grouped in a heterogeneous large group, small heterogeneous groups, or small homogeneous groups. Grouping

In Class Teaching is not:

- Dividing the class into two ability groups and providing class instruction to two groups by the two teachers - this would simply lower class size. This is considered supplanting and illegal when the additional staff person comes from a federally funded program or state funded like program.

- Turn teaching by the classroom and lab teacher - both teachers must be in the classroom and actively involved in the instruction of the students.

- Observation by the lab teacher - the lab teacher should provide direct instruction 50% of the time and assist with guided practice, modeling, and questioning the remainder of time.

- Tutoring students on the classroom assignment - the lab teacher should be an active instructor of concepts, joint planning between the classroom and lab teachers is essential. She/he should provide supplemental instruction for those students needing further reinforcement.

- Assisting students with homework - the lab teacher should assist with concept in instruction, guided practice, and additional modeling activities as needed.

IP In-Class Pull Out Instruction - The lab teacher comes into the class after direct instruction is given by the classroom teacher and works with small groups of eligible students. The children they work with can vary daily according to needs as long as they are eligible students. If the special education resource teacher is also coming in at the same time they can collaborate with our teachers and our students as long as all students are being served.

RC Reading in the Content Area - The lab teacher instructs 5th grade reading lab students during the social studies time allotment and uses the Reading in the Content Area Curriculum developed by the Des Moines Plan teachers. These students take a modified Social Studies Objective-based Test.

PO Students are pulled from class for small group instruction during seat work time or another time other than their reading and/or math instruction.

Middle School

DT Double Time is the original Des Moines Plan delivery model. Small group Lab instruction in addition to regular classroom instruction supports greatest gains. Labs may also be operated on an extended day basis before or after school. National and local data indicate greater growth each year in schools which delivered double time service.

TH Time and a Half is the Des Moines Plan Lab offered on an alternating basis so that the student has regular class plus Lab every other day. Research has shown this to be less effective since it involves less time devoted to the reinforcement.

NS No Des Moines Plan Service occurs at eighth grade only when Lab identified students are integrated into regular heterogeneously grouped classes for reading/writing/math. Testing all students with checkpoint and Silver Burdett is critical if this is implemented so that proper ninth grade identification occurs. Des Moines Plan funding is not provided for this option.

Advantages include:

- normal grade level curriculum is not interrupted
- reinforcement is not provided and student is not likely to show growth necessary to catch up to grade level.

SI Single Teacher Instruction occurs when the same teacher has the student for regular class and Des Moines Plan Lab. This delivery must not dictate a large group "regular" classroom composed of solely Des Moines Plan students. This would be tracking ad will inevitably lead to reduced growth.

Advantages include:

- coordination of content and instructional language and style
- extra reinforcement
- increased opportunity for personalized relationship

RC Reading in the Content Area occurs when Reading/Writing Lab teacher teaches social science or science content in the Lab using language arts strategies. Advantages include:

- the student does not lose a content area class's curriculum in order to take the Reading/Writing Lab
- the student makes gains in the content area greater than if they took the content class.

TC Teaming with the Classroom Teacher may occur in a variety of circumstances. It is important that any teaming not reduce the total amount of instructional time. Students involved in a team teaching situation need increased time to make growth. Other important considerations are that the teamed situation should

provide a more heterogeneous classroom, not just all Des Moines Plan students.

Teaming is not:

*Dividing the class into a high and low group and thereby lowering the class size of the nonlab teacher. This is "supplanting" and cannot be funded from Federal funds.

*Turn teaching by the two teachers. Both teachers must actively plan, instruct and evaluate.

*Observation by the lab teacher. Lab teachers must provide direct instruction 50% of the time.

*Tutoring students on the classroom assignment. Lab teachers must provide instruction as well as support the need for further instruction with Lab students.

*Assisting students with homework. The lab teacher must provide concept instruction, guided practice and evaluation.

Advantages of teaming include:

- Heterogeneous learning environment (positive role models are present)
- students are not labeled
- students are not pulled from content courses for lab placement
- students are on task more of the time than in the traditional classroom
- students receive more attention than in traditional classroom
- variety of teaching strategies can be used
- students benefit from the content certificated teacher

SW — Collaboration with SWS Team involves participation in team planning for SWS and Des Moines Plan students. Emphasis needs to continue on the key concepts of additional instructional time and reduced class size.

Advantages include:

- offering a broader base of personal support including increased counseling for Des Moines Plan students.
- teachers of at-risk students share strategies and planning

SP — Collaboration with Special Education

High School

SW — Collaboration with SWS Team

SP — Collaboration with Special Education

LI — Lab Instruction (9, 10, and 12th class)