

21st Century High School Review Team Recommendations



Grosse Pointe Public School System
January 28, 2013

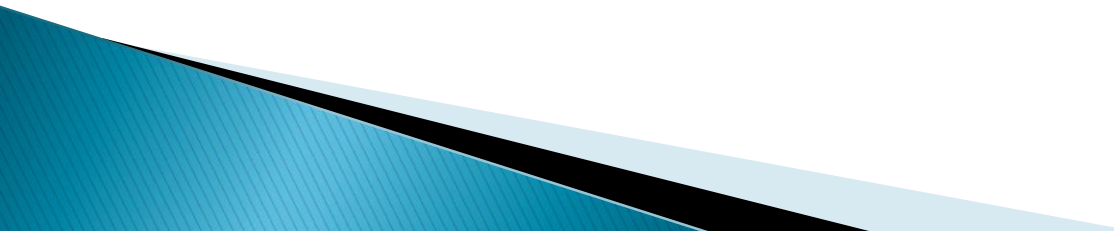
21st Century High School Review

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

Administrators:

Beach, Tom
Dean, Jon
Flint, Terry
Johnson, Aaron
Murray, Kate
Outlaw, Matt

Parents/

Community:

Adams, Anita
Austin, Sue
Carlisle, Alicia
Nelson, Rhonda
Rapai, Bill
Schrage, Jean
Sohn, Cynthia

Teachers:

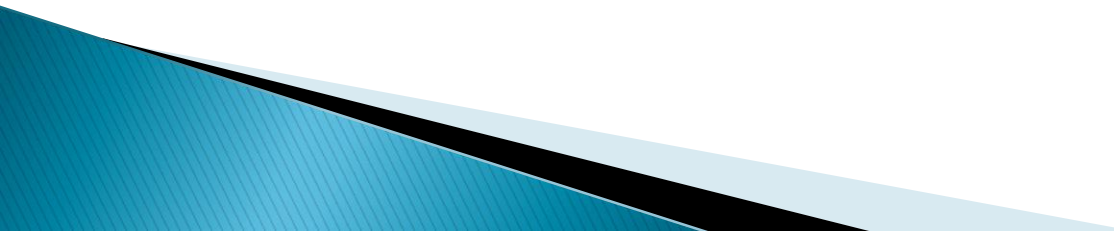
Amato, Bettina
Clay, Catherine
Cox, Kevin
Glasser, Troy
Gough, Patty
Haggerty, Jessica
Johnson, Greg
Michaels, Elizabeth
Pascoe, Dennis
Pratt, Chris
Shelson, Brian
Shelson, Jackie
Skelly, Barb
Spears, Mike

Steimer, Terri
Thies, Rob
Trefney, Cheri
Vassel, Alan
Villegas, Karen
Young, Geoffrey

Students:

Ciaramitaro, Francesca
Huebner, Claire
Kotas, Cameron
Radke, Jordan

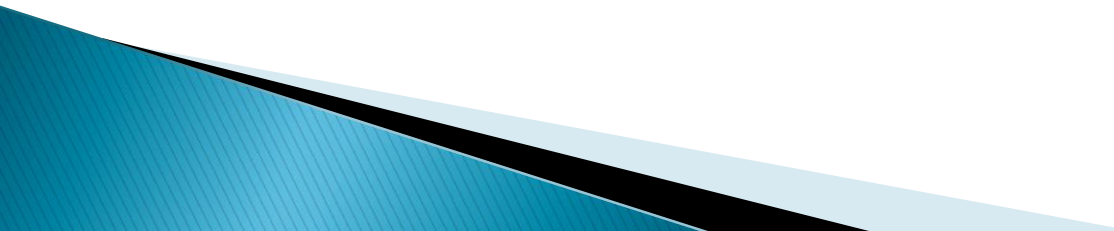
Team Parameters

- ▶ 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

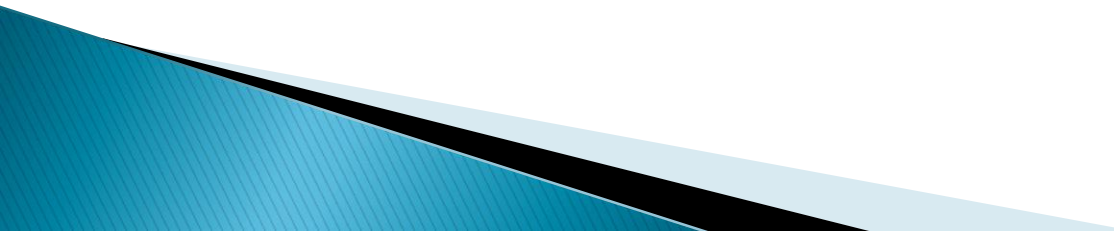
* *Certainly financial stewardship will be a consideration, however, it will not supersede the needs of students*



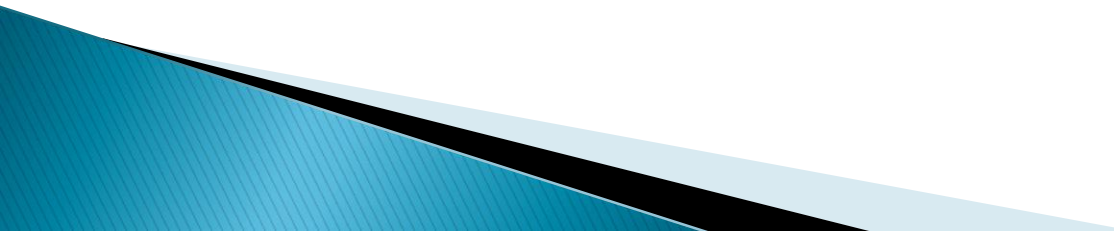
Method for Identifying Recommendations:

Consensus

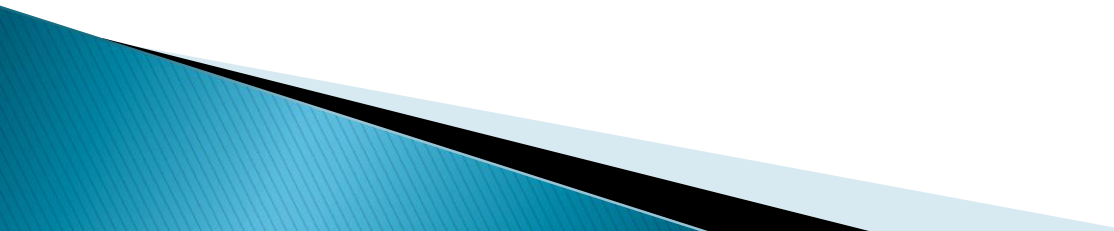
A situation where a group can agree on a course of action wherein:

- ❑ Everyone's voice was heard
 - ❑ At least 70% of the team was supportive of the recommendation
 - ❑ No vote was taken, so no one won and no one lost
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5 Focus Areas

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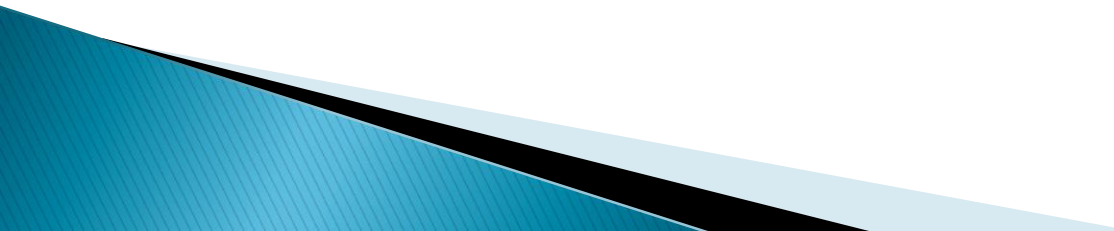
Data Sources

- ▶ Student/Parent/Staff survey
 - ▶ Review of Peer District Graduation Requirements
 - ▶ Statistical Analysis of Failure Rate and Earned Credits
 - ▶ Review of Program of Studies from Other Districts
 - ▶ Interviews with School Officials from Other Districts
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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:

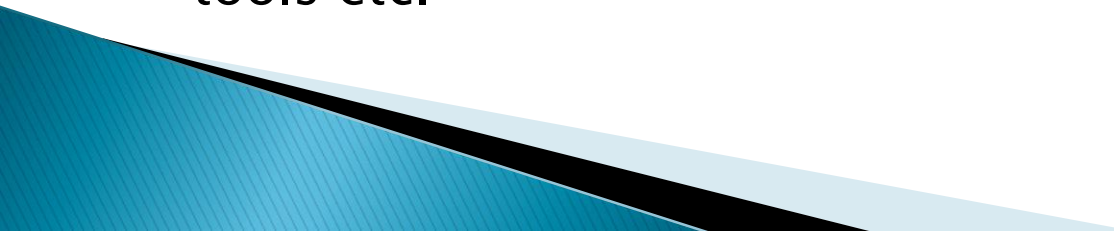
- ▶ What are the needs and expectations for our students' post-high school in this area?
 - ▶ Does the current GPPSS delivery model meet the needs of our students as it relates to learning other than face-to-face opportunities?
 - ▶ How can GPPSS best design, implement blended learning opportunities 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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Blended Learning

Recommendation #1:

Consistently infuse technology into current curriculum/courses

Specifics:


- 1) How – The chosen technology would become part of the curriculum for the course where students learn through self-directed study of the text, online learning modules and assignments, classroom lecture, and extensive use of in-class and online participative activities.
 - 2) Pilots – For 13–14 school year target specific courses where teachers have demonstrated readiness and the technology is available.
 - 3) Sample technology options: Blackboard, Moodle, web-assigns, flipped classroom strategies, use of social media tools etc.
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Blended Learning

Recommendation #2

Infusing experiential learning into the current curriculum

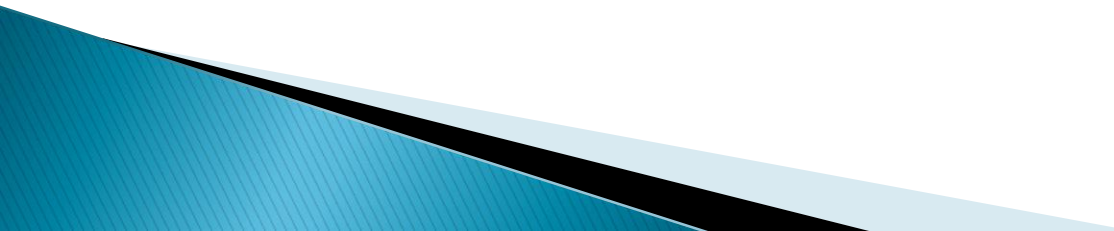
Specifics:

- 1) Experiential opportunities with our current classes – For the 13–14 schools year pilot this type of intentional opportunity in specific courses.
 - 2) New elective courses with significant experiential components – The administration and teachers will work collaboratively to find areas where experiential courses may help to augment the student experience at the district high schools (exploration in the area of engineering, culinary arts, law enforcement and others may be areas to consider)
 - 3) Sample opportunities – All Earth science students take part in water sampling field study, all physics students complete an externship, all students of government take part in a Lansing capital experience, etc.
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Blended Learning Recommendation #3

Hybrid Learning Options

Specifics:

- 1) Pilots to begin during the 13-14 school year– Identify specific teachers that may have an aptitude and interest in this area at each high school.
 - 2) Supplanting seat time – For these pilots, some seat time be supplanted. Ideally, such courses could run first or 7th hours to help with building management.
 - 3) Visitations needed – Administrators and interested teachers should visit schools already doing some of these classes including the Fraser Schools. During these visits the perceptions of students currently enrolled in these types of classes should be identified and used to inform the decisions of GPPSS.
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Blended Learning Recommendation #4

Fully On-Line Learning – Not Recommended at this Time for Most GPPSS Students

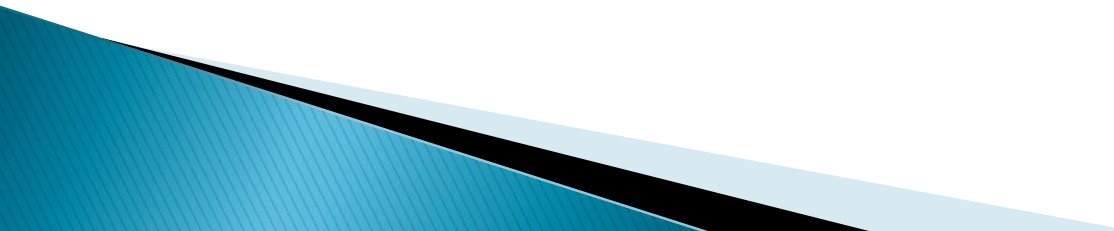
Specific items related to fully on-line options:

- 1) Exploring additional high quality options for students – While the district uses MVHS primarily, administration should continue to seek high quality options. The district should develop a systematic way to scrutinize on-line options that students are choosing to ensure that the on-line opportunities are of the highest quality.

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.

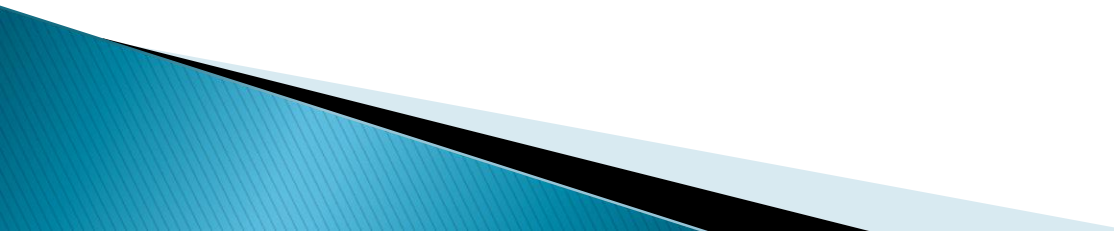
Guiding Questions:

- ▶ 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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Dual Enrollment Recommendation #1

CTE Opportunities

Specifics:

- 1) Goal – To provide opportunities for students where they will have an outstanding learning experience, but also bridge the gap between high school and post-secondary education. Earning college credit is the key, so this is a step beyond the CTE consortium that exists at this time.
 - 2) Concern – Transportation is a major consideration for this option.
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Dual Enrollment Recommendation #2 University Credit

Specifics:

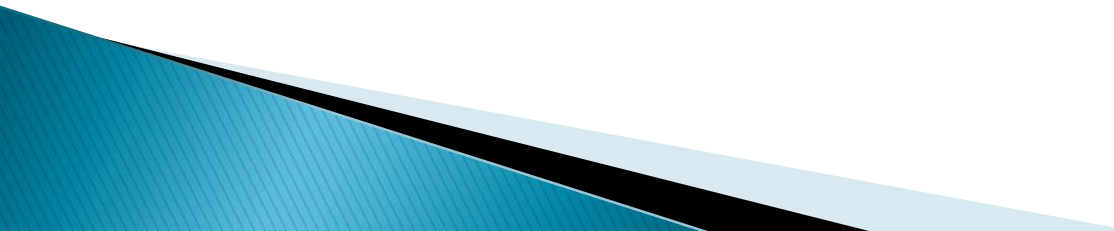
1) Explore new, high quality options – Look for opportunities to supplement not supplant our current offerings. Local universities may be our best option in the area. While there may be less interest at the community college level beyond the CTE offerings, these options should be explored as well.

2) GPPSS teachers serving as adjunct professors – Due to travel issues, quality issues, concerns of parents about age differential with college students, it is recommended that we approach a local university/universities to see if current GPPSS teachers could teach university courses at GPPSS schools. GPPSS students would gain from a high quality experience, a safe and convenient learning environment and university-level credit.

Graduation Requirements

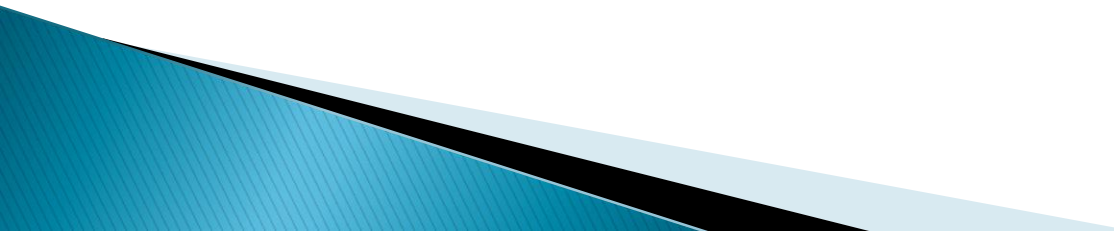
Working definition: the high school credits and activities required to graduate from North or South with a high school diploma. Credits include requirements in both specific subject areas as well as total credits required to graduate.

Guiding Questions:

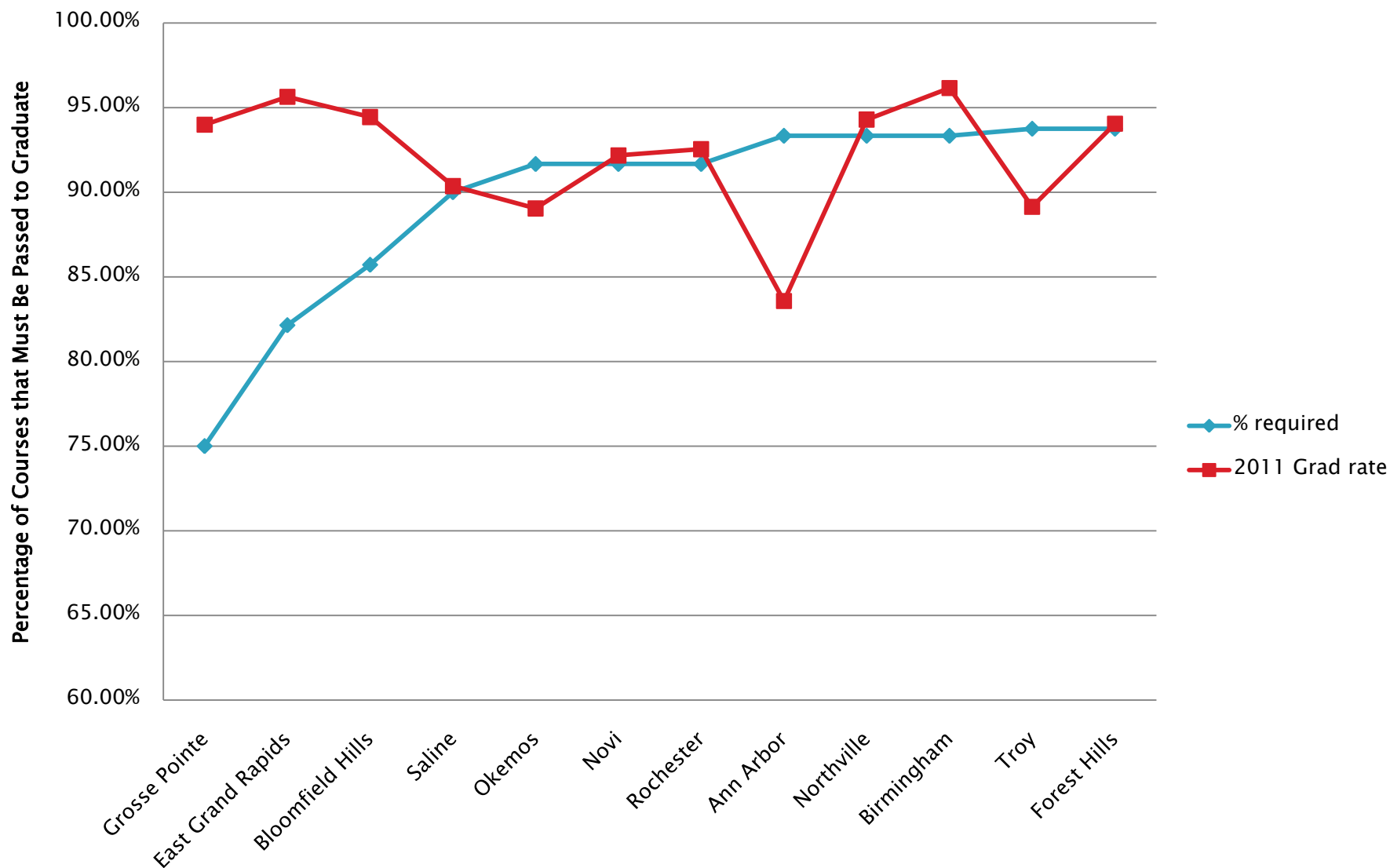
- ▶ Do the current credits required for graduation reflect a comprehensive set of educational requirements for students that demand a high degree of rigor?
 - ▶ In light of changing expectations for students, what would be the optimal graduation requirements that both meet various state mandates as well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

Summary Points:

- ▶ Currently in GPPSS a student is required to have 21 earned credits to graduate
 - ▶ Currently GPPSS students may earn up to 28 credits during their four years of high school
 - ▶ GPPSS exceeds the state requirements for credits needed to graduate
 - ▶ GPPSS has the lowest total number of credits required to graduate of any of our peer districts with a 7 period schedule
 - ▶ GPPSS has the second lowest percentage of required vs. possible credits needed to graduate of any of our peer districts (75%)
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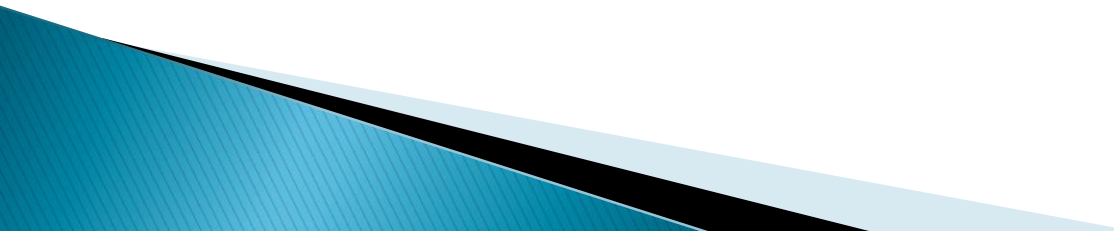
Graduation Rate vs. Percentage of Courses that Must Be Passed



Graduation Requirements Recommendation #1

Increase Credits Required to Graduate to 23 Credits

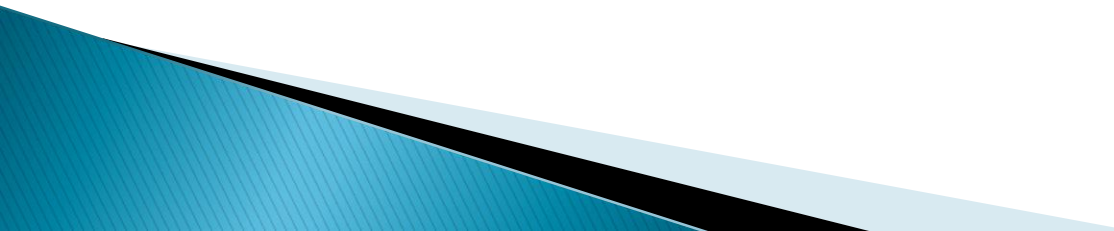
Specifics:

- 1) Goal – To increase the rigor and expectations for all students who attend GPPSS high schools.
 - 2) Implementation – For the graduating class of 2016–17 (Freshman in 2013–14) implement this change.
 - 3) Review Period – On a rolling two-year basis regularly review GPPSS graduation requirements both for total credits as well as specific credits needed for graduation.
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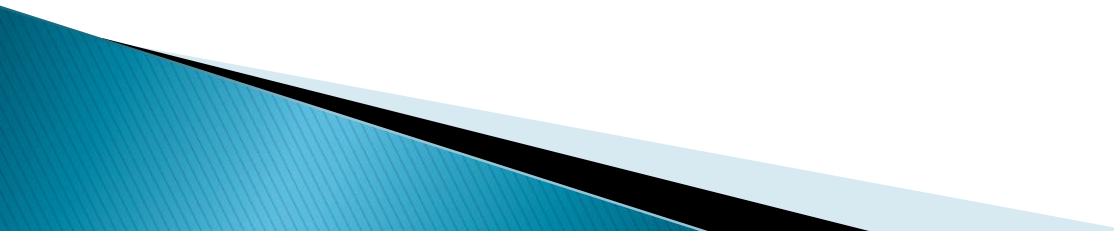
Credit Recovery

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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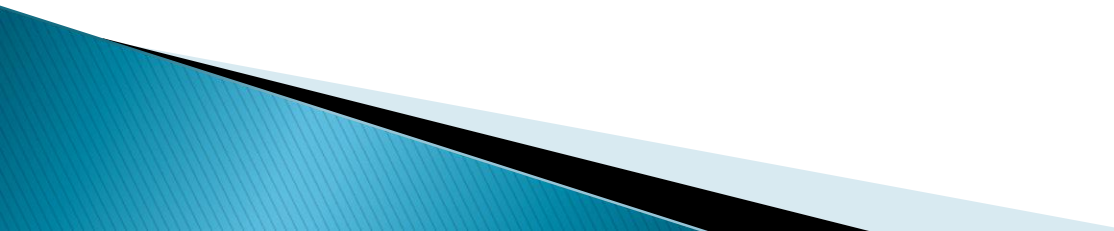
Current Credit Recovery Options:

- ▶ Summer School
 - ▶ Repeat a class during the school year
 - ▶ Test-out option
 - ▶ Obtain credit from another district
 - ▶ Approved acceptance of E20/20 or Michigan Virtual High School courses the vast majority of which are taken through a provider other than GPPSS
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Credit Recovery Recommendation #1

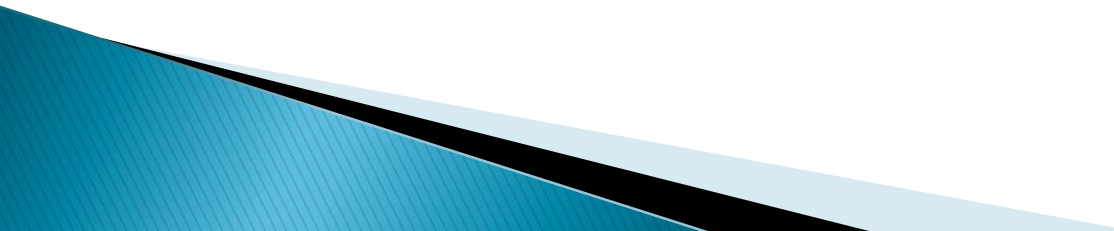
Provide seniors in need of credits for graduation an on-line opportunity for credit attainment

Specifics:

- 1) Goal – Provide seniors an opportunity to earn credit to graduate.
 - 2) Implementation – Identify a provider (E20/20 or MVHS) and develop a structured environment for students to complete the on-line course under the supervision of GPPSS staff.
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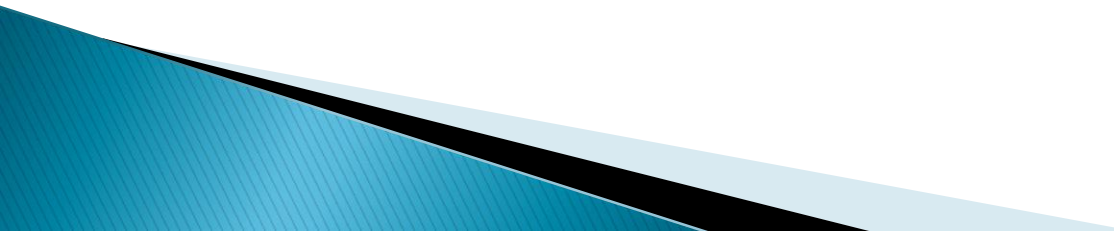
High School Schedule

The committee is continuing to work on this important issue and will have a final report likely in February.



Information Dissemination Plan

The following steps will be taken to share the recommendations of the 21st Century High School Review Team with all stakeholders:

- ▶ Presentation to the Board of Education, Monday, January 28, 2013
 - ▶ Posting of PPT to the website for community
 - ▶ Direct delivery of PPT to all staff via email
 - ▶ Review of recommendations at upcoming staff meeting
 - ▶ Review of recommendations at upcoming parent meetings
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Comments and Questions

