



Student Results Monitoring Document  
R2 Student Achievement and Growth (Fall)  
*Expectations and Indicators Approved February 11, 2025*

**Certification of the Superintendent**

With respect to R2 (Student Achievement and Growth), 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
- Presentation of Indicators for Approval
- Presentation of Baseline Data for Approval

Signed: Laurie Burgos, Superintendent

Date: December 9, 2025

**Executive Summary**

To align with [R2 \(Academic Achievement and Growth\) Student Results Policy](#) (adopted October 2023), and address the distinctions between growth (how much students are learning over time) and achievement (performance based on knowledge and skills), the District will provide two yearly updates.

This Student Achievement and Growth Monitoring Document (Fall) will be presented annually for Board approval in conjunction with the publication of the annual DPI District and School Report Cards and State standardized test results. The companion, informational report on Student Achievement and Growth (Summer), will be provided following the end of the school year in order to capture all student assessment data; the July 8, 2025 Monitoring Document can be viewed [here](#), for reference.

As discussed during the policy review and revision process, new R2 indicators more clearly address District priorities and goals, reflect our community's values, and address developing dynamics in K-12 education. The national [Redefining Ready](#) College and Career Indicators, education research that identified indicators to measure equity in education, and input from our department chairs about relevant indicators of achievement, growth, and success in their subject areas influenced our work.

The indicators will also help measure the impact of our investments in teaching and learning, professional development, and tools to measure and report on student progress. Along with the SWIFT partnership, these include Math, English Language arts and other curriculum adoptions,

the use of data protocols, collaborative teams, and coaching.

Finally, please note that the District has redacted group data for cohorts of fewer than 10 students

### **Summary of Baseline Data**

**Indicator 1:** 75% of 3rd grade students meet or exceed grade level in reading as measured by the Forward Exam: 70.1%

**Indicator 2:** 75% of 5th grade students meet or exceed grade level in reading as measured by the Forward Exam: 73.3%

**Indicator 3:** 75% of 5th grade students meet or exceed grade level in math as measured by the Forward Exam: 69.6%

**Indicator 4:** 75% of 8th grade students meet or exceed grade level in math as measured by the Forward Exam: 65.7%

**Indicator 5:** 75% of 8th grade students meet or exceed grade level in science as measured by the Forward Exam: 65.5%

**Indicator 6:** 75% of 8th grade students meet or exceed grade level in social studies as measured by the Forward Exam: 75.5%

**Indicator 7:** 55% of students in grades 11 and 12 will be college ready as defined by a Reading score of 22 on the ACT: 62.6%

**Indicator 8:** 75% of students in grades 11 and 12 will be college ready as defined by AP enrollment, achieving a grade of C or above: 70% (grade 11); 72% (grade 12)

**Indicator 9:** 80% of students in grades 9-12 will be career ready as defined by attendance (90% attendance): 78.8%

**Indicator 10:** 85% of high school students as defined by participation in at least two extracurricular activities (Redefining Readiness Indicators): 71%

**Indicator 11:** 95% of 9th grade students will be on track for graduation, as defined by the number of students earning 12 credits by the end of their freshman year: 95.4%

**Indicator 12:** Student participation in programs that help students demonstrate content knowledge and apply skills and competencies through assessments and other learning opportunities in the disciplines of performing arts, visual arts, world language, integrated wellness, science and social studies

### **Discussion**

Evidence shows that, overall, student achievement in grade-level subject areas (as measured by standardized testing) is well above state comparisons. Other notable results include:

- Although not yet meeting the indicator goals we set in reading, a larger percentage of students tested in the “Advanced/Meeting” performance level in 5th grade (73.3%) compared to 3rd grade (70.1%);
- Consistent achievement in 8th grade social studies across student groups, exceeding indicator goals;
- Strength in 11th grade ACT reading scores, demonstrating significant growth compared to previous measures; and

- [Department Highlights](#) document communicates real-world learning opportunities for students in subject areas beyond reading and math in alignment with the student profile priorities communicated in the 2025-2030 Strategic Plan.

In presenting this initial Monitoring Document for discussion and approval of indicators, we also want to note that Indicator 7 (ACT reading) metric should be limited to students in grade 11, as seniors do not take the exam.

**Areas for Continuous Improvement**

Creating coherence across our instructional framework to realize both short- and long-term student achievement goals remains a key focus for schools and the District. Areas for continuous improvement include:

- Focus on continuous improvement (SAIL work) across our schools, setting data-informed goals and establishing systems to monitor progress throughout the year;
- Continue professional development focused on high-leverage instructional practices (teacher clarity), which includes the development of clear learning targets, success criteria, focused instruction, and checks for understanding to improve student learning and teacher efficacy;
- Strengthen curriculum planning and identification of priority standards; and
- Invest in instructional coaching to provide real-time, ongoing support for educators.

**Disposition of the School Board**

With respect to R2 (Student Achievement), the Board accepts this Monitoring Document as:

- \_\_\_\_\_ **Making reasonable progress toward achieving the desired results**
- \_\_\_\_\_ **Making reasonable progress with the exceptions noted**
- \_\_\_\_\_ **Failing to make reasonable progress**
- \_\_\_\_\_ **Approval of Baseline Data**

**Summary Statement/Board Motion**

Signed: \_\_\_\_\_, Board President      Date: \_\_\_\_\_

## R2 Student Achievement and Growth

Through high expectations, culturally responsive teaching, relevant, rigorous, engaging, and innovative learning experiences delivered in and out of the classroom, students will:

- **Make reasonable progress each year toward being literate and numerate across academic disciplines.**
- **Gain the necessary skills to be prepared for college, career, and life readiness.**
- **Be able to demonstrate content knowledge and apply skills and competencies through assessments and other learning opportunities.**

*Updated and Approved: February 11, 2025*

### Superintendent Interpretation

- *Achievement* shall mean gaining necessary skills as defined by grade-level and national college readiness standards and measured by the Forward Exam, PreACT, and ACT;
- *College ready* shall mean achieving an ACT Reading (22) and achieving an A, B, or C in at least one AP class (AP enrollment) ([Redefining Ready Indicators](#)). The ACT Reading test score encompasses all content areas and is a predictor of success in social studies;
- *Career ready* shall mean students have a 90% attendance rate participate in two or more co-curricular activities ([Redefining Ready Indicators](#));
  - Co-curricular Activities - athletics and student clubs
- *On Track to Graduation* shall mean 9th grade students will complete at least 12 credits by the end of their freshman year.

<b>Board Indicator 1</b>	<u>Superintendent</u>	<u>Board</u>
75% of 3rd grade students meet or exceed grade level in reading as measured by the Forward Exam.	Making Reasonable Progress	Making Reasonable Progress
	Making Progress with Exceptions	Making Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress
	Data Not Available	Data Not Available

#### Evidence:

The 2024-25 Forward Exam uses Performance Level Descriptors to categorize students as “Advanced”, “Meeting”, “Approaching”, or “Developing” the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level. Across the state, 51.3% of 3rd-grade students tested in the “Advanced” or “Meeting” performance levels on the 2024-25 Forward Reading test.

In Shorewood, 70.1% of 3rd-grade students tested in the “Advanced” or “Meeting” performance levels.

3rd grade Forward Reading Performance (% achieving Advanced/Meeting)	
	2024-25
Shorewood	70.1%
State of Wisconsin	51.3%

3rd grade reading performance by student group	
Female (57)	75.4%
Male (72)	65.3%
Asian (9)	Redacted
Black (14)	35.7%
White (83)	74.7%
Two or More Races (11)	81.8%
Hispanic/Latino (11)	72.7%
Students w/ IEP's (22)	54.5%
Multilingual Learner (11)	45.5%
Economic Disadvantage (35)	45.7%

<b>Board Indicator 2</b> 75% of 5th grade students meet or exceed grade level in reading as measured by the Forward Exam.	<u>Superintendent</u>	<u>Board</u>
	Making Reasonable Progress	Making Reasonable Progress
	Making Progress with Exceptions	Making Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress
	Data Not Available	Data Not Available

Evidence:

The 2024-25 Forward Exam uses Performance Level Descriptors to categorize students as “Advanced”, “Meeting”, “Approaching”, or “Developing” the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level. Across the state, 51.2% of 5th-grade students tested in the “Advanced” or “Meeting” performance levels on the 2024-25 Forward Reading test.

In Shorewood, 73.3% of 5th-grade students tested in the “Advanced” or “Meeting” performance levels.

5th grade Forward Reading Performance (% achieving Advanced/Meeting)	
	2024-25
Shorewood	73.3%
State of Wisconsin	51.2%

5th grade reading performance by student group	
Female (71)	77.5%
Male (64)	71.9%
Asian (9)	Redacted
Black (11)	72.7%
White (86)	79.1%
Two or More Races (12)	66.7%
Hispanic/Latino (17)	58.8%
Students w/ IEP’s (11)	36.4%
Multilingual Learners (9)	Redacted
Economic Disadvantage (38)	60.5%

<b>Board Indicator 3</b> 75% of 5th grade students meet or exceed grade level in math as measured by the Forward Exam.	<u>Superintendent</u> Making Reasonable Progress	<u>Board</u> Making Reasonable Progress
	Making Progress with Exceptions	Making Progress with Exceptions

	Not Making Reasonable Progress Data Not Available	Not Making Reasonable Progress Data Not Available
--	------------------------------------------------------	------------------------------------------------------

**Evidence:**

The 2024-25 Forward Exam uses Performance Level Descriptors to categorize students as “Advanced”, “Meeting”, “Approaching”, or “Developing” the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level. Across the state, 53% of 5th-grade students tested in the “Advanced” or “Meeting” performance levels on the 2024-25 Forward Math test.

In Shorewood, 69.6% of 5th-grade students tested in the “Advanced” or “Meeting” performance levels.

5th grade Forward Math Performance (% achieving Advanced/Meeting)	
	2024-25
Shorewood	69.6%
State of Wisconsin	53%

5th grade math performance by student group	
Female (71)	69%
Male (65)	70.8%
Asian (10)	100%
Black (11)	27.3%
White (86)	77.9%
Two or More Races (12)	50%
Hispanic/Latino (17)	52.9%
Students w/ IEP’s (11)	27.3%
Multilingual Learners (10)	40%
Economic Disadvantage (39)	43.6%

<b>Board Indicator 4</b> 75% of 8th grade students meet or exceed grade level in math as measured by the Forward Exam.	<u>Superintendent</u>	<u>Board</u>
	Making Reasonable Progress	Making Reasonable Progress
	Making Progress with Exceptions	Making Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress
	Data Not Available	Data Not Available

Evidence:  
 The 2024-25 Forward Exam uses Performance Level Descriptors to categorize students as “Advanced”, “Meeting”, “Approaching”, or “Developing” the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level. Across the state, 53.2% of 8th-grade students tested in the “Advanced” or “Meeting” performance levels on the 2024-25 Forward Math test.  
 In Shorewood, 69.6% of 8th-grade students tested in the “Advanced” or “Meeting” performance levels.

8th grade Forward Math Performance (% achieving Advanced/Meeting)	
	2024-25
Shorewood	65.7%
State of Wisconsin	53.2%

8th grade math performance by student group	
Female (62)	67.7%
Male (80)	63.7%
Asian (7)	Redacted
Black (10)	30%
White (97)	70.1%
Two or More Races (12)	41.7%
Hispanic/Latino (16)	62.5%
Students w/ IEP’s (10)	10%

Multilingual Learners (3)	Redacted
Economic Disadvantage (32)	59.4%

<b>Board Indicator 5</b> 75% of 8th grade students meet or exceed grade level expectations in science as measured by the Forward Exam.	<u>Superintendent</u>	<u>Board</u>
	Making Reasonable Progress	Making Reasonable Progress
	Making Progress with Exceptions	Making Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress
	Data Not Available	Data Not Available

**Evidence:**

The 2024-25 Forward Exam uses Performance Level Descriptors to categorize students as “Advanced”, “Meeting”, “Approaching”, or “Developing” the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level. Across the state, 50.1% of 8th-grade students tested in the “Advanced” or “Meeting” performance levels on the 2024-25 Forward Science test.

In Shorewood, 65.5% of 8th-grade students tested in the “Advanced” or “Meeting” performance levels.

8th grade Forward Science Performance (% achieving Advanced/Meeting)	
	2024-25
Shorewood	65.5%
State of Wisconsin	50.1%

8th grade science performance by student group	
Female (61)	57.4%
Male (80)	61.3%
Asian (7)	Redacted
Black (10)	40%
White (96)	67.7%

Two or More Races (12)	33.3%
Hispanic/Latino (16)	31.3%
Students w/ IEP's (10)	10%
Multilingual Learners (3)	Redacted
Economic Disadvantage (32)	50%

<b>Board Indicator 6</b> 75% of 8th grade students meet or exceed grade level expectations in social studies as measured by the Forward Exam.	<u>Superintendent</u>	<u>Board</u>
	Making Reasonable Progress	Making Reasonable Progress
	Making Progress with Exceptions	Making Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress
	Data Not Available	Data Not Available

**Evidence:**

The 2024-25 Forward Exam uses Performance Level Descriptors to categorize students as “Advanced”, “Meeting”, “Approaching”, or “Developing” the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level. Across the state, 56.5% of 8th-grade students tested in the “Advanced” or “Meeting” performance levels on the 2024-25 Forward Social Studies test.

In Shorewood, 75.5% of 8th-grade students tested in the “Advanced” or “Meeting” performance levels.

8th grade Forward Social Studies Performance (% achieving Advanced/Meeting)	
	2024-25
Shorewood	75.5%
State of Wisconsin	56.5%

8th grade social studies performance by student group	
Female (60)	85%
Male (79)	77.2%

Asian (7)	Redacted
Black (10)	80%
White (96)	84.4%
Two or More Races (10)	60%
Hispanic/Latino (16)	62.5%
Students w/ IEP's (9)	Redacted
Multilingual Learners (3)	Redacted
Economic Disadvantage (32)	78.1%

<b>Board Indicator 7</b> 55% of students in grades 11 and 12* will be college ready as defined by a Reading score of 22 on the ACT.	<u>Superintendent</u>	<u>Board</u>
	Making Reasonable Progress	Making Reasonable Progress
	Making Progress with Exceptions	Making Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress
	Data Not Available	Data Not Available

**Evidence:**

The ACT College Readiness Benchmarks are the ACT scores that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher and about a 75-80% chance of obtaining a C or higher in corresponding credit-bearing courses. The benchmark score for reading is a score of 22 and corresponds to the following credit-bearing courses: American History, Other History, Psychology, Sociology, Political Science, and Economics.

In the Spring of 2024-25, 62.6% of Shorewood students earned a Reading score of 22 or above on the ACT.

*\*note that only 11th grade students take the ACT as part of the Wisconsin state assessment system*

Shorewood ACT Reading Performance (% earning a 22 or above)	
	2024-25
Shorewood	62.6%

ACT reading performance by student group	
Female (70)	65.7%
Male (77)	59.7%
Asian (14)	64.3%
Black (8)	Redacted
White (98)	67.3%
Two or More Races (9)	Redacted
Hispanic/Latino (17)	52.9%
Students w/ IEP's (13)	69.2%
Multilingual Learners (3)	Redacted
Economic Disadvantage (23)	60.9%

<b>Board Indicator 8</b>	<u>Superintendent</u>	<u>Board</u>
75% of students in grades 11 and 12 will be college ready as defined by AP enrollment, achieving a grade of C or above.	Making Reasonable Progress	Making Reasonable Progress
	Making Progress with Exceptions	Making Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress
	Data Not Available	Data Not Available

**Evidence:**

National College and Career Readiness Indicators indicate that students are “college ready” if they meet various academic or standardized testing benchmarks including earning an A, B, or C in an Advanced Placement (AP) course. The high school also offers “Dual Credit” programs in Economics and Financial Literacy which are included in the “college ready” benchmarks and are included in this indicator.

Of the 330 students enrolled in grades 11 and 12 during the 2024-25 school year, 247 students (75% of the student population) enrolled in at least one Advanced Placement or Dual Credit class. 235 students earned a grade of C or above in at least one AP or Dual Credit class, which equates to 71% of students in grades 11 and 12.

% of Students Earning a grade of C or Higher in at Least One AP or Dual Credit Class		
	11th grade (158)	12th grade (172)
Shorewood (2024-25)	70%	72%

% of 11-12th grade Students Earning a grade of C or Higher in at Least One AP or Dual Credit Class by Student Group	
Female (160)	75%
Male (170)	67%
Asian (28)	79%
Black (28)	50%
White (210)	76%
Two or More Races (21)	57%
Hispanic/Latino (39)	69%
Students w/ IEP's (36)	39%
Multilingual Learners (6)	Redacted
Economic Disadvantage	<i>data not available</i>

<b>Board Indicator 9</b> 80% of students in grades 9-12 will be career ready as defined by attendance (90% attendance).	<u>Superintendent</u>	<u>Board</u>
	Making Reasonable Progress	Making Reasonable Progress
	Making Progress with Exceptions	Making Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress
	Data Not Available	Data Not Available

**Evidence:**

In Wisconsin, students are considered to be chronically absent if they miss more than 10% of school days

out of the total number of school days during which they were enrolled. Chronic absenteeism is calculated annually using attendance data submitted by schools through their Student Information Systems. 90% attendance is also a National College and Career Readiness Indicator.

During the 2024-25 school year, 78.8% of 9-12th grade students had an attendance rate over 90%.

% of Students with an Attendance rate > 90%				
	9th grade	10th grade	11th grade	12th grade
Shorewood (2024-25)	93.8%	84.9%	83.9%	56.7%

<b>Board Indicator 10</b> 85% of high school students as defined by participation in at least two extracurricular activities (Redefining Readiness Indicators).	<u>Superintendent</u>	<u>Board</u>
	Making Reasonable Progress	Making Reasonable Progress
	Making Progress with Exceptions	Making Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress
	Data Not Available	Data Not Available

**Evidence:**

National College and Career Readiness Indicators indicate that students are “career ready” if they meet various behavioral and experiential benchmarks including participation in “two or more organized co-curricular activities.” For the purposes of this indicator, extracurriculars include participation in a Student Club (activities where participation is voluntary and not for credit) or athletic team.

Of the 577 students enrolled at Shorewood High School in 2024-25, 71% (410 students) participated in at least two extracurricular activities.

% of Students Participating in at Least Two Extracurricular Activities				
	9th grade	10th grade	11th grade	12th grade
Shorewood (2024-25)	77%	67%	79%	63%

<b>Board Indicator 11</b> 95% of 9th grade students will be on track for graduation, as defined by the number of students earning 12 credits by the end of their freshman year.	<u>Superintendent</u>	<u>Board</u>
	Making Reasonable Progress	Making Reasonable Progress
	Making Progress with Exceptions	Making Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress
	Data Not Available	Data Not Available

Evidence:  
Students receive one credit per semester class completed. There are 48 total semester credits required for graduation. 9th grade students typically complete 14 credits in English, Social Studies, Science, Math, Integrated Wellness, Arts, and World Language.

Of the 131 students enrolled in 9th grade during the 2024-25 school year, 95.4% (125 students) earned 12 or more credits.

<b>Board Indicator 12</b> Student participation in programs that help students demonstrate content knowledge and apply skills and competencies through assessments and other learning opportunities in the disciplines of performing arts, visual arts, world language, integrated wellness, science and social studies. The District will provide evidence from each department.	<u>Superintendent</u>	<u>Board</u>
	Making Reasonable Progress	Making Reasonable Progress
	Making Progress with Exceptions	Making Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress
	Data Not Available	Data Not Available

Evidence:  
Participation was calculated for courses where students are not required to enroll. For example, all students are required to take a visual arts, integrated wellness, science and social studies class in grades 7 & 8. There are various high school graduation requirements that contribute to enrollment in certain departments (2 credits in performing/visual arts, 4 credits in physical education/health, 6 credits in science, 7 credits in social studies).

Examples of assessments and other learning opportunities in these disciplines are communicated in: [Department Highlights \(R2 - 2025\)](#)

% of students enrolled in at least one course	
Performing Arts (grades 7-12)	61%
Visual Arts (grades 9-12)	40%
World Language (grades 7-12)	72%
Integrated Wellness (grades 9-12)	64%
Science (grades 9-12)	88%
Social Studies (grades 9-12)	92%