



**Monday, November 22, 2021  
Board of Education Meeting**

**APPLETON AREA SCHOOL DISTRICT  
BOARD OF EDUCATION MEETING  
Time: 6:00 PM**

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 (other than registered on-site public input) is suspended until further notice. \*\*Limited registration is available for on-site public input (additional information can be found on the District's website).\*\* 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-i09YGgt4uKnCWYvt8Pw>. For remote attendance via telephone, please dial: 1-312-626-6799 Meeting ID: 953 0389 3866

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in the agenda. Members of the public wishing to address the Board may speak during public input or provide written comments in accordance with the procedures posted on the District's website ([http://www.aasd.k12.wi.us/district/board\\_of\\_education/public\\_input](http://www.aasd.k12.wi.us/district/board_of_education/public_input)) and state law. The Wisconsin Open Meetings Law allows only brief discussion of topics that are not listed on the agenda. Therefore, the Board may not be able to fully address comments made during public input. When appropriate the Board may request the administration to reach out to a citizen regarding a concern they may have.

Any special needs or any requests for accommodations related to accessing the meeting should be sent to Clara Kopplinger, at [kopplingerclar@asd.k12.wi.us](mailto:kopplingerclar@asd.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**

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<b>Subject</b>	<b>A. Roll Call</b>
Meeting	Nov 22, 2021 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

<b>Subject</b>	<b>B. Pledge of Allegiance</b>
Meeting	Nov 22, 2021 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

## **2. Approval of Agenda (GC-2: Governing Commitments)**

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**Subject**                    **A. Board Member Request to Remove Consent Agenda Items(s) for Separate Consideration**

Meeting                    Nov 22, 2021 - Board of Education Meeting

Category                    2. Approval of Agenda (GC-2: Governing Commitments)

Type                        Procedural

**Subject**                    **B. Approval of Agenda**

Meeting                    Nov 22, 2021 - Board of Education Meeting

Category                    2. Approval of Agenda (GC-2: Governing Commitments)

Type                        Action, Procedural

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### **3. Special Presentation**

**Subject**                    **A. Student School Board Representative Report**

Meeting                    Nov 22, 2021 - Board of Education Meeting

Category                    3. Special Presentation

Type                        Information, Recognition

Student School Board Representative Ryan Hanson will provide updates from East High School.

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### **4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)**

**Subject**                    **A. Public Input**

Meeting                    Nov 22, 2021 - Board of Education Meeting

Category                    4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)

Type                        Procedural

Public Input:

Members of the public wishing to address the Board may speak during public input or provide written comments in accordance with the procedures posted on the District's website and state law. The Wisconsin Open Meetings Law requires that Board of Education members do not discuss topics or respond to questions that are not listed on the agenda. The practice of the Board is to not respond to public comments during the meeting; however, when appropriate the Board may request the administration to reach out to a citizen regarding a concern they may have. Speakers will be bound by the guidelines and responsibilities outlined on the District's [website](#) and established in policy. The Board reserves the right to terminate remarks of any individual who does not adhere to established rules, whose comments are unduly repetitive of previous comments, who makes comments that are obscene, threatening, harassing, or defamatory, or whose conduct is otherwise disorderly. Comments that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students are not permissible.

The Board reserves the right to amend and adjust processes and procedures relating to public input as necessary to accomplish the business of the Board, which includes the ability of the Board to limit (in a viewpoint-neutral manner) the total time allotted for public input or the amount of time allotted to individual topics.

Policy References:

[Board Policy and Rule 187 - Public Input at School Board and Board Subcommittee Meetings](#)  
[Board Policy 189 - Virtual Board Meetings in Emergency Situations](#)

**Subject B. On-site Speakers (Registration Required)**

Meeting Nov 22, 2021 - Board of Education Meeting

Category 4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)

Type Procedural

Individuals wishing to provide on-site public input are required to register in advance during the registration window. Registrations will be accepted beginning at 9:00 AM on the Friday before the meeting and closing at 12:00 PM on the Monday of. For additional information or to register, please visit our website at [http://www.aasd.k12.wi.us/district/board\\_of\\_education/public\\_input](http://www.aasd.k12.wi.us/district/board_of_education/public_input).

**Subject C. Virtual Speakers (Registration Required)**

Meeting Nov 22, 2021 - Board of Education Meeting

Category 4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)

Type Procedural

Individuals wishing to provide virtual public input are required to register in advance during the registration window. Registrations will be accepted beginning at 9:00 AM on the Friday before the meeting and closing at 12:00 PM on the Monday of. For additional information or to register, please visit our website at [http://www.aasd.k12.wi.us/district/board\\_of\\_education/public\\_input](http://www.aasd.k12.wi.us/district/board_of_education/public_input).

**Subject D. Written Comments (Posted as Attachment)**

Meeting Nov 22, 2021 - Board of Education Meeting

Category 4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)

Type Procedural

Written comments submitted as public input will not be read aloud during the meeting; rather, they will be shared publicly as a BoardDocs attachment prior to the meeting start time. Individuals wishing to provide written public input should submit their comments via the form available on the website. The comment form is available beginning at 9:00 AM on the Friday before the meeting and closing at 12:00 PM on the Monday of. Written comments received via email or outside of the comment window will still be shared with the Board; however, they may not be included in the published comments. For additional information or to submit your comments, please visit our website at [http://www.aasd.k12.wi.us/district/board\\_of\\_education/public\\_input](http://www.aasd.k12.wi.us/district/board_of_education/public_input).

**5. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)**

**Subject A. None**

Meeting Nov 22, 2021 - Board of Education Meeting

Category 5. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)

Type Discussion, Information, Presentation

**6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)**

**Subject A. Business Services Update(s): None**

Meeting Nov 22, 2021 - Board of Education Meeting

Category 6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)

Type Discussion, Information, Report

Chief Financial Officer Greg Hartjes will update the Board on Business Services items for consideration.

**Subject B. School Services Update(s): 2022 Cooperative Summer School Agreement**

Meeting Nov 22, 2021 - Board of Education Meeting

Category 6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)

Type Discussion, Information, Report

File Attachments  
[IFC - 2021-2022 Fox Valley Summer School Consortium Agreement.pdf \(226 KB\)](#)

**Subject C. Personnel Services Update(s): Professional Educator Contract Change(s); Internship(s)**

Meeting Nov 22, 2021 - Board of Education Meeting

Category 6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)

Type Discussion, Information, Report

Chief Human Resources Officer Julie King will update the Board on Personnel Services items for consideration.

**Subject D. AASD Mitigation Protocols Update(s): Public health and medical advisors, along with the District Leadership Team, will provide an update regarding pandemic conditions/activity within our schools and community, in relation to the current mitigation protocols, including masking.**

Meeting Nov 22, 2021 - Board of Education Meeting

Category 6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)

Type Discussion, Information, Report

**7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)**

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**Subject A. Board Meeting Minutes from November 8, 2021**

Meeting Nov 22, 2021 - Board of Education Meeting

Category 7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)

Type Action, Minutes

Minutes aren't official until they are approved at the Board meeting.

**8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)**

**Subject A. 2022 Cooperative Summer School Agreement**

Meeting Nov 22, 2021 - Board of Education Meeting

Category 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments  
[IFC - 2021-2022 Fox Valley Summer School Consortium Agreement.pdf \(226 KB\)](#)

**Subject B. Professional Educator Contract Change(s)**

Meeting Nov 22, 2021 - Board of Education Meeting

Category 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments  
[IFC Professional Educator Contract Changes 11-22-21.pdf \(11 KB\)](#)

**Subject C. Internship(s)**

Meeting Nov 22, 2021 - Board of Education Meeting

Category 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments  
[IFC-Internship.pdf \(10 KB\)](#)

**9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)**

**Subject** **A. None**

Meeting Nov 22, 2021 - Board of Education Meeting

Category 9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)

Type Discussion, Information, Report

## **10. Board Business**

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**Subject** **A. Appoint WASB Delegate and Alternate - Procedural**

Meeting Nov 22, 2021 - Board of Education Meeting

Category 10. Board Business

Type Action, Discussion, Procedural

The Board will appoint a member to serve as the delegate to the WASB Delegate Assembly, and another to serve as the alternate delegate.

**Subject** **B. Potential Referendum Timeline/Planning - for Discussion**

Meeting Nov 22, 2021 - Board of Education Meeting

Category 10. Board Business

Type Discussion, Information

Greg Hartjes will discuss the potential referendum timeline.

File Attachments  
[Planning for Potential Referendum Timeline.pdf \(113 KB\)](#)

**Subject** **C. OE-12 Facilities - Interpretation and Indicators - for Consideration**

Meeting Nov 22, 2021 - Board of Education Meeting

Category 10. Board Business

Type Action, Discussion

File Attachments  
[AASD OE-12 Facilities - FINAL.pdf \(130 KB\)](#)

**Subject** **D. R-2.1.1 English Language Arts - Interpretation and Indicators - for Consideration**

Meeting Nov 22, 2021 - Board of Education Meeting

Category 10. Board Business

Type Action, Discussion

File Attachments

**Subject** **E. R-2.1.2 Math - Interpretation and Indicators - for Consideration**

Meeting Nov 22, 2021 - Board of Education Meeting

Category 10. Board Business

Type Action, Discussion

File Attachments

[AASD R-2.1.2 Mathematics - FINAL.pdf \(163 KB\)](#)

**Subject** **F. R-2.1.3 Science - Interpretation and Indicators - for Consideration**

Meeting Nov 22, 2021 - Board of Education Meeting

Category 10. Board Business

Type Action, Discussion

File Attachments

[AASD R-2.1.3 Science- FINAL.pdf \(114 KB\)](#)

**Subject** **G. Board Ad Hoc Committee for Community Linkages - for Consideration**

Meeting Nov 22, 2021 - Board of Education Meeting

Category 10. Board Business

Type Action, Discussion

File Attachments

[Item for Consideration Linkages Committee 11-22-21.pdf \(43 KB\)](#)  
[GC-5 Board Committees.pdf \(168 KB\)](#)

**Subject** **H. AASD Mitigation (Masking) Protocols - for Consideration**

Meeting Nov 22, 2021 - Board of Education Meeting

Category 10. Board Business

Type Action, Discussion

File Attachments

[Item for Consideration 11-22-21.pdf \(195 KB\)](#)

**Subject** **I. Consent Agenda Item(s) Removed for Separate Consideration**

Meeting Nov 22, 2021 - Board of Education Meeting  
Category 10. Board Business  
Type Action, Discussion

## **11. Items of Information**

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**Subject A. None**  
Meeting Nov 22, 2021 - Board of Education Meeting  
Category 11. Items of Information  
Type Information

## **12. Future Meetings**

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**Subject A. Next Board Meeting: Monday, December 13, 2021, 6:00 PM**  
Meeting Nov 22, 2021 - Board of Education Meeting  
Category 12. Future Meetings  
Type Information

**Subject B. Board Work Session: Thursday, December 16, 2021, 7:30 AM**  
Meeting Nov 22, 2021 - Board of Education Meeting  
Category 12. Future Meetings  
Type Information

## **13. Closed Session**

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**Subject A. Motion to go into Closed Session**  
Meeting Nov 22, 2021 - Board of Education Meeting  
Category 13. Closed Session  
Type Action, Discussion

**Subject B. Wisconsin State Statute 19.85 (1)(e) Deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session, for the purpose of discussing a potential purchase of real estate.**  
Meeting Nov 22, 2021 - Board of Education Meeting  
Category 13. Closed Session  
Type Discussion, Information

**Subject C. Motion to Adjourn the Meeting**



Meeting	Nov 22, 2021 - Board of Education Meeting
Category	13. Closed Session
Type	Action, Procedural

## ITEM FOR CONSIDERATION

Topic:	2021--2022 Fox Valley Cooperative Summer School Agreement
Background Information:	<p>The Fox Valley Cooperative Summer School Agreement was put into place over 20 years ago and includes the following school districts: Appleton Area School District, Brillion School District, Freedom Area School District, Hilbert School District, Hortonville School District, Kaukauna Area School District, Little Chute Area School District, Kimberly Area School District, Menasha Joint School District, Neenah School District, and Shiocton School District.</p> <p>The agreement allows students from any of the participating districts to attend summer school at their participating district of choice without incurring additional fees to do so. The agreement also provides equalized wages for teachers and paraprofessional as to serve as a non-compete for positions.</p>
Fiscal Note:	See attached documentation.
Administrative Recommendation:	Approve as submitted.
Instructional Impact:	Students will be able to participate in summer school opportunities without incurring additional costs.
Contact Person(s):	Steve Harrison, Assistant Superintendent for Assessment, Curriculum & Instruction, 832-6157 ext. 2177
Board Action:	November 22, 2021

**ITEM FOR CONSIDERATION**

**TOPIC:** Professional Educator Contract Changes

**BACKGROUND INFORMATION:** Contract changes for the following individuals are recommended for the 2021-2022 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Effective Date</u>
Nancy Aguilar De Enriquez	Literacy Interventionist	Columbus	100% to 50%	1/18/22
Corrina A. Albright	Music-Instrumental	Dunlap	30% to 40%	11/08/21
Susan L. Bratsch	Special Ed-SEBD	West	100% to 120%	11/15/21
Sandra K. Keil	Special Ed-SEBD	West	100% to 120%	11/15/21

**FISCAL NOTE:** As indicated above.

**ADMINISTRATIVE RECOMMENDATION:** Approval.

**INSTRUCTIONAL IMPACT:** These assignments will meet the needs of students.

**CONTACT PERSON:** Julie King, (920) 997-1399 (x2042)

11/22/21

**ITEM FOR CONSIDERATION**

**TOPIC:** Internships

**BACKGROUND INFORMATION:** The Appleton Area School District has applied annually for multiple internship positions to the Department of Public Instruction (DPI). The Wisconsin Internship Program (WIP) governed by DPI is an effective strategy to develop talent for future positions. Interns are provided on the job training with cooperating teacher supervision and are compensated in the form of a stipend in accordance with DPI guidelines. The following internships are recommended for the second semester of the 2021-2022 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Stipend</u>	<u>Effective Date</u>
Morgan K. Vanden Langenberg	Family Consumer Science	WHS	\$4,500	1/18/22
Megan L. Cotter	Family Consumer Science	EHS	\$4,500	1/18/22
Liam C. Osborne	Special Education	JOH	\$4,500	1/18/22

**FISCAL NOTE:** The total cost of the three internships is \$15,000, which includes a \$4,500 compensation stipend to the intern and a \$500 professional development fee to the DPI for each position.

**ADMINISTRATIVE RECOMMENDATION:** Approval is recommended.

**CONTACT PERSON:** Julie King, 920-997-1399 (x2042)

**FISCAL NOTE:** None.

11/22/21

Appleton Area School District  
**Draft** - Potential Referendum Timeline

Date	Task
<b>November 18, 2021</b>	Principals/Schools submit revised facility needs input
<b>November 22, 2021</b>	Present timeline to <b>BOE</b>
<b>November 2021</b>	Core team refines project strategy (define needs, challenges, and gathering community input)
<b>December 13, 2021</b>	Review project scope with <b>BOE</b> (STEM, 6 <sup>th</sup> Grade, K-2 staffing, “right sizing” of District)
<b>January 3 &amp; 4, 2022</b>	Hold first Focus Group meetings
<b>January 10, 2022</b>	STEM Work Group completes vision development
<b>January 10, 2022</b>	Update <b>BOE</b> on Focus Group meetings
<b>January 17 &amp; 18, 2022</b>	Hold second Focus Group meetings
<b>January 24, 2022</b>	Update <b>BOE</b> on second Focus Group meetings
<b>January 2022</b>	Core team drafts community survey
<b>February 14, 2022</b>	<b>BOE</b> reviews initial draft of community survey
<b>March 7, 2022</b>	<b>BOE</b> approves community survey
<b>April 2022</b>	Email survey to staff and parents, and mail to residents
<b>April/early May</b>	Survey Deadline – School Perceptions creates reports
<b>May/early June 2022</b>	Survey results presentation for <b>BOE</b>
<b>June/July 2022</b>	Core team finalizes referendum questions
<b>August 8, 2022</b>	<b>BOE</b> approves resolution (if needed)
<b>September/October</b>	Core team communicates referendum questions to community
<b>November 8, 2022</b>	<b>Referendum</b>

**Appleton Area School District**  
**Operational Expectations Interpretation & Indicators Document**  
**OE-12 Facilities**

**SUPERINTENDENT CERTIFICATION:**

With respect to Operational Expectations Policy 12, Facilities, 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's assets are maintained and protected. Indicators reflect legal and state department requirements, when appropriate. In other instances, indicators are informed by best practice. While monitoring will largely be accomplished through internal reporting, it will also incorporate external audits and board inspection.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent

\_\_\_\_\_

**BOARD ACTION:**

With respect to Operational Expectations Policy 12, Facilities, 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: \_\_\_\_\_

OE - 12: Facilities		Superintendent	
The Superintendent shall assure that physical facilities support the accomplishment of the Board's <b>Results</b> policy.		In Compliance	Not In Compliance
<p>Superintendent Interpretation: The Board values physical facilities that ensure a safe, healthy and welcoming environment to support teaching, learning, efficiency and excellence.</p> <ul style="list-style-type: none"> <li>● <b>Physical facilities</b> shall mean all buildings, grounds and infrastructure (excluding technology) throughout the district.</li> <li>● <b>Support the accomplishment</b> shall mean to provide the opportunity to succeed by minimizing lost academic time and to provide a physically safe and clean learning environment.</li> <li>● The Board's <b>Results</b> policy is defined in R-1, R-2, and R-3</li> </ul>			
<b>OE - 12.1</b>	<p><b>The Superintendent will develop and execute a plan that establishes priorities for construction, renovation and maintenance projects that :</b></p> <ol style="list-style-type: none"> <li>a. Assigns the highest priority to the correction of unsafe conditions;</li> <li>b. Includes maintenance costs as necessary to enable facilities to reach their intended life cycles;</li> <li>c. Plans for and schedules preventive maintenance;</li> <li>d. Plans for and schedules system replacement when new schools open, schools are renovated or systems replaced;</li> <li>e. Discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the district.</li> </ol>		
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> <li>● <b>Plan</b> shall mean a 5-year Capital Improvement Plan, coordinated with an annual Capital Project Plan.</li> <li>● <b>Projects</b> shall mean major work identified in the Capital Improvement Plan and/or Capital Projects Plan.</li> </ul>			

- **Correction** shall mean bringing a condition into compliance with the applicable code or generally accepted industry standard for safety.
- **Unsafe condition** shall mean a condition that does not meet an applicable code or generally accepted industry standard or a condition that can reasonably be expected to cause physical harm.
- **Growth Patterns** shall mean trends in student population size.
- **The financial and human impact individual projects will have on other parts of the District** shall mean taking into consideration the budget implications, effect on the educational environment for students and staff, and costs to other departments of the District due to the scheduling and completion of projects.

SUPERINTENDENT Indicators of Compliance:  We will know we are compliant when:	In Compliance	Not In Compliance
<ul style="list-style-type: none"> <li>● The Districts' schools lose no instructional day as a result of any system failure that could have reasonably been avoided through a preventive maintenance plan. Any lost time will be documented in a log and made available to the Board upon request.</li> </ul>		
<ul style="list-style-type: none"> <li>● Any identified unsafe condition related to our facilities is addressed immediately, corrected as soon as possible, and remains a priority until fixed. No person is injured and no instructional time is lost as a result of an unaddressed unsafe condition of our facilities. Any injury will be recorded by the District's Safety Coordinator, and any lost time will be documented in a log, and both are made available to the Board upon request.</li> </ul>		
<ul style="list-style-type: none"> <li>● Superintendent prioritizes projects and identifies unsafe conditions of our facilities during the Capital Projects planning process. The District's Capital Projects list will be presented to the Board in the spring of each year.</li> </ul>		
<ul style="list-style-type: none"> <li>● Superintendent identifies, prioritizes, and adequately funds necessary repair and maintenance projects during the Facilities and Operations Budgeting process. The Facilities and Operations budget is available to the Board upon request.</li> </ul>		



<ul style="list-style-type: none"> <li>The district identifies, schedules and conducts required preventive maintenance using the Akitabox Facility Management Software system. Reports from the system are made available to the Board upon request.</li> </ul>		
<ul style="list-style-type: none"> <li>The district develops, and updates at least every five years, a Facility Capital Improvement Plan. The Plan will be presented to the Board for review in the spring of each year.</li> </ul>		
<ul style="list-style-type: none"> <li>Annually, the district develops a Facility Capital Projects plan. The plan includes projects to be completed within the year and is presented to the Board for review in the spring. An updated plan that includes projects completed is presented to the Board for review in the fall of each year.</li> </ul>		
<b>OE - 12.2</b>	<b>The Superintendent projects life-cycle costs as capital decisions are made.</b>	
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> <li><b>Project</b> shall mean calculate using cost analysis methodology.</li> <li><b>Life cycle costs</b> shall mean the total acquisition and operational costs of a system, piece of equipment, or facility based on the manufacturer’s design life expectancy.</li> <li><b>Capital decisions</b> shall mean decisions involving the expenditure of \$100,000 or more.</li> </ul>		
<p>SUPERINTENDENT Indicators of Compliance:</p> <p>We will know we are compliant when:</p>	In Compliance	Not In Compliance
<ul style="list-style-type: none"> <li>For non-bond projects, the Board receives system design alternatives for all system replacements that include life cycle cost analyses for all capital decisions that show schedule alternatives and design criteria.</li> </ul>		
<ul style="list-style-type: none"> <li>For bond projects, the board will be briefed on the designs chosen in developing the final scope specified in the construction documents design. The Engineering Services Coordinator will use life cycle costs in the design of each project, choosing the design that is the best value given existing systems and cost and will explain the decisions when</li> </ul>		

briefing the Board prior to starting the project, if requested by the Board.		
<b>OE - 12.3</b>	<b>The Superintendent will assure that facilities are safe, clean and properly maintained.</b>	
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> <li>● <b>Safe</b> shall mean free from physical hazards or dangers to students, staff, and stakeholders.</li> <li>● <b>Clean</b> shall mean relatively free of trash (except in approved receptacles) and dirt, and conforming to applicable health department standards.</li> <li>● <b>Properly maintained</b> shall mean ensuring that the facilities are code compliant, are able to pass required inspections, and are reasonably preserved from failure or decline.</li> </ul>		
<p>SUPERINTENDENT Indicators of Compliance:</p> <p>We will know we are compliant when:</p>	In Compliance	Not In Compliance
<ul style="list-style-type: none"> <li>● The district passes all required annual inspections and construction inspections in accordance with applicable federal, state and local codes as documented in a log of completed inspections. The log will be made available to the Board upon request.</li> </ul>		
<ul style="list-style-type: none"> <li>● The district completes 100% of reactive maintenance requests within an average of 20 days. Examples of reactive maintenance requests are; roof leaks, temperature / comfort complaints. Reports from the system are made available to the Board upon request.</li> </ul>		
<ul style="list-style-type: none"> <li>● The district completes all preventative maintenance within an average of 35 days. Examples of preventative maintenance requests are; HVAC filter changes, and equipment belt, grease, or oil maintenance. Reports from the system are made available to the Board upon request.</li> </ul>		
<b>OE - 12.4</b>	<b>The Superintendent may not build or renovate buildings.</b>	
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> <li>● <b>Build</b> shall mean the initial construction of a facility or the addition to an existing facility.</li> </ul>		

<ul style="list-style-type: none"> <li>● <b>Renovate</b> shall mean the restoration of a facility or system to “as new” condition.</li> <li>● <b>Buildings</b> shall mean physical facilities over 400 square feet.</li> </ul>			
SUPERINTENDENT Indicators of Compliance:  We will know we are compliant when:		In Compliance	Not In Compliance
<ul style="list-style-type: none"> <li>● All initial construction and renovation projects greater than \$100,000 receive prior approval from the BOE through approval of the annual Capital Projects Plan.</li> </ul>			
<b>OE- 12.5</b>	<b>The Superintendent may not recommend land acquisition without first determining growth patterns, comparative costs, construction and transportation factors and any extraordinary contingency costs due to potential natural and man-made risks.</b>		
SUPERINTENDENT Interpretation: <ul style="list-style-type: none"> <li>● <b>Land acquisition</b> shall mean obtaining a potential building site through purchase or developer dedication.</li> <li>● <b>Growth patterns</b> shall mean trends in student population size.</li> <li>● <b>Comparative costs</b> shall mean a total development cost analysis of potential sites.</li> <li>● <b>Construction and transportation factors</b> shall mean potential issues regarding site selection pertaining to ability to build and to safely transport students.</li> <li>● <b>Extraordinary contingency costs</b> shall mean unplanned and non-budgeted changes.</li> <li>● <b>Potential natural and man-made risks</b> shall mean unforeseen issues that are naturally present on the site or that were previously introduced to the site by a previous owner.</li> </ul>			
SUPERINTENDENT Indicators of Compliance:  We will know we are compliant when:		In Compliance	Not In Compliance
<ul style="list-style-type: none"> <li>● The Board is briefed on and approves all recommended land acquisition projects, to include growth patterns, comparative costs,</li> </ul>			

<p>construction and transportation factors and any extraordinary contingency costs due to potential natural and man-made risks prior to the district entering into any agreement for the purchase or dedication of land.</p>			
<p><b>OE - 12.6</b></p>	<p><b>The Superintendent may not authorize construction schedules and change orders that significantly increase the cost or reduce quality of any capital project.</b></p>		
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> <li>● <b>Change orders</b> shall mean a change in the scope of a project that produces a corresponding change in the cost, schedule, or quality of the project.</li> <li>● <b>Significantly increase the cost</b> shall mean a change greater than 10% or more than \$100,000 of the original contract amount.</li> <li>● <b>Reduce quality</b> shall mean changing approved design specifications to a lower standard or accepting work that does not meet the approved design specifications.</li> </ul>			
<p>SUPERINTENDENT Indicators of Compliance:</p> <p>We will know we are compliant when:</p>		<p>In Compliance</p>	<p>Not In Compliance</p>
<ul style="list-style-type: none"> <li>● The previous school year capital project budget closes out at or under budget. The Capital Projects budget will be presented annually to the Board.</li> </ul>			
<ul style="list-style-type: none"> <li>● The Board is briefed on any schedule changes or change orders that significantly increase the cost or reduce quality prior to approval of the schedule change or change order.</li> </ul>			
<ul style="list-style-type: none"> <li>● The Board is briefed on completed projects. The briefing will include final cost versus estimate, and adherence to quality and schedule.</li> </ul>			
<p><b>OE - 12.7</b></p>	<p><b>The Superintendent may not unreasonably deny the public's use of facilities as long as student safety, student functions, and the instructional program are not compromised.</b></p>		

SUPERINTENDENT Interpretation:

- **Use of facilities** shall mean non-District individuals or groups accessing both indoor and outdoor facilities.
- **Student safety, student functions, and the instructional program are not compromised** shall mean that student safety, student functions, and the instructional program shall at all times take priority over the use of facilities by non-District individuals or groups.

SUPERINTENDENT Indicators of Compliance:

We will know we are compliant when:

In Compliance

Not In Compliance

- The District maintains “Community Use of School Facilities” policy 830.

- Community groups that used District facilities paid the appropriate fee for usage on every occasion. A report of all District rentals is available to the Board upon request.

- Facility use was monitored and all events were conducted safely and appropriately in accordance with the policy. A log of any incidents of events that were not conducted safely and appropriately, along with details of how the incident was resolved, is kept by the District’s Use of Building secretaries and is available to the Board upon request.

**OE - 12.8**

**The Superintendent may not name or rename any school or other major District facility.**

SUPERINTENDENT Interpretation:

- **Other major District facility** shall include, but is not limited to, buildings or property owned by the District.

<p>SUPERINTENDENT Indicators of Compliance:</p> <p>We will know we are compliant when:</p>	<p>In Compliance</p>	<p>Not In Compliance</p>
<ul style="list-style-type: none"> <li>No school or other major District facility is named or renamed except those that have been approved by the Board following procedures outlined in District Policy 940.</li> </ul>		

**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

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**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:**

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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><b>SUPERINTENDENT Interpretation:</b></p> <ul style="list-style-type: none"> <li>● <b>Each student</b> shall mean all Full Academic Year (FAY) students enrolled 5K-12 in the Appleton Area School District. Every Student, Every Day.</li> <li>● <b>Literate</b> 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.</li> <li>● <b>Numerate</b> 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.</li> <li>● <b>Able to integrate and apply</b> shall mean to combine what is learned in the classroom, whether it's theory or technique, with a solution to real-world problems.</li> <li>● <b>Skills and competencies</b> 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.</li> <li>● <b>Academic disciplines</b> 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.</li> <li>● <b>Personal growth</b> shall mean how much academic progress a student has made between two points in time.</li> </ul>		

- **Personal achievement** shall mean individual performance based on the mastery of district adopted grade-level academic standards or from grade-level expectations on identified measures/assessments.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Higher order thinking skills of:**
  - **Knowledge** shall mean recognizing and recalling facts.
  - **Comprehension** shall mean understanding what facts mean.
  - **Application** shall mean using the facts, rules, concepts, and ideas.
  - **Analysis** shall mean breaking down information into component parts.
  - **Synthesis** shall mean the ability to put parts together to form a new whole.
  - **Evaluation** shall mean justifying the value of information and ideas.
  - **Creativity** shall mean the ability to produce new and original ideas, connections, and solutions to problems.
- **English Language Arts (ELA)** shall mean English, Reading, Writing, and Listening.

**Indicators to be Used:**

- **TS Gold** - An observation-based assessment system for children from birth through kindergarten. The assessment blends ongoing observational assessment for all areas of development and learning with performance tasks for selected predictors of school success in the areas of literacy and numeracy. TS Gold is administered in the fall and spring to students in 4K.
- **i-Ready Diagnostic** - An adaptive, online, criterion-referenced assessment that measures students' grade-level foundational skills and progress in Reading:
  - Foundational Skills: Phonological Awareness, Phonics, High Frequency Words
  - Vocabulary
  - Comprehension: Informational Text
  - Comprehension: Literary Text

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

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

- o Craft and Structure/Integration of Knowledge and Ideas
- o Vocabulary Use
- o Writing/Language
- o 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 Black
  - o White

- **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 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**
  - **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.
- **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 - ELA- Grade 4K (Program Analysis)

We will increase by 3% the percentage of 4K students Meeting or Exceeding the widely held expectations of a 4K student in:

- Demonstrates phonological awareness, phonics skills, and word recognition (Objective #15)

TS GOLD Objective	Spring 2021 (% Meeting or Above)	Spring 2022 (% Meeting or Above)
15a Notices and discriminates rhyme	82%	
15b Notices and discriminates alliteration	90%	
15c Notices and discriminates discrete units of sound	90%	

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

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

	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide
Grade 3	27.9%	31.7%		
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
<b>Grade 3</b>	27.2%	23.3%		
<b>Grade 4</b>	25.7%	22.7%		
<b>Grade 5</b>	31.9%	23.2%		
<b>Grade 6</b>	21.4%	21.0%		
<b>Grade 7</b>	23.9%	19.2%		
<b>Grade 8</b>	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
<b>Grade 3</b>	SWOD 32.1% SWD 8.0% (24.1% gap)	
	Not EL 31.7% EL 3.2% (28.5% gap)	
	White 34.6% Black 7.1% (27.5% gap)	
	SWOD 39.9% SWD 13.0% (26.9% gap)	

<b>Grade 4</b>	Not EL 32.3% EL 0.9% (31.4% gap)	
	White 44.6% Black 14.7% (29.9% gap)	
<b>Grade 5</b>	SWOD 33.2% SWD 7.8% (25.4% gap)	
	Not EL 39.3% EL 2.6% (36.7% gap)	
	White 35.0% Black 10.5% (24.5% gap)	
<b>Grade 6</b>	SWOD 41.7% SWD 10.1% (31.6% gap)	
	Not EL 39.9% EL 6.3% (33.6% gap)	
	White 43.4% Black 8.8% (34.6% gap)	
<b>Grade 7</b>	SWOD 33.7% SWD 8.2% (25.5% gap)	
	Not EL 37.6% EL 1.7% (35.9% gap)	
	White 41.6% Black 10.4% (31.2% gap)	



<b>Grade 8</b>	SWOD      33.7% SWD        5.1% (28.6% gap)	
	Not EL     32.2% EL           1.0% (31.2% gap)	
	White      34.7% Black       5.5% (29.2% gap)	

**Additional Context for WI Forward Exam:** The WI Forward exam is administered annually to all students in grades 3-8 throughout the state of Wisconsin during the months of March and April. Due to the state-mandated school closures and rapid transition to virtual instruction during March of 2020, the WI Forward Exam was not administered during the 2019-20 school year. As a result, values of NA (not administered) are used. In addition, although the district has historically demonstrated a test participation rate of >99%, only ~90% of students participated in the assessment during the 2020-21 school year.

### **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
<b>5K</b>	18%	
<b>Grade 1</b>	26%	
<b>Grade 2</b>	41%	
<b>Grade 3</b>	50%	
<b>Grade 4</b>	51%	

<b>Grade 5</b>	50%	
<b>Grade 6</b>	48%	
<b>Grade 7</b>	48%	
<b>Grade 8</b>	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%.**

	<b>2020-21</b> % students meeting Targeted Growth	<b>2021-22</b> % students meeting Targeted Growth
<b>SWOD</b>	43%	
<b>SWD</b>	35%	
<b>gap</b>	8%	
<b>Not EL</b>	43%	
<b>EL</b>	33%	
<b>gap</b>	10%	
<b>White</b>	45%	
<b>Black</b>	33%	
<b>gap</b>	8%	

**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%.**

	<b>2020-21</b> % students scoring On or Above	<b>2021-22</b> % students scoring On or Above

	Grade Level	Grade Level
5K	84%	
Grade 1	57%	
Grade 2	57%	
Grade 3	67%	
Grade 4	49%	
Grade 5	45%	
Grade 6	47%	
Grade 7	46%	
Grade 8	47%	

<b>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%.</b>		
	2020-21 % students scoring On or Above Grade Level	2021-22 % students scoring On or Above Grade Level
SWOD	60%	
SWD	26%	
gap	34%	
Not EL	59%	
EL	22%	
gap	37%	

<b>White</b>	63%	
<b>Black</b>	33%	
<b>gap</b>	30%	

**Additional Context for i-Ready Assessment:** The i-Ready Assessment is administered to AASD students in grades 5K-8 three times throughout the school year (fall/winter/spring) and is used as a progress monitoring measure to support the district's continuous school improvement process. The assessment was first piloted by a small number of elementary and middle schools during the 2018-19 school year, and the pilot was expanded to additional schools during the 2019-20 school year. Full implementation of the i-Ready Assessment among all district schools began during the 2020-21 school year. During the 2020-21 school year, the district needed to utilize a variety of instructional models due to the COVID-19 pandemic (fully virtual or hybrid). As a result, the i-Ready assessment was not administered universally in the same manner, with some students taking some or all of the three assessments remotely while other students took the fall and winter assessment remotely and the spring assessment in person.

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

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

	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide
<b>Grade 9</b>	36.7%	34.0%		
<b>Grade 10</b>	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
<b>Grade 9</b>	47.8%	44.7%		

<b>Grade 10</b>	46.6%	45.7%		
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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%**.

	<b>2020-21 %Prof/Adv</b>	<b>2021-22 %Prof/Adv</b>
<b>Grade 9</b>	36.7%	
<b>Grade 10</b>	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%**.

	<b>2020-21 %Prof/Adv</b>	<b>2021-22 %Prof/Adv</b>
<b>Grade 9</b>	SWOD 42.7% SWD 4.9% (37.8% gap)	
	Not EL 39.3% EL 2.7% (36.6% gap)	
	White 44.1% Black 10.0% (34.1% gap)	

<b>Grade 10</b>	SWOD 39.8% SWD 3.6% (36.2% gap)	
	Not EL 37.0% EL 0.0% (37.0% gap)	
	White 42.5% Black 6.8% (35.7% gap)	

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

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

	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide
<b>Grade 11 ELA</b>	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
<b>Grade 11 ELA</b>	30.5%	25.1%		

- 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
<b>Grade 11 ELA</b>	SWOD 35.8% SWD 5.0% (30.8% gap)	
	Not EL 33.3% EL 0.0%	

	(33.3% gap)	
	White 37.4% Black 13.0% (24.4% gap)	

**Additional Context for ACT with Writing:** The ACT with Writing is administered annually to all students in grade 11 throughout the state of Wisconsin in March. Although the district has historically demonstrated a test participation rate of >97%, only ~91% of students participated in the assessment during the 2020-21 school year. During the 2020-21 school year, the district needed to utilize a variety of instructional models due to the COVID-19 pandemic (fully virtual or hybrid). This may have contributed to the significant decrease in test participation compared to the previous year.

**Information Only - Average ELA Composite Score on ACT with Writing**

	2020-21 AASD	2020-21 Statewide	2021-22 AASD	2021-22 Statewide
<b>Grade 11 ELA Composite Score</b>	17.4	18.0		

**SUPERINTENDENT Evidence of Reasonable Progress:**

<b>Board Comments:</b>		
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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

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**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:**



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Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Board President

Document submitted: \_\_\_\_\_

Re-submitted: \_\_\_\_\_

R-2.2 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>2.1.2 Mathematics</p>	In Compliance	Not In Compliance
<p><b>SUPERINTENDENT Interpretation:</b></p> <ul style="list-style-type: none"> <li>● <b>Each student</b> shall mean all Full Academic Year (FAY) students enrolled 5K-12 in the Appleton Area School District. Every Student, Every Day.</li> <li>● <b>Literate</b> 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.</li> <li>● <b>Numerate</b> 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.</li> <li>● <b>Able to integrate and apply</b> shall mean to combine what is learned in the classroom, whether it's theory or technique, with a solution to real-world problems.</li> <li>● <b>Skills and competencies</b> 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.</li> <li>● <b>Academic disciplines</b> 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.</li> <li>● <b>Personal growth</b> shall mean how much academic progress a student has made between two points in time.</li> </ul>		

- **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)
  - Black
  - White
- **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 by 3% the percentage of 4K students Meeting or Exceeding the widely held expectations of a 4K student in:

- Uses number concepts and operations (Objective #20)
- Explores and describes spatial relationships and shapes (Objective #21)
- Compares and measures (Objective #22)

TS GOLD Objective	Spring 2021 (% Meeting or Above)	Spring 2022 (% Meeting or Above)
20a Counts	83%	
20b Quantifies	78%	
20c Connects numerals with their quantities	88%	
21a Understands spatial relationships	89%	
21b (Understands shapes	86%	
22a Measures objects	92%	
22b Measures time and money	96%	

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

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

	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide
Grade 3	39.5%	41.5%		
Grade 4	34.8%	37.5%		
Grade 5	32.5%	38.0%		

<b>Grade 6</b>	34.8%	32.0%		
<b>Grade 7</b>	25.2%	31.2%		
<b>Grade 8</b>	22.4%	26.5%		

<b>We will reduce the percentage of students scoring Below Basic in grades 3-8 on the WI Forward Exam in Mathematics by 3%.</b>				
	<b>2020-21 %Below Basic AASD</b>	<b>2020-21 %Below Basic Statewide</b>	<b>2021-22 %Below Basic AASD</b>	<b>2021-22 %Below Basic Statewide</b>
<b>Grade 3</b>	22.8%	19.5%		
<b>Grade 4</b>	20.1%	18.2%		
<b>Grade 5</b>	28.8%	24.4%		
<b>Grade 6</b>	27.4%	27.1%		
<b>Grade 7</b>	37.2%	28.8%		
<b>Grade 8</b>	31.1%	26.5%		

<b>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%.</b>		
	<b>2020-21 %Prof/Adv</b>	<b>2021-22 %Prof/Adv</b>
<b>Grade 3</b>	SWOD 44.0% SWD 18.4% (25.6% gap)	
	Not EL 44.0% EL 8.0% (36% gap)	
	White 50.9% Black 2.4%	



	(48.5% gap)	
<b>Grade 4</b>	SWOD 38.8% SWD 16.9% (21.9% gap)	
	Not EL 39.8% EL 5.6% (34.2% gap)	
	White 43.8% Black 17.6% (26.2% gap)	
<b>Grade 5</b>	SWOD 37.5% SWD 9.6% (27.9% gap)	
	Not EL 36.3% EL 3.7% (32.6% gap)	
	White 39.6% Black 10.5% (29.1% gap)	
<b>Grade 6</b>	SWOD 39.9% SWD 10.7% (29.2% gap)	
	Not EL 38.0% EL 1.3% (36.7% gap)	
	White 42.5% Black 0.0% (42.5% gap)	
	SWOD 28.7% SWD 6.8% (21.9% gap)	

<b>Grade 7</b>	Not EL      28.7% EL            0.9% (27.8% gap)	
	White        32.4% Black        10.4% (22.0% gap)	
<b>Grade 8</b>	SWOD       26.1% SWD        3.8% (22.3% gap)	
	Not EL      24.8% EL            2.0% (22.8% gap)	
	White       28.5% Black       1.8% (26.7% gap)	

**Additional Context for WI Forward Exam:** The WI Forward exam is administered annually to all students in grades 3-8 throughout the state of Wisconsin during the months of March and April. Due to the state-mandated school closures and rapid transition to virtual instruction during March of 2020, the WI Forward Exam was not administered during the 2019-20 school year. As a result, values of NA (not administered) are used. In addition, although the district has historically demonstrated a test participation rate of >99%, only ~90% of students participated in the assessment during the 2020-21 school year.

## 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%**.

	<b>2020-21</b> % meeting Targeted Growth	<b>2021-22</b> % meeting Targeted Growth
<b>5K</b>	30%	
<b>Grade 1</b>	32%	
<b>Grade 2</b>	36%	

<b>Grade 3</b>	40%	
<b>Grade 4</b>	42%	
<b>Grade 6</b>	45%	
<b>Grade 6</b>	48%	
<b>Grade 7</b>	38%	
<b>Grade 8</b>	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%.**

	<b>2020-21</b> % students meeting Targeted Growth	<b>2021-22</b> % students meeting Targeted Growth
<b>SWOD</b>	40%	
<b>SWD</b>	33%	
<b>gap</b>	7%	
<b>Not EL</b>	40%	
<b>EL</b>	29%	
<b>gap</b>	11%	
<b>White</b>	42%	
<b>Black</b>	31%	
<b>gap</b>	11%	

**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%.**

	<b>2020-21</b> % students scoring On or Above Grade Level	<b>2021-22</b> % students scoring On or Above Grade Level
<b>5K</b>	77%	
<b>Grade 1</b>	58%	
<b>Grade 2</b>	56%	
<b>Grade 3</b>	57%	
<b>Grade 4</b>	53%	
<b>Grade 6</b>	53%	
<b>Grade 6</b>	52%	
<b>Grade 7</b>	41%	
<b>Grade 8</b>	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%.**

	<b>2020-21</b> % students scoring On or Above Grade Level	<b>2021-22</b> % students scoring On or Above Grade Level
<b>SWOD</b>	59%	
<b>SWD</b>	26%	
<b>gap</b>	33%	
<b>Not EL</b>	58%	

<b>EL</b>	20%	
<b>gap</b>	38%	
<b>White</b>	63%	
<b>Black</b>	24%	
<b>gap</b>	39%	

**Additional Context for i-Ready Assessment:** The i-Ready Assessment is administered to AASD students in grades 5K-8 three times throughout the school year (fall/winter/spring) and is used as a progress monitoring measure to support the district's continuous school improvement process. The assessment was first piloted by a small number of elementary and middle schools during the 2018-19 school year, and the pilot was expanded to additional schools during the 2019-20 school year. Full implementation of the i-Ready Assessment among all district schools began during the 2020-21 school year. During the 2020-21 school year, the district needed to utilize a variety of instructional models due to the COVID-19 pandemic (fully virtual or hybrid). As a result, the i-Ready assessment was not administered universally in the same manner, with some students taking some or all of the three assessments remotely while other students took the fall and winter assessment remotely and the spring assessment in person.

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

<p>1. We will increase the percentage of students scoring Proficient/Advanced in grades 9-10 on the ACT Aspire Assessment in Mathematics by 1%.</p> <p>2. We score at or above the statewide level for Proficient/Advanced in grades 9-10 on the ACT Aspire in Mathematics.</p>				
	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide
<b>Grade 9</b>	34.6%	33.1%		
<b>Grade 10</b>	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
<b>Grade 9</b>	27.5%	23.7%		
<b>Grade 10</b>	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
<b>Grade 9</b>	34.6%	
<b>Grade 10</b>	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
<b>Grade 9</b>	SWOD 39.8% SWD 6.7% (33.1% gap)	
	Not EL 37.1% EL 1.4% (35.7% gap)	
	White 42.6%	

	Black 10.0% (32.6% gap)	
Grade 10	SWOD 31.7% SWD 2.4% (29.3% gap)	
	Not EL 29.5% EL 0.0% (29.5% gap)	
	White 34.3% Black 5.1% (29.2% gap)	

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

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

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

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

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

	2020-21 %Below Basic AASD	2020-21 %Below Basic Statewide	2021-22 %Below Basic AASD	2021-22 %Below Basic Statewide
Grade 11 Math	42.2%	35.9%		

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

	2020-21 %Prof/Adv	2021-22 %Prof/Adv
Grade 11 Math	SWOD 27.7% SWD 1.3% (26.4% gap)	
	Not EL 25.4% EL 0.0% (25.4% gap)	
	White 29.1% Black 7.4% (21.7% gap)	

**Additional Context for ACT with Writing:** The ACT with Writing is administered annually to all students in grade 11 throughout the state of Wisconsin in March. Although the district has historically demonstrated a test participation rate of >97%, only ~91% of students participated in the assessment during the 2020-21 school year. During the 2020-21 school year, the district needed to utilize a variety of instructional models due to the COVID-19 pandemic (fully virtual or hybrid). This may have contributed to the significant decrease in test participation compared to the previous year.

**Information Only - Average Mathematics Composite Score on ACT with Writing**

	2020-21 AASD	2020-21 Statewide	2021-22 AASD	2021-22 Statewide
Grade 11 Mathematics Composite Score	18.6	19.1		

**SUPERINTENDENT Evidence of Reasonable Progress:**

**Board Comments:**

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**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

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**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:**

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Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Board President

Document submitted: \_\_\_\_\_

Re-submitted: \_\_\_\_\_

R-2.3 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;">2.1.3 Science</p>	In Compliance	Not In Compliance
<p><b>SUPERINTENDENT Interpretation:</b></p> <ul style="list-style-type: none"> <li>● <b>Each student</b> shall mean all Full Academic Year (FAY) students enrolled 5K-12 in the Appleton Area School District. Every Student, Every Day.</li> <li>● <b>Literate</b> 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.</li> <li>● <b>Numerate</b> 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.</li> <li>● <b>Able to integrate and apply</b> shall mean to combine what is learned in the classroom, whether it's theory or technique, with a solution to real-world problems.</li> <li>● <b>Skills and competencies</b> 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.</li> <li>● <b>Academic disciplines</b> 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.</li> <li>● <b>Personal growth</b> shall mean how much academic progress a student has made between two points in time.</li> </ul>		

- **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 Black
  - o White
- **WI Forward Exam Ranges:**
  - o **Advanced** – Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
  - o **Proficient** – Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.

- **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)

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 Science**.

	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide
<b>Grade 4</b>	44.5%	45.9%		
<b>Grade 8</b>	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
<b>Grade 4</b>	16.8%	13.0%		
<b>Grade 8</b>	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
<b>Grade 4</b>	SWOD 49.3% SWD 23.2% (26.1% gap)	
	Not EL 50.5% EL 9.9% (40.6% gap)	
	White 55.2% Black 29.4% (25.8% gap)	



<b>Grade 8</b>	SWOD 51.1% SWD 10.8% (40.3% gap)	
	Not EL 48.7% EL 8.0% (40.7% gap)	
	White 52.9% Black 12.7% (40.2% gap)	

**Additional Context for WI Forward Exam:** The WI Forward exam is administered annually to all students in grades 3-8 throughout the state of Wisconsin during the months of March and April. Due to the state-mandated school closures and rapid transition to virtual instruction during March of 2020, the WI Forward Exam was not administered during the 2019-20 school year. As a result, values of NA (not administered) are used. In addition, although the district has historically demonstrated a test participation rate of >99%, only ~90% of students participated in the assessment during the 2020-21 school year.

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

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

	2020-21 %Ready/Exc. AASD	2020-21 %Ready/Exc. Statewide	2021-22 %Ready/Exc. AASD	2021-22 %Ready/Exc. Statewide
<b>Grade 9</b>	31.5%	29.2%		
<b>Grade 10</b>	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
<b>Grade 9</b>	37.9%	33.8%		

<b>Grade 10</b>	32.4%	33.7%		
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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).

	<b>2020-21 %Ready/Exceeding</b>	<b>2021-22 %Ready/Exceeding</b>
<b>Grade 9</b>	31.5%	
<b>Grade 10</b>	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%**.

	<b>2020-21 %Ready/Exceeding</b>	<b>2021-22 %Ready/Exceeding</b>
<b>Grade 9</b>	SWOD 36.5% SWD 4.9% (31.6% gap)	
	Not EL 33.7% EL 2.7% (31.0% gap)	
	White 38.5% Black 10.0% (28.5% gap)	
<b>Grade 10</b>	SWOD 35.5% SWD 4.8% (30.7% gap)	
	Not EL 33.1% EL 2.5% (30.6% gap)	
	White 38.6% Black 5.1% (33.5% gap)	

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

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

1. We will **increase the percentage** of students **Meeting ACT Benchmarks of College Ready** in **grade 11** on the **ACT Assessment in Science** by **1%**.
2. We score **at or above the statewide level** for **% Meeting Benchmark** in **grade 11** on the **ACT with Writing in Science**.

	2020-21 % Meeting Benchmark AASD	2020-21 % Meeting Benchmark Statewide	2021-22 % Meeting Benchmark AASD	2021-22 % Meeting Benchmark Statewide
<b>Grade 11 Science</b>	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
<b>Grade 11 Science</b>	SWOD 31.9% SWD 3.2% (28.7% gap)	
	Not EL 29.9% EL 0.0% (29.9% gap)	
	White 33.7% Black 18.9% (14.8% gap)	

**Additional Context for ACT with Writing:** The ACT with Writing is administered annually to all students in grade 11 throughout the state of Wisconsin in March. Although the district has historically demonstrated a test participation rate of >97%, only ~91% of students participated in the assessment during the 2020-21 school year. During the 2020-21 school year, the district needed to utilize a variety of

instructional models due to the COVID-19 pandemic (fully virtual or hybrid). This may have contributed to the significant decrease in test participation compared to the previous year.

**Information Only - Average Science Composite Score on ACT with Writing**

	<b>2020-21 AASD</b>	<b>2020-21 Statewide</b>	<b>2021-22 AASD</b>	<b>2021-22 Statewide</b>
<b>Grade 11 Science Composite Score</b>	19.3	19.7		

**SUPERINTENDENT Evidence of Reasonable Progress:**

**Board Comments:**

## Item for Consideration

**Topic:** Board Ad Hoc Committee – Community Linkages

**Background Information:**

As part of our continued work in implementing a Coherent Governance model for the District, and out of a desire to continue to build strong relationships with our community, the Board of Education proposes the creation of an ad hoc committee of the Board to develop a plan for Community Linkages.

The committee will be comprised of three (3) board members. All meetings shall be open to the public and noticed at least 24-hours in advance, in accordance with Wisconsin Open Meetings Laws.

The following Board of Education members have volunteered their services for the Community Linkages Committee:

Edward Ruffolo (Chair)  
Deborah Truymen (Member)  
James Bacon (Member)

This term for this committee would begin on Monday, November 22, 2021, and expire on Sunday, April 24, 2022. At the Reorganizational Meeting of the Board of Education, scheduled to be held on Monday, April 25, 2022, board members could elect to renew or reauthorize the committee.

**Fiscal Note:** There would be no cost in the establishment of the committee.

**Recommendation:** Board approval of the creation of a Board Ad Hoc Committee for Community Linkages, for a period beginning Monday, November 22, 2021, and expiring on Sunday, April 24, 2022.

**Instructional**

**Impact:** No instructional impact.

**Contact**

**Person:** Kay Eggert, 920-832-6126

**Board Date:** *November 22, 2021*

***Policy Type: Governance Culture*****Board Committees**

The Board may create committees if they are deemed helpful to the Board in the performance of its responsibilities. If committees are established, they will be used exclusively to support the work of the Board as described in Policy GC-3 and will never be created or used to assist the Superintendent in any operational area.

1. Board committees and other such entities, by whatever name created by the Board, will not direct, advise, assist or oversee the Superintendent or staff. Committees customarily will prepare recommendations for Board consideration. Board committees will have no authority over staff and may exercise demands on staff time and organizational resources only to the extent authorized in this policy.
2. Board committees may not speak or act for the Board. The responsibilities and authority of all Board committees are carefully stated in this policy to assure that committees fully understand their duties and extent of authority, and to assure that committee work will not usurp or conflict with the Board's own authority or conflict with authority delegated to the Superintendent.
3. All Board committees are considered to be ad hoc, or temporary, and shall include in their creation a date of expiration. Committees may be renewed or reauthorized upon their expiration, but unless the Board acts to renew the committee's existence, it shall cease to exist upon the date specified.
4. Board committees may or may not include members of the Board, but may not constitute a quorum of the Board.
5. Board committees shall follow Open Meetings laws.

Adopted: June 14, 2021

***Monitoring Method: Board self-assessment***

***Monitoring Frequency: Annually***

## Item for Consideration

**Topic:** Review of Current Mitigation Protocols – Masking Requirement Recommendation

**Background Information:** Information regarding the following factors was considered in our current recommendation:

1. External data regarding the conditions of the pandemic in our region.
2. Internal data
  - a. COVID-19 Tracker Data
  - b. Comparative Regional Data
  - c. Staffing Challenges
3. Current guidance from the Centers for Disease Control and Prevention (CDC), American Academy of Pediatrics (AAP), Wisconsin Department of Health Services (DHS), and Wisconsin Department of Public Instruction (DPI).

We will continuously monitor and consider relevant data, conditions of the pandemic, and guidance from health officials to keep our students and staff as safe as possible in our classrooms, schools, programs, and facilities.

**Fiscal Note:** No cost. Sufficient Personal Protective Equipment (PPE) is on hand in all of our buildings for staff or students who need a face covering/mask to meet this requirement.

### Administrative

**Recommendation:** Board approval for continued required masks/face coverings for all students, EC-12, all district staff, and all visitors while indoors within district facilities until January 18, 2021. At that time, masks/face coverings will be optional in grades 5K – 12. Masks will continue to be required for students in EC/4K and all EC-12 students while on public/district transportation. A 2% threshold for positive cases in schools will be used for requiring masks/face coverings for 14 days.

### Instructional

**Impact:** No instructional impact.

### Contact

**Person:** Judy Baseman, 920-832-6126  
Polly Vanden Boogaard, 920-832-6114

**Board Date:** November 22, 2021