



**Wednesday, February 19, 2025  
Board of Education Work Session**

**APPLETON AREA SCHOOL DISTRICT  
BOARD OF EDUCATION WORK SESSION  
Scullen Leadership Center-Community Room  
131 E. Washington Street, Suite 1A  
Appleton, WI 54911  
Time: 7:30 AM**

**Board of Education Work Sessions are not broadcast via live stream but are open to the public unless otherwise noticed. Any special needs or any requests for accommodations related to accessing the meeting should be sent to Kayla Malott, at [malottkayla@asds.k12.wi.us](mailto:malottkayla@asds.k12.wi.us) or (920) 852-5300, ext. 60111 at least 24-hours in advance of the meeting.**

## **1. Meeting Opening**

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|                |                                                |
|----------------|------------------------------------------------|
| <b>Subject</b> | <b>A. Roll Call</b>                            |
| Meeting        | Feb 19, 2025 - Board of Education Work Session |
| Category       | 1. Meeting Opening                             |
| Type           | Discussion, Information, Report                |

## **2. Results Monitoring (R-02: Each student will be literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines.)**

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|                |                                                                                                                                                                                          |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subject</b> | <b>A. Results Monitoring: R-2.1.3 Science (45 min)</b>                                                                                                                                   |
| Meeting        | Feb 19, 2025 - Board of Education Work Session                                                                                                                                           |
| Category       | 2. Results Monitoring (R-02: Each student will be literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines.) |
| Type           | Discussion, Information, Presentation, Report                                                                                                                                            |

File Attachments  
[2024-25 R-2.1.3 & R-2.4 Sci & SS Monitoring.pdf \(518 KB\)](#)  
[DRAFT AASD R-2.1.3 Science.pdf \(1,254 KB\)](#)

|                |                                                               |
|----------------|---------------------------------------------------------------|
| <b>Subject</b> | <b>B. Results Monitoring: R-2.1.4 Social Studies (45 min)</b> |
|----------------|---------------------------------------------------------------|

|          |                                                                                                                                                                                          |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meeting  | Feb 19, 2025 - Board of Education Work Session                                                                                                                                           |
| Category | 2. Results Monitoring (R-02: Each student will be literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines.) |
| Type     | Discussion, Information, Presentation, Report                                                                                                                                            |

File Attachments

[2024-25 R-2.1.3 & R-2.4 Sci & SS Monitoring.pdf \(518 KB\)](#)  
[DRAFT AASD R-2.1.4 Civics & Social Studies.pdf \(1,419 KB\)](#)

### **3. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)**

|                |                                                                                                                                                     |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subject</b> | <b>A. Mid-Year AGR School Board Report (30 min)</b>                                                                                                 |
| Meeting        | Feb 19, 2025 - Board of Education Work Session                                                                                                      |
| Category       | 3. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.) |
| Type           | Discussion, Information, Presentation                                                                                                               |

File Attachments

[AGR Mid-Year BOE Presentation, 2024-2025.pptx.pdf \(873 KB\)](#)

|                |                                                                                                                                                     |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subject</b> | <b>B. Community Schools Update (60 min)</b>                                                                                                         |
| Meeting        | Feb 19, 2025 - Board of Education Work Session                                                                                                      |
| Category       | 3. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.) |
| Type           | Discussion, Information, Presentation                                                                                                               |

File Attachments

[Community Schools BOE Work Session Presentation, 2-29-25.pptx.pdf \(3,649 KB\)](#)

### **4. Adjourn**

|                |                                                |
|----------------|------------------------------------------------|
| <b>Subject</b> | <b>A. Adjournment of Work Session</b>          |
| Meeting        | Feb 19, 2025 - Board of Education Work Session |
| Category       | 4. Adjourn                                     |
| Type           | Information, Procedural                        |



**2024-2025**  
**R-2.1.3 & R-2.1.4**  
**Science and Social Studies Results**



# Science

## Monitoring Areas: Forward, Grades 4 & 8

- Programwide, we made progress in increasing percentage of proficient/ advanced
  - Grade 4 met goal in program analysis, yet trailed the State by 0.6% (closing in on State)
  - Grade 8 made progress toward the goal in program analysis, yet trailed the State by 2.6%.
- Areas monitored were mostly gap areas
- Based on what was monitored, we failed to make reasonable progress



# Forward

## Forward Gap Areas, Grades 4 & 8: EconD, EL & SWD

- EL gap goals unmet, some progress grade 8 EL
  - Comparable to State
- EconD gap better than State, 4 & 8
  - EconD gap goals unmet
- SWD gap goals unmet
  - Gap better than State at grade 4, worse at grade 8



# Forward

## Forward Gap Areas, Grades 4 & 8: Students of Color

- Asian gap goal unmet, gap larger than State
- Black gap goal unmet, gap smaller in 4, same in 8 vs. State
- Hispanic gap goal, progress grade 4, unmet grade 8, gap less than the State
- Two or More Ethnicities gap goal unmet, gap larger than the State



# ACT

## Program Analysis

- Grade 9, goal unmet, performance exceeds State (0.3%)
- Grade 10, goal progressing, performance less than State (1.0%)
- Grade 11, goal met, performance less than State (1.8%)



# ACT

## Gap Analysis: EconD, EL, SWD

- EconD, unmet, gap less than State grade 9, greater grade 10
- EL, unmet grade 9, progressing grade 10, great than State grade 9, less than State grade 10
- SWD met gap goals at 9 & 10 and had less of a gap than the state; at grade 11, we did not meet goals and had a greater gap than the state



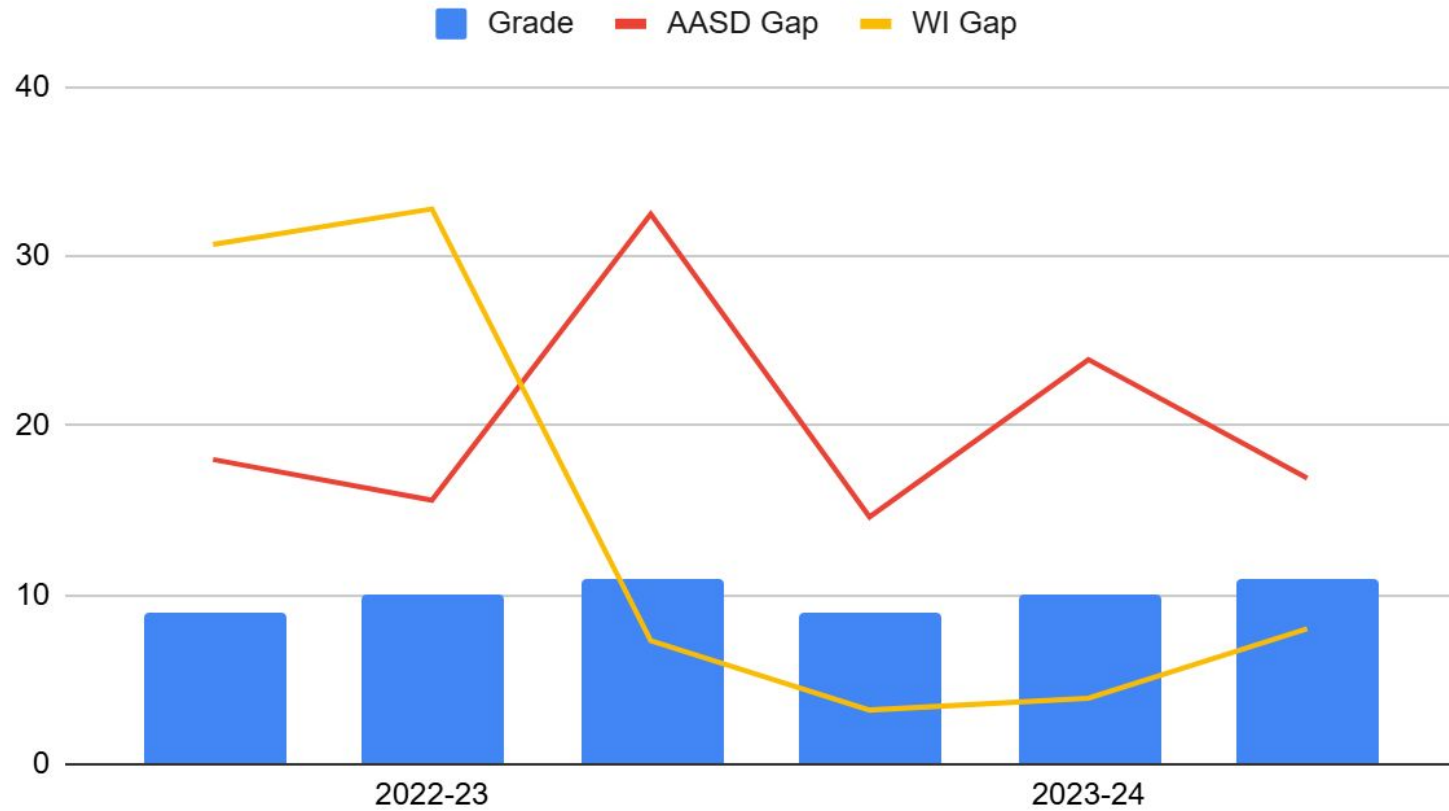
# ACT

## ACT Gap Areas: Students of Color

- Asian gap goal met 9 & 11, unmet at 10; gap larger than State 9, 10 & 11
- Black gap goal met 10, unmet 9 & 11; gap smaller than State 9, 10 & 11
- Hispanic gap goal met 11, unmet 9 & 10; gap larger than the State 9 & 10, smaller than State 11
- Two or More Ethnicities gap goal met 9 & 11, gap larger than State 9 & 10, less than the State 11



Gap, ACT: Asian students, AASD vs. State



# Action Steps: Science

- New STEM Director has been analyzing curriculum and working w/ CSS
  - Significant concerns at MS with scope and sequence and “spiral” approach not supporting student growth
  - Only area in MS not growing
  - New materials adoption gives us an opportunity to correct this
    - Recommend specific content approach which will get at the desired spiraling outcomes



# Social Studies

## Notes about Document Based Questions

- Reading and writing intensive
- District common assessment, not a State or Federal standardized and normed test
- Classroom grade
- Transferable skills we want for our students
  - Analyzing primary source documents
  - Synthesizing information to defend a claim
  - Writing and reading



# DBQ Data: Program Analysis

- Goals met at grades 8 & 9, not at 10 & 11
  - Dealing with the 80% gold standard, program, not cohort
    - Grade 9 cohort actually improved



# DBQ

## Gap Analysis: EconD, EL, SWD

- EconD, met at grades 8 & 9, unmet at grades 10 & 11, though the 10th grade cohort improved from 66.3% to 75.4%
- EL, met at grades 8, 9 & 11 unmet at grade 10, though the 10th grade cohort improved from 68.1% to 72.7%
  - Celebration: 11th grade EL outperformed non-EL
- SWD met gap goals at 11, progressing in grades 9 & 10, unmet for grade 8; although we met the goal for grade 11, that cohort went down from 72.4% to 65.2%



# DBQ

## DBQ Gap Areas: Students of Color

- Asian gap goal grade 8, surpassing white student performance; goal unmet grades 9 & 10 and progressing at grade 11.
- Black gap goal met 8, 9 & 10, unmet 11, though as a cohort, they improved from 59.2% to 64%
- Hispanic gap goal met 8 & 9, progressing at 11, unmet at 10;
- Two or More Ethnicities gap goal met 8, unmet 9, 10 & 11; cohort growth 9 to 10 but went down from 10 to 11



# Forward

## Forward Program Analysis, Grades 4, 8 & 10

- Grade 4: progressing & similar to State
- Grade 8: met goal & similar to State
- Grade 10: did not meet goal; better than State



# Forward

## Forward Gap Areas, Grades 4, 8 & 10: EconD, EL & SWD

- EconD gap goal met, grade 8, unmet 4 & 10
  - EconD gap larger than State 4 & 10, lower at 8
- EL gap goals unmet 4 & 8, progressing 10
  - Same as State 8 & 10, greater at grade 4
- SWD gap goals met grade 10, unmet grades 4 & 8
  - Gap greater than State at grades 4 & 8, smaller at grade 10



# Forward

## Forward Gap Areas, Grades 4, 8 & 10: Students of Color

- Asian gap goal unmet; gap larger than State
- Black gap goal unmet grade 4, 8, progressing 11; gap smaller than State in 4 & 10, larger in 8
- Hispanic gap goal, met grade 8, progressing 8, unmet 10; gap less than the State 4 & 8, larger in 10
- Two or More Ethnicities met grade 8, progressing 4, unmet 10; gap less than State 4, 8, larger in 10

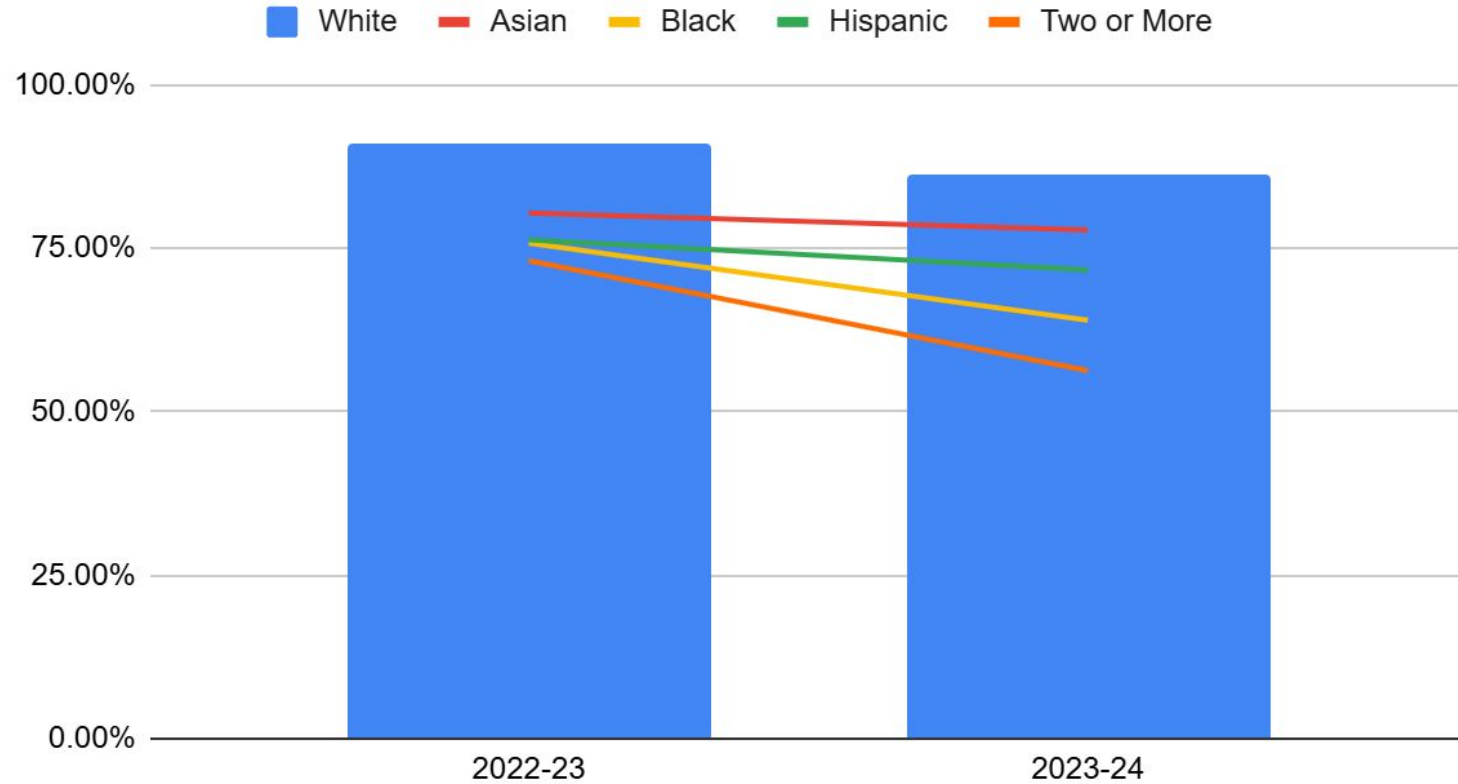


# Action Steps: Social Studies

- Collect more data, monitor for trends, especially in DBQ
  - Grade 11 trending down in DBQ, all ethnicities (slide 18)
- Continue to monitor and find ways to support our Asian population (slide 19)
- Continue literacy efforts across district

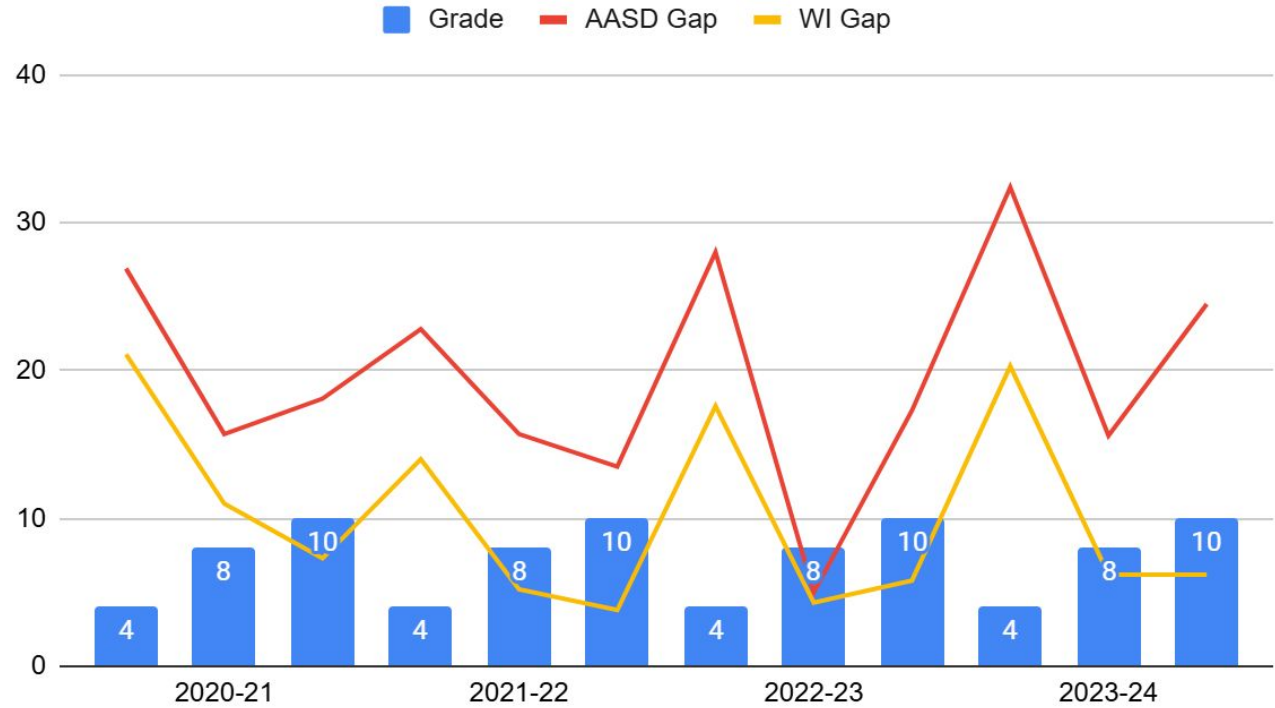


## DBQ Gap Chart: Grade 11



# Forward

Gap: Asian students, AASD Gap and WI Gap



Success for  
Every Student,  
Every Day



Appleton Area School District  
Results Monitoring Report  
R-2.1.3 Science

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## **SUPERINTENDENT CERTIFICATION:**

With respect to Results Policy 2.1.3 Science, the Superintendent certifies that the information is accurate and complete, and that the District is:

\_\_\_\_\_ **Making Reasonable Progress**

\_\_\_\_\_ **Making Reasonable Progress with noted exception(s): (see Evidence section)**

☒ **Failing to make Reasonable Progress**

Failing to make reasonable progress has been determined based on the preponderance of evidence, including a tabulation of all goals achieved and goals where we are making progress; comparison to State average scores where we exceeded the state and/ or where we narrowed our gap with the State. Goals established for monitoring for science relied heavily on gap scores. Despite that, other data indicates we need to make adjustments to science curriculum, and we have a plan to do so.

### **Key:**

 = indicator achieved (19)

 = indicator not achieved as outcome remained the same as the year before or improved but not to the desired level (12)

 = indicator not achieved as the outcome was lower than the year before (45)

*Measures included attainment of annual goals and a comparison of our performance against state averages.*

### **Executive Summary/Analysis:**

The data in this report summarizes District progress in providing instructional programming intended to support students in their personal growth and achievement in Science. Monitoring of data provides the Board assurance that students are guaranteed a curriculum with increasingly challenging levels of complexity and allows student opportunities for demonstrating the higher-order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity. In addition, the data monitored supports the District's Continuous School Improvement Process.

The majority of our science monitoring is in the area of gaps for economically disadvantaged students, English Learner (EL) students, students with disabilities, and students of color. Gaps in achievement measured on both the Forward assessment and Pre-ACT assessment for these students have not closed in most cases, with the notable exception of our students with disabilities, which closed on the Pre-ACT for both our 9th grade and 10th grade programs and are lower than the

state gaps for students with disabilities; our gaps did not close on the Forward assessment for students with disabilities, but our gaps are more favorable than the state for that demographic.

**Additional Context/Next Steps:**

Under the leadership of our Director of STEM and HHP, Jennifer Bault, we will be revising our science learning progressions to meet the needs of our students, which will include a revision to the spiral approach previously used as students were not getting enough practice in critical areas to solidify their learning. We will act swiftly to implement changes for the 2025-2026 school year. Additionally, middle school staff representatives will have an opportunity to explore another school who is having success with the Next Generation Science Standards using materials we own in an effort to determine the appropriate professional development to support our teachers in supporting our students.

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

**BOARD ACTION:**

With respect to Results Policy 2.1.3 Science, the Board find that the district is:

\_\_\_\_\_ **Making Reasonable Progress**

\_\_\_\_\_ **Making Reasonable Progress with noted exception(s):**

\_\_\_\_\_ **Failing to make Reasonable Progress**

**Summary Statements of the Board, if any:**

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

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

## R-2.3 Results Policy: Academic Performance

Each student will be literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines.

2.1 Each student will demonstrate 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:

### 2.1.3 Science

## SUPERINTENDENT Evidence of Reasonable Progress:

### Forward Science

#### WI Forward - Science - Grades 4 & 8 (Program Analysis)<sup>1</sup>

1. We will **increase the percentage** of students **scoring Proficient/Advanced** in **grades 4 & 8** on the **WI Forward Exam in Science** by 1%.<sup>2</sup>
2. We will **score at or above the statewide level** for **Proficient/Advanced** in **grades 4-8** on the **WI Forward Exam in Science**.

| Grade Level | 2020-21 AASD | 2020-21 Statewide | 2021-22 AASD | 2021-22 Statewide | 2022-23 AASD | 2022-23 Statewide | 2023-24 AASD | 2023-24 Statewide |
|-------------|--------------|-------------------|--------------|-------------------|--------------|-------------------|--------------|-------------------|
| Grade 4     | 44.1%        | 45.9%             | 52.4%        | 51.7%             | 50.7%        | 52.1%             | 52.3%        | 52.9%             |
| Grade 8     | 48.1%        | 44.8%             | 49.3%        | 48.6%             | 44.7%        | 48.9%             | 45.6%        | 49.2%             |

We will **reduce the percentage** of students **scoring Below Basic** in **grades 4 & 8** on the **WI Forward Exam in Science** by 3%.

| Grade Level | 2020-21 AASD | 2020-21 Statewide | 2021-22 AASD | 2021-22 Statewide | 2022-23 AASD | 2022-23 Statewide | 2023-24 AASD | 2023-24 Statewide |
|-------------|--------------|-------------------|--------------|-------------------|--------------|-------------------|--------------|-------------------|
| Grade 4     | 16.0%        | 13.0%             | 14.1%        | 16.2%             | 15.5%        | 17.0%             | 16.1%        | 16.3%             |
| Grade 8     | 17.0%        | 15.0%             | 15.8%        | 18.5%             | 22.7%        | 19.8%             | 23.0%        | 20.4%             |

<sup>1</sup> Cell outline coded as follows: green = at or above state, red = below state.

<sup>2</sup> Indicated by highlight color, green = met, yellow = progressing, red = unmet.

## WI Forward - Science - Grades 4 & 8 Gap Reduction<sup>3-4</sup>

### WI Forward - Science - Grades 4 & 8 Gap Analysis Economically Disadvantaged

| We will reduce gaps in students scoring Proficient and Advanced within identified demographic groups in grades 4 & 8 on the WI Forward Exam in Science by 3%. |             |             |             |             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|
|                                                                                                                                                               | 2020-21     | 2021-22     | 2022-23     | 2023-24     |
| <b>AASD Non-EconD<br/>4th/ 8th</b>                                                                                                                            | 57.6%/59.6% | 65.6%/60.5% | 63.5%/56.6% | 67.8%/56.7% |
| <b>AASD EconD<br/>4th/ 8th</b>                                                                                                                                | 28.2%/30.8% | 36.2%/35.1% | 34.2%/28.6% | 35.8%/32.3% |
| <b>Gap<br/>4th/8th</b>                                                                                                                                        | 29.4%/28.8% | 29.4%/25.4% | 29.3%/28%   | 32%/24.4%   |
| <b>WI Non-EconD<br/>4th/ 8th</b>                                                                                                                              | 59.7%/57.0% | 63.5%/59.2% | 65.0%/60.4% | 67.3%/61.3% |
| <b>WI EconD<br/>4th/ 8th</b>                                                                                                                                  | 26.7%/26.2% | 34.2%/31.5% | 34.0%/31.8% | 34.6%/32.2% |
| <b>Gap<br/>4th/8th</b>                                                                                                                                        | 33%/30.8%   | 29.3%/27.7% | 31%/28.6%   | 32.7%/29.1% |

### WI Forward - Science - Grades 4 & 8 Gap Analysis EL

| We will reduce gaps in students scoring Proficient and Advanced within identified demographic groups in grades 4 & 8 on the WI Forward Exam in Science by 3%. |             |             |             |             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|
|                                                                                                                                                               | 2020-21     | 2021-22     | 2022-23     | 2023-24     |
| <b>AASD Non-EL<br/>4th/ 8th</b>                                                                                                                               | 50.5%/48.8% | 58.2%/52.6% | 56.4%/48.2% | 58.6%/49.5% |
| <b>AASD EL<br/>4th/ 8th</b>                                                                                                                                   | 9.2%/7.9%   | 17.6%/11.1% | 16.6%/6.4%  | 17.0%/9.2%  |
| <b>Gap<br/>4th/8th</b>                                                                                                                                        | 41.3%/40.9% | 40.6%/41.5% | 39.8%/41.8% | 41.6%/40.3% |
| <b>WI Non-EL<br/>4th/ 8th</b>                                                                                                                                 | 48.7%/46.7% | 54.4%/50.6% | 55%/51%     | 56.2%/51.8% |
| <b>WI EL<br/>4th/ 8th</b>                                                                                                                                     | 12.7%/8.2%  | 18.7%/10.5% | 20.3%/10.3% | 17.3%/10.7% |
| <b>Gap<br/>4th/8th</b>                                                                                                                                        | 36.0%/38.5% | 35.7%/40.1% | 34.7%/40.7% | 38.9%/41.1% |

<sup>3</sup> Cells for FORWARD Gap Reduction coded as follows: Green outline = gap lower than State gap; Red outline = gap greater than State gap.

<sup>4</sup> Reduction goal indicated by highlight color, green = met, yellow = progressing, red = unmet.

### WI Forward - Science - Grades 4 & 8 Gap Analysis SWD

| We will reduce gaps in students scoring Proficient and Advanced within identified demographic groups in grades 4 & 8 on the WI Forward Exam in Science by 3%. |             |             |             |              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|--------------|
|                                                                                                                                                               | 2020-21     | 2021-22     | 2022-23     | 2023-24      |
| AASD SWOD<br>4th/ 8th                                                                                                                                         | 49.3%/51.1% | 57.9%/52.7% | 55.8%/49.5% | 58.3%/51.7%  |
| AASD SWD<br>4th/ 8th                                                                                                                                          | 23.2%/10.8% | 28.7%/18.1% | 24.9%/20.1% | 23.9%/11.7%  |
| Gap<br>4th/8th                                                                                                                                                | 26.1%/40.3% | 29.2%/34.6% | 30.9%/29.4% | 34.4%/40%    |
| WI SWOD<br>4th/ 8th                                                                                                                                           | 50.3%/49.3% | 56.2%/53.2% | 57.1%/53.9% | 58.7%/54.4%  |
| WI SWD<br>4th/ 8th                                                                                                                                            | 20.4%/14.3% | 24.7%/16.5% | 24.3%/16.0% | 23.5%/16.15  |
| Gap<br>4th/8th                                                                                                                                                | 29.9%/38.5% | 31.5%/36.7% | 32.8%/37.9% | 35.2%/38.25% |

### WI Forward - Science - Grades 4 & 8 Gap Analysis Asian

| We will reduce gaps in students scoring Proficient and Advanced within identified demographic groups in grades 4 & 8 on the WI Forward Exam in Science by 3%. |             |             |             |             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|
|                                                                                                                                                               | 2020-21     | 2021-22     | 2022-23     | 2023-24     |
| AASD White<br>4th/ 8th                                                                                                                                        | 54.5%/56.1% | 61.1%/58.4% | 62.0%/50.9% | 64.3%/52.7% |
| AASD Asian<br>4th/ 8th                                                                                                                                        | 26.3%/40.2% | 37.7%/37.7% | 29.3%/41.7% | 28.5%/36.5% |
| Gap<br>4th/8th                                                                                                                                                | 28.2%/15.9% | 23.4%/20.7% | 32.7%/9.2%  | 35.8%/16.2% |
| WI White<br>4th/ 8th                                                                                                                                          | 57.1%/54.1% | 61.7%/57.0% | 61.8%/57.3% | 63.1%/56.9% |
| WI Asian<br>4th/ 8th                                                                                                                                          | 33.3%/40.8% | 43.6%/49.9% | 43.2%/50.4% | 39.1%/47.9% |
| Gap<br>4th/8th                                                                                                                                                | 53.8%/13.3% | 18.1%/7.1%  | 18.6%/6.9%  | 24%/9%      |

### WI Forward - Science - Grades 4 & 8 Gap Analysis Black

| We will reduce gaps in students scoring Proficient and Advanced within identified demographic groups in grades 4 & 8 on the WI Forward Exam in Science by 3%. |             |             |             |             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|
|                                                                                                                                                               | 2020-21     | 2021-22     | 2022-23     | 2023-24     |
| AASD White<br>4th/ 8th                                                                                                                                        | 54.5%/56.1% | 61.1%/58.4% | 62.0%/50.9% | 64.3%/52.7% |
| AASD Black<br>4th/ 8th                                                                                                                                        | 31.6%/20.0% | 21.4%/20.5% | 18.4%/19.6% | 17.6%/11.1% |
| Gap<br>4th/8th                                                                                                                                                | 22.9%/36.1% | 39.7%/37.9% | 43.6%/31.3% | 46.7%/41.6% |
| WI White<br>4th/ 8th                                                                                                                                          | 57.1%/54.1% | 61.7%/57.0% | 61.8%/57.3% | 63.1%/56.9% |
| WI Black<br>4th/ 8th                                                                                                                                          | 8.1%/9.6%   | 13.9%/13.5% | 14.8%/14.6% | 14.3%/12.9% |
| Gap<br>4th/8th                                                                                                                                                | 49.0%/44.5% | 47.8%/43.5% | 47.0%/31.3% | 48.8%/41.6% |

## WI Forward - Science - Grades 4 & 8 Gap Analysis Hispanic

| We will reduce gaps in students scoring Proficient and Advanced within identified demographic groups in grades 4 & 8 on the WI Forward Exam in Science by 3%. |             |             |             |             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|
|                                                                                                                                                               | 2020-21     | 2021-22     | 2022-23     | 2023-24     |
| AASD White<br>4th/ 8th                                                                                                                                        | 54.5%/56.1% | 61.1%/58.4% | 62.0%/50.9% | 64.3%/52.7% |
| AASD Hispanic<br>4th/ 8th                                                                                                                                     | 18.9%/29.0% | 30.4%/25.8% | 28.8%/22.0% | 33.8%/28.1% |
| Gap<br>4th/8th                                                                                                                                                | 35.6%/27.1% | 30.7%/37.9% | 33.2%/22.0% | 30.5%/24.6% |
| WI White<br>4th/ 8th                                                                                                                                          | 57.1%/54.1% | 61.7%/57.0% | 61.8%/57.3% | 63.1%/56.9% |
| WI Hispanic<br>4th/ 8th                                                                                                                                       | 23.1%/25.1% | 29.6%/30.1% | 32.0%/30.7% | 30.1%/28.8% |
| Gap<br>4th/8th                                                                                                                                                | 34.0%/29.0% | 32.1%/26.9% | 29.8%/26.6% | 33%/28.1%   |

## WI Forward - Science - Grades 4 & 8 Gap Analysis Two or More Ethnicities

| We will reduce gaps in students scoring Proficient and Advanced within identified demographic groups in grades 4 & 8 on the WI Forward Exam in Science by 3%. |             |             |             |             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|
|                                                                                                                                                               | 2020-21     | 2021-22     | 2022-23     | 2023-24     |
| AASD White<br>4th/ 8th                                                                                                                                        | 54.5%/56.1% | 61.1%/58.4% | 62%/50.9%   | 64.3%/52.7% |
| AASD Two or More<br>4th/ 8th                                                                                                                                  | 27%/25.8%   | 54.2%/42.9% | 50%/42.6%   | 45.9%/33.9% |
| Gap<br>4th/8th                                                                                                                                                | 27.5%/30.3% | 6.9%/15.5%  | 12%/8.3%    | 18.4%/18.8% |
| WI White<br>4th/ 8th                                                                                                                                          | 57.1%/54.1% | 61.7%/57.0% | 61.8%/57.3% | 63.1%/56.9% |
| WI Two or More<br>4th/ 8th                                                                                                                                    | 37.5%/36%   | 45.2%/40.6% | 46.3%/41.2% | 47.1%/41.9% |
| Gap<br>4th/8th                                                                                                                                                | 19.6%/18.1% | 16.5%/16.4% | 15.5%/16.1% | 16%/15%     |

## ACT

### ACT Aspire (2018-2022) and PreACT (2023+) - Science - Grades 9-10 (Program Analysis)

| 1. We will increase the percentage of students scoring On Target in grades 9-10 on the ACT Aspire Assessment in Science by 1%. |                 |                      |                 |                      |                 |                      |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------|-----------------|----------------------|-----------------|----------------------|
| 2. We score at or above the statewide level for On Target in grades 9-10 on the ACT Aspire in Science.                         |                 |                      |                 |                      |                 |                      |
| Grade Level                                                                                                                    | 2020-21<br>AASD | 2020-21<br>Statewide | 2021-22<br>AASD | 2021-22<br>Statewide | 2022-23<br>AASD | 2022-23<br>Statewide |
| Grade 9                                                                                                                        | 31.5%           | 29.2%                | 30.6%           | 30.1%                | 30.3%           | 30.0%                |
| Grade 10                                                                                                                       | 30.8%           | 28.0%                | 31.3%           | 30.3%                | 31.5%           | 32.5%                |

We will **reduce** the percentage of students scoring In Need of Intervention in grades 9-10 on the Pre-ACT Assessment in Science by 3%.

| Grade Level | 2020-21<br>AASD | 2020-21<br>Statewide | 2021-22<br>AASD | 2021-22<br>AASD | 2022-23<br>AASD | 2022-23<br>Statewide |
|-------------|-----------------|----------------------|-----------------|-----------------|-----------------|----------------------|
| Grade 9     | 37.9%           | 33.8%                | 45.9%           | 41.4%           | 43.7%           | 42.4%                |
| Grade 10    | 32.4%           | 33.7%                | 46.3%           | 43.5%           | 53.5%           | 48.4%                |

We will **increase** the percentage of students scoring On Target in grades 10 on the Pre-ACT Assessment in Science compared to the grade 9 cohort results from the year before by 1% (cohort analysis).

| Grade Level | 2021-22 | 2022-23 | 2023-24 |
|-------------|---------|---------|---------|
| Grade 9     | 30.6%   | 30.3%   | 32.5%   |
| Grade 10    | 31.3%   | 31.5%   | 29.3%   |

## PreACT (2023+) - Science - Grades 9-10 Gap Reduction<sup>5-6</sup>

### Gap Analysis Economically Disadvantaged

We will **reduce** gaps in students scoring On Target/Close to Target within identified demographic groups in grades 9-10 on the Pre-ACT Assessment in Science by 3%.

|                             | 2022-23     | 2023-24     |
|-----------------------------|-------------|-------------|
| AASD Non-EconD<br>9th/ 10th | 38.4%/39.2% | 42.4%/40.9% |
| AASD EconD<br>9th/ 10th     | 19.5%/20.3% | 20.2%/15%   |
| Gap<br>9th/10th             | 18.9%/18.9% | 22.2%/25.9% |
| WI Non-EconD<br>9th/ 10th   | 39.6%/42.0% | 41.6%/40.6% |
| WI EconD<br>9th/ 10th       | 15.5%/16.7% | 16.3%/15.6% |
| Gap<br>9th/10th             | 24.1%/18.9% | 25.3%/25%   |

<sup>5</sup> Cells for Pre-ACT Gap Reduction coded as follows: Green outline = gap lower than State gap; Red outline = gap greater than State gap.

<sup>6</sup> Reduction goal is indicated by highlight color, green = met, yellow = progressing, red = unmet.

## Gap Analysis EL

| We will reduce gaps in students scoring On Target/Close to Target within identified demographic groups in grades 9-10 on the Pre-ACT Assessment in Science by 3%. |             |             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|
|                                                                                                                                                                   | 2022-23     | 2023-24     |
| AASD Non-EL<br>9th/ 10th                                                                                                                                          | 33.5%/34.1% | 35.1%/32.3% |
| AASD EL<br>9th/ 10th                                                                                                                                              | 3.7%/3.3%   | 4.2%/2.8%   |
| Gap<br>9th/10th                                                                                                                                                   | 29.8%/30.8% | 30.9%/29.5% |
| WI Non-EL<br>9th/ 10th                                                                                                                                            | 31.6%/34.1% | 33.1%/32.5% |
| WI EL<br>9th/ 10th                                                                                                                                                | 4.0%/3.0%   | 3.5%/2.4%   |
| Gap<br>9th/10th                                                                                                                                                   | 27.6%/31.1% | 29.6%/30.1% |

## Gap Analysis SWD

| We will reduce gaps in students scoring On Target/Close to Target within identified demographic groups in grades 9-10 on the Pre-ACT Assessment in Science by 3%. |             |             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|
|                                                                                                                                                                   | 2022-23     | 2023-24     |
| AASD SWOD<br>9th/ 10th                                                                                                                                            | 34.1%/35.8% | 35.9%/32.6% |
| AASD SWD<br>9th/ 10th                                                                                                                                             | 7.6%/6.4%   | 13.4%/7.1%  |
| Gap<br>9th/10th                                                                                                                                                   | 26.5%/29.4% | 22.5%/25.5% |
| WI SWOD<br>9th/ 10th                                                                                                                                              | 33.2%/36.0% | 34.8%/34%   |
| WI SWD<br>9th/ 10th                                                                                                                                               | 7.0%/6.0%   | 7.6%/8.5%   |
| Gap<br>9th/10th                                                                                                                                                   | 26.2%/30.0% | 27.2%/25.5% |

## Gap Analysis Asian

| We will reduce gaps in students scoring On Target/Close to Target within identified demographic groups in grades 9-10 on the Pre-ACT Assessment in Science by 3%. |             |             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|
|                                                                                                                                                                   | 2022-23     | 2023-24     |
| AASD White<br>9th/ 10th                                                                                                                                           | 38%/39%     | 39.4%/38.3% |
| AASD Asian<br>9th/ 10th                                                                                                                                           | 20%/23.4%   | 24.8%/15.1% |
| Gap<br>9th/10th                                                                                                                                                   | 18%/15.6%   | 14.6%/23.9% |
| WI White<br>9th/ 10th                                                                                                                                             | 36.3%/39%   | 38.2%/37.6% |
| WI Asian<br>9th/ 10th                                                                                                                                             | 5.6%/6.2%   | 35%/33.7%   |
| Gap<br>9th/10th                                                                                                                                                   | 30.7%/32.8% | 3.2%/3.9%   |

### Gap Analysis Black

| We will reduce gaps in students scoring On Target/Close to Target within identified demographic groups in grades 9-10 on the Pre-ACT Assessment in Science by 3%. |              |             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------|
|                                                                                                                                                                   | 2022-23      | 2023-24     |
| AASD White 9th/ 10th                                                                                                                                              | 38.3%/38.7%  | 39.4%/38.3% |
| AASD Black 9th/ 10th                                                                                                                                              | 10.2%/4.9%   | 7.5%/9.4%   |
| Gap 9th/10th                                                                                                                                                      | 28.1%/33.8%  | 31.9%/28.9% |
| WI White 9th/ 10th                                                                                                                                                | 36.3%/39.0 % | 38.2%/37.6% |
| WI Black 9th/ 10th                                                                                                                                                | 5.6%/6.2%    | 5.7%/5%     |
| Gap 9th/10th                                                                                                                                                      | 30.7%/32.8%  | 32.5%/32.6% |

### Gap Analysis Hispanic

| We will reduce gaps in students scoring On Target/Close to Target within identified demographic groups in grades 9-10 on the Pre-ACT Assessment in Science by 3%. |             |             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|
|                                                                                                                                                                   | 2022-23     | 2023-24     |
| AASD White 9th/ 10th                                                                                                                                              | 38.3%/38.7% | 39.4%/38.3% |
| AASD Hispanic 9th/ 10th                                                                                                                                           | 14.5%/17.5% | 14.7%/11%   |
| Gap 9th/10th                                                                                                                                                      | 20.5%/21.2% | 24.7%/27.3% |
| WI White 9th/ 10th                                                                                                                                                | 36.3%/39.0% | 38.2%/37.6% |
| WI Hispanic 9th/ 10th                                                                                                                                             | 14.7%/15.5% | 14.7%/13.6% |
| Gap 9th/10th                                                                                                                                                      | 21.6%/23.5% | 23.5%/24%   |

### Gap Analysis Two or More Races

| We will reduce gaps in students scoring On Target/Close to Target within identified demographic groups in grades 9-10 on the Pre-ACT Assessment in Science by 3%. |             |             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|
|                                                                                                                                                                   | 2022-23     | 2023-24     |
| AASD White 9th/ 10th                                                                                                                                              | 38%/39%     | 39.4%/38.3% |
| AASD Two or More 9th/ 10th                                                                                                                                        | 7.3%/23.5%  | 22%/11.9%   |
| Gap 9th/10th                                                                                                                                                      | 30.7%/15.5% | 17.4%/26.4% |
| WI White 9th/ 10th                                                                                                                                                | 36.3%/39%   | 38.2%/37.6% |
| WI Two or More 9th/ 10th                                                                                                                                          | 25.3%/25.4% | 27.7%/24.9% |
| Gap 9th/10th                                                                                                                                                      | 11%/13.6%   | 10.5%/12.7% |

## ACT - Science - Grade 11 Gap Reduction<sup>7</sup>

### Gap Analysis Economically Disadvantaged

| We will reduce gaps in students scoring "Meeting" or "Advanced" within identified demographic groups in grade 11 on the ACT Assessment in Science by 3%. <sup>8</sup> |         |         |         |         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|
|                                                                                                                                                                       | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| AASD Non-EconD                                                                                                                                                        | 35.5%   | 38.6%   | 38.1%   | 40.1%   |
| AASD EconD                                                                                                                                                            | 11.3%   | 14.7%   | 14.8%   | 16.4%   |
| Gap                                                                                                                                                                   | 24.2%   | 23.9%   | 23.3%   | 23.7%   |
| WI Non-EconD                                                                                                                                                          | 35.1%   | 37.6%   | 38.6%   | 52.2%   |
| WI EconD                                                                                                                                                              | 10.7%   | 11.9%   | 12.5%   | 20.7%   |
| Gap                                                                                                                                                                   | 24.4%   | 25.7%   | 26.1%   | 31.5%   |

### Gap Analysis EL

| We will reduce gaps in students scoring "Meeting" or "Advanced" within identified demographic groups in grade 11 on the ACT Assessment in Science by 3%. |         |         |         |         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|
|                                                                                                                                                          | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| AASD Non-EL                                                                                                                                              | 26.3%   | 29.3%   | 29.8%   | 42.7%   |
| AASD EL                                                                                                                                                  | 0%      | 0%      | 0%      | 8.7%    |
| Gap                                                                                                                                                      | 26.3%   | 29.3%   | 29.8%   | 34%     |
| WI Non-EL                                                                                                                                                | 27.3%   | 29.3%   | 30.3%   | 42%     |
| WI EL                                                                                                                                                    | 1.1%    | 1.1%    | 1.3%    | 4.3%    |
| Gap                                                                                                                                                      | 26.2%   | 28.2%   | 29%     | 37.7%   |

### Gap Analysis SWD

| We will reduce gaps in students scoring "Meeting" or "Advanced" within identified demographic groups in grade 11 on the ACT Assessment in Science by 3%. |         |         |         |         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|
|                                                                                                                                                          | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| AASD SWOD                                                                                                                                                | 28.4%   | 31.0%   | 30.9%   | 45.4%   |
| AASD SWD                                                                                                                                                 | 2.5%    | 6.0%    | 8.6%    | 9.6%    |
| Gap                                                                                                                                                      | 25.9%   | 25.0%   | 22.3%   | 35.8%   |
| WI SWOD                                                                                                                                                  | 29.5%   | 31.3%   | 32.2%   | 44.2%   |
| WI SWD                                                                                                                                                   | 4.6%    | 5.2%    | 5.1%    | 8.5%    |
| Gap                                                                                                                                                      | 24.9%   | 26.1%   | 27.1%   | 35.7%   |

<sup>7</sup> Cells for ACT Gap Reduction coded as follows: Green outline = gap lower than State gap; Red outline = gap greater than State gap.

<sup>8</sup> Indicated by highlight color, green = met, yellow = progressing, red = unmet.

### Gap Analysis Asian

| We will reduce gaps in students scoring "Meeting" or "Advanced" within identified demographic groups in grade 11 on the ACT Assessment in Science by 3%. |         |         |         |         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|
|                                                                                                                                                          | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| AASD White                                                                                                                                               | 31.3%   | 35.3%   | 36.8%   | 48.2%   |
| AASD Asian                                                                                                                                               | 16.6%   | 14.4%   | 13.4%   | 31.3%   |
| Gap                                                                                                                                                      | 13.6%   | 20.1%   | 32.5%   | 16.9%   |
| WI White                                                                                                                                                 | 33.1%   | 35.3%   | 36.6%   | 49.3%   |
| WI Asian                                                                                                                                                 | 27.9%   | 31.6%   | 29.3%   | 41.3%   |
| Gap                                                                                                                                                      | 5.2%    | 3.7%    | 7.3%    | 8.0%    |

### Gap Analysis Black

| We will reduce gaps in students scoring "Meeting" or "Advanced" within identified demographic groups in grade 11 on the ACT Assessment in Science by 3%. |         |         |         |         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|
|                                                                                                                                                          | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| AASD White                                                                                                                                               | 31.3%   | 35.3%   | 36.8%   | 48.20%  |
| AASD Black                                                                                                                                               | 13%     | 4.2%    | 7.8%    | 11%     |
| Gap                                                                                                                                                      | 18.3%   | 31.1%   | 29%     | 37.20%  |
| WI White                                                                                                                                                 | 33.1%   | 35.3%   | 36.6%   | 49.3%   |
| WI Black                                                                                                                                                 | 3.3%    | 4.4%    | 4.8%    | 9.2%    |
| Gap                                                                                                                                                      | 29.8%   | 30.9%   | 31.8%   | 40.1%   |

### Gap Analysis Hispanic

| We will reduce gaps in students scoring "Meeting" or "Advanced" within identified demographic groups in grade 11 on the ACT Assessment in Science by 3%. |         |         |         |         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|
|                                                                                                                                                          | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| AASD White                                                                                                                                               | 31.3%   | 35.3%   | 36.8%   | 48.2%   |
| AASD Hispanic                                                                                                                                            | 13%     | 4.2%    | 7.8%    | 26.2%   |
| Gap                                                                                                                                                      | 18.3%   | 31.1%   | 29%     | 22.0%   |
| WI White                                                                                                                                                 | 33.1%   | 35.3%   | 36.6%   | 49.3%   |
| WI Hispanic                                                                                                                                              | 10.3%   | 10.9%   | 12.7%   | 22.1%   |
| Gap                                                                                                                                                      | 22.8%   | 23.3%   | 23.9%   | 27.2%   |

## Gap Analysis Two or More Races

We will **reduce gaps in students scoring "Meeting" or "Advanced"** within **identified demographic groups** in **grade 11** on the **ACT Assessment in Science** by **3%**.

|                         | 2020-21      | 2021-22      | 2022-23      | 2023-24      |
|-------------------------|--------------|--------------|--------------|--------------|
| <b>AASD White</b>       | <b>31.3%</b> | <b>35.3%</b> | <b>36.8%</b> | <b>48.2%</b> |
| <b>AASD Two or More</b> | <b>22.2%</b> | <b>23.7%</b> | <b>12.5%</b> | <b>21.9%</b> |
| <b>Gap</b>              | <b>7.9%</b>  | <b>10.5%</b> | <b>23.6%</b> | <b>16.3%</b> |
| <b>WI White</b>         | <b>33.1%</b> | <b>35.3%</b> | <b>36.6%</b> | <b>49.3%</b> |
| <b>WI Two or More</b>   | <b>20.6%</b> | <b>21.7%</b> | <b>23.5%</b> | <b>30.5%</b> |
| <b>Gap</b>              | <b>21.3%</b> | <b>13.6%</b> | <b>13.1%</b> | <b>18.8%</b> |

## ACT - Science - Grade 11 (Program Analysis)

1. We will **increase the percentage** of students **Meeting ACT Benchmarks of College Ready** in **grade 11** on the **ACT Assessment in Science** by **1%**.<sup>9</sup>
2. We score **at or above the statewide level** for **% Meeting Benchmark** in **grade 11** on the **ACT in Science**.<sup>10</sup>

| Grade Level             | 2020-21 AASD | 2020-21 Statewide | 2021-22 AASD | 2021-22 Statewide | 2022-23 AASD | 2022-23 Statewide | 2023-24 AASD | 2023-24 Statewide |
|-------------------------|--------------|-------------------|--------------|-------------------|--------------|-------------------|--------------|-------------------|
| <b>Grade 11 Science</b> | 25.8%        | 27.2%             | 28.1%        | 29.4%             | 28.3%        | 30.2%             | <b>30.7%</b> | 32.5%             |

## INFORMATION ONLY - Average Science Score on ACT

|                               | 2020-21 AASD | 2020-21 Statewide | 2021-22 AASD | 2021-22 Statewide | 2022-23 AASD | 2022-23 Statewide | 2023-24 AASD | 2023-24 Statewide |
|-------------------------------|--------------|-------------------|--------------|-------------------|--------------|-------------------|--------------|-------------------|
| <b>Grade 11 Science Score</b> | 19.3         | 19.7              | 19.8         | 19.8              | 20.0         | 20.0              | 19.7         | 19.9              |

<sup>9</sup> Indicated by highlight color, green = met, yellow = progressing, red = unmet.

<sup>10</sup> Indicated by cell border, green = at or above state, red = below state.

## Appendix A: SUPERINTENDENT Interpretation

- **Each student** shall mean all Full Academic Year (FAY) students enrolled 5K-12 in the Appleton Area School District. Every Student, Every Day.
- **Literate** shall mean the ability to read, write, speak, and listen in ways that will allow us to communicate effectively to a variety of different audiences and to make sense of the world.
- **Numerate** shall mean the ability to access, use and interpret and communicate mathematical information and ideas, to engage in and manage the mathematical demands of various situations in adult years. To be numerate is to confidently and effectively use mathematics to meet the everyday demands of life.
- **Able to integrate and apply** shall mean to combine what is learned in the classroom, whether it's theory or technique, with a solution to real-world problems.
- **Skills and competencies** shall mean combinations of knowledge, skills and attitudes that students develop and apply for successful learning, living and working. They emphasize aspects of learning that apply within and across all subject areas.
- **Academic disciplines** shall mean core academic subject areas. The content to be mastered by students in each of these areas is defined by the state and district learning standards.
- **Personal growth** shall mean how much academic progress a student has made between two points in time.
- **Personal achievement** shall mean individual performance based on the mastery of district adopted grade-level academic standards or from grade-level expectations on identified measures/assessments.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Higher order thinking skills of:**
  - **Knowledge** shall mean recognizing and recalling facts.
  - **Comprehension** shall mean understanding what facts mean.
  - **Application** shall mean using the facts, rules, concepts, and ideas.
  - **Analysis** shall mean breaking down information into component parts.
  - **Synthesis** shall mean the ability to put parts together to form a new whole.
  - **Evaluation** shall mean justifying the value of information and ideas.
  - **Creativity** shall mean the ability to produce new and original ideas, connections, and solutions to problems.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Science** shall mean the active process of inquiry to better understand subject matter and knowledge specifically associated with the physical, life, and earth sciences. Science also includes the understanding of the nature of science and the role of science in society and personal life.

### Indicators Used:

- **Forward Exam** – The Wisconsin state assessment for students in grades 3-8 in ELA and Mathematics; 4, 8, and 10 in Social Studies; and 4 and 8 in Science. The Science portion of the WI Forward Exam measures proficiency within the following domains:
  - Earth and Space Science
  - Engineering
  - Life Science
  - Physical Science
- **ACT Aspire** - nationally normed summative assessment that is used to highlight progress toward ACT College Readiness Standards and Benchmarks. ACT Aspire assesses student readiness in English,

math, reading, science and writing. ACT is taken once a year each spring. Data from the ACT Aspire arrives several months after the assessment is taken, and is used to clarify school-based measures related to the AASD Scorecard. This assessment is administered to students in grades 9-10 and assesses student understanding in:

- o Interpretation of Data
  - o Scientific Investigation
  - o Evaluation of Models, Inferences, and Experimental Results
- **ACT with Writing** - nationally normed summative assessment that consists of four multiple-choice tests: English, math, reading, and science; and a 30-minute essay test that measures writing skills. ACT results arrive several months after the assessment is taken, and are used to clarify school-based measures related to the AASD Scorecard. This assessment is administered to students in grade 11 and assesses student understanding in:
  - o Interpretation of Data
  - o Scientific Investigation
  - o Evaluation of Models, Inferences, and Experimental Results

## Appendix B: 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.
- **Criterion-referenced** - A criterion-referenced test is designed to measure a student's academic performance against some standard or criteria. This standard or criteria is predetermined before students begin the test. Schools or districts choose a standard, such as a percent of items answered correctly or a state test benchmark, as the criteria for the test. The student's score then shows the progress they have made toward the agreed-upon standard—if they fall short, they must continue to work toward the standard.
- **Identified Demographic Groups**
  - EL (English Learners)
  - Not EL (All other students who are not English Learners)
  - SWD (Students with Disabilities)
  - SWOD (Students without Disabilities)
  - Black
  - White
- **WI Forward Exam Ranges:**
  - **Advanced** – Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
  - **Proficient** – Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
  - **Basic** – Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
  - **Below Basic** – Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
- **ACT Aspire Science Score** - The averages of the scores from the Interpretation of Data, Scientific Investigations, and Evaluation of Models, Inferences, and Experimental Results portions of the ACT Aspire test
- **ACT with Writing Science Score** - The averages of the scores from the Interpretation of Data, Scientific Investigations, and Evaluation of Models, Inferences, and Experimental Results portions of the ACT Aspire test
- **ACT with Writing Performance Level Scale Scores for Science**
  - **Below Basic** – 1-17
  - **Basic** – 18-22
  - **Proficient** – 23-27
  - **Advanced** – 28-36
- **ACT Aspire College Readiness Benchmarks Reporting Categories for Science**
  - **In Need of Support** – 1-17
  - **Close** – 18-22
  - **Ready** – 23-27
  - **Exceeding** – 28-36
- **ACT Aspire College Readiness Benchmark for Science** - Students who achieve this score on the ACT Science Test have a 50% likelihood of achieving a B or better in a first-year Biology course at a typical college
- **Gaps** - The disparity in academic performance between groups of students
- **FAY** - Full academic year of enrollment. This is specific to students with "continuous enrollment beginning within the first ten days of the school year without an enrollment lapse of ten or

more consecutive days.

- **Program Analysis** - Examines longitudinal data for the same grade level over a period of time.

Example:

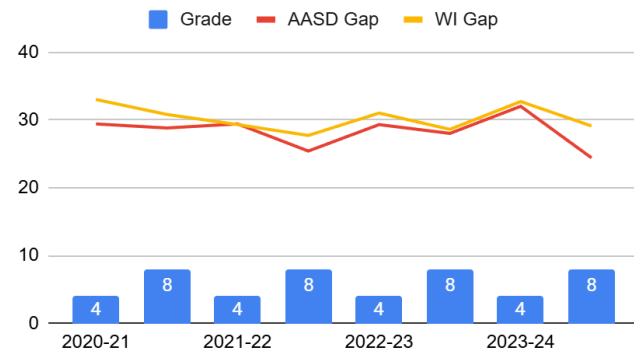
|                | 2020-21<br>% Students Scoring On or<br>Above Grade Level<br>(Mid-year or Above) | 2021-22<br>% Students Scoring On or<br>Above Grade Level<br>(Mid-year or Above) | 2022-23<br>% Students Scoring On or<br>Above Grade Level<br>(Mid-year or Above) |
|----------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <b>Grade 1</b> | 44%                                                                             | 44%                                                                             | 50%                                                                             |



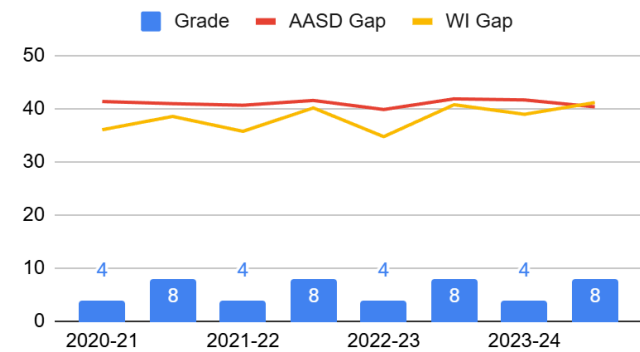
## Appendix B: Illustration of Data

### Forward Gaps (Grades 4 & 8)

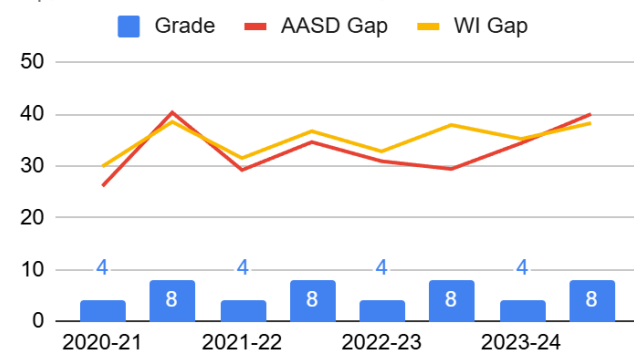
Gap, Forward: Economically Disadvantage, AASD vs State



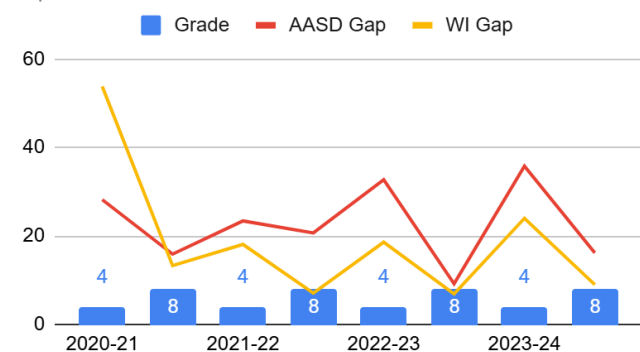
Gap, Forward: English Learner Students, AASD vs State



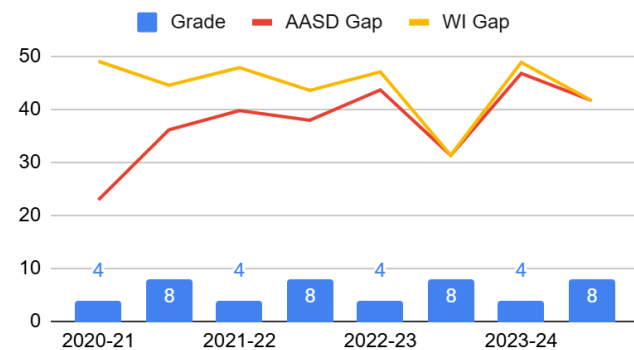
Gap, Forward: Students w/ Disabilities, AASD vs. State



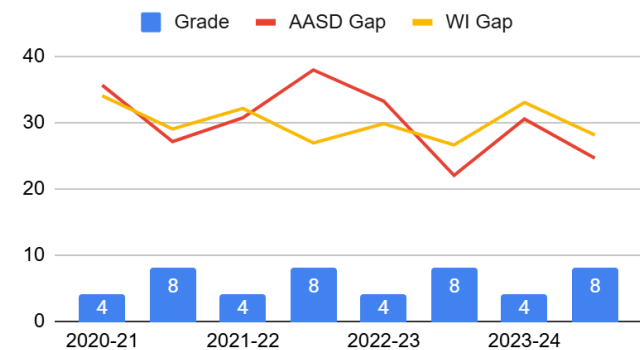
Gap, Forward: Asian Students, AASD vs. State



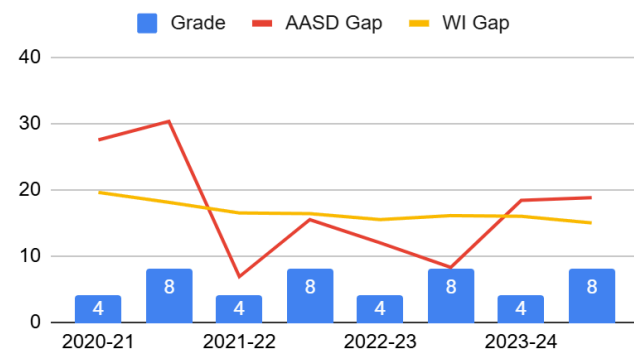
Gap, Forward: Black Students, AASD vs. State



Gap, Forward: Hispanic Students, AASD vs. State

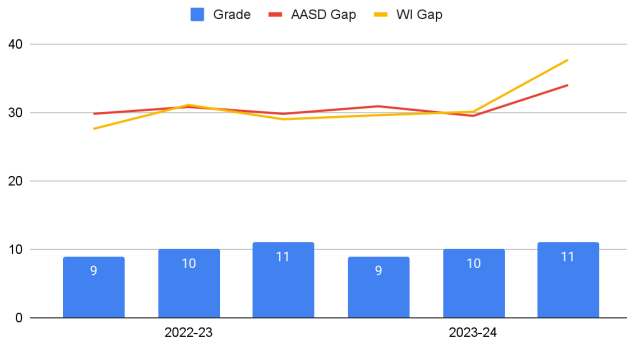


Gap, Forward: Two or More Ethnicities Students, AASD vs. State

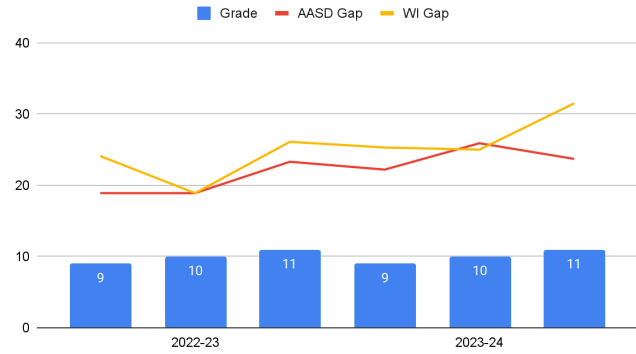


## ACT Gap Data (Pre-Act 9, 10 & ACT 11)

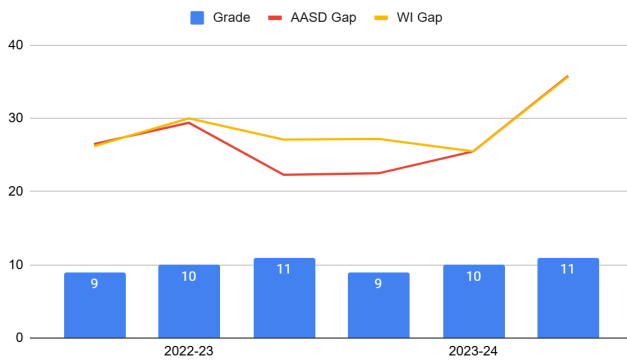
Gap ACT: English Learners, AASD vs. State



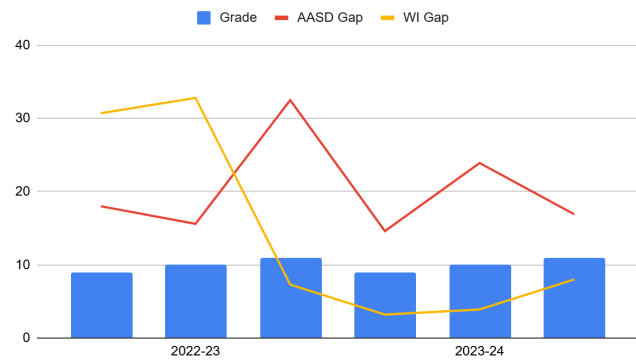
Gap, ACT: Economically Disadvantaged Students, AASD vs. State



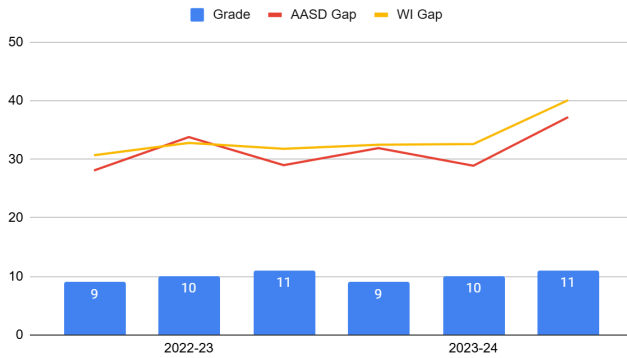
Gap, ACT: Students w/ Disabilities, AASD vs. State



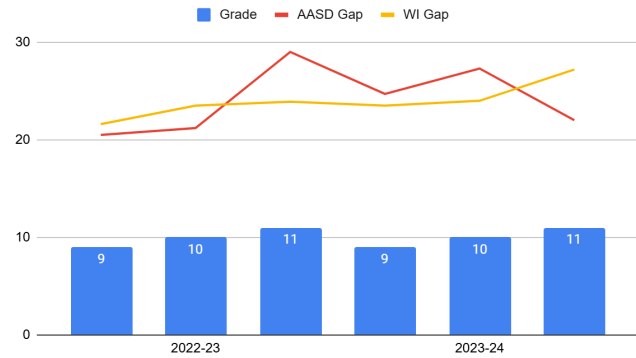
Gap, ACT: Asian students, AASD vs. State



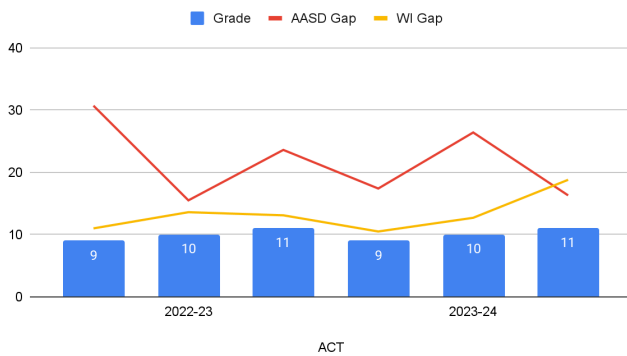
Gap, ACT: Black students, AASD vs. State



Gap, ACT: Hispanic students, AASD vs. State



Gap, ACT: Two or More Ethnicities, AASD vs. State



ACT



**2024-2025**  
**R-2.1.3 & R-2.1.4**  
**Science and Social Studies Results**



# Science

## Monitoring Areas: Forward, Grades 4 & 8

- Programwide, we made progress in increasing percentage of proficient/ advanced
  - Grade 4 met goal in program analysis, yet trailed the State by 0.6% (closing in on State)
  - Grade 8 made progress toward the goal in program analysis, yet trailed the State by 2.6%.
- Areas monitored were mostly gap areas
- Based on what was monitored, we failed to make reasonable progress



# Forward

## Forward Gap Areas, Grades 4 & 8: EconD, EL & SWD

- EL gap goals unmet, some progress grade 8 EL
  - Comparable to State
- EconD gap better than State, 4 & 8
  - EconD gap goals unmet
- SWD gap goals unmet
  - Gap better than State at grade 4, worse at grade 8



# Forward

## Forward Gap Areas, Grades 4 & 8: Students of Color

- Asian gap goal unmet, gap larger than State
- Black gap goal unmet, gap smaller in 4, same in 8 vs. State
- Hispanic gap goal, progress grade 4, unmet grade 8, gap less than the State
- Two or More Ethnicities gap goal unmet, gap larger than the State



# ACT

## Program Analysis

- Grade 9, goal unmet, performance exceeds State (0.3%)
- Grade 10, goal progressing, performance less than State (1.0%)
- Grade 11, goal met, performance less than State (1.8%)



# ACT

## Gap Analysis: EconD, EL, SWD

- EconD, unmet, gap less than State grade 9, greater grade 10
- EL, unmet grade 9, progressing grade 10, great than State grade 9, less than State grade 10
- SWD met gap goals at 9 & 10 and had less of a gap than the state; at grade 11, we did not meet goals and had a greater gap than the state



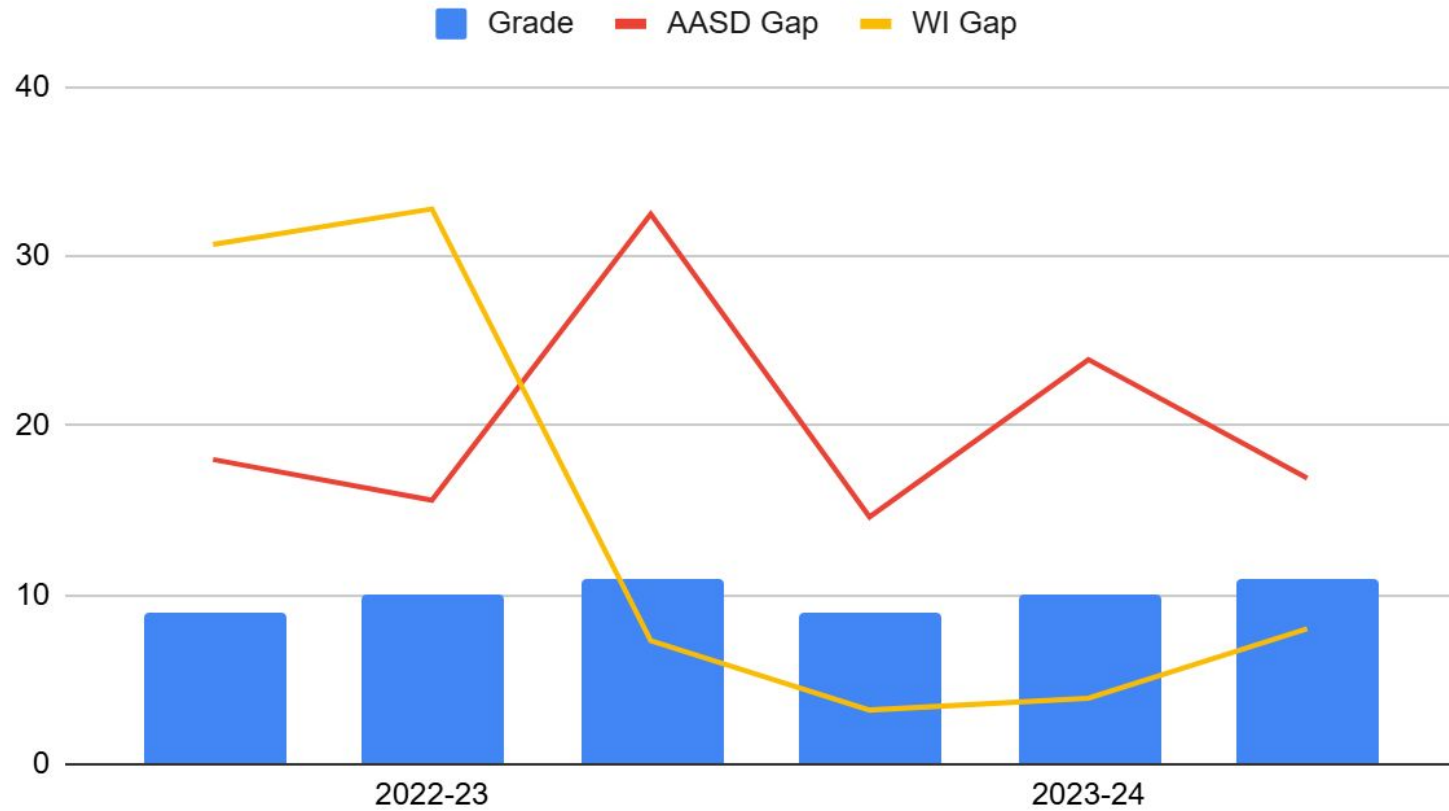
# ACT

## ACT Gap Areas: Students of Color

- Asian gap goal met 9 & 11, unmet at 10; gap larger than State 9, 10 & 11
- Black gap goal met 10, unmet 9 & 11; gap smaller than State 9, 10 & 11
- Hispanic gap goal met 11, unmet 9 & 10; gap larger than the State 9 & 10, smaller than State 11
- Two or More Ethnicities gap goal met 9 & 11, gap larger than State 9 & 10, less than the State 11



Gap, ACT: Asian students, AASD vs. State



# Action Steps: Science

- New STEM Director has been analyzing curriculum and working w/ CSS
  - Significant concerns at MS with scope and sequence and “spiral” approach not supporting student growth
  - Only area in MS not growing
  - New materials adoption gives us an opportunity to correct this
    - Recommend specific content approach which will get at the desired spiraling outcomes



# Social Studies

## Notes about Document Based Questions

- Reading and writing intensive
- District common assessment, not a State or Federal standardized and normed test
- Classroom grade
- Transferable skills we want for our students
  - Analyzing primary source documents
  - Synthesizing information to defend a claim
  - Writing and reading



# DBQ Data: Program Analysis

- Goals met at grades 8 & 9, not at 10 & 11
  - Dealing with the 80% gold standard, program, not cohort
    - Grade 9 cohort actually improved



# DBQ

## Gap Analysis: EconD, EL, SWD

- EconD, met at grades 8 & 9, unmet at grades 10 & 11, though the 10th grade cohort improved from 66.3% to 75.4%
- EL, met at grades 8, 9 & 11 unmet at grade 10, though the 10th grade cohort improved from 68.1% to 72.7%
  - Celebration: 11th grade EL outperformed non-EL
- SWD met gap goals at 11, progressing in grades 9 & 10, unmet for grade 8; although we met the goal for grade 11, that cohort went down from 72.4% to 65.2%



# DBQ

## DBQ Gap Areas: Students of Color

- Asian gap goal grade 8, surpassing white student performance; goal unmet grades 9 & 10 and progressing at grade 11.
- Black gap goal met 8, 9 & 10, unmet 11, though as a cohort, they improved from 59.2% to 64%
- Hispanic gap goal met 8 & 9, progressing at 11, unmet at 10;
- Two or More Ethnicities gap goal met 8, unmet 9, 10 & 11; cohort growth 9 to 10 but went down from 10 to 11



# Forward

## Forward Program Analysis, Grades 4, 8 & 10

- Grade 4: progressing & similar to State
- Grade 8: met goal & similar to State
- Grade 10: did not meet goal; better than State



# Forward

## Forward Gap Areas, Grades 4, 8 & 10: EconD, EL & SWD

- EconD gap goal met, grade 8, unmet 4 & 10
  - EconD gap larger than State 4 & 10, lower at 8
- EL gap goals unmet 4 & 8, progressing 10
  - Same as State 8 & 10, greater at grade 4
- SWD gap goals met grade 10, unmet grades 4 & 8
  - Gap greater than State at grades 4 & 8, smaller at grade 10



# Forward

## Forward Gap Areas, Grades 4, 8 & 10: Students of Color

- Asian gap goal unmet; gap larger than State
- Black gap goal unmet grade 4, 8, progressing 11; gap smaller than State in 4 & 10, larger in 8
- Hispanic gap goal, met grade 8, progressing 8, unmet 10; gap less than the State 4 & 8, larger in 10
- Two or More Ethnicities met grade 8, progressing 4, unmet 10; gap less than State 4, 8, larger in 10

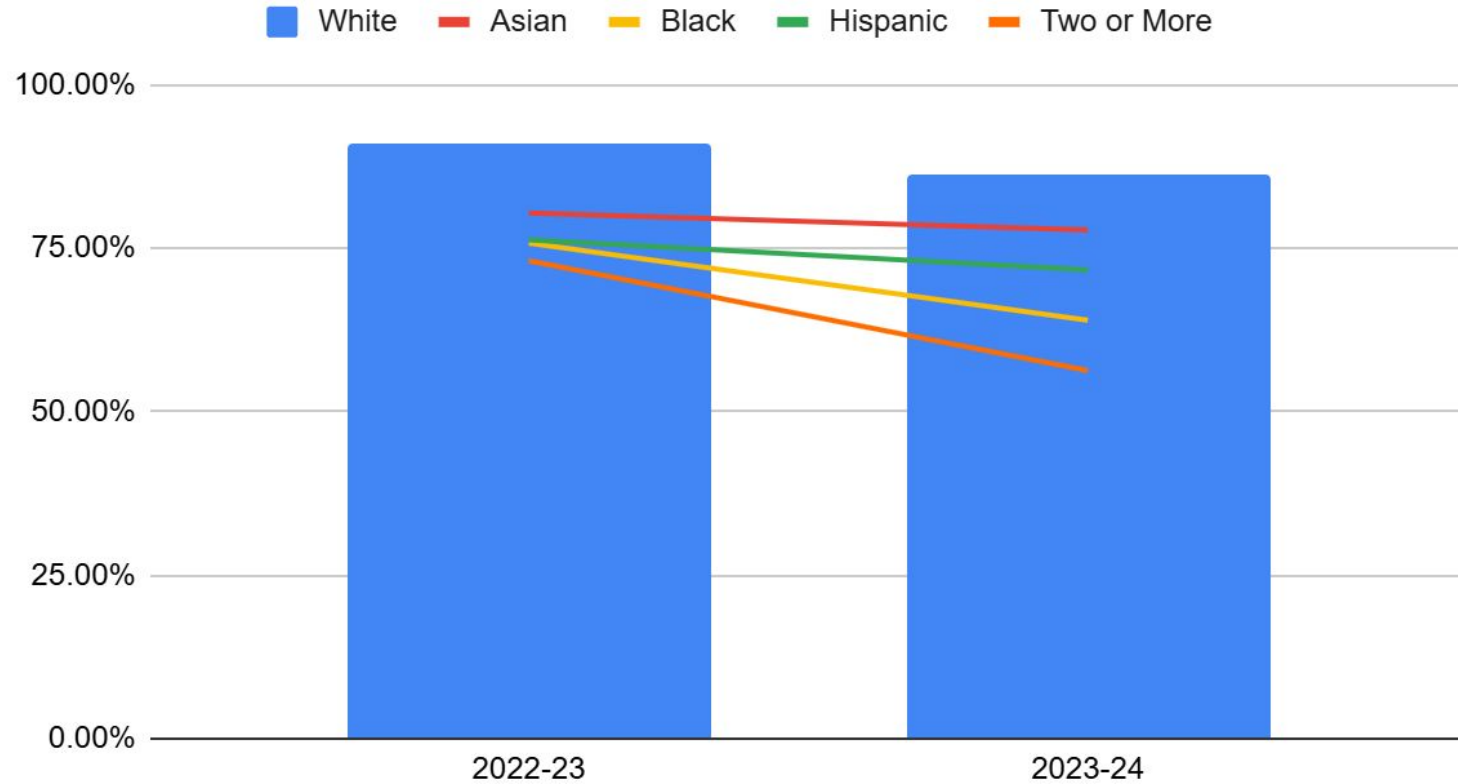


# Action Steps: Social Studies

- Collect more data, monitor for trends, especially in DBQ
  - Grade 11 trending down in DBQ, all ethnicities (slide 18)
- Continue to monitor and find ways to support our Asian population (slide 19)
- Continue literacy efforts across district

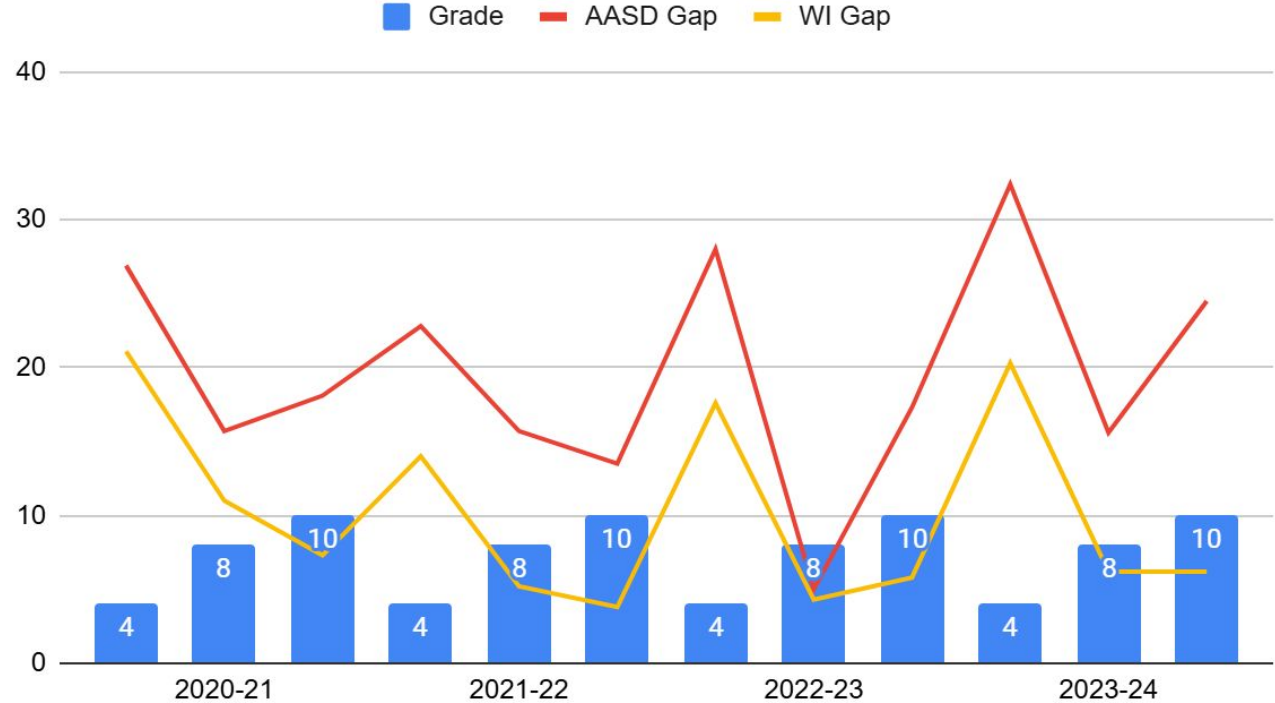


## DBQ Gap Chart: Grade 11



# Forward

Gap: Asian students, AASD Gap and WI Gap



Success for  
Every Student,  
Every Day



**Appleton Area School District  
Results Monitoring Report  
R-2.1.4 Civics & Social Studies**

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**SUPERINTENDENT CERTIFICATION:**

With respect to Results Policy 2.1.4 Civics & Social Studies, 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): (See Evidence section)**

☐ **Failing to make Reasonable Progress**

Reasonable progress has been determined based on the preponderance of evidence, including a tabulation of all goals achieved and goals where we are making progress; comparison to State average scores where we exceeded the state and/ or where we narrowed our gap with the State. Our social studies data relies heavily on Document Based Question (DBQ) data, a skill we feel transfers well beyond the school years. Goals established for monitoring for social studies rely heavily on gap scores, and we are seeing largely positive trends in our DBQ gap scores. Sophomore Forward scores may need to be considered as a valid monitoring point.

 = indicator achieved (25)

 = indicator not achieved as outcome remained the same as the year before or improved but not to the desired level (13)

 = indicator not achieved as the outcome was lower than the year before (38)

**Executive Summary/Analysis:**

The data in this report summarizes District progress in providing instructional programming intended to support students in their personal growth and achievement in Social Studies. Monitoring of data provides the Board assurance that students are guaranteed a curriculum with increasingly challenging levels of complexity and allows student opportunities for demonstrating the higher-order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity. In addition, the data monitored supports the District's Continuous School Improvement Process.

As a Social Studies department, the skills that are both instructed and assessed throughout all of the Secondary grade levels center around inquiry. Building upon prior knowledge, the teachers guide students through a process of inquiry: analyzing documents, making connections, stating a claim and writing their argumentation using the evidence from the documents. This is a lifelong and transferable skill that students can use in their other courses. Although the course content may be different and the rigor will increase, as students have many course options after their Freshman Civics course, the expectations within the inquiry process are the same.

## DBQ Results

At the program level, it should be noted that we are above 80% mastery in each grade level. The recommendation moving forward would be to maintain those levels of mastery. Of note, based on last year's goal of improving scores by 1%, students at grades 8 and 9 met this goal. Students at grade 10 missed the goal by 1.2% and students at grade 11 missed the goal by 6.5%.

We also established a goal of decreasing the percentage of students scoring "Beginning" by 3% at each grade level. Based on the established goal, we met the goals for grade 9 and 10, and failed to meet the goal for grades 8 and 11. The largest percentage of students receiving "Beginning" is at grade 11 this year, with a 15.4%, up from 11.6% for the cohort from their sophomore year. The other three grade levels have less than 10% of students scoring "Beginning." Moving forward, administration recommends maintaining a goal for students scoring "Beginning" at less than 10%, which is below Response to Intervention guidelines of 15-20%.

We also monitored gaps for several areas, including economically disadvantaged students, English Learner (EL) students, students with disabilities, and students of color. We made progress in decreasing those gaps in all monitored student groups except for students with two or more ethnicities. Further monitoring of this group is in order.

## WI Forward Results

At the program level, there was an observed increase in the percentage of 4th and 8th grade students "Proficient" on the WI Forward Exam compared to 2022-23 results. At the 10th grade level, there was a decrease in the percentage of students scoring "Proficient." Similar to the statewide results, there was a slight decrease in the percentage of AASD students in 4th and 8th scoring Below Basic in Social Studies and an increase in students scoring below basic at grade 10.

As with our DBQ, we monitored gaps on the Forward assessment for several areas, including economically disadvantaged students, English Learner (EL) students, students with disabilities, and students of color. Gaps for our Hispanic students and students with two or more ethnicities showed overall improvement, while in all other monitored groups, gaps persist.

## **Additional Context/Next Steps:**

Since administering the spring DBQ in 2022, many decisions were made moving forward to ensure that we are implementing and administering the assessment with fidelity. Both the Middle School and High School Curriculum Support Specialists worked to help audit 11 standards-based Social Studies courses. All Social Studies courses (except Advanced Placement or Dual Credit courses) are using the same grading categories, and have identified three common DBQ assessments to be administered during a six-week window in the fall, winter and spring. As defined by the AASD, all common assessments will be:

- a) used by all teachers, for all students,
- b) created by district SBC course development teams,
- c) aligned to the same task and format,
- d) aligned to the same standards,
- e) meeting grade level rigor,

- f) assessed on the same rubric, and
- g) supported by the same resource.

In year two (2023-24), district professional learning communities (PLCs) calibrated and determined common testing conditions and altering sources for student needs. We have moved in the right direction for consistency in administering the assessment, evaluating, and giving feedback in an equitable manner, and overall results of the transferable skill of analyzing information, making a claim, and supporting that claim are hitting over 80%, a gold standard in education.

Literacy remains the key component of student success in social studies, and efforts in place at our elementary schools will pay future dividends. Furthermore, we have a literacy intervention system, Lexia, in place at the middle level which should help with student success, and schools at the secondary level have been working on implementing Sheltered Instruction Observation Protocol (SIOP), a framework that supports improved literacy for all students.

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

### **BOARD ACTION:**

With respect to Results Policy 2.1.4 Civics & Social Studies, the Board finds that the organization is:

\_\_\_\_\_ **Making Reasonable Progress**

\_\_\_\_\_ **Making Reasonable Progress with noted exception(s):**

\_\_\_\_\_ **Failing to make Reasonable Progress**

**Summary Statements of the Board, if any:**

\_\_\_\_\_  
\_\_\_\_\_

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

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

## **R-2.3 Results Policy: Academic Performance**

Each student will be literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines.

2.1 Each student will demonstrate 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:

2.1.4 Civics & Social Studies

SUPERINTENDENT Evidence of Reasonable Progress:

### AASD DBQ Assessment - Social Studies - Grades 8-11 (Program Analysis)

We will **increase the percentage** of students **scoring Competent/Mastery** in **grades 8-11** on the **AASD DBQ Assessment by 1%**.

| Grade Level/<br>Course(s) (Emphasis)                                                                                                    | 2022-23<br>(Baseline) | 2023-24<br>% Competent/Mastery |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------------|
| Grade 8<br>U.S. History (History)                                                                                                       | 84.6%                 | 90.9%                          |
| Grade 9<br>Civics (Civics, History)                                                                                                     | 79.9%                 | 88.6%                          |
| Grade 10<br>Global Studies (Geography,<br>History)<br>World History & AP World History<br>(History)<br>Humanities (Behavioral Sciences) | 84.6%                 | 84.4%                          |
| Grade 11<br>American Studies (History,<br>Behavioral Sciences)<br>U.S. History & AP U.S. History<br>(History)                           | 86.1%                 | 80.6%                          |

We will **decrease the percentage** of students **scoring Beginning** in **grades 8-11** on the **AASD DBQ Assessment by 3%**.

| Grade Level/<br>Course(s) (Emphasis)   | 2022-23<br>(Baseline) | 2023-24<br>% Beginning |
|----------------------------------------|-----------------------|------------------------|
| Grade 8<br>U.S. History (History)      | 3.9%                  | 5.8%                   |
| Grade 9<br>Civics (Civics, History)    | 11.6%                 | 6.4%                   |
| Grade 10<br>Global Studies (Geography, | 11.6%                 | 9.9%                   |

|                                                                                                               |      |       |
|---------------------------------------------------------------------------------------------------------------|------|-------|
| History)<br>World History & AP World History<br>(History)<br>Humanities (Behavioral Sciences)                 |      |       |
| Grade 11<br>American Studies (History,<br>Behavioral Sciences)<br>U.S. History & AP U.S. History<br>(History) | 8.5% | 15.4% |

### AASD DBQ Assessment Gap Analysis Economically Disadvantaged

We will reduce gaps in students scoring Competent and Mastery within identified demographic groups in grades 8-11 on the AASD DBQ Assessment by 3%.

|                            | 2022-23 | 2023-24 |
|----------------------------|---------|---------|
| AASD Non-EconD<br>Grade 8  | 92.4%   | 95.3%   |
| AASD EconD<br>Grade 8      | 75.7%   | 85.7%   |
| Gap                        | 16.7%   | 8.6%    |
| AASD Non-EconD<br>Grade 9  | 87.2%   | 94.5%   |
| AASD EconD<br>Grade 9      | 66.3%   | 80.6%   |
| Gap                        | 20.9    | 13.9%   |
| AASD Non-EconD<br>Grade 10 | 88.6%   | 91.3%   |
| AASD EconD<br>Grade 10     | 75%     | 75.4%   |
| Gap                        | 13.6%   | 15.9%   |
| AASD Non-EconD<br>Grade 11 | 90.8%   | 87%     |
| AASD EconD<br>Grade 11     | 76.1%   | 70.0%   |
| Gap                        | 14.7    | 17%     |

We will reduce gaps in students scoring Competent and Mastery within identified demographic groups in grades 8-11 on the AASD DBQ Assessment by 3%.

|                        | 2022-23 | 2023-24 |
|------------------------|---------|---------|
| AASD Non-EL<br>Grade 8 | 87.8%   | 91.1%   |
| AASD EL<br>Grade 8     | 71.7%   | 89.1%   |
| Gap                    | 16.1%   | 2%      |
| AASD Non-EL<br>Grade 9 | 81.3%   | 89.6%   |
| AASD EL<br>Grade 9     | 68.1%   | 80%     |

|                         |       |       |
|-------------------------|-------|-------|
| Gap                     | 13.2% | 9.6%  |
| AASD Non-EL<br>Grade 10 | 85.3% | 85.9% |
| AASD EL<br>Grade 10     | 76.6% | 72.7% |
| Gap                     | 8.7%  | 13.2% |
| AASD Non-EL<br>Grade 11 | 88.1% | 80.6% |
| AASD EL<br>Grade 11     | 61.5% | 81.1% |
| Gap                     | 26.6% | -0.5% |

#### AASD DBQ Assessment Gap Analysis ELAASD DBQ Assessment Gap Analysis SWD

We will reduce gaps in students scoring Competent and Mastery within identified demographic groups in grades 8-11 on the AASD DBQ Assessment by 3%.

|                       | 2022-23 | 2023-24 |
|-----------------------|---------|---------|
| AASD SWOD<br>Grade 8  | 88.8%   | 93.6%   |
| AASD SWD<br>Grade 8   | 77%     | 80.2%   |
| Gap                   | 11.8%   | 13.4%   |
| AASD SWOD<br>Grade 9  | 82.4%   | 91.1%   |
| AASD SWD<br>Grade 9   | 69.6%   | 78.4%   |
| Gap                   | 12.8%   | 12.7%   |
| AASD SWOD<br>Grade 10 | 87%     | 86.4%   |
| AASD SWD<br>Grade 10  | 72.4%   | 74.4%   |
| Gap                   | 14.6%   | 12.0%   |
| AASD SWOD<br>Grade 11 | 90.6%   | 83.8%   |
| AASD SWD<br>Grade 11  | 66.7%   | 65.2%   |
| Gap                   | 23.9%   | 18.6%   |

#### AASD DBQ Assessment Gap Analysis Asian

We will reduce gaps in students scoring Competent and Mastery within identified demographic groups in grades 8-11 on the AASD DBQ Assessment by 3%.

|                       | 2022-23 | 2023-24 |
|-----------------------|---------|---------|
| AASD White<br>Grade 8 | 90.7%   | 92.6%   |
| AASD Asian<br>Grade 8 | 91.4%   | 96.1%   |
| Gap                   | -0.7%   | -3.5%   |
| AASD White<br>Grade 9 | 84.3%   | 93.5%   |
| AASD Asian<br>Grade 9 | 83.8%   | 84.8%   |
| Gap                   | 0.5%    | 8.7%    |

|                                |       |       |
|--------------------------------|-------|-------|
| <b>AASD White<br/>Grade 10</b> | 87.3% | 89.1% |
| <b>AASD Asian<br/>Grade 10</b> | 86.8% | 85.2% |
| <b>Gap</b>                     | 0.5%  | 3.9%  |
| <b>AASD White<br/>Grade 11</b> | 91.1% | 86.2% |
| <b>AASD Asian<br/>Grade 11</b> | 80.4% | 77.8% |
| <b>Gap</b>                     | 10.7% | 8.4%  |

### AASD DBQ Assessment Gap Analysis Black

We will reduce gaps in students scoring Competent and Mastery within identified demographic groups in grades 8-11 on the AASD DBQ Assessment by 3%.

|                                | 2022-23 | 2023-24 |
|--------------------------------|---------|---------|
| <b>AASD White<br/>Grade 8</b>  | 90.7%   | 92.6%   |
| <b>AASD Black<br/>Grade 8</b>  | 70%     | 86.7%   |
| <b>Gap</b>                     | 20.7%   | 5.9%    |
| <b>AASD White<br/>Grade 9</b>  | 84.3%   | 93.5%   |
| <b>AASD Black<br/>Grade 9</b>  | 59.1%   | 72.7%   |
| <b>Gap</b>                     | 25.2%   | 20.8%   |
| <b>AASD White<br/>Grade 10</b> | 87.3%   | 89.1%   |
| <b>AASD Black<br/>Grade 10</b> | 59.2%   | 69.4%   |
| <b>Gap</b>                     | 28.1%   | 19.7%   |
| <b>AASD White<br/>Grade 11</b> | 91.1%   | 86.2%   |
| <b>AASD Black<br/>Grade 11</b> | 75.8%   | 64%     |
| <b>Gap</b>                     | 15.3%   | 22.2%   |

### AASD DBQ Assessment Gap Analysis Hispanic

We will reduce gaps in students scoring Competent and Mastery within identified demographic groups in grades 8-11 on the AASD DBQ Assessment by 3%.

|                                  | 2022-23 | 2023-24 |
|----------------------------------|---------|---------|
| <b>AASD White<br/>Grade 8</b>    | 90.7%   | 92.6%   |
| <b>AASD Hispanic<br/>Grade 8</b> | 66.3%   | 83.7%   |
| <b>Gap</b>                       | 24.4%   | 8.9%    |
| <b>AASD White<br/>Grade 9</b>    | 84.3%   | 93.5%   |
| <b>AASD Hispanic<br/>Grade 9</b> | 67.6%   | 82.2%   |
| <b>Gap</b>                       | 16.7%   | 11.3%   |
| <b>AASD White</b>                | 87.3%   | 89.1%   |

|                               |       |       |
|-------------------------------|-------|-------|
| <b>Grade 10</b>               |       |       |
| <b>AASD Hispanic Grade 10</b> | 78.5% | 69.4% |
| <b>Gap</b>                    | 8.8%  | 19.7% |
| <b>AASD White Grade 11</b>    | 91.1% | 86.2% |
| <b>AASD Hispanic Grade 11</b> | 76.3% | 71.7% |
| <b>Gap</b>                    | 14.8% | 14.5% |

### AASD DBQ Assessment Gap Analysis Two or More Races

We will **reduce gaps in students scoring Competent and Mastery** within **identified demographic groups in grades 8-11** on the **AASD DBQ Assessment by 3%**.

|                                  | 2022-23 | 2023-24 |
|----------------------------------|---------|---------|
| <b>AASD White Grade 8</b>        | 90.7%   | 92.6%   |
| <b>AASD Two or More Grade 8</b>  | 78.3%   | 85%     |
| <b>Gap</b>                       | 12.4%   | 7.6%    |
| <b>AASD White Grade 9</b>        | 84.3%   | 93.5%   |
| <b>AASD Two or More Grade 9</b>  | 65.7%   | 71.7%   |
| <b>Gap</b>                       | 18.6%   | 21.8%   |
| <b>AASD White Grade 10</b>       | 87.3%   | 89.1%   |
| <b>AASD Two or More Grade 10</b> | 90%     | 76.7%   |
| <b>Gap</b>                       | -2.7%   | 12.4%   |
| <b>AASD White Grade 11</b>       | 91.1%   | 86.2%   |
| <b>AASD Two or More Grade 11</b> | 73.1%   | 56.3%   |
| <b>Gap</b>                       | 18.0%   | 29.9%   |

### Forward Social Studies

#### Forward - Social Studies - Grades 4, 8 & 10 (Program Analysis)

1. We will **increase the percentage** of students **scoring Proficient** in **grades 4, 8, and 10** on the **WI Forward Exam in Social Studies by 1%**.
2. We will **score at or above the statewide level** for **Proficient** in **grades 4-8** on the **WI Forward Exam in Social Studies**.

|                 | 2020-21<br>AASD | 2020-21<br>Statewide | 2021-22<br>AASD | 2021-22<br>Statewide | 2022-23<br>AASD | 2022-23<br>Statewide | 2023-24<br>AASD | 2023-24<br>Statewide |
|-----------------|-----------------|----------------------|-----------------|----------------------|-----------------|----------------------|-----------------|----------------------|
| <b>Grade 4</b>  | 39.9%           | 44.0%                | 59.6%           | 59.3%                | 59.0%           | 59.7%                | 64.1%           | 63.0%                |
| <b>Grade 8</b>  | 37.0%           | 41.9%                | 52.4%           | 57.7%                | 52.9%           | 58.5%                | 60.0%           | 60.6%                |
| <b>Grade 10</b> | 39.0%           | 37.3%                | 41.2%           | 44.7%                | 44.2%           | 44.5%                | 37.7%           | 43.0%                |

We will **reduce the percentage** of students **scoring Below Basic** in **grades 4, 8, and 10** on the **WI Forward Exam in Social Studies** by **3%**.

|                 | 2020-21<br>AASD | 2020-21<br>Statewide | 2021-22<br>AASD | 2021-22<br>Statewide | 2022-23<br>AASD | 2022-23<br>Statewide | 2023-24<br>AASD | 2023-24<br>Statewide |
|-----------------|-----------------|----------------------|-----------------|----------------------|-----------------|----------------------|-----------------|----------------------|
| <b>Grade 4</b>  | 30.1%           | 22.9%                | 16.2%           | 19.1%                | 16.6%           | 19.3%                | 17.6%           | 17.4%                |
| <b>Grade 8</b>  | 28.9%           | 19.6%                | 19.2%           | 17.6%                | 22.1%           | 18.3%                | 16.0%           | 16.1%                |
| <b>Grade 10</b> | 20.9%           | 21.4%                | 23.8%           | 22.3%                | 25.4%           | 24.4%                | 29.8%           | 26.0%                |

## WI Forward - Social Studies- Grades 4, 8 & 10 Gap Reduction<sup>1</sup>

### WI Forward - Social Studies- Grades 4, 8 & 10 Gap Analysis Economically Disadvantaged

We will **reduce gaps** in students **scoring Proficient** within **identified demographic groups** in **grades 4, 8 & 10** on the **WI Forward Exam in Science** by **3%**.

|                                          | 2020-21           | 2021-22           | 2022-23           | 2023-24           |
|------------------------------------------|-------------------|-------------------|-------------------|-------------------|
| <b>AASD Non-EconD<br/>4th/ 8th/ 10th</b> | 53.2%/52.6%/49.8% | 70.5%/65.1%/50.2% | 71.4%/65.9%/52.9% | 79.6%/72.0%/49.8% |
| <b>AASD EconD<br/>4th/ 8th/ 10th</b>     | 24.9%/25.3%/23.0% | 45.6%/43.7%/28.5% | 43.2%/35.5%/30.3% | 47.6%/45.4%/22.7% |
| <b>Gap<br/>4th/8th</b>                   | 28.3%/27.3%/26.8% | 24.9%21.4%/21.7%  | 28.2%/30.4%/22.6% | 32.0%/26.6%/27.1% |
| <b>WI Non-EconD<br/>4th/ 8th/ 10th</b>   | 57.8%/54.0%/47.6% | 71.3%/68.5%/54.3% | 72.9%/70.2%/55.1% | 76.7%/72.3%/53.5% |
| <b>WI EconD<br/>4th/ 8th/ 10th</b>       | 25.2%/24.0%/19.0% | 42.2%/41.2%/27.5% | 41.9%/41.6%/27.0% | 45.6%/44.2%/26.5% |
| <b>Gap<br/>4th/ 8th/ 10th</b>            | 32.6%/30.0%/28.6% | 29.1%/27.3%/26.8% | 31.0%/28.6%/28.1% | 31.1%/28.1%/27.0% |

### WI Forward - Social Studies- Grades 4, 8 & 10 Gap Analysis EL

We will **reduce gaps** in students **scoring Proficient** within **identified demographic groups** in **grades 4, 8 & 10** on the **WI Forward Exam in Science** by **3%**.

|                                       | 2020-21           | 2021-22            | 2022-23           | 2023-24           |
|---------------------------------------|-------------------|--------------------|-------------------|-------------------|
| <b>AASD Non-EL<br/>4th/ 8th/ 10th</b> | 45.1%/45.3%/41.7% | 64.4%/60.1%/44.3%  | 64.2%/56.0%/47.7% | 70.5%/64.5%/41.3% |
| <b>AASD EL<br/>4th/ 8th/ 10th</b>     | 8.4%/3.8%/2.5%    | 22.4%/20.7%/1.3%   | 27.6%/18.5%/6.4%  | 28.5%/17.5%/6.4%  |
| <b>Gap<br/>4th/8th/ 10th</b>          | 36.7%/41.5%/39.2% | 42.0%/ 39.4%/43.0% | 41.3%/37.5%/41.3% | 42.0%/42.6%/39.5% |
| <b>WI Non-EL<br/>4th/ 8th/ 10th</b>   | 46.8%/44%/38.8%   | 62.1%/60.1%/46.6%  | 62.4%/60.9%/46.6% | 66.0%/63.4%/45.2% |
| <b>WI EL<br/>4th/ 8th/ 10th</b>       | 13.7%/6.4%/2.4%   | 29.3%/18.0%/5.6%   | 29.3%/18.8%/7.5%  | 30.7%/20.8%/5.7%  |
| <b>Gap<br/>4th/ 8th/ 10th</b>         | 33.1%/37.6%/36.4% | 32.8%/42.1%/41.0%  | 33.1%/42.1%/39.1% | 35.3%/42.6%39.5%  |

<sup>1</sup> Cells for FORWARD Gap Reduction coded as follows: Green outline = gap lower than State gap; Red outline = gap greater than State gap.

## WI Forward - Social Studies- Grades 4, 8 & 10 Gap Analysis SWD

| We will reduce gaps in students scoring Proficient within identified demographic groups in grades 4, 8 & 10 on the WI Forward Exam in Science by 3%. |                   |                   |                   |                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|-------------------|-------------------|
|                                                                                                                                                      | 2020-21           | 2021-22           | 2022-23           | 2023-24           |
| <b>AASD SWOD</b><br>4th/ 8th/ 10th                                                                                                                   | 44.3%/47.3%/43.9% | 64.2%/60.8%/46.9% | 65.1%/58.6%/49.5% | 71.0%/67.0%/41.0% |
| <b>AASD SWD</b><br>4th/ 8th/ 10th                                                                                                                    | 19.7%/8.4%/9.6%   | 33.5%/24.2%/12.0% | 28.4%/23.5%/12.1% | 31.2%/19.5%/15.6% |
| <b>Gap</b><br>4th/8th/10th                                                                                                                           | 24.6%/38.9%/34.3% | 30.7%/36.6%/34.9% | 36.7%/35.1%/37.4% | 39.8%/47.5%/25.4% |
| <b>WI SWOD</b><br>4th/ 8th/ 10th                                                                                                                     | 48.2%/46.3%/41.1% | 64.5%/62.9%/49.0% | 64.9%/64.3%/49.0% | 69.1%/66.4%/47.1% |
| <b>WI SWD</b><br>4th/ 8th/ 10th                                                                                                                      | 19.0%/11.7%/9.4%  | 28.9%/20.4%/11.8% | 29.8%/20.0%/11.9% | 31.1%/22.0%/11.6% |
| <b>Gap</b><br>4th/ 8th/ 10th                                                                                                                         | 29.2%/34.6%/31.7% | 35.6%/42.5%/37.1% | 35.1%/44.3%/37.1% | 38%/44.4%/35.5%   |

## WI Forward - Social Studies- Grades 4, 8 & 10 Gap Analysis Asian

| We will reduce gaps in students scoring Proficient within identified demographic groups in grades 4, 8 & 10 on the WI Forward Exam in Science by 3%. |                   |                   |                   |                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|-------------------|-------------------|
|                                                                                                                                                      | 2020-21           | 2021-22           | 2022-23           | 2023-24           |
| <b>AASD White</b><br>4th/ 8th/ 10th                                                                                                                  | 49.5%/48.2%/46.4% | 67.9%/63.2%/48.1% | 68.1%/58.8%/51.7% | 74.6%/67.5%/47.5% |
| <b>AASD Asian</b><br>4th/ 8th/ 10th                                                                                                                  | 22.6%/32.5%/28.3% | 45.1%/47.5%/34.6% | 40.1%/53.8%/34.4% | 42.2%/51.9%/23.0% |
| <b>Gap</b><br>4th/ 8th/ 10th                                                                                                                         | 26.9%/15.7%/18.1% | 22.8%/15.7%/13.5% | 28.0%/5.0%/17.3%  | 32.4%/15.6%/24.5% |
| <b>WI White</b><br>4th/ 8th/ 10th                                                                                                                    | 54.0%/50.4%/44.9% | 68.5%/65.6%/51.6% | 68.9%/65.9%/51.9% | 72.8%/68.3%/50.3% |
| <b>WI Asian</b><br>4th/ 8th/ 10th                                                                                                                    | 32.9%/39.4%/37.6% | 54.5%/60.4%/47.8% | 51.3%/61.6%/46.1% | 52.5%/62.1%/44.1% |
| <b>Gap</b><br>4th/ 8th/ 10th                                                                                                                         | 21.1%/11.0%/7.3%  | 14.0%/5.2%/3.8%   | 17.6%/4.3%/5.8%   | 20.3%/6.2%/6.2%   |

## WI Forward - Social Studies- Grades 4, 8 & 10 Gap Analysis Black

| We will reduce gaps in students scoring Proficient within identified demographic groups in grades 4, 8 & 10 on the WI Forward Exam in Science by 3%. |                   |                   |                   |                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|-------------------|-------------------|
|                                                                                                                                                      | 2020-21           | 2021-22           | 2022-23           | 2023-24           |
| <b>AASD White</b><br>4th/ 8th/ 10th                                                                                                                  | 49.5%/48.2%/46.4% | 67.9%/63.2%/48.1% | 68.1%/58.8%/51.7% | 74.6%/67.5%/47.5% |
| <b>AASD Black</b><br>4th/ 8th/ 10th                                                                                                                  | 26.3%/16.7%/10.9% | 28.6%/31.8%/21.2% | 44.7%/25.5%/12.9% | 33.3%/22.4%/9.4%  |
| <b>Gap</b><br>4th/ 8th/ 10th                                                                                                                         | 23.2%/31.5%/35.5% | 39.3%/31.4%/26.9% | 23.4%/33.3%/38.8% | 41.3%/45.1%/38.1% |
| <b>WI White</b><br>4th/ 8th/ 10th                                                                                                                    | 54.0%/50.4%/44.9% | 68.5%/65.6%/51.6% | 68.9%/65.9%/51.9% | 72.8%/68.3%/50.3% |
| <b>WI Black</b><br>4th/ 8th/10th                                                                                                                     | 8.8%/10.0%/6.0%   | 21.8%/23.3%/14.0% | 22.5%/25.8%/12.9% | 25.7%/27.5%/11.9% |
| <b>Gap</b><br>4th/ 8th/ 10th                                                                                                                         | 45.2%/40.4%/38.9% | 46.7%/42.3%/37.6% | 46.4%/40.1%/39.0% | 47.1%/40.8%/38.4% |

## WI Forward - Social Studies- Grades 4, 8 & 10 Gap Analysis Hispanic

| We will reduce gaps in students scoring Proficient within identified demographic groups in grades 4, 8 & 10 on the WI Forward Exam in Science by 3%. |                   |                   |                   |                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|-------------------|-------------------|
|                                                                                                                                                      | 2020-21           | 2021-22           | 2022-23           | 2023-24           |
| <b>AASD White</b><br>4th/ 8th/ 10th                                                                                                                  | 49.5%/48.2%/46.4% | 67.9%/63.2%/48.1% | 68.1%/58.8%/51.7% | 74.6%/67.5%/47.5% |
| <b>AASD Hispanic</b><br>4th/ 8th/ 10th                                                                                                               | 19.7%/26.7%/24.4% | 36.6%/37.1%/25.4% | 42.4%/32.5%/30.8% | 50.4%/45.8%/18.4% |
| <b>Gap</b><br>4th/ 8th/ 10th                                                                                                                         | 29.8%/21.5%/22.0% | 31.3%/26.1%/22.7% | 25.7%/26.3%/20.9% | 24.2%/21.7%/29.1% |
| <b>WI White</b><br>4th/ 8th/ 10th                                                                                                                    | 54.0%/50.4%/44.9% | 68.5%/65.6%/51.6% | 68.9%/65.9%/51.9% | 72.8%/68.3%/50.3% |
| <b>WI Hispanic</b><br>4th/ 8th/ 10th                                                                                                                 | 24.3%/23.6%/18.5% | 39.0%/41.1%/27.3% | 41.3%/42.6%/27.2% | 44.0%/44.1%/25.4% |
| <b>Gap</b><br>4th/ 8th/ 10th                                                                                                                         | 29.7%/26.8%/26.4% | 29.5%/24.5%/24.3% | 27.6%/23.3%/24.7% | 28.8%/24.2%/24.9% |

## WI Forward - Social Studies- Grades 4, 8 & 10 Gap Analysis Two or More Ethnicities

| We will reduce gaps in students scoring Proficient within identified demographic groups in grades 4, 8 & 10 on the WI Forward Exam in Science by 3%. |                   |                   |                   |                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|-------------------|-------------------|
|                                                                                                                                                      | 2020-21           | 2021-22           | 2022-23           | 2023-24           |
| <b>AASD White</b><br>4th/ 8th/ 10th                                                                                                                  | 49.5%/48.2%/46.4% | 67.9%/63.2%/48.1% | 68.1%/58.8%/51.7% | 74.6%/67.5%/47.5% |
| <b>AASD Two or More</b><br>4th/ 8th/ 10th                                                                                                            | 27.0%/32.3%/30.3% | 59.7%/40.5%/21.7% | 52.7%/44.4%/32.4% | 62.0%/56.1%/26.2% |
| <b>Gap</b><br>4th/ 8th/ 10th                                                                                                                         | 22.5%/15.9%/16.1% | 8.2%/22.7%/26.4%  | 15.4%/14.4%/19.3% | 12.6%/11.4%/21.3% |
| <b>WI White</b><br>4th/ 8th/ 10th                                                                                                                    | 54.0%/50.4%/44.9% | 68.5%/65.6%/51.6% | 68.9%/65.9%/51.9% | 72.8%/68.3%/50.3% |
| <b>WI Two or More</b><br>4th/ 8th/ 10th                                                                                                              | 36.9%/33.9%/31.2% | 55.1%/51.2%/37.1% | 55.5%/51.9%/37.2% | 59.2%/55.7%/38.4% |
| <b>Gap</b><br>4th/ 8th/ 10th                                                                                                                         | 17.1%/16.5%/13.7% | 13.4%/14.4%/14.5% | 13.4%/14.0%/14.7% | 13.6%/12.6%/11.9% |

## Appendix A: SUPERINTENDENT Interpretation

- **Each student** shall mean all Full Academic Year (FAY) students enrolled 5K-12 in the Appleton Area School District. Every Student, Every Day.
- **Literate** shall mean the ability to read, write, speak, and listen in ways that will allow us to communicate effectively to a variety of different audiences and to make sense of the world.
- **Numerate** shall mean the ability to access, use and interpret and communicate mathematical information and ideas, to engage in and manage the mathematical demands of various situations in adult years. To be numerate is to confidently and effectively use mathematics to meet the everyday demands of life.
- **Able to integrate and apply** shall mean to combine what is learned in the classroom, whether it's theory or technique, with a solution to real-world problems.
- **Skills and competencies** shall mean combinations of knowledge, skills and attitudes that students develop and apply for successful learning, living and working. They emphasize aspects of learning that apply within and across all subject areas.
- **Academic disciplines** shall mean core academic subject areas. The content to be mastered by students in each of these areas is defined by the state and district learning standards.
- **Personal growth** shall mean how much academic progress a student has made between two points in time.
- **Personal achievement** shall mean individual performance based on the mastery of district adopted grade-level academic standards or from grade-level expectations on identified measures/assessments.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Higher order thinking skills of:**
  - **Knowledge** shall mean recognizing and recalling facts.
  - **Comprehension** shall mean understanding what facts mean.
  - **Application** shall mean using the facts, rules, concepts, and ideas.
  - **Analysis** shall mean breaking down information into component parts.
  - **Synthesis** shall mean the ability to put parts together to form a new whole.
  - **Evaluation** shall mean justifying the value of information and ideas.
  - **Creativity** shall mean the ability to produce new and original ideas, connections, and solutions to problems.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Civics & Social Studies** shall mean the active process of inquiry to better understand subject matter and knowledge specifically associated with Behavioral Science, Civics, Economics, Geography, and History.

### Indicators Used:

- **Forward Exam** – The Wisconsin state assessment for students in grades 3-8 in ELA and Mathematics; 4, 8, and 10 in Social Studies; and 4 and 8 in Science. The Social Studies portion of the WI Forward Exam measures proficiency within the following domains:
  - Behavioral Sciences
  - Civics
  - Economics
  - Geography
  - History
- **AASD Document-based Question (DBQ) Common Assessment (8-11)** - a type of essay question requiring the use of historical documents to analyze a trend or issue from the past. Students analyze 5-7 documents (primary & secondary sources, maps, newspapers, letters, etc.) Students then assess the content behind the documents (author's purpose and target audience), find connections between the various documents, write a solid thesis statement, and use their analysis of the documents to support it, and apply the knowledge of the historical issue to develop a stronger case. When assessing, AASD educators are looking for the claim/thesis, argumentation, and sourcing.

## Appendix B: 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.
- **Criterion-referenced** - A criterion-referenced test is designed to measure a student's academic performance against some standard or criteria. This standard or criteria is predetermined before students begin the test. Schools or districts choose a standard, such as a percent of items answered correctly or a state test benchmark, as the criteria for the test. The student's score then shows the progress they have made toward the agreed-upon standard—if they fall short, they must continue to work toward the standard.
- **Identified Demographic Groups**
  - o EL (English Learners)
  - o Not EL (All other students who are not English Learners)
  - o SWD (Students with Disabilities)
  - o SWOD (Students without Disabilities)
  - o Black
  - o White
- [DBQ Scoring Rubrics](#)
- **CCOT - (Continuity & Change over Time)** - From AP World insight- "Patterns of Continuity and Change over Time – your ability to recognize, analyze, and assess the dynamics of continuity and change over periods of time of different lengths, as well as your ability to relate these patterns to a broader historical processes or themes."
  - o [Change over time](#)
  - o [CCOT essay design](#)
  - o [essay sample](#)
- **WI Forward Exam Ranges:**
  - o **Advanced** – Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
  - o **Proficient** – Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
  - o **Basic** – Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
  - o **Below Basic** – Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
- **Gaps** - The disparity in academic performance between groups of students
- **FAY** - Full academic year of enrollment. This is specific to students with "continuous enrollment beginning within the first ten days of the school year without an enrollment lapse of ten or more consecutive days.
- **Program Analysis** - Examines longitudinal data for the [same grade level over a period of time](#).

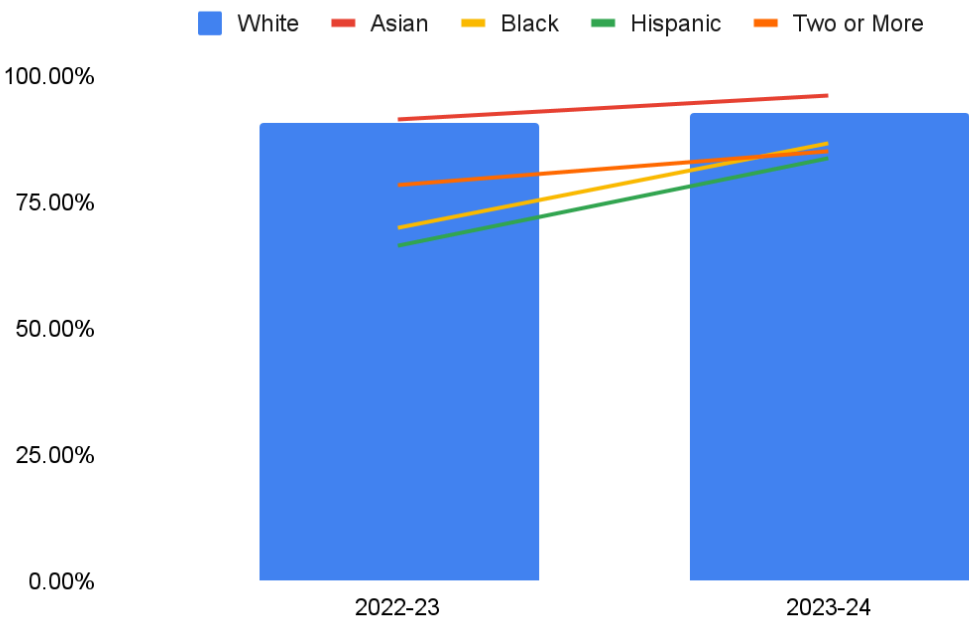
|         | 2020-21<br>% Students Scoring On or<br>Above Grade Level<br>(Mid-year or Above) | 2021-22<br>% Students Scoring On or<br>Above Grade Level<br>(Mid-year or Above) | 2022-23<br>% Students Scoring On or<br>Above Grade Level<br>(Mid-year or Above) |
|---------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Grade 1 | 44%                                                                             | 44%                                                                             | 50%                                                                             |



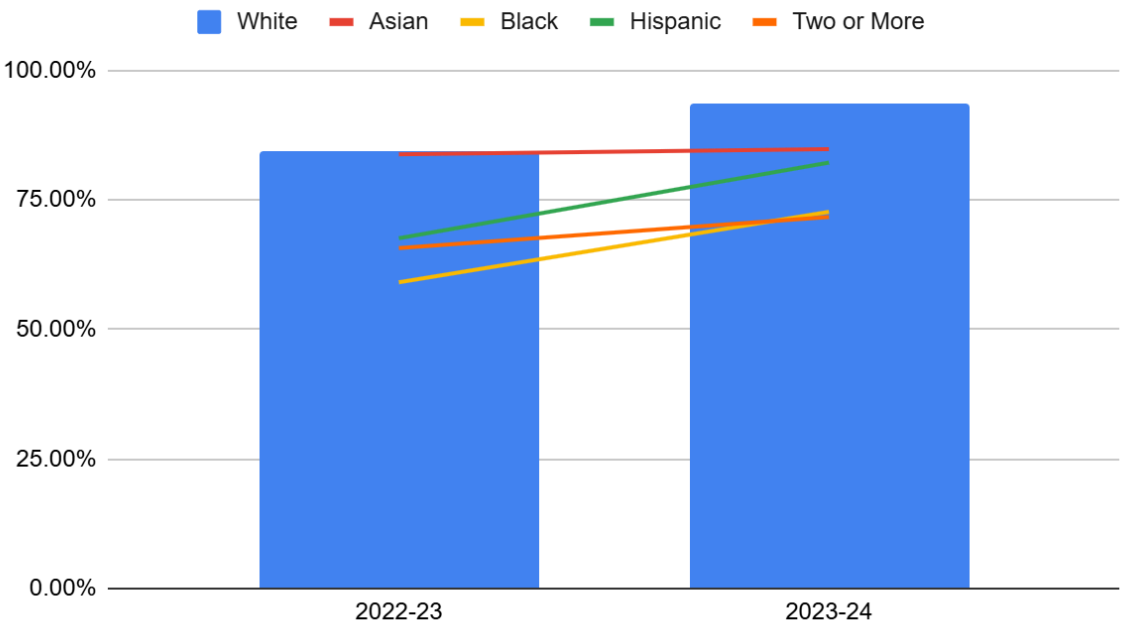
Appendix C: Illustration of Gaps

DBQ Gaps: Students of Color

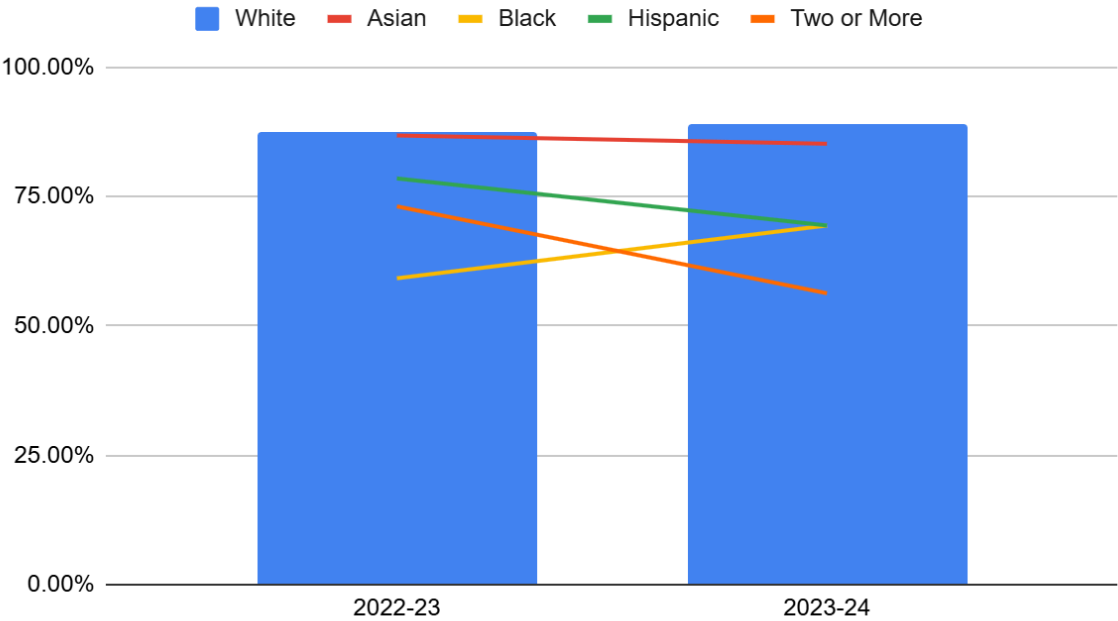
DBQ Gap Data: Grade 8



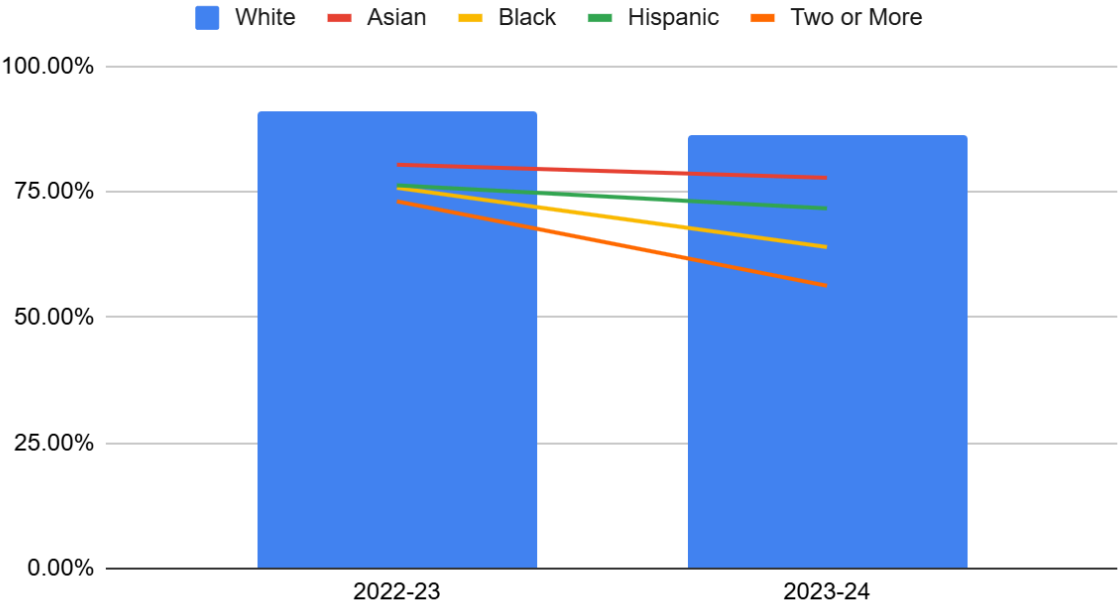
DBQ Gap Chart: Grade 9



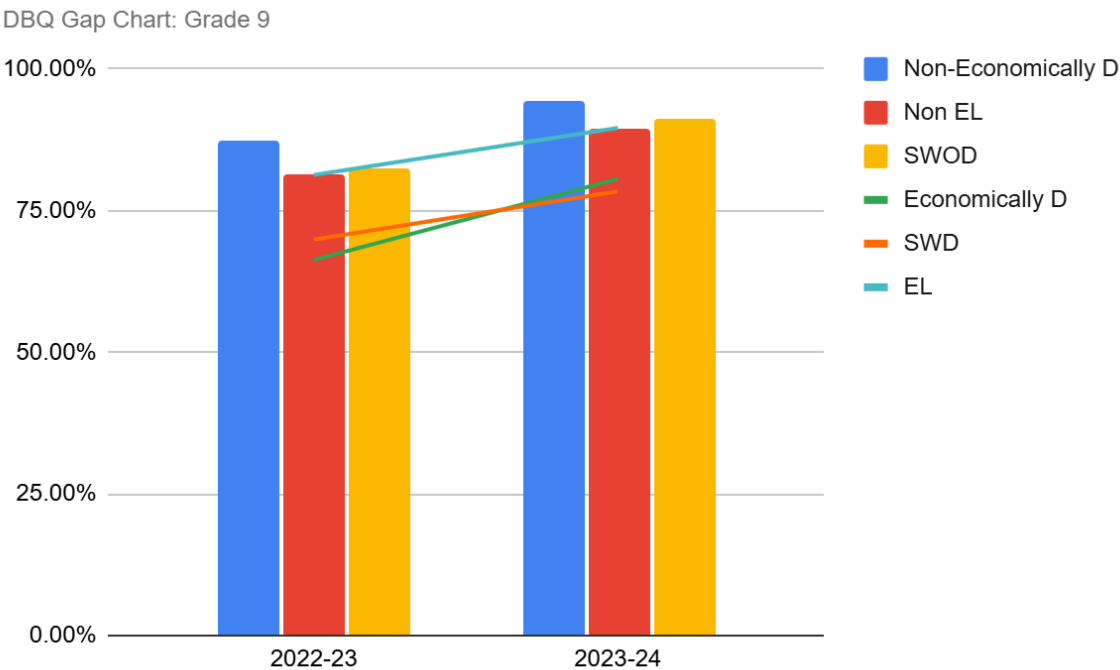
DBQ Gap Chart: Grade 9



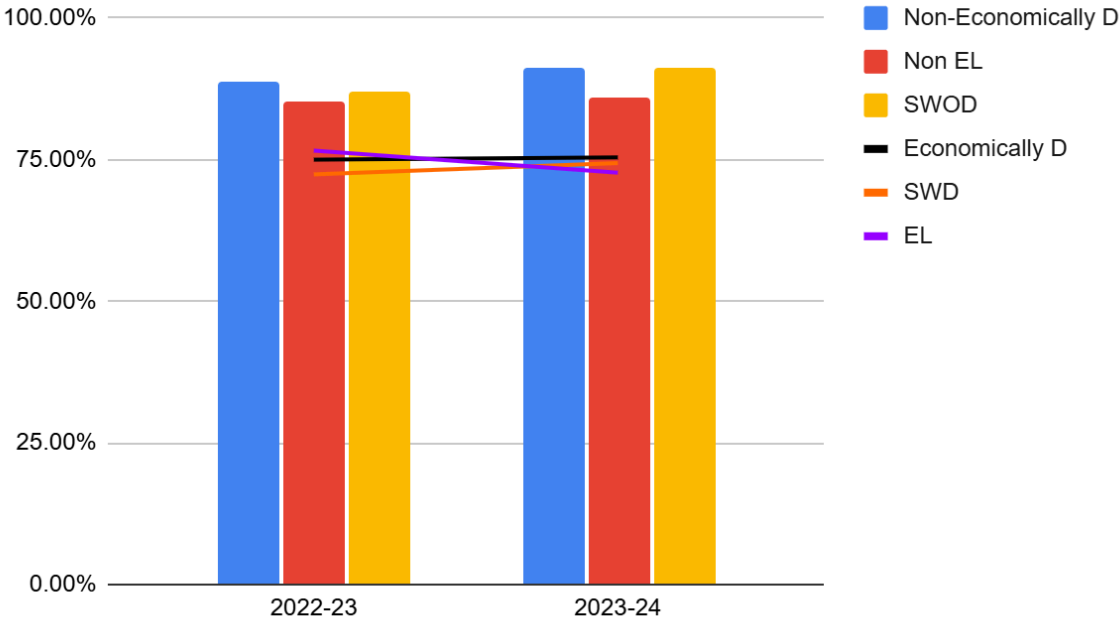
DBQ Gap Chart: Grade 11



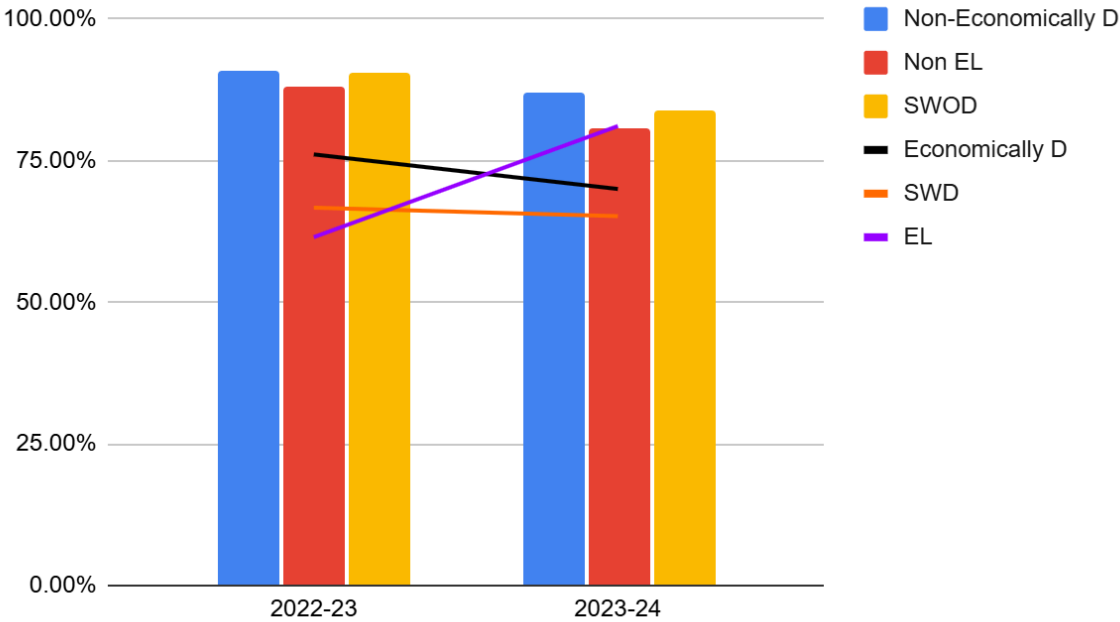
DBQ Gaps: Economically Disadvantaged, English Learners, Students with Disabilities



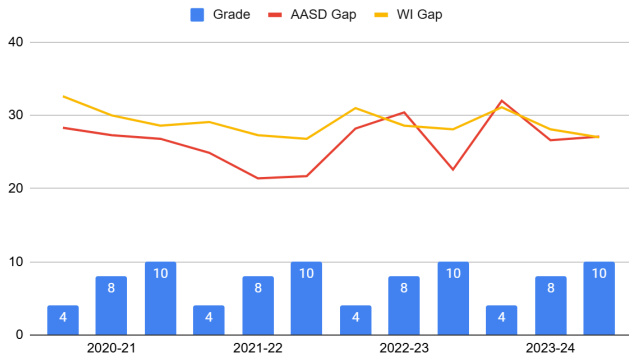
DBQ Gap Chart: Grade 10



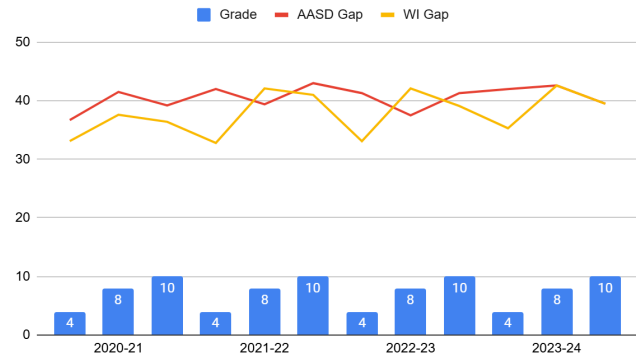
DBQ Gap Chart: Grade 11



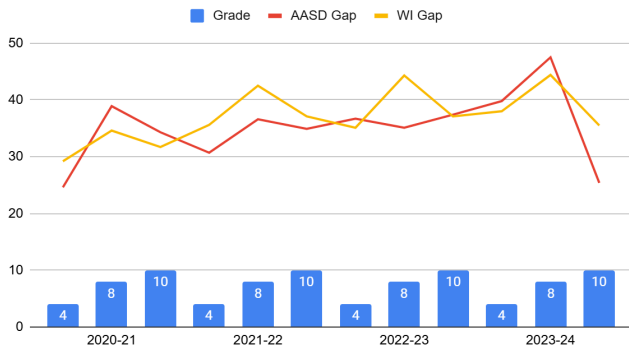
GAP: Economically Disadvantaged, AASD vs State



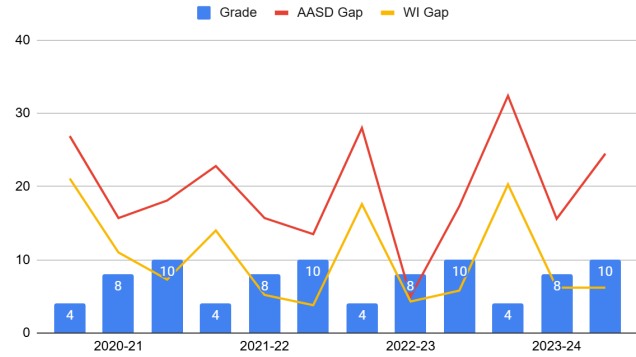
GAP: English Learners, AASD vs State



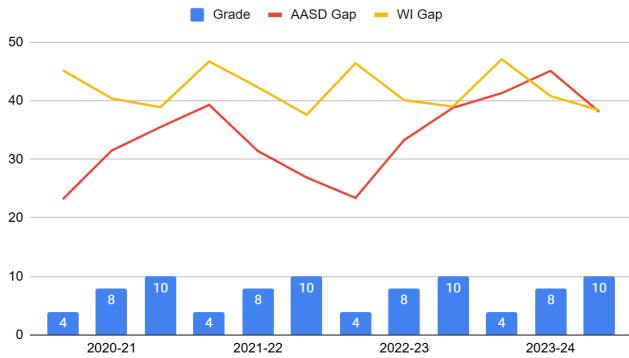
GAP: Students with Disabilities, AASD vs State



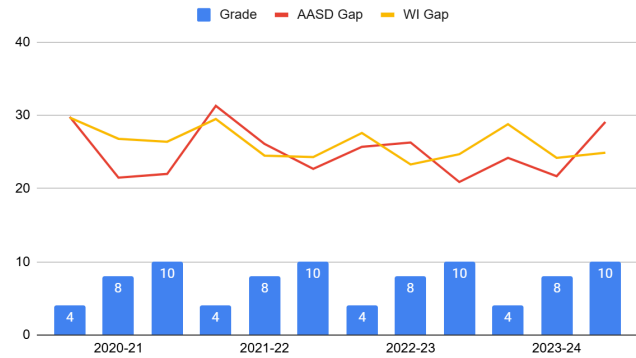
Gap: Asian students, AASD Gap and WI Gap



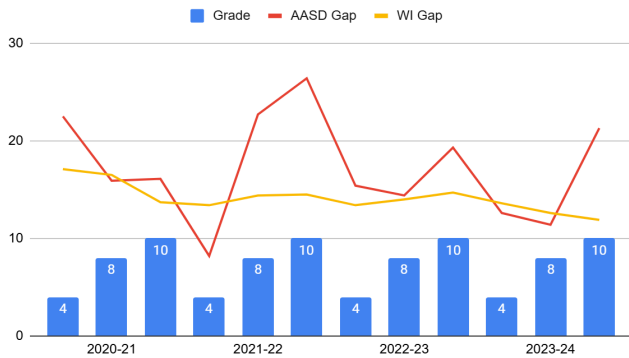
Gap: Black students, AASD Gap and WI Gap



Gap: Hispanic students, AASD vs. State



Gap: Two or More Ethnicities Students, AASD vs. State





# **2024-2025 Achievement Gap Reduction (AGR) Mid-Year Report**



# AGR Overview



- The AGR program allows participating schools to meet obligations of a five-year contract by implementing one or more of the following strategies in grade K-3 classrooms:
  - one-on-one tutoring by a licensed teacher
  - instructional coaching for teachers provided by a licensed teacher
  - maintaining 18:1 or 30:2 classroom ratios and providing professional development on small group instruction.
- AGR schools create performance objectives, focusing on reducing the achievement gap for low-income students.
- AGR aid payments are based on the number of low-income students enrolled at the school in grades K-3 on the third Friday in September.



# AGR Overview

- The following elementary schools in the Appleton Area School District participate in the AGR program:
  - Badger Elementary School
  - Dunlap Elementary School
  - Edison Elementary School
  - Foster Elementary School
  - Highlands Elementary School
  - Horizons Elementary School
  - Jefferson Elementary School
- AGR requires school board review of implementation and progress at the end of each semester.



| Role                                             | Name                           | Location          |
|--------------------------------------------------|--------------------------------|-------------------|
| AASD Leadership Team (AGR Lead Team)             | Nan Bunnow                     | Leadership Center |
| Administrative Support (AGR Lead Team)           | Anne Caylor                    | Leadership Center |
| AGR Principal                                    | Emily Clark                    | Badger            |
| AGR Principal                                    | Bill McCione                   | Dunlap            |
| AGR Principal (AGR Lead Team)                    | Katie Schmeltzer               | Edison            |
| AGR Principal                                    | Kelsi Van Fossen               | Foster            |
| AGR Principal                                    | Kari Krueger<br>Mike Dexheimer | Highlands         |
| AGR Principal                                    | John Ohlson                    | Horizons          |
| AGR Principal                                    | Melissa Chrisman               | Jefferson         |
| Associate Director of Student Services           | Tiffany Frerks                 | Leadership Center |
| Associate Director of Special Education          | Melissa Toshner                | Leadership Center |
| Coordinator of EL/Bilingual                      | Amy Swick                      | Leadership Center |
| Title 1 Coordinator                              | Anne Marie Werley-Gonzalez     | CELC              |
| Director of Elementary Education (AGR Lead Team) | Carrie Willer                  | Leadership Center |
| District Literacy Coach                          | Lisa Sprangers                 | Leadership Center |
| District Literacy Coach                          | Emily Schwanke Thomas          | Leadership Center |
| District Math Coach                              | Molly DuPont                   | Leadership Center |
| District Math Coach                              | Beth Verboomen                 | Leadership Center |
| Kindergarten AGR Teacher                         | Melissa Romenesko              | Jefferson         |
| Kindergarten AGR Teacher                         | Nicki Stark                    | Highlands         |
| Kindergarten AGR Teacher                         | Julie Mayer                    | Badger            |
| Grade 1 AGR Teacher                              | Kristy Rohr                    | Badger            |
| Grade 1 AGR Teacher                              | Rachel Jakober                 | Jefferson         |
| Grade 1 AGR Teacher                              | Stacy Mader                    | Foster            |
| Grade 2 AGR Teacher                              | Julie Coley                    | Edison            |
| Grade 2 AGR Teacher                              | Shelly Aures                   | Foster            |
| Grade 2 AGR Teacher                              | Carla Christie                 | Badger            |
| Grade 3 AGR Teacher                              | Gina Dresang                   | Horizons          |
| Grade 3 AGR Teacher                              | Heather Steineke               | Edison            |
| Grade 3 AGR Teacher                              | Michael Hayes                  | Dunlap            |
| EL Teacher                                       | Lor Lee                        | Highlands         |
| Special Education Teacher                        | Matt Sharpless                 | Badger            |
| Instructional Coach                              | Jessica Kilsdonk               | Dunlap            |
| Literacy & Math Interventionist                  | Lisa Reineking                 | Horizons          |

# AGR Work Group

## 2024-2025



# AGR Work Group Focus Areas

- Establish and Progress Monitor AGR Performance Objectives
- Board of Education Presentations
- Plan for Professional Development per AGR Contract- “How does instruction look different in an AGR classroom?”
- Other Self-Identified Areas



# 2024-2025 AGR Performance Objectives

2024-2025 District Scorecard i-Ready Key Measures/Targets for those students enrolled for the full academic year:

- We will increase the number of students that **reach their typical growth in reading and mathematics** (one or more years of growth) on the spring i-Ready assessment by 1% from 2024 to 2025 (x% to y%).
- We will increase the number of students scoring **on or above grade level in reading and mathematics** (*program level analysis*) on the spring i-Ready assessment by 1% from 2024 to 2025 (x% to y%).
- We will increase the number of students scoring **on or above grade level in reading and mathematics** (*cohort level analysis*) on the spring i-Ready assessment by 1% from Kindergarten/1st Grade/2nd Grade in 2024 to 1st Grade/2nd Grade/3rd Grade in 2025 (x% to y%).



# MID-YEAR AGR BUILDING REPORT

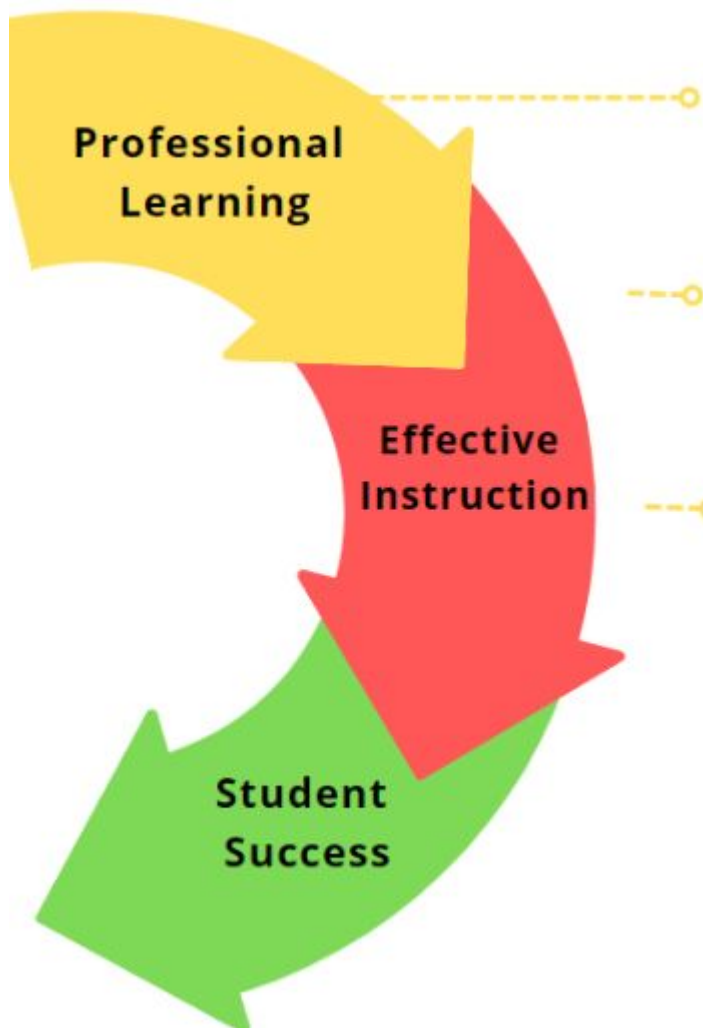
## READING & MATHEMATICS

- *What are your observations?*
- What **strategic actions** will your school implement during the **SECOND SEMESTER** of the **2024-2025 school year** to support **achievement** of the end-of-year AGR performance objectives?

[LINK](#)  
to Building  
Report  
Document



# AGR: Mid-Year Reading



## Strategic Actions:

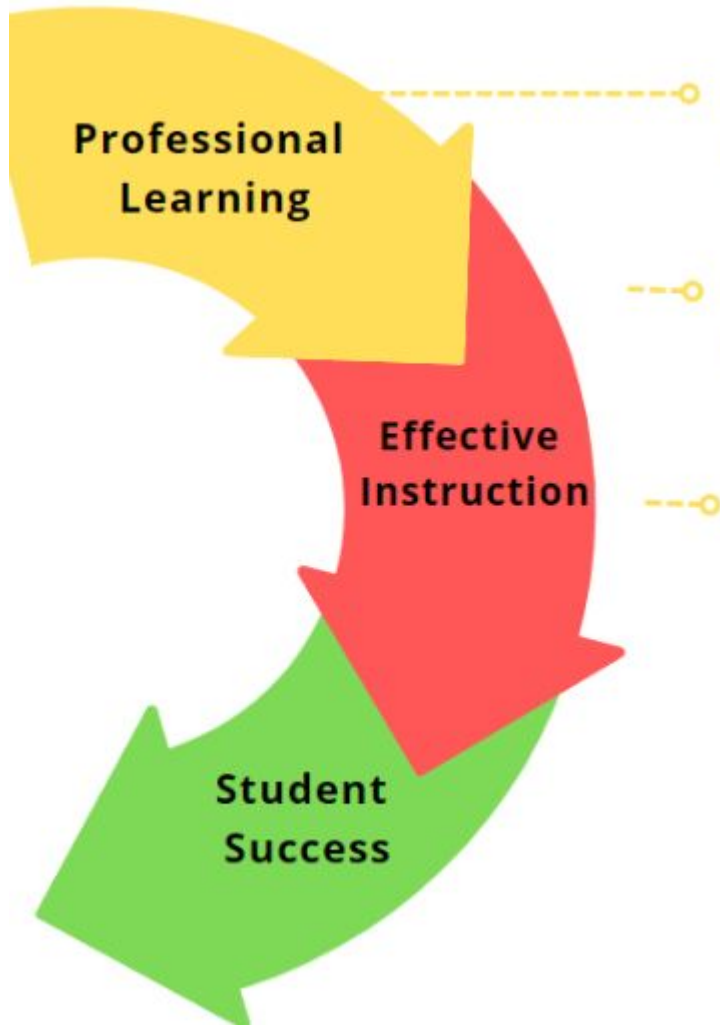
- Continue onboarding the new ELA resources using targeted planning and delivery models for instructing complex texts
- Engage students in small group instruction to enhance learning deficits

## Strategic Actions:

- Increased opportunities for oral reading and student set fluency goals
- Differentiated/targeted small group instruction
- Progress monitoring of Act 20 Personal Reading Plans (PRPs)
- Test taking strategies and goal setting
- Family involvement



# AGR: Mid-Year Mathematics



## Strategic Actions:

- Begin a K-5 Math Audit to identify high leverage instructional routines that we want to see in all our schools

## Strategic Actions:

- Consistent use of number talks, fact fluency routines/games, story problems, and iReady math lessons
- Explicit math vocabulary instruction
- Differentiated/targeted small group instruction
- Test taking strategies and goal setting
- Family involvement



# QUESTIONS



Board of Education Work Session  
February 19, 2025

# AASD Community Schools



# Fund 80 Overview

## Overview

- Fund 80 is used to account for activities . . . which are not elementary and secondary educational programs but have the primary function of serving the community.
- The district may adopt a separate tax levy for this fund. This levy is outside of the revenue limit.
- Access to Community Service Fund activities cannot be limited to pupils enrolled in the district's K-12 educational programs.

## Fund Exclusions (Ineligible Costs)

- Excluded from a Community Service Fund are any academic subjects and extra-curricular activities available only to pupils enrolled in the district.

## Establishment of a Community Service Fund

- The school board must establish a Community Service Fund pursuant to [s. 120.13\(19\)](#).
- A budget for the Community Service Fund must be adopted as required by [s. 65.90](#).
- Any tax necessary to operate the Community Service Fund is considered an "operation" levy subject to [s. 120.10\(8\)](#) and [s. 120.12\(3\)](#).



# Current AASD Fund 80 Expenses

## 2024-2025 Fund 80

Budget = \$2,871,000

Levy = \$2,839,000

Fund Balance = \$ 602,308

## What AASD includes in our Fund 80:

- Community Programs: \$1,327,400
  - Before/After School (Partnerships with YMCA and Boys & Girls Club of Fox Valley) - 15 sites
  - Birth To Five Program (Partnership with other Fox Valley Districts)
  - Evenstart Program
  - TRAC Program (Truancy prevention - partnership with Boys & Girls Club of Fox Valley)
- Police Liaisons and Crossing Guards: \$950,000 (Partnership with Municipalities)
- Other: \$593,600
  - Costs associated with community use of District facilities: Nienhaus, Pools, Ropes Course
  - Community events (Partnership with other Fox Valley Organizations)
  - Newcommer Resources (Partnership with other Fox Valley Districts/Organizations)
  - **Community Schools (2 sites)**



# AASD Community Schools

## What is the purpose?

The purpose of the Community Schools effort is to lead, expand, and strengthen the **resources and services** at the designated school **through support and partnership** with community agencies and/or organizations.

## What are the intended outcomes?

These intentional programs and services will **increase student engagement, reduce social and academic barriers, and bridge family connectedness to the school and community.**

# AASD Community Schools

## Vision

Through intentional connections, resources, and services, we will enhance student learning, strengthen families and support healthy neighborhoods by reducing systemic barriers.

## Mission

The core purpose of Community Schools is to ensure equitable access to:

- Essential resources and services
- Stronger connections with students, families, and neighborhoods
- Academic preparation and persistence
- A safe, supportive, and inclusive environment

Community Schools will impact and ripple out, leading to:

- Living and sustaining healthy lifestyles
- Engaged students and families
- Increased civic and community services
- Inspire and empower others

# AASD Community Schools Partnerships

- NeighborWorks
- Dunlap - West Appleton Neighborhood Group
- Wilson Middle School & West High School
- 50+ Established Relationships
  - Nonprofit
  - Mental health
  - Basic needs
  - Mentorship
  - Businesses

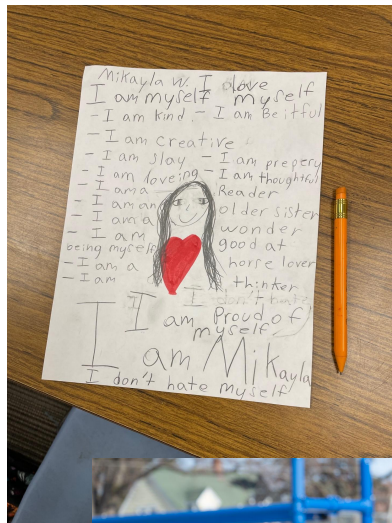
# Community Partnerships in Action: Back-to-School Bash

## Jefferson Elementary/ Fox River Academy



## Ronald C. Dunlap Elementary





#### I am a Champion

*After program survey*

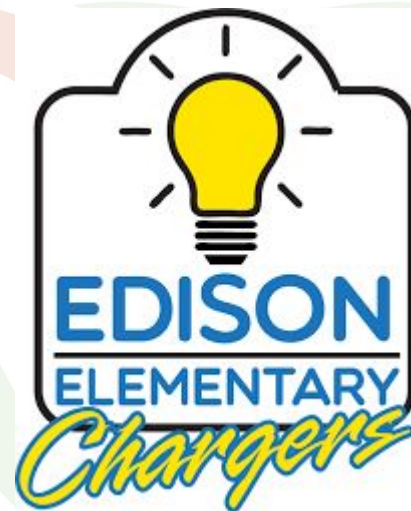
- Date: \_\_\_\_\_ Grade: 5
1. What is your biggest takeaway from this program? to be a leader
  2. What did you like most about this program? to be a game
  3. Which week/theme helps you the most in the classroom and why? the math
  4. On a scale of 1-5 (5 being highest), would you tell a friend to join this?  
1 2 3 4 5 5

# Community Partnerships in Action

# AASD Community School Expansion

## Edison Elementary School

- Both Columbus and Edison have previously applied for Community School designation
- Both Columbus and Edison buildings can be used for activities
- Edison has a strong PTO to support the efforts of the Coordinator
- Edison has access to active neighborhood groups (Historic Central, Lawrence-City Park, Peabody Park)



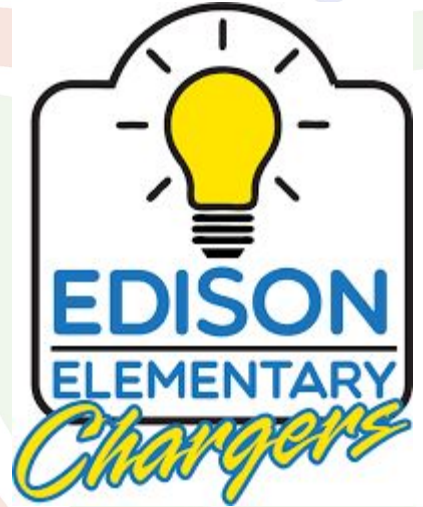
# AASD Community School Expansion

**What resources are needed for Edison to function as a Community School?**

- Community School Coordinator
- Supplies
- Space at Edison

**What is the total annual cost?**

- \$75,000 (including salary and benefits) per school
- Less than 1 cent on our tax rate



# QUESTIONS

