



**Thursday, April 28, 2022  
Board of Education Work Session**

**APPLETON AREA SCHOOL DISTRICT  
BOARD OF EDUCATION WORK SESSION  
Time: 7:30 AM**

The Board of Education will be meeting in the Scullen Leadership Center, 131 E. Washington Street, Suite 1A. Some individuals will be joining via zoom and the meeting will be livestreamed on YouTube. Beginning Monday, Monday, March 21, 2022, regular in-person attendance at Board of Education meetings will resume. We will provide distancing to the extent possible and may need to limit capacity and direct attendees to an overflow location. Members of the media or general public may continue to access meetings via a live stream broadcast on the Appleton Area School District YouTube Channel: <https://www.youtube.com/channel/UChO-I09YGgt4uKnCWYvt8Pw>.

For remote attendance via telephone, please dial: 1-312-626-6799 Meeting ID: 974 8624 1272

Any special needs or any requests for accommodations related to accessing the meeting should be sent to Clara Kopplinger, at [kopplingerclar@asds.k12.wi.us](mailto:kopplingerclar@asds.k12.wi.us) or (920) 832-6126, at least 24-hours in advance of the meeting. This would include any person for whom it would be burdensome or infeasible to use the primary method(s) of remote access established by the District.

## **1. Meeting Opening**

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|                |                                                |
|----------------|------------------------------------------------|
| <b>Subject</b> | <b>A. Roll Call</b>                            |
| Meeting        | Apr 28, 2022 - Board of Education Work Session |
| Category       | 1. Meeting Opening                             |
| Type           | Procedural                                     |

## **2. Proposed Interpretations and Indicators**

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|                |                                                    |
|----------------|----------------------------------------------------|
| <b>Subject</b> | <b>A. R-03 Essential Life Skills - Final Draft</b> |
| Meeting        | Apr 28, 2022 - Board of Education Work Session     |
| Category       | 2. Proposed Interpretations and Indicators         |
| Type           | Discussion, Information                            |

File Attachments  
[R-03 Essential Life Skills - DRAFT.pdf \(464 KB\)](#)

|                |                                                |
|----------------|------------------------------------------------|
| <b>Subject</b> | <b>B. R-01 Mega Result - First Draft</b>       |
| Meeting        | Apr 28, 2022 - Board of Education Work Session |
| Category       | 2. Proposed Interpretations and Indicators     |
| Type           | Discussion, Information                        |

File Attachments  
[R-01 Mega Result - DRAFT.pdf \(719 KB\)](#)

### 3. Adjourn

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|                |                                                |
|----------------|------------------------------------------------|
| <b>Subject</b> | <b>A. Adjournment of Meeting</b>               |
| Meeting        | Apr 28, 2022 - Board of Education Work Session |
| Category       | 3. Adjourn                                     |
| Type           | Information, Procedural                        |

Success for  
Every Student,  
Every Day



**Appleton Area School District  
Results Interpretation & Indicators Document  
R-3 Essential Life Skills**

**SUPERINTENDENT CERTIFICATION:**

With respect to Results Policy 3 Essential Life Skills, I certify the proceeding interpretations and indicators to be accurate and complete and reasonable.

**Executive Summary/Analysis:**

The interpretations and indicators, as submitted below, will provide evidence to the Board that the District provides instructional programming that supports students in acquiring the developmental skills necessary to lead healthy, satisfying, self-directed, and productive lives. The proposed measures have been selected due to the demonstration of their:

- **validity** (assessments are designed for the purpose for which we use them),
- **reliability** (assessments are shown to return consistent results at statistically acceptable levels),
- and **normative data** (results are routinely calibrated against a national sample size in order to verify accuracy of scale scores).

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

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent

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**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:**

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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. 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.

#### **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

**SUPERINTENDENT Targets for 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) |             |
|                                             | Fall 2021                                          | Spring 2022 |
| Grades 3-6                                  | 68%                                                | %           |
| Grades 7-12*<br>*KA 6th-grade data included | 57%                                                | %           |

## 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) |             |
|                                             | Fall 2021                                          | Spring 2022 |
| Grades 3-6                                  | 76%                                                | %           |
| Grades 7-12*<br>*KA 6th-grade data included | 76%                                                | %           |

## (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<br>2020-21 (Baseline) |                        | Average SHI Score<br>2021-22 |                        |
|                          | Health Education                        | PE & Physical Activity | Health Education             | PE & Physical Activity |
| Elementary Schools       | 94.3%                                   | 87.82%                 | %                            | %                      |
| Middle Schools           | 84.62%                                  | 76.11%                 | %                            | %                      |
| High Schools             | 89.23%                                  | 77.33%                 | %                            | %                      |

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<br>2020-21 | Average Excellent Rating<br>2021-22 |
|--------------------|-------------------------------------|-------------------------------------|
| Elementary Schools | 84%                                 | %                                   |
| Middle Schools     | 100%                                | %                                   |
| High Schools       | 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<br>Risks for "Behavior Y"<br>2021-22 | % of Students Demonstrating Higher<br>Risks for "Behavior Y"<br>2022-23 |
|----------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Middle Schools | 2021-22 YRBS Baseline                                                   | %                                                                       |
| High Schools   | 2021-22 YRBS Baseline                                                   | %                                                                       |

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                                                                           | %                                                                                     |
| High Schools   | Spring 2022 Baseline                                                                           | %                                                                                     |

## (Communications & Social Development)

### Panorama: Social Awareness

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) |             |
|                                             | Fall 2021                                          | Spring 2022 |
| Grades 3-6                                  | 72%                                                | %           |
| Grades 7-12*<br>*KA 6th-grade data included | 67%                                                | %           |

## (Moral & Ethical Character Development)

### Panorama: Social Awareness

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) |             |
|                                             | Fall 2021                                          | Spring 2022 |
| Grades 3-6                                  | 77%                                                | %           |
| Grades 7-12*<br>*KA 6th-grade data included | 75%                                                | %           |

## (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) |             |
|                                             | Fall 2021                                          | Spring 2022 |
| Grades 7-12*<br>*KA 6th-grade data included | 58%                                                | %           |

## (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) |             |
|---------------------------------------------|----------------------------------------------------|-------------|
|                                             | Fall 2021                                          | Spring 2022 |
| Grades 3-6                                  | 76%                                                | %           |
| Grades 7-12*<br>*KA 6th-grade data included | 76%                                                | %           |

## AASD CBL/ACP Summative Survey

We will **decrease** the **percentage of 11th-grade students who** indicate they do **not** have post-secondary plans for either college or career by **3%**.

| Post-Secondary College/Career Plans |             |             |
|-------------------------------------|-------------|-------------|
| Grade Band                          | Spring 2021 | Spring 2022 |
| 11th-grade                          | 29%         | %           |

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%**.

| Preparation for College, Career, and Life |                            |             |
|-------------------------------------------|----------------------------|-------------|
| Grade Band                                | <u>NEW</u> for Spring 2023 | Spring 2024 |
| 6th-grade                                 | Baseline TBD%              | %           |
| 7th-grade                                 | Baseline TBD%              | %           |
| 8th-grade                                 | Baseline TBD%              | %           |
| 9th-grade                                 | Baseline TBD%              | %           |
| 10th-grade                                | Baseline TBD%              | %           |
| 11th-grade                                | Baseline TBD%              | %           |
| 12th-grade                                | Baseline TBD%              | %           |

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

**Preparation to independently Lead, Care, and Contribute**

| <b>Grade Band</b>                                                                                                                                                                        | <b><u>NEW</u> for Spring 2023</b> | <b>Spring 2024</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--------------------|
| % of graduating <b>juniors</b> indicating they are prepared to <b>LEAD</b> by example through critical thinking, problem-solving, and effective communication.                           | Baseline TBD                      | %                  |
| % of graduating <b>juniors</b> indicating they are prepared to <b>CARE</b> for themselves, others, and their community through empathy, compassion, and respect.                         | Baseline TBD                      | %                  |
| % of graduating <b>juniors</b> indicating they are prepared to <b>CONTRIBUTE</b> to their classrooms, schools, and communities through self-direction, productivity, and accountability. | Baseline TBD                      | %                  |
|                                                                                                                                                                                          |                                   |                    |
| % of graduating <b>seniors</b> indicating they are prepared to <b>LEAD</b> by example through critical thinking, problem-solving, and effective communication.                           | Baseline TBD                      | %                  |
| % of graduating <b>seniors</b> indicating they are prepared to <b>CARE</b> for themselves, others, and their community through empathy, compassion, and respect.                         | Baseline TBD                      | %                  |
| % of graduating <b>seniors</b> indicating they are prepared to <b>CONTRIBUTE</b> to their classrooms, schools, and communities through self-direction, productivity, and accountability. | Baseline TBD                      | %                  |

**SUPERINTENDENT Evidence of Reasonable Progress:**

**Board Comments:**

|  |
|--|
|  |
|--|

Success for  
Every Student,  
Every Day



**Appleton Area School District  
Results Interpretation & Indicators Document  
R-1 Mega Result**

**SUPERINTENDENT CERTIFICATION:**

With respect to Results Policy 1 Mega Result, I certify the proceeding interpretations and indicators to be accurate and complete and reasonable.

**Executive Summary/Analysis:**

The interpretations and indicators, as submitted below, will provide evidence 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..

The proposed measures have been selected due to the demonstration of their:

- **validity** (assessments are designed for the purpose for which we use them),
- **reliability** (assessments are shown to return consistent results at statistically acceptable levels),
- and **normative data** (results are routinely calibrated against a national sample size in order to verify accuracy of scale scores).

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

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent

**BOARD ACTION:**

With respect to Results Policy 1 Mega Result, 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:**

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Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Board President

Document submitted: \_\_\_\_\_

Re-submitted: \_\_\_\_\_

## R-1 Results Policy: 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 Appleton Area School District's (AASD) Vision is: Working together, students, families, staff, and community will ensure that each graduate is academically, socially, and emotionally prepared for success in life. Every Student, Every Day. Our Mission is: To support success in life for Every Student Every Day, we will:

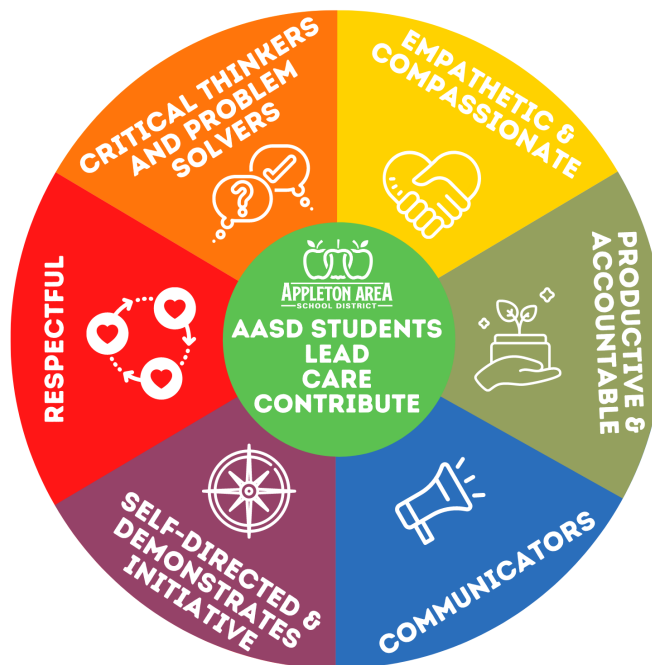
- Ensure a safe, healthy and welcoming school environment for ALL.
- Ensure every student is academically, socially and emotionally successful and graduates ready for career, college and their community.
- Create and maintain strong family, community and business partnerships to accelerate our collective impact on student success.
- Align resources and operations directly to District priorities that ensure the success of all students with maximum efficiency and excellence.

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.



**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**
  - **R.2.1.5 Health and Human Performance**
  - **R.2.1.6 Fine Arts**
  - **R.2.1.7 World Languages**
  - **R.2.1.8 Career and Technical Education**
  - **R.2.1.9 Financial Literacy**
- 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:
  - **Cognitive Development**
  - **Physical Wellness Development**
  - **Communications Development**
  - **Social Development**
  - **Moral and Ethical Behavior Development**
  - **Psychological Development**
  - **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. Further, this indicator also aims to reduce disparities in graduation rates among identified subgroups.

**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 Coherent Governance Policies approved by the Board of Education each year that establish indicators of success for successfully achieving identified Board goals within the areas of Student Academic Achievement and Essential Life Skills.
- **Reasonable Progress** - Achieving "Reasonable Progress" indicates that sufficient evidence has been provided demonstrating that targets identified by the Board have been achieved within its Results policies. A determination of "Reasonable Progress Not Made" indicates that there was either insufficient evidence of success or the target was not met.
- **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 Targets for Reasonable Progress:**

We will know we have made reasonable progress when:

## 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.2.1.1 through R.2.1.9.

| Academic Achievement Results Policy  | Previous Dispositions of the Board of Education |                                           |                              |
|--------------------------------------|-------------------------------------------------|-------------------------------------------|------------------------------|
|                                      | Reasonable Progress                             | Reasonable Progress with Noted Exceptions | Reasonable Progress Not Made |
| R.2.1.1 English Language Arts        |                                                 |                                           |                              |
| R.2.1.2 Mathematics                  |                                                 |                                           |                              |
| R.2.1.3 Science                      |                                                 |                                           |                              |
| R.2.1.4 Civics & Social Studies      |                                                 |                                           |                              |
| R.2.1.5 Health & Human Performance   |                                                 |                                           |                              |
| R.2.1.6 Fine Arts                    |                                                 |                                           |                              |
| R.2.1.7 World Languages              |                                                 |                                           |                              |
| R.2.1.8 Career & Technical Education |                                                 |                                           |                              |
| R.2.1.9 Financial Literacy           |                                                 |                                           |                              |

## 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                 |                                                 |                                           |                              |
| R.3.2 Physical Wellness Development         |                                                 |                                           |                              |
| R.3.3 Communications Development            |                                                 |                                           |                              |
| R.3.4 Social Development                    |                                                 |                                           |                              |
| R.3.5 Moral & Ethical Character Development |                                                 |                                           |                              |
| R.3.6 Psychological Development             |                                                 |                                           |                              |
| R.3.7 Career Development                    |                                                 |                                           |                              |

## Indicator 3: 4-year Graduation Rate 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 Results |
| % of Students Graduating (All Students)               |                        | %               |
| % of Students Graduating (Students with Disabilities) |                        | %               |

|                                              |  |   |
|----------------------------------------------|--|---|
| % of Students Graduating<br>(Black Students) |  | % |
|----------------------------------------------|--|---|

#### 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 X%.

|                                                                                                                                                                            | College-Ready Graduates         |                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------|
|                                                                                                                                                                            | Starting in 2022-23<br>Baseline | 2023-24<br>Results |
| % of graduating seniors indicating they are prepared to LEAD by example through critical thinking, problem-solving, and effective communication.                           | TBD                             | %                  |
| % of graduating seniors indicating they are prepared to CARE for themselves, others, and their community through empathy, compassion, and respect.                         | TBD                             | %                  |
| % of graduating seniors indicating they are prepared to CONTRIBUTE to their classrooms, schools, and communities through self-direction, productivity, and accountability. | TBD                             | %                  |

**SUPERINTENDENT Evidence of Reasonable Progress:**

**Board Comments:**