

Mon, Nov 28, 2022 6:00PM

School Services Report: District/School Report Cards

Board Of Education Meeting

Mon, Nov 28, 2022 6:00PM

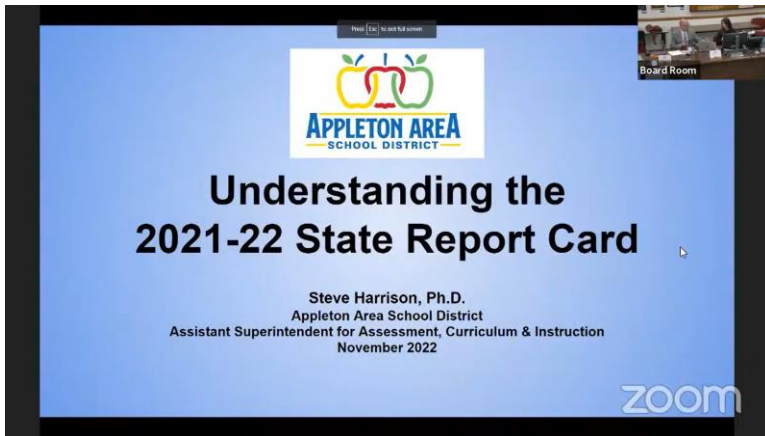
Kay Eggert (Board President) 1:05:04

Okay, then on to reports. School services report. Mr. Harrison. District and School Report Cards.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:05:14

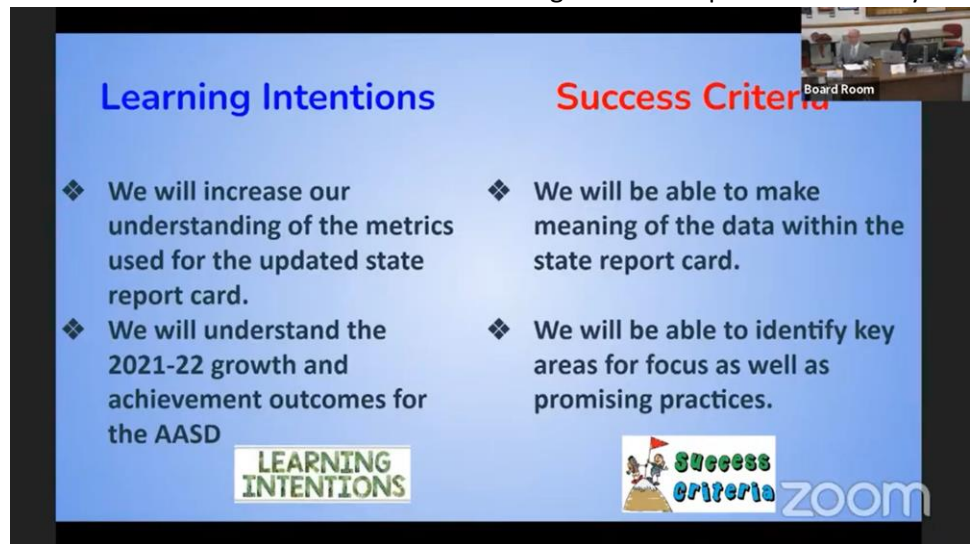
All right, thank you, Kay. I shared with board members a number of items that are in the folders that are

prepared for you. They are also links that are embedded within the presentation for tonight. And so tonight I'm sharing with you an overview of the 2021-22 state report card for the Appleton Area School District. And within that folder, you'll notice there's a hard copy of a notes document, if you so wish to use for just collecting your thoughts and then asking questions at the end of the presentation. Also, as I indicated before, there's live links within the presentation if you choose to go the digital route as well.



Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:05:33

My intentions for our time together this evening are twofold. First, to build our overall collective understanding of the different metrics, the different measurements that are used for creating the state report card. And my hope is at the end of this time that you'll be able to give that elevator speech regarding the data that is within the state report card. The other intention for this evening is for you to build your understanding regarding both achievement and growth within our district as reported on the state report card. And that you'll be able to identify what are those key practices that we are doing as a district to support those areas.



Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:05:54

You'll notice the district received a score of 66.6 overall out of 0 to one 100 points possible on the district report card for the 2021-22 school year. And that put us within the category of "Meets Expectations". To the left here you can see what the breakdown would be of scores and how they align then to the various levels of recognition with the top level of recognition being "Significantly Exceeds Expectations" all the way down to "Fails To Meet

Mon, Nov 28, 2022 6:00PM

Expectations". And so, the score, again for the '21-'22 report card, would put us right in that mid-range within that scale.

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

★★★☆☆

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:06:14

Now one of the questions I typically receive about the state report cards when they come out is "how does this score of the year reported fit in with the overall past five-to-six-year trend?" And so, you can see that we've had a continuous trend upward through the last report card, with the most recent report card showing a slight dip in overall points. And so, my intentions tonight are for you to understand, again, what goes into the reporting but with the overarching message that it's not apples to apples when we look at scores from one year to the next, certainly not between districts and not between schools even within the same district.

Past Five Year of Report Card Results

2016-2017	2017-2018	2018-2019	2020-21
<p>66.9</p> <p>★★★★☆☆</p> <p>Meets Expectations</p>	<p>68.5</p> <p>★★★★☆☆</p> <p>Meets Expectations</p>	<p>70.1</p> <p>★★★★☆☆</p> <p>Meets Expectations</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Overall Score</p> <p style="font-size: 24px;">71.4</p> </div> <p>Exceeds Expectations</p> <p>★★★★★</p>

2021-22

Overall Score

66.6

Meets Expectations

★★★☆☆

but...

Mon, Nov 28, 2022 6:00PM

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:06:29

And so, with that, one of the things that we're typically asked about within the community is "How does the Appleton Area School District state report card score compare to comparable or comparable districts throughout the state of Wisconsin?" And so, what you're seeing here are 10 different districts were Appleton Area School District across the top and then Eau Claire all the way through Waukesha as other comparable districts both in terms of size as well as student demographics.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:07:16

Within the overall scores that you're seeing within this slide of the 10 schools, one of these schools state— excuse me, one of these districts stayed the same in terms of overall score from the previous year to the most recent year. Seven of these school districts including the Appleton Area School District saw a decrease in score from the previous report card to this one. And two of these 10 school districts saw an increase between those years.

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	60.5 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	

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:08:29

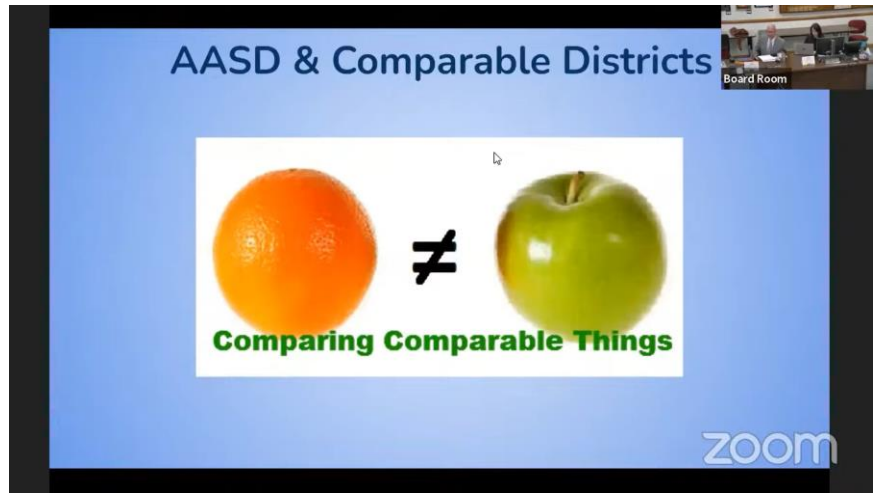
You can see next to each district, the overall reading on the report card, as well as the four categories that I'll speak to this evening that make up that overall score. And you can see overall, as I'll speak to in a moment here, the highest overall score was within "On Track To Graduation", where we had the label of "Exceeding Expectations", followed by "Growth", "Meeting Expectations", and "Student Achievement" also "Meeting Expectations", but seeing a slight decrease in the target group score which I will also explain this evening as well. In fact, this was the most significant dip of the four categories that you'll hear about this evening.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:09:56

Now, when we talk about, again, report cards issued by this state, it's important to remember that these are meant to be an internal tool to look at school improvement, outcomes, and what measures are being taken to continuously improve within those different areas. In all honesty, I truly would not compare one school to

Mon, Nov 28, 2022 6:00PM

another or one district to another, any more than I would compare my own four children and their report cards. And it's important to note that, just like our students, each school and each district has its own unique set of strengths, as well as opportunities for improvement. And so, I don't think it's always a productive or really an accurate conversation to be having in the public domain regarding comparing schools or districts to one another. I think it's more about having that collective conversation of "what can we learn from one another?" in terms of practices that are showing promise, as well as just adding to that overall collective narrative of school improvement.



Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:10:56

And so, as we walk through our state report card this evening, I'll speak to the Student Achievement category, Student Growth, Target Group Outcomes, and On Track To Graduation scores that make up the collective report card score.



Mon, Nov 28, 2022 6:00PM

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:11:08

You'll notice within the presentation again, anyplace you see the word "handout" in yellow with a link there, that'll take you to a link of additional information provided by the Department of Public Instruction. And many of those links are also provided at the end of the presentation as well.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:11:46

Of our four categories, Student Achievement Scores are based on English Language Arts and math scores. School Growth is comparing two consecutive years at a time in terms of how much growth was observed within ELA and math. Target Group Outcomes actually is the most complicated component of the floor, and so I will certainly take my time to speak to that third category. It's really a miniature report card within the larger report card that we're looking at.

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	<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"> Use of a single target group instead of demographic groups Group students by prior performance, not demographics Simplify the measure "Mini report cards" score multiple measures just for the target group

And then finally, the fourth category is On Track and Post-Secondary Readiness and at the high school level, looking at the four- and seven-year graduation rate. And at elementary and middle schools that do not graduate students, they then use either third grade ELA scores or eighth grade math scores.

What is measured in the state report card?	
On Track and Postsecondary Readiness	<p>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.</p> <p>In elementary or middle school report cards 3rd grade ELA or 8th grade math performance is measured.</p>

Mon, Nov 28, 2022 6:00PM

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:12:38

In addition, when we think about what data goes into this process, it's the state assessments you've heard me speak to in the past—

Wisconsin forward exam, ACT Aspire, and the ACT. As you recall, through Coherent Governance and our results, progress monitoring measures, many of these outcomes are those that we've spoken about in depth in previous work sessions together.

Resource: Data / Board Room

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

zoom

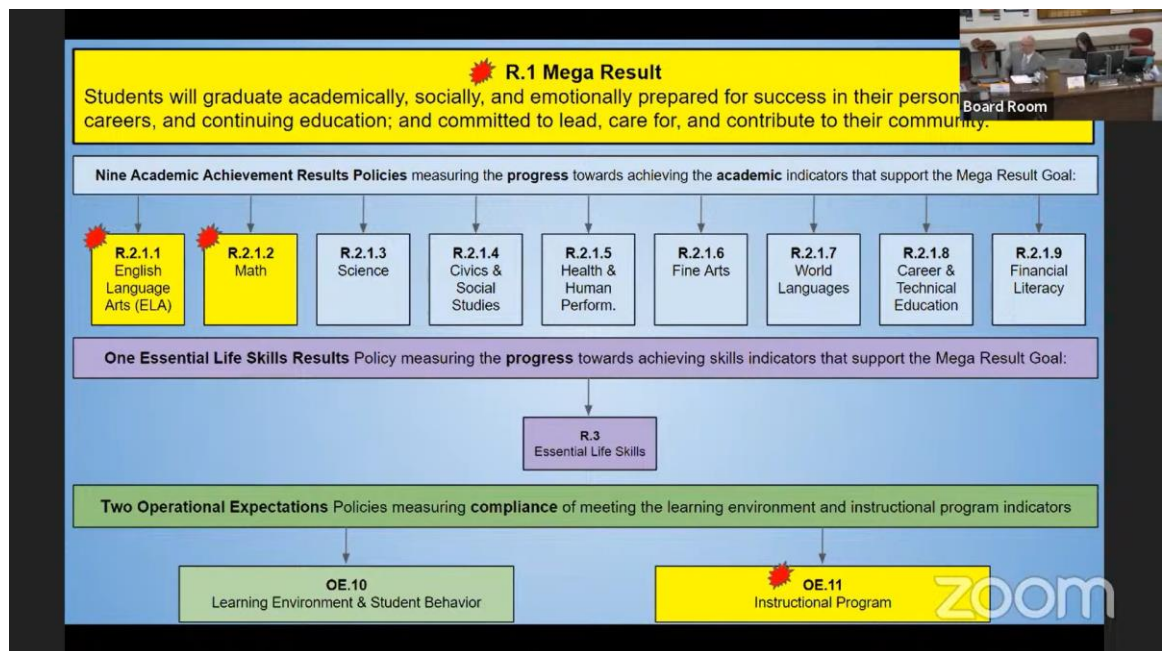
FAY is an abbreviation that the Department of Public Instruction uses for "Full Academic Year". So, looking

at students who have been enrolled in the previous third Friday count in September, continuously through the time that the assessment was taken, so that the assessment scores are truly a reflection of the students that were enrolled in the district or the school at that time.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:13:28

So, one of the questions you may have is how does this fit in with Coherent Governance? Knowing that we've looked at a number of these different content areas already and will continue to throughout the rest of this year. Put a little red indicator next to the policies within Coherent Governance that also feed into the state report card reporting process. You'll hear me later this year speak to the R1 Mega Result Policy where we also include our attendance and graduation data. Earlier this year, you heard me speak to the ELA, English Language

Arts results policy, as well as our 2.1.2, the math policy. And later in the school year, I'll be reporting back to you on OE 11, Operational Expectations for Instructional Programming. Really, this OE 11 is the "what"—the actions that we are taking as a district that then support what we are seeing in our



Mon, Nov 28, 2022 6:00PM

result policies for both ELA and for math.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:14:28

So, the good news is definitely alignment between what we are focusing on within our coherent governance work, what we are focusing on through our district scorecard, and what we are seeing within our state report card process as well.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:14:43

Now you saw the picture before of apples are not oranges and it's not productive to compare student to student or school to school. And that's because what you're going to see in this slide is that even if you were to look at one school and compare its report card scores for this report card to the previous year report card, you will likely see that they were not based on the exact same weights. And that's because of the four categories that make up the overall state report card score.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:15:17

The "Growth" category is directly related to the percent of students who are economically disadvantaged. In other words, the higher the percentage a school or district has of students who are economically disadvantaged, the more Growth will carry as a weight towards the report card score, and the less Student Achievement will carry towards the report card score.

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**.

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

Category	Weight (%)
Achievement	20.1%
Growth	29.9%
Target Group Outcomes	25.0%
On-Track to Graduation	25.0%

Group	Percentage (%)
American Indian or Alaskan Native	0.7%
Asian	12.2%
Black or African American	4.9%
Hispanic or Latino	11.4%
Native Hawaiian or Pacific Islander	0.2%
White	66.3%
Two or More Races	4.3%

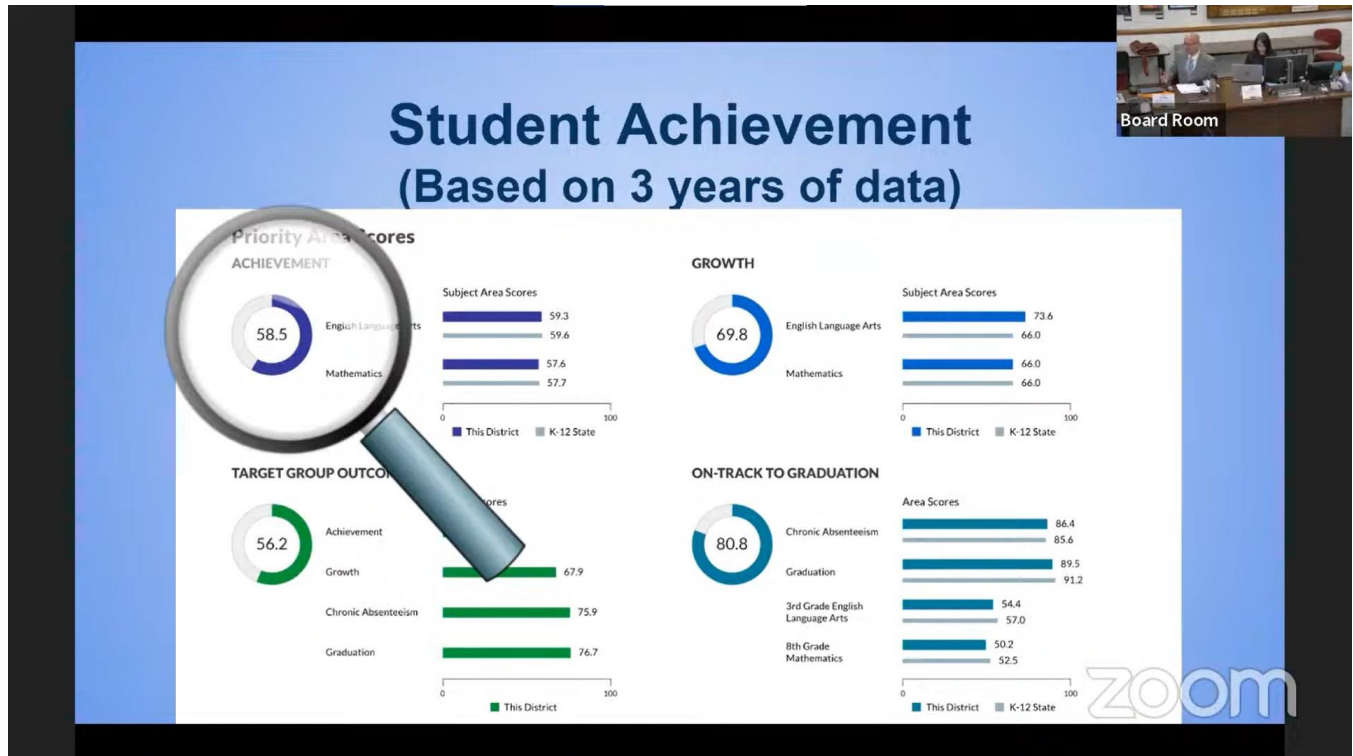
Group	Percentage (%)
Students with Disabilities	17.0%
Economically Disadvantaged	42.4%
English Learners	9.7%

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:15:43

The other two categories do not fluctuate. Target Group Outcomes and On Track To Graduation are not dependent upon that category. But Achievement and Growth are, which means that 50% of the overall calculated weight is going to fluctuate from year to year for every district and every school, because of that connection to the economically disadvantaged population. And so that's why it's just really, really important to understand the context behind how state report cards are put together, both for districts as well as for schools.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:16:20

Now, when we look at that first category of Student Achievement, it's based on three years of data. So, we have to remember that it's not just last year's academic results, but it's also the previous two years that the academic results were obtained through state assessments.



Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:16:38

So, you'll notice in this slide, I purposely made the numbers different in size to really illustrate that last year's Wisconsin Forward, ACT Aspire, and ACT scores weighted the most heavily towards this year's report card. Whereas the 2017-'18 scores carry the smallest weight of the three. You may be wondering where is 2019-'20. And just as a reminder the Wisconsin Forward and the ACT Aspire were not administered that year when the pandemic first hit, which is why we still continue to have what's called lagging data. We don't necessarily have consecutive years being used as the report card is put together.

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.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:17:23

And so, every district in every school receives a Student Achievement score based on these three years of data, where last year's data is weighted the most heavily and the most distant data chronologically is weighted the least. So, as we move forward into the future, that'll be important to remember, as we look at each year, and what did the results look like for that particular year.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:17:48

Now, this slide is showing you an overview of the last three years of Student Achievement Scores. And I placed in red anywhere there was a score and either the overall student achievement, ELA or math scores where it was below the state average. And so, we can see overall, scores had improved on certain assessments since the pandemic. But when we compare that to the overall state average, we did some closing between 20-21 and 21-22 on the overall score, but are still looking for that overall achievement score to match or be higher than the overall state average.

AASD Student Achievement Score

Priority Area Scores ACHIEVEMENT

English Language Arts: 59.3
 Mathematics: 57.6

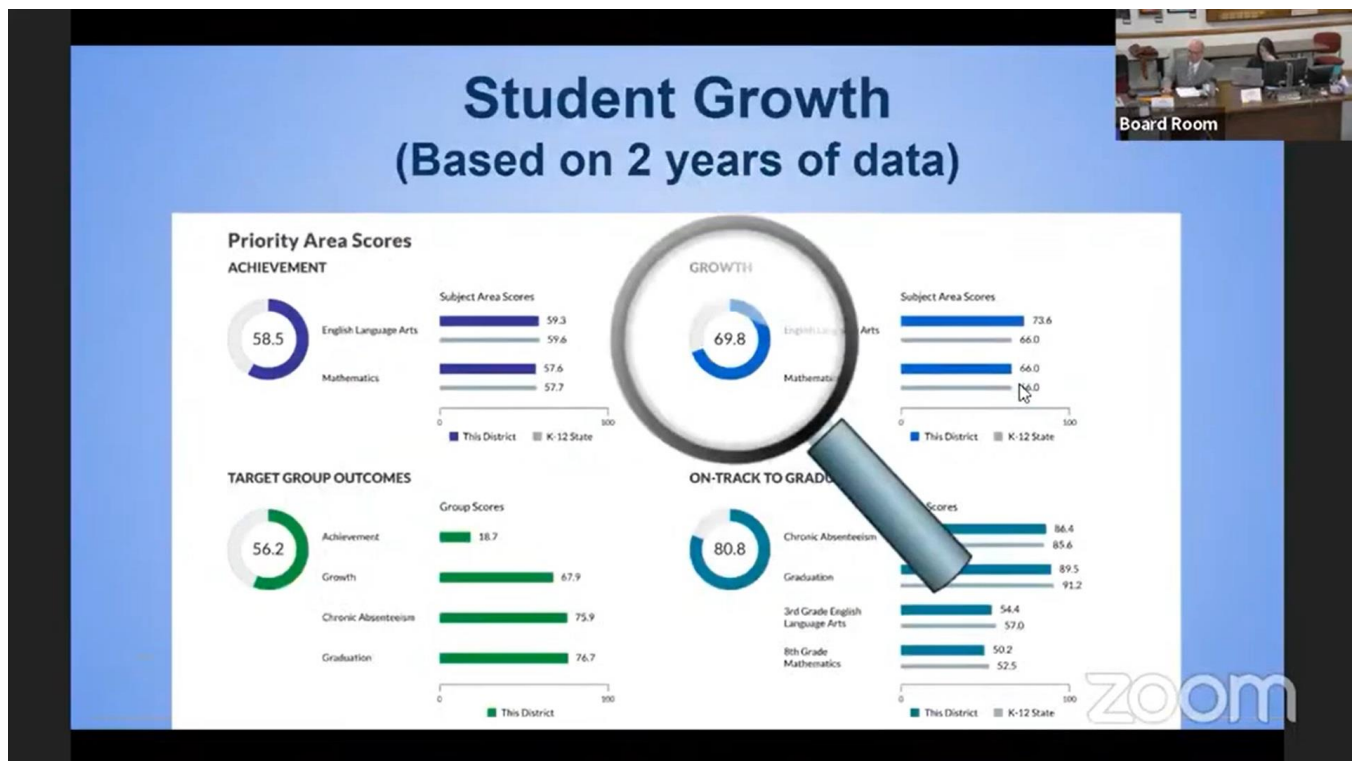
SCORE	2018-2019		2020-2021		2021-2022	
	District	State	District	State	District	State
Overall	62.2/100	62.3/100	59.7/100	60.4/100	58.5/100	58.7/100
ELA	30.8/50	31.6/50	59.9/100	61.4/100	59.3/100	59.6/100
Math	31.4/50	30.7/50	59.4/100	59.4/100	57.6/100	57.7/100

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:18:32

Again, this score is indirectly related to the percentage of economically disadvantaged students. The more you have in your district, the less this is going to weigh in your overall score. Whereas the fewer students you have in that category, the more this will carry.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:18:51

Now the partner to the score that makes up that other 50% is Student Growth. This is based on two consecutive years of data in which the state is looking at how did students do in a school or in a district compared to their counterparts throughout the rest of the state of Wisconsin, when we look at two consecutive years of growth. So—excuse me—I'm going to do my best here to give you the cliff notes version of how the state puts this together. But essentially what the state does is calculates through its mathematical models, what is the expected amount of growth within one year for students within all these different demographics based on normed data? So, the state looks at you know, many years' worth of data, looks at what the growth amount has been observed for different grade levels, different demographics, and then projects what that value should be for the upcoming school year. That's a predetermined value. Then students take the state assessments, and the state compares how they did as a demographic group to how the state calculated they would have done according to that normed data.



Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:20:05

And this is called Value Added Data. Because on a scale of zero to six, what the state does is looks at how well did this the student demographic group do in reality, compared to how they are projected to do. And if you do better than what the state projected, that means you are moving that student group forward, and you get a

value-added score. On a scale of zero to six, anything that is three or higher means that you are showing more growth than what was anticipated throughout the state of Wisconsin.

Growth - Value-Added
(page 5 - district)

Value-Added: A Visual Representation

Value-Added = Actual - Predicted

Starting student achievement

Pre-Test (3rd Grade Reading)

Actual Achievement

Post-Test (4th Grade Reading)

Value-Added

Predicted Achievement (Based on observations, teacher measures)

Application Area
District Report Card

GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value added model to account for the influence of individual factors. A high value added score means that on average students in the district are outperforming students in other districts. Growth is scored from 0 to 100 to match the other priority areas and is a consistent 10%.

Priority Area Score

69.8

English Language Arts Score: 73.6
Mathematics Score: 66.0

The district's score was the same or higher than 69.1% of districts in the state.

Student Group Value-Added (for information only)

Value added scores cover an approximately 0-6 range. Higher scores mean greater growth 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	
All Students (12,092)	3.2	All Students (11,861)	2.5
Asian or Asian American (186)	3.2	Asian or Asian American (187)	3.2
Black (1,002)	2.5	Black (1,002)	2.5
Black or African American (1,002)	2.5	Black or African American (1,002)	2.5
Hispanic or Latinx (1,246)	3.2	Hispanic or Latinx (1,246)	3.2
Native Hawaiian or Pacific Islander (10)	3.2	Native Hawaiian or Pacific Islander (10)	3.2
White (10,734)	3.2	White (10,734)	3.2
Two or More Races (1,071)	3.2	Two or More Races (1,071)	3.2
Economically Disadvantaged (10,941)	3.2	Economically Disadvantaged (10,941)	3.2
Not Economically Disadvantaged (1,151)	3.2	Not Economically Disadvantaged (1,151)	3.2
English Learners (166)	3.2	English Learners (167)	3.2
Not English Learners (11,926)	3.2	Not English Learners (11,926)	3.2
Students with Disabilities (1,176)	3.2	Students with Disabilities (1,176)	3.2
Not Students with Disabilities (10,916)	3.2	Not Students with Disabilities (10,916)	3.2
Enrolled Last Year (12,092)	3.2	Enrolled Last Year (11,861)	3.2
New Enrolled Last Year (1,071)	3.2	New Enrolled Last Year (1,071)	3.2

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:20:43

So, to be clear, when we look at, for example, Students With Disabilities as a projected score, and then we receive a growth score for that demographic, it's not comparing Students With Disabilities in Appleton to Students Without Disabilities in Appleton. Instead, it's comparing that subgroup to their peers throughout the state of Wisconsin—Students With Disabilities in Appleton—how much growth was observed there—to Students With Disabilities throughout the state.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:21:11

And so, in a nutshell, any place you're seeing blue boxes, indicates a value-added growth score within either ELA or mathematics. This visual indicates that on the most recent report card, we've demonstrated more growth in ELA over the last two consecutive years than we have in math. One hypothesis, and that is that when we think about how our students were learning during the pandemic, access to math instruction likely look different than access would to ELA in terms of reading and writing through virtual instruction versus mathematics instruction.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:21:53

So again, it's a value-added score. And any place where either a district or school is seeing a score of three or higher means growth is being demonstrated. This is for both English Language Arts and for mathematics. And again, is based on two consecutive years of data overall.

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.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:22:15

Here's what it's look like for the Appleton Area School District over the last three school years, or last three report cards. Compared to Student Achievement, you can see that we have done better within the Growth category than we have within the Achievement category. If you think back as well to what we've looked at in our Coherent Governance policies, ELA and math, it's the same pattern that we've seen internally as well, where we have done better than the state average overall, as well as in ELA and mathematics in terms of growth. Whereas

when we look at our previous report card, we had been—prior to the pandemic—below the state average, both on the overall growth score, as well as in ELA. So definitely a celebration in terms of the amount of

AASD Growth Score

	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

Mon, Nov 28, 2022 6:00PM

growth that has been demonstrated, but also recognizing the partner to this is Student Achievement, which also needs to catch up as well.

Jim Bowman (Board Member) 1:23:14

Question. Do you draw a conclusions—any conclusions from the analysis you just articulated that might be helpful to our educators? Or administrators?

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:23:28

Yeah, a good question, Jim. And one of the things that I do every year is, once the information is shared, meet with principals individually to look at their site report card, as well as the District report card to, number one, see, are you seeing similar patterns? Or are there unique challenges for that building? And to your point, this is something that we have seen throughout the district, where we're recognizing that that just like I shared with the results policy information, we are seeing our students demonstrate gains as we work with our students in our buildings. We just have to make sure, though, that at the same time that our efforts are also addressing not just catching up, but keeping up. And so that speaks to OE 11, why we are doing an ELA program review this year. Because we recognize we need to reevaluate not only our instructional materials, but also our instructional strategies—who they've been working for and who they not been working for.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:24:27

So, to that point, growth being observed is a celebration. But this is also telling us we need to improve the achievement portion as well. That we can continue to show growth but we need to make sure we're not solely relying on growth. We need to improve the universal piece as well. So, when we think about that third category—and I apologize, this will be the most complicated of the four categories. So, bear with me here. This is a mini report card within the overall report card. For those of you who followed this over the past years, you may recall this used to be the Closing Gaps category. And two years ago, the state replaced this with the Target Group category. This is the second year in which it's been part of our overall report card scores.



Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:25:22

What the state does to create a target group is sets a year in which students are identified in both ELA and mathematics as having achieved at the lowest 25th percentile amongst their peers in that building as a school, or for us as a district throughout the district overall. And that creates a target group. And so, in this visual picture all the students that are not shown in color here as being all the students in our district. But the students that are demonstrated here in color are our target group students.

Appleton Area District Report Card
 Report Card, 2021-22
 Performance Measurement
 Not for publication

TARGET GROUP OUTCOMES
 This priority area measures 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 rates. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score
 56.2
 This district's score was the same or higher than 21.4% of districts in the state.

Component Scores

ACHIEVEMENT Score: 58.7
 Average grade-based proficiency rates.

English Language Arts
 Target Group: 25.4
 Non-Target Group: 74.2

Mathematics
 Target Group: 16.8
 Non-Target Group: 73.7

CHRONIC ABSENTEEISM Score: 75.8
 Score is 100 minus the multi-year average chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.

Target Group: 76.8
 Non-Target Group: 87.0

GROWTH Score: 47.3
 Value-added scores converted onto a 0-100 growth scale.

English Language Arts
 Target Group: 71.4
 Non-Target Group: 75.4

Mathematics
 Target Group: 43.7
 Non-Target Group: 64.0

GRADUATION Score: 75.7
 Average of 2020-21 6- and 7-year cohort rates.

Target Group: 74.7
 Non-Target Group: 87.3

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%

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:26:02

Two years ago, these students scored in the lowest 25th percentile on either ELA or mathematics on those state assessments, whether it's Wisconsin Forward, ACT Aspire, or the ACT. That's called the target group. Then what the state does is the next year, the next cycle of assessment, the state looks at these four categories that you're seeing on the slide. How did this group doing achievement, growth, chronic absenteeism, and either graduation, if it's high school, or attendance? And compares how that target group did to their colleagues throughout the rest of the district. So let me pause there for a moment because I just threw a lot at you. Does that mostly make sense in concept to everyone?

Kay Eggert (Board President) 1:26:57

Makes sense [...] It would make sense in concept. I'm just a little confused. What if—I mean, would that group change?

Kay Eggert (Board President) 1:27:10

It does.

Kay Eggert (Board President) 1:27:10

Oh, okay.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:27:11

It does. No, that's a good segue. Because this is actually a three-year average. Just like student achievement scores are made up of a three-year average so are the target group scores. Now to make this even more challenging is we have to remember that once we receive our report card scores, a number of these students may no longer be in our district on the district level, or may no longer be in our building, if I were a building principal, looking at my report card. There are tools, though, that have been released through DPI that now allow us to see who are the students that are in our buildings right now? And what is the likelihood that they will be in a target group for an upcoming report card?

The screenshot shows a Zoom meeting interface. On the left is a presentation slide titled "Appleton Area Report Card, 2021-22" with a sub-header "TARGET GROUP OUTCOMES". The slide contains several charts and text boxes. A "Priority Area Score" of 56.2 is shown in a green circle. A bar chart shows the district's score relative to other districts in the state. Below are four sections: "ACHIEVEMENT" (English Language Arts and Mathematics), "GROWTH" (English Language Arts and Mathematics), "CHRONIC ABSENTEEISM", and "GRADUATION". Each section has a target group score and a near-target group score. On the right, a blue overlay text reads "Target Group Outcomes (page 5 - site/page 6 - district)". Below this text is a bulleted list: "ASSIGNMENT TO the Target Group was based on 2020-21 state assessment data. ELA and Math Performance on WI Forward Exam and ACT Aspire". Below the list is an image of a diverse group of people. At the bottom of the overlay, another bulleted list reads: "SCORING OF the Target Group was based on 2021-22 data in achievement, growth, absenteeism, and graduation or attendance." A "Board Room" video thumbnail is visible in the top right corner of the Zoom window.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:27:57

And so that's something I've been working on this year with all of our building principles is identifying who are those students? Have we already identified through our multi-level systems of support, where they may be struggling or are struggling? And just making sure that we're aligning what we're seeing in the state level data to what we're seeing in our district level data. And most importantly, what actions are we taking throughout the district to address those needs. So, you're right, it does change every year, but it's based on an overall three-year average of three target groups averaged together for either a school or for a district.

Jim Bowman (Board Member) 1:28:36

So, this measure is the extent to which we're helping struggling kids.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:28:40

This is the measure to which, according to these four categories of scores, we're seeing improvement in Academic Achievement, Growth, Attendance and/or Graduation for the students in the bottom 25th percentile in ELA and math. So, in other words, what puts you in this group, what gets you into the target group for a school or a district is solely and exclusively how one did one year on the Wisconsin Forward, or ACT aspire, in

Mon, Nov 28, 2022 6:00PM

either ELA or mathematics. So, in other words, attendance does not put you into this group, only your ELA or mathematics performance from the previous year.

Jim Bowman (Board Member) 1:29:24

Attendance can help you get out of it.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:29:26

But once you're in the group, then you are scored that next year according to those four categories. So, Attendance—and that's a big point to remember here is—attendance is certainly a very big part of our overall state report cards, because not only is it showing up in the target group, but as I conclude in a little while here with the fourth category, it shows up for the On Track for Graduation category as well. So absolutely and no surprise. That's why we always have talked about pillar one and pillar two at the same time with our district score card and why we talk about it within Coherent Governance as well as within our state report card.

Ed Ruffolo (Board Member) 1:30:05

Steve, just a ques—

Jim Bowman (Board Member) 1:30:07

This is DPI's attempt to cause its districts to look—to work with struggling kids.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:30:12

Well, this category in particular is to address one of the historical challenges where in the past this category, when it was known as the Closing Gaps category, was exclusively based on representation of a demographic group in your school or district, meaning you needed to have 20 or more students in that category, to even receive a score. Now, it's no longer based on demographics, it's based on, right, the bottom 25th percentile of need academically.

Kay Eggert (Board President) 1:30:45

Go ahead.

Ed Ruffolo (Board Member) 1:30:47

Help me understand, Steve. Our growth score was 67.9, and we not a huge difference between the target and non-target group. Yet achievement was obviously an area where we scored quite poorly at 18 points. So how do you reconcile those two? I'm having trouble understanding how we can be strong in growth and low on achievement.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:31:10

Right. So that really highlights the point that, remember, Achievement is what's going to put you into this category. So, by default, by definition of how the state creates the target group, we expect this score to be very low in terms of getting into that group. Now, the point you're bringing up is that score isn't generated for that first year, it's the second year then where we receive a score of how well are we seeing those students academically perform.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:31:46

Now, in this case, we are seeing that students did better in terms of improvement from one year to the next, but it's improvement within that lower end of the spectrum versus a large amount of improvement that would also show a high achievement at the same time. So, we're seeing students improve, but not to the extent compared to their peers in which they are then achieving at a much higher level. So, it brings us back to Jim's question and

Mon, Nov 28, 2022 6:00PM

point before as well that yes, we're seeing growth, but think of it almost like i-Ready when I've talked about that in the past with you. Remember how we have our typical growth score, and then we have what's called our stretch growth, right. And that stretch growth is what would actually put you at grade level. But if our students are already struggling significantly, it's going to be even that much more growth that would be needed to put them at that level of achievement. So, it's complicated, but at the same time, there are parts to this, believe it or not, that definitely do inform school improvement measures, which I'll get to in a little bit. But this part of the cat—er this part of the report card is definitely the most complicated because it's a miniature report card within the larger report card. It's based on a targeted group of students, how they scored in ELA and mathematics one year, and then that group is scored against the rest of their colleagues in their building or the district the following year. And then the state does that three times, three years, and puts together a three-year average for our report cards.

Jim Bowman (Board Member) 1:33:26

Does somebody interpret this report?

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:33:33

I do this on a larger scale. So, I do this both virtually as well as in person. But otherwise, twofold. Not just me, certainly, but then working with our with our CISA partners, right, our school improvement partners. So, every school in our district has an administrator or coach, who is also their partner for the year for all of our school improvement measures. And so, it's kind of like train the trainer process where I work with them, they work with the sites, but we all then build in activities through through—example, lead learner where we can then have principals talking with one another. What are the areas that you're seeing of improvement? What are promising practices?

Jim Bowman (Board Member) 1:34:13

The reason I ask is the bottom-line purpose of a report like this is for people to take corrective action and that means administrators and educators at every level. But to do that, they've got to understand it. And this thing's hard to understand. So, I'm thinking somebody needs to get with him and explain, "Bill, this is how this works for your school." In other words, help each principal interpret the data for her school, so it makes sense. So that's what I'm looking for.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:34:53

Yep. And it takes a village. So, Sheree Garvey and I would tag team and meet with our middle schools and talk through not just the data but then what are we seeing within the building right now as far as measures, action steps that are occurring? How does this compare to their Plan Do Study Act process that supports their—not to be confused with the report card, but their scorecard that we use as part of school improvement. And then also, as I'll speak to in a while, how we've allocated our ESSER dollars over the last couple of years where we've really ensured as a district that the dollars we've received and have been using, have been directly connected to our students to improve whether it's learning environment, programming, you know, whatever those resources are to address these areas.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:35:39

But where this can certainly become complicated is knowing this is not an exclusive reflection of the 21-22 school year. This is minimally three years of data where the most recent is weighted the most heavily and the most further off in the past is weighted the least. But then also we have to remember 19-20 wasn't part of the overall calculations either. So, it's a—much like what you've seen for me in the past in terms of our Coherent Governance policies where we have some gaps because the data wasn't reported for that particular year.

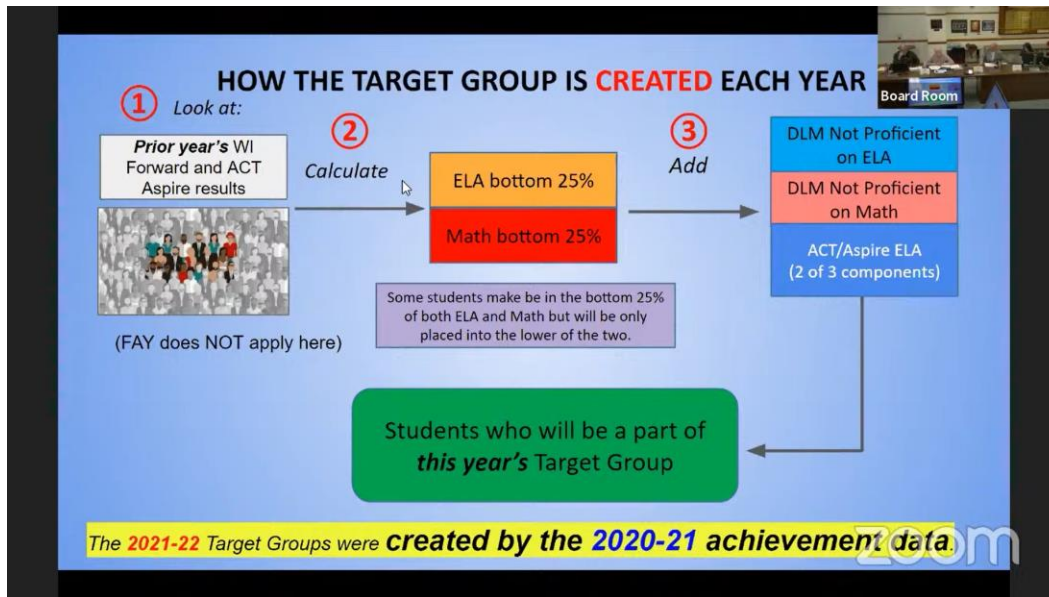
Mon, Nov 28, 2022 6:00PM

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:36:15

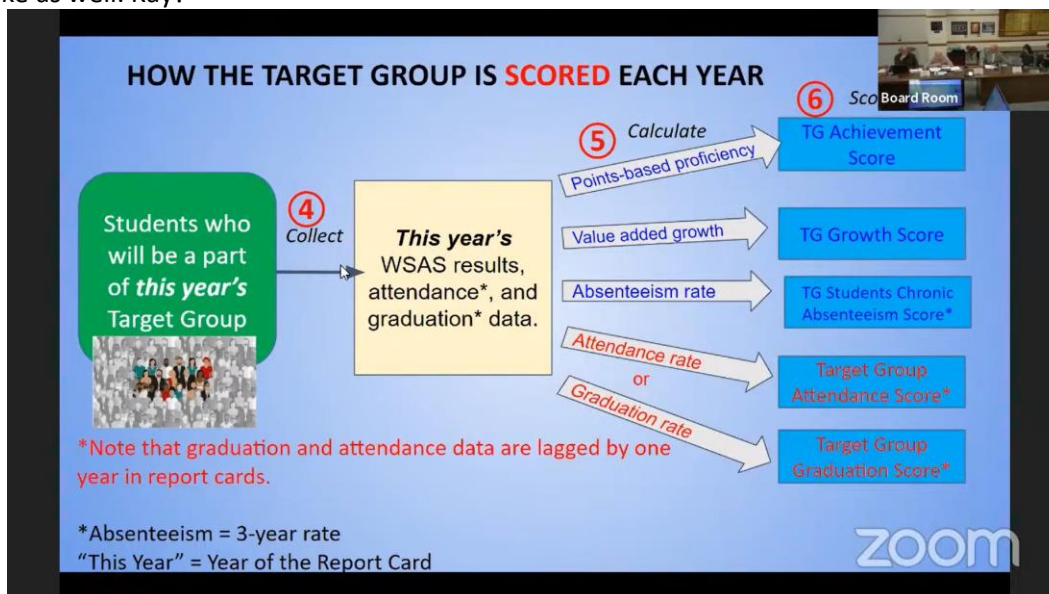
Now, ultimately, with this category of target group outcomes, you're assigned, again, to this category exclusively on how you did an ELA or mathematics on Wisconsin Forward, or ACT Aspire. That's what gets you into the group. How you receive a report card score then is based on the data from the following year, as well as looking at lagging data of absenteeism and graduation.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:36:46

So, I've put together some visuals that just basically retell what I've just shared with you, that you are placed into a group based on one year's worth of data in ELA or mathematics.



But then the following year for the—when the report card comes out, that group is scored against the rest of its peers in that building, or throughout the district, on how they did the following year in ELA and math, how much growth was shown, what their absenteeism looked like, and if they as group graduates what their graduation rate looks like as well. Kay?



Mon, Nov 28, 2022 6:00PM

Kay Eggert (Board President) 1:37:28

I am sorry. I need a little remediation. The targeted group is determined in a year. So, it's the—understand how they get in that group. And then that group—but the makeup of that group isn't really the same individual students. The next year, you're looking at the new 25th lowest percentile students. I mean, are you...?

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:37:54

Good point of clarification. Yeah, yeah, so it's the same group of students then the following year. So, we have to assume, remember that it's full academic year, right. So, in other words, here's an example, I could be a student at Madison who was placed in a targeted group in 2020-2021. Then last school year, I'm now at East as a freshman. That that score actually goes to East because it's a reflection of that next year while they were at East. So, it's the same student, but the school they may be at may not even be the same school, and therefore that score goes with them as well.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:38:38

So, every year the state is identifying students who will be in the target group. But it's not until the following school year that a set of scores is generated for that student group. And then what the state does is generates a score then that following year, and takes a three-year average of three years in a row of doing that, which illustrates how this can be very frustrating while we're trying to align this a school improvement measures for students we no longer have in our buildings, or throughout the district.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:39:09

So rather than focus on things we know we can't control, the things we can are who are the students that are actually in our buildings right now. And so that has been an added piece through WISEdash that we're now able to use and actually see "All right, we have students identified because of ELA and, and or math performance. What does that mean in terms of their attendance? What does it mean in terms of the amount of growth we're seeing? Are we providing interventions for these students? What is that data showing us?" So, things that what it really drills down to ultimately is students we should be talking about in our PLCs, right, with our colleagues. So even though this is big, overarching data, it does ultimately connect to what we are doing at the individual level with our students. It just becomes very frustrating, obviously, when we're looking at some metrics that are based on multiple years of data, in many cases, students that are no longer with us.

Kay Eggert (Board President) 1:40:04

I mean, there could be significant attrition after three years. Or what if a student leaves for a period of time, then comes back? Well, they are no longer part of that targeted group, because they had to be here for three.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:40:15

Correct.

Kay Eggert (Board President) 1:40:19

Wow. Who wrote that software? I mean, that is that is really complex.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:40:23

Yeah. Yeah. And so that's what you're seeing here is a visual. So, when we look at the report card score, on a report card for 21-22 for the target group, this is what made that up. It's the three-year average of students that were scored last year, which means they were put in that category the year before, Students that were scored two years ago, and therefore placed in that category from the year before that. And then remember, because we don't have the 19-20, we actually have to go to 18-19.

Moving Forward: A Rolling 3-Year Average

Board Room

3-year average is used for report card

Creating Target Groups for 2021-22 Target Group Outcomes Achievement	3 Year Weighted Average
<p><small>Prior Year WSAS</small></p> <div style="display: flex; justify-content: space-around;"><div style="border: 1px solid gray; padding: 5px; width: 40%;">2020-21 ELA Assessment Results</div><div style="font-size: x-small;">Z-scores</div><div style="border: 1px solid gray; padding: 5px; width: 40%; background-color: #d4edda;">Bottom 25%</div></div> <div style="display: flex; justify-content: space-around;"><div style="border: 1px solid gray; padding: 5px; width: 40%;">2018-19 ELA Assessment Results</div><div style="font-size: x-small;">Z-scores</div><div style="border: 1px solid gray; padding: 5px; width: 40%; background-color: #d4edda;">Bottom 25%</div></div> <div style="display: flex; justify-content: space-around;"><div style="border: 1px solid gray; padding: 5px; width: 40%;">2017-18 ELA Assessment Results</div><div style="font-size: x-small;">Z-scores</div><div style="border: 1px solid gray; padding: 5px; width: 40%; background-color: #f8d7da;">Bottom 25%</div></div>	<p><small>2021-22</small> Achievement Growth Absenteeism Attendance or Graduation</p> <p><small>2020-21</small> Achievement Growth Absenteeism Attendance or Graduation</p> <p><small>2018-19</small> Achievement Growth Absenteeism Attendance or Graduation</p>

2021-22 Report Card Priority Area Score

57.2

TARGET GROUP OUTCOMES

Achievement	54.1
Growth	69.8
Chronic Absenteeism	66.4
Attendance	87.6

0 100 This School

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

zoom

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:41:03

So, this is a frustrating category to act on if we're only looking at the data of what shows up on the report card, which again, is why it's so important to see, well, then who are the students that we do have in our classrooms right now, who based on last year's data, are likely to be showing up on next year's report card. So in other words, the category—this category—when I speak about this next year at this time, what I'll be able to speak to that I wasn't able to in previous years is that we were able to connect with building principals of who are the students that we know now are likely to be on next year's report card, and what conversations are we having this year, so that we're having productive moment-in-time conversations instead of reacting to data from a previous year where we maybe don't have those students in our buildings anymore.

Kay Eggert (Board President) 1:41:59

So, this would be, essentially, let's just say roughly 25% of our, let's just say, 14,000 students,

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:42:10

Correct.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:42:11

And where this can be very unproductive is when we compare this category score between schools or between districts. Because remember, we're looking at the overall population of students and how this particular target group did compared to their peers in that school or throughout the district overall. So, it's, from my perspective, it's more about are we ensuring that the students that we're seeing through this data are struggling, is that a surprise to us? Or is it an affirmation to us because we're already acting on that information through our district common assessments, through our formative assessment, through our PLC conversations? To put it in crude terms, this is the autopsy, right? This is after the fact. And really our conversations need to be moment-in-time while we still have our students. On my end, I'm just explaining how the score is put together, recognizing

Mon, Nov 28, 2022 6:00PM

there's certainly pieces we can and are acting on, other pieces we're responding to data from previous years. Kris?

Kay Eggert (Board President) 1:42:11

Is that right?

Kris Sauter (Board Member) 1:43:22

Steve, do you and people in your position in other districts have an opportunity to share your perspective with DPI in terms of possibly shifting some of that data in the future?

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:43:36

We've certainly provided feedback. I've gone to the CISA 6 session every year since I've been in Appleton in this position, when the report cards come out privately before they're shared publicly, to just have those conversations overall so that we're not only having the conversation at the CISA level but also with each other. And it's always been about and continues to be about how can we use this to inform our action steps instead of dwelling on certain parameters that are just quite frankly beyond our control? Now, to the point of your question in terms of influence, it's probably minimal in terms of creating change. But on my end, it's making sure we have that public dialogue about why it's not productive or accurate to make comparisons between schools or between districts. And the best analogy I can use is this is why I don't compare my own children to each other, even though they're in the same house.

Greg Hartjes (Superintendent) 1:44:30

I just want to jump in and say that over the years, this has gotten better. It's gotten more fair. Because at one time, you only had gaps if you had a large enough population within a subject. So, any district that didn't have—or any school that didn't have 20 students of a certain group didn't get a score there, and so it was always kind of biased against those districts that add more diversity across your entire population. So that's gotten better. But ultimately, as a principal, this really doesn't do anything for you. You already know where students are struggling on all the other data that Steve was talking about. So again, this is of little value to schools, school districts, because we already have all the data that we're putting in our results policies and in our scorecards that we're already working to improve. So, this is just packaging it in another way that the state maybe finds important, but as a school, and as a district, we really don't.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:45:41

And to that point, we do have schools in our district here in Appleton that did not receive a target group score. And that's because mathematically if their overall population size or enrollment is small enough, mathematically, it's not going to create a valid and reliable score from year to year, just like you and I've talked about recently, looking at achievement gaps of demographic groups within a grade level, right? We just talked about one or two kids shift too much of the overall value. It's that same rationale. So now we have to remember for those schools, their report card is made off—made up of three categories, not four. So once again, it's apples to oranges, right? It's not the exact same process even within our own district.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:46:28

So, this does show you overall, just looking at the last two report cards for our district where a target group score has been created—it does provide us some insight into how have the target groups (which are unique for each year) how are they been—how have they been doing in terms of achievement, growth, absenteeism, and, if it applies, graduation.


Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:46:54

And so, the other wrench to throw into this is that absenteeism and graduation are lagging data. So, whereas academic data is the year before, absenteeism and graduation are two years before, because we don't have the data available in order to have it be a moment-in-time score. So someday, when I rule the world, I will fix that process for all of us, but for now, I'm just the messenger on how it's put together.

AASD Target Group Score

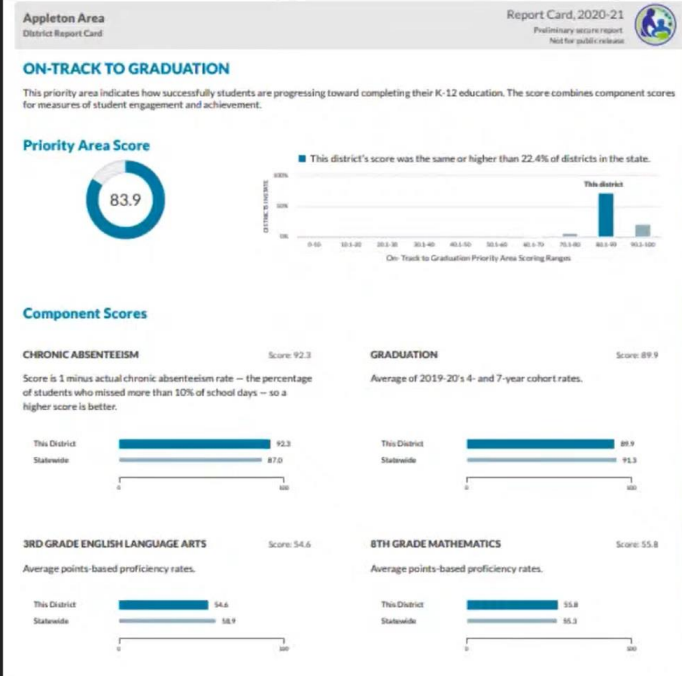
This will eventually be a three-year rolling average for a score

	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



Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:47:27

So, the fourth and final category here is our highest scoring category. And many districts do share that in common in terms of patterns we are seeing. So, we did exceed expectations, again in this category of On Track To Graduation. And what this does is it looks at, for us as a district, chronic absenteeism, graduation rate, or for a building that's not at the high school level would be their attendance rate, and then also third grade ELA, and eighth grade math, which is why those have also been part of our results policy monitoring measures within Coherent Governance.



ON-TRACK TO GRADUATION

Priority Area Score: 83.9

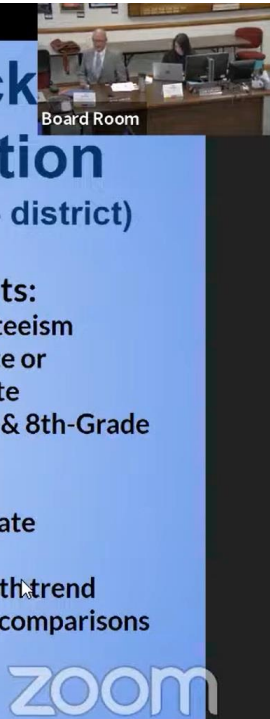
Component Scores:

- CHRONIC ABSENTEEISM:** Score: 92.3. This District: 92.3, Statewide: 87.0.
- GRADUATION:** Score: 89.9. This District: 89.9, Statewide: 91.3.
- 3RD GRADE ENGLISH LANGUAGE ARTS:** Score: 54.6. This District: 54.6, Statewide: 58.9.
- 8TH GRADE MATHEMATICS:** Score: 55.8. This District: 55.8, Statewide: 65.3.

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



Mon, Nov 28, 2022 6:00PM

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:48:09

Now, one of the things I learned this past year is that when we look at attendance rate, the state calculates the number of days students are present for school, divided by the number of days of school. And what I didn't realize prior to this year—so new learning for me—is that the state does not differentiate between excused and unexcused; present is present. And so, again, some things that may be beyond our control, but are important to just recognize is that absenteeism—or excuse me, Attendance is looking at whether or not students are in school. Excused absences do count against a school or district for this category. So just something to keep in mind overall.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:48:58

With this overall score, you can see that, just like I shared with you previously, that we are seeing some crossing over in our data. So, what I shared about ELA and math before, also shows up now in this category, where you look at how have our students been doing in third grade ELA compared to the state, and how have our students in eighth grade math been doing compared to the state. So, the state took these two grade levels and these two content areas as a dipstick measure for this particular category overall.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:49:34

Now, as I referenced before, it's important to remember that when we look at graduation rate, and attendance rate for this category score, it's from two years ago. So, it's from the 20-21 school year. Absenteeism, which is looking at a number of students who are absent for more—10% or more of the school year, that's up to three years of average data. So, it just illustrates the point that if a district or school relies on the state report card exclusively for its school improvement measures, probably not the best way to go. Because you're going to be reacting to data at best from a year ago, if not up to three years ago. The bigger picture is looking at this information, does it or does it not align with your other district data? And how can we use this to inform our school improvement measures? And how can we use this to learn from one another.

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

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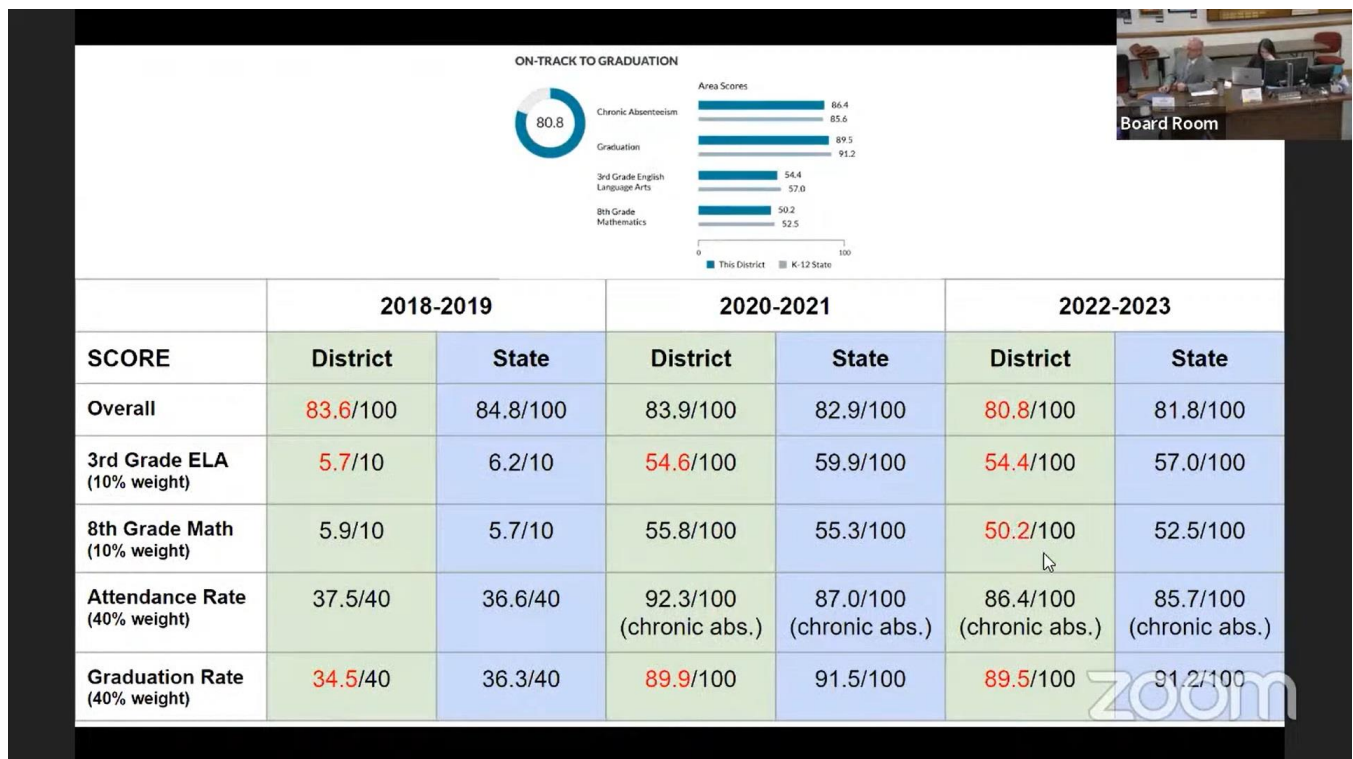
Mon, Nov 28, 2022 6:00PM

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:50:33

In this case, this verifies for us, the reason why you as a board put a measure in OE 11 for us to have a program evaluation for each of our content areas. We chose ELA because we know it's a gateway to learning in all grade levels in all content areas. We also know from our staff, it's an area that they would like us to readdress. So, it affirms the decisions we made about our action steps. We're not making decisions by waiting for the state report card.

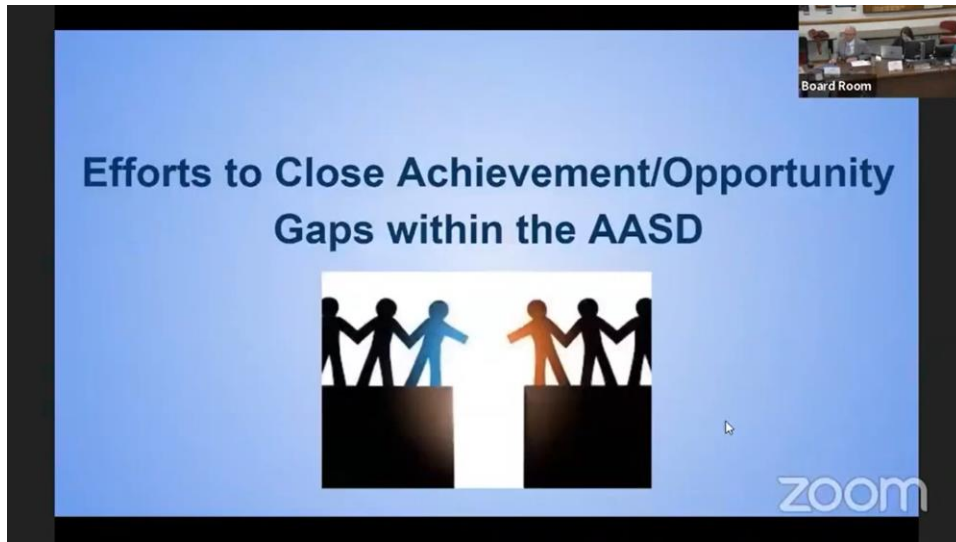
Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:51:03

And so, I'm just going to highlight a couple more slides here to just show you what is this look like for us at the district level for this category of On Track To Graduation. On the left side, you can see the overall categories that make up the total score. And you can see the areas where our other data has shown us as well, we have opportunities for improvements such as the ELA component that I mentioned before, and recognizing that the attendance rate is from two years ago. So last year's attendance will be reflecting on next year's state report card. And that's a conversation that Sheree and my other colleagues as assistant superintendents have been having with their schools, to just remind them as far as what parts are going to inform, you know, future report cards versus components that are more close in time.



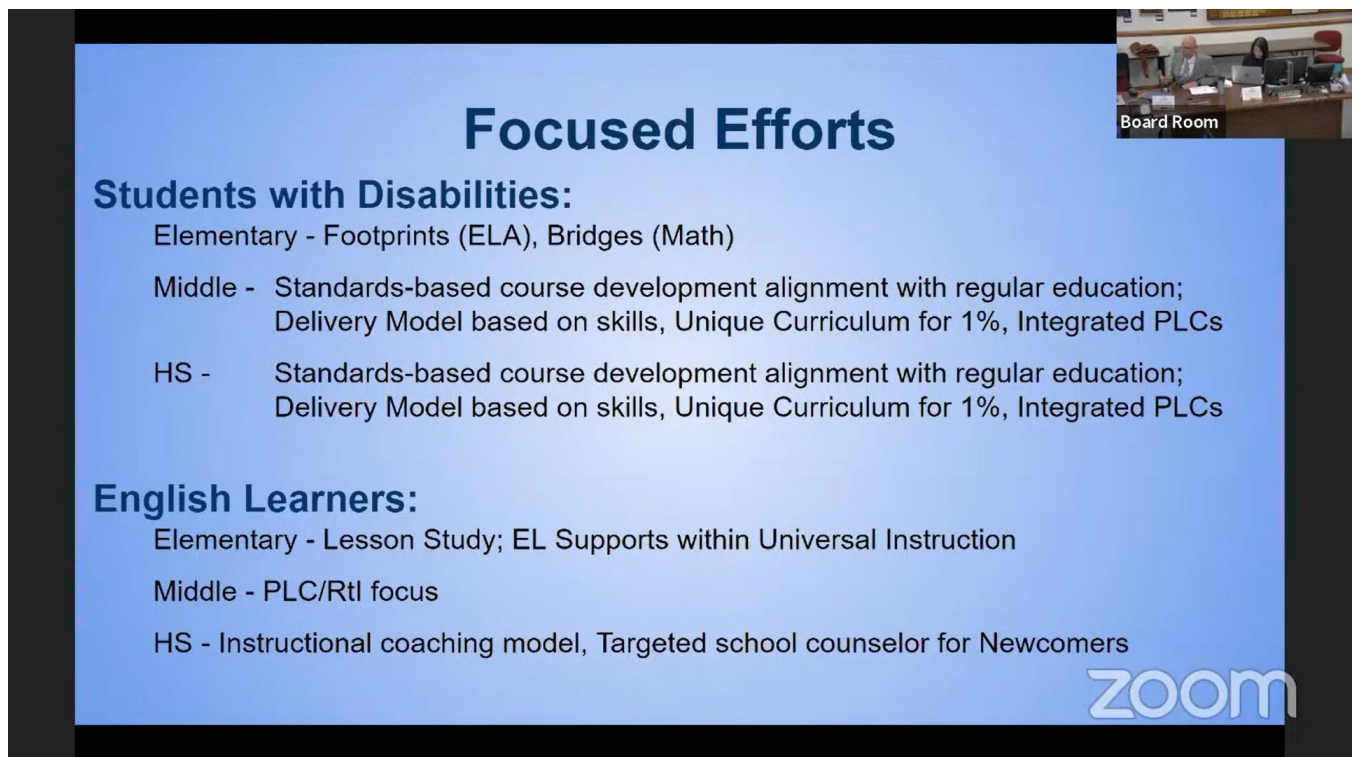
Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:52:03

And so, the last piece here is, again, not dwelling on past data from up to three years ago but really looking at so what are we doing with this and additional information that we have through our coherent governance measures and as well as our district and site scorecards.



Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:52:21

For Students With Disabilities, we focused on making sure that we've updated our resources in both ELA and math for intervention, but also recognize resources alone won't fix any issue at the instructional level. So, making sure that we're also, through our standards-based coursework, ensuring that guaranteed and viable curriculum—right? Making sure that what we save for a standards-based course in ELA nine is the same thing we would stay save for Students With Disabilities who has an IEP and is also taking ELA nine, meaning that we don't have separate, but equal, so to speak, ELA courses, that were making sure that all students have access to that universal instruction.



Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:53:05

Mon, Nov 28, 2022 6:00PM

This also re-emphasizes the importance of our special education and EL teachers having a seat at the table at our professional learning community or PLC meetings, because those are going to be our power players in terms of really working with all of our teachers on the importance of differentiation. Much of what I'm speaking about in terms of our students with disabilities not only applies to our English Language Learning students, but to all of our students. But we do recognize that those who are struggling the most are those that we need to ensure through equitable resources are receiving what they need in order for that improvement to be demonstrated. So, we've improved our instructional coaching resources through our ESSER dollars. We recognize for our newcomers students that not only is language a barrier but also becoming acclimated to a new school and perhaps likely a new district. What does that need to look like in terms of resources for connecting them with a targeted counselor, so someone who can really work with them and all those really important pieces for school to be a successful experience?

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:54:16

We also recognize the need to improve our graduation rates and what we've seen in our Coherent Governance data as well. So not only our alternative education and programming and our star program through our partnership with Boys and Girls Club, but through use of our ESSER dollars, our cultural advisors, our graduation coaches that we've spoken to you about over the last two school years, as well as our credit recovery teachers, knowing that not every student will get to where they need to be at the same time, but how do we ensure that all are getting to that finish line in the end?




The slide features a blue background with the title "Focused Efforts" in large, bold, dark blue font. Below the title, the text "Graduation Rates/Gaps:" is followed by a bulleted list of five items, each preceded by a small diamond icon. To the right of the list is a 3D graphic of a black graduation cap on top of a large red percentage sign. In the top right corner of the slide, there is a small video thumbnail showing a meeting room with the text "Board Room" below it. The Zoom logo is visible in the bottom right corner of the slide.

Focused Efforts

Graduation Rates/Gaps:

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

Board Room



zoom

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:54:52

And as I mentioned before, the universal instruction, that what our students most in need have for supports are going to benefit at all of our students. And so, one of the things to highlight here is you're going to notice that our three focus areas as a district—teacher clarity, meaning, are we being really clear instructionally what our students need to know and be able to do, our collaborative and proactive solutions, how do we focus within Pillar One of having a safe and welcoming environment for all students, and then the foundation for all of that,

Mon, Nov 28, 2022 6:00PM

how are we being culturally and linguistically responsive for all of our students? Those three focus areas are also the focus efforts that you're seeing highlighted here as well.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:55:37

And it ultimately comes down to when teachers are able to collaborate with one another, as we talked about earlier this evening with PLCs, that that's really when the work takes place. It's not through a state issued report card, it's through the professional learning communities as they come together.

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

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:55:54

And so, I highlighted some of those things I just spoke to in terms of ESSER funds and how we've been using those as a district to ensure that they are as closely connected to our students as possible. But then, through a Plan Do Study Act process, how are we as a leadership team, evaluating the expenditure of those funds, as good stewards on behalf of our taxpayers to really look for are we seeing results? Not waiting till the end, but along the way, so that we can make well informed decisions even before next year, in terms of how we will use those resources overall.

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

Mon, Nov 28, 2022 6:00PM

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:56:30

And finally, putting it all together. As I highlighted before, this connects to work already taking place in the district and work that's taken place in the district for some time, that what we're focusing on as a district is also what we're focusing on within our departments, and what we're focusing on throughout our buildings as well.

Ongoing Internal Efforts

APPLETON AREA SCHOOL DISTRICT
Appleton Area School District 2022-23 Scorecard

PS&A for 2022-23 District Scorecard
PS&A for 2022-23 District Scorecard
Performance Data for Pillar 2
PS&A for 2022-23 District Scorecard

Link to 2022-23 Department Scorecards

Site Scorecards
Link to AAASD Elementary Scorecards - 2022-23
Link to AAASD Middle School Scorecards - 2022-23
Link to AAASD 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

zoom

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:56:49

And so, if you have trouble sleeping tonight, I have a number of resources here you can read. I am sure they will do the trick for you. But they do provide you a more detailed look at much of the information I share with you behind the scenes. But overall, my intention is hopefully not to overwhelm you more than you already may feel about how state report cards have put together. It's more to assure you that this is part of the overall process as a district of how do we align this information with other metrics internally, so that we can be making those decisions for what we need to keep doing, adopting what we need to be adapting, or what do we need to stop doing because we're just not seeing it being effective overall for our students? And so, I thank you for your patience through that pretty complicated topic. And certainly welcome any

Board Member Questions

zoom

<https://www.youtube.com/watch?v=F1L2eG69jg>

Mon, Nov 28, 2022 6:00PM

additional questions or comments you may have.

Jim Bowman (Board Member) 1:57:45

I guess we've already talked about it. A concern is if the measure is too complicated to understand it probably won't be used. So, I—back to a very simplistic look for corrective action [indecipherable] and measures help you do that if you understand the measure. So, I'm hopeful that there's some process that causes school principals, which to me are a central person in learning, to understand the measures that apply to their school. So, that's my concern.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:58:30

Nope. Very important point, and all the more reason why it's been such a valuable experience for sitting down one on one with our principals, and then they in turn, working with their school improvement team, and oftentimes coming to the table to those conversations as well. It's not about reacting to the data from one to three years ago. But more importantly, what are we doing with what we know, to improve our action steps?

Ed Ruffolo (Board Member) 1:58:59

Steve, just a question. The state allows you to look at these on a school-by-school basis, and I won't get into a lot of the details tonight. But one thing that's remarkable is at the elementary level, our scores are all very good, and there's a notice drop when you look at the middle schools. I don't know if that's because of the sixth grade or what other thoughts you have, why we're seeing such a huge discrepancy. It seemed like you're doing well in middle school then we have this big drop, when we hit—er elementary then we have this big drop at middle school. I'm sure you've thought about that. I'm curious as to your reaction.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 1:59:39

That's a good point you bring up, Ed, because these are many of the items we talked about last several years actually when we talked about, should we, number one, move sixth grade to middle school. It's not about adding a grade level to two grade levels to make three but it's also what opportunities do we now have as a district to change systems and structures that maybe weren't in place or just need to be improved upon.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 2:00:03

You know, one of the things that I know Sheree and I've heard from principals in the past is two years is a really short amount of time to develop those long-lasting relationships with students compared to having that additional time with them that third year. Thinking about what we heard from our students earlier this evening, as far as how important that is to make those connections with staff members and with students as well.

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 2:00:27

But also on the programming side, one of the things I remember sharing during those community events that we had, was that much of our curriculum as well as instructional materials at the sixth-grade level, can be a challenge, knowing that most districts are K-5 elementary districts. And so that makes it very challenging when you are a K-6 district to really have an appropriate match for materials that maybe by many companies has been designed to be an add on, an afterthought, compared to truly a K-6 scope and sequence. So really, we do believe this affirms our decision of why it's important for sixth grade to be part of that middle school picture. But along with that, the importance of improving our transitional conversations, right? So, what are the opportunities we're providing our elementary teachers to connect with our middle level teachers? And our middle level

Mon, Nov 28, 2022 6:00PM

teachers connecting with our high school teachers? Because that's been one of the big messages we've had in our ELA program review so far is that we all collectively represent 1/13th the piece of the pie, right? That when we think of all 13th grade levels, kindergarten through 12th grade, we all play a part, but transition is such a huge piece to that.

Unknown Board Member 2:01:54

[Made a statement or asked a question that was not picked up by the microphone.]

Stephan Harrison (Assistant Superintendent - Assessment, Curriculum & Instruction) 2:02:13

We'll get you at proficient yet, Kris. Note, this, you know, final piece is this is why. If you can take away anything from this this evening, is this is why it's not productive, nor is it accurate to be making comparisons year to year, as I said, either between schools or between districts, because you're seeing firsthand how that does fluctuate year to year. It's more about how do we use this as a reflective tool for the work that's taking place in the district?

Kay Eggert (Board President) 2:02:42

That sounds like the elevator speech. Thank you. I was wondering how we could summarize. But it's so—thank you. It. Complicated. Important for us to go to, to have some understanding. So, thank you very much for that.