



**Wednesday, November 15, 2023
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	Nov 15, 2023 - Board of Education Work Session
Category	1. Meeting Opening
Type	Procedural

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

Subject	A. Results Monitoring - 2.1.1 English Language Art (60 min)
Meeting	Nov 15, 2023 - Board of Education Work Session
Category	2. Results Monitoring (R-02: Each student will be literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines.)
Type	Discussion, Information

File Attachments

[AASD R-2.1.1 ELA - 2023-24 Monitoring Report \(for the 2022-23 school year\).pdf \(1,436 KB\)](#)

Subject	B. Results Monitoring - 2.1.2 Mathematics (60 min)
Meeting	Nov 15, 2023 - Board of Education Work Session

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

Type Discussion, Information

File Attachments

[AASD R-2.1.2 Mathematics - 2023-24 Monitoring Report \(for the 2022-23 school year\).pdf \(1,450 KB\)](#)

3. School Services Report

Subject A. 2022-2023 District/State Report Card (60 min)

Meeting Nov 15, 2023 - Board of Education Work Session

Category 3. School Services Report

Type

File Attachments

[BOE - Understanding the 2022-23 State Report Cards \(1\).pdf \(1,684 KB\)](#)

[DRCDetail Public Appleton Area 2022-23 017423.pdf \(404 KB\)](#)

4. Adjourn

Subject A. Adjournment of Work Session

Meeting Nov 15, 2023 - Board of Education Work Session

Category 4. Adjourn

Type Information, Procedural

Success for
Every Student,
Every Day



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

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 Organization is:

☐ **Making Reasonable Progress**

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

☐ **Failing to make Reasonable Progress**

Key:

 = indicator achieved

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

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

Executive Summary/Analysis:

The evidence, as submitted below, provides assurance to the Board that the District provides instructional programming that supports students in their personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity in English Language Arts. In addition, the measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard.

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.

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 organization is:

_____ **Making Reasonable Progress**

_____ **Making Reasonable Progress with noted exception(s):**

_____ **Failing to make Reasonable Progress**

Summary Statements of the Board, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____ Re-submitted: _____

R-2.1 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 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, and Listening.

Indicators to be Used:

- **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 Reading:
 - Foundational Skills: Phonological Awareness, Phonics, High-Frequency Words
 - Vocabulary
 - Comprehension: Informational Text
 - Comprehension: Literary Text

The 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 ELA portion of the WI Forward Exam measures proficiency within the following domains:
 - Key Ideas and Details
 - Craft and Structure/Integration of Knowledge and Ideas
 - Vocabulary Use
 - Writing/Language

- o Text Types and Purposes
 - o Research
 - o Language Conventions
 - o Listening
- **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 **English**
 - Production of Writing
 - Knowledge of Language
 - Conventions of Standard English
 - o **Reading**
 - Key Ideas & Details
 - Craft & Structure
 - Integration of Knowledge & Ideas
 - Understanding Complex Texts
 - o **Writing**
 - Ideas & Analysis
 - Development & Support
 - Organization
 - Language Use & Conventions
- **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 with Writing** - nationally normed summative assessment that consists of four multiple-choice tests: English, math, reading, and science; and a 30-minute essay test that measures writing skills. ACT results arrive several months after the assessment is taken, and are used to clarify school-based measures related to the AASD Scorecard. This assessment is administered to students in grade 11 and measures student ACT College Readiness within the following areas:
 - o **English**
 - Production of Writing
 - Knowledge of Language

- Conventions of Standard English
- **Reading**
 - Key Ideas & Details
 - Craft & Structure
 - Integration of Knowledge & Ideas
 - Understanding Complex Texts
- **Writing**
 - Ideas & Analysis
 - Development & Support
 - Organization
 - Language Use & Conventions

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.
- **Typical 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

- o White/Non-Hispanic

- **WI Forward Exam Ranges:**

- o **Advanced** – Student demonstrates a thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
- o **Proficient** – Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.
- o **Basic** – Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
- o **Below Basic** – Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.

- **ACT Aspire ELA Score** - The averages of the scores from the English, Reading, and Writing test Scores within the ACT Aspire test
- **ACT with Writing ELA Score** - The averages of the scores from the English, Reading, and Writing test Scores within the ACT with Writing test
- **ACT with Writing Performance Level Scale Scores for ELA**
 - o **Below Basic** – 1-14
 - o **Basic** – 15-19
 - o **Proficient** – 20-27
 - o **Advanced** – 28-36
- **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.
- **Program Analysis** - Examines longitudinal data for the same grade level over a period of time.

SUPERINTENDENT Evidence of Reasonable Progress:

Teaching Strategies GOLD - 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 (% Meeting or Above)	Spring 2022 (% Meeting or Above)	Spring 2023 (% Meeting or Above)
15a Notices and discriminates rhyme	82%	90%	89%
15b Notices and discriminates alliteration	90%	90%	91%
15c Notices and discriminates discrete units of sound	90%	90%	95%

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

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

Grade 6	48%	59%	66%
Grade 7	48%	54%	58%
Grade 8	41%	47%	51%

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 % Students Meeting Typical Growth	2021-22 % Students Meeting Typical Growth	2022-23 % Students Meeting Typical Growth
SWOD	43%	56%	60%
SWD	35%	49%	55%
gap	8%	7%	5%
Not EL	43%	40%	60%
EL	33%	29%	54%
gap	10%	11%	6%
White	45%	57%	62%
Black	33%	43%	54%
gap	12%	14%	8%
Not Hispanic	43%	55%	60%
Hispanic	37%	51%	57%
gap	6%	4%	3%

(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 % 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)
5K	57%	52%	53%
Grade 1	44%	44%	50%
Grade 2	39%	40%	43%
Grade 3	40%	40%	42%
Grade 4	33%	32%	34%
Grade 5	24%	24%	27%
Grade 6	32%	33%	38%
Grade 7	25%	29%	35%
Grade 8	24%	25%	29%

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).

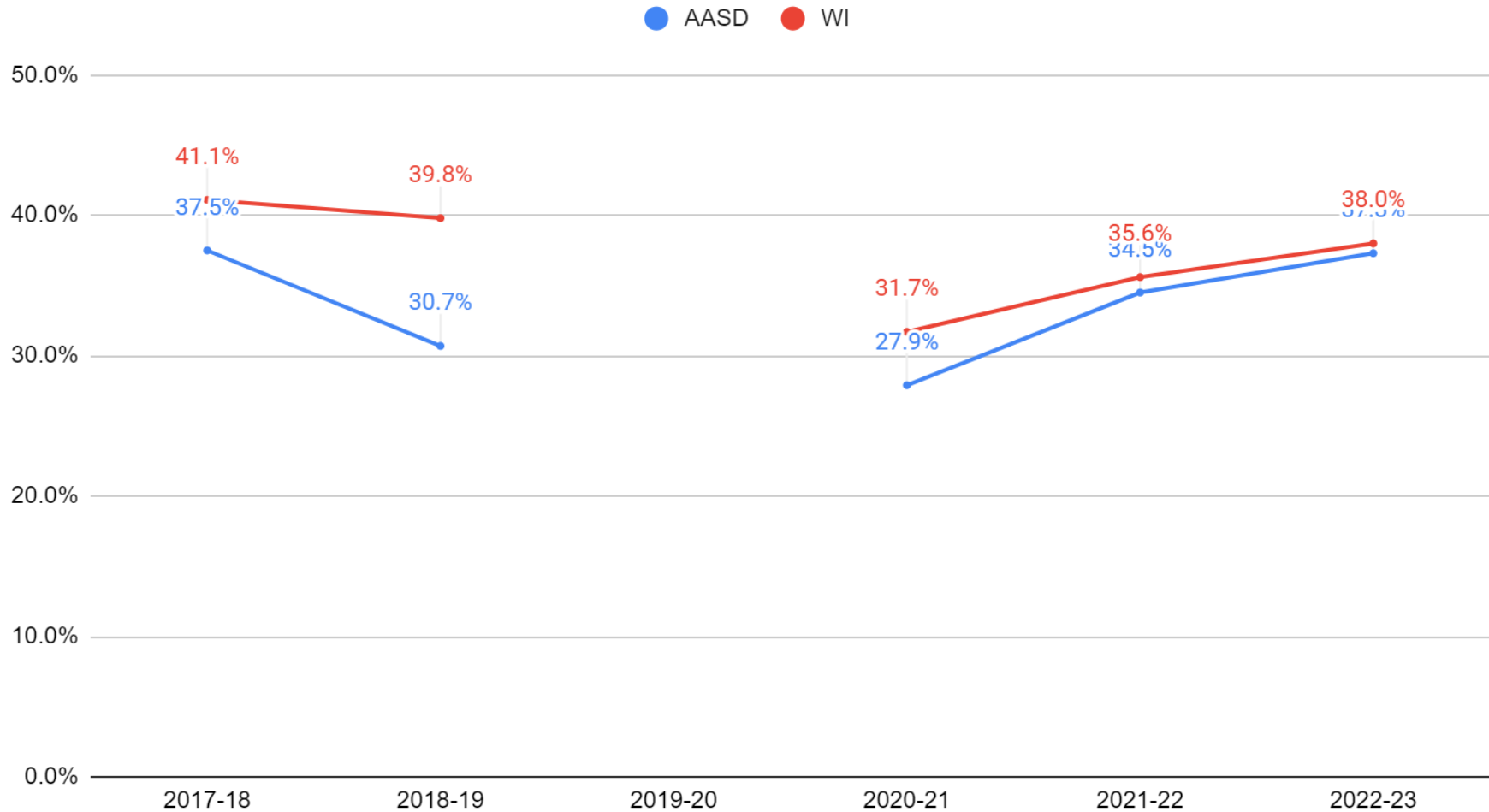
	2020-21 % Students Scoring On or Above Grade Level (Mid-year or Above)	2021-22 % Students Scoring On or Above Grade Level (Mid-year or Above)	2022-23 % Students Scoring On or Above Grade Level (Mid-year or Above)
SWOD	38%	39%	42%
SWD	14%	15%	18%
gap	24%	24%	24%

Not EL	38%	39%	42%
EL	9%	8%	10%
gap	29%	31%	32%
White	42%	43%	46%
Black	13%	14%	19%
gap	29%	29%	27%
Not Hispanic	36%	37%	41%
Hispanic	19%	18%	23%
gap	17%	19%	18%

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. The assessment was first piloted by a small number of elementary and middle schools during the 2018-19 school year, and the pilot was expanded to additional schools during the 2019-20 school year. Full implementation of the i-Ready Assessment among all district schools began during the 2020-21 school year.

WI Forward - ELA- Grades 3-8 (**Program Analysis**)

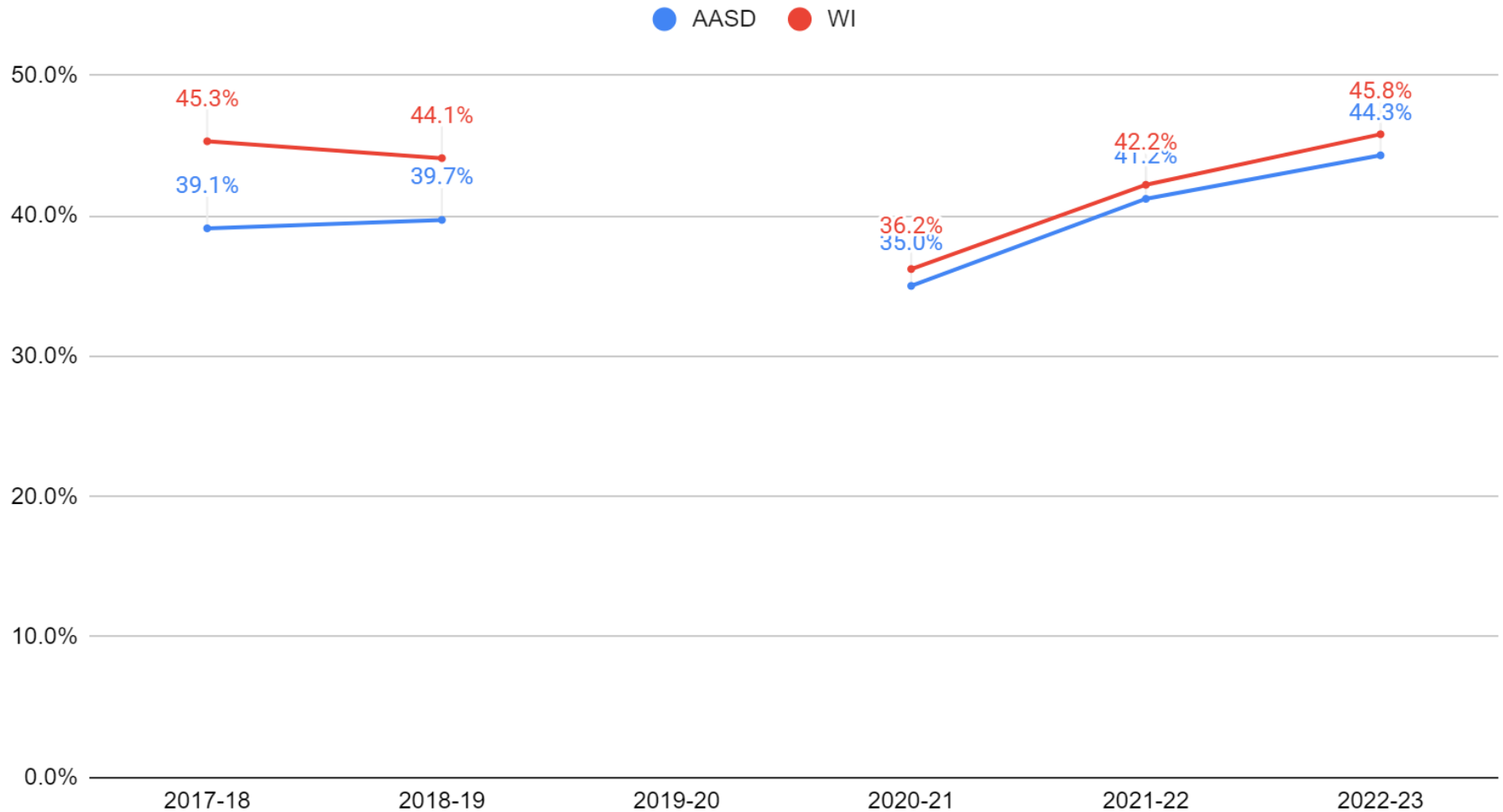
3rd-Grade WI Forward ELA (%Prof/Adv) - AASD and WI



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
AASD	37.5%	30.7%	NA	27.9%	34.5%	37.3%
WI	41.1%	39.8%	NA	31.7%	35.6%	38.0%

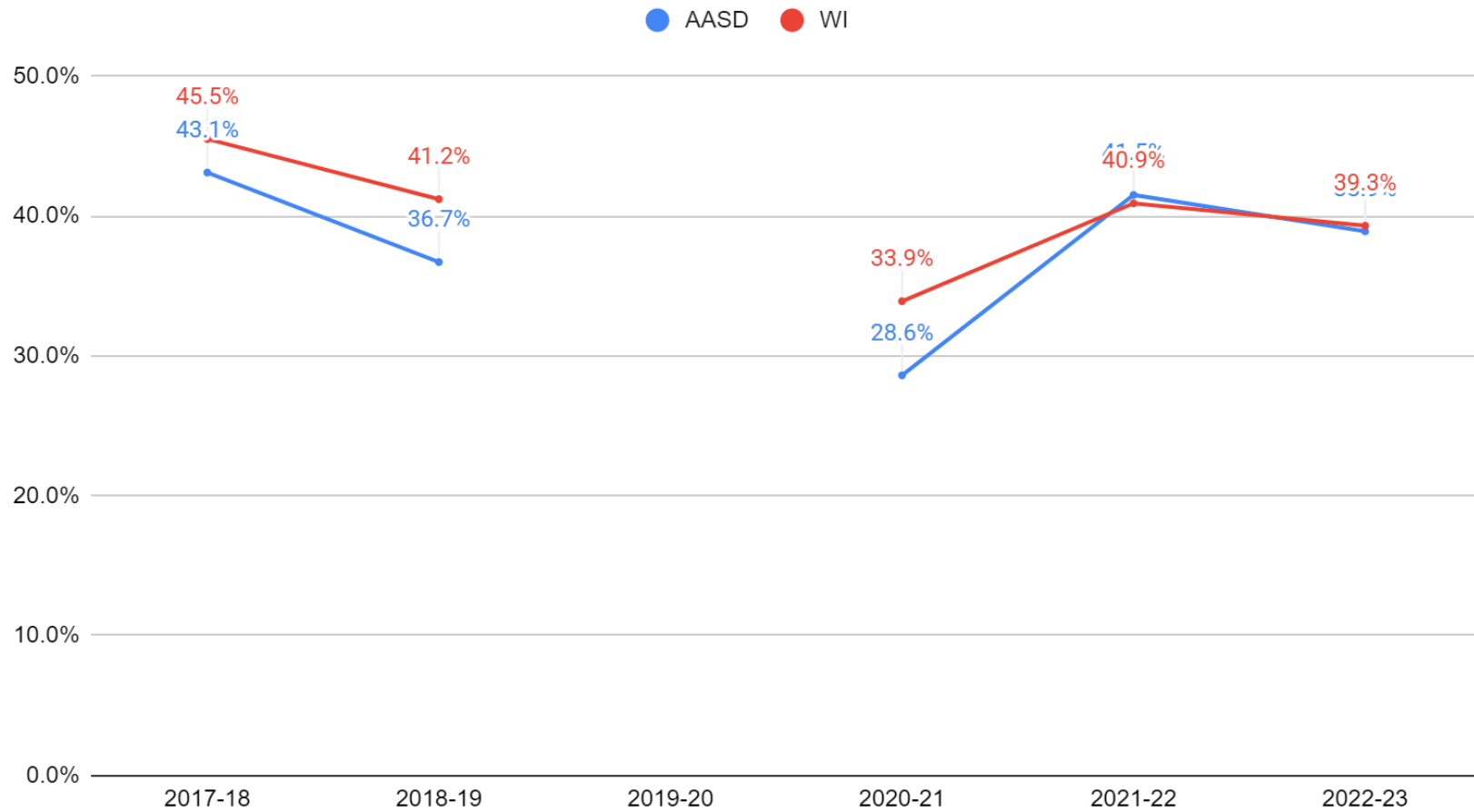
4th-Grade WI Forward ELA (%Prof/Adv) - AASD and WI



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
AASD	39.1%	39.7%	NA	35.0%	41.2%	44.3%
WI	45.3%	44.1%	NA	36.2%	42.2%	45.8%

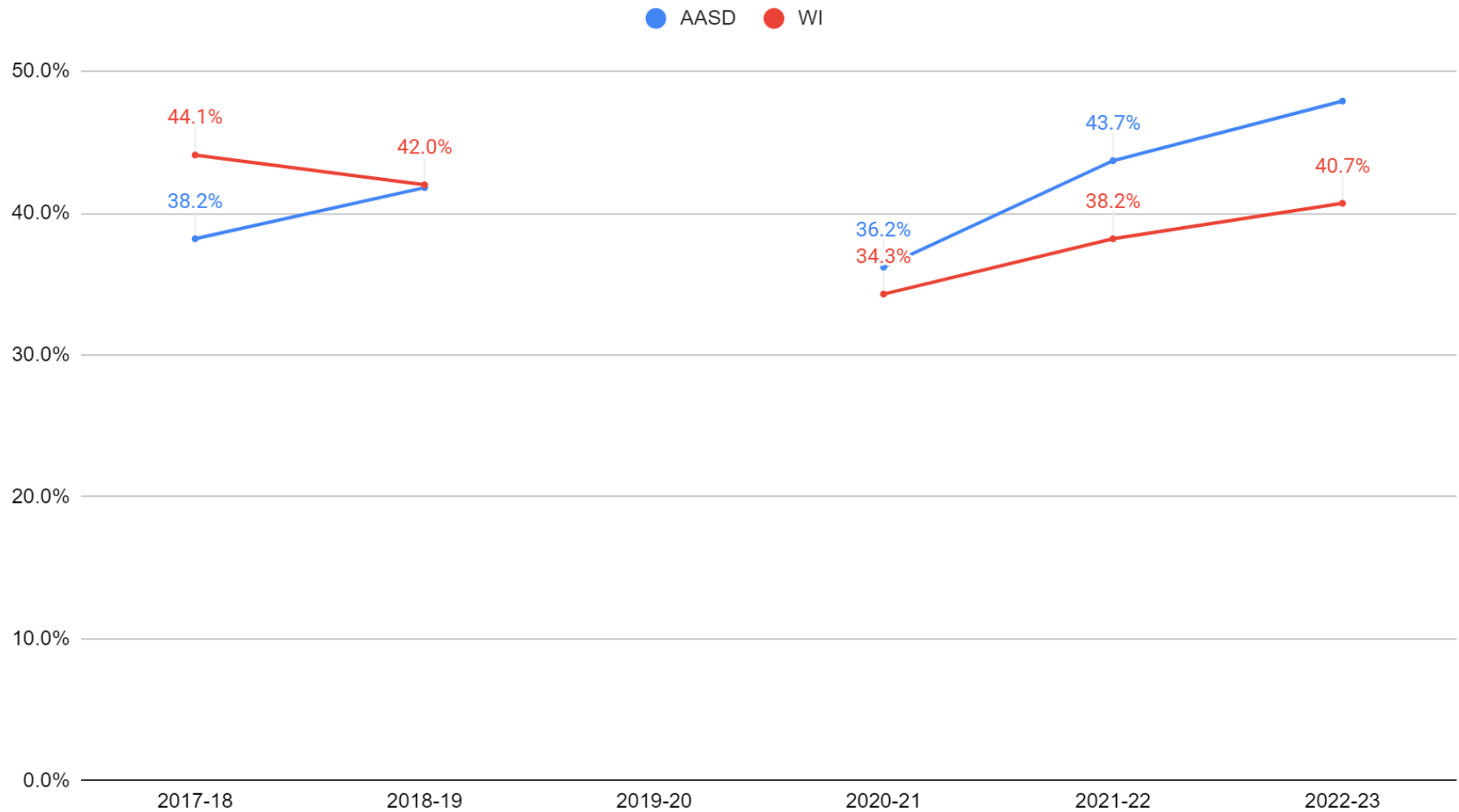
5th-Grade WI Forward ELA (%Prof/Adv) - AASD and WI



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
AASD	43.1%	36.7%	NA	28.6%	41.5%	38.9%
WI	45.5%	41.2%	NA	33.9%	40.9%	39.3%

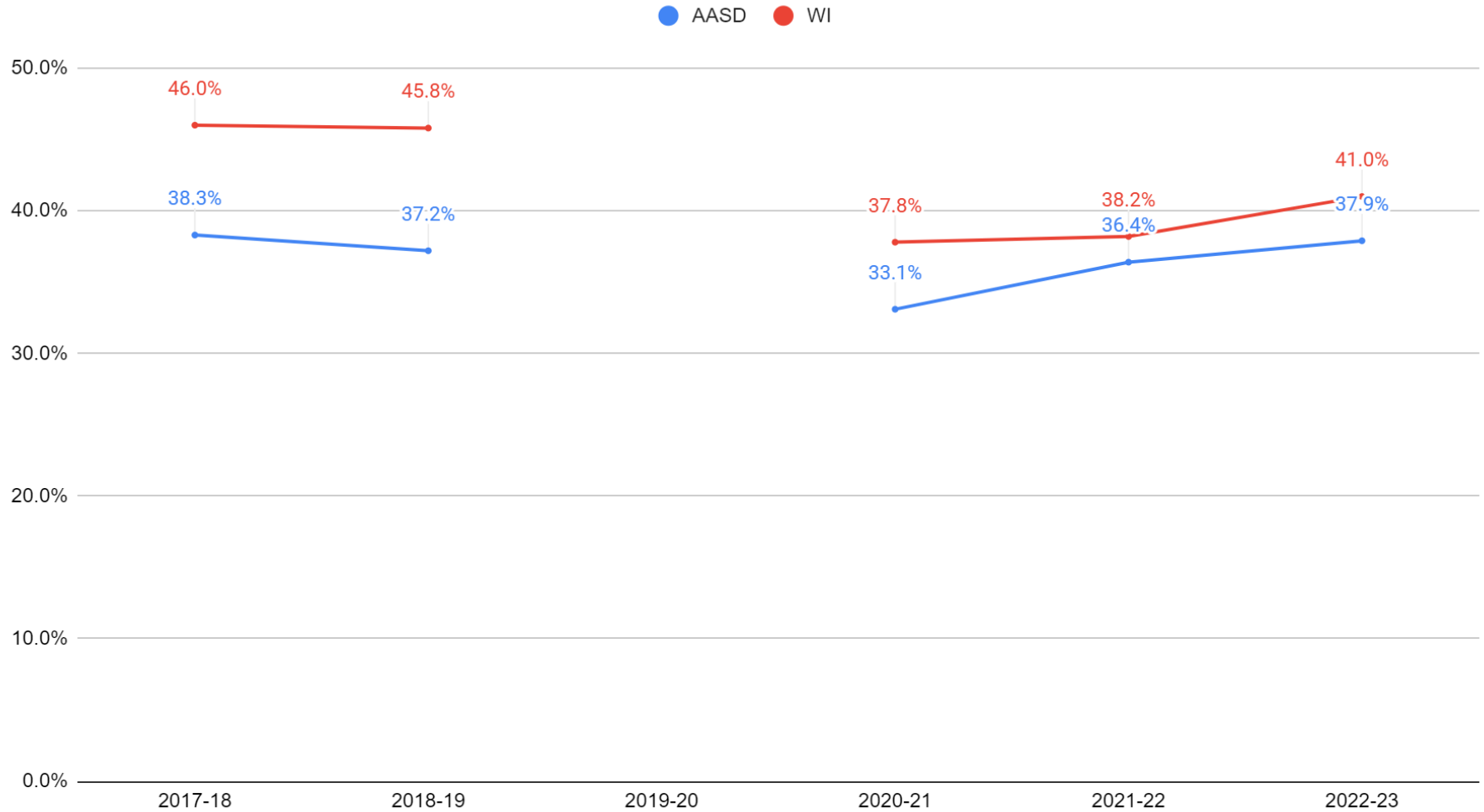
6th-Grade WI Forward ELA (%Prof/Adv) - AASD and WI



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
AASD	38.2%	41.8%	NA	36.2%	43.7%	47.9%
WI	44.1%	42.0%	NA	34.3%	38.2%	40.7%

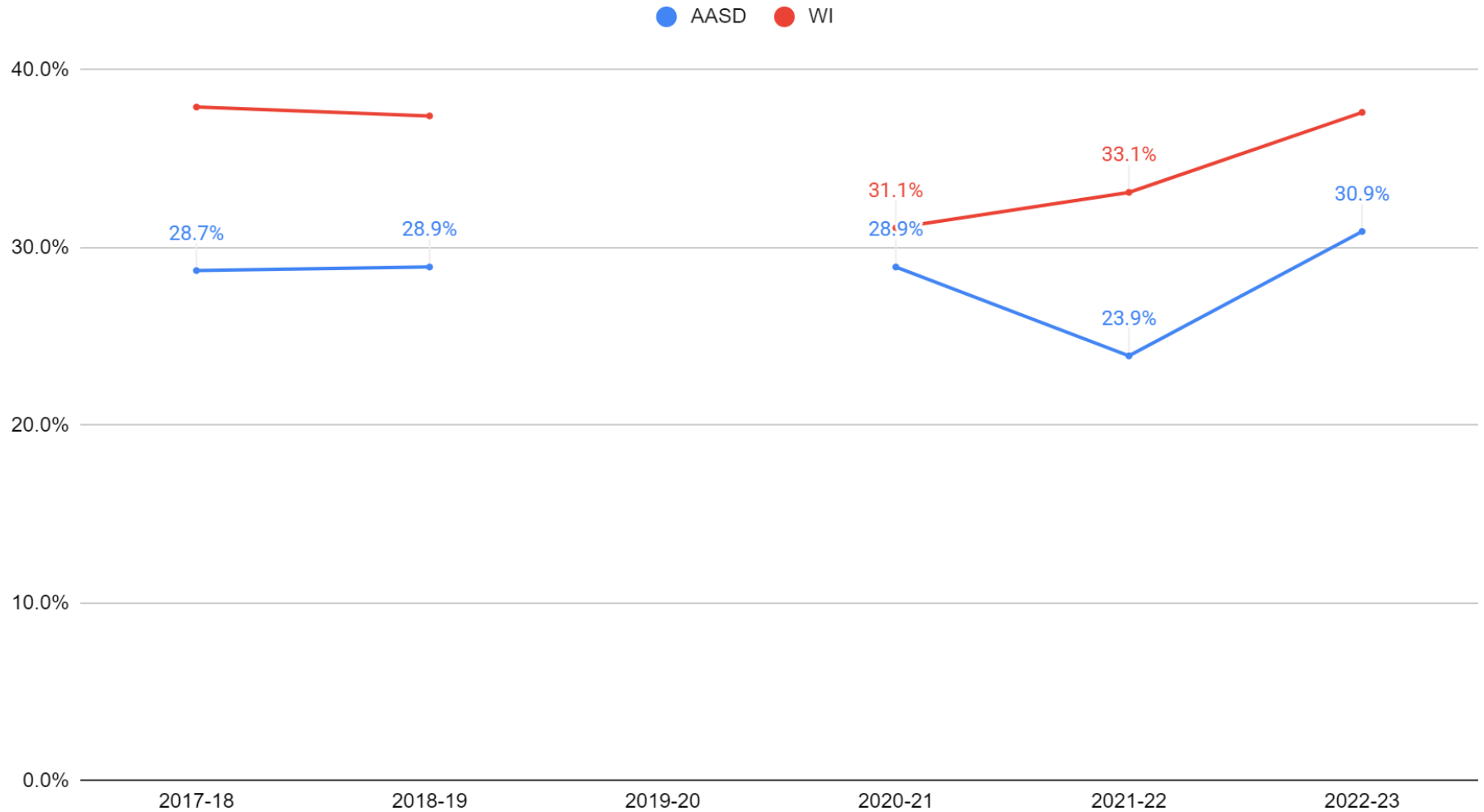
7th-Grade WI Forward ELA (%Prof/Adv) - AASD and WI



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
AASD	38.3%	37.2%	NA	33.1%	36.4%	37.9%
WI	46.0%	45.8%	NA	37.8%	38.2%	41.0%

8th-Grade WI Forward ELA (%Prof/Adv) - AASD and WI



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%	30.9%
WI	37.9%	37.4%	NA	31.1%	33.1%	37.6%

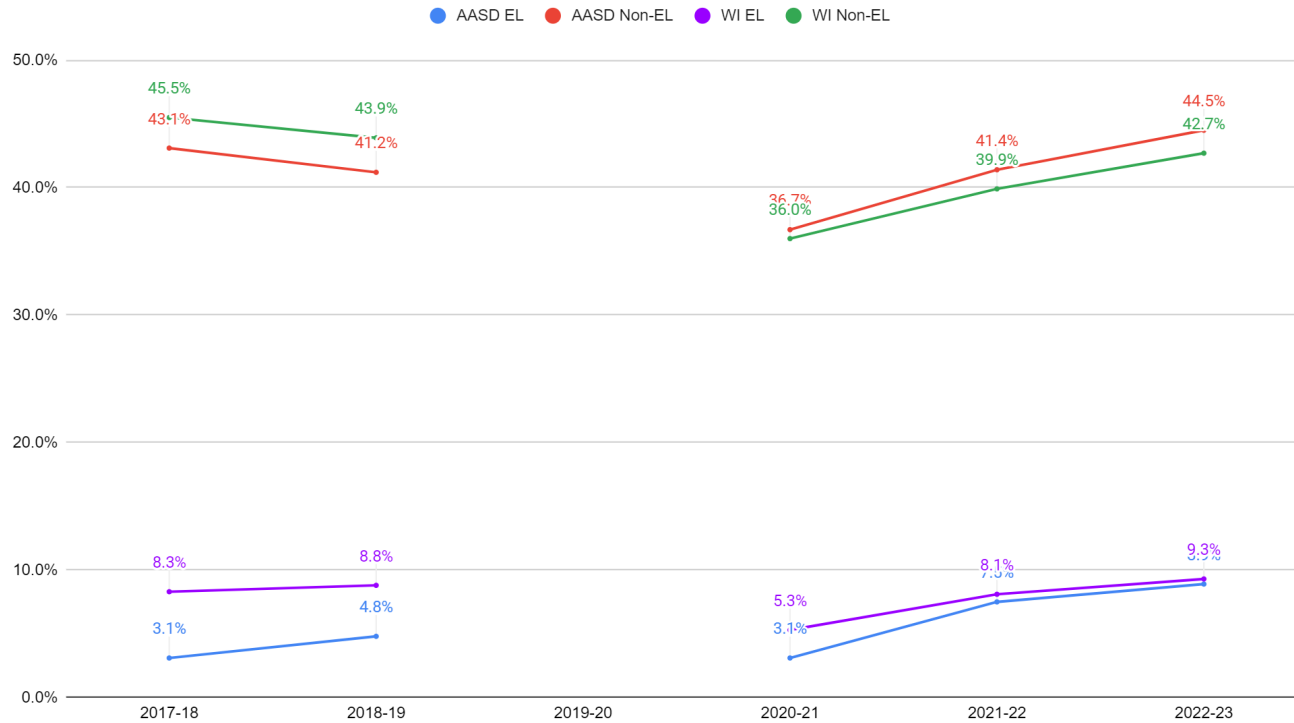
WI Forward - ELA- Grades 3-8 (Cohort Analysis)

We will increase the percentage of students scoring Proficient/Advanced in grades 3-8 on the WI Forward Exam in ELA by 1%.

	2017-18 %Prof/Adv AASD	2017-18 %Prof/Adv Statewide	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
Class of 2032											37.3% (3rd grade)	38.0% (3rd grade)
Class of 2031									34.5% (3rd grade)	35.6% (3rd grade)	44.3% (4th grade)	45.8% (4th grade)
Class of 2030							27.9% (3rd grade)	31.7% (3rd grade)	41.2% (4th grade)	42.2% (4th grade)	38.9% (5th grade)	39.3% (5th grade)
Class of 2029					NA (3rd grade)	NA (3rd grade)	35.0% (4th grade)	36.2% (4th grade)	41.5% (5th grade)	40.9% (5th grade)	47.9% (6th grade)	40.7% (6th grade)
Class of 2028			30.7% (3rd grade)	39.8% (3rd grade)	NA (4th grade)	NA (4th grade)	28.6% (5th grade)	33.9% (5th grade)	43.7% (6th grade)	38.2% (6th grade)	37.9% (7th grade)	41.0% (7th grade)
Class of 2027	37.5% (3rd grade)	41.1% (3rd grade)	39.7% (4th grade)	44.1% (4th grade)	NA (5th grade)	NA (5th grade)	36.2% (6th grade)	34.3% (6th grade)	36.4% (7th grade)	38.2% (7th grade)	30.9% (8th grade)	37.6% (8th grade)

WI Forward - ELA- Grades 3-8 Gap Reduction - English Language Students (Program Analysis)

EL v. Non-EL Grades 3-8 % Proficient/Advanced (AASD v. WI)

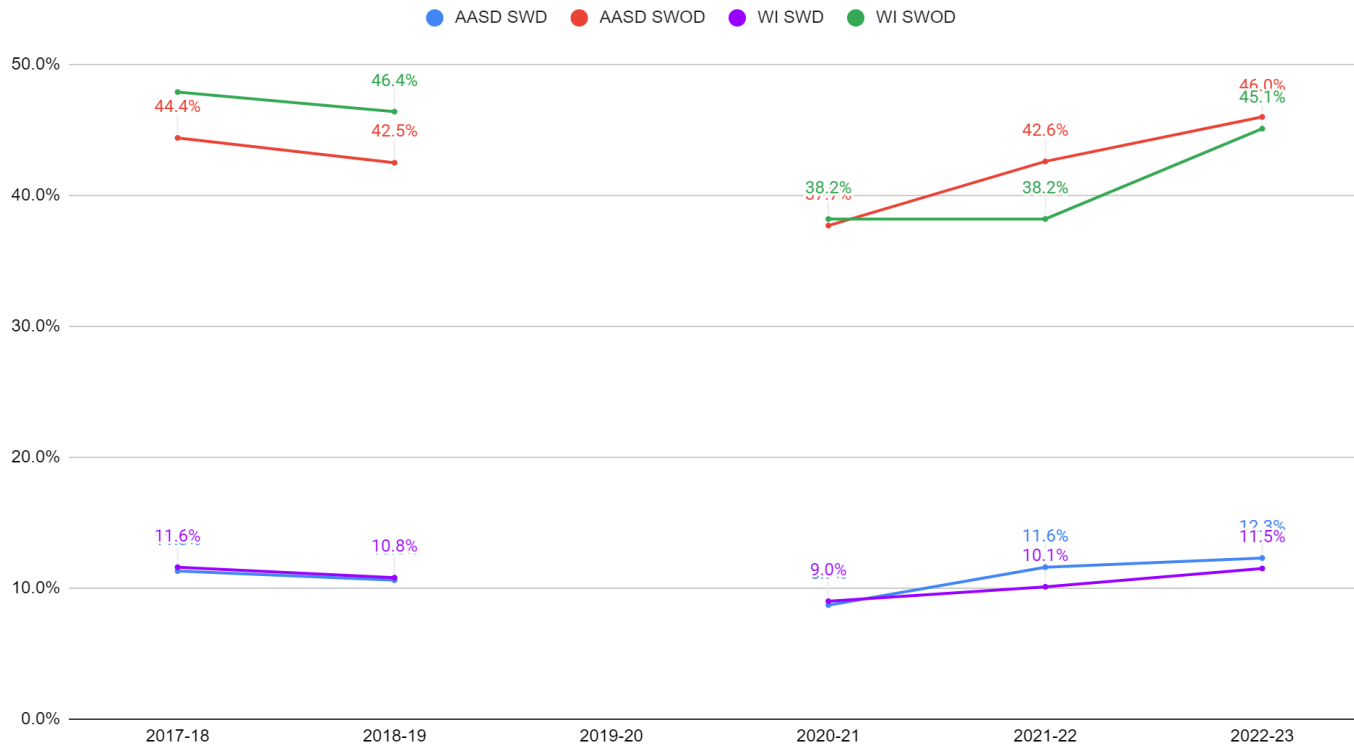


We will reduce gaps between **English Language Students (EL)** and **non-EL Students** scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in ELA by 3%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD Non-EL %Prof/Adv	43.1%	41.2%	NA	36.7%	41.4%	45.5%
AASD EL %Prof/Adv	3.1%	4.8%	NA	3.1%	7.5%	8.9%
Gap	40.0%	36.4%	NA	33.6%	33.9%	36.6%
WI Non-EL %Prof/Adv	45.5%	43.9%	NA	36.0%	39.9%	42.7%
WI EL % Prof/Adv	8.3%	8.8%	NA	5.3%	8.1%	9.3%
Gap	37.2%	35.1%	NA	30.7%	31.8%	33.4%

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

SWD v. SWOD Grades 3-8 % Proficient/Advanced (AASD v. WI)

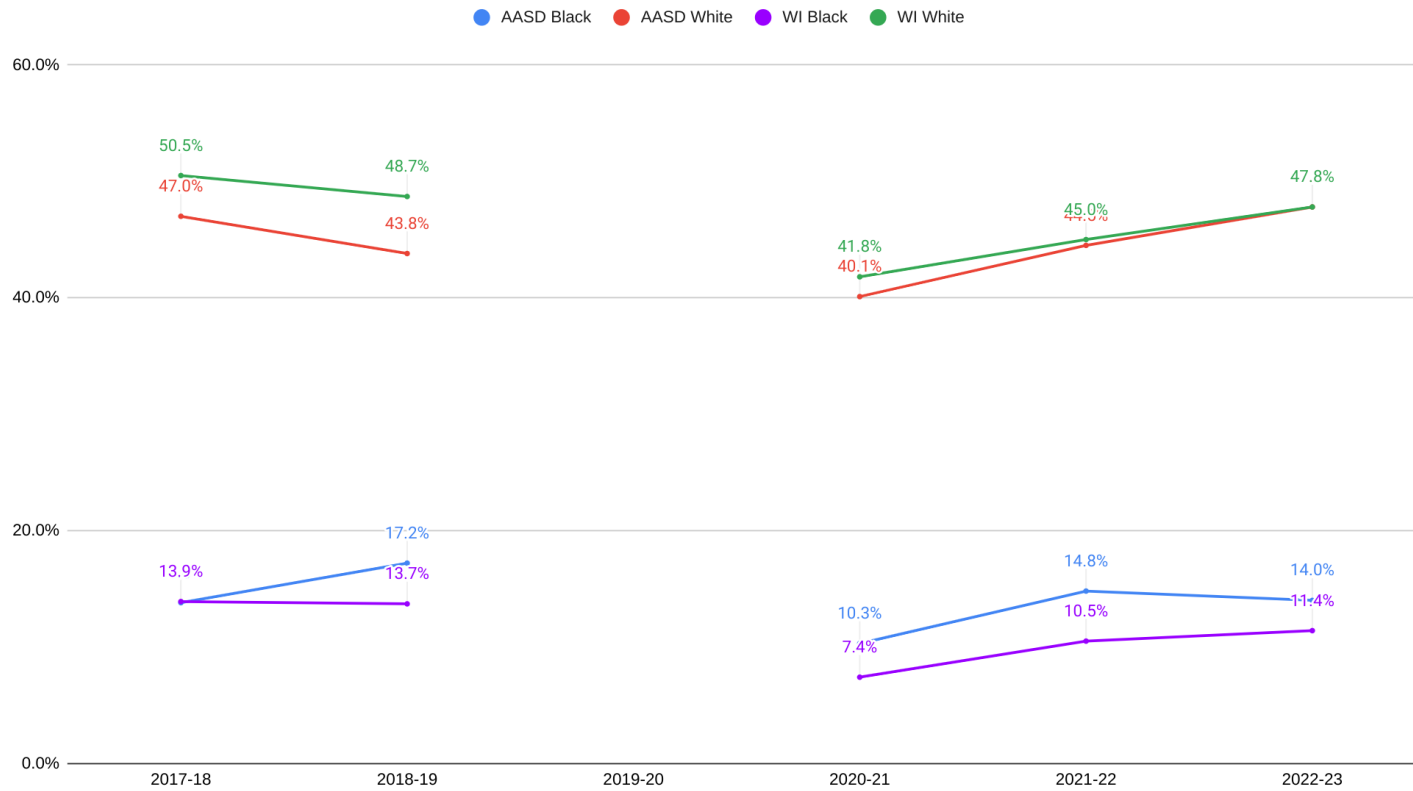


We will reduce gaps between **Students With Disabilities (SWD)** and **Students Without Disabilities (SWOD)** scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in ELA by 3%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD SWD %Prof/Adv	11.3%	10.6%	NA	8.7%	11.6%	12.3%
AASD SWOD %Prof/Adv	44.4%	42.5%	NA	37.7%	42.6%	46.0%
Gap	33.1%	31.9%	NA	29.0%	31.0%	33.7%
WI SWD %Prof/Adv	11.6%	10.8%	NA	9.0%	10.1%	11.5%
WI SWOD %Prof/Adv	47.9%	46.4%	NA	38.2%	38.2%	45.1%
Gap	36.3%	35.6%	NA	29.2%	32.3%	33.6%

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

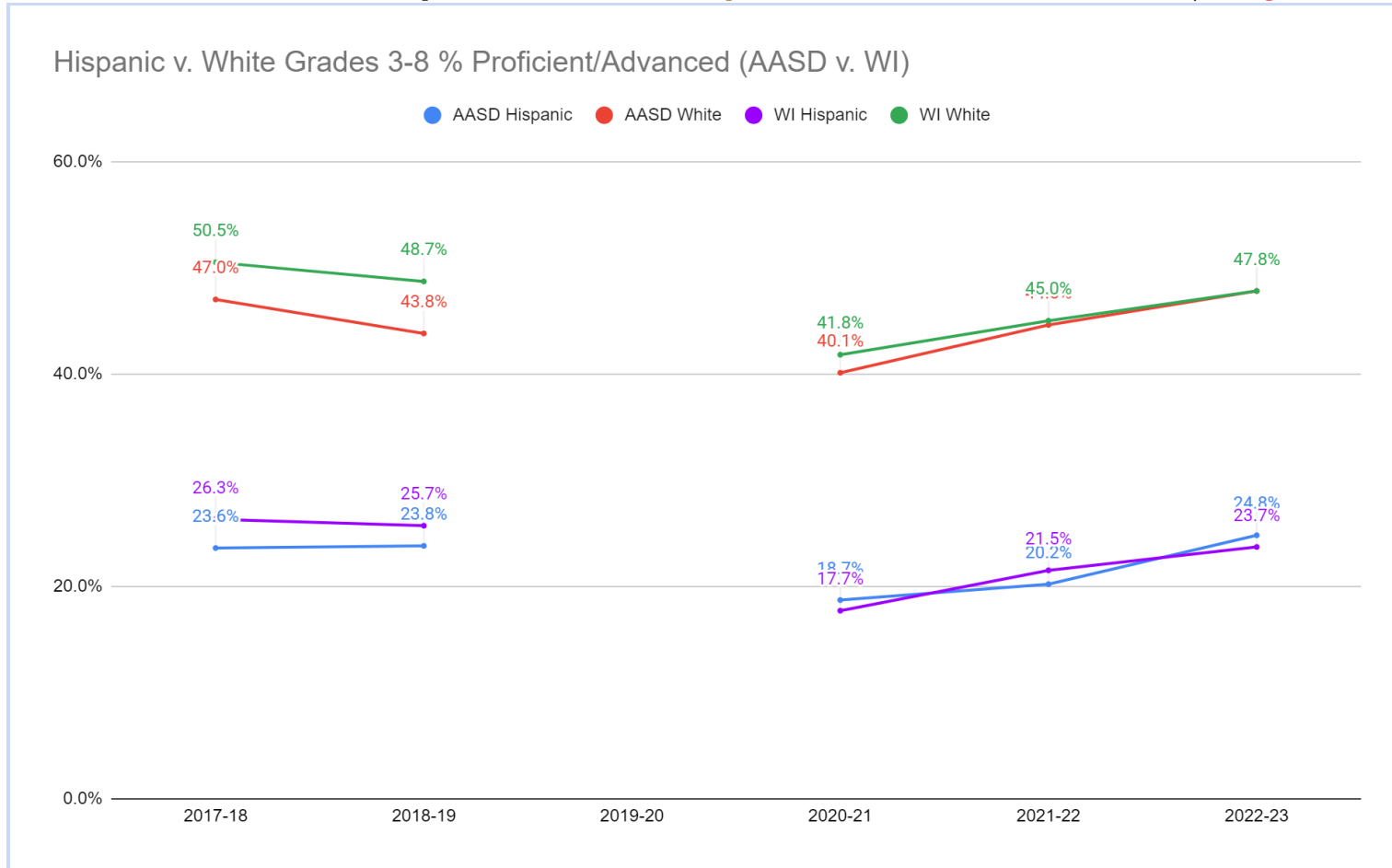
Black v. White Grades 3-8 % Proficient/Advanced (AASD v. WI)



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
AASD Black %Prof/Adv	13.8%	17.2%	NA	10.3%	14.8%	14.0%
AASD White %Prof/Adv	47.0%	43.8%	NA	40.1%	44.5%	47.8%
Gap	33.2%	26.6%	NA	29.8%	30.3%	33.8%
WI Black	13.9%	13.7%	NA	7.4%	10.5%	11.4%
WI White %Prof/Adv	50.5%	48.7%	NA	41.8%	45.0%	47.8%
Gap	36.6%	35.0%	NA	34.4%	34.5%	36.4%

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



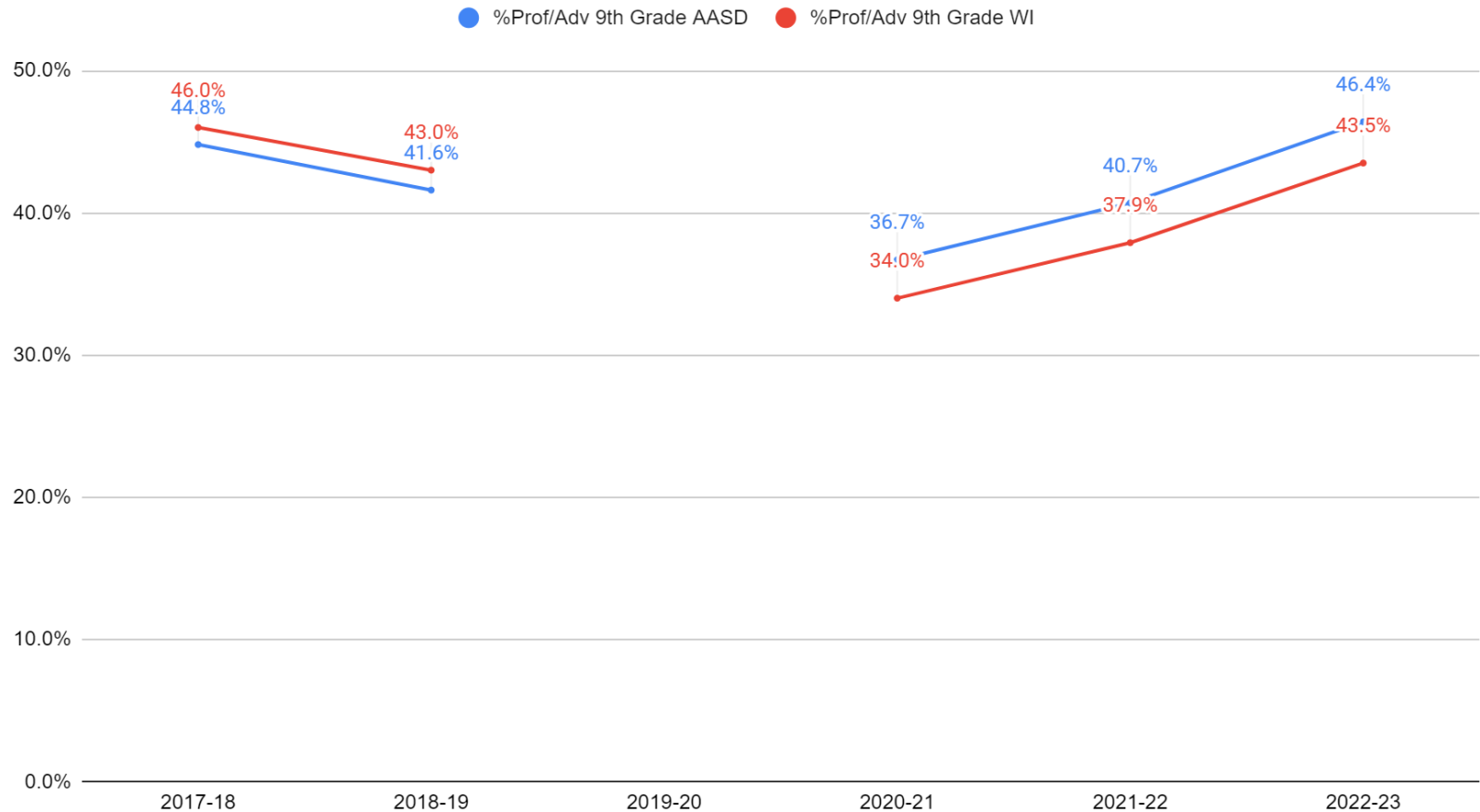
We will reduce gaps between **Hispanic and White/Non-Hispanic Students** scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in ELA by 3%

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

Additional Context for WI Forward Exam: The WI Forward exam is administered annually to all students in grades 3-8 throughout the state of Wisconsin during the months of March and April. Due to the state-mandated school closures and rapid transition to virtual instruction during March 2020, the WI Forward Exam was not administered during the 2019-20 school year. As a result, values of NA (not administered) are used.

ACT Aspire (2018 - 2022) and Pre-ACT (2023+) - Reading - Grades 9-10 (Program Analysis)

%Prof/Adv 9th Grade AASD and %Prof/Adv 9th Grade WI

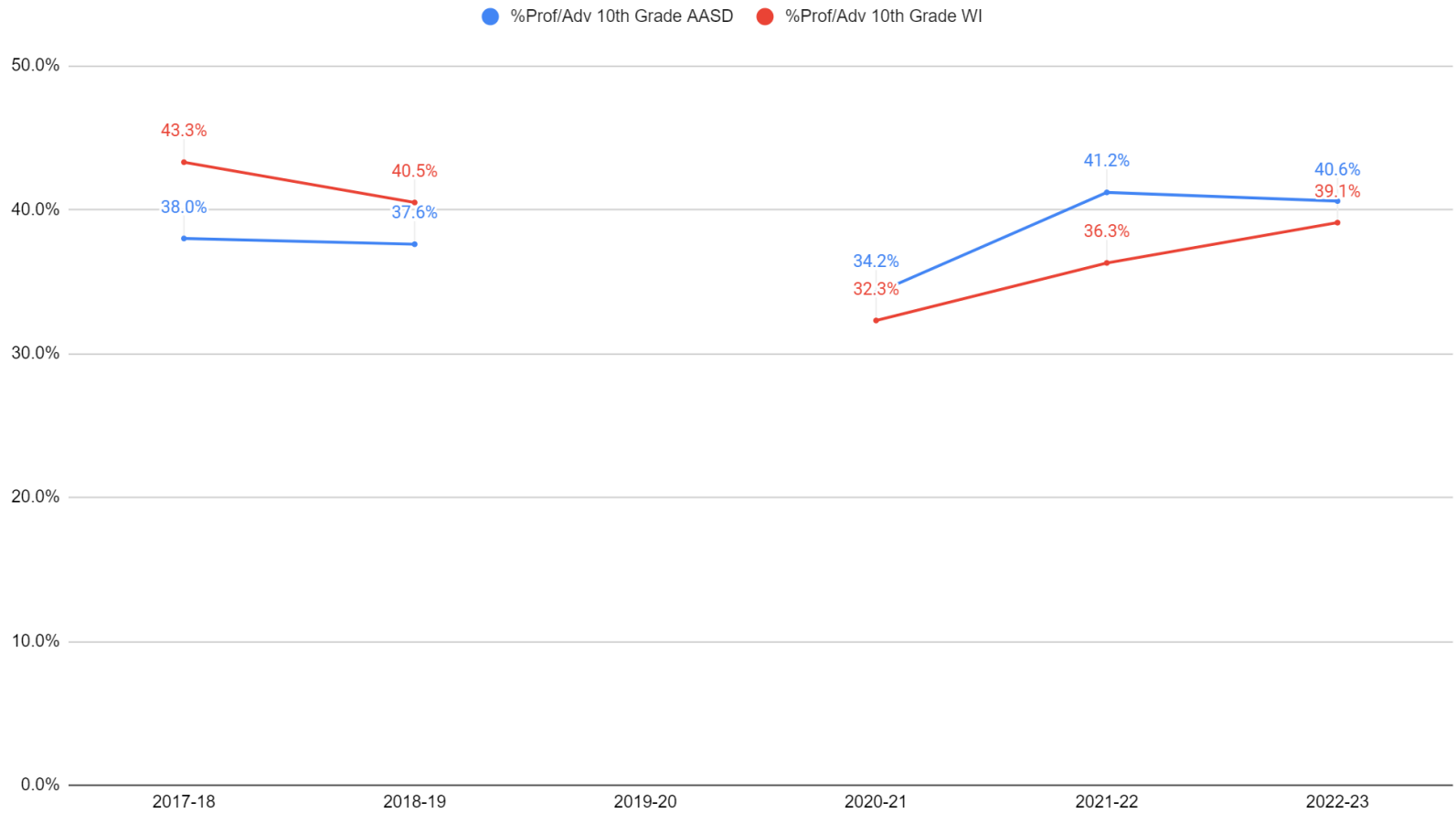


Note: 2017-18 through 2021-22 (ACT Aspire); 2022-23 (Pre-ACT)

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
%Prof/Adv 9th Grade AASD	44.8%	41.6%	NA	36.7%	40.7%	46.4%
%Prof/Adv 9th Grade WI	46.0%	43.1%	NA	34.0%	37.9%	43.5%

%Prof/Adv 10th Grade AASD and %Prof/Adv 10th Grade WI



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

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

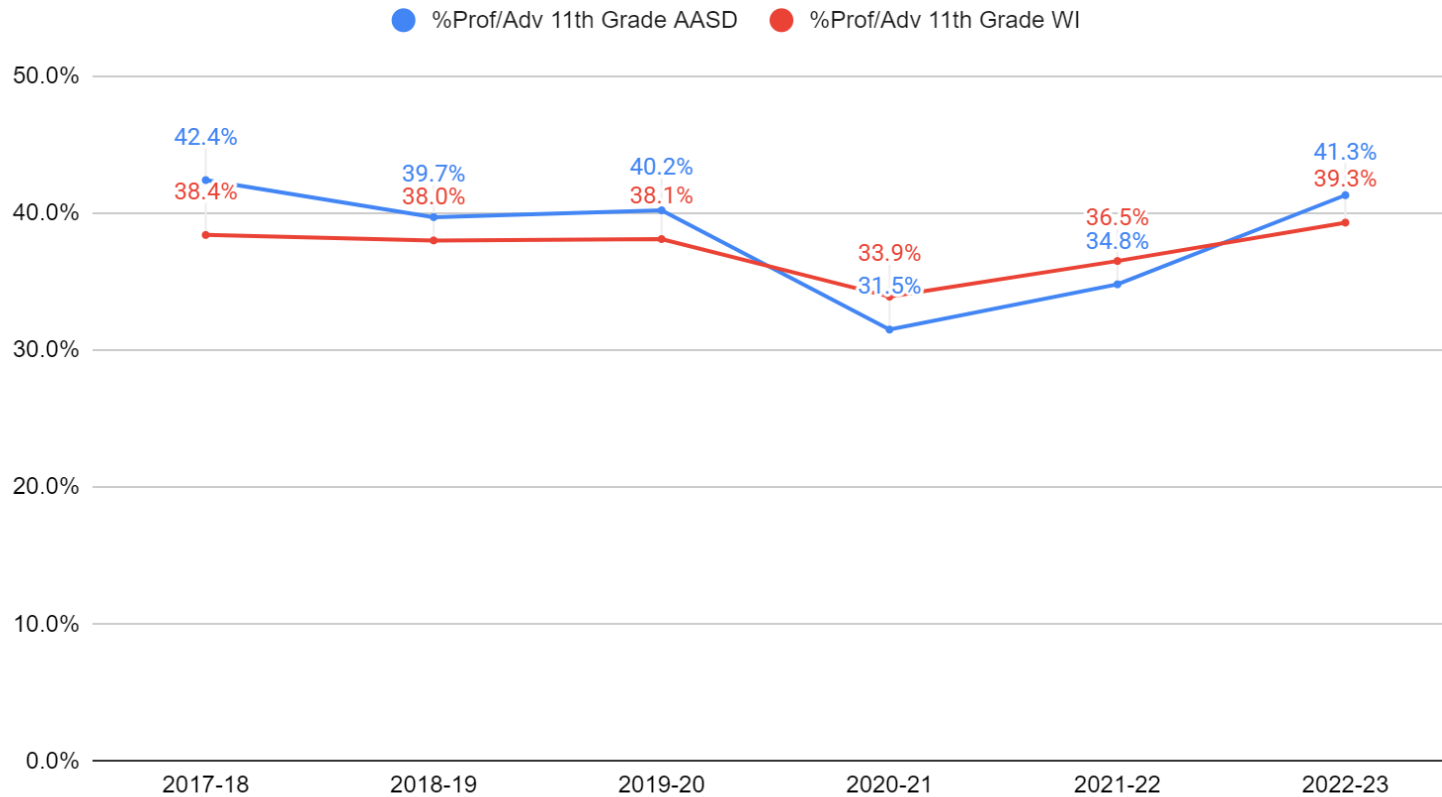
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
%Prof/Adv 10th Grade AASD	38.0%	37.6%	NA	34.2%	41.2%	40.6%
%Prof/Adv 10th Grade WI	43.3%	40.5%	NA	32.3%	36.3%	39.1%

Additional Context for ACT Aspire/PreACT: The ACT Aspire is administered annually to all students in grades 9-10 throughout the state of Wisconsin during the months of April and May. Due to the state-mandated school closures and rapid transition to virtual instruction during March 2020, the ACT Aspire was not administered during the 2019-20 school year. As a result, values of NA (not administered) are used.

Starting with the 2022-23 school year, the ACT Aspire was replaced with the PreACT.

ACT with Writing - ELA - Grade 11 (Program Analysis)

%Prof/Adv 11th Grade AASD and %Prof/Adv 11th Grade WI



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
%Prof/Adv 11th Grade AASD	42.4%	39.7%	40.2%	31.5%	34.8%	41.3%
%Prof/Adv 11th Grade WI	38.4%	38.0%	38.1%	33.9%	36.5%	39.3%

Additional Context for ACT with Writing: The ACT with Writing is administered annually to all students in grade 11 throughout the state of Wisconsin in March.

Information Only - Average ELA Score on ACT with Writing

	2020-21 AASD	2020-21 Statewide	2021-22 AASD	2021-22 Statewide	2022-23 AASD	2022-23 Statewide
Grade 11 Average ELA Score	17.4	18.0	18.1	18.1	18.5	18.4

ACT Aspire & ACT with Writing - ELA - Grades 9-11 (Cohort Analysis)

We will **increase the percentage** of students **scoring Proficient/Advanced by GRADUATION COHORT** on the **ACT Assessment Suite in ELA by 1%**.

	2020-21 %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
Class of 2026					46.4% (Pre-ACT 9th grade)	43.5% (Pre-ACT 9th 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)
Class of 2024	36.7% (Aspire 9th grade)	34.0% (Aspire 9th grade)	41.2% (Aspire 10th grade)	36.3% (Aspire 10th grade)	41.3% (ACT 11th grade)	39.3% (ACT 11th grade)

Success for
Every Student,
Every Day



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

SUPERINTENDENT CERTIFICATION:

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

☐ **Making Reasonable Progress**

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

☐ **Failing to make Reasonable Progress**

Key:

 = indicator achieved

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

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

Executive Summary/Analysis:

The evidence, as submitted below, provides assurance to the Board that the District provides instructional programming that supports students in their personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity in Mathematics. In addition, the measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard.

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

5K-6 Summary/Analysis: At the program level, all grade levels (with the exception of fourth 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 fifth-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 as proficient/advanced.

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 mathematics. At the program level, results for 9th-grade students have plateaued over the last three years with approximately 34% of students scoring at the proficient/advanced levels. 10th-grade students outperformed 2022 results in mathematics both at the program and cohort levels while also slightly above the state average. ACT scores for 11th-grade students in mathematics are similar to those from 2021-22 with approximately 27% of students scoring as proficient/advanced.

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 Black and White students in the AASD.

Notes or exceptions, if any:

Signed: _____ Date: _____

Superintendent

BOARD ACTION:

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

_____ **Making Reasonable Progress**

_____ **Making Reasonable Progress with noted exception(s):**

_____ **Failing to make Reasonable Progress**

Summary Statements of the Board, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____ Re-submitted: _____

R-2.2 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 Interpretation:

- **Each student** shall mean all Full Academic Year (FAY) students enrolled 5K-12 in the Appleton Area School District. Every Student, Every Day.
- **Literate** shall mean the ability to read, write, speak, and listen in ways that will allow us to communicate effectively to a variety of different audiences and to make sense of the world.
- **Numerate** shall mean the ability to access, use and interpret and communicate mathematical information and ideas, to engage in and manage the mathematical demands of various situations in adult years. To be numerate is to confidently and effectively use mathematics to meet the everyday demands of life.
- **Able to integrate and apply** shall mean to combine what is learned in the classroom, whether it's theory or technique, with a solution to real-world problems.
- **Skills** and **competencies** shall mean combinations of knowledge, skills and attitudes that students develop and apply for successful learning, living and working. They emphasize aspects of learning that apply within and across all subject areas.
- **Academic disciplines** shall mean core academic subject areas. The content to be mastered by students in each of these areas is defined by the state and district learning standards.
- **Personal growth** shall mean how much academic progress a student has made between two points in time.
- **Personal achievement** shall mean individual performance based on the mastery of district adopted grade-level academic standards or from grade-level expectations on identified measures/assessments.

- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Higher order thinking skills of:**
 - **Knowledge** shall mean recognizing and recalling facts.
 - **Comprehension** shall mean understanding what facts mean.
 - **Application** shall mean using the facts, rules, concepts, and ideas.
 - **Analysis** shall mean breaking down information into component parts.
 - **Synthesis** shall mean the ability to put parts together to form a new whole.
 - **Evaluation** shall mean justifying the value of information and ideas.
 - **Creativity** shall mean the ability to produce new and original ideas, connections, and solutions to problems.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **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:

- **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
 - Geometry

The 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

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

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
- **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 with Writing Performance Level Scale Scores for Math**
 - **Below Basic** – 1-16
 - **Basic** – 17-21
 - **Proficient** – 22-27
 - **Advanced** – 28-36
- **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.
- **Program Analysis** - Examines longitudinal data for the same grade level over a period of time.

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 (% Meeting or Above)	Spring 2022 (% Meeting or Above)	Spring 2023 (% Meeting or Above)
20a Counts	83%	87%	91%
20b Quantifies	78%	91%	85%
20c Connects numerals with their quantities	88%	91%	90%
21a Understands spatial relationships	89%	94%	97%
21b (Understands shapes	86%	92%	90%
22a Measures objects	92%	96%	96%
22b Measures time and money	96%	96%	97%

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

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

	2020-21 % Meeting Typical Growth	2021-22 % Meeting Typical Growth	2022-23 % Meeting Typical Growth
5K	31%	49%	54%
Grade 1	32%	49%	58%

Grade 2	36%	53%	52%
Grade 3	41%	48%	58%
Grade 4	43%	53%	52%
Grade 6	47%	62%	59%
Grade 6	50%	64%	67%
Grade 7	39%	51%	51%
Grade 8	33%	46%	51%

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 % Students Meeting Typical Growth	2021-22 % Students Meeting Typical Growth	2022-23 % Students Meeting Typical Growth
SWOD	40%	54%	57%
SWD	33%	48%	50%
gap	7%	6%	7%
Not EL	40%	54%	57%
EL	29%	47%	52%
gap	11%	7%	5%
White	42%	55%	59%
Black	31%	45%	46%
gap	11%	10%	13%

Not Hispanic	40%	53%	57%
Hispanic	31%	47%	51%
gap	9%	6%	6%

(Cohort Analysis)

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

	2020-21 % Students Scoring On or Above Grade Level (Mid-year or Above)	2021-22 % Students Scoring On or Above Grade Level (Mid-year or Above)	2022-23 % Students Scoring On or Above Grade Level (Mid-year or Above)
5K	65%	54%	57%
Grade 1	45%	47%	45%
Grade 2	33%	35%	37%
Grade 3	33%	32%	36%
Grade 4	31%	33%	34%
Grade 5	29%	36%	36%
Grade 6	26%	31%	35%
Grade 7	18%	21%	24%
Grade 8	20%	20%	23%

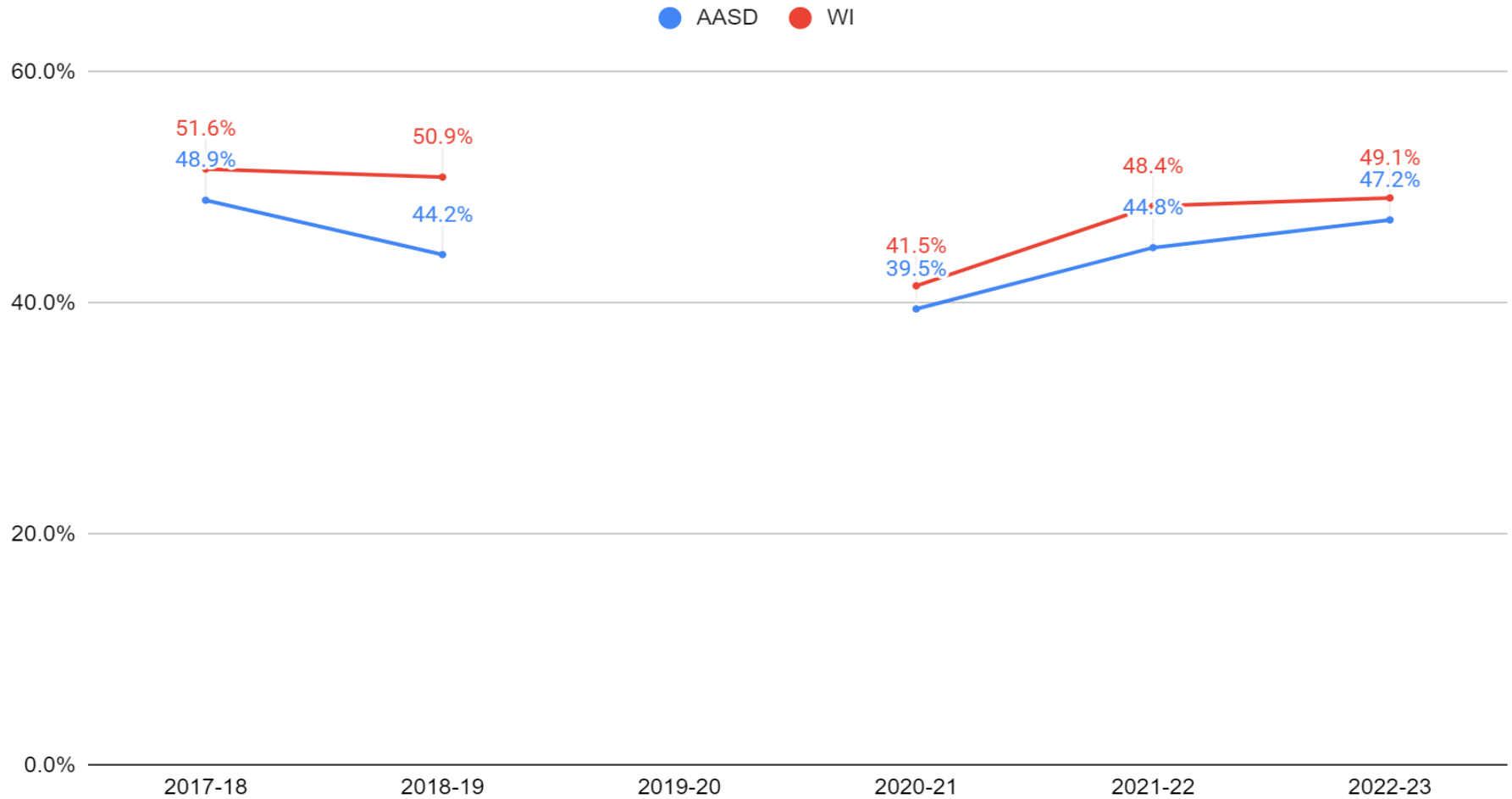
We will reduce gaps in students scoring On or Above Grade Level in Mathematics within identified demographic groups in grades 5K-8 on the i-Ready Assessment 3%.

	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)
SWOD	37%	37%	39%
SWD	16%	17%	19%
gap	21%	20%	20%
Not EL	37%	37%	39%
EL	10%	8%	10%
gap	27%	29%	29%
White	41%	41%	43%
Black	11%	12%	13%
gap	30%	29%	30%
Not Hispanic	35%	36%	38%
Hispanic	18%	17%	20%
gap	17%	19%	18%

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. The assessment was first piloted by a small number of elementary and middle schools during the 2018-19 school year, and the pilot was expanded to additional schools during the 2019-20 school year. Full implementation of the i-Ready Assessment among all district schools began during the 2020-21 school year.

WI Forward - Mathematics - Grades 3-8 (**Program Analysis**)

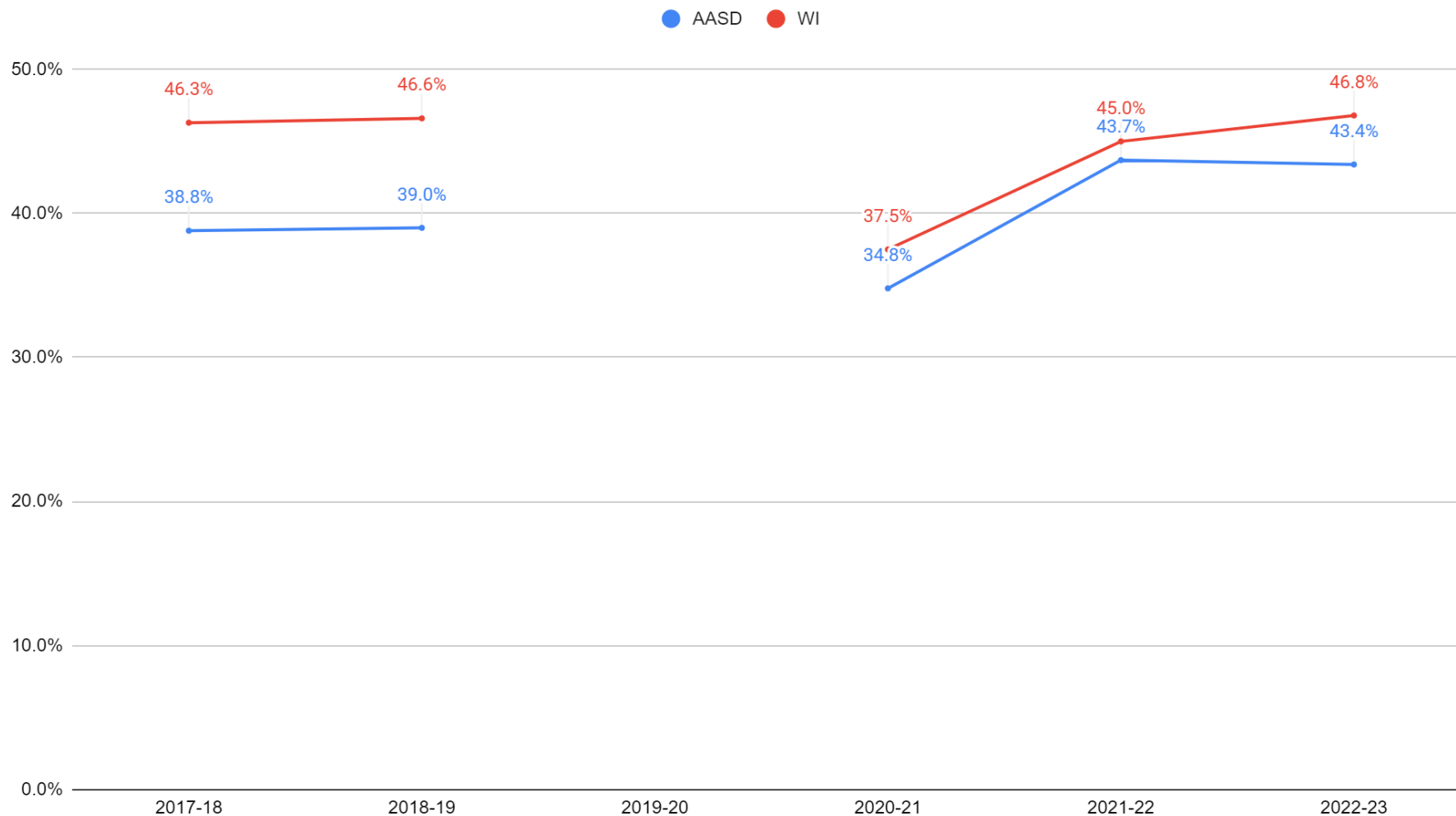
3rd-Grade WI Forward MATH (%Prof/Adv) - AASD and WI



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
AASD	48.9%	44.2%	NA	39.5%	44.8%	47.2%
WI	51.6%	50.9%	NA	41.5%	48.4%	49.1%

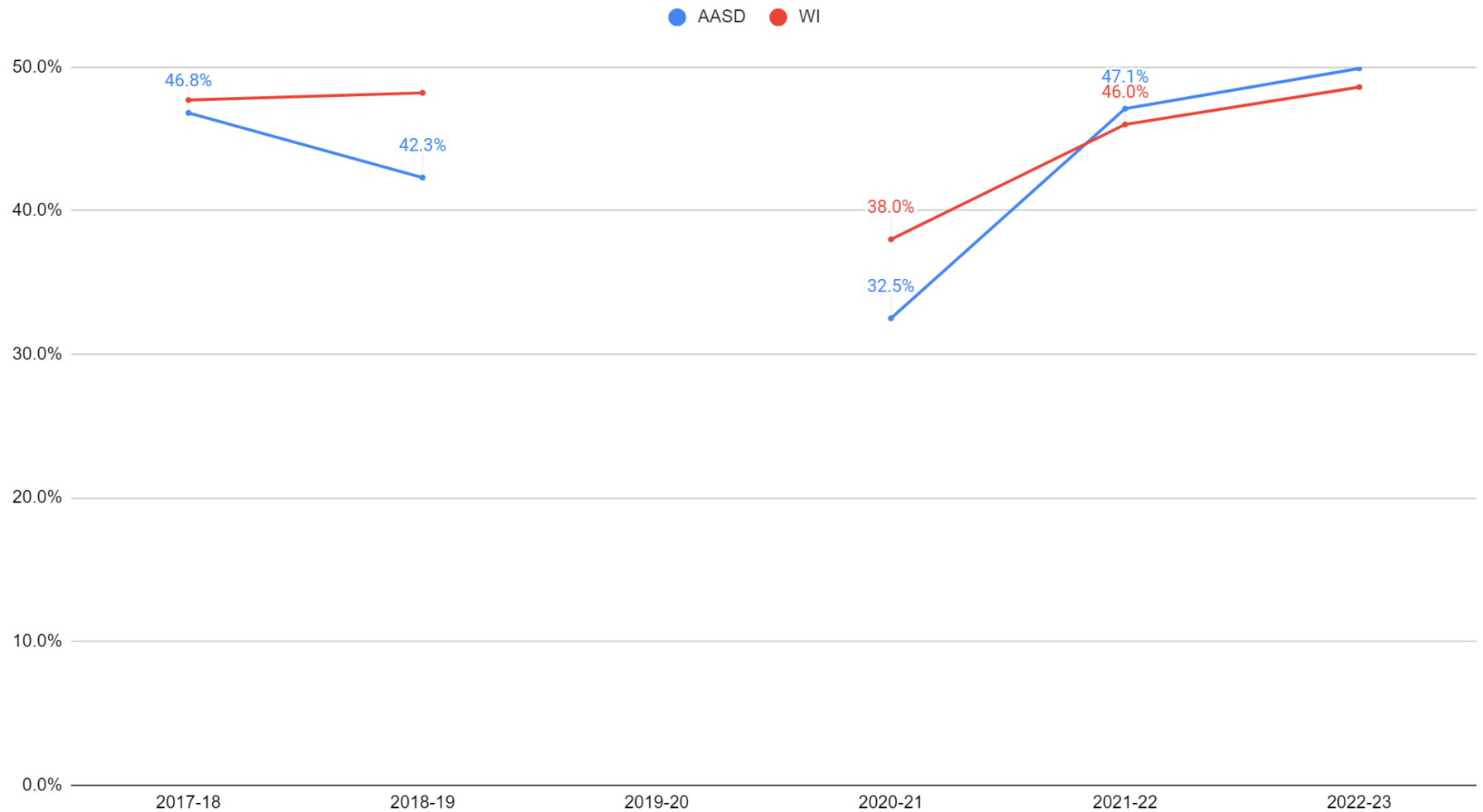
4th-Grade WI Forward MATH (%Prof/Adv) - AASD and WI



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
AASD	38.8%	39.0%	NA	34.8%	43.7%	43.4%
WI	46.3%	46.6%	NA	37.5%	45.0%	46.8%

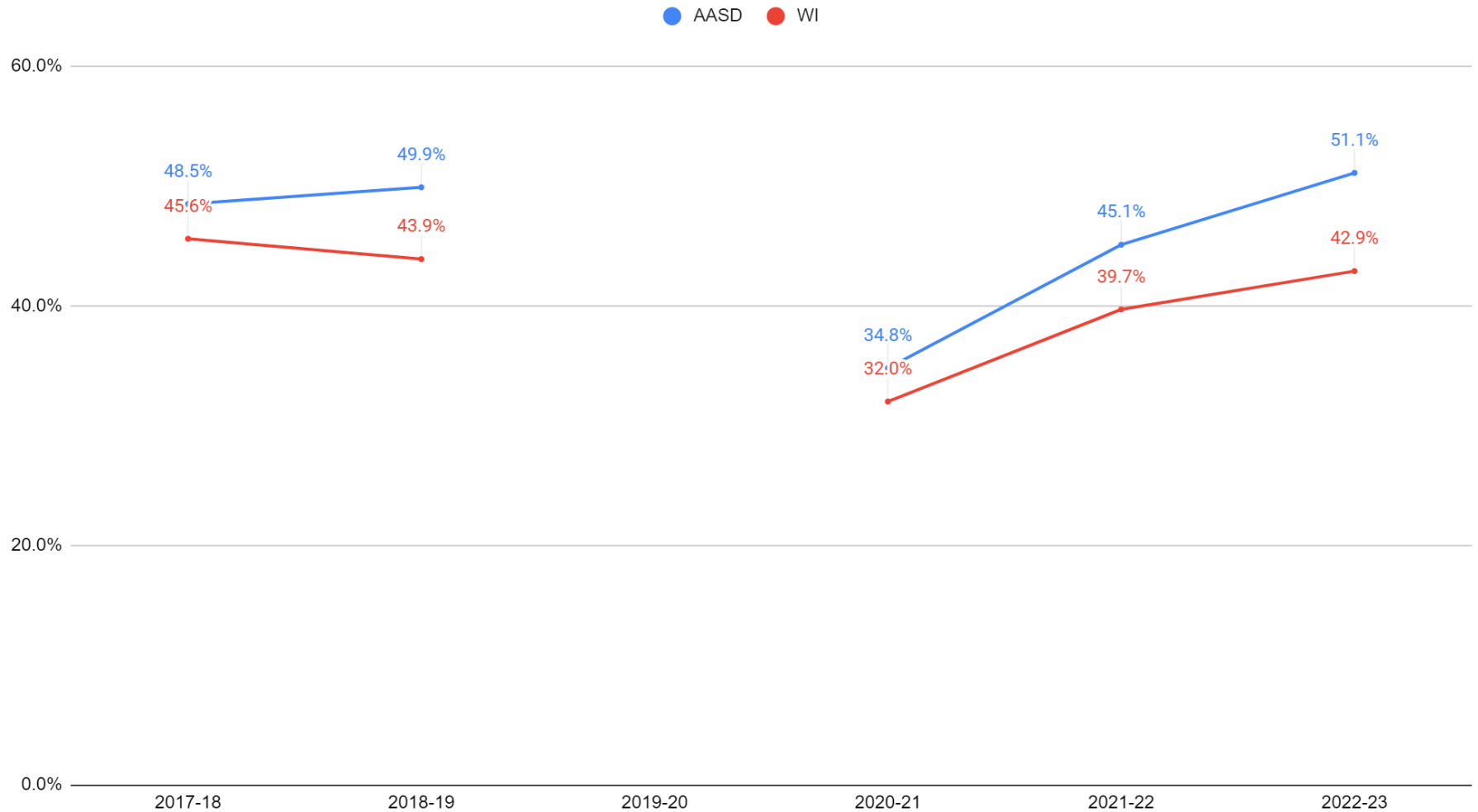
5th-Grade WI Forward MATH (%Prof/Adv) - AASD and WI



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
AASD	46.8%	42.3%	NA	32.5%	47.1%	49.9%
WI	47.7%	48.2%	NA	38.0%	46.0%	48.6%

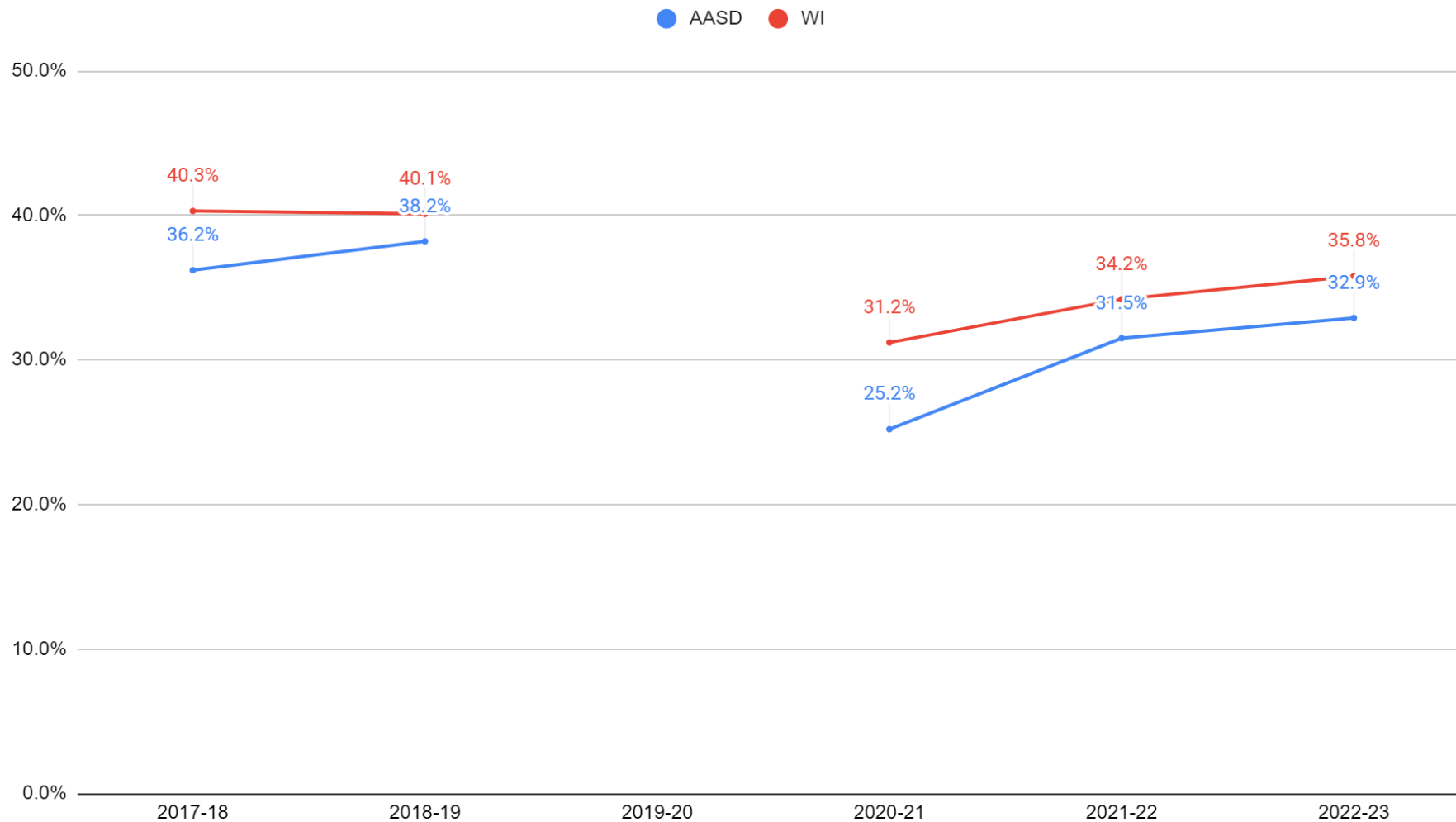
6th-Grade WI Forward MATH (%Prof/Adv) - AASD and WI



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
AASD	48.5%	49.9%	NA	34.8%	45.1%	51.1%
WI	45.6%	43.9%	NA	32.0%	39.7%	42.9%

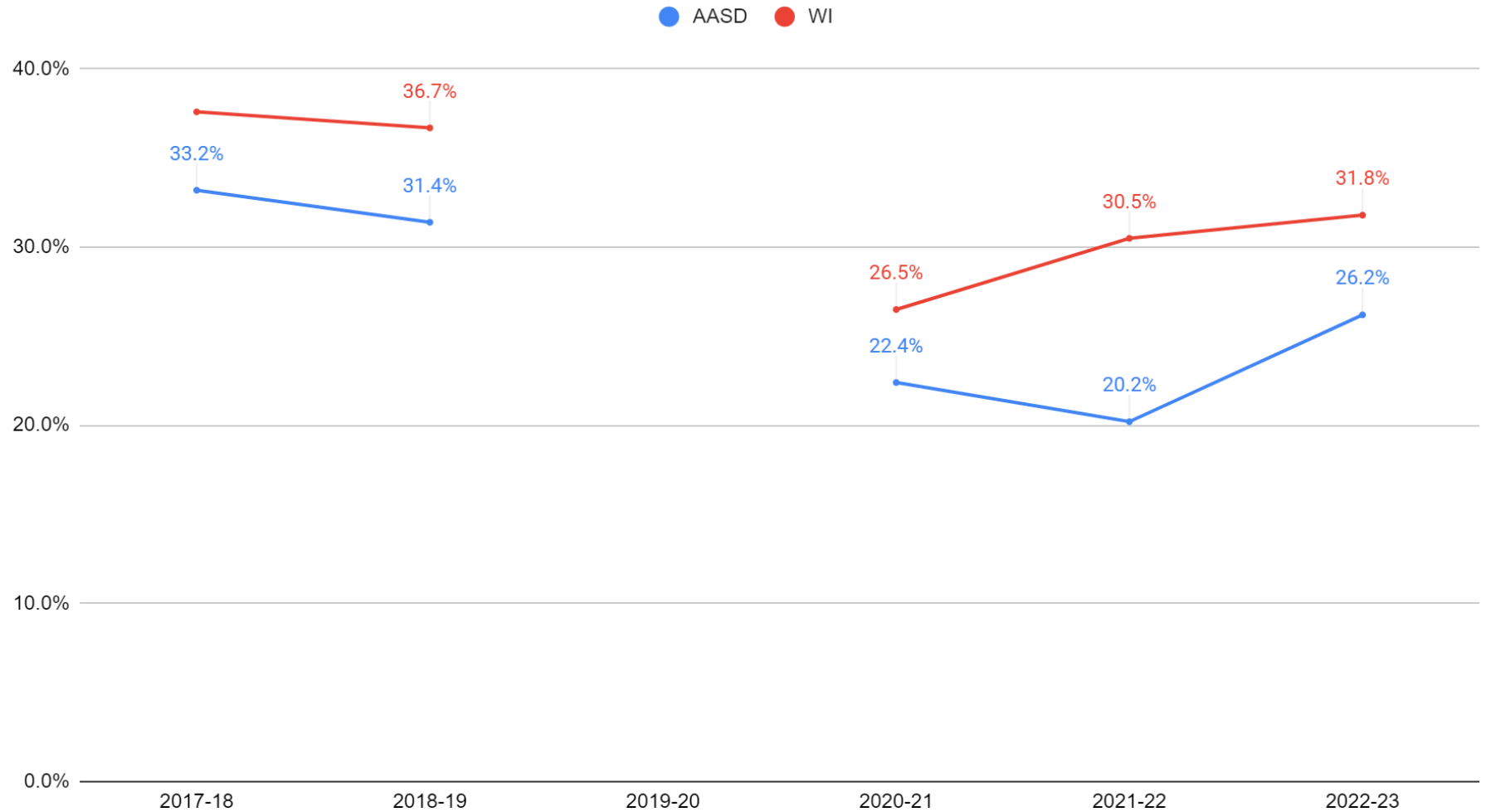
7th-Grade WI Forward MATH (%Prof/Adv) - AASD and WI



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
AASD	36.2%	38.2%	NA	25.2%	31.5%	32.9%
WI	40.3%	40.1%	NA	31.2%	34.2%	35.8%

8th-Grade WI Forward MATH (%Prof/Adv) - AASD and WI



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
AASD	33.2%	31.4%	NA	22.4%	20.2%	26.2%
WI	37.6%	36.7%	NA	26.5%	30.5%	31.8%

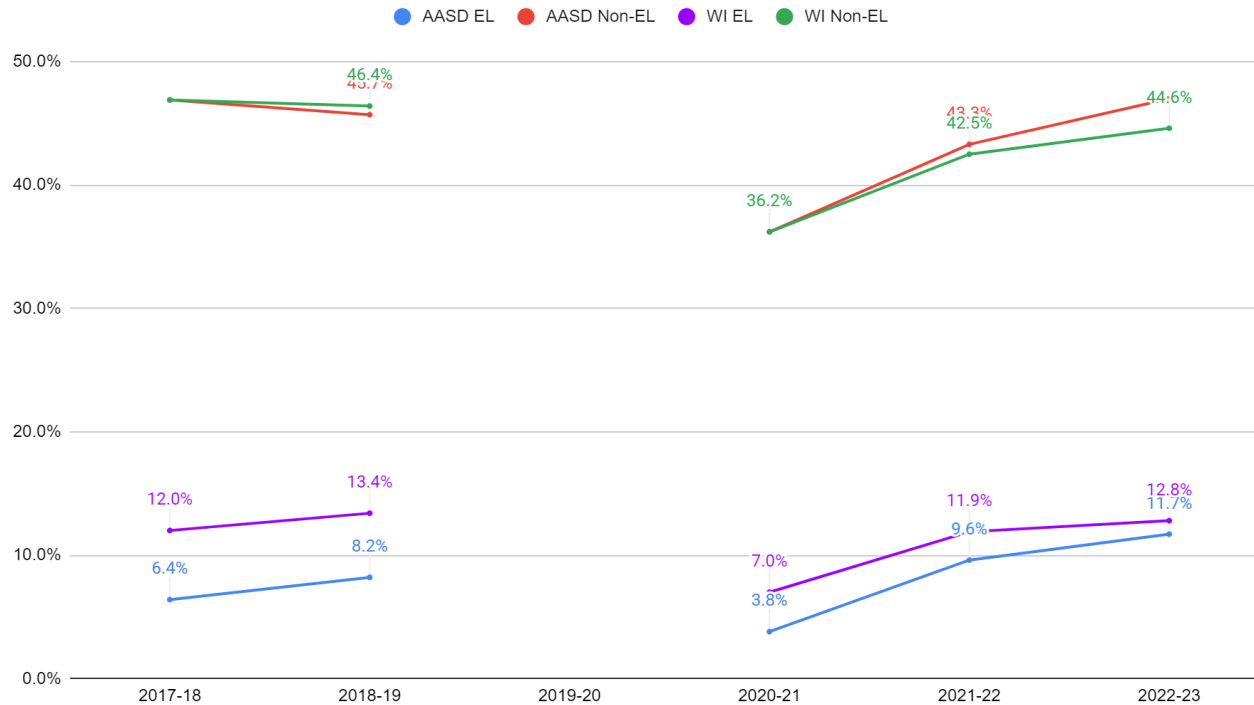
WI Forward - MATH - Grades 3-8 (Cohort Analysis)

We will increase the percentage of students scoring Proficient/Advanced in grades 3-8 on the WI Forward Exam in ELA by 1%.

	2017-18 %Prof/Adv AASD	2017-18 %Prof/Adv Statewide	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
Class of 2032											44.2% (3rd grade)	49.1% (3rd grade)
Class of 2031									44.8% (3rd grade)	48.4% (3rd grade)	43.4% (4th grade)	46.8% (4th 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)
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)
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)
Class of 2027	48.9% (3rd grade)	51.6% (3rd grade)	39.0% (4th grade)	46.6% (4th grade)	NA (5th grade)	NA (5th grade)	34.8% (6th grade)	32.0% (6th grade)	31.5% (7th grade)	34.2% (7th grade)	26.2% (8th grade)	31.8% (8th grade)

WI Forward - MATH - Grades 3-8 Gap Reduction - English Language Students (Program Analysis)

EL/Non-EL (Grades 3-8) % Proficient/Advanced - WI Forward MATH (AASD and WI)

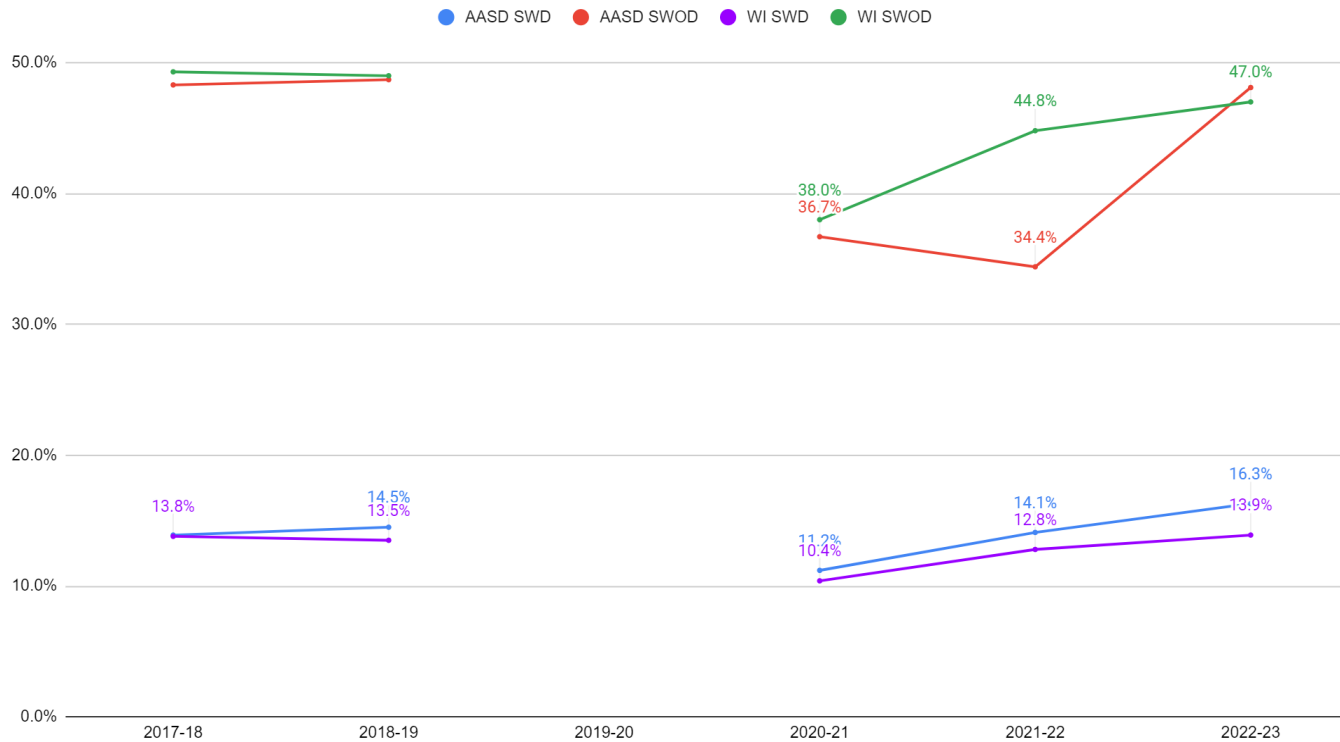


We will reduce gaps between **English Language Students (EL)** and **non-EL Students** scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in MATH by 3%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD Non-EL %Prof/Adv	46.9%	45.7%	NA	36.2%	43.3%	47.0%
AASD EL %Prof/Adv	6.4%	8.2%	NA	3.8%	9.6%	11.7%
Gap	40.5%	37.5%	NA	32.4%	33.7%	35.3%
WI Non-EL %Prof/Adv	46.9%	46.4%	NA	36.2%	42.5%	44.6%
WI EL % Prof/Adv	12.0%	13.4%	NA	7.0%	11.9%	12.8%
Gap	34.9%	33.0%	NA	29.2%	30.6%	31.8%

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

SWD/SWOD (Grades 3-8) % Proficient/Advanced - WI Forward MATH (AASD and WI)

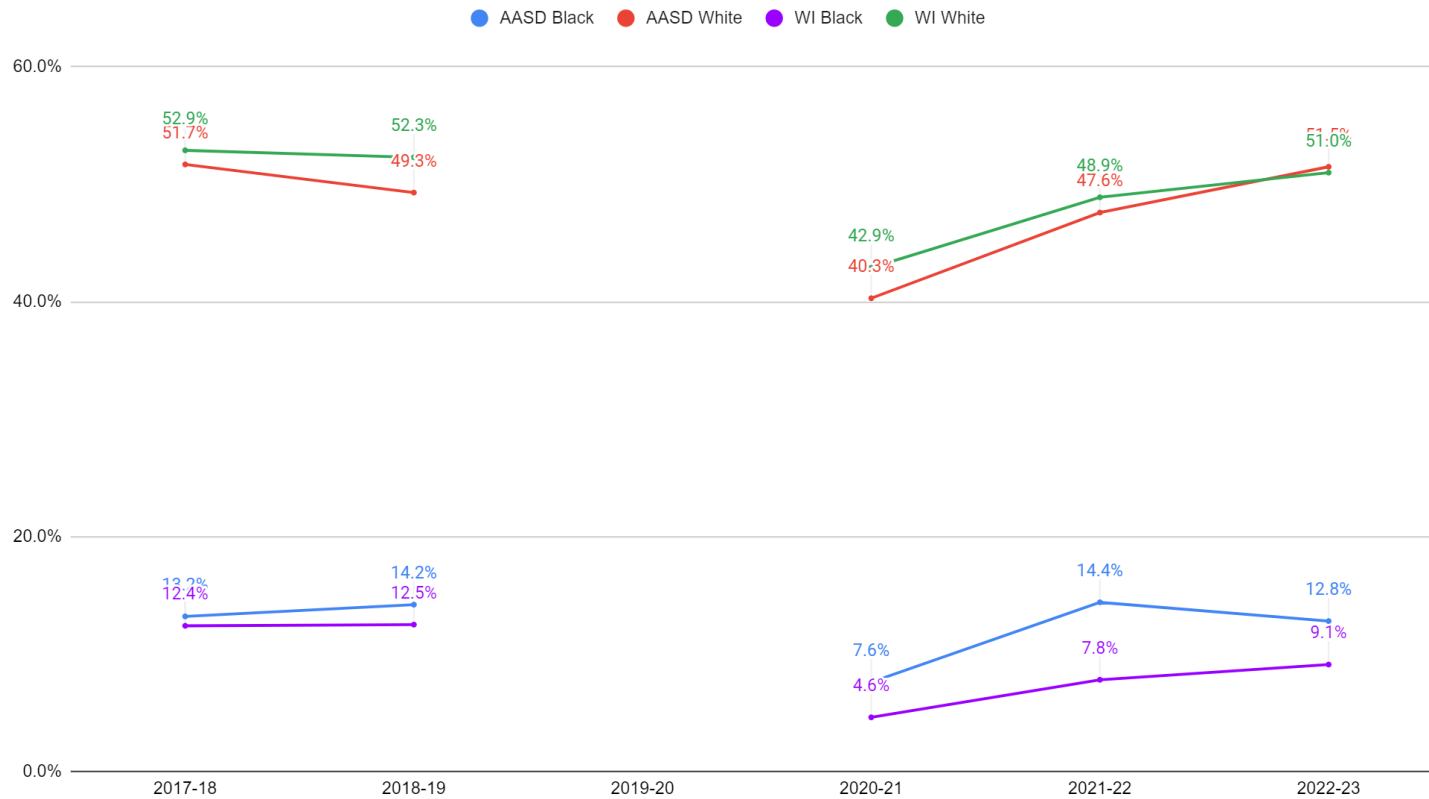


We will reduce gaps between **Students With Disabilities (SWD)** and **Students Without Disabilities (SWOD)** scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in MATH by 3%.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD SWOD %Prof/Adv	48.3%	48.7%	NA	36.7%	34.4%	48.1%
AASD SWD %Prof/Adv	13.9%	14.5%	NA	11.2%	14.1%	16.3%
Gap	34.4%	34.2%	NA	25.5%	20.3%	31.8%
WI SWOD %Prof/Adv	49.3%	49.0%	NA	38.0%	44.8%	47.0%
WI SWD % Prof/Adv	13.8%	13.5%	NA	10.4%	12.8%	13.9%
Gap	35.5%	35.5%	NA	27.6%	32.0%	33.1%

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

Black/White (Grades 3-8) % Proficient/Advanced - WI Forward MATH (AASD and WI)

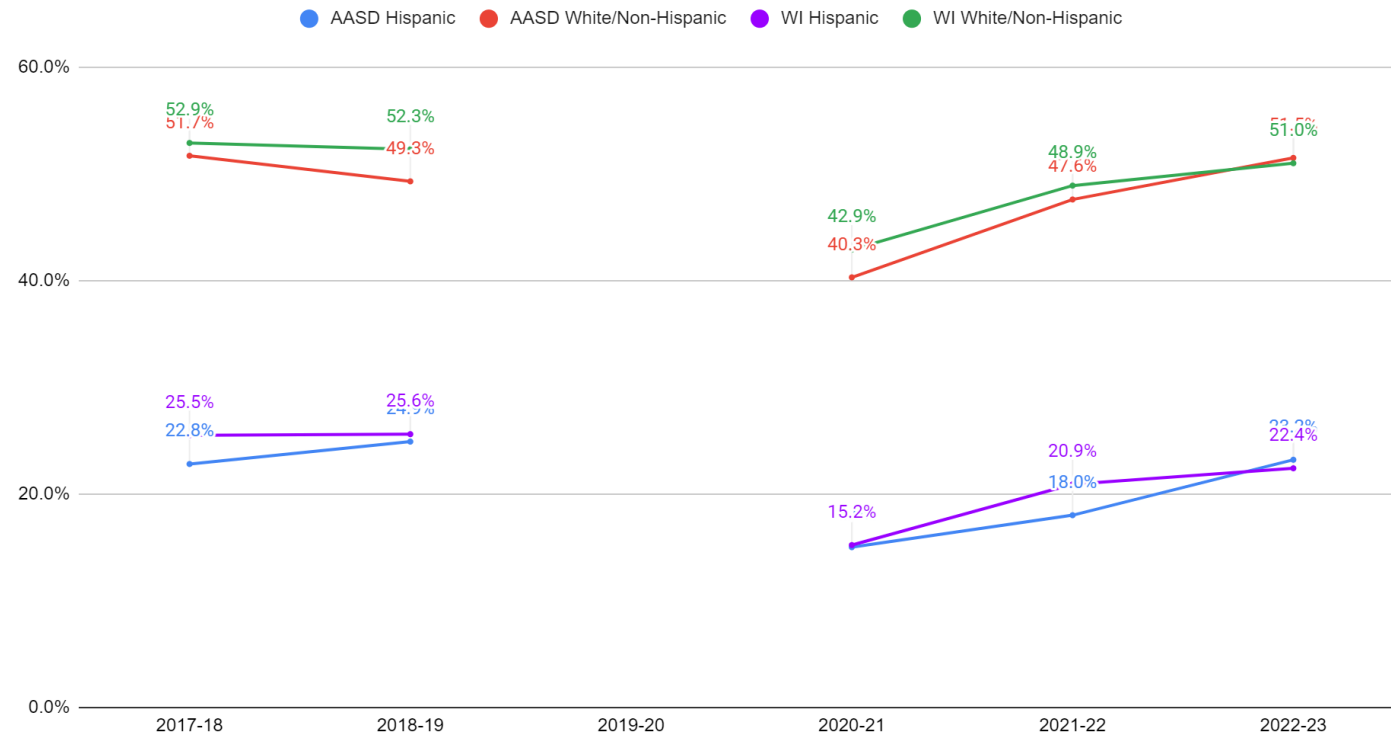


We will reduce gaps between **Black and White Students** scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in MATH by 3%

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD Black %Prof/Adv	13.8%	17.2%	NA	10.3%	14.5%	12.8%
AASD White %Prof/Adv	47.0%	43.8%	NA	40.1%	44.6%	51.5%
Gap	33.2%	26.6%	NA	29.8%	30.1%	38.7%
WI Black	13.9%	13.7%	NA	7.3%	10.5%	9.1%
WI White %Prof/Adv	50.5%	48.7%	NA	41.8%	45.0%	51.0%
Gap	36.6%	35.0%	NA	34.5%	34.5%	41.9%

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

Hispanic/White/Non-Hispanic (Grades 3-8) % Proficient/Advanced - WI Forward MATH (AASD and WI)



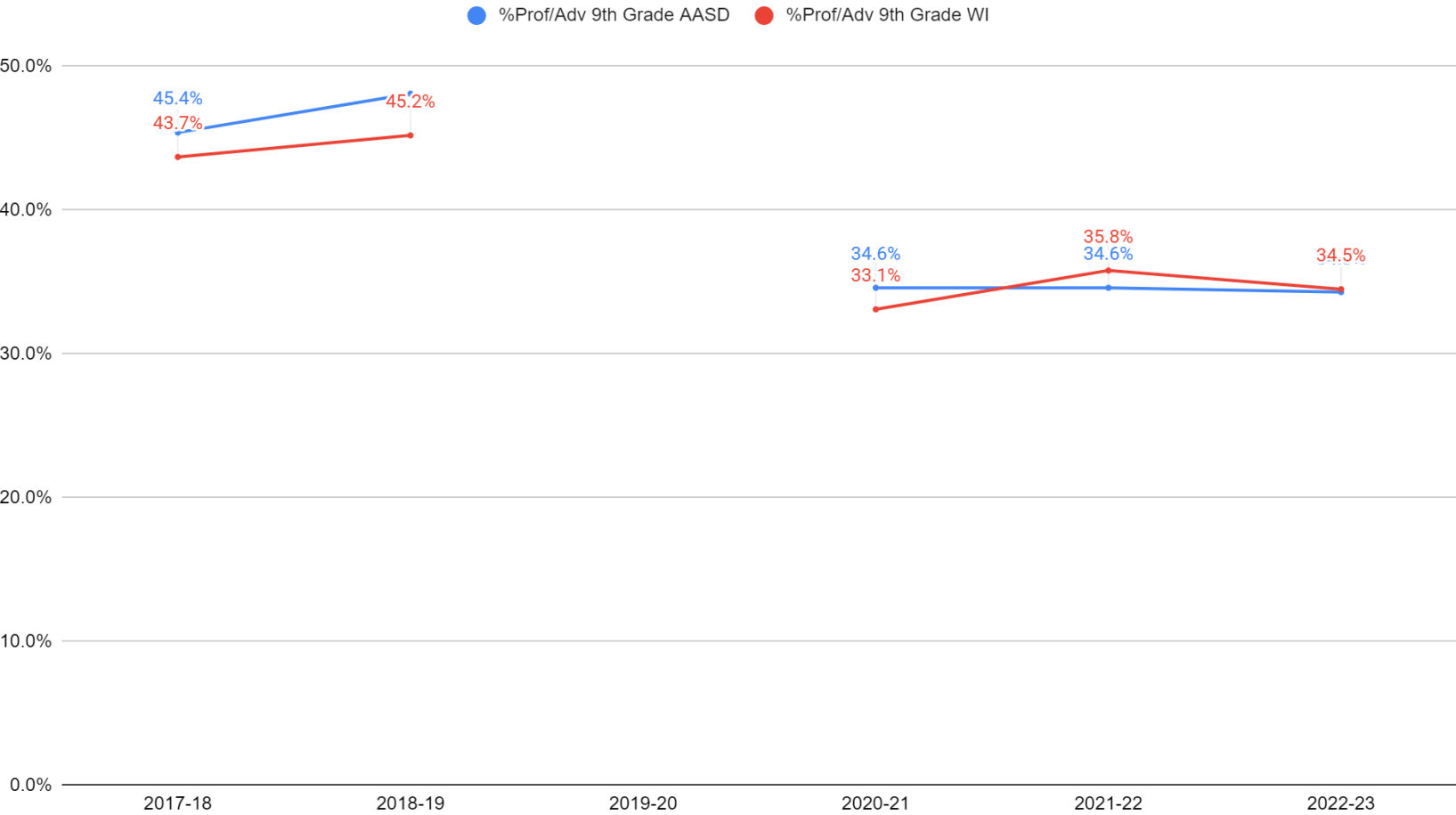
We will reduce gaps between **Hispanic and White/Non-Hispanic Students** scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in ELA by 3%

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
AASD Hispanic %Prof/Adv	22.8%	24.9%	NA	15.0%	18.0%	23.2%
AASD White/Non-Hispanic %Prof/Adv	51.7%	49.3%	NA	40.3%	47.6%	51.5%
Gap	28.9%	24.4%	NA	25.3%	29.8%	28.3%
WI Hispanic	25.5%	25.6%	NA	15.2%	20.9%	22.4%
WI White/Non-Hispanic %Prof/Adv	52.9%	52.3%	NA	42.9%	48.9%	51.0%
Gap	27.4%	26.7%	NA	27.7%	28.0%	28.6%

Additional Context for WI Forward Exam: The WI Forward exam is administered annually to all students in grades 3-8 throughout the state of Wisconsin during the months of March and April. Due to the state-mandated school closures and rapid transition to virtual instruction during March of 2020, the WI Forward Exam was not administered during the 2019-20 school year. As a result, values of NA (not administered) are used.

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

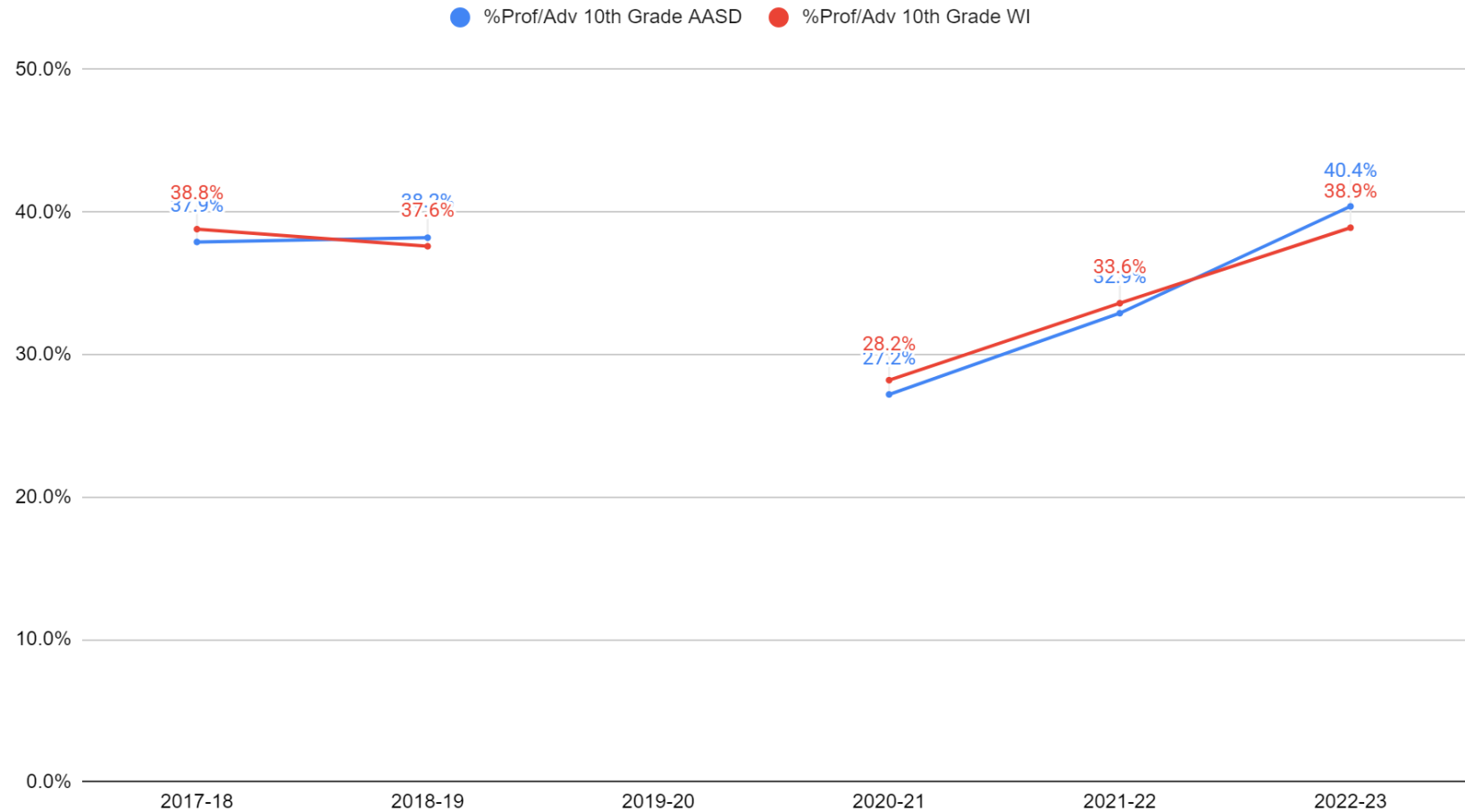
ACT Aspire/PreACT MATH %Prof/Adv 9th Grade (AASD and WI)



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

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

ACT Aspire/PreACT MATH %Prof/Adv 10th Grade (AASD and WI)



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

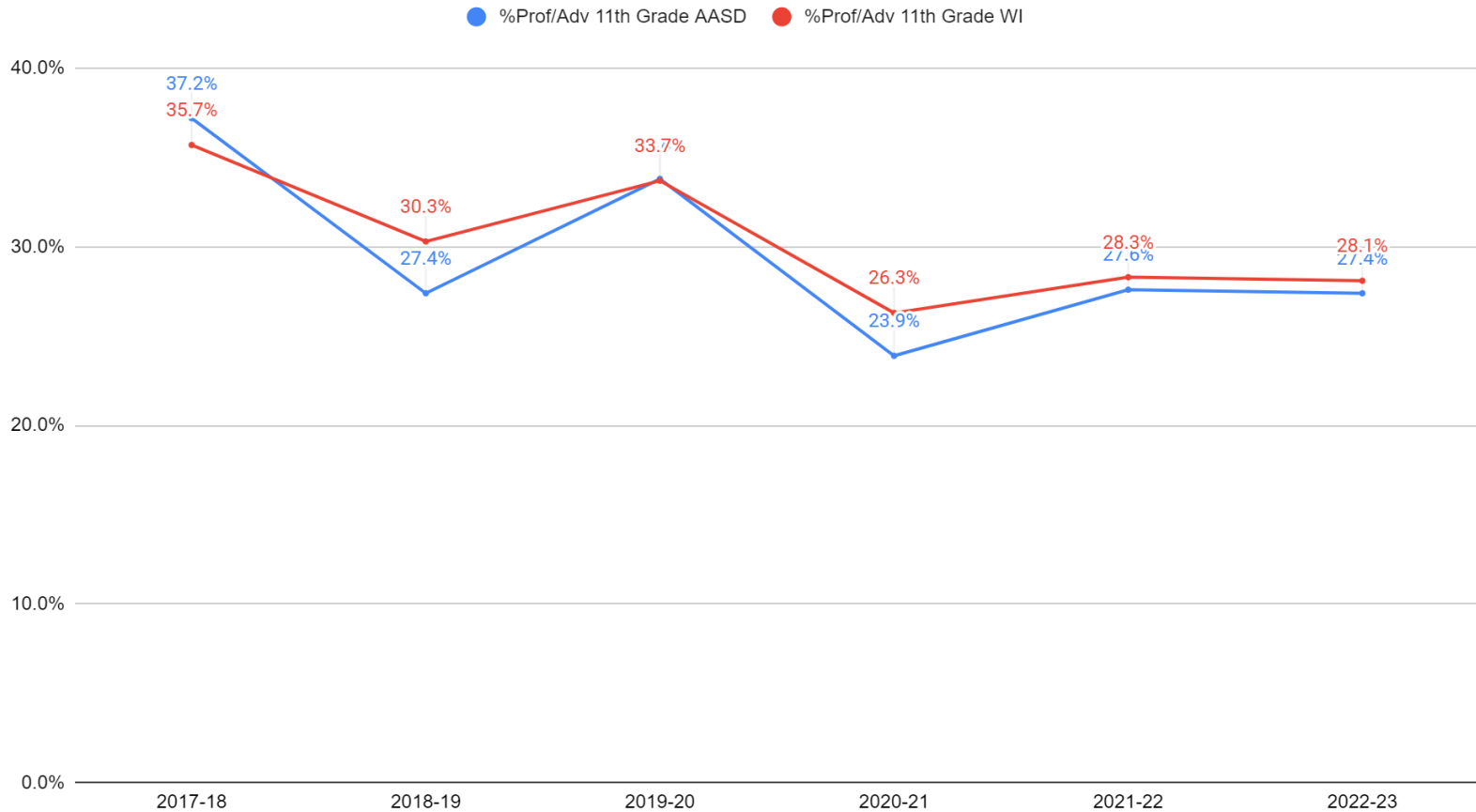
	2017-18	2018-29	2019-20	2020-21	2021-22	2022-23
%Prof/Adv 10th Grade AASD	37.9%	38.2%	NA	27.2%	32.9%	40.4%
%Prof/Adv 10th Grade WI	38.8%	37.6%	NA	28.2%	33.6%	38.9%

Additional Context for ACT Aspire: The ACT Aspire is administered annually to all students in grades 9-10 throughout the state of Wisconsin during the months of April and May. Due to the state-mandated school closures and rapid transition to virtual instruction during March of 2020, the ACT Aspire was not administered during the 2019-20 school year. As a result, values of NA (not administered) are used.

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

ACT with Writing - MATH - Grade 11 (Program Analysis)

ACT MATH %Prof/Adv 11th Grade (AASD and WI)



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
%Prof/Adv 11th Grade AASD	37.2%	27.4%	33.8%	23.9%	27.6%	27.4%
%Prof/Adv 11th Grade WI	35.7%	30.3%	33.7%	26.3%	28.3%	28.1%

Information Only - Average Mathematics Composite Score on ACT with Writing

	2020-21 AASD	2020-21 Statewide	2021-22 AASD	2021-22 Statewide	2022-23 AASD	2022-23 Statewide
Grade 11 Mathematics Composite Score	18.6	19.1	19.1	19.2	19.0	19.1

ACT Aspire & ACT with Writing - 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 %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
Class of 2026					34.5% (Pre-ACT 9th grade)	39.1% (Pre-ACT 9th 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)
Class of 2024	34.6% (Aspire 9th grade)	33.1% (Aspire 9th grade)	32.9% (Aspire 10th grade)	33.6% (Aspire 10th grade)	27.4% (ACT 11th grade)	28.1% (ACT 11th grade)



Understanding the 2022-23 State Report Card

Steve Harrison, Ph.D.
Appleton Area School District
Assistant Superintendent for Assessment, Curriculum & Instruction
November 15, 2023

Notes & Questions

[Handout](#)



2022-23 State Report Card Presentation

Report Card Overview

Student Achievement

District Growth

Target Groups

On Track to Graduation

Efforts to Close Achievement/Opportunity Gaps

Steve J Harrison, Ph.D.
Assistant Superintendent - Assessment, Curriculum & Instruction
(920)832-6157 x2177
harrisonstepha@asds.k12.wi.us

Learning Intentions

- ❖ We will increase our understanding of the metrics used for the updated state report card.



Success Criteria

- ❖ We will be able to make meaning of our state report results and identify key areas for focus along with promising practices.



State Report Card Cut Scores

Accountability Rating Category	Accountability Score Range	
	Minimum	Maximum
Significantly Exceeds Expectations 	83	100
Exceeds Expectations 	70	82.9
Meets Expectations 	58	69.9
Meets Few Expectations 	48	57.9
Fails to Meet Expectations 	0	47.9

[Link to 2022-23 AASD Report Card](#)

Overall Score

65.0

Meets Expectations

★★★

What is AASD's historical picture?

2016-2017



Meets Expectations

2017-2018



Meets Expectations

2018-2019



Meets Expectations

2020-21

Overall Score

71.5

Exceeds Expectations



2021-22

Overall Score

66.6

Meets Expectations



2022-23

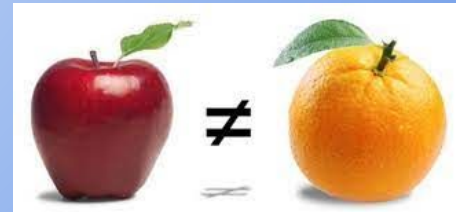
Overall Score

65.0

Meets Expectations



but...



AASD & Comparable Districts					
District	2022-23 Overall	Achievement	Growth	Target Group	On-Track to Graduation
AASD	65.0 Meets Expectations	59.1 Meets Expectations	66.9 Meets Expectations	54.3 Meets Few Expectations	78.0 Exceeds Expectations
Eau Claire	68.7 Meets Expectations	64.7 Meets Expectations	69.8 Meets Expectations	57.3 Meets Few Expectations	82.3 Exceeds Expectations
Green Bay	58.2 Meets Expectations	40.9 Fails to Meet Expect.	58.4 Meets Expectations	50.7 Meets Few Expectations	70.7 Exceeds Expectations
Janesville	57.3 Meets Few Expectations	54.5 Meets Few Expectations	56.5 Meets Few Expectations	50.2 Meets Few Expectations	78.9 Exceeds Expectations
Kenosha	62.7 Meets Expectations	49.1 Meets Few Expectations	62.2 Meets Expectations	56.6 Meets Few Expectations	74.8 Exceeds Expectations
Madison	68.3 Meets Expectations	56.8 Meets Few Expectations	75.5 Exceeds Expectations	60.9 Meets Expectations	74.7 Exceeds Expectations
Oshkosh	68.4 Meets Expectations	55.5 Meets Few Expectations	71.7 Exceeds Expectations	60.9 Meets Expectations	81.2 Exceeds Expectations
Racine	52.9 Meets Few Expectations	30.8 Fails to Meet Expect.	55.6 Meets Few Expectations	45.8 Fails to Meet Expect.	61.7 Meets Expectations
Sheboygan	61.5 Meets Expectations	52.4 Meets Few Expectations	61.3 Meets Expectations	49.0 Meets Few Expectations	77.7 Exceeds Expectations
Waukesha	67.0 Meets Expectations	60.2 Meets Expectations	66.0 Meets Expectations	58.7 Meets Expectations	82.8 Exceeds Expectations

AASD & Comparable Districts

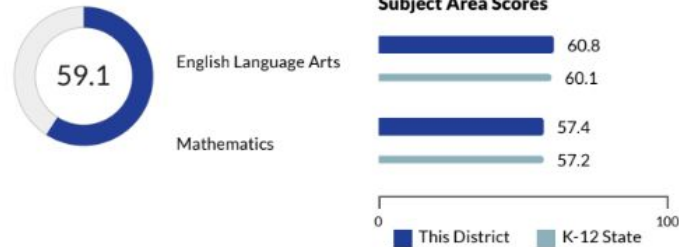


Walk-through of Report Card

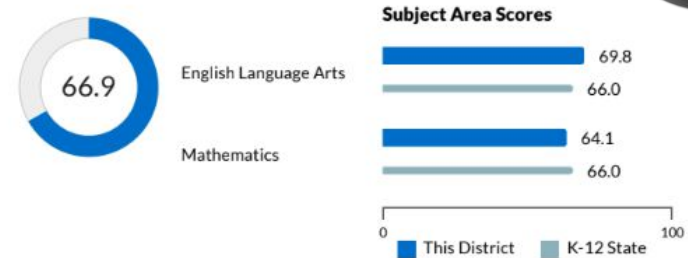
[Handout](#)

Priority Area Scores

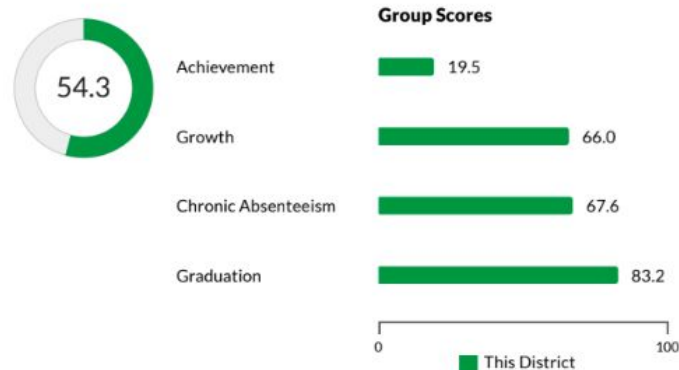
ACHIEVEMENT



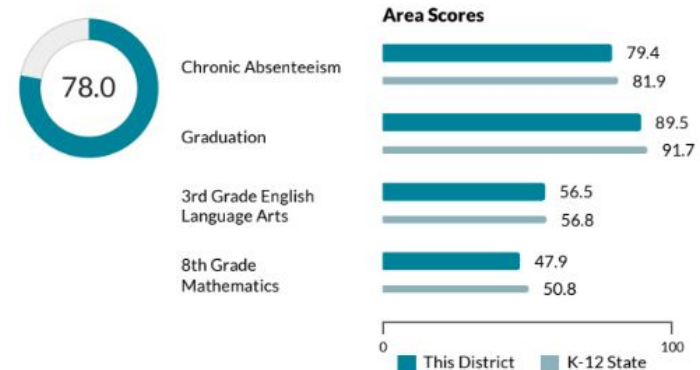
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION



Which Coherent Governance Policies Align
With the State Report Card?

R.1 Mega Result

Students will graduate academically, socially, and emotionally prepared for success in their personal lives, careers, and continuing education; and committed to lead, care for, and contribute to their community.

Three Academic Achievement Results Policies measuring the **progress** towards achieving the **academic** indicators that support the Mega Result Goal:

 **R.2.1.1**
English
Language
Arts (ELA)

 **R.2.1.2**
Math

R.2.1.3
Science

R.2.1.4
Civics &
Social
Studies

One Essential Life Skills Results Policy measuring the **progress** towards achieving skills indicators that support the Mega Result Goal:

R.3
Essential Life Skills

Two Operational Expectations Policies measuring **compliance** of meeting the learning environment and instructional program indicators

OE.10
Learning Environment & Student Behavior

 **OE.11**
Instructional Program

Priority Area Weights

No two report cards have the exact same weights!

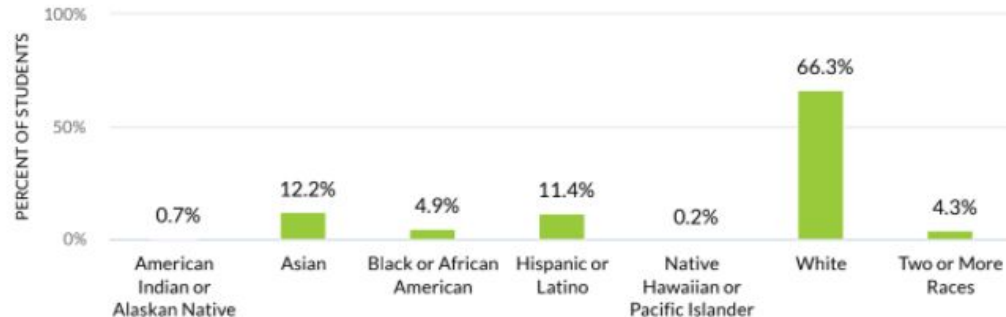
Knowing a school's or district's **EcD population** helps to understand the calculated **priority weights**.

PRIORITY AREA WEIGHTS



Student Groups

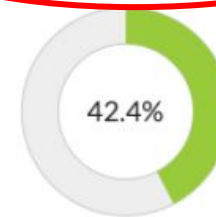
As EcD % $\uparrow$, Growth Weight % $\uparrow$ and Achievement Weight % $\downarrow$.



STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS

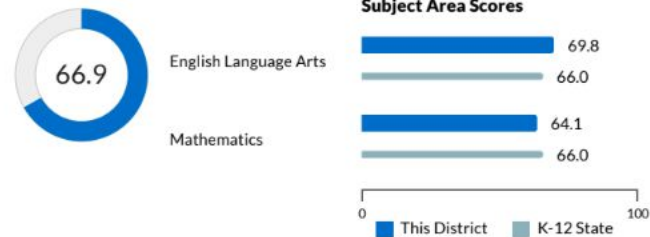


Student Achievement

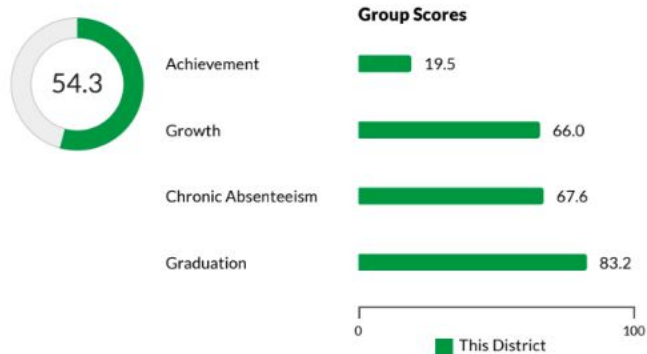
(Based on 3 years of data)



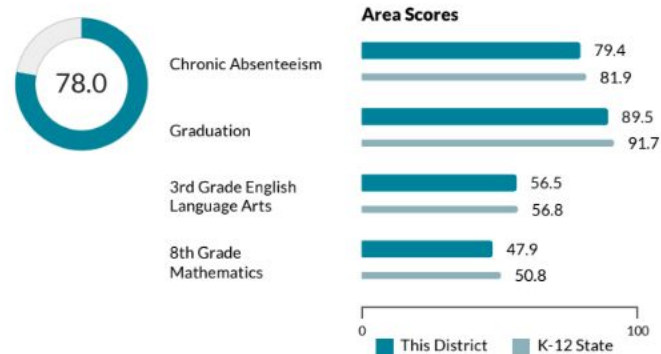
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION





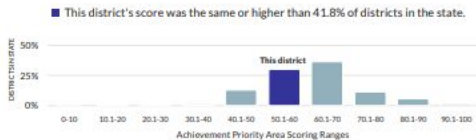
ACHIEVEMENT

This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: 60.8
Mathematics Score: 57.4



Student Group Achievement, 2022-23 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

ENGLISH LANGUAGE ARTS



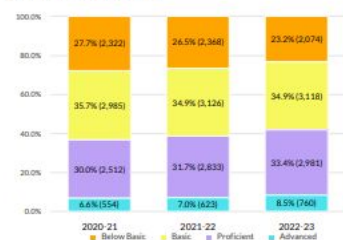
MATHEMATICS



Performance Levels by Year

These graphs show district-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS



Student Achievement

(p 3)

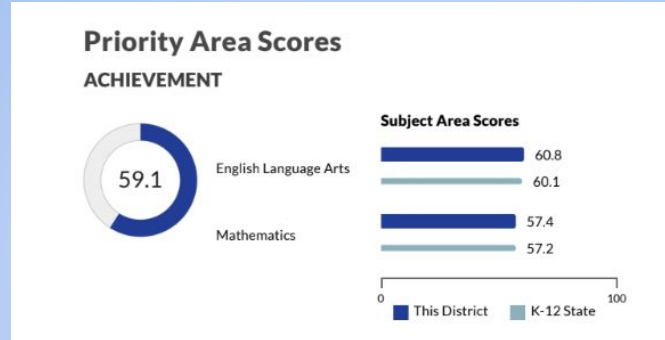
- Reminder: Achievement is based on up to three years of data (weighted more for more recent years):

- 2022-23 (1.5 weight)
- 2021-22 (1.25 weight)
- 2020-21 (1.0 weight)

The values that go into each year's weight depend upon how many years of data are available that meet our cell size (minimum number of students with data) of 20:

- Three years available: "Year weights" are 1.5 for the current year, 1.25 for the prior year, and 1 for the year before that; the number of students tested is averaged across all three years.
- Two years available: "Year weights" are 1.5 for the current year and 1 for the prior year; the number of students tested is averaged across only the current and prior years.
- One year available: No score. A minimum of two years available data are required to calculate a Student Achievement score.

AASD Student Achievement Score



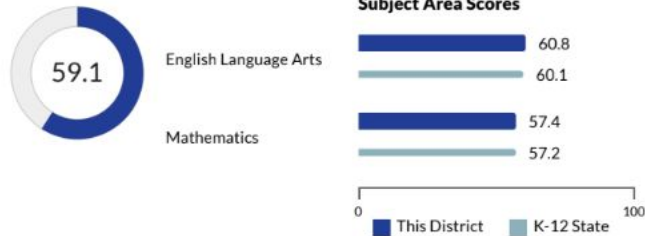
	2020-2021		2021-2022		2022-2023	
SCORE	District	State	District	State	District	State
Overall	59.7/100	60.4/100	58.5/100	58.7/100	59.1/100	58.7/100
ELA	59.9/100	61.4/100	59.3/100	59.6/100	60.8/100	60.1/100
Math	59.4/100	59.4/100	57.6/100	57.7/100	57.4/100	57.2/100

Student Growth

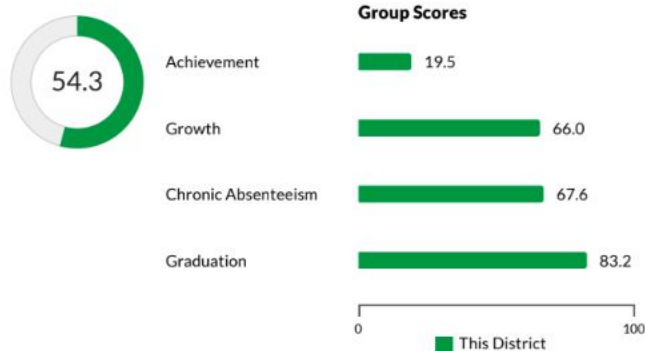
(Based on 2 years of *consecutive* data)

Priority Area Scores

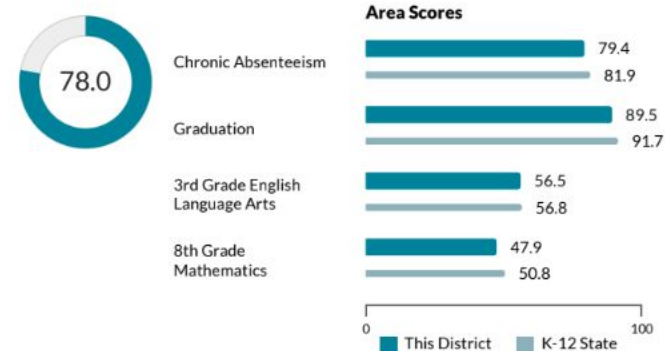
ACHIEVEMENT



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

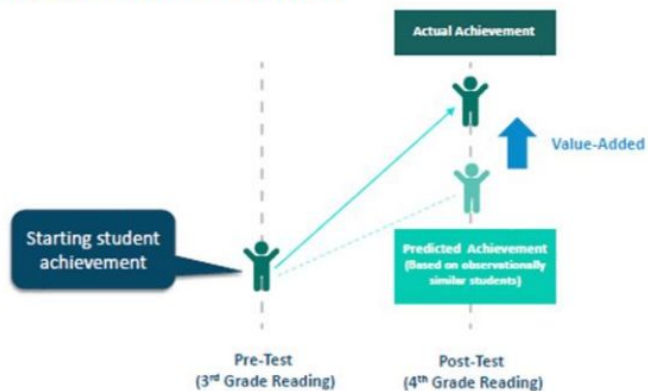


Growth - Value-Added

(page 5 - district)

Value-Added: A Visual Representation

Value-Added = Actual - Predicted



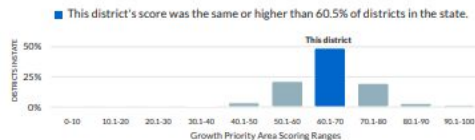
GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score



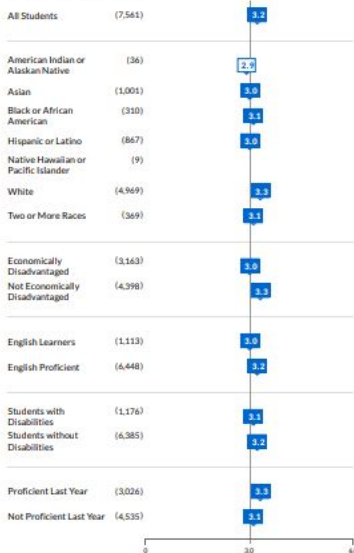
English Language Arts Score: 69.8
Mathematics Score: 64.1



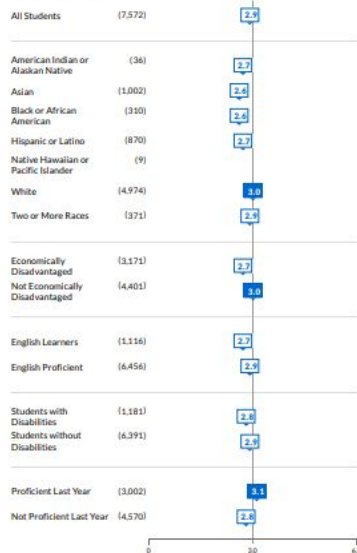
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS





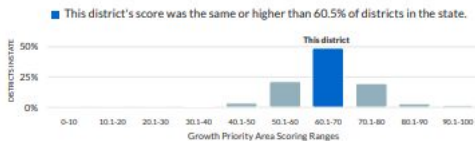
GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score



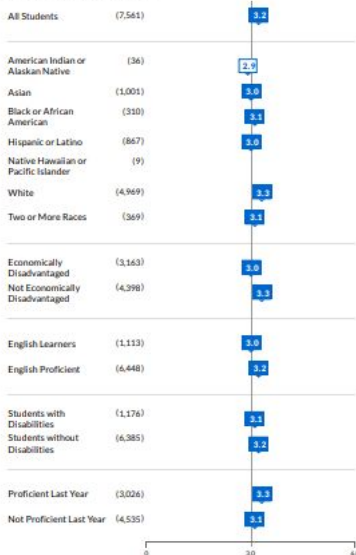
English Language Arts Score: 69.8
Mathematics Score: 64.1



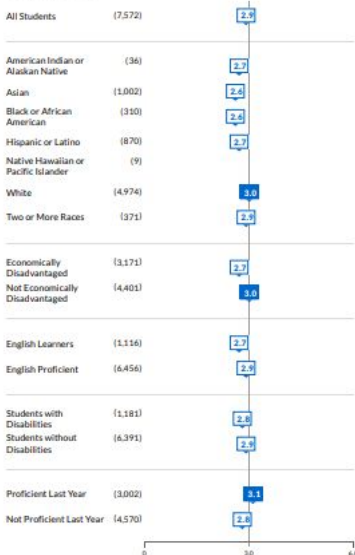
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS



Student Growth

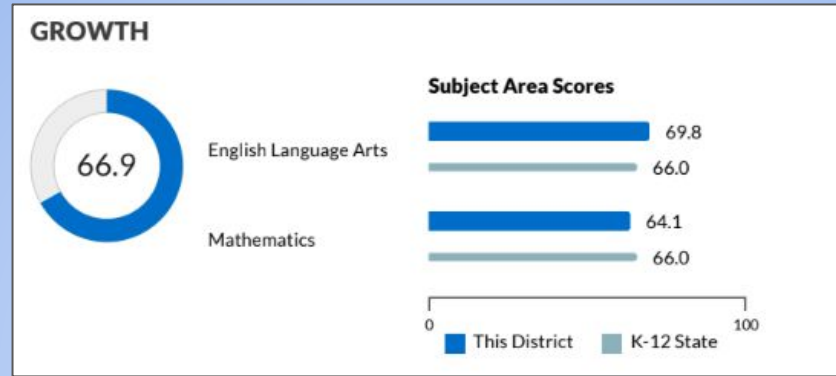
(page 4 site/page 5 - district)

- For Math & ELA only
- Achievement scores from 2021-22 and 2022-23 State assessments (no DLM)
- Demographic control variables from WISEdata Spring Demographic Snapshot. Includes FAY tested students only.
- A value of **less than 3** means we are **NOT** moving this student group forward.

Questions to Consider:

- What trends do you observe *within each subgroup* for Math and ELA?
- Is your site CSIP scorecard addressing these results? How?

AASD Growth Score



	2020-2021		2021-2022		2022-2023	
SCORE	District	State	District	State	District	State
Overall	73.6/100	66/100	69.8/100	66/100	66.9/100	66/100
ELA	79.3/100	66/100	73.6/100	66/100	69.8/100	66/100
Math	67.9/100	66/100	66.6/100	66/100	64.1/100	66/100

Target Group Outcomes

Priority Area Scores

ACHIEVEMENT



English Language Arts

Mathematics

Subject Area Scores

English Language Arts 60.8

60.1

Mathematics 57.4

57.2



GROWTH



English Language Arts

Mathematics

Subject Area Scores

English Language Arts 69.8

66.0

Mathematics 64.1

66.0



TARGET GROUP OUTCOMES



Achievement

Growth

Chronic Absenteeism

Graduation

Group Scores

Achievement 19.5

Growth 66.0

Chronic Absenteeism 67.6

Graduation 83.2



ON-TRACK TO GRADUATION



Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

Chronic Absenteeism 79.4

81.9

Graduation 89.5

91.7

3rd Grade English Language Arts 56.5

56.8

8th Grade Mathematics 47.9

50.8



HOW THE TARGET GROUP IS **CREATED** EACH YEAR

① Look at:

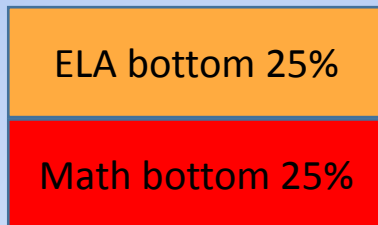
Prior year's WI
Forward and ACT
Aspire results



(FAY does NOT apply here)

②

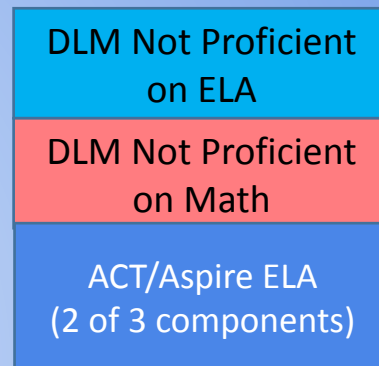
Calculate



Some students make be in the bottom 25%
of both ELA and Math but will be only
placed into the lower of the two.

③

Add



Students who will be a part of
this year's Target Group

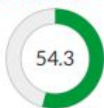
The **2022-23** Target Groups were **created by the 2021-22 achievement data.**



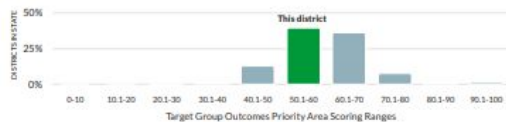
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores – the Target Group. It is designed to promote equity by helping districts focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

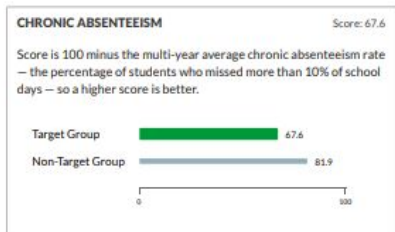
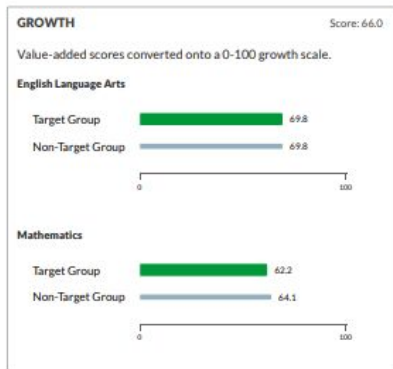
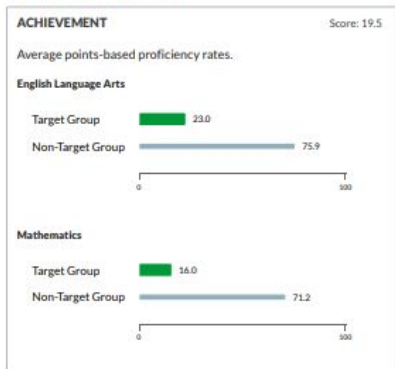
Priority Area Score



■ This district's score was the same or higher than 28.0% of districts in the state.



Component Scores



Target Group Outcomes

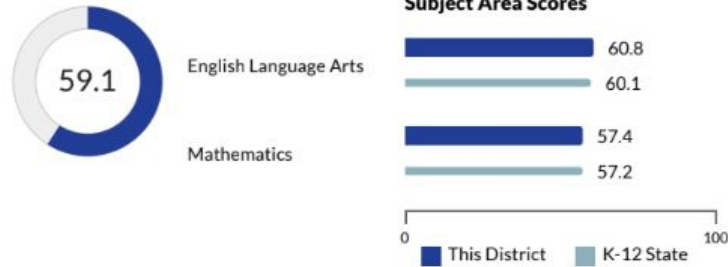
(page 5- site/page 6 - district)

- Based on up to three years of most recent information for:
 - **Achievement scores**
(WI Forward/ACT Aspire/Pre-ACT/ACT)
 - **Growth scores**
 - **% regularly attending/not chronically absent**
 - **Attendance/Grad rate**
- All target group scores displayed in comparison with non-target group students in school/district

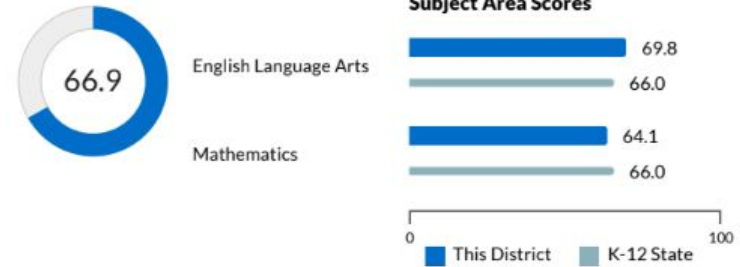
On-Track to Graduation

Priority Area Scores

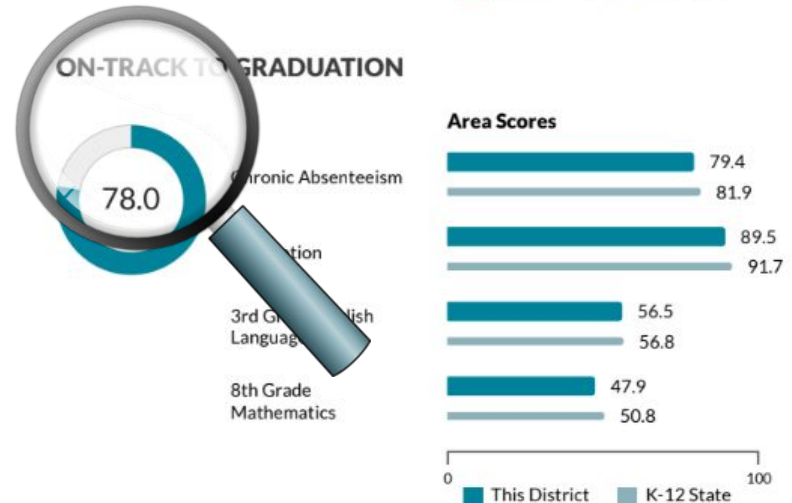
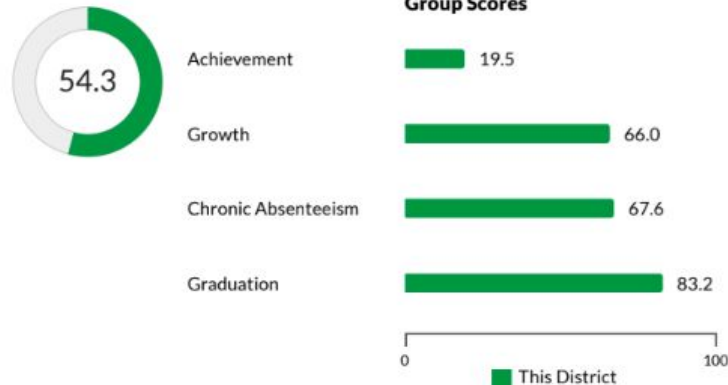
ACHIEVEMENT



GROWTH



TARGET GROUP OUTCOMES

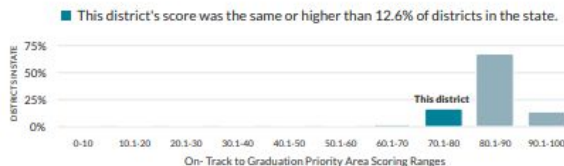
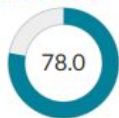




ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score



Component Scores

CHRONIC ABSENTEEISM

Score: 79.4

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



GRADUATION

Score: 89.5

Average of 2021-22's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 56.5

Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 47.9

Multi-year average points-based proficiency rates.



On-Track to Graduation

(p. 6 - site/p. 7 - district)

Three Components:

1. **Chronic Absenteeism**
2. **Graduation Rate or Attendance Rate**
3. **3rd-Grade ELA & 8th-Grade Mathematics**

- Distribution across state
- Component scores with trend statements and state comparisons

On-Track to Graduation

(p. 6 - site/p. 7 - district)

	Graduation	Attendance	Chronic Absenteeism
2021-22	One year	One year	Up to three years
2020-21			
2019-20			

Graduation and Attendance: lagged data due to when this data is available

3rd Grade ELA and 8th Grade Math: see achievement table on the achievement slide

Three Components:

1. **Chronic Absenteeism**
2. **Graduation Rate or Attendance Rate**
3. **3rd-Grade ELA & 8th-Grade Mathematics**

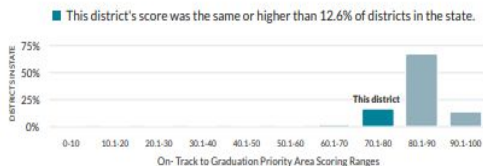
- Distribution across state
- Component scores with trend statements and state comparisons



ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

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Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 47.9

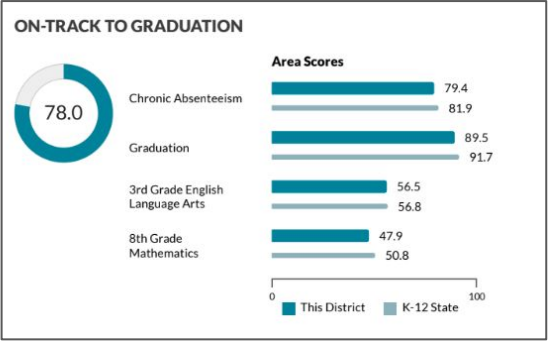
Multi-year average points-based proficiency rates.



On-Track to Graduation

(p. 7 - site/p. 8 - district)

- **Chronic Absenteeism**
 - students who are enrolled for at least 90 days during the school are included.Enrollment need not be continuous to meet the 90-day threshold.
 - absent for 10% or more of school days
- **Graduation or Attendance**
 - based on a single year of data



	2020-2021		2021-2022		2022-2023	
SCORE	District	State	District	State	District	State
Overall	83.9/100	82.9/100	80.8/100	81.8/100	78.0/100	80.2/100
3rd Grade ELA (10% weight)	54.6/100	59.9/100	54.4/100	57.0/100	56.5/100	56.8/100
8th Grade Math (10% weight)	55.8/100	55.3/100	50.2/100	52.5/100	47.9/100	50.8/100
Chronic Absenteeism (40% weight)	92.3/100 (lagging year data)	87.0/100	86.4/100 (lagging year data)	85.7/100	79.4/100 (lagging year data)	81.9/100
Graduation Rate (40% weight)	89.9/100 (lagging year data)	91.5/100	89.5/100 (lagging year data)	91.2/100	89.5/100 (lagging year data)	91.7/100

Efforts to Close Test Score/Opportunity Gaps within the AASD



Focused Efforts

Students with Disabilities:

Elementary - Footprints (ELA), Bridges (Math)

Middle - Standards-based course development alignment with regular education;
Delivery Model based on skills, Unique Curriculum for 1%, Integrated PLCs

HS - Standards-based course development alignment with regular education;
Delivery Model based on skills, Unique Curriculum for 1%, Integrated PLCs

English Learners:

EL Program Evaluation:

- Increase in EL FTE to lower student-to-teacher ratio
- PD on WIDA English Language Development Standards
- Districtwide SIOP training
- EL Supports within Universal Instruction
- Targeted school counselor for Newcomers
- Newcomer Social Worker

Focused Efforts

ELA:

Elementary - Completed program evaluation, implementing field testing (explicit and systematic instruction in phonics), focused PD on shifting instructional practices from balanced literacy to instruction based on the Science of Reading.

Middle/High School - Implementation of high-leverage instructional practices (interactive read alouds, vocabulary, collaborative strategic reading)

Mathematics:

Elementary - Selected Illustrative Mathematics (IM) as universal instructional materials to better support best practices in mathematics instruction (anticipated implementation is 2024-25).

Middle/High School - Implemented new universal instructional materials (IM for 6-8) and enVision Math (9-12)

Focused Efforts

Graduation Rates/Gaps:

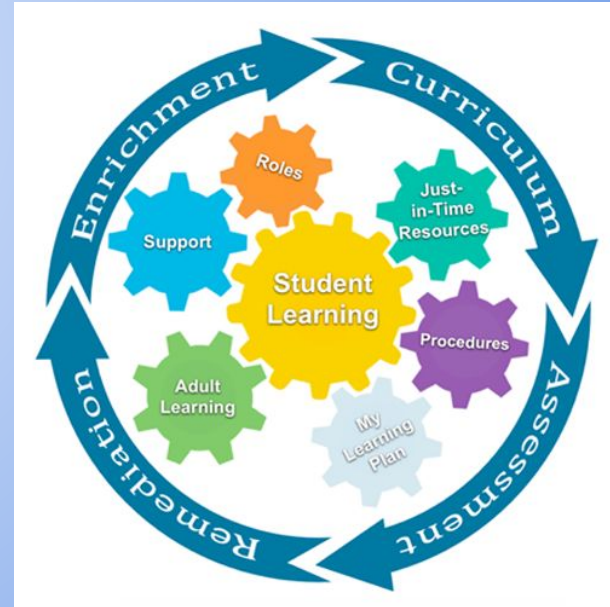
- ❖ Alternative Ed. Programming
- ❖ STAR Program
- ❖ Cultural Advisors
- ❖ Credit Recovery Teachers
- ❖ Focus at Early Grade Levels on ELA, Attendance, and Sense of Belonging



Focused Efforts

Universal Instruction:

- ❖ Reduction in K-2 class sizes at non-AGR schools
- ❖ 7-12 Standards Based Course Development
- ❖ Teacher Clarity
- ❖ Instructional Response to Behavior
- ❖ Culturally Responsive Instruction
- ❖ Plan Do Study Act (PDSA) Process
- ❖ High-functioning PLCs



ESSER Funds

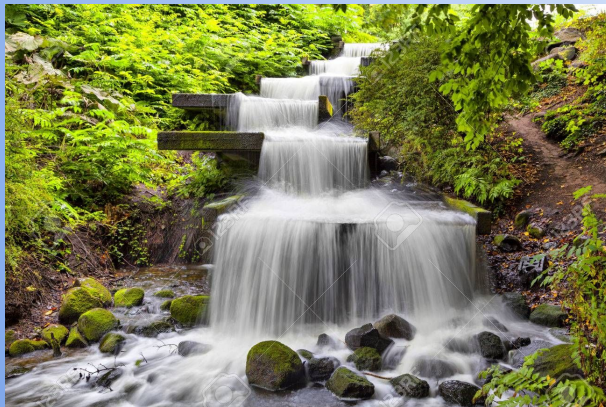
We have allocated dollars from ESSER funding for:

- ❖ STAR Coordinators
- ❖ MS & HS Instructional Coaches
- ❖ MS Math & Reading Interventionist
- ❖ Cultural Advisors
- ❖ Hmong/Hispanic/African/Black Community Coordinators
- ❖ Dedicated Subs

ESSER Funds
Elementary and Secondary
School Emergency Relief

Pillars 1 & 2 of AASD Scorecard

APPLETON AREA SCHOOL DISTRICT Appleton Area School District 2023-24 Scorecard 2022-23 District Scorecard PDSA for 2023-24 District Scorecard Site Scorecards: Link to AASD 4K/Elementary Scorecards - 2023-24 Link to AASD Middle School Scorecards - 2023-24 Link to AASD High School Scorecards - 2023-24 Link to 2023-24 Department Scorecards				
Pillar	Inclusive & Engaging Culture To Support Teaching and Learning	Student Success	Family & Community Partnerships	Resources & Operational Excellence
Descriptor	Ensure a safe, healthy and welcoming school environment for ALL .	Ensure every student is academically, socially, and emotionally successful and graduates ready for college, career, and their community.	Create and maintain strong family, community, and business partnerships to accelerate our collective impact on student success.	Align resources and operations directly to District priorities that ensure the success of all students with maximum efficiency and excellence.



District



Departments/Sites



Classrooms

Learning Intentions

- ❖ We will increase our understanding of the metrics used for the updated state report card.



Success Criteria

- ❖ We will be able to make meaning of our state report results and identify key areas for focus along with promising practices.



Board Member Questions





OVERVIEW

District Details

Grades : K4-12

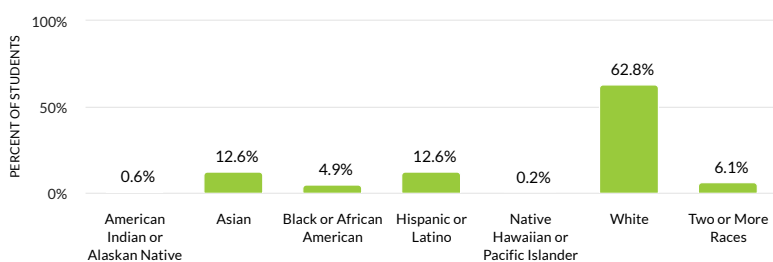
Enrollment : 14,552

Percent open enrollment : 8.3%

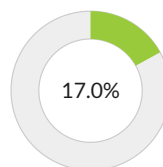
The Appleton Area School District serves over 15,000 students in fifteen elementary schools, four middle schools, three high schools, thirteen Charter schools, and one magnet school. Working together, students, families, staff, and community will ensure that each graduate is academically, socially, and emotionally prepared for success in life. Every Student, Every Day.

The statement above is provided by the district. It is not an evaluation by the Wisconsin DPI.

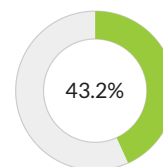
Student Groups



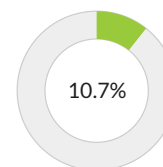
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card. Also, see <https://dpi.wi.gov/accountability/resources>.

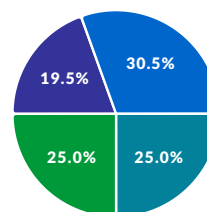
Overall Score

65.0

Meets Expectations



PRIORITY AREA WEIGHTS



ACHIEVEMENT

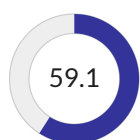
GROWTH

TARGET GROUP OUTCOMES

ON-TRACK TO GRADUATION

Priority Area Scores

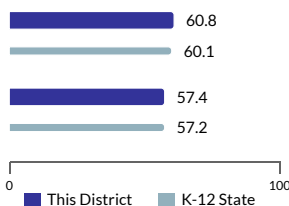
ACHIEVEMENT



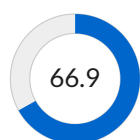
English Language Arts

Mathematics

Subject Area Scores



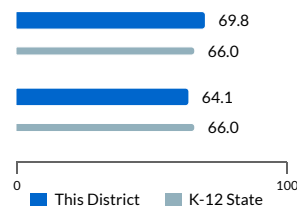
GROWTH



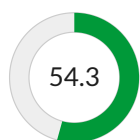
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



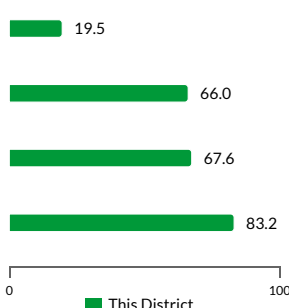
Achievement

Growth

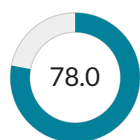
Chronic Absenteeism

Graduation

Group Scores



ON-TRACK TO GRADUATION



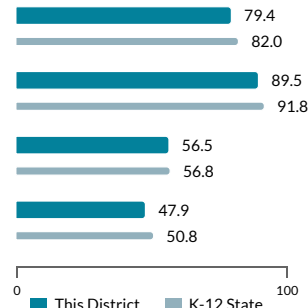
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores





DISTRICT SCHOOLS ACCOUNTABILITY SUMMARY

This page summarizes outcomes for schools in this district. It is for information only. School report card scores do not factor into district scores. Instead, to determine the district's scores and rating, all students in the district, including those in alternate accountability schools, are treated as one district-wide student body.

This district contains one or more virtual charter schools with at least 50% open enrollment as indicated in Wis. Stat. 115.385(1g)(d). As a result, the following schools are excluded from this district report card: Wisconsin Connections Academy.

This district contains one or more schools reported as detention facilities as indicated in Wis. Stat. 115.385(1g)(f) with at least 50% of students enrolled for less than an entire school term. As a result, the following schools are excluded from this district report card: Appleton Cooperative Educational Center.

Distribution of Schools by Rating

This table lists the number and percentage of schools in each of the five rating categories as determined by the schools' overall scores.

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	4	11.8%
Exceeds Expectations	12	35.3%
Meets Expectations	12	35.3%
Meets Few Expectations	3	8.8%
Fails to Meet Expectations	2	5.9%

Alternate Accountability Schools

Schools that are new, small, or do not have grades in which state tests are taken lack the data needed to receive an overall score and rating. Instead, these schools participate in an alternate accountability process and receive one of two ratings based upon results of a district-supervised self-evaluation. Alternate accountability ratings for schools in this district are summarized below.

Alternate Accountability Rating Category	Number of Schools	Percent of Schools
Satisfactory Progress	1	2.9%
Needs Improvement	0	0.0%

School Score Summary

This table does not include alternate accountability schools.

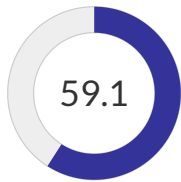
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	39.2	70.2	96.4	100.0
Achievement	39.7	61.8	100.0	100.0
Growth	27.1	70.0	97.4	100.0
Target Group Outcomes	24.8	62.0	100.0	100.0
On-Track to Graduation	69.8	81.9	95.6	100.0



ACHIEVEMENT

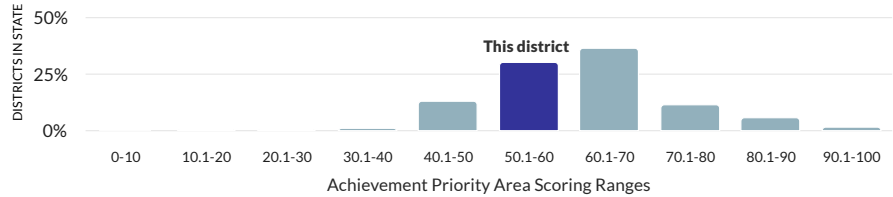
This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: 60.8
Mathematics Score: 57.4

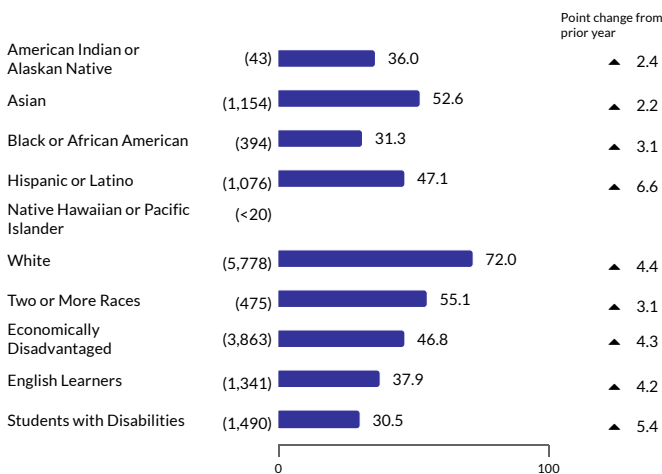
■ This district's score was the same or higher than 41.8% of districts in the state.



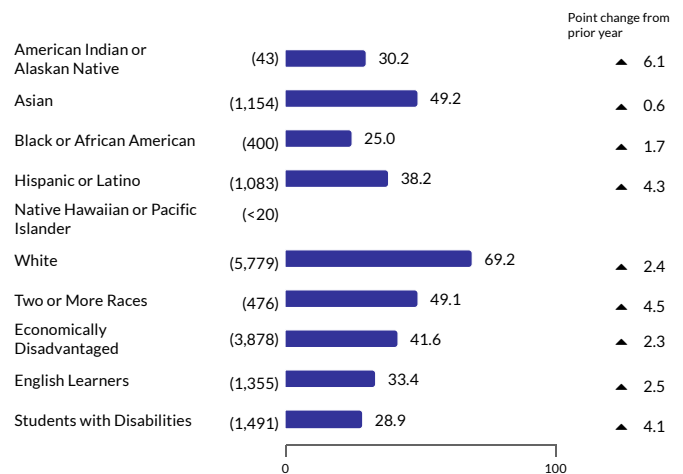
Student Group Achievement, 2022-23 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

ENGLISH LANGUAGE ARTS



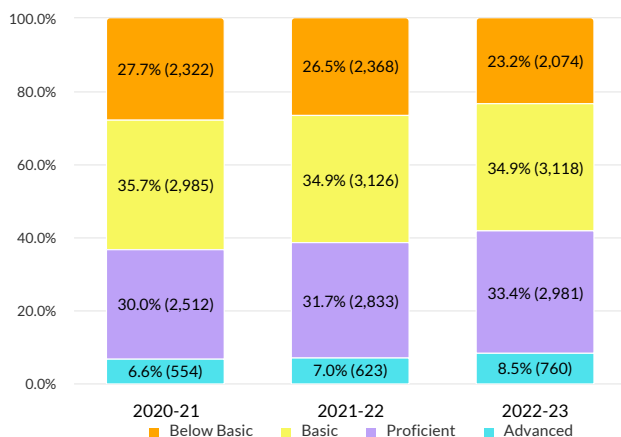
MATHEMATICS



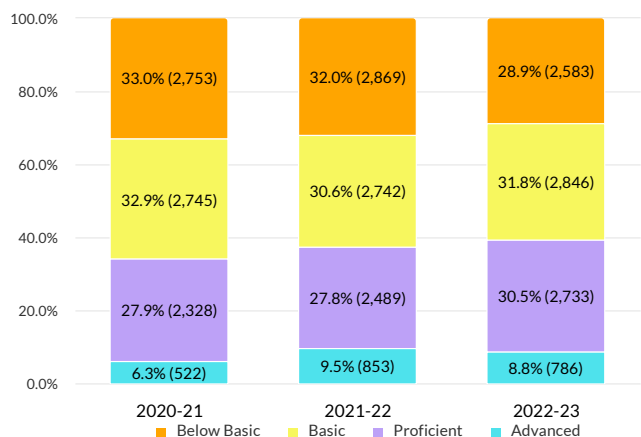
Performance Levels by Year

These graphs show district-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2022-23

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: American Indian or Alaskan Native
97.0%	93.0%

MATHEMATICS

All students	Lowest-participating group: American Indian or Alaskan Native
97.0%	93.0%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	493,112	6.9%	31.5%	35.2%	26.5%	541,214	7.1%	30.8%	33.9%	28.2%	542,514	8.5%	31.9%	34.5%	25.1%
All Students	8,373	6.6%	30.0%	35.7%	27.7%	8,950	7.0%	31.7%	34.9%	26.5%	8,933	8.5%	33.4%	34.9%	23.2%
American Indian or Alaskan Native	43	0.0%	11.6%	37.2%	51.2%	58	3.4%	10.3%	36.2%	50.0%	43	0.0%	23.3%	25.6%	51.2%
Asian	986	4.2%	18.3%	40.0%	37.6%	1,140	3.7%	23.1%	43.5%	29.7%	1,154	4.4%	24.5%	42.9%	28.2%
Black or African American	360	1.1%	11.4%	34.2%	53.3%	374	1.3%	12.8%	26.7%	59.1%	394	1.5%	13.5%	31.2%	53.8%
Hispanic or Latino	940	2.3%	17.9%	36.3%	43.5%	1,051	2.7%	18.3%	36.5%	42.5%	1,076	4.0%	21.0%	40.2%	34.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	5,729	8.3%	35.6%	34.8%	21.3%	5,905	9.0%	37.3%	33.6%	20.1%	5,778	11.0%	39.2%	32.6%	17.2%
Two or More Races	307	3.9%	24.8%	37.1%	34.2%	410	3.9%	29.3%	33.7%	33.2%	475	5.5%	29.3%	35.2%	30.1%
Economically Disadvantaged	3,286	2.3%	18.3%	37.5%	41.9%	3,871	2.4%	20.3%	37.1%	40.2%	3,863	3.1%	23.2%	38.0%	35.7%
English Learners	1,102	0.7%	9.3%	36.3%	53.7%	1,303	0.8%	13.0%	39.0%	47.2%	1,341	1.1%	14.7%	43.0%	41.2%
Students with Disabilities	1,385	0.9%	8.6%	26.1%	64.4%	1,481	1.4%	10.3%	25.3%	62.9%	1,490	1.9%	12.7%	30.0%	55.4%

MATHEMATICS

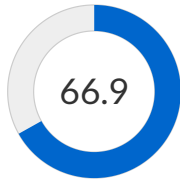
	2020-21					2021-22					2022-23				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	492,997	7.0%	29.4%	31.6%	32.0%	542,322	9.3%	28.2%	29.1%	33.3%	543,999	9.4%	29.1%	30.5%	31.0%
All Students	8,348	6.3%	27.9%	32.9%	33.0%	8,953	9.5%	27.8%	30.6%	32.0%	8,948	8.8%	30.5%	31.8%	28.9%
American Indian or Alaskan Native	43	0.0%	14.0%	37.2%	48.8%	58	1.7%	6.9%	29.3%	62.1%	43	2.3%	11.6%	30.2%	55.8%
Asian	986	4.3%	17.2%	32.7%	45.8%	1,140	6.1%	22.6%	33.5%	37.7%	1,154	5.5%	23.8%	34.1%	36.5%
Black or African American	355	0.3%	9.3%	24.8%	65.6%	376	1.3%	11.7%	19.1%	67.8%	400	1.3%	11.0%	24.3%	63.5%
Hispanic or Latino	940	1.9%	13.1%	31.6%	53.4%	1,060	3.1%	13.8%	30.8%	52.3%	1,083	2.3%	16.9%	35.7%	45.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	5,710	7.8%	33.9%	33.7%	24.6%	5,897	12.3%	33.0%	30.6%	24.1%	5,779	11.5%	36.5%	30.8%	21.1%
Two or More Races	307	4.6%	20.5%	32.2%	42.7%	410	4.4%	21.2%	33.7%	40.7%	476	5.3%	23.3%	35.7%	35.7%
Economically Disadvantaged	3,271	1.7%	16.8%	32.4%	49.0%	3,875	3.4%	18.6%	31.1%	46.9%	3,878	3.2%	19.8%	33.8%	43.1%
English Learners	1,098	0.7%	8.6%	28.2%	62.5%	1,313	2.2%	12.4%	30.3%	55.1%	1,355	1.5%	14.1%	34.1%	50.3%
Students with Disabilities	1,381	1.5%	9.6%	20.4%	68.4%	1,478	2.8%	10.3%	20.4%	66.4%	1,491	3.2%	12.1%	24.1%	60.6%



GROWTH

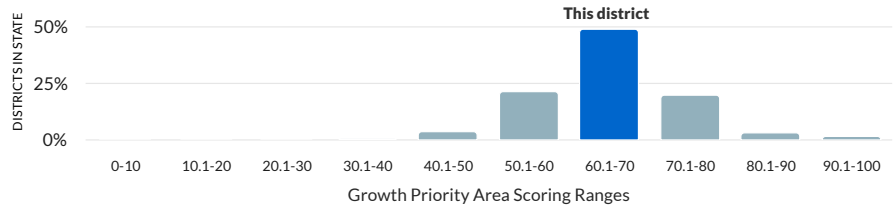
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score



English Language Arts Score: 69.8
Mathematics Score: 64.1

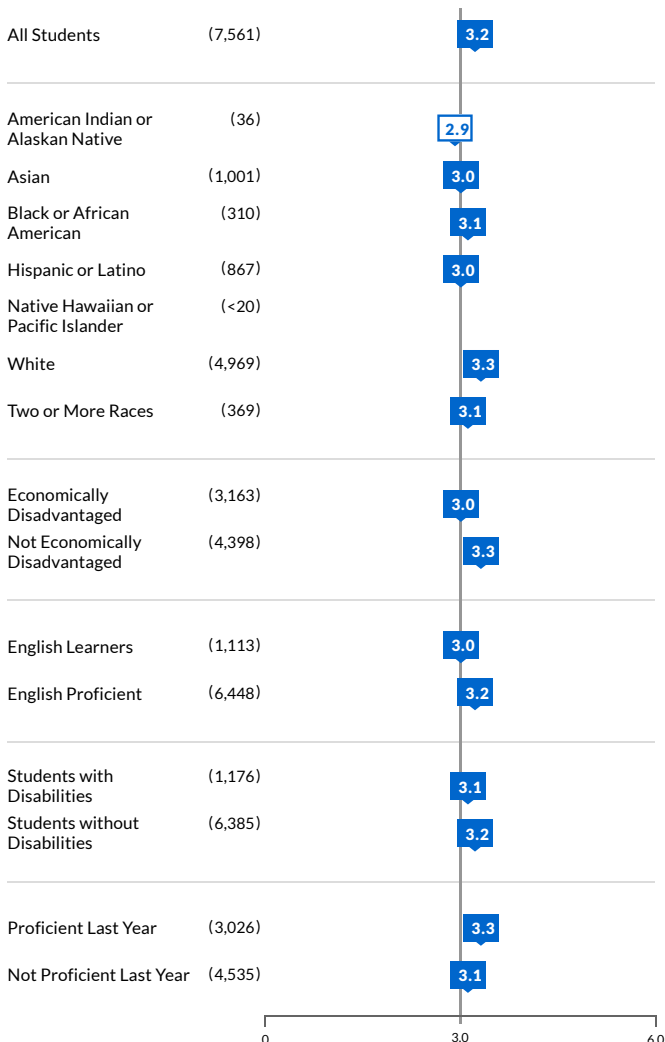
■ This district's score was the same or higher than 60.5% of districts in the state.



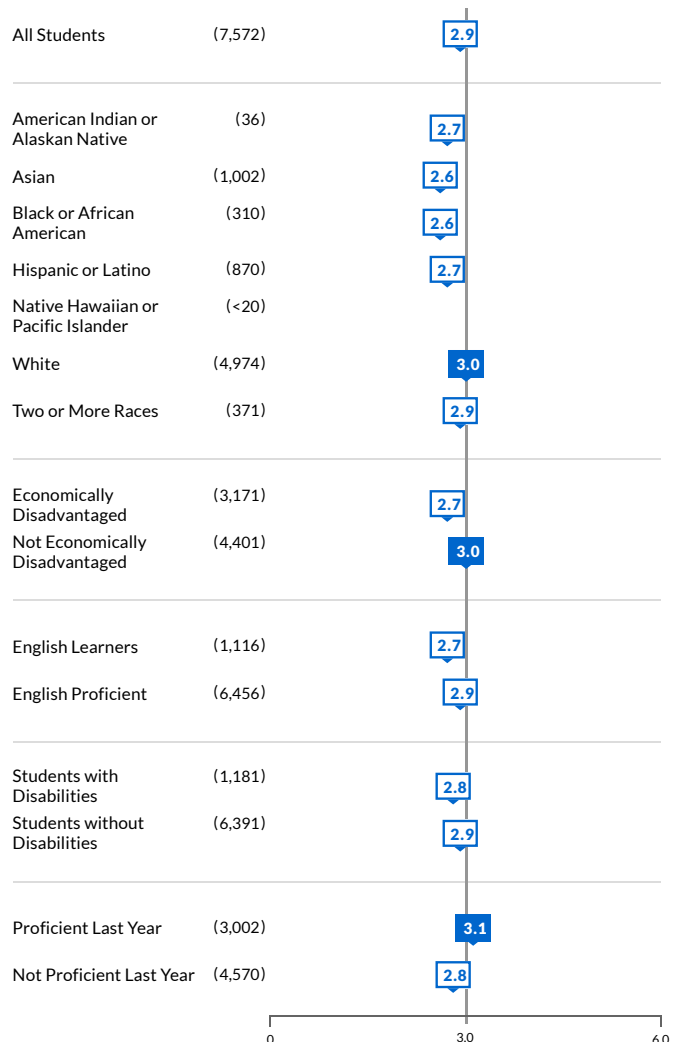
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

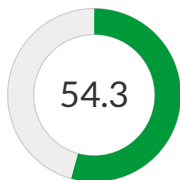




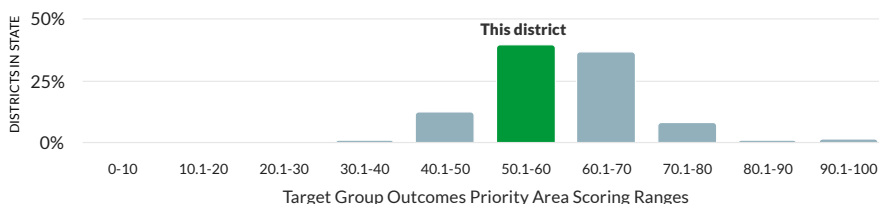
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping districts focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score



■ This district's score was the same or higher than 27.2% of districts in the state.



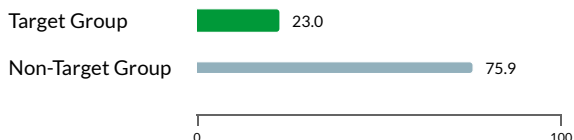
Component Scores

ACHIEVEMENT

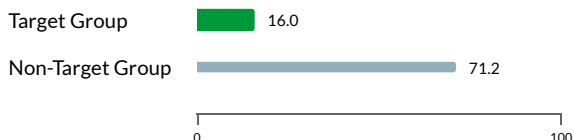
Score: 19.5

Average points-based proficiency rates.

English Language Arts



Mathematics

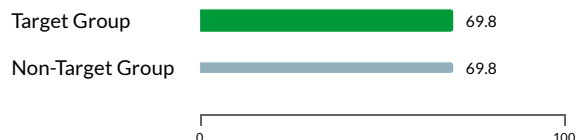


GROWTH

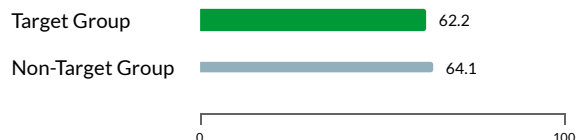
Score: 66.0

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

English Language Arts



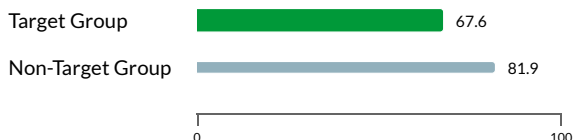
Mathematics



CHRONIC ABSENTEEISM

Score: 67.6

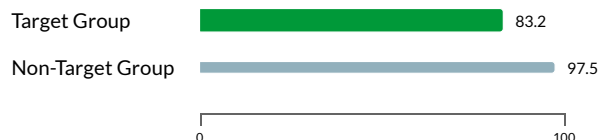
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 83.2

Average of 2021-22's 4- and 7-year cohort rates.

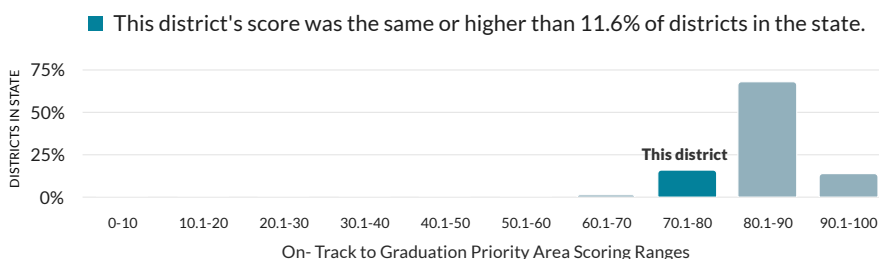
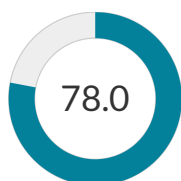




ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score

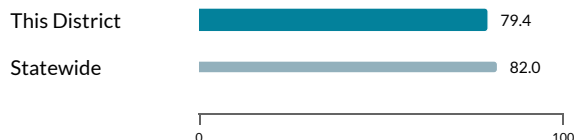


Component Scores

CHRONIC ABSENTEEISM

Score: 79.4

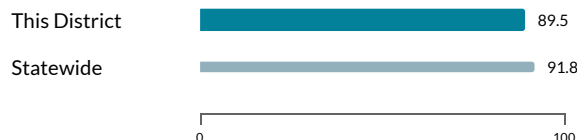
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 89.5

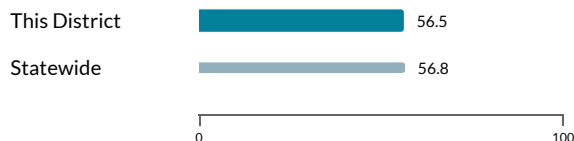
Average of 2021-22's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 56.5

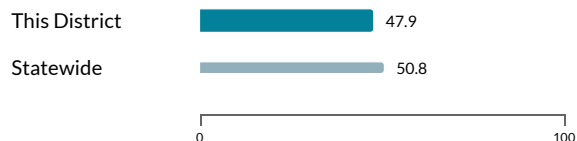
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 47.9

Multi-year average points-based proficiency rates.





ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2019-20		2020-21		2021-22	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	826,704	13.1%	808,646	16.2%	810,969	22.8%
All Students	14,234	8.8%	13,313	22.4%	13,506	27.3%
American Indian or Alaskan Native	88	25.0%	86	50.0%	89	58.4%
Asian	1,697	6.1%	1,676	21.5%	1,687	22.0%
Black or African American	662	19.6%	657	48.4%	606	45.5%
Hispanic or Latino	1,597	13.0%	1,560	32.8%	1,636	40.5%
Native Hawaiian or Pacific Islander	20	15.0%	23	60.9%	25	48.0%
White	9,607	7.4%	8,731	17.7%	8,741	23.2%
Two or More Races	563	13.7%	580	31.4%	722	39.5%
Economically Disadvantaged	5,625	14.4%	5,674	32.5%	6,083	38.4%
English Learners	1,801	7.7%	1,787	27.5%	1,867	28.8%
Students with Disabilities	2,316	16.3%	2,267	31.8%	2,288	38.6%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2021-22. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: K-12 State	68,258	61,659	90.3%	67,558	63,096	93.4%
All Students	1,164	1,011	86.9%	1,147	1,058	92.2%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	123	112	91.1%	128	123	96.1%
Black or African American	46	32	69.6%	65	55	84.6%
Hispanic or Latino	126	95	75.4%	116	97	83.6%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	836	749	89.6%	815	767	94.1%
Two or More Races	25	16	64.0%	<20	*	*
Economically Disadvantaged	428	318	74.3%	376	322	85.6%
English Learners	87	62	71.3%	106	87	82.1%
Students with Disabilities	163	98	60.1%	123	99	80.5%



POSTSECONDARY PREPARATION, 2021-22

Section 115.385 (1)(d)1-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
District	State	District	State	District	State	District	State
15.9%	20.1%	31.9%	23.2%	1.3%	3.9%	2.9%	8.5%
712 students successfully completed at least one Advanced Placement or International Baccalaureate course.		1,428 students successfully completed at least one dual enrollment course.		59 students earned at least one industry-recognized credential.		131 students participated in a work-based learning program.	

Student Group Participation

This table compares the percentages of students in the district participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	34	2,750	2.9%	6.2%	23.5%	14.2%	0.0%	1.5%	0.0%	8.9%
Asian	520	10,138	12.3%	31.6%	28.8%	22.2%	1.3%	3.4%	3.3%	5.7%
Black or African American	228	25,007	3.9%	12.9%	20.2%	7.6%	0.0%	1.0%	2.2%	2.2%
Hispanic or Latino	518	35,817	8.5%	16.1%	24.7%	16.0%	0.2%	3.0%	1.5%	5.1%
Native Hawaiian or Pacific Islander	<20	202	*	20.3%	*	22.3%	*	2.5%	*	9.9%
White	3,032	182,130	19.2%	21.6%	35.1%	27.2%	1.6%	4.7%	3.2%	10.4%
Two or More Races	137	10,657	8.0%	17.7%	22.6%	17.8%	0.7%	2.6%	2.2%	6.1%
Economically Disadvantaged	1,786	102,069	5.4%	11.2%	23.8%	16.1%	0.7%	2.5%	2.0%	7.0%
English Learners	509	16,932	2.2%	11.4%	17.7%	13.8%	0.2%	2.1%	0.8%	4.1%
Students with Disabilities	703	34,245	0.1%	3.8%	17.2%	12.5%	0.7%	2.0%	2.1%	7.2%



ARTS COURSE INFORMATION, 2021-22

Section 115.385 (1)(d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
District	State	District	State	District	State	District	State
26.8%	27.2%	2.4%	0.4%	23.8%	19.1%	3.6%	1.8%
1,199 students successfully completed at least one art & design course.		107 students successfully completed at least one dance course.		1,063 students successfully completed at least one music course.		163 students successfully completed at least one theater course.	

Student Group Participation

This table compares the percentages of students in the district completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	34	2,750	35.3%	30.3%	0.0%	0.0%	14.7%	14.5%	0.0%	1.0%
Asian	520	10,138	31.2%	28.4%	0.8%	0.4%	29.2%	19.5%	1.9%	1.3%
Black or African American	228	25,007	30.3%	25.3%	0.9%	0.5%	10.5%	11.7%	2.6%	2.5%
Hispanic or Latino	518	35,817	29.3%	27.1%	0.8%	0.4%	15.4%	13.0%	2.3%	1.8%
Native Hawaiian or Pacific Islander	<20	202	*	28.2%	*	0.0%	*	23.3%	*	1.5%
White	3,032	182,130	25.3%	27.3%	3.1%	0.4%	25.8%	21.5%	4.2%	1.7%
Two or More Races	137	10,657	26.3%	28.2%	2.2%	0.6%	11.7%	17.7%	5.1%	2.2%
Economically Disadvantaged	1,786	102,069	29.1%	27.6%	1.4%	0.4%	17.6%	15.1%	2.9%	1.8%
English Learners	509	16,932	32.8%	29.3%	0.0%	0.5%	18.3%	11.7%	1.2%	1.7%
Students with Disabilities	703	34,245	23.8%	28.6%	0.6%	0.4%	11.4%	14.3%	1.7%	2.0%

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Madison, WI 53703
dpi.wi.gov



November 2023

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