

INTERNAL MONITORING REPORT

October 12, 2015

Policy: 4.1 Literate Students

Policy Category: Ends

Period Monitored: November 10, 2014 – October 12, 2015

This is my monitoring report on the Board of Education's Ends policy "Literate Students." 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.

A handwritten signature in black ink that reads "Scott Korpak". The signature is written in a cursive style with a large initial 'S'.

Scott Korpak
Superintendent

Date: October 12, 2015

Policy Language 4.1.1

The Northview student demonstrates improvement in the mastery of core curriculum performance standards, as measured by national, state, and classroom assessments.

I interpret “core curriculum” to mean:

1. The K-12 curriculum utilized by Northview Public Schools is aligned with the Michigan Grade Level, High School Content Expectations, and adopted National Core Standards.
2. The 8-12 curricula utilized by Northview Public Schools are aligned in core areas with the EXPLORE/PLAN/ACT tested standards.

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. Further, ratings are based upon MEAP and MME performance. Changes made by the Michigan Department of Education related to the test “cut scores” have resulted in this interpretation as being “baseline data.”

1. All K-12 curriculum is aligned with the Michigan Grade Level and High School Content Expectations (or Standards, where applicable). K-12 curriculum is reviewed on a scheduled basis yearly. That is, a minimum of one curricular area per year is reviewed by a committee of staff and parents for relevancy, rigor, and alignment to state, national, and international standards.
2. The 8-12 curriculum is aligned with the EXPLORE/PLAN/ACT tested standards in core areas. The new focus is to align with the PSAT 8/9, PSAT 10, and SAT for the 8-12 curriculum.

Conclusion Statement:

The organization met expectations.

Interpretation:

I interpret "*The Northview student demonstrates improvement in the mastery of core curriculum performance standards*" to mean:

1. 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.

Data Reported:

1. Graduation Rate data not available until January 2016 (estimated).

Conclusion Statement:

Conclusion to be made in February 2016 report to Northview Board of Education.

Interpretation:

I interpret *“The Northview student demonstrates improvement in the mastery of core curriculum performance standards, as measured by national assessments”* to mean:

1. The minimum composite score of the ACT for the graduating class (2015) is not less than 20 and at no time is it below the average composite scores of the states (with data available at the time of this report) that currently require 100% of 11th grade students to take the ACT (Michigan, Colorado, Illinois, Louisiana, Mississippi, North Dakota, Tennessee, Wyoming, and Kentucky) and the ACT benchmark. *The ACT benchmark for percent of graduates tested is 52%.

The composite ACT score for the percentage of graduates tested is 52%. This percentage is 48% fewer students tested than the percentage of students tested in Northview or Michigan.

Data Reported:

1. The composite ACT score for the 2015 graduating class was 20.7. This composite score was above (or the same as) the composite scores of all states testing 100% of 11th grade students. It is above the State ACT composite score (20.1) by .6 point. It is below the National ACT average composite score (21.0) of students who took the ACT by .3 point. It is .3 point below the ACT benchmark (21.0).

(Source: <http://www.act.org/newsroom/data/2015/states.html>)

	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015
Northview HS	21.0	20.7	21.3	20.8	20.7	20.7
ACT Benchmark	21.0	21.0	21.0	21.0	21.0	21.0
National	21.0	21.1	21.1	20.9	21.0	21.0
Michigan	19.7	20.0	20.1	19.9	20.1	20.1
Alabama	NA	NA	NA	NA	NA	19.1
Colorado	20.6	20.7	20.6	20.4	20.6	20.7
Illinois	20.7	20.9	20.9	20.6	20.7	20.7
Kentucky	19.4	19.6	19.8	19.6	19.9	20.0
Louisiana	NA	20.2	20.3	19.5	19.2	19.4
Mississippi	NA	18.7	18.7	18.9	19.0	19.0
Montana	NA	NA	NA	NA	NA	20.4
North Carolina	NA	NA	NA	NA	NA	19.0
North Dakota	NA	NA	20.7	20.5	20.6	20.6
Tennessee	19.6	19.5	19.7	19.5	19.8	19.8
Utah	NA	NA	NA	NA	NA	20.2
Wyoming	20.0	20.3	20.3	19.8	20.1	20.2

Conclusion Statement:

The organization met expectations in all areas except for the following:

The ACT benchmark (21) was not met by .3 point.

Interpretation:

I interpret *“The Northview student demonstrates improvement in the mastery of core curriculum performance standards, as measured by state assessments”* to mean:

1. Northview student performance exceeds the performance of KISD and State students in all tested areas.
2. Northview student performance as tested with the MME test exceeds the performance of KISD and State students in all tested areas.

This interpretation is not reasonable as data is not available for M-Step or MME.

Data Reported:

Not available

Conclusion Statement:

The organization cannot meet expectations without available data from the state of Michigan on M-Step and MME.

Interpretation:

I interpret *“The Northview student demonstrates improvement in the mastery of core curriculum performance standards, as measured by classroom assessments”* to mean:

1. A minimum of 40% of students enrolled in grades 7-12 choose rigorous courses. *Note: Students in grades 7 and 8 have math and Spanish as the only choices for advanced coursework. Earth Science in 8th grade is required for all students and is considered a high school course. AP and Honors courses at the high school level are considered to be rigorous.
2. Students enrolled in AP courses have passing grades of A, B, or C. More than 200 AP tests are taken annually and more than 50% have a score of 3 or higher.
3. Fewer than 5% of secondary students (grades 7-12) are failing two or more classes.
4. Secondary Grade Point Average for the middle and high school is a minimum 3.0.
5. 70%, or more, of students are Proficient (Meeting and Exceeding) in Reading.
6. 50%, or more, of students are Proficient (Meeting and Exceeding) in Writing.
7. 60%, or more, of students are Proficient (Meeting and Exceeding) in Mathematics.

Data Reported:

1. Students choosing rigorous courses:

Middle School

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
7th Grade Advanced Math	28%	32%	21%	27%	31%	27%	24%
7th Grade Spanish I	9%	8%	11%	10%	17%	25%	24%
8th Grade Algebra I	40%	27%	25%	23%	26%	32%	28%
8th Grade Spanish I	25%	8%	12%	10%	13%	15%	9%
8th Grade Spanish II	12%	17%	6%	10%	8%	11%	14%

High School

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
9th Grade	31%	36%	40%	34%	40%	27%	30%
10th Grade	28%	33%	49%	44%	43%	36%	34%
11th Grade	29%	37%	42%	46%	50%	33%	43%
12th Grade	56%	47%	43%	47%	46%	41%	42%

2. 515 out of 535 (96%) high school students had passing grades (“C” or better) in AP courses in 2014-2015. There were 291 AP tests taken in Spring 2015 and 63% (184 tests) had scores of 3 or higher.
3. 8% of 7th grade students and 4% of 8th grade students failed two or more courses in 2014-2015.

Middle School - Students Failing 2 or More Classes

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
7th Grade	7%	8%	3%	13%	10%	10%	8%
8th Grade	4%	3%	2%	8%	10%	11%	4%

6% of high school students failed two or more courses in 1st Semester of 2014-2015 and 6% of high school students failed two or more courses in 2nd Semester of 2014-2015.

High School - Students Failing 2 or More Classes

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1st Semester	7%	7%	4%	3%	4%	6%
2nd Semester	10%	7%	4%	5%	6%	6%

4. The cumulative grade point average for Crossroads Middle School was 2.895 in 2014-2015. The cumulative grade point average for Northview High School was 2.989 in 2014-2015.

5. Students showing proficiency (70% or more) in Reading on DRA (grades K-3) and Fountas & Pinnell (grades 4-8):

**Northview Public Schools – DRA and Fountas & Pinnell
Reading Proficiency Data
Spring 2015**

	Proficient (Meeting and Exceeding)
Northview	56%
East Oakview	75%
Kindergarten	59%
1st Grade	73%
2nd Grade	71%
3rd Grade	83%
4th Grade	85%
North Oakview	81%
Kindergarten	79%
1st Grade	76%
2nd Grade	78%
3rd Grade	79%
4th Grade	88%
West Oakview	69%
Kindergarten	59%
1st Grade	53%
2nd Grade	68%
3rd Grade	87%
4th Grade	83%
Highlands	47%
5th Grade	58%
6th Grade	32%
Crossroads	13%
7th Grade	28%
8th Grade*	0%

*Schools self-report data in KISD data warehouse ([OurSchoolData](#)).

7. Students showing proficiency (50% or more) in Writing on the On-Demand Writing Post Assessments (grades K-8):

**Northview Public Schools
Writing Proficiency Data
Spring 2015**

	Narrative	Informational	Opinion/Argumentative
	Proficient (Meeting and Exceeding)	Proficient (Meeting and Exceeding)	Proficient (Meeting and Exceeding)
Northview	11% (Pre) · 61% (Post)	7% (Pre) · 60% (Post)	5% (Pre) · 73% (Post)
East Oakview	14% (Pre) · 74% (Post)	15% (Pre) · 79% (Post)	10% (Pre) · 82% (Post)
Kindergarten	0% (Pre) · 40% (Post)	2% (Pre) · 39% (Post)	0% (Pre) · 38% (Post)
1st Grade	2% (Pre) · 47% (Post)	6% (Pre) · 44% (Post)	2% (Pre) · 49% (Post)
2nd Grade	19% (Pre) · 33% (Post)	16% (Pre) · 36% (Post)	18% (Pre) · 37% (Post)
3rd Grade	3% (Pre) · 38% (Post)	1% (Pre) · 44% (Post)	0% (Pre) · 41% (Post)
4th Grade	12% (Pre) · 28% (Post)	9% (Pre) · 35% (Post)	5% (Pre) · 40% (Post)
North Oakview	11% (Pre) · 77% (Post)	7% (Pre) · 79% (Post)	5% (Pre) · 89% (Post)
Kindergarten	0% (Pre) · 71% (Post)	0% (Pre) · 97% (Post)	0% (Pre) · 92% (Post)
1st Grade	2% (Pre) · 40% (Post)	0% (Pre) · 39% (Post)	1% (Pre) · 47% (Post)
2nd Grade	8% (Pre) · 42% (Post)	3% (Pre) · 42% (Post)	3% (Pre) · 46% (Post)
3rd Grade	6% (Pre) · 40% (Post)	6% (Pre) · 40% (Post)	3% (Pre) · 42% (Post)
4th Grade	6% (Pre) · 38% (Post)	6% (Pre) · 38% (Post)	4% (Pre) · 43% (Post)
West Oakview	11% (Pre) · 70% (Post)	1% (Pre) · 47% (Post)	1% (Pre) · 86% (Post)
Kindergarten	0% (Pre) · 81% (Post)	0% (Pre) · 52% (Post)	0% (Pre) · 50% (Post)
1st Grade	15% (Pre) · 64% (Post)	0% (Pre) · 31% (Post)	0% (Pre) · 43% (Post)
2nd Grade	22% (Pre) · 83% (Post)	9% (Pre) · 42% (Post)	3% (Pre) · 44% (Post)
3rd Grade	6% (Pre) · 31% (Post)	1% (Pre) · 45% (Post)	1% (Pre) · 36% (Post)
4th Grade	5% (Pre) · 58% (Post)	2% (Pre) · 41% (Post)	0% (Pre) · 48% (Post)
Highlands	10% (Pre) · 41% (Post)	0% (Pre) · 42% (Post)	1% (Pre) · 28% (Post)
5th Grade	11% (Pre) · 44% (Post)	3% (Pre) · 47% (Post)	2% (Pre) · 28% (Post)
6th Grade	5% (Pre) · 19% (Post)	0% (Pre) · 53% (Post)	0% (Pre) · 28% (Post)
Crossroads	3% (Pre) · 6% (Post)	1% (Pre) · 7% (Post)	2% (Pre) · 3% (Post)
7th Grade	3% (Pre) · 3% (Post)	1% (Pre) · 9% (Post)	5% (Pre) · 5% (Post)
8th Grade*	0% (Pre) · 3% (Post)	0% (Pre) · 0% (Post)	0% (Pre) · 0% (Post)

*Schools self-report data in KISD data warehouse ([OurSchoolData](#)).

8. Students showing proficiency (60% or more) on Mathematics:

Not available due to ACT Aspire assessment being flawed and no clear process to collect internal math data.

Conclusion Statement:

The organization met expectations in all areas except for the following:

1. Less than 40% of 7th and 8th grade students chose rigorous courses in 2014-2015. In 9th and 10th grades, less than 40% of students chose rigorous courses in 2014-2015.
2. 8% of 7th grade students failed two or more course in 2014-2015 – 3% higher than expectation of 5%; 6% of high school students failed two or more courses in 1st semester and in 2nd semester of 2014-2015 – 1% higher than expectation of 5%.
3. The cumulative grade point average for middle school was 2.895 in 2014-2015 - .105 below 3.0 expectation. The cumulative grade point average for high school was 2.989 in 2014-2015 - .011 below 3.0 expectation.
4. Reading data in 2014-2015 is inconsistent and needs a stronger process for reporting and analysis.
5. Writing data in 2014-2015 is inconsistent and needs a stronger process for reporting and analysis.
6. Mathematics data in 2014-2015 is inconsistent and needs a stronger process for reporting and analysis.