



BOARD OF EDUCATION

Work Session Meeting - July 22, 2019 - 4:00 PM

District Administration Building, 210 County Road 101 North Plymouth, MN

Excellence. For each and every student.

AGENDA

1. **CALL TO ORDER/ROLL CALL**

2. **ADMINISTRATIVE**

A. MSHSL Resolution & Video *J. Sherwood 15 minutes*

B. Technology Department Update *W. Phillips 30 minutes*

2

C. Cascade Software Demonstration *W. Phillips 30 minutes*

D. Engagement Survey Results and Overview *S. Lackner 30 minutes*

13

3. **TEACHING AND LEARNING**

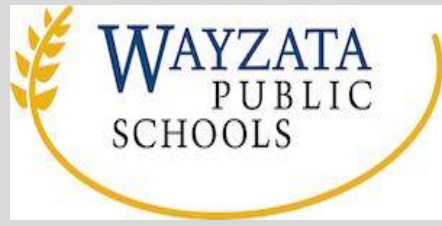
4. **FINANCE AND BUSINESS**

5. Facilities Update *Wold 30 minutes*

6. **HUMAN RESOURCES**

7. **SCHOOL BOARD**

8. **ADJOURN**



Technology Services Department 2019-2020

Technology Director
Wade Phillips

MyWay 1:1 / Tech
Integration
Team

Technology Support and Information Systems Manager
Brian Ackerman

Technology
Operations /
Infrastructure
Manager
Bob Barbknecht

Technology Support Supervisor
Julie Hiebert

Tech IS
Coordinator
Open

Learning Team

Building Support Team

**Helpdesk
Support**

**Information /
Data Systems**

**Operations and
Infrastructure**

TIH-Tina Christopherson

TIM - Belinda Stutzman

TIE - David Zukor

Media Specialist (13)

Media Para (13)

Tech Teachers (9)

WHS
Tom
Walfred

WHS
Julie Briant

CMS
Kristiann
Stotz

WMS
Lynn
Tombers

EMS
Caleb
Wilson

GL
Nancy
Betzinger

BV
Kevin
Warns

OW
Joel Mellor

PC
Virginia
Kreisle

GW
Nathaniel
O'Neal

SSH
Sarah
Rathe

KL
Myan
Shiple

MR
Open

NW
Amy
Sorensen

Helpdesk
Blake Johnson

Helpdesk
Ben Roberts

Helpdesk
Jennifer Houg

Helpdesk
Josh Mahowald

IS Support
Jessica Scholla

IS Support
Joel Feld

Data Info Systems
Consultant

Assessment
TOSA
Amanda Padjen

System Admin
Sam Gibbs

System Admin
John Weber

System Admin
Jim Reeve

System Admin
Corey Nielsen

AV Technician
Joe McNeal

CISO - Contract

Dan Carlson
Electrician

Exceptional Student Learning

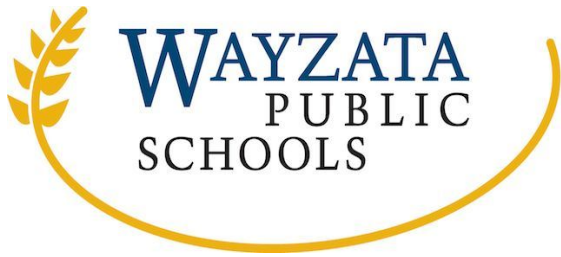
Community Trust and Partnership

Operational Excellence / Stakeholder Care

Wayzata Public Schools Technology Strategic Roadmap 2017 - 2020

The Mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

| | 2017 | 2018 | 2019 | 2020 |
|------------------------------|-------------------------------------|--------------------------------------|------------------------|--------------------------------|
| Exceptional Student Learning | iPad Refresh K-5, 6, 9-12 | iPad Refresh 6,8,9 | iPad Refresh 6 | iPad Refresh K-5, 6, 9-12 |
| | Learning Management System - Canvas | | | iPad Teacher Refresh |
| | Illuminate Data / Test Assessment | | ED Plan IEP - Sped | |
| | | Skyward Student SIS Q Migration | | |
| | | MyWay - Shift Innovation | | Skyward FIN/HR/PAY Q Migration |
| | | Formative Assessment Tool Review | | |
| | Certified Staff Computer Refresh | | | |
| | Classroom AV Technology Update | | | |
| | | | | |
| | | | | |
| Operational Excellence | 10-G Firewall Upgrade | 10-G Internet Upgrade | Network Edge Refresh 1 | Network Edge Refresh 2 |
| | 10-G Core Network | | WiFi Refresh Phase 1 | WiFi Refresh Phase 2 |
| | | Single Sign On - Identity Management | | |
| | IPTV / Digital Signage | | Web Filter - New | |
| | Phone Upgrade | Bandwidth Management | Elementary # 9 | |
| | Fiber Infrastructure | | E-Pay Portal NEW | |
| | | ISE/AAA - WiFi Auth | | |
| | | | GW Tech Phase 2 | |
| | GW Tech Phase 1 | | Meadow Ridge Addition | |
| | Cybersecurity Framework | | | |
| Community Engagement | WebNext | | | |
| | CITAC 2017 | CITAC 2018 | CITAC 2019 | CITAC 2020 |
| | MyWay Survey / Focus Groups | | | |



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763.745.5101 | Fax: 763.745.5115 | www.wayzata.k12.mn.us

Technology Strategic Alignment - Why

2018-2019

Exceptional Student Learning, Experiences and Relationships:

SD 1.1 *Achievement* - We will align resources, commitment and passion towards ensuring by the end of third grade, **ALL** students will achieve at or beyond grade level expectations for reading, writing, speaking and mathematics.

SD 1.2 *Each and Every* - We will promote and protect the core purpose of the District, implement the strategic road map to the best of our ability and ensure we as a community live by the commitment to “each and every.”

SD 1.3 *Personalization* - We will develop and implement a teaching and learning framework that delivers a personalized learning experience reflecting “Best Practice” and 21st Century beliefs, knowledge, opportunities

SD 1.4 *Health and Well-Being* - We will help to create conditions that nurtures and values students sense of belonging and connection to their school, as well as their social-emotional, physical and mental health.

Operational Excellence:

SD 2.1 - We will attract, develop and retain exemplary, creative and engaged employees.

SD 2.2 - We will be accountable to our individual and collective performance.

SD 2.3 - We will create a culture that is responsive to the diverse needs of our stakeholders and deliver excellence through responsible innovation and vigorous improvement.

SD 2.4 - We will deliver secure, world-class systems, services and stakeholder care in the relentless pursuit of excellence.





Community Trust, Confidence and Partnerships:

SD 3.1 - We will develop and implement systems and solutions that maintain or elevate the Wayzata Public School’s brand and deliver the highest levels of stakeholder care, satisfaction and sense of belonging.

SD 3.2 - We will engage the community in dialogue that builds trust, confidence and community partnerships.


2018 - 2019 - Technology Department Priorities: How




Exceptional Student Learning:

| SD1 | Priority | Strategic Projects | % Comp | Status | Risk | Outcome |
|-----|----------|--|--------|---|---|--|
| 1.3 | High | MyWay Student iPad in Support of T&L Excellence <ul style="list-style-type: none"> ● 6th Grade iPad Refresh ● 12th Grade Return - Spring 19 ● CPS Insurance Vendor Change ● Student MiFi Options Review ● Preparation of iPads Refresh 19-20 - 55000 | 100% |  | Budget | Personalization Student Learning <ul style="list-style-type: none"> - Voice - Choice - Self Guided Learning Teaching <ul style="list-style-type: none"> - Efficiency and Efficacy |
| 1.3 | Medium | MyWay ILT Teacher Engagement - SHIFT Evolution <ul style="list-style-type: none"> ● SHIFT Framework Year 2 Cohort ● Strategically Helping Invent the Future Together ● Teaching, Learning, Technology, Innovation ● Goal - Continuous Improvement and Engagement ● Scheduling and Planning of 2019 Cohort | 100% |  | Substitutes Budget PD Space | Culture of Innovation Creativity Collaboration Cross-Functional Team Building |
| 1.1 | High | Elementary #9 - North Woods <ul style="list-style-type: none"> ● Fiber Optic Plant Install ● AV Design and Implementation ● Operations and Infrastructure Design and Install ● Phone / Telcom ● Security System and Camera ● Building Support Structure | 90% |  | | Project Plan on Track Ready for Open |
| 1.3 | High | Classroom AV Design, Refresh and Upgrade <ul style="list-style-type: none"> ● Greenwood - Classrooms / Construction Updates ● MRE Addition - 10 Classrooms ● MS Vocal Music ● Boardroom Refresh ● District Classrooms ● Setting Standards and Project Plan for 2019-2020 ● North Woods | 100% |  | Budget Vendor Integration Training | Design alignment with standards and future needs. |








| | | | | | | |
|-----|--------|---|------|---|--|--|
| 1.1 | High | District Assessment Program Implementation & CI <ul style="list-style-type: none"> • Illuminate DnA - Year 2 Improvements • Professional Development - All | 100% |  | Lock Down Reports | <p>Positive reviews of system from educators</p> <p>Successful rollout Working through implementation kinks</p> |
| 1.3 | Medium | Formative Assessment Digital Toolset Direction <ul style="list-style-type: none"> • Review Options • Implementation / Refresh System and Expectations | 75% |  | Buy-in | <p>Turning Technology Refresh Educator PD</p> <p>Preparing Communication for 19</p> |
| 1.1 | Medium | Technology Integration - Learning and Community Engagement | 100% |  | | PLC Commitment, 1:1, Summer Tech, Para PD, AWE, New Teacher |
| 1.3 | High | Skyward Student Qmlative Implementation - Fall 2020 <ul style="list-style-type: none"> • Communication • Implementation • Rollout • Go Live | 50% |  | Staffing Migration Rollout Expertise Project Mgt | Move Execution to July 2020 - Tentatively to minimize risk and maximize adoption. |
| 1.3 | Medium | Canvas LMS - Project Improvement <ul style="list-style-type: none"> • GFL Middle School | 100% |  | Task Scope | Working with middle school team, teaching and learning, assessment to better align tools with philosophy to ensure a better end user experience. |
| 1.3 | High | <p>Grading for Learning - Hybrid / 2.0</p> <ul style="list-style-type: none"> • Principal Agreements • Action Plan <p>Elementary Report Card Project Review</p> | 100% |  | Scope | Implemented Agreements for 2020 |
| 1.3 | Medium | Seesaw Elementary LMS Seesaw for Schools for all K-3 teachers and students. Assessments, private notes, and access to an activity library. For more info on Seesaw for Schools, click here . | 100% |  | N/A | |
| 1.3 | Medium | Elearning Days - Pilot 2019/2020 | 10% |  | | Research Phase |

Operational Excellence:

| SD2 | Priority | Strategic Projects | % Comp | Status | Risk | Notes |
|-----|----------|---|-------------------------|---|---|--|
| 2.6 | High | Human Resources Action <ul style="list-style-type: none"> • Technology Para - PCK • Technology Para - WHS • Technology Para - NW • Technology Helpdesk • Skyward Student / FIN Support • Technology Support Alignment to Goals • Technology Support / Engagement Plan • Consulting Engagements - Data / Skyward | 100% |  | Small Pools Timelines Overlap Market | Fully Staffed (Today) |
| 2.4 | High | Cybersecurity Assessment / Remediation <ul style="list-style-type: none"> • Administrative Control and Governance • External Network Security • Internal Network Security • Implement Staff Training • Incident Response • PCI Compliance | 100% Of set Goals |  | Capacity Skillset | Policy Development FR Secure VCISO FISA Roadmap 24/7 CyberSoc - Arctic Wolf SIEM Assessment March 21st |
| 2.4 | Normal | Single Sign On / Identity Management Phase II Unified Directory Services Dataflow Mapping and Processing | 90% |  | Project Priorities | IDM Operational, Moving SSO Identified Potential Partner Have POC and goal for Fall 2019 |
| 2.1 | Normal | Technology Employee Engagement Action Plan <ul style="list-style-type: none"> • Kept Informed about Changes • Kept Informed on Administrative Decisions • Recognition for Accomplishments • Performance Feedback • Contribution to Mission Success • Professional Development | 100% |  | | Have infused into culture, meetings, outcomes. |
| 2.4 | High | HR Staffing / On-boarding Go Live <ul style="list-style-type: none"> • Streamline onboarding process | 90% |  | | Continued Improvement and Collaboration on process. |

| | | | | | | |
|-----|--------|--|-----|---|-------------------------|---|
| | | <ul style="list-style-type: none"> • Communication and document • Streamline offboarding process • Setup HR User Group committee | | | | |
| 2.4 | Normal | <p>Datacenter HA / Redundancy / Security</p> <ul style="list-style-type: none"> • AAA/ISE Implementation - 90% • Nextgen Web Filter - July 1 • Info Systems - Student One Roster • Edge Switch Upgrade 9K - CMS • New WHS UPS Replacement / Upgrade | 80% |  | Dependent on Fiber | <p>Major projects are complete. Will implement the nextgen web filter July 1, 2018. Have a current operational POC.</p> <p>Will finalize AAA over the summer.</p> |
| 2.3 | Normal | <p>Stakeholder Support / Satisfaction Process (ESP)</p> <ul style="list-style-type: none"> • Internal • External • Definition | 50% |  | Engagement | <p>Department Support Structure Measurements - Survey / Check In</p> <p>Implementing an updated help desk Survey</p> |
| 2.4 | Normal | Payment Processing Portal - Credit Card / POS Update | 30% |  | Time | Push to 2020 |
| 1.1 | High | <p>Construction Project Management Collaboration</p> <ul style="list-style-type: none"> • Greenwood - On Track • Meadow Ridge - On Track • North Woods - On Track • Summer Project Management - On Track • Central Middle School - Behind • East Middle School - On Track • Greenwood Media - on hold / design complete • Sunset Hill Media - on hold / design complete • Transition School - Done | 80% |  | Budget Time Risks | |
| 2.2 | TOP | <p>Executive / Leadership / Accountability / SLT</p> <ul style="list-style-type: none"> • Ensure School Readiness • Strategy Alignment and Transparency • Eliminate Summer Learning Loss • Personalize our engagement and interventions with all students • Accountability • Values | 70% |  | Priority | Clarity and Project Alignment |

Community Trust:

| SD3 | Priority | Strategic Projects | % Comp | Status | Risk | Notes |
|-----|----------|---|--------|---|---------------------|---|
| 3.2 | High | CITAC Engagement | 100% |  | Engagement | |
| 2.1 | Low | Insights Discovery IDA - Multiple Sessions | - |  | Less Focus \$ | |
| 3.1 | Low | Digital Citizenship / Security Protocols Learning Models | 75% |  | Build Content | Monthly Cyber Security Newsletters |
| 3.1 | Normal | Newsletter / Web Updates / Digital and Social Communication Channels and Video | - |  | Ongoing | Ongoing digital presence Positive and growing KPI |
| 3.2 | Normal | Parent Connections - 1:1 Connections via Helpdesk | - |  | | High Level of Stakeholder Care Culture of Responsiveness |
| 3.2 | High | Surveys and Feedback on Programs (MyWay) | 100% |  | | Student Engagement Survey Staff and Student Focus Group |
| 3.2 | Normal | Stakeholder Support / Satisfaction Process <ul style="list-style-type: none"> External | 50% |  | Measure Development | Helpdesk ticket follow-up protocol How did we do, survey process Simple KPI Reporting |



TECHNOLOGY STRATEGIC PLAN

07/17/2019


DRAFT

Powered by
CASCADE

| Mission | | | | | |
|---|--|--|--|--|--|
| "We ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing, global society by providing innovative, operationally excellent and aligned technology service, support and solutions." | | | | | |

| Values | | | | | |
|-------------|---------------|-----------|--------|---------|-----------|
| Achievement | Collaboration | Community | Equity | Respect | Integrity |

| Vision | | Strategic Direction | | 2019 | 2020 | 2021 | 2022 |
|--|---|---------------------|--|------|------|------|------|
| Exceptional Student Learning, Experiences and Relationships - Technology Department Alignment | 1.1 Enhance Student Learning, Achievement, Personalization and Well Being by 30th Jun 2022 | | | | | | |
| | 1.2 Professional Learning, Growth, Innovation and Integration by 30th Jun 2022 | | | | | | |
| People - Create a Culture of Highly Engaged, Effective and Talented Team Members. | 2.1 Attract, Develop and Retain Exemplary Technology Team Members - HR by 30th Jun 2022 | | | | | | |
| | 2.2 Cultivate High Team Engagement - Technology by 30th Jun 2022 | | | | | | |
| | 2.3 Execute Communication Excellence - Technology by 30th Jun 2022 | | | | | | |
| | 2.4 Innovation, Growth and Performance Excellence - Cultivate Culture by 30th Jun 2022 | | | | | | |
| Service - Excellence in Services, Solutions and Operations in Support of our Mission. | 3.1 Exceptional Stakeholder Service - Always - by 30th Jun 2022 | | | | | | |
| | 3.2 Service and Support - Technology by 30th Jun 2022 | | | | | | |
| | 3.3 Information Systems Excellence - Technology by 30th Jun 2022 | | | | | | |
| | 3.4 Operations and Infrastructure - Technology by 30th Jun 2022 | | | | | | |
| | 3.5 Community Trust, Partnership and Engagement by 30th Jun 2022 | | | | | | |
| | 3.6 Construction and Campus Improvements - Technology by 30th Jun 2022 | | | | | | |

| | | |
|---|---|--|
| <p>Security - Ensure Cyber Security, Privacy and Accessibility.</p> | <p>4.1 Information Security Program - Posture, Readiness and Results by 30th Jun 2022</p> |  |
|---|---|--|

Student Engagement Survey — Grades 4-12

Results and Analysis

Wayzata Public Schools
School Year: 2018-2019



About the Survey

The Wayzata Public Schools Student Engagement Survey was open from Jan 15 to Feb 12.

Email invitations with unique survey links were sent to students in grades 4-12.

Survey results do not reflect random sampling; therefore, they should not be generalized to all Wayzata Public School students in grades 4-12. Rather, results reflect only the perceptions and opinions of participating students.

Findings for each item in the report exclude participants who did not answer. In charts and graphs, data labels less than 5 percent are not shown. Percentages may not total 100 due to rounding.

Participation by School-Level Cluster

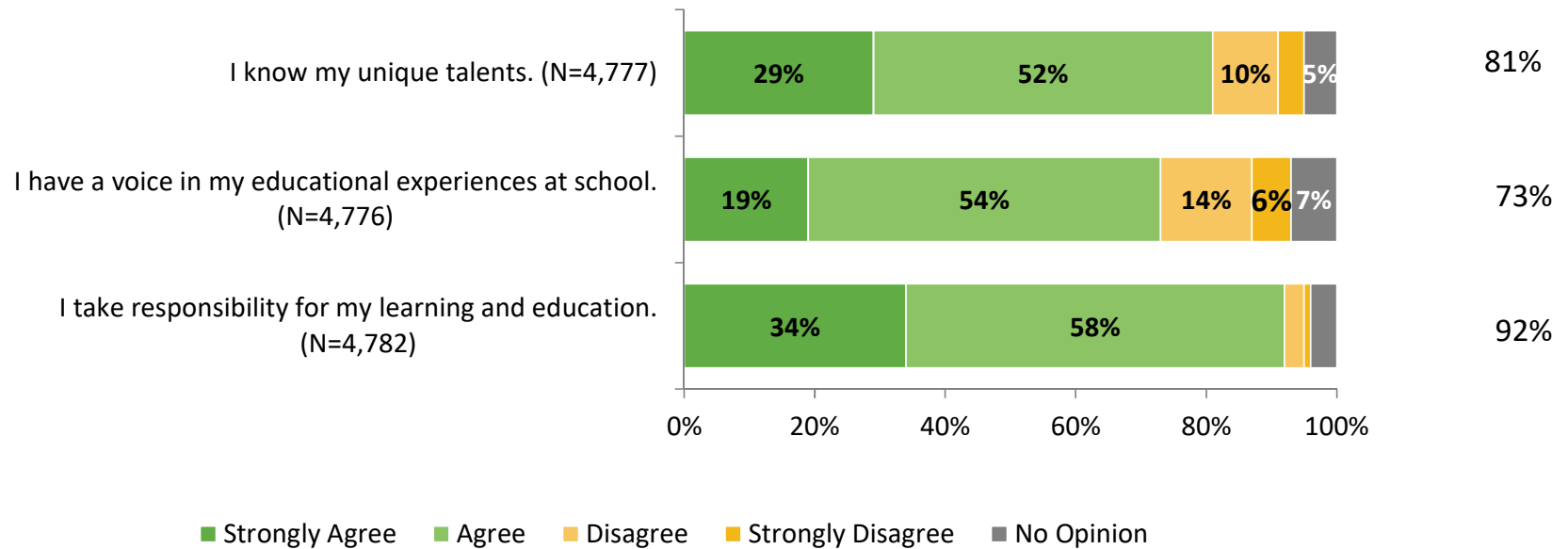
| School-Level Cluster | Number of Students (NMax) | Number of Participants (N) | 2018-2019 Participation Rate (%) | 2017-2018 Participation Rate (%) |
|----------------------|---------------------------|----------------------------|----------------------------------|----------------------------------|
| Grades 4-5 | 1,799 | 1,459 | 81% | 82% |
| Grades 6-8 | 2,820 | 977 | 35% | 67% |
| Grades 9-10 | 1,868 | 1,541 | 82% | 44% |
| Grades 11-12 | 1,682 | 1,089 | 65% | 33% |
| Overall | 8,169 | 5,066 | 62% | 58% |

Strategic Directions Questions - Personalization

Personalization: All students will know and understand their unique talents, have a voice in their educational experiences, and take ownership for their learning, career aspirations, and future success.

How strongly do you agree or disagree with the following?

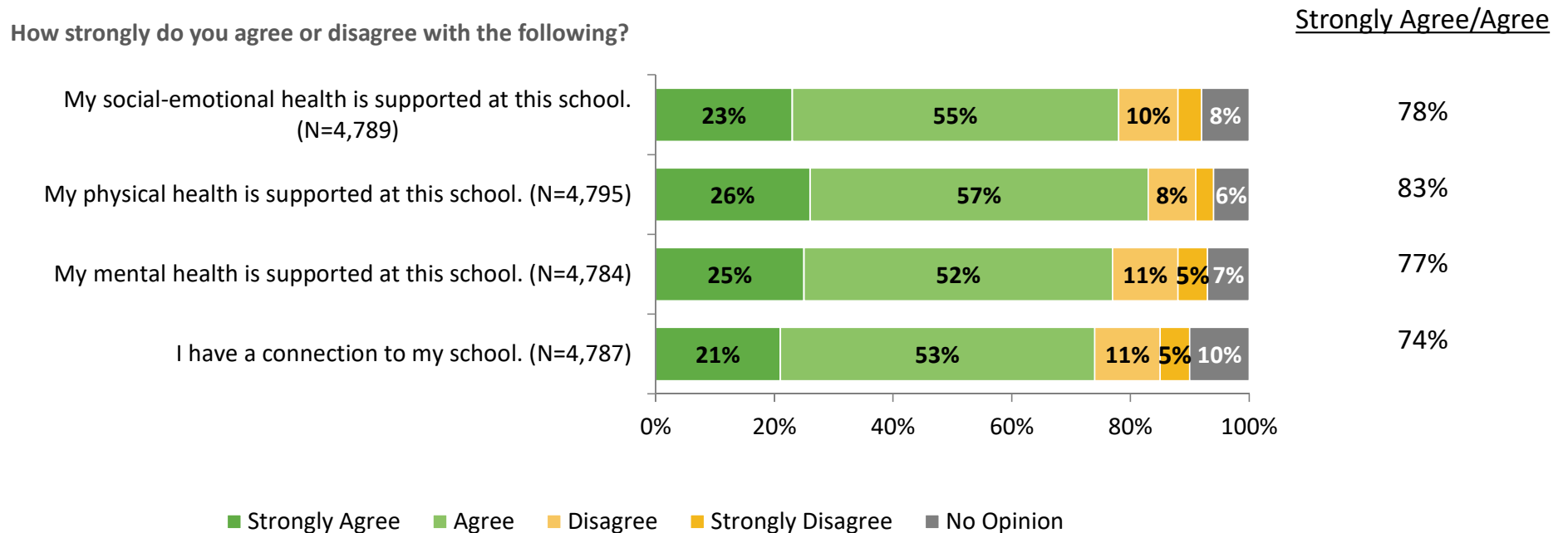
Strongly Agree/Agree



- 92% of students agree or strongly agree that they take responsibility for their learning.

Strategic Directions Questions – Health and Well-Being

Health and Well-Being: All students will feel a sense of belonging and connection to their school where social-emotional, physical and mental health is nurtured and valued



- The question that got the highest positive rating was. “My physical health is supported at this school.”

Defining Student Engagement

Student engagement is the connection that students have with their school and their studies. It is an essential component of successful and effective schools.

K12 *Insight's* Student Engagement Survey is aligned with the latest research, which defines two types of student engagement:

- **Cognitive engagement** is the quality of students' psychological engagement in academic tasks and activities.
- **Social and emotional engagement**, which is further broken down into self-awareness and social awareness, is the processes through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
 - **Self-awareness** is how connected students are to their school and how well they are able to manage themselves.
 - **Social awareness** is the connection students have to other students and adults in their school.

All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Higher scores reflect stronger engagement.

Measuring Student Engagement

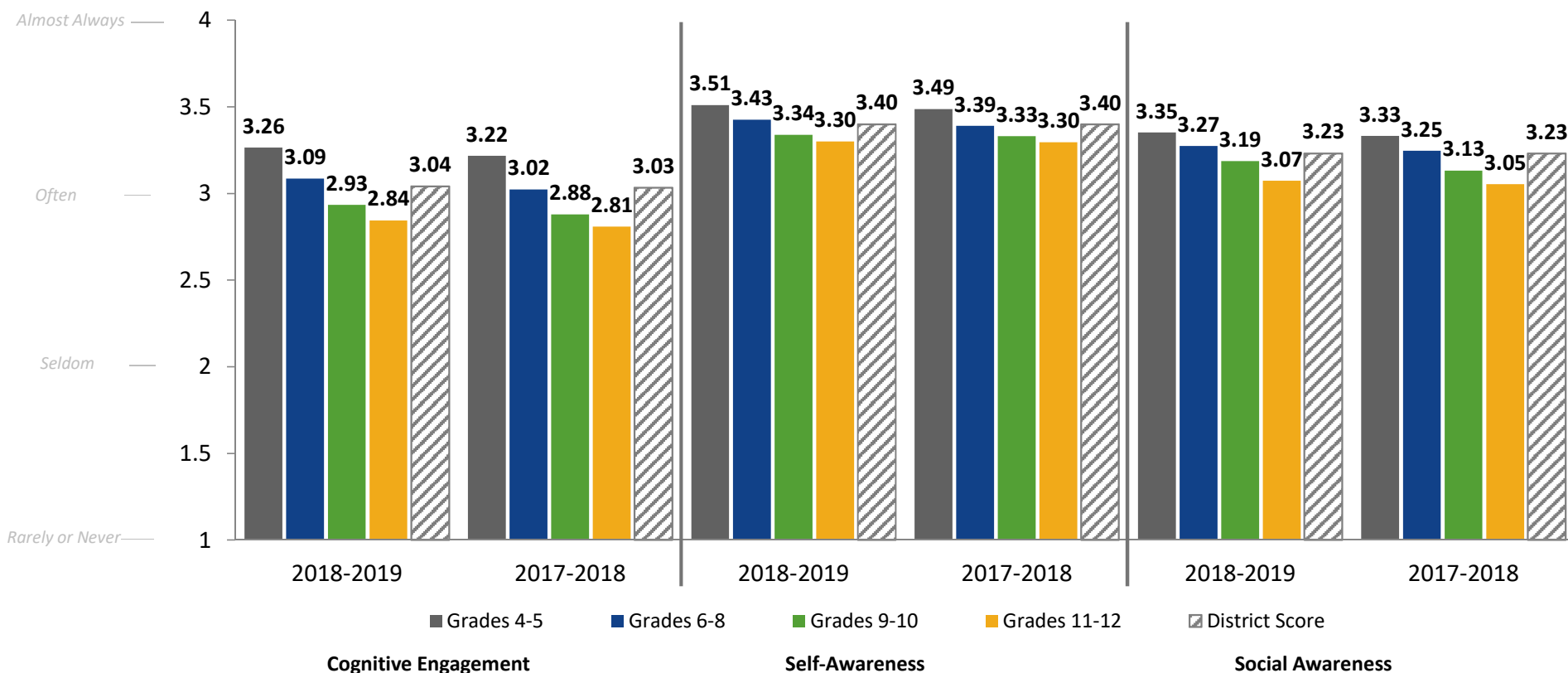
The survey measures cognitive engagement through 16 questions on four topics, self-awareness through 21 questions on four topics, and social awareness through 20 questions on four topics.

Taken together, the 57 questions measure overall student engagement.

| Cognitive Engagement | | Social & Emotional Engagement | | | |
|------------------------------------|---|-------------------------------|---|--------------------------------|---|
| | | Self-Awareness | | Social Awareness | |
| # of Questions | | # of Questions | | # of Questions | |
| Class Experience | 5 | Involvement | 5 | Acceptance | 7 |
| Student Experience | 3 | Persistence | 5 | Relationship Management | 7 |
| Relevance | 4 | Self-Management | 5 | Relationships With Peers | 3 |
| Academic Support | 4 | Future Aspirations | 6 | Relationships With Adults | 3 |
| Cognitive Engagement: 16 Questions | | Self-Awareness: 21 Questions | | Social Awareness: 20 Questions | |
| Overall Engagement: 57 Questions | | | | | |

7 *Note: Additional questions were added by the district. These questions are not included in the numerical calculations.*

Cognitive Engagement and Social & Emotional Engagement



- All three types of engagement were scored **above** 3.00 districtwide for both years.

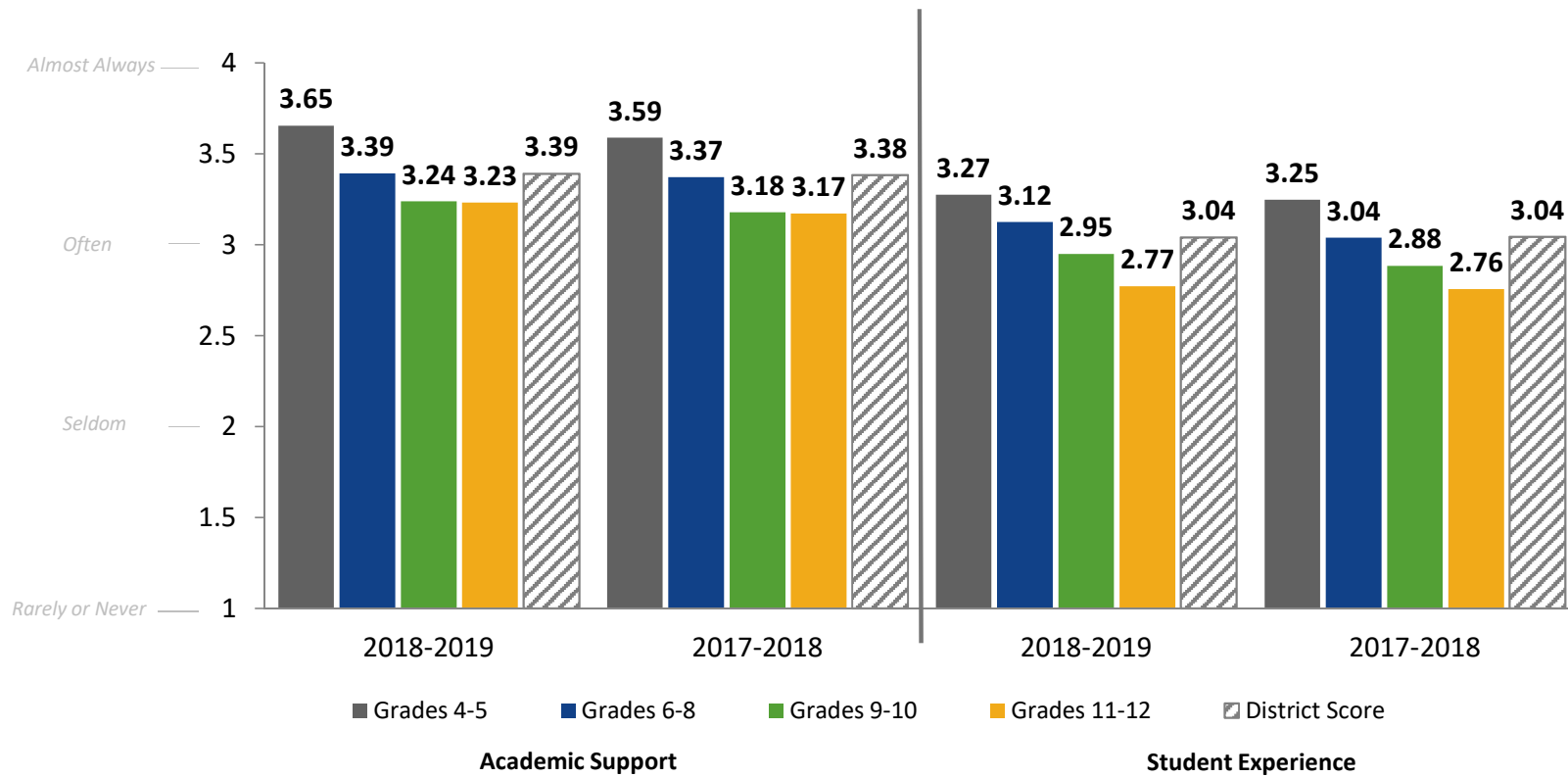
Average Engagement Scores by Demographics

| | Overall Engagement | Cognitive Engagement | Self-Awareness | Social Awareness |
|------------------------------------|--------------------|----------------------|----------------|------------------|
| Overall | 3.24 | 3.04 | 3.40 | 3.23 |
| Race/Ethnicity | | | | |
| Asian/Pacific Islander (N=1,170) | 3.30 | 3.13 | 3.43 | 3.30 |
| Black, not Hispanic (N=335) | 3.17 | 3.08 | 3.29 | 3.11 |
| Hispanic (N=202) | 3.15 | 3.00 | 3.31 | 3.11 |
| White, not Hispanic (N=3,336) | 3.23 | 3.01 | 3.41 | 3.23 |
| Free or Reduced-Price Lunch | | | | |
| No (N=4,607) | 3.25 | 3.04 | 3.42 | 3.24 |
| Yes (N=457) | 3.13 | 3.05 | 3.23 | 3.11 |
| English Language Learner | | | | |
| No (N=4,993) | 3.24 | 3.04 | 3.40 | 3.23 |
| Yes (N=73) | 3.23 | 3.23 | 3.29 | 3.18 |
| Special Education | | | | |
| No (N=4,774) | 3.25 | 3.04 | 3.41 | 3.24 |
| Yes (N=292) | 3.07 | 2.99 | 3.19 | 3.01 |

- All groups scored 3.0 or **above** on all types of engagement except Special Ed on cognitive engagement.

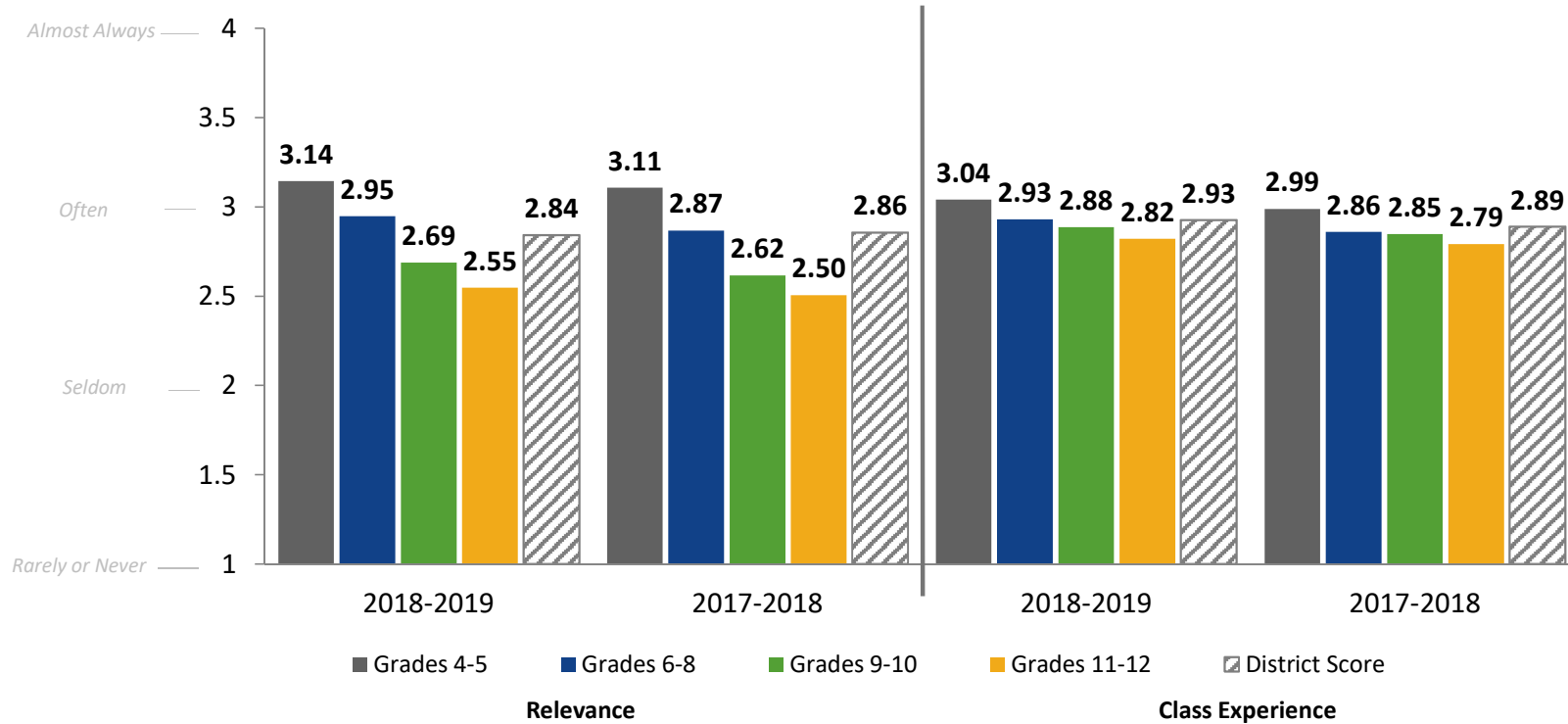
Cognitive Engagement Results

Dimensions of Cognitive Engagement



- Academic Support and Student Experience were **above** 3.00 districtwide both years.

Dimensions of Cognitive Engagement (Continued)



- Relevance and Class Experience districtwide scores were below 3.00 for both years.

Academic Support

| | Grades 4-5 | Grades 6-8 | Grades 9-10 | Grades 11-12 | District 2018-2019 | District 2017-2018 |
|---|-------------|-------------|-------------|--------------|--------------------|--------------------|
| My teachers encourage me to do my best. | <u>3.78</u> | <u>3.48</u> | <u>3.33</u> | <u>3.31</u> | <u>3.49</u> | 3.50 |
| My teachers do not give up on me. | <u>3.74</u> | <u>3.46</u> | <u>3.27</u> | <u>3.27</u> | <u>3.44</u> | 3.44 |
| I can count on my teachers to help me if I have difficulty in school. | <u>3.65</u> | <u>3.33</u> | <u>3.21</u> | <u>3.24</u> | <u>3.37</u> | 3.35 |
| My teachers include me in classroom discussions. | <u>3.45</u> | <u>3.30</u> | <u>3.14</u> | <u>3.10</u> | <u>3.26</u> | 3.25 |

- All Academic Support questions were scored **above** 3.0 districtwide and for all grade levels.
- The question with the highest district score was “My teachers encourage me to do my best” which was close to 3.50

13 Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Student Experience

| | Grades 4-5 | Grades 6-8 | Grades 9-10 | Grades 11-12 | District 2018-2019 | District 2017-2018 |
|---|-------------|-------------|-------------|--------------|--------------------|--------------------|
| School helps me discover my skills that need work. | <u>3.37</u> | <u>3.16</u> | 2.92 | 2.73 | <u>3.06</u> | 3.18 |
| I feel what I learn in school helps me become a better student. | <u>3.32</u> | <u>3.27</u> | <u>3.13</u> | 2.96 | <u>3.17</u> | 3.08 |
| School helps me discover my strongest skills. | <u>3.14</u> | 2.94 | 2.80 | 2.63 | 2.89 | 2.86 |

- “School helps me discover my strongest skills” was scored below 3.00 districtwide and for Grades 6-8, 9-10 and 11-12.

¹⁴ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Relevance

| | Grades 4-5 | Grades 6-8 | Grades 9-10 | Grades 11-12 | District 2018-2019 | District 2017-2018 |
|---|-------------|-------------|-------------|--------------|--------------------|--------------------|
| I think what I'm learning in school is important. | 3.54 | <u>3.20</u> | 2.90 | 2.73 | <u>3.11</u> | 3.13 |
| I see how what I'm learning in school relates to my future. | <u>3.13</u> | 2.96 | 2.70 | 2.54 | 2.84 | 2.85 |
| I see how subjects relate to one another. | 2.94 | 2.95 | 2.78 | 2.64 | 2.83 | 2.83 |
| I see how what I'm learning in school relates to the outside world. | 2.96 | 2.67 | 2.37 | 2.29 | 2.59 | 2.61 |

- The only Relevance question that was scored **above** 3.00 districtwide was “I think what I am learning in school is important.”
- The questions, “I see how subjects relate to each other” and “I see how what I am learning relates to the outside world,” were scored below 3.00 districtwide and for all grade levels.

¹⁵ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Class Experience

| | Grades 4-5 | Grades 6-8 | Grades 9-10 | Grades 11-12 | District 2018-2019 | District 2017-2018 |
|--------------------------------|-------------|-------------|-------------|--------------|--------------------|--------------------|
| I learn a lot in my classes. | <u>3.37</u> | <u>3.18</u> | <u>3.16</u> | <u>3.01</u> | 3.19 | 3.21 |
| My classes are fun. | <u>3.17</u> | 2.90 | 2.76 | 2.72 | 2.90 | 2.88 |
| My classes are interesting. | <u>3.04</u> | 2.95 | 2.84 | 2.80 | 2.91 | 2.88 |
| My classes are challenging. | 2.60 | 2.85 | <u>3.04</u> | <u>3.04</u> | 2.88 | 2.74 |
| My classes let me be creative. | <u>3.02</u> | 2.76 | 2.63 | 2.54 | 2.75 | 2.73 |

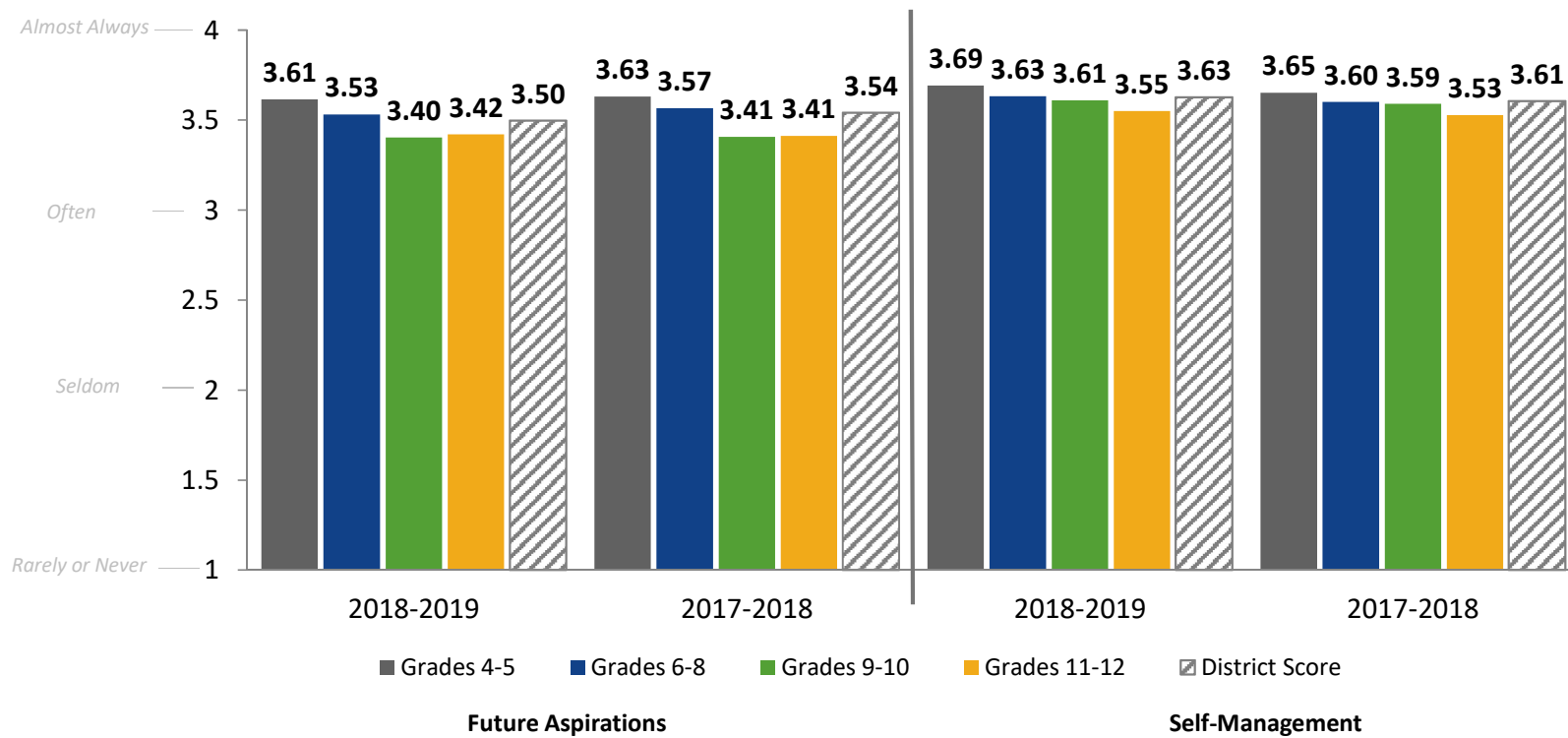
- The question, “I learn a lot in my classes” was scored **above** 3.00 districtwide and for all grade levels.
- “My classes are challenging” was scored highest by high school students (3.04). This is opposite the general trend.

16 Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Social & Emotional Engagement Results

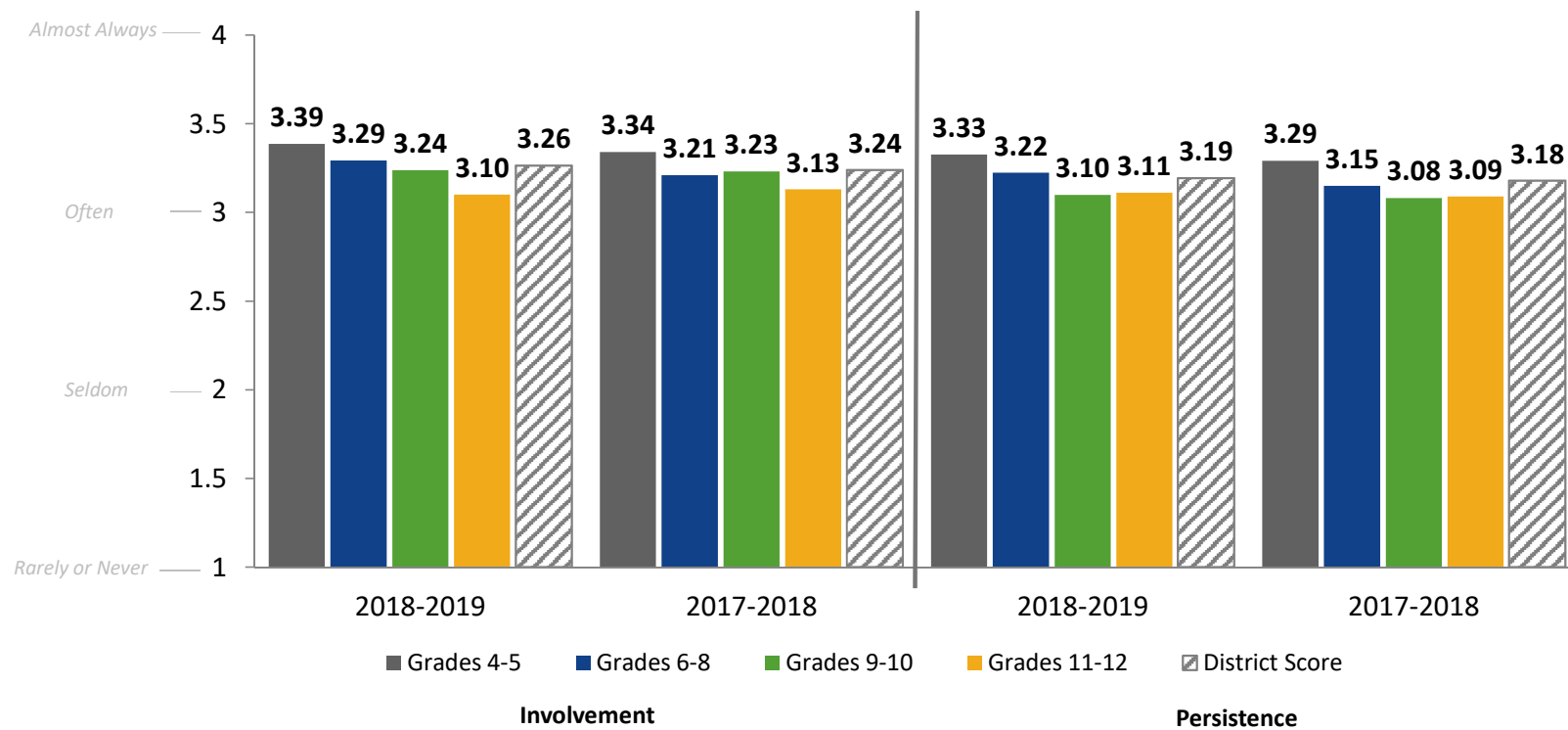
Self-Awareness

Dimensions of Self-Awareness



- The Future Aspirations and Self-Management dimensions were scored very high (**above 3.50**) districtwide and for all grade levels.

Dimensions of Self-Awareness (Continued)



- The Involvement and Persistence dimensions were all **above** 3.00 districtwide and for all grades.

Future Aspirations

| | Grades 4-5 | Grades 6-8 | Grades 9-10 | Grades 11-12 | District 2018-2019 | District 2017-2018 |
|--|-------------|-------------|-------------|--------------|-----------------------|-----------------------|
| I plan to continue my education after high school. | <u>3.72</u> | <u>3.73</u> | <u>3.66</u> | <u>3.72</u> | <u>3.71</u> | 3.73 |
| I plan to complete my education after high school. | <u>3.42</u> | <u>3.64</u> | <u>3.64</u> | <u>3.67</u> | <u>3.58</u> | 3.63 |
| I believe that I will have a career that interests me. | <u>3.71</u> | <u>3.52</u> | <u>3.38</u> | <u>3.44</u> | <u>3.52</u> | 3.57 |
| I believe that I will be successful in a career that interests me. | <u>3.71</u> | <u>3.55</u> | <u>3.36</u> | <u>3.40</u> | <u>3.51</u> | 3.56 |
| I feel good about my future opportunities. | <u>3.56</u> | <u>3.37</u> | <u>3.21</u> | <u>3.17</u> | <u>3.34</u> | 3.38 |
| I feel good about my future success. | <u>3.56</u> | <u>3.37</u> | <u>3.18</u> | <u>3.13</u> | <u>3.32</u> | 3.38 |

- All Future Aspiration questions were scored **above** 3.00 districtwide and for all grade levels.
- Four questions on the Future Aspirations dimension scored **above** 3.51 districtwide.

²¹ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Self-Management

| | Grades 4-5 | Grades 6-8 | Grades 9-10 | Grades 11-12 | District 2018-2019 | District 2017-2018 |
|--|-------------|-------------|-------------|--------------|-----------------------|-----------------------|
| I am nice to my teacher(s). | <u>3.87</u> | <u>3.77</u> | <u>3.74</u> | <u>3.74</u> | <u>3.79</u> | 3.77 |
| I am nice to my classmates. | <u>3.75</u> | <u>3.72</u> | <u>3.68</u> | <u>3.64</u> | <u>3.70</u> | 3.70 |
| I follow school rules. | <u>3.72</u> | <u>3.71</u> | <u>3.71</u> | <u>3.66</u> | <u>3.70</u> | 3.68 |
| I follow classroom rules. | <u>3.73</u> | <u>3.70</u> | <u>3.70</u> | <u>3.65</u> | <u>3.70</u> | 3.68 |
| I put schoolwork before other activities when necessary. | <u>3.38</u> | <u>3.27</u> | <u>3.21</u> | <u>3.06</u> | <u>3.24</u> | 3.20 |

- All Self-Management questions were scored **above** 3.00 districtwide and for all grade levels.
- Four questions were scored very high districtwide at 3.70 or above.

²² Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Involvement

| | Grades 4-5 | Grades 6-8 | Grades 9-10 | Grades 11-12 | District 2018-2019 | District 2017-2018 |
|--|--------------------|--------------------|--------------------|--------------|-----------------------|-----------------------|
| I try my best in class. | <u>3.71</u> | <u>3.54</u> | <u>3.41</u> | <u>3.26</u> | <u>3.50</u> | 3.51 |
| I come prepared to every class. | <u>3.44</u> | <u>3.60</u> | <u>3.50</u> | <u>3.29</u> | <u>3.46</u> | 3.48 |
| I participate in class activities and discussions. | <u>3.46</u> | <u>3.33</u> | <u>3.24</u> | <u>3.14</u> | <u>3.30</u> | 3.28 |
| I attend school activities. | <u>3.15</u> | <u>3.06</u> | <u>3.00</u> | 2.82 | <u>3.02</u> | 2.98 |
| I participate in extracurricular activities. | <u>3.18</u> | 2.91 | <u>3.04</u> | 2.99 | <u>3.05</u> | 2.96 |

- “I try my best in class” was scored the highest districtwide (3.50).

Persistence

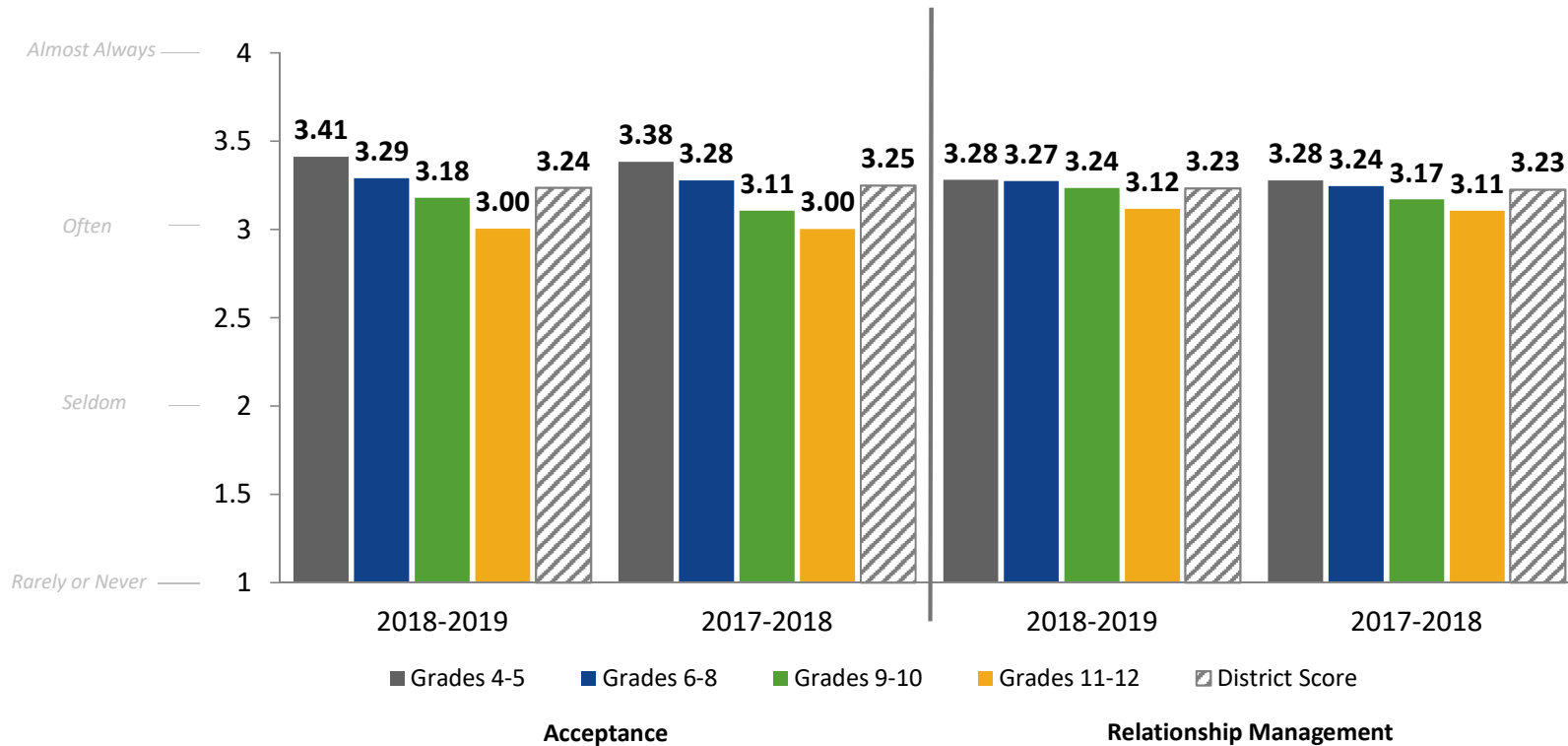
| | Grades 4-5 | Grades 6-8 | Grades 9-10 | Grades 11-12 | District 2018-2019 | District 2017-2018 |
|--|------------|------------|-------------|--------------|-----------------------|-----------------------|
| I finish activities that I start. | 3.35 | 3.27 | 3.16 | 3.15 | <u>3.24</u> | 3.24 |
| I'm willing to try new activities. | 3.42 | 3.27 | 3.12 | 3.13 | <u>3.24</u> | 3.22 |
| I continue to try, even when an activity is difficult. | 3.43 | 3.27 | 3.11 | 3.09 | <u>3.23</u> | 3.22 |
| I seek additional information when I don't understand something. | 3.21 | 3.19 | 3.10 | 3.16 | <u>3.16</u> | 3.15 |
| I'm patient when trying new activities. | 3.22 | 3.12 | 2.99 | 3.00 | <u>3.09</u> | 3.05 |

- The two questions with the highest scores in the Persistence dimension were, “I finish activities that I start,” and “I am willing to try new things.” (3.24)

²⁴ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

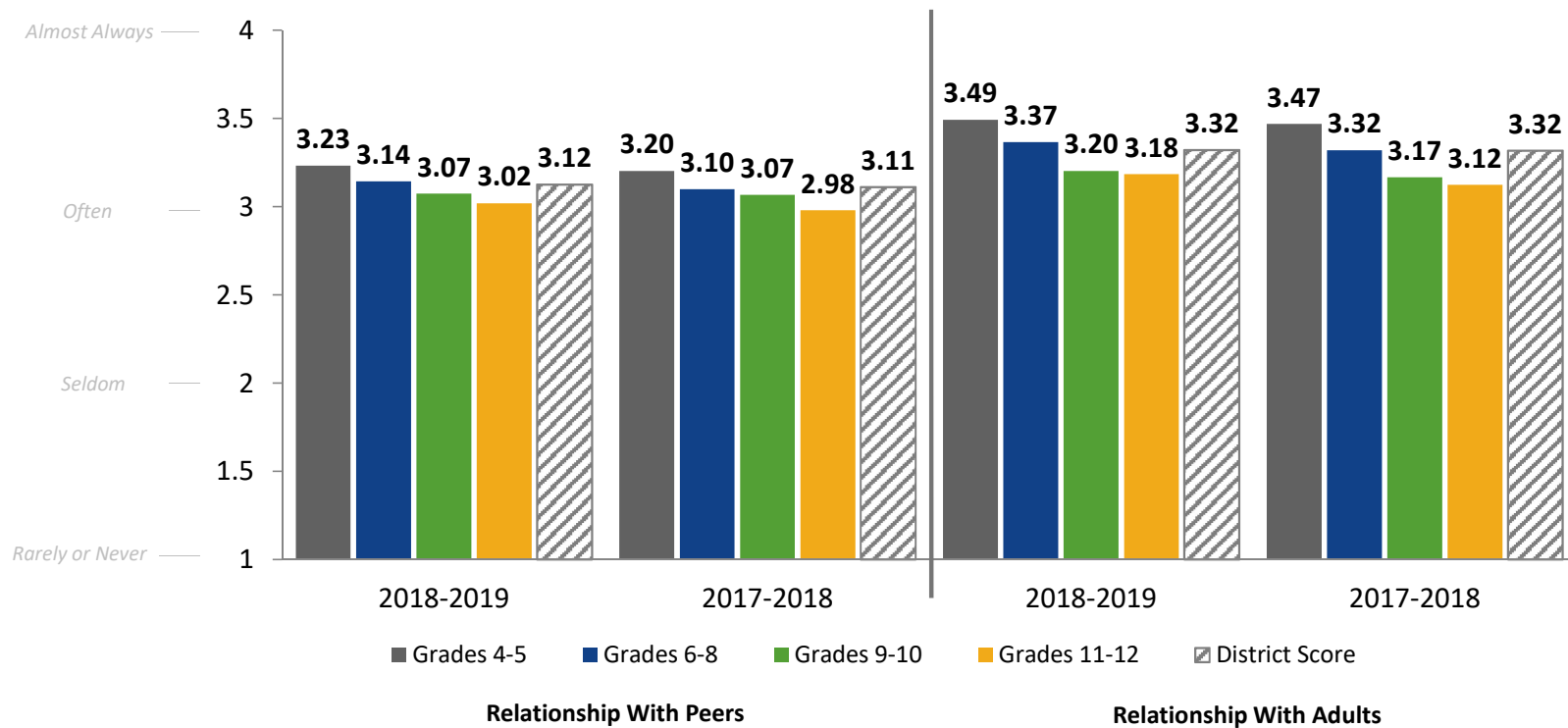
Social Awareness

Dimensions of Social Awareness



- Both the Acceptance and Relationship Management dimensions received scores **above** 3.00 district wide and for all grade levels.
- There was very little variance between grade levels on the Relationship Management dimension.

Dimensions of Social Awareness (Continued)



- Both the Relationship with Peers and Relationship with Adults dimensions were scored **above** 3.00 districtwide and for all grade levels.
- Relationship with Adults at the elementary level was scored close to 3.50 both years.

Acceptance

| | Grades 4-5 | Grades 6-8 | Grades 9-10 | Grades 11-12 | District 2018-2019 | District 2017-2018 |
|--|-------------|------------|-------------|--------------|--------------------|--------------------|
| I feel good about going to this school. | 3.45 | 3.28 | 3.12 | 2.93 | <u>3.21</u> | 3.34 |
| I am proud to go to this school. | 3.52 | 3.35 | 3.22 | 3.02 | <u>3.29</u> | 3.33 |
| I feel accepted in this school. | 3.50 | 3.31 | 3.20 | 3.07 | <u>3.29</u> | 3.30 |
| I feel good about myself at school. | 3.54 | 3.36 | 3.24 | 3.07 | <u>3.32</u> | 3.25 |
| I feel like I belong in this school. | 3.47 | 3.31 | 3.17 | 2.96 | <u>3.25</u> | 3.25 |
| I feel respected in this school. | 3.33 | 3.26 | 3.18 | 3.06 | <u>3.22</u> | 3.20 |
| I have a lot in common with other students in this school. | 3.07 | 3.16 | 3.12 | 2.92 | <u>3.07</u> | 3.08 |

- The question with the highest score district wide on the Acceptance dimension was, “I feel good about myself at school” (3.32).
- Students in grade 11-12 scored the question “I feel like I belong at this school” below 3.00.

28 Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Relationship Management

| | Grades4-5 | Grades 6-8 | Grades 9-10 | Grades 11-12 | District 2018-2019 | District 2017-2018 |
|--|-------------|-------------|-------------|--------------|-----------------------|-----------------------|
| I spend time with at least one friend at lunchtime. | 3.75 | 3.78 | 3.69 | 3.58 | <u>3.71</u> | 3.74 |
| I spend time with at least one friend from school outside of school. | 3.41 | 3.41 | 3.46 | 3.39 | <u>3.42</u> | 3.45 |
| I am comfortable being myself around other students. | 3.40 | 3.26 | 3.19 | 3.06 | <u>3.24</u> | 3.26 |
| I feel supported by other students. | 3.26 | 3.28 | 3.17 | 3.03 | <u>3.19</u> | 3.18 |
| I can talk about problems to my friends from school. | 3.09 | 3.24 | 3.22 | 3.12 | <u>3.16</u> | 3.12 |
| I interact with students other than my friends outside of class. | 3.07 | 2.99 | 2.94 | 2.76 | 2.95 | 2.93 |
| I work in class with students other than my friends. | 2.98 | 2.97 | 2.97 | 2.87 | 2.95 | 2.90 |

- The question, “I spend time with at least one friend at lunchtime,” was scored **above** 3.50 districtwide and for all grade levels.
- The question, “I work in class with students other than my friends” was scored **below** 3.00 districtwide and for all grade levels.

29 Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Relationships With Peers

| | Grade 4-5 | Grades 6-8 | Grades 9-10 | Grades 11-12 | District 2018-2019 | District 2017-2018 |
|--------------------------------------|-------------|------------|-------------|--------------|-----------------------|-----------------------|
| My friends try their best in school. | 3.54 | 3.34 | 3.29 | 3.25 | <u>3.37</u> | 3.35 |
| My friends take school seriously. | 3.20 | 3.23 | 3.22 | 3.22 | <u>3.21</u> | 3.17 |
| My friends like school. | 2.96 | 2.86 | 2.71 | 2.59 | 2.79 | 2.81 |

- The question, “My friends try their best in school,” was scored **above** 3.50 by elementary students.
- The question, “My friends like school,” was scored **below** 3.00 districtwide and for all grade levels.

30 Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Relationship With Adults

| | Grades 4-5 | Grades 6-8 | Grades 9-10 | Grades 11-12 | District 2018-2019 | District 2017-2018 |
|---|------------|------------|-------------|--------------|-----------------------|-----------------------|
| I feel supported by my teachers. | 3.68 | 3.48 | 3.30 | 3.33 | <u>3.46</u> | 3.46 |
| I feel supported by other adults who work in this school. | 3.44 | 3.37 | 3.23 | 3.17 | <u>3.31</u> | 3.30 |
| I am comfortable being myself around adults at this school. | 3.35 | 3.25 | 3.07 | 3.05 | <u>3.19</u> | 3.20 |

- All three questions on the Relationship with Adults dimension were scored **above** 3.00 districtwide and at all grade levels.

³¹ Note: All engagement questions use a 4-point frequency scale: Rarely or Never, Seldom, Often, and Almost Always.

Key Insights

- On the Strategic Directions questions, the item with the highest positive rating (Strongly Agree/Agree) was “I take responsibility for my learning” (92%). The item with the lowest positive rating was, “I have a voice in my educational experiences” (73%).
- Districtwide, students scored quite high (above 3.00) on all three domains of engagement. The Self-Awareness domain was the highest (3.40).
- Students in all demographic groups had an average engagement score at or above 3.00 overall and on all three types of engagement, except Special Education students on Cognitive Engagement (2.99).
- The two dimensions that had the highest scores districtwide (at or above 3.50) were Self-Management and Future Aspirations. The two dimensions that had the lowest scores (below 3.00) were Class Experience and Relevance.
- Students in grades 4-5 had the highest engagement scores across all dimensions. Additionally, the dimension of Relevance saw the greatest variation in engagement scores across grade levels, with the average engagement score for grades 4-5 being 3.14 and for grades 11-12 being 2.55 (-0.59).



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