

2024-25 Mid-Year Dashboard



Excellence through Innovation

Elementary (4K-5) Profile





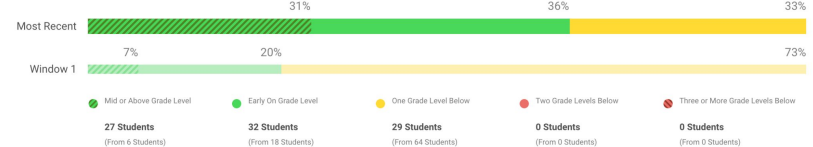
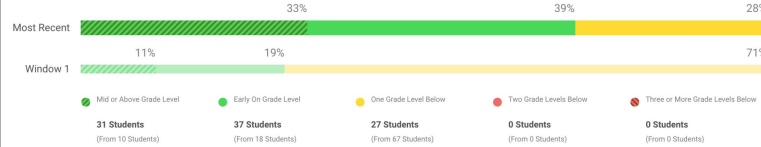
Elementary (4K-2) Literacy Data Profile

i-Ready Relative Placement Changes

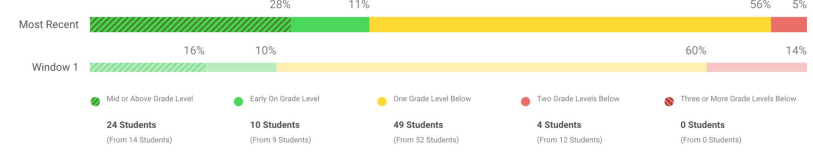
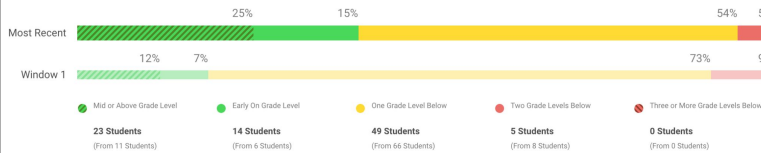
Mid-year 2024-25

Mid-year 2023-24

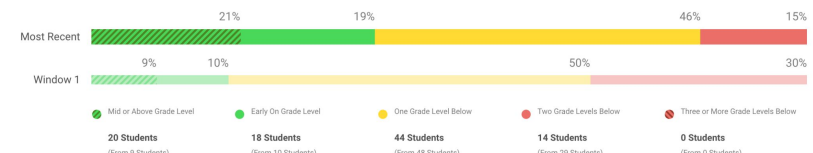
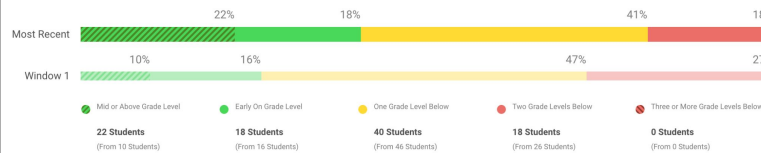
Kindergarten



Grade 1



Grade 2



Key Findings

- Students at all grade levels are showing growth from Fall '24 to Winter '25
- Overall scores and percentages are very close when comparing mid-year 2024 and mid-year 2025 data

Next Steps

- Continue to incorporate best practices during universal instruction to encourage optimal growth
- Continued professional development focus on science of reading
- Encourage and recommend participation in 2025 Summer School Program
- Continue to monitor student progress in the area of literacy, allowing for staff to be responsive to needs and end of year goals



Elementary (K-3) Literacy Data Profile *including Odyssey aimswebPlus Early Literacy Screener

Percentile Range	Kindergarten	Grade 1	Grade 2	Grade 3
Comparison: Nat'l	Grade K	Grade 1	2024-2025	Grade 3
90-99th %ile	4 (3.5%)	7 (6.2%)	6 (5.0%)	4 (3.4%)
75-89th %ile	3 (2.6%)	11 (9.7%)	13 (10.9%)	15 (12.7%)
26-74th %ile	56 (49.1%)	32 (28.3%)	35 (29.4%)	37 (31.4%)
11-25th %ile	26 (22.8%)	24 (21.2%)	19 (16.0%)	32 (27.1%)
1-10th %ile	25 (21.9%)	39 (34.5%)	46 (38.7%)	30 (25.4%)
Total Students	114	113	119	118
Mean	62.3	41.2	61.1	87.7
Standard Deviation	29.14	33.55	44.41	38.98

Key Findings

- Our Kindergarten learners have a lower % of students who are below the 25th percentile, out performing our 1st and 2nd grade cohorts
- There continues to be a high need for intervention at the 1st and 2nd grade levels

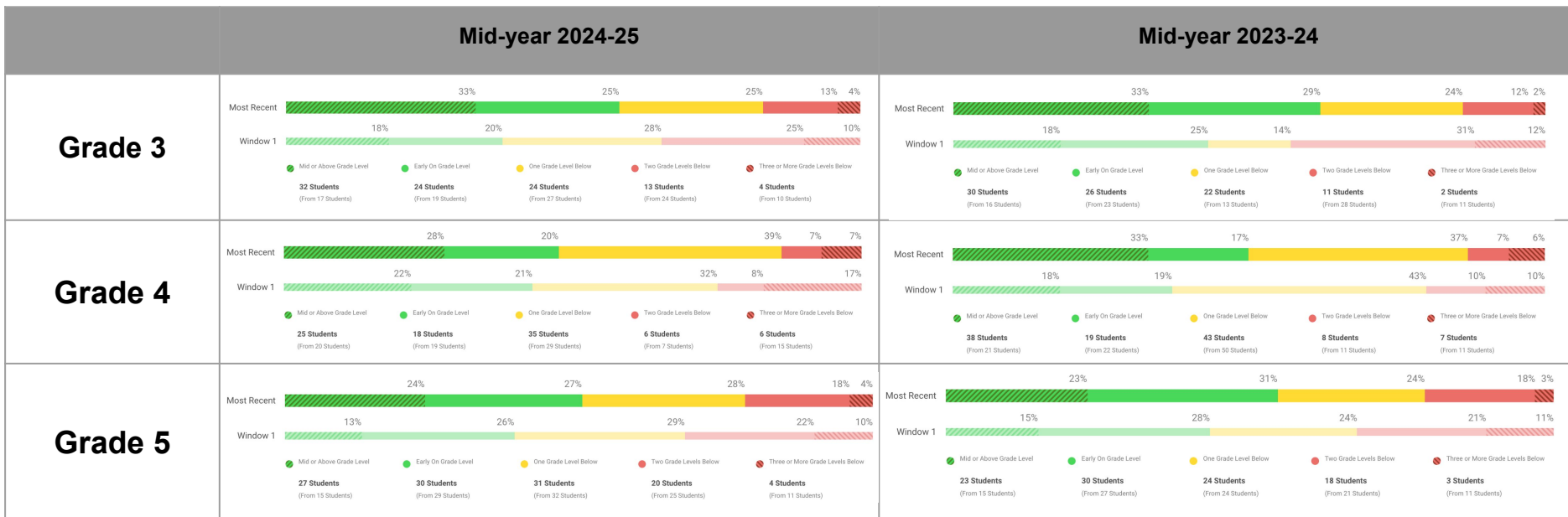
Next Steps

- We continue to streamline and improve our screening and diagnostic process for Act 20.
- We are continuing to learn more to review and make necessary changes to our Personalized Reading Plans (PRPs) to make sure we are in alignment with ACT 20 requirements.



Elementary (3-5) Literacy Data Profile

i-Ready Relative Placement Changes



Key Findings

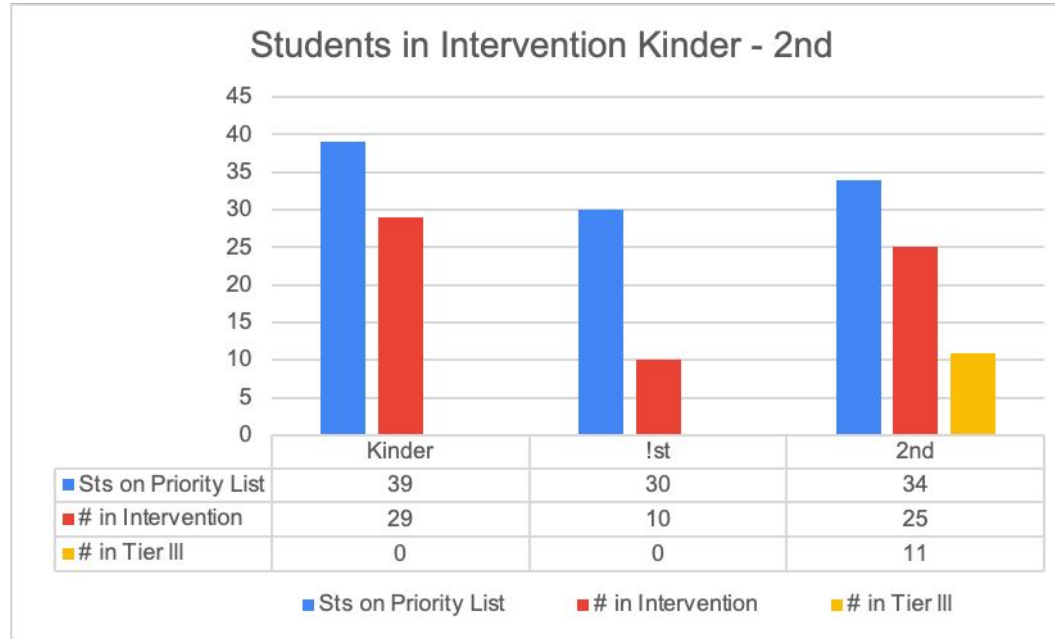
- Definite increases in the number of students on or above grade level.
- The number of students in red is shrinking an in 3rd and 4th grade that number is below 20%

Next Steps

- We are continuing to leverage the Act 20 professional development requirement and CESA 6 support to strengthen teachers' instructional practice in the classroom
- We continue to tailor interventions to match student needs as closely as possible.



Academic Intervention (K-2) Literacy Focus



Key Findings

- Intervention is focused on Second grade. Kindergarten students are supported through our Reading Corps tutoring program which meets Act 20 requirements. Students not supported in intervention are supported with additional instruction in the classroom.

Next Steps

- Continue to refine the prioritization process with the Act 20 requirements.
- Support teachers in implementation of PRPs and AimswebPlus progress monitoring.
- Continue to refine the system for Act 20 assessment and PRPs.

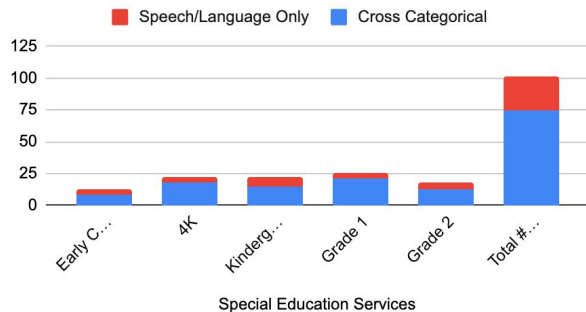


Elementary (4K-2) Specialized Services

Special Education, EL, GT

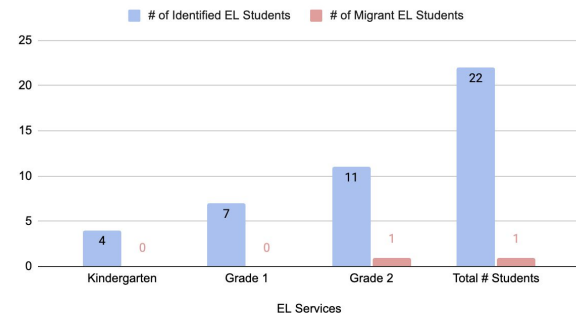
Special Education

Cross Categorical and Speech/Language Only



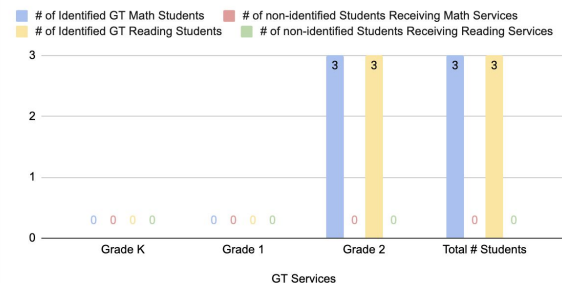
English Learners

of Identified EL Students and # of Migrant EL Students



Gifted/Talented

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



Key Findings

- 30 students in 2nd grade competed in the Noetic Math competition.
- Jessi Huser serves as a resource for identified students in grade 2.
- Our EL teacher splits her position between EL (33%) and Reading Intervention (67%).
- Our Early Childhood program changed to a less restrict environment combining with one of the 4K classrooms. This has been beneficial to the EC and 4K students.
- Barlow continues to have the highest numbers of students receiving special education services. There are 12 students in evaluation at this time, 9 of these students are ages 3 or 4 and were referred from Headstart, Birth to 3 programs, or other pre-school programs.
- There were 5 dismissals from special education services as of 2/10/25



Elementary (4K-2) Pupil Services Data Profile

Behavior Referrals: 276

Pupil Services Contacts: 1,242

Attendance: 95.8%

Health Office Visits: 2,912

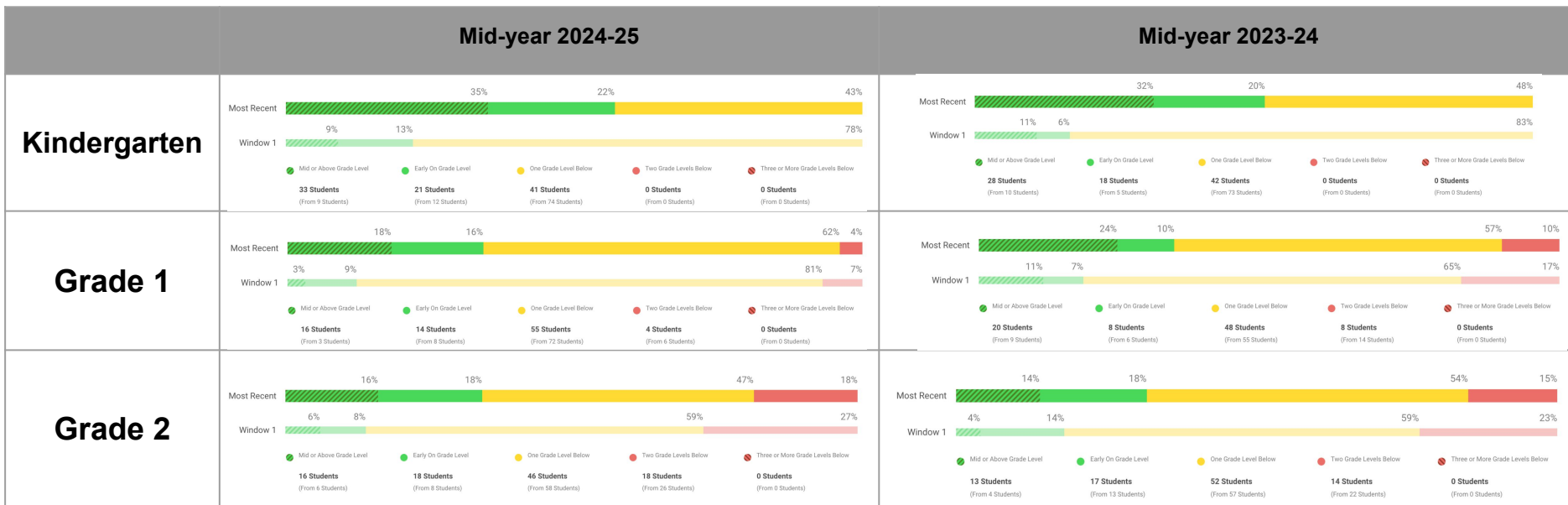
Pupil Services Contacts = Connections made between our RASD Pupil Services staff (counselors, psychologists, social worker, & behavioral interventionists) that relate to the student's mental health, behavioral health, or social/ emotional wellbeing. These contacts do not include things like regularly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

Key Findings	Next Steps
<ul style="list-style-type: none">Behavior referrals have increased from this time last year to now, and we're attributing this to the accurate reporting of behavioral-related data with the implementation of eduCLIMBERPupil Services Contacts have come back up to where we'd expect to see them at this juncture of the year; last year's 4K-2 data would have been significantly skewed due to not hiring a counselor or behavior interventionist until mid-year in 2023-24	<ul style="list-style-type: none">We will be doing advanced medical training with staff to help support the needs of the health office as our students' medical-related needs continue to become more dynamicWe continue to look for new ways to help families with attendance and truancy-related concerns, increasing the number of parent meetings and phone calls we make as students begin to near the truancy mark; our aim is to help support families who are experiencing challenges that can be prevented through early intervention and support



Elementary (4K-2) Math Data Profile

i-Ready Relative Placement Changes



Key Findings

- Students are showing good growth when comparing data from Fall 2024 to Winter 2025
- This year's grade levels are outperforming last year's when comparing data across the two year span

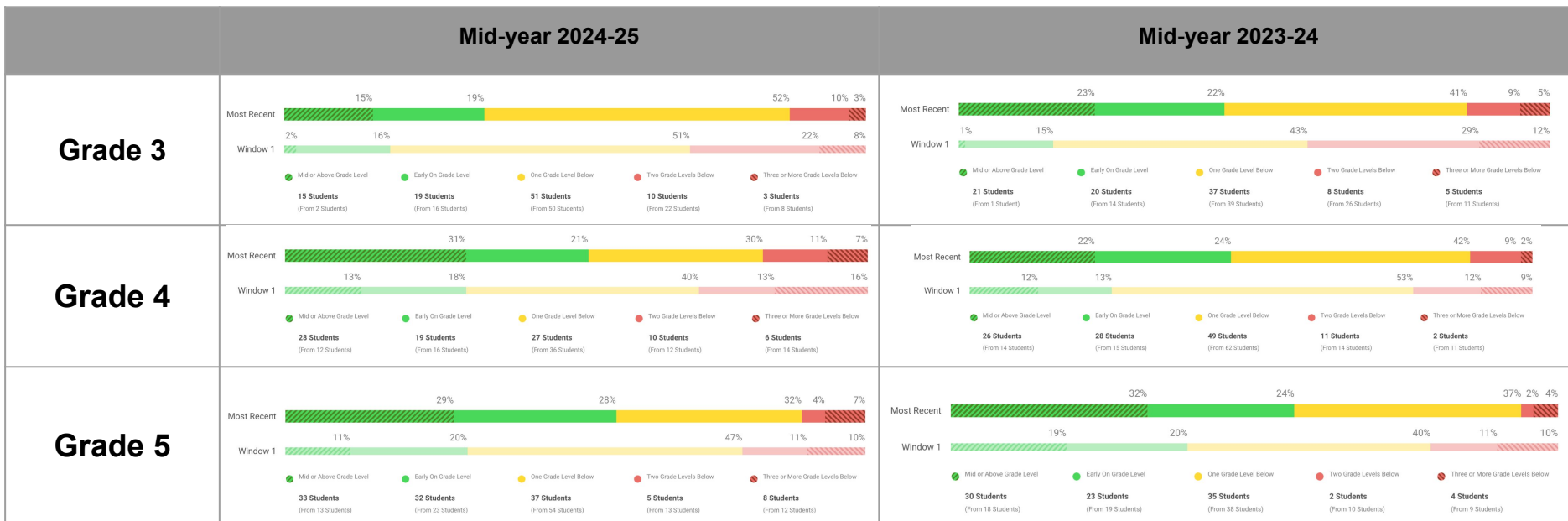
Next Steps

- Encourage and recommend participation in 2025 Summer School Program



Elementary (3-5) Math Data Profile

i-Ready Relative Placement Changes



Key Findings

- Fourth and Fifth grades have more than 50% of the students at or above grade level.
- Third grade while a larger group in yellow, two of the math domains are still units that will be taught this year.

Next Steps

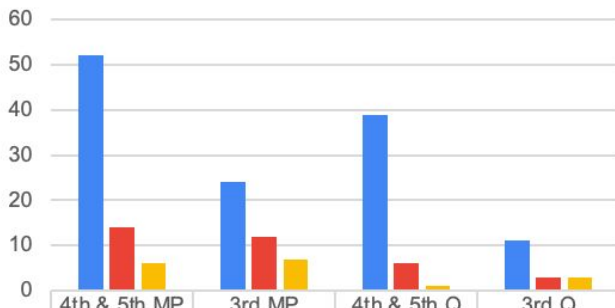
- All classroom teachers are piloting the newest version of Bridges materials before a purchase is decided.
- To provide more tailored instructions teachers pretest and group students for universal instruction by unit.



Academic Intervention (3-5) Literacy & Math Focus

Literacy

Students in Intervention 3rd - 5th



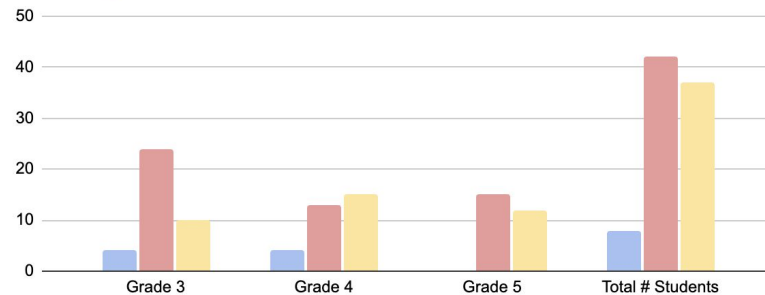
■ sts on Prioritized List	52	24	39	11
■ # in intervention	14	12	6	3
■ # in Tier III	6	7	1	3

■ sts on Prioritized List ■ # in intervention ■ # in Tier III

Math

of Students Receiving Tier 3 Intervention, # of Students Identified for Tier 2 Intervention (2 grade levels below) and #...

■ # of Students Receiving Tier 3 Intervention ■ # of Students Identified for Tier 2 Intervention (2 gr...
■ # of Students Identified for Tier 3 Intervention (3 or more grade levels below)



Math Intervention

Key Findings

- Literacy- 4th & 5th are a large group with many student served in the classrooms. All Third graders that were below the 10%tile on the Act 20 screener were able to be served through intervention the rest are receiving additional support in the classroom.

Next Steps

- Literacy - Continue to refine Act 20 PRPs and support teachers' implementation. Refine prioritization process to accommodate Act 20 requirements, including how to address 4th grade PRPs.

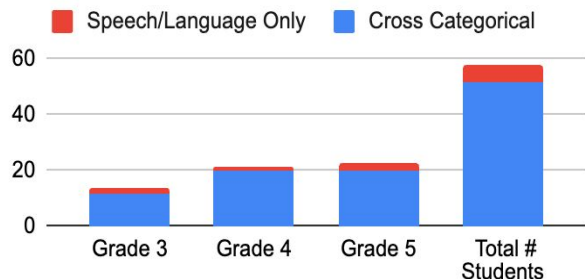


Elementary (3-5) Specialized Services

Special Education, EL, GT

Special Education

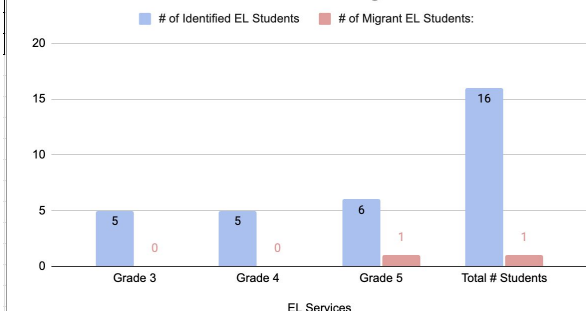
Cross Categorical and Speech/Lan...



Special Education Services

English Learners

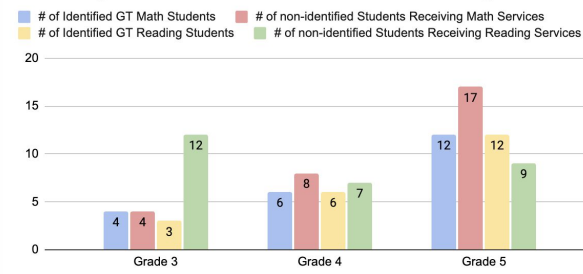
of Identified EL Students and # of Migrant EL Students:



EL Services

Gifted/Talented

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



GT Services

Key Findings

- 30 students from each grade level competed in the Noetic Math Competition.
- 4 students from each classroom participated in the schoolwide Spelling Bee.
- Our EL teacher splits her position between EL and Math intervention, with various FTE based on EL students being served.
- There are a total of 52 students receiving special education services in grades 3-5 with 3 receiving services off campus.
- There were 23 dismissals from special education services as of 2/10/25



Elementary (3-5) Pupil Services Data Profile

Behavior Referrals: 121

Pupil Services Contacts: 1,026

Attendance: 96.1% (MP); 96.9% (Q)

Health Office Visits: 2,518

Pupil Services Contacts = Connections made between our RASD Pupil Services staff (counselors, psychologists, social worker, & 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.

Key Findings

- Behavior referrals have increased from this time last year to now, and we're attributing this to the accurate reporting of behavioral-related data with the implementation of eduCLIMBER
- We've been utilizing behavioral intervention and social-emotional support programs such as Everyday Speech and Close Gap to collect more accurate data that allows us to more accurately assign tiered interventions and support strategies for students

Next Steps

- We will be doing advanced medical training with staff to help support the needs of the health office as our students' medical-related needs continue to become more dynamic
- We continue to look for new ways to help families with attendance and truancy-related concerns, increasing the number of parent meetings and phone calls we make as students begin to near the truancy mark; our aim is to help support families who are experiencing challenges that can be prevented through early intervention and support

Middle School (6-8) Profile





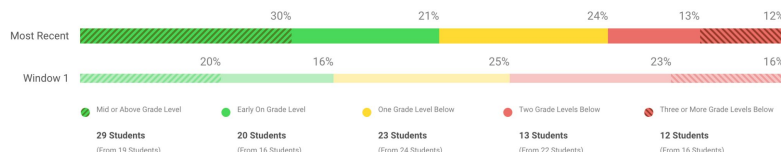
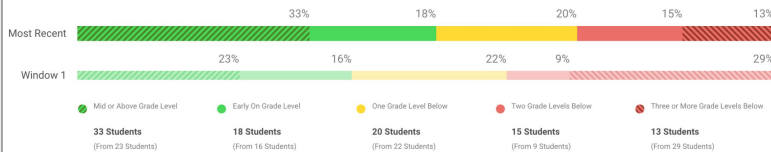
Middle School (6-8) Literacy Data Profile

i-Ready Relative Placement Changes

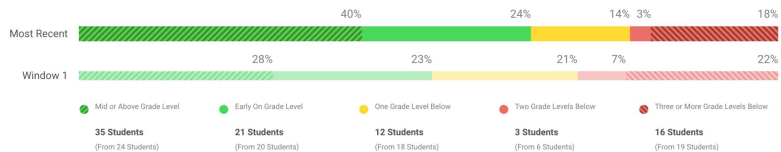
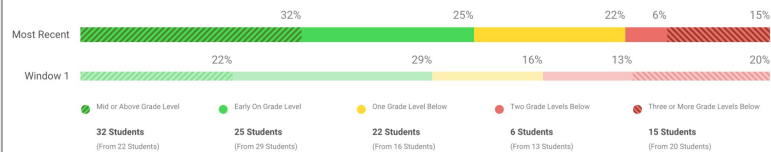
Mid-year 2024-25

Mid-year 2023-24

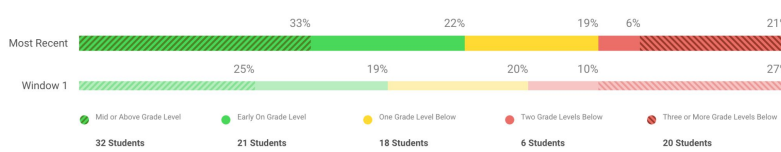
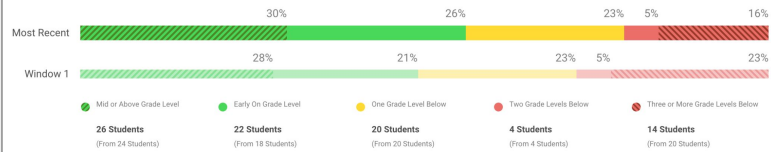
Grade 6



Grade 7



Grade 8



Key Findings

- All grades at RMS 6th, 7th and 8th have more than 50% of the students at or above grade level.
- 6th and 8th grade did show some growth for students at or above grade level compared to last year at this time. While the number of students in 7th grade decreased at three or more grade levels below.

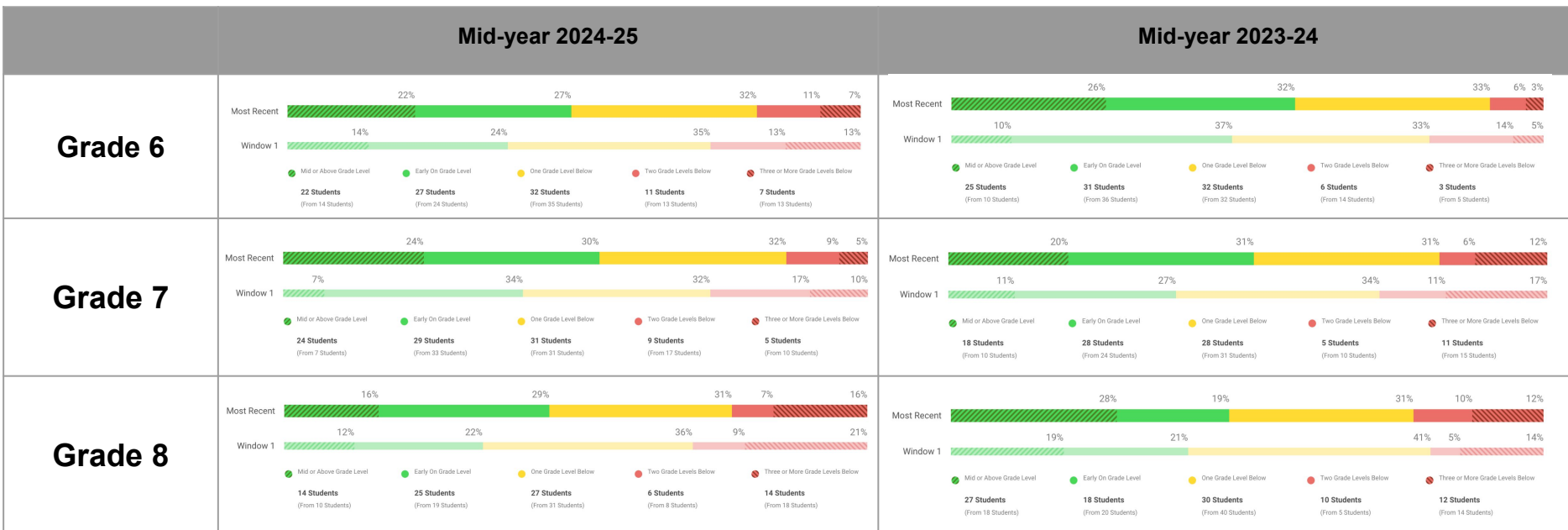
Next Steps

- We are implementing focus groups during advisory period three times a week to help reach more students in addition to intervention.
- We will continue to utilize academic support after school and encourage students who could benefit to attend.



Middle School (6-8) Math Data Profile

i-Ready Relative Placement Changes



Key Findings

- All grades at RMS 6th, 7th and 8th increased the number of the students at or above grade level overall from Fall to Winter this year.
- All grades also decreased the number of students at three or more grade levels below

Next Steps

- Updated math curriculum CPM was implemented this year, with having a focus on collaboration which has lead to improvement in scores.
- I-Ready incentives seem to be motivating students to try their best as we continue working with all students to reach grade level.

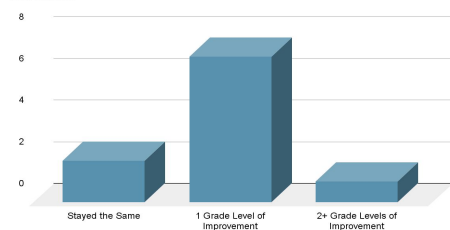


Academic Intervention (6-8)

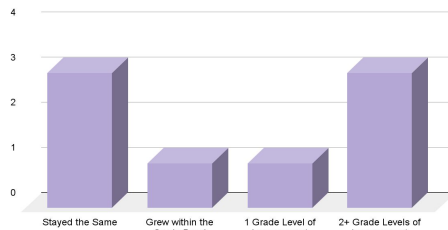
Literacy & Math Focus

Literacy

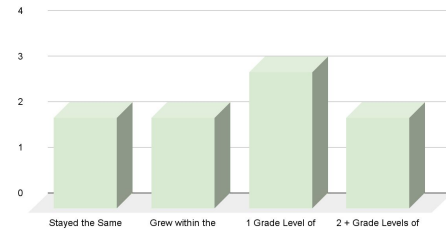
6th Grade



7th Grade

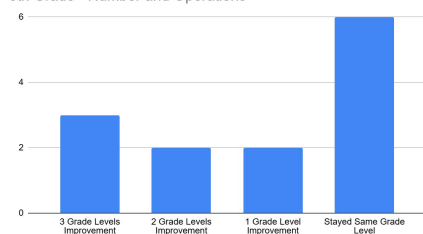


8th Grade Intervention

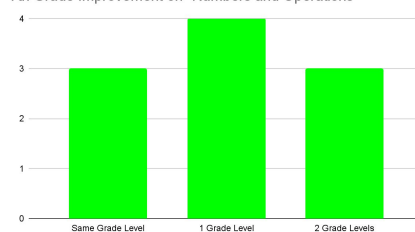


Math

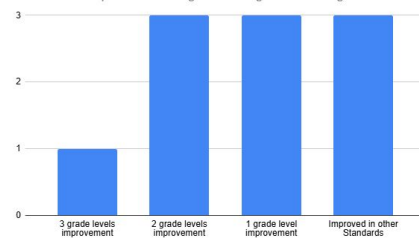
6th Grade - Number and Operations



7th Grade Improvement on "Numbers and Operations"



8th Grade Improvement in "Algebra and Algebraic Thinking" Standard



Key Findings-Literacy

- There were a number of students that made a great deal of growth and exited intervention making space for new students.
- With a vocabulary focus many student made growth in this area.
- Continue a focus on vocabulary
- Assessment can be challenging due to the schedule (not all assessments fit in a class period) still need to work on best way to accomplish testing.
- Still a large group in 6th grade and considering ways to provide more support to more students

Key Findings- Math

- Data represents students in the Math Intervention class for each grade level, and shows student improvement on the iReady Diagnostic from September to January; represents 9 weeks of growth since we meet every other day.
- Grade 8: focus is on the standard of "Algebra and Algebraic Thinking" as this topic will most closely set students up for success in high school.
- Grade 7: focused domain is "Numbers and Operations" as this domain is hit heavy in 6th and 7th grade. Also, this domain builds on their learning for the "Algebra and Algebraic Thinking" domain which is needed for their future years.
- Grade 6: focused heavily on our "Number and Operations" domain throughout our first semester to increase knowledge of integers and decimals

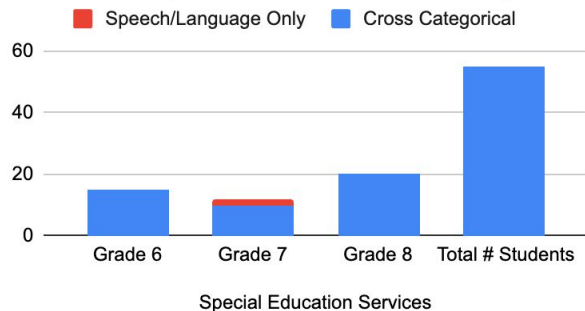


Middle School (6-8) Specialized Services

Special Education, EL, GT

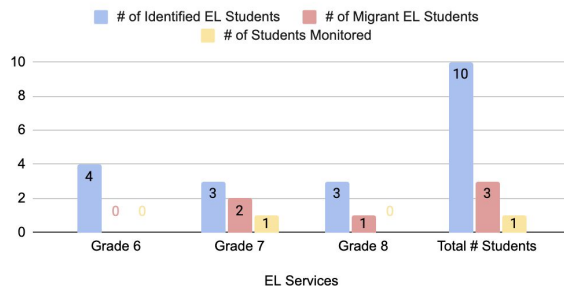
Special Education

Cross Categorical and Speech/Language...



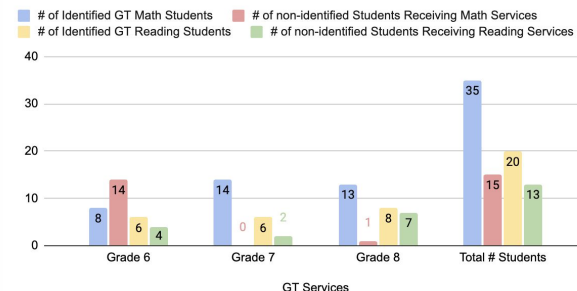
English Learners

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



Gifted/Talented

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



Key Findings

- 30 sixth grade students competed in the Noetic Math Competition.
- 10 students from each grade participated in the schoolwide Spelling Bee.
- 18 students from each grade participate in Math Meets.
- 14 students in seventh grade are enrolled in the Compacted Math Course.
- 12 students in eighth grade are enrolled in the High School Algebra 1 Course.
- 52 students receiving special education services.
- With the introduction of Hillside Alternative Learning Program, 3 students brought back to Ripon from alternative learning sites.



Middle School (6-8) Pupil Services Data Profile

Behavior Referrals: 176

Pupil Services Contacts: 811

Attendance: 95.8%

Health Office Visits: 1,972

Pupil Services Contacts = Connections made between our RASD Pupil Services staff (counselors, psychologists, social worker, & 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.

Key Findings

- Behavior referrals have increased from this time last year to now, and we're attributing this to the accurate reporting of behavioral-related data with the implementation of eduCLIMBER
- Our pupil services team continue to support students and families with attendance-related strategies; middle school is the age students begin to assert more independence with getting themselves to school, so school-based intervention strategies tend to become more critical, especially as academic rigor increases

Next Steps

- We're making plans for the 2025-26 school year to have a more significant focus on the behavior management system at RMS — our hope is to really zero in on the consistency and practices between grade level teams; teaching staff have asked the Building Leadership Team (BLT) to make this their focus to help create a system more oriented to the PBIS framework
- We will be doing advanced medical training with staff to help support the needs of the health office as our students' medical-related needs continue to become more dynamic

High School (9-12) Profile





High School (9-12) Academic Profile

Course Pass Rate

Mid-year 2024-25

Year	Term	% of all Classes Passed
2024-25	Fall Semester	97.4%
2024-25	Spring Semester	

Mid-year Previous Years

Year	Term	% of all Classes Passed
2023-24	Spring Semester	98.6%
2023-24	Fall Semester	98.5%
2022-23	Spring Semester	98.7%
2022-23	Fall Semester	98.2%

Key Findings

- We have consistently been around 98.5% class pass rate over the last 3 years; this year we are at 97.4%. We have done the same process that we've always done, but when looking at the number of Class of 2024 students on the Honor Roll (70%), they may have boosted our passing rate to 98.5% over the last few years.

Next Steps

- We will continue to use our Advisory as a way to claim students who are failing as an intervention. Additionally, we have after school tutoring to help students. Bringing Crossroads to RHS proper has allowed our Crossroads teacher to intervene with struggling students. We will look to be even more efficient looking at our D/F list and intervening.



High School (9-12) Academic Profile

Honor Role

Semester 1- 2024-25

Grade	Honors	High Honors	Total # Students	% Honors	% High Honors	Total %
9	15	30	97	15.4%	30.9%	46.4%
10	26	26	107	24.3%	24.3%	48.6%
11	20	41	112	17.9%	36.6%	54.5%
12	21	41	113	18.6%	36.3%	54.9%

Semester 1- 2023-24

Grade	Honors	High Honors	Total # Students	% Honors	% High Honors	Total %
9	26	30	105	25%	29%	54%
10	21	44	109	19%	40%	59%
11	23	35	99	23%	35%	58%
12	40	34	106	38%	32%	70%

Key Findings

- With the graduation of the Class of 2024 (Grade 12 for 2023-24), we have lost a positive outlier that may have skewed our results.
- The number of students in high honors is greater, however, the number of students on the honor roll has decreased.

Next Steps

- This may be the beginning of our changing demographics. I will continue to stress a culture of high expectations and academics. We will continue to iterate this culture. This culture allows us to set students up for success as well as recruit and retain high quality staff members.



High School (9-12) Pupil Services Data Profile

Behavior Referrals: 181

Pupil Services Contacts: 713

Attendance: 94.9%

Health Office Visits: 1,858

Pupil Services Contacts = Connections made between our RASD Pupil Services staff (counselors, psychologists, social worker, & 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.

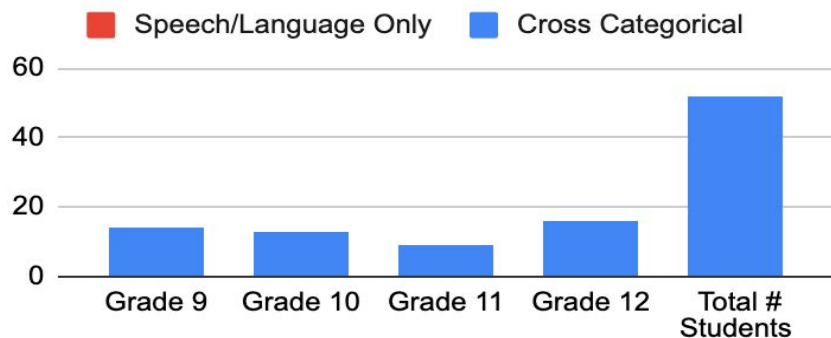
Key Findings	Next Steps
<ul style="list-style-type: none">Behavior referrals have increased from this time last year to now, and we're attributing this to the accurate reporting of behavioral-related data with the implementation of eduCLIMBERThe critical addition and continued integration of school social work services has allowed us to better-support students and families with wraparound support, resource and program referrals, and school-based intervention and supports	<ul style="list-style-type: none">As we make plans for next steps, we intend to focus our efforts at RHS on attendance. Our hope is to make improvements to our website, including more information to help bridge the gap between parents and the school in improving student attendanceWe will be doing advanced medical training with staff to help support the needs of the health office as our students' medical-related needs continue to become more dynamic



High School (9-12) Specialized Services Special Education, EL

Special Education

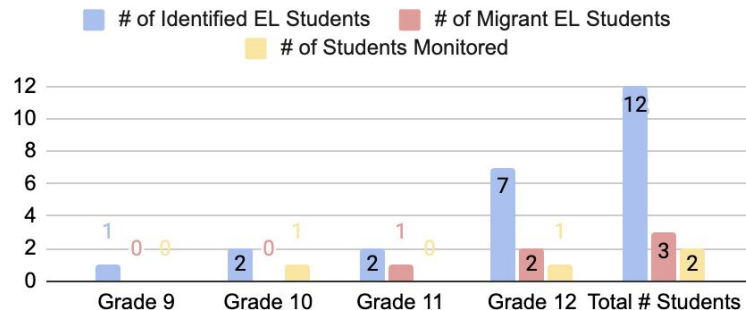
Cross Categorical and Speech/Langu...



Special Education Services

English Learners

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



EL Services

Key Findings

- With the introduction of Hillside Alternative Learning Program, 4 high school age students were brought back to Ripon from alternative learning sites.
- 5 students are participating in post-secondary learning.

Odyssey (4K-12) Profile





Odyssey (K-8) Literacy Data Profile

i-Ready Relative Placement Changes

	Mid-year 2024-25	Mid-year 2023-24
Kindergarten	<p>Most Recent 79% 21%</p> <p>Window 1 64% 29% 7%</p> <p>● Mid or Above Grade Level ● Early On Grade Level ● One Grade Level Below ● Two Grade Levels Below ● Three or More Grade Levels Below</p> <p>11 Students (From 9 Students) 3 Students (From 4 Students) 0 Students (From 1 Student) 0 Students (From 0 Students) 0 Students (From 0 Students)</p>	<p>Most Recent 75% 13% 13%</p> <p>Window 1 81% 13% 6%</p> <p>● Mid or Above Grade Level ● Early On Grade Level ● One Grade Level Below ● Two Grade Levels Below ● Three or More Grade Levels Below</p> <p>12 Students (From 13 Students) 2 Students (From 2 Students) 2 Students (From 1 Student) 0 Students (From 0 Students) 0 Students (From 0 Students)</p>
Grade 1	<p>Most Recent 71% 10% 19%</p> <p>Window 1 24% 24% 52%</p> <p>● Mid or Above Grade Level ● Early On Grade Level ● One Grade Level Below ● Two Grade Levels Below ● Three or More Grade Levels Below</p> <p>15 Students (From 5 Students) 2 Students (From 5 Students) 4 Students (From 11 Students) 0 Students (From 0 Students) 0 Students (From 0 Students)</p>	<p>Most Recent 64% 14% 23%</p> <p>Window 1 27% 27% 41% 5%</p> <p>● Mid or Above Grade Level ● Early On Grade Level ● One Grade Level Below ● Two Grade Levels Below ● Three or More Grade Levels Below</p> <p>14 Students (From 6 Students) 3 Students (From 6 Students) 5 Students (From 9 Students) 0 Students (From 1 Student) 0 Students (From 0 Students)</p>
Grade 2	<p>Most Recent 62% 10% 24% 5%</p> <p>Window 1 38% 24% 29% 10%</p> <p>● Mid or Above Grade Level ● Early On Grade Level ● One Grade Level Below ● Two Grade Levels Below ● Three or More Grade Levels Below</p> <p>13 Students (From 8 Students) 2 Students (From 5 Students) 5 Students (From 6 Students) 1 Student (From 2 Students) 0 Students (From 0 Students)</p>	<p>Most Recent 59% 12% 24% 6%</p> <p>Window 1 47% 18% 35%</p> <p>● Mid or Above Grade Level ● Early On Grade Level ● One Grade Level Below ● Two Grade Levels Below ● Three or More Grade Levels Below</p> <p>10 Students (From 8 Students) 2 Students (From 3 Students) 4 Students (From 6 Students) 1 Student (From 0 Students) 0 Students (From 0 Students)</p>
Grade 3	<p>Most Recent 67% 28% 6%</p> <p>Window 1 33% 33% 11% 22%</p> <p>● Mid or Above Grade Level ● Early On Grade Level ● One Grade Level Below ● Two Grade Levels Below ● Three or More Grade Levels Below</p> <p>12 Students (From 6 Students) 5 Students (From 6 Students) 0 Students (From 2 Students) 1 Student (From 4 Students) 0 Students (From 0 Students)</p>	<p>Most Recent 36% 23% 18% 23%</p> <p>Window 1 23% 27% 18% 14% 18%</p> <p>● Mid or Above Grade Level ● Early On Grade Level ● One Grade Level Below ● Two Grade Levels Below ● Three or More Grade Levels Below</p> <p>8 Students (From 5 Students) 5 Students (From 6 Students) 4 Students (From 4 Students) 5 Students (From 3 Students) 0 Students (From 4 Students)</p>
Grade 4	<p>Most Recent 58% 16% 19% 3% 3%</p> <p>Window 1 32% 23% 35% 3% 6%</p> <p>● Mid or Above Grade Level ● Early On Grade Level ● One Grade Level Below ● Two Grade Levels Below ● Three or More Grade Levels Below</p> <p>18 Students (From 10 Students) 5 Students (From 7 Students) 6 Students (From 11 Students) 1 Student (From 1 Student) 1 Student (From 2 Students)</p>	<p>Most Recent 67% 17% 11% 6%</p> <p>Window 1 50% 11% 39%</p> <p>● Mid or Above Grade Level ● Early On Grade Level ● One Grade Level Below ● Two Grade Levels Below ● Three or More Grade Levels Below</p> <p>12 Students (From 9 Students) 3 Students (From 2 Students) 2 Students (From 7 Students) 0 Students (From 0 Students) 1 Student (From 0 Students)</p>



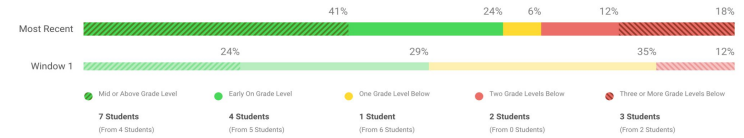
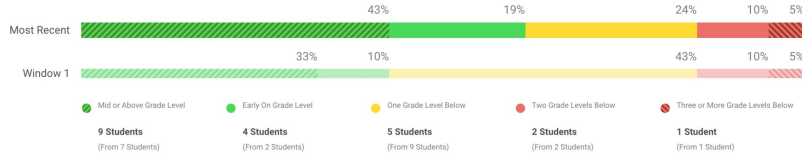
Odyssey (K-8) Literacy Data Profile

i-Ready Relative Placement Changes

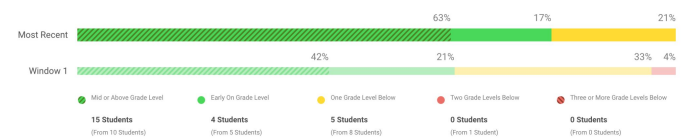
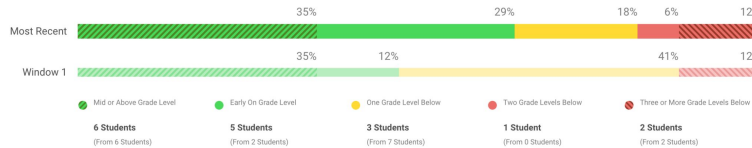
Mid-year 2024-25

Mid-year 2023-24

Grade 5



Grade 6



Key Findings

- Grades K, 1, 2, and 3 all have a higher percentage of students testing on or above grade level this year.
- Grades 1, 3, 4, 5, 6 all grew their “on our above” group of students by at least 15% from the Window 1 to Window 2. Grades K and 5 still made improvement; 7% and 10% respectively.

Next Steps

- We are looking at streamlining our benchmark assessments that we currently use. With the addition of aimsweb+, we have noticed that many of our current assessments overlap with the skills that aimsweb+ assess.
- We are continuing to learn more to review and make necessary changes to our Personalized Reading Plans (PRPs) to make sure we are in alignment with ACT 20 requirements.



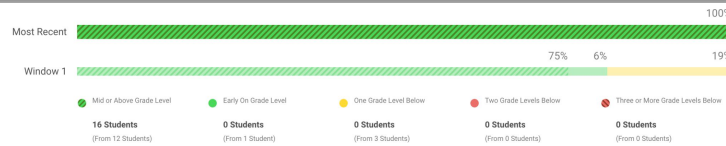
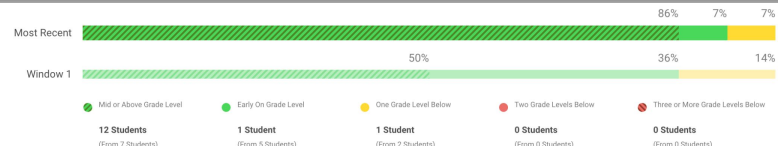
Odyssey (K-8) Math Data Profile

i-Ready Relative Placement Changes

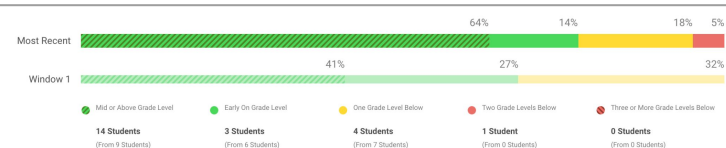
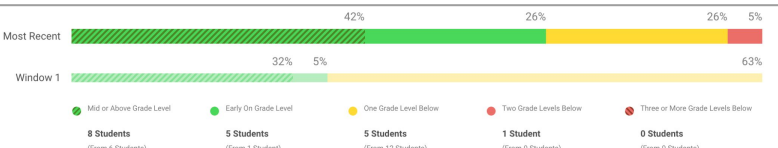
Kindergarten

Mid-year 2024-25

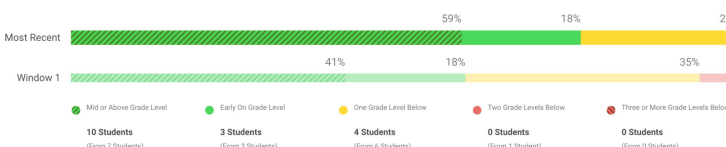
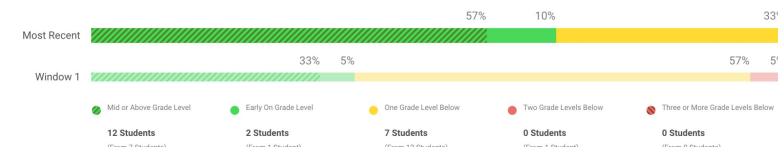
Mid-year 2023-24



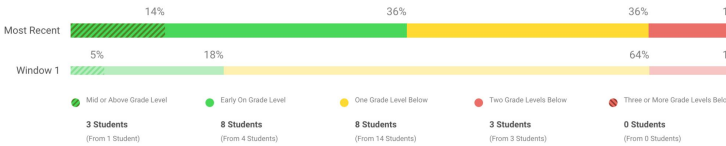
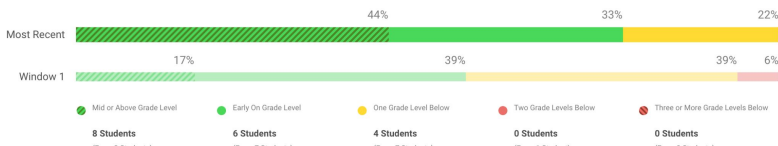
Grade 1



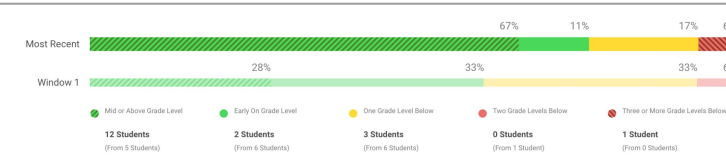
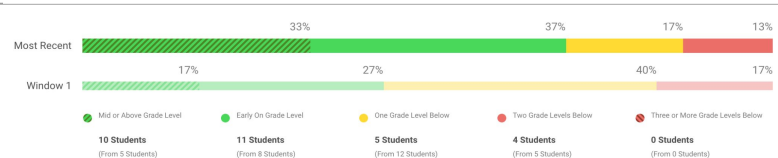
Grade 2



Grade 3



Grade 4



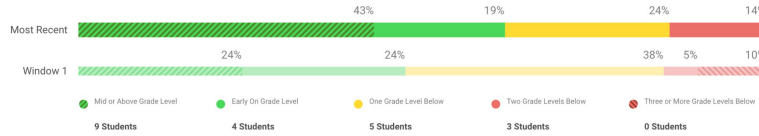


Odyssey (K-8) Math Data Profile

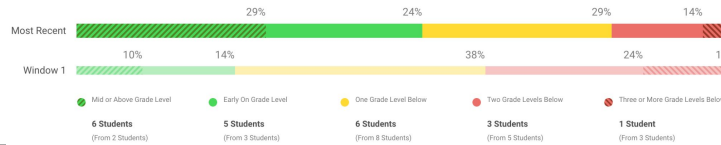
i-Ready Relative Placement Changes

Mid-year 2024-25

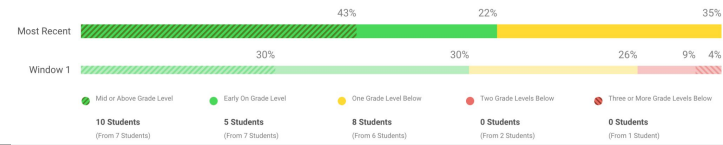
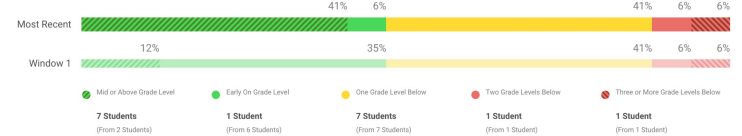
Grade 5



Grade 6



Mid-year 2023-24



Key Findings

- Grades 3 and 5 are the only grades that have a higher % on or above grade level compared to last year.
- Grades 1, 2, 3, 4, and 6 all grew their “on our above” group of students by at least 20% from the Window 1 to Window 2. Grades K and 5 still made improvement; 7% and 14% respectively.

Next Steps

- The 24-25 school year planning and PD have been heavily focus on literacy instruction, assessment, and intervention. Next year we hope to transfer some of the assessment and interventions structures over to our math assessment and intervention practices.
- The elementary team will be working on evaluating our current math curriculum options to see what gaps we have and which pieces are no longer meeting the needs of our staff/students/priority standards.

Technology Profile





District Technology Profile

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

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

Devices/Hot Spots

Device Count

- Student-
 - Chromebooks-1725
 - Tablets/iPads-1
 - Macbooks-2
- Staff-1300

Hotspots

- 14 total active
 - US Cellular
 - Unlimited Data per Device
 - Checked out through Media Center

Internet/Network Infrastructure

Downtime versus uptime-Network Monitoring Tools

- 187 days up during school hours
- 4 outages between November and December while Spectrum moved district to new circuit
- 1 60 minute outages in December for emergency core switch updates
- 99.7% uptime over the last 365 days during school hours

Bandwidth usage-Wiscnet Bandwidth 5GB Internet/WAN connection

- 91MB-includes nights, weekends and holidays
- 332MB-daytime average



District Technology Profile

Celebrations (+)

- Updated 33 high school staff devices on a rotational schedule for the 2024-2025 school year. The new staff devices are MacBook Air laptops, as their pricing was comparable to the PC laptops previously purchased, and the MacBooks offer a better life cycle for staff use.
- Replaced outdated High School Tech Ed lab devices.
- Fully implemented application to automate the provisioning of student accounts, ensuring that all accounts are accurate and ready for software integration when students arrive.
- Updated security protocols on core security device.
- Supported implementation of Aimswebplus literacy screener.
- Completed transitioning provisioning of current application to Clever. New applications will be provisioned by Clever in the future.
- Provided upgraded laptops for ESports club competitions.
- Completed Spectrum fiber migration to new circuit at each building.

Opportunities for Growth (▲)

- Implementing communication application for Athletics allowing for secure communication with students and families.
- Investigate Chromebook manufacturer/model options for High School/Middle School student devices.
- Prepare for the replacement of Middle School staff devices, which will create a more consistent environment.
- Implementing staff security awareness training.
- Update security on server environment and hosted applications.
- Investigate added security measures to student school accounts.
- Complete ERATE filing process for last year of the current cycle.
- Schedule and complete district cybersecurity analysis to find areas of growth in current security practices.
- Schedule summer technology projects/updates.
- Student testing season begins!

Facilities Profile





District Facilities Profile

Celebrations (+)

- Painted door frames in Barlow main office area
- Installed new camera and Aiphone system at Barlow main entrance
- Installed new camera at Murray main entrance
- Linked hallway video announcements to main office computer at Murray
- A/C unit for Murray classrooms delivered and 70% of piping completed
- A/C unit for Murray main hall is ordered with a tentative April install
- Installed presentation tv in teacher work room at Murray
- Removed additional items from Murray shed and listed for sale
- Installed presentation screens in Middle School offices
- Installed cameras in upper gym of Middle School
- Reconfigured equipment in fitness lab for better flow
- Installed turf in fitness lab for agility workouts
- Replaced failing exit lights in the south and fitness lab halls
- Added roof ladders and fall safety protection on Middle/High School roof
- Created additional conference room next to community room at High School
- Blacktop repairs at Barlow Administration and Ingalls Field
- Reinstalled black decorative fence at Ingalls Field
- New tractor was delivered and used for several snow storms
- On-boarded two new team members to fill vacancies from resignations
- Forklift certified five team members
- Completed two successful Wisconsin Surplus auctions to sell items that are no longer needed

Opportunities for Growth (▲)

- Complete door frame painting in offices at Barlow
- Finalize quotes on Barlow office workstations
- Install remaining new locks in library and kitchen at Murray
- Convert final hallway by auditorium to LED lights at Middle/High School
- 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 saving
- Finalize tuckpointing project at the Middle/High School
- Explore options to replace wood chips in High School west parking lot
- Install batting cages in High school gym (late February)
- Update lighting in High School gym to LED with dimming
- Develop a plan and timeline to replace near end of life digital HVAC controls in Middle/High School
- Plant trees district wide where dead ash trees were removed
- Develop a timeline to replace the middle school gym bleachers
- Develop a timeline and budget to replace district fleet vehicle R-9
- Staffing challenges this year with absences