



**Monday, October 10, 2022
Board of Education Meeting**

**APPLETON AREA SCHOOL DISTRICT
BOARD OF EDUCATION MEETING
Scullen Leadership Center
131 E. Washington Street, Suite 1A
Appleton, WI 54911**

**Time: 6:00 PM
(or upon conclusion of the work session, whichever is later)**

The Board of Education will be meeting in the Scullen Leadership Center, 131 E. Washington Street, Suite 1A. Some individuals may be joining via remote technology and the meeting will be livestreamed on YouTube. Members of the media or general public may continue to access meetings in person or via a live stream broadcast on the Appleton Area School District YouTube Channel: <https://www.youtube.com/channel/UChO-I09YGgt4uKnCWYvt8Pw>

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 in accordance with the procedures posted on the District's website (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 or (920) 832-6126, at least 24-hours in advance of the meeting.

1. Meeting Opening

Subject	A. Roll Call
Meeting	Oct 10, 2022 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

Subject	B. Pledge of Allegiance
Meeting	Oct 10, 2022 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

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

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

Meeting Oct 10, 2022 - Board of Education Meeting

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

Type Procedural

Subject **B. Approval of Agenda**

Meeting Oct 10, 2022 - Board of Education Meeting

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

Type Action, Procedural

3. Special Presentation

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

Meeting Oct 10, 2022 - Board of Education Meeting

Category 3. Special Presentation

Type Information, Recognition, Report

Student School Board Representative Utkarsha Marasini will provide updates from East High School.

Subject **B. Hispanic/Latinx Heritage Month Presentation (OE-3.3.d: Create and maintain organizational commitment to open, responsive and welcoming conditions throughout the district.)**

Meeting Oct 10, 2022 - Board of Education Meeting

Category 3. Special Presentation

Type Information, Presentation, Recognition

Latinx/Hispanic Heritage Month Planning Committee Members Lissette Cruz-Jimenez and Keila Cutie will present on events and celebrations that took place throughout the District.

Subject **C. Wisconsin School Board Week - October 2-8, 2022**

Meeting Oct 10, 2022 - Board of Education Meeting

Category 3. Special Presentation

Type Discussion, Information, Presentation

The District will recognize the Board of Education members for their commitment to their communities and students.

File Attachments
[School Board Week 2022.pdf \(1,327 KB\)](#)

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

Subject**A. Public Input**

Meeting

Oct 10, 2022 - 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 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](#)

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

Oct 10, 2022 - 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): AP Check Register September 2022; Health Care Benefit Plan**

Meeting

Oct 10, 2022 - 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

Executive Director of Finance Holly Burr will report on Business Services items for consideration.

File Attachments

[IFC Health Insurance Carrier and Plan Design 10-10-22.pdf \(184 KB\)](#)

[2023 Benefit Summary.pdf \(199 KB\)](#)

Subject **B. School/Student Services Update(s): Proposed Math Topics Curriculum Update; Proposed Middle School Choir, Band, and Orchestra Curriculum Updates**

Meeting Oct 10, 2022 - 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

Assistant Superintendent Steve Harrison will report on the proposed materials update.

File Attachments

Math Topics Item for Consideration (10_10_22 BOE).pdf (74 KB)

Item for Consideration - AASD Middle School Band, Choir, and Orchestra.pdf (36 KB)

Subject **C. Personnel Services Update(s): Professional Educator Hire(s), Contract Change(s), and Resignation(s)**

Meeting Oct 10, 2022 - 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

Director of Human Resources Dave Pynenberg will report on Personnel Services items for consideration.

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.)

Subject **A. Board Meeting Minutes from September 26, 2022**

Meeting Oct 10, 2022 - 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.

Subject **B. Expulsion Hearing Minutes 9-27-22**

Meeting Oct 10, 2022 - 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

Subject C. Expulsion Hearing Minutes 10-3-22

Meeting Oct 10, 2022 - 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

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. AP Check Register September 2022

Meeting Oct 10, 2022 - 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

Fiscal Impact Yes

Subject B. Proposed Math Topics Curriculum Update

Meeting Oct 10, 2022 - 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

[Math Topics Item for Consideration \(10_10_22 BOE\).pdf \(74 KB\)](#)
[AASD Math Topics \(9240\) Course Overview Curriculum Document.pdf \(56 KB\)](#)

Subject C. Proposed Middle School Choir, Band, and Orchestra Curriculum Updates

Meeting Oct 10, 2022 - 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

[Item for Consideration - AASD Middle School Band, Choir, and Orchestra.pdf \(36 KB\)](#)
[Band 7 Overview Curriculum Document.pdf \(56 KB\)](#)
[Band 8 Course Overview \(FINAL\).pdf \(56 KB\)](#)
[Choir 7 Course Overview Curriculum Document.pdf \(59 KB\)](#)
[Choir 8 Course Overview Curriculum Document .pdf \(59 KB\)](#)
[AASD Middle School Orchestra 7 Overview Curriculum Document.pdf \(52 KB\)](#)
[AASD Middle School Orchestra 8 Overview Curriculum Document.pdf \(51 KB\)](#)

Subject **D. Professional Educator New Hire(s)**

Meeting Oct 10, 2022 - 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 New Hires 10-10-22.pdf \(122 KB\)](#)

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

Meeting Oct 10, 2022 - 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 10-10-22.pdf \(12 KB\)](#)

Subject **F. Professional Educator Resignation(s)**

Meeting Oct 10, 2022 - 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 Resignations 10-10-22.pdf \(109 KB\)](#)

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. Business Services Report: Enrollment/Third Friday Count**

Meeting Oct 10, 2022 - 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

Superintendent Greg Hartjes will review the District's enrollment numbers from the September 2022 Third Friday Count.

Subject **B. Business Services Report: Preview of 2022-2023 Preliminary Budget**

Meeting Oct 10, 2022 - 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, Presentation, Report

Holly Burr, Executive Director of Finance will provide information on the 2022-2023 preliminary Budget.

Subject **C. School Services Report: None**

Meeting Oct 10, 2022 - 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, Presentation, Report

Subject **D. Personnel Services Report: None**

Meeting Oct 10, 2022 - 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, Presentation, Report

10. Board Business

Subject **A. Results Monitoring - Baseline Year: 2.1.3 Science Results - for Consideration**

Meeting Oct 10, 2022 - Board of Education Meeting

Category 10. Board Business

Type Action, Discussion, Information

File Attachments
[AASD R-2.1.3 Science - 2022-23 - Monitor Report.pdf \(506 KB\)](#)

Subject **B. Results Monitoring - Baseline Year: 2.1.4 Civics and Social Studies - for Consideration**

Meeting Oct 10, 2022 - Board of Education Meeting

Category 10. Board Business

Type Action, Discussion, Information

File Attachments
[AASD R-2.1.4 Civics & Social Studies - 2022-23 - Monitor Report.pdf \(521 KB\)](#)

Subject **C. Health Care Benefit Plan - for Consideration**

Meeting Oct 10, 2022 - Board of Education Meeting
Category 10. Board Business
Type Action, Discussion, Information

File Attachments
IFC Health Insurance Carrier and Plan Design 10-10-22.pdf (184 KB)
2023 Benefit Summary.pdf (199 KB)

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

Meeting Oct 10, 2022 - Board of Education Meeting
Category 10. Board Business
Type Action, Discussion

11. Items of Information

Subject A. None

Meeting Oct 10, 2022 - Board of Education Meeting
Category 11. Items of Information
Type Information

12. Future Meetings

Subject A. Board Work Session: Wednesday, October 19, 2022, 7:30 AM

Meeting Oct 10, 2022 - Board of Education Meeting
Category 12. Future Meetings
Type Information

Subject B. Public Hearing - 2022-2023 Annual Budget Presentation: Monday, October 24, 2022, 6:00 PM

Meeting Oct 10, 2022 - Board of Education Meeting
Category 12. Future Meetings
Type Information

Subject C. Board Meeting: Monday, October 24, 2022, *6:45 PM

Meeting Oct 10, 2022 - Board of Education Meeting
Category 12. Future Meetings
Type Information

13. Adjourn

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

Meeting Oct 10, 2022 - Board of Education Meeting

Category 13. Adjourn

Type Action, Procedural

14. QUESTIONS FOR NOVEMBER 8, 2022 REFERENDUM ELECTION - INFORMATION FOR PUBLIC

Subject **A. Question Number I: Shall the Appleton Area School District, Outagamie, Calumet and Winnebago Counties, Wisconsin be authorized to issue pursuant to Chapter 67 of the Wisconsin Statutes, general obligation bonds in an amount not to exceed \$129,800,000 for the public purpose of paying the cost of a school building and facility improvement project consisting of: district-wide updates to classroom and STEM (science, technology, engineering, and math) areas, and safety and security improvements; construction of a new elementary school and related site improvements on district-owned land; remodeling and learning space updates at the elementary schools; renovations and construction of additions at the middle schools and the high schools, including for classrooms and high school fitness center and physical education space; and acquisition of furnishings, fixtures and equipment?**

Meeting Oct 10, 2022 - Board of Education Meeting

Category 14. QUESTIONS FOR NOVEMBER 8, 2022 REFERENDUM ELECTION - INFORMATION FOR PUBLIC

Type Information

This question will appear exactly as stated on the November 8, 2022 Election Ballot. Additional information regarding the Fall 2022 Referendum can be found here: https://www.aasd.k12.wi.us/district/fall_2022_referendum.

Subject **B. Question Number II: Shall the Appleton Area School District, Outagamie, Calumet and Winnebago Counties, Wisconsin be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$5,000,000 beginning with the 2023-2024 school year, for recurring purposes consisting of expenses for ongoing school building maintenance, cleaning and utility costs, staffing for STEM classes and reducing class sizes in kindergarten, first and second grades?**

Meeting Oct 10, 2022 - Board of Education Meeting

Category 14. QUESTIONS FOR NOVEMBER 8, 2022 REFERENDUM ELECTION - INFORMATION FOR PUBLIC

Type Information

This question will appear exactly as stated on the November 8, 2022 Election Ballot. Additional information regarding the Fall 2022 Referendum can be found here: https://www.aasd.k12.wi.us/district/fall_2022_referendum.

Subject **C. For more information, visit https://www.aasd.k12.wi.us/district/fall_2022_referendum**

Meeting Oct 10, 2022 - Board of Education Meeting

Category 14. QUESTIONS FOR NOVEMBER 8, 2022 REFERENDUM ELECTION - INFORMATION FOR PUBLIC

Type

Information



Kay S. Eggert



Kristine M. Sauter



Thank You



James R. Bowman



Deborah C. Truymen

WISCONSIN SCHOOL BOARD WEEK 2022

We Believe All Our Students Can Achieve



Edward A. Ruffolo



James K. Bacon



Pheng Thao



ITEM FOR CONSIDERATION

Topic: Health Insurance Carrier and Plan Design

Background Information: The District's second one-year agreement with NeuGen (WEA Trust/Health Tradition) as the AASD health insurance carrier expires December 31, 2022. In June, the AASD was notified that NeuGen would be exiting the health insurance market at the end of the 2022 calendar year.

The Appleton Area School District is committed to providing our employees access to quality health care while also being fiscally responsible. In addition, the AASD recognizes the importance of offering a competitive benefit program that provides quality health care and wellness programs for our employees and their families. Over the past several years, the increasing costs of health care have resulted in the District electing to change carriers and/or adjusting our insurance plan design, which has ultimately increased the cost of care to employees. In addition, the cost of health care dramatically impacts the funds available for allocation to employee compensation. As a result, district leadership has been actively pursuing a primary care-based health care model to provide quality health care at an affordable cost resulting in a long-term positive impact for our employees.

The District has contracted Brown & Brown and Marsh McLennan Agency to serve as advisors in the insurance bid process. A request for health insurance proposals asked for quotes for both fully-insured and self-funded options for plans that most closely mirrored the options available through Health Tradition and WEA Trust. There were several carriers that declined to bid given our medical claims loss ratio, were not affordable, or included significant cost shifting in the form of deductibles, co-pays, and out-of-pocket maximums to employees.

The self-funded option with Prairie States as the third party administrator provides the best option long-term to mitigate health care costs for our staff. In addition, it was the only option that offers a primary care based-model, has an extensive out-of-area network, includes access to a broad range of providers (at differing co-pays) without a strict referral process, and is a no deductible plan without additional plan design changes such as, increased deductibles, co-insurance, mandatory spousal carve out, and increased out-of-pocket maximums.

The Health Reimbursement Account was originally established to off-set deductible expenses and the recommended plan does not have a deductible. Therefore, it is recommended to reduce the HRA amount to establish a lower premium share for employees.

Fiscal Note: The total cost of health insurance premiums for 2023 is projected to be in the range of \$29,500,000 to \$34,700,000, which represents an increase of between 1.67% and 19.49%. Premium rates have been calculated and budgeted based on a 10% increase over current.

Administrative Recommendation: It is the Administrative recommendation to be self-funded effective January 1, 2023 and select Prairie States as the third party administrator. The recommendation includes transitioning from two plan designs to one plan design (attached), with different co-pays related to the cost of the services. The employee premium share would be as follows:

- Paraprofessionals/Secretaries (8%)
- All other benefit eligible employee groups (12%)
- Married couples both employed by AASD, with one spouse who qualifies for insurance and the other spouse is at least 50% (6%).
- Employees and their spouses covered under the insurance who elect not to participate in the annual Personal Health Assessment would not be eligible for the reduction of premium share listed above (20%).

For 2023, the recommendation includes continuing the district-funded Health Reimbursement Account (HRA) for employees enrolled in the district health insurance in the amount of \$500 for a single plan or \$1,000 for a family plan to be used to offset medical co-pays with an annual automatic rollover of 50% of the unused funds capped at \$2,000 single and \$4,000.

Instructional Impact: N/A

Contact Person(s): Julie King, 997-1399, ext. 2042
Holly Burr, 997-1399, ext. 2034

Board Action: October 10, 2022

2023 Benefit Summary: Prairie States (Broad HPS Network)

Premiums: \$754.31 (Single) / \$1,946.01 (Family)

Service	Tier 1	Tier 2 HPS Network	Tier 3 Out-of-Network (150% of Medicare)
Deductible	\$0	\$0	
Health Reimbursement Account (HRA)	\$1,000 Family / \$500 Single (Medical Co-Pay Expenses)		
Preventive Care	\$0	\$0	\$100
Teladoc Visit	\$0	N/A	N/A
Physical/ Occupational/ Speech Therapy	\$0	\$50	\$100
Chiropractic Visit	\$0	\$25	\$50
Behavioral Health Visit	\$0	\$25	\$50
Primary Care Physician Visit	\$0	\$50 PCA/Mosaic/Kaukauna \$100 Other HPS Providers	\$200
Pediatric Primary Care Visit	\$0 (TBD)	\$50 (TBD)	2x Tier 2
Lab test	\$0	\$50	\$100
Specialty Office Visit	\$0	\$150	\$300
Urgent Care Visit	N/A	\$200	\$200
Emergency Room Visit	N/A	\$500	\$500
Inpatient Facility per day	N/A	\$1,500	\$3,000
Outpatient Procedures	\$0	\$1,000	\$2,000
X-Ray & low-end imaging	\$0	\$100	\$200
Imaging (CT/MRI/PET, etc.)	\$0	\$500	\$1,000
DME/Prosthetics	\$0	\$100	\$200
Pharmacy	Generic \$5 / Brand Preferred \$30 / Brand Non-Preferred \$90 Brand w/Generic available: Non-Preferred Copay plus the difference in cost between generic and brand Specialty Rx available at no cost to member through ScoutRx		
Maximum Out-of-Pocket (Pharmacy)	\$2,000 / \$4,000		
Maximum Out-of-Pocket (Medical)	\$3,000 / \$6,000		\$6000 / \$12,000

ITEM FOR CONSIDERATION

Topic: Math Topics (9240): Standards and Curriculum Adoption

Background

Information: The course Math Topics was created in 2015 to provide students with the opportunity to take a third year math option other than Algebra 2. Math Topics Teachers have expressed interest in revising the course to focus on math topics that students see in their everyday life and to look at the relevance of algebra and geometry in everyday life. In addition, Math Topic teachers expressed interest in developing a consistent curriculum across the district for all students. The Director of STEM (7-12) collaborated with the Math Director and Instructors at the Fox Valley Technical College (FVTC), and AASD secondary mathematics teachers to align a math curriculum that balances fluency with conceptual understanding of math topics and content within Algebra, Geometry, and Statistics and Probability. Based on teacher input, a revised standards-based curriculum for the AASD course Math Topics was developed to support problem solving, critical thinking and logical reasoning, making connections between math and realia, and using calculators. The request is for the adoption of the updated Math Topics curriculum.

Fiscal Note: No fiscal responsibility as this is only a request to the curriculum. A request for the material will be coming in the future.

Instructional

Impact: High school students will learn mathematics topics and content supported by both the FVTC Mathematics Competencies and the Wisconsin Standards for Mathematics. The revised curriculum will prepare students with the knowledge and skills to take a math course at the technical college if Math Topics is their last math course in high school or prepare students with the knowledge and skills to take Algebra 2 as a fourth year high school math course. Students taking and successfully completing Math Topics with a minimum grade of “B” will receive Advanced Standing (AS) for FVTC class when they enroll there. The Advanced Standing status is also accepted by other Wisconsin Technical colleges per the receiving college’s guidelines.

Administrative

Recommendation: Approve as submitted.

Contact

Persons: Thai Xiong, Ph.D. Director of STEM (7-12) and H/HP (K-12), 832-6157 x2176,
xionghai@asd.k12.wi.us

Steve Harrison, Ph.D. , Assistant Superintendent of AC&I, 832-6157 x2177,
harrisonstepha@asd.k12.wi.us)

BOE: 10/10/22

Math Topics (9240) Course Overview Curriculum Document

Course Description

The AASD Math Topics curriculum aligns with the Fox Valley Technical College (FVTC) College Mathematics curriculum. Students taking and successfully completing Math Topics with a minimum grade of “B” will receive Advanced Standing (AS) for FVTC class when they enroll there. The Advanced Standing status is also accepted by other Wisconsin Technical colleges per the receiving college’s guidelines. This course is designed to review and develop fundamental concepts of mathematics in the areas of algebra, geometry, trigonometry, measurement and data. Algebra topics emphasize simplifying algebraic expressions, solving linear equations and inequalities with one variable, solving proportions and percent applications. Geometry and trigonometry topics include; finding areas and volumes of geometric figures, applying similar and congruent triangles, applying Pythagorean Theorem, and solving right triangles using trigonometric ratios. Measurement topics emphasize the application of measurement concepts and conversion techniques within and between U.S. customary and metric systems to solve problems. Data topics emphasize data organization and summarization skills, including: frequency distributions, central tendency, relative position and measures of dispersion. Special emphasis is placed on problem solving, critical thinking and logical reasoning, making connections, and using calculators.

Credits

1

Prerequisites

Geometry

Board Approved

August 2015

Revised

September 2022

Required Assessments

District-wide, standards-based common summative assessments

Textbooks/Resources

Blitzer, R. F. (2022). Thinking Mathematically [8th Ed.]. Pearson.
ISBN 13: 9780137551316

Course Essential Understandings

As a result of successfully completing this course, students will understand that:

- Math is a process.
- Mathematical knowledge, skill and strategies are used to solve mathematical, real-world and non-routine problems by reasoning, both with written and oral communication, and focusing on appropriate use of technology.
- Math can model relations, specifically functions in context of real-world applications.
- Algebraic Relationships can be discovered, used to describe and generalize simple and complex patterns.
- Algebraic techniques can be used to define and describe real world problems to determine and justify appropriate solutions.
- Numbers can be used for counting, measuring, estimating and problem solving.
- Appropriate tools and techniques can be selected to measure to a specified degree of accuracy. Those measurements can then be used in problem solving situations.
- Geometric concepts and relationships can be used with procedures to interpret, represent and solve problems.
- Statistics & probability can be utilized for data collection and analysis, and problem-solving situations.

Course Relevance Questions

- How are fundamental concepts of mathematics used to solve problems?
- How can understanding mathematics concepts make me a better consumer and citizen?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Unit 1: Algebra and Equations	Algebra and Equations focuses on simplifying algebraic expressions and solving equations and inequalities problems. For Simplify Algebraic Expressions, students will be able to perform operations on rational numbers and solve applied problems to show that their work is clear, organized and correct with the correct units. For Solve Equations and Inequalities, students will be able to solve equations in one variable, manipulate formulas and solve literal equations, solve applied problems, solve linear inequalities in one variable, and solve a system of equations by algebraic methods.	<ol style="list-style-type: none"> 1. When can linear equations, inequalities or systems of equations be used to model, interpret and make informed decisions? 2. How can we use formulas in problem solving, and how does algebra help us understand the relation between quantities in formulas? 	M.7.NS.A.1 M.A.REI.B.3 (F2Y) M.A.CED.A.4 (F2Y) M.A.REI.C.5 (F2Y) SMP 4 SMP 6 SMP 2 SMP 3	M.7.NS.A.1 M.A.REI.B.3 (F2Y) M.A.CED.A.4 (F2Y) M.A.REI.C.5 (F2Y) SMP 4 SMP 6 SMP 2 SMP 3
Unit 2: Percents	Percents focuses on solving ratio and proportional applications. Students will be able to solve ratio and proportion application problems, solve for missing quantities in percent problems, and solve financial problems involving percent (interest, finance charges, sale prices, credit transactions, etc.)	<ol style="list-style-type: none"> 1. When can ratios and percentages be used for real life application, or utilized in the context of careers? 2. How does mathematical literacy support financial literacy? 	M.7.RP.A.2 M.7.RP.A.3 SMP 4 SMP 6 SMP 2 SMP 3	M.7.RP.A.2 M.7.RP.A.3 SMP 4 SMP 6 SMP 2 SMP 3
Unit 3: Measurement	Measurement focuses on using measurement concepts both U.S. customary and metric to solve problems. Students will be able to convert measurements within the metric system and the U.S. customary system, convert between U.S and metric systems, convert area and volume measurements, express measurements with correct precision and accuracy, and estimate conversions without a calculator.	<ol style="list-style-type: none"> 1. How do we convert between different units of measure or different measuring systems? 2. How do we select appropriate implements and units when problem solving involves measurement? 3. What level of precision and accuracy is needed in measurement? 	M.N.Q.A.1 (F2Y) M.N.Q.A.3 (F2Y) SMP 4 SMP 6 SMP 2 SMP 3	M.N.Q.A.1 (F2Y) M.N.Q.A.3 (F2Y) SMP 4 SMP 6 SMP 2 SMP 3

Unit 4: Geometry	Geometry focuses on applying geometric concepts to solve problems. Students will be able to find perimeter and area of plane figures including composites, find volume and surface area of geometric solids including composites, solve problems involving similar and congruent triangles, use the Pythagorean Theorem to solve for the unknown side of a right triangle, and solve right triangles using trigonometric ratios.	<ol style="list-style-type: none"> How do you calculate area, perimeter and volume of composite shapes? How do you find missing parts of a triangle? 	M.7.G.B.6 M.G.SRT.B.5 (F2Y) M.G.SRT.C.8 (F2Y) M.N.Q.A.3 (F2Y) SMP 4 SMP 6 SMP 2 SMP 3	M.7.G.B.6 M.G.SRT.B.5 (F2Y) M.G.SRT.C.8 (F2Y) M.N.Q.A.3 (F2Y) SMP 4 SMP 6 SMP 2 SMP 3
Unit 5: Statistics	Statistics focuses on organizing data and summarizing results. Students will be able to organize data using grouped and ungrouped frequency distributions, find measures of central tendency for data sets, find measures of relative position, and find measures of dispersion for given data sets.	<ol style="list-style-type: none"> How do you organize and then analyze data sets? What characteristics need to be considered when deciding how to measure and analyze data? 	M.6.SP.A.3 M.SP.ID.A.1 (F2Y) M.SP.ID.A.2 (F2Y) SMP 4 SMP 6 SMP 2 SMP 3	M.6.SP.A.3 M.SP.ID.A.1 (F2Y) M.SP.ID.A.2 (F2Y) SMP 4 SMP 6 SMP 2 SMP 3

ITEM FOR CONSIDERATION

Topic: AASD Middle School Band, Choir, and Orchestra Curriculum Updates

Background Information: Renee Ulman, AASD Fine Arts Coordinator, has been working with AASD Middle School Music Staff to revise curriculum in a standards based format. Middle School Music Teacher Leaders have participated in Teacher Clarity training, thereby allowing them to collaborate with their department peers in using the new standards and curriculum to meet the needs of all students while teaching to grade level expectations.

Fiscal Note: No fiscal responsibility as this is only a request to the curriculum. A request for the material will be coming in the future.

Instructional

Impact: Middle school students will receive a standards-based music curriculum that aligns with the Teacher Clarity Framework. Middle School music teachers will be able to be more explicit in their instruction in order to meet all students' needs.

Administrative

Recommendation: Approve as submitted.

Contact Person(s):

Renee Ulman, Fine Arts Curriculum Coordinator, ulmanrenee@asds.k12.wi.us
(832-6157 x2178)

Steve Harrison, Ph.D., Assistant Superintendent of Assessment Curriculum and Instruction, harrisonstepha@asds.k12.wi.us (832-6157 x2177)

Band 7 (8145) Course Overview Curriculum Document

Course Description

Students selecting band have had experience in sixth grade band or have special permission from the middle school band teacher to select band. Band is a performing group requiring students to perform in public at school concerts during the year. Students are expected to practice on their own out of school.

Credits

Prerequisites

6th grade band or students new to playing an instrument should work with teacher to find best placement

Board Approved

Revised

Required Assessments

District-wide, standards-based common summative assessments

Textbooks/Resources

Published and public domain band music will be the primary content of band classes 7-8

Course Essential Understandings

Course Relevance Questions

As a result of successfully completing this course, students will understand that:

- Performers make interpretive decisions based on their understanding of context and expressive intent.
- Musicians judge performance based on criteria that vary across time, place, and cultures.
- The context and how a work is presented influence the audience response.
- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

What does it mean to be part of a Band?

- What is my role in this ensemble?
- What can I contribute to the work of this ensemble?

How do musicians improve the quality of their performance?

- When is a musical performance technically accurate?
- How do we discern the musical creators' and performers' expressive intent?

How do we judge the quality of musical work(s) and performance(s)?

- How do we describe musical performance?
- When is a performance judged ready to present?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Unit 1- Rhythm/Tempo	In this unit, students will identify, define, demonstrate, and discuss grade appropriate elements of rhythm and tempo in music, understand how rhythmic notation is used in a composition, and evaluate rhythmic accuracy in their own and others' playing.	<ul style="list-style-type: none"> ● What is the terminology needed to describe musical events related to rhythm & tempo? ● When is a musical performance rhythmically accurate? ● How do I recognize and solve my own rhythmic & tempo inaccuracies? 	MP2.P.17.m MP3.R.9.m MP1.Cr.9.m MP2.P.19.m MP3.R.11.m MP4.Cn.10.m	MP2.P.17.m MP3.R.9.m
Unit 2-Pitch/Tone	In this unit, students will identify, define, demonstrate, and discuss grade appropriate elements of tone and pitch in music, understand how pitch is used in a composition, and evaluate tone quality and pitch accuracy in their own and others' playing.	<ul style="list-style-type: none"> ● What is the terminology needed to describe musical events related to pitch and tone? ● How do I identify a musical performance that uses quality tone and accurate pitch? ● How do I recognize and solve my own tone and pitch inaccuracies? 	MP2.P.17.m MP3.R.9.m MP1.Cr.9.m MP2.P.19.m MP3.R.11.m MP4.Cn.10.m	MP2.P.17.m MP3.R.9.m
Unit 3-Musical Expression	In this unit, students will identify, define, demonstrate, and discuss grade appropriate elements of musical expression in music, understand how musical expression is used to convey composers' intent, and is an effective communication tool in an ensemble.	<ul style="list-style-type: none"> ● What is the terminology needed to describe elements of musical expression? ● When is a musical work being played expressively? 	MP2.P.18.m MP3.R.9.m MP1.Cr.9.m MP2.P.19.m MP3.R.11.m	MP2.P.18.m MP3.R.9.m

		<ul style="list-style-type: none"> • How do musicians use different articulations to communicate a composer's expressive intent? • How do musicians use different dynamics to communicate a composer's expressive intent? • How do musicians use phrasing and tempo changes to communicate a composer's expressive intent? 	MP4.Cn.10.m	
Unit 4- Ensemble Skills and Rehearsal/Performance Etiquette	In this unit, students will identify, define, demonstrate, discuss ensemble skills and rehearsal/performance etiquette in an ensemble. Students will learn how their individual performance, rehearsal, and ensemble skills contribute to the success of the band as a whole and how etiquette is an important component of an effective ensemble.	<ul style="list-style-type: none"> • What does it mean to be part of an ensemble? <ul style="list-style-type: none"> ■ How do I demonstrate appropriate rehearsal etiquette? • What's my role in the ensemble and how do I contribute to the success of the group? • How do I show appropriate etiquette as a performer? • How do I demonstrate appropriate etiquette as an audience member? 	MP2.P22.m MP3.R.12.m	MP2.P22.m MP3.R.12.m

Band 8 (8245) Course Overview Curriculum Document

Course Description

Eighth grade band is a continuation of 7th grade band. Students rehearse in large groups, take part in small group lessons, and present several concerts during the school year. Other band experiences may include: jazz band, WSMA Solo/Ensemble Festival, guest conductors and clinicians. Students enrolling in 8th grade band are expected to have experience on their instrument.

Credits

Prerequisites

Instrument experience or students new to playing an instrument should work with teacher to find best placement

Board Approved

Revised

Required Assessments

District-wide, standards-based common summative assessments

Textbooks/Resources

Published and public domain band music will be the primary content of band classes 7-8

Course Essential Understandings

Course Relevance Questions

As a result of successfully completing this course, students will understand that:

- Performers make interpretive decisions based on their understanding of context and expressive intent.
- Musicians judge performance based on criteria that vary across time, place, and cultures.
- The context and how a work is presented influence the audience response.
- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

What does it mean to be part of a Band?

- What is my role in this ensemble?
- What can I contribute to the work of this ensemble?

How do musicians improve the quality of their performance?

- When is a musical performance technically accurate?
- How do we discern the musical creators' and performers' expressive intent?

How do we judge the quality of musical work(s) and performance(s)?

- How do we describe musical performance?
- When is a performance judged ready to present?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Unit 1- Rhythm/Tempo	In this unit, students will identify, define, demonstrate, and discuss grade appropriate elements of rhythm and tempo in music, understand how rhythmic notation is used in a composition, and evaluate rhythmic accuracy in their own and others' playing.	<ul style="list-style-type: none"> ● What is the terminology needed to describe musical events related to rhythm & tempo? ● When is a musical performance rhythmically accurate? ● How do I recognize and solve my own rhythmic & tempo inaccuracies? 	MP2.P.17.m MP3.R.9.m MP1.Cr.9.m MP2.P.19.m MP3.R.11.m MP4.Cn.10.m	MP2.P.17.m MP3.R.9.m
Unit 2-Pitch/Tone	In this unit, students will identify, define, demonstrate, and discuss grade appropriate elements of tone and pitch in music, understand how pitch is used in a composition, and evaluate tone quality and pitch accuracy in their own and others' playing.	<ul style="list-style-type: none"> ● What is the terminology needed to describe musical events related to pitch and tone? ● How do I identify a musical performance that uses quality tone and accurate pitch? ● How do I recognize and solve my own tone and pitch inaccuracies? 	MP2.P.17.m MP3.R.9.m MP1.Cr.9.m MP2.P.19.m MP3.R.11.m MP4.Cn.10.m	MP2.P.17.m MP3.R.9.m
Unit 3-Musical Expression	In this unit, students will identify, define, demonstrate, and discuss grade appropriate elements of musical expression in music, understand how musical expression is used to convey composers' intent, and is an effective communication tool in an ensemble.	<ul style="list-style-type: none"> ● What is the terminology needed to describe elements of musical expression? ● When is a musical work being played expressively? 	MP2.P.18.m MP3.R.9.m MP1.Cr.9.m MP2.P.19.m MP3.R.11.m	MP2.P.18.m MP3.R.9.m

		<ul style="list-style-type: none"> • How do musicians use different articulations to communicate a composer's expressive intent? • How do musicians use different dynamics to communicate a composer's expressive intent? • How do musicians use phrasing and tempo changes to communicate a composer's expressive intent? 	MP4.Cn.10.m	
Unit 4- Ensemble Skills and Rehearsal/Performance Etiquette	In this unit, students will identify, define, demonstrate, discuss ensemble skills and rehearsal/performance etiquette in an ensemble. Students will learn how their individual performance, rehearsal, and ensemble skills contribute to the success of the band as a whole and how etiquette is an important component of an effective ensemble.	<ul style="list-style-type: none"> • What does it mean to be part of an ensemble? <ul style="list-style-type: none"> ■ How do I demonstrate appropriate rehearsal etiquette? • What's my role in the ensemble and how do I contribute to the success of the group? • How do I show appropriate etiquette as a performer? • How do I demonstrate appropriate etiquette as an audience member? 	MP2.P22.m MP3.R.12.m	MP2.P22.m MP3.R.12.m

Chorus 7 (8110) Course Overview Curriculum Document

Course Description

Students in Middle School Choir will experience a variety of vocal music genres and expressive tools which supports the development of intentional musicianship and communication skills. Students have a voice that matters and they will explore its impact in this course. Making connections to varied contexts and daily life through music, prepares students for their future as responsible global citizens.

Credits

Prerequisites

Board Approved

Revised

Required Assessments

District-wide, standards-based common summative assessments

Textbooks/Resources

Published and public domain choral music will be the primary content of choir classes 7-8

Course Essential Understandings

Course Relevance Questions

As a result of successfully completing this course, students will understand that:

- The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.
- Musicians’ creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians’ presentation of creative work is the culmination of a process of creation and communication.
- Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Individuals’ selection of musical works is influenced by their interests, experiences, understandings, and purposes
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

- Who am I as a musician?
- What does it mean to be part of a Choir?
- How can the skills I learn in an ensemble be used outside of Chorus?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Unit 1- Discover Your Voice	Students will build their fundamental vocal and musical skills and habits of expressive musicians and ensemble members.	<ul style="list-style-type: none"> • What does my instrument do? • What could my instrument do? • What do I already know? • What do I not yet know? • How do I connect with music? • How could I connect with the music we make? • What is my role in this ensemble? • What can I contribute to the work of this ensemble? 	MU:Pr4.2.E.5a MU:Pr4.3.E.5a MU:Pr5.1.E.5a MU:Re9.1.E.5a MU:Cn10.1.E.8b-WI	MU:Pr4.2.E.5a
Unit 2- Enhance Your Voice	Students will perform expressively by exploring the musical context and making intentional creative choices using skills acquired in this course.	<ul style="list-style-type: none"> • What impact can your expressive choices have? • How does applying expressive choices affect the impact of your communication/ expression? • Impact yourself, ensemble, community, world? 	MU:Re8.1.E.5a MU:Pr4.3.E.8a-WI MU:Pr5.1.E.8a MU:Cn10.1.E.8b-WI	MU:Pr4.3.E.8a-WI
Unit 3- Develop Musical Independence	Students will apply fundamental musical skills, vocal skills, and practice intentional expression in their music making.	<ul style="list-style-type: none"> • How can what you know support the learning of the group? • What are your vocal and personal strengths, weaknesses/struggles? • What do you contribute to the group? What is your role? • How does your voice impact your ensemble, your community, and the wider world? 	MU:Re8.1.E.8a MU:Re7.1.E.5a MU:Re7.2.E.5a MU:Re9.1.E.5a	MU:Re7.1.E.5a MU:Re7.2.E.5a

<p>Unit 4- Own the Choir Culture</p>	<p>Students will apply their knowledge as active participants in the choir classroom, demonstrating ownership individually and within the ensemble. Students will explore how their own voices impact their musical community and the connections they make with and through music.</p>	<ul style="list-style-type: none"> • What are some examples of how music/singing has impacted communities and the world? • What is the power of music/singing in our lives and communities? • How can what you've learned and practiced in Choir continue to impact yourself and your community beyond Middle School? 	<p>MU:Pr6.1.E.8a MU:Pr6.1.E.8b</p>	<p>MU:Pr6.1.E.8a MU:Pr6.1.E.8b</p>
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Choir 8 (8210) Course Overview Curriculum Document

Course Description

Students in Middle School Choir will experience a variety of vocal music genres and expressive tools which supports the development of intentional musicianship and communication skills. Students have a voice that matters and they will explore its impact in this course. Making connections to varied contexts and daily life through music, prepares students for their future as responsible global citizens.

Credits

Prerequisites

Board Approved

Revised

Required Assessments

District-wide, standards-based common summative assessments

Textbooks/Resources

Published and public domain choral music will be the primary content of choir classes 7-8

Course Essential Understandings

Course Relevance Questions

As a result of successfully completing this course, students will understand that:

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians' presentation of creative work is the culmination of a process of creation and communication.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

- Who am I as a musician?
- What does it mean to be part of a Choir?
- How can the skills I learn in an ensemble be used outside of Chorus?

Unit Overviews

Unit Name	Unit Description	Unit Relevance Question	Instructional Standards	Assessed Standards
Unit 1- Discover Your Voice	Students will build their fundamental vocal and musical skills and habits of expressive musicians and ensemble members.	<ul style="list-style-type: none"> ● What does my instrument do? ● What could my instrument do? ● What do I already know? ● What do I not yet know? ● How do I connect with music? ● How could I connect with the music we make? ● What is my role in this ensemble? ● What can I contribute to the work of this ensemble? 	MU:Pr4.2.E.5a MU:Pr4.3.E.5a MU:Pr5.1.E.5a MU:Re9.1.E.5a MU:Cn10.1.E.8b-WI	MU:Pr4.2.E.5a
Unit 2- Enhance Your Voice	Students will perform expressively by exploring the musical context and making intentional creative choices using skills acquired in this course.	<ul style="list-style-type: none"> ● What impact can your expressive choices have? ● How does applying expressive choices affect the impact of your communication/ expression? ● Impact yourself, ensemble, community, world? 	MU:Re8.1.E.5a MU:Pr4.3.E.8a-WI MU:Pr5.1.E.8a MU:Cn10.1.E.8b-WI	MU:Pr4.3.E.8a-WI
Unit 3- Develop Musical Independence	Students will apply fundamental musical skills, vocal skills, and practice intentional expression in their music making.	<ul style="list-style-type: none"> ● How can what you know support the learning of the group? ● What are your vocal and personal strengths, weaknesses/struggles? ● What do you contribute to the group? What is your role? ● How does your voice impact your ensemble, your community, and the wider world? 	MU:Re8.1.E.8a MU:Re7.1.E.5a MU:Re7.2.E.5a MU:Re9.1.E.5a	MU:Re7.1.E.5a MU:Re7.2.E.5a

<p>Unit 4- Own the Choir Culture</p>	<p>Students will apply their knowledge as active participants in the choir classroom, demonstrating ownership individually and within the ensemble. Students will explore how their own voices impact their musical community and the connections they make with and through music.</p>	<ul style="list-style-type: none"> • What are some examples of how music/singing has impacted communities and the world? • What is the power of music/singing in our lives and communities? • How can what you've learned and practiced in Choir continue to impact yourself and your community beyond Middle School? 	<p>MU:Pr6.1.E.8a MU:Pr6.1.E.8b</p>	<p>MU:Pr6.1.E.8a MU:Pr6.1.E.8b</p>
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Orchestra 7 (8120) Course Overview				
Course Description				
In this course, students will be exposed to a variety of quality musical, cultural and artistic experiences to every student through playing their instrument. We will learn and demonstrate quality playing, new techniques, understand the signs, symbols and language of music through music literacy, and ensemble skills needed to explore other musical styles.				
Credits		Prerequisites		
		6th grade band or students new to playing an instrument should work with teacher to find best placement		
Board Approved		Revised		
Required Assessments				
District-wide, standards-based common summative assessments				
Textbooks/Resources				
Published and public domain orchestra music will be the primary content of orchestra classes 7-8				
Course Essential Understandings		Course Relevance Questions		
As a result of successfully completing this course, students will understand that: <ul style="list-style-type: none"> • Technical/executive skills and knowledge (how-to to perform on the instrument) • Musicianship skills and knowledge (musical understandings) • Artistic skills and knowledge (creative and expressive side of music-making) 		<ul style="list-style-type: none"> • How do musicians make meaningful connections to creating, performing, and responding? • How do other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? • What does it mean to be part of an orchestra? 		
Unit Overviews				
Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit 1 - Foundations	This unit establishes awareness of what students already bring to their Orchestra and embarks on refining their fundamental instruments and musical skills which are habits of expressive musicians and ensemble members. Goals and procedures of the Orchestra classroom will be emphasized. Musicians will explore their potential through building their foundational musical toolkit.	<ul style="list-style-type: none"> • What does it mean to be part of an orchestra? • What's my role in the orchestra and how do I contribute? • What is the terminology needed to describe and apply to music making? 	MU:Pr5.1.E.8a MU:Pr6.1.E.8a MU:Pr6.1.E.8b MU:Cn11.1.E.8c-WI	
Unit 2 - Performance REadiness	Students will perform expressively by exploring the musical context and making intentional creative choices using skills acquired in this course.	<ul style="list-style-type: none"> • How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works? • How do musicians improve the quality of their performance? • When is a performance judged ready to present? • How do context and the manner in which musical work is presented influence audience response? • How do we judge the quality of musical work(s) and performance(s)? 	MU:Pr5.3.E.8a MU:Pr6.1.E.8a MU:Pr6.1.E.8b	
Unit 3 -Musicianship Skills	Students will apply fundamental musical skills to develop additional new musicianship skills and concepts through alternative ensembles, music styles, and string techniques.	<ul style="list-style-type: none"> • How do performers select repertoire? • How do we discern the musical creators' and performers' expressive intent? 	MU:Re7.1.E.8a MU:Pr4.3.E.8a-WI MU:Pr5.1.E.8a MU:Pr6.1.E.8a	
Unit 4- Applying Knowledge	Students will apply their knowledge as active participants in the orchestra classroom, demonstrating ownership individually and within the ensemble. Students will explore how their own voices impact their musical community and the connections they make with and through music.	<ul style="list-style-type: none"> • How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works? • How do musicians improve the quality of their performance? • When is a performance judged ready to present? • How do context and the manner in which musical work is presented influence audience response? • How do we judge the quality of musical work(s) and performance(s)? 	MU:Cn10.1.E.IIc-WI MU:Pr6.1.E.8a MU:Pr6.1.E.8b	

Orchestra 8 (8220) Course Overview				
Course Description				
In this course, students will be exposed to a variety of quality musical, cultural and artistic experiences to every student through playing their instrument. We will learn and demonstrate quality playing, new techniques, understand the signs, symbols and language of music through music literacy, and ensemble skills needed to explore other musical styles.				
Credits		Prerequisites		
		Instrument experience or students new to playing an instrument should work with teacher to find best placement		
Board Approved		Revised		
Required Assessments				
District-wide, standards-based common summative assessments				
Textbooks/Resources				
Published and public domain orchestra music will be the primary content of orchestra classes 7-8				
Course Essential Understandings		Course Relevance Questions		
As a result of successfully completing this course, students will understand that: <ul style="list-style-type: none"> • Technical/executive skills and knowledge (how-to to perform on the instrument) • Musicianship skills and knowledge (musical understandings) • Artistic skills and knowledge (creative and expressive side of music-making) 		<ul style="list-style-type: none"> • How do musicians make meaningful connections to creating, performing, and responding? • How do other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? • What does it mean to be part of an orchestra? 		
Unit Overviews				
Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit 1 - Foundations	This unit establishes awareness of what students already bring to their Orchestra and embarks on refining their fundamental instruments and musical skills which are habits of expressive musicians and ensemble members. Goals and procedures of the Orchestra classroom will be emphasized. Musicians will explore their potential through building their foundational musical toolkit.	<ul style="list-style-type: none"> • What does it mean to be part of an orchestra? • What's my role in the orchestra and how do I contribute? • What is the terminology needed to describe and apply to music making? 	MU:Pr5.1.E.8a MU:Pr6.1.E.8a MU:Pr6.1.E.8b MU:Cn11.1.E.8c-WI	
Unit 2 - Performance Readiness	Students will perform expressively by exploring the musical context and making intentional creative choices using skills acquired in this course.	<ul style="list-style-type: none"> • How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works? • How do musicians improve the quality of their performance? • When is a performance judged ready to present? • How do context and the manner in which musical work is presented influence audience response? • How do we judge the quality of musical work(s) and performance(s)? 	MU:Pr5.3.E.8a MU:Pr6.1.E.8a MU:Pr6.1.E.8b	
Unit 3 -Musicianship Skills	Students will apply fundamental musical skills to develop additional new musicianship skills and concepts through alternative ensembles, music styles, and string techniques.	<ul style="list-style-type: none"> • How do performers select repertoire? • How do we discern the musical creators' and performers' expressive intent? 	MU:Re7.1.E.8a MU:Pr4.3.E.8a-WI MU:Pr5.1.E.8a MU:Pr6.1.E.8a	
Unit 4- Applying Knowledge	Students will apply their knowledge as active participants in the orchestra classroom, demonstrating ownership individually and within the ensemble. Students will explore how their own voices impact their musical community and the connections they make with and through music.	<ul style="list-style-type: none"> • How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works? • How do musicians improve the quality of their performance? • When is a performance judged ready to present? • How do context and the manner in which musical work is presented influence audience response? • How do we judge the quality of musical work(s) and performance(s)? 	MU:Cn10.1.E.IIc-WI MU:Pr6.1.E.8a MU:Pr6.1.E.8b	

ITEM FOR CONSIDERATION

TOPIC: Professional Educator New Hire(s)

BACKGROUND INFORMATION: The professional educators listed are recommended for contractual positions for the 2022-2023 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Salary</u>	<u>Effective Date:</u>
Kelly G. Burkert	Special Ed-EBD	Einstein	100%	\$36,544	10/17/22
Lisa J. Clemens	Grade 2	Franklin	100%	\$40,151	9/26/22
Andrew A. Hicks	Social Studies	Einstein	100%	\$43,868	11/7/22
Krista E. Zachor	Kindergarten	Berry	100%	\$40,151	9/26/22

Kelly G. Burkert received her Bachelor of Business Administration degree from UW-Eau Claire with a major in Administrative Management. Ms. Burkert is being hired under a one-year license with stipulations as a “Temporary Employee” for the remainder of the 2022-2023 school year. Most recently, she served the District as a Substitute Paraprofessional.

Lisa J. Clemens received her Bachelor of Science degree from UW-La Crosse with a major in Therapeutic Recreation. Ms. Clemens is being hired under a one-year license with stipulations as a “Temporary Employee” for the remainder of the 2022-2023 school year. Most recently, she served the District as a Substitute Teacher.

Andrew A. Hicks received his Master of Science degree from Silver Lake College with a major in Administrative Leadership. Mr. Hicks is being hired as a “Temporary Employee” for the 2022-2023 school year. Most recently, he served the Oshkosh Area School District as a Math and Social Studies Teacher.

Krista E. Zachor received her Bachelor of Arts degree from Bethel University with a major in Business. Ms. Zachor is being hired under a one-year license with stipulations as a “Temporary Employee” for the remainder of the 2022-2023 school year. Most recently, she served the District as a Paraprofessional at Berry Elementary School.

FISCAL NOTE: As indicated above

ADMINISTRATIVE RECOMMENDATION: Approval

INSTRUCTIONAL IMPACT: The candidates listed above have been recommended by the administrator to whom they will report as the best candidates for the positions.

CONTACT PERSON: Julie King, (920) 997-1399 (ext. 2042)

10/10/22

ITEM FOR CONSIDERATION

TOPIC: Professional Educator Contract Change(s)

BACKGROUND INFORMATION: A contract change for the following individuals is recommended for the 2022-2023 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>FTE</u>	<u>Effective Date</u>
Julie K. Brown	Music-Strings	Classical School	100% to 110%	10/3/22-6/5/23
Lisa L. Carney	Alternative Ed	North	100% to 120%	8/24/22-6/5/23
Matthew M. Hechel	Alternative Ed	North	100% to 120%	8/24/22-6/5/23
Avery R. Leidall	English Language Arts	Wisconsin Connections	100% to 120%	8/24/22-1/20/23
Jane M. Reichardt	English Language Arts	Wisconsin Connections	100% to 120%	8/24/22-1/20/23
Rachel A.M. Richards	Music-Strings	Highlands	100% to 110%	10/3/22-6/5/23
Sarah J. Struensee	Literacy Interventionist	Berry	60% to 70%	9/19/22-6/5/23
Abby B. VanderLoop	Alternative Ed	North	100% to 120%	8/24/22-6/5/23
Emily C. Walters	Music-Strings	Johnston	100% to 110%	10/3/22-6/5/23

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 (ext. 2042)

10/10/22

ITEM FOR CONSIDERATION

TOPIC: Professional Educator Resignation(s)

BACKGROUND INFORMATION: The following Professional Educators have submitted a letter of resignation.

Thomas J. Hall has been with the District for six year, most recently as a Special Education Teacher at Ferber Elementary School. Mr. Hall's resignation was effective at the end of the 2021-2022 school year.

Kristilyn M. Marx has been with the District for twenty-four and one-half years, most recently as a Math Teacher at Einstein Middle School. Ms. Marx's resignation is effective at the end of the Monday, October 24, 2022 workday.

FISCAL NOTE: Dependent upon replacements

ADMINISTRATIVE RECOMMENDATION: Approval

INSTRUCTIONAL IMPACT: Qualified replacements will be procured

CONTACT PERSON: Julie King, 920-997-1399 (ext. 2042)

10/10/22

Success for
Every Student,
Every Day



**Appleton Area School District
Results Monitoring Report
R-2.1.3 Science**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 2.1.3 Science, the Superintendent certifies that the information is accurate and complete and that the District is:

Executive Summary/Analysis:

Making Reasonable Progress

Making Reasonable Progress with noted exception(s):

Failing to make Reasonable Progress

In the Baseline Year (the report will not be used in the superintendent's evaluation)

Executive Summary/Analysis:

The evidence, as submitted below, provides assurance to the Board that the District provides instructional programming that supports students in their personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity in Science. In addition, the measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard.

At the program level, there was improvement in the percentage of 4th and 8th-grade students scoring Proficient/Advanced on the WI Forward Exam compared to 2020-21 results. The district's incremental improvement goals were achieved for both grade levels, with results at the 4th-grade level exceeding those at the statewide level. Both 4th and 8th-grade level results indicate a narrowing between the number of students in the district scoring Below Basic in Science when compared to statewide results. Although there was an observed decrease in gaps for identified subgroups at the 8th-grade level, disparities still exist among the three identified subgroups when compared to their peers.

ACT Aspire results from 2021-22 indicate that there was a decrease in the percentage of students scoring at the level of Ready/Exceeding in Science at the 9th-grade level but an increase for the

number of 10th-grade students. At the cohort level, there was a decrease from 9th (2020-21) to 10th-grade (2021-22) in the percentage of students scoring at Ready/Exceeding in Science.

At the 11th-grade program level, AASD students improved at a greater rate than at the state level when compared to 2020-21 results. The overall AASD Science composite score improved to 19.8, thereby matching the state composite score.

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Results Policy 2.1.3 Science, the Board:

____ **Making Reasonable Progress**

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

____ **Failing to make Reasonable Progress**

____ **In the Baseline Year** (the report will not to be used in the superintendent's evaluation)

Commendations and/or Recommendations, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____

Re-submitted: _____

R-2.3 Results Policy: Academic Performance	Superintendent Determination			
<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>2.1.3 Science</p>	Making Reasonable Progress	Making Reasonable Progress with noted exceptions	Failing to Make Reasonable Progress	In the Baseline Year (the report will not be used in the superintendent's evaluation)
				X
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> • Each student shall mean all Full Academic Year (FAY) students enrolled 5K-12 in the Appleton Area School District. Every Student, Every Day. • Literate shall mean the ability to read, write, speak, and listen in ways that will allow us to communicate effectively to a variety of different audiences and to make sense of the world. • Numerate shall mean the ability to access, use and interpret and communicate mathematical information and ideas, to engage in and manage the mathematical demands of various situations in adult years. To be numerate is to confidently and effectively use mathematics to meet the everyday demands of life. • Able to integrate and apply shall mean to combine what is learned in the classroom, whether it's theory or technique, with a solution to real-world problems. 				

- **Skills and competencies** shall mean combinations of knowledge, skills and attitudes that students develop and apply for successful learning, living and working. They emphasize aspects of learning that apply within and across all subject areas.
- **Academic disciplines** shall mean core academic subject areas. The content to be mastered by students in each of these areas is defined by the state and district learning standards.
- **Personal growth** shall mean how much academic progress a student has made between two points in time.
- **Personal achievement** shall mean individual performance based on the mastery of district adopted grade-level academic standards or from grade-level expectations on identified measures/assessments.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Higher order thinking skills of:**
 - **Knowledge** shall mean recognizing and recalling facts.
 - **Comprehension** shall mean understanding what facts mean.
 - **Application** shall mean using the facts, rules, concepts, and ideas.
 - **Analysis** shall mean breaking down information into component parts.
 - **Synthesis** shall mean the ability to put parts together to form a new whole.
 - **Evaluation** shall mean justifying the value of information and ideas.
 - **Creativity** shall mean the ability to produce new and original ideas, connections, and solutions to problems.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **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:
 - Interpretation of Data
 - Scientific Investigation
 - 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:
 - Interpretation of Data
 - Scientific Investigation
 - 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**

- 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 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 Evidence of Reasonable Progress:

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**.

Grade Level	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide
Grade 4	44.5%	45.9%	52.9%	51.7%
Grade 8	44.4%	44.8%	47.2%	48.6%

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

Grade Level	2020-21 %Below Basic AASD	2020-21 %Below Basic Statewide	2021-22 %Below Basic AASD	2021-22 %Below Basic Statewide
Grade 4	16.8%	13.0%	13.7%	16.2%
Grade 8	19.4%	15.0%	16.9%	18.5%

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%.

Grade Level	2020-21 %Prof/Adv AASD	2020-21 %Below Basic Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide
Grade 4	SWOD 49.3% SWD 23.2% (26.1% gap)	SWOD 50.3% SWD 20.4% (29.9% gap)	SWOD 57.9% SWD 28.7% (29.2% gap)	SWOD 56.2% SWD 24.7% (31.5% gap)
	Not EL 50.5% EL 9.2% (41.3% gap)	Not EL 48.7% EL 12.7% (36.0% gap)	Not EL 58.2% EL 17.6% (40.6% gap)	Not EL 54.4% EL 18.7% (35.7% gap)
	White 55.3% Black 29.4% (25.9% gap)	White 57.1% Black 8.1% (49.0% gap)	White 62.2% Black 16.7% (45.5% gap)	White 61.1% Black 13.9% (47.2% gap)
Grade 8	SWOD 51.1% SWD 10.8% (40.3% gap)	SWOD 49.3% SWD 14.3% (35.0% gap)	SWOD 52.7% SWD 18.1% (34.6% gap)	SWOD 53.2% SWD 16.5% (36.7% gap)
	Not EL 48.8% EL 7.9% (40.9% gap)	Not EL 46.7% EL 8.2% (38.5% gap)	Not EL 52.6% EL 11.1% (41.5% gap)	Not EL 50.6% EL 10.5% (40.1% gap)
	White 52.8% Black 13.5% (39.3% gap)	White 54.1% Black 9.6% (44.5% gap)	White 56.4% Black 20.5% (35.9% gap)	White 57.0% Black 13.4% (43.6% gap)

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

The district experienced a significantly high number of student and staff absences along with substitute shortages during the 2021-22 school year due to the ongoing COVID-19 pandemic. There was a 98.6% participation rate for students in grades 3-8 for the 2021-22 school year.

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.

Grade Level	2020-21 %Ready/Exc. AASD	2020-21 %Ready/Exc. Statewide	2021-22 %Ready/Exc. AASD	2021-22 %Ready/Exc. Statewide
Grade 9	31.5%	29.2%	30.6%	30.1%
Grade 10	30.8%	28.0%	31.3%	30.3%

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%.

Grade Level	2020-21 % In Need of Support AASD	2020-21 % In Need of Support Statewide	2021-22 % In Need of Support AASD	2021-22 %Below Basic% In Need of Support Statewide
Grade 9	37.9%	33.8%	45.9%	41.4%
Grade 10	32.4%	33.7%	46.3%	43.5%

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).

Grade Level	2020-21 %Ready/Exceeding	2021-22 %Ready/Exceeding
Grade 9	31.5%	30.6%
Grade 10	30.8%	31.3%

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%.

Grade Level	2020-21 %Ready/Exceeding AASD	2020-21 %Ready/Exceeding Statewide	2021-22 %Ready/Exceeding AASD	2021-22 %Ready/Exceeding Statewide
Grade 9	SWOD 36.5% SWD 4.9% (31.6% gap)	SWOD 32.8% SWD 4.6% (28.2% gap)	SWOD 35.3% SWD 4.3% (31.0% gap)	SWOD 33.7% SWD 5.0% (28.7% gap)
	Not EL 33.8% EL 2.6% (31.2% gap)	Not EL 30.5% EL 1.6% (28.9% gap)	Not EL 33.5% EL 2.0% (31.5% gap)	Not EL 31.5% EL 2.5% (29.0% gap)
	White 38.7% Black 10.0% (28.7% gap)	White 36.8% Black 2.5% (34.3% gap)	White 38.4% Black 5.5% (32.9% gap)	White 37.2% Black 4.4% (32.8% gap)
Grade 10	SWOD 35.5% SWD 4.8% (30.7% gap)	SWOD 31.3% SWD 4.6% (26.7% gap)	SWOD 36.2% SWD 4.9% (31.7% gap)	SWOD 33.7% SWD 5.1% (28.6% gap)
	Not EL 33.1% EL 2.5% (30.6% gap)	Not EL 29.1% EL 1.1% (28.0% gap)	Not EL 33.6% EL 1.3% (32.3% gap)	Not EL 31.5% EL 1.4% (30.1% gap)
	White 38.6% Black 5.2% (33.4% gap)	White 34.5% Black 3.1% (30.4% gap)	White 39.5% Black 10.2% (29.3% gap)	White 36.7% Black 5.2% (31.5% 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.

The district experienced a significant shortage in substitute teachers and a significantly high number of teacher and student absences during the 2021-22 school year as a result of the ongoing COVID-19 pandemic. For 2021-22, there was a ~95.0% participation rate for students in grade 9 and a ~94% participation rate for students in grade 10.

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.

Grade Level	2020-21 % Meeting Benchmark AASD	2020-21 % Meeting Benchmark Statewide	2021-22 % Meeting Benchmark AASD	2021-22 % Meeting Benchmark Statewide
Grade 11 Science	28.4%	30.8%	29.8%	31.8%

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%.

Grade Level	2020-21 % Meeting Benchmark AASD	2020-21 % Meeting Benchmark Statewide	2021-22 % Meeting Benchmark AASD	2021-22 % Meeting Benchmark Statewide
Grade 11 Science	SWOD 31.9% SWD 3.2% (28.7% gap)	SWOD 33.4% SWD 6.7% (26.7% gap)	SWOD 33.1% SWD 7.5% (25.6% gap)	SWOD 34.4% SWD 7.0% (27.4% gap)
	Not EL 29.9% EL 0.0%	Not EL 31.7% EL 1.5%	Not EL 32.0% EL 0.0%	Not EL 32.9% EL 1.0%

	(29.9% gap)	(30.2% gap)	(32.0% gap)	(31.9% gap)
	White 33.7% Black 18.9% (14.8% gap)	White 35.3% Black 6.2% (29.1% gap)	White 37.1% Black 4.9% (32.2% gap)	White 37.2% Black 5.8% (32.6% gap)

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

The district experienced a significant shortage in substitute teachers and a significantly high number of teacher and student absences during the 2021-22 school year as a result of the ongoing COVID-19 pandemic. For 2021-22, there was a 94.5% participation rate for students in grade 11.

INFORMATION ONLY - Average Science Composite Score on ACT with Writing				
	2020-21 AASD	2020-21 Statewide	2021-22 AASD	2021-22 Statewide
Grade 11 Science Composite Score	19.3	19.7	19.8	19.8

Board Comments:

Success for
Every Student,
Every Day



**Appleton Area School District
Results Monitoring Report
R-2.1.4 Civics & Social Studies**

SUPERINTENDENT CERTIFICATION:

With respect to Results Policy 2.1.4 Civics & Social Studies, the Superintendent certifies that the information is accurate and complete and that the District is:

Making Reasonable Progress

Making Reasonable Progress with noted exception(s):

Failing to make Reasonable Progress

In the Baseline Year (the report will not be used in the superintendent's evaluation)

Executive Summary/Analysis:

The evidence, as submitted below, provides assurance to the Board that the District provides instructional programming that supports students in their personal growth and achievement in increasingly challenging levels of complexity, demonstrating the higher order thinking skills of knowledge, comprehension, application, analysis, synthesis, evaluation and creativity in Civics & Social Studies. In addition, the measures directly support the District's Continuous School Improvement Process as illustrated through the annual AASD Scorecard.

As a Social Studies department, the skills that are both instructed and assessed throughout all of the Secondary grade levels center around inquiry. Building upon prior knowledge, the teachers guide students through a process of inquiry: analyzing documents, making connections, stating a claim and writing their argumentation using the evidence from the documents. This is a lifelong and transferable skill that students can use in their other courses. Although the course content may be different and the rigor will increase, as students have many course options after their Freshman Civics course, the expectations within the inquiry process are the same. The initial baseline data demonstrates that we have a great need for improvement at the junior level. Additionally, we are seeing the largest gaps at the 8th grade level within our EL/non-EL and White/Black demographics.

At the program level, there was improvement in the percentage of 4th, 8th, and 10th-grade students scoring Proficient/Advanced on the WI Forward Exam compared to 2020-21 results. The district's incremental improvement goals were achieved for all three grade levels, with results at the 4th-grade level exceeding those at the statewide level. Both 4th and 8th-grade level results indicate a narrowing between the number of students in the district scoring Below Basic in Social Studies when compared to statewide results; however, this result was not observed for 10th-grade students. Although there was an observed decrease in gaps for identified subgroups at the 8th-grade level, disparities still exist among the three identified subgroups when compared to their peers.

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

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

- _____ **Making Reasonable Progress**
- _____ **Making Reasonable Progress with noted exception(s):**
- _____ **Failing to make Reasonable Progress**
- _____ **In the Baseline Year** (the report will not to be used in the superintendent's evaluation)

Commendations and/or Recommendations, if any:

Signed: _____ Date: _____
Board President

Document submitted: _____

Re-submitted: _____

R-2.3 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>2.1.4 Civics & Social Studies</p>	Making Reasonable Progress	Making Reasonable Progress with noted exceptions	Failing to Make Reasonable Progress	In the Baseline Year (the report will not be used in the superintendent's evaluation)
				X
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> • Each student shall mean all Full Academic Year (FAY) students enrolled 5K-12 in the Appleton Area School District. Every Student, Every Day. • Literate shall mean the ability to read, write, speak, and listen in ways that will allow us to communicate effectively to a variety of different audiences and to make sense of the world. • Numerate shall mean the ability to access, use and interpret and communicate mathematical information and ideas, to engage in and manage the mathematical demands of various situations in adult years. To be numerate is to confidently and effectively use mathematics to meet the everyday demands of life. • Able to integrate and apply shall mean to combine what is learned in the classroom, whether it's theory or technique, with a solution to real-world problems. • Skills and competencies shall mean combinations of knowledge, skills and attitudes that students develop and apply for successful learning, living and working. They emphasize aspects of learning that apply within and across all subject areas. 				

- **Academic disciplines** shall mean core academic subject areas. The content to be mastered by students in each of these areas is defined by the state and district learning standards.
- **Personal growth** shall mean how much academic progress a student has made between two points in time.
- **Personal achievement** shall mean individual performance based on the mastery of district adopted grade-level academic standards or from grade-level expectations on identified measures/assessments.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Higher order thinking skills of:**
 - **Knowledge** shall mean recognizing and recalling facts.
 - **Comprehension** shall mean understanding what facts mean.
 - **Application** shall mean using the facts, rules, concepts, and ideas.
 - **Analysis** shall mean breaking down information into component parts.
 - **Synthesis** shall mean the ability to put parts together to form a new whole.
 - **Evaluation** shall mean justifying the value of information and ideas.
 - **Creativity** shall mean the ability to produce new and original ideas, connections, and solutions to problems.
- **Increasingly challenging levels of complexity** shall mean moving along the continuum of learning from acquisition to application.
- **Civics & Social Studies** shall mean the active process of inquiry to better understand subject matter and knowledge specifically associated with Behavioral Science, Civics, Economics, Geography, and History.

Indicators to be Used:

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

- **AASD Document-based Question (DBQ) Common Assessment (8-11)** - a type of essay question requiring the use of historical documents to analyze a trend or issue from the past. Students analyze 5-7 documents (primary & secondary sources, maps, newspapers, letters, etc.) Students then assess the content behind the documents (author's purpose and target audience), find connections between the various documents, write a solid thesis statement, and use their analysis of the documents to support it, and apply the knowledge of the historical issue to develop a stronger case. When assessing, AASD educators are looking for the claim/thesis, argumentation, and sourcing.

Definition of Terms:

- **Norm-referenced** - Assessments that are used to compare students' progress to others in their peer group. This group may contain students in the same grade across the state or nation, or other categories such as special education, disability status, English learners, gifted students, and more. Most commonly, norm-referenced tests use a national peer group.
- **Criterion-referenced** - A criterion-referenced test is designed to measure a student's academic performance against some standard or criteria. This standard or criteria is predetermined before students begin the test. Schools or districts choose a standard, such as a percent of items answered correctly or a state test benchmark, as the criteria for the test. The student's score then shows the progress they have made toward the agreed-upon standard--if they fall short, they must continue to work toward the standard.
- **Identified Demographic Groups**
 - EL (English Learners)
 - Not EL (All other students who are not English Learners)
 - SWD (Students with Disabilities)
 - SWOD (Students without Disabilities)
 - Black
 - White
- **[DBQ Scoring Rubrics](#)**
- **CCOT - (Continuity & Change over Time)** - From AP World insight- "Patterns of Continuity and Change over Time – your ability to recognize, analyze, and assess the dynamics of continuity and change over periods of time of different lengths, as well as your ability to relate these patterns to a broader historical processes or themes."
 - [Change over time](#)
 - [CCOT essay design](#)
 - [essay sample](#)
- **WI Forward Exam Ranges:**
 - **Advanced** – Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
 - **Proficient** – Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level

that are associated with college content-readiness.

- o **Basic** – Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
- o **Below Basic** – Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
- **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 Evidence of Reasonable Progress:

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

We will increase the percentage of students scoring Competent/Mastery in grades 8-11 on the AASD DBQ Assessment by 1%.

Grade Level	Course(s)	2020-21 % Competent/Mastery	2022-23 % Competent/Mastery
Grade 8	U.S. History (History)	55.3%	
Grade 9	Civics (Civics, History)	65.8%	
Grade 10	Global Studies (Geography, History)	49.7%	
	World History (History)		
	AP World History (History)		

	Humanities (Behavioral Sciences)		
Grade 11	American Studies (History/Behavioral Science)	8.8%	
	U.S. History (History)		
	AP U.S. History (History)		

We will **decrease the percentage** of students scoring **Beginning** in **grades 8-11** on the **AASD DBQ Assessment** by **3%**.

Grade Level	Course(s)	2021-22 % Beginning	2022-23% Beginning
Grade 8	U.S. History (History)	15.6%	
Grade 9	Civics (Civics, History)	11.4%	
Grade 10	Global Studies (Geography, History)	18.4%	
	World History (History)		
	AP World History (History)		
	Humanities (Behavioral Sciences)		
Grade 11	American Studies (History/Behavioral Science)	60.1%	
	U.S. History		

	<i>(History)</i>		
	AP U.S. History (History)		

We will reduce gaps in students scoring Competent and Mastery within identified demographic groups in grades 8-11 on the AASD DBQ Assessment by 3%.

	2021-22 % Competent/Mastery	2022-23 % Competent/Mastery
Grade 8 (to be determined in Spring 2022)	SWOD 57.2% SWD 46.5% (10.7% gap)	
	Not EL 58.2% EL 21.6% (36.6% gap)	
	White 62.1% Black 18.2% (43.9% gap)	
Grade 9 (to be determined in Spring 2022)	SWOD 68.1% SWD 54.1% (14% gap)	
	Not EL 67.6% EL 47.9% (19.7% gap)	
	White 68.6% Black 53.3% (15.3% gap)	
Grade 10 (to be determined in Spring 2022)	SWOD 52.8% SWD 32.6% (20.2% gap)	

	Not EL 51.4% EL 23.5% (27.9% gap)	
	White 55.1% Black 41.2% (13.9% gap)	
Grade 11 (to be determined in Spring 2022)	SWOD 8.3% SWD 11.5% (-3.2% gap)	
	Not EL 8.9% EL 4.5% (4.4% gap)	
	White 8.4% Black 11.1% (-2.7% gap)	

Additional Context for AASD DBQ Assessment: Since administering a spring assessment, many decisions have been made moving forward to ensure that we are implementing the assessment with fidelity. Both the Middle School and High School Curriculum Support Specialists worked during the summer to help audit 11 standards-based Social Studies courses. All Social Studies courses (except Advanced Placement or Dual Credit courses) are using the same grading categories, and have identified three common DBQ assessments to be administered during a six-week window in the fall, winter and spring. As defined by the AASD, all common assessments will be:

- a) used by all teachers, for all students,
- b) created by district SBC course development teams,
- c) aligned to the same task and format,
- d) aligned to the same standards,
- e) meeting grade level rigor,
- f) assessed on the same rubric, and
- g) supported by the same resource.

The data that you see above does not reflect all of these changes moving forward. Different DBQ assessments were given, the assessments were not given during a six-week window, the same rubric was not used, nor were the grading categories the same.

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

1. We will increase the percentage of students scoring Proficient/Advanced in grades 4 & 8 on the WI Forward Exam in Social Studies by 1%.
2. We will score at or above the statewide level for Proficient/Advanced in grades 3-8 on the WI Forward Exam in Social Studies.

	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide
Grade 4	39.9%	44.0%	59.6%	59.3%
Grade 8	37.0%	41.9%	52.4%	57.7%
Grade 10	39.0%	37.3%	41.2%	44.7%

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

	2020-21 %Below Basic AASD	2020-21 %Below Basic Statewide	2021-22 %Below Basic AASD	2021-22 %Below Basic Statewide
Grade 4	30.1%	22.9%	16.2%	19.1%
Grade 8	28.9%	19.6%	19.2%	17.6%
Grade 10	20.9%	21.4%	23.8%	22.3%

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

	2020-21 %Prof/Adv AASD	2020-21 %Prof/Adv Statewide	2021-22 %Prof/Adv AASD	2021-22 %Prof/Adv Statewide
Grade 4	SWOD 44.5% SWD 19.2% (25.3% gap)	SWOD 48.2% SWD 18.9% (29.3% gap)	SWOD 65.0% SWD 33.5% (31.5% gap)	SWOD 64.4% SWD 28.8% (35.6% gap)
	Not EL 45.3% EL 7.8% (37.5% gap)	Not EL 46.4% EL 14.2% (32.2% gap)	Not EL 65.2% EL 22.4% (42.8% gap)	Not EL 61.8% EL 29.0% (32.8% gap)
	White 50.2% Black 20.6% (29.6% gap)	White 54.0% Black 8.8% (45.2% gap)	White 68.7% Black 27.8% (40.9% gap)	White 68.5% Black 22.0% (46.0% gap)
Grade 8	SWOD 43.0% SWD 7.0% (36.0% gap)	SWOD 46.4% SWD 11.7% (34.7% gap)	SWOD 57.9% SWD 23.6% (34.3% gap)	SWOD 63.1% SWD 20.3% (42.8% gap)
	Not EL 41.0% EL 3.0% (38.0% gap)	Not EL 43.7% EL 6.6% (37.3% gap)	Not EL 57.3% EL 19.7% (37.6% gap)	Not EL 59.9% EL 17.7% (42.2% gap)
	White 43.9% Black 9.6% (34.3% gap)	White 50.4% Black 10.0% (40.4% gap)	White 60.3% Black 28.2% (32.1% gap)	White 65.6% Black 23.2% (42.4% gap)
Grade 10	SWOD 44.3% SWD 9.6% (34.7% gap)	SWOD 41.1% SWD 9.4% (31.7% gap)	SWOD 46.7% SWD 12.1% (34.6% gap)	SWOD 49.2% SWD 11.7% (37.5% gap)
	Not EL 41.9% EL 2.5% (39.4% gap)	Not EL 38.6% EL 2.5% (36.1% gap)	Not EL 44.3% EL 1.3% (43.0% gap)	Not EL 46.4% EL 5.3% (41.1% gap)
	White 46.7% Black 10.3% (36.4% gap)	White 44.9% Black 6.0% (38.9% gap)	White 48.3% Black 20.4% (27.9% gap)	White 51.6% Black 14.0% (36.6% gap)

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

The district experienced a historically high number of student and staff absences along with substitute shortages during the 2021-22 school year due to the ongoing COVID-19 pandemic. There was a 98.6% participation rate for students in grades 3-8 for the 2021-22 school year.

Board Comments: