

Item 5 B: School/Student Services Update(s): Monitoring Report: R-1 Mega Results
Appleton Area School District Board of Education Meeting
Mon, Aug 28, 2023 6:00PM

Kay Eggert (Board President) 02:14

Next, at this point, there is an opportunity for public input. The board has several ways to hear from our community and from our stakeholders. And speaking at board meetings is one of those ways. We do have, at this point, three people signed up to speak. I think everyone who is speaking has spoken in the past. I go through these guidelines, which are based on our board policy. And so just bear with me. I'll abbreviate. Just as a reminder that individuals may speak for up to three minutes. We will have a timer going so that you can keep track of your time. We do have to stick to that allotted time. Any comments that would exceed that timeframe can be submitted in writing to the board. The board respectfully requests that speakers refrain from presenting comments that introduce specific comments or complaints or concerns about individual staff members or individual students. Those items should be taken up through the district complaint procedure, and any questions you can direct them to the Office of the Superintendent.

Kay Eggert (Board President) 03:31

And also, just as a reminder, a speaker retains all liability for his or her comments and conduct. So, we just respect that the speaker refrains from anything that is disorderly, threatening, or defamatory. And also, the Wisconsin open meetings law allows only brief discussion of topics that are not listed on the agenda. Therefore, we may not be able to fully address comments that are shared tonight. So, with that, our first speaker, **[Mary H.]**. And just a reminder, there's a microphone there. If you can turn it on so it turns green, and just state your name and if you are resed—what community you reside in.

Mary H. 04:17

Okay. **[Mary H.]** in App/Grand Chute. Okay, I'm back.

Mary H. 04:25

I want to speak tonight about the monetar—mon—I can't trouble. Monitoring report that's included in tonight's agenda. And I made some observations about it. I made a mistake and looked at the board doc before I took my nap this afternoon and went "I've got to say something tonight." So, it disturbed my nap, but first the document is a fancy, feel-good list of goals. This may sound harsh, but I'm just being very honest. But most of these goals are not easily or even able to be monitored. You monitor blood pressure with an instrument, you monitor temperature with a thermometer of some type.

Mary H. 05:08

Most of the categories have nothing to do that can be objectively measured. If this is the case, what's the point of this report? The goals need to be reviewed and in line with reality. Reading and math scores could be monitored, but there's no stated way it will be done. Such things as truancy and assaults in school could be counted, but there's nothing mentioned of that problem which we know is complex. It would be a whole lot of help if parents of grade school and junior high school knew how the grading system worked for them. Progress has been made at the high school level, I think.

Mary H. 05:46

Progress would be choosing the University of Florida's reading program. The others seem to be distracted from the phonics method. Another step of progress would be a truly improved method of teaching math. According

to the Post Crescent, none of the math teachers thought the current program was working. What could be scarier than that? That should have provoked a meaningful response.

Mary H. 06:11

But even beyond that, can anyone explain why a college graduate is turned down for tutoring math because we don't have time to set up a program. That happened two weeks ago. It brings up the question of do you want to solve the problem or just make nice reports? For a time when the district was talking about the failure rates of reading and math, I had some hope that maybe there was a desire to improve, but that hope is fading.

Mary H. 06:41

As a board, please devote yourselves to improving student lives. Do research on your own. Read books related to education with more than one source and era. As I said at the first time I spoke, don't be rubber stamps. Ask for a report that gives real measurable results of the things that matter most. Thank you.

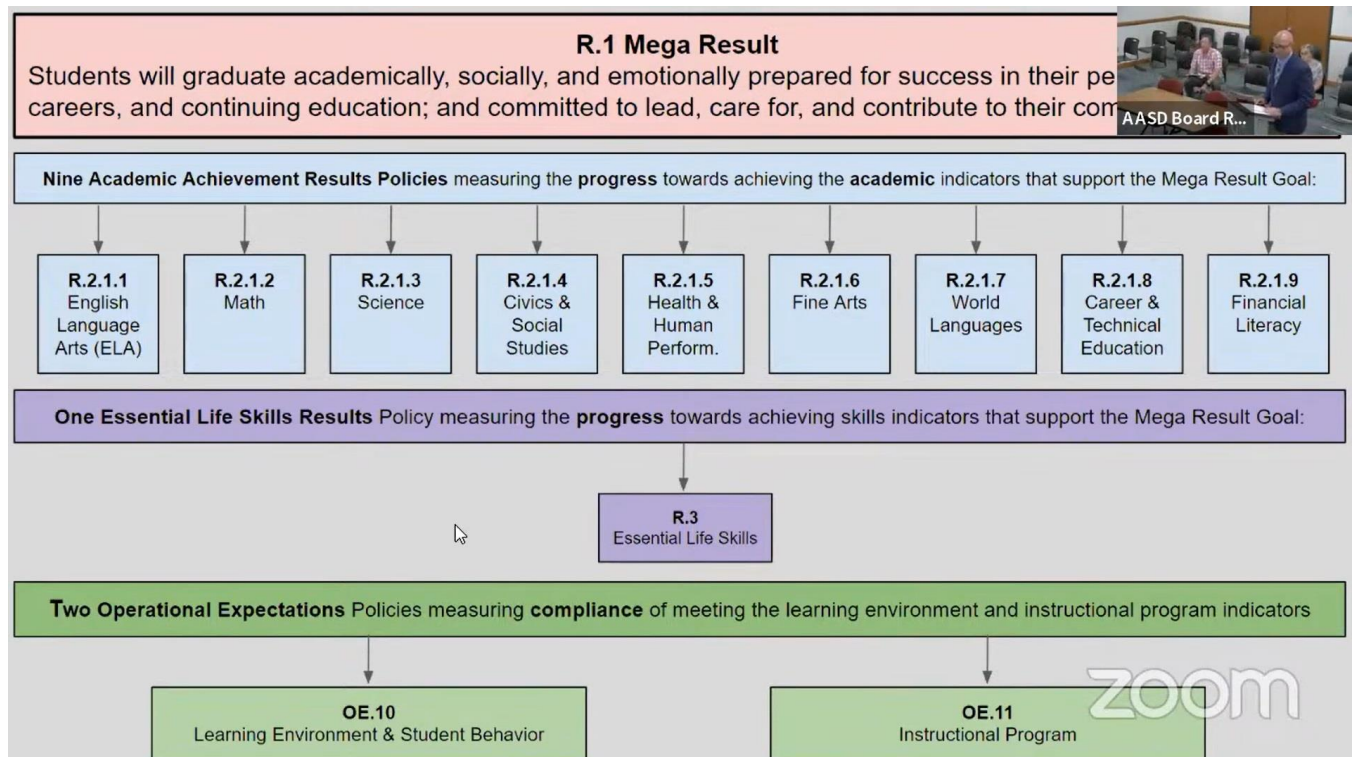
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Kay Eggert (Board President) 11:24

All right, thank you. So, any other individuals wishing to address the board? Okay, then I will close public input. And we are going to follow our agenda, and we are going to go to 5-B which will be school and student services update. And this is the monitoring report R-1. Dr. Harrison.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 11:54

Good evening, everyone. Tonight as part of board business, you'll be approving the monitoring report for R-1 mega result. And Kayla's going to call up a visual to just kind of remind us of where this fits into the scheme of things knowing that there are actually about 11 different results policies totally that we look at cumulatively.



Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 12:19

So here you can see in the individual that shows this past year of progress monitoring. That last fall we looked at R-211, which looks at our English Language Arts results, and then worked throughout the year into the different content areas. So, we looked at mathematics, science, civics and social studies, Health and Human Performance, fine arts, world languages, career and technical education and financial literacy.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 12:46

Now, you may recall that we've spent some time together looking at roughly half of our OEs and the recommendations for updating those for the upcoming cycle. We still need to finish that process, but then part of our overall process will be to also look at our policies, our results policies, to talk through as far as what recommendations of change would we want to see within each of those policies.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 13:11

This is the final, culminating monitor report based on, again, those other results policies that are, again, as mentioned before, very comprehensive and detailed within each of those different content areas. When we collectively drafted this report about a year ago, last spring, we talked about really the why behind why we're in the business of education, right? When we talk about what is it that serves as our purpose here in the Appleton Area School District. And so, you can see at the very top of the visual where it says "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 communities." So, this mega result, policy essentially takes an overview, look at all the different results policies that we've engaged with over the past year.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 14:07

And so, with that, I'm just going to dive right in here as Kayla calls up the actual monitor report. Again, this is the final results policy. So, this is that last overall policy report in which we, again, will be saying we're in baseline year. So, I know that seems kind of weird to say at the start of the '23-'24 school year, but remember, this is reflecting back on the year before. And so, what this policy, again, will do is look at where we are with respect to all the policies collectively.

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	Superintendent			
	Reasonable Progress	Reasonable Progress with Noted Exceptions	Reasonable Progress Not Made	Baseline Year
R.2.1.1 English Language Arts				X
R.2.1.2 Mathematics				X
R.2.1.3 Science				X
R.2.1.4 Civics & Social Studies				X
R.2.1.5 Health & Human Performance				X
R.2.1.6 Fine Arts				X
R.2.1.7 World Languages				X
R.2.1.8 Career & Technical Education				X
R.2.1.9 Financial Literacy				X

Indicator 2: Reasonable progress on R.3 Essential Life Skills Policy				
We will make reasonable progress on the Essential Life Skills Results Policy as evidenced by annual review of policy R.3.				
R.3 Essential Life Skills Domain	Previous Dispositions of the Board of Education			
	Reasonable Progress	Reasonable Progress with Noted Exceptions	Reasonable Progress Not Made	Baseline Year
R.3.1 Cognitive Development				X
R.3.2 Physical Wellness Development				X

R.3.3 Communications Development				X
R.3.4 Social Development				X
R.3.5 Moral & Ethical Character Development				X
R.3.6 Psychological Development				X
R.3.7 Career Development				X

Indicator 3: Graduation Rates of AASD Students

We will increase the 4-year graduation rate for all students as well as within identified demographic groups by 1% as evidenced by certified graduation data within the WISEdash portal.		
	4-Year Graduation Rate	
	2021-22 Baseline	2022-23 Results (uncertified)
% of Students Graduating (All Students)	86.9%	86.2%
% of Students Graduating (Students with Disabilities)	60.1%	64.3%
% of Students Graduating (Black Students)	69.6%	62.9%

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 14:43

So, as you scroll further down here—if you wouldn't mind, Kayla, scrolling all the way until we get to page eight of the report. There are four overall indicators for the mega result policy. And so here you can see Indicator 1 says that "We will make reasonable progress in all the different content areas that make up the overall mega result." So, as you recall, we've looked at ELA, mathematics all the way through financial literacy over the past year. And all of those reports were presented to you in the baseline year, knowing that it was also the first year of our new superintendent.

We will increase by 1% the rate of students who graduate within 7 years as evidenced by certified graduation year cohort data within the WISEdash portal.				
Percent of Students (By Graduation Year Cohort) Who Completed AASD Diploma Requirements Within 7 Years				
By the end of 2018-2019	By the end of 2019-2020	By the end of 2020-2021	By the end of 2021-2022	By the end of 2022-2023 (not yet certified)
84.3% (Class of 2016)	92.3% (Class of 2017)	93.9% (Class of 2018)	92.4% (Class of 2019)	94.0% (Class of 2020)

Indicator 4: Percentage of Graduates Prepared to LEAD, CARE, and CONTRIBUTE.

We will increase the percentage of 12th-grade students who indicate they are ready to independently Lead, Care, and Contribute within the CBL/ACP Summary by 3%.	
	% of Graduates Ready to Lead, Care, and Contribute
	Starting in 2022-23 Baseline
% 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%

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 15:22

So, a year from now—or less than a year from now actually—when I come back to you with the monitor mega result policy, that will look different in terms of not saying baseline year, but for each of those policies as we take them one at a time in the upcoming year will either indicate that we've been making reasonable, reasonable with noted exceptions, or not making reasonable progress. So that's why you're seeing each of those nine policies that you've already reviewed with me previously, as we indicated, to be within the baseline year.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 15:56

Now, the second indicator says that "We will make reasonable progress on result three," which is the essential life skills policy. So, you may recall that Kristin Comerford, and I co-presented that result policy to you in its monitor report. And these are the different domains that make up the Essential Life Skills Policy. So, you can see "cognitive development" all the way through "career development." And each of those domains within R-3, again, were presented to you this past year, as a baseline report. Again, a year from now, as we present out R-3, that will no longer be baseline and there we will be measuring whether or not we made reasonable progress.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 16:39

The third of four indicators then is our graduation rate for Appleton Area School District students. And again, a year ago, just over a year ago, when we wrote this policy, we indicated that the first year would be baseline. And then from there, we would want to see an improvement incrementally, from each—for each year moving forward. At the time, as a board, you indicated that you would like to see what that percentage looks like for all students graduating within four years, students with disabilities, and then also our black students, knowing that we have seen large discrepancies in graduation rates. I color coded this for you just to match what the goal is.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 17:21

But I do want to stress this is uncertified data. And what I mean by that is it doesn't become official in the WISEDash portal, which is the overall repository of data, state level, that districts use, the Department of Public Instruction uses—that won't be certified until later this fall. So please note that the numbers would only go up from what's presented here, because these numbers do not reflect any of the work that's happened over the summer with summer school credit recovery, as well as additional credit recovery options that take place after June 5, after the conclusion of the end of the school year.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 18:00

So, knowing that this is still preliminary, if we were to spotlight the report today, you can see what our baseline percentage was for students graduating at 86.9. Pre certified is 86.2. So, we'd be shy of that incremental increase of 1%. But again, not yet certified, does not yet include students who did graduate during the summer. Same holds true for our black students where we were shy of the goal set there, but again, not yet certified. And then our students with disability, we have an uncertified value of 64.3. So again, certainly any student who holds an IEP, who did earn credit during the summer, who is shy of credits for graduating in the spring, but did earn those during the summer will be reflected in that final count. Again, that usually takes place around September or October with the Department of Public Instruction.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 18:59

And then, as we move on to the other part of indicator 3, we had a very lengthy conversation about a year ago as far as recognizing that not all students necessarily will graduate within four years if they have an IEP Individualized Education Plan. And so, at that time as a board, and many of you being members of the board at that time and being part of that conversation, we talked about having then—looking overall at the seven-year rates, knowing that districts who do have students with IEPs, maybe educating students up to seven years.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 19:36

And so, what you're seeing here is what the results look like for that particular goal, where we indicated students—percent of students by graduating your cohort who would complete an Appleton Area School District diploma requirement within seven years. And so, for example, on the far-right side, the class of 2020 looking at the end of this current or most recent school year would have been at 94%, meaning that of the students who could graduate within seven years 94% of them did. And that was, again, looking at a 1% incremental increase from what that would have looked like the year before. So essentially, you're seeing five years' worth of data, of percentage of students by graduating class who graduated within seven years of time. And so that's why it stopped lit as green on the right side, because that is higher by 1.6, compared to the 92.4%.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 20:45

And then finally, before I pause here for any questions or discussion, Indicator 4 is when you've actually seen within R-3 policy within the essential life skills policy. But remember thinking about the mega result is that overarching policy, you know, the why behind our work, we indicated as a district that we want to ensure that our students are graduating the Appleton Area School District demonstrating the ability to lead, care, and contribute. And so, this is information that Kristin Comerford, and I shared with you previously in the R-3 policy, but it's specific to just seniors. In the other policy we report out on more than one grade level.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 21:25

But here you can see baseline data, knowing that 20 to 23 school year was the first year of implementing that survey, you can see the percentage of responses by seniors, indicating that they felt prepared to lead 56.6%, care 71.8%, and contribute to their communities at 65.3%.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 21:49

So, as we later on this year, go through the process of reviewing our results policies, if that indicator stays the same, we'll have another column then to look at within the next year to see how we did compared to the baseline year. And that concludes the overview of the R1 Mega result policy that you'll be voting on later this evening. And so certainly welcome any questions or comments you may have.

Ed Ruffolo (Board Member) 22:14

Steve, just question, call your attention to page 10, talk about students that have completed graduated by the end of the 7 years, age 21. I know for some students with disabilities, their disabilities are such that they cannot complete the academic requirements, and rather than a diploma, they're given the certificate of completion. For those students, are they in the 94%? or are they in the 6% that we're considering did not get their AASD diploma?

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 22:50

Yeah, I believe the way it's calculated as they would not be part of the 94% if they had an alternative certificate. This would include the actual graduation.

Ed Ruffolo (Board Member) 22:59

So, of that 6% do you know, what percentage of that is students that are getting certificates of completion. Just because me as a board member, there's a world of difference between getting your certificate of a completion, which is success for that student, as opposed to a student that started as kindergartener when to age 21 and just never gotten a diploma? Is there any way for you to tell that?

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 23:24

Yeah, I don't know off hand based on how the data is pulled from WISEDash. I don't believe that depth, granular depth, of information is available through that portal. But that's not to say internally. So certainly, I could connect with our special education department to see what those records look like and report back.

Ed Ruffolo (Board Member) 23:42

If it's not too much work. There's a world of difference of that 6%, depending on what the composition of that is, at least for me. Thank you.

Kay Eggert (Board President) 23:52

Related to that, I was wondering, students who maybe acquired a GED or an alternative, are they included in the 94% or that also be another exclusion?

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 24:09

Knowing this is specific to students with disabilities, I'd want to double check before I say with certainty whether or not the GED is included or not. I believe it would not be only because these are numbers generated by the district for district diploma versus GED, which would be separate from regular Appleton Area School District diploma. So, I'll double check, but I'm going to err on the side of caution and say that it's likely not part of that 94%.

Kay Eggert (Board President) 24:39

I just want to be clear. So, the 94%, that would be all students from the class of 2020 who may have completed after their cohort?

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 24:49

Correct.

Kay Eggert (Board President) 24:50

Okay, not just students with special education needs.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 24:53

Right. Good question of clarity. So, this doesn't mean 94% of students with disabilities. It means 94% of the overall population.

Kay Eggert (Board President) 25:01

Right. And—okay, so—and not to—we'll have more discussion about some of the indicators at another at another point.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 25:13

Right.

Kay Eggert (Board President) 25:14

So, thank you.

Jason Kolpack (Board Member) 25:18

So, I have a couple of questions. So, the first one is when you were giving the introduction, and we were looking at the overall results, all the different results that are kind of roll up into this one, you mentioned that we

started looking at the—obviously I wasn't here, but that you started looking at the first results policy you're looking at in the fall.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 25:38
Right.

Jason Kolpack (Board Member) 25:38
And the year was not done then yet. Right?

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 25:41
Correct. So, another informational item that I think will really help our discussion when we look at the results policies overall and talk about what kind of revisions we'd like to see for the upcoming cycle is—and this kind of connects to, I think a recent conversation we had—is that because in some cases that the data is lagging, and also because of just when the information is even accessible by the Department of Public Instruction, is this is the final policy from the previous year. And so, in a matter of a few months in November, I'll be sharing with you a detailed report of all of our ELA results from the '22-'23 school year, followed by you know, the different content areas where you saw the list of nine or 10.

Jason Kolpack (Board Member) 26:26
It seems to me like this is a mix of last year's results and the year before's results depending on which result we're looking at.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 26:33
Right. And where things can certainly get tricky is when we look at attendance data, because that's oftentimes lagging data as well. But by and large, most of the academic data is from the previous school year, from one school year before. And again, that's just because other than I-ready and TSGolds, Forward now, pre-ACT, ACT—those don't become available until right before the next school year.

Kay Eggert (Board President) 27:00
But if we stick with the same indicators, in time, we will see the trends. I mean, it's not going—I mean, even though some of the data could be lagging, it'll always be lagging, and we will be able to then—it's still useful.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 27:16
And for those men who were part of the ELA and math reports previously, that's something we looked at is the actual trend data by both graduating class as well as program level by looking at each grade level as well. So yes, you—approximately about five years of data at a time.

Jason Kolpack (Board Member) 27:33
And then the main metric for this kind of—for the first two indicators is this "reasonable progress," right? Is that something that's defined in those individual policies? Or how are we quantifying that? Or is that more of a qualitative? What does reasonable progress to mean?

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 28:01
Yes, so when we look at each of the different—I'm just looking at the indicators here to see if it was followed, of course, and this one. Each of our policies by indicator, we would indicate kind of like what you saw in this last indicator, did we meet the goal or did we not meet the goal? So, there's certainly a spectrum of whether or not we're achieving the results overall. We holistically would look at the indicators, and so hypothetically, let's say we had 10 indicators. And if we were making reasonable progress in the vast majority of those indicators—so

yeah, we're making reasonable progress, but we do have some exceptions, right? So that's why we have multiple layers of—making reasonable progress means pretty much all the indicators are being achieved. Most are being achieved, but there's some exceptions. Or we're not making reasonable progress.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 28:54

So certainly, that's going to be, I would imagine, part of our discussion, when we look at our results policies, knowing these are different than the OE policies. If there's a different way you as a board would like to quantify that measure, that's certainly something we can talk through together.

Jason Kolpack (Board Member) 29:09

Another one I had was in Indicator 3 you mentioned that there was a difference between uncertified results versus certified results. I just wanted to clarify the baseline numbers for '21, those are certified right?

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 29:26

Those are. Correct. So, what I mean by uncertified is, currently when I log in as an administrator into WISEDash, as all district administrators, you can see data for your own district, but it doesn't become certified until later when reports are publicly made available.

Jason Kolpack (Board Member) 29:45

Okay, thank you.

Nick Ross (Board Member) 29:53

I have a question that is to check my understanding—a high level question to check my understanding about this process. And, you know, for anyone else who might need that. But, you know, we come back to the these different—we have—since I joined the board in April, the—we reviewed Career and Technical Education results policies, financial literacy results policy, and the essential life skills results policies. And we're in the baseline year, so we're kind of doing with these—with all of our coherence governance policies and our results policies, we are kind of doing two things right now. We are continuing to track the indicators that are currently in the policies, and we are reviewing the policies at the same time. So, it's confusing to me sometimes, but like, we're trying to see how well these policies work by tracking them, and also making sure we're pausing temporarily—like periodically to review them and make sure they work since they're so new. Is that an accurate description of what we're doing?

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 31:13

It is. Kayla, if you wouldn't mind putting the visual back up that I had shared, because you're absolutely right, Nick, as far as this being the first year for our district of actually monitoring all of our different coherent governance policies. That that's why we've been having many of our in-depth conversations as far as looking at, for example, the first half or so of our OE policies. We had a whole year to go through those policies. And then we took some time earlier this summer to start looking at, you know, where would we like to see some changes within the OEs? And as I mentioned before, we still need to finish a few of those in conversation with you as a board.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 31:52

If you wouldn't mind clicking slideshow on this one Kayla, just so we can see it a little bit larger. Thank you. As you mentioned, when we think about the entire last school year—right? So, a little over a year ago, I stood before the board at the time, and I shared out R211. And so that started with the English language arts policy. And that was sharing with you at the time as a board 2021-2022 data—right?—because that information was now available from the previous year.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 32:24

And that holds true essentially, for most of the policies that we see here. I would say minimally through R214. Because those first four policies have a lot of state level data in them and so as we then move further to the right, some of those policies aren't as heavy on let's say, state level data, but it might be classroom generated data. Either way, that's still from that previous school year. So as Kay mentioned before, all of these are reflecting on the year before, every single policy. They're looking at the different content areas, and based on the goals that we collectively established together, what was the progress that we made towards those goals? So, each of these policies, as written will always be presented about a year after or at least right after the conclusion of the school year because we just don't have the data available until then. Does that help to answer your question? Okay.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 33:20

Maybe on the second part as far as, you know, why are we talking through each of them, we'll eventually probably have fewer conversations about what to change, but again, just because we're going through the first year, doing this now as a monitoring session, is why we've been asking ourselves, do we really want 26 indicators? (And in OE 11 as an example.) And I think the answer is no.

Kay Eggert (Board President) 33:49

Hey, there aren't any other questions. Just as a reminder, we do have this, later on in the agenda under board business, to approve this this policy. And again, just as a reminder, all of this we've already talked through when we've gone through other policies. So, it's not the first time that we're hearing about it. Alright, great. Thank you, Steve.

[Note: the report was approved by a unanimous vote of the Board of Education.]