



Wednesday, November 20, 2024
Board of Education Work Session (REVISED)

APPLETON AREA SCHOOL DISTRICT
BOARD OF EDUCATION WORK SESSION
Scullen Leadership Center
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 or (920) 852-5300, ext. 60111 at least 24-hours in advance of the meeting.

1. Meeting Opening

Subject	A. Roll Call
Meeting	Nov 20, 2024 - Board of Education Work Session (REVISED)
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 - 2.1.1 English Language Art (45 min)
Meeting	Nov 20, 2024 - Board of Education Work Session (REVISED)
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
[Monitoring Report Final 2024-25 R-2.1.2 ELA Results Monitoring Report--AASD.pdf \(1,377 KB\)](#)

Subject	B. Results Monitoring - 2.1.2 Mathematics (45 min)
Meeting	Nov 20, 2024 - Board of Education Work Session (REVISED)

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

[Monitoring Report Final 2024-25 R-2.1.2 Mathematics Results--AASD.pdf \(1,221 KB\)](#)

3. School Services Report

Subject A. 2023-2024 District/State Report Card (45 min)

Meeting Nov 20, 2024 - Board of Education Work Session (REVISED)

Category 3. School Services Report

Type Discussion, Information, Presentation, Report

File Attachments

[BOE - 2023-2024 State Report Cards.pdf \(318 KB\)](#)

4. Board Business

Subject A. School Attendance Boundaries (45 min)

Meeting Nov 20, 2024 - Board of Education Work Session (REVISED)

Category 4. Board Business

Type Discussion, Information

File Attachments

[Sandy Slope growth areas north of Highway 41.docx.pdf \(795 KB\)](#)

5. Adjourn

Subject A. Adjournment of Work Session

Meeting Nov 20, 2024 - Board of Education Work Session (REVISED)

Category 5. Adjourn

Type Information, Procedural

Success for
Every Student,
Every Day



**Appleton Area School District
Results Monitoring Report
R-2.1.1 English Language Arts**

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SUPERINTENDENT CERTIFICATION:

With respect to Results Policy R-2.1.1 English Language Arts, 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 Executive Summary below**

☐ **Failing to make Reasonable Progress**

 = indicator achieved (23)

 = indicator not achieved as outcome remained the same as the year before or improved but not to the desired level (8)

 = indicator not achieved as the outcome was lower than the year before (21)

Executive Summary/Analysis:

The data in this report summarizes District progress in providing instructional programming that supports students in their personal growth and achievement in English Language Arts, providing 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.

4K Summary/Analysis: 4K students in the Appleton Area School District continue to achieve at high levels in ELA according to TS Gold results. Results for two of the three objectives within the TS Gold assessment indicate over 90% of 4K students are meeting the widely held expectations for 4K students in ELA.

5K-6 Summary/Analysis: At the program level, all grade levels (with the exception of fifth grade) experienced an increase in students scoring at the proficient/advanced levels on the WI Forward Assessment when compared to 2022 results. At the cohort level, only fourth-grade and sixth-grade students demonstrated an increase in the percentage of students scoring at the proficient/advanced levels when compared to the same group of students in 2022.

Middle School Summary/Analysis: At the program level, there was an increase in the percentage of students in seventh and eighth-grade scoring at the proficient/advanced levels on the WI Forward Assessment when compared to 2022 results. In contrast, when compared to how seventh and

eighth-grade students did as a cohort during the 2022 school year, there was a decrease in the percentage of students scoring at the proficient/advanced levels.

High School Summary/Analysis: The PreACT replaced the ACT Aspire during the 2022-23 school year as the state assessment for students in grades 9-10 for ELA. At the program level, results for 9th-grade students illustrate an increase in students scoring proficient/advanced by approximately 5%. Between 2022 and 2023, there was a slight decrease in the percentage of 10th-grade students scoring proficient/advanced. AASD 9th and 10th-grade students both performed slightly above the state average in ELA during the 2023 school year. ACT scores for 11th-grade students in ELA were significantly higher for students scoring as proficient/advanced when compared to 2022 results and were also slightly above the state average.

Gap Analysis Summary/Analysis: Persistent score gaps continue to exist between students in focus demographic groups when compared to their peers (EL/non-EL, SWD/SWOD, Black/White, Hispanic/Not Hispanic). Among the four focus demographic groups, test score gaps continue to be most significant between EL and non-EL students in the AASD. *For information purposes only, gap areas have been added to this report for the following areas, which we will monitor in future years: Asian/ White, Two or More Ethnicities/ White, Economically Disadvantaged/ Non-Economically Disadvantaged.*

Notes or exceptions, if any:

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 2.1.1 English Language Arts (ELA), the Board finds 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:

Signed: _____ Date: _____
Board President

Document submitted: _____ Re-submitted: _____

R-2.1 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:

2.1.1 English Language Arts

SUPERINTENDENT Evidence of Reasonable Progress:**Teaching Strategies GOLD - English Language Arts (ELA)- Grade 4K (Program Analysis)**

We will increase by 3% the percentage of 4K students Meeting or Exceeding the widely held expectations of a 4K student in: Demonstrates phonological awareness, phonics skills, and word recognition (Objective #15)

TS GOLD Objective	Spring 2021	Spring 2022	Spring 2023	Spring 2024
15a Notices and discriminates rhyme	82%	90%	89%	87.4%
15b Notices and discriminates alliteration	90%	90%	91%	91.8%
15c Notices and discriminates discrete units of sound	90%	90%	95%	93.9%

i-Ready Assessment - Reading - Grades 5K-8 (Cohort Analysis)

Additional Context for i-Ready Assessment: The i-Ready Assessment is administered to AASD students in grades 5K-8 three times throughout the school year (fall/winter/spring) and is used as a progress monitoring measure to support the district's continuous school improvement process. Full implementation of the i-Ready Assessment among all district elementary and middle schools began during the 2020-21 school year.

We will increase the percentage of students in grades 5K-8 on the i-Ready Diagnostic who reach their Typical Growth in Reading (growth expected within one or more year) by the end of the academic year by 1% (Cohort Analysis).

	2020-21	2021-22	2022-23	2023-24
5K	18%	46%	55%	57%
Grade 1	26%	47%	57%	65%
Grade 2	41%	57%	65%	66%
Grade 3	50%	60%	68%	61%
Grade 4	51%	61%	58%	63%
Grade 5	50%	59%	57%	57%
Grade 6	48%	59%	66%	64%
Grade 7	48%	54%	58%	52%
Grade 8	41%	47%	51%	47%

i-Ready Assessment - Reading- Grades 5K-8 Typical Growth Gap Reduction ([GRAPHS](#))

We will reduce gaps in students reaching Typical Growth in Reading within identified demographic groups in grades 5K-8 on the i-Ready Assessment by 3% (Program Analysis).				
	2020-21	2021-22	2022-23	2023-24
SWOD	43%	56%	60%	60%
SWD	35%	49%	55%	53%
gap	8%	7%	5%	7%
Not EL	43%	40%	60%	60%
EL	33%	29%	54%	55%
gap	10%	11%	6%	5%
White	45%	57%	62%	61%
Black	33%	43%	54%	54%
gap	12%	14%	8%	7%
Not Hispanic	43%	55%	60%	55%
Hispanic	37%	51%	57%	60%
gap	6%	4%	3%	5%
White	x	x	62%	61%
Asian	x	x	54%	57%
gap	x	x	8%	4%
White	x	x	62%	61%
Two or More	x	x	54%	57%
gap	x	x	8%	4%
Non EconD	x	x	63%	63%
Econ D	x	x	56%	55%

gap	x	x	7%	8%
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i-Ready Assessment - Reading - Grades 5K-8 “On or Above Grade Level” (Cohort Analysis) ([GRAPHS](#))

We will increase the percentage of students scoring **On or Above Grade** Level in Reading in grades 5K-8 on the i-Ready Assessment by 1% (Cohort Analysis).

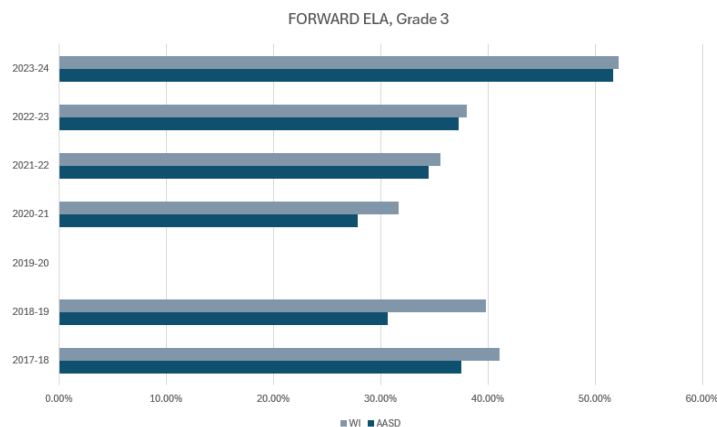
	2020-21	2021-22	2022-23	2023-24
5K	57%	52%	53%	56%
Grade 1	44%	44%	50%	51%
Grade 2	39%	40%	43%	44%
Grade 3	40%	40%	42%	40%
Grade 4	33%	32%	34%	32%
Grade 5	24%	24%	27%	27%
Grade 6	32%	33%	38%	34%
Grade 7	25%	29%	35%	33%
Grade 8	24%	25%	29%	29%

i-Ready Assessment - Reading- Grades 5K-8 “On or Above Grade Level” Gap Reduction

We will **reduce gaps** in students scoring **On or Above Grade Level** in Reading within identified demographic groups in grades 5K-8 on the i-Ready Assessment 3% (Program Analysis).

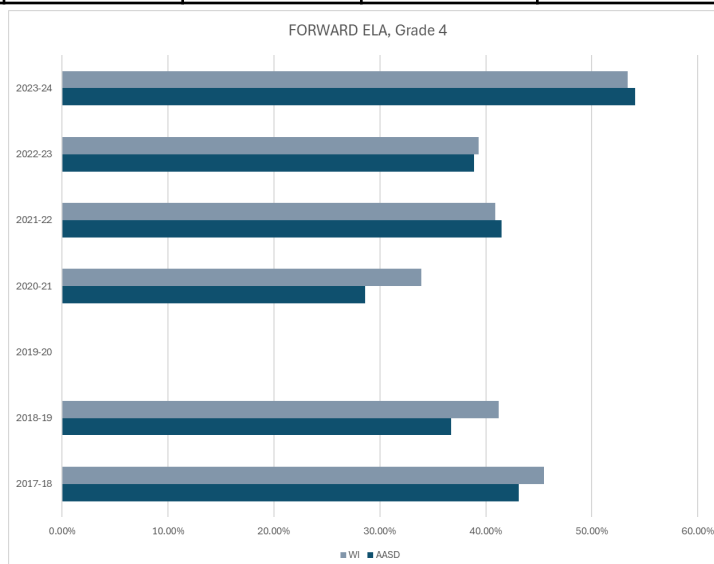
	2020-21	2021-22	2022-23	2023-24
SWOD	38%	39%	42%	42%
SWD	14%	15%	18%	17%
gap	24%	24%	24%	25%
Not EL	38%	39%	42%	42%
EL	9%	8%	10%	10%
gap	29%	31%	32%	32%
White	42%	43%	46%	46%
Black	13%	14%	19%	16%
gap	29%	29%	27%	30%
Not Hispanic	36%	37%	41%	40%
Hispanic	19%	18%	23%	22%
gap	17%	19%	18%	18%
White	x	x	46%	46%
Asian	x	x	28%	27%
gap	x	x	18%	19%
White	x	x	46%	46%
Two or More	x	x	33%	38%
gap	x	x	13%	8%
Non-EconD	x	x	50%	51%
EconD	x	x	25%	25%
gap	x	x	25%	26%

FORWARD ELA- Grades 3-8 (Program Analysis)



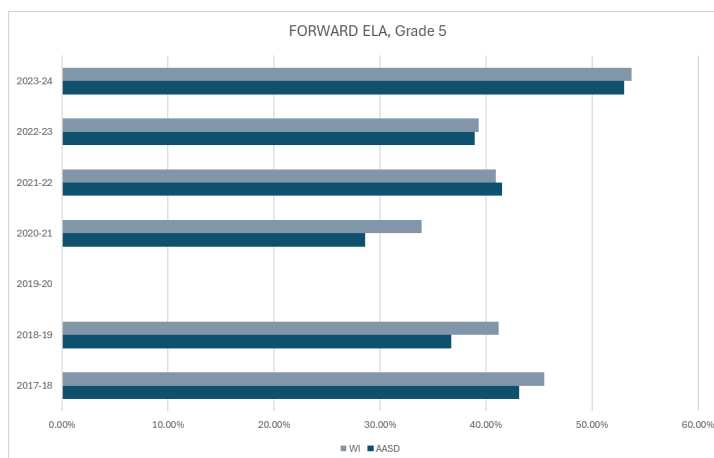
We will increase the percentage of 3rd Grade students scoring Proficient/Advanced on the WI Forward Exam in ELA by 1%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AASD	37.5%	30.7%	NA	27.9%	34.5%	37.3%	51.7%
WI	41.1%	39.8%	NA	31.7%	35.6%	38.0%	52.2%



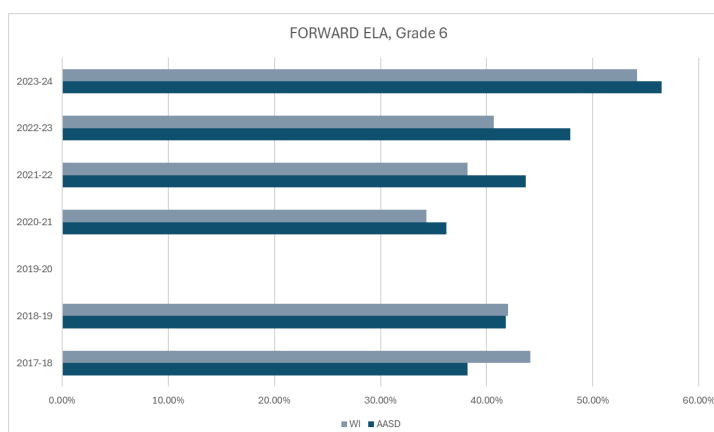
We will increase the percentage of 4th Grade students scoring Proficient/Advanced on the WI Forward Exam in ELA by 1%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AASD	39.1%	39.7%	NA	35.0%	41.2%	44.3%	54.1%
WI	45.3%	44.1%	NA	36.2%	42.2%	45.8%	53.4%



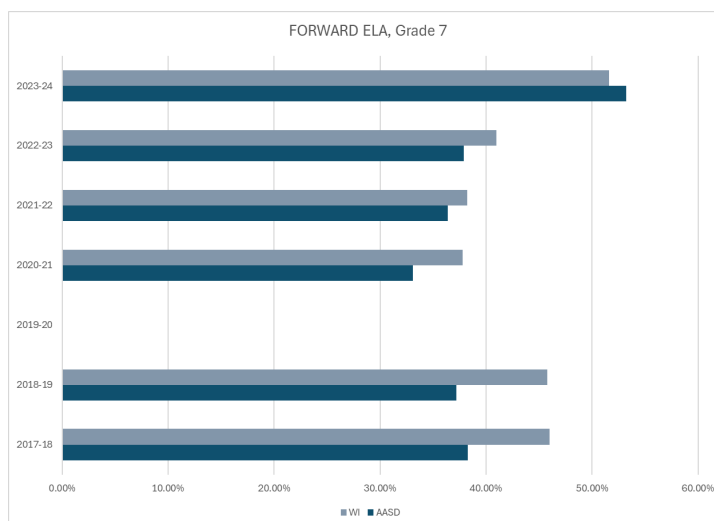
We will increase the percentage of 5th Grade students scoring Proficient/Advanced on the WI Forward Exam in ELA by 1%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AASD	43.1%	36.7%	NA	28.6%	41.5%	38.9%	53%
WI	45.5%	41.2%	NA	33.9%	40.9%	39.3%	53.7%



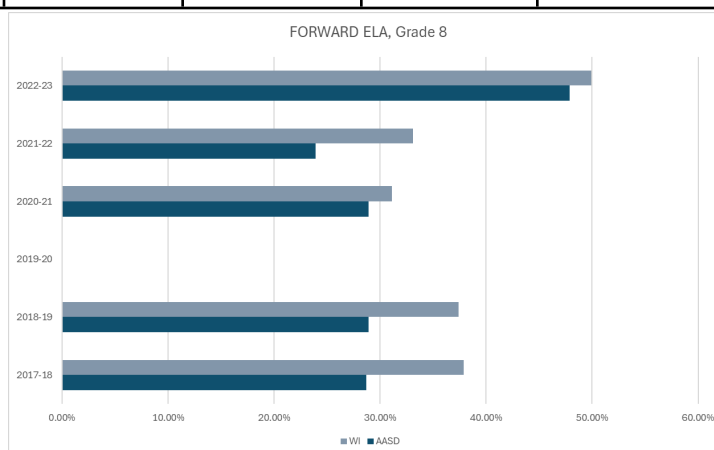
We will increase the percentage of 6th Grade students scoring Proficient/Advanced on the WI Forward Exam in ELA by 1%.

% Prof.Adv.	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AASD	38.2%	41.8%	NA	36.2%	43.7%	47.9%	56.5%
WI	44.1%	42.0%	NA	34.3%	38.2%	40.7%	54.2%



We will increase the percentage of 7th Grade students scoring Proficient/Advanced on the WI Forward Exam in ELA by 1%.

% Prof.Adv.	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AASD	38.3%	37.2%	NA	33.1%	36.4%	37.9%	53.2%
WI	46.0%	45.8%	NA	37.8%	38.2%	41.0%	51.6%



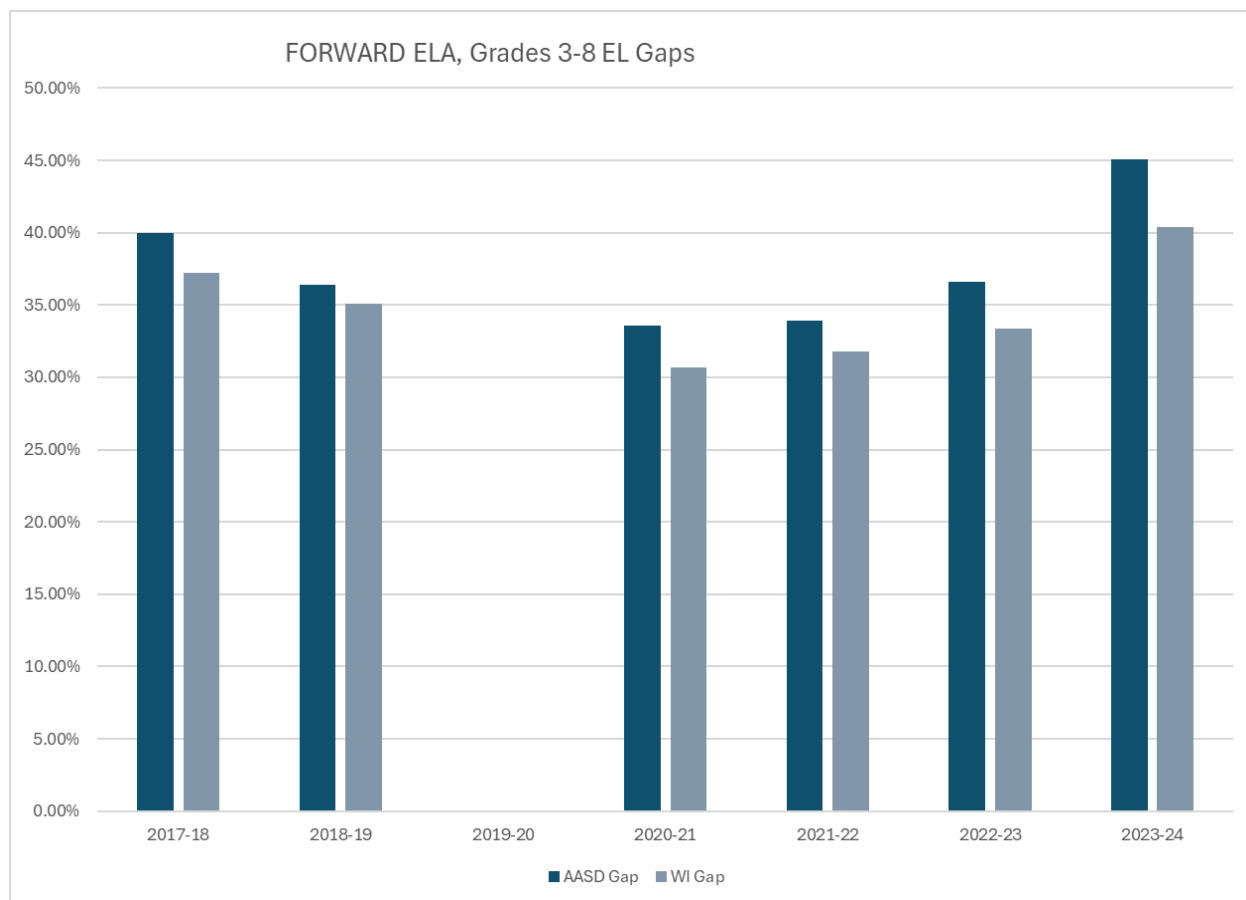
We will increase the percentage of 8th Grade students scoring Proficient/Advanced on the WI Forward Exam in ELA by 1%.

% Prof.Adv.	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD	28.7%	28.9%	NA	28.9%	23.9%	47.9%
WI	37.9%	37.4%	NA	31.1%	33.1%	49.9%

FORWARD ELA - Grades 3-8 (Cohort Analysis)

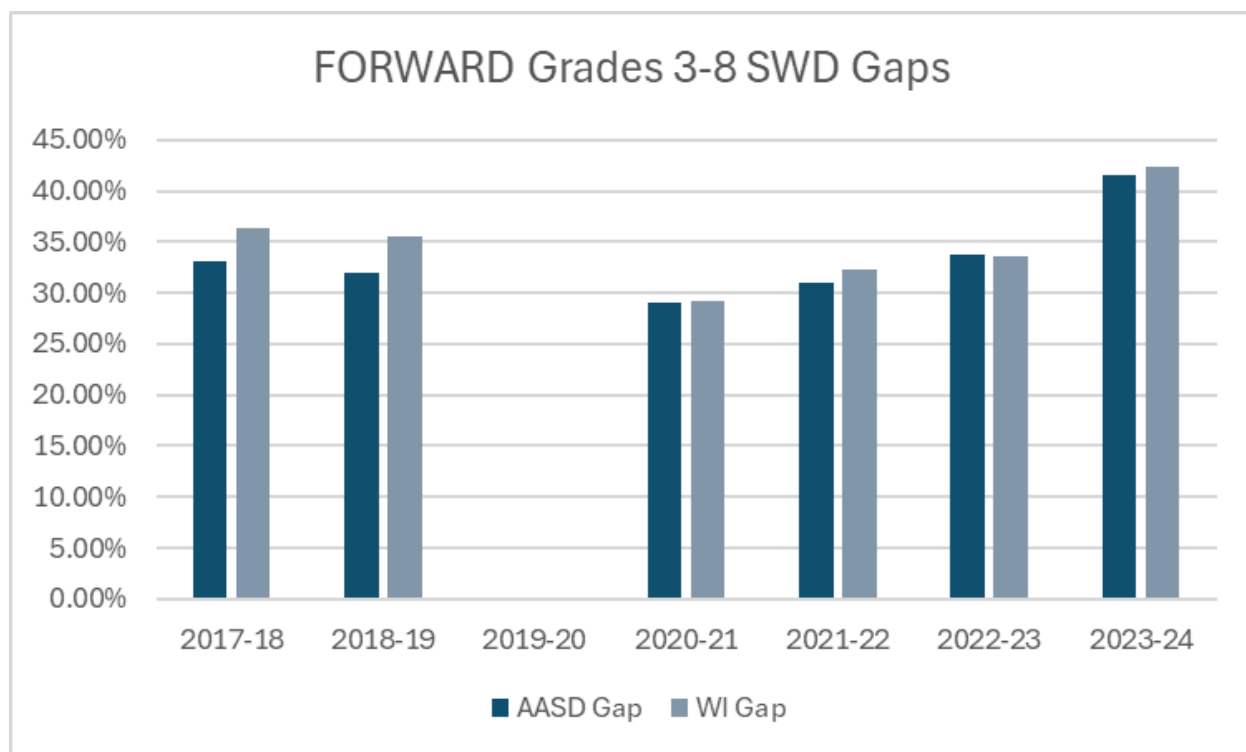
We will increase the percentage of students scoring Proficient/Advanced in grades 3-8 on the WI Forward Exam in ELA by 1%.												
	2018-19 %Prof/ Adv AASD	2018-19 %Prof/ Adv Statewide	2019-20 %Prof/ Adv AASD	2019-20 %Prof/ Adv Statewide	2020-21 %Prof/ Adv AASD	2020-21 %Prof/ Adv Statewide	2021-22 %Prof/ Adv AASD	2021-22 %Prof/ Adv Statewide	2022-23 %Prof/ Adv AASD	2022-23 %Prof/ Adv Statewide	2023-24 %Prof/ Adv AASD	2023-24 %Prof/ Adv Statewide
Class of 2033											60.4% (3rd grade)	57.1% (3rd grade)
Class of 2032									44.2% (3rd grade)	49.1% (3rd grade)	54.1% (4th grade)	55.1% (4th grade)
Class of 2031							44.8% (3rd grade)	48.4% (3rd grade)	43.4% (4th grade)	46.8% (4th grade)	51.3% (5th grade)	54.6% (5th grade)
Class of 2030					39.5% (3rd grade)	41.5% (3rd grade)	43.7% (4th grade)	45.0% (4th grade)	49.9% (5th grade)	48.6% (5th grade)	55.1% (6th grade)	54.1% (6th grade)
Class of 2029			NA (3rd grade)	NA (3rd grade)	34.8% (4th grade)	37.5% (4th grade)	47.1% (5th grade)	46.0% (5th grade)	51.1% (6th grade)	42.9% (6th grade)	56.4% (7th grade)	53.8% (7th grade)
Class of 2028	44.2% (3rd grade)	50.9% (3rd grade)	NA (4th grade)	NA (4th grade)	32.5% (5th grade)	38.0% (5th grade)	45.1% (6th grade)	39.7% (6th grade)	32.9% (7th grade)	35.8% (7th grade)	50.0% (8th grade)	53.3% (8th grade)

FORWARD ELA, Grades 3-8 GAP Reduction



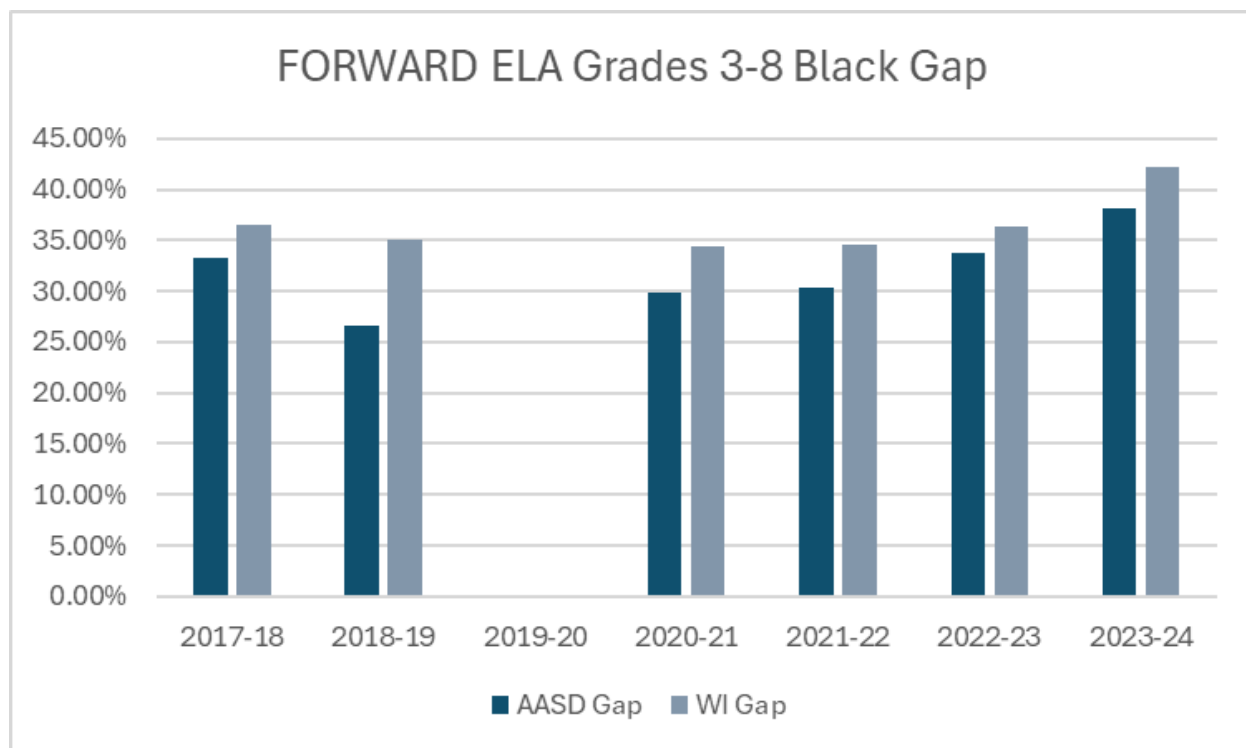
FORWARD ELA - Grades 3-8 Gap Reduction - English Learners

We will reduce gaps between English Language Students (EL) and non-EL Students scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in MATH by 3%.							
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AASD Non-EL	46.9%	45.7%	NA	36.2%	43.3%	47.0%	59.3%
AASD EL	6.4%	8.2%	NA	3.8%	9.6%	11.7%	17.9%
Gap	40.5%	37.5%	NA	32.4%	33.7%	35.3%	41.4%
WI Non-EL	46.9%	46.4%	NA	36.2%	42.5%	44.6%	57.1%
WI EL	12.0%	13.4%	NA	7.0%	11.9%	12.8%	19.4%
Gap	34.9%	33.0%	NA	29.2%	30.6%	31.8%	37.7%



WI Forward - ELA- Grades 3-8 Gap Reduction - Students with Disabilities

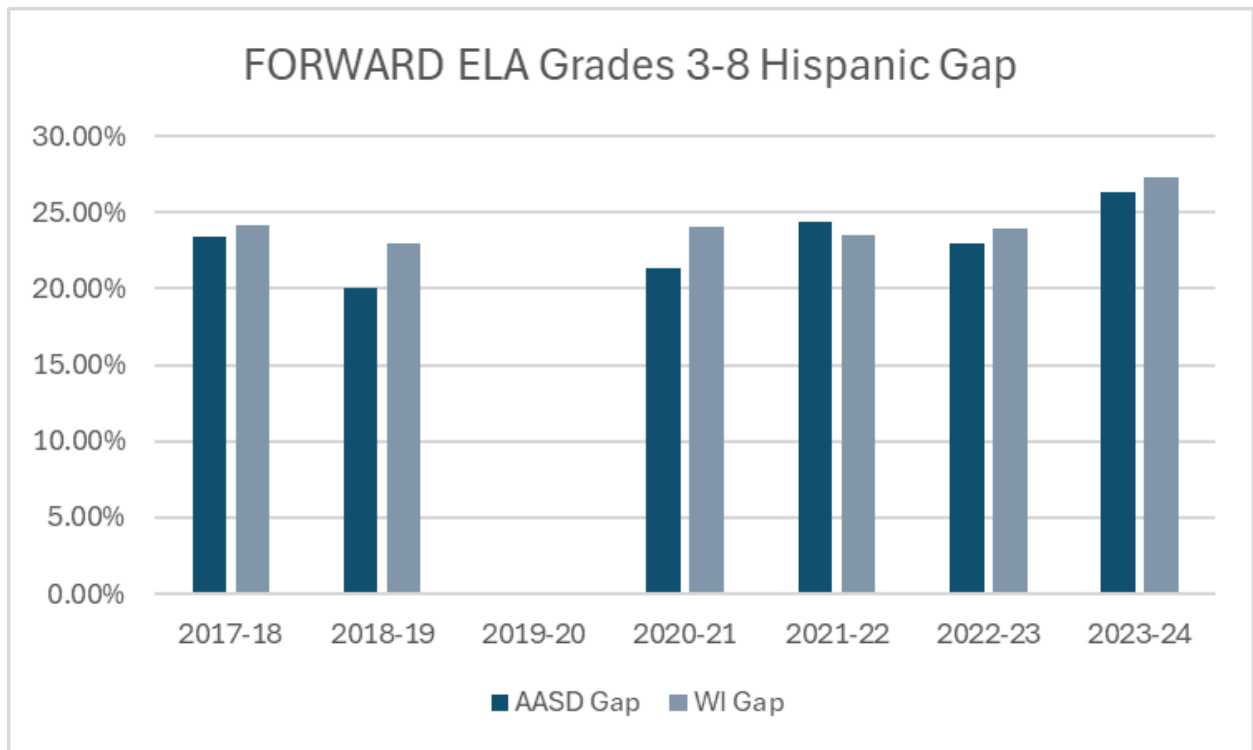
We will reduce gaps between Students With Disabilities (SWD) and Students Without Disabilities (SWOD) scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in ELA by 3%.							
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AASD SWD	11.3%	10.6%	NA	8.7%	11.6%	12.3%	18%
AASD SWOD	44.4%	42.5%	NA	37.7%	42.6%	46.0%	59.6%
Gap	33.1%	31.9%	NA	29.0%	31.0%	33.7%	41.6%
WI SWD	11.6%	10.8%	NA	9.0%	10.1%	11.5%	16.2%
WI SWOD	47.9%	46.4%	NA	38.2%	38.2%	45.1%	58.6%
Gap	36.3%	35.6%	NA	29.2%	32.3%	33.6%	42.4%



WI Forward - ELA- Grades 3-8 Gap Reduction - Black Students

We will reduce gaps between **Black and White Students** scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in ELA by 3%

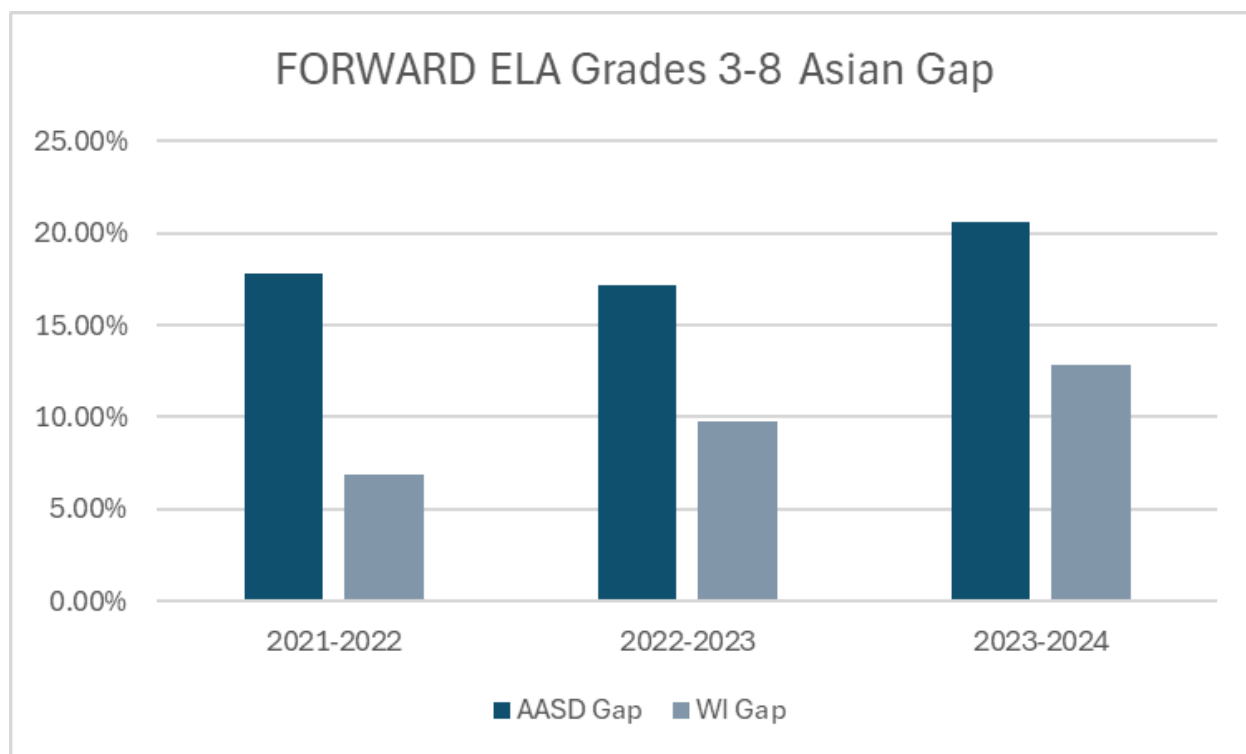
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AASD Black %Prof/Adv	13.8%	17.2%	NA	10.3%	14.8%	14.0%	23.2%
AASD White %Prof/Adv	47.0%	43.8%	NA	40.1%	44.5%	47.8%	61.3%
Gap	33.2%	26.6%	NA	29.8%	30.3%	33.8%	38.1%
WI Black%	13.9%	13.7%	NA	7.4%	10.5%	11.4%	18.9%
WI White %Prof/Adv	50.5%	48.7%	NA	41.8%	45.0%	47.8%	61.1%
Gap	36.6%	35.0%	NA	34.4%	34.5%	36.4%	42.2%



WI Forward - ELA- Grades 3-8 Gap Reduction - Hispanic Students

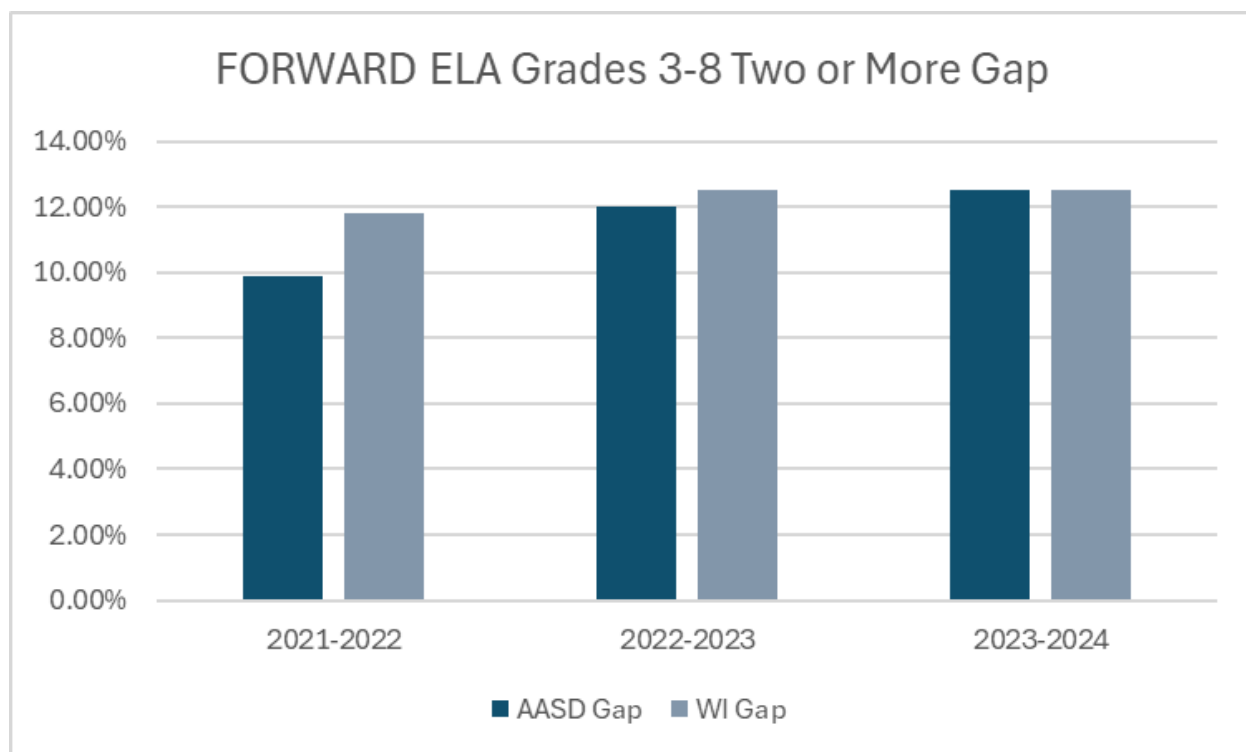
We will reduce gaps between **Hispanic and White/Non-Hispanic Students** scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in ELA by 3%

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AASD Hispanic %Prof/Adv	23.6%	23.8%	NA	18.7%	20.2%	24.8%	35%
AASD White/Non-Hispanic %Prof/Adv	47.0%	43.8%	NA	40.1%	44.6%	47.8%	61.3%
Gap	23.4%	20.0%	NA	21.4%	24.4%	23.0%	26.3%
WI Hispanic	26.3%	25.7%	NA	17.7%	21.5%	23.7%	33.8%
WI White/Non-Hispanic %Prof/Adv	50.5%	48.7%	NA	41.8%	45.0%	47.8%	61.1%
Gap	24.2%	23.0%	NA	24.1%	23.5%	24.0%	27.3%



WI Forward - ELA- Grades 3-8 Gap Reduction - Asian Students

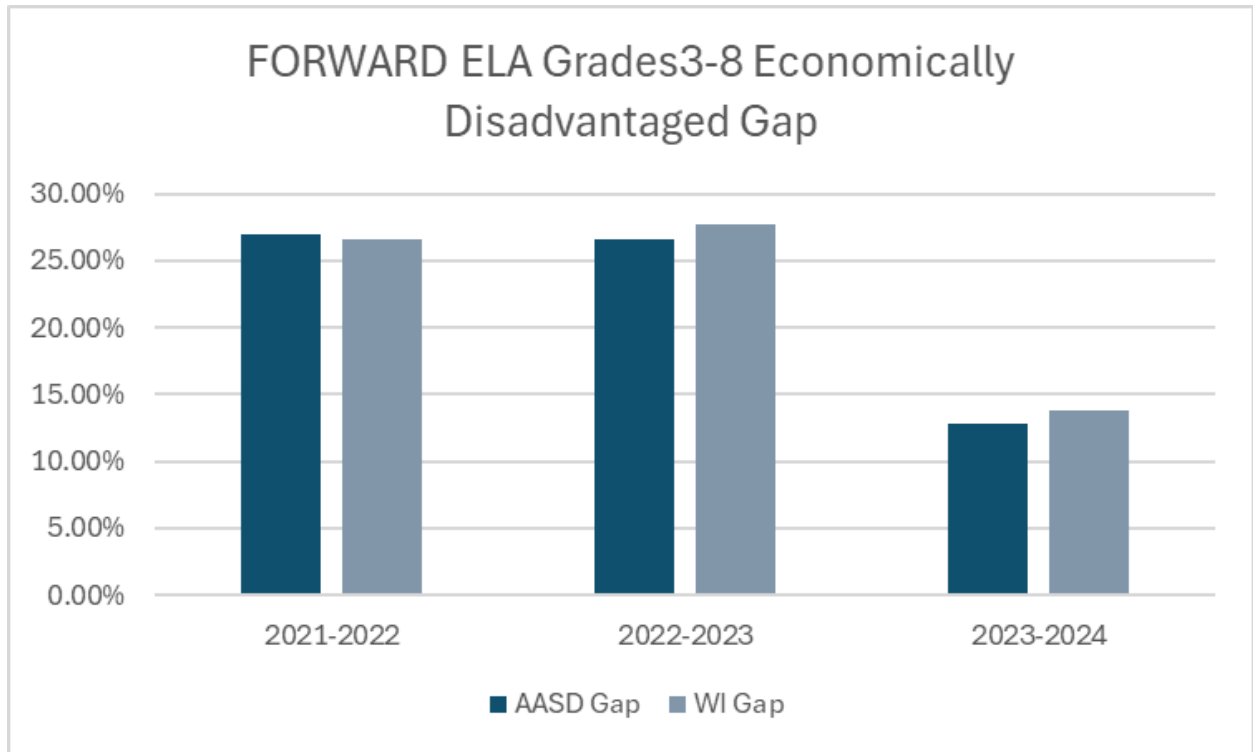
Future gap reduction between Asian and White Students scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in ELA.			
	2021-2022	2022-2023	2023-2024
AASD Asian %Prof/Adv	26.8%	29.9%	40.7%
AASD White %Prof/Adv	44.6%	47.1%	61.3%
Gap	17.8%	17.2%	20.6%
WI Asian %Prof/Adv	38.1%	38.0%	48.3%
WI White %Prof/Adv	45.0%	47.8%	61.1%
Gap	6.9%	9.8%	12.8%



WI Forward - ELA- Grades 3-8 Gap Reduction - Two or More Ethnicities

Future gap reduction between **Two or More Ethnicities and White Students** scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in ELA.

	2021-2022	2022-2023	2023-2024
AASD Two or More %Prof/Adv	34.7%	35.1%	48.8%
AASD White %Prof/Adv	44.6%	47.1%	61.3%
Gap	9.9%	12.0%	12.5%
WI Two or More %Prof/Adv	33.2%	35.5%	48.6%
WI White %Prof/Adv	45.0%	47.8%	61.1%
Gap	11.8%	12.5%	12.5%



WI Forward - ELA- Grades 3-8 Gap Reduction - Economically Disadvantaged Students

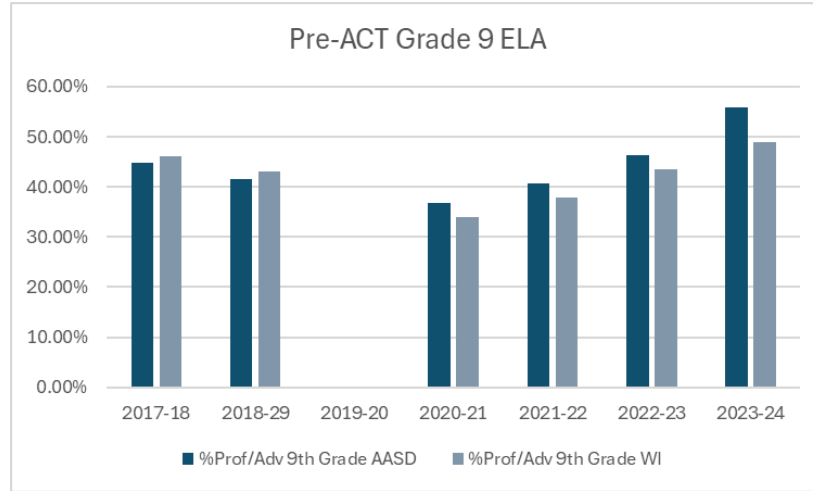
Future gap reduction between **Economically Disadvantaged and Non-Economically Disadvantaged Students** scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in ELA.

	2021-2022	2022-2023	2023-2024
AASD EconD %Prof/Adv	22.9%	25.4%	37.1%
AASD NonEconD %Prof/Adv	49.9%	52.0%	49.9%
Gap	27.0%	26.6%	12.8%
WI EconD %Prof/Adv	22.1%	23.9%	34.9%
WI NonEconD %Prof/Adv	48.7%	51.6%	48.7%
Gap	26.6%	27.7%	13.8%

Statewide ACT, Grades 9-11

ACT Aspire and PreACT (2023+) - ELA- Grades 9-10 (Program Analysis)

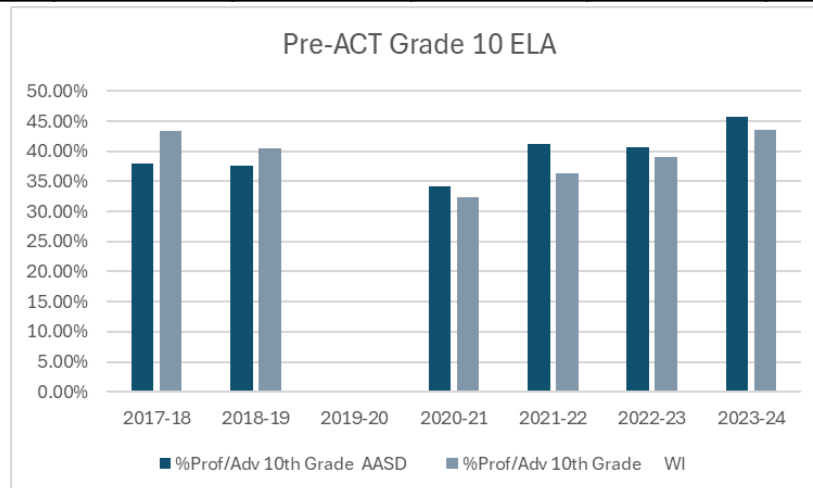
Additional Context: During the 2022-23 school year, the ACT Aspire was replaced with the PreACT Secure.



Note: 2017-18 through 2021-22 (ACT Aspire); 2022-23+ (Pre-ACT)

We will increase the percentage of students scoring Proficient/Advanced in grade 9 on the ACT Aspire/PreACT Assessment in ELA by 1%.

	2017-18	2018-29	2019-20	2020-21	2021-22	2022-23	2023-24
%Prof/Adv 9th Grade AASD	44.8%	41.6%	NA	36.7%	40.7%	46.4%	55.8%
%Prof/Adv 9th Grade WI	46.0%	43.1%	NA	34.0%	37.9%	43.5%	48.9%



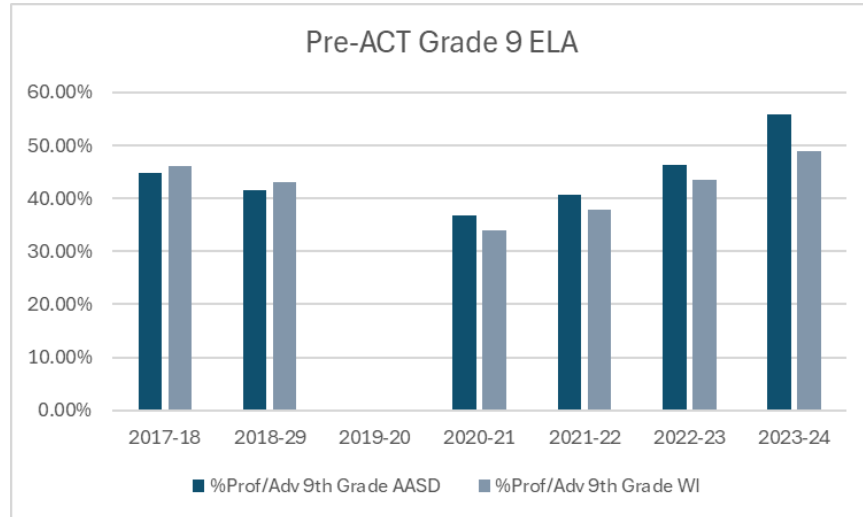
We will increase the percentage of students scoring Proficient/Advanced in grade 10 on the ACT Aspire/PreACT Assessment in ELA by 1%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
%Prof/Adv 10th Grade AASD	38.0%	37.6%	NA	34.2%	41.2%	40.6%	45.7%

%Prof/Adv 10th Grade WI	43.3%	40.5%	NA	32.3%	36.3%	39.1%	43.6%
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ACT Aspire and PreACT (2023+) - ELA- Grades 9-10 (Program Analysis)

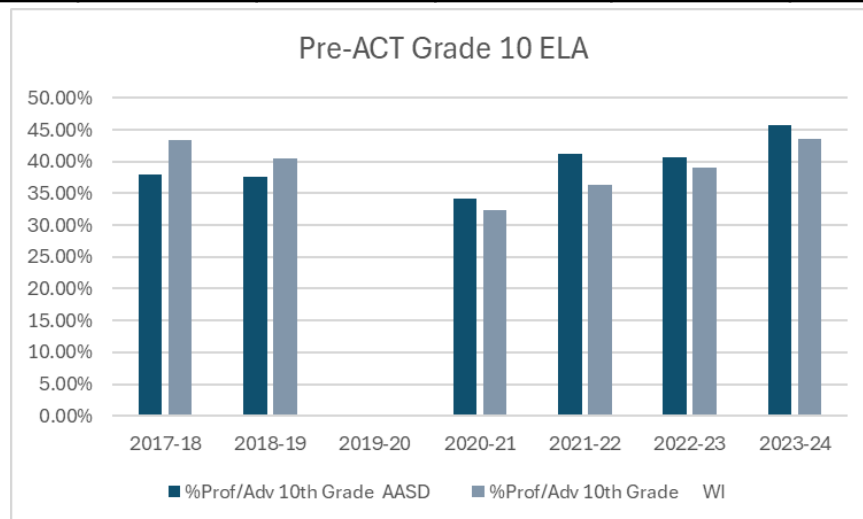
Additional Context: During the 2022-23 school year, the ACT Aspire was replaced with the PreACT Secure.



Note: 2017-18 through 2021-22 (ACT Aspire); 2022-23+ (Pre-ACT)

We will increase the percentage of students scoring Proficient/Advanced in grade 9 on the ACT Aspire/PreACT Assessment in ELA by 1%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
9th Grade AASD	44.8%	41.6%	NA	36.7%	40.7%	46.4%	55.8%
9th Grade WI	46.0%	43.1%	NA	34.0%	37.9%	43.5%	48.9%

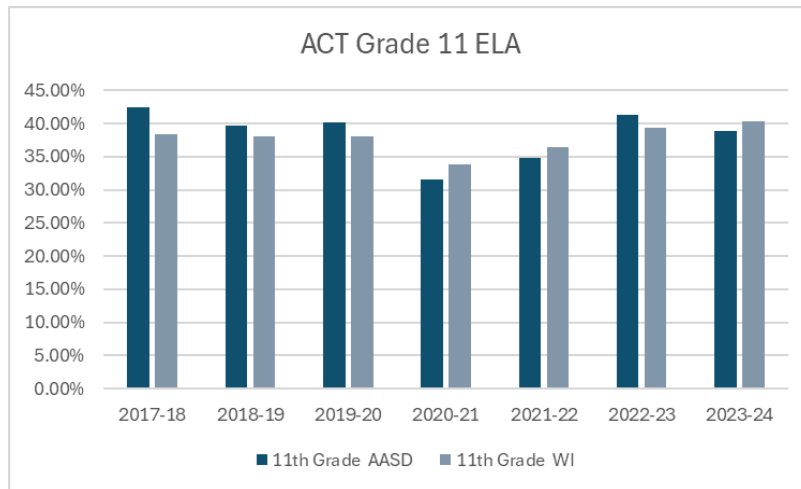


We will increase the percentage of students scoring Proficient/Advanced in grade 10 on the PreACT Assessment in ELA by 1%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
10th Grade AASD	38.0%	37.6%	NA	34.2%	41.2%	40.6%	45.7%

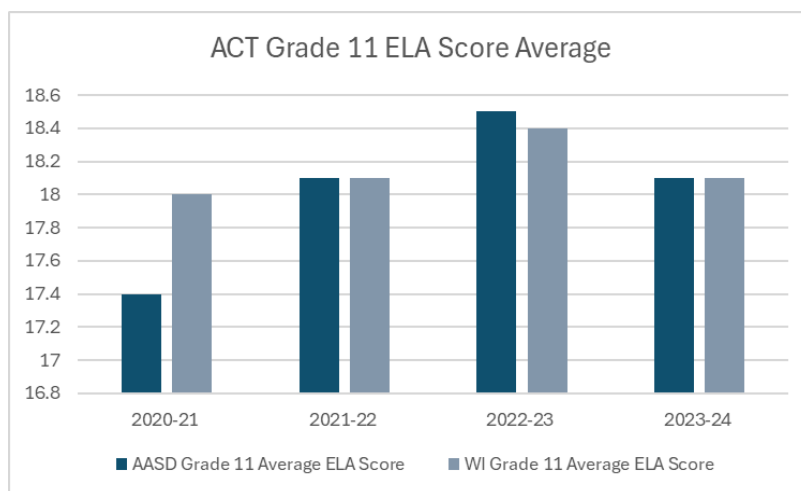
10th Grade WI	43.3%	40.5%	NA	32.3%	36.3%	39.1%	43.6%
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ACT - ELA - Grade 11 (Program Analysis)



We will increase the percentage of students scoring Proficient/Advanced in grade 11 on the ACT Assessment in ELA by 1%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
11th Grade AASD	42.4%	39.7%	40.2%	31.5%	34.8%	41.3%	38.8%
11th Grade WI	38.4%	38.0%	38.1%	33.9%	36.5%	39.3%	40.3%



Information Only - Average ELA Score on ACT

	2020-21	2021-22	2022-23	2023-24
AASD	17.4	18.1	18.5	18.1

Wisconsin	18.0	18.1	18.4	18.1
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ACT Aspire and PreACT (2023+) - ELA- Grades 9-10 (Cohort Analysis)

We will increase the percentage of students scoring Proficient/Advanced by GRADUATION COHORT on the ACT Assessment Suite in ELA by 1%.								
	2020-21	2020-21	2021-22	2021-22	2022-23	2022-23	2023-24	2023-24
Class of 2027							55.6% (9th grade)	48.6% (9th grade)
Class of 2026					46.4% (Pre-ACT 9th grade)	43.5% (Pre-ACT 9th grade)	45.4% (10th grade)	43.4% (10th grade)
Class of 2025			40.7% (Aspire 9th grade)	37.9% (Aspire 9th grade)	40.6% (Pre-ACT 10th grade)	39.1% (Pre-ACT 10th grade)	41.9% (ACT 11th grade)	43.4% (ACT 11th grade)

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, interpret and communicate mathematical information and ideas, to engage in and manage the mathematical demands of various situations in adult years. To be able to 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.
- **English Language Arts (ELA)** shall mean English, Reading, Writing, Speaking and Listening.

Indicators to be Used:

- **Teaching Strategies (TS) Gold** - An observation-based assessment system for children from birth through kindergarten. The assessment blends ongoing observational assessment for all areas of development and learning with performance tasks for selected predictors of school success in the areas of literacy and numeracy. TS Gold is administered in the fall and spring to students in 4K.
- **i-Ready Diagnostic** - An adaptive, online, criterion-referenced assessment that measures students' grade-level foundational skills and progress in Mathematics:
 - Numbers & Operations,
 - Algebra & Algebraic Thinking
 - Measurement & Data
 - GeometryThe **i-Ready** assessment is administered to students in grades 5K-8 in the fall, winter, and spring of each school year.
- **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 Mathematics portion of the WI Forward Exam measures proficiency within the following domains:
 - Geometry
 - Measurement & Data
 - Number & Operations in Base Ten
 - Number & Operations - Fractions
 - Operations & Algebraic Thinking

- **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 measures student ACT College Readiness within the following areas:
 - **Preparing for Higher Math**
 - Number & Quantity
 - Algebra
 - Functions
 - Geometry
 - Statistics & Probability
 - **Integrating Essential Skills**
 - **Modeling**
- **PreACT** - PreACT Secure is a summative assessment given to 9th and 10th grade students that is aligned to the ACT and the ACT College and Career Readiness Standards. Pre-ACT Secure measures what students have learned in the areas of English, Reading, Mathematics, and Science. The PreACT Secure closely mirrors the ACT in many ways, including implementation, test delivery, scoring, and reporting. PreACT Secure scores predict how students will perform on the ACT when they reach 11th grade and their readiness for college-level coursework.
- **ACT** - 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 measures student ACT College Readiness within the following areas:
 - **Preparing for Higher Math**
 - Number & Quantity
 - Algebra
 - Functions
 - Geometry
 - Statistics & Probability
 - **Integrating Essential Skills**
 - **Modeling**
 - **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.
- **Mathematics** shall mean the development of conceptual understanding and procedural fluency through the study of quantity (number operations), structure (algebra and algebraic thinking), space (geometry), and change (measurement and data).

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.
- **Targeted Growth** - Typical Growth is the average annual growth of students at each grade and placement level on the i-Ready Assessment. Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and placement level.
- **On or above grade level** - Reflects understanding of skills and knowledge expected at each grade level based on the criteria established with the state academic standards for a particular content area.
- **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
 - Hispanic
 - White/Non-Hispanic
 - Future monitoring:
 - *Asian*
 - *Two or More Ethnicities*
 - *Economically Disadvantaged*
- **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 Mathematics Score** - The averages of the scores from the Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, Integrating Essential Skills, Justification and Explanation, and Modeling portions of the ACT Aspire test
- **ACT Mathematics Score** - The averages of the scores from the Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, Integrating Essential Skills, Justification and Explanation, and Modeling portions of the ACT Aspire test
- **ACT Performance Level Scale Scores for ELA ([Resource](#))**
 - **Developing** – 1-13
 - **Approaching** – 14-18
 - **Proficient** – 19-25
 - **Advanced** – 26-36

- **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.
- **Observation-based Assessment** - An assessment that involves obtaining evaluative information through direct observation of the learner's specific actions.

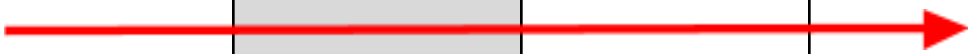
Cohort Analysis - Examines longitudinal data for the [same group of students over a period of time](#).

Example: 2020-21 5K students compared to 2021-22 1st-grade students compared to 2022-23 2nd-grade students, etc.

	2020-21 % students meeting Typical Growth	2021-22 % students meeting Typical Growth	2022-23 % students meeting Typical Growth	2023-24 % students meeting Typical Growth
5K	18%	46%	55%	57%
Grade 1	26%	47%	57%	58%
Grade 2	41%	57%	65%	54%
Grade 3	50%	60%	68%	54%
Grade 4	51%	61%	58%	52%
Grade 5	50%	59%	57%	60%
This table represents a cohort analysis.				

Program Analysis - Examines longitudinal data for the [same grade level over a period of time](#).

Example: Examining the same grade level over multiple years allows us to make some conclusions about the overall strength of our programs.

	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)	202-24 % Students Scoring On or Above Grade Level (Mid-year or Above)
Grade 1	44%	44%	50%	51%
				
This table represents a program analysis.				

Appendix C: i-Ready Gap Reductions Typical Growth in ELA Graphics



Appendix D: i-Ready Gap Reductions “On or above Grade Level” in MATH Graphics



Success for
Every Student,
Every Day



**Appleton Area School District
Results Monitoring Report
R-2.1.2 Mathematics**

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SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 2.1.2 Mathematics, the Superintendent certifies that the information is accurate and complete and that the District is:

_____ **Making Reasonable Progress**

 X **Making Reasonable Progress with noted exception(s): See Executive Summary below**

_____ **Failing to make Reasonable Progress**

Key:

 = indicator achieved (16)

 = indicator not achieved as outcome remained the same as the year before or improved but not to the desired level (7)

 = indicator not achieved as the outcome was lower than the year before (27)

Executive Summary/Analysis:

The data in this report summarizes District progress in providing instructional programming that supports students in their personal growth and achievement in Mathematics, providing 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.

When observing this data, it is important to keep in mind that cut scores were adjusted down. As such, comparing program performance presents a challenge.

4K Summary/Analysis: Results for each of the areas tested in Teaching Strategies Gold indicate that over 80% of 4k students are meeting expectations for 4K students in mathematics, and in two of those assessed areas, over 90% of our 4K students are meeting or above expectations. When our academic systems are functioning at over 80% at the universal instructional level, they are extremely healthy.

5K-6 Summary/Analysis: At the program level, all assessed grade levels (3-6) showed an increase in students scoring at the proficient/advanced levels on the WI Forward Assessment when compared to 2023 results for each grade level. Likewise, student groups at the cohort level demonstrated an increase in the percentage of students scoring at the proficient/advanced levels when compared to how they performed in 2023.

Middle School Summary/Analysis: At the program level, the percentage of students in seventh and eighth-grade scoring at the proficient/advanced levels on the WI Forward Assessment increased in comparison to 2023 results, and notably, our 7th grade outperformed the state average for the first time since we began monitoring this data. Additionally, when compared to how seventh and eighth-grade students performed the previous school year, there was an increase in the percentage of students scoring as proficient/advanced.

High School Summary/Analysis: At the program level, results for 9th-grade students improved to 52.3% of students scoring at the proficient/advanced levels. The 10th-grade students showed fewer students in 2023 at proficient/ advanced levels. We had an increase in proficient/ advanced students on ACT scores for 11th-grade students in mathematics; however, the gap between AASD students and the statewide percentage of students at proficient/ advanced levels increased.

Gap Analysis Summary/Analysis: Persistent score gaps continue to exist between students in focus demographic groups when compared to their peers (EL/non-EL, SWD/SWOD, Black/White, Hispanic/Not Hispanic). Among the four focus demographic groups, test score gaps continue to be most significant between EL and non-EL students in the AASD. *For information purposes only, gap areas have been added to this report for the following areas, which we will monitor in future years: Asian/ White, Two or More Ethnicities/ White, Economically Disadvantaged/ Non-Economically Disadvantaged.*

Notes or exceptions, if any:

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 2.1.2 Mathematics, the Board finds 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:

Signed: _____ Date: _____
Board President

Document submitted: _____ Re-submitted: _____

R-2.2 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:

2.1.2 Mathematics

SUPERINTENDENT Evidence of Reasonable Progress:

Teaching Strategies GOLD - Mathematics - Grade 4K (**Program Analysis**)

We will increase by 3% the percentage of 4K students **Meeting** or **Exceeding** the widely held expectations of a 4K student in:

- Uses number concepts and operations (Objective #20)
- Explores and describes spatial relationships and shapes (Objective #21)
- Compares and measures (Objective #22)

TS GOLD Objective	Spring 2021	Spring 2022	Spring 2023	Spring 2024
20a Counts	83%	87%	91%	86.2%
20b Quantifies	78%	91%	85%	84.1%
20c Connects numerals with their quantities	88%	91%	90%	87.4%
21a Understands spatial relationships	89%	94%	97%	90.4%
21b Understands shapes	86%	92%	90%	82.2%
22a Measures objects	92%	96%	96%	88.9%
22b Measures time and money	96%	96%	97%	92.8%

i-Ready Assessment - Mathematics - Grades 5K-8 (Cohort Analysis)

Additional Context for i-Ready Assessment: The i-Ready Assessment is administered to AASD students in grades 5K-8 three times throughout the school year (fall/winter/spring) and is used as a progress monitoring measure to support the district's continuous school improvement process. Full implementation of the i-Ready Assessment among all district elementary and middle schools began during the 2020-21 school year.

We will increase the percentage of students in grades 5K-8 on the i-Ready Diagnostic who reach their typical growth in **Mathematics** (growth expected within one or more year) by the end of the academic year **by 1%** (Cohort Analysis).

	2020-21	2021-22	2022-23	2023-24
5K	31%	49%	54%	57%
Grade 1	32%	49%	58%	58%
Grade 2	36%	53%	52%	54%
Grade 3	41%	48%	58%	54%
Grade 4	43%	53%	52%	52%
Grade 5	47%	62%	59%	60%
Grade 6	50%	64%	67%	67%
Grade 7	39%	51%	51%	50%

Grade 8	33%	46%	51%	50%
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i-Ready Assessment - Mathematics - Grades 5K-8 Typical Growth Gap Reduction ([GRAPHS](#))

We will **reduce gaps** in students reaching **Typical Growth** in Mathematics within identified demographic groups in grades 5K-8 on the i-Ready Assessment by 3%.

	2020-21	2021-22	2022-23	2023-24
SWOD	40%	54%	57%	57%
SWD	33%	48%	50%	52%
gap	7%	6%	7%	5%
Not EL	40%	54%	57%	57%
EL	29%	47%	52%	51%
gap	11%	7%	5%	6%
White	42%	55%	59%	58%
Black	31%	45%	46%	47%
gap	11%	10%	13%	11%
Not Hispanic	40%	53%	57%	57%
Hispanic	31%	47%	51%	51%
gap	9%	6%	6%	6%
White	x	x	58%	58%
Asian	x	x	55%	56%
gap	x	x	3%	2%
White	x	x	58%	58%
Two or More	x	x	51%	55%
gap	x	x	7%	3%
Non-EconD	x	x	60%	60%
EconD	x	x	51%	52%
gap	x	x	9%	8%

i-Ready - MATH - Grades 5K-8 “On or Above Grade Level” (Cohort Analysis)

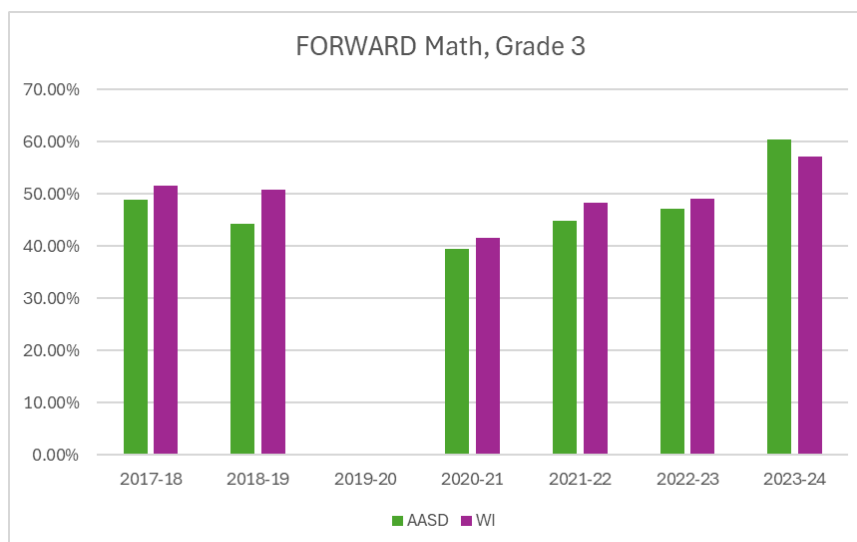
We will increase the percentage of students scoring On or Above Grade Level in Mathematics in grades 5K-8 on the i-Ready Assessment by 1% (Cohort Analysis).				
	2020-21 % Students Scoring On or Above Grade Level (Mid-year or Above)	2021-22 % Students Scoring On or Above Grade Level (Mid-year or Above)	2022-23 % Students Scoring On or Above Grade Level (Mid-year or Above)	2023-24 % Students Scoring On or Above Grade Level (Mid-year or Above)
5K	65%	54%	57%	56%
Grade 1	45%	47%	45%	41%
Grade 2	33%	35%	37%	35%
Grade 3	33%	32%	36%	35%
Grade 4	31%	33%	34%	31%
Grade 5	29%	36%	36%	35%
Grade 6	26%	31%	35%	30%
Grade 7	18%	21%	24%	23%
Grade 8	20%	20%	23%	40%

i-Ready - MATH - Grades 5K-8 “On or Above Grade Level” Gap Reduction

We will reduce gaps in students scoring On or Above Grade Level (mid-year or above) in Mathematics within identified demographic groups in grades 5K-8 on the i-Ready Assessment 3%.				
	2020-21	2021-22	2022-23	2023-24
SWOD	37%	37%	39%	37%
SWD	16%	17%	19%	19%
gap	21%	20%	20%	18%
Not EL	37%	37%	39%	38%
EL	10%	8%	10%	10%
gap	27%	29%	29%	28%
White	41%	41%	43%	42%
Black	11%	12%	13%	11%
gap	30%	29%	30%	31%
Not Hispanic	35%	36%	38%	37%
Hispanic	18%	17%	20%	18%
gap	17%	19%	18%	19%
White	x	41%	43%	42%
Asian	x	23%	26%	24%
gap	x	18%	17%	18%
White	x	x	43%	42%
Two or More	x	x	31%	32%
gap	x	x	12%	10%
Non Econ Dis	x	45%	48%	47%
Econ Dis	x	21%	22%	21%
gap	x	24%	26%	26%

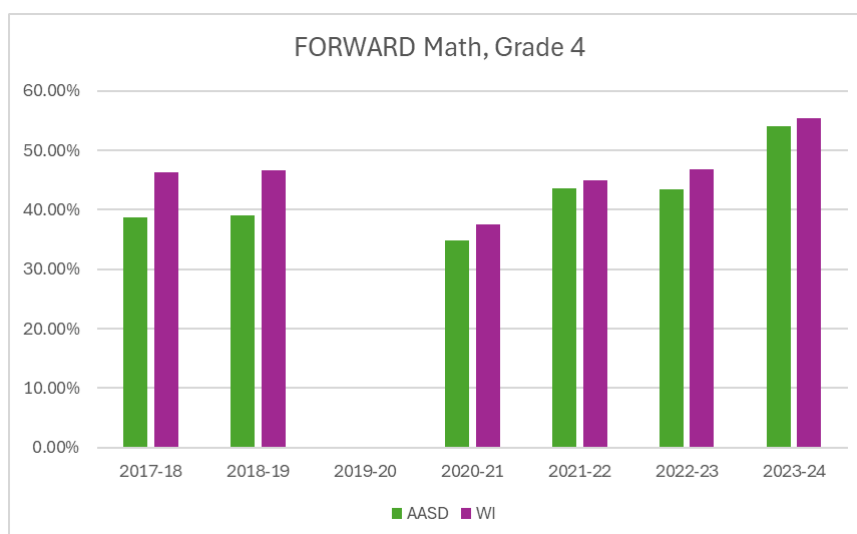
FORWARD MATH Results

FORWARD MATH - Grades 3-8 (Program Analysis)



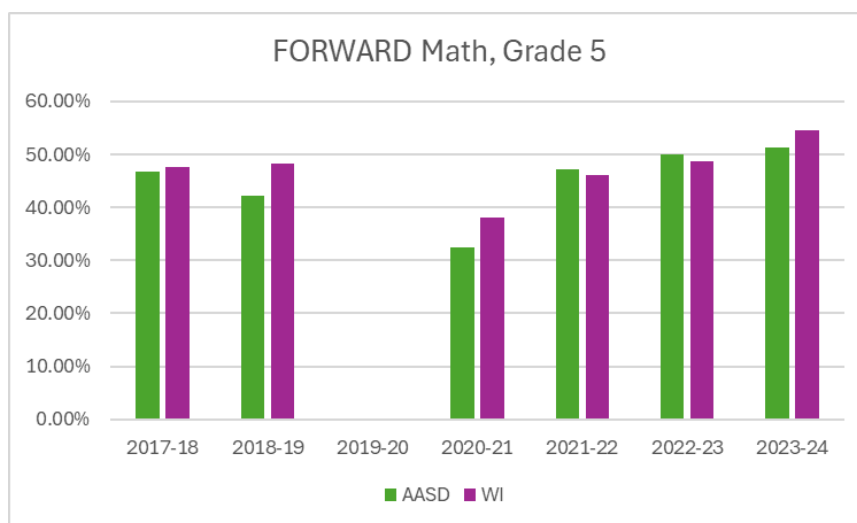
We will increase the percentage of **3rd Grade** students scoring Proficient/Advanced on the WI Forward Exam in **Mathematics** by 1%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AASD	48.9%	44.2%	NA	39.5%	44.8%	47.2%	60.4%
WI	51.6%	50.9%	NA	41.5%	48.4%	49.1%	57.1%



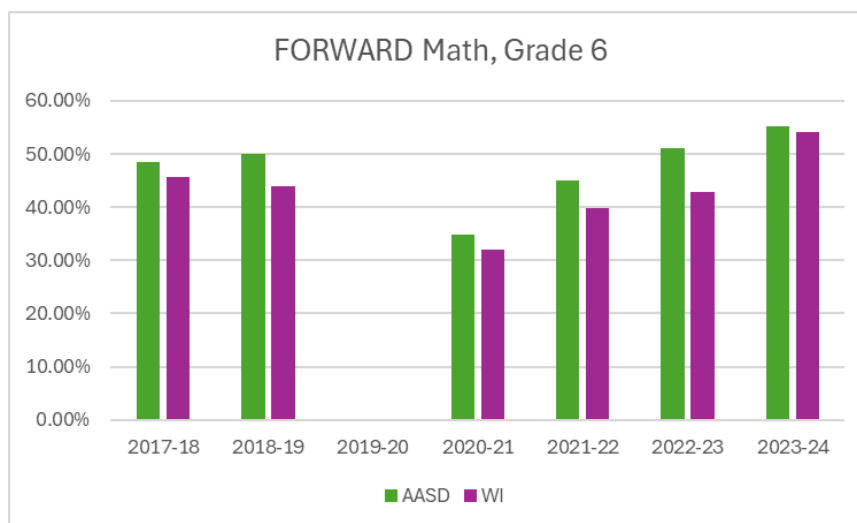
We will increase the percentage of **4th Grade** students scoring Proficient/Advanced on the WI Forward Exam in **Mathematics** by 1%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AASD	38.8%	39.0%	NA	34.8%	43.7%	43.4%	54.1%
WI	46.3%	46.6%	NA	37.5%	45.0%	46.8%	55.4%



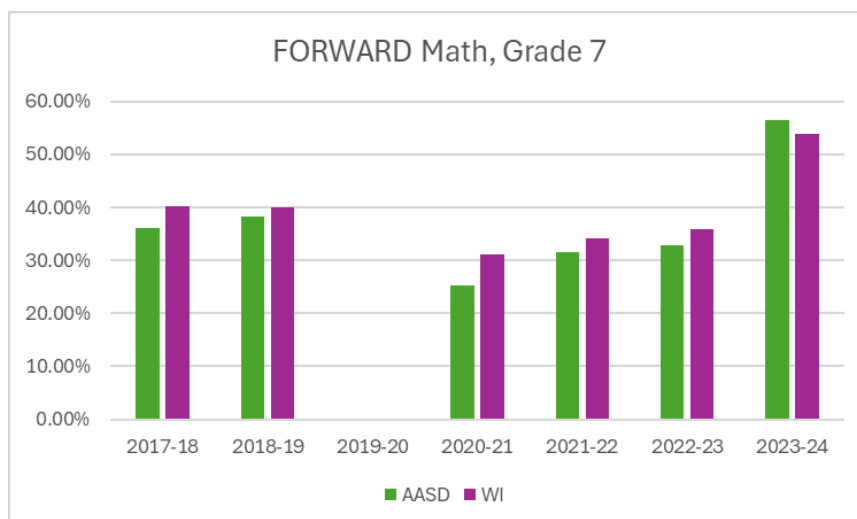
We will increase the percentage of **5th Grade** students scoring Proficient/Advanced on the WI Forward Exam in **Mathematics** by 1%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AASD	46.8%	42.3%	NA	32.5%	47.1%	49.9%	51.3%
WI	47.7%	48.2%	NA	38.0%	46.0%	48.6%	54.6%



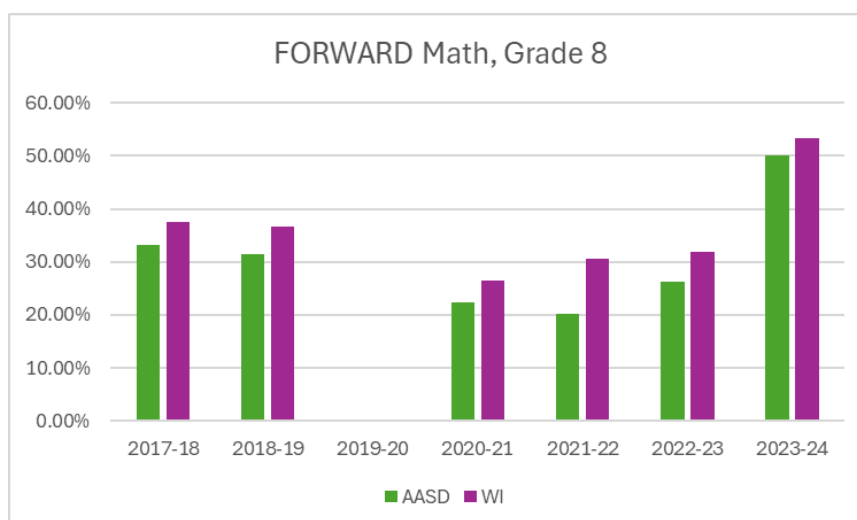
We will increase the percentage of **6th Grade** students scoring Proficient/Advanced on the WI Forward Exam in **Mathematics** by 1%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AASD	48.5%	49.9%	NA	34.8%	45.1%	51.1%	55.1%
WI	45.6%	43.9%	NA	32.0%	39.7%	42.9%	54.1%



We will increase the percentage of 7th Grade students scoring Proficient/Advanced on the WI Forward Exam in Mathematics by 1%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AASD	36.2%	38.2%	NA	25.2%	31.5%	32.9%	56.4%
WI	40.3%	40.1%	NA	31.2%	34.2%	35.8%	53.8%



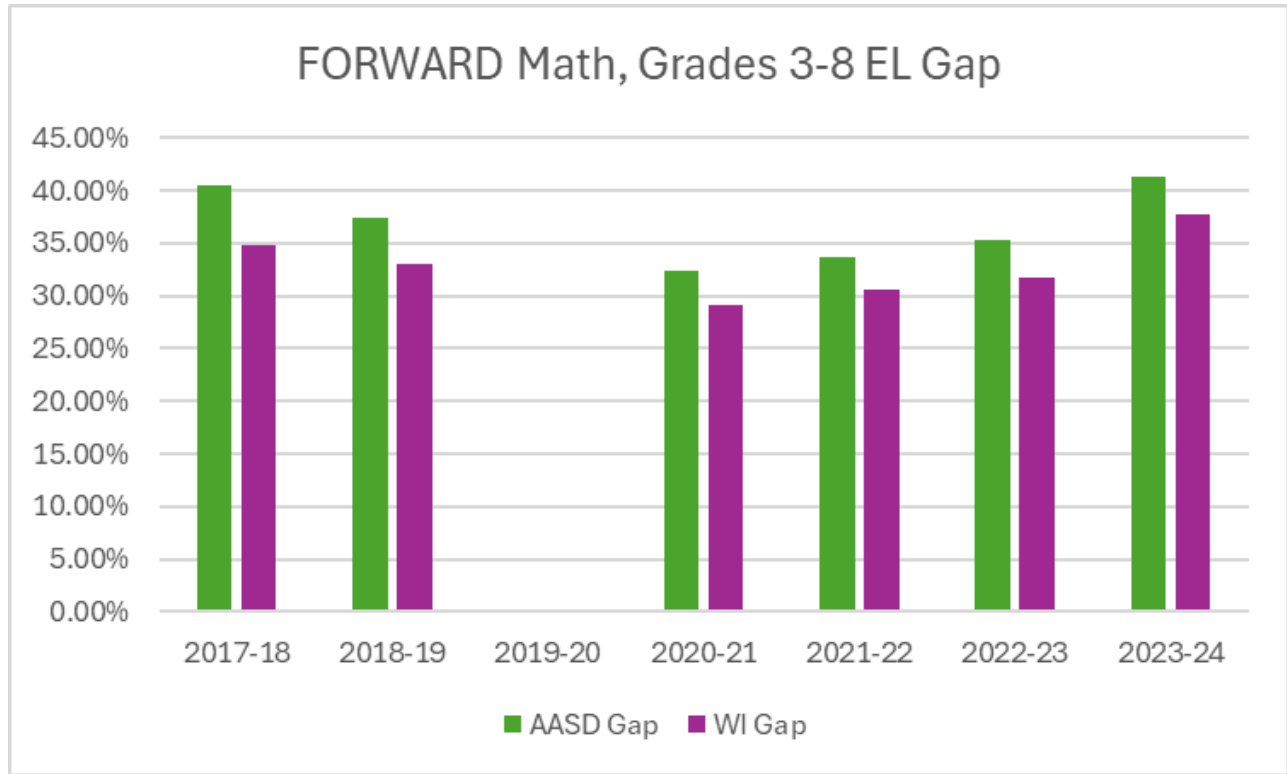
We will increase the percentage of 8th Grade students scoring Proficient/Advanced on the WI Forward Exam in Mathematics by 1%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AASD	33.2%	31.4%	NA	22.4%	20.2%	26.2%	50.0%
WI	37.6%	36.7%	NA	26.5%	30.5%	31.8%	53.3%

FORWARD MATH - Grades 3-8 (Cohort Analysis)

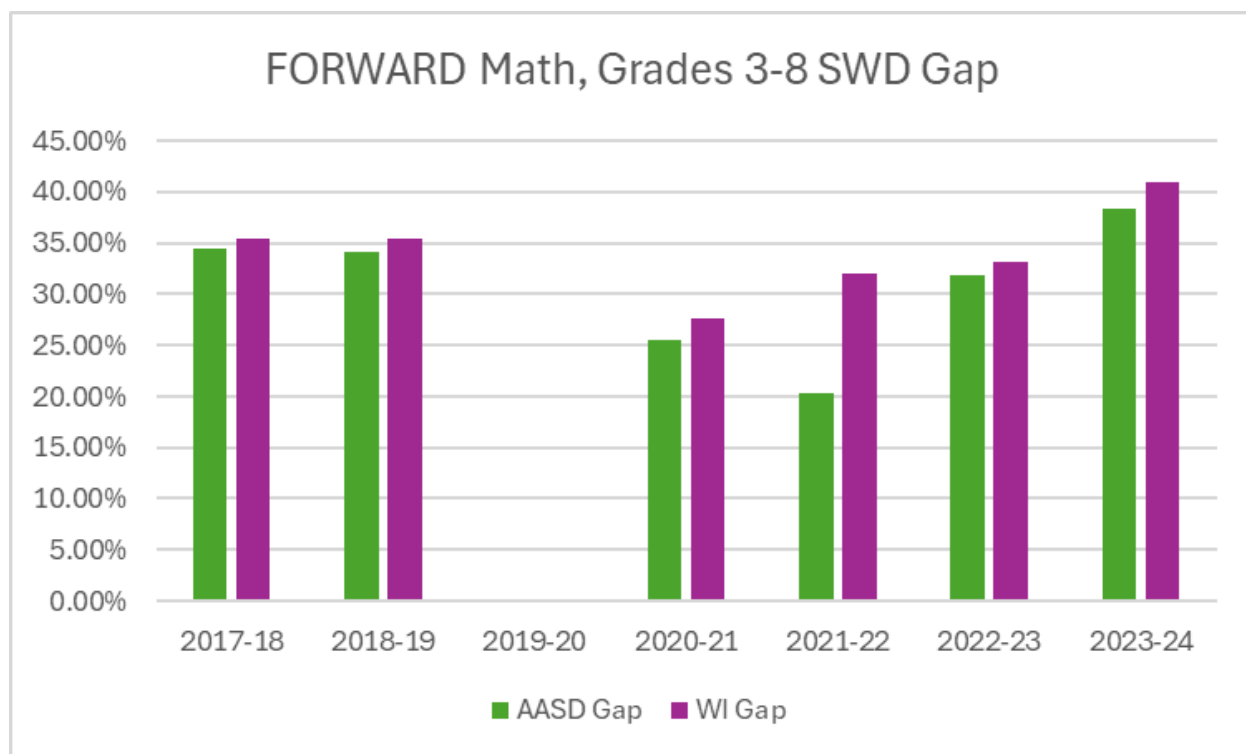
We will increase the percentage of students scoring Proficient/Advanced in grades 3-8 on the WI Forward Exam in ELA by 1%.												
	2018-19 %Prof/ Adv AASD	2018-19 %Prof/ Adv Statewide	2019-20 %Prof/ Adv AASD	2019-20 %Prof/Adv Statewide	2020-21 %Prof/ Adv AASD	2020-21 %Prof/ Adv Statewide	2021-22 %Prof/ Adv AASD	2021-22 %Prof/ Adv Statewide	2022-23 %Prof/ Adv AASD	2022-23 %Prof/ Adv Statewide	2023-24 %Prof/ Adv AASD	2023-24 %Prof/ Adv Statewide
Class of 2033											60.4% (3rd grade)	57.1% (3rd grade)
Class of 2032									44.2% (3rd grade)	49.1% (3rd grade)	54.1% (4th grade)	55.1% (4th grade)
Class of 2031							44.8% (3rd grade)	48.4% (3rd grade)	43.4% (4th grade)	46.8% (4th grade)	51.3% (5th grade)	54.6% (5th grade)
Class of 2030					39.5% (3rd grade)	41.5% (3rd grade)	43.7% (4th grade)	45.0% (4th grade)	49.9% (5th grade)	48.6% (5th grade)	55.1% (6th grade)	54.1% (6th grade)
Class of 2029			NA (3rd grade)	NA (3rd grade)	34.8% (4th grade)	37.5% (4th grade)	47.1% (5th grade)	46.0% (5th grade)	51.1% (6th grade)	42.9% (6th grade)	56.4% (7th grade)	53.8% (7th grade)
Class of 2028	44.2% (3rd grade)	50.9% (3rd grade)	NA (4th grade)	NA (4th grade)	32.5% (5th grade)	38.0% (5th grade)	45.1% (6th grade)	39.7% (6th grade)	32.9% (7th grade)	35.8% (7th grade)	50.0% (8th grade)	53.3% (8th grade)

FORWARD MATH, Grades 3-8 GAP Reduction



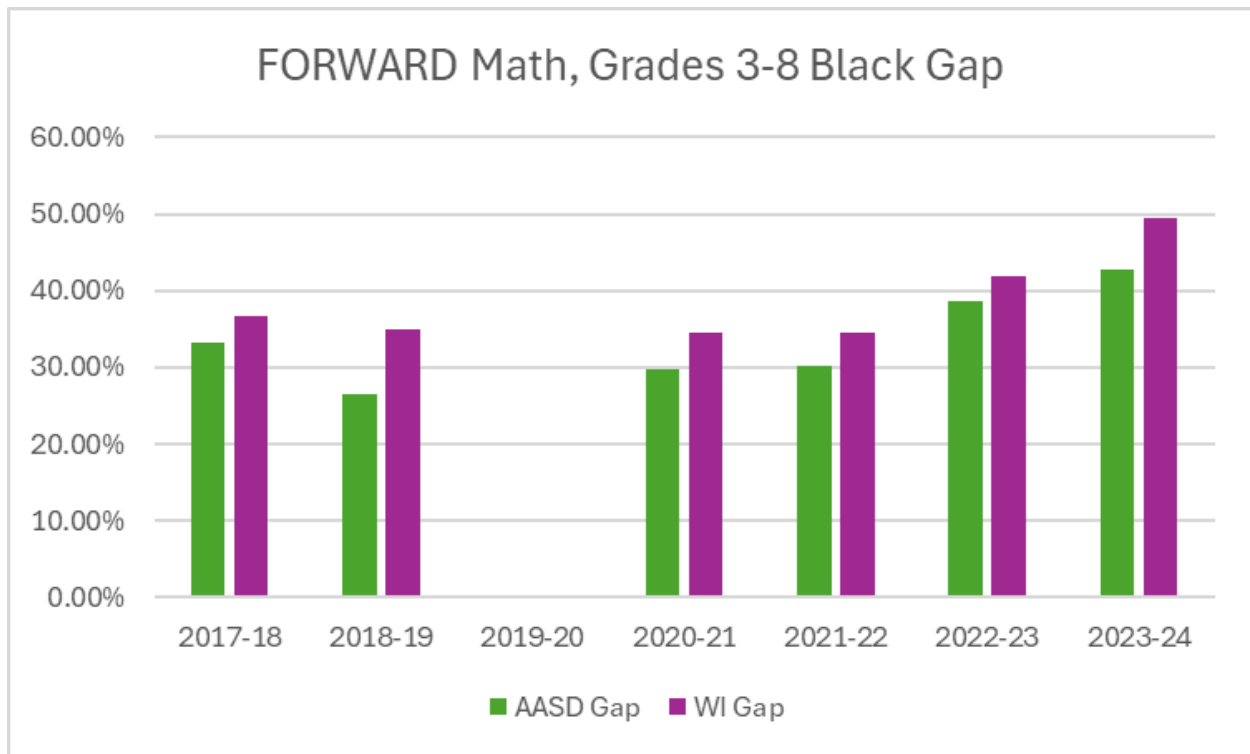
FORWARD MATH - Grades 3-8 Gap Reduction - English Learners (Program Analysis)

We will reduce gaps between English Language Students (EL) and non-EL Students scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in MATH by 3%.							
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AASD Non-EL %Prof/Adv	46.9%	45.7%	NA	36.2%	43.3%	47.0%	59.3%
AASD EL %Prof/Adv	6.4%	8.2%	NA	3.8%	9.6%	11.7%	17.9%
Gap	40.5%	37.5%	NA	32.4%	33.7%	35.3%	41.4%
WI Non-EL %Prof/Adv	46.9%	46.4%	NA	36.2%	42.5%	44.6%	57.1%
WI EL % Prof/Adv	12.0%	13.4%	NA	7.0%	11.9%	12.8%	19.4%
Gap	34.9%	33.0%	NA	29.2%	30.6%	31.8%	37.7%



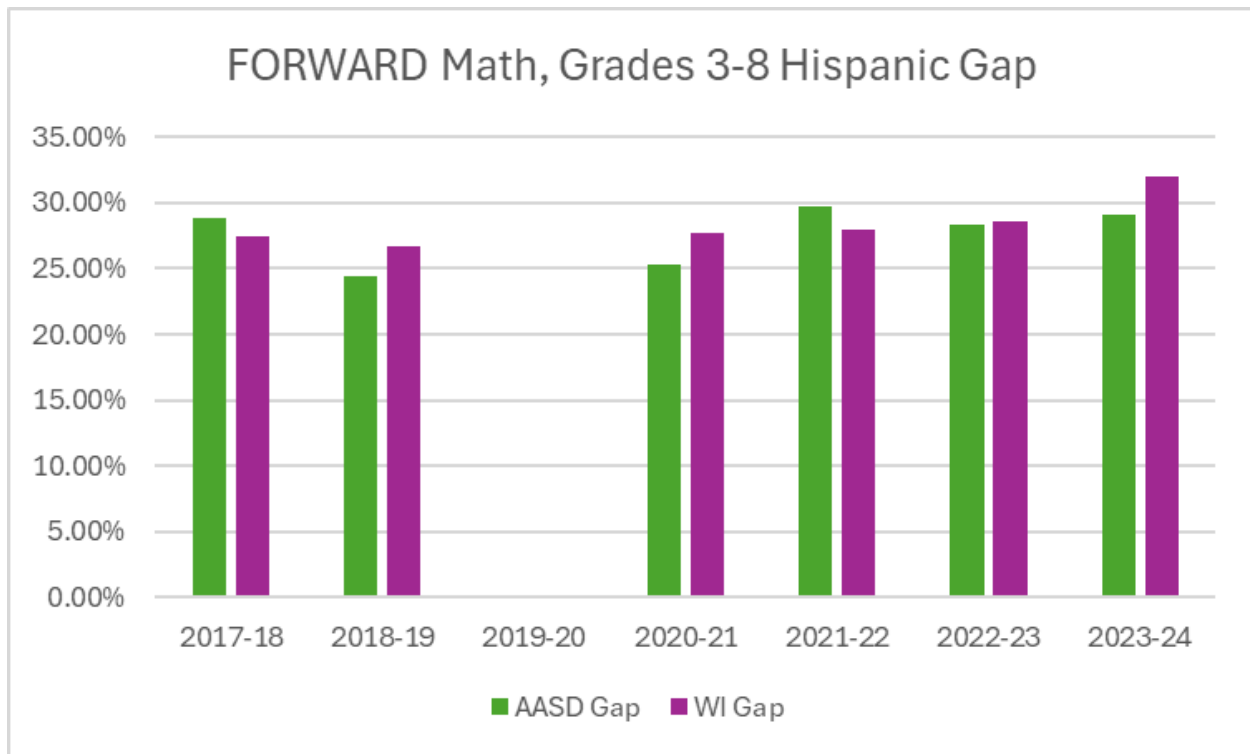
WI Forward - MATH- Grades 3-8 Gap Reduction - Students with Disabilities (Program Analysis)

We will reduce gaps between Students With Disabilities (SWD) and Students Without Disabilities (SWOD) scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in MATH by 3%.							
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AASD SWOD %Prof/Adv	48.3%	48.7%	NA	36.7%	34.4%	48.1%	61.0%
AASD SWD %Prof/Adv	13.9%	14.5%	NA	11.2%	14.1%	16.3%	21.7%
Gap	34.4%	34.2%	NA	25.5%	20.3%	31.8%	38.3%
WI SWOD %Prof/Adv	49.3%	49.0%	NA	38.0%	44.8%	47.0%	60.6%
WI SWD % Prof/Adv	13.8%	13.5%	NA	10.4%	12.8%	13.9%	19.6%
Gap	35.5%	35.5%	NA	27.6%	32.0%	33.1%	41%



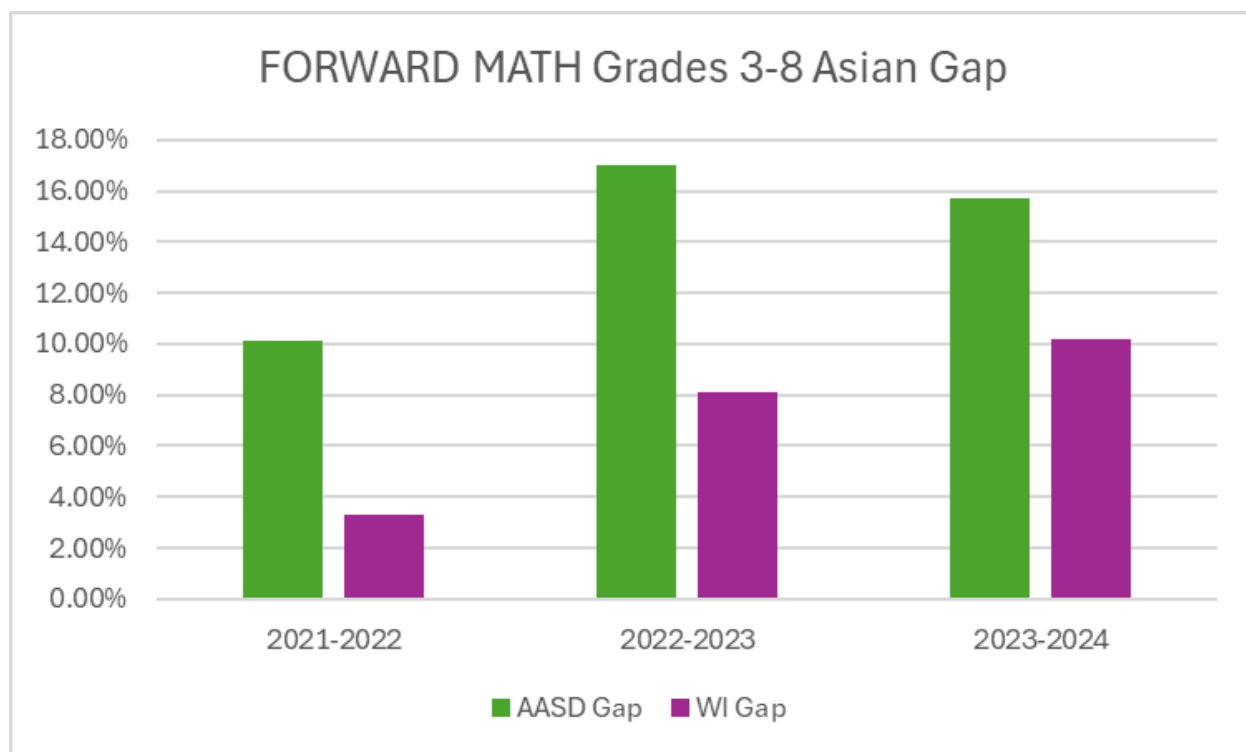
WI Forward - MATH - Grades 3-8 Gap Reduction - Black and White Students (Program Analysis)

We will reduce gaps between Black and White Students scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in MATH by 3%							
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AASD Black %Prof/Adv	13.8%	17.2%	NA	10.3%	14.5%	12.8%	20.9%
AASD White %Prof/Adv	47.0%	43.8%	NA	40.1%	44.6%	51.5%	63.6%
Gap	33.2%	26.6%	NA	29.8%	30.1%	38.7%	42.7%
WI Black	13.9%	13.7%	NA	7.3%	10.5%	9.1%	15.3%
WI White %Prof/Adv	50.5%	48.7%	NA	41.8%	45.0%	51.0%	64.7%
Gap	36.6%	35.0%	NA	34.5%	34.5%	41.9%	49.4%



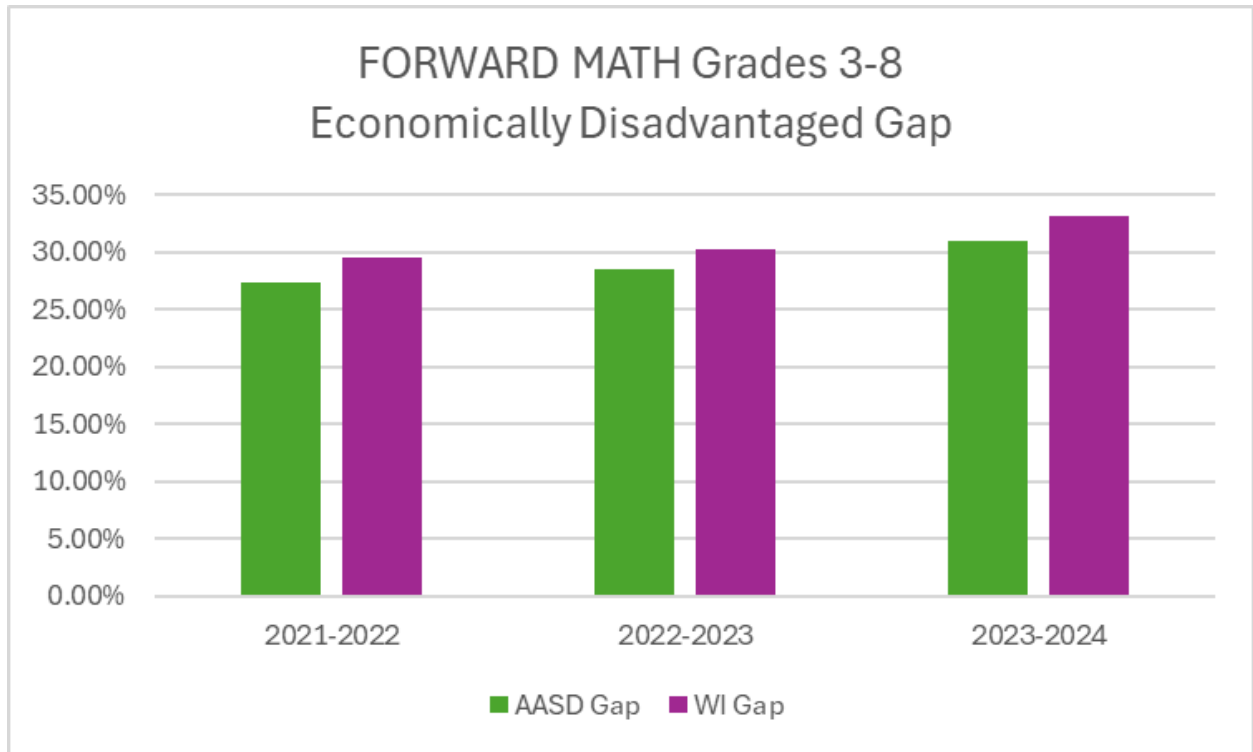
WI Forward - MATH - Grades 3-8 Gap Reduction - Hispanic and White Students (Program Analysis)

We will reduce gaps between Hispanic and White/Non-Hispanic Students scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in ELA by 3%							
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AASD Hispanic %Prof/Adv	22.8%	24.9%	NA	15.0%	18.0%	23.2%	34.5%
AASD White/Non-Hispanic %Prof/Adv	51.7%	49.3%	NA	40.3%	47.6%	51.5%	63.6%
Gap	28.9%	24.4%	NA	25.3%	29.8%	28.3%	29.1%
WI Hispanic	25.5%	25.6%	NA	15.2%	20.9%	22.4%	32.8%
WI White/Non-Hispanic %Prof/Adv	52.9%	52.3%	NA	42.9%	48.9%	51.0%	64.75%
Gap	27.4%	26.7%	NA	27.7%	28.0%	28.6%	31.95%



WI Forward - MATH - Grades 3-8 Gap Reduction - Asian and White Students (Program Analysis)

Future gap reduction between Asian and White Students scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in MATH.			
	2021-2022	2022-2023	2023-2024
AASD Asian %Prof/Adv	31.6%	34.5%	47.9%
AASD White %Prof/Adv	44.6%	51.5%	63.6%
Gap	10.1%	17.0%	15.7%
WI Asian % Prof/Adv	41.7%	42.9%	54.5%
WI White %Prof/Adv	45.0%	51.0%	64.7%
Gap	3.3%	8.1%	10.2%



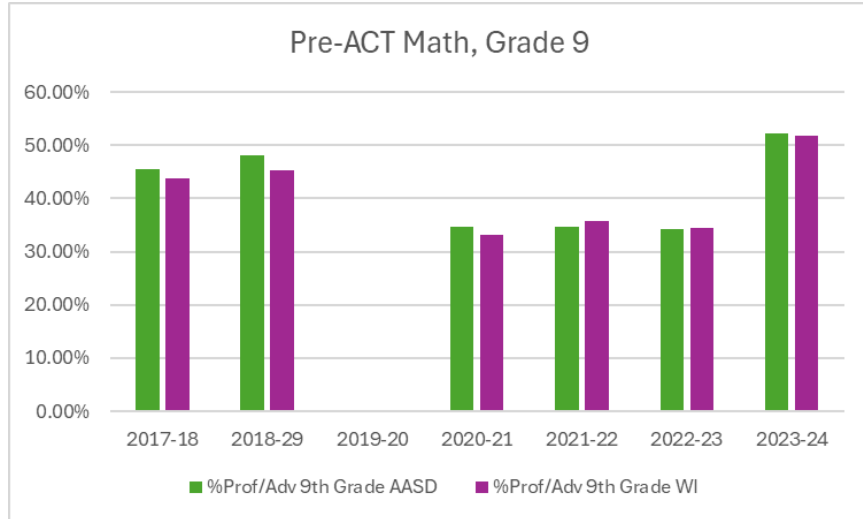
WI Forward - MATH - Grades 3-8 Gap Reduction - Economically Disadvantaged and Non-Economically Disadvantaged Students (Program Analysis)

Future gap reduction between Economically Disadvantaged and Non-Economically Disadvantaged Students scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in ELA.			
	2021-2022	2022-2023	2023-2024
AASD EconD %Prof/Adv	24.2%	27.1%	38.1%
AASD Non-EconD %Prof/Adv	51.5%	55.6%	69.1%
Gap	27.3%	28.5%	31%
WI EconD %Prof/Adv	22.8%	24.2%	35.5%
WI Non-EconD %Prof/Adv	52.4%	54.5%	68.7%
Gap	29.6%	30.3%	33.2%

Statewide ACT, Grades 9-11

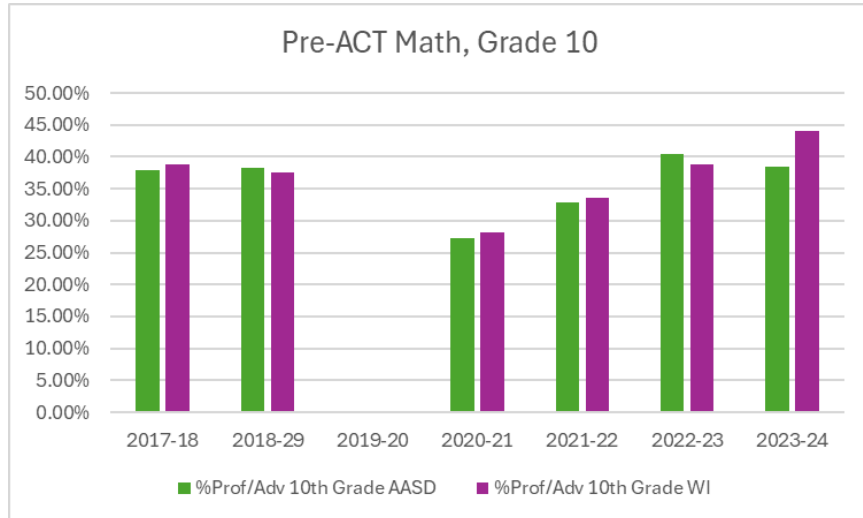
ACT Aspire and PreACT (2023+) - Mathematics- Grades 9-10 (Program Analysis)

Additional Context: During the 2022-23 school year, the ACT Aspire was replaced with the PreACT Secure.



We will increase the percentage of students scoring Proficient/Advanced in grade 9 on the PreACT Assessment in MATH by 1%.

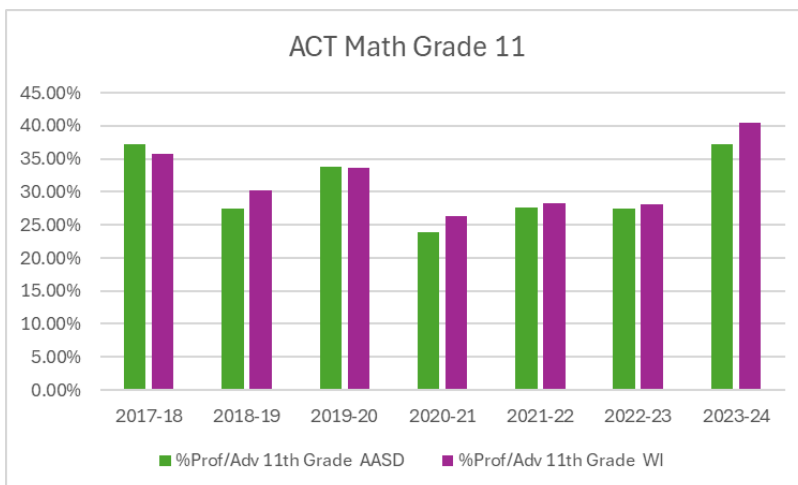
	2017-18	2018-29	2019-20	2020-21	2021-22	2022-23	2023-24
%Prof/Adv 9th Grade AASD	45.4%	48.1%	NA	34.6%	34.6%	34.3%	52.3%
%Prof/Adv 9th Grade WI	43.7%	45.2%	NA	33.1%	35.8%	34.5%	51.8%



We will increase the percentage of students scoring Proficient/Advanced in grade 10 on the ACT Aspire/PreACT Assessment in MATH by 1%.

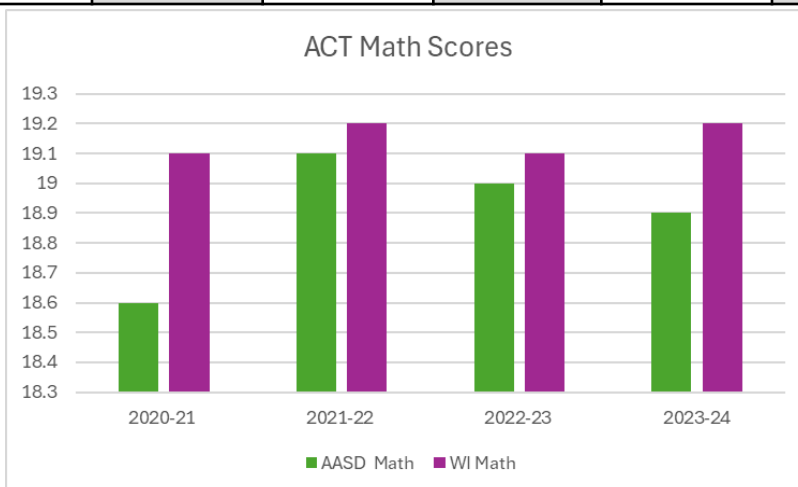
	2017-18	2018-29	2019-20	2020-21	2021-22	2022-23	2023-24
%Prof/Adv 10th Grade AASD	37.9%	38.2%	NA	27.2%	32.9%	40.4%	38.4%
%Prof/Adv 10th Grade WI	38.8%	37.6%	NA	28.2%	33.6%	38.9%	44%

ACT - MATH - Grade 11 (Program Analysis)



We will increase the percentage of students scoring Proficient/Advanced in grade 11 on the ACT Assessment in MATH by 1%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
11th Grade AASD	37.2%	27.4%	33.8%	23.9%	27.6%	27.4%	37.2%
11th Grade WI	35.7%	30.3%	33.7%	26.3%	28.3%	28.1%	40.4%



Information Only - Average Mathematics Score on ACT

	2020-21	2021-22	2022-23	2023-24
AASD Math Score	18.6	19.1	19.0	18.9
Wisconsin Math Score	19.1	19.2	19.1	19.2

ACT Aspire, Pre-ACT & ACT - MATH - Grades 9-11 (Cohort Analysis)

We will increase the percentage of students scoring Proficient/Advanced by GRADUATION COHORT on the ACT Assessment Suite in MATH by 1%.								
	2020-21	2020-21	2021-22	2021-22	2022-23	2022-23	2023-24	2023-24
Class of 2027							52.5% (Pre-ACT 9th grade)	52.2% (Pre-ACT 9th grade)
Class of 2026					34.5% (Pre-ACT 9th grade)	39.1% (Pre-ACT 9th grade)	38.7% (Pre-ACT 10th grade)	44.3% (Pre-ACT 10th grade)
Class of 2025			34.6% (Aspire 9th grade)	35.8% (Aspire 9th grade)	40.4% (Pre-ACT 10th grade)	32.2% (Pre-ACT 10th grade)	37.2% (ACT 11th grade)	40.4% (ACT 11th Grade)

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.
 - **Create** shall mean the ability to produce new and original ideas, connections, and solutions to problems.
- **Mathematics** shall mean the development of conceptual understanding and procedural fluency through the study of quantity (number operations), structure (algebra and algebraic thinking), space (geometry), and change (measurement and data).

Indicators to be Used:

- **Teaching Strategies (TS) Gold** - An observation-based assessment system for children from birth through kindergarten. The assessment blends ongoing observational assessment for all areas of development and learning with performance tasks for selected predictors of school success in the areas of literacy and numeracy. TS Gold is administered in the fall and spring to students in 4K.
- **i-Ready Diagnostic** - An adaptive, online, criterion-referenced assessment that measures students' grade-level foundational skills and progress in Mathematics:
 - Numbers & Operations,
 - Algebra & Algebraic Thinking
 - Measurement & Data
 - GeometryThe **i-Ready** assessment is administered to students in grades 5K-8 in the fall, winter, and spring of each school year.
- **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 Mathematics portion of the WI Forward Exam measures proficiency within the following domains:

- o Geometry
- o Measurement & Data
- o Number & Operations in Base Ten
- o Number & Operations - Fractions
- o Operations & Algebraic Thinking
- **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 measures student ACT College Readiness within the following areas:
 - o **Preparing for Higher Math**
 - Number & Quantity
 - Algebra
 - Functions
 - Geometry
 - Statistics & Probability
 - o **Integrating Essential Skills**
 - o **Modeling**
- **PreACT** - PreACT Secure is a summative assessment given to 9th and 10th grade students that is aligned to the ACT and the ACT College and Career Readiness Standards. Pre-ACT Secure measures what students have learned in the areas of English, Reading, Mathematics, and Science. The PreACT Secure closely mirrors the ACT in many ways, including implementation, test delivery, scoring, and reporting. PreACT Secure scores predict how students will perform on the ACT when they reach 11th grade and their readiness for college-level coursework.
- **ACT** - 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 measures student ACT College Readiness within the following areas:
 - o **Preparing for Higher Math**
 - Number & Quantity
 - Algebra
 - Functions
 - Geometry
 - Statistics & Probability
 - o **Integrating Essential Skills**
 - o **Modeling**
 - o **Creativity** shall mean the ability to produce new and original ideas, connections, and solutions to problems.

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.
- **Targeted Growth** - Typical Growth is the average annual growth of students at each grade and placement level on the i-Ready Assessment. Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and placement level.
- **On or above grade level** - Reflects understanding of skills and knowledge expected at each grade level based on the criteria established with the state academic standards for a particular content area.
- **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
 - Hispanic
 - White/Non-Hispanic
 - Future monitoring:
 - *Asian*
 - *Two or More Ethnicities*
 - *Economically Disadvantaged*
- **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 Mathematics Score** - The averages of the scores from the Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, Integrating Essential Skills, Justification and Explanation, and Modeling portions of the ACT Aspire test
- **ACT with Writing Mathematics Score** - The averages of the scores from the Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, Integrating Essential Skills, Justification and Explanation, and Modeling portions of the ACT Aspire test
- **ACT Performance Level Scale Scores for Math ([Resource](#))**
 - **Developing** – 1-15
 - **Approaching** – 16-18
 - **Proficient** – 19-26
 - **Advanced** – 27-36
- **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.
- **Observation-based Assessment** - An assessment that involves obtaining evaluative information through direct observation of the learner's specific actions.

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, etc.

	2020-21 % students meeting Typical Growth	2021-22 % students meeting Typical Growth	2022-23 % students meeting Typical Growth	2023-24 % students meeting Typical Growth
5K	18%	46%	55%	57%
Grade 1	26%	47%	57%	58%
Grade 2	41%	57%	65%	54%
Grade 3	50%	60%	68%	54%
Grade 4	51%	61%	58%	52%
Grade 5	50%	59%	57%	60%
This table represents a cohort analysis.				

Program Analysis - Examines longitudinal data for the [same grade level over a period of time](#).

Example: Examining the same grade level over multiple years allows us to make some conclusions about the overall strength of our programs.

	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)	2023-24 % Students Scoring On or Above Grade Level (Mid-year or Above)
Grade 1	44%	44%	50%	51%
				
This table represents a program analysis.				

Appendix C: i-Ready Gap Reductions Typical Growth in MATH Graphics



Appendix D: i-Ready Gap Reductions “On or above Grade Level” in MATH Graphics





2023-2024 School Report Card

2023-2024 Report Card

	2023-2024
Score Summary/ Priority Areas	<u>65.6</u> <u>Meets Expectations</u>
Achievement	59.6
Growth	66.9
Target Group Outcomes	55.6
On-Track to Graduation	78.3

Grew

Maintained

Regressed

Report Card Trends

	2021-2022	2022-2023	2023-2024
Score Summary/ Priority Areas	<u>66.6</u> <u>Meets Expectations</u>	<u>65.0</u> <u>Meets Expectations</u>	<u>65.6</u> <u>Meets Expectations</u>
Achievement	58.5	59.1	59.6
Growth	69.8	66.9	66.9
Target Group Outcomes	56.2	54.3	55.6
On-Track to Graduation	80.8	78.0	78.3

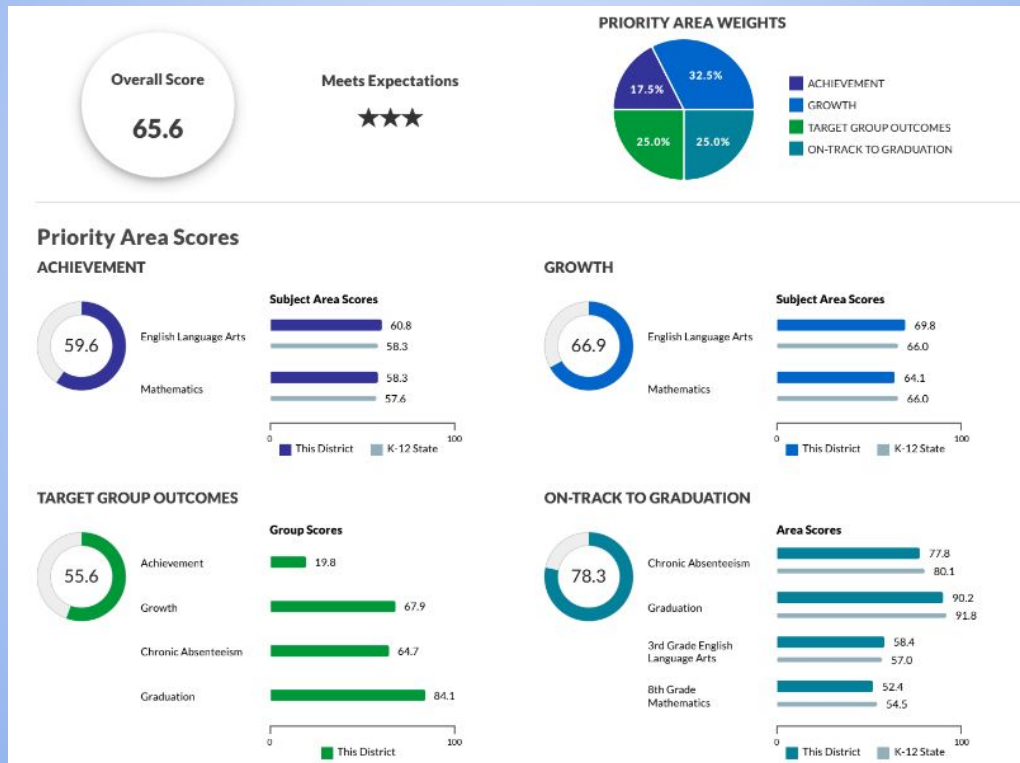
Grew

Maintained

Regressed

2023-2024

School Report Card



Priority Area Comparisons

Achievement, Growth

Achievement		
2023-2024		
	District	State
ELA	60.8	58.3
Math	58.3	57.6

Growth		
2023-2024		
	District	State
ELA	69.8	66.0
Math	64.1	66.0

Above State

Equal to State

Below State

Priority Area Comparisons

Target, Graduation

Target Group Outcomes		
2023-2024		
	District	State
Achievement	19.8	x
Growth	58.3	x
Chronic Absenteeism	64.7	x
Graduation	84.1	x

Above State

Equal to State

Below State

On-Track to Graduate		
2023-2024		
	District	State
Chronic Absenteeism	77.8	80.1
Graduation	90.2	91.8
3rd Grade ELA	58.4	57.0
8th Grade Mathematics	52.4	54.5

Target Group

ACHIEVEMENT

Score: 19.8

Average points-based proficiency rates.

English Language Arts



Mathematics



CHRONIC ABSENTEEISM

Score: 64.7

Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.

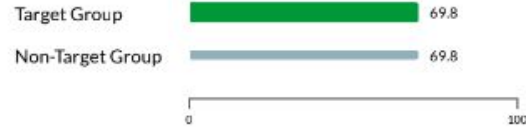


GROWTH

Score: 67.9

Value-added scores converted onto a 0-100 growth scale.

English Language Arts



Mathematics



GRADUATION

Score: 84.1

Average of 2022-23's 4- and 7-year cohort rates.



AASD & Comparable Districts					
District	2023-24 Overall	Achievement	Growth	Target Group	On-Track to Graduation
AASD	65.6 Meets Expectations	59.6 Meets Expectations	66.9 Meets Expectations	55.6 Meets Few Expectations	78.3 Exceeds Expectations
Eau Claire	67.3 Meets Expectations	65.2 Meets Expectations	69.8 Meets Expectations	52.9 Meets Few Expectations	80.9 Exceeds Expectations
Green Bay	60.1 Meets Expectations	41.6 Fails to Meet Expect.	61.3 Meets Expectations	53.2 Meets Few Expectations	70.0 Exceeds Expectations
Janesville	55.7 Meets Few Expectations	54.5 Meets Few Expectations	50.8 Meets Few Expectations	42.1 Meets Few Expectations	77.8 Exceeds Expectations
Kenosha	61.2 Meets Expectations	49.3 Meets Few Expectations	62.2 Meets Expectations	54.9 Meets Few Expectations	73.7 Exceeds Expectations
Madison	66.8 Meets Expectations	56.8 Meets Few Expectations	74.6 Exceeds Expectations	57.4 Meets Expectations	72.7 Exceeds Expectations
Oshkosh	69.7 Meets Expectations	55.6 Meets Few Expectations	73.6 Exceeds Expectations	63.1 Meets Expectations	80.6 Exceeds Expectations
Racine	56.4 Meets Few Expectations	30.9 Fails to Meet Expect.	59.4 Meets Expectations	51.7 Meets Few Expectations	62.1 Meets Expectations
Sheboygan	61.2 Meets Expectations	52.9 Meets Expectations	61.3 Meets Expectations	47.5 Fails to Meet Expect.	76.4 Exceeds Expectations
Waukesha	68.6 Meets Expectations	61.0 Meets Expectations	69.8 Meets Expectations	60.2 Meets Expectations	83.0 Significantly Exceeds Expectations

Some Important Celebrations

- 19 of 20 Elementary Sites Meet or Exceeds Expectations
- All 3 Traditional High Schools Improved
- 29 of 33 Sites Meet or Exceeds Expectations
- 3 Sites Significantly Exceeds Expectations

Special Notes

- Franklin grew 7.9 points and moved into **Exceeds Expectations**
- KA grew 5 points and moved into **Meets Expectations**
- East grew 8.5 points and moved into **Exceeds Expectations**

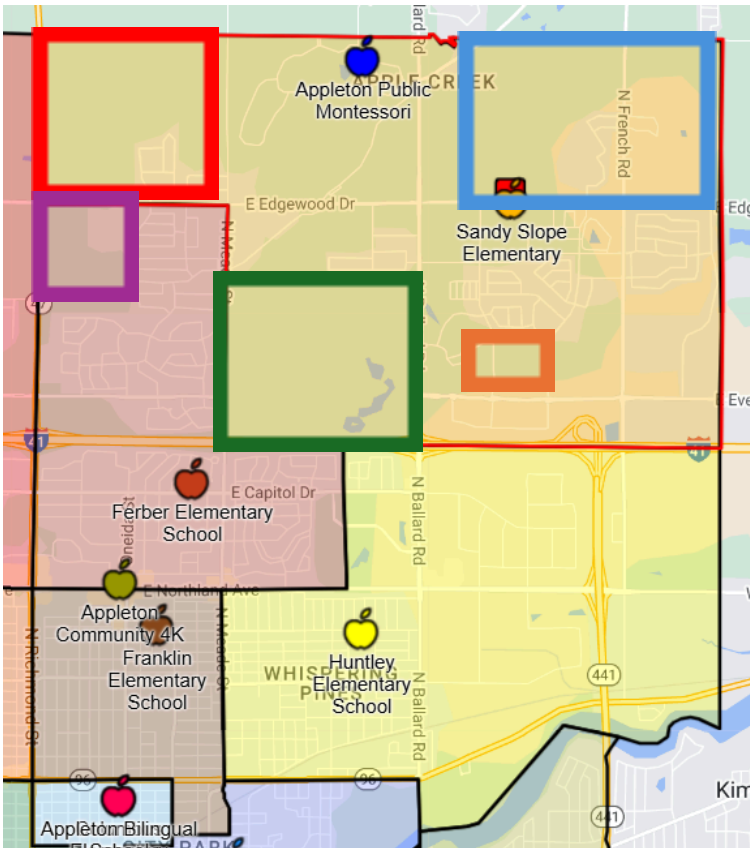


Action Steps

- Met with schools who are not meeting expectations to develop plans to improve.
- District-wide implementation of structured literacy program.
- Delta Math purchased to support math interventions
- Adjusted Continuous School Improvement Plan process to address site needs more directly.
 - More frequent monitoring of Site Goals to provide “Just in Time” support.
- Supporting sites with “approaching” data and “Target Group” data.



Sandy Slope growth areas north of Highway 41



*All areas east of Richmond Street will be annexed into the City of Appleton prior to development.

Red Area

Water, sewer, and road to Meade or Richmond must be installed
Interest in area closest to Richmond, no interest currently near Meade
More residential than originally planned

Purple Area

Water and sewer must be installed at the same time as in the red area above
Expected to be primarily residential of either all single family or a mixture

Green Area (Thrivent)

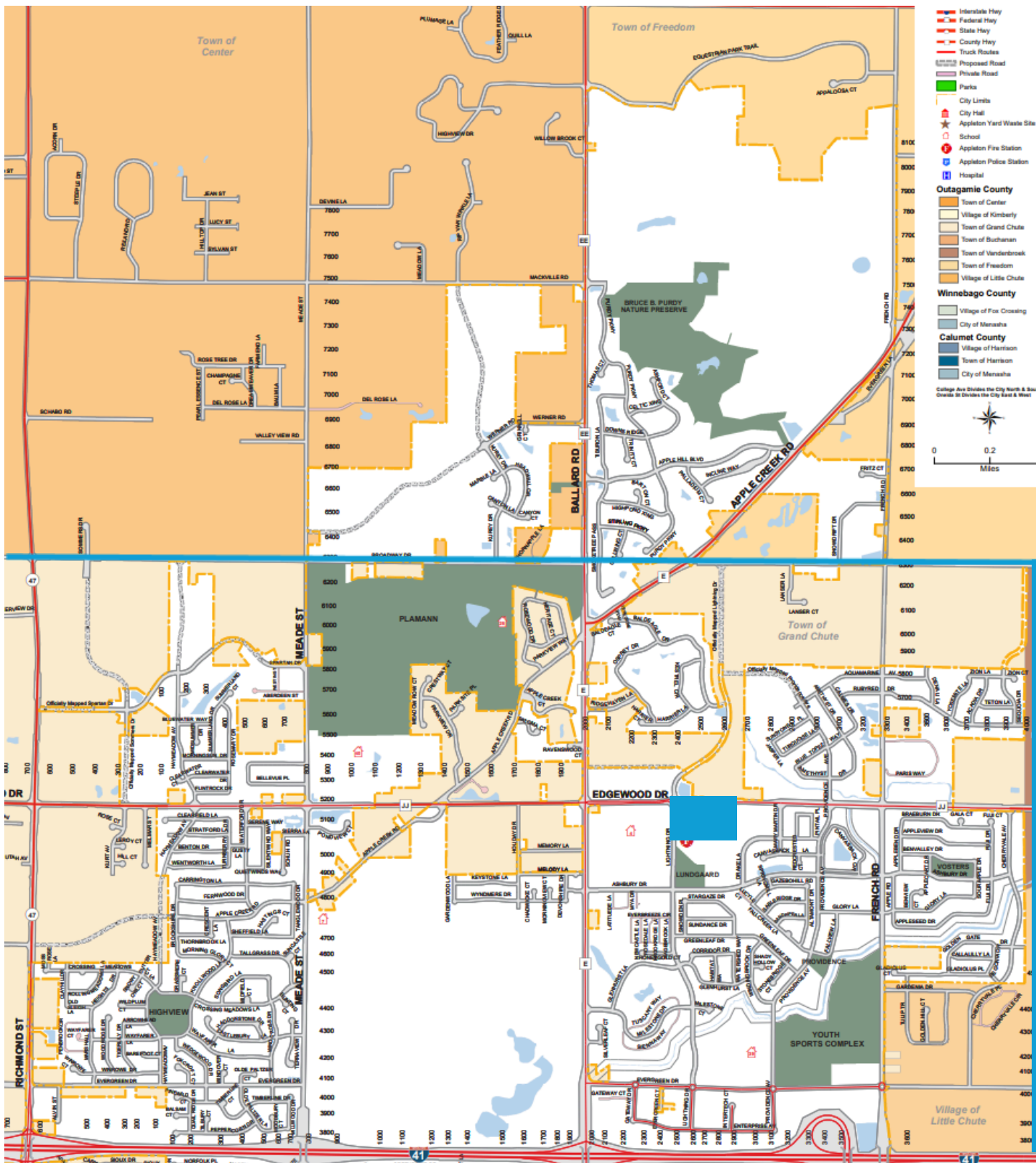
700 single family and 1,300 apartments
Development to start nearest the highway
Very dense apartments, may be four or five stories and have multiple bedroom options

Blue Area

Very dense residential with smaller homes on smaller lots
Mixture of single family and multifamily units
Currently being developed and will continue before other areas are developed

Orange Area

108 apartments being constructed with 2- and 3-bedroom options



- Interstate Hwy
 - Federal Hwy
 - State Hwy
 - County Hwy
 - Truck Routes
 - Proposed Road
 - Private Road
 - Parks
 - City Limits
 - City Hall
 - Appleton Yard Waste Site
 - School
 - Appleton Fire Station
 - Appleton Police Station
 - Hospital
- Outagamie County**
- Town of Center
 - Village of Kimberly
 - Town of Grand Chute
 - Town of Buchanan
 - Town of Vanderhoek
 - Town of Freedom
 - Village of Little Chute
- Winnebago County**
- Village of Fox Crossing
 - City of Menasha
- Calumet County**
- Village of Harrison
 - Town of Harrison
 - City of Menasha
- College Ave divides the City North & South
Oconto St divides the City East & West
- 0 0.2 Miles