

INTERNAL MONITORING REPORT

POLICY: 4.4 Continued Learning
POLICY CATEGORY: Ends
PERIOD MONITORED: February 9, 2015 – February 8, 2016
BOARD MEETING DATE: February 8, 2016

This is my monitoring report on the Board of Education's Ends policy "Continued Learning." 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 November 2 and December 17, 2015. The survey is directly correlated to the AdvancEd accreditation standards.

A total of 346 parents responded, 533 elementary (grades 3-5) students responded, and 901 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 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.



Scott Korpak
Superintendent

Date: February 8, 2016

POLICY LANGUAGE 4.4.1

Graduating students have the knowledge and skills necessary to be admitted to post-secondary institutions.

INTERPRETATION:

I interpret this to mean:

1. Students (grades 3 – 12) responding to a survey indicate program and services are available to help me succeed in school.
2. Students (grades 3 – 12) responding to a survey indicate their school prepares me to deal with issues I may face in the future.
3. Students (grades 3 – 12) responding to a survey indicate their school motivates me to learn new things.
4. Students (grades 3 – 12) responding to a survey indicate their school provides access to counseling, career planning and other programs to help me in school.
5. Parents responding to a survey indicate their child sees a relationship between what is being taught and his/her everyday life.

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.

1. Students indicated program and services are available to help me succeed in school.

	2011	2012	2013	2014	2015
Grades 6-12	4.04	3.86	3.86	4.04	4.00
Grades 3-5	NA	2.93	85%	2.94	2.95

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

	2011	2012	2013	2014	2015
Grades 6-12	3.86	3.71	3.61	3.71	3.59
Grades 3-5	NA	2.89	90.02%	2.88	2.9

3. Students indicated their school motivates me to learn new things.

	2011	2012	2013	2014	2015
Grades 6-12	3.87	3.75	3.72	3.74	3.81

Grades 3-5	NA	2.83	98.48%	2.94	2.84
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- Parents indicated their child sees a relationship between what is being taught and his/her everyday life.

2011	2012	2013	2014	2015
3.22	3.95	3.89	3.88	3.97

CONCLUSION STATEMENT:

The organization met expectations.

POLICY LANGUAGE 4.4.2

Graduating students succeed academically at post-secondary institutions.

I interpret this to mean:

- ACT composite scores for Northview Public Schools meet or exceed the State of Michigan and KISD average composite scores and meet or exceed the ACT benchmark of 21.
- Students (grades 6 – 12) responding to a survey indicate their school provides them with challenging curriculum and learning experiences.
- Students (grades 3 – 12) responding to a survey indicate all of their teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.
- Parents responding to a survey indicate their school has high expectations for students in all classes.
- Parents responding to a survey indicate all of their child’s teachers give work that challenges my child.

“Parent Response Data” are quantitative and statistically considered to be a baseline 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. Graduate response data are a crude measure due to the small response rate.

DATA REPORTED:

- The 2015 composite ACT score for Northview is 21.0 (an increase of .3 from 2014). The ACT benchmark composite score is 21.0. Northview met this benchmark. The composite ACT score for the State is 19.9. Northview exceeded the State score by 1.1. The composite ACT score for KISD is 20.4. Northview exceeded the KISD score by .6.

	2010 ACT Composite	2011 ACT Composite	2012 ACT Composite	2013 ACT Composite	2014 ACT Composite	2015 ACT Composite
State	19.5	19.5	20.1	19.9	20.1	19.9
KISD	19.0	20.0	20.3	20.2	NA	20.4
Northview	20.5	20.7	21.3	20.8	20.7	21
ACT Benchmark	21.0	21.0	21.0	21.0	21.0	21

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 responses are scored on a 5 point Likert Scale and our standard is 3.0

2. Students indicated their school provides them with challenging curriculum and learning experiences.

	2011	2012	2013	2014	2015
Grades 6-12	3.96	3.85	3.90	3.93	3.94

3. Students indicated all of their teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.

	2011	2012	2013	2014	2015
Grades 6-12	3.97	3.89	3.88	3.87	3.88
Grades 3-5	NA	2.90	87.67%	2.89	2.86

4. Parents indicated their school has high expectations for students in all classes.

2011	2012	2013	2014	2015
3.52	4.23	4.24	4.31	4.22

5. Parents indicated all of their child's teachers give work that challenges my child.

2011	2012	2013	2014	2015
3.61	3.92	4.05	4.21	4.07

CONCLUSION STATEMENT:

The organization met expectations.

POLICY LANGUAGE 4.4.3

Graduating students have the ability to access resources that further life-long learning.

I interpret this to mean:

1. Students (grades 3 – 12) responding to a survey indicate their school makes sure there is at least one adult who knows me well and shows interest in my education and future.
2. Parents responding to a survey indicate their child has up-to-date computers and other technology to learn.
3. 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.

“Parent Response Data” are quantitative and statistically considered to be a baseline 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 responses are scored on a 5 point Likert Scale and our standard is 3.0

1. Students indicated their school makes sure there is at least one adult who knows me well and shows interest in my education and future.

	2011	2012	2013	2014	2015
Grades 6-12	3.71	3.63	3.61	3.63	3.63
Grades 3-5	NA	2.92	91.72%	2.78	2.74

2. Parents indicated their child has up-to-date computers and other technology to learn.

2011	2012	2013	2014	2015
3.57	4.03	4.13	4.33	4.18

3. **98.9%** of graduates at Northview High School earned an endorsed diploma in a four year period of time. The graduation rate exceeds the State of Michigan.

CONCLUSION STATEMENT:

The organization met expectations.

POLICY LANGUAGE 4.4.4

Graduating students demonstrate leadership and possess a strong sense of well-being.

I interpret this to mean:

1. 50% of Northview High School students are involved in community service projects in or outside of the school during the first semester of the 2015-16 school year.
2. 50% of Northview High School students volunteer in the community during the first semester of the 2015-16 school year.
3. 50% of Northview High School students are involved in co-curricular activities beyond the school day during the first semester of the 2015-16 school year.

This interpretation is reasonable as national studies indicate a high correlation between student involvement beyond the school day and leadership skill development (National Center for School Leadership, 2010).

DATA REPORTED:

This data has not yet been fully tabulated for the first semester of the 2015-16 school year.

CONCLUSION STATEMENT:

The organization has not yet met expectations.

POLICY LANGUAGE 4.4 GLOBAL:

Northview provides a curriculum which is current for preparing students to be healthy, constructive members of society, for higher education, and/or the world of work.

INTERPRETATION:

I interpret this to mean:

There is a common definition / understanding of the term, “curriculum,” among teachers and administrators. The common definition is:

A curriculum is a locally constructed document that details specific learning standards, lessons, assignments, assessments, and materials that are used to organize and teach a particular subject. In Northview Public Schools, the standards are determined by the Michigan Department of Education.

Curricula are separated into grade level or course sections. Curricula are then further specified into distinct units.

A well-defined curriculum identifies the highest priority standards for each unit.

The high priority standards serve as the foundation to determine the specific lessons to be taught, the materials to be used, and the formative and summative assessments.

To develop and maintain a coherent curriculum requires a systematic process for horizontal and vertical alignment. Curriculum mapping is the most common tool to ensure that a curriculum is horizontally and vertically aligned.

Student assessment (local and national) data is used regularly to check for gaps in student learning. The following are the priority assessments for Northview Public Schools:

- *DRA (Grades K-3)*
- *Fountas & Pinnell (Grades 4-8)*
- *District Writing Assessments (Grades K-12)*
- *Battle Creek Science Units (Grades K-4)*
- *Common Science Assessments (5-12)*
- *Common Social Studies Assessments (K-12)*
- *Common Math Assessments (Grades K-12)*
- *M-STEP (Grades 3-8, and 11)*
- *PSAT 8/9 (Grades 7, 8, 9)*
- *PSAT 10 (Grade 10)*
- *SAT (Grade 11)*

This interpretation is reasonable as the content standards required and tested by the Michigan Department of Education are based on the Common Core State Standards and the Next Generation Science Standards.

DATA REPORTED:

Data is not yet available.

CONCLUSION STATEMENT:

The organization has not met expectations. Information needs to be gathered to determine if there is a shared definition / understanding among teachers and principals of the term “curriculum.” There is only one year of M-STEP data. This is the first year of gathering Battle Creek Science scores, and Northview is in the process of selecting a K-5 Mathematics program. Social Studies is currently in the first year of a three year implementation of the MC3 Curriculum. Finally, students do not take the PSAT / SAT until later this school year.