Treynor
School Improvement Advisory Committee Meeting

October 5, 2016

School Improvement Advisory Committee (SIAC)
October 5, 2016
HS Commons
6:00 p.m.

Welcome – Kevin Elwood, Superintendent

Goals for this evening

1. Review School District Information
2. Review Student Achievement Data and Trends
3. Gather feedback from School Improvement Advisory Committee members

Review Goals and Graduation Requirements– Gary McNeal, HS Principal

- Long Range Goals
- 2015-2016 Annual Goals

Elementary Class Size Reduction Goal/FAST Data – Jill Kay, Elementary Principal

Elementary Student Showcase – Michael Stinman

Technology Update – Shelly Bailey, District Technology Coordinator

CTE Program – Gary Schuler

Middle School Student Showcase – Ashley McGehee & Morgan Lammert

TLC Program – Kara Huisman

High School Student Showcase – Marilyn Abbott

Break

Student Achievement Data: Results, Trends and Trajectories – Rita Laughlin, 6-12 Counselor

- Test Results
  - Iowa Assessments
  - ACT
  - ASVAB

Clarifications/Task Assignment – Jenny Berens, MS Principal

Small Group Discussion and Feedback of Data Presented

- Look for trends
- Identify strengths
- Identify needs
- Record findings on comment form provided

Reading Goal

Long Range Goal – All K-12 students will demonstrate growth at high levels in reading comprehension, prepared for success beyond high school.

2015-16 Goal – Decrease the percent of students below the proficiency level from grade 4 (14-15) to grade 5 (15-16) as measured on the Iowa Assessments (FAY). The current percent of students in the low proficiency range for this class is 14%.

2015-16 Data – With 14% of the students in the identified group performing in the non-proficient range, our goal was to lower the percent of students performing below proficiency. When tested during the 2015-16 school year, the percent of students performing below proficiency was 9%. **This goal was met.**

Math Goal

Long Range Goal – All K-12 students will demonstrate growth at high levels in mathematics, prepared for success beyond high school.

2015-16 Goal – Decrease the percent of students below the proficiency level from grade 4(14-15) to grade 5 (15-16) as measured on the Iowa Assessments (FAY). The current percent of students in the low proficiency range for this class is 21%.

2015-16 Data – With 21% of the students in the identified group performing in the non-proficient range, our goal was to lower the percent of students performing below proficiency. When tested during the 2015-16 school year, the percent of students performing below proficiency was 7%. **This goal was met.**

Science Goal

Long Range Goal – All K-12 students will demonstrate growth at high levels in science, prepared for success beyond high school.

2015-16 Goal – Decrease the percent of students below the proficiency level from grade 5 (14-15) to grade 6 (15-16) as measured on the Iowa Assessments (FAY). The current percent of students in the low proficiency range for this class is 17%.

2015-16 Data – With 17% of the students in the identified group performing in the non-proficient range, our goal was to lower the percent of students performing below proficiency. When tested during the 2015-16 school year, the percent of students performing below proficiency was 15%. **This goal was met.**

Graduation Requirements

4 years of English

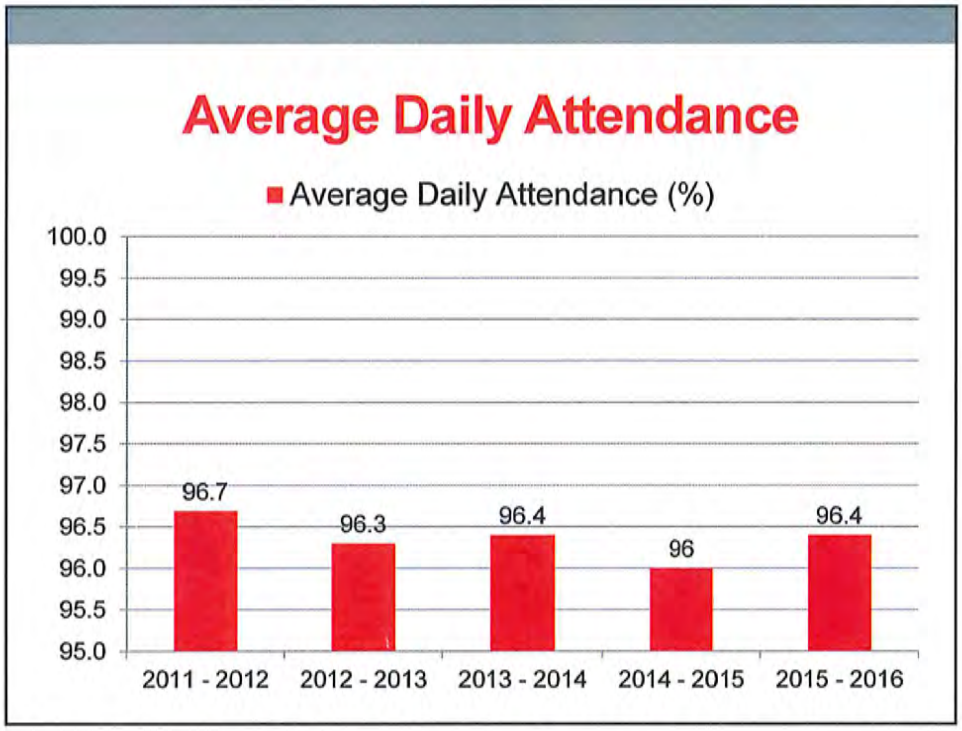
3 years of Math

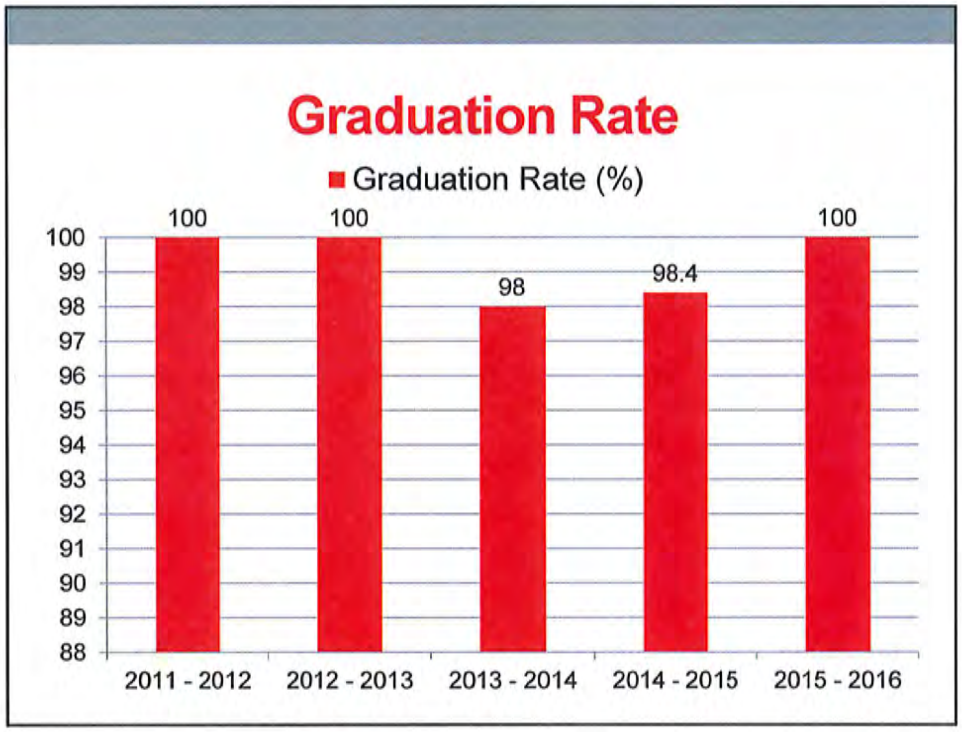
3 years of Science

3 years of Social Studies

1 semester Personal Finance

*At least 44 credits of course work


Average Daily Attendance
Average Daily Attendance (%)
100.0
99.5
99.0
98.5
98.0
97.5
97.0
96.5
96.0
95.5
95.0
96.7
96.3
96.4
96
96.4
2011 - 2012
2012 - 2013
2013 - 2014
2014 - 2015
2015 - 2016

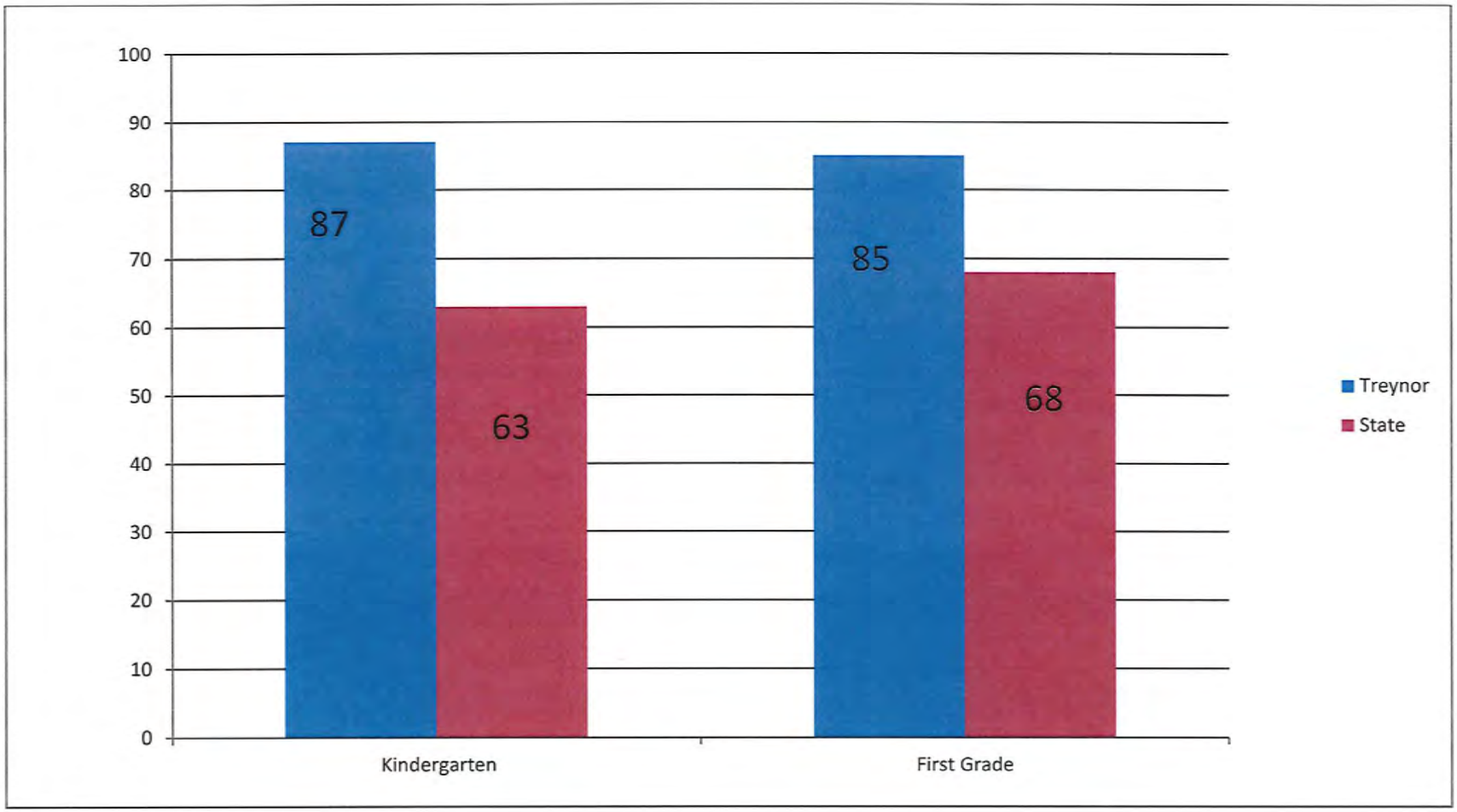

Graduation Rate
Graduation Rate (%)
100
99
98
97
96
95
94
93
92
91
90
89
88
100
100
98
98.4
100
2011 - 2012
2012 - 2013
2013 - 2014
2014 - 2015
2015 - 2016

Goal: To reduce class size in grades K-3 to an average of 17 students.														
	2002-03	*2003-04*	*2004-05*	*2005-06*	*2006-07*	*2007-08*	*2008-09*	*2009-10*	*2010-11*	*2011-12*	*2012-13*	*2013-14*	*2014-15*	*2015-16*
Kdg.	52	53	54	59	54	51	60	61	59	60	52	52	57	77
1	45	48	56	50	61	55	52	60	61	64	63	55	54	61
2	52	49	50	60	53	57	56	54	61	62	69	63	55	56
3	35	53	51	54	60	53	55	55	56	65	63	65	65	58
# of K-3 Students	184	203	211	223	228	216	223	230	237	251	247	235	231	231
# of K-3 Teachers	9	10	12	12	12	12	12	12	12	12	12	12	12	13
	(+2 aides)	(+2.5 aides)	(+3.5 aides)	+3.5 aides	+2.0 aides	+2.0 aides	+2.0 aides	+2.0 aides	+4.0 aides	+2.0 aides	+3.0 aides	(+2.0 aides)	(+2.0 aides)	(+2.0 aides)
Avg. Class K-3	20.4	20.3	17.6	18.6	19.0	18.0	18.6	19.2	19.8	20.9	20.6	19.6	19.3	17.8

Kindergarten and First Grade

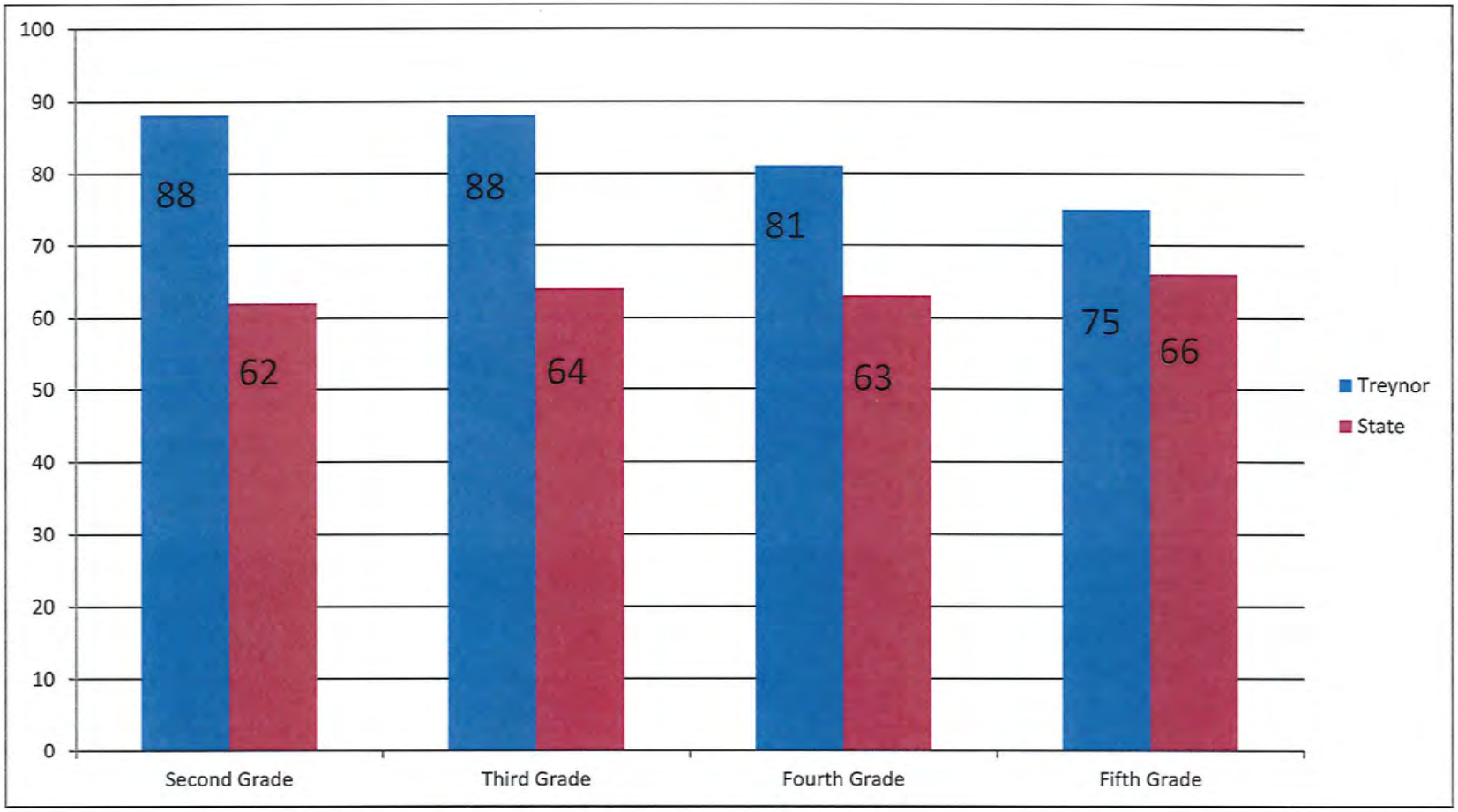
A-Reading Screener

2015-16



Grades 2-5 CBM-R Screener

2015-16



TECHNOLOGY UPDATE

Shelly Bailey, District Technology Coordinator

WHAT'S NEW?

More Chromebooks

- Fifth Grade Students will have Chromebooks this year
- Will not take home
- Will consider allowing them to take between 5th grade classes

6-12 Student Chromebooks

- Sorted and cleaned over summer
- Video lesson created for new users (6th grade & new students)
- Video lesson created with basic review for returning Chromebook users.
- Found under Tech Support ... Articles

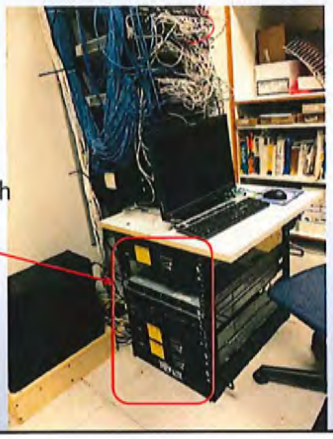
Elementary iPads

- 5th Grade 1:1 iPads were shifted down to 2nd Grade
- Remaining were distributed to Kindergarten and 1st Grade classrooms. Each K and 1st Grade classroom now has 10 iPads each.
- With the number of lab computers, chromebooks and iPads in our district, we can officially be considered a 1:1 District.

"Invisible" Network Upgrades

- New Virtual Server Installed to replace aging Domain Controller
- Load-Balancing our traffic
- New Iboss Filtering Server Installed
  - FireSphere APT Defense to be added
  - Detects and monitors traffic anomalies to pinpoint unusual behavior and prevent data exfiltration

- New server installed to this data rack in Shelly's Tech "closet"



Expanded Bandwidth

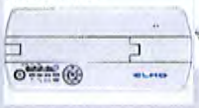
- 200 MB Down & Upload
- History
  - 1 MB in 2000
  - 1.5 MB in 2004
    - *(plus a dial-up line)*
  - 3 MB in 2008-09
  - 5 MB in 2010-11
  - 15 MB in 2011-12
  - 25 MB 2012-13
  - 50 MB in 2014-15
  - 100 MB in 2015-16

New Phone System

- Network based phone system
- Internal extension calling from building to building
- Still uses analog phone lines to the outside
- Ease of future expansion
- "Virtual" Voice Mail Boxes

"Elmo" Document Cameras

- Mobile document camera
  - Displays reports, documents, pictures or 3D objects
- Recipients:
  - Elementary Teachers
  - MS/HS Science



WeVideo Premium

- WeVideo is a powerful online movie editor
- Many high school student projects involve video production
- Premium allows longer videos

5-YR PC REPLACEMENT

- Laptops (45)
  - Business (x10), Al-Khanfar, Anderson, Beattie, Behrendt, Bleth-Harris, Burton, K. Campbell, Coughlin, Cox, Egan, K. Elwood, Finnegan, Reed/Livengood, Jaehrling, Koenck, Konz(x2), Leick, Leonard, Lovely, T. McNeal, Mundorf, Myers, Nelson, Mowery, Orr, Palmquist, Pearce, Rommel, Schoening, Stinman, Tiarks, Warner, Waymaster, Weis
  - Off-lease refurbished (new on inside, not necessarily on outside)

5-YR PC REPLACEMENT

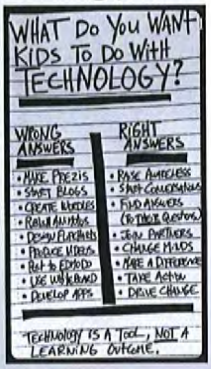
- Workstations (16)
  - Flaten, Huisman, Efin(x5), CAD (x4), Library Circulation, McGehee, Steeve, Stogdill, Warner
  - Off-lease refurbished (new on inside, not necessarily on outside)

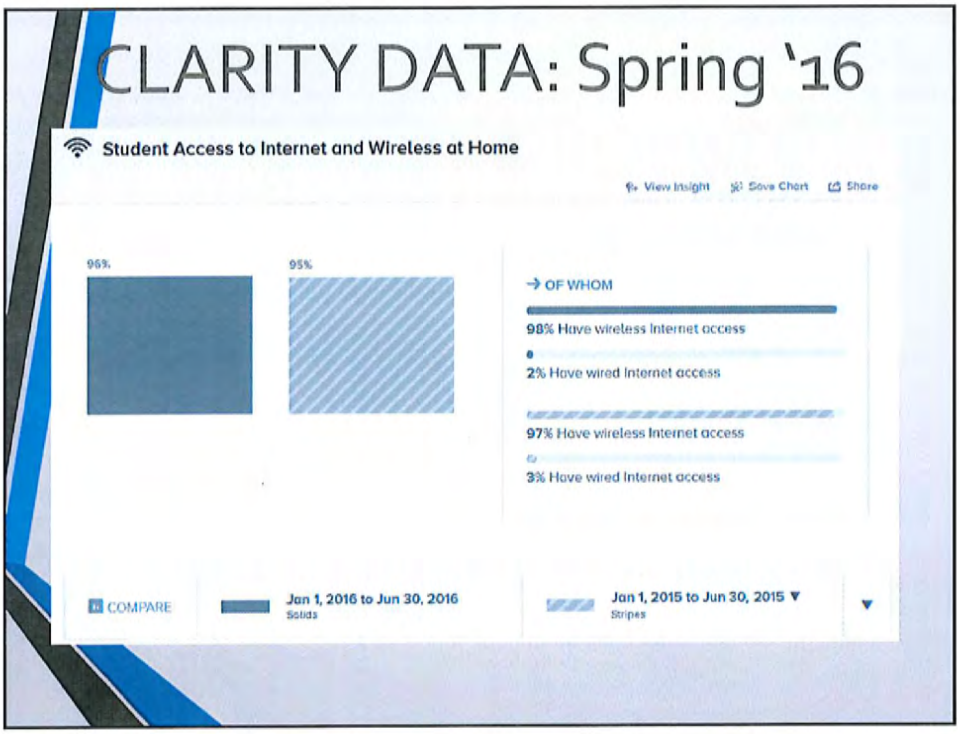
WIRELESS UPGRADE

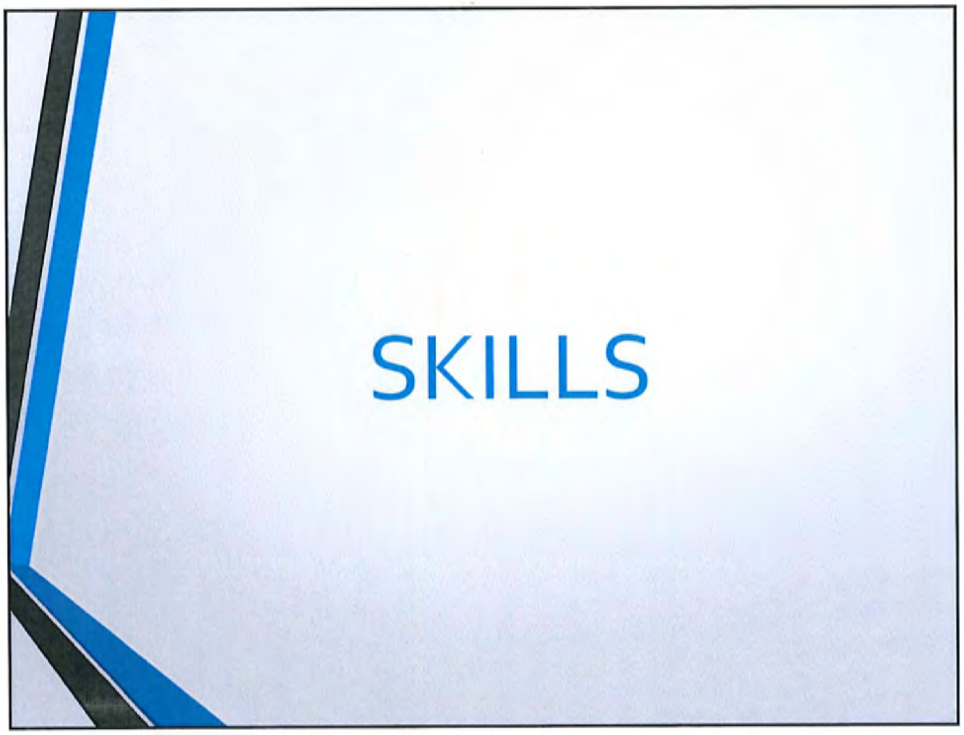
- eRate Funding comes through (*better late than never*)
- New wireless network
- Expanded coverage, including Baseball field (in addition to existing outdoor wireless

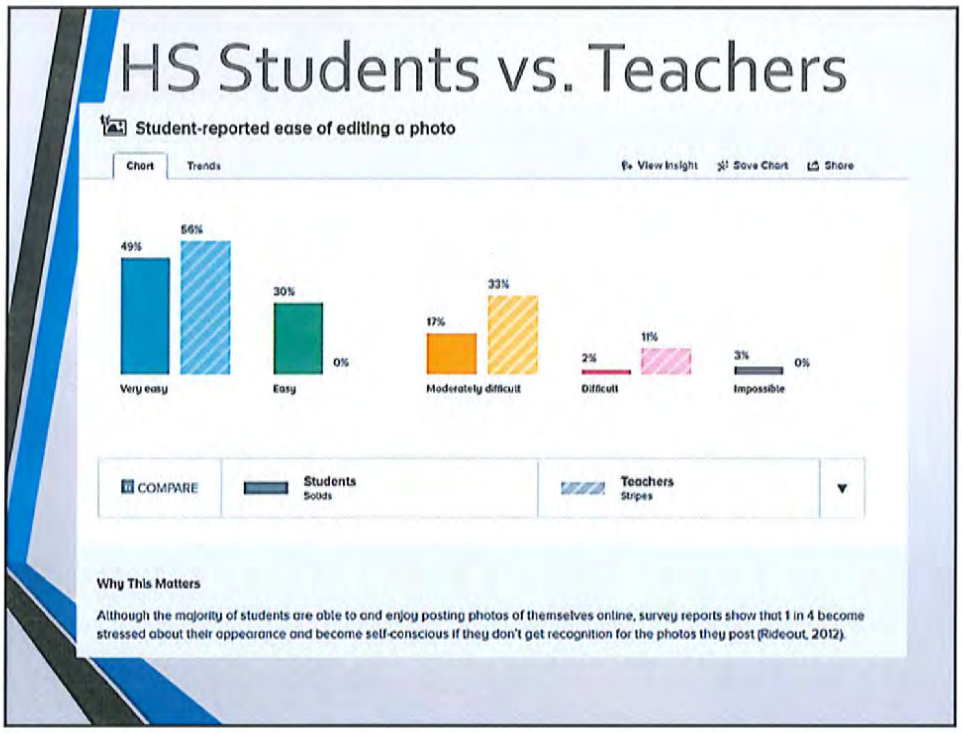
- Fiber run from ICN room to MS Data Room (currently is CAT5 cable)

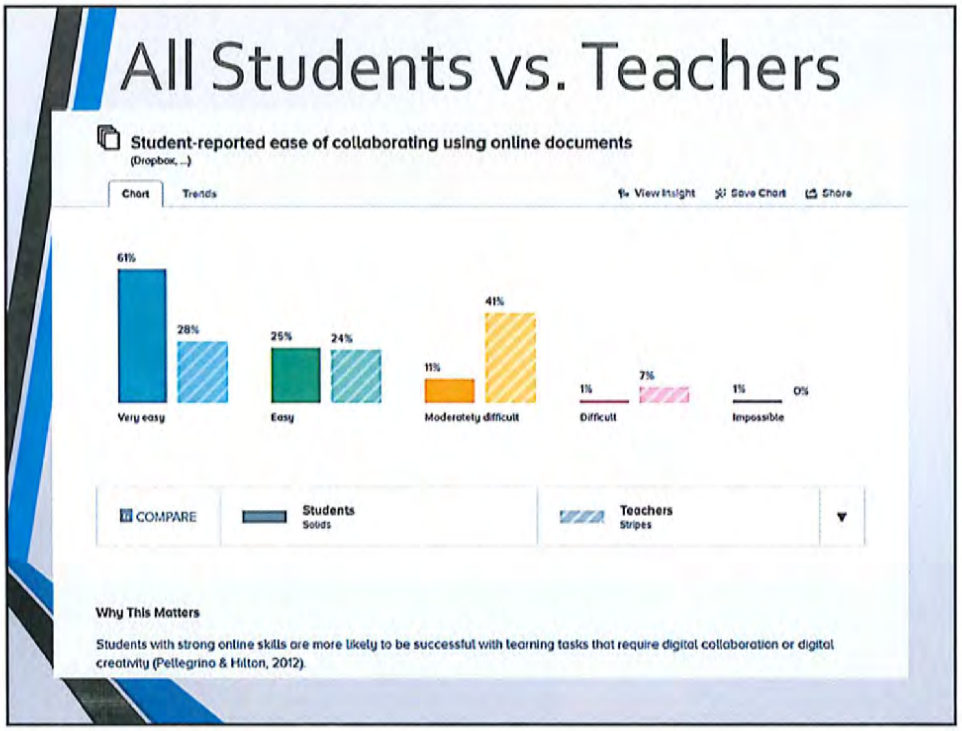
Technology is a Tool



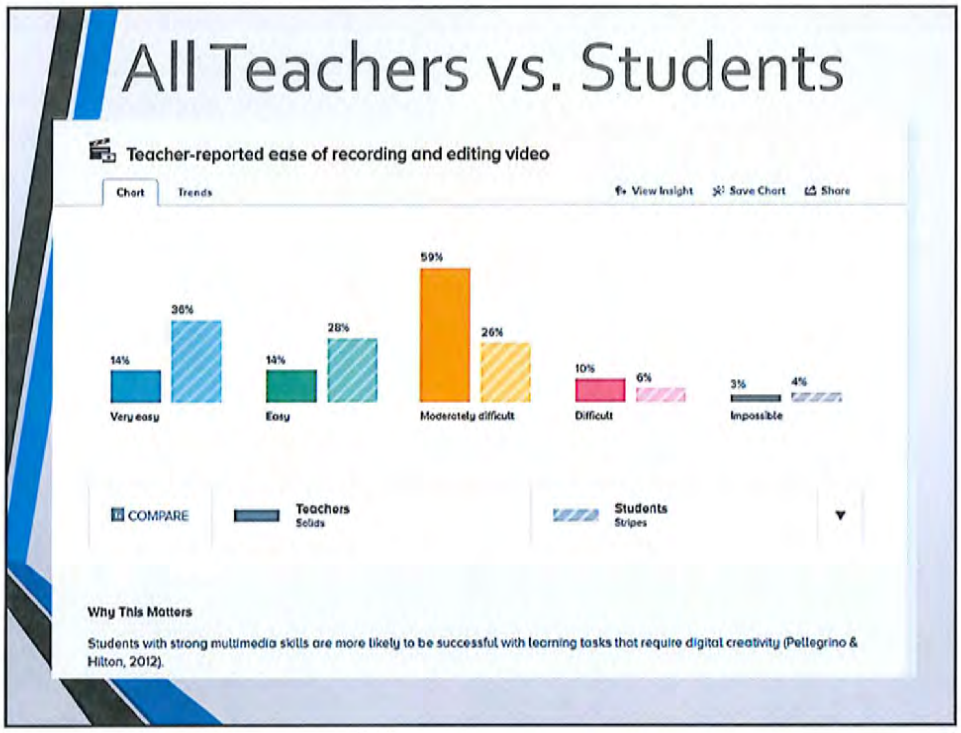

CLARITY DATA: Spring '16
Student Access to Internet and Wireless at Home
View Insight
Save Chart
Share
96%
95%
OF WHOM
98% Have wireless Internet access
2% Have wired Internet access
97% Have wireless Internet access
3% Have wired Internet access
COMPARE
Jan 1, 2016 to Jun 30, 2016
Solids
Jan 1, 2015 to Jun 30, 2015
Stripes


SKILLS

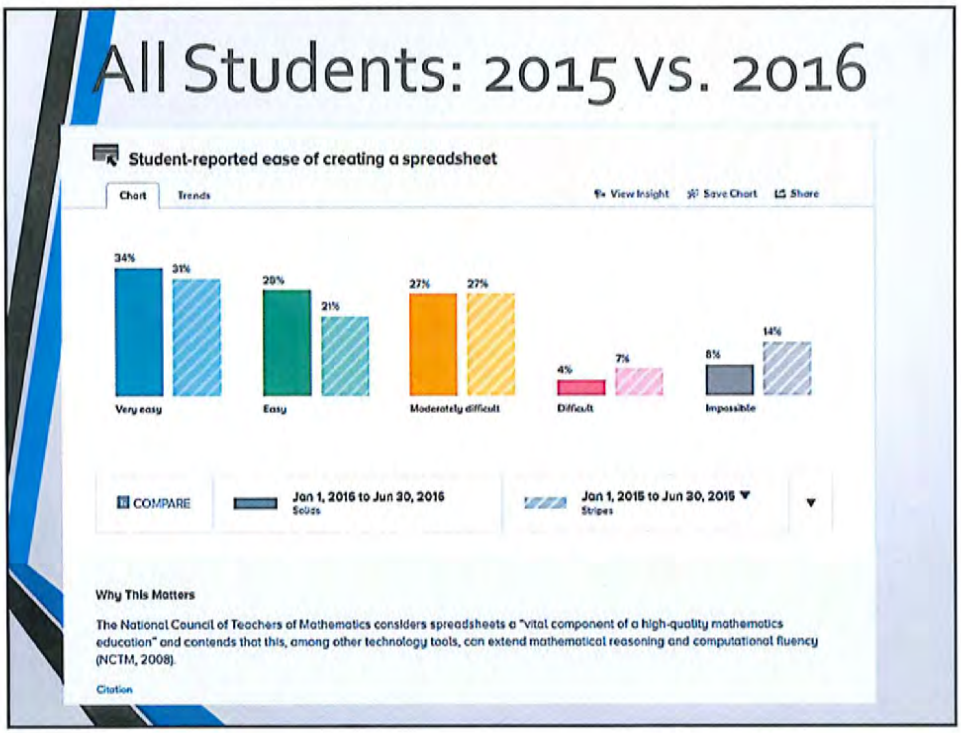

HS Students vs. Teachers
Student-reported ease of editing a photo
Chart
Trends
View Insight
Save Chart
Share
49%
56%
30%
0%
17%
33%
2%
11%
3%
0%
Very easy
Easy
Moderately difficult
Difficult
Impossible
COMPARE
Students
Solids
Teachers
Stripes
Why This Matters
Although the majority of students are able to and enjoy posting photos of themselves online, survey reports show that 1 in 4 become stressed about their appearance and become self-conscious if they don't get recognition for the photos they post (Rideout, 2012).

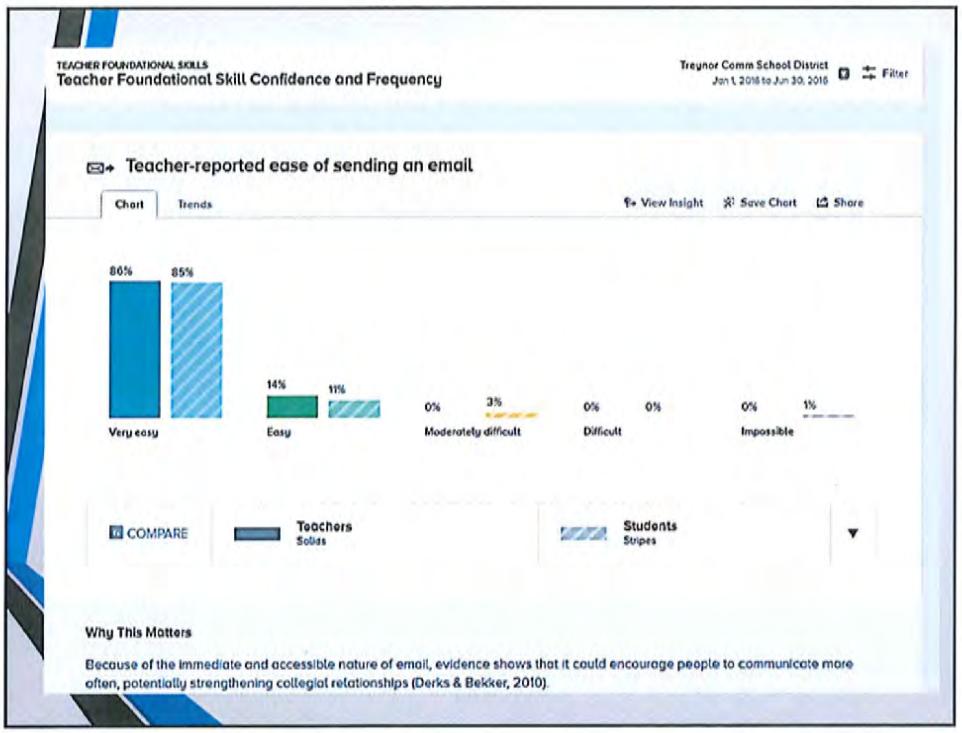

All Students vs. Teachers
Student-reported ease of collaborating using online documents
(Dropbox, ...)
Chart
Trends
View Insight
Save Chart
Share
61%
28%
25%
24%
11%
41%
1%
7%
1%
0%
Very easy
Easy
Moderately difficult
Difficult
Impossible
COMPARE
Students
Solids
Teachers
Stripes
Why This Matters
Students with strong online skills are more likely to be successful with learning tasks that require digital collaboration or digital creativity (Pellegrino & Hilton, 2012).

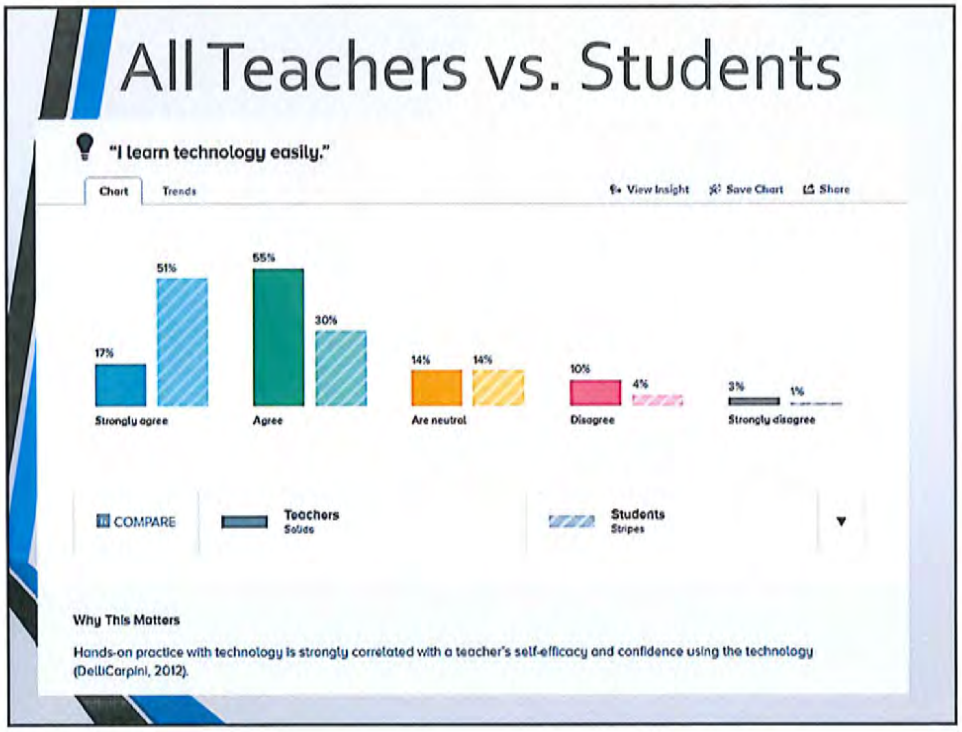
All Teachers vs. Students



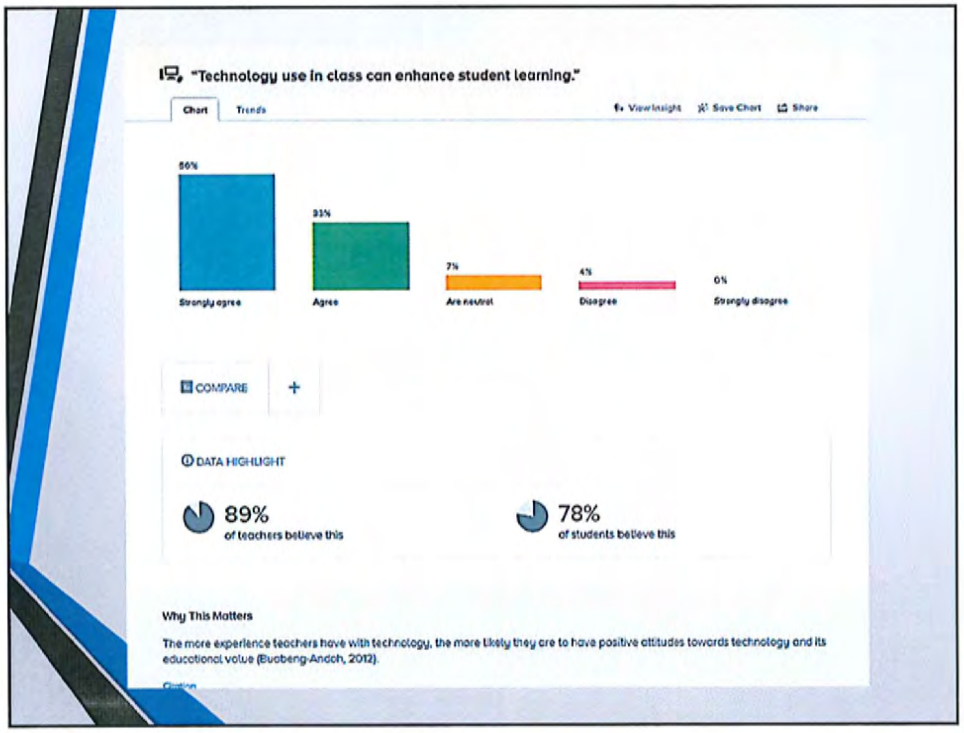
All Students: 2015 vs. 2016

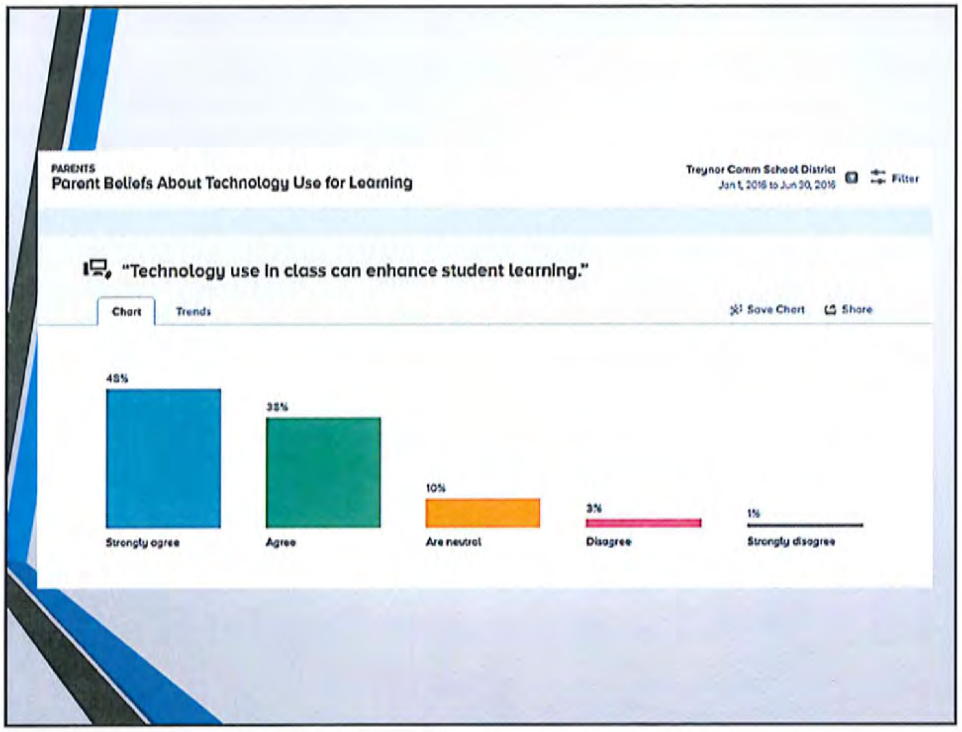


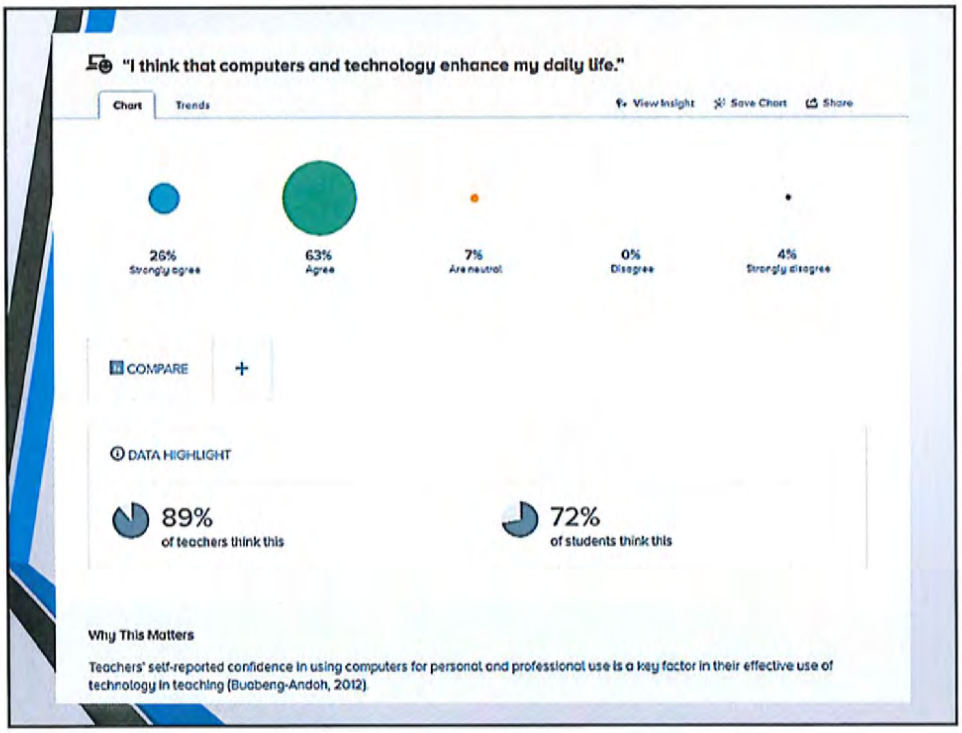

TEACHER FOUNDATIONAL SKILLS
Teacher Foundational Skill Confidence and Frequency
Treynor Comm School District
Jan 1, 2018 to Jun 30, 2018
Filter
Teacher-reported ease of sending an email
Chart
Trends
View Insight
Save Chart
Share
86%
85%
14%
11%
0%
3%
0%
0%
0%
1%
Very easy
Easy
Moderately difficult
Difficult
Impossible
COMPARE
Teachers
Solids
Students
Stripes
Why This Matters
Because of the immediate and accessible nature of email, evidence shows that it could encourage people to communicate more often, potentially strengthening collegial relationships (Derks & Bekker, 2010).

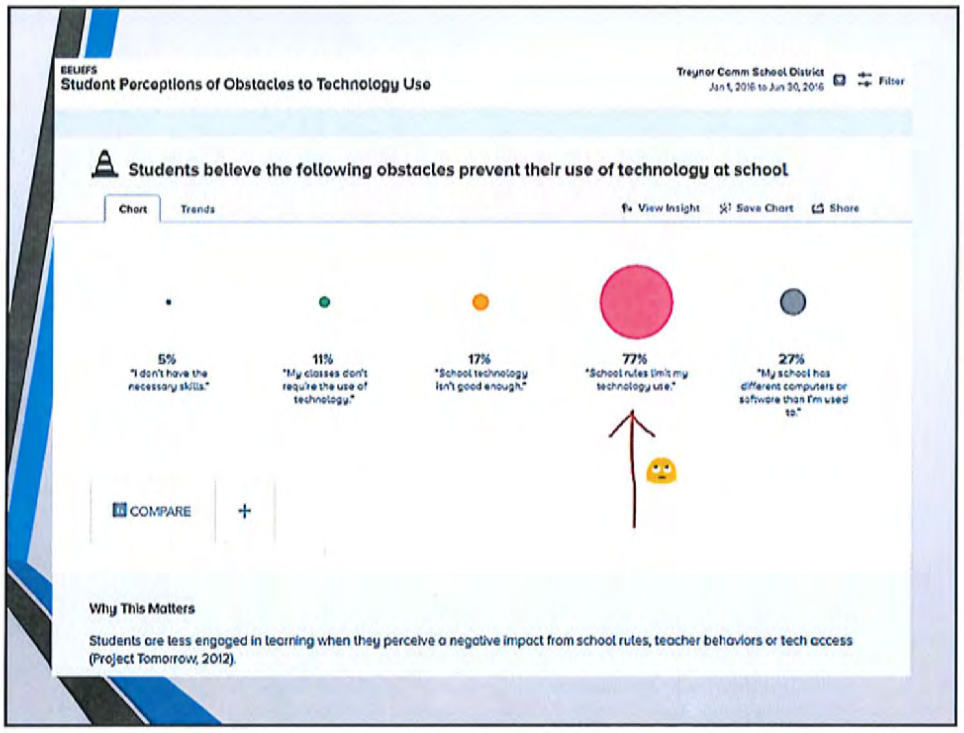

All Teachers vs. Students
"I learn technology easily."
Chart
Trends
View Insight
Save Chart
Share
17%
51%
55%
30%
14%
14%
10%
4%
3%
1%
Strongly agree
Agree
Are neutral
Disagree
Strongly disagree
COMPARE
Teachers
Solids
Students
Stripes
Why This Matters
Hands-on practice with technology is strongly correlated with a teacher's self-efficacy and confidence using the technology (DelliCarpini, 2012).

BELIEFS & ENVIRONMENT

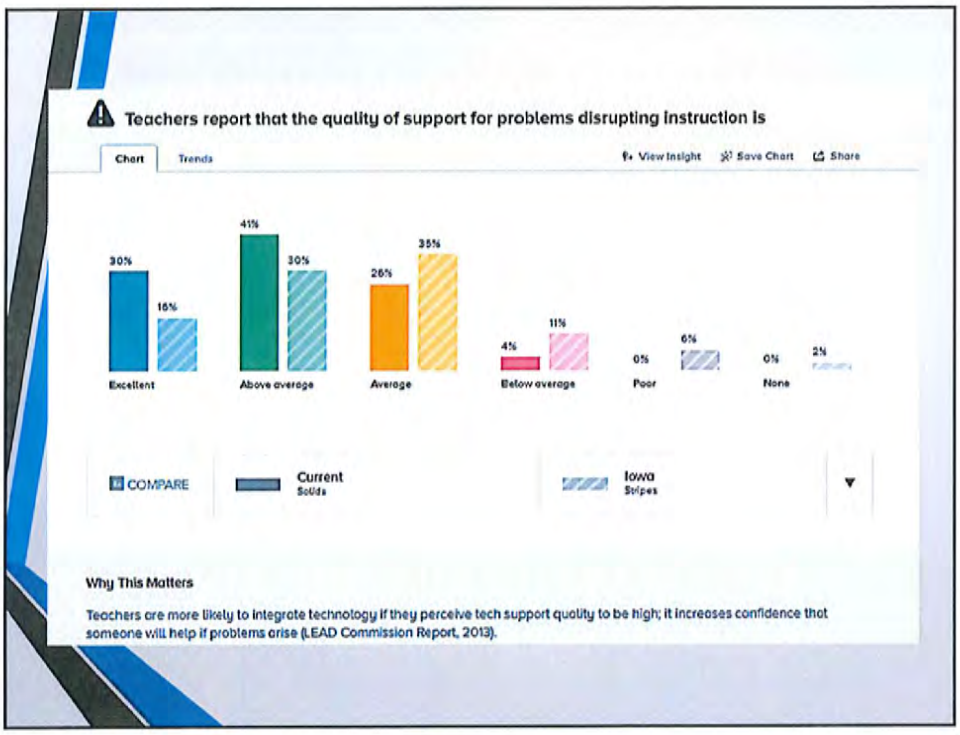


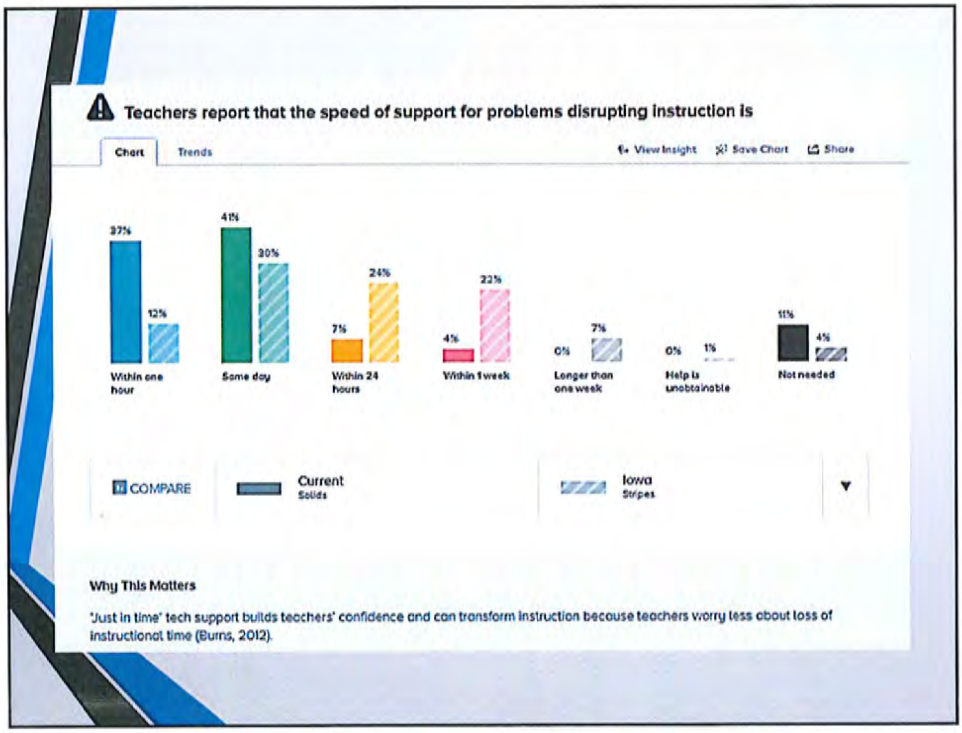

PARENTS
Parent Beliefs About Technology Use for Learning
Treynor Comm School District
Jan 1, 2016 to Jun 30, 2016
Filter
"Technology use in class can enhance student learning."
Chart
Trends
Save Chart
Share
48%
38%
10%
3%
1%
Strongly agree
Agree
Are neutral
Disagree
Strongly disagree


"I think that computers and technology enhance my daily life."
Chart
Trends
View Insight
Save Chart
Share
26%
Strongly agree
63%
Agree
7%
Are neutral
0%
Disagree
4%
Strongly disagree
COMPARE
+
DATA HIGHLIGHT
89%
of teachers think this
72%
of students think this
Why This Matters
Teachers' self-reported confidence in using computers for personal and professional use is a key factor in their effective use of technology in teaching (Buabeng-Andoh, 2012).

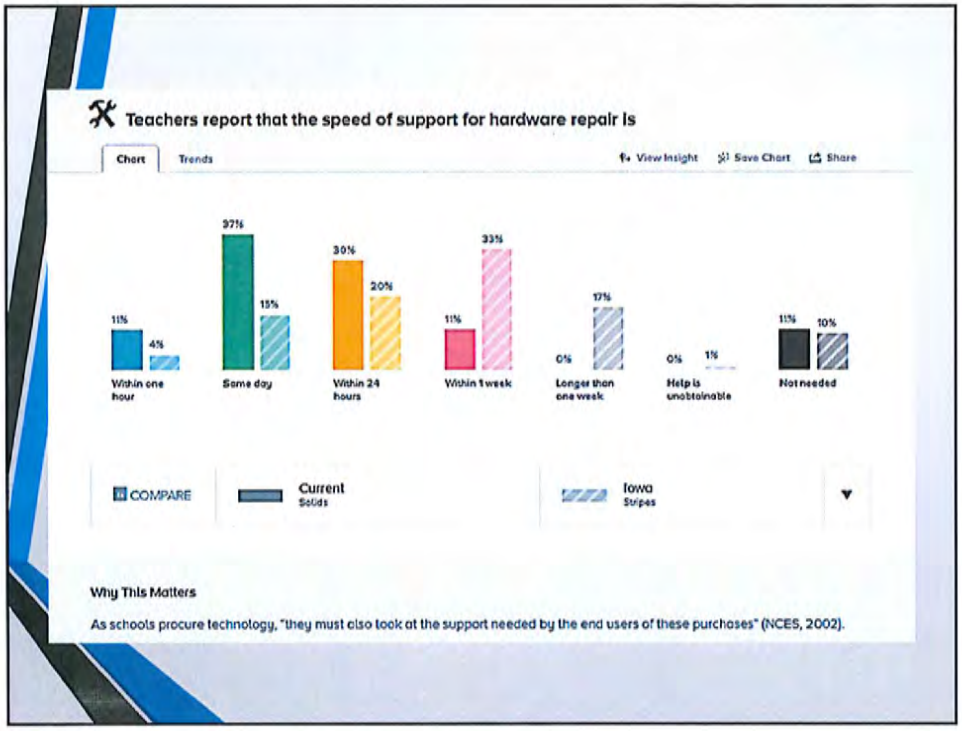

BELIEFS
Student Perceptions of Obstacles to Technology Use
Treynor Comm School District
Jan 1, 2016 to Jun 30, 2016
Filter
Students believe the following obstacles prevent their use of technology at school
Chart
Trends
View Insight
Save Chart
Share
5%
"I don't have the necessary skills."
11%
"My classes don't require the use of technology."
17%
"School technology isn't good enough."
77%
"School rules limit my technology use."
27%
"My school has different computers or software than I'm used to."
COMPARE
+
Why This Matters
Students are less engaged in learning when they perceive a negative impact from school rules, teacher behaviors or tech access (Project Tomorrow, 2012).

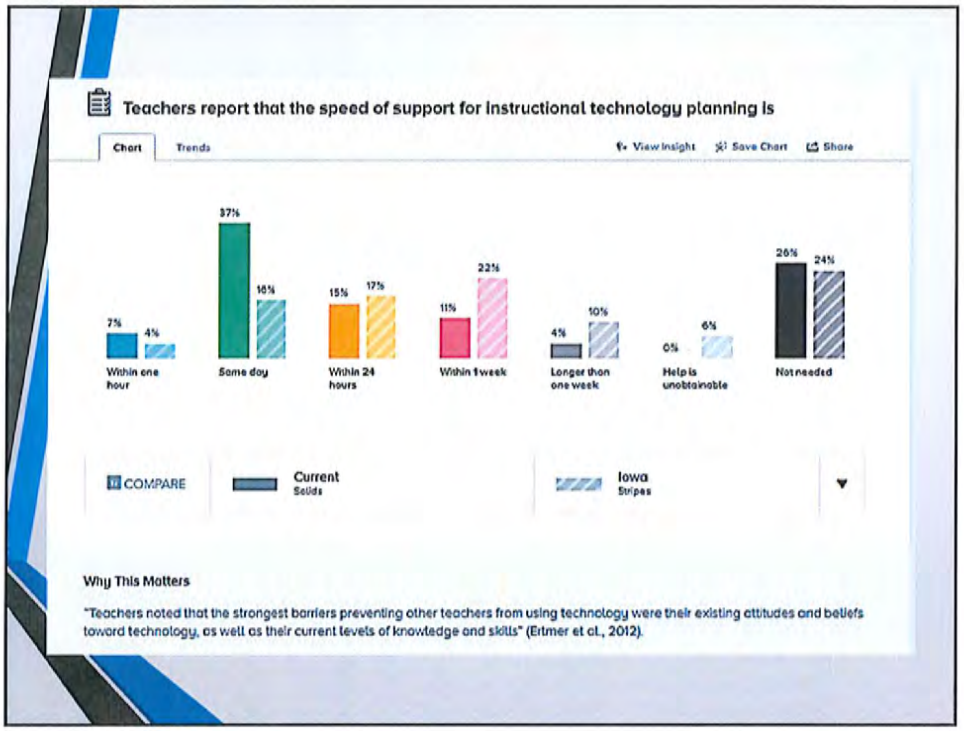

TECH REPORT CARD
Treynor CSD compared
to All Iowa Schools


Teachers report that the quality of support for problems disrupting instruction is
Chart
Trends
View Insight
Save Chart
Share
30%
16%
41%
30%
26%
35%
4%
11%
0%
6%
0%
2%
Excellent
Above average
Average
Below average
Poor
None
COMPARE
Current
Solids
Iowa
Stripes
Why This Matters
Teachers are more likely to integrate technology if they perceive tech support quality to be high; it increases confidence that someone will help if problems arise (LEAD Commission Report, 2013).


Teachers report that the speed of support for problems disrupting instruction is
Chart
Trends
View Insight
Save Chart
Share
37%
12%
41%
30%
7%
24%
4%
22%
0%
7%
0%
1%
11%
4%
Within one hour
Same day
Within 24 hours
Within 1 week
Longer than one week
Help is unobtainable
Not needed
COMPARE
Current
Solids
Iowa
Stripes
Why This Matters
'Just in time' tech support builds teachers' confidence and can transform instruction because teachers worry less about loss of instructional time (Burns, 2012).


Teachers report that the speed of support for answers to routine questions is
Chart
Trends
View Insight
Save Chart
Share
41%
12%
44%
34%
7%
27%
4%
19%
0%
4%
0%
1%
4%
3%
Within one hour
Same day
Within 24 hours
Within 1 week
Longer than one week
Help is unobtainable
Not needed
COMPARE
Current
Solids
Iowa
Stripes
Why This Matters
When users have a positive experience with a product, they are more likely to continue to use it as well as share their experience with a friend or colleague; those who have a negative one are more likely to stop using the product altogether (Monetate, n.d.)


Teachers report that the speed of support for hardware repair is
Chart
Trends
View Insight
Save Chart
Share
11%
4%
37%
15%
30%
20%
11%
33%
0%
17%
0%
1%
11%
10%
Within one hour
Same day
Within 24 hours
Within 1 week
Longer than one week
Help is unobtainable
Not needed
COMPARE
Current
Solids
Iowa
Stripes
Why This Matters
As schools procure technology, "they must also look at the support needed by the end users of these purchases" (NCES, 2002).


Teachers report that the speed of support for instructional technology planning is
Chart
Trends
View Insight
Save Chart
Share
7%
4%
Within one hour
37%
16%
Same day
15%
17%
Within 24 hours
11%
22%
Within 1 week
4%
10%
Longer than one week
0%
6%
Help is unobtainable
26%
24%
Not needed
COMPARE
Current
Solids
Iowa
Stripes
Why This Matters
"Teachers noted that the strongest barriers preventing other teachers from using technology were their existing attitudes and beliefs toward technology, as well as their current levels of knowledge and skills" (Ertmer et al., 2012).

MORE TECH ASSISTANCE

- Elementary Technology Help has Arrived!
- Jennifer Nelson, former 4th Grade Teacher
- K-12 Media Specialist / K-5 Tech Integration/Support

- ACE = Apprenticed Computer Experts
- Formed in Spring 2013
- Monthly Meetings
- After-School Program

Future Plans

Replace aging switches 2017-18 (new layered switches installed in 2015)

Explore Chromebooks for 4th Grade 2017-18 School Year

Computer Replacements under 5-year Plan.

This all depends on the evolving nature of technology

Treynor SIAC Meeting

October 5, 2016

Data Results

2015-16 Iowa Assessments

ACT

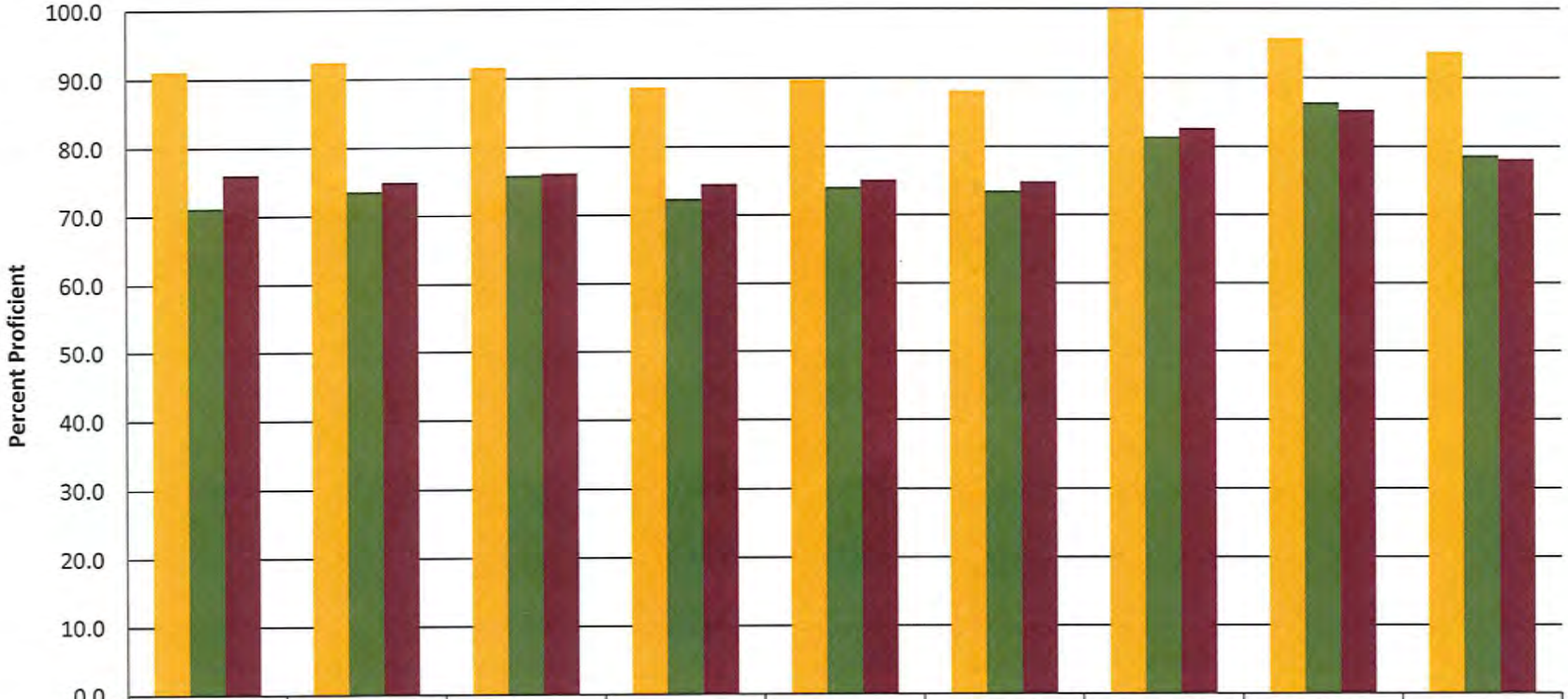
ASVAB

Iowa Assessments

- District Reading, Math, Science Proficiencies compared to AEA & State
- 5 year Trend Lines for each grade level for Reading, Math, & Science

District Reading Proficiency in Context

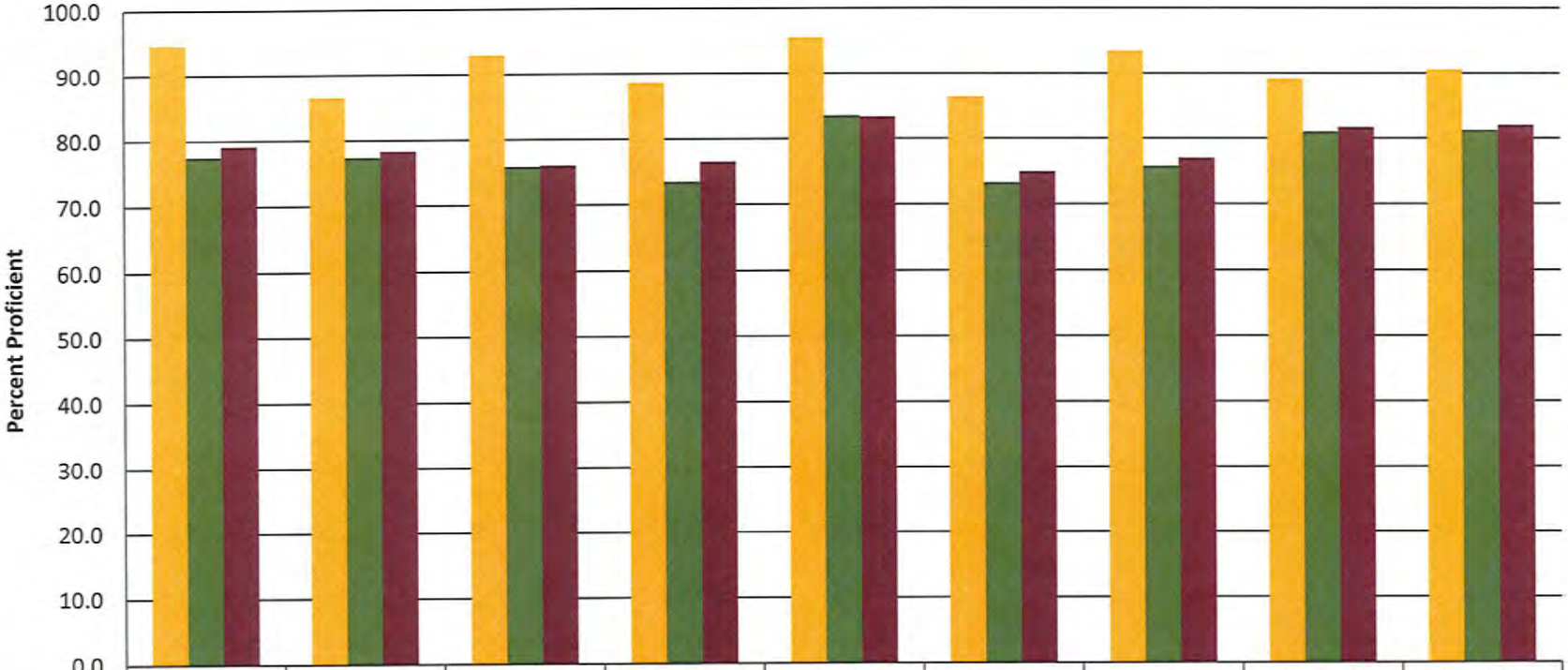
Iowa Assessment Reading: Percent Proficient by Grade- Treynor CSD
2015-16



	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
Treynor	91.2	92.5	91.7	88.7	89.7	88.1	100.0	95.7	93.8
GHAEA	71.2	73.6	75.9	72.4	74.1	73.5	81.4	86.4	78.7
Iowa	76.1	75.0	76.2	74.6	75.2	74.9	82.7	85.4	78.1

District Mathematics Proficiency in Context

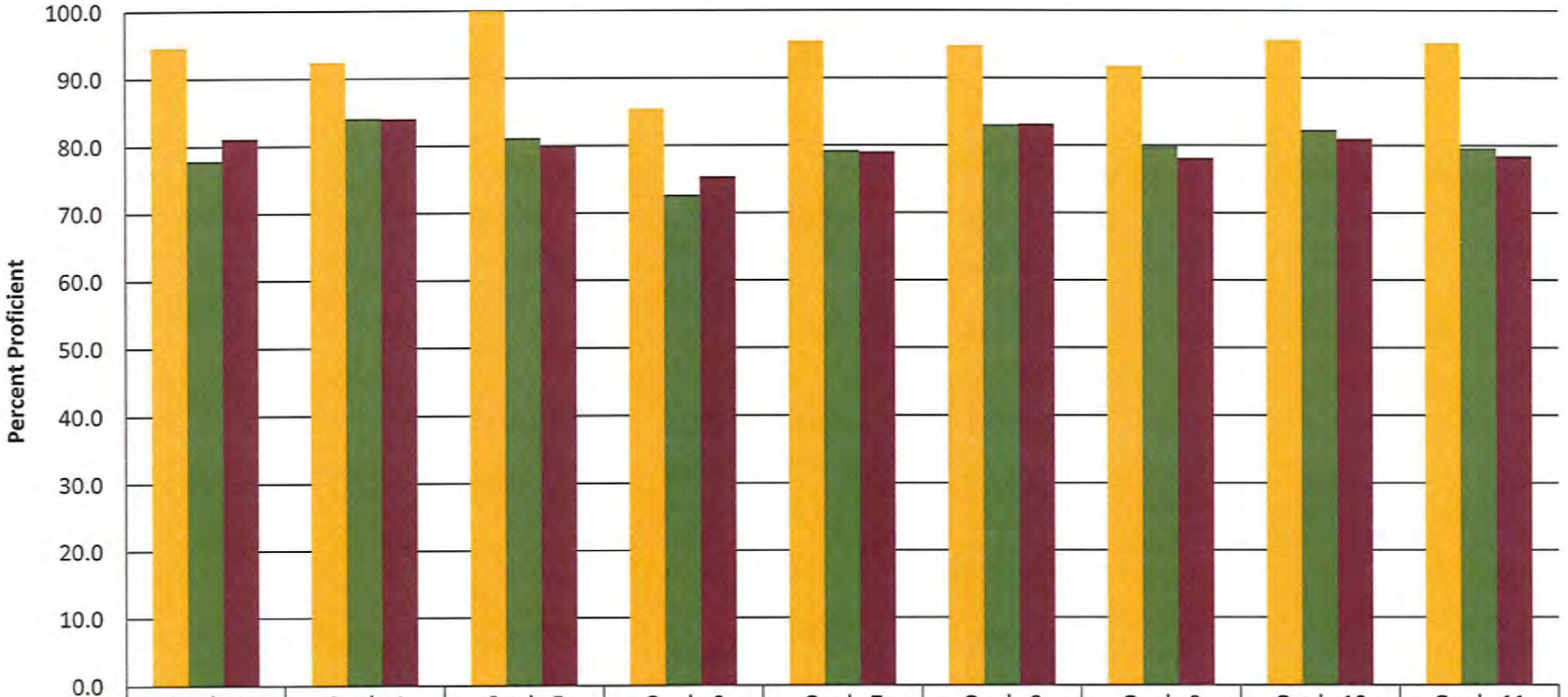
Iowa Assessment Mathematics: Percent Proficient by Grade- Treynor CSD 2015-16



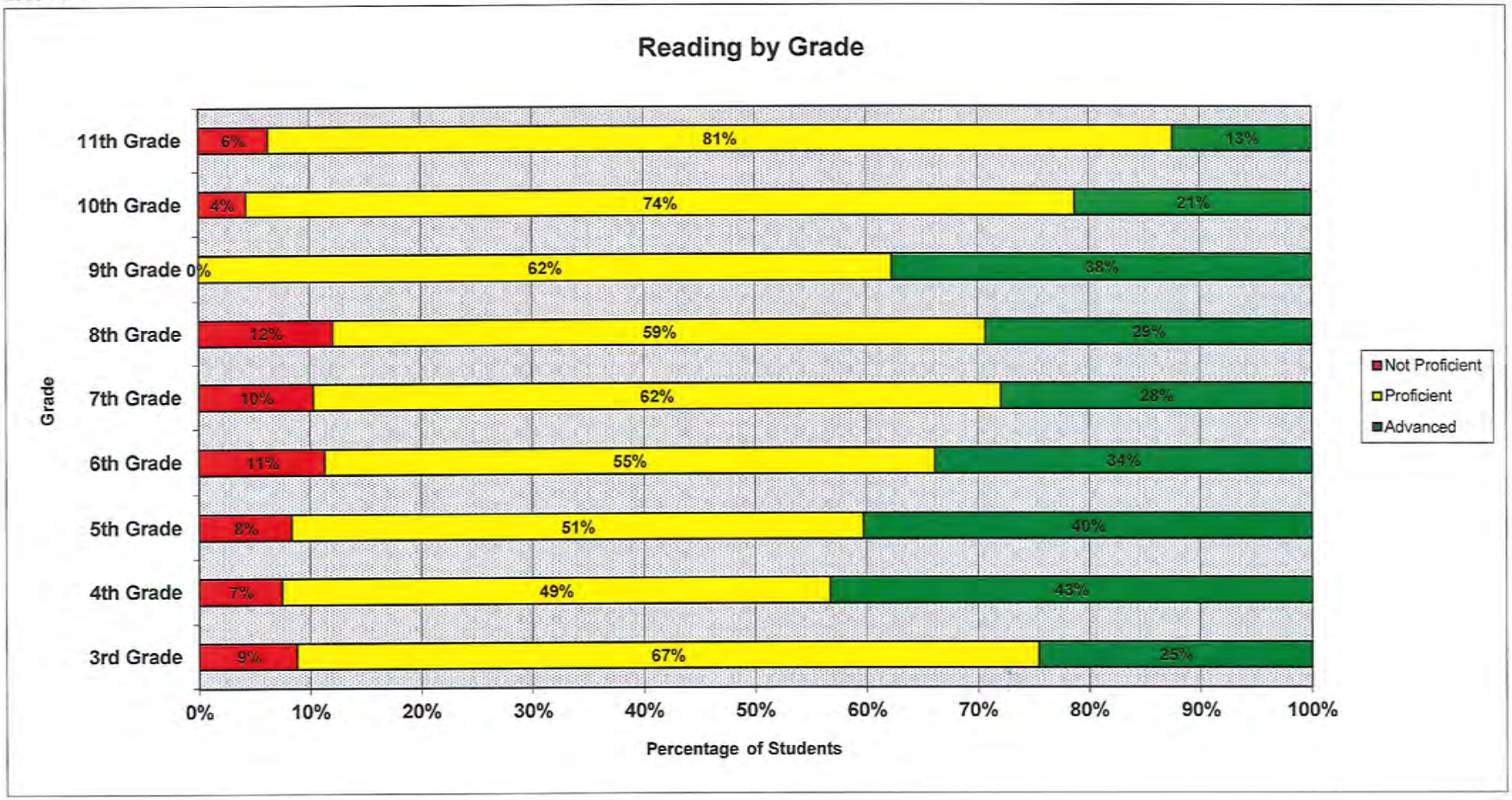
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
Treynor	94.7	86.6	93.1	88.7	95.6	86.4	93.4	89.1	90.6
GHAEA	77.5	77.4	75.9	73.5	83.5	73.3	75.7	81.0	81.3
Iowa	79.1	78.3	76.0	76.5	83.3	74.9	77.0	81.7	82.0

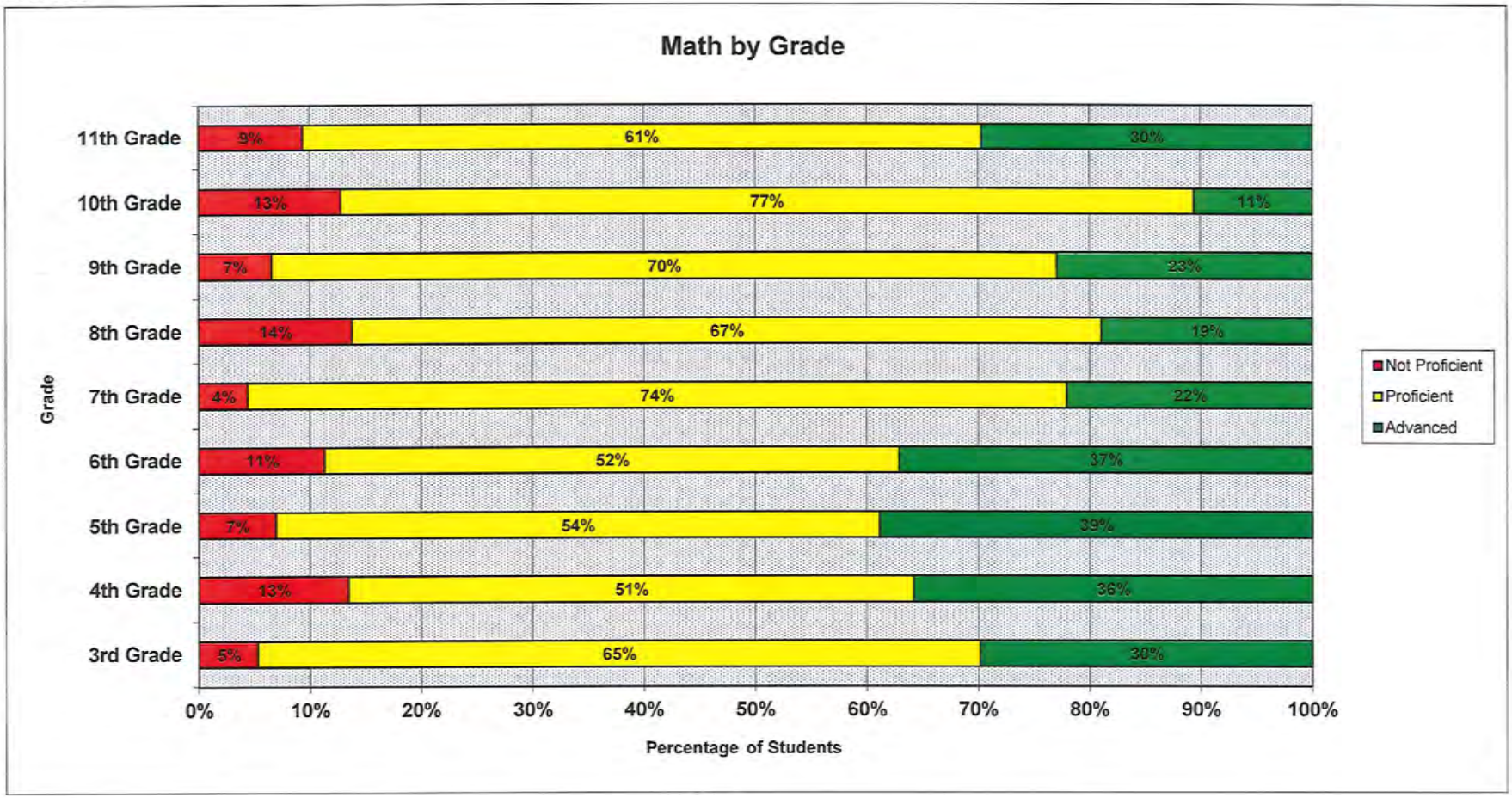
District Science Proficiency in Context

Iowa Assessment Science: Percent Proficient by Grade- Treynor CSD
2015-16

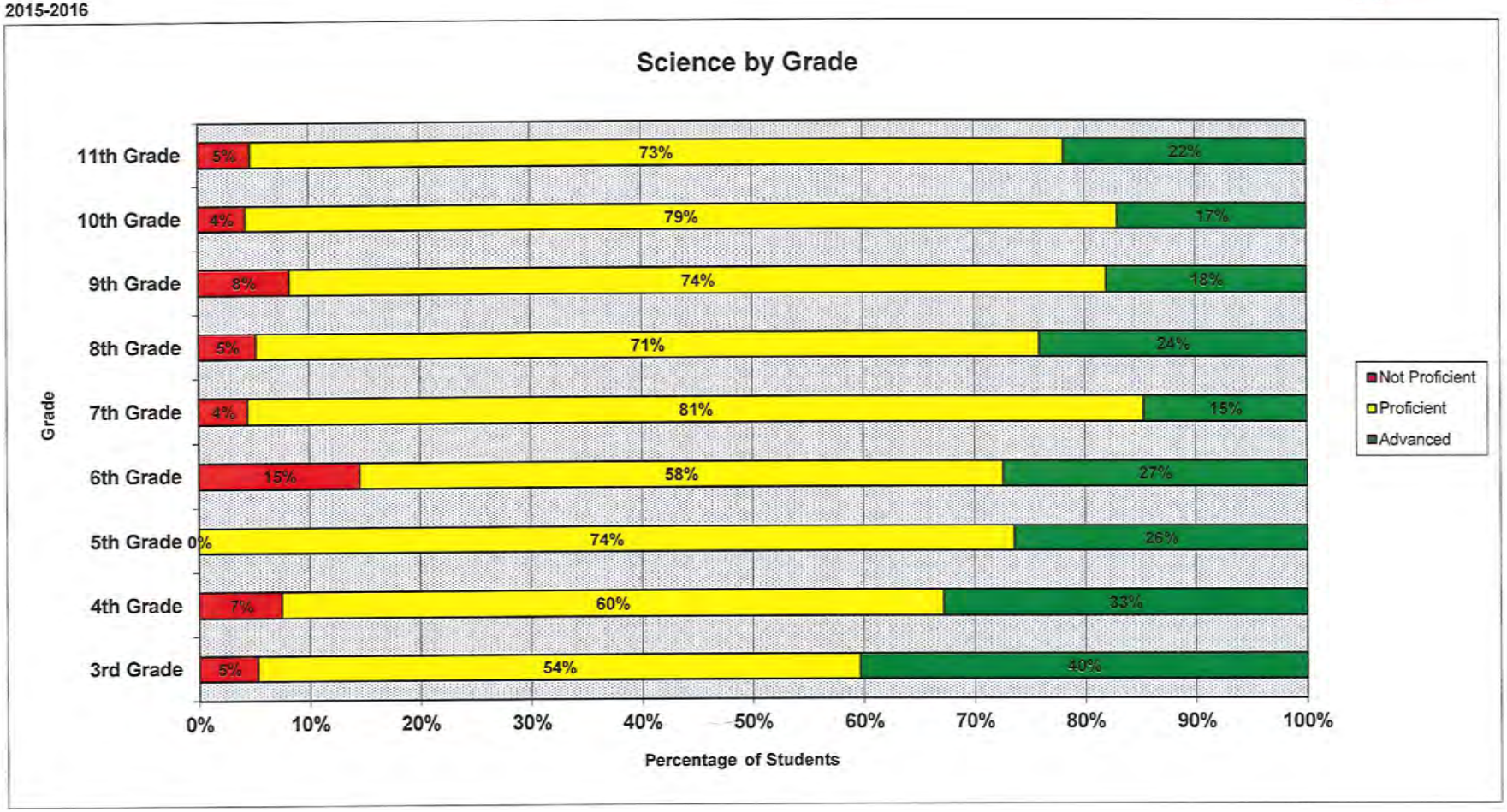


	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
Treynor	94.7	92.5	100.0	85.5	95.6	94.9	91.8	95.7	95.3
GHAEA	77.9	84.2	81.2	72.7	79.3	83.1	79.9	82.3	79.6
Iowa	81.2	84.1	80.0	75.4	79.1	83.2	78.1	80.9	78.4

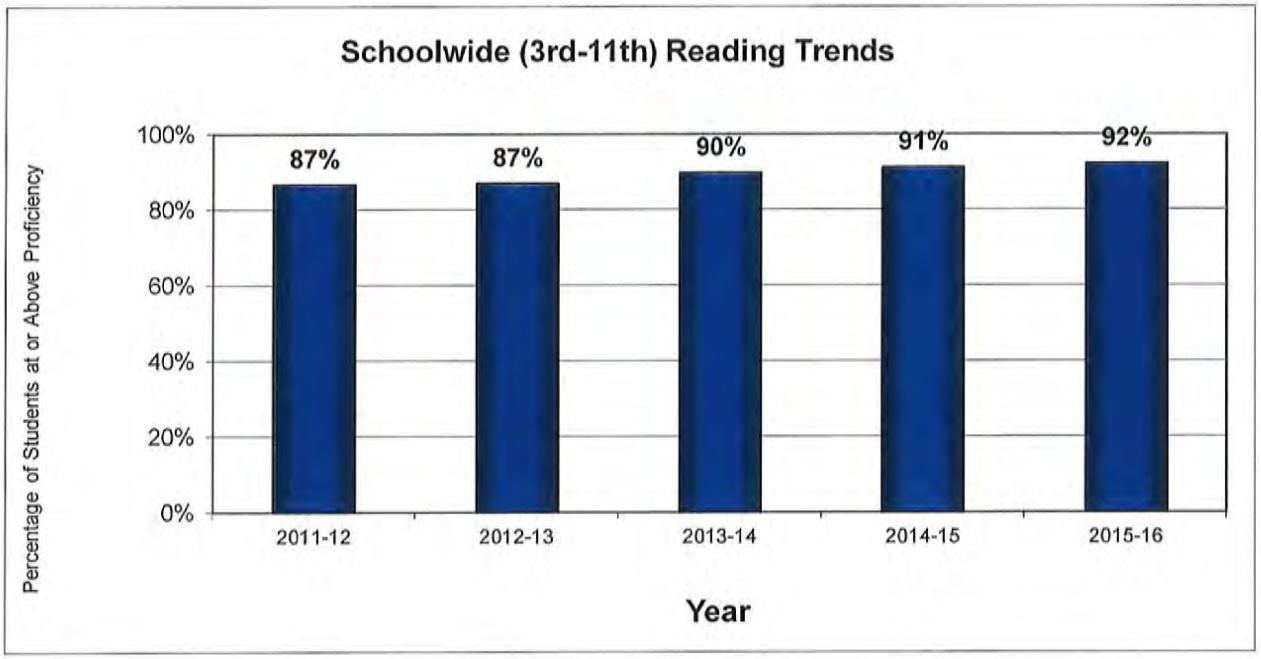

Reading by Grade
11th Grade
10th Grade
9th Grade
8th Grade
7th Grade
6th Grade
5th Grade
4th Grade
3rd Grade
Grade
6%
81%
13%
4%
74%
21%
0%
62%
38%
12%
59%
29%
10%
62%
28%
11%
55%
34%
8%
51%
40%
7%
49%
43%
9%
67%
25%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percentage of Students
Not Proficient
Proficient
Advanced

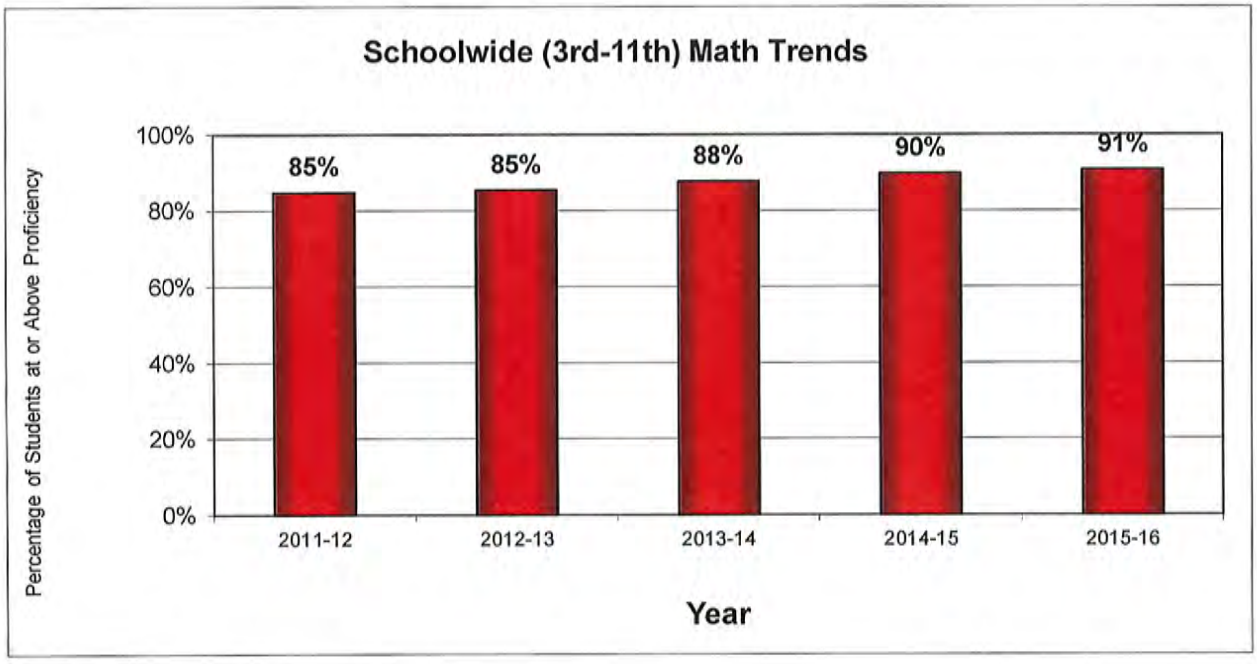

Math by Grade
11th Grade
10th Grade
9th Grade
8th Grade
7th Grade
6th Grade
5th Grade
4th Grade
3rd Grade
Grade
9%
61%
30%
13%
77%
11%
7%
70%
23%
14%
67%
19%
4%
74%
22%
11%
52%
37%
7%
54%
39%
13%
51%
36%
5%
65%
30%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
Percentage of Students
Not Proficient
Proficient
Advanced

TREYNOR
2015-2016

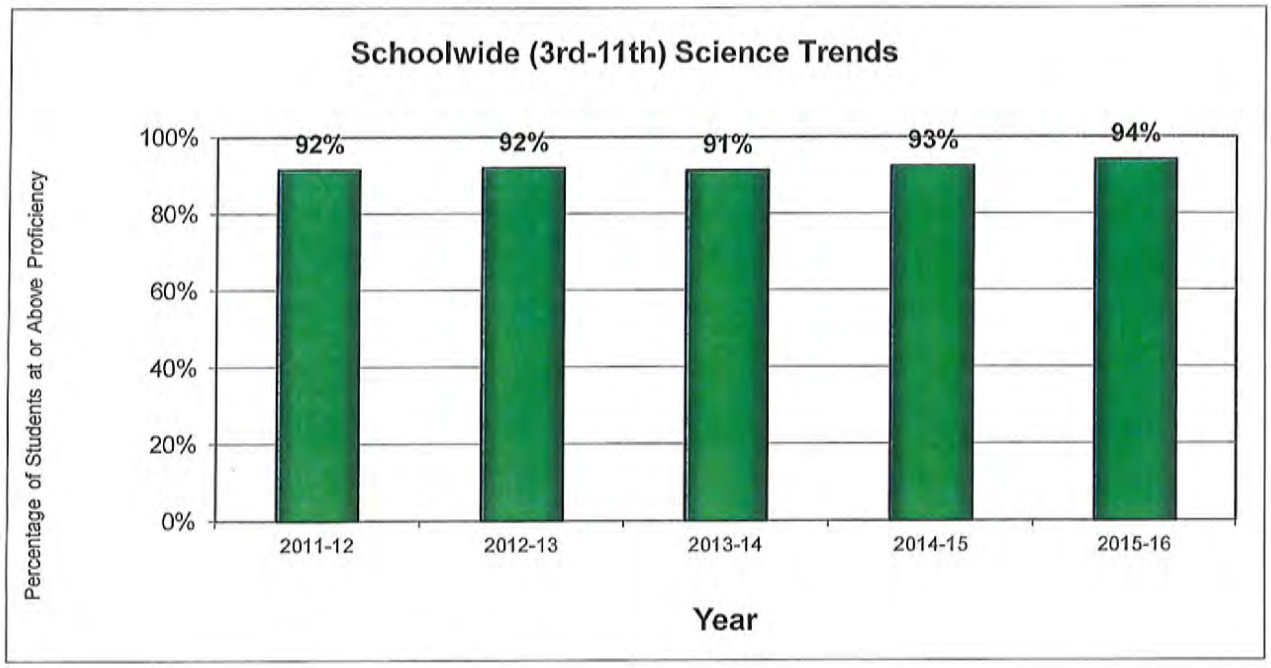


TREYNOR
2015-2016

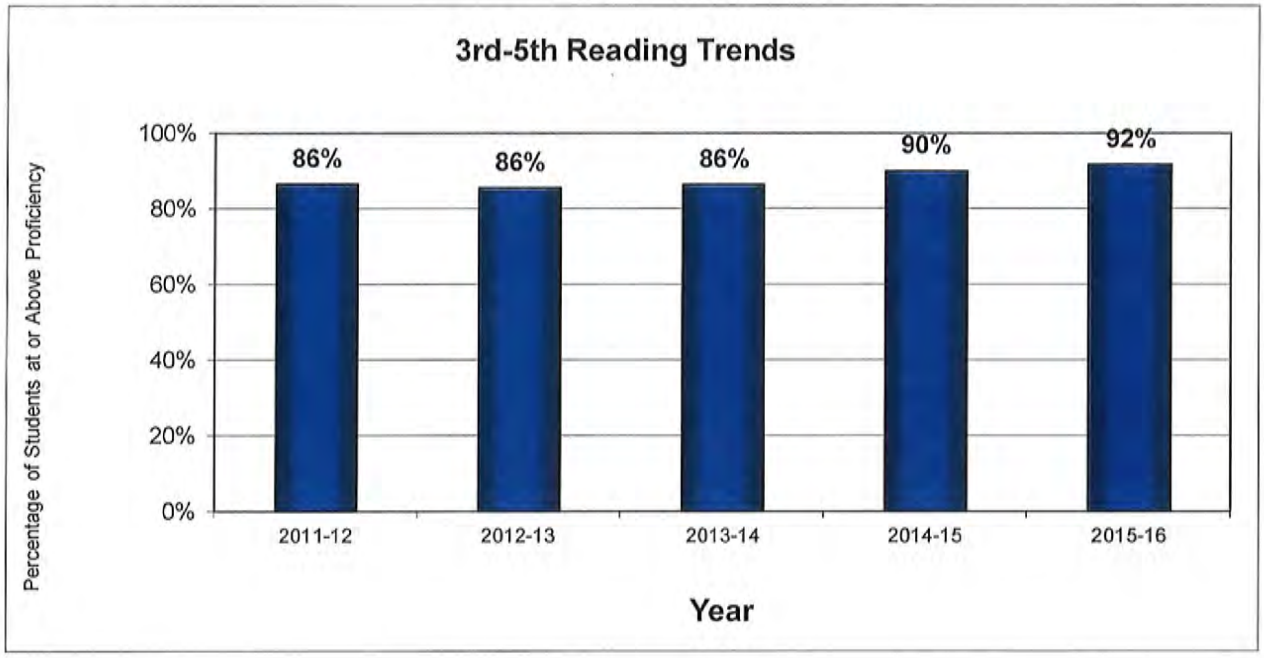


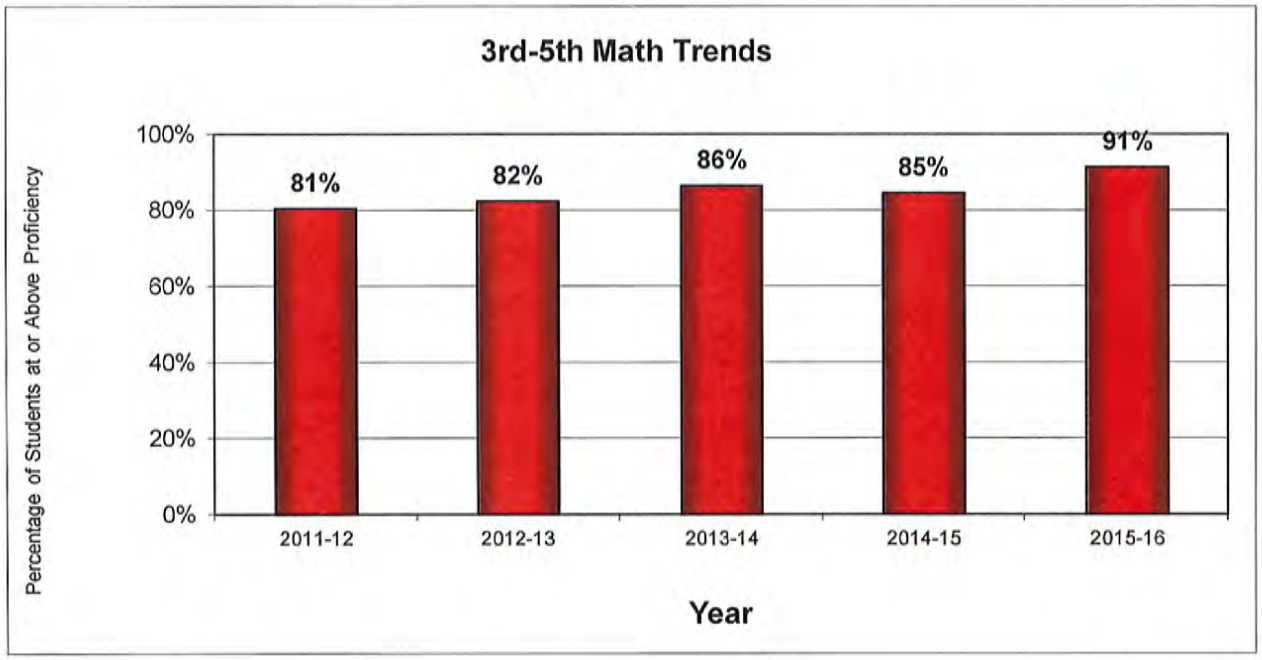


TREYNOR
2015-2016

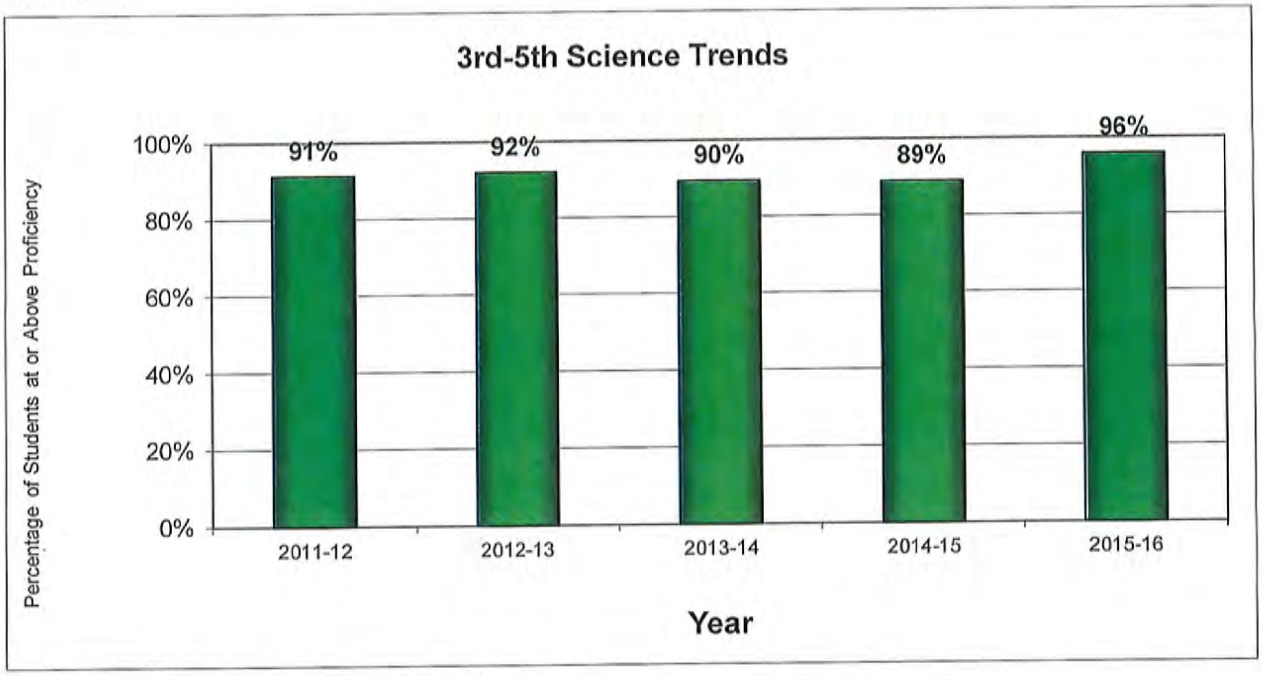


TREYNOR
2015-2016

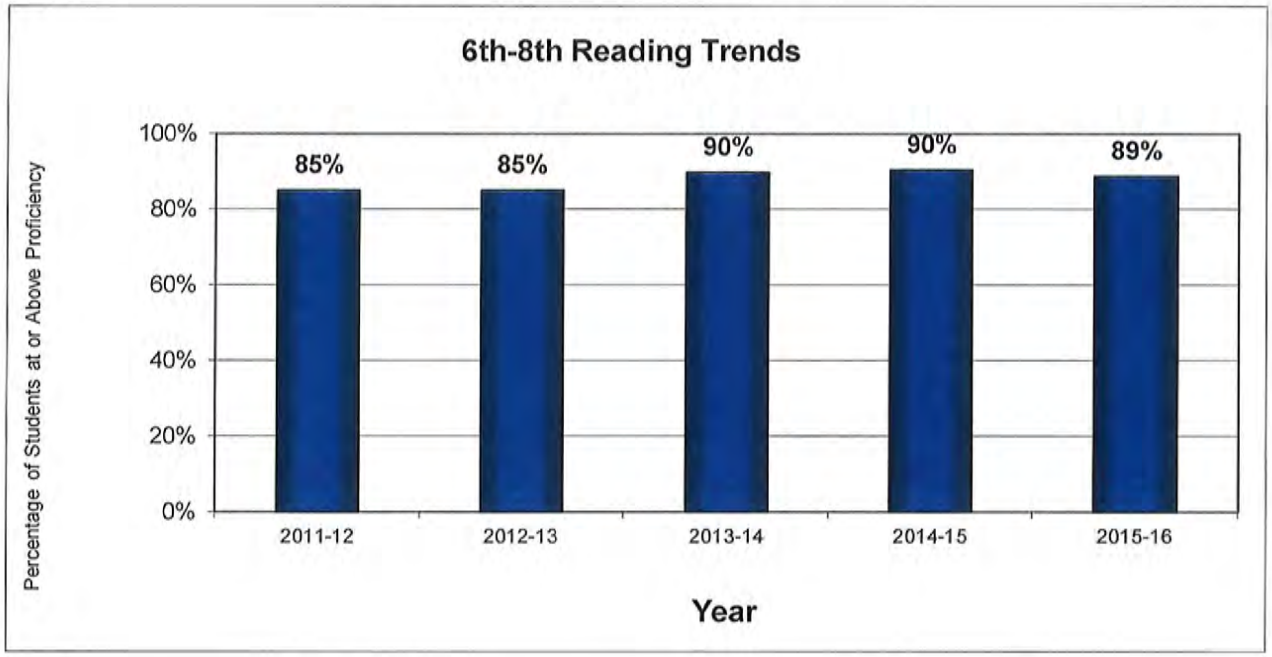


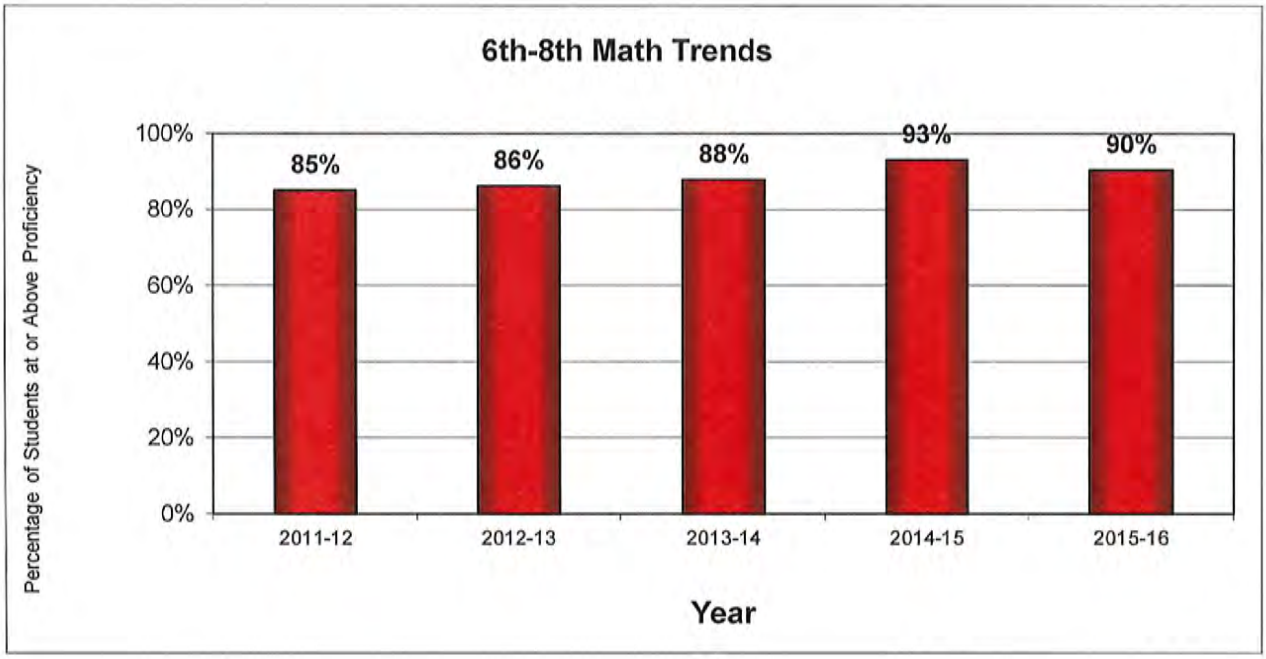


TREYNOR
2015-2016

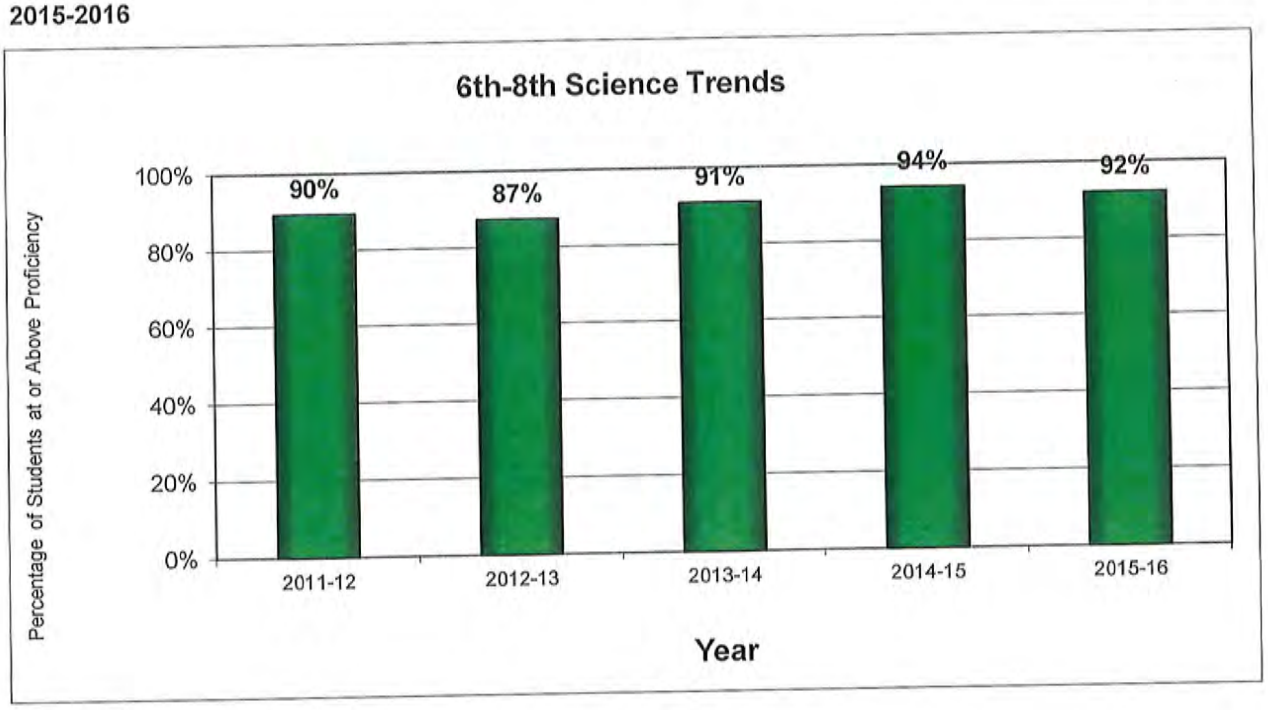


TREYNOR
2015-2016

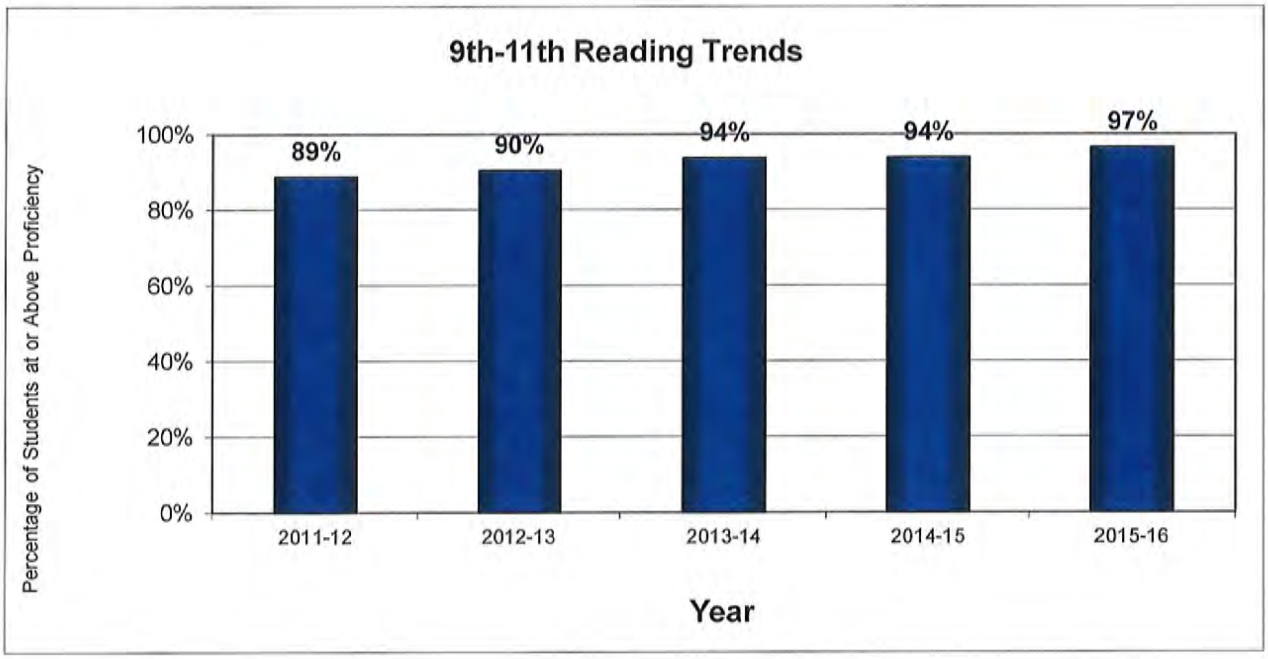


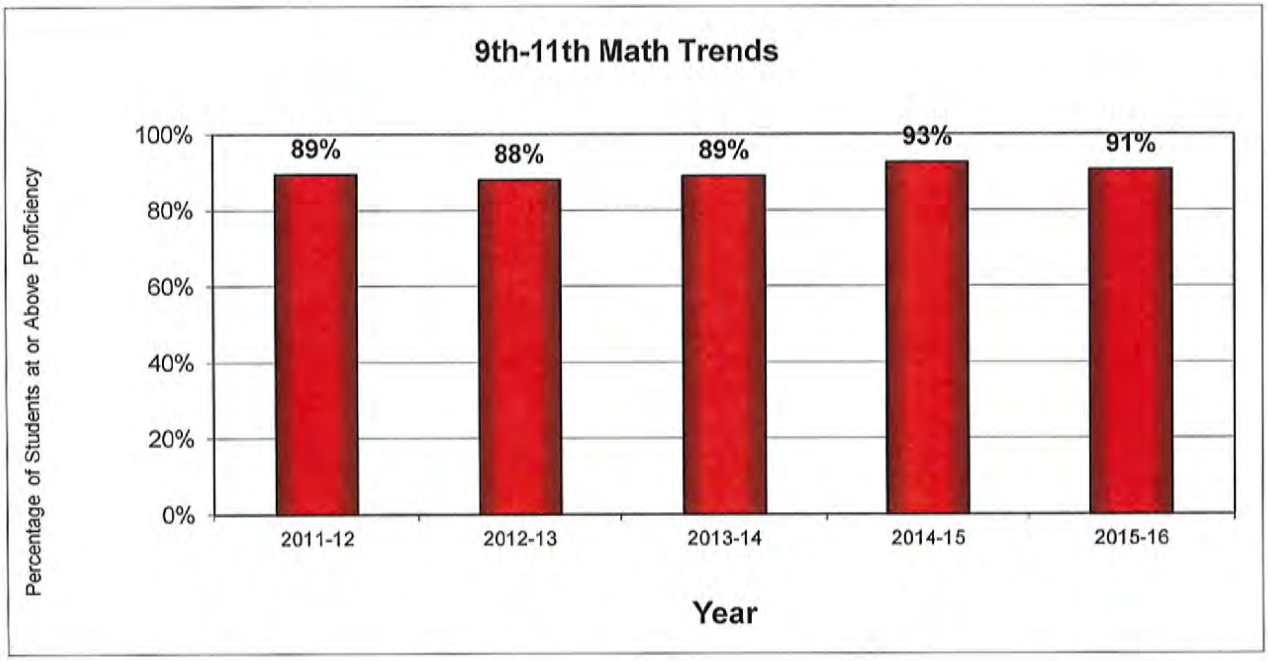


TREYNOR
2015-2016

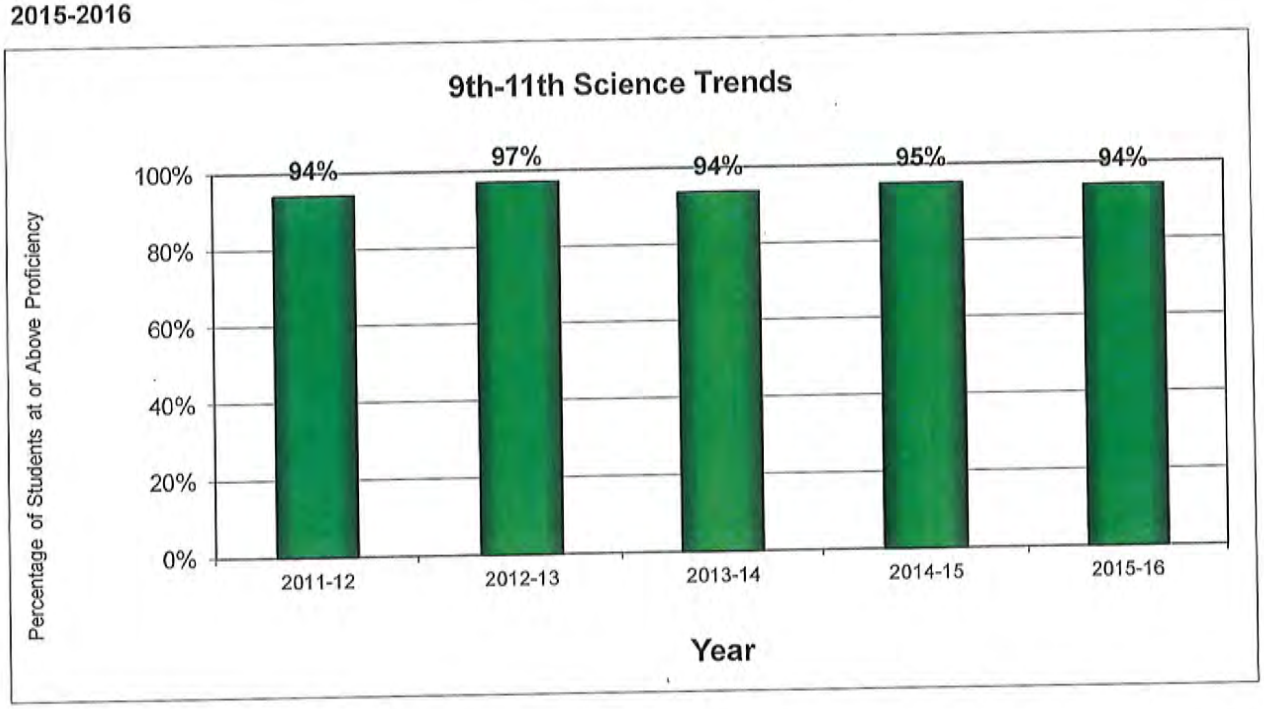


TREYNOR
2015-2016



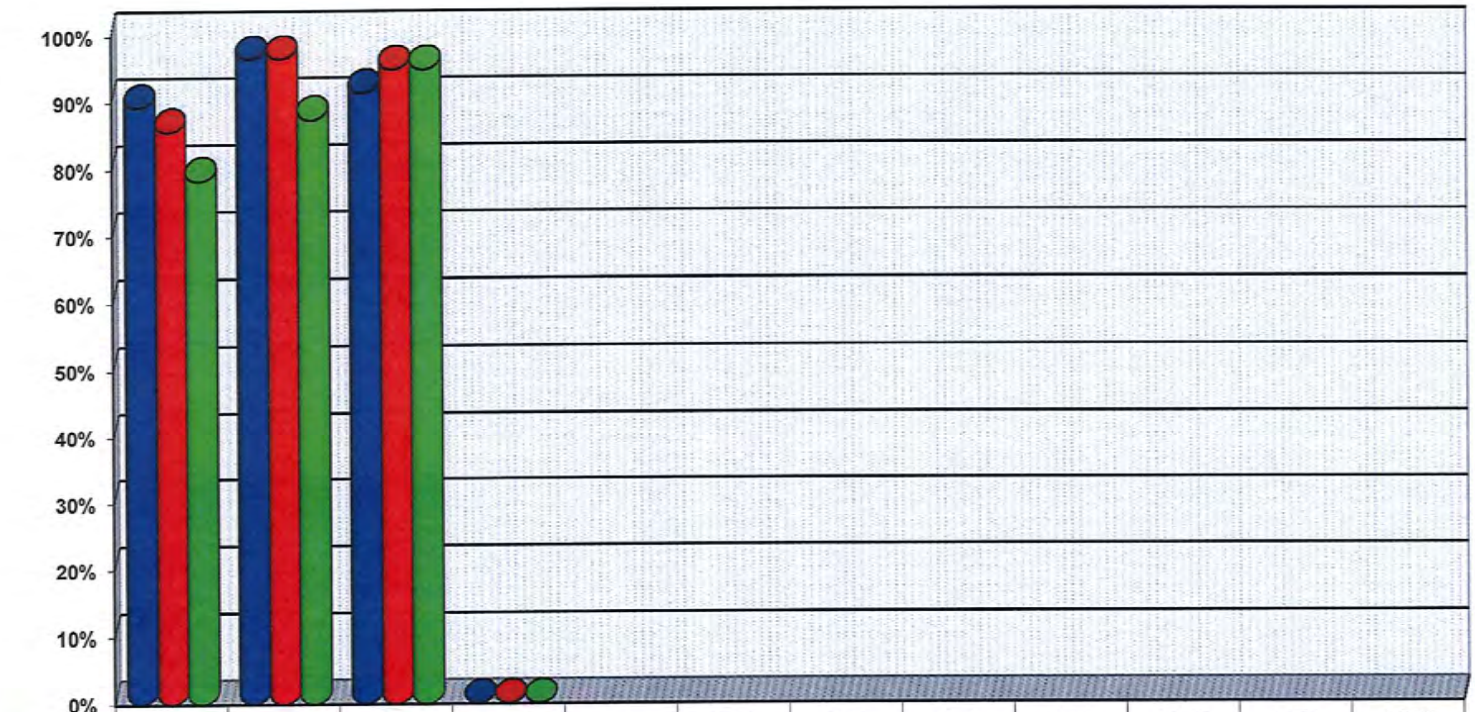


TREYNOR
2015-2016



District Name	TREYNOR
School Year	2015-2016

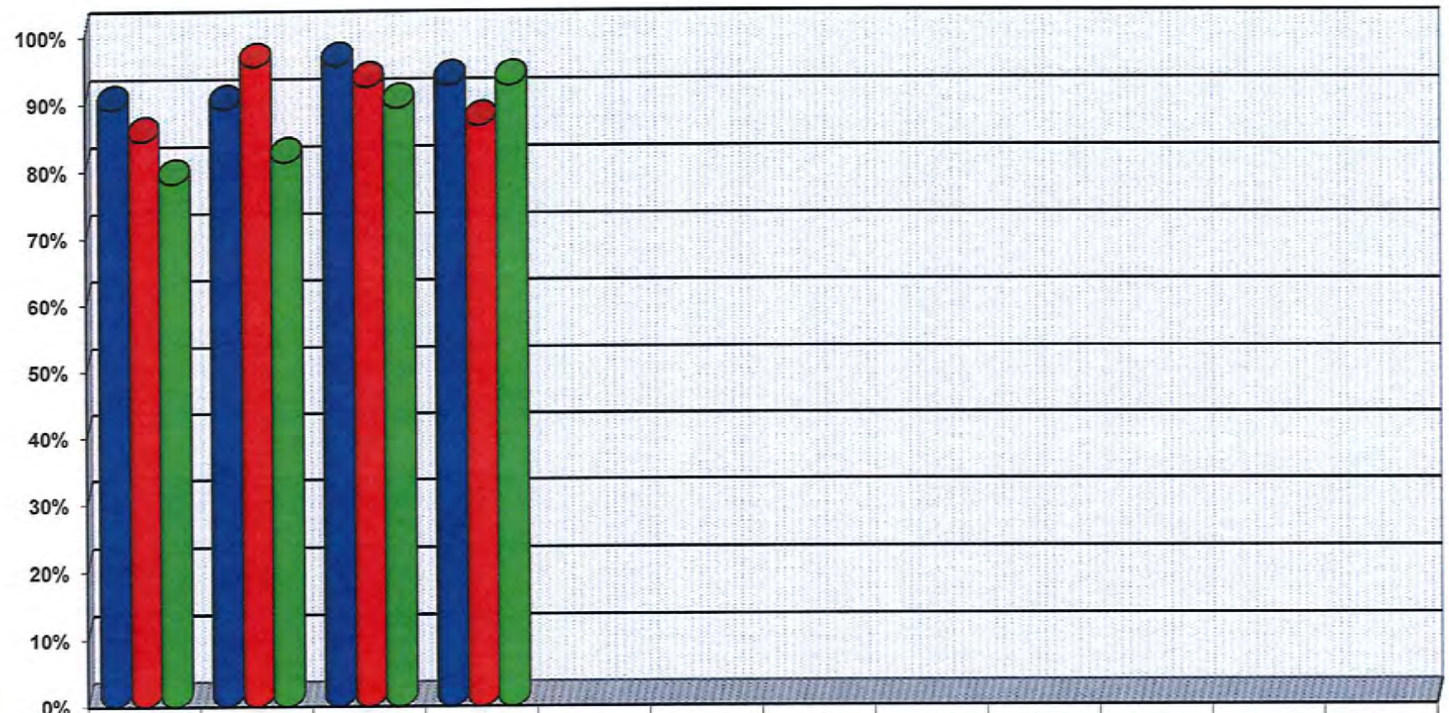
Class of 2025 Trends: Reading, Math, Science
(Same Grade Level Over Time)



	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH
Reading	89%	96%	91%	0%								
Math	85%	96%	95%	0%								
Science	78%	87%	95%	0%								

District Name	TREYNOR
School Year	2015-2016

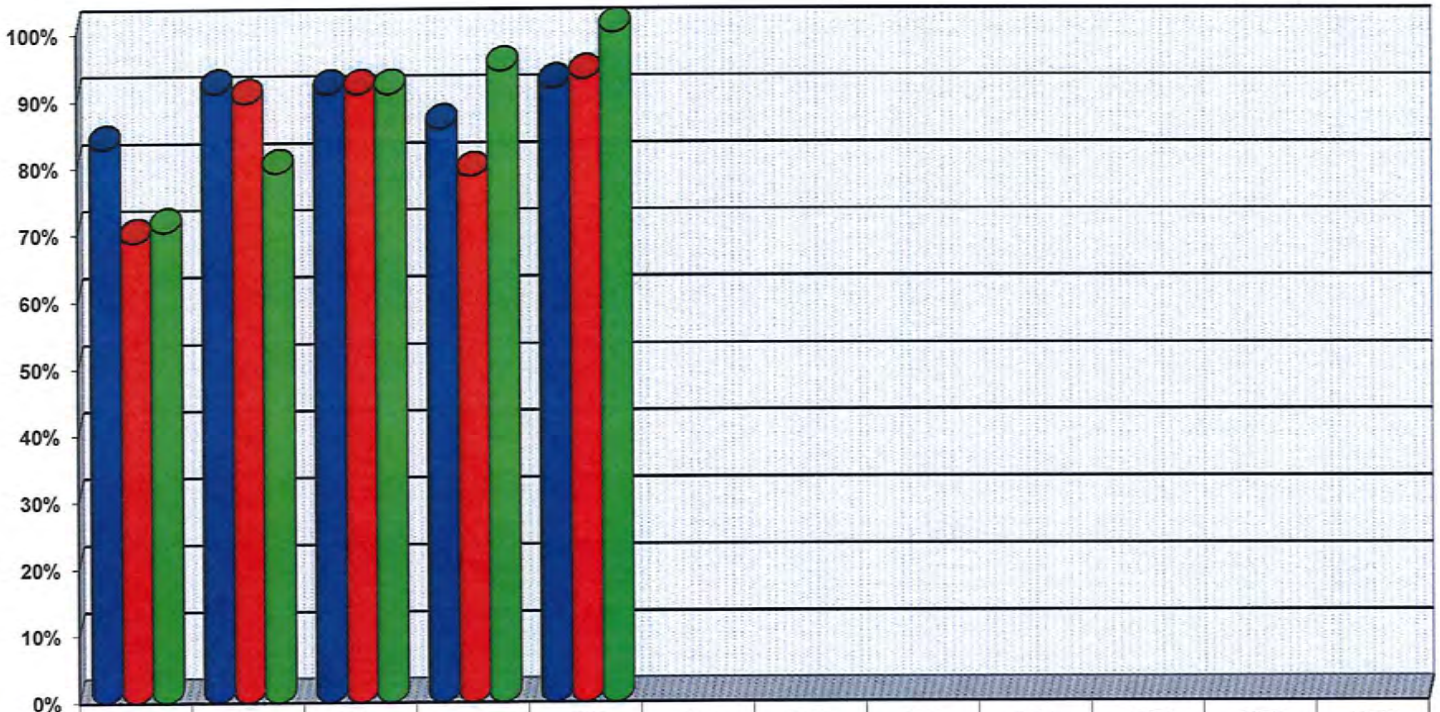
Class of 2024 Trends: Reading, Math, Science
(Same Grade Level Over Time)



	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH
Reading	89%	89%	95%	93%								
Math	84%	95%	92%	87%								
Science	78%	81%	89%	93%								

District Name	TREYNOR
School Year	2015-2016

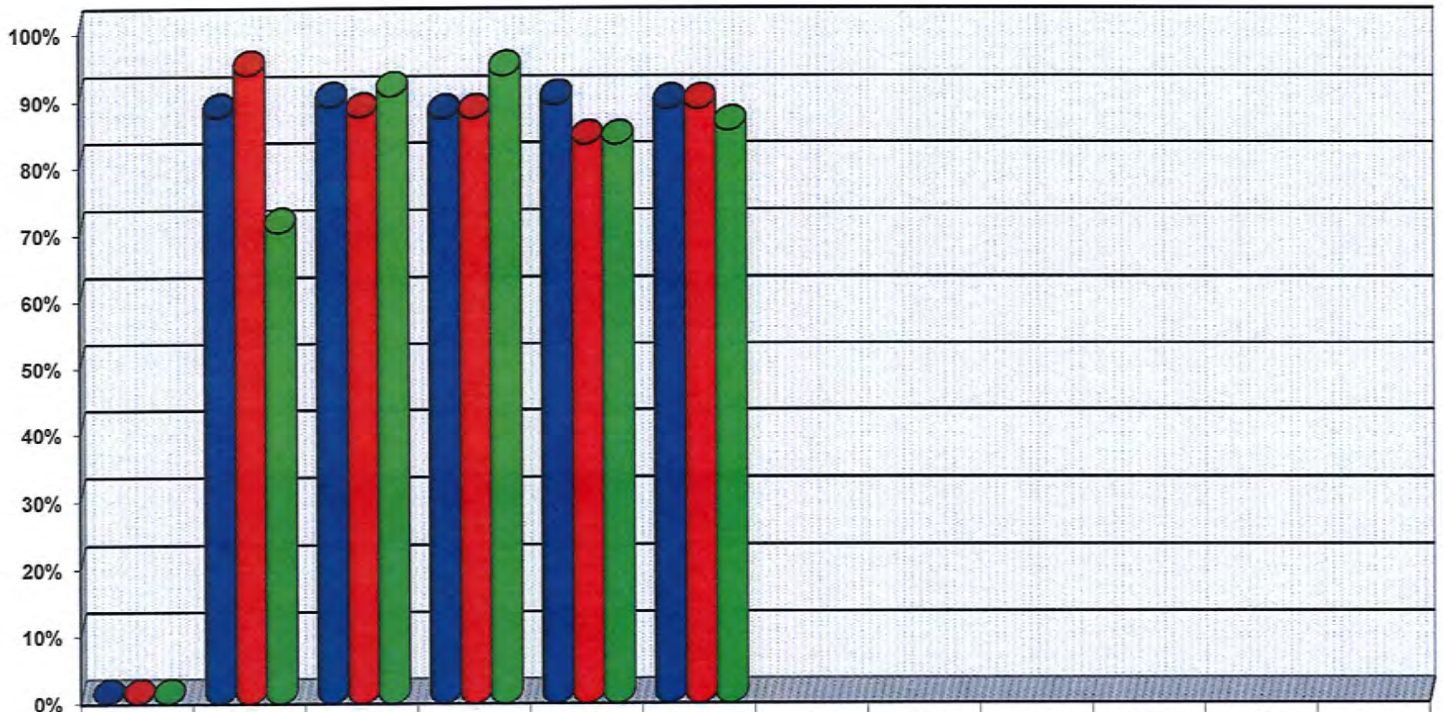
Class of 2023 Trends: Reading, Math, Science
(Same Grade Level Over Time)



	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH
Reading	83%	91%	91%	86%	92%							
Math	69%	90%	91%	79%	93%							
Science	70%	79%	91%	94%	100%							

District Name	TREYNOR
School Year	2015-2016

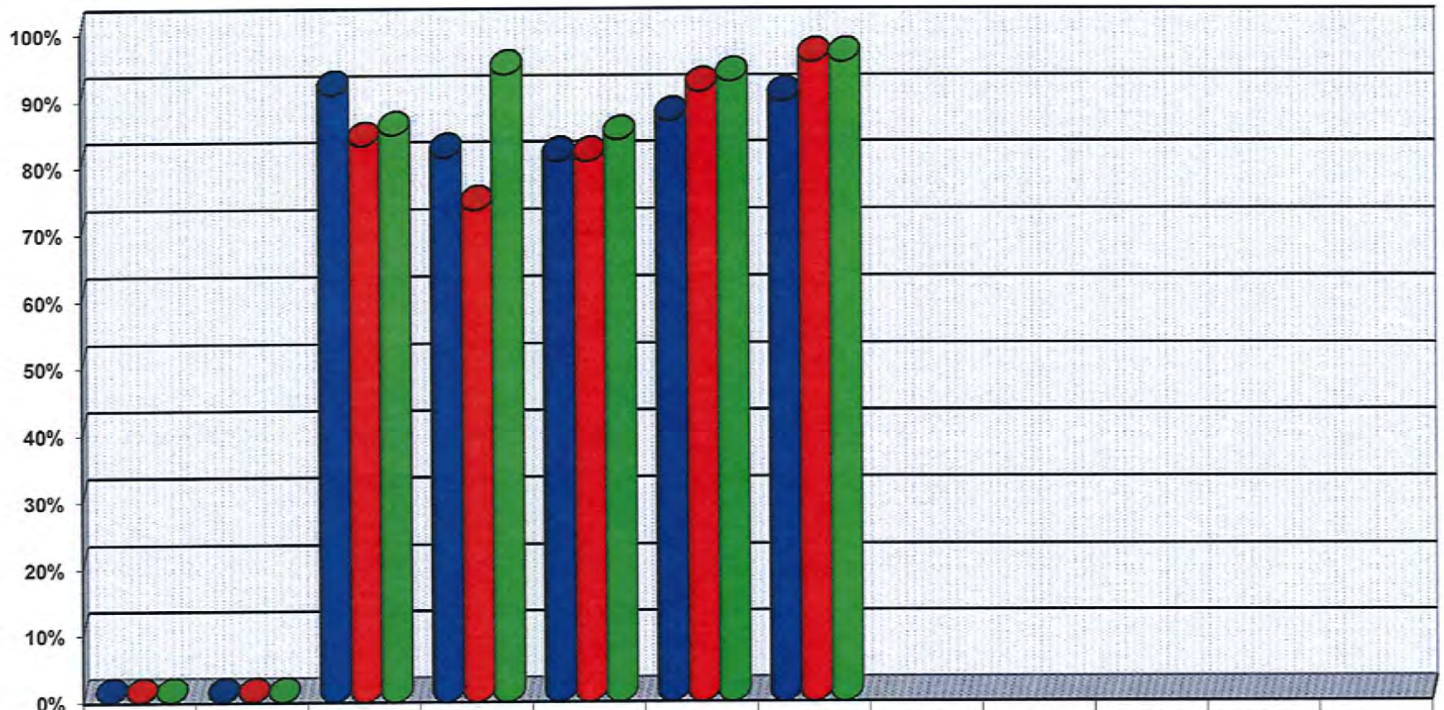
Class of 2022 Trends: Reading, Math, Science
(Same Grade Level Over Time)



	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH
Reading	0%	88%	89%	87%	89%	89%						
Math	0%	94%	88%	87%	83%	89%						
Science	0%	70%	91%	94%	83%	85%						

District Name	TREYNOR
School Year	2015-2016

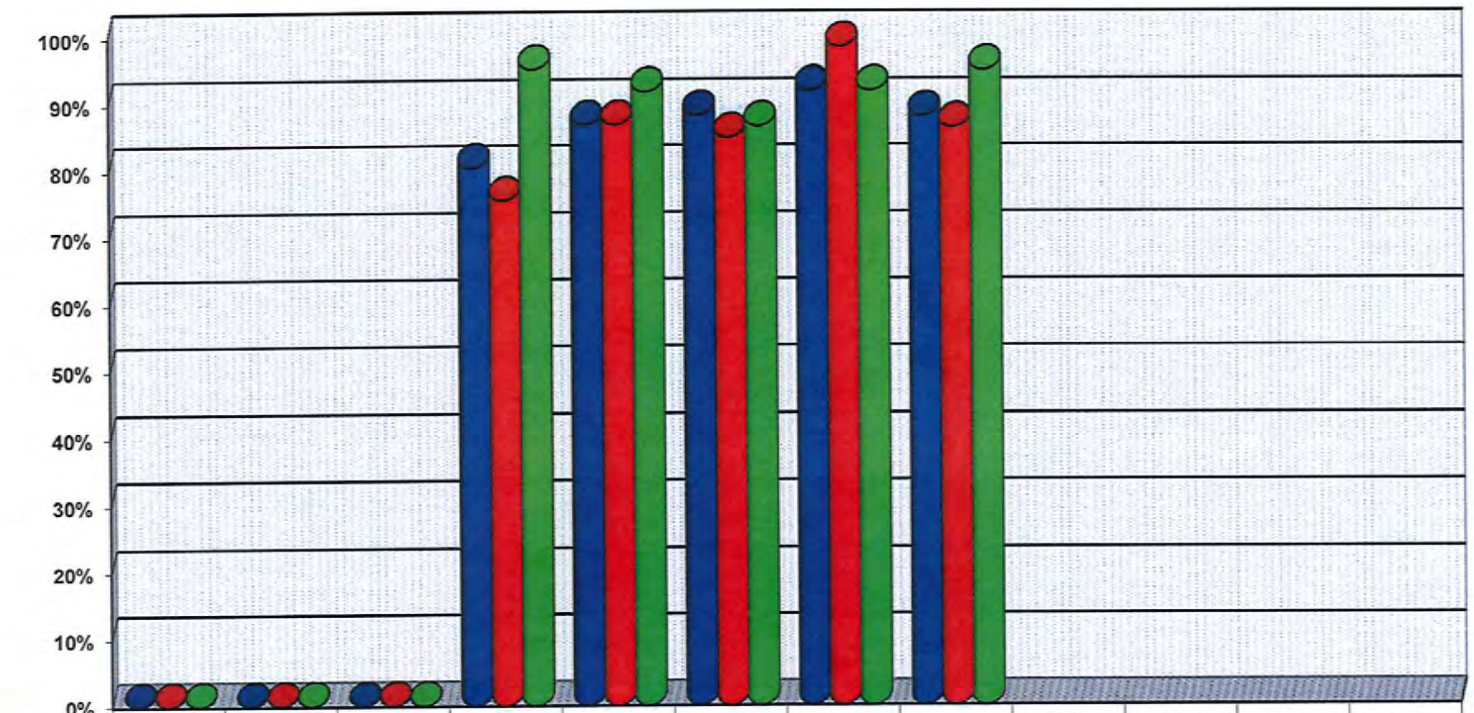
Class of 2021 Trends: Reading, Math, Science
(Same Grade Level Over Time)



	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH
Reading	0%	0%	91%	81%	81%	87%	90%					
Math	0%	0%	83%	73%	81%	91%	96%					
Science	0%	0%	85%	94%	84%	93%	96%					

District Name	TREYNOR
School Year	2015-2016

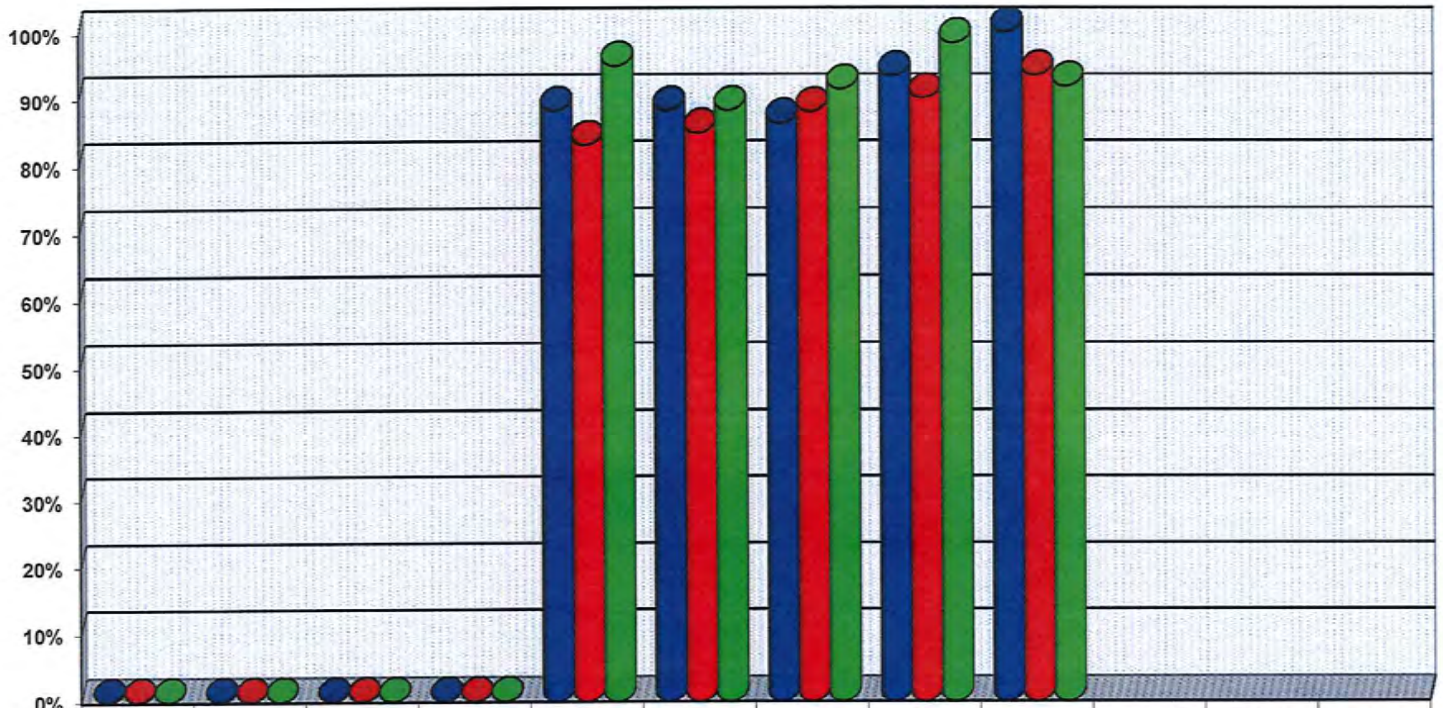
Class of 2020 Trends: Reading, Math, Science
(Same Grade Level Over Time)



	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH
Reading	0%	0%	0%	80%	87%	88%	92%	88%				
Math	0%	0%	0%	75%	87%	85%	98%	86%				
Science	0%	0%	0%	95%	92%	86%	92%	95%				

District Name	TREYNOR
School Year	2015-2016

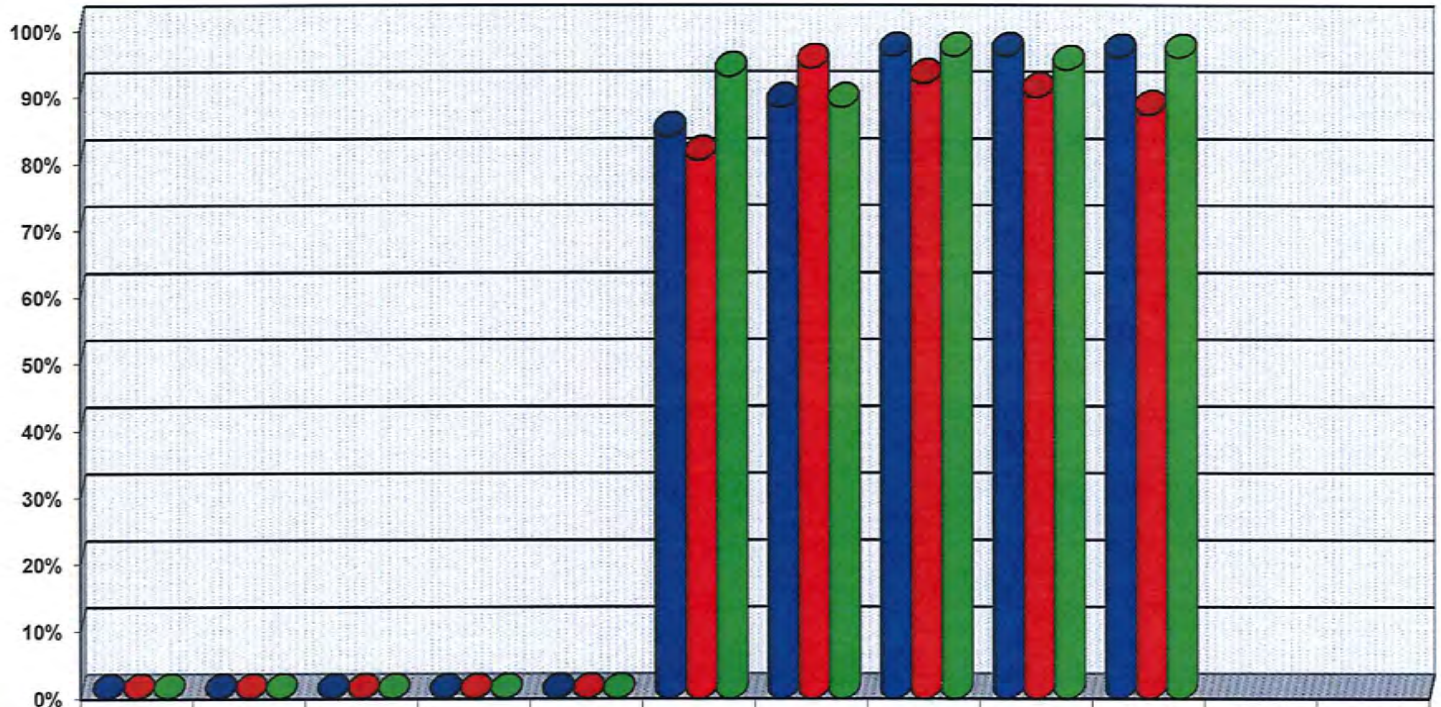
Class of 2019 Trends: Reading, Math, Science
(Same Grade Level Over Time)



	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH
Reading	0%	0%	0%	0%	88%	88%	86%	93%	100%			
Math	0%	0%	0%	0%	83%	85%	88%	90%	93%			
Science	0%	0%	0%	0%	95%	88%	91%	98%	92%			

District Name	TREYNOR
School Year	2015-2016

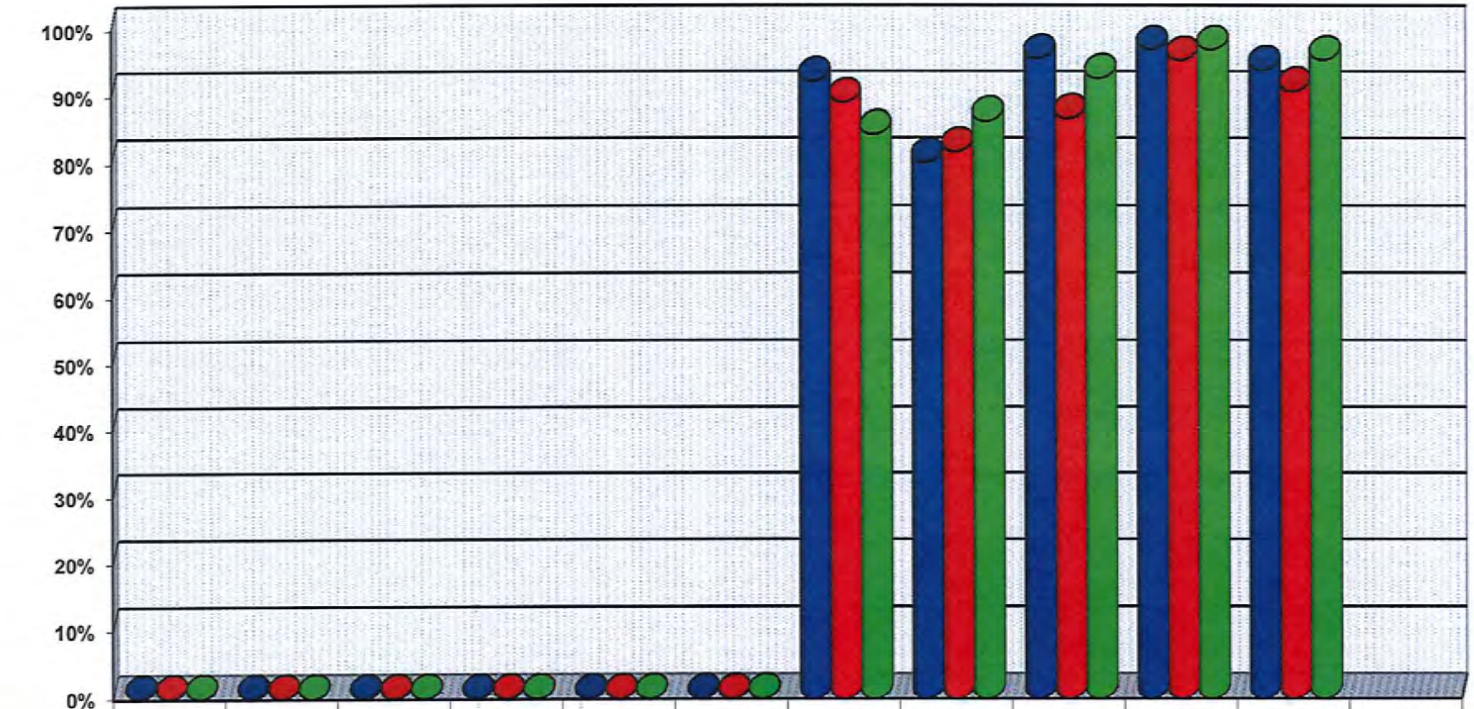
Class of 2018 Trends: Reading, Math, Science
(Same Grade Level Over Time)



	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH
Reading	0%	0%	0%	0%	0%	84%	88%	96%	96%	96%		
Math	0%	0%	0%	0%	0%	80%	94%	92%	90%	87%		
Science	0%	0%	0%	0%	0%	93%	88%	96%	94%	96%		

District Name	TREYNOR
School Year	2015-2016

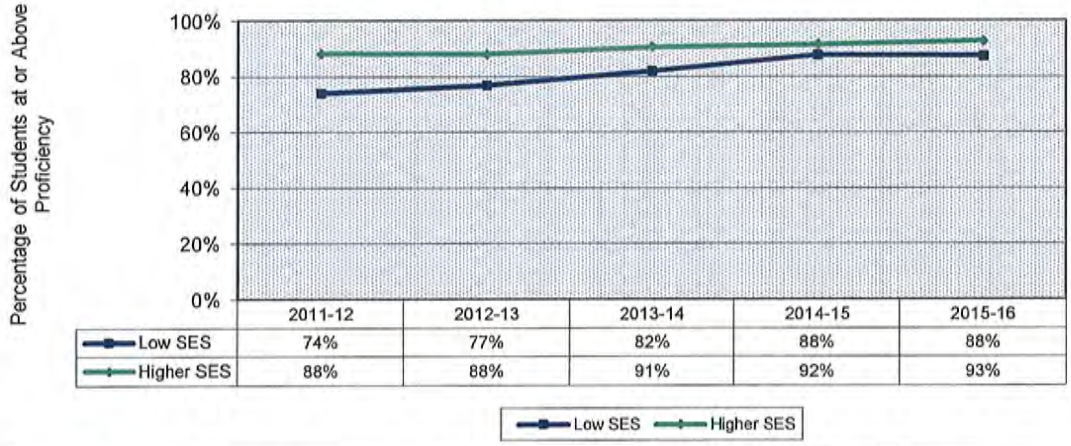
Class of 2017 Trends: Reading, Math, Science
(Same Grade Level Over Time)



	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH
Reading	0%	0%	0%	0%	0%	0%	92%	80%	96%	97%	94%	
Math	0%	0%	0%	0%	0%	0%	89%	82%	87%	95%	91%	
Science	0%	0%	0%	0%	0%	0%	84%	86%	93%	97%	95%	

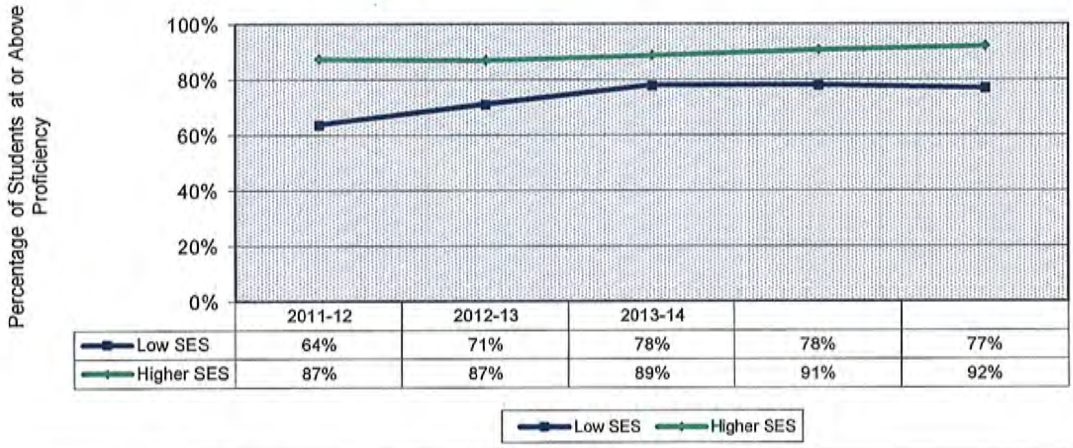
TREYNOR
2015-2016

Schoolwide (3rd-11th) SES Gap Trend - Reading



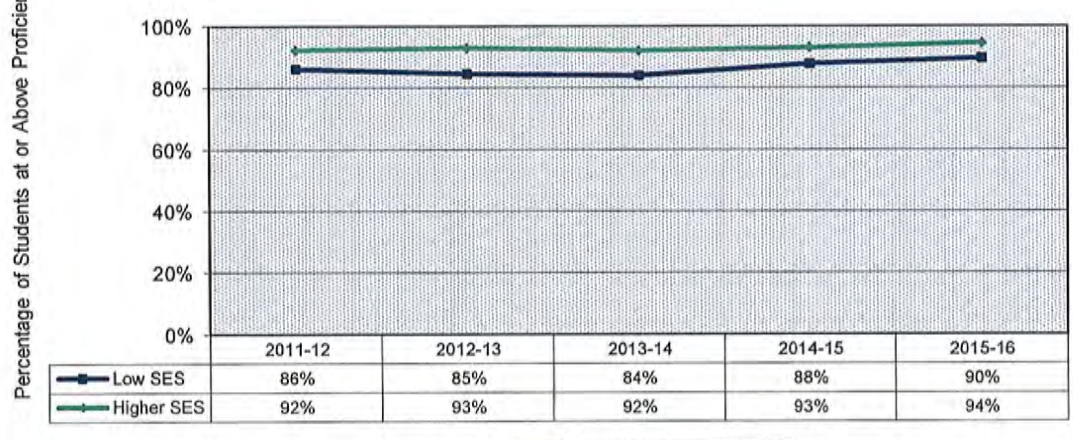
	2011-12	2012-13	2013-14	2014-15	2015-16
Low SES	74%	77%	82%	88%	88%
Higher SES	88%	88%	91%	92%	93%

Schoolwide (3rd-11th) SES Gap Trend - Math



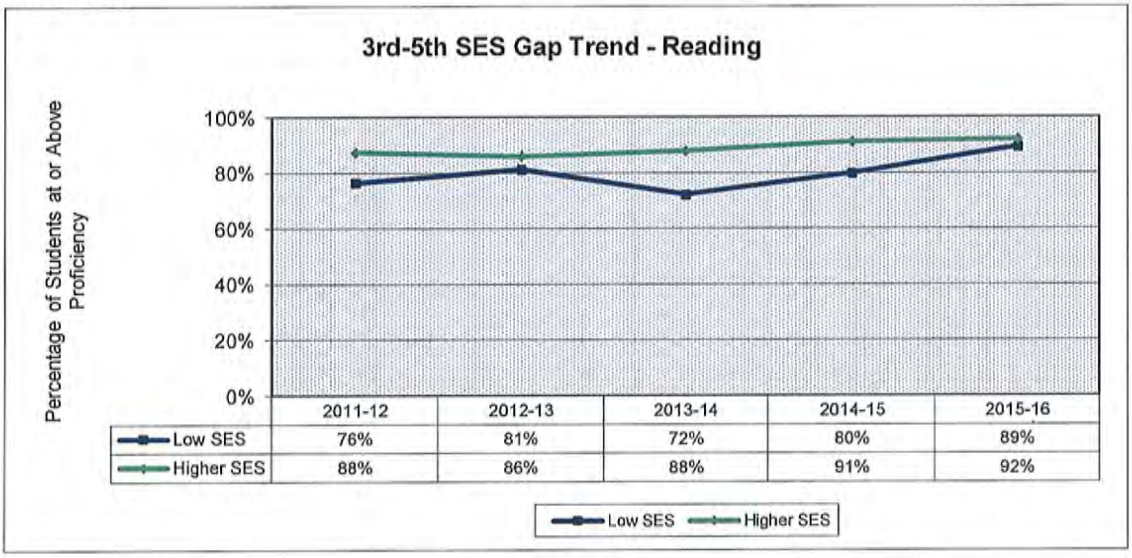
	2011-12	2012-13	2013-14		
Low SES	64%	71%	78%	78%	77%
Higher SES	87%	87%	89%	91%	92%

Schoolwide (3rd-11th) SES Gap Trend - Science

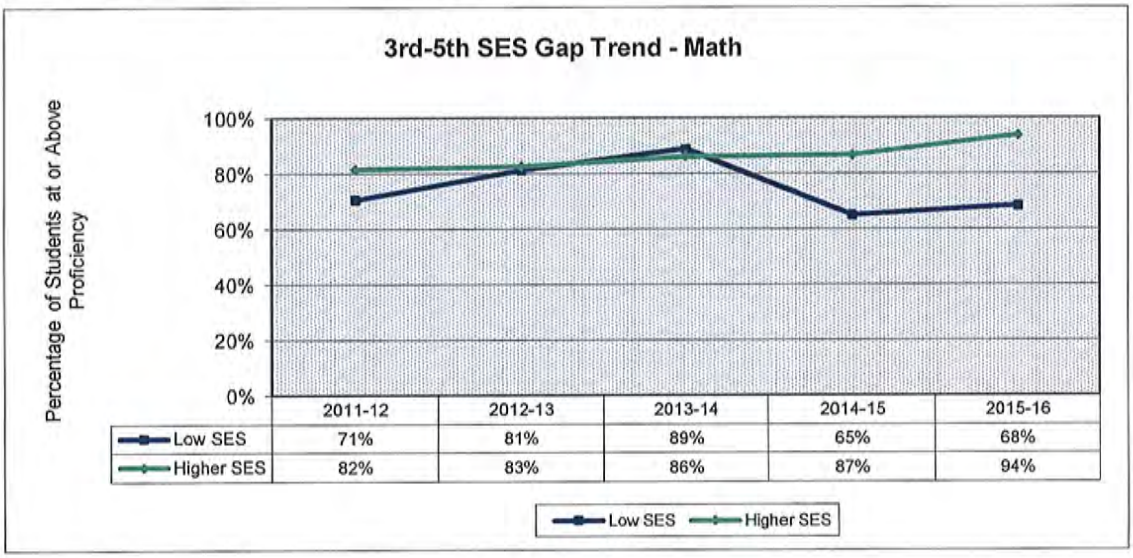


	2011-12	2012-13	2013-14	2014-15	2015-16
Low SES	86%	85%	84%	88%	90%
Higher SES	92%	93%	92%	93%	94%

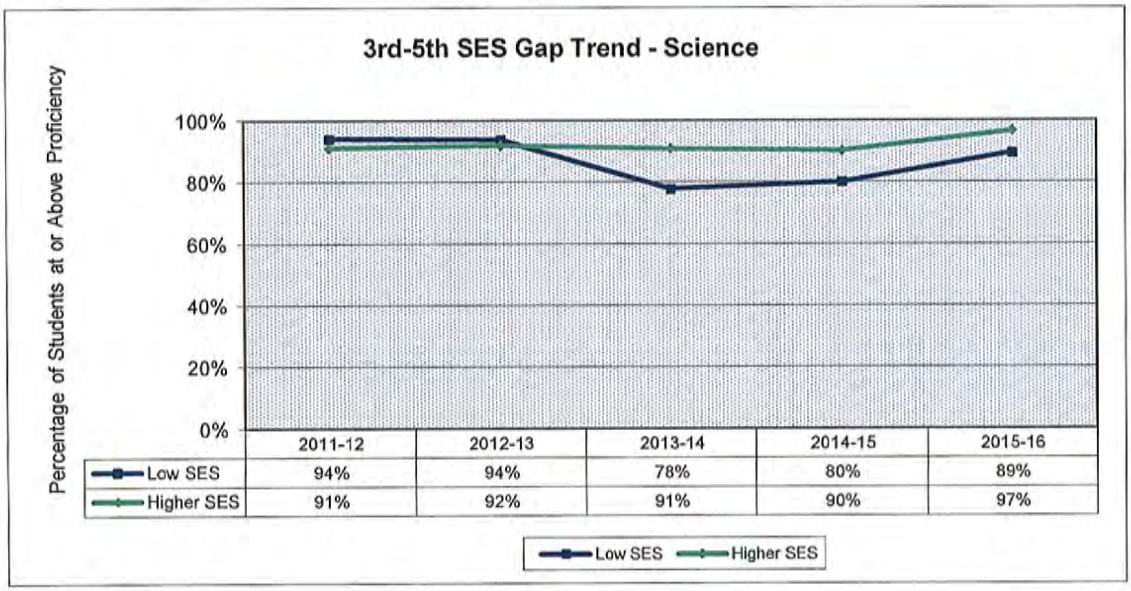
TREYNOR
2015-2016



	2011-12	2012-13	2013-14	2014-15	2015-16
Low SES	76%	81%	72%	80%	89%
Higher SES	88%	86%	88%	91%	92%

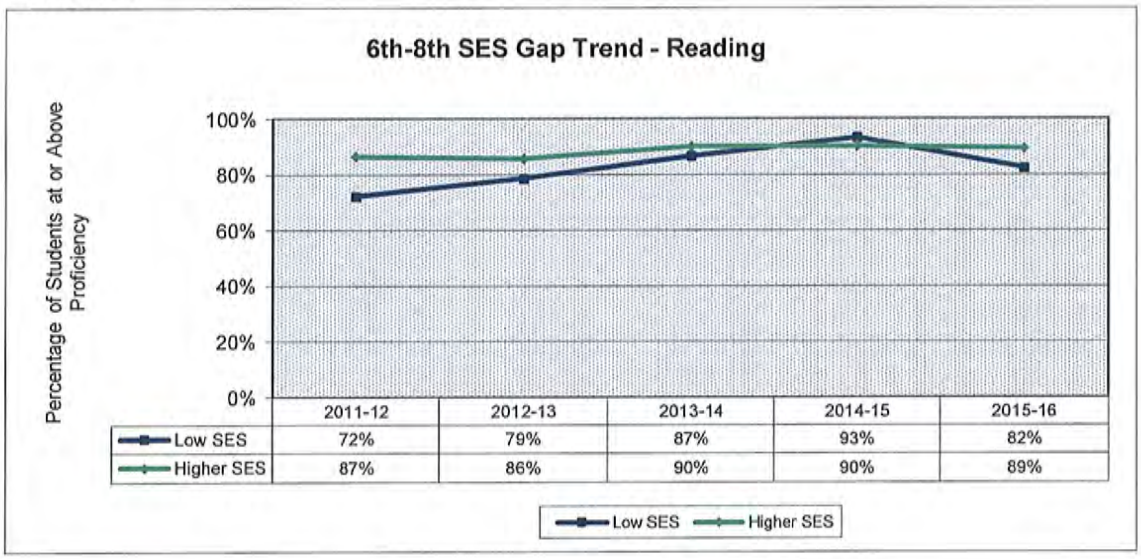


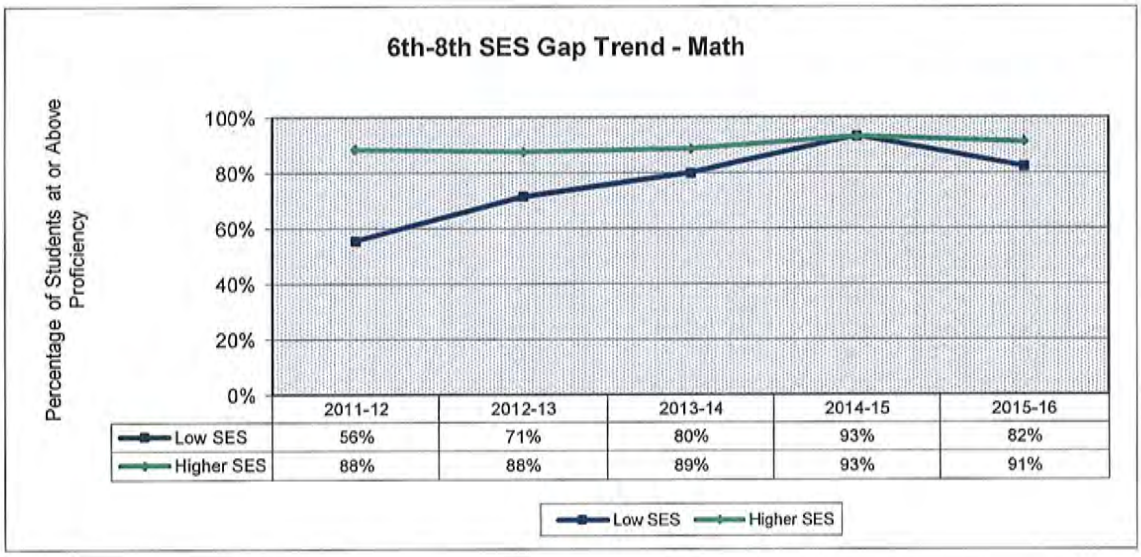
	2011-12	2012-13	2013-14	2014-15	2015-16
Low SES	71%	81%	89%	65%	68%
Higher SES	82%	83%	86%	87%	94%

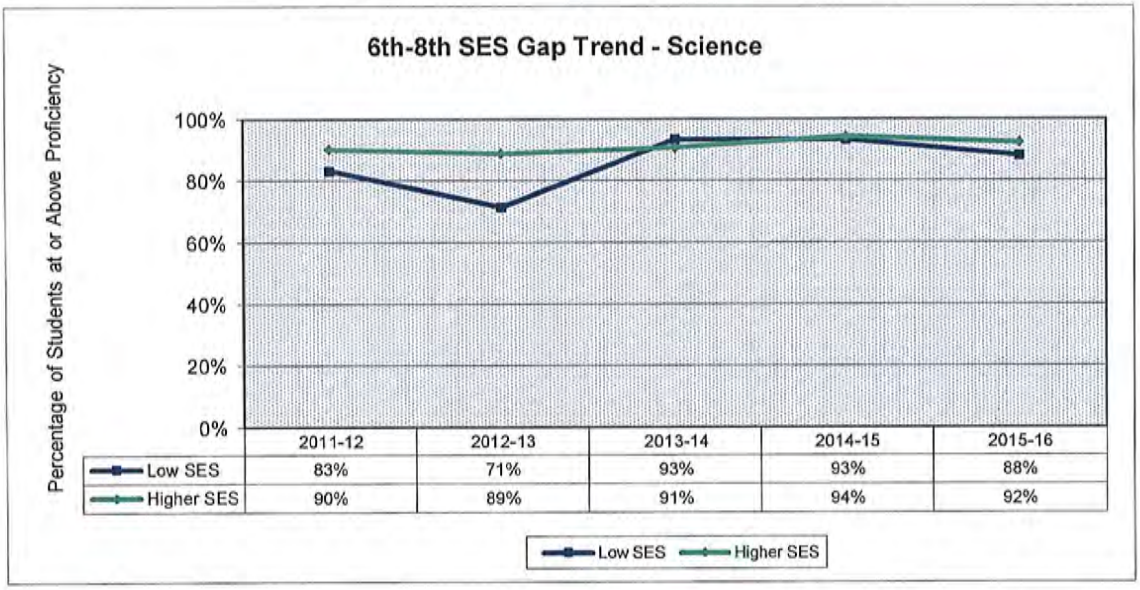


	2011-12	2012-13	2013-14	2014-15	2015-16
Low SES	94%	94%	78%	80%	89%
Higher SES	91%	92%	91%	90%	97%

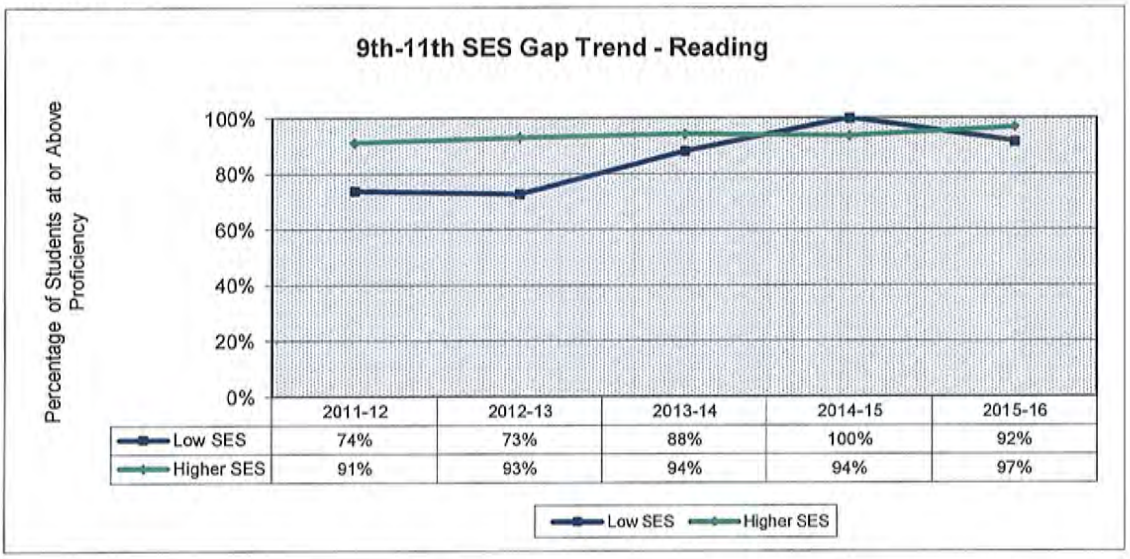
TREYNOR
2015-2016

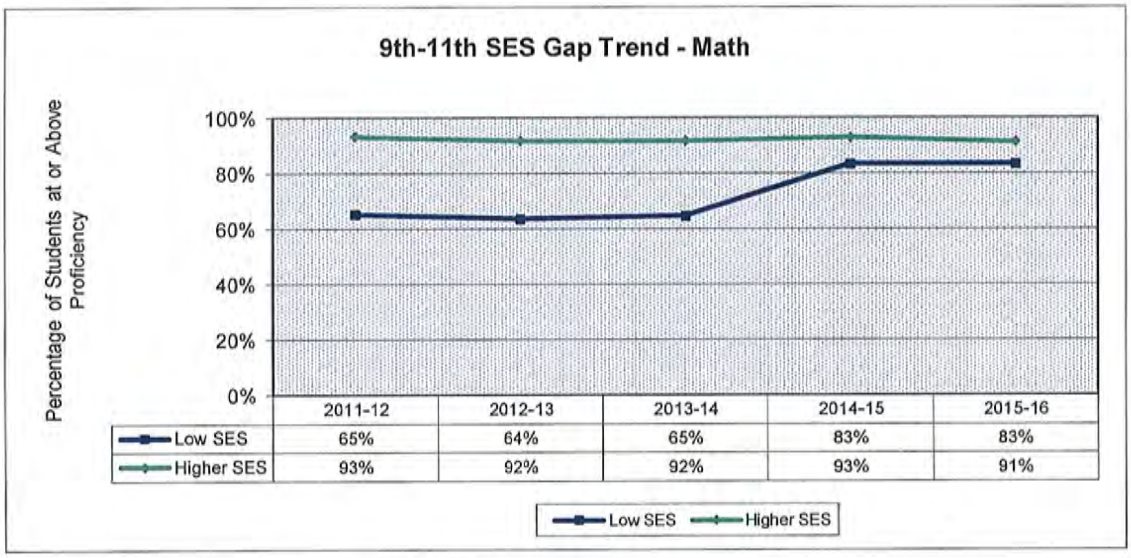


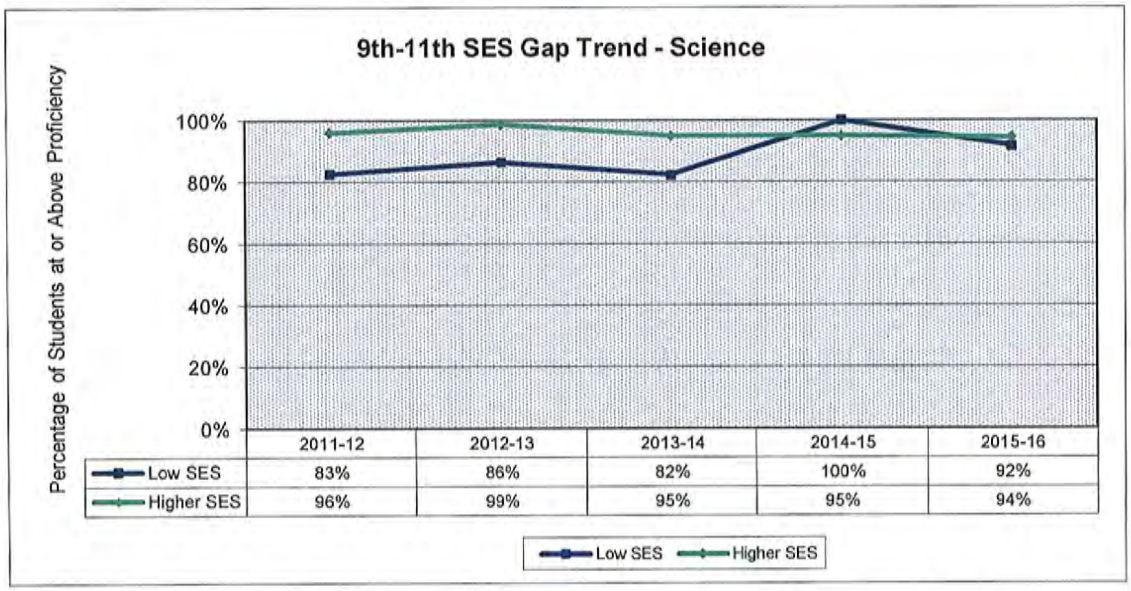




TREYNOR
2015-2016

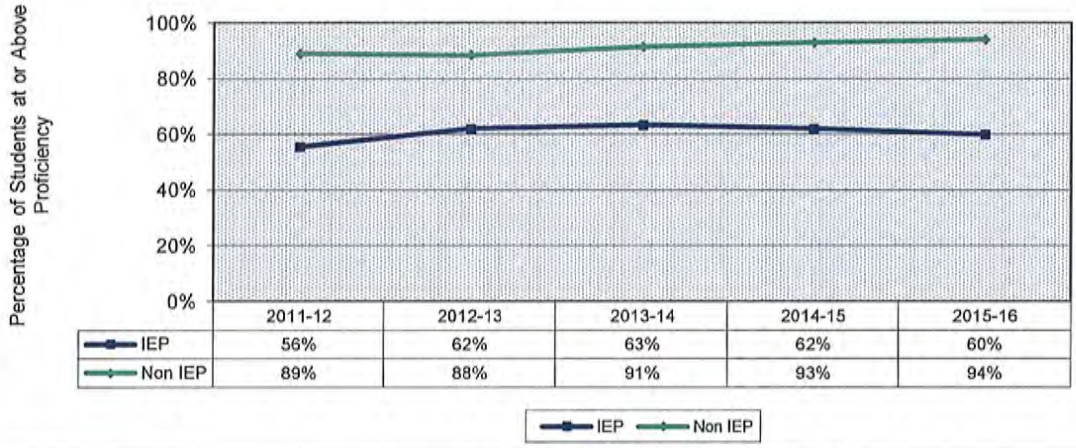






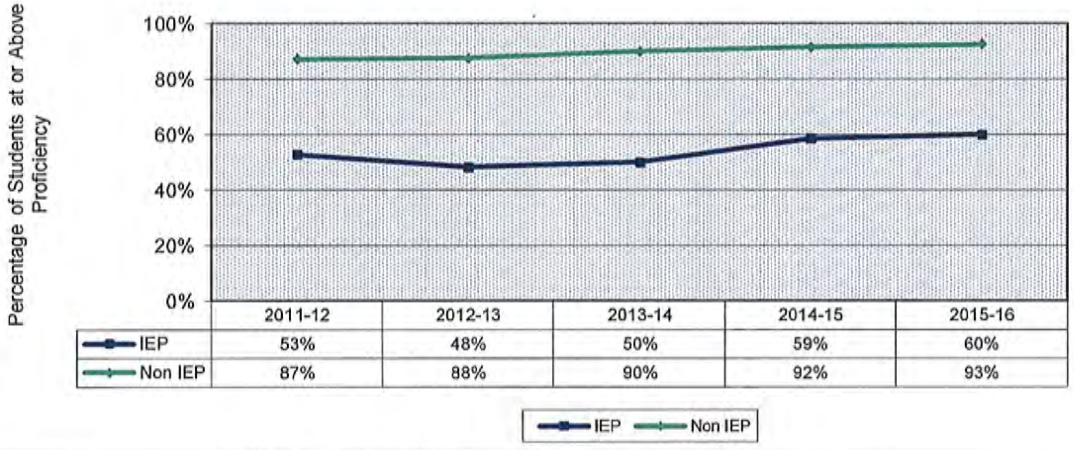
TREYNOR
2015-2016

Schoolwide (3rd-11th) IEP Gap Trend - Reading



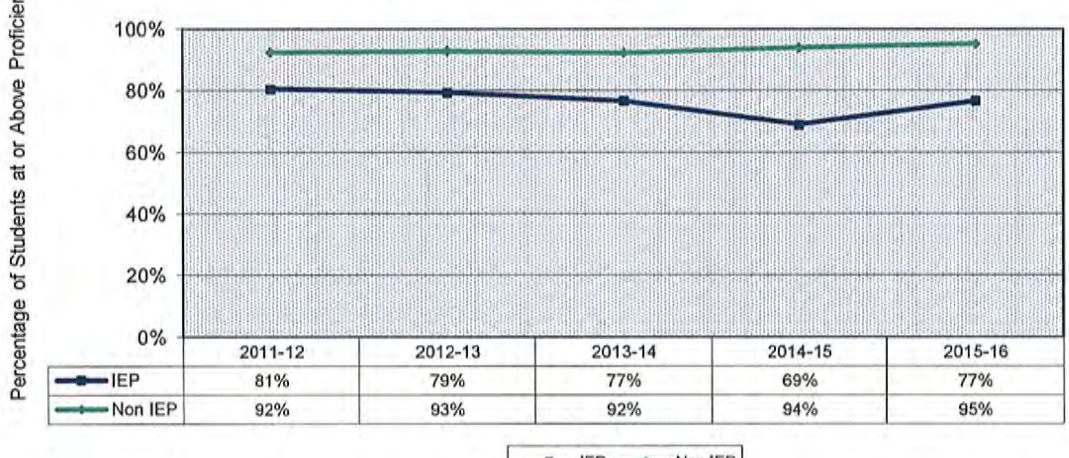
	2011-12	2012-13	2013-14	2014-15	2015-16
IEP	56%	62%	63%	62%	60%
Non IEP	89%	88%	91%	93%	94%

Schoolwide (3rd-11th) IEP Gap Trend - Math



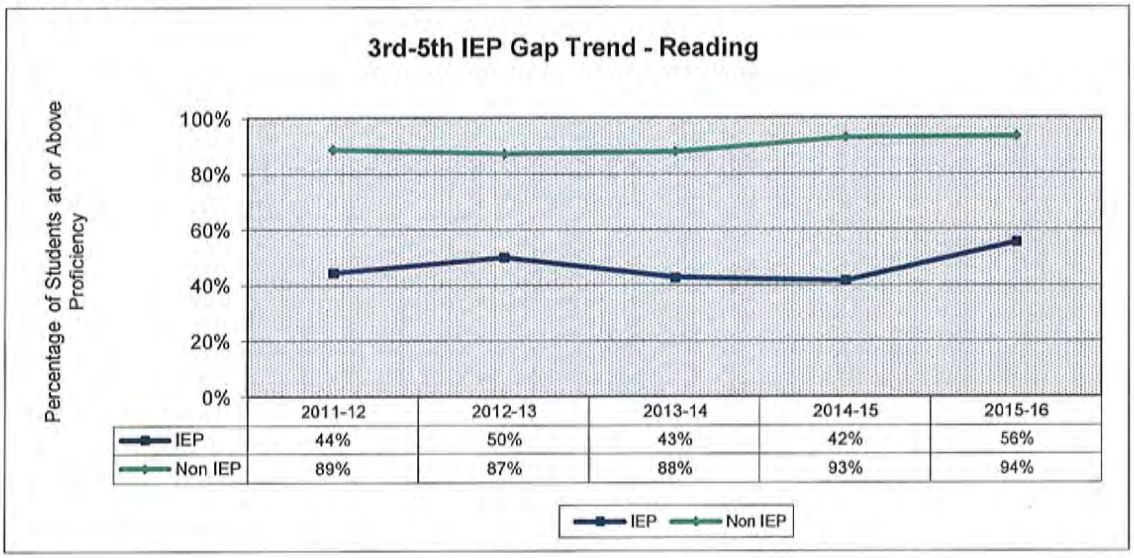
	2011-12	2012-13	2013-14	2014-15	2015-16
IEP	53%	48%	50%	59%	60%
Non IEP	87%	88%	90%	92%	93%

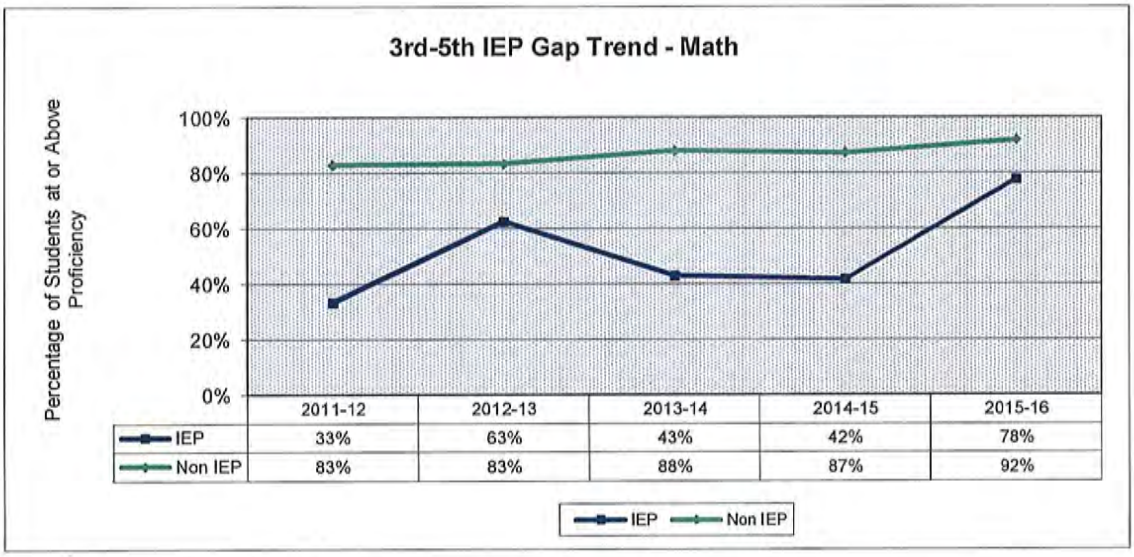
Schoolwide (3rd-11th) IEP Gap Trend - Science

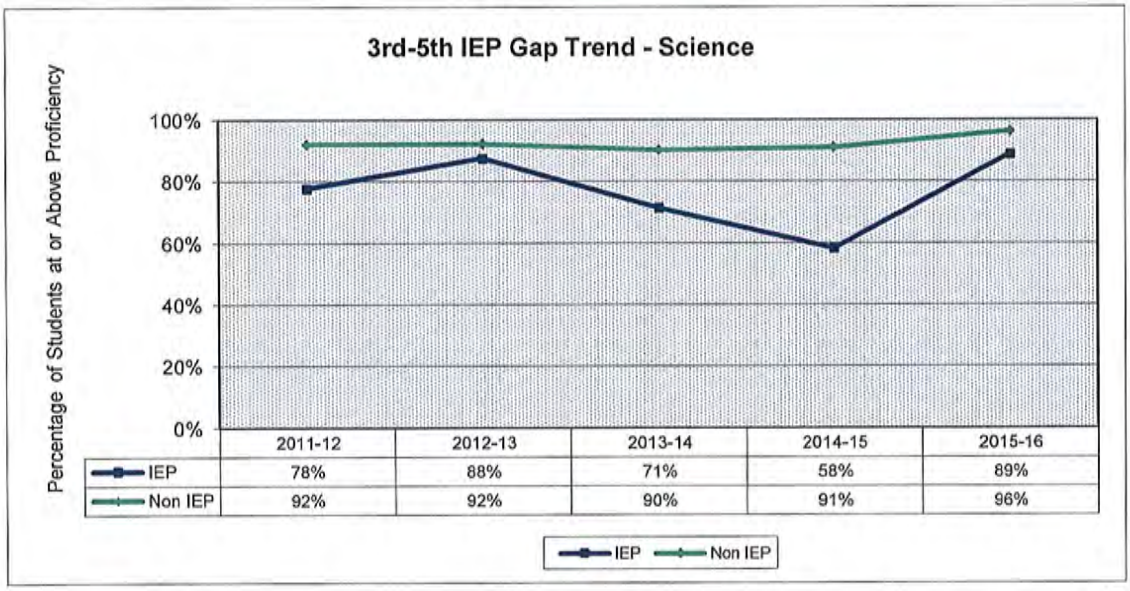


	2011-12	2012-13	2013-14	2014-15	2015-16
IEP	81%	79%	77%	69%	77%
Non IEP	92%	93%	92%	94%	95%

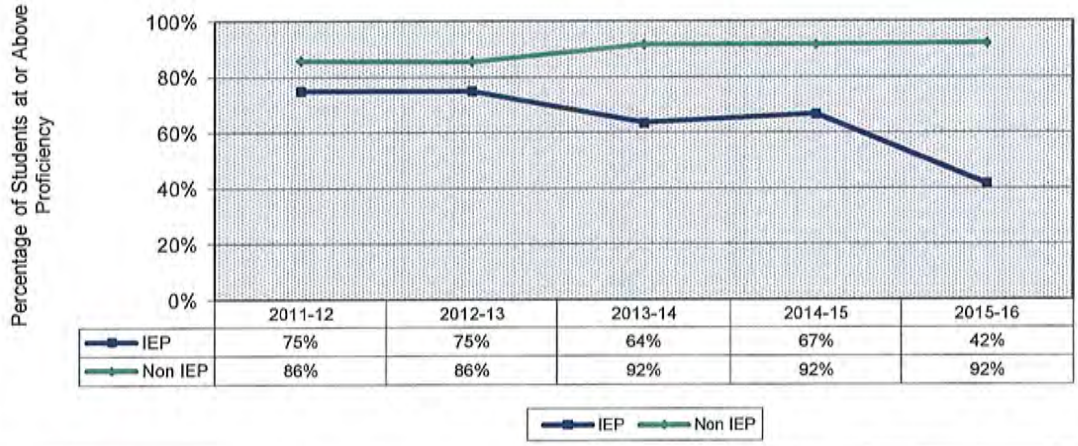
TREYNOR
2015-2016





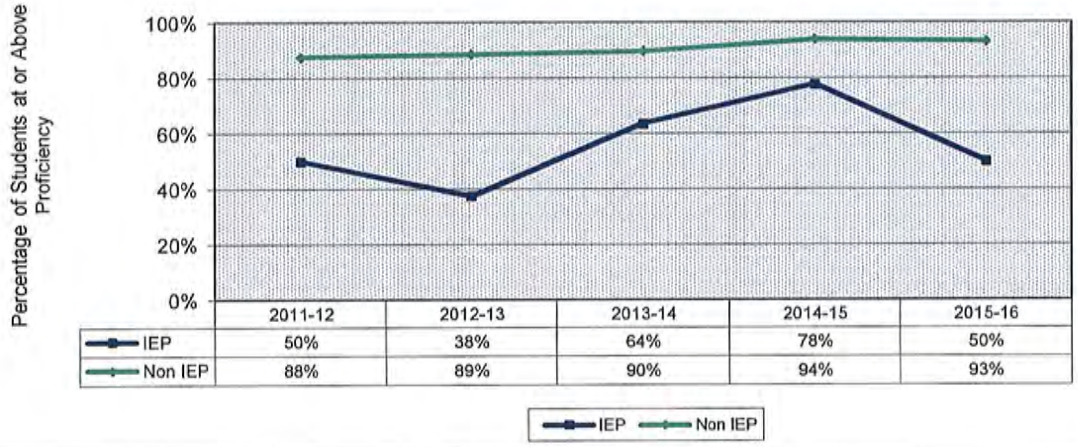


6th-8th IEP Gap Trend - Reading



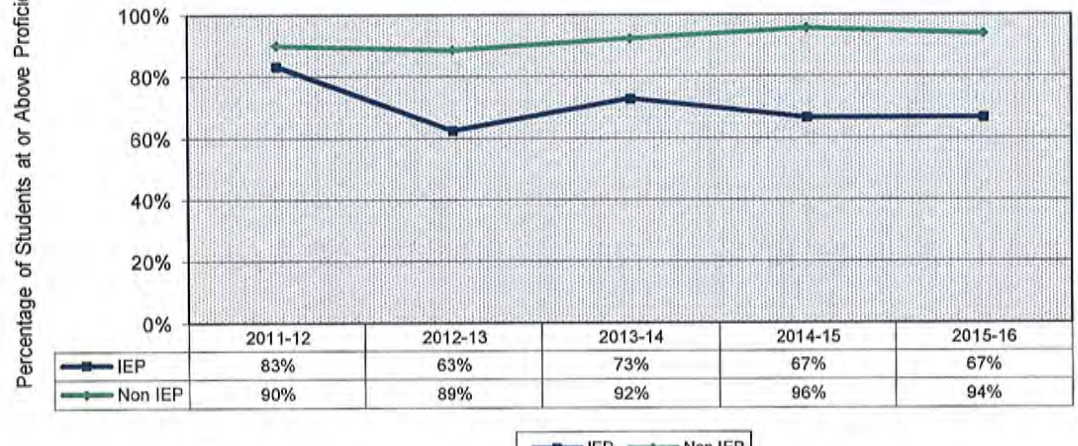
	2011-12	2012-13	2013-14	2014-15	2015-16
IEP	75%	75%	64%	67%	42%
Non IEP	86%	86%	92%	92%	92%

6th-8th IEP Gap Trend - Math



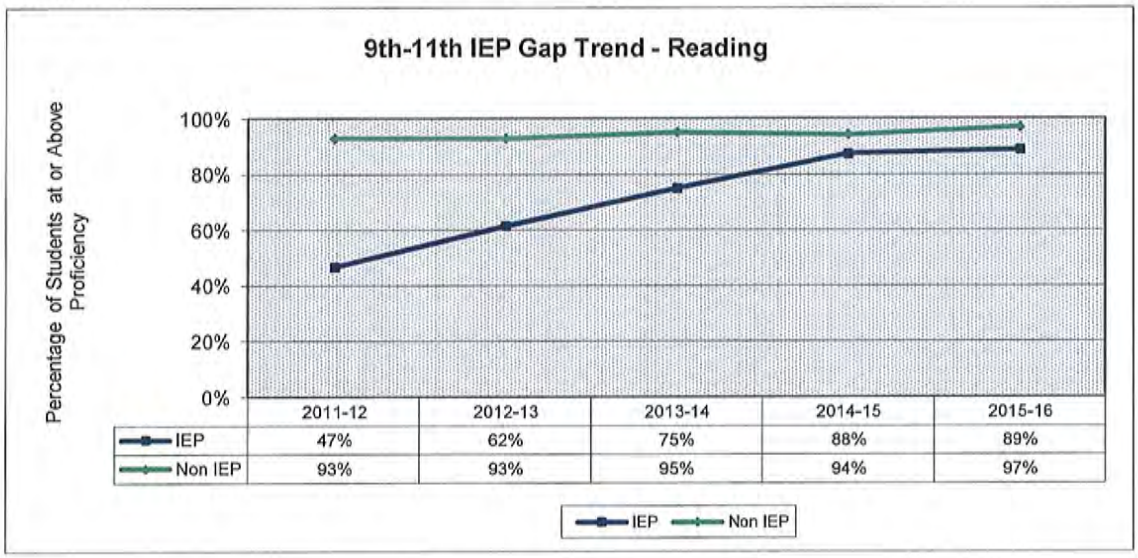
	2011-12	2012-13	2013-14	2014-15	2015-16
IEP	50%	38%	64%	78%	50%
Non IEP	88%	89%	90%	94%	93%

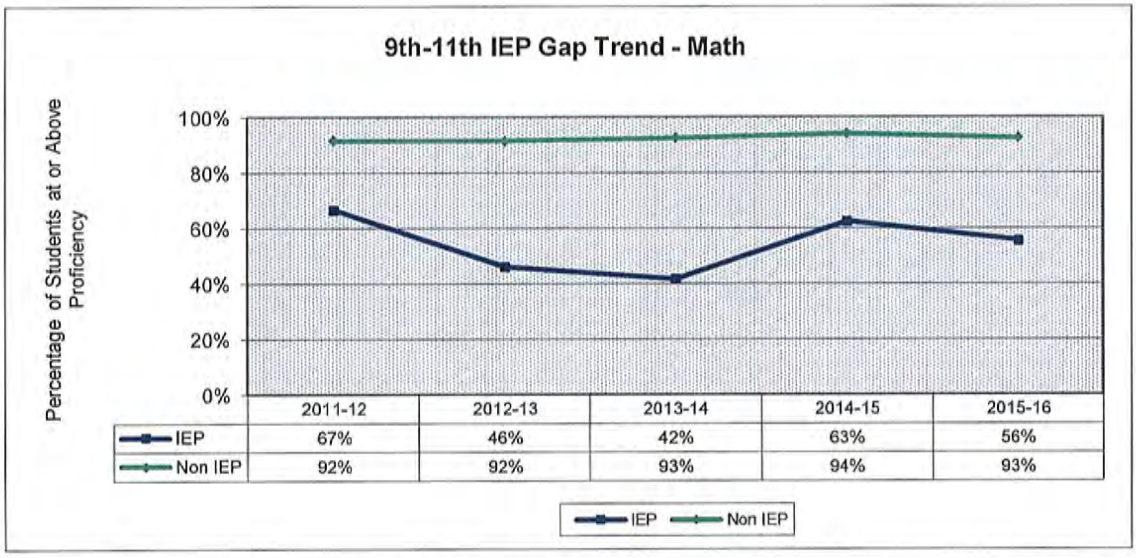
6th-8th IEP Gap Trend - Science

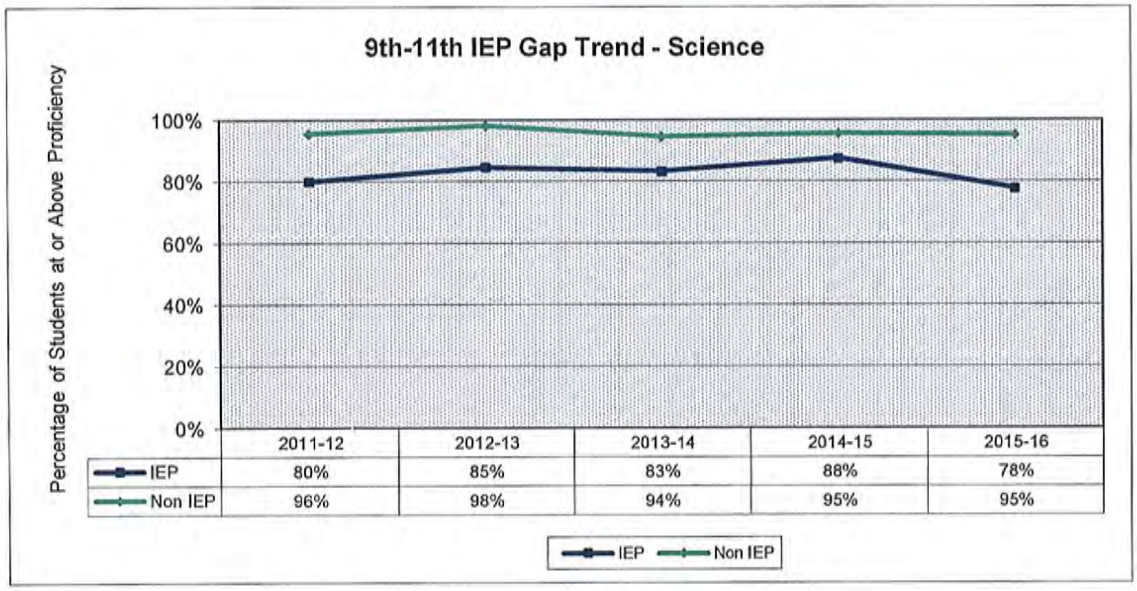


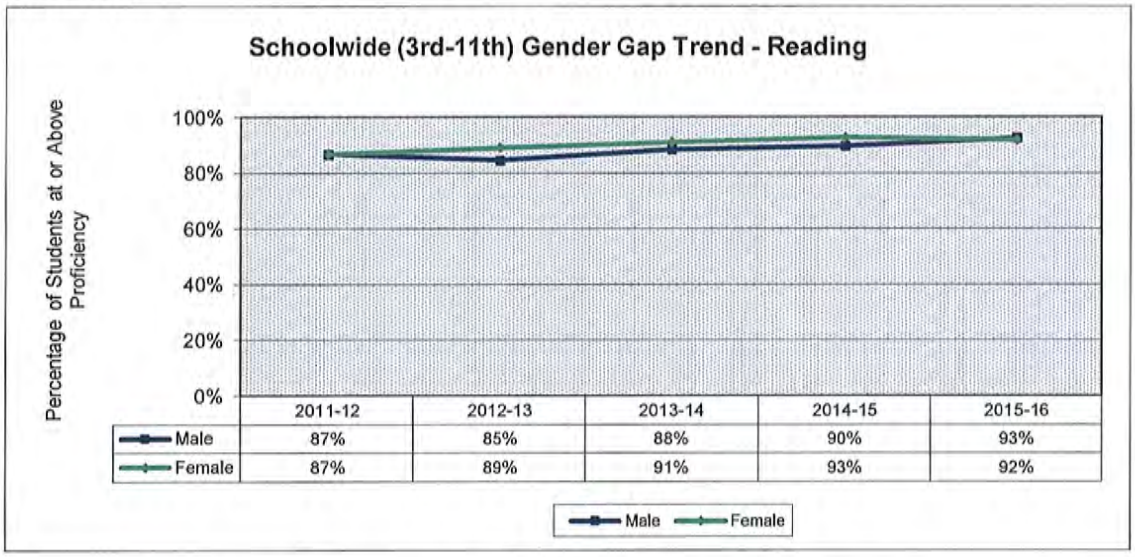
	2011-12	2012-13	2013-14	2014-15	2015-16
IEP	83%	63%	73%	67%	67%
Non IEP	90%	89%	92%	96%	94%

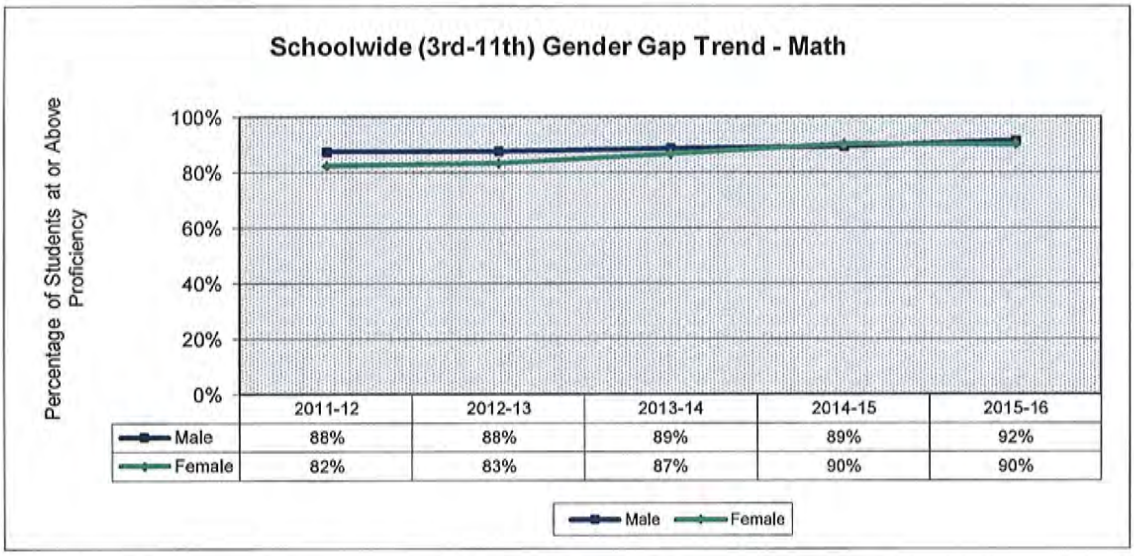
TREYNOR
2015-2016

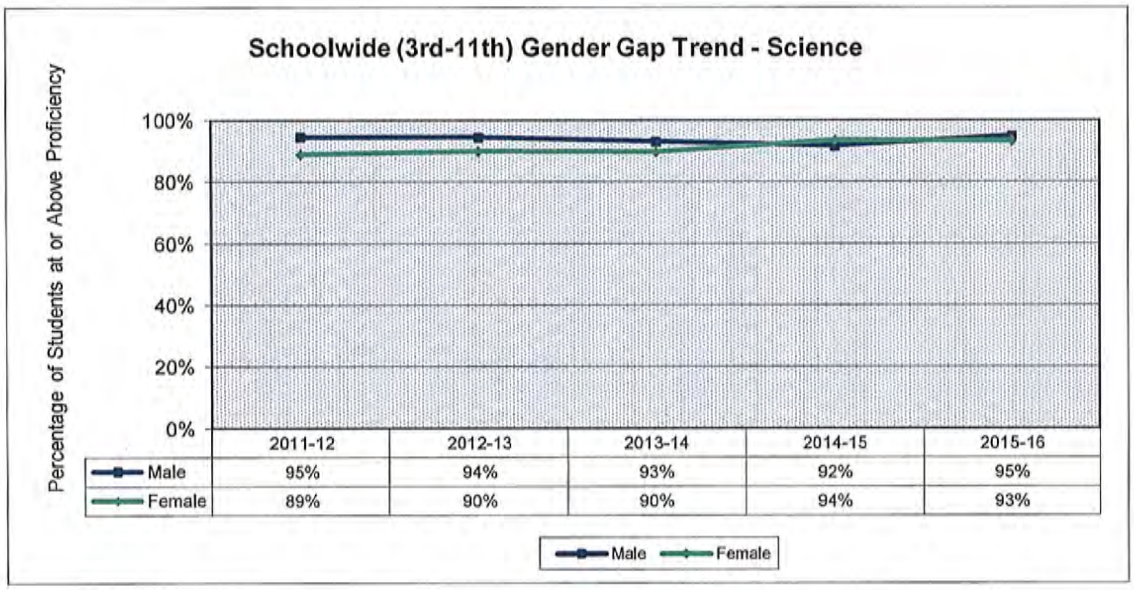




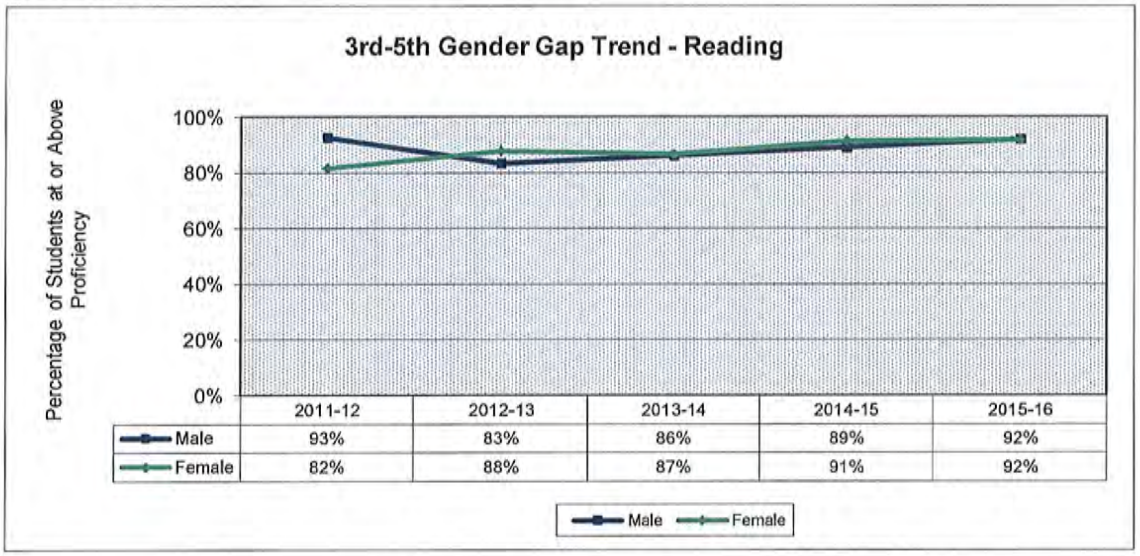



Schoolwide (3rd-11th) Gender Gap Trend - Reading
Percentage of Students at or Above Proficiency
100%
80%
60%
40%
20%
0%
2011-12 2012-13 2013-14 2014-15 2015-16
Male 87% 85% 88% 90% 93%
Female 87% 89% 91% 93% 92%
Male
Female

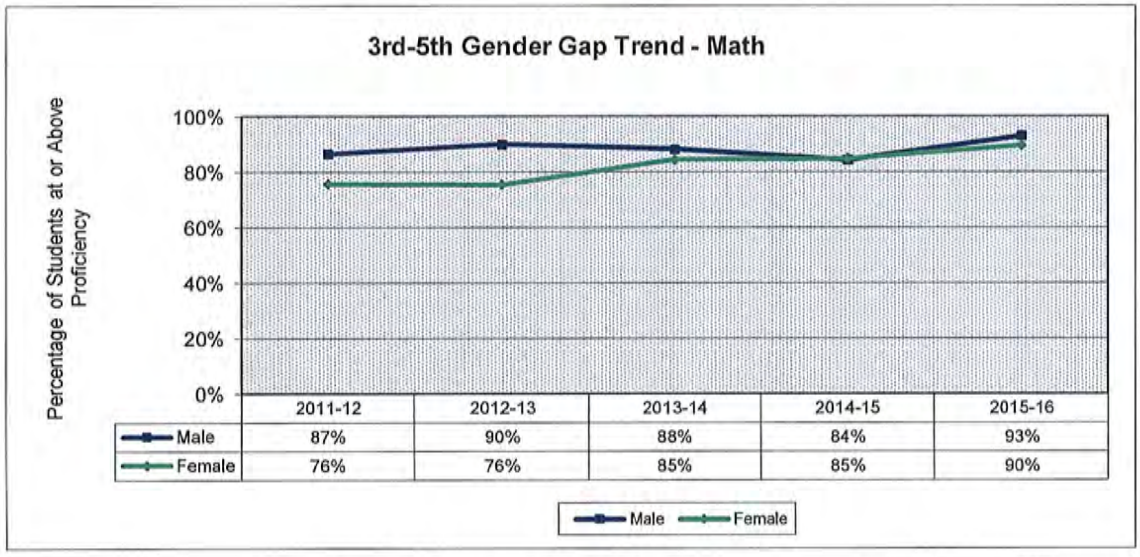

Schoolwide (3rd-11th) Gender Gap Trend - Math
Percentage of Students at or Above Proficiency
100%
80%
60%
40%
20%
0%
2011-12 2012-13 2013-14 2014-15 2015-16
Male 88% 88% 89% 89% 92%
Female 82% 83% 87% 90% 90%
Male
Female


Schoolwide (3rd-11th) Gender Gap Trend - Science
Percentage of Students at or Above Proficiency
100%
80%
60%
40%
20%
0%
2011-12 2012-13 2013-14 2014-15 2015-16
Male 95% 94% 93% 92% 95%
Female 89% 90% 90% 94% 93%
Male
Female

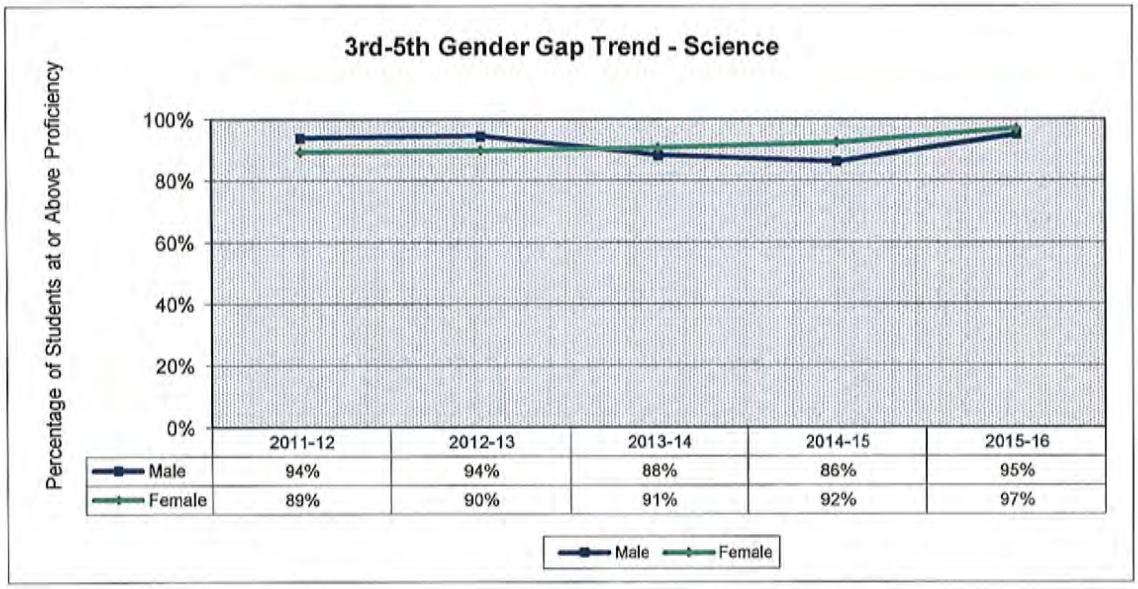
TREYNOR
2015-2016



	2011-12	2012-13	2013-14	2014-15	2015-16
Male	93%	83%	86%	89%	92%
Female	82%	88%	87%	91%	92%

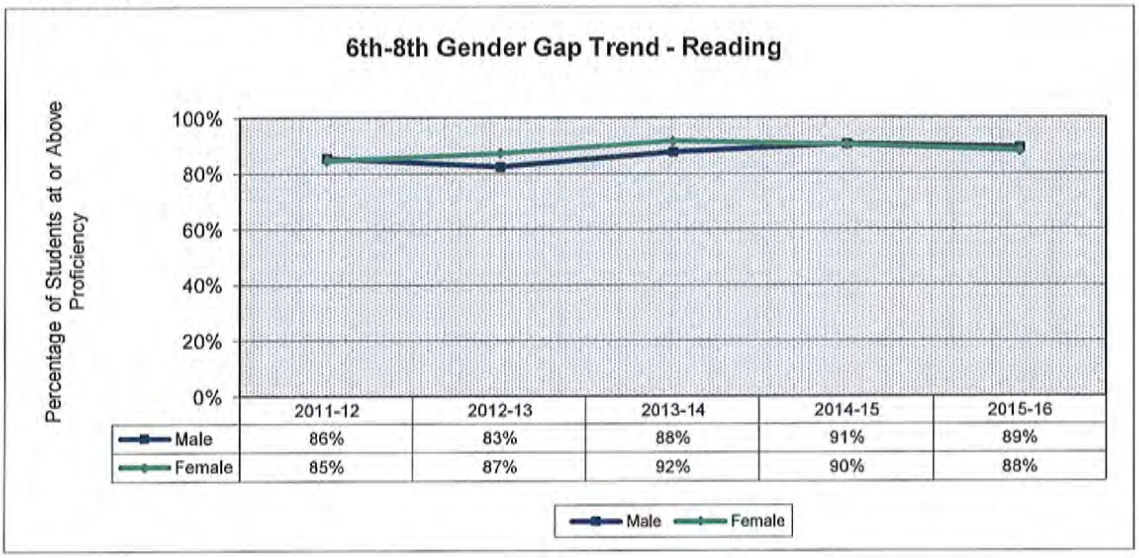


	2011-12	2012-13	2013-14	2014-15	2015-16
Male	87%	90%	88%	84%	93%
Female	76%	76%	85%	85%	90%

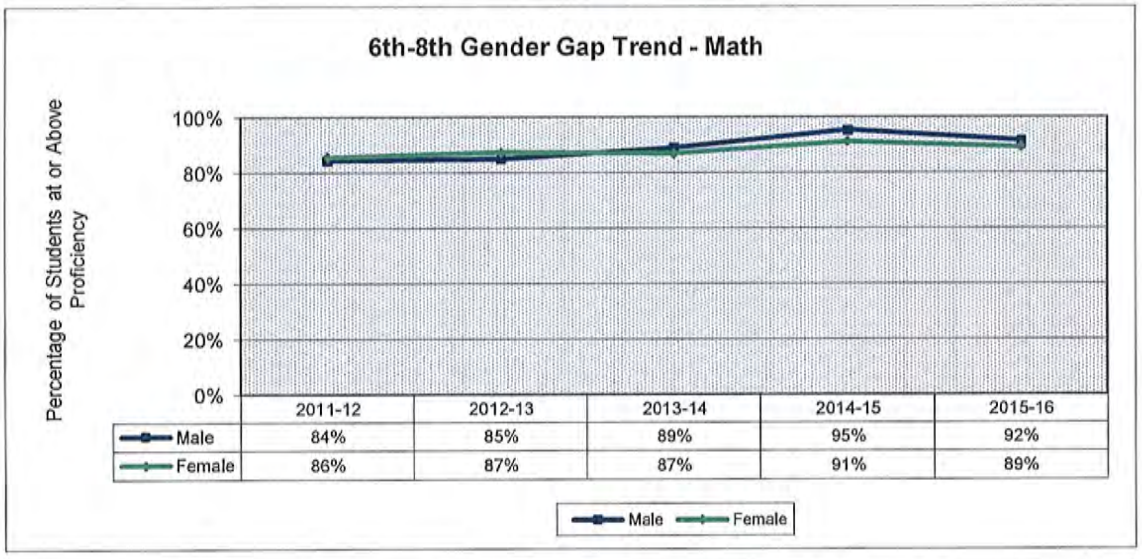


	2011-12	2012-13	2013-14	2014-15	2015-16
Male	94%	94%	88%	86%	95%
Female	89%	90%	91%	92%	97%

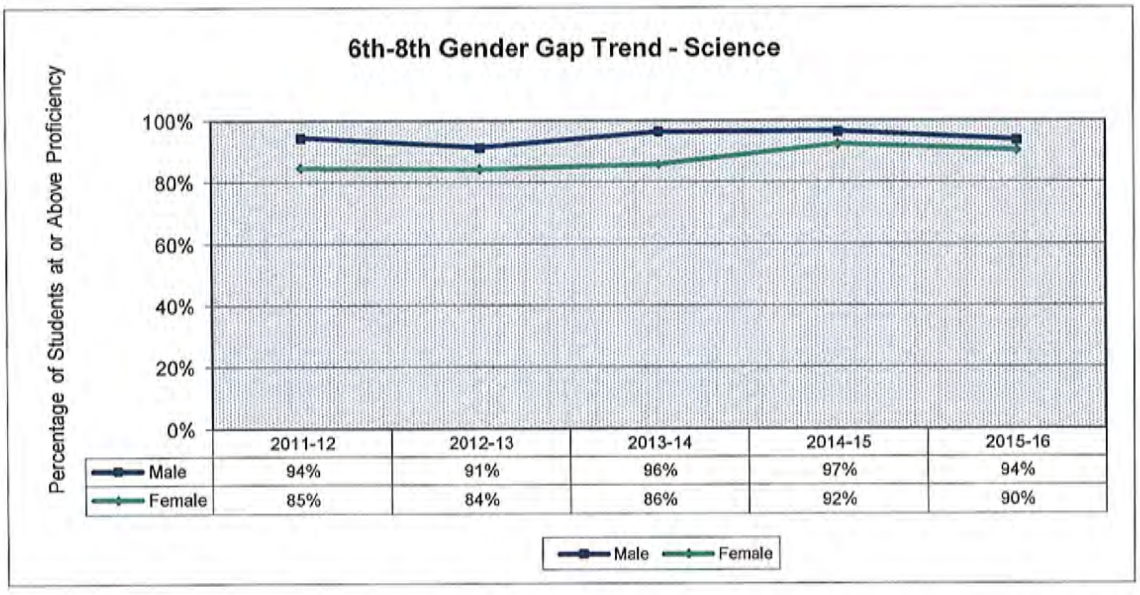
TREYNOR
2015-2016



	2011-12	2012-13	2013-14	2014-15	2015-16
Male	86%	83%	88%	91%	89%
Female	85%	87%	92%	90%	88%

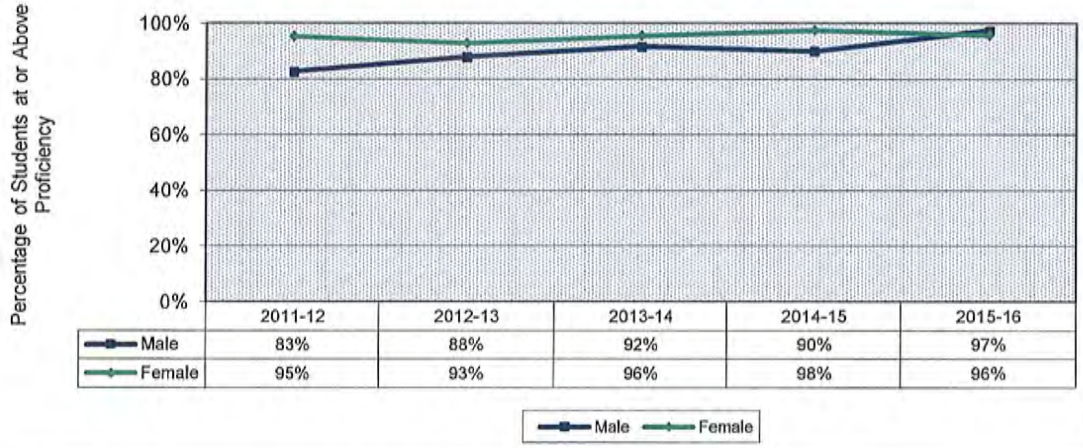


	2011-12	2012-13	2013-14	2014-15	2015-16
Male	84%	85%	89%	95%	92%
Female	86%	87%	87%	91%	89%



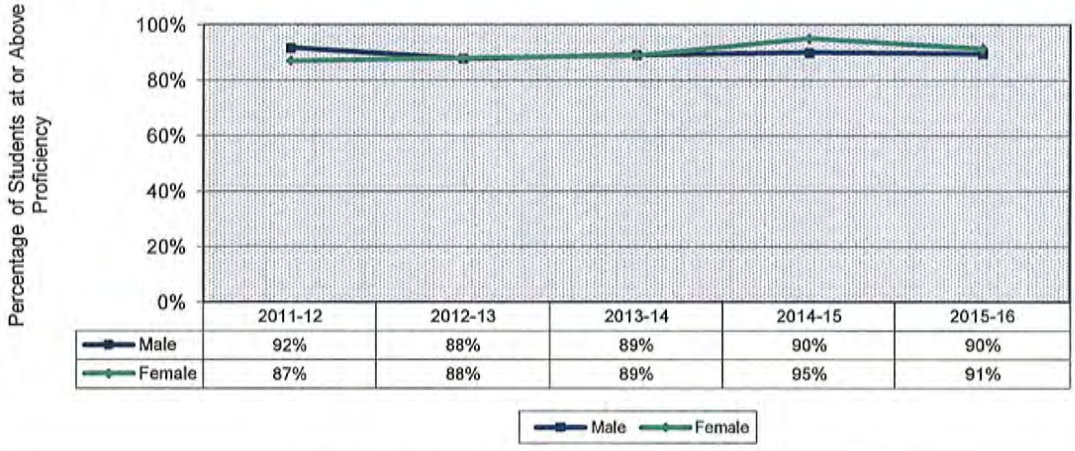
	2011-12	2012-13	2013-14	2014-15	2015-16
Male	94%	91%	96%	97%	94%
Female	85%	84%	86%	92%	90%

9th-11th Gender Gap Trend - Reading



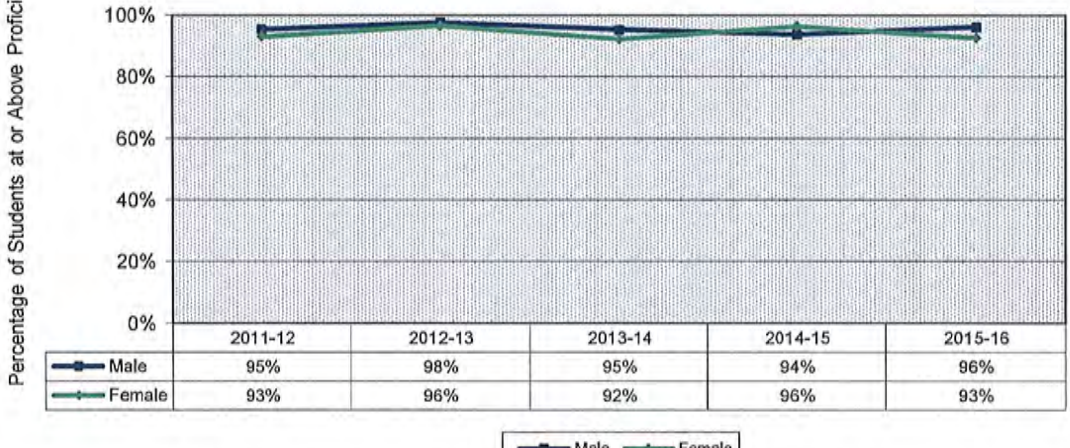
	2011-12	2012-13	2013-14	2014-15	2015-16
Male	83%	88%	92%	90%	97%
Female	95%	93%	96%	98%	96%

9th-11th Gender Gap Trend - Math



	2011-12	2012-13	2013-14	2014-15	2015-16
Male	92%	88%	89%	90%	90%
Female	87%	88%	89%	95%	91%

9th-11th Gender Gap Trend - Science



	2011-12	2012-13	2013-14	2014-15	2015-16
Male	95%	98%	95%	94%	96%
Female	93%	96%	92%	96%	93%

ACT Test Information

- Total Tested
- Results
- College Readiness

ACT Total Tested

Grad Year	Local	% of Class
2002-2003	31	86
2003-2004	38	86
2004-2005	39	85
2005-2006	41	77
2006-2007	35	83
2007-2008	35	74
2008-2009	42	81
2009-2010	38	81
2010-2011	40	82
2011-2012	28	70
2012-2013	51	89
2013-2014	42	84
2014-2015	41	87
2015-2016	41	80

ACT Results Class of 2016

Test	Treynor Class Average Score	State Average Score
English	22.8	21.4
Math	21.1	21.4
Reading	22.3	22.7
Science	22.3	22.3
Composite	22.2	22.1

41 students took the ACT from the Class of 2016

ACT Composite Score

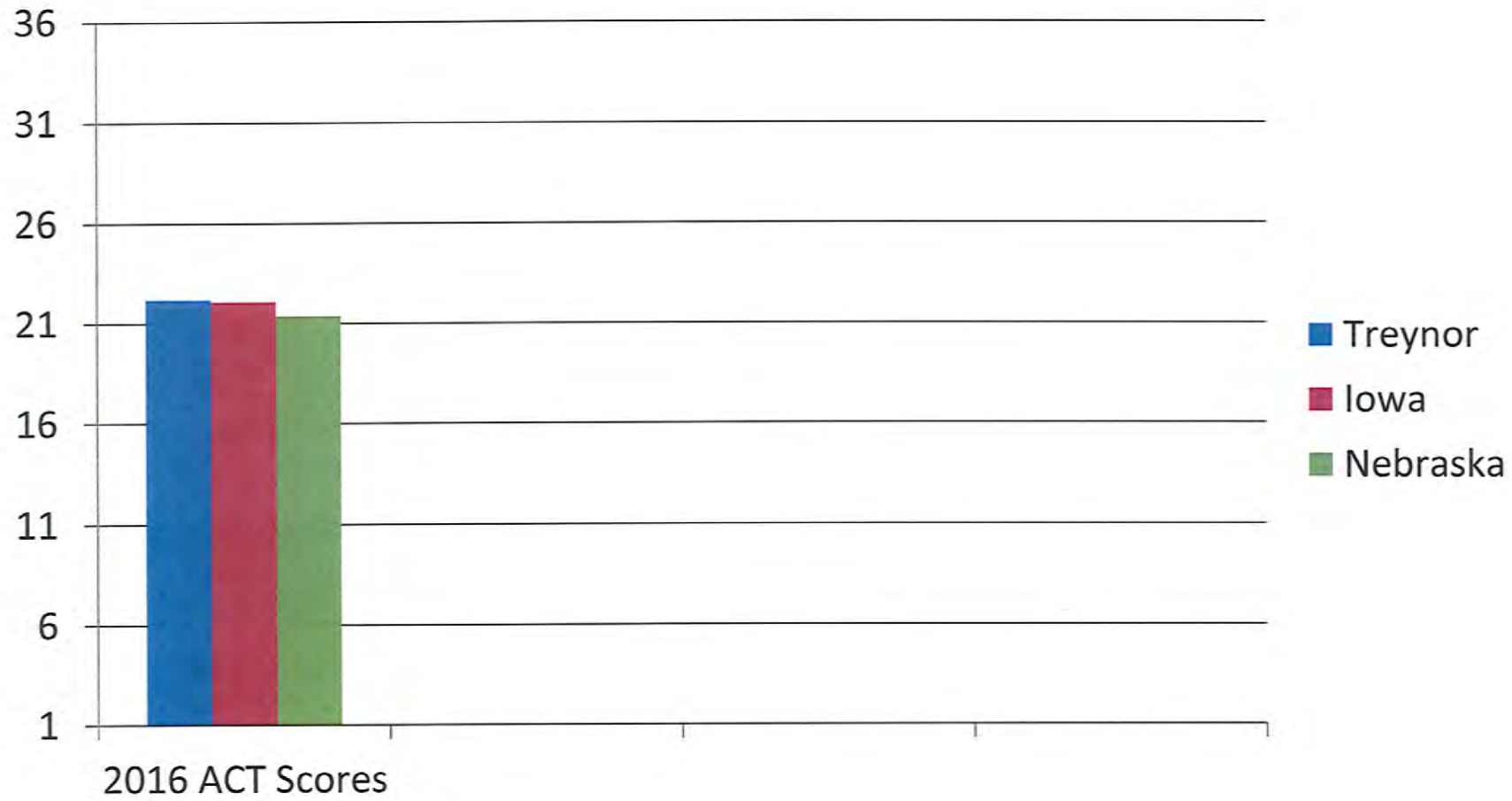
WIC Counselors self -reported their school's scores to the Treynor School Counselor.

Class of 2016

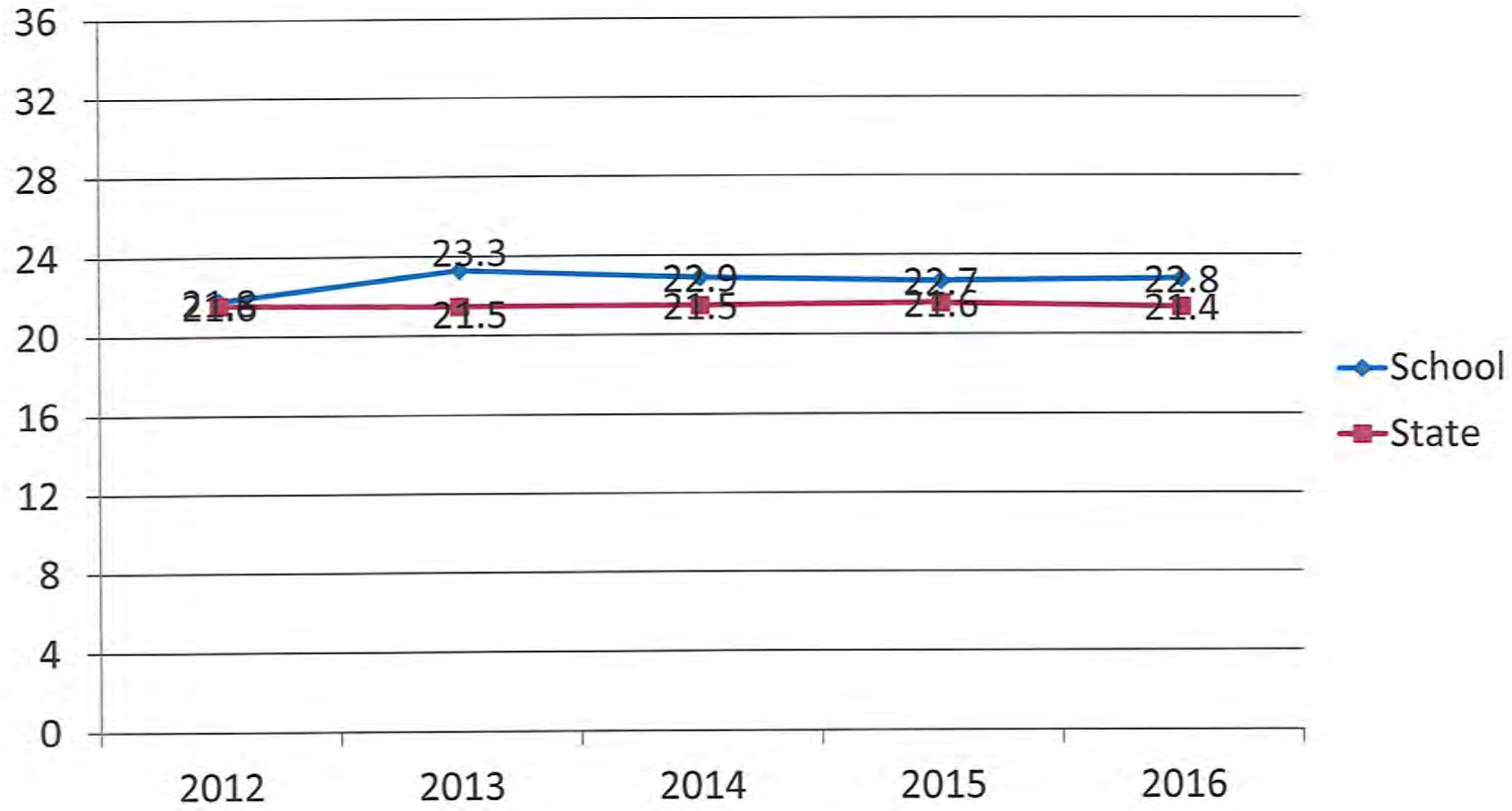
School	2016 ACT	% Tested
Audubon	23	58
Underwood	22.9	84
Logan-Magnolia	22.6	60
IKM-Manning	22.3	58
Treynor	22.2	80
Riverside	21.9	66
Tri-Center	21.7	89
AHSTW	21.6	89
Griswold	21	70
Missouri Valley	20.4	55

Average is found by taking the most recent score from each student tested of the graduating class.

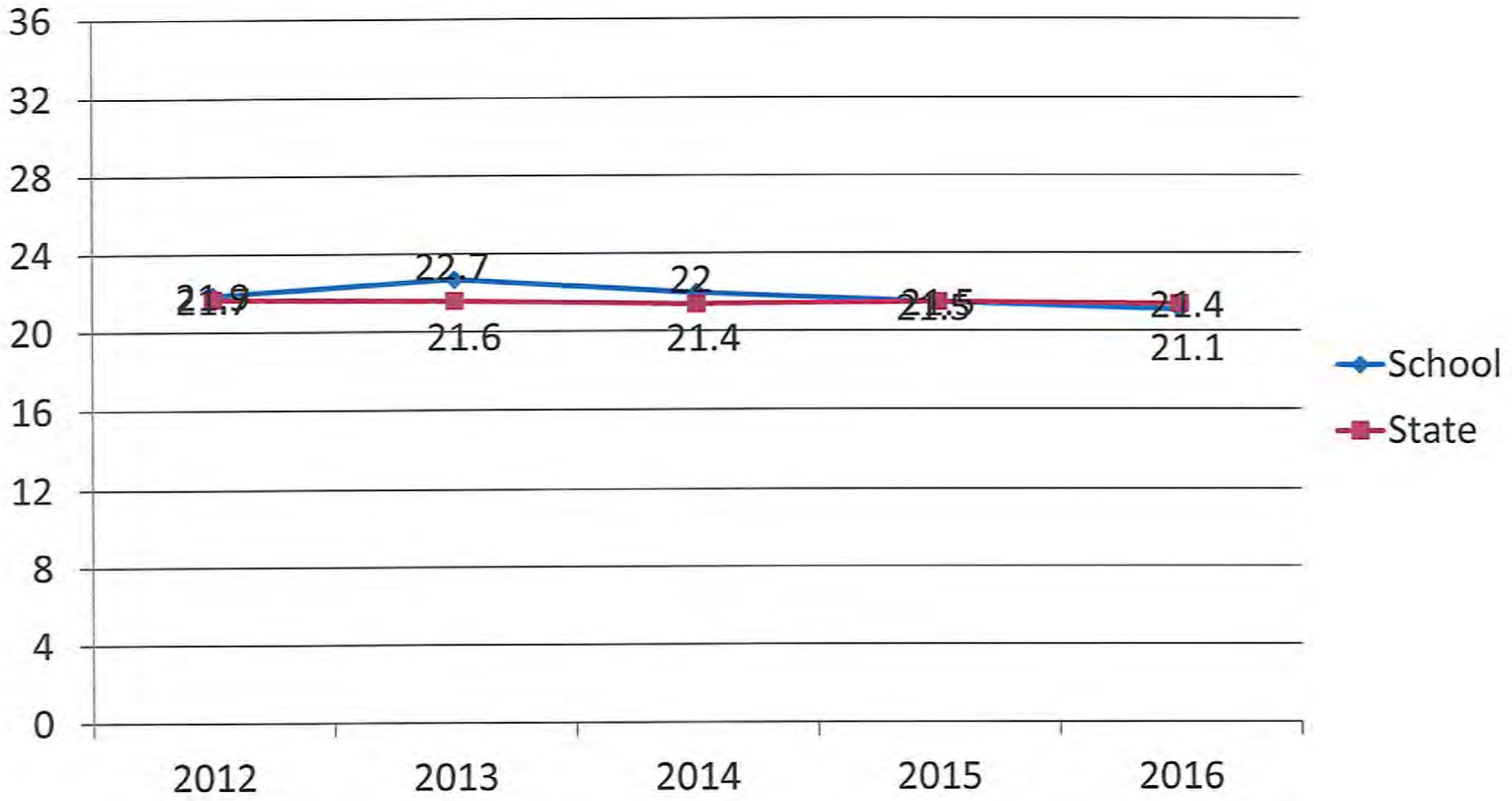
ACT Composite Scores



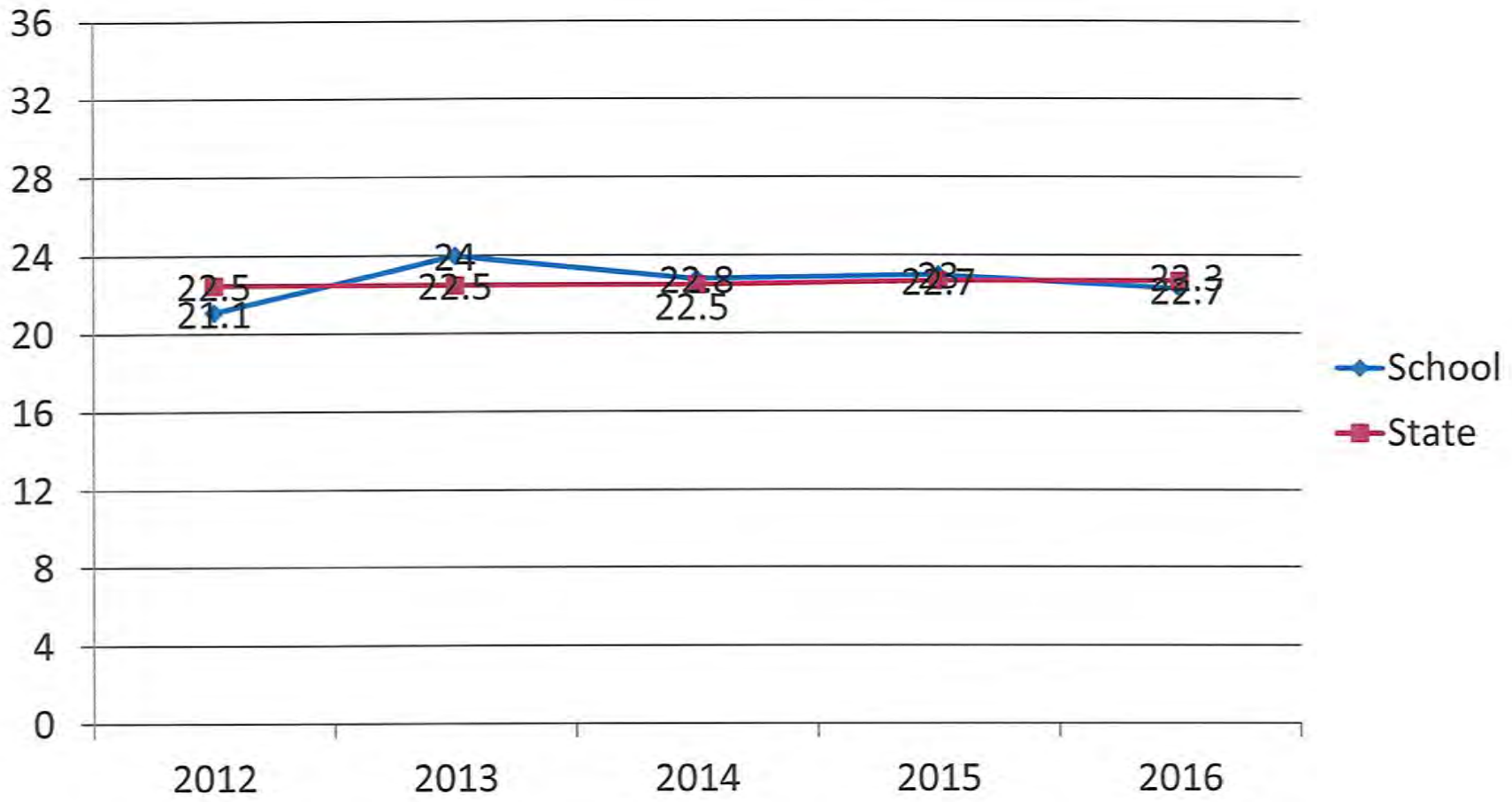
ACT English (5yr. Trend)



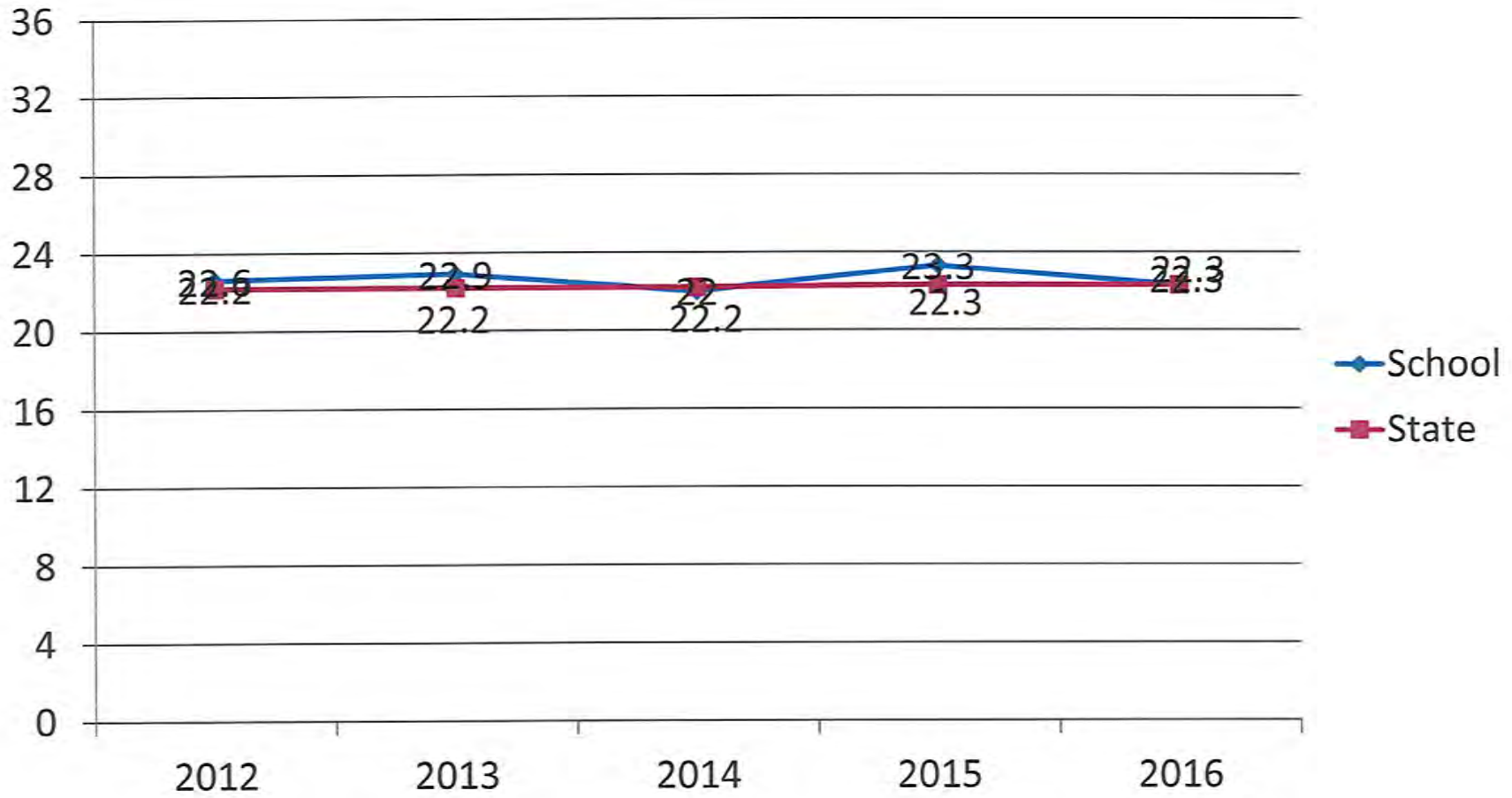
ACT Math (5yr. Trend)



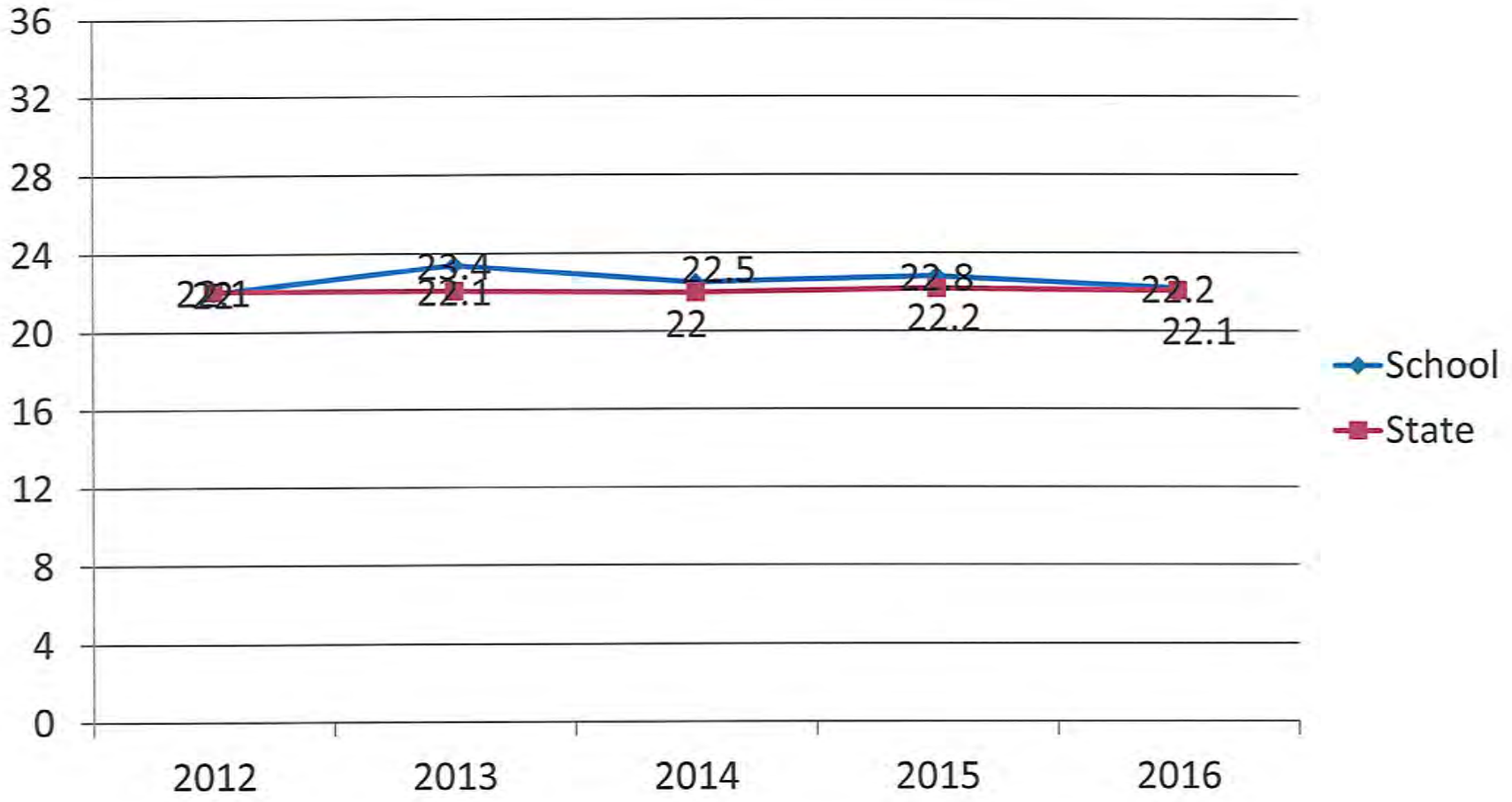
ACT Reading (5yr. Trend)



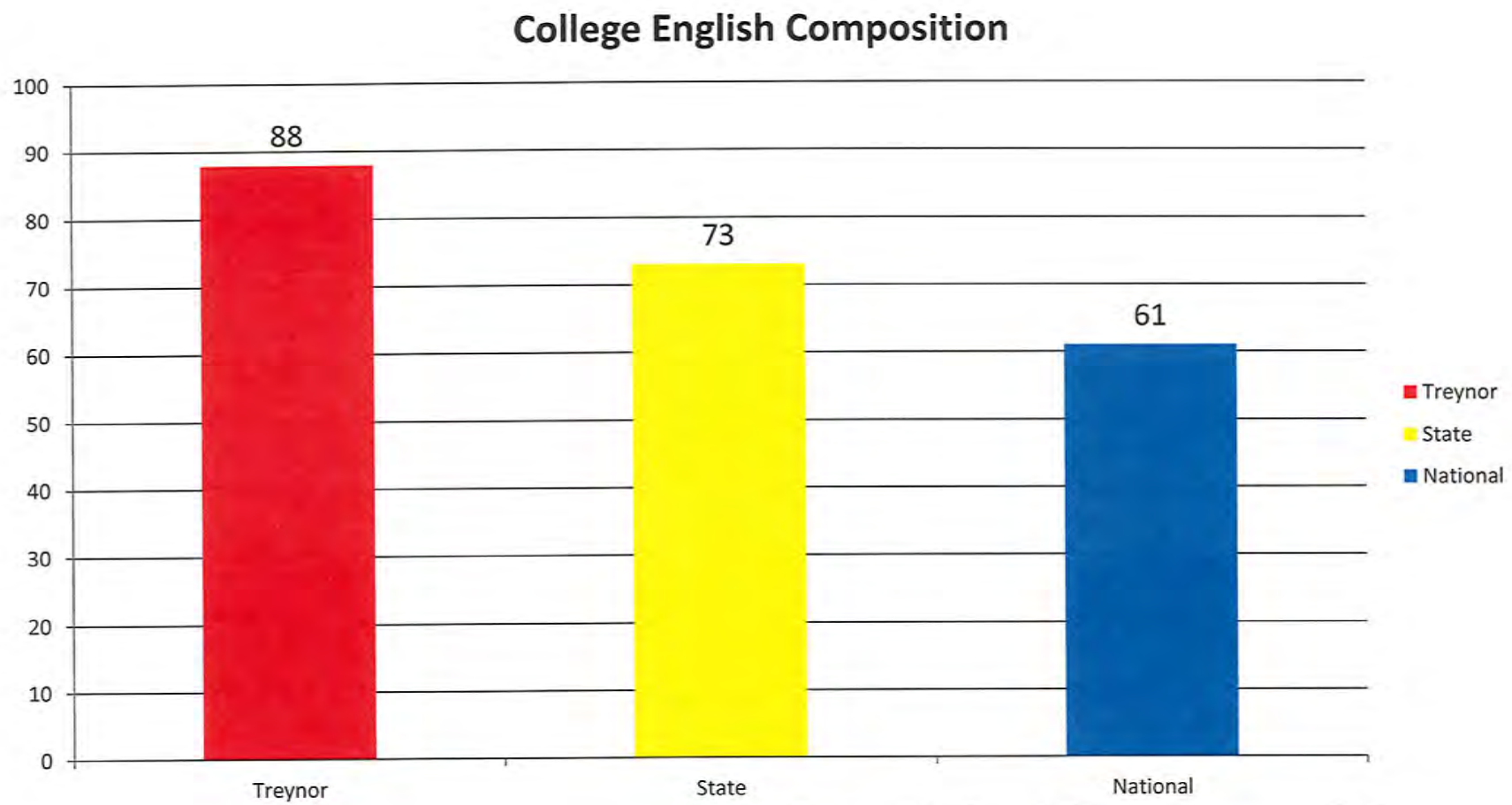
ACT Science (5yr. Trends)



ACT Composite (5 yr. Trend)

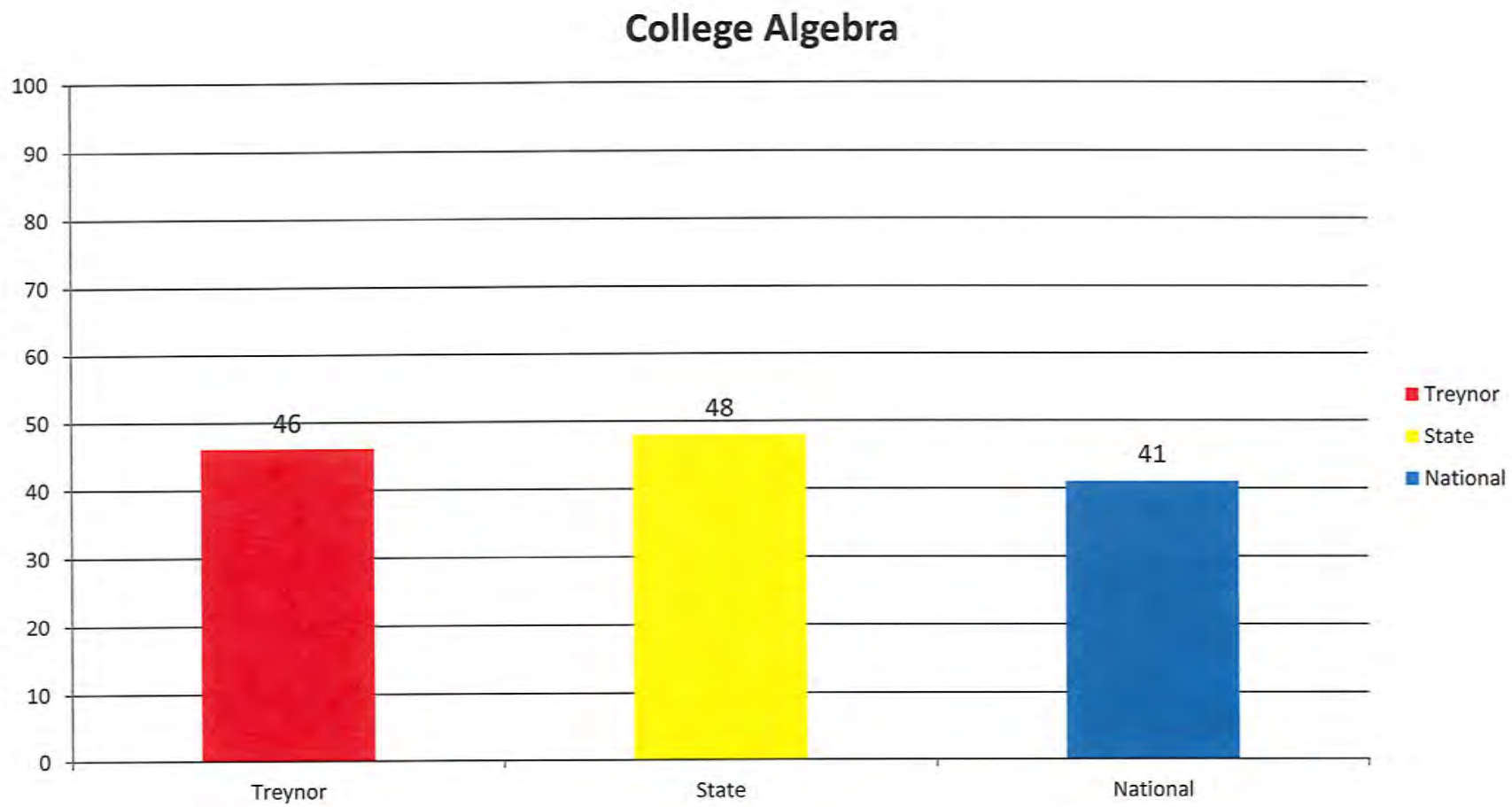


Percent of ACT Tested Students Ready for College-Level Coursework



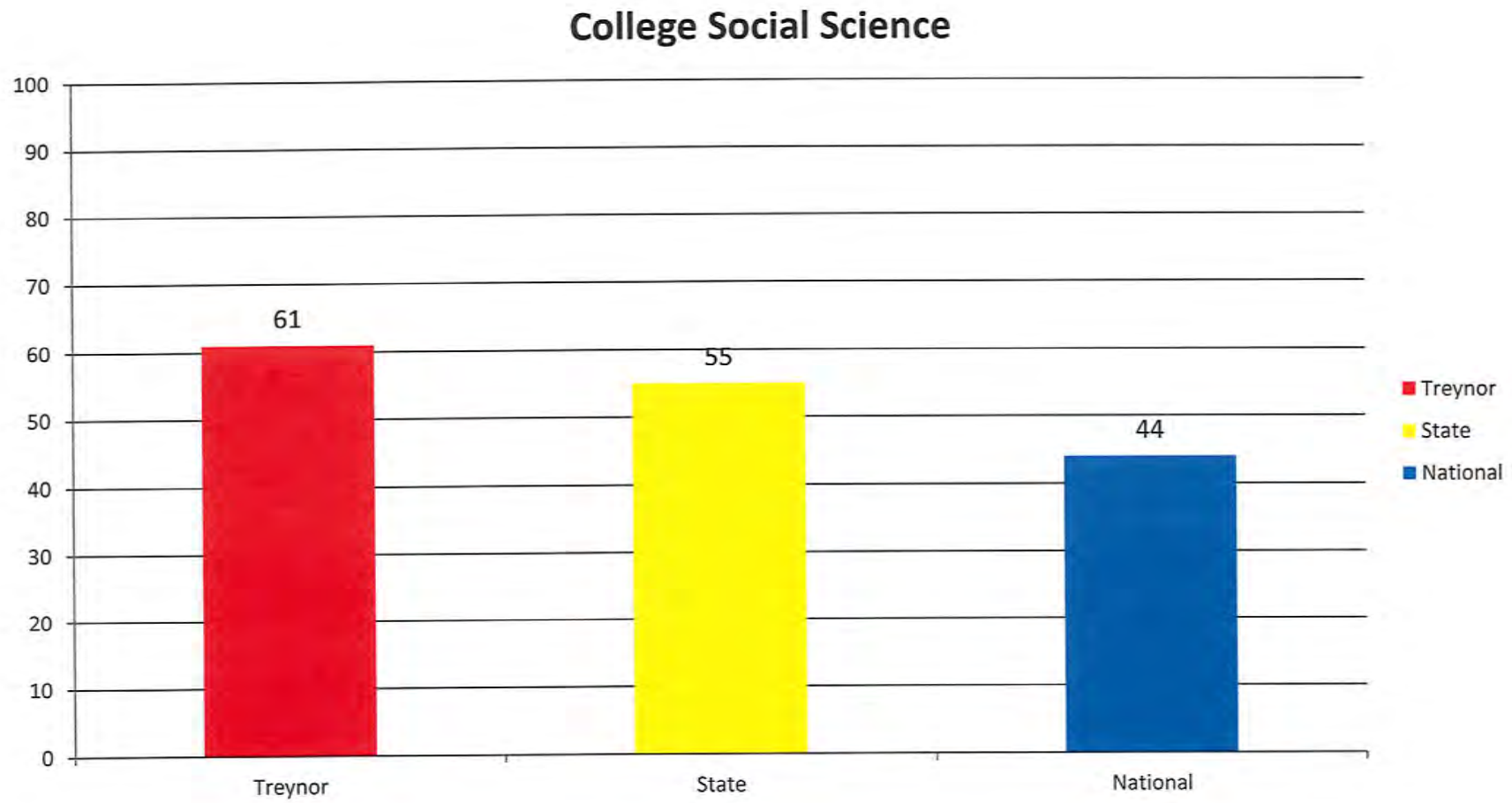
ACT Benchmark Score = 18 (English) (A benchmark score is the minimum score needed on the ACT subject area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit bearing college course.

Percent of ACT Tested Students Ready for College-Level Coursework



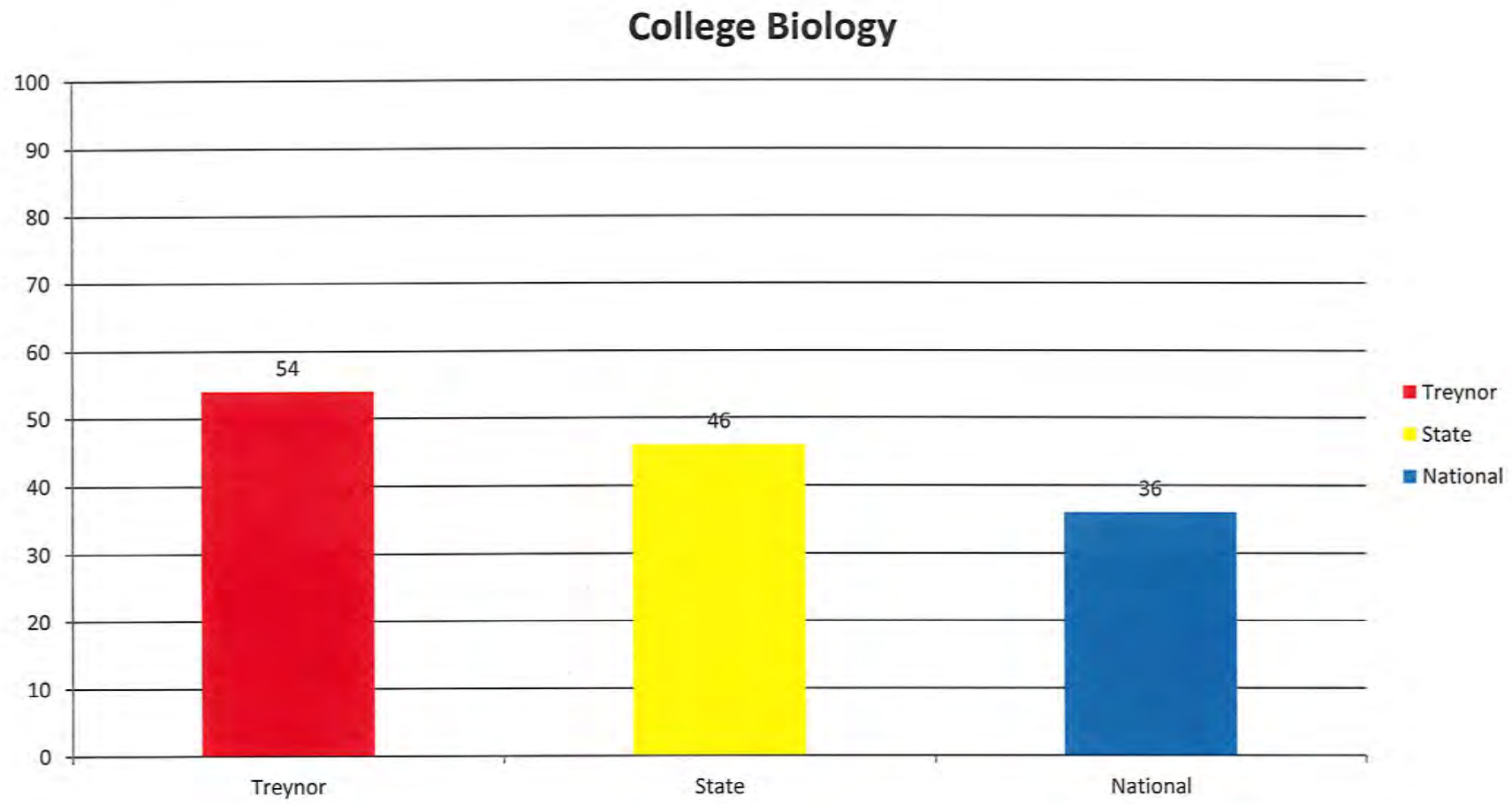
ACT Benchmark Score = 22 (Math) (A benchmark score is the minimum score needed on the ACT subject area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit bearing college course.

Percent of ACT Tested Students Ready for College-Level Coursework



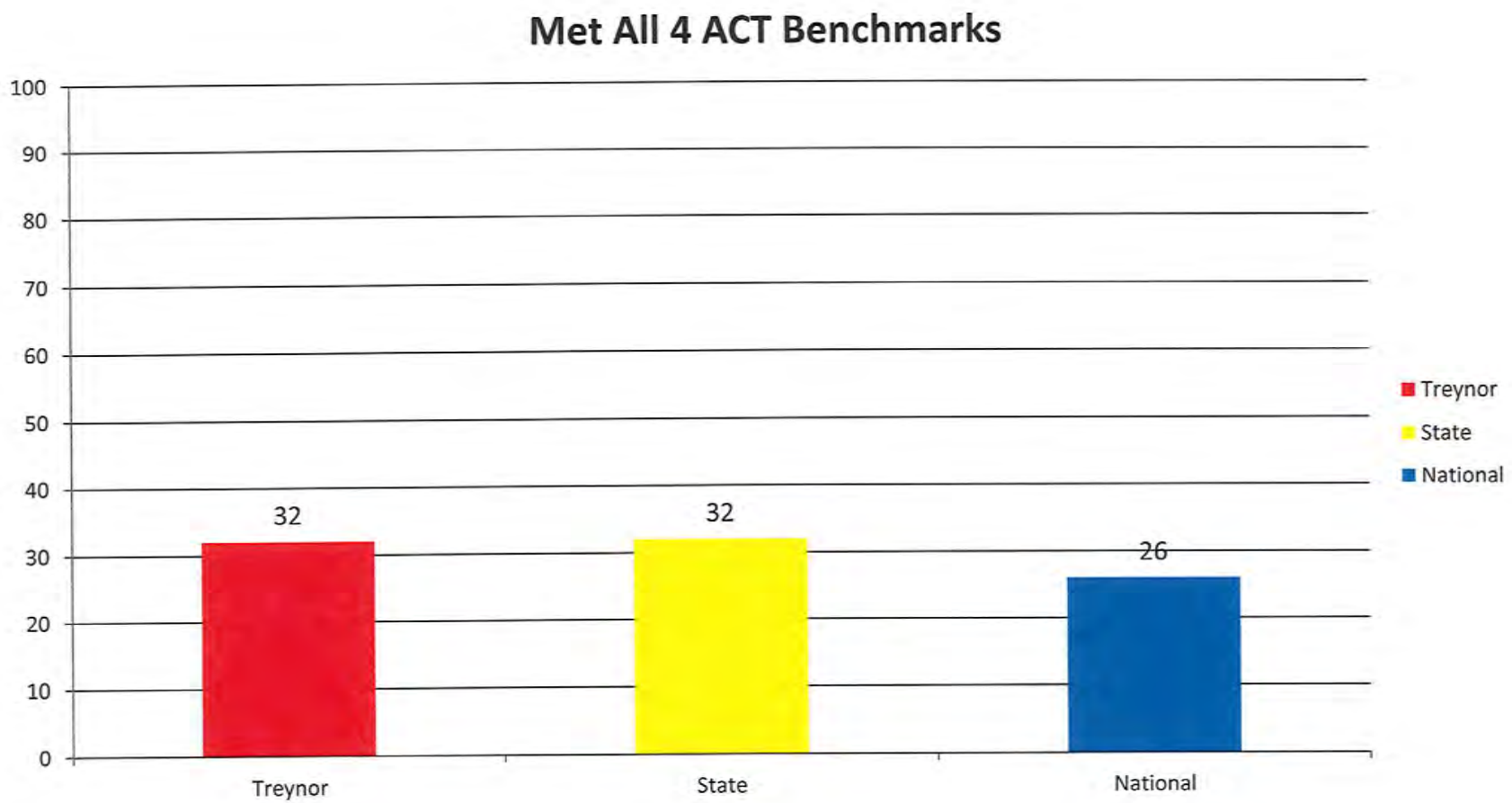
ACT Benchmark Score = 22 (Reading) (A benchmark score is the minimum score needed on the ACT subject area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit bearing college course.

Percent of ACT Tested Students Ready for College-Level Coursework



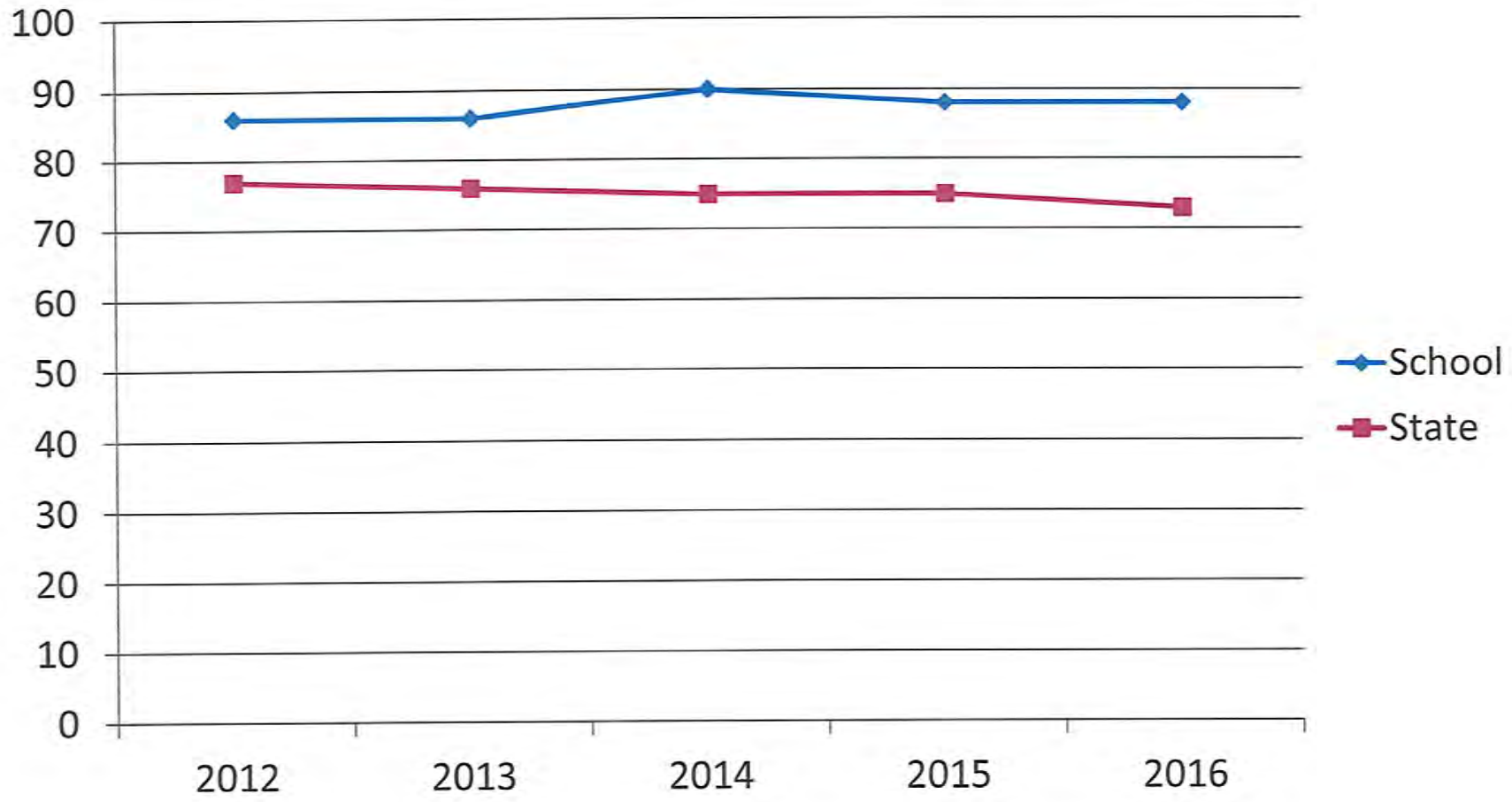
ACT Benchmark Score = 23 (Science) (A benchmark score is the minimum score needed on the ACT subject area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit bearing college course.

Percent of ACT Tested Students Ready for College-Level Coursework

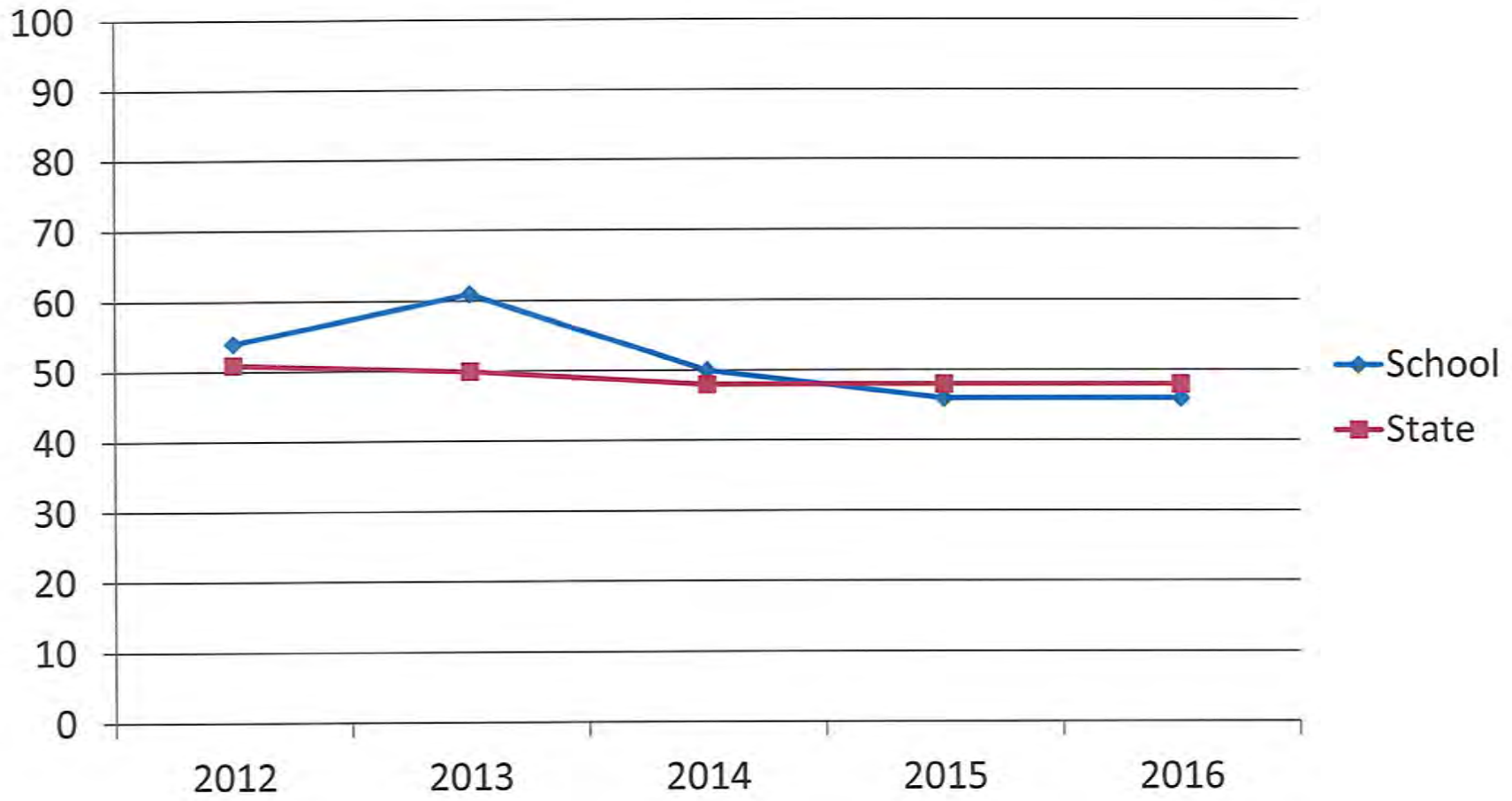


ACT Benchmark Score = 18 English, 22 Math, 22 Reading, 23 Science

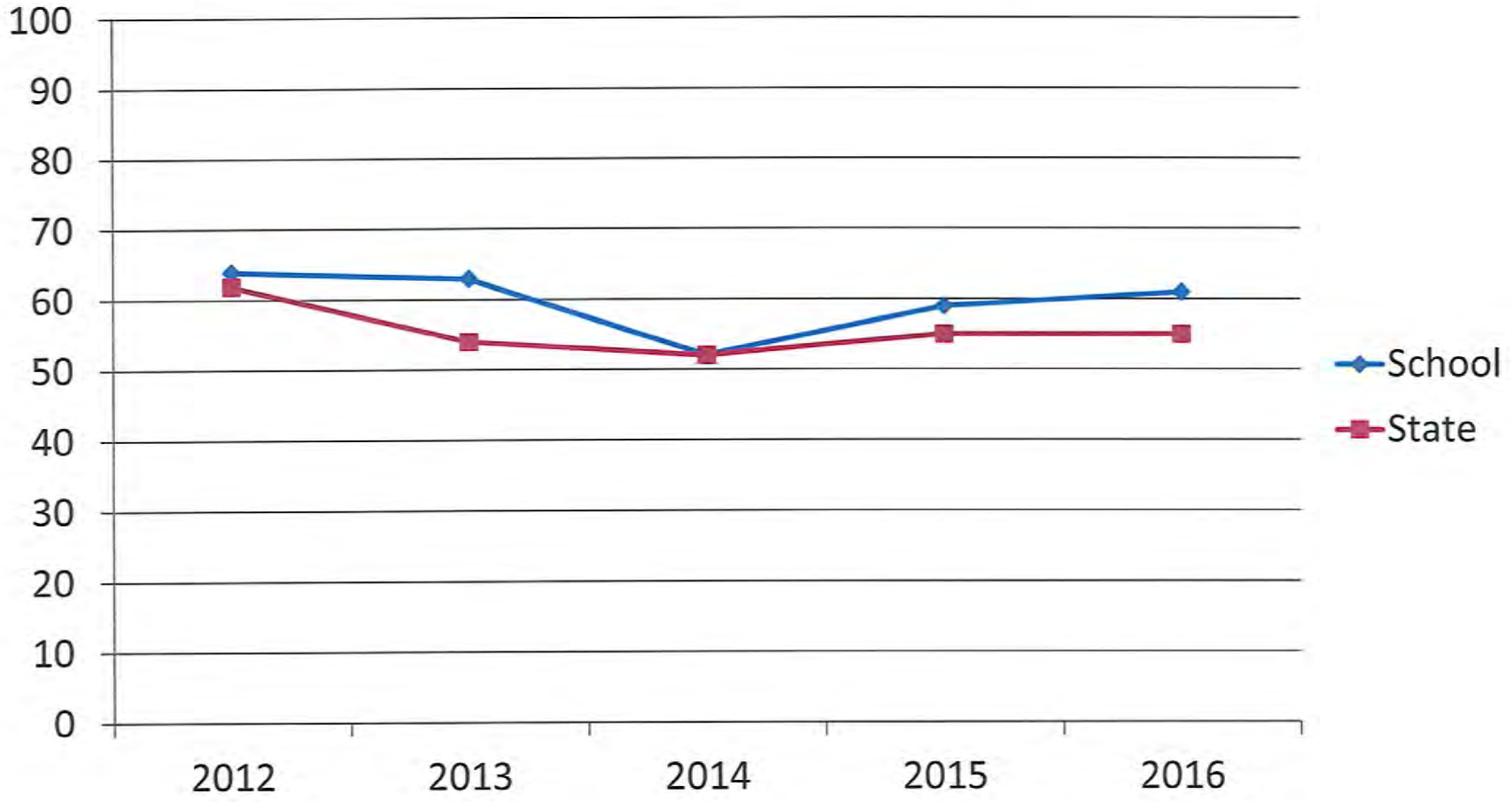
Percent College Ready
5yr. Trend—English



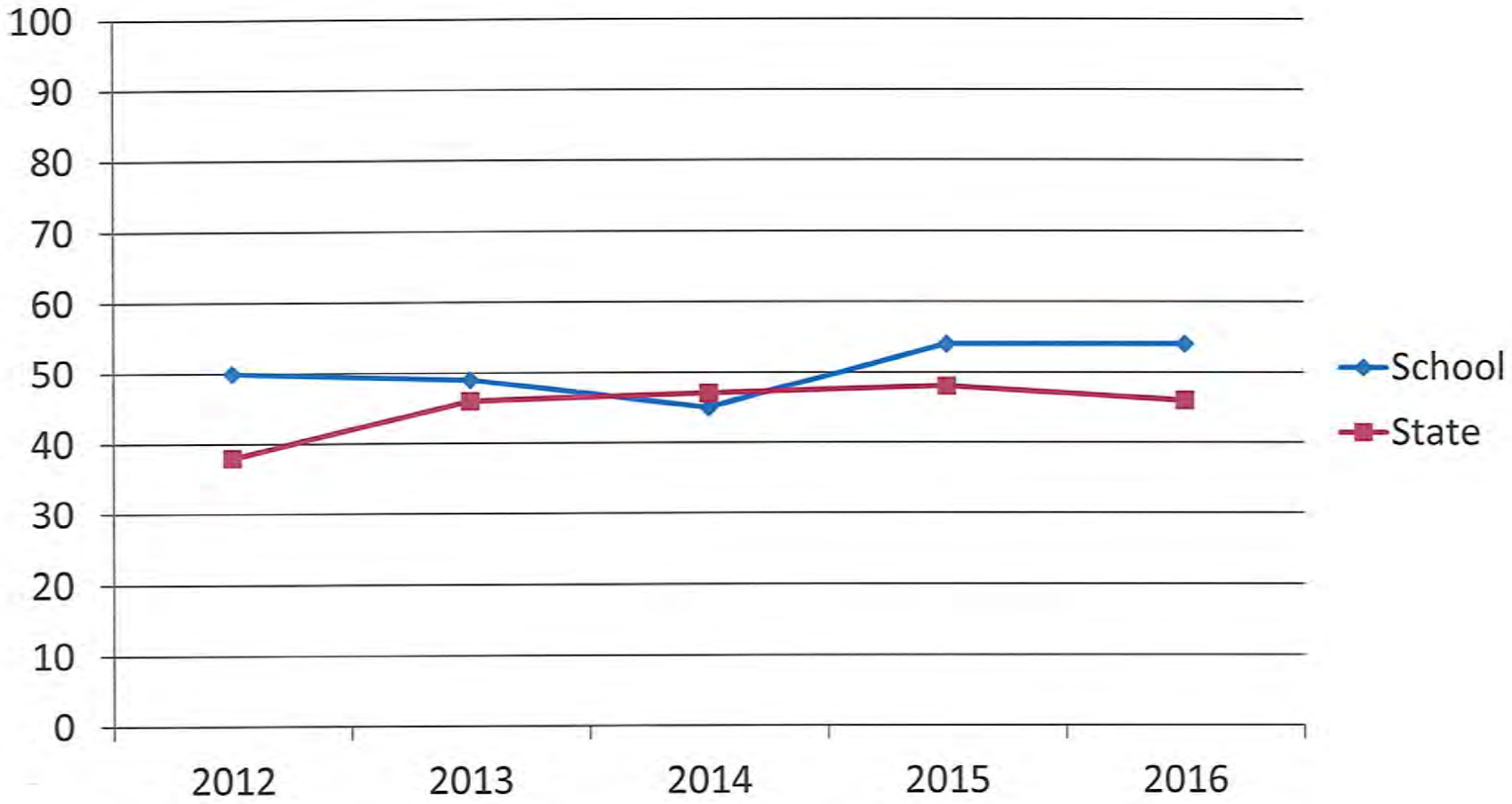
Percent College Ready
5yr. Trend—College Algebra



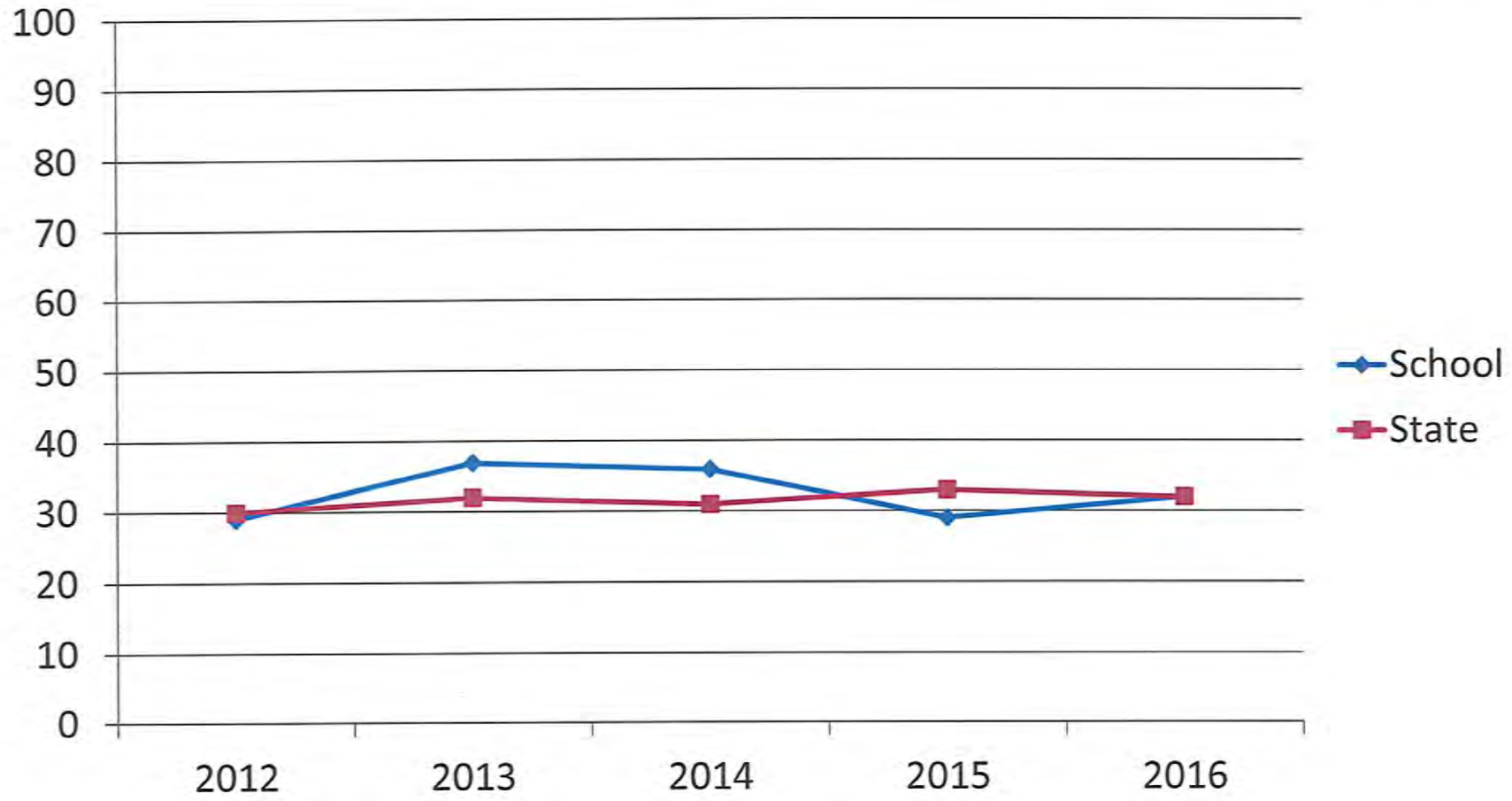
Percent College Ready
5yr Trend—Reading (Social Science)



Percent College Ready 5yr. Trend—Science



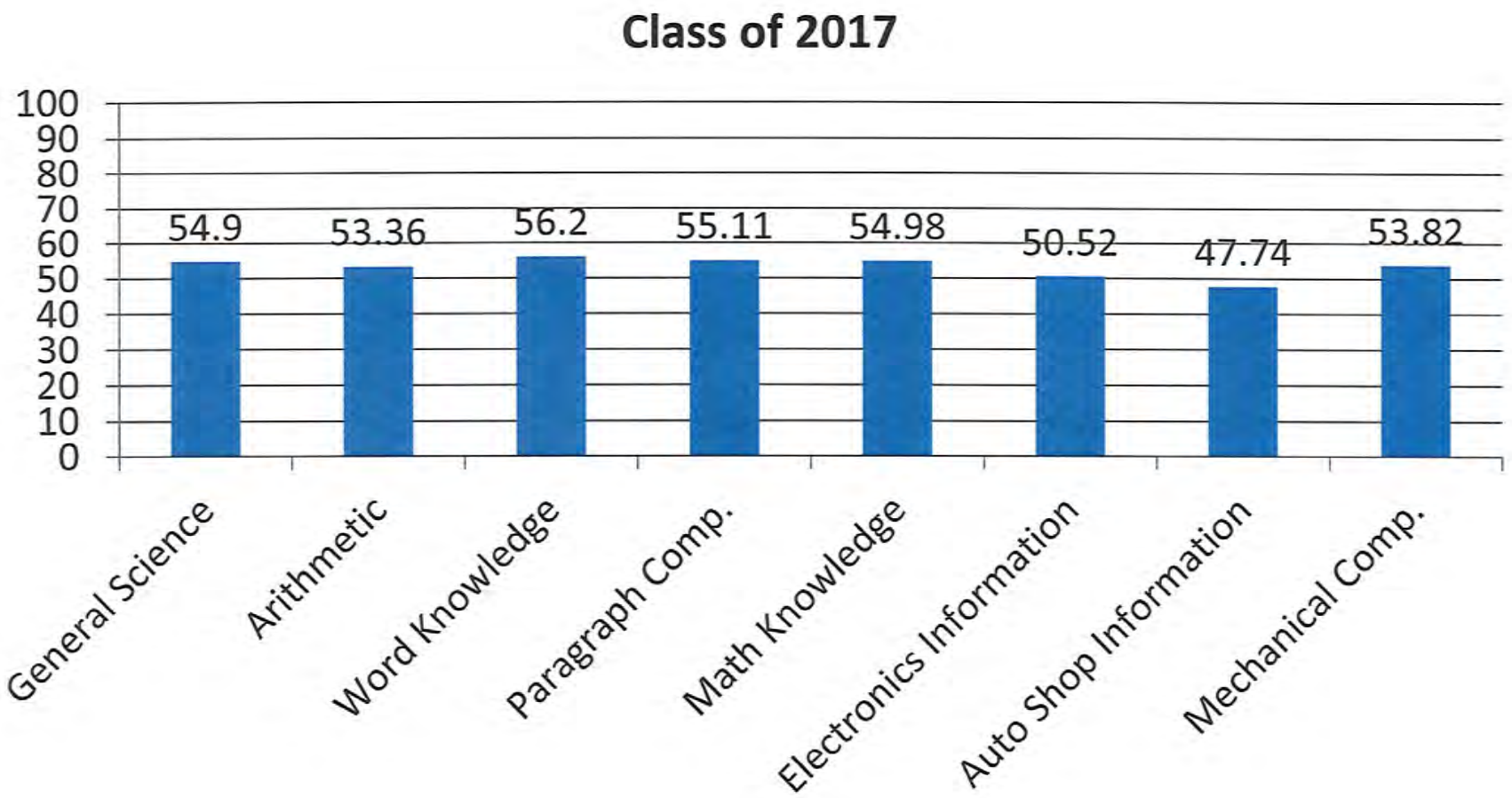
Percent College Ready
5yr Trend—Meeting All Four Areas



ASVAB

- The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military.
- Subtests include: General Science, Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension, Mathematics Knowledge, Electronics Information, and Auto Shop information.
- Results include 60 students from the Class of 2017.

ASVAB Subtest Results



School Improvement Advisory Committee Members ~ 2016-17	
David and Stephanie Richter	Community members & parents
John and Carol Klein	Optimist member & community member
Megan Wilson	AEA building representative
Shelly Bailey	District technology coordinator
Brian and Bev Green	Music boosters & parents
Truman and Mavis Hill	Senior Citizens & community members
Rick and Sonja Morton	Senior citizen & community members
Clark and Erica Schnepel	Board member & parents
Joe Waracek	GHAEA regional administrator
Matt and Heidi Finnegan	Community members & parents
Josh Bintz	Athletic boosters & community member
Shelly Larsen	Elementary teacher
Jonathan and Monique Lowe	Community members & parents
Gary Schuler	CTE teacher
Adam and Holly Fenn	Community members & parents
Kristin Mundorf	Title 1 reading teacher
Norm and Donna Collins	Business members & community members
Bryce Warner	SPED teacher
Jim and Courtney Lovely	Business members & parents
Becky Thompson	TAG teacher, business member & parents
Paul and Heather Beekhuizen	Community members & parents
Adam and Missy Magill	Zion Pastor & parents
Tim Navara	Endeavor Program Coordinator / AD
Jeremiah and Regina Mieska	Community members & parents
Seth and Sally Christensen	Community member & parents
Joan Palmquist	HS teacher
Dan and Kari Kinsella	Community members & parents
Kevin Elwood	Superintendent & parent
Bill and Joni Griffin	Community members & parents
Bailey Andersen	Senior student
Cameron Graber	Senior student
Mitchell Griffin	Junior student
Sienna Black	Junior student
Jennifer Anderson	CTE teacher
Jay and Sally Myers	Board member & parents
Bob Mantell	Financial Lit/Business Partner & Parent
Keith and Carla Christensen	Community members & parents
Jenny Berens	MS Principal
Bryce and Jamie Poland	Mayor & parents
Chad and Jennifer Eitmann	Community member & parents
Jill Kay	Elementary Principal
Ken and Sheri Toms	Community members & parents
Jerry and Amy Graber	Board member & parents
Rita Laughlin	MS/HS Guidance counselor
Gary and Julie Funkhouser	Board member & community members
Ashley McGehee	MS teacher
Mark and Jenny Vacanti	Community members & parents
Gary McNeal	HS Principal
Kendell and Stephani Vorthmann	Community members & parents
Carrie Currin	Elem Guidance Counselor
Shane and Jennifer Jacobsen	Community members & parents
Lynne Nowlin	Community member & parent
Lori Burton	CTE teacher
Heidi Guttau-Fox	Community member & parent
Aric and Heather Yochum	Community members & parents
Justin and Kara Huisman	TLC Coordinator & parents
Zac and Amy Gradoville	Business members