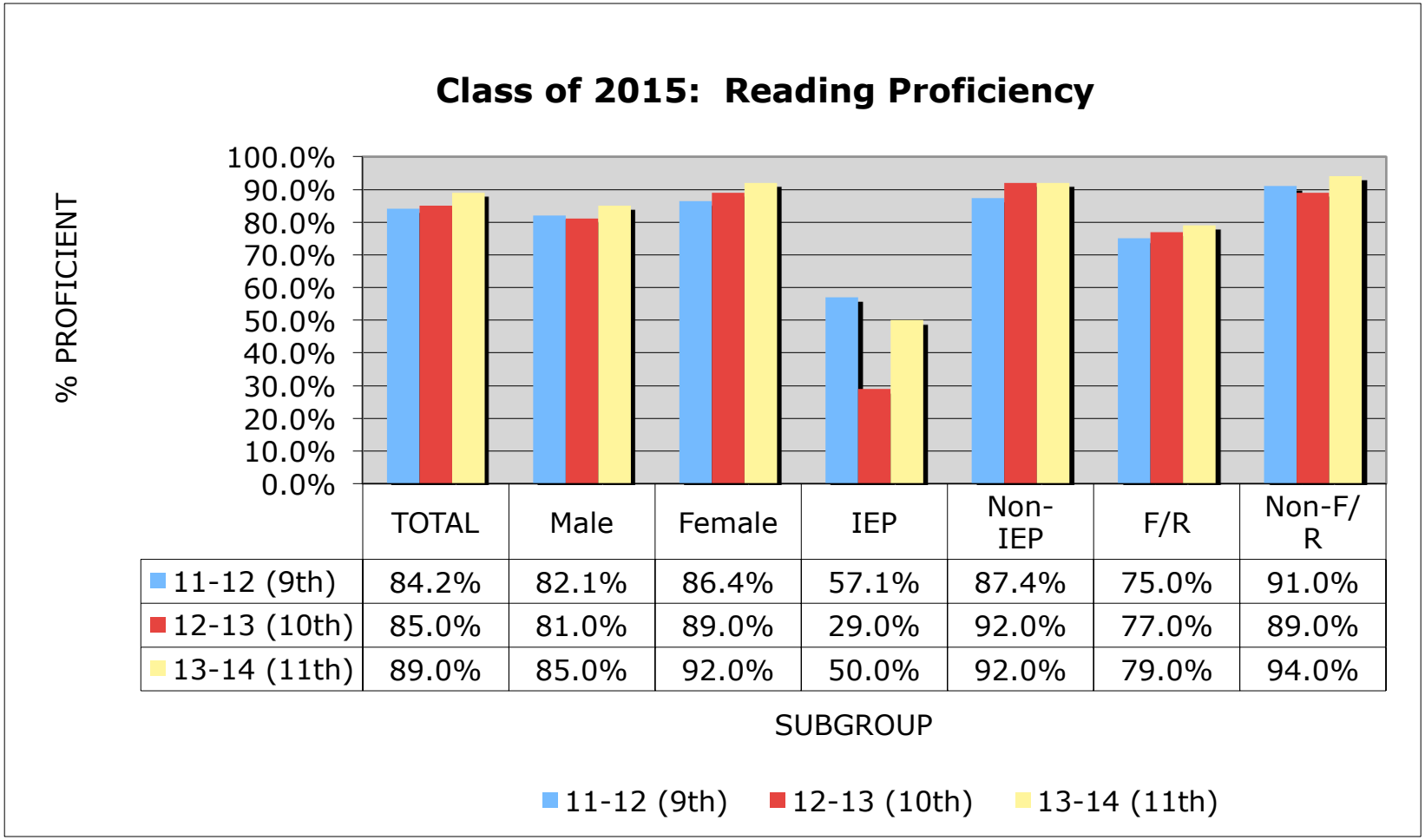
Grinnell High School Student Achievement Data

2014-15

GHS Reading Data (AIG)

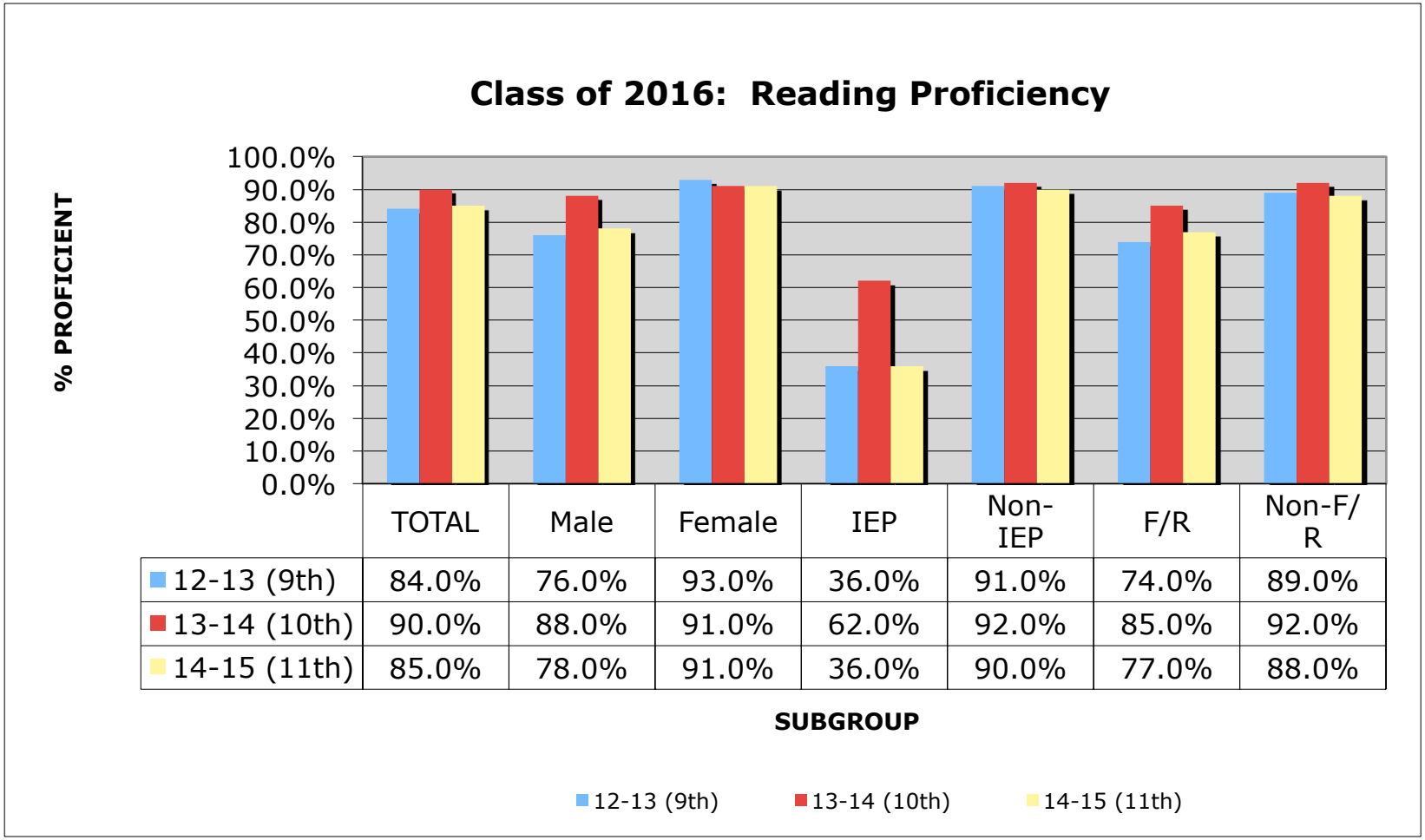
9th Grade (14-15)	Improved NSS	Met/Exceeded Growth	Avg. NSS Growth
147 (FAY students)	60.5%	47.7%	15.1 Points
10th Grade (14-15)	**Improved NSS**	**Met/Exceeded Growth**	**Avg. NSS Growth**
101 (FAY students)	74.3%	60.4%	9.7 Points
11th Grade (14-15)	**Improved NSS**	**Met/Exceeded Growth**	**Avg. NSS Growth**
107 (FAY students)	31.8%	24.3%	-9.7 Points

Reading Proficiency: Class of 2015



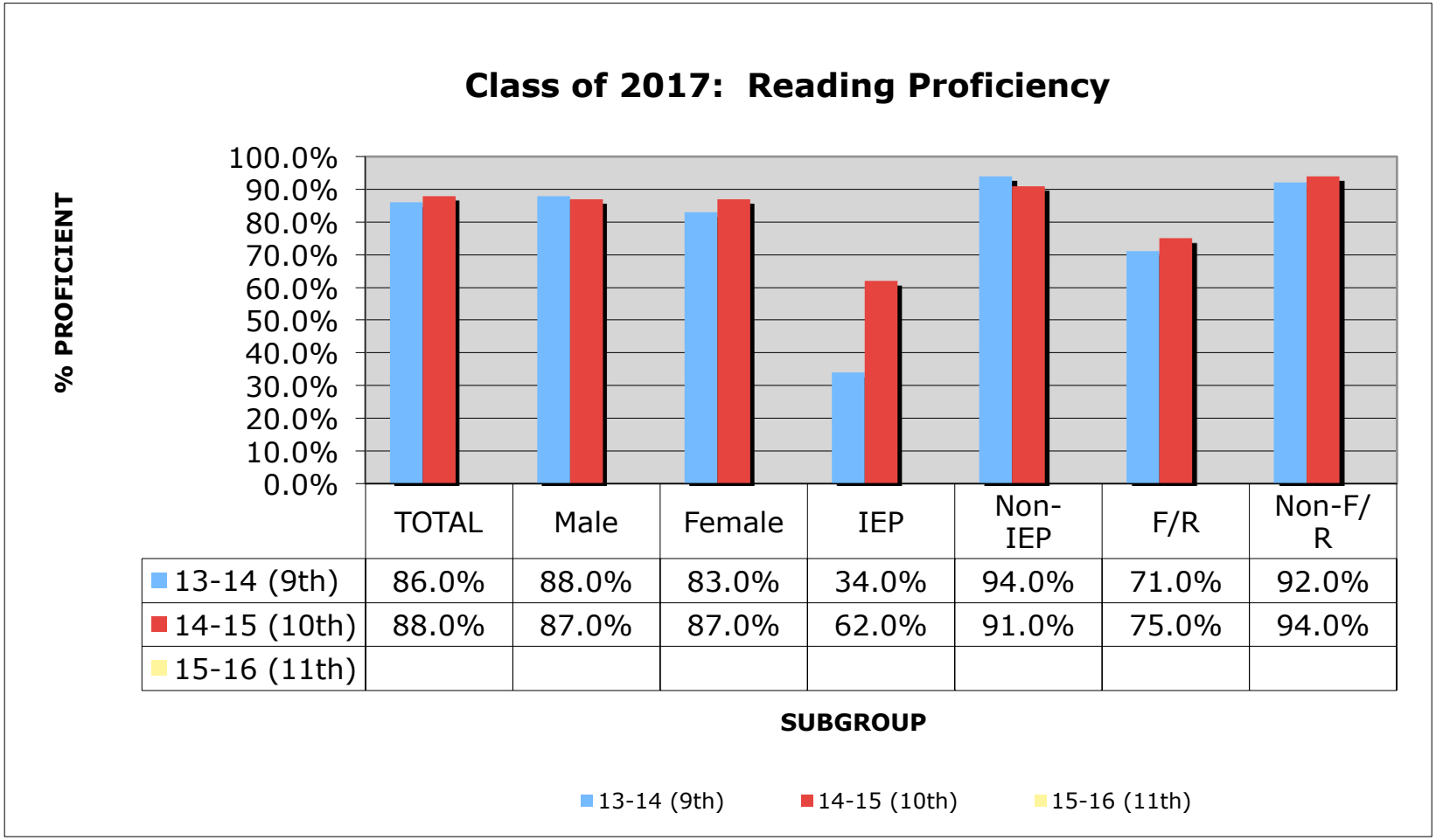
	TOTAL	Male	Female	IEP	Non-IEP	F/R	Non-F/R
11-12 (9th)	84.2%	82.1%	86.4%	57.1%	87.4%	75.0%	91.0%
12-13 (10th)	85.0%	81.0%	89.0%	29.0%	92.0%	77.0%	89.0%
13-14 (11th)	89.0%	85.0%	92.0%	50.0%	92.0%	79.0%	94.0%

Reading Proficiency: Class of 2016



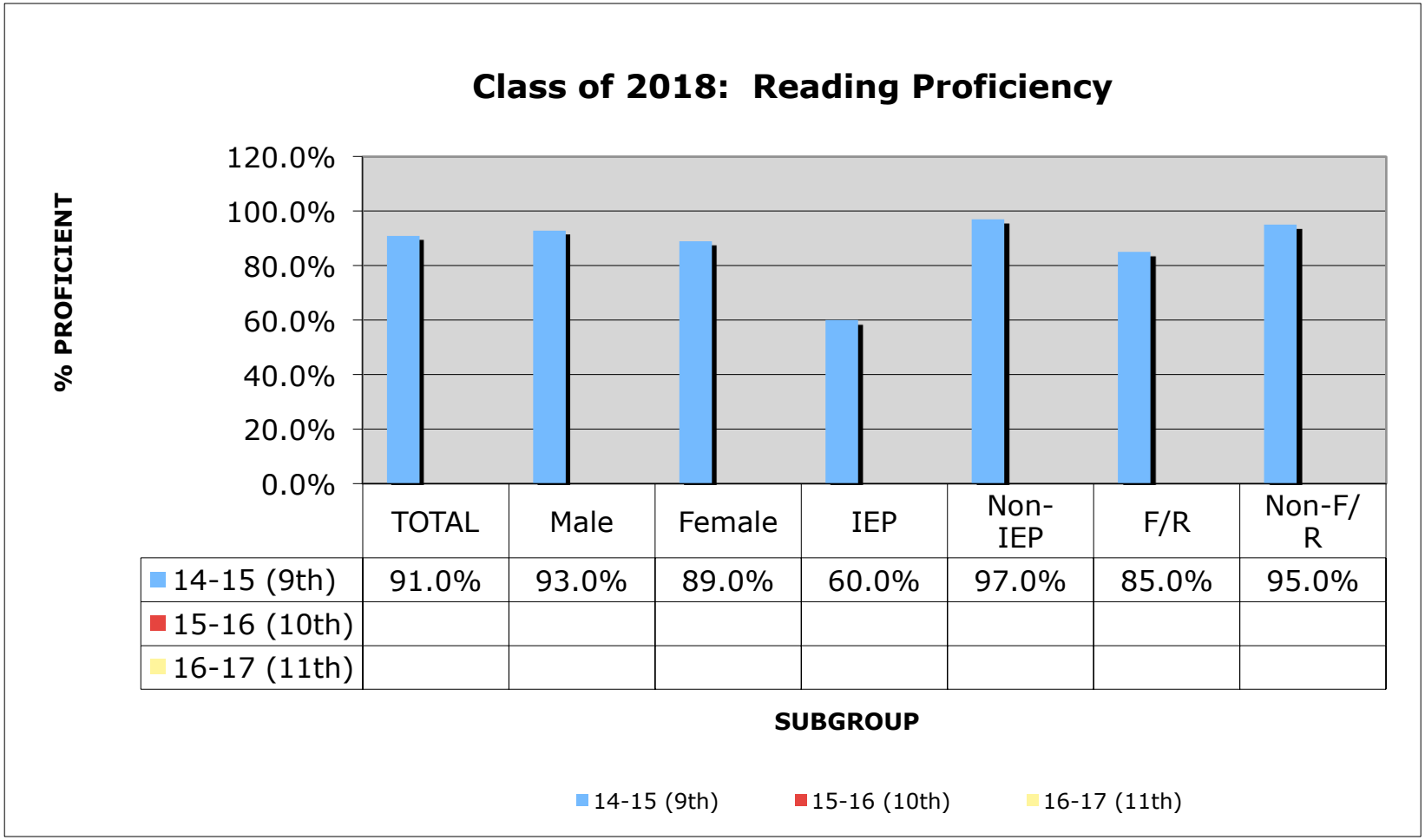
	TOTAL	Male	Female	IEP	Non-IEP	F/R	Non-F/R
12-13 (9th)	84.0%	76.0%	93.0%	36.0%	91.0%	74.0%	89.0%
13-14 (10th)	90.0%	88.0%	91.0%	62.0%	92.0%	85.0%	92.0%
14-15 (11th)	85.0%	78.0%	91.0%	36.0%	90.0%	77.0%	88.0%

Reading Proficiency: Class of 2017

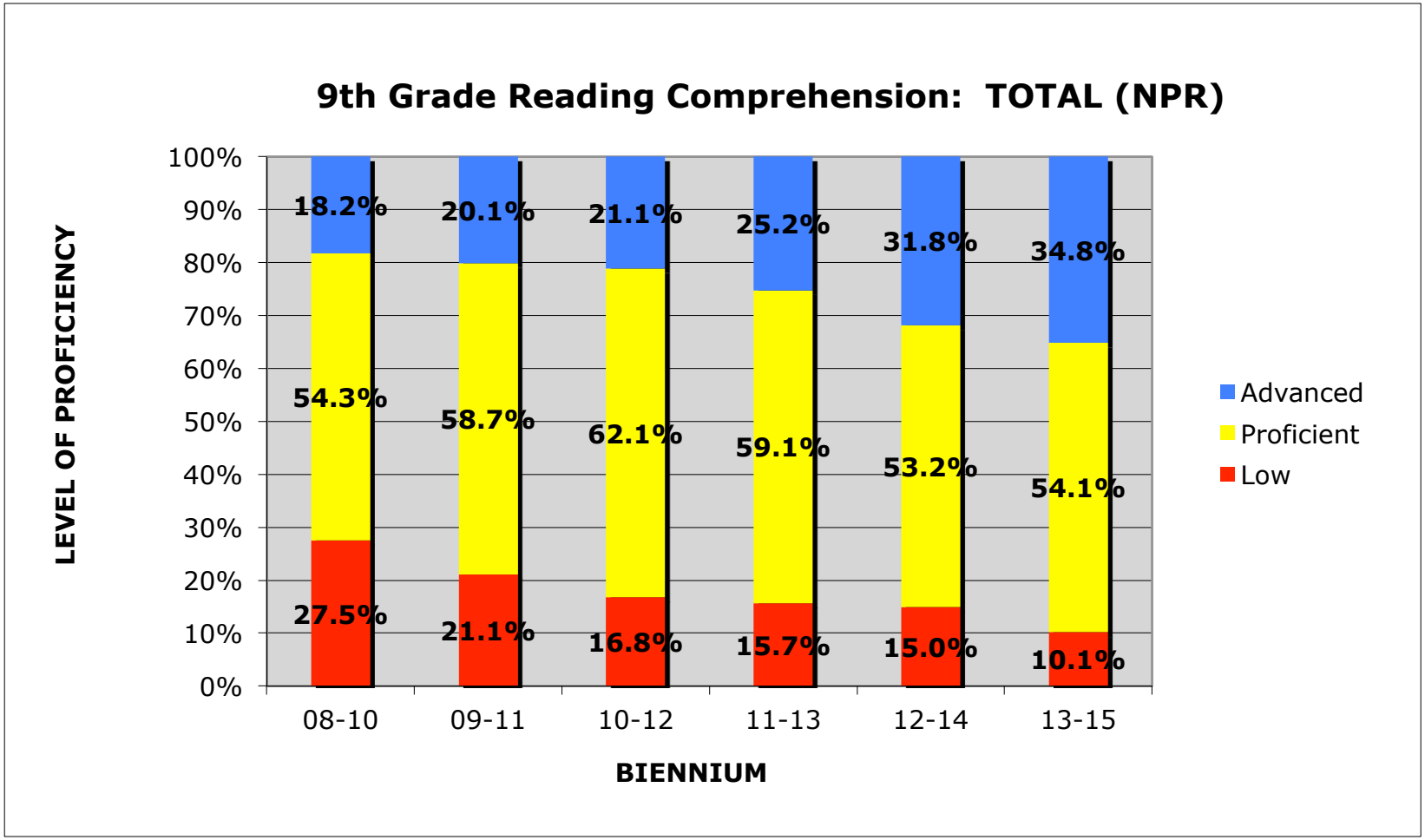


	TOTAL	Male	Female	IEP	Non-IEP	F/R	Non-F/R
13-14 (9th)	86.0%	88.0%	83.0%	34.0%	94.0%	71.0%	92.0%
14-15 (10th)	88.0%	87.0%	87.0%	62.0%	91.0%	75.0%	94.0%
15-16 (11th)							

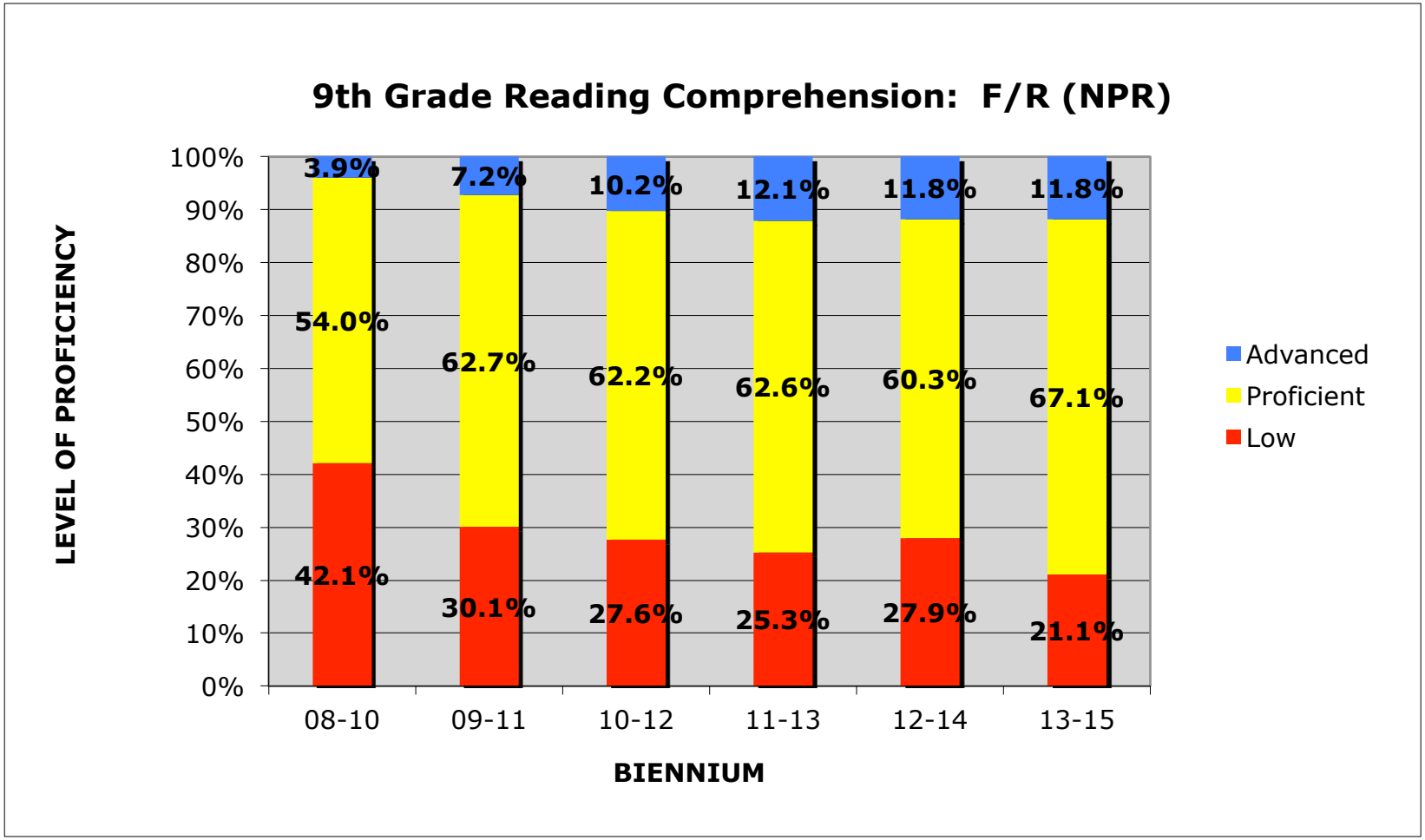
Reading Proficiency: Class of 2018



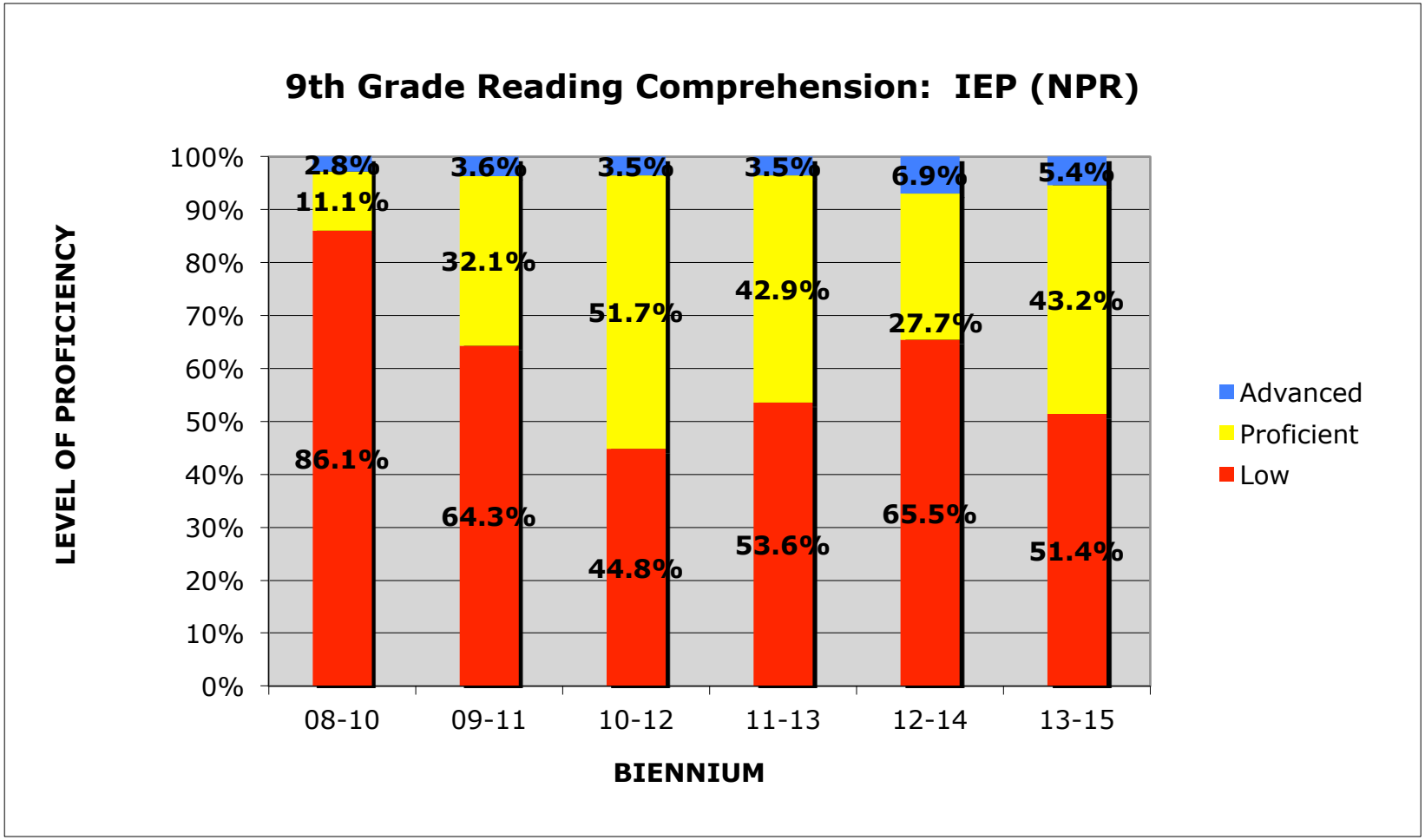
9th Reading Comp. Biennium (ALL)



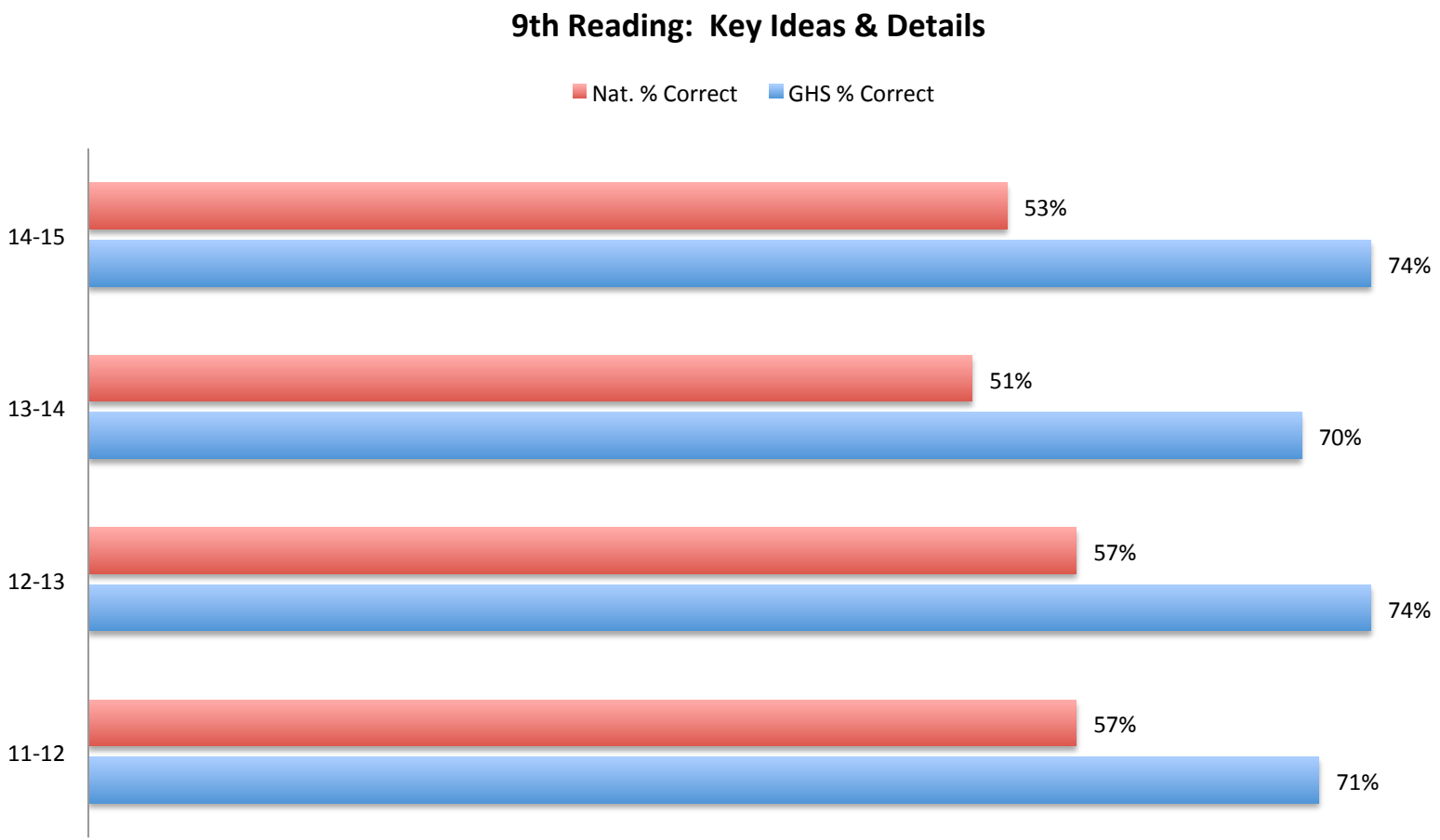
9th Reading Comp. Biennium (Low SES)



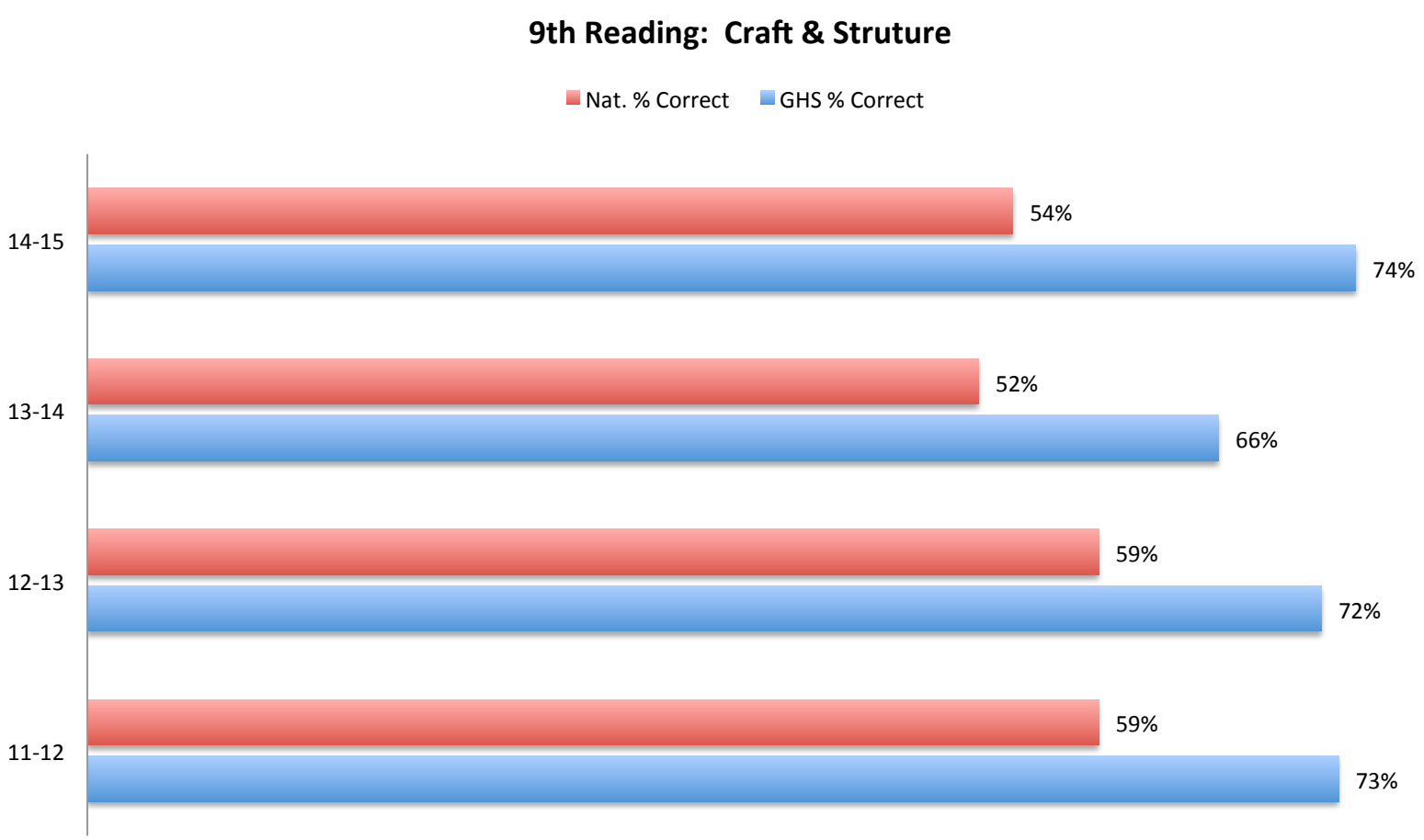
9th Reading Comp. Biennium (IEP)



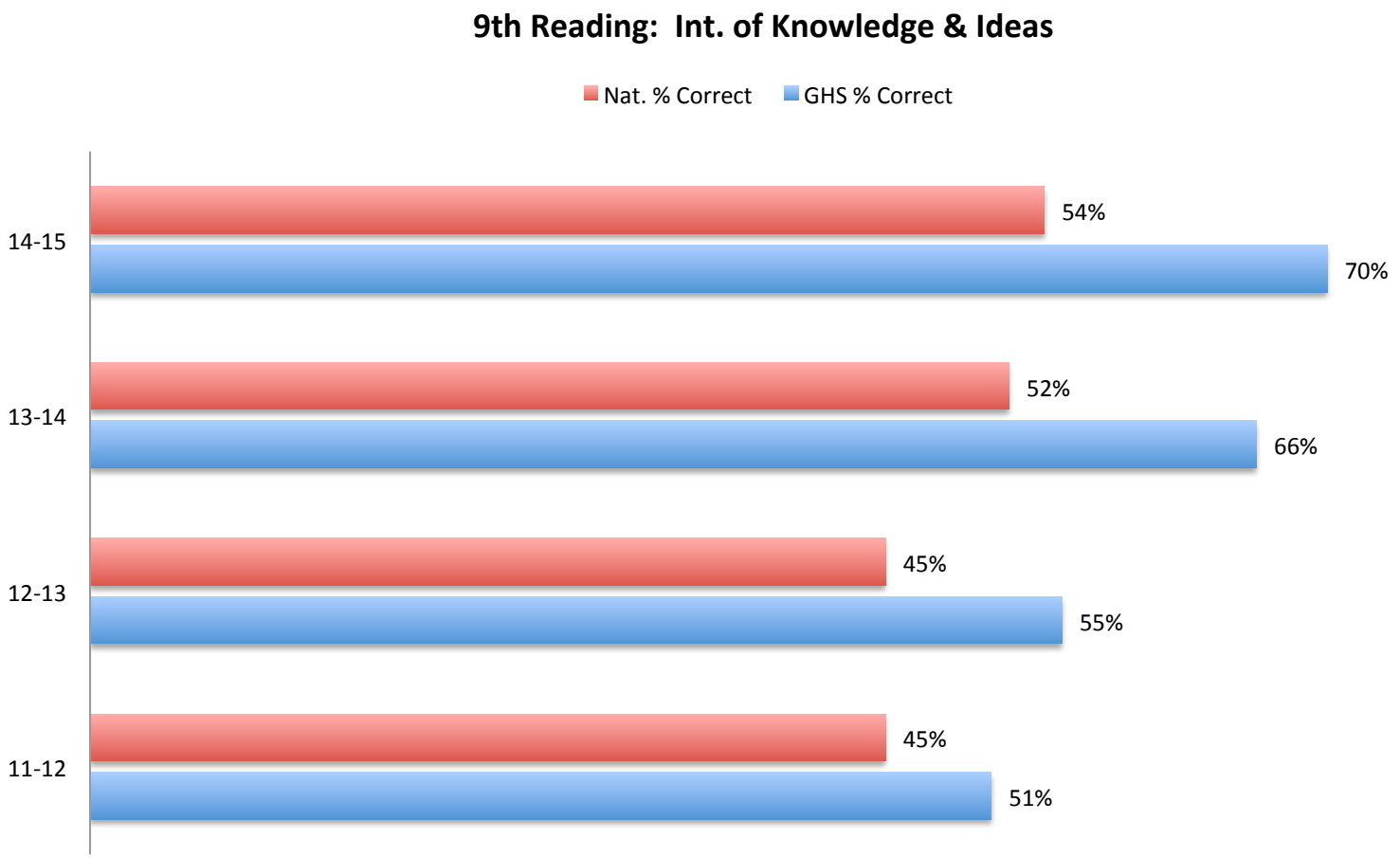
9th Common Core Reading: Key Ideas & Details



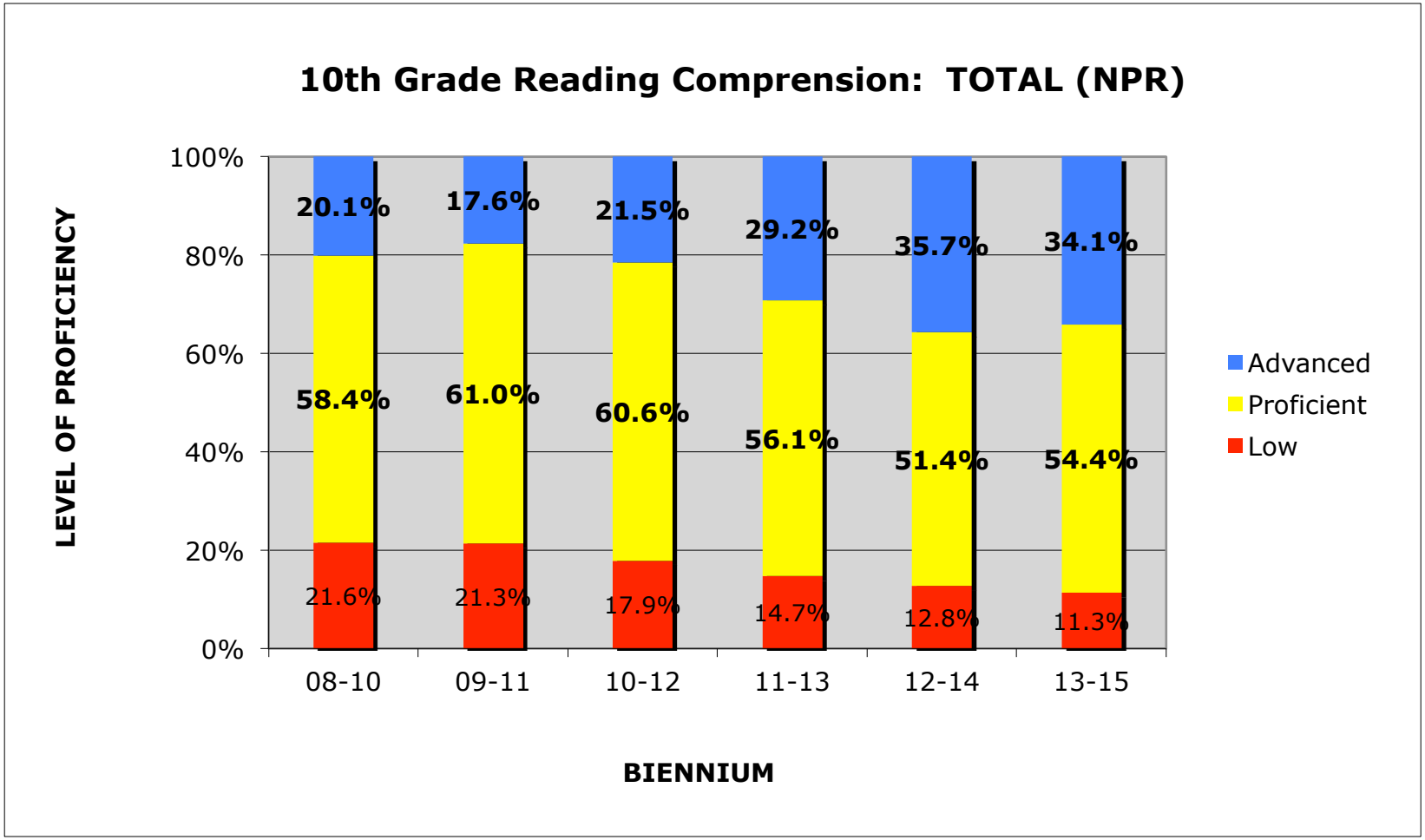
9th Common Core Reading: Craft & Structure



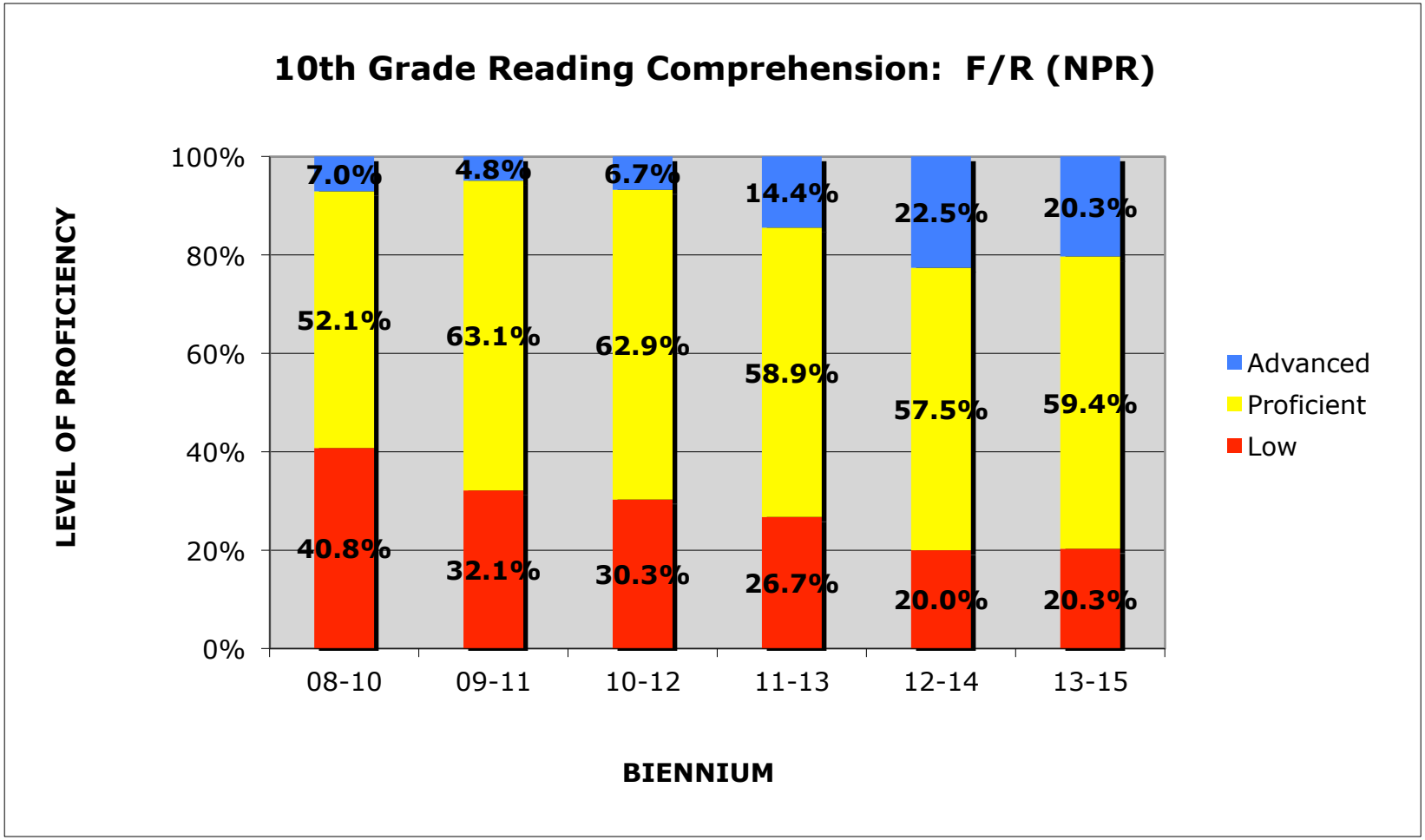
9th Common Core Reading: Integration of Knowledge & Ideas



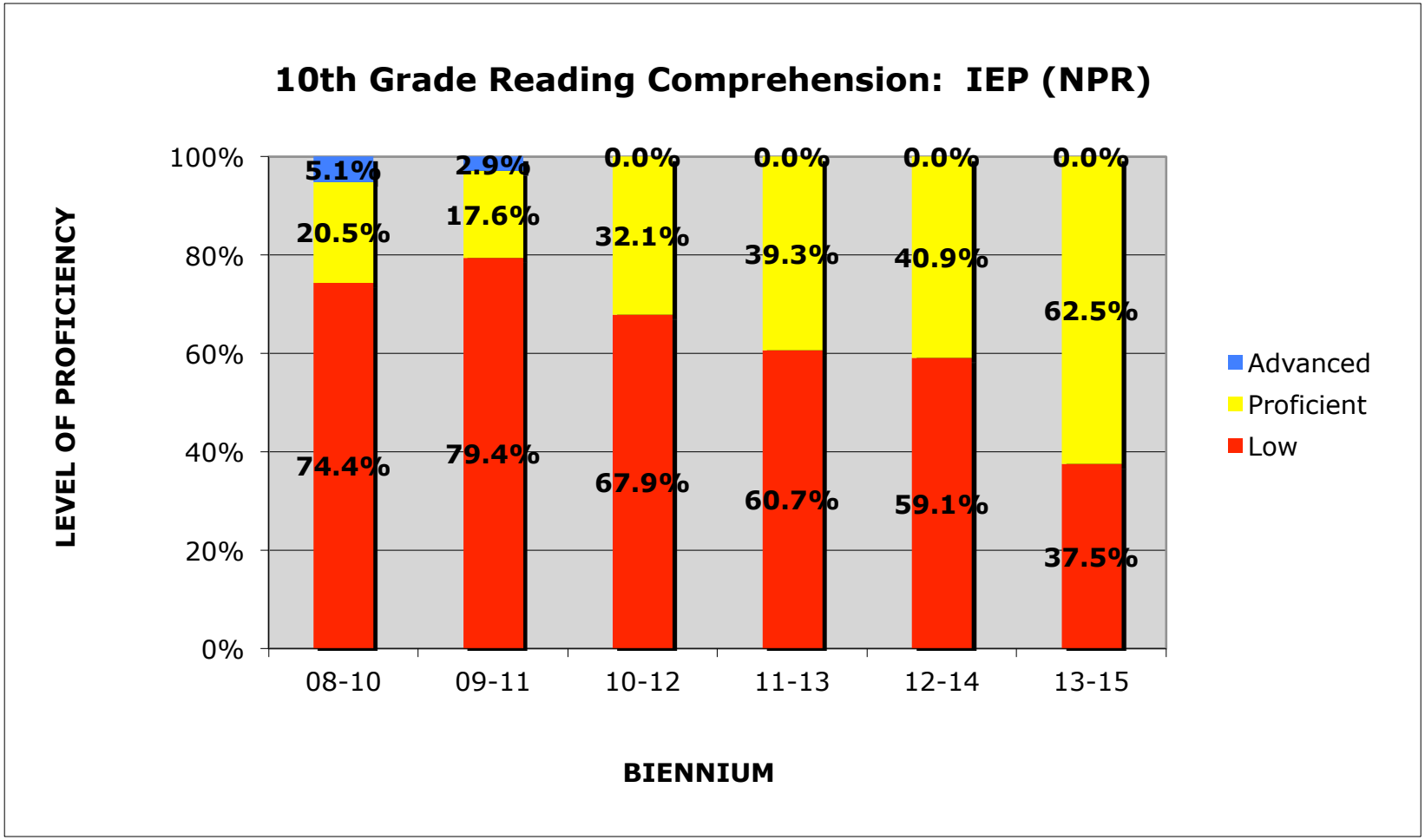
10th Reading Comp. Biennium (ALL)



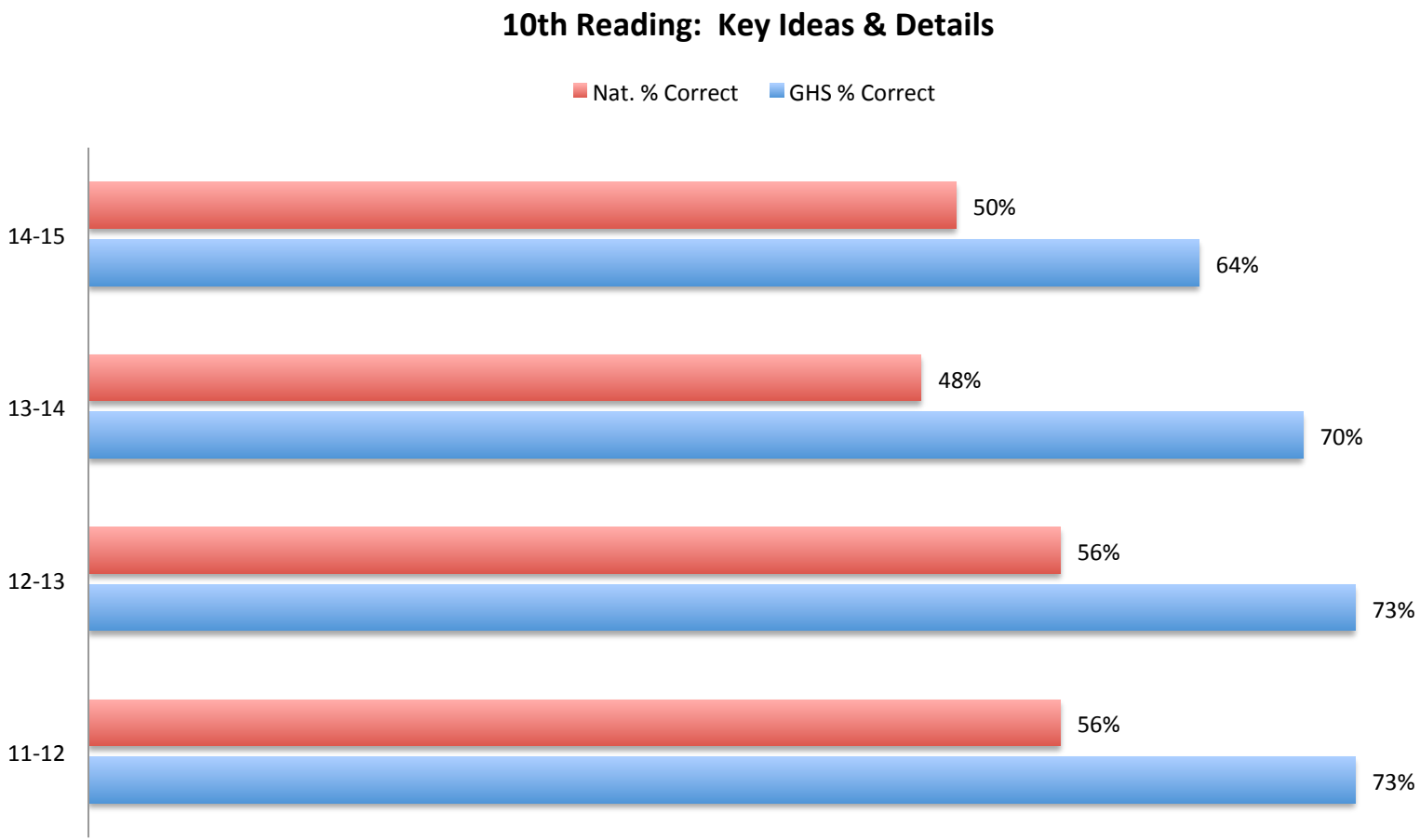
10th Reading Comp. Biennium (Low SES)



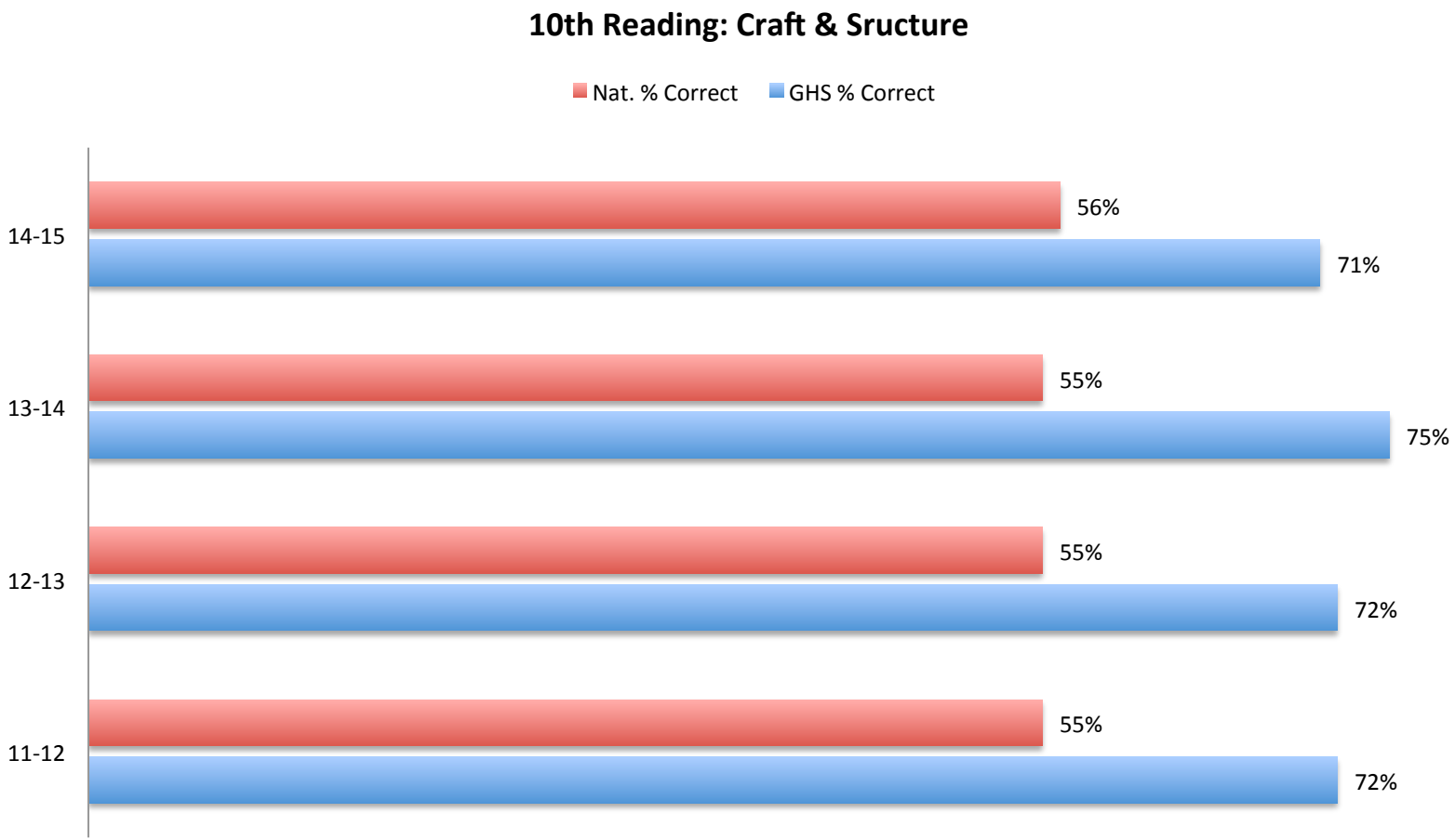
10th Reading Comp. Biennium (IEP)



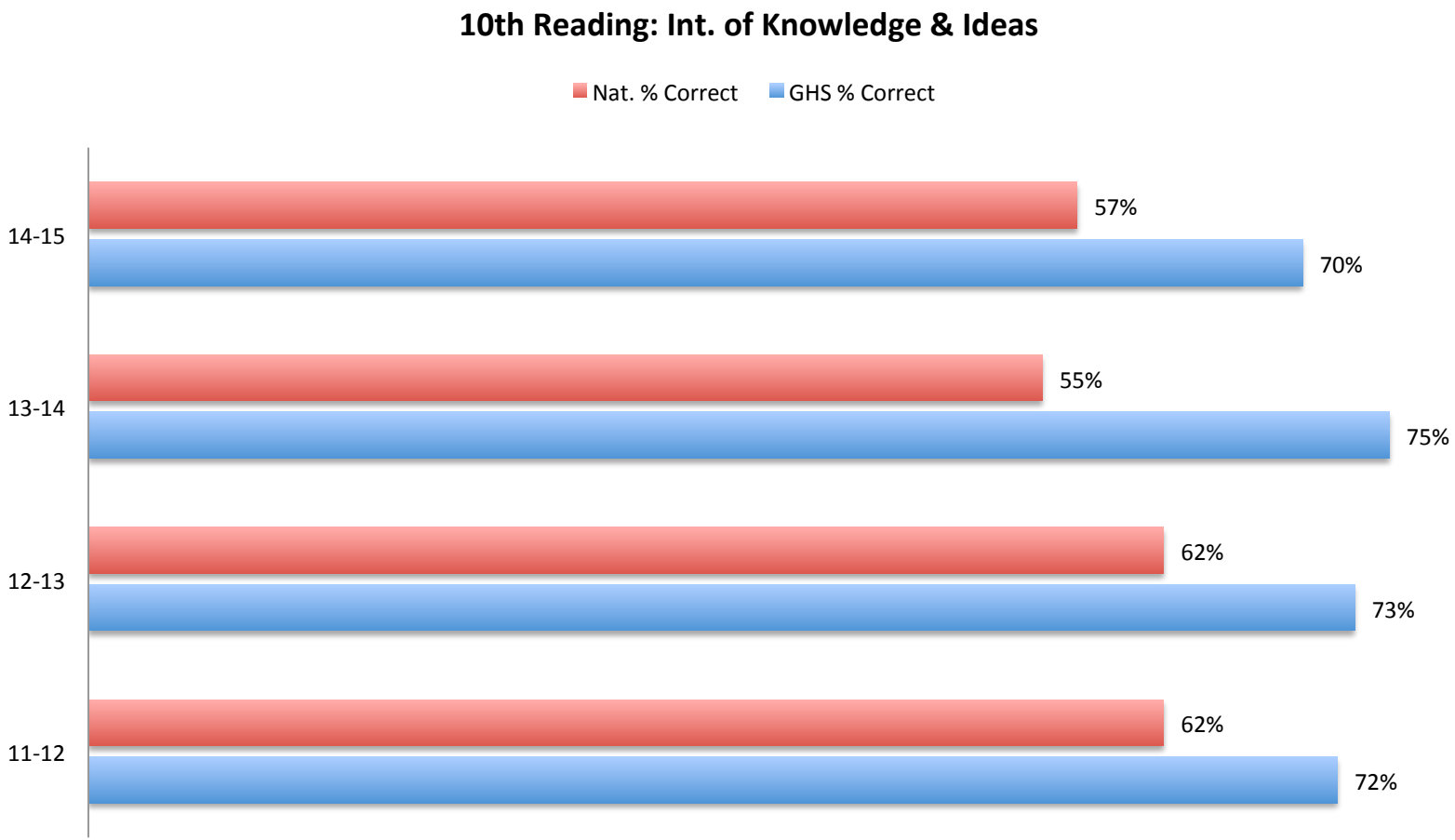
10th Common Core Reading: Key Ideas & Details



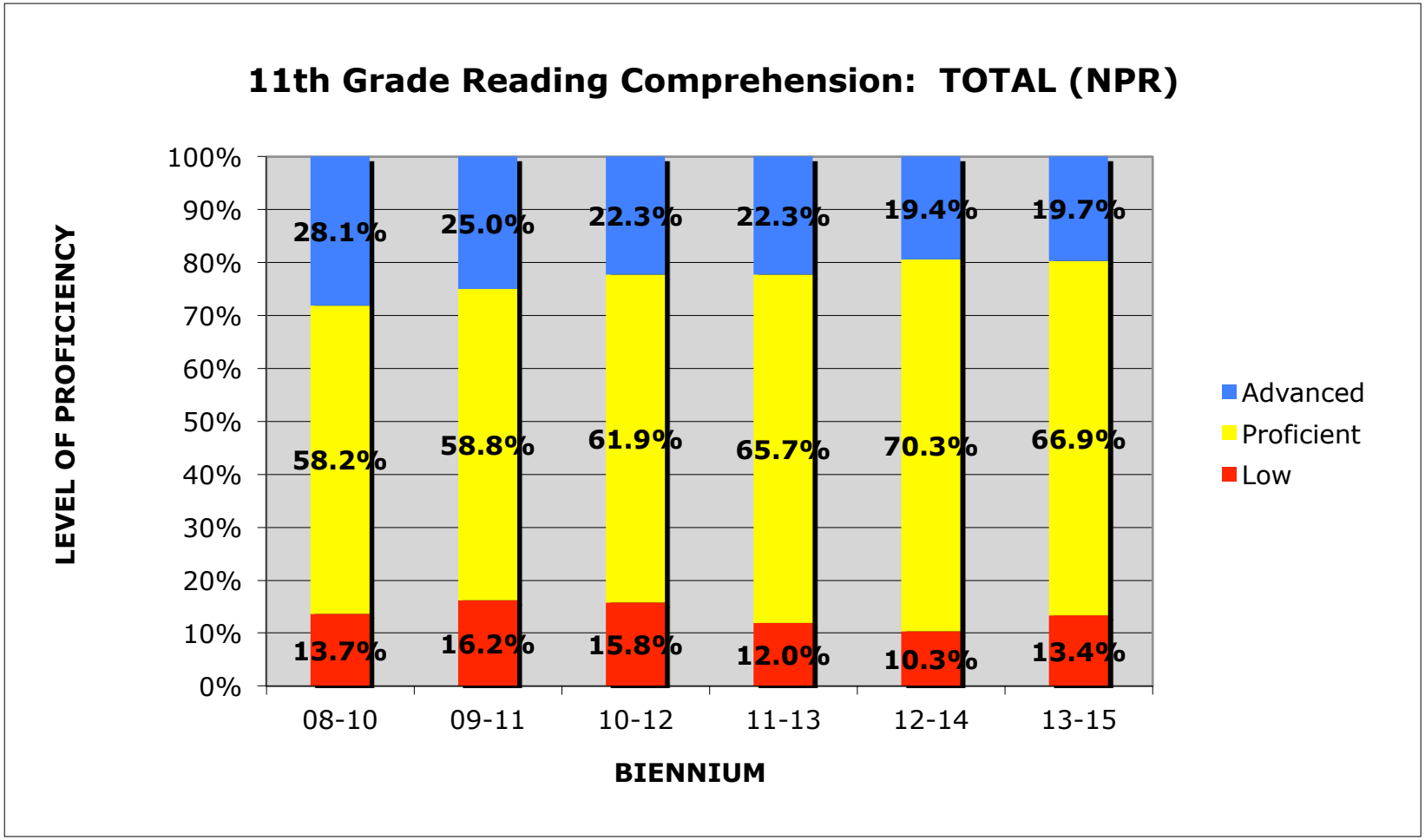
10th Common Core Reading: Craft & Structure



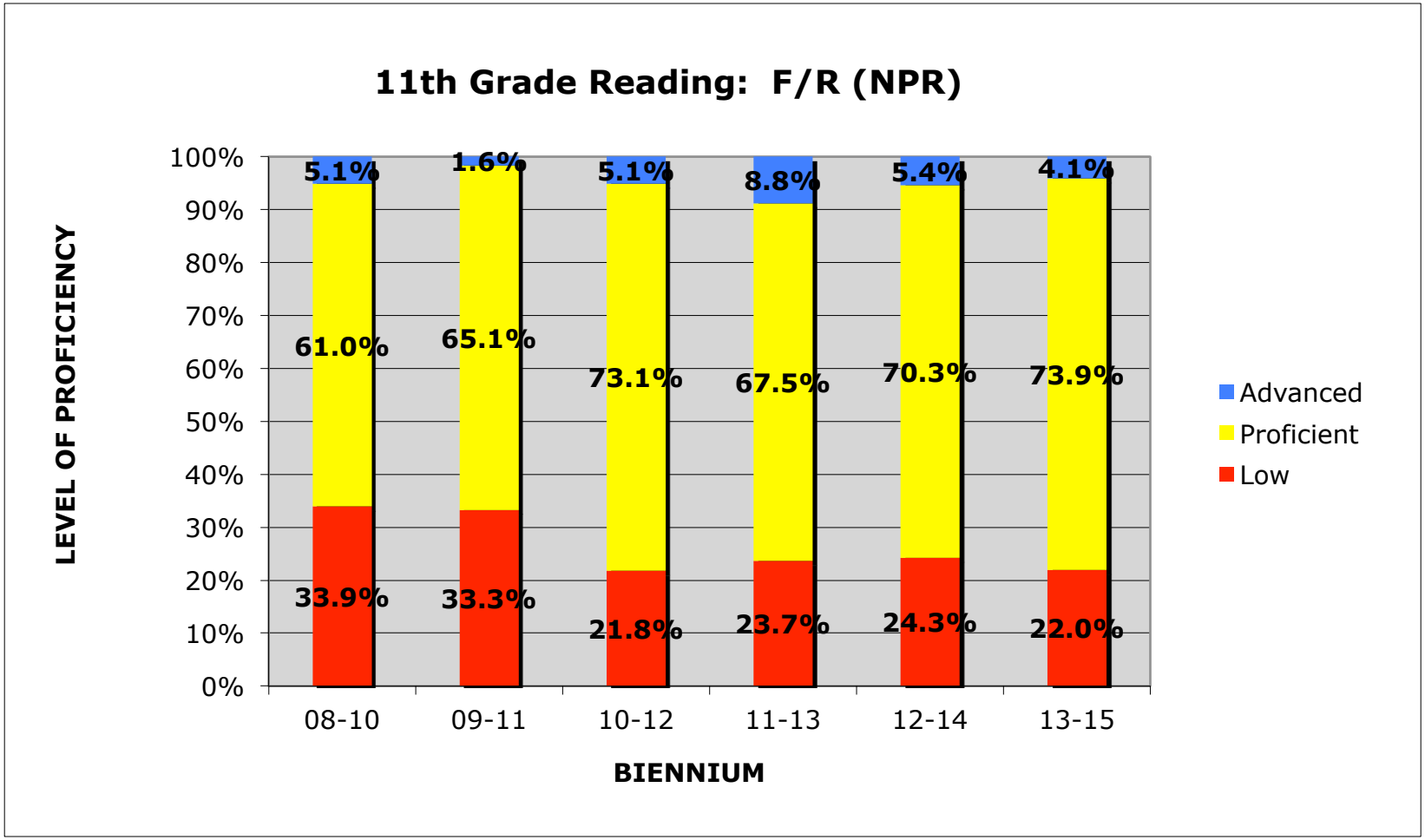
10th Common Core Reading: Integration of Knowledge & Ideas



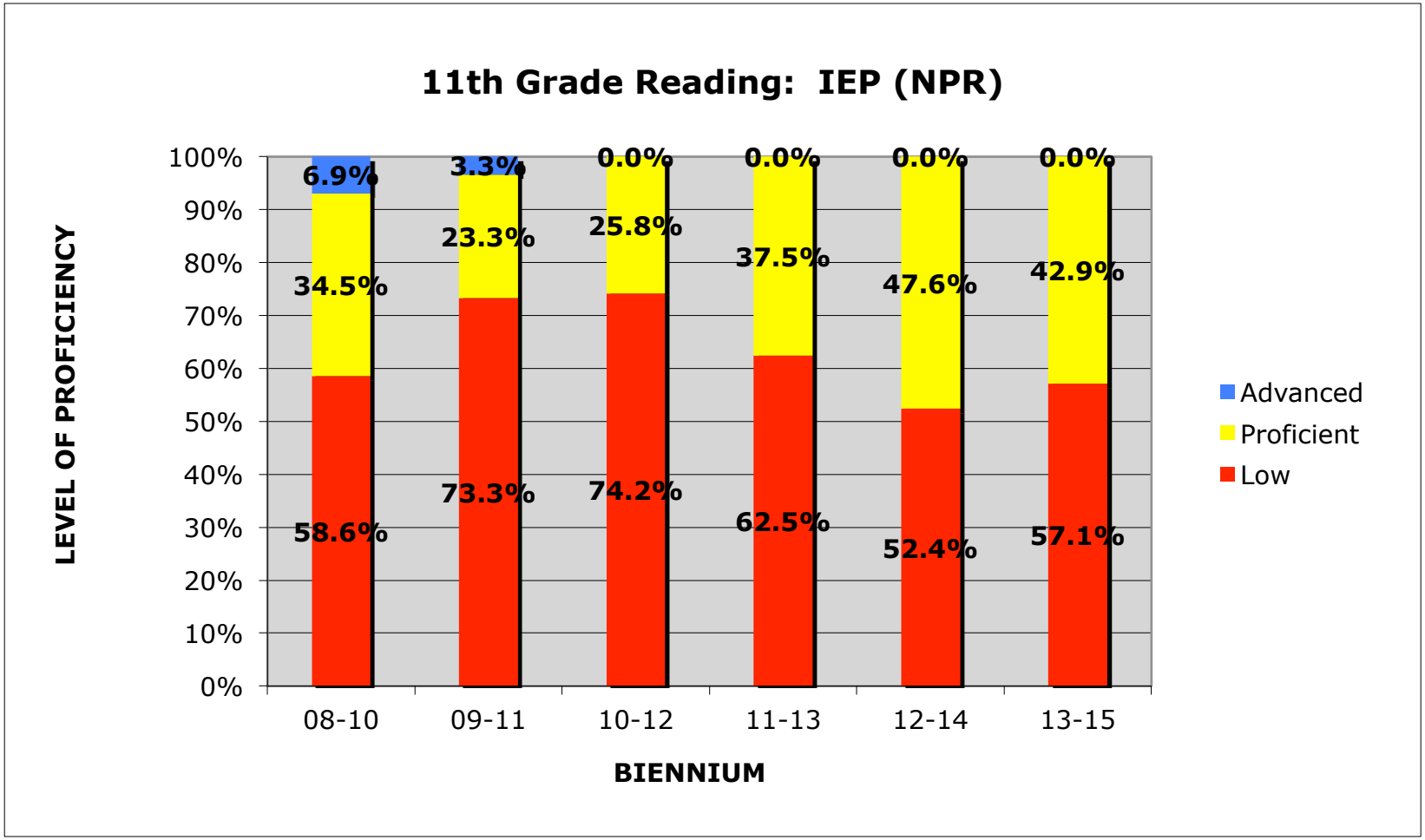
11th Reading Comp. Biennium (ALL)



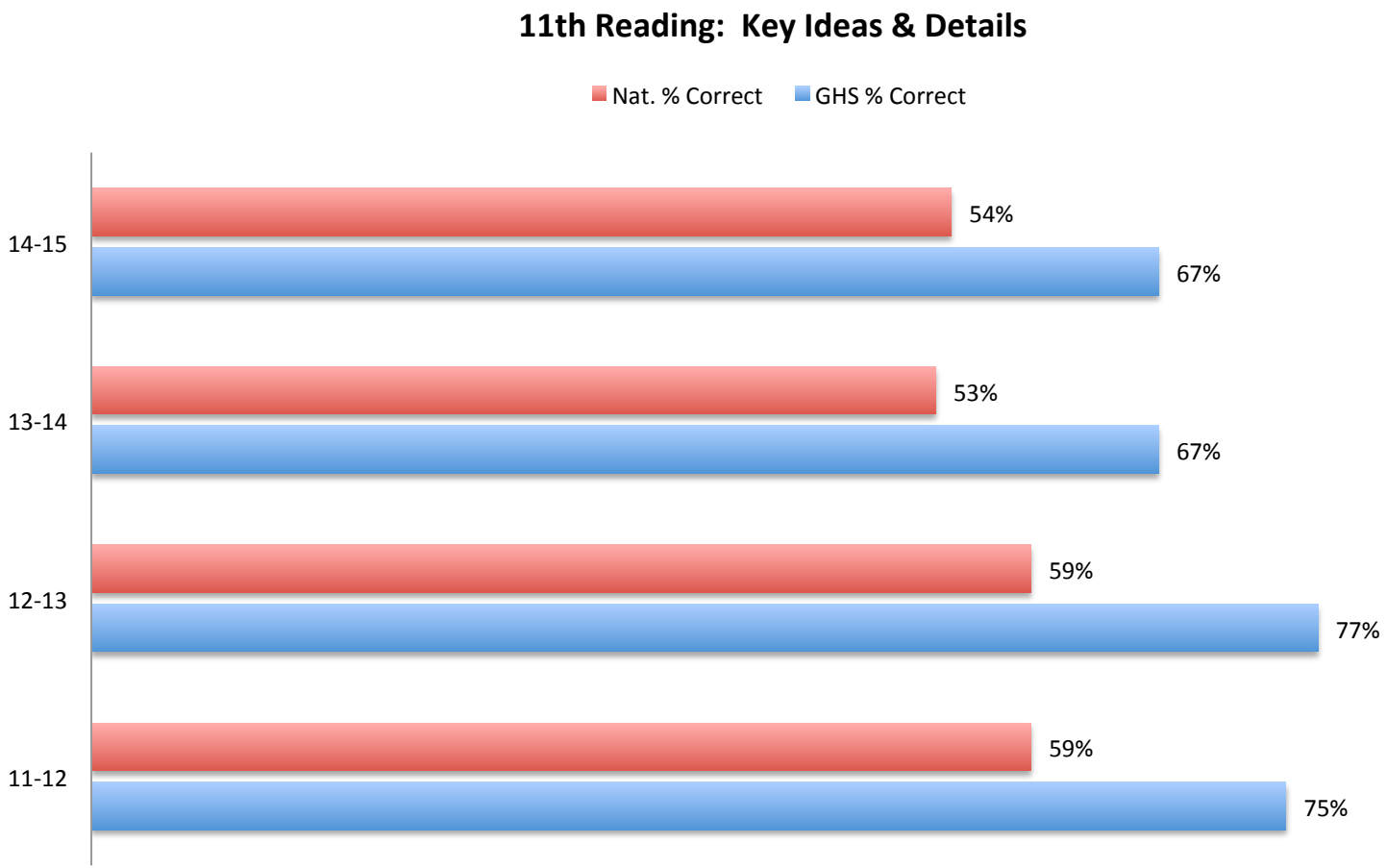
11th Reading Comp. Biennium (Low SES)



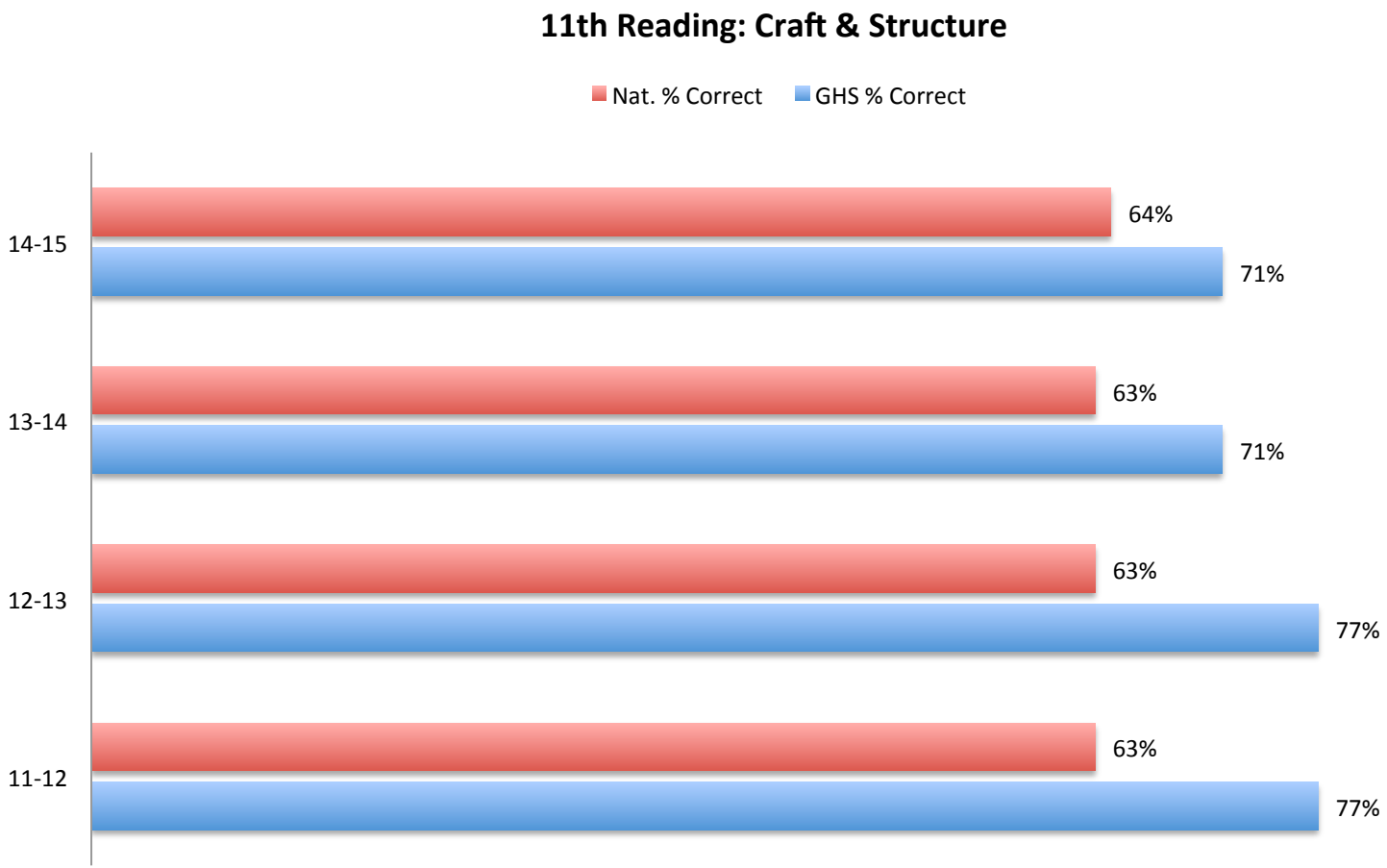
11th Reading Comp. Biennium (IEP)



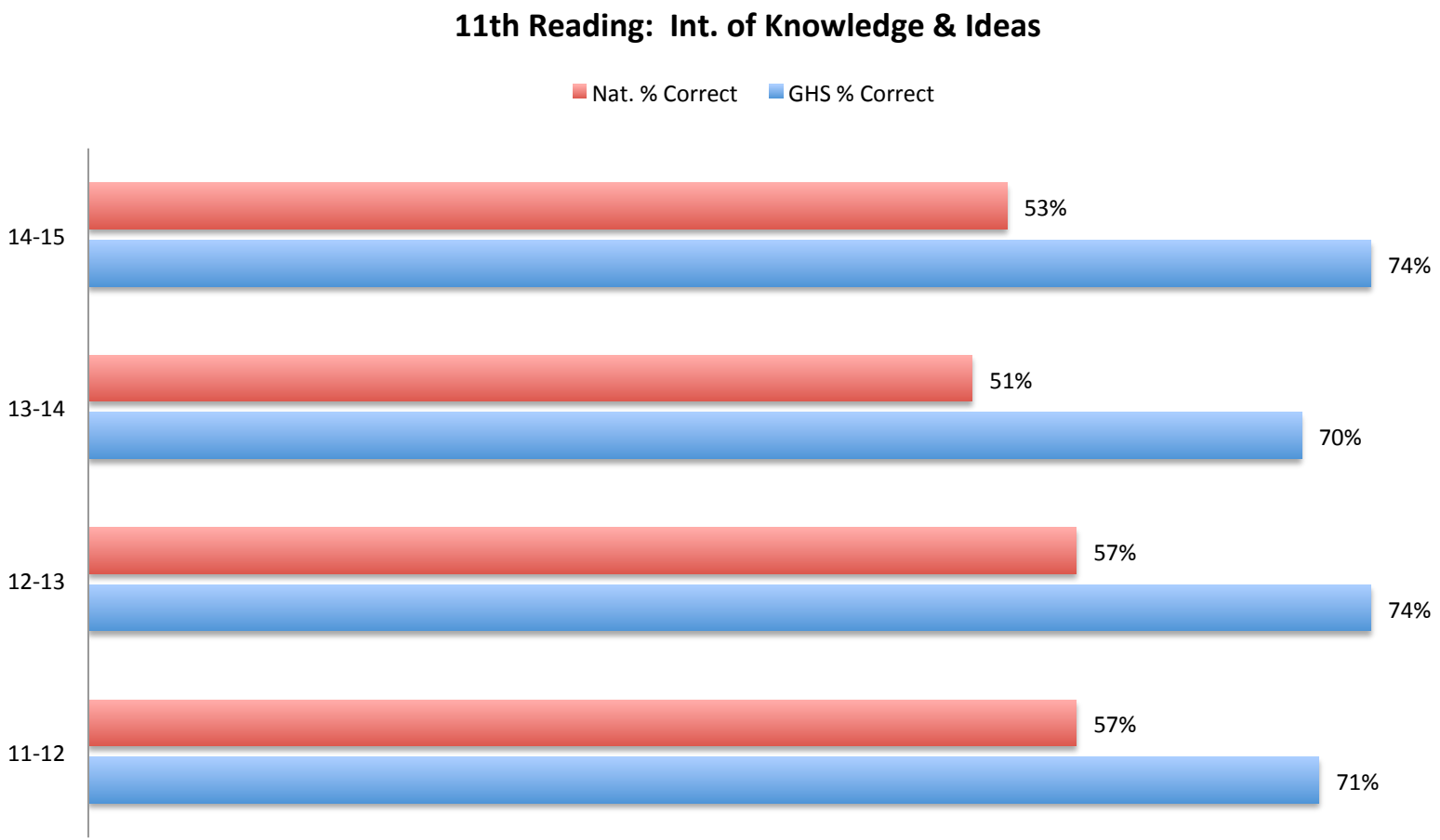
11th Common Core Reading: Key Ideas & Details



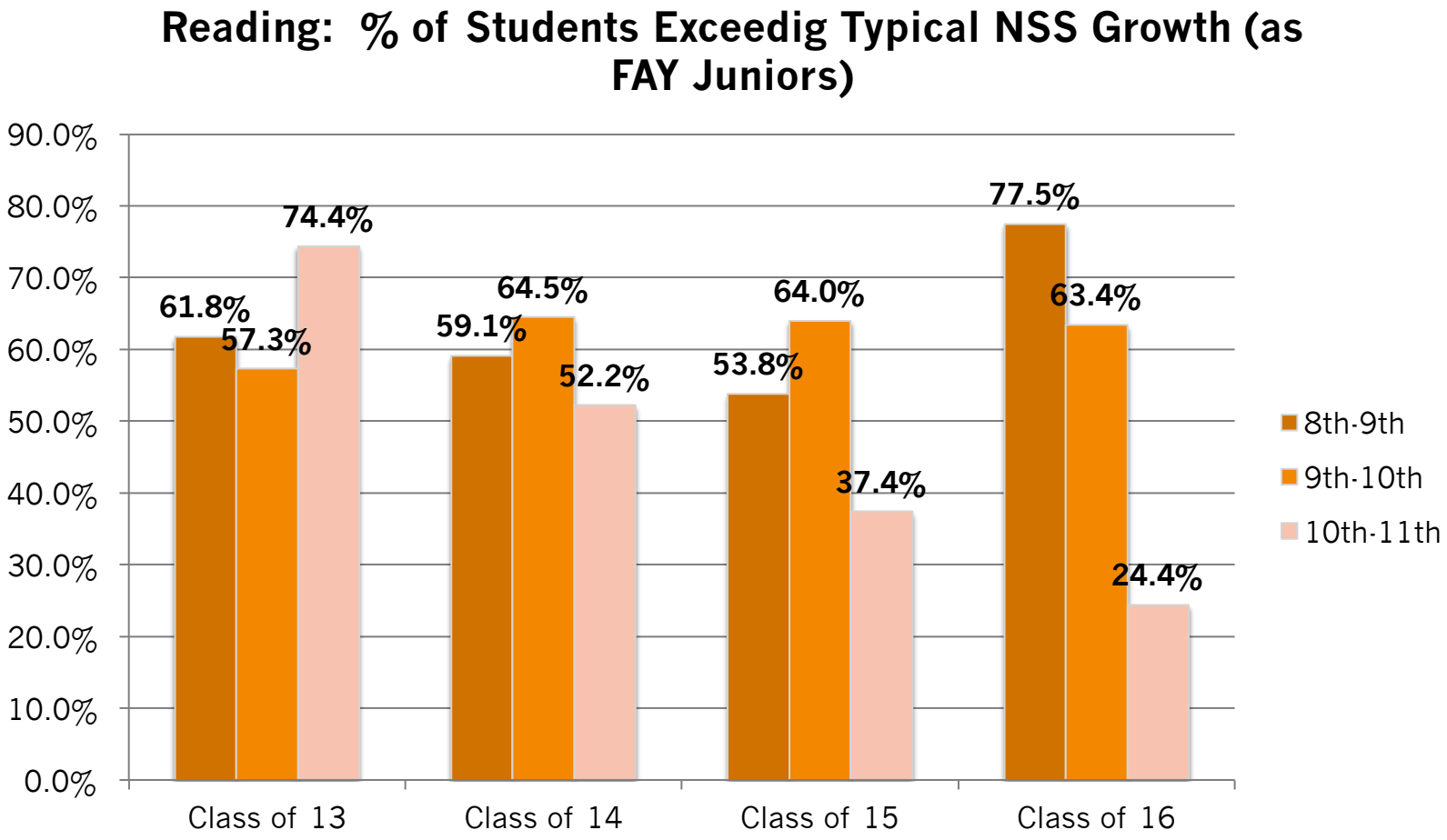
11th Common Core Reading: Craft & Structure



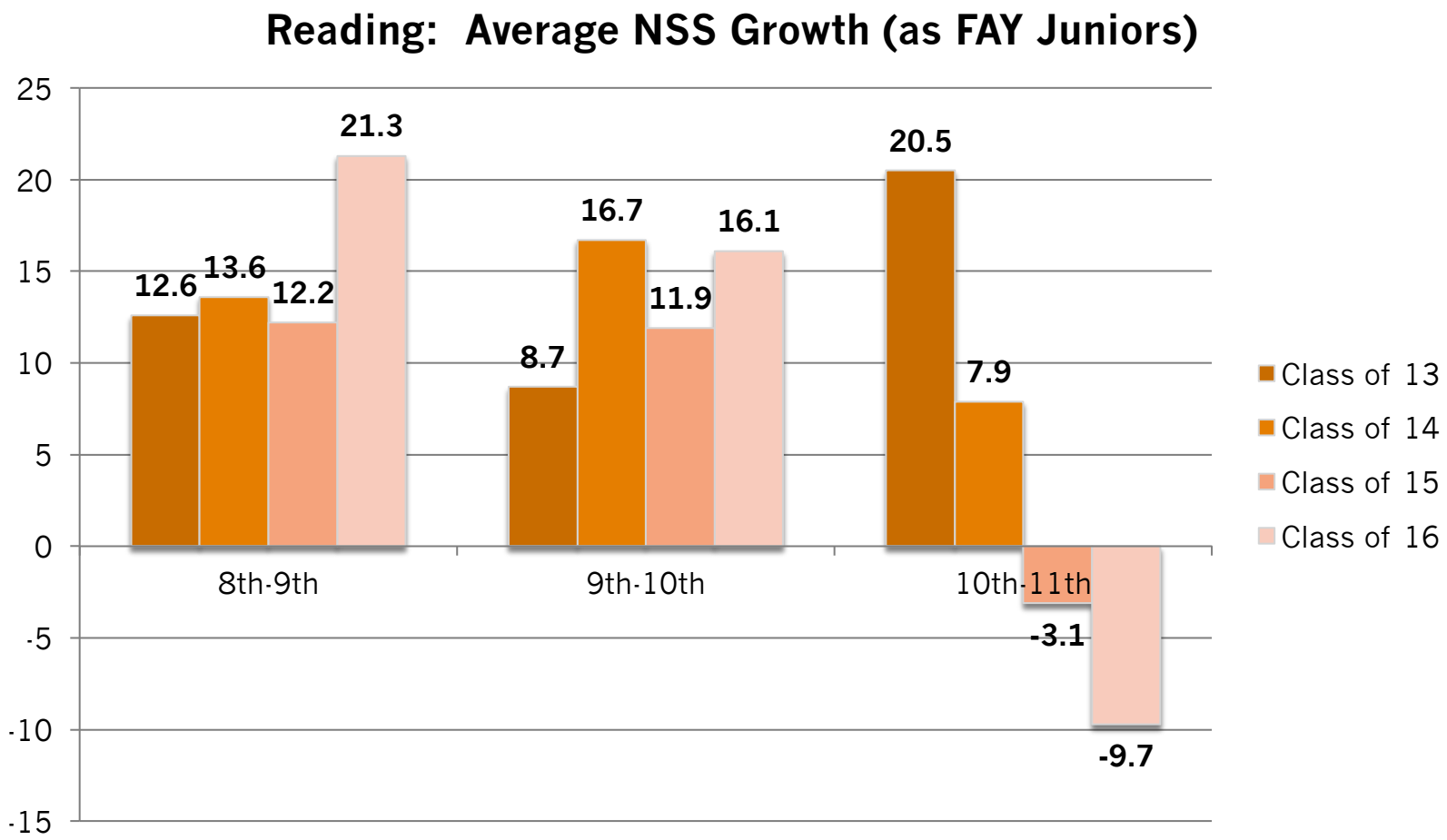
11th Common Core Reading: Integration of Knowledge & Ideas



Reading: Exceeding NSS Growth



Reading: NSS Average Growth



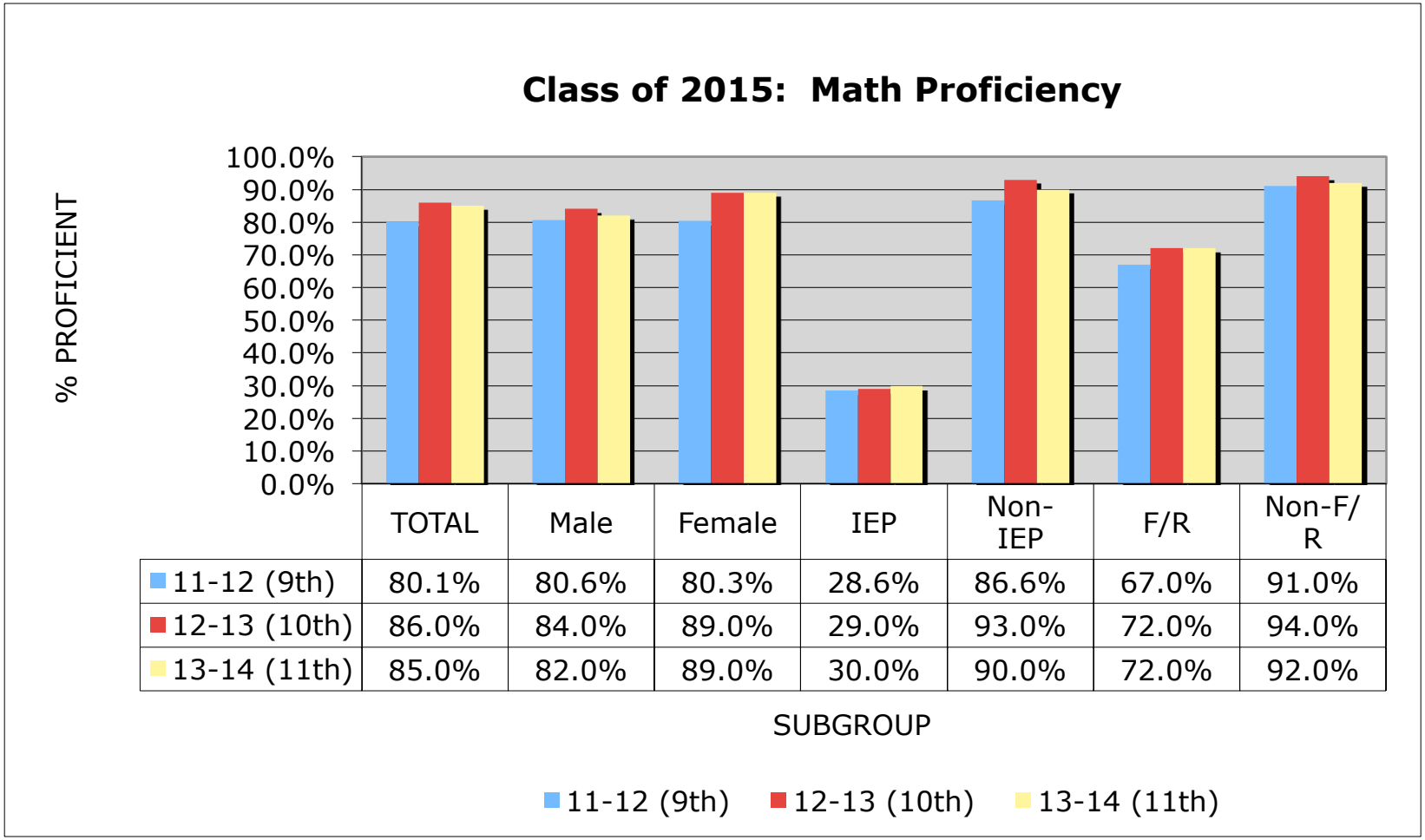
GHS Math Data (AIG)

9th Grade (14-15)	Improved NSS	Met/Exceeded Growth	Avg. NSS Growth
104 (FAY Students)	63.9%	44.9%	11.3 Points

10th Grade (14-15)	Improved NSS	Met/Exceeded Growth	Avg. NSS Growth
98 (FAY Students)	75.5%	65.3%	13.8 Points

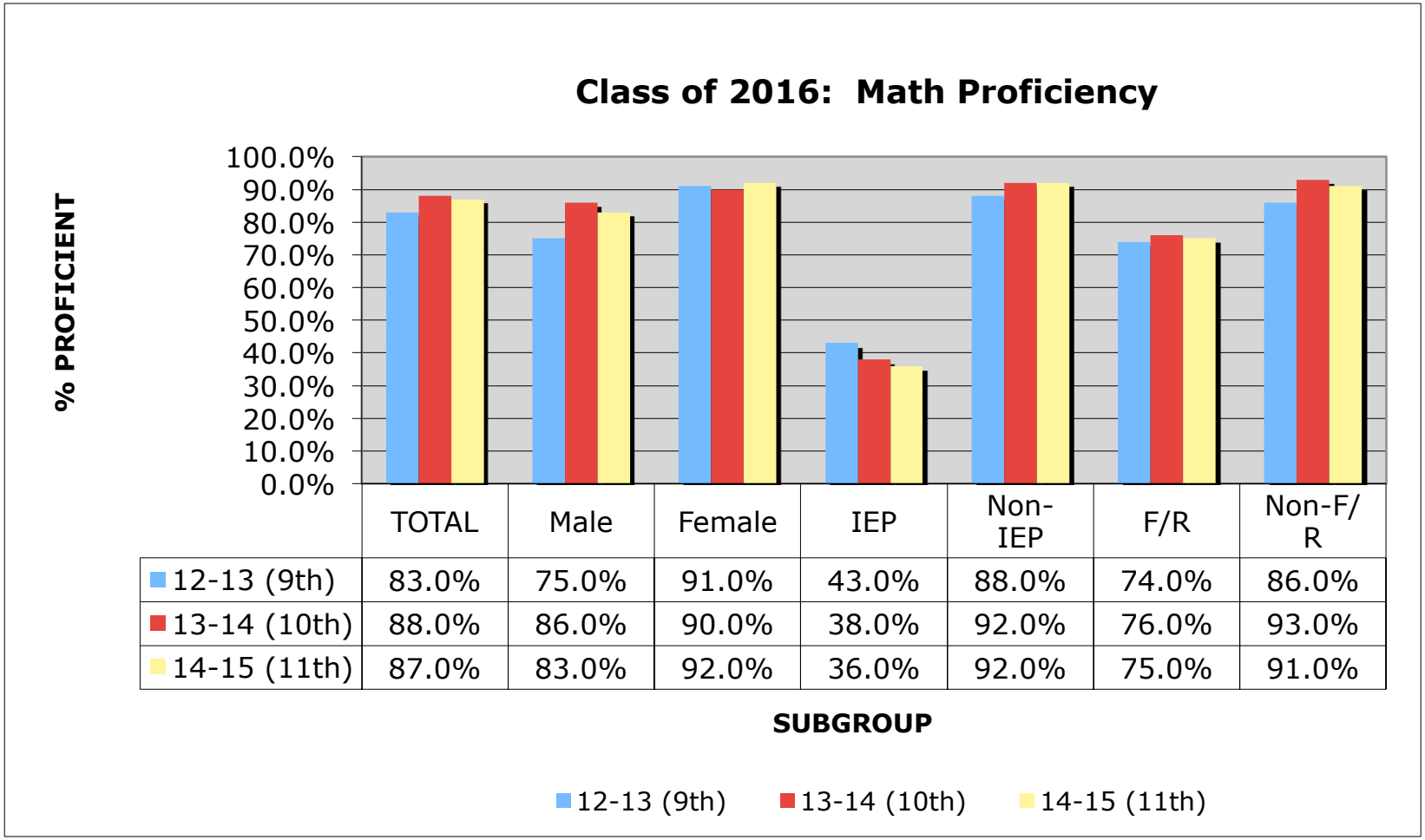
11th Grade (14-15)	Improved NSS	Met/Exceeded Growth	Avg. NSS Growth
108 (FAY Students)	70.4%	59.3%	11.7 Points

Math Proficiency: Class of 2015



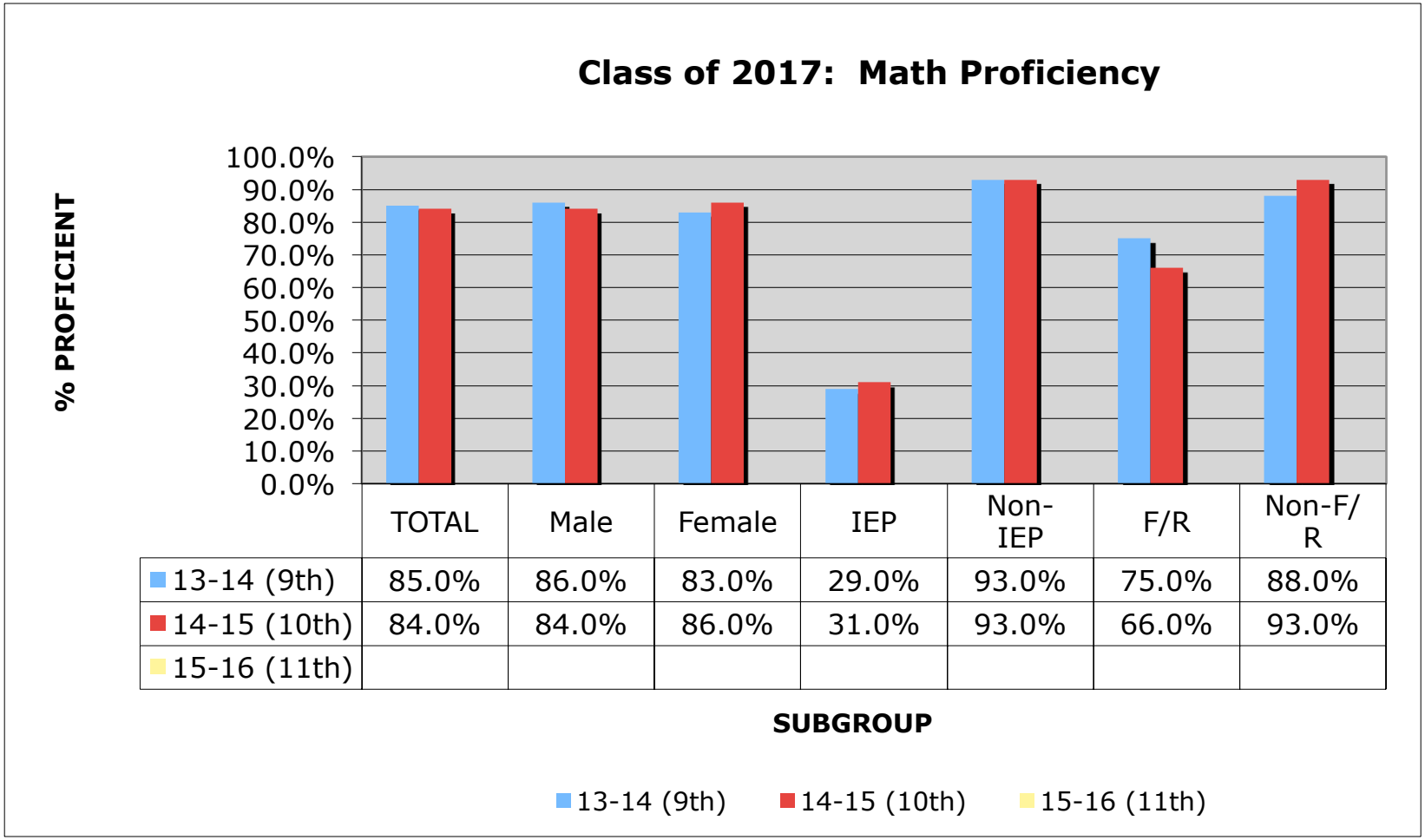
	TOTAL	Male	Female	IEP	Non-IEP	F/R	Non-F/R
11-12 (9th)	80.1%	80.6%	80.3%	28.6%	86.6%	67.0%	91.0%
12-13 (10th)	86.0%	84.0%	89.0%	29.0%	93.0%	72.0%	94.0%
13-14 (11th)	85.0%	82.0%	89.0%	30.0%	90.0%	72.0%	92.0%

Math Proficiency: Class of 2016



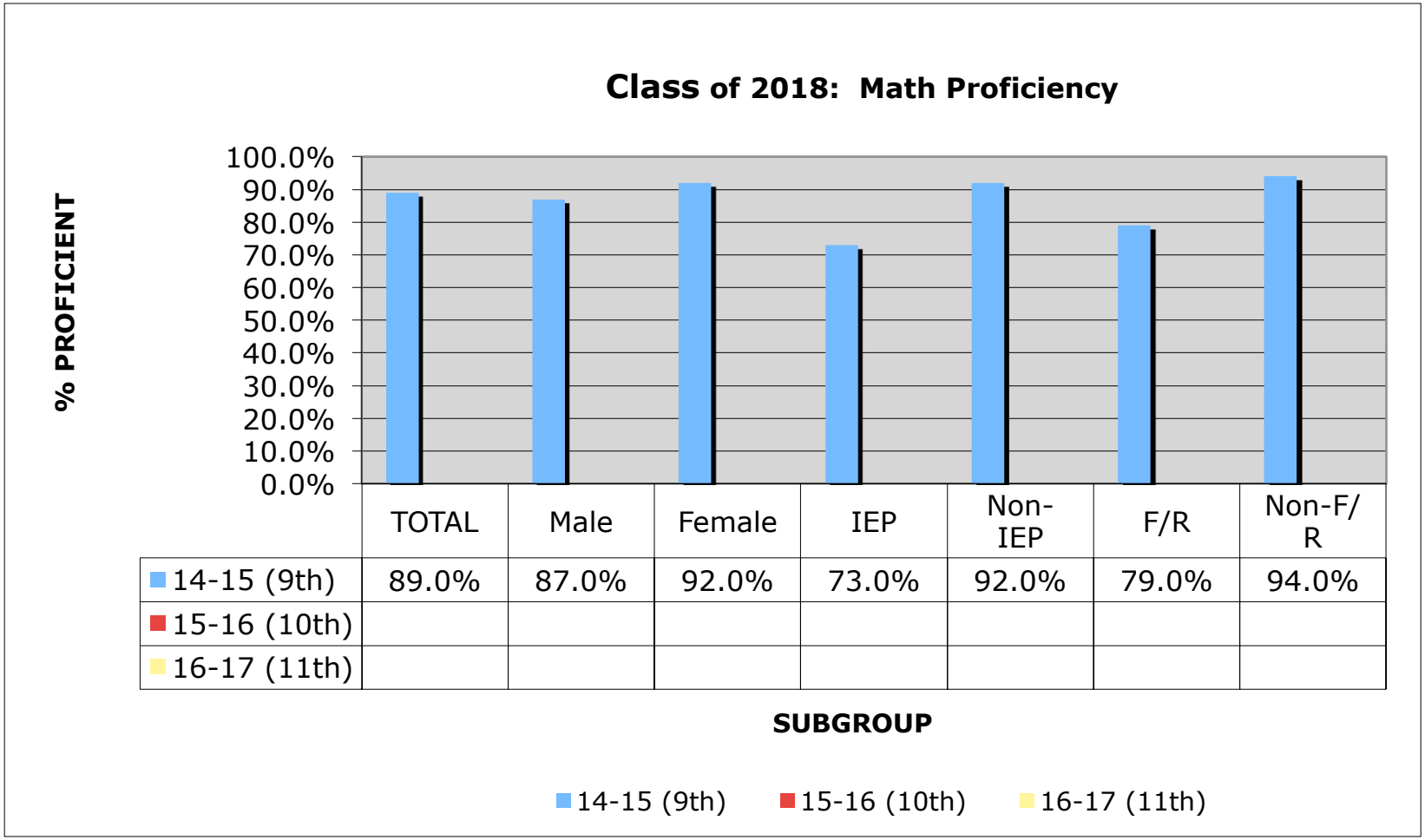
	TOTAL	Male	Female	IEP	Non-IEP	F/R	Non-F/R
12-13 (9th)	83.0%	75.0%	91.0%	43.0%	88.0%	74.0%	86.0%
13-14 (10th)	88.0%	86.0%	90.0%	38.0%	92.0%	76.0%	93.0%
14-15 (11th)	87.0%	83.0%	92.0%	36.0%	92.0%	75.0%	91.0%

Math Proficiency: Class of 2017



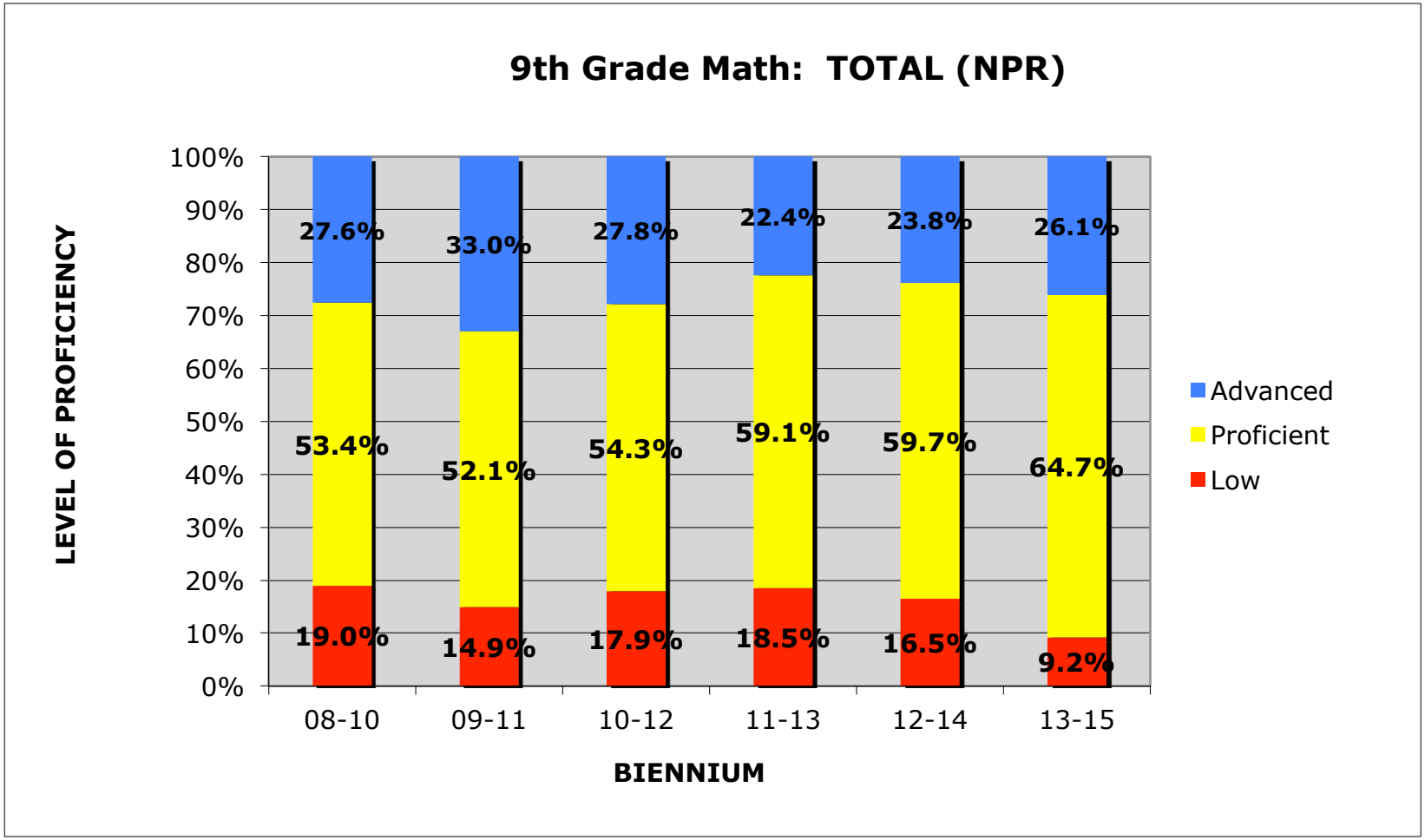
	TOTAL	Male	Female	IEP	Non-IEP	F/R	Non-F/R
13-14 (9th)	85.0%	86.0%	83.0%	29.0%	93.0%	75.0%	88.0%
14-15 (10th)	84.0%	84.0%	86.0%	31.0%	93.0%	66.0%	93.0%
15-16 (11th)							

Math Proficiency: Class of 2018

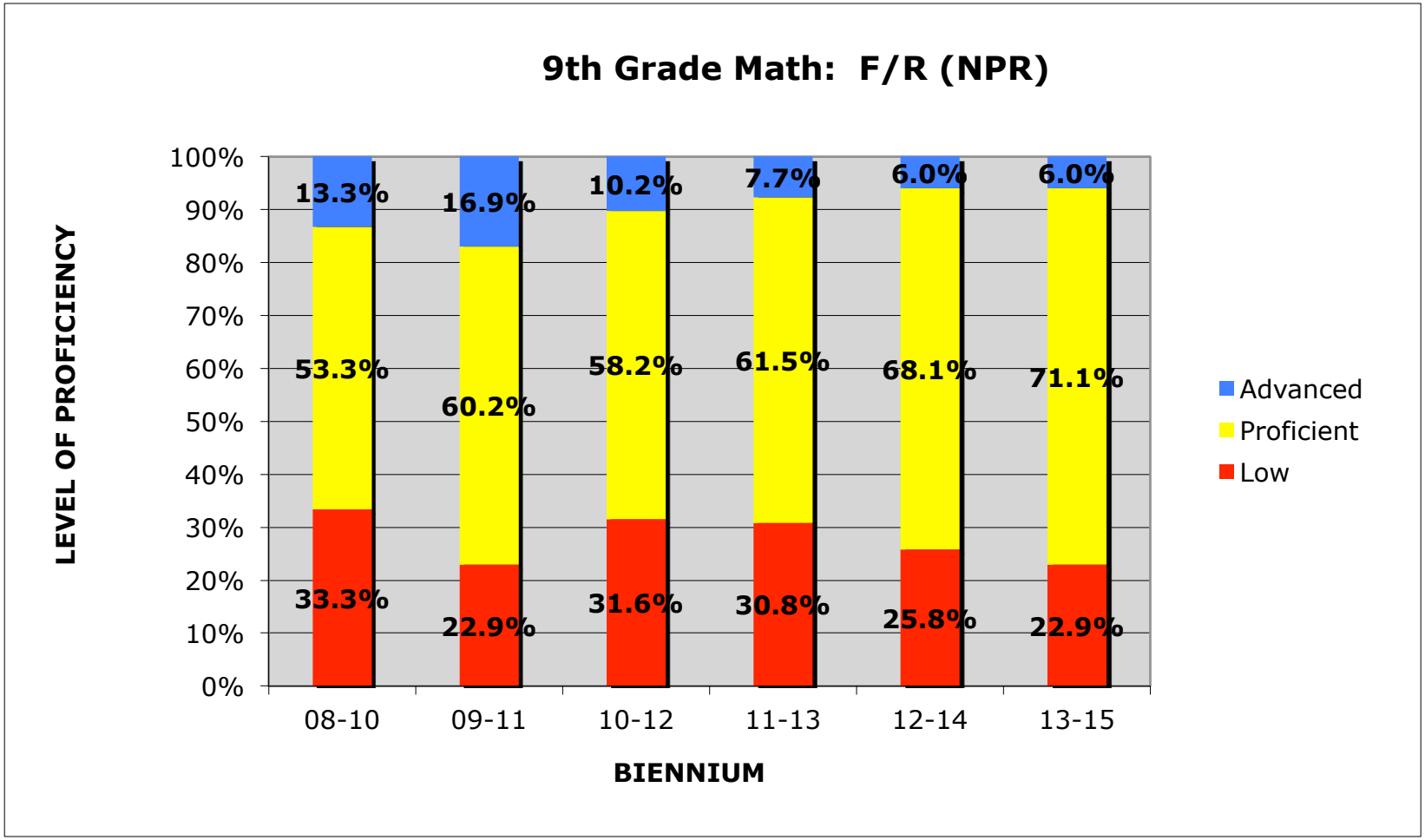


	TOTAL	Male	Female	IEP	Non-IEP	F/R	Non-F/R
14-15 (9th)	89.0%	87.0%	92.0%	73.0%	92.0%	79.0%	94.0%
15-16 (10th)							
16-17 (11th)							

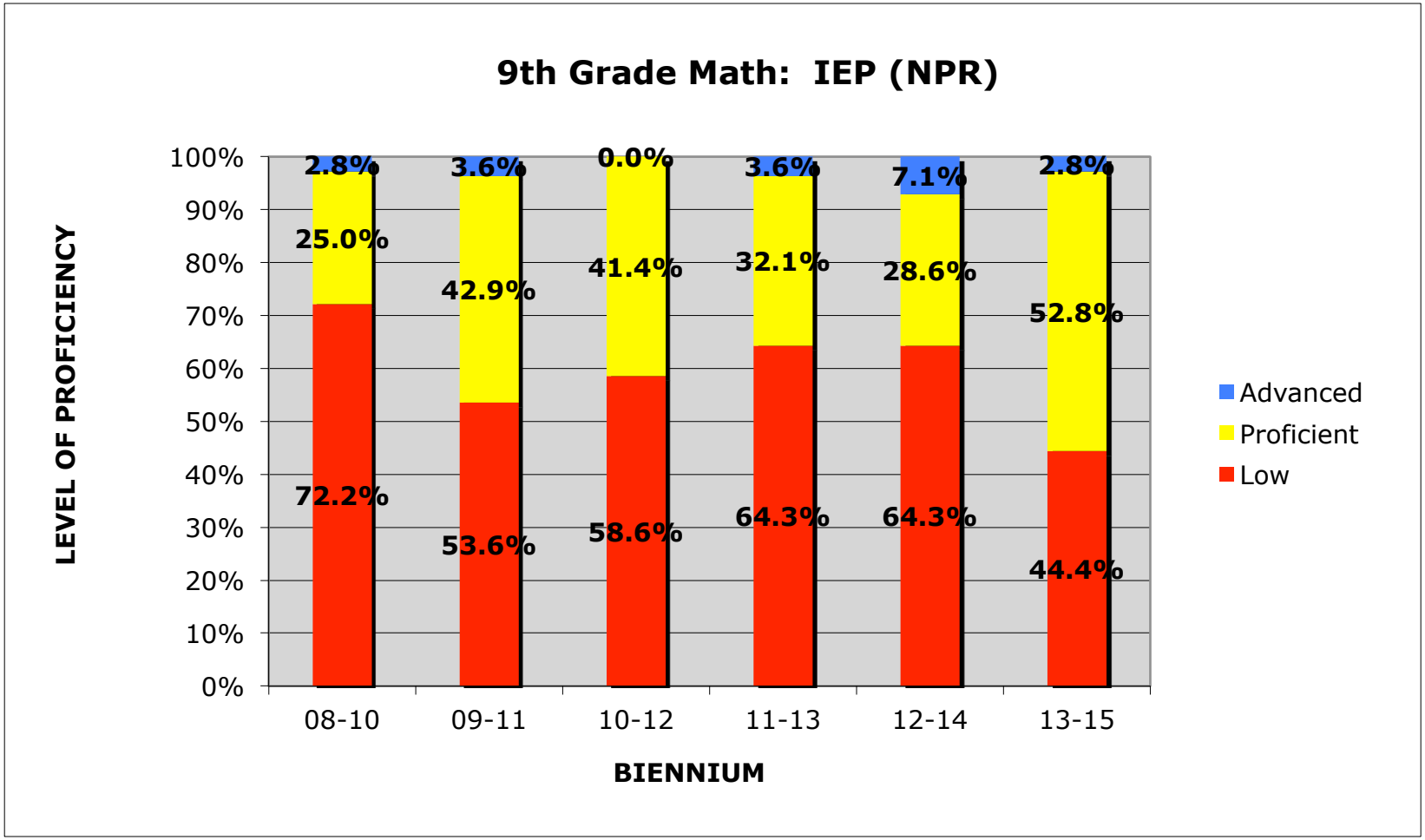
9th Math Biennium (ALL)



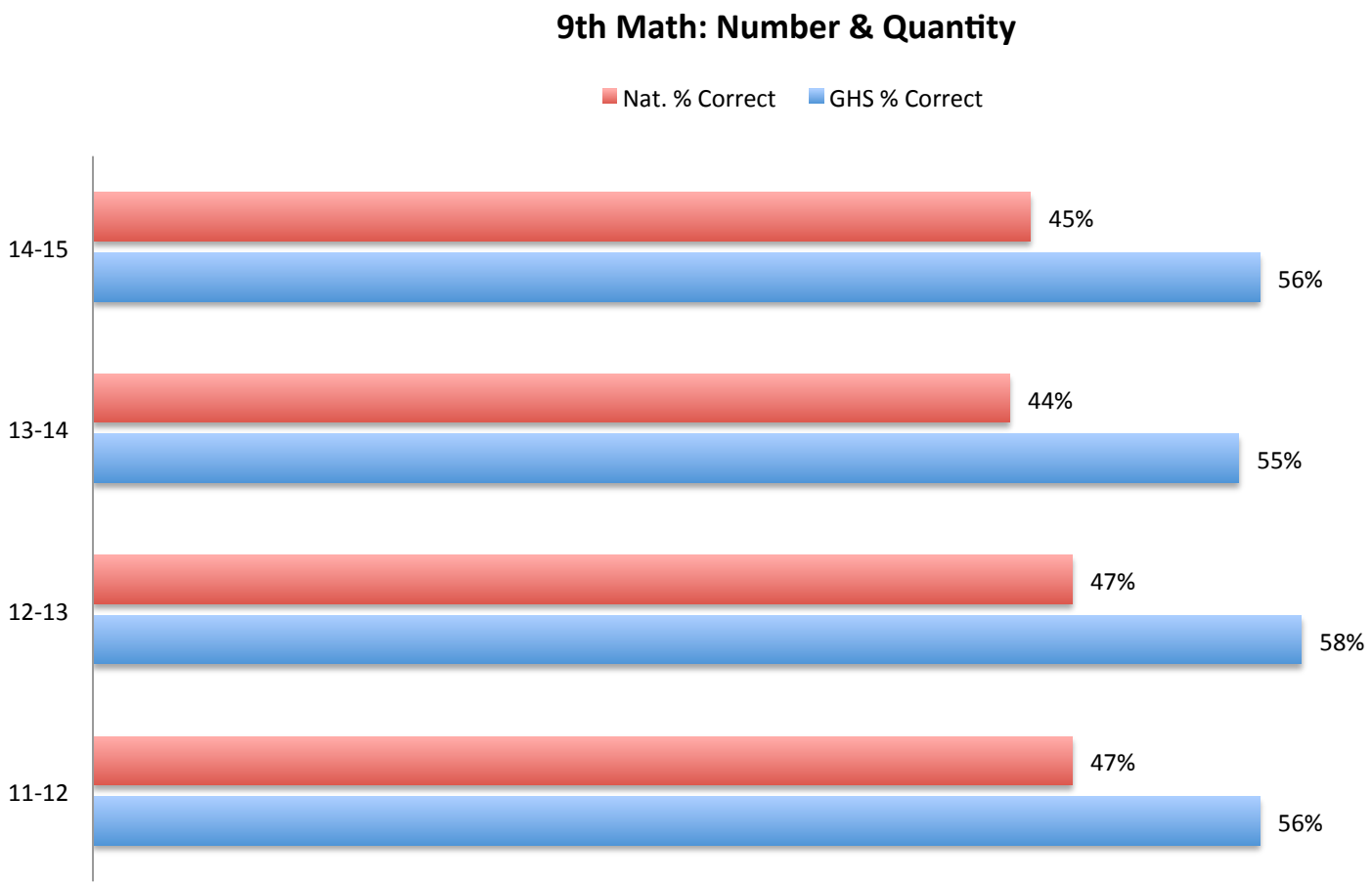
9th Math Biennium (Low SES)



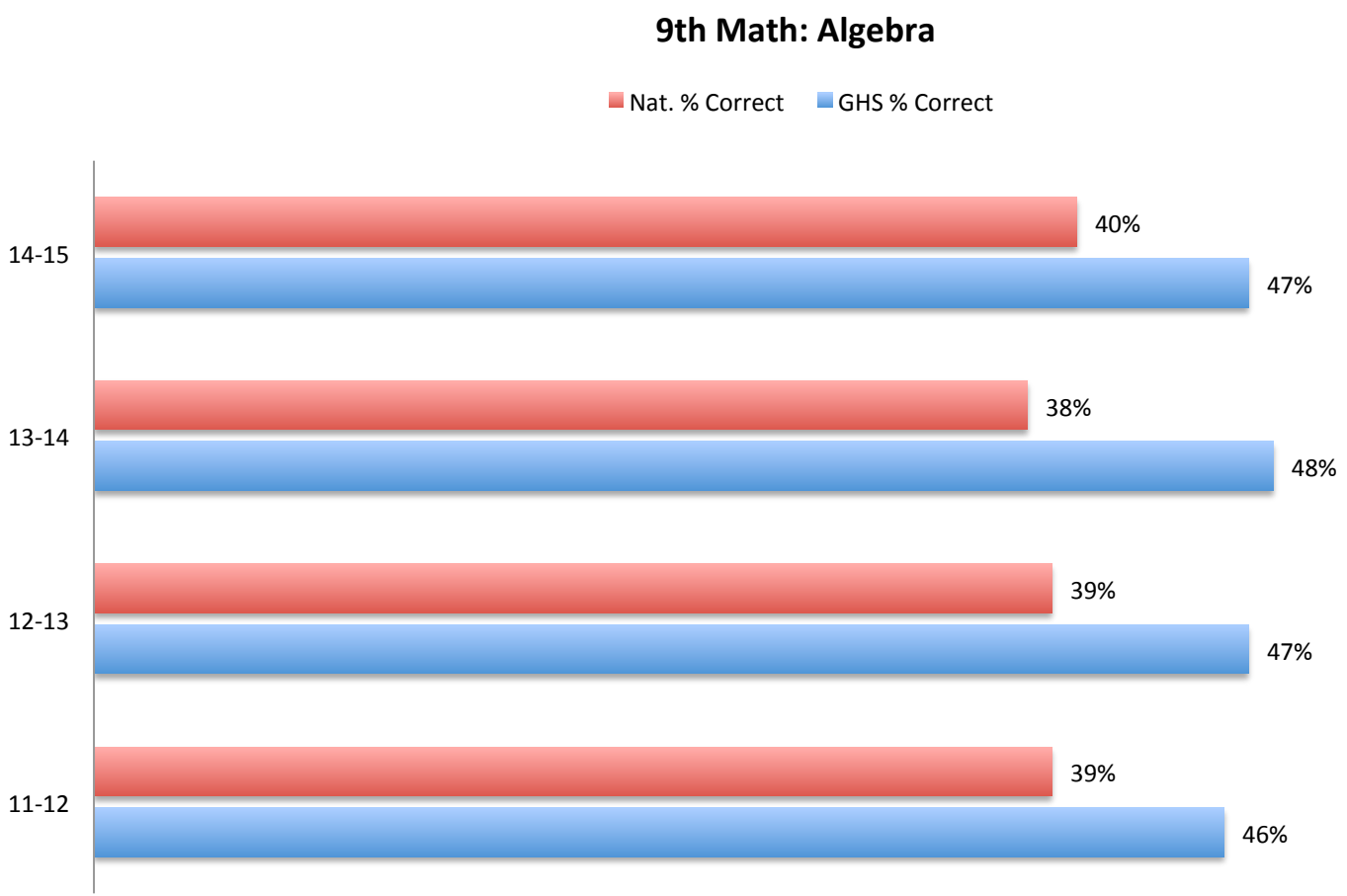
9th Math Biennium (IEP)



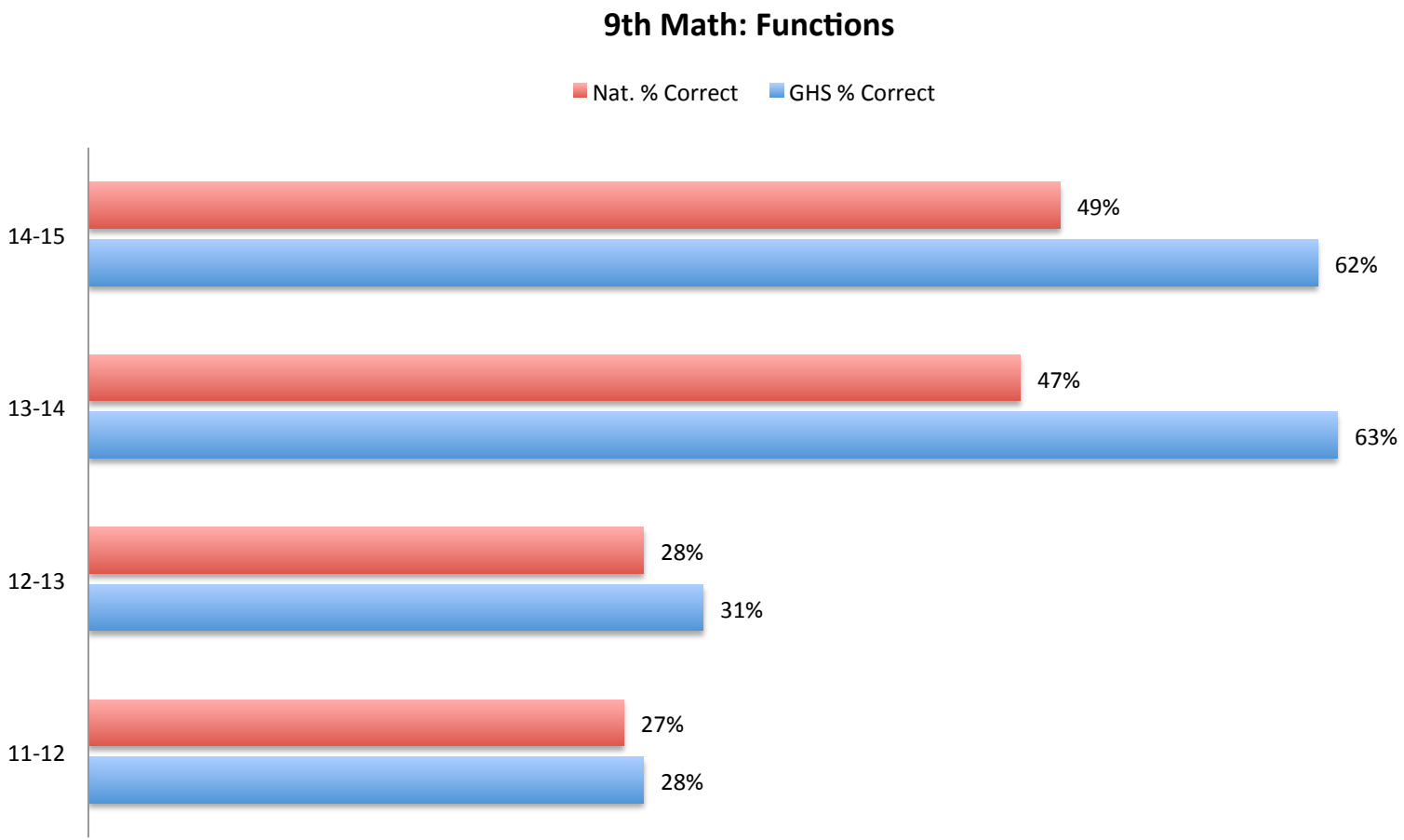
9th Common Core Math: Number & Quantity



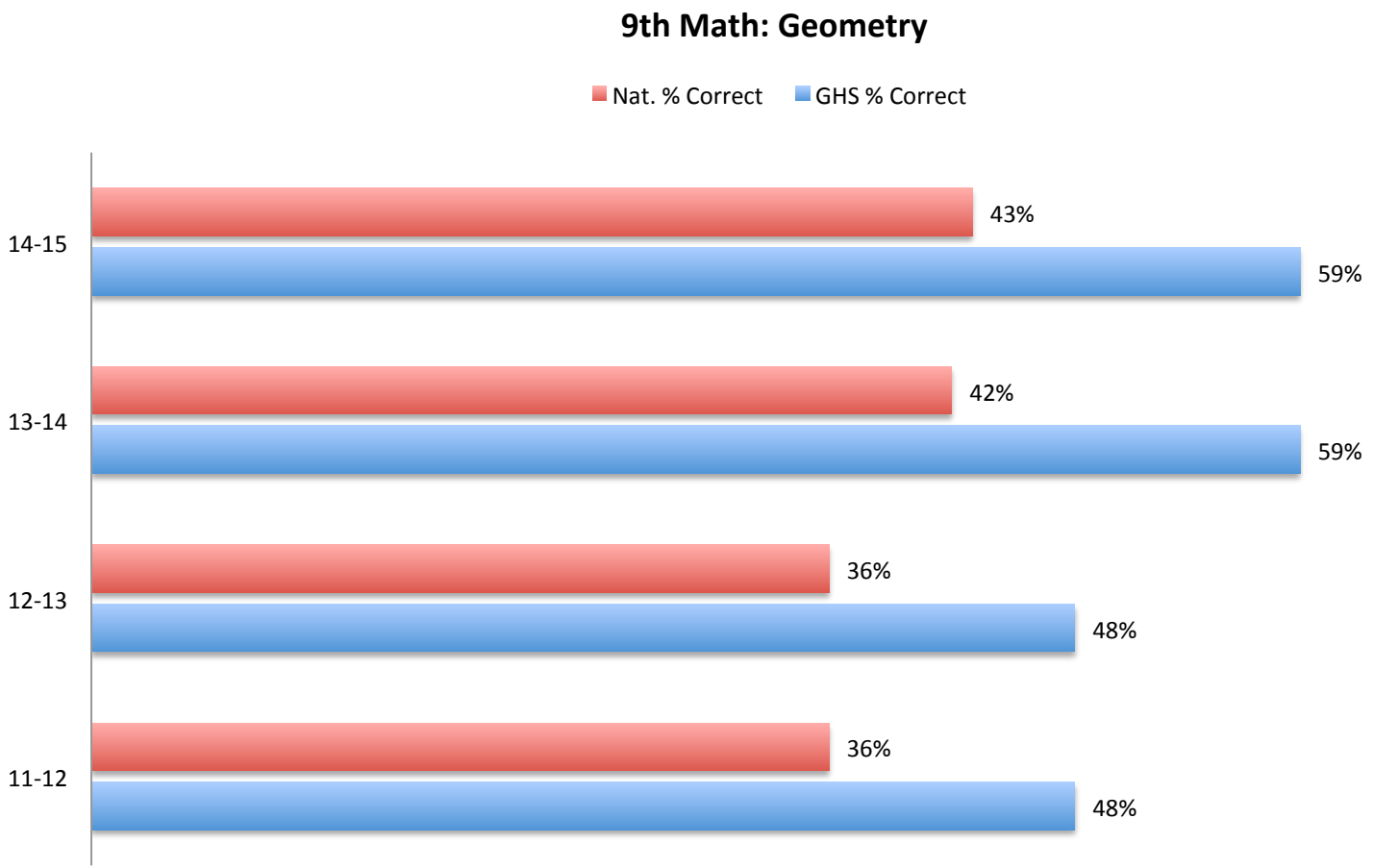
9th Common Core Math: Algebra



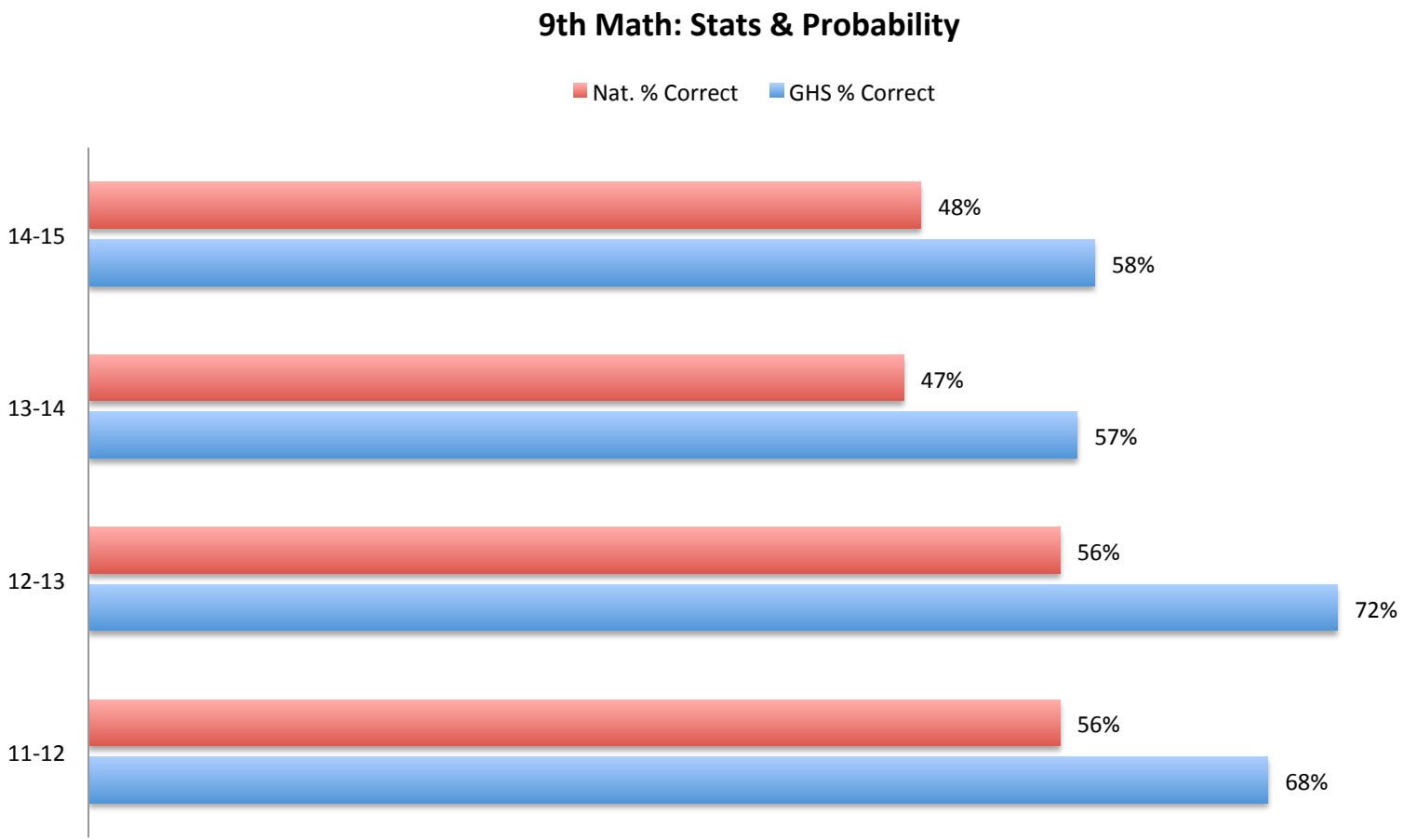
9th Common Core Math: Functions



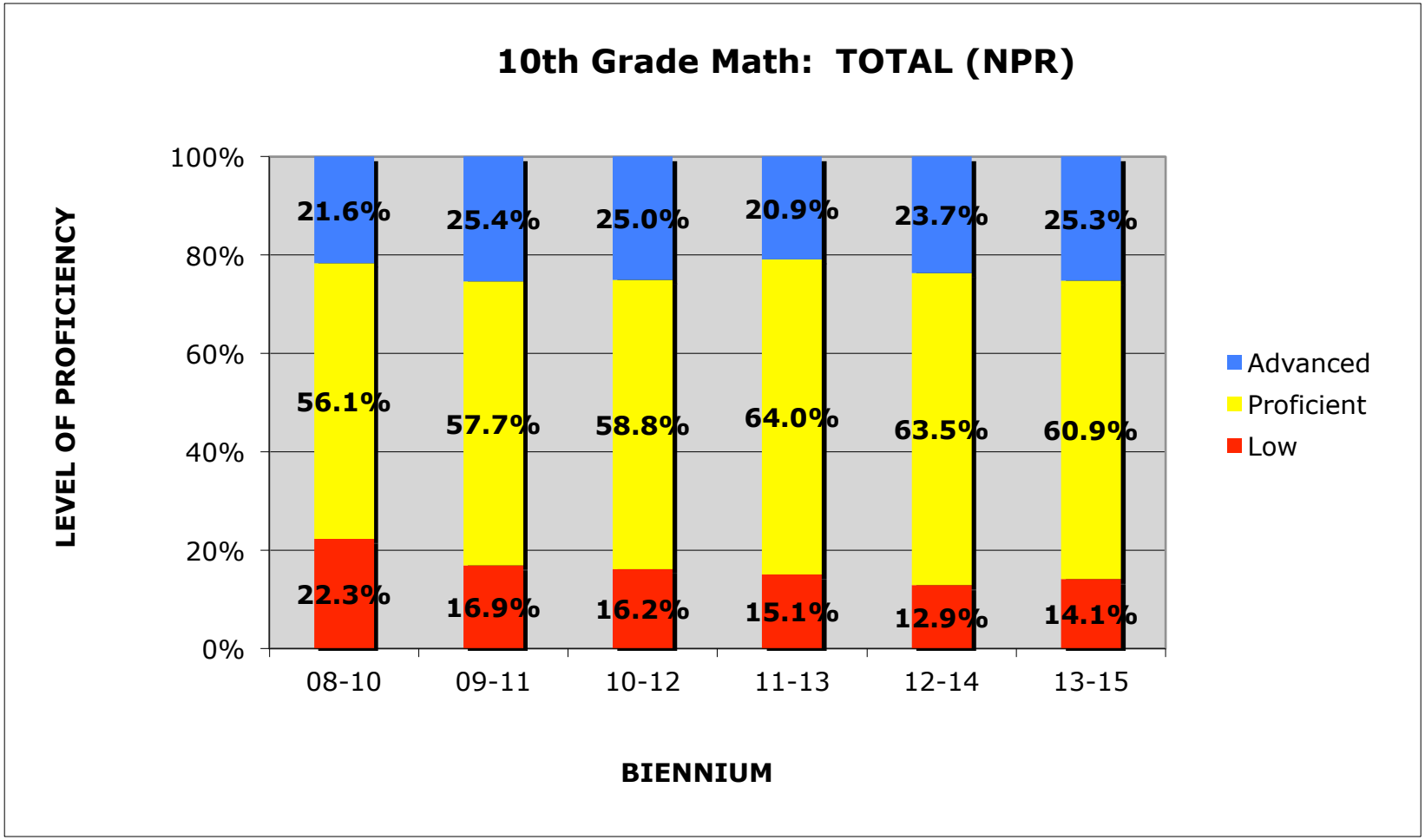
9th Common Core Math: Geometry



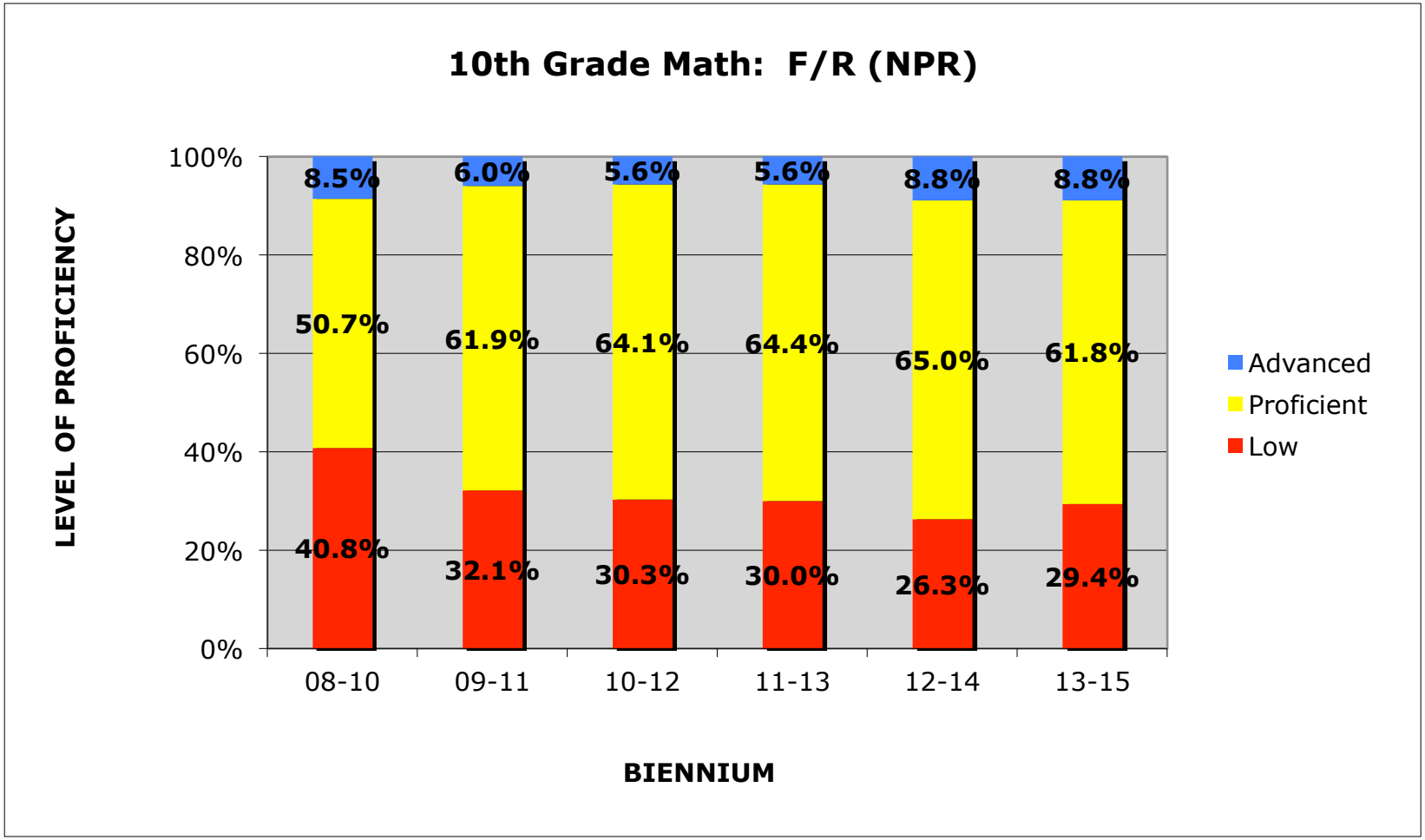
9th Common Core Math: Statistics & Probability



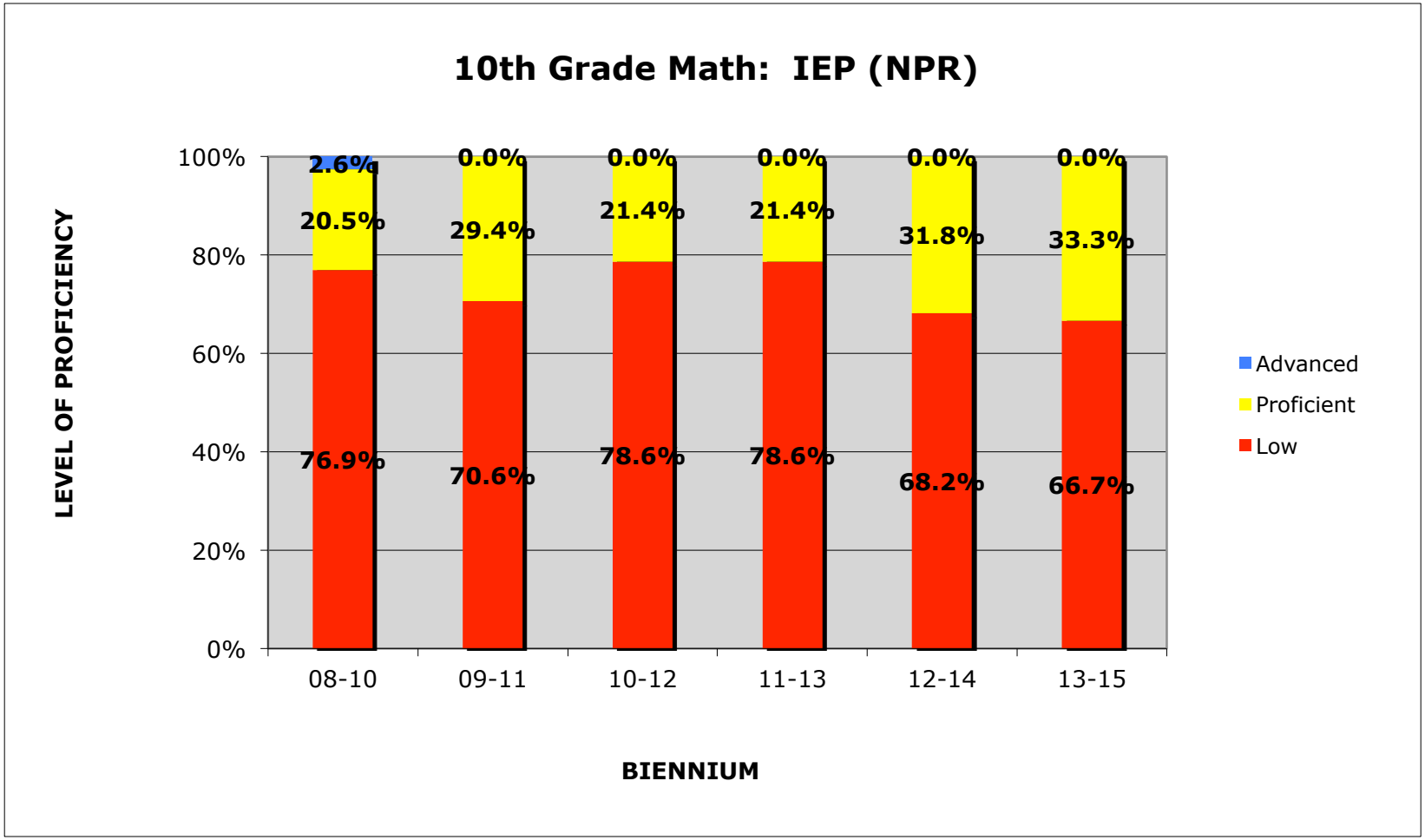
10th Math Biennium (ALL)



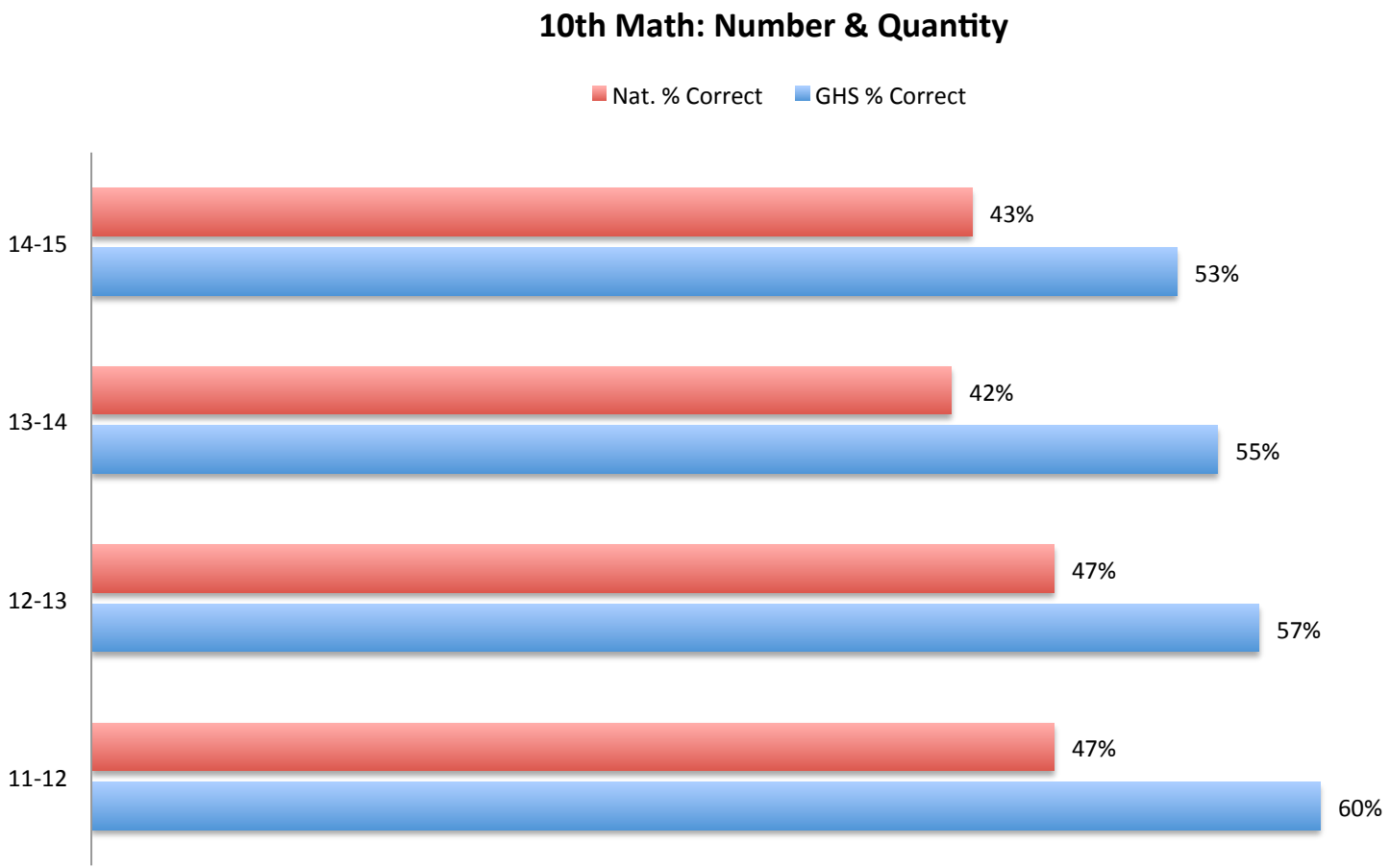
10th Math Biennium (Low SES)



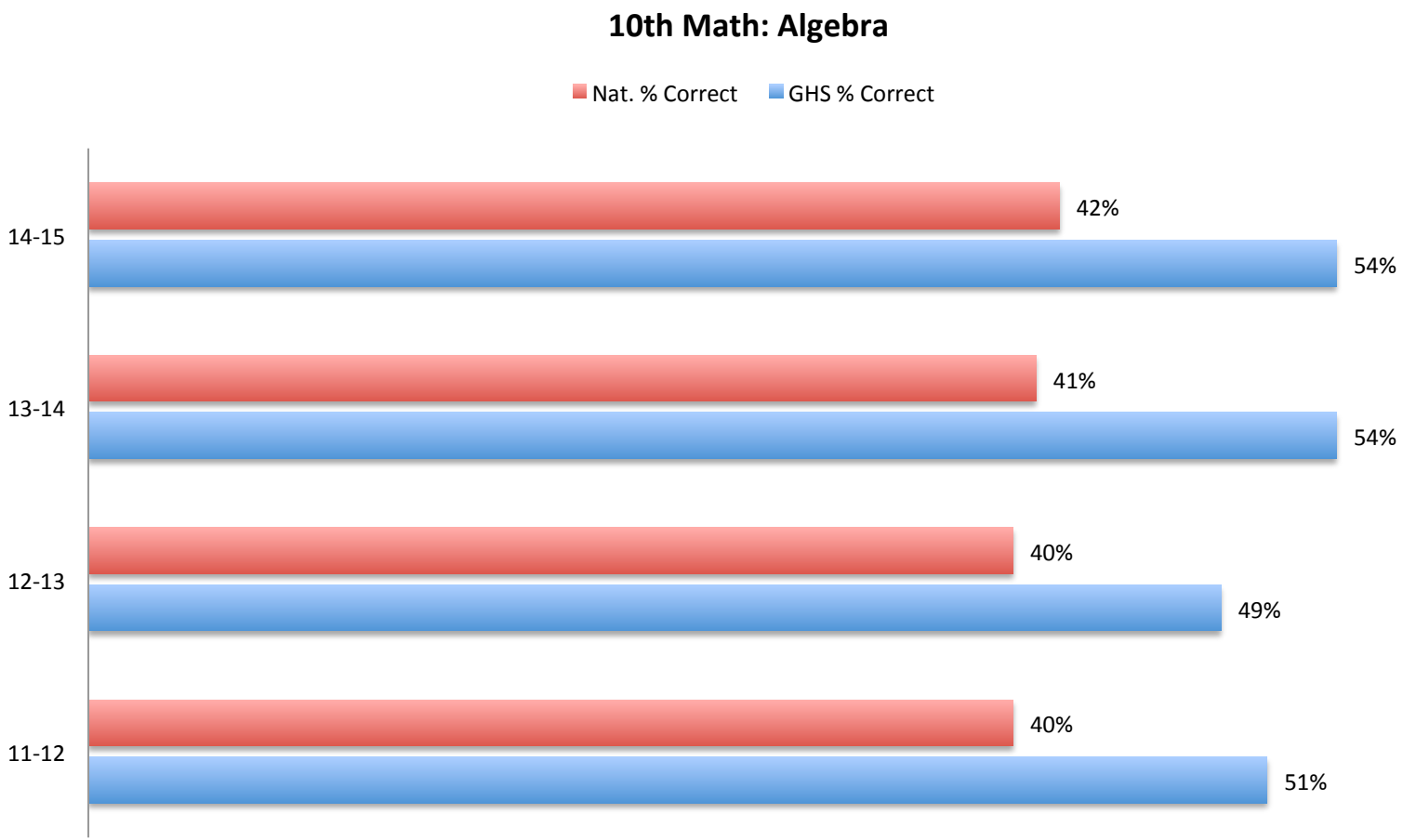
10th Math Biennium (IEP)



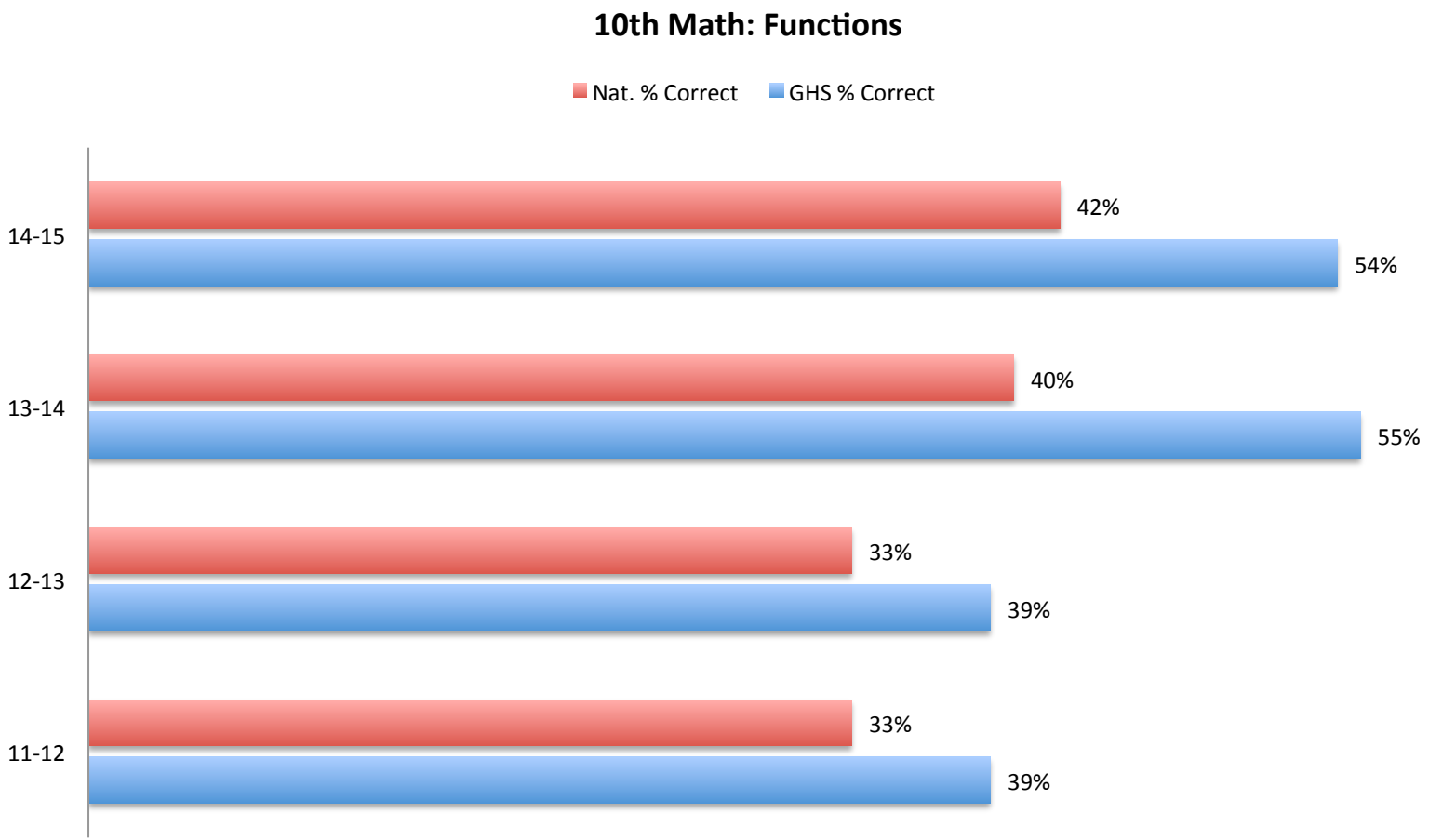
10th Common Core Math: Number & Quantity



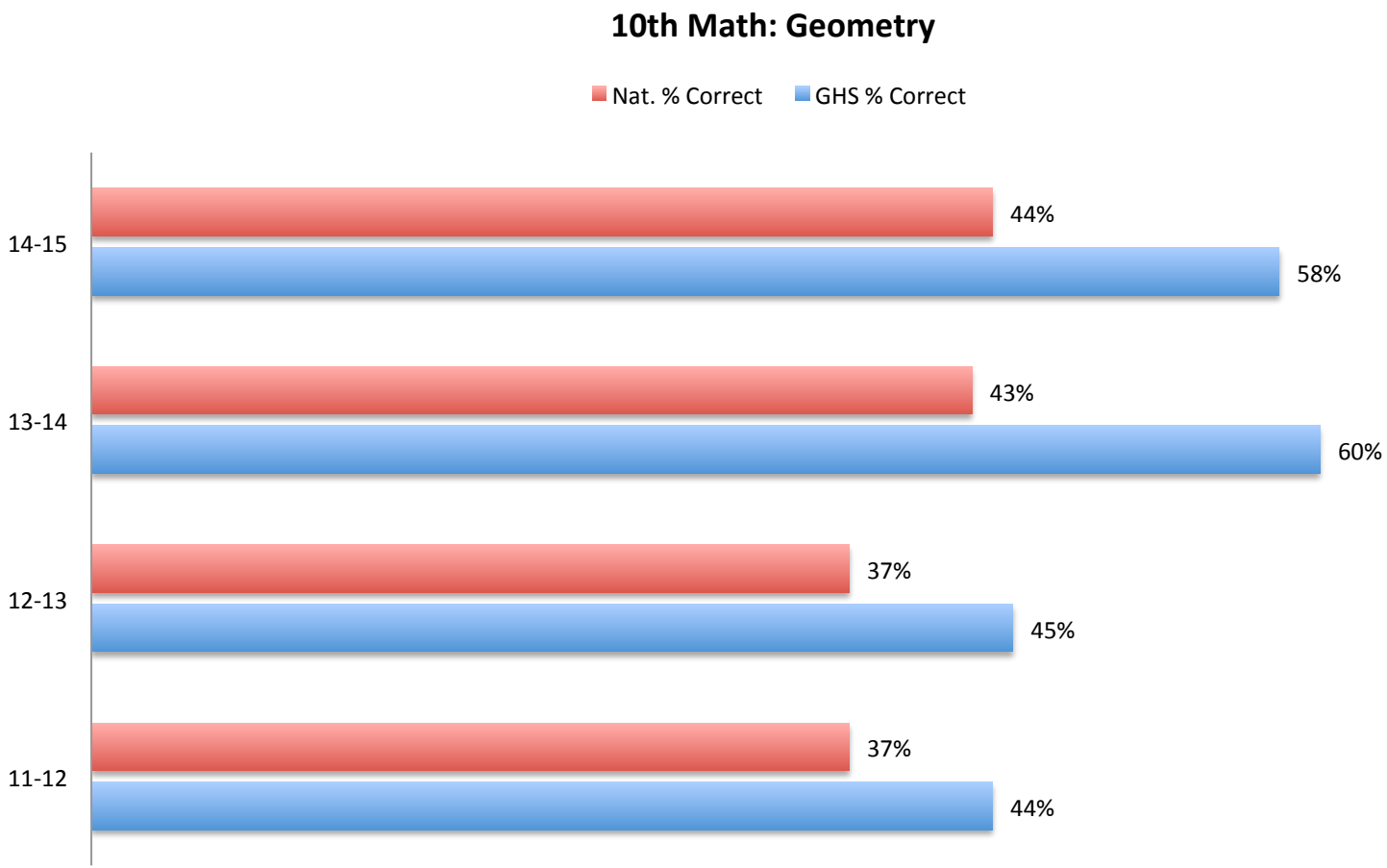
10th Common Core Math: Algebra



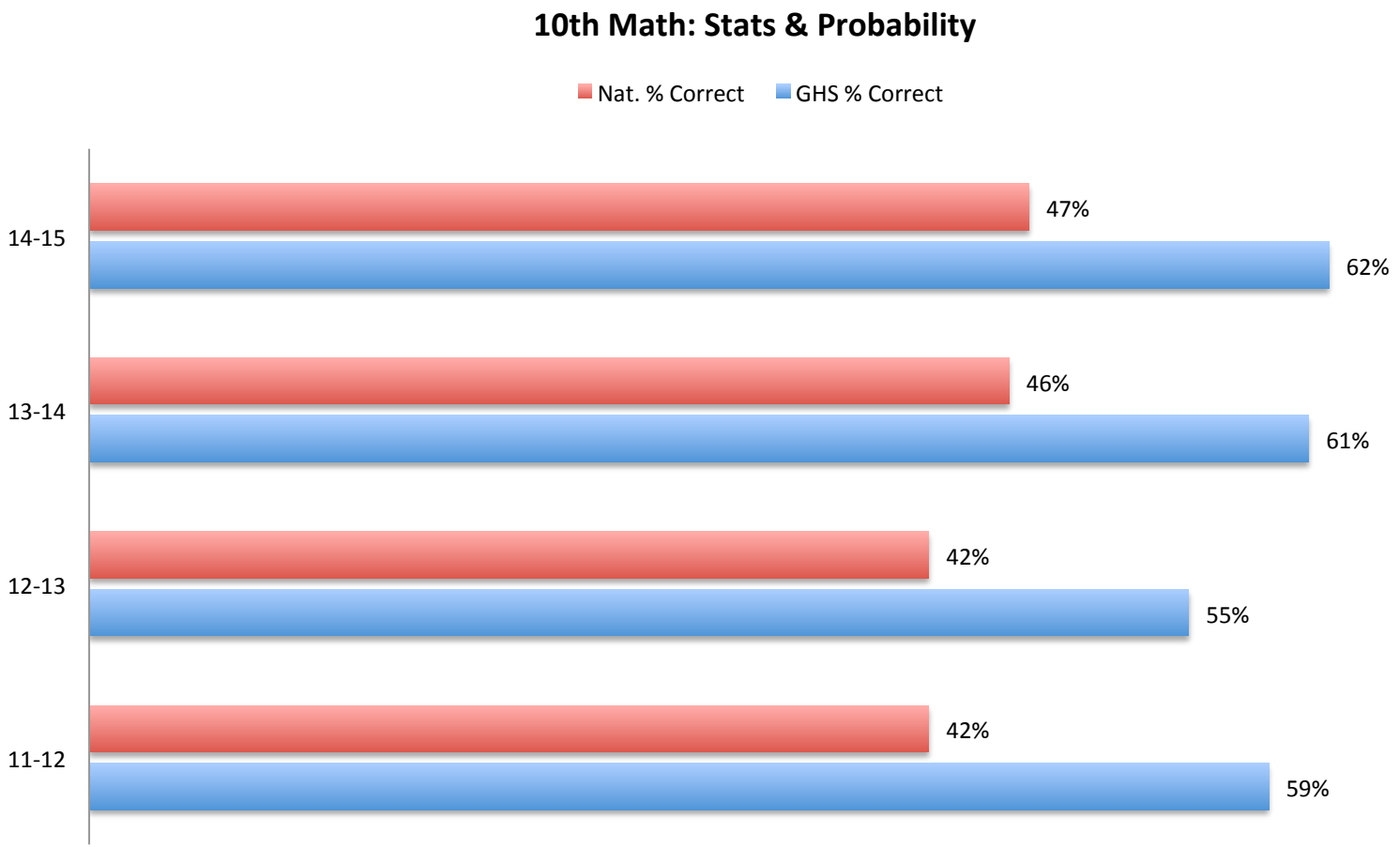
10th Common Core Math: Functions



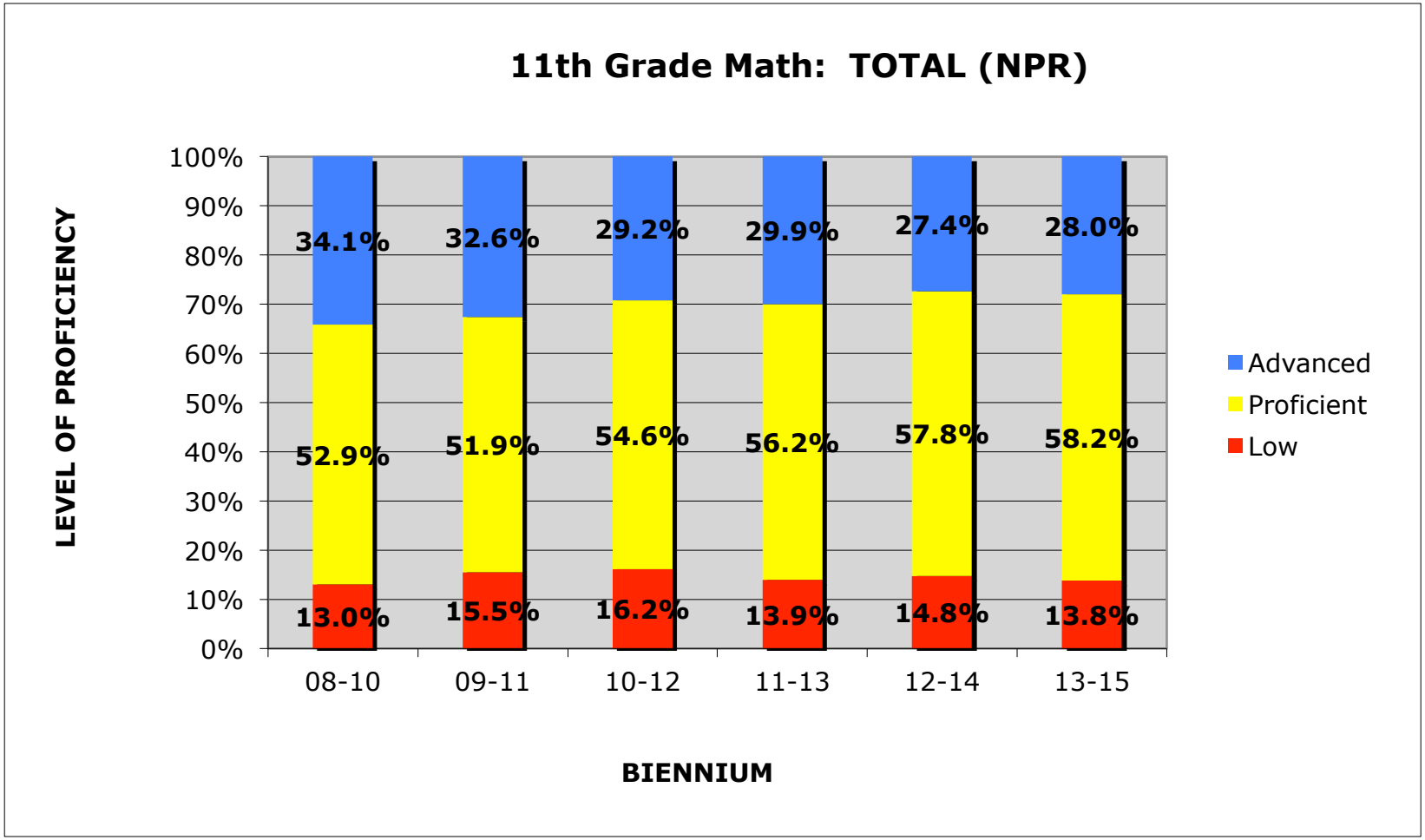
10th Math Common Core: Geometry



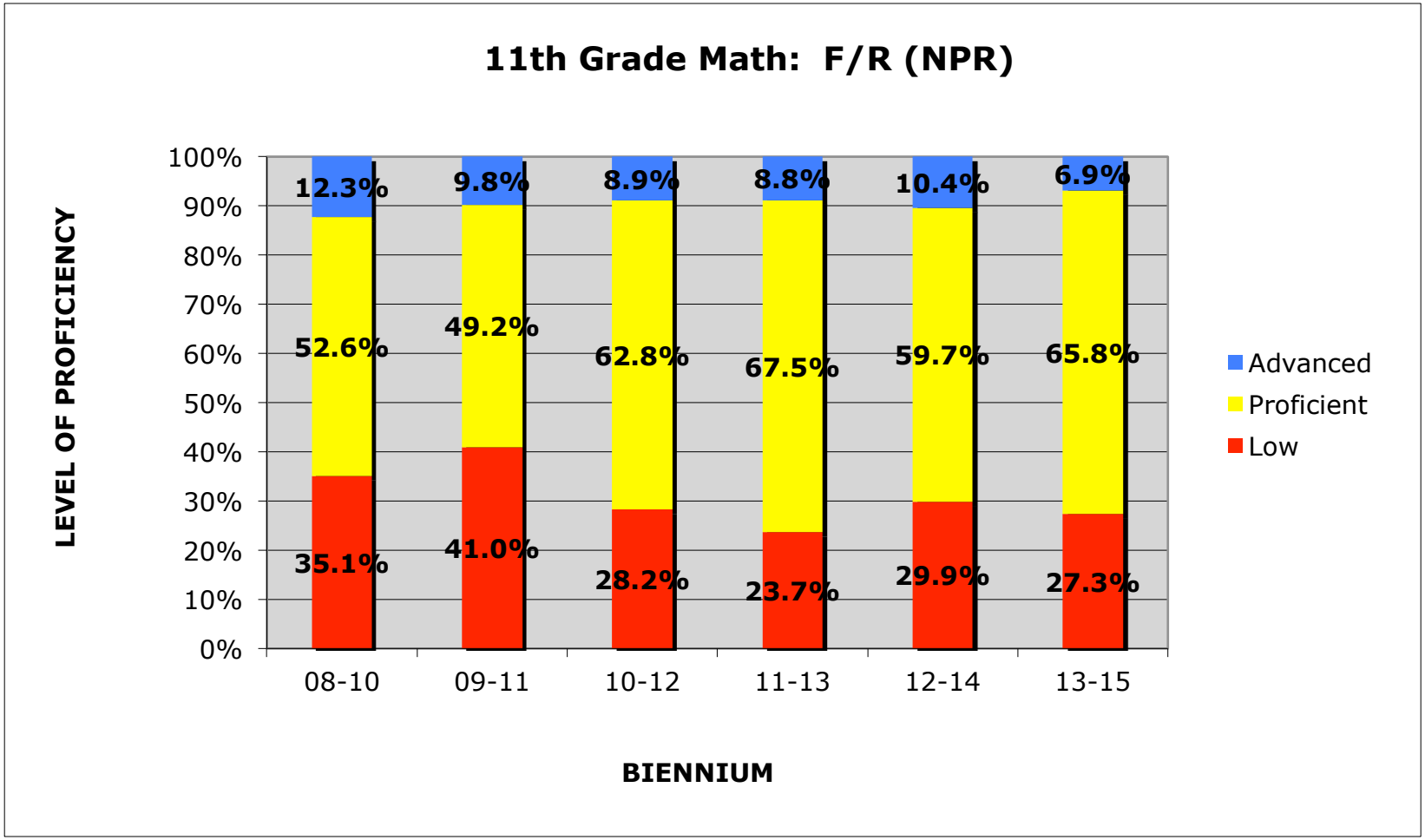
10th Math Common Core: Statistics & Probability



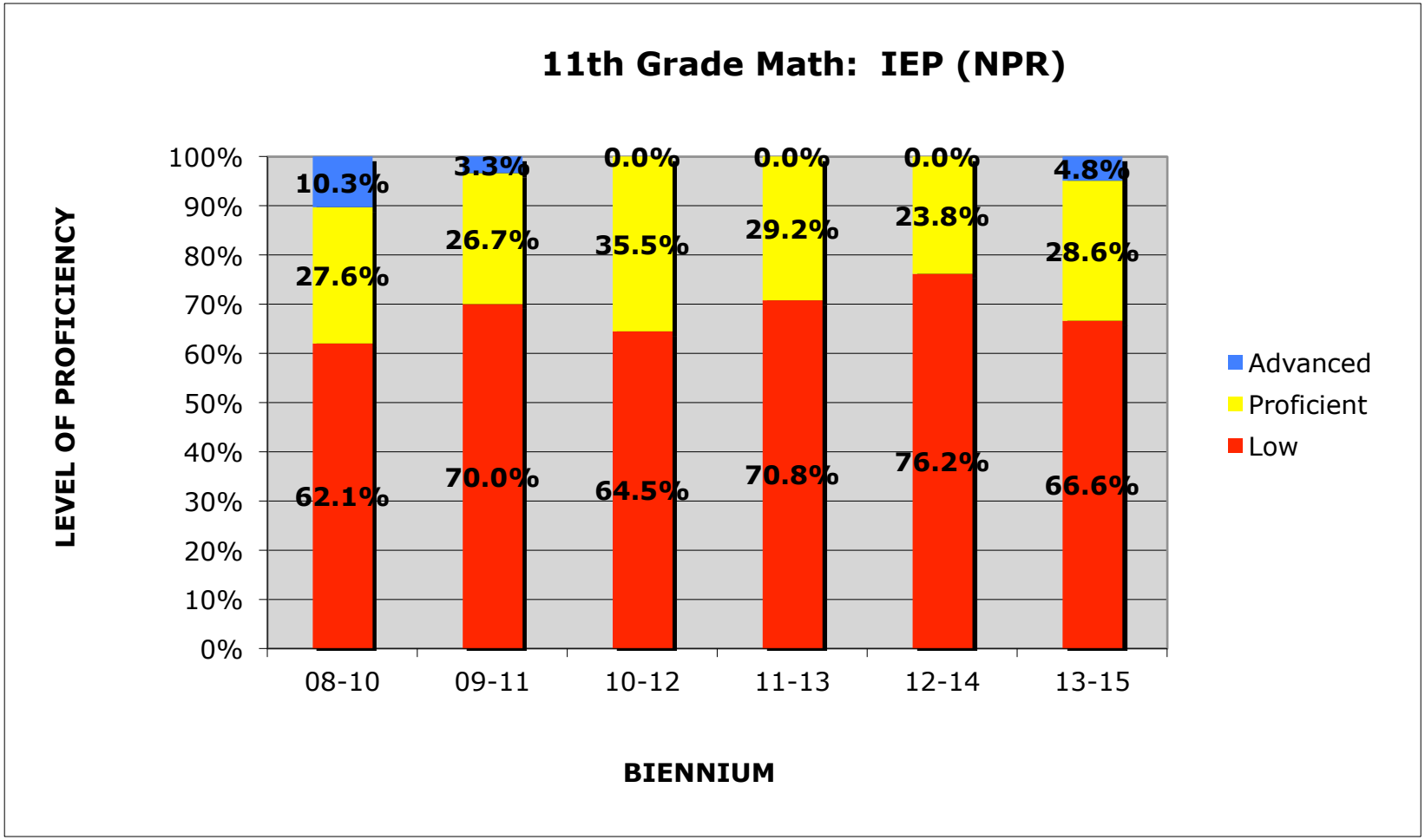
11th Math Biennium (ALL)



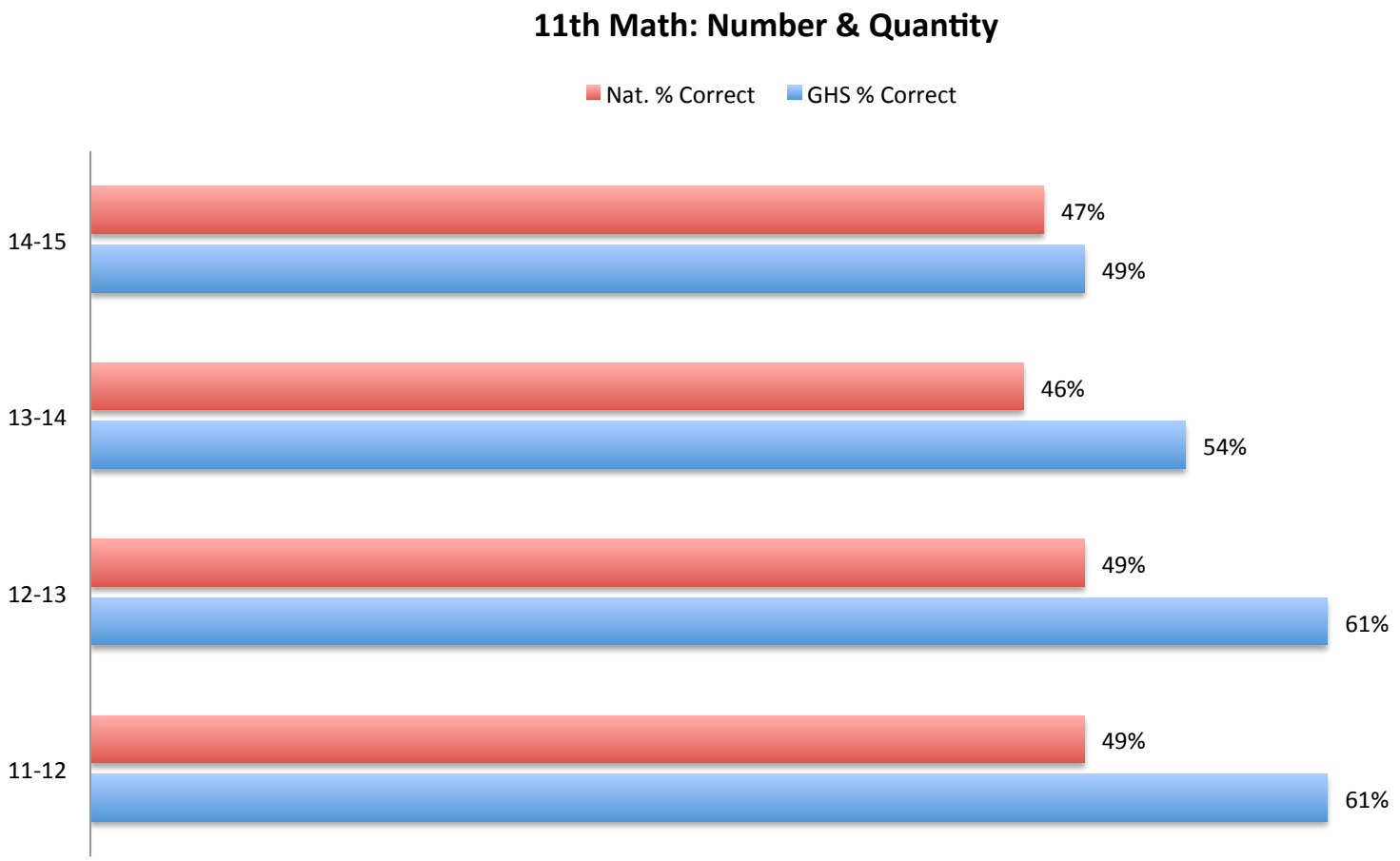
11th Math Biennium (Low SES)



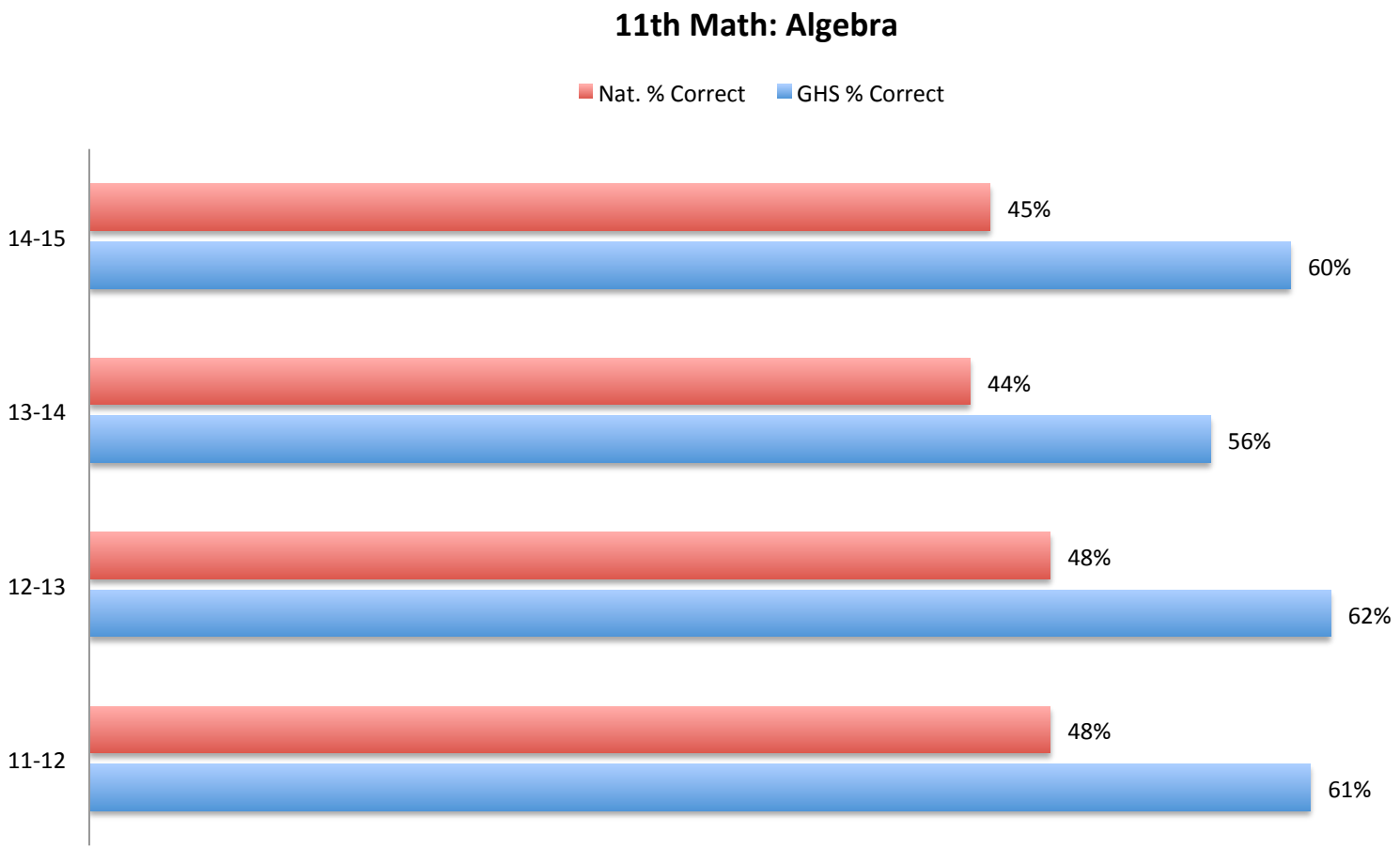
11th Math Biennium (IEP)



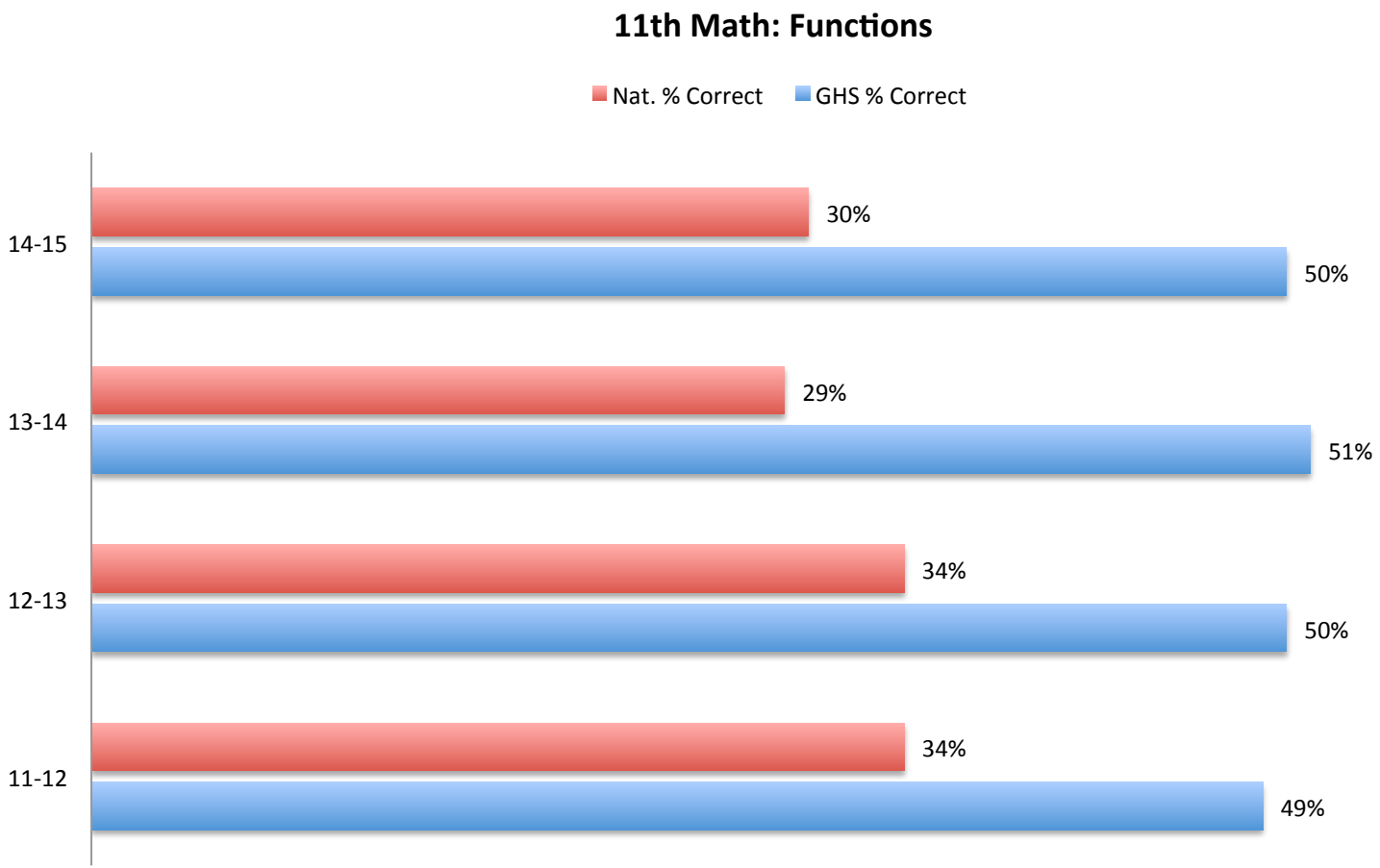
11th Math Common Core: Number & Quantity



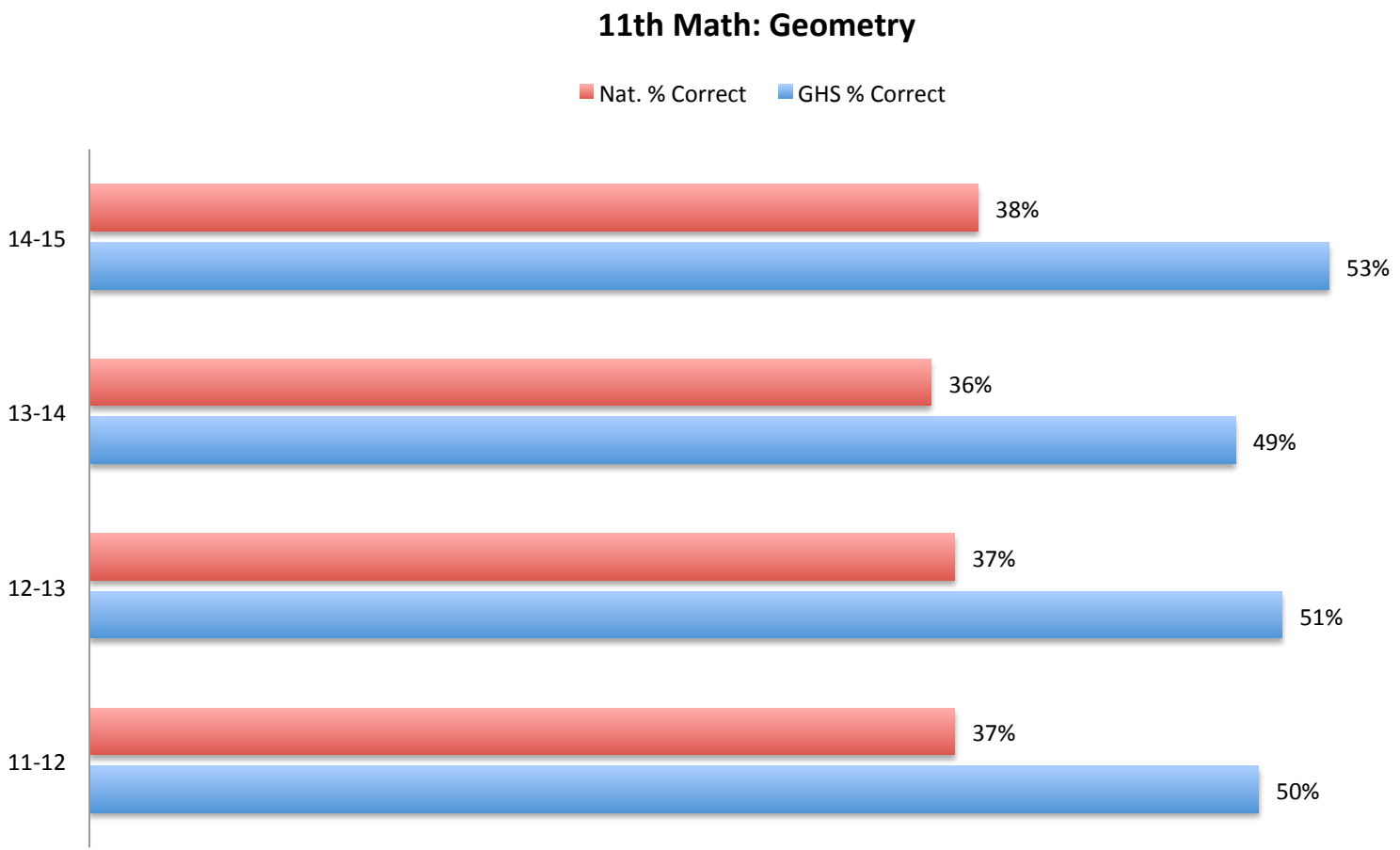
11th Math Common Core: Algebra



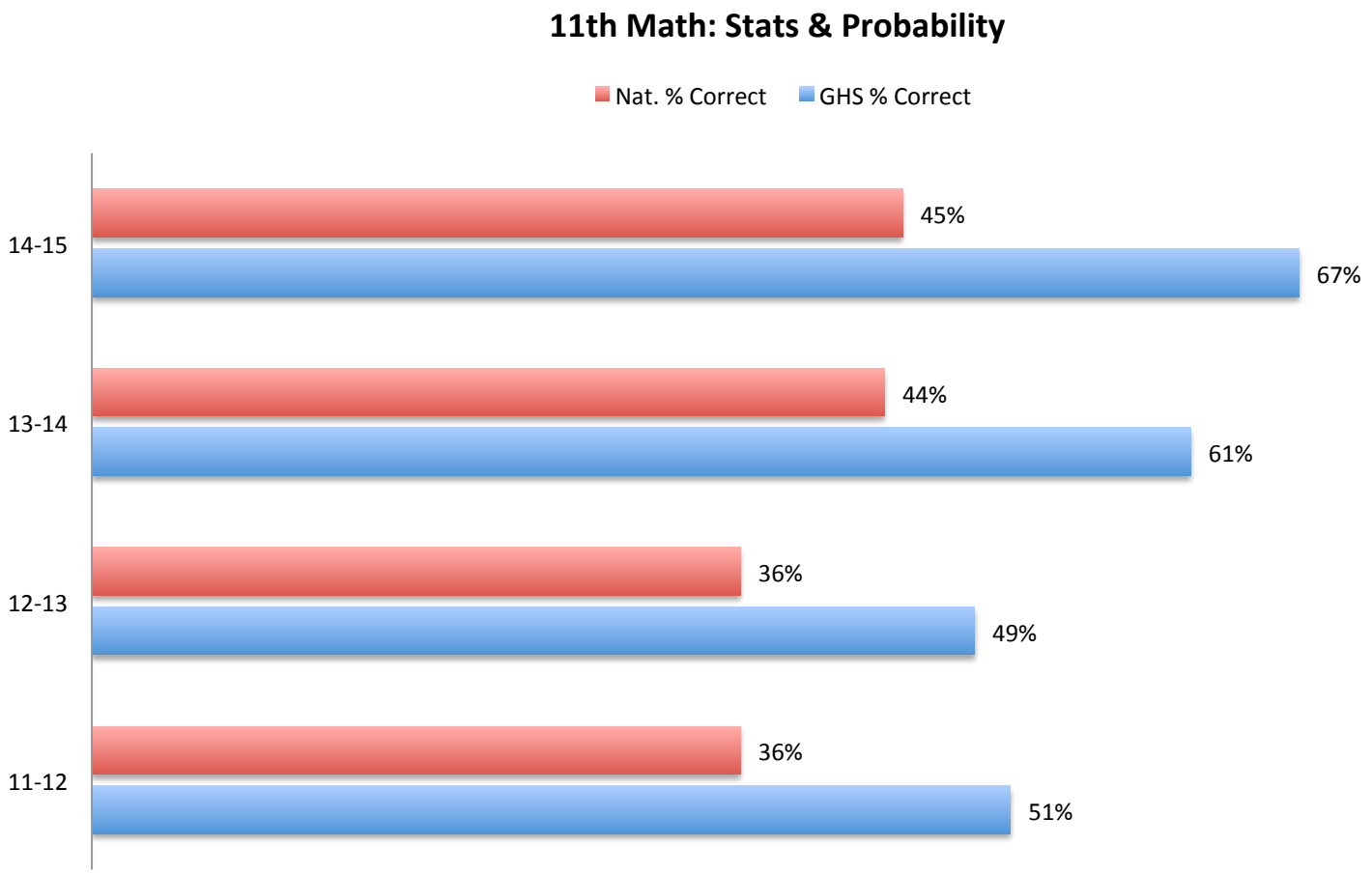
11th Math Common Core: Functions



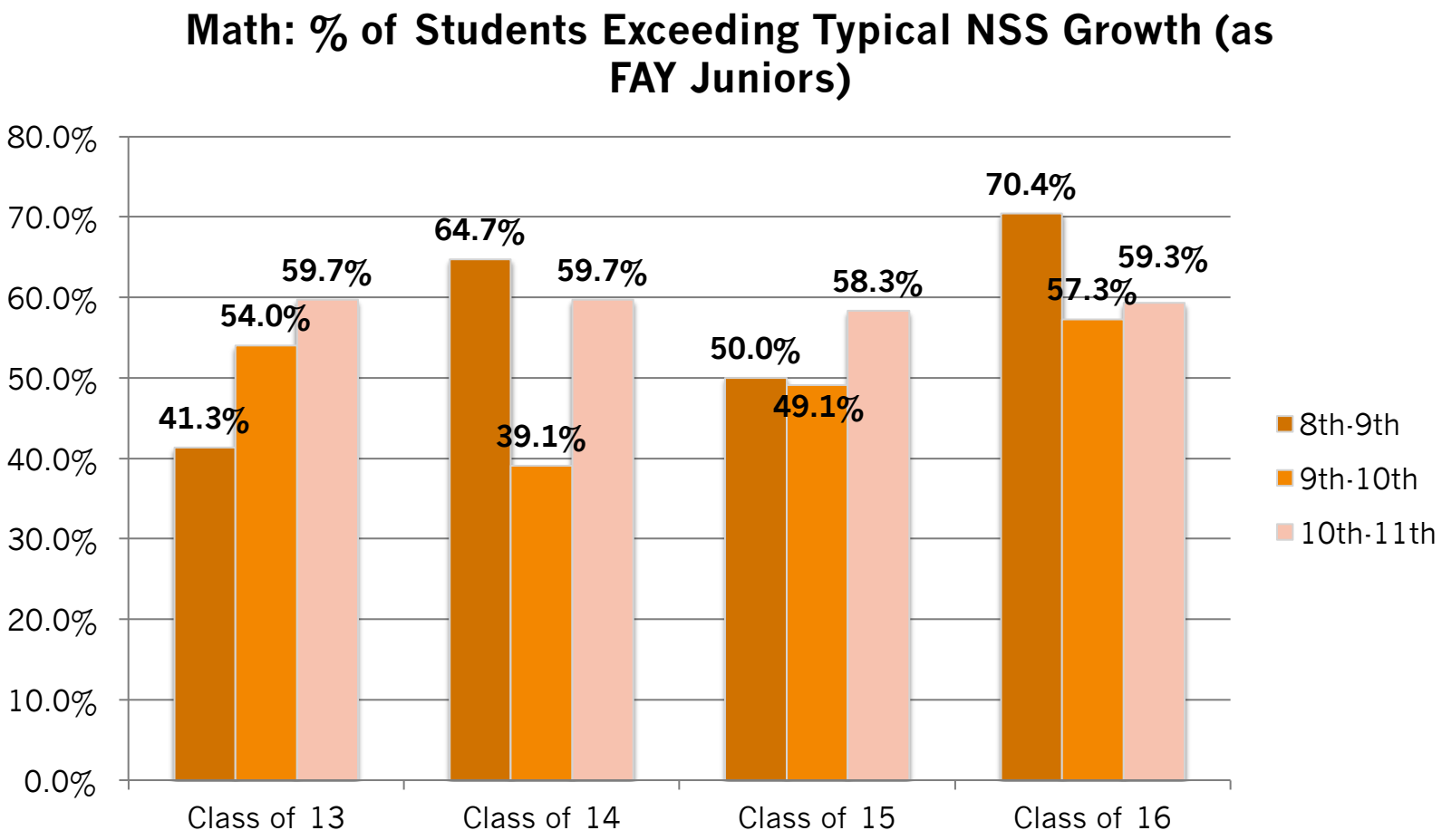
11th Math Common Core: Geometry



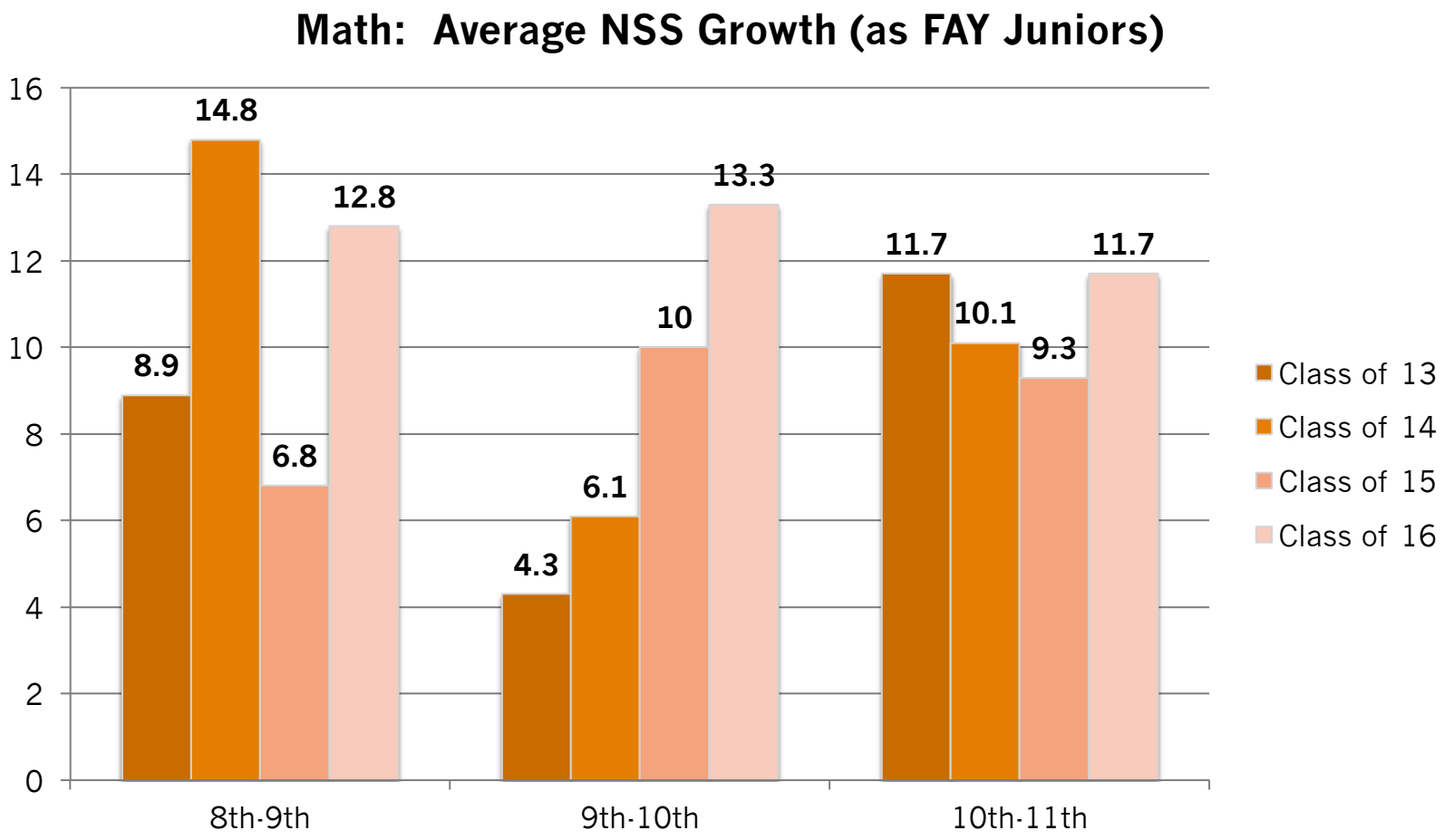
11th Math Common Core: Statistics & Probability



Math: Exceeding NSS Growth



Math: Average NSS Growth



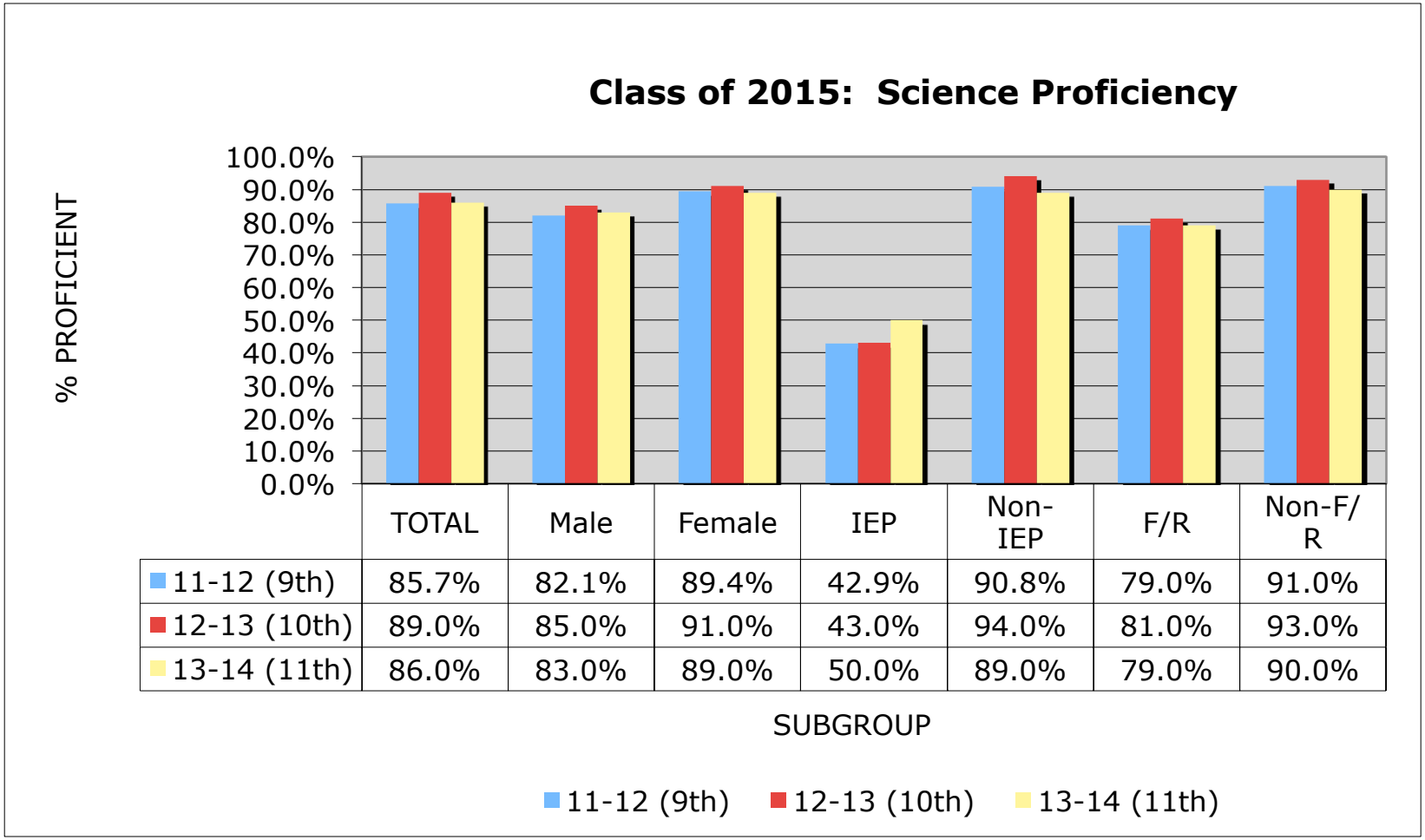
GHS Science Data (AIG)

9th Grade (14-15)	Improved NSS	Met/Exceeded NSS Growth	Avg. NSS Growth
147 (FAY Students)	71.4%	63.9%	21.0 Points

10th Grade (14-15)	Improved NSS	Met/Exceeded NSS Growth	Avg. NSS Growth
99 (FAY Students)	68.7%	57.6%	6.1 Points

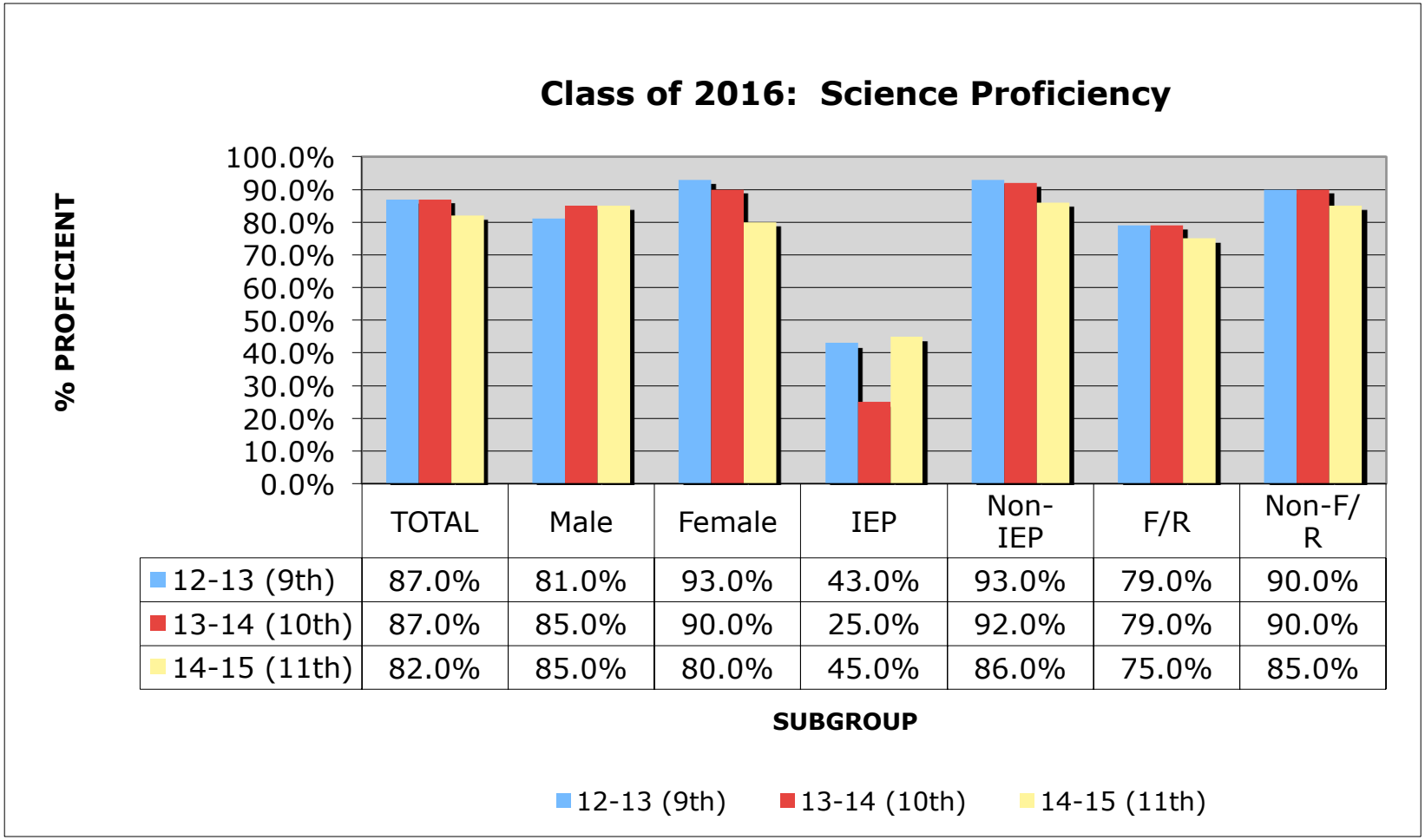
11th Grade (14-15)	Improved NSS	Met/Exceeded NSS Growth	Avg. NSS Growth
107 (FAY Students)	72.9%	63.6%	12.9 Points

Science Proficiency: Class of 2015



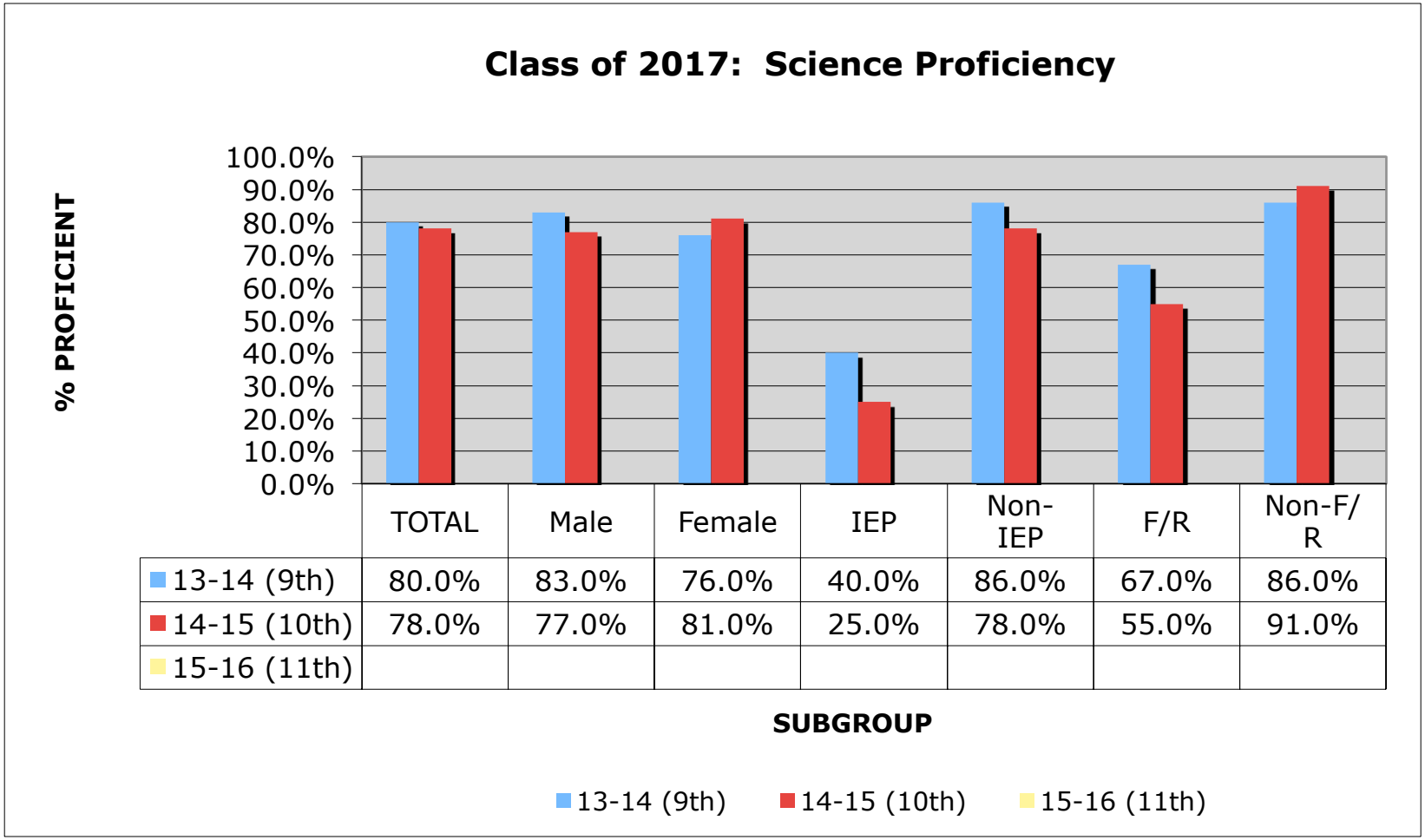
	TOTAL	Male	Female	IEP	Non-IEP	F/R	Non-F/R
11-12 (9th)	85.7%	82.1%	89.4%	42.9%	90.8%	79.0%	91.0%
12-13 (10th)	89.0%	85.0%	91.0%	43.0%	94.0%	81.0%	93.0%
13-14 (11th)	86.0%	83.0%	89.0%	50.0%	89.0%	79.0%	90.0%

Science Proficiency: Class of 2016



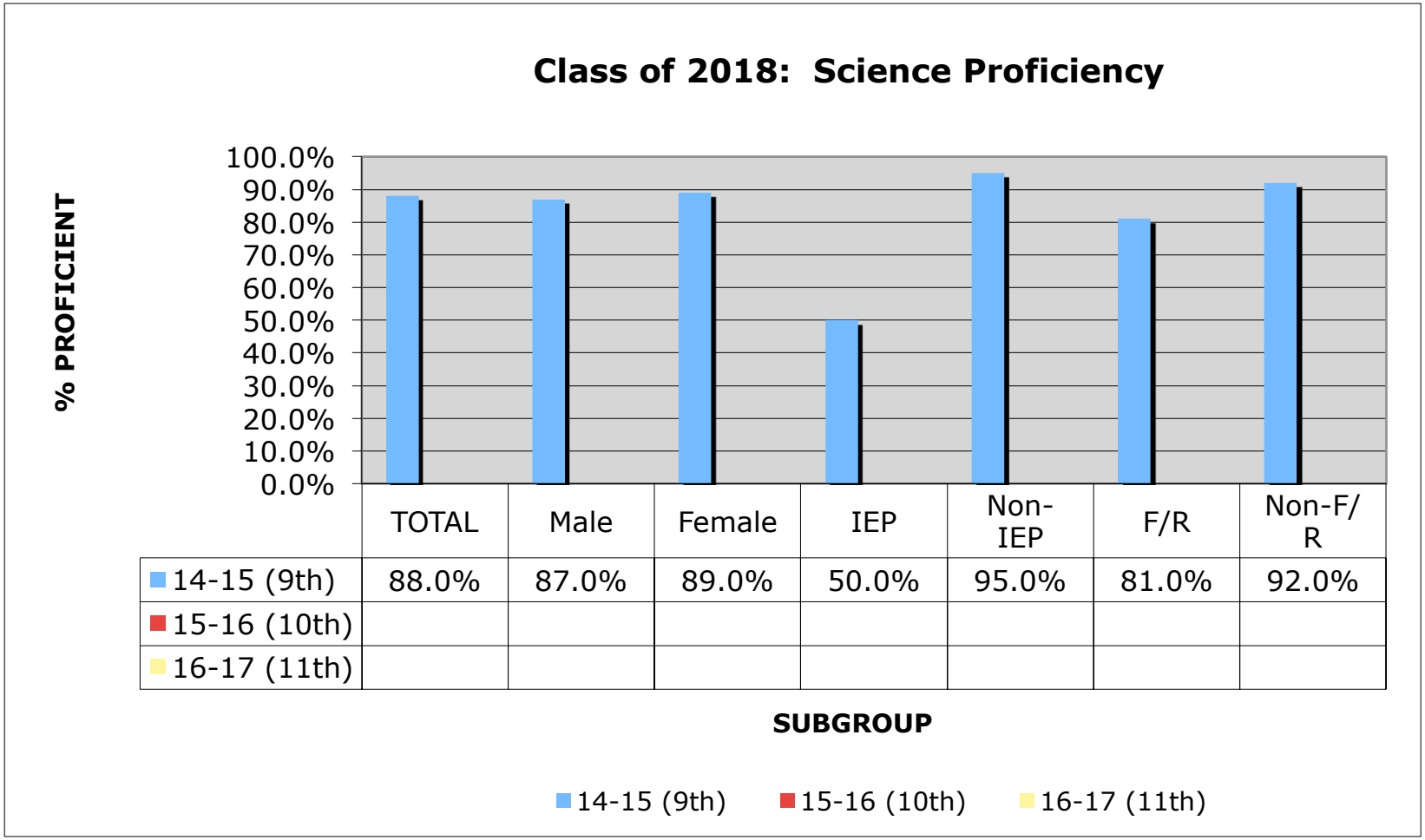
	TOTAL	Male	Female	IEP	Non-IEP	F/R	Non-F/R
12-13 (9th)	87.0%	81.0%	93.0%	43.0%	93.0%	79.0%	90.0%
13-14 (10th)	87.0%	85.0%	90.0%	25.0%	92.0%	79.0%	90.0%
14-15 (11th)	82.0%	85.0%	80.0%	45.0%	86.0%	75.0%	85.0%

Science Proficiency: Class of 2017



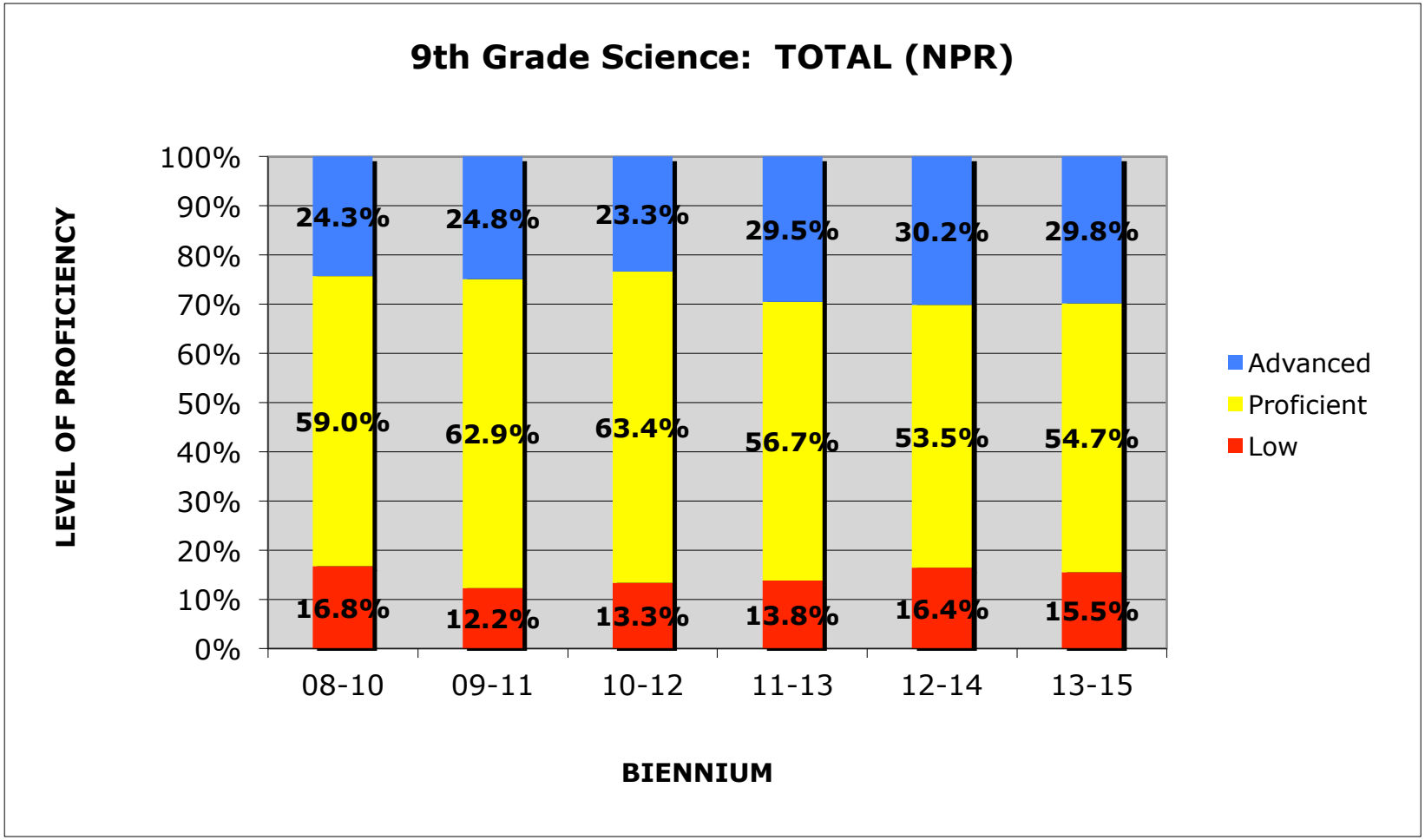
	TOTAL	Male	Female	IEP	Non-IEP	F/R	Non-F/R
13-14 (9th)	80.0%	83.0%	76.0%	40.0%	86.0%	67.0%	86.0%
14-15 (10th)	78.0%	77.0%	81.0%	25.0%	78.0%	55.0%	91.0%
15-16 (11th)							

Science Proficiency: Class of 2018

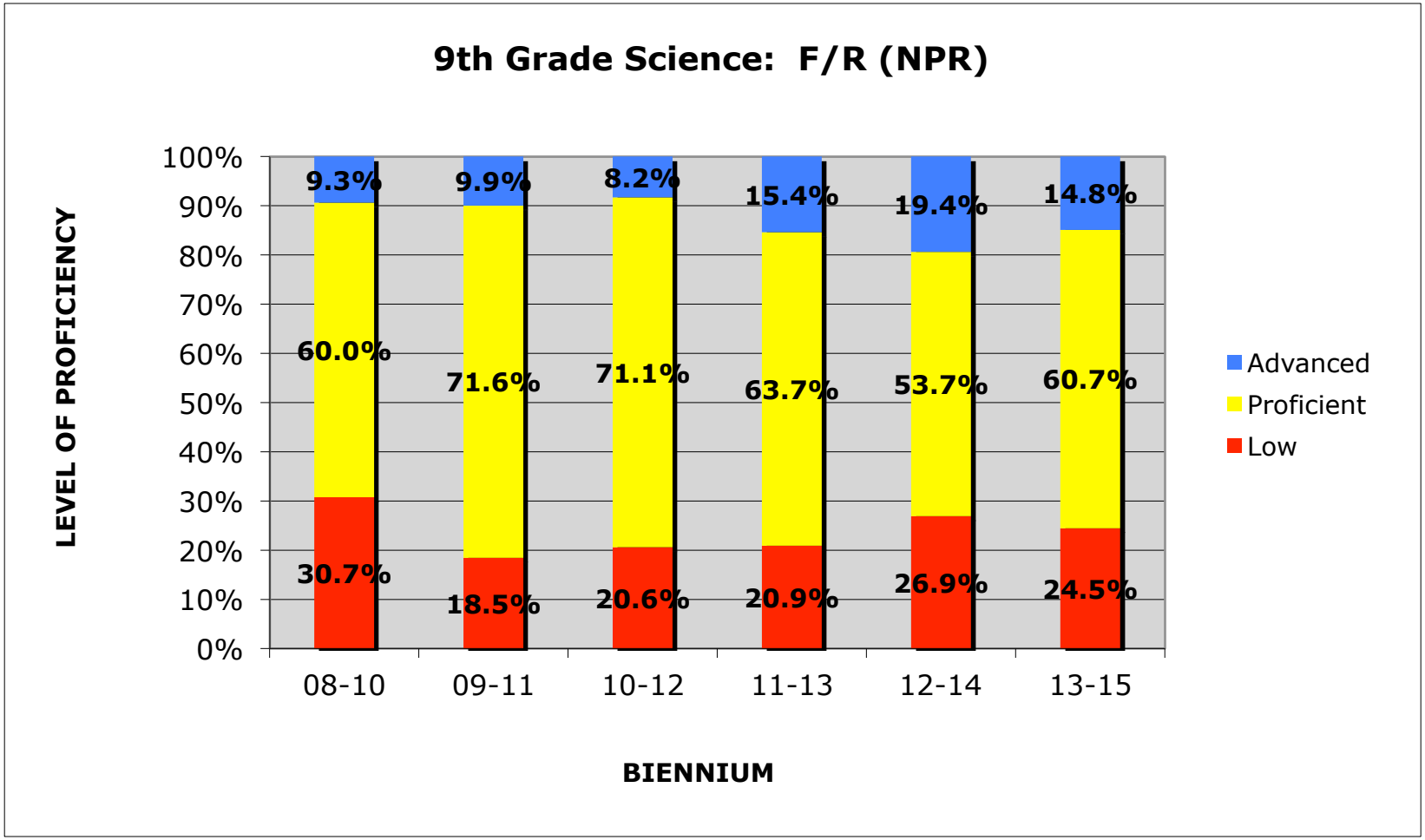


	TOTAL	Male	Female	IEP	Non-IEP	F/R	Non-F/R
14-15 (9th)	88.0%	87.0%	89.0%	50.0%	95.0%	81.0%	92.0%
15-16 (10th)							
16-17 (11th)							

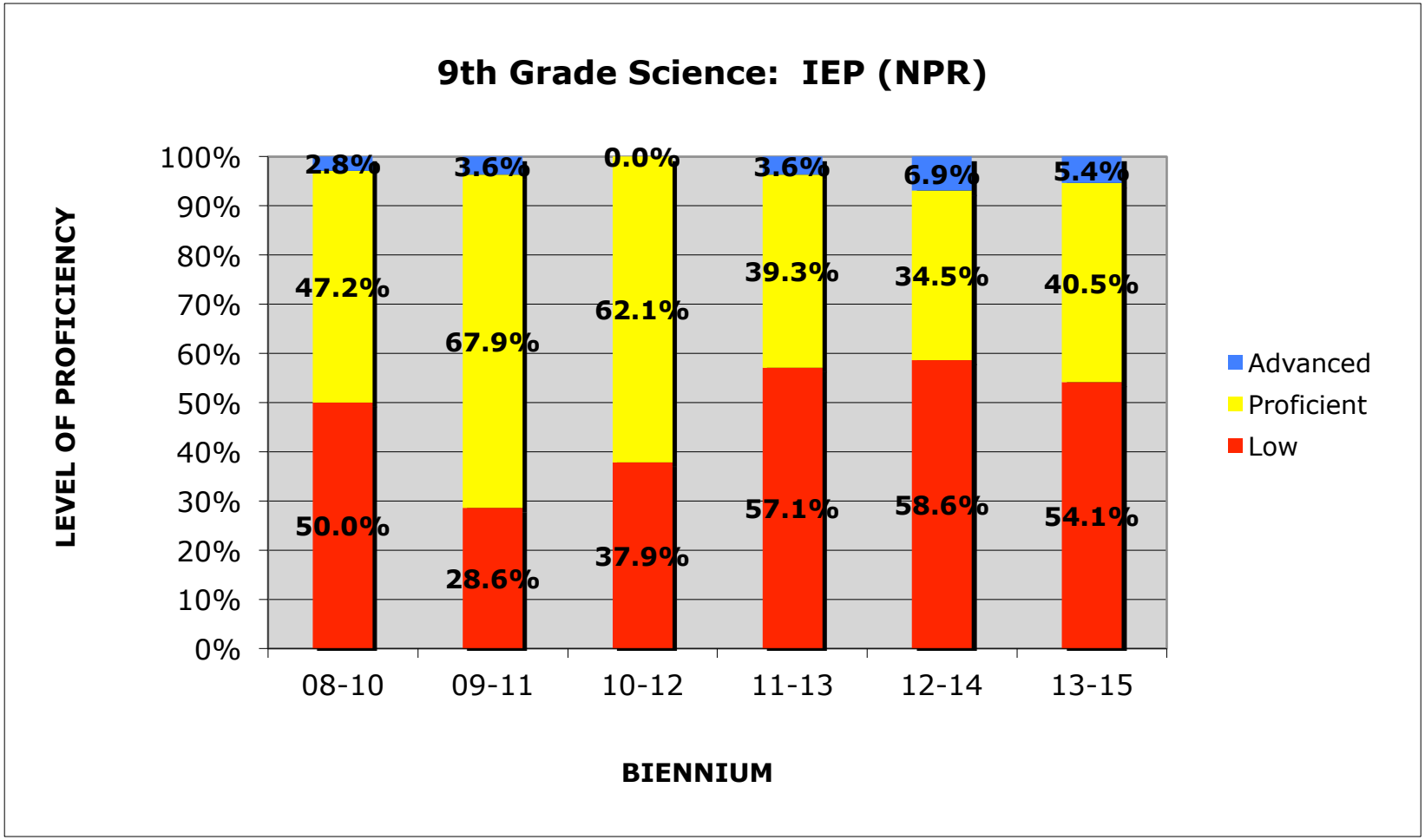
9th Science Biennium (ALL)



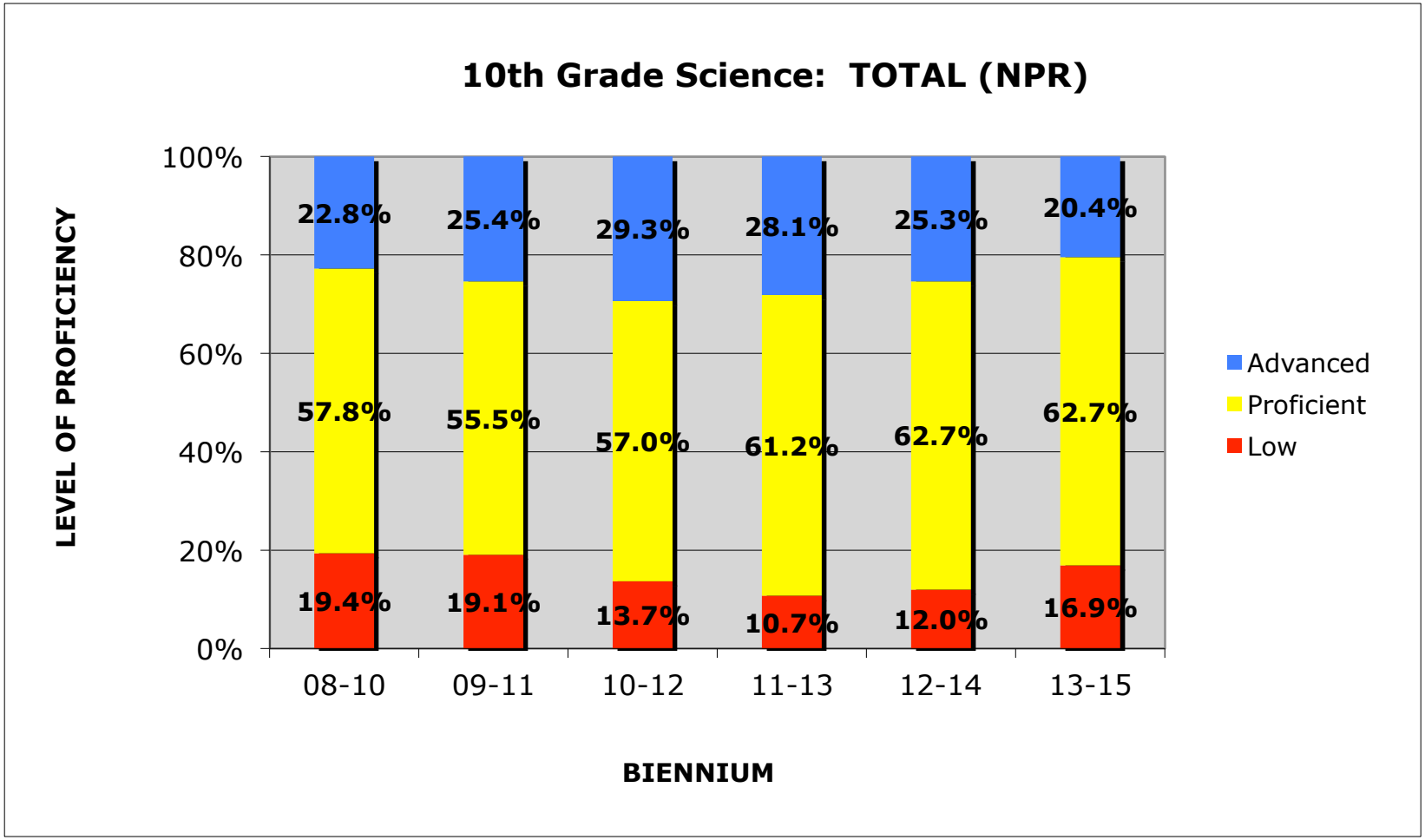
9th Science Biennium (Low SES)



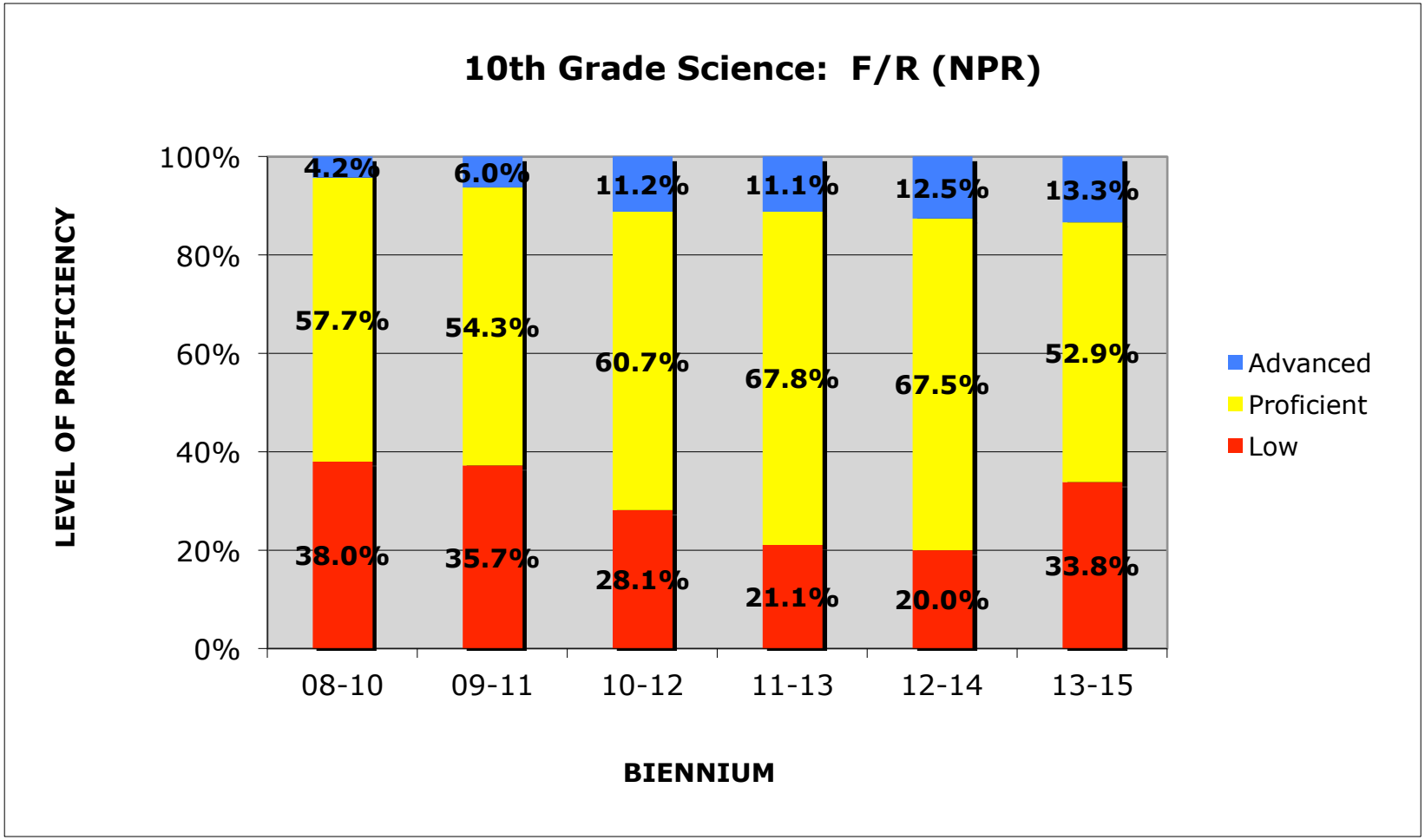
9th Science Biennium (IEP)



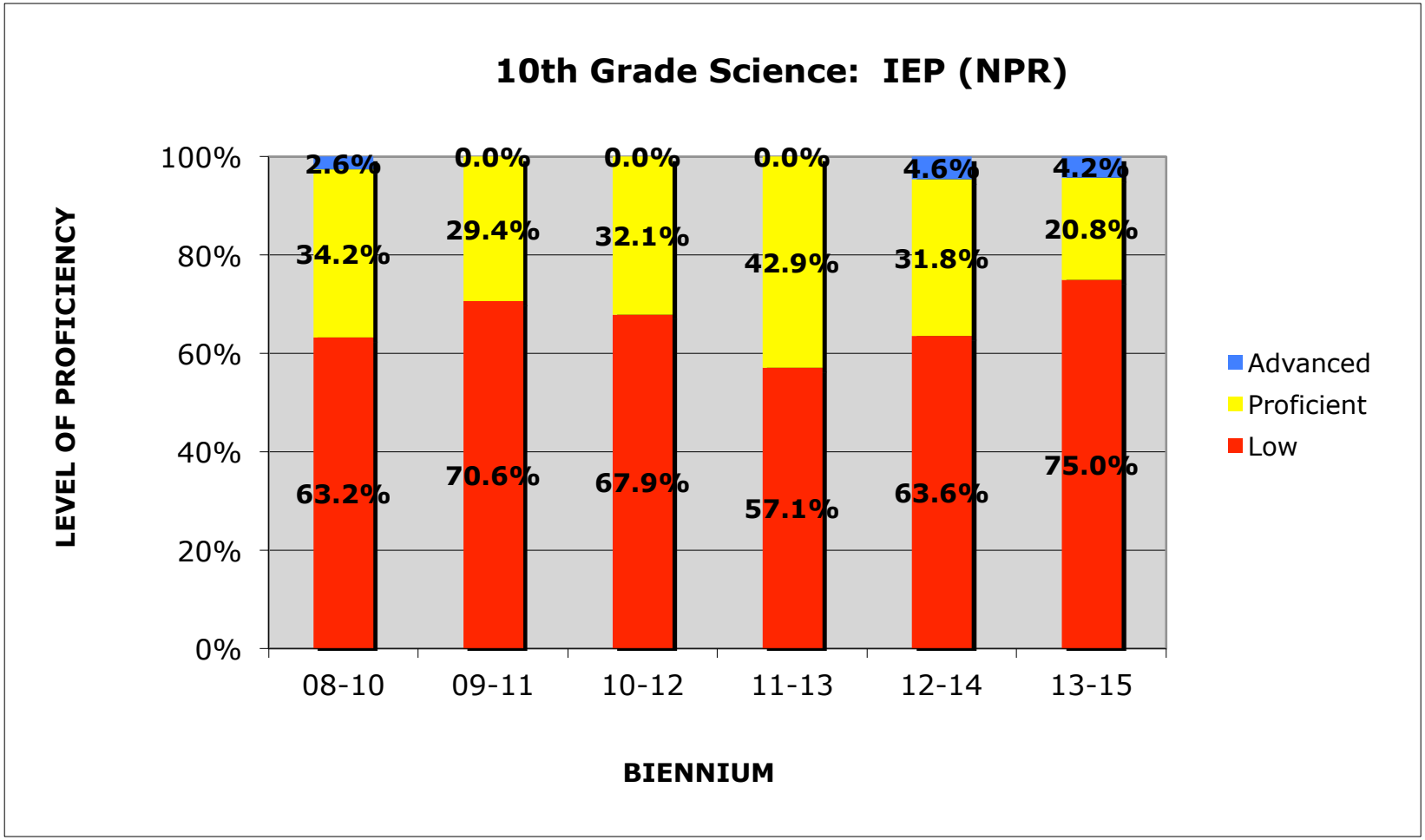
10th Science Biennium (ALL)



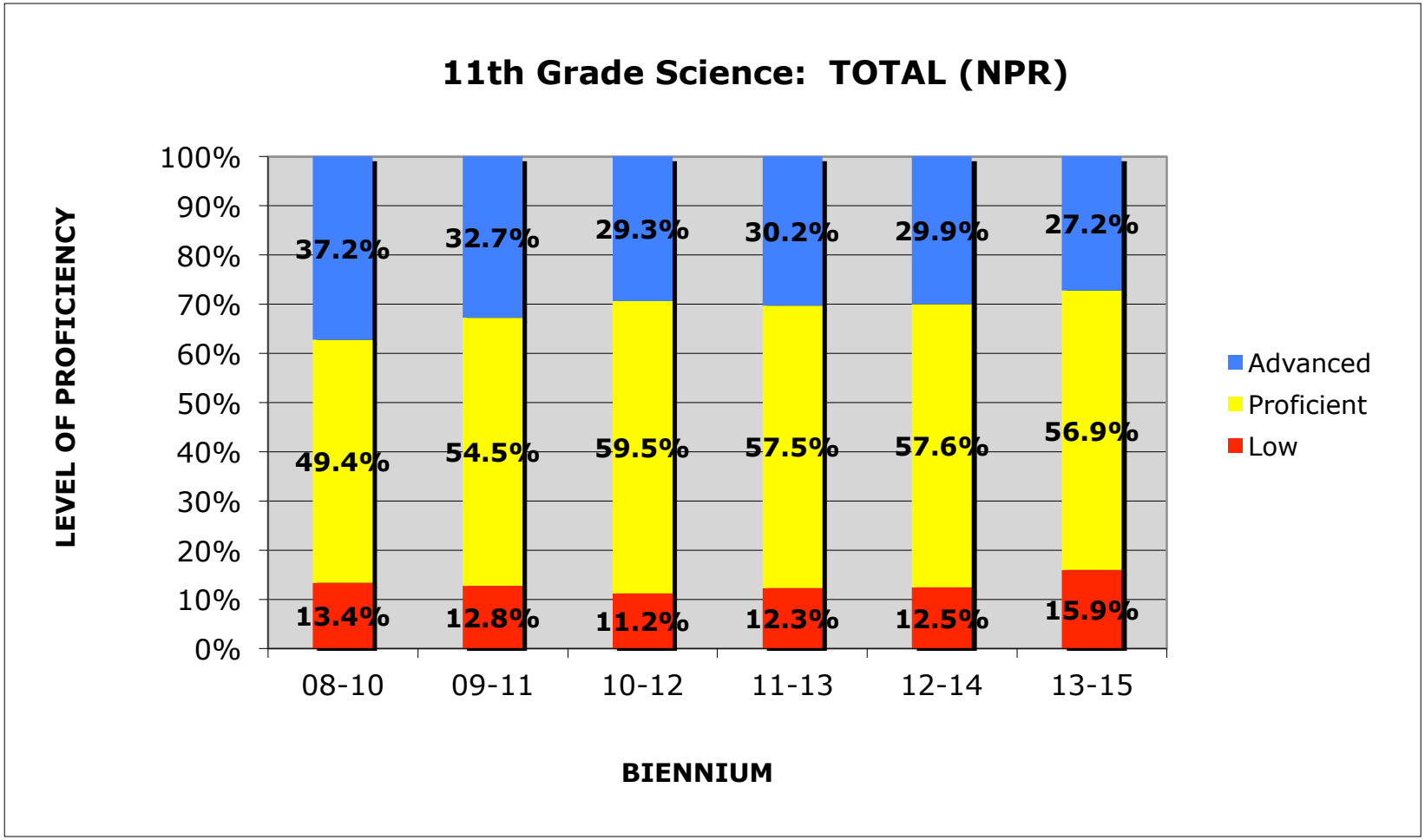
10th Science Biennium (Low SES)



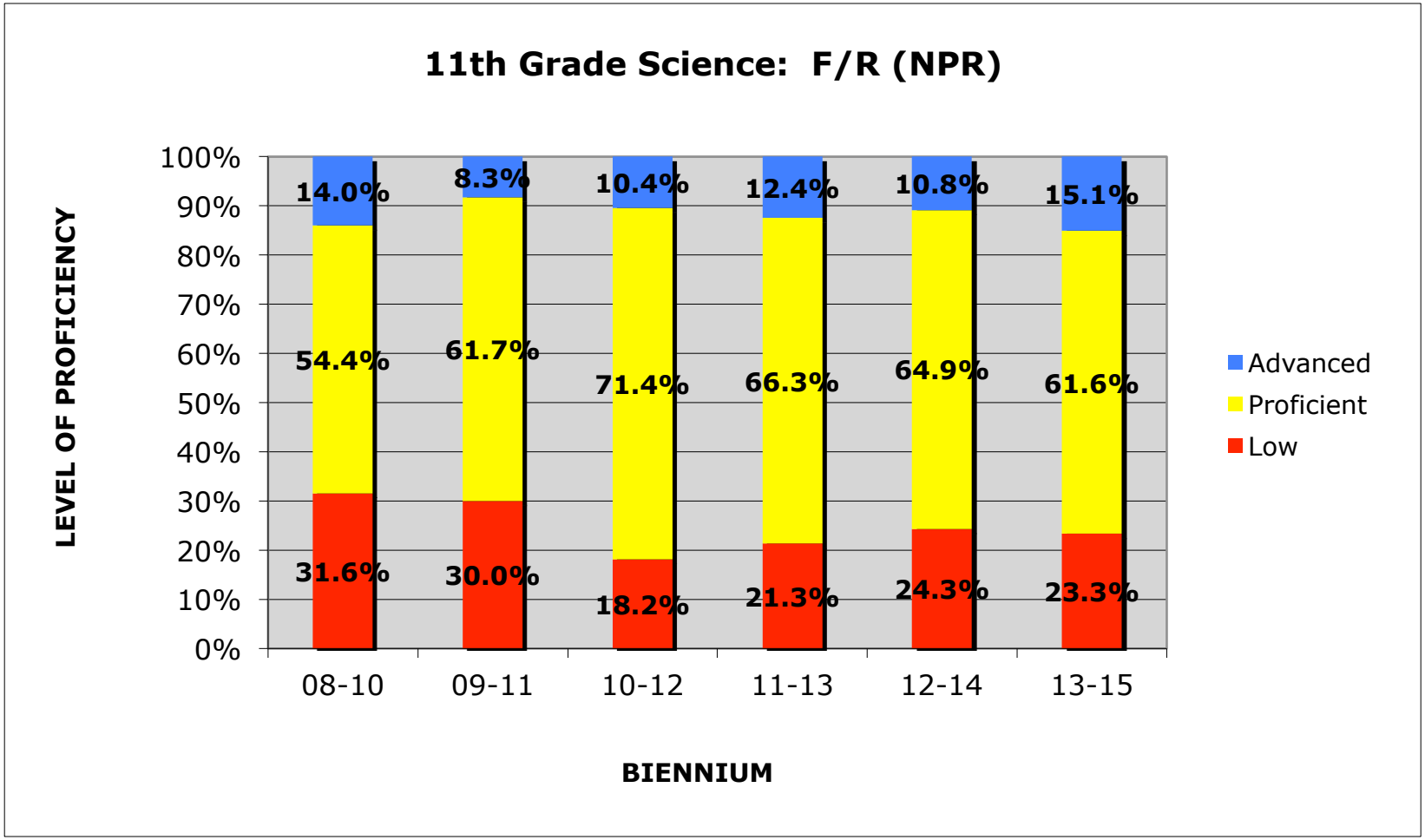
10th Science Biennium (IEP)



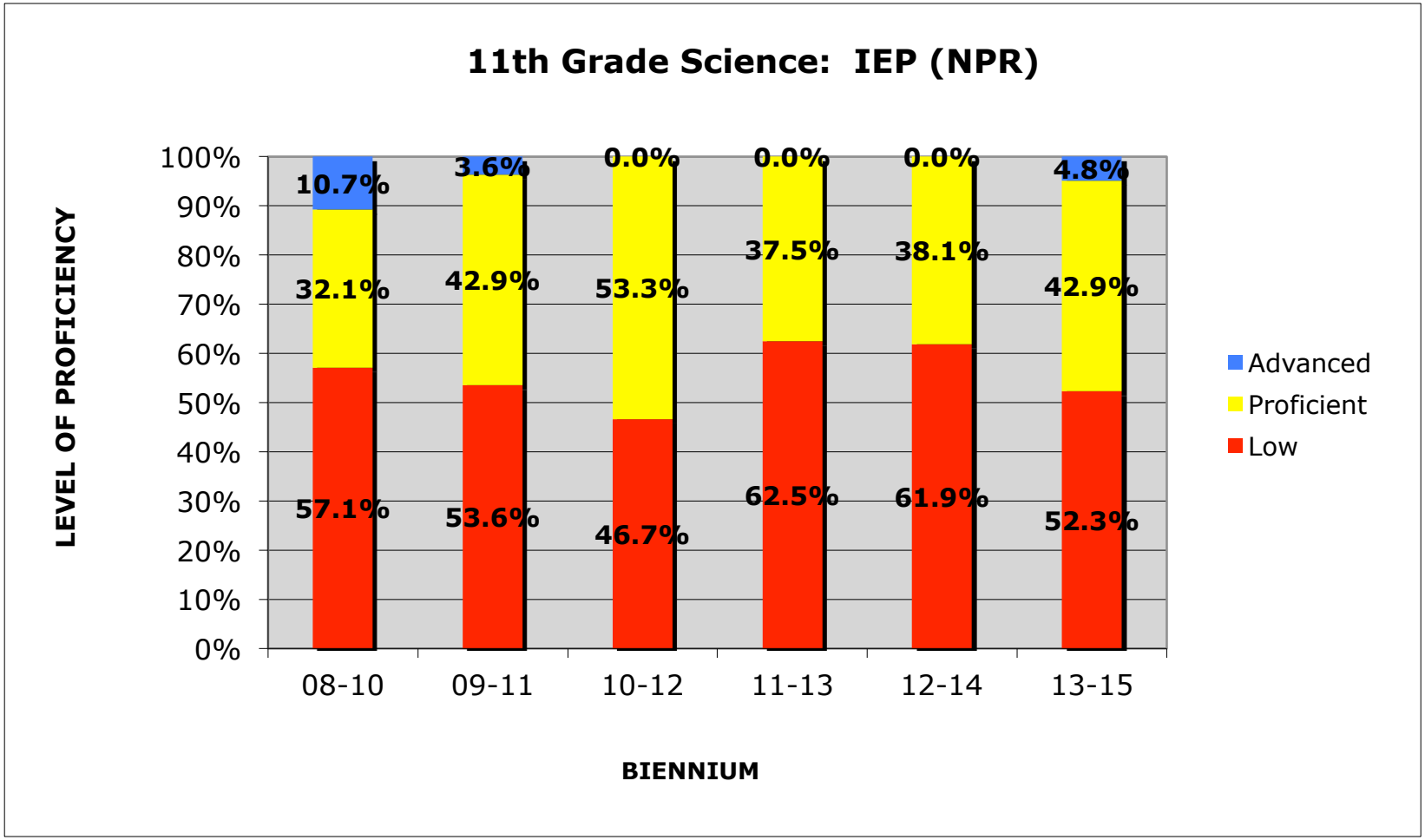
11th Science Biennium (ALL)



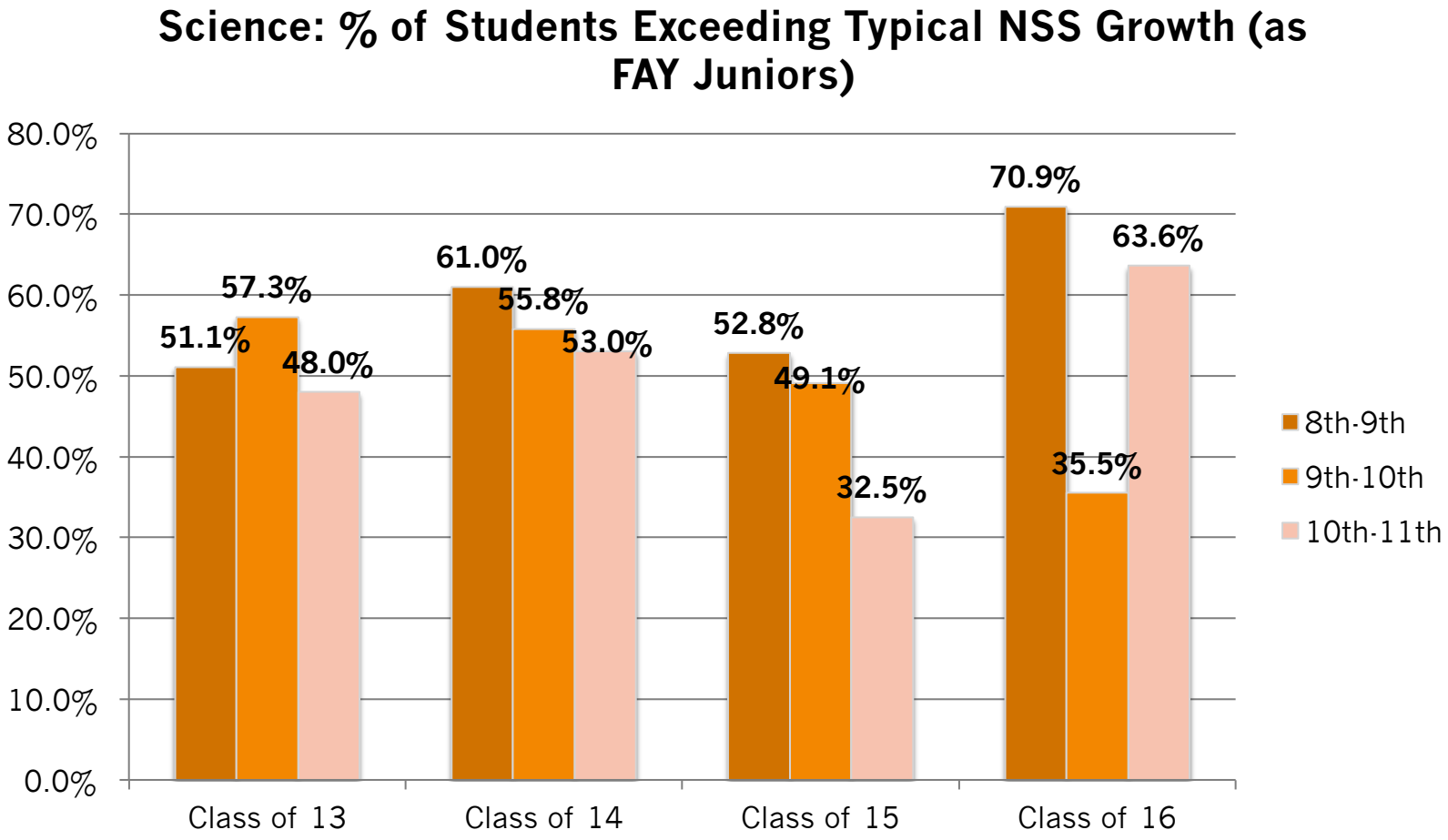
11th Science Biennium (Low SES)



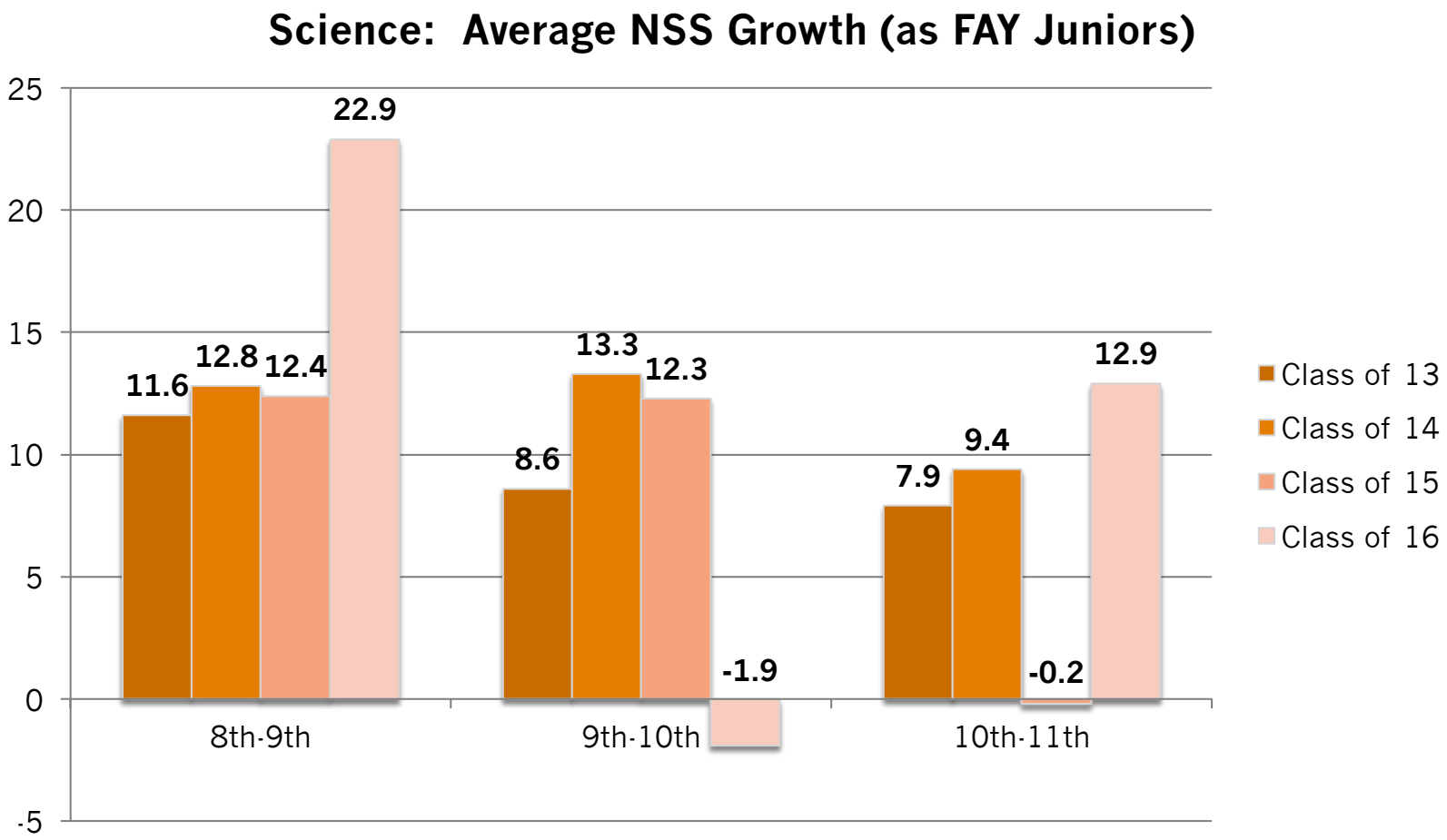
11th Science Biennium (IEP)



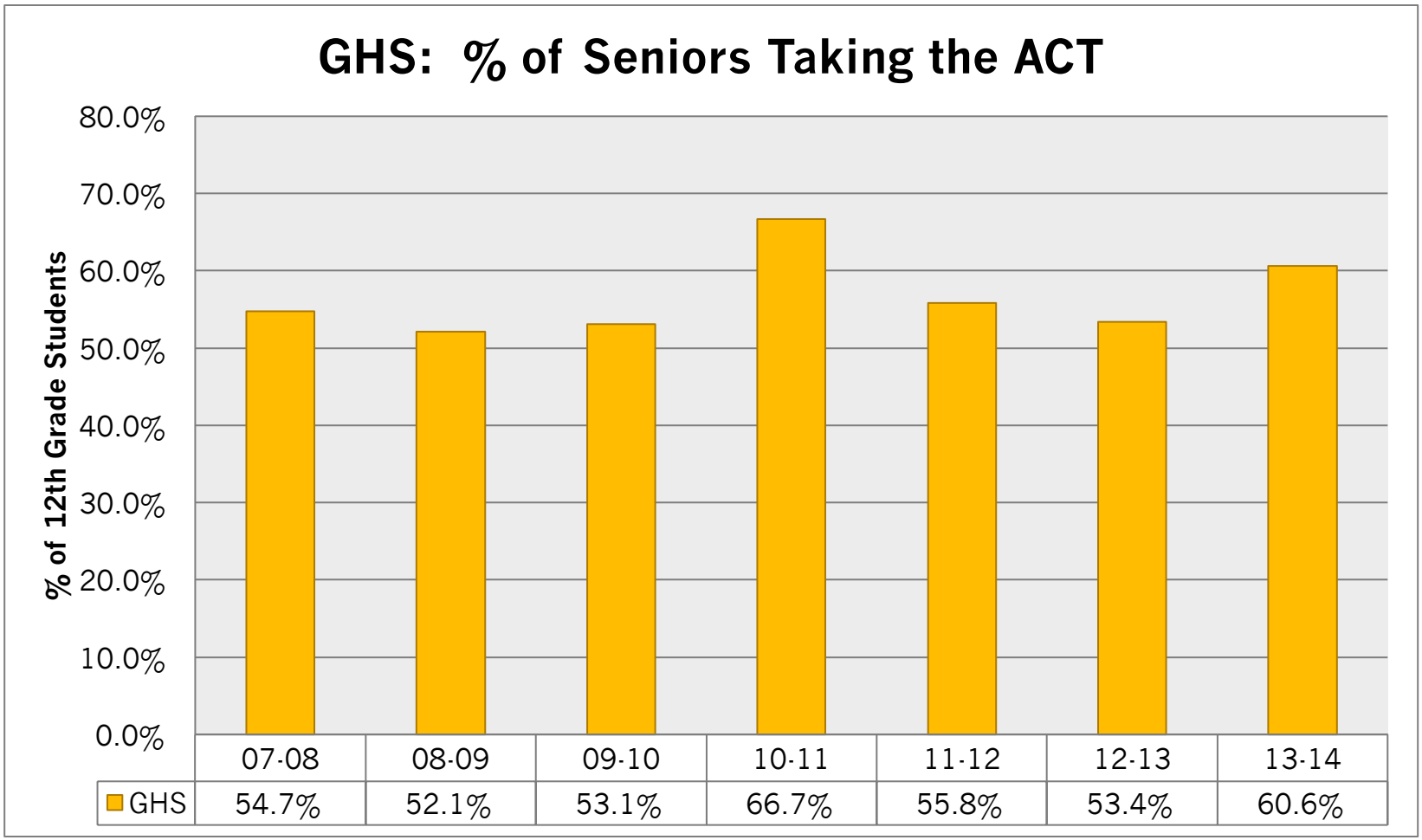
Science: Exceeding NSS Growth



Science: Average NSS Growth



ACT Data (Does not include 14-15)



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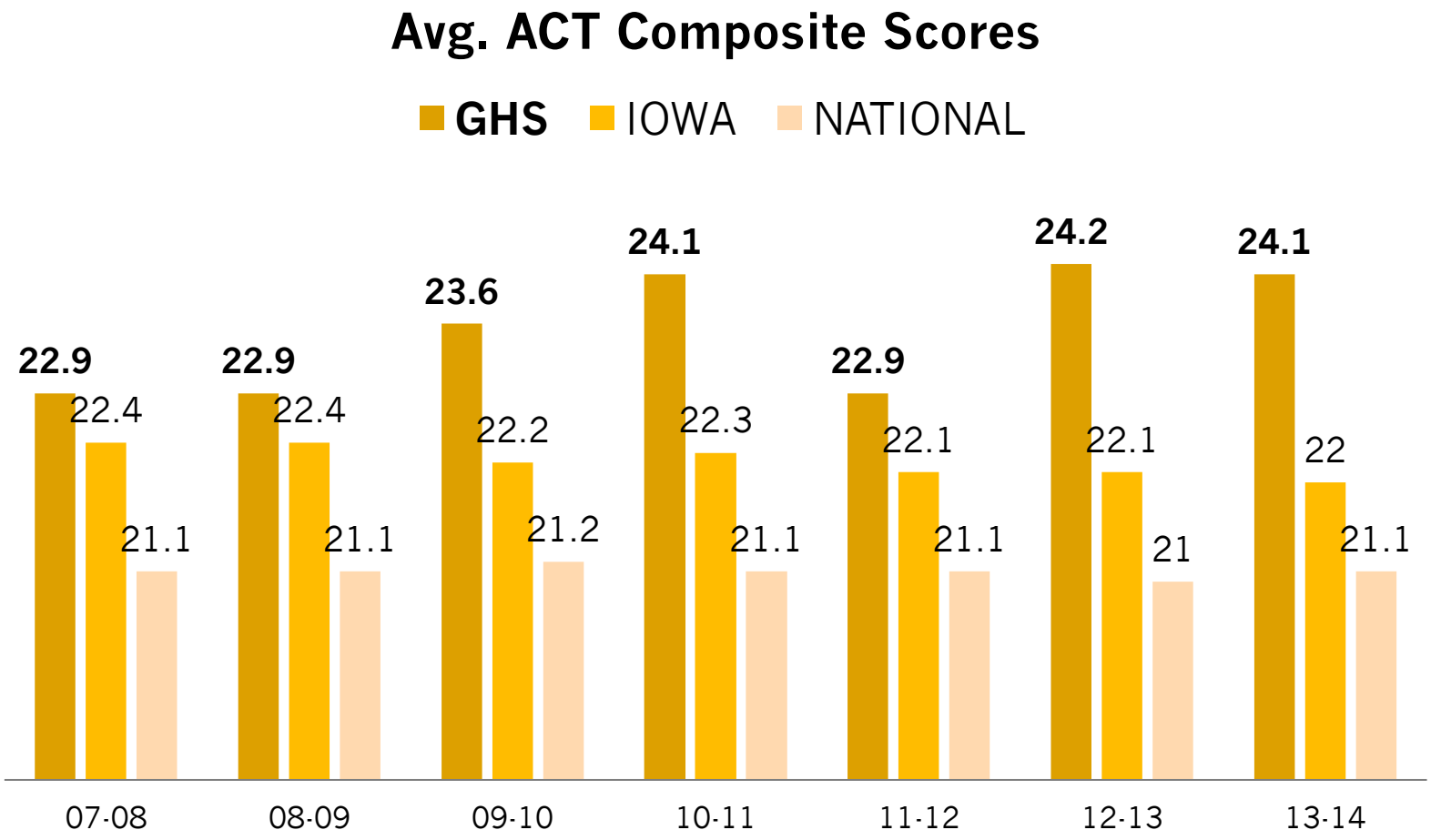
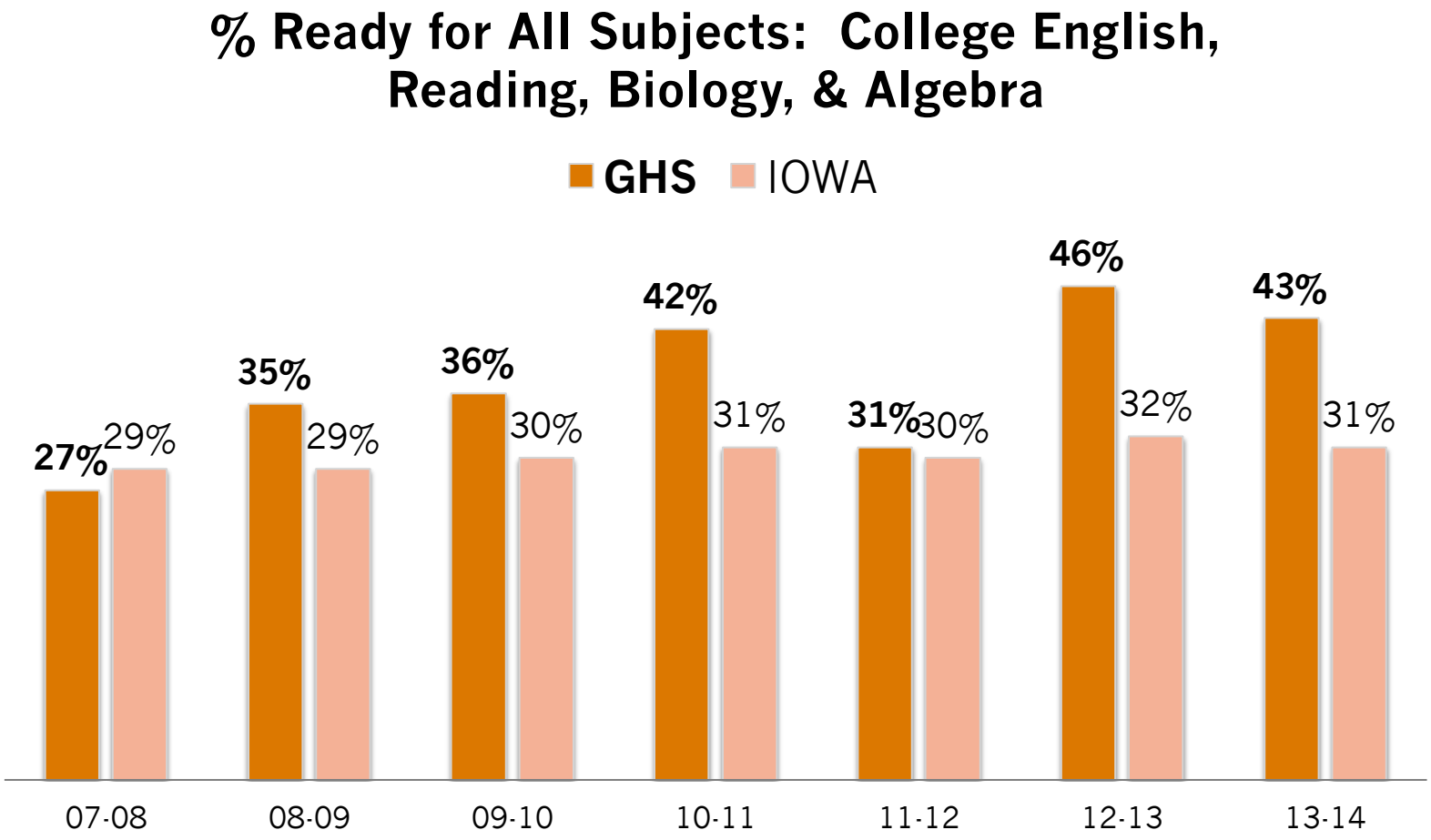
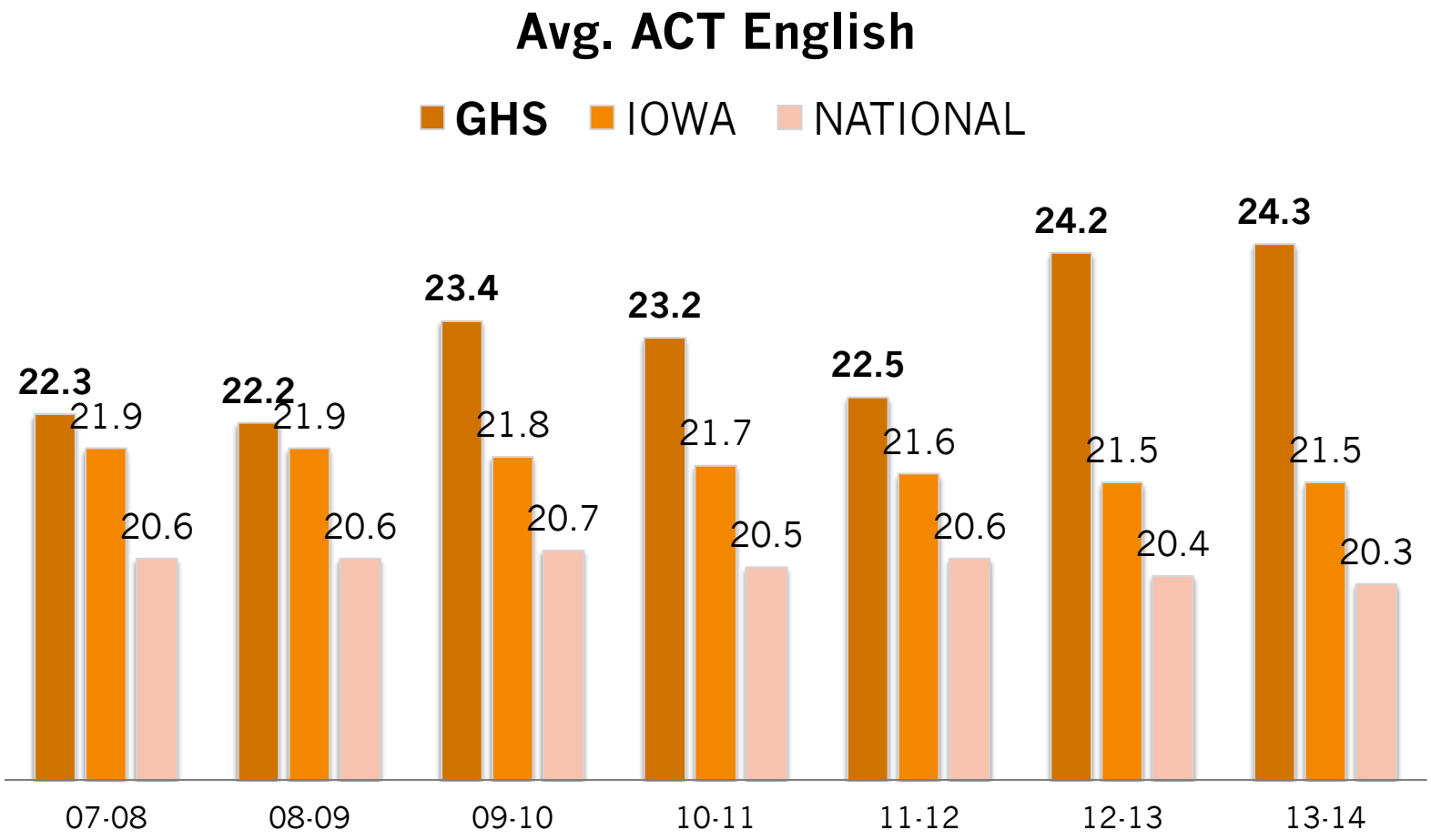


ACT Data (Does not include 14-15)



ACT Data (Does not include 14-15)



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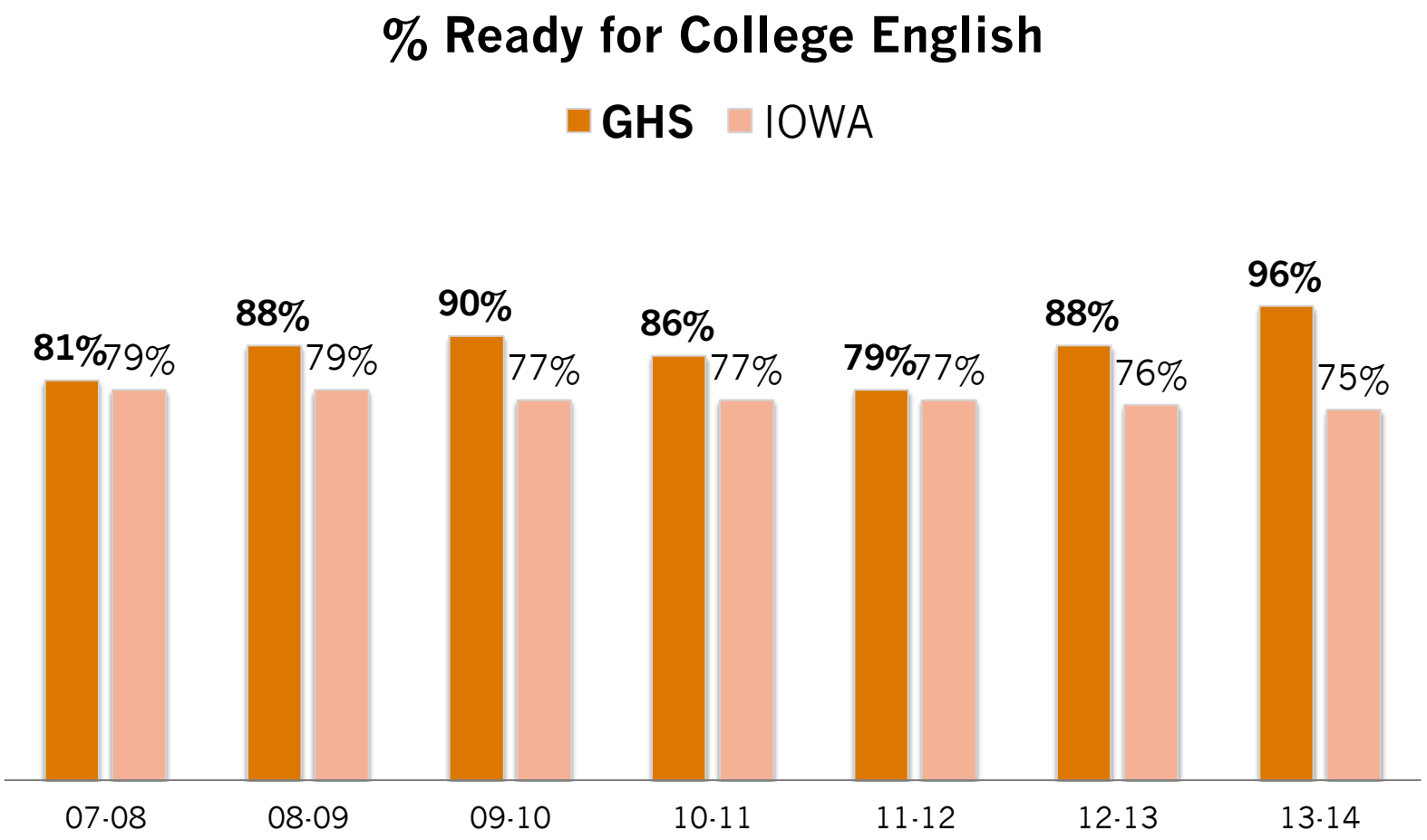

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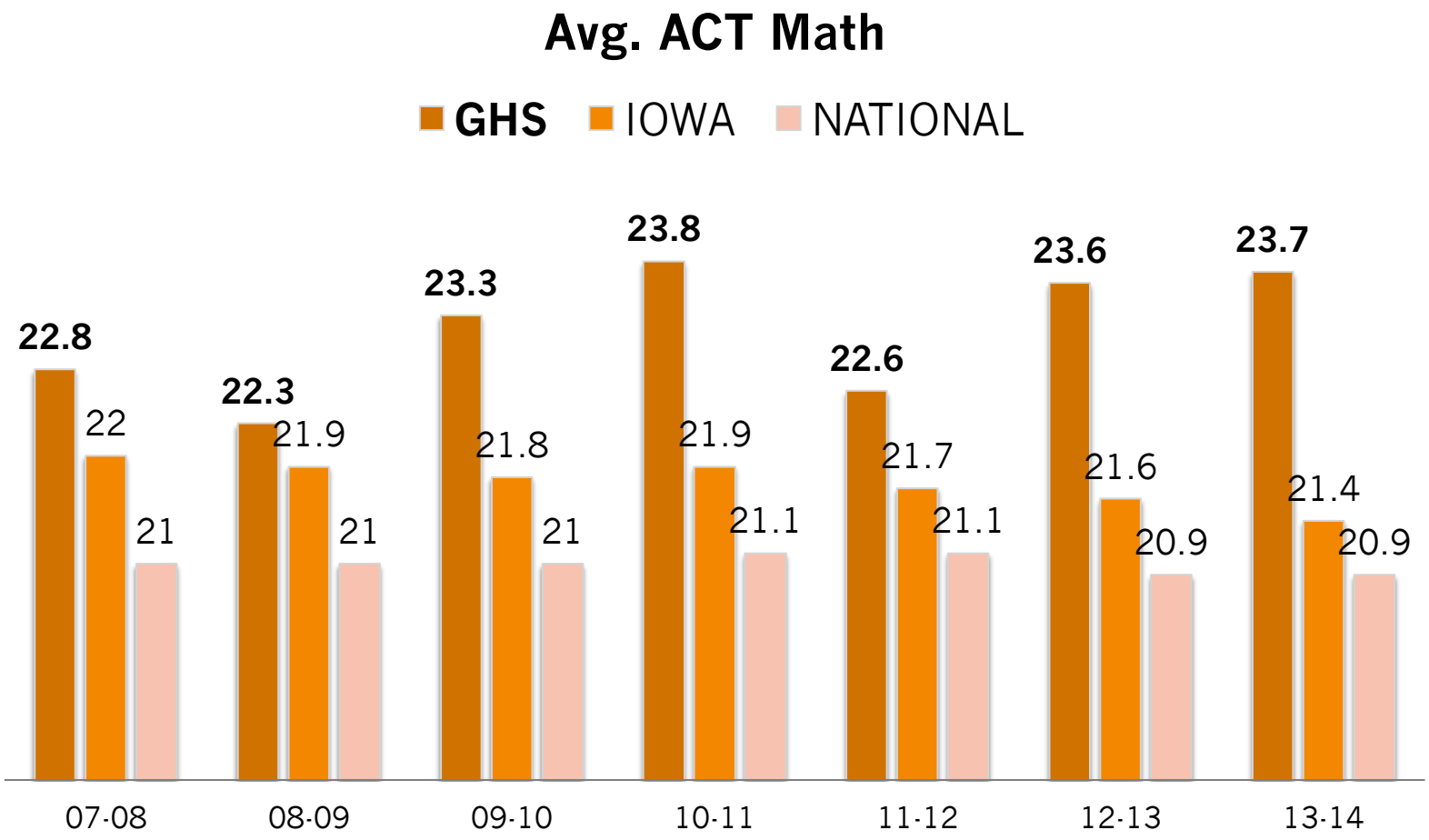
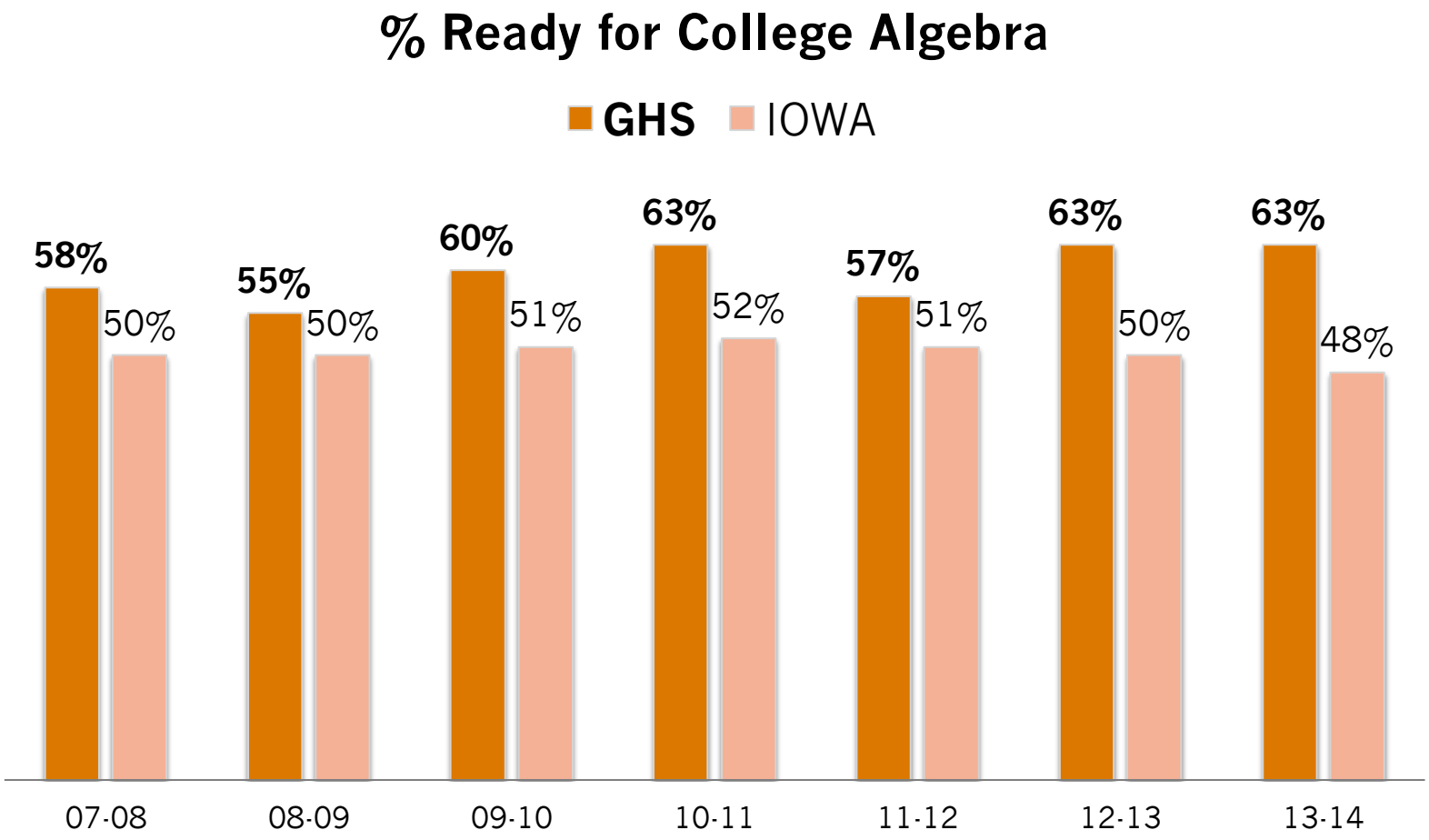


ACT Data (Does not include 14-15)



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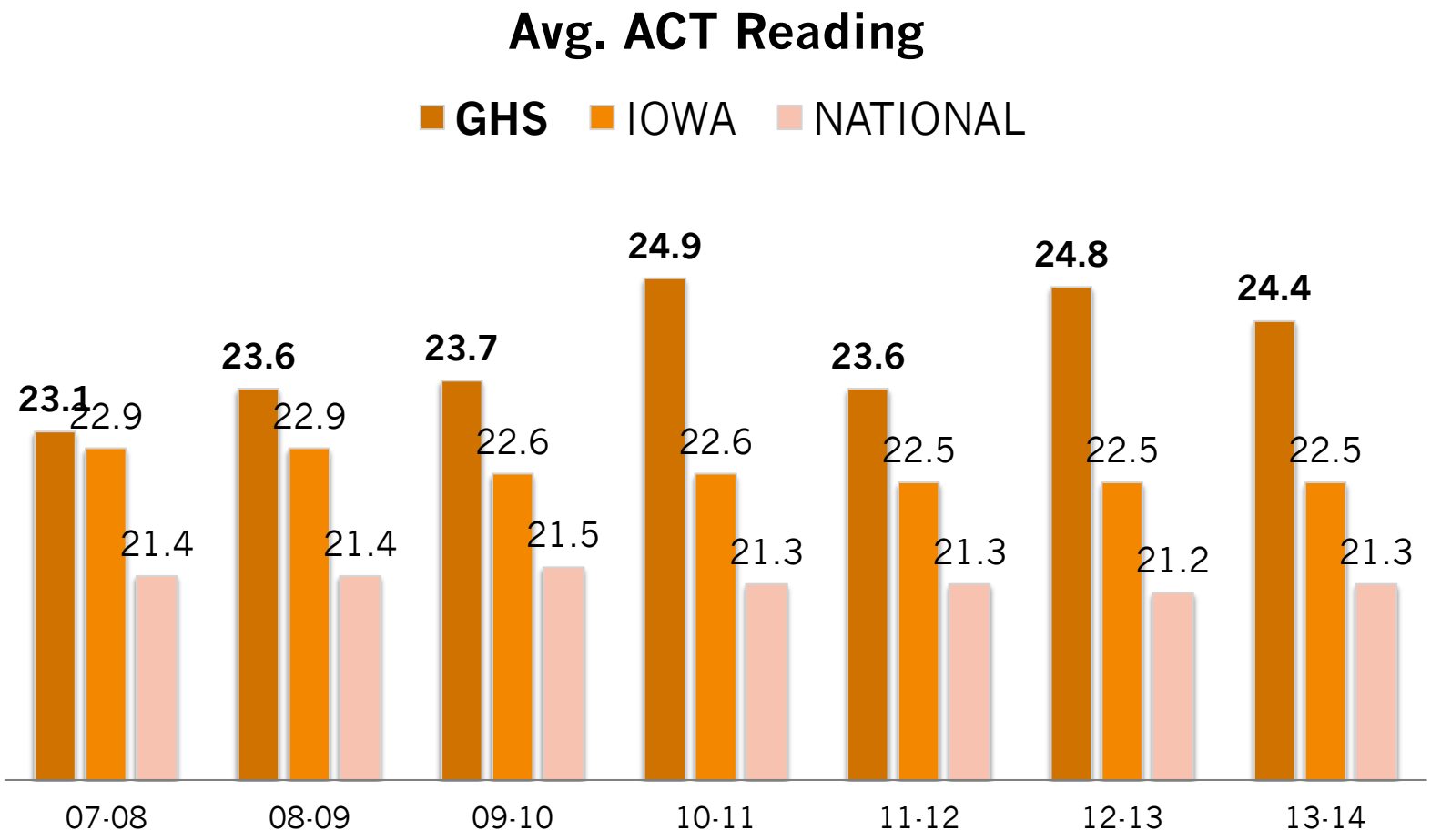

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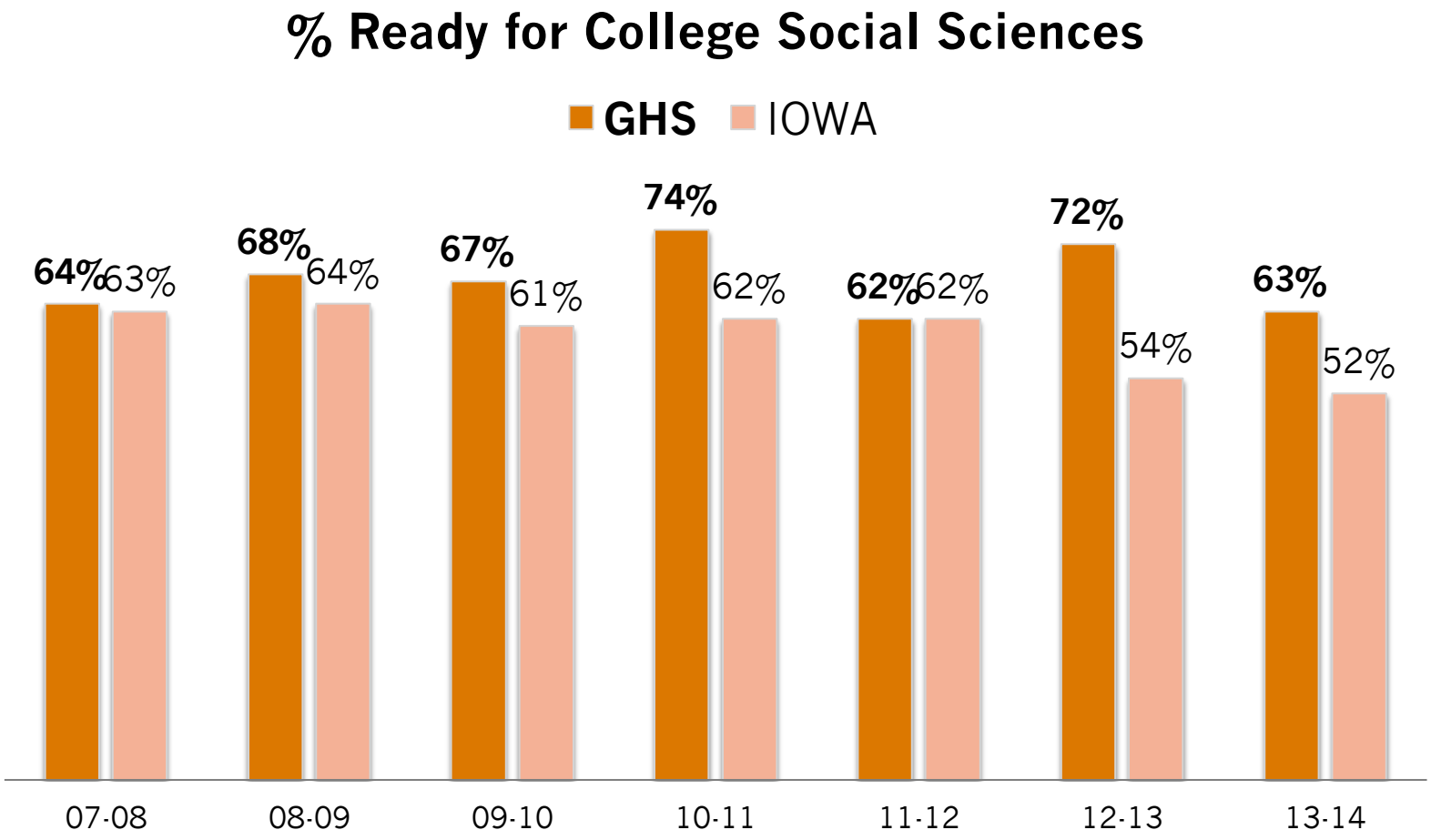
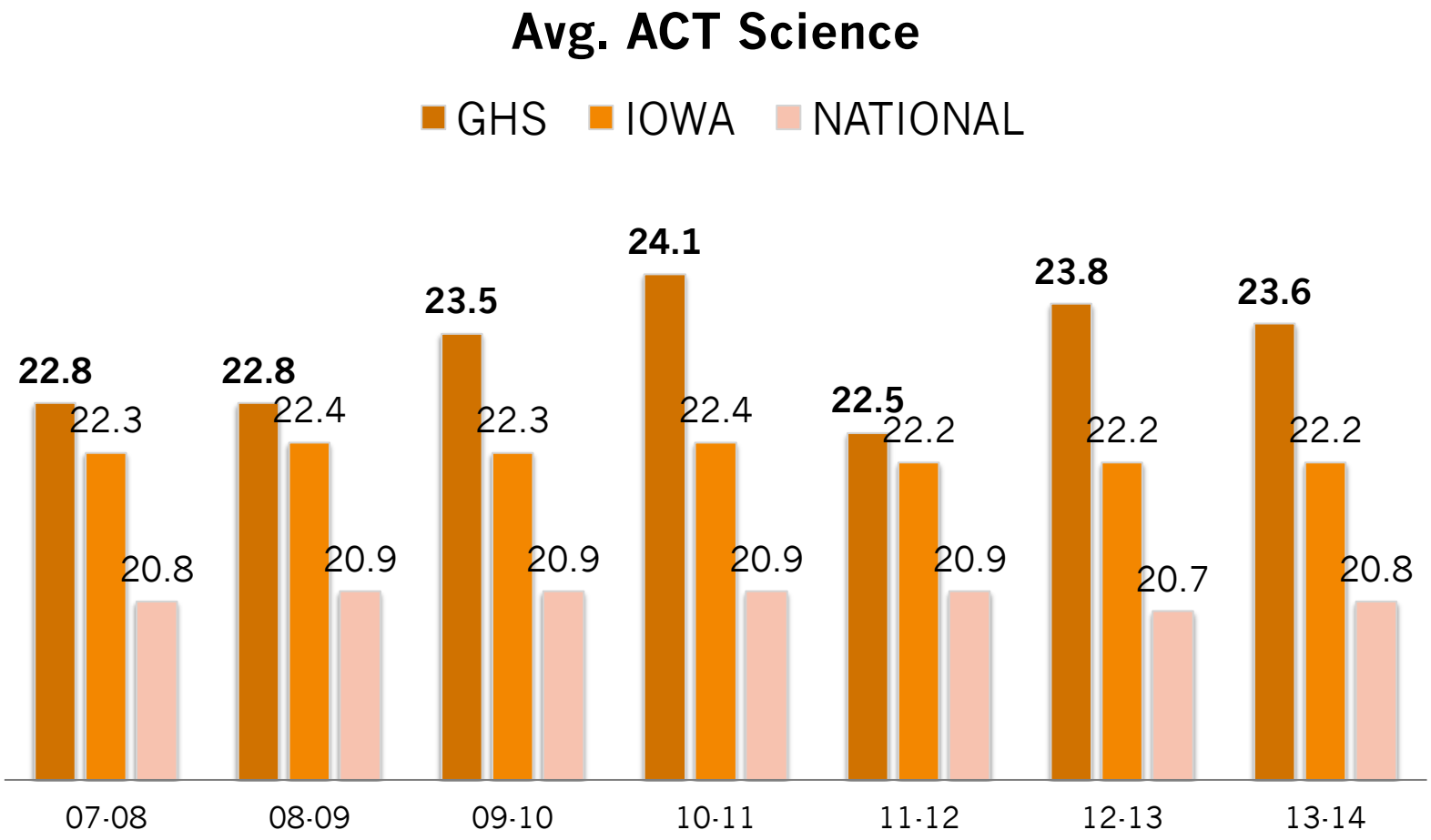
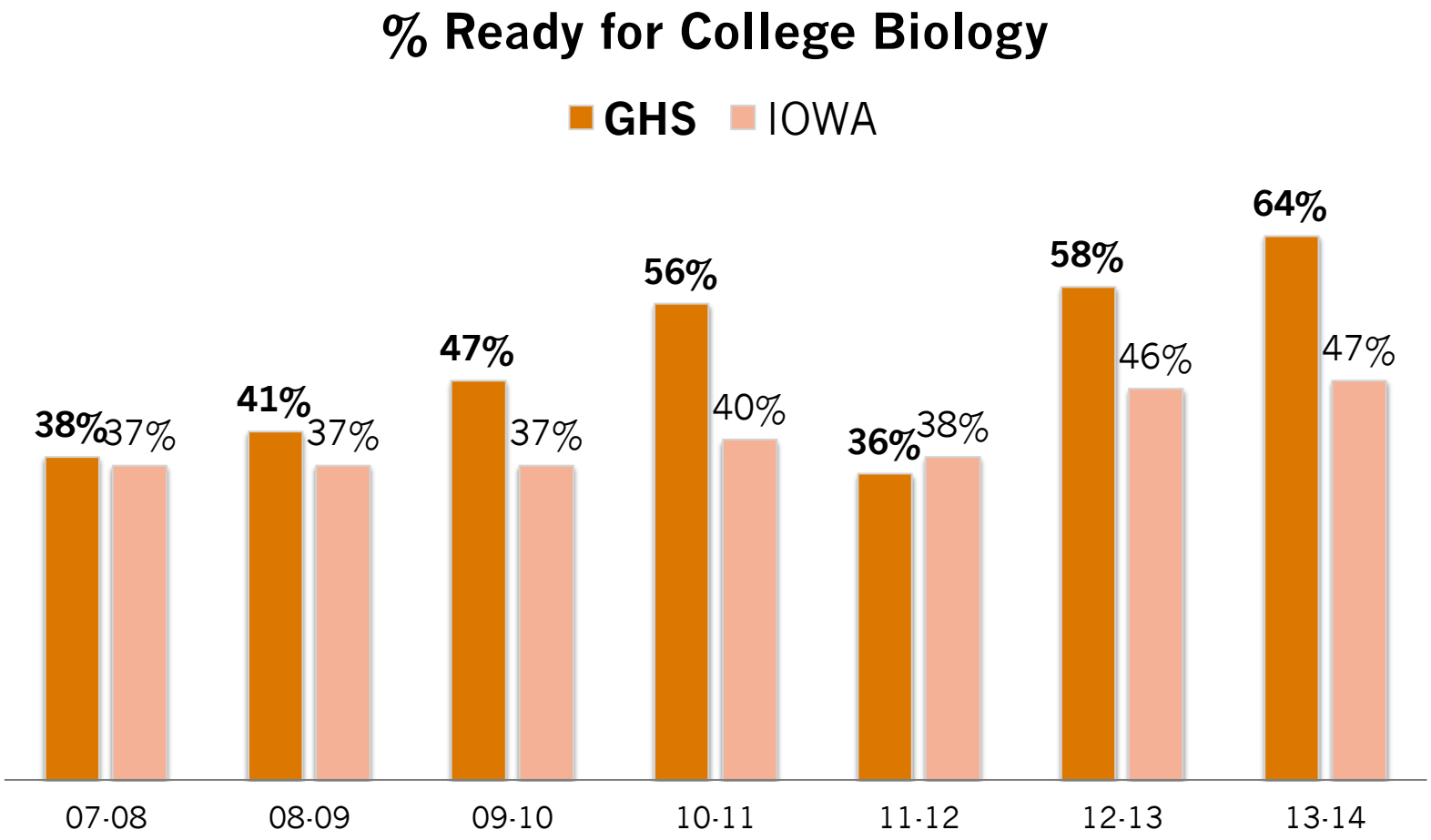


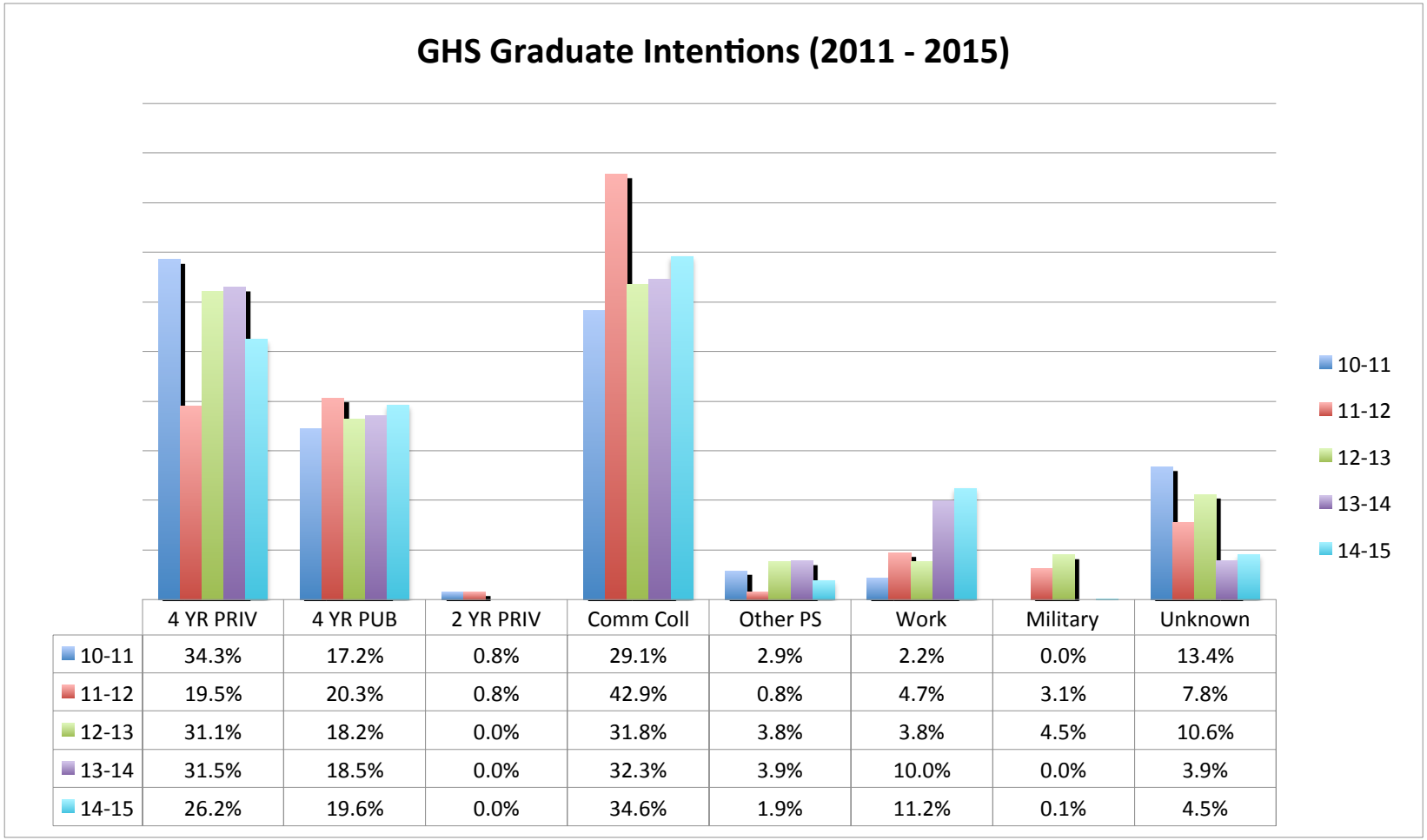
ACT Data (Does not include 14-15)



ACT Data (Does not include 14-15)

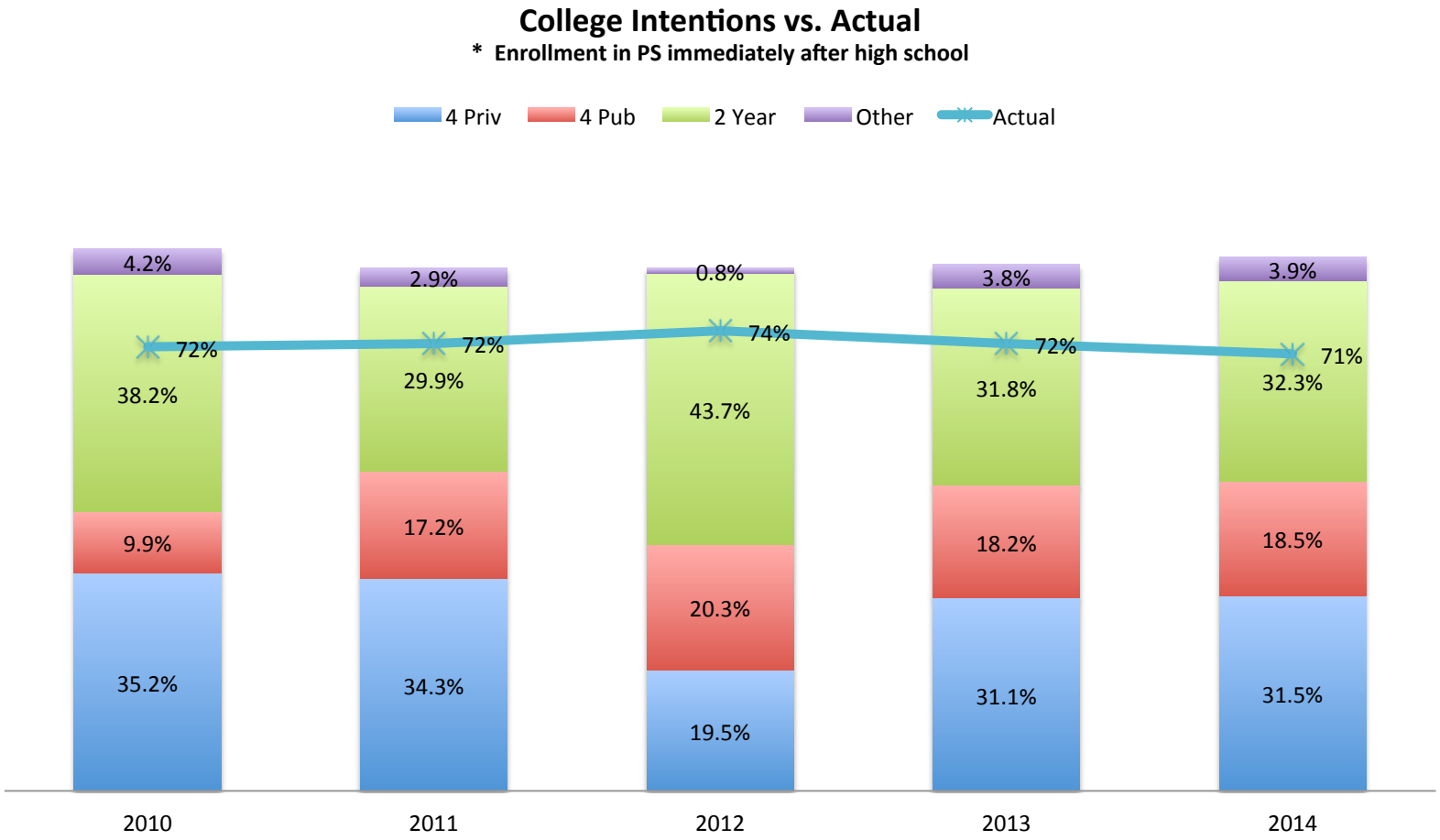


GHS Post Graduate Intentions

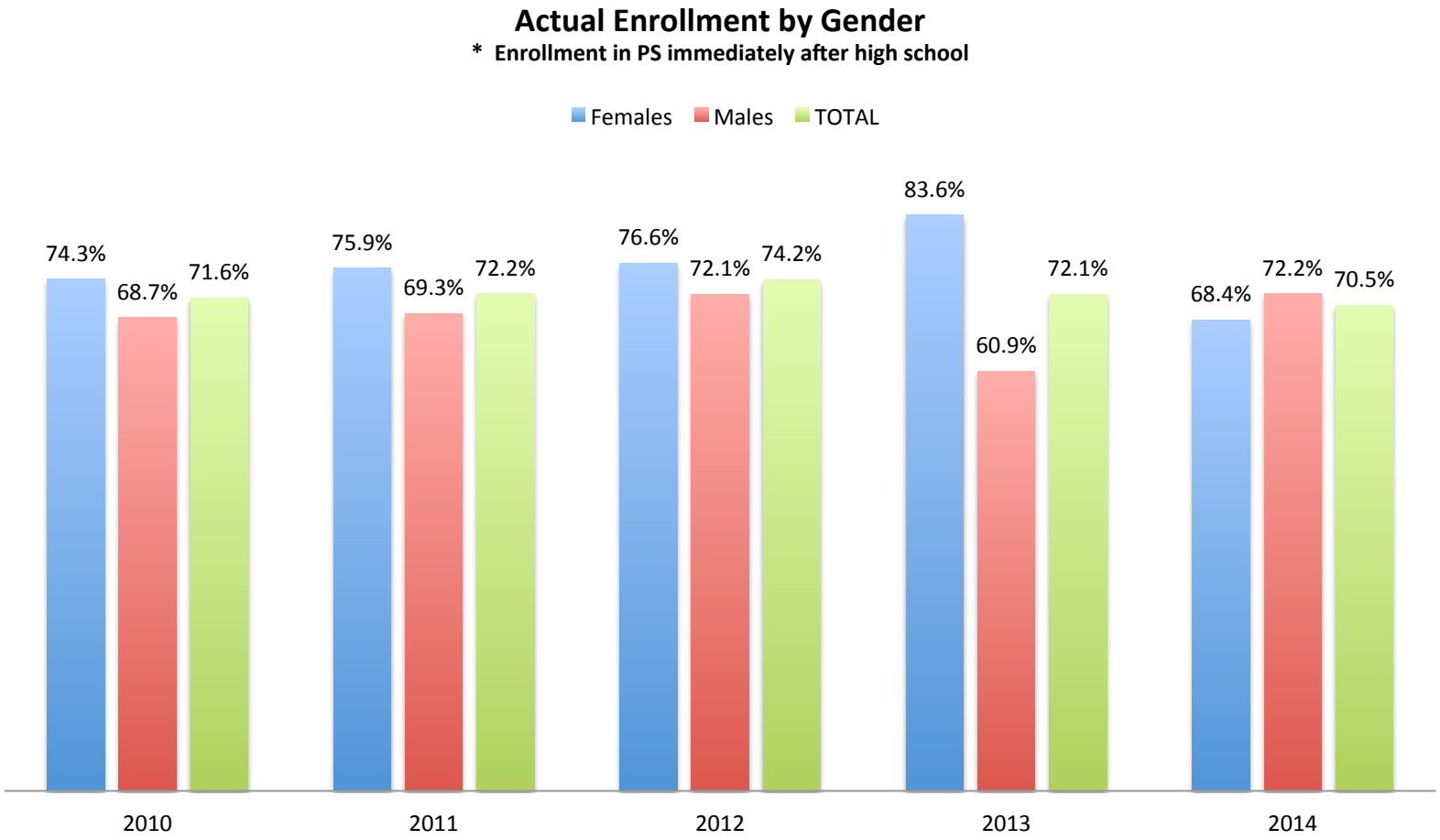


	4 YR PRIV	4 YR PUB	2 YR PRIV	Comm Coll	Other PS	Work	Military	Unknown
10-11	34.3%	17.2%	0.8%	29.1%	2.9%	2.2%	0.0%	13.4%
11-12	19.5%	20.3%	0.8%	42.9%	0.8%	4.7%	3.1%	7.8%
12-13	31.1%	18.2%	0.0%	31.8%	3.8%	3.8%	4.5%	10.6%
13-14	31.5%	18.5%	0.0%	32.3%	3.9%	10.0%	0.0%	3.9%
14-15	26.2%	19.6%	0.0%	34.6%	1.9%	11.2%	0.1%	4.5%

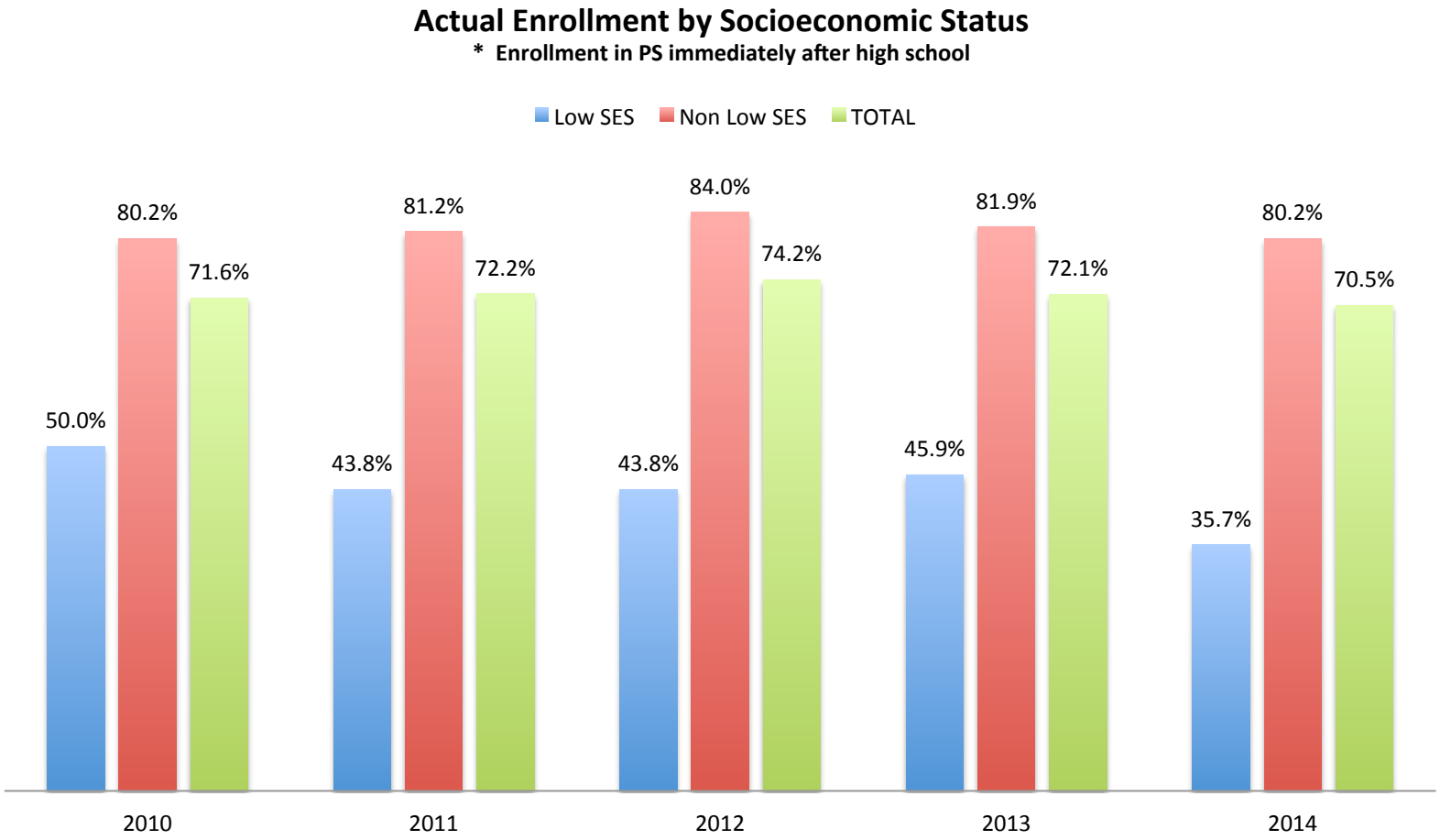
College Intentions vs. Actual Enrollment



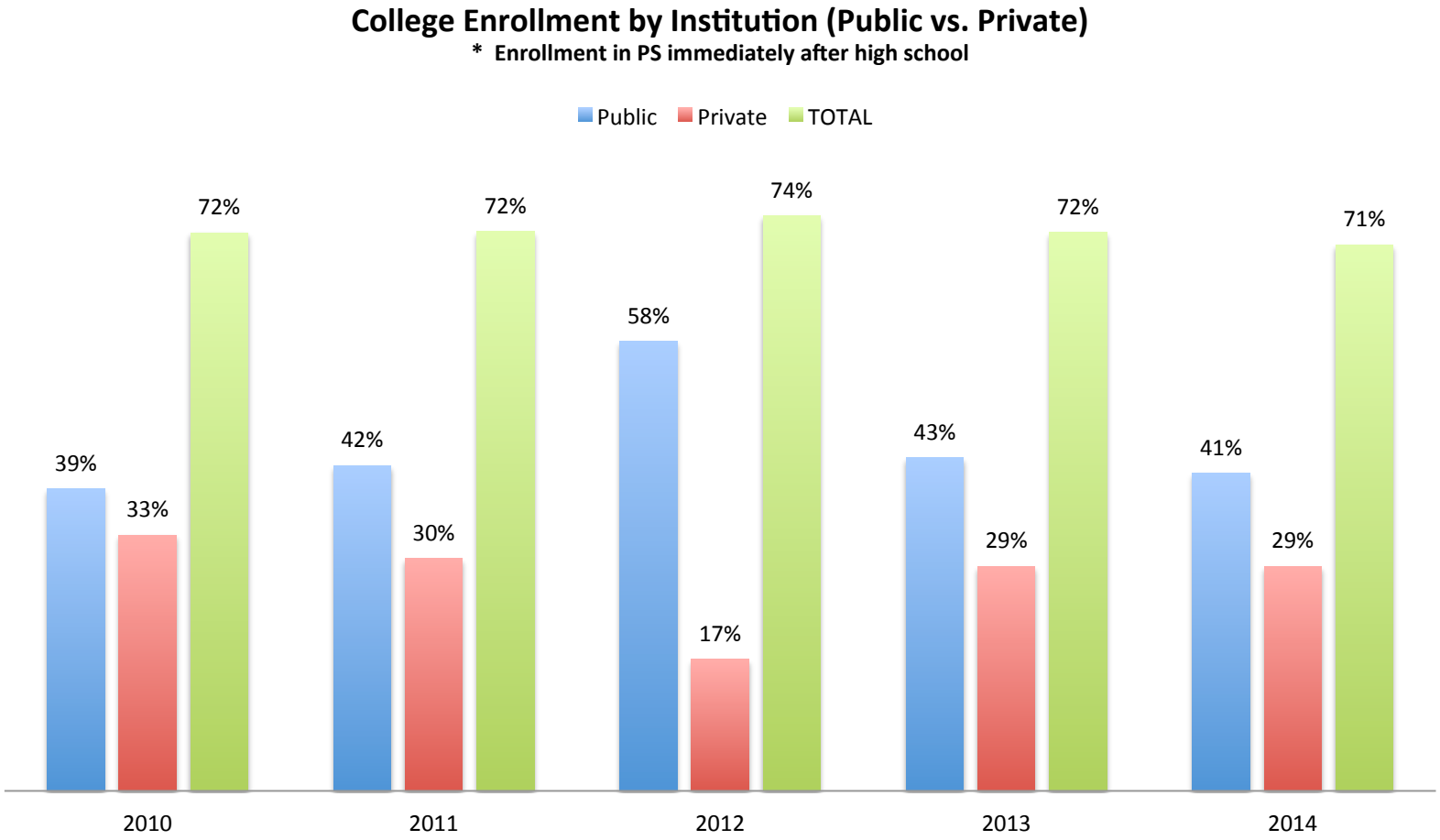
College Enrollment by Gender



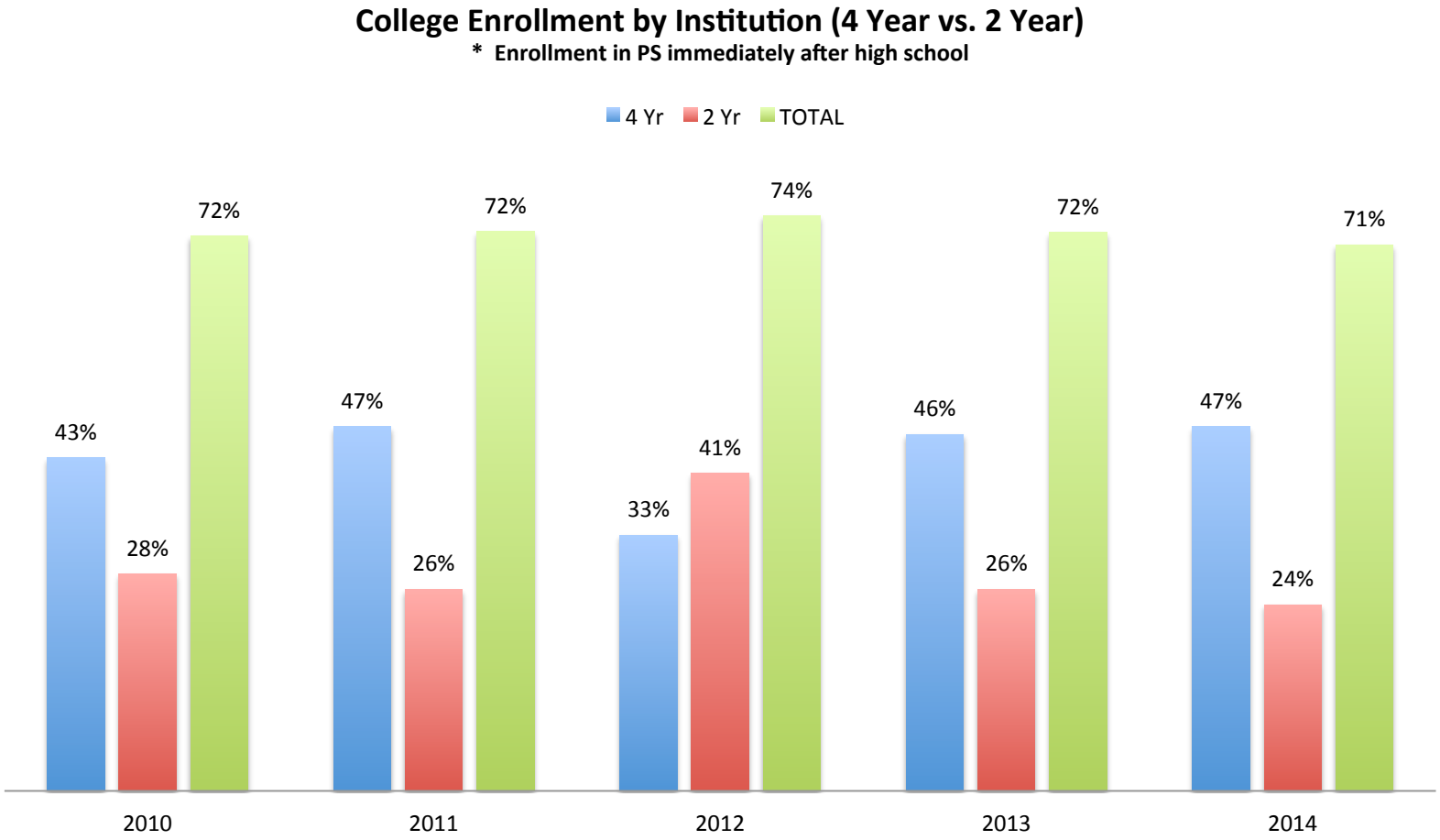
College Enrollment by Socioeconomic Status



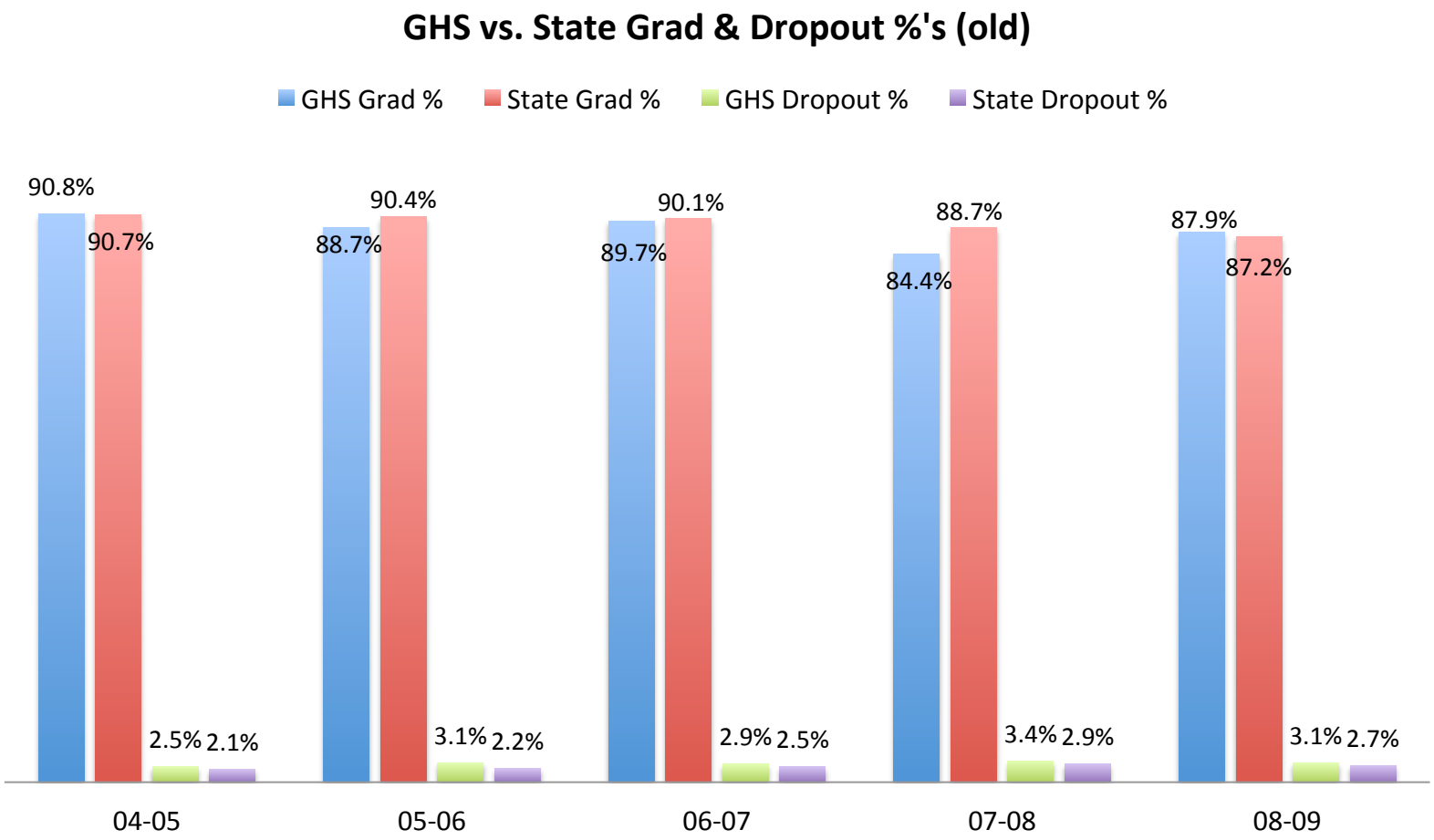
College Enrollment by Institution Type (Public/Private)



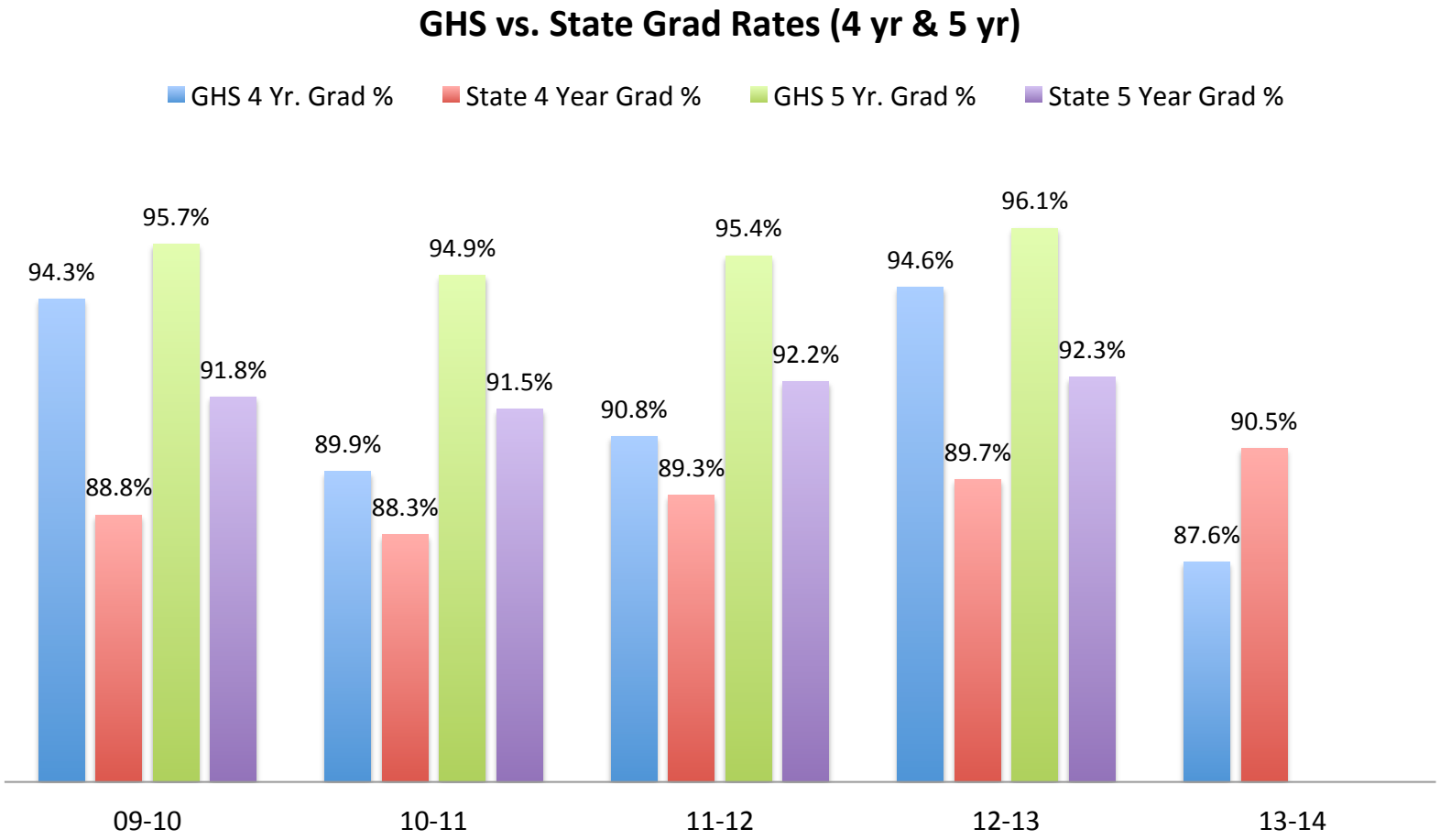
College Enrollment by Institution Type (4 Year/2 Year)



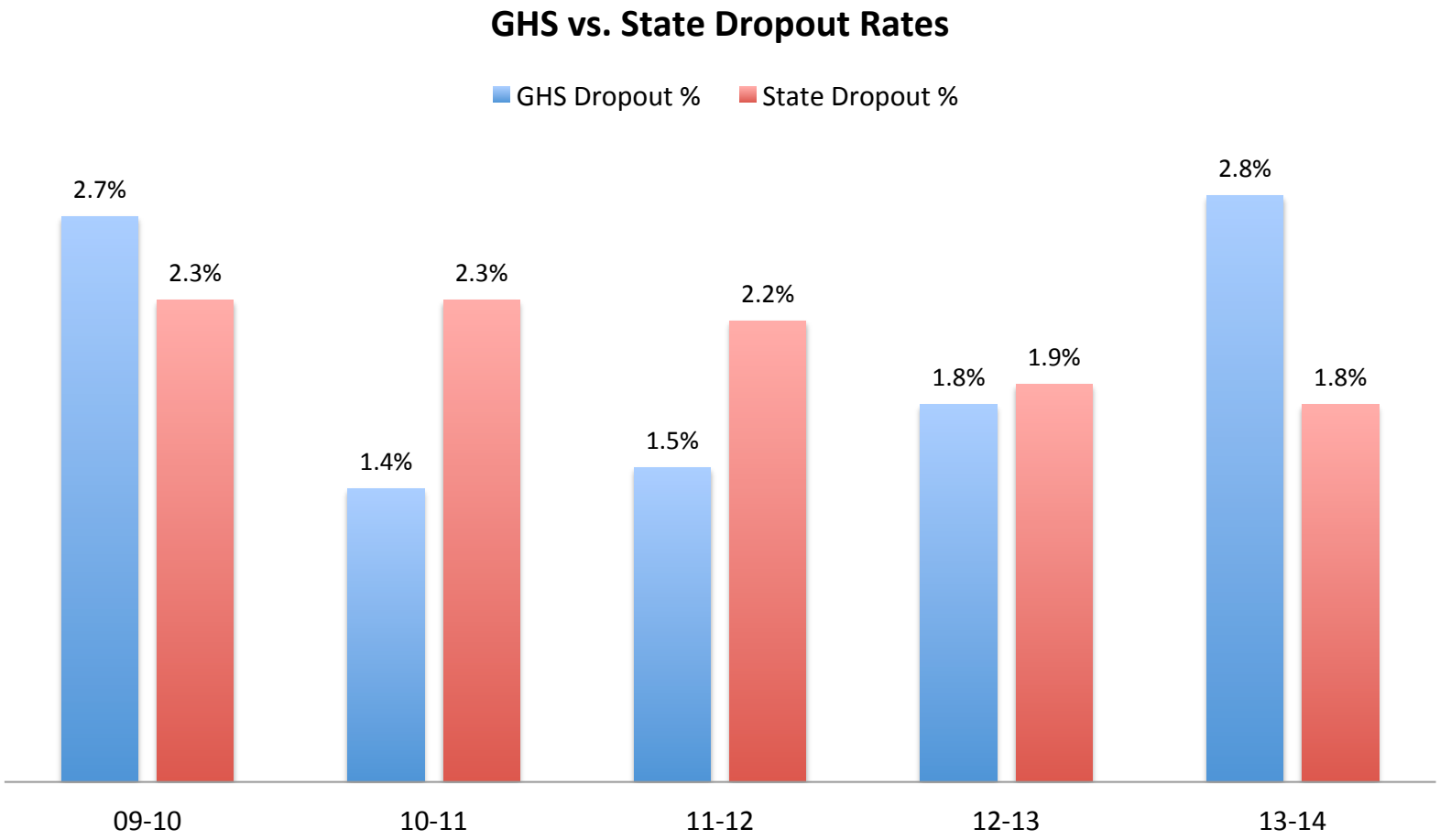
Historical Grad & Dropout Rates



2010-14 Year Grad Rates (4 & 5 year)



2010-14 GHS & State Dropout Rates



Instructional Practices Inventory (IPI)

- IPI: tool used to measure student engagement
- Collected by a team of trained teachers
- 2-3 minute increments randomly throughout the day
- Data not "tied" to a teacher – non-evaluative & not collected by administrators

Levels:

6 – Student Active Engaged Learning – Higher order learning, authentic project work, cooperative learning, problem-based learning

5 – Student Learning Conversations – Active conversations that construct knowledge & higher order thinking is evident

4 – Teacher-Led Instruction – Lecture, question/answer, discussion is teacher led

3 – Student Work w/ Teacher Engaged – Students are doing seatwork, bookwork, or tests – teacher assistance/support is evident

2 – Student Work w/ Teacher Not Engaged – Students doing work w/o support

1 – Complete Disengagement – Students not engaged in learning related to curr.

GHS IPI Data: 2012-13 thru 2014-15

Level Of Engagement	Typical	Most Effective	GHS 2012-13	GHS 2013-14	GHS 2014-15
Level 6 – Active Engaged Learning	15-20%	> 25%	11.6%	19.1%	16.5%
Level 5 – Learning Conversations	3-5%	5-10%	8.6%	10.7%	15.3%
Level 4 – Teacher Led Instruction	30-40%	35-45%	29.0%	34.1%	38.7%
Level 3 – Student work w/ Teacher Engaged	15-20%	15-25%	36.8%	29.8%	28.1%
Level 2 – Student work w/ Teacher Not Engaged	15-20%	5-10%	8.1%	3.3%	1.9%
Level 1 – Complete Disengagement	5-15%	< 3%	5.9%	2.9%	0.8%

GHS IPI Data: 2012-13 thru 2014-15 (a different view of the data . . .)

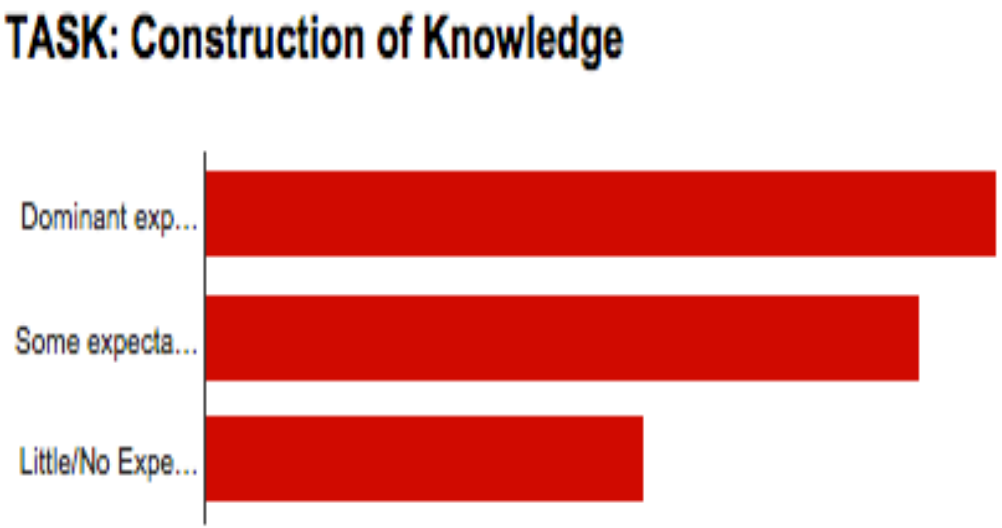
Category	Broad Themes	Highly Successful	GHS 2012-13	GHS 2013-14	GHS 2014-15
Levels 4, 5, & 6	Student Engaged	73.1%	49.2%	63.9%	69.5%
Levels 1, 2, & 3	Student Disengaged	26.8%	50.8%	36.0%	29.8%
Category	**Broad Themes**	**Highly Successful**	**GHS 2012-13**	**GHS 2013-14**	**GHS 2014-15**
Levels 5 & 6	Student Engaged	32.6%	20.2%	29.8%	31.8%
Levels 3 & 4	Teacher Directed	57.8%	65.8%	63.9%	64.8%
Levels 1 & 2	Student Disengaged	9.5%	14.0%	6.2%	2.7%

Bloom's Taxonomy Level of Complexity: Walk-Through Results

Level Of Complexity	2011-12*	2012-13	2013-14	2014-15
Level 1: **Knowledge** (defines, describes, knows, recalls, etc)	16.0%	24.1%	21%	14.8%
Level 2: **Comprehension** (converts, explains, estimates, etc.)	33.3%	53.3%	51.8%	47.8%
Level 3: **Application** (changes, constructs, demonstrates, etc.)	28.8%	47.2%	46.3%	49.5%
Level 4: **Analysis** (compares, contrasts, diagrams, etc.)	8.1%	27%	30.7%	33.5%
Level 5: **Synthesis** (combines, creates, designs, etc.)	3.3%	21.5%	24.1%	25.8%
Level 6: **Evaluation** (concludes, criticizes, defends, etc.)	3.7%	12.3%	17.9%	15.9%

* During the 11-12 school year, each task was only given one level of complexity

14-15 Walk Through Data: Construction of Knowledge



Dominant expectation	**72**	40.7%
Some expectation	**65**	36.7%
Little/No Expectation	**40**	22.6%

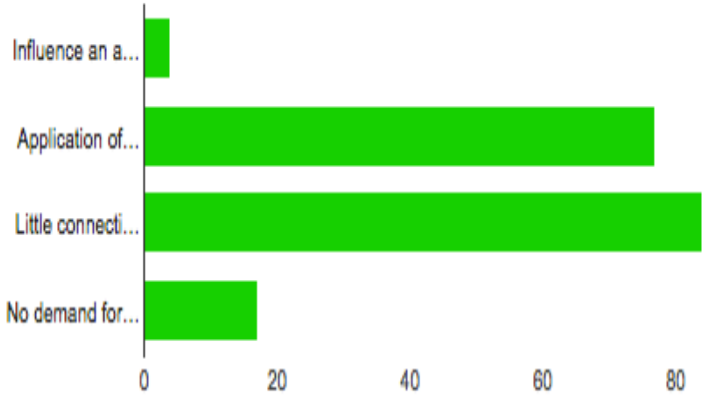
14-15 Walk Through Data: Elaborated Communication

TASK: Elaborated Communication

Express conclusions & support through explanation & reasoning	**40**	22.6%
Express conclusions or offer examples, but no support	**71**	40.1%
Little/No elaboration	**66**	37.3%

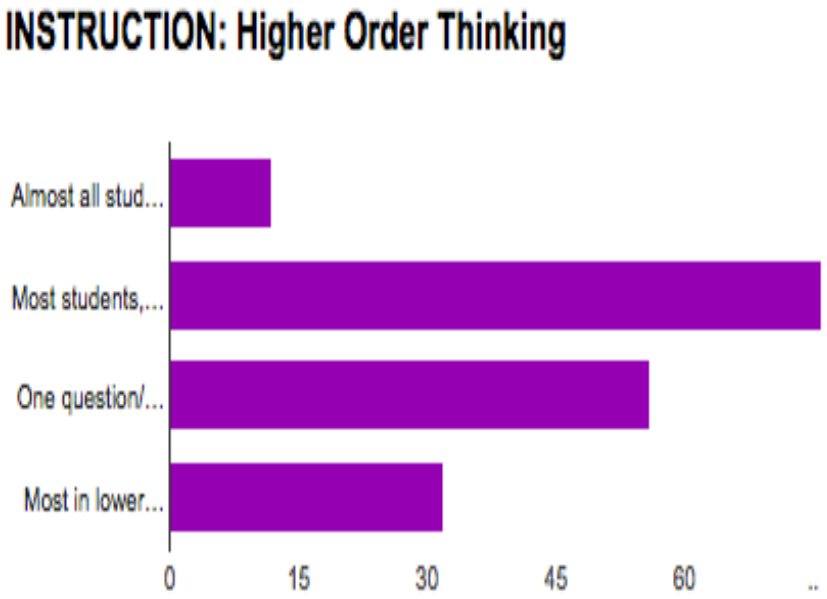
14-15 Walk Through Data: Value Beyond School

TASK: Value Beyond School



Influence an audience, advocating solutions to problems.	**4**	2.3%
Application of concepts = utility of concepts in the real world.	**77**	43.5%
Little connection between the task and the application to the real world.	**84**	47.5%
No demand for application beyond school	**17**	9.6%

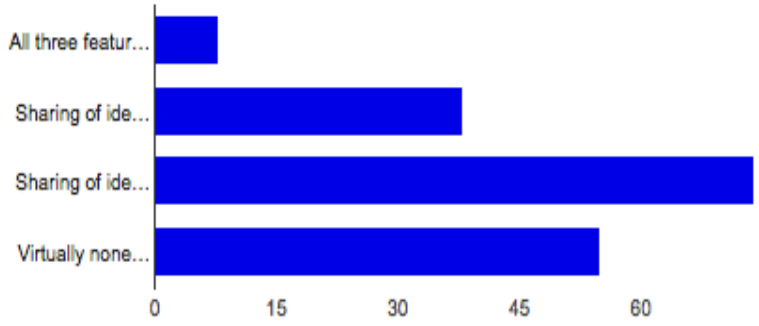
14-15 Walk Through Data: Higher Order Thinking



Almost all students, all of the time.	**12**	6.9%
Most students, one major activity.	**76**	43.4%
One question/activity, some/many students	**56**	32%
Most in lower order thinking	**32**	18.3%

14-15 Walk Through Data: Substantive Conversations

INSTRUCTION: Substantive Conversations



All three features (discipline specific, sharing of ideas, collective understanding) are observed and at least one sustained conversation occurs.	**8**	4.6%
Sharing of ideas and/or collective understanding are observed as well as an example of a sustained conversation.	**38**	21.8%
Sharing of ideas OR collective understanding is observed.	**74**	42.5%
Virtually none occur	**55**	31.6%