

**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 9, 2015.


Signature

3.3.15

Date

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1.2 POLICY LANGUAGE

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

Interpretation

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

Critical thinking is a skill that every student must possess in order to continuously improve. Being able to think critically is a matter of survival in the new economy.

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 to develop an “artistic sensibility” in all students.

I interpret being able to learn and lead with confidence to mean that students have been engaged in activities during and after school that help build and develop the four “C’s”.

Report

When the Board created this sub-end Policy in July 2014, there was much discussion about the difficulty in measuring ends such as this. After considerable discussion, several ideas surfaced about what data could be captured to indicate that students were developing these important skills.

Many of the District’s course offerings, programs and instructional practices incorporate the teaching of the four critical skills mentioned in this sub-end. 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 greater confidence to succeed in the future.

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AP Courses		Total	
Students in at least one (1) AP Course		601	21%
Students in at least one (1) AP Course by grade	9	2	<1%
	10	279	37%
	11	110	16%
	12	210	30%
AP Courses in which a “C” or better was earned (# of AP Courses taken)	9	2 (2)	100%
	10	271 (280)	97%
	11	113 (117)	97%
	12	234 (243)	96%
# of AP Exams taken		336	
AP Exams in which a “3” or better was earned		226	67%

IB Courses		Total	
Students that took at least one (1) IB Course by grade	10	11	1%
	11	415	60%
	12	452	65%
IB Courses in which a “C” or better was earned (# of IB Courses taken)	10	11 (11)	100%
	11	1116 (1164)	96%
	12	1302 (1345)	97%
Students who earned an IB diploma (# attempted)		69 (85)	10%
# of IB Exams taken		1131	
IB Exams in which a “3” or better was earned*		1085	96%

*Many of the students who scored lower than a 3 never took a test as they registered for testing in the fall but dropped the class at semester but they count against the score of 3 or higher.

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.

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Course Selection	Total Students	Percentage
Art 7-8	364	27%
Art 9-12	309	11%
Music 7-8	748	56%
Music 9-12	616	22%
Physical Education 9-12	488	17.5%
Technology and Applied Science (Non EFE) 9-12	203	7%
EFE/EFA 11-12	228	17%
KAMSC	112	4%

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:

- Girl/Boy Scouts
- Student Council
- Building 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

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.

Opportunities are expanded at the secondary level, especially in grades 9-12. 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.

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At the secondary level, activities include athletic teams, groups that compete, perform or travel for events, and groups that meet after school. The first two are typically subject to the Code of Conduct and weekly eligibility checks while the latter groups are not.

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.

In the fall of 2014, Portage students in grades 5-12 participated in the Gallup Student Poll which measured hope, engagement and well-being of these students.

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.

	<u>U.S. Overall</u>	<u>Portage</u>
Hope	53%	63%

Furthermore, two of the survey questions yielded the fact that 77% of our students agree or strongly agree that they can find lots of ways around any problem while 90% of our students agree or strongly agree that they 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.