

2022-23 Mid-Year Dashboard

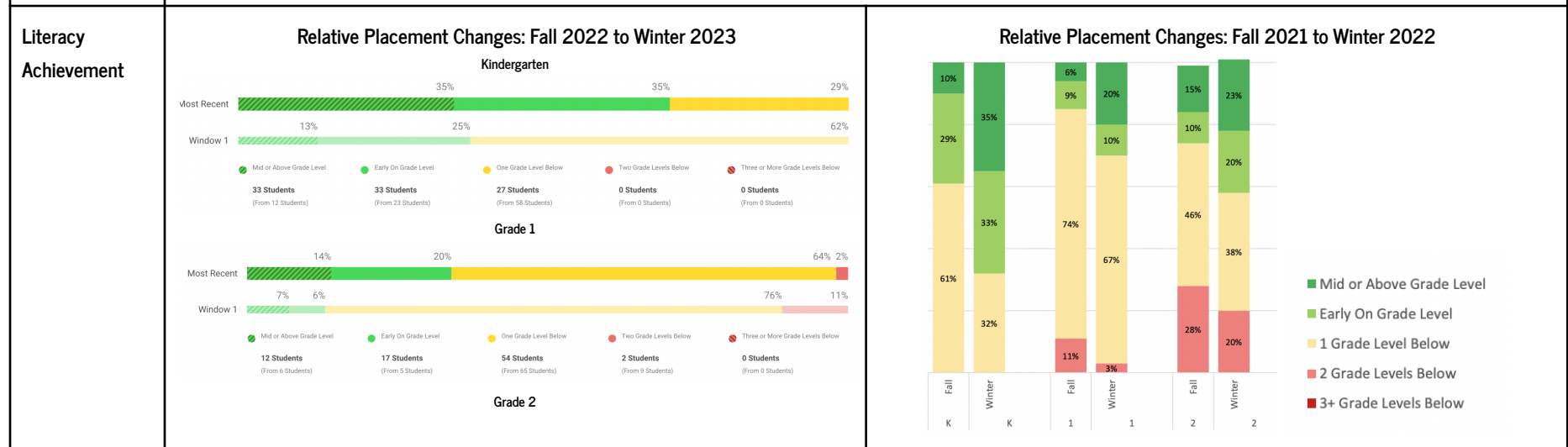


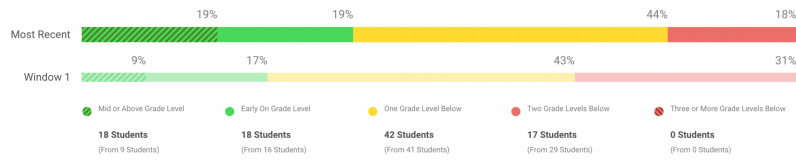
Excellence through Innovation

Elementary (4PS-2) Data Profile

	Mid-year 2022-23	Mid-year 2021-22													
Attendance	9/1/22-1/20/23	9/1/21-1/19/22													
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f4a460;"> <th style="width: 20%;">% in Attendance</th> <th style="width: 30%;">BP Charter</th> <th style="width: 50%;">Journey</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">92.78%</td> <td style="text-align: center;">91.27</td> </tr> </tbody> </table>	% in Attendance	BP Charter	Journey		92.78%	91.27	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f4a460;"> <th style="width: 20%;">% in Attendance</th> <th style="width: 20%;">Barlow Park</th> <th style="width: 20%;">BP Charter</th> <th style="width: 40%;">Journey</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">89.14%</td> <td style="text-align: center;">92.46%</td> <td style="text-align: center;">92.44%</td> </tr> </tbody> </table>	% in Attendance	Barlow Park	BP Charter	Journey		89.14%	92.46%
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Behavior	9/1/22-1/20/23	9/1/21-1/19/22													
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Pupil Service Contacts	2022-23 Pupil Service Contacts (through Jan. 31, 2023)	2021-22 Pupil Service Contacts (through Jan. 31, 2022)													
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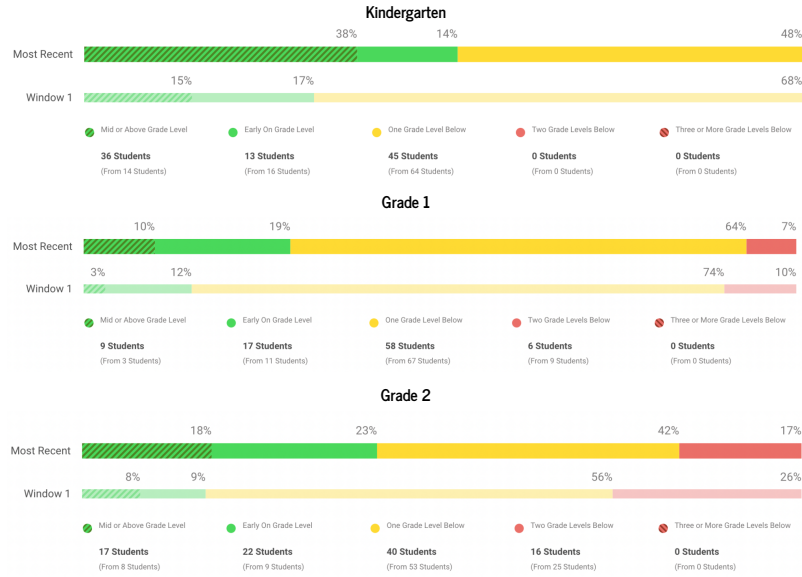
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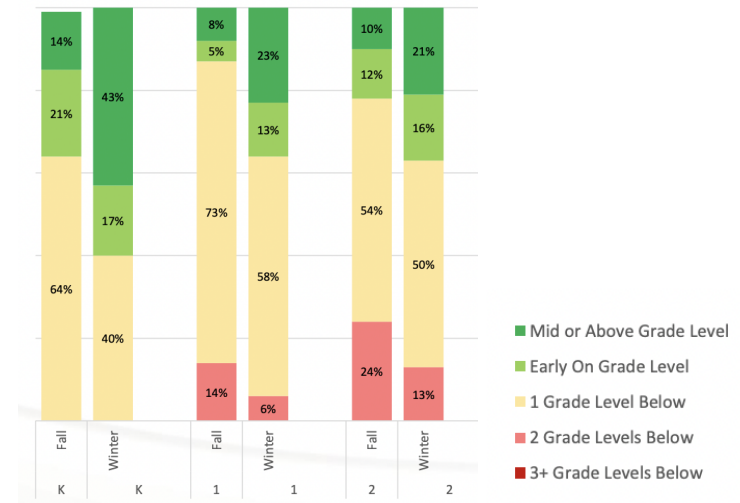


Math Achievement

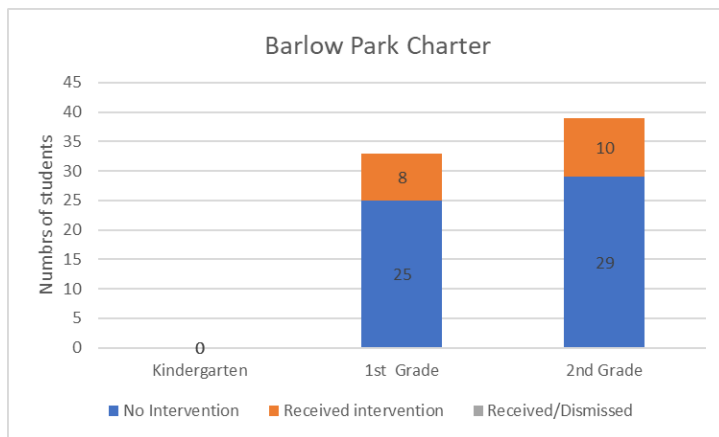
Relative Placement Changes: Fall 2022 to Winter 2023



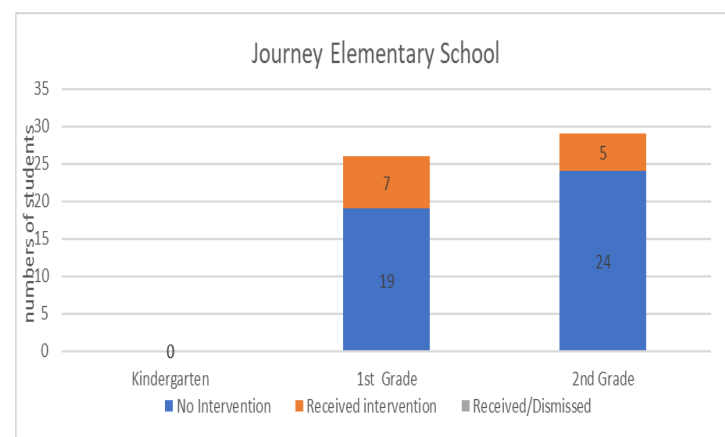
Relative Placement Changes: Fall 2021 to Winter 2022



Academic Intervention (Literacy focus)

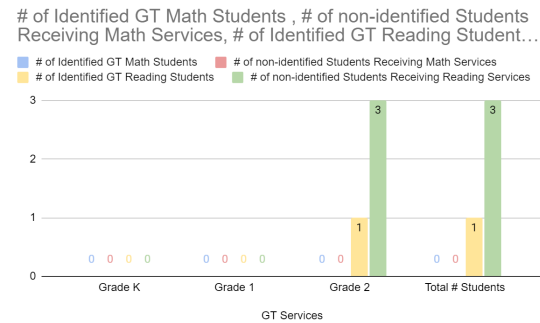
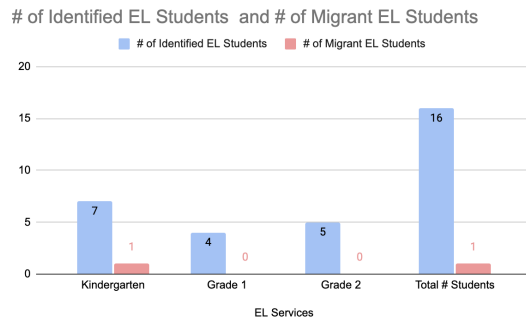


Total students on prioritized list = 72 Total served = 18



Total students on prioritized list = 55 Total Served = 12

Specialized Services (EL, GT)



Key Findings

Attendance:

- Attendance has slightly improved. We have more students who were trending toward truancy request a transfer to Odyssey this semester.

Behavior:

- Continued support provided by behavior interventions — support has been coaching at the general classroom management level for new teachers as well as supporting small groups and individual students.
- Carefully crafted SMART lab stations and routines. Staffing the SMART lab with an adult so that students are able to go and regulate as needed and then head back to class.
- New bus company has been very helpful in supporting/problem solving student needs in the context of the bus.

Pupil Service Contacts:

- We have worked out a schedule so that a pupil services staff member is assigned to support each grade level in offering SEL/Play Workshop lessons while also meeting with small groups, 1:1 counseling, and supporting the SMART lab.

Achievement:

- When looking at our data through the lens of growth and proficiency, we have fewer second graders in the “low growth and below level” quadrant than when that same group was in first grade.
- We are seeing more growth in phonemic awareness and phonics due to stronger shared reading practices.
- We have fewer kids at a Pre-A level than in the past.
- We are adding in extra support to help our above level kids continue growing.
- We are utilizing our specialists (SE, SLP) to push in services to the classrooms supporting the learning in general education settings.

Academic Intervention:

- Due to the highly targeted needs of the first and second graders there is not enough intervention time to support higher numbers of students. Approximately 35 Kindergarten students have been supported through Reading Corps, part of Americorps this year. This is an outside tutoring agency that is working with our students. Their work is looking successful in helping Kindergarten students learn letters and sounds. The district does not have to pay for this program. The interventionists support students through small group pull out interventions and one on one Tier III interventions.

Specialized Services:

- Our EL teacher splits her position between EL and Title 1, servicing her EL students for approximately 33% of her day.
- Our GT teacher is coaching the higher 2nd group; 30 2nd graders compete in the Noetic Math Competition
- Special Education programming is servicing 82 students Early Childhood, 4PS, Kindergarten, 1st grade and 2nd grade.

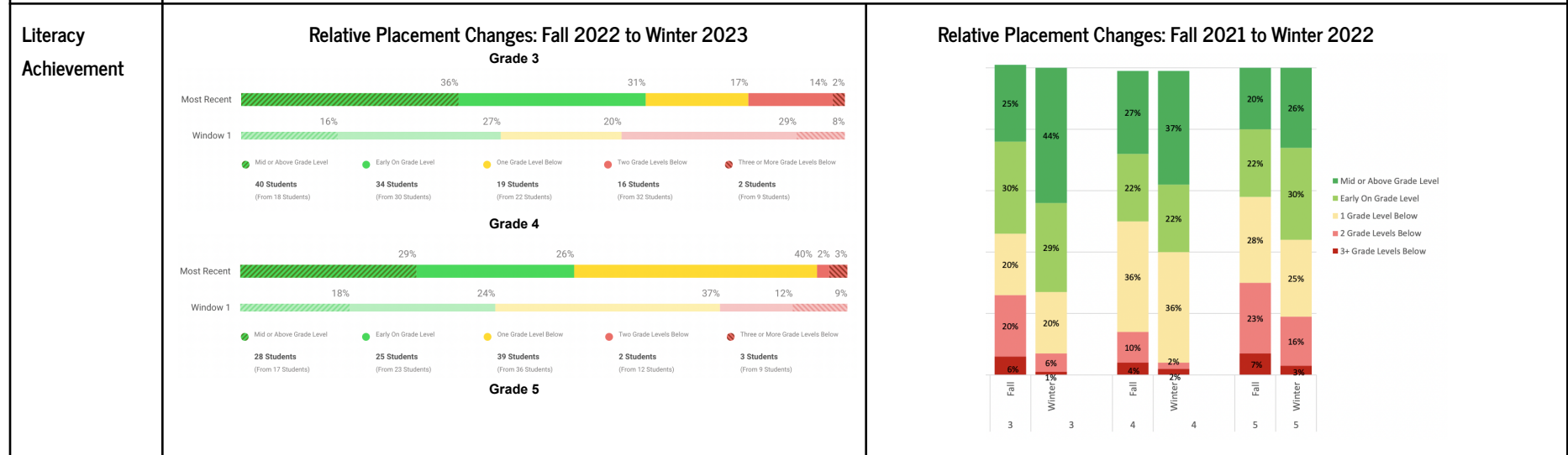
Next Steps Through End of Year

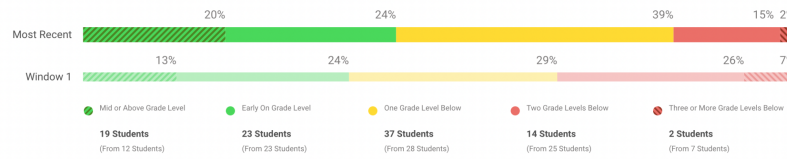
- Continue to support universal instruction to encourage growth and closure of the COVID-gap
- Use “quick-wins” identified in literacy inquiry to improve universal instruction
- Incorporate science of reading into balanced literacy framework
- Focus on professional development on interactive read aloud and phonics
- Utilize Jan Richardson’s Next Step in Guided Reading format to differentiate small group instruction
- Train staff in AVMR to begin math interventions in the classrooms and special education
- Teachers connecting with SST to build supports for kids in need
- Intensive Tier 3 interventions for first and second graders with highest needs
- Encourage and recommend participation in 2023 Summer School Program
- Support students through reading and math interventions during the 2023 Summer School Program
- Proposing a full day 4PS program next year with 3-year old birthday parties starting this year so we can get eyes on students earlier.

Elementary (3-5) Data Profile

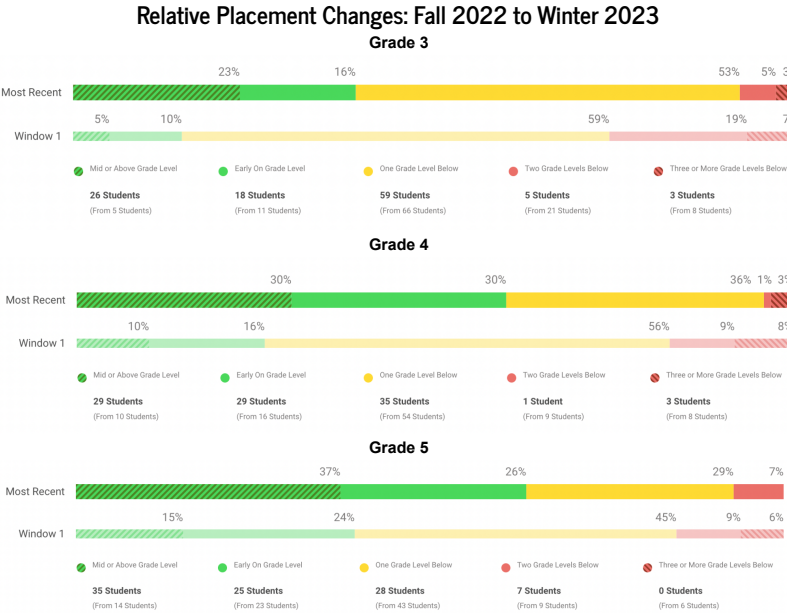
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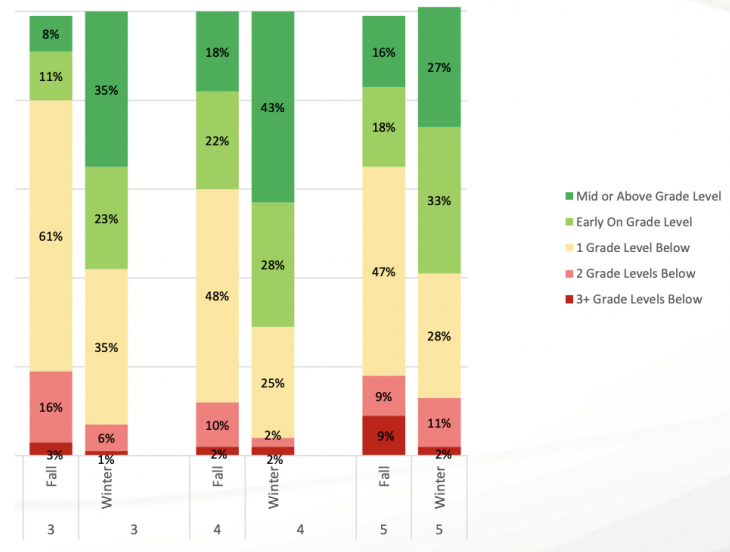




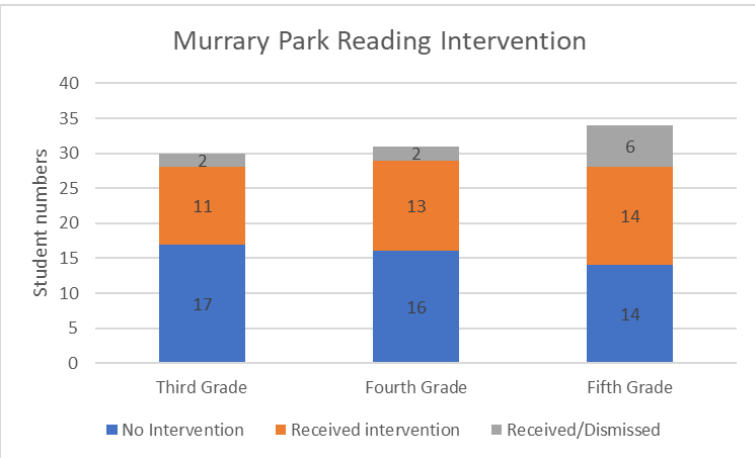
Math Achievement



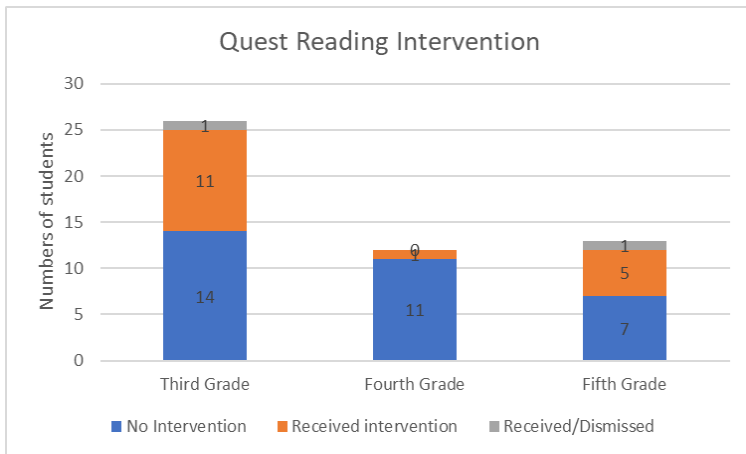
Relative Placement Changes: Fall 2021 to Winter 2022



Academic Interventions (Literacy focus)

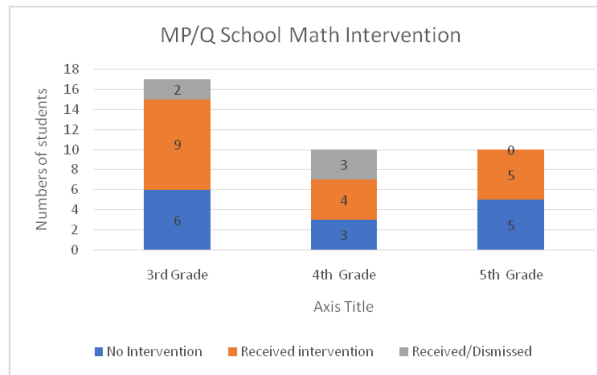


Total Students on prioritized list = 82 Total Served= 25



Total Students on prioritized list = 51 Total Served= 17

Academic Interventions (Math focus)

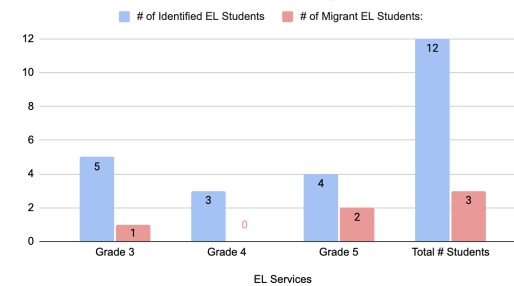


Total Students screened for Intervention= 32 Total served= 15

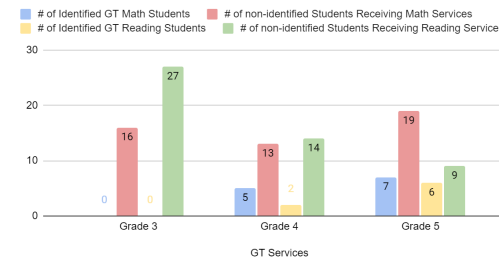
- Other factors:
 - 2 fifth grade migrant students received math intervention until they returned to Texas.
 - 1 fifth grade student moved out of the district in early December.
- Intervention Materials Used: Bridges Math Intervention materials were used during intervention times.

Specialized Services (EL, GT)

of Identified EL Students and # of Migrant EL Students:



of Identified GT Math Students, # of non-identified Students Receiving Math Services, # of Identified GT Reading Student...



Key Findings

- Attendance:**
- Although attendance looks slightly better than last year, we have a larger number of kids by midyear than we have had in years past who have 7 or more absences this year for varying reasons.
- Behavior:**
- Continued support provided by a full-time behavioral interventionist at MP/Q — has been continually exploring more ways to enhance programming
 - Addition of a SMART lab and daily SMART practices in all classrooms (Stimulation Maturity through Accelerated Readiness Training)
 - New bus company has been very helpful in supporting/problem solving student needs in the context of the bus.
 - 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:**
- Implementation of a new online program called CloseGap to get daily insight on students' needs that are streamlined to our pupil service team. We have started this with our fifth graders and will slowly introduce this to the other grade levels as well.
- Achievement:**
- Students in both schools have made significant growth from fall to winter
 - CQI practices continue to guide instruction
 - Bridges Math/Bridges intervention have lead to fewer gaps in learning loss along with the addition of a part-time math interventionist
 - Reading Intervention - Rime Magic/RISE and a greater need for specialized OG based interventions
 - Team approach in reaching goals (regular ed, Special education, EL, GT, Title, Counseling, Math intervention etc)
 - Professional Development/Collaboration Days to build supports for kids in need

Intervention:

- There continues to be a high number of students who are evaluated for intervention.
- Students have made a great deal of progress the first semester, though students may not yet be at grade level.
- Both full time reading interventionists had about 25 students each during the first semester. They are supporting students 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.
- Both reading and math intervention are proving to be valuable in supporting our students' who have extremely high needs.

Specialized Services:

- Our EL teacher splits her position between EL and Math Intervention, with various percentage of FTE based on EL students being served
- 30 students from each grade compete in the Noetic Math Competition; 4 students from each classroom in the Schoolwide Spelling Bee
- Special Education programming is servicing 44 students in grades 3-5.

Next Steps Through End of Year

- Continue to apply Bridges Math/Bridges intervention in the classroom and targeted pullout lessons with the math interventionist to close learning gaps in math
- Implementing professional learning to support needs from the findings of the K-5 Literacy Inquiry from Fall of 2022
 - From the Literacy Inquiry a Literacy Strategic plan was developed that includes professional development and the curriculum adoption process.
 - Continue to support universal instruction through professional development about best practices
 - Attending the final sessions of the Early Literacy Cohort through CESA 6 to merge science of reading and balanced literacy
- Continue math, reading, behavioral, and SEL interventions and small group support
- Teachers connect with Reading Specialist/Coach to build supports for kids in need
- Teachers connect with Pupil Service team to support students in need
- 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.

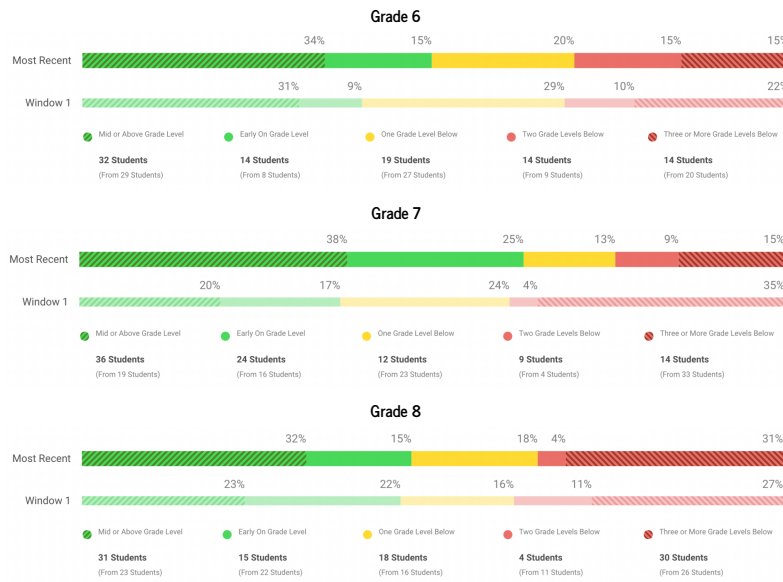
Middle School (6-8) Data Profile

	Mid-year 2022-23	Mid-year 2021-22
Attendance	9/1/22-1/20/23	
	% in Attendance	RMS 93.68%
Behavior Incidences	9/1/21-1/19/22	
	# of ODRs	RMS 87
Pupil Service Contacts	9/1/21-2/4/22	
	% in Attendance	RMS 92.49%
	2022-23 Pupil Service Contacts (through Jan. 31, 2023)	
	Total Student Contacts	729
	2021-22 Pupil Service Contacts (through Jan. 31, 2022)	
	Total Student Contacts	789

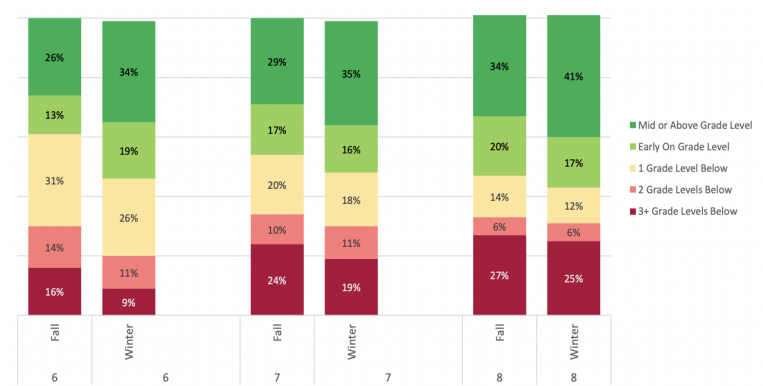
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Literacy Achievement

Relative Placement Changes: Fall 2022 to Winter 2023



Relative Placement Changes: Fall 2021 to Winter 2022



Math Achievement

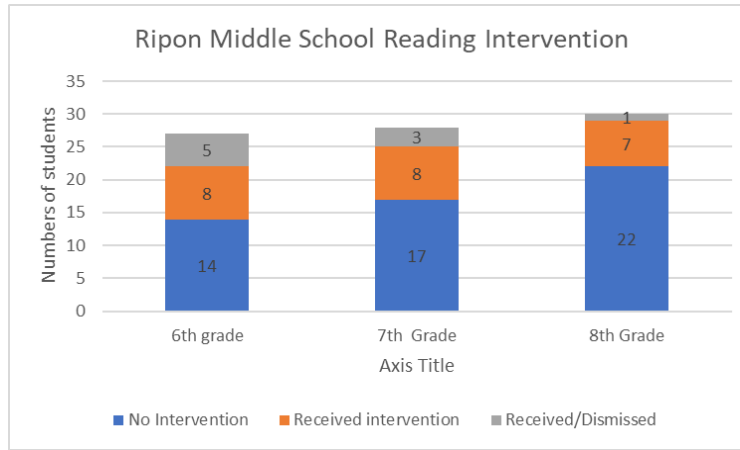
Relative Placement Changes: Fall 2022 to Winter 2023



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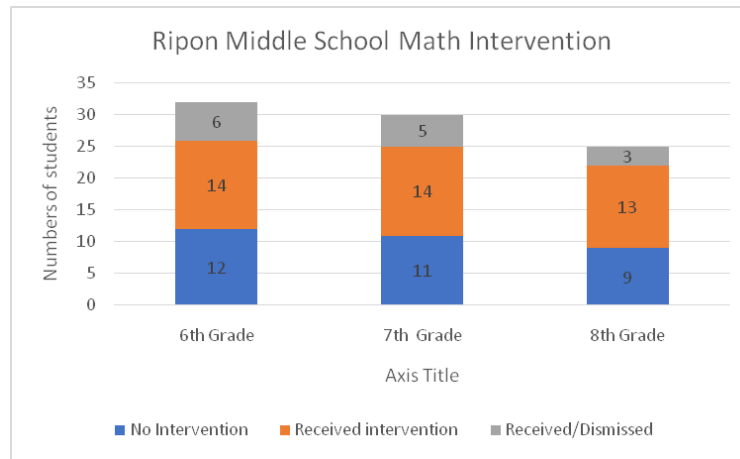


Academic Intervention (Literacy focus)



Total students on the prioritized list = 76 Number served =23

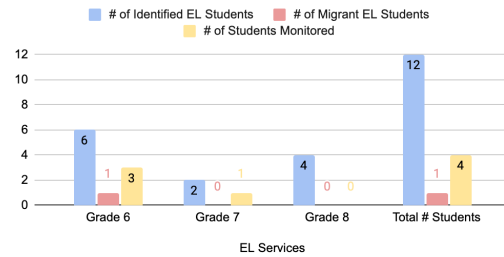
Academic Intervention (Math focus)



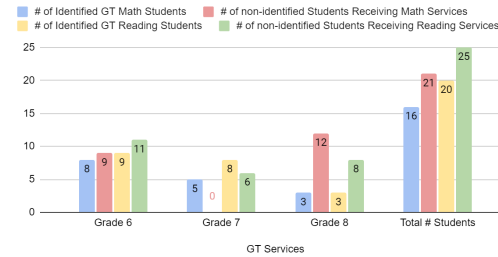
Total students on the prioritized list = 73 Number served =41

Specialized Services (EL, GT)

of Identified EL Students , # of Migrant EL Students and # of Students Monitored



of Identified GT Math Students , # of non-identified Students Receiving Math Services, # of Identified GT Reading Student...



Key Findings

Attendance:

- Attendance is a bit higher compared to last year. We have had a lot of students out sick. Working with families to reduce the number of truancy referrals.

Behavior:

- Referrals are down overall.
- Continued support provided by a full-time behavioral interventionist/dean of students. We have developed behavior plans, check-in and check-out with students to grow behaviorally
- SPED behaviors are impacting their learning.

Pupil Service Contacts:

- Team is being trained on biofeedback training. This is another way to connect with students and assist with their needs. Assists with self-regulation and keeps them calm.
- Created a group of students grades 6-8 being taught prevention on tobacco and vaping. The group will then lead lessons to peers and lower levels of students.

Achievement:

- Students have made significant growth from fall to winter in reading and math diagnostic
- Reading Intervention/Math Intervention has been working well for our students.
- Professional Development/Collaboration Days gives us a chance to create plans to support our kids in need

Reading Intervention:

- Motivation of students at times can be difficult. Working on a growth mindset to improve the desire to grow in reading.
- Some students were quite low coming in. Will continue to work with students to get them to grade level.
- Students are increasing in accuracy, comprehension, and fluency. We also work on responding to text through discussion and writing.

Math Intervention:

- 8th grade has seen all of her intervention students grow not only in knowledge and confidence, but also the ability to ask for help. Getting students to raise their hands and ask clarifying questions in class has also been a positive outcome from the intervention.
- Math intervention has been going well. Working in small groups with the students and seeing that they are making progress based off of their I-Ready scores.

Specialized Services:

- Our middle school EL teacher services EL students full-time through a combination of sheltered instruction and co-teaching
- 30 6th grade students compete in the Noetic; 18 students from each grade level compete in the Math Meets; 10 students from each grade level in the school spelling bee; 18- 7th graders in compacted math; 12- 8th graders in Algebra; 3- 7th graders in Algebra
- Special Education Programming services 52 students in grades 6-8. This is the highest grade band of students in Alternative Education settings.

Next Steps Through End of Year

- I-Ready incentives seem to be working, we continue looking at the data to close the gaps
- Groups are established for Collaborative Wellness. They started working after the 1st of the year.
- Behavioral, and SEL interventions and small group support during (Advisory Period)
- Continue offering reading and math intervention for our students during their studyhalls. Sometimes run into scheduling conflicts but have been able to work around most. Working on using i-Ready data, classroom observations to develop small group support.

High School (9-12) Profile

	Mid-year 2022-23	Mid-year 2021-22
Attendance	9/1/22-1/20/23	9/1/21-1/19/22
	% in Attendance	RHS
	93.79%	94.47%

Behavior	9/1/22-1/20/23				9/1/21-1/19/22			
	# of Behavior Events	127	# of Students	100	# of Behavior Events	359	# of Students	151
	# of Suspensions	14	# of Students	11	# of Suspensions	31	# of Students	27

Pupil Service Contacts	2022-23 Pupil Service Contacts (through Jan. 31, 2023)				2021-22 Pupil Service Contacts (through Jan. 31, 2022)			
	Total Student Contacts		495		Total Student Contacts		462	

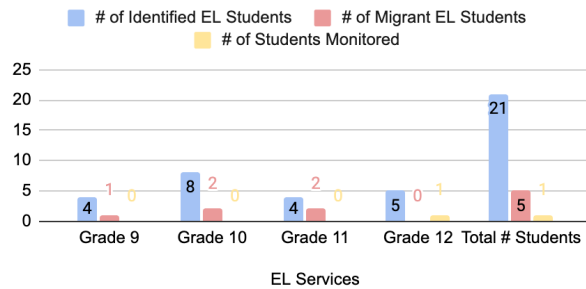
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Course Pass Rate	2022-23				2021-22			
	Year	Term	% of all Classes Passed	COVID-Virtual	Year	Term	% of all Classes Passed	COVID-Virtual
	2022-23	Fall Semester	98.2%	No	2021-22	Fall Semester	96.6%	No
	2021-22	Spring Semester	97.1%	No	2020-21	Spring Semester	98.5%	No
	2021-22	Fall Semester	96.6%	No	2020-21	Fall Semester	95.9%	Yes

Honor Roll	2022-23 School Year - Semester 1							2021-22 School Year - Semester 1						
	Gr.	Hon.	High Honors	Total # Students	% Honors	% High Honors	Total %	Gr.	Hon.	High Honors	Total # Students	%-Honors	% High Honors	Total %
	9	15	40	116	13%	35%	48%	9	14	39	114	12%	34%	46%
	10	25	36	106	24%	34%	58%	10	28	40	118	24%	34%	58%
	11	23	37	115	20%	32%	52%	11	25	38	121	21%	31%	52%
	12	26	51	125	21%	41%	62%	12	35	43	111	32%	39%	70%

Specialized Services (EL, Special Education)

of Identified EL Students, # of Migrant EL Students and # of Students Monitored



Key Findings

- Attendance:**
- Very similar to last year; many absences due to mental health. Overall, right around 94%.
- Behavior:**
- Behavior reports and suspensions are far lower. This could be a result of adjusting post-COVID and/or an emphasis by the AP on Classroom Management procedures to help teachers and students.
- Pupil Service Contacts:**
- Team is being trained on biofeedback training. This is another way to connect with students and assist with their needs. Assists with self-regulation and keeps them calm.
 - Just finished hosting a small group by Collaborative Wellness for students who screened positive in the fall Mental Health Screener.
 - Taking the next steps in Sources of Strength which has empowered more staff members to also serve as safe folks to talk with, in addition to our Pupil Service staff members, which may account for the slight decrease
- Achievement:**
- Failure rate is extremely low.
 - Many interventions by administration and staff has helped students pass their classes.
 - Over half the student body is on the honor roll.
- Intervention**
- Proactive approach to intervention of contacting parents.
 - 3138 contacts from staff to parents with 2431 being positive contacts.
 - Grade check every Tuesday during Advisory to keep students accountable.
 - After school tutoring program run by HS staff to help students with their classes.
- Specialized Services**
- Special Education programming services 70 students in grades 9-12.

Next Steps Through End of 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

	Mid-year 2022-23	2021-22
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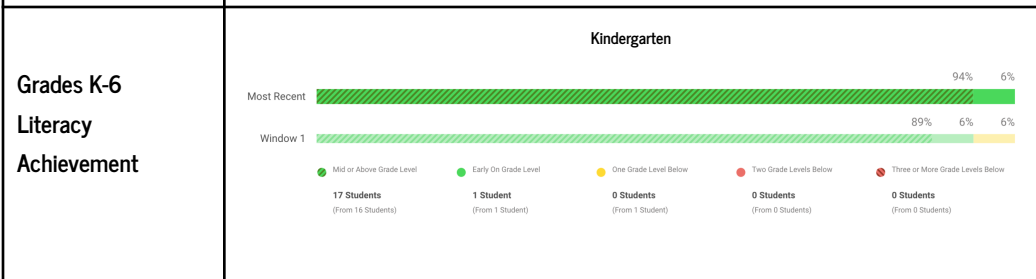
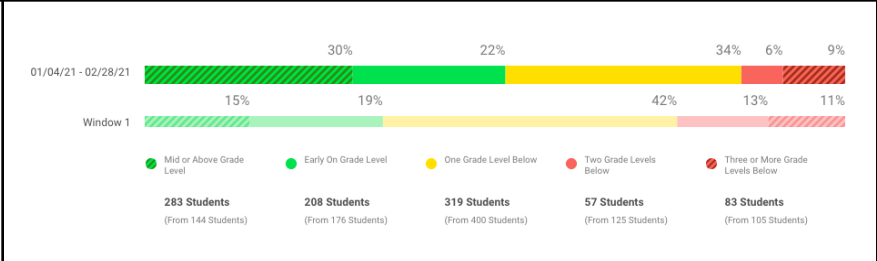
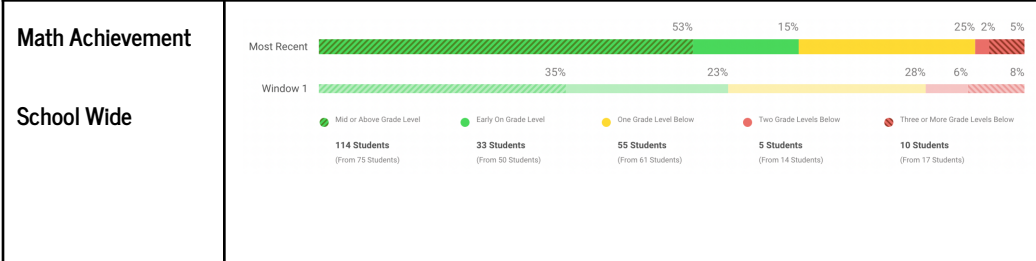
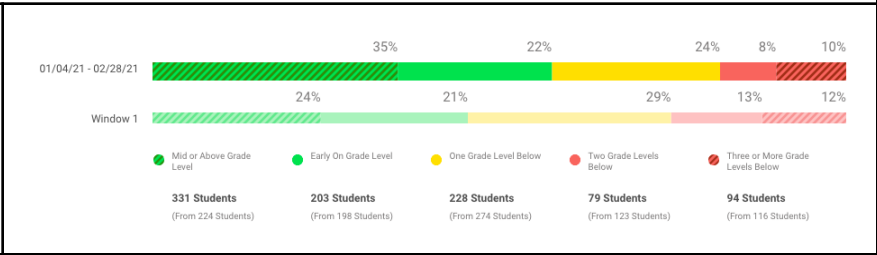
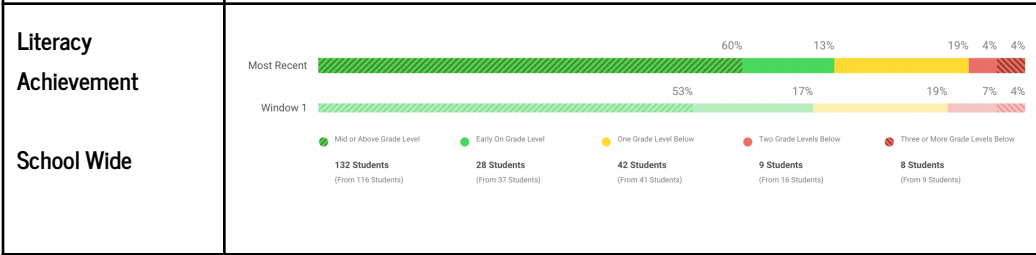
Enrollment 2022-23			
September 2022	251	June 2023	252
Ripon Residents	35	Ripon Residents	38
Open-enrolled	216	Open-enrolled	214

Enrollment 2021-22			
September 2021	295	June 2022	290
Ripon Residents	51 (17%)	Ripon Residents	59 (20.34%)
Open-enrolled	244 (83%)	Open-enrolled	231 (79.66%)

2022-23 Pupil Service Contacts (through Jan. 31, 2023)	
Total Student Contacts	74

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

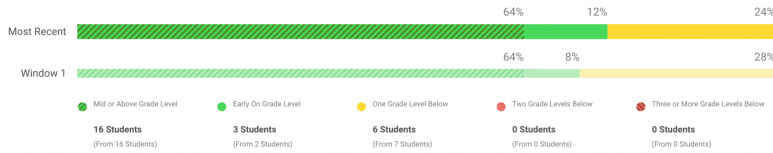
Contact = Connections made between our RASD Pupil Services staff (counselors, psychologists, & behavioral interventionists) that relate to the student's mental health, behavioral health, or social/ emotional wellbeing. *These contacts do not include things like regularly scheduled small groups, classroom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



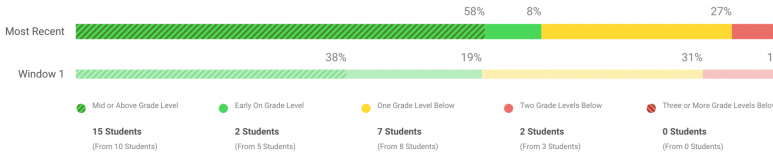
Literacy % Proficient Comparisons: Fall to Spring

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

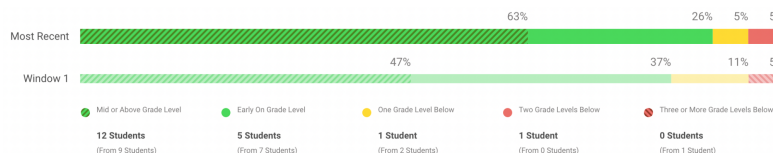
1st Grade



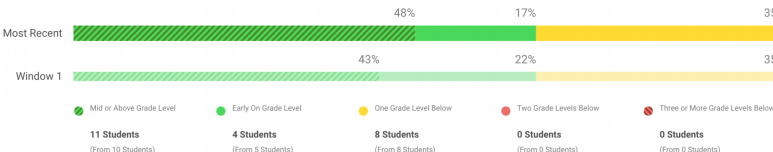
2nd Grade



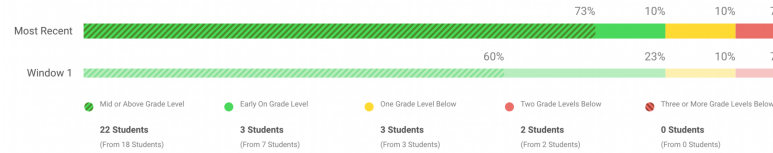
3rd Grade



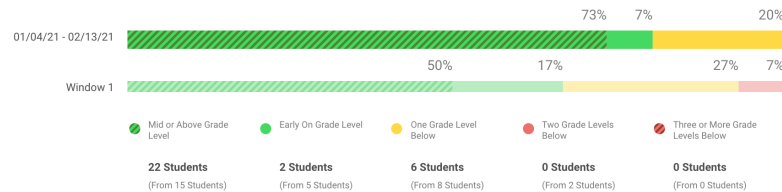
4th Grade



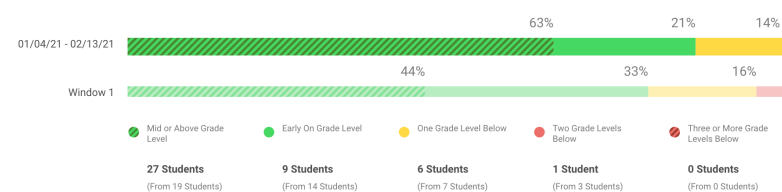
5th Grade



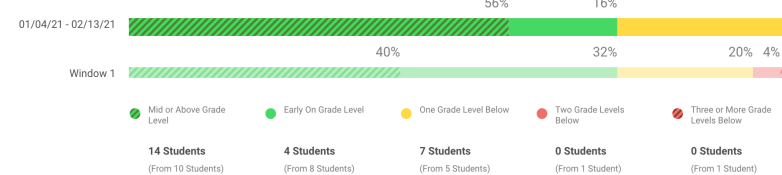
2nd Grade



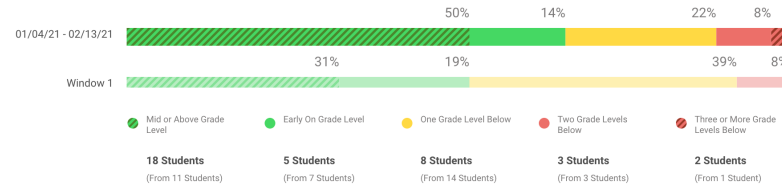
3rd Grade



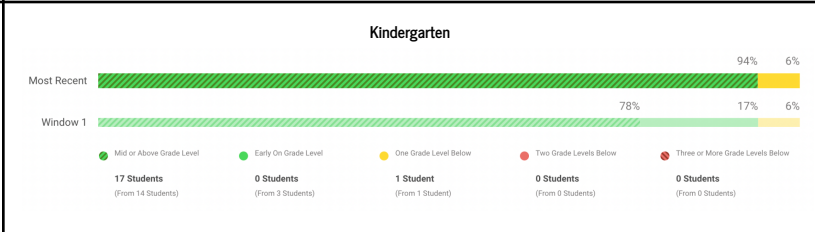
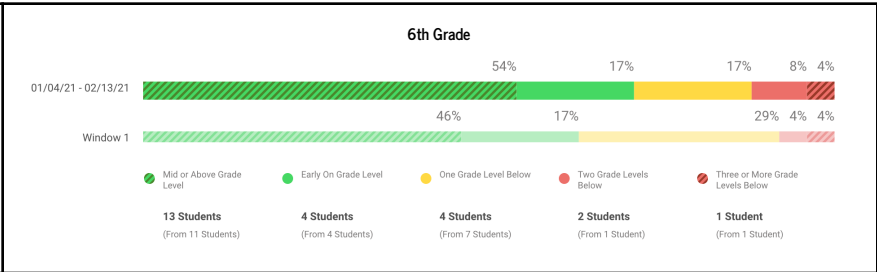
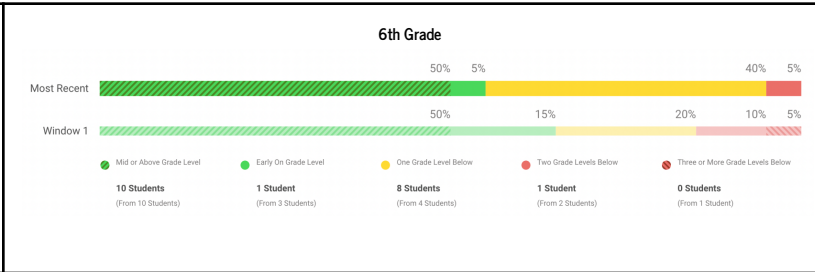
4th Grade



5th Grade

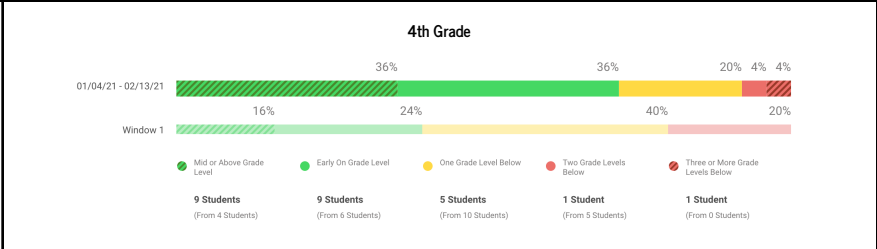
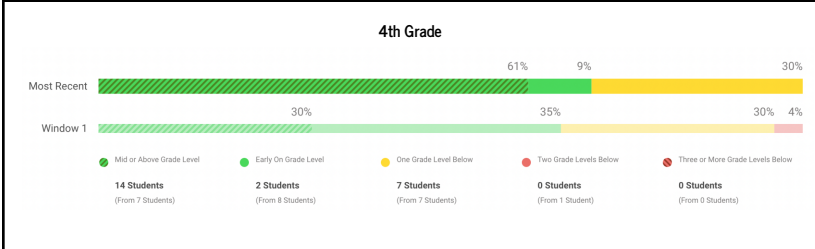
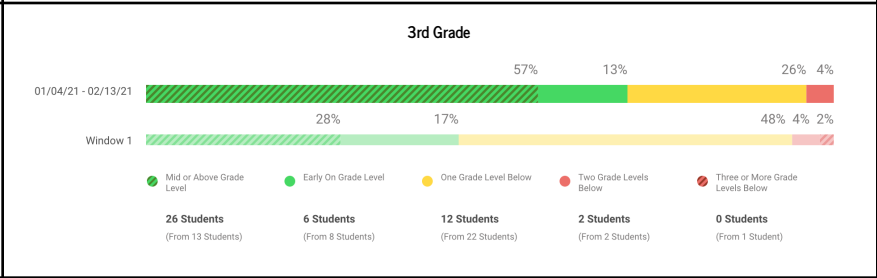
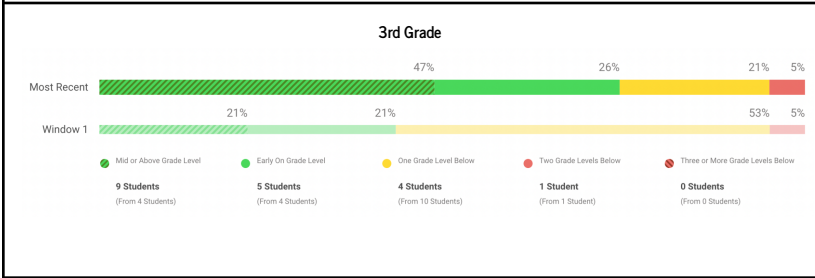
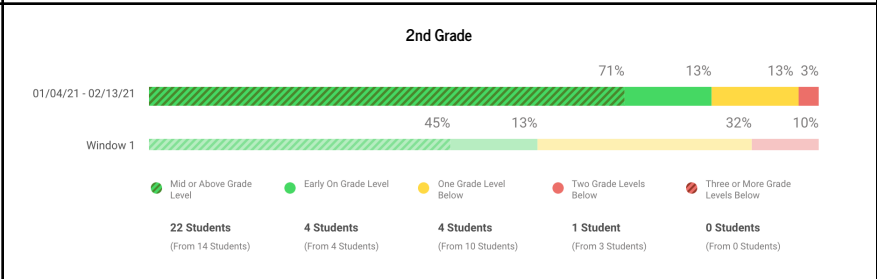
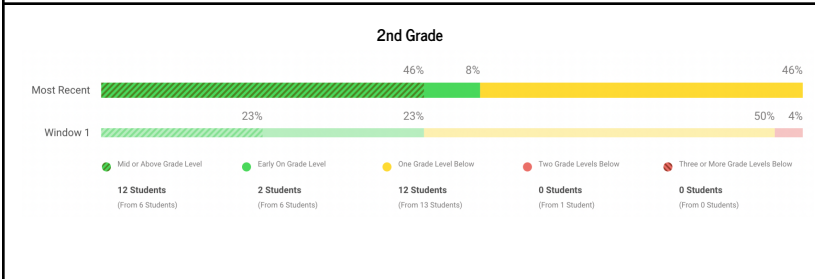
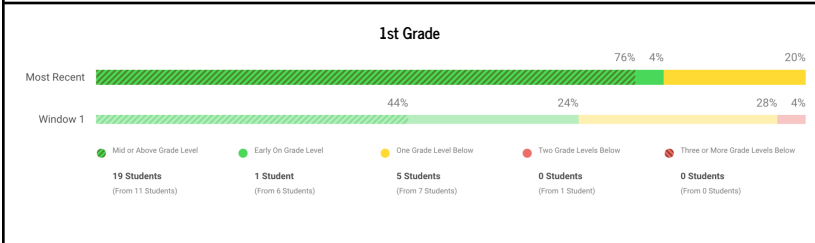


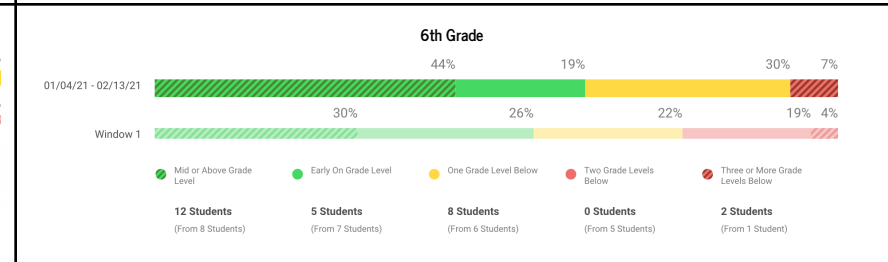
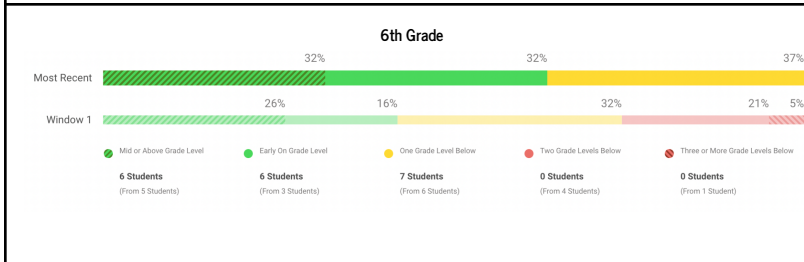
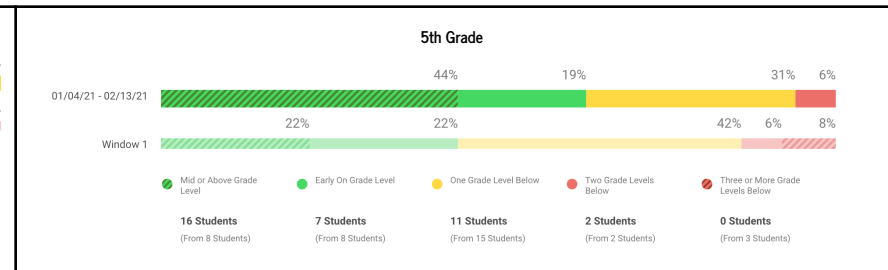
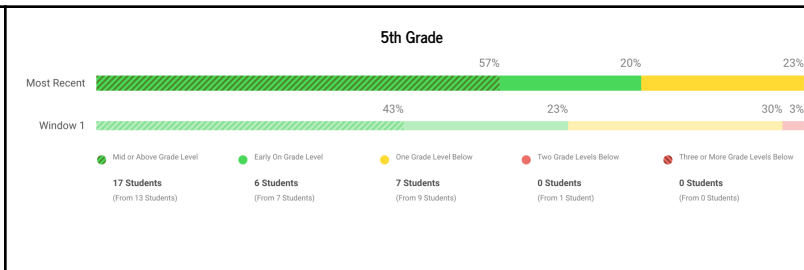
Grades K-6 Math Achievement



Math % Proficient Comparisons: Fall to Spring

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





Key Findings

Celebrations (+)

- We are celebrating our students that started with us as freshmen when Odyssey opened in 2019 that are currently seniors at Odyssey and have spent their four years of high school with us. We have seen tremendous growth in these students that have been with us consistently for their high school career. In our 4th 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 have implemented a more thorough and automated process in Infinite Campus to track attendance and work completion of our students.
- Kindergarteners and first graders took the iReady assessment at Odyssey for the first time in fall of 2022.
- Early Literacy Data- 100% of students in kindergarten are at or above grade level. 100% of first and second graders improved from the fall to winter benchmarks.
- PBL Classes in grades 7-12→ We've had an increase in the number of students taking our PBL Course offerings at Odyssey

Next Steps Through End of Year

- Completing a new 5-year contract for Odyssey Academy of Virtual learning, submitting it to DPI and the Ripon Board of Education for approval.
- Working to improve the transition of 6th graders to middle school at Odyssey. We are offering more student/parent sessions, conducting surveys and enhancing our communication about what middle school at Odyssey looks like.
- Meeting in vertical teams to ensure our expectations and curriculum follow a natural progression from upper elementary to the middle school grade levels.
- 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.
- 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
- 3.4 hours on average, this includes weekends, holidays and off hours
- Average time ticket is open-monitor how long until ticket is closed
- 1.3 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-2186 total
 - Chromebooks-2181
 - Tablets/iPads-2
 - Macbooks-2
 - Surface Pro-1
- Staff-1200
 - 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
 - 20 suspended devices we can activate at any time

Internet/Network Infrastructure

Downtime versus uptime-NAGIOS Network Monitoring Tools

- 193 days up during school hours
- 3 five hour outages during January while Spectrum had routine maintenance between midnight and 5AM
- 1 hour outage at Murray Park in early February because of hardware issue
- 99.97% uptime over the last 365 days during school hours

Bandwidth usage-Wiscnet Bandwidth 5GB Internet/WAN connection

- 84.27MB-includes nights, weekends and holidays
- 325MB-daytime average

Celebrations (+)

- 100 updated Chromebooks replaced for K-5 grade levels
- 150 touchscreen Chromebooks purchased for Barlow Park grades K-1 to replace end of life devices
- Completed installation/configuration of new wireless access points for High School and Middle School buildings purchased through ERATE program
- Updated wireless network configuration to provide improved security
- Replaced I.T. and Maintenance Help Desk software with Mojo Helpdesk which is a much more robust solution
- Implemented new backup solution for staff Google accounts(Gmail, Drive, Calendar)
- Completed Spectrum upgrade for WAN connections between Barlow and Murray Park
- Implemented 2 factor authentication for staff Google and Infinite Campus accounts
- Collaborated with Maintenance Department on migration to new cloud based security camera system
- Implemented periodic cyber security scans through DOJ and CISA

Opportunities for Growth (Δ)

- 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 the ERATE program. Current wireless access points are roughly 7 years old. Murray Park and Barlow Park on being replaced in the summer of 2023
- Continuing to move to multi-factor authentication for applications
- Murray Park staff devices are on rotational schedule for replacement in the summer of 2023
- Continue exploring updated server environment as more application are cloud hosted
- Monitor wireless issue with certain HP laptops/wireless cards appearing after firmware update
- Research badge cards with barcode for Elementary students(lunch account, media center checkout, etc)
- Continue researching Cyber Security monitoring tools and the availability of ERATE for these tools

Facilities

Celebrations (+)

- Updated direct digital controls in 9 classrooms and 5 offices at Barlow Park Elementary
- Installed LED light panels in Murray and Barlow kitchens
- Replaced 10 classroom locks at Murray Park for increased safety
- Renovated science classroom to SMART lab at Murray Park
- Installed LED light panels and dimming in 10 classrooms at the Middle/High School
- Installed Led flat panels in tech ed and 8th grade halls at MS/HS
- Installed LED light panels and dimming in the Middle School office area

Opportunities for Growth (Δ)

- Installing bottle filling stations by World Language and possibly by Business Room
- Staffing challenges this year with absences and resignations
- Add motion sensors in bathrooms at Barlow Park Elementary
- Convert remaining hallways at Middle/High school to LED flat panels
- Install motion sensors in south halls of Middle/High school to increase energy savings
- Continue to organize and reduce items stored at the Maintenance shop
- Execute plan to address landscaping in west parking lot at High School

- Installed basketball hoops by the Middle School commons
- Replaced 3 failed cameras to cloud based software
- Replaced failing sidewalk by W5 entrance at High School
- Removed additional 8 dead ash trees district wide
- Replaced concrete on sidewalk by Ingalls Field
- Installed new locks and carpet at 4K classroom at Ripon Community Learning Center
- Renovation of lab area at the near site clinic (waiting on cabinetry)
- Refined cleaning routines at Middle/High school to increase efficiencies
- On-boarded 5 new team members to fill vacancies from retirement and resignations
- Completed safety building assessments at all schools
- Successfully switched our work order system to Mojo helpdesk

- Plant trees district wide where dead ash tree were removed
- Develop a timeline and budget to replace district fleet vehicles R-3 and R-9
- Develop a plan and timeline to replace near end of life digital HVAC controls in Middle/High School