



Monday, April 11, 2022
Board of Education Work Session

APPLETON AREA SCHOOL DISTRICT
BOARD OF EDUCATION WORK SESSION
Time: 4:00 PM

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-l09YGgt4uKnCWYvt8Pw>. For remote attendance via telephone, please dial: 1-312-626-6799 Meeting ID: 951 2095 4953

Any special needs or any requests for accommodations related to accessing the meeting should be sent to Clara Kopplinger, at kopplingerclar@asd.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

Subject	A. Roll Call
Meeting	Apr 11, 2022 - Board of Education Work Session
Category	1. Meeting Opening
Type	Procedural

2. Proposed Interpretations and Indicators

Subject	A. OE-10 Learning Environment / Student Behavior - Final Draft
Meeting	Apr 11, 2022 - Board of Education Work Session
Category	2. Proposed Interpretations and Indicators
Type	Discussion, Information

File Attachments DRAFT OE-10 Learning Environment_Student Behavior.pdf (125 KB)
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Subject	B. R-03 Essential Life Skills - First Draft
Meeting	Apr 11, 2022 - Board of Education Work Session
Category	2. Proposed Interpretations and Indicators
Type	Discussion, Information

File Attachments

DRAFT R-03 Essential Life Skills - Interpretations and Indicators.pdf (87 KB)

3. Adjourn

Subject

A. Adjournment of Meeting

Meeting

Apr 11, 2022 - Board of Education Work Session

Category

3. Adjourn

Type

Information, Procedural

OE - 10: Learning Environment/Student Behavior	Superintendent	
<p>The Superintendent shall establish and maintain a learning environment that is safe, respectful and conducive to effective learning and high student achievement.</p>	In Compliance	Not In Compliance
<p>SUPERINTENDENT Interpretation: The Board of Education values students having a learning environment that includes support for both the academic and social-emotional needs of all learners.</p> <ul style="list-style-type: none"> ● Learning environment shall mean an environment that is nurturing, welcoming and fosters academic achievement for all students - in school, before school, after school, and on the playground and/or bus. ● Safe shall mean to be physically, emotionally, socially and academically secure. ● Respectful and conducive shall mean to demonstrate regard and value for all students, staff and visitors. ● Effective learning shall mean students acquiring skills to their maximum potential in a nurturing and engaging environment that promotes student development. ● High student achievement shall mean performing at levels outlined in AASD Coherent Governance Policies R-1 (Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills). 		
<p>OE – 10.1 The Superintendent will maintain a climate that is characterized by support and encouragement for student success, including the physical, mental and emotional health of all students.</p>	In Compliance	Not In Compliance
<p>SUPERINTENDENT Interpretation: The Board of Education values the providing of support for students within the learning environment in order to promote learning and increase academic success.</p> <ul style="list-style-type: none"> ● Maintain a climate that is characterized by support shall mean that inappropriate behaviors that disrupt the teaching, learning or operational processes of a school or the school district will be addressed through appropriate interventions and procedures. ● Encouragement for high student achievement shall mean students feel supported on their journey toward academic success as shown by achieving AASD Coherent Governance Policies R-1 		

(Mega Result), R-2 (Academic Achievement), and R-3 (Essential Life Skills).

- **Physical health** shall mean the the following components
 - **Physical activity** - includes strength, flexibility, and endurance
 - **Nutrition and diet** - includes appropriate nutrient intake, fluid intake, and healthy digestion
 - **Alcohol and illegal drugs** - includes the abstinence from these substances
 - **Medical self-care** - includes addressing minor ailments or injuries and seeking emergency care as necessary
 - **Rest and sleep** - includes periodic rest and relaxation, along with high quality sleep
- **Mental health** shall mean one's emotional, psychological, and social well-being
- **Emotional health** shall mean the ability to successfully understand and manage one's emotions.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

1. 100% of AASD schools (non-charter) will implement Positive Behavioral Interventions and Supports (PBIS) at the Universal and Tier 2 Level with fidelity.

Evidence of Compliance

- Scoring 80% or higher on the Tiered Fidelity Inventory.
 - [Tiered Fidelity Inventory - AASD District view...](#)
- 100% of AASD schools implementing PBIS with fidelity will be recognized by the Wisconsin RTI Center at the following levels for the 2021-22 school year.
 - [Recognized_Schools_Program_Long_Chart...](#)
 - [2020-21 Recognized AASD schools by RTI C...](#)
- 2. 100% of (**non-charter**) K-8 classrooms will be implementing Second Step Social Emotional Learning (SEL) throughout the school year as universal instruction and 80% of the SEL lessons will be implemented as described in the [Second Step Pacing Document](#) as evidenced by:
 - Tiered Fidelity Inventory (TFI) question results with teaching staff: When was the last time you taught a second step lesson?
 - An increase in the number of students who score favorably (3, 4, 5) in the area of Sense of Belonging within the Panorama Student Survey.

Evidence of Compliance -

- Elementary 64% to 67%
- Middle 40% to 44%

3. 100% of schools (non-charter) have clear behavioral expectations posted for all environments and communicate these out annually to students and families through:
 - a. student handbook
 - b. student matrix visible in classrooms (TFI measured)
 - c. behavioral expectations visible on individual websites

[TFI Walkthrough Tool](#)

[TFI GUIDE](#)

[TFI Manual](#)

<p>4. Baseline data to be collected from non-charter AASD schools during the spring of 2022 in order to draft a future indicator relating to the following Panorama questions:</p> <ul style="list-style-type: none"> • "I see myself as part of my classroom environment." • "My teacher knows and respects who I am as a person." 		
<p>Board Comments:</p>		
<p>OE – 10.2 Ensure that all policies and procedures regarding student behavior are:</p> <ul style="list-style-type: none"> • culturally responsive • trauma sensitive • restorative • developed with input from diverse perspectives • appropriately communicated to students, parents, and staff • enforced consistently using reasonable judgment 	<p>In Compliance</p>	<p>Not In Compliance</p>
<p>SUPERINTENDENT Interpretation: The Board of Education values active participation from all District stakeholders to ensure access to information and voice in the discussion, development, and publishing of any policy that focuses on student discipline.</p> <ul style="list-style-type: none"> • Policies and procedures regarding student behavior shall mean the adopted Appleton Area School District Code of Conduct and Wisconsin State Law. • Culturally responsive shall mean to validate and affirm the home (indigenous) culture and language of students for the purposes of building and bridging students to success in the culture of academia and mainstream society. • Trauma sensitive shall mean being sensitive to the impact of trauma on others and yourself, understanding and utilizing tools to support self and others in regulating during times of stress; as well as identifying and supporting the system change needed to reduce re-traumatization. • Restorative shall mean to repair harm by providing an opportunity for those harmed and those who take responsibility for the harm to communicate about and address their needs in the aftermath. 		

<ul style="list-style-type: none"> ● Developed with input from diverse perspectives shall mean that administrators, teachers, building staff, and other stakeholders are included in developing and/or providing input on discipline procedures. ● Appropriately communicated to students, parents, and staff shall mean the information is communicated through a variety of means (hard copies available, accessible on website, electronic communication, translations available). ● Enforced consistently using reasonable judgment shall mean students shall receive similar consequences for similar unacceptable behaviors with no disparities by race, gender, ELL, socioeconomic status, and students with disabilities according to their IEP. 		
<p>SUPERINTENDENT Indicators of Compliance:</p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> ● At least 85% of students (K-12) will not receive an Office Discipline Referral (ODR) as evident by a yearly disaggregated Infinite Campus Office Discipline Referral Report. ● 100% of AASD administrators will be trained in Restorative Practices as evidenced by attendance and completion of the training. ● 100% of AASD Administrators (K-12) trained in <u>Restorative Practices</u> will use restorative questions within a student re-entry conference after a suspension as evidenced by the AASD Re-entry Checklist. 		
<p>Board Comments:</p>		
<p>OE – 10.3 The Superintendent will identify and address inequities in discipline practices.</p>	<p>In Compliance</p>	<p>Not In Compliance</p>
<p>SUPERINTENDENT Interpretation: The Board of Education values all discipline practices being administered without bias or prejudice.</p>		

<ul style="list-style-type: none"> ● Inequities shall mean significant and persistent disparities between different groups of students. ● Discipline practices shall mean the adopted Appleton Area School District Code of Conduct and Wisconsin State Law. 		
<p>SUPERINTENDENT Indicators of Compliance:</p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> ● 100% of K-12 discipline practices will be reviewed annually by the Diversity, Equity & Inclusion Office (DEIO) Task Force and then monitored and addressed through the School/Student Services Office. ● There is a continuous gap reduction in district out of school suspensions (OSS) between Black/African American and White students as evidenced by WISE Dash OSS data. ● There is a continuous gap reduction in AASD seclusion and/or restraints between students with disabilities and students without disabilities as evidenced by AASD seclusion and/or restraint data submitted to the Department of Public Instruction (DPI). 		
<p>Board Comments:</p>		
<p>OE – 10.4 The Superintendent will appropriately collect, use and protect confidential student information.</p>	In Compliance	Not In Compliance
<p>SUPERINTENDENT Interpretation:</p> <p>The Board of Education values the protection of confidential student records and the security of student information by enforcing the Family Educational Rights and Privacy Act (FERPA) with fidelity.</p> <ul style="list-style-type: none"> ● Appropriately collect shall mean professional staff with legitimate rights to collect information obtain and file confidential information quickly and safely 		

<ul style="list-style-type: none"> ● Use shall mean professional staff are limited in access to student information based on specific purposes and use this information discreetly while maintaining confidentiality. ● Protect shall mean confidential information will only be shared with legal guardians or others who have legitimate access under the Family Educational Rights and Privacy Act (FERPA). ● Confidential student information shall mean personally identifiable information about which the individual (and their families) have an expectation of privacy. 		
<p>SUPERINTENDENT Indicators of Compliance:</p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> ● Internal reports generated by the Technology Services Department document that there are no breaches of our data systems that result in an outside entity gaining unauthorized access to confidential student information under the custody and control of the District. In the event of an identified data breach resulting in access to confidential student information the Technology Services Department will activate their Emergency Response Plan 100% of the time. ● There is no unauthorized release of confidential student information in the District as evidenced by the lack of formal written complaints resulting from such release as documented through records kept by the Office of the Superintendent or designee. ● 100% of parent/guardian requests for exemption from sharing student directory information are honored, except as required by law for access to district technology use as evidenced by the lack of complaints being received by the district regarding student directory information being shared. 		
<p>Board Comments:</p>		
<p>OE – 10.5 The Superintendent will NOT tolerate any behaviors, actions or attitudes by adults who have contact with students that hinder the academic performance or the well-being of students.</p>	<p>In Compliance</p>	<p>Not In Compliance</p>
<p>SUPERINTENDENT Interpretation: The Board of Education values adult interactions with students that focus on the best interests of the student in order to support and</p>		

<p>promote academic performance and well-being. Any action, perception, or viewpoint of the adult that prevents this will not be allowed.</p> <ul style="list-style-type: none"> ● Not tolerate shall mean negative behaviors, actions, or attitudes will not be allowed or to go unaddressed. ● Behaviors, actions or attitudes by adults shall mean verbal comments/statements or physical actions toward students. ● Attitudes shall mean behavior toward students that diminish the sense of health, safety, belonging or ability to achieve and succeed. ● Contact with students shall mean acting in the role of a teacher, supervisor or support to students. ● Hinder shall mean to create difficulties for (someone or something), resulting in delay or obstruction. ● Academic performance shall mean students' progress in achieving the Board's <i>Results</i> policies. ● Well-being of students shall mean a sense of health, safety, belonging and efficacy. 		
<p>SUPERINTENDENT Indicators of Compliance:</p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> ● 100% of formal complaints involving students received by the District are investigated and resolved without grievance as documented by the Human Resources Office. 		
<p>Board Comments:</p>		
<p>OE – 10.6 The Superintendent will NOT permit unruly behavior on school property and at school sponsored events by students or by adults that disrupt learning or that are disrespectful or dangerous, including any form of bullying.</p>	<p>In Compliance</p>	<p>Not In Compliance</p>
<p>SUPERINTENDENT Interpretation:</p>		

<p>The Board of Education values the prevention, discouragement, or banning of any activity that negatively impacts student learning or is unsafe.</p> <ul style="list-style-type: none"> ● Unruly behavior shall mean actions that result in office discipline referrals or adult actions that are reported to an administrator or the local police. ● School property shall mean any school buildings and other buildings owned, occupied or controlled by the school district, on school premises, or on school-provided transportation. ● School sponsored events shall mean activities, fundraising events, clubs, camps, clinics, programs, sports, etc., or events or activities that are authorized by the school, school board and/or administration. ● Adult actions shall mean behaviors or actions by all individuals of 18 years of age or older that may disrupt learning or are disrespectful or dangerous, including any form of bullying. ● Disrupt learning shall mean behaviors or actions that interfere or get in the way of learning. ● Dangerous shall mean physically able or likely to cause harm or injury. ● Bullying shall mean deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying includes aggressive and hostile behavior that is intentional and involves an imbalance of power between the bully and the bullied and is behavior that is repeated over time rather than an isolated incident. 		
<p>SUPERINTENDENT Indicators of Compliance:</p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> ● 100% of Office Discipline referrals (ODR's) and anonymous reports are processed within 72 school hours as evidenced by the incident reports. ● 100% of expulsion recommendations follow due process procedures. If expulsions are denied, none were denied due to failure to provide the student and/or family due process. <ul style="list-style-type: none"> ○ Evidence of Compliance <ul style="list-style-type: none"> ■ <u>Expulsion Checklist</u> ■ <u>Expulsion Process</u> ■ <u>Due Process DPI</u> 		

<ul style="list-style-type: none"> ● 100% of the school sites will either formally or informally investigate and address reports of discrimination as evidenced by the Pupil Non-discrimination District Summary Report. ● Increase the number of students who score favorably (3, 4, 5) in the area of School Safety within the Panorama Student Survey. <ul style="list-style-type: none"> ○ Elementary 72% to 75% ○ Secondary 70% to 75% 		
<p>Board Comments:</p>		
<p>OE – 10.7 The Superintendent will NOT permit the administration of corporal punishment.</p>	In Compliance	Not In Compliance
<p>SUPERINTENDENT Interpretation: The Board of Education values the assurance that no instance or act of physical discipline by any District employee is tolerated.</p> <ul style="list-style-type: none"> ● Corporal punishment shall mean to cause deliberate physical pain or discomfort. 		
<p>SUPERINTENDENT Indicators of Compliance:</p> <p>We will know we are compliant when:</p> <ul style="list-style-type: none"> ● The District has received zero complaints that allege the use of corporal punishment. 100% of formal complaints involving students in the district will not involve corporal punishment. 		
<p>Board Comments:</p>		

**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

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	
<p>Students will acquire the developmental skills necessary to lead healthy, satisfying, self-directed, and productive lives in the following domains:</p> <ul style="list-style-type: none"> 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. 	In Compliance	Not In Compliance
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> ● 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 proper attitudes and the 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.
- [AASD CBL/ACP Summative Survey](#) - 4th and 6th-12th grade students are given this survey in the Spring to capture their progress towards [Academic and Career Planning outcomes](#).

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** 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* <small>*KA 6th-grade data included</small>	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* <small>*KA 6th-grade data included</small>	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 2020-21 (Baseline)		Average SHI Score 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 2020-21	Average Excellent Rating 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 X as identified through the AASD YRBS.

School Level	% of Students Demonstrating Higher Risks for X (2021-22 YRBS Baseline)	% of Students Demonstrating Higher Risks for X (2022-23 YRBS)
Middle Schools	% of Students Demonstrating Higher Risks for X (2021-22 YRBS Baseline)	% of Students Demonstrating Higher Risks for X (2022-23 YRBS)
High Schools	% of Students Demonstrating Higher Risks for X (2021-22 YRBS Baseline)	% of Students Demonstrating Higher Risks for X (2022-23 YRBS)

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	(we will establish a baseline during Spring 2022)	(we will establish a baseline during Spring 2022)
High Schools	(we will establish a baseline during Spring 2022)	(we will establish a baseline during Spring 2022)

(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* <small>*KA 6th-grade data included</small>	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* <small>*KA 6th-grade data included</small>	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 (elementary/middle/high) by 3%.

Social Perspective		
Grade Band	Percentage Scoring Favorably (Score of 3, 4, or 5)	
	Fall 2021	Spring 2022
Grades 7-12* <small>*KA 6th-grade data included</small>	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* <small>*KA 6th-grade data included</small>	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	Spring2022
11th-grade	29%	%

SUPERINTENDENT Evidence of Reasonable Progress:

Board Comments: