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Understanding the 2021-22 State Report Card

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Appleton Area School District
Assistant Superintendent for Assessment, Curriculum & Instruction
November 2022



zoom

Notes & Questions



2021-22 State Report Card Presentation

Report Card Overview

Student Achievement	District Growth

Target Groups

On Track to Graduation

Efforts to Close Achievement/Opportunity Gaps	

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Board Room



Learning Intentions

- ❖ We will increase our understanding of the metrics used for the updated state report card.
- ❖ We will understand the 2021-22 growth and achievement outcomes for the AASD

LEARNING
INTENTIONS

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.



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State Report Card Cut Scores



Accountability Rating Category	Accountability Score Range	
	Minimum	Maximum
Significantly Exceeds Expectations ★★★★★	83	100
Exceeds Expectations ★★★★	70	82.9
Meets Expectations ★★★	58	69.9
Meets Few Expectations ★★	48	57.9
Fails to Meet Expectations ★	0	47.9

2021-22 AASD Report Card

Overall Score

66.6

Meets Expectations

★★★



Past Five Year of Report Card Results



2016-2017



Meets Expectations

2017-2018



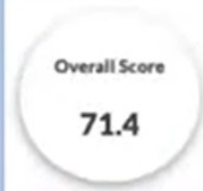
Meets Expectations

2018-2019



Meets Expectations

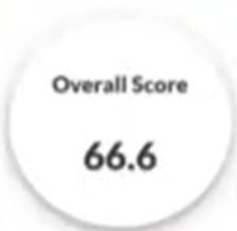
2020-21



Exceeds Expectations



2021-22



Meets Expectations



but...



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AASD & Comparable Districts



District	2021-22 Overall	Achievement	Growth	Target Group	On-Track to Graduation
AASD	66.6 Meets Expectations	58.5 Meets Expectations	69.8 Meets Expectations	56.2 Meets Few Expectations	80.8 Exceeds Expectations
Eau Claire	68.7 Meets Expectations	64.7 Meets Expectations	69.8 Meets Expectations	57.3 Meets Few Expectations	82.3 Exceeds Expectations
Green Bay	58.3 Meets Expectations	41.8 Fails to Meet Expect.	59.4 Meets Expectations	48.6 Meets Few Expectations	72.2 Exceeds Expectations
Janesville	60.2 Meets Expectations	54.5 Meets Few Expectations	56.5 Meets Few Expectations	50.2 Meets Few Expectations	78.9 Exceeds Expectations
Kenosha	57.1 Meets Few Expectations	49.7 Meets Few Expectations	52.7 Meets Few Expectations	46.4 Fails to Meet Expect.	78.2 Exceeds Expectations
Madison	67.5 Meets Expectations	57.0 Meets Few Expectations	73.6 Exceeds Expectations	58.0 Meets Expectations	77.0 Exceeds Expectations
Oshkosh	68.7 Meets Expectations	56.6 Meets Few Expectations	73.6 Exceeds Expectations	59.5 Meets Expectations	81.6 Exceeds Expectations
Racine	50.5 Meets Few Expectations	31.7 Fails to Meet Expect.	53.7 Meets Few Expectations	37.2 Fails to Meet Expect.	64.1 Meets Expectations
Sheboygan	60.1 Meets Expectations	52.7 Meets Few Expectations	60.3 Meets Expectations	45.4 Fails to Meet Expect.	78.0 Exceeds Expectations
Waukesha	67.7 Meets Expectations	59.6 Meets Expectations	64.1 Meets Expectations	63.0 Meets Expectations	82.3 Exceeds Exp



AASD & Comparable Districts



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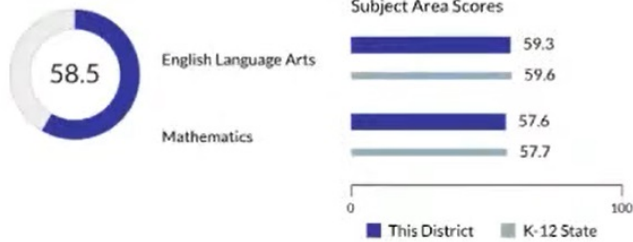


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Walk-through of Report Card

Priority Area Scores

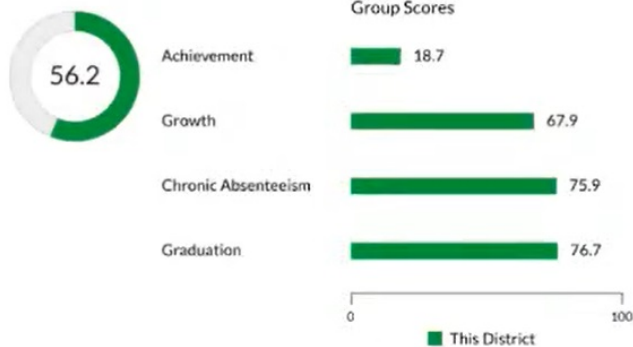
ACHIEVEMENT



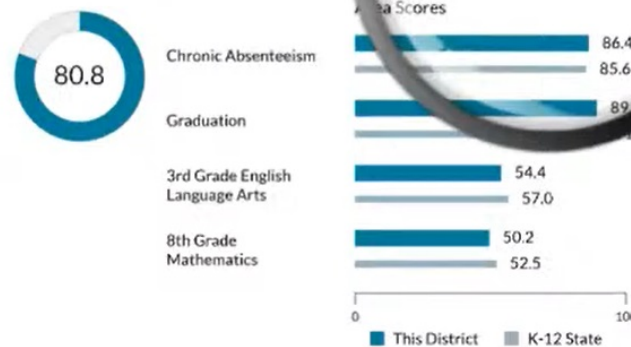
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION



What is measured in the state report card?



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

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

- 1. Use of a single target group instead of demographic groups**
Group students by prior performance, not demographics
- 2. Simplify the measure**
“Mini report cards” score multiple measures just for the target group

zoom

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:

Assessments Used in Accountability:

Resource: [Data A](#)



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

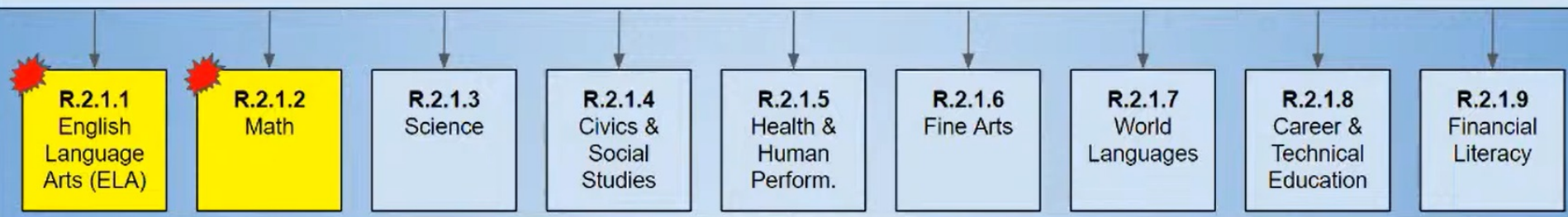
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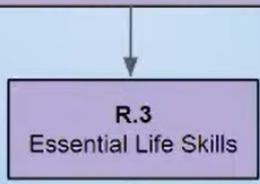
R.1 Mega Result

Students will graduate academically, socially, and emotionally prepared for success in their personal careers, and continuing education; and committed to lead, care for, and contribute to their community.

Nine Academic Achievement Results Policies measuring the **progress** towards achieving the **academic** indicators that support the Mega Result Goal:



One Essential Life Skills Results Policy measuring the **progress** towards achieving skills indicators that support the Mega Result Goal:



Two Operational Expectations Policies measuring **compliance** of meeting the learning environment and instructional program indicators





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Priority Area Weights

No two report cards have the exact same weights!

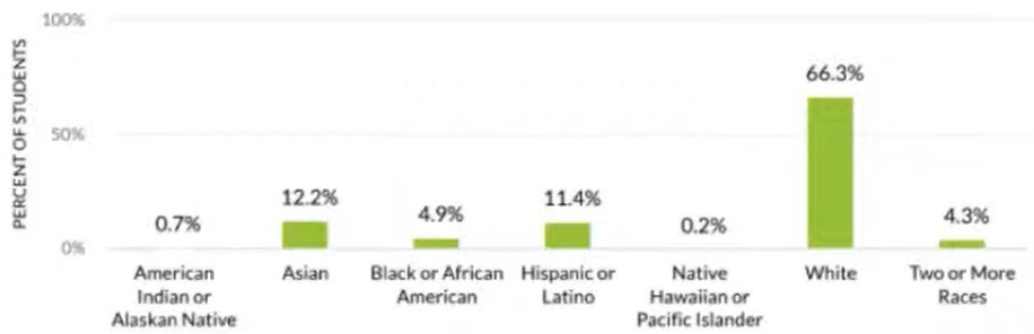
Knowing a school's or district's **EcD population** helps to understand the calculated **priority weights**.

PRIORITY AREA WEIGHTS



Student Groups

As EcD % ↑ , Growth Weight % ↑ and Achievement Weight % ↓.

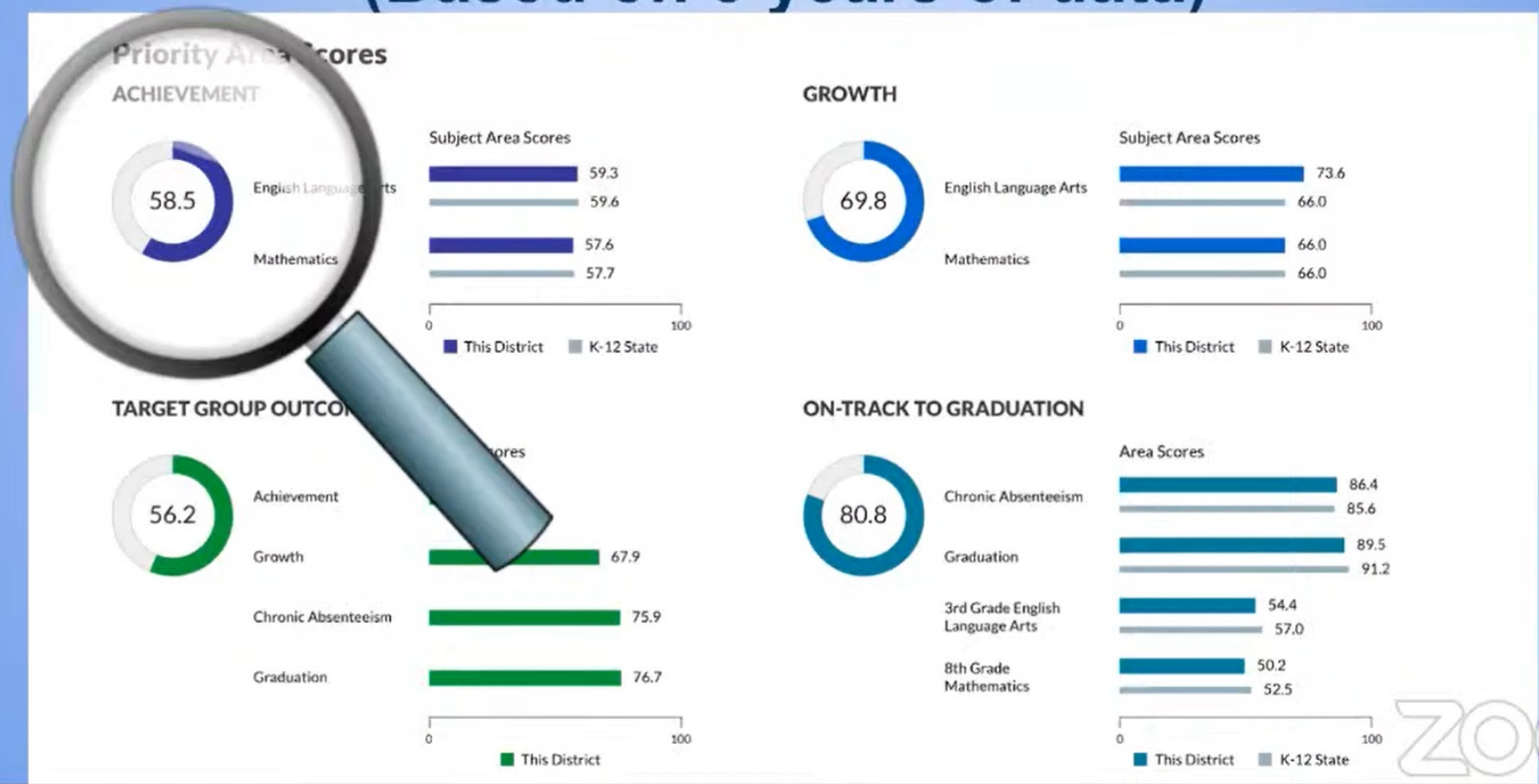


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Student Achievement (Based on 3 years of data)





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Student Achievement

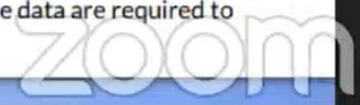
(p 3)

- 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.



Appleton Area District Report Card Report Card, 2021-22

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 subcores.

Priority Area Score

58.5

English Language Arts Score: 59.7
Mathematics Score: 57.6

This district's score was the same or higher than 39.0% of districts in the state.

Student Group Achievement, 2021-22 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

ENGLISH LANGUAGE ARTS

Student Group	Score	Change
All students (15,470)	58.5	+ 0.1
White (11,410)	61.1	+ 0.8
Hispanic or Latinx (2,040)	49.4	- 0.3
Black or African American (1,820)	47.4	- 0.1
Two or more races (1,200)	54.8	+ 0.1
Female (7,520)	58.5	+ 0.1
Male (7,950)	58.5	+ 0.1
English Learners (1,340)	50.7	+ 0.2
Students with Disabilities (1,480)	51.4	+ 0.1

MATHEMATICS

Student Group	Score	Change
All students (15,470)	57.6	+ 0.3
White (11,410)	61.1	+ 0.8
Hispanic or Latinx (2,040)	51.1	+ 0.2
Black or African American (1,820)	50.9	+ 0.2
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English Learners (1,340)	50.9	+ 0.2
Students with Disabilities (1,480)	54.4	+ 0.1

Performance Levels by Year

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

ENGLISH LANGUAGE ARTS

Year	Advanced	Proficient	Basic	Below Basic	Total
2019-20	23.4%	52.3%	21.7%	2.6%	17,500
2020-21	23.0%	52.1%	21.7%	2.2%	16,420
2021-22	23.4%	52.3%	21.7%	2.6%	15,470

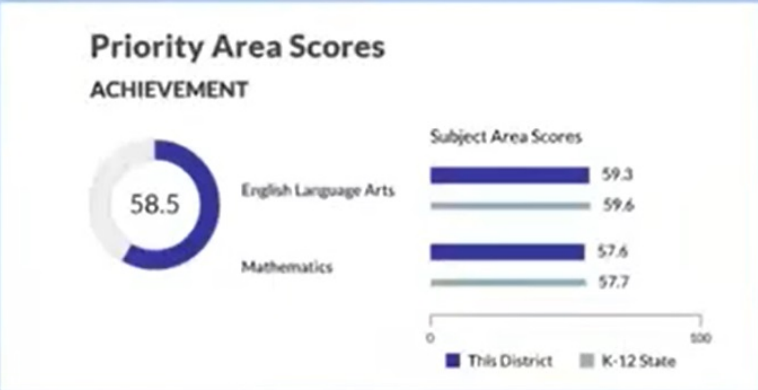
MATHEMATICS

Year	Advanced	Proficient	Basic	Below Basic	Total
2019-20	8.7%	37.0%	49.3%	4.0%	17,500
2020-21	8.4%	37.0%	49.3%	4.3%	16,420
2021-22	8.7%	37.0%	49.3%	4.0%	15,470



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AASD Student Achievement Score



SCORE	2018-2019		2020-2021		2021-2022	
	District	State	District	State	District	State
Overall	62.2/100	62.3/100	59.7/100	60.4/100	58.5/100	58.7/100
ELA	30.8/50	31.6/50	59.9/100	61.4/100	59.3/100	59.6/100
Math	31.4/50	30.7/50	59.4/100	59.4/100	57.6/100	57.7/100



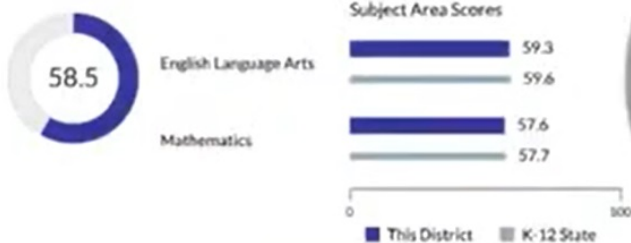
Student Growth (Based on 2 years of data)



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Priority Area Scores

ACHIEVEMENT



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATE



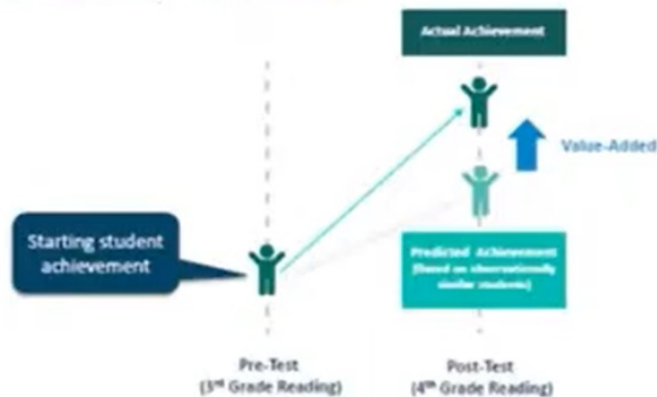
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Growth - Value-Added

(page 5 - district)

Value-Added: A Visual Representation

$$\text{Value-Added} = \text{Actual} - \text{Predicted}$$



Appleton Area District Report Card

GROWTH

This priority area measures year-to-year student progress on statewide tests, it uses a value-added model beyond the influence of educators. A high value-added score means that an average student in the district outperformed similar students. Growth is scored from 0 to 100 to match the other priority areas and to a conversion from

Priority Area Score



English Language Arts Score: 73.4
Mathematics Score: 66.2



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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 do not have a score displayed. Shaded boxes indicate higher than average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS



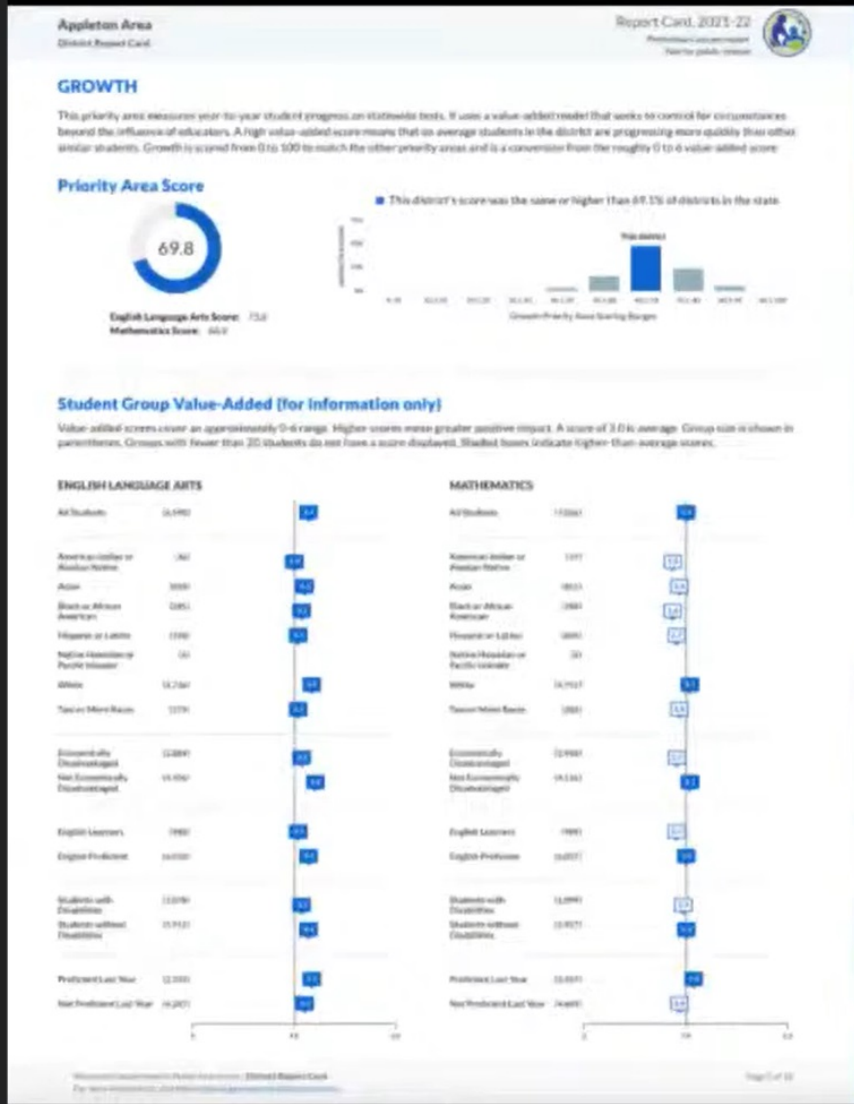
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Student Growth (p. 5 - district)

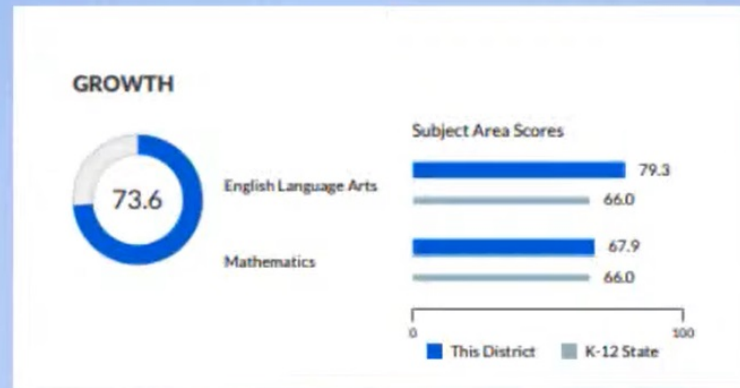
- Growth score with trend description
- Based on **Math & ELA Achievement Data Only**
- Achievement scores from 2021-22, 2020-21, 2018-19, & 2017-18 State assessments (no DLM)
- Demographic control variables from WISEdata Spring Demographic Snapshot. Includes FAY tested students only.
- Reminder: Value Added Growth is required per state statute
- A value of less than 3 means we are NOT moving this student group forward.



AASD Growth Score



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	2018-2019		2020-2021		2021-2022	
SCORE	District	State	District	State	District	State
Overall	62.2/100	62.3/100	73.6/100	66/100	69.8/100	66/100
ELA	30.8/50	31.6/50	79.3/100	66/100	73.6/100	66/100
Math	31.4/50	30.7/50	67.9/100	66/100	66.6/100	66/100

zoom



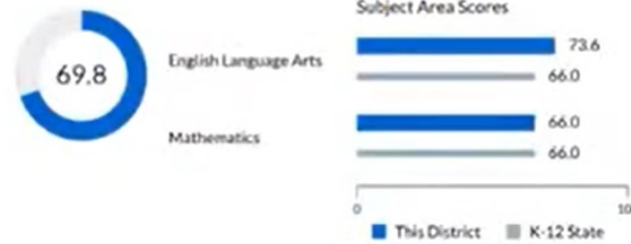
Target Group Outcomes

Priority Area Scores

ACHIEVEMENT



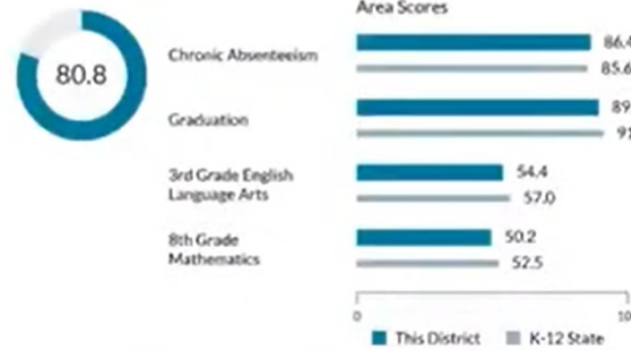
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION





Board Room

Target Group Outcomes

(page 5 - site/page 6 - district)

- “Mini-report card” for a selected group
- Target Group scoring comes from same years used in all students measures.



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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Target Group Outcome

(page 5 - site/page 6 - district)

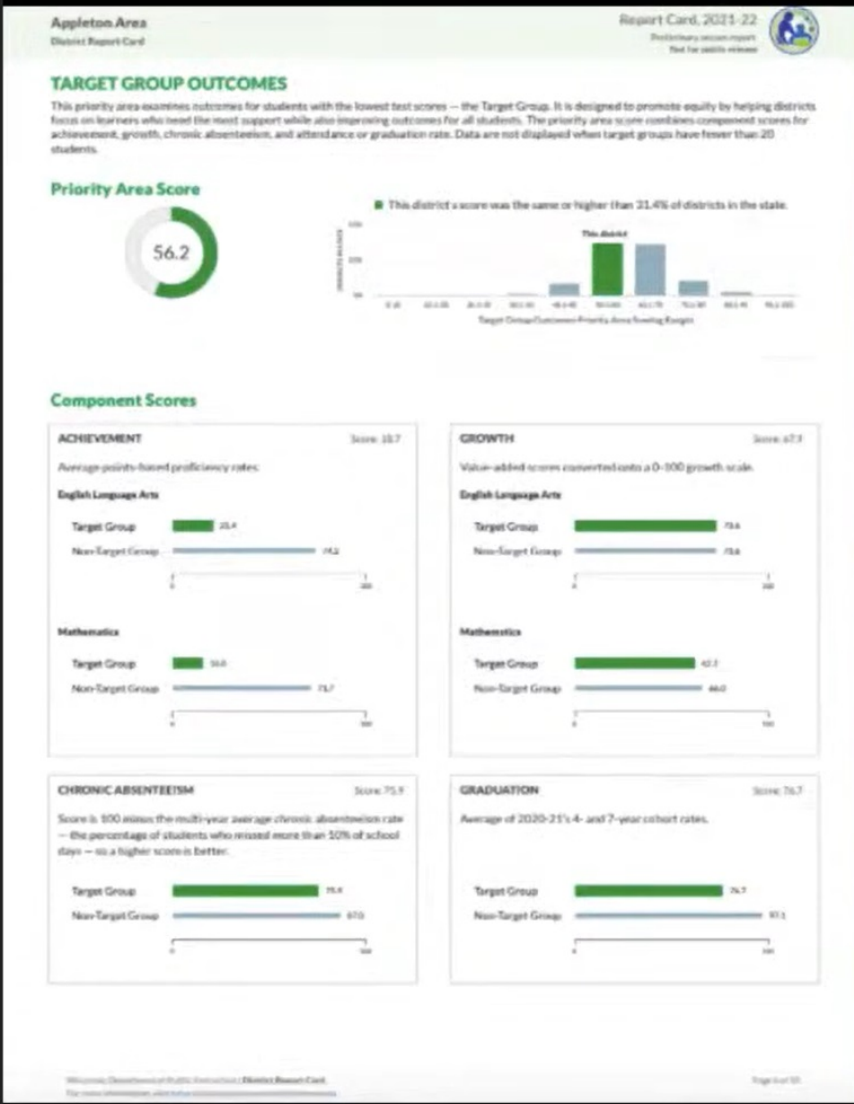
- ASSIGNMENT TO the Target Group was based on 2020-21 state assessment data.

ELA and Math Performance on

- WI Forward Exam
- ACT Aspire



- SCORING OF the Target Group was based on 2021-22 data in achievement, growth, absenteeism, and graduation or attendance.





HOW THE TARGET GROUP IS CREATED EACH YEAR

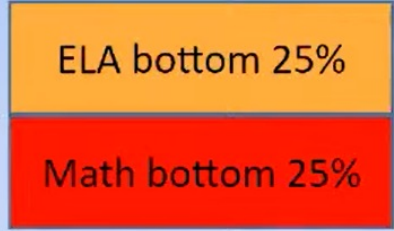
① Look at:

Prior year's WI Forward and ACT Aspire results



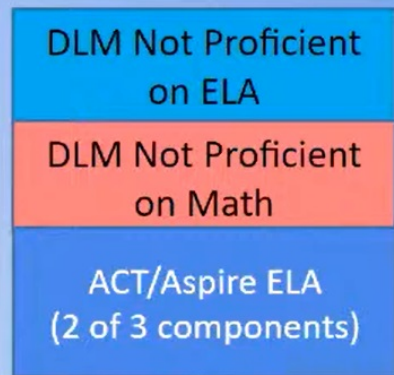
(FAY does NOT apply here)

② Calculate



Some students make be in the bottom 25% of both ELA and Math but will be only placed into the lower of the two.

③ Add

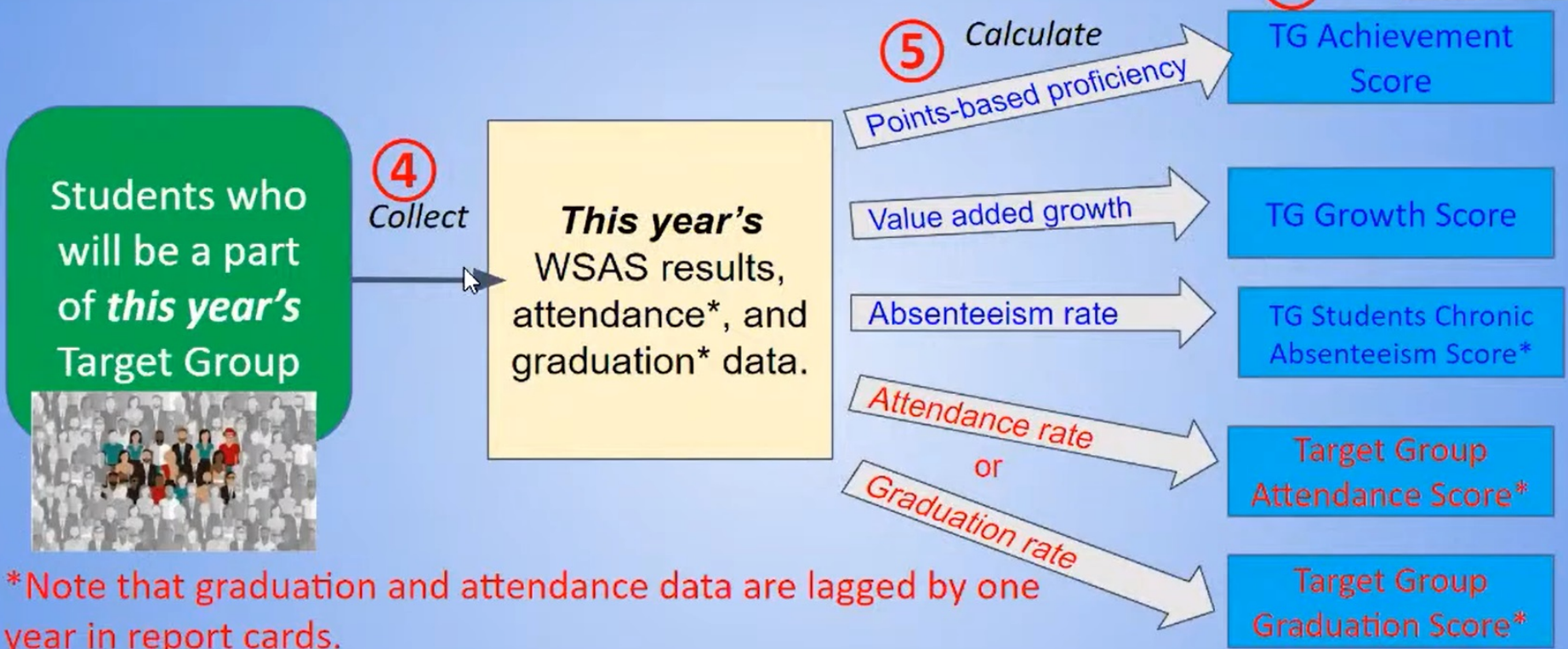


Students who will be a part of *this year's* Target Group

The **2021-22** Target Groups were **created by the 2020-21 achievement data.**



HOW THE TARGET GROUP IS SCORED EACH YEAR



*Note that graduation and attendance data are lagged by one year in report cards.

*Absenteeism = 3-year rate

"This Year" = Year of the Report Card

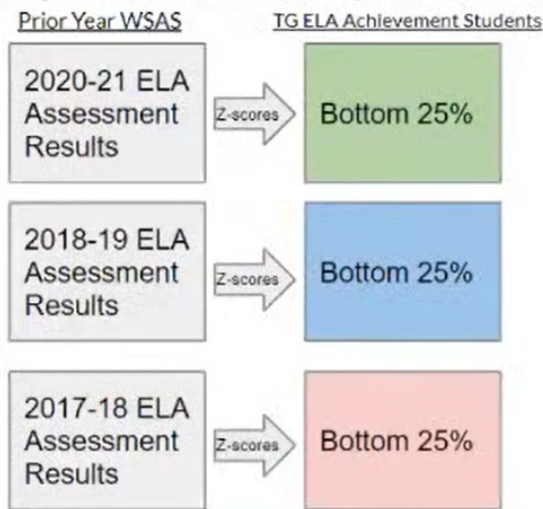


Moving Forward: A Rolling 3-Year Average



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Creating Target Groups for 2021-22 Target Group Outcomes Achievement



3-year average is used for report card

- 2021-22
Achievement
Growth
Absenteeism
Attendance or Graduation
 - 2020-21
Achievement
Growth
Absenteeism
Attendance or Graduation
 - 2018-19
Achievement
Growth
Absenteeism
Attendance or Graduation
- 3 Year Weighted Average

2021-22 Report Card Priority Area Score



*Note that graduation and attendance data are lagged by one year in report cards.



AASD Target Group Score

This will eventually be a three-year rolling average for a score

	2020-2021	2021-2022	2022-2023
Achievement (50% weight)	19.6	18.7	TBD
Growth (20% weight)	73.6	67.9	TBD
Chronic Absenteeism (15% weight)	86.5	75.9	TBD
Graduation (15% weight)	81.5	76.7	TBD



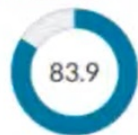
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ON-TRACK TO GRADUATION

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 Graduation

(p. 6 - site/p. 7 - district)

- 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



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On-Track to Graduation

(p. 6 - site/p. 7 - district)



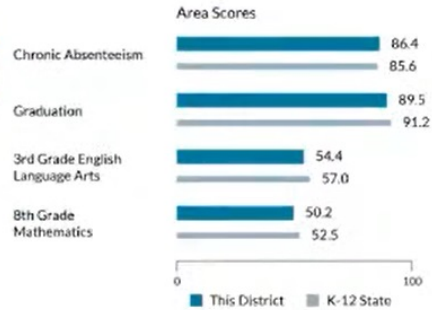
	Graduation	Attendance	Chronic Absenteeism
2020-21	One year	One year	Up to three years
2019-20			
2018-19			

Graduation and Attendance: lagged data due to when this data is available
3rd Grade ELA and 8th Grade Math: see achievement table on the achievement slide

- **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

zoom

ON-TRACK TO GRADUATION



	2018-2019		2020-2021		2022-2023	
SCORE	District	State	District	State	District	State
Overall	83.6/100	84.8/100	83.9/100	82.9/100	80.8/100	81.8/100
3rd Grade ELA (10% weight)	5.7/10	6.2/10	54.6/100	59.9/100	54.4/100	57.0/100
8th Grade Math (10% weight)	5.9/10	5.7/10	55.8/100	55.3/100	50.2/100	52.5/100
Attendance Rate (40% weight)	37.5/40	36.6/40	92.3/100 (chronic abs.)	87.0/100 (chronic abs.)	86.4/100 (chronic abs.)	85.7/100 (chronic abs.)
Graduation Rate (40% weight)	34.5/40	36.3/40	89.9/100	91.5/100	89.5/100	91.2/100

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Efforts to Close Achievement/Opportunity Gaps within the AASD



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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

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Focused Efforts



Graduation Rates/Gaps:

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



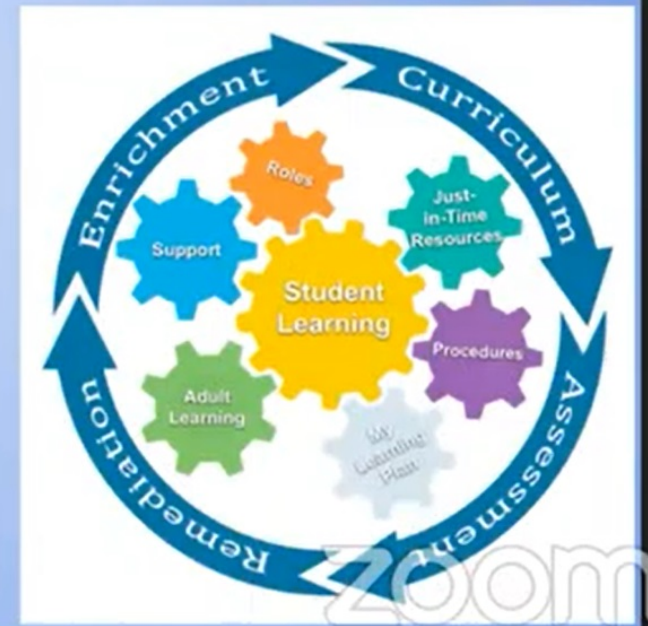


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Focused Efforts

Universal Instruction:

- ❖ 7-12 Standards Based Course Development
- ❖ Teacher Clarity
- ❖ Collaborative & Proactive Solutions
- ❖ Culturally Responsive Instruction
- ❖ Plan Do Study Act (PDSA) Process
- ❖ **High-functioning PLCs**





ESSER Funds

We have allocated dollars from ESSER funding for:

- ❖ STAR Coordinators
- ❖ MS & HS Instructional Coaches
- ❖ MS Math & Reading Interventionist
- ❖ Cultural Advisors
- ❖ Hmong/Hispanic/African/Black Community Coordinators
- ❖ Dedicated Subs


ESSER Funds
Elementary and Secondary
School Emergency Relief

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Ongoing Internal Efforts



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APPLETON AREA
SCHOOL DISTRICT

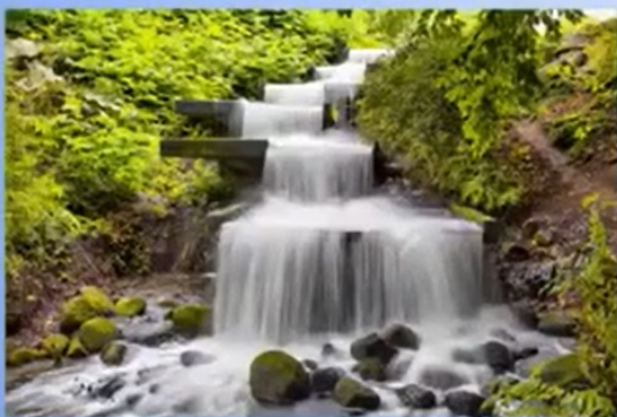
Appleton Area School District 2022-23 Scorecard

[POSA for 2021-22 District Scorecard](#)
[POSA for 2022-23 District Scorecard](#)
[Historical Data for Pillar 2](#)
[2021-22 District Scorecard](#)

[Link to 2022-23 Department Scorecards](#)

Site Scorecards
[Link to AASD Elementary Scorecards - 2022-23](#)
[Link to AASD Middle School Scorecards - 2022-23](#)
[Link to AASD High School Scorecards - 2022-23](#)

Pillar	Inclusive & Engaging Culture To Support Teaching and Learning	Student Success	Family & Community Partnerships	Resources & Operational Excellence
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

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Report Card Resources

Go to <https://dpi.wi.gov/accountability/resources>

2021-22 Resources

Communication & Interpretive Resources

- [What's New for the 2021-22 Report Cards](#)
- [Report Cards At-a-Glance](#)
- [Report Card Guide](#)
- [Local Report Card](#) (optional template)
- Parent Letter Templates
 - [Letter – Generic, Spanish, Hmong](#)
 - [Letter – Choice Schools, Spanish, Hmong](#)
 - [Letter – Alternate Accountability, Spanish, Hmong](#)
- [Target Group Outcomes Guide](#)
- [Value-Added Growth Guide](#)



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Learning Intentions

- ❖ We will increase our understanding of the metrics used for the updated state report card.
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**LEARNING
INTENTIONS**

Success Criteria

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Board Member Questions



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