Sun Prairie Area School District
Futures depend on us...every child, every day.

SR 3: Student Personal Development
Summary of Compliance Status

Date: February 11, 2019

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.

__X__ Failing to make reasonable progress.

Executive Summary

The following areas demonstrate reasonable progress:

Academic and Career Plans

The 2017-18 school year was dedicated to the further development of our Sun Prairie Academic and Career Planning (ACP) process. The focus for the year was to shift from a district led team to site-based teams facilitating the plan components at each respective building. All required prerequisite work was completed on time for initial implementation during the 2017-18 school year, including the refinement and expansion of the Academic and Career Planning webpage.

In addition, we completed the required internal audit using the required forms supplied to us by the Department of Public Instruction (DPI). This audit was completed twice by our team - once in December 2017 to establish a baseline and once in May 2018 to measure progress. The results provided us with information and an ability to gauge our overall implementation process based on the DPI required indicators of ACP implementation. The completed audit forms are linked into the SR 3 Summary as part of the evidential artifacts related to the implementation process. Our 2018-19 goal setting was completed by utilizing the data provided through the current and baseline data from the audit.

Last, one large crossover component between the ACP and instructional programming options 6-12 was completed as part of Year 2 ACP implementation. A group of approximately 45 educators from the 6-12 level worked to complete the Course and Career Pathways Guide project so that it could be rolled out in time for the 2019-20 registration process which opened in January 2019. The guide is not an all-inclusive tool, but provides an essential bridge for

students, families and educators to assist students who are becoming more knowledgeable about possible career paths and course offerings that can support their interests.

2018-19 is the second year of implementation for the Academic and Career Planning process and the first year of ACP holding a spot in our district's curriculum renewal and design cycle. Artifacts of the team's work this year includes the following:
- SPASD ACP Webpage
- SPASD ACP Process
- Career Cruising Portfolio Completion Plan
- ACP Implementation Committee Minutes
- Course and Career Pathways Guide Project
- Post Year 1 Assessment/Action Plans
- ACP Completion Progress Year 1 baseline and Year 2 thus far

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 K-12 continues to be 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 Supporting Social Emotional Competence in Infants and Young Children. More intensive services, supports, and instruction are provided to students by Student Services professionals in each of our schools, 4K-12.

Social Emotional Learning (SEL) was added to the curriculum renewal and design rotation this year. Over time, this committee will identify the consistent approaches to promoting social emotional wellness across the district and identify program and student outcomes from this instruction. The Social Emotional Learning Steering Committee met twice first semester, with two additional sessions scheduled for second semester. Having established a baseline understanding of the varying conditions of social emotional learning across the district, the committee is to complete the tasks associated for Year 1 of the renewal cycle.

Counselor(s) in attendance at Curriculum Meetings
The 2017-18 Steering Committee Membership Lists showed that our school counselors were 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. When we reflected on this last year, we determined that the most appropriate way to address this in a meaningful fashion was to add school counseling to the 2018-19 curriculum renewal and design rotation. All school counselors are working with Jennifer Betters-Bubon from the University of Wisconsin-Whitewater to complete the program review that comes with Years 1 and 2 of the cycle. Work plans are attached for evidence.
- SPASD School Counseling Program Review Project Plan
- November Agenda/Minutes

Also, with the 2018-19 addition of Social Emotional Learning (SEL) and Academic and Career Planning (ACP) to the curriculum renewal and design cycle, counselors are represented on each of those committees.
- ACP Steering Committee Membership
- SEL Steering Committee Membership

Athletics:
In the 2017-18 school year, 39% of all students in grades 6-12 participated on one or more athletic team(s) (1613/4166). We currently have 70 athletic teams at Sun Prairie High School. There are five athletic opportunities offered at Patrick Marsh, Prairie View, and Cardinal Heights.

As we grow, we continue to look for opportunities for our students. During the 2018-19 school year, we added a fifth boys soccer team and a third girls tennis team. These two sports experience continuous growth on a yearly basis necessitating an expansion of their programs.

To date, the athletic office has hosted sessions of Coffee with the Athletic Director to discuss ways we can continue to provide opportunities for our students. There are two additional sessions scheduled for this year. We also host an incoming freshman athletic orientation every spring. Community outreach nights are held to connect the youth in our community to our programs.

Disaggregated Data of Participants by Race/Ethnicity:

2017-18	Athletics	Activities	3rd Friday Enrollment (grades 6-12)
Hispanic	6.4%	7.3%	9.0%
Native American	NA	NA	>1%
Asian	5.2%	10.0%	7.3%
African American	10.0%	8.9%	10.6%
Pacific Islander	NA	NA	>1%
White	71.1%	68.1%	65.1%
Two or More Races*	7.1%	5.6%	7.6%
SES	19.3%	20.9%	23.9%
ELL	1.9%	2.2%	3.7%
Special Ed	6.8%	6.6%	12.0%

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

The following is not reportable for the 2017-18 school year:

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 was provided by School Perceptions. As we continue to press forward with strategies intended to close the achievement gap, it is essential that we understand the perceptions of *all* 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 NA as we create a new baseline for student engagement for the 2018-19 school year. An overall aggregate score is not available.
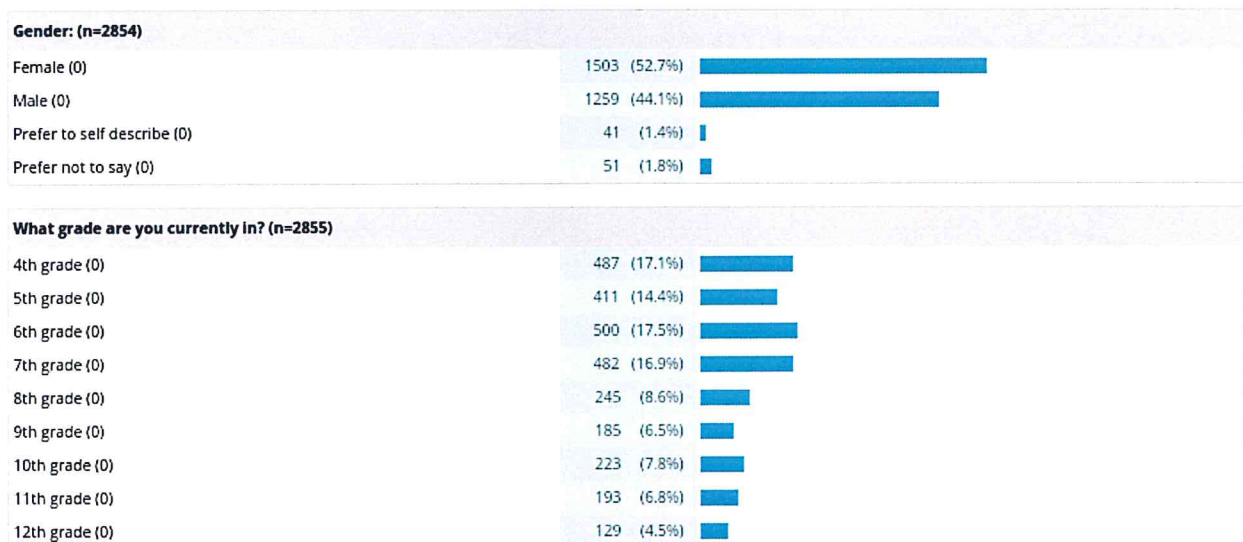
Based on administration team review of the data and in coordination with district strategy planning for equity, the following student survey questions were chosen as an area of focus for the 2018-19 school year:
- I believe what I am learning in school will help me to be successful in life. (3.08/5, n=2495)
- My culture and identity is valued at my school. (3.18/5, n=2569)
- I feel I belong at this school. (2.96/5, n=2570)

The School Perceptions survey asks questions in several categories:
- My school
- My learning
- My free time
- Preparation
- Plans after high school (for high school students)
- Me

This year, the following student data was reported:

Gender: (n=2854)

Female (0)	1503	(52.7%)
Male (0)	1259	(44.1%)
Prefer to self describe (0)	41	(1.4%)
Prefer not to say (0)	51	(1.8%)

What grade are you currently in? (n=2855)

4th grade (0)	487	(17.1%)
5th grade (0)	411	(14.4%)
6th grade (0)	500	(17.5%)
7th grade (0)	482	(16.9%)
8th grade (0)	245	(8.6%)
9th grade (0)	185	(6.5%)
10th grade (0)	223	(7.8%)
11th grade (0)	193	(6.8%)
12th grade (0)	129	(4.5%)

What is your race/ethnicity? (n=2802)

Asian (0)	285 (10.2%)	
Black (0)	248 (8.9%)	
Hispanic/Latino (0)	185 (6.6%)	
Native American (0)	54 (1.9%)	
Pacific Islander (0)	14 (0.5%)	
White (0)	1908 (68.1%)	
Multi-racial (0)	267 (9.5%)	
Other (0)	103 (3.7%)	

Other items entered: (n=89)

Do you participate/receive services from any of the following programs? (n=927)

Advanced Learner Program (0)	593 (64%)	
English Language Learner (ELL) (0)	210 (22.7%)	
Special Education (0)	162 (17.5%)	

How many years have you attended this school district? (n=2843)

less than one year (0)	179 (6.3%)	
1-4 years (0)	650 (22.9%)	
5-12 years (0)	1853 (65.2%)	
not sure (0)	161 (5.7%)	

Has anyone in your immediate family (parents or siblings) graduated from college? (n=2836)

Yes (10)	2271 (80.1%)	
No (1)	565 (19.9%)	

Average Response: 8.21 s= 3.6

Student Data Load: Special Education? (n=2340)

Yes (0)	151 (6.5%)	
No (0)	2189 (93.5%)	

Student Data Load: Free or Reduced Lunch? (n=2340)

Yes (0)	529 (22.6%)	
No (0)	1811 (77.4%)	

Student Data Load: English Language Learner? (n=2340)

Yes (0)	180 (7.7%)	
No (0)	2160 (92.3%)	

Student Data Load: Gifted and Talented? (n=2340)

Yes (0)	499 (21.3%)	
No (0)	1841 (78.7%)	

Student Data Load: Type of Enrollment? (n=2319)		
Resident (0)	2253 (97.2%)	
Open Enrollment (0)	62 (2.7%)	
Tuition Waiver-Current Year (0)	4 (0.2%)	
Inactive (0)	0 (0%)	

Student Data Load: Gender (n=2340)		
Female (0)	1285 (54.9%)	
Male (0)	1055 (45.1%)	

The following areas are in need of improvement:

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** to **93.6% in 2017-18**. Our rate has decreased by exactly 1% over the past two years. We desire to see rates increase by 1% annually until we reach 95%.

Root cause analysis of this decrease has led us to hypothesize that this gradual decrease is partially the result of more consistent attendance tracking procedures implemented in 2016-17. Rates decreased .6% from 2015-16 to 2016-17 and .4% from 2016-17 to 2017-18. Attendance rates decreased slightly (tenths of percentage points) for all subgroups but decreased by 1.3% for African American students, thus identifying an area of strategic focus for subsequent goal setting.

New this year is the disaggregated attendance data as part of our root cause analysis to determine attendance patterns for students who are enrolled at least one full academic year (FAY). While all subgroups experienced a decline in attendance, the disaggregated data does identify a greater decline for some groups of students who have not been enrolled for at least one FAY. This provides additional data to consider as we plan targeted strategies to improve attendance.

Activities
In 2016-17, we began to consistently add students in activities into formal rosters within our student information system (Infinite Campus), and we continue to refine our roster and attendance practices for students in activities.

In the 2017-18 school year, 43% of all students in grades 6-12 participated in one or more activities (1786/4166). We currently offer 25+ clubs at each middle school and 70 clubs at the high school. The 2017-18 data is a decrease of 5% from the 2016-17 school year participation.

The number of activities offered for students varies each year as it is highly dependent on staff interest/availability in advising the clubs and activities. For example, the 2016-17 Cardinal Heights data included 113 students who participated in the 8th grade field trip to Washington, D.C. The trip was not offered in 2017-18, which accounts for the majority of the difference in the two year data comparison (-3%).

Activities Participation by Year and by School:
2016-17

Row Labels	Count of ID
Cardinal Heights Upper Middle School	591
Patrick Marsh Middle School	322
Prairie View Middle School	289
Sun Prairie High School	772
Grand Total	1974

2017-18

Row Labels	Count of ID
Cardinal Heights Upper Middle School	458
Patrick Marsh Middle School	237
Prairie Phoenix Academy	11
Prairie View Middle School	261
Sun Prairie High School	819
Grand Total	1786

Disaggregated Data of Participants by Race/Ethnicity:

2017-18	Athletics	Activities	3rd Friday Enrollment (grades 6-12)
Hispanic	6.4%	7.3%	9.0%
Native American	NA	NA	>1%
Asian	5.2%	10.0%	7.3%
African American	10.0%	8.9%	10.6%
Pacific Islander	NA	NA	>1%
White	71.1%	68.1%	65.1%
Two or More Races*	7.1%	5.6%	7.6%
SES	19.3%	20.9%	23.9%
ELL	1.9%	2.2%	3.7%
Special Ed	6.8%	6.6%	12.0%

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

Signed:_____   Date: February 11, 2019
        Brad Saron, Superintendent

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.
__X__ Failing to make reasonable progress.

Motion #1 by Dave Hoekstra, second by Caren Diedrich to accept the report as presented. Motion carried.

Motion #2 by Dave Hoekstra, second by Steve Schroeder to approve the report as failing to make adequate progress. Motion carried.

Summary statement of the School Board:

The Executive Summary was longer than the actual Monitoring Report, maybe do not include all the supporting data in the Executive Summary in the future but rather in an appendix to the report.

Half of what we are measuring seems to be strategy not actual measurements (data), such as attendance, participation, student engagement data. Since these are the actual approved monitoring reports these may need to be adjusted when the Board reviews their Monitoring Reports.

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Steve Schroeder, Board President   Dated: 2-27-19

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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		NA	
Attendance (2016-17 to 2017-18)	94.0% to 93.6% FAY 94.1% to 93.8%	Failure to Make Progress	
*Students may be reflected in more than one category.	Attendance reflects 2016-17 to 2017-18		
Hispanic	92.4% to 91.6% FAY 92.6% to 92.0%		
Black	91.2% to 89.9% FAY 91.7% to 90.4%		
Native American/Native Alaskan	NA to NA		
Native Hawaiian/Other Pacific Islander	NA to NA		
Asian	95.1% to 94.7% FAY 95.2% to 94.8%		
Two or More Races	92.3% to 91.8% FAY 92.5% to 92.7%		
White	94.7% to 94.5% FAY 94.8% to 94.6%		
Socio-economically Disadvantaged Status (SES)	91.0% to 90.3% FAY 91.3% to 90.9%		
English Language Learners (ELL)	94.2% to 94.0% FAY 94.2% to 94.2%		
Students with Disabilities (SwD)	91.1% to 90.2% FAY 91.8% to 91.3%		
Academic and Career Plans (ACP) process and Year 2 Implementation Plan complete? **Evidence of Progress:** SPASD ACP Webpage SPASD ACP Process Career Cruising Portfolio Completion Plan ACP Implementation Committee Minutes Course and Career Pathways Project Post Year 1 Assessment/Action Plans ACP Completion Progress Year 1 baseline and Year 2 thus far	(Yes/No)	Yes	
All students have access to social emotional learning? **Evidence of Progress:** • Comprehensive School Counseling Plan • SEL Curriculum Renewal and Design Committee	(Yes/No)	Yes	

• Agenda/Minutes • KWKT SEL Curriculum Renewal and Design Committee					
School counselors participate in curriculum committee meetings? Evidence of Progress: • SPASD School Counseling Program Review Project Plan • November Agenda/Minutes • ACP Steering Committee Membership • SEL Steering Committee Membership	(Yes/No)			Yes	
Athletic/Activity participation at the secondary level= Grades 6-12	2016/17 Athletics: 35.6% (1456/4091) 2016/17 Activities: 48% (1974/4091)			Yes- athletics No- activities	
	2017/18 Athletics: 39% (1613/4166) 2017/18 Activities: 43% (1786/4166)				

*Students may be reflected in more than one category.	District % of Students in Overall 3rd Friday Count (6-12)*	% of Students Engaged in Activities*	% of Students Engaged in Athletics*		
Hispanic	8.7% to 9.0% 356 to 377	7.3% to 7.3% 144 to 130	7.1% to 6.4% 103 to 103		
Black	10.0% to 10.6% 406 to 443	6.8% to 8.9% 135 to 158	8.8% to 10.0% 127 to 161		
Native American/Native Alaskan	>1% to NA 11 to NA	NA to NA	NA to NA		
Native Hawaiian/Other Pacific Islander	>1% to >1% 3 to 1	NA to NA	NA to NA		
Asian	6.5% to 7.3% 264 to 306	7.9% to 10.0% 156 to 178	4.5% to 5.2% 65 to 84		
Two or More Races	7.6% to 7.6% 309 to 315	6.2% to 5.6% 122 to 100	7.0% to 7.1% 102 to 114		
White	67.0% to 65.1% 2742 to 2714	71.4% to 68.1% 1409 to 1216	72.2% to 71.1% 1052 to 1147		
Socio-economically Disadvantaged Status (SES)	23.4% to 23.9% 990 to 996	18.4% to 20.9% 365 to 373	15.4% to 19.3% 224 to 312		
English Language Learners (ELL)	3.4% to 3.7% 140 to 153	2.5% to 2.2% 51 to 39	1.6% to 1.9% 23 to 30		

Students with Disabilities (SwD)	10.9% to 12.0%	7.8% to 6.6%	5.8% to 6.8%		
	447 to 501	153 to 118	85 to 109		