

## Ends Policy Monitoring Report

June 2023

**4.1 Literate Students** - Literacy is a cornerstone of every student's educational foundation. Northview will provide a curriculum that will be structured to provide every student with the knowledge, skills and tools to be literate in reading and math.

**Monitoring Timeline:** Triennial Report to the Board of Education

### I interpret this policy wording to mean:

1. Northview demonstrates that growing literate students is a priority by reporting student growth and achievement to the Board of Education three times per year.
2. Northview defines and specifically identifies what it means to be a literate student.
3. Northview has a district-wide philosophy for how students become literate.
4. Northview has objective and key result metrics for student literacy growth and achievement.
5. Northview prioritizes professional development and resources to support the growth and achievement of literate students.

*Literacy is the primary Objective and Key Result for Northview Public Schools.*

\*Reading literacy defined: Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts (UNESCO 2018).

For students under the age of 12, literacy means developing in the following areas:

- Letter knowledge
- Phonics and decoding
- Fluency
- Vocabulary
- Comprehension
- Writing

As students grow in these skills they are able to participate in communities of readers and read for enjoyment.

For students 12 and older, literacy means understanding, using, reflecting on and engaging with written information to achieve one's goals, to develop one's knowledge and potential, and to participate in society.

Literate adults are more likely to experience personal wellbeing, financial independence and actively engage in civil and societal activities.

### **Northview's Philosophy / Beliefs for Teaching Literacy**

Students are engaged in growing their literacy development when the learning is integrated throughout all disciplines and is facilitated by expert teachers in a supportive learning environment.

### **Most Recent Northview STAR Fall-Spring Growth 2022-2023**

#### **\*Conclusion Statement (page 2):**

The District also fulfills the legal requirements under Public Act of 2021 98b in this monitoring report.

Informational resources on the STAR Assessment

- [Understanding fluctuations in test scores](#)
- <https://www.renaissance.com/products/star-reading/>
- <https://renaissance.widen.net/s/qwtvjjwhql>

The organization is prepared to implement a variety of strategies to improve reading proficiency data for the 2023-2024 school year. Some of these strategies include:

- Professional development focused specifically on the research-based Essential Literacy Practices and Disciplinary Literacy Practices;
- Professional development on phonics instruction, F&P MiniLessons, and higher order questioning;
- Organizational improvements in the implementation of district reading assessments, specifically student/family awareness and understanding of assessments, proficiency markers and growth targets;
- Ongoing improved collective Teacher Efficacy through Delayed Start Wednesday collaboration time and professional learning time; and
- The continuation of job embedded instructional coaching.

#### **\*Justification for the Operational Definition**

The operational interpretation is based on the research and publications of the United Nations Educational, Scientific and Cultural Organization (UNESCO), the National Association of Adult Literacy (NAAL), the Progress in Reading Literacy Study (PIRLS) and Programme for International Student Assessment (PISA).

**\*Conclusion Statement:**

The organization met expectations in Math in all DK - 6th grade buildings and in Reading in 75% of our DK - 6th grade buildings. The building that did not meet the expected 80% or more student growth in Reading was only 1.3% away from doing so. 7th-12th grade buildings did not meet expectations, however the percentage of students making growth increased in both Reading and Math in all buildings (as compared to our 2021-2022 school year). They also significantly decreased their “missing data” numbers, meaning many more students were consistently assessed during each benchmark window of the school year.

Plans are actively being worked on to provide more time for teachers to partake in professional learning in Reading and actively review STAR data very soon after each benchmark assessment period ends. Our instructional coaches, administrators, and curriculum director are committed to continuing to help teachers use the data from STAR for focused, intentional planning that leads to ongoing student growth.