Appleton Area School District 2022-23 Scorecard

Key:

Progress is being made to reach the end of year Key Measure/Target

Insufficient progress is being made to reach end of year Key Measure/Target

Not applicable at this time/data not yet available - Not highlighted

Targeted Goal Achieved - End of year only

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.

	1. Increase the Staff Engagement Survey mean score: 3.72 (2022) to 3.87 (2023)
	
	2. Increase the overall response rates across participating sites within the Panorama Staff and Student Surveys by 2%.
	
	    ○ Student Competencies - 77.8% to 79.8%
	    Fall 2022 84.10%
	    ○ Student Supports and Equity - 80.5% to 82.5%
	
	    Fall 2022 82.10%
	
	3. Increase the number of students who score favorably (4 & 5) in the area of Sense of Belonging within the Panorama Student Survey by 3 %
	    ○ Elementary - 61% to 64%
	    ○ Fall of 2022 68%
	    ○ Secondary - 39%-to 42%
	    ○ Fall of 2022 40%
	
	4. Decrease the percentage of students missing more than 10% of school by 3%.
	    ● Elementary - 29% to 26%
	    ● Middle - 23% to 20%
		1. Increase the overall percentage in **literacy and mathematics** of students scoring proficient/advanced (WI Forward (3-8)/Pre-ACT(9-10)/ACT (11)) or at or above grade level (i-Ready (5K-8) (Mid-year or above) by 1% from 2022 to 2023. **(Program Level Analysis) (R.2.1.1, R.2.1.2)**
		
		2. Increase the overall percentage in **literacy and mathematics** of students scoring proficient/advanced (WI Forward (3-8) or at or above grade level (i-Ready (5K-8) by 1% from 2022 to 2023. **(Cohort Analysis) (R.2.1.1, R.2.1.2)**
		
		3. Reduce the achievement gaps in **literacy and mathematics** on the i-Ready (5K-8), WI Forward (3-8), ACT Aspire (9-10), and ACT (11) assessments by 3% from 2022 to 2023.
		    ○ **Between Black and White students**
		    ○ **Between English Learners and non-English Learners**
		    ○ **Between Students with Disabilities and Students without Disabilities**
		(R.2.1.1, R.2.1.2)
		
		4. *i-Ready* Diagnostic: During the 2022-23 school year, we will increase the percentage of students in grades 5K-8 who reach their typical growth (one or
			1. Increase the Family Engagement Survey District mean score: 4.01 (2022) to 4.06 (2023)
			
			2. Increase the number of Family Engagement survey participants by 30% (approximately 1,702 (2022) to 2,212 (2023)
			
			3. Increase the number of formal district-level Business Partnerships from 49 to 54 (10% increase) during the 2022-23 school year.
			
			4. Develop a baseline of our identified Business Partners engagement using the Engagement Model categories (Contributor, Advocate, Ambassador) for the 2022-23 school year.
			
			5. Develop a baseline of the number of B-5 families who:
			    ● Participate in monthly B-5 family workshops and programming (i.e. playgroups, Positive Solutions, events, welcome visits, etc.)
			    ● Access the Early Childhood Diagnostic Center at the CELC
				1. Increase the District Services Survey (DSS) mean score from 4.36 (2022) to 4.41 (2023)
				Departments Included in DSS:
				    ● Business Services
				    ● Facilities and Operations
				    ● Human Resources
				    ● Office of the Superintendent
				    ● School Services (Offices of Assist. Supts.)
				    ● Special Education
				    ● Student Services
				    ● Assessment, Curriculum and instruction
				    ● Technology Services
				
				2. Expend between 101% and 103% of revenue by the end of the 2022-2023 fiscal year.
				
				3. 85% of ESSER III funding will be allocated to evidence-based interventions aimed specifically at addressing the interruption to student learning that occurred during the 2020-2021 school year.

● High School - 43% to 40%
Current Status: Percentage of students missing more than 10% of the school year during **1st semester** 2022-2023:

○ Elementary - **17.9%**

○ Middle - **19.2%**

○ High - **22.8%**

While we are currently meeting this goal, if we continue at this rate through the rest of the year, we will not meet the goal.

5. Maintain the overall district out of school suspension (OSS) rate during the 22-23 school year. *WISE Dash
● 21-22 DIstrict Rate at 2.8%
Current results
● 22-23 S1 rate of occurrences/students 2.38%
● 22-23 S1 rate of students who received an OSS 1.75%
While we are currently meeting this goal, if we continue at this rate through the rest of the year, we will not meet the goal.

6. Reduce the district out of school suspensions (OSS) for Black/African

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more years of growth) by the end of the school year by 1%. **(R.2.1.1, R.2.1.2)**

5. **TS Gold**: During the 2022-23 school year and as defined below, **4K** students will meet or exceed the widely held expectations of a 4K student in:
○ number concepts and operations (Objective #20)
○ explores and describes spatial relationships and shapes Objective #21)
○ compares and measures (Objective #22) **(R.2.1.1, R.2.1.2)**

Objective	2022-23 Winter (% Meeting or Above)	2022-23 SpringTarget (% Meeting or Above)
20a	75	90
20b	70	92
20c	79	92
21a	77	95
21b	68	93
22a	82	97
22b	93	97

(i.e. developmental screenings, evaluations)

American students by 2% *WISE Dash 2021-2022 Black and AA at 12.6% Goal: Reduce by 2% to 10.6% Current results: 2022-23 - **6.5%** OSS Risk Ratio for First Semester While we are currently meeting this goal, if we continue at this rate through the rest of the year, we will not meet the goal.	6. Increase the four-year graduation rate (certified) by 1% from 2022 to 2023 **(R.1)**		
Progress Monitoring Measures	- Fall and Spring Panorama results - Fall Staff Engagement Survey results - Quarterly attendance reports / fidelity checks - Quarterly OSS reports	- Fall, Winter *i-Ready* (5K - 8) - Fall, Winter TS Gold - AASD District Assessment Inventory - High School failures/incompletes by grade level and content area per semester	Monitor number of businesses engaged with HS Business Advisory groups and the Senior Business Advisory Team Monitor attendance at DEI, B - 5, and Community Engagement opportunities.	- District Services Survey results - Department Rounding - Monthly financial reports - ESSER funding monitoring

Prioritized Strategic Actions				
	● Train and coach administrators and deans in Restorative Practices as an alternative to Out of School Suspensions (OSS) ● Trauma Informed Strategies for staff working with students with emotional behavioral disabilities or receiving services through this program. ● Implement quarterly fidelity checks around the attendance process and procedures. ● Implementation of having community partners (i.e. TRAC) are part of site attendance teams. ● Implement an attendance symposium - Rebound and Re-engage ● Implementation of Culturally & Linguistically Responsive (CLR) strategies and practices within all AASD classrooms / buildings	● Develop common assessments in 4K for each unit of study ● **Identify and implement** action steps implemented by ALL STAFF that are unique and specific to addressing disparities between: ○ Black and White students ○ EL and non-EL students ○ Students with Disabilities and Students without Disabilities *(need to revise into a more specific and actionable step)* ● Establish a universal process for Identifying students within these sub-groups who identified as NOT having a sense of belonging within Panorama and establish the universal systems for addressing and providing resources. ● Build staff capacity in Teacher Clarity and High-Performing PLCs through a universal framework implemented within district late starts, PLCs, and staff development ● Align all staff Student Learning Objectives (SLOs) and Personal Professional Goals (PPGs) to site scorecards	● All sites roll out the Family Engagement Survey by April, 2023 ● All sites set goals around family engagement and Family Engagement Survey participation rates ● Support, promote and engage with district-level Business Advisory groups ● Intentionally target Business Partnerships within each Career Pathway and Engagement Model category ● Support, promote, and engage with site and district-level Community Engagement opportunities ● Hardwire Community Newsletters (three times per year)	● Minimize the use of Fund Balance by closely monitoring budgets and use of grant funds. ● Review and update the District's long-range Facilities Improvement Plan and fund needed projects through the capital projects budget and possible referendum ● Utilize the "decision making model" for staffing requests ● Research new options for employee health benefits. Expend savings from benefit changes to increase employee compensation ● Work with Cenergistics to operationalize energy-saving measures across the District ● Develop process for site carryover amounts maximums and approval process. Work with principals and department leaders to plan for future spending of carryover dollars ● Spending of ESSER site funds will be approved by an assistant

		• Implementation of Culturally & Linguistically Responsive (CLR) strategies and practices within all AASD classrooms
		   ○ Identify key look-fors for CLR implementation and accountability via Educator Effectiveness
		   ○ Intentionally aligning Teacher Clarity and Proactive Solutions with CLR
		   ○ Implement instructional walkthroughs via monthly assistant supt./building principal meetings
				superintendent based on our guiding principles.
				
				• All ESSER funded actions will be monitored in January and June.