

INTERNAL MONITORING REPORT

POLICY: 4.6 Productive Member of Society
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 "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 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 4.6.1

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. This is measured by:

1. 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 “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 the 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. **99.2%** of students in grades 7 – 12 are law-abiding citizens without citation for a misdemeanor or a felony. As of the spring 2015 pupil count, **1,676** students are enrolled in grades 7 – 12 (including East Campus Alternative).

Year	Misdemeanor	Felony	% of Population
2014-15	4	9	13/1,676 = .8%
2013-14	20	11	31/1,772 = 1.7%
2012-13	9	6	15/1,775 = .8%
2011-12	27	18	45/1,794 = 2.5%
2010-11	15	10	25/1,818 = 1.3%
2009-10	27	17	44/1,809 = 2.4%
2008-09	24	9	33/1,800 = 1.8%

CONCLUSION STATEMENT:

The organization met expectations.

POLICY LANGUAGE 4.6.2:

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

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.

	2011	2012	2013	2014	2015
Grades 6-12	3.75	3.51	3.54	3.59	3.68
Grades 3-5	NA	2.62	86.82%	2.50	2.52

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

	2011	2012	2013	2014	2015
Grades 6-12	4.05	3.92	3.96	4.01	3.93
Grades 3-5	NA	2.9	87.67%	2.94	2.84

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

	2011	2012	2013	2014	2015
Parents	3.70	4.19	4.23	4.24	4.02
Staff	NA	NA	NA	4.18	4.13

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

	2011	2012	2013	2014	2015
Parents	3.74	4.06	4.03	4.07	3.99
Staff	NA	NA	NA	4.18	4.31

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

	2011	2012	2013	2014	2015
Parents	3.57	4.17	4.14	4.12	4.20
Staff	NA	NA	NA	4.18	3.96

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

	2011	2012	2013	2014	2015
Parents	3.44	3.95	3.87	3.93	3.36
Staff	NA	NA	NA	4.18	4.05

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.

- 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:

- Students (grades 3 – 12) responding to a survey indicate all of my teachers change their teaching to meet my learning needs.
- Students (grades 3 – 12) responding to a survey indicate all of my teachers provide me with information about my learning and grades.

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.

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

	2011	2012	2013	2014	2015
Grades 6-12	3.21	3.17	3.42	3.14	3.24
Grades 3-5	NA	2.90	87.67%	2.89	2.86

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

	2011	2012	2013	2014	2015
Grades 6-12	3.91	3.90	3.94	3.90	3.90
Grades 3-5	NA	2.80	91.22%	2.98	2.86

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. I am reporting this as not meeting expectations at this time.

CONCLUSION STATEMENT:

The organization did not meet expectations. **“Skills for Success” data will be available for the February 2017 report.**

POLICY LANGUAGE 4.6 GLOBAL

Students have critical life skills necessary for future success.

INTERPRETATION:

I interpret this to mean:

1. Students (grades 3 – 12) responding to a survey indicate in my school students help each other even if they are not friends.
2. Parents **and staff** responding to a survey indicate our school has established goals and a plan for improving student learning.
3. Parents **and staff** responding to a survey indicate all of my child’s teachers work as a team to help my child learn.
4. Parents **and staff** responding to a survey indicate my child sees a relationship between what is being taught and his/her everyday life.
5. Parents **and staff** responding to a survey indicate my child has access to support services based on his/her identified needs.
6. Parents **and staff** responding to a survey indicate our school provides students with access to a variety of information resources to support their learning.
7. Parents **and staff** responding to a survey indicate our school provides excellent support services (e.g. counseling, career planning).

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

	2011	2012	2013	2014	2015
Grades 6-12	4.10	2.94	3.01	3.14	3.16
Grades 3-5	NA	2.84	89.7%	2.80	2.83

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

	2011	2012	2013	2014	2015
Parents	3.74	4.23	4.18	4.38	4.14
Staff	NA	NA	NA	4.58	4.29

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

	2011	2012	2013	2014	2015
Parents	3.15	3.99	4.01	3.98	4.07
Staff	NA	NA	NA	4.0	3.73

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

	2011	2012	2013	2014	2015
Parents	3.22	3.95	3.89	3.88	4.01
Staff	NA	NA	NA	4.45	4.04

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

	2011	2012	2013	2014	2015
Parents	3.73	3.89	3.85	4.0	3.97
Staff	NA	NA	NA	4.36	3.99

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

	2011	2012	2013	2014	2015
Parents	3.89	4.20	4.21	4.35	4.28
Staff	NA	NA	NA	4.36	4.24

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

	2011	2012	2013	2014	2015
Parents	3.69	3.91	3.79	3.86	3.91
Staff	NA	NA	NA	4.18	4.09

CONCLUSION STATEMENT:

The organization met expectations.