

ANNUAL REPORT

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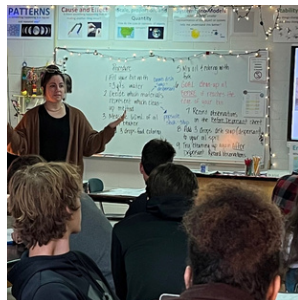
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1903 Bartlett Avenue
Altoona, WI 54720
715-839-6032

2022-2023



ANNUAL MEETING
SEPTEMBER 25, 2023

Dear community members:

During the 2020-2021 school year, we began facing the reality of our performance as an organization. Our student learning outcomes had slipped and our academic performance did not represent where we want to be as a district. We committed to pursuing better outcomes for our students.

Even though we were in the midst of a global pandemic, enacting this commitment could not wait. In the spring of 2021, we invited the community in so that we could understand the vision of the future of Altoona as a community and how we, as a school district, could ensure that our students would thrive and lead in the Altoona of tomorrow. We learned from our community that it is important that all students are prepared to be successful in their futures beyond graduation and that we need to understand and respond to the fact that each student's path to their future might be different.

We took the input of our community and established a vision for our work moving forward: to create **tomorrow-ready citizens** today.

During the 2021-2022 school year, we invested in program planning, collaboration, and staff development with a committed focus on improving academic, career-preparedness, and personal development outcomes for our students.

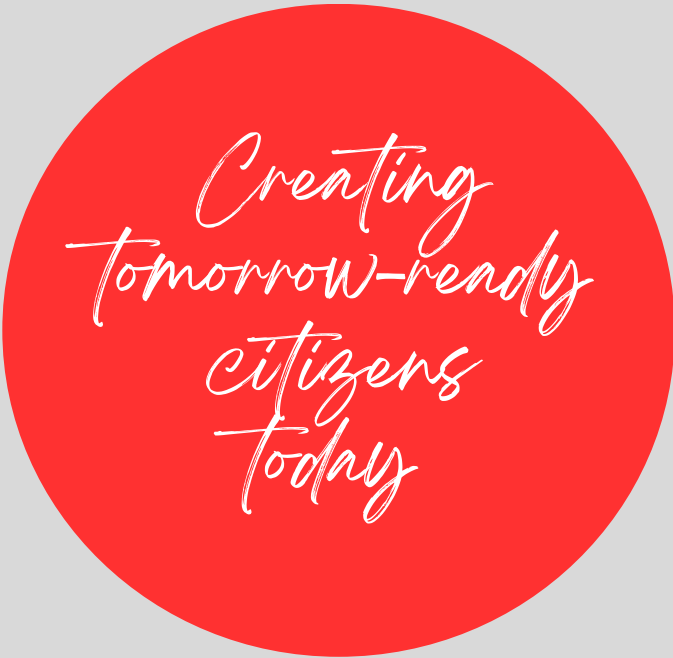
During the 2022-2023 school year, we continued the same focus in our work, collaboration, and development. We have started seeing early signs of improved outcomes. Specifically, math and career-preparedness are noteworthy in the gains that have been made.

While the past several years have brought significant challenges for our community and our school system, we are also facing an amazing opportunity. The future of our community is walking through the halls of our schools today. Making our students our priority has great promise to make the Altoona of tomorrow be the best it has ever been.

My best,
Heidi Eliopoulos



Dr. Heidi Eliopoulos
SUPERINTENDENT



QUICK FACTS

2022-2023

36%

Free or Reduced

17%

Students with
Disabilities

47

AP Exams
Taken

15

Youth
Apprenticeships

14.79

Square Miles in the
District

192

Industry
Credentials
Earned

69

Support Staff

60%

Members of the
Class of 2023
were College
Ready

1265

Post-Secondary
Credits Earned

89%

Members of the
Class of 2023
were Career
Ready

157

Students in Largest
Grade: 9th Grade

782

Daily Miles of
Bus Travel

\$112,567

Scholarships Given

120

Students in Smallest
Grade: 7th Grade

174

Certified Staff

133

2023 Graduates





TOMORROW-READY CITIZENS

SCHOOL DISTRICT OF ALTOONA

ALL means ALL.

2021-2026

ACADEMIC OUTCOMES

Aspiration: All students will grow and develop as learners.

Working Definition: All students will achieve at high levels, making a minimum of one year's growth annually.

ACTIONS

We will implement a system-wide process to identify student learning outcomes and develop responsive learning plans to improve student learning outcomes. **We will** use evidence-based best instructional practices to maximize student learning outcomes. **We will** use student learning outcome results to continually improve curriculum.

FUTURE-READY OUTCOMES

Aspiration: All students will explore and pursue their post-graduation dreams.

Working Definition: All students will progress towards the next step of their post-graduation college and / or career plan.

ACTIONS

We will develop guaranteed skills and experiences to ensure all students are college and / or career ready. **We will** facilitate individual college and / or career plans for every student. **We will** partner with local businesses and post-secondary institutions to develop authentic learning experiences.

PERSONAL SUCCESS OUTCOMES

Aspiration: All students will develop as caring, responsible, and aware individuals.

Working Definition: All students will develop inter- and intra-personal skills that will help them be successful in school, relationships, and life.

ACTIONS

We will assess emotional intelligence development and incorporate growth activities in authentic learning contexts. **We will** implement evidence-based strategies to develop emotional intelligence. **We will** provide a multi-level system of supports for physical and mental health.

OPERATIONAL OUTCOMES

Aspiration: District resources will be centered around outcomes for our students.

Working Definition: Systems, processes, and resources will be maximized and aligned to our prioritized organizational outcomes.

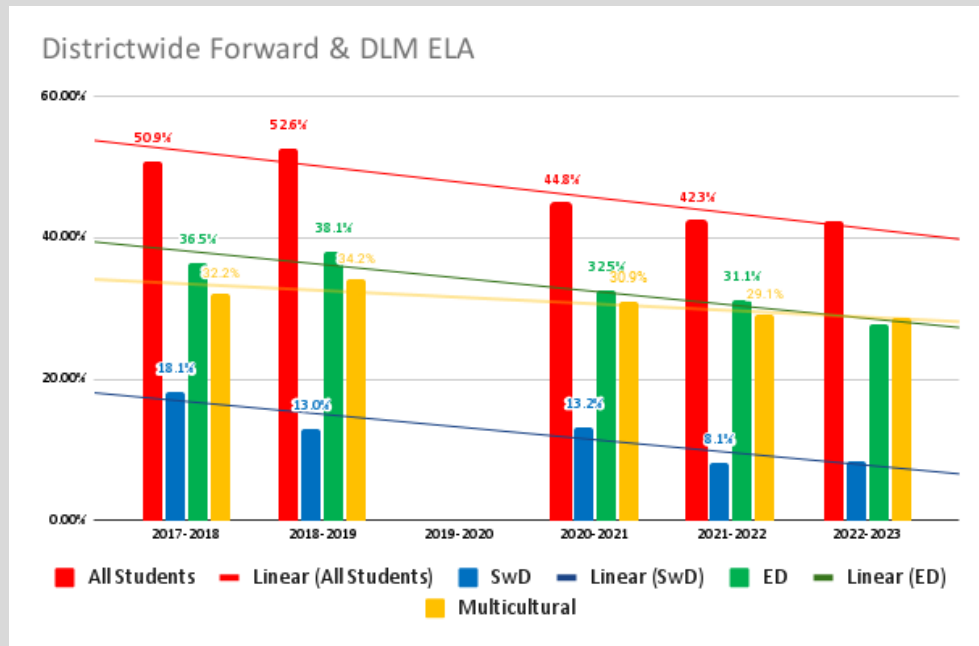
ACTIONS

We will hire and retain the most highly qualified, effective staff to work in our system. **We will** align our resources to our organizational priorities. **We will** create, implement, and review system efficiencies to maximize time and resources for serving our students.

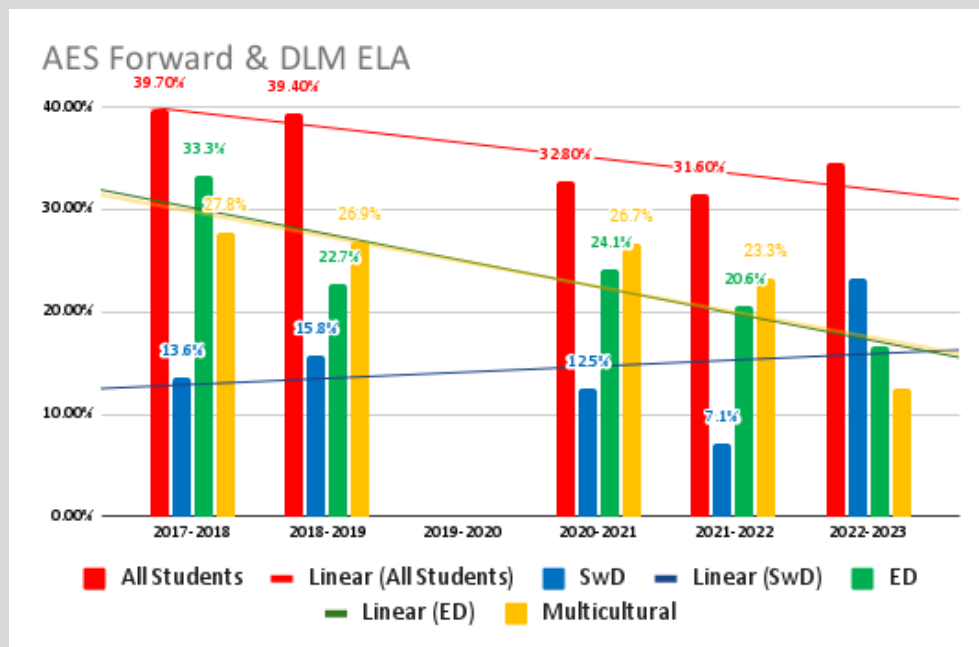
ENGLISH/LANGUAGE ARTS PROGRESS

2018-2023

Wisconsin Forward and Dynamic Learning Maps: Districtwide Performance



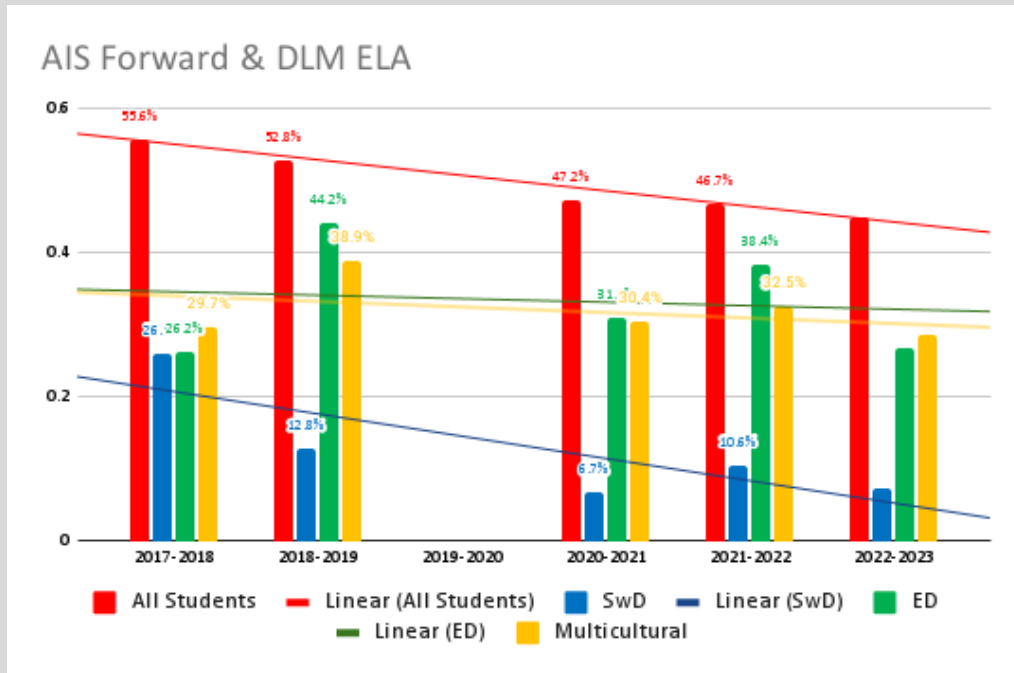
Wisconsin Forward and Dynamic Learning Maps: Elementary Performance



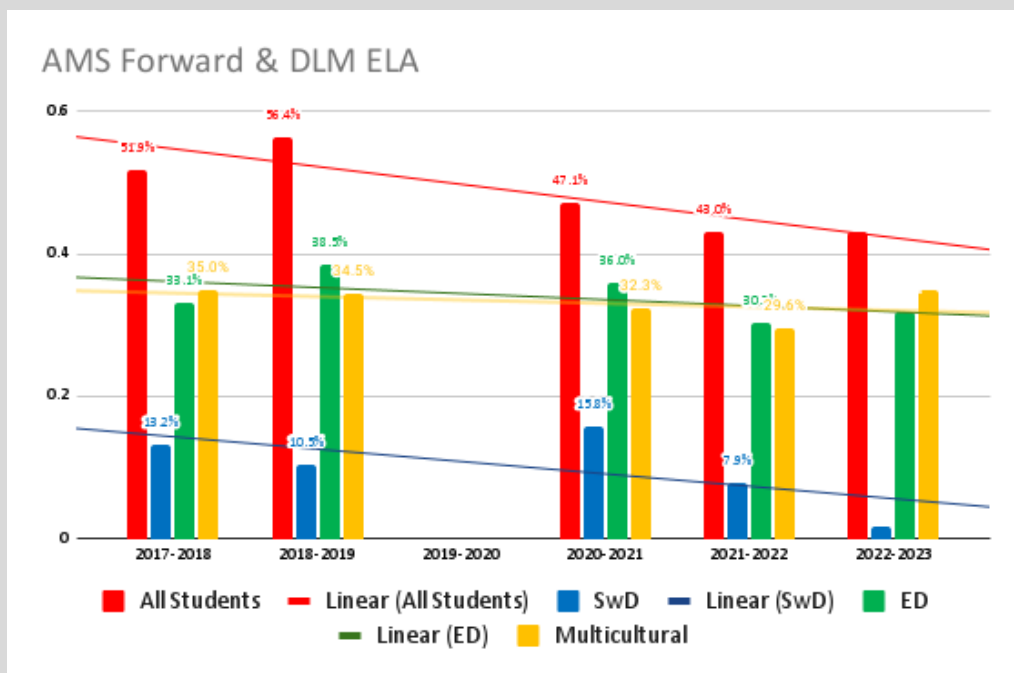
ENGLISH/LANGUAGE ARTS PROGRESS

2018-2023

Wisconsin Forward and Dynamic Learning Maps: Intermediate Performance



Wisconsin Forward and Dynamic Learning Maps: Middle Level Performance



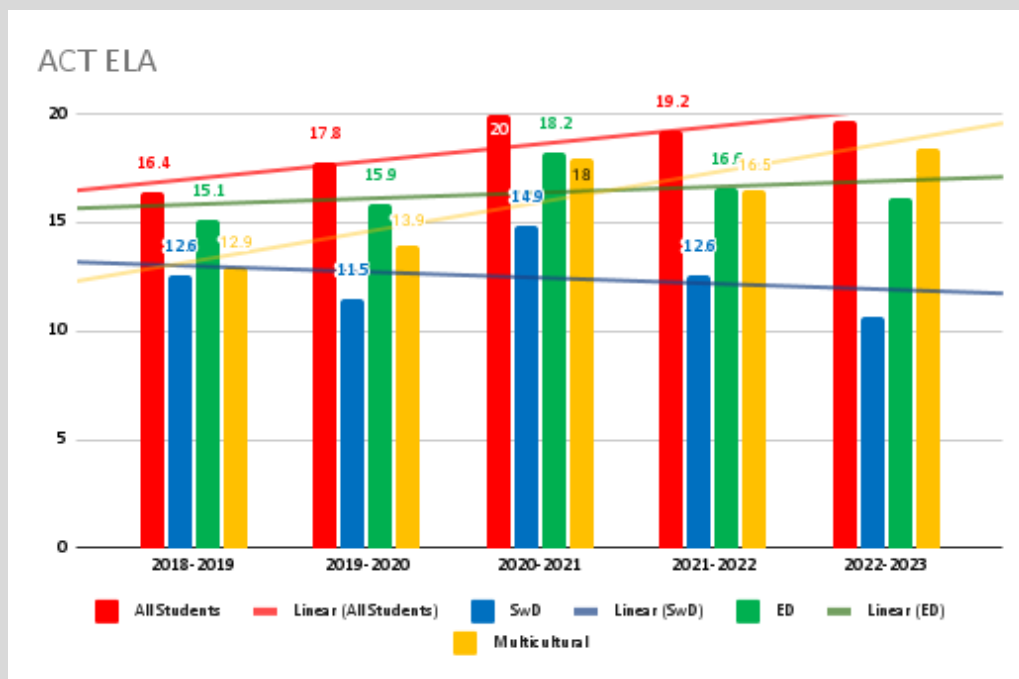
ENGLISH/LANGUAGE ARTS PROGRESS

2019-2023

Pre-ACT: High School Performance

During the 2022-2023 school year, the Aspire Assessment taken by 9th and 10th grade students was replaced by the Pre-ACT Assessment. The results will be included here when they become available.

ACT: High School Performance



ENGLISH/LANGUAGE ARTS PROGRESS

2018-2023

ENGLISH / LANGUAGE ARTS ACHIEVEMENT SUMMARY

The above charts represent English / Language Arts performance over the past six years (five points of data) in the **School District of Altoona**. The District, elementary, intermediate, and middle level data is a combined report of proficiency levels from both the Wisconsin Forward Exam and Dynamic Learning Maps (the alternative assessment that some students with Individual Education Plans take). Formerly, the Aspire assessment data was a combined report of proficiency from both 9th and 10th grade performance on the assessment, which was meant to serve as a performance predictor for the 11th grade ACT. During the 2022-2023 school year, the Pre-ACT replaced the Aspire to serve this purpose. The Forward and Dynamic Learning Maps assessments were not administered during the 2019-2020 school year. The 2022-2023 assessment data has not been officially released, so the data is redacted on the report. The Pre-ACT data will be added when it becomes available.

Since the 2016-2017 school year, District performance had been on a downward trend in several areas. While the 2020-2021 and 2021-2022 years of performance are realistically attributed to learning loss associated with the global pandemic, the downward trend existed prior to that interruption in most areas.

Districtwide, we saw ELA achievement level off from the previous year, with a very slight gain. Subgroup performance also leveled off with the exception of students living in poverty. The Elementary School showed its first all-student population gain in five years. Additionally, there was a notable gain among students with IEPs. This population of students has made the greatest gain and performed at the highest levels we have seen in at least five years. The Intermediate School demonstrated some decreases over last year. The Middle School leveled off or increased in all populations except students with disabilities.

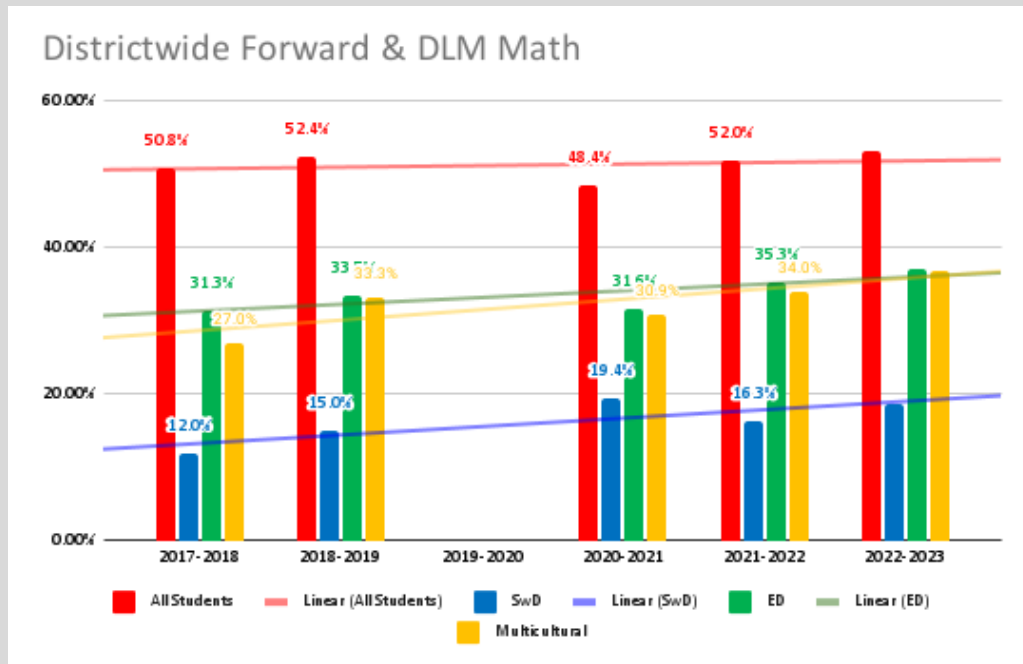
The ACT English assessment data demonstrated a downward trend prior to 2020. The recovery data points from 2020-2021 and 2021-2022 and 2022-2023 has resulted in an upward trend for the total student population, the economically disadvantaged population, and the multicultural student population. The students with disabilities population continued on a downward trend.



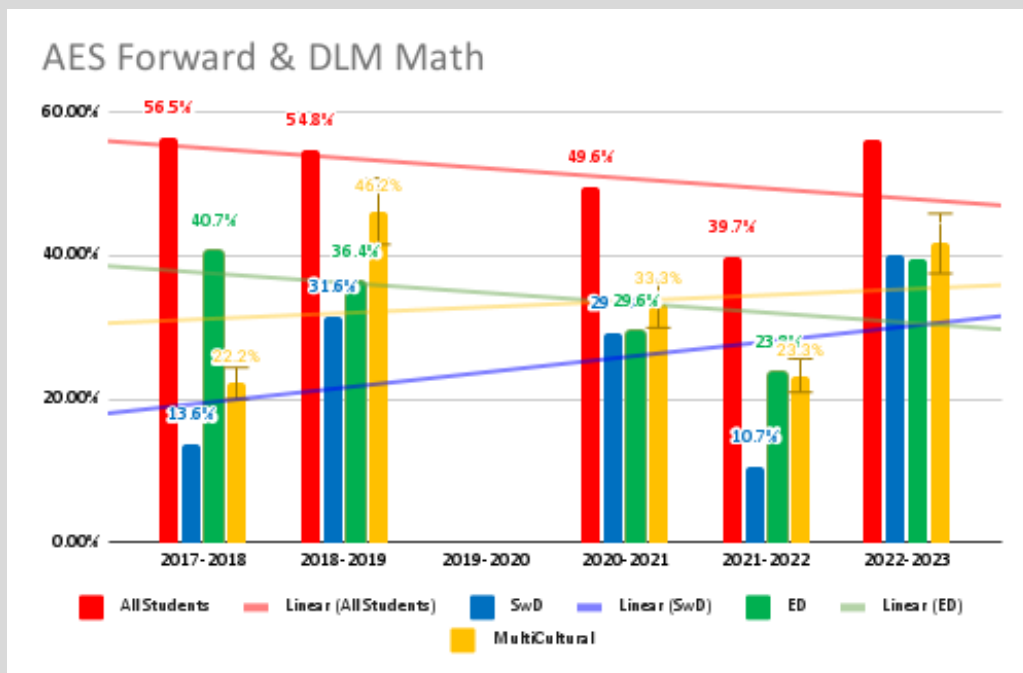
MATHEMATICS PROGRESS

2018-2023

Wisconsin Forward and Dynamic Learning Maps: District Performance



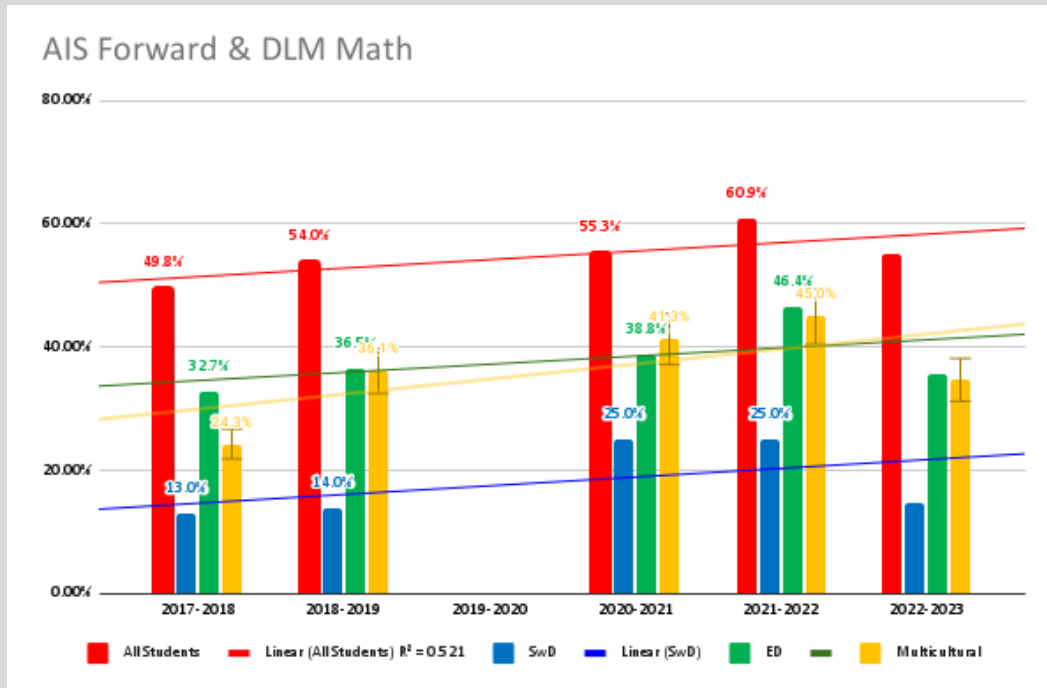
Wisconsin Forward and Dynamic Learning Maps: Elementary Performance



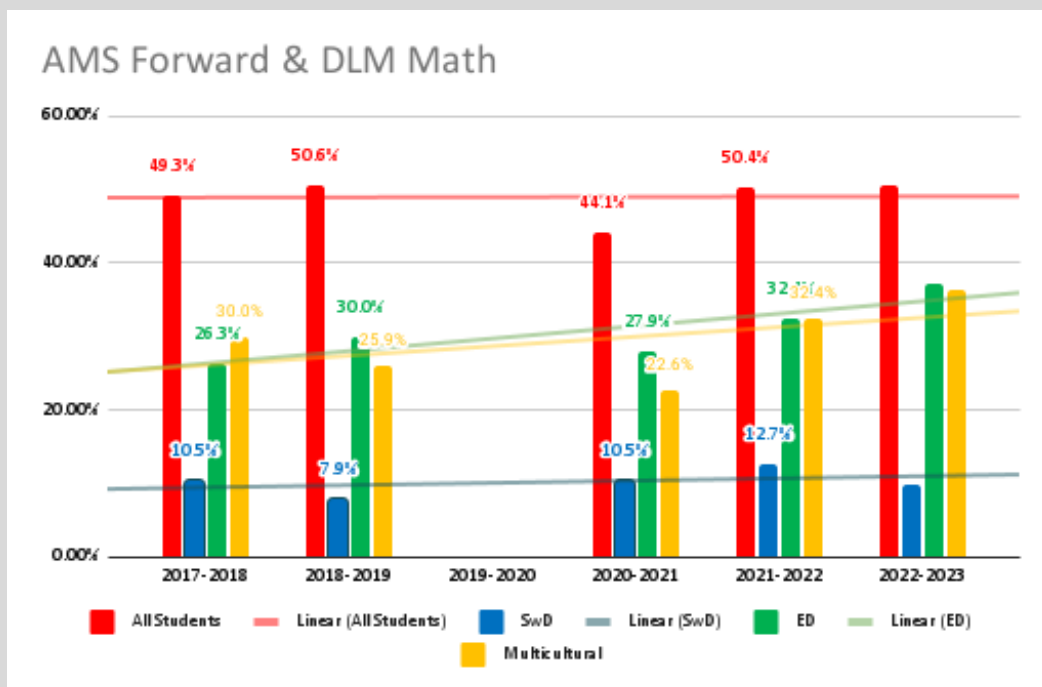
MATHEMATICS PROGRESS

2018-2023

Wisconsin Forward and Dynamic Learning Maps: Intermediate Performance



Wisconsin Forward and Dynamic Learning Maps: Middle Level Performance



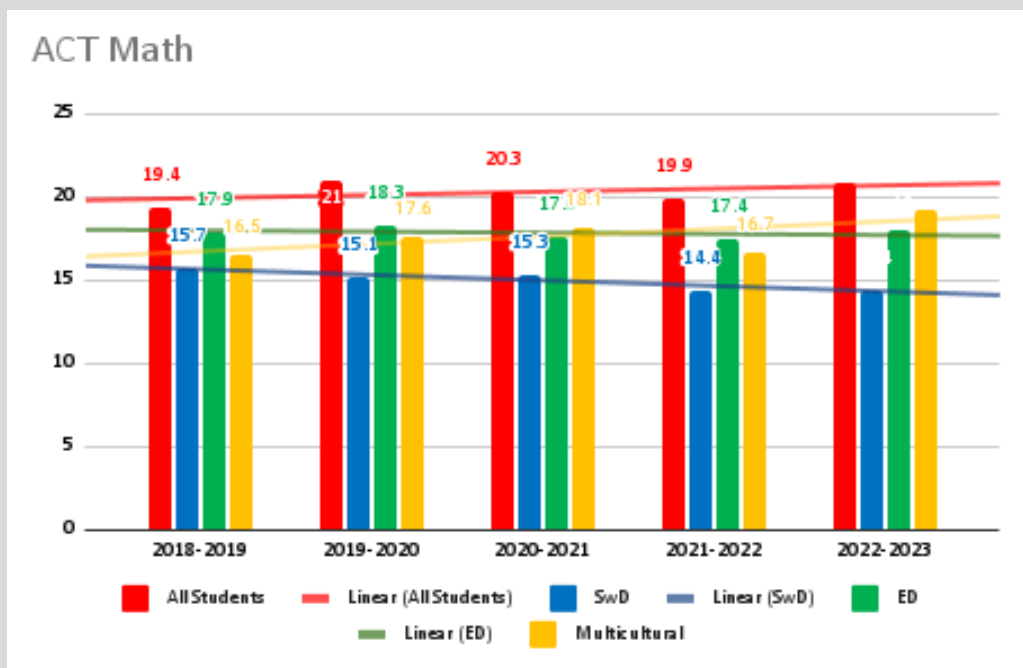
MATHEMATICS PROGRESS

2019-2023

Pre-ACT: High School Performance

During the 2022-2023 school year, the Aspire Assessment taken by 9th and 10th grade students was replaced by the Pre-ACT Assessment. The results will be included here when they become available.

ACT: High School Performance



MATHEMATICS PROGRESS

2018-2023

MATH ACHIEVEMENT ACHIEVEMENT SUMMARY

The above charts represent Mathematics performance over the past six years (five points of data) in the **School District of Altoona**. The District, elementary, intermediate, and middle level data is a combined report of proficiency levels from both the Wisconsin Forward Exam and Dynamic Learning Maps (the alternative assessment that some students with Individual Education Plans take). Formerly, the Aspire assessment data was a combined report of proficiency from both 9th and 10th grade performance on the assessment, which was meant to serve as a performance predictor for the 11th grade ACT. During the 2022-2023 school year, the Pre-ACT replaced the Aspire to serve this purpose. The Forward and Dynamic Learning Maps assessments were not administered during the 2019-2020 school year. The 2022-2023 assessment data has not been officially released, so the data is redacted on the report. The Pre-ACT data will be added when it becomes available.

Since the 2016-2017 school year, District performance had been on a downward trend in several areas. While the 2020-2021 and 2021-2022 years of performance are realistically attributed to learning loss associated with the global pandemic, the downward trend existed prior to that interruption in most areas.

In the area of mathematics, Districtwide outcome data is now on an upward trend for the full student population and for all subgroups. Further, Districtwide, the full student population and all subgroups performed better than the previous year. The Elementary School showed significant growth over last year for the full student population and in all subgroups. The Intermediate School has maintained a six-year upward trend among all students and all subgroups of students, however the full student population and all subgroups did show a dip this year from last year. The middle school has maintained solid demonstrated recovery data points post-pandemic for the full student population. Students who are economically disadvantaged and our multicultural student population again this year continued their growth and demonstrated the highest performance in six years. The students with disabilities demonstrated a slight decrease.

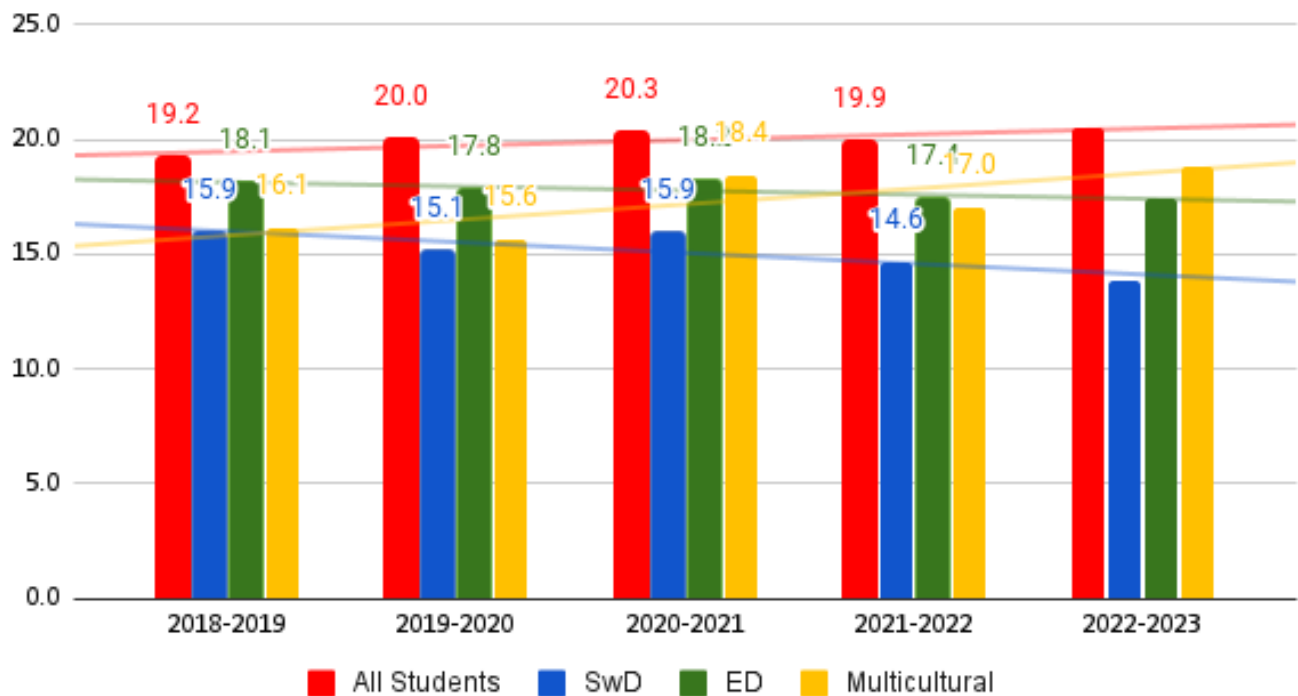
The ACT mathematics assessment full population data increased over last year and has begun an upward trend. Our multicultural population and our students living in poverty both performed at higher levels over last year, with our multicultural population performing at the highest level in five years.

All Students **Students with Disabilities** **Students who are Economically Disadvantaged** **Multicultural Student Population**

ACT PROGRESS

2019-2023

ACT Composite



ACT COMPOSITE ACHIEVEMENT The above charts represent ACT composite performance over the past five years in the **School District of Altoona**. The ACT is required for all 11th grade students. The data includes the average composite score along for our full student population and for each subgroup. Unlike the Forward Exam and the Aspire, the the ACT was administered in the 2019-2020 school year. The 2022-2023 assessment data has not been officially released, so the data is redacted on the report.

Over the past five years, ACT performance has varied. The 2018-2019 results are the overall lowest full population results for the ACT in the past five years, and all subsequent year performance has exceeded that point.

Currently, our full student population and our multicultural population show performance higher than last year as well as an overall upward trend. Students living in poverty show a slight variance from year to year and a slight trend downward. Students with disabilities show a trend downward over time.

DATA FOOTNOTES

For each of the standardized assessment data reports included, five points of data are used to demonstrate the trendline. For the Forward Exam and the Dynamic Learning Maps Exam (administered in grades 3 through 8), the years reported are 2017-2018, 2018-2019, 2020-2021, 2021-2022, and 2022-2023. The Forward Exam and Dynamic Learning Maps were not administered during the 2019-2020 school year due to the statewide school closure.

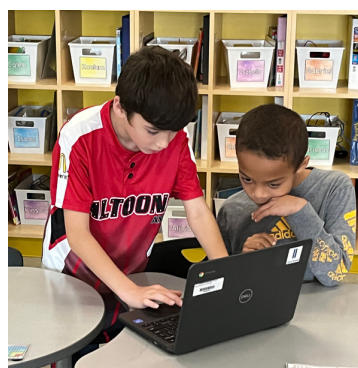
Nationwide, specific populations of students have traditionally and historically performed at levels lower than their similar-aged peers. In the School District of Altoona, our vision is that all students will be prepared as tomorrow-ready citizens. For this reason, when we consider the progress of our system, we include a review of the data of our full population of students as well as specific subgroups:

- Students with disabilities are students who have an Individualized Educational Plan (IEP).
- Students who are economically disadvantaged are students who qualify for free or reduced lunch.
- Our multicultural student population are students who identify as a race other than white.

The “all student” data includes the data of students who are identified in no subgroup as well as those who are identified in one or more subgroups.

The data used in these reports is from publicly-available sources of data wherever possible. Enrollment and demographic data; Forward and Dynamic Learning Maps Data as well as ACT data for all students, students with disabilities, and students who are economically disadvantaged for schools years 2017-2018 through 2021-2022 is from WISEdash Public Portal as provided and maintained by the Department of Public Instruction. This portal can be accessed at the following website: <https://wisedash.dpi.wi.gov/>. The enrollment data included on WISEdash is reflective of September 3rd Friday pupil counts.

Forward and Dynamic Learning Maps Data as well as ACT data for all students, students with disabilities, and students who are economically disadvantaged for the 2022-2023 school year is from WISEdash for Districts. That data is not yet publicly available. All data for the multicultural student population is from WISEdash for Districts as data is not sortable in that manner from the WISEdash Public Portal.



COLLEGE AND CAREER READINESS

Class of 2023



Students who are **College Ready....**

Meet or exceed *all* ACT College Readiness Scores on *all* portions of the ACT.

Or

Earn a 2.8 GPA or higher

And

Complete one or more of the following

- Complete an AP class and score a 3 or higher on the **AP Exam**
- Complete an **AP class** and earn a C or higher
- Complete a **dual credit** English or Math class
- Complete **Algebra 2** and earn a C or higher



ACT Benchmark Scores

English 18

Math 22

Reading 22

Science 23

Met ACT Criteria

22%

**** OR ****

GPA of 2.8 or higher

74%

**** And 1 or More ****

AP Exam with 3

19%

36%

AP Course with C

Dual Credit English or Math

23%

64%

Algebra 2 with C



COLLEGE AND CAREER READINESS

Class of 2023

Students who are **Career Ready**....

Have identified a career interest using the interest inventories and career planning tools in Xello, the online career planning platform.

And

Have completed two or more of the following:

- **Attended** 90% of scheduled school days during their freshman year;
- Completed 25 hours of **community service** while in high school;
- Participated in **workplace learning**, where they went to a job site to learn about the career opportunities there;
- Earned an **industry credential**, which is a certification verifying that they met industry standards to perform a certain service (eg CNA certification, Microsoft certificate);
- Participated in two or more **co-curricular activities** every year of their high school experience, these include afterschool activities or activities that have both an in-school and afterschool component;
- Completed a **dual credit** course in which they earn both high school and post-secondary credit.

Identified Career Interest

99%

**** And 2 or More ****

90% Attendance Freshman Year 84%

41% 25 Hours Community Service

Workplace Learning 35%

9% Industry Credential

Co-Curricular Participation 57%

91% Dual Credit Course

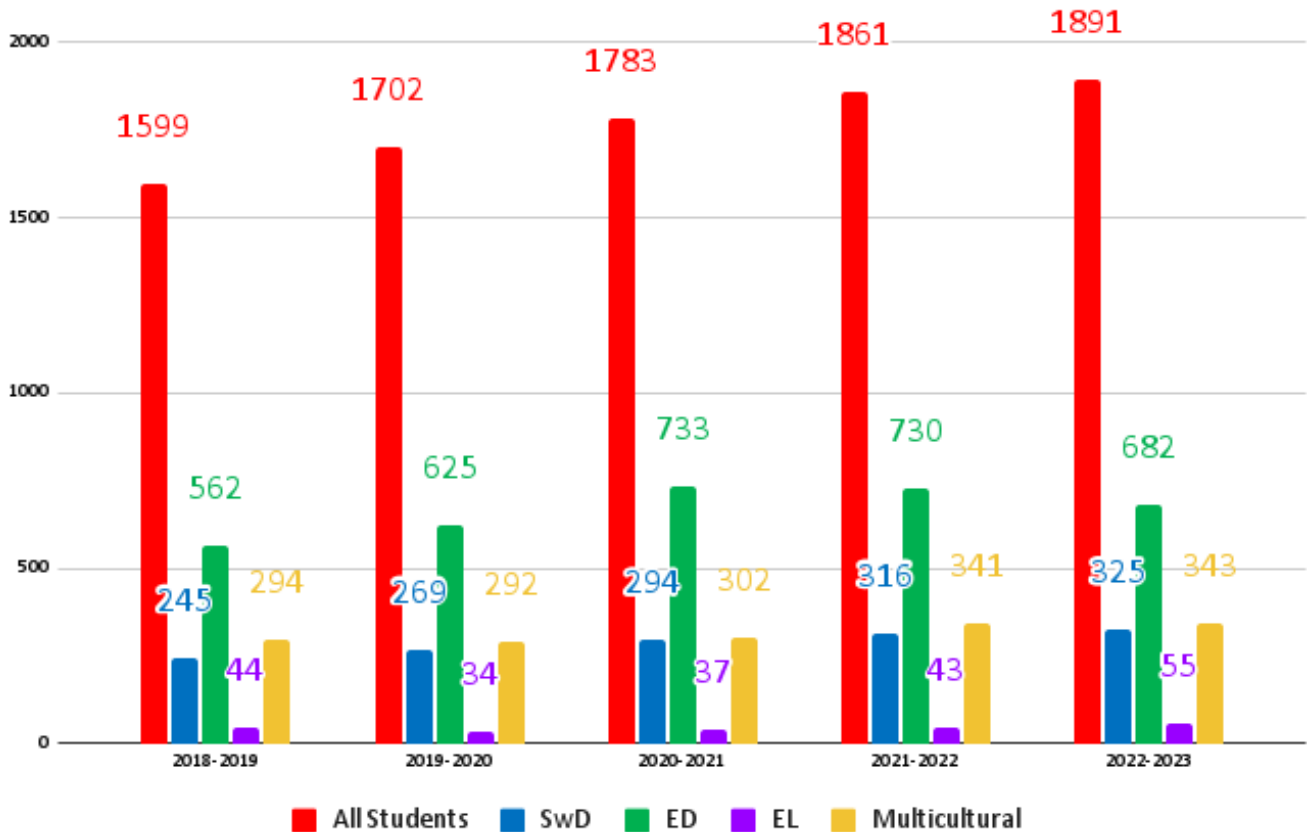
89%

**Career
Ready**

ENROLLMENT & DEMOGRAPHICS

2018-2022

Student Demographics



English Learners

The **School District of Altoona** is one of few growing districts in the State of Wisconsin. In most areas of the state, the declining birth rate is resulting in declining school enrollment. In Altoona, housing growth and open enrollment increases are outpacing any local birthrate decline that may be occurring. This comes with both benefits and challenges. A challenge the District faces is that funding is based on a three-year average of enrollment. In other words, it takes three years for the per-pupil funding to catch up with the enrollment increases. After completing both a population study and a comprehensive facility audit during the 2021-2022 school year, the district conducted a community survey and resulting referendum to address space needs in 2022-2023. The referendum fell short by 85 votes. The district continues to manage enrollment by closing grade levels and programs to open enrollment when they reach capacity. During the 2022-2023 school year, 4 grade levels were closed to open enrollment, as was all special education programs.

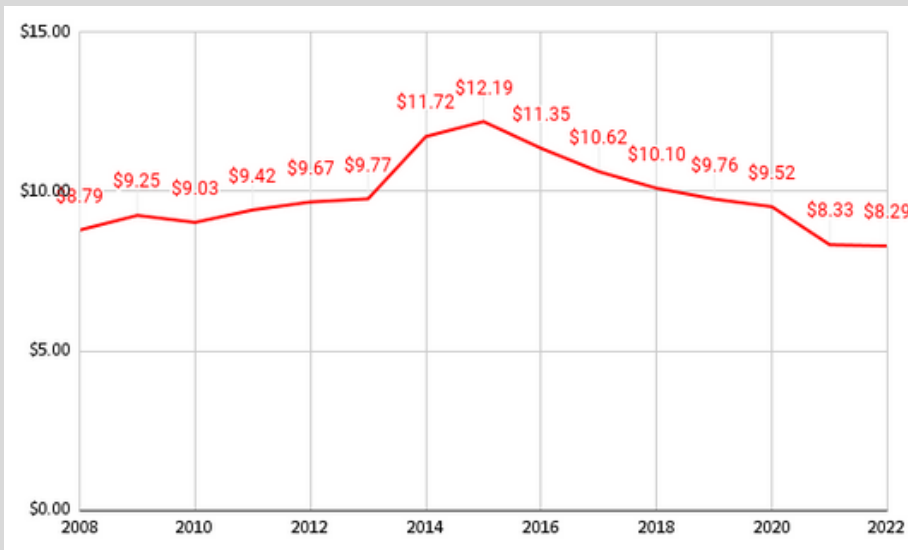


FINANCIAL TRENDS

2008-2022

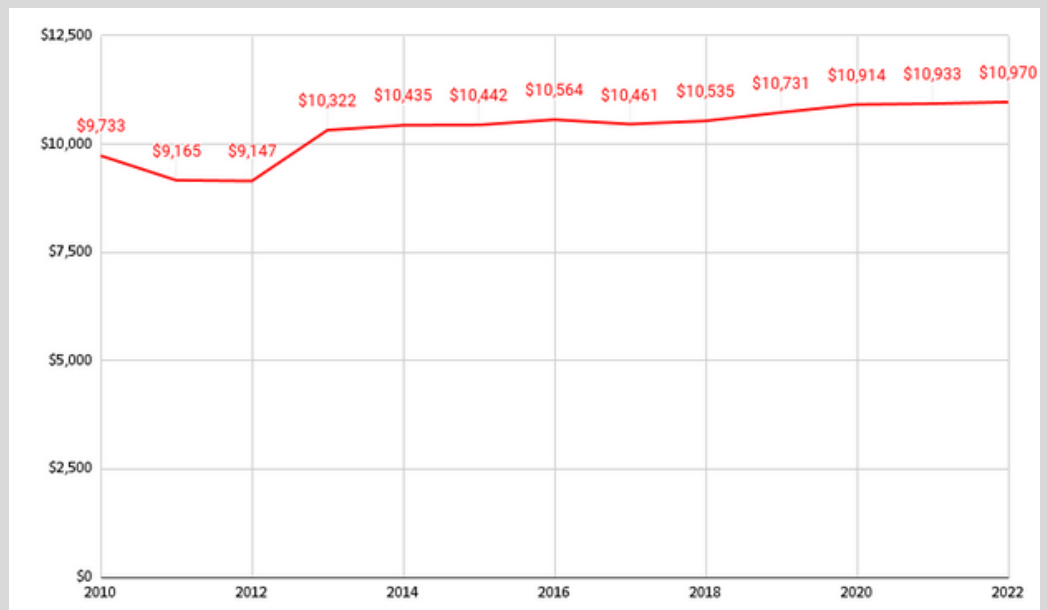
TAXATION RATE OVER TIME

The rates listed to the left are the **School District of Altoona** taxation rates over time. The rate is communicated in tax dollars assigned per \$1000 of property value. The taxation rate set in the fall of 2022 was the lowest set in recent history. The peak that began in 2014 was the result of a community-approved referendum for the construction of the elementary school and other facility improvements. Since that time, the taxation rate has come back down. However, increasing home values over time have also impacted how the taxation rate actually impacts the levy and tax bills.



PER PUPIL REVENUE LIMIT OVER TIME

The rates listed to the right are the state-designated dollars of revenue that the **School District of Altoona** may collect for each student for that given year. Each district's per-pupil revenue limit was established by the State of Wisconsin in 1993, and biennial state budgets may include a flat per-pupil increase that is applied to each district. Altoona's per pupil revenue limit for 2022-2023 was \$10,970, up less than half of a percent over the previous year.



2022

2023

School District of Altoona

ANNUAL OUTCOMES



Academic Outcomes

- ✓ **Annual Outcome 1:** We will increase reading comprehension among students in grades 1-10 from **37%*** to **40%*** as measured by percentage of students proficient on Fast aReading. **37%**
- ✓ **Annual Outcome 2:** We will increase math skills among students in grades 1-10 from **44%*** to **47%*** as measured by percentage of students proficient on Fast aMath. **49%**
- ✓ **Annual Outcome 3:** We will ensure that 80% of summative unit assessments taken by students show student proficiency. **81%****
Incomplete Data Set
- ✓ **Strategic Action 1:** We will engage in the Professional Learning Teams process for a minimum of questions 1, 2, and 3.
- ✓ **Strategic Action 2:** We will enter summative assessment data into Skyward.



Personal Success Outcomes

- ✓ **Annual Outcome 1:** We will increase the emotional regulation composite score from **56.5%** to **59.5%**. **57.7%**
- ✓ **Annual Outcome 2:** We will decrease exclusionary practices (OSS, ISS, detentions) by 3%, from **415** to **403**. **553**
- ✓ **Strategic Action 1:** We will develop a social, emotional, and behavioral continuum that is responsive to all students.
- ✓ **Strategic Action 2:** We will build staff capacity to address students' social emotional learning needs.
- ✓ **Strategic Action 3:** We will develop and maintain accurate and consistent data reporting tools.



Future Ready Outcomes

- ✓ **Annual Outcome 1:** We will increase the percentage of College and Career Ready graduates from **52%** to **55%**. **55%**
- ✓ **Strategic Action 1:** We will develop and implement a student, staff, and family communication plan for Academic and Career Plan-related activities and information.
- ✓ **Strategic Action 2:** We will engage staff in professional development related to Academic and Career Planning (including college / career ready indicators, career clusters, definitions, districtwide Academic and Career Planning plan).
- ✓ **Strategic Action 3:** We will increase the percent of students from traditionally marginalized populations who meet the indicators of college and career readiness from the Redefining Ready Indicators.



Operational Outcomes

- ✓ **Annual Outcome 1:** We will increase the number of student workers employed by the district from **5** to **7**. **20 student workers**
- ✓ **Annual Outcome 2:** We will increase staff retention from **88%** to **92%**. **88%** ***Outcome as of June 6th Strand Team meeting. 85% as of August 22nd.*
- ✓ **Strategic Action 1:** We will expand in-district student workplace learning opportunities.
- ✓ **Strategic Action 2:** We will use the rounding process to understand employee retention factors.
- ✓ **Strategic Action 3:** We will create a process to recruit future employees.

