

INTERNAL MONITORING REPORT

POLICY: 4.4 Continued Learning
POLICY CATEGORY: Ends
PERIOD MONITORED: February 13, 2017 – February 12, 2018
BOARD MEETING DATE: February 12, 2018

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 January 22 and February 5, 2018.

Number of Responses:

- 99 seniors (grade 12)

Responses to questions were contained to a four point scale. Depending on the question, respondents were asked to choose from the following:

Strongly Agree	All of My Classes
Agree	Most of My Classes
Disagree	Some of My Classes
Strongly Disagree	None of My Classes

The number of participants, the process used to collect the data, and the number of questions lack the necessary characteristics to be considered scientifically valid and reliable. The data these surveys provide is intended to be generalized information. However, the information gathered is useful in that it narrows our focus to the areas of greatest need. As a result, there will be an investigation into questions where less than 80% of responders selected Strongly Agree/Agree or All/Most of My Classes.



Scott Korpak
Superintendent

Date: February 12, 2018

4.4.1 POLICY LANGUAGE

Graduating students have the knowledge and skills necessary for college or career readiness.

INTERPRETATION:

I interpret this to mean:

1. Senior students at Northview / East Campus High School responding to a survey indicate that their school provides a high quality education.
2. Senior students at Northview / East Campus High School responding to a survey indicate their school provides them with challenging curriculum and learning experiences.
3. Senior students at Northview / East Campus High School responding to a survey indicate their school provides them a variety of resources to help them succeed.
4. Senior students at Northview / East Campus High School responding to a survey indicate their school emphasizes acceptance and celebration of all students' cultures, languages, backgrounds, abilities, etc.
5. Senior students at Northview / East Campus High School responding to a survey indicate that in their classrooms they engage in discussions with their teachers and their peers.
6. Senior students at Northview / East Campus High School responding to a survey indicate that in their classrooms they are asked to relate their learning to real life situations or experiences.
7. Senior students at Northview / East Campus High School responding to a survey indicate that in their classrooms they are asked to apply their learning to real life situations or experiences.
8. Senior students at Northview / East Campus High School responding to a survey indicate their school provides them with access to counseling, career planning, and other programs to help them succeed.
9. Senior students at Northview / East Campus High School responding to a survey indicate their school makes sure there is at least one adult who knows me well and shows an interest in my education and future.
10. Senior students at Northview / East Campus High School responding to a survey indicate their school prepares them to deal with issues I may face in the future.
11. Senior students at Northview / East Campus High School responding to a survey indicate their school has prepared them to be successful in college, in the military, or to begin a career.

DATA REPORTED:

My interpretation of an acceptable score is 80% or more of respondents selecting either Strongly Agree or Agree.

1. Students indicate that their school provides a high quality education.

Seniors	2017	2018
East Campus	100%	83%
Northview HS	95%	93%

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

Seniors	2017	2018
East Campus	100%	100%
Northview HS	96%	93%

3. Students indicate their school provides them a variety of resources to help them succeed.

Seniors	2017	2018
East Campus	100%	100%
Northview HS	95%	96%

4. Students indicate their school emphasizes acceptance and celebration of all students' cultures, languages, backgrounds, abilities, etc.

Seniors	2017	2018
East Campus	88%	100%
Northview HS	90%	85%

5. Students indicate that in their classrooms they engage in discussions with their teachers and their peers.

Seniors	2017	2018
East Campus	88%	83%
Northview HS	62%	71%

6. Students indicate that in their classrooms they are asked to *relate* their learning to real life situations or experiences.

Seniors	2017	2018
East Campus	63%	67%
Northview HS	46%	46%

7. Students indicate that in their classrooms they are asked to *apply* their learning to real life situations or experiences.

Seniors	2017	2018
East Campus	69%	37%
Northview HS	46%	40%

8. Students indicate their school provides them with access to counseling, career planning, and other programs to help them succeed.

Seniors	2017	2018
East Campus	81%	100%
Northview HS	91%	88%

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

Seniors	2017	2018
East Campus	88%	83%
Northview HS	70%	71%

10. Students indicate their school prepares them to deal with issues I may face in the future.

Seniors	2017	2018
East Campus	75%	83%
Northview HS	74%	64%

11. Students indicate their school has prepared them to be successful in college, in the military, or to begin a career.

Seniors	2017	2018
East Campus	86%	83%
Northview HS	80%	79%

CONCLUSION STATEMENT:

The organization did not meet expectations.

The survey results related to student engagement - relating to and applying their learning - are not surprising. Dr. Valerie J. Calderon and Dr. Daniela Yu, Senior Researchers for Gallup, Inc., reported that, "In fact, older students are engaged with school at much lower rates than younger students, according to the 2016 Gallup Student Poll survey of fifth- through 12th grade students from about 3,000 schools

(Gallup, 2017).” The data reported in the Gallup poll showed that only 34% of high school seniors were actively engaged in their learning. In comparison, the responses on our survey related to student engagement ranged from 40% to 71%.

We anticipate greater student engagement through the following initiatives:

1. Identification of the priority standards. Student achievement increases when they know what they are expected to learn.
2. Teacher application of the Framework for Teaching (FfT). The FfT is a research based tool to enhance the professional practice of teachers. Implementation of the FfT will lead to improved student achievement. Student achievement is shown to have a direct correlation to student engagement.
3. MiGPS. The following was written by Principal Mark Thomas and it shows the connection between this initiative and student engagement:

Our ultimate goal is to have each of our students and our teachers understand how an academic education is better accomplished when it is interconnected within a career awareness and career readiness framework. Adopting this approach places their education in context and makes it much more valuable and meaningful. We also believe that students should “own and drive” this process with adult stakeholders serving as facilitators.

4.4.2 POLICY LANGUAGE

Graduating students succeed academically at post-secondary institutions.

I interpret this to mean:

1. SAT Composite scores for Northview Public Schools meet or exceed the SAT Composite scores for the state of Michigan and Kent County.

DATA REPORTED:

1. SAT Composite Scores from the April 2017 “School Day” test:

Year	Northview SAT	State of MI SAT	Kent County SAT
2017	1072	1007	1026
2016	1028	999	1023

CONCLUSION STATEMENT:

The organization met expectations.

4.4.3 POLICY LANGUAGE

Graduating students have the ability to access resources that further lifelong learning.

I interpret this 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.
2. 100% of graduating students are enrolled in a post secondary institution, are working in a field directly related to their education / training completed during high school, or have joined the United States Armed Forces.

DATA REPORTED:

1. 97.53% 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.
2. We do not have a data collection system in place to accurately determine where all of our students go after graduation. However, we do have the following information provided by the Michigan Department of Education through the MiSchoolData.org database:

2016-17 Graduates: College Enrollment within Six Months

College	Count	Percent of All College Enrollments
GRCC	77	4.18%
GVSU	25	13.6%
Ferris	14	7.6%
U of M	7	3.8%
MSU	5	2.7%
Davenport	4	2.2%
Lansing Community	4	2.2%
Aquinas	4	2.2%

CMU	4	2.2%
Calvin	3	1.6%
WMU	3	1.6%
University of Detroit	2	1.1%
Hope	2	1.1%

2014-15 College Remedial Coursework Enrollment

Location	Total Grads	Total Enrolled in College	% of Grads Enrolled in College	Enrolled in Remedial	% Enrolled in Remedial
Statewide	102,998	58,146	56.5%	16,631	28.6%
Kent ISD	6,621	3,698	55.9%	886	24%
NHS	276	181	65.6%	34	18.8%

CONCLUSION STATEMENT:

The organization met expectations.

4.4 GLOBAL POLICY LANGUAGE:

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:

Northview’s Definition of Curriculum:

A curriculum is an organized plan, based on standards and desired outcomes, that guides learning in schools. It is collaboratively constructed at the local level and details high priority standards, assessments, and materials that are used to organize and teach a particular subject. At Northview Public Schools, the standards are determined by the Michigan Department of Education.

The curriculum framework guides the formation of curriculum by grade level, or course sections, and then further specified into distinct units. A well-defined curriculum identifies the highest priority standards for each unit. These standards are the foundation for determining the specific skills to be learned, lessons to be taught, materials to be used, and the formative and summative assessments to measure student achievement.

To develop and maintain a coherent curriculum requires a systematic process for horizontal and vertical alignment. Curriculum mapping is a common tool to ensure the vertical alignment of curriculum between grades. Common assessments ensure the curriculum is horizontally aligned among grades. When strongly aligned, a curriculum brings clarity to the educational system and guarantees equal opportunity for learning for all students.

DATA REPORTED:

By June of 2018, Northview Public Schools will have a draft curriculum for all subjects tested through standardized assessments (M-STEP, WIDA, PSAT, and SAT).

CONCLUSION STATEMENT:

The organization did not meet expectations, but the following information demonstrates positive gains.

Beginning in 2017, Liz Cotter met with Nancy Fahner (former Executive Director of the Michigan ASCD), Kelli Campbell (Kent ISD Director of Instruction), and eight Northview teacher leaders. This group, collectively, became identified as the “Curriculum Teacher Leaders” (“CTL”). The CTL’s planned, prepared, and implemented a course of action for the identification of core curriculum standards in Math, English Language Arts, Social Studies, and Science in grades DK-12.

Teachers met during the summer of 2017 to begin the process of identifying and aligning standards alongside their colleagues. This work has continued during the 2017-2018 school year. In addition to the CTL monthly meetings, teachers throughout the district have been meeting in committee, grade level, and as a whole district to collaborate on curriculum standards. The CTL group now also includes representatives from some elective courses, including counselors and social workers who are establishing core standards in social/emotional learning.

We expect to have a first draft of the standards by June 2018.