



Understanding the 2020-21 State Report Card

**Steve Harrison
Appleton Area School District
Assistant Superintendent for Assessment, Curriculum & Instruction
November 2021**

Notes & Questions

Handout



2020-21 State Report Card Presentation

Report Card Overview	Report Card Priority Areas
Student Achievement	District Growth

Target Groups	On Track to Graduation
WSAS Data	AAASD Focus Areas

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Learning Intentions

- ❖ We will increase our understanding of the metrics used for the updated state report card.
- ❖ We will understand the 2020-21 growth and achievement outcomes for the AASD

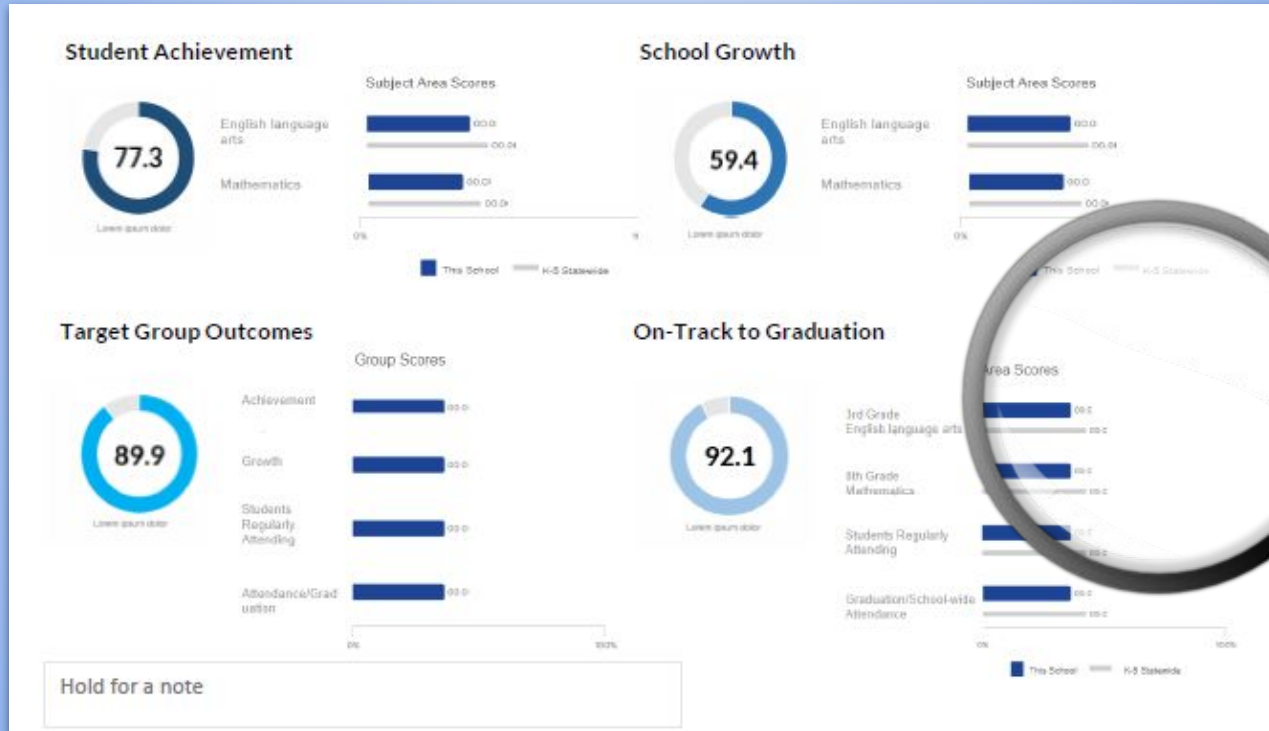


Success Criteria

- ❖ We will be able to make meaning of the data within the state report card.
- ❖ We will be able to identify key areas for focus as well as promising practices.



Walk-through of Updated Report Card



What's New for the 2020-21 Report Card?

[Handout](#)

- *Statement of Caution*
- *Visual Design Changes*
- *Target Group Outcomes Priority Areas*
- *Narrative Statement on Front Page*
- *No Deductions*
- *Course and Program Data*
- *New Cut Scores*



WISCONSIN DEPARTMENT OF
Public Instruction



What's New for the 2020-21 School and District Report Cards?

Background

This document highlights what is new in the 2020-21 report cards compared to the most recent report cards, which were released for the 2018-19 school year.

What's New?

Statement of Caution on the Front Page

The front page of the 2020-21 report card contains a statement urging **caution when interpreting scores and ratings due to the COVID-19 pandemic**. When reviewing the report card, please consider that up to three years of data are used in assessment-based measures of report cards. Since assessments were not administered in 2019-20, the 2020-21 report card use results from 2020-21, 2018-19, and 2017-18 school years with more weight given to more recent years.

Visual Design Changes

Changes in visual design are the most immediately obvious for anyone viewing the report cards. Though most calculations are the same, the **design changes are intended to make the report card more user-friendly**. This includes using fewer tables and more graphs, reducing text, and providing additional context for performance (e.g., scores within statewide distributions).

Target Group Outcomes Priority Area

The Closing Gaps priority area of the report card has been replaced by the Target Group Outcomes priority area to make the measure more reliable, inclusive, and actionable for schools and districts. Target Group Outcomes focuses students in **roughly the bottom quartile (25%) of performance** based on the prior year's test results. This priority area is scored using a **multiple measure system** from other priority areas - achievement, value-added growth, chronic absenteeism, and attendance or graduation rates. More information can be found in the **Target Group Outcomes Priority Area Help Guide** on the [Accountability Resources page](#).

Optional Narrative Statement on Front Page

The front page of the report card has a space reserved for an optional statement submitted by the school or district. This statement provides an **opportunity to include information beyond what the data in the report card capture**.

No Deductions

There are no longer five-point deductions for not meeting dropout and absenteeism specific rates. Dropout rates are still available in WISEdash. Chronic absenteeism has been incorporated into the On-Track and Target Group Outcomes priority areas. Additionally, the methodology for calculating chronic absenteeism has been aligned with that used in the federal ESSA accountability system.

Course and Program Data

State statute ([Wis. Stat. 115.385](#)) requires DPI to report course and program data annually in School and District Report Cards. The report cards contain participation information on postsecondary preparation and arts courses and programs for public schools and districts that serve grades 9-12. These data are provided for informational purposes only (not scored). Please see the "Course and Data Guide" on the [Accountability Resources page](#) for more information.



Changes to Category Cut Scores

NEW!!!

Accountability Rating Category	Accountability Score Range Previous		Accountability Score Range 2020-21	
	Minimum	Maximum	Minimum	Maximum
Significantly Exceeds Expectations ★★★★★	83	100	83	100
Exceeds Expectations ★★★★	73	82.9	70	82.9
Meets Expectations ★★★	63	72.9	58	69.9
Meets Few Expectations ★★	53	62.9	48	57.9
Fails to Meet Expectations ★	0	52.9	0	47.9

Past 4 Years of AASD Report Cards

2016-2017



Meets Expectations

2017-2018



Meets Expectations

2018-2019



Meets Expectations

2020-21



Exceeds Expectations



AASD & Comparable Districts



AASD & Comparable Districts

District	2020-21 Overall	Achievement	Growth	Target Group	On-Track
AASD	71.4 Exceeds Expectations	59.7 Meets Expectations	73.6 Exceeds Expectations	65.7 Meets Expectations	83.9 Sig. Exceeds Exp
Eau Claire	68.8 Meets Expectations	66.4 Meets Expectations	69.8 Meets Expectations	56.3 Meets Few Expectations	82.1 Exceeds Expectations
Green Bay	59.5 Meets Expectations	43.8 Fails to Meet Expect.	55.6 Meets Few Expectations	53.4 Meets Few Expectations	75.9 Exceeds Expectations
Janesville	56.8 Meets Few Expectations	56.3 Meets Few Expectations	49.9 Fails to Meet Expect.	44.5 Fails to Meet Expect.	79.9 Exceeds Expectations
Kenosha	56.3 Meets Few Expectations	53.3 Meets Few Expectations	48.9 Meets Few Expectations	45.0 Fails to Meet Expect.	80.7 Exceeds Expectations
Madison	70.2 Exceeds Expectations	59.1 Meets Expectations	75.5 Exceeds Expectations	61.1 Meets Expectations	78.1 Exceeds Expectations
Oshkosh	69.9 Meets Expectations	58.9 Meets Expectations	73.6 Exceeds Expectations	61.6 Meets Expectations	82.0 Exceeds Expectations
Racine	53.2 Meets Few Expectations	34.4 Fails to Meet Expect.	51.8 Meets Few Expectations	45.9 Fails to Meet Expect.	66.6 Meets Expectations
Sheboygan	63.5 Meets Expectations	55.2 Meets Few Expectations	62.2 Meets Expectations	50.5 Meets Few Expectations	80.9 Exceeds Expectations
Waukesha	70.4 Exceeds Expectations	61.1 Meets Expectations	68.9 Meets Expectations	65.8 Meets Expectations	85.2 Sig. Exceeds Exp
Wausau	68.0 Meets Expectations	62.5 Meets Expectations	64.1 Meets Expectations	58.6 Meets Few Expectations	86.2 Sig. Exceeds Exp

What is measured in the state report card?

Handout

Student achievement in ELA and Math	Measures the proficiency rate of students that have attend the school for a full academic year and participated in the State Assessment. (past 3 years of test results are used to calculate the score)
School Growth	Measures student academic growth by comparing the previous year and current year test scores.
Target Group Outcomes in ELA, Math, Attendance, and Graduation Rates	<p><i>The Target Group Outcomes priority area has two major changes from the Closing Gaps priority area.</i></p> <ol style="list-style-type: none">1. Use of a single target group instead of demographic groups Group students by prior performance, not demographics2. Simplify the measure “Mini report cards” score multiple measures just for the target group

What is measured in the state report card?

On Track and Postsecondary Readiness

In high schools a 4-year and a 7-year graduation rate are used to calculate this score. This score **includes all students in the graduating cohort**.

In elementary or middle school report cards **3rd grade ELA or 8th grade math performance** is measured.

Data Sources:

Resource: [Data At-a-Glance](#)

Assessments Used in Accountability:

Assessment	What	Who
ACT w/ Writing	ELA & Math composite scores	Grade 11 FAY students
DLM (Dynamic Learning Maps)	ELA & math results	Gr. 3-11 FAY students w/ the most significant cognitive disabilities
ACT Aspire <i>*2021-22 is the final year of the ACT Aspire</i>	ELA & math results	Gr. 9 & 10 FAY students
Forward	ELA & math results	Gr. 3-8 FAY students

Internal Progress Monitoring Metrics:

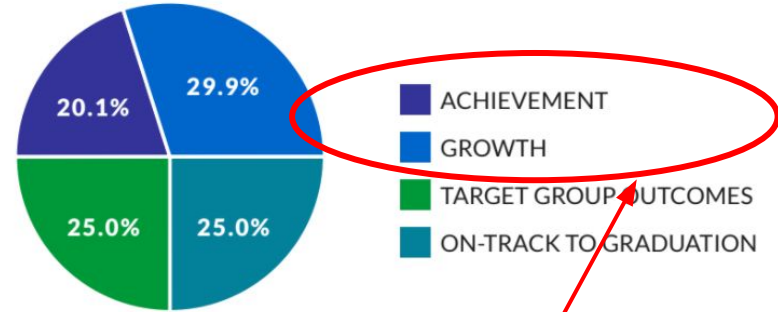
- *R.2.1.1 ELA Results Policy*
- *R.2.1.2 Math Results Policy*

Priority Area Weights

No two report cards have the exact same weights!

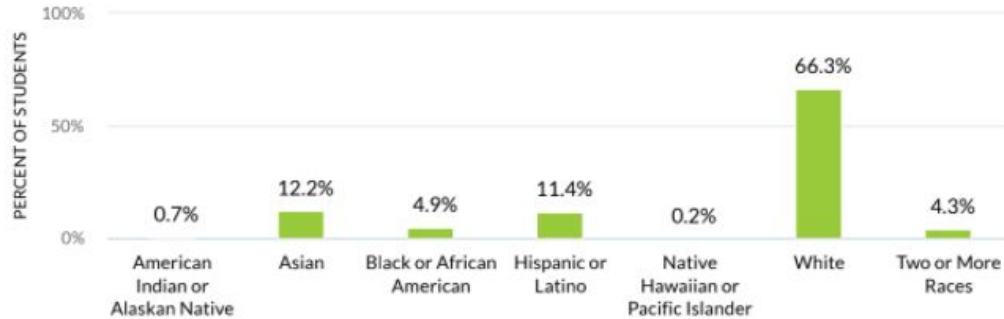
Knowing a school's or district's **EcD population** helps to understand the calculated **priority weights**.

PRIORITY AREA WEIGHTS



Student Groups

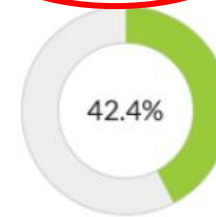
As EcD % \uparrow , Growth Weight % \uparrow and Achievement Weight % \downarrow .



STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Student Achievement (Based on 3 years of data)

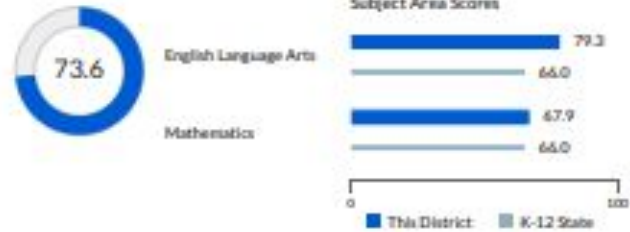


Priority Area Scores

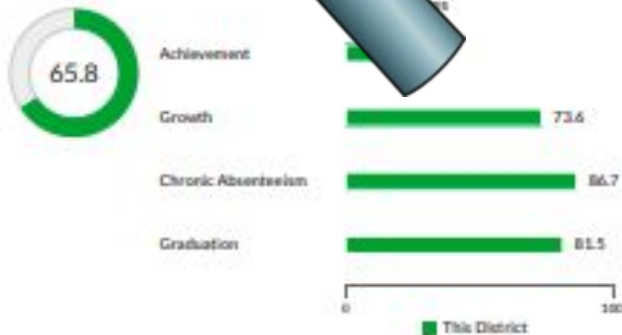
ACHIEVEMENT



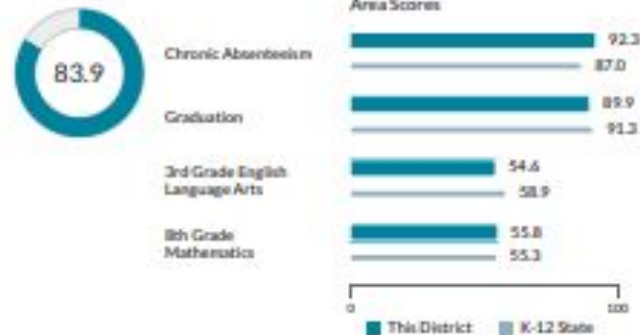
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION





ACHIEVEMENT

This priority area summarizes how this district's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: 60.3

Mathematics Score: 59.4

Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



MATHEMATICS



Performance Levels by Year

These graphs show district-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS



Student Achievement

(p 3)

- **Reminder: Achievement is based on up to three years of data (weighted more for more recent years):**
 - 2020-21 (1.5 weight)
 - 2018-19 (1.25 weight)
 - 2017-18 (1.0 weight)

The values that go into each year's weight depend upon how many years of data are available that meet our cell size (minimum number of students with data) of 20:

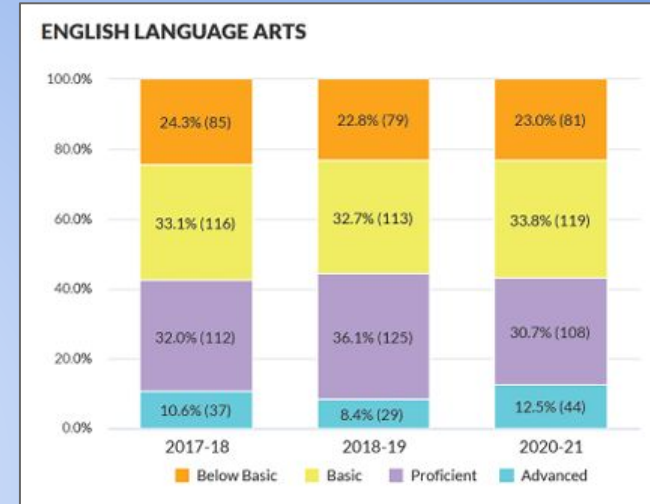
- Three years available: "Year weights" are 1.5 for the current year, 1.25 for the prior year, and 1 for the year before that; the number of students tested is averaged across all three years.
- Two years available: "Year weights" are 1.5 for the current year and 1 for the prior year; the number of students tested is averaged across only the current and prior years.
- One year available: No score. A minimum of two years available data are required to calculate a Student Achievement score.

Achievement Calculations

(page 3 of district report card)

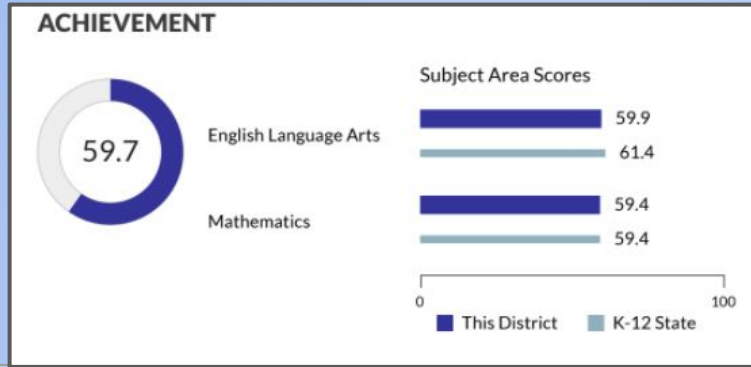
Weighted Proficiency

- *Annual Student average proficiency points based on (BB=0, B=0.5, P=1, A=1.5)*
- *Annual weight determined by 3 years of data (3rd yr=1, 2nd yr=1.25, 1st yr= 1.5)*



Performance Level	Points Multiplier	2017-18		2018-19		2020-2021	
		Student Count	Points	Student Count	Points	Student Count	Points
Advanced	1.5	37	55.5	29	43.5	44	66
Proficient	1.0	112	112	125	125	108	108
Basic	0.5	116	58	113	56.5	119	59.5
Below Basic	0.0	85	0	79	0	81	0
Total Tested		350	225.5	346	225	352	233.5

AASD Student Achievement Score



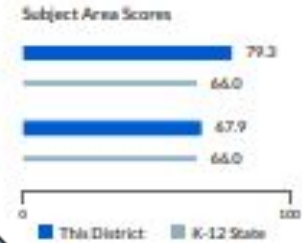
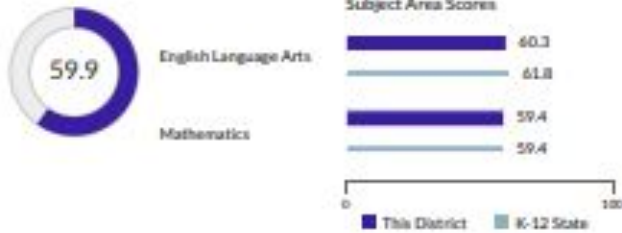
	2017-2018		2018-2019		2020-2021	
SCORE	District	State	District	State	District	State
Overall	63.5/100	63.0/100	62.2/100	62.3/100	59.7/100	60.4/100
ELA	31.3/50	32.1/50	30.8/50	31.6/50	59.9/100	61.4/50
Math	32.2/50	30.9/50	31.4/50	30.7/50	59.4.4/100	59.4/100

Student Growth

(Based on 2 years of data)

Priority Area Scores

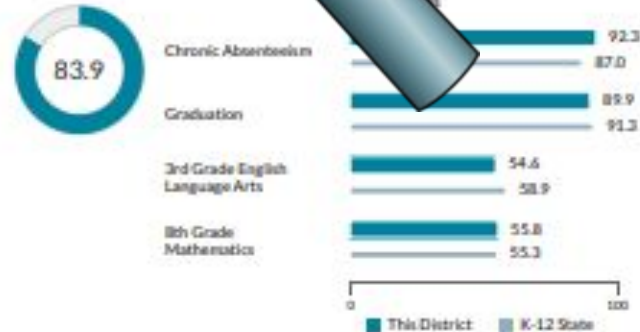
ACHIEVEMENT



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

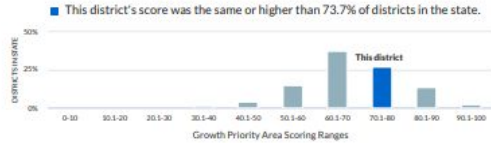




GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

Priority Area Score



English Language Arts Score: 79.3

Mathematics Score: 67.9

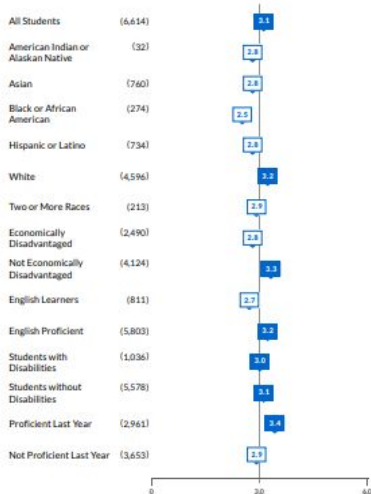
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS



Student Growth

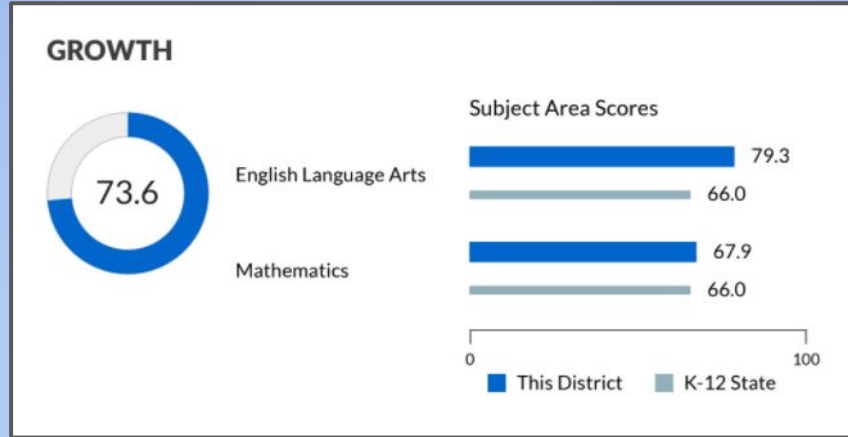
(page 4 - site/page 5 - district)

- Reminder: Based on up to three years of data (weighted more for more recent years):
 - 2018-19 to 2020-21 (1.5 weight)
 - 2017-18 to 2018-19 (1.0 weight)
 - 2016-17 to 2017-18 (0.5 weight)

Note that three years of value-added results are used, when available, in calculating the weighted average value-added scores. As in other parts of the report card, the current year is weighted more heavily than prior years' data:

- Three years available: "Year weights" are 1.5 for growth in the current year, 1 for the prior year, and 0.5 for the year before that; with results averaged across three years.
- Two years available: "Year weights" are 1.5 growth in for the current year, 1 for the prior year; with results averaged across both years.
- One year available: "Year weight" is 1 for growth in the current year.

AASD Growth Score



	2017-2018		2018-2019		2020-2021	
SCORE	District	State	District	State	District	State
Overall	61.3/100	66.0/100	68.9/100	66.0/100	73.6/100	66/100
ELA	29.2/50	33.0/50	35.9/50	33.0/50	79.3/100	66/100
Math	32.1/50	33.0/50	33.0/50	33.0/50	67.9/100	66/100

Target Group Outcomes

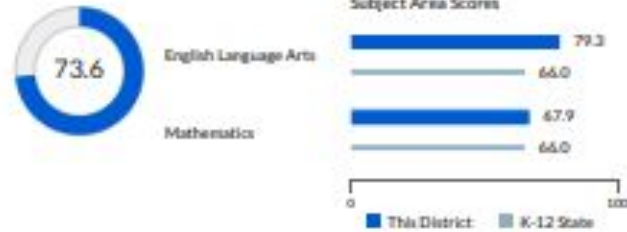
NEW!!!

Priority Area Scores

ACHIEVEMENT



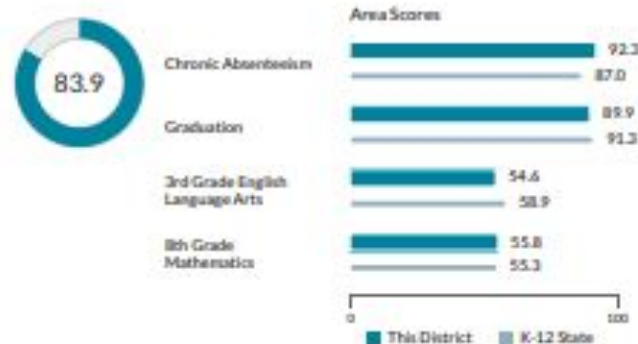
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION



Different than Closing Gaps

The Target Group Outcomes priority area has two major changes from the previous Closing Gaps priority area.

1. Use of a single target group instead of demographic groups

Group students by prior performance, not demographics

- It is roughly the bottom quartile of performers using the prior year's state assessment results.



2. Simplify the measure

“Mini report cards” score multiple measures just for the target group

What this means

- A target group based upon prior performance reflects and supports our focus on **continuous improvement**
- **Equity-focused** because focus on single student groups excluded students in groups <20. That will no longer be the case.
- Target group composition still disproportionately includes **historically marginalized populations**
- **Most schools** get a score

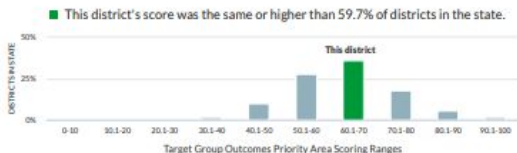
And the measure will be less influenced by changes in student population, which will lead to greater year-to-year stability of scores.



TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping districts focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score



Component Scores

ACHIEVEMENT

Score: 19.7

Average points-based proficiency rates.

English Language Arts



Mathematics



CHRONIC ABSENTEEISM

Score: 86.7

Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GROWTH

Score: 73.6

Value-added scores converted onto a 0-100 growth scale.

English Language Arts



Mathematics



GRADUATION

Score: 81.5

Average of 2019-20's 4- and 7-year cohort rates.



Target Group Outcomes

(p. 6)

- Assignment to **Target Group** based on 2018-19 state assessment data (due to 2019-20 pandemic)
- “Mini-report card” for a selected group
- Target Group scoring comes from same years used in all students measures.
- New weighting for Target Group Outcomes:

Table 2: Example Target Group Outcomes Priority Area Weighting

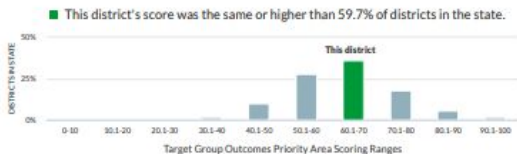
Target Group Outcomes Scoring Component	Weight (% of Target Group Outcomes Priority Area score) ¹
Achievement	20%
Growth	50%
Chronic Absenteeism	15%
Graduation or Attendance	15%



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Priority Area Score



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GRADUATION

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Average of 2019-20's 4- and 7-year cohort rates.



Target Group Outcomes

(p. 6)

- Based on up to three years of most recent information for:
 - Achievement scores (WI Forward/ACT Aspire/ACT)
 - Growth scores
 - % regularly attending/not chronically absent
 - Attendance/Grad rate
- All target group scores displayed in comparison with non-target group students in school/district

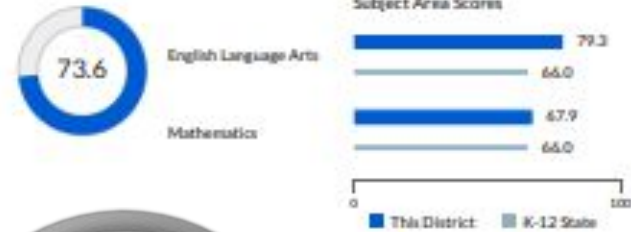
On-Track to Graduation

Priority Area Scores

ACHIEVEMENT



GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

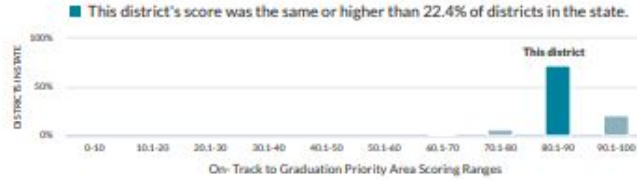




ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score



Component Scores

CHRONIC ABSENTEEISM

Score: 92.3

Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



GRADUATION

Score: 89.9

Average of 2019-20's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 54.6

Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 55.8

Average points-based proficiency rates.



On-Track to Graduation

(p. 7)

- Three Components:
 1. Chronic Absenteeism
 2. Graduation Rate or Attendance Rate
 3. 3rd-Grade ELA & 8th-Grade Mathematics
- Distribution across state
- Component scores with trend statements and state comparisons



ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

Student Group Chronic Absenteeism Rates, Single-Year

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	833,321	12.8%	831,563	13.1%	826,394	13.0%
All Students	14,658	6.7%	14,523	7.4%	14,239	8.8%
American Indian or Alaskan Native	89	21.3%	83	26.9%	89	24.7%
Asian	1,723	5.0%	1,721	5.0%	1,897	6.1%
Black or African American	725	16.0%	706	19.3%	663	19.6%
Hispanic or Latino	1,564	11.2%	1,624	12.2%	1,597	13.0%
Native Hawaiian or Pacific Islander	14	7.1%	22	9.1%	20	15.0%
White	10,125	5.5%	9,842	5.8%	9,610	7.4%
Two or More Races	418	6.5%	525	10.9%	563	13.7%
Economically Disadvantaged	5,941	11.2%	5,835	12.0%	5,626	14.4%
English Learners	1,946	7.5%	1,895	7.4%	1,801	7.7%
Students with Disabilities	2,211	11.4%	2,294	13.5%	2,321	16.2%

Student Group Graduation Rates

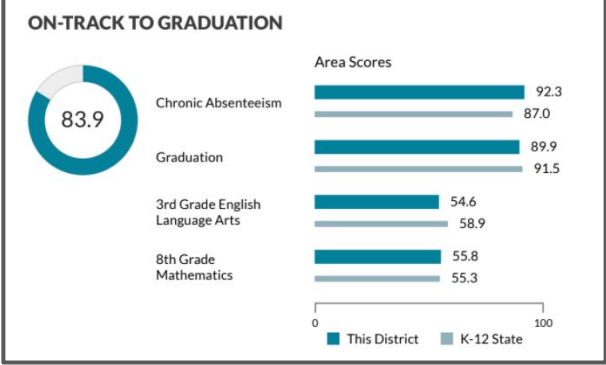
This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: K-12 State	87,022	60,310	90.0%	65,532	60,774	92.7%
All Students	1,168	1,026	87.8%	1,171	1,077	92.0%
American Indian or Alaskan Native	6	3	50.0%	8	7	87.5%
Asian	126	117	92.9%	132	125	94.7%
Black or African American	54	33	61.1%	54	43	79.6%
Hispanic or Latino	120	91	75.8%	90	80	88.9%
Native Hawaiian or Pacific Islander	3	1	33.3%	0	N/A	N/A
White	840	764	91.0%	882	818	92.7%
Two or More Races	19	17	89.5%	5	4	80.0%
Economically Disadvantaged	371	280	75.5%	370	318	85.9%
English Learners	85	66	77.6%	96	88	91.7%
Students with Disabilities	145	93	64.1%	117	95	81.2%

On-Track to Graduation

(p. 8)

- **Chronic Absenteeism**
 - students who are enrolled for at least 90 days during the school year are included. Enrollment need not be continuous to meet the 90-day threshold.
- **Graduation or Attendance**
 - based on a single year of data



	2017-2018		2018-2019		2020-2021	
SCORE	District	State	District	State	District	State
Overall	84.4/100	85.0/100	83.6/100	84.8/100	83.9/100	82.9/100
3rd Grade ELA	6.0/10	6.3/10	5.7/10	6.2/10	54.6/100	59.9/100
8th Grade Math	5.9/10	5.7/10	5.9/10	5.7/10	55.8/100	55.3/100
Attendance Rate	37.3/40	36.7/40	37.5/40	36.6/40	92.3/100 (chronic abs.)	87.0/100 (chronic abs.)
Graduation Rate	35.2/40	36.3/40	34.5/40	36.3/40	89.9/100	91.5/100



Postsecondary Preparation

(p. 9)

POSTSECONDARY PREPARATION, 2019-20

Section 115.385 (d)1-5, Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
District	State	District	State	District	State	District	State
20.2%	19.2%	32.3%	17.8%	0.8%	1.4%	0.6%	2.4%

963 students successfully completed at least one Advanced Placement or International Baccalaureate course.

1,543 students successfully completed at least one dual enrollment course.

37 students earned at least one industry-recognized credential.

30 students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the district participating in different types of postsecondary preparation opportunities with the percentages for the state. All groups present in the district are shown. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	41	3,044	7.3%	7.7%	17.1%	12.3%	0.0%	0.5%	0.0%	0.9%
Asian	545	10,028	15.2%	27.3%	33.4%	17.9%	0.6%	1.1%	0.9%	1.4%
Black or African American	261	24,232	6.5%	11.5%	21.5%	9.9%	0.0%	0.3%	0.0%	0.8%
Hispanic or Latino	505	31,812	10.5%	14.7%	28.3%	14.1%	0.6%	0.9%	0.0%	1.4%
Native Hawaiian or Pacific Islander	7	192	0.0%	18.2%	0.0%	15.1%	0.0%	1.6%	0.0%	0.0%
White	3,321	188,332	23.9%	20.8%	34.1%	19.7%	0.9%	1.6%	0.8%	2.8%
Two or More Races	95	9,226	12.8%	16.1%	24.2%	13.3%	0.0%	1.1%	0.0%	1.4%
Economically Disadvantaged	1,673	97,617	8.1%	11.0%	25.8%	13.7%	0.6%	0.8%	0.4%	1.7%
English Learners	471	13,412	2.5%	8.7%	23.4%	14.1%	0.2%	0.5%	0.2%	1.3%
Students with Disabilities	720	34,473	1.3%	2.9%	19.3%	10.2%	0.6%	0.5%	0.3%	1.4%

- Informational only (no scoring)
- Grades 9-12 only
- Percentages of students at school who participated in four categories:
 - Placement
 - Advanced Dual enrollment
 - Industry-recognized credentials
 - Work-based learning
- Student group level data
- State comparisons for school and student groups



Arts Course Information

(p. 10)

ARTS COURSE INFORMATION, 2019-20

Section 115.385 (d)6, Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores.

Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
District	State	District	State	District	State	District	State
23.4%	24.7%	2.5%	0.3%	28.7%	21.3%	3.0%	1.9%
1,115 students successfully completed at least one art & design course.		118 students successfully completed at least one dance course.		1,371 students successfully completed at least one music course.		142 students successfully completed at least one theater course.	

Student Group Participation

This table compares the percentages of students in the district completing different types of arts courses with the percentages for the state. All groups present in the district are shown. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	41	3,044	19.5%	27.9%	0.0%	0.1%	12.2%	17.3%	2.4%	1.2%
Asian	545	10,028	27.9%	25.8%	2.2%	0.3%	31.7%	21.8%	1.8%	1.5%
Black or African American	261	24,232	21.1%	27.9%	1.9%	0.5%	20.7%	13.8%	3.8%	4.1%
Hispanic or Latino	505	31,812	21.6%	26.2%	1.4%	0.3%	20.0%	15.5%	1.4%	1.8%
Native Hawaiian or Pacific Islander	7	192	0.0%	24.0%	0.0%	0.5%	28.6%	22.4%	0.0%	2.1%
White	3,321	188,332	23.2%	23.9%	2.8%	0.3%	30.5%	23.4%	3.4%	1.7%
Two or More Races	95	9,226	21.1%	23.9%	2.1%	0.4%	25.3%	19.8%	1.1%	1.9%
Economically Disadvantaged	1,673	97,617	24.7%	26.9%	2.3%	0.3%	22.1%	17.4%	2.6%	2.3%
English Learners	471	13,412	27.0%	29.0%	1.3%	0.2%	20.4%	13.0%	1.3%	1.4%
Students with Disabilities	720	34,473	24.0%	25.4%	2.8%	0.3%	16.9%	14.3%	2.5%	1.9%

- **Informational only (no scoring)**
- **Grades 9-12 only**
- **Percentages of students at school who participated in four course types:**
 - Art & Design
 - Dance
 - Music
 - Theatre
- **Student group level data**
- **State comparisons for school and student groups**

2020-21 Wisconsin Student Assessment Systems (WSAS) Data



Observations - ELA

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	573,785	8.6%	33.7%	34.0%	23.7%	572,416	8.0%	32.7%	34.1%	25.3%	493,160	6.9%	31.5%	35.2%	26.5%
All Students	9,699	7.1%	33.4%	35.8%	23.7%	9,716	7.1%	31.4%	37.0%	24.5%	8,373	6.6%	30.0%	35.7%	27.7%
American Indian or Alaskan Native	59	3.4%	22.0%	37.3%	37.3%	54	3.7%	24.1%	35.2%	37.0%	43	0.0%	11.6%	37.2%	51.2%
Asian	1,148	4.2%	21.1%	44.9%	29.8%	1,139	5.0%	20.1%	45.2%	29.7%	986	4.2%	18.3%	40.0%	37.6%
Black or African American	493	1.8%	13.6%	33.5%	51.1%	459	2.6%	15.3%	28.8%	53.4%	360	1.1%	11.4%	34.2%	53.3%
Hispanic or Latino	1,009	1.8%	20.1%	39.9%	38.2%	1,064	1.1%	21.3%	39.2%	38.3%	940	2.3%	17.9%	36.3%	43.5%
Native Hawaiian or Pacific Islander	12	0.0%	16.7%	41.7%	41.7%	13	0.0%	7.7%	61.5%	30.8%	8	0.0%	12.5%	25.0%	62.5%
White	6,796	8.8%	39.3%	33.8%	18.1%	6,733	8.8%	36.2%	35.9%	19.1%	5,729	8.3%	35.6%	34.8%	21.3%
Two or More Races	182	7.1%	20.3%	37.4%	35.2%	254	5.9%	26.4%	36.2%	31.5%	307	3.9%	24.8%	37.1%	34.2%
Economically Disadvantaged	3,768	1.9%	20.9%	39.3%	37.9%	3,758	2.4%	19.9%	40.7%	37.0%	3,286	2.3%	18.3%	37.5%	41.9%
English Learners	1,315	0.5%	13.0%	42.8%	43.7%	1,298	0.5%	13.4%	42.6%	43.5%	1,102	0.7%	9.3%	36.3%	53.7%
Students with Disabilities	1,477	1.0%	9.3%	26.1%	63.5%	1,525	1.1%	8.9%	27.7%	62.4%	1,385	0.9%	8.6%	26.1%	64.4%

Observations - Math

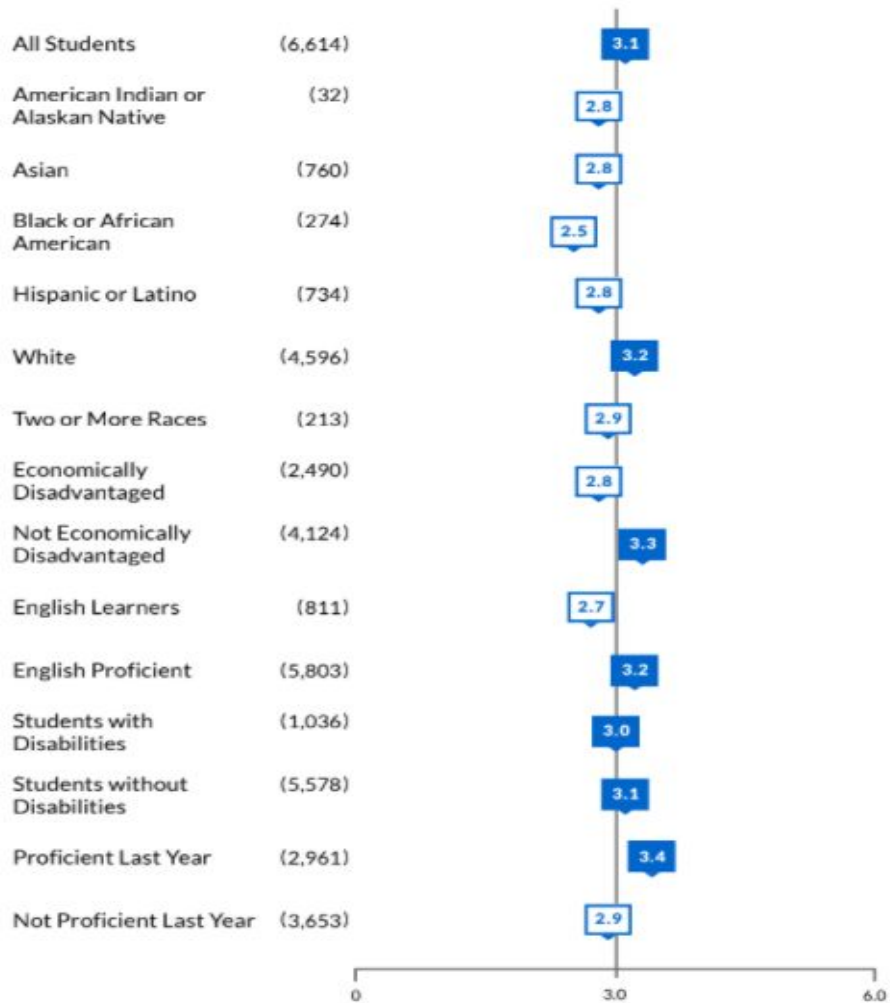
MATHEMATICS

	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	574,706	9.2%	32.6%	31.2%	27.0%	573,211	9.4%	31.6%	30.8%	28.2%	493,047	7.0%	29.4%	31.6%	32.0%
All Students	9,696	8.9%	33.5%	32.7%	24.9%	9,717	8.7%	32.1%	34.1%	25.1%	8,348	6.3%	27.9%	32.9%	33.0%
American Indian or Alaskan Native	57	3.5%	17.5%	45.6%	33.3%	56	1.8%	26.8%	39.3%	32.1%	43	0.0%	14.0%	37.2%	48.8%
Asian	1,148	5.3%	23.2%	38.8%	32.8%	1,139	6.0%	22.7%	38.5%	32.7%	986	4.3%	17.2%	32.7%	45.8%
Black or African American	493	1.4%	12.6%	30.0%	56.0%	456	2.0%	12.3%	30.9%	54.8%	355	0.3%	9.3%	24.8%	65.6%
Hispanic or Latino	1,010	2.8%	18.5%	38.6%	40.1%	1,064	2.7%	20.1%	36.5%	40.7%	940	1.9%	13.1%	31.6%	53.4%
Native Hawaiian or Pacific Islander	12	0.0%	0.0%	41.7%	58.3%	13	0.0%	15.4%	30.8%	53.8%	7	0.0%	0.0%	0.0%	100.0%
White	6,793	11.1%	39.4%	30.9%	18.6%	6,735	10.7%	37.3%	33.1%	18.9%	5,710	7.8%	33.9%	33.7%	24.6%
Two or More Races	183	5.5%	25.1%	31.7%	37.7%	254	5.5%	24.8%	35.4%	34.3%	307	4.6%	20.5%	32.2%	42.7%
Economically Disadvantaged	3,765	2.7%	21.4%	36.6%	39.3%	3,761	3.1%	21.2%	37.0%	38.7%	3,271	1.7%	16.8%	32.4%	49.0%
English Learners	1,317	1.1%	14.1%	39.6%	45.3%	1,302	1.4%	16.1%	37.0%	45.5%	1,098	0.7%	8.6%	28.2%	62.5%
Students with Disabilities	1,475	2.1%	10.5%	22.8%	64.6%	1,525	1.4%	11.7%	24.9%	62.0%	1,381	1.5%	9.6%	20.4%	68.4%

ENGLISH LANGUAGE ARTS



MATHEMATICS



Actions: Universal Focus

- ★ Focus on essential ELA and Math Standards
- ★ Engage in Root Cause Analysis at district and site levels
- ★ Intentional focus within Continuous School Improvement Plans through Plan/Do/Study/Act



Efforts on Closing Achievement/Opportunity Gaps within the AASD



Focused Efforts

Students with Disabilities:

Elementary - Footprints (ELA), Bridges (Math)

Middle - Standards-based course development alignment with regular education;
Delivery Model based on skills, Unique Curriculum for 1%, Integrated PLCs

HS - Standards-based course development alignment with regular education;
Delivery Model based on skills, Unique Curriculum for 1%, Integrated PLCs

English Learners:

Elementary - Lesson Study; EL Supports within Universal Instruction

Middle - PLC/Rtl focus

HS - Instructional coaching model, Targeted school counselor for Newcomers

Focused Efforts

Graduation Rates/Gaps:

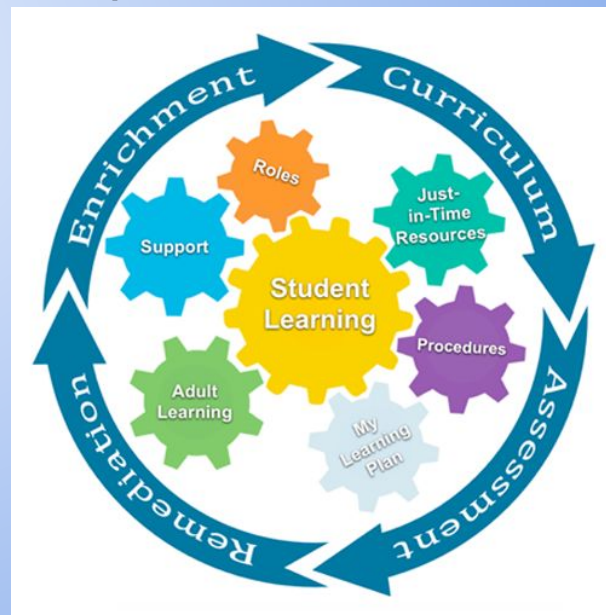
- ❖ Alternative Ed. Programming
- ❖ STAR Program
- ❖ Cultural Advisors/Community Outreach Supports
- ❖ Graduation Coaches
- ❖ Credit Recovery Teachers



Focused Efforts

Universal Instruction:

- ❖ K-6 Essential ELA Standards Work
- ❖ K-6 Essential Math Standards Work
- ❖ 7-12 Standards Based Course Development
- ❖ Teacher Clarity
- ❖ CLR Champions
- ❖ **High-functioning PLCs**



Additional Programming Areas Being Explored and Developed

Wrap Around Support School(s):

- Providing wrap around supports for identified elementary school that focus on instructional coaching supports for administrator and lab classroom opportunities



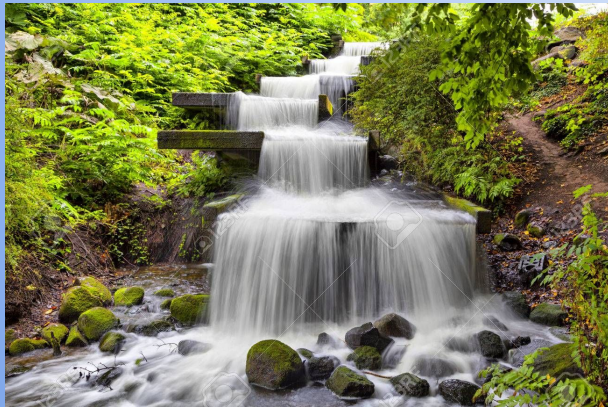
Additional Programming Areas Being Explored and Developed

Community Schools:

- Designed to integrate programs to promote and build both individual and community wellness (often including health care).
- Strengthen extended learning opportunities in the form of additional or extended school days.
- Expand organized extracurricular before or after school programs.
- Ensure a local school community/neighborhood commitment to high quality educational outcomes.

Ongoing Internal Efforts

 Appleton Area School District 2021-22 Scorecard				
Link to 2021-22 Department Scorecards				
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 <small> Link to Staff Engagement Results 2020-21 OSS Data - Wise Dash Attendance Data - Wise Dash </small>	Student Success <small> Link to Elementary Data 2020-21 Link to Middle Level Data 2020-21 Link to High School Data 2020-21 Historical Data </small>	Family & Community Partnerships <small> Link to Family Engagement Results 2020-21 </small>	Resources & Operational Excellence <small> Link to District Services Results 2020-21 </small>
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.



District



Departments



Sites

Report Card Resources

Go to <http://dpi.wi.gov/accountability/report-cards>

2020-21 Resources

Communication & Interpretive Resources

- [Report Cards At a Glance](#)
- [Report Card Guide](#)
- [What's New in the 2020-21 Report Card](#)
- [Target Groups Outcome Guide](#)

Technical & Data Resources

- [Data At-a-Glance](#)
- [Report Card Weighting Calculator](#)
- [Secure Release Checksheet](#)
- [Technical Guide](#)
- [Guide to Correctable Data](#)
- [Target Group Spreadsheet Dictionary](#)
- [Points-Based Proficiency Spreadsheet](#)



Learning Intentions

- ❖ We will increase our understanding of the metrics used for the updated state report card.
- ❖ We will understand the 2020-21 growth and achievement outcomes for the AASD



Success Criteria

- ❖ We will be able to make meaning of the data within the state report card.
- ❖ We will be able to identify key areas for focus as well as promising practices.

