



Monday, June 10, 2024
Board of Education Work Session

**APPLETON AREA SCHOOL DISTRICT
BOARD OF EDUCATION WORK SESSION
Scullen Leadership Center
131 E. Washington Street, Suite 1A
Appleton, WI 54911
Time: 3:00PM**

Board of Education Work Sessions are not broadcast via live stream but are open to the public unless otherwise noticed.

Any special needs or any requests for accommodations related to accessing the meeting should be sent to Kayla Malott, at malottkayla@asds.k12.wi.us or (920) 852-5300 ext. 60111, at least 24-hours in advance of the meeting.

1. Meeting Opening

Subject	A. Roll Call
Meeting	Jun 10, 2024 - Board of Education Work Session
Category	1. Meeting Opening
Type	Discussion, Information, Report

2. Monitoring Reports (OE-8.1: Submit required monitoring data in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule.)

Subject	A. Monitoring: OE 10-Learning Environment/Student Behavior (60 min)
Meeting	Jun 10, 2024 - Board of Education Work Session
Category	2. Monitoring Reports (OE-8.1: Submit required monitoring data in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule.)
Type	Discussion, Information, Report

Executive Director of Student Services, Laura Jackson, will present the monitoring report OE 10-Learning Environment/Student Behavior.

File Attachments
[OE-10 Learning Environment Student Behavior .pdf \(542 KB\)](#)

Subject	B. Monitoring: OE-11 Instructional Program (60 min)
Meeting	Jun 10, 2024 - Board of Education Work Session
Category	2. Monitoring Reports (OE-8.1: Submit required monitoring data in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule.)
Type	Discussion, Information, Report

Assistant Superintendent, Steve Harrison will present the monitoring report OE-11 Instructional Program.

File Attachments

[OE-11 Instructional Program - Monitor Report- June 10, 2024.pdf \(524 KB\)](#)

[OE-11 Instructional Program - Monitor Report- June 10, 2024 \(2\).pdf \(524 KB\)](#)

3. Results Monitoring (R-02: Each student will be literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines.)

Subject	A. Results Monitoring: R-3 Essential Life Skills (45 min)
Meeting	Jun 10, 2024 - Board of Education Work Session
Category	3. Results Monitoring (R-02: Each student will be literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines.)
Type	Discussion, Information, Report

Steve Harrison, Kristin Comerford, and Kelly Leopold will present the monitoring results R-3 Essential Life Skills.

File Attachments

[R.3 Essential Life Skills - 2023-24 Monitor Report \(for June 10th BOE\).pdf \(476 KB\)](#)

4. Adjourn

Subject	A. Adjournment of Work Session
Meeting	Jun 10, 2024 - Board of Education Work Session
Category	4. Adjourn
Type	Discussion, Information

Success for
Every Student,
Every Day



**Appleton Area School District
Operational Expectations Monitoring Report
OE-10 Learning Environment/Student Behavior**

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy 10, Learning Environment/Student Behavior, Superintendent certifies that the following information is accurate and complete, and the Organization is:

☐ **Compliant**

☒ **Compliant with the exceptions noted:**

☐ **Non-Compliant**

Compliant Indicators	Noncompliant Indicators
14	7
Total Indicators: 21	

Executive Summary/Analysis:

The interpretations and indicators, as submitted below, will provide evidence to the Board that the District provides instruction and monitors procedures and supports students in acquiring the developmental skills necessary to lead healthy, satisfying, self-directed, and productive lives.

Notes or exceptions, if any:

- **10.1.2** This indicator has multiple ways identified that demonstrate compliance. The district is compliant in increasing the sense of belonging as measured by Panorama and in reducing the number of ODRs year to year for seventh grade level cohorts. However, because five grade level cohorts of students did not decrease the ODRs from the 2023 school year to the 2024 school year, the indicator is non-compliant.
- **10.1.4** There are multiple questions from the Panorama survey that indicate compliance with this indicator. In all of the questions identified for evidence the district is demonstrating increasing scores, however findings indicate that in one of the questions at the secondary level the desired amount of increase was not obtained resulting in the indicator being marked as non-compliant.

Additional review indicates specific student demographic groups as opportunities for improvement.

- **10.2.1** In this indicator a higher number of students did not receive an office discipline referral, however the percentage of students who did not receive an office discipline review has reduced therefore the indicator is marked as non-compliant.
- **10.3.2 and 10.3.3** Both of these indicators define evidence of compliance through gap reduction. 10.3.2 compares the out of school suspension rate for white and black students and 10.3.3 compares the seclusion and restraint data for special education and non-special education students. The gap in the comparison data has not reduced, therefore the indicators are marked non-compliant.
- **10.6.1** This indicator seeks to ensure that behavior incidents recorded in Infinite Campus also have a correlating resolution defined. Initial review of this data indicates that not all behaviors have a resolution, hence the indicator is non-compliant. Follow up with identified school administrators indicates that there is a plan to complete the input of the resolutions prior to the state reporting.
- **10.6.5** The Panorama survey category of school safety is the source of evidence for this indicator seeking to increase the favorable responses(4,5). This indicator is marked non-compliant as the increase target was not attained. Upon examination across the district the lowest area of favorable response is on the question "how often are people disrespectful at your school". The most frequent response for that question is "sometimes"(3).

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-10, Learning Environment/Student Behavior, the Board finds that the organization is:

_____ **Compliant**

_____ **Compliant with the exceptions noted:**

_____ **Non-Compliant**

Summary Statements of the Board, if any:

Signed: _____ Date: _____
Board President

OE - 10: Learning Environment/Student Behavior

The Superintendent shall establish and maintain a learning environment that is safe, respectful and conducive to effective learning and high student achievement.

SUPERINTENDENT Interpretation:

The Board of Education values students having a learning environment that includes support for both the academic and social-emotional needs of all learners.

- **Learning environment** shall mean an environment that is nurturing, welcoming and fosters academic achievement for all students - in school, before school, after school, and on the playground and/or bus.
- **Safe** shall mean to be physically, emotionally, socially and academically secure.
- **Respectful and conducive** shall mean to demonstrate regard and value for all students, staff and visitors.
- **Effective learning** shall mean students acquiring skills to their maximum potential in a nurturing and engaging environment that promotes student development.
- **High student achievement** shall mean performing at levels outlined in AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).

OE – 10.1 The Superintendent will maintain a climate that is characterized by support and encouragement for student success, including the physical, mental and emotional health of all students.

SUPERINTENDENT Interpretation:

The Board of Education values the providing of support for students within the learning environment in order to promote learning and increase academic success.

- **Maintain a climate that is characterized by support** shall mean that inappropriate behaviors that disrupt the teaching, learning or operational processes of a school or the school district will be addressed through appropriate interventions and procedures.
- **Encouragement for high student achievement** shall mean students feel supported on their journey toward academic success as shown by achieving AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).
- **Physical health** shall mean the the following components
 - o **Physical activity** - includes strength, flexibility, and endurance
 - o **Nutrition and diet** - includes appropriate nutrient intake, fluid intake, and healthy digestion
 - o **Alcohol and illegal drugs** - includes the abstinence from these substances
 - o **Medical self-care** - includes addressing minor ailments or injuries and seeking emergency care as necessary
 - o **Rest and sleep** - includes periodic rest and relaxation, along with high quality sleep
- **Mental health** shall mean one's emotional, psychological, and social well-being
- **Emotional health** shall mean the ability to successfully understand and manage one's emotions.

SUPERINTENDENT Indicators of Compliance We will know we are compliant when:	In Compliance	Not in Compliance
10.1.1- 100% of AASD schools (non-charter) will implement Positive Behavioral Interventions and Supports (PBIS) at the Universal and Tier 2 Level with fidelity.	X	
10.1.2- 100% of (non-charter) K-8 classrooms will be implementing universal social-emotional learning (SEL) throughout the school year as evidenced by: implementation review and increasing percentage of students who score favorably in the Sense of Belonging within the Student Survey and a reduction in office discipline referrals by grade level cohort of students.		X
10.1.3- 100% of schools (non-charter) have clear behavioral expectations posted for all environments, teach the expectations to students, and communicate these out annually to students and families as evidenced through the environmental audit, handbook, and website review.	X	
10.1.4- Students will feel the classroom is a space where they desire to be and they are welcomed as evidenced by 100% of (non-charter) schools annually increasing favorable responses across all demographic groups on the student survey questions "I see myself as part of my classroom environment."		X

and "My teacher knows and respects who I am as a person." as measured in the spring student survey. ○ If the prior year is greater than or equal to 90%, the goal is to maintain. ○ If the prior year is greater than or equal to 80% but less than 90%, the goal is to increase by 1%. ○ If the prior year is less than 80%, the goal is to increase by 3% or more. 10.1.5 - 70% of students receiving interventions to improve attendance will demonstrate improvement in their daily attendance.	X	
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SUPERINTENDENT Evidence of Compliance:

[Documentation for Operational Expectation 10.1](#)

- **10.1.1-** At the Universal level, schools teach and reteach schoolwide expectations, monitor student behavior to assess progress and identify areas for improvement. At the Tier 2 level, schools continuously collect data on behavior incidents, interventions used, and outcomes. Sites assess the effectiveness of the interventions and make necessary adjustments.

PBIS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices (Horner, 2001).
- **10.1.2-** At the secondary level the percentage of students scoring favorably when comparing results from spring of 2023 to spring of 2024 has increased by 4% indicating that the goal was met and demonstrating the highest spring score for secondary schools to date. At the elementary level an increase of 2% indicates the district has met this goal and attained the highest spring score since 2021.

When examining the amount of office discipline referrals (ODR) for students by cohort the results are mixed:

- Students graduating in the years 2036* 2034 , 2033, 2031, 2027, 2026, 2025, and 2024 have decreased the number of ODRs from SY23 to SY 24 . This represents students currently in grades K*, 2, 3, 5, 9, 10, 11, 12. *Kindergarten is indicated based on year to year data not by cohort.
- Students graduating in the years 2035, 2032, 2030, 2029, and 2028 have increased the number of ODRs from SY 23 to SY24. This represents students currently in grades 1,4.6,7,8.
- **10.1.3** - Walkthroughs and communication with site teams indicate that student expectations as defined by the school are posted throughout the school. Classroom expectations are shared with students as self reported and student expectations are identified in handbooks and accessible through the website.

- **10.1.4-** The results for “I see myself as part of my classroom environment.” indicate that the overall goal has been met at the elementary and secondary level. When reviewing the data disaggregated by demographic group the district has increased favorable responses with all demographic groups with the exception of elementary students who identify as American Indian or Alaska Native which had a decrease of 1%.

The results with respect to the question “My teacher knows and respects who I am as a person.” indicate that at the elementary level the district met the goal. At the secondary level there was an increase of 2% from last spring, however, this results in the district being 1% short of reaching the goal. When reviewing the data disaggregated by demographic group the district has an opportunity for improvement with elementary students who identify as American Indian or Alaska Native and Hispanic/Latino.

- **10.1.5-** The AASD implements a wide variety of attendance interventions. Three of the attendance interventions include Check and Connect, Attendance Incentives, and Attendance Education Lessons. Over the course of the 2023-24 school year the district has attained the goal of 70% of students who received attendance interventions demonstrating improvement in their school attendance.

OE – 10.2 The Superintendent will ensure that all policies and procedures regarding student behavior are:

- culturally responsive
- trauma sensitive
- restorative
- developed with input from diverse perspectives
- appropriately communicated to students, parents, and staff
- enforced consistently using reasonable judgment

SUPERINTENDENT Interpretation:

The Board of Education values active participation from all District stakeholders to ensure access to information and voice in the discussion, development, and publishing of any policy that focuses on student discipline.

- **Policies and procedures regarding student behavior** shall mean the adopted Appleton Area School District Code of Conduct and Wisconsin State Law.
- **Culturally responsive** shall mean to validate and affirm the home (indigenous) culture and language of students for the purposes of building and bridging students to success in the culture of academia and mainstream society.
- **Trauma sensitive** shall mean **being sensitive to the impact of trauma on others and yourself**, understanding and utilizing tools to support self and others in regulating during times of stress; as well as identifying and supporting the system change needed to reduce re-traumatization.
- **Restorative** shall mean to repair harm by providing an opportunity for those harmed and those who take responsibility for the harm to communicate about and address their needs in the aftermath.
- **Developed with input from diverse perspectives** shall mean that administrators, teachers, building staff, and other stakeholders are included in developing and/or providing input on discipline procedures.
- **Appropriately communicated to students, parents, and staff** shall mean the information is communicated through a variety of means (hard copies available, accessible on website, electronic communication, translations available).
- **Enforced consistently using reasonable judgment** shall mean students shall receive similar consequences for similar unacceptable behaviors with no disparities by race, gender, ELL, socioeconomic status, and students with disabilities according to their IEP.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- 10.2.1- At least 85% of students (K-12) will not receive an Office Discipline Referral (ODR) as evident by a yearly disaggregated Infinite Campus Office Discipline Referral Report.
- 10.2.2- 100% of AASD building administrators will be trained in Restorative Practices within 12 months of their start date, as evidenced by attendance and completion of the training.
- 10.2.3- 100% of student re-entry conferences (conferences occurring after an out of school suspension) will use restorative questions and be facilitated by a trained AASD administrator.

In
Compliance

Not in
Compliance

X

X

X

SUPERINTENDENT Evidence of Compliance:

- 10.2.1 -  Number of ODR's Students have received in 2023-24

During the 2023-24 school year the number of AASD students who did not receive an ODR has increased by 294 from 2022-23 to 2023-24 and the percentage of students who did not receive an ODR has declined. In the 2023-24 school year:

- **13,538 (82.71%)** of AASD students did not receive an ODR in 2023-24

- **1,266** (8.34%) of AASD students received one ODR in 2023-24
- **998** (6.57%) of AASD students received 2-5 ODRs in 2023-24
- **436** (2.87%) of AASD students received 6 ODRs in 2023-24

- **10.2.2** - On August 8th, 2023 Stacey Nitka and Karen Brice trained all the new building administrators and dean of students on Restorative Practices at the Welcome Center. Training for new building administrators and deans of students will be held on Friday, August 16th, 2024.
- **10.2.3** -The readmission conference is part of the quarterly meeting with the building administration and student services associate director. All schools are holding the readmission conference when a student returns from suspension. The buildings use a structured format similar to the sample for the readmission conference.

 RP OSS re-admit example from KA

OE – 10.3 The Superintendent will identify and address inequities in discipline practices.

SUPERINTENDENT Interpretation:

The Board of Education values all discipline practices being administered without bias or prejudice.

- **Inequities** shall mean significant and persistent disparities between different groups of students.
- **Discipline practices** shall mean the adopted Appleton Area School District Code of Conduct and Wisconsin State Law.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- 10.3.1-** 100% of building and school services administrators will review site and district discipline practices and data to identify areas of growth, opportunities for improvement, and equitable practices as evidenced by Lead Learner Agendas, professional learning plans, and goals implemented on CSIP plans.
- 10.3.2-** There is a continuous gap reduction in district out-of-school suspensions (OSS) between Black/African American and White students as evidenced by WISE Dash OSS data
- 10.3.3-** There is a continuous gap reduction in AASD seclusion and/or restraints between students with disabilities and students without disabilities as evidenced by AASD seclusion and/or restraint data submitted to the Department of Public Instruction (DPI).

**In
Compliance**

**Not in
Compliance**

X

X

X

SUPERINTENDENT Evidence of Compliance:

- **10.3.1** - School administrators review site based information as part of their Universal Practices during monthly CISP meetings and Lead Learner professional collaboration. Evidence of one of these practices is found in the Lead Learner presentation below detailing how North Hlgh School shared their disciplinary data with their staff. [Lead Learner Agenda](#)

During quarterly meetings with the associate director of student services, building administrators review all the Risk Ratios on both ODR's and OSS's.

- **10.3.2** - In the 2023-24 school year there were more black and more white students who received a disciplinary removal from school (OSS) as reported in wise dash than in previous years. However, the gap between the percentage of black students and the percentage of white students who received an OSS has increased between SY23 and SY24.

[Wise Dash OE10 Data 2024](#)

- **10.3.3** Seclusion and restraint data shared with DPI is presented to the school board in the fall of each school year. Information shared with DPI and reflected in this indicator is from the 2022-23 school year. Information indicates:
 - The gap between the seclusion incidents of students involving disabilities and the seclusion incidents involving non-disabled students was higher in 2022-23 than the year prior, 2021-22. It is noted that this gap is lower than the gap in 2019-2020.
 - The gap between the restraint incidents of students involving disabilities and the restraint incidents involving non-disabled students was lower in 2022-23 than the year prior, 2021-22. It is noted that the gap in 2022-2023 is nearly the same as the gap in 2019-20.

[Yearly Comparison Data - Seclusion and Restraint](#)

[Seclusion and Restraint Trends](#)

[Annual Seclusion and Restraint Report](#)

OE – 10.4 The Superintendent will appropriately collect, use and protect confidential student information.

SUPERINTENDENT Interpretation:

The Board of Education values the protection of confidential student records and the security of student information by enforcing the Family Educational Rights and Privacy Act (FERPA) with fidelity.

- **Appropriately collect** shall mean professional staff with legitimate rights to collect information obtain and file confidential information quickly and safely
- **Use** shall mean professional staff are limited in access to student information based on specific purposes and use this information discreetly while maintaining confidentiality.
- **Protect** shall mean confidential information will only be shared with legal guardians or others who have legitimate access under the Family Educational Rights and Privacy Act (FERPA).
- **Confidential student information** shall mean personally identifiable information about which the individual (and their families) have an expectation of privacy.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- 10.4.1-** In the event of an identified data breach resulting in access to confidential student information, the Technology Services Department will activate their Incidence Response Plan 100% of the time.
- 10.4.2-** There is no unauthorized release of confidential student information in the District as evidenced by the lack of formal written complaints resulting from such release as documented through records kept by the Office of the Superintendent or designee.
- 10.4.3-** 100% of parent/guardian requests for exemption from sharing student directory information are honored, except as required by law for access to district technology use as evidenced by the lack of complaints being received by the district regarding student directory information being shared.

**In
Compliance****Not in
Compliance****X****X****X****SUPERINTENDENT Evidence of Compliance:**

- The AASD is compliant with all three indicators of this expectation as evidenced by zero data breaches, the lack of formal complaint regarding the unauthorized release of information, and the district procedures for honoring the exemption from sharing student directory information.

OE – 10.5 The Superintendent will not tolerate any behaviors, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.

SUPERINTENDENT Interpretation:

The Board of Education values adult interactions with students that focus on the best interests of the student in order to support and promote academic performance and well-being. Any action, perception, or viewpoint of the adult that prevents this will not be allowed.

- **Not tolerate** shall mean negative behaviors, actions, or attitudes will not be allowed or to go unaddressed.
- **Behaviors, actions or attitudes by adults** shall mean verbal comments/statements or physical actions toward students.
- **Attitudes** shall mean behavior toward students that diminish the sense of health, safety, belonging or ability to achieve and succeed.
- **Contact with students** shall mean acting in the role of a teacher, supervisor or support to students.
- **Hinder** shall mean to create difficulties for (someone or something), resulting in delay or obstruction.
- **Academic performance** shall mean students' progress in achieving the Board's *Results* policies.
- **Well-being of students** shall mean a sense of health, safety, belonging and efficacy.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

10.5.1- 100% of formal complaints involving students received by the District are investigated and resolved without grievance as documented by the Human Resources Office.

In
Compliance

Not in
Compliance

X

SUPERINTENDENT Evidence of Compliance:

- Our human resources office has confirmed we are compliant with this expectation.

OE – 10.6 The Superintendent will not permit unruly behavior on school property and at school sponsored events by students or by adults that disrupt learning or that are disrespectful or dangerous, including any form of bullying.

SUPERINTENDENT Interpretation:

The Board of Education values the prevention, discouragement, or banning of any activity that negatively impacts student learning or is unsafe.

- **Unruly behavior** shall mean actions that result in office discipline referrals or adult actions that are reported to an administrator or the local police.
- **School property** shall mean any school buildings and other buildings owned, occupied or controlled by the school district, on school premises, or on school-provided transportation.
- **School sponsored events** shall mean activities, fundraising events, clubs, camps, clinics, programs, sports, etc., or events or activities that are authorized by the school, school board and/or administration.

• Adult actions shall mean behaviors or actions by all individuals of 18 years of age or older that may disrupt learning or are disrespectful or dangerous, including any form of bullying. • Disrupt learning shall mean behaviors or actions that interfere or get in the way of learning. • Dangerous shall mean physically able or likely to cause harm or injury. • Bullying shall mean deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying includes aggressive and hostile behavior that is intentional and involves an imbalance of power between the bully and the bullied and is behavior that is repeated over time rather than an isolated incident.		
SUPERINTENDENT Indicators of Compliance:		
We will know we are compliant when:	In Compliance	Not in Compliance
10.6.1- In a timely manner,100% of Office Discipline Referrals (ODRs) are closed out in Infinite Campus and all behavior incidents are assigned a resolution.		X
10.6.2- Anonymous reports regarding student behavior are reviewed by an administrator as evidenced by the responses in the anonymous reporting system data.	X	
10.6.3- 100% of expulsion recommendations follow due process procedures. If expulsions are denied, none were denied due to failure to provide the student and/or family due process.	X	
10.6.4- 100% of the school sites will either formally or informally investigate and address reports of discrimination as evidenced by the Pupil Non-Discrimination District Summary Report.	X	
10.6.5- Increase the number of students who score favorably (4,5) in the area of School Safety within the annual Panorama Student Survey. ○ If the prior year is greater than or equal to 90%, the goal is to maintain. ○ If the prior year is greater than or equal to 80% but less than 90%, the goal is to increase by 1%. ○ If the prior year is less than 80%, the goal is to increase by 3% or more.		X
SUPERINTENDENT Evidence of Compliance:		
• 10.6.1 As of May 31, 2024 not all majors in Infinite Campus were closed out and marked with a resolution. Follow up conversations with site administrators for identified schools indicated that resolutions were completed and not validated in the I.C. system. • 10.6.2 As of June 1, 2024 there were 1131 tips in Speak Up Speak Out. There are zero tips unread, zero tips open, and all have completed dispositions.		

- **10.6.3** All students who were recommended for expulsion were provided due process.
- **10.6.4** The Pupil non discrimination report filed indicates that reports of discrimination were investigated by the appropriate administrator(s).
- **10.6.5** While we did not meet this goal, it is notable that the question “how often are people disrespectful at your school” scored the lowest at both the elementary and secondary levels. To indicate a favorable response the student must indicate a score of a 4 or a 5. At both the secondary and elementary the responses for this question were significantly lower than the other questions that compile the school safety score. Additionally;
 - 34% of Elementary students indicated a score of 3 for the school safety question: “How often are people disrespectful at your school”
 - 36% of Secondary students indicated a score of 3 for the school safety question “How often are people disrespectful at your school”
 - This one question significantly lowered the total section score.

[Panorama School Safety Spring to Spring Data](#)

OE – 10.7 The Superintendent will not permit the administration of corporal punishment.

SUPERINTENDENT Interpretation:

The Board of Education values the assurance that no instance or act of physical discipline by any District employee is tolerated.

- **Corporal punishment** shall mean to cause deliberate physical pain or discomfort.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

10.7.1- 100% of formal complaints involving student discipline in the district will not involve corporal punishment.

**In
Compliance**

**Not in
Compliance**

X

SUPERINTENDENT Evidence of Compliance:

- The AASD is compliant with this indicator as we have no complaints involving corporal punishment.

Success for
Every Student,
Every Day



**Appleton Area School District
2023-24 Operational Expectations Monitor Report
OE-11 Instructional Program**

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy OE- 11, Instructional Program, the Superintendent certifies that the following information is accurate and complete, and the District is:

☒ **Compliant**

☐ **Compliant with the exceptions noted**

☐ **Non-Compliant**

Compliant Indicators	Noncompliant Indicators
24	0
Total Indicators: 24	

Executive Summary/Analysis:

The interpretations and indicators, as submitted below, provide evidence to the Board that the District provides a guaranteed and viable curricular program that offers challenging and relevant opportunities for all students to achieve the outcomes defined in the Board's Results policies.

Notes or exceptions, if any:

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-11, Instructional Program, the Board finds that the organization is:

- ☐ **Compliant**
- ☐ **Compliant with the exceptions noted**
- ☐ **Non-Compliant**

Summary Statements of the Board, if any:

Signed: _____ Date: _____

Board President

Document submitted: _____ Re-submitted: _____

OE - 11: Instructional Program

The Superintendent shall provide a guaranteed and viable curricular program that offers challenging and relevant opportunities for all students to achieve the outcomes defined in the Board’s **Results** policies.

SUPERINTENDENT Interpretation:

The Board of Education values all students having access to programs that are rigorous and designed to ensure high levels of achievement as measured by the Board's Academic Achievement Results policies.

- **Guaranteed** shall mean that every student is provided the opportunity to learn a core curriculum which provides them with the probability of success in school.
- **Viable curricular program** shall mean that the necessary time is available and protected so students will be able to learn the guaranteed curriculum.
- **Challenging** shall mean that students are provided with rigorous coursework that pushes individuals to meet and/or exceed course standards.
- **Relevant opportunities** shall mean the courses offered to students are meaningful to their lives and desired in the current and future economies.
- The Board's **Results** policies shall mean AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).

OE – 11.1 The Superintendent will assure that instructional programs are culturally responsive and accommodate the different needs, abilities, interests and personal goals of individual students.

SUPERINTENDENT Interpretation:

The Board of Education values instructional programs that are designed to be responsive to the individual needs, abilities, interests, and personal goals of all learners. The Board of Education values a culturally responsive school experience that supports success for each student in achieving their goals.

- **Instructional programs** shall mean new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate and enhance student learning.
- **Culturally responsive** shall mean to validate and affirm the home (indigenous) culture and language of students for the purposes of building and bridging students to success in the culture of academia and mainstream society.
- **Accommodate** shall mean to proactively adjust either curriculum, teaching methods, resources, learning activities, or student products to address the needs, abilities, interests and personal goals of individual students and/or small groups of students in order to maximize the learning opportunities for each student in the classroom.

SUPERINTENDENT Indicators of Compliance:	In Compliance	Not in Compliance
We will know we are compliant when: 11.1.1- 100% of students identified as having disabilities will have an Individualized Educational Plan (IEP) that is updated at least annually based upon current present levels of performance. 11.1.2- Interventions will be documented within eduCLIMBER for all students receiving either tier 2 or tier 3 academic interventions. 11.1.3- The district will annually assess all English Language (EL) students via the ACCESS test and report on the percentage of EL students exiting the EL program each year. 11.1.4- Data will be collected annually to evaluate the number of elementary and secondary students who indicate: • "I see people who are different from me in the books/materials used in my classroom." • "I see myself in the materials/books used in the classroom."	X X X X	

SUPERINTENDENT Evidence of Compliance:

- **11.1.1** - An internal analysis of IEPs in the Appleton Area School District indicated that all IEPs have been updated at least annually based on current present levels of performance.
- **11.1.2-** Analysis within eduCLIMBER indicates that tier 2 and tier 3 interventions in ELA and Math are being documented as part of student progress monitoring.
- **11.1.3-** 2023-24 ACCESS test results indicate that 212 of 1,628 students (13%) exited EL programming.
- **11.1.4-** [Spring 2024 Panorama Survey](#) indicates that this indicator was accomplished.

OE – 11.2 The Superintendent will assure that all curricular programs are aligned to district-adopted learning standards and are effective in assisting all students to meet or exceed performance expectations as defined by **Results** policies.

SUPERINTENDENT Interpretation:

The Board of Education values course curriculum for each grade and/or class being based upon district-adopted standards.

- **Effective in assisting** shall mean to demonstrate a positive impact on student outcomes relating to student performance on AASD's Academic Standards.
- **All students** shall mean every student who is enrolled in the Appleton Area School District and participates in the Wisconsin State Accountability System (WSAS) assessments.

- **Curricular programs** shall mean the Appleton Area School District's (AASD) entire instructional program, including resources, programs, assessments, and assessment practices.
- **District-adopted learning standards** shall mean the common understanding of what students are expected to know, understand, and be able to do based upon the AASD's Academic Standards and any other modifications approved by the AASD's Board of Education.
- **Meet or exceed performance expectations** shall mean proficient/advanced, on/above grade level, ready/exceeding, or competent/mastery as outlined within the various AASD R-2 policies.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

11.2.1- All (100%) curriculum documents are directly aligned to district-adopted standards and are posted for teacher and public accessibility, as determined by a review of the scope and sequence through the Assessment, Curriculum & Instruction (ACI) Department.

11.2.2- All (100%) academic subject area curriculum documents have resources that are aligned to district-adopted standards embedded into the curriculum, as determined by a review of the scope and sequence through the Assessment, Curriculum & Instruction (ACI) Department.

**In
Compliance**

**Not in
Compliance**

X

X

SUPERINTENDENT Evidence of Compliance:

- **11.2.1-** All [AASD Curriculum Documents](#) are directly aligned to district-adopted standards and are publicly accessible.
- **11.2.2-** All academic subject area curriculum documents have resources aligned to district-adopted standards as evidenced by the [AASD Curriculum Documents](#).

OE – 11.3 The Superintendent will effectively assess each student's academic performance, identifying and appropriately addressing significant inequities and gaps in achievement outcomes.

SUPERINTENDENT Interpretation:

The School Board values assessing student achievement with reliability and validity to measure progress toward meeting or surpassing identified standards.

- **Effectively assess each student's academic performance** shall mean to use reliable and valid assessment tools, common across all schools by level, to determine students' progress in achieving the Board's Results policies.
- **Appropriately addressing** shall mean meeting targets in reducing inequities and gaps as outlined in the Board's Academic Achievement Results Policies.
- **Significant inequities and gaps** shall mean significant and persistent disparity in academic performance or educational attainment between different groups of students as evident within the Board's Academic Achievement Results Policies.

SUPERINTENDENT Indicators of Compliance We will know we are compliant when: 11.3.1- 100% of the progress monitoring assessments used within Board's Academic Achievement Policies are reliable and valid assessments of academic competency as determined by the technical assistance manuals for each assessment used. 11.3.2- 100% of the district common assessments required within the Results policies are calibrated minimally once per year within district professional learning communities as evidenced by documentation of annual program reviews.	In Compliance X X	Not in Compliance
SUPERINTENDENT Evidence of Compliance: • 11.3.1- All of the progress monitoring assessments identified within AASD Coherent Governance Results Policies (R.1 and R.2.1.1 thru R.2.1.4) are valid and reliable as evidenced by technical assistance manuals for each assessment. • 11.3.2- The Document Based Question (DBQ) assessments were calibrated through professional learning communities (PLCs) during the 2023-24 school year. The ability to calibrate common assessments continues to be reliant on staff having access to professional development time.		
OE – 11.4 The Superintendent will assure that the instructional program includes opportunities for all students to develop talents and interests in their specialized areas of interest.		
SUPERINTENDENT Interpretation: The Board of Education values students being offered, as part of the school day, an opportunity to pursue and excel in specialized areas of interest or talent. • Instructional programs shall mean new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate and enhance student learning. • Opportunities for all students shall mean course offerings in the elective areas at both elementary and secondary levels. • Develop talents and interests in their specialized areas of interest shall mean that students have the opportunity to enroll and participate in specials at the elementary level or in elective areas at the secondary level (middle school and high school).		
SUPERINTENDENT Indicators of Compliance We will know we are compliant when: 11.4.1- A course guide outlining academic opportunities will be distributed or made available online to all students and families at the secondary level.	In Compliance X	Not in Compliance

11.4.2- An academic and career planning process is utilized for all students in grades 6-12.	X	
11.4.3- 100% of students are provided access to and participate in Art, PE, and music programs at 100% of elementary schools or in accordance with their Individualized Education Plan (IEP).	X	
11.4.4- The District provides students with opportunities for Dual Enrollment and Post-secondary options.	X	
11.4.5- The District offers electives in a variety of areas at the secondary level that provide opportunities for students to fulfill their graduation requirements in the non-core academic areas.	X	
11.4.6- The District will annually monitor the demographic breakdown of students enrolled in World Languages, Career & Technical Education, and Fine Arts courses in grades 9-12 in order to evaluate representation and participation.	X	

SUPERINTENDENT Evidence of Compliance:

- 11.4.1-The [2024-25 Course Guidebook](#) was distributed and made available online during the 2023-24 school year.
- 11.4.2- The [AASD ACP Process](#) is utilized for all students in the AASD as evidenced by the AASD ACP lesson plans.
- 11.4.3- Student Schedules in Infinite Campus indicate that all students in elementary grades have access to and participate in Art, PE, and music programs.
- 11.4.4- A variety of [Dual Enrollment and Post-secondary options](#) are available to students.
- 11.4.5-[2024-25 Course Guidebook](#) provides numerous non-core graduation requirement opportunities.
- 11.4.6 - The district evaluated the demographic breakdown of students enrolled in World Languages, Career & Technical Education, and Fine Arts courses in grades 9-12 as part of the 2023-24 Pupil Nondiscrimination Self-Evaluation Report. This information will be presented to the Board of Education by summer of 2024.

OE – 11.5 The Superintendent will regularly evaluate and modify instructional programs for continuing effectiveness and encourage new and innovative approaches as necessary to achieve **Results.**

SUPERINTENDENT Interpretation:

The Board of Education values the encouragement of new and innovative programs that align with the Board's Academic Achievement policies and to evaluate the effectiveness of all programs.

- **Regularly evaluate and modify** shall mean a comprehensive review scheduled no less than every six years to:
 - compare student performance data results from district, state, and national assessments.
 - determine the effectiveness of the academic resources and services implemented.
 - aid the delivery of content or to improve instruction.
 - make recommendations based on student data results
- **Instructional programs** shall mean new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate and enhance student learning.
- **Encourage** shall mean that the district values and expects teachers to look for new and effective ways to meet the values for student achievement in the Results policies.
- **New and Innovative approaches** shall mean programs in existing schools that are district-approved and aligned to the Board's Academic Achievement Results policies and provide alternatives to traditional school structures and models.
- **Results** shall mean AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- 11.5.1-** The Assessment, Curriculum & Instruction Department conducts a program evaluation of all programs minimally every six years as evidenced by the department's published report and identified action steps.
- 11.5.2-** The District adopts programs as appropriate to address identified data/student needs as evidenced by:
- the department's published report.
 - solicited input from professional educators and administrators.
 - Plan Do Study Act (PDSA) inquiry cycles in partnership with professional educators and administrators

**In
Compliance**

**Not in
Compliance**

X

X

SUPERINTENDENT Evidence of Compliance:

- **11.5.1-** The AASD engaged in four program evaluations during the 2023-24 school year. Additional program evaluations will be taking place as outlined in the [ACI Program Evaluation Timeline](#).
- **11.5.2-** During the 2023-24 school year, the district approved instructional materials and professional development to support the shifting of 5K-5 ELA instruction towards a structured literacy framework. This shift was based on the collaborative recommendations of AASD educators and administrators as part of the AASD Elementary ELA Work Group.

OE – 11.6 The Superintendent will monitor and control student use of technology and provide adequate student access to technology.

SUPERINTENDENT Interpretation:

The Board of Education values utilization of the Technology Use Agreement for all students to use electronic information and curriculum, and to install and monitor appropriate filters and mechanisms to assure no students gain access to dangerous or confidential information.

- **Monitor** shall mean staff will supervise students while using electronic devices during instruction.
- **Control** shall mean students will have age-appropriate restrictions on their district email and internet access while on the school district network.
- **Student use of technology** shall mean use of the internet, electronic devices, or software/applications issued by the district for instruction.
- **Adequate student access** shall mean ensuring all students who are required to use a device or software/application to engage in learning are able to do so.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- 11.6.1-** 100% of district-owned and student-brought devices and used within the district network are protected using reliable safety measures and the firewall security and content filter are Children's Internet Protection Act (CIPA) compliant.
- 11.6.2-** 100% of identified internet sites and information attempted to be accessed by students, on district-owned devices, were flagged and blocked by the district's filters.
- 11.6.3-** 100% of students receive access to district-provided devices per the current established ratio for their grade level.

**In
Compliance**

**Not in
Compliance**

X

X

X

SUPERINTENDENT Evidence of Compliance:

- **11.6.1-** All district mobile devices are filtered 24/7 through a product called Securely. All district wired devices are filtered through our firewall.
- **11.6.2-** There were no reports of any inappropriate access when using the district filters.
- **11.6.3-** For the 2023-24 school year, every student has had daily access to a mobile device.

OE – 11.7 The Superintendent will protect the instructional time provided for all students during the academic day by prohibiting unnecessary interruptions or intrusions.

SUPERINTENDENT Interpretation:

The Board of Education values maximum time being used for student instruction by setting expectations for practices that minimize interruptions of classroom teaching. The School Board also expects all reasonable efforts to be made to minimize teachers being pulled away from their teaching responsibilities.

- **Instructional time** shall mean the time devoted to instruction in classrooms from the beginning to the end of the school day.
- **Academic day** shall mean days in which school is scheduled to be in session.
- **Unnecessary interruptions or intrusions** shall mean activities unrelated to the social, emotional, or academic needs of students, including field trips and assemblies unrelated to curricular content.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- 11.7.1-** 90% of staff development activities or building activities are limited to non-student contact time and 90% of instructional time is reserved entirely for instruction as evidenced by review of building calendars and schedules.
- 11.7.2-** 100% of elementary schools implement a daily reading block as part of the overall 120-minute (5K) and 130-minute (grades 1-6) ELA instructional block as evidenced by review of building calendars and schedules.
- 11.7.3-** 100% of elementary schools implement a daily 75-minute math block as evidenced by review of building calendars and schedules.
- 11.7.4-** 100% of secondary schools implement at minimum a daily 47-minute uninterrupted core academic instructional block for (Reading/Language Arts/English, Math, Science, and Social Studies) as evidenced by review building calendars and schedules.

**In
Compliance**

**Not in
Compliance**

X

X

X

X

SUPERINTENDENT Evidence of Compliance:

- **11.7.1-** [2023-24 Staff Development Calendar](#)
- **11.7.2-** [Elementary AASD Building Schedules](#) provide all students with a minimum of 120 minutes (5K) or 130 minutes (Grades 1-5) of instruction for ELA. We were not able to measure whether or not daily 20-minute (5K-2) and 30-minute (1-5) reading instruction were scheduled.

- **11.7.3- [Elementary AASD Building Schedules](#)** provide all students with a minimum of 75 minutes of instruction for mathematics.
- **11.7.4- [Secondary AASD Building Schedules](#)** provide a minimum of 47 minutes of core academic instruction.

OE – 11.8 The Superintendent will NOT change or alter the District’s graduation requirements.

.SUPERINTENDENT Interpretation:

The Board of Education values the obtaining of Board approval for any alteration or reconfiguration of graduation requirements.

- **District’s graduation requirements** shall mean the requirements established within Policy 345.6 (AASD Graduation Requirements).

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- **11.8.1-** Every change in graduation requirements will be based on a Board vote for approval as documented in the Board minutes.

**In
Compliance**

**Not in
Compliance**

X

SUPERINTENDENT Evidence of Compliance:

- No changes have taken place in AASD graduation requirements. Any potential changes in the future will be Items for Consideration as part of a publicly noticed board meeting.

OE – 11.9 The Superintendent will NOT realign attendance boundaries.

SUPERINTENDENT Interpretation:

The Board of Education values the obtaining of Board approval for any alteration or reconfiguration of lines drawn for school attendance boundaries.

- **Attendance boundaries** shall mean geographical map lines that delineate a section of the district and that define a student’s home school assignment.

SUPERINTENDENT Indicators of Compliance	In Compliance	Not in Compliance
We will know we are compliant when: 11.9.1- Every school attendance boundary change will be based on a Board vote for approval as documented in board minutes.	X	
SUPERINTENDENT Evidence of Compliance: No changes have taken place in attendance boundaries during the 2023-24 school year. Any potential changes in the future will be Items for Consideration as part of a publicly noticed board meeting.		

Success for
Every Student,
Every Day



**Appleton Area School District
Operational Expectations Monitor Report
OE-11 Instructional Program**

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy OE- 11, Instructional Program, the Superintendent certifies that the following information is accurate and complete, and the District is:

☒ **Compliant**

☐ **Compliant with the exceptions noted**

☐ **Non-Compliant**

Compliant Indicators	Noncompliant Indicators
25	0
Total Indicators: 25	

Executive Summary/Analysis:

The interpretations and indicators, as submitted below, provide evidence to the Board that the District provides a guaranteed and viable curricular program that offers challenging and relevant opportunities for all students to achieve the outcomes defined in the Board's Results policies.

Notes or exceptions, if any:

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-11, Instructional Program, the Board finds that the organization is:

- ☐ **Compliant**
- ☐ **Compliant with the exceptions noted**
- ☐ **Non-Compliant**

Summary Statements of the Board, if any:

Signed: _____ Date: _____

Board President

Document submitted: _____ Re-submitted: _____

OE - 11: Instructional Program

The Superintendent shall provide a guaranteed and viable curricular program that offers challenging and relevant opportunities for all students to achieve the outcomes defined in the Board’s **Results** policies.

SUPERINTENDENT Interpretation:

The Board of Education values all students having access to programs that are rigorous and designed to ensure high levels of achievement as measured by the Board's Academic Achievement Results policies.

- **Guaranteed** shall mean that every student is provided the opportunity to learn a core curriculum which provides them with the probability of success in school.
- **Viable curricular program** shall mean that the necessary time is available and protected so students will be able to learn the guaranteed curriculum.
- **Challenging** shall mean that students are provided with rigorous coursework that pushes individuals to meet and/or exceed course standards.
- **Relevant opportunities** shall mean the courses offered to students are meaningful to their lives and desired in the current and future economies.
- The Board's **Results** policies shall mean AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).

OE – 11.1 The Superintendent will assure that instructional programs are culturally responsive and accommodate the different needs, abilities, interests and personal goals of individual students.

SUPERINTENDENT Interpretation:

The Board of Education values instructional programs that are designed to be responsive to the individual needs, abilities, interests, and personal goals of all learners. The Board of Education values a culturally responsive school experience that supports success for each student in achieving their goals.

- **Instructional programs** shall mean new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate and enhance student learning.
- **Culturally responsive** shall mean to validate and affirm the home (indigenous) culture and language of students for the purposes of building and bridging students to success in the culture of academia and mainstream society.
- **Accommodate** shall mean to proactively adjust either curriculum, teaching methods, resources, learning activities, or student products to address the needs, abilities, interests and personal goals of individual students and/or small groups of students in order to maximize the learning opportunities for each student in the classroom.

SUPERINTENDENT Indicators of Compliance:	In Compliance	Not in Compliance
We will know we are compliant when: 11.1.1- 100% of students identified as having disabilities will have an Individualized Educational Plan (IEP) that is updated at least annually based upon current present levels of performance. 11.1.2- Interventions will be documented within eduCLIMBER for all students receiving either tier 2 or tier 3 academic interventions. 11.1.3- The district will annually assess all English Language (EL) students via the ACCESS test and report on the percentage of EL students exiting the EL program each year. 11.1.4- Data will be collected annually to evaluate the number of elementary and secondary students who indicate: • "I see people who are different from me in the books/materials used in my classroom." • "I see myself in the materials/books used in the classroom."	X X X X	

SUPERINTENDENT Evidence of Compliance:

- **11.1.1** - An internal analysis of IEPs in the Appleton Area School District indicated that all IEPs have been updated at least annually based on current present levels of performance.
- **11.1.2-** Analysis within eduCLIMBER indicates that tier 2 and tier 3 interventions in ELA and Math are being documented as part of student progress monitoring.
- **11.1.3-** 2023-24 ACCESS test results indicate that 212 of 1,628 students (13%) exited EL programming.
- **11.1.4-** [Spring 2024 Panorama Survey](#) indicates that this indicator was accomplished.

OE – 11.2 The Superintendent will assure that all curricular programs are aligned to district-adopted learning standards and are effective in assisting all students to meet or exceed performance expectations as defined by **Results** policies.

SUPERINTENDENT Interpretation:

The Board of Education values course curriculum for each grade and/or class being based upon district-adopted standards.

- **Effective in assisting** shall mean to demonstrate a positive impact on student outcomes relating to student performance on AASD's Academic Standards.
- **All students** shall mean every student who is enrolled in the Appleton Area School District and participates in the Wisconsin State Accountability System (WSAS) assessments.

- **Curricular programs** shall mean the Appleton Area School District's (AASD) entire instructional program, including resources, programs, assessments, and assessment practices.
- **District-adopted learning standards** shall mean the common understanding of what students are expected to know, understand, and be able to do based upon the AASD's Academic Standards and any other modifications approved by the AASD's Board of Education.
- **Meet or exceed performance expectations** shall mean proficient/advanced, on/above grade level, ready/exceeding, or competent/mastery as outlined within the various AASD R-2 policies.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

11.2.1- All (100%) curriculum documents are directly aligned to district-adopted standards and are posted for teacher and public accessibility, as determined by a review of the scope and sequence through the Assessment, Curriculum & Instruction (ACI) Department.

11.2.2- All (100%) academic subject area curriculum documents have resources that are aligned to district-adopted standards embedded into the curriculum, as determined by a review of the scope and sequence through the Assessment, Curriculum & Instruction (ACI) Department.

**In
Compliance**

**Not in
Compliance**

X

X

SUPERINTENDENT Evidence of Compliance:

- **11.2.1-** All [AASD Curriculum Documents](#) are directly aligned to district-adopted standards and are publicly accessible.
- **11.2.2-** All academic subject area curriculum documents have resources aligned to district-adopted standards as evidenced by the [AASD Curriculum Documents](#).

OE – 11.3 The Superintendent will effectively assess each student's academic performance, identifying and appropriately addressing significant inequities and gaps in achievement outcomes.

SUPERINTENDENT Interpretation:

The School Board values assessing student achievement with reliability and validity to measure progress toward meeting or surpassing identified standards.

- **Effectively assess each student's academic performance** shall mean to use reliable and valid assessment tools, common across all schools by level, to determine students' progress in achieving the Board's Results policies.
- **Appropriately addressing** shall mean meeting targets in reducing inequities and gaps as outlined in the Board's Academic Achievement Results Policies.
- **Significant inequities and gaps** shall mean significant and persistent disparity in academic performance or educational attainment between different groups of students as evident within the Board's Academic Achievement Results Policies.

SUPERINTENDENT Indicators of Compliance We will know we are compliant when: 11.3.1- 100% of the progress monitoring assessments used within Board's Academic Achievement Policies are reliable and valid assessments of academic competency as determined by the technical assistance manuals for each assessment used. 11.3.2- 100% of the district common assessments required within the Results policies are calibrated minimally once per year within district professional learning communities as evidenced by documentation of annual program reviews.	In Compliance X X	Not in Compliance
SUPERINTENDENT Evidence of Compliance: • 11.3.1- All of the progress monitoring assessments identified within AASD Coherent Governance Results Policies (R.1 and R.2.1.1 thru R.2.1.4) are valid and reliable as evidenced by technical assistance manuals for each assessment. • 11.3.2- The Document Based Question (DBQ) assessments were calibrated through professional learning communities (PLCs) during the 2023-24 school year. The ability to calibrate common assessments continues to be reliant on staff having access to professional development time.		
OE – 11.4 The Superintendent will assure that the instructional program includes opportunities for all students to develop talents and interests in their specialized areas of interest.		
SUPERINTENDENT Interpretation: The Board of Education values students being offered, as part of the school day, an opportunity to pursue and excel in specialized areas of interest or talent. • Instructional programs shall mean new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate and enhance student learning. • Opportunities for all students shall mean course offerings in the elective areas at both elementary and secondary levels. • Develop talents and interests in their specialized areas of interest shall mean that students have the opportunity to enroll and participate in specials at the elementary level or in elective areas at the secondary level (middle school and high school).		
SUPERINTENDENT Indicators of Compliance We will know we are compliant when: 11.4.1- A course guide outlining academic opportunities will be distributed or made available online to all students and families at the secondary level.	In Compliance X	Not in Compliance

11.4.2- An academic and career planning process is utilized for all students in grades 6-12.	X	
11.4.3- 100% of students are provided access to and participate in Art, PE, and music programs at 100% of elementary schools or in accordance with their Individualized Education Plan (IEP).	X	
11.4.4- The District provides students with opportunities for Dual Enrollment and Post-secondary options.	X	
11.4.5- The District offers electives in a variety of areas at the secondary level that provide opportunities for students to fulfill their graduation requirements in the non-core academic areas.	X	
11.4.6- The District will annually monitor the demographic breakdown of students enrolled in World Languages, Career & Technical Education, and Fine Arts courses in grades 9-12 in order to evaluate representation and participation.	X	

SUPERINTENDENT Evidence of Compliance:

- 11.4.1-The [2024-25 Course Guidebook](#) was distributed and made available online during the 2023-24 school year.
- 11.4.2- The [AASD ACP Process](#) is utilized for all students in the AASD as evidenced by the AASD ACP lesson plans.
- 11.4.3- Student Schedules in Infinite Campus indicate that all students in elementary grades have access to and participate in Art, PE, and music programs.
- 11.4.4- A variety of [Dual Enrollment and Post-secondary options](#) are available to students.
- 11.4.5-[2024-25 Course Guidebook](#) provides numerous non-core graduation requirement opportunities.
- 11.4.6 - The district evaluated the demographic breakdown of students enrolled in World Languages, Career & Technical Education, and Fine Arts courses in grades 9-12 as part of the 2023-24 Pupil Nondiscrimination Self-Evaluation Report. This information will be presented to the Board of Education by summer of 2024.

OE – 11.5 The Superintendent will regularly evaluate and modify instructional programs for continuing effectiveness and encourage new and innovative approaches as necessary to achieve **Results.**

SUPERINTENDENT Interpretation:

The Board of Education values the encouragement of new and innovative programs that align with the Board's Academic Achievement policies and to evaluate the effectiveness of all programs.

- **Regularly evaluate and modify** shall mean a comprehensive review scheduled no less than every six years to:
 - compare student performance data results from district, state, and national assessments.
 - determine the effectiveness of the academic resources and services implemented.
 - aid the delivery of content or to improve instruction.
 - make recommendations based on student data results
- **Instructional programs** shall mean new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate and enhance student learning.
- **Encourage** shall mean that the district values and expects teachers to look for new and effective ways to meet the values for student achievement in the Results policies.
- **New and Innovative approaches** shall mean programs in existing schools that are district-approved and aligned to the Board's Academic Achievement Results policies and provide alternatives to traditional school structures and models.
- **Results** shall mean AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- 11.5.1-** The Assessment, Curriculum & Instruction Department conducts a program evaluation of all programs minimally every six years as evidenced by the department's published report and identified action steps.
- 11.5.2-** The District adopts programs as appropriate to address identified data/student needs as evidenced by:
- the department's published report.
 - solicited input from professional educators and administrators.
 - Plan Do Study Act (PDSA) inquiry cycles in partnership with professional educators and administrators

**In
Compliance**

**Not in
Compliance**

X

X

SUPERINTENDENT Evidence of Compliance:

- **11.5.1-** The AASD engaged in four program evaluations during the 2023-24 school year. Additional program evaluations will be taking place as outlined in the [ACI Program Evaluation Timeline](#).
- **11.5.2-** During the 2023-24 school year, the district approved instructional materials and professional development to support the shifting of 5K-5 ELA instruction towards a structured literacy framework. This shift was based on the collaborative recommendations of AASD educators and administrators as part of the AASD Elementary ELA Work Group.

OE – 11.6 The Superintendent will monitor and control student use of technology and provide adequate student access to technology.

SUPERINTENDENT Interpretation:

The Board of Education values utilization of the Technology Use Agreement for all students to use electronic information and curriculum, and to install and monitor appropriate filters and mechanisms to assure no students gain access to dangerous or confidential information.

- **Monitor** shall mean staff will supervise students while using electronic devices during instruction.
- **Control** shall mean students will have age-appropriate restrictions on their district email and internet access while on the school district network.
- **Student use of technology** shall mean use of the internet, electronic devices, or software/applications issued by the district for instruction.
- **Adequate student access** shall mean ensuring all students who are required to use a device or software/application to engage in learning are able to do so.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- 11.6.1-** 100% of district-owned and student-brought devices and used within the district network are protected using reliable safety measures and the firewall security and content filter are Children's Internet Protection Act (CIPA) compliant.
- 11.6.2-** 100% of identified internet sites and information attempted to be accessed by students, on district-owned devices, were flagged and blocked by the district's filters.
- 11.6.3-** 100% of students receive access to district-provided devices per the current established ratio for their grade level.

**In
Compliance**

**Not in
Compliance**

X

X

X

SUPERINTENDENT Evidence of Compliance:

- **11.6.1-** All district mobile devices are filtered 24/7 through a product called Securely. All district-wired devices are filtered through our firewall.
- **11.6.2-** There were no reports of any inappropriate access when using the district filters.
- **11.6.3-** For the 2023-24 school year, every student has had daily access to a mobile device.

OE – 11.7 The Superintendent will protect the instructional time provided for all students during the academic day by prohibiting unnecessary interruptions or intrusions.

SUPERINTENDENT Interpretation:

The Board of Education values maximum time being used for student instruction by setting expectations for practices that minimize interruptions of classroom teaching. The School Board also expects all reasonable efforts to be made to minimize teachers being pulled away from their teaching responsibilities.

- **Instructional time** shall mean the time devoted to instruction in classrooms from the beginning to the end of the school day.
- **Academic day** shall mean days in which school is scheduled to be in session.
- **Unnecessary interruptions or intrusions** shall mean activities unrelated to the social, emotional, or academic needs of students, including field trips and assemblies unrelated to curricular content.

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- 11.7.1-** 90% of staff development activities or building activities are limited to non-student contact time and 90% of instructional time is reserved entirely for instruction as evidenced by review of building calendars and schedules.
- 11.7.2-** 100% of elementary schools implement a daily reading block as part of the overall 120-minute (5K) and 130-minute (grades 1-6) ELA instructional block as evidenced by review of building calendars and schedules.
- 11.7.3-** 100% of elementary schools implement a daily 75-minute math block as evidenced by review of building calendars and schedules.
- 11.7.4-** 100% of secondary schools implement at minimum a daily 47-minute uninterrupted core academic instructional block for (Reading/Language Arts/English, Math, Science, and Social Studies) as evidenced by review building calendars and schedules.

**In
Compliance**

**Not in
Compliance**

X

X

X

X

SUPERINTENDENT Evidence of Compliance:

- **11.7.1-** [2023-24 Staff Development Calendar](#)
- **11.7.2-** [Elementary AASD Building Schedules](#) provide all students with a minimum of 120 minutes (5K) or 130 minutes (Grades 1-5) of instruction for ELA. We were not able to measure whether or not daily 20-minute (5K-2) and 30-minute (1-5) reading instruction were scheduled.

- **11.7.3- [Elementary AASD Building Schedules](#)** provide all students with a minimum of 75 minutes of instruction for mathematics.
- **11.7.4- [Secondary AASD Building Schedules](#)** provide a minimum of 47 minutes of core academic instruction.

OE – 11.8 The Superintendent will NOT change or alter the District’s graduation requirements.

.SUPERINTENDENT Interpretation:

The Board of Education values the obtaining of Board approval for any alteration or reconfiguration of graduation requirements.

- **District’s graduation requirements** shall mean the requirements established within Policy 345.6 (AASD Graduation Requirements).

SUPERINTENDENT Indicators of Compliance

We will know we are compliant when:

- **11.8.1-** Every change in graduation requirements will be based on a Board vote for approval as documented in the Board minutes.

**In
Compliance**

**Not in
Compliance**

X

SUPERINTENDENT Evidence of Compliance:

- No changes have taken place in AASD graduation requirements. Any potential changes in the future will be Items for Consideration as part of a publicly noticed board meeting.

OE – 11.9 The Superintendent will NOT realign attendance boundaries.

SUPERINTENDENT Interpretation:

The Board of Education values the obtaining of Board approval for any alteration or reconfiguration of lines drawn for school attendance boundaries.

- **Attendance boundaries** shall mean geographical map lines that delineate a section of the district and that define a student’s home school assignment.

SUPERINTENDENT Indicators of Compliance	In Compliance	Not in Compliance
We will know we are compliant when: 11.9.1- Every school attendance boundary change will be based on a Board vote for approval as documented in board minutes.	X	
SUPERINTENDENT Evidence of Compliance: No changes have taken place in attendance boundaries during the 2023-24 school year. Any potential changes in the future will be Items for Consideration as part of a publicly noticed board meeting.		

Success for
Every Student,
Every Day



**Appleton Area School District
2023-24 Results Monitoring Report
R-3 Essential Life Skills**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 3 Essential Life Skills, the Superintendent certifies that the information is accurate and complete and that the Organization is:

☐ **Making Reasonable Progress**

☒ **Making Reasonable Progress with noted exception(s): See Executive Summary below**

☐ **Failing to make Reasonable Progress**

Key:

 = indicator achieved

 = indicator not achieved as outcome remained the same as the year before or improved but not to the desired level

 = indicator not achieved as the outcome was lower than the year before

In addition, the proposed measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard.

Executive Summary/Analysis:

The evidence, as submitted below, provides assurance to the Board that the District provides students access to opportunities for acquiring the developmental skills necessary to lead healthy, satisfying, self-directed, and productive lives in the following domains: *Cognitive development, Physical Wellness development, Social development, Moral and Ethical Character development, Psychological development, and Career development*. In addition, the measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard.

The Essential Life Skills data below is measured primarily through student perception surveys. This data provides the district with valuable information to develop and guide our instruction; as we know that the Essential Life Skills are a foundation for developing the whole child.

The Reality Check Summative Assessment was administered for the first time in the spring of 2024 following the spring Reality Check at each high school. Initial baseline data is demonstrating that students are proficient. Future steps will be continued calibration (in both the fall and spring following the event).

Career Based Learning data is measured through student surveys. This data allows us to measure the impact of our Academic and Career Plan in relation to our goals. We will utilize this data, along with feedback from our Career Based Learning experiences to develop our Academic and Career Plan for the following year. This process allows us to create a continuum of offerings to meet students needs.

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 3 Essential Life Skills, the Board finds that the organization is:

- _____ **Making Reasonable Progress**
- _____ **Making Reasonable Progress with noted exception(s):**
- _____ **Failing to make Reasonable Progress**

Summary Statements of the Board, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____ Re-submitted: _____

R-3 Results Policy: Essential Life Skills

Students will acquire the developmental skills necessary to lead healthy, satisfying, self-directed, and productive lives in the following domains:

- 3.1. Cognitive development, including critical, analytical, and creative thinking.
- 3.2. Financial literacy, shall mean the ability to understand, evaluate, and communicate information about money and financial services.
- 3.3. Communications development, including the ability to listen and express themselves effectively.
- 3.4. Social development, including the ability to establish and maintain positive relationships with others, to function as members of teams and to contribute to the common good.
- 3.5. Moral and ethical character development, including respect, empathy, and compassion for others and accountability for their own actions.
- 3.6. Psychological development, including resilience, adaptability, the ability to manage their own emotions and to maintain positive self-worth.
- 3.7. Career development, including exploring and identifying aptitudes, interests, passions, and understanding of career expectations.

SUPERINTENDENT Interpretation:

- **Cognitive development** shall mean the development of knowledge, skills, problem solving and dispositions, which help students to think about and understand the world around them.
- **Financial literacy development** shall mean having a basic grasp of money matters and its four fundamental pillars: debt, budgeting, saving, and investing
- **Communications development** shall mean learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics using authentic resources (such as informational texts, fictional texts, conversations and discussions).

- **Social development** shall mean the change over time in an individual's understanding of, attitudes concerning, and behavior toward others.
- **Moral and ethical character development** shall mean the development of respectful, compassionate, and empathetic attitudes and understanding of behaviors towards all people in society based on social and cultural norms, rules, and laws.
- **Psychological development** shall mean the development of an individual's cognitive, emotional, intellectual, and social capabilities and functioning from early childhood through adulthood.
- **Career development** shall mean a student-driven, adult-supported process that allows students to discover, learn, explore, and apply interests, skills and knowledge to their post secondary plans.

Indicators to be Used:

- [Panorama](#) captures student perceptions using the featured topics. All students in Grades 3-12 take the survey in the fall and spring. [Topics](#) include student competencies and school climate areas.
- [AASD CBL/ACP Summative Survey](#) - 6th-12th grade students are given this survey in the Spring to capture their progress specific to their individual Academic and Career Planning. This survey specifically measures grade-level [Academic and Career Planning outcomes](#) relating to career exploration, career interests, action steps taken towards completing their Academic Career Plan and participation in career planning experiences.

Definition of Terms:

- **Learning Strategies** - A measurement of how well students deliberately use strategies to manage their own learning processes generally.
- **Self-Management** - A measurement of how well students manage their emotions, thoughts, and behaviors in different situations.
- **Social Awareness** - A measurement of how well students consider the perspectives of others and empathize with them.
- **Social Perspective** - A measurement of the extent to which students consider the perspectives of others
- **Reality Check Common Summative Assessment** - Application and reflection of personal financial theories and vocabulary to

economic scenarios given to AASD students each semester in grades 10-12 within the following courses:

- o Personal Financial Management
 - o Intro to Economics
 - o e-School Personal Financial Management.
- **ACP - Academic Career Plan** - is a student-driven, adult-supported process. Students create their own unique vision for post-secondary success. This is achieved through self-exploration, career exploration, and the development of career planning skills.
 - **CBL - Career Based Learning** - the Academic and Career Planning business-connected experiences and opportunities that allow K-12 students to participate in career awareness, career exploration, or career development.

SUPERINTENDENT Evidence of Reasonable Progress:

We will know we have made reasonable progress when:

AASD Reality Check Summative Assessment - Grades 10-12 (Program Analysis)

We will **increase the percentage** of students **scoring Competent/Mastery** in **grades 10-12** on the **AASD Reality Check Summative Assessment by 1%**.

Course(s)	2023-24 % Competent/Mastery (baseline)	2024-25 % Competent/Mastery
Personal Financial Management	87%	
Intro to Economics		

We will **decrease the percentage** of students **scoring Beginning** in **grades 10-12** on the **AASD Reality Check Summative Assessment by 3%**.

Course(s)	2023-24 % Competent/Mastery (baseline)	2024-25 % Competent/Mastery
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Personal Financial Management	0.02%	
Intro to Economics		

(Cognitive Development)

Panorama: Learning Strategies

We will **increase** the **percentage of students who scored favorably** on how well they used strategies for managing their own learning processes for each school level (elementary/middle/high) by **3%**.

Learning Strategies			
Grade Band	Percentage Scoring Favorably (Score of 4, or 5)		
	Spring 2022	Spring 2023	Spring 2024
Grades 3-6	63%	65%	67%
Grades 7-12* *KA 6th-grade data included	54%	53%	58%

Panorama: Self-Management

We will **increase** the **percentage of students who scored favorably** on how students manage their emotions, thoughts, and behaviors in different situations (elementary/middle/high) by **3%**.

Self-Management			
Grade Band	Percentage Scoring Favorably (Score of 4, or 5)		
	Spring 2022	Spring 2023	Spring 2024
Grades 3-6	76%	73%	74%
Grades 7-12* *KA 6th-grade data included	65%	69%	72%

(Communications & Social Development)

Panorama: Social Awareness (Overall)

We will **increase** the **percentage of students who scored favorably** on the extent to which students consider the perspectives of others and empathize with them (elementary/middle/high) by **3%**.

Social Awareness			
Grade Band	Percentage Scoring Favorably (Score of 4, or 5)		
	Spring 2022	Spring 2023	Spring 2024
Grades 3-6	68%	69%	70%
Grades 7-12* *KA 6th-grade data included	65%	62%	65%

(Moral & Ethical Character Development)

Panorama: Social Awareness (Targeted Question)

We will **increase** the **percentage of students who scored favorably** on the extent to which they were respectful of others who had different views (elementary/middle/high) by **3%**.

Social Awareness			
Grade Band	Percentage Scoring Favorably (Score of 4, or 5)		
	Spring 2022	Spring 2023	Spring 2024
Grades 3-6	72%	74%	74%
Grades 7-12* *KA 6th-grade data included	65%	67%	71%

(Psychological Development)

Panorama: Social Perspective

We will **increase** the **percentage of students who scored favorably on** the extent to which they try to understand others' point of view (middle/high) by **3%**.

Social Perspective

Grade Band	Percentage Scoring Favorably (Score of 4, or 5)		
	Spring 2022	Spring 2023	Spring 2024
Grades 7-12* *KA 6th-grade data included	51%	50%	56%

(Career Development)

Panorama: Self-Management

We will **increase** the **percentage of students who scored favorably on** the extent to which they manage their emotions, thoughts, and behaviors in different situations (elementary/middle/high) by **3%**.

Self-Management

Grade Band	Percentage Scoring Favorably (Score of 4 or 5)		
	Spring 2022	Spring 2023	Spring 2024
Grades 3-6	72%	73%	74%
Grades 7-12* *KA 6th-grade data included	72%	69%	72%

AASD CBL/ACP Summative Survey

(NEW Question in CBL/ACP Survey for 2022-23) We will **decrease** the **percentage of 11th-grade students who** indicate they do **not** have post-secondary plans for either college or career by **1%**.

Post-Secondary College/Career Plans

Grade Band	Spring 2022	Spring 2023	Spring 2024
11th-grade	29%	23.1%	21.8%
12th-grade	31.9%	9%	7.9%

We will **decrease** the **percentage of 12th-grade students who** indicate they do **not** have a back-up plan if their first choice of a career plan falls through by **3%**.

Post-Secondary College/Career Plans

Grade Band	Spring 2022	Spring 2023	Spring 2024
12th-grade	30.1%	28.8%	18.9%

We will **increase** the **percentage of students who** indicate their ACP experiences in the AASD are preparing them for college, career, and life after high school by **3%**. (*"My ACP experiences in the Appleton Area School have been preparing me for college, career, and life after high school"*)

Preparation for College, Career, and Life

Grade Band	<u>NEW</u> for Spring 2023	Spring 2024
6th-grade	93%	96%
7th-grade	77.9%	81.1%
8th-grade	78.6%	84.7%
9th-grade	81.8%	72.5%

10th-grade	77.4%	81.4%
11th-grade	80.2%	77.2%
12th-grade	71.8%	81.0%

We will **increase** the **percentage of students who** indicate their ACP experiences in the AASD are preparing them to LEAD, CARE, and CONTRIBUTE by **3%**.

Preparation to independently Lead, Care, and Contribute

Grade Band	<u>NEW</u> for Spring 2023 (baseline)	Spring 2024
% of JUNIORS indicating they are prepared to LEAD by example through critical thinking, problem-solving, and effective communication.	54.8%	57.5%
% of JUNIORS indicating they are prepared to CARE for themselves, others, and their community through empathy, compassion, and respect.	73.4%	74.9%
% of JUNIORS indicating they are prepared to CONTRIBUTE to their classrooms, schools, and communities through self-direction, productivity, and accountability.	66.8%	64.9%
% of SENIORS indicating they are prepared to LEAD by example through critical thinking, problem-solving, and effective communication.	56.6%	69.3%
% of SENIORS indicating they are prepared to CARE for themselves, others, and their community through empathy, compassion, and respect.	71.8%	81.6%

% of SENIORS indicating they are prepared to CONTRIBUTE to their classrooms, schools, and communities through self-direction, productivity, and accountability.	65.3%	73.5%
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