

## School District of New Berlin Includes ‘College and Career Ready’ Dispositions in Grading and Reporting

New Berlin, Wis. – In response to a growing concern that students are graduating high school - and in some cases college - without the social and emotional skills to effectively navigate the worlds of post-secondary education, training and employment, the School District of New Berlin (SDNB) has taken action.

Beginning with the 2014-15 school year, students were asked to “self-report” on their level of confidence on dispositions such as productive self-concept, a value for lifelong learning, leadership, growth mindset, school performance, safety and more. They were also asked to report on how confident they were regarding their ability to successfully set personal, academic, social and career goals and develop action plans to achieve them through the Academic and Career Planning process.

The District has expanded its advisory curriculum in grades 7-12 to purposefully focus on the understanding and development of these dispositions. Student surveys were repeated in 2015-16 and have shown a marked improvement.

“It would be easy to assume the concerns voiced by industry and post-secondary education providers don’t apply to our students,” said Superintendent Joe Garza. “We wanted to ensure we were doing all we could to make sure students and their families were informed about the importance of these dispositions for their future success. This is a key component of our Vision of the SDNB Graduate.”

The District also wanted to determine if students are successfully applying these dispositions in the classroom. All students in grades K-12 now receive feedback on their report card regarding the student’s level of engagement, social behavior, self-management, and growth mindset as seen in creativity, innovation, and perseverance from each of their teachers. This provides students and their families with feedback on the skills needed to be successful both inside and outside of school, both pre- and post-graduation.

“This also clarifies the importance of these dispositions for our teaching staff so we can intentionally discuss the instructional practices that can help reinforce the development of these skills over time,” said Eileen Depka, Director of Data and Assessment.

As part of the implementation this year, each school worked to identify the criteria important to the disposition by course or grade level in order to allow flexibility. The report card data for each of the dispositions are gathered and analyzed to determine areas of strength and challenge as well as determine next steps. This is a baseline year, but the intent is to measure growth over time.

“We are extremely encouraged by our results to date and will continue to work with our district and building administrators as well as our instructional staff to ensure these dispositions are intentionally developed along with our student’s academic and technical capabilities,” Garza added.

### Dispositions for Success

Disposition	6 <sup>th</sup> Grade	8 <sup>th</sup> Grade	10 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Engagement	92%	94%	95%	94%
Perseverance, Creativity, Innovation	96%	95%	96%	97%
Self-Management	88%	88%	89%	86%
Social Behavior	93%	95%	96%	97%

*Based on 2015-16 report cards, student consistently demonstrates disposition with minimal or no teacher support.*

