

INTERNAL MONITORING REPORT

Policy: 4.3 Problem Solver

Policy Category: Ends

Period Monitored: July 30, 2010 – March 10, 2011

This is my monitoring report on the Board of Education's Ends policy "Problem Solver." The report is being submitted in accordance with the Board of Education's monitoring schedule. I certify that the information is true and complete. This report will monitor the policy starting at its more detailed provisions and end with the global provision.

Note: The interpretations for this base-line Monitoring Report are reasonable as our curriculum is aligned (and being realigned) with Common Core State Standards for English Language Arts and Literacy, History/Social Studies, Science, Mathematics, and Technical Subjects. The Standards are (1) research and evidenced based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. They describe what it means to say a person has the 21st Century Skills necessary for college and the world of work. Among the necessary skill sets are:

- **Construct viable arguments and critique the reasoning of others.**
- **Attend to precision.**
- **Look for and make use of structure.**
- **Reason abstractly and quantitatively.**
- **Make sense of problems and persevere in solving them.**
- **Respond to varying demands of audience, task, purpose, and discipline.**
- **Understand other perspectives and cultures.**

This same high standard of reasonableness is utilized throughout the monitoring report and as a result the interpretations and collected data often reflect the EXPLORE – PLAN – ACT sequence of assessments. This sequence is the national benchmark. AP exam scores are also used as they are a nationally accepted benchmark of the skill set referenced in Board of Education policy language.

Michael F. Paskewicz
Superintendent

Date: March 14, 2011

Policy Language 4.3.1

(a) Analyze a problem; (b) design and develop a solution; (c) implement the solution; (d) evaluate the results.

Interpretation:

I interpret this to mean:

1. The K-12 curriculum utilized by Northview Public Schools is aligned with the Michigan Grade Level and High School Content Expectations. The 8-12 curricula utilized by Northview Public Schools are aligned in core areas with the EXPLORE/PLAN/ACT tested standards.
2. The percentage of students exceeding the MME/ACT College Readiness Standards exceeds the State of Michigan and KISD average.
3. The minimum composite score on the EXPLORE 8th grade test is not less than 16 and at no time is it below the average composite score of students compared to the National Norm.
4. The minimum composite score on the PLAN 10th grade test is not less than 18 and at no time is it below the average composite score of students compared to the National Norm.
5. The minimum composite score of the ACT is not less than 21.0 and at no time is it below the average composite scores of the three states that currently require all students to take the ACT (Michigan, Illinois, and Colorado).

This interpretation is reasonable as the minimum composite scores on EXPLORE and PLAN tests are above the National Norm. The composite ACT score is above the average score in Michigan, Illinois, and Colorado. All the above listed interpretations have direct course/performance content or best practices that relate to the policy language identified by the Board of Education.

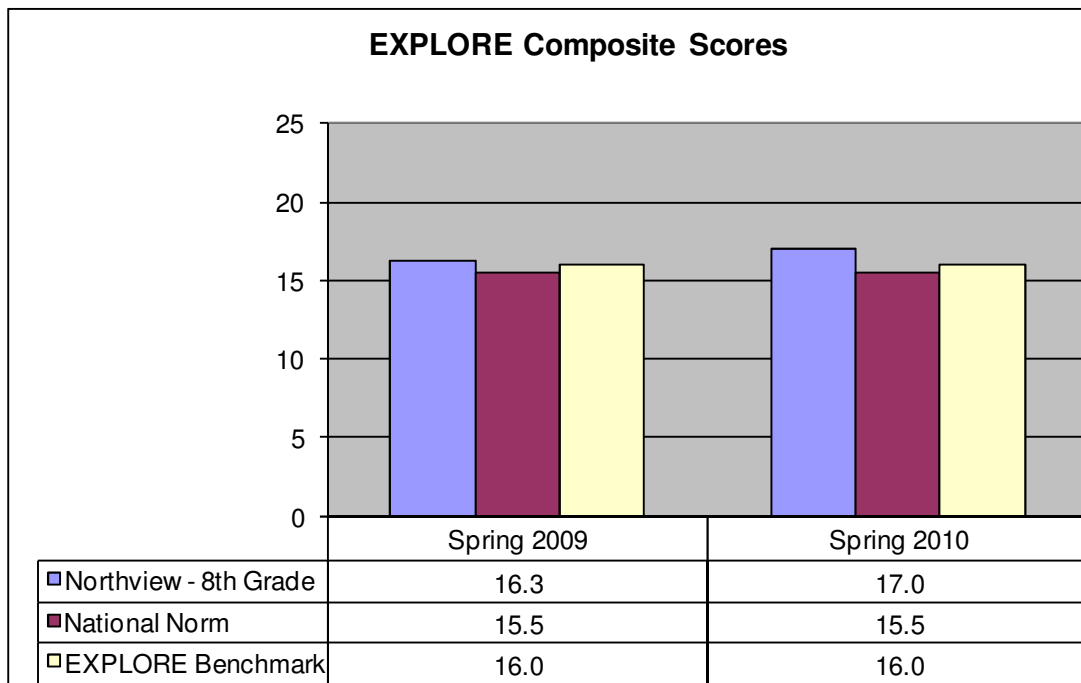
Reasonableness is also related to the ACT as a predictor of academic post secondary success. Further the Michigan High School Graduation Requirement Survey data was based upon satisfaction with learning environment and rigorous graduation requirements as predictors of post secondary success. Further, this interpretation is reasonable as the Michigan Grade Level and High School Content Expectations are based upon accepted national and international standards. The EXPLORE/PLAN/ACT tested standards are recognized by colleges/universities as predictors of success at the post-secondary level as well as the major criteria for acceptance to college/university enrollment.

Data Reported:

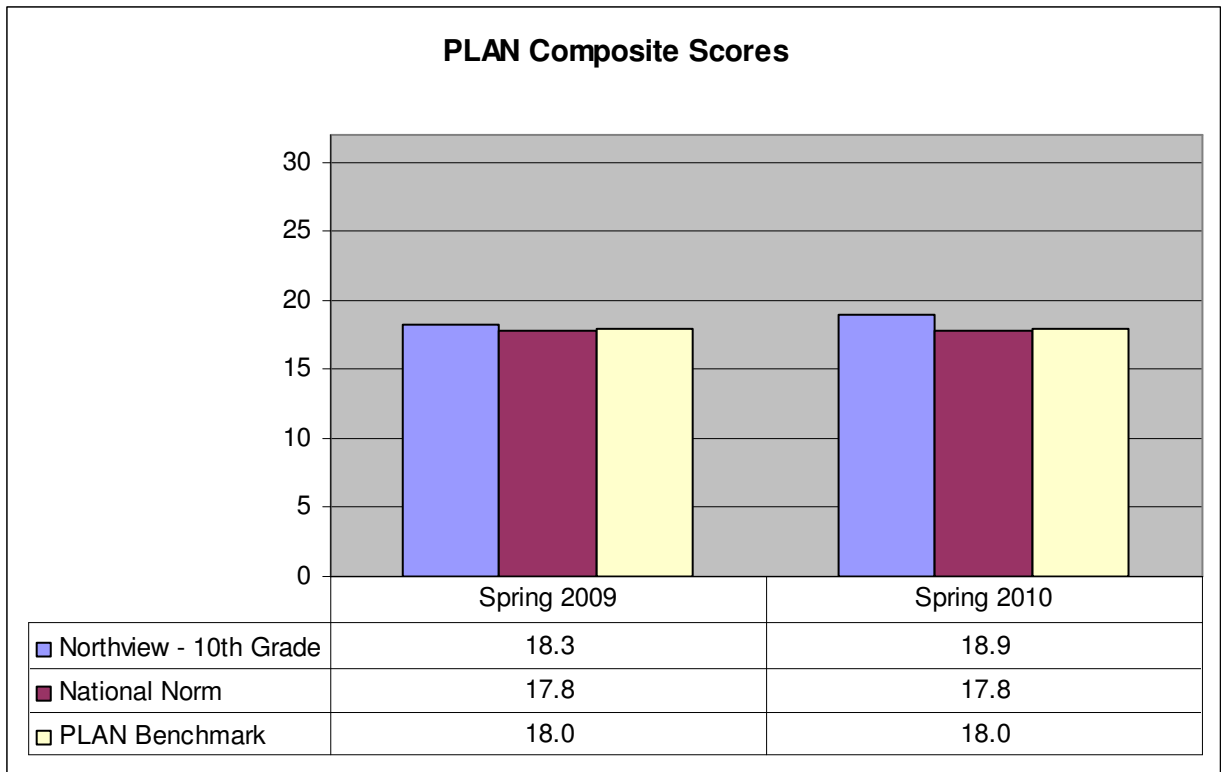
1. All K-12 curriculum is aligned with the Michigan Grade Level and High School Content Expectations (or Standards, where applicable).
The 8-12 curriculum is aligned with the EXPLORE/PLAN/ACT tested standards in core areas.
2. The following table indicates the Northview scores exceed the State of Michigan and KISD scores. **The four (4) year goal is to reach a benchmark of 50% of the 11th grade students meeting the College Readiness Benchmarks.**

	Spring 2009	Spring 2010	College Readiness Standard Benchmark
English	MI/KISD/NV 54/56/70%	MI/KISD/NV 56/57/70%	18
Mathematics	31/36/37%	33/36/40%	22
Reading	40/40/49%	40/43/45%	21
Science	24/25/25%	25/25/32%	24
All Subjects	18/19/19%	19/19/24%	21

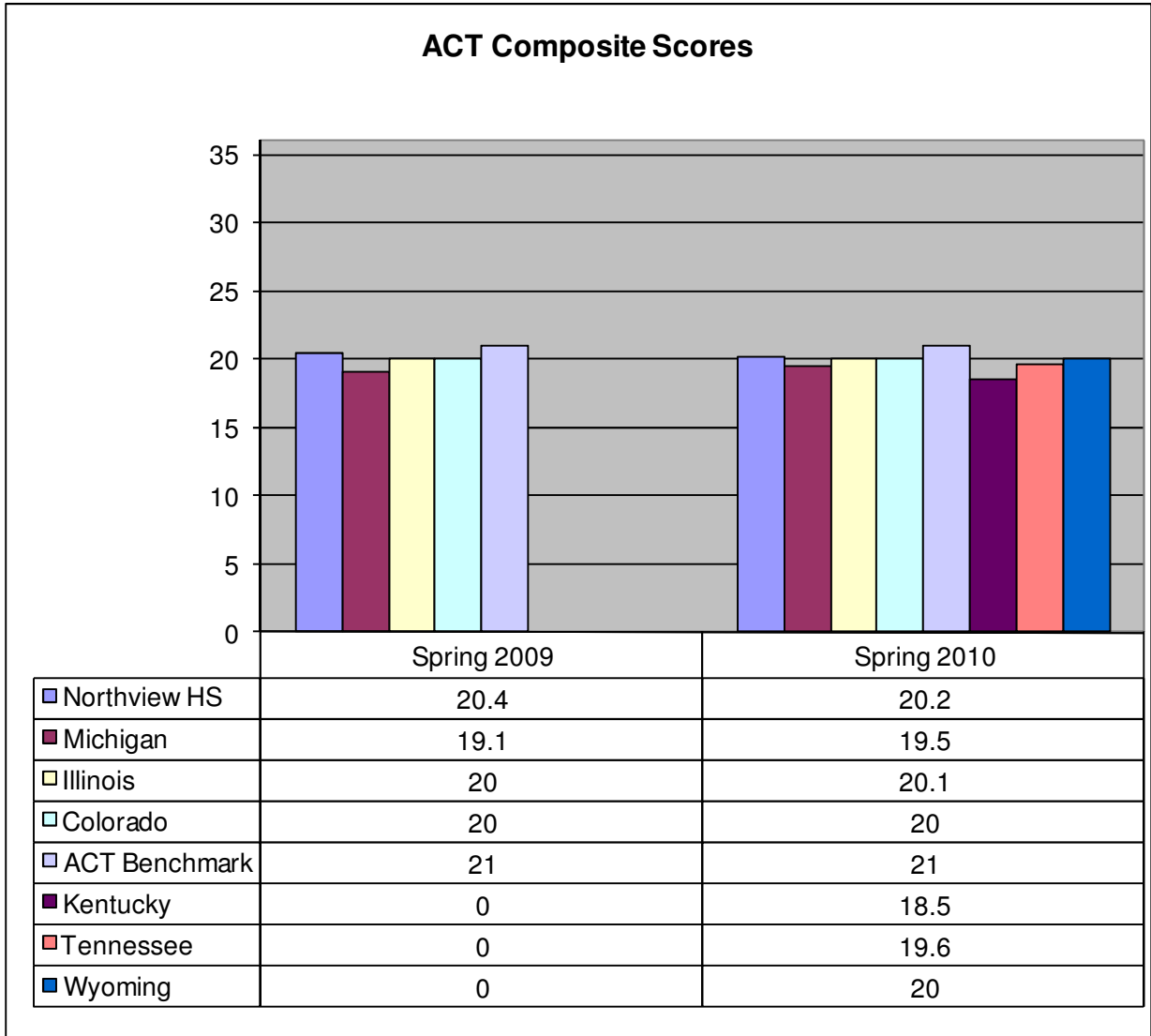
3. The composite score on the EXPLORE 8th grade test is 17. (*Up from 15.2 as 7th grade) The composite EXPLORE score (Spring 2009) is 16.3. This composite score is .8 point above the National Norm (15.5) and .3 point above the EXPLORE benchmark (16). The composite EXPLORE score (Spring 2010) is 17. This composite score is 1.5 points above the National Norm (15.5) and 1 point above the EXPLORE benchmark (16).



4. The composite PLAN score (Spring 2009) is 18.3. This composite score is .5 point above the National Norm (17.8) and .3 point above the PLAN benchmark (18). The composite PLAN score (Spring 2010) is 18.9. This composite score is 1.1 points above the National Norm (17.8) and .9 point above the PLAN benchmark (18).



5. The composite ACT score (Spring 2009) is 20.4. This composite score is 1.3 points above the Michigan average (19.1), .4 point above the Illinois average (20.0), .4 point above the Colorado average (20.0), and .6 point below the ACT benchmark (21). The composite ACT score (Spring 2010) is 20.2. This composite score is .7 point above the Michigan average (19.5), .1 point above the Illinois average (20.1), .2 point above the Colorado average (20.0), 1.7 points above the Kentucky average (18.5), .6 point above the Tennessee average (19.6), .2 point above the Wyoming average (20.0), and .8 point below the ACT benchmark (21).



Conclusion Statement:

The organization met expectations except for the following:

ACT score is below the ACT benchmark.

A gain of .2 point in area of non-compliance is expected by October 2011.

Policy Language 4.3.2

Northview fosters a sense of students not being fearful of problem solving by understanding the problem solving process and trusting its value.

Interpretation:

I interpret this to mean:

1. 85% of surveyed students report they are satisfied with their total high school experience so far and state that graduation requirements are too demanding/just right.
2. 90% of students enrolled in AP courses earned a "C" or better.
3. 100 or more high school students take an AP exam.
4. 200 or more AP exams are taken each year.
5. 2.5 average score on exams in content area is achieved by those taking the AP exams.
6. 50% of the students taking the exams score a 3 or higher.

This interpretation is reasonable as student satisfaction and perception of rigor is related to an environment that is safe to learn. Also AP courses and AP exams rely heavily upon a strong foundation in the problems solving process. AP exams have a cost/benefit relationship. Students pay to take the exam and scores of 3 or higher result in reduced costs at the higher education level. Increasing the number and percentage of students enrolled in AP courses and taking AP exams is a reasonable indicator that students are not fearful of higher rigor.

Data Reported:

1. All 9th – 11th grade Northview students were surveyed.
 - a. 88% stated they were satisfied with their total high school experience so far.
 - b. 93% stated the graduation requirements were too demanding/just right.
 - c. 97% stated they were confident they would graduate on time.
2. 91.9% (406 of 442) students earned a “C” or better in their AP courses.
3. 133 students took AP exams.
4. 230 AP exams were taken.
5. 7 of 9 AP exams had an average score of 2.5 or higher.
6. 7 of 9 AP exam areas had 50% or more of the students scoring a 3 or higher.

Conclusion Statement:

The organization met expectations except for:

- Microeconomics AP exam had an average score of 2.1 (17 students took the test). 23% of students had scores of 3 or higher.
- Spanish AP exam had an average score of 2.3 (12 students took the test). 41% had scores of 3 or higher.
- Compliance expected by March 2012.

Policy Language 4.3.3

Northview provides students with the environment to apply the principles they have learned in all curricula.

Interpretation:

I interpret this to mean:

1. A minimum of 80% of high school students' performance on the Northview High School Employability Skills Rubric are rated “consistently” or “usually” meeting.
2. 95% of graduates earn an endorsed diploma based on criteria established by the Northview Board of Education and the State of Michigan within a four year period of time. At all times, the graduation rate of Northview students will exceed the State of Michigan graduation rate.
3. 95% of 8th grade students have participated in the Career Cruising course.
4. 95% of 11th grade students have participated in the Junior Gateways course.

5. 95% of 8th grade students have participated in at least one job shadow experience.
6. 95% of graduating seniors have participated in at least one job shadow experience.

The 80% performance level on the Employability Skills Rubric is a baseline data point for the first monitoring report. Employability Skills Rubric is aligned with the Grand Rapids Chamber of Commerce and the guidelines from the Workforce Development Council guidelines for desired characteristics of graduates as they enter the world of work. Further, problem solving is viewed as an important 21st Century Skill by the Chamber of Commerce and the Workforce Development Council. Northview Public Schools requires 29 credits for graduation while the State Endorsed Diploma requires 18 credits that are viewed as one of the most rigorous set of credits in the Nation.

This interpretation is reasonable as multiple opportunities for exploration of careers are available throughout the middle and high school years for a student. Courses are in line with career development standards contained in ACT Work Keys and State of Michigan Career Education expectations. Through job shadow experiences students are able to assess whether or not their problem solving skills transfer to real life applications.

Data Reported:

1. 85.7% of Northview High School students were rated at Consistently/Usually meeting the Employability Skills identified in the rubric.
2. 98.5% graduated with endorsed diploma.
3. 100% of 8th grade students participated in Career Cruising.
4. 100% of 11th grade students participated in Junior Gateways.
5. 100% of 8th grade students had at least one job shadow experience.
6. 100% of 12th grade students had at least one job shadow experience. 90% had two or more job shadow experiences.

Conclusion Statement:

The organization met expectations

Policy Language 4.3

The Northview curriculum is structured to provide all students with a strong problem solving background including the process as follows:

Interpretation:

I submit the policy language has been comprehensively interpreted and analyzed in the preceding sections.

Data Reported:

Supporting data was presented in the preceding sections.

Conclusion Statement:

The organization met expectations.

Appendix A

Northview High School Employability Skills Rubric 2010-2011

	Consistently	Usually	Occasionally	Rarely
	3	2	1	0
Attendance and Punctuality	Is <i>consistently</i> in attendance and on time.	Is <i>usually</i> in attendance and on time.	Is <i>occasionally</i> in attendance and on time.	Is <i>rarely</i> in attendance and on time.
	0-2 absence/tardy	3-6 absence/tardy	7-11 absence/tardy	12+ absence/tardy
Exhibits Professionalism <i>(Appropriate Language and Dress, Honesty, Courtesy)</i>	<i>Consistently</i> exhibits professionalism.	<i>Usually</i> exhibits professionalism.	<i>Occasionally</i> exhibits professionalism.	<i>Rarely</i> exhibits professionalism.
Time Management and Productivity	<i>Consistently</i> manages time and is productive.	<i>Usually</i> manages time and is productive.	<i>Occasionally</i> manages time and is productive.	<i>Rarely</i> manages time and is productive.
Completes quality work on time.	<i>Consistently</i> completes quality work on time.	<i>Usually</i> completes quality work on time.	<i>Occasionally</i> completes quality work on time.	<i>Rarely</i> completes quality work on time.
Collaborates with diverse populations in a respectful manner	<i>Consistently</i> collaborates with diverse populations in a positive manner.	<i>Usually</i> collaborates with diverse populations in a positive manner.	<i>Occasionally</i> collaborates with diverse populations in a positive manner.	<i>Rarely</i> collaborates with diverse populations in a positive manner.

APPROVED MARCH 21, 2011