



**Wednesday, September 21, 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	Sep 21, 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: 2.1.1 ELA Results - for Information/Discussion
Meeting	Sep 21, 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.pdf \(578 KB\)](#)

Subject	B. Results Monitoring - Baseline Year: 2.1.2 Math - for Information/Discussion
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Meeting	Sep 21, 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-2.1.2 Mathematics - 2022-23 Monitoring Report.pdf \(565 KB\)](#)

3. Adjourn

Subject	A. Adjournment of Meeting
Meeting	Sep 21, 2022 - Board of Education Work Session
Category	3. 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 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)

Signed: _____

Date: _____

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 organization 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-2.1 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 to 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%

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%

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)
	SWOD 39.9% SWD 13.0% (26.9% gap)	SWOD 46.1% SWD 17.1% (28.4% gap)
	Not EL 32.3%	Not EL 46.3%

Grade 4	EL 0.9% (31.4% gap)	EL 7.2% (39.1% gap)
	White 44.6% Black 14.7% (29.9% gap)	White 49.4% Black 22.2% (27.2% gap)
Grade 5	SWOD 33.2% SWD 7.8% (25.4% gap)	SWOD 47.1% SWD 15.3% (31.8% gap)
	Not EL 39.3% EL 2.6% (36.7% gap)	Not EL 46.2% EL 8.7% (37.5% gap)
	White 35.0% Black 10.5% (24.5% gap)	White 49.6% Black 16.7% (32.9% gap)
Grade 6	SWOD 41.7% SWD 10.1% (31.6% gap)	SWOD 50.1% SWD 10.4% (39.7% gap)
	Not EL 39.9% EL 6.3% (33.6% gap)	Not EL 48.1% EL 8.6% (39.5% gap)
	White 43.4% Black 8.8% (34.6% gap)	White 50.5% Black 16.2% (34.3% gap)
Grade 7	SWOD 33.7% SWD 8.2% (25.5% gap)	SWOD 42.8% SWD 6.6% (36.2% gap)
	Not EL 37.6% EL 1.7% (35.9% gap)	Not EL 39.6% EL 6.5% (30.4% gap)
	White 41.6% Black 10.4% (31.2% gap)	White 42.8% Black 9.8% (33.0% gap)

Grade 8	SWOD 33.7% SWD 5.1% (28.6% gap)	SWOD 27.2% SWD 6.3% (20.8% gap)
	Not EL 32.2% EL 1.0% (31.2% gap)	Not EL 33.9% EL 3.7% (30.2% gap)
	White 34.7% Black 5.5% (29.2% gap)	White 29.9% Black 7.7% (22.2% gap)

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 2022-23 school year.

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%	57%

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%	40%
SWD	35%	33%
gap	8%	7%
Not EL	43%	40%
EL	33%	29%
gap	10%	11%
White	45%	32%
Black	33%	42%
gap	8%	10%

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	39%	39%
SWD	15%	15%
gap	24%	24%

Not EL	39%	39%
EL	10%	8%
gap	29%	31%
White	13%	15%
Black	43%	43%
gap	30%	28%

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 2022-23 school year, all students completed the i-Ready assessment in a universal manner within AASD schools and with an AASD proctor.

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

1. We will **increase the percentage** of students **scoring Proficient/Advanced** in **grades 9-10** on the **ACT Aspire Assessment in ELA by 1%.**
2. We score **at or above the statewide level** for **Proficient/Advanced** in **grades 9-10** on the **ACT Aspire in ELA.**

	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide
Grade 9	36.7%	34.0%	40.7%	37.9%
Grade 10	34.2%	32.3%	41.2%	36.3%

We will **reduce the percentage** of students **scoring Below Basic** in **grades 9-10** on the **ACT Aspire Assessment in ELA** by **3%**.

	2020-21 %Below Basic AASD	2020-21 %Below Basic Statewide	2021-22 %Below Basic AASD	2021-22 %Below Basic Statewide
Grade 9	14.4%	16.5%	21.1%%	20.7%
Grade 10	15.2%	18.0%	20.9%	21.9%

We will **increase the percentage** of students **scoring Proficient/Advanced** in **grades 10** on the **ACT Aspire Assessment in ELA** compared to the grade 9 cohort results from **the year before by 1%**.

	2020-21 %Prof/Adv	2021-22 %Prof/Adv
Grade 9	36.7%	
Grade 10	34.2%	41.2%

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.

We will reduce gaps in students scoring Proficient and Advanced within identified demographic groups in grades 9-10 on the ACT Aspire Assessment in ELA by 3%.

	2020-21 %Prof/Adv	2021-22 %Prof/Adv
Grade 9	SWOD 42.7% SWD 4.9% (37.8% gap)	SWOD 46.6% SWD 8.0% (38.6% gap)
	Not EL 39.3% EL 2.7% (36.6% gap)	Not EL 44.4% EL 5.1% (41.3% gap)
	White 44.1% Black 10.0% (34.1% gap)	White 47.5% Black 12.3% (35.2% gap)
Grade 10	SWOD 39.8% SWD 3.6% (36.2% gap)	SWOD 47.8% SWD 6.1% (41.7% gap)
	Not EL 37.0% EL 0.0% (37.0% gap)	Not EL 44.2% EL 2.7% (41.5% gap)
	White 42.5% Black 6.8% (35.7% gap)	White 50.8% Black 14.3% (36.5% gap)

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

1. We will **increase the percentage** of students **scoring Proficient/Advanced** in **grade 11** on the **ACT Assessment in ELA** by **1%**.
2. We score **at or above the statewide level** for **Proficient/Advanced** in **grade 11** on the **ACT with Writing in ELA**.

	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide
Grade 11 ELA	31.5%	33.9%	34.8%	36.5%

We will **reduce the percentage** of students **scoring Below Basic** in **grade 11** on the **ACT Assessment in ELA** by **3%**.

	2020-21 %Below Basic AASD	2020-21 %Below Basic Statewide	2021-22 %Below Basic AASD	2021-22 %Below Basic Statewide
Grade 11 ELA	30.5%	25.1%	29.3%	26.6%

We will **reduce gaps in students scoring Proficient and Advanced** within **various demographic groups** in **grade 11** on the **ACT Assessment in ELA** by **3%**.

	2020-21 %Prof/Adv	2021-22 %Prof/Adv
Grade 11 ELA	SWOD 35.8% SWD 5.0% (30.8% gap)	SWOD 40.0% SWD 4.4% (35.6% gap)
	Not EL 33.3% EL 0.0% (33.3% gap)	Not EL 37.2% EL 0.0% (37.2% gap)
	White 37.4% Black 13.0% (24.4% gap)	White 42.4% Black 10.4% (32.0% gap)

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

Board Comments:

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

Six of the seven target goals were met for 4K students according to TS Gold student outcome results. There was a significant improvement in the number of students scoring proficient/advanced compared to outcomes reported for the 2020-21 school year on the WI Forward Exam. Gains at the cohort level for students in grades 3-7 outpaced those observed at the state level. A significant increase was also 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 7th grade scoring at or above grade level in Mathematics 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 a decrease in the percentage of students scoring proficient or advanced on the ACT Aspire at the cohort level (9th grade 2020-21 to 10th grade 2021-22). 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 Math composite score improved to 19.1, thereby decreasing the gap between the district and state scores to 0.1.

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

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

_____ **Making Reasonable Progress**

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

_____ **Failing to make Reasonable Progress**

 X **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-2.2 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: 2.1.2 Mathematics	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.
- **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

- o 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:
 - o Geometry
 - o Measurement & Data
 - o Number & Operations in Base Ten
 - o Number & Operations - Fractions
 - o Operations & Algebraic Thinking
- **ACT Aspire** - nationally normed summative assessment that is used to highlight progress toward ACT College Readiness Standards and Benchmarks. ACT Aspire assesses student readiness in English, math, reading, science and writing. ACT is taken once a year each spring. Data from the ACT Aspire arrives several months after the assessment is taken, and is used to clarify school-based measures related to the AASD Scorecard. This assessment is administered to students in grades 9-10 and measures student ACT College Readiness within the following areas:
 - o **Preparing for Higher Math**
 - Number & Quantity
 - Algebra
 - Functions
 - Geometry
 - Statistics & Probability
 - o **Integrating Essential Skills**
 - o **Modeling**
- **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**
 - 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
- **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 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)
20a Counts	83%	87%
20b Quantifies	78%	91%
20c Connects numerals with their quantities	88%	91%
21a Understands spatial relationships	89%	94%
21b (Understands shapes	86%	92%
22a Measures objects	92%	96%
22b Measures time and money	96%	96%

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%

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)

Grade 4	SWOD 38.8% SWD 16.9% (21.9% gap)	SWOD 48.4% SWD 20.7% (27.7% gap)
	Not EL 39.8% EL 5.6% (34.2% gap)	Not EL 49.0% EL 8.0% (41.0% gap)
	White 43.8% Black 17.6% (26.2% gap)	White 54.5% Black 16.7% (37.8% gap)

Grade 5	SWOD 37.5% SWD 9.6% (27.9% gap)	SWOD 53.2% SWD 18.6% (34.6% gap)
	Not EL 36.3% EL 3.7% (32.6% gap)	Not EL 51.5% EL 16.5% (35.0% gap)
	White 39.6% Black 10.5% (29.1% gap)	White 55.6% Black 25.0% (30.6% gap)

Grade 6	SWOD 39.9% SWD 10.7% (29.2% gap)	SWOD 51.7% SWD 11.1% (40.6% gap)
	Not EL 38.0% EL 1.3% (36.7% gap)	Not EL 49.2% EL 12.9% (36.3% gap)
	White 42.5% Black 0.0% (42.5% gap)	White 52.5% Black 16.2% (36.3% gap)
Grade 7	SWOD 28.7% SWD 6.8% (21.9% gap)	SWOD 36.9% SWD 6.6% (30.3% gap)
	Not EL 28.7% EL 0.9% (27.8% gap)	Not EL 34.7% EL 2.2% (32.5% gap)
	White 32.4% Black 10.4% (22.0% gap)	White 39.0% Black 2.4% (36.6% gap)
Grade 8	SWOD 26.1% SWD 3.8% (22.3% gap)	SWOD 23.2% SWD 4.2% (19.0% gap)
	Not EL 24.8% EL 2.0% (22.8% gap)	Not EL 23.1% EL 0.0% (23.1% gap)
	White 28.5% Black 1.8% (26.7% gap)	White 25.9% Black 12.8% (13.1% gap)

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 significantly 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.

i-Ready Assessment - Mathematics - 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 **Mathematics** (growth expected within one or more year) by the end of the academic year **by 1%**.

	2020-21 %Meeting Typical Growth	2021-22 % Meeting Typical Growth
5K	31%	49%
Grade 1	32%	49%
Grade 2	36%	53%
Grade 3	41%	48%
Grade 4	43%	53%
Grade 6	47%	62%
Grade 6	50%	64%
Grade 7	39%	51%
Grade 8	33%	46%

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
SWOD	40%	54%

SWD	33%	48%
gap	7%	6%
Not EL	40%	54%
EL	29%	47%
gap	11%	7%
White	42%	55%
Black	31%	45%
gap	11%	10%

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%.

	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	65%	69%
Grade 1	46%	60%
Grade 2	34%	54%
Grade 3	34%	54%
Grade 4	33%	54%
Grade 5	31%	57%
Grade 6	27%	53%
Grade 7	19%	45%

Grade 8	20%	37%
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)
SWOD	37%	37%
SWD	16%	17%
gap	21%	20%
Not EL	37%	37%
EL	10%	8%
gap	27%	29%
White	41%	41%
Black	11%	12%
gap	30%	29%
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.

ACT Aspire - Mathematics- Grades 9-10 (Cohort & Program Analysis)

1. We will **increase the percentage** of students **scoring Proficient/Advanced** in **grades 9-10** on the **ACT Aspire Assessment in Mathematics** by **1%**.
2. We score **at or above the statewide level** for **Proficient/Advanced** in **grades 9-10** on the **ACT Aspire in Mathematics**.

	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide
Grade 9	34.6%	33.1%	34.6%	35.8%
Grade 10	27.2%	28.2%	32.9%	33.6%

We will **reduce the percentage** of students **scoring Below Basic** in **grades 9-10** on the **ACT Aspire Assessment 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 9	27.5%	23.7%	33.3%	30.9%
Grade 10	27.8%	27.9%	35.4%	34.6%

We will **increase the percentage** of students **scoring Proficient/Advanced** in **grade 10** on the **ACT Aspire Assessment in Mathematics** **compared** to the grade 9 cohort results from **the year before** by **1%**.

	2020-21 %Prof/Adv	2021-22 %Prof/Adv
Grade 9	34.6%	
Grade 10	27.2%	32.9%

We will reduce gaps in students scoring Proficient and Advanced within identified demographic groups in grades 9-10 on the ACT Aspire Assessment in Mathematics by 3%.

	2020-21 %Prof/Adv	2021-22 %Prof/Adv
Grade 9	SWOD 39.8% SWD 6.7% (33.1% gap)	SWOD 39.5% SWD 7.4% (32.1% gap)
	Not EL 37.1% EL 1.4% (35.7% gap)	Not EL 37.9% EL 2.0% (35.9% gap)
	White 42.6% Black 10.0% (32.6% gap)	White 42.0% Black 10.5% (31.5% gap)
Grade 10	SWOD 31.7% SWD 2.4% (29.3% gap)	SWOD 37.9% SWD 6.1% (31.8% gap)
	Not EL 29.5% EL 0.0% (29.5% gap)	Not EL 35.4% EL 1.3% (34.1% gap)
	White 34.3% Black 5.1% (29.2% gap)	White 40.3% Black 12.2% (28.1% gap)

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 - Mathematics - Grade 11(Program Analysis)

1. We will **increase the percentage** of students **scoring proficient/advanced** in **grade 11** on the **ACT Assessment in Mathematics** by **1%**.
2. We score **at or above the statewide level** for **Proficient/Advanced** in **grade 11** on the **ACT with Writing in Mathematics**.

	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide
Grade 11 Math	23.9%	26.3%	27.6%	28.2%

We will **reduce the percentage** of students **scoring Below Basic** in **grade 11** on the **ACT Assessment 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 11 Math	42.2%	35.9%	39.7%	38.9%

We will **reduce gaps** in students **scoring proficient and advanced** within **various demographic groups** in **grade 11** on the **ACT Assessment in Mathematics** by **3%**.

	2020-21 %Prof/Adv	2021-22 %Prof/Adv
Grade 11 Math	SWOD 27.7% SWD 1.3% (26.4% gap)	SWOD 31.8% SWD 3.6% (28.2% gap)
	Not EL 25.4% EL 0.0% (25.4% gap)	Not EL 29.4% EL 1.4% (28.0% gap)
	White 29.1% Black 7.4% (21.7% gap)	White 34.0% Black 8.2% (25.8% gap)

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 Mathematics Composite Score on ACT with Writing				
	2020-21 AASD	2020-21 Statewide	2021-22 AASD	2021-22 Statewide
Grade 11 Mathematics Composite Score	18.6	19.1	19.1	19.2

Board Comments: