

2023-24 End-of-Year Dashboard



Excellence through Innovation

Elementary (4K-2) Data Profile

Mid-year 2023-24

End-of-Year 2023-24

Attendance

9/1/23-1/20/24		
% in Attendance	BP Charter	Journey
	94.82%	94.28%

9/1/23-6/4/24		
% in Attendance	BP Charter	Journey
	95.82%	94.99%

Behavior

9/1/23-2/13/24		
# of ODR's	BP Charter	Journey
	49	46

9/1/23-6/4/24		
# of ODR's	BP Charter	Journey
	148	86

Pupil Service Contacts

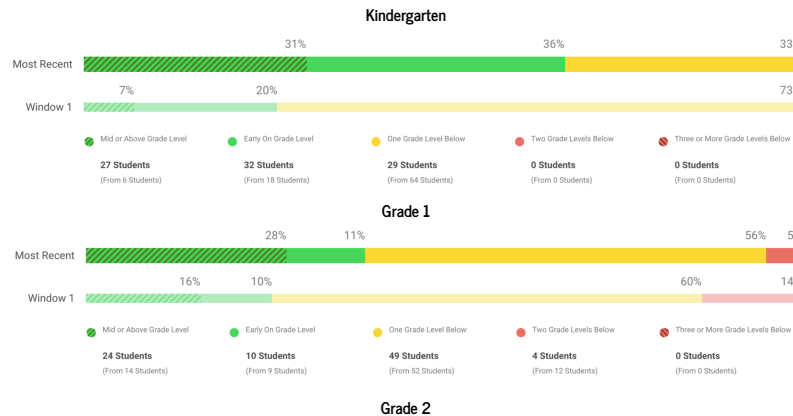
2023-24 Pupil Service Contacts (through Jan. 31, 2024)	
Total Student Contacts	522

2023-24 Pupil Service Contacts (through June 4, 2024)	
Total Student Contacts	1,464

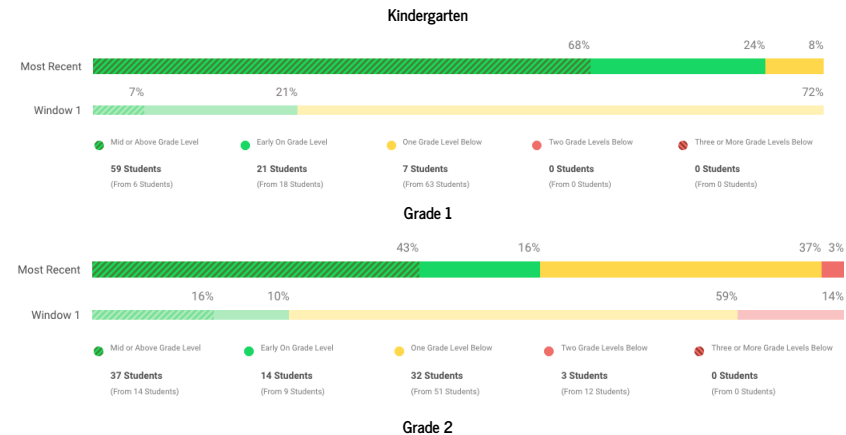
Contact = Connections made between our RASD Pupil Services staff (counselors, psychologists, & behavioral interventionists) that relate to the student's mental health, behavioral health, or social/ emotional wellbeing. *These contacts do not include things like regularly scheduled small groups, classroom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

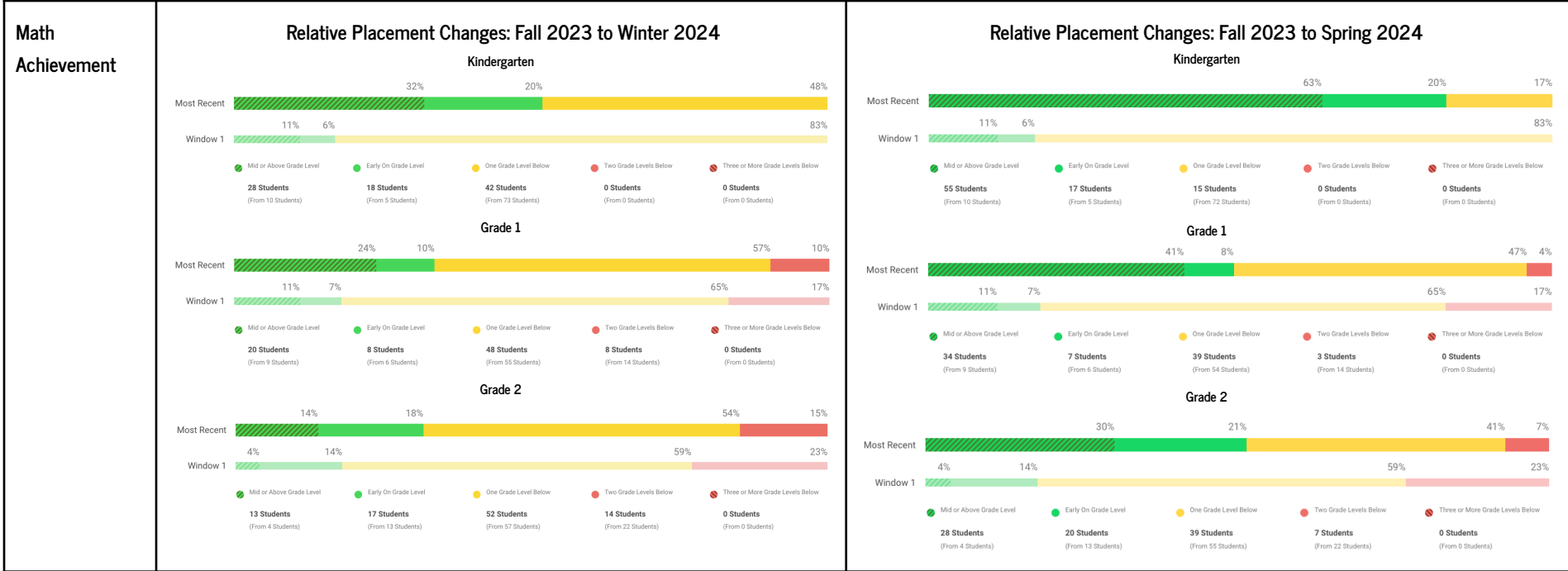
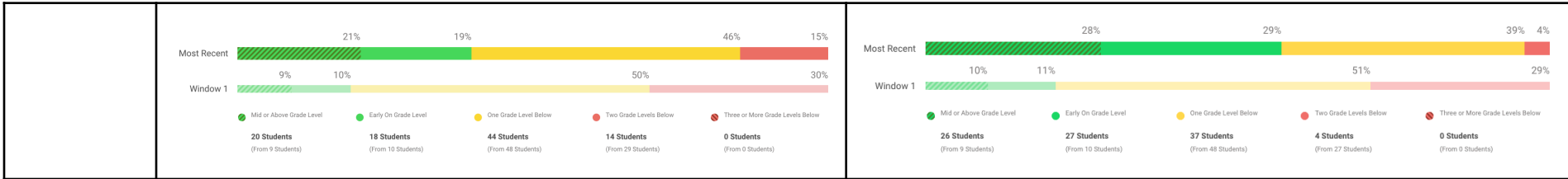
Literacy Achievement

Relative Placement Changes: Fall 2023 to Winter 2024

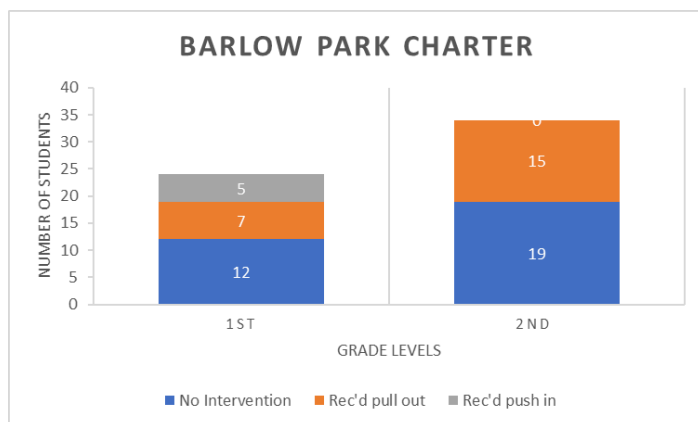


Relative Placement Changes: Fall 2023 to Spring 2024

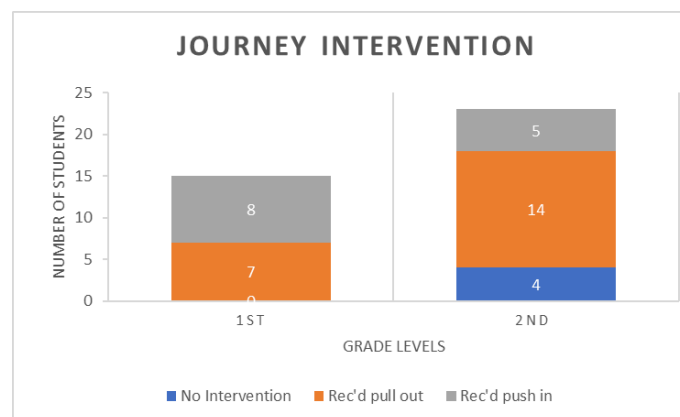




**Academic
Intervention
(Literacy focus)**



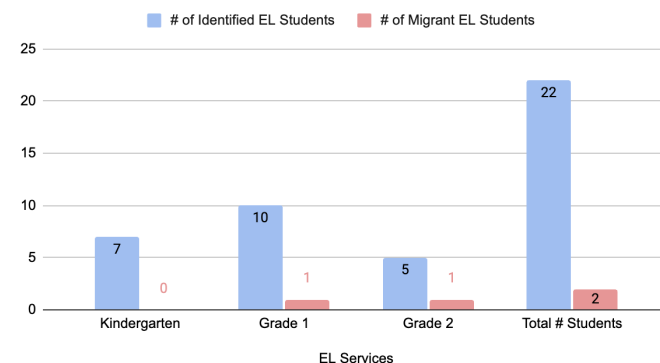
Total students on prioritized list = 58 Total served = 27



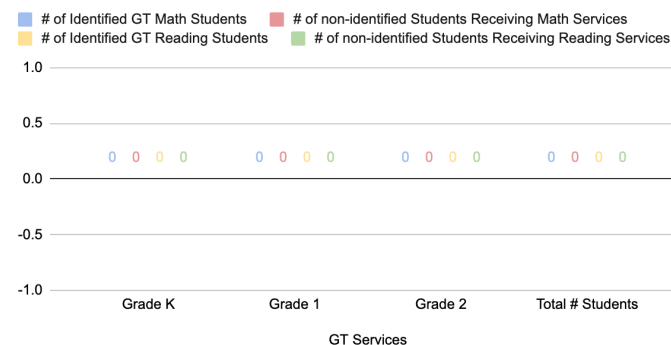
Total students on prioritized list = 38 Total Served = 33

**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:**
- Attendance continues to improve.
- Behavior:**
- Being fully staff in pupil services for the 2nd semester allowed for a more proactive approach to behaviors
 - Continued emphasis on accurate data reporting for behaviors has been an emphasis
 - Continued reteaching of behavior expectations in various areas of the school. As we are trained in Responsive Classroom this summer, we will determine nonnegotiables and continue to define school wide expectations
- Pupil Service Contacts:**
- Students are being met with on an as needed basis to assist with behaviors, emotional support and individual needs
 - EMLSS changes continue to be made to better-meet the needs of students
 - A full pupil services staff has allowed for an increased number of student contacts the second half of the year
 - SAEBRS screener continues to help us identify student needs and groupings
- Achievement:**
- When looking at iReady literacy achievement, all grade levels increased the percentage of on level students compared to 1st semester (Kindergarten - 67% to 92%, 1st - 39% to 59%, 2nd - 40% to 57%)
 - Math iReady on level scores increased for all grade levels as well (Kindergarten - 52% to 83%, 1st - 34% to 49%, 2nd - 32% to 51%)
 - PD has been focused on literacy practices this year, allowing staff to align on consistent practices and incorporate high leverage routines.

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. The additional reading interventionist has made it possible to support an additional first and second graders in small groups that are not pulled from the classroom, but supported within the literacy block in the classroom. Our Ripon interventionists support students through small group pull-out interventions and one-on-one Tier III interventions.
- Approximately 73 kindergarten and 5 first-grade students have been supported through Reading Corps, part of Ameri Corps this year. Reading Corps is an outside, nonprofit tutoring agency that is working with our students. Their work is proving to be successful in helping Kindergarten students learn letters and sounds. The district does not have to pay for this program. The number of students that have scored above the end of year growth target was 44.

Specialized Services:

- Our EL teacher continues to split her position between EL and Title 1, servicing her EL students for approximately one third of her day.
- Though 0 students have been identified for GT services, 2nd graders competed in the Noetic Math Competition
- Special Education programming is servicing 90 students Early Childhood, 4K, Kindergarten, 1st grade and 2nd grade. 63 students are serviced in an EC or Cross Categorical model and 27 students are receiving speech/language only services.

Next Steps for Next Year

- Create and implement a list of non-negotiables for classrooms in the areas of literacy and Responsive Classroom
- Continue professional development and implementation of new literacy curriculum resources and high leverage routines with a high focus on Act 20 requirements and training
- Work to improve and align the SST process 4K-5 allowing for student needs to be problem solved and monitored
- Prioritized and intensive Tier 3 interventions for first and second graders with highest needs
- Track literacy progress throughout the year, being responsive to student needs
- Implementation of Educlimber
- Teachers are able to pilot the most current Bridges Math curriculum
- Implement WIN (What I Need) into the daily schedule, allowing for classroom level interventions by classroom teachers to help students meet proficiency on grade level priority standards
- Place a bigger emphasis on data to help support student needs in a more timely and focused approach
- Continue reading, behavioral, and SEL interventions and small group support
- Responsive Classroom Training this summer for all teaching staff

Elementary (3-5) Data Profile

	Mid-year 2023-24			End-of-Year 2023-24		
Attendance	9/1/23-1/20/24			9/1/23-6/4/24		
	% in Attendance	Murray Park	Quest	% in Attendance	Murray Park	Quest
		94.99%	95.55%		96.45%	96.31%
Behavior	9/1/23-2/13/24			9/1/23-6/4/24		
	# of ODR's	Murray Park	Quest	# of ODR's	Murray Park	Quest
		45	38		87	80

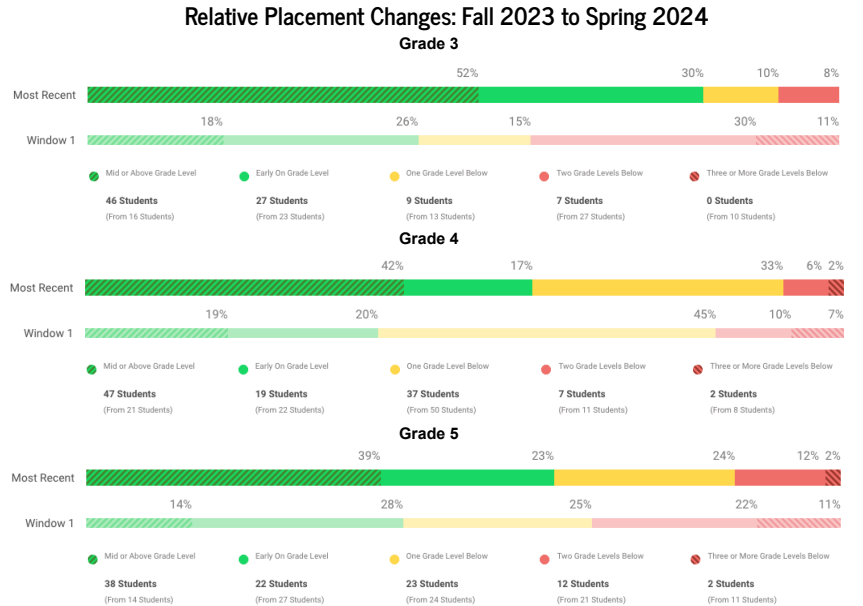
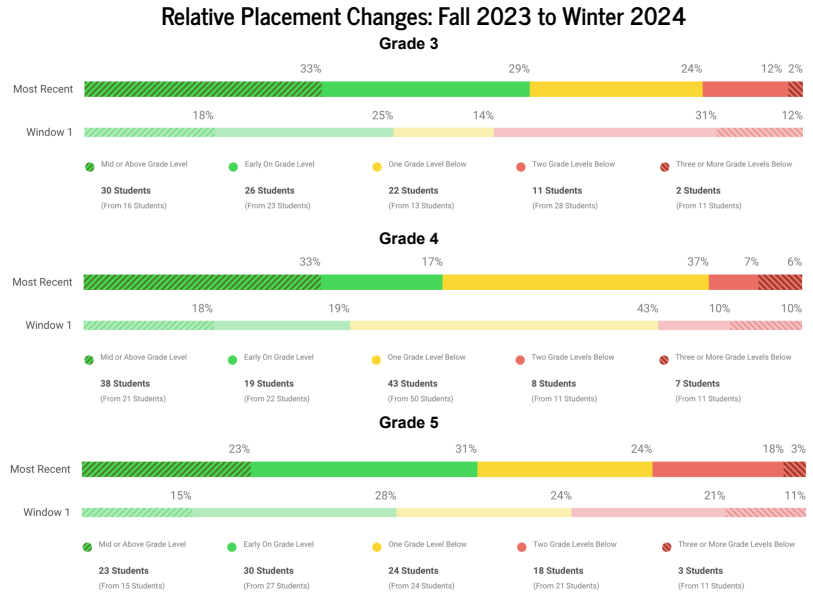
Pupil Service
Contacts

2023-24 Pupil Service Contacts (through Jan. 31, 2024)	
Total Student Contacts	1,249

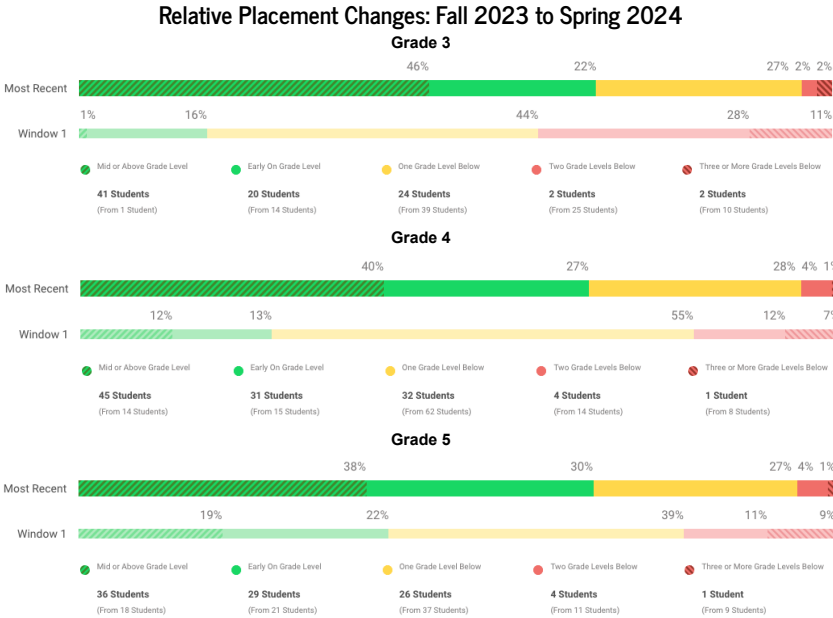
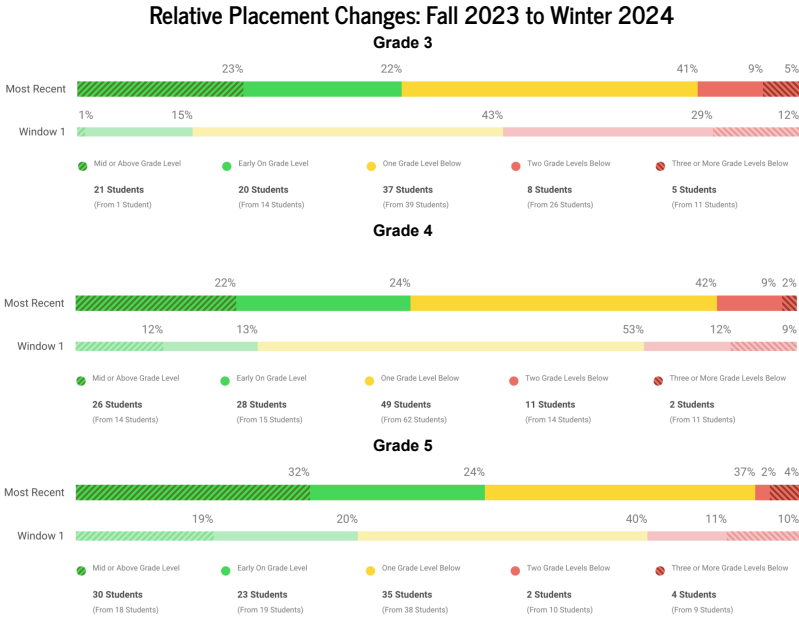
2023-24 Pupil Service Contacts (through June 4, 2024)	
Total Student Contacts	2,314

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.*

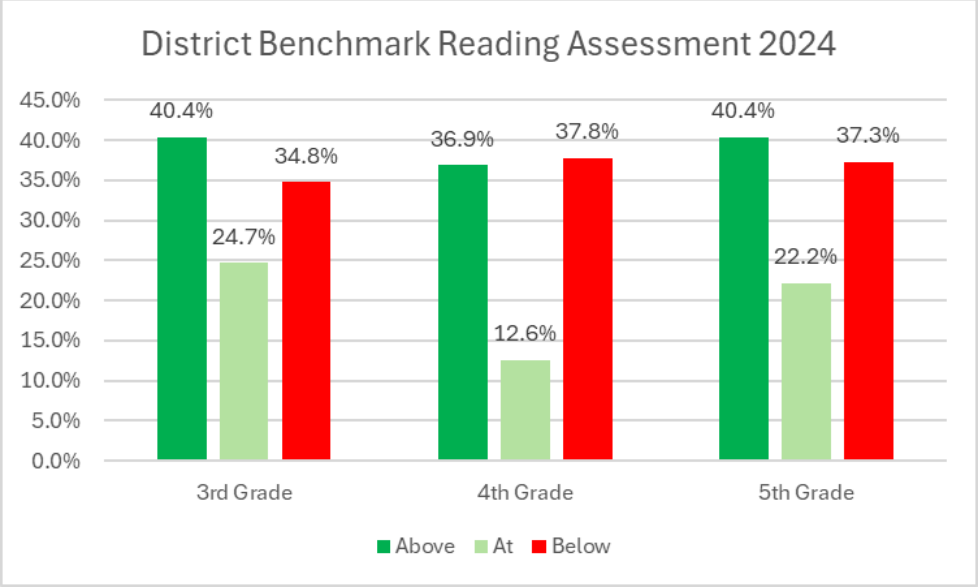
Literacy
Achievement



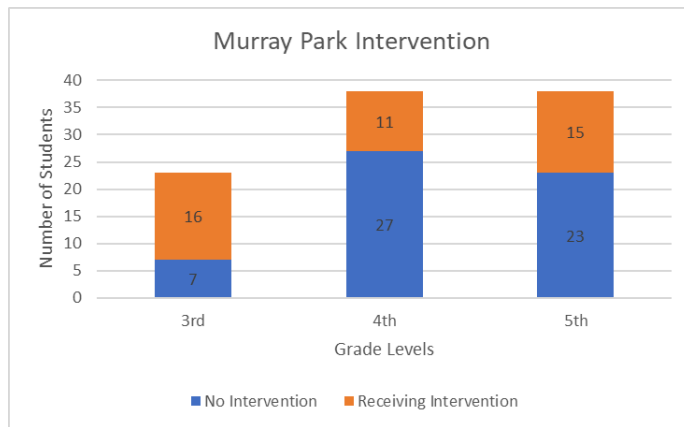
Math
Achievement



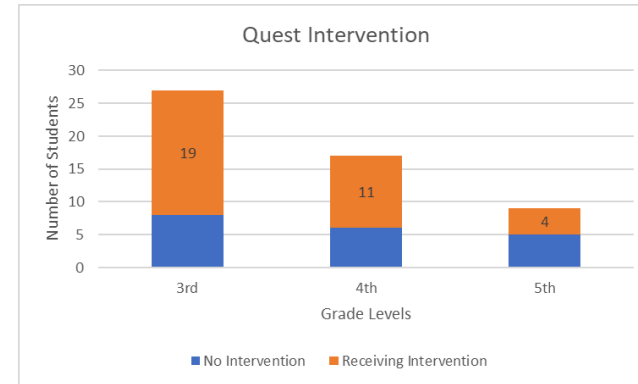
District
Literacy
Assessment



Academic Interventions (Literacy focus)



Total Students on prioritized list = 99 Total Served = 42



Total Students on prioritized list = 53 Total Served = 34

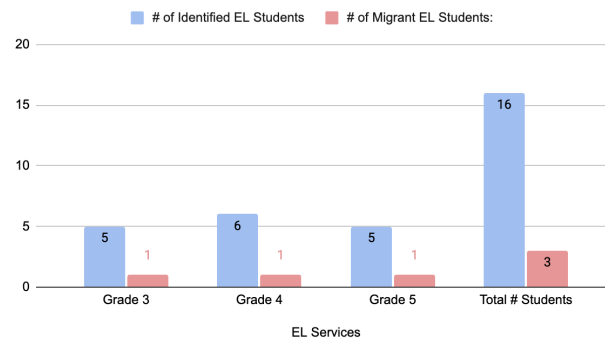
Academic Interventions (Math focus)

Student	Midyear iReady	Progress monitor #1	Progress monitor #2	End of year iReady	Met typical growth?	Met stretch growth?
A	395 (gr. 1)	419	410	431 (gr. 2)	yes	no
B	402 (gr. 1)	431	468	419 (gr. 2)	no	no
C	412 (gr. 1)	388	471	439 (gr. 2)	yes	yes
D	400 (gr. 1)	402	462	426 (gr. 2)	yes	no
E	410 (gr. 1)	414	447	428 (gr. 2)	yes	no
F	380 (gr. K)	380	409	394 (gr. 1)	no	no
G	376 (gr. K)	392	427	(moved)	---	---
H	383 (gr. K)	369	408	(unenrolled)	---	---
I	397 (gr. 1)	442	(moved)	---	---	---

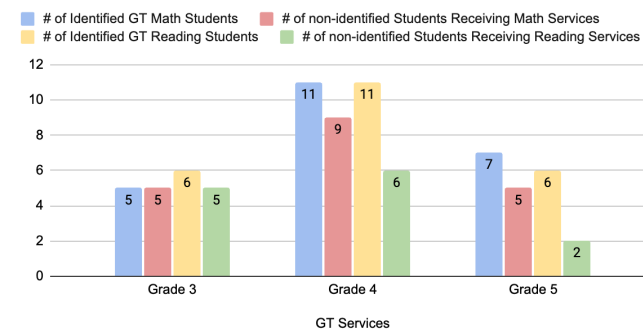
- Newcomer support again prioritized during 2nd semester, so limited time for math intervention
- Provided push-in math support for newcomer and 3 other students in the classroom
- Provided tier 2 math resource support for four 5th grade EL students
- Provided tier 3 math intervention with one 4th grade student was discontinued in order to provide tier 2 intervention for five 3rd grade students
- Added a tier 2 intervention for four 3rd grade students, three of whom left before the end of the school year

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 Students...



Key Findings

Attendance:

- Our attendance is quite similar to the first semester, with some slight improvement shown. We continue to work with families regarding the importance of regular attendance.

Behavior:

- Continued support provided by a full-time behavioral interventionist at MP/Q — We continue to explore more ways to enhance programming and provide professional learning to our teachers and support staff to account for our evolving student needs. .
- Ongoing implementation of our SMART lab and daily SMART practices in all classrooms (Stimulation Maturity through Accelerated Readiness Training)
- We have a larger special education number of students than in the past. This increased number also includes more students who have significant behavioral challenges, as opposed to solely academic needs.

Pupil Service Contacts:

- Continued use of CloseGap to get daily insight on students' needs that are streamlined to our pupil service team.
- SAEBRS screener has allowed for better data-keeping to be more proactive about which students are seen for SEL or mental wellness and how frequently
- Spring Wellness Day was another huge success!

Achievement:

- Students in both schools have made notable growth from fall to spring.
- Overall, our 3rd, 4th, and 5th graders are in the "High Performing, High Growth" criteria in reading according to iReady.
- Overall, our 3rd, 4th, and 5th graders are in the "High Performing" criteria in math according to iReady. Their performance was not as pronounced, particularly for 4th and 5th grade.
- CQI practices continue to guide instruction through two six to eight week cycles of focused instruction per semester.
- School goal work that focused on coordinating multiple sources of data to make informed decisions regarding students' needs beyond universal instruction.
- Systematic collaborative approach in reaching goals (regular ed, Special education, EL, GT, Title, Counseling, Math intervention, behavioral intervention etc)
- Bridges Math and targeted groups in math have led to fewer gaps in learning loss along with the support of a part-time math interventionist
- Reading Intervention - RISE intervention enabled the reading teachers to serve additional needs in 4th grade. Continued groups requiring specialized OG-based (Orton Gillingham) interventions were supported in very small or one-on-one groups.
- Professional Development/Collaboration Days were used to build support for kids in need

Intervention:

- There continues to be a high number of students who are evaluated for intervention. Students are served on a prioritized basis using multiple sources of data to determine greatest needs.
- All full time reading interventionists had about 20 to 25 students each, during the second semester. They are supporting students through both small group intervention and one-on-one Tier III interventions. Many of our Tier III students are making progress. We were able to discontinue support for a total of 14 students. Some students moved to Special Education (4) and the rest were moved back to universal support in the classroom.
- More students are receiving Tier III support, which requires consistent and individualized intervention support impacting the number of students that are able to be served overall.
- Both reading and math interventions are proving to be valuable in supporting our students who have extremely high needs.
- The combined EL/math interventionist position limits the number of students able to receive intensive math intervention support, as this is dependent upon EL caseload.

Specialized Services:

- Our EL teacher splits her position between EL and Math Intervention, with various percentage of FTE based on EL students being served; EL teacher has continued to service a newcomer with very limited English proficiency.
- 30 students from each grade compete in the Noetic Math Competition; 18- 5th grade students on middle school math meet team, 4 students from each classroom in the Schoolwide Spelling Bee.
- Special Education programming is servicing 51 students in cross categorical programs grades 3-5. An additional 7 students are serviced speech and language only.

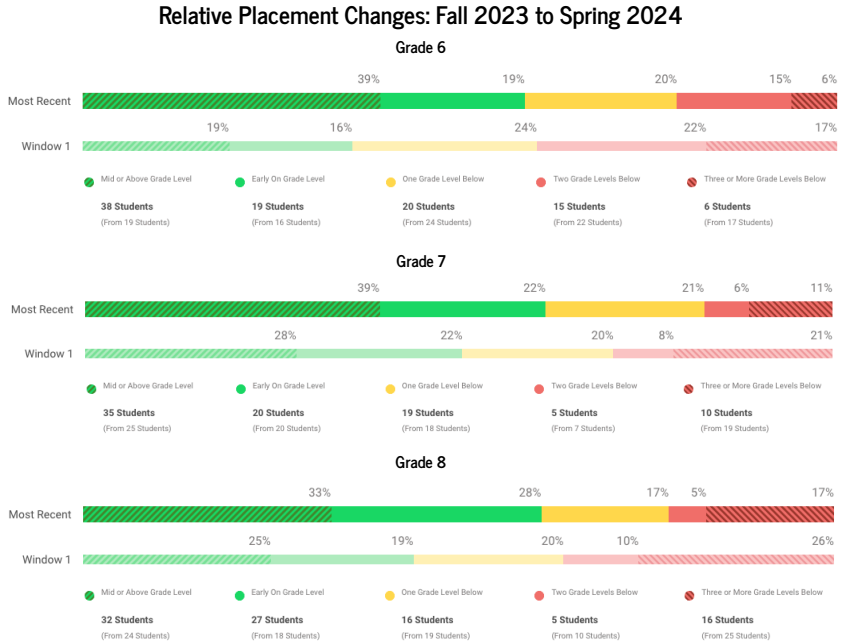
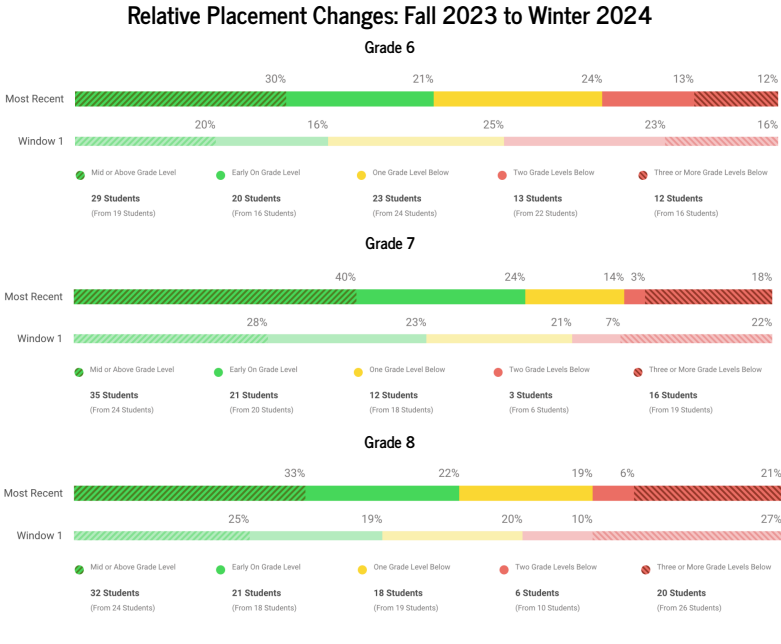
Next Steps for Next Year

- Continue to apply Bridges Math and add Bridges intervention in the classroom and through our math interventionist.
- Teachers are being allowed to pilot the most current Bridges Math curriculum.
- Continue to use professional learning days to support the requirements of Act 20 and build high-impact teaching practices aligned with science-based research in our new reading curriculum.
 - Continue to support the implementation of new curriculum resources that address reading, writing, and phonics/word study.
 - Special Education teachers will be attending a Special Ed. Literacy Academy to support teacher learning and practice with this exceptional group of students.
- Continue with CQI practices to guide instruction through two six to eight-week cycles of focused instruction per semester.
- Continue school goal work that focuses on coordinating multiple sources of data to make informed decisions regarding students' needs beyond universal instruction.
- Continue a systematic collaborative approach in reaching goals (regular ed, Special education, EL, GT, Title, Counseling, Math intervention, behavioral intervention etc)
- Continue math, reading, behavioral, and SEL interventions and small group support
- Teachers connect with Reading Specialist/Coach to build support for kids in need

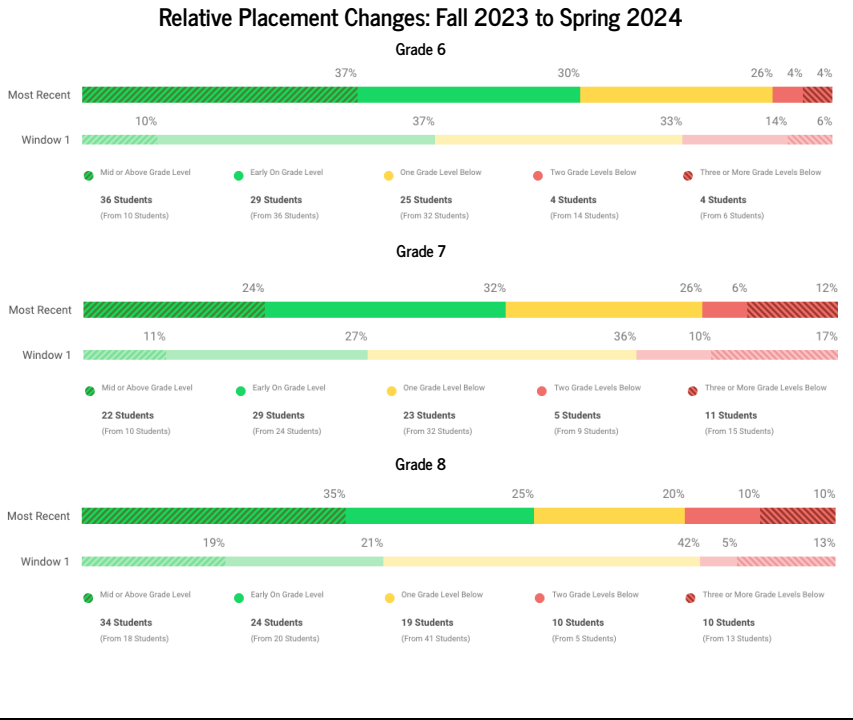
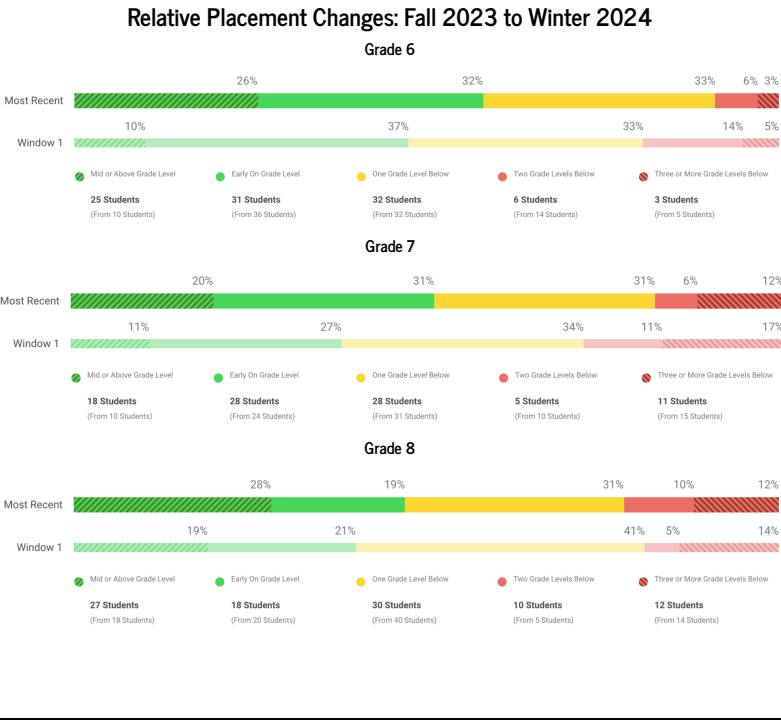
- Teachers connect with the Pupil Service team to support students in need
- Responsive Classroom Training this summer for all teaching staff
- Summer PD opportunity for all support staff related to meeting the needs of our students
- Working to refine our SST process to align academic and social/emotional/behavioral work systematically K-5.
- Implementation and use of Educlimber

Middle School (6-8) Data Profile			
	Mid-year 2023-24		End-of-Year 2023-24
Attendance	9/1/23-1/20/24		9/1/23-6/4/24
	% in Attendance	RMS	% in Attendance RMS
		94.26	95.36
Behavior Incidences	9/1/23-2/13/24		9/1/23-6/4/24
	# of ODRs	RMS	# of ODRs RMS
		72	145
Pupil Service Contacts	2023-24 Pupil Service Contacts (through Jan. 31, 2024)		2023-24 Pupil Service Contacts (through June 4, 2024)
	Total Student Contacts	636	Total Student Contacts 1130
	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. <i>These contacts do not include things like regularly scheduled small groups, classroom lessons, ongoing social skill instruction, college/ career-related meetings, scheduling, etc.</i>		

Literacy
Achievement



Math Achievement

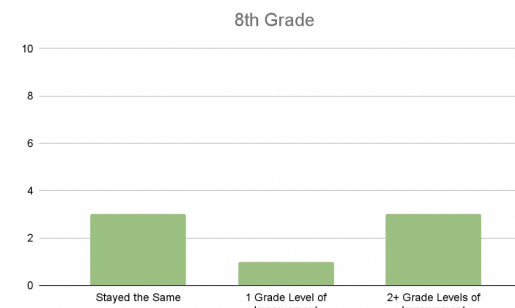
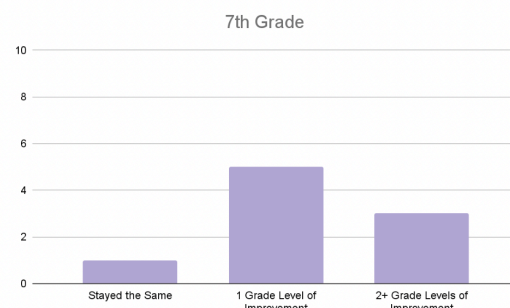
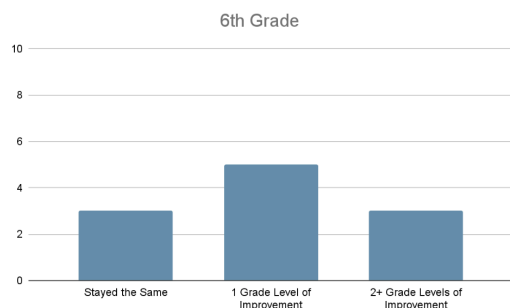


Academic
Intervention

(Literacy focus)

This data represents students in the Intervention classes, and shows student improvement on the iReady Diagnostic from September to May. Below is a graph that represents student growth from the beginning of the year to the end, broken by grade level. Intervention groups meet every other day.

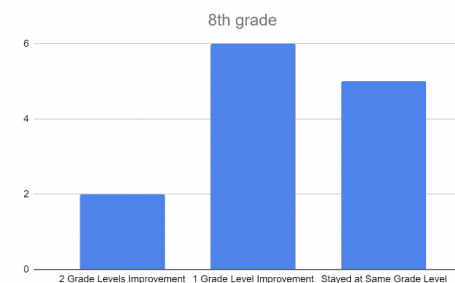
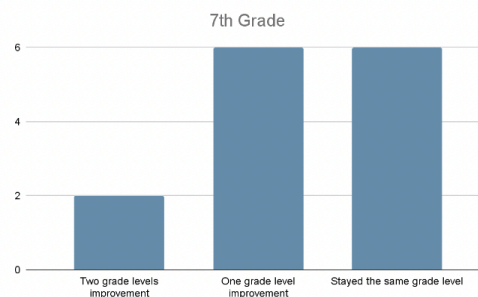
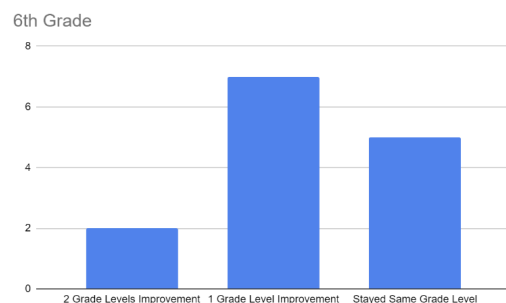
- 6th grade: We had 11 students in reading intervention. 5 students made one year's worth of growth. 3 students made 2 year's worth of growth. 3 students did not grow and remained at the same grade level.
- 7th grade: We had 9 students in reading intervention: 1 student showed growth within the same grade level band, 5 students made 1 year's worth of growth, and 3 students made 2+ year's worth of growth.
- 8th grade: We had 7 students in reading intervention: 2 students showed growth within the same grade level band, 1 student made 1 year's worth of growth, and 3 students made 2+ year's worth of growth. 1 student did not have growth. Poor attendance was a factor for students that showed minimal growth.



**Academic
Intervention
(Math focus)**

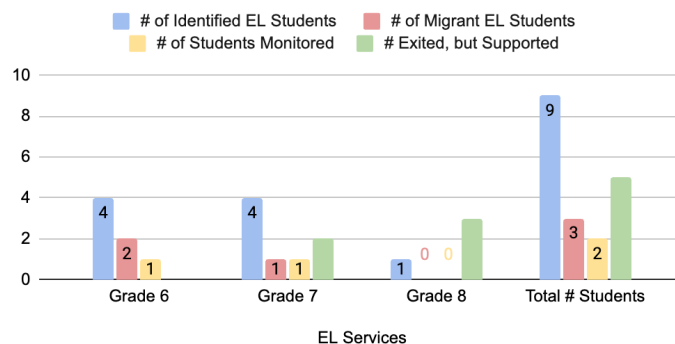
This data represents students in the Intervention class, and shows student improvement on the iReady Diagnostic from September to May. Below is a graph that represents 18 weeks of growth since we meet every other day.

- 6th grade: we had 14 students in math intervention. 7 students improved by 1 grade level and 2 students improved by 2 grade levels. The 5 students who stayed at the same grade level tested at grade 5 in September and grew in points on the May diagnostic but remained at grade 5.
- 7th grade: We had a total of 14 students in math intervention. Two students exit after the first semester and one student joined. 2 students made 2 years worth of growth. 6 students made 1 year of growth, and 6 students stayed at the same grade level. Of those 6 students 3 of them tested at a 6th grade level to begin the year and remained at the 6th grade level.
- 8th grade: There were 17 students in math intervention this year. Three students exited and 6 students joined throughout the year. Of the 14 students in the class at the end of the year, two students improved by 2 grade levels. Six students improved by 1 grade level, and five students remained at the same level. Please note that the iReady Diagnostic is a long, frustrating test for many students, and it does not always represent their true capabilities. 100% of the students in Intervention increased in confidence level, participation in class, and attitude toward mathematics!

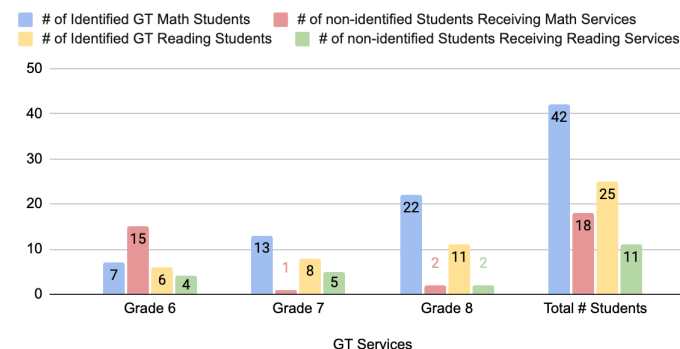


**Specialized
Services
(EL, GT)**

**# 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 improved as the year went on. Continue to work with families to reduce the number of absences.
- Behavior:
- Referrals were about the same each semester.**
 - We continued to develop behavior plans, check-in and check-out with students to grow behaviorally.**
- Pupil Service Contacts:.
- Students grades 6-8 being taught prevention on tobacco and vaping. The group led lessons to peers and lower levels of students.
 - Continued SEL/ACP lessons in advisory
- Achievement:
- Students have made growth from fall to end of the year in reading and math diagnostic.**
 - Reading Intervention/Math Intervention has been working well for our students. (See graph results above)
- Reading Intervention: **(Refer to the graph above)**
- Math Intervention: **(Refer to the graph above)**
- 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; 12- 7th graders in compacted math; 19- 8th graders in Algebra; 3- 8th graders in Geometry; 65 students in Chess Club.
 - Special Education Programming services 38 students in grades 6-8. There are 6 students learning in alternative educational settings and are case managed by RMS.

Next Steps for Next Year

- I-Ready incentives seem to be working, we continue looking at the data to close the gaps. (Looking at another way to assess students)
- Behavioral, and SEL interventions and small group support during (Advisory Period)
- Continue offering reading and math intervention for our students during their studyhalls.
- Working on using i-Ready data, classroom observations to develop small group support. Focus groups were established and will continue for next year. (Moving students from basic to proficient etc.)
- Working to refine our SST process to align academic and social/emotional/behavioral work systematically K-12.

High School (9-12) Profile

	Mid-year 2023-24				End-of-Year 2023-24									
Attendance	9/1/23-1/20/24				9/1/23-6/4/24									
	% in Attendance		RHS		% in Attendance		RHS							
			94.37%				96.73%							
Behavior	9/1/23-2/13/24				9/1/23-6/4/24									
	# of Behavior Events		270	# of Students		108	# of Behavior Events		376	# of Students		130		
	# of Suspensions		33	# of Students		22	# of Suspensions		48	# of Students		33		
Pupil Service Contacts	2023-24 Pupil Service Contacts (through Jan. 31, 2024)				2023-24 Pupil Service Contacts (through June 4, 2024)									
	Total Student Contacts		439		Total Student Contacts		928							
	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	Year		Term		% of all Classes Passed		Year		Term		% of all Classes Passed			
	2023-24		Fall Semester		98.5%		2023-24		Spring Semester		98.6%			
	2022-23		Spring Semester		98.7%		2022-23		Fall Semester		98.5%			
	2022-23		Fall Semester		98.2%		2022-23		Spring Semester		98.7%			
	2022-23		Fall Semester		98.2%		2022-23		Fall Semester		98.2%			
Honor Roll	2023-24 School Year - Semester 1							2023-24 School Year - Semester 2						
	Gr.	Hon.	High Honors	Total # Students	% Honors	% High Honors	Total %	Gr.	Hon.	High Honors	Total # Students	% Honors	% High Honors	Total %
	9	26	30	105	25%	29%	54%	9	26	31	103	25%	30%	55%
	10	21	44	109	19%	40%	59%	10	16	43	109	15%	39%	54%
	11	23	35	99	23%	35%	58%	11	20	29	105	19%	28%	47%

	<table><tr><td>12</td><td>40</td><td>34</td><td>106</td><td>38%</td><td>32%</td><td>70%</td></tr></table>	12	40	34	106	38%	32%	70%	<table><tr><td>12</td><td>32</td><td>36</td><td>106</td><td>30%</td><td>34%</td><td>64%</td></tr></table>	12	32	36	106	30%	34%	64%																				
12	40	34	106	38%	32%	70%																														
12	32	36	106	30%	34%	64%																														
Specialized Services (EL, Special Education)	<div># of Identified EL Students, # of Migrant EL Students and # of Students Monitored</div> <div><div><div># of Identified EL Students</div><div># of Migrant EL Students</div><div># of Students Monitored</div><div># Exited, but Supported</div></div><table><thead><tr><th>Grade</th><th># of Identified EL Students</th><th># of Migrant EL Students</th><th># of Students Monitored</th><th># Exited, but Supported</th></tr></thead><tbody><tr><td>Grade 9</td><td>4</td><td>0</td><td>0</td><td>4</td></tr><tr><td>Grade 10</td><td>1</td><td>0</td><td>0</td><td>2</td></tr><tr><td>Grade 11</td><td>7</td><td>2</td><td>1</td><td>3</td></tr><tr><td>Grade 12</td><td>4</td><td>1</td><td>0</td><td>1</td></tr><tr><td>Total # Students</td><td>16</td><td>3</td><td>1</td><td>9</td></tr></tbody></table><div>EL Services</div></div>						Grade	# of Identified EL Students	# of Migrant EL Students	# of Students Monitored	# Exited, but Supported	Grade 9	4	0	0	4	Grade 10	1	0	0	2	Grade 11	7	2	1	3	Grade 12	4	1	0	1	Total # Students	16	3	1	9
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Key Findings																																				
<p>Attendance:</p> <ul style="list-style-type: none">Attendance increased by 4.72% in the Spring semester compared to the Fall, totaling a 96.73% attendance rate for the year. Various interventions, including parental conferences and timely communication, likely contributed to the improvement. This summer, a new progress monitoring system will be implemented to improve our high school attendance rate continually. <p>Behavior:</p> <ul style="list-style-type: none">Behavior rates have decreased significantly compared to the first semester.Staff and students have focused on new and consistent expectations this school year. Initial implementation in the Fall semester led to increased behavior referrals in the first semester.Reinforcement of expectations has led to a decrease (-164 or 60.7%) in the Spring semester.The reduction in the total number of suspensions (-15 or 54.5%) also reflects consistent expectations and student accountability for their behavior. <p>Pupil Service Contacts:</p> <ul style="list-style-type: none">Students completed the PSC-Y mental health screener — this tool is used to identify who needs to connect with pupil service staffOnboarded two new RHS school counselors in December and JanuaryImplementing a stronger EMLSS system to ensure students with needs receive proper universal and tiered services <p>Achievement:</p> <ul style="list-style-type: none">The failure rate is extremely low at 1.4% of all classes taken.Many interventions by administration and staff have helped students pass their classes.55% the student body is on the honor roll. <p>Intervention</p> <ul style="list-style-type: none">A proactive approach to intervention is contacting parents.2792 contacts from staff to parents, with 2057 being positive contacts.Grade check every Monday during Advisory to keep students accountable.The after-school tutoring program is run by HS staff and Ripon College math tutors to help students with their classes.Tier I, Tier II, and Tier III programming is being revamped, and we've piloted some new interventions. One that has been successful is having Crossroads students come to RHS to take classes. Another is a Check and Connect Tier II intervention, where a student is paired with an adult here at school, and the adult consistently checks and connects with the student for either academics or behavior.Recognized 116 students as "R" Standout Students (It's like a Student of the Month for each department. Teachers are asked to recognize at least 2 students per semester and write up a paragraph about why they were chosen. Mr. Kinziger calls parents with a positive message. <p>Specialized Services</p> <ul style="list-style-type: none">Special Education programming services 54 students in grades 9-12. An additional 8 students are attending alternative educational sites but are case-managed by RHS staff.																																				
Next Steps for Next Year																																				
<ul style="list-style-type: none">Continue the after-school tutor program.Continue parent contacts.Continue skills-based grading and reporting.																																				

- Continue the emphasis on staff consistency.
- Revamping our Equitable Multi-Level System of Support for RHS (Tier I, Tier II, and Tier III)
- Transitioning Crossroads to the RHS campus.
- Instead of using the last two days for Elevation Days, RHS used Advisory during the fourth quarter as Elevation Days. This allowed RHS to use the last two days as an Exam Period, similar to what was done before COVID.

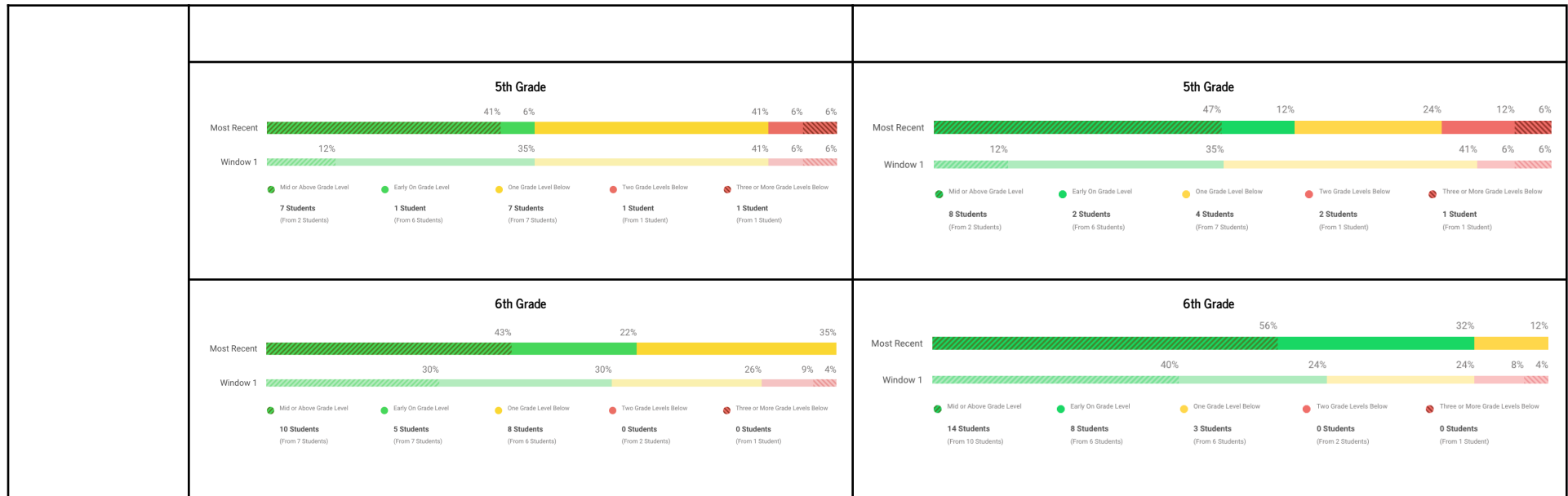
Odyssey Academy of Virtual Learning Data Profile

	Mid-year 2023-24	End-of-Year 2023-24																																
Enrollment	<table><tr><th colspan="4">Enrollment 2023-24</th></tr><tr><td>September 2023</td><td>224</td><td>June 2024</td><td></td></tr><tr><td>Ripon Residents</td><td>37</td><td>Ripon Residents</td><td></td></tr><tr><td>Open-enrolled</td><td>187</td><td>Open-enrolled</td><td></td></tr></table>	Enrollment 2023-24				September 2023	224	June 2024		Ripon Residents	37	Ripon Residents		Open-enrolled	187	Open-enrolled		<table><tr><th colspan="4">Enrollment 2023-24</th></tr><tr><td>September 2023</td><td>224</td><td>June 2024</td><td>242</td></tr><tr><td>Ripon Residents</td><td>37</td><td>Ripon Residents</td><td>42</td></tr><tr><td>Open-enrolled</td><td>187</td><td>Open-enrolled</td><td>200</td></tr></table>	Enrollment 2023-24				September 2023	224	June 2024	242	Ripon Residents	37	Ripon Residents	42	Open-enrolled	187	Open-enrolled	200
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	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. <i>These contacts do not include things like regularly scheduled small groups, classroom lessons, ongoing social skill instruction, college/ career-related meetings, scheduling, etc.</i>																																	
Literacy Achievement	<div><div>Most Recent</div><div>53%16%18%5%8%</div><div>Window 1</div><div>39%19%26%7%9%</div><div><div>Mid or Above Grade Level</div><div>Early On Grade Level</div><div>One Grade Level Below</div><div>Two Grade Levels Below</div><div>Three or More Grade Levels Below</div></div><div><div>97 Students (From 72 Students)</div><div>29 Students (From 35 Students)</div><div>34 Students (From 48 Students)</div><div>10 Students (From 13 Students)</div><div>14 Students (From 16 Students)</div></div></div>	<div><div>Most Recent</div><div>57%15%14%7%8%</div><div>Window 1</div><div>40%19%25%7%9%</div><div><div>Mid or Above Grade Level</div><div>Early On Grade Level</div><div>One Grade Level Below</div><div>Two Grade Levels Below</div><div>Three or More Grade Levels Below</div></div><div><div>108 Students (From 77 Students)</div><div>29 Students (From 36 Students)</div><div>26 Students (From 48 Students)</div><div>13 Students (From 13 Students)</div><div>15 Students (From 17 Students)</div></div></div>																																
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Grades K-6 Math Achievement	<div>Kindergarten</div> <div><div>Most Recent</div><div>Window 1</div></div> <div><div><div>100%</div></div><div><div>75%</div><div>6%</div><div>19%</div></div></div> <div><div>Mid or Above Grade Level</div><div>Early On Grade Level</div><div>One Grade Level Below</div><div>Two Grade Levels Below</div><div>Three or More Grade Levels Below</div></div> <div><div>16 Students (From 12 Students)</div><div>0 Students (From 1 Student)</div><div>0 Students (From 3 Students)</div><div>0 Students (From 0 Students)</div><div>0 Students (From 0 Students)</div></div>	<div>Kindergarten</div> <div><div>Most Recent</div><div>Window 1</div></div> <div><div><div>80%</div><div>13%</div><div>7%</div></div><div><div>80%</div><div>20%</div></div></div> <div><div>Mid or Above Grade Level</div><div>Early On Grade Level</div><div>One Grade Level Below</div><div>Two Grade Levels Below</div><div>Three or More Grade Levels Below</div></div> <div><div>12 Students (From 12 Students)</div><div>2 Students (From 0 Students)</div><div>1 Student (From 3 Students)</div><div>0 Students (From 0 Students)</div><div>0 Students (From 0 Students)</div></div>
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Key Findings

Celebrations (+)

Attendance:

- Open Enrollment Numbers- total of 113 applications for the 2024-2025 school year (opposed to 88 in 2022-2023)
- 100% Graduation Rate
- End-of-Year Celebration- 113 participants- Lakeside Park in Fond du Lac
- Team meetings for at-risk students- includes student, parent/guardian, teachers and other support staff as needed.
- We closely monitor our student's attendance on a weekly basis. Attendance at a virtual school encompasses being present at classes, work completion and participation. Per our attendance policy, in accordance with WI State Statute 118.40(8)(g), we follow through with all students 'not participating'. This takes the form of phone calls, meetings with students and guardians, weekly-check-in's and ultimately transfer to their home district if they are 'not participating' successfully. Through our weekly monitoring, we have a firm grasp on our student's attendance and progress.

Pupil Service Contacts:

- Weekly connections with high-risk students- mental health and academic support.
- Our guidance counselor provides 'Odyssey Connect', a time for students to gather socially and have peer interaction. We provided SEL lessons to our elementary students and have whole group advisory sessions regarding anxiety, test-taking skills, responsibility, self-advocacy and other pertinent topics pertaining to middle and high school students.

Achievement:

- Literacy - school-wide, we have an average of 4% fewer students who are one grade level behind in literacy compared to the beginning of the year
- Math- School-wide- we have a 5% increase in students who are at or above their grade level compared to the beginning of the year
- Elementary Literacy-
 - 83% of students in 2nd grade are above or at grade level, 12% growth from fall
- Elementary Math-
 - 88% of students in 6th grade are at or above grade level, 23% growth compared to fall

Academic Intervention:

- 2nd year implementing the LTRS training and UFLI (University of Florida Literacy Institute) reading intervention with literacy intervention, collecting progress monitoring data and achieving increased reading skills
- Students are receiving literacy and math support at the elementary level who are behind grade level. The research- best practice LTRS is being used as a Tier III intervention for students falling more than one grade level below. Students have made tremendous growth with this program as we progress monitor and collect data.

Specialized Services:

- Individualized Learning Plans- tailored to the unique needs of each child
- Students are working at their own level in the core content areas. As students require a challenge, they are provided with the next level of math or reading to allow them to excel and

- continue to make progress. Students are not inhibited by their grade level, but can rather receive instruction at their level and continue to learn, grow and be challenged.
- Special Education programming is servicing 5 students with IEP's. There are also 11 students with 504 plans.

Next Steps for Next Year

- New Odyssey Middle School Model- includes grades 6-8
- Odyssey Governance Council- added 3 new members
- Revising our assessment at the middle school grade levels.
- Offering an additional flexible math option that uses a student's curriculum and assessment from RASD Common Assessments
- Meeting in vertical teams to ensure our expectations and curriculum follow a natural progression from upper elementary to the middle school grade levels.
- Continuing to market Odyssey in efforts to increase our enrollment.
 - Niche Partnership has added 92% new users that visit our website
 - Virtual Charter School Fairs- will continue in the 2024-2025 school year
- 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

- 3.5 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

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

Internet/Network Infrastructure

Downtime versus uptime-NAGIOS Network Monitoring Tools

- 480 days up during school hours
- 6 five hour outages between February and July while Spectrum had routine maintenance between midnight and 5AM
- 1 fifteen minute outages in April for emergency firewall updates
- 99.97% uptime over the last 365 days during school hours

Bandwidth usage-Wiscnet Bandwidth 5GB Internet/WAN connection

- 85 MB-includes nights, weekends and holidays
- 350 MB-daytime average

Celebrations (+)

- Ordered 225 new HP Chromebooks for Freshmen and 6th Grade Students
- Completed transition to QR code badge login process for all Barlow Park students
- Migration to new Financial software hosting company with updated security
- Deprovisioned multiple production servers no longer needed
- Upgraded Barlow Park core switching equipment for improved speeds and reliability

Opportunities for Growth (Δ)

- Continue to replace older Chromebooks at Murray and Barlow Park each year
- Continuing to move to multi-factor authentication for applications and look to implement in September after staff return
- High School staff devices are on rotational schedule for replacement
- Investigate MFA options for student accounts
- Implement updated security for district devices

<ul style="list-style-type: none"> • Summer School equipment/application configurations and Chromebook Collection process completed • Ordered High School Tech Ed replacement devices • Updated network backup solution implemented with near site cloud backups • Reconfigured wireless networking for added security and filtering • Installed updated point-of-sales units in all cafeterias • Completed testing cycle for students 	<ul style="list-style-type: none"> • Updated UPS/Battery Backup replacement in core switching area • Continue exploring updated serverless environment as more application are cloud hosted • Complete summer technology projects/updates/processes scheduled for July and August • Complete Clever account provisioning for remaining applications • Research Cyber Security Grants and ERATE options
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Facilities	
Celebrations (+)	Opportunities for Growth (Δ)
<ul style="list-style-type: none"> • Replaced one main HVAC pump and accessories at Barlow Park • Installed three new cameras at Barlow • Carpet/luxury vinyl flooring ordered with July installation in the office area of Barlow • Replaced variable air volume box with heating coil for guidance office to address fluctuations in heating at Murray Park • Replaced six classroom locks at Murray Park for increased safety • Identified more items from the shed that will be sold this summer on auction • Installed LED light panels in STEM and high school athletic hallways • Installed power ventilation in the scene shop to allow for painting of sets inside the scene shop • Installed auxiliary heater in Middle School kitchen along with a booster coil added for the food service director office • Added variable frequency drive and new fan motor in 7th grade classroom to address loud unit ventilator • Repair leaking fitting on heat/chill lines that routinely leaked during switch over at the Middle/High school • Completed recoating of roof #7, 8, 10 sections to increase life expectancy of the roof • Roofing project started in June for Middle School commons/office area to be completed by end of month • Installed new camera and replaced failed camera at the MS/HS • Developed plan and ordered materials for Crossroad relocation to the High School • Removed 6 more dead ash trees district wide • Completed warranty repairs to Ingalls field fencing to address peeling paint • Adjusted cleaning routines at Barlow Park due to increase in classrooms and help with staff efficiencies • Promoted two team members to lead positions with recent openings • On-boarded three new team members to fill vacancies from resignations/retirements • Sold additional items on Wisconsin Surplus auctions to sell items that are no longer needed • Installed pallet racking and organized the central storage area of the maintenance shop • Coordinated with city officials on St. Wenceslaus Street project to add additional sidewalk on district property 	<ul style="list-style-type: none"> • Installing bottle filling station by Business Room at high school • Staffing challenges this year with absences and resignations • Continue to replace light fixtures in remaining classrooms at Middle/High School to LED lights with dimming • 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 • Plant trees district wide where dead ash tree were removed • Develop a timeline to replace the middle school gym bleachers • 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 • Finalize plan to add air conditioning to the Fitness Lab