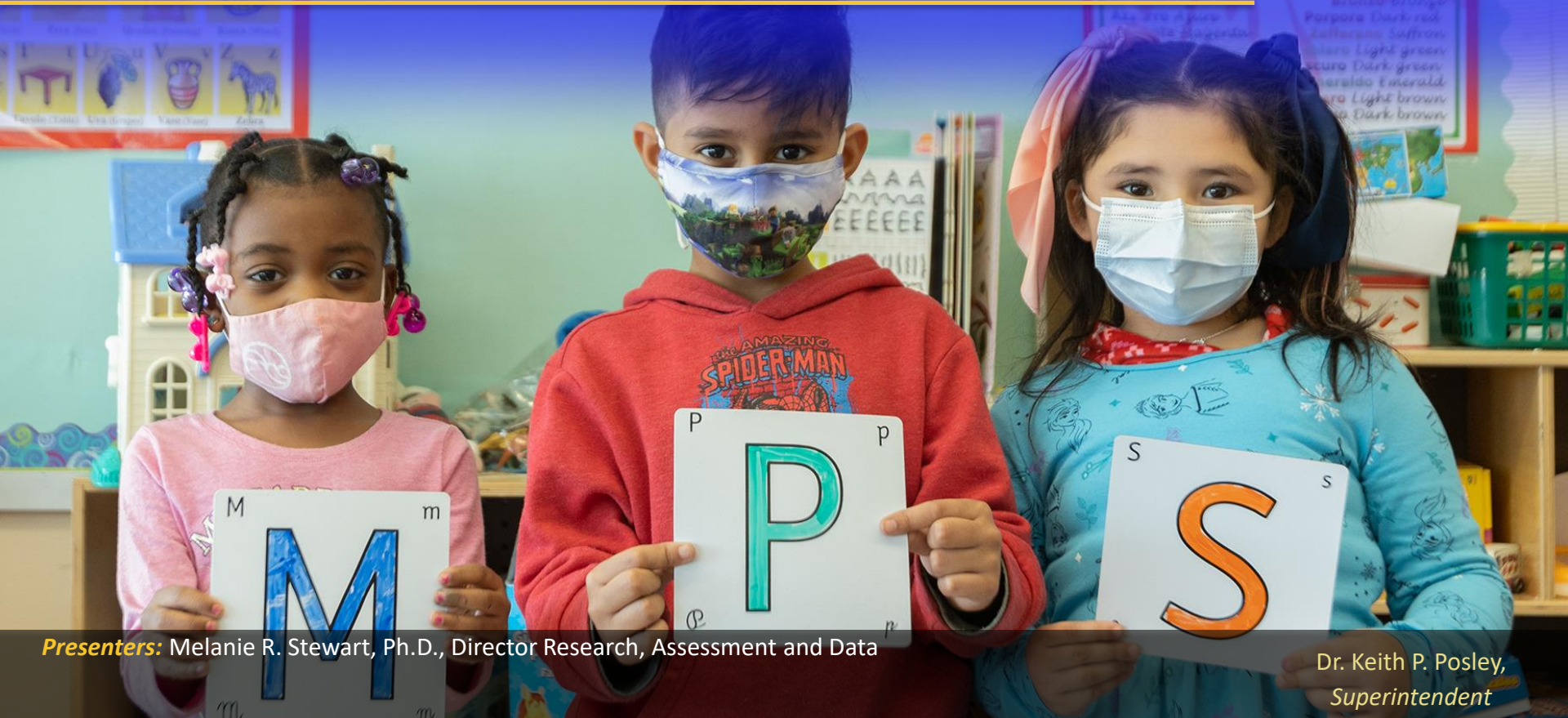


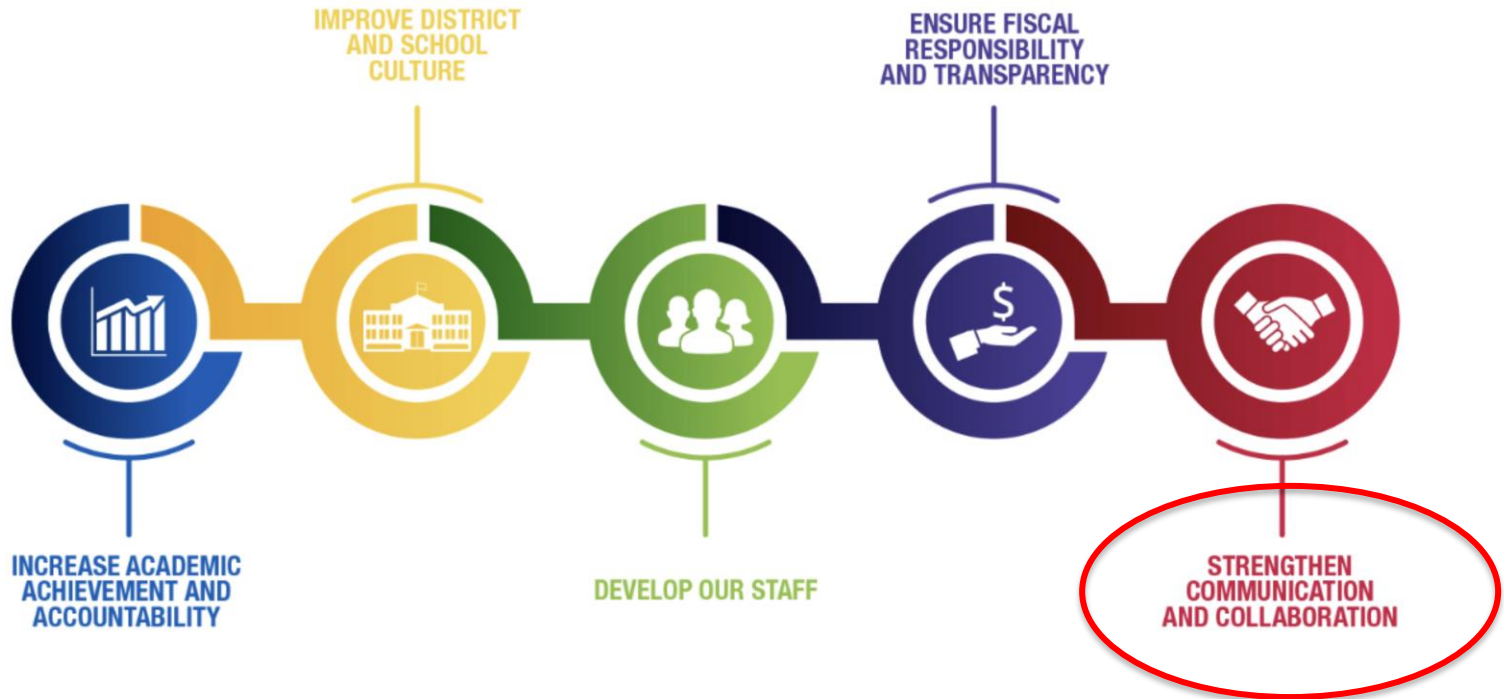
7.2 Data: Students and Stakeholders



Presenters: Melanie R. Stewart, Ph.D., Director Research, Assessment and Data

Dr. Keith P. Posley,
Superintendent

Five Priorities for Success



2021-2022 Baldrige Framework Overview



From Baldrige Performance Excellence Program. 2021. *2021–2022 Baldrige Excellence Framework: Proven Leadership and Management Practices for High Performance (Education)*. Gaithersburg, MD: U.S. Department of Commerce, National Institute of Standards and Technology. <https://www.nist.gov/baldrige>.

MPS Mission

Milwaukee Public Schools is a diverse district that welcomes all students and prepares them for success in higher education, post-educational opportunities, work, and citizenship.



7.2 Customer Results (p. 26)

- What are our customer-focused performance results?
 - Student and other stakeholder satisfaction
 - Student and other stakeholder engagement



Family/Community Partnerships Strategy

***District Improvement Goal:
Create opportunities for
students, staff, families,
and the community to
discuss, listen, share, and
learn from one another.***



Family Interest Survey Results

The top four needs identified by families in the family interest survey:

1. Best way to notify you about school updates and activities.
 - 47% - Text Message
 - 40% - Email
 - 2% - Mail
 - 7.30% - Telephone
 - 3% - Student Folder
 - 0.40% - Other
2. Families have a Parent Portal Account?
 - Yes - 57%
 - No - 43%
3. How likely are you to recommend this school to another family?
 - 93% - Extremely Likely & Somewhat Likely
4. Families attended the school's Title I Annual Parent Meeting.
 - Yes 20%
 - No 80%

Family Interest Survey

Family Interest Survey		
	2020-21	2021-22
Number of Responses	12,538	12,449
I believe my child's school has a welcoming environment. (Strongly Agree/Agree)	87.8%	75.3%
I feel comfortable sharing concerns with school leadership (Strongly Agree/Agree)	79.0%	71.0%
I feel the school builds positive relationships between students, families, and the community. (Strongly Agree/Agree)	73.8%	70.0%



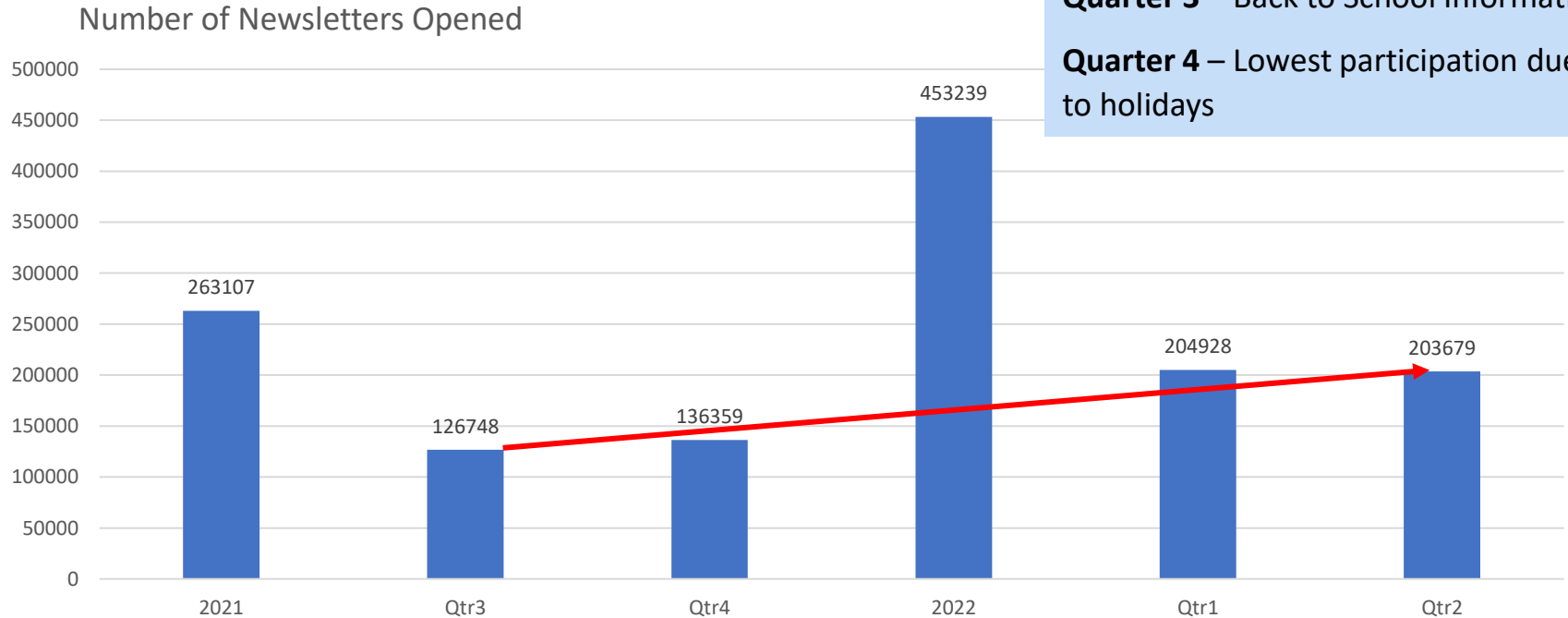
Friday Newsletters

Quarter 1 – early in the second semester

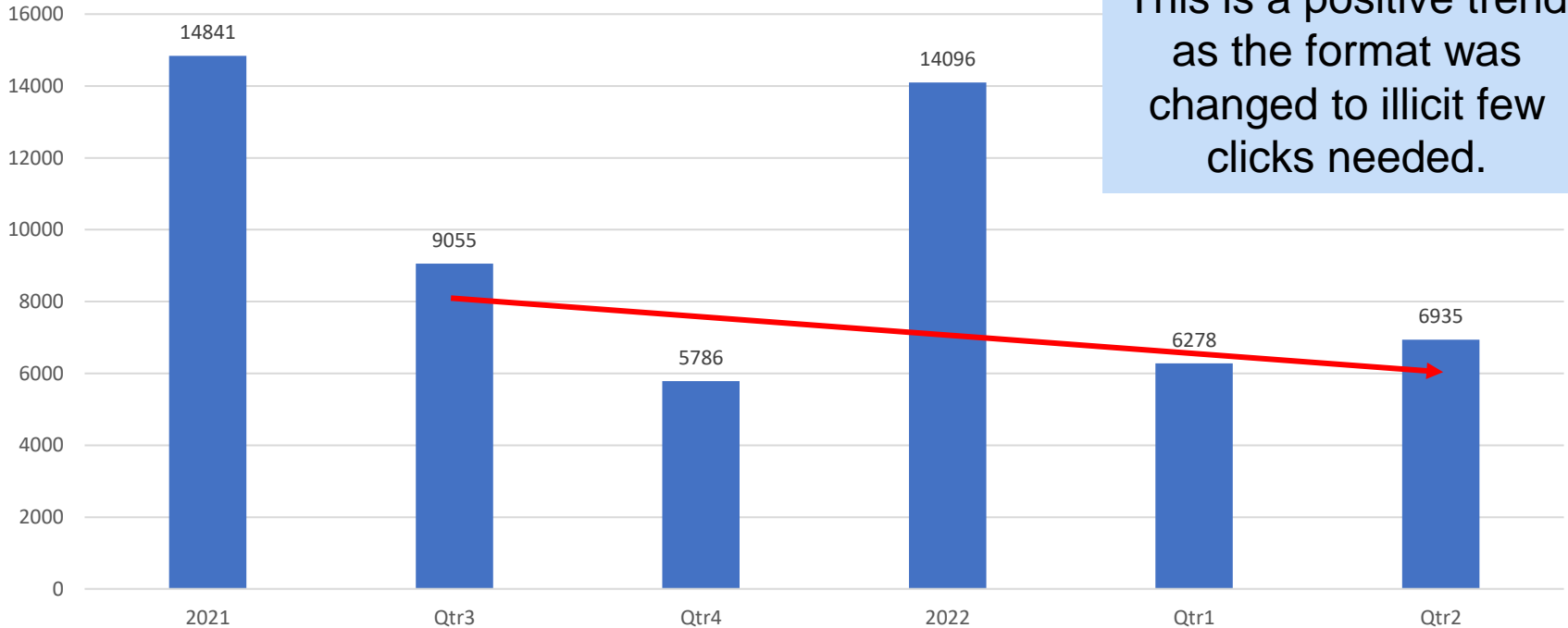
Quarter 2 – Tends to have important end of school year data

Quarter 3 – Back to School Information

Quarter 4 – Lowest participation due likely to holidays



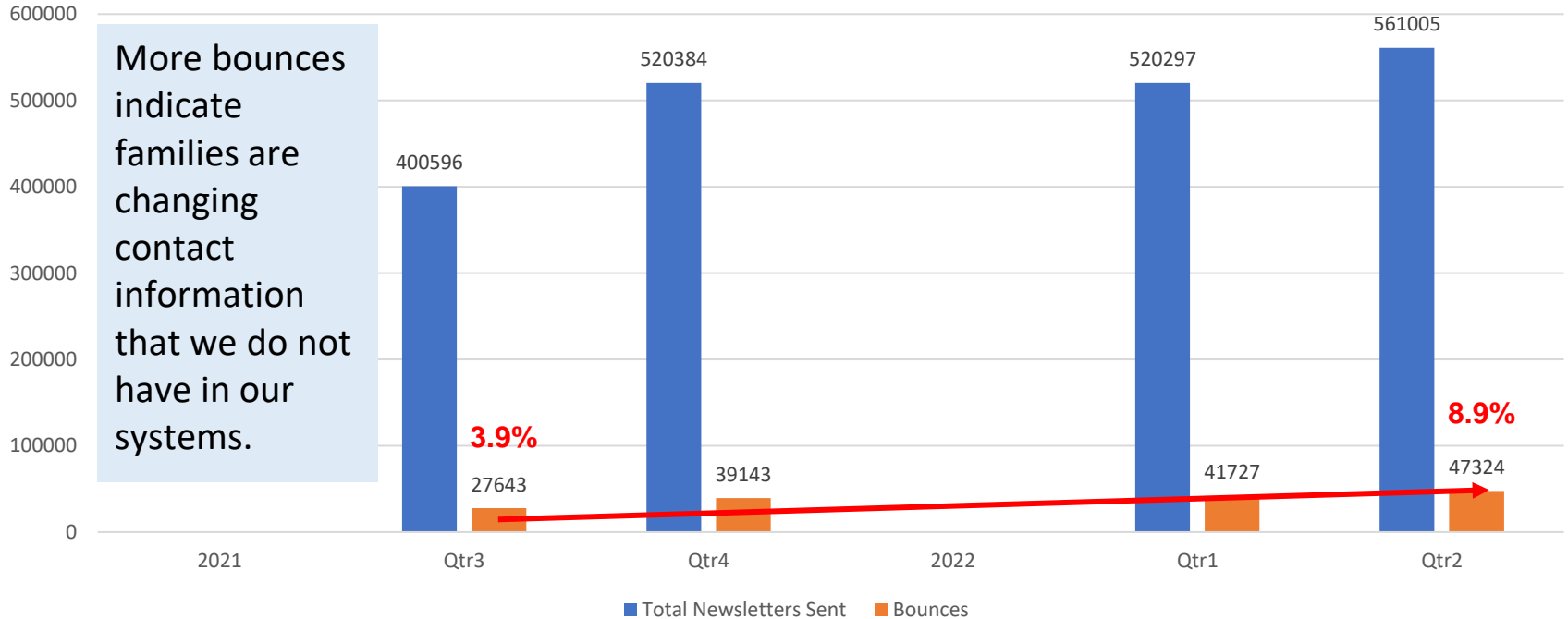
Clicks After Opening



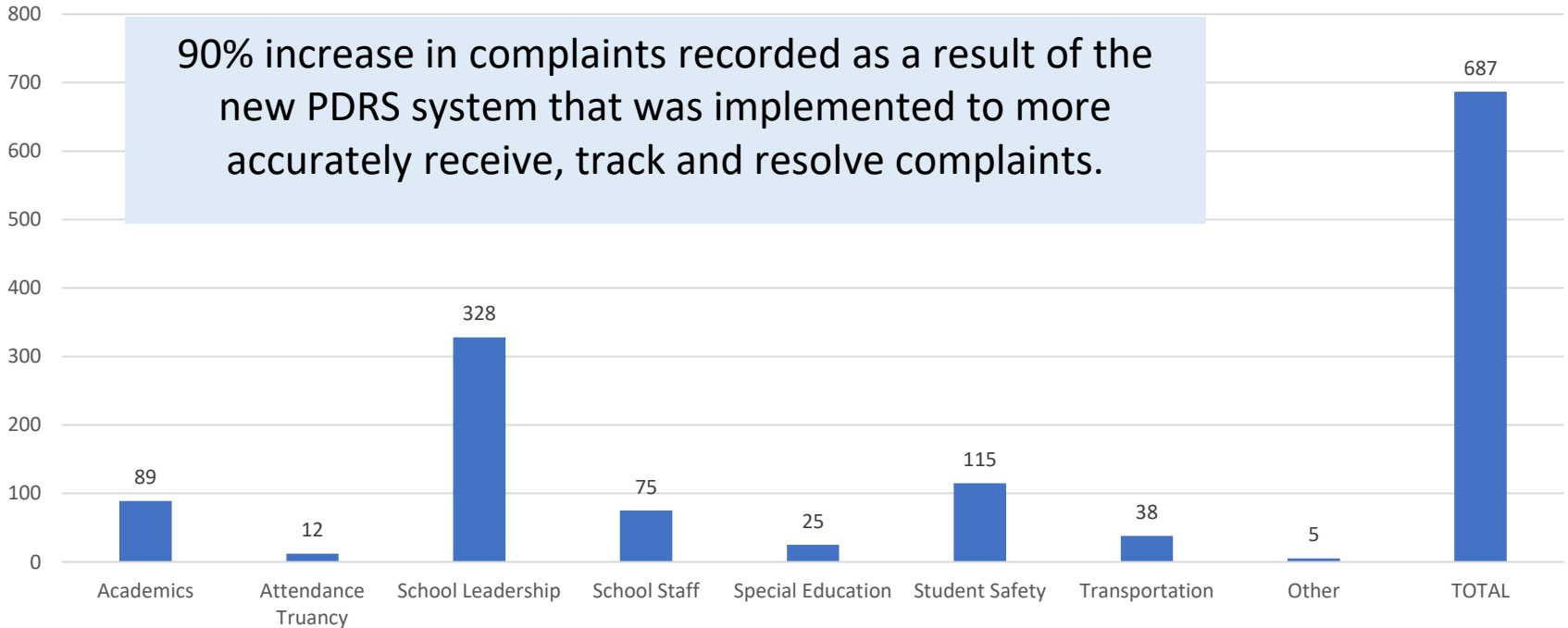
This is a positive trend as the format was changed to illicit few clicks needed.



Newsletters Sent vs Bounces



Complaints in 2021



Switchboard

	2020-21	2021-22	Change
Total Calls	87,459	121,010	33,551 Increase
Calls Answered	82,057	107,727	25,670 Increase
Percentage Answered	93.8%	89.0%	Slight decline in percentage but increase in volume
Caller disconnects before able to answer	6.2%	11.0%	
Service Level	96.6%	91.7%	



Welcome Center

	2020-21*	2021-22	Change
Phone Calls	1,273	3,702	33,551 Increase
Online	77	1,921	1,844 Increase
Walk-ins**	0	608	608 Increase
Average days to resolution	45.56	16.66	28.9 Days Shorter

**Walk-ins

- Complaint/appeal
- Bilingual
- Head Start
- School registration
- Special services (SPED)
- Transportation
- Other

* 2020-21 was mostly virtual access

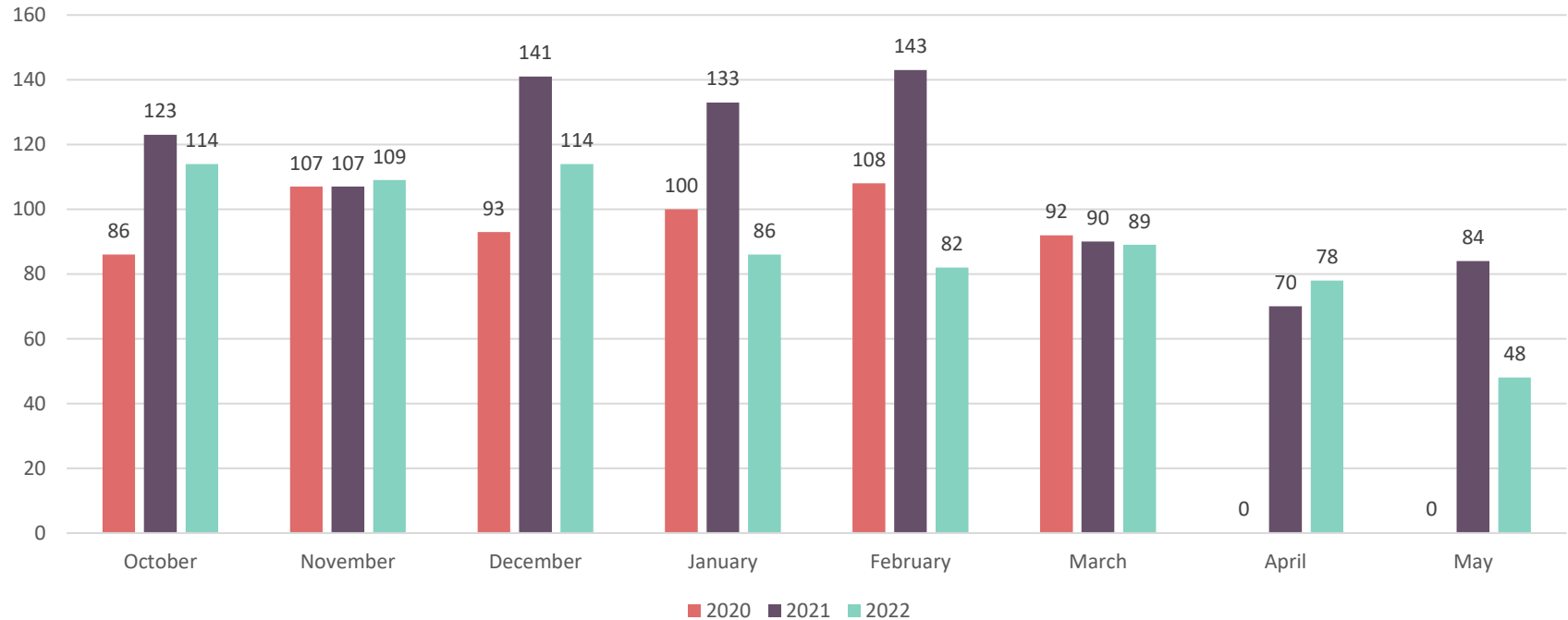


District Advisory Council Topics

Month	Topics	Presenters & Departments	*Attendance
October 7th	1. DAC Member Orientation	1. Strategic Partnerships & Customer Service (SPCS)	114
November 4th	2. Discipline Family Focus Group	1. Jon Jagemann, Student Services	109
December 2nd	1. MPS Recruitment 2. Social Studies Textbook Adoption 3. Title 1 School-wide Program 4. MPS Meal Program	1. Michael Harris, Senior Director of Talent Management 2. Renee Laird Adelon, District Library Media Specialist 3. Darryl Hall (SPCS) 4. Mohammed Abdullah, Director of School Nutrition Services & Renee Slotten-Beauchamp, Operations Manager of School Nutrition Services	114
January 13th	1. FAQ Facilitated Discussion	1. Director Henry Leonard, School Board member District #7 and Jenni Hofschulte, DAC Delegate	86
February 3rd	1. LibraryNow 2. MPS Transportation	1. Milwaukee Public Library Staff 2. David Solik Fifarek, Manager	82
March 3rd	1. Specialized Services 2. Mental Health support	1. Travis Pinter, Senior Director of Specialized Services 2. Kimberly Merath, Social and Emotional Learning Supervisor	89
April	1. Summer School Academy 2. Public School Funding & Public School Policy	1. Natalie Anderson, Manager II - Extended Learning Opportunities and Leah Gilliam, Extended Learning 2. Jenni Hofschulte, Wisconsin Public Education Network	78
May	1. Black and Latino Male Achievement 2. MPS Community School Partnerships	1. Donavon Johnson, Office of School Administration 2. Joelle Worm (DAC Delegate), Mrs. Anesia Hayes (Principal, Dr. MLK Jr. School), Ms. April Heding (MPS Partnership for the Arts & Humanities, and Mr. Dom Portis & Ms. Briana Fox (United Way Community Schools)	48
* The number is lower than actual attendance due to participants not signing in. The average attendance on the Zoom platform was 131 per meeting.			



DAC Attendance



Attendance is low as a result of participants not signing in,
average based on zoom +130.

Attendance varies based on topics of interest.



Parent Portal Usage

3619 Milwaukee Public Schools

District

5225 W Vliet St, Milwaukee, WI 53208
Generated on 07/09/2022 08:01:40 AM Page 1 of 1

Portal Usage Summary Report

Start Date:08/15/2021 End Date:06/17/2022
School Year:2022

All Schools

Grade	Students	Student Accounts	Student Logins	Average Weekly	Parent Accounts	Students Having Parent With Account	Parent Logins	Average Weekly
All	93530	80312 85.87%	2367466	53982	18993	32347 34.58%	138362	3155
H3	1143	1133 99.13%	81	2	162	171 14.96%	483	12
H4	301	298 99.00%	11	1	47	50 16.61%	194	5
K2	1	1 100.00%	0	0	0	0 0.00%	0	0
K3	2205	1220 55.33%	99	3	319	304 13.79%	3971	91
K4	4828	4269 88.42%	502	12	1038	1012 20.96%	5763	132
K5	5832	5396 92.52%	737	17	1428	1372 23.53%	7528	172
01	5820	5377 92.39%	1196	28	1591	1536 26.39%	8071	185
02	6315	5420 85.83%	1189	28	1813	1725 27.32%	9327	213
03	6451	5284 81.91%	1601	37	2121	2039 31.61%	12515	286
04	6383	5157 80.79%	3443	79	2122	2002 31.36%	13069	298
05	6494	5410 83.31%	7106	163	2407	2280 35.11%	13811	315
06	6552	5603 85.52%	44422	1013	2518	2363 36.07%	22528	514
07	6798	5937 87.33%	74096	1690	2636	2487 36.58%	19707	450
08	6882	5885 85.51%	114536	2612	3856	3491 50.73%	33514	765
09	9151	8077 88.26%	623593	14219	4407	4264 46.60%	35742	815
10	6804	5834 85.74%	562292	12821	3447	3176 46.68%	34174	780
11	6075	5445 89.63%	547379	12481	3296	3016 49.65%	27219	621
12	6300	5363 85.13%	410655	9364	1343	1241 19.70%	3218	74



Literacy Services

South Division	JUNE	
	Report-month participants	YTD participants (since July 1)
Adult Basic Education	0	0
HSED/5.09	0	0
GED		
English Language Learning	41	95
Civics/Citizenship	0	0
Family Literacy	0	0

North Division	JUNE	
	Report-month participants	YTD participants (since July 1)
Adult Basic Education	16	57
HSED/5.09	18	108
GED	0	1
English Language Learning	0	0
Civics/Citizenship	0	0
Family Literacy	0	0

Positive Behavioral Interventions and Supports 2021-22

Levels of Support	Learning Opportunities	Outcomes
<p>Tier 1 Universal Supports</p>	<p>PBIS coaches and supervisor facilitated: 4 PBIS professional development (PD) sessions to school psychologist and social workers. 6 PBIS PD sessions to school administrators 4 PBIS PD sessions to School Support Teachers 8 PBIS PD sessions to teachers PBIS coaches supported 337 team meetings around tier 1 Held 10 drop-in sessions around PBIS systems</p>	<p>69 School Psychologists and Social Workers participated 102 School Administrators participated 63 School Support Teachers participated 84 teachers participated 28 staff participated in drop-in sessions</p>
<p>Tier 2 Check-in/Check-out (CICO) Social Academic Instructional Group (SAIG) Behavior Assessment/Intervention Plan (BAIP)</p>	<p>PBIS coaches and supervisor provided Tier 2 Behavior PD to school psychologist and social workers. PBIS coaches supported 341 Building intervention meetings around behavior tiers 2 and 3</p>	<p>103 School Psychologists and Social Workers participated 4976 students received documented tier 2 interventions as follows 76 Attendance Interventions 3084 CICO 1608 SAIG 208 BAIP</p>
<p>Tier 3 Wraparound Renew Functional Behavior Assessment (FBA)</p>	<p>Tier 3 PBIS coaches facilitated PBIS Tier 3 Behavior Intervention Peer Support Circles, PBIS Tier 3 Behavior Intervention Cohorts, PBIS Tier 3 Behavior Educational Wraparound, PBIS Tier 3 Behavior RENEW Training, Functional Behavior Assessment/Behavior Intervention Plan, and Finding Success with Tier 3 PBIS Practices.</p>	<p>391 students received documented tier 3 supports as follows 247 FBAs 65 Wraparound Cases 79 Renew Cases</p>
<p>Assessment</p>	<p>134 schools received support around the PBIS Framework, completed the TFI and created an action plan with a PBIS coach</p>	<p>98 MPS schools were recognized in the area of behavior by the RtI Center as follows 5 schools received Gold Recognition 75 schools received Silver Recognition 18 schools received Bronze Recognition</p>



Black and Latino Male Achievement 2021-22

BLMA Essential Areas of Engagement

Manhood Development

Improve School Culture

Mentoring

Student & Family Support

Community Partnerships/Resources



Projects	Outcomes
Semi-Structured Student Interviews	<ul style="list-style-type: none"> 180 students across thirteen high schools Topics on Leadership, School Culture and Climate, and Academics
BLMA Buddies Program	<ul style="list-style-type: none"> 134 students across eight schools in each school board district Lessons on Brotherhood, Community, and Love
Manhood Development Academy	<ul style="list-style-type: none"> 120 Students across two schools Credited course toward graduation Lessons on Twelve Guiding Principles Professional Development for teachers
BLMA Mentoring	<ul style="list-style-type: none"> 110 students met with community mentors in partnership with Mentor Greater Milwaukee Topics on BLMA's twelve Guiding Principles
BLMA Ambassadors	<ul style="list-style-type: none"> 70 students across four high schools Topics on Student leadership, Financial literacy, and School Culture
First Annual Mental Health Symposium	<ul style="list-style-type: none"> 100 students from six high schools Mental health resources distributed External/Internal collaborations

Restorative Practices 2021 - 2022

Levels of Support	Learning Opportunities	Outcomes
<p>Schoolwide Professional Development September – June ESSER II Funded</p>	<p>Coaches collaboratively developed and facilitated professional development plans with school leaders and staff</p>	<p>161 staff out of 14 schools participated 9 out of 14 schools were recognized in the area of behavior by the WI RTI Center - 1 Gold, 1 Bronze, and 7 Silver</p>
<p>Districtwide Professional Development October - June</p>	<p>Coaches facilitated Foundations of Restorative Practices, Circle Keeping, Restorative Teaching, and Restorative Practices for Coaches, School-Based Administrators, Coordinators, Supervisors, and Directors</p>	<p>84 staff enrolled as follows: 74 Foundations of Restorative Practices 6 Circle Keeping 4 Restorative Practices – School-Based Administrators</p>
<p>Restorative Practices Study School Improvement Plan Option September - June</p>	<p>School-based staff engaged in self-paced study of the Foundations of Restorative Practices</p>	<p>37 schools participated 26 out of 37 schools were recognized in the area of behavior by the WI RTI Center - 1 Gold, 5 Bronze, and 20 Silver</p>
<p>Elective High School Course</p>	<p>Students examined the process of restorative discipline, engaged in the circle process, and learned how to repair harm and reduce conflicts</p>	<p>7 schools offered the course 602 students enrolled 4 out of 7 schools were recognized in the area of behavior by the WI RTI Center – 1 Bronze and 3 Silver</p>



Gender & Identity Inclusion Overview 2021-22

Levels of Support

Student Listening Sessions

Professional Learning Opportunities

Specialized Programs /Events

Student & Family Support

Community Partnerships/Resources

Girls of Color Program	2021-22 Program Outcomes
Bi-Weekly/Weekly programming for female identifying students grades 4-12.	<ul style="list-style-type: none"> ✓ Completed programming at 6 sites and supported 150 students. ✓ Developed partnerships with Girls on the Run, Pearls for Teen Girls and Keytalife to serve an additional 30 schools in 2022-23.
Hosted 1st Annual Denim Day Event	<ul style="list-style-type: none"> ✓ 200 female identifying students attended event. ✓ 100% of youth surveyed stated they had a better understanding of consent and how to report sexual abuse. ✓ Youth Testimonial: "It's wonderful to have people support you who understand what you've been through."
LGBTQ+ Support	2021-22 Program Outcomes
Supported with the creation and stability of Gender Sexuality Alliances throughout the district.	<ul style="list-style-type: none"> ✓ 20 schools have an active GSA club. 350 students have participated in a GSA club and/or special event this year.
District Wide LGBTQ+ Training/Professional Development	<ul style="list-style-type: none"> ✓ Provided LGBTQ+ Module training for 14 schools and/or programs. Serving approximately 145 staff throughout the district. ✓ Developed partnership with Welcoming Schools to train district staff to facilitate training on LGBTQ+ Inclusive schools during 2022-23.

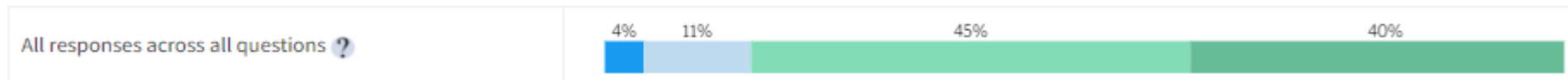
Student Voice

- These results are from the Essential of School Culture and Climate Survey (ESCC) and statements recorded during focus groups with students.
- For information on the ESCC survey go to:
<https://mps.milwaukee.k12.wi.us/en/District/Initiatives/Research-Development/ESCC.htm>
- To review all ESCC survey results go to:
<https://essentialofschools.com/>

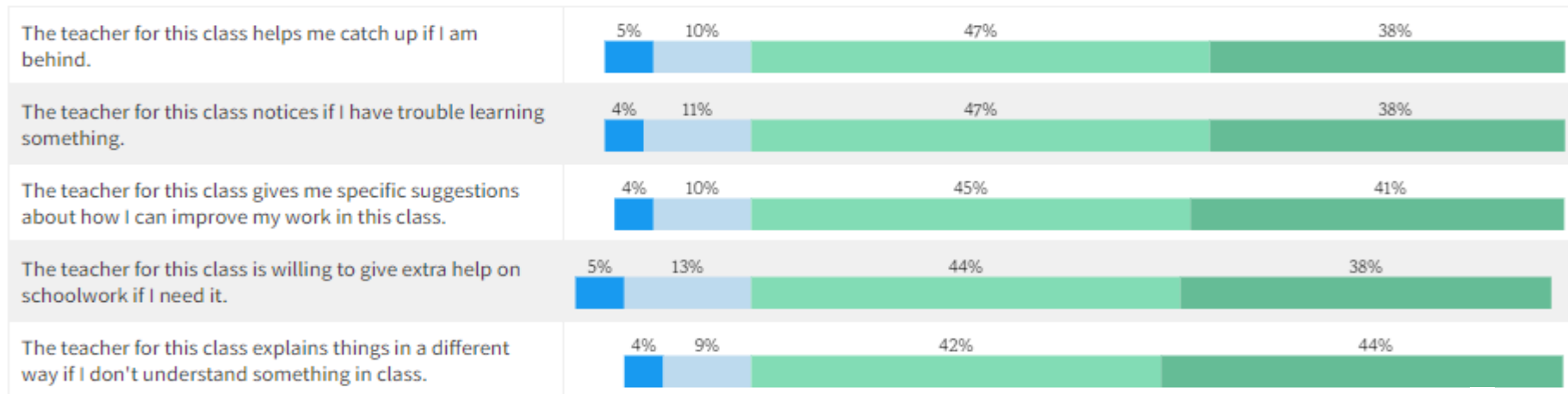
Elementary: Grades 4 and 5 ESCC

Academic personalism

● Strongly Disagree ● Disagree ● Agree ● Strongly Agree



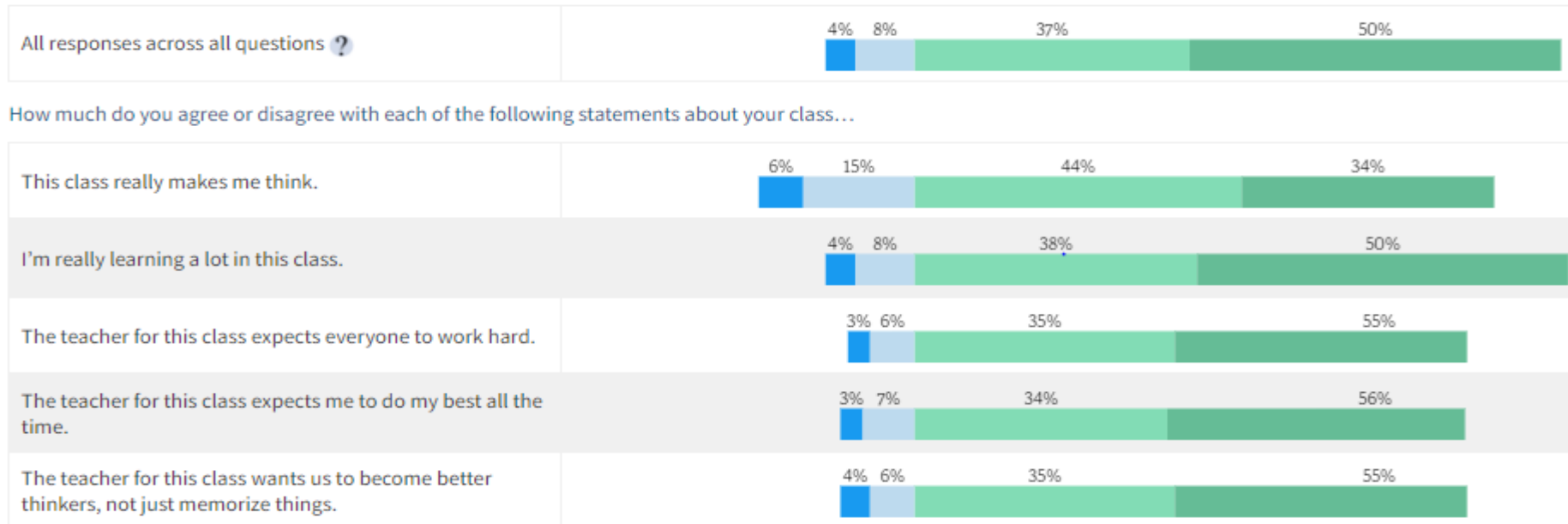
How much do you agree or disagree with each of the following statements about your class...



Elementary

Academic press

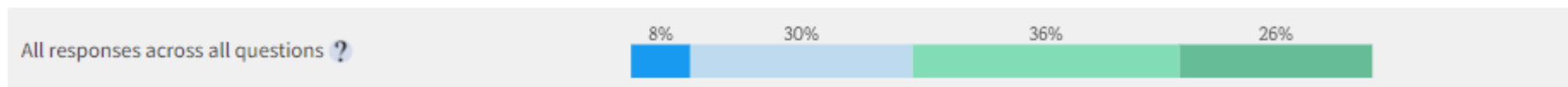
● Strongly Disagree ● Disagree ● Agree ● Strongly Agree



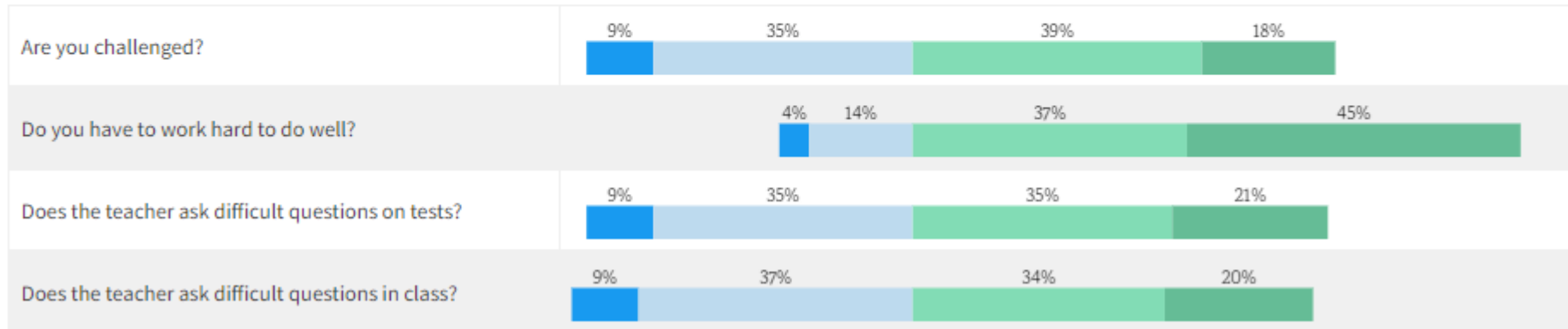
Elementary

Academic press

● Never ● Once in a while ● Most of the time ● All of the time



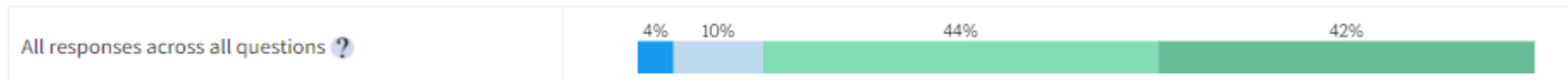
In your class, how often...



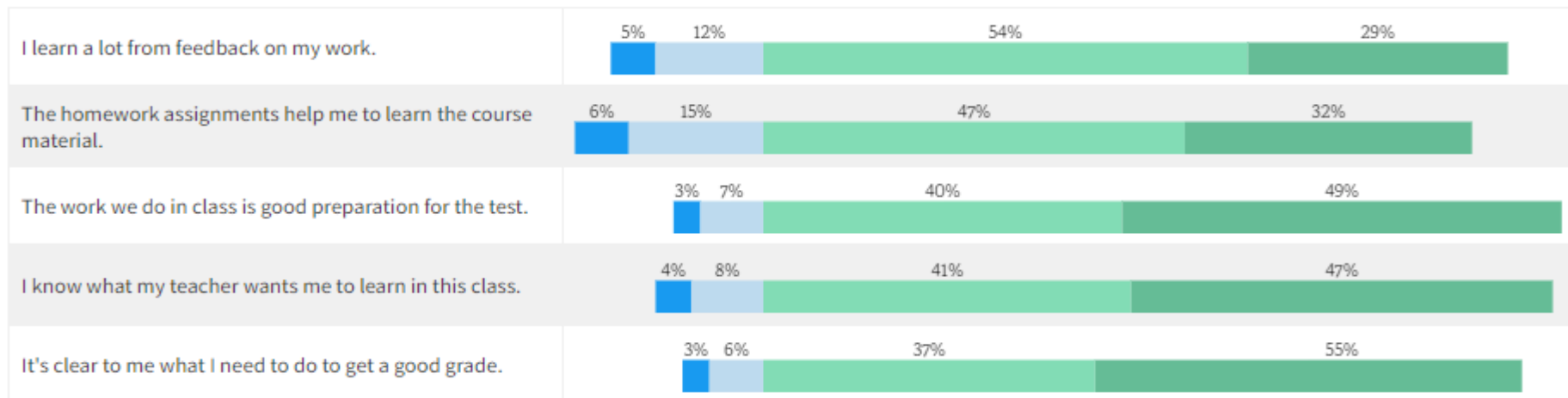
Elementary

Course clarity

● Strongly Disagree ● Disagree ● Agree ● Strongly Agree



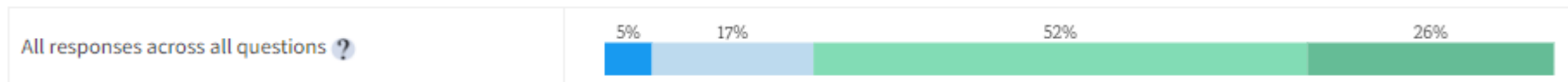
How much do you agree or disagree with each of the following statements about your class...



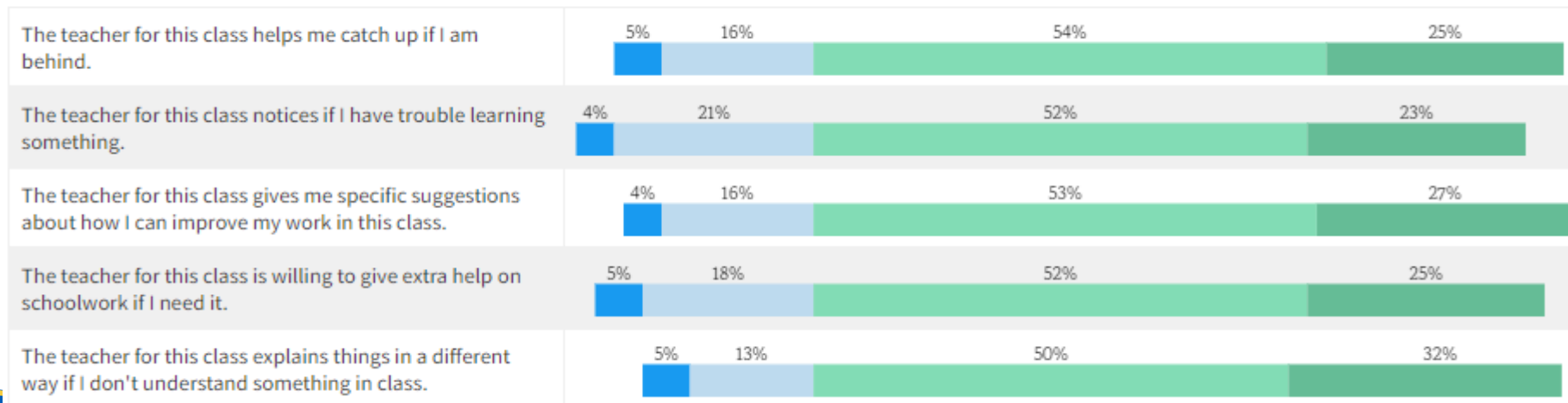
Middle School: Grades 6–8 ESCC

Academic personalism

● Strongly Disagree ● Disagree ● Agree ● Strongly Agree



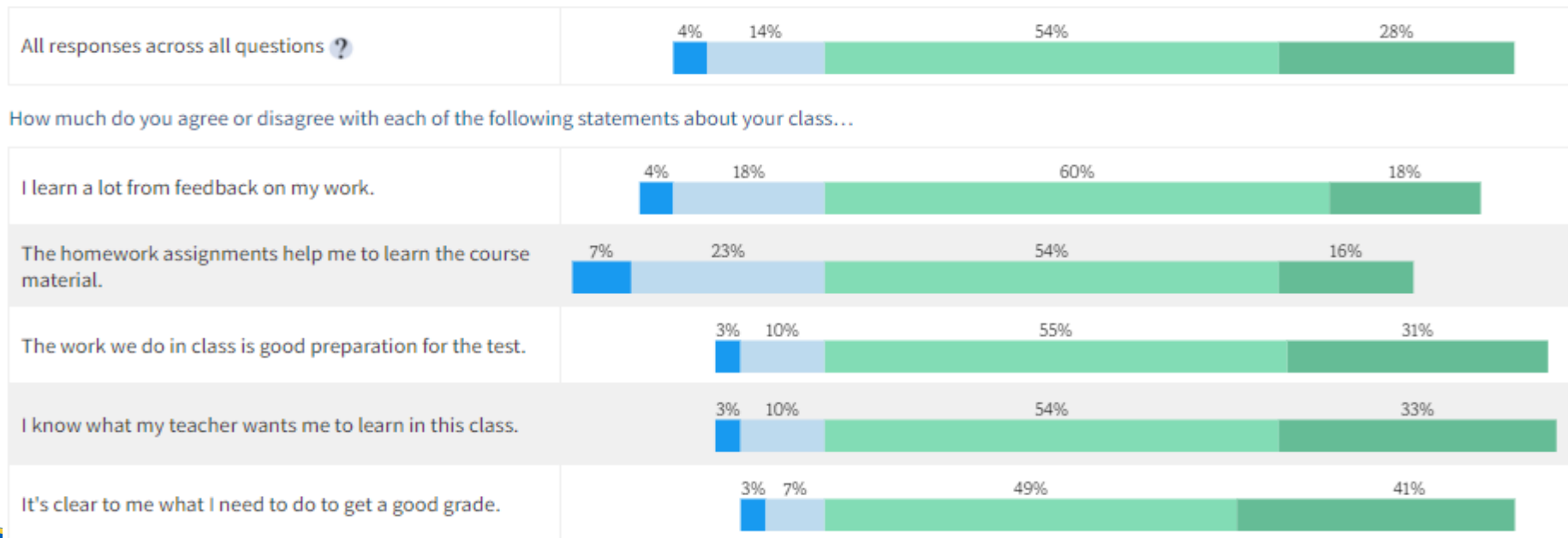
How much do you agree or disagree with each of the following statements about your class...



Middle School

Course clarity

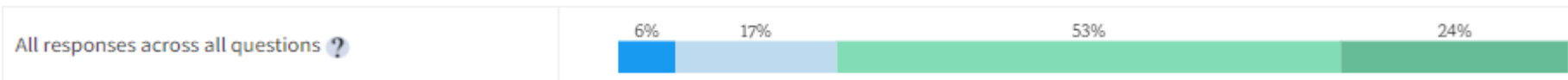
● Strongly Disagree ● Disagree ● Agree ● Strongly Agree



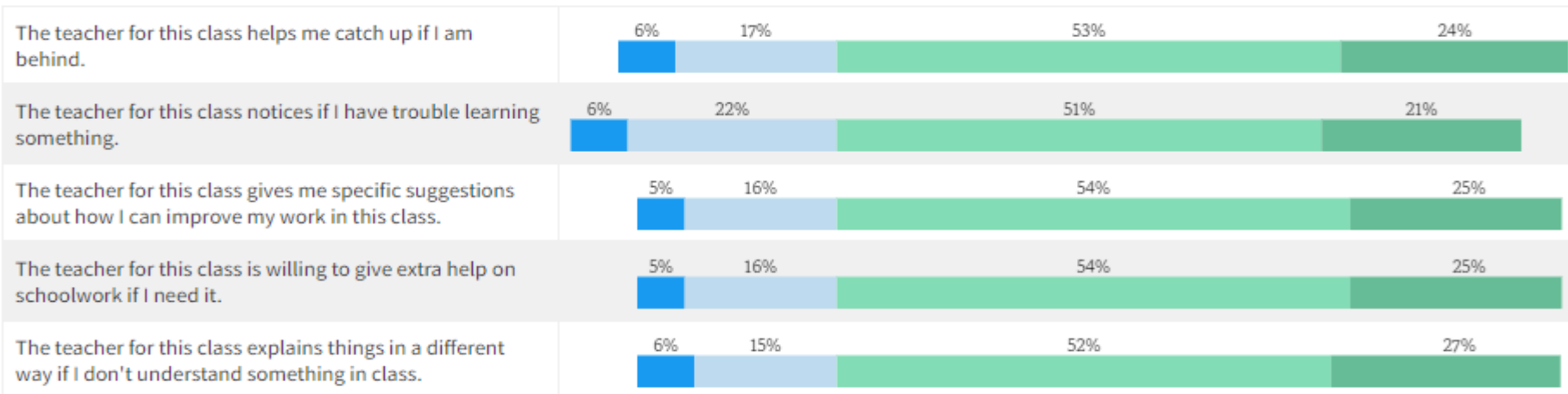
High School: Grades 9–12 ESCC

Academic personalism

● Strongly Disagree ● Disagree ● Agree ● Strongly Agree



How much do you agree or disagree with each of the following statements about your class...

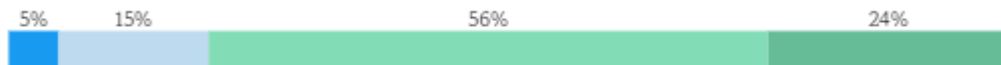


High School

Course clarity

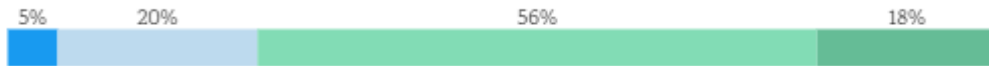
● Strongly Disagree ● Disagree ● Agree ● Strongly Agree

All responses across all questions ?

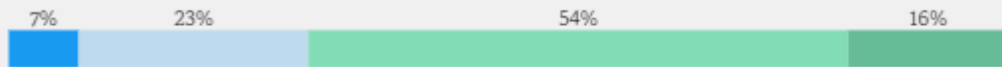


How much do you agree or disagree with each of the following statements about your class...

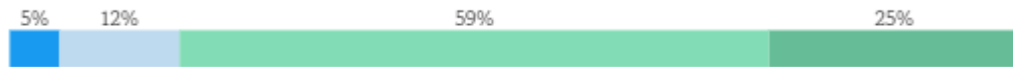
I learn a lot from feedback on my work.



The homework assignments help me to learn the course material.



The work we do in class is good preparation for the test.



I know what my teacher wants me to learn in this class.



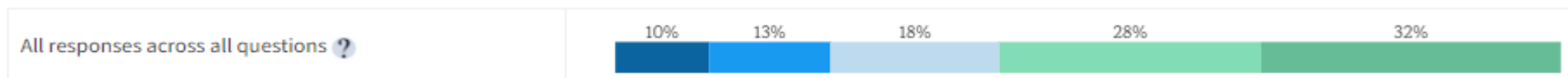
It's clear to me what I need to do to get a good grade.



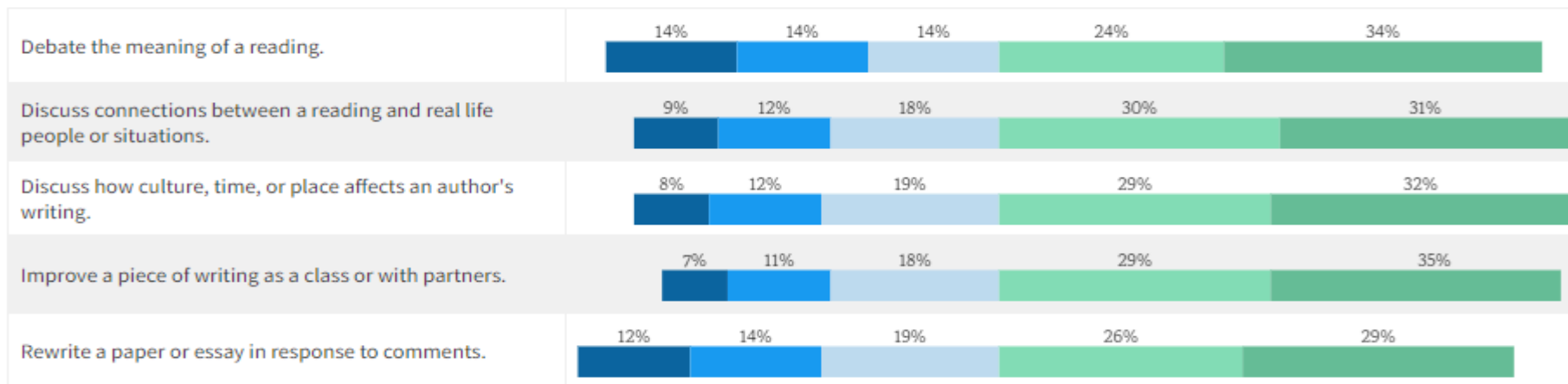
Elementary

English/Reading/Literature instructional practices

● Never ● Once or twice a semester ● Once or twice a month ● Once or twice a week ● Almost every day



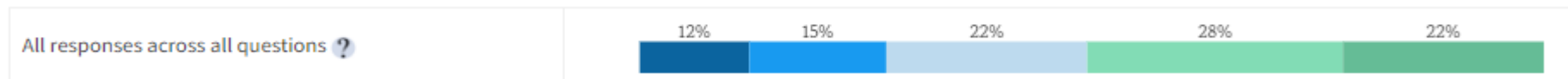
In your English/Reading/Literature class this year, how often do you do the following...



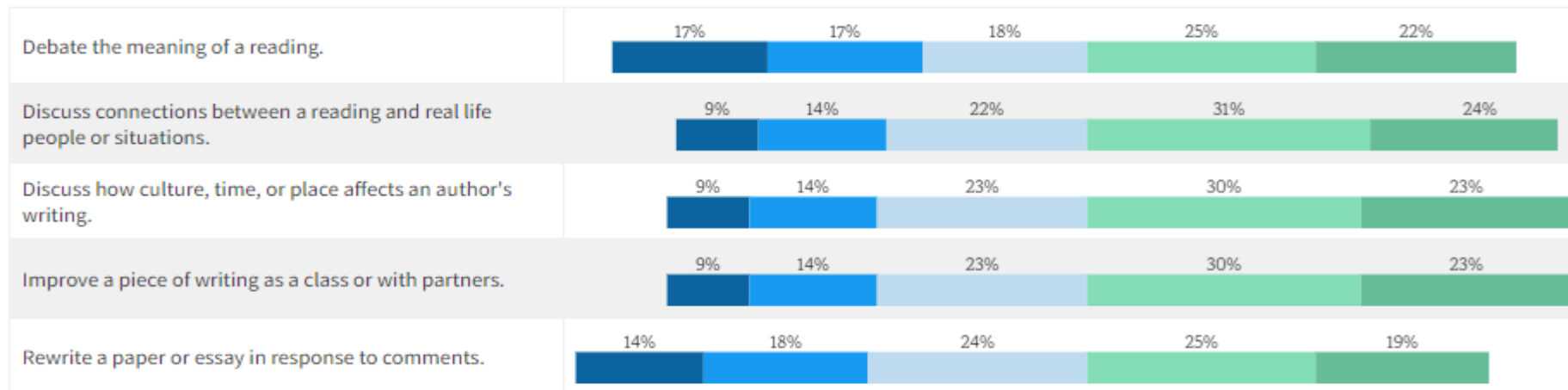
Middle School

English/Reading/Literature instructional practices

● Never ● Once or twice a semester ● Once or twice a month ● Once or twice a week ● Almost every day



In your English/Reading/Literature class this year, how often do you do the following...



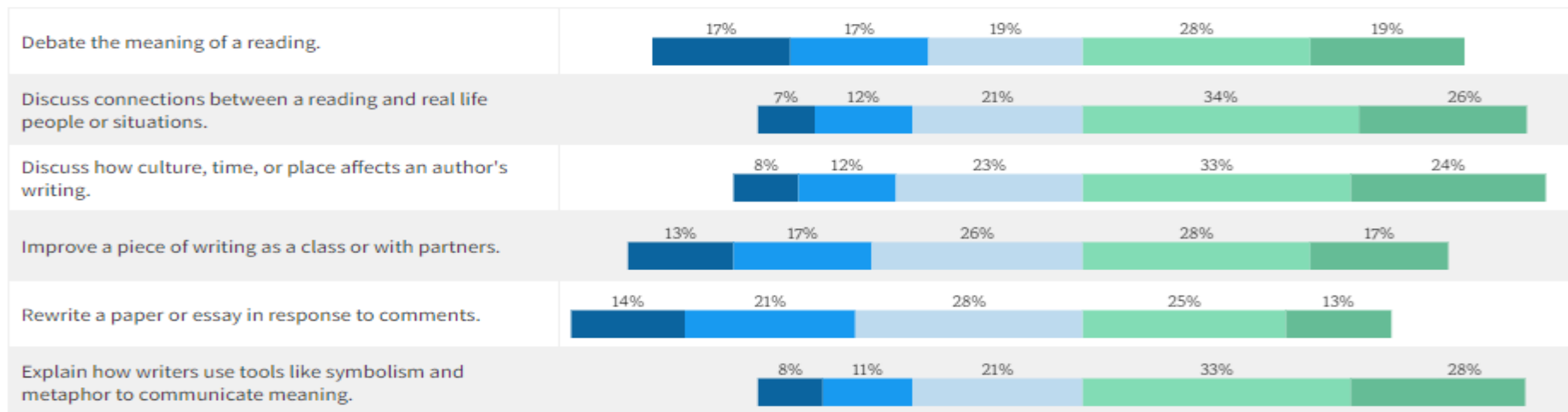
High School

English/Reading/Literature instructional practices

● Never ● Once or twice a semester ● Once or twice a month ● Once or twice a week ● Almost every day



In your English/Reading/Literature class this year, how often do you do the following...

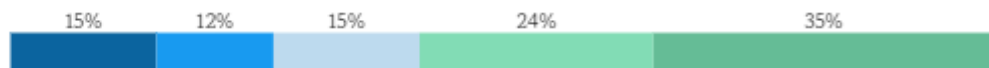


Elementary

Math instructional practices

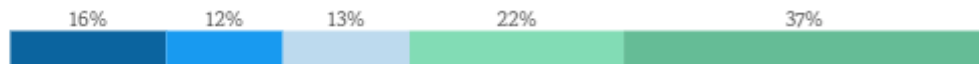
● Never ● Once or twice a semester ● Once or twice a month ● Once or twice a week ● Almost every day

All responses across all questions ?

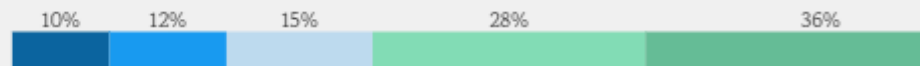


In your MATH class this year, how often do you do the following...

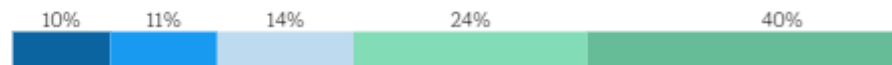
Apply math to situations in life outside of school.



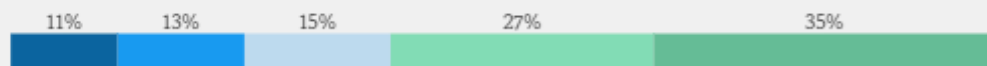
Discuss possible solutions to problems with other students.



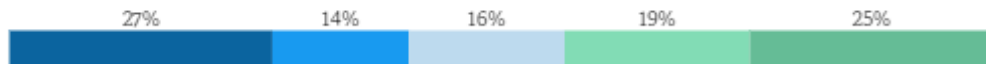
Explain how you solved a problem to the class.



Write a few sentences to explain how you solved a math problem.



Write a math problem for other students to solve.



Middle School

Math instructional practices

● Never ● Once or twice a semester ● Once or twice a month ● Once or twice a week ● Almost every day

All responses across all questions ?



In your MATH class this year, how often do you do the following...

Apply math to situations in life outside of school.



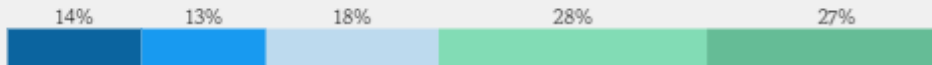
Discuss possible solutions to problems with other students.



Explain how you solved a problem to the class.



Write a few sentences to explain how you solved a math problem.



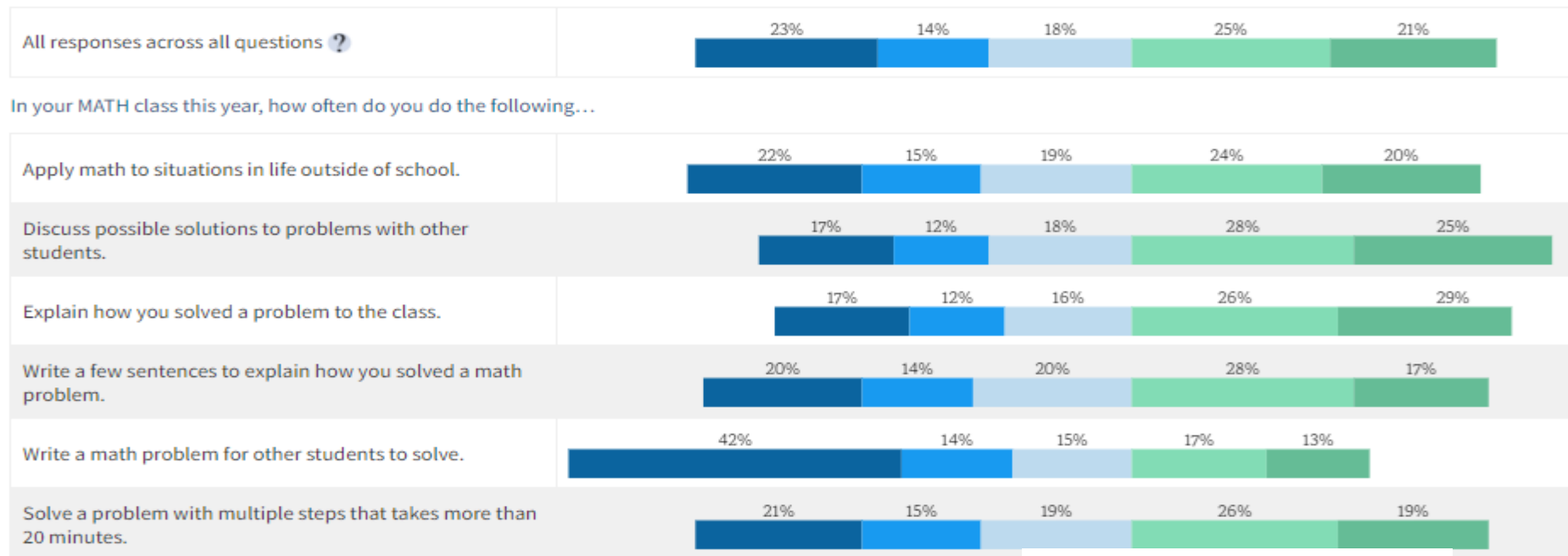
Write a math problem for other students to solve.



High School

Math instructional practices

● Never ● Once or twice a semester ● Once or twice a month ● Once or twice a week ● Almost every day



High School

College for all school

● Strongly Disagree ● Disagree ● Agree ● Strongly Agree

All responses across all questions ?



How much do you agree or disagree with each of the following statements...

Teachers make sure that all students are planning for life after graduation.



The curriculum at this school is focused on helping students get ready for college.



Teachers in this school feel that it is a part of their job to prepare students to succeed in college.



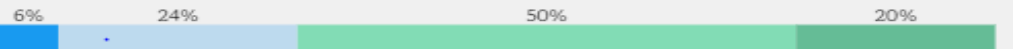
Teachers work hard to make sure that all students are learning.



High school is seen as preparation for the future.



All students are encouraged to go to college.



Teachers pay attention to all students, not just the top students.



Teachers work hard to make sure that students stay in school.



Most of the students in this school are planning to go to college.



Teachers expect most students in this school to go to college.



Teachers at this school help students plan for college outside of class time.



Student Voice

Relationships with adults

- Students appreciate school staff taking time to build relationships and care about them as people beyond the educational setting, but this does not always occur or does not occur consistently.

Elementary

Student Teacher Trust

● Strongly Disagree ● Disagree ● Agree ● Strongly Agree

All responses across all questions ?



How much do you agree or disagree with each of the following statements...

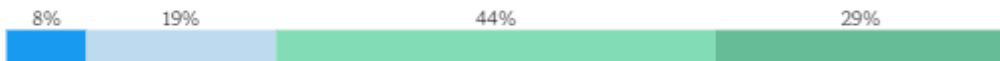
When my teachers tell me not to do something, I know they have a good reason.



I feel safe and comfortable with my teachers at school.



My teachers always keep their promise.



My teachers will always listen to students' ideas.



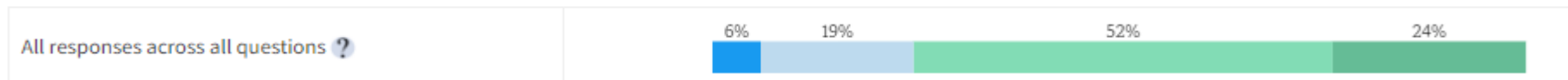
My teachers treat me with respect.



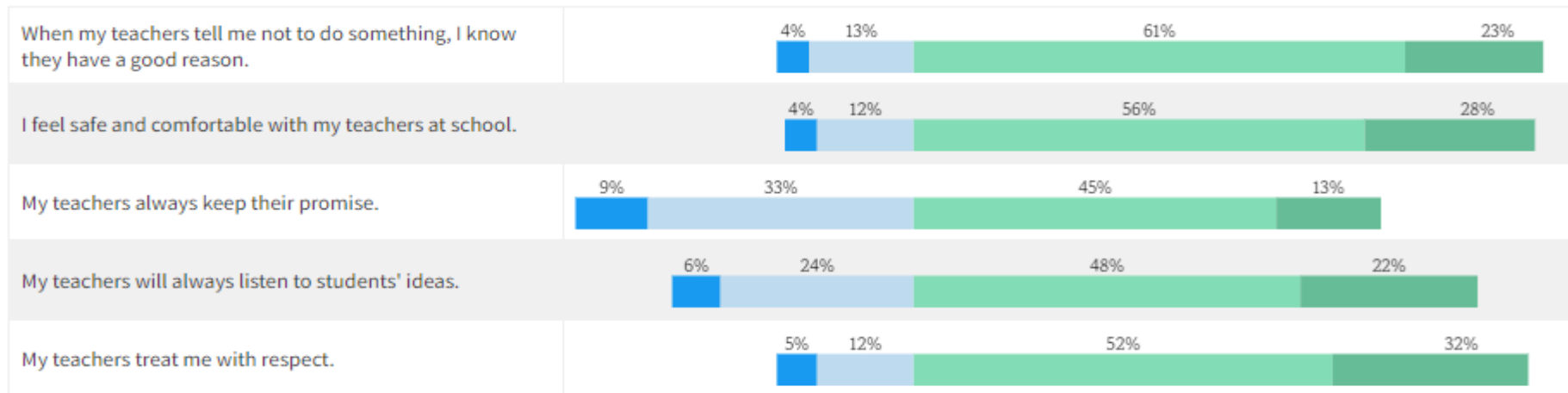
Middle School

Student Teacher Trust

● Strongly Disagree ● Disagree ● Agree ● Strongly Agree



How much do you agree or disagree with each of the following statements...

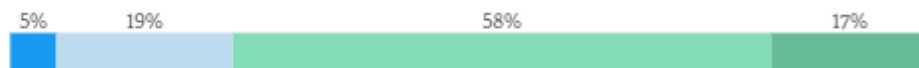


High School

Student Teacher Trust

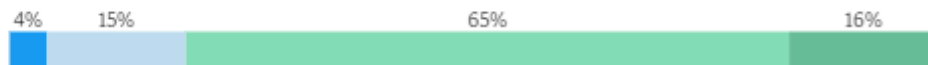
● Strongly Disagree ● Disagree ● Agree ● Strongly Agree

All responses across all questions ?

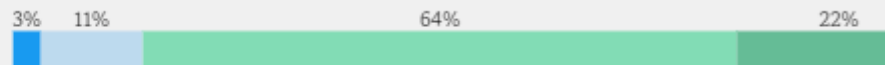


How much do you agree or disagree with each of the following statements...

When my teachers tell me not to do something, I know they have a good reason.



I feel safe and comfortable with my teachers at school.



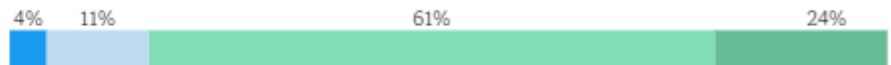
My teachers always keep their promise.



My teachers will always listen to students' ideas.



My teachers treat me with respect.



Student Voice

Learning options and environment:

- Students want more course offerings, extracurricular opportunities, and school spirit opportunities to increase engagement. Students want more engaging lessons and less computer work during class, and they were concerned with staff shortages and sub coverage.

Student Voice

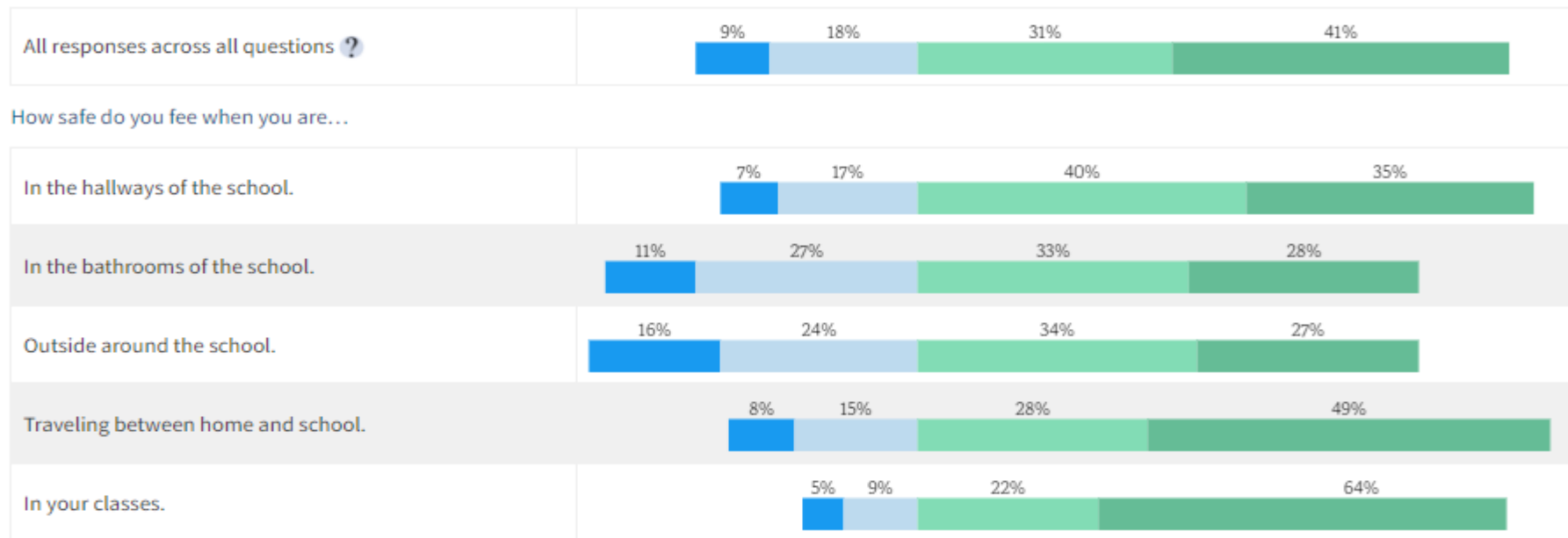
Positive school climate:

- Student diversity, positive peer-to-peer relationships, and supportive teachers and staff members are very important.

Elementary

Safety

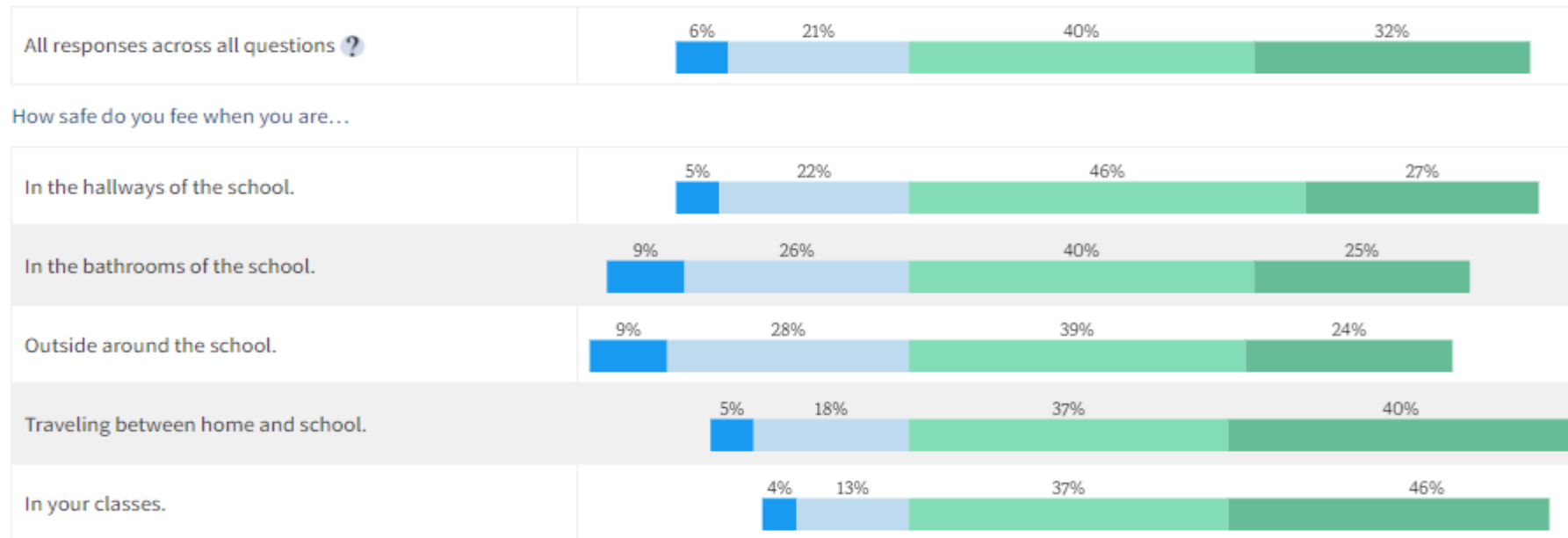
● Not safe ● Somewhat safe ● Mostly safe ● Very safe



Middle School

Safety

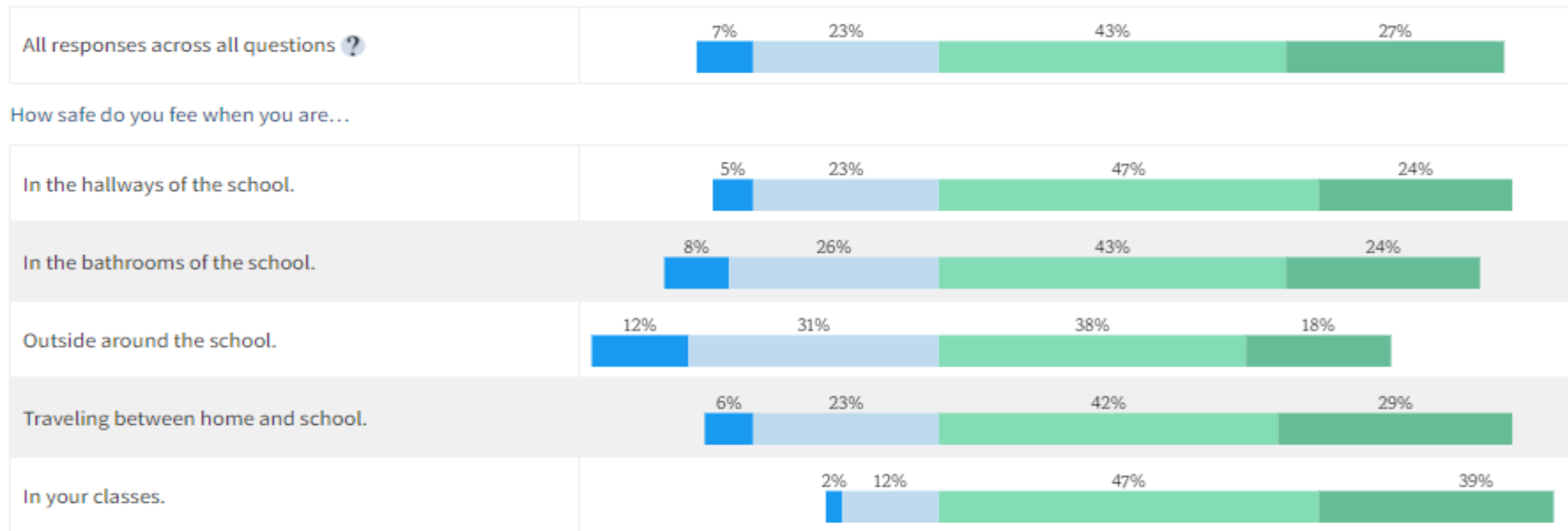
● Not safe ● Somewhat safe ● Mostly safe ● Very safe



High School

Safety

● Not safe ● Somewhat safe ● Mostly safe ● Very safe



Student Voice

Mental health supports:

- Students looked for more access to mental health support within school and time to engage in self-care when they are struggling.

Student Voice

School policies and facilities:

- Students want better use of classroom space and improved and cleaner school facilities. Students expressed frustration at locked bathroom policies and school lunch policies and options.

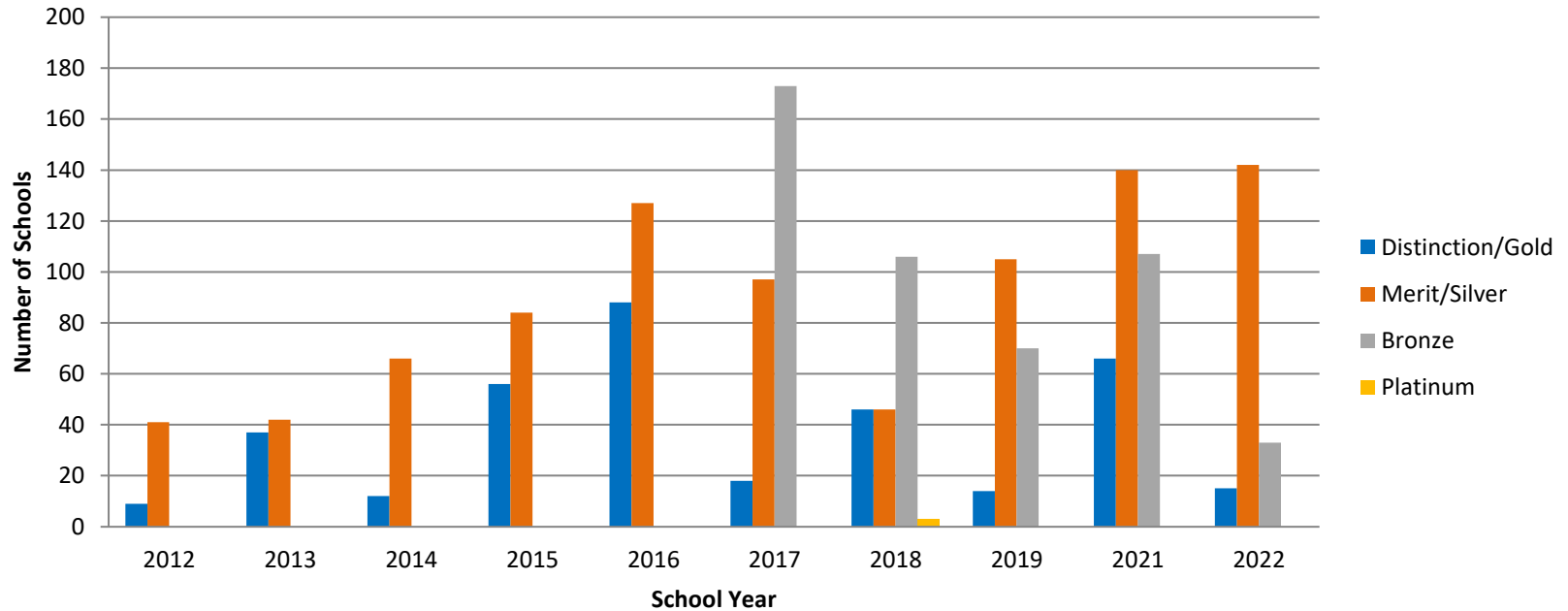
Student Voice

Balance of safety and discipline:

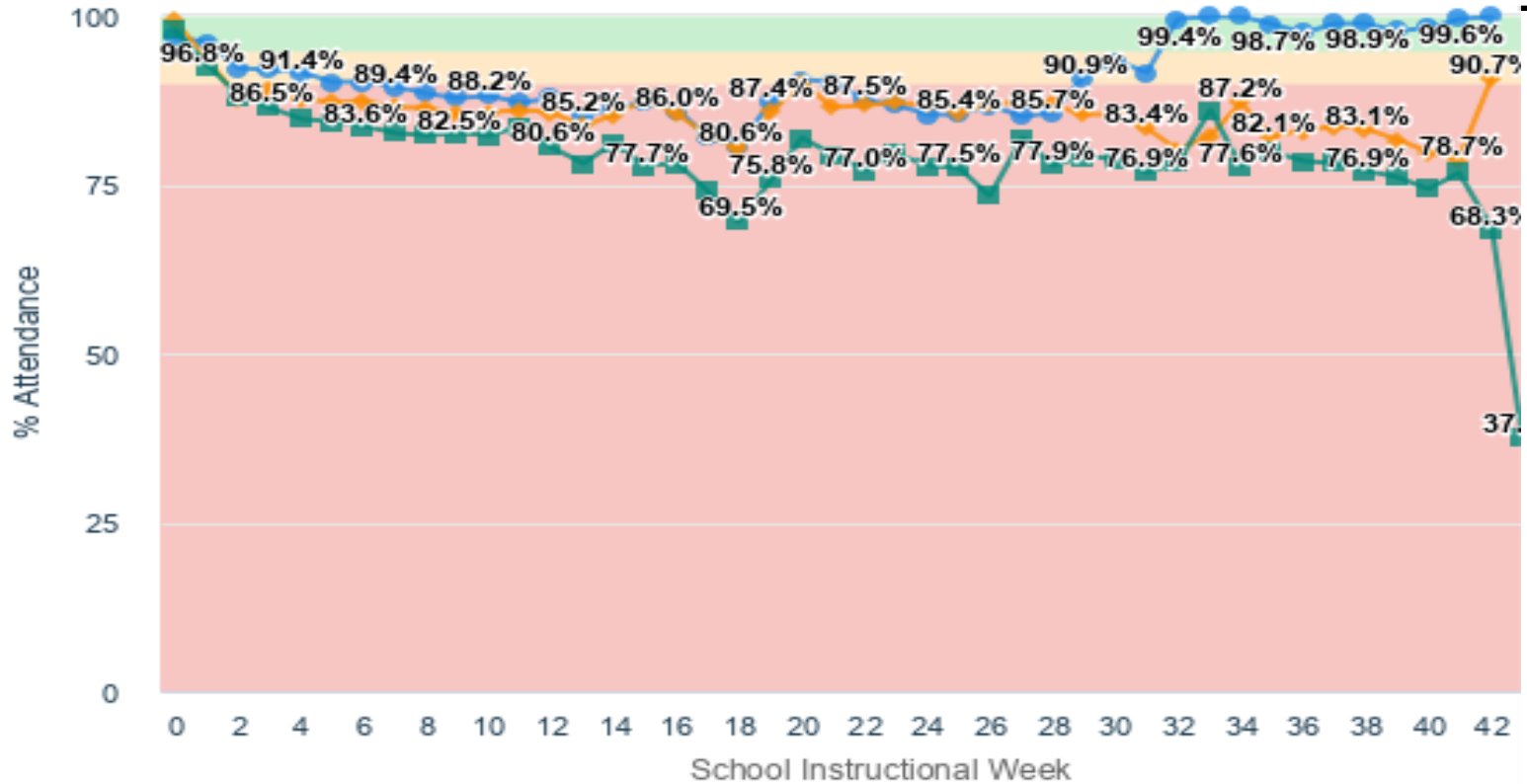
- Students discussed concerns about fights and social media. Students were frustrated that all students are punished for a few students' actions. Students felt unsafe at times in school.

Rtl Recognition

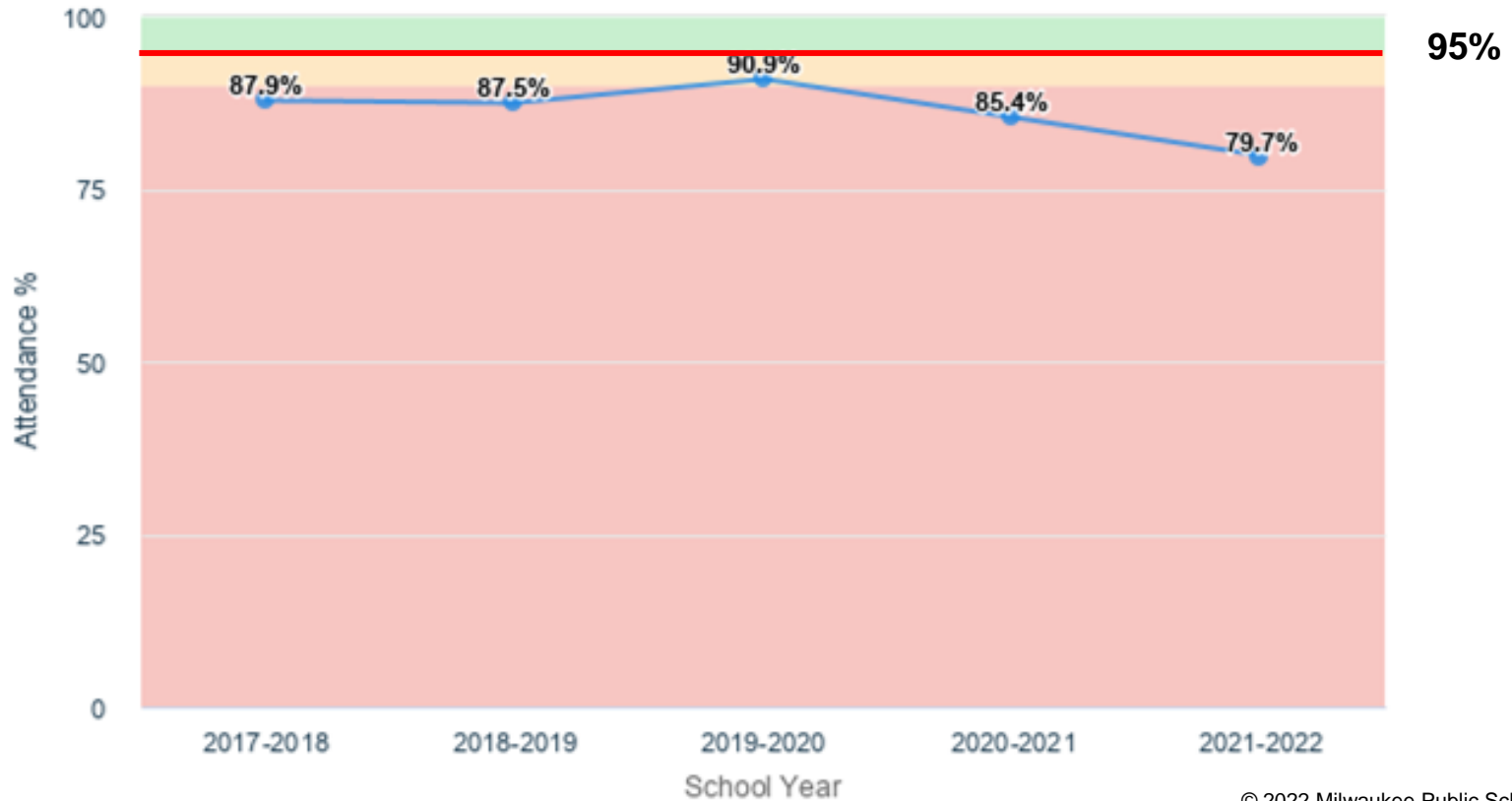
MPS Schools Recognized by the Rtl Center/PBIS Network



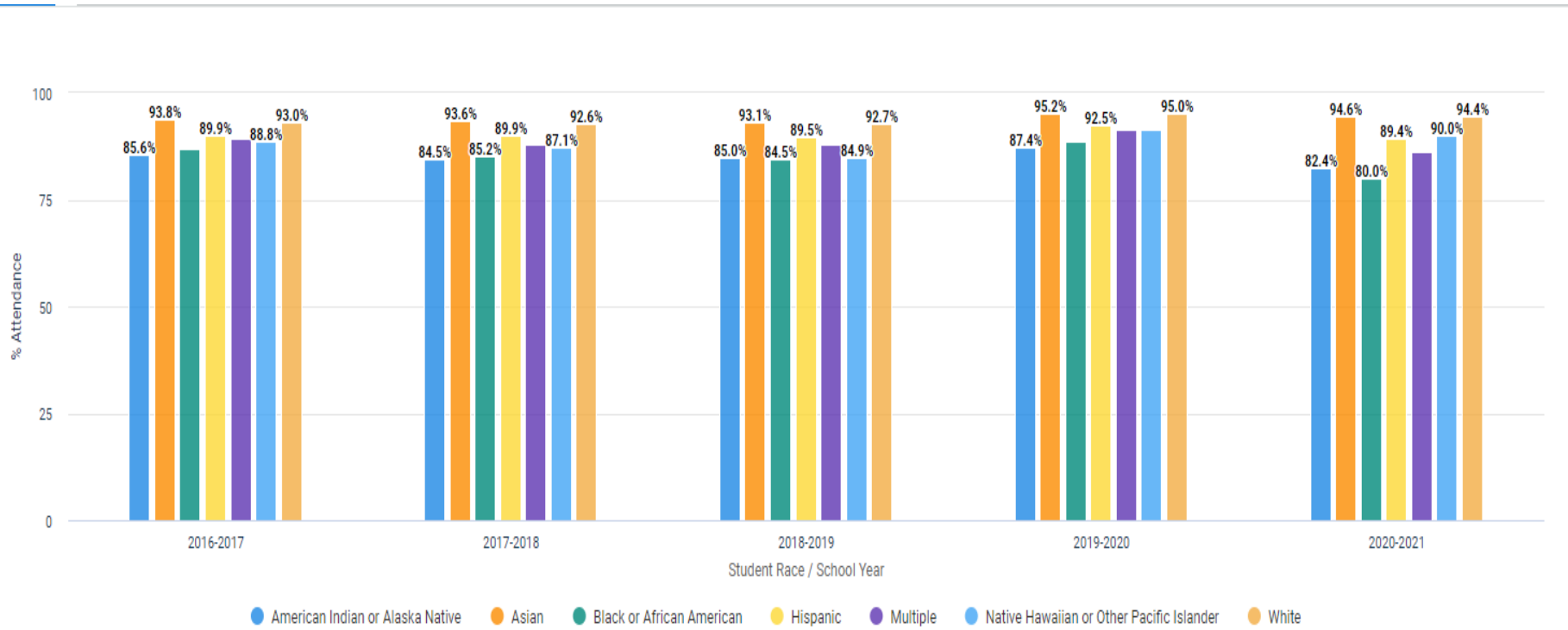
Weekly Attendance



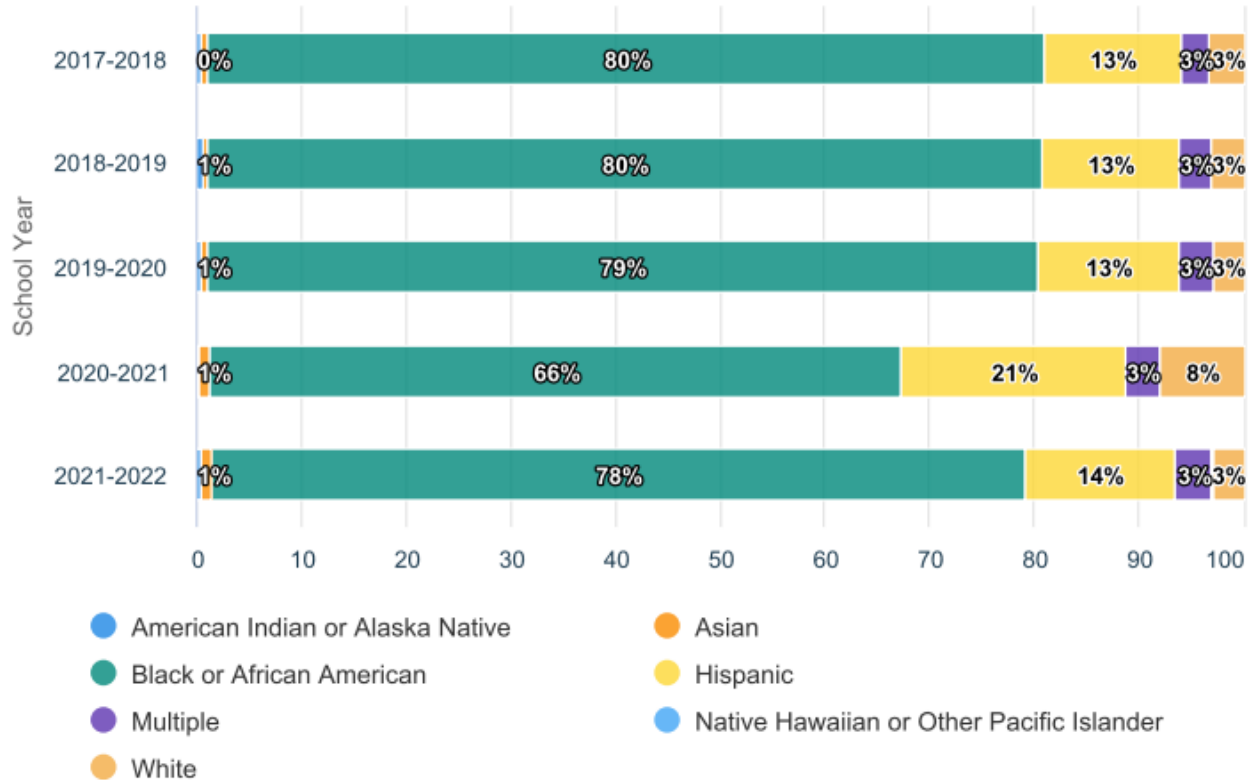
Attendance Overview



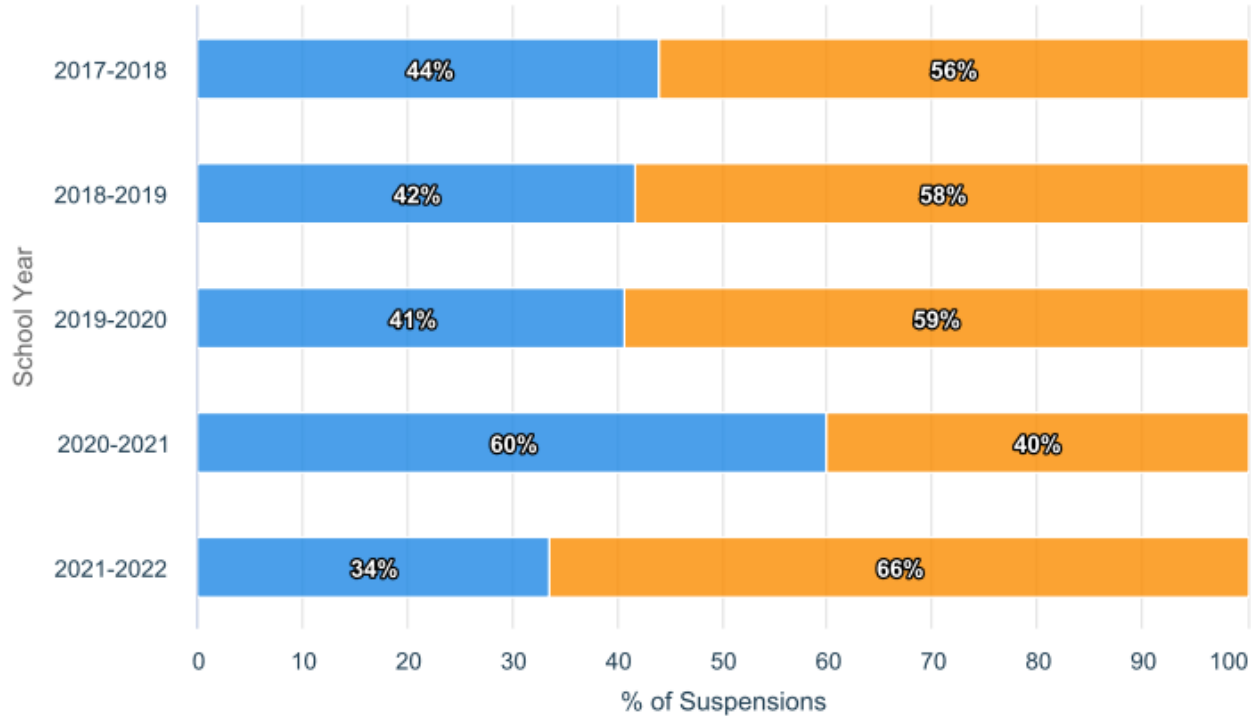
Attendance Rate by Race Group by Year



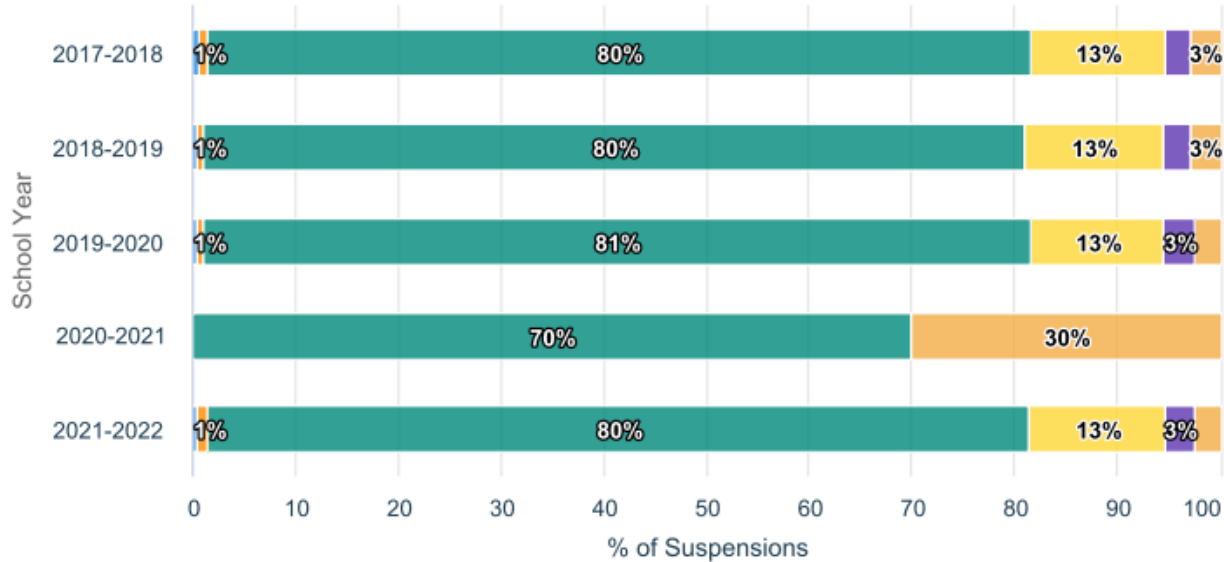
Behavior Referrals by Race



Suspensions by Disability Status

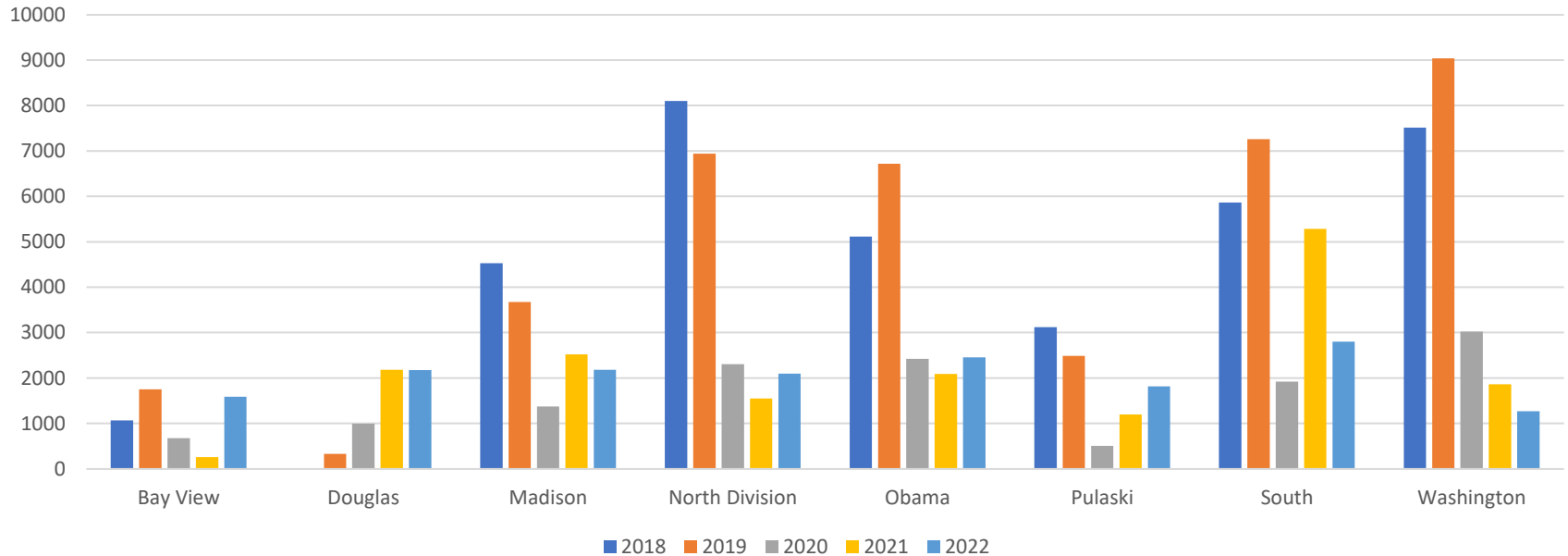


Suspensions by Race



Student Engagement at Twilight Centers

Visits to Twilight Centers



Student Satisfaction in Recreation Courses

Was the instructor prepared for each class?	All of the time	N/A	Never	Seldom	Grand Total
2019	153	6	2	35	196
2020	197	1	3	50	251
Grand Total	350	7	5	85	447

Was the instructor's presentation/instruction in class clear to the participant?	All of the time	Most of the time	N/A	Never	Seldom	Grand Total
2019	149	34	1	1	10	196
2020	182	52	1	4	13	252
Grand Total	331	86	2	5	23	448

Do you feel the class met your expectations?	No	Yes	Grand Total
2019	21	173	196
2020	30	219	252
Grand Total	51	392	448

Is the Recreation Building Staff Helpful/Courtous?	All of the time	Most of the time	N/A	Never	Seldom	Grand Total
2019	160	26	4	2	4	196
2020	189	46	8	1	8	252
Grand Total	349	72	12	3	12	448



Ropes and Challenges Survey

- Pre and Post Surveys are given to Ropes & Challenges Facilitators to be filled out by students who go to the Challenge Course as a culmination of their groups.
- The survey results are more representative to approximately 10% of the recorded number of students participating.
- Post Surveys are done by approx. 40% of the Pre-surveys respondents.



Ropes and Challenges Survey

Never True - 1; Almost never true - 2; Usually not true - 3; Neither true nor false - 4; Usually True - 5; Almost always true - 6; Always true - 7

	FY 20			FY 21			FY 22		
	Pre	Post	change	Pre	Post	change	Pre	Post	change
Students in my class like cooperating on a team.	5.02	5.31	0.29	4.16	4.57	0.41	5.24	5.24	0.00
No matter what the situation is, I can handle it.	5.19	5.14	-0.05	4.45	5.14	0.69	4.96	4.83	-0.13
Students in my class are good leaders.	4.57	5.38	0.81	3.35	5.00	1.65	4.73	4.76	0.03
My own efforts and actions are what will determine my future.	5.75	5.55	-0.20	4.80	6.29	1.49	5.61	5.38	-0.23
Students in my class are open to different thinking if there is a better idea.	5.07	5.55	0.48	3.60	5.71	2.11	5.26	5.33	0.07
When doing things, students in my class try their best to get the details right.	4.92	5.53	0.61	4.85	5.17	0.32	5.19	5.02	-0.17
Life is controlled by luck.	3.58	3.96	0.38	3.84	3.71	-0.13	3.99	3.76	-0.23
I am confident that I have the ability to succeed in what I want to do.	5.38	5.20	-0.18	4.90	6.00	1.10	5.38	5.58	0.20
Students in my class are successful in social situations.	4.84	5.27	0.43	4.47	4.71	0.24	5.01	5.07	0.06
Students in my class cooperate well when working on a team.	4.82	5.51	0.69	4.00	4.57	0.57	5.09	5.02	-0.07
No matter what happens, I can handle it.	5.07	5.39	0.32	4.50	4.43	-0.07	5.22	5.07	-0.15
Students in my class are capable of being good leaders.	4.79	5.42	0.63	3.45	5.00	1.55	4.97	5.17	0.20
What I do and how I do it will determine how successful I am in life.	5.57	5.33	-0.24	5.10	5.86	0.76	5.26	5.00	-0.26
Students in my class are open to new ideas.	5.11	5.44	0.33	4.60	5.43	0.83	5.42	5.33	-0.09
Students in my class try to get the best possible results when they do things.	4.99	5.35	0.36	4.70	5.14	0.44	5.38	5.21	-0.17



Ropes and Challenges Survey

Never True - 1; Almost never true - 2; Usually not true - 3; Neither true nor false - 4; Usually True - 5; Almost always true - 6; Always true - 7

When I apply myself to something, I am confident I will succeed.

Other people control what happens in my future.

Students in my class are comfortable in social situations.

Students in my class are good at cooperating with team members.

I can handle things no matter what happens.

Students in my class are seen as capable leaders.

Students in my class are willing to accept new ideas.

If I succeed in life, it will be because of my efforts.

When students in my class do things, they try to get the best results.

I am confident in my ability to be successful.

Students in my class communicate well in social situations.

My life is controlled by events outside of my control.

FY 20			
	Mean		
	Pre	Post	change
When I apply myself to something, I am confident I will succeed.	5.35	5.19	-0.16
Other people control what happens in my future.	3.22	3.28	0.06
Students in my class are comfortable in social situations.	4.66	5.11	0.45
Students in my class are good at cooperating with team members.	4.73	5.26	0.53
I can handle things no matter what happens.	5.12	5.17	0.05
Students in my class are seen as capable leaders.	4.74	5.39	0.65
Students in my class are willing to accept new ideas.	5.13	5.60	0.47
If I succeed in life, it will be because of my efforts.	5.56	5.45	-0.11
When students in my class do things, they try to get the best results.	4.94	5.26	0.32
I am confident in my ability to be successful.	5.47	5.38	-0.09
Students in my class communicate well in social situations.	4.81	5.23	0.42
My life is controlled by events outside of my control.	4.21	4.40	0.19

FY 21			
	Mean		
	Pre	Post	change
When I apply myself to something, I am confident I will succeed.	4.90	6.14	1.24
Other people control what happens in my future.	2.20	3.14	0.94
Students in my class are comfortable in social situations.	4.40	4.43	0.03
Students in my class are good at cooperating with team members.	3.75	5.29	1.54
I can handle things no matter what happens.	4.16	6.00	1.84
Students in my class are seen as capable leaders.	4.10	4.86	0.76
Students in my class are willing to accept new ideas.	4.65	5.86	1.21
If I succeed in life, it will be because of my efforts.	6.10	5.29	-0.81
When students in my class do things, they try to get the best results.	5.10	5.57	0.47
I am confident in my ability to be successful.	5.25	5.14	-0.11
Students in my class communicate well in social situations.	4.60	4.86	0.26
My life is controlled by events outside of my control.	3.00	4.43	1.43

FY 22			
	Mean		
	Pre	Post	change
When I apply myself to something, I am confident I will succeed.	5.41	5.40	-0.01
Other people control what happens in my future.	3.12	2.98	-0.14
Students in my class are comfortable in social situations.	4.82	4.82	0.00
Students in my class are good at cooperating with team members.	5.25	5.22	-0.03
I can handle things no matter what happens.	5.13	4.90	-0.23
Students in my class are seen as capable leaders.	4.88	4.98	0.10
Students in my class are willing to accept new ideas.	5.25	5.15	-0.10
If I succeed in life, it will be because of my efforts.	5.70	5.55	-0.15
When students in my class do things, they try to get the best results.	5.27	5.03	-0.24
I am confident in my ability to be successful.	5.34	5.37	0.03
Students in my class communicate well in social situations.	5.06	5.13	0.07
My life is controlled by events outside of my control.	3.89	4.02	0.13



Activity

- Note 2-3 observations that are **KEY** to future strategic planning from reviewing each section of the data

Thank you.



Dr. Keith P. Posley, *Superintendent*

