

**PORTAGE PUBLIC SCHOOLS  
BOARD OF EDUCATION  
SPECIAL MEETING  
PORTAGE PUBLIC SCHOOLS' ADMINISTRATION BUILDING, CONF. RM. #1, 8701 MUSTANG DRIVE,  
PORTAGE, MI 49002  
OCTOBER 21, 2019, 6:30 PM  
AGENDA**

**VISION STATEMENT**

**An exceptional, continuously improving learning culture with high expectations, committed to all!**

**MISSION STATEMENT**

**Portage Public Schools will educate all students to achieve their potential.**

<b>I. CALL TO ORDER</b>	
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**II. Revisions/Approval of Agenda**

**Recommended Motion:**

Motion offered by \_\_\_\_\_, seconded by \_\_\_\_\_, that the Board of Education approve the Agenda as printed (or as amended).



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**IV. Discussion Items**

1. Overview of How PPS Uses Policy Governance

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**IV. Discussion Items**

2. Share PPS Mission, Vision, & End Statements

**POLICY TYPE: ENDS**

**1.0 POLICY TITLE: *GLOBAL ENDS***

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**Mission:** Portage Public Schools will educate all students to achieve their potential.

**Vision:** An exceptional, continuously improving learning culture with high expectations, committed to all!

**Global Ends Statement:**

Portage Public Schools will educate all students to achieve their potential, at a level such that the results justify the costs.

**Ends**

The following ends statements are listed in priority order.

- 1.1 Students demonstrate a mastery level of core curriculum standards greater than in prior years, with the long-term goal of approaching or exceeding the highest performing comparable communities.
- 1.2 Students have critical thinking, creativity, communication, and collaboration skills to equip them to learn and to lead with confidence.
- 1.3 Students will have knowledge and skills necessary to succeed at post-secondary institutions and in the world of work.
- 1.4 Students are ethically aware and culturally sensitive to prepare them to be responsible citizens.
- 1.5 The District will actively build a culture of collaboration and service to the community.

Adopted: 9/22/08

Revised: 2/9/09, 8/18/14, 1/9/17, 5/22/17, 10/22/18

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**IV. Discussion Items**

3. Share What Demonstrates Ends Being Achieved

The primary end statement from our Board of Education is 1.1:

*Students demonstrate a mastery level of core curriculum standards greater than in prior years, with the long-term goal of approaching or exceeding the highest performing comparable communities.*

In support of this end statement, we assemble essential academic measures of our progress and work. The monitoring report uses data from three different levels of assessment: National (SAT), State (Michigan Test of Educational Progress or M-STEP), and Local (literacy assessments known as DIBELS.) Each data set is presented throughout the fall, culminating in a final report with analysis in January.

**National – SAT Data**

The SAT Data set allows us to compare with similar demographic communities throughout the State. Students in 11<sup>th</sup> grade take the SAT in the spring. Michigan moved to the SAT from the ACT in 2016 as a key benchmark of academic progress. Our goal is to ensure our performance is measured against ourselves.

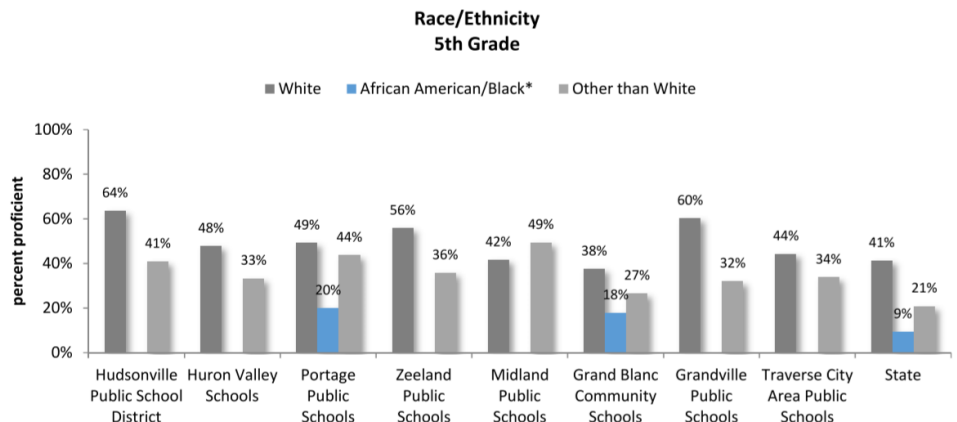
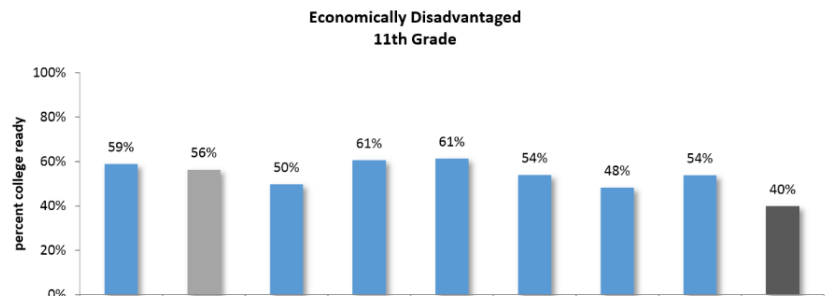
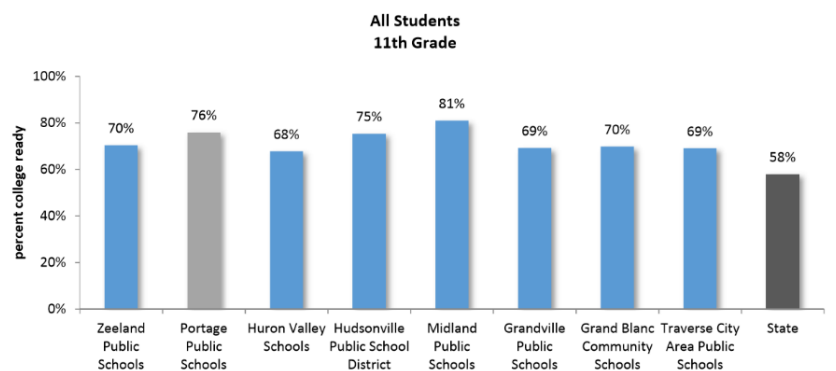
The data we provide offers an overview of the dialogue that we have internally about improving student outcomes through the work our district and school improvement teams are doing.

This is one of the charts that we provide in the National level report. We also include a written analysis of the results along with trend information.

**State: M-STEP**

The Michigan Department of Education launched the Michigan Student Test of Educational Progress or M-STEP in the spring of 2015. We use similar results charts to display our performance. This chart illustrates the percent proficient on the M-STEP assessment in 5<sup>th</sup> grade in Mathematics. On some occasions, due to the number of tested students, some subgroup information isn’t available.

**2018 SAT Evidence Based Reading & Writing**



Note: Schools are listed in order of lowest to highest Percent Economically Disadvantaged.

\*Portage had fewer than 30 African American/Black students test, which makes this a non-accountable subgroup. Hudsonville, Huron Valley, Zeeland, Midland, Grandville, and Traverse City did not have data available for African American/Black students due to small subgroup size.

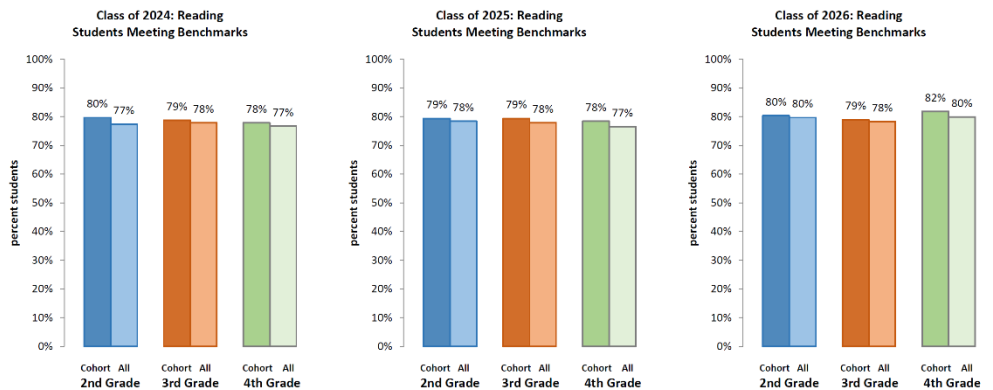
**PPS DIBELS Cohort: Classes of 2024, 2025, 2026**  
(2nd, 3rd, and 4th grade DIBELS Oral Reading Fluency: End of Year)

**Local: DIBELS**

Our local data set is a literacy assessment that we use in grades K-5. We focus on grades 2-4 in our monitoring report due to the importance of reading by the third grade. We include cohort (longitudinal) data when available to us. We do not get comparator community information since this assessment is local in nature.

Number of Students that took:	2nd Grade DIBELS	3rd Grade DIBELS	4th Grade DIBELS	2nd & 3rd & 4th Grade DIBELS (Cohort)
Class of 2024	641	628	648	550
Class of 2025	606	619	635	523
Class of 2026	605	613	627	517

% Students Meeting Benchmark	2nd Grade		3rd Grade		4th Grade	
	Cohort	All students	Cohort	All students	Cohort	All students
Class of 2024	80%	77%	79%	78%	78%	77%
Class of 2025	79%	78%	79%	78%	78%	77%
Class of 2026	80%	80%	79%	78%	82%	80%



Note: Due to increments in class sizes, increments of 1% of Students Meeting Benchmark represent approximately 5-6 students across 8 elementary schools.

**Analysis of Performance**

All of the data presented in our reports are used internally, presented to building staff and school improvement teams as a part of our continuous improvement process. We strive to have a monitoring report that continues to focus us on our work and motivates us to move in the right direction. We end our monitoring report with a further analysis that includes a “summary dashboard” of comparison over the past few years, and a response to the data that allows us to provide context to the information in the report along with our future plans for work.

**Summary Dashboard for Prior Years**

Improving over Prior Years Summary – 2018			
	<span style="color: green;">●</span> Met Expectations: > +2% from previous 3-year average	<span style="color: yellow;">●</span> Partially Met Expectations: +/- 2% from previous 3-year average	<span style="color: red;">●</span> Did Not Meet Expectations: <-2% from previous 3-year average
	All Students	Economic Disadvantaged	African-American / Black
M-STEP 5 <sup>th</sup> ELA	●	●	●
M-STEP 5 <sup>th</sup> Math	●	●	●
M-STEP 8 <sup>th</sup> ELA	●	●	●
M-STEP 8 <sup>th</sup> Math	●	●	●
SAT 11 <sup>th</sup> EBRW*	●	●	●
SAT 11 <sup>th</sup> Math*	●	●	●
*Only two previous years of SAT data is available at this time.			

## **Summary of Executive Limitations Monitored by the Board of Education**

- Treatment of Students, Parents/Legal Guardians
- Treatment of Staff Members
- Compensation and Benefits Parameters
- Financial Planning
- Financial Condition and Activities
- Protection of Assets
- Conflict of Interest
- Emergency Superintendent Succession
- Communication and Support to the Board
- Long-Term Asset Planning for Grounds, Facilities, and Infrastructure

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4. Other Linkage Discussion / Questions