

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD  
Shorewood, Wisconsin  
November 26, 2024 AGENDA

SCHOOL BOARD MEETING  
7:00 PM

**Shorewood High School Library Media Center (LMC)**  
**1701 East Capitol Drive**  
**Shorewood, WI 53211**

Parking is available in the Shorewood High School lot; please enter through the Administration Building doors and take the stairs up to the second floor. *An elevator is accessible near the east stairs.*

Participants may also access the Annual Meeting on Zoom:

Join Zoom:

<https://us02web.zoom.us/j/81599627722>

Meeting ID: 815 9962 7722

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Parameters for Public Comment

The Board welcomes public comments. Public comments are limited to three minutes per person. Per Wisconsin's open meeting law and guidance issued by Wisconsin's Attorney General, we cannot engage in substantive discussions or act on items not on the agenda; however, we will follow up with speakers after the

meeting or add items to a future Board agenda for purposes of addressing the matter. Further, we do not permit discussion of pupils, current or former staff, or job candidates. The Board is also reachable by email at schoolboard@shorewood.k12.wi.us.

*This meeting notice was posted on November 22, 2024.*

**I. 7 pm CALL TO ORDER**

A. Adopt the Agenda (GC2)

B. Overarching Result for Shorewood School District (R1)

*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.*

C. Awards and Recognitions

**II. 7:05 pm STUDENT ACHIEVEMENT AND RESULTS (R1)**

Shorewood High School Key Club

**III. 7:15 pm PUBLIC COMMENT #1 (GC3)**

*Initiate and maintain effective communication with the citizens and other important stakeholder groups as a means to engage them in the work of the Board and the District.*

**IV. 7:25 pm SUPERINTENDENT'S REPORT**

3

**V. 7:35 pm SUPERINTENDENT'S CONSENT AGENDA**

A. Approval of Monthly Financials

6

**VI. 7:40 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION**

A. Approval of OE 4 (Personnel Administration) Operational Expectations Monitoring Document

13

B. Presentation of DPI District and School Report Cards

34

**VII. 8:30 pm BOARD CONSENT AGENDA (GC2)**

A. Adoption of Shared Services Agreement for the Woodland Athletic Conference

59

B. Approval of Board Meeting Minutes

67

November 12, 2024

**VIII. 8:35 pm PUBLIC COMMENT #2 (GC3)**

*Initiate and maintain effective communication with the citizens and other important stakeholder groups as a means to engage them in the work of the Board and the District.*

**IX. 8:45 pm BOARD MEMBER REPORTS**

69

SWSA

**X. 8:50 pm REVIEW OF 'TO DO' ITEMS**

**XI. 8:55 pm FUTURE AGENDA ITEMS**

**XII. 9:00 pm RECESS AND DEBRIEF**



**EXECUTIVE SUMMARY  
FOR THE SHOREWOOD SCHOOL BOARD**

**Topic:** Superintendent's Report

**Date:** November 26, 2024

**Prepared by:** Laurie Burgos, Superintendent

**Recommended action:**

- Information only
- Presentation/discussion
- Discussion/action by School Board
- Presentation/action next meeting

**Purpose:**

To summarize current District education, administrative and operations priorities and provide follow up on items from prior Board meetings.

**Visioning and Strategic Planning Updates**

As you know, the goal of our fall 2024 visioning discussions is to build consensus around what we want for our students and for our learning community. This phase of our planning process will be wrapping up soon, and I want to share some notes about our progress and next steps.

First, I want to thank the community members, District parents/guardians, staff and students who have participated in this dialogue. In addition to our community survey series, more than 100 participants joined focus group and community engagement sessions held earlier this month, and input from all of these activities has been shared with the Strategic Planning Committee (SPC). The Committee also reviewed District enrollment data and financial information, and outlined some topics for further exploration, at their meetings on October 26 and November 16.

In preparation for strategic planning work that will begin in January, the District shared additional details about our financial position and some of the broader dynamics impacting Shorewood and other districts in Wisconsin with the SPC on November 16. This discussion included per-student budget comparisons to other districts, financial forecasts through the 2030 fiscal year, an overview of our cost structure (salaries and benefits, enrollment, class sizes, and building operations).

Statewide referendum activity, development of the State's biennium budget (2025-2027), and the future of federal funding for K-12 education were also discussed. At the request of the School Board, the SPC also reviewed sample school configuration models at their meeting on November 16. These illustrated the financial impact of both consolidation and expansion strategies. Following are some key points we shared with the SPC as they reviewed financial information and explored school configurations that I want to underscore for Board and community members:

- The District is not in a financial crisis. As such, this is a good time to have these conversations with our community;
- We are mindful of the human aspect of budget explorations, and acknowledge the discomfort that can arise any time we discuss potential changes. The District is committed to providing ongoing updates and communications to staff and community members;
- The Board of Education will determine if the District should move forward with further exploration of a different school configuration;
- While the direction of federal K-12 education policy may be uncertain, it is important to remember that public education in Wisconsin is guaranteed and protected by the Wisconsin State Constitution, and state statutes grant local school boards a great deal of control and decision-making authority. We are empowered to make wise decisions for the children in our schools and the future of our District.

As a follow-up to the November 16 Committee meeting, I provided all staff with a strategic planning update, and I held a virtual all-staff meeting on November 21 to talk about the information we provided and how the strategic planning process will move forward.

The Donovan Group will provide a visioning and strategic planning update at the December 10 Board meeting; the Committee will meet again on January 11 and February 22 to focus on the development of a strategic planning recommendation.

### **School and District Updates**

As you know, the District's Seal of Biliteracy program was approved by the Wisconsin Department of Instruction last spring. I am very pleased to share that our first cohort of 13 multilingual Shorewood students will participate in Seal of Biliteracy testing in early December. The group speaks six languages in addition to English, and we are thrilled by the interest that they have shown in documenting language proficiency for a credential that will appear on their transcript.

I also want to share some updates about our preparations to implement Act 20 [legislation](#), which requires schools to implement reading screening for students in grades 4K-3, additional diagnostic assessments in areas of need, and Personal Reading Plan for students in grades 5K-3 scoring below the 25th percentile. First, I want to confirm that the District's new English Language Arts (ELA) curriculum meets Act 20 requirements for science-based literacy instruction. Teachers, specialists and building and department leaders began required Act 20

training earlier this month, covering screening, assessment and Reading Plan requirements, as well as the needed reporting. Curriculum alignment is also important, and our teams have spent time reviewing grade-level content (reading comprehension, vocabulary, etc.) to adjust to Act 20 assessment windows. The state did not require fall screening this year, but mid-year and spring screening will be required, and schools will communicate with parents/guardians about these schedules. Screening results will be provided to families, as will the Personal Reading Plan and progress reports, if applicable. We will provide further updates on Act 20 after Winter Break.

Dr. Kentaro Iwasaki was in the District on November 21 and we were delighted to host a *Let's Talk About... Equity in Math Classrooms* session. The District is working to remove barriers and create a pathway to Algebra for all students in 8th grade, which would also allow all students to have access to Calculus in high school if they choose to take a math class each year. Our collaboration with Dr. Iwasaki is focused on changing teachers' pedagogical strategies in order to increase rigor in all math classes while creating inclusive and cooperative math learning environments for all students.

Patti Foley, one of our Children's Hospital of Wisconsin school-based mental health therapists was also in the District last week, and she offered a Parent/Caregiver Night presentation about navigating anxiety in children.

An Instructional Calendar Committee will meet in December to work on a draft school calendar for 2025-2026, and we welcome community members, parents/guardians and staff are welcome to participate; the first meeting is on December 3 at 5 pm in the SHS Library Media Center. The School Board will take action on the 2025-2026 Instructional Calendar on January 14.

Finally, the District launched a new [website](#) that will enhance our communications capabilities and better meet the information needs of students, families, community members and staff. The new website, hosted by Finalsite, also aligns with our commitment to accessibility.



**EXECUTIVE SUMMARY  
FOR THE SHOREWOOD SCHOOL BOARD**

**Topic:** Monthly Financial Reports

**Date:** November 26, 2024

**Prepared by:** Heather Heaviland

**Recommended action:**

- Information only
- Presentation/discussion
- Discussion/action by board of education
- Presentation/action next meeting

**Purpose:** Financial reports are provided to the Board monthly to assist with monitoring of financial condition and compliance with the adopted budget.

**October 2024 Statements**

October 2024 financial statements reflect activities and financial changes for the first four months of the 2024-2025 fiscal year (FY25).

- Revenue and Expenses
  - Revenues and expenses in the District's general operating funds (10/27) are overall in line with historical trends after adjusting for certain one time revenues received in FY24.
  - The District is anticipating a significant increase (approximately \$70,000) in expenses for specialized services to meet the needs of a student IEP. Cost for special education services can be difficult to project as student needs are not always known prior to the school year; at this time it is too early to determine if 100% of this cost will be additional, or if we will experience compensatory savings in other budget items.
- Balance Sheet
  - Changes to the balance sheet are in line with expectations.

**Attachments:**

- Cash Receipts 2024-10
- Budget Status 2024-10
- Check Register 2024-10

## Additional Information

**Understanding Account Numbers:** Account numbers are shown on several of the monthly reports. A complete description of account codes and how they are used can be obtained from the Business Office or Department of Public Instruction / School Financial Services website. The following is provided to assist with reading the provided monthly reports.

Fund - the 1st two digits are a designation of an accounting entity. The accounting entity is assigned by the DPI to ensure compliance with various statutory requirements related to the type of financial transactions reported. The common funds are:

- 10 General Fund is for recording any transaction not required to be recorded in another fund. This fund accounts for about 75% of total financial transactions.
- 21 Special Revenue Trust Fund is used to record transactions financed with non-governmental donations or other receipts designated for a specific educational purpose. Examples include support from PTO's, booster clubs, SEED and so forth.
- 27 The Special Education Fund is considered a sub-fund to the General Fund and is used to segregate financial transactions related to extraordinary costs for meeting the needs of students identified as requiring an Individualized Education Plan.
- 38 & 39 These funds are used to record property taxes levied for the purpose of repayment of long-term debt and the corresponding transactions for the principal and interest payments.
- 41 & 49 Capital Projects funds track revenue specifically raised to pay the costs of a capital project and the expenses thereof. Revenues are typically a segregated property tax levy or borrowed amounts.
- 50 The fund is used to segregate financial transactions related to operating the school food service program. A deficit, if any, in this fund is covered with a transfer from the General Fund.
- 80 Financial transactions related to operating the Fitness Center , Recreation Programs or other community oriented activities are recorded in the Community Services Fund.

Type - accounts codes have the following account types:

- A Asset
- L Liability
- Q Equity
- E Expense
- R Revenue

**District  
Shorewood Sch Dist**

Monthly  
Financial Report

Fiscal Year 2025 Revenue and Expenditure Activity Through December October

## FISCAL YEAR 2025 REVENUE AND EXPENDITURE SUMMARY THROUGH OCTOBER

### 1. CURRENT YEAR-TO-DATE ACTUALS COMPARED TO THE PREVIOUS YEAR

COMPARED TO THE SAME PERIOD, TOTAL REVENUES ARE

**\$13,968**

HIGHER THAN THE PREVIOUS YEAR

COMPARED TO THE SAME PERIOD, TOTAL EXPENDITURES ARE

**\$356,018**

HIGHER THAN THE PREVIOUS YEAR

COMPARED TO THE SAME PERIOD, THE FUND BALANCE IS

**\$4,621,519**

HIGHER THAN THE PREVIOUS YEAR

### 2. CURRENT YEAR-TO-DATE ACTUALS COMPARED TO THE BUDGET

CURRENT YEAR-TO-DATE REVENUE COLLECTIONS ARE TRENDING

**\$90,060**

HIGHER THAN THE BUDGET

CURRENT YEAR-TO-DATE EXPENDITURES ARE TRENDING

**\$51,451**

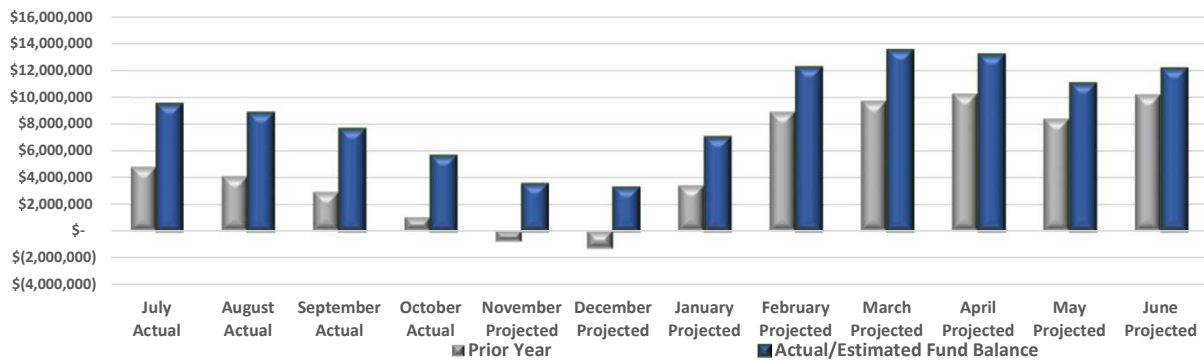
LOWER THAN THE BUDGET

POTENTIAL NET IMPACT WOULD RESULT IN A

**\$141,510**

HIGHER FUND BALANCE THAN ORIGINAL ESTIMATES

### 3. FUND BALANCE COMPARISON



JUNE 30 2024 ENDING FUND BALANCE

**\$10,221,177**

ESTIMATED 2025 YEAR END FUND BALANCE

**\$12,145,494**

# FISCAL YEAR 2025 MONTHLY REVENUE SUMMARY - OCTOBER

## 1. OCTOBER MONTH END REVENUE OVERVIEW (MTD)

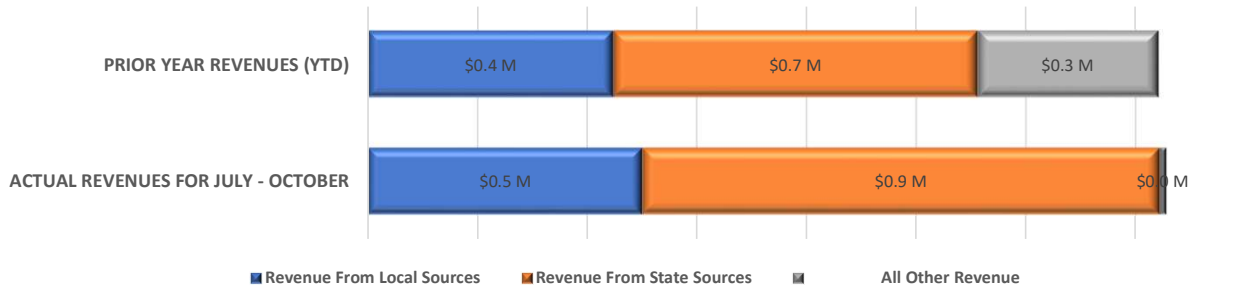


	Current Year MTD Amount	Prior Year MTD Amount	Actual Compared to Last Year
Revenue From Local Sources	113,724	80,353	33,371
Revenue From State Sources	1,733	-	1,733
All Other Revenue	-	41,874	(41,874)
<b>Total Revenue</b>	<b>115,457</b>	<b>122,227</b>	<b>(6,770)</b>

**ACTUAL REVENUE FOR THE MONTH WAS DOWN \$6,770 COMPARED TO LAST YEAR.**

Overall total revenue for October is down -5.5% (-\$6,770). The largest change in this October's revenue collected compared to October of FY2024 is higher other revenue from local sources (\$44,233) and lower school activity income (-\$11,858).

## 2. YEAR TO DATE REVENUE OVERVIEW (YTD)



	Current Year YTD For July - October	Prior Year YTD For July - October	Actual Compared to Last Year
Revenue From Local Sources	500,548	447,683	52,864
Revenue From State Sources	944,205	664,770	279,435
All Other Revenue	10,838	329,170	(318,332)
<b>Total Revenue</b>	<b>1,455,591</b>	<b>1,441,623</b>	<b>13,968</b>

**COMPARED TO THE SAME PERIOD, TOTAL REVENUES ARE \$13,968 HIGHER THAN THE PREVIOUS YEAR**

Fiscal year-to-date General Fund revenue collected totaled \$1,455,591 through October, which is \$13,968 or 1.1% higher than the amount collected last year. The largest difference in revenue when comparing current year-to-date revenue collected through October to the same period last year is state aid - general revenue coming in \$279,237 higher compared to the previous year, followed by long-term debt proceeds coming in -\$69,615 lower.

## FISCAL YEAR 2025 MONTHLY EXPENDITURE SUMMARY - OCTOBER

### 3. OCTOBER MONTH END EXPENDITURE OVERVIEW (MTD)

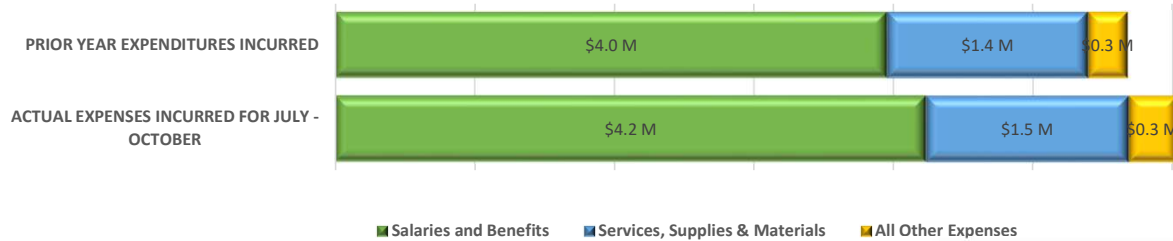


	Current Year MTD Amount	Prior Year MTD Amount	Actual Compared to Last Year
Salaries and Benefits	1,728,808	1,600,225	▲ <b>128,583</b>
Services, Supplies & Materials	346,885	339,888	▲ <b>6,996</b>
All Other Expenses	50,741	88,750	▼ <b>(38,009)</b>
<b>Total Expenditures</b>	<b>2,126,434</b>	<b>2,028,864</b>	▲ <b>97,570</b>

**ACTUAL EXPENSES FOR THE MONTH WAS UP**  
**\$97,570**  
**COMPARED TO LAST YEAR.**

Overall total expenses for October are up 4.8% (\$97,570). The largest change in this October's expenses compared to October of FY2024 is higher salaries (\$75,334), lower technology and software services (-\$29,583) and higher intergovernmental payments for services (\$28,831).

### 4. YEAR TO DATE EXPENSE OVERVIEW (YTD)



	Actual Expenses For July - October	Prior Year Expenditures Incurred	Actual Compared to Last Year
Salaries and Benefits	4,233,801	3,955,598	▲ <b>278,204</b>
Services, Supplies & Materials	1,454,159	1,439,533	▲ <b>14,626</b>
All Other Expenses	347,420	284,231	▲ <b>63,189</b>
<b>Total Expenditures</b>	<b>6,035,380</b>	<b>5,679,361</b>	▲ <b>356,018</b>

**COMPARED TO THE SAME PERIOD, TOTAL EXPENDITURES ARE**  
**\$356,018**  
**HIGHER THAN THE PREVIOUS YEAR**

Fiscal year-to-date General Fund expenses totaled \$6,035,380 through October, which is \$356,018 or 6.3% higher than the amount expended last year. The largest difference in expenditures when comparing current year-to-date expenditures through October to the same period last year is that salaries costs are \$146,618 higher compared to the previous year, followed by textbooks & workbooks coming in \$93,833 higher and instructional media coming in -\$80,958 lower.

## PROJECTED FISCAL YEAR 2025 REVENUE AND EXPENDITURE SUMMARY

### 5. PROJECTED YEAR END REVENUE RESULTS COMPARED TO THE BUDGET

CURRENT YEAR-TO-DATE REVENUE  
COLLECTIONS ARE TRENDING

\$90,060

HIGHER THAN THE BUDGET

	Budgeted Annual Revenues	Actual/Estimated Calculated Annual Amount	Variance Favorable/ (Unfavorable)
Revenue From Local Sources	19,232,547	19,451,766	219,219
Revenue From State Sources	9,587,665	9,450,552	(137,113)
All Other Revenue	2,390,531	2,398,485	7,954
<b>Total Revenue</b>	<b>31,210,743</b>	<b>31,300,803</b>	<b>90,060</b>

The top two categories (state aid - general and other revenue from local sources), represents 21.5% of the variance between current revenue estimates and the budget.

<u>Top Budget vs. Actual/Estimated Amounts</u>	
Variance Based on	Expected Over/(Under)
Actual/Estimated Annual Amount	Budget
STATE AID - GENERAL	▶ (141,091)
OTHER REVENUE FROM LOCAL SOURCES	▶ 121,725
EARNINGS ON INVESTMENTS	▶ 98,203
REFUND OF DISBURSEMENT	▶ 8,760
All Other Revenue Categories	▶ 2,462
<b>Total Revenue</b>	<b>▶ 90,060</b>

### 6. PROJECTED YEAR END EXPENDITURE RESULTS COMPARED TO THE BUDGET

CURRENT YEAR-TO-DATE  
EXPENDITURES ARE TRENDING

\$51,451

LOWER THAN THE BUDGET

	Budgeted Annual Expenses	Actual/Estimated Calculated Annual Amount	Budget compared to Actual/Estimated
Salaries and Benefits	20,916,993	20,784,219	▶ (132,773)
Services, Supplies & Materials	4,766,124	4,894,771	▶ 128,647
All Other Expenses	3,744,820	3,697,496	▶ (47,324)
<b>Total Expenditures</b>	<b>29,427,936</b>	<b>29,376,486</b>	<b>▶ (51,451)</b>

The top two categories (health insurance and property services), represents 103.4% of the variance between current expense estimates and the budget.

<u>Top Budget vs. Actual/Estimated Amounts</u>	
Variance Based on	Expected Over/(Under)
Actual/Estimated Annual Amount	Budget
HEALTH INSURANCE	▶ (128,043)
PROPERTY SERVICES	▶ 74,834
EQUIPMENT/VEHICLE - INITIAL PURCHASE	▶ 61,299
DUES AND FEES	▶ (57,429)
All Other Expense Categories	▶ (2,112)
<b>Total Expenses</b>	<b>▶ (51,451)</b>



**Shorewood**  
SCHOOL DISTRICT

**Operational Expectations Monitoring Document  
OE-4 (Personnel Administration)**

**Certification of the Superintendent: With respect to Operational Expectation 4 (Personnel Administration), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:**

- In Compliance
- In Compliance with Noted Exceptions
- Not in Compliance

**Signed: Laurie Burgos, Superintendent**

**Date: November 26, 2024**

**Executive Summary**

Operational Expectation 4 (OE 4) Personnel Administration has been monitored and reviewed to ensure that personnel administration and related operations are in compliance with state law, Board expectations and District policy.

**Summary of Compliance**

This Operational Expectations Monitoring Document is defined by the following Board Expectations:

- **4.1** - Assure that district employees and volunteers clear thorough background inquiries and checks before having contact with students or their employment start date;
- **4.2** - Select only highly qualified and the best-suited candidates for all positions
- **4.3** - Use culturally-responsive protocols to recruit, hire, and retain staff;
- **4.4** - Administer clear personnel rules and procedures for employees;
- **4.5** - Effectively and consistently handle complaints and concerns according to processes defined in the Employee Handbook;
- **4.6** - Maintain accurate job descriptions for all staff positions;
- **4.7** - Protect confidential information;
- **4.8** - Assure that compensation and benefit plans attract and retain the highest quality employees by compensating employees, within available resources, in a consistent and predictable manner within the applicable marketplace, including but not limited to organizations of comparable size and type
- **4.9** - Consistent with the Superintendent’s own evaluation, evaluate all employee performance as outlined in the Employee Handbook
- **4.10** - Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them
- **4.11** - Maintain an inclusive organizational culture that positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy; and
- **4.12** - The Superintendent may not retaliate against an employee for initiating a legitimate complaint.

For this reporting period, the District is in full compliance with 7 measures. Within five of the measures, certain indicators were not in compliance. In some cases, this is due to a lack of data which is discussed below.

Notable changes in personnel administration during 2023-2024 included redistribution of Human Resources responsibilities to improve coordination between the Superintendent's Office and the Department of Business Services. The District continues to use MRA, which was a valuable partner in helping Lake Bluff staff address school culture at the end of the 2023-2024 school, and has continued to assist the District on other personnel matters.

In keeping with our recruitment and retention goals, we also initiated changes to the hiring process in an effort to expedite the timeline from job posting to hire. The District's employee onboarding and training processes were also updated in preparation for the 2024-2025 school year, and we received excellent feedback from new staff members at the start of this year about the content and presentation of orientation information, scheduled time for training, communications, and other changes. With regard to retention, similar to other area school districts, retention of hourly support staff has been a challenge. Pursuing strategies for retention along with reviewing position descriptions and functions are a part of current District work.

Managing the expense of healthcare benefits - for the District and for our employees - was a major focus in 2023-2024, and we have continued to work with NIS, our benefits consultant, to explore cost containment options and other strategies that will help the District focus its limited financial resources on compensation and benefits plans that achieve our recruitment and retention goals. In response to feedback from staff, the District also scheduled multiple opportunities for staff to learn about healthcare benefit options. These included focus groups with NIS staff, and office hours and meetings by appointment with our carrier's representatives during the plan enrollment period in May 2024.

Other staff feedback received through the Superintendent's Entry Plan listening sessions informed the District's 2023-2024 investments in professional development, coaching, and training for teachers, as well as the purchase of a data management platform and other resources to support instruction and student services in the 2024-25 school year. Increasing internal communication was also a priority in 2023-2024, and the District introduced bi-weekly all-staff newsletter that recaps Board meetings and other District-level information.

Finally, the District has worked to update our Employee Handbook and related Appendices for specific employee groups throughout the year. This has been an ongoing priority, as the universal Handbook has not been significantly updated since 2016. Handbook revisions are expected to be completed in early 2025.

#### **Recommendations for OE 4**

The District presents the following recommendations for modifications to the OE 4 report:

##### **OE 4.2 Select only highly qualified and the best-suited candidates for all positions**

While Board Indicators 4.2.2 and 4.2.3 (related to the racial/gender makeup of staff) are not measures of compliance with the Expectation or Superintendent interpretations, increasing and measuring staff diversity are priorities. The District recommends eliminating 4.2.3 (gender makeup) and making 4.2.2 (racial makeup of staff compared to the student population) part of **OE**

##### **4.3 Use culturally-responsive protocols to recruit, hire, and retain staff;**

**OE 4.8 Assure that compensation and benefit plans attract and retain the highest quality employees by compensating employees, within available resources, in a consistent and predictable manner within the applicable marketplace, including but not limited to organizations of comparable size and type**

The addition of Data Not Available in Board Indicators 4.8.4 and 4.8.6 compromises determination of compliance, and we recommend excluding these from consideration.

**4.10 Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them**

The District recommends the following revisions to Board Indicators:

4.10.1: 100% of employees participate in required training annually.

4.10.2: All teachers in their first and second year in the District will participate in the mentoring program.

**4.11 Maintain an inclusive organizational culture that positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy**

Following on other Operational Expectations and Results Monitoring Reports presented this year, indicators and evidence that involve School Perceptions data have been impacted by changes in survey content. The District has provided a School Perceptions survey question, "I have healthy working relationships with my coworkers." as a proxy measure for OE 4.11.4. The District recommends limiting Evidence to the report year only to determine compliance rather than progress, or redrafting the Indicator to focus on the multiple methods and activities (e.g., surveys listening sessions, Linkages, focus groups) that demonstrate compliance with the Board's Expectation to seek employee feedback and input.

The District has included historical survey results evidence for this Indicator and others in 4.11 at the end of the report for Board reference and further discussion. The District has updated these indicators to reflect that percentages are based on survey respondents only, not the total number of District employees.

**Areas for Continuous Improvement**

As we address established priorities and future needs, we note the following opportunities for continuous improvement in personnel administration:

- Improve consistency in the evaluation process for non-licensed staff, and expand professional development and cross-training opportunities for these employees, working with supervisors and administrators to establish goals that will increase skills, knowledge and versatility among administrative support staff;
- Continue prioritizing recruitment and retention of a staff that is reflective of our student population, with particular attention to retention of hourly support staff;
- Focus on internal communications to ensure transparency and the timely delivery of important information as the District completes its strategic planning process;
- Evaluate Mentoring Program evaluation tools and participation; and
- Increase and leverage feedback and input opportunities for all staff beyond surveys to foster greater two-way communication and responsiveness to questions and concerns.

**Disposition of the Board:** With respect to Operational Expectation 4 (Personnel Management), the Board:

- \_\_\_\_\_ Accepts the report as fully compliant
- \_\_\_\_\_ Accepts the report as compliant with noted exceptions
- \_\_\_\_\_ Finds the report to be noncompliant

Summary statement/motion of the Board:

Signed: Emily Berry, Board President                      Date: November 26, 2024

**OE-4 Personnel Administration**

The Board values the individuals employed by the School District of Shorewood. To that end, the Superintendent shall assure the recruitment, employment, development, evaluation, and compensation of District employees in a manner necessary to enable the District to achieve its Results policies.

**Superintendent Interpretation**

- **Recruitment** shall mean to attract and select the most talented and diversified pool of candidates.
- **Employment** shall mean work defined by the District for anyone who receives monetary compensation for services rendered.
- **Development** shall mean providing staff with mentoring, coaching, and/or training that positively impacts student achievement and professional growth.
- **Evaluation** shall mean a fair, credible, effective, and consistent system and process that assesses the effectiveness of the employee and provides support and feedback to facilitate continuous improvement and growth
- **Compensation** shall mean providing competitive and flexible salary placement and benefits to attract new and retain current employees.
- **District employee** means anyone who receives compensation in exchange for services.

The Board's Results policy is defined in R-1 through R-4.

<p><b>OE-4.1</b> Assure that district employees and volunteers clear thorough background inquiries and checks before having contact with students or their employment start date.</p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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Superintendent Interpretation:

- **Employees** shall mean anyone who receives monetary compensation for services rendered and covered by Shorewood School District employment laws.
- **Volunteer** shall mean anyone providing services without monetary compensation.
- **Background inquiries and checks** shall mean Wisconsin Circuit Court Access (CCAP), National Sex Offender Public Registry results, Wisconsin Department of Public Instruction (DPI) credential and licensing verifications, reference checks and verification of employment eligibility prior to hiring.

<p>Board Indicator 1:  <b>The internal control processes verify that no employee was hired between July and June of the fiscal year without having successfully cleared all background checks prior to their start.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p><b>Evidence:</b> The District uses BChex, a Background Investigation Bureau Company (BIB), to conduct background checks for all new employees, and the Human Resources team verifies that all new staff successfully clear this requirement prior to receiving an offer letter. During 2023-2024, 100% of new employees entering the District successfully cleared all background checks administered according to the established background check procedures.</p>		

<p>Board Indicator 2:  <b>The internal control processes verify that no volunteer was approved between July and June of the fiscal year without having successfully cleared all background checks.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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**Evidence:** All prospective volunteers are referred to our Recreation & Community Services Department to complete a volunteer application. The Recreation Department utilizes the Wisconsin Circuit Court Access Page (WI-CCAP) and the National Sex Offender Public Registry to perform background checks for all volunteers, and all volunteers successfully cleared this process prior to their first day of volunteer work in the District during 2023-2024.

**Board Comments:**

<p><b>OE-4.2</b>  <b>Select only highly qualified and the best-suited candidates for all positions.</b></p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p><b>Compliant with Exceptions</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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**Superintendent Interpretation:**

- **Highly qualified** shall mean vacancies that require a credential are filled with individuals that hold a valid teaching credential in that subject area and complete a successful interview process.
- **Best-suited** shall mean the candidate selected for any position in the District meets the criteria of the position and the expectations of the hiring committee, director, and/or Superintendent.

<p>Board Indicator 1:  <b>95% of all hires meet the certification requirements that are outlined in the vacancy description</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p><b>Evidence:</b> 100% of newly hired staff either met the certification requirements outlined in the vacancy description at the time of hire or were new to the profession (two teachers) and eligible to apply for and obtain a license.</p>		

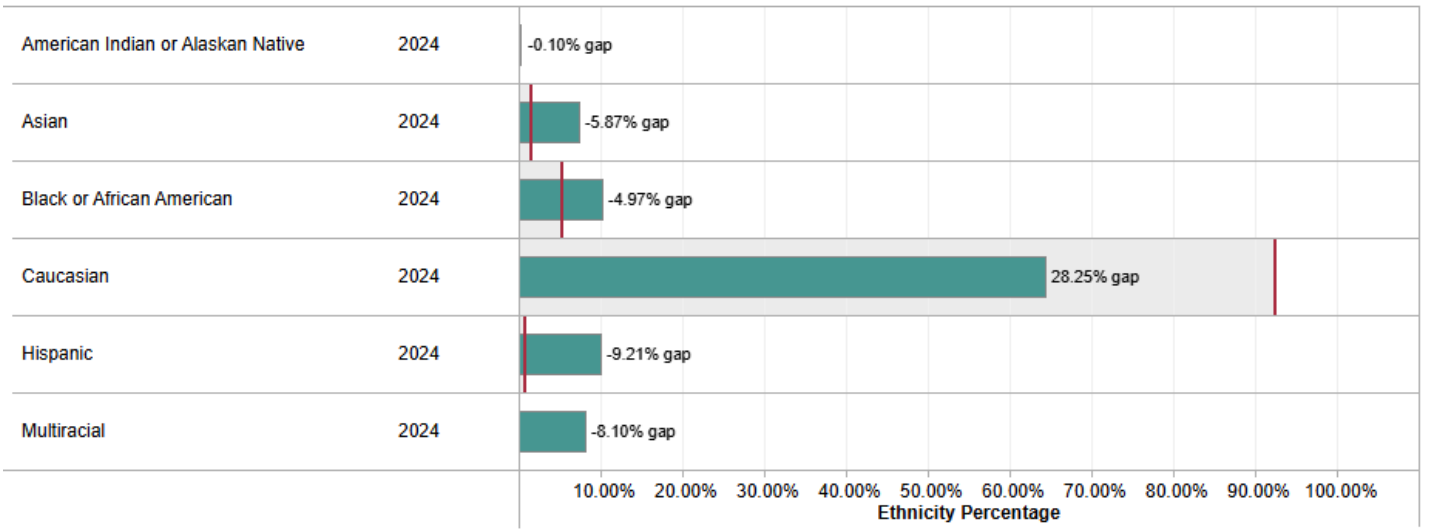
<p>Board Indicator 2:  <b>The racial makeup of the staff is similar (within 10%) to the racial makeup of the student body.</b></p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p><b>Not Compliant</b></p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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**Evidence:**

The chart below compares the percentage of students to the percentage of all staff in each racial group using data from the DPI 1202 and enrollment reports. The District is over-represented with Caucasian (17.63%) and, by a slim margin, Black staff (0.77%), and under-represented in all other groups. The difference between the percentage of students and the percentage of staff in each racial group is less than 10%. Overall, 79% of staff are caucasian and 21% are staff of color.

Ethnicity	Year	Gap
American Indian or Alaskan Native	2024	-0.10% gap
Asian	2024	-5.28% gap
Black or African American	2024	0.77% gap
Caucasian	2024	17.63% gap
Hispanic	2024	-6.89% gap
Multiracial	2024	-6.13% gap

When looking specifically at teachers, gaps are greater as is shown below.



Retaining staff of color remains a challenge to growing a more diverse team. 12% of teacher resignations and 31% of all resignations were staff of color, with the latter number driven by resignations in aide and custodial positions.

Board Indicator 3: <b>The gender makeup of the staff is similar (within 10%) to the gender makeup of the student body.</b>	<b><u>Superintendent</u></b>	<b><u>Board</u></b>
	Compliant	Compliant
	<b>Not Compliant</b>	<b>Not Compliant</b>

**Evidence:**  
 Based on biological sex reported, 72% of District staff identify as female compared to 28% who identify as male. As we look to ensure that all students have a staff person to identify with, the District recommends the Board consider the importance of maintaining a staff that is diverse not specifically in biological sex, but in gender and sexual identity more broadly. There is no means to measure this as a staff breakdown. An alternative strategy to ensure this is to use student data to determine if all students have a staff person that they can identify with to be measured in a different report.

**Board Comments:**

<p><b>OE-4.3</b> Use culturally-responsive protocols to recruit, hire, and retain staff.</p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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**Superintendent Interpretation:**

- **Culturally-responsive protocols** shall mean using procedures that recognize the importance of including cultural references.
- **Support** shall mean to make available the necessary resources and opportunities to succeed professionally and personally.

<p>Board Indicator 1: <b>Partner with University Systems and Educator Licensure programs to increase the teacher pipeline diversity.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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**Evidence:**

The District continued to use a number of methods to increase teacher, and overall staff, diversity in 2023-2024:

- Creating more inclusive job descriptions and postings by removing unnecessary job requirements, avoiding gender-coded language, and emphasizing our District’s commitment to diversity and inclusion;
- Maintaining the diversity of the District’s leadership team, which is instrumental to attracting and retaining talent; and
- Networking informally; word-of-mouth candidate identification has proven successful in increasing the diversity of applicant pools.

<p>Board Indicator 2: <b>All interviews for hiring employees include at least one “culturally responsive” question in the interview process.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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**Evidence:**

“Culturally responsive” interview questions have been designed and added to all interview question sets used for both in person and virtual interviews. Examples of such interview questions are below:

- What is your overall strategy for developing teacher and staff capacity for equity in instructional effectiveness? Please provide a specific time you put this practice into action.

- How do you advocate for equity, diversity, and inclusion with community members, families, staff, and students?
- A review of our district data shows racial disparities in math and reading proficiency, disciplinary referrals, and referrals for special education. Why do you think these inequities exist and what actions would you take to ensure all students are thriving?
- How does your racial, gender, or class identity influence your leadership?
- From your perspective, in what ways have traditional business offices been inequitable in meeting the needs of ALL students?  
What would you do to ensure that our business office is intentional about the allocation of resources to service our most marginalized students?
- Given a student population that is diverse in terms of gender, nationality, race, ethnicity, religion, sexual orientation and abilities, how do you ensure that each student feels they can succeed in athletics and/or activities programming?
- How would you go about building rapport with students of color, students from low-income families, students labeled with a disability, students who are culturally and linguistically diverse, and students who identify as LGBTQ? Please provide some specific examples.
- How do you ensure that your classroom is an equitable learning environment for all students?

Similar questions have been developed for non-instructional positions that focus on recognition of implicit bias and openness to growth.

<p>Board Indicator 3: <b>There will be professional development annually to support teachers in culturally responsive teaching practices.</b></p>	<p><b><u>Superintendent</u></b></p> <p><b>Compliant</b></p> <p><b>Not Compliant</b></p>	<p><b><u>Board</u></b></p> <p><b>Compliant</b></p> <p><b>Not Compliant</b></p>
<p><b>Evidence:</b> Consistent with OE 9 (Instructional Program), the ICS for Equity Framework is utilized for professional development during Wednesday Early Release time at ATW, LB, and SIS, and after school at SHS. A <a href="#">summary of this work</a> is provided to the Board in late summer/early fall. During the 2023-24 school year, professional development focused on a combination of “Courageous Conversations” with staff, work within Collaborative C3 Teams, and the exploration of high-leverage identity-relevant teaching and learning strategies.</p> <p>Additionally, staff engaged in the following professional development topics throughout the year: K-5 Math Training, Neurodiversity, Equity by Design, Identity Relevant Teaching and Learning, Using GoGuardian and AI in classrooms, Forward Exam Standards Analysis, <i>10 Mindframes</i> book study, “Gender Inclusive Classrooms” with Brian Juchems from GSafe Wisconsin, and “The Power of Words” with Mr. Percy Brown, Jr.</p>		

<p><b>OE-4.4</b> <b>Administer clear personnel rules and procedures for employees.</b></p>	<p><b><u>Superintendent</u></b></p> <p><b>Compliant</b></p> <p><b>Compliant with Exceptions</b></p> <p><b>Not Compliant</b></p>	<p><b><u>Board</u></b></p> <p><b>Compliant</b></p> <p><b>Compliant with Exceptions</b></p>
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		Not Compliant
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**Superintendent Interpretation:**

- **Administer** shall mean to supervise or oversee that personnel rules and procedures are followed.
- **Clear** shall mean personnel rules and procedures are communicated and understood by employees as detailed in employee handbooks and appendices.
- **Rules and procedures** shall mean the applicable laws, Board, and District policies that communicate the employment expectations for all District personnel.

Board Indicator 1: <b>By December 1st of each fiscal year, 95% of the District employees have signed and returned an acknowledgement form to affirm they received updated handbook and applicable appendices policies from the District Business and Human Resources office.</b>	<u>Superintendent</u> <b>Compliant</b> Not Compliant	<u>Board</u> Compliant Not Compliant
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**Evidence:**  
No updated handbooks or appendices were released yet this year. All staff are given digital access to the Employee Handbook and Appendices upon hire, and it is posted to the Staff Only page throughout the year.

**Board Comments:**

OE-4.5 <b>Effectively and consistently handle complaints and concerns according to processes defined in the employee handbook.</b>	<u>Superintendent</u> <b>Compliant</b> Compliant with Exceptions Not Compliant	<u>Board</u> Compliant Compliant with Exceptions Not Compliant
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**Superintendent Interpretation:**

- **Effectively handle** shall mean investigate and resolve promptly, accurately with consideration and professionalism.
- **Consistently** shall mean complaints and concerns are addressed according to the employee handbook and/or district policy.
- **Complaints and concerns** shall mean grievances or questions related to sexual harassment, discrimination claims, contractual violations, Board and District policies and procedures, and possible violations of state and federal laws.

Board Indicator 1: <b>100% of complaints and grievances are resolved or handled in accordance with the employee handbook and/or District Policy.</b>	<u>Superintendent</u>  <b>Compliant</b>  Not Compliant	<u>Board</u>  Compliant  Not Compliant
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**Evidence:**  
 The District followed the processes outlined in the Employee Handbook and/or District policy for addressing all staff complaints and grievances; District personnel policies are in compliance with state and federal law.

**Board Comments:**

<b>OE-4.6</b> <b>Maintain accurate job descriptions for all staff positions.</b>	<u>Superintendent</u>  <b>Compliant</b>  Compliant with Exceptions  Not Compliant	<u>Board</u>  Compliant  Compliant with Exceptions  Not Compliant
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**Superintendent Interpretation:**

- **Maintain** shall mean to keep current and accurate.
- **Accurate** shall mean job descriptions reflect the essential functions, knowledge, skills, and abilities of the responsibilities and tasks performed.

Board Indicator 1: <b>All job descriptions will be available to employees and for use by administrators during the hiring and evaluation processes.</b>	<u>Superintendent</u>  <b>Compliant</b>  Not Compliant	<u>Board</u>  Compliant  Not Compliant
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**Evidence:**  
 Per the Employee Handbook, employees may request a copy of their current job description from Human Resources at any time.

<p>Board Indicator 2:  <b>All job descriptions are reviewed upon evaluation of an employee and prior to posting a position.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p><b>Evidence:</b>  The District requires that job descriptions be reviewed and updated, as needed, and prior to posting a vacancy.</p>		

<p><b>Board Comments:</b></p>
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<p><b>OE-4.7</b>  <b>Protect confidential information.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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**Superintendent Interpretation:**

- **Protect** shall mean to secure, keep safe, and preserve employee confidential information.
- **Confidential** shall mean access to employee information follows federal and state law, including Health Insurance Portability and Accountability Act (HIPAA).

<p>Board Indicator 1:  <b>100% of documented reports of breach of confidentiality by the Business and Human Resources office have been thoroughly investigated and appropriate action taken.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p><b>Evidence:</b>  There were no documented breaches of confidential information by the Business Services/HR office in 2023-2024.</p>		

<p>Board Indicator 2:  <b>100% of documented reports of breach of confidentiality by any District staff has been thoroughly investigated and appropriate action taken.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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**Evidence:**

There were no documented breaches of confidential information by District staff in 2023-2024.

**Board Comments:**

<p><b>OE-4.8</b>  <b>Assure that compensation and benefit plans attract and retain the highest quality employees by compensating employees, within available resources, in a consistent and predictable manner within the applicable marketplace, including but not limited to organizations of comparable size and type.</b></p>	<p><u><b>Superintendent</b></u></p> <p>Compliant</p> <p><b>Compliant with Exceptions</b></p> <p>Not Compliant</p>	<p><u><b>Board</b></u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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**Superintendent Interpretation:**

- **Competitive** shall mean District employment offers are commensurate with or higher than equivalent positions when compared to similar school districts.
- A **compensation plan** shall mean District salaries and benefits.
- **Highest quality in terms of attracting applicants** shall mean a candidate who meets the criteria of the position and the expectations of the hiring committee, supervising administrator or Superintendent.
- **Highest quality in terms of retention of employees** shall mean those who are evaluated as effective or higher based on the District’s evaluation criteria.

<p>Board Indicator 1:  <b>The District will rank in the top 33% of salaries and fringe benefits for teachers when compared to CESA 1 peer districts.</b></p>	<p><u><b>Superintendent</b></u></p> <p><b>Compliant</b></p> <p>Not Compliant</p> <p>Not Available</p>	<p><u><b>Board</b></u></p> <p>Compliant</p> <p>Not Compliant</p>
<p><b>Evidence:</b> Shorewood ranks in the 100th percentile for teacher salaries in CESA 1, and the average salary for Shorewood teachers is 17% higher than the statewide average.</p> <p>Sources: Frontline, compiled from DPI data, and Wisestaff.</p>		

<p>Board Indicator 2:  <b>The District will rank in the top 33% of salaries and fringe benefits for principals and assistant principals when compared to CESA 1 peer districts.</b></p>	<p><u><b>Superintendent</b></u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u><b>Board</b></u></p> <p>Compliant</p> <p>Not Compliant</p>
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	<b>Not Available</b>	
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**Evidence\*:**  
 Within CESA 1, Shorewood ranks in the 93% among assistant principals and 70% among principals salaries. School size is a significant driver of principal salaries. When compared with similarly-sized school districts, Shorewood ranks in the 94th percentile.

Board Indicator 3: <b>The District will rank in the top 33% of salaries for all other applicable employee groups when compared to CESA 1 peer districts.</b>	<u><b>Superintendent</b></u>	<u><b>Board</b></u>
	<b>Compliant</b>	<b>Compliant</b>
	<b>Not Compliant</b>	<b>Not Compliant</b>
	<b>Not Available</b>	

**Evidence\*:**  
 On average, Shorewood ranks in the top 16% (84th percentile) of salaries in CESA 1 for all other employee groups.

\*All data are from DPI published reports, as compiled by Forecast5

Board Indicator 4: <b>The District is within the top 33% in the least amount of employee out-of-pocket benefit contributions, both single and family, as compared to companies and school districts regionally.</b>	<u><b>Superintendent</b></u>	<u><b>Board</b></u>
	<b>Compliant</b>	<b>Compliant</b>
	<b>Not Compliant</b>	<b>Not Compliant</b>
	<b>Not Available</b>	

**Evidence:**  
 There is no data source known to the District or our benefits consultants that provides comparable data on out of pocket contributions or percentile comparisons. Data is available on the premium contribution. In 2023, Shorewood contributed an average of \$1,884 towards employee premiums, compared to a CESA 1 average of \$1,851.

Board Indicator 5: <b>100% of employees that leave the district are offered an exit interview.</b>	<u><b>Superintendent</b></u>	<u><b>Board</b></u>
	<b>Compliant</b>	<b>Compliant</b>
	<b>Not Compliant</b>	<b>Not Compliant</b>

**Evidence:**  
 The District offers an online exit interview survey to all staff separating from the District through School Perceptions. When staff notifies the HR department of their intent to separate from the District they are sent both the online exit interview survey and communication with the option to schedule an in-person exit interview. 100% of employees exiting the District were offered an exit interview either online or in-person.

<p>Board Indicator 6:  <b>An annual review of retention rates is comparable to peer districts.</b></p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p> <p><b>Not Available</b></p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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**Evidence:**  
Overall, the District retained 87% of all staff (excluding retirements) and 90% of teachers. No data on peer district retention rates is available. A [2023 Wisconsin Policy Forum Report](#) found that, on average 11.5% of teaching positions turn over annually. Based on this, Shorewood’s teacher retention rate is similar to the statewide average.

Retention of support staff remains a challenge. 44% of Shorewood’s voluntary staff departures (excluding retirements) in 2023-2024 were hourly support staff positions, which area districts overwhelmingly cite as a significant issue.

**Board Comments:**

<p>OE-4.9  <b>Consistent with the Superintendent’s own evaluation, evaluate all employee performance as outlined in the employee handbooks.</b></p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p><b>Compliant with Exceptions</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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**Superintendent Interpretation:**

- **Consistent with the Superintendent’s own evaluation** shall mean that all employees are evaluated according to student learning outcomes as outlined in the results policies and operational expectations.
- **Evaluate** shall mean assessing through observations, goal setting and progress monitoring.
- **Achieving** shall mean that the employee performance contributes to accomplishing the Board’s goals.
- **Compliance** shall mean District employees are assessed on their ability to follow the board’s operational expectations as they apply to their job.

<p>Board Indicator 1:  <b>100% of licensed personnel are evaluated through the state mandated evaluation system in their first three years and tri-annually thereafter.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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**Evidence:**

The District uses the Educator Effectiveness system to evaluate all licensed personnel in accordance with the state guidelines.

Board Indicator 2:  
**100% of non-licensed personnel are evaluated through a district created process annually.**

Superintendent

Compliant

**Not Compliant**

Board

Compliant

**Not Compliant**

**Evidence:**

School-level staff are evaluated by the school leader on an annual basis. District staff are expected to be evaluated at least annually by their supervisor through both formal and informal evaluations; however, these evaluations have not been systematically collected or enforced. The District engaged our HR consultant to provide a recommendation for an evaluation process that is both feasible and effective.

Board Indicator 3:  
**90% of Student Learning Outcomes (SLO's) are created based off of the R-2 annual report for a teacher's grade/subject area.**

Superintendent

**Compliant**

Not Compliant

Board

Compliant

**Not Compliant**

**Evidence:**

SLOs are aligned to both school and District goals annually.

**Board Comments:**

**OE-4.10**  
**Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them.**

Superintendent

Compliant

**Compliant with Exceptions**

Not Compliant

Board

Compliant

Compliant with Exceptions

**Not Compliant**

**Superintendent Interpretation:**

- **Qualified** shall mean employees have the required skills, knowledge, and/or license to perform their job responsibilities.
- **Trained** shall mean employees are given instructions, mentored, and given feedback.

<p>Board Indicator 1:  <b>100% of new employees will participate in the district mentoring program during their first and second year of employment.</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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**Evidence:**  
The mentoring program offers several options to support staff who are new to the District. Staff who are new to the profession are assigned a one-to-one mentor who meets with them regularly and is trained in using teaching tools focused on lesson planning, standards-aligned instructional strategies, self-reflection, and analysis of student work. Staff who have more than two years of experience teaching have the option to work with a one-to-one mentor or participate in a cohort with other new staff.

<p>Board Indicator 2:  <b>75% of teachers in the mentor program will report they feel more trained than they did at the start of the year.</b></p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p><b>Not Compliant</b></p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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**Evidence:**  
Due to the small number of mid-year and year-end Shorewood Induction Program (SIP) participant survey responses, the District is not able to provide adequate evidence for this Indicator.

<p>Board Indicator 3:  <b>The school district shall provide ongoing professional development pertaining to Cultural Competency</b></p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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**Evidence:**  
Cultural competency is a major emphasis of school and district wide professional development, and all District staff participated in a “courageous conversations” professional development session that challenged staff to examine assumptions and biases through a variety of team activities in 2023-2024. Instructional staff also completed additional training in equitable practices and identity-relevant teaching and learning. Monthly equity PD reinforces and expands on these concepts.

**Board Comments:**

<p><b>OE-4.11</b>  <b>Maintain an inclusive organizational culture that positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy.</b></p>	<p><u><b>Superintendent</b></u></p> <p>Compliant</p> <p><b>Compliant with Exceptions</b></p> <p>Not Compliant</p>	<p><u><b>Board</b></u></p> <p>Compliant</p> <p>Compliant with Exceptions</p> <p>Not Compliant</p>
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**Superintendent Interpretation:**

- **Organizational culture** shall not only mean a climate in which staff members celebrate diversity among students, parents, staff, and community, expecting everyone to be equally respected and accepted, but also mean the behaviors and beliefs characteristic of a positive work environment.
- **Responsibly perform their jobs** shall mean fulfill their obligations and responsibilities outlined in the job description and meet the expectations of their supervising administrator.
- **Environment of professional support and courtesy** shall mean a respectful workplace free of hostility and void of harassment directed at a person’s race, color, national origin, religion, sex, age, disability, sexual orientation, genetic information or any other applicable status protected by federal, state or local law.

<p>Board Indicator 1:  <b>A staff survey will show that at least 85% of the staff who responded to the survey feel they are in a school/environment that allows them to work in an environment of professional support and courtesy.</b></p>	<p><u><b>Superintendent</b></u></p> <p>Compliant</p> <p><b>Not Compliant</b></p>	<p><u><b>Board</b></u></p> <p>Compliant</p> <p>Not Compliant</p>
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**Evidence:** School Perceptions Staff Survey Results  
I am in a school environment that allows me to work in an environment of professional support and courtesy.  
2024 Staff Survey results (n=143): Average 3.5; Agree 71.3%

<p>Board Indicator 2:  <b>100% of complaints of hostility or harassment are addressed and resolved in a thorough and timely investigation.</b></p>	<p><u><b>Superintendent</b></u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u><b>Board</b></u></p> <p>Compliant</p> <p>Not Compliant</p>
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**Evidence:**  
Complaints of hostility or harassment are processed according to the guidelines outlined in the employee handbook and following Title IX protocol.

<p>Board Indicator 3:  <b>A staff survey will show that at least 85% of the staff who responded to the survey feel they are in a “good climate.”</b></p>	<p><u><b>Superintendent</b></u></p> <p>Compliant</p> <p><b>Not Compliant</b></p>	<p><u><b>Board</b></u></p> <p>Compliant</p> <p>Not Compliant</p>
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<p><b>Evidence:</b> I have flexibility to do my job the way I think is most effective. 2024 Staff Survey results (n=148): Average 3.9; Agree 83.1%</p>
<p>I feel supported by leadership when I make a decision. 2024 Staff Survey results (n=139): Average: 3.35; Agree 59.7%</p>

<p><b>Board Indicator 4:</b> A staff survey will show that at least 85% of the staff <b>who responded to the survey</b> feel they are in an “inclusive environment.”</p>	<u>Superintendent</u>	<u>Board</u>
	<b>Compliant</b>	Compliant
	Not Compliant	Not Compliant

<p><b>Evidence:</b> 2024 Proxy question: I have healthy working relationships with my coworkers: (n=141) Average 4.16; Agree 92.9%</p>
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<p><b>Board Comments:</b></p>
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<p><b>OE-4.12</b> The Superintendent may not retaliate against an employee for initiating a legitimate complaint.</p>	<u>Superintendent</u>	<u>Board</u>
	<b>Compliant</b>	Compliant
	Compliant with Exceptions	Compliant with Exceptions
	Not Compliant	Not Compliant

**Superintendent Interpretation:**

- **Retaliate** shall mean to act in revenge.
- **Initiating** shall mean bringing a written document without coercion by an employee, supervisor or administrator.
- **Legitimate complaint** shall mean a written statement of all claims against the accused that is neither spurious nor false.

<p>Board Indicator 1: <b>100% of employee complaints registered with the office of the Superintendent are investigated without any retaliation toward the reporting employee by the Superintendent.</b></p>	<u>Superintendent</u>	<u>Board</u>
	<b>Compliant</b>	Compliant
	Not Compliant	Not Compliant

**Evidence:**

There were no reports of retaliation of reporting employees for complaints registered with the office of the Superintendent.

**Board Comments:****For Reference Only****Historical School Perceptions Data Provided in OE 4.11**

<b>Board Indicator 1:</b> <b>A staff survey will show that at least 85% of the staff feel they are in a school/environment that allows them to work in an environment of professional support and courtesy.</b>	<u>Superintendent</u>  <b>Compliant</b>  <b>Not Compliant</b>	<u>Board</u>  <b>Compliant</b>  <b>Not Compliant</b>
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**Evidence:** School Perceptions Survey Data

I am in a school environment that allows me to work in an environment of professional support and courtesy.  
 2024 Staff Survey results (n=143): Average 3.5; Agree 71.3%

Teachers, Aides, Specialists	2019 (n=126)		2020 (n=129)		2021 (n=87)		2022 (n=99)		2023 (n=95)		2024 (n=91)	
	Average	Agree	Average	Agree	Average	Agree	Average	Agree	Average	Agree	Average	Agree
	3.84	82%	3.95	87%	3.67	75%	3.67	72%	3.89	80%	3.58	75%
Other Staff (n)	4.21	84% (34)	4.03	83% (35)	4.03	90% (30)	3.28	73% (32)	4.03	83% (39)	3.7	79% (27)

<b>Board Indicator 3:</b> <b>A staff survey will show that at least 85% of the staff feel they are in a “good climate.”</b>	<u>Superintendent</u>  <b>Compliant</b>  <b>Not Compliant</b>	<u>Board</u>  <b>Compliant</b>  <b>Not Compliant</b>
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**Evidence:** School Perceptions Survey Data

I have flexibility to do my job the way I think is most effective.  
 2024 Staff Survey results (n=148): Average 3.9; Agree 83.1%

Teachers, Aides, Specialists	2019 (n=126)		2020 (n=129)		2021 (n=87)		2022 (n=99)		2023 (n=96)		2024 (n=95)	
	Average	Agree	Average	Agree	Average	Agree	Average	Agree	Average	Agree	Average	Agree

	4.13	86%	4.19	92%	4.03	84%	3.9	83%	4.13	86.4%	3.83	82.1%
Other Staff (n)	4.35	91% (34)	4.11	89% (35)	4.03	90% (29)	3.58	72% (32)	4.21	92.3% (39)	4.16	92.6% (27)
I feel supported by leadership when I make a decision. 2024 Staff Survey results (n=139): Average: 3.35; Agree 59.7%												
Teachers, Aides, Specialists	3.87	80%	3.92	82%	3.55	69%	3.6	74%	3.89	79%	3.25	57%
Other Staff (n)	4.24	91% (34)	4.03	83% (35)	3.64	70% (30)	3.23	59% (32)	3.95	79.5% (39)	3.92	70.3% (27)

<b>Board Indicator 4:</b> <b>A staff survey will show that at least 85% of the staff feel they are in an “inclusive environment.”</b>	<b><u>Superintendent</u></b>	<b><u>Board</u></b>
	<b>Compliant</b>	<b>Compliant</b>
	<b>Not Compliant</b>	<b>Not Compliant</b>

<b>Evidence: School Perceptions Staff Survey Data</b> I feel my ideas, opinions, and concerns are listened to by my colleagues. (2020-2023) 2024 Proxy question: I have healthy working relationships with my coworkers: (n=141) Average 4.16; Agree 92.9%										
	2020 (n=125)		2021 (n=87)		2022 (n=93)		2023 (n=95)		2024 (n=90)	
	Average	Agree	Average	Agree	Average	Agree	Average	Agree	Average	Agree
Teachers, Aides, Specialists	3.98	86%	3.87	86%	3.96	89%	4.11	92.3%	4.22	95.5%
Other Staff (n)	3.97	91% (34)	3.93	85% (27)	3.74	81% (31)	3.66	76.3% (38)	3.93	85.2% (27)



**EXECUTIVE SUMMARY  
FOR THE SHOREWOOD SCHOOL BOARD**

**Topic:** DPI District and School Report Cards

**Date:** November 26, 2024

**Prepared by:** Mike Joynt

**Recommended action:**

- Information only
- Presentation/discussion
- Discussion/action by board of education
- Presentation/action next meeting

**Purpose:**

To discuss the District's State 2023-2024 Report Cards, including:

- Student performance in four priority areas;
- Adjustments made at the state level;
- Data analyses; and
- District action steps.

**Background:**

District and School Report Card data is derived from standardized assessment and attendance from the prior academic year. The District uses multiple data points to establish goals and monitor progress throughout the year.

In June 2024, the District initiated a new continuous improvement process, SAIL, to build focus and coherence across the system. After conducting a root cause analysis, administrators and school leaders established a theory of action and set District-level goals. Principals then worked with their school-based leadership teams to develop School Growth Plans that align with District goals.

School Principals will be in attendance to discuss their School Growth Plans and continuous improvement action steps.



# ANNUAL REPORT:

**Wisconsin School &  
District Report Cards**

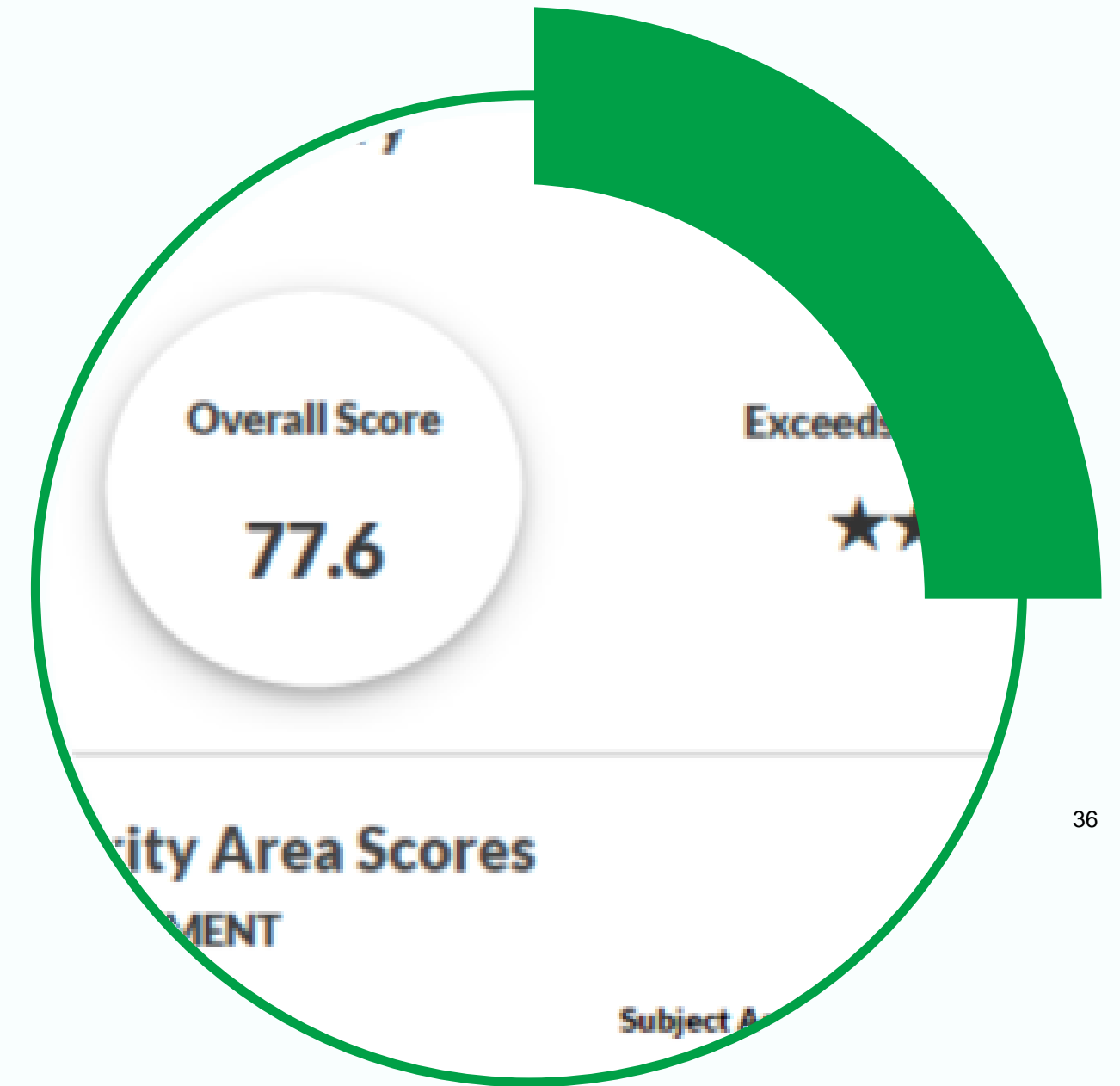
**2023-24**



# Report Card Overview

The report cards summarize student performance and engagement for each school and district and assign an accountability rating and score. The report cards aim to reflect a balanced view of performance by incorporating multiple student outcome measures. These measures are combined to produce the overall scores and ratings.

The report card includes four priority areas—Achievement, Growth, Target Group Outcomes, and On-Track to Graduation—each of which is scored on a 0 to 100 scale. These scores are combined using a weighting scheme that produces a weighted average Overall Score.





# 2023-24 State Assessment and Report Card Updates




Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.

## What changed?

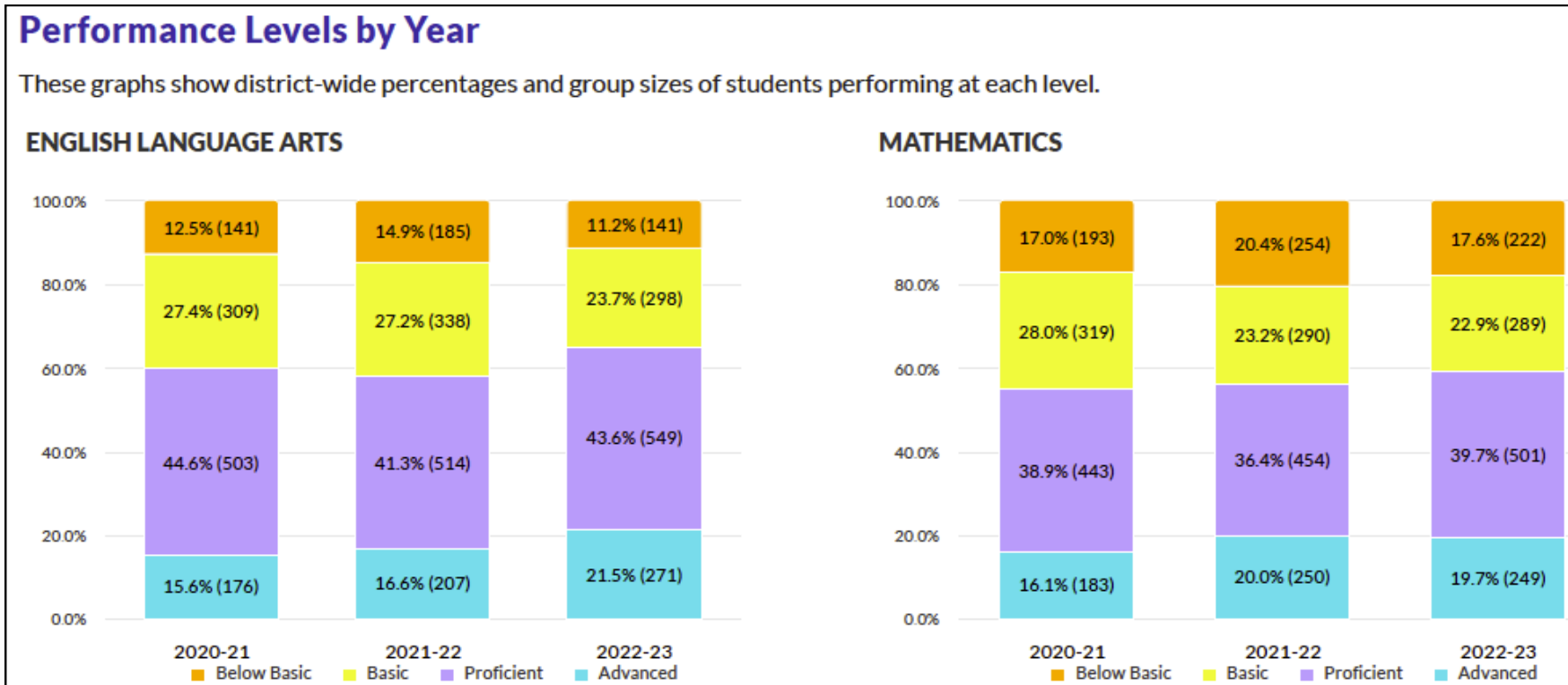
- Forward Exam realignment to Wisconsin English language arts and math standards
- Updated cut scores for Forward, PreACT and ACT
- Updated performance levels (Developing, Approaching, Meeting, Advanced) for Forward, PreACT and ACT
- Scoring of “Achievment” on the 2023-24 report cards was modified using a “scale adjustment” to align with 2022-23 achievement scores
- This is a one year scoring change applicable only for the 2023-24 report cards. In the coming year, DPI will realign the report card cut scores to “accurately communicate the success of schools and districts”
- More information can be found here: [2023-24 School and District Report Cards - Communicating with Your Community](#)



# 2023-24 Report Card Updates

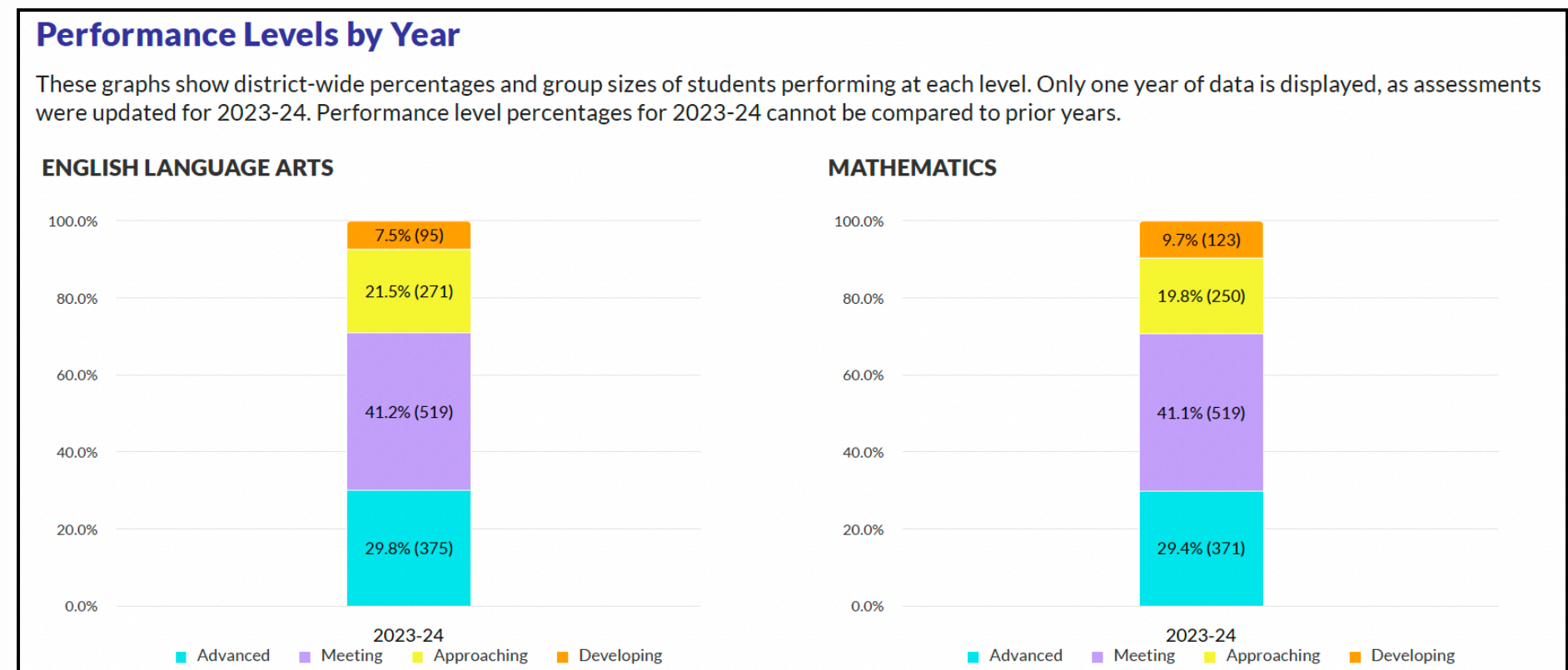
 Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.

## Shorewood 2022-23 Report Card



## Shorewood 2023-24 Report Card

Due to the 2023-24 assessment updates, only one year of data is displayed on the “Performance Levels by Year” chart on the Achievement page of the report card.



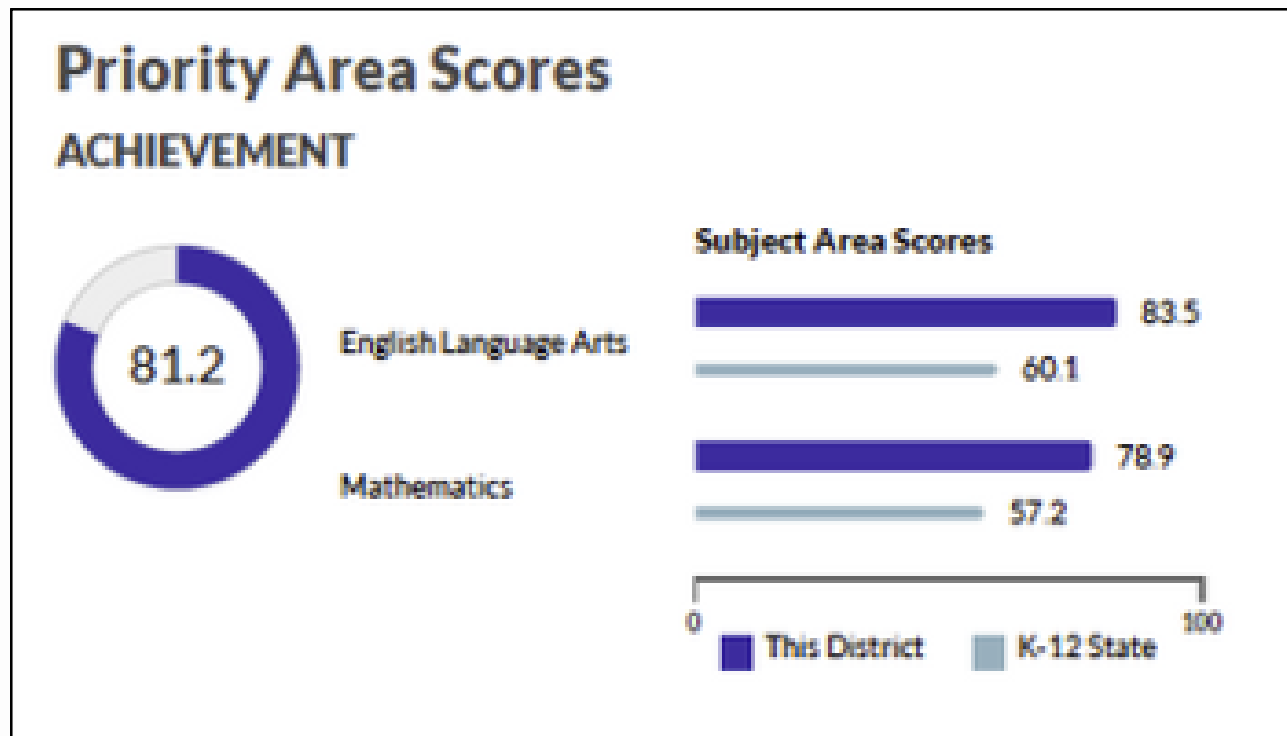


# 2023-24 Report Card Updates

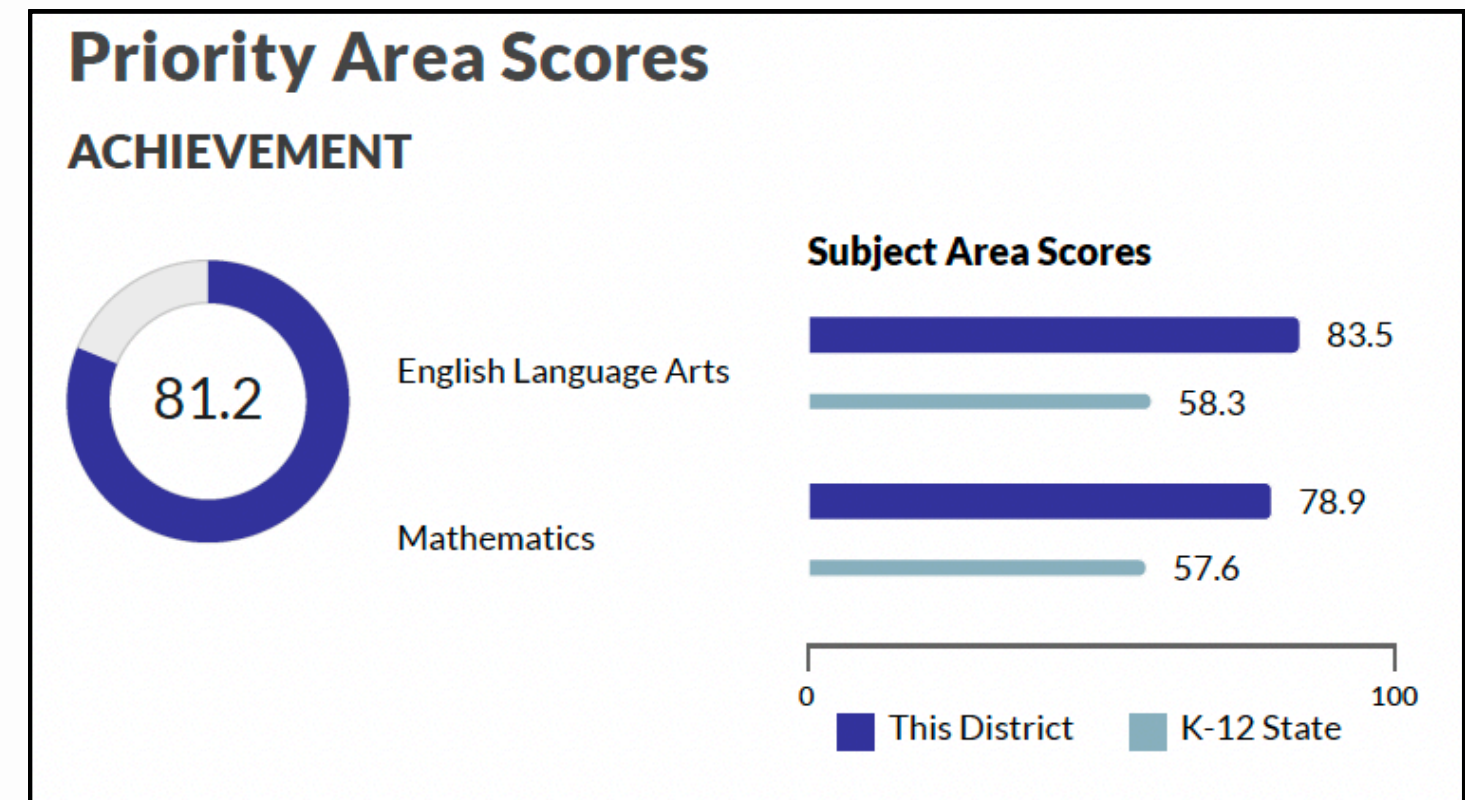


Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.

## Shorewood 2022-23 Report Card



## Shorewood 2023-24 Report Card



After applying the scale adjustment, if a school/district's scale adjusted achievement subject area score is lower than the subject area score on the 2022-23 report card, the 2022-23 achievement subject area score is used instead. This process serves to prevent adjustment overcorrection and eliminates the confusion that would result from an achievement score that is lower than last year's due to the scale adjustment (and not necessarily from decreasing achievement performance).



# District Report Card Overview

## Score Summary



Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.

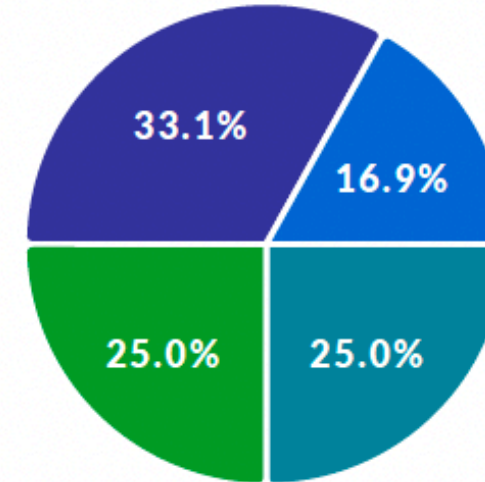
Overall Score

**77.6**

Exceeds Expectations



## PRIORITY AREA WEIGHTS



- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

Accountability Rating Category	Accountability Score Range	
	Minimum	Maximum
Significantly Exceeds Expectations - ★★★★★	83	100
Exceeds Expectations - ★★★★☆	70	82.9
Meets Expectations - ★★★☆☆	58	69.9
Meets Few Expectations - ★★☆☆☆	48	57.9
Fails to Meet Expectations - ★☆☆☆☆	0	47.9



# District Report Card Overview

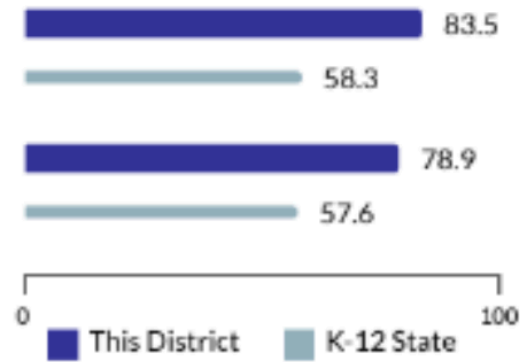
## Priority Area Scores

### ACHIEVEMENT



English Language Arts  
Mathematics

#### Subject Area Scores

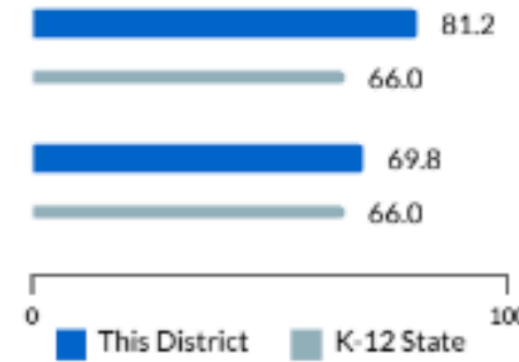


### GROWTH

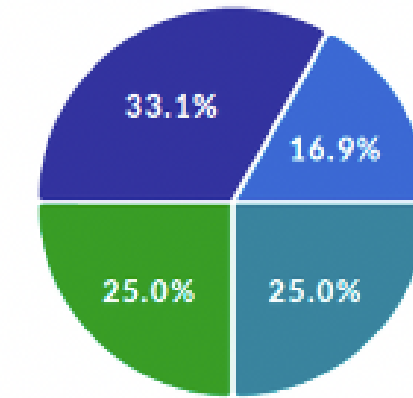


English Language Arts  
Mathematics

#### Subject Area Scores



### PRIORITY AREA WEIGHTS



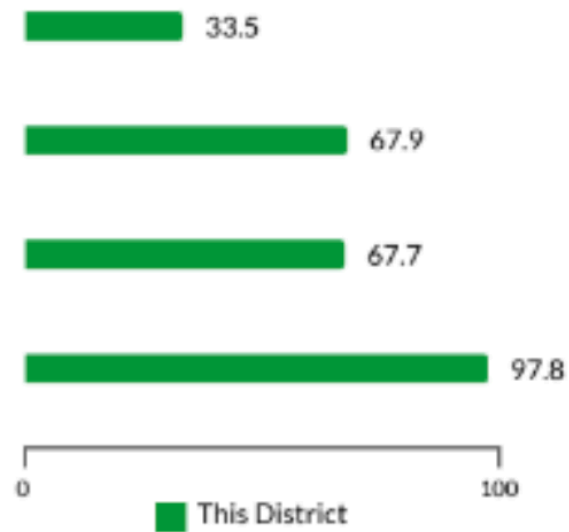
- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

### TARGET GROUP OUTCOMES



Achievement  
Growth  
Chronic Absenteeism  
Graduation

#### Group Scores

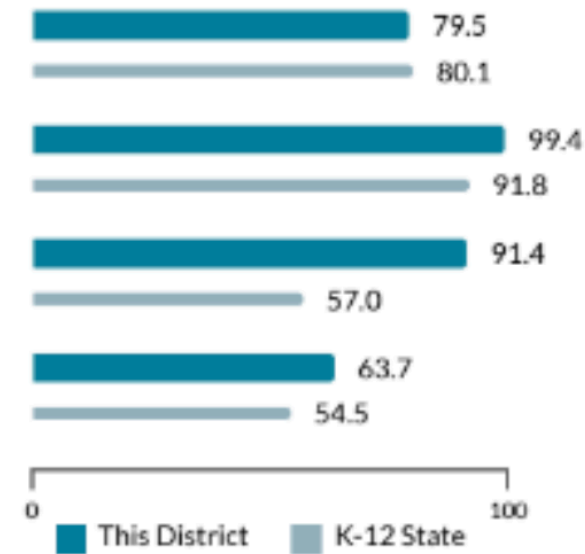


### ON-TRACK TO GRADUATION



Chronic Absenteeism  
Graduation  
3rd Grade English Language Arts  
8th Grade Mathematics

#### Area Scores





# District Performance - Achievement

## Achievement

2023-24 Score: 81.2



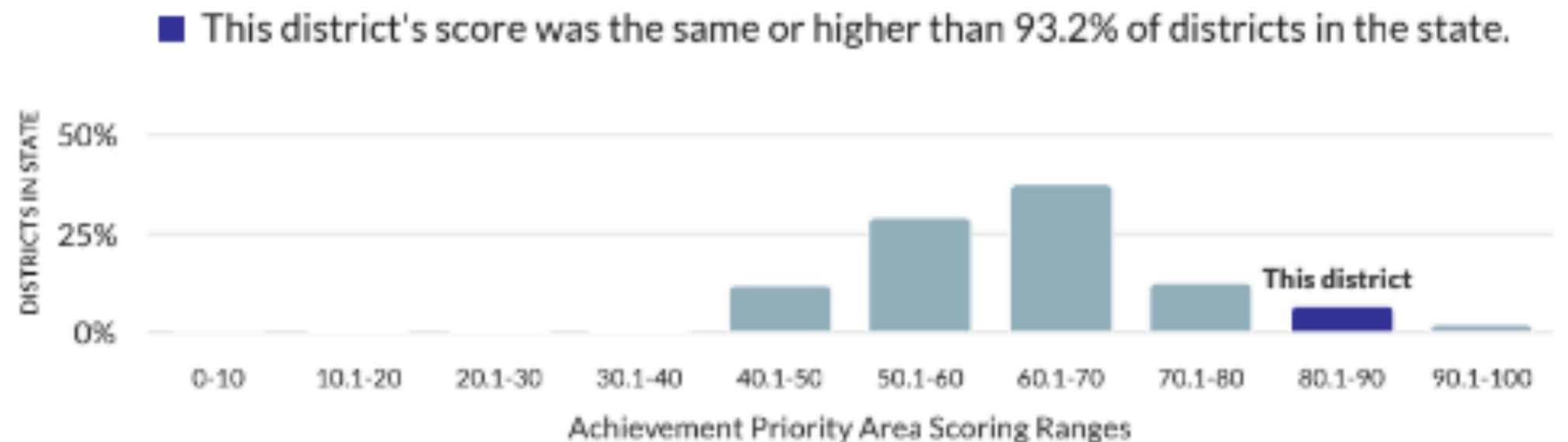
Score was the same or higher than 93.2% of districts in the state

### YEAR-OVER-YEAR COMPARISON:

2023-24	81.2
2022-23	81.2

## 33% of Overall Score

This priority area summarizes how the district's students performed on state assessments using a points-based proficiency system. The score is a three-year average of English language arts and mathematics sub-scores.



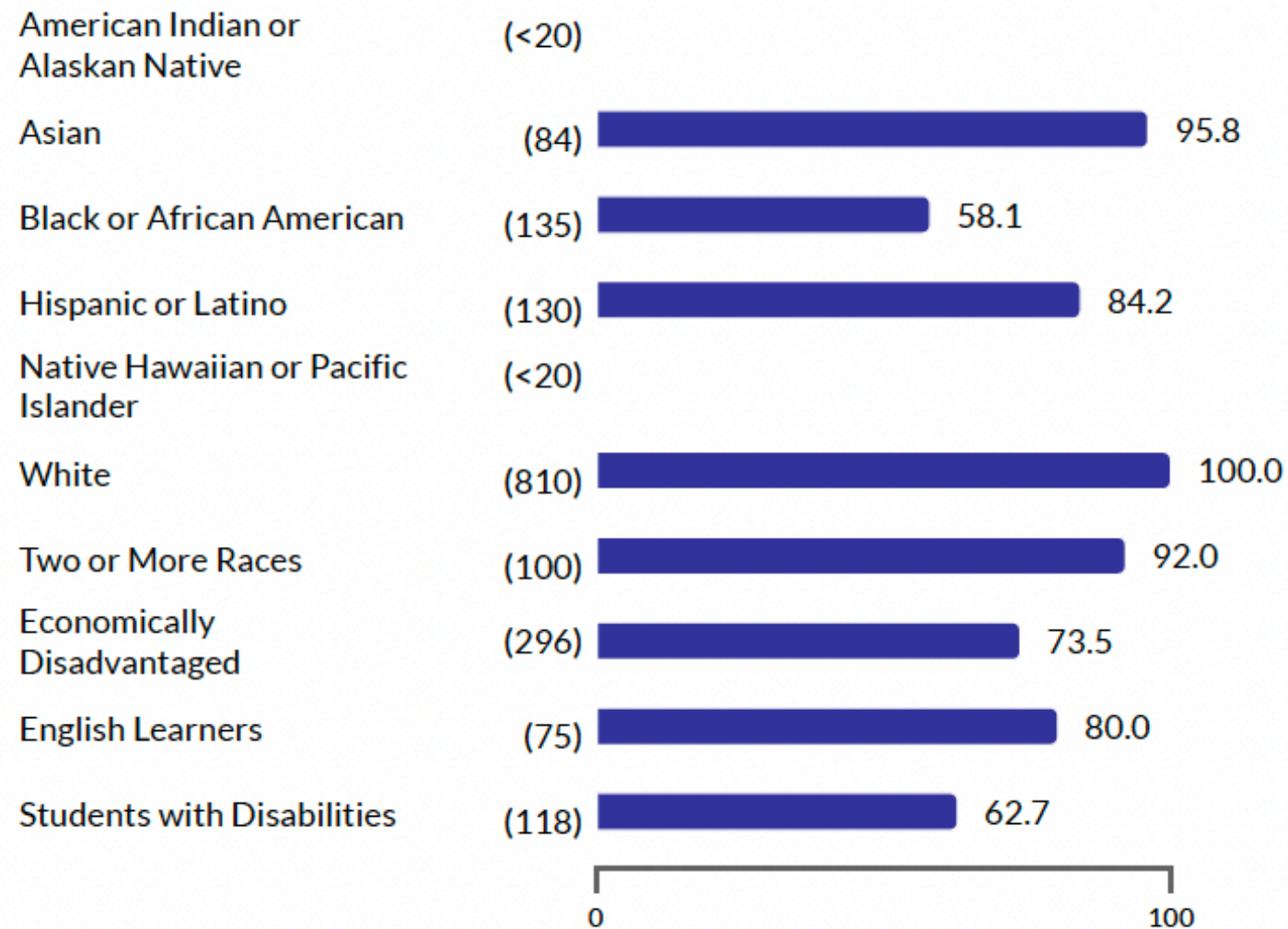


# District Performance - Achievement

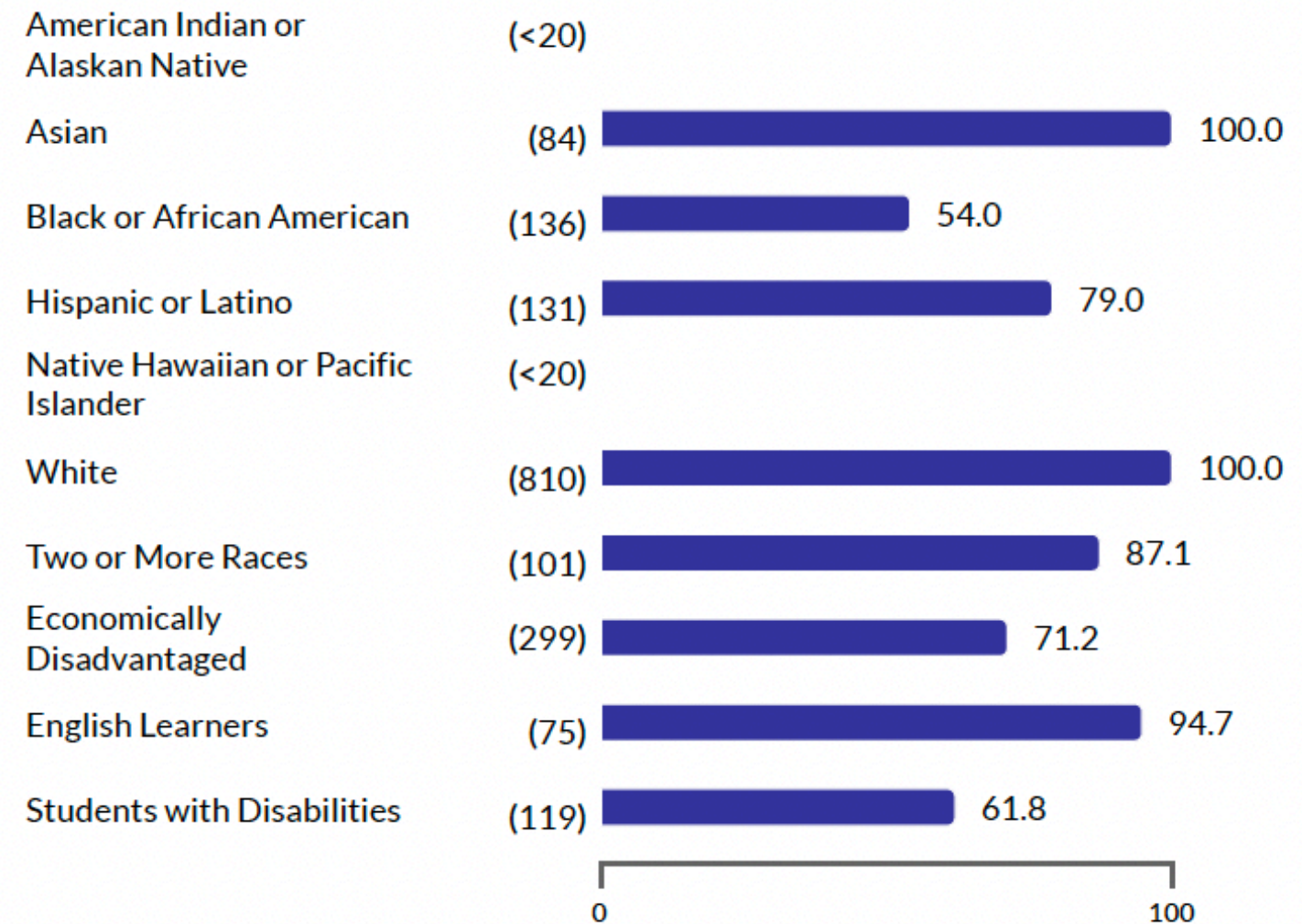
## Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



### MATHEMATICS



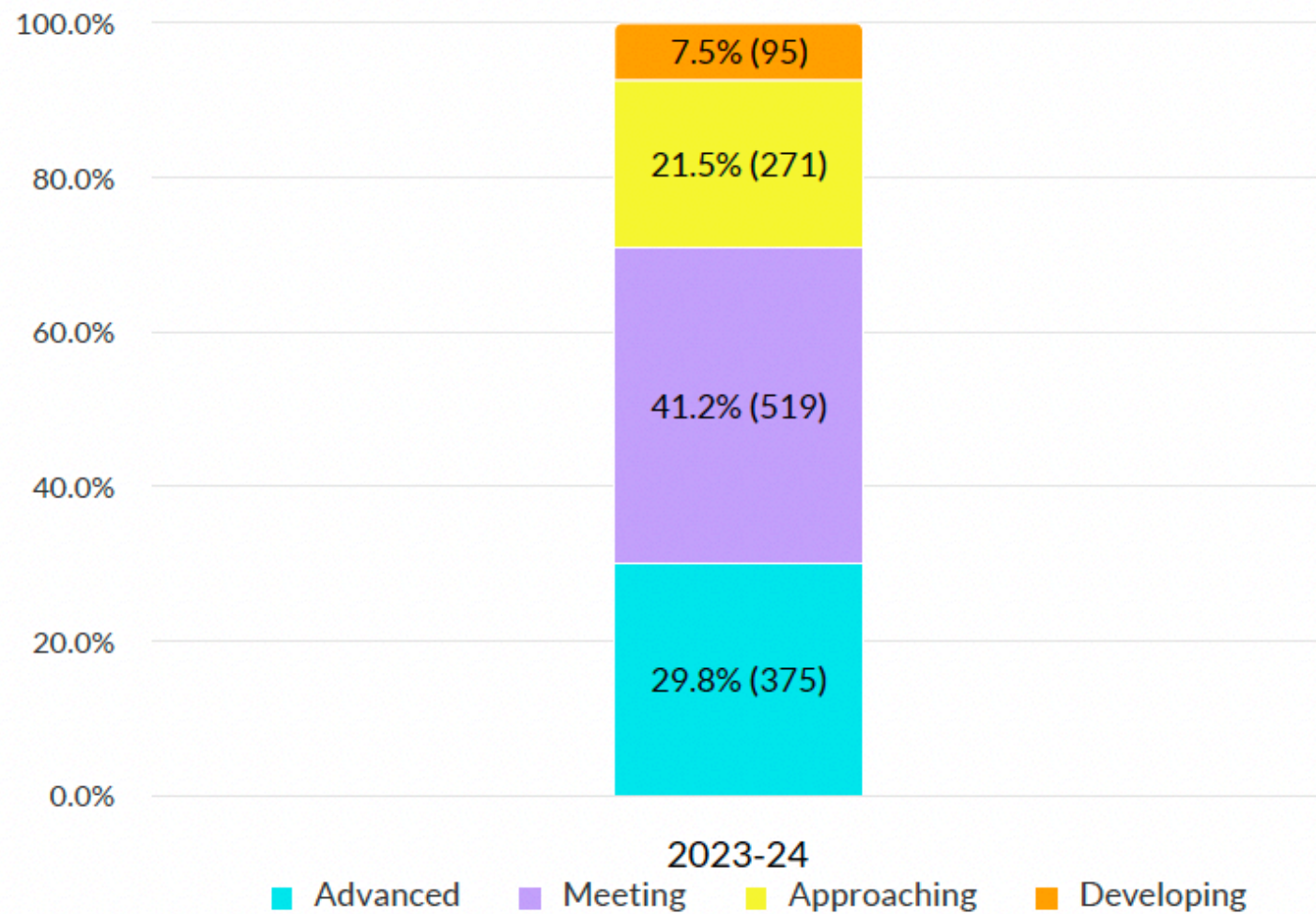


# District Performance - Achievement

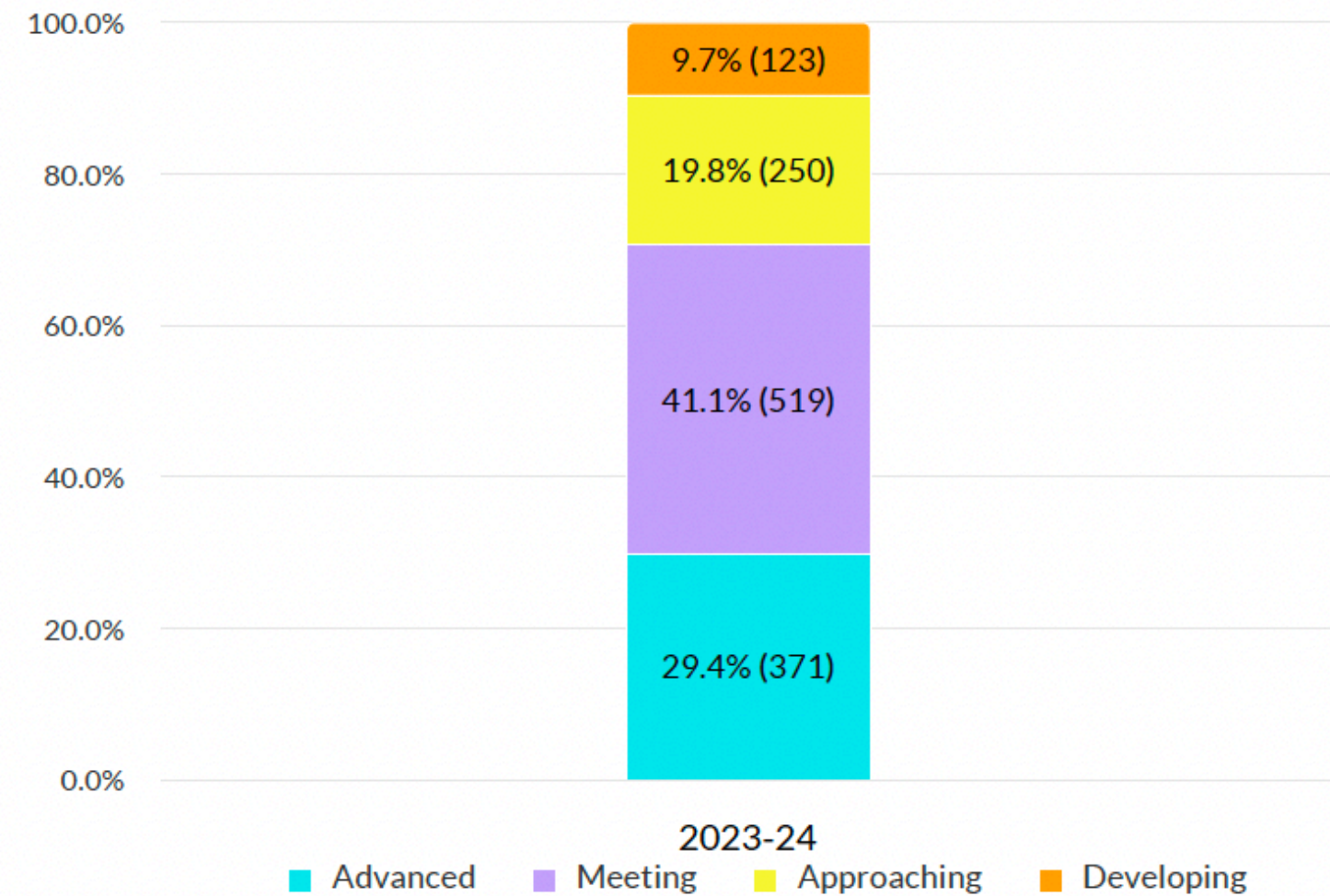
## Performance Levels by Year

These graphs show district-wide percentages and group sizes of students performing at each level. Only one year of data is displayed, as assessments were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



### MATHEMATICS





# District Performance - Achievement

## Performance Levels:

Points are assigned to students according to the student's performance level on the test. Students are awarded 0.5 points for being at the Approaching level, 1 point for Meeting, and 1.5 points for Advanced. Dividing the total points by the student count gives an average for each year.

**An average score of 1.0 would indicate that the average score for students was "meeting"**

The overall score is made up of a weighted average of scores from the past three years of testing.

## ENGLISH LANGUAGE ARTS

	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-12 State	541,193	7.1%	30.8%	33.9%	28.2%	542,509	8.5%	31.9%	34.5%	25.1%	541,252	11.2%	38.8%	31.3%	18.8%
All Students	1,244	16.6%	41.3%	27.2%	14.9%	1,259	21.5%	43.6%	23.7%	11.2%	1,260	29.8%	41.2%	21.5%	<sup>45</sup> 7.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	99	20.2%	38.4%	25.3%	16.2%	93	20.4%	50.5%	21.5%	7.5%	84	31.0%	40.5%	17.9%	10.7%
Black or African American	138	1.4%	17.4%	30.4%	50.7%	127	3.9%	17.3%	37.0%	41.7%	135	3.7%	34.1%	37.0%	25.2%
Hispanic or Latino	117	9.4%	34.2%	36.8%	19.7%	126	14.3%	38.9%	31.7%	15.1%	130	19.2%	38.5%	33.8%	8.5%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	818	19.8%	47.6%	24.9%	7.7%	823	26.0%	47.8%	20.7%	5.6%	810	36.2%	43.1%	16.7%	4.1%
Two or More Races	70	17.1%	32.9%	32.9%	17.1%	88	17.0%	42.0%	23.9%	17.0%	100	26.0%	40.0%	26.0%	8.0%
Economically Disadvantaged	266	7.5%	27.8%	30.1%	34.6%	286	7.3%	35.7%	32.9%	24.1%	296	15.2%	34.1%	33.1%	17.6%
English Learners	86	5.8%	29.1%	37.2%	27.9%	72	6.9%	45.8%	31.9%	15.3%	75	18.7%	40.0%	24.0%	17.3%
Students with Disabilities	132	5.3%	20.5%	34.8%	39.4%	134	4.5%	26.1%	27.6%	41.8%	118	11.9%	28.0%	33.9%	26.3%

27% of ELA score  
(avg points/student = 0.817)

33% of ELA score  
(avg points/student = 0.798)

40% of ELA score  
(avg points/student = 0.877)



# District Performance - Achievement

## Performance Levels:

Points are assigned to students according to the student's performance level on the test. Students are awarded 0.5 points for being at the Approaching level, 1 point for Meeting, and 1.5 points for Advanced. Dividing the total points by the student count gives an average for each year.

An average score of 1.0 would indicate that the average score for students was "meeting"

The overall score is made up of a weighted average of scores from the past three years of testing.

## MATHEMATICS

	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-12 State	542,298	9.3%	28.2%	29.1%	33.3%	543,989	9.4%	29.1%	30.5%	30.9%	541,484	16.5%	34.5%	27.4%	21.6%
All Students	1,248	20.0%	36.4%	23.2%	20.4%	1,261	19.7%	39.7%	22.9%	17.6%	1,263	29.4%	41.1%	19.8%	9.7% <sup>46</sup>
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	101	33.7%	29.7%	18.8%	17.8%	95	31.6%	35.8%	17.9%	14.7%	84	44.0%	34.5%	13.1%	8.3%
Black or African American	138	3.6%	14.5%	21.7%	60.1%	127	1.6%	16.5%	28.3%	53.5%	136	4.4%	26.5%	41.9%	27.2%
Hispanic or Latino	118	15.3%	27.1%	29.7%	28.0%	125	11.2%	32.0%	32.0%	24.8%	131	19.8%	32.8%	32.8%	14.5%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	819	22.3%	42.1%	23.0%	12.6%	824	23.2%	45.0%	21.6%	10.2%	810	33.8%	46.5%	14.1%	5.6%
Two or More Races	70	14.3%	38.6%	24.3%	22.9%	88	13.6%	38.6%	20.5%	27.3%	101	27.7%	33.7%	23.8%	14.9%
Economically Disadvantaged	268	9.7%	24.3%	24.6%	41.4%	286	7.3%	31.1%	26.6%	35.0%	299	16.7%	29.4%	33.4%	20.4%
English Learners	88	15.9%	36.4%	22.7%	25.0%	75	14.7%	42.7%	20.0%	22.7%	75	30.7%	36.0%	25.3%	8.0%
Students with Disabilities	132	7.6%	25.8%	24.2%	42.4%	134	6.0%	25.4%	24.6%	44.0%	119	11.8%	28.6%	31.1%	28.6%

27% of Math score  
(avg points/student = 0.771)

33% of Math score  
(avg points/student = 0.78)

40% of Math score  
(avg points/student = 0.807)



# District Performance - Growth

## Growth

2023-24 Score: 75.5



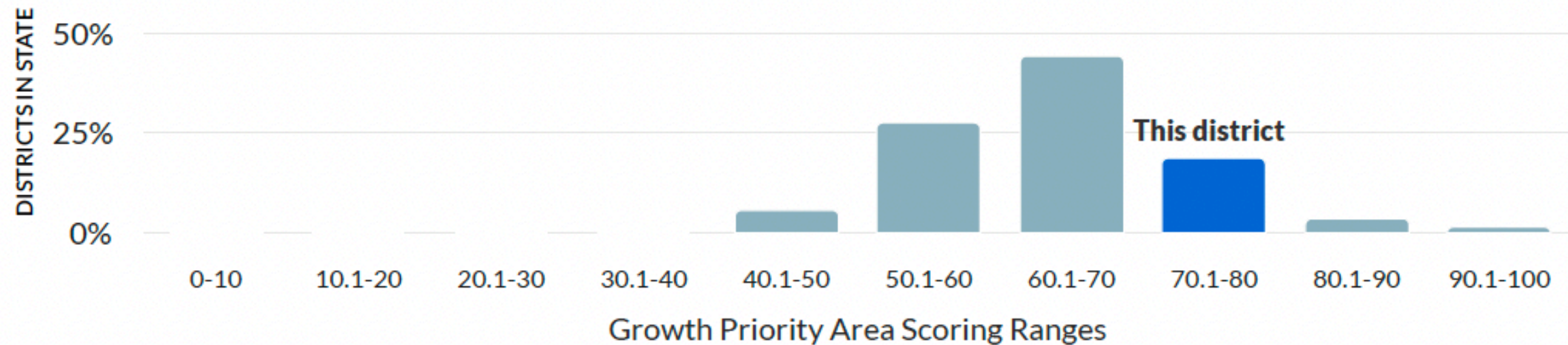
Score was the same or higher than 91.6% of districts in the state

### YEAR-OVER-YEAR COMPARISON:

2023-24	75.5
2022-23	76.4

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

■ This district's score was the same or higher than 91.6% of districts in the state.

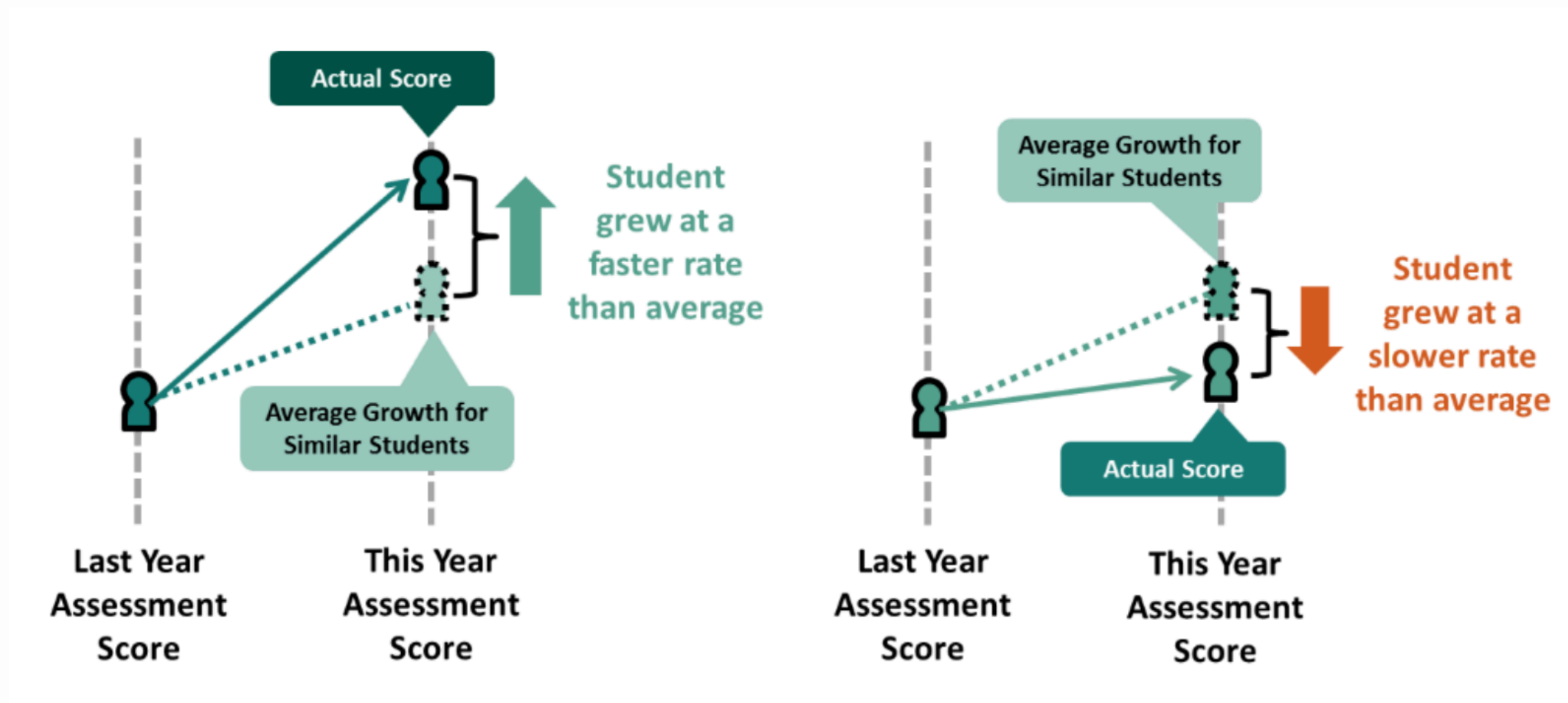




# District Performance - Growth

At the foundation of the Growth score is a statistical technique known as value-added. Value-added compares the growth of students to the growth of similar students across the state of Wisconsin. Note that three years of value-added results are used in this calculation.

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. **A score of 3.0 is average.**



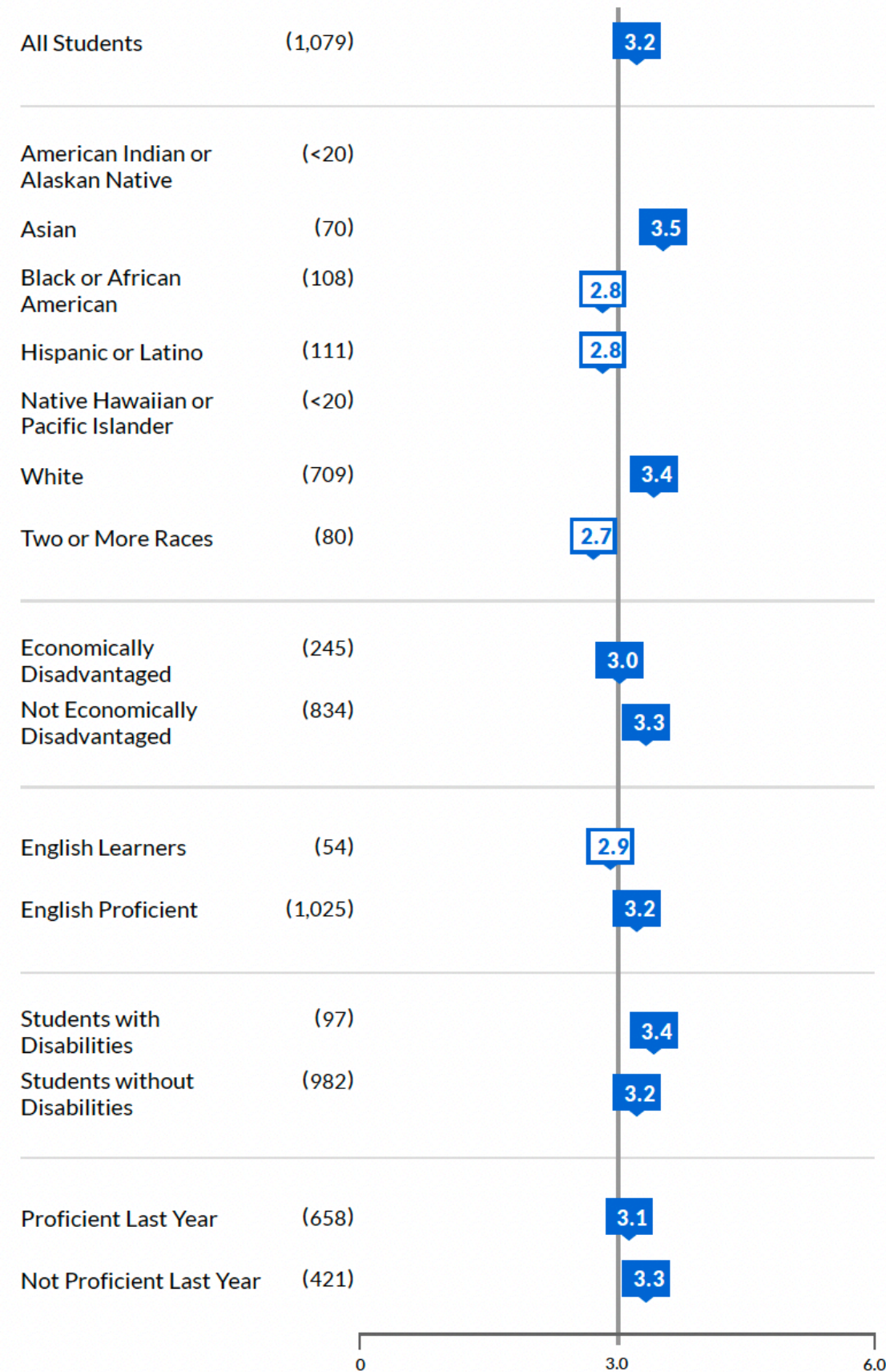


# District Performance - Growth

## ENGLISH LANGUAGE ARTS



## MATHEMATICS

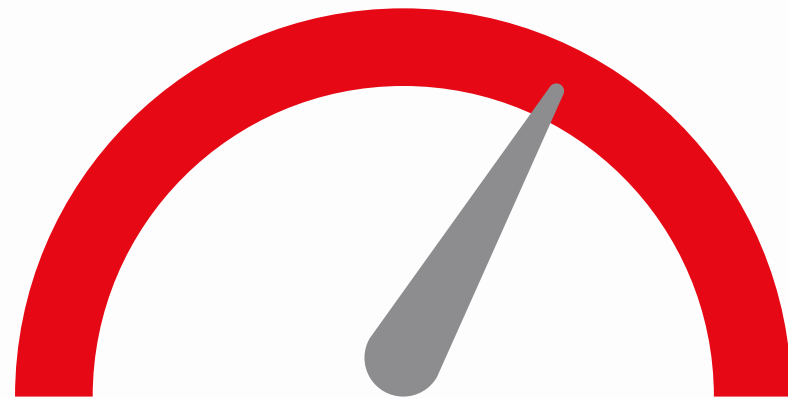




# District Performance - Target Group Outcomes

## Target Group Outcomes

2023-24 Score: 64.9



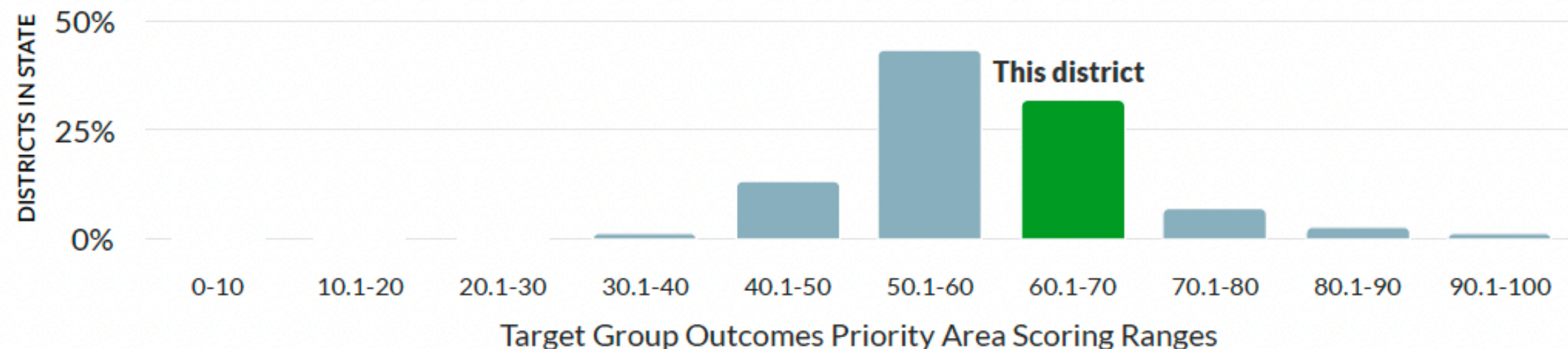
Score was the same or higher than 77.3% of districts in the state

### YEAR-OVER-YEAR COMPARISON:

2023-24	64.9
2022-23	71.0

This priority area examines outcomes for students with the lowest test scores – the Target Group. It is designed to promote equity by helping districts focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

■ This district's score was the same or higher than 77.3% of districts in the state.



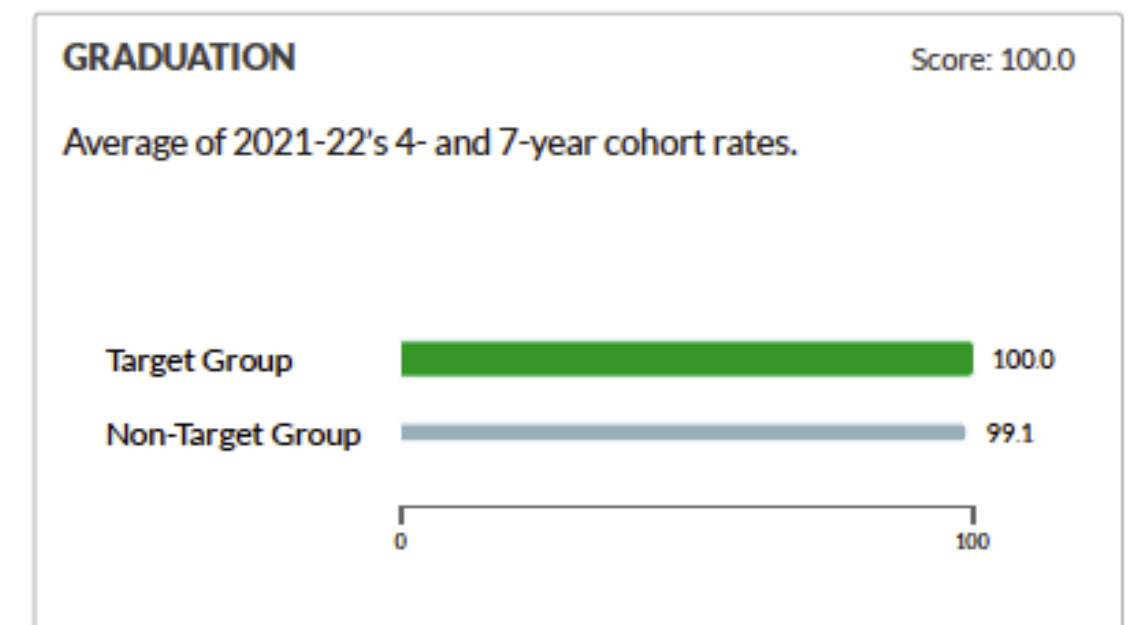
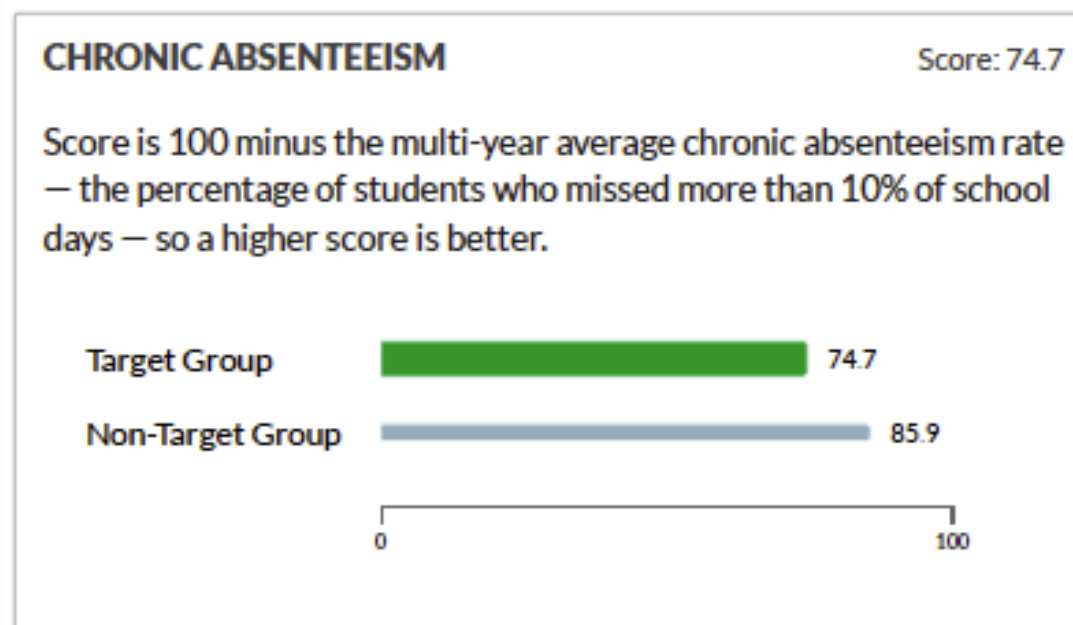
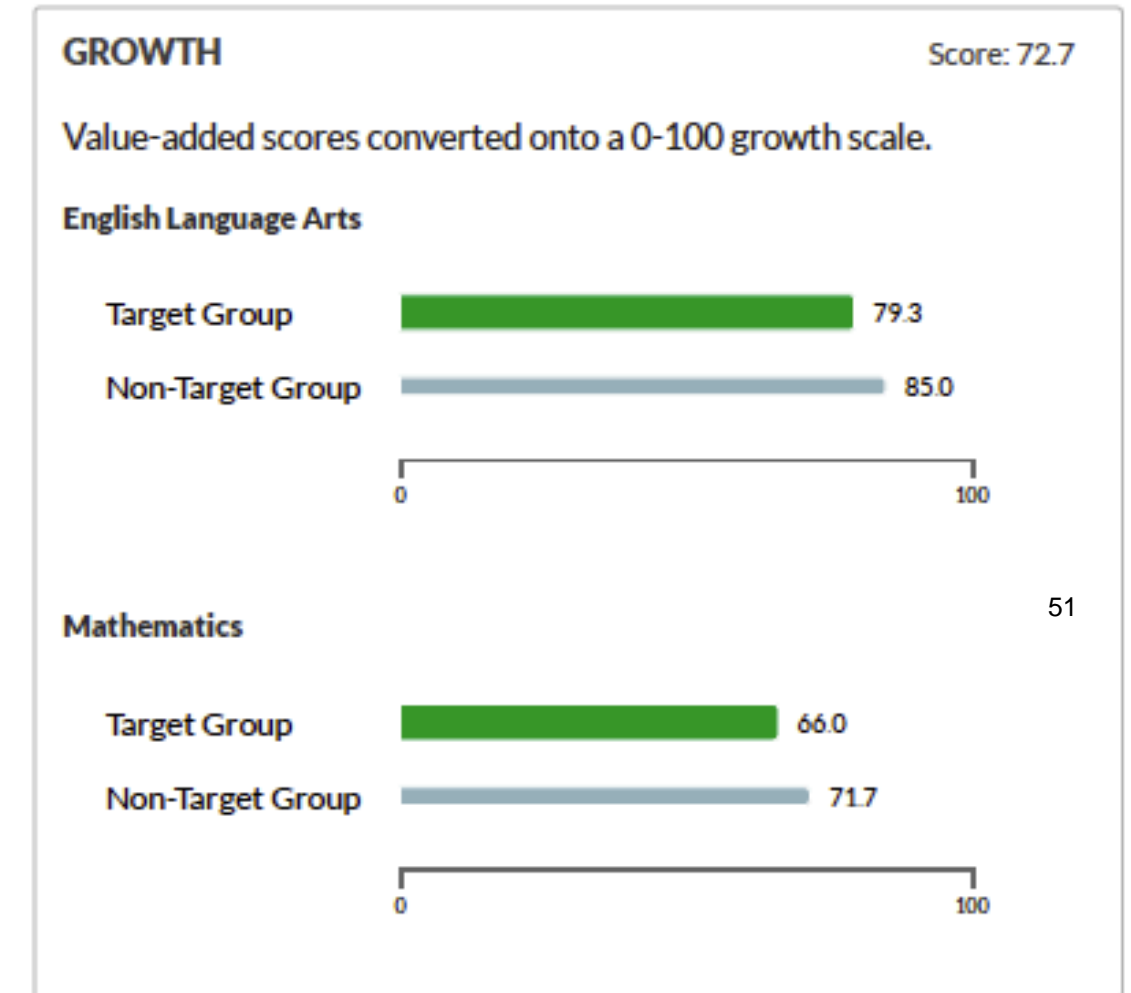
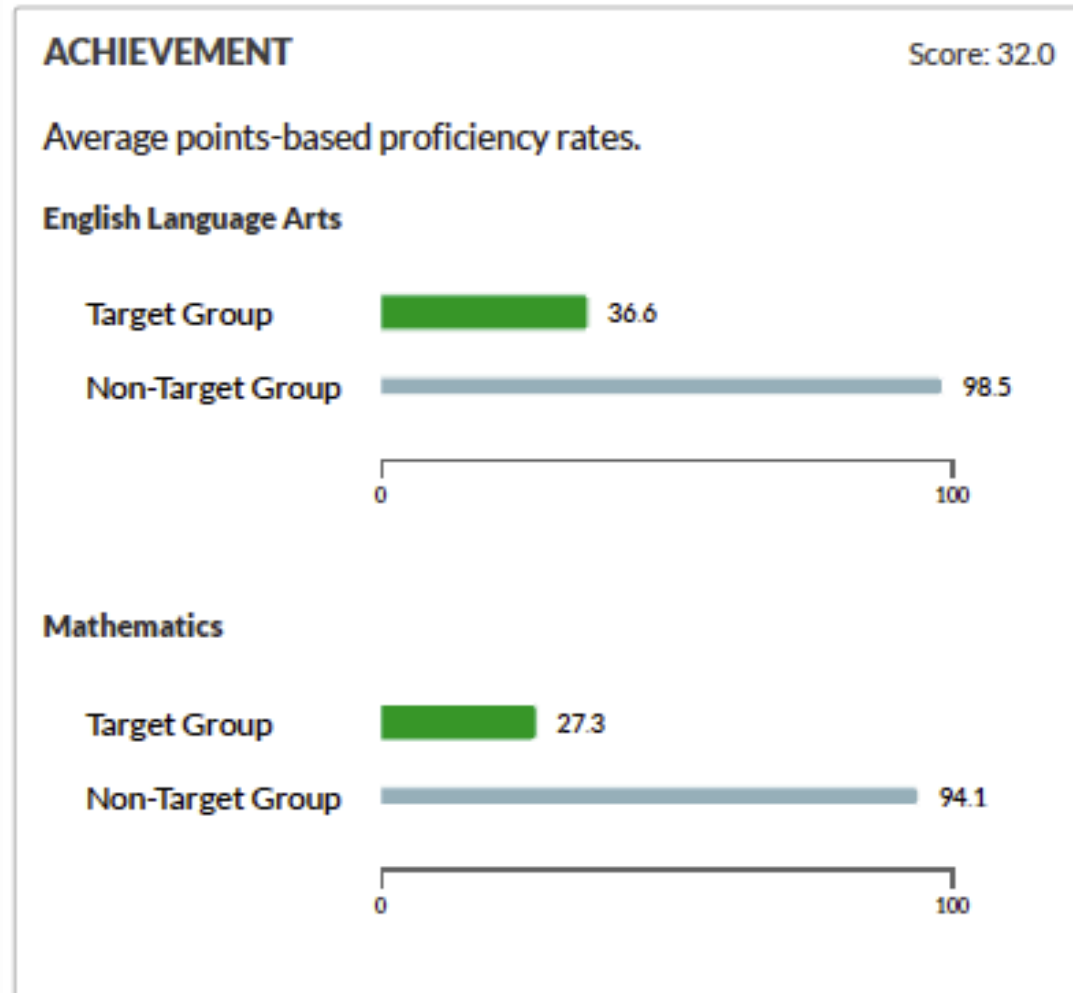


# District Performance - Target Group Outcomes

Target Group Outcomes examines multiple measures for students in the bottom quartile (25%) of performance based on the prior year's test results. This priority area is designed to inform improvement efforts, resulting in positive change for learners who most need it while also improving outcomes for all students.

Target Group Outcomes Scoring Component	Weight within Target Group Outcomes priority area score
Achievement	20%
Growth	50%
Chronic Absenteeism	15%
Graduation or Attendance	15%

## Component Scores

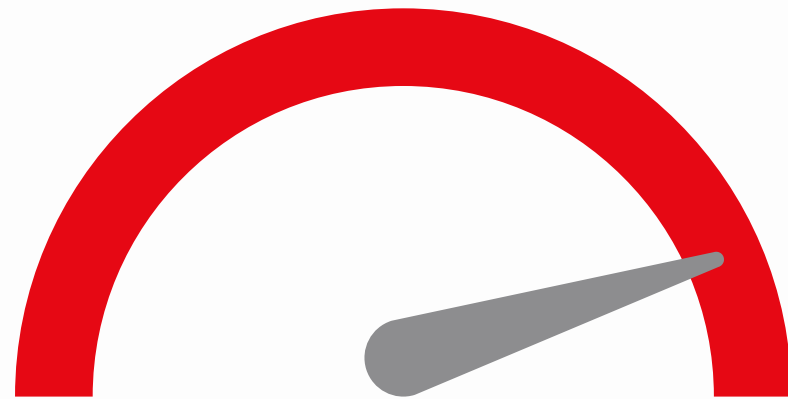




# District Performance - On-Track to Graduation

## Target Group Outcomes

2022-23 Score: **87.4**



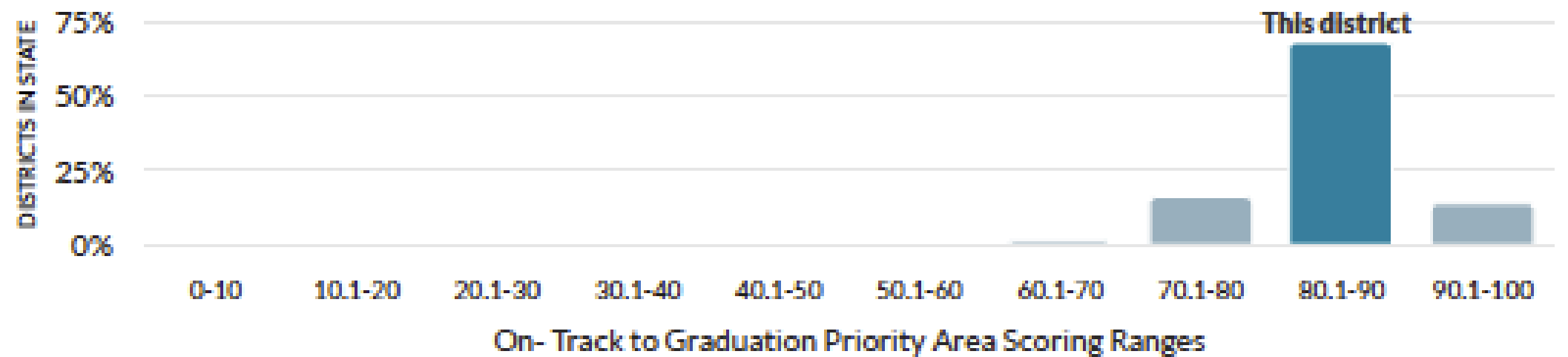
Score was the same or higher than 72.4% of districts in the state

## YEAR-OVER-YEAR COMPARISON:

2022-23	<b>87.4</b>
2021-22	<b>89.5</b>

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement

■ This district's score was the same or higher than 72.4% of districts in the state.

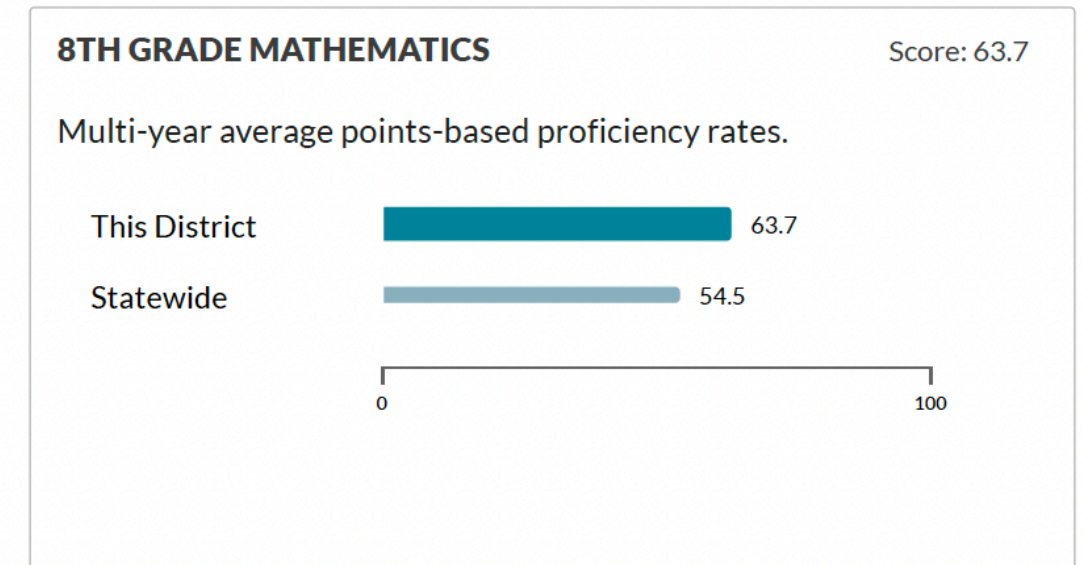
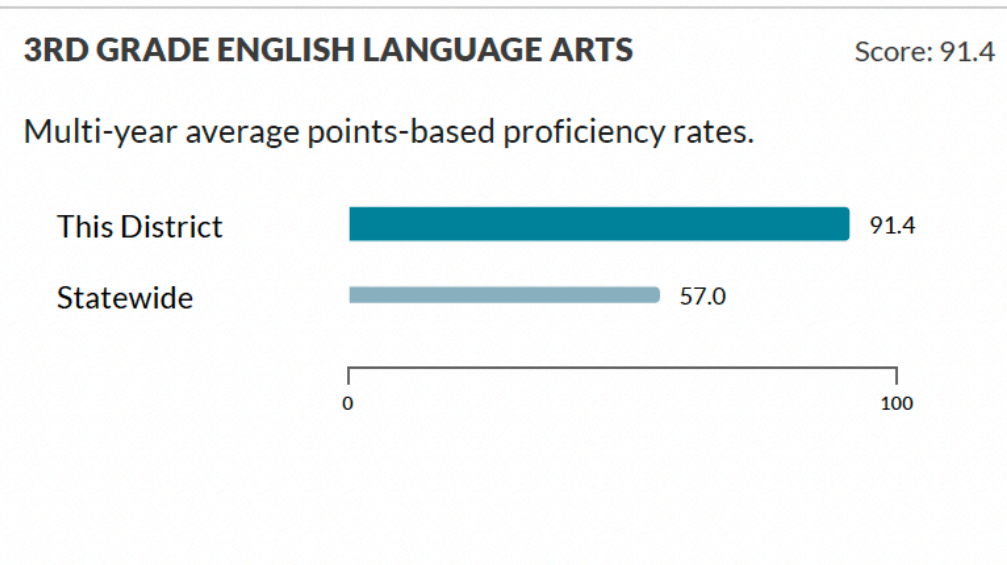
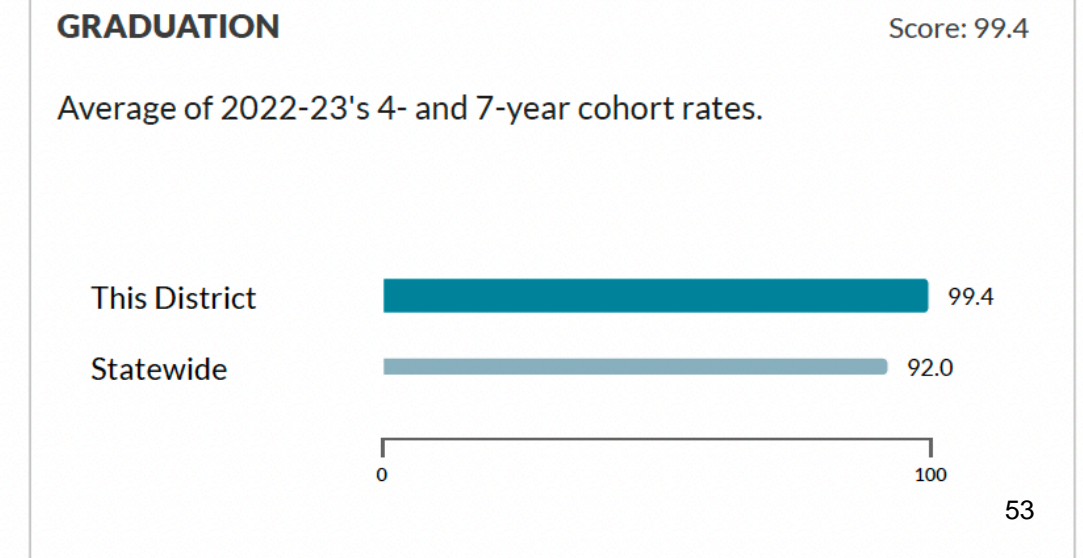
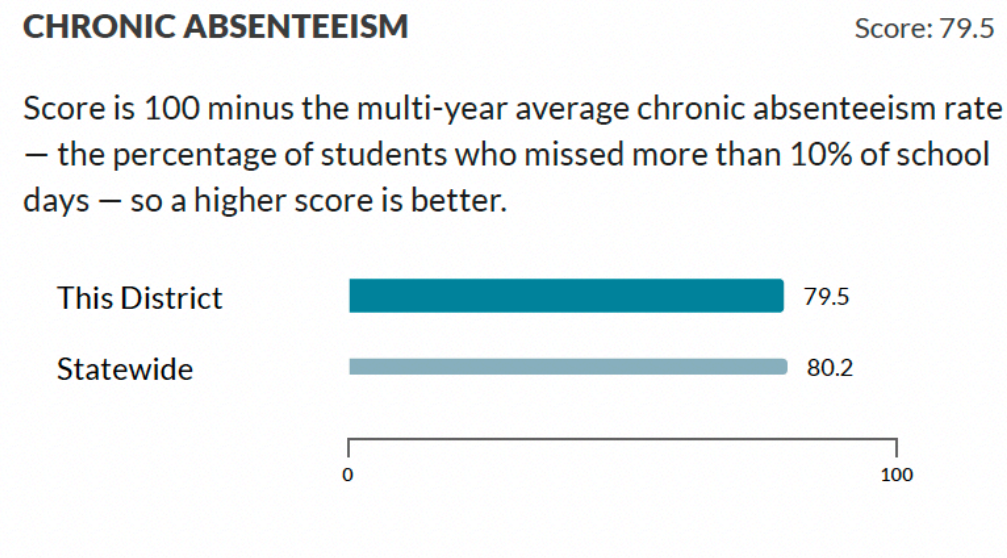




# District Performance - On Track to Graduation

Chronic absenteeism data, attendance data, and graduation data have some similarities. All are “lagged indicators,” because 2022-23 data for these measures are not yet available. As such, the State reports on the 2021-22 data

On Track to Graduation Scoring Component	Weight within Priority Score
Chronic Absenteeism	40%
Graduation	40%
3rd Grade Language Arts	10%
8th Grade Math	10%





# District Performance - On Track to Graduation

Attendance rate is the number of days that students attended (days in seat) divided by the number of days they could possibly have attended (days enrolled).

Students are considered to be chronically absent if they miss 10% of school days out of the total number of school days during which they were enrolled.

**Note that DPI does not differentiate between excused versus unexcused absences**

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	809,382	16.2%	811,691	22.8%	809,293	19.7%
All Students	1,767	6.3%	1,816	27.3%	1,802	23.9%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	157	3.8%	142	20.4%	133	19.5% <sup>54</sup>
Black or African American	173	17.9%	191	44.0%	193	44.6%
Hispanic or Latino	159	10.7%	163	39.9%	174	32.2%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	1,165	4.0%	1,191	23.8%	1,164	19.8%
Two or More Races	109	6.4%	126	25.4%	135	22.2%
Economically Disadvantaged	342	16.4%	388	44.6%	422	38.4%
English Learners	121	5.8%	123	24.4%	111	20.7%
Students with Disabilities	208	16.8%	208	36.5%	186	32.3%



27% of score



33% of score



40% of score



# District Performance - On Track to Graduation

For the four-year rate the cohort consists of students who started high school in 2019-20

For the seven-year rate the cohort consists of students who started high school in 2016-17.

Students are removed from school or district cohorts under some circumstances; most commonly because they transferred to another school or district.

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2022-23. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: K-12 State	68,110	61,585	90.4%	66,851	62,541	93.6%
All Students	167	166	99.4%	161	160	99.4%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	25	24	96.0%	30	29	96.7%
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	108	108	100.0%	96	96	100.0%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	41	40	97.6%	28	27	96.4%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*

55

Started High School in 2019-20  
(graduating class of 2023)

Started High School in 2016-17  
(graduating class of 2020)



# District Celebrations

- ➔ Shorewood scores in the top 7% of districts in Achievement
- ➔ Shorewood scores in the top 8% of districts in Growth
- ➔ Student Growth in English Language Arts and Math is higher than average when looking at "All Students"



# District Growth Areas

- ➔ Disproportionate Achievement results persist for Black students, Hispanic students, students with economic disadvantage and students with IEPs
- ➔ There is a significant gap in Achievement in English Language Arts and Math for students who performed in the bottom quartile (Target Group Priority Area)
- ➔ Chronic Absenteeism Rates\* have risen in Shorewood and across the state. While the data is improving, addressing this will be an ongoing area of focus



# District Action Steps



## **Continue Equity Work - Professional Learning**

- Courageous conversations - Addressing bias
- Instructional practices and Classroom environment (belonging)
- Collaborative teams to address student needs



## **Invest in High-Quality Curriculum**

- EL Education K-8 ELA curriculum adoption for 2024-25
- 7-12 Social Studies curriculum updates
- 6-12 Math curriculum review and adoption for 2025-26



## **Strengthen Continuous Improvement Processes**

- School Growth Plans -100-day cycles of improvement (SAIL work)
- Data to inform instructional practices and supports
- Connecting professional practices to student outcomes



66.0301 Shared Services Agreement for the Woodland Conference Athletic Conference

Pursuant to a resolution adopted by each of the following school districts:

Brown Deer	Pius XI
Cudahy	Shorewood
Greendale	South Milwaukee
Greenfield	West Allis Central
Milwaukee Lutheran	Whitnall
New Berlin (Eisenhower and West)	Wisconsin Lutheran
Pewaukee	

Said school districts hereby mutually agree, pursuant to Section 66.0301 of the Wisconsin Statutes, to the following conditions:

1. That said above parties agree and contract for the cooperation of the Woodland Athletic Conference;
2. That the Greendale School District is to be the operator and fiscal agent of the Woodland Athletic Conference programs.
3. That the fiscal agent district will include all program expenditures and receipts in Fund 99 of the Wisconsin Elementary and Secondary School Accounting System (WUFAR). (Fiscal Agent Requirements)

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**Greendale School District** • 6815 Southway • Greendale, WI 53129 • [www.greendaleschools.org](http://www.greendaleschools.org)  
 Administrative Office (414) 423-2700 • FAX (414) 423-2723 • Pupil Services Office (414) 423-2714

Kimberly Amidzich, Ph.D., Superintendent  
59

Jonathan Mitchell, Director of Business Services  
Denise Burnett, Director of Pupil Services

Maggie Olson, Director of Equity and Instruction  
Julie Grotophorst, Director of Human Resources



# Greendale Schools


*Cultivating Excellence In Every Student.*

4. That the proration of costs to each participating district be determined prior to June 30, annually, on the basis of an approved budget by the Woodland Conference Board. The proration of costs as determined for the 2024-25 school year is \$4,282 per member school. Greendale to pay membership fee with in-kind, for continued conference financial services;
5. That the estimated budget and plan of operation, including payment schedule for this cooperative shall be approved in advance of contract signing by all school district parties hereto;
6. That variations from the budget will require prior approval of all school district parties hereto;
7. That the fiscal agent agrees to file the required financial reports with DPI;
8. That the Budget attached hereto and incorporated herein by reference includes the budget plan for the fiscal agent and approved by each school district.

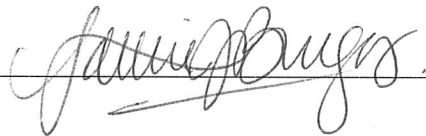


Dated: \_\_\_\_\_

**Member of Cooperative**

 \_\_\_\_\_ 11/12/24 President

\_\_\_\_\_ Clerk

 \_\_\_\_\_ 11/13/24 School District

**Operator of Cooperative - Greendale School District**

\_\_\_\_\_ President

\_\_\_\_\_ Clerk

\_\_\_\_\_ Greendale \_\_\_\_\_ School District

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61  
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**WOODLAND CONFERENCE 2024-25 BUDGET**

	Budget 2024-25	Actual 2024-25	Difference 2024-25
COMMISSIONER SALARY plus FICA	24000.00	0.00	24000.00
ARBITER SYSTEM	975.00	0.00	975.00
CONFERENCE EXPENSES	3000.00	0.00	3000.00
CROSS COUNTRY	3000.00	0.00	3000.00
BOYS GOLF	2000.00	0.00	2000.00
GIRLS GOLF	1000.00	0.00	1000.00
BOYS/GIRLS SOCCER	500.00	0.00	500.00
GIRLS SWIM	750.00	0.00	750.00
BOYS SWIM	500.00	0.00	500.00
GIRLS TENNIS	500.00	0.00	500.00
BOYS TENNIS	500.00	0.00	500.00
BOYS/GIRLS TRACK	7500.00	0.00	7500.00
GIRLS VOLLEYBALL	200.00	0.00	200.00
BOYS VOLLEYBALL	200.00	0.00	200.00
WRESTLING	1500.00	0.00	1500.00
WASH SERVICE	295.00	0.00	295.00
CONFERENCE PASSES	200.00	0.00	200.00
<b>SUB-TOTAL</b>	<b>46620.00</b>	<b>0.00</b>	<b>46620.00</b>
GOLD, SILVER, BRONZE & SCHOLAR MEDALS	2450.00	0.00	2450.00
CHAMPIONSHIP BARS	1300.00	0.00	1300.00
SCHOLAR ATHLETE AWARD PLAQUES	4500.00	0.00	4500.00
PLAYER OF YEAR PLAQUES	800.00	0.00	800.00
	9050.00	0.00	9050.00
<b>TOTAL</b>	<b>55670.00</b>	<b>0.00</b>	<b>55670.00</b>

Authorized by principals vote May 2024. Commissioner Schimpf will be working on a 2-year contract. + Reduction of \$25

Jack Fleming, Lutheran Association event \$1000; Kevin Fitzgerald football pizza \$117.82, \$2074, RSchool \$2074; Football refs \$250; Adam Hanke \$510; Elyssa Henry \$3580; WBOA \$1750; Paul Feldhausen \$500

RSchool cleanup should not be needed

Increase by \$500

Tee times, plus lunch for five players and one coach per school

Tee times, plus lunch for five players and one coach per school.

Mark Herdemann

Judy Linsley and conference hospitality \$587 for conference relays; \$200 for Judy Linsley

Judy Linsley and conference hospitality \$150 for Judy Linsley

Coaches hospitality

Coaches hospitality

Attendance/ticket taking must continue to be controlled.

Patrick Mott

Linda Dahl, should be offset by Dominican dues, which have not been collected last two years

Attendance/ticket taking must continue to be controlled. Girls wrestling tournament added to budget

Site must improve under cars of two interns.

Reduced \$50 due to no lamination

Reduced size of honorable mention medals to keep costs in line.

Quoted at \$1025 before addition of new divisional plaques

Costs should stay static for 2024-25

More players are being honored

**BUDGET ITEM NOTES**

Greendale to pay membership fee with in-kind, for continued conference financial services.

Conference athletic directors raised concerns over this continued payment at August 2023 meeting.

Jerad Galante was to work with Steve Lodes and Greendale Business Office on solution and report back to ADs at September 13, 2023 meeting

Annual payment for 13 schools is \$4282, first year of increased dues on year-over-year basis in four years: 21-22: \$4100 22-23: \$4000 23-24: \$4282 24-25

Account begins year with \$8,906.75 surplus (not shown)

Schools will have 30 days from completion of conference events to submit expenses. After that, potential for non-payment exists







SCHOOL DISTRICT OF SHOREWOOD  
Board Meeting Minutes  
Shorewood High School Library Media Center  
November 12, 2024

Board Member Participation: Emily Berry, President  
Becky Freer, Vice President  
Nathan Hammons, Treasurer & Board Governance Officer  
Abby Fowler, Clerk  
Ellen Eckman, Member at Large  
  
Tristan Papara, Student Representative  
Kaymin Phillips, Student Representative

District Administrator Participation: Laurie Burgos, Superintendent  
Erin Cross, Director of Recreation & Community Services  
Johanna French, Interim Principal, Lake Bluff Elementary School  
Heather Heaviland, Director of Business Services

I. 7:00 pm CALL TO ORDER

Motion to Adopt the Agenda

MOVED by Becky Freer and SECONDED by Nathan Hammons AYE: 5 NAY: 0

II. 7:04 pm STUDENT ACHIEVEMENT AND RESULTS

Atwater Learning Branch

III. 7:16 pm PUBLIC COMMENT #1 - no comments

IV. 7:17 pm SUPERINTENDENT'S REPORT

V. 7:25 pm SUPERINTENDENT'S CONSENT AGENDA - no items

VI. 7:26 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

A. NIS Healthcare Benefits Presentation, Ken Zastrow

B. Approval of OE 9 (Instructional Program) Operations Expectations Monitoring Document

MOVED by Nathan Hammons and SECONDED by Ellen Eckman AYE: 5 NAY: 0

C. Approval of R4 (Student Wellness) Policy Revisions

MOVED by Abby Fowler and SECONDED by Ellen Eckman AYE : 5 NAY: 0

VII. 9:19 pm BOARD CONSENT AGENDA

A. Approval of Board Meeting Minutes

October 22, 2024 Regular Board Meeting

MOVED by Ellen Eckman and SECONDED by Nathan Hammons AYE: 5 NAY: 0

VIII. 9:20 pm PUBLIC COMMENT #2 - no comments

IX. 9:21 pm BOARD MEMBER REPORTS

Board Candidate Information Sessions on November 13 and December 2

X. 9:22 pm REVIEW OF 'TO DO' ITEMS

January 14 Board Workshop: R4 and recommendations on OE 9

XI. 9:23 pm FUTURE AGENDA ITEMS

OE 4 (Personnel Administration) and Presentation of DPI District and School Report Cards

XII. 9:24pm RECESS AND DEBRIEF

Southeastern Wisconsin School Alliance Report  
Nov. 26, 2024

Board members,

I wanted to share copies of the one-pagers that SWSA members contributed to and our Exec. Director Cathy Olig brought to fruition. These are intended as leave-behinds for legislators - either for our lobbyist or any of us with member districts to share when we visit with state lawmakers.

It's no small feat to tell a unified, coherent story with easy-to-digest facts and figures and visuals, all condensed into a few pages. Our recent meetings have been spent reviewing these documents and role-playing conversations with state lawmakers so we are prepared to respond to common myths and misconceptions - or just counter ignorance.

-Emily Berry



Southeastern Wisconsin  
Schools Alliance

## A Disparity in Special Education Funding

Here is an overview of key elements and costs related to special education funding for public schools and choice schools in Wisconsin

Key Element	Public School Students	Choice / Special Needs Scholarship Program
<b>Special Education Funds State Reimbursement</b>	<b>32.4%</b> of costs are reimbursed for 2023-24.	<b>100%</b> of costs are reimbursed up to \$22,598 for 2023–24.  \$15,065 is the Special Needs Scholarship Program (SNSP) per pupil guarantee.
<b>High Cost Special Education Aid</b>	<b>24.23%</b> if costs exceed \$30,000.	<b>90%</b> if costs exceed \$23,113
<b>Special Education Appropriation Type</b>	Sum Certain: This is a fixed dollar amount that funds submitted claims. When claims exceed appropriations, then schools must <b>use local funds to fill in the gap and transfer from their general fund.</b>	Sum Sufficient: Funding is not a fixed amount, rather funds are provided from GPR to match actual costs.
<b>Cost to conduct evaluation to determine if a student meets criteria for special education services</b>	Yes	No, required to be provided by public school districts regardless of where the student attends school.
<b>Develop Individualized Education Program (IEP), plans to support student disability needs</b>	Public schools must comply with Free and Appropriate Education (FAPE) and the Individuals with Disabilities Education Act (IDEA) to implement an IEP.	Private schools are not required to provide services according to the IEP. Students are not entitled to receive FAPE while enrolled by their parents in a private school.
<b>Must Enroll Any Student Regardless of Needs</b>	Yes, must enroll resident students.	No
<b>DPI Teacher, Paraprofessional Licensure</b>	Yes	No
<b>State Assessments</b>	Yes	Limited
<b>Special Education Transportation</b>	Yes, provide special or additional transportation as required in a pupil's IEP.	No, funded by the local public school district.





Southeastern Wisconsin  
Schools Alliance

[schoolsalliance.com](http://schoolsalliance.com)



There are multiple paths for **CNA Certification** while at Oconomowoc High School.



**4,431 students** in SWSA districts are part of youth apprenticeships.

MPS offers **eight tuition-free Montessori** schools, which is the largest cluster of public Montessori schools in the U.S.


4th–8th graders are part of a **NASA project** at Glendale-River Hills




# Public Schools are for **100%** of Wisconsin Families



Given a choice **83% of families** choose public schools.



71

We want to **MAINTAIN AND IMPROVE** these high-quality options that parents seek for their children.



**NATIONAL RANKING**

# Wisconsin Ranks 25<sup>th</sup>

IN PER PUPIL PUBLIC EDUCATION FUNDING IN 2022

This is 7.2% below the national average, continuing a downward trend. **Wisconsin ranked 11th in the nation in 2002.**

# Wisconsin Ranks 3<sup>rd</sup>

IN THE NATION ON SHARE OF STATE EDUCATION DOLLARS ON PRIVATE K-12 OPTIONS IN 2023



## What was the 2023- 2024 change to funding over prior year?

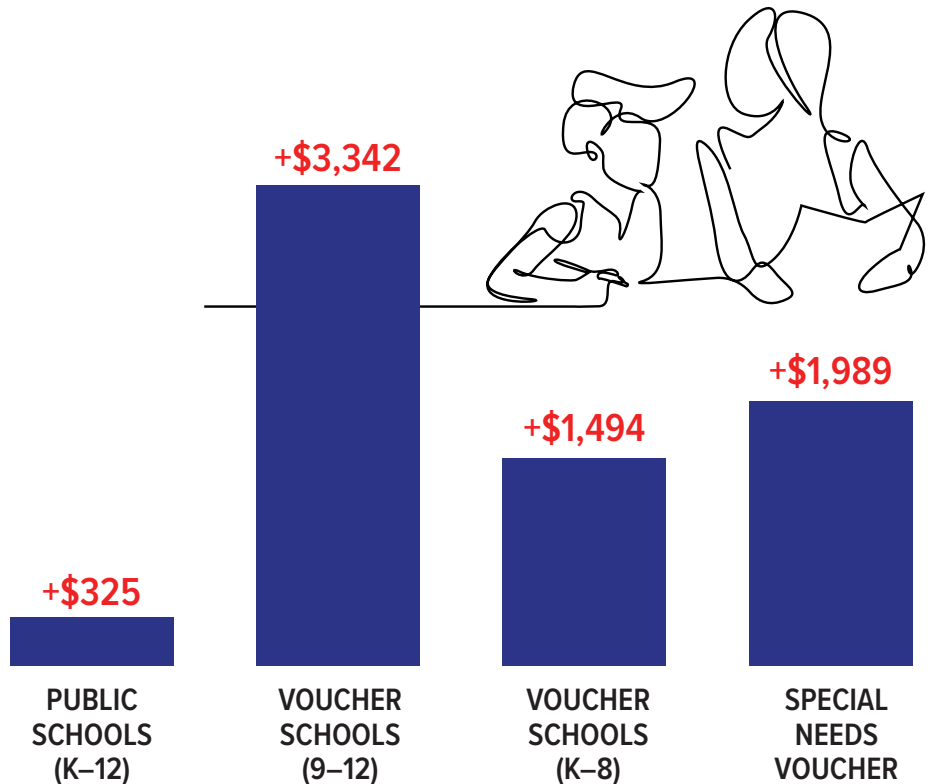
Here is the breakdown of funding increases by school program:

- ▶ Public schools received \$325 per pupil. However, general school district revenues per pupil **lag inflation by more than \$3,300 since 2009.**
- ▶ **Two years of \$0 increase in 2021–2023** affected school districts ability to build on their base revenue, created budget gaps, and affected academic recovery investments.
- ▶ When the state funds the School Levy Tax Credit, it creates local property tax relief, but it **does not provide public schools with spendable dollars.**
- ▶ Due to a mechanism in state law, future funding for choice schools will increase along with increases in revenue limits, categorical aid, and special education aid for public school districts.



**83%** of families in Wisconsin choose public schools.

**PER PUPIL FUNDING INCREASE 2023–24**



# Q Why is there a historic number of districts going to referendum in 2024?

Simply put, districts are forced to go to referendum **out of necessity**.



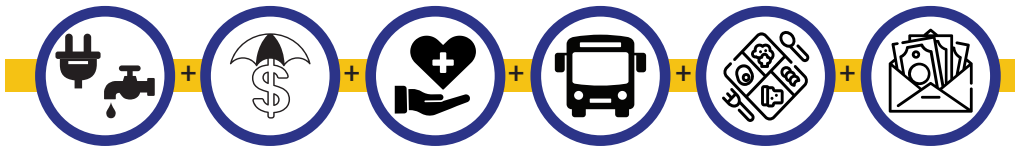
## PUBLIC SCHOOLS ARE NOT IMMUNE TO INFLATION

Educating students simply costs more now with increased expectations that have been implemented over the last three decades including:

- + increased unfunded mandates;
- + heightened accountability;
- + increased legal complexities;
- + more complex human resources management;
- + increased costs for curriculum, student academic and support needs.

+

... rising costs for utilities, insurance, healthcare, transportation, food service, and wages.



**UNDERFUNDED STATE SUPPORT  
FOR PUBLIC EDUCATION  
= OPERATING REFERENDUMS**

Operating referendums are driving up property taxes and creating huge inequities across the state, while costs and state mandates continue to increase. The historic pattern of school finance decisions over the last 30 years is working against the intended goal of revenue limits, which was to reduce property taxes and provide predictable funding to communities and their public schools.



A referendum is like a temporary patch on a leaky roof. It might stop the rain for

a while, but it doesn't fix the underlying structural issues causing the leaks. The funding formula is the foundation of the roof. Without repair, it will always need more patches or rebuilding. Over time, these patches become less effective, and the problems get worse. When referendums fail, districts need more patches, often cutting staff and programs, which exacerbates the "haves" and "have nots" in public schools. A strong, well-designed roof (funding formula) would make those patches unnecessary in the first place.



**Schools don't have the flexibility to raise prices.**

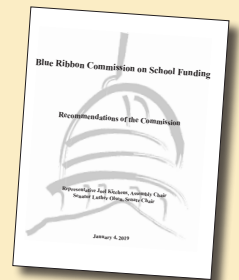


**Instead, we have to reduce our costs, meaning a reduced investment in students.**



## **A Bipartisan Solution Exists: The Blue Ribbon Commission Recommendations**

In 2018, the bipartisan Blue Ribbon Commission on School Funding held hearings across the state and deliberated the future of public school funding, recognizing the state was at a crossroads. The Commission released a report of which culminated in a list of more than 20 recommendations for the Legislature to consider. **How can we work together to implement these bipartisan recommendations?**



# Q. How can we work together to implement these bipartisan recommendations?

## Explore the Opportunity Before Us!

We have approximately \$6.5 billion dollars between the general fund balance and the rainy day fund. Now is the time for Wisconsin to lead in Public K–12.



### Increased funding for our schools is like nourishing athletes.

Just as athletes need proper nutrition to compete and perform, our schools need adequate resources to operate at their best. More funding nourishes our programs, enhances instructional tools, and provides additional support services, enabling us to accelerate student achievement. Without sufficient nourishment, even the most talented athletes will falter; similarly, without proper funding, even the strongest programming can struggle to move forward.

**This vital funding helps our schools cultivate the full potential of every student, nurturing Wisconsin's future leaders, innovators, and citizens.**

**Increased funding will support ...**

- ▶ Investment in career preparation and exploration in high demand fields



- ▶ Increased costs of doing business
  - Double digit increases for property insurance, cybersecurity insurance
  - Double digit increases for healthcare and health insurance cost
  - Energy cost increases range from 6–8%
  - Wage increases range from 3.2% to 5% for select groups, some to keep pace with 8% and 4.12% CPI rates over the last two years.
- ▶ Less of a general fund transfer for special education, aidable statewide costs have increased by 5%, though this varies by district.
- ▶ K4–2 literacy. Act 20 is an unfunded mandate.
- ▶ 4K students, who currently count as 0.5 or 0.6 in state aids.

## The Reality from SWSA Leaders

*"Over the past five years, our school district, like many businesses, has faced rising costs. Since 2018–2019, property insurance premiums have surged by 279%, utilities have increased by 29.5%, and medical premiums are up 28%, despite doubling deductibles. On top of these inflationary pressures, we are also managing increasing wage demands to maintain our workforce."*

Heather Heaviland, Director of Business Services, Shorewood School District

*"Our public schools have a responsibility to serve all kids. Our district's projected special education cost for the 2024–25 school year is \$8,251,688. Of that, only \$3,290,039 is covered by state reimbursement and other sources. Our district will need to transfer \$4,961,649 from our general fund to cover the difference. A significant increase in special education reimbursement would require the District to transfer fewer critical financial resources from our general fund on a yearly basis."*

Lisa Elliott, Superintendent, Greenfield School District

*"Kenosha Unified is facing a projected \$19MM deficit for the 2025–26 school year. Without adequate funding from the state that keeps pace with the rate of inflation, mandates such as the transportation costs for students attending private schools is another burden on public school districts."*

Dr. Jeffrey Weiss, Superintendent, Kenosha Unified School District

*"We are grateful to the community of South Milwaukee that supported our referendum ask in April of 2024. These additional dollars allowed us to focus on staff compensation to help with retention and other district priorities. We used some of these additional dollars to support a salary adjustment within special education staff and paraprofessionals as these have become hard to fill positions. Additional reimbursement from the state for the services that our students who receive services through an IEP need and deserve, would allow our district to have additional dollars to support our priorities without needing to ask our community to support a future referendum."*

Deidre Roemer, Superintendent, School District of South Milwaukee