



Shorewood
SCHOOL DISTRICT

Results Monitoring Document
R-3 Character and Citizenship

Certification of the Superintendent: *With respect to Results 3 (Character and Citizenship), 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: , **Interim Superintendent Date:** October 11, 2022

Executive Summary

This report summarizes survey measurements and outcomes for Results Policy 3 (R-3), which focuses on the development of Character and Citizenship for Shorewood students. School Perceptions surveys, which are conducted annually in the spring, provide much of the data that informs the R3 Report. A participation summary is below:

Survey Responses	2018	2019	2020 (in-person/remote learning)	2021 (remote/hybrid/in-person learning)	2022
Students	998	1191	755	820	738
Staff	210	186	185	159	166
Parents/Caregivers & Community Members	718	421	840	460	655

In reviewing School Perception data, there are noticeable longitudinal trends as we transition out of the pandemic. In some instances, there was a noticeable decrease in data as students transitioned through a variety of learning models (remote learning in 2020, remote/hybrid learning in 2021, and in-person learning with masks in 2022). The pandemic impacted students and families in a variety of ways. Each school has reviewed and created School Growth Plans in response to this data. The Growth Plans include an Academic goal, a Student Wellness Goal, and a School Culture Goal. The School Culture Goal specifically addresses Character and Citizenship.

This report uses very specific data as indicators. It should be noted that the District also offers other ways for students to learn about character and citizenship in the classroom. In 2021 we intentionally integrated SEL instruction in grades K-8, using Second Step and Project Wayfinder curriculum tools to focus on SEL standards. At SHS, Advisory periods were implemented beginning in 2021 and are utilized to provide additional SEL instruction, including curriculum from RedGen. Additionally, learning opportunities are provided through standards-based instruction focused on civic

engagement and authentic learning opportunities (e.g., Expeditions, partnerships with the Urban Ecology Center, Watershed Wisdom, Environmental Literature and Science, and other classroom-based programs).

Many opportunities also exist for students to demonstrate character and citizenship in our schools' extracurricular and student club opportunities. These programs encourage student voice and advocacy at all grade levels (e.g. Student Council, Youth Rising Up, Rainbow Crew, and Environmental Club).

Another measurement of Character and Citizenship exists at transitions between our elementary, intermediate and high schools through Passages. At 6th grade, Passages presentations are given to families/caregivers and community members. Passages for 8th grade students were redesigned this past year to be integrated into the 8th grade language arts and social studies curriculum; 8th grade Passages require students to reflect on their growth at SIS and acknowledge three individuals who positively influenced their growth. Students have choice over how these acknowledgements are communicated.

The Administration recommends the Board discuss recommendations for revisions to R3 made in prior years as well as measurements that will address the emerging needs of students for future reports.

Disposition of the Board: With respect to Results 3 (Character and Citizenship):

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:



Signed: _____, Board President Date: _____

Definition of Terms

- **Annual Student Survey:** This survey is done 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.
- **Environmental Agency:** Are constituents in and out of our community that focus on protecting our environment, or helping educate about our environment.

R-3 Character and Citizenship

Students will be people of strong character with a commitment to contribute to the common good.

Superintendent Interpretation:

- The board values students who make decisions that positively impact themselves and their community.
- **Strong Character:** shall mean students demonstrate respect, are kind to others and have integrity.
- **Contribute to the common good:** shall mean students are positive members of a school community and community at large
- The board values students that are kind, demonstrate respect and have integrity.
- **Ethical People:** shall mean students demonstrate understanding of the difference between “right” and “wrong.”
- **Respect:** shall mean regard for the feelings, wishes, rights, and/or traditions of others.

R-3.1	<u>Superintendent</u>	<u>Board</u>
Be ethical people, treating others with respect.	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 Indicator 1:

- 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 am respected and treated fairly at school.”
 - “I know how to resolve conflict in a healthy way.”
 - “My classmates care about me.”
 - “I help others when I see a need.”
 - “I follow the rules at school.”

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 0.10) to District Comparisons. Most trend data does not show a significant decline. We will be focusing on the indicator “I am respected and treated fairly at school” as that is one that has seen the most decline from 2021.

School Perceptions Student Survey (2018-2022)

	2018	2019	2020	2021	2022	2022 District Comparison
Statement						
I am respected and treated fairly at school	3.12	3.08	3.20	3.29	3.05	3.06
I know how to resolve conflict in a healthy way	3.10	3.06	3.12	3.02	3.02	3.00
My classmates care about me	3.02	2.93	2.99	2.99	2.84	2.86
I help others when I see a need	3.07	3.05	3.12	3.05	2.99	3.05
I follow the rules at school	3.32	3.33	3.36	3.40	3.32	3.39

Superintendent Indicator 2:

- The district average of teachers that “Always” or “Usually” agree on the annual student survey is greater than or equal to comparative school districts’ average on the following questions:
 - “Students are respected and treated fairly at school.”
 - “Students know how to resolve conflict in a healthy way.”
 - “Students care about each other.”
 - “Students help others when they see a need.”
 - “Students follow the rules at school.”

Evidence: School Perceptions does not provide a “district comparison” for the evidence for this indicator as it was locally defined for our School Perceptions surveys so we could measure progress for R-3. In reviewing the findings from 2022, it is key to prioritize investigating the findings concerning resolving conflict and following school rules as students noted significant decline in belief in these two measures. Schools are working at implementing additional instructional strategies to address how to resolve conflict in a healthy way, including implementing intervention strategies such as Dialectical Behavior Therapy Skills in Schools (DBT) at the secondary level and tools through Second Step and Project Wayfinder as well as restorative practices to promote healthy resolution of conflict.

School Perceptions Teacher Survey (2019-2022)
Averages (5 Point Scale)

	2018	2019	2020	2021	2022	2022 District Comparison
Statement						

Students are respected and treated fairly at school	4.16	4.13	4.09	4.06	4.00	NA
Students know how to resolve conflict in a healthy way	3.48	3.46	3.42	3.57	2.98	NA
Students care about each other	3.80	3.99	3.92	4.16	3.94	NA
Students help others when they see a need	3.87	4.04	3.93	4.0	3.98	NA
Students follow the rules at school	3.31	3.50	3.27	3.72	3.13	NA

R-3.2 Contribute to a better world by applying their knowledge and skills to improve communities through citizenship and service.	<u>Superintendent</u>	<u>Board</u>
	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 authentic learning where students engage in project based learning.

Applying Knowledge & Skills: shall mean what students know and are able to do and put into practical use beyond the classroom.

Citizenship: shall mean students understand and are aware of real-world issues and their role in the

community. **Service:** shall mean students engage in studies of issues beyond the classroom to positively impact the community.

Superintendent Indicator 1:

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:

- o “I believe what I am learning in school connects to the real world”
- o “I believe what I am learning in school will help me to be successful in life”
- o “I believe what I am learning in school allows me to use my own original voice beyond the classroom”

Evidence: School Perceptions does not provide a “district comparison” for the evidence for this indicator as it was locally defined for our School Perceptions surveys. In reviewing the findings, there is a slight decline in data during the 2021-22 school year. This may be due to some of the restrictions that were in place during learning modes as travel outside of school and visitors coming to school were limited. It should also be noted that the curriculum review cycle was put on hold. We will be reviewing curriculum in the Arts (music, visual arts, and drama), adopting a new scope and sequence in Social Studies, and focusing on standards alignment throughout the district this school year. These, in addition to our commitment to Passages, will provide opportunities to intentionally create authentic learning opportunities for students.

School Perceptions Student Survey (2019-2022)

	2018	2019	2020	2021	2022	2022 District Comparison
Statement						
I believe what I am learning in school connects to the real world	2.74	2.61	2.57	2.59	2.57	NA
I believe what I am learning in school will help me to be successful in life	2.98	2.88	2.85	2.85	2.75	NA
I believe what I am learning in school allows me to use my own original voice beyond the classroom	2.96	2.86	2.87	2.83	2.72	NA

Superintendent Indicator 2:

The district average of parents that “Agree” or “Strongly” agree on the annual parent/community survey increases annually with a goal of 75% to the following statement:

- o “The school provides opportunities for my student(s) to apply the skills and concepts they have learned beyond the classroom.”

Evidence: The data for this indicator increased from the previous year. This is likely a result of students moving from virtual/hybrid learning to in-person learning. As mentioned, restrictions were in place over the past several years that limited travel outside of school and visitors coming to school. We will continue to monitor this indicator in the future with an expectation that data will grow to pre-pandemic levels.

	2018	2019	2020	2021	2022
Statement					
The school provides opportunities for my student(s) to apply the skills and concepts they have learned beyond the classroom.	85%	82% (190 of 232)	74% (211 of 287)	58% (162 of 280)	62% (346 of 556)

Superintendent Indicator 3:

Percent of students that average a “2” or better on the 3-point scoring rubric during their passage presentation.

Evidence:

Atwater and Lake Bluff provide feedback using different rubric language. In addition to rubric scores, students also receive narrative feedback from 6th grade Passage participants.

SIS successfully created a new Passage experience for 8th grade students. The project is integrated into social studies and language arts classes. Students completing an 8th grade Passage receive a letter grade on the assignment. It is recommended that the Board review the measurements provided and revise the indicator for future Monitoring Reports.

2021-22 6th Grade Passages (% of students that average a 2 or better on a 3-point scoring rubric):

	Mastery of Knowledge and Skills	Character	High-Quality Work	Presentation
Atwater	100% (60/60)	100% (60/60)	100% (60/60)	100% (60/60)

	Complexity	Craftsmanship	Authenticity	Presentation
Lake Bluff	100% (78/78)	100% (78/78)	100% (78/78)	99% (77/78)

2021-22 8th Grade Passages:

8th grade students at SIS wrote a graduation speech reflecting on their years at SIS and shared these in small groups with their peers as part of their language arts and social studies classes. Part of the 8th grade Passage includes students choosing a way to acknowledge three people who positively influenced their growth.

80% of 8th grade students completed the 8th grade Passage and of those students, 94% earned a final grade of C or above on the Graduation Speech reflection.

R-3.3 Be good stewards of the physical environment	<u>Superintendent</u>	<u>Board</u>
	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 students understanding the relationship between themselves and nature.

Stewards: shall mean students learn the importance of taking personal responsibility for the environment.

Physical Environment: shall mean the natural world.

Superintendent Indicator 1:

- Students will have an environmental experience at each school

Evidence:

In addition to the curriculum experiences below, students have many opportunities to have an environmental experience (e.g. the new hydroponic garden, visits to the Urban Ecology Center, upkeep of our nature centers/greenspace on campus).

- Grade 1 = Plants
- Grade 2 = Weather
- Grade 3 = Erosion
- Grade 5 = Earth and Space
- Grade 6 = Populations & Ecosystems
- Grade 7 = Rock & Water Cycle
- Grade 8 = Global Climate
- Grade 9/10 = Biology (required)
- Grade 11/12 = AP Environmental Science (elective)
- Grade 11/12 = Environmental Literature and Science (elective)
- Grade 11/12 = Watershed Wisdom (elective)