



**Thursday, December 16, 2021
Board of Education Work Session**

**APPLETON AREA SCHOOL DISTRICT
BOARD OF EDUCATION WORK SESSION**

Time: 7:30 AM

The Board of Education will be meeting in the Scullen Leadership Center, 131 E. Washington Street, Suite 1A. Some individuals will be joining via zoom and the meeting will be livestreamed on YouTube.

In-person public attendance is suspended until further notice. Members of the media or general public may access the meeting via the live stream broadcast on the Appleton Area School District YouTube Channel: <https://www.youtube.com/channel/UChO-l09YGgt4uKnCWYvt8Pw>.

For remote attendance via telephone, please dial: 1-312-626-6799 Meeting ID: 953 5629 4770

Any special needs or any requests for accommodations related to accessing the meeting should be sent to Clara Kopplinger, at kopplingerclar@aasd.k12.wi.us or (920) 832-6126, at least 24-hours in advance of the meeting. This would include any person for whom it would be burdensome or infeasible to use the primary method(s) of remote access established by the District.

1. Meeting Opening

Subject	A. Roll Call
Meeting	Dec 16, 2021 - Board of Education Work Session
Category	1. Meeting Opening
Type	Procedural

2. Proposed Interpretations and Indicators

Subject	A. R-2.1.4 Civics and Social Studies - Final Draft
Meeting	Dec 16, 2021 - Board of Education Work Session
Category	2. Proposed Interpretations and Indicators
Type	Discussion, Information

File Attachments

[AASD R-2.1.4 Civics & Social Studies - FINAL.pdf \(118 KB\)](#)

Subject	B. R-2.1.5 Health and Human Performance - Final Draft
Meeting	Dec 16, 2021 - Board of Education Work Session

Category 2. Proposed Interpretations and Indicators

Type Discussion, Information

File Attachments

[AASD R-2.1.5 Health & Human Performance - FINAL \(1\).pdf \(111 KB\)](#)

Subject C. R-2.1.6 Fine Arts - Final Draft

Meeting Dec 16, 2021 - Board of Education Work Session

Category 2. Proposed Interpretations and Indicators

Type Discussion, Information

File Attachments

[AASD R-2.1.6 Fine Arts - FINAL \(1\).pdf \(102 KB\)](#)

Subject D. R-2.1.9 Financial Literacy - Final Draft

Meeting Dec 16, 2021 - Board of Education Work Session

Category 2. Proposed Interpretations and Indicators

Type Discussion, Information

File Attachments

[AASD R-2.1.9 Financial Literacy - FINAL.pdf \(93 KB\)](#)

Subject E. R-2.1.7 World Languages - First Draft

Meeting Dec 16, 2021 - Board of Education Work Session

Category 2. Proposed Interpretations and Indicators

Type Discussion, Information

File Attachments

[AASD R-2.1.7 World Languages - DRAFT.pdf \(96 KB\)](#)

Subject F. R-2.1.8 Career and Technical Education - First Draft

Meeting Dec 16, 2021 - Board of Education Work Session

Category 2. Proposed Interpretations and Indicators

Type Discussion, Information

3. Adjourn

Subject	A. Adjournment of Meeting
Meeting	Dec 16, 2021 - Board of Education Work Session
Category	3. Adjourn
Type	Information, Procedural

**Appleton Area School District
Results Interpretation & Indicators Document
R-2.1.4 Civics & Social Studies**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 2.1.4 Civics & Social Studies, I certify the proceeding interpretations and indicators to be accurate and complete and reasonable.

Executive Summary/Analysis:

The interpretations and indicators, as submitted below, will provide evidence 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. The proposed measures have been selected due to the demonstration of their:

- **validity** (assessments are designed for the purpose for which we use them),
- **reliability** (assessments are shown to return consistent results at statistically acceptable levels),
- and **normative data** (results are routinely calibrated against a national sample size in order to verify accuracy of scale scores).

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

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 2.1.4 Civics & Social Studies, the Board:

- _____ **Accepts the Superintendent's interpretation and indicators as reasonable**
- _____ **Accepts the Superintendent's interpretation and indicators as reasonable, with noted exceptions**
- _____ **Finds the Superintendent's interpretation and indicators to be not reasonable**

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: 2.1.4 Civics & Social Studies	In Compliance	Not In Compliance
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.
- **Civics & Social Studies** shall mean the active process of inquiry to better understand subject matter and knowledge specifically associated with Behavioral Science, Civics, Economics, Geography, and History.

Indicators to be Used:

- **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 Social Studies portion of the WI Forward Exam measures proficiency within the following domains:
 - Behavioral Sciences
 - Civics
 - Economics
 - Geography
 - History
- **AASD Document-based Question (DBQ) Common Assessment (8-11)** - a type of essay question requiring the use of historical documents to analyze a trend or issue from the past. Students analyze 5-7 documents (primary & secondary sources, maps, newspapers, letters, etc.) Students then assess the content behind the documents (author's purpose and target audience), find connections between the various documents, write a solid thesis statement, and use their analysis of the documents to support it, and apply the knowledge of the historical issue to develop a stronger case. When assessing, AASD educators are looking for the

claim/thesis, argumentation, and sourcing.

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.
- **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
- [DBQ Scoring Rubrics](#)
- **CCOT - (Continuity & Change over Time)** - From AP World insight- "Patterns of Continuity and Change over Time – your ability to recognize, analyze, and assess the dynamics of continuity and change over periods of time of different lengths, as well as your ability to relate these patterns to a broader historical processes or themes."
 - [Change over time](#)
 - [CCOT essay design](#)
 - [essay sample](#)
- **WI Forward Exam Ranges:**
 - **Advanced** – Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
 - **Proficient** – Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
 - **Basic** – Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.

- 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.
- **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.
- **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 Targets for Reasonable Progress:

We will know we have made reasonable progress when:

AASD DBQ Assessment - Social Studies - Grades 8-11 (Cohort & Program Analysis)

We will increase the percentage of students scoring Competent/Mastery in grades 8-11 on the AASD DBQ Assessment by XX%.			
Grade Level	Course(s)	2020-21 % Competent/Mastery	2022-23 % Competent/Mastery
Grade 8	U.S. History (History)	(to be determined in Spring 2022)	
Grade 9	Civics (Civics, History)	(to be determined in Spring 2022)	
Grade 10	Global Studies (Geography, History)	(to be determined in Spring 2022)	
	World History (History)	(to be determined in Spring 2022)	
	AP World History (History)	(to be determined in Spring 2022)	
	Humanities (Behavioral Sciences)	(to be determined in Spring 2022)	

Grade 11	American Studies (History/Behavioral Science)	(to be determined in Spring 2022)	
	U.S. History (History)	(to be determined in Spring 2022)	
	AP U.S. History (History)	(to be determined in Spring 2022)	

We will **decrease the percentage** of students **scoring Beginning** in **grades 8-11** on the **AASD DBQ Assessment** by **XX%**.

Grade Level	Course(s)	2021-22 % Beginning	2022-23% Beginning
Grade 8	U.S. History (History)	(to be determined in Spring 2022)	
Grade 9	Civics (Civics, History)	(to be determined in Spring 2022)	
Grade 10	Global Studies (Geography, History)	(to be determined in Spring 2022)	
	World History (History)	(to be determined in Spring 2022)	
	AP World History (History)	(to be determined in Spring 2022)	
	Humanities (Behavioral Sciences)	(to be determined in Spring 2022)	
Grade 11	American Studies (History/Behavioral Science)	(to be determined in Spring 2022)	
	U.S. History (History)	(to be determined in Spring 2022)	

	AP U.S. History (History)	(to be determined in Spring 2022)	
We will reduce gaps in students scoring Competent and Mastery within identified demographic groups in grades 8-11 on the AASD DBQ Assessment by XXX%.			
	2021-22 % Competent/Mastery	2022-23 % Competent/Mastery	
Grade 8 (to be determined in Spring 2022)	SWOD X% SWD X% (X% gap)		
	Not EL X% EL X% (X% gap)		
	White X% Black X% (X% gap)		
Grade 9 (to be determined in Spring 2022)	SWOD X% SWD X% (X% gap)		
	Not EL X% EL X% (X% gap)		
	White X% Black X% (X% gap)		
Grade 10 (to be determined in Spring 2022)	SWOD X% SWD X% (X% gap)		
	Not EL X% EL X% (X% gap)		

	White X% Black X% (X% gap)	
Grade 11 (to be determined in Spring 2022)	SWOD X% SWD X% (X% gap)	
	Not EL X% EL X% (X% gap)	
	White X% Black X% (X% gap)	

WI Forward - Social Studies - Grades 4 & 8 (Program Analysis)

1. We will **increase the percentage** of students **scoring Proficient/Advanced** in **grades 4 & 8** on the **WI Forward Exam in Science** 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 Social Studies**.

	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide
Grade 4	44.5%	45.9%		
Grade 8	44.4%	44.8%		
Grade 10	39.0%	37.3%		

We will **reduce the percentage** of students **scoring Below Basic** in **grades 4 & 8** on the **WI Forward Exam in Social Studies** by **3%**.

	2020-21 %Below Basic AASD	2020-21 %Below Basic Statewide	2021-22 %Below Basic AASD	2021-22 %Below Basic Statewide
Grade 4	16.8%	13.0%		
Grade 8	19.4%	15.0%		
Grade 10	20.9%	21.4%		

We will **reduce gaps in students scoring Proficient and Advanced** within **identified demographic groups in grades 4 & 8** on the **WI Forward Exam in Social Studies by 3%.**

	2020-21 %Prof/Adv		2021-22 %Prof/Adv
Grade 4	SWOD	49.3%	
	SWD	23.2%	
	gap	26.1%	
	Not EL	50.5%	
	EL	9.9%	
	gap	40.6%	
	White	55.2%	
	Black	29.4%	
	gap	26.0%	
Grade 8	SWOD	51.1%	
	SWD	10.8%	
	gap	40.3%	
	Not EL	48.7%	
	EL	8.0%	
	gap	40.7%	
	White	52.9%	
	Black	12.7%	
	gap	40.2%	
Grade 10	SWOD	44.3%	
	SWD	9.6%	
	gap	34.7%	
	Not EL	41.9%	
	EL	2.5%	
	gap	39.4%	
	White	46.7%	
	Black	10.2%	
	gap	36.5%	

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.

SUPERINTENDENT Evidence of Reasonable Progress:

Board Comments:

**Appleton Area School District
Results Interpretation & Indicators Document
R-2.1.5 Health & Human Performance**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 2.1.5 Health & Human Performance, I certify the proceeding interpretations and indicators to be accurate and complete and reasonable.

Executive Summary/Analysis:

The interpretations and indicators, as submitted below, will provide evidence 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 and Human Performance. The proposed measures have been selected due to the demonstration of their:

- **validity** (assessments are designed for the purpose for which we use them),
- **reliability** (assessments are shown to return consistent results at statistically acceptable levels),
- and **normative data** (results are routinely calibrated against a national sample size in order to verify accuracy of scale scores).

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

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 2.1.5 Health & Human Performance, the Board:

- _____ **Accepts the Superintendent's interpretation and indicators as reasonable**
- _____ **Accepts the Superintendent's interpretation and indicators as reasonable, with noted exceptions**
- _____ **Finds the Superintendent's interpretation and indicators to be not reasonable**

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	In Compliance	Not In Compliance
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 Targets for Reasonable Progress:

We will know we have made reasonable progress when:

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

We will **decrease the percentage of students** by **X%** who **demonstrate Higher Risks X** as identified through the **AASD YRBS**.

School Level	% of Students Demonstrating Higher Risks for X (2021-22 YRBS Baseline)	% of Students Demonstrating Higher Risks for X (2022-23 YRBS)
Middle Schools	% of Students Demonstrating Higher Risks for X (2021-22 YRBS Baseline)	% of Students Demonstrating Higher Risks for X (2022-23 YRBS)
High Schools	% of Students Demonstrating Higher Risks for X (2021-22 YRBS Baseline)	% of Students Demonstrating Higher Risks for X (2022-23 YRBS)

We will **increase the percentage of students** by **X%** who **demonstrate the ability to Access Valid Health Information (mental health/bullying)** as indicated by the **AASD YRBS**.

School Level	% of Students Demonstrating Ability to Access Valid Health Information (2021-22 YRBS Baseline)	% of Students Demonstrating Ability to Access Valid Health Information (2022-23 YRBS)
Middle Schools	(we will establish a baseline during Spring 2022)	(we will establish a baseline during Spring 2022)
High Schools	(we will establish a baseline during Spring 2022)	(we will establish a baseline during Spring 2022)

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

We will **increase** the **average SHI** 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%		
Middle Schools	84.62%	76.11%		
High Schools	89.23%	77.33%		

We will **increase** the **average SHI Accountability Ratings** for each school level from Good to Excellent 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%	
Middle Schools	100%	
High Schools	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	(we will establish a baseline during Spring 2022)	
1st Grade	(we will establish a baseline during Spring 2022)	
2nd Grade	(we will establish a baseline during Spring 2022)	
3rd Grade	(we will establish a baseline during Spring 2022)	
4th Grade	(we will establish a baseline during Spring 2022)	
5th Grade	(we will establish a baseline during Spring 2022)	
6th Grade	(we will establish a baseline during Spring 2022)	
7th Grade	(we will establish a baseline during Spring 2022)	
8th Grade	(we will establish a baseline during Spring 2022)	

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%**.

	2021-22	2022-23
Number of Students Enrolled in Physical Education (Grades 10-12)	(we will establish a baseline during Spring 2022)	(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)	(we will establish a baseline during Spring 2022)

SUPERINTENDENT Evidence of Reasonable Progress:

Board Comments:		
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**Appleton Area School District
Results Interpretation & Indicators Document
R-2.1.6 Fine Arts**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 2.1.6 Fine Arts, I certify the proceeding interpretations and indicators to be accurate and complete and reasonable.

Executive Summary/Analysis:

The interpretations and indicators, as submitted below, will provide evidence 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 Fine Arts. The proposed measures have been selected due to the demonstration of their:

- **validity** (assessments are designed for the purpose for which we use them),
- **reliability** (assessments are shown to return consistent results at statistically acceptable levels),
- and **normative data** (results are routinely calibrated against a national sample size in order to verify accuracy of scale scores).

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

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 2.1.6 Fine Arts, the Board:

- _____ **Accepts the Superintendent's interpretation and indicators as reasonable**
- _____ **Accepts the Superintendent's interpretation and indicators as reasonable, with noted exceptions**
- _____ **Finds the Superintendent's interpretation and indicators to be not reasonable**

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	In Compliance	Not In Compliance
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 Targets for Reasonable Progress:

We will know we have made reasonable progress when:

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

We will **increase the percentage of 5K-12 students within identified demographic groups participating in AASD Fine Arts Courses by XX%** (Baseline will be determined of demographic representation in Fine Arts Electives 9-12 in order to finalize intended outcomes)

	Overall percentage of District Students	2021-22 % Enrolled in Art (5K-12)	2022-23 % Enrolled in Art (5K-12)
EL (English Learners)	9.7%	Baseline to be determined in 2021-22	
SWD (Students with Disabilities)	17.0%	Baseline to be determined in 2021-22	
White	66.0%	Baseline to be determined in 2021-22	
Black	5.3%	Baseline to be determined in 2021-22	
Native American	0.9%	Baseline to be determined in 2021-22	
Asian	12.2%	Baseline to be determined in 2021-22	
Hispanic or Latino	12.5%	Baseline to be determined in 2021-22	
Native Hawaiian or Pacific Islander	0.2%	Baseline to be determined in 2021-22	
Two or More Races	3.3%	Baseline to be determined in 2021-22	

	Overall percentage of District Students (9-12)	2021-22 % Enrolled in Music (9-12)	2022-23 % Enrolled in Music (9-12)
EL (English Learners)	9.7%	Baseline to be determined in 2021-22	
SWD (Students with Disabilities)	17.0%	Baseline to be determined in 2021-22	
White	66.0%	Baseline to be determined in 2021-22	
Black	5.3%	Baseline to be determined in 2021-22	
Native American	0.9%	Baseline to be determined in 2021-22	
Asian	12.2%	Baseline to be determined in 2021-22	
Hispanic or Latino	12.5%	Baseline to be determined in 2021-22	
Native Hawaiian or Pacific Islander	0.2%	Baseline to be determined in 2021-22	
Two or More Races	3.3%	Baseline to be determined in 2021-22	

	Overall percentage of District Students	2020-21 % Enrolled in Theater (9-12)	2022-23 % Enrolled in Theater (9-12)
EL (English Learners)	9.7%	Baseline to be determined in 2021-22	
SWD (Students with Disabilities)	17.0%	Baseline to be determined in 2021-22	

White	66.0%	Baseline to be determined in 2021-22	
Black	5.3%	Baseline to be determined in 2021-22	
Native American	0.9%	Baseline to be determined in 2021-22	
Asian	12.2%	Baseline to be determined in 2021-22	
Hispanic or Latino	12.5%	Baseline to be determined in 2021-22	
Native Hawaiian or Pacific Islander	0.2%	Baseline to be determined in 2021-22	
Two or More Races	3.3%	Baseline to be determined in 2021-22	

	Overall percentage of District Students	2021-22 % Enrolled in Dance (5K-12)	2022-23 % Enrolled in Dance (5K-12)
EL (English Learners)	9.7%	Baseline to be determined in 2021-22	
SWD (Students with Disabilities)	17.0%	Baseline to be determined in 2021-22	
White	66.0%	Baseline to be determined in 2021-22	
Black	5.3%	Baseline to be determined in 2021-22	
Native American	0.9%	Baseline to be determined in 2021-22	

Asian	12.2%	Baseline to be determined in 2021-22	
Hispanic or Latino	12.5%	Baseline to be determined in 2021-22	
Native Hawaiian or Pacific Islander	0.2%	Baseline to be determined in 2021-22	
Two or More Races	3.3%	Baseline to be determined in 2021-22	

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 XX%** (Baseline will be determined during the 2021-22 school year in order to finalize intended outcomes)

	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)	Baseline to be determined in 2021-22		Baseline to be determined in 2021-22		Baseline to be determined in 2021-22		Baseline to be determined in 2021-22	
Number Middle School Opportunities (7-8)	Baseline to be determined in 2021-22		Baseline to be determined in 2021-22		Baseline to be determined in 2021-22		Baseline to be determined in 2021-22	
Number High School Opportunities (9-12)	Baseline to be determined in 2021-22		Baseline to be determined in 2021-22		Baseline to be determined in 2021-22		Baseline to be determined in 2021-22	

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SUPERINTENDENT Evidence of Reasonable Progress:

Board Comments:

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**Appleton Area School District
Results Interpretation & Indicators Document
R-2.1.9 Financial Literacy**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 2.1.9 Financial Literacy I certify the proceeding interpretations and indicators to be accurate and complete and reasonable.

Executive Summary/Analysis:

The interpretations and indicators, as submitted below, will provide evidence 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 Financial Literacy. The proposed measures have been selected due to the demonstration of their:

- **validity** (assessments are designed for the purpose for which we use them),
- **reliability** (assessments are shown to return consistent results at statistically acceptable levels),
- and **normative data** (results are routinely calibrated against a national sample size in order to verify accuracy of scale scores).

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

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 2.1.9 Financial Literacy, the Board:

- _____ **Accepts the Superintendent's interpretation and indicators as reasonable**
- _____ **Accepts the Superintendent's interpretation and indicators as reasonable, with noted exceptions**
- _____ **Finds the Superintendent's interpretation and indicators to be not reasonable**

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: 2.1.9 Financial Literacy	In Compliance	Not In Compliance
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.
- **Financial Literacy** shall mean the ability to understand, evaluate, and communicate information about money and financial services.
- **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.
- **Money Management** shall mean the ability to plan, develop, use, and maintain a personal budget in order to make quality financial choices and decisions.

Indicators to be Used:

- In order to measure Community Based Experiences we will list the number of community partners and the number of students served. The Community Based Experiences may be either comprehensive or select.
 - Comprehensive Programs and Strategic Alignment with Community Partners
 - District-wide comprehensive programs are strategically placed at a grade level and/or content strand to take advantage of the age appropriateness of the material and alignment to Financial Literacy and academic content

standards.

- o Select Programs.

- These programs are offered cooperatively by the District and community partners. These programs are site specific depending on the particular criteria and parameters determined by either the partner, or teacher/school request.

- Grade Reports will be used at the end of the semester to report the grades students earned.

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

- **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.
- **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 Targets for Reasonable Progress:

We will know we have made reasonable progress when:

Course Grades - Financial Literacy Courses - Grades 11-12 (Program Analysis)

We will decrease the percentage of students earning a D or F in Introduction to Economics for identified demographic groups in grades in 11-12 by X%				
	2021-22 %D	2021-22 %F	2022-23 %D	2022-23 %F
Demographic Group TBD	(to be determined in	(to be determined in		

	Spring 2022)	Spring 2022)		
Demographic Group TBD	(to be determined in Spring 2022)	(to be determined in Spring 2022)		
Demographic Group TBD	(to be determined in Spring 2022)	(to be determined in Spring 2022)		
Demographic Group TBD	(to be determined in Spring 2022)	(to be determined in Spring 2022)		

We will **decrease the percentage** of students **earning a D or F in Personal Financial Management for identified demographic groups in grades in 11-12 by X%.**

	2021-22 %D	2021-22 %F	2022-23 %D	2022-23 %F
Demographic Group TBD	(to be determined in Spring 2022)	(to be determined in Spring 2022)		
Demographic Group TBD	(to be determined in Spring 2022)	(to be determined in Spring 2022)		
Demographic Group TBD	(to be determined in Spring 2022)	(to be determined in Spring 2022)		
Demographic Group TBD	(to be determined in Spring 2022)	(to be determined in Spring 2022)		

AASD/Community-based Financial Literacy Opportunities - Grades 4-12 (Program Analysis)

We will **increase the number of AASD/Community-based Financial Literacy Opportunities for 4-12 students by X%** (Baseline will be determined during the 2021-22 school year in order to finalize intended outcomes)

	2021-22 Financial Literacy Opportunities (Baseline)	2022-23 Financial Literacy Opportunities
Grade 4-6	Baseline to be determined in Spring 2022	

Grades 7-8	Baseline to be determined in Spring 2022	
Grades 9-12	Baseline to be determined in Spring 2022	
We will increase the number of AASD/Community-based Money Management Opportunities for 9-12 students by XX% (Baseline will be determined during the 2021-22 school year in order to finalize intended outcomes)		
	2021-22 Money Management Opportunities (Baseline)	2022-23 Money Management Opportunities
Grades 9-12	Baseline to be determined in Spring 2022	
SUPERINTENDENT Evidence of Reasonable Progress:		
Board Comments:		

**Appleton Area School District
Results Interpretation & Indicators Document
R-2.1.7 World Languages**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 2.1.7 World Languages, I certify the proceeding interpretations and indicators to be accurate and complete and reasonable.

Executive Summary/Analysis:

The interpretations and indicators, as submitted below, will provide evidence 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. The proposed measures have been selected due to the demonstration of their:

- **validity** (assessments are designed for the purpose for which we use them),
- **reliability** (assessments are shown to return consistent results at statistically acceptable levels),
- and **normative data** (results are routinely calibrated against a national sample size in order to verify accuracy of scale scores).

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

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 2.1.7 World Languages, the Board:

- _____ **Accepts the Superintendent's interpretation and indicators as reasonable**
- _____ **Accepts the Superintendent's interpretation and indicators as reasonable, with noted exceptions**
- _____ **Finds the Superintendent's interpretation and indicators to be not reasonable**

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	In Compliance	Not In Compliance
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.

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

- 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.
- [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 Targets for Reasonable Progress:

We will know we have made reasonable progress when:

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 XX%
(Baseline will be determined of demographic representation in Fine Arts Electives 9-12 in order to finalize intended outcomes)

	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)		10% (11 students, exited LEP)	
SWD (Students with Disabilities)	17.0%	3% (5 students)		3% (3 students)	
White	66.0%	76% (146 students)		75% (81 students)	
Black	5.3%	3% (6 students)		5% (5 students)	

Native American	0.9%	0%		0%	
Asian	12.2%	10% (20 students)		7% (8 students)	
Hispanic or Latino	12.5%	9% (17 students)		10% (11 students)	
Native Hawaiian or Pacific Islander	0.2%	0%		0%	
Two or More Races	3.3%	2% (3 students)		2% (2 students)	

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

	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)		11% (37 students- exited LEP, 6- LEP, 4- not LEP)	
SWD (Students with Disabilities)	17.0%	3% (26 students)		2% (8 students)	
White	66.0%	73% (684 students)		77% (337 students)	
Black	5.3%	3% (32 students)		1% (5 students)	

Native American	0.9%	1% (5 students)		0%	
Asian	12.2%	9% (88 students)		9% (43 students)	
Hispanic or Latino	12.5%	10% (100 students)		10% (44 students)	
Native Hawaiian or Pacific Islander	0.2%	0%		1% (1 student)	

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 XX%.		
Course(s)	2021-22 % Competent/Mastery	2022-23 % Competent/Mastery
Level 1 (Middle Level)	(to be determined in Spring 2022)	
Level 1 (High School)	(to be determined in Spring 2022)	
Level 2 (High School)	(to be determined in Spring 2022)	
Level 3 (High School)	(to be determined in Spring 2022)	
Level 4 (High School)	(to be determined in Spring 2022)	
AP/CAPP 204 (High School)	(to be determined in Spring 2022)	

SUPERINTENDENT Evidence of Reasonable Progress:

Board Comments:		
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**Appleton Area School District
Results Interpretation & Indicators Document
R-2.1.8 Career & Technical Education**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 2.1.8 Career & Technical Education, I certify the proceeding interpretations and indicators to be accurate and complete and reasonable.

Executive Summary/Analysis:

The interpretations and indicators, as submitted below, will provide evidence 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 Career & Technical Education. The proposed measures have been selected due to the demonstration of their:

- **validity** (assessments are designed for the purpose for which we use them),
- **reliability** (assessments are shown to return consistent results at statistically acceptable levels),
- and **normative data** (results are routinely calibrated against a national sample size in order to verify accuracy of scale scores).

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

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 2.1.8 Career & Technical Education, the Board:

- _____ **Accepts the Superintendent's interpretation and indicators as reasonable**
- _____ **Accepts the Superintendent's interpretation and indicators as reasonable, with noted exceptions**
- _____ **Finds the Superintendent's interpretation and indicators to be not reasonable**

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: 2.1.8 Career & Technical Education	In Compliance	Not In Compliance
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.
- **Career & Technical Education (CTE)** shall mean a blend of academics and career education into a practical program of workforce preparation that includes Business and Marketing, Family and Consumer Sciences, and Technology and Engineering.
- **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.
- **Work Based Learning** shall mean a sustained interaction with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field that are aligned to curriculum and instruction.
- **Career Based Learning Experience** shall mean Academic and Career Planning business-connected experiences and opportunities that allow K-12 students to participate in career awareness, career exploration, or career development.
- **Industry Recognized Credential** shall mean a verification of an individual's qualification or competence.

Indicators to be Used:

- **AASD CTE Elective Participation (9-12)** - Enrollment of AASD students in grades 9-12 within the areas of Business and Marketing, Family and Consumer Sciences and Technology and Engineering.
- **Community-based Career Based CTE Opportunities for AASD Students (7-12)** - The number of community-based offerings that AASD students have access to and the number of students participating.
- **Work Based Learning Participation:** Enrollment of AASD students in grades 11-12 within the areas of Youth Apprenticeship and CTE Internship.
- **Industry Recognized Credential:** The number of AASD students in grades 11-12 earning an Industry Recognized Credential.

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.
- **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 Targets for Reasonable Progress:

We will know we have made reasonable progress when:

AASD Career & Technical Education Participation - Grades 9-12 (Program Analysis)

We will **increase the percentage of 9-12 students within identified demographic groups participating in AASD Career & Technical Education Courses by X%** (Baseline will be determined of demographic representation in CTE Electives 9-12 in order to finalize intended outcomes)

	Overall percentage of District Students (9-12)	2021-22 % Enrolled in Family & Consumer Science Pathway (9-12)	2022-23 % Enrolled in Family & Consumer Science Pathway (9-12)
EL (English Learners)	9.7%	Baseline to be determined in 2021-22	
SWD (Students with Disabilities)	17.0%	Baseline to be determined in 2021-22	
White	66.3%	Baseline to be determined in 2021-22	
Black	4.9%	Baseline to be determined in 2021-22	
Native American	0.7%	Baseline to be determined in 2021-22	
Asian	12.2%	Baseline to be determined in 2021-22	
Hispanic or Latino	11.4%	Baseline to be determined in 2021-22	
Native Hawaiian or Pacific Islander	0.2%	Baseline to be determined in 2021-22	
Two or More Races	4.3%	Baseline to be determined in 2021-22	

Female		Baseline to be determined in 2021-22	
Male		Baseline to be determined in 2021-22	
	Overall percentage of District Students (9-12)	2020-21 % Enrolled in Business & Marketing Pathway (9-12)	2022-23 % Enrolled in Business & Marketing Pathway (9-12)
EL (English Learners)	9.7%	Baseline to be determined in 2021-22	
SWD (Students with Disabilities)	17.0%	Baseline to be determined in 2021-22	
White	66.3%	Baseline to be determined in 2021-22	
Black	4.9%	Baseline to be determined in 2021-22	
Native American	0.7%	Baseline to be determined in 2021-22	
Asian	12.2%	Baseline to be determined in 2021-22	
Hispanic or Latino	11.4%	Baseline to be determined in 2021-22	
Native Hawaiian or Pacific Islander	0.2%	Baseline to be determined in 2021-22	
Two or More Races	4.3%	Baseline to be determined in 2021-22	
Female		Baseline to be determined in 2021-22	

Male		Baseline to be determined in 2021-22	
	Overall percentage of District Students (9-12)	2020-21 % Enrolled in Technology & Engineering Pathway (9-12)	2022-23 % Enrolled in Technology & Engineering Pathway (9-12)
EL (English Learners)	9.7%	Baseline to be determined in 2021-22	
SWD (Students with Disabilities)	17.0%	Baseline to be determined in 2021-22	
White	66.3%	Baseline to be determined in 2021-22	
Black	4.9%	Baseline to be determined in 2021-22	
Native American	0.7%	Baseline to be determined in 2021-22	
Asian	12.2%	Baseline to be determined in 2021-22	
Hispanic or Latino	11.4%	Baseline to be determined in 2021-22	
Native Hawaiian or Pacific Islander	0.2%	Baseline to be determined in 2021-22	
Two or More Races	4.3%	Baseline to be determined in 2021-22	
Female		Baseline to be determined in 2021-22	
Male		Baseline to be determined in 2021-22	

AASD Career & Technical Education Work Based Learning and Industry Recognized Credential Participation - Grades 11-12 (Program Analysis)

We will **increase the percentage of 11-12 students within identified demographic groups participating in AASD Career & Technical Education Courses by X%** (Baseline will be determined of demographic representation in CTE Work-based Learning and Industry Recognized Credential Experiences 9-12 in order to finalize intended outcomes)

	Overall percentage of District Students (9-12)	2021-22 % Enrolled in Youth Apprenticeship (11-12)	2022-23 % Enrolled in Youth Apprenticeship (11-12)
EL (English Learners)	9.7%	Baseline to be determined in 2021-22	
SWD (Students with Disabilities)	17.0%	Baseline to be determined in 2021-22	
White	66.3%	Baseline to be determined in 2021-22	
Black	4.9%	Baseline to be determined in 2021-22	
Native American	0.7%	Baseline to be determined in 2021-22	
Asian	12.2%	Baseline to be determined in 2021-22	
Hispanic or Latino	11.4%	Baseline to be determined in 2021-22	
Native Hawaiian or Pacific Islander	0.2%	Baseline to be determined in 2021-22	
Two or More Races	4.3%	Baseline to be determined in 2021-22	

Female		Baseline to be determined in 2021-22	
Male		Baseline to be determined in 2021-22	
	Overall percentage of District Students (9-12)	2020-21 % Enrolled in CTE Internship (11-12)	2022-23 % Enrolled in CTE Internship (11-12)
EL (English Learners)	9.7%	Baseline to be determined in 2021-22	
SWD (Students with Disabilities)	17.0%	Baseline to be determined in 2021-22	
White	66.3%	Baseline to be determined in 2021-22	
Black	4.9%	Baseline to be determined in 2021-22	
Native American	0.7%	Baseline to be determined in 2021-22	
Asian	12.2%	Baseline to be determined in 2021-22	
Hispanic or Latino	11.4%	Baseline to be determined in 2021-22	
Native Hawaiian or Pacific Islander	0.2%	Baseline to be determined in 2021-22	
Two or More Races	4.3%	Baseline to be determined in 2021-22	
Female		Baseline to be determined in 2021-22	

Male		Baseline to be determined in 2021-22	
	Overall percentage of District Students (9-12)	2020-21 % Earned an Industry Recognized Credential (11-12)	2022-23 % Earned an Industry Recognized Credential (11-12)
EL (English Learners)	9.7%	Baseline to be determined in 2021-22	
SWD (Students with Disabilities)	17.0%	Baseline to be determined in 2021-22	
White	66.3%	Baseline to be determined in 2021-22	
Black	4.9%	Baseline to be determined in 2021-22	
Native American	0.7%	Baseline to be determined in 2021-22	
Asian	12.2%	Baseline to be determined in 2021-22	
Hispanic or Latino	11.4%	Baseline to be determined in 2021-22	
Native Hawaiian or Pacific Islander	0.2%	Baseline to be determined in 2021-22	
Two or More Races	4.3%	Baseline to be determined in 2021-22	
Female		Baseline to be determined in 2021-22	
Male		Baseline to be determined in	

		2021-22	
AASD/Community-based Career & Technical Education - Grades 7-12 (Program Analysis)			
We will increase the number of AASD/Community-based Career and Technical Education Opportunities for 7-12 students by X% (Baseline will be determined during the 2021-22 school year in order to finalize intended outcomes)			
	Career-based Learning 2021-22	Career-based Learning 2022-23	
Number Middle School Opportunities (7-8)	Baseline to be determined in Spring 2022		
Number High School Opportunities (9-12)	Baseline to be determined in Spring 2022		
SUPERINTENDENT Evidence of Reasonable Progress:			
Board Comments:			