



# September Family Update

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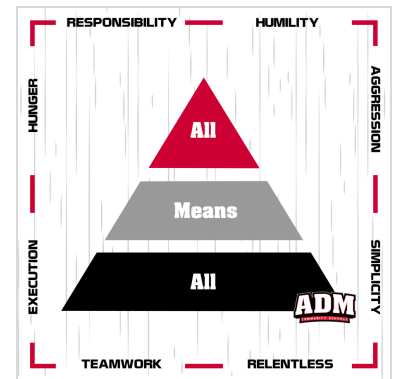
ADM Families,

It never ceases to amaze me how fast the school year goes. We are already three weeks into the 2021-22 school year and it has been a great start. Our start includes the opening of Meadow View Elementary, a major milestone for a school district and community. As you will see below, we have important work to do this year, and the work started in these first days of school will propel us forward in the coming days and weeks. It is "Game On!" for us this year!

## All Means All

ADM is in the midst of what we are calling a "radical reset" related to how we use data, make instructional decisions, and focus on results. For years ADM has been viewed as a high performing school and an example of high academic achievement in the metro and state. While there is much to celebrate about the academic success at ADM, we are redefining what it means to be excellent and renewing our focus on our mission of engaging ALL students in a challenging and supportive environment that ensures ALL students learn at high levels.

Although ADM typically outperforms comparative data from the state and many central Iowa schools, our mission is to ensure that **ALL** students learn at high levels. Focusing on our performance compared to area schools can reduce our urgency and shift our focus from our mission.



## Student Achievement At ADM: Literacy

Typically, ADM presents student achievement data as the number of students identified as being proficient on each assessment. However, focusing on the number of students proficient can lead to complacency and minimize the focus on the number of students who are not yet proficient. Below are a few examples of how ADM is looking at data differently, using last year's student achievement data in the area of literacy.

- **Example of how ADM represented data in the past:**
  - During the 2020-21 school year, 75.4% of PK-11 ADM students were identified as being "proficient" or "advanced" in reading on the identified grade level state assessment.
- **Examples of how ADM will represent data moving forward:**
  - During the 2020-21 school year, 24.6% of PK-11 ADM students were identified as being "Not Yet Proficient" in reading on the identified grade level state assessment.
  - During the 2020-21 school year, nearly 1 out of 4 students at ADM was identified as being "Not Yet Proficient" in reading on the identified grade level state assessment in grades PK-11.
  - During the 2020-21 school year, 465 students at ADM were identified as being "Not Yet Proficient" in reading on the identified grade level state assessment in grades PK-11.

## Focusing On The Wildly Important

As part of ADM's radical reset, we are relentlessly working to reduce complexity and generate extreme clarity and focus in our work to increase student learning. To support this work, ADM has identified the following "Wildly Important Goal". This goal serves as the focus of our school improvement efforts, with all building and most team goals aligned to this goal. In the coming months, more information will be shared about the steps ADM is taking to meet this goal.

### ADM's Wildly Important Goal

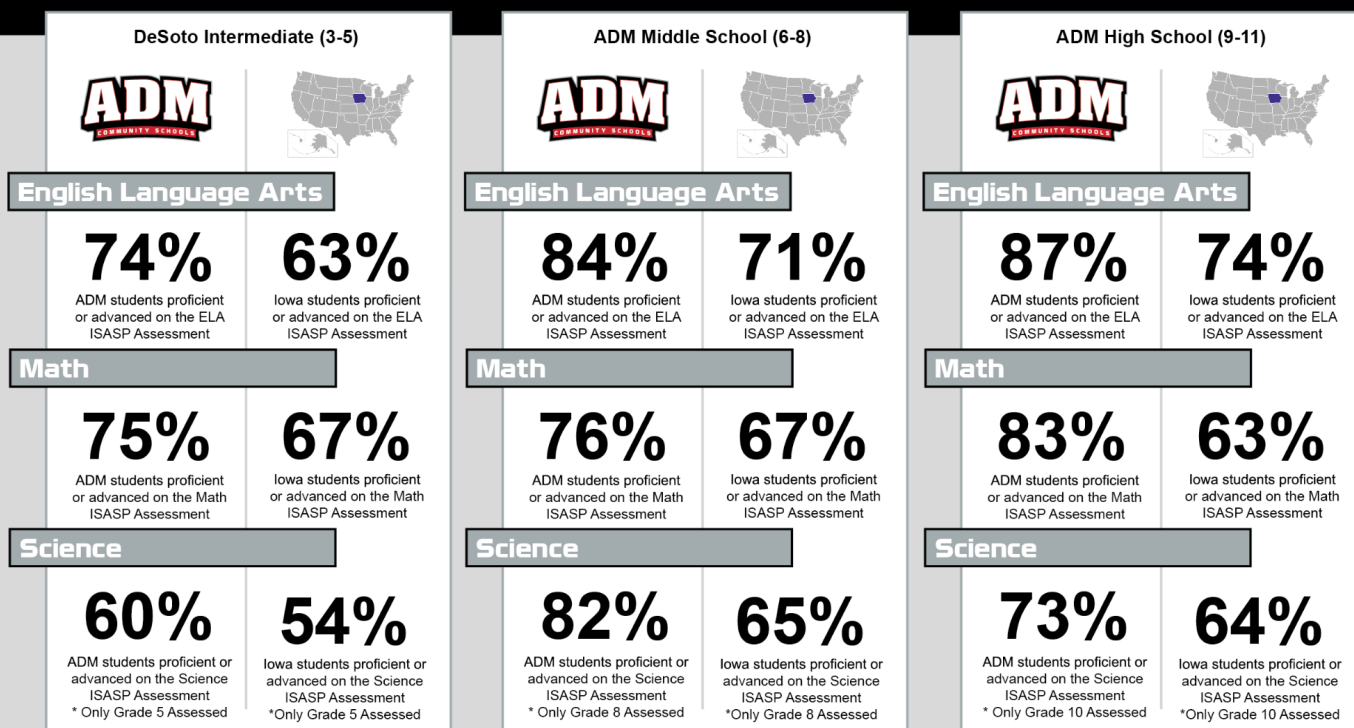
Decrease PK-11 grade students identified as "not yet proficient" in reading on the identified grade level state assessment from 24.6% to 15% by June 1, 2022.

# A Focus on Learning and Results

Travis Wilkins, Executive Director of Teaching and Learning and Communication

Below are ADM's ISASP spring 2021 assessment results listed by building in the areas of ELA (reading and writing), math, and science. The ISASP assessment is administered annually to all students in grades 3-11. All students in grades 3-11 complete assessments in ELA and Math, while only students in grades 5, 8, and 10 complete the science assessment. The ISASP assessment reflects what is being taught in the classroom and how students are progressing toward grade-level expectations outlined in Iowa's academic standards.

## ISASP Results



While we can celebrate that our scores are higher than the state average, that response can lead us to minimize our mission of ensuring that ALL students learn at high levels. Simply put, we are not meeting our mission. However, intentionally focusing on the percent of students who are not yet proficient can give the data a different weight. Here are a few different ways to view ADM's ISASP results:

- ELA:** ADM decreased from 22.7% to 18.6% of students in grades 3-11 scoring "Not Yet Proficient" on the ISASP ELA (writing and reading) assessment from 2019 to 2021.
  - Focus On Students:** 255 ADM students in grades 3-11 were "Not Yet Proficient" on the 2021 ISASP ELA Assessment.
- Math:** ADM increased from 20.6% to 22.6% of students in grades 3-11 scoring "Not Yet Proficient" on the ISASP Math assessment from 2019 to 2021.
  - Focus On Students:** 309 ADM students in grades 3-11 were "Not Yet Proficient" on the 2021 ISASP ELA Assessment.
- Science:** ADM decreased from 33.2% to 28.5% of students in grades 5, 8, and 10 scoring "Not Yet Proficient" on the ISASP Science Assessment from 2019 to 2021. The science assessment is only administered to students in grade 5, 8 and 10.
  - Focus On Students:** 127 of ADM students in grades 5, 8, and 10 were "Not Yet Proficient" on the 2021 ISASP Science Assessment.

We are committing to new actions and behaviors that we believe will lead us to meet our mission. In the coming months we look forward to sharing more information with families about our renewed focus on results for ALL students.

Sincerely,

Greg Dufoe  
ADM Superintendent