

INTERNAL MONITORING REPORT

October 10, 2011

Policy: 4.1 Literate Students

Policy Category: Ends

Period Monitored: October 11, 2010 – October 10, 2011

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

Michael F. Paskewicz
Superintendent

Date: October 10, 2011

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.

Interpretation:

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.
3. All schools in Northview Public Schools earn an accreditation rating of “A.” Ratings are based upon MEAP and MME performance. ****Note: School grade ratings are determined at the State level and do not have a set of defined criteria that are shared with schools regarding what specifically causes a school to drop or increase in grade ratings.***

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). 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.
3. Northview High School earned a “B” rating. The rating remained a “B” in spite of increases in all ACT sub-categories and composite as well as increases in all areas of the MME. East Campus Alternative High School received a “C” rating. All other schools earned an “A” rating.

Conclusion Statement:

The organization met expectations. Northview High School and East Campus have submitted School Improvement Plans.

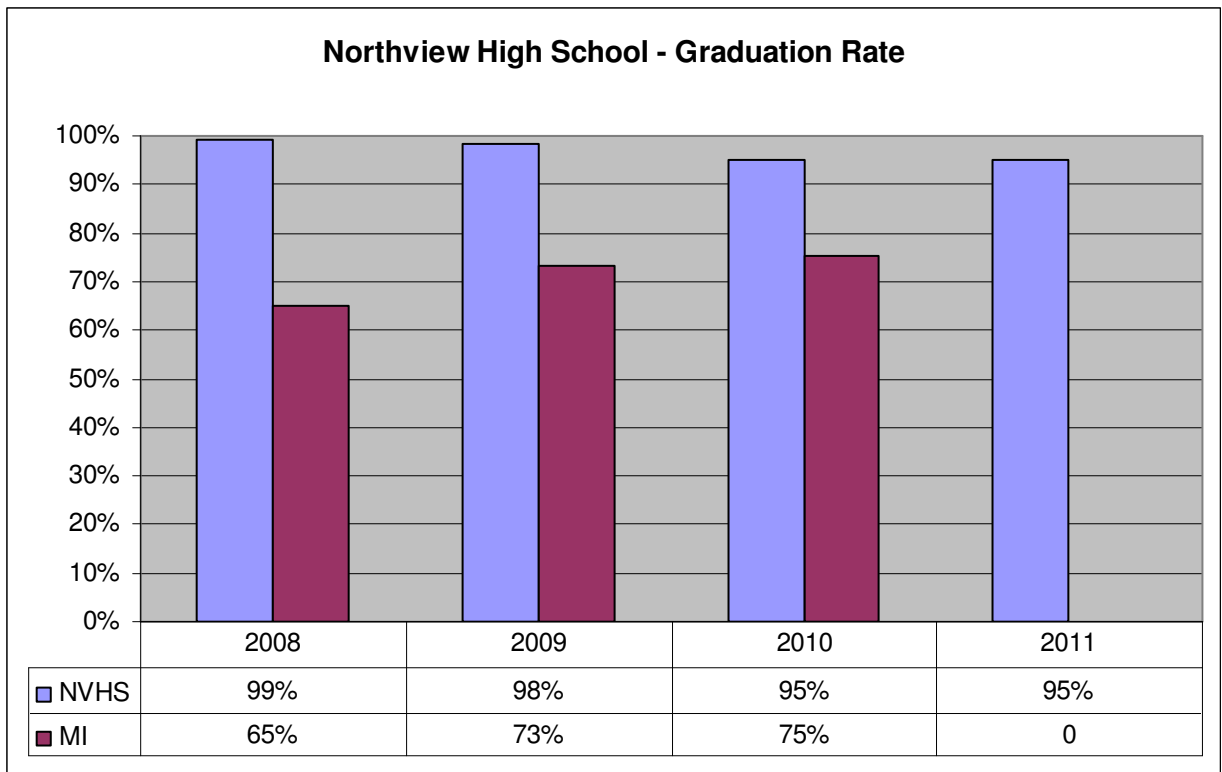
Interpretation:

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. 95% of 2011 graduates at Northview High School earned an endorsed diploma in a four year period of time. The graduation rate is predicted to exceed the State of Michigan (NA at time of monitoring report).



Conclusion Statement:

The organization met expectations.

Interpretation:

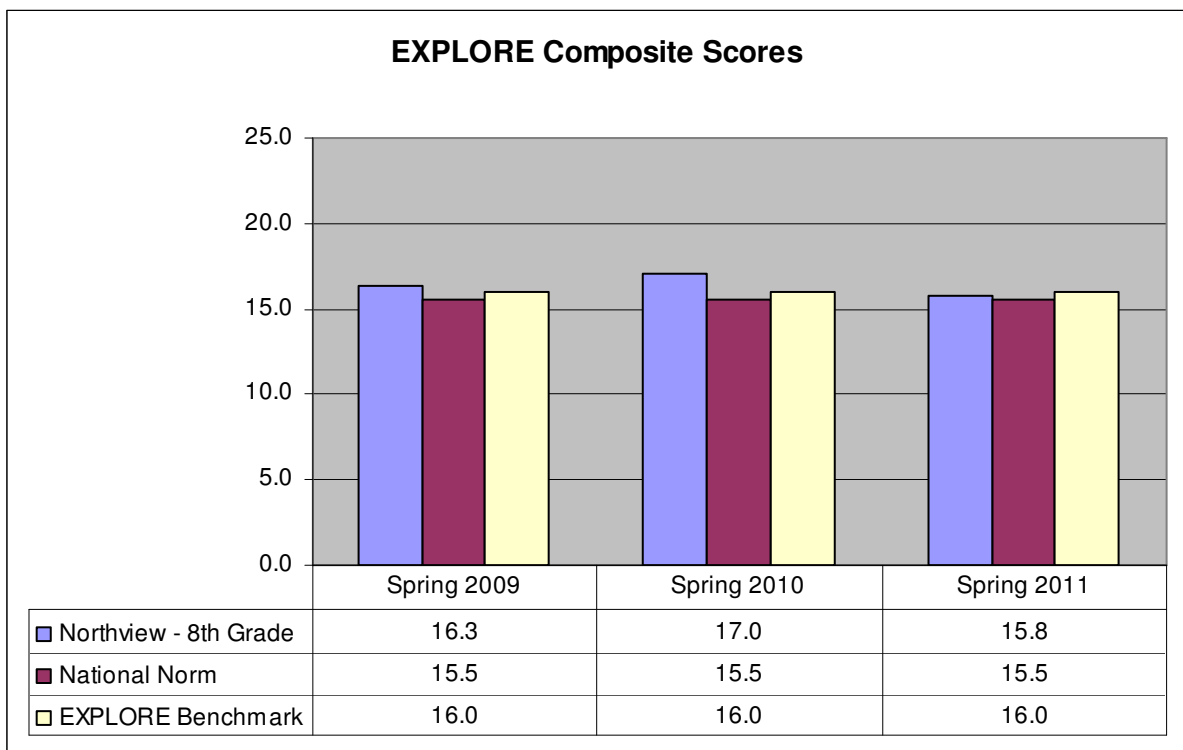
I interpret *“The Northview student demonstrates improvement in the mastery of core curriculum performance standards, as measured by national assessments”* to mean:

1. The minimum composite score 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 and the EXPLORE benchmark.
2. 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 and the PLAN benchmark.
3. The minimum composite score of the ACT 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 all students to take the ACT (Michigan, Colorado, Kentucky) and the ACT benchmark.

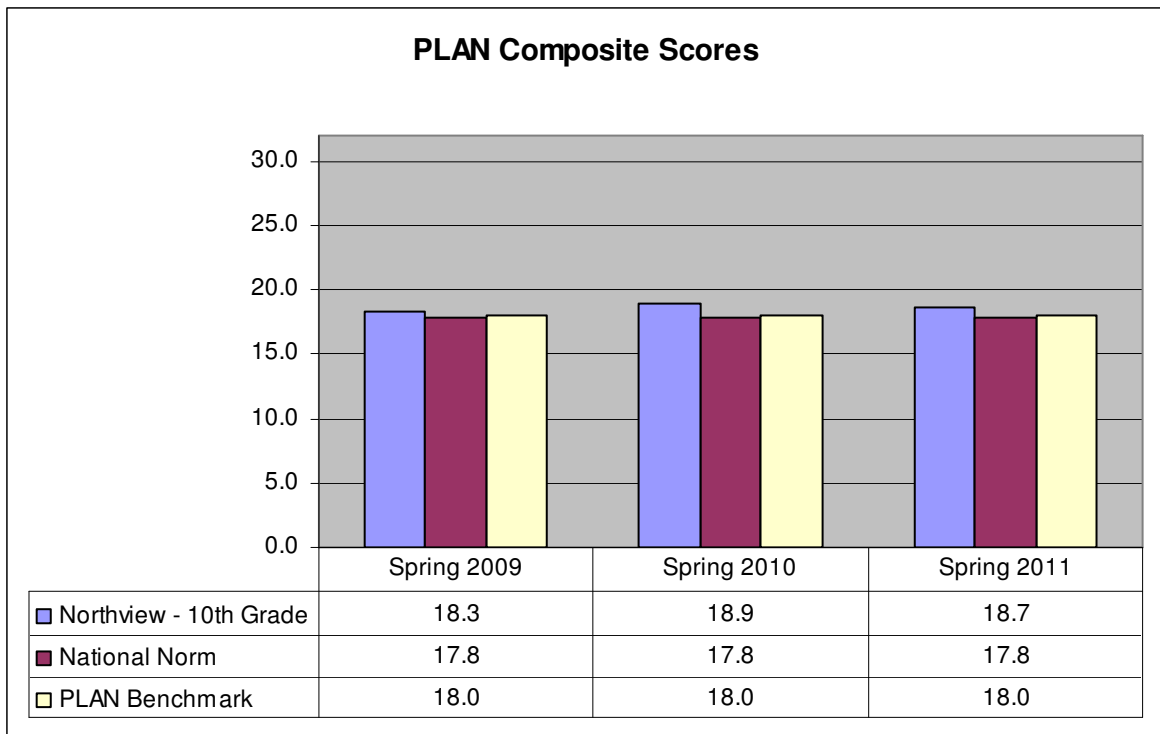
This interpretation is reasonable as the minimum composite scores on EXPLORE and PLAN tests are above the National Norm. The composite ACT score is above the average score in Michigan, Colorado, and Kentucky.

Data Reported:

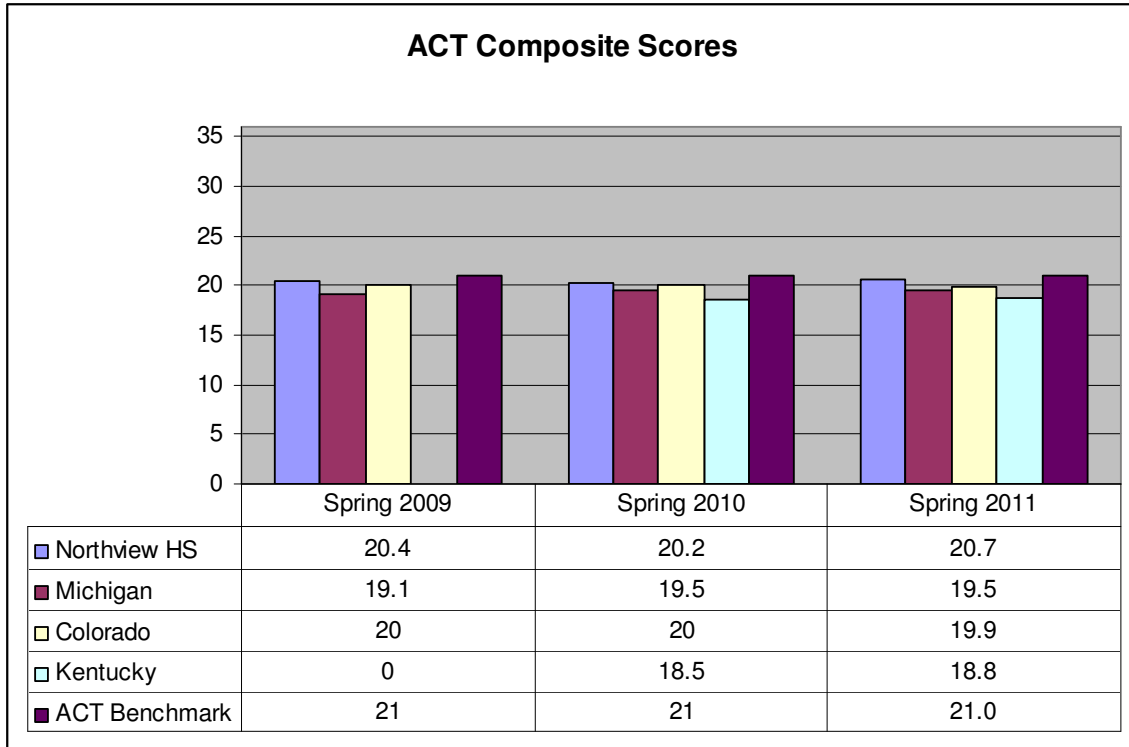
1. The composite EXPLORE score (Spring 2009) was 16.3. This composite score was .8 point above the National Norm (15.5) and .3 point above the EXPLORE benchmark (16). The composite EXPLORE score (Spring 2010) was 17. This composite score was 1.5 points above the National Norm (15.5) and 1 point above the EXPLORE benchmark (16). The current composite EXPLORE score (Spring 2011) is 15.8. This composite score is .3 point above the National Norm (15.5) and .2 point below the EXPLORE benchmark (16).



2. The composite PLAN score (Spring 2009) was 18.3. This composite score was .5 point above the National Norm (17.8) and .9 point above the PLAN benchmark (18). The composite PLAN score (Spring 2010) was 18.9. This composite score was 1.1 points above the National Norm (17.8) and .9 point above the PLAN benchmark (18). The current composite PLAN score (Spring 2011) is 18.7. This composite score is .9 point above the National Norm (17.8) and .7 point above the PLAN benchmark (18).



3. The composite ACT score (Spring 2009) was 20.4. This composite score was 1.3 points above the Michigan average (19.1), .4 point above the Colorado average (20.0), and .6 point below the ACT benchmark (21). The composite ACT score (Spring 2010) was 20.2. This composite score was .7 point above the Michigan average (19.5), .2 point above the Colorado average (20.0), 1.7 points above the Kentucky average (18.5), and .8 point below the ACT benchmark (21). The current composite ACT score (Spring 2011) is 20.7. This composite score is 1.2 points above the Michigan average (19.5), .8 point above the Colorado average (19.9), 1.9 points above the Kentucky average (18.8), and .3 point below the ACT benchmark (21).



Conclusion Statement:

The organization met expectations except for the following:

- #1 – EXPLORE score (15.8) is below the EXPLORE benchmark (16). **However, it is still above the National Norm (15.5).**
- #3 – ACT score (20.7) is below the ACT benchmark (21). **However, it is an increase of .5 point from Spring 2010 and it is still above all of the available state averages (Michigan, Colorado, Kentucky).**

A gain of .2 point in area of non-compliance is expected by October 2012.

Interpretation:

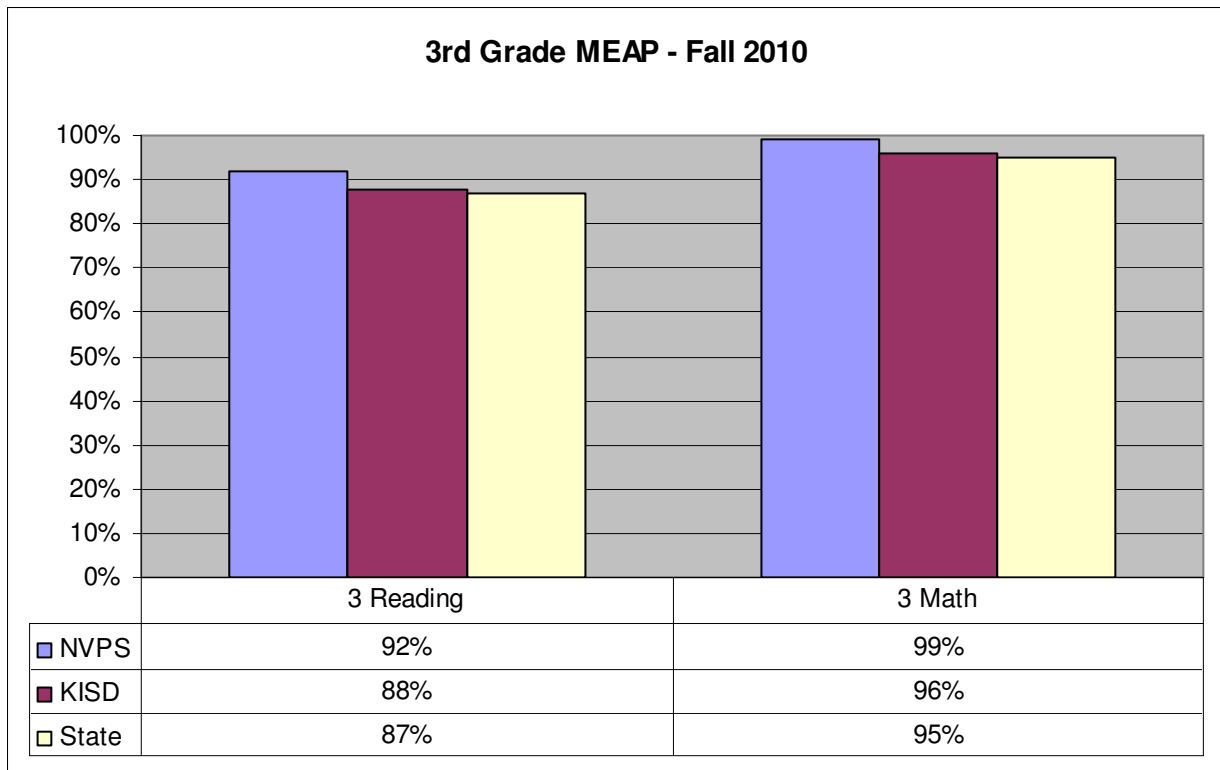
I interpret *“The Northview student demonstrates improvement in the mastery of core curriculum performance standards, as measured by state assessments”* to mean:

1. 85% of students tested with the MEAP test are proficient in all subjects. 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.

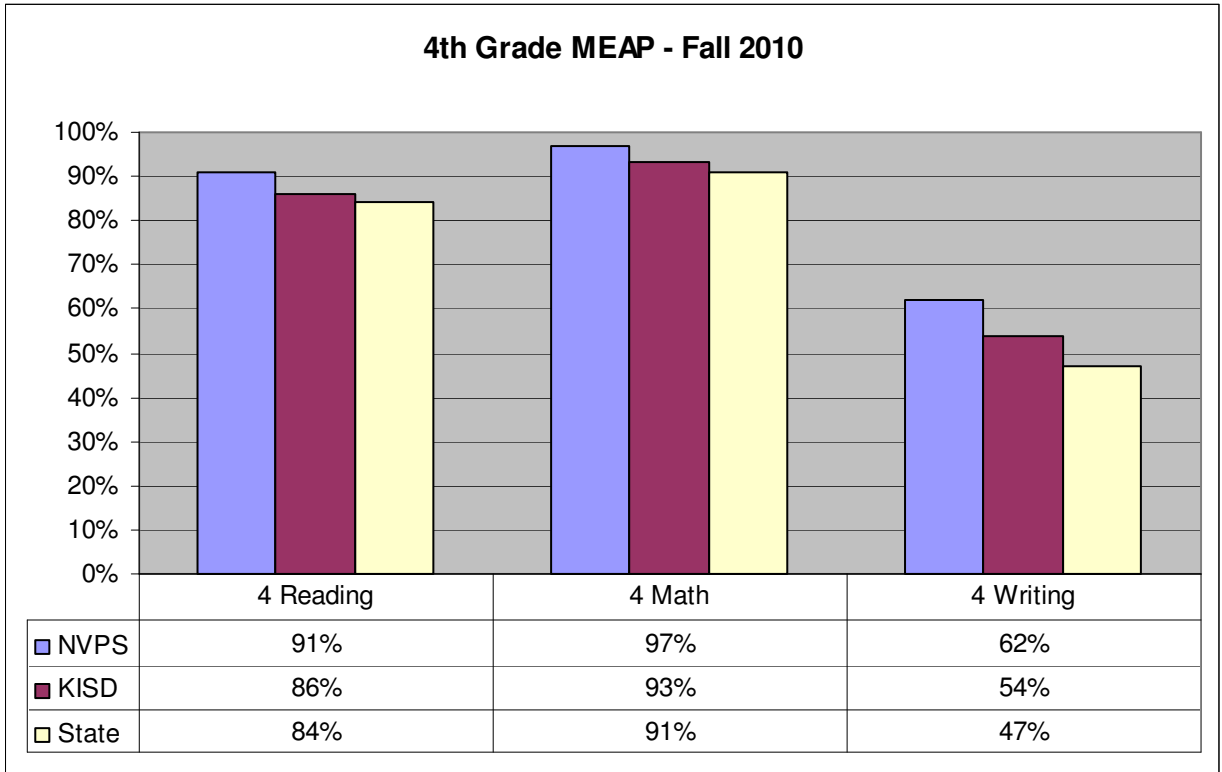
This interpretation is reasonable as the 85% proficient level on the MEAP and the MME is above the State of Michigan average.

Data Reported:

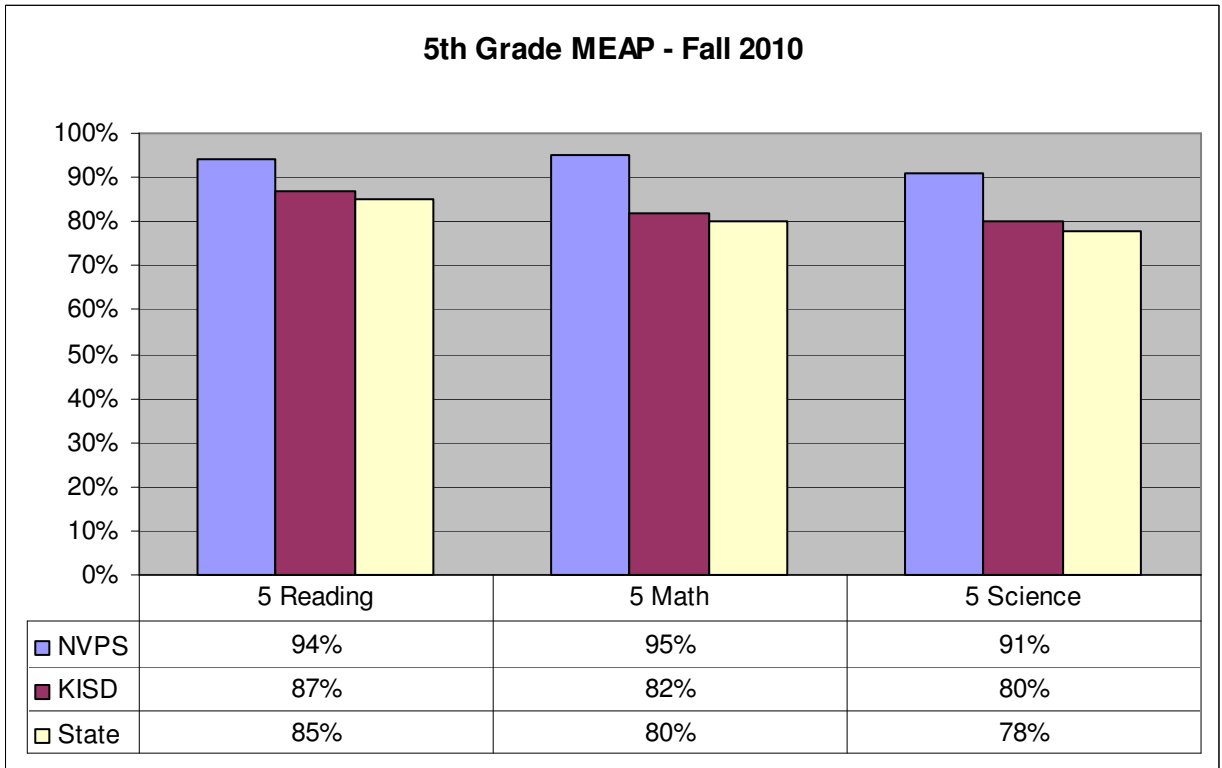
1. MEAP Scores Fall 2010 – Northview, KISD, State of Michigan
 - 3rd grade students are proficient in Reading (92%) and Mathematics (99%), as measured by MEAP.



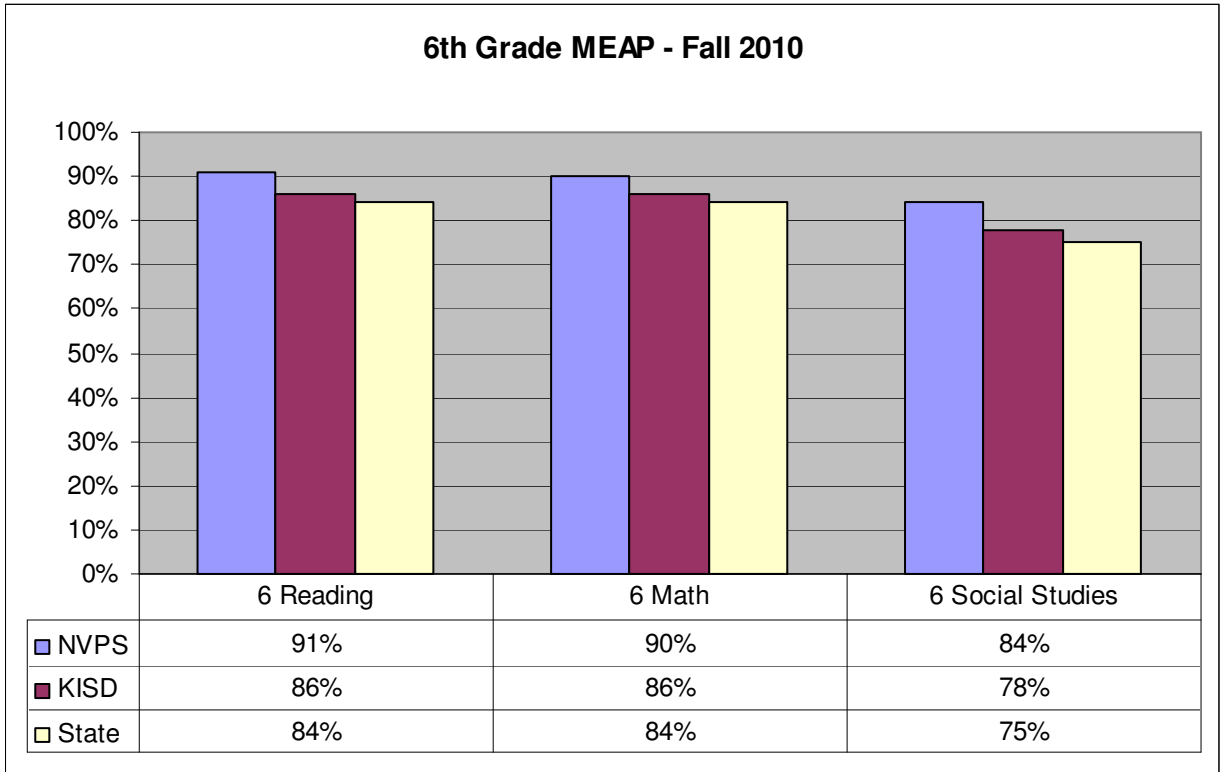
- 4th grade students are proficient in Reading (91%), Mathematics (97%), and Writing (62%), as measured by MEAP.



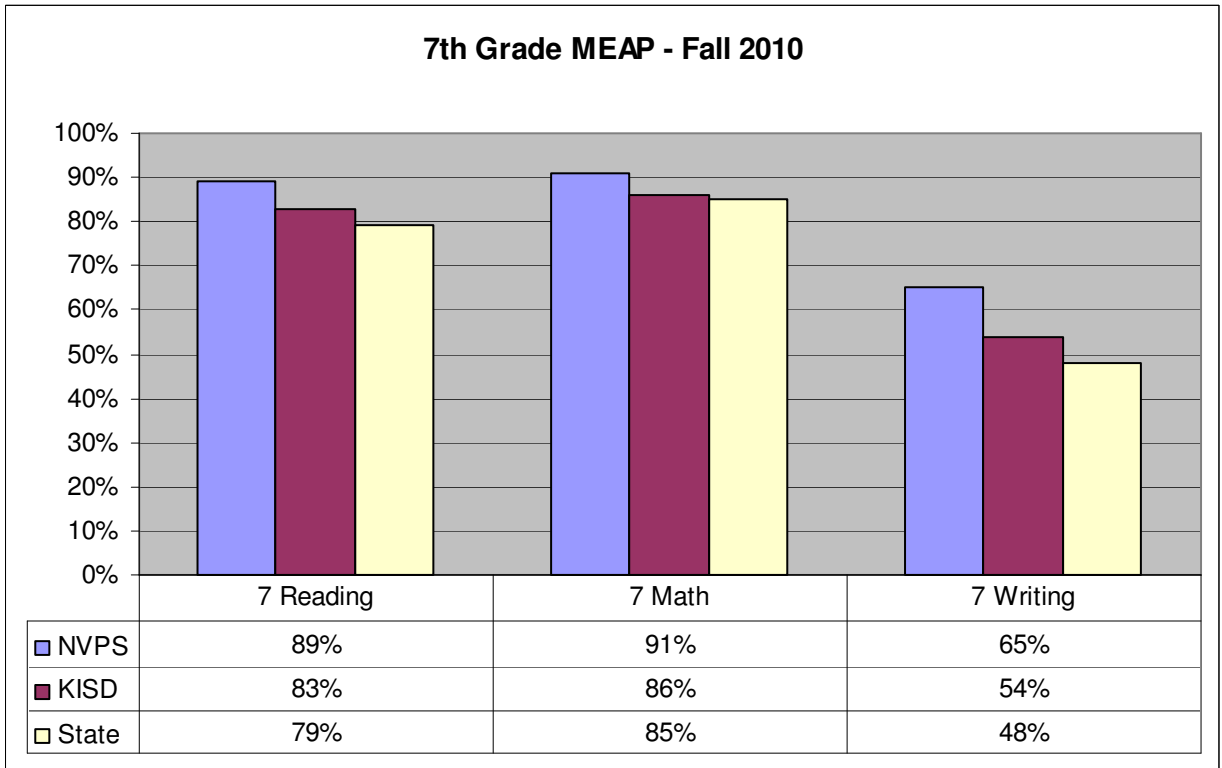
- 5th grade students are proficient in Reading (94%), Mathematics (95%), and Science (91%), as measured by MEAP.



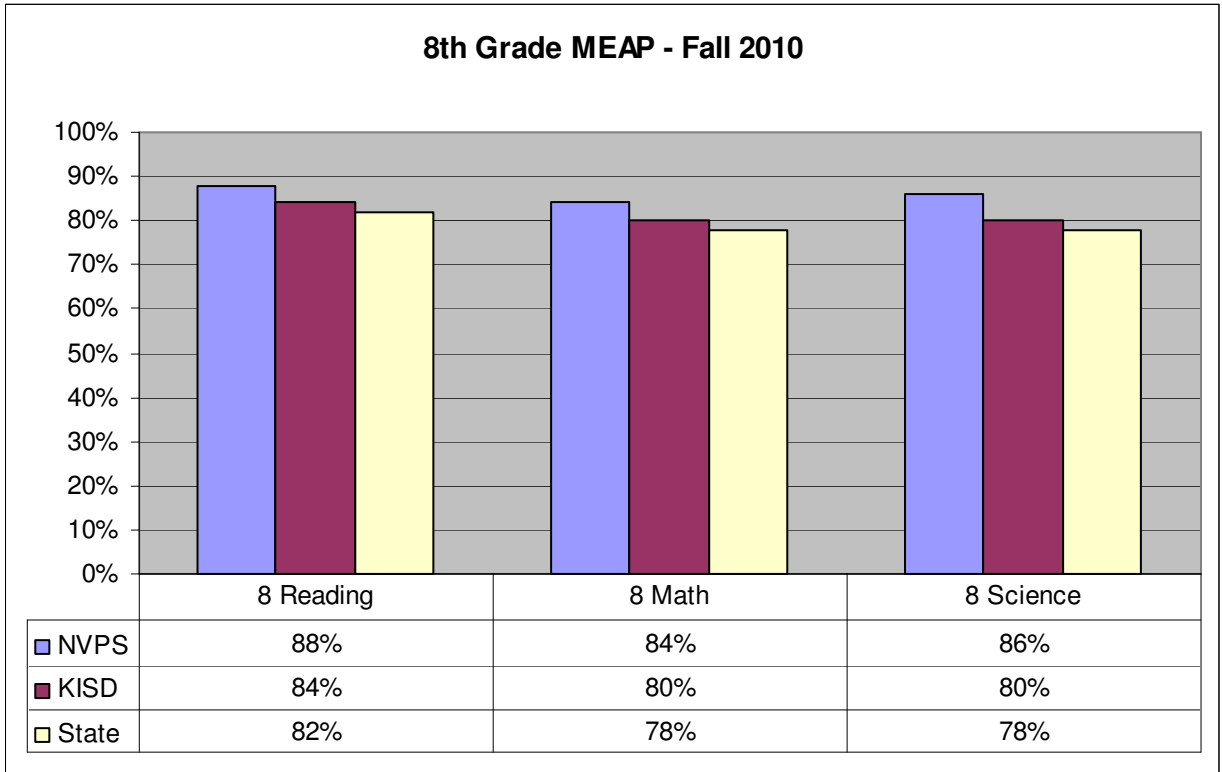
- 6th grade students are proficient in Reading (91%), Mathematics (90%), and Social Studies (84%), as measured by MEAP.



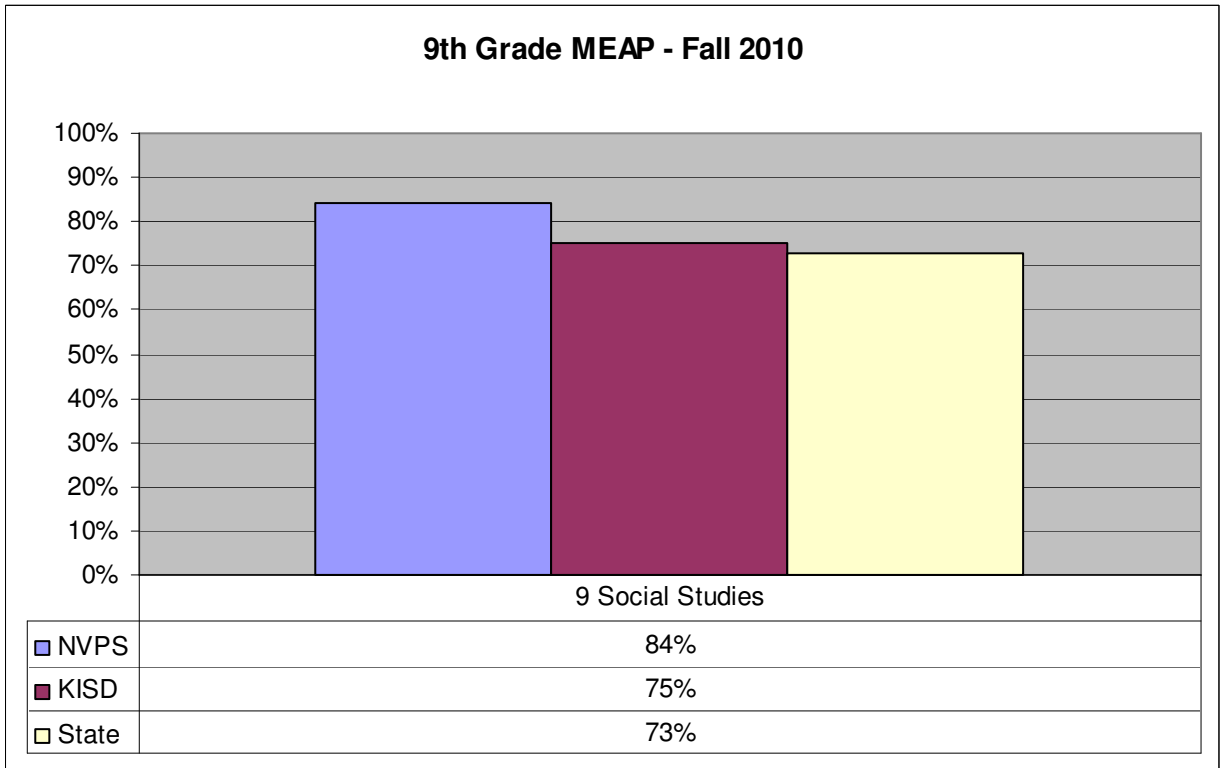
- 7th grade students are proficient in Reading (89%), Mathematics (91%), and Writing (65%), as measured by MEAP.



- 8th grade students are proficient in Reading (88%), Mathematics (84%), and Science (86%), as measured by MEAP.

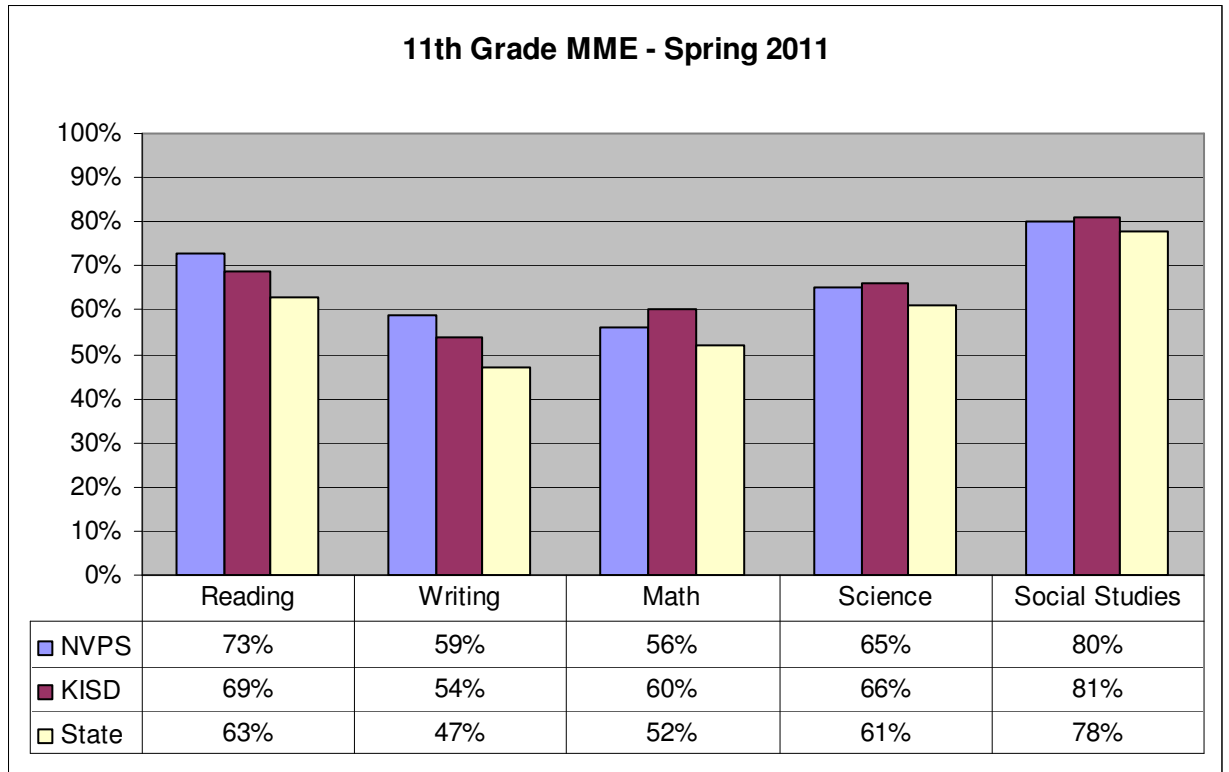


- 9th grade students are proficient in Social Studies (84%), as measured by MEAP.



2. MME Scores Spring 2011 – Northview, KISD, State of Michigan

- 11th grade students are proficient in Reading (73%), Writing (59%), Mathematics (56%), Science (65%), and Social Studies (80%), as measured by MME.



Conclusion Statement:

The organization met expectations in all areas of #1 except for the following:

- 4th grade MEAP Writing is at 62% - missed the 85% benchmark.
However, this is above both the KISD and State averages.
- 6th grade MEAP Social Studies is at 84% - missed the 85% benchmark.
However, this is above both the KISD and State averages.
- 7th grade MEAP Writing is at 65% - missed the 85% benchmark.
However, this is above both the KISD and State averages.
- 8th grade MEAP Mathematics is at 84% - missed the 85% benchmark.
However, this is above both the KISD and State averages.
- 9th grade MEAP Social Studies is at 84% - missed the 85% benchmark.
However, this is above both the KISD and State averages.

A gain of 2% in each area of non-compliance is expected by October 2012.

The organization met expectations in all areas of #2 except for the following:

- 11th grade MME Math is at 56% - below KISD (60%). **However, this is a 2% gain from the Spring 2010 11th grade MME Math score (54%).**

- 11th grade MME Science is at 65% - below KISD (66%). **However, this is an 8% gain from the Spring 2010 11th grade MME Science score (57%).**
- 11th grade MME Social Studies is at 80% - below KISD (81%). **However, this is a 2% gain from the Spring 2010 11th grade MME Social Studies score (78%).**

A gain of 2% in each area of non-compliance is expected by October 2012.

Interpretation:

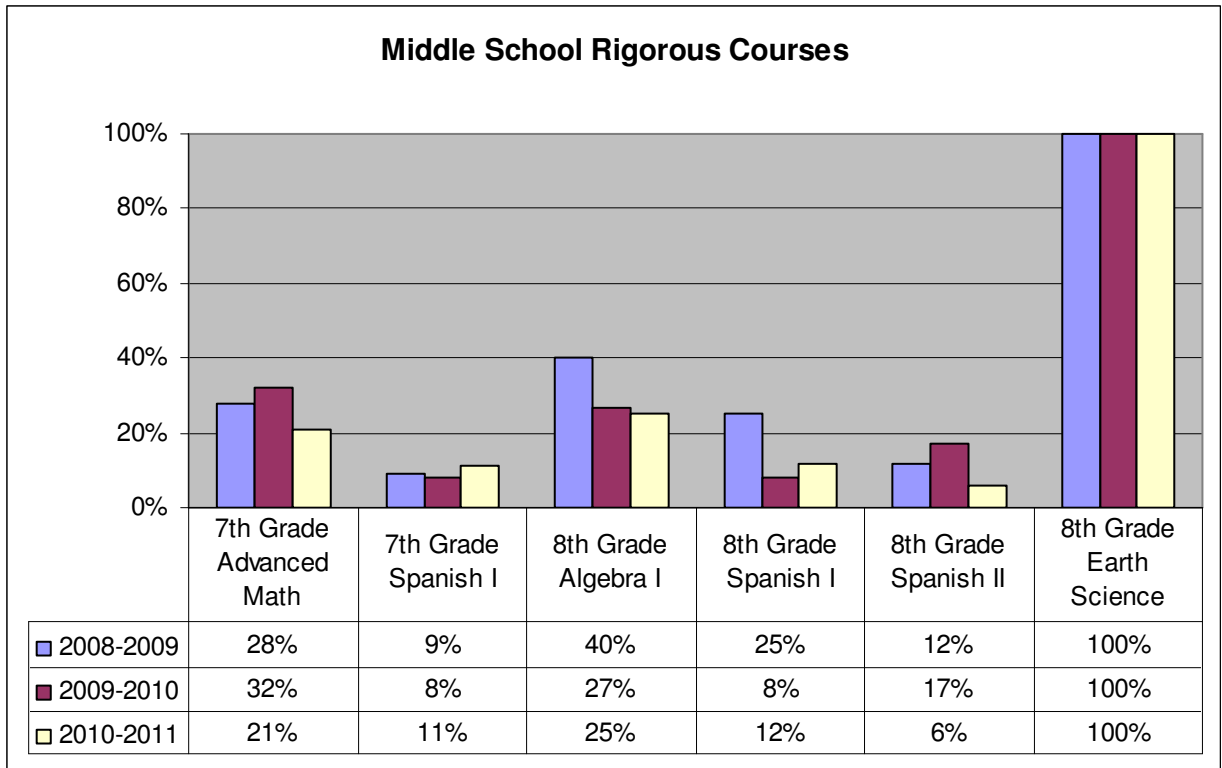
I interpret “*The Northview student demonstrates improvement in the mastery of core curriculum performance standards, as measured by classroom assessments*” to mean:

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.
3. Fewer than 5% of secondary students are failing two or more classes.
4. Secondary Grade Point Average for the middle and high school is a minimum 3.0.
5. 15%, or less, of students in grades K-4 in the DRA “red zone.”
6. 40%, or more, of students are in the DRA “green zone.”
7. 15%, or less, of students in grades 5-8 in the SRI “red zone.”
8. 40%, or more, of students in the SRI “green zone.”

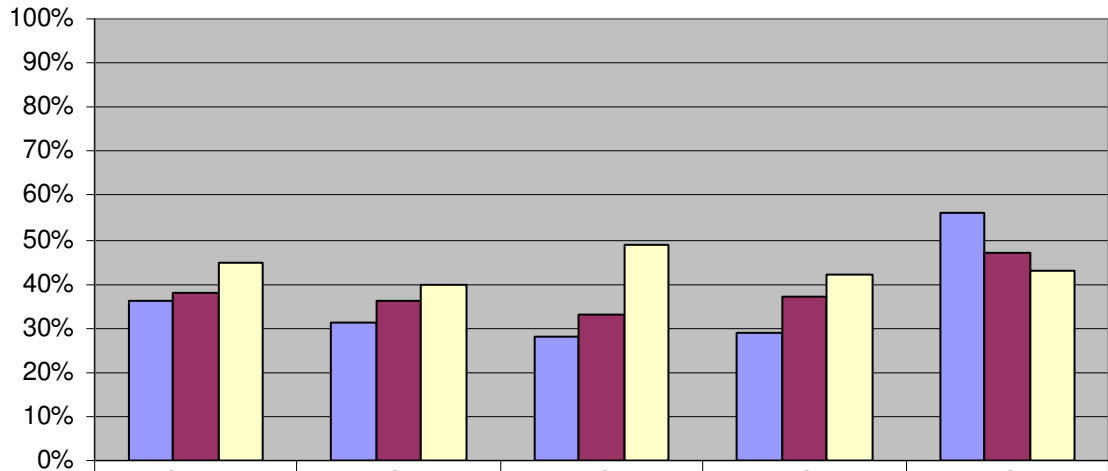
The minimum percentage of students in DRA and SRI “red or green zones” are baseline percentages for the first monitoring report.

Data Reported:

1. Students choosing rigorous courses:



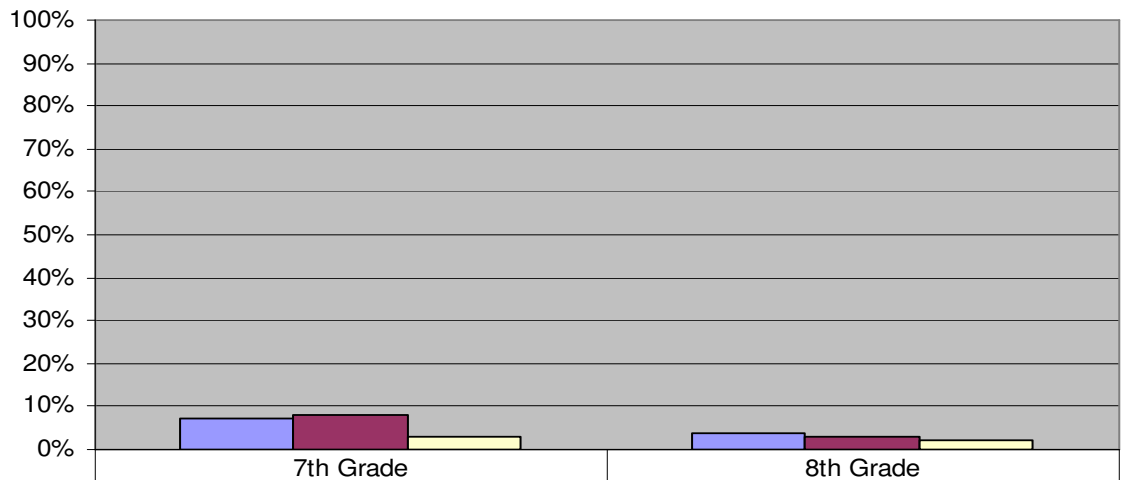
High School Rigorous Courses



	All Students	9th Grade	10th Grade	11th Grade	12th Grade
2008-2009	36%	31%	28%	29%	56%
2009-2010	38%	36%	33%	37%	47%
2010-2011	45%	40%	49%	42%	43%

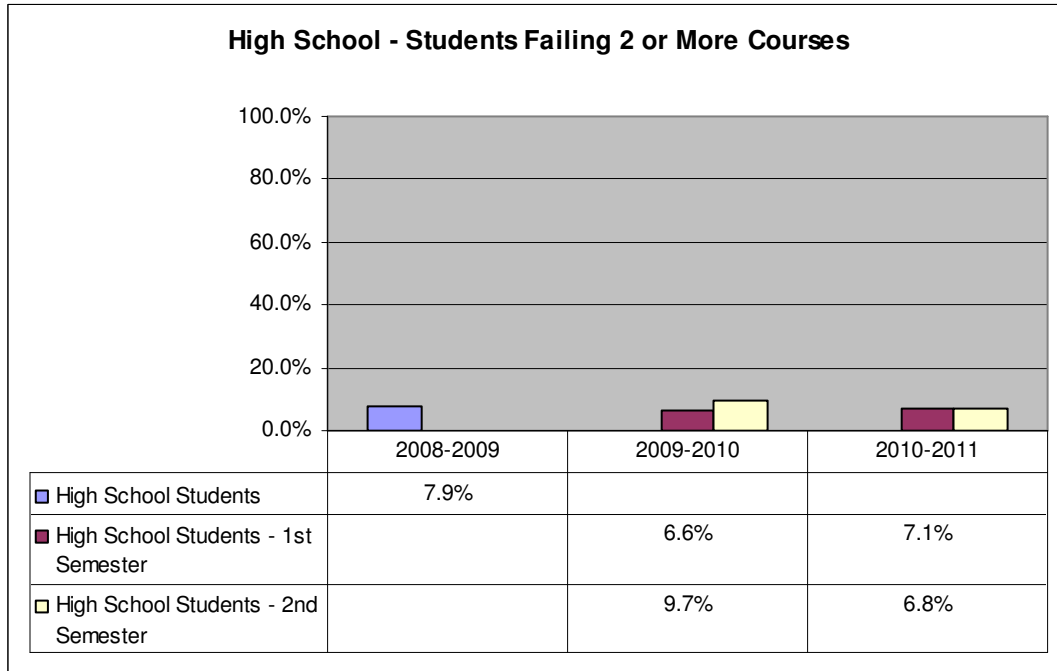
- 390 out of 393 (99%) high school students had passing grades in AP courses in 2010-2011. ***Note:** Students may have taken multiple AP courses.
- 7% of 7th grade students and 4% of 8th grade students failed two or more courses in 2008-2009. 8% of 7th grade students and 3% of 8th grade students failed two or more courses in 2009-2010. 3% of 7th grade students and 2% of 8th grade students failed two or more courses in 2010-2011.

Middle School - Failing 2 or More Courses

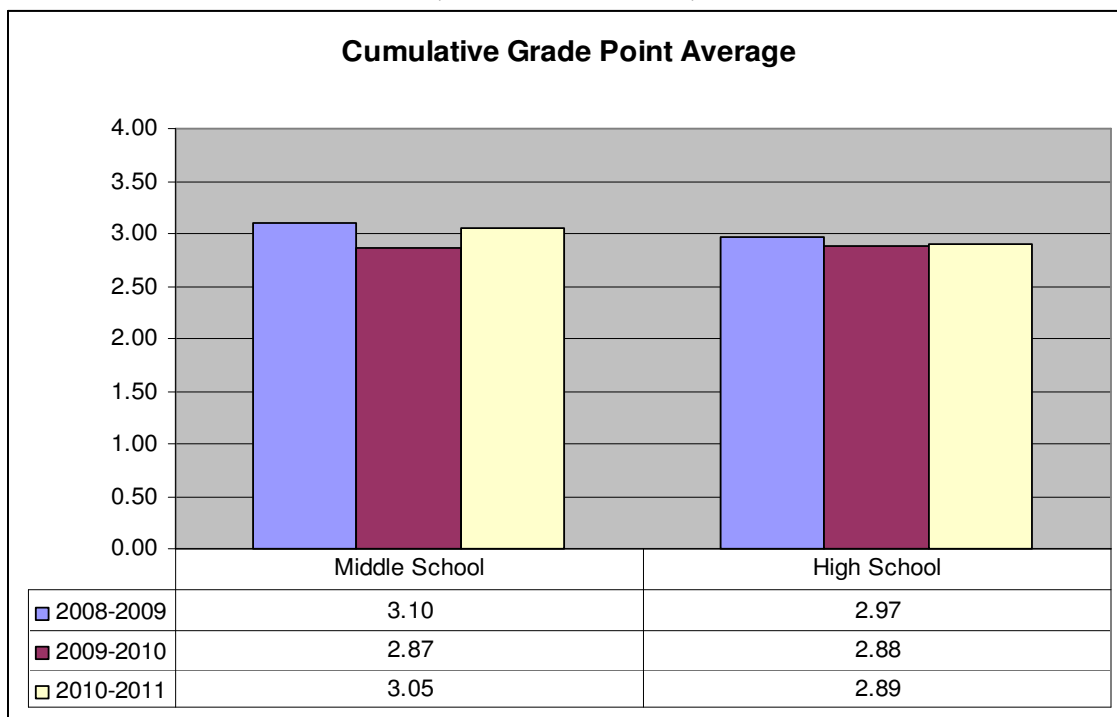


	7th Grade	8th Grade
2008-2009	7%	4%
2009-2010	8%	3%
2010-2011	3%	2%

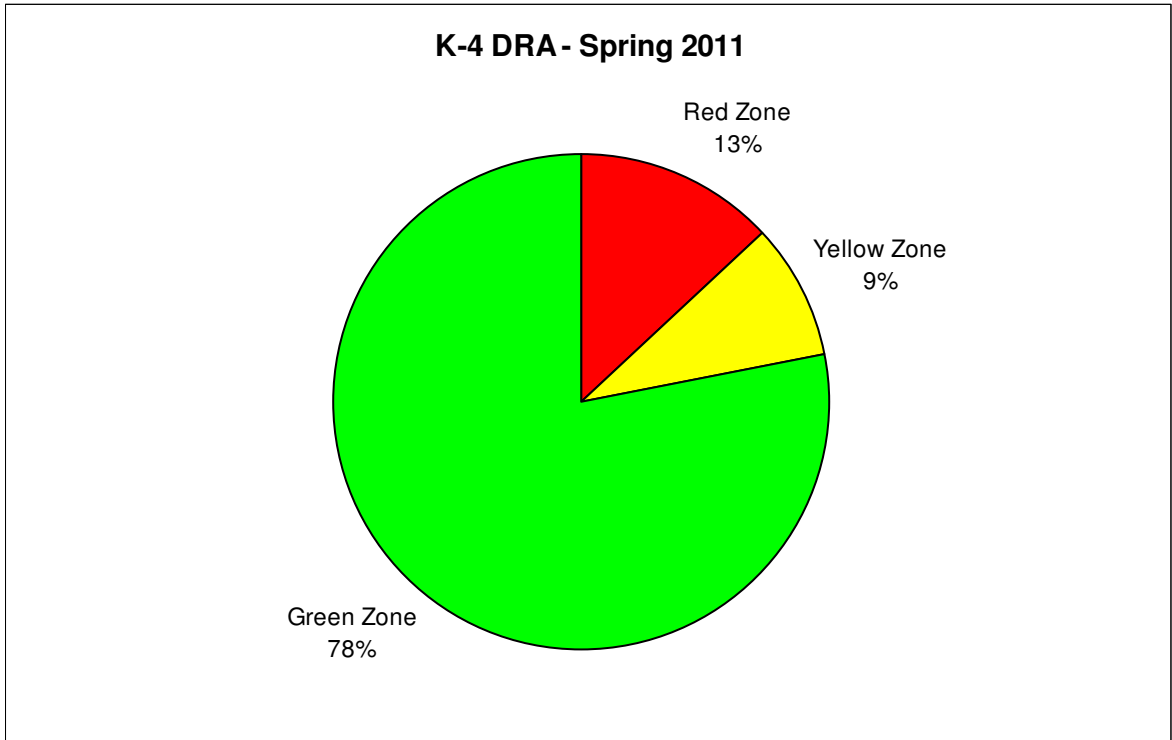
7.9% of high school students failed two or more courses in 2008-2009. 6.6% of high school students failed two or more courses in 1st Semester of 2009-2010 and 9.7% of high school students failed two or more courses in 2nd Semester of 2009-2010. 7.1% of high school students failed two or more courses in 1st Semester of 2010-2011 and 6.8% of high school students failed two or more courses in 2nd Semester of 2010-2011.



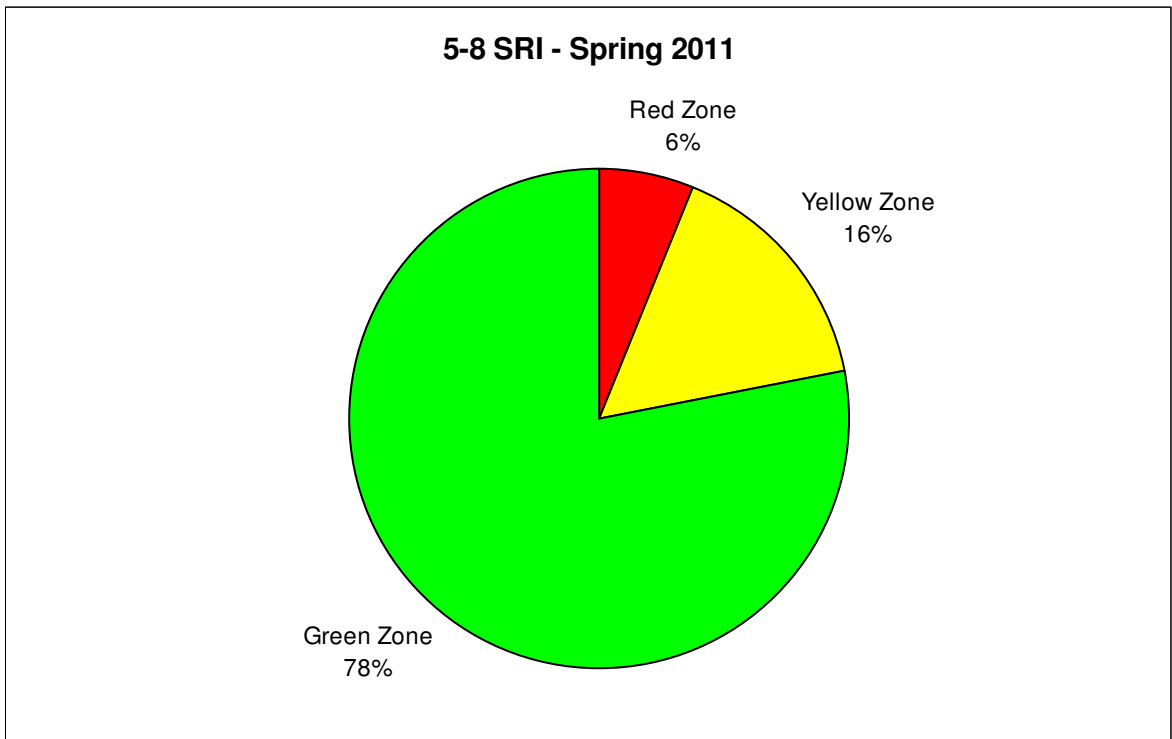
4. The cumulative grade point average for middle school was 3.1 in 2008-2009, 2.87 in 2009-2010, and 3.05 in 2010-2011. The cumulative grade point average for high school was 2.97 in 2008-2009, 2.88 in 2009-2010, and 2.89 in 2010-2011.



5. The percentage of students in grades K-4 in the DRA “red zone” (as of Spring 2011) is 13%. The percentage of students in grades K-4 in the DRA “green zone” (as of Spring 2011) is 78%.



6. The percentage of students in grades 5-8 in the SRI “red zone” (as of Spring 2011) is 6%. The percentage of students in grades 5-8 in the SRI “green zone” (as of Spring 2011) is 78%.



Conclusion Statement:

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

- #1 – In all areas (besides the required Earth Science class in 8th grade), less than 40% of middle school students chose rigorous courses.

A gain of 2% in this area of non-compliance is expected by October 2012.

- #3 – 7.1% of high school students failed two or more courses in 1st Semester of 2010-2011 – 2.1% higher than 5% expectation.
- #3 – 6.8% of high school students failed two or more courses in 2nd Semester of 2010-2011 – 1.8% higher than 5% expectation. **However, this is a 2.9 decrease over the previous year.**

A reduction of 2% in this area of non-compliance is expected by October 2012.

- #4 – The cumulative grade point average for high school was 2.89 in 2010-2011 – lower than the 3.0 expectation. **However, this is a .01 increase over the previous year.**

A gain of .2 in this area of non-compliance is expected by October 2012.