

2020-21 Midyear Dashboard



Excellence through Innovation

Elementary (4PS-2) Data Profile

	2020-21	2019-20
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Attendance

9/1/20 - 3/1/21	
	BP/BPC/Journey
% in Attendance	96.62%

- It has been difficult to accurately track attendance this year with so many kids coming and going between virtual and in-person learning as well as kids who have needed to quarantine. This data is for our in-person attendance only.

9/1/19 - 3/1/20	
	BP/Journey
% in Attendance	95.08%

- Since attendance was very difficult to track last spring when we went into virtual learning, attendance included reflects info from September 1, 2019-March 1, 2020.

Behavior

9/1/20 - 3/1/21			
	Barlow Park	Barlow Park Charter	Journey
# of ODR's	9	9	28

We have fewer ODRs this year than last year because of the following:

- Part time behavioral interventionist at BPJ
- Very regimented routines and procedures that were defined school wide
- Kids were brought into school and dismissed from school on a gradual basis, rather than all at once.
- Zones for recess with single cohorts of kids.
- A portion of our kids were virtual.
- Cohorts are not interacting with one another
- Students are eating lunch in the classroom which is calmer.
- Specials started in the classroom and gradually moved to the shared spaces.

9/1/19 - 3/1/20		
	Barlow Park	Journey
# of ODR's	71	63

Pupil Service Contacts

2019-20 Pupil Service Contacts (through Feb. 29, 2020)		
Unduplicated Contacts	58 (of the 318 total students enrolled)	18.2% of students seen
Total Duplicated Contacts	97	

2020-21 Pupil Service Contacts (through Feb. 28, 2021)		
Unduplicated Contacts	139 (of the 291 total students enrolled)	47.8% of students seen
Total Duplicated Contacts	253	

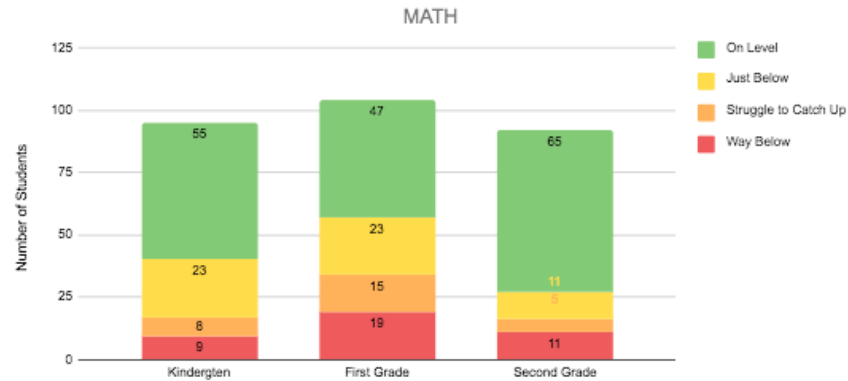
Contact = Connections made between our RASD Pupil Services staff (counselors, psychologists, & behavioral interventionists) that relate to the student's mental health, behavioral health, or social/ emotional wellbeing. *These contacts do not include things like regularly scheduled small groups, classroom lessons, ongoing social skill instruction, college/ career-related meetings, scheduling, etc.*

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- "Duplicated" = A running total of cumulative contacts made by the members of the team for that building. Example: if a student was seen 14 times, all 14 of those contacts are included in this number.

**Literacy
Achievement**



**Math
Achievement**



Key Findings

Celebrations (+)

- Less students at BPJ in Tier 3
- Pupil Service - Mental Health Referrals
- Overall, students in all schools are making gains towards end-of-year goals in reading and math.
- BPC has moved to competency based instruction
- Journey completed their first Gallery in a virtual format
- Overall differences between last year's scores and this year are minimal.
- CQI practices
- Reading Intervention
- Inclusion meetings monthly between specialists and general education teachers
- Social, Emotional, and Behavioral supports
- Professional Development/Collaboration Days to build supports for kids in need
- BPJ Friday Institute focused on writing, reading, and speaking/listening
- Staff have had the opportunity to participate in some counseling services with Collaborative Wellness

Opportunities for Growth (Δ)

- While kids are making gains, we still have a learning gap especially in first grade.
- Improving our SST process so that we are more responsive to kids' needs.
- Split level classrooms are challenging.
- It has been difficult to maintain connections with our virtual students.
- Next year we are looking to make some adjustments to our day based upon our findings and staff input that allow us to keep behavioral concerns to a minimum. (ex. Gradually bring our kids into school and release them from school to avoid large masses of kids coming and going. Ex. Possibly having recess zones for kids playing etc.)

- More than 94% of special education students are learning in person 5 days per week resulting in more student engagement and specialized instruction.
- There have been 10 Birth-3 referrals from Fond du Lac or surrounding counties offering young children an opportunity for early intervention with special education teachers and specialists

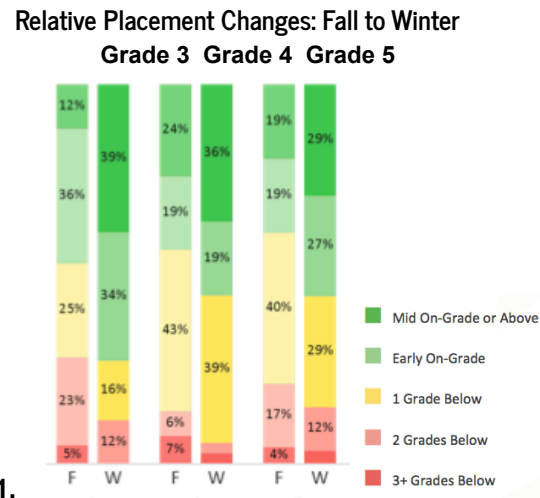
Next Steps Through End of Year

- Started the school year with 44 virtual students in 4PS-Grade 2. As of March 1, 24 students remain fully virtual
- Running a BPJ Reading Institute to grow staff professionally in literacy topic of their choice
- BPC Literacy Retreat
- BPC starting math competency-based instruction
- Exploring options for discrete phonics instruction
- Teachers connecting with Reading Interventionists and School Counselor to build supports for kids in need
- Encourage and recommend participation in 2021 Summer School Program
- Support students through reading and math interventions during the 2021 Summer School Program

Elementary (3-5) Data Profile

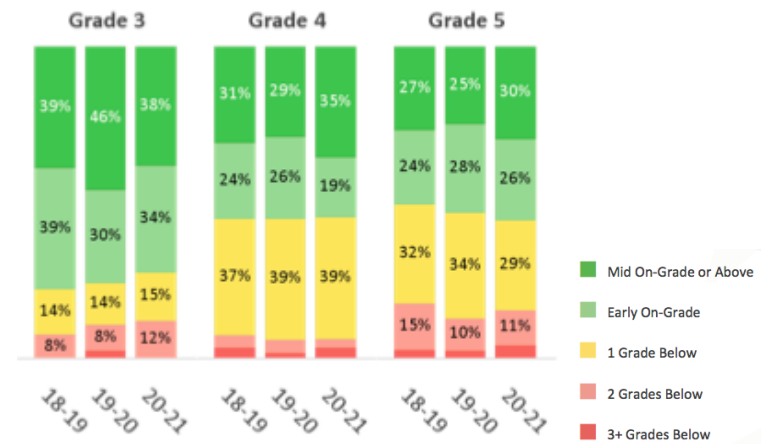
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Literacy Achievement

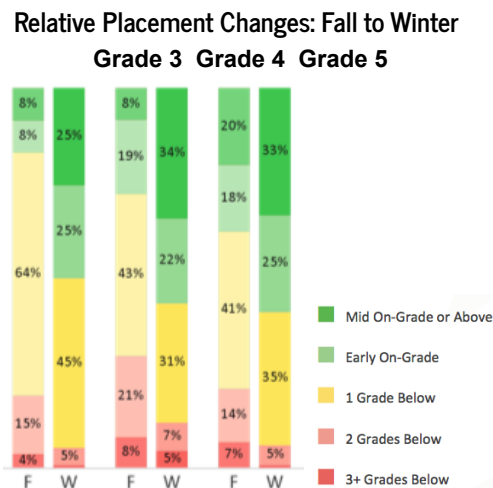


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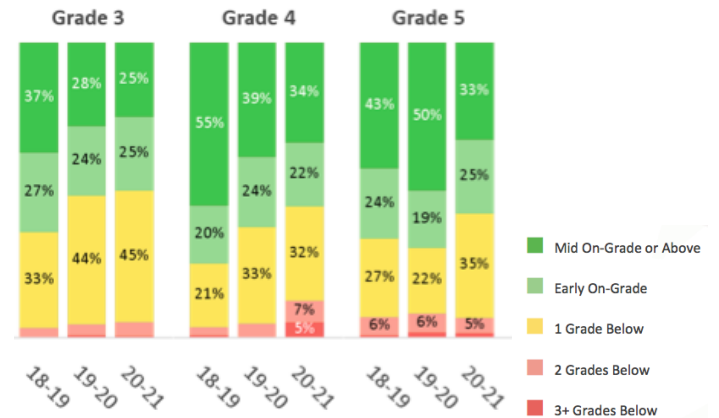
Relative Placement Changes: Winter to Winter



Math Achievement



Relative Placement Changes: Winter to Winter



Key Findings

Celebrations (+)

- Fewer students at MPQ in Tier 3
- Pupil Service - Mental Health Referrals
- Overall, students in both schools are making gains towards end-of-year goals in reading and math.
- Overall differences between last year's scores and this year are minimal.
- CQI practices
- Bridges Math/Bridges intervention
- Reading Intervention - Rime Magic/RISE

Opportunities for Growth (Δ)

- The students in Tier 3 have a larger gap, running RISE or classroom literacy differently to address
- Utilize the b.e.s.t. Screener data that was just collected in order to be responsive to the behavioral and SEL needs of our kids.
- Next year we are looking to make some adjustments to our day based upon our findings and staff input that allow us to keep behavioral concerns to a minimum. (ex. Gradually bring our kids into school and release them from school to avoid large masses of kids coming and going. Ex. Possibly having recess zones for kids playing etc.)

- Team approach in reaching goals (regular ed, Special education, EL, GT, Title, Counseling etc)
- Social, Emotional, and Behavioral supports
- Professional Development/Collaboration Days to build supports for kids in need
- More than 98% of special education students were in person most or all of the first semester resulting in more student engagement and specialized instruction

Next Steps Through End of Year

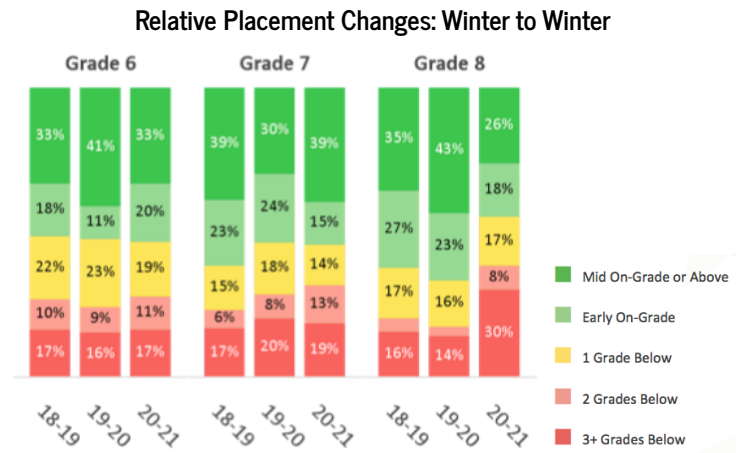
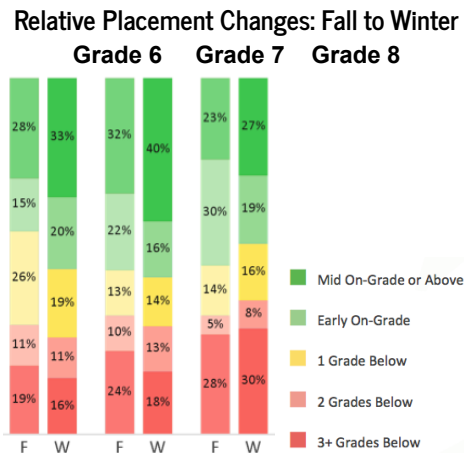
(Virtual: started with 35 students and now under 10 students)

- Vocabulary building and building volume of reading
- Continue math, reading, behavioral, and SEL interventions and small group support
- Teachers connecting with Reading Specialist to build supports for kids in need
- Continue to collect data on a regular basis and be responsive to data (core academics as well as socially, emotionally, and behaviorally)
- Reading intervention and math intervention this summer for regular education and special education students

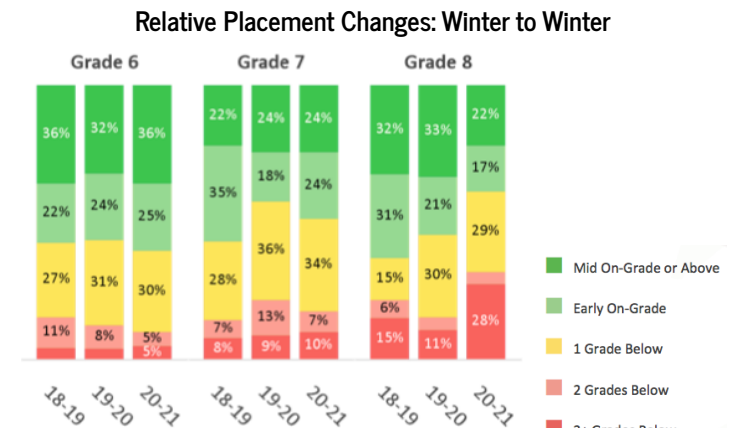
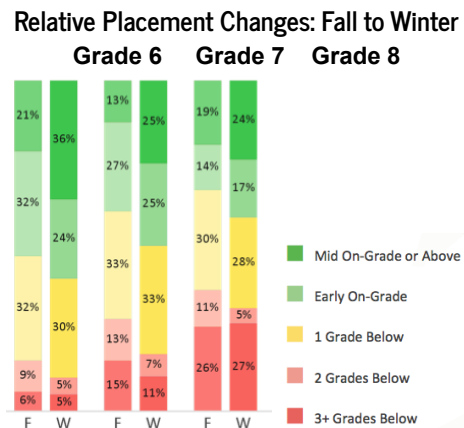
Middle School (6-8) Data Profile

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Literacy Achievement



Math Achievement



Key Findings

Celebrations (+)

- We were able to stay open all year.
- Staff and students did a great job with sanitizing tables, desks etc.
- Behavior incidents way down
- Staff did an excellent job in the hybrid model.
- Pupil Service - Mental Health Referrals - Groups were started by Collaborative Wellness
- Professional Development/Collaboration Days to build supports for kids in need
- More than 95% of special education students were in person 4 days per week resulting in more student engagement and specialized instruction.

Opportunities for Growth (Δ)

- iReady will be based on lesson completion and passing vs time for the week.
- Not consistent days with i-Ready with hybrid-model. That will change being back in-person.
- Talked with many 8th graders and they didn't take the diagnostic seriously.

Next Steps Through End of Year

- Had 38 students virtual only, starting March 1st 25 virtual only
- i-Ready will be consistent with in-person learning utilizing advisory daily
- Continue math, reading, behavioral, and SEL interventions and small group support
- Reading intervention and math intervention will work better with students in person
- Continue groups with Collaborative Wellness

High School (9-12) Profile

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Pupil Service Contacts	<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th colspan="3" style="text-align: center;">2019-20 Pupil Service Contacts (through Feb. 29, 2020)</th> </tr> </thead> <tbody> <tr> <td style="text-align: right;">Unduplicated Contacts</td> <td style="text-align: center;">200 (of the 518 total students enrolled)</td> <td style="text-align: center;">38.6% of students seen</td> </tr> <tr> <td style="text-align: right;">Total Duplicated Contacts</td> <td colspan="2" style="text-align: center;">818</td> </tr> </tbody> </table>	2019-20 Pupil Service Contacts (through Feb. 29, 2020)			Unduplicated Contacts	200 (of the 518 total students enrolled)	38.6% of students seen	Total Duplicated Contacts	818		<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th colspan="3" style="text-align: center;">2020-21 Pupil Service Contacts (through Feb. 28, 2021)</th> </tr> </thead> <tbody> <tr> <td style="text-align: right;">Unduplicated Contacts</td> <td style="text-align: center;">236 (of the 510 total students enrolled)</td> <td style="text-align: center;">46.3% of students seen</td> </tr> <tr> <td style="text-align: right;">Total Duplicated Contacts</td> <td colspan="2" style="text-align: center;">630</td> </tr> </tbody> </table>	2020-21 Pupil Service Contacts (through Feb. 28, 2021)			Unduplicated Contacts	236 (of the 510 total students enrolled)	46.3% of students seen	Total Duplicated Contacts	630							
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Course Pass Rate	Year	Term	% of all Classes Passed	COVID-Virtual
	2020-21	Fall Semester	94.5%	Yes
	2019-20	Spring Semester	98.3%	Yes
	2019-20	Fall Semester	97.6%	No
	2018-19	Spring Semester	96.8%	No
	2018-19	Fall Semester	96.8%	No

Honor Roll	2020-21 School Year - Semester 1							2019-20 School Year - Semester 2						
	Grade	Honors	High Honors	Total # of Students	% - Honors	%- High Honors	Combined %	Grade	Honors	High Honors	Total # of Students	% - Honors	%- High Honors	Combined %
	9	23	30	128	18%	23%	41%	9	22	53	136	16%	39%	55%
	10	25	42	132	19%	32%	51%	10	25	49	123	20%	40%	60%
	11	16	34	112	14%	31%	44%	11	18	51	137	13%	37%	50%
	12	22	40	135	16%	30%	46%	12	26	38	122	21%	31%	52%
	2019-20 School Year - Semester 1													
	Grade	Honors	High Honors	Total # of Students	% - Honors	%- High Honors	Combined %	Grade	Honors	High Honors	Total # of Students	% - Honors	%- High Honors	Combined %
	9	22	42	136	16%	31%	47%	9	22	42	136	16%	31%	47%
	10	26	34	123	21%	27%	48%	10	26	34	123	21%	27%	48%
	11	27	39	137	20%	28%	48%	11	27	39	137	20%	28%	48%
	12	18	36	122	15%	29%	44%	12	18	36	122	15%	29%	44%

Key Findings

Celebrations (+)

Opportunities for Growth (Δ)

- We were able to stay open all year.
- Staff and students did a great job with sanitizing tables, desks etc.
- Behavior incidents way down
- Staff did an excellent job in the hybrid model.
- Staff went above and beyond to help students be successful in the hybrid model as well as the virtual model.
- We were able to have 88 students attend 4 days a week.
- More than 90% of special education students were in person 4 days per week resulting in more student engagement and intervention.

- The overall range of grade distribution has increased.
- Finding resources for students/staff with mental help concerns.
- Increase levels of engagement for students who remain in the fully virtual model.

Next Steps Through End of Year

- Had a high of 65 students virtual during our hybrid model. After March 1, 22 students remained virtual while 2 students moved from hybrid to virtual only.
- Note: We will track Mar 2021 to May 2021 and compare to Mar 2019 - May 2019 for our end of year report

Odyssey Academy of Virtual Learning Data Profile

2020-21

2019-20

Enrollment

Enrollment 2020-21			
September 2020	458	January 2021	440

Growth Rate: Just under 400%

Enrollment 2019-20			
September 2019	117	January 2020	137

Pupil Service Contacts

NO DATA AVAILABLE - NO SCHOOL COUNSELOR ON STAFF

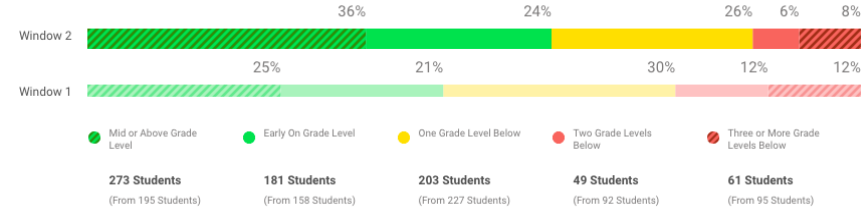
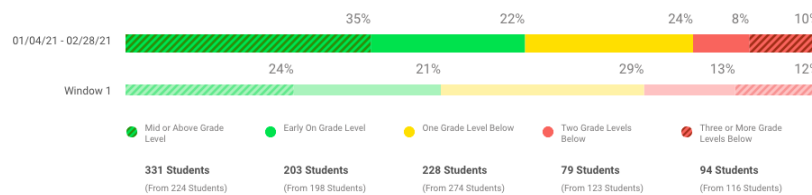
2020-21 Pupil Service Contacts (through Feb. 28, 2021)		
Unduplicated Contacts	69 (of the 440 total students enrolled)	15.7% of students seen
Total Duplicated Contacts	98	

Contact = Connections made between our RASD Pupil Services staff (counselors, psychologists, & behavioral interventionists) that relate to the student's mental health, behavioral health, or social/ emotional wellbeing. *These contacts do not include things like regularly scheduled small groups, classroom lessons, ongoing social skill instruction, college/ career-related meetings, scheduling, etc.*

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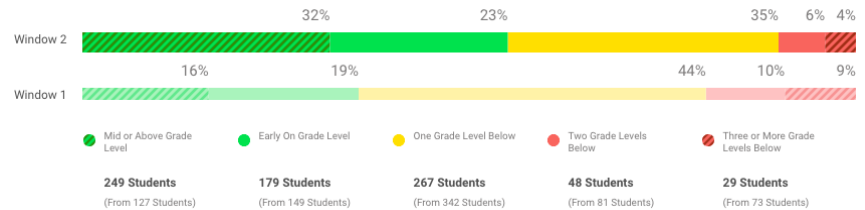
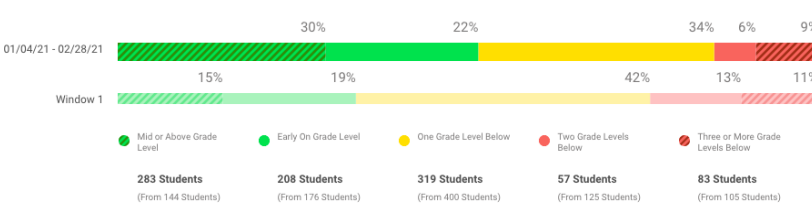
Literacy Achievement

School Wide



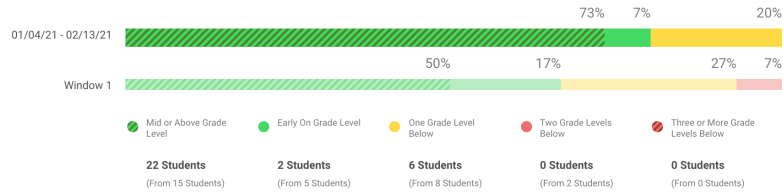
Math Achievement

School Wide

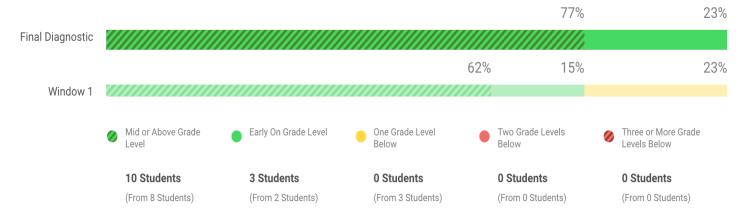


**Grades 2-6
Literacy
Achievement**

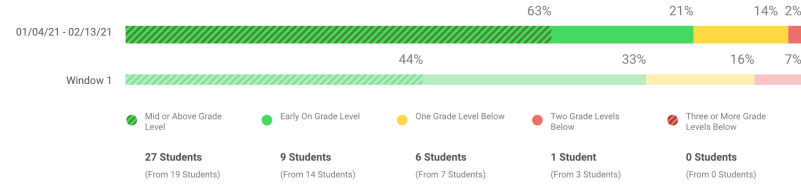
2nd Grade



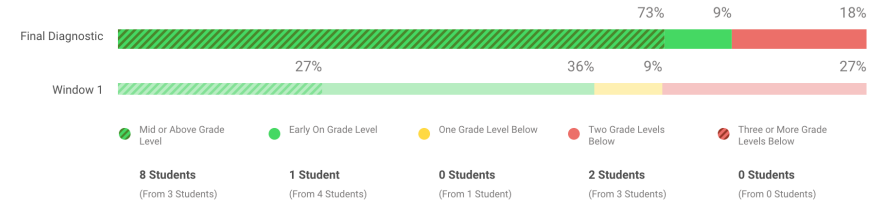
2nd Grade



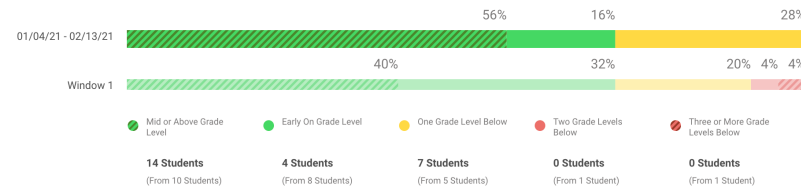
3rd Grade



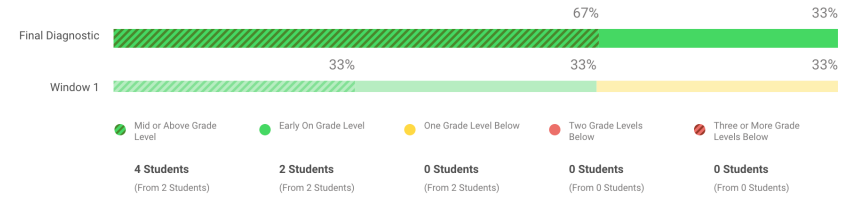
3rd Grade



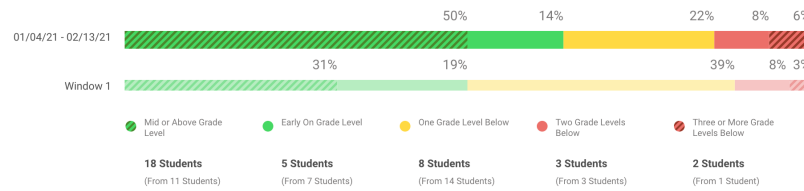
4th Grade



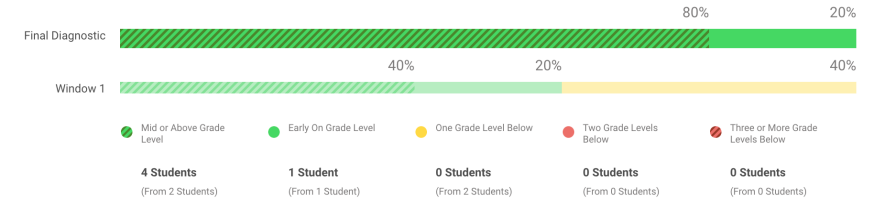
4th Grade



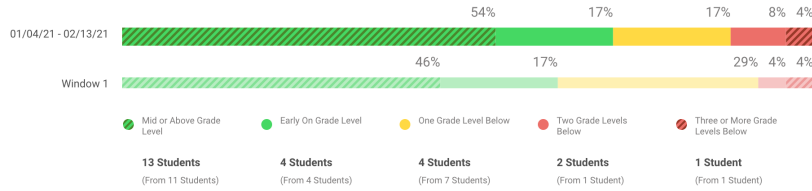
5th Grade



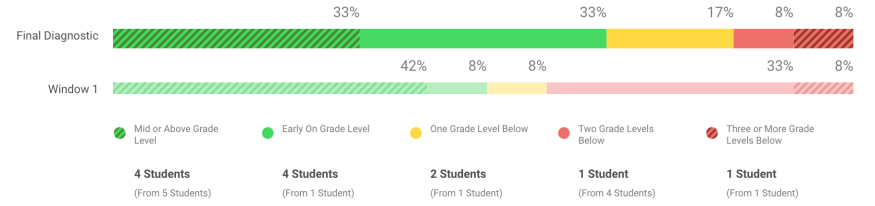
5th Grade



6th Grade

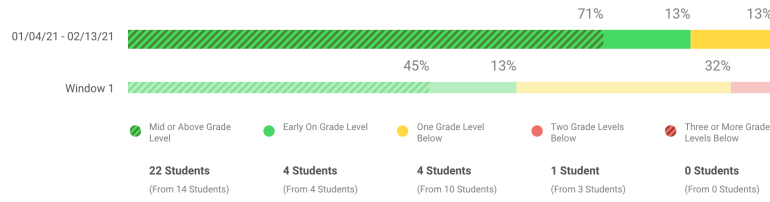


6th Grade

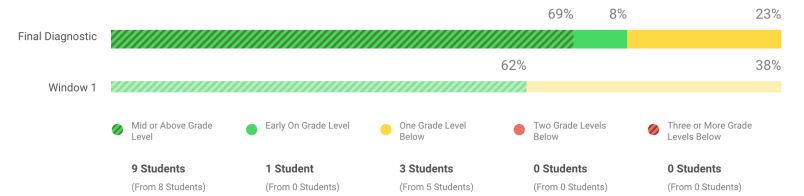


Grades 2-6 Math Achievement

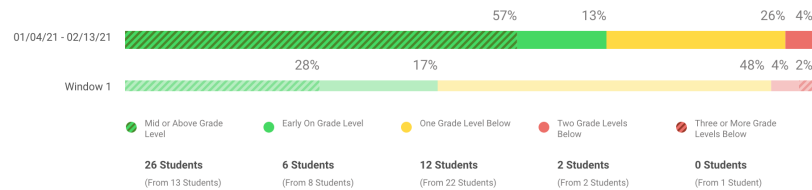
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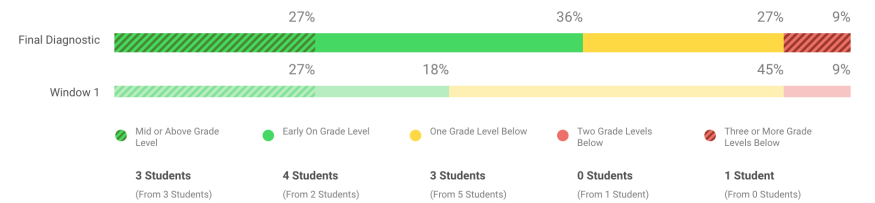
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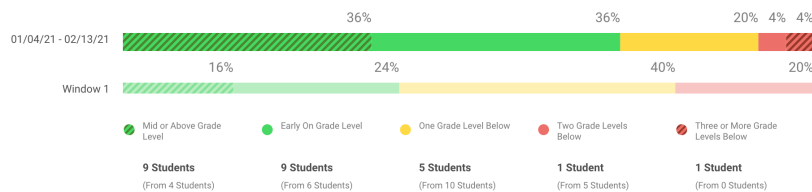
3rd Grade



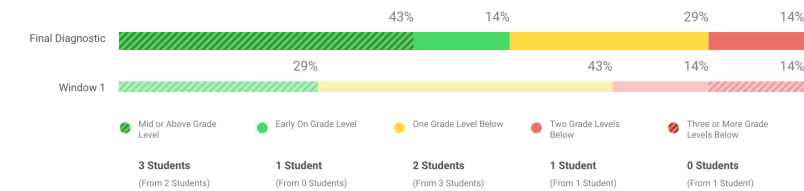
3rd Grade



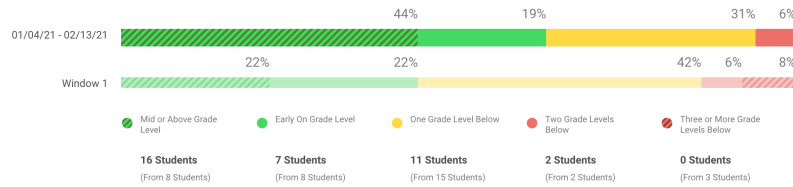
4th Grade



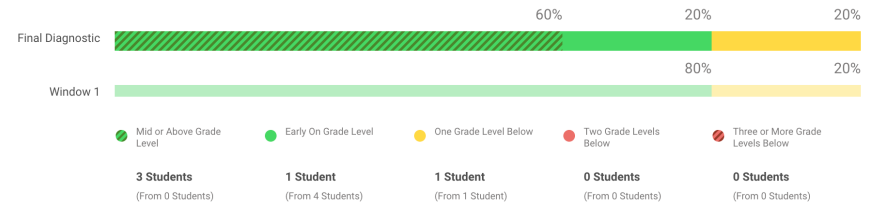
4th Grade



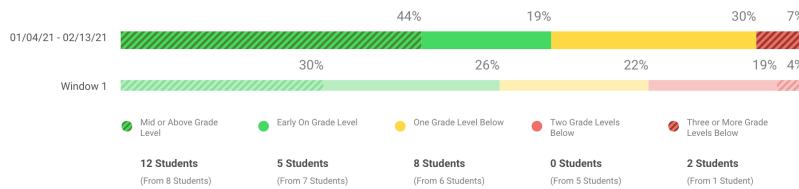
5th Grade



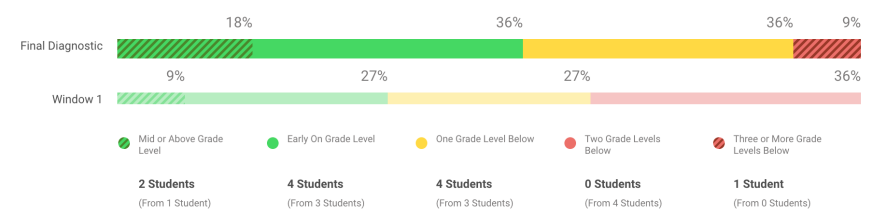
5th Grade



6th Grade



6th Grade



Key Findings

Celebrations (+)

- Odyssey's enrollment increased just under 400% between Fall 2019 and Fall 2020. Our withdrawal rate is lower than expected, due to Covid and students returning to brick and mortar schools
- We are able to provide an educational option for many students during the pandemic that was a better fit for their family's needs
- We added 7 new staff members at Odyssey with a wealth of education and experience
- Early Literacy Data- 100% of students in grades 4K-1 improved in components of the ESGI benchmark assessment from fall to winter
- PBL Classes in grades 7-12 → We've had an increase in the number of students taking our PBL Course offerings at Odyssey

Opportunities for Growth (Δ)

- We have worked with a very transient population of students, comparing data is quite difficult between 2019-2020 and 2020-21
- Developing policies and procedures that are more relevant to a virtual school in conjunction with the Odyssey Governance Council
- State Testing policies & procedures- student participation rate
- District assessments- number of students to complete iReady assessment
- Ensuring that Odyssey students are a 'good-fit' for virtual education, creating a matrix for acceptance (especially with resident students)

Next Steps Through End of Year

- Communication with families about curriculum list revisions for next year
- Creating policies & procedures that are more relevant to a virtual school
- Creating a well-defined Attendance Policy that better communicates the requirements of a student in Odyssey- attendance, work completion, participation
- Enhanced and more frequent grade reports shared through Headrush (the evaluation system used in grades 7-12)

Technology

Technology Tickets

Response time to tickets-monitoring first response time to tickets on average

- 6 hours on average, this includes weekends, holidays and off hours

Average time ticket is open-monitor how long until ticket is closed

- 4 days on average, this includes weekends, holidays and off hours. Also factors in when parts are needed, devices sent in for repairs, etc

Devices/Hot Spots

Number of devices

- Student-1302 total
 - Chromebooks-1297
 - Tablets/iPads-3
 - Macbooks-2
- Staff-1600
 - Includes PLTW, Tech Ed, and Carts

Hotspots

- 75 total
 - US Cellular
 - Unlimited Data per Device
 - Areas such as Rush Lake have little coverage

Internet/Network Infrastructure

Downtime versus uptime-NAGIOS Network Monitoring Tools

- 376 days up
- 2 hours downtime internally-failing network cable from firewall to ISP router
- 99.96% uptime

Bandwidth usage-Wiscnet Bandwidth 1GB Internet/WAN connection

- 32.87MB-includes nights, weekends and holidays
- 300MB-daytime average

Celebrations (+)

- 200 Additional Chromebooks purchased for K-5 grade levels for full 1:1 status
- 31 Smart Panels replacing old Smart Boards/Projectors at Murray Park and Barlow Park.
- Chromebook cases for Murray Park and soon Barlow Park protecting Chromebooks as they are sent home for virtual days. All came back during practice snow day recently.
- 112 Juno Audio Systems and Huddly Go Webcams for virtual learning
- Point to Point Wireless to Ingalls Field allowing for games to be broadcast and camera systems installation(security and broadcast models)

Opportunities for Growth (Δ)

- Server redundancy-Current SAN becomes backup with data replicated each night
- Proactive Bandwidth Growth-5GB connection
 - Upgraded switching and firewall to 10GB models
- K-5 Chromebook Cart Replacement-Built in power supplies to make virtual days more seamless
- Continue K-2 Smart Panel replacement
- Research Replacement options for High School and Middle School classroom AV equipment(projectors, white boards,interactive panels)
- Investigate rural broadband options for families living in areas with lack of coverage

Facilities

Celebrations (+)

- Secured masks, gowns, wipes, face protection and hand sanitizer for PPE protection
- Installed six foot distance markers in all hallways of each school
- Added sanitizer stations in all classrooms and entrances
- Created barriers between students and staff when six foot distancing cannot be accomplished
- Purchased sneeze guards in all offices
- Secured electrostatic sprayers for all schools and satellite locations
- Reconfigured classrooms and common areas to allow for as much distancing as possible
- Increased cleaning of touch points in all areas with multiple cleanings per day of high usage areas
- Increased run time and fresh outside air intake in our ventilation systems
- Increased our filter ratings to increase indoor air quality
- Installed bottle filling stations where only bubblers were present
- Installed 20+ flat smart panels in classrooms at Barlow
- Completed DDC HVAC project at Murray
- Completed 10 more classrooms with LED with dimming

Opportunities for Growth (Δ)

- Retain sanitizer stations in halls and by doorways
- Updated Signage
- Additional touch point cleaning
- Providing sprayers for instructional staff to use in between classrooms, including art, music and PE
- Installing bottle filling stations by World Language and possibly by Business Room
- Add back furniture into classrooms to accommodate full in-person model
- Some additional furnishings (i.e. MS cafeteria) need to be ordered to accommodate distance protocol
- Staffing?
- Switch from flexible seating to more traditional to meet COVID guidelines