


# Memo

**To:** Neenah Joint School District Board of Education  
**From:** Colleen Doyle, Neenah High School Principal   
**CC:** Mary Pfeiffer, District Administrator Neenah Joint School District  
Mark Duerwaechter, Assistant District Administrator of Secondary Learning and Leadership  
**Date:** 6/14/2012  
**Re:** Semester Transition Overview/School Improvement Goals

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On January 20, 2012, Neenah High School completed the first semester since 1995. While filled with many challenges, the Neenah High School community also reaped the rewards of many new programs. This comprehensive document illustrates the hard work, dedication, and passion shown by the staff and students at Neenah High School. Additionally, recommendations are presented in an effort to continue to maintain the passion, pride, and tradition synonymous with meeting the needs of our students.

## History

Based on the work of the Neenah High School (NHS) Scheduling Action Team, the NHS Scheduling Reaction Team and the NHS Redesign Committee, the NHS Administration recommended in September 2008 that NHS maintains the current Trimester Schedule for the 2009-2010 school year.

Due to the financial obligations facing the Neenah Joint School District (NJSD) discussions resumed in the fall of 2009 regarding scheduling options that would meet the fiscal needs of the district. Several meetings were held throughout the month of November involving the Neenah Education Association (NEA), NHS Department Chairs, NHS Faculty, and NJSD Administration. Ultimately, a consensus was not reached by the NEA and Administration, and a recommendation to move to a semester schedule in 2011-2012 was discussed at the February 2, 2010, Board of Education Meeting.

A formal recommendation was presented to the Board of Education on February 16, 2010. Dr. Pfeiffer stated, "While the options listed in this report are all possible, I believe that a transition to the semester is the most viable. The financial obligations we are faced with are a significant contributor to this decision. Although there may be one-time costs associated with this transition, the reduction of recurring costs will be significant. Most importantly, there are very high performing schools operating in the semester system. It will be important to resurrect previous work completed by the Neenah High School Scheduling Action Team."

This recommendation to proceed to a semester schedule in 2011-2012 was unanimously passed by the Board of Education on February 16, 2010.

## **Preparing for the Semester**

Neenah High School reviews course offerings annually in an effort to better meet the needs of our students. Neenah High School's Course Addition, Deletion, and Revision (CADR) process for the semester schedule began in April of 2010. In an effort to thoroughly complete this task and to maximize resources without reducing services, NHS Administration broke the process into three distinct parts: CADR, curriculum writing, and materials.

Neenah High School examined each of these areas using three core questions:

1. What has worked well in the trimester system that we want to keep?
2. What hasn't worked well in the trimester system and needs to be refined or eliminated?
3. What new opportunities can we create for our students in moving to the semester system?

In addition to the course offerings, special attention needed to be given to the Staff and Student Policy and Procedure Handbooks, Activities Code of Conduct, curriculum, one-time costs, master schedule, and communication to our parents. In January 2011, Neenah High School began differentiating the designated professional learning days to accommodate the semester transition. In order to meet the District needs, Neenah High School reallocated the monthly faculty workshops to deliver the differentiated instruction and technology information. Additionally, Neenah High School's faculty continued to complete the required lessons in the designated time frame. Related to the professional learning days, Neenah High School continued the transition to the semester with a new objective revision process, scope and sequence, and a revision of our existing assessment, classroom management, and instructional practices all in an effort to be adequately prepared for the 2011-2012 school year.

Neenah High School staff has had great dialogue and has made revisions to an already rigorous curriculum. The focus centered on depth not breadth. With an additional six weeks of instruction, the thought was not to add objectives but instead to clearly define what we want students to know, how we want them to learn, and how we know they have learned the material. Additionally, common course teachers collaborated to identify the scope and sequence of the course under a semester as well as a common grading practice for that particular course.

Costs were associated with purchasing materials or equipment to meet the needs of students in two-eighteen weeks sessions rather than three-twelve week sessions. Scheduling in the trimester system allowed for much flexibility, thus limiting the amount of materials and equipment needed. A two trimester class could be scheduled Tri 1-Tri 2, Tri 2- Tri 3, or Tri 1-Tri 3. Under the semester schedule, a Semester 1-Semester 2 is the only option. As an example, when considering the purchasing of science textbooks in the trimester schedule, 450 sophomores are enrolled in a two trimester biology course over a time period of three trimesters, but in the semester schedule those same 450 sophomores would be enrolled in a two semester biology course over a time period of two semesters. The request to purchase biology textbooks was to fulfill the need that each student has a textbook. The administration carefully reviewed all requests for textbook purchases being sensitive to our transition to e-learning. Another example may be the purchasing of an additional refrigerator to store perishable food items for Family and Consumer Science due to more classes being offered during the day. Each department was charged with reviewing their course offerings, maximizing their resources, and establishing a list of needs in moving to the semester.

The following decision-making tools were use to guide the transition to the semester:

1. Fox Valley Principal Input Form
  - a. This form was used to gather information from the principals of other Fox Valley schools in an effort to better align with best practices.
2. Department Input Form
  - a. This form was given to each department having only the *Topics* and *Trimester* columns filled. Each department was charged with offering suggestions for revision under the semester as well as adding any additional topics to the chart.
3. CADR Guidelines
  - a. As mentioned earlier, all courses needed to be revised under the semester system. This document was created to assist in providing guidelines for each of the departments.
4. Curriculum Objective Template
  - a. With the addition of cumulative minutes distributed in shorter time frames, a focus was placed on depth not breadth when looking at objectives.
5. One-Time Cost Template
  - a. This form was used by each of the departments to establish the needs and cost in moving to the Semester Schedule.
  - b. To meet the needs established by the departments \$320,000 was allocated for materials.

## **Opening Day 2012**

Opening day at Neenah High School had a renewed sense of energy surrounding our freshman class. All freshman students and Neenah High School staff were assigned to a Freshman Seminar room for icebreaker activities and for general information about Neenah High School.

After a freshman class meeting, hosted by the NHS Administration to address the policies and procedures, both new and old, all NHS Staff provided guided tours to our students. The morning culminated with a "cookout" of hamburgers and brats served by District Office Administration and with an Activity Fair set up on the patio.

The first day of school continued with the remaining students arriving and a brief seven period day schedule operating in the afternoon.

## **The First Year**

With clear communication to staff, students, and families that this was only the beginning of the semester schedule, Neenah High School was aware that what we had in place was not necessarily the end result. Because of the desire to monitor and revise procedures and policies, information gleaned in one month through Parent Voices, Semester Focus Group, and student listening sessions, was used to guide the work of faculty workshops, Cabinet meetings, and professional learning days in future months. The following chart indicates concerns brought to administration by staff, parents, and students and the activities implemented during professional learning days to raise awareness of the concerns. Additionally, the Assessment Committee continues to focus on teacher feedback and best practices to recommend revisions for the 2012-2013 school year and beyond.

## Concerns and Responses beginning September 2011 – May 2012

September	October	November		December		January	February	
Concerns	Response	Concerns	Response	Concerns	Response	Response	Concerns	Response
Test Make-Ups	Grade Level Activity	Can't get in to counselors for crisis	Common Course Collaboration Time	Retakes, Redos	Testing Centers Established	Mid-Year Survey	Too much homework	Assessment Activity
Too Much Homework – Other class don't think of others	Revised Core Tutorial Practices	Too Much Homework	Assessment Practices Survey		Counselor Appt. Revision	Semester 2 Schedule adjusted		Semester Schedule Activity
Relationships with Teachers					Department Assessment Activity	Common Course Activity		
Assessment Committee Formed – This eighteen member committee has been charged with surveying the staff, identifying areas in need of revision, and recommending best practices for Neenah High School.								

March		April		May	
Concerns	Response	Concerns	Response	Concerns	Response
Bullying in the schools	KIND Campaign	Changes for next year	Assessment Committee Presentation and Reaction Team Process	Time for collaboration regarding common course practices and assessment practices	Departmental Time for Collaboration
	Departmental time for continued assessment dialogue				
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### What We Have Discovered Through Professional Development Activities

The qualitative data received as a result of the various activities is important. The dialogue between and amongst common course teachers, department members, interdisciplinary teams and grade level teachers has created an environment of awareness, reflection, and revision. These conversations continue to steer the Assessment Committee, departments and teachers in a direction of best practices for the students at Neenah High School.

#### Grade Level Activity

For this activity, the faculty were broken into groups by Grade Level and given prompt questions. The intention of this exercise was to create an awareness of what other teachers are teaching in a specific grade level class, despite the department.

## Assessment Practices Survey

Faculty members were asked to complete a short survey in order for the Assessment Committee to have an understanding of the current practices at Neenah High School. Through this process, the committee was able to extract both quantitative and qualitative data.

### Quantitative

ASSESSMENT AREA	What percentage of your assessments are...			
	0% - 25%	26% - 50%	51% - 75%	76% - 100%
Multiple Choice Questions	56%	30.4%	8.8%	4.8%
Open-Ended Questions	40%	28%	16.8%	15.2%
Essay Questions	66.4%	17.6%	7.2%	8.8%
Project Based Assessments	47.2%	23.3%	13.6%	16%

### Qualitative

- Homework/Daily Assignments are tools that can be used for formative assessment. I sometimes enter them into the gradebook and sometimes we discuss them and I do not enter them into the gradebook. I then use the feedback to know if I need to re-teach something before we get to the summative assessment. I like to use projects and short answer assessments in my classes.
- Grades reflect how hard a student works for completion on homework and how much they know or comprehend based on homework accuracy and test and quiz performance.
- Homework should be practice and not graded right away. Students should be graded on some items to be held accountable for their work, but should be given a chance to redo or retake items they did not understand to better their grade, but more importantly their understanding of the topic.
- The final grade should reflect the amount of knowledge that the student has mastered. The students are allowed to redo assignments for a better grade and retake tests (with a few limitations) to show what they have learned even if it is at a later date than was initially entered into IC.

### Department Assessment Activity

This activity was designed to generate a list of the myriad of assessment practices in play at Neenah High School as well as capture the vision from our faculty as to where these practices should be addressed. Should the practices identified be addressed at the school level, department level, or course level.

- Final Exams
  - Should they be required?
  - Should common courses have the same final?

- Test/Quiz Retakes
  - Should retakes be allowed?
  - Should retakes be required of all teachers?
- Late Work
  - Should work turned in late receive full credit?
  - Should the grade be deducted if an assignment is turned in late?
  - If so, by how much?
- Weighted Grades vs. Total Points
  - Should there be a school-wide directive to use one or the other?
  - Should departments decide which method to use?

### **Common Course Activity**

During the January 11 NHS Professional Learning Day, teachers were directed to work with other teachers assigned to teaching common courses. The teachers were provided with an instrument designed to help them reflect and determine the extent to which consistent learning objectives, instructional pacing, and common assessment practices have been developed and implemented during the first semester of the 2011-12 school year.

### **Assessment Activity**

At the February 13 In-service, the Interdisciplinary Teams engaged in rich dialogue regarding assessment practices and what Neenah High School should be considering for the future. Each table recorded their dialogue around the prompt questions listed below.

- What Should a Grade Represent?
- Should components of a grade other than measures of student learning in relation to course objectives / learning targets be reported together or separately?
- Should NHS retain or Modify Current Grading Expectations?
- Total Points vs. Weighted Grades? (This refers to the weight of a category within the course gradebook. Ex. Homework 10%, tests 25%, etc.)
- Should NHS continue to allow the use of either system?
- Is moving to a standards based grading system in the future preferable to both total points and weighted grades?
- Do you offer extra credit?
- Should NHS continue to use extra credit?
- Grading late work and missing work.

### **Assessment Recommendation and Reaction Team Process**

On April 18, 2012 the Assessment Committee presented their recommendations based on faculty feedback from the various assessment activities.. This information was presented in Interdisciplinary Teams in the areas of:

- What is a Grade?
- Total Points versus Weighted Categories
- Extra Credit
- Zero Grade and Late Work

Through an activity led by the committee, each Interdisciplinary Team was given the task of reflecting on the recommendations. Through rich dialogue the groups were to determine the benefits and challenges of each recommendation. Additionally, the teams were to indicate areas in need of clarification in order for the committee to review and revise in an effort to clearly articulate the best assessment practices for Neenah High School.

## Comparison Data

As previously discussed with the Board of Education, data were compiled to compare semester and trimester data. We reviewed the quantitative data as it relates to a variety of areas. The chart below shows both the transition from the semester to the trimester and again from the trimester to the semester.

<u>Area of Change</u>	<u>Semester Year 1995-1996</u>	<u>Trimester Year 1996-1997</u>	<u>Trimester Year 2010-2011</u>	<u>Semester Year 2011-2012</u>
Failure Rate	7.36%	7.43%	5.6%	5.0%
Attendance Rate	92%	90.3%	93.8%	93.4%
Discipline Referrals			2516	1630
Suspension Rate	17.8%	13.8%	10.1%	15.5%
Tardy to School			792	767
Truant from School			406	619
Habitual Truants	15.8%	10.4%	6.0%	3.4%
AODA Violations			41	36
Dropout Rate	2.1%	2.5%	1.91%	NA
Graduation Rates	91.5%	91.2%	92.8%	

## Neenah High School 2011-12 Goals

The 2011-2012 School Year at Neenah High School was one of transition. Neenah High School utilized monthly faculty workshops to disseminate information and continue to provide strategies and resources to meet these goals.

### NHS Literacy School Improvement Goal

87 % of all 9<sup>th</sup> and 10<sup>th</sup> grade students will be reading at or above grade level, according to their spring Diagnostic On-Line Reading Assessment (DORA).

#### **Results:**

- 92% of 9<sup>th</sup> grade students completing the spring DORA assessment are reading at or above grade level.
- 88% of 10<sup>th</sup> grade students completing the DORA assessment are reading at or above grade level.

### **Literacy Improvement Initiatives/Interventions**

- All students (Universal)
  - Professional development and implementation of direct vocabulary instruction.
- Tier 2 & 3 classroom and resource interventions
  - Differentiation of text resources based on individual student reading abilities.
  - READ 180
  - Reading Fundamentals course

### **Future Initiatives**

- Review literacy instruction and results through monthly NHS Literacy Team meetings.
- Continue to provide teachers with professional development through monthly staff workshops, early dismissal in-service sessions, individual and small group sessions with literacy coaches, and the First Class Literacy Resource folder.
- Provide opportunities for teachers to share how they are implementing vocabulary instruction, with administrators and other staff members.
- Introduce non-fiction text structure learning strategies.

### **NHS Numeracy School Improvement Goal**

85% of all 10<sup>th</sup> graders will be at or above grade level in math by the end of the 2011-12 school year.

#### **Results:**

- Data gathered through the new STAR Math Assessment given to the 10<sup>th</sup> graders in March and May were evaluated. The findings showed that we met our goal with 85% of 10<sup>th</sup> graders scoring at or above benchmark on the STAR Math Assessment. Additionally, 82% of 9<sup>th</sup> graders scored at or above benchmark on the STAR Math Assessment.

### **Numeracy Improvement Initiatives/Interventions**

- **Co-Teaching**
  - Two Professionals: Master of content and master of access/learning Strategist
  - A contract to share instructional and behavioral responsibilities
  - Both Instructors are responsible for ALL students in their classroom
  - Resources are shared
  - Participation of Instructors may vary on a day to day basis
- **Core Tutorials**
  - The Core Tutorial will replace the traditional "study hall."
  - Students are assigned a Core Tutorial in their schedule, and have access to English, Science, Math and Social Studies instructors for additional assistance.
  - The Core Tutorials provide an opportunity to make up tests in the appropriate core tutorial.
  - The Core Tutorials generate an atmosphere of learning.
- **Future Initiatives**
  - NHS Core Tutorial math instructors were trained in February and March of 2012.
  - NHS Students were tested twice during the 2011-12 academic year. The first assessment was given in March and the second assessment was given in May.
  - Testing data assists the instructor to determine mastery of math skills for each student, so the instructor can personalize student practice and assessment.
  - Assessing students several times a year (goal for 2012-13) allows for screening, reaching bench marks, progress monitoring, and appropriate student placement which will assist student achievement.



## The Future at Neenah High School

A mid-semester and end-of-the year survey was available for all staff, students, and parents to take. This survey consisted of sixteen questions with an option for comments. This survey identifies sixteen areas that have been modified as a result of the semester schedule. The quantitative below illustrates the percentage of people that took the survey and found the area of question very effective or somewhat effective as well as those that are neutral.

Topic	Staff 112 took the survey		Staff 76 took the survey		Students 400 took the survey		Students 103 took the survey		Parents 217 took the survey		Parents 143 took the survey	
	Mid-Year Results		End-Year Results		Mid-Year Results		End-Year Results		Mid-Year Results		End-Year Results	
E= Effective N= Neutral	E	N	E	N	E	N	E	N	E	N	E	N
Three Lunch Periods	37.5%	44%	23.6%	27.6%	16%	18.2%	31%	27%	20.7%	47.9%	30.8%	50.2%
Core –Tutorials	30.3%	26.8%	22.3%	29%	27.2%	57.2%	34%	51.5%	46.5%	43.3%	51.6%	37.8%
Work-Based Learning	30.1%	65.1%	24.9%	77.4%	37.7%	58.8%	32%	64%	30.3%	64.5%	36.3%	58%
Open Campus for Juniors and Seniors	67.9%	21.4%	63.2%	29%	74.2%	19.2%	67%	25.2%	54.3%	33.2%	58%	33.6%
Athletic/Activity Eligibility	58.8%	18.8%	68.3%	25%	69.2%	21.5%	52.1%	24.3%	74.1%	18.4%	71.3%	18.9%
Add/Drop Policy	56.2%	27.7%	65.7%	17.1%	46%	27.2%	50.5%	29.1%	50.6%	30%	50.2%	34.3%
Seven Periods a Day	44.5%	19.6%	47.3%	21%	23.5%	12.2%	36.9%	11.7%	33%	15.7%	50%	16%
Registration Process	43.7%	27.7%	48.6%	34.2%	44.5%	35.8%	38.8%	46.6%	61.8%	16.1%	57.2%	21.2%
Courses Viewed as 18 weeks versus 2 Quarters	55.3%	34.8%	60.4%	29%	40%	40.2%	38.8%	45.6%	49.8%	35%	48.8%	38.5%
Grading Periods of 6, 12, and 18 Weeks	56.2%	24.1%	64.1%	21%	52%	34.2%	56.2%	35%	70.7%	27.7%	62.8%	28.4%
Freshman Seminar	34.7%	31.2%	47.3%	25%	15.5%	35.5%	11.6%	23.3%	26.6%	45.6%	21%	23.4%
Freshman Only Lunch	21.4%	38.4%	22.3%	21%	36.2%	20.2%	26.1%	15.5%	39.5%	41%	32.7%	25.2%
53 Minute Teaching Strategies	44.6%	34.8%	39.3%	32.9%	20.5%	24.5%	18.4%	19.4%	25.3%	34.1%	26.4%	35%
Announcements	23.1%	18.8%	19.6%	17.1%	12.2%	16.5%	13.5%	13.6%	23%	44.7%	29.2%	45.5%
Revised Teacher Duties	23.2%	50%	32.8%	40.1%	10.2%	73.8%	9.8%	37.9%	14.2%	71.4%	14.6%	44%
Parent/Teacher Conference Structure	58.8%	19.6%	35.9%	32.9%	45.5%	45.8%	40.8%	45.6%	50.2%	25.8%	61.5%	21%

Qualitative data for this survey was gathered from the faculty during a semester schedule activity at the February 13, 2012, in-service day. Four topics were of primary focus as revisions to these would be possible for the 2012-2013 school year. The activity yielded the following results:

- **Lunch Schedule Comments**
  - Too many students in the lunchroom at one time.
  - Freshman need to have lunch with the upperclassmen.
  - Lunches should run during fourth modular instead of fifth modular.
  
- **Core-Tutorials Comments**
  - Students have given positive comments.
  - My biggest concern was with special ed. students. The new process, a separate tutorial for them, seems to be meeting their needs better.
  
- **Seven Period Day Comments**
  - Students are stressed with too much homework and classes to keep track of.
  - The short class periods and passing time create rushed pace throughout the day.
  
- **Announcements Comments**
  - Students do not pay attention to announcements.
  - Students don't have time to read the monitors.
  - Students need daily announcements because they don't know what's going on.

### **Future Considerations for 2012-2013**

Neenah High School will make two changes for the 2012-2013 school year as a direct result of the qualitative and quantitative data gathered from staff, students, and parents throughout the year.

1. During the second semester of this school year, Neenah High School was faced with an unforeseen scheduling issue that affected our lunch periods. While we were able to appropriately troubleshoot the problem and accommodate large lunch periods, we recognize this is not the best situation for our students or food service program. Therefore, a revision to the lunch schedule needs to be considered to accommodate student schedules and optimum space. Neenah High School recommends open lunch campus for all juniors and seniors. It is our hope that this change will minimize the overcrowding in the lunch room.
  
2. Pending a return to the semester schedule, in 2009 NHS developed "NHS Redesign," a bold vision of how the school community could continue to improve within a structural change. *Assessment* is one of the fundamental frameworks of that vision. The recommendations presented in this proposal represent the work of NHS Assessment Committee to address those topics identified as "short-term" goals. The definition of a *grade* established by the Committee is an amalgamation of sources that represent current best practice in the field of education. Moreover, the definition places student learning in relation to established standards at the forefront of the grading process. From this key formulation, follow the individual recommendations that are grounded in Committee discussions, source materials, and faculty input. The members of the Assessment Committee understand that these recommendations represent a paradigm shift for some and affirmation for others but best practice for all. By distinguishing learning from other factors and by placing a new emphasis on those skills that comprise the 21st Century Skills Framework, Neenah High School can better address failure rates and drop-out rates and better review the curricular program. Furthermore, the implementation of these recommendations for "short-term" assessment goals will

provide a solid foundation for Neenah High School to continue to improve and to begin to address the areas identified as "long-term" assessment goals.

"A Grade is a reflection of the student's level of achievement based on his/her working knowledge of course objectives, standards, and/or benchmarks."

- NHS 2012

With this definition in the forefront of our practices it has been determined that consistency and clarity to staff, students, and parents is of utmost importance. Therefore, three common practices at Neenah High School have been reviewed and revised to be consistent best practices either by course or by school.

#### Total Points versus Weighted Categories

Each common course (i.e. all English 9 teachers) group of teachers has the discretion to choose either a total points or a weighted grading practice to provide a consistent experience for all students. Additionally, the choice must be grounded in an educational philosophy documented within the course syllabus.

#### Extra Credit

We drop the words extra credit from our professional vocabulary. We think more about differentiated instruction in lessons and assessment.

NO BONUS POINTS! We use the most recent assessment that shows a student's knowledge of learned, understood and demonstrated objectives and standards.

#### Zero Grade/Late Work

Missing work will be recorded as an M in Infinite Campus.  
All student work and assessments must be accepted for full credit.

While the above best practices address grading *for learning*, we feel an important component is now missing. Therefore, we revisited the Partnership for 21<sup>st</sup> Century Skills adopted by the Neenah Joint School District to draw a focus on Life and Career Skills. The separation of Life and Career Skills from academic achievement is important in accurately assessing a student's knowledge of the subject matter without the inflation or deflation of a grade based on student behaviors.

#### Life and Career Skills (Soft Skills)

Life and Career Skills, as defined by the Partnership for 21<sup>st</sup> Century Skills, will be identified as a school, embedded within the course, and assessed as either having met or needs improvement of the objectives at the 6, 12 and 18 week progress reports.

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills. – *Partnership for 21<sup>st</sup> Century Skills Framework*

- Flexibility & Adaptability – Adapt to change, be flexible
- Initiative & Self-Direction – Manage goals and time, work independently, be self-directed learners
- Social & Cross-Cultural Skills – Interact effectively with others, work effectively on diverse teams

- Productivity & Accountability – Manage projects, produce results
- Leadership & Responsibility – Guide and lead others, be responsible to others

NHS Administration will be working with Infinite Campus in creating a tool that will allow us to assess these categories and provide input with minimal work from staff. We envision something imported to the gradebook at the 6, 12, and 18 week reports that will also be visible in Parent Portal. Additionally, we will be exploring ways to have this available daily and keep an ongoing record.

For Example:

<b><u>Life and Career Skill</u></b>	<b><u>Skill Competency</u></b>	<b><u>Comments</u></b>
<i>Flexibility and Adaptability</i>	+	
<i>Initiative and Self-Direction</i>	+	
<i>Social and Cross-Cultural Skills</i>	+	
<i>Productivity and Accountability</i>	-	Sara has turned in numerous assignments late
<i>Leadership and Responsibility</i>	+	

## **Conclusion**

Neenah High School will continue the practice of reviewing the Student Success Model and developing best practices to meet the needs of our students. With that said, the Assessment Committee will work with the Neenah High School staff on these consistent assessment practices as a focal point for professional development for the 2012-2013 school year. Neenah High School administration will be in attendance at the Board of Education meeting to answer any questions.