

SR 3: Student Personal Development Summary of Compliance Status

Date: January 22, 2018

Superintendent Certification

With respect to Student Results 3 (SR 3): Student Personal Development, considering the preponderance of evidence, the superintendent judges that the proceeding information is accurate and complete, and the School District is:

_____ Making reasonable progress toward achieving the desired results.

_____ Making reasonable progress with exceptions noted.

_____ Failing to make reasonable progress.

*A rating is not assigned at this time due to the baseline, developmental status of this report. A rating will be recommended to the School Board in January 2019.

Executive Summary:

The SR 3: Student Personal Development policy is in its early stages of development in our school district. This policy language was revised from the initial language we crafted at the onset of our transition to Board Governance. The Teaching, Learning and Equity team along with School Board members, Marta Hansen and Steve Schroeder, worked to improve our original language to reflect where we hope to be with student personal development in the near future as we move towards this work with a strong, cohesive strategic direction and coordination 4K-12.

Much of the data reflected in the report is baseline data. Many of the strategic actions aimed at improving our approach to student personal development are in the planning stages. The next iteration of SR 3, presented to the School Board in January 2019, will be a stronger indicator of the effectiveness of our work in this area as we will move from baseline data and planning, to the initial steps of implementation. We intend to continue to work with the Board to update metrics associated with the policy.

Student Engagement Survey Score:

2015 Studer: Overall student engagement score 4th-12th grade: 3.83/5

2016 Studer: Overall student engagement score 4th-12th grade: 3.84/5

2017 Studer: Overall student engagement score 4th-12th grade: 3.72/5

The 2018 student engagement survey will be provided by School Perceptions - marking a shift from the Studer survey used over the last three years. The 2018 student engagement survey will utilize a different survey design and questions that will allow us to disaggregate results by student sub-group - a functionality not previously available. As we continue to press forward with strategies intended to close the achievement gap, it is essential that we understand the perceptions of *all* the students served by our school district. The ability to utilize data effectively to describe and dialogue with our students about their perceptions will open doors to improving the experience of *all* students in the Sun Prairie Area

School District. For this reason, the data included in the monitoring report is listed as TBD (to be determined) as we look to create a new baseline for student engagement for the 2017-18 school year.

Attendance:

It is our goal that 95% of all students miss less than 10% of school days within one academic year for any reason (inclusive of family initiated and school initiated absences). We acknowledge that this is an ambitious goal. We have chosen to focus on this rate because it is widely recognized as an indicator of school success (chronic absence). We have seen a slight decline in our attendance data with rates going from 94.6% in 2015-16 to 94% in 2016-17.

During the 2016-17 school year, our first year of focus on this area, we prioritized establishing system-wide consistency and compliance with the new Every Student Succeeds Act (ESSA). To this end, a group of social workers and their interns completed a review of attendance processes across the school district. The scope of their work is captured in this [powerpoint](#) and included the following:

- Study the new attendance guidelines listed within the Every Student Succeeds Act (ESSA)
- Cross reference ESSA requirements with SPASD attendance policy and procedures
- Study attendance documentation and response across the district
- Create revised attendance processes and consistent letters
- Provide training to principals and attendance secretaries
- Add an attendance page to our [District website](#) to improve our outward facing communication

While the real impact of this work is more likely to be seen in our 2017-18 data, last year's work did impact variability in application of attendance processes and interventions, which may have contributed to our decline of .6% in attendance rate. Causal relationships between strategic actions and attendance will become more clear over time as we increase our strategic focus on this area.

Academic and Career Plan (ACP):

The 2016-17 school year was dedicated to the development of our Sun Prairie Academic and Career Plan process. All required work was completed on time for initial implementation during the 2017-18 school year. Our Academic and Career Plan details may be found on our [District website](#).

The initial implementation year for ACP is 2017-18. Our secondary schools have been working diligently on implementation as has our district level implementation team.

Artifacts of implementation include the following:

- [Implementation Guide](#)
- [Parent/Student Guide](#)
- [Webpage](#)
- [Slide show from Board Workshop](#), January 8, 2018
- Completion of the DPI ACP Components of Implementation Survey submitted via web portal on December 6, 2017

Access to Social-Emotional Learning:

This indicator focuses on universal social-emotional instruction, the instruction provided for all students. At present, coordinated social-emotional learning for all students is led at the universal level by our school counselors following our [Comprehensive School Counseling Plan](#). All students in 4K receive

universal social-emotional instruction following the [Pyramid Model for social and emotional learning for infants, toddlers and young children](#). More intensive services, supports, and instruction are provided to students by Student Services professionals in each of our schools 4K-12.

Counselor(s) in attendance at Curriculum Meetings:

The 2017-18 [Steering Committee membership lists](#) show that presently our school counselors are not involved in all curriculum steering committees with the exception of the Course Proposal, Modification, and Deletion meeting where one upper middle school and high school counselor were invited to attend.

This year's focus areas at secondary level for counselors are Block Scheduling and ACP Implementation Year One. Additionally, all school counselors are planning for the evolution from the [Wisconsin Model Academic Standards for School Counseling](#) to the [American School Counselor Association Mindsets and Behaviors](#). Our intent is to include counselor representation on appropriate committees, those in years one, two or three, during the 2018-19 school year in order to begin cross walking the mindsets and behaviors once that transition has been made.

Athletics/Activities:

While gaps exist in the athletics and activities data, those gaps are not as wide as those that exist in SR 2. In a growing district, we will seek to maintain participation rates while working towards equitable participation in line with our district mission and vision.

Athletics:

Currently, 35.6% of all students in grades 6-12 participated on one or more athletic teams in the 2016-17 school year (1456/4091). This is considered a baseline data point as we align practices across the district to formally roster all athletes in our student information system (Infinite Campus) for grades 6-12.

Activities:

Currently, 48% of all students in grades 6-12 participated in one or more activities in the 2016-17 school year (1974/4091). This is considered a baseline data point as we have begun to consistently add students in activities into formal rosters within our student information system (Infinite Campus). This is the first year that processes have been in place to ensure formal rostering of activity participants, so the percentage of participants may actually be higher than 48%.

	Athletics	Activities	3rd Friday Enrollment (grades 6-12)
Hispanic	7.1%	7.3%	8.7%
Native American	NA	NA	>1%
Asian	4.5%	7.9%	6.5%
African American	8.8%	6.8%	10.0%
Pacific Islander	NA	NA	>1%
White	72.2%	71.4%	67.0%
Two or More Races*	7.0%	6.2%	7.5%
SES	15.4%	18.4%	23.4%
ELL	1.6%	2.6%	3.4%
Special Ed	5.8%	7.8%	10.9%

*Not included on SR-3

Note: Number of students in subgroup that participated in athletics or activities/All students that participated in athletics or activities.

Chart:

Athletics/Activities: Percent of participants in athletics/activities who are from each sub-group out of the total number of participants.

3rd Friday Enrollment (grades 6-12): Percent of total students in grades 6-12 that are from each sub-group.



Signed: _____
Brad Saron, Superintendent

Date: January 22, 2018

School Board Action

With respect to Student Results 3 (SR 3): Student Personal Development, the School Board finds that the organization and the superintendent are:

- ☐ Making reasonable progress toward achieving the desired results.
☒ Making reasonable progress with exceptions noted.
☐ Failing to make reasonable progress.

Summary statement/Motion of the School Board:

Motion #1 by Caren Diedrich, second by Marta Hansen to accept the report as complete. Motion carried.

Motion #2 by Carol Sue Albright, second by Marilyn Ruffin to mark the report as making reasonable progress. Motion failed with three members voting in the affirmative and 4 members voting in the negative.

Motion #3 by Steve Schroeder, second by Dave Hoekstra to mark the report as making reasonable progress with exceptions noted. Motion passed unanimously on a voice vote.

Signed:  Date: 2/12/18

Title: Tom Weber, President



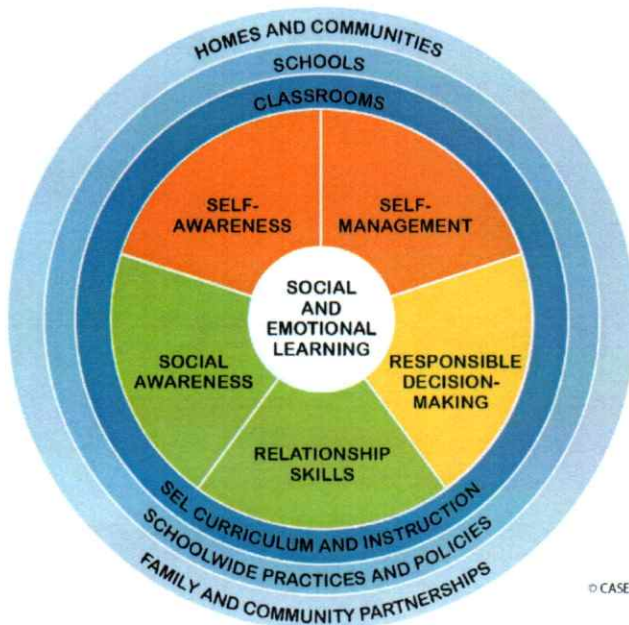
Sun Prairie Area School District

Futures depend on us...every child, every day.

SR 3: Student Personal Development

SR 3: Through a combination of home, school, and community learning experiences, our students will be prepared with the habits, skills, and attributes to succeed—academically, socially, and emotionally—in school and in the future.

Interpretation:



Learning that occurs both inside and outside of the school day has value and assists students in the development of personal skills needed to empower them as lifelong learners.

Students with personal skills to understand and care about themselves as a learner and as a person are aware of and make informed choices related to their overall wellness, health, behavior and intellectual growth.

These choices lead to goal-directed effort, healthy social judgment and decision-making and predict academic, economic, social, psychological and physical well-being. (Duckworth & Yeager, 2015)

Students who demonstrate the skills above, report on experiences and habits of mind on SPASD Student Engagement Surveys. Skills related to communication, collaboration, time and goal management, conflict resolution, interpersonal relationship building, and multicultural sensitivity are elements taught to Sun Prairie students by our school counselors.

While many of these choices are difficult to measure and quantify, evidence of informed choices are available through extracurricular participation, survey tools, and attendance data.

Students engaged in informed decision-making attend school at high rates. For this reason, attendance for students across the system will be monitored.

To ensure a focus on equity, attendance, athletic and activity participation data will be reported by the following sub-groups:

- Hispanic
- Black
- Native American or Native Alaskan

- Native Hawaiian or other Pacific Islander
- Asian
- White
- Socio-economically Disadvantaged Status (SES)
- English Language Learners (ELL)
- Students with Disabilities (SwD)

Reasonable Progress:

Students: Reasonable progress is a 1/10th (0.1) increase in aggregate growth over the previous year (suggested growth from the Student Engagement Survey).

Low attending students shall mean student groups attending below 95% will increase their rate of attendance by 1% a year until the attendance gap is closed and/or reaches 95%.

Definition of terms:

- **Academic and Career Plans (ACP)** shall mean a student-driven process in which students cultivate their own unique visions for post-secondary success obtained through self-exploration, career exploration, and the development of career management and planning skills. (Plans will go into effect September 2017.)
- **Activity Participation** (grades 6-12) shall mean maintaining the percentage of students who are a member of an SPASD co-curricular activity or club.
- **Athletic Participation** (grades 6-12) shall mean maintaining the percentage of students who are a member of an SPASD athletic team.
- **Attendance** shall mean chronic absence defined as missing 10% of school days within one academic year for any reason (inclusive of family initiated and school initiated absences). This is different from the state definition which allows 10 days for any reason in addition to the district identified excused absences. The overall attendance rate goal for all students is 95%.
- **Habits, skills, and attributes** shall mean a combination of interpersonal skills, social skills, communication skills, character traits, attitudes, career attributes, social intelligence, and emotional intelligence that enable people to effectively navigate their environment, work well with others, perform well, and achieve their goals.
- **Learning experiences (home, school, and community)** shall mean any interaction or other experience in which learning takes place, whether it occurs in traditional academic settings (schools, classrooms) or nontraditional settings (outside-of-school locations, outdoor environments), or whether it includes traditional educational interactions (students learning from teachers and professors) or nontraditional interactions (students learning through games and interactive software applications and direct application). Because students learn in a wide variety of settings and ways, learning experiences underscores or reinforces the goal of an educational interaction—learning—rather than its location (school, classroom) or format (course, program), for example.
- **Social-emotional learning** shall mean curriculum taught by school counselors at grades K-7. Skills taught include communication, collaboration, time and goal management, conflict resolution, interpersonal relationship building, and multicultural sensitivity.
- **Student Engagement Survey** shall mean students in grades 4-12 participate each year in a Student Engagement Survey.

SR 3

Measure	Results Monitor Goal			Superintendent	Board
Overall Student Engagement Survey Score	TBD			Baseline Data	
Attendance (2015-16 to 2016-17)	94.6% to 94%			Failure to Make Progress	
Academic and Career Plans (ACP) process and Year 1 implementation plan complete? Evidence of Progress: Implementation Guide ; Parent/Student Guide ; Webpage ; January 8, 2018 School Board Update	(Yes/No)			Yes	
All students have access to social-emotional learning? Evidence of Progress: Comprehensive School Counseling Plan Components	(Yes/No)			Yes	
School counselors participate in curriculum committee meetings? Evidence of Progress: Steering Committee Membership Lists	(Yes/No)			No	
Athletic/Activity participation at the secondary level, 2016-17 school year, Grades 6-12	Athletics: 35.6% (1456/4091) Activities: 48% (1974/4091)			Baseline Data	
Students may be reflected in more than one category.	% of Students Engaged in Athletics	% of Students Engaged in Activities*	% of Students in Overall 3rd Friday Count (6-12)*		
Hispanic	7.1%	7.3%	8.7%		
Black	8.8%	6.8%	10.0%		
Native American/Native Alaskan	NA	NA	>1%		
Native Hawaiian/Other Pacific Islander	NA	NA	>1%		
Asian	4.5%	7.9%	6.5%		
White	72.2%	71.4%	67.0%		
Socio-economically Disadvantaged Status (SES)	15.4%	18.4%	23.4%		
English Language Learners (ELL)	1.6%	2.5%	3.4%		
Students with Disabilities (SwD)	5.8%	7.8%	10.9%		