



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:*

- X 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 8, 2024

Executive Summary

This Results Monitoring Document reports on Character and Citizenship, as defined by the following Board Expectations:

- Students will be welcomed, valued and supported;
- Students will contribute to a better world through collaboration and engagement in real-world issues; and
- Students will have a growth mindset, be adaptable to change, and internally motivated.

The annual School Perceptions survey of students in grades 4-12 provides data for Board Indicators established to support these expectations. In addition, we collect evidence of classroom-based activities and other opportunities through which students demonstrate strong character and contribution to the common good.

As discussed in prior years, consideration of student survey results should include an understanding of grade-level participation. Tables illustrating participation by grade, as well as by gender and ethnicity, are included at the end of the report for reference.*

Summary of Progress

This report, and the R-3 Policy, were revised in 2023 to align more closely 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"*, and to reflect increased emphasis on civic engagement in state academic standards.

Survey participation increased slightly over 2023, and overall, we are pleased with evidence of Character and Citizenship across all grade levels. The District is making reasonable progress towards the desired results.

Of note:

- The highest average response in the 2024 survey was to "I am respected and treated fairly at

- school.” This is positive, as this response had the lowest average response in the 2023 survey.
- The “I feel I belong at school” indicator is also noted as having a high average response in comparison to the other statements in this indicator (R-3.1).
 - Areas to monitor in the demographic data include subgroups with the most significant differences in their average responses. These include students who qualify for free & reduced lunch, Black students, and students who identify as Two or More races.
 - Another area to monitor is the statement “I set goals for the school year.” The average response on the 2024 survey appears to be relatively lower (on the five-point scale) as compared to the average response to this same statement using the past four-point scale. Opportunities for academic and other goal setting are present in classrooms, as well as in Crew and Advisory. School counselors also work with students and families on goal setting as they prepare for transitions between buildings and ultimately to college, careers, and life after high school.

The [R-3 Character and Citizenship Presentation](#) provides additional evidence of academic programs, student supports and authentic learning experiences that foster character development and civic engagement, including:

- Social-emotional learning (SEL) competencies and supports at all grade levels.
- Intentionally designed “Crew” programming (cross-age, community, etc.) at the elementary schools, and Flex Time, Advisory, class meetings, assemblies and after-school activities in the higher grades;
- Leadership opportunities for students (Student Council, Student Ambassadors).
- Opportunities to learn about citizenship in the classroom and to be involved in the community.
- Authentic learning opportunities that connect to real-world issues.

Limitations - School Perception Survey

The 2024 version of the School Perceptions survey included changes to some questions that required us to provide alternative measures for indicators for R-3.2 on this report:

- “I believe what I am learning in school connects to the real world” has been replaced with “The homework and projects I’m assigned help me learn and are more than just busy work”
- “I work well with other students” has been replaced with, “I like working in groups with my classmates”

In addition, School Perceptions made the following changes to the scales for some questions:

- **(Old Scales)**
 - **4-point scale:** Always (4) Usually (3) Sometimes (2) Never (1) Don’t Know (0)
 - **5-point scale:** Strongly Agree (5) Agree (4) Disagree (2) Strongly Disagree (1)
- **(New Scale and Terms)**
 - **5-point scale:** Definitely (5) Sort Of (4) Not Really (2) No (1) Don’t Know/Doesn’t Apply (0)

The revisions to the questions along with the changes to the scale do not allow us to compare results longitudinally for many indicators.

Areas of Focus for Continuous Improvement:

As we plan future opportunities and priorities, we note the following opportunities for continuous improvement:

- Increase opportunities for student goal setting at all grade levels;
- Review Academic and Career Planning (ACP) processes for students in grades 6-12;
- Include data point related to digital citizenship;

- Use methods to collect qualitative data from students to gauge sense of belonging; and
- Expand opportunities for student affinity groups and spaces.

Disposition of the Board: *With respect to Results 3 (Character and Citizenship):*

 X 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 8, 2024

R-3 (Character and Citizenship) Student Results

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

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”

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.

R-3.1 Students will feel welcome, valued and supported.	Superintendent	Board
	Making Reasonable Progress	Making Reasonable Progress
	Making Reasonable Progress with Exceptions	Making Reasonable Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress
	Data Not Available	

Board Indicators:

The percentage of District students who “Definitely” or “Sort of” 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: School Perceptions Student Survey Results (Average Response), demographic breakdown information for “I feel I belong at school” and R-3 Character and Citizenship Presentation.

The R-3 Character and Citizenship Presentation highlights the District's continuing commitment to the Expeditionary Learning (EL) Character Framework at the elementary level, and how Flex Time and Advisory in the higher grades support our focus on belonging. Extracurricular and co-curricular activities also support the District's focus on creating a sense of belonging for all students.

Statement (0-4 scale 2020-2023, unless noted otherwise)	2020	2021	2022	2023	2024
I feel my ideas, opinions and concerns are listened to by school staff. (scale 0-5)	3.92	3.99	3.76	3.93	3.94
I feel I belong at school.	3.07	3.10	2.91	3.05	4.18
I am respected and treated fairly at school.	3.20	3.29	3.05	3.01	4.2
I feel my culture and beliefs are represented at school.	3.02	3.09	2.98	3.08	4.01

I feel I belong at school.			
2024 Demographic Breakdown	Number of responses	Average Response	Difference
All students	789	4.18	
White students	533	4.24	0.06
Black or African American students	73	3.89	-0.29
Hispanic/Latino students	76	3.94	-0.24
Two or more Races	55	3.92	-0.26
Asian	52	4.62	0.44
Male	374	4.28	0.1
Female	415	4.09	-0.09
Students with IEPs	63	3.95	-0.23
Did not Qualify for Free & Reduced Lunch	619	4.27	0.09
Qualify for Free & Reduced Lunch	170	3.85	-0.33

R-3.2 Students will contribute to a better world through collaboration and engagement in real-world issues.	Superintendent Making Reasonable Progress Making Reasonable Progress with Exceptions Not Making Reasonable Progress Data Not Available	Board Making Reasonable Progress Making Reasonable Progress with Exceptions Not Making Reasonable Progress
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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 “Definitely” or “Sort of” 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.~~
 - The homework and projects I’m assigned help me learn and are more than just busy work.
- 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.~~
 - I like working in groups with my classmates.

Evidence: School Perceptions Student Survey Results (Average Response) and R-3 Character and Citizenship Presentation. The Civics instruction and authentic learning experiences highlighted in the Presentation distinguish Shorewood’s approach to fostering collaboration skills and encouraging civic engagement. Other examples included are Mock Trial, which was expanded to SIS in 2023-2024 based on student interest, and the “[SHS Full Session](#)” a day-long authentic learning experience that provided SHS civics students with the opportunity to debate and vote on legislation they researched during class time, and to hear from elected officials at both the local and state level.

Statement *2024 scale 0-5	2020	2021	2022	2023	2024
I believe what I am learning in school connects to the real world. (scale 0-4) The homework and projects I’m assigned help me learn and are more than just busy work.	2.57	2.59	2.57	2.77	3.45

I believe what I am learning in school allows me to use my own original voice beyond the classroom. *2020-2023 (scale 0-4)	2.87	2.83	2.71	2.88	3.76
I work well with other students. (scale 0-4)	3.0	2.94	2.91	2.94	4.04
I like working in groups with my classmates.					

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

Superintendent Interpretation

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

Board Indicator: The percentage of District students who “Definitely” or “Sort of” agree with the following statements on the annual School Perceptions survey will be within .20 of the previous year: <ul style="list-style-type: none"> 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.
Evidence: School Perceptions Student Survey Results (AVG. Response) and R-3 Character and Citizenship Presentation.

Statement *2020-2023 (scale 0-4); 2024 (scale 0-5)	2020	2021	2022	2023	2024
I set goals for the school year.	2.90	2.83	2.80	2.84	3.6
I put my best effort into my school work.	3.18	3.18	3.12	3.25	4.32
If I commit to a task I will do what it takes to get it done.	3.12	3.05	3.03	3.01	4.26

***For Reference:**

2024 School Perceptions Student Participation:

School Perceptions Survey Participation Overview	2020 (in-person/ remote learning)	2021 (remote/hybrid/ in-person learning)	2022	2023	2024
Students	755	820	738	760	789

2024 School Perceptions Student Survey Demographics

Student Data Load: Gender (n=789)

Female (0)	413	52.3%
Male (0)	375	47.5%

What is your grade? (n=789)

4 (0)	74	9.4%
5 (0)	63	8%
6 (0)	45	5.7%
7 (0)	131	16.6%
8 (0)	93	11.8%
9 (0)	120	15.2%
10 (0)	96	12.2%
11 (0)	99	12.5%
12 (0)	68	8.6%

Student Data Load: Ethnicity (n=789)

White (0)	530	67.2%
Hispanic (0)	81	10.3%
Black (0)	72	9.1%
Asian (0)	53	6.7%
Two or More (0)	53	6.7%
American Indian (0)	0	0%

R3 Student Results: Character and Citizenship

Results Monitoring Document Revised and Adopted: February 28, 2023

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