

## INTERNAL MONITORING REPORT

**February 9, 2015**

**Policy: 4.6 Productive Member of Society**

**Policy Category: Ends**

**Period Monitored: February 10, 2014 – February 9, 2015**

This is my monitoring report on the Board of Education's Ends policy "Productive Member of Society." 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.

### **Interpretation Reasonableness – All Sub-sections**

A web based survey was conducted between October 30 and December 30, 2014. The survey is directly correlated to the AdvancEd accreditation standards.

A total of 512 parents responded, 565 elementary (grades 3-5) students responded, and 991 secondary (grades 6-12) students responded.

**The 6 – 12 students are on a 5 point Likert Scale. AdvancEd indicates anything above a 2.0 score is meeting the standard. Our standard is 3.0. The elementary student responses are on a 3 point Likert Scale. Anything above a 2.0 score is meeting the standard. Our standard is 2.5.**

**All parent and staff responses are scored on a 5 point Likert Scale and our standard is 3.0**

"Parent Response Data" are quantitative and statistically considered to be a crude measure as the respondents did not meet the 95% reliability/validity thresholds. The "Student Response Data" are quantitative and have statistical reliability at the 95% level.



Michael F. Paskewicz  
Superintendent

Date: February 9, 2015

## **Policy Language 4.6.1**

*Students are responsible community members.*

### **Interpretation:**

I interpret this to mean:

Responsible community members refrain from behaviors and activities that are illegal or in violation of state law. Further, responsible community members participate in volunteer activities that enhance the quality of life in a community.

This is measured by:

1. 50% of high school students are involved in service activities organized by the school staff or in “non-school” related service/volunteering.
2. 100% of students who turn 18 during the current school year are provided the opportunity at school to register to vote.
3. 75% of students who turn 18 register to vote when provided the opportunity.
4. 95% of students in grades 7 – 12 are law-abiding citizens without citation for a misdemeanor or a felony:
  - a. Misdemeanor offenses at the 7 - 12 level are for tobacco, alcohol, and assault.
  - b. Felony offenses at the 7 - 12 level for larceny, drug possession, or assault.

This interpretation is reasonable as the US Census Bureau, Department of Commerce reports 53.4% of 18 year olds were registered to vote in 2008. Further, the Tufts University, Center for Information and Research on Civic Learning and Engagement (CIRCLE) reports 52% of 18 – 29 year olds voted in 2008.

This interpretation is reasonable as “citation” does not necessarily mean convicted. Most “citations” are handled pre-trial and juvenile records are sealed. This means our ability to track consequences is limited. Most larceny cases in schools involve electronic devices and cash – usually in the locker room areas. Regardless of value of the item or cash it is considered a felony offense because it occurred in a public building. Source of information is the Kent County Sheriff School Resource Officer at the high school.

**Data Reported:**

1. **57%** of high school students are involved in service activities organized by the school staff and **68%** are involved in “non-school” related service/volunteering.
2. 100% of students who turned 18 during the 2013/14 school year were provided the opportunity at school to register to vote. The high school has a staff member who works with Plainfield Township Registrar.
3. As of **January 30, 2014, 80.6%** of the eligible students have registered to vote. **As of January 30, 2015, 65 students who are 18 or will be 18 years of age have registered to vote. This is 80%.**
4. **98.3%** of students in grades 7 – 12 are law-abiding citizens without citation for a misdemeanor or a felony. Currently **1,773** students are enrolled in grades 7 – 12 (including East Campus Alternative).

<b>Year</b>	<b>Misdemeanor</b>	<b>Felony</b>	<b>% of Population</b>
<b>2013/14</b>	<b>20</b>	<b>11</b>	<b>31/1772 = 1.7%</b>
<b>2012/13</b>	<b>9</b>	<b>6</b>	<b>15/1775 = .8%</b>
<b>2011/12</b>	<b>27</b>	<b>18</b>	<b>45/1,794 = 2.5%</b>
<b>2010/11</b>	<b>15</b>	<b>10</b>	<b>25/1,818 = 1.3%</b>
<b>2009/10</b>	<b>27</b>	<b>17</b>	<b>44/1,809 = 2.4%</b>
<b>2008/09</b>	<b>24</b>	<b>9</b>	<b>33/1,800 = 1.8%</b>

**Conclusion Statement:**

The organization met expectations.

**Policy Language 4.6.2: The Board changed policy language since the last monitoring report. Changes in bold font and italics.**

***Staff, students, and parents/guardians function in partnership.***

**Interpretation: The interpretation has changed since the last monitoring report to reflect new Board Policy language. Changes are in bold font.**

I interpret this to mean:

1. Students (grades 3 – 12) responding to a survey indicate their school offers opportunities for my family to become involved in school activities and my learning.
2. Students (grades 3 – 12) responding to a survey indicate at my school I can participate in activities that interest me.

3. Parents **and staff** responding to a survey indicate our school communicates effectively about the school goals and activities.
4. Parents **and staff** responding to a survey indicate our school provides opportunities for stakeholders to be involved in the school.
5. Parents **and staff** responding to a survey indicate all of my child's teachers help me understand my child's progress.
6. Parents **and staff** responding to a survey indicate all of my child's teachers keep me informed regularly of how my child is being graded.
7. 100% of schools offer parent involvement activities on a monthly basis either at school or in written form in monthly newsletters.
8. At the high school level, all students identified as needing interventions for academic or social reasons have had a staff member contact their parents. Contacts are noted on Synergy.

“Parent Response Data” are quantitative and statistically considered to be a crude measure as the respondents did not meet the 95% reliability/validity thresholds. The “Student Response Data” are quantitative and have statistical reliability at the 95% level.

**Data Reported:**

**The 6 – 12 students are on a 5 point Likert Scale. AdvancEd indicates anything above a 2.0 score is meeting the standard. Our standard is 3.0. The elementary student responses are on a 3 point Likert Scale. Anything above a 2.0 score is meeting the standard. Our standard is 2.5.**

**All parent and staff responses are scored on a 5 point Likert Scale and our standard is 3.0**

1. Students indicated their school offers opportunities for my family to become involved in school activities and my learning.

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Grades 6-12	3.75	3.51	3.54	<b>3.59</b>
Grades 3-5	NA	2.62	86.82%	<b>2.50</b>

2. Students indicated at my school I can participate in activities that interest me.

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Grades 6-12	4.05	3.92	3.96	<b>4.01</b>
Grades 3-5	NA	2.9	87.67%	<b>2.94</b>

3. Parents **and staff** indicated our school communicates effectively about the school goals and activities.

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Parents	3.70	4.19	4.23	<b>4.24</b>
Staff	NA	NA	NA	<b>4.18</b>

4. Parents **and staff** indicated our school provides opportunities for stakeholders to be involved in the school.

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Parents	3.74	4.06	<b>4.03</b>	<b>4.07</b>
Staff	NA	NA	NA	<b>4.18</b>

5. Parents **and staff** indicated all of my child's teachers help me understand my child's progress.

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Parents	3.57	4.17	<b>4.14</b>	<b>4.12</b>
Staff	NA	NA	NA	<b>4.18</b>

6. Parents **and staff** indicated all of my child's teachers keep me informed regularly of how my child is being graded.

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Parents	3.44	3.95	<b>3.87</b>	<b>3.93</b>
Staff	NA	NA	NA	<b>4.18</b>

7. 100% of schools offer parent involvement activities on a monthly basis at school or in newsletters. Evidence is seen in the monthly newsletters and the calendars of school events as published at individual schools and on the district calendar on the web page.
8. At the high school level, 100% of students identified as needing interventions for academic or social reasons have had a staff member contact their parents. Contacts are listed on Synergy.

**Conclusion Statement:**

The organization met expectations.

### **Policy Language 4.6.3**

*Students can identify and demonstrate learning styles and strengths.*

#### **Interpretation:**

I interpret this to mean:

1. Students (grades 3 – 12) responding to a survey indicate my school gives me multiple assessments to check my understanding of what was taught.
2. Students (grades 3 – 12) responding to a survey indicate computers are up-to-date and used by teachers to help me learn.
3. Students (grades 3 – 12) responding to a survey indicate all of my teachers provide me challenging curriculum and learning experiences.
4. Students (grades 3 – 12) responding to a survey indicate all of my teachers change their teaching to meet my learning needs.
5. Students (grades 3 – 12) responding to a survey indicate all of my teachers provide me with information about my learning and grades.
6. 95% of 8<sup>th</sup> grade students have participated in at least one job shadow experience.
7. **50%** of graduating seniors have participated in at least two job shadow experiences.
8. **50%** of high school students participate in extra-curricular clubs, organizations, or activities.

“Parent Response Data” are quantitative and statistically considered to be a crude measure as the respondents did not meet the 95% reliability/validity thresholds. The “Student Response Data” are quantitative and have statistical reliability at the 95% level.

#### **Data Reported:**

**The 6 – 12 students are on a 5 point Likert Scale. AdvancEd indicates anything above a 2.0 score is meeting the standard. Our standard is 3.0. The elementary student responses are on a 3 point Likert Scale. Anything above a 2.0 score is meeting the standard. Our standard is 2.5.**

**All parent and staff responses are scored on a 5 point Likert Scale and our standard is 3.0**

1. Students indicated my school gives me multiple assessments to check my understanding of what was taught.

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Grades 6-12	4.10	3.93	3.98	<b>4.06</b>
Grades 3-5	NA	2.89	86.82%	<b>2.88</b>

2. Students indicated computers are up-to-date and used by teachers to help me learn.

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Grades 6-12	3.73	3.82	4.02	<b>3.99</b>
Grades 3-5	NA	2.95	97.63%	<b>2.94</b>

3. Students indicated all of my teachers provide me challenging curriculum and learning experiences.

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Grades 6-12	3.96	3.85	3.90	<b>3.93</b>
Grades 3-5	NA	2.98	88.57%	<b>2.88</b>

4. Students indicated all of my teachers change their teaching to meet my learning needs.

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Grades 6-12	3.21	3.17	3.42	<b>3.14</b>
Grades 3-5	NA	2.90	87.67%	<b>2.89</b>

5. Students indicated all of my teachers provide me with information about my learning and grades.

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Grades 6-12	3.91	3.90	3.94	<b>3.90</b>
Grades 3-5	NA	2.80	91.22%	<b>2.98</b>

6. **100%** of 8<sup>th</sup> grade students have participated in at least one job shadow experience.

<b>2010 Job Shadow 8<sup>th</sup> Grade</b>	<b>2011 Job Shadow 8<sup>th</sup> Grade</b>	<b>2012 Job Shadow 8<sup>th</sup> Grade</b>	<b>2013 Job Shadow 8<sup>th</sup> Grade</b>	<b>2014 Job Shadow 8<sup>th</sup> Grade</b>
100%	100%	100%	100%	<b>100%</b>

7. **53%** of the **2014** high school graduates participated in at least two job shadow experiences.

<b>2010 Job Shadow 12<sup>th</sup> Grade</b>	<b>2011 Job Shadow 12<sup>th</sup> Grade</b>	<b>2012 Job Shadow 12<sup>th</sup> Grade</b>	<b>2013 Job Shadow 12<sup>th</sup> Grade</b>	<b>2014 Job Shadow 12<sup>th</sup> Grade</b>
100%	100%	36%	NA	<b>53%</b>

8. **64%** of 2014 graduates participated in Co-curricular clubs, organizations, or activities.

<b>2010 Co-Curricular Participation</b>	<b>2011 Co-Curricular Participation</b>	<b>2012 Co-curricular Participation</b>	<b>2013 Co-curricular Participation</b>	<b>2014 Co-Curricular Participation</b>
72%	78%	62%	62%	<b>64%</b>

**Conclusion Statement:**

The organization met expectations.

**Policy Language 4.6.4**

Students are culturally sensitive and ethically aware.

**Interpretation:**

**Note: This interpretation is changing to the “Skills for Success” rubric. Data is not available at this time due to work on Synergy (student management system) to collect the data. I am reporting this as not meeting expectations at this time.**

I interpret this to mean:

1. 85% of high school students are rated a 3 or a 2 on the Employability Skills Rubric in the area of “Effectively collaborates and communicates with diverse populations.”
2. 85% of high school students are rated a 3 or a 2 on the Employability Skills Rubric in the area of “Exhibits Professionalism.”

This interpretation is reasonable as the Grand Rapids Chamber of Commerce has identified these two areas as desirable qualities in employees. Further, the Chamber values those employees who can work with diverse populations. Additionally, they define “exhibits professionalism” as including a sound ethical base for decision making and work place behaviors.



**Data Reported:**

	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>Communicates with Diverse Populations</b>	98.2%	<b>98.4%</b>	
<b>Exhibits Professionalism</b>	96%	<b>98.5%</b>	

**Conclusion Statement:**

The organization did not meet expectations. **New “Skills for Success” available for the February 2016 report.**

**Policy Language 4.6 Global**

*Students have critical life skills necessary for future success.*

**Interpretation:**

I interpret this to mean: **The interpretation has changed since the last monitoring report to reflect new Board Policy language. Changes are in bold font.**

1. 95% of 8<sup>th</sup> grade students create individualized Educational Development Plans (EDP). Plans are revised and reviewed annually during high school by the student and their respective counselor.
2. 95% of graduating students have an EDP which includes:
  - a. examples of community service, volunteerism, or participation in extra-curricular activities.
  - b. examples of a minimum of two job shadow or internship experiences.
3. Students (grades 3 – 12) responding to a survey indicate in my school programs and services are available to help me succeed.
4. Students (grades 3 – 12) responding to a survey indicate in my school a high quality education is offered.
5. Students (grades 3 – 12) responding to a survey indicate my school provides me challenging curriculum and learning experiences.
6. Students (grades 3 – 12) responding to a survey indicate my school prepares me to deal with issues I may face in the future.
7. Students (grades 3 – 12) responding to a survey indicate in my school students help each other even if they are not friends.
8. Parents **and staff** responding to a survey indicate our school has established goals and a plan for improving student learning.

9. Parents **and staff** responding to a survey indicate all of my child's teachers work as a team to help my child learn.
10. Parents **and staff** responding to a survey indicate my child sees a relationship between what is being taught and his/her everyday life.
11. Parents **and staff** responding to a survey indicate my child has access to support services based on his/her identified needs.
12. Parents **and staff** responding to a survey indicate our school provides students with access to a variety of information resources to support their learning.
13. Parents **and staff** responding to a survey indicate our school provides excellent support services (e.g. counseling, career planning).

This interpretation is reasonable as the National Center for Education Statistics (1998 – most recent study) indicates students who volunteer in high school are twice as likely to continue volunteering after high school. NCES states that 43% of high school students participate in volunteer activities. Further, the US Department of Education (2000 – most recent study) that 41.5% of high school students nationally participate in volunteer activities. The 2000 US Census indicates 55.5% of high school students volunteer in service activities in or out of school.

“Parent Response Data” are quantitative and statistically considered to be a crude measure as the respondents did not meet the 95% reliability/validity thresholds. The “Student Response Data” **and** “**Staff Response Data**” are quantitative and have statistical reliability at the 95% level.

**Data Reported:**

1. **100%** of 8<sup>th</sup> grade students have an EDP.

<b>2010 EDP 8<sup>th</sup> Grade</b>	<b>2011 EDP 8<sup>th</sup> Grade</b>	<b>2012 EDP 8<sup>th</sup> Grade</b>	<b>2013 EDP 8<sup>th</sup> Grade</b>	<b>2014 EDP 8<sup>th</sup> Grade</b>
100%	100%	100%	<b>98%</b>	<b>100%</b>

2. **100% of 2013** graduates had an EDP with the required components.

<b>2010 EDP Graduates</b>	<b>2011 EDP Graduates</b>	<b>2012 EDP Graduates</b>	<b>2013 EDP Graduates</b>	<b>2014 EDP Graduates</b>
95%	100%	96%	<b>100%</b>	<b>100%</b>

3. Students indicated in my school programs and services are available to help me succeed.

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Grades 6-12	4.04 average	4.04	4.06	<b>4.07</b>
Grades 3-5	NA	2.93	87.67%	<b>2.94</b>

4. Students indicated my school provides a high quality education is offered.

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Grades 6-12	4.10 average	4.08	4.05	<b>4.05</b>
Grades 3-5	NA	2.90	88.57%	<b>2.86</b>

5. Students indicated my school provides me challenging curriculum and learning experiences.

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Grades 6-12	3.96 average	3.85	3.90	<b>3.93</b>
Grades 3-5	NA	2.98	88.57%	<b>2.93</b>

6. Students indicated my school prepares me to deal with issues I may face in the future.

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Grades 6-12	3.86 average	3.71	3.61	<b>3.71</b>
Grades 3-5	NA	2.89	100%	<b>2.88</b>

7. Students indicated in my school students help each other even if they are not friends.

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Grades 6-12	4.10 average	2.94	3.01	<b>3.14</b>
Grades 3-5	NA	2.84	89.7%	<b>2.80</b>

8. Parents **and staff** indicated our school has established goals and a plan for improving student learning.

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Parents	3.74 average	4.23	4.18	<b>4.38</b>
Staff	NA	NA	NA	<b>4.58</b>

9. Parents **and staff** indicated all of my child’s teachers work as a team to help my child learn.

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Parents	3.15 average	3.99	4.01	<b>3.98</b>
Staff	NA	NA	NA	<b>4.0</b>

10. Parents **and staff** indicated my child sees a relationship between what is being taught and his/her everyday life.

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Parents	3.22 average	3.95	3.89	<b>3.88</b>
Staff	NA	NA	NA	<b>4.45</b>

11. Parents **and staff** indicated my child has access to support services based on his/her identified needs.

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Parents	3.73 average	3.89	3.85	<b>4.0</b>
Staff	NA	NA	NA	<b>4.36</b>

12. Parents **and staff** indicated our school provides students with access to a variety of information resources to support their learning.

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Parents	3.89 average	4.20	4.21	<b>4.35</b>
Staff	NA	NA	NA	<b>4.36</b>

13. Parents **and staff** indicated our school provides excellent support services (e.g. counseling, career planning).

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Parents	3.69 average	3.91	3.79	<b>3.86</b>
Staff	NA	NA	NA	<b>4.18</b>

**Conclusion Statement:**

The organization met expectations.