

# Appleton Area School District Reading Goal

**Goal Statement: All students in the Appleton Area School District in grades three, six, eight, and nine/ten will be reading at or above grade level.**

## **Goal Measurements:**

**Grade 3** –The formal assessments will be the reading subtest of the Wisconsin Knowledge and Concepts Exam (WKCE), the Measures of Academic Progress (MAP) test, and the district Instructional Reading Level (Benchmarking) assessment. For a student to be considered as reading at or above grade level, the student must:

- **WKCE-CRT (State Testing):** Score proficient or advanced proficient on the Reading portion of the exam, and one or more of the following:
  - **Measure of Academic Progress (MAP):** Obtain a Lexile score of 600 or higher.
  - **Instructional Reading Level (Benchmarking):** Reach a reading level of P or above.

**Grade 6** – The formal assessments will be the reading subtest of the Wisconsin Knowledge and Concepts Exam (WKCE), the Measures of Academic Progress (MAP) test, and the district Instructional Reading Level (Benchmarking) assessment. For a student to be considered as reading at or above grade level, the student must:

- **WKCE-CRT (State Testing):** Score proficient or advanced proficient on the Reading portion of the exam, and one or more of the following:
  - **Measure of Academic Progress:** Obtain a Lexile score of 850 or higher.
  - **Instructional Reading Level (Benchmarking):** Reach a reading level of Y or above.

**Grade 8** – The formal assessments will be the reading subtest of the Wisconsin Knowledge and Concepts Exam (WKCE), the Measures of Academic Progress (MAP) test, and the AASD 8<sup>th</sup> Grade Reading Assessment. For a student to be considered as reading at or above grade level, the student must:

- **WKCE-CRT (State Testing):** Score proficient or advanced proficient on the Reading portion of the exam, and one or more of the following:
  - **Measure of Academic Progress:** Obtain a Lexile score of 1000 or above.
  - **Classroom measure:** Score 80% or above on the AASD 8<sup>th</sup> Grade Reading Assessment.

**Grade 9 and 10**- The formal assessments will be the reading subtest of the Wisconsin Knowledge and Concepts Exam (WKCE) for grade 10, the Measures of Academic Progress (MAP) test for grade 9, and the AASD 9<sup>th</sup> Grade Reading Assessment. For a student to be considered as reading at or above grade level, the student must:

- **WKCE-CRT (State Testing):** Score proficient or advanced proficient on the Reading portion of the exam, and one or more of the following:
  - **Measure of Academic Progress:** Obtain a Lexile score of 1050 or above.
  - **Classroom measure:** Score 80% or above on the AASD 9<sup>th</sup> Grade Reading Assessment.

## **Progress Benchmarks:**

Performance levels and intervention strategies are in place at kindergarten, first, second, fourth, fifth, and seventh grades to support goal achievement at grades three, six, eight, nine, and ten.

## **Ancillary Goals:**

- All new-to-the-district students will be reading on grade level after three years in the district.
- Students in all grade levels will reach their target score in reading as determined by MAP testing (grades 1-9) and the district benchmarking progress (grades K-6).
- Students one year or more behind grade level will receive intervention programming to accelerate growth.
- A student reading on grade level will be able to demonstrate reading comprehension of both literature and informational text.

## **Reporting Process:**

Annually all sites and the district will develop the following reports for the Board of Education Retreat:

### **WKCE RESULTS-**

- **Site Report:** Percentage of 3<sup>rd</sup>, 6<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> graders performing proficient or advanced proficient on the reading test.
  - School sites will utilize disaggregated data for 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> graders by Gender, Race/Ethnicity, Socioeconomic Status, Limited English Proficiency and Students with Disabilities as part of their annual Continuous School Improvement Planning.
- **District Report:** Percentage of 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> graders performing proficient or advanced proficient on the reading test, disaggregated at the 3<sup>rd</sup>, 6<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> grade by the following:
  - Gender, Race/Ethnicity, Socioeconomic Status, Limited English Proficiency, and Students with Disabilities.

### **MAP RESULTS-**

- **Site Report:** Percentage of 3<sup>rd</sup>, 6<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> graders as determined by spring MAP testing:
  - Meeting or exceeding the given Lexile score.
  - Reaching their growth target.

School sites will utilize disaggregated data for grade 1-9 by Gender, Race/Ethnicity, Socioeconomic Status, Limited English Proficiency, and Students with Disabilities as part of their annual Continuous School Improvement Planning.

- **District Report:** Percentage of 3<sup>rd</sup>, 6<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> graders as determined by spring MAP testing:
  - Meeting or exceeding the given Lexile score.
  - Reaching their growth target.

Data will be disaggregated for 3<sup>rd</sup>, 6<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> graders by Gender, Race/Ethnicity, Socioeconomic Status, Limited English Proficiency, and Students with Disabilities.

### **INSTRUCTIONAL READING LEVEL (BENCHMARKING) RESULTS-**

- **Site Report:** Percentage of 3<sup>rd</sup> and 6<sup>th</sup> grade students reading on grade level, including a School Profile for those students not at grade level.
- **District Report:** Percentage of 3<sup>rd</sup> and 6<sup>th</sup> grade students reading on grade level disaggregated by the following:
  - Gender, Race/Ethnicity, Socioeconomic Status, Limited English Proficiency, and Students with Disabilities.

### **AASD READING ASSESSMENT-**

- **Site Report:** 8<sup>th</sup> and 9<sup>th</sup> grade results on the AASD Reading Assessment, comparing school site results to the district.
- **District Report:** Percentage of 8<sup>th</sup> and 9<sup>th</sup> graders scoring 80% or above on the AASD Reading Assessment, disaggregated by the following:
  - Gender, Race/Ethnicity, Socioeconomic Status, Limited English Proficiency, and Students with Disabilities.