



# 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

Signed: Laurie Burgos, Superintendent

Date: October 10, 2023

### Compliance Summary

- 3.1 Students Will Be Welcomed, Valued, Supported
- 3.2 Students Will Contribute to a Better World
- 3.3 Students Will Have a Growth Mindset and be Adaptable to Change

### Executive Summary

This report includes revisions to the indicators used in the R-3 Character and Citizenship report that were adopted by the Board in February 2023. Indicators were updated to more closely align with the District’s Overarching Goal: *“Our students are leaders who challenge themselves to grow and achieve academically, pursue their passions, navigate change, learn continuously and contribute to the common good”*.

For the purpose of this report, “Strong Character” is defined as students demonstrating respect, being kind to others and having integrity. “Citizenship” is defined as students understanding and being aware of real-world issues and their roles in the community. Students engage in character and citizenship education throughout the district through social-emotional learning (SEL) programs at the elementary and intermediate schools and with staff and classmates in intentionally designed character-building opportunities like Crew, student clubs, Advisory, and after-school activities. Opportunities to learn about citizenship are built into the student-experience through social studies courses which provide opportunities for students to be civically engaged in their communities and learn how local, state, and national governments and international organizations function and interact.

Student School Perceptions survey data, which is collected annually in the spring from students in grades 4-12, provides much of the data that informs the R3 report. A participation summary for the past five years is listed below:

School Perceptions Survey Participation Overview	2019	2020 (in-person/ remote learning)	2021 (remote/hybrid/ in-person learning)	2022	2023
Students	1191	755	820	738	760

The data presented in this report are indicators that we believe provide a picture of how the student experience is impacted as a result of the relationships and interactions that students have with classmates and staff.

Most questions use a scale of 0-4 with the following descriptors: Always (4) Usually (3) Sometimes (2) Never (1) Don't Know (0). *"Don't Know" responses are not factored into the Average Score.*

Questions that use a scale of 1-5 use the following descriptors: Strongly Agree (5) Agree (4) Disagree (2) Strongly Disagree (1)

**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: Emily Berry, Board President

Date: October 10, 2023

**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.
- **Citizenship:** The Wisconsin Department of Public Instruction defines students who are civically engaged as "problem-solvers who critically examine their roles in local, regional, state, national, and global communities."

**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 educational experiences that help students 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

<p><b>R-3.1</b></p> <p><b>Students will feel welcome, valued and supported.</b></p>	<p><b>Superintendent</b></p> <p><b>Making Reasonable Progress</b></p> <p><b>Making Reasonable Progress with Exceptions</b></p> <p><b>Not Making Reasonable Progress</b></p> <p><b>Data Not Available</b></p>	<p><b>Board</b></p> <p><b>Making Reasonable Progress</b></p> <p><b>Making Reasonable Progress with Exceptions</b></p> <p><b>Not Making Reasonable Progress</b></p>
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**Board Indicators:**

The percentage of District students who “always” or “usually” agree with the following statements on the annual School Perceptions survey will be within .20 of the previous year.

- I feel my ideas, opinions and concerns are listened to by school staff.
- I feel I belong at school.
- I am respected and treated fairly at school.
- I feel my culture and beliefs are represented at school.

**Evidence:** Board indicators show growth in 3 of the 4 statements from the previous year. We see a .04 decrease in the statement that “I am respected and treated fairly at school.” The most significant increase is seen in the statement “I feel my ideas, opinions and concerns are listened to by school staff.” Student voice and agency are a focus in curriculum design and learning opportunities and are intentionally built into classroom lessons and learning activities.

**School Perceptions Student Survey Results (AVG. Response)**

Statement	2019	2020	2021	2022	2023 (n=717)
I feel my ideas, opinions and concerns are listened to by school staff. *(scale 1-5)	NA	3.92	3.99	3.76	3.93
I feel I belong at school. (scale 0-4)	2.97	3.07	3.10	2.91	3.05
I am respected and treated fairly at school. (scale 0-4)	3.08	3.20	3.29	3.05	3.01
I feel my culture and beliefs are represented at school. (scale 0-4)	NA	3.02	3.09	2.98	3.08

<b>R-3.2</b> <b>Students will contribute to a better world through collaboration and engagement in real-world issues.</b>	<b>Superintendent</b>	<b>Board</b>
	<b>Making Reasonable Progress</b>	<b>Making Reasonable Progress</b>
	<b>Making Reasonable Progress with Exceptions</b>	<b>Making Reasonable Progress with Exceptions</b>
	<b>Not Making Reasonable Progress</b>	<b>Not Making Reasonable Progress</b>
	<b>Data Not Available</b>	

### 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.

### Board Indicators

The percentage of District students who “always” or “usually” agree with the following statements on the annual School Perceptions survey will be within .20 of the previous year:

- I believe what I am learning in school connects to the real world.
- I believe what I am learning in school allows me to use my own original voice beyond the classroom.
- I work well with other students.

**Evidence:** Board indicators show growth in all three of these statements. The most significant increase is seen in the statement “I believe what I am learning in school allows me to use my own original voice beyond the classroom.” This statement speaks to the design of learning opportunities that allow students to extend their learning beyond the classroom and into authentic/real world contexts.

### School Perceptions Student Survey Results (AVG. Response)

Statement	2019	2020	2021	2022	2023 (n=702)
I believe what I am learning in school connects to the real world. (scale 0-4)	2.61	2.57	2.59	2.57	2.77
I believe what I am learning in school allows me to use my own original voice beyond the classroom. (scale 0-4)	2.86	2.87	2.83	2.71	2.88
I work well with other students. (scale 0-4)	2.97	3.0	2.94	2.91	2.94

<b>R-3.3</b> <b>Students will have a growth mindset, be adaptable to change, and internally motivated.</b>	<b>Superintendent</b>  <b>Making Reasonable Progress</b>	<b>Board</b>  <b>Making Reasonable Progress</b>
	<b>Making Reasonable Progress with Exceptions</b>	<b>Making Reasonable Progress with Exceptions</b>
	<b>Not Making Reasonable Progress</b>	<b>Not Making Reasonable Progress</b>
	<b>Data Not Available</b>	

**Superintendent Interpretation**

- The Board values learning experiences that help students learn the importance of taking personal responsibility.

<p><b>Board Indicator:</b>  The percentage of District students who “always” or “usually” agree with the following statements on the annual School Perceptions survey will be within .20 of the previous year:</p> <ul style="list-style-type: none"> <li>• I set goals for the school year.</li> <li>• I put my best effort into my school work.</li> <li>• If I commit to a task I will do what it takes to get it done.</li> </ul> <p><b>Evidence:</b> Board indicators show growth in 2 of the 3 statements from the previous year. We see a .02 decrease in the statement “If I commit to a task I will do what it takes to get it done”. The most significant increase was seen in the statement “I put my best effort into my school work”. Focusing on internal motivation and developing a growth mindset are focusses of our SEL programs as well as in character development opportunities both inside and outside classrooms including student clubs and extracurricular opportunities.</p>
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**School Perceptions Student Survey Results (AVG. Response)**

Statement	2019	2020	2021	2022	2023 (n=729)
I set goals for the school year. (scale 0-4)	2.96	2.90	2.83	2.80	2.84
I put my best effort into my school work. (scale 0-4)	3.16	3.18	3.18	3.12	3.25
If I commit to a task I will do what it takes to get it done. (scale 0-4)	3.11	3.12	3.05	3.03	3.01

## **Policy Type: Results**

### **Character and Citizenship**

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

Students will:

3.1 Feel welcomed, valued, and supported.

Indicators:

- I feel my ideas, opinions, and concerns are listened to by school staff.
- I feel I belong at school.
- I am respected and treated fairly at school.
- I feel my culture and beliefs are represented at school.

3.2 Contribute to a better world through collaboration and engagement with real-world issues.

Indicators:

- I believe what I am learning in school connects to the real world.
- I believe what I am learning in school allows me to use my own original voice beyond the classroom.
- I work well with other students.

3.3 Have a growth mindset, be adaptable to change, and internally motivated.

Indicators:

- I set goals for the school year.
- I put my best effort into my school work.
- If I commit to a task I will do what it takes to get it done.

*Revised and Adopted: February 28, 2023*