

Commendations and/or Recommendations, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____

Re-submitted: _____

R-2.1 Results Policy: Academic Performance	Superintendent	
<p>Each student will be literate, numerate, and able to integrate and apply the knowledge, skills, and competencies acquired across all academic disciplines.</p> <p>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:</p> <p style="padding-left: 40px;">2.1.1 English Language Arts</p>	In Compliance	Not In Compliance
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> ● 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.
- **English Language Arts** shall mean reading, writing, listening, speaking and communicating.

Indicators to be Used:

- **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.
- **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.
- **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.
- **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) and Mathematics (Numbers & Operations, Algebra & Algebraic Thinking, Measurement & Data, and Geometry). The assessment is administered to students in grades 5K-8 in the fall, winter, and spring of each school year.

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 through 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 ELA Score** - The averages of the scores from the English, Reading, and Writing test Scores within the ACT Aspire test
- **ACT with Writing Performance Level Scale Scores for ELA**
 - **Below Basic** – 1-14
 - **Basic** – 15-19
 - **Proficient** – 20-27
 - **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.

SUPERINTENDENT Targets for Reasonable Progress:

We will know we have made reasonable progress when:

WI Forward - ELA- Grades 3-8

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 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %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%		
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We will reduce the percentage of students scoring Minimal/Basic in grades 3-8 on the WI Forward Exam in ELA by 3%.

	2020-21 %Basic/Below Basic AASD	2020-21 %Basic/Below Basic Statewide	2021-22 %Basic/Below Basic AASD	2021-22 %Basic/Below Basic Statewide
Grade 3	62.4%	56.9%		
Grade 4	54.9%	51.4%		
Grade 5	61.1%	54.0%		
Grade 6	53.9%	52.5%		
Grade 7	59.8%	48.3%		
Grade 8	63.8%	54.2%		

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

	2020-21 %Prof/Adv	2021-22 %Prof/Adv
Grade 3	SWOD 32.1% SWD 8.0% Not EL 31.7% EL 3.2% Native Amer 16.7% Asian 11.5% Black 7.1% Hispanic 18.0% White 34.6% 2 or More 26.2%	
Grade 4	SWOD 39.9% SWD 13.0% Not EL 32.3%	

	<p>EL 0.9%</p> <p>Native Amer 12.5% Asian 15.6% Black 14.7% Hispanic 17.5% White 44.6% 2 or More 22.8%</p>	
Grade 5	<p>SWOD 33.2% SWD 7.8%</p> <p>Not EL 39.3% EL 2.6%</p> <p>Native Amer 0.0% Asian 9.9% Black 10.5% Hispanic 17.6% White 35.0% 2 or More 35.9%</p>	
Grade 6	<p>SWOD 14.7% SWD 10.1%</p> <p>Not EL 39.9% EL 6.3%</p> <p>Native Amer 0.0% Asian 25.0% Black 8.8% Hispanic 15.7% White 43.4% 2 or More 32.0%</p>	
Grade 7	<p>SWOD 33.7% SWD 8.2%</p> <p>Not EL 32.2% EL 1.0%</p> <p>Native Amer 0.0% Asian 21.6% Black 5.5% Hispanic 20.3% White 34.7% 2 or More 15.8%</p>	
Grade 8	<p>SWOD 33.7% SWD 8.2%</p> <p>Not EL 32.2% EL 1.0%</p>	

Native Amer	0.0%
Asian	21.6%
Black	5.5 %
Hispanic	20.3%
White	34.7%
2 or More	15.8%

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

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 % meeting Annual Typical Growth	2021-22 % meeting Annual Typical 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 Annual Typical Growth	2021-22 % students meeting Annual Typical Growth
SWOD	43%	
SWD	35%	
Not EL	43%	
EL	33%	
Native American	40%	
Asian	36%	
Black	33%	
Other Pac. Islander	40%	
White	45%	
Hispanic	37%	

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%	
Native American	38%	
Asian	42%	
Black	33%	
Other Pac. Islander	25%	
White	63%	
Hispanic	36%	

Additional Context for i-Ready Assessment: The i-Ready Assessment is administered to AASD students in grades 5K-8 three times throughout the school year (fall/winter/spring) and is used as a progress monitoring measure to support the district's continuous school improvement process. The assessment was first piloted by a small number of elementary and middle schools during the 2018-19 school year, and the pilot was expanded to additional schools during the 2019-20 school year. Full implementation of the i-Ready Assessment among all district schools began during the 2020-21 school year. During the 2020-21 school year, the district needed to utilize a variety of instructional models due to the COVID-19 pandemic (fully virtual or hybrid). As a result, the i-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

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 Basic/Below Basic in grades 9-10 on the ACT Aspire Assessment in ELA by 3%.

	2020-21 %Basic/Below Basic AASD	2020-21 %Basic/Below Basic Statewide	2021-22 %Basic/Below Basic AASD	2021-22 %Basic/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%	

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% Native Amer 10.9% Asian 35.2% Black 4.0% Hispanic 15.9% Pacif. Isle 39.6% White 42.0% Two or More 28.4%	
Grade 10	SWOD 39.8% SWD 3.6% Not EL 37.0% EL 0.0% Native Amer ----- Asian 20.6% Black 6.8% Hispanic 17.5% Pacif. Isle ----- White 42.5% Two or More 23.3%	

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 - ELA - Grade 11

We will increase the percentage of students scoring proficient/advanced in grade 11 on the ACT Assessment in English and Reading 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 minimal/basic in grade 11 on the ACT Assessment in English and Reading by 3%.

	2020-21 %Basic/Below Basic AASD	2020-21 %Basic/Below Basic Statewide	2021-22 %Basic/Below Basic AASD	2021-22 %Basic/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 English and Reading by 3%.

	2020-21 %Prof/Adv	2021-22 %Prof/Adv
Grade 11 ELA	<p>SWOD 35.8%</p> <p>SWD 5.0%</p> <p>Not EL 33.3%</p> <p>EL 0.0%</p> <p>Native Amer 16.7%</p> <p>Asian 19.5%</p> <p>Black 13.0%</p> <p>Hispanic 10.5%</p> <p>Pacif. Isle 33.3%</p> <p>White 37.4%</p> <p>Two or More 36.4%</p>	

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: