



**Results Monitoring Document  
R-4 Wellness**

**Certification of the Superintendent: *With respect to Results 4 (Wellness), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:***

- Making reasonable progress toward achieving the desired results
- Making reasonable progress with the exceptions noted
- Failing to make reasonable progress
- Presentation of Indicators for Approval
- Presentation of Baseline Data for Approval

Signed: John Stamba, Interim Superintendent

Date: October 11, 2022

**Executive Summary**

This report summarizes data measurements of District-wide student wellness, and related programs and services conducted during the 2021-2022 school year, as required by Results Policy 4 (Wellness). When we refer to wellness, we use a comprehensive definition taking into account physical wellness, as well as social/emotional wellness. In terms of School Perceptions data evidence, the District has provided both our own annual survey trend data and comparisons to unidentified districts that are furnished by School Perceptions, consistent with prior years. This may be the last year we utilize comparison indicators with School Perceptions as we are moving away from that indicator as it is not clear who our peer districts are.

The Youth Risk Behavior Survey (YRBS) was not taken by Shorewood students in the 2021-22 school year, and indicators will state “Data Not Collected” in this report. The YRBS survey will be taken in the spring of the 2022-23 school year.

This year’s presentation and review of the R-4 Report is an important opportunity for continued dialogue about how our learning community engages in wellness initiatives substantially reshaped by the pandemic, and how we measure progress and achievement of policy goals, now and in the future. The District’s 2021 R4 report recommendations follow, with details of work accomplished during the 2021/2022 school year:

- Revisiting our use of and analyses of student discipline data, and recommendation to include School Perceptions data that correlates to self-expression, emotional development and mental health.
- Including a discussion of integrated social/emotional wellness curriculum at all grade levels, and following complete implementation of this curriculum in 2021-2022. This R-4 report addresses the use of these evidence-based teaching and learning tools across the District including:
  - Second Step at elementary schools
  - Project Wayfinder at SIS
  - Advisory Period at SHS which includes the REDgen curriculum
  - Signs of Suicide delivered at 9th grade by counselors with refreshers in Wellness classes in 10th and 11th grade
  - Stress management and goal setting lessons delivered by counselors within American Society and English classes at SHS to ensure all students have access

- Increased access to school-based mental health services with the partnership with Children's Hospital
- Documenting use of restorative practices in R4 and work to enhance feelings of connectedness and belonging among both students and staff, which has emerged as a strong indicator for both academic achievement and healthy development.
- Addressing a 2021 decline in R-4.4 data measuring parents/caregivers' satisfaction with physical wellness initiatives. The District has also added information about physical wellness efforts in grades K-6 including universal brain breaks.

**Disposition of the Board: *With respect to Results 4 (Wellness), the Board:***

Making reasonable progress toward achieving the desired results

Making reasonable progress with the exceptions noted

Failing to make reasonable progress

**Summary statement/motion of the Board:**

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Signed:  \_\_\_\_\_, Board President

Date: October 11, 2022

**Definition of Terms**

- **Annual Student Survey (School Perceptions Survey):** This survey is conducted annually in the spring and covers various aspects of the student experience in all of our schools. It is given to students in grades 4 through 12.
- **Youth Risk Behavior Survey (YRBS):** This survey is given out every other year and asks very pointed questions of students in grades 6-12. This survey goes much deeper into risky behavior than our annual students survey.

**R-4 Wellness**

**Students will develop and maintain habits that contribute to personal wellness**

Superintendent Interpretation:

The board values social, mental and physical well-being for all students.

**Develop and Maintain Habits:** shall mean students, as age appropriate, understand how their decisions contribute to their well-being.

**Personal Wellness:** shall mean social, mental and physical well-being.

<b>R-4.1 Appropriately express and manage emotions.</b>	<b><u>Superintendent</u></b>	<b><u>Board</u></b>
	<b>Making Reasonable Progress</b>	<b>Making Reasonable Progress</b>
	<b>Making Reasonable Progress with Exceptions</b>	<b>Making Reasonable Progress with Exceptions</b>
	<b>Not Making Reasonable Progress</b>	<b>Not Making Reasonable Progress</b>

Superintendent Interpretation:

The board values the mental well-being of all students.

**Appropriately Express Emotions:** shall mean effectively and respectfully communicating feelings and needs to others.

**Manage Emotions:** shall mean students are able to appropriately control their behaviors.

**Superintendent Indicator 1:**

- Student referral data.

**Evidence:** See table below. The previously identified and approved metric (student referral data) as an indicator of appropriate expression and management of emotions does not definitively serve as a correlating source of evidence for this indicator. The Superintendent recommends further discussion that leads to identification of correlating metrics that give stronger evidence of student wellness.

Referral data from 2020-21 was low as students were not in the building for virtual and hybrid learning models. We saw the data increase during the past year to results similar to the 2019-20 school year. The “percent of students receiving a referral compared to total enrollment of subgroup” indicates the largest inequities in referrals for Black students. Addressing how our system creates these inequities is the focus of our ICS & other equity work.

	Total Number of Referrals 2017-18	Total Number of Referrals 2018-19	Total Number of Referrals 2019-20	Total Number of Referrals 2020-21	Total Number of Referrals 2021-22
Hispanic	51	52	39	1	54
Asian	27	37	17	0	6
Black	338	187	104	6	192
White	294	331	211	3	117
Male	595	548	276	5	265
Female	154	114	95	5	104
Non F&R	412	406	216	2	200
F&R	337	256	155	8	169
Non ML	1075	727	359	10	365
ML	66	22	12	0	4
Total	1,141	749	371	10	369

	Number of Students with Referrals 2017-18	Number of Students with Referrals 2018-19	Number of Students with Referrals 2019-20	Number of Students with Referrals 2020-21	Number of Students with Referrals 2021-22
Hispanic	20	27	21	1	22
Asian	18	21	10	0	6
Black	89	66	47	3	51
White	143	156	104	3	63
Male	212	228	133	4	98
Female	69	58	49	3	44
Non F&R	197	205	106	2	91
F&R	84	81	76	5	51
Non ML	273	267	174	7	138

ML	8	19	8	0	4
Total	281	286	182	7	142

	Percent of students receiving a referral compared to total enrollment of subgroup 2017-18	Percent of students receiving a referral compared to total enrollment of subgroup 2018-19	Percent of students receiving a referral compared to total enrollment of subgroup 2019-20	Percent of students receiving a referral compared to total enrollment of subgroup 2020-21	Percent of students receiving a referral compared to total enrollment of subgroup 2021-22
Hispanic	12%	17.5%	13%	.7%	13%
Asian	7%	11%	5%	0%	4%
Black	34%	30%	15%	1.6%	26%
White	10%	11%	15%	.2%	5%
Male	20%	21%	13%	.4%	10%
Female	7%	6%	5%	.3%	5%
Non F&R	15%	12%	6%	.1%	6%
F&R	28%	25%	20%	1.5%	12%
Non ML	14%	14.5%	9%	.4%	8%
ML	4%	10%	7%	0%	5%
Total	13%	14%	8.9%	.4%	7%

	Percent of students receiving a referral compared to total enrollment 2017-18 (2,086)	Percent of students receiving a referral compared to total enrollment 2018-19 (2,060)	Percent of students receiving a referral compared to total enrollment 2019-20 (2,038)	Percent of students receiving a referral compared to total enrollment 2020-21 (1,865)	Percent of students receiving a referral compared to total enrollment 2021-22 (1,902)
Hispanic	1%	1%	1%	.05%	1%
Asian	.9%	1%	.05%	0%	0.3%
Black	4%	3%	2%	.2%	3%
White	7%	8%	5%	.2%	3%
Male	10%	11%	7%	.2%	5%
Female	3%	3%	2%	.2%	2%
Non F&R	9%	10%	5%	.1%	5%
F&R	4%	4%	4%	.3%	3%
Non ML	13%	13%	9%	.4%	7%
ML	.4%	1%	4%	0%	0.2%
Total	13%	14%	9%	.4%	7%

R-4.2 Identify and manage stress, including maintaining reasonable balance between and among competing demands	<b>Superintendent</b>	<b>Board</b>
	Making Reasonable Progress	Making Reasonable Progress
	Making Reasonable Progress with Exceptions	Making Reasonable Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress

Superintendent Interpretation:  
The board values when students are able to effectively navigate stress.

**Identify Stress:** shall mean students can recognize stressors.

**Reasonable Balance:** shall mean students are able to manage their time and commitments.

**Competing Demands:** shall mean family, school, extra curricular and other commitments.

<p><b>Superintendent Indicator 1:</b></p> <ul style="list-style-type: none"> <li>The district average of student response on the annual student survey is greater than or equal to comparative school districts average on the following questions: <ul style="list-style-type: none"> <li>“When I feel stressed, I know how to cope.”</li> <li>“I am able to get through challenging times.”</li> <li>“There is at least one adult in my school that I can talk to about a personal problem.”</li> </ul> </li> </ul>
<p>Evidence: To acknowledge both the Board’s 2021 discussion of the value of comparison of our School Perceptions survey results to unidentified districts, and report requirements, the table below reflects Shorewood students’ 2022 survey responses and a comparative average provided by School Perceptions. In all five pieces of evidence for this indicator we perform very close (within 0.04) to the Comparative Average. Longitudinally, this data shows that we still need to focus on providing mental health supports for students as the data is still in slight decline following the pandemic.</p>

School Perceptions Student Survey (2018-2022)

	2018	2019	2020	2021	2022	2022 Comparative Average
Statement						
When I feel stressed, I know how to cope.	2.89	2.81	2.86	2.79	2.73	2.74
I am able to get through challenging times	3.08	3.05	3.07	2.98	3.02	3.02
There is at least one adult in my school that I can talk to about a personal problem	3.13	3.13	3.21	3.04	3.01	3.05

<b>R-4.3 Understand and avoid risky behaviors.</b>	<b>Superintendent</b>	<b>Board</b>
	<b>Making Reasonable Progress</b>	<b>Making Reasonable Progress</b>
	<b>Making Reasonable Progress with Exceptions</b>	<b>Making Reasonable Progress with Exceptions</b>
	<b>Not Making Reasonable Progress</b>	<b>Not Making Reasonable Progress</b>

Superintendent Interpretation:

The board values students making healthy choices that keep them and others safe from harm.

**Understand Risky Behaviors:** shall mean students know about unhealthy/unsafe choices.

**Avoid Risky Behaviors:** shall mean students know how to make healthy/safe choices.

<p><b>Superintendent Indicator 1:</b></p> <ul style="list-style-type: none"> <li>The district average of students that “Always” or “Usually” agree on the annual student survey is greater than or equal to comparative school districts average on the following questions: “I have a healthy lifestyle.”</li> </ul>
<p><b>Evidence:</b> While above the 2022 comparative average, we are still seeing a very slight decline in student perception regarding whether or not they have a healthy lifestyle. We need to better understand the why behind this decline and understand how to best address this; therefore we will be administering the YRBS once again in spring of 2023. We will also continue to address a healthy balanced lifestyle as part of our required health education curriculum.</p>

School Perceptions Student Survey (2018-2022)

	2018	2019	2020	2021	2022	2022 Comparative Average
Statement						
I have a healthy lifestyle	3.20	3.14	3.22	3.13	3.10	3.04

**Superintendent Indicator 2:**

- (Reported Bi-Annually) The percent of students answering “No” to the question, “During the past 12 months, has anyone offered, sold, or given you an illegal drug on school property?” on the Youth Risk Behavior Survey

**Evidence:** N/A - Data Not Available: Shorewood did not administer the Youth Risk Behavior Assessment during the 2021-22 school year. This survey will be administered during the 2022-23 school year. The testing window will be open between January and March.

<b>R-4.4 Practice behaviors that encourage physical health</b>	<b><u>Superintendent</u></b>	<b><u>Board</u></b>
	<b>Making Reasonable Progress</b>	<b>Making Reasonable Progress</b>
	<b>Making Reasonable Progress with Exceptions</b>	<b>Making Reasonable Progress with Exceptions</b>
	<b>Not Making Reasonable Progress</b>	<b>Not Making Reasonable Progress</b>

Superintendent Interpretation:

The board values student engagement in healthy lifestyles.

**Practice Behaviors:** shall mean students participate in physical activity(s)

**Physical Health:** shall mean a healthy body.

**Superintendent Indicator 1:**

- Percent of 7-12 students that are participating in at least one extra-curricular sport.

**Evidence:** 51% (487 of 957) of students in grades 7-12 participated in at least one extra-curricular sport. This is an increase from the 2020-21 school year (41% - 383 of 925).

**Superintendent Indicator 2:**

- The district average student response on the annual student survey is greater than or equal to comparative school districts average on the following questions:
  - I exercise at least 3 times per week
  - I have a healthy lifestyle
  - I get enough sleep most nights

**Evidence:** The table below indicates the trend data and comparative averages for the three questions for this indicator (one is repeated from Indicator R-4.3-1). Note that we are above the 2022 comparative average for all 3 indicators and are seeing slight growth in the student perception regarding exercise 3 times per week. We are seeing slight decline in the perception concerning healthy lifestyle as well as getting enough sleep. Instruction regarding physical wellness is addressed within the required health curriculum.



School Perceptions Student Survey (2018-2022)

	2018	2019	2020	2021	2022	2022 Comparative Average
Statement						
I exercise at least 3 times per week	3.31	3.20	3.36	3.31	3.32	3.14
I have a healthy lifestyle	3.20	3.14	3.22	3.13	3.10	2.86
I get enough sleep most nights	2.83	2.71	2.92	2.82	2.79	2.71

**Superintendent Indicator 3:**

- The district average parents that responded we are doing “Good” or “Great” on the annual parent/community survey in the area “Fostering students’ physical wellness”

**Evidence:** Nearly ¾ of our families and caregivers who responded to the survey indicate the school district is promoting students’ physical wellness. This is a steep increase from 54.8% in 2021 to 72.7% in the 2022 survey.

School Perceptions Parent Survey (2018-2022)

	2018	2019	2020	2021	2022
Statement (% Agree)					
Fostering students’ physical wellness	74.1% (500 of 675)	64.1% (246 of 384)	72.4% (541 of 747 )	54.8% (223 of 407)	72.7% (364 of 501)

**Superintendent Indicator 4:**

- Percent of 7-12 students that are getting a “C” or better in their physical education courses.

**Evidence:** 94.2% (760 out of 806) of students in grades 7-12 earned a C or better in Physical Education Courses.

<b>R-4.5 Understand the value of good nutritional habits</b>	<b><u>Superintendent</u></b>	<b><u>Board</u></b>
	<b>Making Reasonable Progress</b>	<b>Making Reasonable Progress</b>
	<b>Making Reasonable Progress with Exceptions</b>	<b>Making Reasonable Progress with Exceptions</b>
	<b>Not Making Reasonable Progress</b>	<b>Not Making Reasonable Progress</b>

Superintendent Interpretation:

The board values when students make healthy eating and drinking choices and why those choices are important.

**Good Nutritional Habits:** shall mean both eating and drinking food/beverage that is healthy.

<p><b>Superintendent Indicator 1:</b></p> <ul style="list-style-type: none"> <li>• The district average student response on the annual student survey is greater than or equal to comparative school districts average on the following questions: <ul style="list-style-type: none"> <li>○ I make healthy eating choices most of the time</li> </ul> </li> </ul>
<p><b>Evidence:</b> The table below shows student perception regarding how they make healthy eating choices. At a 2.95 for 2022, we are above the comparative average and close to the 2021 performance.</p>

Shorewood School Perceptions Student Survey (2019-2022)

	2018	2019	2020	2021	2022	2022 Comparative Average
Statement						
I make healthy eating choices most of the time	3.0	2.97	3.07	2.97	2.95	2.86