

Growing Cultures of Belonging

Using Data to Strengthen Inclusive Practices in Shrewsbury



Report to School Committee
June, 2022



Data fuels improvement.



SURVEY INFORMATION INFORMS OUR

- Implementation of Social-Emotional Learning (SEL) practices
- Discussions about areas of general strength and need, and
- Efforts to better understand the experiences of students by subgroup.

Two Domains of Social-Emotional Learning



SKILLS & COMPETENCIES

The skills we can help students grow and develop

- Emotion Regulation
- Self-Efficacy
- Social Awareness



SUPPORTS & ENVIRONMENT

*The supports we can grow as educators alongside
and in partnership with our students*

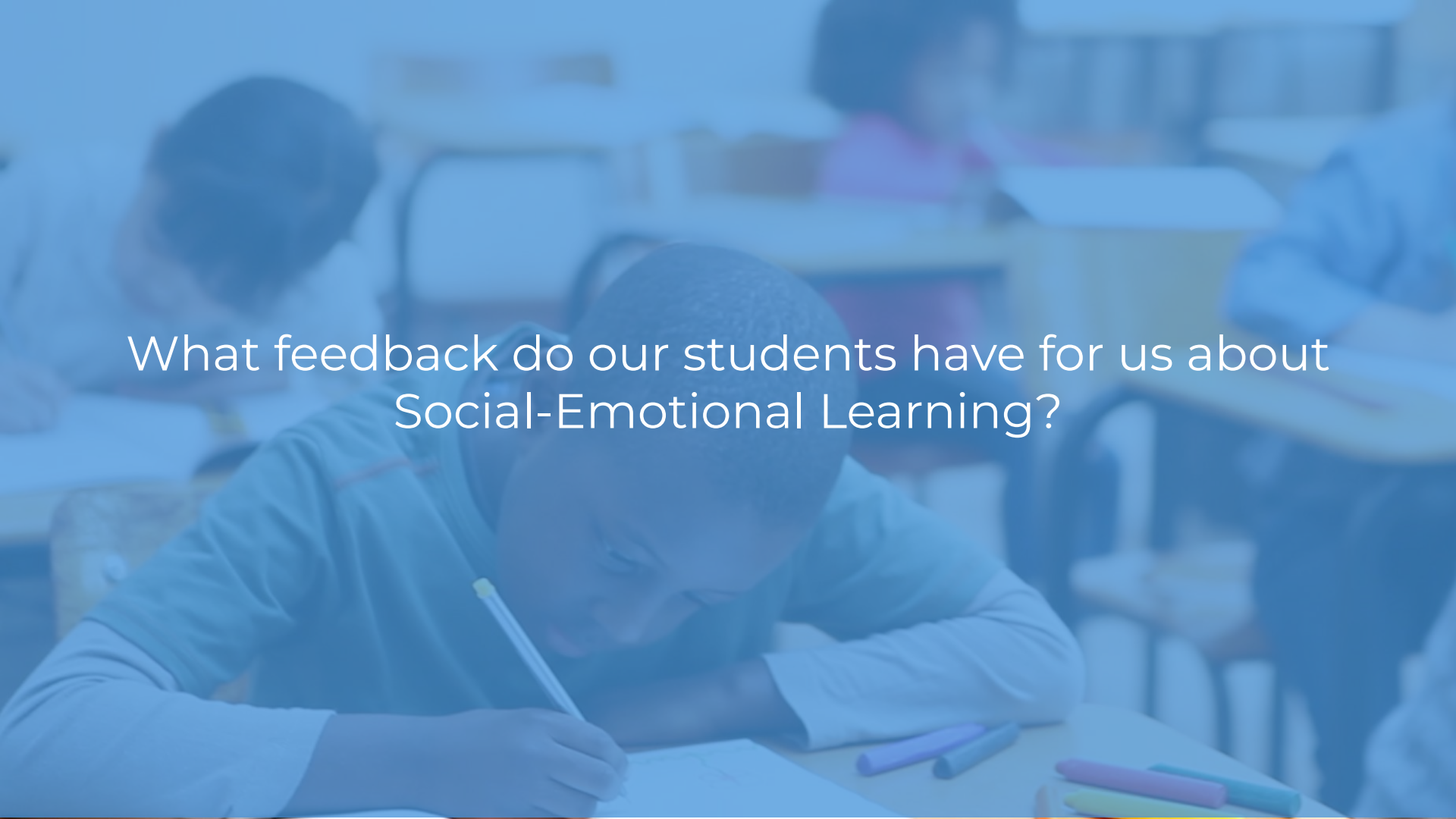
- Cultural Awareness & Action
- Sense of Belonging

WHY NOW? WHY THIS SURVEY TOOL?

Our goals include:

- improving experiences for students
- strengthening relationships between students and educators and educators and families
- supporting strong cultures



A blue-tinted photograph of a classroom. In the foreground, a young boy is leaning over his desk, focused on writing or drawing with a yellow marker. Several other students are visible in the background, also working at their desks. The overall atmosphere is one of quiet concentration and learning.

What feedback do our students have for us about
Social-Emotional Learning?



EXAMPLE

Emotion-Regulation

How well students manage their emotions, thoughts, and behaviors in different situations

In the past month...

- How often were you able to pull yourself out of a bad mood?
- When everyone around you gets angry, how relaxed can you stay?
- How often are you able to control your emotions when you need to?
- Once you get upset, how often can you get yourself to relax?
- When things go wrong for you, how calm are you able to stay?

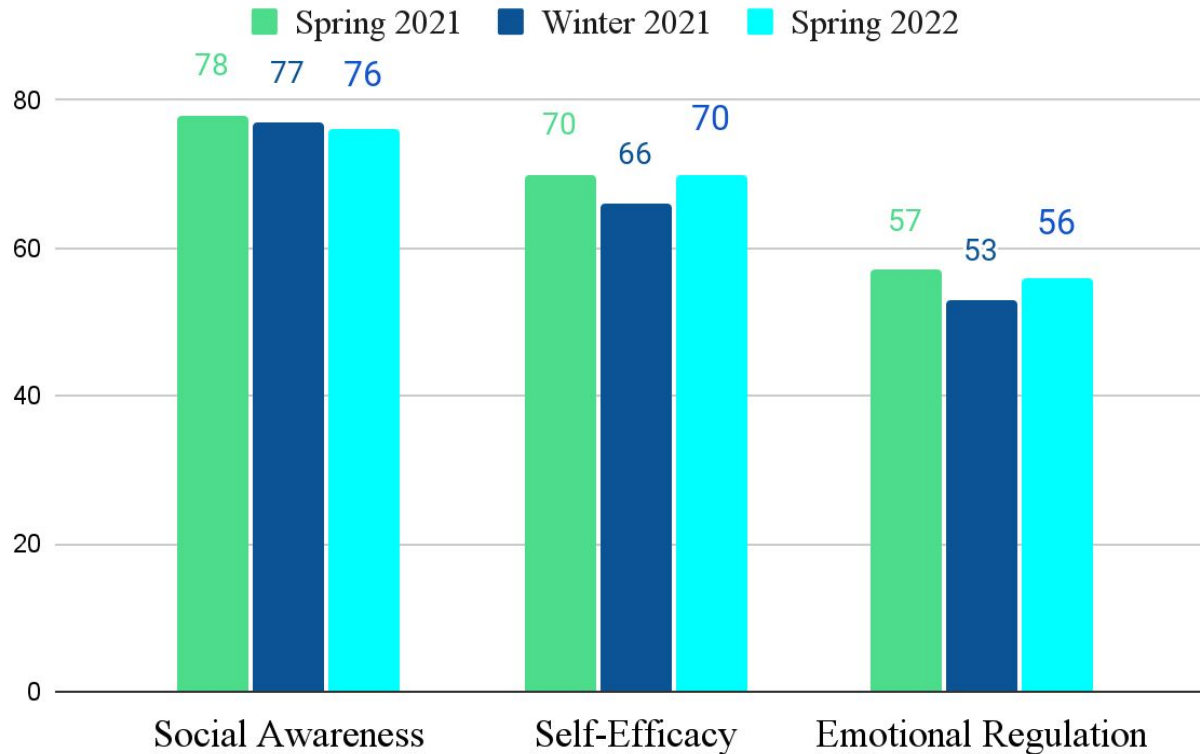
MEASURES OF SOCIAL-EMOTIONAL LEARNING

Survey Results by Grade Span



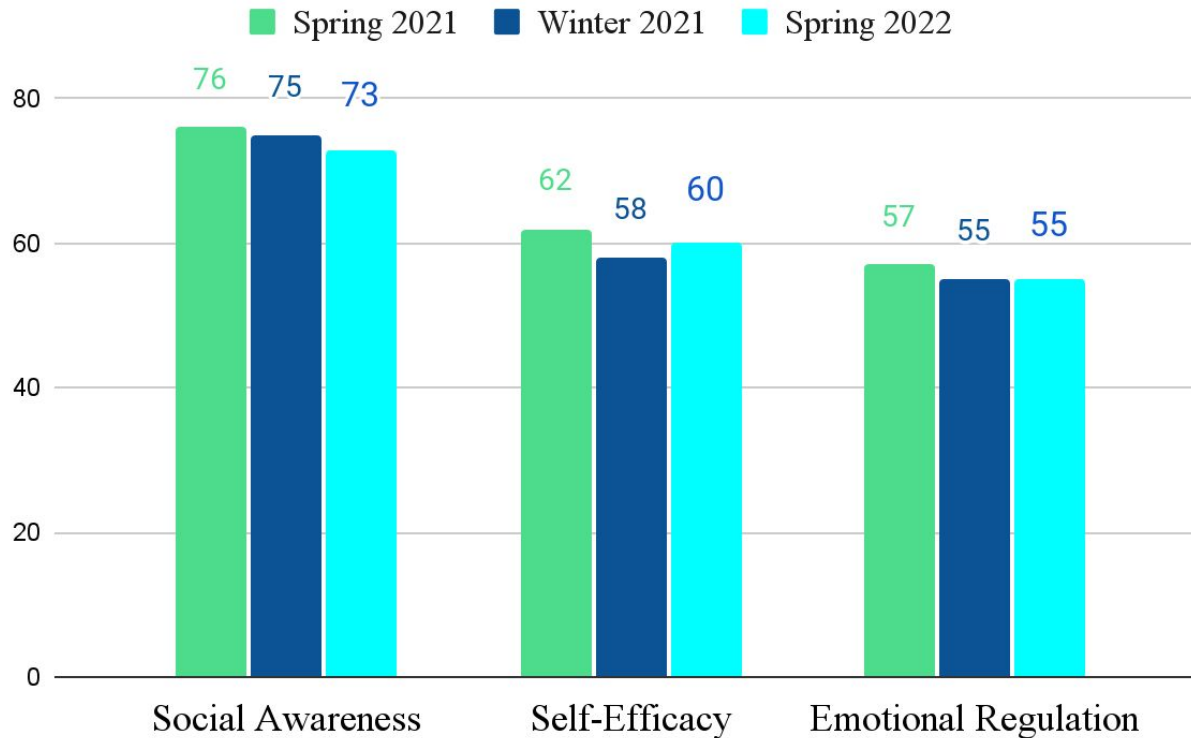
GRADES 3-5

Social-Emotional (SEL) Survey Results: Percent Favorable by Topic



GRADES 6-12

Social-Emotional (SEL) Survey Results: Percent Favorable by Topic



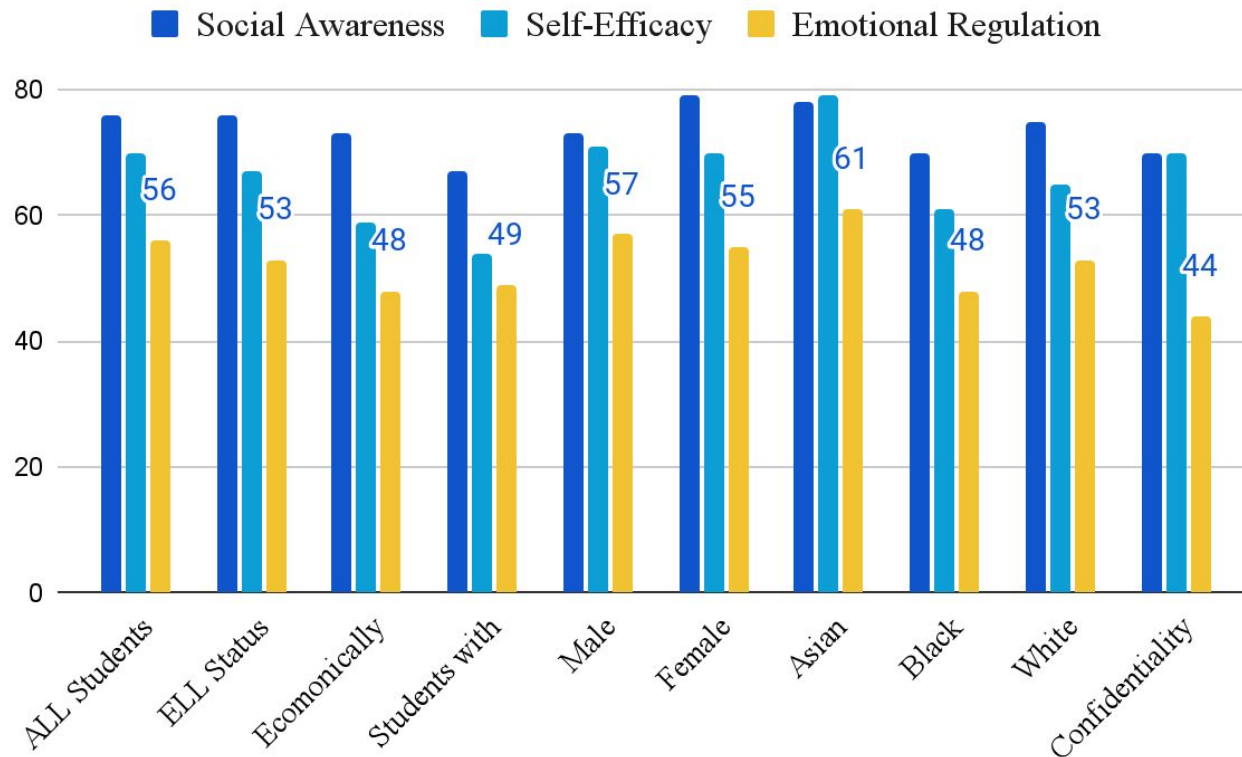
MEASURES OF SOCIAL-EMOTIONAL LEARNING

Survey Results by Demographic



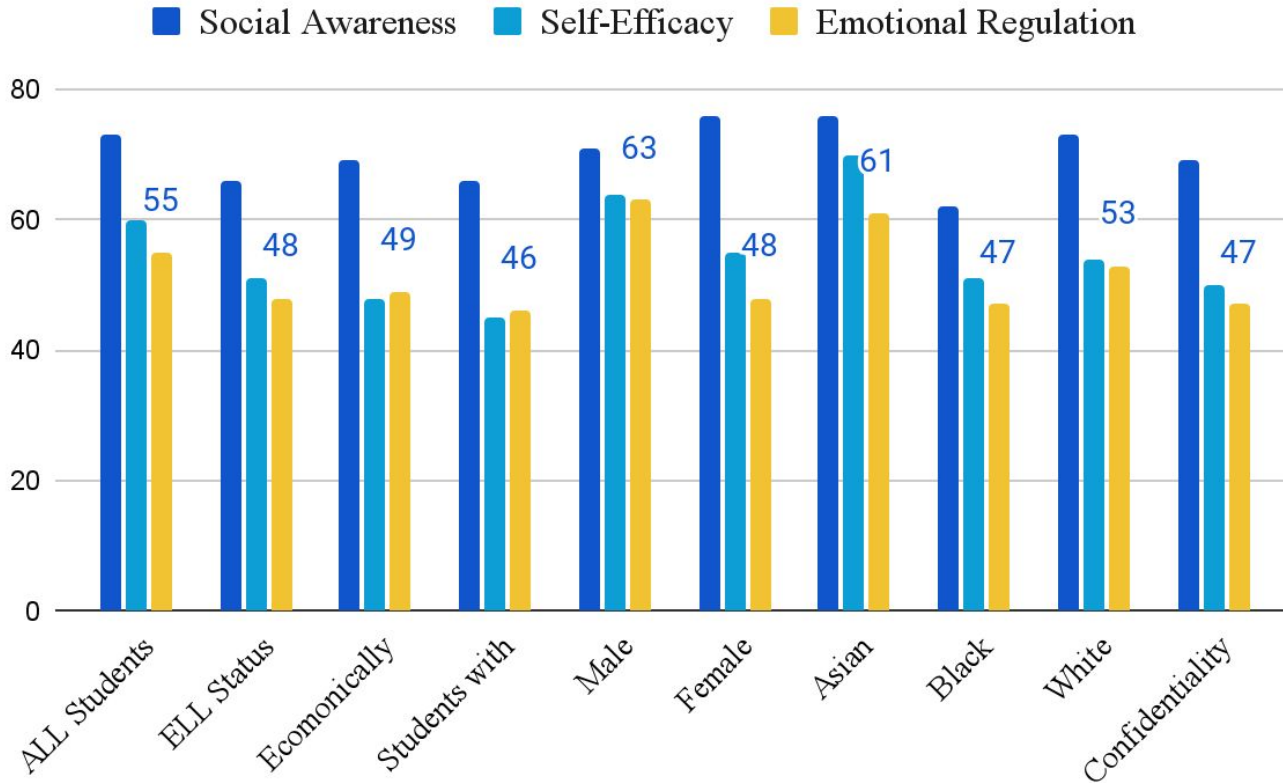
SEL GRADES 3-5 : *Percentage Favorable by Topic*

Spring 2022 Student Subgroup Comparisons



SEL GRADES 6-12: *Percentage Favorable by Topic*

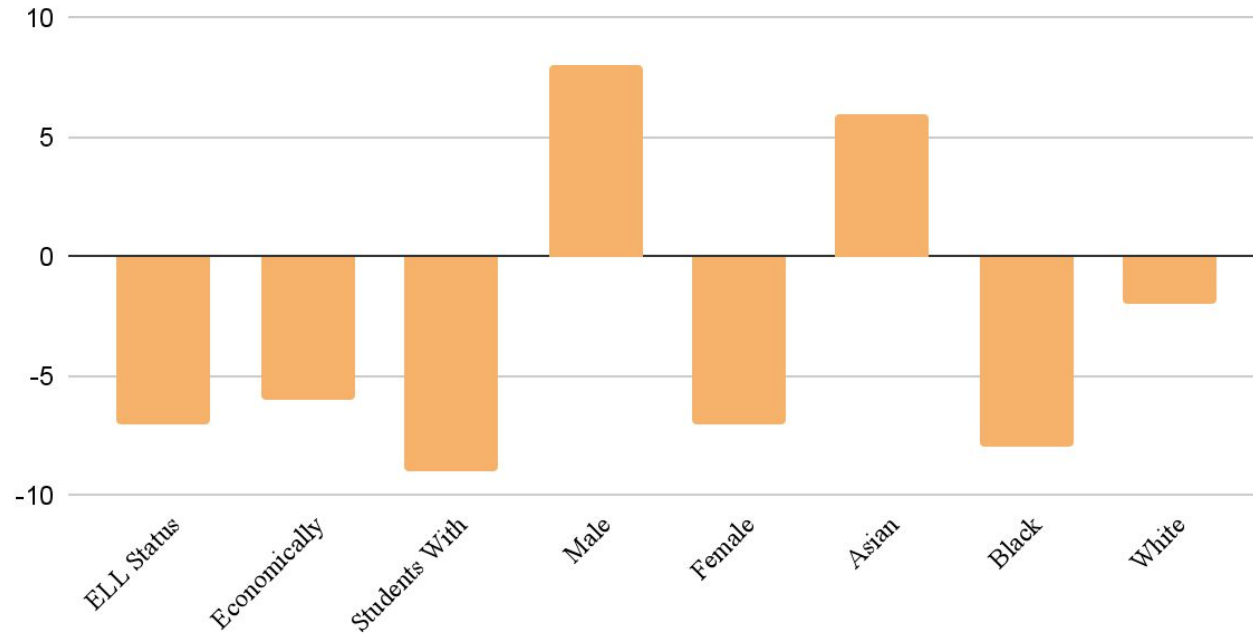
Spring 2022 Student Subgroup Comparisons



A CLOSER LOOK AT EMOTIONAL REGULATION

Student Subgroup Comparison by Topic: *Grades 6-12*

Difference from Grade Span Average





What feedback do our students have for us about
Equity & Inclusion?

MEASURES OF EQUITY & INCLUSION

Survey Results by Grade Span

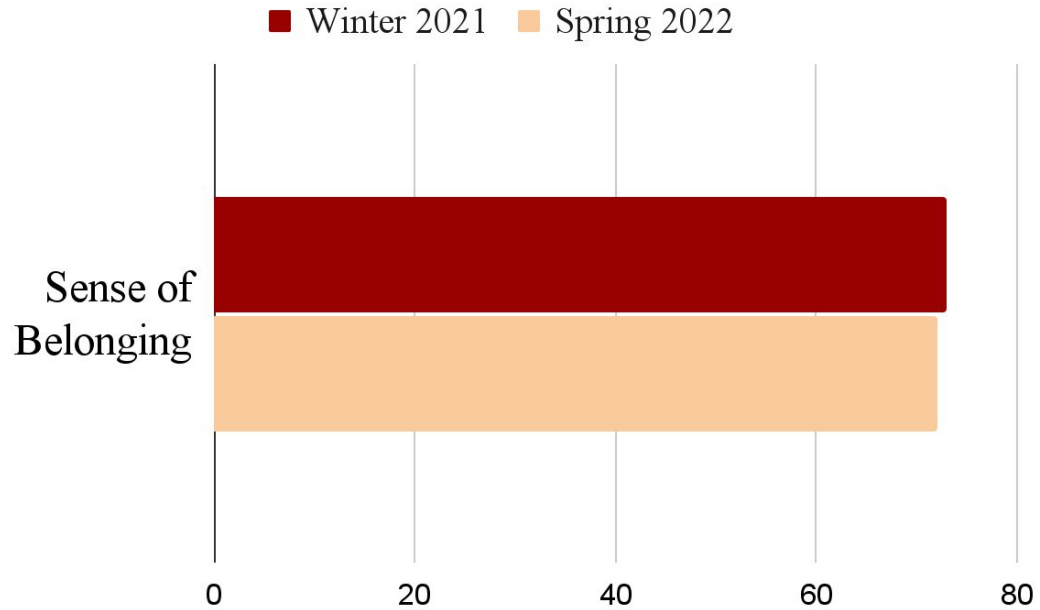


GRADES 3 & 4

Equity & Inclusion Survey Results: Percent Favorable by Topic

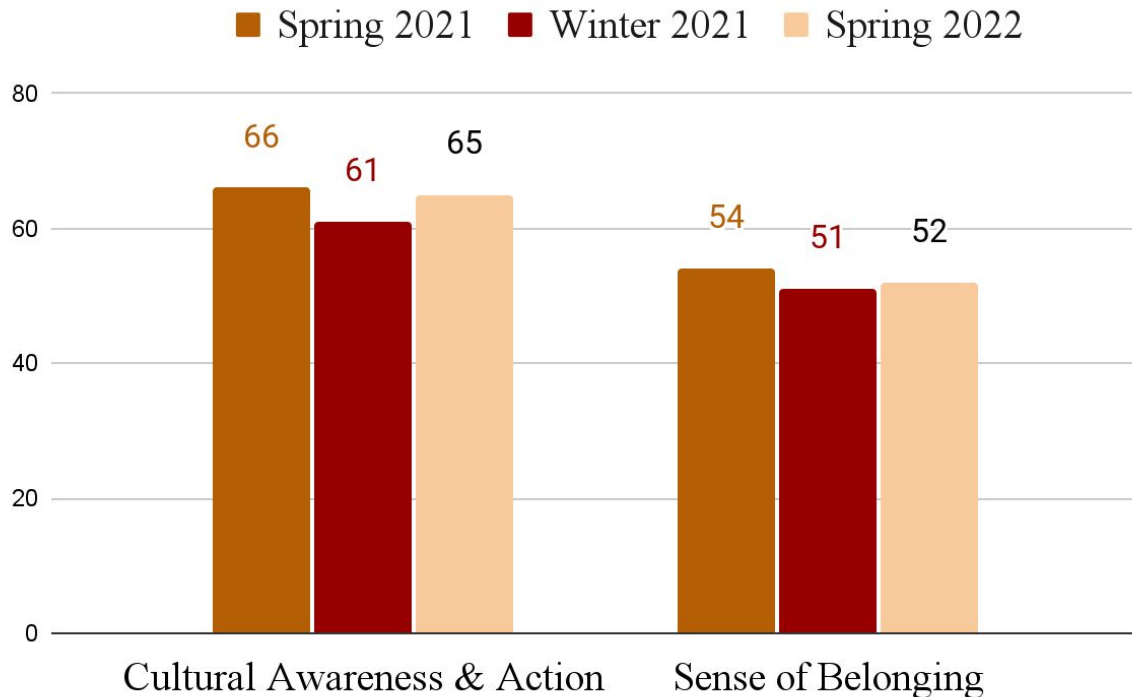
Questions that factored into this topic included:

- How well do people at your school understand you as a person?
- How connected do you feel to the adults at your school?
- How much respect do students in your school show you?
- How much do you matter to others at this school? and
- Overall how much do you feel like you belong at your school?



GRADES 5-12

Equity & Inclusion Survey Results: Percent Favorable by Topic



Questions that factored into Cultural Awareness & Action included:

- How often do teachers encourage you to learn about people from different races, ethnicities, or cultures?
- How often do you think about what someone of a different race, ethnicity, or culture experiences?
- How confident are you that students at your school can have honest conversations with each other about race?

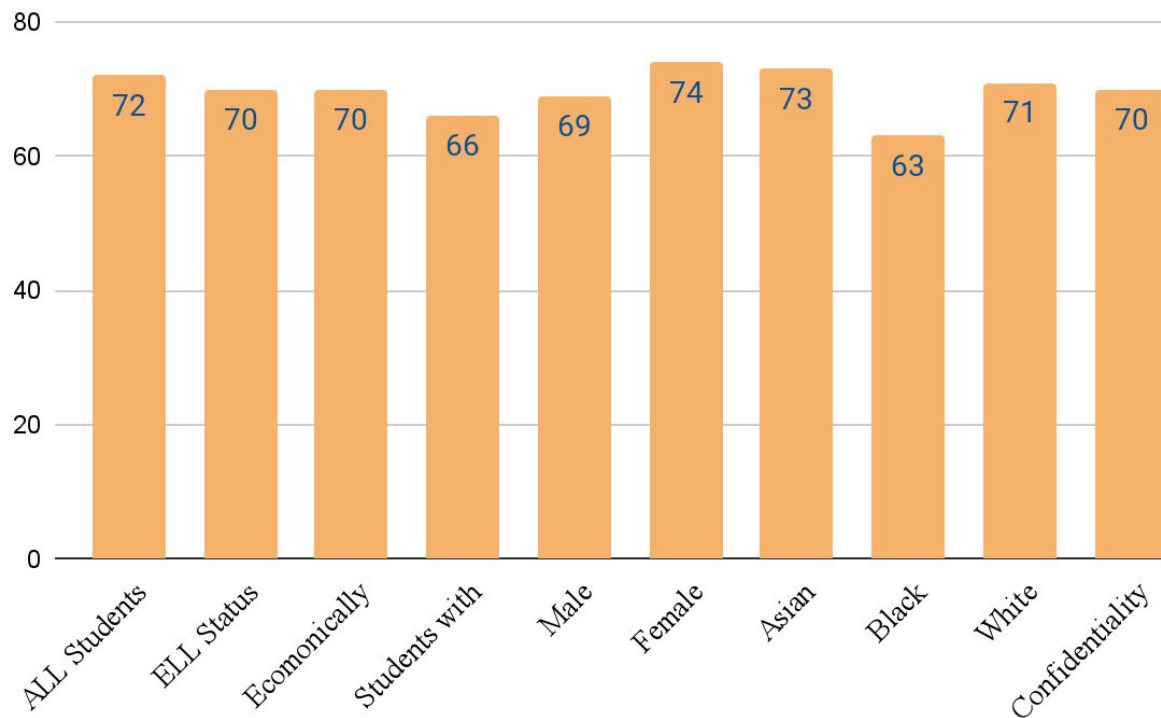
MEASURES OF EQUITY & INCLUSION

Survey Results by Demographic



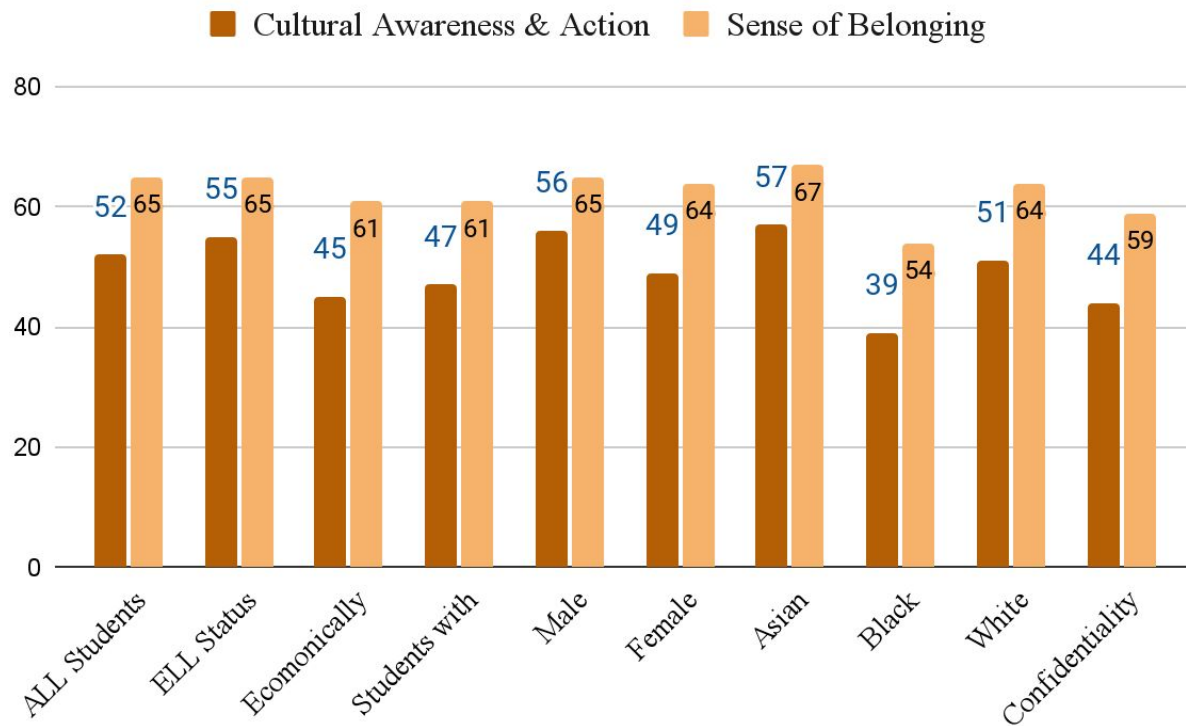
INCLUSION & EQUITY GRADES 3 & 4 : *Percentage Favorable*

Spring 2022 Student Subgroup Comparisons of Sense of Belonging



INCLUSION & EQUITY GRADES 5-12 : *Percentage Favorable by Topic*

Spring 2022 Student Subgroup Comparisons




A photograph of a family of three, consisting of an older man with a white beard, a woman wearing a hijab, and a young girl, all smiling and posing outdoors. The image is covered with a semi-transparent blue filter. The background shows a brick wall and some flowering branches.

What does our Family Survey data tell us?

WHO PARTICIPATED?

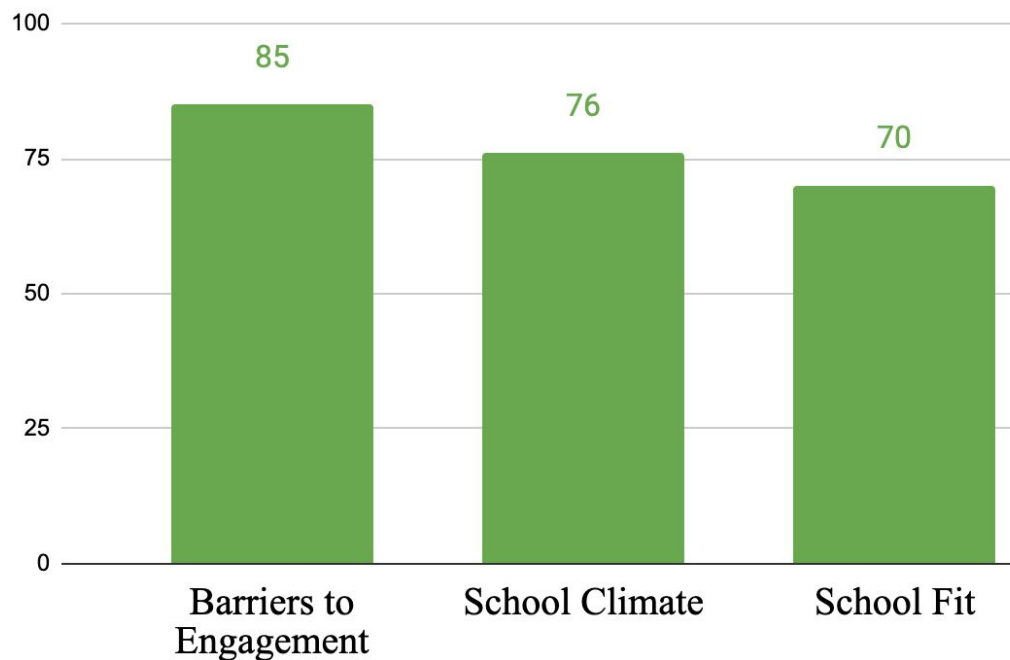
- 960 Family Surveys were completed
- In advance of Spring 2022 survey administration, 42 families opted out of the student surveys, and 64 students did not participate

Spring 2022: All Survey Results

▲ Name	Panorama Equity and Inclusion Survey Grades ◆ 3 & 4	Panorama Equity and Inclusion Survey Grades ◆ 5-12 (2)	Panorama Student SEL: Competency & Well-Being Measures ◆
 Shrewsbury Public Schools	91.1% - 780/856	72.7% - 2698/3711	83.6% - 3810/4558

FAMILY SURVEY RESULTS

Winter 2021 Survey Results: *Percent Favorable by Topic*

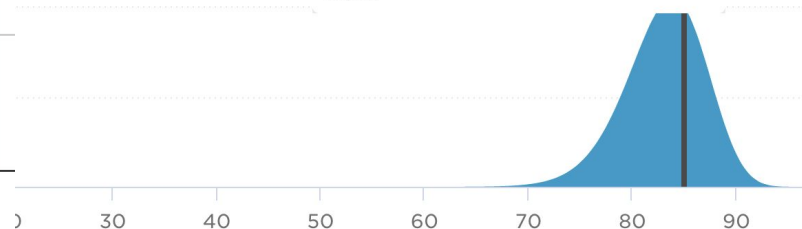


Your result compared to National

85%

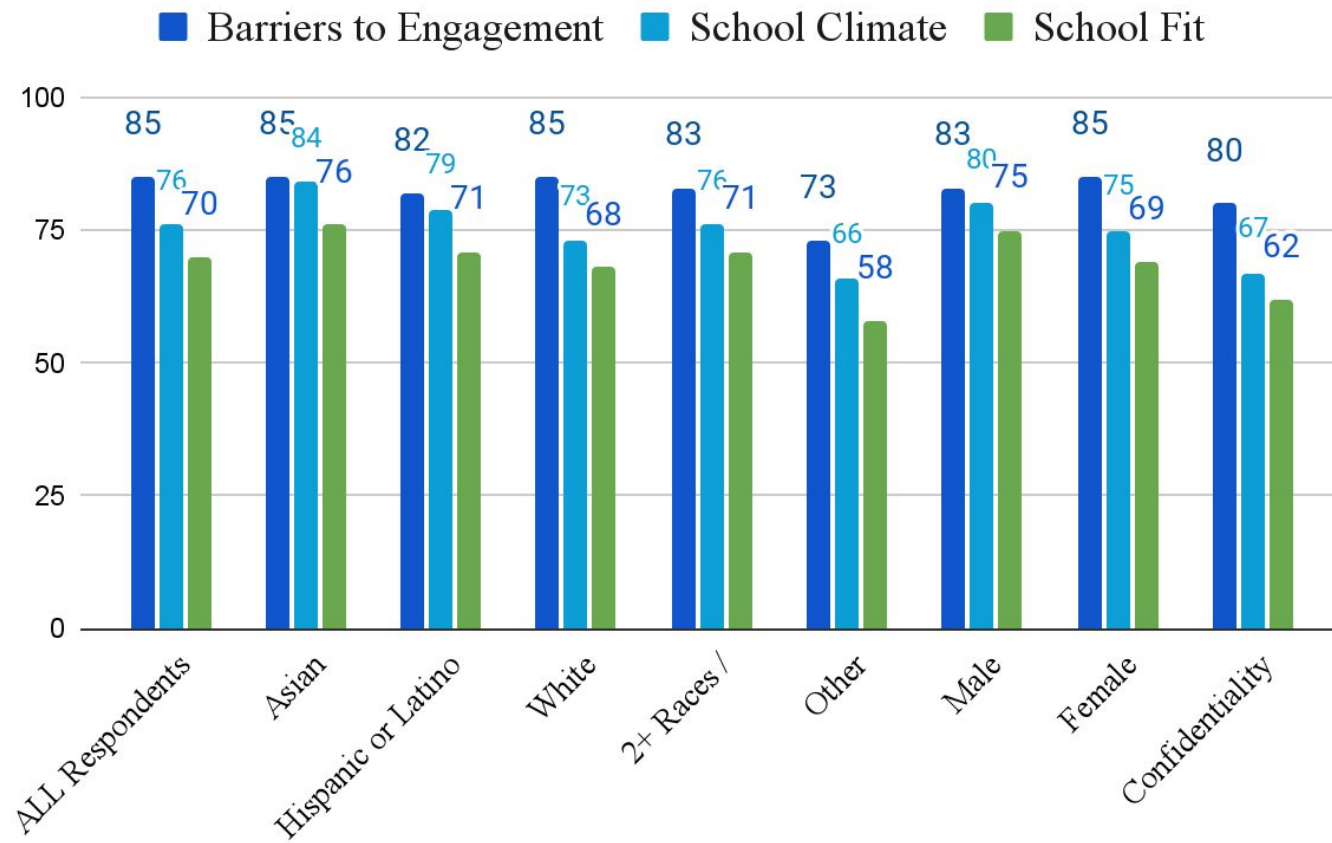
Your result

Compared to all schools with a low FRPL % in a non-urban setting, your score is near the **70th percentile** on this topic.



FAMILY SURVEY RESULTS: *Percentage Favorable by Topic*

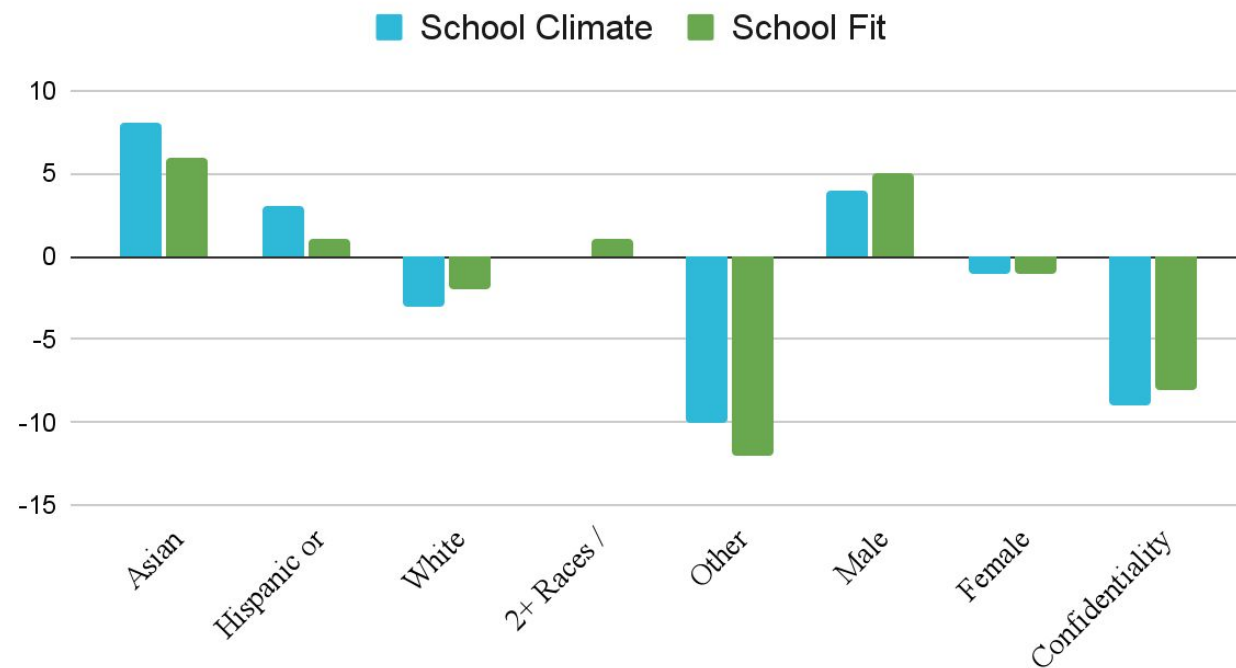
Winter 2021 Results: Subgroup Comparisons



A CLOSER LOOK AT SCHOOL CLIMATE & FIT

Winter 2021 Survey Results: Family Subgroup Comparison

Difference from Average % Favorable Response Data



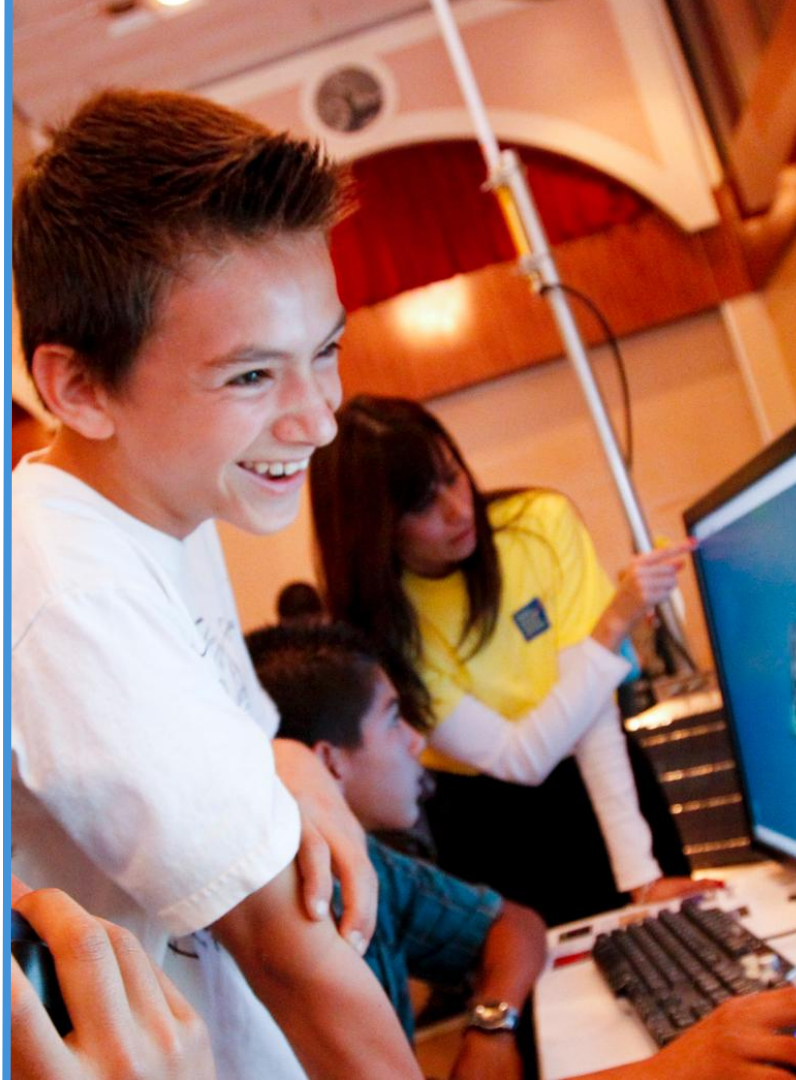
A closer look at our WHY

Children with strong non-cognitive skills achieve more in school and have a greater likelihood to be employed and have a high income as an adult

[*Ready to Be Counted: The Research Case for Education Policy Action on Non-Cognitive Skills*](#)

Teaching growth mindset, rather than a fixed mindset, has been shown to lead to higher student achievement

[*The Secret to Raising Smart Kids*](#)



THANK YOU

Lisa McCubrey, Principal at Floral Street School & FSS educators

Tiffany Ostrander Principal at Coolidge School & CCS educators

Eric Bauer & Geoffrey Thayer, Data Specialists

Brian L'Heureux, Director of Information Technology

Members of the SPS District Leadership Team



Questions?

