



RIPON AREA SCHOOL DISTRICT 2019 Assessment Data Press Release

For Immediate Release

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Ripon, WI - Annual state assessments help all stakeholders – parents, teachers, districts, school boards – see a clear picture of how well schools in Wisconsin prepare students to be college and career ready. For students in Wisconsin, state assessments include the Wisconsin Forward Exam, the ACT, and Dynamic Learning Maps. Performance data from these assessments has recently been released from the Wisconsin Department of Public Instruction (DPI) and is available by searching the WISEdash public portal as part of the Wisconsin Student Assessment System (WSAS).

These state assessments set high expectations for students to prepare them for college and career readiness. The cut scores of both the ACT and Forward exams are rigorous. Resources for interpreting the data can be found on the WISEdash public portal website. Educators will be using these results in conjunction with other data to drive school improvement. WSAS results are high profile, but only one of many data points that districts consider in a school improvement planning process.

The Wisconsin Forward Exam tests elementary and middle school students in four main subject areas including;

- Grades 3-8 in English language arts (ELA) and mathematics;
- Grades 4 and 8 in Science; and
- Grades 4, 8, and 10 in Social Studies.

In each of these areas, students in the Ripon Area School District (RASD) outperformed the state average. Among the RASD students who took the Forward assessment, 59.6 percent of students were proficient or advanced in English language arts compared to 40.9 percent at the state level. In mathematics, 61.1 percent of Ripon Area School District students were proficient or advanced compared to 43.4 percent statewide.

Forward ELA by Grade	Ripon	State	Forward Math by Grade	Ripon	State
3	62.9	39	3	73	49.9
4	66.4	43.3	4	72.9	45.7
5	59	40.4	5	73	47.3
6	57	41.1	6	51.8	42.9
7	68	44.7	7	49.2	39.1
8	45.5	36.5	8	52.9	35.7
3-8	59.6	40.9	3-8	61.1	43.4

As an online assessment, the Forward Exam incorporates innovative and better ways for students to demonstrate what they know and can do by completing technology-enhanced items. The Wisconsin Forward replaced the former Wisconsin Knowledge and Concepts Exam (WKCE) and the Badger Exam. Please note that Spring 2019 marks the fourth administration of the Forward Exam for Wisconsin students, so users visiting WISEdash should take caution when interpreting these results, as well as comparing them to Badger Exam and WKCE results from years past.

Students in grades 9 and 10 took the ACT Aspire Early High School assessment in English, reading, mathematics, science, and writing. Overall results for ACT Aspire show 49.6 percent of students were proficient or advanced in English language arts compared to 40.5 percent of students statewide. In mathematics, 48.8 percent of RASD students in grades 9 and 10 were proficient or advanced compared to 40.0 percent statewide. These scores predict future ACT scores.

Aspire ELA by Grade	Ripon	State	Aspire Math by Grade	Ripon	State
9	53.4	41.7	9	52.6	43.6
10	45.9	39.2	10	45.1	36.2
9-10	49.6	40.5	9 - 10	48.8	40.0

The ACT (American College Testing) Exam tests students in grade 11 in ELA (English, Reading, and Writing), mathematics, and science. Overall results on the ACT show 39.8 percent of Ripon Area School District students achieved at the proficient or advanced performance levels in English language arts compared to 36.8 percent statewide. In mathematics, 24.2 percent were proficient or advanced compared to 29.2 percent of juniors statewide.

ACT ELA by Grade	Ripon	State	ACT Math by Grade	Ripon	State
11	39.8	36.8	11	24.2	29.2

Curriculum Director Christine Damm noted, “While we are above the state average on the ACT in ELA, we have room to grow and recognize the need to adjust our curriculum and instruction to best meet the needs of our students. In math, Ripon High School is below the state average and this will be an area of focus for us this year. The district continues to align the curriculum and curriculum resources with the expectations of the common core standards which are aligned with each of the domains of the Aspire and ACT assessments. The high school math curriculum materials/resources were last updated in 2013.”

Damm noted, “We are looking at new curriculum materials at the high school that make mathematics more relevant for students by emphasizing mathematical modeling in reality-based mathematics instruction, engages students through a focus on different learning styles, and fosters conceptual understanding through the use of powerful visual learning. These materials also emphasize the development of students’ mathematical habits of mind and offers every student a truly individualized learning pathway and finally teaches both for and through problem solving. This year we are making changes in our math program and this data confirms that need.”

Principal Randy Hatlen commented, “For the last four years all Ripon High School instructors have focused on writing in the content areas. This school-wide initiative has helped students improve their written communication skills. In May of 2019 it was determined the need to focus on the separate domains in the core areas of the Aspire and ACT assessments. Each core area has domains that students are assessed in.”

Ripon Superintendent Mary Whitrock shared, “Our scores have risen at the elementary and middle school level where we have focused much of our curriculum work. We are ready to tackle high school math. Credit for the increases we are seeing goes to our community members for passing our operational referendum in November 2014. This supported the efforts of our staff to write new curriculum, select materials and adjust instruction to meet the needs of our students. The community continues to support the BRAVE Program that provides interventions to students and offer homework help at all levels after school. Parents are engaging with their children at home, getting them to school, asking about their school day, inquiring about their homework and checking their grades. All of this makes a huge difference,” noted Ripon Superintendent Mary Whitrock.

Historically, Ripon’s district-wide results have consistently been among the top-performing districts in the state. These results reflect the high-quality instruction RASD provides for all students. Yet, administration and staff are committed to continuing to raise achievement scores and close any achievement gaps between groups of students in the district, particularly at the high school level. Improving access to post-secondary readiness options is one way to close the achievement gap and address equity issues in Wisconsin.

District	Forward ELA
Winneconne	65.3
Ripon	59.6
Rosendale -Brandon	52.4
Green Lake	52.0
Princeton	46.6
Markesan	45.5
State	40.9
Omro	36.6
Berlin	32.4

District	Forward Math
Winneconne	69.4
Ripon	61.1
Rosendale -Brandon	61.1
Princeton	47.3
Green Lake	47.2
State	43.4
Markesan	40.8
Berlin	37.6
Omro	30.1

District	ACT Aspire 9 and 10 ELA
Winneconne	66.8
Markesan	53.6
Green Lake	52.6
Ripon	49.6
Rosendale -Brandon	49.4
State	40.5
Berlin	36.6
Omro	33.5
Princeton	33.4

District	ACT Aspire 9 and 10 Math
Winneconne	55.7
Rosendale -Brandon	54.2
Markesan	50.0
Ripon	48.8
State	40.0
Green Lake	37.3
Omro	33.5
Princeton	27.0
Berlin	26.2

District	ACT 11 ELA	District	ACT 11 Math
Green Lake	75.0	Green Lake	50.0
Winneconne	58.6	Winneconne	46.9
Rosendale -Brandon	46.5	Markesan	44.4
Princeton	45.2	Rosendale -Brandon	43.0
Ripon	39.8	State	29.2
State	36.8	Berlin	27.1
Markesan	33.3	Princeton	25.8
Berlin	31.6	Ripon	24.2
Omro	30.2	Omro	16.7

Ripon Superintendent Mary Whitrock commented, "I am exceedingly proud of the efforts of all of our staff, students and parents. Five years ago a student said to me, 'We must have writing as our goal this year because every teacher is asking us to write more this year in every class.' When students recognize changes in their instruction because of the alignment of the adults' efforts in the district, that speaks volumes. Despite the changing demographics within our community, these results prove that all students can achieve when supported by their community. I look forward to continuing this work with the RASD team to see even greater gains in the years to come."

Any comments or suggestions, please contact Chrissy Damm at (920) 748-4687.

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