



Monday, June 12, 2023
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: 4:00PM

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@aasd.k12.wi.us or (920) 832-6126, at least 24-hours in advance of the meeting.

1. Meeting Opening

Subject	A. Roll Call
Meeting	Jun 12, 2023 - Board of Education Work Session
Category	1. Meeting Opening
Type	Discussion, Information, Report

2. Achievement Gap Reduction (AGR) Program

Subject	A. 2022-2023 Achievement Gap Reduction (AGR) End-of-Year Report
Meeting	Jun 12, 2023 - Board of Education Work Session
Category	2. Achievement Gap Reduction (AGR) Program
Type	Discussion, Information

Nan Bunnow, Carrie Willer, and Joel Cannon will present the 2022-2023 Achievement Gap Reduction (AGR) End-of-Year Report.

File Attachments
[IOI AGR End of Year Report 2022-2023.docx \(1\).pdf \(51 KB\)](#)
[AGR End-of-Year BOE Presentation, 2022-2023.pdf \(2,581 KB\)](#)

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-2.1.8 Career & Technical Education (CTE)**

Meeting Jun 12, 2023 - 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

File Attachments

[R-2.1.8 Career & Technical Education - Monitor Report.pdf \(514 KB\)](#)

Subject **B. Results Monitoring: R-2.1.9 Financial Literacy**

Meeting Jun 12, 2023 - 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

File Attachments

[R-2.1.9 Financial Literacy - Monitor Report.pdf \(487 KB\)](#)

Subject **C. Results Monitoring: R-3 Essential Life Skills**

Meeting Jun 12, 2023 - 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

File Attachments

[R.3 Essential Life Skills - Monitor Report.pdf \(489 KB\)](#)

4. Adjourn

Subject **A. Adjournment of Work Session**

Meeting Jun 12, 2023 - Board of Education Work Session

Category 4. Adjourn

Type Information, Procedural

ITEM OF INFORMATION

Topic: 2022-2023 Achievement Gap Reduction (AGR) End-of-Year Report

**Background
Information:**

The Achievement Gap Reduction (AGR) Program, formerly known as Student Achievement Guarantee in Education (SAGE), was established in the 2015-16 school year by the Wisconsin Department of Public Instruction. The AGR program allows a participating school to meet the obligations of its five-year contract by implementing one of three strategies, or a combination of these strategies in every kindergarten through grade three classroom:

- one-to-one tutoring provided by a licensed teacher;
- instructional coaching for teachers provided by a licensed teacher; or
- maintaining 18:1 or 30:2 classroom ratios and providing professional development on small group instruction.

The following schools in the Appleton Area School District participate in the AGR program: Badger, Columbus, Edison, Foster, Horizons, Jefferson, and Lincoln.

The AGR program requires a participating school to create performance objectives, including reducing the achievement gap between low-income students in that school and students in the same grade and subject statewide.

The AGR program also requires school board review of implementation and progress toward achieving annual performance objectives at the end of every semester.

Contact

Persons: Nan Bunnow , 920- 832-6301 , bunnownanette@asds.k12.wi.us
Joel Cannon, 920-832-6232, cannonjoel@asds.k12.wi.us
Carrie Willer, 920-832-6157 ext 2180, willercarrie@asds.k12.wi.us

2022-2023 Achievement Gap Reduction (AGR) End-of-Year Report

AASD Board of Education
June 12, 2023



AGR Overview

- The AGR program allows participating schools to meet obligations of a five-year contract by implementing one or more of the following strategies in grade K-3 classrooms:
 - one-on-one tutoring by a licensed teacher
 - instructional coaching for teachers provided by a licensed teacher
 - maintaining 18:1 or 30:2 classroom ratios and providing professional development on small group instruction.
- AGR schools create performance objectives, focusing on reducing the achievement gap for low-income students.
- AGR aid payments are based on the number of low-income students enrolled at the school in grades K-3 on the third Friday in September.

AGR Overview

- The following elementary schools in the Appleton Area School District participate in the AGR program:
 - Badger Elementary School
 - Columbus Elementary School
 - Dunlap Elementary School
 - Edison Elementary School
 - Foster Elementary School
 - Horizons Elementary School
 - Jefferson Elementary School
- AGR requires school board review of implementation and progress at the end of each semester.



AGR Work Group, 2022-2023

Role	Name	Location
AASD Leadership Team (AGR Lead Team)	Nan Bunnow	Leadership Center
AGR Principal	Anne Marie Werley-Gonzalez	Badger
AGR Principal (AGR Lead Team)	Joel Cannon	Columbus
AGR Principal	Bill McClone	Dunlap
AGR Principal	Katie Schmeltzer	Edison
AGR Principal	Karen Noel	Foster
AGR Principal	John Ohlson	Horizons
AGR Principal	Lori Leschisin	Jefferson
Associate Director of Student Services	Tiffany Frerks	Leadership Center
Associate Director of Special Education	Melissa Toshner	Morgan
Title 1 Coordinator	Pam Franzke	CELC
Director of Elementary Education (AGR Lead Team)	Carrie Willer	Morgan
District Literacy Coach	Lisa Sprangers	Morgan
District Literacy Coach	Kami Harvey	Morgan
District STEM Coach	Kim Pencil	Morgan
District STEM Coach	Meghan Brzozowski	Morgan
Kindergarten AGR Teacher	Melissa Romenesko	Jefferson
Kindergarten AGR Teacher	Kris Sedovic	Dunlap
Grade 1 AGR Teacher	Kristy Rohr	Badger
Grade 1 AGR Teacher	Julie Coley	Edison
Grade 2 AGR Teacher	Sue Jensen	Foster
Grade 2 AGR Teacher	Nicole Schneider	Horizons
Grade 3 AGR Teacher	Gina Dresang	Horizons
Grade 3 AGR Teacher	Heather Steineke	Edison
EL Teacher	Nancy Aguilar	Columbus
Special Education Teacher	Kyle Deering	Foster



AGR Work Group Focus Areas

- Establish and Progress Monitor AGR Performance Objectives
- Board of Education Presentations
- Plan for Professional Development per AGR Contract- “How does instruction look different in an AGR classroom?”
- Other Self-Identified Areas



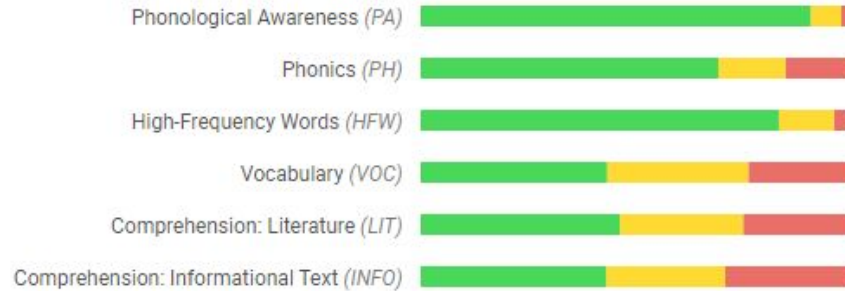
2022-2023 AGR Performance Objectives

2022-2023 District Scorecard i-Ready Key Measures/Targets for those students enrolled for the full academic year:

- We will increase the number of students that **reach their targeted growth in reading and mathematics** (one or more years of growth) on the spring i-Ready assessment by 1% from 2022 to 2023 (x% to x%).
- We will increase the number of students scoring **at or above grade level in reading and mathematics** (*program level analysis*) on the spring i-Ready assessment by 1% from 2022 to 2023 (x% to x%).
- We will increase the number of students scoring **at or above grade level in reading and mathematics** (*cohort level analysis*) on the spring i-Ready assessment by 1% from Kindergarten/1st Grade/2nd Grade in 2022 to 1st Grade/2nd Grade/3rd Grade in 2023 (x% to x%).

How is information reported in i-Ready?

Placement By Domain



Reading Domains

Placement By Domain



Math Domains

Understanding i-Ready Targeted Growth

Typical Growth: Typical Growth demonstrates the annual growth for an average student taking the *i-Ready Diagnostic*



Formative & Summative Assessments - Reading

KINDERGARTEN

Letter ID and Sound, Concepts About Print, Sentence Dictation, High Frequency Words, IRL, Summative Performance Assessment, and the i-Ready Diagnostic assessment

GRADE 1

Letter ID and Sound, Concepts About Print, Sentence Dictation, High Frequency Words, IRL, Summative Performance Assessment, **Blending and Segmenting Sounds**, and the i-Ready Diagnostic assessment

Formative & Summative Assessments - Reading

GRADE 2

High Frequency Words, IRL, Summative Unit Performance Assessment, Blending and Segmenting Sounds, and the i-Ready Diagnostic Assessment

GRADE 3

Spelling Inventory, IRL, Summative Unit Performance Assessment, and the i-Ready Diagnostic Assessment

Formative & Summative Assessments - Mathematics

KINDERGARTEN, GRADE 1, GRADE 2 & GRADE 3

- Forefront Universal Math Screener
- Common Summative Unit Assessments
- i-Ready Diagnostic Assessment

End-of -Year Progress Monitoring Data Groupings/Comparisons

AGR Schools

- Badger
- Columbus
- Dunlap
- Edison
- Foster
- Horizons
- Jefferson

Title 1/Not AGR Schools

- Appleton
- Bilingual School
- Highlands
- Johnston
- McKinley

*(focus on similar
SES schools)*

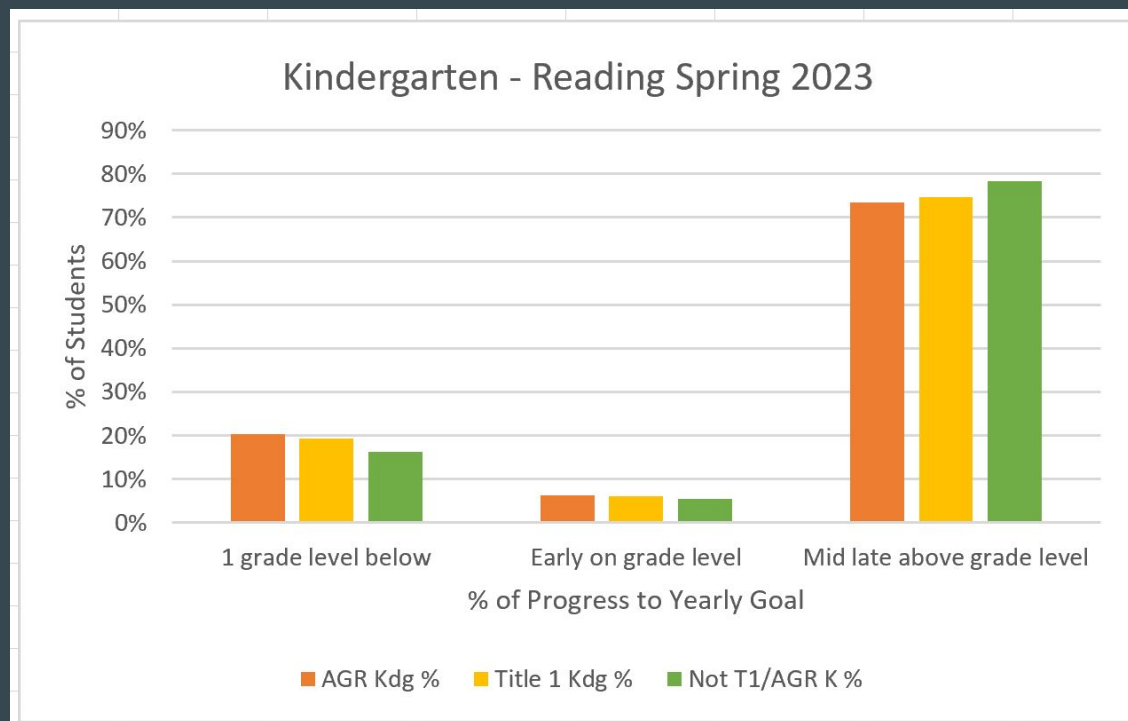
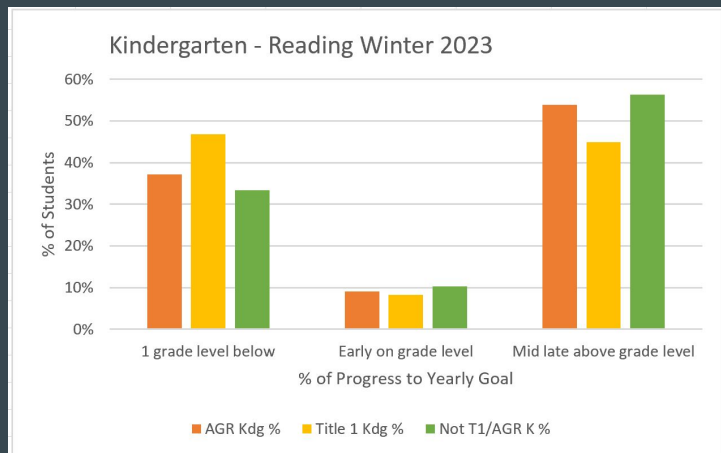
Not Title 1 Schoolwide or AGR Schools

- Berry
- Ferber
- *Franklin
- Houdini
- Huntley
- *Richmond

*(focus on closing
the gap)*

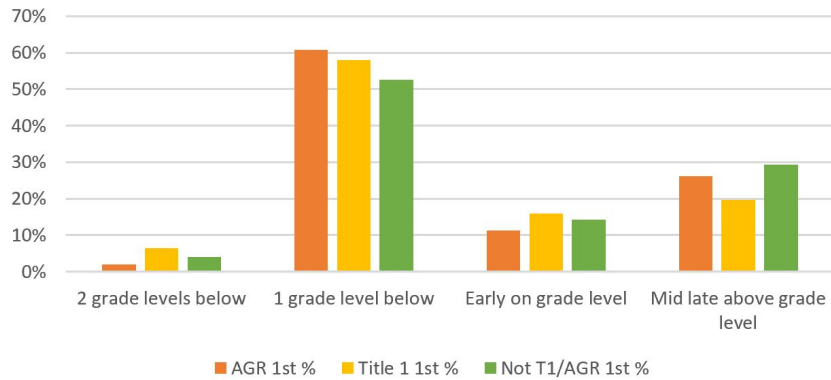
* = Title 1 Targeted School

2022-2023: Kindergarten Reading

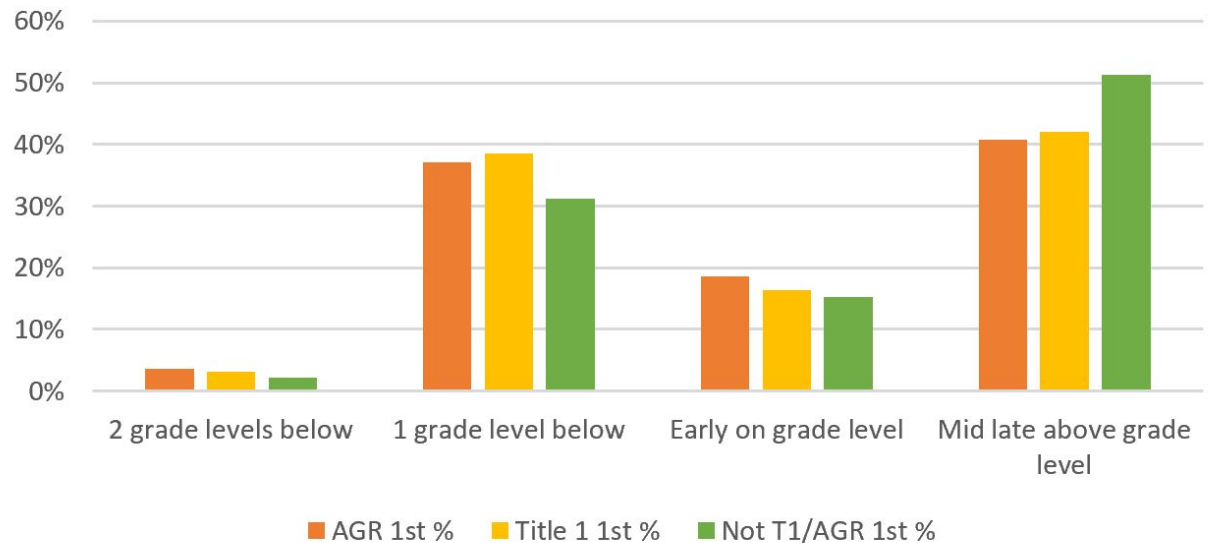


2022-2023: 1st Grade Reading

1st Grade - Reading Winter 2023

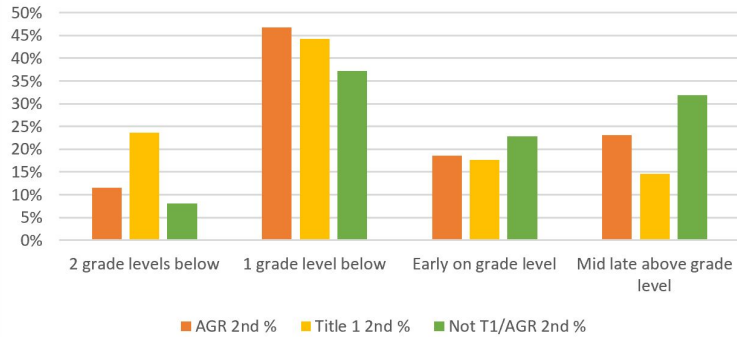


1st Grade - Reading Spring 2023

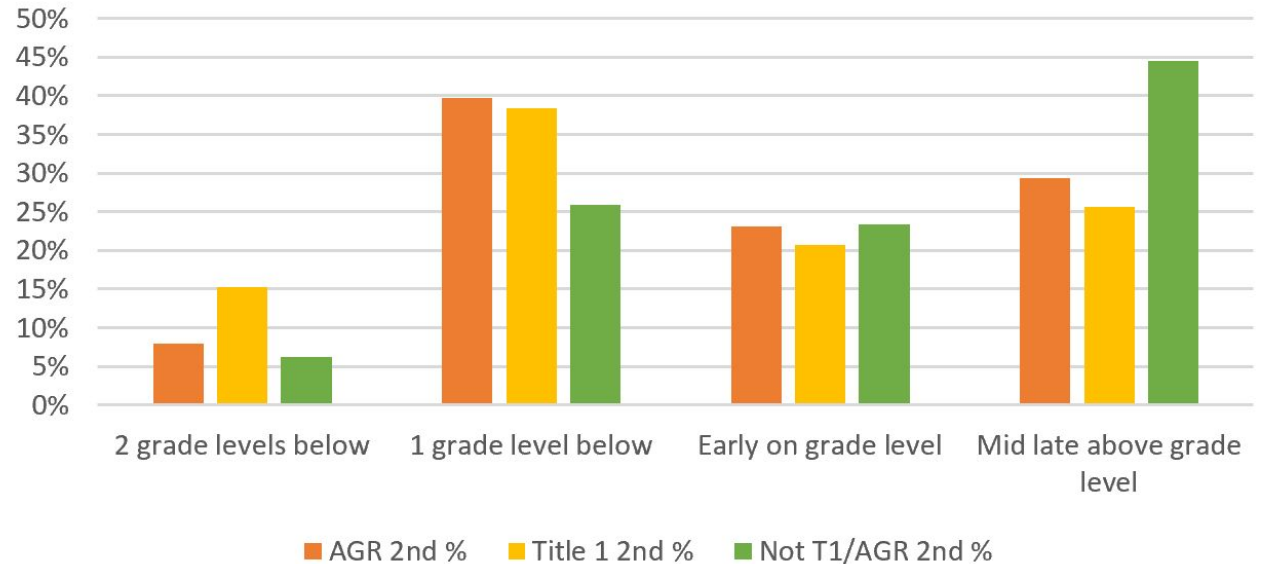


2022-2023: 2nd Grade Reading

2nd Grade - Reading Winter 2023

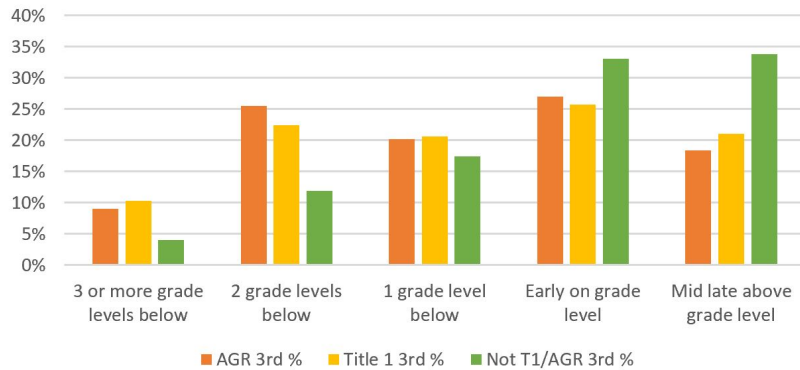


2nd Grade - Reading Spring 2023

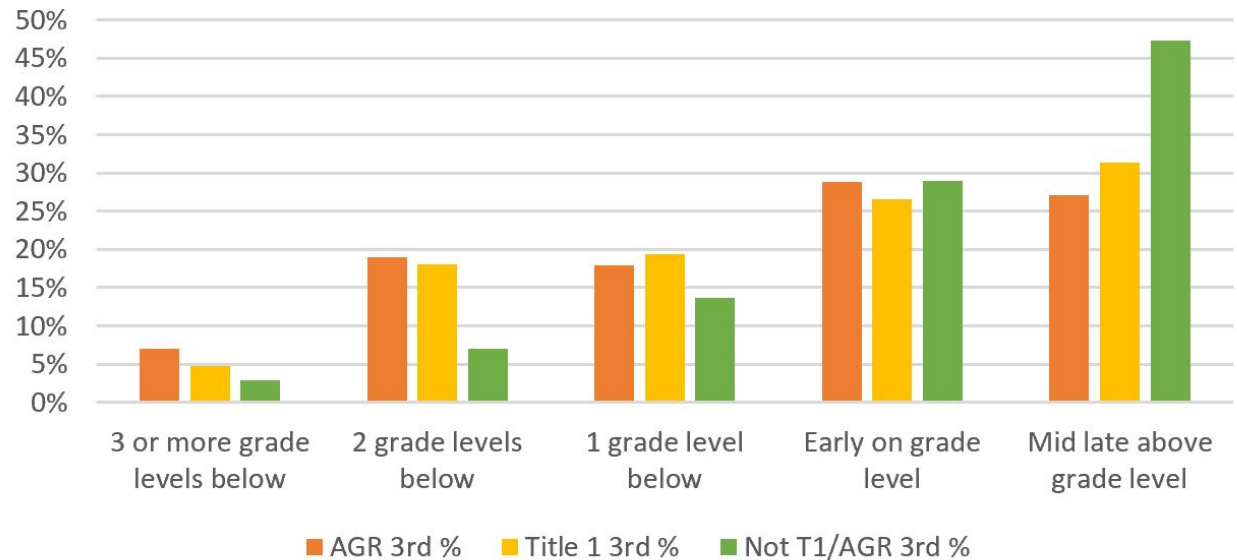


2022-2023: Grade 3 Reading

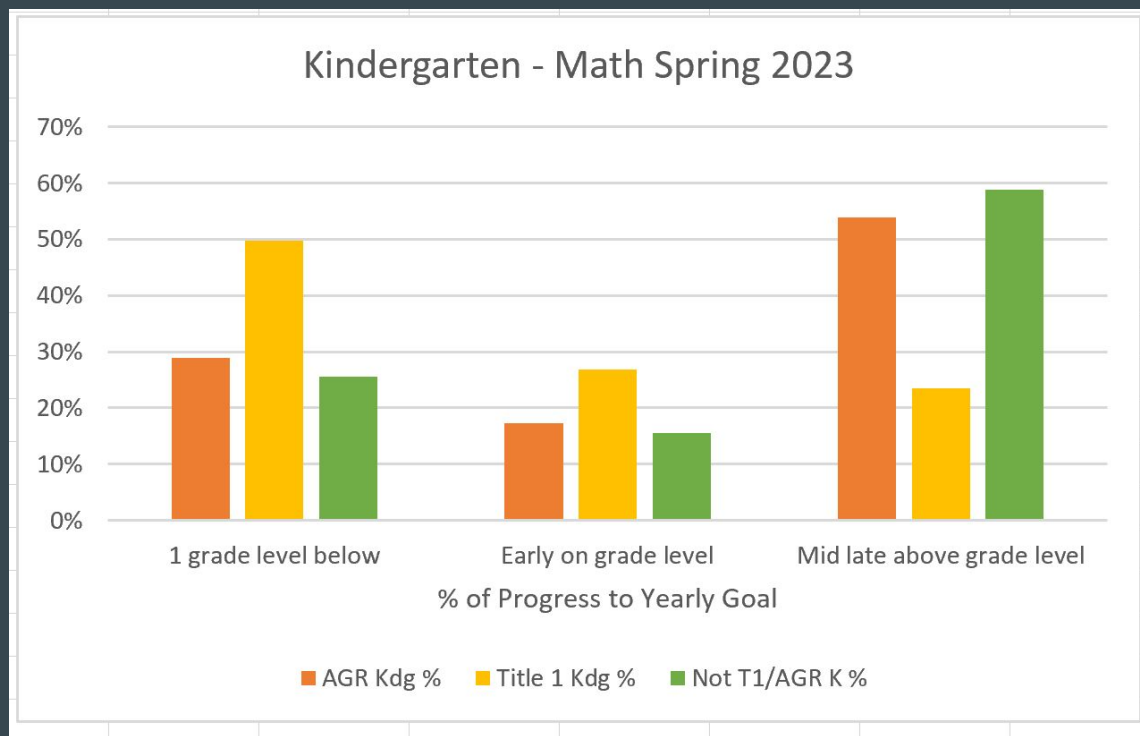
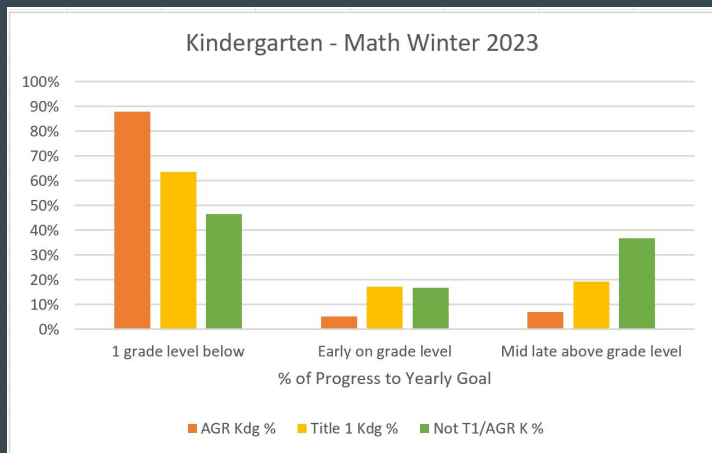
3rd Grade - Reading Winter 2023



3rd Grade - Reading Spring 2023

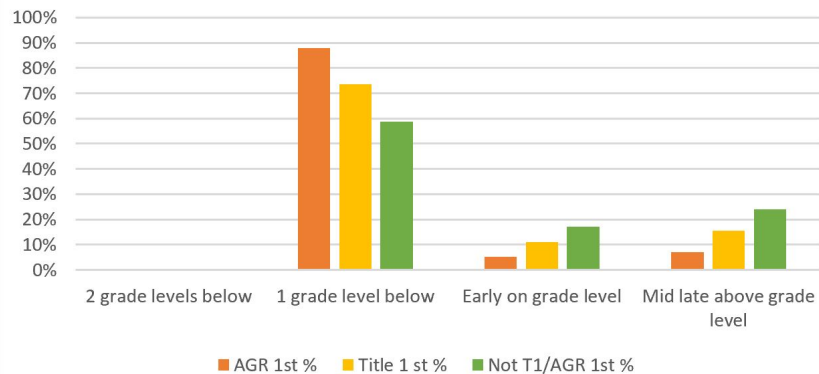


2022-2023: Kindergarten Mathematics

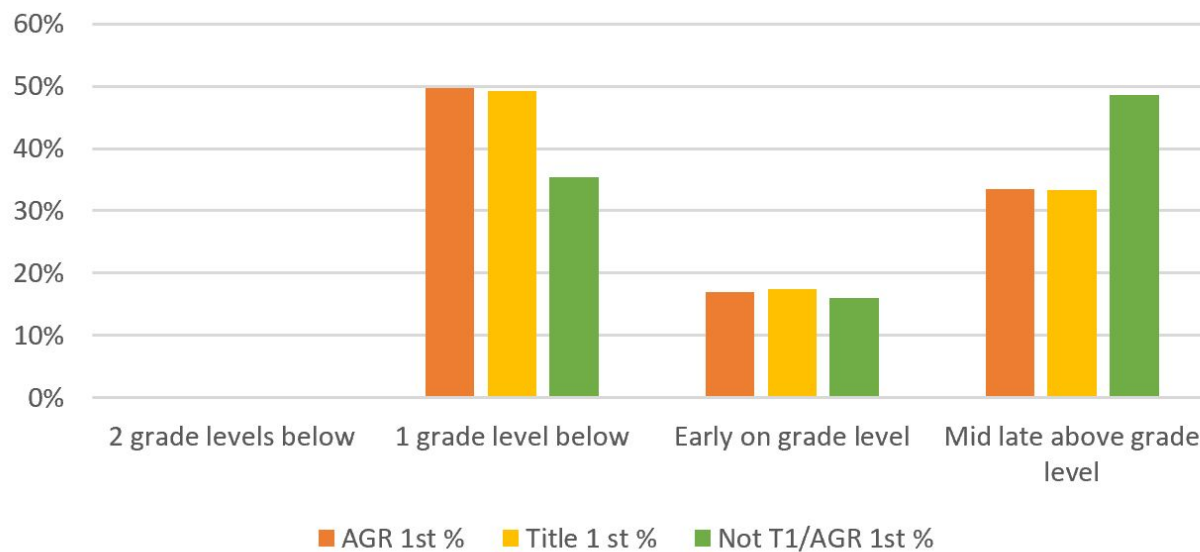


2022-2023: 1st Grade Mathematics

1st Grade - Math Winter 2023

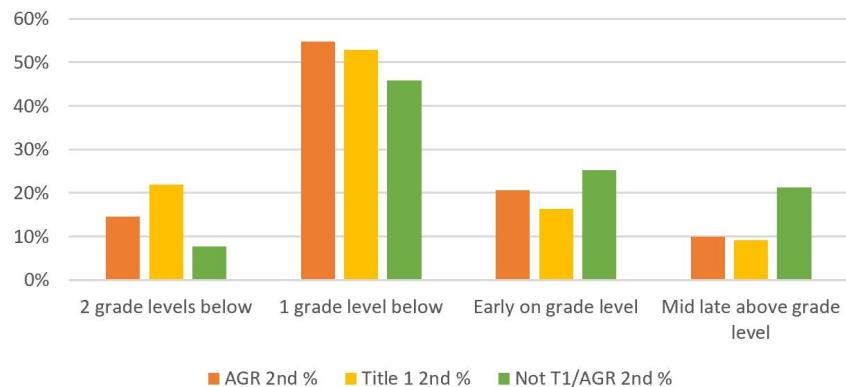


1st Grade - Math Spring 2023

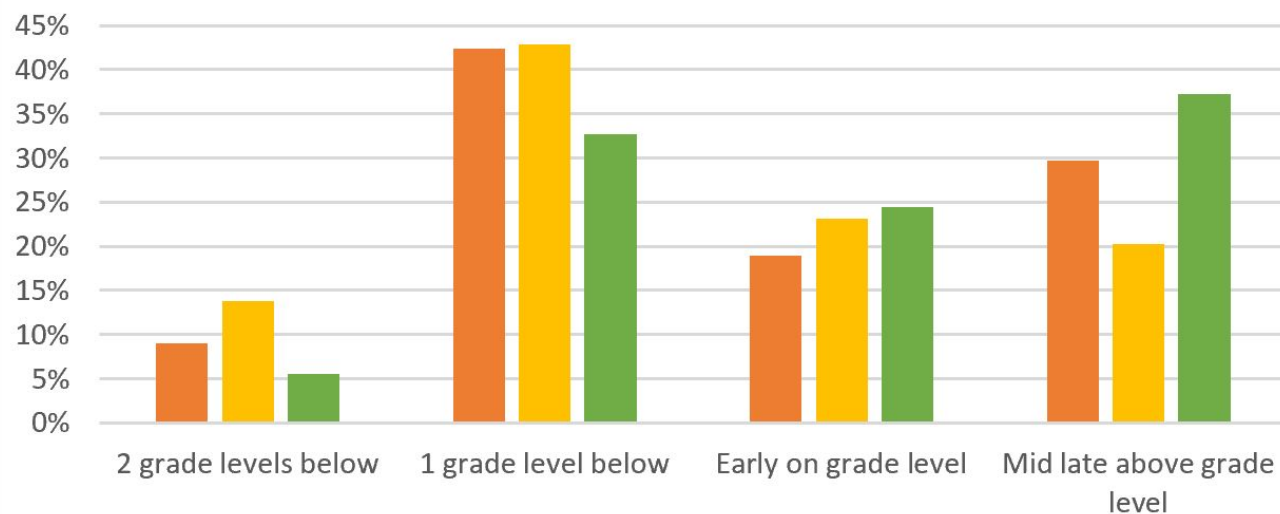


2022-2023: 2nd Grade Mathematics

2nd Grade - Math Winter 2023

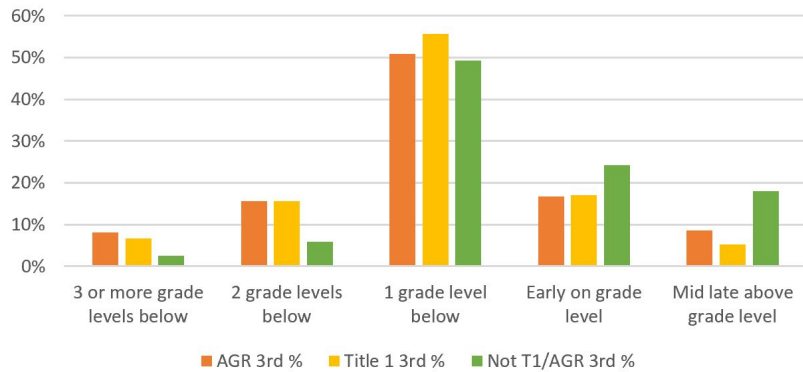


2nd Grade - Math Spring 2023

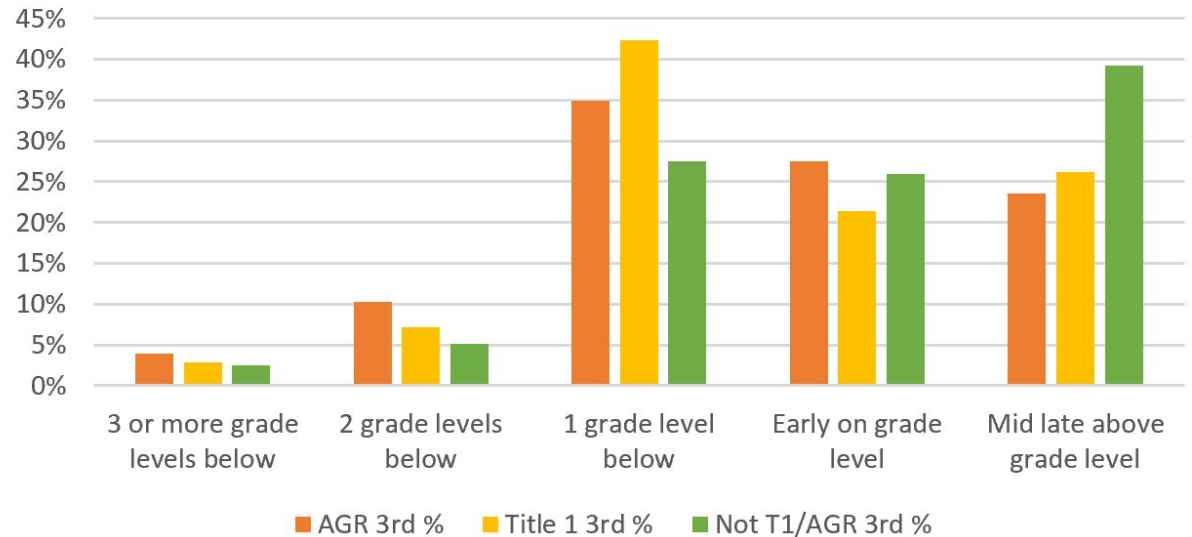


2022-2023: 3rd Grade Mathematics

3rd Grade - Math Winter 2023



3rd Grade - Math Spring 2023



Looking Back & Planning Forward

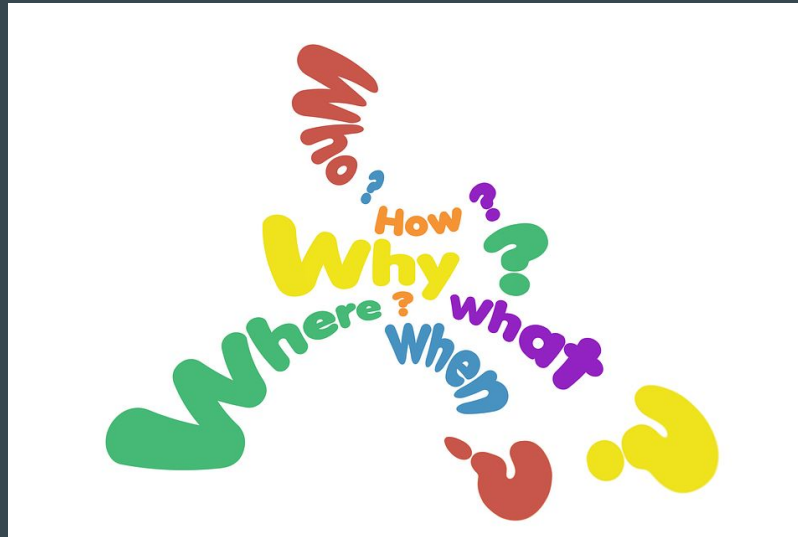
Building Specific AGR Performance Objectives & Strategies in Reading and Mathematics

Progress Monitoring/Planning for Objective Achievement

Elementary School		ACHIEVEMENT GAP REDUCTION PERFORMANCE OBJECTIVES AND SCHOOL BOARD REPORTING TEMPLATE				
This document may be used to plan and maintain the Achievement Gap Reduction (AGR) contract application performance objectives for your school. Contact application responses must be submitted to the Department of Public Instruction using the online AGR Five-Year Achievement Guarantee Contract Application form. Retain this document for your records, possible inclusion in an annual evaluation of the AGR program, and to present information on the school's implementation of the contract requirements, its performance objectives, and its success in attaining the objectives to the school board at the end of every semester of the AGR contract. Wis. Stat. § 118.44(4)(g) Use the table below to plan the AGR contract application responses: At the end of the semester, describe the following for the school board: Prepare a description of the specific, measurable, and achievable performance objectives, including reducing the achievement gap in math and reading for the academic achievement of the pupils enrolled in each participating grade. Include a description of the formative and summative assessments that will be used to evaluate success in attaining these performance objectives for the pupils enrolled in the participating grades. Wis. Stat. § 118.44(4)(c)						
Grade	Subject	Describe the baseline and growth the identified students will make for each grade K-3 in reading and mathematics	Describe the formative and summative assessments used to evaluate the identified students' success in attaining the stated performance objectives.	Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives.	At the end of the fall semester: Describe the progress made on growth objectives the identified students made for each grade K-3 in reading and mathematics including the number of students that met the goals.	At the end of the spring semester: Describe the progress made on growth objectives the identified students made for each grade K-3 in reading and mathematics including the number of students that met the goals.
K	Reading	We will increase the number of students enrolled in Kindergarten for the full academic year that reach their targeted growth in reading (one or more years of growth) on the spring i-Ready assessment by 1% from 2022 to 2023 (x% to x%) .	Letter ID, Concepts About Print, Sentence Dictation, IRL, common formative assessment, summative unit performance assessment, and the i-Ready Diagnostic assessment will be used to evaluate student progress towards attainment of the stated performance objective.	To aid in attaining/surpassing the grade level performance objective, class size reduction will promote and strengthen the culturally responsive multi-level system of support, including differentiation, small group and one-to-one instruction.	At the end of the fall semester	At the end of the spring semester:
K	Reading	We will increase the number of students enrolled in Kindergarten for the full academic year scoring at or above grade level in reading (program level analysis) on the spring i-Ready assessment by 1% from 2022 to 2023 (x% to x%) .	Letter ID, Concepts About Print, Sentence Dictation, IRL, common formative assessment, summative unit performance assessment, and the i-Ready Diagnostic assessment will be used to evaluate student progress towards attainment of the stated performance objective.	To aid in attaining/surpassing the grade level performance objective, class size reduction will promote and strengthen the culturally responsive multi-level system of support, including differentiation, small group and one-to-one instruction.	At the end of the fall semester	At the end of the spring semester:



Questions?



Success for
Every Student,
Every Day



**Appleton Area School District
Results Monitoring Report
R-2.1.8 Career & Technical Education**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 2.1.8 Career & Technical Education, 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):**

_____ **Failing to make Reasonable Progress**

 X **In the Baseline Year** (the report will not be used in the superintendent's evaluation)

Executive Summary/Analysis:

The evidence, as submitted below, provides assurance to the Board that the District provides instructional programming that supports students in their 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 in Career and Technical Education. In addition, the measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard.

As part of Carl Perkins Funding, Career and Technical Education must also complete a Comprehensive Local Needs Assessment (CLNA) every two years. In analyzing the data below compared to our previous CLNA, we found that our data is very similar and that we still must ensure that all of our students know about the opportunities within Career and Technical Education and have opportunities for course sequencing.

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 2.1.8 Career & Technical Education, the Board:

_____ **Making Reasonable Progress**

_____ **Making Reasonable Progress with noted exception(s):**

_____ **Failing to make Reasonable Progress**

_____ **In the Baseline Year** (the report will not to be used in the superintendent's evaluation)

Commendations and/or Recommendations, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____

Re-submitted: _____

R-2.3 Results Policy: Academic Performance	Superintendent			
Each student will be literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines. 2.1 Each student will demonstrate 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: 2.1.8 Career & Technical Education	Making Reasonable Progress	Making Reasonable Progress with noted exceptions	Failing to Make Reasonable Progress	Failing to Make Reasonable Progress
				X
SUPERINTENDENT Interpretation: • Each student shall mean all Full Academic Year (FAY) students enrolled 5K-12 in the Appleton Area School District. Every Student, Every Day. • Literate shall mean the ability to read, write, speak, and listen in ways that will allow us to communicate effectively to a variety of different audiences and to make sense of the world. • Numerate shall mean the ability to access, use and interpret and communicate mathematical information and ideas, to engage in and manage the mathematical demands of various situations in adult years. To be numerate is to confidently and effectively use mathematics to meet the everyday demands of life.				

- **Able to integrate and apply** shall mean to combine what is learned in the classroom, whether it's theory or technique, with a solution to real-world problems.
- **Skills and competencies** shall mean combinations of knowledge, skills and attitudes that students develop and apply for successful learning, living and working. They emphasize aspects of learning that apply within and across all subject areas.
- **Academic disciplines** shall mean core academic subject areas. The content to be mastered by students in each of these areas is defined by the state and district learning standards.
- **Personal growth** shall mean how much academic progress a student has made between two points in time.
- **Personal achievement** shall mean individual performance based on the mastery of district adopted grade-level academic standards or from grade-level expectations on identified measures/assessments.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Higher order thinking skills of:**
 - **Knowledge** shall mean recognizing and recalling facts.
 - **Comprehension** shall mean understanding what facts mean.
 - **Application** shall mean using the facts, rules, concepts, and ideas.
 - **Analysis** shall mean breaking down information into component parts.
 - **Synthesis** shall mean the ability to put parts together to form a new whole.
 - **Evaluation** shall mean justifying the value of information and ideas.
 - **Creativity** shall mean the ability to produce new and original ideas, connections, and solutions to problems.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Career & Technical Education (CTE)** shall mean a blend of academics and career education into a practical program of workforce preparation that includes Business and Marketing, Family and Consumer Sciences, and Technology and Engineering.
- **Community Based** shall mean learning experiences organized by the district and an outside organization(s) that may occur in a school setting or out within the local community.

- **Work Based Learning** shall mean a sustained interaction with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field that are aligned to curriculum and instruction.
- **Career Based Learning Experience** shall mean Academic and Career Planning business-connected experiences and opportunities that allow K-12 students to participate in career awareness, career exploration, or career development.
- **Industry Recognized Credential** shall mean a verification of an individual's qualification or competence.
- **PAES Lab** shall mean the **Practical, Assessment, Exploration System Lab** assessment. The PAES lab serves students who have learning disabilities, mild to moderate cognitive disabilities, hearing loss, physical disabilities, as well as developmental and multiple disabilities by providing a profile of job performance and workplace skills that generalize to the expectations of a variety of employment options.

Indicators to be Used:

- **AASD CTE Elective Participation (9-12)** - Enrollment of AASD students in grades 9-12 within the areas of Business and Marketing, Family and Consumer Sciences and Technology and Engineering.
- **Community-based Career Based CTE Opportunities for AASD Students (7-12)** - The number of community-based offerings that AASD students have access to and the number of students participating.
- **Work Based Learning Participation:** Enrollment of AASD students in grades 11-12 within the areas of Youth Apprenticeship and CTE Internship.
- **Industry Recognized Credential:** The number of AASD students in grades 11-12 earning an Industry Recognized Credential.

Definition of Terms:

- **Identified Demographic Groups**
 - EL (English Learners)
 - Not EL (All other students who are not English Learners)
 - SWD (Students with Disabilities)
 - SWOD (Students without Disabilities)
 - Black
 - White
 - Native American
 - Asian
 - Hispanic or Latino
 - Native Hawaiian or Pacific Islander
 - Two or More Races

- o Economically Disadvantaged

- **Gaps** - The disparity in academic performance or participation between groups of students
- **FAY** - Full academic year of enrollment. This is specific to students with "continuous enrollment beginning within the first ten days of the school year without an enrollment lapse of ten or more consecutive days.
- **Cohort Analysis** - Examines longitudinal data for the same group of students over a period of time
- **Program Analysis** - Examines longitudinal data for the same grade level over a period of time

SUPERINTENDENT Evidence of Reasonable Progress:

AASD Career & Technical Education Participation - Grades 9-12 (Program Analysis) - Family & Consumer Science Pathway

We will increase the percentage of 9-12 students within identified demographic groups participating in AASD Career & Technical Education Courses by 1% (Baseline will be determined of demographic representation in CTE Electives 9-12 in order to finalize intended outcomes)

Target Group	Overall percentage of District Students (9-12)	2021-22 % Enrolled in Family & Consumer Science Pathway (9-12)	2022-23 % Enrolled in Family & Consumer Science Pathway (9-12)
EL (English Learners)	9.7%	6.1%	9.3%
SWD (Students with Disabilities)	17.0%	12.0%	21.5%
White	66.3%	51.8%	57.9%
Black	4.9%	3.3%	7.1%
Native American	0.7%	0.4%	.6%
Asian	12.2%	7.6%	15.2%
Hispanic or Latino	11.4%	8.2%	14.6%

Native Hawaiian or Pacific Islander	0.2%	0.09%	0%
Two or More Races	4.3%	2.3%	4.6%
Female	48.9%	43.2%	59.6%
Male	51.1%	56.7%	40.4%

AASD Career & Technical Education Participation - Grades 9-12 (Program Analysis) - **Business & Marketing Pathway**

We will **increase the percentage of 9-12 students within identified demographic groups participating in AASD Career & Technical Education Courses by 1%** (Baseline will be determined of demographic representation in CTE Electives 9-12 in order to finalize intended outcomes)

Target Group	Overall percentage of District Students (9-12)	2021-22 % Enrolled in Business & Marketing Pathway (9-12)	2022-23 % Enrolled in Business & Marketing Pathway (9-12)
EL (English Learners)	9.7%	11.7%	3.6%
SWD (Students with Disabilities)	17.0%	15%	13.1%
White	66.3%	73.7%	70.8%
Black	4.9%	3.9%	5%
Native American	0.7%	0.2%	.6%
Asian	12.2%	10%	9.2%
Hispanic or Latino	11.4%	9.8%	10.8%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0%
Two or More Races	4.3%	2.3%	3.6%

Female	48.9%	32.0%	38.9%
Male	51.1%	63.5%	61.1%

AASD Career & Technical Education Participation - Grades 9-12 (Program Analysis) - **Technology & Engineering Pathway**

We will increase the percentage of 9-12 students within identified demographic groups participating in AASD Career & Technical Education Courses by 1% (Baseline will be determined of demographic representation in CTE Electives 9-12 in order to finalize intended outcomes)

Target Group	Overall percentage of District Students (9-12)	2021-22 % Enrolled in Technology & Engineering Pathway (9-12)	2022-23 % Enrolled in Technology & Engineering Pathway (9-12)
EL (English Learners)	9.7%	7.0%	5.6%
SWD (Students with Disabilities)	17.0%	29.2%	23.7%
White	66.3%	75.7%	72.8%
Black	4.9%	2.6%	3.1%
Native American	0.7%	1.2%	1.6%
Asian	12.2%	8.7%	9.3%
Hispanic or Latino	11.4%	9.2%	10.9%
Native Hawaiian or Pacific Islander	0.2%	0%	0%
Two or More Races	4.3%	2.6%	2.3%
Female	48.9%	21.3%	19.1%

Male	51.1%	78.7%	80.9%
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AASD Career & Technical Education Work Based Learning and Industry Recognized Credential Participation - Grades 11-12 (Program Analysis) - [Youth Apprenticeship](#)

We will increase the percentage of 11-12 students within identified demographic groups participating in AASD Career & Technical Education Courses by 1% (Baseline will be determined of demographic representation in CTE Work-based Learning and Industry Recognized Credential Experiences 9-12 in order to finalize intended outcomes)

Target Group	Overall percentage of District Students (9-12)	2021-22 % Enrolled in Youth Apprenticeship (11-12)	2022-23 % Enrolled in Youth Apprenticeship (11-12)
EL (English Learners)	9.7%	0%	0%
SWD (Students with Disabilities)	17.0%	25%	15.6%
White	66.3%	78.6%	86.3%
Black	4.9%	3.6%	3.9%
Native American	0.7%	0.0%	0%
Asian	12.2%	10.7%	3.9%
Hispanic or Latino	11.4%	7.1%	3.9%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0%
Two or More Races	4.3%	0.0%	2%
Female	48.9%	14.3%	31.4%

Male	51.1%	85.7%	68.6%
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AASD Career & Technical Education Work Based Learning and Industry Recognized Credential Participation - Grades 11-12 (Program Analysis) - CTE Internship

We will increase the percentage of 11-12 students within identified demographic groups participating in AASD Career & Technical Education Courses by 1% (Baseline will be determined of demographic representation in CTE Work-based Learning and Industry Recognized Credential Experiences 9-12 in order to finalize intended outcomes)

Target Group	Overall percentage of District Students (9-12)	2021-22 % Enrolled in CTE Internship (11-12)	2022-23 % Enrolled in CTE Internship (11-12)
EL (English Learners)	9.7%	7.5%	0%
SWD (Students with Disabilities)	17.0%	22.7%	17.0%
White	66.3%	76%	70.7%
Black	4.9%	2.7%	4.9%
Native American	0.7%	0.0%	0%
Asian	12.2%	14.7%	7.3%
Hispanic or Latino	11.4%	6.7%	12.2%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0%
Two or More Races	4.3%	0.0%	4.9%
Female	48.9%	74.7%	73.2%
Male	51.1%	25.3%	26.8%

AASD Career & Technical Education Work Based Learning and Industry Recognized Credential Participation - Grades 11-12 (Program Analysis) - **Industry Recognized Credential**

We will increase the percentage of 11-12 students within identified demographic groups participating in AASD Career & Technical Education Courses by 1% (Baseline will be determined of demographic representation in CTE Work-based Learning and Industry Recognized Credential Experiences 9-12 in order to finalize intended outcomes)

Target Group	Overall percentage of District Students (9-12)	2020-21 % Earned an Industry Recognized Credential (11-12)	2021-22 % Earned an Industry Recognized Credential (11-12)
EL (English Learners)	9.7%	0.0%	1.5%
SWD (Students with Disabilities)	17.0%	0.1%	10.9%
White	66.3%	1.2%	82.8%
Black	4.9%	0.4%	0%
Native American	0.7%	0.0%	0%
Asian	12.2%	0.8%	12.5%
Hispanic or Latino	11.4%	0.2%	3.1%
Native Hawaiian or Pacific Islander	0.2%	*	0%
Two or More Races	4.3%	2.5%	1.5%
Female	48.9%	NA	37.5%
Male	51.1%	NA	62.5%

We will **increase the percentage of students in grades 11-12 within special education that are placed into a work-based learning experience with an AASD community partner following successful completion of the PAES (Practical, Assessment, Exploration System) Lab by 1%** (Baseline will be determined from 2021-22 11-12 data in order to finalize intended outcomes)

Target Group	Overall percentage of District Students (9-12)	2021-22 % Enrolled in Work-Based Learning Experience Following PAES Lab Completion (11-12)	2022-23 % Enrolled in Work-Based Learning Experience Following PAES Lab Completion (11-12)
SWD (Students with Disabilities)	28 Students Participated 2021-22	25%	
SWD (Students with Disabilities)	42 Students Participated in 2022-23	-	

AASD/Community-based Career & Technical Education Opportunities - Grades 7-12 (Program Analysis)

We will **increase the number of AASD/Community-based Career and Technical Education Opportunities for 7-12 students by 1%** (Baseline will be determined during the 2021-22 school year in order to finalize intended outcomes)

School Level	Career-based Learning 2021-22	Career-based Learning 2022-23
Number Middle School Opportunities (7-8)	Fox Cities Career Fair -8th Grade Students	Fox Cities Career Fair - 8th FVTC/Lakeland - 7th
Number High School Opportunities (9-12)	Launch Classroom, Field Trips & Career Fairs 63	Launch Classroom, Field Trips & Career Fairs 78

Board Comments:

Success for
Every Student,
Every Day



**Appleton Area School District
Results Monitoring Report
R-2.1.9 Financial Literacy**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 2.1.9 Financial Literacy, 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):**

_____ **Failing to make Reasonable Progress**

 X **In the Baseline Year** (the report will not be used in the superintendent's evaluation)

Executive Summary/Analysis:

The evidence, as submitted below, provides assurance to the Board that the District provides instructional programming that supports students in their 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 in Financial Literacy. In addition, the measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard

Financial Literacy is a graduation requirement that is fulfilled by successful completion of Intro to Economics or Personal Financial Management. A majority of the students complete this requirement through Personal Financial Management. Efforts continue to be made for increasing the number of community-based Financial Literacy Opportunities.

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 2.1.9 Financial Literacy, the Board:

_____ **Making Reasonable Progress**

_____ **Making Reasonable Progress with noted exception(s):**

_____ **Failing to make Reasonable Progress**

_____ **In the Baseline Year** (the report will not to be used in the superintendent's evaluation)

Commendations and/or Recommendations, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____

Re-submitted: _____

R-2.3 Results Policy: Academic Performance	Superintendent			
Each student will be literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines. 2.1 Each student will demonstrate 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: 2.1.9 Financial Literacy	Making Reasonable Progress	Making Reasonable Progress with noted exceptions	Failing to Make Reasonable Progress	In the Baseline Year (the report will not be used in the superintendent's evaluation)
				X
SUPERINTENDENT Interpretation: • Each student shall mean all Full Academic Year (FAY) students enrolled 5K-12 in the Appleton Area School District. Every Student, Every Day. • Literate shall mean the ability to read, write, speak, and listen in ways that will allow us to communicate effectively to a variety of different audiences and to make sense of the world. • Numerate shall mean the ability to access, use and interpret and communicate mathematical information and ideas, to engage in and manage the mathematical demands of various situations in adult years. To be numerate is to confidently and effectively use mathematics to meet the everyday demands of life.				

- **Able to integrate and apply** shall mean to combine what is learned in the classroom, whether it's theory or technique, with a solution to real-world problems.
- **Skills and competencies** shall mean combinations of knowledge, skills and attitudes that students develop and apply for successful learning, living and working. They emphasize aspects of learning that apply within and across all subject areas.
- **Academic disciplines** shall mean core academic subject areas. The content to be mastered by students in each of these areas is defined by the state and district learning standards.
- **Personal growth** shall mean how much academic progress a student has made between two points in time.
- **Personal achievement** shall mean individual performance based on the mastery of district adopted grade-level academic standards or from grade-level expectations on identified measures/assessments.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Higher order thinking skills of:**
 - **Knowledge** shall mean recognizing and recalling facts.
 - **Comprehension** shall mean understanding what facts mean.
 - **Application** shall mean using the facts, rules, concepts, and ideas.
 - **Analysis** shall mean breaking down information into component parts.
 - **Synthesis** shall mean the ability to put parts together to form a new whole.
 - **Evaluation** shall mean justifying the value of information and ideas.
 - **Creativity** shall mean the ability to produce new and original ideas, connections, and solutions to problems.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Financial Literacy** shall mean the ability to understand, evaluate, and communicate information about money and financial services.
- **Community Based** shall mean learning experiences organized by the district and an outside organization(s) that may occur in a school setting or out within the local community.
- **Money Management** shall mean the ability to plan, develop, use, and maintain a personal budget in order to make quality financial choices and decisions.

Indicators to be Used:

- In order to measure Community Based Experiences we will list the number of community partners and the number of students served. The Community Based Experiences may be either comprehensive or select.
 - Comprehensive Programs and Strategic Alignment with Community Partners
 - District-wide comprehensive programs are strategically placed at a grade level and/or content strand to take advantage of the age appropriateness of the material and alignment to Financial Literacy and academic content standards.
 - Select Programs.
 - These programs are offered cooperatively by the District and community partners. These programs are site specific depending on the particular criteria and parameters determined by either the partner, or teacher/school request.
- Grade Reports will be used at the end of the semester to report the grades students earned.

Definition of Terms:

- **Identified Demographic Groups**
 - EL (English Learners)
 - Not EL (All other students who are not English Learners)
 - SWD (Students with Disabilities)
 - SWOD (Students without Disabilities)
 - Black
 - White
- **Gaps** - The disparity in academic performance between groups of students
- **FAY** - Full academic year of enrollment. This is specific to students with "continuous enrollment beginning within the first ten days of the school year without an enrollment lapse of ten or more consecutive days.
- **Cohort Analysis** - Examines longitudinal data for the same group of students over a period of time
- **Program Analysis** - Examines longitudinal data for the same grade level over a period of time

SUPERINTENDENT Evidence of Reasonable Progress:

Course Grades - Financial Literacy Courses - Grades 11-12 (Program Analysis)

We will decrease the percentage of students earning a D or F in Introduction to Economics for identified demographic groups in grades in 11-12 by 3%

Target Group	2021-22 %D	2021-22 %F	2022-23 %D *Subject to Change	2022-23 %F *Subject to Change
EL (English Learners)	16.67%	33.33%	28.57%	7.14%
SwD	12.50%	37.50%	22.22%	22.22%
Free & Reduced	7.41%	14.81%	39.85%	17.42%
White	2.96%	0.74%	6.88%	1.88%
Black	0	0	41.67%	16.67%
Native American	0	100.00%	100.00%	0
Asian	0	0	8.00%	12.00%
Hispanic or Latino	8.33%	25.00%	22.22%	5.56%
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	0	14.29%	25.00%	0
Female	1.32%	2.63%	12.26%	8.49%
Male	3.85%	3.85%	9.32%	0.85%

We will decrease the percentage of students earning a D or F in Personal Financial Management for identified demographic groups in grades in 11-12 by 3%.

Target Group	2021-22 %D	2021-22 %F	2022-23 %D *Subject to Change	2022-23 %F *Subject to Change
EL (English Learners)	15.63%	7.81%	5.95%	19.05%
SWD (Students with Disabilities)	11.56%	19.73%	8.76%	16.06%
Free & Reduced	15.76%	11.27%	8.87%	21.2%
White	3.29%	3.91%	3.04%	2.89%
Black	11.36%	11.36%	1.92%	19.23%
Native American	25.00%	12.50%	0	30.00%
Asian	7.34%	5.50%	3.28%	5.74%
Hispanic or Latino	11.34%	4.12%	5.13%	12.82%
Native Hawaiian or Pacific Islander	100.00%	0	0	0
Two or More Races	7.69%	19.23%	5.00%	0.54%
Female	3.94%	3.01%	2.38%	6.05%
Male	6.71%	6.71%	4.34%	8.22%
White	3.29%	3.91%	3.04%	2.89%

AASD/Community-based Financial Literacy Opportunities - Grades 4-12 (Program Analysis)

We will increase the number of AASD/Community-based Financial Literacy Opportunities for 4-12 students by 1% (Baseline will be determined during the 2021-22 school year in order to finalize intended outcomes)

Grade Band	2021-22 Financial Literacy Opportunities (Baseline)	2022-23 Financial Literacy Opportunities
Grade 4-6	0	1
Grades 7-8	2	2
Grades 9-12	2	2

We will **increase the number of AASD/Community-based Money Management Opportunities for 9-12 students by 1%** (Baseline will be determined during the 2021-22 school year in order to finalize intended outcomes)

Grade Band	2021-22 Money Management Opportunities (Baseline)	2022-23 Money Management Opportunities
Grades 9-12	2	2

Board Comments:

Success for
Every Student,
Every Day



**Appleton Area School District
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 District is:

_____ **Making Reasonable Progress**

_____ **Making Reasonable Progress with noted exception(s):**

_____ **Failing to make Reasonable Progress**

 X **In the Baseline Year** (the report will not be used in the superintendent's evaluation)

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

Signed: _____ Date: _____
Superintendent

Executive Summary/Analysis:

The evidence, as submitted below, provides assurance to the Board that the District provides 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.

Signed: _____ Date: _____

Superintendent

BOARD ACTION:

With respect to Results Policy 3 Essential Life Skills, the Board:

- _____ **Accepts the Superintendent’s interpretation and indicators as reasonable**
- _____ **Accepts the Superintendent’s interpretation and indicators as reasonable, with noted exceptions**
- _____ **Finds the Superintendent’s interpretation and indicators to be not reasonable**

Commendations and/or Recommendations, if any:

Signed: _____ Date: _____

Board President

Document submitted: _____

Re-submitted: _____

R-3 Results Policy: Essential Life Skills	Superintendent			
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. Physical wellness development including the ability to make healthy lifestyle choices. 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.	Making Reasonable Progress	Making Reasonable Progress with noted exceptions	Failing to Make Reasonable Progress	In the Baseline Year (the report will not be used in the superintendent's evaluation)
				X
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. Physical wellness development shall mean ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person 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.
- [WI Youth Risk Behavior Survey \(YRBS\)](#) - monitors categories of health-related behaviors that contribute to social problems and the leading causes of death and disability among youth, including: (1) mental health, (2) bullying, (3) suicide and help seeking, (4) screen use and online behavior, (5) school safety, (6) sexual and dating violence, (7) tobacco and electronic smoking devices, (8) housing and neighborhood, (9) sexual behaviors, alcohol and other drugs, (10) traffic safety, (11) nutrition, and (12) physical health. The data is used to address content-learning outcomes in health. The survey is given every two years in the spring semester to middle school and high school students.
- [Action for Healthy Kids - School Health Index](#) – The School Health Index is an evaluation tool based on the CDC's research-based guidelines to identify and reduce health risk behaviors in youth. Health and Human Performance (HHP) would utilize the health and physical education components of the index to help determine program effectiveness. The survey is completed every spring by all schools in the district as a part of our Wellness Policy.
- (Starting in Spring 2023) [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
- **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:

(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 3, 4, or 5)	
	Spring 2022	Spring 2023
Grades 3-6	63%	65%
Grades 7-12* *KA 6th-grade data included	54%	53%

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 3, 4, or 5)	
	Spring 2022	Spring 2023
Grades 3-6	76%	73%
Grades 7-12* *KA 6th-grade data included	65%	69%

(Physical Wellness Development)

Action for Healthy Kids - School Health Index (SHI): Program Analysis by School Level

We will **increase** the **average SHI** for each school level (elementary/middle/high) by **1%**.

SHI Score in Percentages

School Level	Average SHI Score 2020-21 (Baseline)		Average SHI Score 2021-22	
	Health Education	PE & Physical Activity	Health Education	PE & Physical Activity
Elementary Schools	94.3%	87.82%	97.45%	93.36%
Middle Schools	84.62%	76.11%	79.49%	69.44%
High Schools	89.23%	77.33%	89.74%	78.22%

We will **increase** the **average SHI Accountability Ratings** for each school level from Good to Excellent by **1%** to level off at 100% Excellent Accountability Rating.

SHI Accountability Ratings in Percentages

School Level	Average Excellent Rating 2020-21	Average Excellent Rating 2021-22
Elementary Schools	84%	94%
Middle Schools	100%	50%
High Schools	100%	100%

AASD Youth Risk Behavior Survey (YRBS): Program Analysis by School Level

We will **decrease** the **percentage of students** by **X%** who **demonstrate Higher Risks Y** as identified through the **AASD YRBS**.

School Level	% of Students Demonstrating Higher Risks for "Behavior Y" 2021-22	% of Students Demonstrating Higher Risks for "Behavior Y" 2022-23
Middle Schools	2021-22 YRBS Baseline	NA
High Schools	2021-22 YRBS Baseline	NA

We will **increase** the **percentage of students** by **X%** who **demonstrate the ability to Access Valid Health Information (mental health/bullying)** as indicated by the **AASD YRBS**.

School Level	% of Students Demonstrating Ability to Access Valid Health Information (2021-22 YRBS Baseline)	% of Students Demonstrating Ability to Access Valid Health Information (2022-23 YRBS)
Middle Schools	Spring 2022 Baseline	NA
High Schools	Spring 2022 Baseline	NA

(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 3, 4, or 5)	
	Spring 2022	Spring 2023
Grades 3-6	68%	69%
Grades 7-12* *KA 6th-grade data included	65%	62%

(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 3, 4, or 5)	
	Spring 2022	Spring 2023
Grades 3-6	72%	74%
Grades 7-12* *KA 6th-grade data included	65%	67%

(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 3, 4, or 5)	
	Spring 2022	Spring 2023
Grades 7-12* *KA 6th-grade data included	51%	50%

(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 3, 4, or 5)	
	Spring 2022	Spring 2023
Grades 3-6	72%	73%
Grades 7-12* *KA 6th-grade data included	72%	69%

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
11th-grade	29%	23.1%
12th-grade	31.9%	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%**.

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

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 **X%**. (*"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%	%
7th-grade	77.9%	%
8th-grade	78.6%	%
9th-grade	81.8%	%
10th-grade	77.4%	%
11th-grade	80.2%	%
12th-grade	71.8%	%

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	Spring 2024
% of JUNIORS indicating they are prepared to LEAD by example through critical thinking, problem-solving, and effective communication.	54.8%	%
% of JUNIORS indicating they are prepared to CARE for themselves, others, and their community through empathy, compassion, and respect.	73.4%	%
% of JUNIORS indicating they are prepared to	66.8%	%

CONTRIBUTE to their classrooms, schools, and communities through self-direction, productivity, and accountability.		
% of SENIORS indicating they are prepared to LEAD by example through critical thinking, problem-solving, and effective communication.	56.6%	%
% of SENIORS indicating they are prepared to CARE for themselves, others, and their community through empathy, compassion, and respect.	71.8%	%
% of SENIORS indicating they are prepared to CONTRIBUTE to their classrooms, schools, and communities through self-direction, productivity, and accountability.	65.3%	%
Board Comments:		