



**Wednesday, February 21, 2024
Board of Education Work Session**

**APPLETON AREA SCHOOL DISTRICT
BOARD OF EDUCATION WORK SESSION**

**Scullen Leadership Center
131 E. Washington Street, Suite 1A
Appleton, WI 54911**

Time: 8:00AM

(The Board of Education Work Session will begin at 8:00 AM, or upon conclusion of the Special Board of Education Meeting, whichever is later)

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@aasd.k12.wi.us or (920) 852-5300 ext. 60111, at least 24-hours in advance of the meeting.

1. Meeting Opening

Subject	A. Roll Call
Meeting	Feb 21, 2024 - 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.)

Subject	A. Results Monitoring: R-2.1.3 Science
Meeting	Feb 21, 2024 - 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

Assistant Superintendent, Steve Harrison, will present the Results Monitoring: R-2.1.3 Science.

File Attachments

[AASD R-2.1.3 Science - 2023-24 - Monitor Report for the 2022-23 school year\) \(1\).pdf \(506 KB\)](#)

Subject	B. Results Monitoring: R-2.1.4 Social Studies
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Meeting	Feb 21, 2024 - 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

Assistant Superintendent, Steve Harrison, will present the Results Monitoring: R-2.1.4 Social Studies.

File Attachments

[AASD R-2.1.4 Civics & Social Studies - 2023-24 - Monitor Report for the 2022-23 school year\).pdf \(523 KB\).](#)

3. Curriculum Overview

Subject	A. 6th & 7th Grade Curriculum Overview- CTE/STEM
Meeting	Feb 21, 2024 - Board of Education Work Session
Category	3. Curriculum Overview
Type	Discussion, Information

Assistant Superintendent, Steve Harrison, will present the 6th & 7th Grade Curriculum Overview-CTE/STEM

File Attachments

[6th & 7th Grade Curriculum Overview CTE STEM - 2.21.24 BOE Work Session.pptx \(1,249 KB\).](#)

4. Adjourn

Subject	A. Adjournment of Work Session
Meeting	Feb 21, 2024 - Board of Education Work Session
Category	4. Adjourn
Type	Information, Procedural

Success for
Every Student,
Every Day



**Appleton Area School District
Results Monitoring Report
R-2.1.3 Science**

SUPERINTENDENT CERTIFICATION:

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

Executive Summary/Analysis:

_____ **Making Reasonable Progress**

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

_____ **Failing to make Reasonable Progress**

Key:

 = indicator achieved

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

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

Executive Summary/Analysis:

The evidence, as submitted below, provides assurance to the Board that the District provides instructional programming that supports students in their 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 in Science. In addition, the measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard.

At the program level, there was a decline in the percentage of 4th and 8th-grade students scoring Proficient/Advanced on the WI Forward Exam compared to 2022-22 results. The district's incremental improvement goals were not achieved for either grade levels, with results at both grade levels being

below those at the statewide level. Although there was an observed decrease in gaps between identified subgroups at the 8th-grade level, disparities still exist among the three identified subgroups when compared to their peers.

Pre-ACT results from 2022-23 indicate that there was a decrease in the percentage of students scoring at the level of Ready/Exceeding in Science at the 9th-grade level but a slight increase for the number of 10th-grade students. At the cohort level, there was an increase from 9th (2021-22) to 10th-grade (2022-23) in the percentage of students scoring at Ready/Exceeding in Science.

At the 11th-grade program level, the average ACT score in Science improved slightly to 20.0 when compared to 2021-22 results, thereby matching the state composite score.

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

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

2.1.3 Science

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 to be 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

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**

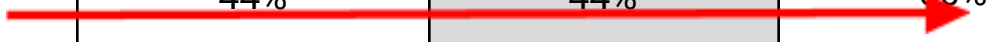
- **Below Basic** – 1-17
- **Basic** – 18-22
- **Proficient** – 23-27
- **Advanced** – 28-36
- **ACT Aspire College Readiness Benchmarks Reporting Categories for Science**
 - **In Need of Support** – 1-17
 - **Close** – 18-22
 - **Ready** – 23-27
 - **Exceeding** – 28-36
- **ACT Aspire College Readiness 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.
- **Cohort Analysis** - Examines longitudinal data for the [same group of students over a period of time](#).
 - **Example:** 2020-21 5K students compared to 2021-22 1st-grade students compared to 2022-23 2nd-grade students

	2020-21 % students meeting Typical Growth	2021-22 % students meeting Typical Growth	2022-23 % students meeting Typical Growth
5K	18%	46%	55%
Grade 1	26%	47%	57%
Grade 2	41%	57%	65%
Grade 3	50%	60%	68%
Grade 4	51%	61%	58%
Grade 5	50%	59%	57%

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

Example:

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



SUPERINTENDENT Evidence of Reasonable Progress:

WI Forward - Science - Grades 4 & 8 (Program Analysis)

1. We will **increase the percentage** of students scoring Proficient/Advanced in grades 4 & 8 on the WI Forward Exam in Science by 1%.
2. We will score **at or above the statewide level** for Proficient/Advanced in grades 3-8 on the WI Forward Exam in Science.

Grade Level	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide	2022-23 %Prof/Adv AASD	2022-23 %Prof/Adv Statewide
Grade 4	44.1%	45.9%	52.4%	51.7%	50.7%	52.1%
Grade 8	48.1%	44.8%	49.3%	48.6%	44.7%	48.9%

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 %Below Basic AASD	2020-21 %Below Basic Statewide	2021-22 %Below Basic AASD	2021-22 %Below Basic Statewide	2022-23 %Below Basic AASD	2022-23 %Below Basic Statewide

Grade 4	16.0%	13.0%	14.1%	16.2%	15.5%	17.0%
Grade 8	17.0%	15.0%	15.8%	18.5%	22.7%	19.8%

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%.

Grade Level	2020-21 %Prof/Adv AASD	2020-21 %Below Basic Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide	2022-23 %Prof/Adv AASD	2022-23 %Prof/Adv AASD
Grade 4	SWOD 49.3% SWD 23.2% (26.1% gap)	SWOD 50.3% SWD 20.4% (29.9% gap)	SWOD 57.9% SWD 28.7% (29.2% gap)	SWOD 56.2% SWD 24.7% (31.5% gap)	SWOD 55.8% SWD 24.9% (30.9% gap)	SWOD 57.1% SWD 24.3% (32.8% gap)
	Not EL 50.5% EL 9.2% (41.3% gap)	Not EL 48.7% EL 12.7% (36.0% gap)	Not EL 58.2% EL 17.6% (40.6% gap)	Not EL 54.4% EL 18.7% (35.7% gap)	Not EL 56.4% EL 16.6% (39.8% gap)	Not EL 55.0% EL 20.3% (34.7% gap)
	White 54.5% Black 31.6% (22.9% gap)	White 57.1% Black 8.1% (49.0% gap)	White 61.1% Black 21.4% (39.7% gap)	White 61.7% Black 13.9% (47.8% gap)	White 62.0% Black 18.4% (43.6% gap)	White 61.8% Black 14.8% (47.0% gap)
	White 54.5% Hispanic 18.9% (35.6% gap)	White 57.1% Hispanic 23.1% (34.0% gap)	White 61.1% Hispanic 30.4% (30.7% gap)	White 61.7% Hispanic 29.6% (32.1% gap)	White 62.0% Hispanic 28.8% (33.2% gap)	White 61.8% Hispanic 32.0% (29.8% gap)
Grade 8	SWOD 51.1% SWD 10.8% (40.3% gap)	SWOD 49.3% SWD 14.3% (35.0% gap)	SWOD 52.7% SWD 18.1% (34.6% gap)	SWOD 53.2% SWD 16.5% (36.7% gap)	SWOD 49.5% SWD 20.1% (29.4% gap)	SWOD 53.9% SWD 16.0% (37.9% gap)
	Not EL 48.8% EL 7.9% (40.9% gap)	Not EL 46.7% EL 8.2% (38.5% gap)	Not EL 52.6% EL 11.1% (41.5% gap)	Not EL 50.6% EL 10.5% (40.1% gap)	Not EL 56.4% EL 16.6% (39.8% gap)	Not EL 55.0% EL 20.3% (34.7% gap)
	White 56.1% Black 20.0% (36.1% gap)	White 54.1% Black 9.6% (44.5% gap)	White 58.4% Black 20.5% (37.9% gap)	White 57.0% Black 13.5% (43.5% gap)	White 50.9% Black 19.6% (31.3% gap)	White 57.3% Black 14.6% (42.7% gap)
	White 56.1%	White 54.1%	White 58.4%	White 57.0%	White 50.9%	White 57.3%

	Hispanic 29.0% (27.1% gap)	Hispanic 25.1% (29.0% gap)	Hispanic 25.8% (32.6% gap)	Hispanic 30.1% (26.9% gap)	Hispanic 22.0% (32.9% gap)	Hispanic 30.7% (26.6% gap)
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ACT Aspire (2018-2022) and PreACT (2023+) - Science - Grades 9-10 (Cohort & 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 %Ready/Exc. AASD	2020-21 %Ready/Exc. Statewide	2021-22 %Ready/Exc. AASD	2021-22 %Ready/Exc. Statewide	2022-23 % On Target AASD	2022-23 % On Target 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 **ACT Aspire Assessment in Science** by **3%**.

Grade Level	2020-21 % In Need of Support AASD	2020-21 % In Need of Support Statewide	2021-22 % In Need of Support AASD	2021-22 % In Need of Support AASD	2022-23 % In Need of Intervention AASD	2022-23 % In Need of Intervention 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 **ACT Aspire Assessment in Science** compared to the grade 9 cohort results from **the year before by 1%** (cohort analysis).

Grade Level	2021-22	2022-23
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	%Ready/Exceeding	% On Target
Grade 9	30.6%	30.3%
Grade 10	31.3%	31.5%

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

Grade Level	2020-21 %Ready/Exceeding AASD	2020-21 %Ready/Exceeding Statewide	2021-22 %Ready/Exceeding AASD	2021-22 %Ready/Exceeding Statewide	2022-23 % On Target AASD	2022-23 %On Target Statewide
Grade 9	SWOD 36.5% SWD 4.9% (31.6% gap)	SWOD 32.8% SWD 4.6% (28.2% gap)	SWOD 35.3% SWD 4.3% (31.0% gap)	SWOD 33.7% SWD 5.0% (28.7% gap)	SWOD 34.1% SWD 7.6% (26.5% gap)	SWOD 33.2% SWD 7.0% (26.2% gap)
	Not EL 33.8% EL 2.6% (31.2% gap)	Not EL 30.5% EL 1.6% (28.9% gap)	Not EL 33.5% EL 2.0% (31.5% gap)	Not EL 31.5% EL 2.5% (29.0% gap)	Not EL 33.5% EL 3.7% (29.8% gap)	Not EL 31.6% EL 4.0% (27.6% gap)
	White 38.7% Black 10.0% (28.7% gap)	White 36.8% Black 2.5% (34.3% gap)	White 38.4% Black 5.5% (32.9% gap)	White 37.2% Black 4.4% (32.8% gap)	White 38.3% Black 10.2% (28.1% gap)	White 36.3% Black 5.6% (30.7% gap)
	White 38.7% Hispanic 13.7% (25.0% gap)	White 36.8% Hispanic 11.4% (25.4% gap)	White 38.4% Hispanic 12.9% (25.5% gap)	White 37.2% Hispanic 13.0% (24.2% gap)	White 38.3% Hispanic 14.5% (20.5% gap)	White 36.3% Hispanic 14.7% (21.6% gap)
Grade 10	SWOD 35.5% SWD 4.8% (30.7% gap)	SWOD 31.3% SWD 4.6% (26.7% gap)	SWOD 36.2% SWD 4.9% (31.7% gap)	SWOD 33.7% SWD 5.1% (28.6% gap)	SWOD 35.8% SWD 6.4% (29.4% gap)	SWOD 36.0% SWD 6.0% (30.0% gap)
	Not EL 33.1% EL 2.5% (30.6% gap)	Not EL 29.1% EL 1.1% (28.0% gap)	Not EL 33.6% EL 1.3% (32.3% gap)	Not EL 31.5% EL 1.4% (30.1% gap)	Not EL 34.1% EL 3.3% (30.8% gap)	Not EL 34.1% EL 3.0% (31.1% gap)
	White 38.6% Black 5.2% (33.4% gap)	White 34.5% Black 3.1% (30.4% gap)	White 39.5% Black 10.2% (29.3% gap)	White 36.7% Black 5.2% (31.5% gap)	White 38.7% Black 4.9% (33.8% gap)	White 39.0% Black 6.2% (32.8% gap)
	White 38.6%	White 34.5 %	White 39.5%	White 36.7%	White 38.7%	White 39.0%

	Hispanic 15.7% (22.9% gap)	Hispanic 10.6% (23.9% gap)	Hispanic 13.6% (27.1% gap)	Hispanic 12.4% (24.3% gap)	Hispanic 17.5% (21.2% gap)	Hispanic 15.5% (23.5% gap)
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ACT with Writing - 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%**.
2. We score **at or above the statewide level** for **% Meeting Benchmark** in **grade 11** on the **ACT with Writing in Science**.

Grade Level	2020-21 % Meeting Benchmark AASD	2020-21 % Meeting Benchmark Statewide	2021-22 % Meeting Benchmark AASD	2021-22 % Meeting Benchmark Statewide	2022-23 % Meeting Benchmark AASD	2022-23 % Meeting Benchmark Statewide
Grade 11 Science	25.8%	27.2%	28.1%	29.4%	28.3%	30.2%

We will **reduce gaps** in students **Meeting ACT Benchmarks of College Ready** within **various demographic groups** in **grade 11** on the **ACT Assessment in Science** by **3%**.

Grade Level	2020-21 % Meeting Benchmark AASD	2020-21 % Meeting Benchmark Statewide	2021-22 % Meeting Benchmark AASD	2021-22 % Meeting Benchmark Statewide	2022-23 % Meeting Benchmark AASD	2022-23 % Meeting Benchmark Statewide
Grade 11 Science	SWOD 29.7% SWD 2.5% (27.2% gap)	SWOD 30.3% SWD 4.7% (25.6% gap)	SWOD 31.8% SWD 6.3% (25.5% gap)	SWOD 32.4% SWD 5.5% (26.9% gap)	SWOD 31.8% SWD 6.8% (25.0% gap)	SWOD 33.4% SWD 5.3% (28.1% gap)
	Not EL 27.4% EL 0.0% (27.4% gap)	Not EL 28.2% EL 1.1% (27.1% gap)	Not EL 30.1% EL 0.0% (30.1% gap)	Not EL 30.6% EL 0.0% (30.6% gap)	Not EL 30.6% EL 0.0% (30.6% gap)	Not EL 31.6% EL 1.3% (30.3% gap)
	White 31.3% Black 13.0% (18.3% gap)	White 33.1% Black 3.3% (29.8% gap)	White 35.3% Black 4.2% (31.1% gap)	White 35.3% Black 4.4% (30.9% gap)	White 36.8% Black 7.8% (29.0% gap)	White 36.6% Black 4.8% (31.8% gap)

	White 31.3% Hispanic 5.3% (26.0% gap)	White 33.1% Hispanic 10.3% (22.8% gap)	White 35.3% Hispanic 10.9% (24.4% gap)	White 35.3% Hispanic 12.0% (23.3% gap)	White 36.8% Hispanic 12.7% (24.1% gap)	White 36.6% Hispanic 12.7% (23.9% gap)
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INFORMATION ONLY - Average Science Score on ACT with Writing						
	2020-21 AASD	2020-21 Statewide	2021-22 AASD	2021-22 Statewide	2022-23 AASD	2022-23 Statewide
Grade 11 Science Score	19.3	19.7	19.8	19.8	20.0	20.0

Success for
Every Student,
Every Day



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

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**

X **Making Reasonable Progress with noted exception(s): (See Evidence section)**

___ **Failing to make Reasonable Progress**

Key:

 = indicator achieved

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

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

Executive Summary/Analysis:

The evidence, as submitted below, provides assurance to the Board that the District provides instructional programming that supports students in their 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 in Civics & Social Studies. In addition, the measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard.

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, there was a decrease in the percentage of students scoring at the level of competent or mastery on the AASD's Document-based Questions (DBQ) Assessment. Although there was an observed decrease in a few gaps for identified subgroups; disparities still exist among the district's identified subgroups when compared to their peers.

WI Forward Results

At the program level, there was an observed increase in the percentage of 8th and 10th-grade students scoring Proficient/Advanced on the WI Forward Exam compared to 2021-22 results. At the elementary level, there was a slight decrease in the percentage of 4th-grade students scoring as Proficient/Advanced. Similar to the statewide results, there was a slight increase in the percentage of AASD students in 4th, 8th, and 10th grade scoring Below Basic in Social Studies. Although there was an observed decrease in gaps for identified subgroups at the 4th-grade level, disparities still exist among the three identified subgroups when compared to their peers.

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**

Commendations and/or Recommendations, 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 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 to be 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

Definition of Terms:

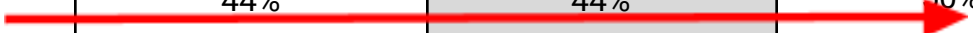
- **Norm-referenced** - Assessments that are used to compare students' progress to others in their peer group. This group may contain students in the same grade across the state or nation, or other categories such as special education, disability status, English learners, gifted students, and more. Most 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
- [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."
 - [Change over time](#)
 - [CCOT essay design](#)
 - [essay sample](#)
- **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.

- 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.
- **Cohort Analysis** - Examines longitudinal data for the same group of students over a period of time.
 - o **Example:** 2020-21 5K students compared to 2021-22 1st-grade students compared to 2022-23 2nd-grade students

	2020-21 % students meeting Typical Growth	2021-22 % students meeting Typical Growth	2022-23 % students meeting Typical Growth
5K	18%	46%	55%
Grade 1	26%	47%	57%
Grade 2	41%	57%	65%
Grade 3	50%	60%	68%
Grade 4	51%	61%	58%
Grade 5	50%	59%	57%

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

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



SUPERINTENDENT Evidence of Reasonable Progress:

AASD DBQ Assessment - Social Studies - Grades 8-11 (Cohort & 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	Course(s)	2021-22 % Competent/Mastery	2022-23 % Competent/Mastery
Grade 8	U.S. History (History)	93%	88.9%
Grade 9	Civics (Civics, History)	94.1%	78.5%
Grade 10	Global Studies (Geography, History)	93.2%	85.2%
	World History (History)		
	AP World History (History)		
	Humanities (Behavioral Sciences)		
Grade 11	American Studies (History/Behavioral Science)	71.2%	85.8%
	U.S. History (History)		
	AP U.S. History (History)		

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

Grade Level	Course(s)	2021-22 % Beginning	2022-23% Beginning
Grade 8	U.S. History (History)	1.4%	4.3%
Grade 9	Civics (Civics, History)	0%	13.6%
Grade 10	Global Studies (Geography, History)	1.1%	11.9%
	World History (History)		
	AP World History (History)		
	Humanities (Behavioral Sciences)		
Grade 11	American Studies (History/Behavioral Science)	7.9%	10.0%
	U.S. History (History)		
	AP U.S. History (History)		

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%**.

	2021-22 % Competent/Mastery	2022-23 % Competent/Mastery
Grade 8	SWOD 93.9% SWD 89.5% (4.4% gap)	SWOD 91.0% SWD 80.6% (10.4% gap)

	Not EL 93.0% EL 78.3% (14.9% gap)	Not EL 89.8% EL 80.0% (9.8% gap)
	White 95.4% Black 90.9% (4.5% gap)	White 92.3% Black 76.7% (15.6% gap)
	White 95.4% Hispanic 80.0% (15.4% gap)	White 92.3% Hispanic 72.3% (20.0% gap)
Grade 9	SWOD 95.1% SWD 89.6% (5.5% gap)	SWOD 80.5% SWD 62.7 % (17.8% gap)
	Not EL 94.1% EL 89.1% (5.0% gap)	Not EL 79.0% EL 74.3% (4.7% gap)
	White 94.8% Black 93.3% (1.5% gap)	White 81.8% Black 57% (24.8% gap)
	White 94.8% Hispanic 92.3% (2.5% gap)	White 81.8% Hispanic 61.4% (20.4% gap)
Grade 10	SWOD 94.3% SWD 87.2% (7.1% gap)	SWOD 87.8% SWD 71.7% (16.1% gap)
	Not EL 93.2% EL 85.3% (7.9% gap)	Not EL 86.0% EL 76.6% (9.4% gap)
	White 94.0 % Black 94.1% (-0.1% gap)	White 87.6% Black 61.2% (26.4% gap)
	White 94% Hispanic 91.8% (2.2% gap)	White 87.6% Hispanic 80.4% (7.7% gap)

Grade 11	SWOD 74.1% SWD 55.1% (19% gap)	SWOD 90.0% SWD 67.4% (22.6% gap)
	Not EL 71.2% EL 50.9% (20.3% gap)	Not EL 87.7% EL 63.4% (24.3% gap)
	White 72% Black 50% (22% gap)	White 90.2% Black 72.7% (17.5% gap)
	White 72% Hispanic 62.7% (9.3% gap)	White 90.2% Hispanic 79.0% (11.2% gap)

Additional Context for AASD DBQ Assessment: Since administering a spring assessment, many decisions have been made moving forward to ensure that we are implementing the assessment with fidelity. Both the Middle School and High School Curriculum Support Specialists worked during the summer 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:

- used by all teachers, for all students,
- created by district SBC course development teams,
- aligned to the same task and format,
- aligned to the same standards,
- meeting grade level rigor,
- assessed on the same rubric, and
- supported by the same resource.

I am looking forward to the 23-24 data, as I think it will tell the most accurate progression and reflection of learning. The data that you see above does not reflect all of these changes moving forward. In the first year, different DBQ assessments were given, the assessments were not given during a six-week window, the same rubric was not used, nor were the grading categories the same. In year two, the windows, assessments, and rubrics were the same; however, in year three district PLCs are calibrating and determining common testing conditions and altering sources for student needs. We are moving in the right direction for administering the assessment and giving feedback in an equitable manner. We will be ready to address the gaps following the 23-24 school year. Steps in Universal Instruction, such as the high leverage literacy strategies, SIOP, and academic language within Teacher Clarity, will all assist in addressing the gaps.

WI Forward - Social Studies - Grades 4 & 8 (Program Analysis)

1. We will **increase the percentage** of students scoring **Proficient/Advanced** in **grades 4 & 8** on the **WI Forward Exam in Social Studies** by **1%**.
2. We will score **at or above the statewide level** for **Proficient/Advanced** in **grades 3-8** on the **WI Forward Exam in Social Studies**.

	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide	2022-23 %Prof/Adv AASD	2022-23 %Prof/Adv Statewide
Grade 4	39.9%	44.0%	59.6%	59.3%	59.0%	59.7%
Grade 8	37.0%	41.9%	52.4%	57.7%	52.9%	58.5%
Grade 10	39.0%	37.3%	41.2%	44.7%	44.2%	44.5%

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

	2020-21 %Below Basic AASD	2020-21 %Below Basic Statewide	2021-22 %Below Basic AASD	2021-22 %Below Basic Statewide	2022-23 %Below Basic AASD	2022-23 %Below Basic Statewide
Grade 4	30.1%	22.9%	16.2%	19.1%	16.6%	19.3%
Grade 8	28.9%	19.6%	19.2%	17.6%	22.1%	18.3%
Grade 10	20.9%	21.4%	23.8%	22.3%	25.4%	24.4%

We will **reduce gaps** in students scoring **Proficient and Advanced** within **identified demographic groups** in **grades 4 & 8** on the **WI Forward Exam in Social Studies** by **3%**.

	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide	2022-23 %Prof/Adv AASD	2022-23 %Prof/Adv Statewide
Grade 4	SWOD 44.3% SWD 19.7% (24.6% gap)	SWOD 48.2% SWD 19.0% (29.2% gap)	SWOD 64.2% SWD 33.5% (30.7% gap)	SWOD 64.5% SWD 28.9% (35.6% gap)	SWOD 65.1% SWD 28.4% (36.7% gap)	SWOD 64.9% SWD 29.8% (34.7% gap)
	Not EL 45.1% EL 8.4% (36.7% gap)	Not EL 46.8% EL 13.7% (33.1% gap)	Not EL 64.4% EL 22.4% (42.0% gap)	Not EL 62.1% EL 29.3% (32.8% gap)	Not EL 64.2% EL 27.6% (36.6% gap)	Not EL 62.4% EL 29.3% (33.1% gap)

	White 49.5% Black 26.3% (23.2% gap)	White 54.0% Black 8.8% (45.2% gap)	White 67.9% Black 28.6% (39.3% gap)	White 68.5% Black 21.8% (45.7% gap)	White 68.1% Black 44.7% (24.0% gap)	White 68.9% Black 22.5% (46.4% gap)
	White 49.5% Hispanic 19.7% (29.8% gap)	White 54.0% Hispanic 24.3% (29.7% gap)	White 67.9% Hispanic 36.6% (31.3% gap)	White 68.5% Hispanic 39.0% (29.5% gap)	White 68.1% Hispanic 42.4% (25.7% gap)	White 68.9% Hispanic 41.2% (27.7% gap)
Grade 8	SWOD 47.3% SWD 8.4% (38.9% gap)	SWOD 46.3% SWD 11.7% (34.6% gap)	SWOD 60.8% SWD 24.2% (36.6% gap)	SWOD 62.9% SWD 20.4% (42.5% gap)	SWOD 58.6% SWD 23.5% (35.1% gap)	SWOD 64.2% SWD 20.1% (36.1% gap)
	Not EL 45.3% EL 3.8% (41.5% gap)	Not EL 44.0% EL 6.4% (37.6% gap)	Not EL 60.1% EL 20.7% (39.4% gap)	Not EL 60.1% EL 18.0% (42.1% gap)	Not EL 56.0% EL 18.8% (37.2% gap)	Not EL 60.9% EL 19.0% (41.9% gap)
	White 48.2% Black 16.7% (31.5% gap)	White 50.4% Black 10.0% (40.4% gap)	White 63.2% Black 31.8% (31.4% gap)	White 65.6% Black 23.3% (42.3% gap)	White 58.8% Black 25.5% (33.3% gap)	White 65.9% Black 26.1% (39.8% gap)
	White 48.2% Hispanic 26.7% (21.5% gap)	White 50.4% Hispanic 23.6% (26.8% gap)	White 63.2% Hispanic 37.1% (26.1% gap)	White 65.6% Hispanic 41.1% (24.5% gap)	White 58.8% Hispanic 32.5% (26.3% gap)	White 65.9% Hispanic 42.6% (23.3% gap)
Grade 10	SWOD 43.9% SWD 9.6% (34.3% gap)	SWOD 41.1% SWD 9.4% (31.7% gap)	SWOD 46.6% SWD 12.0% (34.6% gap)	SWOD 49.0% SWD 11.8% (38.8% gap)	SWOD 49.4% SWD 12.1% (37.3% gap)	SWOD 48.9% SWD 12.0% (36.9% gap)
	Not EL 41.7% EL 2.5% (39.2% gap)	Not EL 38.8% EL 2.4% (36.4% gap)	Not EL 44.3% EL 1.3% (43.0% gap)	Not EL 46.6% EL 5.5% (41.1% gap)	Not EL 47.7% EL 6.4% (41.3% gap)	Not EL 46.6% EL 7.4% (39.2% gap)
	White 46.4% Black 10.9% (35.5% gap)	White 44.9% Black 6.0% (38.9% gap)	White 48.1% Black 21.2% (26.9% gap)	White 51.6% Black 14.0% (36.6% gap)	White 51.7% Black 12.9% (38.8% gap)	White 51.9% Black 12.9% (39.0% gap)
	White 46.4% Hispanic 24.4% (22.0% gap)	White 44.9% Hispanic 18.5% (26.4% gap)	White 48.1% Hispanic 25.4% (22.7% gap)	White 51.6% Hispanic 27.3% (24.3% gap)	White 51.7% Hispanic 30.8% (20.9% gap)	White 51.9% Hispanic 27.1% (24.8% gap)

6th & 7th Grade Curriculum: CTE & STEM



February 21, 2024 Board Meeting



Future Board Actions

Approve New 6th-Grade & 7th-Grade Courses/Curriculum

- February 21, 2024 - Provide BOE with overview of **CTE/STEM**
- February 26, 2024 - Item for Consideration

6th grade- EXPLORATORY (except for music ensemble)

Semester classes (every other day all year long)	ENCORE 1		Quarter Classes (every day)	ENCORE 2 Quarter		ENCORE 3 Quarter	
Semester 1	Music	PE	QT 1/2	French Introduction - Grade 6	Spanish Introduction - Grade 6	FCS	Art
Semester 2	Music	PE	QT 3/4	Tech Ed	STEM	Health/SEL	Business & Market/ACP

7th grade- EXPLORATORY (except for music ensemble & world language)

Semester classes- (every other day all year long)	ENCORE 1		ENCORE 2 (every day for a semester- World Language)		ENCORE 3 Quarter Classes (everyday for a quarter)	
Semester 1	Music	PE	Tech Ed.	STEM	Health/SEL	Business/ACP/Computer Science
Semester 2	Music	PE	French Introduction - Grade 7	Spanish Introduction - Grade 7	FCS	Art

*All **PINK** Courses are interchangeable in the schedule



Family Consumer Science(FCS)

6th-Grade FCS Exploratory

- Consumerism
- Culinary Fundamentals
- Service Learning
- Design & Stitch

7th-Grade FCS

- Personal Finance
- Food Safety & Sanitation
- Nutrition
- Interior Design





QUESTIONS



6th-Grade Exploring Business, Marketing and ACP

- Introduction to Business
- Marketing Fundamentals
- Academic & Career Planning

7th-Grade Business, Marketing and ACP

- Business/Marketing Operations and Management
- Computer Applications and Science
- Academic & Career Planning





QUESTIONS

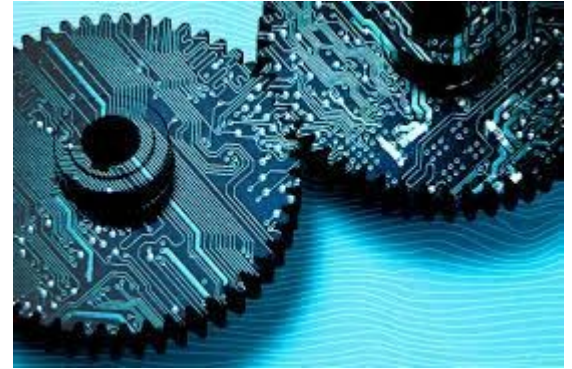


6th-Grade Exploratory Technology Engineering

- Design
 - Manufacturing, Architecture & Construction
- Video and Graphics
- Electronics
- Safety and Woodworking

7th-Grade Technology Engineering

- Design
 - Manufacturing, Architecture & Construction
- Video and Graphics
- Electronics
- Safety and Woodworking



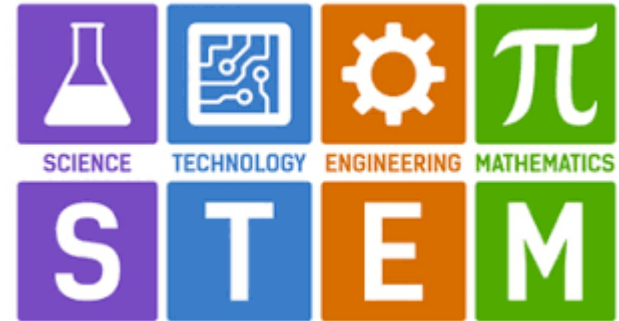


6th-Grade STEM

- Design
- Programming
- Aerospace and Transportation

7th-Grade STEM

- Design
- Programming
- Aerospace and Transportation





QUESTIONS