



Sun Prairie Area School District

Futures depend on us...every child, every day.

2018-19 Department Level Scorecard and Action Plan

Department: Student Services

Director: Jennifer Apodaca

Link to [District Scorecard](#)

Associated Results Policies: [Mega Result SR-1](#), [SR-2 Academics \(Literacy\)](#), [SR-2 Academics \(Math\)](#), [SR-3 Student Personal Development](#), [OE-10 Learning Environment/Discipline](#), [OE-11 Instructional Program](#)

Teaching, Learning and Equity Student Services

District Objective: Increase the number of schools exceeding expectations on statewide school report cards

Results Measures [Special Education STAR Data](#)

Q1

MY

Q3

EOY

STAR Math:
Proficiency Goal (Achieved)
34-36% of students with disabilities will be at or above benchmark in math as measured by Spring 2019 STAR. This will be a 4-9% increase from fall to spring, indicating a moderate to accelerated growth objective. (Spring 2018 baseline **38%**)

[Spring 2018](#)
38% at or above
12% on watch
19% intervention
31% urgent intervention

Growth Goal (Not achieved but significant progress made)
65% of students with disabilities will meet their math growth or accelerated growth goal from fall to spring (48% in 2017-18)

[Fall 2018](#)
30% at or above
12% on watch
22% intervention
35% urgent intervention

[Winter 2018](#)
36% at or above
11% on watch
21% intervention
31% urgent intervention

At the end of first semester, we are on track to meet this goal.

Winter Growth	Low (1-35)	Avg (36-65)	High (66-99)	Total Avg and Above
Math				
Grades 1-5	41%	29%	30%	59%
Grades 6-8	44%	27%	28%	55%
Grades 9-12	42%	27%	31%	58%
All Students	42%	28%	30%	58%

58% of students are making average or accelerated growth. This is below where we would like to be.

No new data (SSLs conducting instructional rounds with follow up rapid coaching)

[Spring 2019](#)
34% at or above
13% on watch
17% intervention
36% urgent Intervention

Spring Growth	Low (1-35)	Avg (36-65)	High (66-99)	Total Avg and Above
Math				
Grades 1-5	28%	30%	43%	73%
Grades 6-8	24%	28%	48%	76%
Grades 9-12	53%	30%	17%	47%
All Students	46%	27%	27%	54%

54% of all students with disabilities made average or accelerated growth. While not our goal, it is up 6% from spring 2018 (48%). Students in grades 1-8 exceeded this growth goal by 8-11%! HUGE celebration.

STAR Reading:

Proficiency Goal (Achieved)

26-28% of students with disabilities will be at or above benchmark in reading as measured by Spring 2019 STAR. This will be a 4-9% increase from fall to spring, indicating a moderate to accelerated growth objective. (Spring 2018 baseline **27%**)

Spring 2018

27% at or above
13% on watch
20% intervention
41% urgent intervention

Growth Goal (Not achieved but significant progress made)

65% of students with disabilities will meet their reading growth or accelerated growth goal from fall to spring (56% in 2017-18)

22% at or above

9% on watch
18% intervention
51% urgent intervention

25% at or above

9% on watch
19% intervention
47% urgent intervention

At the end of first semester, we are lagging slightly behind our desired pace, however, goal remains attainable.

Reading				
Grades 1-5	39%	28%	33%	61%
Grades 6-8	42%	30%	28%	58%
Grades 9-12	36%	25%	39%	64%
All Students	39%	28%	33%	61%

61% of students are making average or accelerated growth. This is approaching our 65% target.

No new data (SSLs conducting instructional rounds with follow up rapid coaching)

Spring 2019

26% at or above
11% on watch
18% Intervention
45% urgent intervention

Reading				
Grades 1-5	25%	34%	41%	75%
Grades 6-8	27%	31%	42%	53%
Grades 9-12	46%	25%	29%	54%
All Students	42%	26%	32%	58%

58% of students with disabilities made average or accelerated growth. While not our goal, this is an increase of 2% from spring 2018 (56%). Students in grades 1-5 exceeded this goal by 10%. There are significant bright spots within this goal failure.

Student Attendance: Focus - SWD (Not Achieved)

According to the 2018-19 end of year Risk Ratio Data, the percentage of students with disabilities who have a >10% absence rate will decrease by 2% from the end of year 2-17-18 percentage of **21.6%** to **19.6%** of SWD (moderate goal).

DISTRICT	SWoD		SWD	
	# of students	% of enrolled subgroup	# of students	% of enrolled subgroup
Student Enrollment	7047		913	
>10% absence rate	183	0.9%	172	10.3%
Suspension	78	1.1%	47	5.1%
SE Referral				
SE Qualification				
STAR Reading	5121		638	
Reading (Not Proficient)	1895	37.0%	492	77.1%
STAR Math	5268		652	
Math (Not Proficient)	1276	24.3%	446	68.4%

On track at end of 1st quarter (**18.8%**). Issue lies primarily at the secondary level.

SWoD		SWD	
# of students	% of enrolled subgroup	# of students	% of enrolled subgroup
7115		918	
428	6.0%	137	14.9%
138	1.9%	86	9.4%

On track at the end of 2nd quarter (**14.9%**).

SWoD		SWD	
# of students	% of enrolled subgroup	# of students	% of enrolled subgroup
7127		936	
672	9.4%	215	23.0%
			2.4

At the end of 3rd quarter, not on track (**23%**). Significant secondary issue. Elementary: 1.2% Secondary: 40.4%

SWoD		SWD	
# of students	% of enrolled subgroup	# of students	% of enrolled subgroup
7138		965	
703	9.8%	222	23.0%
			2.3

At the end of 4th quarter, **23%** of students with disabilities have a greater than 10% absence rate. Significant secondary issue. Elementary: 1.4% Secondary: 40%

Teaching, Learning and Equity
Strategic Initiative: Improve student achievement in literacy

District Department Level Strategic Actions	Artifacts	Measures	Q1	MY	Q3	EOY
Initiate the use of K-8 literacy progressions in the writing of IEP goals so that students reflect on their growth and are able to articulate their learning needs	Elementary literacy task force 3 year action plan RDA DPI Audit Completion Artifacts CCR lab sessions Literacy PD Achieve the Core investigation Literacy Discrete Skills Chart	Professional development provided 9/9 elementary APs indicate that their teachers are beginning to reference literacy progressions in the IEP process 3/3 middle school student services managers indicate that their teachers are beginning to reference literacy progressions in the IEP process Literacy proficiency and growth measures above				
Implementation of Year 1 secondary special education literacy plan focusing on instruction in block scheduling and creation of Self-Regulated Strategy Design (secondary)	Agendas Professional development documents Readtopia Pilot Plan and recommendation SE Literacy Continuum SRSD Notes SRSD Strategy Toolbox	Professional development provided RDA DPI Audit completed to satisfaction Action plan developed based upon audit findings Literacy proficiency and growth measures above				
Implement Year 3 of the 2-12 literacy plan for students who take the DLM	MeVille to WeVille PD plan MeVille & Equals 5 Year Plan	Teachers trained in all 13 schools Teachers implementing in all schools where students are taking the DLM				

	Readtopia Pilot Plan and recommendation IEP Goal Writing using Essential Elements MeVille to WeVille Running Agenda MeVille to WeVille Leadership Running Agenda	<p>Teachers implementing attend at least 8/10 monthly PLC opportunities</p> <p>Literacy growth for students with most significant disabilities (insert PM tool)</p>				
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Teaching, Learning and Equity
Strategic Initiative: Improve student achievement in numeracy

District Department Level Strategic Actions	Artifacts	Measures	Q1	MY	Q3	EOY
Bridges Intervention Implementation Year 1 - Special Ed focus	Implementation Plan (PD) <ul style="list-style-type: none"> • New Teacher Presentation • Returning Teacher Presentation <p style="background-color: #00FF00; display: inline-block; padding: 2px;">Coaches identified (2)</p> <p>Walkthrough tool created Math Walkthrough Tool (w. PLC section)</p> <p>Math walkthrough tool</p> <p>Math Discrete Skills Progression</p> <p>Achieve the Core</p>	Completion of the plan Year 1 Development of a 3 year plan Walkthrough tool created Fidelity Calendar established for 2019-20 Math proficiency and growth measures				
Implementation of Year 1 secondary special education math plan focusing on instruction in block scheduling, co-planning and the creation of Self-Regulated Strategy Design (secondary)	<p>Block Scheduling PD</p> <p>Co-Planning</p> <p>IXL Pilot Plan</p>	Math proficiency and growth measures above				
Implement Year 3 of the K-12 math plan for students who take the DLM	<p>Equals Math PD Plan</p> <p>MeVile & Equals 5 Year Plan</p> <p>IEP Goal Writing using Essential Elements</p>	<p>Teachers trained in all 13 schools</p> <p>Teachers implementing attend at least 8/10 monthly PLC opportunities</p> <p>Math proficiency and growth measures above</p>				

Teaching, Learning and Equity
Strategic Initiative: Improve Equity/Gap Closing

District Department Level Strategic Actions	Artifacts	Measures	Q1	MY	Q3	EOY
Develop special ed leaders in the area of student-centered coaching	<p>Recommendations for use of Student-Centered Coaching in Co-planning</p> <p>SCC Implementation</p> <p>Student services and special ed mentor form</p> <p>Shifting to a more co-teaching cross cat model sample schedule</p>	Completion of a student-centered coaching guidelines for use in special education on curriculum website				
Use of caseload profile analysis, progress monitoring spreadsheets and learning progressions to drive instruction to support closing the achievement gap in reading and math for students with disabilities	<p>Caseload profile analysis documents for each building/each teacher</p> <p>Data Summit Exit Surveys</p> <p>Data Summit Leader Reflections</p>	<p>Math proficiency and growth measures above</p> <p>SLOs for each elementary AP</p> <p>Goals for each SSM</p> <p>Math and literacy proficiency and growth measures above</p>				
Complete The Reading Drives Achievement: Procedural Compliance Self-Assessment (RDA:PCSA or self-assessment) to ensure compliance with selected legal requirements and to improve outcomes for students with disabilities, specifically in reading	<p>RDA DPI Audit Completion Artifacts</p> <p>IEP Lab Sessions</p>  <p>March 6th DPI Site Visit</p> <p>May/June DPI Desk Audit</p>	<p>Successful completion of all audit components and subsequent action plan</p> <p>Math and literacy proficiency and growth measures above</p>				

Teaching, Learning and Equity
Strategic Initiative: Improve Student Engagement

District Department Level Strategic Actions	Artifacts	Measures	Q1	MY	Q3	EOY
Universal PBIS teams at all secondary schools, Meadow View and Token Springs will attend all Universal PBIS foundations training workshops and complete the work tasks associated with each in order to establish Universal PBIS systems and structures to fidelity by the end of the 2018-19 school year to support the conditions of the learning environment as defined in OE-10	Agendas Presentations Action Plans Fidelity Assessments in PBIS Apps. Workshop attendance (August, October, March) Sounding (access limited)	Universal action plans exist for all schools for the 2019-20 school year All schools implementing Universal PBIS to fidelity as measured by district fidelity measures				
Attendance: Develop a 3-5 year action plan of high leverage strategies to positively impact attendance rates for all students over time	Meeting minutes from planning committee	Action plan developed and ready for Year 1 implementation in 2019-20				
Refine and revise curricular and non-curricular areas following the CRD process (implementation Year 1) , and archive the work	Minutes from CRD meetings for the following areas: <ul style="list-style-type: none"> • SEL • ACP • Counselors • MTSS 	Complete all steps associated with Year 1 CRD process for the following areas: <ul style="list-style-type: none"> • SEL • ACP • Counselors • MTSS All work archived on the internal Curriculum Website				
Implement Year 1 of Integrated Social Emotional Health in Schools Plan (Full Implementation of the Grant)	SPASD Bounce Back Intervention Implementation Manual (Project Folder) SPASD Behavioral Health in Schools Implementation Manual (Project Folder) Outcome data related to the two interventions	Complete Bounce Back Trauma Intervention in three elementary schools to fidelity Provide 20 hours a week of behavioral health services to students in one elementary school and 20 hours a week of integrated social emotional health services to students at the secondary level				

Workforce Focus Strategic Goal:
Strategic Initiative: Employee Retention

District Department Level Strategic Actions	Artifacts	Measures	Q1	MY	Q3	EOY
Create the Vision 10,000 student services staffing model	Vision 10,000 Student Services Staffing Model (project folder)	Model complete Model shared Timeline for implementation developed				Plan is nearly complete. Will be finished by July 31 in time for the budget process for 2020-21
Develop Student services (counselors, psychologists, social workers) Mentoring Plan	Student Services Staff Mentoring Plan (project folder)	Plan complete				

Community Engagement Annual Goal:
Strategic Initiative: Parent Partnerships/Satisfaction

District Department Level Strategic Actions	Artifacts	Measures	Q1	MY	Q3	EOY
<p>Complete the Wisconsin DPI Indicator 8 Parent Satisfaction Survey and use the results to establish a baseline from which to measure parent satisfaction with their special education experience in Sun Prairie</p>	<p>Preschool Satisfaction School Age Satisfaction</p>	<p>Surveys complete (first semester) and data shared (DPI)</p> <p>Data studied</p> <p>Areas for focus established</p> <p>PM questions identified and PM schedule identified</p>	<p>Yellow</p>	<p>Yellow</p>	<p>Yellow</p>	<p>Green</p>