

# 2021-22 Midyear Dashboard



Excellence through Innovation

# Elementary (4PS-2) Data Profile

	2021-22	2020-21
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9/1/21-1/19/22			
	Barlow Park	BP Charter	Journey
<b>% in Attendance</b>	89.14%	92.46%	92.44%

9/1/20-3/1/21			
	Barlow Park	BP Charter	Journey
<b>% in Attendance</b>	94.5%	96.62%	96.9%

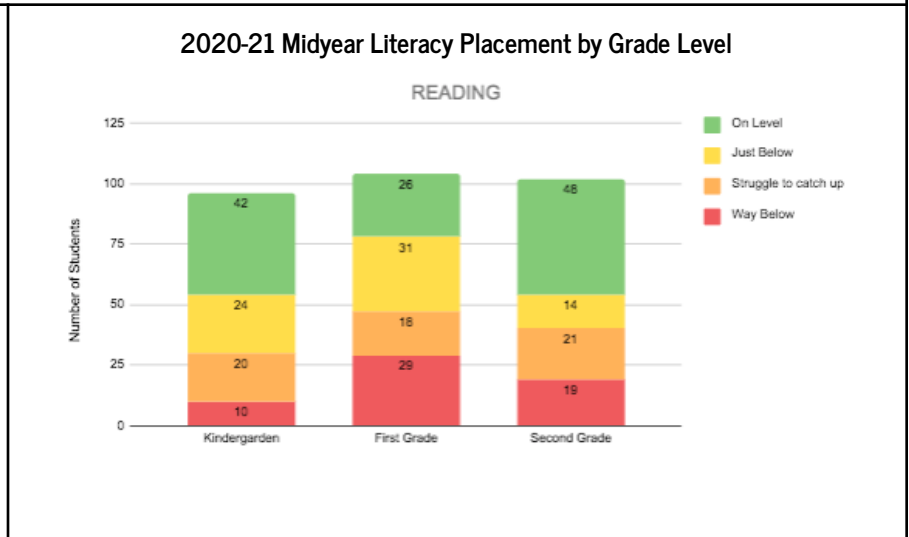
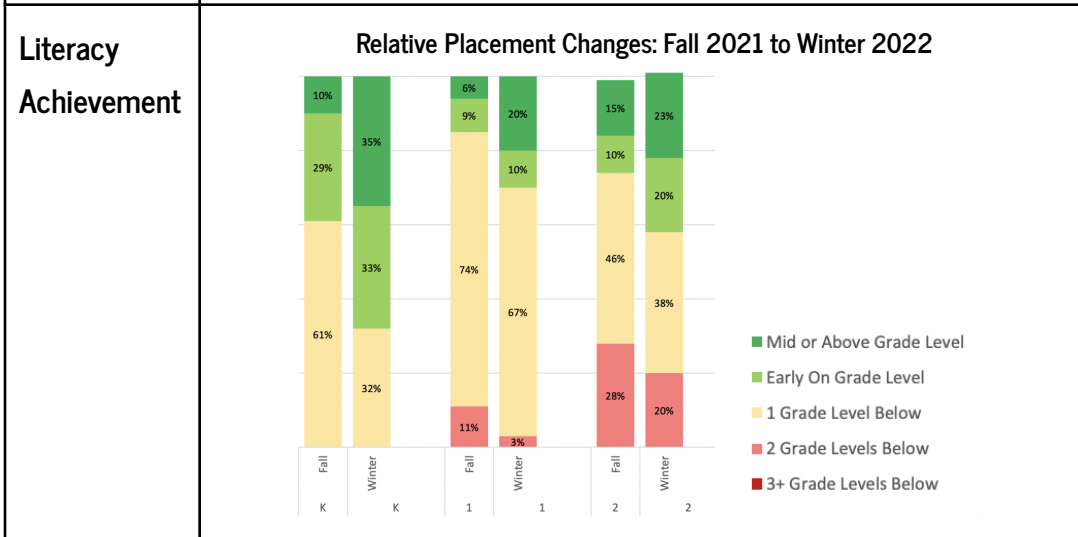
9/1/21-1/19/22			
	Barlow Park	BP Charter	Journey
<b># of ODR's</b>	6	18	9

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

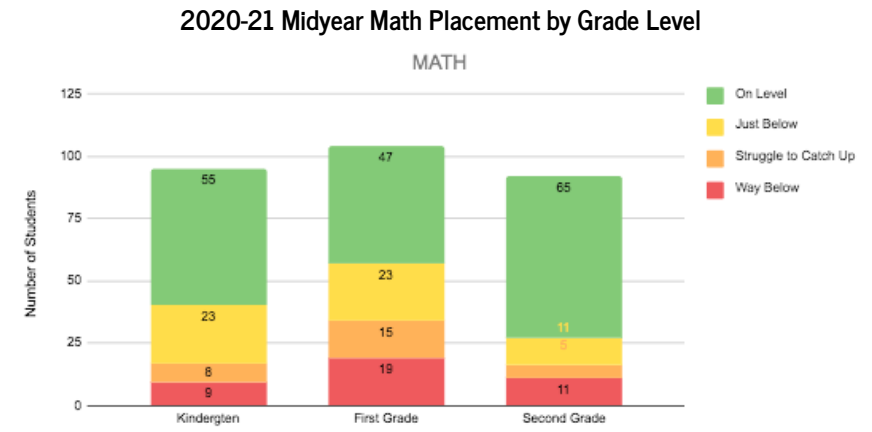
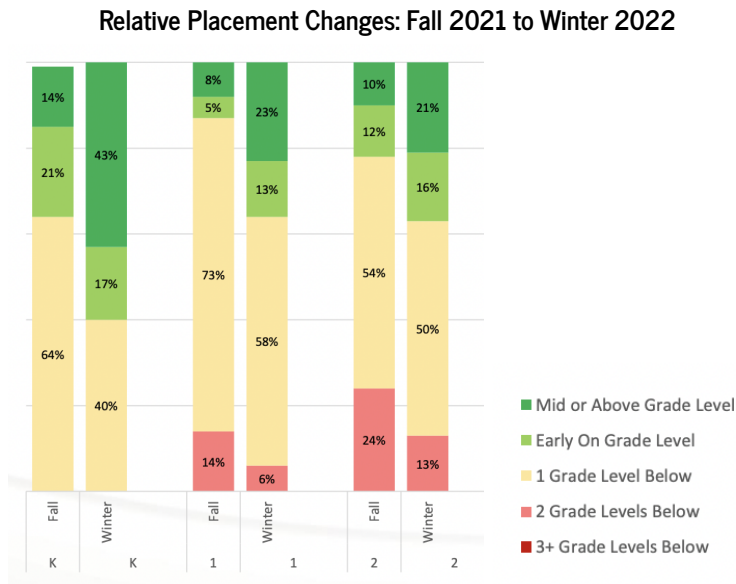
2021-22 Pupil Service Contacts (through Jan. 31, 2022)	
<b>Total Student Contacts</b>	1,217

2020-21 Pupil Service Contacts (through Jan. 31, 2021)	
<b>Total Student Contacts</b>	746

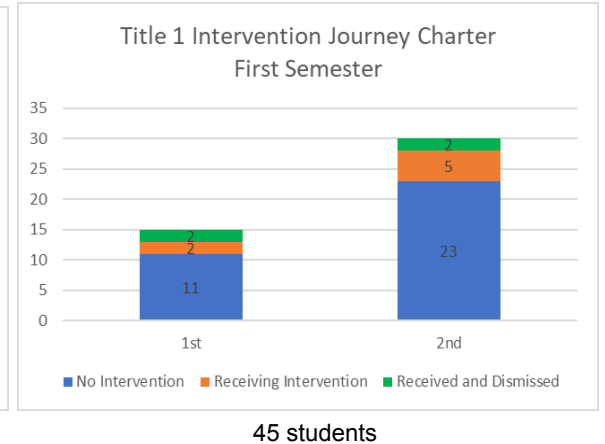
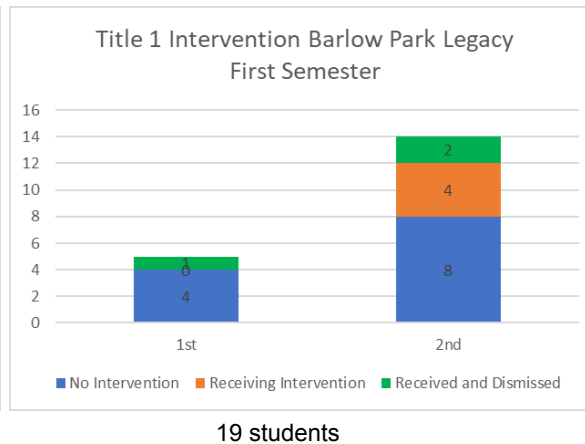
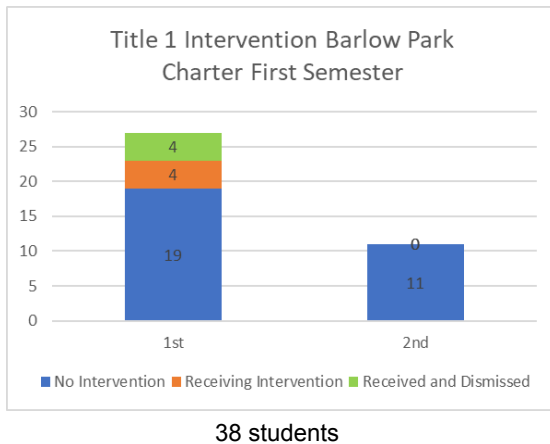
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## Math Achievement



## Academic Intervention (Literacy focus)



## 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

**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
- 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

**Achievement:**

- Students in all three schools have made significant growth from fall to winter in both reading and math
- Majority of students on track to make 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 Through End of Year**

- Continue to support universal instruction to continue typical growth
- Use “quick-wins” identified in literacy inquiry to improve universal instruction
- Teachers connecting with Reading Interventionists and School Counselor to build supports for kids in need
- Intensive Tier 3 interventions for 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

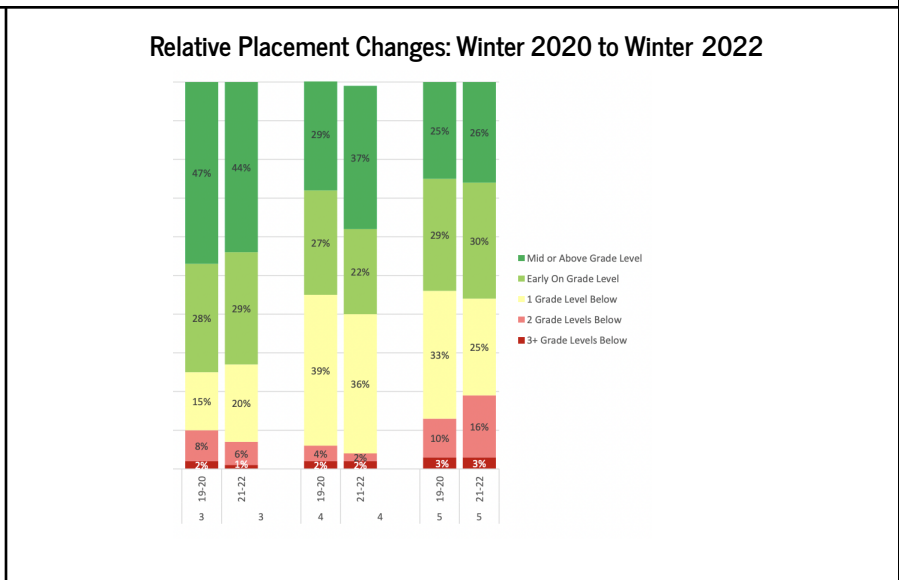
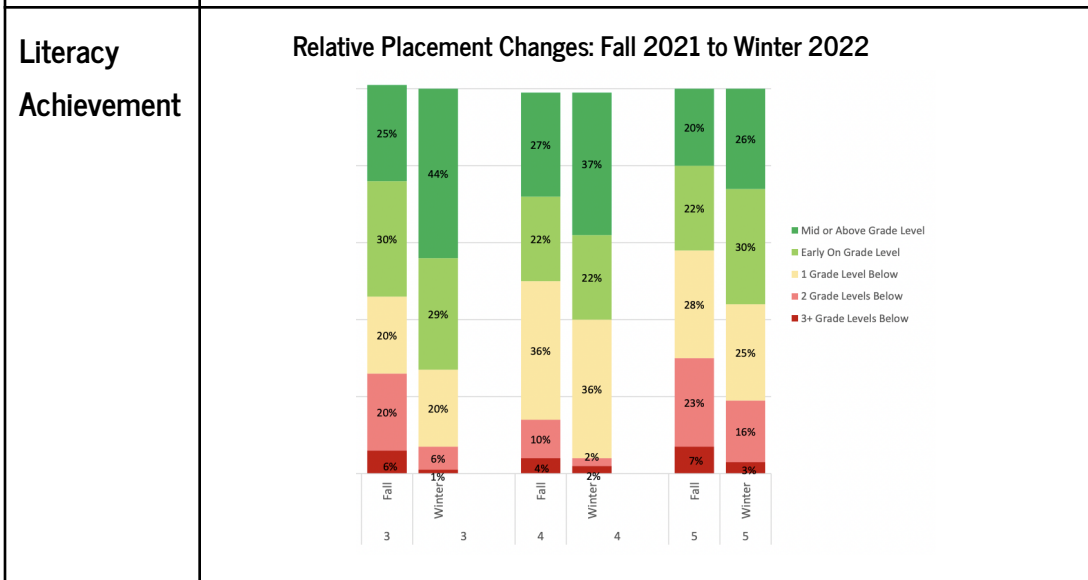
## Elementary (3-5) Data Profile

	2021-22		2020-21	
Attendance	9/1/21-1/19/22		9/1/20-3/1/21	
		<b>Murray Park</b>	<b>Quest</b>	
	<b>% in Attendance</b>	90.54%	92.23%	<b>% in Attendance</b>
			<b>Murray Park</b>	<b>Quest</b>
			96.33%	96.72%

Behavior	9/1/21-1/19/22		9/1/20-3/1/21	
	# of ODR's	Murray Park 44	Quest 39	Murray Park 13

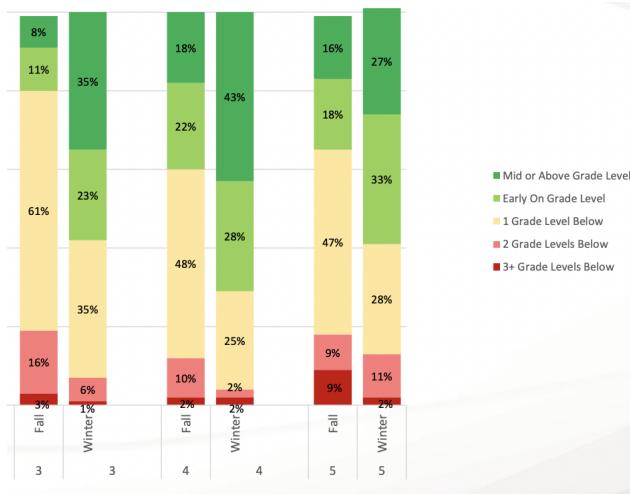
Pupil Service Contacts	2021-22 Pupil Service Contacts (through Jan. 31, 2022)		2020-21 Pupil Service Contacts (through Jan. 31, 2021)	
	Total Student Contacts	531	Total Student Contacts	851

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.*

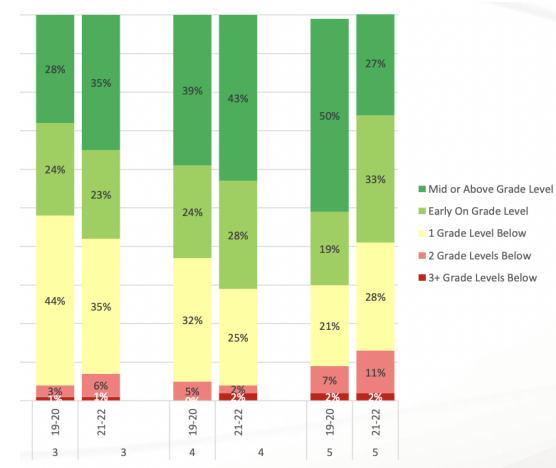


**Math Achievement**

**Relative Placement Changes: Fall 2021 to Winter 2022**

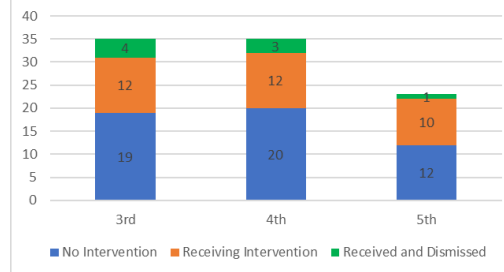


**Relative Placement Changes: Winter 2020 to Winter 2022**



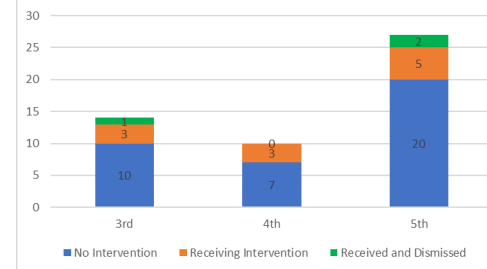
**Academic Interventions (Literacy focus)**

**Title 1 Intervention MP 3rd - 5th First Semester**



57 Students Total

**District Reading Intervention Quest 3rd - 5th First Semester**



93 Students Total

**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:**

- Continued support provided by a full-time behavioral interventionist at MP/Q — has been continually exploring more ways to enhance programming as she finds her way through the growing pains of a new position and finds her “fit” between SPED, counseling, etc. (shifting from “putting out fires” to more intentional and structured interventions)
- 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)
- More student interaction with the changes to pandemic learning have lead to increases on peer-to-peer issues
- Began the year with a few students with extremely significant behavioral needs who account for a higher-than-average amount of these referrals
- Increase in behaviorally-significant SPED kiddos (as opposed to solely academic needs)

**Pupil Service Contacts:**

- More effective use of structured 1:1s and small groups eliminated the need for those unexpected mental health and SEL counseling needs
- Counselor front-loaded Tier 1 intervention by compacting guidance lessons in the fall — followed an intensive 6-week mental health curriculum from DPI; ultimately means less

contacts would be expected as 1. Her time is simply being utilized differently to more broadly impact students and 2. Her efforts seem to be fruitful, as teachers are able to reiterate concepts taught in her lessons to handle or even head-off the need for mental health/ SEL support from a PS team member

- Significant 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
- Change over in school counselor and school psychologist; varying interpretation and reporting of data that then naturally lacks consistency from the previous staff (this has been a positive thing, as I do believe this data is being very precisely reported now)

**Achievement:**

- Students in both schools have made significant growth from fall to winter, though we continue to see the impacts from the loss of learning due to the pandemic.
- CQI practices continue to guide instruction
- Bridges Math/Bridges intervention have lead to fewer gaps in learning loss
- 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
- Reading Intervention - Rime Magic/RISE
- 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

**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 the first semester, though students may not yet be at grade level.
- Both full time interventionists have about 25 students each they are serving through both small group intervention and one on one tier III interventions.
- More students are receiving Tier III support, which requires consistent and individualized intervention support, thus impacting the number of students that are able to be served.

**Next Steps Through End of Year**

Develop short and long range goals based on the findings from the K-5 Literacy Inquiry

- Continue to support universal instruction to continue typical growth
- Use “quick-wins” identified in literacy inquiry to improve universal instruction
- Develop long and short-term goals identified through the literacy inquiry findings to improve literacy
- 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**

	2021-22		2020-21	
Attendance	9/1/21-2/4/22		9/1/20-3/1/21	
	% in Attendance	RMS	Catalyst	RMS/Catalyst
		92.49%	92.13%	86.63%

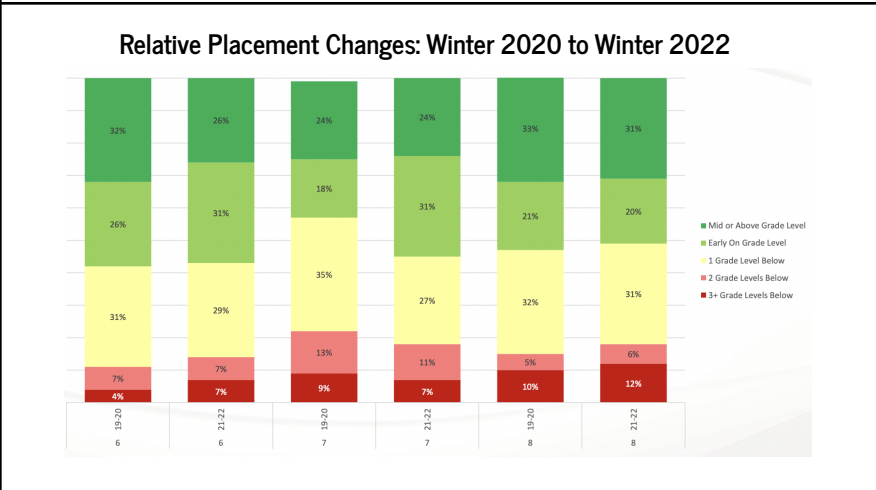
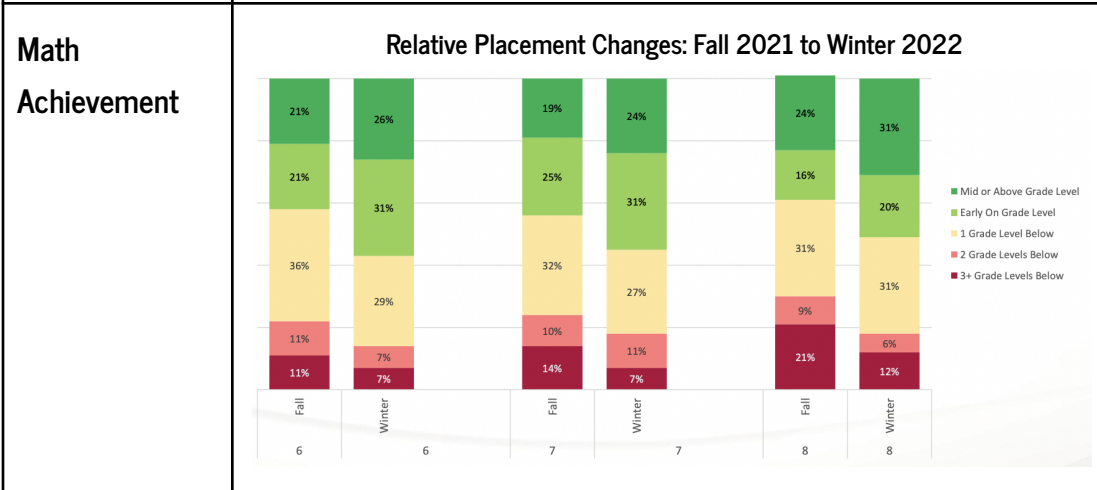
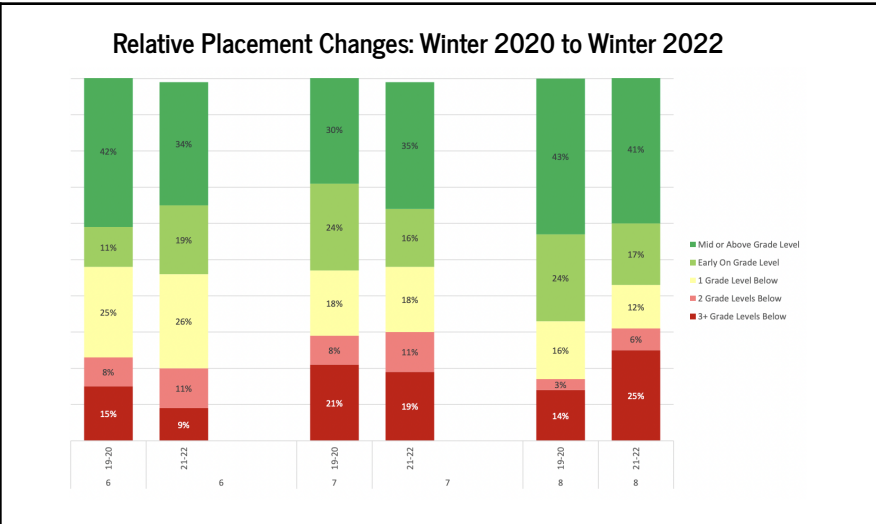
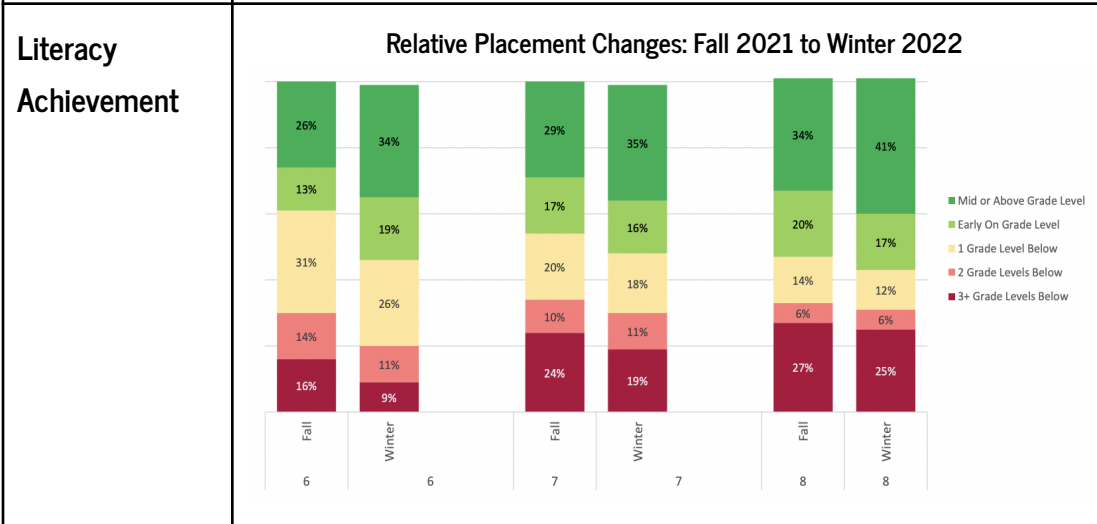
Behavior Incidences	9/1/21-1/19/22	
	RMS	Catalyst
	# of ODRs	81

Behavior Incidences	9/1/20-3/1/21	
	RMS	Catalyst
	# of ODRs	24

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

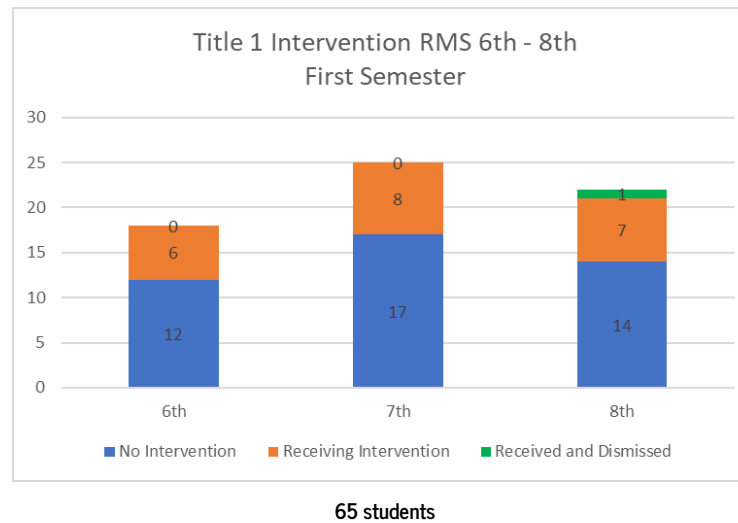
Pupil Service Contacts	2020-21 Pupil Service Contacts (through Jan. 31, 2021)	
	Total Student Contacts	415

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**Academic Interventions (Literacy focus)**



### 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)
- More student interaction with the changes to pandemic learning have lead to increases on peer-to-peer issues

**Pupil Service Contacts:**

- Small group counseling began earlier in the year than last year, adding to the increase in 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 winter (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
- 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

- Consider offering i-Ready incentives
- Continue math, reading, behavioral, and SEL interventions and small group support (Advisory Period)
- Continue groups with Collaborative Wellness

# High School (9-12) Profile

	2021-22	2020-21																																														
<b>Attendance</b>	<b>9/1/21-1/19/22</b>	<b>9/1/20-1/20/21</b>																																														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #f4a460;"> <td style="width: 70%;"></td> <td style="text-align: center;"><b>RHS</b></td> </tr> <tr> <td style="text-align: center;"><b>% in Attendance</b></td> <td style="text-align: center;">94.47%</td> </tr> </table>		<b>RHS</b>	<b>% in Attendance</b>	94.47%	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #f4a460;"> <td style="width: 70%;"></td> <td style="text-align: center;"><b>RHS</b></td> </tr> <tr> <td style="text-align: center;"><b>% in Attendance</b></td> <td style="text-align: center;">95.97%</td> </tr> </table>		<b>RHS</b>	<b>% in Attendance</b>	95.97%																																						
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10	28	40	118	24%	34%	68%
11	25	38	121	21%	52%	73%
12	35	43	111	32%	39%	78%

## 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 this time of year
- Expecting to increase overall contacts as more help from SSM Behavioral Health, Collaborative Wellness, & Blue Lotus Counseling becomes available through our MOUs
- The addition of a counseling intern may slightly increase student contacts as they begin seeing students on their own in the coming months, but will then taper off as one of our high school counselors enters her maternity leave
- Sources of Strength has equipped and empowered more staff members to also serve as safe folks to talk with, in addition to our PS staff members, which may account for the slight decrease

### Achievement:

- Staff went above and beyond to help students especially early in the fall when absences were higher
- Students/parents were very responsible when it came to absences
- Both honor roll and high honor rolls percentages have increased
- Academic pentathlon
- Very low failure rate

### Intervention

- Staff is doing a great job making contacts to parents (over 3000 contacts first semester)
- Recognized 65 students first semester as R Standout students
- Grade check every Tuesday
- Multiple contacts home for students that are struggling
- Implemented after school tutor program for credit rescue

## Next Steps Through End of Year

- Student mental health and its impact on credit acquisition, continue to find the balance between the two
- Tutor program will continue throughout the year
- Staff will continue to make contacts throughout the year
- Grow proactive and responsive efforts through SOS programming efforts
- Incentive program

# Odyssey Academy of Virtual Learning Data Profile

**2021-22**

**2020-21**

**Enrollment**

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

Enrollment 2020-21			
September 2020	458	January 2021	440
Growth Rate: Just under 400%			

**Pupil Service Contacts**

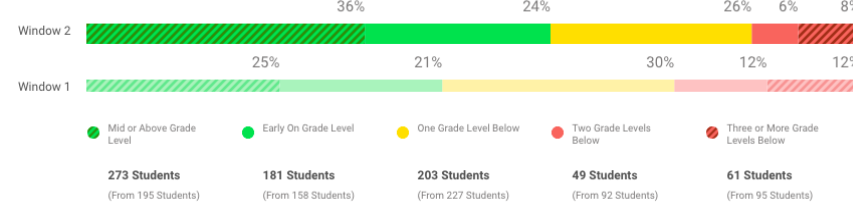
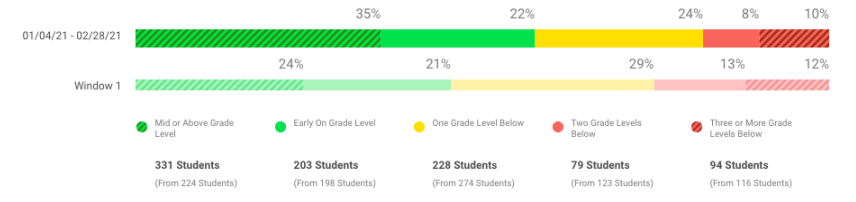
2021-22 Pupil Service Contacts (through Jan. 31, 2022)	
<b>Total Student Contacts</b>	101

2020-21 Pupil Service Contacts (through Jan. 31, 2021)	
<b>Total Student Contacts</b>	80

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.*

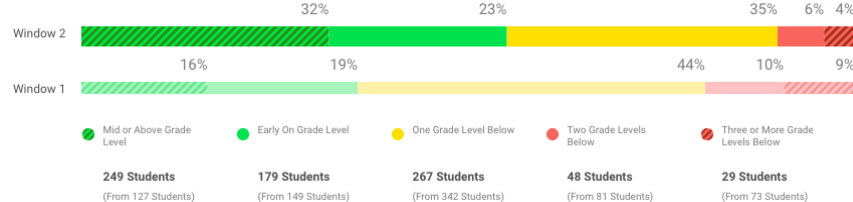
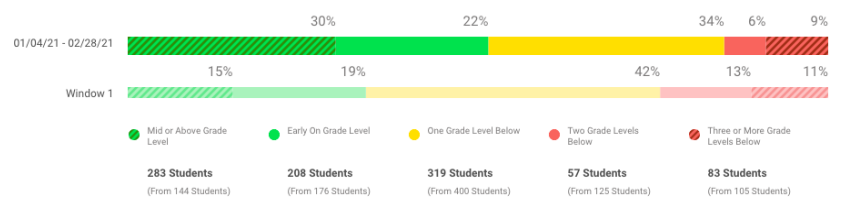
**Literacy Achievement**

School Wide



**Math Achievement**

School Wide



**Grades K-1  
Literacy and  
Math  
Achievement**

**Literacy % Proficient Comparisons: Fall-Winter**

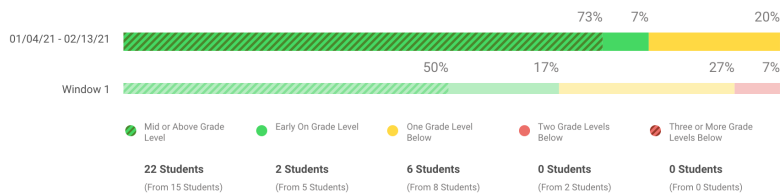
Grade	Fall	Winter
Kindergarten	45%	86%
Grade 1	70%	80%

**Math % Proficient Comparisons: Fall-Winter**

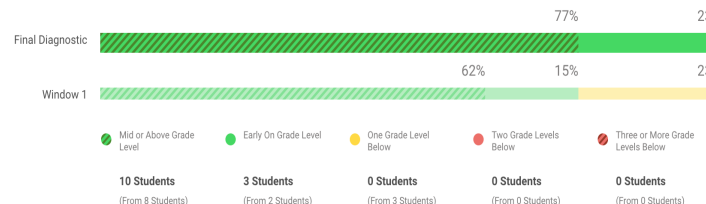
Grade	Fall	Winter
Kindergarten	11%	44%
Grade 1	35%	65%

**Grades 2-6  
Literacy  
Achievement**

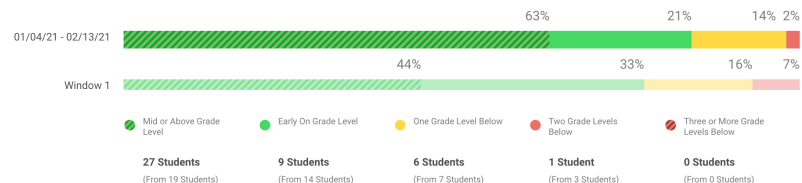
**2nd Grade**



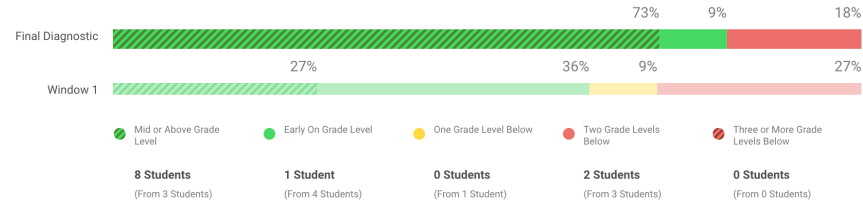
**2nd Grade**



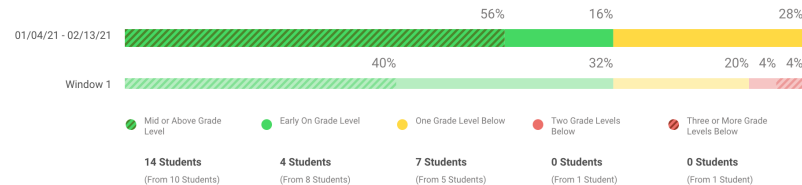
**3rd Grade**



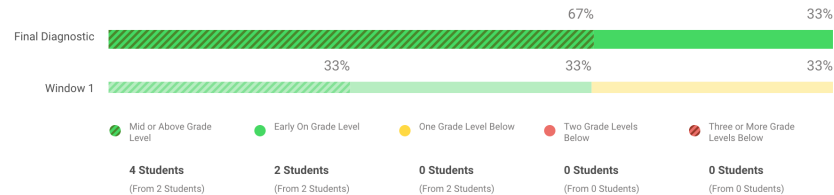
**3rd Grade**



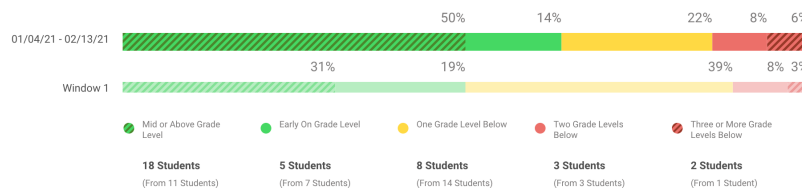
**4th Grade**



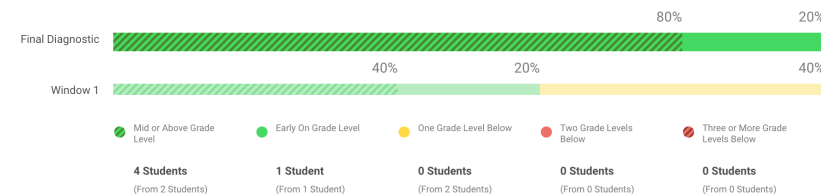
**4th Grade**



**5th Grade**

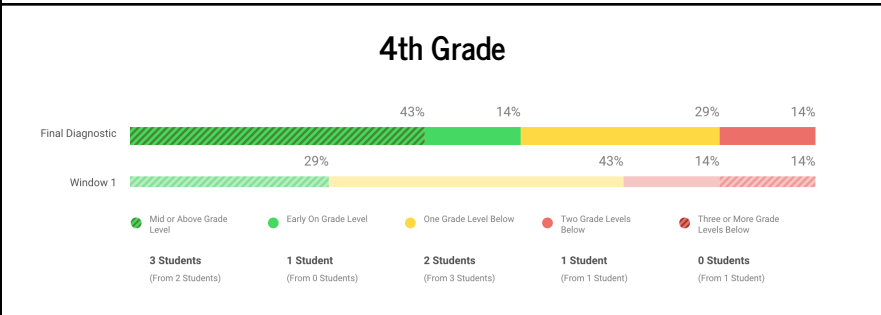
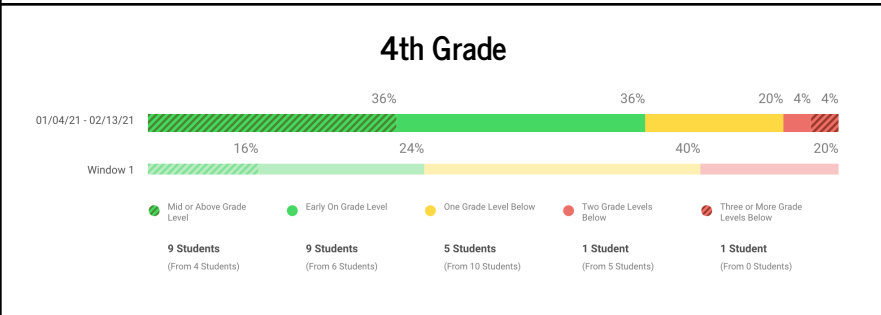
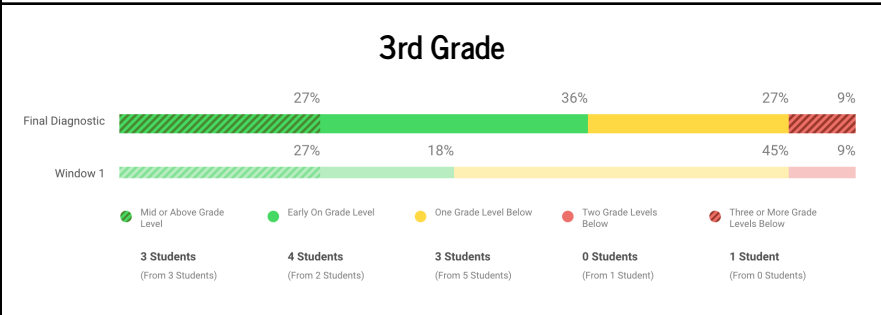
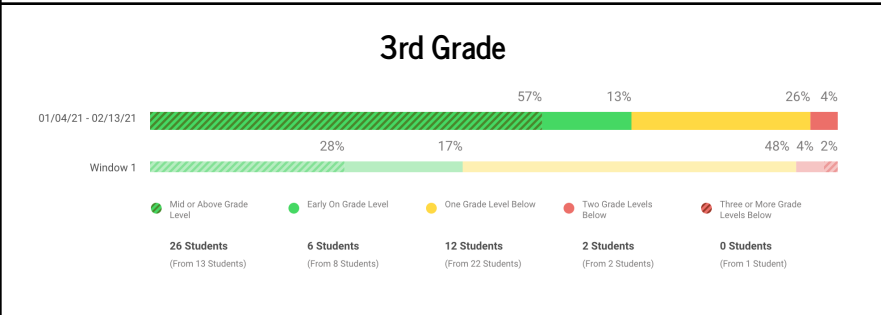
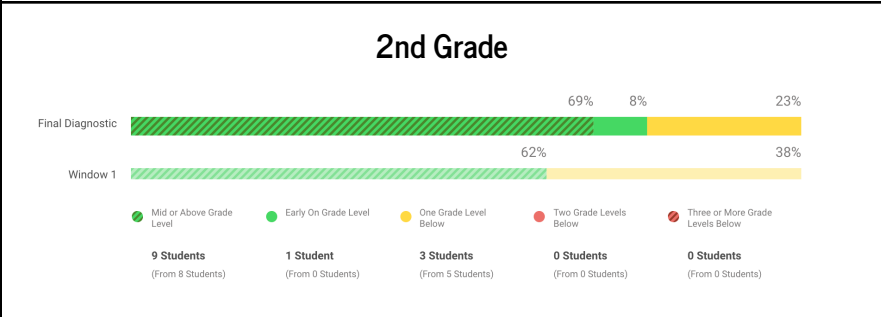
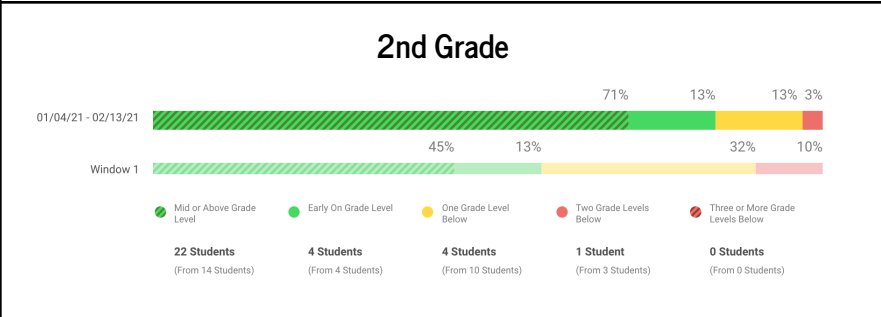
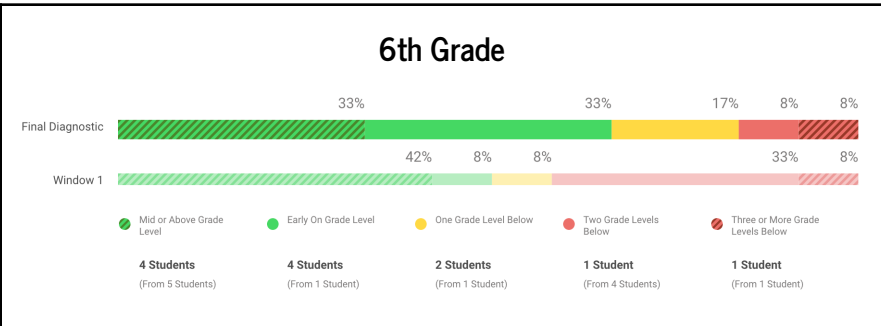
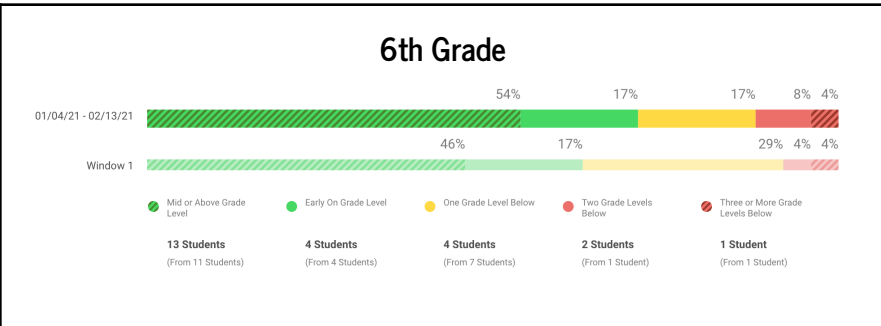


**5th Grade**

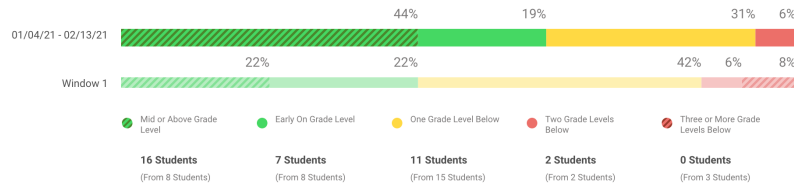


01/04/21 - 02/13/21

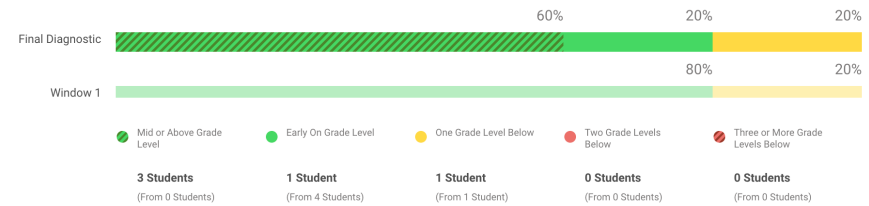
**Grades 2-6  
Math  
Achievement**



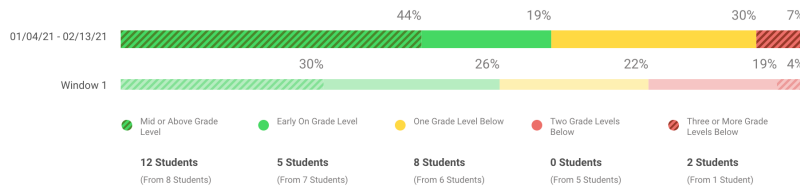
### 5th Grade



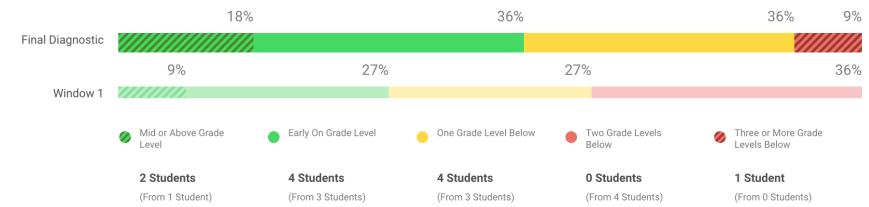
### 5th Grade



### 6th Grade



### 6th 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

## Next Steps Through End of Year

- Revisions to our withdrawal process, ordering and return policy with student materials, working with our technology company, RESI in order for future students to benefit from our materials, at a lower cost to us as a school
- Curriculum List revisions that best address student learning targets in each grade level 4K-12
- Aligning a Truancy/Attendance Policy that aligns with the district that addresses our virtual needs as a school, that better communicates the requirements of a student in Odyssey- attendance, work completion, participation
- Discussion of Alternative Education program at Odyssey, how to we address and meet the needs of students who are credit deficient

# 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

## 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



- 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

- 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 (+)

- 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
- 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
- On track to complete LED lighting conversion at Murray Park Elementary
- 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
- 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

### Opportunities for Growth (Δ)

- 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
- Completing safety building assessments
- Add motion sensors in bathroom at Barlow Park Elementary
- Add emergency power to network closets in Middle School
- Convert hallways at Middle/High school to LED flat panels
- Organize and reduce items stored at the Maintenance shop