

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION
SPECIAL MEETING
CONFERENCE RM #1, PORTAGE PUBLIC SCHOOLS' ADMINISTRATION BUILDING, 8107 MUSTANG
DRIVE, PORTAGE, MI 49002
APRIL 15, 2024, 4:00 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.

I. CALL TO ORDER	
II. REVISIONS/APPROVAL OF AGENDA	2
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**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – SPECIAL MEETING
ADMINISTRATION BUILDING, CONFERENCE RM #1
APRIL 15, 2024, 4:00 P.M.**

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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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BOARD OF EDUCATION – SPECIAL MEETING
ADMINISTRATION BUILDING, CONFERENCE RM #1
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III. Comments or Communications

1. By Citizens

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IV. Discussion Items

1. Ends 1.1 – Academic Success

POLICY TYPE: ENDS

1.0 POLICY TITLE: *GLOBAL ENDS*

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 (long-range outcomes) all contribute to a successful graduate of Portage Public Schools.

ACADEMIC SUCCESS

- 1.1 Students demonstrate continuous improvement in the mastery of core curriculum standards with results approaching or exceeding the highest performing comparable districts.

LEARNING AND LEADERSHIP SKILLS

- 1.2 Students have 21st Century Learning Skills including:
- critical thinking,
 - creativity,
 - communication, and
 - collaboration skills to equip them to learn and to lead with confidence.

RESILIENCE IN LIFE

- 1.3 Students have social-emotional learning competencies including:
- skills in self-management,
 - self-awareness,
 - social awareness,
 - relationship skills, and
 - responsible decision-making to build resilience to navigate life.

POST-GRADUATION SUCCESS

- 1.4 Students have the knowledge and skills necessary to succeed at post-secondary institutions without remediation and have the employability skills necessary to obtain meaningful employment.

RESPONSIBLE CITIZENS

- 1.5 Students demonstrate good citizenship through ethical behavior and respect for individual differences and cultures other than their own.

Adopted: 9/22/08 / Revised: 2/9/09, 8/18/14, 1/9/17, 5/22/17, 10/22/18, 3/9/2020, 12/14/2020, 6/28/2021, 10/25/21, 6/19/23

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 all contribute to a successful graduate of Portage Public Schools. Long-range success is assessed based on improvement of results over time and favorable comparisons to [competitive with?] like districts, when data is available.

ACADEMIC SUCCESS

1.1 Students demonstrate mastery of core curriculum subjects.

LEARNING AND LEADERSHIP SKILLS

NO CHANGES PROPOSED FROM HERE DOWNWARD

1.1 POLICY LANGUAGE

Students demonstrate continuous improvement in the mastery of core curriculum standards with results approaching or exceeding the highest performing comparable districts.

Ends statement 1.1 was last revised by the Board on 12/14/2020. It's also noted that on 9/19/2023 the board added language to the introductory statement to capture the fact that Ends Statements are intended to be "long-range outcomes".

Interpretation

I provide definitions below to interpret the following terms in the ends policy:

Core Curriculum is interpreted to mean the K-12 curriculum utilized by Portage Public Schools. It is aligned with the Michigan Department of Education learning standards.

Core Curriculum Standards is interpreted to mean the standards and learning targets in the publicly available results from student assessments; Michigan Test of Educational Progress (M-STEP grades 3-8, 11), and the SAT (grade 11). I also include other essential, but private interim progress assessments; Acadience (K-5), and PSAT 8/9 and PSAT 10.

Comparable Districts is interpreted to mean a select group of seven school districts throughout the state that have similar demographic and resource characteristics. The comparable districts were determined in 2016. To identify the seven districts, four data sources were used. MiSchoolData was utilized to filter for similar districts using the criteria of enrollment, socioeconomic indicators, special education services, and race distribution. Bulletin 1014 was used to identify district revenue and expenditure data. The Michigan Senate Fiscal Agency provided the foundation allowance data. Finally, US Census information was referenced to provide a measure of median household income and community population. From this list of approximately 20 districts, selected districts were removed when a single factor or multiple factors set them apart from Portage Public Schools in an essential fashion. For example, a district that received \$12000 per student on the foundation allowance was removed from the list.

Continuous Improvement is interpreted to indicate our percentage of students proficient compared to our prior three-year average. "*Met Expectations*" means that our current year results are more than +2% above the prior three-year average for non-cohort data. "*Partially Met Expectations*" means that we are within the range of +2% to -2% compared to the prior three-year average. "*Did Not Meet Expectations*" means that our current year results are more than -2% below the prior three-year average for non-cohort data.

Approaching...the highest performing comparable districts is interpreted to indicate our change in percentage of students proficient compared to our three-year average relative to comparable districts' change of their three-year average. "*Met Expectations*" means that we are ranked first or second

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Policy Type: Ends

Policy Title: Ends Policy 1.1

relative to our comparable districts. "*Partially Met Expectations*" means that we are ranked third or fourth. "*Did Not Meet Expectations*" means that we are ranked below fourth relative to our comparable districts.

Exceeding the highest performing comparable districts is interpreted to indicate our ranking of percentage of students proficient relative to our comparable districts. "*Met Expectations*" means that we are the top school when ranked with comparable districts. "*Did Not Meet Expectations*" means that we are ranked second or lower relative to our comparable districts.

Report Overview

Monitoring Report 1.1 continues to be divided up into High School, Middle School, and Elementary School sections this year. While the data sources have minimal changes, the report is relatively unchanged.

Our curriculum alignment with State Standards is an on-going process. Curriculum Committees, whether grade-level based or subject area-based, meet throughout the year to address a wide variety of curricular issues, including alignment.

We use multiple assessments to track student mastery for reporting purposes in MR 1.1. Included below is a table of assessments included in this report.

	Topical Area of Assessment	Grade Assessed			Local, State, or National based	Comparable Districts Information Available
		Elementary School	Middle School	High School		
Acadience	Literacy	K - 5			National	None
M-STEP Math / ELA	Math / ELA	3 - 5	6 - 7		State	Yes
M-STEP Science	Science	5	8	11	State	Yes
M-STEP Social Studies	Social Studies	5	8	11	State	Yes
PSAT 8/9 ^	Evidence based reading and writing (EBRW) / Math		8	9	National	Yes 8 th No 9 th
PSAT 10 ^	EBRW / Math			10	National	None
SAT	EBRW / Math			11	National	Yes

^ The PSAT series is now included (with historical data) in the monitoring report. The State continues to use this as a benchmark assessment and we include it as a reference point for our potential performance changes on our SAT.

Impacts of COVID on Data

The biggest impact is on our data authenticity. The State of Michigan suspended statewide assessments in the 2019-2020 school year. Thus, for the 2019-2020 school year, there is no M-STEP, PSAT, or SAT data available. In the 2020-2021 school year, there was no State-level accountability for the testing data. So while we were expected to assess our students, school districts were not required to meet the “95% of students tested” target. In the spring of 2021 PPS tested 86.6% of our 11th grade students on the SAT and 66% of our 9th and 10th graders on the PSAT. There is no accurate comparable district data available on the percentage of students tested within those districts. This is due to no accountability on any state measures, thus students were not required to complete the assessments. We don’t know what students our comparable districts tested, and we don’t know if those schools made these tests mandatory. Therefore, data from 2020-21 should not be used for any comparisons.

High School

The SAT and PSAT Assessment Suite

Michigan shifted its high school benchmark assessment to the SAT in 2016. The SAT tests students’ knowledge of reading, writing and math — subjects that are taught every day in high school classrooms in Michigan.¹

The SAT and the PSAT were redesigned in the 2015-2016 school year. This includes a vertically aligned longitudinal assessment system similar in nature to the ACT Aspire series. The College Board has partnered with the Khan Academy to connect PSAT results to individualized learning plans for all students.

In 2016, the SAT replaced the 11th grade Mathematics and English Language Arts components of the M-STEP. This reduced testing time for high school juniors. The 2016 testing year established our baseline data on the SAT.

The redesigned SAT continues to be used for MME Mathematics and ELA components in 11th grade.

ACT continues to provide its WorkKeys assessment for all 11th grade students, and this assessment is still a part of the Michigan Merit Exam², as a part of a legislative requirement.

As is customary, Alternative High Schools data are not included for Portage nor for our comparable districts. Likewise, data is used by Community High School staff to improve student learning and their academic community.

¹ College Board website and MDE website and publications.

² MDE website and publications.

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PSAT Assessment

In the spring 2022, all 8th, 9th and 10th graders were expected to take the PSAT 8/9 and PSAT 10, respectively. 2016 was the first year of testing at 9th and 10th grades; the high school PSAT data began to be used for accountability, but due to COVID was not an accountable assessment in 2020 through 2022. Therefore, comparator school district data is not available for the 9th and 10th grade assessments.

Our 8th grade students will be tested on the PSAT this fall to provide them with exposure to the test and to see what areas of growth they need in preparation for the PSAT 8 in the spring of 2024.

The PSAT and SAT are vertically aligned, which gives us the ability to develop cohorts of students in the future and use assessment data to identify areas of growth and support.

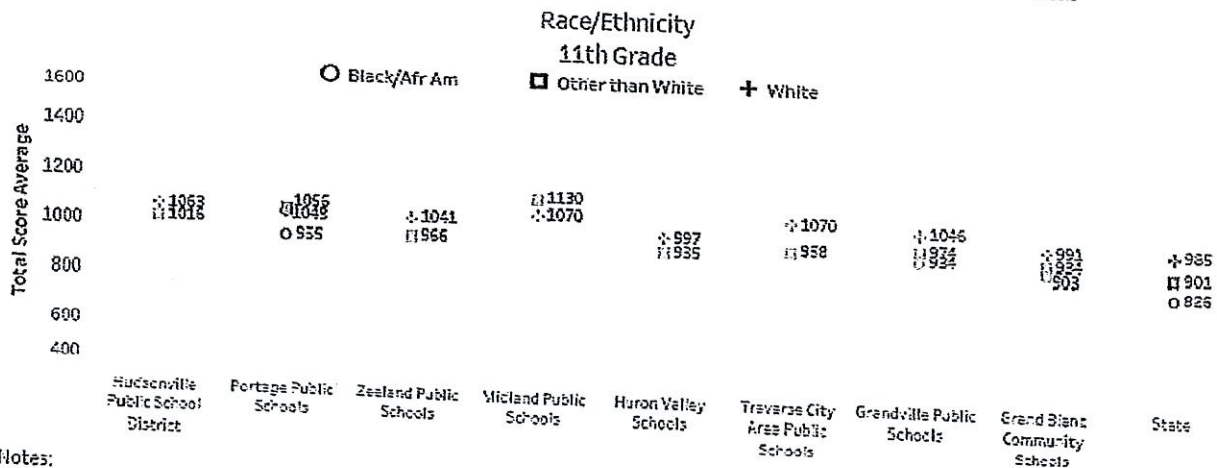
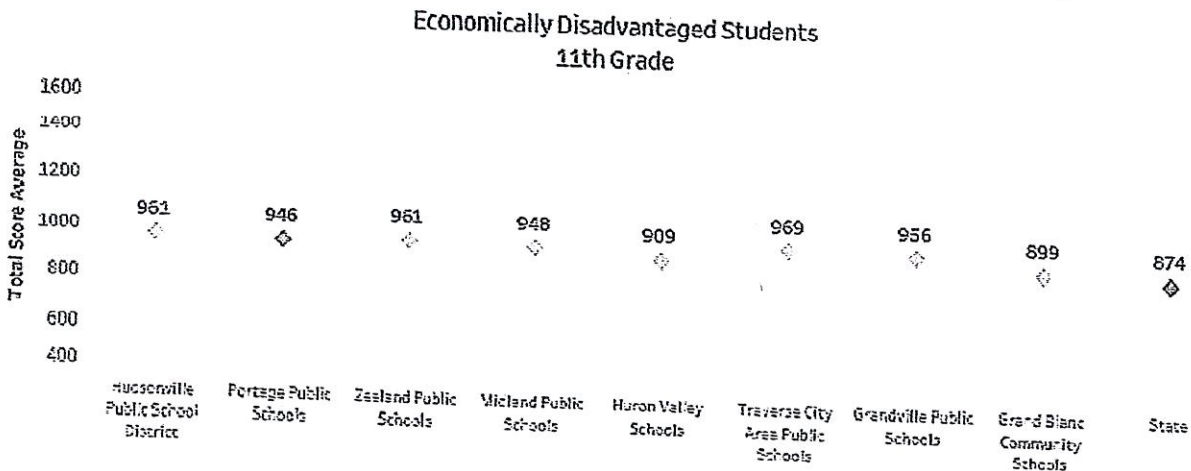
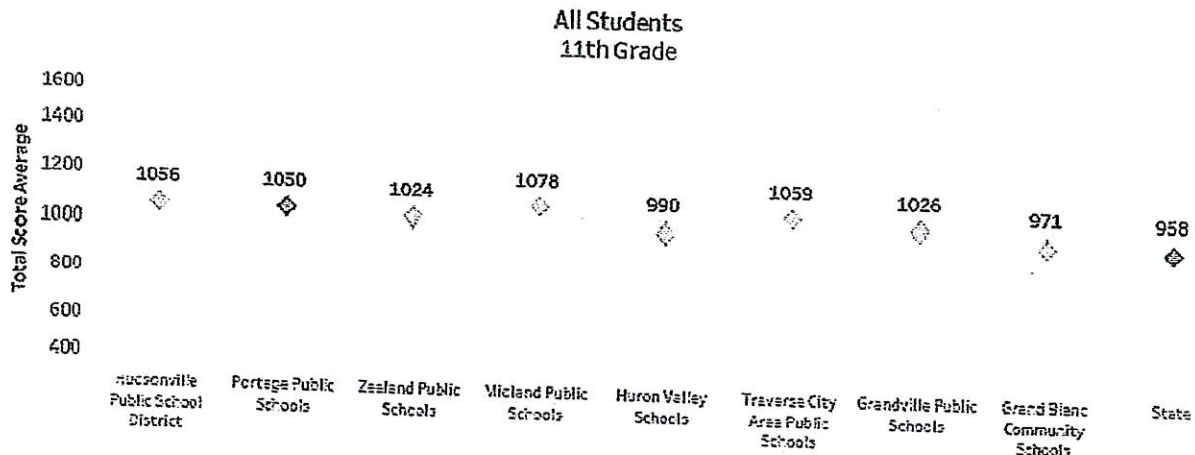
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2023 SAT Total Score Average
PPS vs. Comparator Districts
(Evidence Based Reading & Writing Score + Math Score)



Notes:

Schools are listed in order of lowest to highest Percent Economically Disadvantaged. The Black/African American subgroups for Hudsonville, Zeeland, Huron Valley, Midland, and Traverse City school districts were too small for those scores to be available.

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Exceeding Comparator Schools Summary: 2023

Met Expectations:	Ranking 1st to comparator districts*
Did Not Meet Expectations:	Ranking lower than 1st to comparator districts*

	All Students	Economically Disadvantaged	African American/Black
5th M-STEP ELA	5	T-7	4 of 4
5th M-STEP Math	T-5	7	3 of 3
8th PSAT 8/9 EBRW	4	5	3 of 4
8th PSAT 8/9 Math	T-3	6	2 of 3
11th SAT EBRW	1	2	2 of 3
11th SAT Math	4	T-5	2 of 3
SAT - Total Average	4	6	1 of 3

* In 2019 we updated the interpretation and established a new baseline.

Further Analysis

In reviewing the data, the Curriculum, Instruction, and Assessment Office along with the Educational Supports and Intervention Office take seriously both positive and negative moves relative to prior years and to our comparator communities. These key measures of our overall performance are critical to our mission and vision. We also know that these three don't comprise every educational assessment that is at the heart of Ends Policy 1.1 – but they are an important snapshot of our work. We analyze these performance indicators carefully over time, even as the data present is a snapshot.

COVID has had an impact on our data, just like every other industry and institution worldwide. Specifically to this report and the data herein, COVID presents some confounding metrics that have potentially impacted our data in both positive and negative ways. Students were impacted by shifting modalities throughout the start of the pandemic and throughout the 2020-2021 school year. This has a particular impact on students who need any extra support. Our teams of teachers, administrators, and support staff have worked relentlessly to create successful systems of learning during this pandemic. A key impact of this is that many initiatives, projects, curriculum work, and coaching elements have been paused while we work on the health and wellness of the people in our school community.

We continue to interpret “approaching” and “exceeding” as we did for the January 2023 MR 1.1 report. “Approaching” provides a snapshot of our ranking on change relative to the prior three-year average. The three-year average reduces the impact that a particular cohort of students has on the overall data. All the schools in our comparator group are ranked according to their relative change to the prior three-year average. This indicates if we are trending towards the top or not, regardless of changes in performance