



**Thursday, October 28, 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: 963 7232 9846

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	Oct 28, 2021 - Board of Education Work Session
Category	1. Meeting Opening
Type	Procedural

2. Proposed Interpretations and Indicators

Subject	A. R-2.1.1 English Language Arts - Final Draft
Meeting	Oct 28, 2021 - Board of Education Work Session
Category	2. Proposed Interpretations and Indicators
Type	Discussion, Information

File Attachments

[AASD R-2.1.1 ELA - FINAL.pdf \(139 KB\)](#)

Subject	B. R-2.1.2 Math - First Draft
Meeting	Oct 28, 2021 - Board of Education Work Session

Category 2. Proposed Interpretations and Indicators

Type Discussion, Information

File Attachments

[AASD R-2.1.2 Mathematics - FIRST.pdf \(164 KB\)](#)

Subject C. R-2.1.3 Science - First Draft

Meeting Oct 28, 2021 - Board of Education Work Session

Category 2. Proposed Interpretations and Indicators

Type Discussion, Information

File Attachments

[AASD R-2.1.3 Science - FIRST.pdf \(112 KB\)](#)

3. Adjourn

Subject A. Adjournment of Meeting

Meeting Oct 28, 2021 - Board of Education Work Session

Category 3. Adjourn

Type Information, Procedural

**Appleton Area School District
Results Interpretation & Indicators Document
R-2.1.1 English Language Arts**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 2.1.1 English Language Arts (ELA), 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 English Language 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 2.1.1 English Language Arts (ELA), 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-2.1 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	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 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:

- **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

- o Research
 - o Language Conventions
 - o Listening
- **ACT Aspire** - nationally normed summative assessment that is used to highlight progress toward ACT College Readiness Standards and Benchmarks. ACT Aspire assesses student readiness in English, math, reading, science and writing. ACT is taken once a year each spring. Data from the ACT Aspire arrives several months after the assessment is taken, and is used to clarify school-based measures related to the AASD Scorecard. This assessment is administered to students in grades 9-10 and measures student ACT College Readiness within the following areas:
 - o **English**
 - Production of WRiting
 - Knowledge of Language
 - Conventions of Standard English
 - o **Reading**
 - Key Ideas & Details
 - Craft & Structure
 - Integration of Knowledge & Ideas
 - Understanding Complex Texts
 - o **Writing**
 - Ideas & Analysis
 - Development & Support
 - Organization
 - Language Use & Conventions
- **ACT with Writing** - nationally normed summative assessment that consists of four multiple-choice tests: English, math, reading, and science; and a 30-minute essay test that measures writing skills. ACT results arrive several months after the assessment is taken, and are used to clarify school-based measures related to the AASD Scorecard. This assessment is administered to students in grade 11 and measures student ACT College Readiness within the following areas:
 - o **English**
 - Production of WRiting
 - Knowledge of Language
 - Conventions of Standard English
 - o **Reading**
 - Key Ideas & Details
 - Craft & Structure
 - Integration of Knowledge & Ideas
 - Understanding Complex Texts

- o **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**
 - 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 Asian
 - o Black
 - o Native American
 - o Hispanic
 - o Other Pacific Islander
 - o White
 - o Two or More Races
- **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.
- **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:

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

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

	2020-21	2020-21	2021-22	2021-22
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	%Prof/Adv AASD	%Prof/Adv Statewide	%Prof/Adv AASD	%Prof/Adv Statewide
Grade 3	27.9%	31.7%		
Grade 4	35.0%	36.2%		
Grade 5	28.6%	33.9%		
Grade 6	36.2%	34.3%		
Grade 7	33.1%	37.8%		
Grade 8	28.9%	31.1%		

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%		
Grade 4	25.7%	22.7%		
Grade 5	31.9%	23.2%		
Grade 6	21.4%	21.0%		
Grade 7	23.9%	19.2%		
Grade 8	28.0%	21.5%		

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
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Grade 3	SWOD	32.1%	
	SWD	8.0%	
	Not EL	31.7%	
	EL	3.2%	
	Black	7.1%	
	White	34.6%	
Grade 4	SWOD	39.9%	
	SWD	13.0%	
	Not EL	32.3%	
	EL	0.9%	
	Black	14.7%	
	White	44.6%	
Grade 5	SWOD	33.2%	
	SWD	7.8%	
	Not EL	39.3%	
	EL	2.6%	
	Black	10.5%	
	White	35.0%	
Grade 6	SWOD	14.7%	
	SWD	10.1%	
	Not EL	39.9%	
	EL	6.3%	
	Black	8.8%	
	White	43.4%	
Grade 7	SWOD	33.7%	
	SWD	8.2%	
	Not EL	32.2%	

	EL	1.0%	
	Black White	5.5% 34.7%	
Grade 8	SWOD SWD	33.7% 8.2%	
	Not EL EL	32.2% 1.0%	

Additional Context for WI Forward Exam: The WI Forward exam is administered annually to all students in grades 3-8 throughout the state of Wisconsin during the months of March and April. Due to the state-mandated school closures and rapid transition to virtual instruction during March 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.

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 targeted growth** in Reading (growth expected within one or more year) by the end of the academic year **by 1%**.

	2020-21 % students meeting Targeted Growth	2021-22 % students meeting Targeted Growth
5K	18%	
Grade 1	26%	
Grade 2	41%	
Grade 3	50%	
Grade 4	51%	

Grade 6	50%	
Grade 6	48%	
Grade 7	48%	
Grade 8	41%	

We will reduce gaps in students reaching targeted Growth in Reading within identified demographic groups in grades 5K-8 on the i-Ready Assessment by 3%.

	2020-21 % students meeting Targeted Growth	2021-22 % students meeting Targeted Growth
SWOD	43%	
SWD	35%	
Not EL	43%	
EL	33%	
Black	33%	
White	45%	

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	2021-22 % students scoring On or Above Grade Level
5K	84%	
Grade 1	57%	

Grade 2	57%	
Grade 3	67%	
Grade 4	49%	
Grade 6	45%	
Grade 6	47%	
Grade 7	46%	
Grade 8	47%	

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	2021-22 % students scoring On or Above Grade Level
SWOD	60%	
SWD	26%	
Not EL	59%	
EL	22%	
Black	33%	
White	63%	

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-Read 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.

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

We will **increase the percentage** of students **scoring Proficient/Advanced** in **grades 9-10** on the **ACT Aspire Assessment in ELA** by **1%**.

	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%		
Grade 10	34.2%	32.3%		

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	47.8%	44.7%		
Grade 10	46.6%	45.7%		

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%	

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.

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%	
	Not EL	39.3%	
	EL	2.7%	
	Not EL	39.3%	
	EL	2.7%	
Grade 10	SWOD	39.8%	
	SWD	3.6%	
	Not EL	37.0%	
	EL	0.0%	
	Black	6.8%	
	White	42.5%	

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

We will **increase the percentage** of students **scoring Proficient/Advanced** in **grade 11** on the **ACT Assessment in ELA** by **1%**.

	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%		

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	59.8%	54.4%		

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%	
	Not EL	33.3%	
	EL	0.0%	
	Black	13.0%	
	White	37.4%	

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.

SUPERINTENDENT Evidence of Reasonable Progress:

Board Comments:

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**Appleton Area School District
Results Interpretation & Indicators Document
R-2.1.2 Mathematics**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 2.1.2 Mathematics, 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 2.1.2 Mathematics, 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-2.2 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	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.
- **Mathematics** shall mean the development of conceptual understanding and procedural fluency through the study of quantity (number operations), structure (algebra and algebraic thinking), space (geometry), and change (measurement and data).

Indicators to be Used:

- **TS Gold** - An observation-based assessment system for children from birth through kindergarten. The assessment blends ongoing observational assessment for all areas of development and learning with performance tasks for selected predictors of school success in the areas of literacy and numeracy. TS Gold is administered in the fall and spring to students in 4K.
- **i-Ready Diagnostic** - An adaptive, online, criterion-referenced assessment that measures students' grade-level foundational skills and progress in Mathematics:
 - Numbers & Operations,
 - Algebra & Algebraic Thinking
 - Measurement & Data
 - Geometry).

The assessment is administered to students in grades 5K-8 in the fall, winter, and spring of each school year.

- **Forward Exam** – The Wisconsin state assessment for students in grades 3-8 in ELA and Mathematics; 4, 8, and 10 in Social Studies; and 4 and 8 in Science. The Mathematics portion of the WI Forward Exam measures proficiency within the following domains:

- 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**
 - EL (English Learners)
 - Not EL (All other students who are not English Learners)
 - SWD (Students with Disabilities)
 - SWOD (Students without Disabilities)
 - Asian
 - Black
 - Native American
 - Hispanic
 - Other Pacific Islander
 - White
 - Two or More Races
- **WI Forward Exam Ranges:**
 - **Advanced** – Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
 - **Proficient** – Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
 - **Basic** – Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that

are associated with college content-readiness.

- **Below Basic** – Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
- **ACT Aspire Mathematics Score** - The averages of the scores from the Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, Integrating Essential Skills, Justification and Explanation, and Modeling portions of the ACT Aspire test
- **ACT with Writing Mathematics Score** - The averages of the scores from the Number and Quantity, Algebra, Functions, Geometry, Statistics and Probability, Integrating Essential Skills, Justification and Explanation, and Modeling portions of the ACT Aspire test
- **ACT with Writing Performance Level Scale Scores for Math**
 - **Below Basic** – 1-16
 - **Basic** – 17-21
 - **Proficient** – 22-27
 - **Advanced** – 28-36
- **Gaps** - The disparity in academic performance between groups of students
- **FAY** - Full academic year of enrollment. This is specific to students with "continuous enrollment beginning within the first ten days of the school year without an enrollment lapse of ten or more consecutive days.
- **Observation-based Assessment** - An assessment that involves obtaining evaluative information through direct observation of the learner's specific actions
- **Cohort Analysis** - Examines longitudinal data for the same group of students over a period of time.
- **Program Analysis** - Examines longitudinal data for the same grade level over a period of time.

SUPERINTENDENT Targets for Reasonable Progress:

We will know we have made reasonable progress when:

Teaching Strategies GOLD - Mathematics - Grade 4K (Program Analysis)

We will increase the percentage of 4K students **Meeting** or **Exceeding** the widely held expectations of a 4K student in:

- 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	83%	
20b	78%	
20c	88%	
21a	89%	
21b	86%	
22a	92%	
22b	96%	

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

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

	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%		
Grade 4	34.8%	37.5%		
Grade 5	32.5%	38.0%		
Grade 6	34.8%	32.0%		
Grade 7	25.2%	31.2%		

Grade 8	22.4%	26.5%		
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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%		
Grade 4	20.1%	18.2%		
Grade 5	28.8%	24.4%		
Grade 6	27.4%	27.1%		
Grade 7	37.2%	28.8%		
Grade 8	31.1%	26.5%		

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

	2020-21 %Prof/Adv		2021-22 %Prof/Adv
Grade 3	SWOD	44.0%	
	SWD	18.4%	
	Not EL	44.0%	
	EL	8.0%	
	Black	2.4%	
	White	50.9%	
Grade 4	SWOD	38.8%	
	SWD	16.9%	
	Not EL	39.8%	
	EL	5.6%	

	Black White	17.6% 43.8%	
Grade 5	SWOD SWD	37.5% 9.6%	
	Not EL EL	36.3% 3.7%	
	Black White	10.5% 39.6%	
Grade 6	SWOD SWD	39.9% 10.7%	
	Not EL EL	38.0% 1.3%	
	Black White	0.0% 42.5%	
Grade 7	SWOD SWD	28.7% 6.8%	
	Not EL EL	28.7% 0.9%	
	Black White	10.4% 32.4%	
Grade 8	SWOD SWD	26.1% 3.8%	
	Not EL EL	24.8% 2.0%	
	Black White	1.8% 28.5%	

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.

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 targeted growth in Mathematics** (growth expected within one or more year) by the end of the academic year **by 1%**.

	2020-21 % meeting Targeted Growth	2021-22 % meeting Targeted Growth
5K	30%	
Grade 1	32%	
Grade 2	36%	
Grade 3	40%	
Grade 4	42%	
Grade 6	45%	
Grade 6	48%	
Grade 7	38%	
Grade 8	33%	

We will **reduce gaps in students reaching targeted Growth in Mathematics within identified demographic groups in grades 5K-8 on the i-Ready Assessment by 3%**.

	2020-21 % students meeting Targeted Growth	2021-22 % students meeting Targeted Growth
SWOD	40%	

SWD	33%	
Not EL	40%	
EL	29%	
Black	31%	
White	42%	

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	2021-22 % students scoring On or Above Grade Level
5K	77%	
Grade 1	58%	
Grade 2	56%	
Grade 3	57%	
Grade 4	53%	
Grade 6	53%	
Grade 6	52%	
Grade 7	41%	
Grade 8	41%	

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	2021-22 % students scoring On or Above Grade Level
SWOD	59%	
SWD	26%	
Not EL	58%	
EL	20%	
Black	24%	
White	63%	

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-Read 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.

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

We will **increase the percentage** of students **scoring Proficient/Advanced** in **grades 9-10** on the **ACT Aspire Assessment in Mathematics** by 1%.

	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%		
Grade 10	27.2%	28.2%		

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%		
Grade 10	27.8%	27.9%		

We will **increase the percentage** of students **scoring Proficient/Advanced** in **grades 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%	

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%	
	Not EL 37.1% EL 1.4%	
	Black 10.0% White 42.6%	

Grade 10	SWOD	31.7%	
	SWD	2.4%	
	Not EL	29.5%	
	EL	0.0%	
	Black	5.1%	
	White	34.3%	

Additional Context for ACT Aspire: The ACT Aspire is administered annually to all students in grades 9-10 throughout the state of Wisconsin during the months of April and May. Due to the state-mandated school closures and rapid transition to virtual instruction during March of 2020, the ACT Aspire was not administered during the 2019-20 school year. As a result, values of NA (not administered) are used. In addition, although the district has historically demonstrated a test participation rate of >95%, only ~83% of students participated in the assessment during the 2020-21 school year.

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

We will **increase the percentage** of students **scoring proficient/advanced** in **grade 11** on the **ACT Assessment in Mathematics by 1%.**

	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%		

We will **reduce the percentage** of students **scoring minimal/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%		

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%	
	Not EL	25.4%	
	EL	0.0%	
	Black	7.4%	
	White	29.1%	

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.

SUPERINTENDENT Evidence of Reasonable Progress:

Board Comments:

**Appleton Area School District
Results Interpretation & Indicators Document
R-2.1.3 Science**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 2.1.3 Science, 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 2.1.3 Science, 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: 2.1.3 Science	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.
- **Science** shall mean the active process of inquiry to better understand subject matter and knowledge specifically associated with the physical, life, and earth sciences. Science also includes the understanding of the nature of science and the role of science in society and personal life.

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 Science portion of the WI Forward Exam measures proficiency within the following domains:
 - Earth and Space Science
 - Engineering
 - Life Science
 - Physical Science
- **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 assesses student

understanding in:

- o Interpretation of Data
 - o Scientific Investigation
 - o Evaluation of Models, Inferences, and Experimental Results
- **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 assesses student understanding in:
 - o Interpretation of Data
 - o Scientific Investigation
 - o Evaluation of Models, Inferences, and Experimental Results

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**
 - 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 Asian
 - o Black
 - o Native American
 - o Hispanic
 - o Other Pacific Islander
 - o White
 - o Two or More Races

- **WI Forward Exam Ranges:**
 - **Advanced** – Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
 - **Proficient** – Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
 - **Basic** – Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
 - **Below Basic** – Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
- **ACT Aspire Science Score** - The averages of the scores from the Interpretation of Data, Scientific Investigations, and Evaluation of Models, Inferences, and Experimental Results portions of the ACT Aspire test
- **ACT with Writing Science Score** - The averages of the scores from the Interpretation of Data, Scientific Investigations, and Evaluation of Models, Inferences, and Experimental Results portions of the ACT Aspire test
- **ACT with Writing Performance Level Scale Scores for Science**
 - **Below Basic** – 1-17
 - **Basic** – 18-22
 - **Proficient** – 23-27
 - **Advanced** – 28-36
- **ACT Aspire College Readiness Benchmarks Reporting Categories for Science**
 - **In Need of Support** – 1-17
 - **Close** – 18-22
 - **Ready** – 23-27
 - **Exceeding** – 28-36
- **ACT Aspire College Readiness Benchmark for Science** - Students who achieve this score on the ACT Science Test have a 50% likelihood of achieving a B or better in a first-year Biology course at a typical college
- **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:

WI Forward - Science - Grades 4 & 8 (Program Analysis)

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

	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%		

We will **reduce the percentage** of students **scoring Below Basic** in **grades 4 & 8** on the **WI Forward Exam in Science** 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%		

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

	2020-21 %Prof/Adv		2021-22 %Prof/Adv
Grade 4	SWOD	49.3%	
	SWD	23.2%	
	Not EL	50.5%	
	EL	9.9%	

	Black White	29.4% 55.2%	
Grade 8	SWOD SWD	51.1% 10.8%	
	Not EL EL	48.7% 8.0%	
	Black White	12.7% 52.9%	

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.

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

We will **increase the percentage** of students **scoring Ready/Exceeding** in **grades 9-10** on the **ACT Aspire Assessment in Science by 1%.**

	2020-21 %Ready/Exc. AASD	2020-21 %Ready/Exc. Statewide	2021-22 %Ready/Exc. AASD	2021-22 %Ready/Exc. Statewide
Grade 9	31.5%	29.2%		
Grade 10	30.8%	28.0%		

We will **reduce the percentage** of students **scoring In Need of Support** in **grades 9-10** on the **ACT Aspire Assessment in Science by 3%.**

	2020-21 % In Need of Support AASD	2020-21 % In Need of Support Statewide	2021-22 % In Need of Support AASD	2021-22 %Below Basic% In Need of Support Statewide
Grade 9	37.9%	33.8%		
Grade 10	32.4%	33.7%		

We will **increase the percentage** of students **scoring Ready/Exceeding** in **grades 10** on the **ACT Aspire Assessment in Science** compared to the grade 9 cohort results from **the year before by 1%** (cohort analysis).

	2020-21 %Ready/Exceeding	2021-22 %Ready/Exceeding
Grade 9	31.5%	
Grade 10	30.8%	

We will **reduce gaps** in students **scoring Ready/Exceeding** within **identified demographic groups** in **grades 9-10** on the **ACT Aspire Assessment in Science** by 3%.

	2020-21 %Ready/Exceeding	2021-22 %Ready/Exceeding
Grade 9	SWOD 36.5% SWD 4.9%	
	Not EL 33.7% EL 2.7%	
	Black 10.0% White 38.5%	
Grade 10	SWOD 35.5% SWD 4.8%	
	Not EL 33.1% EL 2.5%	
	Black 5.1% White 38.6%	

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.

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

We will **increase the percentage** of students **Meeting ACT Benchmarks of College Ready** in **grade 11** on the **ACT Assessment in Science** by **1%**.

	2020-21 %Meeting Benchmark AASD	2020-21 %Meeting Benchmark WI	2021-22 %Meeting Benchmark AASD	2021-22 %Meeting Benchmark WI
Grade 11 Science	28.4%	30.8%		

We will **reduce gaps in students Meeting ACT Benchmarks of College Ready** within **various demographic groups** in **grade 11** on the **ACT Assessment in Science** by **3%**.

	2020-21 % Meeting Benchmark		2021-22 % Meeting Benchmark
Grade 11 Science	SWOD	31.9%	
	SWD	3.2%	
	Not EL	29.9%	
	EL	0.0%	
	Black	18.9%	
	White	33.7%	

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.

SUPERINTENDENT Evidence of Reasonable Progress:

Board Comments:

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