

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION
POLICY GOVERNANCE RETREAT
CONFERENCE RM #1, PORTAGE PUBLIC SCHOOLS' ADMINISTRATION BUILDING, 8107 MUSTANG
DRIVE, PORTAGE, MI 49002
MAY 19, 2025, 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	
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**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – POLICY GOVERNANCE RETREAT
ADMINISTRATION BUILDING, CONFERENCE ROOM #1
MAY 19, 2025, 4:00 P.M.**

Note Page

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).

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – POLICY GOVERNANCE RETREAT
ADMINISTRATION BUILDING, CONFERENCE ROOM #1
MAY 19, 2025, 4:00 P.M.**

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III. Comments or Communications

1. By Citizens

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – POLICY GOVERNANCE RETREAT
ADMINISTRATION BUILDING, CONFERENCE ROOM #1
MAY 19, 2025, 4:00 P.M.**

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IV. Discussion Items

1. Vision, Ends Introductory Statement, Ends 1.1

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!~~ We are inspired to be an exceptional community grounded in fostering strengths, growth, and lifelong learning. Every student. Every future.

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. Success is based on improvement of results over time and favorable comparisons to similar schools in the state, and schools within Kalamazoo County.~~ The following ends statements (long-range outcomes) establish aspirational and visionary goals for the District that reflect community values and support the vision for the District. All of the ends statements contribute to a successful graduate of Portage Public Schools and reinforce the commitment of the Board to continuous improvement and high expectations for all students. Success is based on improvement of results over time and favorable comparisons to similar schools in the state and the State of Michigan.

1.1 ACADEMIC SUCCESS

~~1.1 Students demonstrate progress toward mastery in English language arts and math with evidence of annual academic growth and proficiency.~~ Students demonstrate progress toward mastery of core curriculum standards evidenced by annual academic growth within grade level cohorts, including growth of low achieving students, and by achieving proficiency levels comparable to similar schools.

Internal report provided annually in Nov. (HS, MS), Dec. (Elem) and Jan. (overall).

1.2 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.

Internal report provided annually in March.

1.3 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.

Internal report provided annually in April.



Mark T. Bielang
Superintendent
Phone: 269.323.5147
Fax: 269.323.5149
mbielang@portageps.org

To: Board of Education
From: Mark Bielang 
Date: February 5, 2025
Re: Changes to District Graphics, Tagline & Vision Statement

RECOMMENDED MOTION:

It is my recommendation that the Board approve changes to the District graphics, tagline, and vision statement, as presented.

BACKGROUND INFORMATION:

In January of 2023, the Board was presented with the results of the Communication Audit conducted by the National School Public Relations Association. The report provided us with a comprehensive assessment of communication efforts, a snapshot of perceptions about our schools and the District, and a framework for developing our communications plan. Since the report was presented, we have been implementing many of the recommendations provided in the report. We're well on our way in addressing the eight recommendations that were shared with us.

One of the recommendations, more specifically, pertains to the District's visual brand and identity. Towards that end, we engaged the services of Rick Chambers and Associates to partner with us in a process to assess our current condition as well as to identify and develop identity and visual brand options. This work was conducted during the fall of the 2024-25 school year. Findings, ideas, and recommendations were brought to the Board for feedback as the process unfolded.

While obtaining stakeholder input, we also learned that our Vision Statement and Aspirational Statement were somewhat confusing to our customers and the suggestion was to consolidate the two statements into one as they appeared to communicate a similar vision about our desired state. Therefore, that change is included in this recommendation.

We are now at a point where we need Board approval, as required by the Board's Executive Limitation Policy 2.6-Asset Protection, in order to move forward.

Memo to Board of Education re Changes to District Graphics, Tagline & Vision Statement
February 5, 2025
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The proposed visual branding represents Portage Public Schools and does not replace the identity, mascots, colors, etc. of any of the District's schools. Once approved, branding guidelines will be developed and a rollout process will be created so that we can make the conversion in time for the 2025-26 school year.

The proposed graphics and color scheme can be found enclosed with this memo. It includes the new tagline...**"Every Student. Every Future."** which will replace "The Future Learns Here." Both of these concepts have previously been presented to the Board and have been well received.

We are also recommending the current vision statement..."An exceptional, continuously improving learning culture with high expectations, committed to all!"...and the current aspirational statement..."We are inspired to be a community grounded in fostering strengths, growth, and life-long learning. Every student. Every Future."...be consolidated into a single vision statement that reads:

"Portage Public Schools' vision is to be an exceptional community grounded in fostering strengths, growth, and lifelong learning. Every student. Every future."

This statement, for the most part, was developed by the District Values Team at the same time and using the same process in identifying the common district values and our definition of equity. Staff, parents, and students all contributed to this work.

The financial implications are minimal. The only cost that could be incurred would be if the District decided to change the signage located on the Administration Building. We are not proposing that it be done at this time. Other than that, most of the work we do is electronic. When we added the "100 year" piece to our graphics a few years ago we did that rather seamlessly and with minimal cost. Our letterheads are created electronically and printed on demand. Any changes on our website can be done in-house with no additional cost.

We are excited about these changes and look forward to launching the new graphics in the months ahead. I'm happy to answer any questions that you might have.

Enclosure

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – POLICY GOVERNANCE RETREAT
ADMINISTRATION BUILDING, CONFERENCE ROOM #1
MAY 19, 2025, 4:00 P.M.**

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IV. Discussion Items

2. Monitoring Report 1.1

**Portage Public Schools
Monitoring Report**

Policy Type: Ends
Policy Title: (1.1) Global Ends

As requested by the Board during the 2016/2017 school year, the Monitoring Report on Ends Policy 1.1 continues to be divided into smaller segments so that adequate time can be spent presenting and discussing this key Ends Statement.

1.1 Policy Language

Students demonstrate progress toward mastery in English language arts and math with evidence of annual academic growth and proficiency.

The report is divided into two segments and has been reported on as follows:

- High / Middle School Measures – November
- Elementary School Measures – December

This is the final, overall summary report for 1.1. The Board will be asked to accept Monitoring Report 1.1 after we've had a chance to have further discussion at our 5/19/25 Policy Governance Retreat.

Certification

I hereby present my Monitoring Report on Ends Policy 1.1 (overall) in accordance with the monitoring schedule established by the Board. I certify that the information provided in this report is true as of 1/8/2025 and remains true as of 5/19/25.



Signature

5/19/25
Date

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

Summary Dashboards

Percent Proficient Summary:

Each PPS school was ranked among its 10 Similar Schools in percent of students proficient on the Spring 2024 State Assessments. The following grades and assessments were used for rankings:

- Elementary Schools: 5th grade M-STEP
- Middle Schools: 8th grade PSAT 8
- High Schools: 11th grade SAT

KRESA schools are included for reference, but do not have defined expectations. The number of KRESA schools will vary in this report due to CEPI's data suppression rules that protect the privacy of individual students; which means data is not always publicly available.

Rank	Status
1 - 3	Above Expectations
4 - 6	At Expectations
7 - 10	Below Expectations

	Rank among 10 Similar Schools		Rank among KRESA Schools	
	ELA Rank	Math Rank	ELA Rank	Math Rank
AMB	7	8	6 / 28	6 / 26
ANG	5	5	11	7
CEL	8	9	14	11
HAV	8	9	17	13
LCE	3	6	2	3
MBE	5	9	1	4
TWL	5	10	4	16
WOD	2	7	7	12
CMS	7	5	2 / 14	2 / 14
NMS	9	8	7	5
WMS	5	3	1	1
CHS	1	4	1 / 11	1 / 11
NHS	2	4	3	5

Number of Schools At or Above Expectations

	ELA	Math
5th grade (8 schools)	5	2
8th grade (3 schools)	1	2
11th grade (2 schools)	2	2
Overall (13 schools)	8	6

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

Percent Proficient Improvement Summary:

Each PPS school was ranked among its 10 Similar Schools on the difference between its 2024 Percent Proficient and its 3 year average of 2019, 2022, 2023 Percent Proficient. The following grades and assessments were used for rankings:

- Elementary Schools: 5th grade M-STEP
- Middle Schools: 8th grade PSAT 8
- High Schools: 11th grade SAT

KRESA schools are included for reference, but do not have defined expectations. The number of KRESA schools will vary in this report due to CEPI's data suppression rules that protect the privacy of individual students; which means data is not always publicly available.

Rank	Status
1 - 3	Above Expectations
4 - 6	At Expectations
7 - 10	Below Expectations

	Rank among 10 Similar Schools		Rank among KRESA Schools	
	ELA Rank	Math Rank	ELA Rank	Math Rank
AMB	2	1	6 / 27	6 / 25
ANG	4	7	11	11
CEL	5	6	12	15
HAV	5	6	18	8
LCE	2	2	9	13
MBE	9	10	21	25
TWL	8	10	17	23
WOD	2	2	3	5
CMS	8	4	8 / 14	2 / 14
NMS	10	10	13	11
WMS	9	5	9	4
CHS	2	2	3 / 11	3 / 11
NHS	8	8	7	9

Number of Schools At or Above Expectations

	ELA	Math
5th grade (8 schools)	6	5
8th grade (3 schools)	0	2
11th grade (2 schools)	1	1
Overall (13 schools)	7	8

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

Growth Summary:

The percent of students with Student Growth Percentiles (SGPs) of 30 or above on the Spring 2024 State Assessments was calculated for each school. The following grades and assessments were used for rankings:

- Elementary Schools: 5th grade M-STEP
- Middle Schools: 8th grade PSAT 8
- High Schools: 11th grade SAT

MISchoolData defines Average Growth as SGPs from 30-69 and Above Average Growth as SGPs from 70-99.

% of students with SGPs >30	Status
70 - 100%	At Expectations
0 - 70%	Below Expectations

	% Student with Average or Above Average Growth	
	ELA	Math
AMB	69%	69%
ANG	84%	68%
CEL	81%	82%
HAV	68%	85%
LCE	77%	72%
MBE	83%	90%
TWL	80%	62%
WOD	79%	45%
CMS	74%	71%
NMS	71%	64%
WMS	76%	76%
CHS	75%	77%
NHS	76%	79%

Number of Schools At or Above Expectations

	ELA	Math
5th grade (8 schools)	6	4
8th grade (3 schools)	3	2
11th grade (2 schools)	2	2
Overall (13 schools)	11	8

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 our Proficiency comparisons with Similar Schools and to our Student Growth. These key measures of our overall performance are critical to our mission and vision. We analyze these measures carefully over time, even though the data is a snapshot.

COVID has impacted 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. Shifting modalities impacted students throughout the start of the pandemic and the 2020-2021 school year.

Evidence of annual Academic Proficiency is interpreted by a PPS school's ranking of the percentage of students proficient relative to its Similar Schools. Evidence of improvement in results over time is interpreted by a PPS school's change in the percentage of students proficient compared to its three-year average relative to similar schools' change over their three-year average. The three-year average has gaps due to no data being available in the spring of 2020 and incomplete data in the spring of 2021 (due to low participation). "Above Expectations" means that the PPS school is ranked first, second, or third relative to its Similar Schools. "At Expectations" means that the PPS school is ranked fourth, fifth, or sixth. "Below Expectations" means that the PPS school is ranked below sixth relative to its Similar Schools.

Evidence of annual Academic Growth is interpreted by the percent of PPS students who have a Student Growth Percentile (SGP) in the "Average Growth" range (30th to 69th percentile) or the "Above Average Growth" range (70th to 99th percentile), as defined by MISchoolData Student Growth report. For academic growth, the statistical norm for the percent of students with "Average Growth" or "Above Average Growth" is 70%. Therefore, any PPS school with at least 70% of students in these ranges is considered to be "At Expectations." Any PPS school with less than 70% of students in these ranges is considered to be "Below Expectations."

Reviewing our performance on the "Percent Proficient Summary," we have 8 of our 13 schools "At or Above Expectations" in ELA and 6 of our 13 schools "At or Above Expectations" in Math. Our high school results are our most positive, with both high schools having "At or Above Expectations" in both subjects. Fifth grade Math (2 of 8 schools "At or Above Expectations") and 8th grade ELA (1 of 3 schools "At or Above Expectations") are our largest concerns.

Reviewing our performance on the "Percent Proficient Improvement Summary," we have 7 of our 13 schools "At or Above Expectations" in ELA and 8 of our 13 schools "At or Above Expectations" in Math. Our 5th grade ELA results are the most positive, with 6 of 8 schools "At or Above Expectations." Eighth grade ELA (0 of 3 schools "At or Above Expectations") is our largest concern.

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

Reviewing our performance on the “Growth Summary,” we have 11 of our 13 schools “At or Above Expectations” in ELA and 8 of our 13 schools “At or Above Expectations” in Math. Our most positive results are our 11th grade ELA and Math (2 of 2 schools “At or Above Expectations”) and 8th grade ELA (3 of 3 schools “At or Above Expectations”). Fifth grade Math (4 of 8 schools “At or Above Expectations”) is our largest concern.

Response

We recognize the urgency of addressing the overall decline in math proficiency while maintaining and building on gains in ELA. Our multifaceted approach, rooted in curriculum alignment, professional development, and targeted instructional strategies, will be critical in achieving these gains district-wide. We remain committed to empowering our educators and administrators to help all students reach their full potential.

Our goal is to increase the trajectory of student performance in both ELA and Math, ensuring all students have the opportunity to achieve proficiency and beyond by:

1. Focusing on sustaining and accelerating gains in ELA while intensifying efforts to address declining performance in math.
2. Leveraging ongoing initiatives such as coaching, training, and professional development to empower teachers and drive improved student outcomes.

Our strategic actions in the 24-25 school year and into the 25-26 school year are as follows:

English Language Arts (ELA):

- **Curriculum Implementation:**
 - The ELA curriculum is being implemented district-wide for grades K-9.
 - Grades 10-12 are in phase 3 and preparing for initial implementation.
 - Significant improvements in student outcomes are anticipated within the next 3–5 years.
- **Consistency in Instruction:**
 - All K-8 students are now engaged in daily, integrated reading and writing lessons, ensuring uniform and robust instruction district-wide.
- **Instructional Coaching:**
 - Coaching strategies help students tackle complex texts, guiding their thinking and skill development.
- **LETRS Training:**
 - Every K-5 teacher and administrator is engaging in LETRS training, equipping them with foundational expertise in teaching reading and writing.

Mathematics:

- **Instructional Framework Development:**
 - We refine instructional practices through the Curriculum Review Cycle, focusing on accessibility, actionable resources, and alignment with standards.
- **Learning Walks:**
 - Learning Walks enhance professional development by providing real-time data on instructional practices. These walks help administrators and teachers identify areas for growth, focusing on student engagement, questioning, and formative assessments.
- **Engagement and Discourse:**
 - K-5 Math Learning Labs are emphasizing student discussions and collaborative problem-solving.
 - Teachers in grades 6-8 participate in cooperative learning professional development, which integrates discourse-driven approaches and fosters deeper conceptual understanding.
- **Administrator Support:**
 - Targeted efforts are underway to build administrators' confidence and capacity in evaluating and supporting rigorous math instruction.

As Monitoring Report 1.1 has deep ties to the other global ends 1.0 elements, we understand the importance of our academic progress. This report and the other Ends 1.0 reports serve as guideposts for us to improve and build our students for success and as a touchstone on our performance as a district. We continue to believe and invest in our research and evidence-based systems and processes. We believe in our staff as world-class instructors. Finally, as we submit this Monitoring Report, we continue to believe in our students and the potential they offer to the Portage community and beyond.

Conclusion Statement - Added 5/2025:

Ends statement 1.1 was revised by the school board prior to the beginning of the 2024-25 school year. The changes made to this statement caused the superintendent to change the interpretation of several key terms and concepts that have been incorporated in this latest revision. The major revisions included:

- Removing “core curriculum” and replacing it with “ELA and math” to address the fact that monitoring reports focused on these two curricular areas.
- Changing “comparable districts” to “similar schools” resulted in shifting from a district-based approach of identifying comparator schools to a building-based approach.
- The concept of “continuous improvement” was restated as “progress toward mastery.”
- The goal of “approaching or exceeding the highest performing comparable districts” was placed in the Board’s introductory statement in order to be applied to all five of the board’s ends.
- The concept of “academic proficiency” and “academic growth” were added to the statement.

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

As changes to the interpretation were developed, a great deal of time was spent in identifying what criteria and weights would be used to identify similar schools for each of the District's 13 schools. In the end, seven different categories and weights were created:

- Total Enrollment: 35%
- % Economically Disadvantaged: 40%
- % Special Education: 5%
- % Black/African American: 5%
- % Hispanic: 5%
- % Asian: 5%
- % White: 5%

Doing this also increased the number of schools used as comparators from seven school districts to nine schools for each of our 13 PPS schools. We also needed to include schools within Kalamazoo County and the State of Michigan average in the report.

An additional challenge was maintaining a similar concept as in previous years for identifying which schools were above, at, or below expectations so that there was continued alignment with the superintendent evaluation instrument. Toward that end, the following categories and expectations were created:

Favorable comparisons for proficiency and improvement of results over time will be categorized as follows:

- **“Above Expectations”** means that the PPS school is ranked first, second, or third relative to its Similar Schools.
- **“At Expectations”** means that the PPS school is ranked fourth, fifth, or sixth.
- **“Below Expectations”** means that the PPS school is ranked below sixth relative to its Similar Schools.

For academic growth, the statistical norm for the percent of students with “Average Growth” or “Above Average Growth” is 70%. Therefore:

- Any PPS school **with at least 70% of students in these ranges is considered to be “At Expectations”**.
- Any PPS school with **less than 70% of students in these ranges is considered to be “Below Expectations”**.

Using the above interpretations for the three categories (proficiency, improvement, and growth) there are a total of 78 data points ... 26 for each category. As you'll note above, proficiency and improvement each have three status levels (above, at, or below expectations) while growth has two status levels (at or below).

Monitoring Report

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Policy Type: Ends

Policy Title: Ends Policy 1.1

The results for the three categories are as follows:

Proficiency

- Above Expectations: 5 (19%)
- At Expectations: 9 (35%)
- Below Expectations: 12 (46%)

Improvement

- Above Expectations: 8 (31%)
- At Expectations: 7 (27%)
- Below Expectations: 11 (42%)

Growth

- At Expectations: 19 (73%)
- Below Expectations: 7 (27%)

Based on the data provided, and using a 70% threshold, 70 % of the District's schools did not reach the "Above Expectations" level, therefore, the District did not meet expectations in the areas of proficiency and improvement when compared to similar schools. (It is noted that the interpretation will need to be further modified to determine how many (or what percentage of) PPS schools need to be above or at expectations in order for the District/Superintendent to meet expectations. A 70% threshold was introduced for this revised report and was not part of the initial interpretation.)

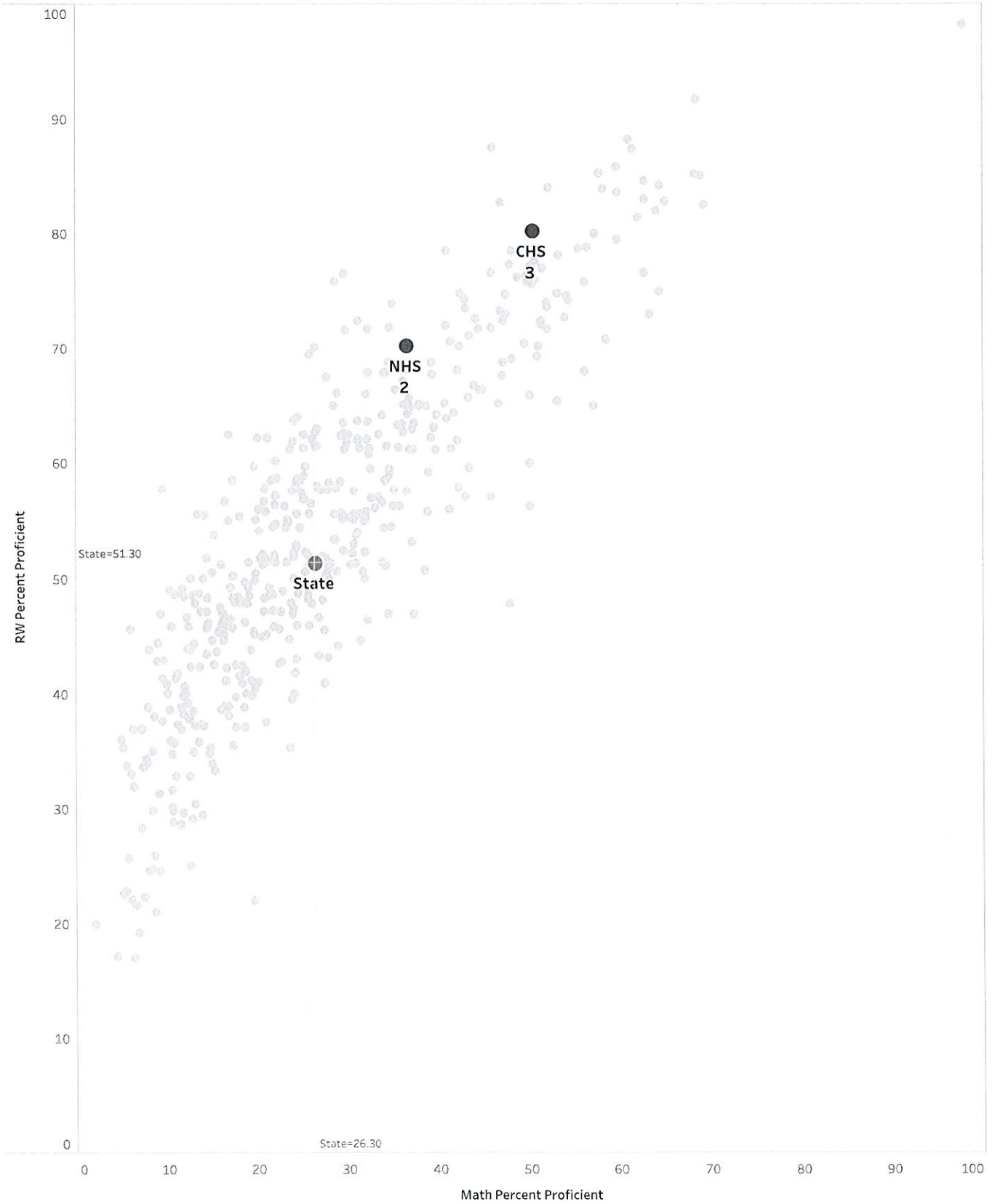
In the area of growth (for students in Portage Public Schools), 19 of the 26 data points were "At Expectations"... approximately 73%. Therefore, the District met expectations. (It's noted here, too, that the interpretation may need to be modified to determine the percentage of data points "At Expectations" necessary for the District/Superintendent to meet expectations.)

It is also important to point out that when comparing schools based on a rank order, the difference between rankings can be very small. Oftentimes only a very few students performing poorly on the day an assessment is taken. To provide additional perspective, the following graphs and charts are enclosed.

- 2024 SAT 11th Grade Overall RW/Math Rankings Amongst Michigan Schools
- 2024 SAT 11th Grade Overall RW/Math Rankings Amongst Similar Schools
- 2024 PSAT8 8th Grade Overall RW/Math Rankings Amongst Michigan Schools
- 2024 PSAT8 8th Grade Overall RW/Math Rankings Amongst Similar Schools by PPS School
- 2024 Assessment Trends: PPS/Similar Schools/State

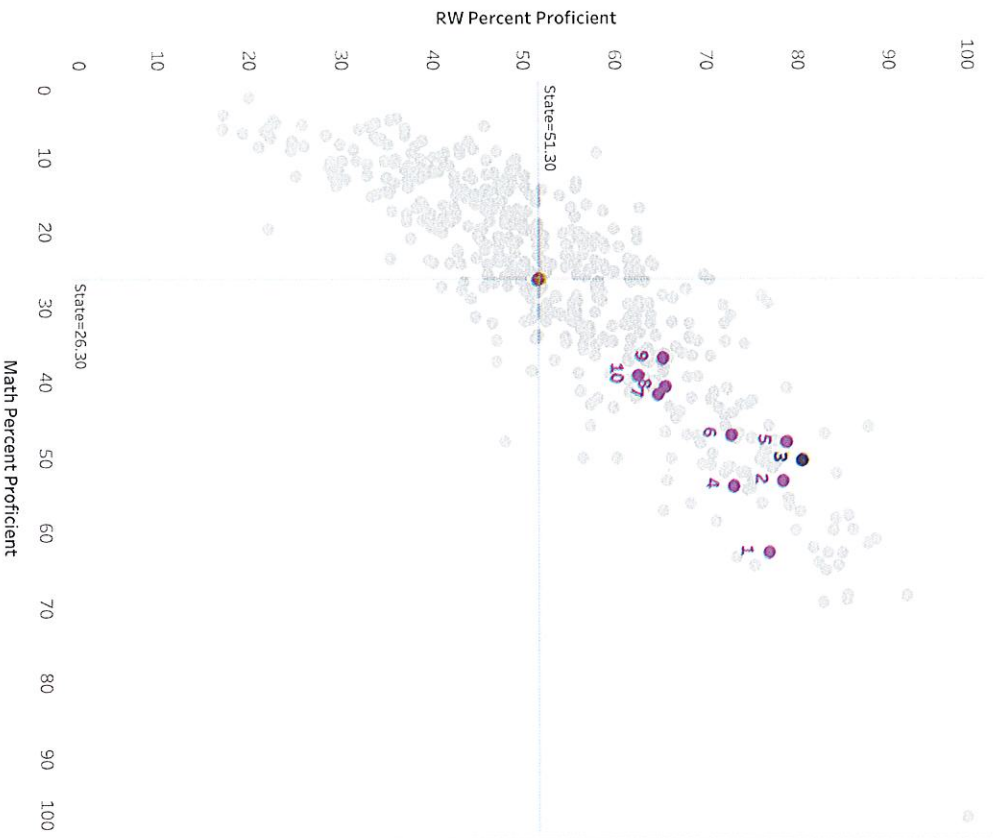
Enclosures

2024 SAT 11th Grade Overall RW/Math Rankings amongst Similar Schools



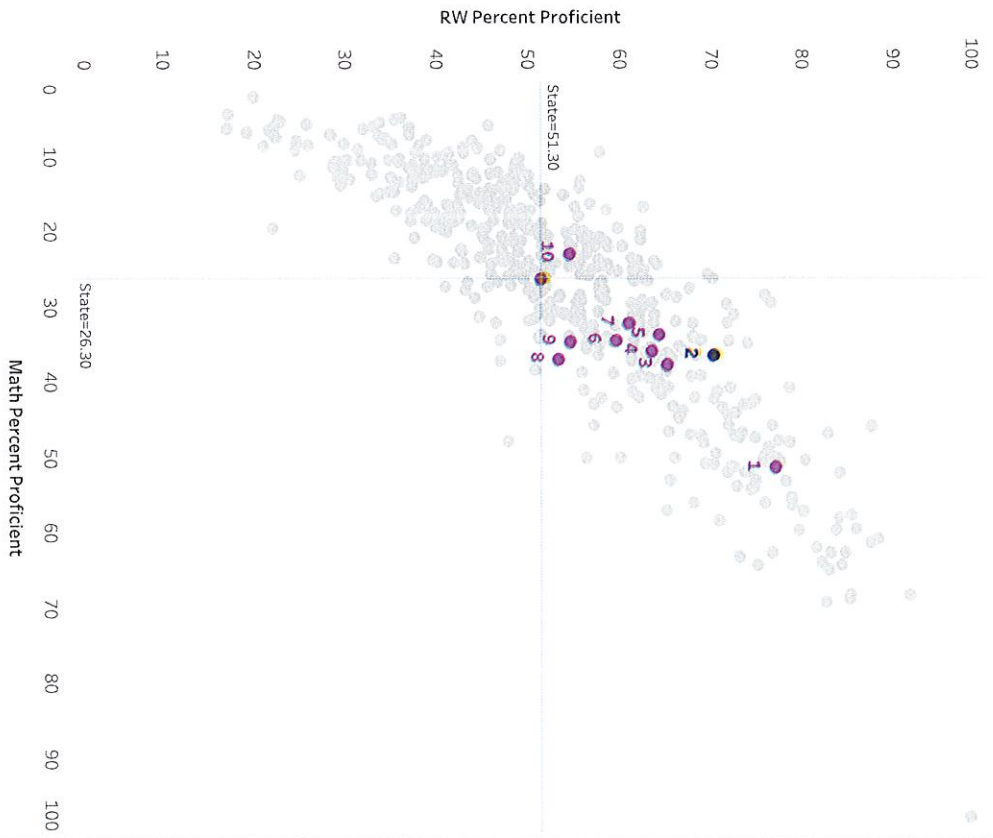
2024 SAT 11th Grade Overall RW/Math Rankings amongst Similar Schools

CHS



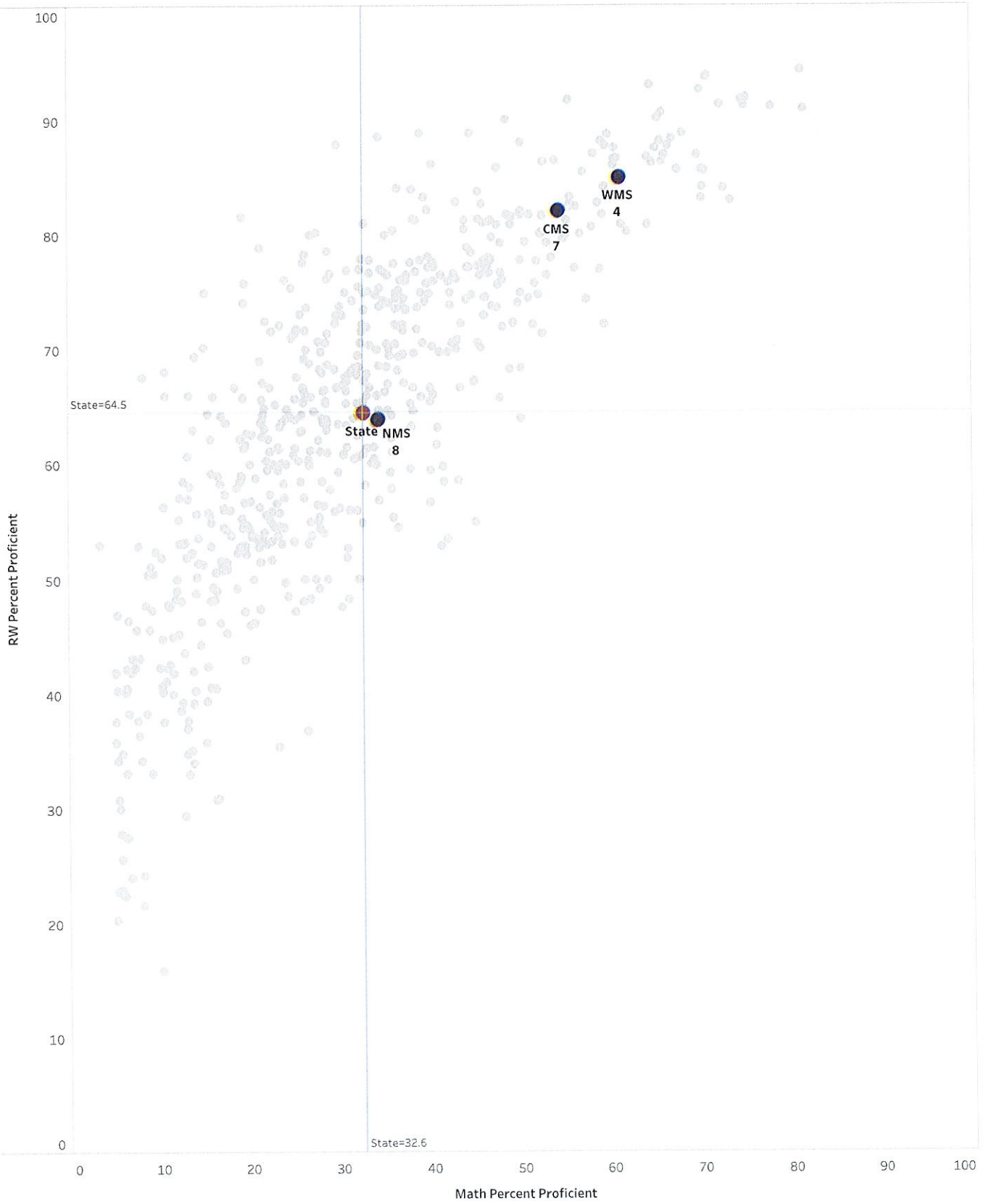
Overall Rank	Building Name	District Name
1	Byron Center High School	Byron Center Public Schools
2	Saline High School	Saline Area Schools
3	CHS	Portage Public Schools
4	Athens High School	Troy School District
5	Stoney Creek High School	Rochester Community School District
6	Clarkston High School	Clarkston Community School District
7	Caledonia High School	Caledonia Community Schools
8	Walled Lake Northern High School	Walled Lake Consolidated Schools
9	Royal Oak High School	Royal Oak Schools
10	South Lyon High School	South Lyon Community Schools

NHS



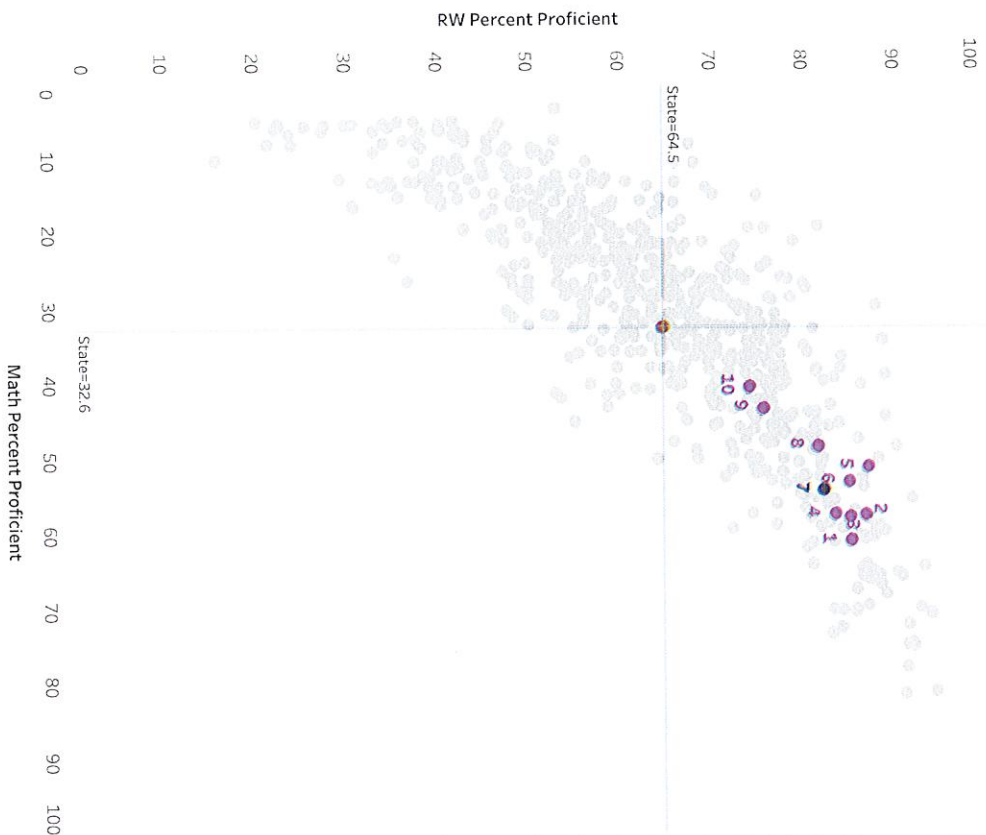
Overall Rank	Building Name	District Name
1	H.H. Dow High School	Midland Public Schools
2	NHS	Portage Public Schools
3	East Lansing High School	East Lansing School District
4	North Farmington High School	Farmington Public School District
5	Milford High School	Huron Valley Schools
6	Mona Shores High School	Mona Shores Public School District
7	Bedford Senior High School	Bedford Public Schools
8	Walled Lake Central High School	Walled Lake Consolidated Schools
9	Churchill High School	Livonia Public Schools School District
10	Oscar A. Carlson High School	Gibraltar School District

2024 PSAT8 8th Grade Overall RW/Math Rankings amongst Similar Schools



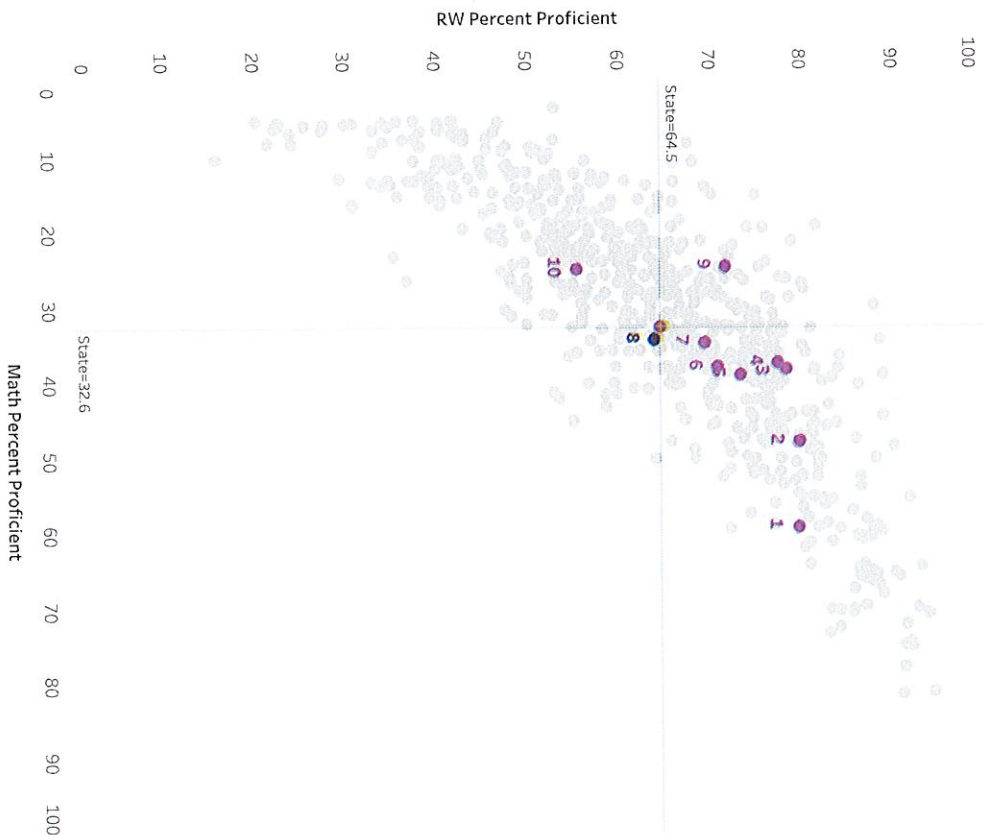
2024 PSAT8 8th Grade Overall RW/Math Rankings amongst Similar Schools

CMS



Overall Rank	Building Name	District Name
1	WMS	Portage Public Schools
2	DeWitt Middle School	DeWitt Public Schools
3	Lowell Middle School	Lowell Area Schools
4	Stauson Middle School	Ann Arbor Public Schools
5	Pioneer Middle School	Plymouth-Canton Community Schools
6	East Rockford Middle School	Rockford Public Schools
7	CMS	Portage Public Schools
8	Cityside Middle School	Zeeland Public Schools
9	Parker Middle School	Howell Public Schools
10	Mason Middle School	Mason Public Schools (Ingham)

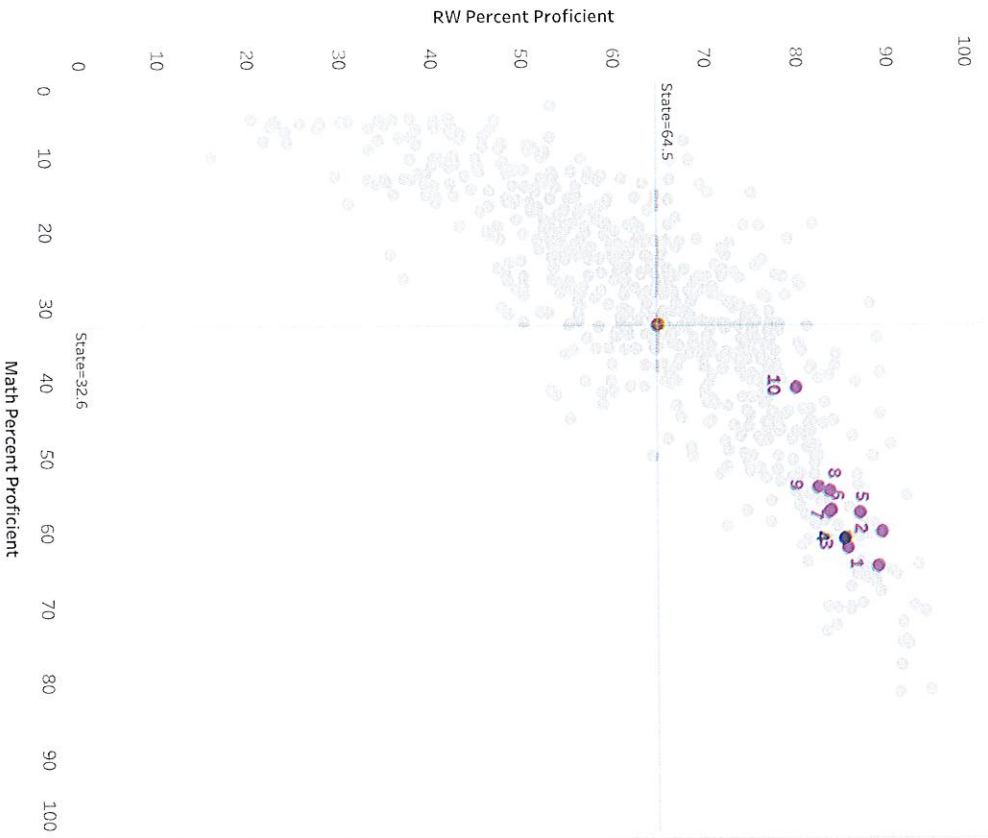
NMS



Overall Rank	Building Name	District Name
1	Petoskey Middle School	Public Schools of Petoskey
2	Boyd W. Arthur's Middle School	Trenton Public Schools
3	Osego Middle School	Osego Public Schools
4	Fort Gratiot Middle School	Port Huron Area School District
5	Anchor Bay Middle School South	Anchor Bay School District
6	Western Middle School	Western School District
7	Middle School - Central	L'Anse Creuse Public Schools
8	NMS	Portage Public Schools
9	Fowlerville Junior High School	Fowlerville Community Schools
10	Marshall Middle School	Marshall Public Schools

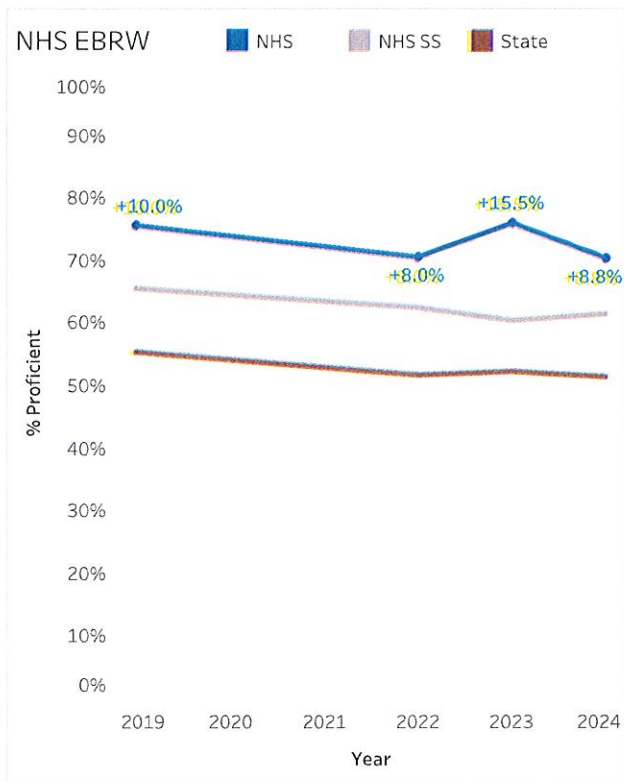
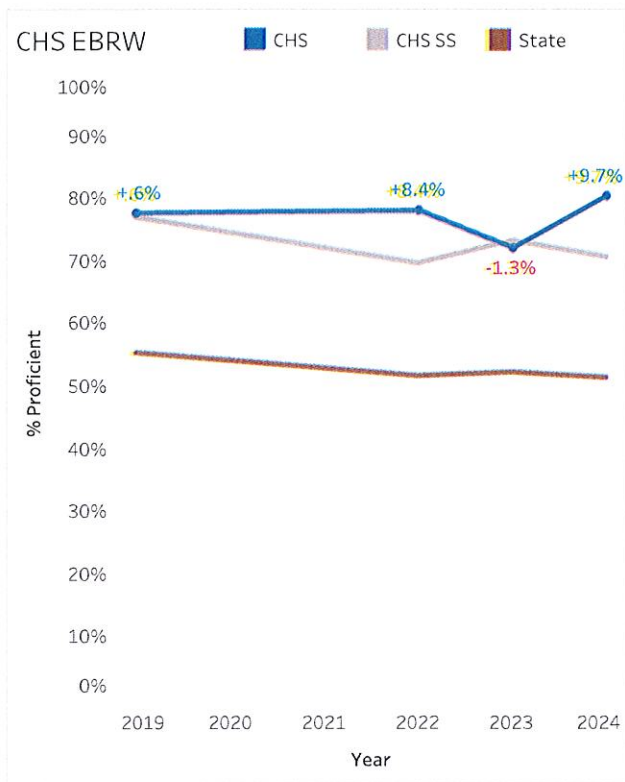
2024 PSAT8 8th Grade Overall RW/Math Rankings amongst Similar Schools

WMS



Overall Rank	Building Name	District Name
1	East Middle School	Plymouth-Canton Community Schools
2	West Middle School	Plymouth-Canton Community Schools
3	Upton Middle School	St. Joseph Public Schools
4	WMS	Portage Public Schools
5	DeWitt Middle School	DeWitt Public Schools
6	Riley Street Middle School	Hudsonville Public School District
7	Slauson Middle School	Ann Arbor Public Schools
8	Anchor Bay Middle School North	Anchor Bay School District
9	CMS	Portage Public Schools
10	Gull Lake Middle School	Gull Lake Community Schools

State Assessment Trends: PPS School % Proficient & Similar Schools' Average % Proficient
 number shown is difference between PPS % Prof and Similar Schools' Avg % Proficient



Monitoring Report Evaluation Form

Policy: _____

Is the Superintendent's interpretation reasonable? Yes No

Comments:

Is evidence of compliance reasonable? Yes No

Comments:

For Ends Policies: Comments about long-term achievement of Ends Policy

Comments Regarding Further Policy Development

1. Do you have a concern that is not addressed in this policy?

2. What policy language would address your concern?

Evaluation submitted to Board President By: _____

Adopted: 9/22/08

Revised: 5/25/09, 3/22/10, 2/26/18, 11/20/23

**PORTAGE PUBLIC SCHOOLS
BOARD OF EDUCATION – POLICY GOVERNANCE RETREAT
ADMINISTRATION BUILDING, CONFERENCE ROOM #1
MAY 19, 2025, 4:00 P.M.**

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3. Executive Limitations 2.10 – Communication and Support to the Board

POLICY TYPE: EXECUTIVE LIMITATIONS

2.10 POLICY TITLE: *COMMUNICATION AND SUPPORT TO THE BOARD*

The Superintendent shall not permit the board to be uninformed or unsupported in its work.

Further, without limiting the scope of the foregoing by this enumeration, he or she shall not:

1. Neglect to submit monitoring data required by the board (see policy 4.4 on Monitoring Superintendent Performance) in a timely, accurate and understandable fashion, directly addressing provisions of board policies being monitored.
2. Let the Board be unaware of an actual or anticipated noncompliance with any policy of the Board as soon as possible; in the case of noncompliance that could significantly impact the ability to meet organizational Ends, as soon as it is discovered.
3. Let the Board be unaware of potential non-compliance with its own policies on Governance Process and Board-Superintendent Linkage, particularly in the case of board behavior which is detrimental to the work relationship between the Board and the Superintendent.
4. Let the Board be unaware of relevant trends, anticipated adverse media coverage, threatened or pending lawsuits, material external and internal changes, particularly changes in the assumptions upon which any board policy has previously been established.
5. Deny the Board access to, or be uninformed by, a range of relevant perspectives, including staff and external viewpoints, as needed for fully informed board choices.
6. Present information in unnecessarily complex or lengthy form or in a form that fails to differentiate among information of three types: monitoring, decision preparation, and other.
7. Cause the Board to operate without appropriate mechanisms and support for official board, officer or committee communications.
8. Communicate substantive governance information to an individual or segment of the board except when (a) fulfilling individual requests for information or (b) responding to officers or committees duly charged by the Board.
9. Allow the Board to be non-compliant with legal or contractual requirements for board approval on delegated activities of the organization or offer such items on the consent agenda without providing the relevant monitoring assurance pertaining thereto.
10. Deny the Board access to incidental information requested by the Board including but not limited to:
 - a. A monthly summary of financial performance presented at the regular monthly Board meeting.
 - b. The Superintendent will at least annually provide to the Board a report on safety.
 - c. An annual report of Niche rankings for all KRESA and contiguous school districts.

Adopted: 9/22/08; Revised: 10/27/14, 6/26/17, ____/25
Internal report provided annually in September.

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4. Superintendent Evaluation Form re Student Growth

G. Other Required Components of Evaluation

Superintendent Name: _____

School Year: _____

a. Student Growth and Assessment Data or Student Learning Objectives Metrics

Weight: 20%

Student growth and assessment data used for superintendent evaluation must be the combined student growth and assessment data used in teacher/administrator evaluations for the entire district. Districts should establish a student growth model to be used for teacher and administrator evaluations.

		Needing Support (1 pt)	Developing (2 pts)	Effective (3 pts)	Rating
G.a.1	<p>Academic Success Students demonstrate progress toward mastery of core curriculum standards evidenced by annual academic growth within grade-level cohorts, including growth of low achieving students, and by achieving proficiency levels comparable to similar schools. Students demonstrate progress toward mastery in English language arts and math with evidence of annual academic growth and proficiency. Ends Policy 1.1.</p>	<p>Monitoring Report Not Approved. Monitoring Report not submitted OR Board unable to determine compliance with policy based on reasonable interpretation and evidence presented and demands compliance by a specific date.</p>	<p>Monitoring Report Approved. Reasonable interpretation and evidence demonstrates <u>substantial</u> compliance with Policy. Board majority requests additional information by a specific time.</p>	<p>Monitoring Report Approved. Reasonable interpretation and evidence of compliance with Policy accepted.</p>	
Component score:					0

Comments by Board of Education:

ENTER YOUR COMMENTS BELOW THIS LINE.

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5. Bylaws 0131.1 and 0166.1

Book	Policy Manual
Section	POLICY REVISIONS 5.2025
Title	BYLAWS AND POLICIES
Code	po0131.1
Status	
Adopted	September 14, 2015
Last Revised	November 26, 2018

0131.1 - **BYLAWS AND POLICIES**

The Board of Education shall adopt bylaws and policies for the organization and operation of this Board and the District and shall be bound to follow such bylaws and policies.

Those bylaws and policies which are not ~~required to have a public hearing dictated~~ by the statutes or rules of the State Board of Education or ordered by the Superintendent of Public Instruction or a court of competent authority may be adopted, amended, ~~or repealed by a majority vote of the Board at a regular or special and repealed at any meeting of the Board, provided the proposed adoption, amendment, or repeal shall have been proposed at a previous Board meeting and, once proposed, shall have remained on the agenda of each succeeding Board meeting until approved or rejected,~~ except that the Board may ~~vote to waive the two (2) reading requirement and then vote to adopt, amend, or repeal a bylaw or policy with one (1) reading, provided the amendment or adoption does not conflict with the law., upon a vote and where compelling reasons exist, cause to adopt, amend, or suspend bylaw or policy contained herein, provided the amendment, adoption, or suspension does not conflict with law. Any resolution adopting, amending, or suspending a bylaw or policy under this provision shall expire automatically at the next public meeting of the Board unless the Board moves to adopt the resolution in final form.~~

Bylaws and policies ~~may be suspended shall be adopted, amended, repealed, or suspended~~ by a majority vote of the Board. ~~Any resolution suspending a bylaw or policy under this provision shall expire automatically at the next public meeting of the Board.~~

The Board may adopt, amend, or repeal rules of order for its own operation by simple resolution of the Board passed by a majority of those present and voting.

Periodically, it may be deemed necessary to make technical corrections to policies that have already been adopted through normal procedures. These technical corrections may include statutory references, scrivener's errors, renumbering that does not change the order of the sections or subsections, grammatical corrections or additions including punctuation or typographical errors, as well as alterations and omissions not affecting the construction or meaning of any sections, subsections, chapters, titles, or policies as a whole ~~and that are of a non-substantive nature~~. Technical corrections may also include the updating of the named individuals in these policies where the originally named individual no longer works for the District or no longer works in the applicable position. ~~The Superintendent is authorized to identify and make technical corrections to the policies and regulations without Board approval. Upon completion of the technical corrections, the Superintendent shall provide a brief summary of the technical corrections to the Board. The Board authorizes the Superintendent to make such technical corrections~~

The adoption, modification, repeal, or suspension of a Board bylaw or policy shall be recorded in the minutes of the Board. All bylaws and policies shall be printed in the "Operational Policy Manual". Any policy or part of a policy that is superseded by a term in a negotiated agreement shall no longer be in force and effect as a policy.

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Legal M.C.L. 380.1201 et seq.

Book	Policy Manual
Section	POLICY REVISIONS 5.2025
Title	CONSENT AGENDA
Code	po0166.1
Status	
Adopted	September 14, 2015

0166.1 - **CONSENT AGENDA**

The Board of Education shall use a consent agenda to keep routine matters within a reasonable time frame.

The following routine business items may be included in a single resolution for consideration by the Board.

- A. minutes of prior meetings
- B. resolutions that require annual adoption, such as bank signatories, Michigan High School Athletic Association membership, etc.
- C. resignations and leaves of professional staff
- D. other items as appropriate

~~A member of the Board may request any item to be removed from the consent resolution and defer it for a specific action and more discussion. No vote of the Board will be required to remove an item from the consent agenda. A single member's request shall cause it to be relocated as an action item eligible for discussion. Any item on the consent agenda may be removed and discussed as a nonaction item or be deferred for further study and discussion at a subsequent Board meeting if the Superintendent or any Board member thinks the item requires further discussion.~~

Any discussion of an item on the consent agenda shall be limited to a brief clarifying comment or question. No vote of the Board will be required to remove an item from the consent agenda.

A single board member's request shall cause an item on the consent agenda to be relocated on the agenda as an action item eligible for discussion.

Any item on the consent agenda may be removed and discussed as a nonaction item or be deferred for further study and discussion at a subsequent board meeting by the presiding officer.

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