



21st Century High School Review Team

Board of Education
Grosse Pointe Public School System
September 17, 2012


21st Century High School Review

Team Goal:


Given the following:

- *Recent mandates from state and federal government*
- *Changing expectations from our parent community*
- *New expectations from post-secondary institutions*
- *Developments in educational research*


The 21st Century High School Review Team will carefully consider how to structure the high school experience to best meet the needs of all GPPSS students.



Team Members

- Dr. Jon Dean – Team Chairperson/Facilitator
 - Aaron Johnson – Director of Secondary Instruction
 - Dr. Matt Outlaw – South Principal
 - Terry Flint – South Assistant Principal
 - Kate Murray – North Assistant Principal
 - Tom Beach – North Assistant Principal
 - 7–9 Grosse Pointe North Teachers – selected jointly by administration and teacher leadership
 - 7–9 Grosse Pointe South Teachers – selected jointly by administration and teacher leadership
 - 4 Grosse Pointe North Parents – selected in consultation with North school and parent leadership
 - 4 Grosse Pointe South Parents – selected in consultation with South school and parent leadership
 - 2 Grosse Pointe North Students – selected by North administration
 - 2 Grosse Pointe South Students – selected by South Administration
 - 2 Community Members – selected in consultation with district administration
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Team Parameters

- ▶ Best interest of all students
 - ▶ Particular interest to the needs of sub-groups including high achieving, under achieving, special education & students 'in the middle'
 - ▶ Use data whenever possible
 - ▶ Complete tasks with a spirit of 'good will'
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Note the exception of the following from the parameters:

- ▶ Financial savings*
- ▶ Adult focused needs
- ▶ Maintaining status quo for the sake of status quo
- ▶ Mandating change for the sake of change

* *Certainly financial stewardship will be a consideration, however, it will not supersede the needs of students*




5 Focus Areas

- ▶ Blended Learning
 - ▶ Dual Enrollment
 - ▶ High School Schedule
 - ▶ Graduation Requirements
 - ▶ Credit Recovery
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Blended Learning

Working definition: the mixing of various instructional delivery methods including, but not limited to, face-to-face instruction, on-line instruction, remote instruction and experiential instruction.


Guiding Questions:

- ▶ What are the needs and expectations for our students' post-high school in this area?
 - ▶ Does the current GPPSS delivery model meet the needs of our students as it relates to learning other than face-to-face opportunities?
 - ▶ How can GPPSS best design, implement blended learning opportunities for students?
 - ▶ What recommendations exist in best practice and/or GPPSS experience that would best allow GPPSS to implement these opportunities for our students in GPPSS?
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Dual Enrollment

Working definition: opportunities for students to enroll in courses in traditional post-secondary institutions and receive both high school and college credit simultaneously.


Guiding Questions:

- ▶ What dual enrollment opportunities does GPPSS currently offer our students?
 - ▶ What regarding dual enrollment is appealing to students?
 - ▶ How can GPPSS best structure dual enrollment opportunities for GPPSS students in the future?
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High School Schedule

Working definition: the structure of the school day and year that the GPPSS high school experience is provided to students.

Guiding questions:

- ▶ What are the strengths/weaknesses of the current schedule?
 - ▶ How does the current schedule align with student learning needs?
 - ▶ What would be an optimal schedule for the learning needs of our students?
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High School Schedule (continued)


Note that this is not a reconstitution of the 'School Day Study Committee' of several years ago. In short, this committee will not be recommending a schedule based on cost savings, but instead will be reviewing our current schedule with a clear focus on keeping the best interest of students at the forefront.



Graduation Requirements

Working definition: the high school credits and activities required to graduate from North or South with a high school diploma. Credits include requirements in both specific subject areas as well as total credits required to graduate.


Guiding Questions:

- ▶ Do the current credits required for graduation reflect a comprehensive set of educational requirements for students that demand a high degree of rigor?
 - ▶ In light of changing expectations for students, what would be the optimal graduation requirements that both meet various state mandates as well as the high expectations of our community?
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Credit Recovery

Working definition: the process by which students can re-take courses for either an improved grade or credit after not being initially successful in the course.

Guiding Questions:

- ▶ What methods and processes does GPPSS have in place to provide differentiated opportunities for students who do not initially succeed in a class?
 - ▶ How does GPPSS address the needs of a credit deficient student?
 - ▶ How could GPPSS better meet the needs of students in need of credit recovery?
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Initial Data to be Used

- ▶ Student achievement data as expressed by GPA, locally developed assessments and nationally developed assessments
 - ▶ Current data on the five focus areas above derived from various data warehousing systems in the district such as Class A, Zangle and Pinnacle.
 - ▶ Data from a survey of parents, students and staff that will obtain perception data regarding the five focus areas. This survey is currently being designed and will be given during the next three weeks. It will be a web-based survey available to all staff, parents and students at the high school level.
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Tentative Timeline

- ▶ September–Early October: Survey Implementation
 - ▶ Mid–October: Initial Whole Team Meeting
 - ▶ Late October–November: Subcommittee Meetings
 - ▶ December–January: Preliminary Recommendations
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