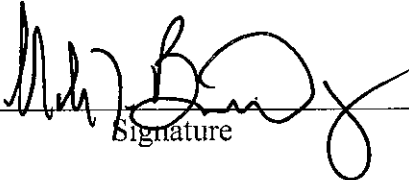


**Portage Public Schools  
Monitoring Report**

Policy Type: Ends  
Policy Title: Ends Policy 1.2

**Certification**

I hereby present my monitoring report on Ends Policy 1.2 in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of March 6, 2017.

  
\_\_\_\_\_  
Signature

3.7.17  
\_\_\_\_\_  
Date

Monitoring Report

Page -2-

Policy Type: Ends

Policy Title: Ends Policy 1.2

## **1.2 POLICY LANGUAGE**

Students have critical thinking, creativity, communication, and collaboration skills to equip them to learn and to lead with confidence.

### **Interpretation**

(My interpretation remains unchanged to that in my previous report.)

I interpret the four “C’s” to be the foundational skills needed by students in order to be successful in the 21<sup>st</sup> Century.

**Critical thinking** is a skill that every student must possess in order to think clearly and rationally. Being able to think critically is a matter of survival in the new economy. It is also the foundation of science and democracy. Science requires rationality in designing experiments and testing theories. Democracy requires citizens who can think objectively about social and political issues and are able to avoid biases and prejudices.

**Communication** skills are critical to future success. Students must have effective written and oral communication skills as well as the ability to use technology to communicate effectively.

**Collaboration**, even more so than individual performance, is the expectation of most employers. More and more work today is done in global teams; it is rare for any work to be completed by a single person working alone.

**Creativity** has long been associated with the arts; however, it is important for students to come up with new and useful ideas and generate alternative possibilities.

I interpret being able to **learn and lead with confidence** to mean that students are engaged in activities during the school day, and in co-curricular and extra-curricular activities outside of the school day, that help build and develop the four “C’s”.

### **Report**

These foundational skills, sometimes referred to as “soft” skills are difficult to measure. Desired individual and group behaviors can be identified for each of the four skills; and certain behaviors can be observed and a tally of their frequency can be made, however, this is a time consuming task which we currently do not perform. A concern about creating operational definitions for concepts such as these is that when a concept is defined as the way in which it is measured, a definition that is trite is generated and doesn’t account for the richness of the concept and therefore not a reliable assessment of the skill.

Monitoring Report

Page -3-

Policy Type: Ends

Policy Title: Ends Policy 1.2

Rather than create operational definitions for each of the four skills and a system to observe and tally behaviors, this report will focus on student enrollment in classes, programs and activities that are known to develop these four skills. While most District course offerings, programs, and activities incorporate instructional practices that help students develop these four critical skills, there are some, in particular, that I will focus on for this report. Beginning with our youngest students, these four skills are introduced and taught at a developmentally appropriate level. At the high school level our graduation requirements demand that students enroll in a wide variety of classes that assure the development of these skills over time.

Advanced Placement (AP) and International Baccalaureate (IB) classes - and the related exams - rely heavily upon a strong foundation in critical thinking, creativity, communication and collaboration. AP and IB exams have a cost/benefit relationship; students who devote time and energy in preparing themselves for the end-of-course exams and score well will benefit from reduced costs at the post-secondary level. Increasing the number and percentage of students enrolled in AP and IB courses – and taking the related exams – is a reasonable indicator that students will graduate high school with a greater ability to learn and lead with confidence.

**AP/IB Courses and Exams**

The following charts indicate the number of AP and IB courses taken by students at various grade levels as well as performance data on end of year AP/IB exams. IB data includes IB Diploma attainment.

AP Courses (GHS, NHS only)		2014-15		2015-16	
Students in at least one (1) AP Course		605	22%	632	23%
Students in at least one (1) AP Course by grade	9	2	<1%	5	1%
	10	285	41%	278	40%
	11	82	11%	77	12%
	12	236	38%	272	41%
AP Courses in which a "C" or better was earned (# of AP Courses taken)	9	2 (2)	100%	5 (5)	100%
	10	272 (291)	93%	300 (300)	100%
	11	87 (89)	98%	80 (82)	98%
	12	238 (264)	90%	350 (361)	97%
AP Exams in which a "3" or better was earned (# of AP Exams taken)		250 (389)	64%	256 (405)	63%

Monitoring Report

Page -4-

Policy Type: Ends

Policy Title: Ends Policy 1.2

IB Courses (CHS, NHS only)		2014-15		2015-16	
Students that took at least one (1) IB Course by grade	10	8	1%	4	1%
	11	409	57%	383	58%
	12	442	71%	448	68%
IB Courses in which a "C" or better was earned (# of IB Courses taken)	10	7 (8)	88%	7 (7)	100%
	11	1233 (1302)	95%	1156 (1161)	100%
	12	1299 (1353)	96%	1300 (1317)	99%
Students who earned an IB diploma (# attempted)		74 (93)	12%	64 (91)	10%
IB Exams in which a "3" or better was earned* (# of IB Exams taken)		1050 (1066)	98%	983 (1015)	97%

*\*Some IB Exams that were scored as less than a "3" were exams that were registered for, but not taken due to students dropping the class midyear.*

**Other Course/Program Offerings**

Art, Music, Physical Education and Technology-related classes all promote the four “C’s”.

At the elementary level – and through grade 6 – 100% of our students take Art, Music and Physical Education courses on a weekly basis.

At the secondary level (grades 7-12), Art, Music and Physical Education are primarily elective courses. Enrollment varies by grade due to scheduling restrictions and individual student needs.

The chart below shows student enrollment numbers during the past two years in selected art, music, physical education, and STEM-related classes.

Course Selection	2014-15		2015-16	
	# students	% students	# students	% students
Art 7-8	446	35%	480	37%
Art 9-12	589	20%	497	17%
Music 7-8	731	57%	683	53%
Music 9-12	633	21%	647	22%
Physical Education 9-12	798	27%	792	27%
Technology and Applied Science (Non EFE) 9-12	267	9%	320	11%
EFE/EFA 11-12	398	27%	393	27%
KAMSC	103	3%	104	3%

Monitoring Report

Page -5-

Policy Type: Ends

Policy Title: Ends Policy 1.2

### **Co Curricular/Extra-Curricular Activities**

Co-curricular and extra-curricular activities allow students to extend their learning beyond the school day and encourage the development of the four “C’s”.

At the **elementary level**, after school activities include but are not limited to:

- Girl/Boy Scouts
- Student Council
- Building-based Leadership Teams
- After-School Enrichment Classes
- Math Competitions
- Book Clubs
- Student Safeties
- Girls On The Run
- Mad Science
- Young Rembrandts
- Fuel Up to Play 60
- STEP Classes (offered during the summer)

Student participation varies by grade and by building. However, each of our elementary buildings sponsors either Boy or Girl Scouts (or both) with about 200 participants total and all buildings have a Student Council or similar leadership team with approximately 175 students taking part. Aesthetic Education impacts an additional 1400 students.

Additional opportunities exist during the summer months through various camps and classes.

Opportunities are expanded at the **secondary level**, especially in grades 9-12. These activities include athletic teams, groups that compete, perform or travel for events, and groups that just meet after school. At the middle school level there will typically be 20 or more activities available to students with approximately 60% of the students participating.

At the high school level the number of activities approaches 100 with approximately 90% of the students participating in at least one activity.

### **Other Indicators**

Being equipped to learn and lead with confidence means that students are thinking about the future, understand what internal and external resources are available and know how to navigate around obstacles.

Monitoring Report

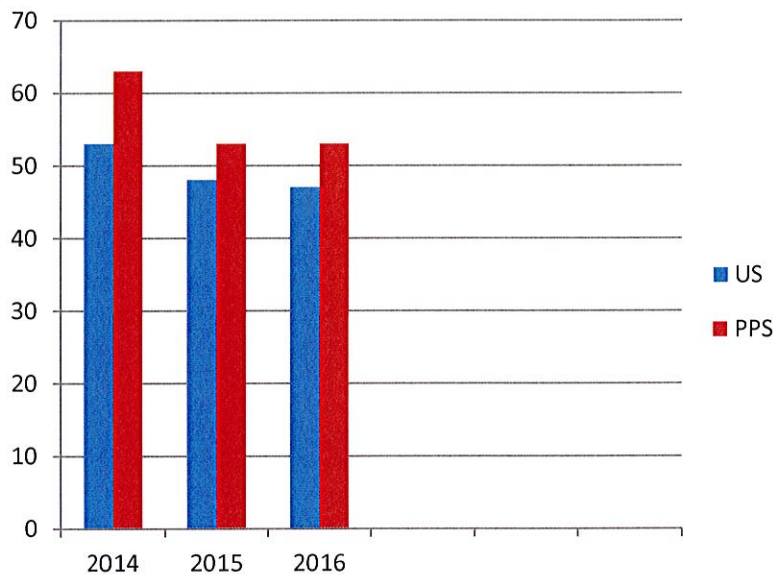
Page -6-

Policy Type: Ends

Policy Title: Ends Policy 1.2

Beginning in the fall of 2014, Portage students in grades 5-12 participated in the Gallup Student Poll which measured, in part, how hopeful students are about their future.

Portage students were more hopeful overall than 5-12 students across the U.S. Students had numerous ideas about how to overcome problems. They were goal-oriented, had abundant energy and knew how to achieve their goals.



Furthermore, two of the survey questions yielded the fact that 76% of our students “can find many ways around problems,” while 84% of our students “can think of many ways to get good grades”. This further validates that our students are becoming well equipped to learn and lead with confidence in their next phase of life.

**Conclusion Statement**

The organization met expectations.