

Success for
Every Student,
Every Day



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

SUPERINTENDENT CERTIFICATION:

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

Making Reasonable Progress

Making Reasonable Progress with noted exception(s):

Failing to make Reasonable Progress

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

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

Executive Summary/Analysis:

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

Notes or exceptions, if any:

Signed: _____ Date: _____

Superintendent

BOARD ACTION:

With respect to Results Policy 1 Mega Result, the Board finds that the organization is:

Making Reasonable Progress

Making Reasonable Progress with noted exception(s):

Failing to make Reasonable Progress

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

Summary Statements of the Board, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____ Re-submitted: _____

R-1 Mega Result

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

Making Reasonable Progress

Making Reasonable Progress
with noted exceptions

Failing to Make Reasonable Progress

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

X

SUPERINTENDENT Interpretation:



MOTTO
 SUCCESS FOR EVERY STUDENT.
 EVERY DAY

VISION
 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.



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

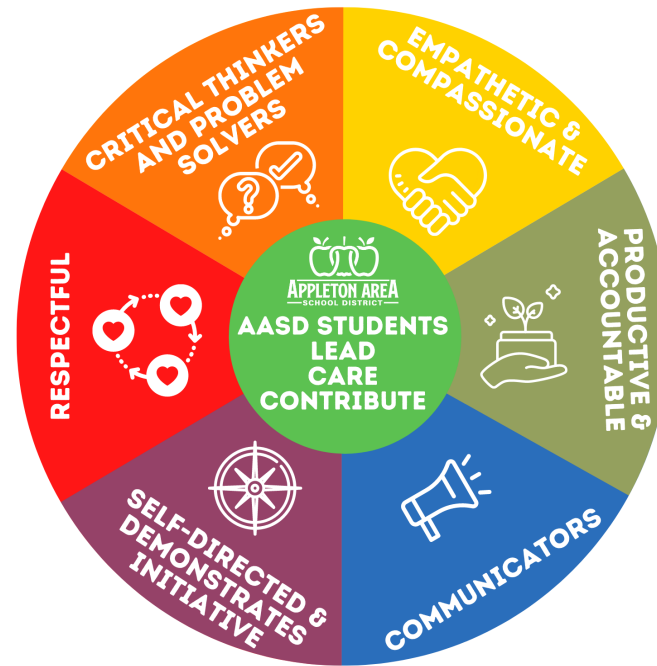
Specifically:

- **Students shall mean** every student in our district, including but not limited to: Hispanic, Black, Native American or Native Alaskan, Native Hawaiian or Other Pacific Islander, Asian, White, Two or More Races, Economically Disadvantaged, English Language Learners, and Students with Disabilities.
- **Academically prepared** shall mean readiness for post-secondary study without the need for remedial assistance upon enrollment.

- **Socially and emotionally prepared** shall mean the ability to apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others.
- **Success in their personal lives** shall mean the ability to reach one's personal goals in life, whatever those goals may be.
- **Success in their careers** shall mean a combination of achieving a reasonable level of financial stability while doing work that one enjoys.
- **Success in their continuing education** shall mean how well students are prepared to accomplish their current and future academic, personal, and professional goals through the development of knowledge, a sense of responsibility and self-reliance, and a connection to the college and wider community.
- **Committed to lead** shall mean all AASD students will lead by example through critical thinking, problem-solving, and effective communication.
- **Committed to care for** shall mean all AASD students will show care for themselves, others, and their community through empathy, compassion, and respect.
- **Committed to contribute** shall mean all AASD students will contribute to their classrooms, schools, and communities through self-direction, productivity, and accountability.



Six Essential Traits of the AASD Portrait of a Graduate



Indicators to be Used:

- 1. AASD Academic Achievement (R.2)** - The AASD Academic Achievement Results Policies include established targets and progress monitoring measures that focus on the District goal of each student being literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines. These policies support the goal of each student demonstrating personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity when enrolled in disciplines, including:
 - **R.2.1.1 English Language Arts**
 - **R.2.1.2 Mathematics**
 - **R.2.1.3 Science**
 - **R.2.1.4 Civics and Social Studies**
 - **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. This indicator also aims to reduce disparities in graduation rates among identified subgroups. While it is desirable for students to graduate “on time”, Board values indicate that it is more important that students graduate, regardless of the timeframe needed (IEP determination, etc.). Therefore, this indicator must also reflect the percentage of students who graduate, whether that was within four years or not.

4. Percent of AASD Students Indicating Readiness to LEAD, CARE, and CONTRIBUTE (CBL/ACP Summary) - To ensure success for Every Student, Every Day in the Appleton Area School District, our Portrait of a Graduate brings clarity to what our community values most as outcomes of the Early Childhood through Grade 12 educational experience. We believe that graduates of the AASD should possess certain qualities that will ensure that they are college, career, and community ready. The AASD Portrait of a Graduate is a collective vision that articulates the community’s aspirations for all students. The [AASD CBL/ACP Summative Survey](#) is used to capture students’ progress specific to their individual Academic and Career Planning. This survey specifically measures grade-level [Academic and Career Planning outcomes](#) relating to career exploration, career interests, action steps taken towards completing their Academic Career Plan and participation in career planning experiences.

Definition of Terms:

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

SUPERINTENDENT Evidence of Reasonable Progress:

Indicator 1: Reasonable progress on R.2.1 Academic Achievement Results Policies

We will make reasonable progress on each content area policy within the Academic Achievement Results Policy as evidenced by annual review of policies R.2.1.1 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%

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%

Board Comments: