

**To: Ferndale School District (WA)
School Board**

**From: Linda Quinn
Superintendent**

Date: July 28, 2019

**Subject: 2019 Monitoring Report
Results Policy 3 (R-3)
Civic Engagement**

Superintendent's Introduction

Through Policy R-3, the School Board has established their expectations that, during the time they spend in our Ferndale schools, all students will develop the dispositions and skills required for productive citizenship, so that when they graduate they are not just College and Career Ready but also Civic Ready. In the report that follows, we have provided evidence of the work we have done to provide students with appropriate citizenship experiences, along with sample data showing the results of our efforts in terms of student outcomes.

In preparing this Monitoring Report, we have made several realizations, including the following:

- Preparing Civic Ready graduates is as important to us as preparing College Ready and Career Ready graduates. We are deeply committed to this aspect of our work.
- We value student voice and student engagement, and we are regularly seeking more meaningful ways to involve students in decision-making and authentic work. We have gotten better during the past year at documenting the results of our efforts in this area.
- We still have work to do when it comes to ensuring that we are not only providing opportunities for every student to practice citizenship and leadership, but also that every student is taking advantage of those opportunities.

Before we get into the content of this report, we want to make a few comments about its format and organization:

- First, we have included the interpretations, benchmark data, and goals you approved a year ago (July 2018) in our Phase One report, so that you don't have to look back and forth between two documents. The language from the Phase One report is written in blue.
- Second, the language of the policy itself is written in bolded black.
- Third, the new text that is part of this Phase Two report is written in black, with the headlines for the new sections written in green.

Policy

All students will exercise social responsibility, civic management, and leadership within our local community and global society.

Specifically, students will:

- 3.1 Understand, value, and experience the benefits of being a part of a diverse community.**
- 3.2 Actively engage in opportunities to benefit the community.**

Interpretation

We understand this policy – unlike the other Results policies – asks us to focus on the student’s role as part of a collective rather than on his/her individual achievement. That is, in addition to teaching students the workings of our democratic society, we believe the School Board expects us to help students develop an understanding of the interdependence of people operating within such a society and the ethical and moral qualities required to uphold society’s compact with each individual. As such, citizenship education must promote the open flow of ideas, faith in the capacity of people to come together to solve problems, concern for the common good, respect for the dignity and rights of individuals and minorities, and peaceful coexistence among all human beings.

Furthermore, we understand that through this policy the Board has set the expectation that we will not only help students develop the skills and understandings they will need to become active members of a democratic society after they have graduated from our school system, but we will also cultivate a democratic culture within our organization. In other words, the Board expects us to provide students with the opportunity to participate in education as democracy, not just education for democracy.

To this end, the Board expects us to ensure that (a) citizenship is an integral element of the District’s purpose; (b) participation in democratic processes is a defining feature of the District’s culture; and (c) learning through taking action to improve the community is a key instructional strategy employed by the District’s teachers. Additionally, we understand that achieving these ideals will require more than a single citizenship curriculum or series of lessons. Citizenship must be embedded in every aspect of our organization, beginning with the student’s responsibility within the society of his/her own classroom and school and radiating outward to the student’s active participation in the welfare of the larger community.

To embed citizenship in every aspect of our organization in way that ensures “all students will exercise social responsibility, civic engagement, and leadership without our local community and global society,” we need to approach it in a way that is:

- **Inclusive**, which means involving all you people regardless of their ability or background;
- **Pervasive**, which means operating as an integral part of everything we do;
- **Active**, which means learning by doing;
- **Interactive**, which means focusing on real-life issues facing young people and society;

- **Critical**, which means encouraging young people to think for themselves;
- **Collaborative**, which means employing group work and co-operative learning; and
- **Real**, which means giving young people a genuine say in their own education.

Benchmark Data Related to Measuring Citizenship in Our Schools

Citizenship can be measured in a variety of ways.

In schools, citizenship is often associated with positive behavior or some measurement of student discipline incidents. We have been collecting data related to student attendance and misconduct, and we can calculate positive changes in these statistics over time.

Since part of citizenship involves ensuring students are aware of their rights and responsibilities as citizens and informed about major issues impacting the social and political world, we could measure citizenship by calculating the number of students who successfully complete a Civics course. However, we see this particular measure as more applicable to our Results policy focusing on Social Studies (R-2.5).

Citizenship can also be measured by collecting data about the degree to which students are participating in activities that support either their immediate school community and/or the greater community extending beyond the schoolhouse. At this point, we believe some students in all of our schools participate in activities every year that can be classified as examples of the kind of civic engagement this policy requires. And at this point, we are able to provide some anecdotal information about our students' intentional contributions to the greater good. However, [the information we have] does not fully reflect the full range of citizenship actions taken by individual students, classes, clubs, and/or athletic teams during the 2017-2018 school year.

Other evidence we might provide to show that the Ferndale School District and its students are meeting the expectations set forth by this policy include:

- Number of classrooms visibly displaying appropriate social behavior expectations, preferably developed collaboratively with students.
- Number of students receiving character education lessons.
- Number of leadership opportunities afforded to students by the District.
- Number of students involved in leadership classes or student government.
- Number of students involved in extracurricular activities and/or athletic programs.
- Number of volunteer activities provided to students by the District.
- Number of hours spent volunteering by Ferndale students.
- Number of 18-year-old students or recent graduates who are registered to vote.
- Number of referrals for harassment, intimidation, and bullying.
- Number of opportunities for exercising their voice in the decision-making process afforded to students by the District.
- Specific ways in which the District is advancing education **as** democracy rather than education **for** democracy.

The bottom line is that we do not currently have a comprehensive set of benchmark data on citizenship against which we can establish specific improvement goals. Reporting on citizenship as a measurable outcome will require us to begin collecting different data than we have in the past.

General Statement about our “Reasonable Progress” in Fulfilling the Expectations of Policy R-3 (Citizenship)

We ended last year’s report on R-3 with the paragraph above. In it, we said that we did not, at that time, have a comprehensive set of data on citizenship. While we have more evidence about student outcomes this year than we did last year, the data that follows still fails to present a complete picture of all the ways our students are fulfilling the expectations of this Citizenship Policy. We have fallen short, for example, when it comes to portraying their responses to the daily instruction provided by teachers, para-educators, principals, bus drivers, coaches, and club advisors, who regularly model the values and practices of productive, effective citizenship in the classroom, sports arena, and real world. Perhaps more critically, the data that follows does not tell you which of our students are *not* fulfilling the expectations of this policy. As yet, we do not have a systematic means of assessing the attainment of citizenship competencies by each individual student.

Highlights of Citizenship-Related Data and Student Actions during 2018-2019

One method we have used to measure our students’ citizenship development is simply to compile a list of some of the opportunities we have provided during 2018-2019 that were aimed at helping them “understand, value, and experience the benefits of being part of a diverse community.” While our list is incomplete, we offer it as a sampling of citizenship-related data and actions -- and also as evidence of our efforts to get better at analyzing and documenting student activities in terms of their impact on citizenship outcomes. (Reference Component 3.1 of this policy: **Understand, value, and experience the benefits of being a part of a diverse community.**)

- Schools and classrooms visibly displayed classroom and school-wide expectations, reflecting our District goal of creating alignment through a positive behavior framework. The focus of these expectations was on safety, respect, responsibility, and readiness for learning.
- School teams and District officials reviewed discipline data throughout the year to monitor the effectiveness of our teaching of behavior expectations to students.
- Washington State Social Studies standards emphasizing democracy, citizenship, and community were taught in grades 3, 5, 8, and 11.
- Washington State History standards related to awareness of the local community and government of Washington State were taught in grades 4 and 7.

- We hired a Social & Emotional Learning Coordinator to focus our efforts to develop such SEL skills as (a) social awareness, (b) self-awareness, (c) responsible decision-making, (d) healthy relationships, and (e) self-management.
- We taught character education and social emotional skills at the elementary level using the *Second Step* curriculum.
- Oksale leadership students hosted an assembly at Ferndale High School to teach Lummi Culture to their classmates through dance and song.
- All grade 3 students from Skyline and Eagleridge Elementary Schools attended the Lummi Nation's "First Salmon Ceremony."
- Healthy Youth Survey data showed that, on average, 90% of our students in grades 6, 7, and 8 feel safe at school.
- Healthy Youth Survey data showed that over 70% of our students in grades 6, 8, 10, and 12 are involved in a community service group such as Boy Scouts, Girl Scouts, and/or 4-H Clubs.
- Healthy Youth Survey data showed that over 89% of our students in grades 6, 8, 10, and 12 have access to activities and sports.
- Healthy Youth Survey data indicated that students feel they have less input on deciding activities in their classrooms as they progress from grade 8 through grade 12.
- MEChA and Oksale Clubs sponsored Senior Nights for Latino and Native American students.
- A District-wide Equity Committee was formed and has committed to auditing practices related to hiring, curriculum development, participation in activities, and so on.
- Plans were made to ensure *Second Step*, a social emotional learning curriculum, would be included in instruction by all classroom teachers in grades Pre-K through 8 beginning in fall 2019.
- Ferndale High School leadership students served a turkey dinner to seniors.
- High school students acted independently on two separate occasions to walk out of school to express their concerns as a collective group. These students felt safe in expressing their views to the School District and greater community.
- The School Board selected its sixth cohort of Student School Board Members.

Additional Monitoring Data

Another method we have used to measure citizenship results is to collect data showing the degree to which students are participating in activities that support either their immediate school community and/or the greater community extending beyond the schoolhouse. (Reference Component 3.2 of this policy: **Actively engage in opportunities to benefit the community.**)

At this point, we have data that “proves” some students in all of our schools have taken part in such activities during 2018-2019. The chart below provides an example of the kind of information we are collecting at individual schools. While it is more complete than the benchmark data we provided last year, it still does not fully reflect the full range of citizenship activities completed by individual students, classes, clubs, and/or athletic teams.

Vista Student Activities & Events 2018-19					Policy #					Demographics							
Activity	# of Students	School	Date/Season	Outcomes	1	2	3	4	5	M	F	I	H	W	B	A	MR
Boys Soccer	21	Vista	Fall 2018	Sportsmanship			x			21			4	15		1	1
Cross Country	22	Vista	Fall 2018	Sportsmanship			x			9	13	1		19		1	1
Fastpitch	11	Vista	Fall 2018	Sportsmanship			x				11	1		8	1	1	
Football	27	Vista	Fall 2018	Sportsmanship			x			26	1	1	3	19	2	2	
Natural Helpers	15	Vista	Fall 2018	Leadership						7	8		1	11		1	2
Blanket Drive for Children's Hospital	595	Vista	Fall 2018	Community Service						30 1	29 4	3 5	12 5	34 9	6	2 9	51
STEM Club	18	Vista	Fall/Winter	Inquiry/Teamwork						7	11	1	1	12		2	2
Basketball	68	Vista	Winter 2018	Sportsmanship			x			38	30	4	4	51	3	6	
Volleyball	50	Vista	Winter 2018	Sportsmanship			x				50	1	1	38	3	5	2
Wrestling	23	Vista	Winter 2018	Sportsmanship			x			18	5	1	1	18		2	1
Math Olympiad	16	Vista	Winter 2018	Inquiry/Teamwork						6	10			10	1	4	1
Leadership Students Attendance at WE Day	46	Vista	Winter 2018	Leadership						12	34	4	2	34		2	4
Ferndale Giving Store	595	Vista	Winter 2018	Community Service			x			30 1	29 4	3 5	12 5	34 9	6	2 9	51
Leukemia & Lymphoma Coin Drive	595	Vista	Winter 2018	Community Service			x			30 1	29 4	3 5	12 5	34 9	6	2 9	51
Food Drive	595	Vista	Winter 2018	Community Service			x			30 1	29 4	3 5	12 5	34 9	6	2 9	51
Girls Soccer	21	Vista	Spring 2019	Sportsmanship			x				21		2	16	1	1	1
Track	55	Vista	Spring 2019	Sportsmanship			x			29	26	3	2	47	1	1	1

School Play	35	Vista	Spring 2019	Leadership						13	22	2	1	27	2	1	2
Band: Port Townsend Parade	21	Vista	Spring 2019	Community Service			x			11	10		4	12	1	2	2
Band: Ski to Sea Parade	52	Vista	Spring 2019	Community Service			x			28	24	2	5	38	1	3	3
Grade 6-7 Attendance at MS Play	311	Vista	Spring 2019	Community Engagement						15	15	1	59	19	3	1	22
Grade 8 to FHS Play	200	Vista	Spring 2019	Community Engagement						10	96	1	38	12	2	9	15
Band to Oak Harbor Parade	41	Vista	Spring 2019	Community Engagement			x			21	20	1	4	29	1	3	3
Choir to Mt. Vernon MS Competition	44	Vista	Spring 2019	Community Engagement						13	31	1	7	31	1	1	3
Grade 8 to FHS for Tour	185	Vista	Spring 2019	Community Engagement						95	90	1	32	12	2	9	11
MECHA	22	Vista	Spring 2019	Leadership						10	12		22				
Natural High Club	12	Vista	Year Long	Leadership						7	5	1	2	6		1	2

The chart above reflects student participation during 2018-2019 in athletics, community service, and leadership. We want to draw particular attention to our attempt to track demographic information about *who* exactly is participating in each area. In addition to the equity implications of such demographic data, we know that positive interactions among students with varying backgrounds and experiences is vital to citizenship. By requiring them to collect such demographic data, we are encouraging our school leaders to consider the degree to which student participation reflects the student populations in their schools -- and if it doesn't, to consider strategies for ensuring more equitable involvement.

A final method we have used to measure outcomes related to this Citizenship Policy is to analyze the data from the most recent Healthy Youth Survey administered to students in grades 6, 8, 10, and 12. Their answers to two particular survey questions reinforce our efforts to provide activities and experiences aimed at developing the dispositions and skills needed for effective citizenship.

Questions 184 and 185 on the 2018 Healthy Youth Survey ask students whether they believe they have access to extracurricular activities both in school and in the community. Their responses indicate that they do.

Which of the following activities for people your age are available in your community?

184. Sports teams and recreation

Grade 6 *n*=0 /Grade 8 *n*=129 /Grade 10 *n*=133 /Grade 12 *n*=101

a. Yes	91.5%	91.7%	90.1%
b. No	8.5%	8.3%	9.9%

185. Scouts, Camp Fire, 4-H Clubs, or other service clubs			
Grade 6 <i>n</i> =0 /Grade 8 <i>n</i> = 126 /Grade 10 <i>n</i> = 130 /Grade 12 <i>n</i> = 102			
a. Yes	75.4%	78.5%	74.5%
b. No	24.6%	21.5%	25.5%

Summary

We acknowledge that Citizenship is an area in which we need to (1) articulate more clearly the specific competencies we want students to attain at various grade levels; (2) continue to refine our data collection methods; and (3) figure out a way to determine which students are meeting our citizenship competencies and which are not. However, we believe the evidence included in this report shows that we have made “reasonable progress” during the 2018-2019 school year.