



Appleton Area School District 2021-22 Scorecard

Link to AASD Department Scorecards - 2021-22
[Link to 2020-21 District Scorecard](#)

Site Scorecards:

Link to AASD Elementary Scorecards - 2021-22
Link to AASD Middle School Scorecards - 2021-22
Link to AASD High School Scorecards - 2021-22

Pillar	Inclusive & Engaging Culture To Support Teaching and Learning Link to Staff Engagement Results 2020-21 OSS Data - Wise Dash Attendance Data - Wise Dash	Student Success Link to Elementary Data 2020-21 Link to Middle Level Data 2020-21 Link to High School Data 2020-21 Historical Data	Family & Community Partnerships Link to Family Engagement Results 2020-21	Resources & Operational Excellence Link to District Services Results 2020-21
Descriptor	Ensure a safe, healthy and welcoming school environment for ALL .	Ensure every student is academically, socially, and emotionally successful and graduates ready for college, career, and their community.	Create and maintain strong family, community, and business partnerships to accelerate our collective impact on student success.	Align resources and operations directly to District priorities that ensure the success of all students with maximum efficiency and excellence.

**Key Measures/
Targets**

1. Increase the Staff Engagement Survey mean score: 3.71 (2021) to 3.86 (2022)
2. Increase the overall response rates across sites participating sites within the Panorama Staff and Student Surveys by 20% (60% 2021 to 80% 2022)
3. Increase the number of students who score favorably (3, 4, 5) in the area of Sense of Belonging within the Panorama Student Survey
 - Elementary 64% to 67%
 - Secondary 40%-44%
4. Reduce the gap in attendance rate between Black and White students by 1%
5. Maintain the overall district out of school suspension (OSS) rate of 3.4% (19-20) during the 21-22 school year.
*WISE Dash
6. Reduce the district out of school suspensions (OSS) for Black/African American students from 21% (19-20) to 18% (21-22) of the total number of

1. Increase the overall percentage in **literacy and mathematics** of students scoring proficient/advanced (WI Forward (3-8)/ACT Aspire (9-10)/ACT (11)) or at or above grade level (i-Ready (5K-8) by 1% from 2021 to 2022.
2. Reduce the achievement gap in **literacy and mathematics** on the i-Ready (5K-8), WI Forward (3-8), ACT Aspire (9-10), and ACT (11) assessments by 3% from 2021 to 2022.
 - Between Black and White students
 - Between English Learners and non-English Learners
 - Between Students with Disabilities and Students without Disabilities
3. *i-Ready* Diagnostic: During the 2021-22 school year, 90% of students in grades 5K-8 will reach their targeted growth (one or more years of growth) by the end of the school year.
4. **TS Gold**: During the 2021-22 school year and as defined below, **4K** students will meet or exceed the widely held expectations of a 4K student in:
 - number concepts and operations (Objective #20)
 - explores and describes spatial relationships and shapes Objective #21)

1. Increase the Family Engagement Survey District mean score: 3.86 (2021) to 4.05 (2022).
2. Increase the number of Family Engagement survey participants by 30% (approximately 2,128 in 2021) to 2,766 participants (2022).
3. During the 2021-22 school year, 70% of respondents to our School Perceptions Survey will express support for the direction of the District.
4. Increase the number of formal district-level Business Partnerships from 38 to 45 (18% increase) during the 2021-22 school year.

1. Increase the District Services Survey (DSS) mean score from 4.34 (2021) to 4.39 (2022)
Departments Included in DSS:
 - Diversity, Equity and Inclusion
 - Business Services
 - Facilities and Operations
 - Human Resources
 - Office of the Superintendent
 - School Services (Offices of Assist. Supts.)
 - Special Education/Student Services
 - Assessment, Curriculum and instruction
 - Technology Services
2. Expend between 99% and 100% of revenue by the end of the 2021-2022 fiscal year.
3. 75% of ESSER III funding will be allocated to evidence-based interventions aimed specifically at addressing the interruption to student learning that occurred during the 2020-2021 school year.

	incidents. *WISE Dash	<p>○ compares and measures (Objective #22)</p> <table border="1" data-bbox="916 256 1440 867"> <thead> <tr> <th>Objective</th> <th>2021 Spring (% Meeting or Above)</th> <th>2021-22 Target (% Meeting or Above)</th> </tr> </thead> <tbody> <tr> <td>20a</td> <td>83%</td> <td>90%</td> </tr> <tr> <td>20b</td> <td>78%</td> <td>90%</td> </tr> <tr> <td>20c</td> <td>88%</td> <td>90%</td> </tr> <tr> <td>21a</td> <td>89%</td> <td>90%</td> </tr> <tr> <td>21b</td> <td>86%</td> <td>90%</td> </tr> <tr> <td>22a</td> <td>92%</td> <td>93%</td> </tr> <tr> <td>22b</td> <td>96%</td> <td>97%</td> </tr> </tbody> </table> <p>5. Increase the four-year graduation rate (certified) by 1% from 2021 to 2022</p>	Objective	2021 Spring (% Meeting or Above)	2021-22 Target (% Meeting or Above)	20a	83%	90%	20b	78%	90%	20c	88%	90%	21a	89%	90%	21b	86%	90%	22a	92%	93%	22b	96%	97%		
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<p>Progress Monitoring Measures</p>	<ul style="list-style-type: none"> ● Fall and Spring Panorama results ● Fall Staff Engagement Survey results ● Quarterly attendance reports / fidelity checks ● Quarterly OSS reports 	<ul style="list-style-type: none"> ● Fall, Winter <i>i-Ready</i> (5K - 8) ● AASD District Assessment Inventory ● High School failures/incompletes by grade level and content area per semester 	<ul style="list-style-type: none"> ● Monitor number of businesses engaged with HS Business Advisory groups and the Senior Business Advisory Team ● Monitor attendance at DEI and Community Engagement opportunities. 	<ul style="list-style-type: none"> ● District Services Survey results ● Department Rounding ● Monthly financial reports ● ESSER funding monitoring 																								

Prioritized Strategic Actions

- Focus Panorama roll out at the high school level by building understanding and the “why” behind the tool.
- Train and coach administrators and deans in Restorative Practices as an alternative to Out of School Suspensions (OSS)
- Trauma Informed Strategies for staff working with students with emotional behavioral disabilities or receiving services through this program.
- Data extract for Charter Sites and Dual enrollment for Primary vs. Secondary - consistency on how the data is reported (Panorama)
- Implement quarterly fidelity checks around the attendance process and procedures.
- Implementation of having community partners (i.e. TRAC) are part of site attendance teams.

- Develop common assessments in 4K for each unit of study.
- Complete Root Cause Analysis and implement PDSA Cycles for addressing achievement gaps among
 - Black and White students
 - EL and non-EL students
 - Students with Disabilities and Students without Disabilities
- Build staff capacity in Teacher Clarity and High-Performing PLCs through district late starts, PLCs, and staff development
- Align all staff Student Learning Objectives (SLOs) and Personal Professional Goals (PPGs) to site scorecards
- Implementation of Culturally & Linguistically Responsive (CLR) strategies and practices within all AASD classrooms

- All sites roll out the Family Engagement Survey by April, 2022
- All sites set a goal around family engagement
- Support, promote and engage with district-level Business Advisory groups
- Intentionally target Business Partnerships within each Career Pathway
- Support, promote, and engage with site and district-level Community Engagement opportunities
- Hardwire Community Newsletters (three times per year)
- Establish a baseline for Sense of Belonging for families within the Family Engagement District Survey (future goal for 2022-23).

- Maximize equalization aid from the state by managing expenses, allocating to Fund 46, and if prudent adding to Fund Balance
- Review and update the District’s long-range Facilities Improvement Plan and fund needed projects through the capital projects budget and possible referendum
- Utilize the “decision making model” for staffing requests
- Expend savings from benefit changes to increase employee compensation
- Work with Cenergistics to operationalize energy-saving measures across the District
- Develop process for principals and department leaders to plan for future spending of carryover dollars
- Spending of ESSER site funds will be approved by an assistant superintendent based on our guiding principles.
- All ESSER funded actions will be monitored in January and July.

	<ul style="list-style-type: none">• Implement an attendance symposium - Rebound and Re-engage• Implementation of Culturally & Linguistically Responsive (CLR) strategies and practices within all AASD classrooms / buildings			
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