



**Wednesday, November 16, 2022
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 Clara Kopplinger, at kopplingerclar@asd.k12.wi.us or (920) 832-6126, at least 24-hours in advance of the meeting.

1. Meeting Opening

Subject	A. Roll Call
Meeting	Nov 16, 2022 - 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 - Baseline Year: 2.1.5 Health and Human Performance Results - for Information/Discussion
Meeting	Nov 16, 2022 - 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
[R-2.1.5 Health & Human Performance - Monitor Report.pdf \(497 KB\)](#)

Subject	B. Results Monitoring - Baseline Year: 2.1.6 Fine Arts - for Information/Discussion
----------------	--

Meeting	Nov 16, 2022 - 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
[R-2.1.6 Fine Arts - Monitor Report.pdf \(490 KB\)](#)

Subject	C. Results Monitoring - Baseline Year: 2.1.7 World Languages - for Information/Discussion
----------------	--

Meeting	Nov 16, 2022 - 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
[R-2.1.7 World Languages - Monitor Report.pdf \(491 KB\)](#)

Subject	D. Results Monitoring Format - for Discussion
----------------	--

Meeting	Nov 16, 2022 - 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 - 2022-23 Monitor Report - NEW EDITION.pdf \(1,368 KB\)](#)

3. Potential Development of a New Charter School (OE-11.1: Assure that instructional programs are culturally responsive and accommodate the different needs, abilities, interests and personal goals of individual students.)

Subject	A. Hmong American Immersion School (HAIS) - for Information/Discussion
----------------	---

Meeting	Nov 16, 2022 - Board of Education Work Session
Category	3. Potential Development of a New Charter School (OE-11.1: Assure that instructional programs are culturally responsive and accommodate the different needs, abilities, interests and personal goals of individual students.)
Type	Discussion, Information

Assistant Superintendent Matt Zimmerman, along with Al Brandt, Thai Xiong, Pa Lee Moua, and MaiKou Heu, will present information on a proposal for a potential new charter school.

File Attachments

[AASD & Charter Schools.pdf \(2,722 KB\)](#)

4. Adjourn

Subject	A. Adjournment of Work Session
Meeting	Nov 16, 2022 - 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-2.1.5 Health & Human Performance**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy R-2.1.5 Health & Human Performance, the Superintendent certifies that the information is accurate and complete and that the District is:

☐ **Making Reasonable Progress**

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

☐ **Failing to make Reasonable Progress**

☒ **In the Baseline Year** (the report will not be used in the superintendent's evaluation)

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 Health & Human Performance. In addition, the measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard.

WI Youth Risk Behavior Survey (YRBS)

For the purpose of this report, the baseline data was established for middle and high schools using the 2021 YRBS data. There is no data for 2022 as the YRBS is given every 2 years. Data from the 2023 YRBS (to be administered in the spring of 2023) will be used as a comparison to the 2021 baseline data.

Action for Healthy Kids - School Health Index (SHI)

Two sets of data were measured for the Action for Healthy Kids School Health Index for each school level: (1) Average SHI Score and (2) Average Excellent Rating. The Average SHI Score for Health Education increased for elementary and high schools while it decreased for middle schools. For PE & Physical Activity, the SHI also increased for elementary and high schools while it decreased for middle schools. Only elementary schools met the goal of increasing the average SHI by 1% for both Health Education and PE & Physical Activity. As for the average Excellent Rating, the average Excellent Rating increased for elementary schools, decreased for middle schools and remained

constant for high schools. Elementary schools met the goal of 1% with a 10% increase, high schools met the goal of leveling off at 100% and middle schools did not meet the 1% increase.

FitnessGram (5K-8)

The baseline data for the percentage of students in the Healthy Fit Zone was established for kindergarten through 8th grade using the Spring 2022 FitnessGram. Overall, the average percentage of students in the Healthy Fit Zone for 5K-8 students is 52%.

AASD Physical Education Electives Participation

At the time of reporting for monitoring purposes, data was not yet available for Physical Education Electives Participation.

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 2.1.5 Health & Human Performance, the Board finds that the District is:

_____ **Making Reasonable Progress**

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

_____ **Failing to make Reasonable Progress**

_____ **In the Baseline Year** (the report will not to be used in the superintendent's evaluation)

Commendations and/or Recommendations, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____

Re-submitted: _____

R-2.3 Results Policy: Academic Performance	Superintendent			
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: 2.1.5 Health & Human Performance	Making Reasonable Progress	Making Reasonable Progress with noted exceptions	Failing to Make Reasonable Progress	In the Baseline Year (the report will not be used in the superintendent's evaluation)
				X
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.
- **Health & Human Performance (HHP)** shall mean the ability to demonstrate **physical** and **health literacy**. **Physical literacy** consists of the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. **Health literacy** is the degree to which individuals have the ability to find, understand, and use information and services to inform health-related decisions and actions for themselves and others to improve personal health outcomes.

Indicators to be Used:

- [WI Youth Risk Behavior Survey \(YRBS\)](#) - monitors categories of health-related behaviors that contribute to social problems and the leading causes of death and disability among youth, including: (1) mental health, (2) bullying, (3) suicide and help seeking, (4) screen use and online behavior, (5) school safety, (6) sexual and dating violence, (7) tobacco and electronic smoking devices, (8) housing and neighborhood, (9) sexual behaviors, alcohol and other drugs, (10) traffic safety, (11) nutrition, and (12) physical health. The data is used to address content-learning outcomes in health. **The survey is given every two years in the spring semester to middle school and high school students.**
- [Action for Healthy Kids - School Health Index](#) – The School Health Index is an evaluation tool based on the CDC’s research-based guidelines to identify and reduce health risk behaviors in youth. HHP would utilize the health and physical education components of the index to help determine program effectiveness. The survey is completed every spring by all schools in the district as a part of our Wellness Policy.
- [FitnessGram \(5K-8\)](#) - is a criterion-referenced fitness test that measures physical health. These measurements help to determine the overall physical health of each student. A pre-test is given at the start of every physical education course for grades 5K-12, and a post-test is given at the end of the course.
- **AASD Physical Education Electives Participation** - AASD utilizes a selective elective model for physical education students in grades 10-12. A selective elective model allows students to choose courses/activities that fit their interests and needs in physical literacy. Examining our students who choose physical education as an elective option will provide insight into how we serve all of our student populations in our designed courses.

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.
- **FAY** - Full academic year of enrollment. This is specific to students with "continuous enrollment beginning within the first ten days of the school year without an enrollment lapse of ten or more consecutive days.
- **Cohort Analysis** - Examines longitudinal data for the same group of students over a period of time
- **Program Analysis** - Examines longitudinal data for the same grade level over a period of time

SUPERINTENDENT Evidence of Reasonable Progress:

AASD Youth Risk Behavior Survey (YRBS): Program Analysis by School Level

We will **decrease the percentage of students** by 1% who **demonstrate Higher Risks for Mental Health Concerns** as identified through the **AASD YRBS**.

School Level	% of Students Demonstrating Higher Risks for Mental Health Concerns (2021 YRBS Baseline: Fall 2021)	% of Students Demonstrating Higher Risks for Mental Health Concerns (2023 YRBS: January 2023)
Middle Schools	57%	Not yet administered
High Schools	51%	Not yet administered

We will **increase the percentage of students** by 1% who **demonstrate the ability to self-manage** as indicated by the **AASD YRBS**.

School Level	% of Students Demonstrating Ability to Self-Manage "most of the time or always get emotional support when needed" (2021 YRBS Baseline: Fall 2021)	% of Students Demonstrating Ability to Self-Manage "most of the time or always get emotional support when needed" (2023 YRBS: January 2023)
Middle Schools	42%	Not yet administered
High Schools	24%	Not yet administered

Action for Healthy Kids - School Health Index (SHI): Program Analysis by School Level

We will **increase** the **average SHI** for Health Education and PE & Physical Activity for each school level (elementary/middle/high) by **1%**.

SHI Score in Percentage

School Level	Average SHI Score 2020-21 (Baseline)		Average SHI Score 2021-22	
	Health Education	PE & Physical Activity	Health Education	PE & Physical Activity
Elementary Schools	94.3%	87.82%	97.45% (+3.15%)	93.36% (+5.54%)
Middle Schools	84.62%	76.11%	79.49% (-5.13%)	69.44% (-6.67%)
High Schools	89.23%	77.33%	89.74% (+0.51%)	78.22% (+0.89%)

We will **increase** the **average Excellent Accountability Ratings** on the SHI for each school level by **1%** to level off at 100% Excellent Accountability Rating.

SHI Accountability Ratings in Percentage

School Level	Average Excellent Rating 2020-21	Average Excellent Rating 2021-22
Elementary Schools	84%	94% (+10%)
Middle Schools	100%	50% (-50%)
High Schools	100%	100%

AASD 5K-8 FitnessGram: Program Analysis by Grade Level

We will **increase the percentage** of students in the **Healthy Fit Zone** as evident by the **Spring FitnessGram Results** by 1%.

Grade Level	Percentage of Students in Healthy Fit Zone Spring 2022	Percentage of Students in Healthy Fit Zone Spring 2023
5K	22%	%
1st Grade	32%	%
2nd Grade	45%	%
3rd Grade	64%	%
4th Grade	62%	%
5th Grade	56%	%
6th Grade	61%	%
7th Grade	64%	%
8th Grade	64%	%

AASD Physical Education Electives Participation (Program Level Analysis)

We will **increase the percentage** of students (10-12) **within the X demographic group taking elective credits of Physical Education** (beyond the required 1.5 credits) by **XX%**.

Goal	2021-22	2022-23
Number of Students Enrolled in Physical Education (Grades 10-12)	(we will establish a baseline during Spring 2022)	%
Percentage of Students (grades 10-12) taking elective Physical Education credits (beyond required 1.5 credits) by the end of senior year	(we will establish a baseline during Spring 2022)	%

Board Comments:

Success for
Every Student,
Every Day



**Appleton Area School District
Results Monitoring Report
R-2.1.6 Fine Arts**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 2.1.6 Fine Arts, the Superintendent certifies that the information is accurate and complete and that the District is:

_____ **Making Reasonable Progress**

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

_____ **Failing to make Reasonable Progress**

 X **In the Baseline Year** (the report will not be used in the superintendent's evaluation)

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 the Fine Arts. In addition, the measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard.

The district experienced an increase in enrollment within Art, Music, Theater, and Dance between 2021-22 and 2022-23 among students who are economically disadvantaged as well as students within the English Learner and Asian demographic groups. Efforts continue to be made for increasing the number of community-based Fine Arts opportunities within Art, Music, Theater, and Dance.

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 2.1.6 Fine Arts, the Board finds that the District is:

_____ **Making Reasonable Progress**

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

_____ **Failing to make Reasonable Progress**

_____ **In the Baseline Year** (the report will not to be used in the superintendent's evaluation)

Commendations and/or Recommendations, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____

Re-submitted: _____

R-2.3 Results Policy: Academic Performance	Superintendent			
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: 2.1.6 Fine Arts	Making Reasonable Progress	Making Reasonable Progress with noted exceptions	Failing to Make Reasonable Progress	In the Baseline Year (the report will not be used in the superintendent's evaluation)
				X
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.
- **Fine Arts** shall mean visual arts, music (general music, band, orchestra/strings, and choir), theater, and dance.

Indicators to be Used:

- **AASD Fine Arts Elective Participation (9-12)** - Enrollment of AASD students in grades 9-12 within the areas of Art, Music (General, Band, Orchestra/Strings, or Choir), Dance, and Theater.
- **Community-based Fine Arts Performance Opportunities for AASD Students (5K-12)** - The number of community-based arts display and performances program opportunities that AASD students have access to and the number of students participating.

Definition of Terms:

- **Identified Demographic Groups**

- o EL (English Learners)
- o Not EL (All other students who are not English Learners)
- o SWD (Students with Disabilities)
- o SWOD (Students without Disabilities)
- o Black
- o White
- o Native American
- o Asian
- o Hispanic or Latino
- o Native Hawaiian or Pacific Islander
- o Two or More Races
- o Economically Disadvantaged

- **Gaps** - The disparity in academic performance or participation between groups of students
- **FAY** - Full academic year of enrollment. This is specific to students with "continuous enrollment beginning within the first ten days of the school year without an enrollment lapse of ten or more consecutive days.
- **Cohort Analysis** - Examines longitudinal data for the same group of students over a period of time
- **Program Analysis** - Examines longitudinal data for the same grade level over a period of time
- **Community Based** shall mean learning experiences organized by the district and an outside organization(s) that may occur in a school setting or out within the local community.

SUPERINTENDENT Evidence of Reasonable Progress:

AASD Fine Arts Participation - Grades 5K-12 (Program Analysis) - Art Enrollment

We will increase the percentage of 5K-12 students within identified demographic groups participating in AASD Fine Arts Courses by 1% (Baseline will be determined of demographic representation in Fine Arts Electives in order to finalize intended outcomes)

Target Group	Overall percentage of District Students	2021-22 % Enrolled in Art (5K-12)	2022-23 % Enrolled in Art (5K-12)
EL (English Learners)	9.7%	9.9%	10.9%
SWD (Students with Disabilities)	17.0%	22.5%	19.7%
White	66.0%	66.0%	63.5%
Black	5.3%	4.5%	5.1%
Native American	0.9%	0.72%	0.6%
Asian	12.2%	8.8%	10.0%
Hispanic or Latino	12.5%	13.5%	13.9%
Native Hawaiian or Pacific Islander	0.2%	0.20%	0.25%
Two or More Races	3.3%	6.3%	6.7%
Economically Disadvantaged	40.9%	38.6%	42.2%

AASD Fine Arts Participation - Grades 5K-12 (Program Analysis) - Music Enrollment

We will increase the percentage of 5K-12 students within identified demographic groups participating in AASD Fine Arts Courses by 1% (Baseline will be determined by demographic representation in Fine Arts Electives in order to finalize intended outcomes).

Target Group	Overall percentage of District Students (K-12)	2021-22 % Enrolled in Music (K-12)	2022-23 % Enrolled in Music (K-12)
EL (English Learners)	9.7%	9.0%	12.0%
SWD (Students with Disabilities)	17.0%	21.4%	18.1%
White	66.0%	67.7%	62.2%
Black	5.3%	4.3%	4.4%
Native American	0.9%	0.65%	0.59%
Asian	12.2%	7.1%	13.2%
Hispanic or Latino	12.5%	13.9%	12.4%
Native Hawaiian or Pacific Islander	0.2%	0.19%	0.28%
Two or More Races	3.3%	6.1%	7.0%
Economically Disadvantaged	40.9%	37.7%	41.3%

AASD Fine Arts Participation - Grades 9-12 (Program Analysis) - Theater Enrollment

We will increase the percentage of 5K-12 students within identified demographic groups participating in AASD Fine Arts Courses by 1% (Baseline will be determined by demographic representation in Fine Arts Electives in order to finalize intended outcomes).

Target Group	Overall percentage of District Students	2020-21 % Enrolled in Theater (9-12)	2022-23 % Enrolled in Theater (9-12)
EL (English Learners)	9.7%	4.1%	7.3%
SWD (Students with Disabilities)	17.0%	21.6%	18.8%
White	66.0%	73.0%	71.0%
Black	5.3%	6.76%	4.4%
Native American	0.9%	0%	1.5%
Asian	12.2%	5.4%	11.6%
Hispanic or Latino	12.5%	9.5%	5.8%
Native Hawaiian or Pacific Islander	0.2%	0%	0%
Two or More Races	3.3%	5.4%	5.8%
Economically Disadvantaged	40.9%	32.4%	39.1%

AASD Fine Arts Participation - Grades 6-8 (Program Analysis) - Dance Enrollment

We will increase the percentage of 5K-12 students within identified demographic groups participating in AASD Fine Arts Courses by 1% (Baseline will be determined by demographic representation in Fine Arts Electives in order to finalize intended outcomes).

Target Group	Overall percentage of District Students	2021-22 % Enrolled in Dance (6-8)	2022-23 % Enrolled in Dance (6-8)
EL (English Learners)	9.7%	7.1%	3.1%
SWD (Students with Disabilities)	17.0%	21.8%	22.0%
White	66.0%	68.0%	68.3%
Black	5.3%	5.8%	5.5%
Native American	0.9%	0%	0%
Asian	12.2%	0.64%	4.9%
Hispanic or Latino	12.5%	18.0%	9.8%
Native Hawaiian or Pacific Islander	0.2%	0%	0%
Two or More Races	3.3%	7.7%	11.6%
Economically Disadvantaged	40.9%	21.8%	40.9%

AASD/Community-based Fine Arts Performance Opportunities - Grades 5K-12 (Program Analysis)

We will increase the number of AASD/Community-based Fine Arts Performance Opportunities for 5K-12 students by 1% (Baseline will be determined during the 2021-22 school year in order to finalize intended outcomes)

School Level	Art 2021-22	Art 2022-23	Music 2021-22	Music 2022-23	Theater 2021-22	Theater 2022-23	Dance 2021-22	Dance 2022-23
Number Elementary Opportunities (5K-6)	0	1	1	1	NA	NA	NA	NA
Number Middle School Opportunities (7-8)	0	1	1	1	NA	NA	0	0
Number High School Opportunities (9-12)	0	1	1	1	0	0	NA	NA

Board Comments:

Success for
Every Student,
Every Day



**Appleton Area School District
Results Monitoring Report
R-2.1.7 World Languages**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy R-2.1.7 World Languages, the Superintendent certifies that the information is accurate and complete and that the District is:

☐ **Making Reasonable Progress**

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

☐ **Failing to make Reasonable Progress**

☒ **In the Baseline Year** (the report will not be used in the superintendent's evaluation)

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 World Languages. In addition, the measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard.

The overall findings from the spring World Language common assessments are as expected. We hoped to see gradual gains from level to level. Other than beginning with a higher 7th grade percentage, we saw an increase year to year. There are a few discrepancies that were detected. Courses that are not yet standards-based (ie: advanced French and Spanish courses) did not administer a common assessment, and did not use a rubric with the identified standard(s) and sub skills as levels 1-3. Additionally, not all assessments gathered evidence for each of the identified sub skills. This has been addressed this fall, and PLCs will be adjusting and tweaking assessments to reflect all four sub skills. A three percent increase is a lofty goal, but we are challenging ourselves to reach the 80% Universal Instruction threshold.

When looking at the enrollment data, we would like to see increased enrollment for our identified demographic groups; however, the EL and Special Education groups, in particular, students already learning another language or students struggling with their core academic needs are often pulled

from their World Language course at the middle level. It can be difficult for us to pull them back in when removed at the entry level. And given that learning a language is a progression, this makes it equally difficult. We will continue to monitor this and have discussions within the department. Additionally, we look forward to opportunities as the 6th grade students join the middle level.

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 2.1.7 World Languages, the Board finds that the District is:

_____ **Making Reasonable Progress**

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

_____ **Failing to make Reasonable Progress**

_____ **In the Baseline Year** (the report will not to be used in the superintendent's evaluation)

Commendations and/or Recommendations, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____

Re-submitted: _____

R-2.3 Results Policy: Academic Performance	Superintendent			
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: 2.1.7 World Languages	Making Reasonable Progress	Making Reasonable Progress with noted exceptions	Failing to Make Reasonable Progress	In the Baseline Year (the report will not be used in the superintendent's evaluation)
				X
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.
- **World Languages** shall mean communicating effectively (interpersonal, interpretive, and presentational) in order to function in a variety of situations and for multiple purposes, as well as developing insight into the language and culture in order to interact with cultural competence.

Indicators to be Used:

- **AASD World Languages Enrollment (9-12)** - Enrollment of AASD students in grades 9-12 within the areas of race/ethnicity, SPED and EL status
- **Interpretive Reading Assessment (7-12)** - Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics using authentic resources (such as informational texts, fictional texts, conversations and discussions). Teachers also consider key factors when selecting the authentic resources, for example text complexity, familiarity with the topic and background knowledge, and/or the ability to use literacy strategies such as recognizing key words, detecting the main idea, identifying supporting details, noting organizational features, guessing meaning from context, identifying logical inferences, and identifying the author’s purpose and cultural perspectives/norms.

Definition of Terms:

- **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
 - Native American
 - Asian
 - Hispanic or Latino
 - Native Hawaiian or Pacific Islander
 - Two or More Races
 - Economically Disadvantaged
- **Gaps** - The disparity in academic performance or participation 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.
- [AASD Interpretive Reading Assessment Rubric](#)
- **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:

AASD World Languages Participation - Grades 9-12 (Program Analysis)

We will increase the percentage of 9-12 students within identified demographic groups participating in AASD French Courses by 1% (Baseline will be determined of demographic representation in French 9-12 in order to finalize intended outcomes)

Target Group	Overall percentage of District Students (9-12)	2021-22 % Enrolled in French 1-3 (9-12)	2022-23 % French 1-3 (9-12)	2021-22 % Enrolled in French 4-6 (9-12)	2022-23 % French 4-6 (9-12)
EL (English Learners)	9.7%	15% (29 students exited LEP)	6% (3 students exited LEP)	10% (11 students exited LEP)	11.75% (2 students exited LEP)
SWD (Students with Disabilities)	17.0%	3% (5 students)	8% (4 students)	3% (3 students)	11.76% (2 students)
White	66.0%	76% (146 students)	82% (41 students)	75% (81 students)	82.35% (36 students)
Black	5.3%	3% (6 students)	6% (3 students)	5% (5 students)	0%
Native American	0.9%	0%	0%	0%	0%
Asian	12.2%	10% (20 students)	6% (3 students)	7% (8 students)	11.76% (2 students)
Hispanic or Latino	12.5%	9% (17 students)	4% (2 students)	10% (11 students)	5.88% (1 student)
Native Hawaiian or Pacific Islander	0.2%	0%	0%	0%	0%
Two or More Races	3.3%	2% (3 students)	2% (1 student)	2% (2 students)	0%

We will increase the percentage of 9-12 students within identified demographic groups participating in AASD Spanish Courses by 1% (Baseline will be determined of demographic representation in Spanish 9-12 in order to finalize intended outcomes)

Target Group	Overall percentage of District Students (9-12)	2021-22 % Enrolled in Spanish 1-3 (9-12)	2022-23 % Spanish 1-3 (9-12)	2021-22 % Enrolled in Spanish 4-6 (9-12)	2022-23 % Spanish 4-6 (9-12)
--------------	--	--	------------------------------	--	------------------------------

EL (English Learners)	9.7%	11% (73 students- exited LEP, 22- LEP, 7- not LEP)	8.10% (23 students exited LED, 12 students LEP)	11% (37 students- exited LEP, 6- LEP, 4- not LEP)	7.69% (16 students exited LED, 1 student LEP)
SWD (Students with Disabilities)	17.0%	3% (26 students)	7.18% (31 students)	2% (8 students)	5.43% (12 students)
White	66.0%	73% (684 students)	74.7% (369 students)	77% (337 students)	78.28% (173 students)
Black	5.3%	3% (32 students)	5.56% (24 students)	1% (5 students)	2.26% (5 students)
Native American	0.9%	1% (5 students)	0%	0%	0.45% (1 student)
Asian	12.2%	9% (88 students)	3.24% (14 students)	9% (43 students)	6.33% (14 students)
Hispanic or Latino	12.5%	10% (100 students)	10.88% (47 students)	10% (44 students)	11.31% (25 students)

Interpretive Reading Assessment - Grades 7-12 (Program Analysis)

We will increase the percentage of students scoring Competent/Mastery in grades 7-12 on the AASD Interpretive Reading Assessment by 3%.			
Grade Levels	2021-22 % Competent/Mastery	Fall 2022-23 % Competent/Mastery	2022-23 % Competent/Mastery
7th grade	68.6%	Data not available until December	
8th grade	62.7%	Data not available until December	
9th grade	67.4%	Data not available until December	
10th grade	68.1%	Data not available until December	
11th grade	68.4%	Data not available until December	
12th grade	73.7%	Data not available until December	

Board Comments:

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 District is:

☐ **Making Reasonable Progress**

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

☐ **Failing to make Reasonable Progress**

☒ **In the Baseline Year** (the report will not be used in the superintendent's evaluation)

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.

One of the three target goals were met for 4K students according to TS Gold student outcome results, with two of the target outcomes remaining at 90%. There was improvement in the number of 5K-6 students scoring proficient/advanced compared to outcomes reported for the 2020-21 school year. This observation is true both at the program level as well as at the cohort level of analysis. A significant increase was observed in the percentage of students reaching their typical growth during the 2021-22 school year when compared to results from 2020-21. Previous gaps between identified subgroups are still present among the various assessment results.

There was a decline at the middle school level in the number of students scoring proficient/advanced on the WI Forward Exam compared to the 2020-21 school year. In contrast, there was an increase in the percentage of students in grades 6-8 scoring at or above grade level in ELA on the i-Ready

assessment. Similar to results at the elementary level, previous gaps between identified subgroups are still present among the various assessment results.

Overall, there was an increase in the percentage of students scoring proficient or advanced on the ACT Aspire at the cohort level. At the 11th-grade program level, AASD students improved at a greater rate than at the state level when compared to 2020-21 results. The overall AASD ELA composite score improved to 18.1, thereby matching the state composite score.

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

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

_____ **Making Reasonable Progress**

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

_____ **Failing to make Reasonable Progress**

_____ **In the Baseline Year** (the report will not to be used in the superintendent's evaluation)

Commendations and/or Recommendations, if any:

Signed: _____ Date: _____
Board President

Document submitted: 09/21/2022

Re-submitted: _____

R-2.1 Results Policy: Academic Performance	Superintendent			
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	Making Reasonable Progress	Making Reasonable Progress with noted exceptions	Failing to Make Reasonable Progress	In the Baseline Year (the report will not be used in the superintendent's evaluation)
				X
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 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
 - Text Types and Purposes
 - Research
 - Language Conventions
 - 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:
 - **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
- **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:
 - **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.
- **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

- o White

- **WI Forward Exam Ranges:**

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

- **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)
15a Notices and discriminates rhyme	82%	90%
15b Notices and discriminates alliteration	90%	90%
15c Notices and discriminates discrete units of sound	90%	90%

i-Ready Assessment - Reading - Grades 5K-8 (Cohort & Program 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%.**

	2020-21 % students meeting Typical Growth	2021-22 % students meeting Typical Growth
5K	18%	46%
Grade 1	26%	47%
Grade 2	41%	57%
Grade 3	50%	60%
Grade 4	51%	61%
Grade 5	50%	59%
Grade 6	48%	59%
Grade 7	48%	54%
Grade 8	41%	47%

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%.

	2020-21 % Students Meeting Typical Growth	2021-22 % Students Meeting Typical Growth
SWOD	43%	47%
SWD	35%	55%
gap	8%	8%
Not EL	43%	40%
EL	33%	29%
gap	10%	11%
White	45%	57%
Black	33%	43%
gap	8%	14%

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%.

	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)
5K	57%	52%
Grade 1	44%	44%
Grade 2	39%	40%
Grade 3	40%	40%
Grade 4	33%	32%
Grade 5	24%	24%
Grade 6	32%	33%
Grade 7	25%	29%
Grade 8	24%	25%

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%.

	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)
SWOD	60%	61%
SWD	26%	27%
gap	24%	34%
Not EL	60%	60%

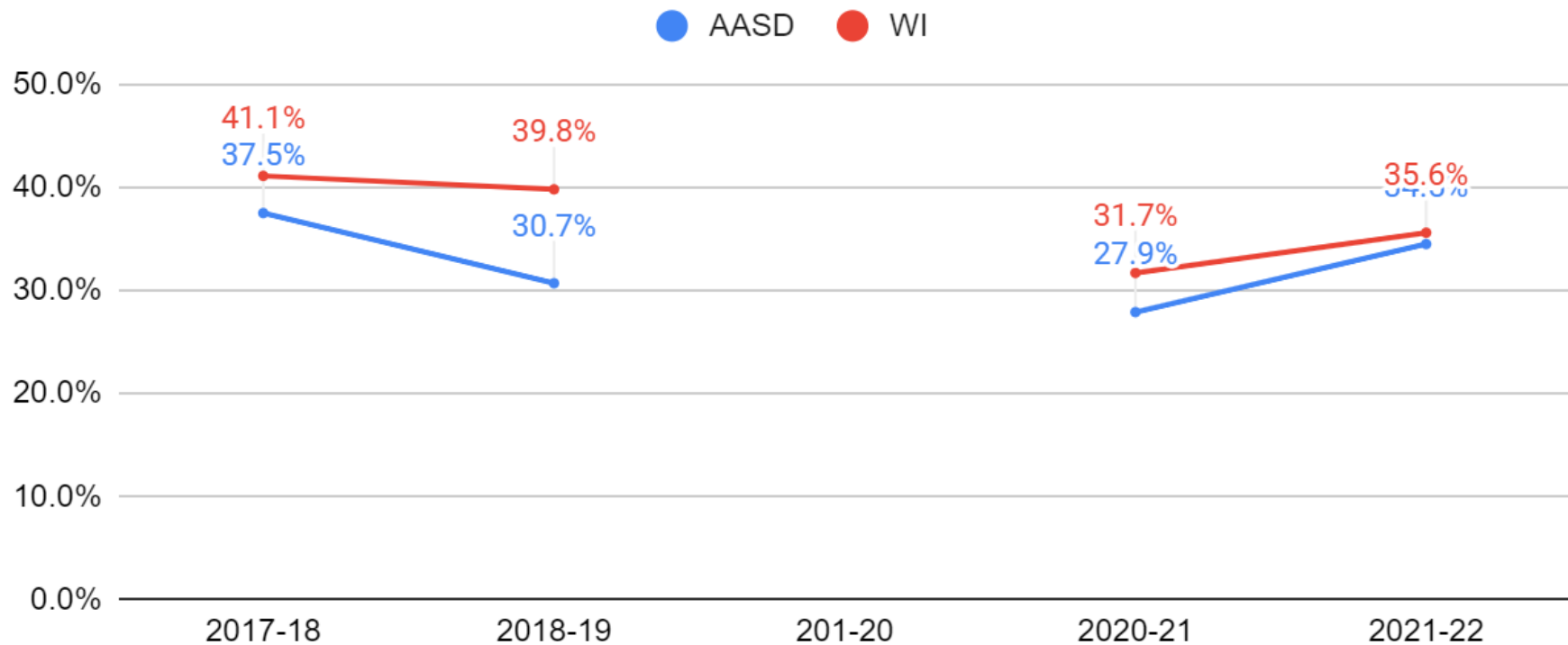
EL	22%	21%
gap	28%	39%
White	63%	64%
Black	32%	28%
gap	29%	36%

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. During the 2020-21 school year, the district needed to utilize a variety of instructional models due to the COVID-19 pandemic (fully virtual or hybrid). As a result, the i-Ready assessment was not administered universally in the same manner, with some students taking some or all of the three assessments remotely while other students took the fall and winter assessment remotely and the spring assessment in person.

During the 2021-22 school year, all students completed the i-Ready assessment in a universal manner within AASD schools and with an AASD proctor.

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

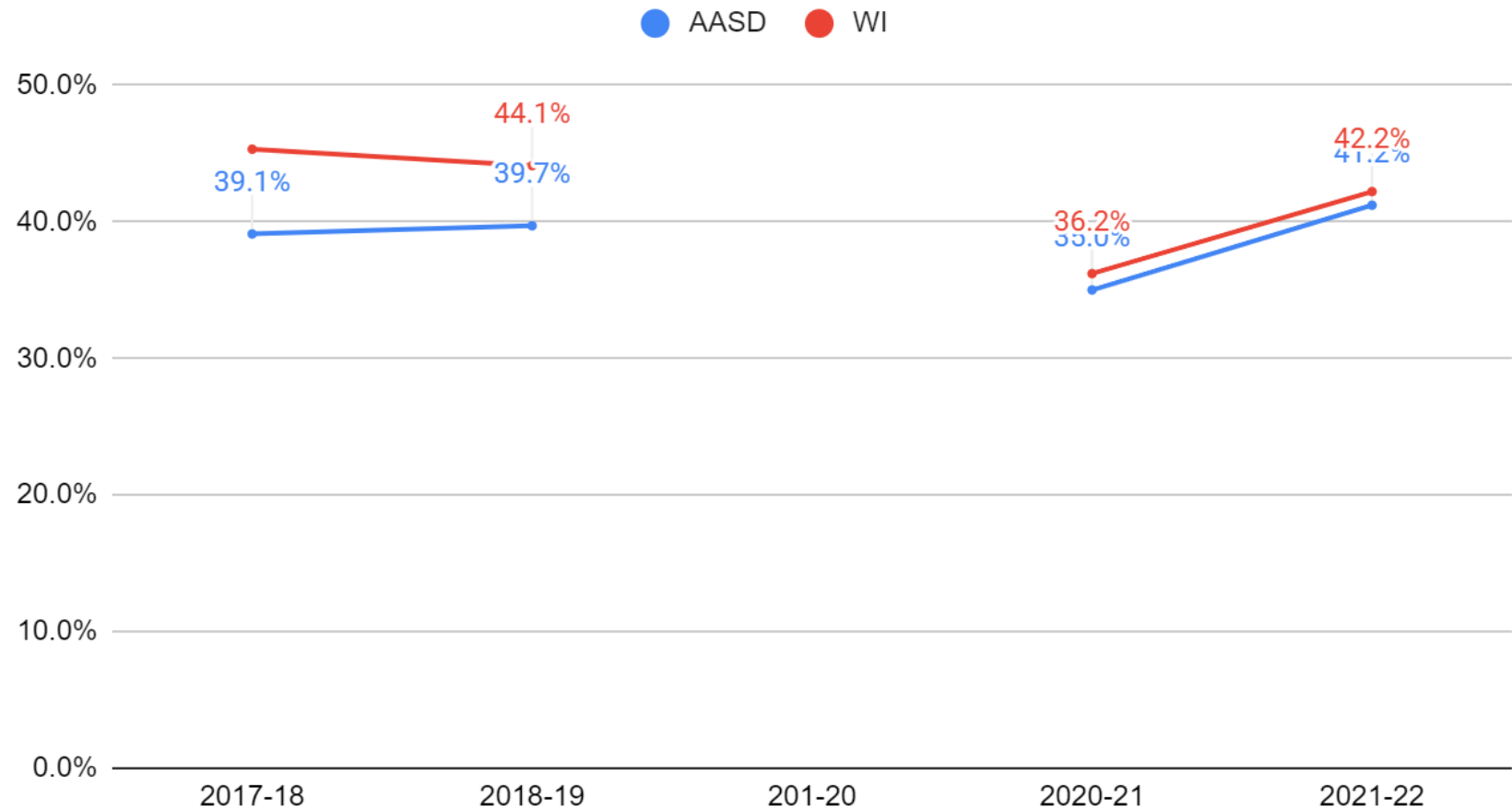
3rd-Grade WI Forward (%Proficient/Advanced) - AASD vs. WI



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

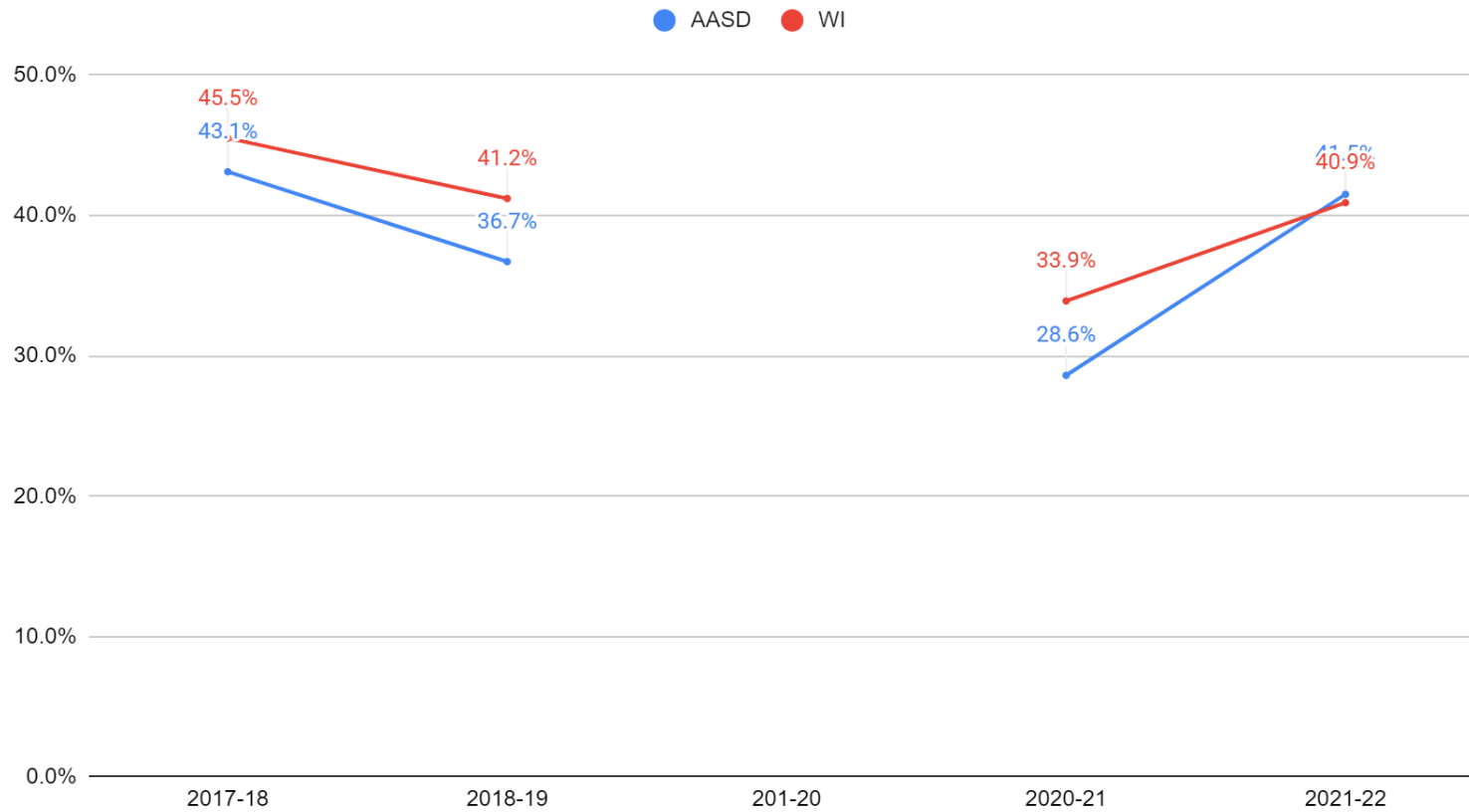
4th-Grade WI Forward (%Proficient/Advanced) - AASD vs. WI



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

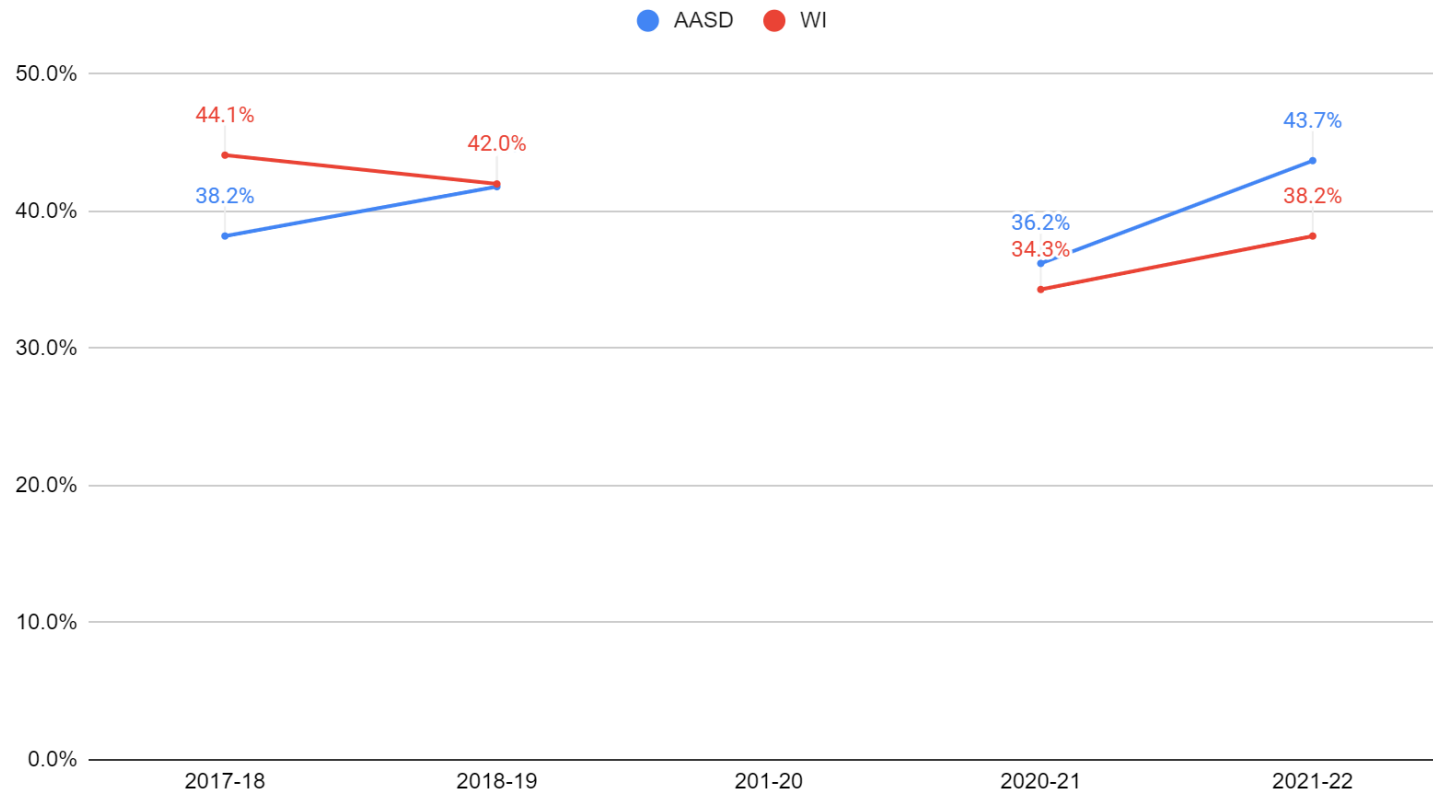
5th-Grade WI Forward (%Proficient/Advanced) - AASD vs. WI



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

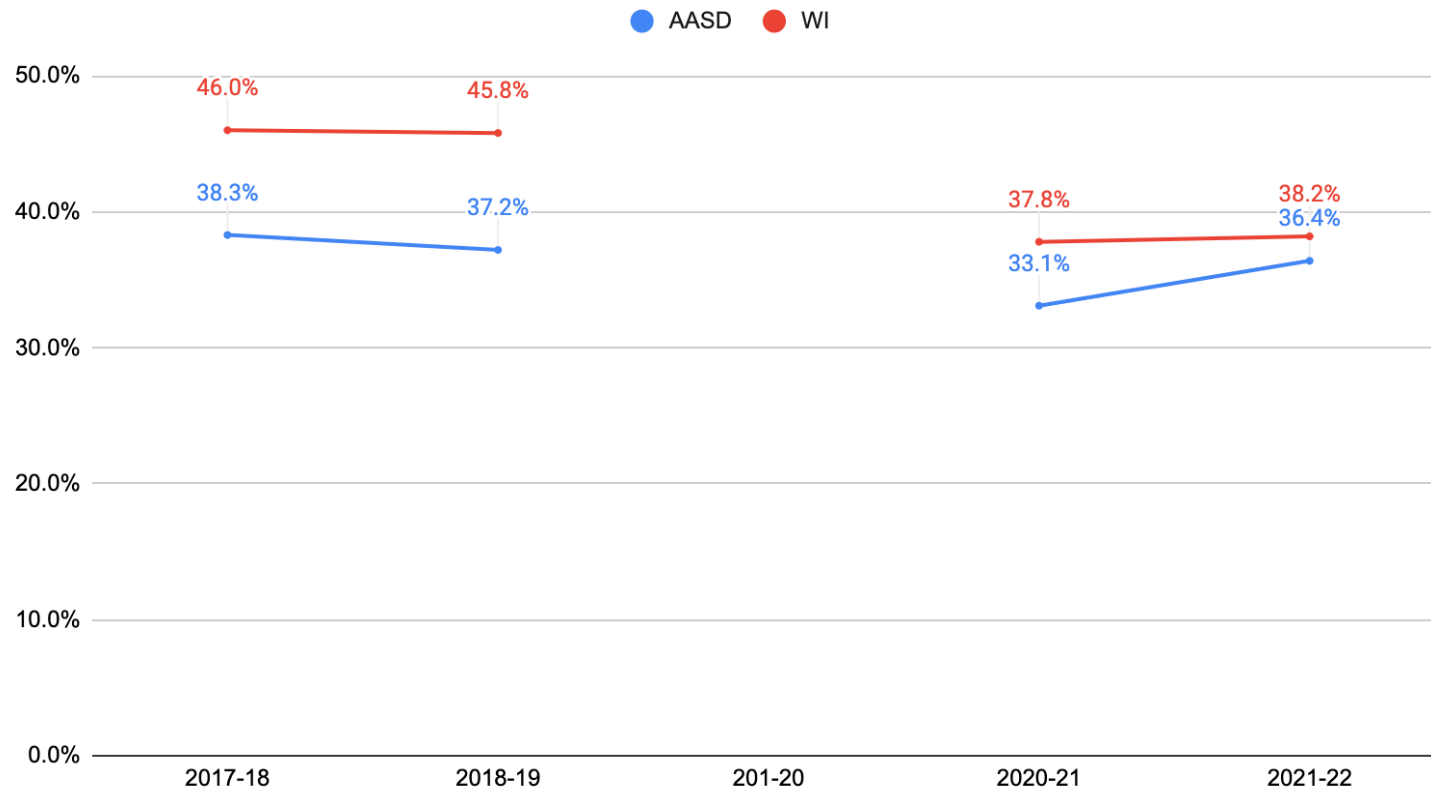
6th-Grade WI Forward (%Proficient/Advanced) - AASD vs. WI



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

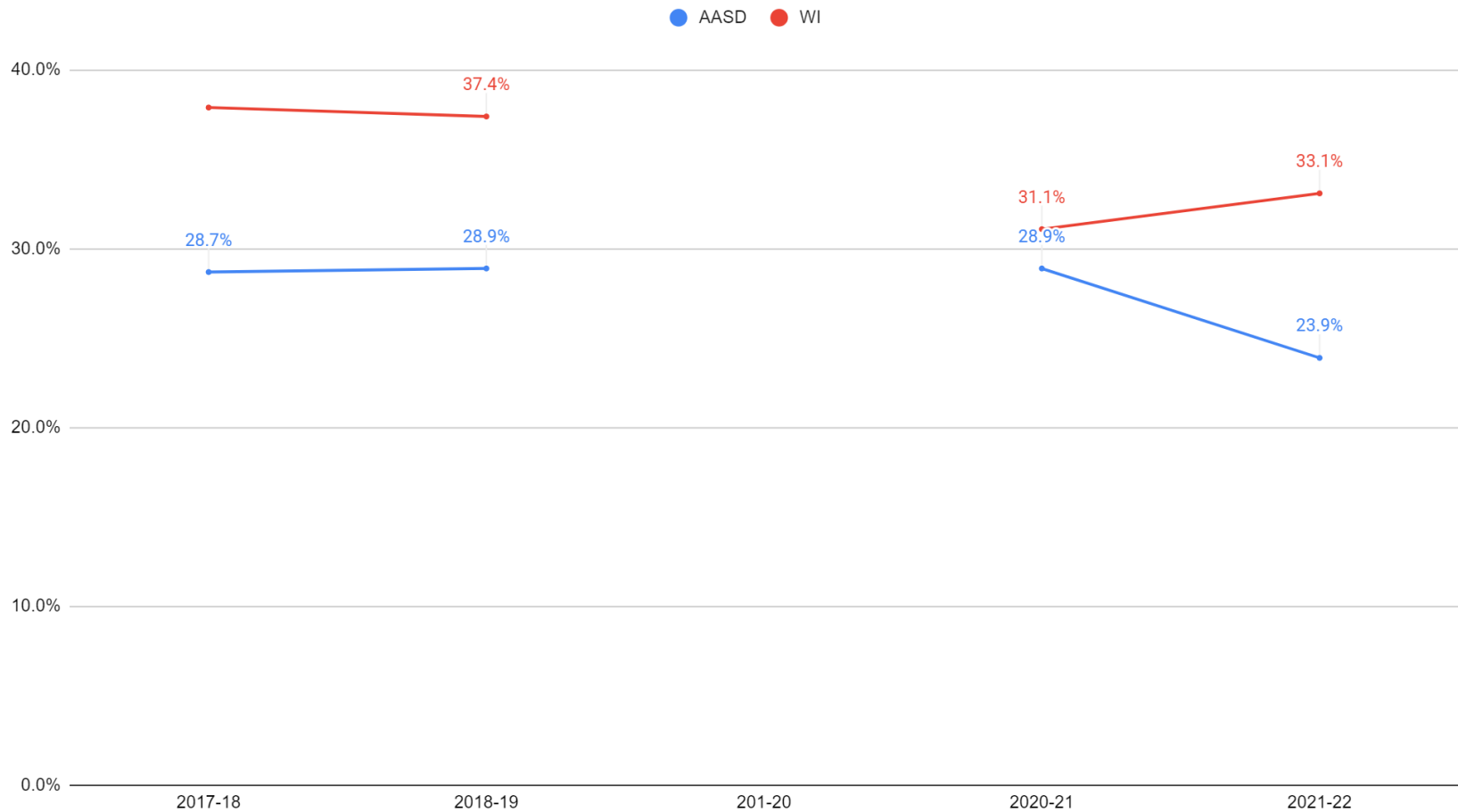
7th-Grade WI Forward (%Proficient/Advanced) - AASD vs. WI



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

8th-Grade WI Forward (%Proficient/Advanced) - AASD vs. 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
AASD	28.7%	28.9%	NA	28.9%	23.9%
WI	37.9%	37.4%	NA	31.1%	33.1%

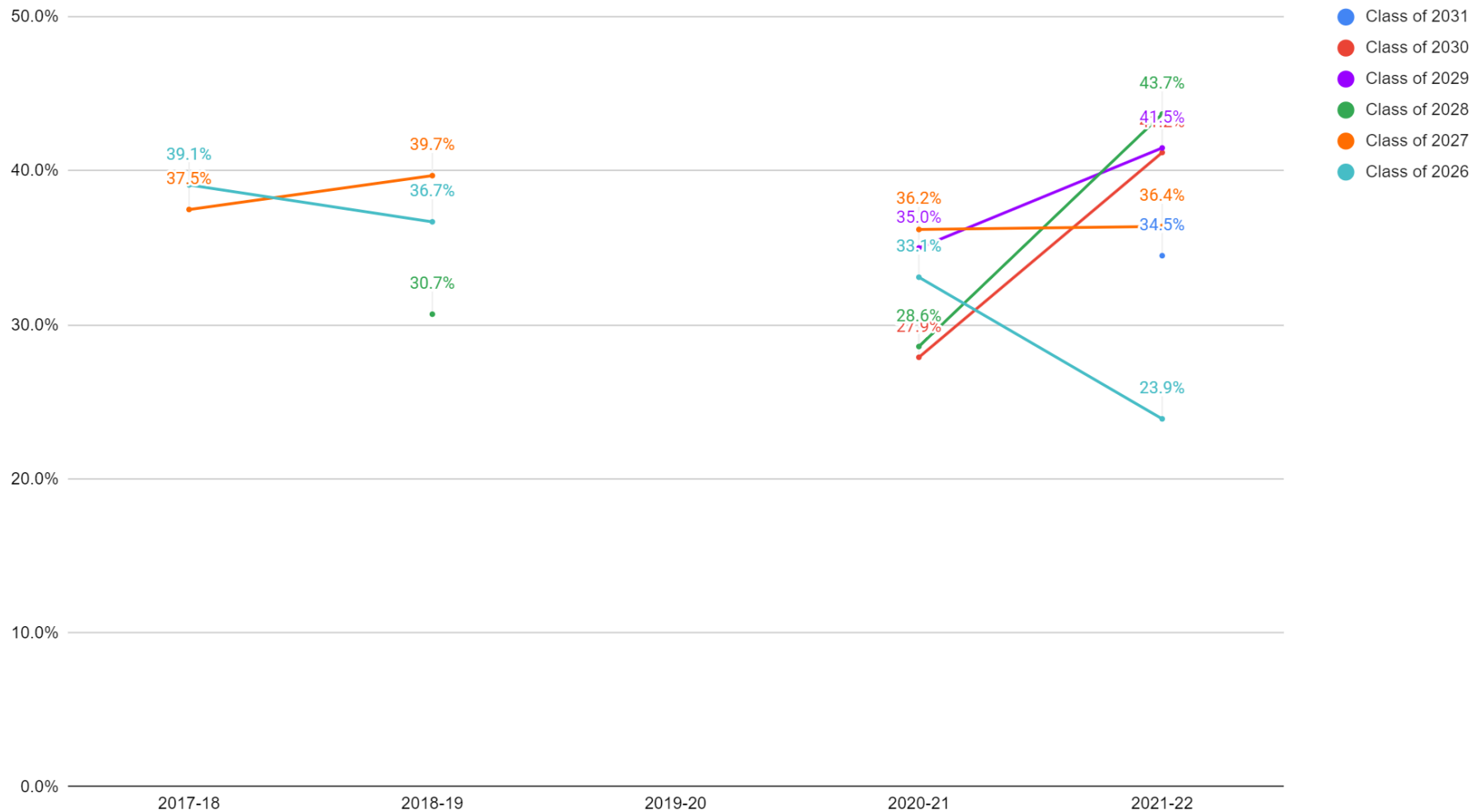
WI Forward - ELA- Grades 3-8 (Cohort Analysis)

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
Class of 2031									34.5% (3rd grade)	35.6% (3rd grade)
Class of 2030							27.9% (3rd grade)	31.7% (3rd grade)	41.2% (4th grade)	42.2% (4th 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)
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)
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)
Class of 2026	39.1% (4th grade)	45.3% (4th grade)	36.7% (5th grade)	41.2% (5th grade)	NA (6th grade)	NA (6th grade)	33.1% (7th grade)	37.8% (7th grade)	23.9% (8th grade)	33.1% (8th grade)

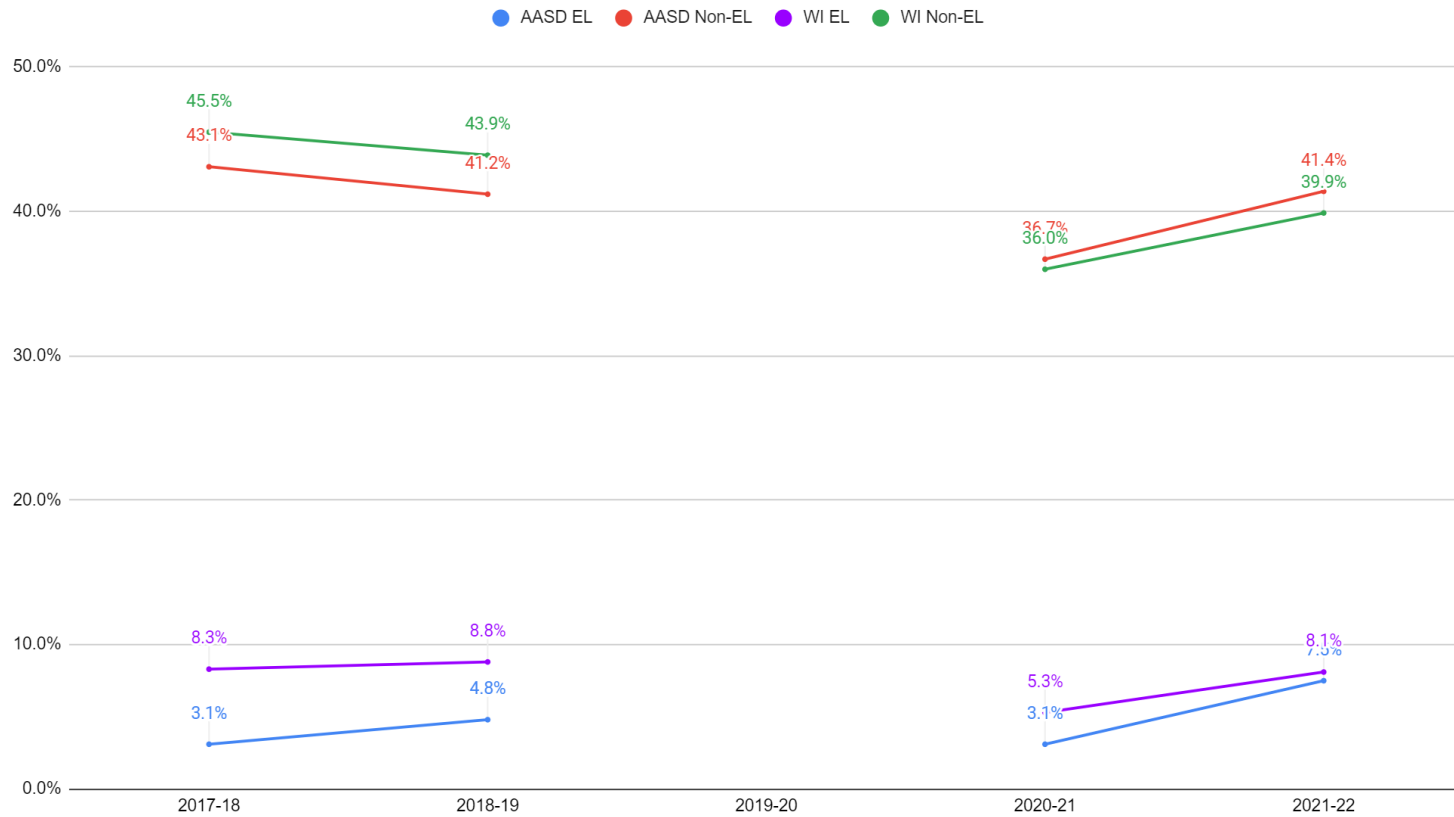
**See Graph Below for Line Graph Visual*

% Prof./Adv. on WI Forward by Graduating Class Cohort



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

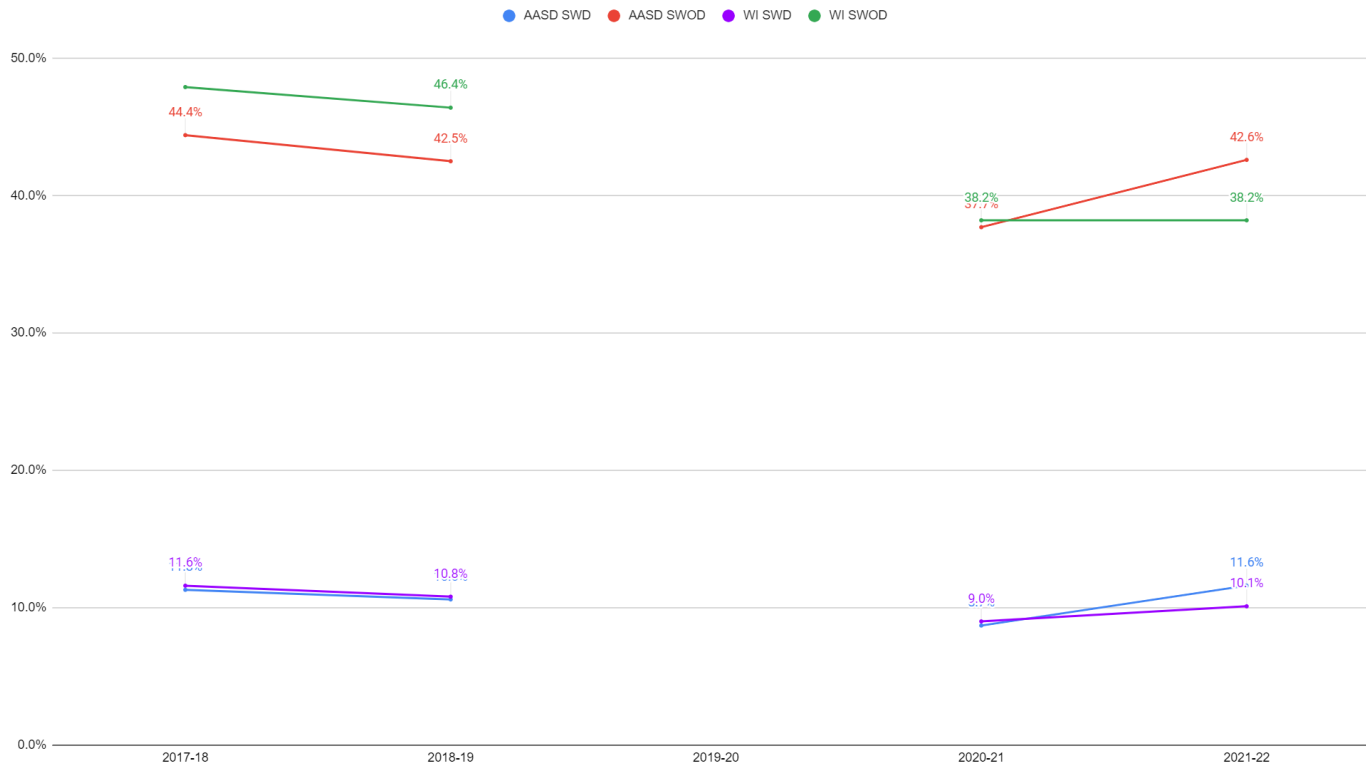
EL & Non-EL Grades 3-8 % Proficient/Advanced (AASD v. WI)



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

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

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

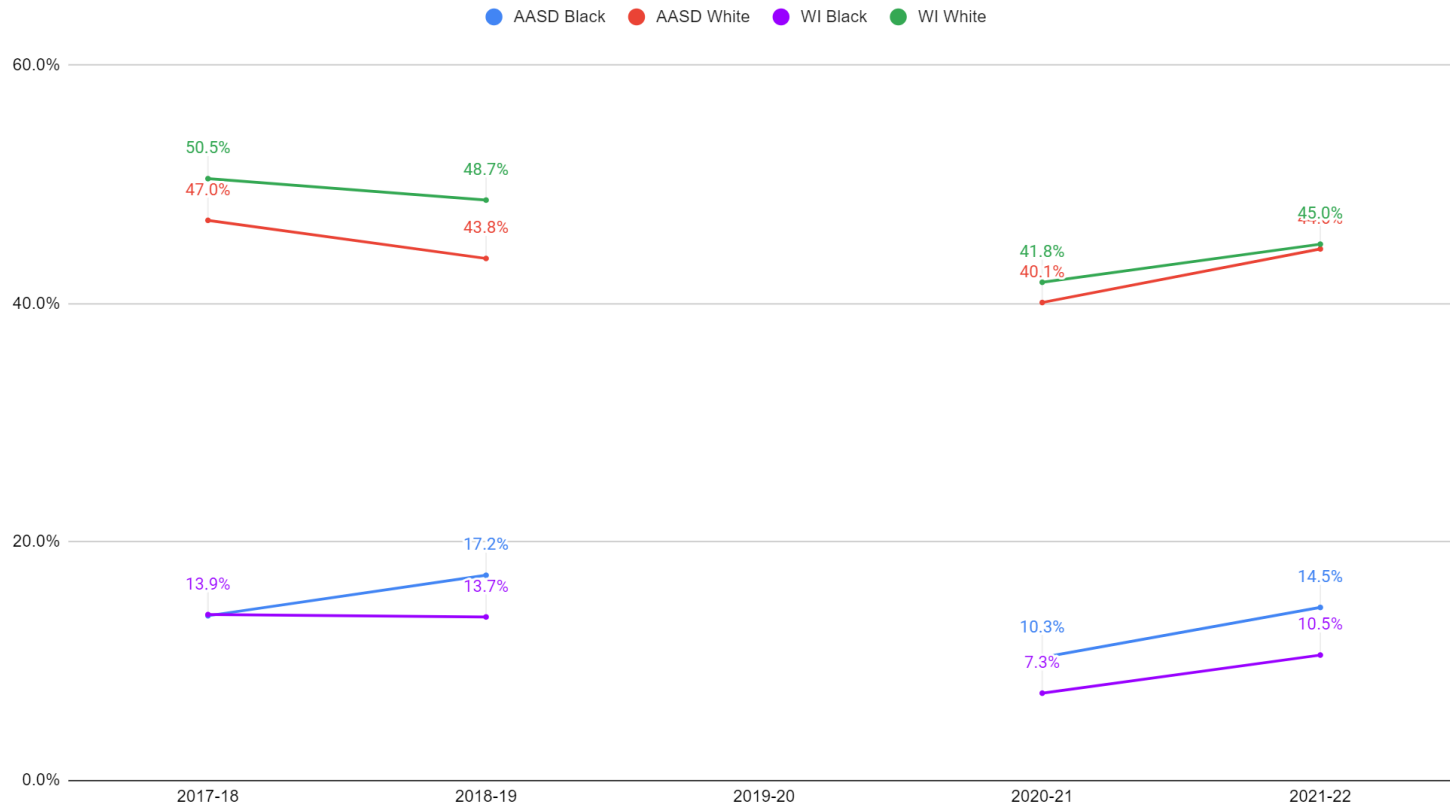


We will reduce gaps between **Students With Disabilities (SWD)** and **Students Without Disabilities (SWOD)** scoring Proficient and Advanced in grades 3-8 (combined) on the WI Forward Exam in ELA by 3%.

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

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

Black vs. 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%

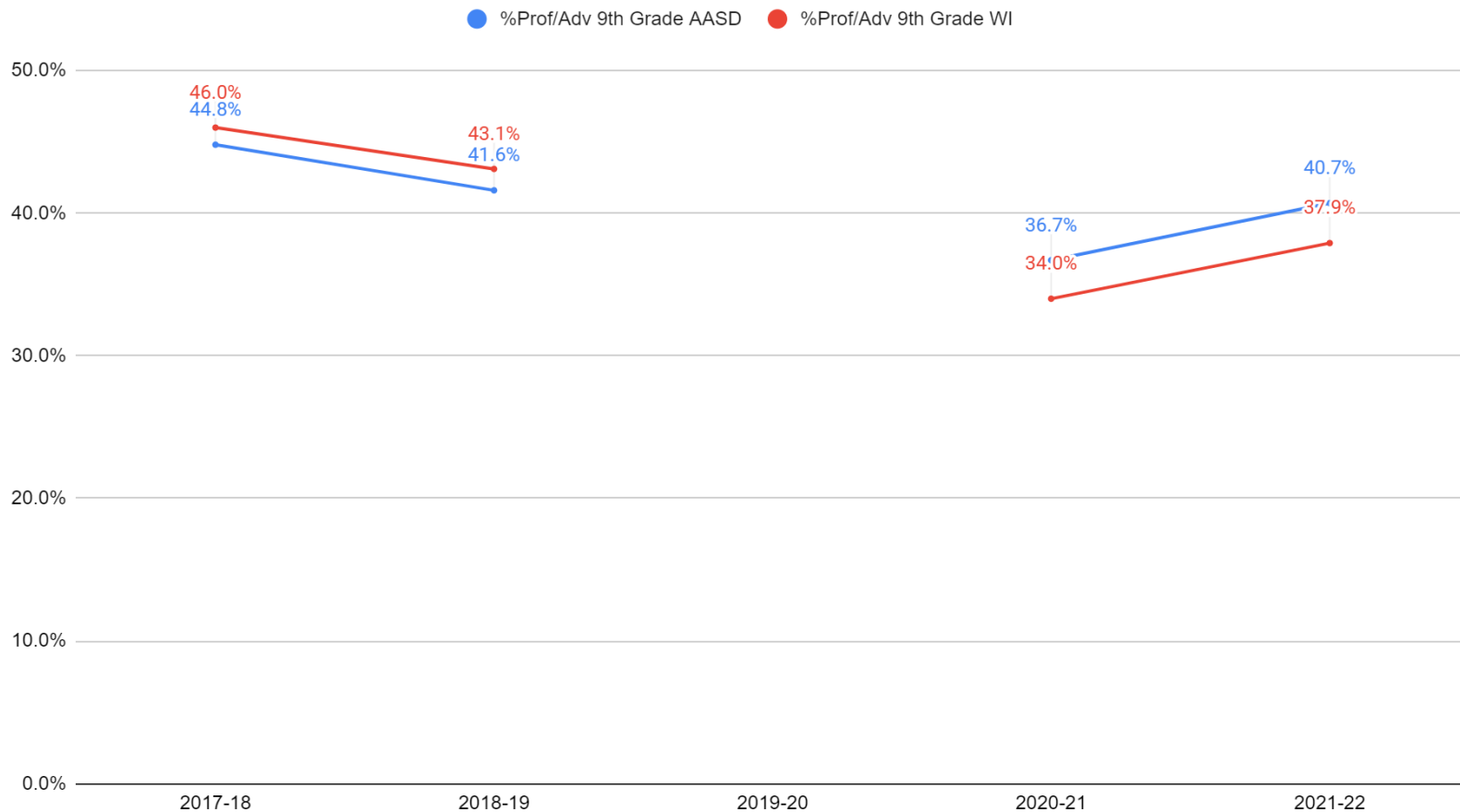
	2017-18	2018-19	2019-20	2020-21	2021-22
AASD Black %Prof/Adv	13.8%	17.2%		10.3%	14.5%
AASD White %Prof/Adv	47.0%	43.8%		40.1%	44.6%
Gap	33.2%	26.6%		29.8%	30.1%
WI Black	13.9%	13.7%		7.3%	10.5%
WI White %Prof/Adv	50.5%	48.7%		41.8%	45.0%
Gap	36.6%	35.0%		34.5%	34.5%

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. In addition, although the district has historically demonstrated a test participation rate of >99%, only ~90% of students participated in the assessment during the 2020-21 school year.

The district experienced a historically high number of student and staff absences along with substitute shortages during the 2021-22 school year due to the ongoing COVID-19 pandemic. There was a 98.6% participation rate for students in grades 3-8 for the 2021-22 school year.

ACT Aspire - Reading - Grades 9-10 (Program Analysis)

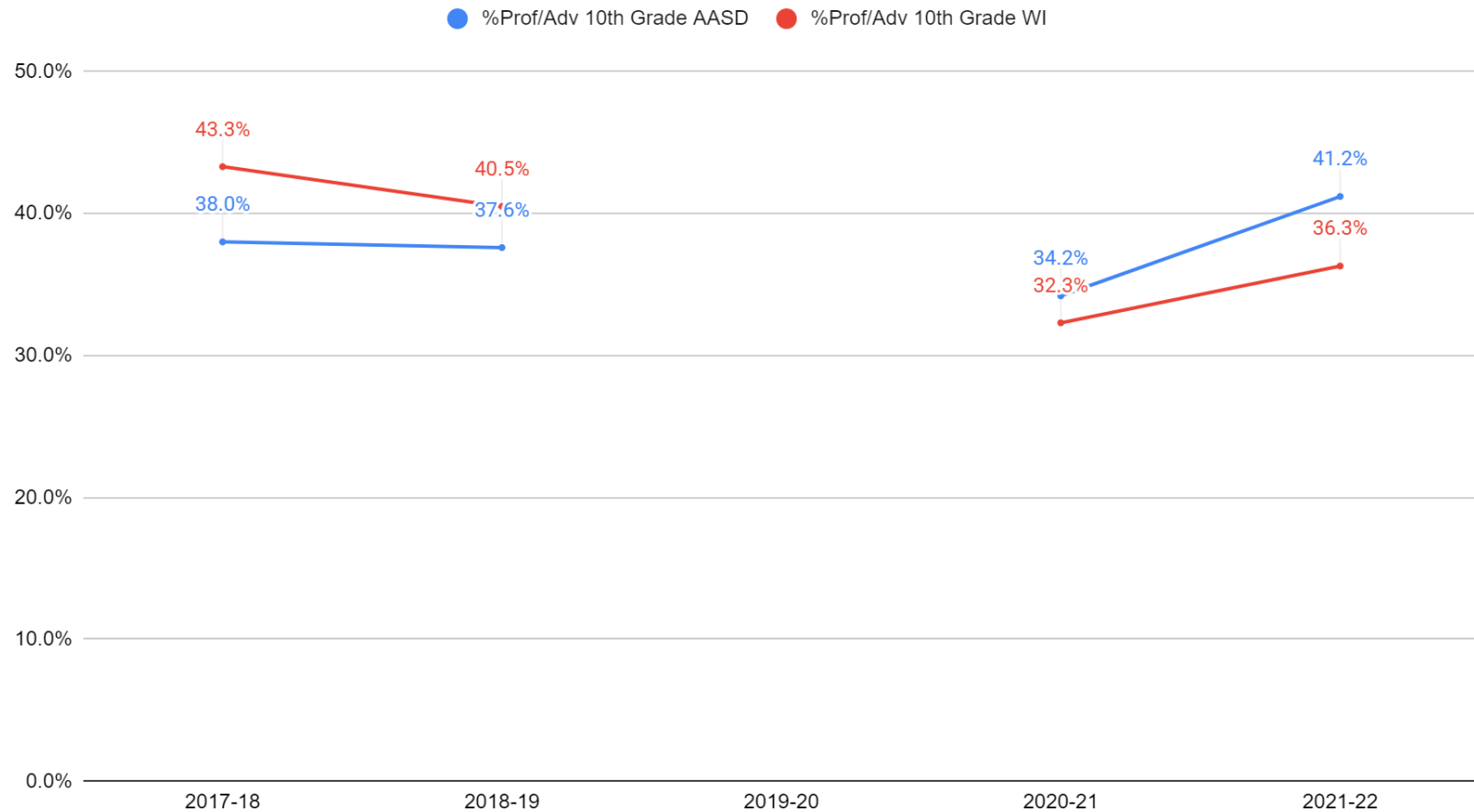
%Prof/Adv 9th Grade ACT Aspire (AASD vs. WI)



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

	2017-18	2018-19	2019-20	2020-21	2021-22
%Prof/Adv 9th Grade AASD	44.8%	41.6%	NA	36.7%	40.7%
%Prof/Adv 9th Grade WI	46.0%	43.1%	NA	34.0%	37.9%

%Prof/Adv 10th Grade ACT Aspire (AASD vs. WI)



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

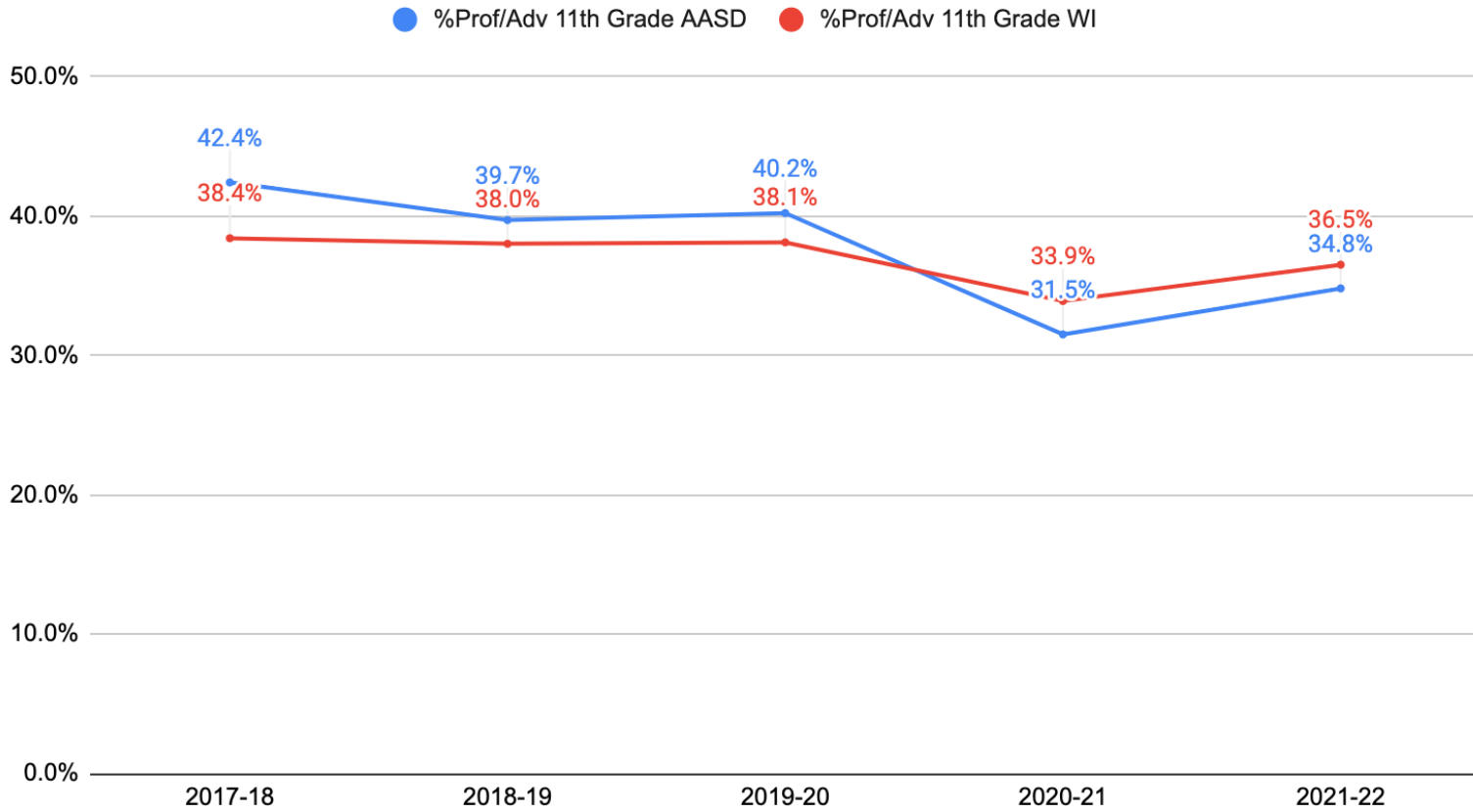
	2017-18	2018-19	2019-20	2020-21	2021-22
%Prof/Adv 10th Grade AASD	38.0%	37.6%	NA	34.2%	41.2%
%Prof/Adv 10th Grade WI	43.3%	40.5%	NA	32.3%	36.3%

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. In addition, although the district has historically demonstrated a test participation rate of >95%, only ~83% of students participated in the assessment during the 2020-21 school year.

The district experienced a significant shortage in substitute teachers and a significantly high number of teacher and student absences during the 2021-22 school year as a result of the ongoing COVID-19 pandemic. For 2021-22, there was a 95.0% participation rate for ELA and a 97.3% participation rate for mathematics for students in grade 9. For 10th grade, there was a participation rate of 93.4% for ELA and a 95.2% participation rate for mathematics for the 2021-22 school year.

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

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. Although the district has historically demonstrated a test participation rate of >97%, only ~91% of students participated in the assessment during the 2020-21 school year. During the 2020-21 school year, the district needed to utilize a variety of instructional models due to the COVID-19 pandemic (fully virtual or hybrid). This may have contributed to the significant decrease in test participation compared to the previous year. The district experienced a significant shortage in substitute teachers and a significantly high number of teacher and student absences during the 2021-22 school year as a result of the ongoing COVID-19 pandemic. For 2021-22, there was a 94.5% participation rate for students in grade 11.

Information Only - Average ELA Composite Score on ACT with Writing

	2020-21 AASD	2020-21 Statewide	2021-22 AASD	2021-22 Statewide
Grade 11 ELA Composite Score	17.4	18.0	18.1	18.1

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

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

	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
Class of 2025					40.7% (Aspire 9th grade)	37.9% (Aspire 9th grade)
Class of 2024			36.7% (Aspire 9th grade)	34.0% (Aspire 9th grade)	41.2% (Aspire 10th grade)	36.3% (Aspire 10th grade)
Class of 2023	NA (Aspire 9th grade)	NA (Aspire 9th grade)	34.2% (Aspire 10th grade)	32.3% (Aspire 10th grade)	34.8% (ACT 11th grade)	36.5% (ACT 11th grade)

Board Comments:





Board of Education Work Session
November 16, 2022

Why are we here?

1. We will provide a brief history of the role of Charter Schools in the Appleton Area School District and explain the Board of Education's role as Charter School Authorizer.
2. We will provide an update to the Board on a proposal for a new Charter School in the Appleton Area School District.

AASD & Charter Schools

23 year History in AASD

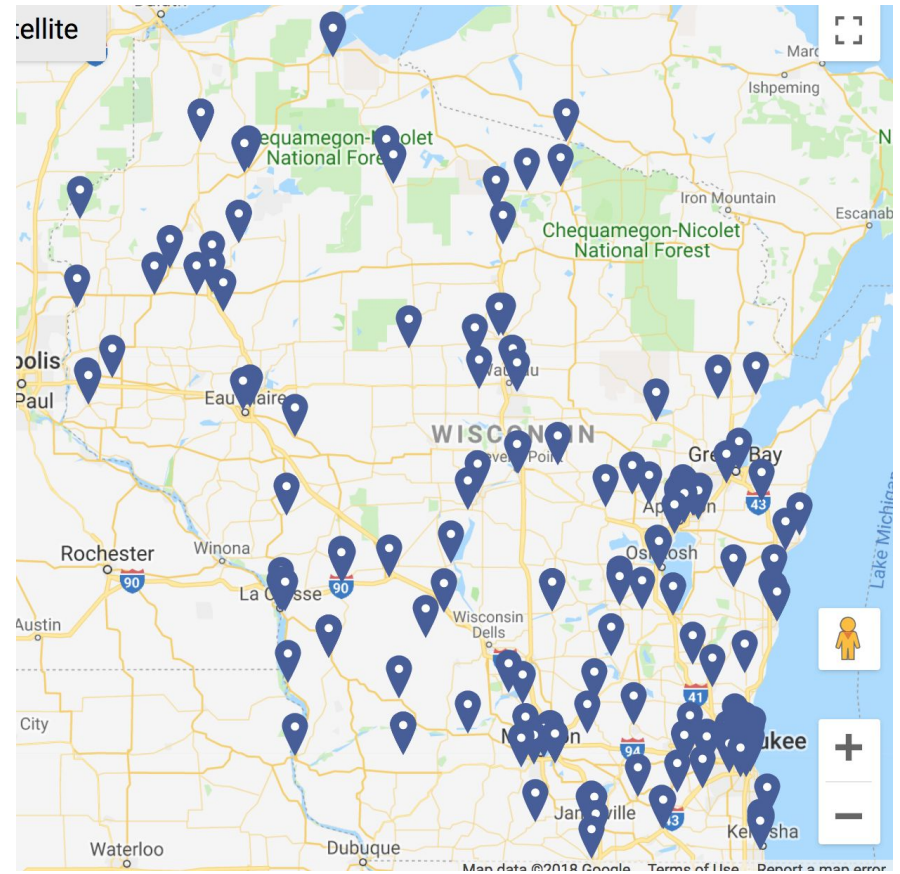
13 current charter schools

Charter School Governance Boards

- Established entities filed with the state of Wisconsin DPI
- Primarily non-stock, non-profit, tax-exempt entities
- Held accountable to their public authorizer through contract performance measures
- Held to bylaws including following all open public meeting laws

Charters in Wisconsin

- 236 charter schools in WI (includes district and non-district charters)
- 96 active authorizers in WI (includes districts and institutions who have operating charter schools)
- WI Charter Schools [yearbook](#) and [by-the-numbers](#)



Wisconsin Authorizers: Who are they?

Public School Districts (*known as district-authorized charter schools*)

- about 100 districts currently, though all are allowed to authorize at any time
- Instrumentality district charter schools: both authorized by and also staffed by a public school district
- NON-Instrumentality district charter schools: authorized by a public school district but are staffed by the governance board

Public Institutions of Higher Ed (*known as 2r or 2x charter schools*)

- College of Menominee Nation
- Lac Courte Oreilles Ojibwa Community College
- UW- System Office of Educational Opportunity
- The chancellor of any institution in the UW System
- Each technical college board

Non-Educational Government Entities (*known as 2r charter schools*)

- The common council of the city of Milwaukee
- Waukesha County Executive

[How the finance works](#)

[Charter School Authorizing Options in Wisconsin](#)

Charter Schools



Great schools are held to great expectations

AASD Original Philosophy Centered Around Three Questions

1. Is it good for students and families?
2. Does it provide a different approach/opportunity?
3. Did it add revenue to the district?

Facts About Charter Schools

- Charter schools are tuition free and enrollment is voluntary.
- They have the flexibility to design and deliver innovative curriculum in nontraditional ways in order to meet the needs of participating students.
- They may not discriminate in admissions, programs, or activities.
- Students take state tests required of other public school students.
- Teachers are certified and licensed by the Wisconsin Department of Public Instruction.

*Employees are district employees and subject to all district policies and regulations.**

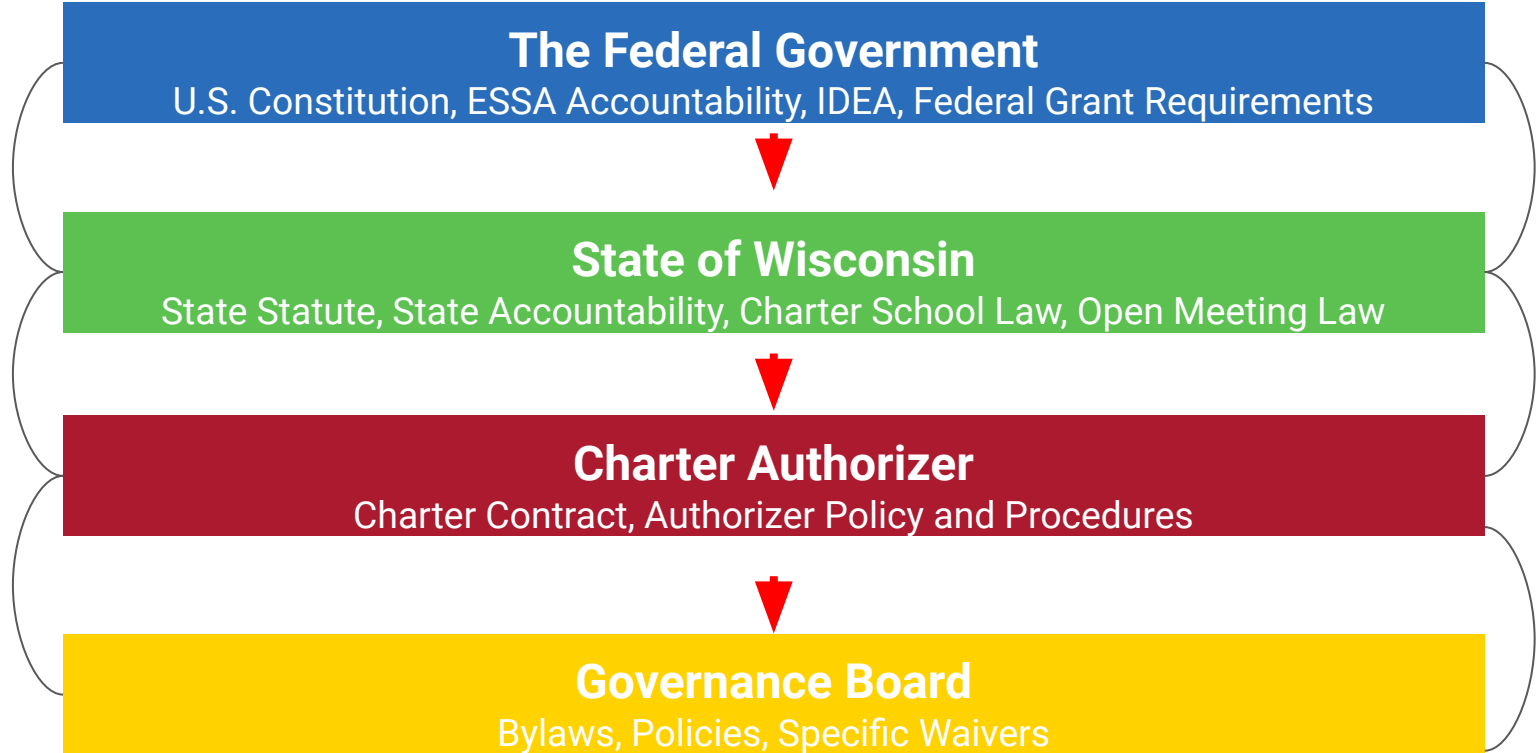
Wisconsin Authorizer: Legal Responsibilities

Under Wisconsin law, pursuant to s. 118.40(3m), charter school authorizers must comply with the following:

- Solicit and Evaluate Charter School Applications
- Consider National Association of Charter School Authorizers' Principles and Standards
- Give Contract Preference to Charters Serving Children at Risk
- Approve only high-quality charter school applications
- Monitor Performance and Compliance
- Submit Annual Report to State Superintendent and Legislature

AUTHORIZING CHARTER SCHOOLS IN WISCONSIN – LEGAL REQUIREMENTS

Flow of Autonomy and Accountability



Needs assessment to determine design

Potential areas of need:

- Educationally disadvantaged students
- Achievement gap for particular subgroups
- Family and community engagement
- School attendance
- Graduation rate
- College and career readiness
- Mental health concerns
- Students at-risk of dropping out
- School climate

1. Is each area a concern in your community?
2. What is the district's current plan and mission for each area?
3. Could a charter school help to meet these needs and mission?
4. [Link to full document](#)

WRCCS recognizes that charter schools are not the only way to meet the needs of you learners and community.

Questions about AASD Charter History and/or being a Charter Authorizer?



Hmong American Immersion School

The word "hais" means speak -
using our voices to positively
impact change in our community.



Hmong in Fox Cities

Fox Cities per 2020 Census

- Appleton 5,000
- Menasha 715
- Neenah 275
- Little Chute 100
- Kaukauna 20
- Greenville/Hortonville 1,300
- Kimberly 300

Total= 7, 710

AASD

- Asian demographic is about 13%
 - 1,570 identified as total EL Students K-12
 - 349 identified as EL Hmong Students
 - 233 identified as Hmong Students at the elementary level
- 

AASD Student Achievement

AASD R-2.1.1 ELA Monitor Report

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

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

	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide
Grade 3	27.9%	31.7%	34.5%	35.6%
Grade 4	35.0%	36.2%	41.2%	42.2%
Grade 5	28.6%	33.9%	41.5%	40.9%
Grade 6	36.2%	34.3%	43.7%	38.2%
Grade 7	33.1%	37.8%	36.4%	38.2%
Grade 8	28.9%	31.1%	23.9%	33.1%

We will reduce the percentage of students scoring Below Basic in grades 3-8 on the WI Forward Exam in ELA by 3%.

	2020-21 %Below Basic AASD	2020-21 %Below Basic Statewide	2021-22 %Below Basic AASD	2021-21 %Below Basic Statewide
Grade 3	27.2%	23.3%	25.7%	25.4%
Grade 4	25.7%	22.7%	24.2%	24.6%
Grade 5	31.9%	23.2%	24.1%	25.9%
Grade 6	21.4%	21.0%	20.8%	24.1%
Grade 7	23.9%	19.2%	25.3%	24.6%
Grade 8	28.0%	21.5%	33.9%	27.5%

AASD R-2.1.2 Mathematics Monitor Report

WI Forward - Mathematics - Grades 3-8 (Cohort & Program Analysis)

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

	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide
Grade 3	39.5%	41.5%	44.8%	48.4%
Grade 4	34.8%	37.5%	43.7%	45.0%
Grade 5	32.5%	38.0%	47.1%	46.0%
Grade 6	34.8%	32.0%	45.1%	39.7%
Grade 7	25.2%	31.2%	31.5%	34.2%
Grade 8	22.4%	26.5%	20.2%	30.5%

We will reduce the percentage of students scoring Below Basic in grades 3-8 on the WI Forward Exam in Mathematics by 3%.

	2020-21 %Below Basic AASD	2020-21 %Below Basic Statewide	2021-22 %Below Basic AASD	2021-22 %Below Basic Statewide
Grade 3	22.8%	19.5%	21.4%	20.7%
Grade 4	20.1%	18.2%	21.0%	20.1%
Grade 5	28.8%	24.4%	23.3%	24.3%
Grade 6	27.4%	27.1%	22.6%	28.3%
Grade 7	37.2%	28.8%	39.3%	35.1%
Grade 8	31.1%	26.5%	41.5%	32.8%

AASD Student Achievement

AASD R-2.1.1 ELA Monitor Report

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

	2020-21 %Prof/Adv	2021-22 %Prof/Adv
Grade 3	SWOD 32.1% SWD 8.0% (24.1% gap)	SWOD 39.2% SWD 11.0% (28.2% gap)
	Not EL 31.7% EL 3.2% (28.5% gap)	Not EL 38.5% EL 10.1% (28.4% gap)
	White 34.6% Black 7.1% (27.5% gap)	White 42.7% Black 13.3% (29.4% gap)

AASD R-2.1.2 Mathematics Monitor Report

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

	2020-21 %Prof/Adv	2021-22 %Prof/Adv
Grade 3	SWOD 44.0% SWD 18.4% (25.6% gap)	SWOD 49.7% SWD 20.9% (28.8% gap)
	Not EL 44.0% EL 8.0% (36% gap)	Not EL 49.3% EL 18.1% (31.2% gap)
	White 50.9% Black 2.4% (48.5% gap)	White 55.1% Black 20.0% (35.1% gap)



What the Research is saying about Asian-American Student Achievement

Generalization:

“The most striking success of Asian-Americans, and the one most commonly highlighted in the media, is in educational attainment. While 36 percent of whites, 23 percent of blacks, and 16 percent of Hispanics have a bachelor’s degree or more, **54 percent of Asians do**. Furthermore, while 14 percent of whites have advanced degrees, **21 percent of Asian-Americans do**.”

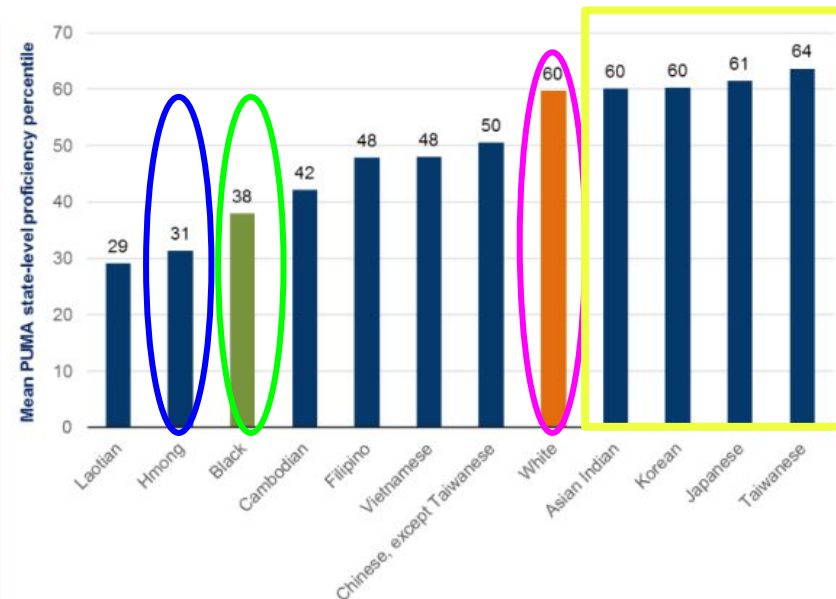
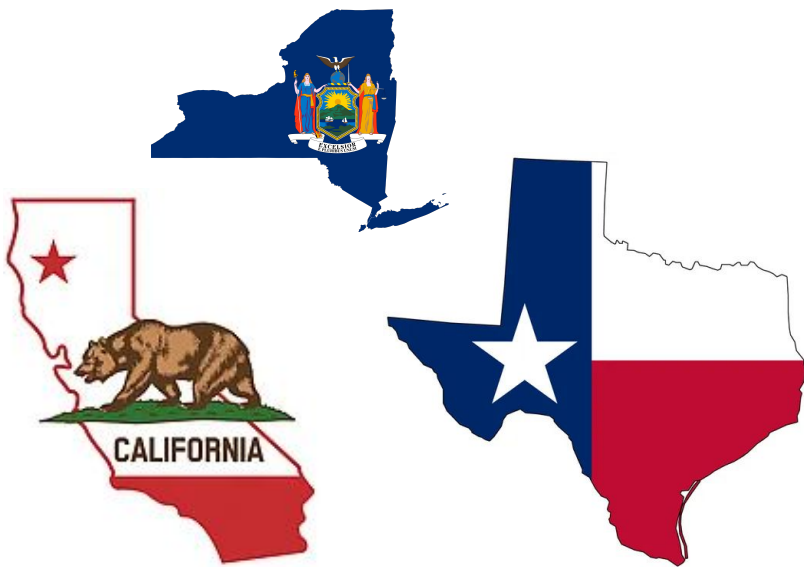
-Nathan Joo

***Asian-Americans are far from the same...
...STOP CLUMPING***

Subgroup	Ethnicity
East Asian	Chinese, Japanese, Korean, Mongolian, Singaporean, Taiwanese
Southeast Asian	Burmese, Cambodian, Hmong, Indonesian, Laotian, Malaysian, Thai, Vietnamese
Filipino	Filipino
South Asian	Asian Indian, Bangladeshi, bhutanese, Nepalese, Pakistani, Sri Lankan
Native Hawaiian and Pacific Islander	Fijian, Guamanian or Chamorro, Mariana Islander, Melanesian, Micronesian, Marshallese, Native Hawaiian, Palauan, Papuan, Samoan, Tongan, Toke



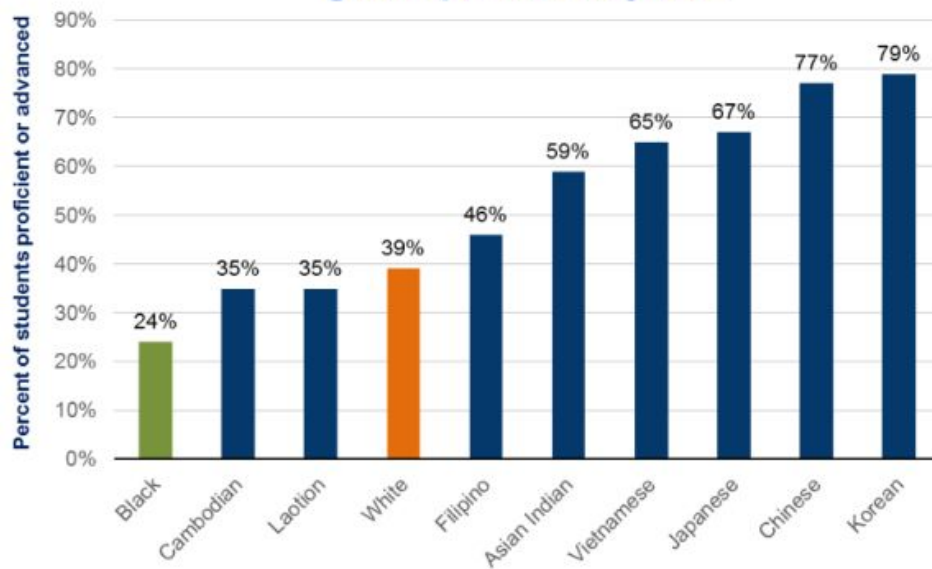
What the Research is indicating about Asian-American Student Achievement



Source: Author's calculations from ACS and Great Schools data.
Note: Asian-American exam scores are stripped from our school quality measure.

BROOKINGS

California end of course algebra 1 eighth grade proficiency rate



Why is Hmong missing from the data?

Is this trend observable in AASD?

**Is the research
relevant in
AASD?**

English Language Arts

WI Forward Exam: ELA				
	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Asian AASD		2021-22 %Prof/Adv Statewide
Grade 3	34.5%	21.7%		35.6%
Grade 4	41.2%	27.0%		42.2%
Grade 5	41.5%	27.1%		40.9%
Grade 6	43.7%	33.6%		38.2%

Mathematics

WI Forward Exam: Mathematics				
	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Asian AASD		2021-22 %Prof/Adv Statewide
Grade 3	44.8%	33.6%		48.4%
Grade 4	43.7%	29.5%		45.0%
Grade 5	47.1%	38.3%		46.0%
Grade 6	45.1%	33.6%		39.7%

Language Level



INDIVIDUALIZED
EDUCATION
PROGRAM (IEP)



2021-22 ACCESS Overall Performance by Grade Level





“Many groups from East Asia and India are doing very well economically. But Cambodians and Hmong are on the lowest rungs of the economic ladder, with very high poverty rates, of 38 percent and 29 percent respectively. Why is this? The answer is simple: culture and community success.” - Nathan Joo



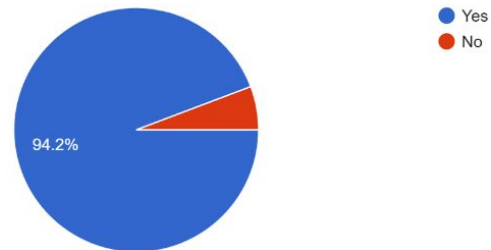
Survey of Hmong Families

Summer 2022



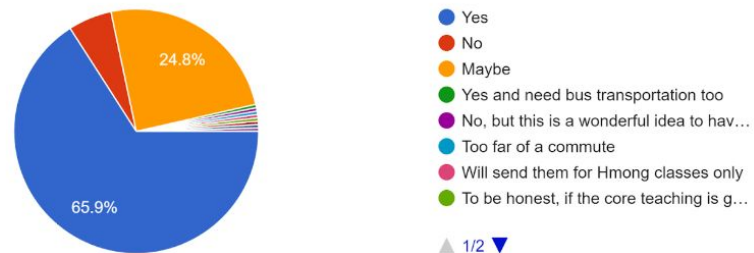
Do you want a Hmong charter school in the Appleton Area School District?

226 responses



If there was a Hmong charter school in Appleton, would you send your child there?

226 responses



▲ 1/2 ▼



Key focus of HAIS Instructional Program

- **Core Academic (Math, ELA, Science, and Inquiry)**
 - **Hmong Language, Art, and Culture Integration**
 - **SEL and Social Justice Focus**
 - **Family and Community Engagement**
- 



Racial segregation

The practice of restricting people to certain areas of residence or to separate institutions and facilities on the bases of race. Racial segregation provides a means of maintaining the economic advantages and superior social status of the politically dominate group.

<https://www.britannica.com/topic/racial-segregation>



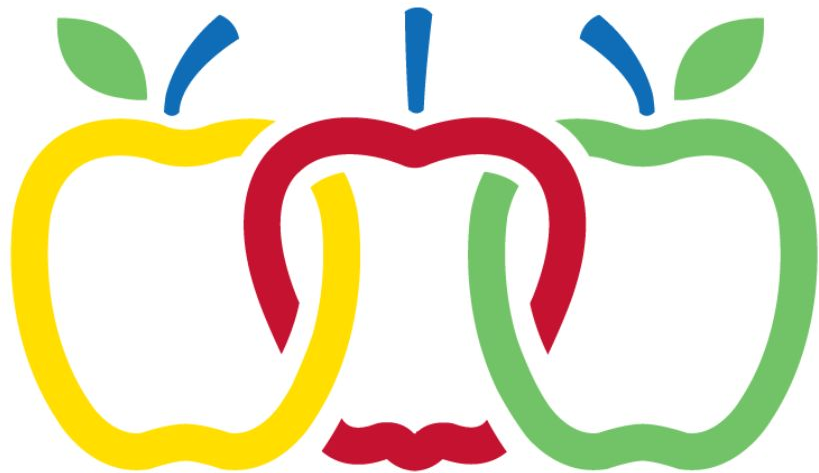


**Culturally Responsive
Schools provide access
for all students**

Do you have any questions?

What are the next steps?

1. **Proposal reviewed by the Charter Steering Committee and Leadership Team**
2. **Proposal presented to the Board of Education as a presentation**
3. **Proposal at Board of Education meeting for approval**



APPLETON AREA
SCHOOL DISTRICT