



**Monday, July 15, 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: 4:00 PM**

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@aasd.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	Jul 15, 2024 - Board of Education Work Session
Category	1. Meeting Opening
Type	Discussion, Information, Report

2. 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-1 Mega Results 23/24 (30 min)
Meeting	Jul 15, 2024 - Board of Education Work Session
Category	2. 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, Presentation

Zr

File Attachments R.1 Mega Result - Monitor Report of 2023-24 Data.pdf (898 KB)

3. 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-2 Emergency Superintendent Succession (15 min)
Meeting	Jul 15, 2024 - Board of Education Work Session
Category	3. 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, Presentation

Superintendent Greg Hartjes will present the Monitoring of OE-2 Emergency Superintendent Succession.

File Attachments
[OE-2 Emergency Superintendent Succession .pdf \(424 KB\)](#)

4. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)

Subject	A. Weighted Student Funding (60 min)
Meeting	Jul 15, 2024 - Board of Education Work Session
Category	4. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)
Type	Discussion, Information, Presentation

Superintendent Greg Hartjes will present Weighted Student Funding.

5. Adjourn

Subject	A. Adjournment of Work Session
Meeting	Jul 15, 2024 - Board of Education Work Session
Category	5. Adjourn
Type	Information, Procedural

Success for
Every Student,
Every Day



**Appleton Area School District
2023-24 Results Monitoring Report
R-1 Mega Result**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 1 Mega Result, the Superintendent certifies that the information is accurate and complete and that the District is:

☐ **Making Reasonable Progress**

☒ **Making Reasonable Progress with noted exception(s): (See Report Below)**

☐ **Failing to make Reasonable Progress.**

 **= 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 instructional programming that supports students in acquiring the developmental skills necessary to graduate academically, socially, and emotionally prepared for success in their personal lives, careers, and continuing education; and committed to lead, care for, and contribute to their community. In addition, the measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard.

Notes or exceptions, if any:

Signed: _____ Date: _____

Superintendent

BOARD ACTION:

With respect to Results Policy 1 Mega Result, the Board finds that the district 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-1 Mega Result

Students will graduate academically, socially, and emotionally prepared for success in their personal lives, careers, and continuing education; and committed to lead, care for, and contribute to their community.

SUPERINTENDENT Interpretation:



The Mega Result statement clarifies our definition of a student's educational experience and is the overarching reason the Appleton Area School District exists. Representing the community's values, the Board expects each student to graduate prepared to be successful in the next phase of life, whether that be college or career, or both. In addition, the Board desires that in addition to academic and skill readiness, students graduate with attitudes, abilities, and dispositions that will support them leading happy, productive lives and making a positive contribution to the world in which they live.

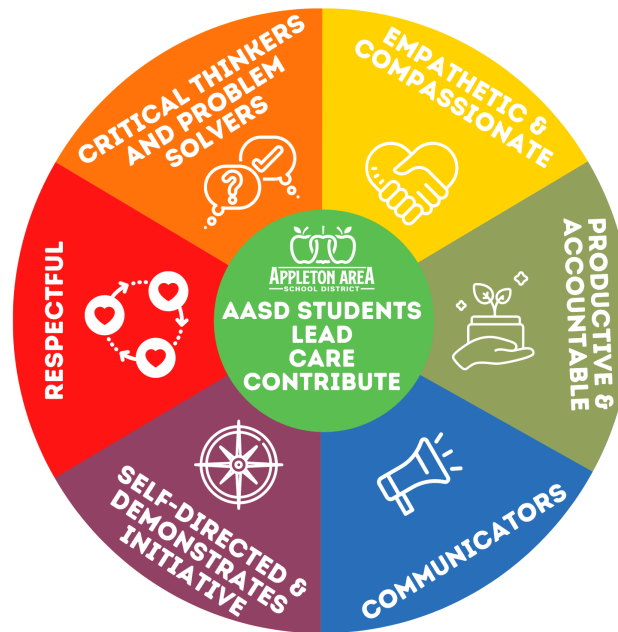
Specifically:

- **Students shall mean** every student in our district, including but not limited to: Hispanic, Black, Native American or Native Alaskan, Native Hawaiian or Other Pacific Islander, Asian, White, Two or More Races, Economically Disadvantaged, English Language Learners, and Students with Disabilities.

- **Academically prepared** shall mean readiness for post-secondary study without the need for remedial assistance upon enrollment.
- **Socially and emotionally prepared** shall mean the ability to apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others.
- **Success in their personal lives** shall mean the ability to reach one's personal goals in life, whatever those goals may be.
- **Success in their careers** shall mean a combination of achieving a reasonable level of financial stability while doing work that one enjoys.
- **Success in their continuing education** shall mean how well students are prepared to accomplish their current and future academic, personal, and professional goals through the development of knowledge, a sense of responsibility and self-reliance, and a connection to the college and wider community.
- **Committed to lead** shall mean all AASD students will lead by example through critical thinking, problem-solving, and effective communication.
- **Committed to care for** shall mean all AASD students will show care for themselves, others, and their community through empathy, compassion, and respect.
- **Committed to contribute** shall mean all AASD students will contribute to their classrooms, schools, and communities through self-direction, productivity, and accountability.



Six Essential Traits of the AASD Portrait of a Graduate



Indicators to be Used:

- 1. AASD Academic Achievement (R-2)** - The AASD Academic Achievement Results Policies include established targets and progress monitoring measures that focus on the District goal of each student being literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines. These policies support the goal of each student demonstrating personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity when enrolled in disciplines, including:
 - **R-2.1.1 English Language Arts**
 - **R-2.1.2 Mathematics**
 - **R-2.1.3 Science**
 - **R-2.1.4 Civics and Social Studies**
- 2. AASD Essential Life Skills (R-3)** - The AASD Essential Life Skills Policy includes established targets and progress monitoring measures that focus on the District goal of each student acquiring the developmental skills necessary to lead healthy, satisfying, self directed, and productive lives in the following domains:

- **R-3.1 Cognitive Development**
- **R-3.2 Financial Literacy**
- **R-3.3 Communications Development**
- **R-3.4 Social Development**
- **R-3.5 Moral and Ethical Behavior Development**
- **R-3.6 Psychological Development**
- **R-3.7 Career Development**

- 3. Percent of AASD Students Graduating** - In addition to enrolled students making progress, it is essential that they remain in school and graduate having successfully completed the graduation requirements defined by Board policy. This indicator also aims to reduce disparities in graduation rates among identified subgroups. While it is desirable for students to graduate “on time”, Board values indicate that it is more important that students graduate, regardless of the timeframe needed (IEP determination, etc.). Therefore, this indicator must also reflect the percentage of students who graduate, whether that was within four years or not.
- 4. Percent of AASD Students Indicating Readiness to LEAD, CARE, and CONTRIBUTE (CBL/ACP Summary)** - To ensure success for Every Student, Every Day in the Appleton Area School District, our Portrait of a Graduate brings clarity to what our community values most as outcomes of the Early Childhood through Grade 12 educational experience. We believe that graduates of the AASD should possess certain qualities that will ensure that they are college, career, and community ready. The AASD Portrait of a Graduate is a collective vision that articulates the community’s aspirations for all students. The [AASD CBL/ACP Summative Survey](#) is used to capture students’ 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:

- **Norm-referenced** - Assessments that are used to compare students’ progress to others in their peer group. This group may contain students in the same grade across the state or nation, or other categories such as special education, disability status, English learners, gifted students, and more. Most commonly, norm-referenced tests use a national peer group.
- **Results Policies** - The previously Board-approved Coherent Governance Policies that establish indicators of success for successfully achieving identified Board goals within the areas of Student Academic Achievement and Essential Life Skills and that are monitored annually.
- **WISEdash Portal** - a data portal that uses "dashboards," or visual collections of graphs and tables, to provide certified multi-year education data about Wisconsin schools. Data on the portal are redacted and available by school, district, or State.

SUPERINTENDENT Evidence of Reasonable Progress:**Indicator 1: Reasonable progress on R-2.1 Academic Achievement Results Policies**

We will make reasonable progress on each content area policy within the Academic Achievement Results Policy as evidenced by annual review of policies R-2.1 through R-2.4.

Academic Achievement Results Policy	Superintendent		
	Reasonable Progress	Reasonable Progress with Noted Exceptions	Reasonable Progress Not Made
R-2.1 English Language Arts		X	
R-2.2 Mathematics		X	
R-2.3 Science		X	
R-2.4 Civics & Social Studies		X	

Indicator 2: Reasonable progress on R-3 Essential Life Skills Policy

We will make reasonable progress on the Essential Life Skills Results Policy as evidenced by annual review of policy R-3.

R-3 Essential Life Skills Domain	Previous Dispositions of the Board of Education		
	Reasonable Progress	Reasonable Progress with Noted Exceptions	Reasonable Progress Not Made
R-3.1 Cognitive Development		X	
R-3.2 Financial Literacy	Baseline Year		
R-3.3 Communications Development		X	
R-3.4 Social Development		X	
R-3.5 Moral & Ethical Character Development		X	
R-3.6 Psychological Development		X	

Indicator 3: Graduation Rates of AASD Students

We will increase the 4-year graduation rate for all students as well as within identified demographic groups by 1% as evidenced by certified graduation data within the WISEdash portal.

	4-Year Graduation Rate		
	2021-22 Baseline	2022-23	2023-24 (Not yet certified)
% of Students Graduating (All Students)	86.5%	86.7%	
% of Students Graduating (Students with Disabilities)	60.4%	65.9%	
% of Students Graduating (EL)	66.2%	60.4%	
% of Students Graduating (Black)	68.8%	61.6%	
% of Students Graduating (Hispanic)	75.4%	73.6%	

We will increase by 1% the rate of students who graduate within 7 years as evidenced by certified graduation year cohort data within the WISEdash portal.

Percent of Students (By Graduation Year Cohort) Who Completed AASD Diploma Requirements Within 7 Years					
By the end of 2018-2019	By the end of 2019-2020	By the end of 2020-2021	By the end of 2021-2022	By the end of 2022-2023	By the end of 2023-2024 (not yet certified)
84.3%	92.3% (Class	93.9% (Class	92.4% (Class	93.7% (Class	X% (Class

(Class of 2016)	of 2017)	of 2018)	of 2019)	of 2020)	of 2021)
Indicator 4: Percentage of Graduates Prepared to LEAD, CARE, and CONTRIBUTE.					
We will increase the percentage of 12th-grade students who indicate they are ready to independently Lead, Care, and Contribute within the CBL/ACP Summary by 3%.					
	% of Graduates Ready to Lead, Care, and Contribute				
	Starting in 2022-23 Baseline		2023-24		
% 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%		

Success for
Every Student,
Every Day



**Appleton Area School District
Operational Expectations Monitoring Report
OE-2 Emergency Superintendent Succession**

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy OE-2, Emergency Superintendent Succession, the Superintendent certifies that the following information is accurate and complete, and that the District is:

☒ **Compliant**

☐ **Compliant with the exceptions noted:**

☐ **Non-Compliant**

Compliant Indicators	Noncompliant Indicators
1	0
Total Indicators: 1	

Executive Summary/Analysis:

The evidence, as submitted below, assures that I have made sufficient arrangements to provide for the safety and well-being of students and staff, should I be unavailable due to an emergency.

Notes or exceptions, if any:

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-2, Emergency Superintendent Succession, the Board finds that the district 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 –2 Emergency Superintendent Succession

The Superintendent shall designate at least one other executive staff member who is familiar with the Board’s governance process and issues of current concern and is capable of assuming Superintendent responsibilities on an emergency basis.

SUPERINTENDENT Interpretation:

The board values having an administrator who can assume the Superintendent's role on a temporary basis that is knowledgeable about the challenges to the district and knows and understands how the board governs.

- An **executive staff member** shall mean a member of the District's Leadership Team.
- **Familiar with the Board's governance process** shall mean understanding of how the board governs and the expectations related to the monitoring and reporting process as outlined in the Board's Annual Work Plan.
- **Emergency basis** shall mean a period of time when the Superintendent is not available by any means and a decision that normally falls under the Superintendent's purview must be made to ensure the safety and welfare of students and District personnel, or should such a decision not be made during this period; the District's interests will be substantially damaged. The emergency would end upon the reestablishment of communication with the Superintendent, or, if the Superintendent is deemed by the School Board as incapable of resuming responsibilities, until the School Board appoints an interim Superintendent.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- 2.1.1-** The Superintendent prepares an emergency succession list with two positions with superintendent certification that will step in for the Superintendent on a temporary emergency basis and presents such a list to members of the Board and members of the District Leadership Team.

In
Compliance

Not in
Compliance

X

SUPERINTENDENT Evidence of Compliance:

- Emergency Succession List
 - Assistant Superintendent - School Services - Nan Bunnow
 - Assistant Superintendent - School Services - Mike Hernandez