2021-22 End of Year Dashboard

Ripon™

Area School District

Excellence through Innovation

Elementary (4PS-2) Data Profile

Attendance

Mid-year 2021-22

9/1/21-1/19/22			
	Barlow Park	**BP Charter**	**Journey**
% in Attendance	89.14%	92.46%	92.44%

End-of-Year 2021-22

9/1/21-6/3/22			
	Barlow Park	**BP Charter**	**Journey**
% in Attendance	93%	93%	92%

Behavior

Mid-year 2021-22

9/1/21-1/19/22			
	Barlow Park	**BP Charter**	**Journey**
# of ODR's	6	18	9

End-of-Year 2021-22

9/1/21-6/3/22			
	Barlow Park	**BP Charter**	**Journey**
# of ODR's	7	54	27

Pupil Service Contacts

Mid-year 2021-22

2021-22 Pupil Service Contacts (through Jan. 31, 2022)	
Total Student Contacts	1,217

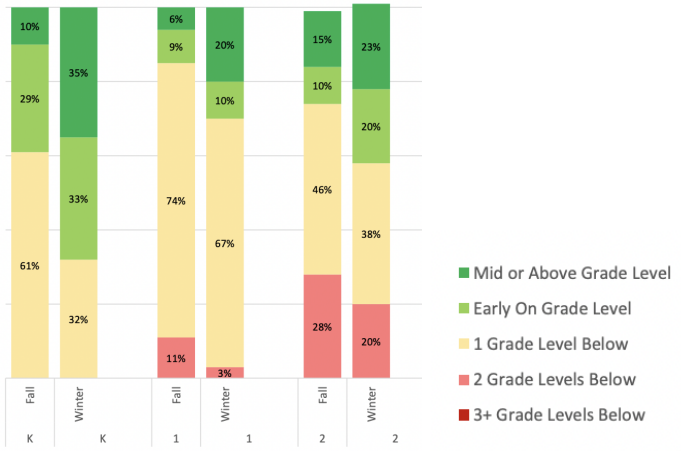
End-of-Year 2021-22

2021-22 Pupil Service Contacts (through June 3, 2022)	
Total Student Contacts	3,247

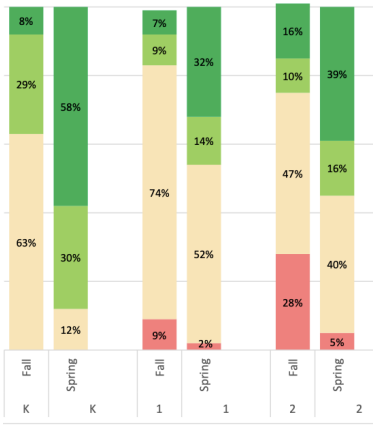
Contact = Connections made between our RASD Pupil Services staff (counselors, psychologists, & behavioral interventionists) that relate to the student's mental health, behavioral health, or social/ emotional wellbeing. *These contacts do not include things like regularly scheduled small groups, classroom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

Literacy Achievement

Relative Placement Changes: Fall 2021 to Winter 2022

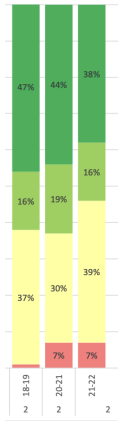


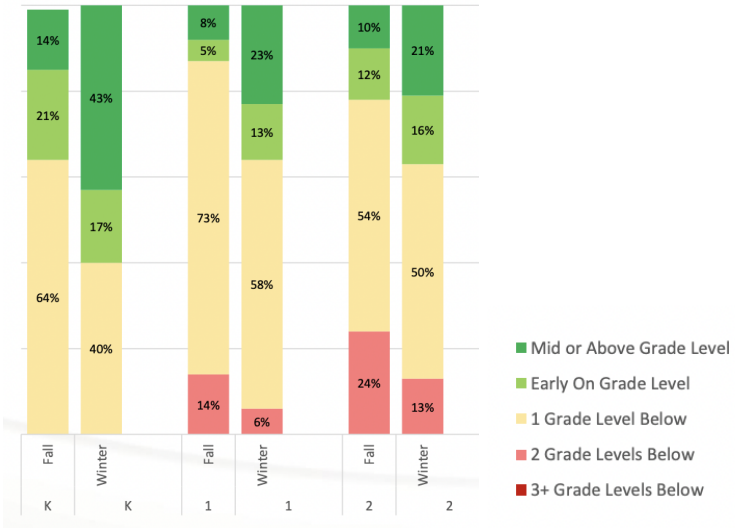
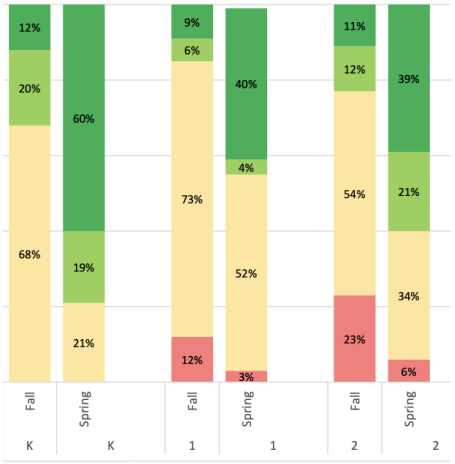
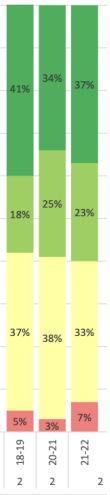
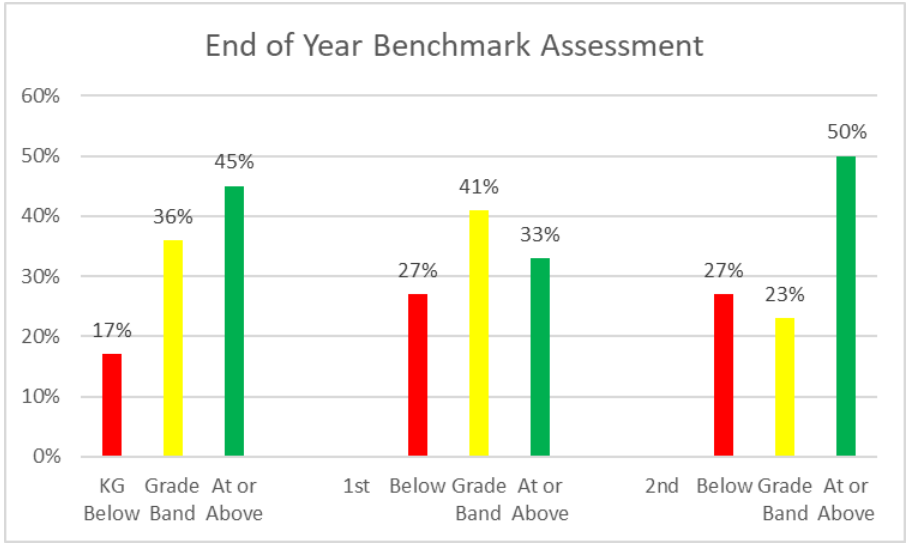
Relative Placement Changes: Fall 2021 to Spring 2022



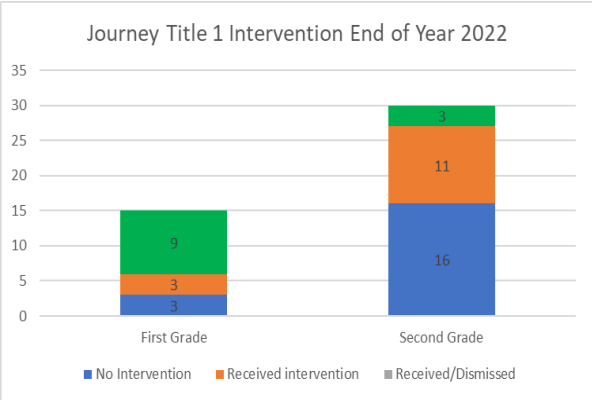
Relative Placement changes Spring to Spring

(Kindergarten and First Grade did not previously utilize i-Ready)

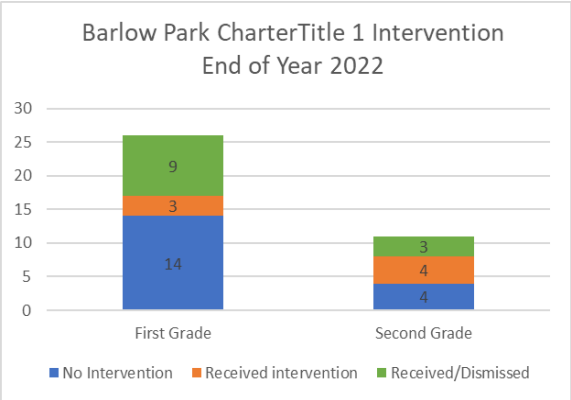


Math Achievement	**Relative Placement Changes: Fall 2021 to Winter 2022** 	**Relative Placement Changes: Fall 2021 to Spring 2022**  **Relative Placement changes Spring to Spring** **(Kindergarten and First Grade did not previously utilize i-Ready)** 
District Literacy Assessment		

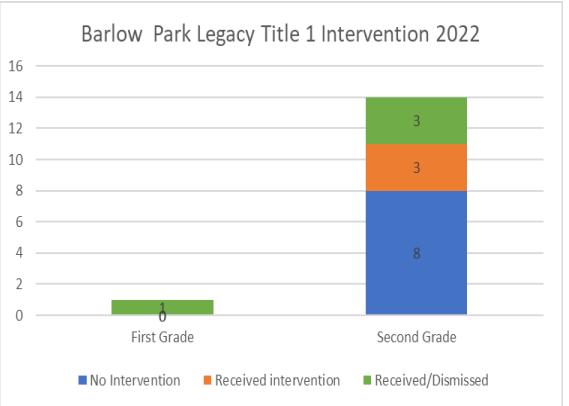
Academic Intervention (Literacy focus)



Total Students 45 total served 26



Total Students 37 total served 19



Total Students 18 total served 7

Key Findings

Attendance:

- Though the overall attendance rate is lower in the first semester of 2021-22 compared to 2020-21 due to quarantine measures, we have maintained in-person learning for all classes

Behavior:

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

- Addition of a full-time Behavioral Interventionist at BP/J
- 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 small cohorts of kids
- Students are eating lunch in the classroom which is calmer
- Collaboration with Kathy Toll around whole staff coaching has focused on collectively improving the culture of the building
- 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
- Child Development Days is being held March 11 and offers one more opportunity to catch young learners in need
- Addition of a “Transportation Conduct Referral” form and “Behavior Referral Form” have streamlined reporting of behaviors and follow-up processes, therefore naturally increasing the accuracy of our data (and increasing this datapoint)

Pupil Service Contacts:

- Addition of full-time BI resulted in the ability to increase student contacts
- Addition of aforementioned position also freed up school counselor to expand reach to more students for mental health-related concerns
- The counselor is teaching 50% fewer classes to focus more on tier 2 & 3 small group and individual needs (thereby increasing contact numbers) — able to do this because the SEL Specialist supplements those Tier 1 lessons
- Increase in access to counseling support from MOU practitioners — alleviates some of these contacts from our staff, freeing them up for more deliberate and preventative student interactions

Achievement:

- Students in all three schools have made significant growth from fall to spring in both reading and math
- Majority of students have made one or more year’s growth
- i-Ready is now being used in kindergarten and grade 1 to measure progress, where previously it was only used in grade 2
- Current second grade cohort is the same group that was most impacted by the pandemic (they were in Kindergarten when we went fully virtual in spring of 2020)
- Modified RISE format for each second grade classrooms with support of literacy coach
- Adjusting universal instruction
- Rapid growth for students who are above grade level expectations at BPC
- Professional Development/Collaboration Days to build supports for kids in need
- Early Literacy Cohort through CESA 6 to merge science of reading and balanced literacy
- Literacy Inquiry to look at curriculum and instruction to inform professional development and curriculum adoption

Academic Intervention:

- There were a large number of students that were on the prioritized list and assessed for possible intervention
- The large number of second grade students in all three schools were served through intervention support in the classroom with the classroom teacher and literacy coach collaboration
- The average growth for second grade students who received the additional intervention support in the classroom averaged five months of growth over a three month period

Next Steps For Next Year

- Continue to support universal instruction to encourage growth and closure of the COVID-gap
- Use “quick-wins” identified in literacy inquiry to improve universal instruction
- Incorporate science of reading into balanced literacy framework
- Focus on professional development in foundational reading skills and phonemic awareness
- Utilize a modified RISE format and guided reading to differentiate small group instruction
- Train staff in AVMR to begin math interventions in the classrooms and special education
- Teachers connecting with Reading Interventionists and School Counselor to build supports for kids in need
- Intensive Tier 3 interventions for first and second graders with highest needs
- Encourage and recommend participation in 2022 Summer School Program
- Support students through reading and math interventions during the 2022 Summer School Program

Elementary (3-5) Data Profile

Attendance

Mid-year 2021-22

9/1/21-1/19/22		
	Murray Park	Quest
% in Attendance	90.54%	92.23%

End-of-Year 2021-22

9/1/21-6/3/22		
	Murray Park	Quest
% in Attendance	91.76%	92.88%

Behavior

Mid-year 2021-22

9/1/21-1/19/22		
	Murray Park	Quest
# of ODR’s	44	39

End-of-Year 2021-22

9/1/21-6/3/22		
	Murray Park	Quest
# of ODR’s	79	85

Pupil Service Contacts

Mid-year 2021-22

2021-22 Pupil Service Contacts (through Jan. 31, 2022)	
Total Student Contacts	531

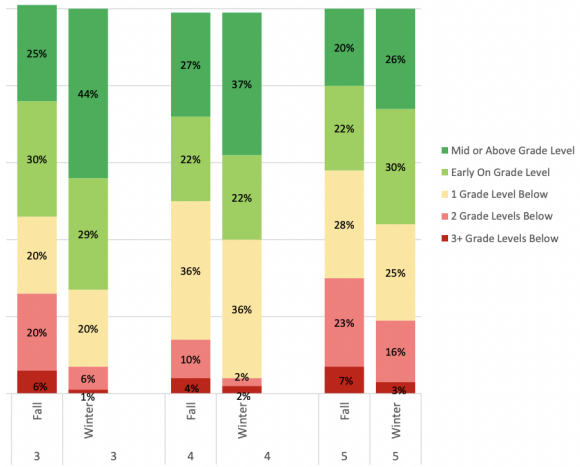
End-of-Year 2021-22

2021-22 Pupil Service Contacts (through June 3, 2022)	
Total Student Contacts	916

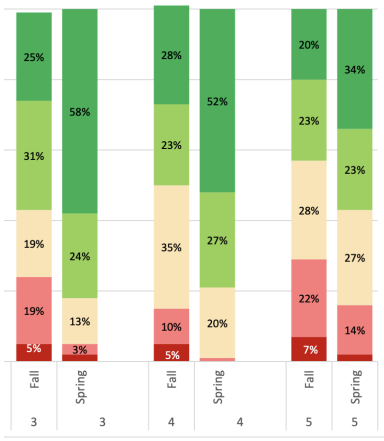
	Contact = Connections made between our RASD Pupil Services staff (counselors, psychologists, & behavioral interventionists) that relate to the student's mental health, behavioral health, or social/ emotional wellbeing. *These contacts do not include things like regularly scheduled small groups, classroom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

Literacy Achievement

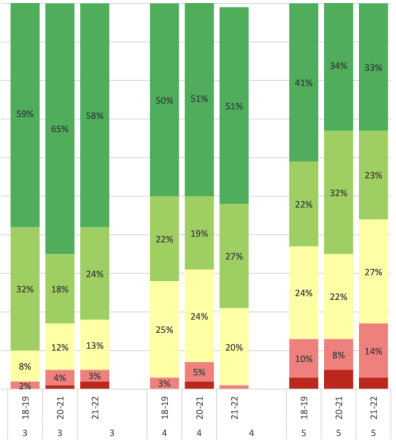
Relative Placement Changes: Fall 2021 to Winter 2022



Relative Placement Changes: Fall 2021 to Spring 2022

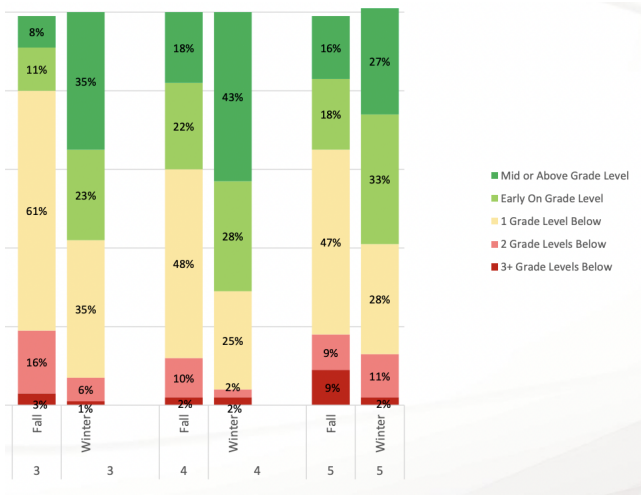


Relative Placement changes Spring to Spring

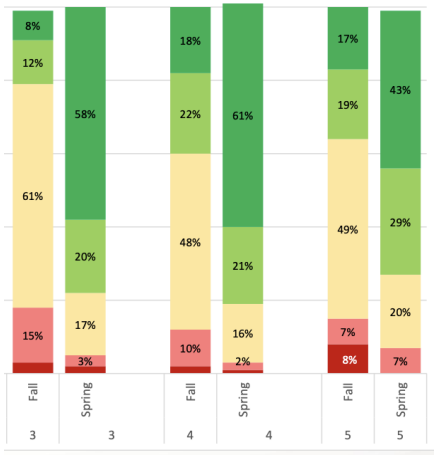


Math Achievement

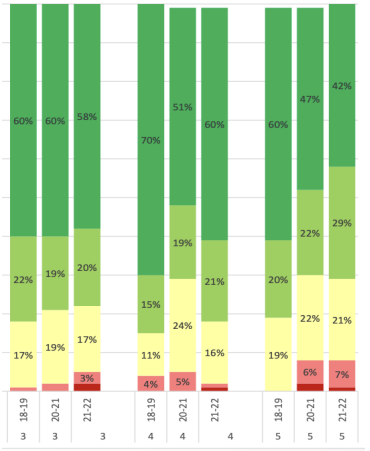
Relative Placement Changes: Fall 2021 to Winter 2022



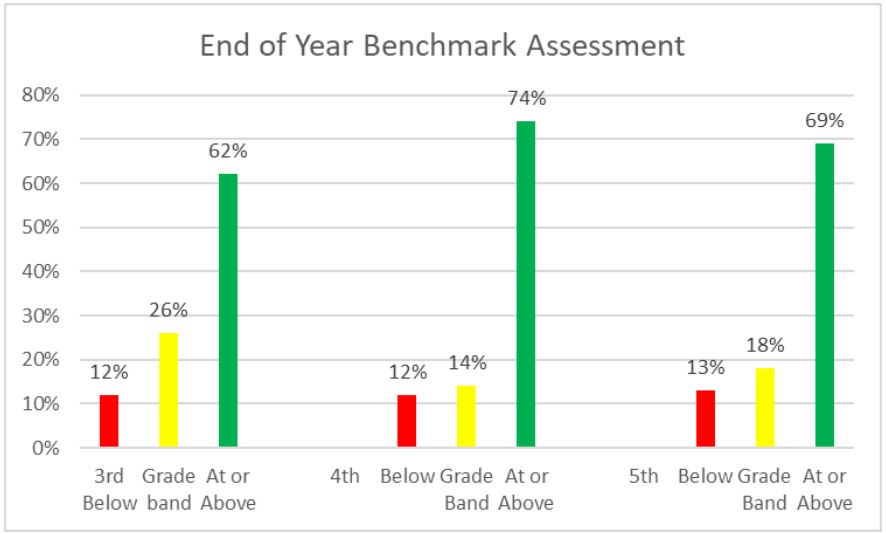
Relative Placement Changes: Fall 2021 to Spring 2022



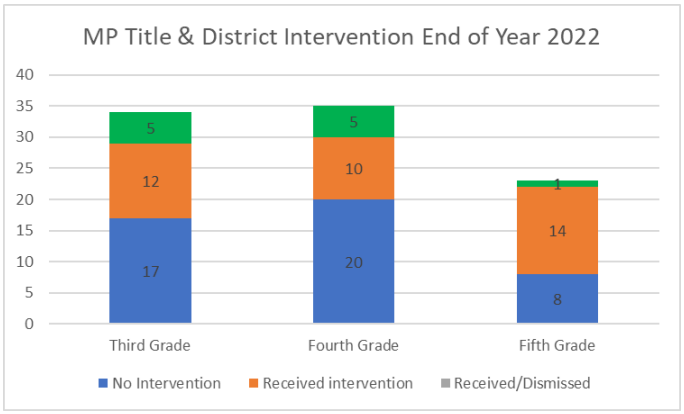
Relative Placement changes Spring to Spring



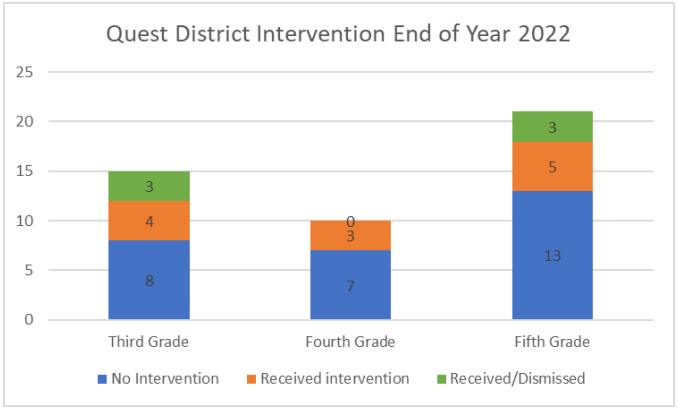
District Literacy Assessment



Academic Interventions (Literacy focus)



Total Students 92 Total Served 47



Total Students 46 Total Served 18

Key Findings

Attendance:

- Though the overall attendance rate is slightly lower this year than last, it was difficult to track attendance with accuracy last year due to Covid.

Behavior:

- Continued support provided by a full-time behavioral interventionist at MP/Q
- Addition of a “Transportation Conduct Referral” form and “Behavior Referral Form” have streamlined reporting of behaviors and follow-up processes
- Increase in behaviorally-significant SPED kiddos (as opposed to solely academic needs)
- Addition of a “Transportation Conduct Referral” form and “Behavior Referral Form” have streamlined reporting of behaviors and follow-up processes, therefore naturally increasing the accuracy of our data (and increasing this datapoint)

Pupil Service Contacts:

- More effective use of structured 1:1s and small groups
- Counselor front-loaded Tier 1 intervention by compacting guidance lessons, widening broad impact on student success, and also allowing teachers to be a more interactive part of lessons (therefore able to reiterate lesson content)

- Increase in access to counseling support from MOU practitioners — alleviates some of these contacts from our staff, freeing them up for more deliberate and preventative student interactions

Achievement:

- Percentage of kids on grade level increased dramatically for all grade levels in both reading and math.
- Targeted interventions and small group work (academically as well as behavioral) have made an outstanding impact on students' progress.
- CQI practices continue to guide instruction
- Team approach in reaching goals (regular ed, Special education, EL, GT, Title, Counseling etc)
- Professional Development/Collaboration Days to build supports for kids in need
- Each grade level has only 12 to 13% of students below our district reading benchmark this represents tremendous growth. At the beginning of the year classes had 30% to 50% or more of students below grade level.

Intervention:

- There was a much larger number of students that were assessed for possible intervention than in the past.
- Students have made a great deal of progress though, because of the large gaps to meet grade level few students were dismissed during the year.
- Both full time interventionists serviced students through small group intervention and one on one tier lll interventions.
- Many of the students served this year made 12 to 18 months growth.

Next Steps For Next Year

- Continue to apply Bridges Math/Bridges intervention to close learning gaps in math
- Develop short and long range goals based on the findings from the K-5 Literacy Inquiry
  - Literacy Inquiry to look at curriculum and instruction to inform professional development and curriculum adoption
  - Continue to support universal instruction through professional development about best practices
  - Early Literacy Cohort through CESA 6 to merge science of reading and balanced literacy
  - Use "quick-wins" identified in literacy inquiry to improve universal instruction
- Continue math, reading, behavioral, and SEL interventions and small group support
- Teachers connect with Reading Specialist/Coach to build supports for kids in need
- Reading intervention and math intervention this summer for regular education and special education students through Summer School
- Continuing to support targeted small group work and conferring within the classroom as well as through our interventionists both academically and behaviorally.
- Continuing to support teachers in feeling comfortable with ongoing data analysis and planning for small group targeted instruction both academically and behaviorally.

Middle School (6-8) Data Profile

	Mid-year 2021-22	End-of-Year 2021-22
Attendance	9/1/21-2/4/22	9/1/21-6/3/22

	RMS	Catalyst
% in Attendance	92.49%	92.13%

	RMS/Catalyst
% in Attendance	94%

Behavior Incidences

9/1/21-1/19/22		
	RMS	**Catalyst**
# of ODRs	81	46

9/1/21-6/3/22		
	RMS	**Catalyst**
# of ODRs	116	70

Pupil Service Contacts

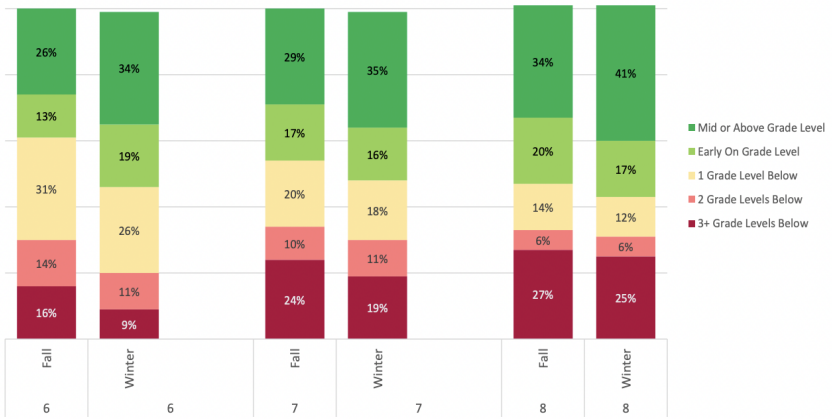
2021-22 Pupil Service Contacts (through Jan. 31, 2022)	
Total Student Contacts	789

2021-22 Pupil Service Contacts (through June 3, 2022)	
Total Student Contacts	1,431

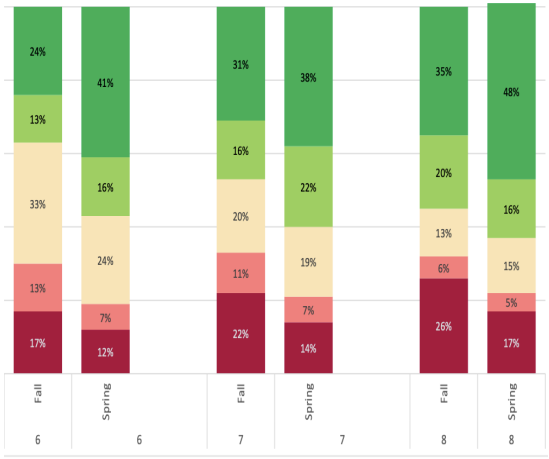
Contact = Connections made between our RASD Pupil Services staff (counselors, psychologists, & behavioral interventionists) that relate to the student's mental health, behavioral health, or social/ emotional wellbeing. *These contacts do not include things like regularly scheduled small groups, classroom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

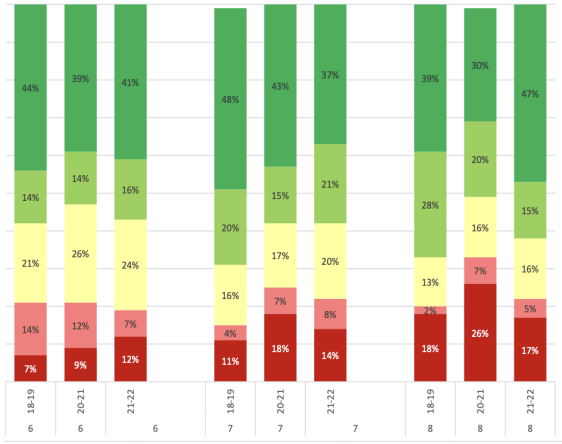
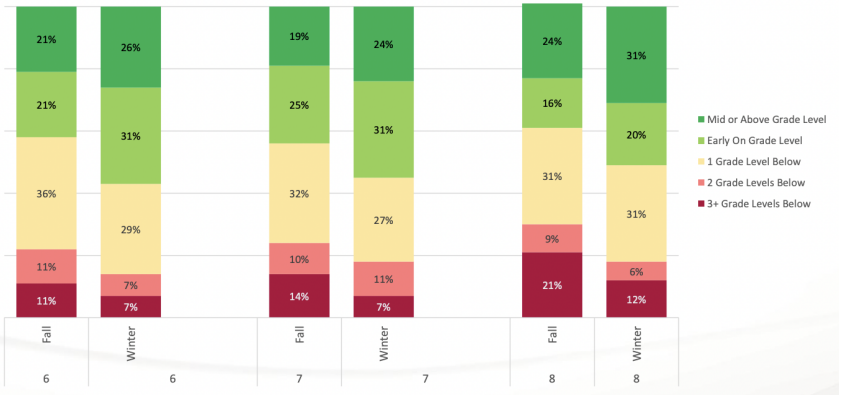
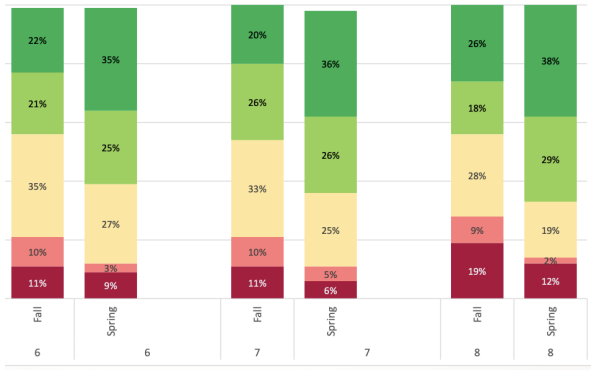
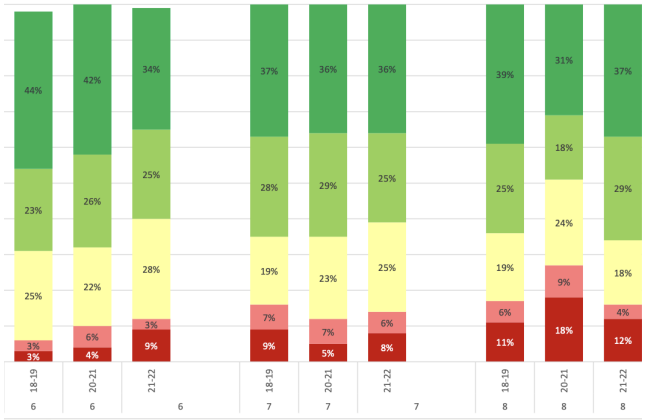
Literacy Achievement

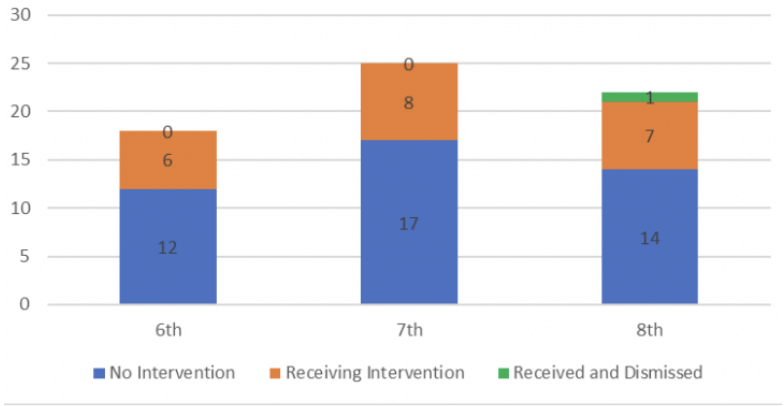
Relative Placement Changes: Fall 2021 to Winter 2022



Relative Placement Changes: Fall 2021 to Spring 2022



		Relative Placement changes Spring to Spring 
Math Achievement	Relative Placement Changes: Fall 2021 to Winter 2022 	Relative Placement Changes: Fall 2021 to Spring 2022  Relative Placement changes Spring to Spring 

Academic Interventions (Literacy focus)	**Middle School Title Intervention End of Year 2022**  **65 students**

Key Findings

Attendance:
- Attendance rate is up from last year and reflects pre-pandemic data

Behavior:
- Addition of a Behavioral Interventionist/ Dean of Students has been extremely beneficial to support growing number of student-related behavioral needs
- Addition of a “Transportation Conduct Referral” form and “Behavior Referral Form” have streamlined reporting of behaviors and follow-up processes, therefore naturally increasing the accuracy of our data (and increasing this datapoint)

Pupil Service Contacts:
- Addition of full-time DoS/ BI resulted in the ability to increase student contacts
- Addition of aforementioned position also freed up school counselor to expand reach to more students for mental health-related concerns
- Teachers have taken a more proactive role in identifying mental health concerns and making referrals to PS staff, accordingly
- Fall screener data allowed us to get an earlier jump on appropriately addressing student needs

Achievement:
- Incremental growth in both math and reading between fall and end of the year (green band getting larger and red band shrinking)
  At midyear, more than 50 percent of our students are at grade level in both reading and math
- Math data reflects similar achievement now in comparison to pre-pandemic

Intervention
- Support being offered through Title 1 funding at RMS in both reading and math interventions
- It is difficult to fit an intervention period in a student’s schedule. Students can be served in intervention everyday which limits their opportunities for attending elective classes, or they can attend intervention every other day which slows down the intervention progress.
- The reading interventionist provides support across three periods of her day, as the remaining portion of her position is designated as regular ELA teacher.

Next Steps Through End of Year

- Continue offering i-Ready incentives
- Continue math, reading, behavioral, and SEL interventions and small group support (Advisory Period)
- Continue groups with Collaborative Wellness
- Next year each grade will offer reading and math intervention for our students. The math and reading teacher will be doing this instead of a study hall.

High School (9-12) Profile

Attendance

Mid-year 2021-22

9/1/21-1/19/22	
% in Attendance	**RHS**
	94.47%

End-of-Year 2021-22

9/1/21-6/3/22	
% in Attendance	**RHS**
	91.9%

Behavior

Mid-year 2021-22

9/1/21-1/19/22			
# of Behavior Events	359	**# of Students**	151
# of Suspensions	31	**# of Students**	27

End-of-Year 2021-22

9/1/21-6/3/22			
# of Behavior Events	625 (346 for truancy warnings)	**# of Students**	230
# of Suspensions	38	**# of Students**	30

Pupil Service Contacts

Mid-year 2021-22

2021-22 Pupil Service Contacts (through Jan. 31, 2022)	
Total Student Contacts	462

End-of-Year 2021-22

2021-22 Pupil Service Contacts (through June 3, 2022)	
Total Student Contacts	957

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.*

Course Pass Rate

Mid-year 2021-22

Year	Term	% of all Classes Passed	COVID-Virtual
2021-22	Fall Semester	96.6%	No
2020-21	Spring Semester	98.5%	No
2020-21	Fall Semester	94.5%	Yes

End-of-Year 2021-22

Year	Term	% of all Classes Passed	COVID-Virtual
2021-22	Spring Semester	97.1%	No
2021-22	Fall Semester	96.6%	No
2020-21	Spring Semester	98.5%	No
2020-21	Fall Semester	94.5%	Yes

Honor Roll

2021-22 School Year - Semester 1						
Gr.	**Hon.**	**High Honors**	**Total # Students**	**%- Honors**	**% -High Honors**	**Total %**
9	14	39	114	12%	35%	47%
10	28	40	118	24%	34%	58%
11	25	38	121	21%	32%	53%
12	35	43	111	32%	39%	70%

2021 -22 School Year - Semester 2						
Gr.	**Hon.**	**High Honors**	**Total # Students**	**%- Honors**	**% -High Honors**	**Total %**
9	17	37	111	15%	33%	49%
10	28	38	118	24%	32%	56%
11	31	39	117	26%	33%	60%
12	34	50	115	30%	43%	73%

Key Findings

Attendance:
- Attendance rate is down 1.5%. Ripon High School was hit hard by COVID - 19 this fall.

Behavior:
- Behavior events have dramatically risen for various reasons (ex: more student interaction that last year, to date)
- Implementation of revamped Behavior Referral Forms & Transportation Conduct Referrals may also be partially responsible, due to increased access and ease of reporting incidences
- Suspensions have also dramatically risen

Pupil Service Contacts:
- Contacts look as we expected them to look, right around average for end of year
- The addition of a counseling intern may have slightly increased numbers in the middle of the year

Achievement:
- Both honor roll and high honor rolls percentages have stayed stable.
- Very low failure rates continue.

Intervention
- Staff continues to do a great job making contacts to parents (Almost 5,400 for the school year)
- Recognized another 60 students second semester as R Standout students
- Grade check every Tuesday
- Multiple contacts home for students that are struggling
- Continued after school tutor program

Looking ahead to 2022/23 school year

- Student mental health and its impact on credit acquisition, continue to find the balance between the two
- Continue tutor program.
- Continue parent contacts.
- Implementing skills based grading and reporting.

Odyssey Academy of Virtual Learning Data Profile

	End-of-Year 2021-22	

Enrollment

Enrollment 2021-22			
September 2021	295	June 2022	286
Ripon Residents	51 (17%)	Ripon Residents	50 (17.5%)
Open-enrolled	244 (83%)	Open-enrolled	236 (82.5%)

Pupil Service Contacts

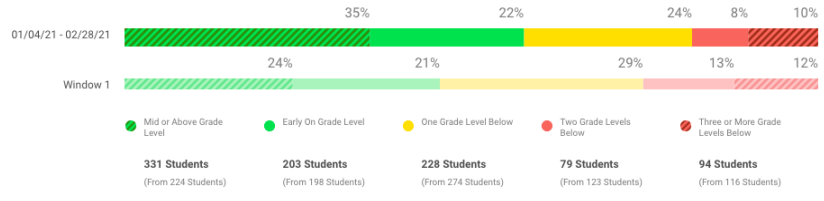
2021-22 Pupil Service Contacts (through Jan. 31, 2022)	
Total Student Contacts	101

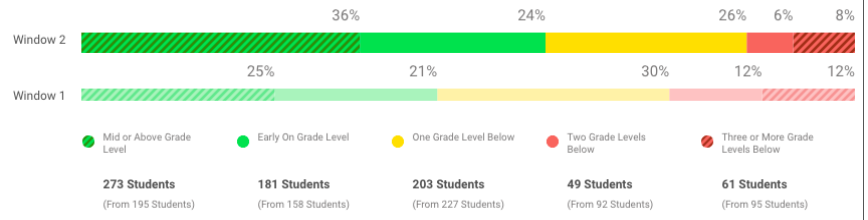
2021-22 Pupil Service Contacts (through June 3, 2022)	
Total Student Contacts	179

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.*

Literacy Achievement

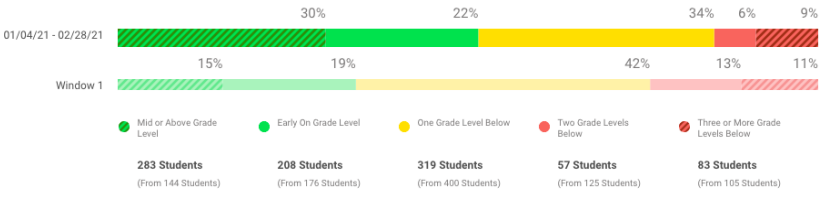
School Wide

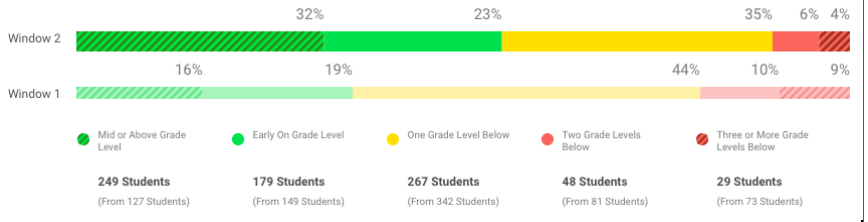




Math Achievement

School Wide





Grades K-1 Literacy and Math Achievement

Literacy % Proficient Comparisons: Fall to Spring

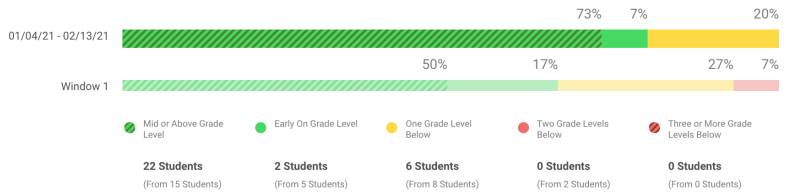
Grade	Fall	Winter	Spring
Kindergarten	45%	86%	92%
Grade 1	70%	80%	95%

Math % Proficient Comparisons: Fall to Spring

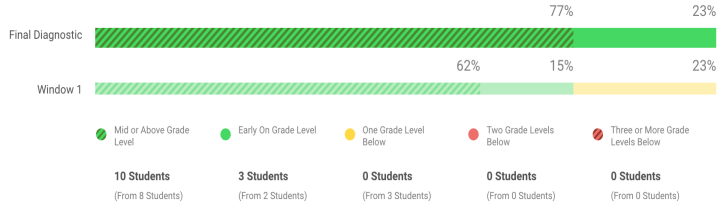
Grade	Fall	Winter	Spring
Kindergarten	11%	44%	94%
Grade 1	35%	65%	83%

Grades 2-6 Literacy Achievement

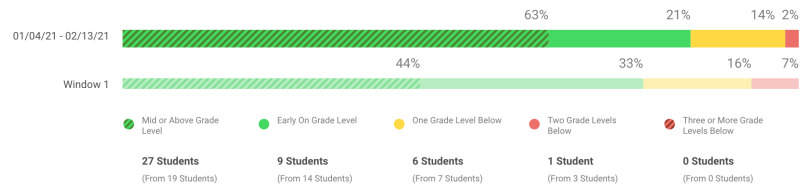
2nd Grade



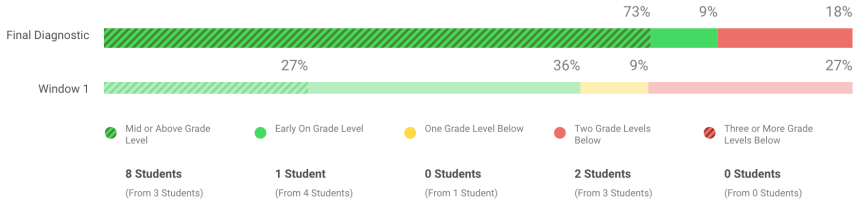
2nd Grade



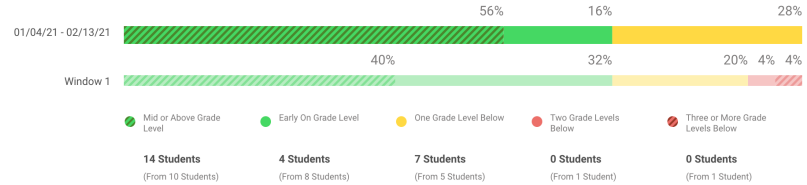
3rd Grade



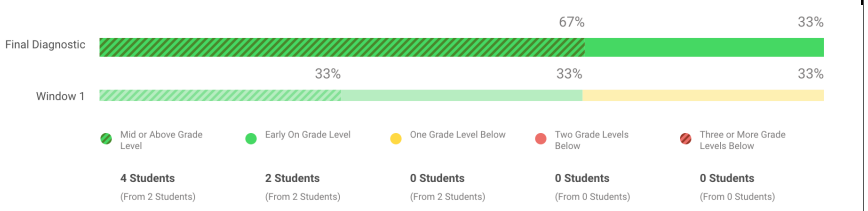
3rd Grade



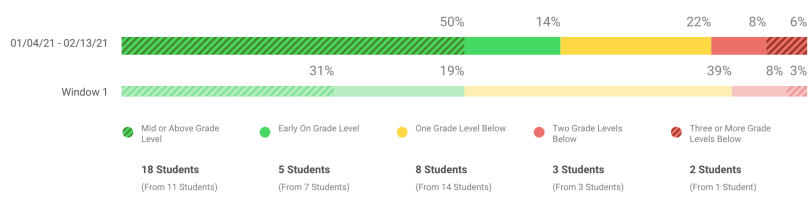
4th Grade



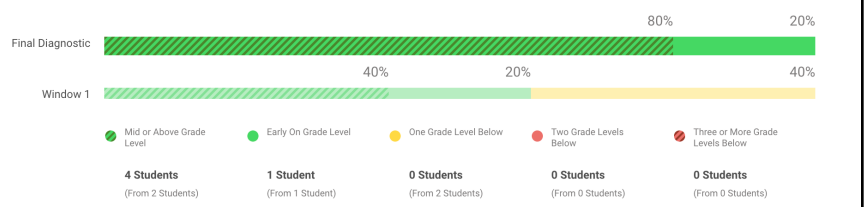
4th Grade



5th Grade

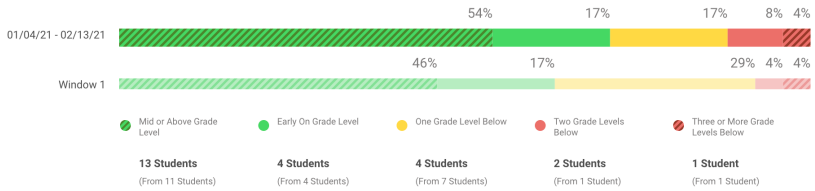


5th Grade

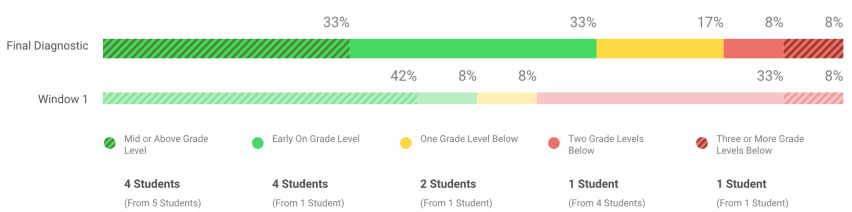


Grades 2-6 Math Achievement

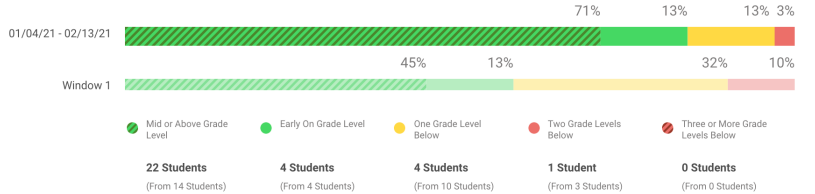
6th Grade



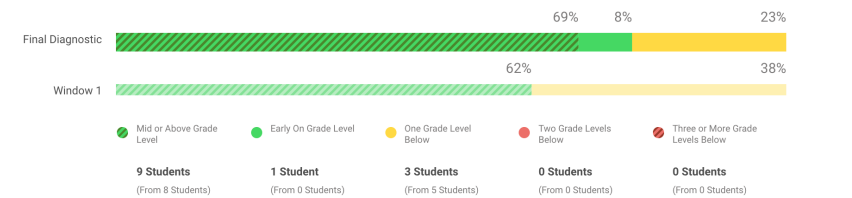
6th Grade



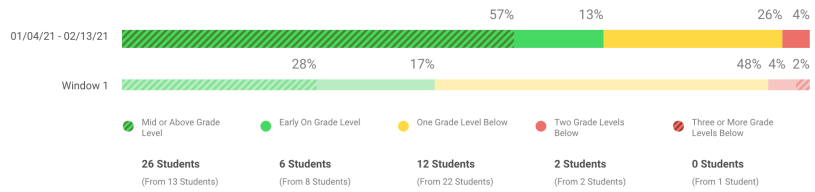
2nd Grade



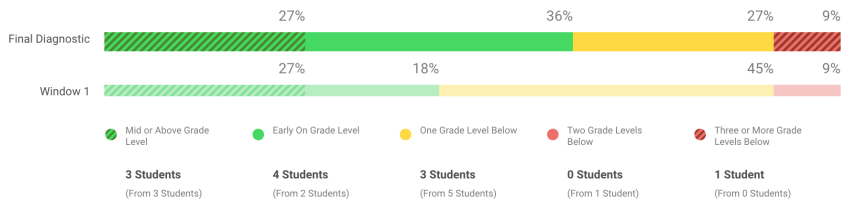
2nd Grade



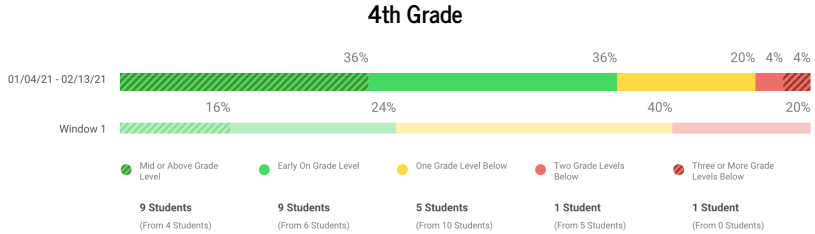
3rd Grade



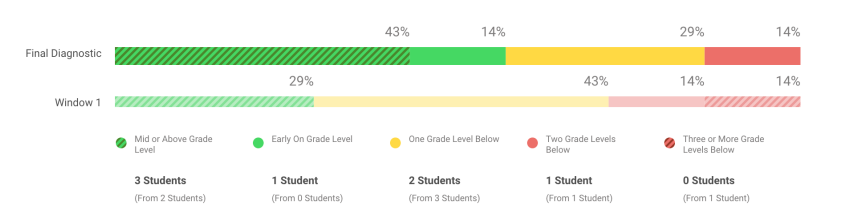
3rd Grade



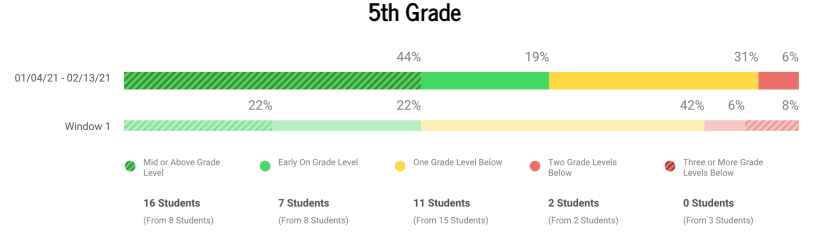
4th Grade



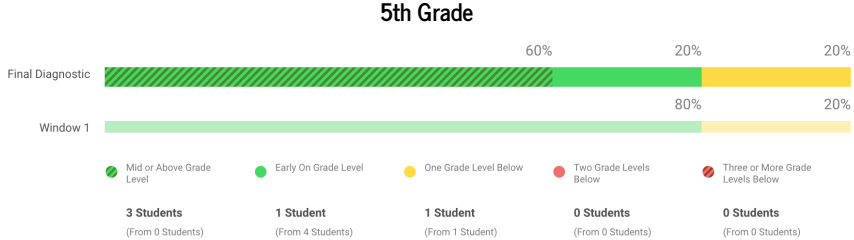
4th Grade

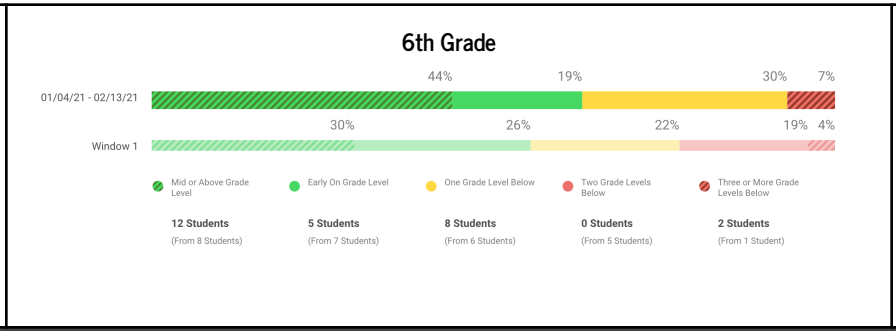


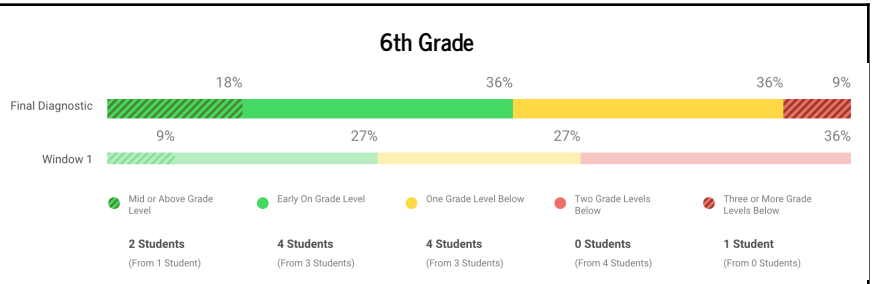
5th Grade



5th Grade







Key Findings

Celebrations (+)

- In our 3rd year in operation, we are seeing the gains of working with the same 'core group' of students and families in many different aspects- academic, social, emotional and a greater connection to our students and families
- We added one staff member in the Odyssey office as of 2-1-22 who will be able to better serve our demands at Odyssey and offer the best 'Customer Service' that we can
- We began to use record attendance in Infinite Campus and are issuing automatic attendance notifications to parents
- Developed our own chapter of National Honor Society
- We are able to provide an educational option for many students during the continued pandemic that was a better fit for their family's needs
- 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)

- Alternative Education Program Option at Odyssey
  - We acquire many students through Open Enrollment who are credit-deficient and have health needs. This information cannot be acquired prior to their acceptance.
- Odyssey's Graduation Rate- provide an alternative program for students who are credit deficient to earn their credits and graduate with their class
- Navigating the new DPI policy, in reference to State Statute: 118.8- students cannot be transferred out of Odyssey until the end of the semester/year. How do we best work with these students virtually who are not meeting the attendance/work completion expectations?
- 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

Steps for Year

- Analyze early literacy intervention data and our current reading intervention program to determine which interventions are most successful with increasing student proficiency in reading. We have a teacher who has been trained with the LTRS reading program and will analyze what we can use to close any reading gap with our students.
- Increase student and parent engagement at Odyssey. This is a school-wide goal that we will focus on. The goal was derived from our PEFA (Promoting Excellence for All) training through WRCCS (Wisconsin Resource Center for Charter Schools) as required by DPI to fulfill our grant requirements. We are working as a staff to develop an action plan to address this school-wide goal.
- Continued intervention and evaluation with our high school students who are credit-deficient or struggling with mental health needs.

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
- 4.5 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-1855 total
  - Chromebooks-1850
  - Tablets/iPads-3
  - Macbooks-2
- Staff-1300
  - Includes PLTW, Tech Ed, and Carts

Hotspots
- 30 total active
  - US Cellular and Kajeet
  - Unlimited Data per Device
  - Checked out through Media Center
  - Areas such as Rush Lake have little coverage
  - 30 suspended devices we can activate at any time

Internet/Network Infrastructure

Downtime versus uptime-NAGIOS Network Monitoring Tools
- 85 days up
- 1.5 hours downtime internally 85 days ago-new Palo Alto firewall installed to allow for increased bandwidth
- 99.96% uptime over the last 365 days(3.5 hours of downtime for firewall replacement and defective ethernet cable)

Bandwidth usage-Wiscnet Bandwidth 5GB Internet/WAN connection
- 77.93MB-includes nights, weekends and holidays
- 300MB-daytime average

Celebrations (+)

- 150 new Chromebooks purchased for K-5 grade levels
- Murray Park and Barlow Park Buildings Smart Panel replacement project completed
- Murray Park and Barlow Park virtual day project completed. Each classroom has a case and extra power cord for each student Chromebook
- Production SAN replaced with updated model. Previous SAN is end of life/support but functions as the backup SAN with replication occurring daily.
- Internet Bandwidth has been upgraded to 5GB
- Middle School Staff laptops replaced 5 months early with the help of Jonah/Riverwood Educational Services
- JAMF(Apple Management Software) implemented to manage all district Apple devices
- 3 new I.T. staff members brought onboard
- Device housing backups replaced with more robust model(old device was end of life/support)
- District owned fiber between ASC and Barlow Park buildings replaced for improved speeds at Barlow Park

Opportunities for Growth (Δ)

- Server redundancy-separate SAN's to different closets in March
- Continue to replace older Chromebooks at Murray and Barlow Park each year
- Research replacement options for High School and Middle School classroom AV equipment(projectors, white boards,interactive panels)
- Wireless access point upgrades per school per year through ERATE. Current wireless access points are roughly 6 years old. Starting with the High School/Middle School Building. Updating locations such as Gym's, Commons, etc with more robust models to allow for more devices
- Replacing Help Desk system for both I.T. and Maintenance which is end of support
- Continuing to move to multi-factor authentication for applications
- Work with Spectrum on 5GB WAN connection upgrade to ASC and Murray Park

Facilities	
Celebrations (+)	**Opportunities for Growth (Δ)**
• Completed north field electrical relocation project • Replaced failed boiler at Middle/High school building • Addressed water infiltration in alcove of Barlow Park Elementary classroom • Replaced bollard lights on front entrance of Barlow Park Elementary • Installed motion sensors in hallways at Barlow Park Elementary • Repaired lighting on Barlow Elementary entry sign • Updated direct digital controls in 20 classrooms at Barlow Park Elementary • Converted main hall bubbler to a refrigerated bottle filling station at Murray Park Elementary • Installed LED light panels and dimming in 14 classrooms at the Middle/High School • Installed LED light panels in south hallways of the Middle/High School • Added emergency power to network closets in Middle School • Purchased and tore down house on Sullivan Street for future expansion of North Field • Successfully sold garage, decking, landscaping, and several furnishings from Sullivan house • Removed additional 15 dead ash trees district wide • Addressed fence repairs at Ingalls Field • Assisted with setup of our current Covid clinic model • Secured masks, sanitizer, gloves etc. for staff and students to safely learn in our school buildings • Created an additional FTE to help reduce overload on facility team members • Restructured cleaning routines at Barlow and Middle/High school to rightsize each team members work load • Offered help and support to Aramark food service as they transitioned to be our food service provider • On-boarded 4 new team members to fill vacancies from retirement and resignations • Completed safety building assessments at Barlow and Murray Elementary Schools	• Installing bottle filling stations by World Language and possibly by Business Room • Continue to reconfigure classrooms to bring furniture back to accommodate flexible seating where possible • Staffing challenges this year with absences and extended leaves • Complete safety building assessment at Middle/High School • Add motion sensors in bathrooms at Barlow Park Elementary • Convert remaining hallways at Middle/High school to LED flat panels • Replace failing concrete by High School Entrance W5 • Install motion sensors in south halls of Middle/High school to increase energy savings • Organize and reduce items stored at the Maintenance shop • Transition current maintenance work order program to Mojo Helpdesk • Plan and restore landscaping in west parking lot at High School • Create and execute a plan to replace dead trees removed • Add basketball hoops at the middle school • Create renovation plan for on-site clinic