



**Wednesday, December 18, 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: 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@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	Dec 18, 2024 - Board of Education Work Session
Category	1. Meeting Opening
Type	Discussion, Information, Report

2. Monitoring Reports (OE-8.1: Submit required monitoring data in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule.)

Subject	A. Monitoring Report: OE-6 Financial Administration (30 min)
Meeting	Dec 18, 2024 - Board of Education Work Session
Category	2. Monitoring Reports (OE-8.1: Submit required monitoring data in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule.)
Type	Discussion, Information, Presentation, Report

File Attachments
[DRAFT OE-6 Financial Administration 24_25.pdf \(509 KB\)](#)

Subject	B. Monitoring Report: OE-12 Facilities (30 min)
Meeting	Dec 18, 2024 - Board of Education Work Session

Category	2. Monitoring Reports (OE-8.1: Submit required monitoring data in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule.)
Type	Discussion, Information, Presentation, Report

File Attachments

[DRAFT Monitoring Report OE-12 Facilities 24 25.docx.pdf \(503 KB\)](#)

3. 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: R2.1.1 English Language Art (30 min)
Meeting	Dec 18, 2024 - Board of Education Work Session
Category	3. 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-2.1.1 ELA Results Monitoring Report--AASD.pdf \(1,391 KB\)](#)

Subject	B. Results Monitoring: R2.1.2 Mathematics (30 min)
Meeting	Dec 18, 2024 - Board of Education Work Session
Category	3. Results Monitoring (R-02: Each student will be literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines.)
Type	Discussion, Information, Presentation, Report

File Attachments

[2024-25 R-2.1.2 Math Monitoring Results.pdf \(719 KB\)](#)
[Monitoring Report Final 2024-25 R-2.1.2 Mathematics Results--AASD \(1\).pdf \(1,244 KB\)](#)

4. Board Business

Subject	A. Repurposing of Columbus Elementary (60 min)
Meeting	Dec 18, 2024 - Board of Education Work Session
Category	4. Board Business
Type	Discussion, Information, Presentation

File Attachments

[BOE Dec 18 work session - Columbus.pdf \(1,039 KB\)](#)

5. Adjourn

Subject	A. Adjournment of Work Session
Meeting	Dec 18, 2024 - Board of Education Work Session
Category	5. Adjourn
Type	Information, Procedural

Success for
Every Student,
Every Day



**Appleton Area School District
Operational Expectations Monitoring Report
OE-6 Financial Administration**

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy OE-6, Financial Administration, the Superintendent certifies that the following information is accurate and complete, and the District is:

☒ **Compliant**

☐ **Compliant with the exceptions noted**

☐ **Non-Compliant**

Compliant Indicators	Noncompliant Indicators
21	0
Total Indicators: 21	

Executive Summary/Analysis:

The interpretations and indicators, as submitted below, will provide evidence to the Board that the District's assets are maintained and protected. The District's Business Services Department maintains a strict set of checks and balances for the District's finances. Evidence of some of these procedures will be provided in samples attached to this report.

The most significant indicator of compliance is the annual financial reports from the auditors (the audit). This report reflects that there are no material weaknesses in the operational procedures, indicates that reports were timely and accurate and that expenditures reported in accordance with legal requirements and established local policies and procedures.

Notes or exceptions, if any:

Consider combining 6.2.1 and 6.3.1 as they both deal with purchasing procedures and both only have one compliance factor. Recommend combining into one section 6.2 with the two existing compliance indicators, renumbered as 6.2.1 and 6.2.2 for the levels of purchasing.

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-6, Financial Administration, the Board finds that the district is:

- ☐ **Compliant**
- ☐ **Compliant with the exceptions noted**
- ☐ **Non-Compliant**

Summary Statements of the Board, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____ Re-submitted: _____

OE - 6: Financial Administration

The Superintendent shall not cause or allow any financial activity or condition that materially deviates from the budget adopted by the Board; cause or allow any fiscal condition that is inconsistent with achieving the Board's **Results** or meeting any **Operational Expectations** goals; or places the long-term financial health of the district in jeopardy.

SUPERINTENDENT Interpretation:

The Board values a well-managed, balanced budget with expenditures that are consistent with District goals and support the achievement of the Board's Results policies and Operational Expectations policies.

- **Financial activity** shall mean any action conducted by District employees that is conducted on behalf of the District and incurs a monetary cost.
- **Materially deviates** (greater than 5%) shall mean causing the District to expend more in a budget category than the annual appropriation resolution adopted by the Board of Education or as amended by the Board of Education through supplemental appropriations.
- **Fiscal condition** shall mean the cash flow position needed to meet financial obligations.
- **Long-term financial health** shall mean the ability of the District to meet its monetary obligations for the current fiscal year and preserving a fund balance that provides for monetary requirements for the ensuing fiscal year.

OE – 6.1 The Superintendent will assure that payroll and legitimate debts of the district are promptly paid when due.

SUPERINTENDENT Interpretation:

- **Payroll** shall mean monies owed to employees as a result of contracts with the District or services rendered.
- **Legitimate debts** shall mean legal obligations due for goods or services performed in compliance with terms and conditions outlined in district policy, contracts or agreements.
- **Promptly paid** shall mean covering District financial obligations within the time period noted in contracts, district policy and financing arrangements, and within a time period that maintains or improves the District's credit rating.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

6.1.1- 100% of employees are accurately and timely paid.

6.1.2- 100% of payroll-related liabilities are accurately and timely paid in accordance with timeframes established by the IRS, WRS and Wisconsin Department of Revenue.

**In
Compliance**

**Not in
Compliance**

X

X

6.1.3- 100% of invoices have been reviewed for completeness and appropriateness and judged to be accurate before a vendor is paid. Proof of receipt of materials or services is evident on the invoice.	X	
6.1.4- 100% of the District long-term debt General Obligation bonds are paid in accordance with the bond debt service schedules.	X	

SUPERINTENDENT Evidence of Compliance:

6.1.1- Payroll is run on a semi-monthly basis (15th and EOM) and processed the prior business day if the 15th or End-Of-Month falls on a weekend or banking holiday. Regular employees (both salary and hourly) are paid for their regular scheduled hours based on their assignment(s). Any additional pay or other adjustment is processed through the use of timesheets. Leave time is tracked through a separate software system. These adjustments are reconciled for each payroll. A sample of this reconciliation is attached [here](#). If any timesheets are missed for a regular check run, an additional run is processed to be sure all are processed within 30 days of work being completed for the time-period on the sheet.

6.1.2- Payroll-related liabilities are paid either semi-monthly following the regular payroll or monthly in accordance with the requirements of the vendor or government agency. Liabilities are reconciled either monthly to invoices for vendors or quarterly with government reports. Minor adjustments for rounding or changes in employee status are made at the time of reconciliation. Liabilities are also reviewed as part of the annual fiscal audit. Attached is an example of the quarterly [941](#) report filed with the IRS. The 941 and the WRS (WI Retirement System) are the two largest payroll-related liabilities of the District.

6.1.3- Vendor invoices are reviewed at the site or department level. Each invoice is coded for accounting purposes and referencing a purchase order number (if applicable) once the items are received. These are approved by the appropriate administrator and submitted to Business Services. A few departments such as IT and F&O also enter the invoice information into Skyward. Invoices received by Business Services are reviewed for account coding and proper authorization. If not already in the Skyward system, the invoices are entered by the Accounts Payable Administrative Assistant (APAA). Each batch of invoices is reviewed by the APAA to verify; vendor name and address, invoice total and account codes. Batches are then reviewed by the Controller for accuracy. Checks or ACH payments are authorized to be made after the Controller's review. Attached [here](#) is a sample of the batch sheet generated during the review process signed off on by the Controller after review and an invoice in that batch.

If adjustments are required after an invoice is paid, there is an account change process requiring administrative approval. Any other changes or corrections are processed with the next regular check run or a special run if time sensitive.

6.1.4- Long-Term debts (bonds and notes) are currently paid semi-annually. Interest only payments are due September 1st and principal and interest payments are due March 1st of each year. Debt schedules are attached [here](#).

OE – 6.2 The Superintendent will assure that all micro and small purchases are made in accordance with Policy 672 - Purchasing Policy.

SUPERINTENDENT Interpretation:

- **Policy 672 - Purchasing Policy and 672-Rule - Purchasing Procedures** will be followed for all material and service purchases of the District.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- 6.2.1-** All purchases costing less than \$10,000 and less than \$250,000 respectively, will be completed in accordance with 672-Rule - Purchasing Procedures.

In
Compliance

Not in
Compliance

X

SUPERINTENDENT Evidence of Compliance:

- 6.2.1-** All purchasing in the District follows Policy 672 Purchasing and Rule-672 Purchasing Procedures. Small and micro purchases do not require pricing analysis but quotes are recommended whenever prudent and practical. A sample of a small purchase is attached [here](#).

OE – 6.3 The Superintendent will assure that all large purchases, including the purchase of supplies, materials and equipment, and any contracted services except professional services, are completed in accordance with Policy 672 - Purchasing Policy.

SUPERINTENDENT Interpretation:

- **Contracted services** shall mean work that is completed by vendors (not AASD employees).
- **Professional services** shall mean architects, accountants, engineers, lawyers, teachers, etc.
- **Policy 672 - Purchasing Policy and 672-Rule - Purchasing Procedures** will be followed for all material and service purchases of the District.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- 6.3.1-** Purchases of supplies, materials, or equipment in the amount of \$250,000 or more are awarded to the most reasonable and responsible bid submitted by a qualified supplier, taking into consideration the needs of the District, the quality of materials

In
Compliance

Not in
Compliance

X

OE – 6.5 The Superintendent will make all reasonable efforts to collect any funds due the district from any source.

SUPERINTENDENT Interpretation:

- **Reasonable efforts** shall mean internal procedures and contracted external efforts to include a variety of methods depending on amounts of uncollected funds.
- **Source** shall mean funding mechanisms of state and federal government, students, employees, vendors and any other financially related party.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

6.5.1- Uncollected funds (non-student) have been processed through collection efforts including reminder letters, phone calls, penalties for late payments, collection agencies, liens and attorney involvement. The cost (either monetarily and/or time resources) of collection efforts has been weighed against the amount to be collected and a purposeful decision has been made about whether or not to write off a receivable. The District's Director of Auxiliary Services generates a report of outstanding balances for review by the Board.

6.5.2- Uncollected student funds have been processed through collection efforts including reminder letters, phone calls, and individual conferences. A report will be generated, and reviewed by the Board, showing uncollected funds at the end of each year, and will indicate that reasonable efforts were made to collect funds.

**In
Compliance**

**Not in
Compliance**

X

X

SUPERINTENDENT Evidence of Compliance:

6.5.1-Accounts Receivable are tracked in the Skyward financial software. Invoices are entered by a department Administrative Assistant and monitored by the Accounts Receivable Administrative Assistant in Business Services. Reminders and calls are sent if payments are not received timely. The list of outstanding receipts is reviewed as part of the annual audit. Attached [here](#) is the list as of 6/30/24.

6.5.2-Student receivables are entered and tracked in the Infinite Campus (IC) software system. Regular reminders go out to parents for amounts due on student accounts and student meal accounts. Annually Business Services reviews the list for students that have not attended the District for several years and for which collection efforts have not been successful. These accounts are written off in accordance with accepted accounting regulations and District procedures.

OE – 6.6 The Superintendent will keep complete and accurate financial records by funds and accounts in accordance with Generally Accepted Accounting Principles.

SUPERINTENDENT Interpretation:

- **Keep complete and accurate financial records** shall mean the District will account for all financial resources and expenditures per the Financial Policies and Procedures account structure and report to the public using Generally Accepted Accounting Principles.
- **Generally Accepted Accounting Principles** shall mean guidelines and standards for financial reporting promulgated by the Federal Accounting Standards Board.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- 6.6.1-** The independent financial auditors express an ***“unmodified opinion”*** on the basic financial statements and conformity with accounting principles generally accepted in the United States of America.
- 6.6.2-** The audit report contains a fiscal year report of receipts and expenditures of each fund with designated program reports in accordance with the Financial Policies and Wisconsin Uniform Financial Accounting Requirements. The supplemental Schedules for each fund will be in the format prescribed by the Wisconsin Department of Public Instruction and shall be in agreement with the audited financial statements of the school district.
- 6.6.3-** The independent financial auditors confirm in the audit report that the District is in conformity with the Financial Accreditation audit process required by the Department of Education to ensure compliance with budgetary, accounting and reporting requirements.

**In
Compliance**

**Not in
Compliance**

X

X

X

SUPERINTENDENT Evidence of Compliance:

6.6.1, 6.6.2, & 6.6.3- A copy of the audit for the year ended 6/30/24 is attached [here](#).

OE – 6.7 The Superintendent will publish a financial condition statement annually.

SUPERINTENDENT Interpretation:

- **Publish a financial condition statement annually** shall mean publishing an easily read complete audit report statement of net assets, statement of activities, balance sheet and reconciliation of the governmental funds consistent with generally accepted accounting principles and audited in accordance with generally accepted auditing standards by a firm of licensed certified public accountants.
- **Publishing** shall mean producing hard copy print for the Board of Education and for review by the public, and available on the District website.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

6.7.1- The District publishes a complete set of financial statements and a report consistent with generally accepted accounting principles and audited in accordance with generally accepted auditing standards by a firm of licensed certified public accountants.

6.7.2- The statements and reports are published in print for the Board and copies made available to the public, and are posted for download on the District's website.

**In
Compliance**

**Not in
Compliance**

X

X

SUPERINTENDENT Evidence of Compliance:

6.7.1- A complete set of financial statements is part of the annual audit report. A copy of the audit for the year ended 6/30/24 is attached [here](#).

6.7.2- Hard copies and publishing on the District website will be made available to the general public on or about January 14, 2025 once the audit is presented at the Board meeting. We do not have a second meeting in the month of December to be able to present in December.

OE – 6.8 The Superintendent may not expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances, the authorized transfer of funds from reserve funds or from tax anticipation notes.

SUPERINTENDENT Interpretation:

- **Expend more funds than made available** shall mean spend more money at the fund level than was budgeted and originally adopted by the Board or as amended by the Board of Education through supplemental appropriations.
- **Legal means** shall mean the use of appropriation resolution authorizing expenditures, use of fund balance, and transfers of interfund borrowing.

SUPERINTENDENT Indicators of Compliance:	In Compliance	Not in Compliance
We will know we are compliant when:		
6.8.1- As reported in the annual financial audit, expenditures at the fund level do not exceed appropriation amounts originally adopted, or as amended by the Board of Education through supplemental appropriations.	X	
6.8.2- There is no violation of state law or notification of a violation in connection with expenditures exceeding appropriations as determined by external auditors.	X	
SUPERINTENDENT Evidence of Compliance:		
6.8.1 & 6.8.2- A copy of the audited Financial Statements and Executive Summary for the year ended 6/30/24 are attached.		
OE – 6.9 The Superintendent may not indebt the District.		
SUPERINTENDENT Interpretation:		
Indebt the district shall mean incurring short (within the current fiscal year) or long term (beyond the current year) financial obligations that are not planned for and approved by the Board or, in the case of a bond election or mill levy override, by the community.		
SUPERINTENDENT Indicators of Compliance:	In Compliance	Not in Compliance
We will know we are compliant when:		
6.9.1- As reported in the annual financial audit, there are no short or long-term financial obligations or debts except those that have been approved by the Board.	X	
6.9.2- The external auditors make no reference to unapproved material obligations remaining unpaid 60 days after the close of the fiscal year.	X	
6.9.3- All payment registers are approved by the Board within 60 days of the close of a month.	X	
SUPERINTENDENT Evidence of Compliance:		
6.9.1 & 6.9.2- A copy of the audit for the year ended 6/30/23 is attached here .		

6.9.3-Monthly, at a regular board meeting, the board reviews payment registers for the previous month. Copies of these are available with board meeting agendas.

OE – 6.10 The Superintendent may not permanently transfer money from one dedicated fund to another.

SUPERINTENDENT Interpretation:

- **Dedicated funds** include the General fund, Grants fund, Trust/Special Revenue fund, Special Education fund, Non-Referendum Debt fund, Referendum Debt fund, Capital Projects fund, Food Service fund, and Community Service fund.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- **6.10.1-** As reported in the annual financial audit, no funds were permanently transferred from one dedicated fund to another without Board approval.

**In
Compliance**

**Not in
Compliance**

X

SUPERINTENDENT Evidence of Compliance:

- **6.10.1-** A copy of the audit for the year ended 6/30/24 is attached [here](#).

OE – 6.11 The Superintendent may not allow any required reports to be overdue or inaccurately filed.

SUPERINTENDENT Interpretation:

- **Overdue or inaccurately filed** shall mean all deadlines will be met or an extension requested and reports will be filed as accurately as possible with the most current information and knowledge available.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: 6.11.1- The external auditors find there to be no material internal control weaknesses inherent in the District's financial system.	In Compliance	Not in Compliance
SUPERINTENDENT Evidence of Compliance: 6.11.1- A copy of the audited Financial Statements and Executive Summary for the year ended 6/30/24 is attached.	X	

Success for
Every Student,
Every Day



**Appleton Area School District
Operational Expectations Monitoring Report
OE-12 Facilities**

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy OE-12, Facilities, the Superintendent certifies that the following information is accurate and complete and that the District is:

☐ **Compliant**

☒ **Compliant with the exceptions noted:**

☐ **Non-Compliant**

Compliant Indicators	Noncompliant Indicators
20	1
Total Indicators: 21	

Executive Summary/Analysis:

This past year has brought significant changes to facilities operations, driven by the successful referendum and a transition in leadership. The increased workload required for planning and managing these initiatives resulted in one indicator falling into non-compliance. Despite this, we have kept the school board well-informed through regular updates on our progress. While some project costs have increased over the year, we have effectively maintained our budget.

Notes or exceptions, if any:

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-12, Facilities, the Board finds that the district is:

_____ **Compliant**

_____ **Compliant with the exceptions noted:**

_____ **Non-Compliant**

Summary Statements of the Board, if any:

Signed: _____ Date: _____

Board President

Document submitted: _____ Re-submitted: _____

OE -12: Facilities

The Superintendent shall assure that physical facilities support the accomplishment of the Board's **Results** policy.

SUPERINTENDENT Interpretation:

The Board values physical facilities that ensure a safe, healthy and welcoming environment to support teaching, learning, efficiency and excellence.

- **Physical facilities** shall mean all buildings, grounds and infrastructure (excluding technology) throughout the district.
- **Support the accomplishment** shall mean to provide the opportunity to succeed by minimizing lost academic time and to provide a physically safe and clean learning environment.
- The Board's **Results** policy is defined in R-1, R-2, and R-3

OE – 12.1 The Superintendent will develop and execute a plan that establishes priorities for construction, renovation and maintenance projects that :

- a. Assigns the highest priority to the correction of unsafe conditions;
- b. Includes maintenance costs as necessary to enable facilities to reach their intended life cycles;
- c. Plans for and schedules preventive maintenance;
- d. Plans for and schedules system replacement when new schools open, schools are renovated or systems replaced;
- e. Discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the district.

SUPERINTENDENT Interpretation:

- **Plan** shall mean a 5-year Capital Improvement Plan, coordinated with an annual Capital Project Plan.
- **Projects** shall mean major work identified in the Capital Improvement Plan and/or Capital Projects Plan.
- **Correction** shall mean bringing a condition into compliance with the applicable code or generally accepted industry standard for safety.
- **Unsafe condition** shall mean a condition that does not meet an applicable code or generally accepted industry standard or a condition that can reasonably be expected to cause physical harm.
- **Growth Patterns** shall mean trends in student population size.
- **The financial and human impact individual projects will have on other parts of the District** shall mean taking into consideration the budget implications, effect on the educational environment for students and staff, and costs to other departments of the District due to the scheduling and completion of projects.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

12.1.1- The Districts' schools lose no instructional days as a result of any system failure that could have reasonably been avoided through a preventive maintenance plan. Any lost time will be documented in a log and made available to the Board upon request.

12.1.2- Any identified unsafe condition related to our facilities is addressed immediately, corrected as soon as possible, and remains a priority until fixed. No person is injured and no instructional time is lost as a result of an unaddressed unsafe condition of our facilities. Any injury will be recorded by the District's Safety Coordinator, and any lost time will be documented in a log, and both are made available to the Board upon request.

12.1.3- Superintendent prioritizes projects and identifies unsafe conditions of our facilities during the Capital Projects planning

**In
Compliance**

**Not in
Compliance**

X

X

X

process. The District's Capital Projects list will be presented to the Board in the spring of each year. 12.1.4- Superintendent identifies, prioritizes, and adequately funds necessary repair and maintenance projects during the Facilities and Operations Budgeting process. The Facilities and Operations budget is available to the Board upon request. 12.1.5- The district identifies, schedules and conducts required preventive maintenance using the Akitabox Facility Management Software system. Reports from the system are made available to the Board upon request. 12.1.6- The district develops, and updates at least every five years, a Facility Capital Improvement Plan. The Plan will be presented to the Board for review in the spring of each year. 12.1.7- Annually, the district develops a Facility Capital Projects Plan. The plan includes projects to be completed within the year and is presented to the Board for review in the spring. An updated plan that includes projects completed is presented to the Board for review in the fall of each year.	X X X X	
SUPERINTENDENT Evidence of Compliance: 12.1.1 - No instructional days were lost as a result of these reasons, and therefore no log was created for this reason. 12.1.2 - No injury or educational time was lost as a result of an unaddressed unsafe condition of our facilities. All workplace injuries are recorded in an OSHA 300 log. 12.1.3 - Annual site visits are made to buildings to identify unsafe conditions and special considerations are made to any unsafe conditions while prioritizing projects. 12.1.4 - The facilities and operations budget is prioritized each year based on the anticipated needs of that particular year. 12.1.5 - The preventative maintenance is monitored throughout the district, and adjustments are made when we find it necessary to add more maintenance or inspection items. Preventative Maintenance 12.1.6 - The district capital improvement plan was created and was presented to the board. 12.1.7 - The district capital projects plan was created and projects were completed. This information was presented to the board in the spring and they were given an update in the fall.		
OE - 12.2 The Superintendent will project life-cycle costs as capital decisions are made.		
SUPERINTENDENT Interpretation: • Project shall mean calculate using cost analysis methodology. • Life cycle costs shall mean the total acquisition and operational costs of a system, piece of equipment, or facility based on the manufacturer's design life expectancy.		

- **Capital decisions** shall mean decisions involving the expenditure of \$100,000 or more.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- 12.2.1-** In a random sample of non-bond capital projects, the Superintendent will select 10% of projects to review the design alternatives for all system replacements, including life cycle cost analyses for all capital decisions that show schedule alternatives and design criteria.
- 12.2.2-** If requested by the Board, for bond projects, the Board will be briefed on the designs chosen in developing the final scope specified in the construction documents design. The Facilities and Operations Department will use life cycle costs in the design of each project, choosing the design that is the best value given existing systems and cost and will explain the decisions when briefing the Board prior to starting the project, if requested by the Board.

**In
Compliance**

**Not in
Compliance**

X

X

SUPERINTENDENT Evidence of Compliance:

- 12.2.1** - We did not select 10% of projects to review the design alternatives for all system replacement. This process was not completed because of all of the design work being done in the district for the referendum projects.
- 12.2.2** - No requests were received from the board this year. The board has been informed on the referendum project designs- including the four middle schools and Sandy Slope Elementary.

OE - 12.3 The Superintendent will assure that facilities are safe, clean and properly maintained.

SUPERINTENDENT Interpretation:

- **Safe** shall mean free from physical hazards or dangers to students, staff, and stakeholders.
- **Clean** shall mean relatively free of trash (except in approved receptacles) and dirt, and conforming to applicable health department standards.
- **Properly maintained** shall mean ensuring that the facilities are code compliant, are able to pass required inspections, and are reasonably preserved from failure or decline.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

**In
Compliance**

**Not in
Compliance**

12.3.1- The district passes all required annual inspections and construction inspections in accordance with applicable federal, state and local codes as documented in a log of completed inspections. The log will be made available to the Board upon request. 12.3.2- The district completes 100% of reactive maintenance requests within an average of 20 days. Examples of reactive maintenance requests are; roof leaks, temperature/comfort complaints. Reports from the AkitaBox system are made available to the Board upon request. 12.3.3- The district completes 100% of preventative maintenance within an average of 35 days. Examples of preventative maintenance requests are; HVAC filter changes, and equipment belt, grease, or oil maintenance. Reports from the AkitaBox system are made available to the Board upon request.	X	
SUPERINTENDENT Evidence of Compliance: 12.3.1 - All safety inspections were completed as listed on the Safety Inspections 23-24 log 12.3.2 - Reactive Maintenance Requests were from July 1, 2023 through June 30, 2024 and were completed in under 20 days as shown in the Reactive Work Orders report. Service requests submitted by building staff from July 1, 2023 through June 30, 2024 were completed in under 13 days as shown in the Service Requests report. 12.3.3 - Preventative Maintenance work orders from July 1, 2023 through June 30, 2024 were completed within an average of 35 days as shown in the Preventative Maintenance report.		
OE - 12.4 The Superintendent will inform the Board of construction schedules and change orders that significantly increase the cost or reduce quality of any capital project.		
SUPERINTENDENT Interpretation: • Change orders shall mean a change in the scope of a project that produces a corresponding change in the cost, schedule, or quality of the project. • Significantly increase the cost shall mean a change greater than \$250,000. • Reduce quality shall mean changing approved design specifications to a lower standard or accepting work that does not meet the approved design specifications.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:	In Compliance	Not in Compliance

12.4.1- The previous school year capital project budget closes out at or under budget. The Capital Projects budget will be presented annually to the Board.	X	
12.4.2- The Board is briefed on any schedule changes or change orders that significantly increase the cost or reduce quality prior to approval of the schedule change or change order.	X	
12.4.3- The Board is briefed on completed projects. The briefing will include final cost versus estimate and adherence to quality and schedule.	X	
SUPERINTENDENT Evidence of Compliance: 12.4.1 - The capital project budget was intentionally kept under budget as a result of the referendum. 12.4.2 - No change orders of this definition occurred. 12.4.3 - The board was briefed on the completed project from last year.		
OE - 12.5 The Superintendent may not build or renovate buildings.		
SUPERINTENDENT Interpretation: ● Build shall mean the initial construction of a facility or the addition to an existing facility. ● Renovate shall mean the restoration of a facility or system to “as new” condition. ● Buildings shall mean physical facilities over 400 square feet.		
SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: 12.5.1- The Board is briefed on all initial construction and renovation projects greater than \$100,000, included in the Capital Projects Plan.	In Compliance	Not in Compliance
	X	
SUPERINTENDENT Evidence of Compliance: 12.5.1 - The board was briefed on projects over \$100,000 included in last year's capital project plan at the November 2024 School Board meeting.		

OE- 12.6 The Superintendent may not recommend land acquisition without first determining growth patterns, comparative costs, construction and transportation factors and any extraordinary contingency costs due to potential natural and man-made risks.

SUPERINTENDENT Interpretation:

- **Land acquisition** shall mean obtaining a potential building site through purchase or developer dedication.
- **Growth patterns** shall mean trends in student population size.
- **Comparative costs** shall mean a total development cost analysis of potential sites.
- **Construction and transportation factors** shall mean potential issues regarding site selection pertaining to ability to build and to safely transport students.
- **Extraordinary contingency costs** shall mean unplanned and non-budgeted changes.
- **Potential natural and man-made risks** shall mean unforeseen issues that are naturally present on the site or that were previously introduced to the site by a previous owner.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

- 12.6.1- The Board is briefed on and approves all recommended land acquisition projects, including growth patterns, comparative costs, construction and transportation factors and any extraordinary contingency costs due to potential natural and man-made risks prior to the district entering into any agreement for the purchase or dedication of land.

In
Compliance

Not in
Compliance

X

SUPERINTENDENT Evidence of Compliance:

- 12.6.1- No land was acquired during this period, but we did purchase space for Valley New School. The purchase was approved by the board.

OE - 12.7 The Superintendent may not unreasonably deny the public’s use of facilities as long as student safety, student functions, and the instructional program are not compromised.

SUPERINTENDENT Interpretation:

- **Use of facilities** shall mean non-District individuals or groups accessing both indoor and outdoor facilities.
- **Student safety, student functions, and the instructional program are not compromised** shall mean that student safety, student functions, and the instructional program shall at all times take priority over the use of facilities by non-District individuals or groups.

SUPERINTENDENT Indicators of Compliance:	In Compliance	Not in Compliance
We will know we are compliant when:		
12.7.1- The District maintains “Community Use of School Facilities” Policy 830.	X	
12.7.2- Community groups that used District facilities paid the appropriate fee for usage on every occasion. A report of all District rentals is available to the Board upon request.	X	
12.7.3- Facility use was monitored and all events were conducted safely and appropriately in accordance with the policy. A log of any incidents of events that were not conducted safely and appropriately, along with details of how the incident was resolved, is kept by the District’s Use of Building secretaries and is available to the Board upon request.	X	
SUPERINTENDENT Evidence of Compliance:		
12.7.1 - Our use of buildings administrative assistants are trained in policy 830 and follow it.		
12.7.2 - All use of facilities rentals are billed after the event based on the category in which that a particular organization falls. Use of Facility Fee Schedule		
12.7.3 - No incidents related to use of buildings were recorded during this period.		
OE - 12.8 The Superintendent may not name or rename any school or other major District facility.		
SUPERINTENDENT Interpretation:		
Other major District facilities shall include, but is not limited to, buildings or property owned by the District.		
SUPERINTENDENT Indicators of Compliance:	In Compliance	Not in Compliance
We will know we are compliant when:		
12.8.1- No school or other major District facility is named or renamed except those that have been approved by the Board following procedures outlined in District Policy 940.	X	

SUPERINTENDENT Evidence of Compliance:

12.8.1- Each time a facility is named or renamed, Policy 940 is followed. A recent example would be the naming of Sandy Slope Elementary School.

Success for
Every Student,
Every Day



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

Table of Contents

Table of Contents.....	1
SUPERINTENDENT CERTIFICATION:.....	2
Executive Summary/Analysis:.....	2
Notes or exceptions, if any:.....	3
BOARD ACTION:.....	4
SUPERINTENDENT Evidence of Reasonable Progress:.....	5
Teaching Strategies GOLD - English Language Arts (ELA)- Grade 4K (Program Analysis)...	5
i-Ready Assessment - Reading - Grades 5K-8 (Cohort Analysis).....	5
i-Ready Assessment - Reading- Grades 5K-8 Typical Growth Gap Reduction (GRAPHS)....	6
FORWARD ELA- Grades 3-8 (Program Analysis).....	9
FORWARD ELA - Grades 3-8 (Cohort Analysis).....	12
FORWARD ELA, Grades 3-8 GAP Reduction.....	13
FORWARD ELA - Grades 3-8 Gap Reduction - English Learners.....	13
WI Forward - ELA- Grades 3-8 Gap Reduction - Students with Disabilities.....	14
WI Forward - ELA- Grades 3-8 Gap Reduction - Black Students.....	15
WI Forward - ELA- Grades 3-8 Gap Reduction - Hispanic Students.....	16
WI Forward - ELA- Grades 3-8 Gap Reduction - Asian Students.....	17
WI Forward - ELA- Grades 3-8 Gap Reduction - Two or More Ethnicities.....	18
Statewide ACT, Grades 9-11.....	20
ACT Aspire and PreACT (2023+) - ELA- Grades 9-10 (Program Analysis).....	20
ACT Aspire and PreACT (2023+) - ELA- Grades 9-10 (Program Analysis).....	21
ACT - ELA - Grade 11 (Program Analysis).....	22
ACT Aspire and PreACT (2023+) - ELA- Grades 9-10 (Cohort Analysis).....	23
Appendix A: SUPERINTENDENT Interpretation.....	24
Appendix B: Definition of Terms.....	26
Appendix C: i-Ready Gap Reductions Typical Growth in ELA Graphics.....	28
Appendix D: i-Ready Gap Reductions “On or above Grade Level” in MATH Graphics.....	29

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**

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

_____ **Failing to make Reasonable Progress**

Reasonable progress has been determined based on the preponderance of evidence, including a tabulation of all goals achieved, comparison to state average scores, and overall cohort growth over a four year period. Of note, our student performance has broken a 10 year trend of declining scores in ELA.

 = indicator achieved (23, 37, 42)

 = indicator not achieved as outcome remained the same as the year before or improved but not to the desired level (5, 5, 5)

 = indicator not achieved as the outcome was lower than the year before (22, 31, 38)

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	4 Yr Growth
5K	18%	46%	55%	57%	
Grade 1	26%	47%	57%	65%	
Grade 2	41%	57%	65%	66%	
Grade 3	50%	60%	68%	61%	+43
Grade 4	51%	61%	58%	63%	+37
Grade 5	50%	59%	57%	57%	+16
Grade 6	48%	59%	66%	64%	+14
Grade 7	48%	54%	58%	52%	+2
Grade 8	41%	47%	51%	47%	-3

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%

i-Ready Assessment - Reading - Grades 5K-8 "On or Above Grade Level" (Cohort Analysis)

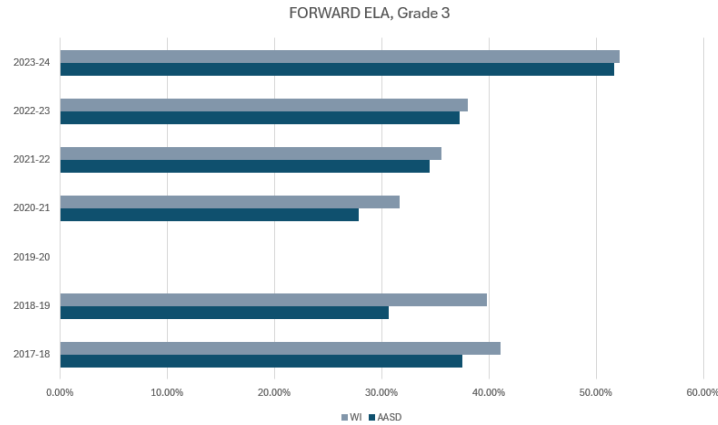
We will increase the percentage of students scoring On or Above Grade Level in Reading in grades 5K-8 on the i-Ready Assessment by 1% (Cohort Analysis).					
	2020-21	2021-22	2022-23	2023-24	4 yr Growth
5K	57%	52%	53%	56%	
Grade 1	44%	44%	50%	51%	
Grade 2	39%	40%	43%	44%	
Grade 3	40%	40%	42%	40%	-17
Grade 4	33%	32%	34%	32%	-12
Grade 5	24%	24%	27%	27%	-12
Grade 6	32%	33%	38%	34%	-6
Grade 7	25%	29%	35%	33%	0
Grade 8	24%	25%	29%	29%	+5

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).

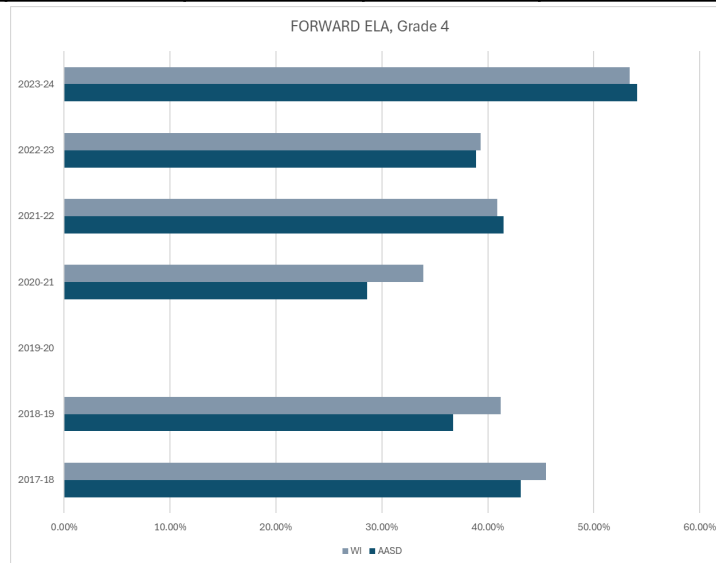
	2020-21	2021-22	2022-23	2023-24
SWOD	38%	39%	42%	42%
SWD	14%	15%	18%	17%
gap	24%	24%	24%	25%
Not EL	38%	39%	42%	42%
EL	9%	8%	10%	10%
gap	29%	31%	32%	32%
White	42%	43%	46%	46%
Black	13%	14%	19%	16%
gap	29%	29%	27%	30%
Not Hispanic	36%	37%	41%	40%
Hispanic	19%	18%	23%	22%
gap	17%	19%	18%	18%
White	x	x	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)



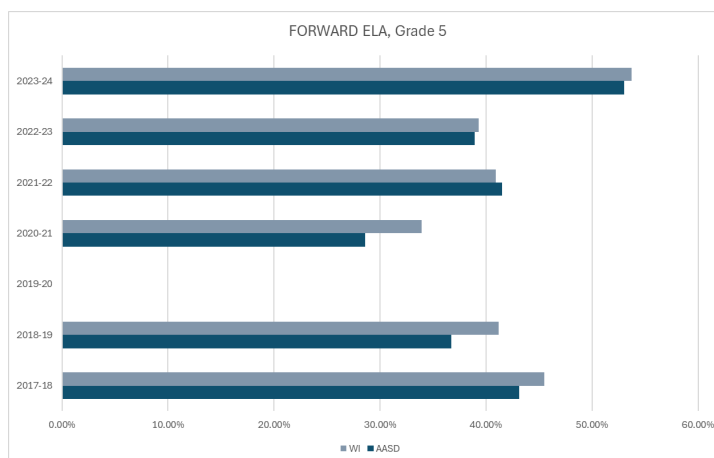
We will increase the percentage of 3rd Grade students scoring Proficient/Advanced on the WI Forward Exam in ELA by 1%.

	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%



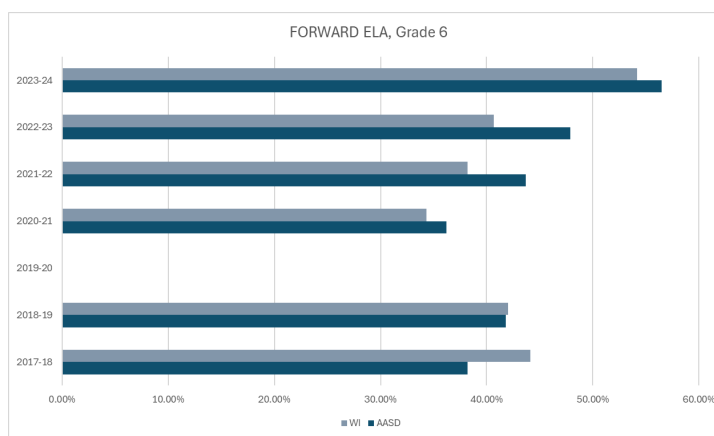
We will increase the percentage of 4th Grade students scoring Proficient/Advanced on the WI Forward Exam in ELA by 1%.

	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%



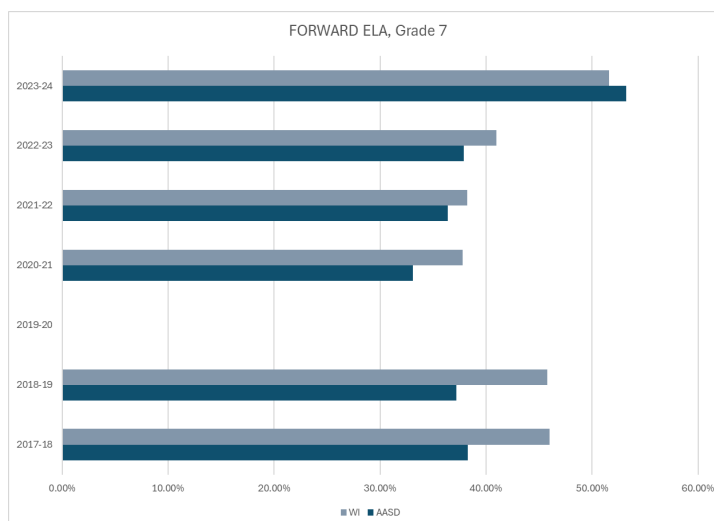
We will increase the percentage of 5th Grade students scoring Proficient/Advanced on the WI Forward Exam in ELA by 1%.

	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%



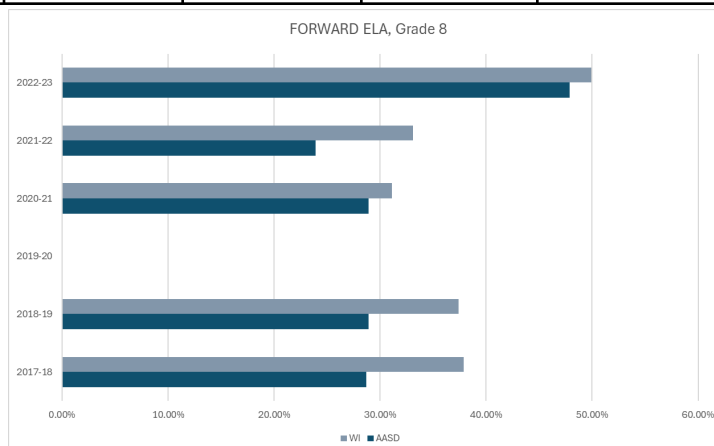
We will increase the percentage of 6th Grade students scoring Proficient/Advanced on the WI Forward Exam in ELA by 1%.

% 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%



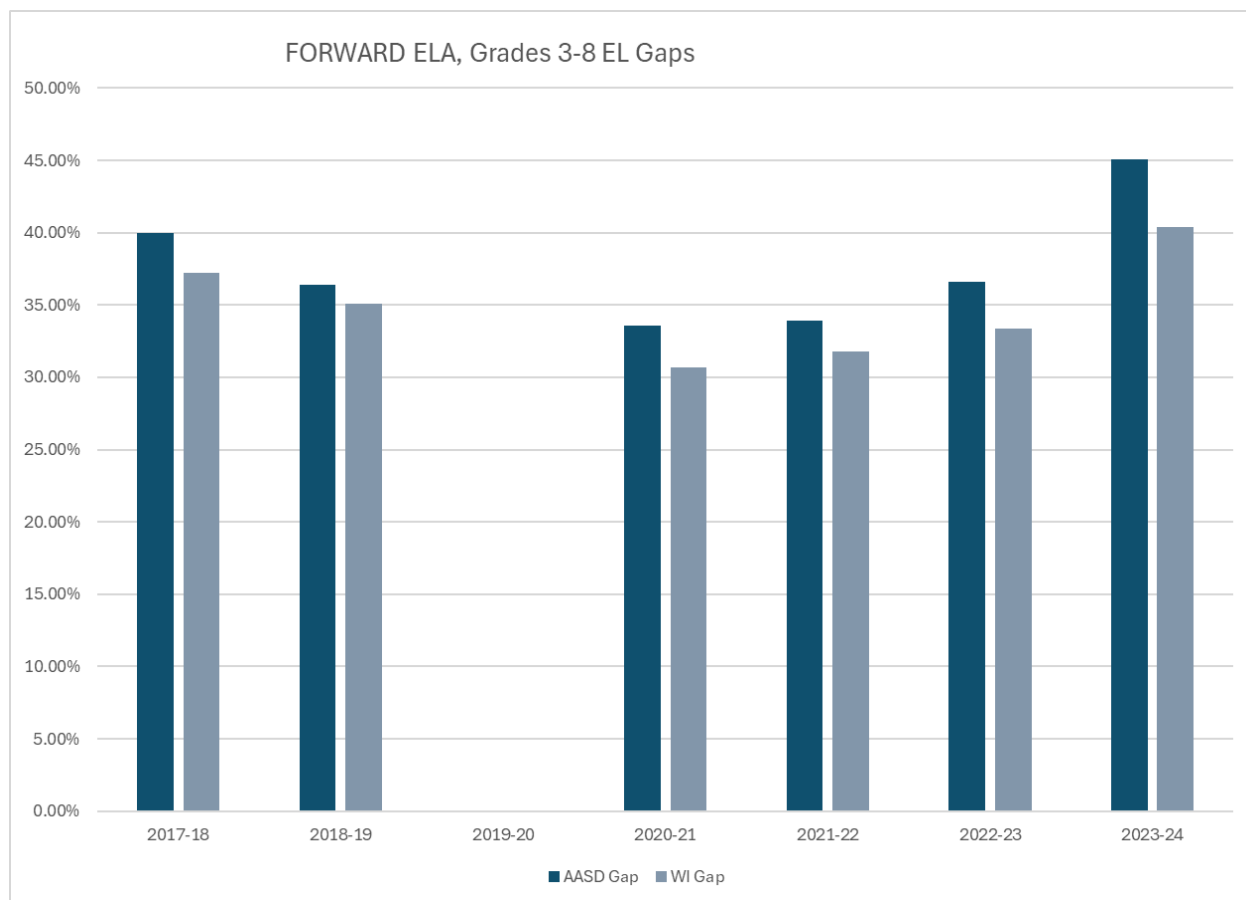
We will increase the percentage of 8th Grade students scoring Proficient/Advanced on the WI Forward Exam in ELA by 1%.

% 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)

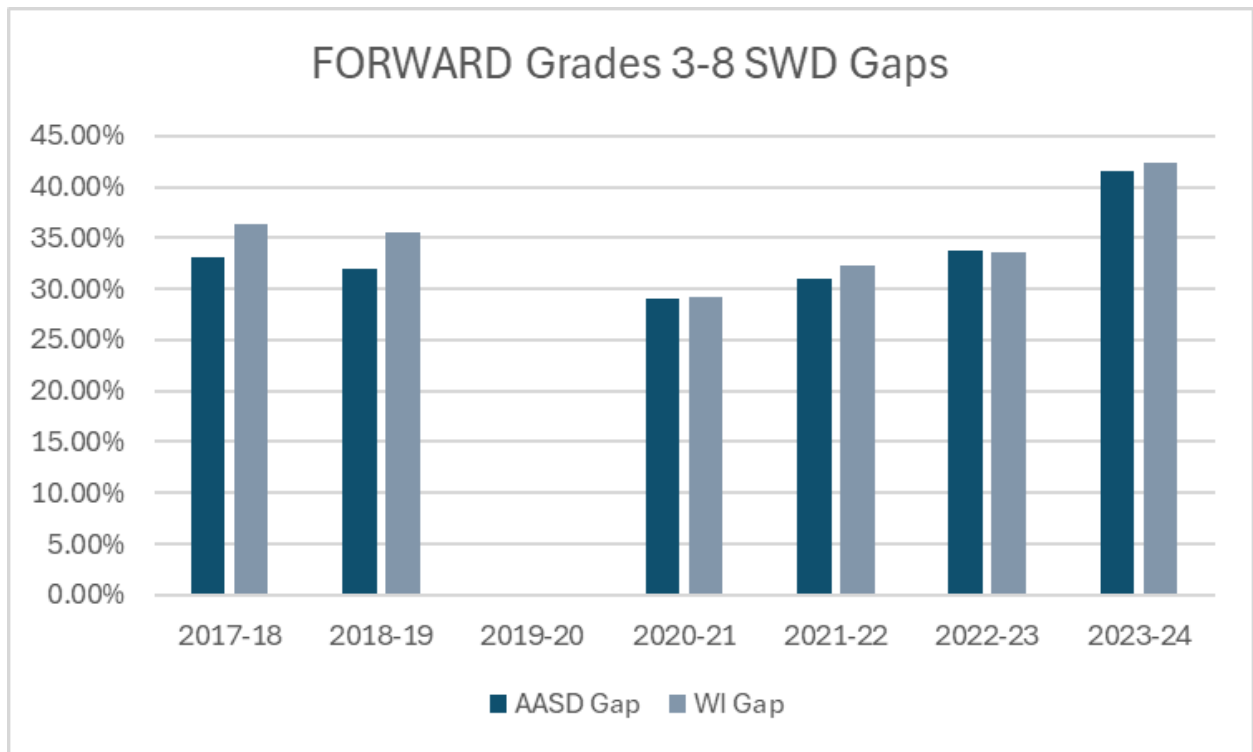
We will increase the percentage of students scoring Proficient/Advanced in grades 3-8 on the WI Forward Exam in ELA by 1%.										
	2019-20 AASD	2019-20 WI	2020-21 AASD	2020-21 WI	2021-22 AASD	2021-22 WI	2022-23 AASD	2022-23 WI	2023-24 AASD	2023-24 WI
Class of 2033									60.4% (3rd grade)	57.1% (3rd 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	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

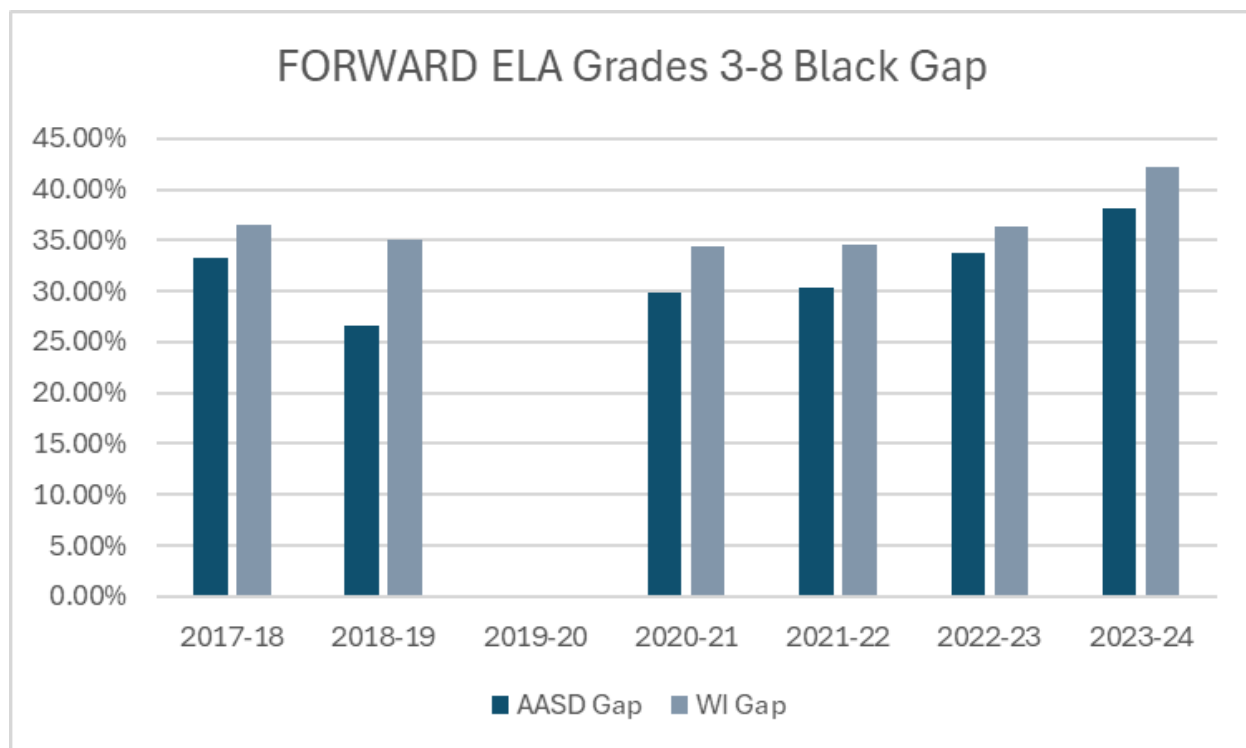
We will reduce gaps between English Language Students (EL) and non-EL Students scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in MATH by 3%.							
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AASD Non-EL	43.1%	41.2%	NA	36.7%	41.4%	45.5%	58.10%
AASD EL	3.1%	4.8%	NA	3.1%	7.5%	8.9%	13.00%
Gap	40.0%	36.4%	NA	33.6%	33.9%	36.6%	45.10%
WI Non-EL	45.5%	43.9%	NA	36.0%	39.9%	42.7%	55.40%
WI EL	8.3%	8.8%	NA	5.3%	8.1%	9.3%	15.00%
Gap	37.2%	35.1%	NA	30.7%	31.8%	33.4%	40.40%



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

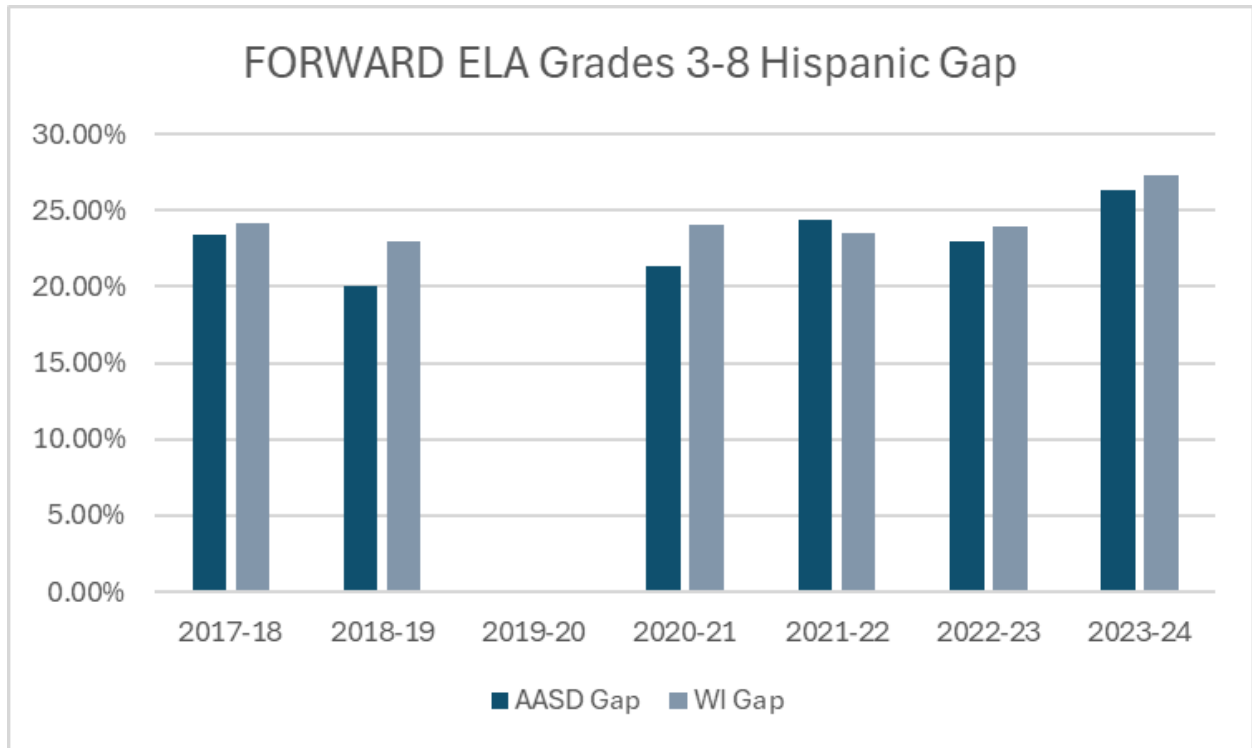
We will reduce gaps between **Students With Disabilities (SWD)** and **Students Without Disabilities (SWOD)** scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in ELA by 3%.

	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

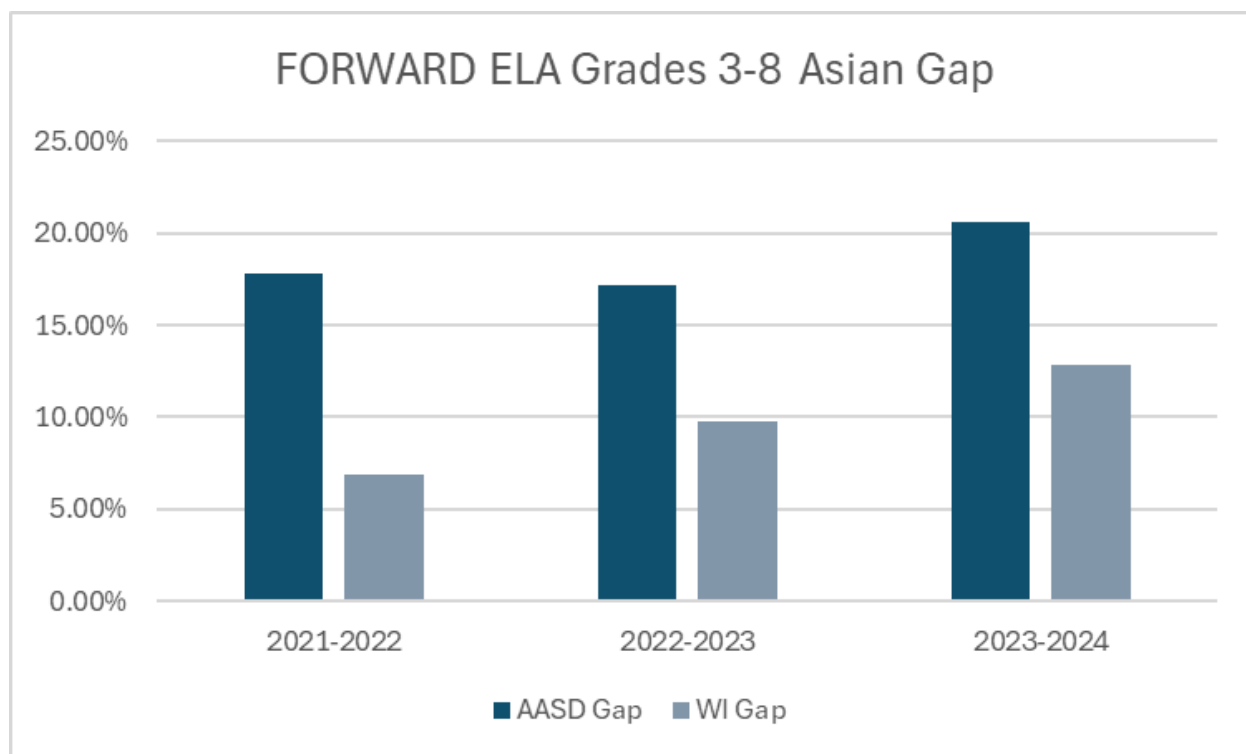
We will reduce gaps between Black and White Students scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in ELA by 3%							
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AASD Black	13.8%	17.2%	NA	10.3%	14.8%	14.0%	23.2%
AASD White	47.0%	43.8%	NA	40.1%	44.5%	47.8%	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	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

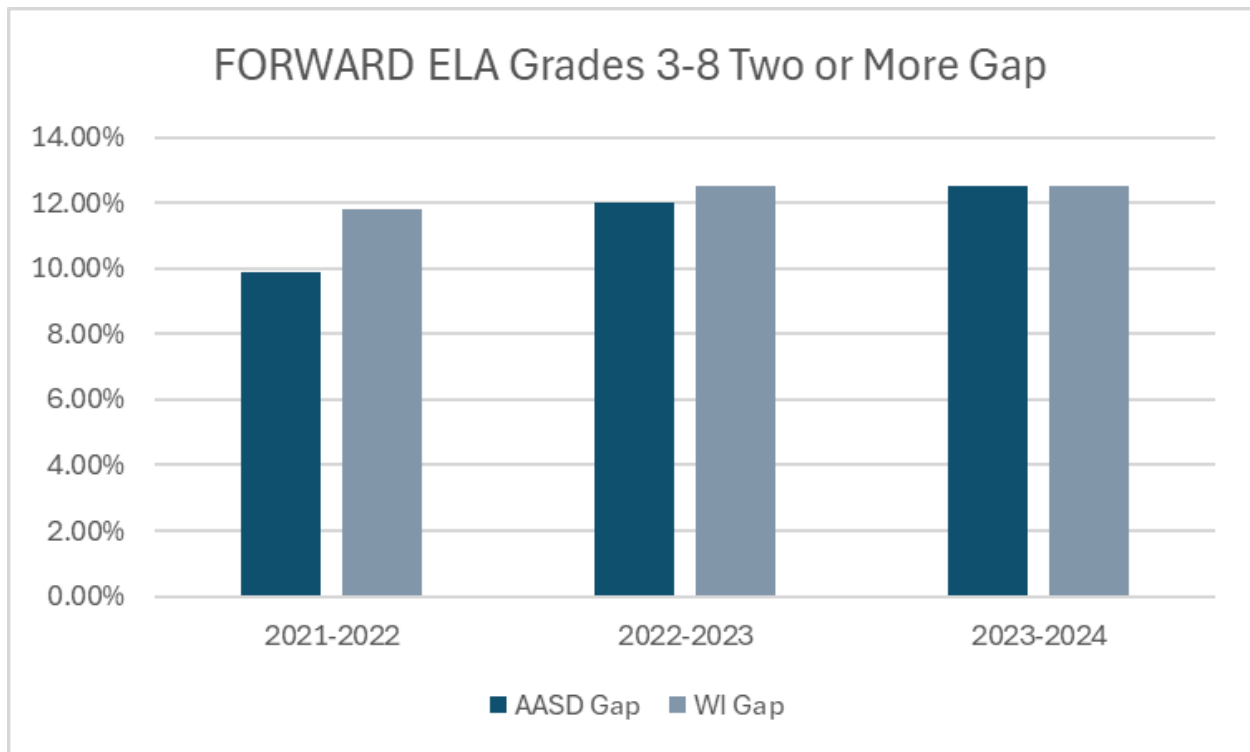
We will reduce gaps between **Hispanic and White/Non-Hispanic Students** scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in ELA by 3%

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AASD Hispanic	23.6%	23.8%	NA	18.7%	20.2%	24.8%	35%
AASD White/Non-Hispanic	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	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

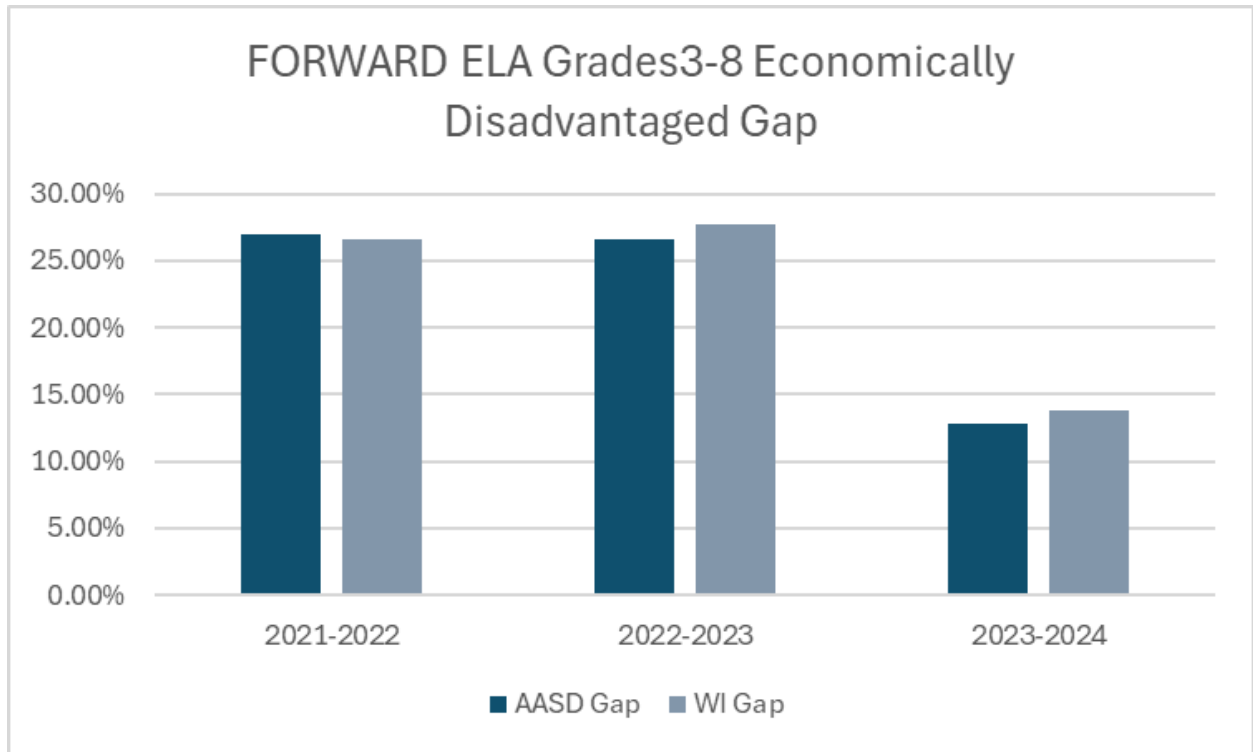
Future gap reduction between Asian and White Students scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in ELA.			
	2021-2022	2022-2023	2023-2024
AASD Asian %Prof/Adv	26.8%	29.9%	40.7%
AASD White %Prof/Adv	44.6%	47.1%	61.3%
Gap	17.8%	17.2%	20.6%
WI Asian %Prof/Adv	38.1%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

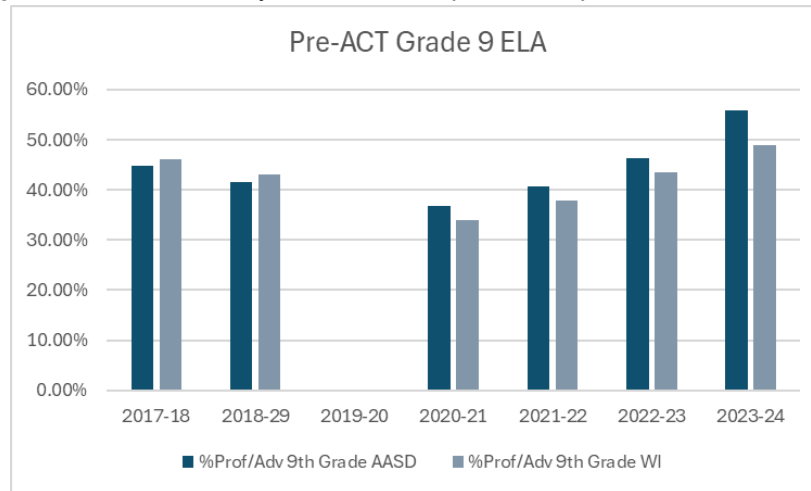
Future gap reduction between **Economically Disadvantaged and Non-Economically Disadvantaged Students** scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in ELA.

	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)

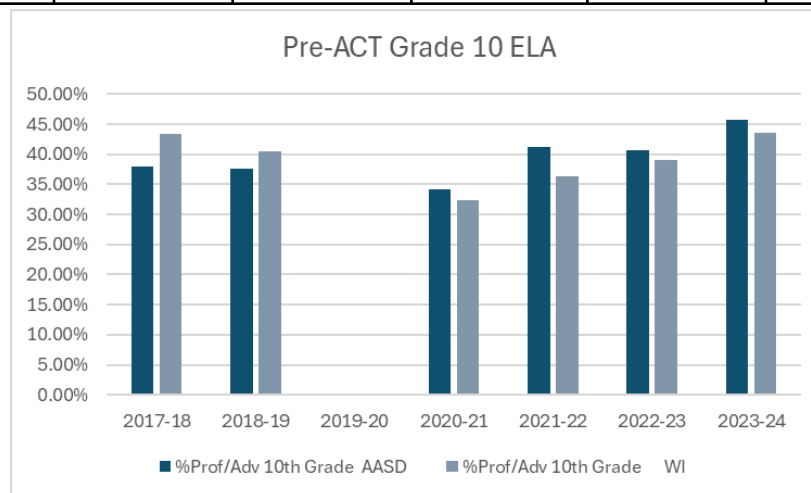
Additional Context: During the 2022-23 school year, the ACT Aspire was replaced with the PreACT Secure.



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
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%

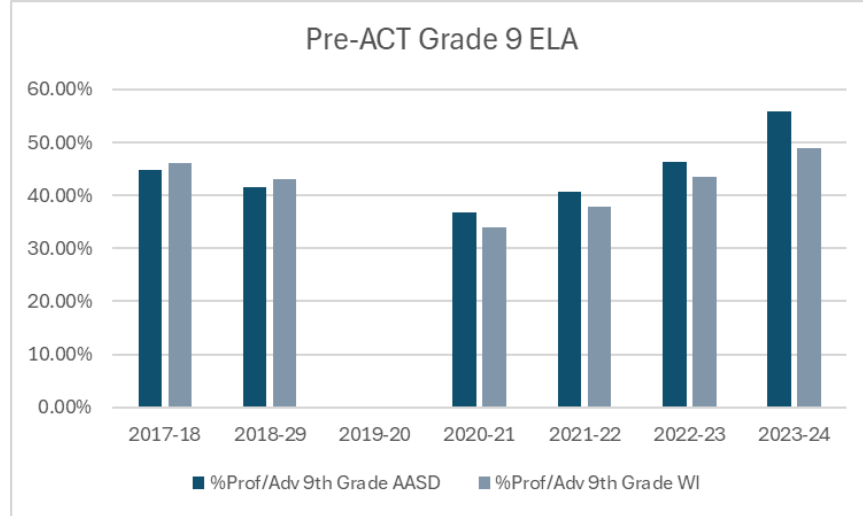


We will increase the percentage of students scoring Proficient/Advanced in grade 10 on the ACT Aspire/PreACT Assessment in ELA by 1%.

	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%

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

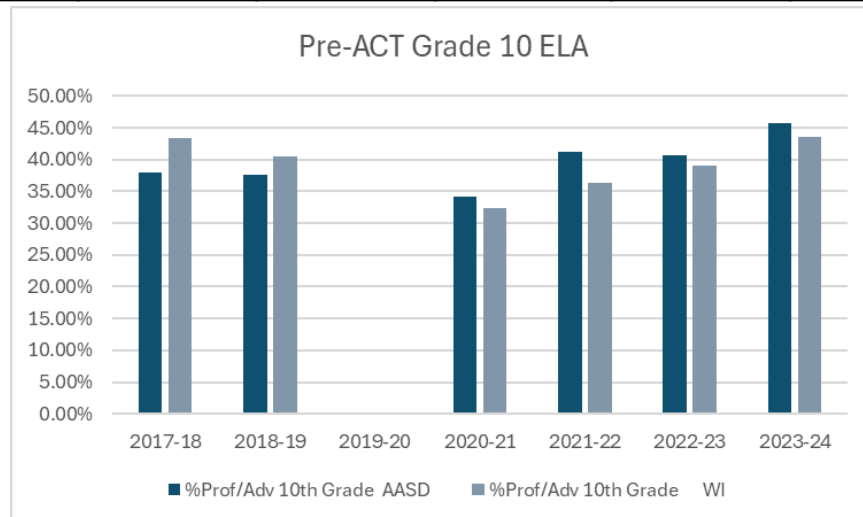
Additional Context: During the 2022-23 school year, the ACT Aspire was replaced with the PreACT Secure.



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%.

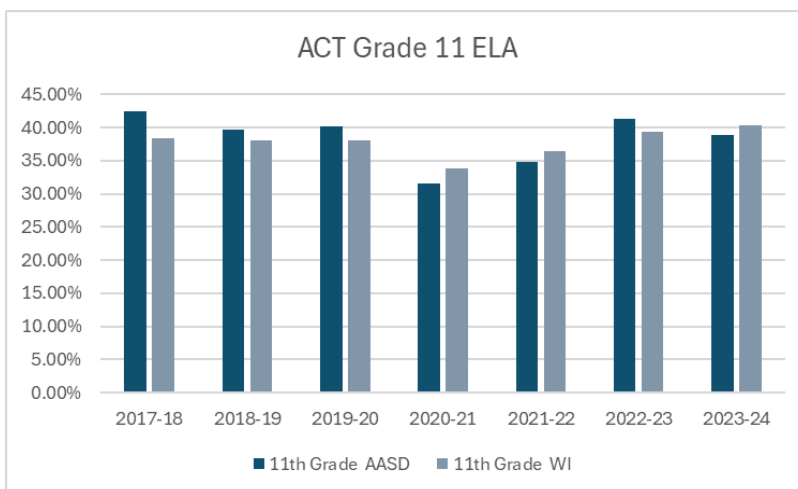
	2017-18	2018-29	2019-20	2020-21	2021-22	2022-23	2023-24
9th Grade AASD	44.8%	41.6%	NA	36.7%	40.7%	46.4%	55.8%
9th Grade WI	46.0%	43.1%	NA	34.0%	37.9%	43.5%	48.9%



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

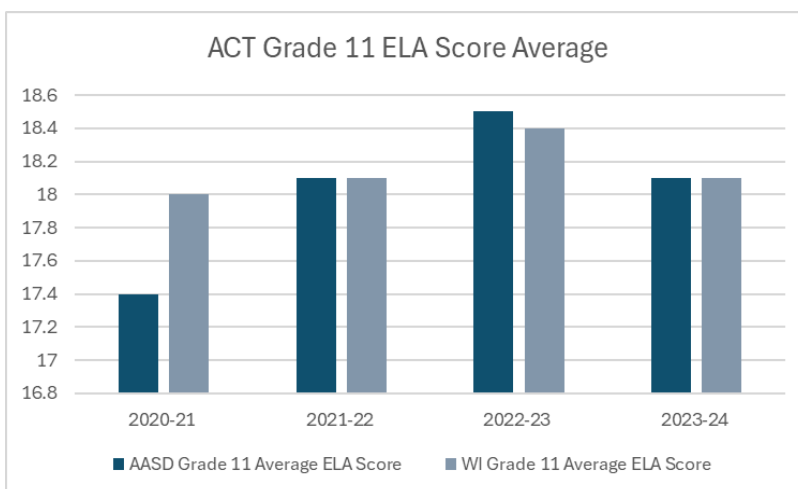
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
10th Grade AASD	38.0%	37.6%	NA	34.2%	41.2%	40.6%	45.7%
10th Grade WI	43.3%	40.5%	NA	32.3%	36.3%	39.1%	43.6%

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

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%.						
	2021-22 AASD	2021-22 WI	2022-23 AASD	2022-23 WI	2023-24 AASD	2023-24 WI
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.

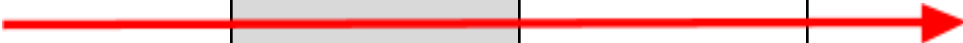
Cohort Analysis - Examines longitudinal data for the [same group of students over a period of time](#).

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



Scoring Tabulation Summary:

ELA Tabulations:

	Red	Yellow	Green
Past Scoring	22	5	23
Adding comparisons to State (closing gap w/ state, exceeding state, increased gap w/ state)	31	5	37
Comparison to State & Looking at Program and Cohort growth over a 4 year period.	38	5	42



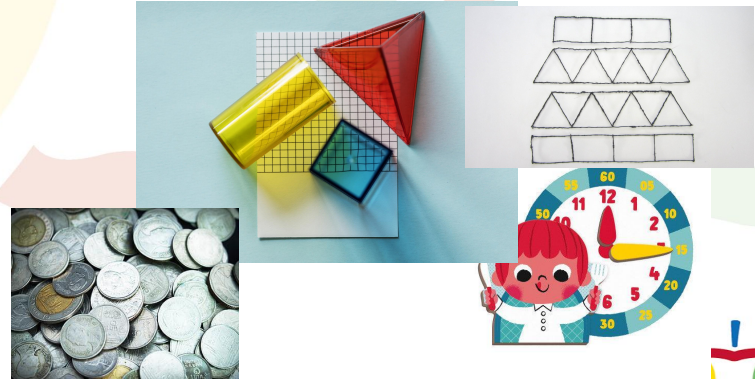
2024-2025
R-2.1.2
Mathematics Results



TS Gold

Teaching Strategies Gold: 4K

- Data remains above 80% in all areas and above 90% in two of 7 areas
- Program growth in 3 of 7 areas assessed
- Although there are no major concerns, areas to keep an eye on based on results follow:
 - Understands shapes
 - Measures objects
 - Measures time and money



i-Ready

i-Ready Cohort Analysis

- Year to year growth in 4 of 8 cohorts
- Four year growth in 5 of 6 cohorts that have 4 years of data
- Grade 8 (Class of 2028) will need continued monitoring/support, and HS Math CSS are aware
 - Only class that did not grow over the 4 years monitored



i-Ready

Typical Growth, Gap Analysis

- Gaps persist in demographics we have monitored in the past: SWD, EL, Black, Hispanic
 - We closed gaps in 3 of 4 demographics
- We added Asian, Two or More Ethnicities, and Economically Disadvantaged, which we will monitor in future years. This was not a previous goal area.
 - We closed gaps in all 3 of those groups and met our normal goal in Two or More Ethnicities, closing the gap to 3%.
- All gap areas in “Typical Growth” are less than 10% except Black, which is 11%

[Data Link](#)



i-Ready

On or above Grade Level, Cohort Analysis

- Year to year growth in 2 of 8 cohorts
- Four year growth in 2 of 6 cohorts that have 4 years of data, with 1 of 6 meeting goal growth.
- Math will be our next program implementation, following structured literacy
 - New resources for secondary
 - New intervention program for MS



i-Ready

On or above Grade Level, Gap Analysis

- Gaps continue in demographics we have monitored in the past: SWD, EL, Black, Hispanic
 - We closed gaps in 2 of 4 demographics
- We added Asian, Two or More Ethnicities, and Economically Disadvantaged, which we will monitor in future years. This was not a previous goal area.
 - We closed gaps in 2 of 3 of those groups but did not meet our goal of 3%.
- All gap areas in “On or above Grade Level” range from 10% and 31%.



i-Ready Gap

- Gaps are narrower for “Typical Growth” than “Grade Level”
- Additional universal instruction improvements are necessary to close and eventually reverse gaps in “Typical Growth” which will result in closing the “Grade Level” gap



Forward Exam

Program Analysis

- Met goals in all grades, 3-8
 - Likely due to cut score changes
- Outperformed the state or reduced the gap with the state in grades 3, 4, 7 & 8
- Increased gaps with the state in grade 5
- Decreased performance edge over the state in grade 6



Forward Exam

Forward Math, Grades 3-8, Cohort Analysis

- Year to year growth in 6 of 6 cohorts
 - Likely due to cut score changes
- Outperformed the state in grades 3 & 7*
- Improved gap with state in grades 4 & 5
- Increased gap with state in grades 6, 7, & 8



Forward Exam

Forward Math, Gap Analysis

- Gaps increase in demographics we have previously monitored: EL, SWD, Black, Hispanic
 - Gap was smaller than the state in SWD, Black, Hispanic
- We added Asian, Two or More Ethnicities, and Economically Disadvantaged, which we will monitor in future years. This was not a previous goal area.
 - Narrowed gap for Asian and Two or More Ethnicities, Increased gap for Economically Disadvantaged
 - Improved vs. State in Two or More & EconD



ACT Statewide

Grades 9 and 10, Pre-ACT

- Grade 9 exceeded goal
 - Likely benefited from cut score adjustments but increase outpaced cut score changes
 - Outperformed State, first time since 2020-21
- Grade 10 did not meet program goal
 - Did improve as a cohort, benefitting some, but likely not entirely from cut score adjustments
 - Failed to outperform State



ACT Statewide

Grade 11, ACT

- Improved by 9.8%, outpacing cut score adjustments
 - Did not outperform State
 - Overall score of 18.9 below State but still ahead of 2020-21, so 4 year trend remains strong

Grades 9-11 (Pre-ACT and ACT, Cohort Analysis)

- 9th grade outperformed State
- 10th grade met goal but increase gap w/ State
- 11th grade did not meet goal and increased State gap



Action Steps

- As noted:
 - 4K TS Gold monitoring in three areas
 - Additional focus, Class of 2028
 - New secondary resources
 - New MS Intervention software
- Next curricular adoption at elementary will be math
 - Deeper analysis indicates fractions and proportions need to be a focus



Success for
Every Student,
Every Day



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

Table of Contents

Table of Contents.....	1
SUPERINTENDENT CERTIFICATION:.....	3
Executive Summary/Analysis:.....	3
Notes or exceptions, if any:.....	4
BOARD ACTION:.....	5
SUPERINTENDENT Evidence of Reasonable Progress:.....	6
Teaching Strategies GOLD - Mathematics - Grade 4K (Program Analysis).....	6
i-Ready Assessment - Mathematics - Grades 5K-8 (Cohort Analysis).....	6
i-Ready Assessment - Mathematics - Grades 5K-8 Typical Growth Gap Reduction (GRAPHS)..	7
i-Ready - MATH - Grades 5K-8 “On or Above Grade Level” (Cohort Analysis).....	8
i-Ready - MATH - Grades 5K-8 “On or Above Grade Level” Gap Reduction.....	9
FORWARD MATH Results.....	10
FORWARD MATH - Grades 3-8 (Program Analysis).....	10
FORWARD MATH - Grades 3-8 (Cohort Analysis).....	13
FORWARD MATH, Grades 3-8 GAP Reduction.....	14
FORWARD MATH - Grades 3-8 Gap Reduction - English Learners (Program Analysis).....	14
WI Forward - MATH- Grades 3-8 Gap Reduction - Students with Disabilities (Program Analysis).....	15
WI Forward - MATH - Grades 3-8 Gap Reduction - Black and White Students (Program Analysis).....	16
WI Forward - MATH - Grades 3-8 Gap Reduction - Hispanic and White Students (Program Analysis).....	17
WI Forward - MATH - Grades 3-8 Gap Reduction - Asian and White Students (Program Analysis).....	18
WI Forward - MATH - Grades 3-8 Gap Reduction - Two or More Ethnicities and White Students (Program Analysis).....	19
WI Forward - MATH - Grades 3-8 Gap Reduction - Economically Disadvantaged and Non-Economically Disadvantaged Students (Program Analysis).....	20
Statewide ACT, Grades 9-11.....	21
ACT Aspire and PreACT (2023+) - Mathematics- Grades 9-10 (Program Analysis).....	21

ACT - MATH - Grade 11 (Program Analysis).....	22
ACT Aspire, Pre-ACT & ACT - MATH - Grades 9-11 (Cohort Analysis).....	23
Appendix A: SUPERINTENDENT Interpretation.....	24
Appendix B: Definition of Terms.....	26
Appendix C: i-Ready Gap Reductions Typical Growth in MATH Graphics.....	28
Appendix D: i-Ready Gap Reductions “On or above Grade Level” in MATH Graphics.....	29

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**

Reasonable progress has been determined based on the preponderance of evidence, including a tabulation of all goals achieved and goals where we are making progress; comparison to State average scores where we exceeded the state and/ or where we narrowed our gap with the State; and, overall cohort growth over a four year periods.

Key:

 = indicator achieved (21, 35, 41)

 = indicator not achieved as outcome remained the same as the year before or improved but not to the desired level (11, 11, 14)

 = indicator not achieved as the outcome was lower than the year before (28, 40, 45)

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 years) by the end of the academic year by 1% (Cohort Analysis).

	2020-21	2021-22	2022-23	2023-24	4-year Growth
5K	31%	49%	54%	57%	
Grade 1	32%	49%	58%	58%	
Grade 2	36%	53%	52%	54%	
Grade 3	41%	48%	58%	54%	+23
Grade 4	43%	53%	52%	52%	+20
Grade 5	47%	62%	59%	60%	+24
Grade 6	50%	64%	67%	67%	+26
Grade 7	39%	51%	51%	50%	+17
Grade 8	33%	46%	51%	50%	-3

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)

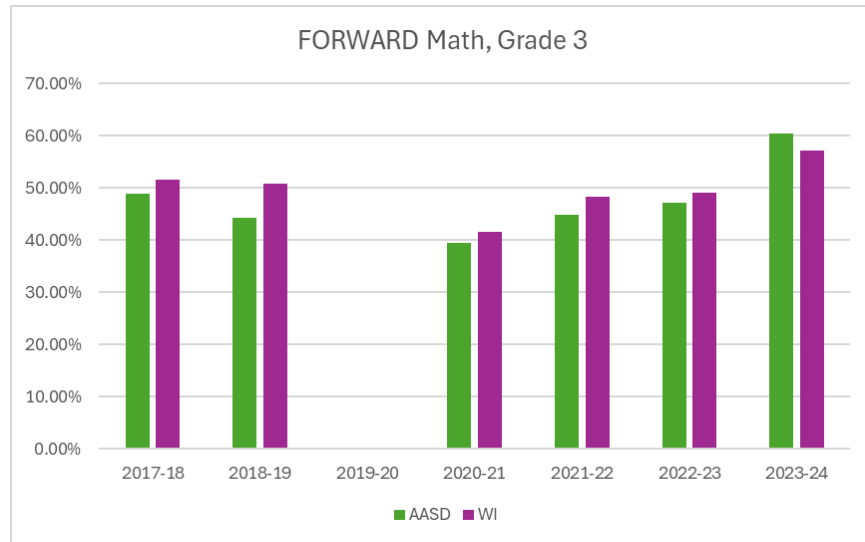
We will increase the percentage of students scoring On or Above Grade Level in Mathematics in grades 5K-8 on the i-Ready Assessment by 1% (Cohort Analysis).					
	2020-21 (Mid-year or Above)	2021-22 (Mid-year or Above)	2022-23 (Mid-year or Above)	2023-24 (Mid-year or Above)	4 yr Growth
5K	65%	54%	57%	56%	
Grade 1	45%	47%	45%	41%	
Grade 2	33%	35%	37%	35%	
Grade 3	33%	32%	36%	35%	-35
Grade 4	31%	33%	34%	31%	-14
Grade 5	29%	36%	36%	35%	+2
Grade 6	26%	31%	35%	30%	-3
Grade 7	18%	21%	24%	23%	-8
Grade 8	20%	20%	23%	40%	+11

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 of 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%

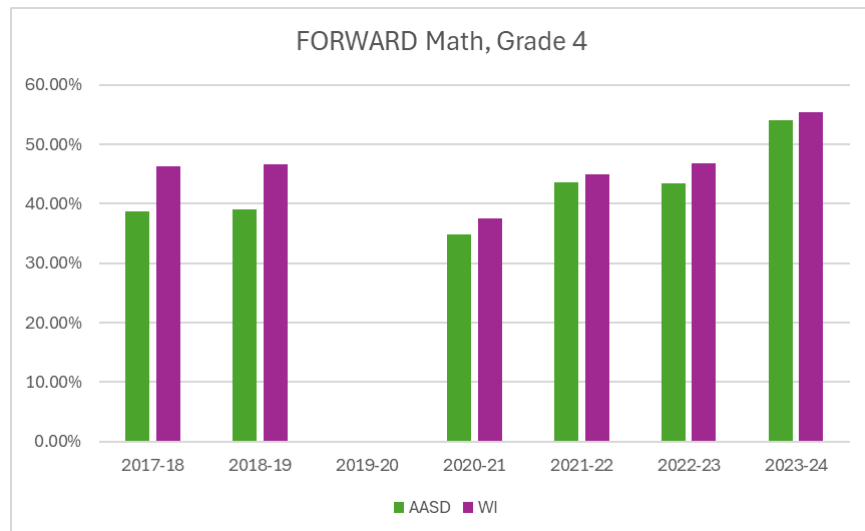
FORWARD MATH Results

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%.

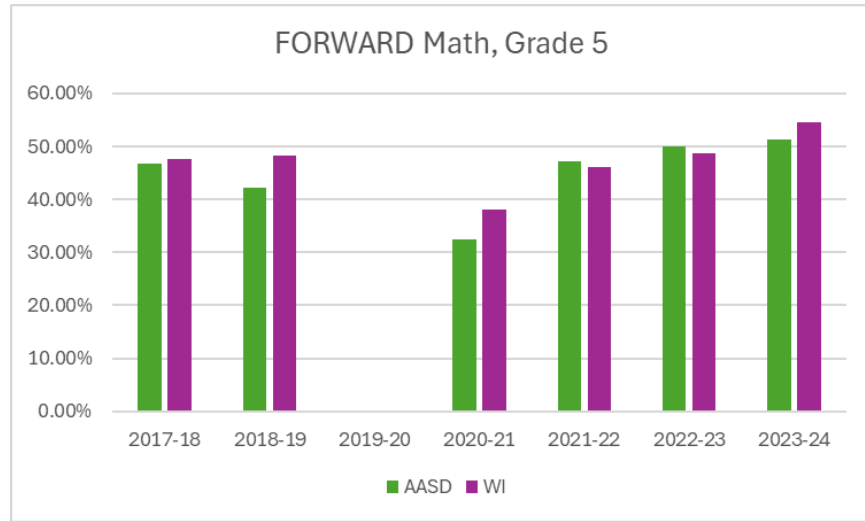
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AASD	48.9%	44.2%	NA	39.5%	44.8%	47.2%	60.4%
WI	51.6%	50.9%	NA	41.5%	48.4%	49.1%	57.1%



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

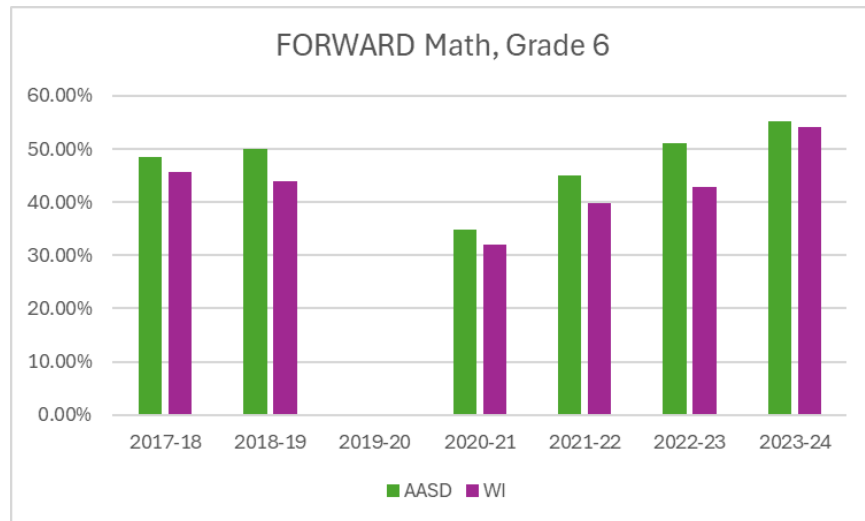
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
AASD	38.8%	39.0%	NA	34.8%	43.7%	43.4%	54.1%

WI	46.3%	46.6%	NA	37.5%	45.0%	46.8%	55.4%
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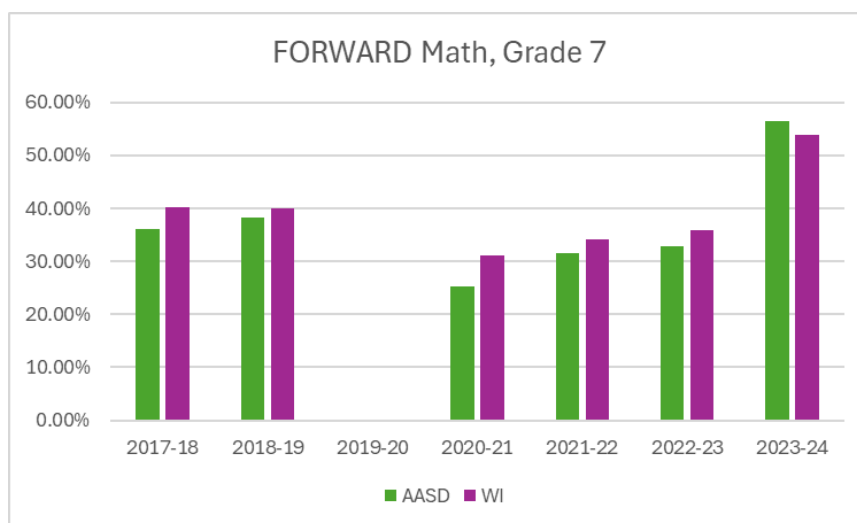
We will increase the percentage of **5th-Grade** students scoring Proficient/Advanced on the WI Forward Exam in **Mathematics** by 1%.

	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%



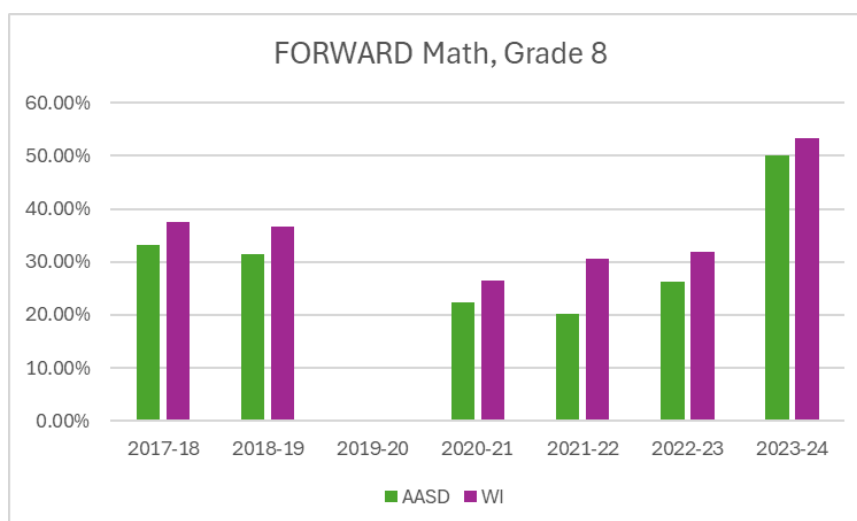
We will increase the percentage of **6th-Grade** students scoring Proficient/Advanced on the WI Forward Exam in **Mathematics** by 1%.

	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%



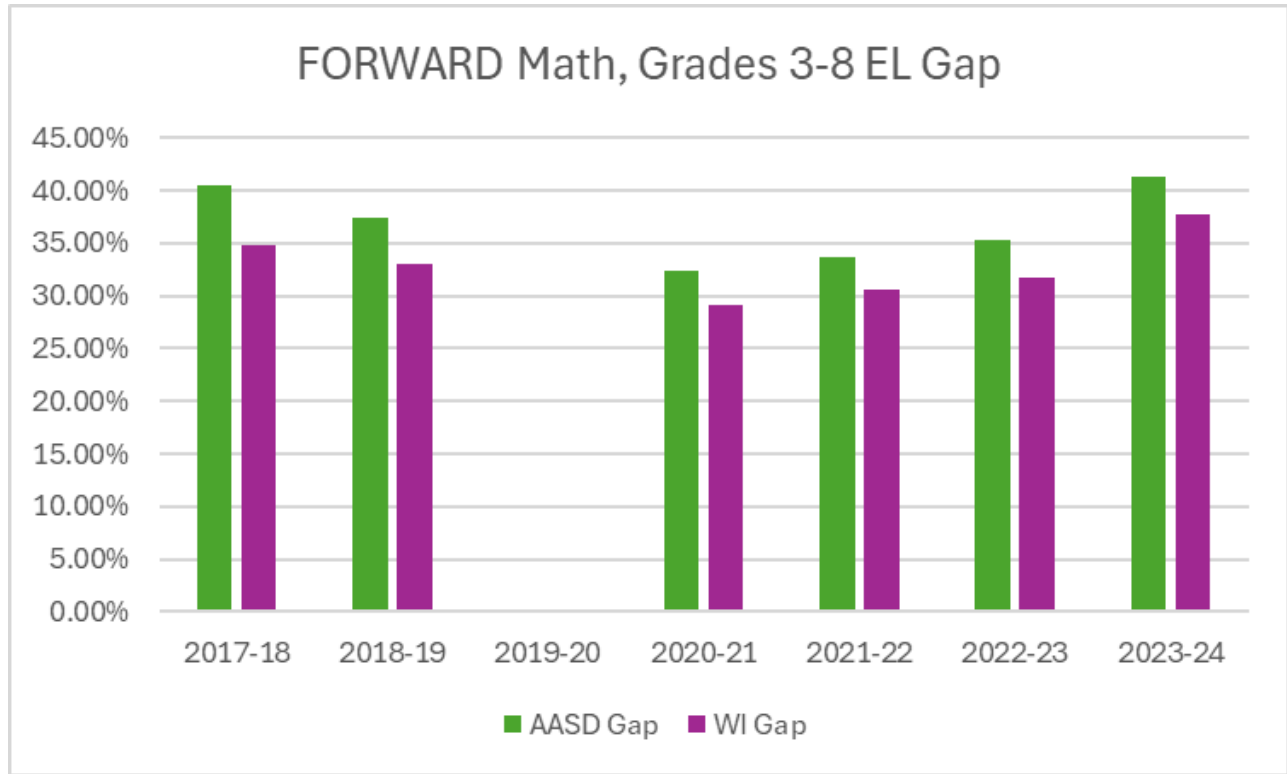
We will increase the percentage of 8th-Grade students scoring Proficient/Advanced on the WI Forward Exam in Mathematics by 1%.

	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)

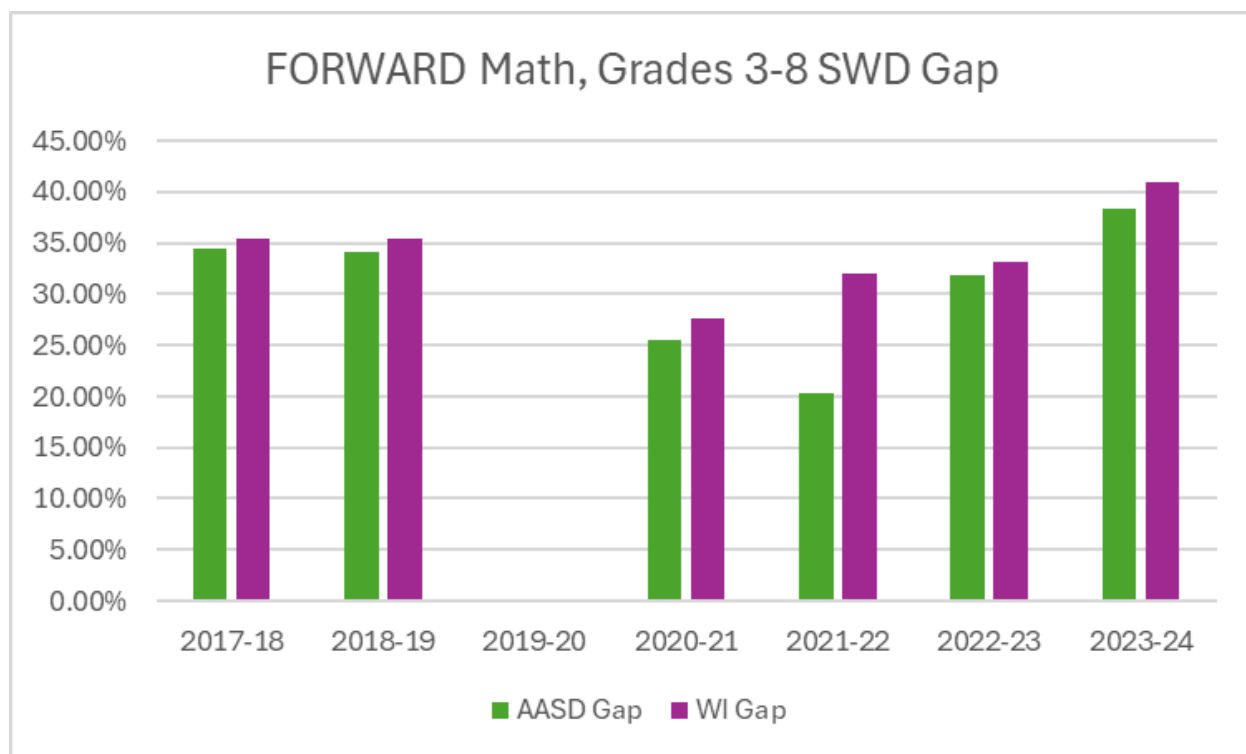
We will increase the percentage of students scoring Proficient/Advanced in grades 3-8 on the WI Forward Exam in ELA by 1%.												
	2018-19 %Prof/ Adv AASD	2018-19 %Prof/ Adv Statewide	2019-20 %Prof/ Adv AASD	2019-20 %Prof/Adv Statewide	2020-21 %Prof/ Adv AASD	2020-21 %Prof/ Adv Statewide	2021-22 %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



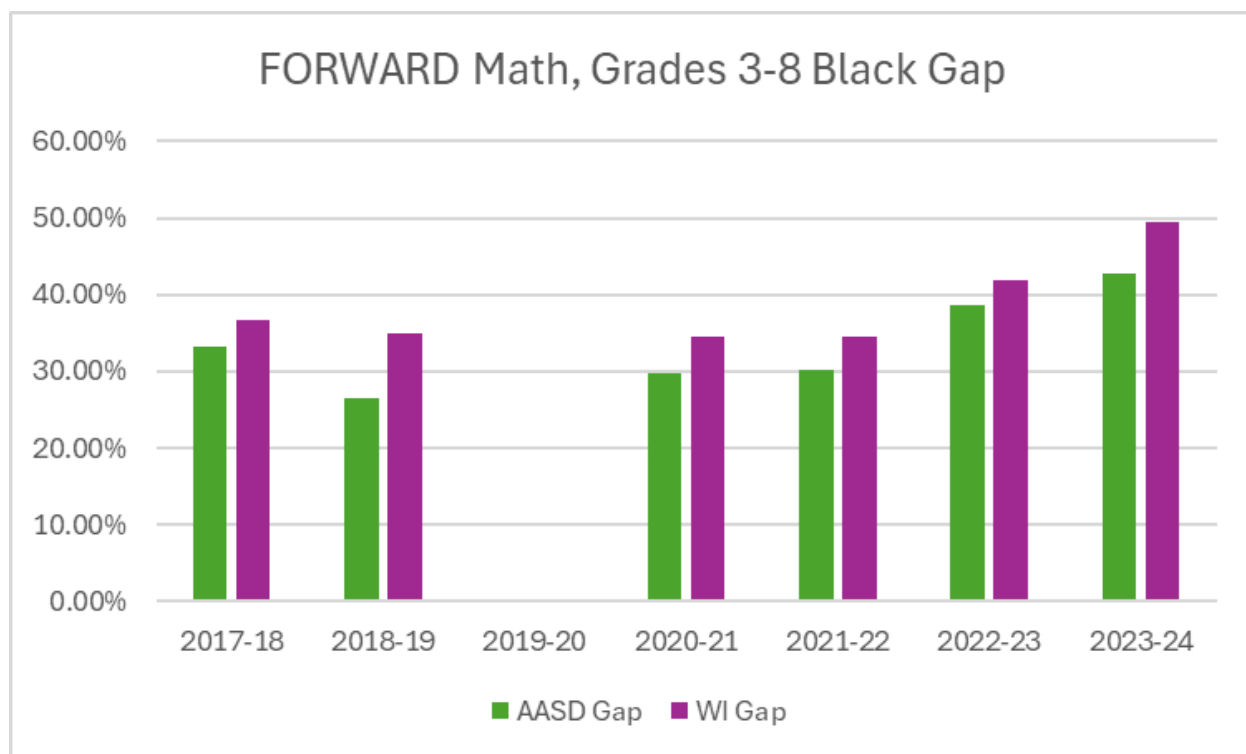
FORWARD MATH - Grades 3-8 Gap Reduction - English Learners (Program Analysis)

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%



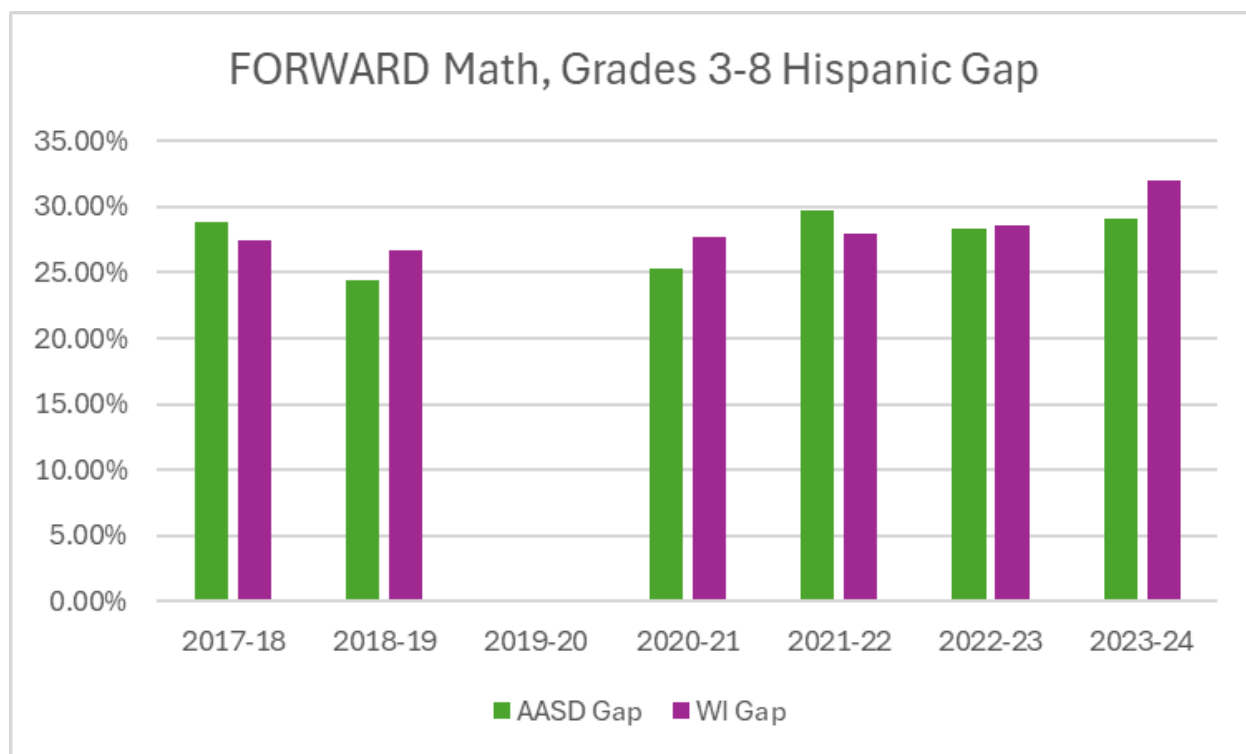
WI Forward - MATH- Grades 3-8 Gap Reduction - Students with Disabilities (Program Analysis)

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	48.3%	48.7%	NA	36.7%	34.4%	48.1%	61.0%
AASD SWD	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	49.3%	49.0%	NA	38.0%	44.8%	47.0%	60.6%
WI SWD	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%



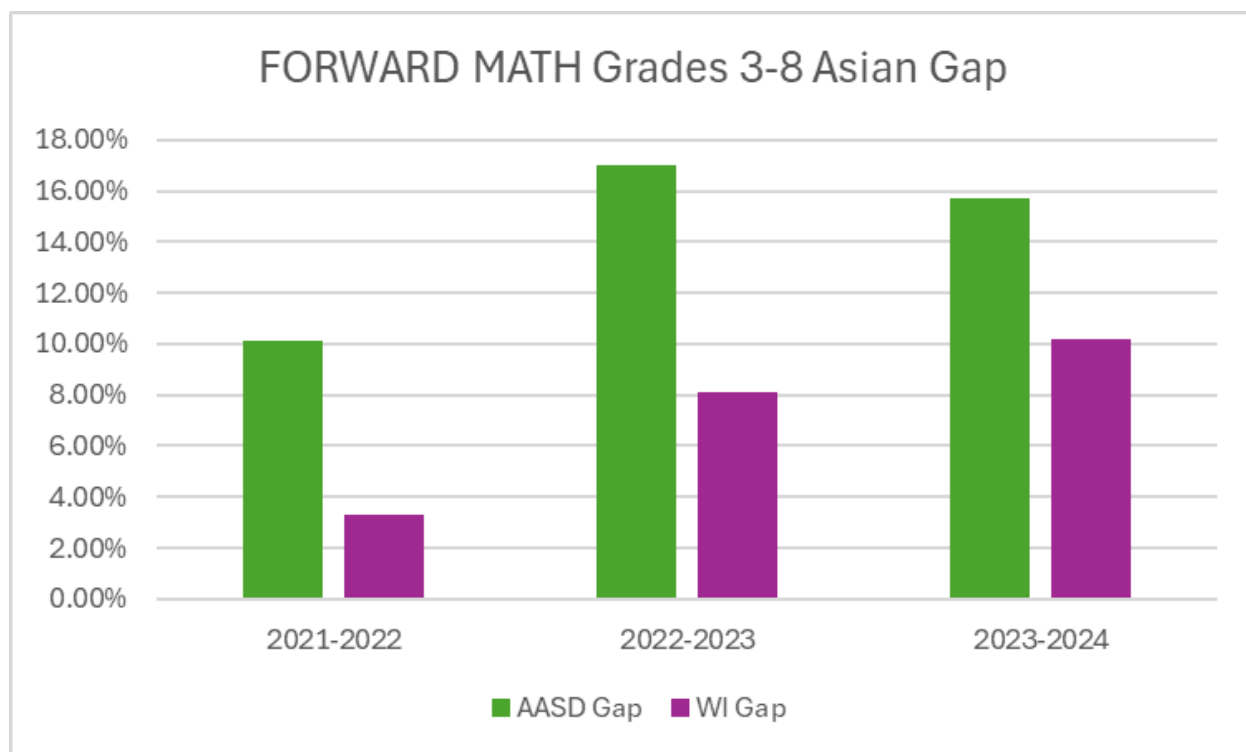
WI Forward - MATH - Grades 3-8 Gap Reduction - Black and White Students (Program Analysis)

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%



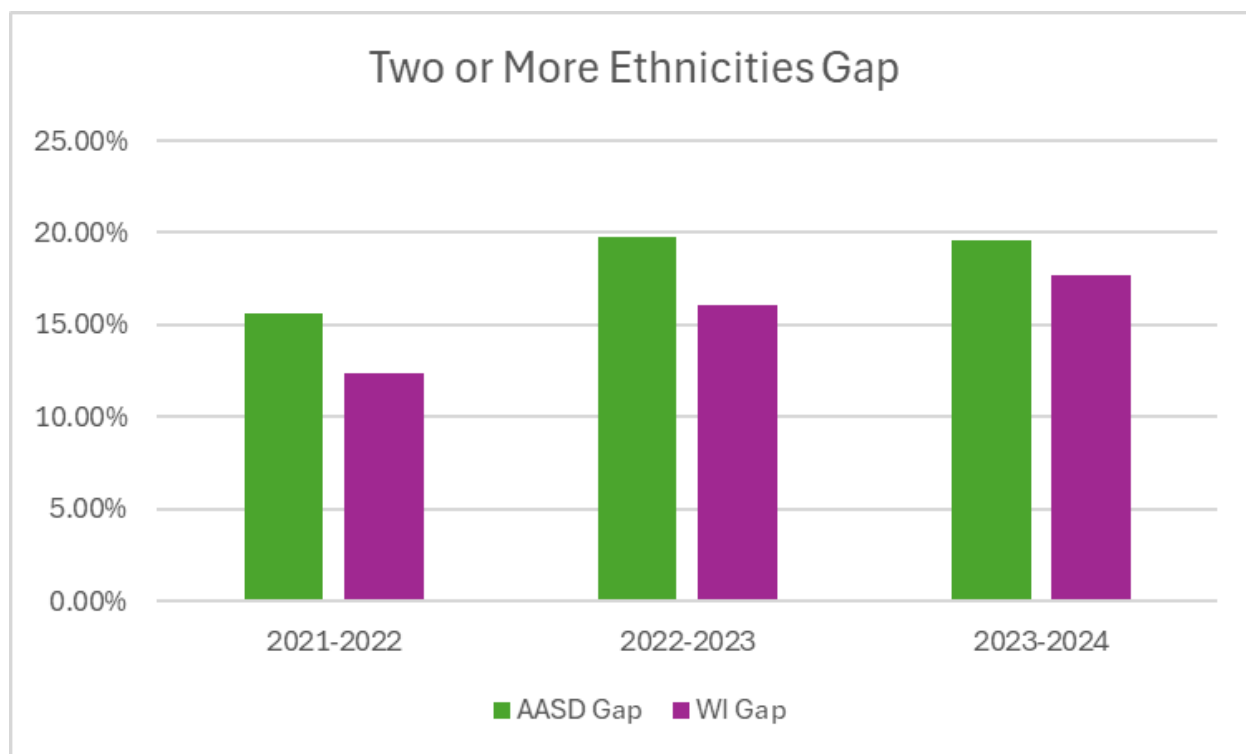
WI Forward - MATH - Grades 3-8 Gap Reduction - Hispanic and White Students (Program Analysis)

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%



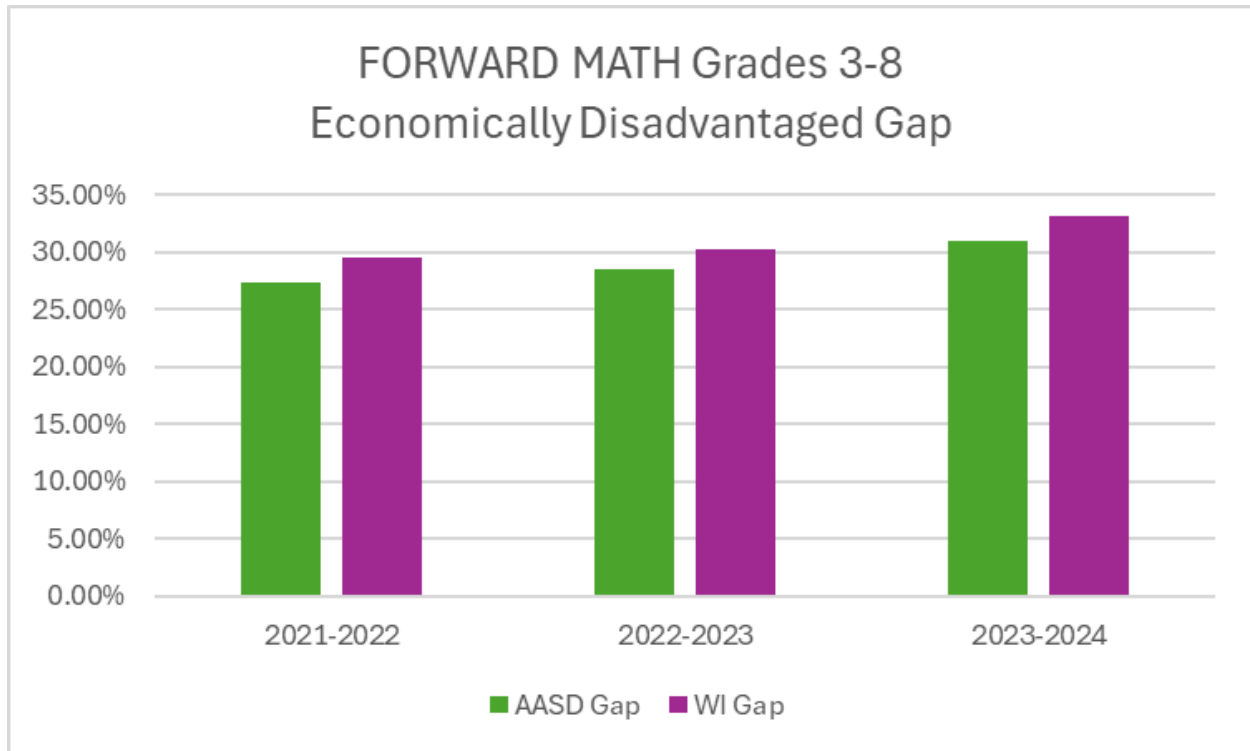
WI Forward - MATH - Grades 3-8 Gap Reduction - Asian and White Students (Program Analysis)

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 - Two or More Ethnicities and White Students (Program Analysis)

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 MATH.			
	2021-2022	2022-2023	2023-2024
AASD Two or More %Prof/Adv	29.0%	31.7%	44.0%
AASD White %Prof/Adv	44.6%	51.5%	63.6%
Gap	15.6%	19.8%	19.6%
WI Two or More %Prof/Adv	32.6%	34.9%	47.0%
WI White %Prof/Adv	45.0%	51.0%	64.7%
Gap	12.4%	16.1%	17.7%



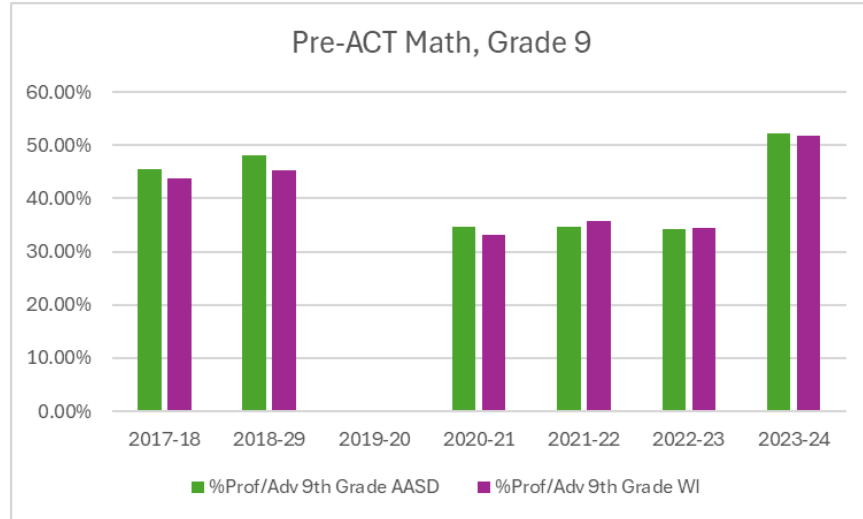
WI Forward - MATH - Grades 3-8 Gap Reduction - Economically Disadvantaged and Non-Economically Disadvantaged Students (Program Analysis)

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

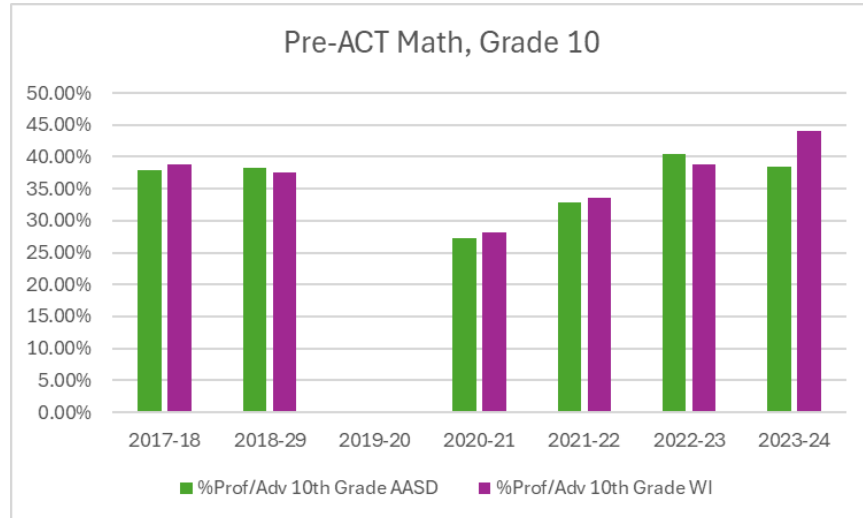
ACT Aspire and PreACT (2023+) - Mathematics- Grades 9-10 (Program Analysis)

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%.

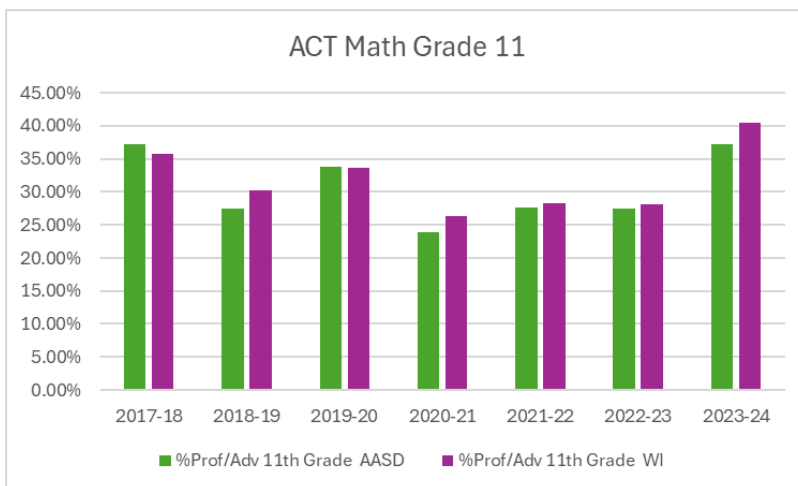
	2017-18	2018-29	2019-20	2020-21	2021-22	2022-23	2023-24
9th Grade AASD	45.4%	48.1%	NA	34.6%	34.6%	34.3%	52.3%
9th Grade WI	43.7%	45.2%	NA	33.1%	35.8%	34.5%	51.8%



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

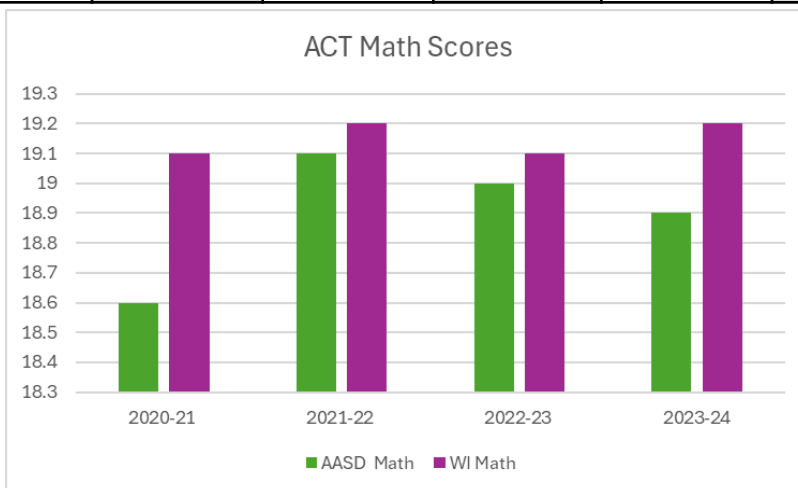
	2017-18	2018-29	2019-20	2020-21	2021-22	2022-23	2023-24
10th Grade AASD	37.9%	38.2%	NA	27.2%	32.9%	40.4%	38.4%
10th Grade WI	38.8%	37.6%	NA	28.2%	33.6%	38.9%	44%

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, 11th	18.6	19.1	19.0	18.9
Wisconsin Math Score, 11th	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 AASD	2020-21 WI	2021-22 AASD	2021-22 WI	2022-23 AASD	2022-23 WI	2023-24 AASD	2023-24 WI
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



MathTabulations:

	Red	Yellow	Green
Past Scoring	26	6	20
Adding comparisons to State (closing gap w/ state, exceeding state, increased gap w/ state)	36	6	32
Comparison to State & Looking at Program and Cohort growth over a 4 year period.	45	8	39

BOE Work Session
December 18, 2024

Columbus Elementary School

Potential Repurposing



What decisions are we being asked to make?

- Should we repurpose Columbus? Yes/No
- What impact would repurposing Columbus have on Edison, Franklin, and Dunlap?
- How will we use the space at Columbus?



Why are we considering repurposing Columbus?

#1 - Student Success: Current Columbus students would have more educational success, better outcomes, at larger nearby neighborhood elementary schools.



Student Success: Academic

- Each student will be literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines. (From CG Results Policies)
- State Report Card
- Forward Exam
- i-Ready



Student Outcomes: Access to Consistent Staffing

K-5 Columbus Teacher Turnover

- 23-24 to 24-25 - 50% (3 of 6)
- 22-23 to 23-24 - 57% (4 of 7)
- 21-22 to 22-23 - 71% (5 of 7)
- 20-21 to 21-22 - 63% (5 of 8)
- *19-20 to 20-21 - 11% (1 of 9)*
- *18-19 to 19-20 - 11% (1 of 9)*



Why are we considering repurposing Columbus?

#2 - Financial: With an \$8 million structural deficit going into next year, repurposing Columbus could save minimally \$600,000.



What is the financial impact of repurposing Columbus?

Financial Savings

- Savings on staffing consolidations = \$610,000
- Anticipated savings on out-of-district placements = \$540,000



What is the financial impact of repurposing Columbus?

Staffing Consolidation Savings

- Principal, Admin Assistant, Dean, LMC = \$223,000
- Paraprofessionals = \$91,000
- Student Services = \$49,000
- Educators = \$247,000



What is the financial impact of repurposing Columbus?

Out of District Placements

- 2023-2024= 17 students (\$848,374)
- 2024-2025 = 15 students (\$359,093)
- Average monthly cost- \$105,000 - \$121,000



Why are we considering repurposing Columbus?

#3 - District Needs: We have a need for space to expand alternative/special education programs.



What could programming look like at Columbus?

RISE

2023-2024

8 students

3 students transitioned to LRE

2024-2025

10 students

3 students transitioned to LRE

Transition RISE

Foundations

Alternative / SPED Programming
at Columbus



Five Listening Sessions Held

1. Columbus Staff (12-5-24)
2. Columbus PTO (12-5-24)
3. Columbus Families/Community Members (12-10-24)
4. Edison Staff (12-11-24)
5. Edison Families/Community Members (12-11-24)



Frequently Asked Questions

FAQ

Frequently Asked Questions About the Proposed Repurposing of Columbus Elementary

Question	Response
Why is Columbus Elementary building being considered for repurposing?	Low enrollment makes it challenging to meet the needs of students. Columbus enrollment has declined from 161 students in 2018-19 to approximately 100 students or less in each of the past three years.
What will happen to Columbus students if the school is repurposed?	If Board approved, this would mean that Kindergarten-Grade 5 students in the current Columbus attendance area would be reassigned to attend either Ronald C. Dunlap Elementary School or Edison Elementary School.
How will this impact class size?	As both Dunlap and Edison are Achievement Gap Reduction (AGR) schools, K-3 class size will average 15 students per section. Grade 4 and 5 class size will average 27 students per section, which is standard across AASD elementary schools.
If new attendance boundaries are set, what if a family does not want to attend the elementary school they are now assigned to?	AASD offers School of Choice. This process allows a student to attend a non-Charter school outside of their neighborhood school attendance area but within their resident school district. Please see this WEBSITE for more information about School of Choice.
Will Columbus staff move to Dunlap and Edison?	Teachers and staff will not lose their jobs due to the repurposing of the Columbus building. We intend to find placements for all Columbus teachers and staff members in open positions in the district. This may be at Dunlap or Edison if the increase in student enrollment justifies it.
What will happen to the Columbus building?	We will be keeping the building and using it as a location for alternative education programming. We respect the community's deep sense of pride with the Columbus Elementary building and will not sell the building.

Additional Questions?



<https://forms.gle/rBj6qWRggTydoEWo6>

or scan this QR code.



Should we repurpose Columbus?

- What is the fiscal impact of this decision?
- Why is the timeline for this decision so short?
- Why are we not looking at elementary boundaries globally?
- How will we communicate these changes to families and on what timeline?



What impact would repurposing Columbus have on Edison, Franklin, and Dunlap?

- Does Edison have enough space considering the current revitalization of the downtown area?
- How will we handle the boundaries east of Richmond (Dunlap) and south of Wisconsin (Franklin)?
- How will we plan for the transition?
- How will we staff Edison differently to support the transition?
- How will we support Safe Routes to School?
- How will we promote neighborhood schools (like we do charter schools)?

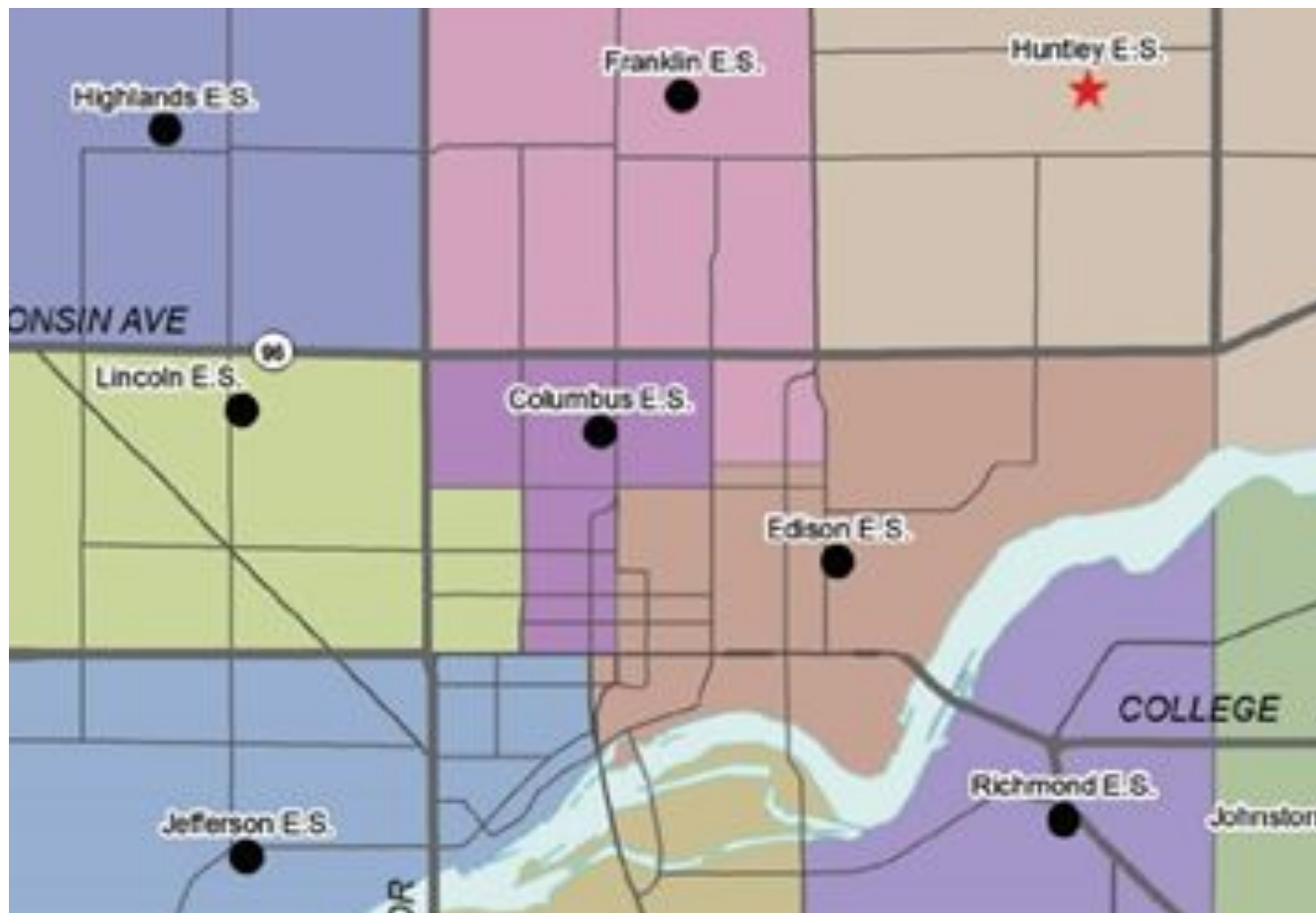


How will we use the space at Columbus?

- How will we repurpose the Columbus building? How can it be repurposed to continue to support neighborhood students?







Student Outcomes: Access to Consistent Staffing

2024-2025 Student Enrollment / Structure: 5.0 FTE (Gr. $\frac{2}{3}$ and $\frac{3}{4}$ splits)

Grade	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>Total</u>
Enrollment	16	15	11	14	9	14	79

Benefit to having a larger staff:

- PLC support
- Larger staff for Grade Level Collaboration
- Increased mentor match options within the school to support new teachers (retention)
- Improve staff retention (K-5 and condensed positions)
- Larger - staff community and comradery
- Staff in split positions need to learn two curriculums

K-5 Teachers

- 23-24 to 24-25 50% (3 of 6)
- 22-23 to 23-24 57% (4 of 7)
- 21-22 to 22-23 71% (5 of 7)
- 20-21 to 21-22 63% (5 of 8)

Reduction of inequitable distribution of teachers under Title I occurring because of a small staff vs. the number of inexperienced and/or out-of-field teachers.



Declining Elementary Student Enrollment

School	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Capacity
Columbus	161	159	144	113	98	103	79	135
Edison	273	259	232	243	242	245	230	379
Dunlap	373	347	318	371	382	375	314	402
Franklin	345	315	272	271	278	286	267	337

- Many urban WI districts are facing similar challenges
- Declining enrollment of Columbus has been a District concern since last discussed in 2021-22
- ABS enrollment in 2018-19 was 177 students, now 139
- 20 of the 79 students open enroll into Columbus



Transitional Support: Edison Staffing (25-26)

- Current Enrollment (2024)
 - 231 students
- Potential Enrollment (2025)
 - 305 students
 - *(74 new students to Edison)*

Potential Additional Supports

- DEI Coordinator (from COL)
- Community Schools Resource Coordinator (new)

Potential Additional Staffing

- Grade K-5 Teachers - 13 to 18
- LMC/Recess/Instructional Paraprofessional - 2.7 to 3.7
- Student Services Staff
 - School Counselor - .6 to .8
 - School Social Worker - .4 to .5
- Specialist Staff
 - Art & STEM - .5 to .7
 - Music & PE - .7 to .9



Transitional Support: Edison Staffing Additions (24-25)

3rd Friday in September Enrollment Count

- 2023 - 245 students
- 2024 - 231 students
- *(64 new students to Edison)*

Additional Supports

- Supportable Solutions
- Playworks

Additional Staffing

- 1.0 Dean of Students
(replaced Youth Advocate)
- 1.0 Intermediate Teacher
- Special Education
 - 1.5 Teacher
 - 1.0 Paraprofessional



Decision-making Criteria:

- Geographic proximity to the school
- Enrollment capacity and current enrollment
- Feeder patterns to align with middle and high school boundaries
- Transportation and accessibility
- Neighborhood integrity
- Growth and future development
- Demographics

*Balance long-term feasibility with short-term impacts (feedback is important)

