

2023-24 Mid-Year Dashboard

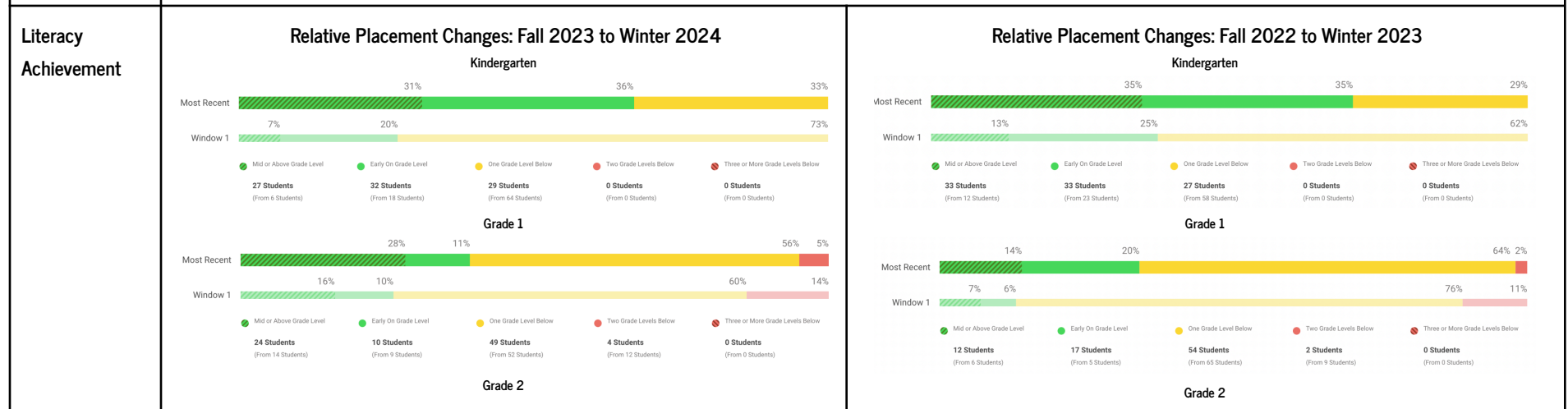


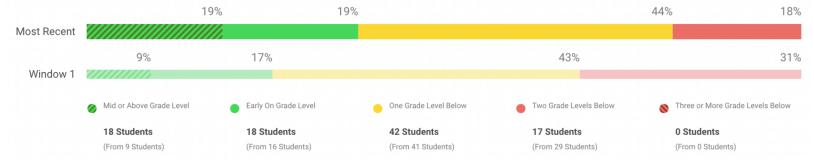
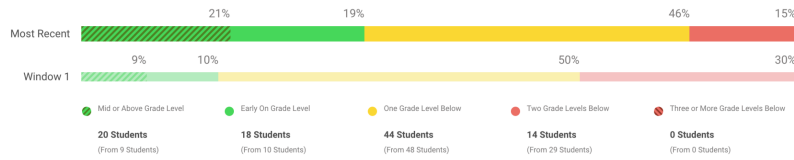
Excellence through Innovation

Elementary (4K-2) Data Profile

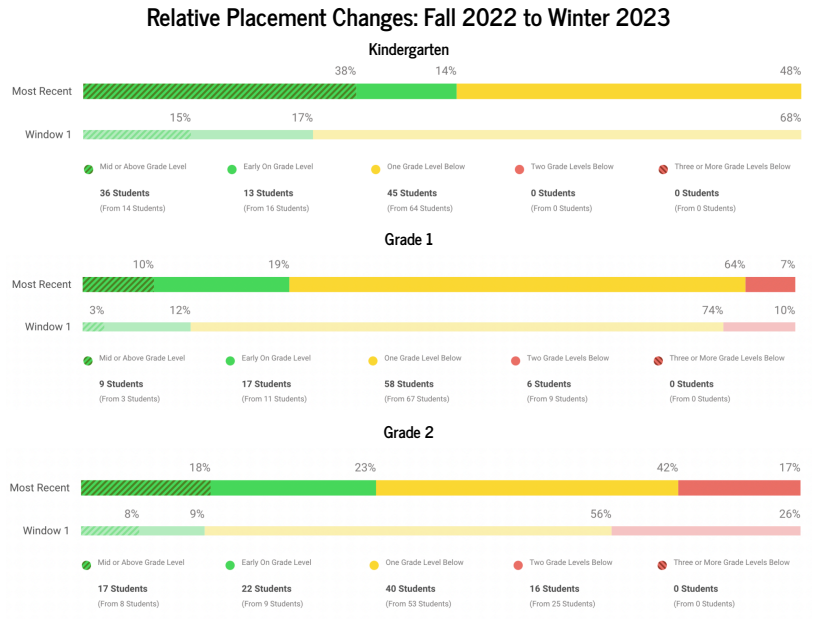
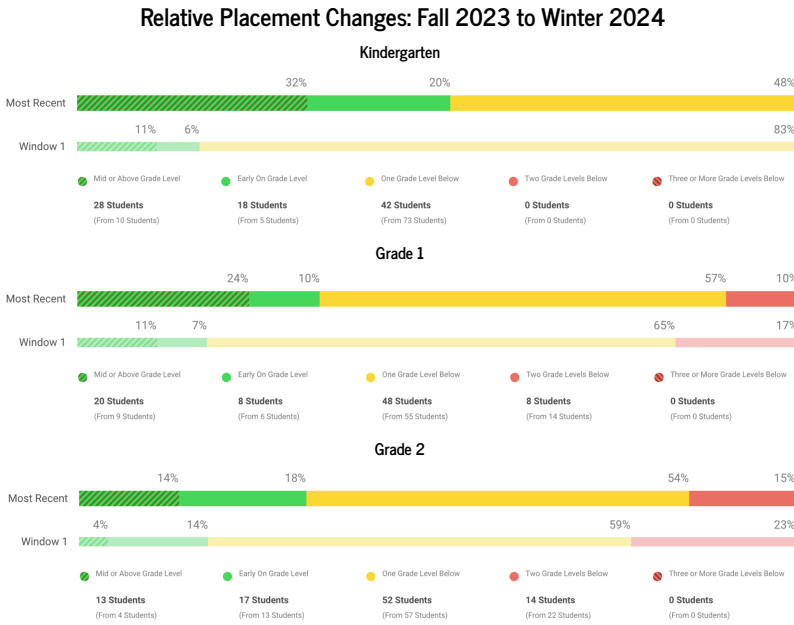
	Mid-year 2023-24	Mid-year 2022-23											
Attendance	9/1/23-1/20/24	9/1/22-1/20/23											
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #f4a460;"> <th style="width: 20%;">% in Attendance</th> <th style="width: 30%;">BP Charter</th> <th style="width: 50%;">Journey</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">94.82%</td> <td style="text-align: center;">94.28%</td> <td></td> </tr> </tbody> </table>	% in Attendance	BP Charter	Journey	94.82%	94.28%		<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 style="text-align: center;">92.78%</td> <td style="text-align: center;">91.27%</td> <td></td> </tr> </tbody> </table>	% in Attendance	BP Charter	Journey	92.78%	91.27%
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Behavior	9/1/23-2/13/24	9/1/22-1/20/23											
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Pupil Service Contacts	2023-24 Pupil Service Contacts (through Jan. 31, 2024)	2022-23 Pupil Service Contacts (through Jan. 31, 2023)											
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 30%;">Total Student Contacts</td> <td style="text-align: center;">522</td> </tr> </tbody> </table>	Total Student Contacts	522	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 30%;">Total Student Contacts</td> <td style="text-align: center;">1,998</td> </tr> </tbody> </table>	Total Student Contacts	1,998							
Total Student Contacts	522												
Total Student Contacts	1,998												

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

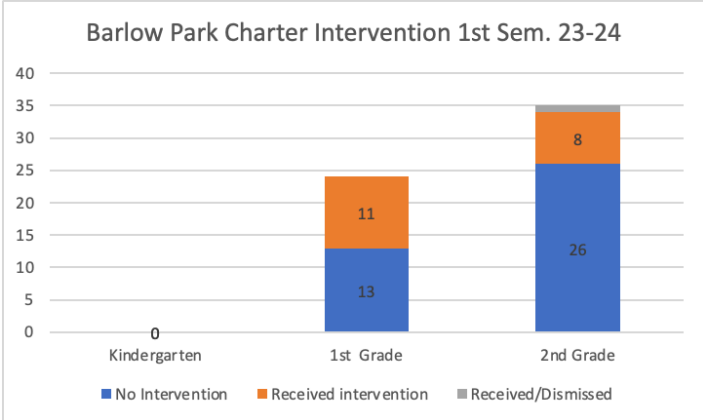




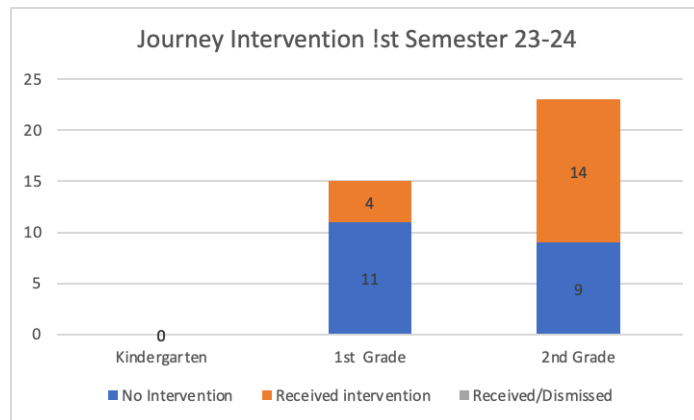
Math Achievement



Academic Intervention (Literacy focus)



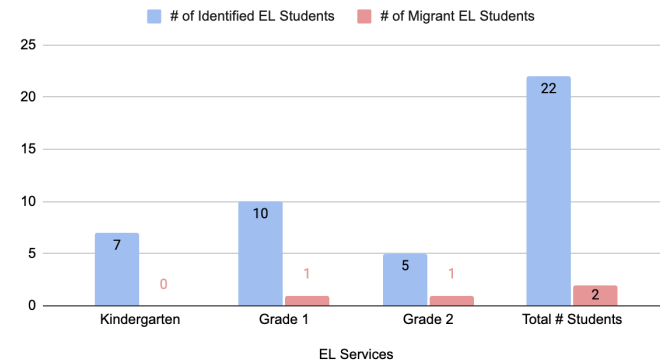
Total students on prioritized list = 58 Total served = 19



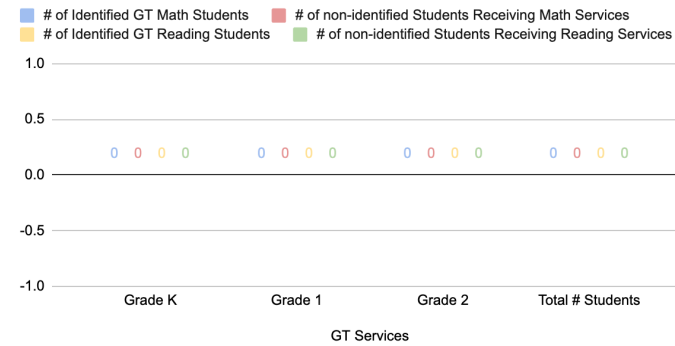
Total students on prioritized list = 38 Total Served = 18

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 has improved for a second straight year. .
- Behavior:**
- Continued support provided by behavior interventions — The first part of the year this support has been responsive in nature. As we are now fully staffed in pupil services support groups are being created to help be more proactive.
 - Staff are being asked to revisit expectations in certain areas of the school as needs dictate.
 - Our staff have stepped up in a big way in ensuring accurate data is being reported for behaviors, which has required a valiant effort from them in ensuring they complete behavior referrals, hence the rise in numbers from 22-23 school year; this data will be instrumental in guiding out next steps with SST and EMLSS, in general
- Pupil Service Contacts:**
- Students are being met with on an as needed basis to assist with behaviors, emotional support and individual needs
 - Pupil Service Contacts are down significantly from 22-23 because we were down 2 1.0 FTE staff members (school counselor and behavior interventionist) until January. The contacts shown were from our 0.5 FTE behavior interventionist and the support our director of pupil services and part-time subs were able to offer. We're not fully-staffed in pupil service at BPJ and expect to see our numbers increase to what we'd consider a "normal" range for the spring semester.
- Achievement:**
- When looking at iReady literacy achievement, there are a greater percentage of students at or above grade level than at the same time last year in 1st and 2nd grade. Kindergarten is slightly lower, but fairly consistent.
 - Math iReady scores increased for 1st grade and remained steady in Kindergarten from this same time last year.
 - PD has been focused on literacy practices this year, allowing staff to align on consistent practices.
 - Staff have been tracking literacy data on key assessments to monitor student progress towards end of year goals in order to close the achievement gap.
- 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 18 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 72 kindergarten and 5 first-grade students have been supported through Reading Corps, part of Ameri Corps, so far 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. Eight Kindergarteners have met the end of year goals and have been dismissed allowing some additional first graders to be picked up for support this Spring.
- Specialized Services:**
- Our EL teacher splits her position between EL and Title 1, servicing her EL students for approximately 33% of her day.
 - Though 0 students have been identified for GT services, 30- 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 Through End of Year

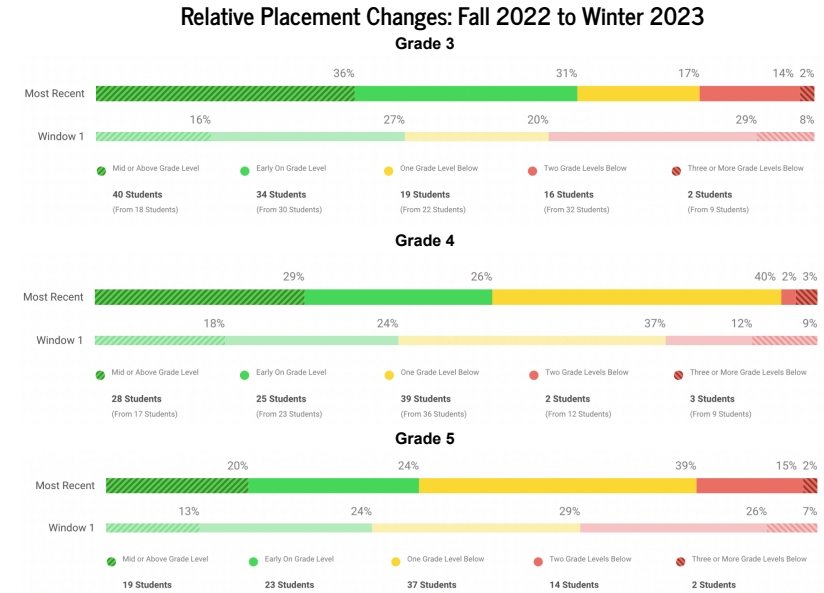
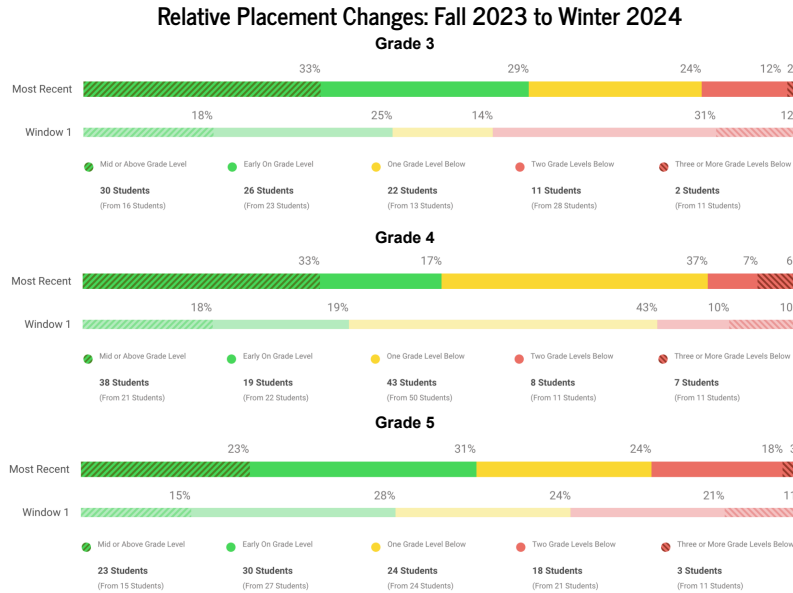
- Continue to incorporate best practices during universal instruction to encourage optimal growth
- Use "quick-wins" identified in literacy inquiry to improve universal instruction

- Focus on professional development on science of reading learning
- Continue to streamline the SST process allowing for student needs to be problem solved and monitored by the team
- Prioritized and intensive Tier 3 interventions for first and second graders with highest needs
- Encourage and recommend participation in 2023 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

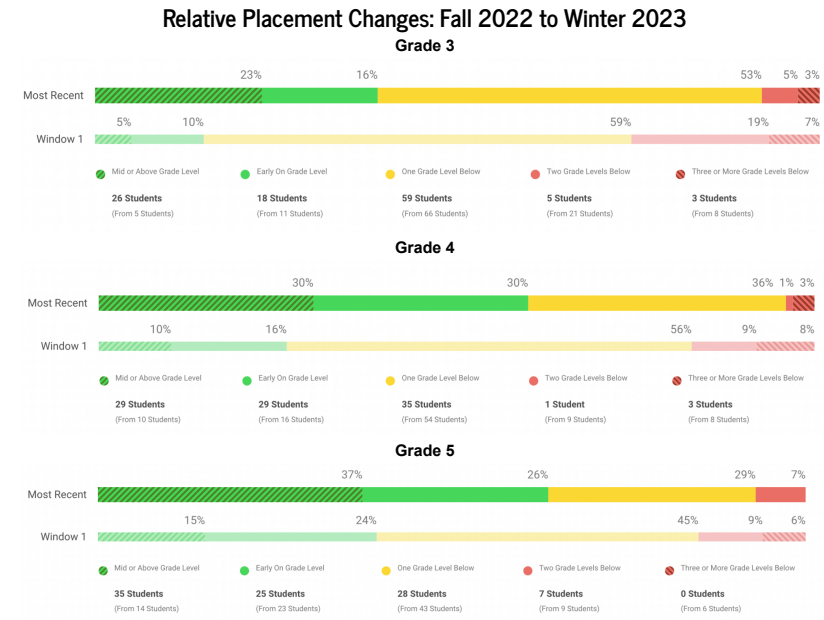
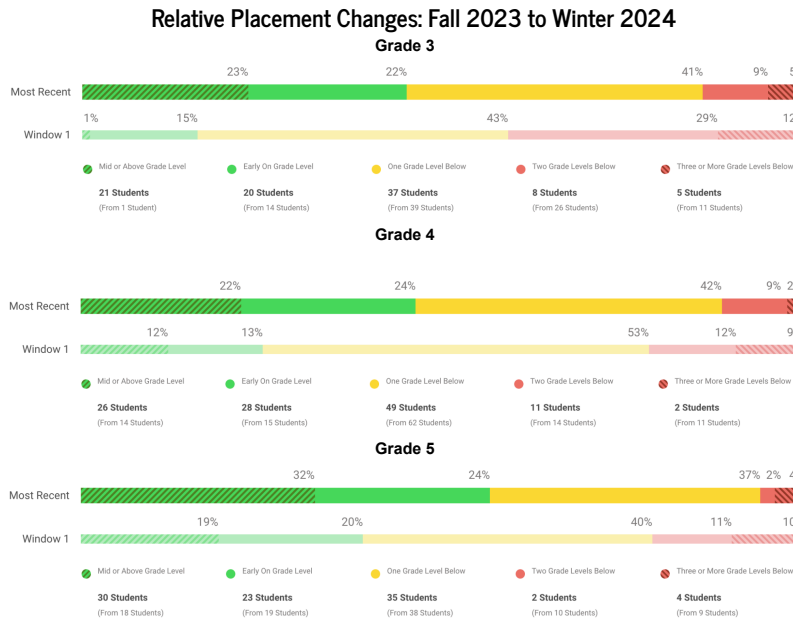
Elementary (3-5) Data Profile

	Mid-year 2023-24	Mid-year 2022-23
Attendance	9/1/23-1/20/24	
	% in Attendance	Murray Park
	94.99%	95.55%
Behavior	9/1/23-2/13/24	
	# of ODR's	Murray Park
	45	38
Pupil Service Contacts	2023-24 Pupil Service Contacts (through Jan. 31, 2024)	
	Total Student Contacts	Murray Park
	1,249	807
<p>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></p>		

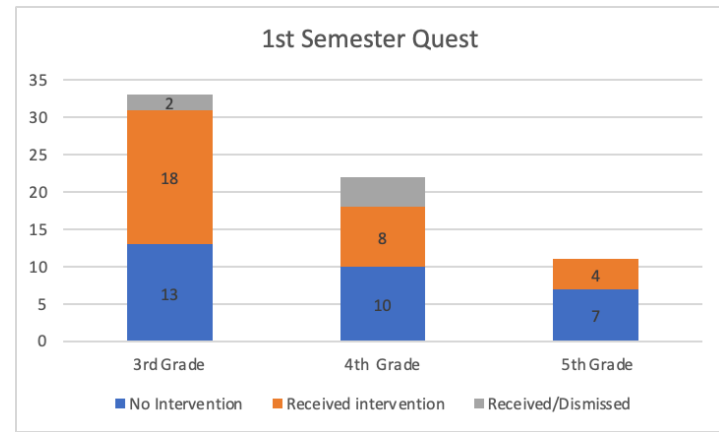
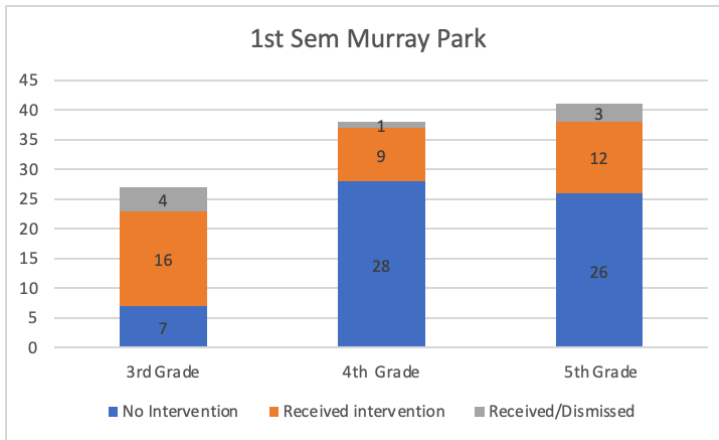
Literacy Achievement



Math Achievement



Academic Interventions (Literacy focus)



Total Students on prioritized list = 98 Total Served = 37

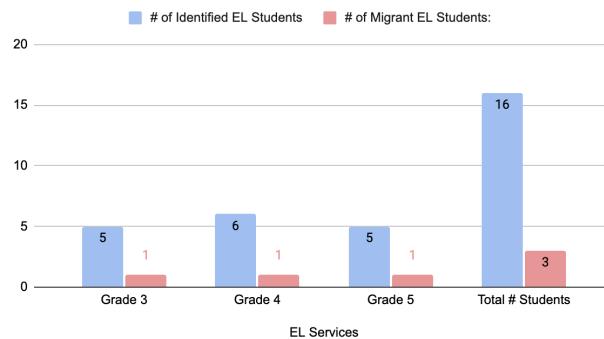
Total Students on prioritized list = 60 Total Served= 30

Academic Interventions (Math focus)

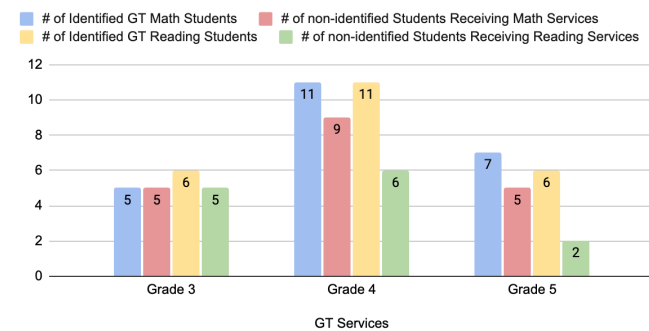
- Math intervention provided by EL teacher and dependent upon EL caseload. The intensive support required to serve a newcomer EL student that arrived early in the semester greatly limited the amount of time devoted to specific math intervention support.
- 1 student supported in a Tier 3 math intervention provided in grade 3 until arrival of newcomer; with additional support provided to grade 3 via push-in during whole group instruction.
- 1 student supported in a Tier 3 math intervention provided in grade 4; 2- EL students received math intervention during EL pull-out via a content-based model.
- 4- grade 5 EL students received math support during EL pull-out via a content-based model; 4 students (including 2 EL) received math support via push-in during whole group instruction.

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:

- Our attendance is quite similar to last year, 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 — has been continually exploring more ways to enhance programming
- Ongoing implementation of our SMART lab and daily SMART practices in all classrooms (Stimulation Maturity through Accelerated Readiness Training)
- Our bus company continues to be very helpful in supporting/problem solving student needs in the context of the bus.

- Began the year with a number of students with extremely significant behavioral needs, which impacts our data. At this point, we have seen a great deal of progress.
- Increase in behaviorally-significant SPED students (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.
- 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

Achievement:

- Students in both schools have made noteworthy growth from fall to winter
- CQI practices continue to guide instruction through two six to eight week cycles of focused instruction per semester.
- School goal work that is focusing 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 the greatest needs at third grade. A greater need for specialized OG based interventions were then supported in very small or one-on-one groups.
- 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 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 first 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 15 students.
- 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 intervention 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.
- i-Ready math assessment and local data show the need for more intensive support in the area of math (grade 3= 41% of students 2+ grade levels below, grade 4= 22 % of students 2+ grade levels below, grade 5= 20% of students 2+ grade levels below.)
- Classroom teachers have been creative in organizing groups to provide Tier 2 level of support for math, as the percentages for students scoring 1 year below on the beginning of the year i-Ready diagnostic are high at each grade level: grade 3= 43%, grade 4= 53%, grade 5= 39%).

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 is currently servicing 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 Through End of Year

- Continue to apply Bridges Math and add Bridges intervention in the classroom and through our math interventionist.
- Continuing to use professional learning days to support the learning and use of high impact teaching practices aligned with science-based research in reading.
 - Support the implementation of new curriculum resources that address reading, writing, and word study.
 - Attending the final sessions of the Intermediate Literacy Cohort through CESA 6 to merge science of reading and balanced literacy
- Continue with CQI practices to guide instruction through two six to eight week cycles of focused instruction per semester.
- Continue school goal work that is focusing on coordinating multiple sources of data to make informed decisions regarding students' needs beyond universal instruction.
- Continue 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 supports for kids in need
- Teachers connect with Pupil Service team to support students in need
- Working to refine our SST process to align academic and social/emotional/behavioral work systematically K-5.

Middle School (6-8) Data Profile

Mid-year 2023-24

Mid-year 2022-23

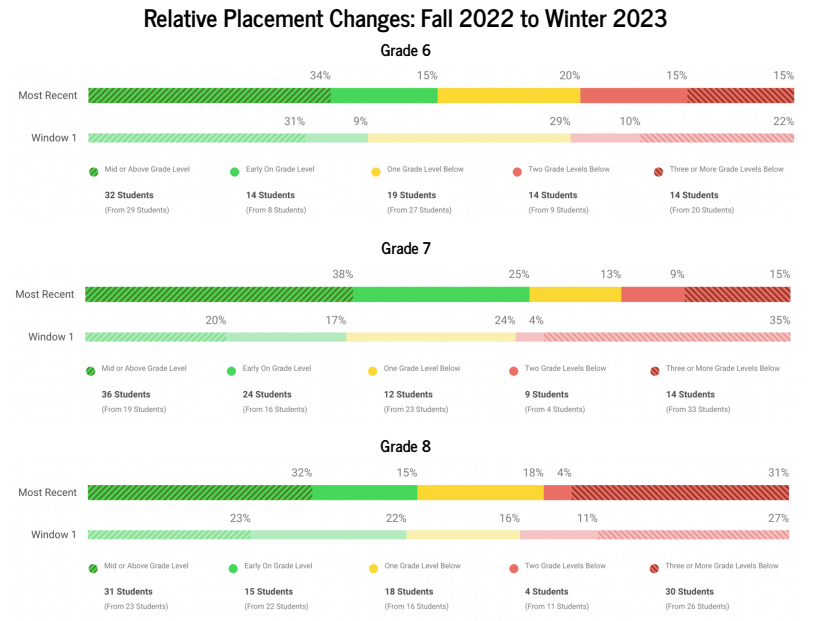
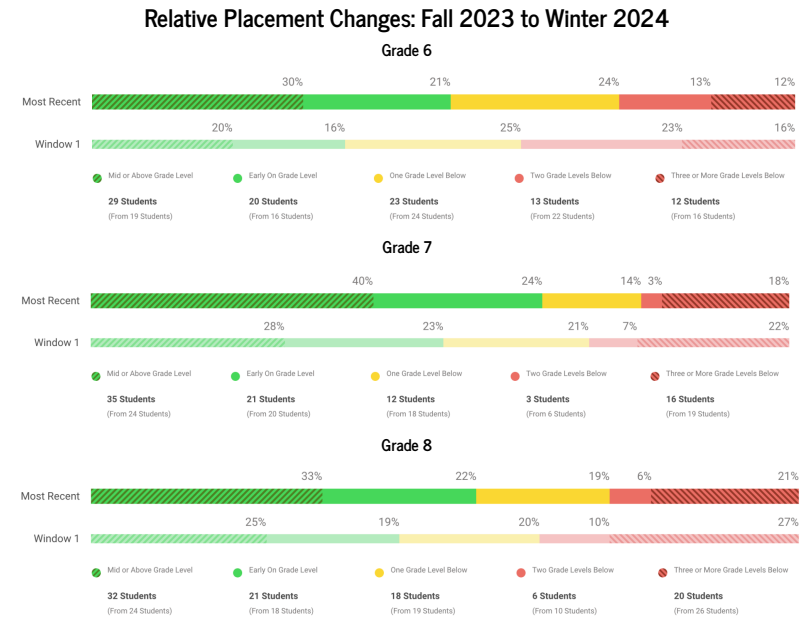
	9/1/23-1/20/24	9/1/22-1/20/23
Attendance	% in Attendance	RMS
	94.26	93.68%

	9/1/23-2/13/24	9/1/22-1/20/23
Behavior Incidences	# of ODRs	RMS
	72	87

	2023-24 Pupil Service Contacts (through Jan. 31, 2024)	2022-23 Pupil Service Contacts (through Jan. 31, 2023)
Pupil Service Contacts	Total Student Contacts	Total Student Contacts
	636	729

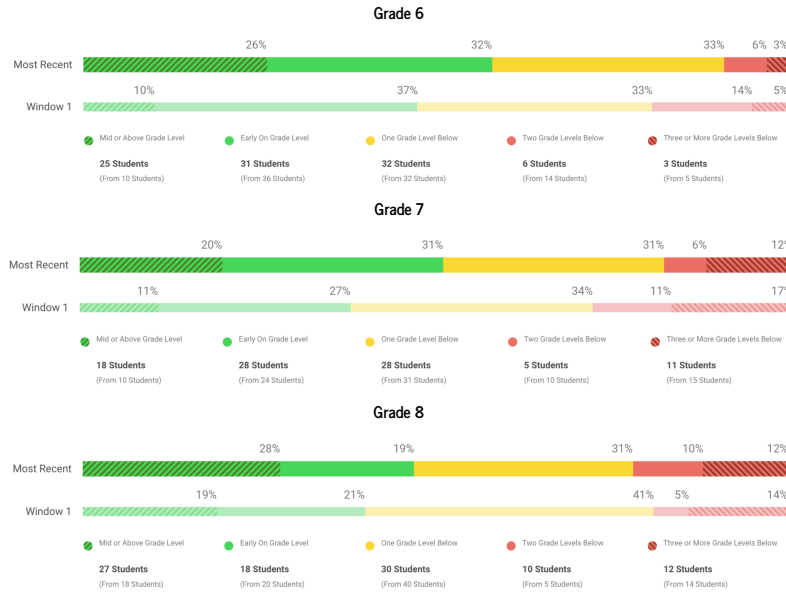
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Literacy Achievement

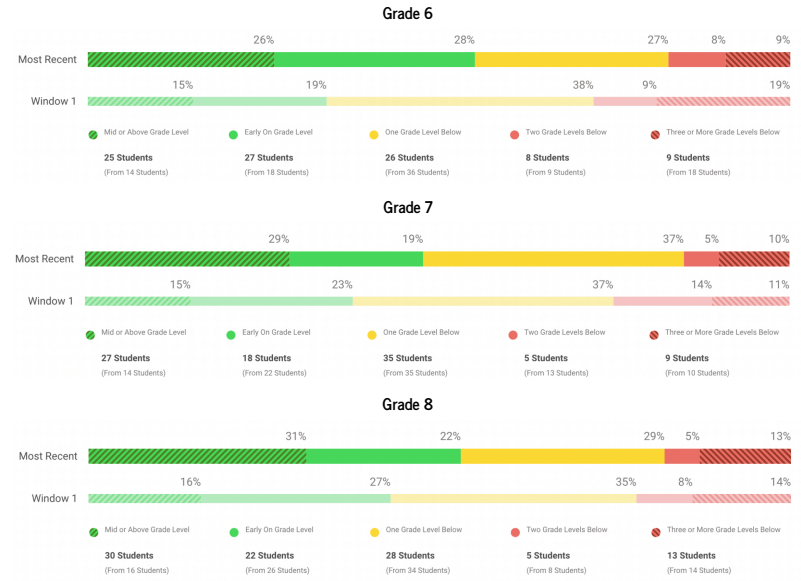


Math Achievement

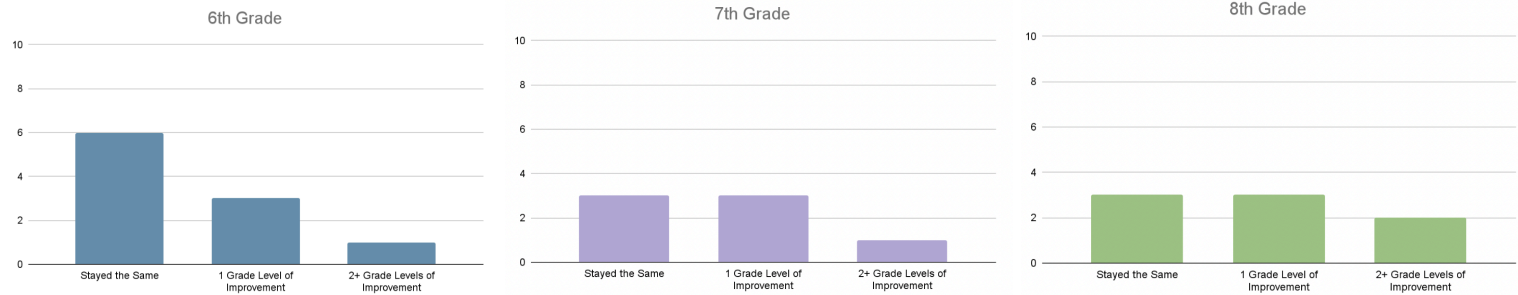
Relative Placement Changes: Fall 2023 to Winter 2024



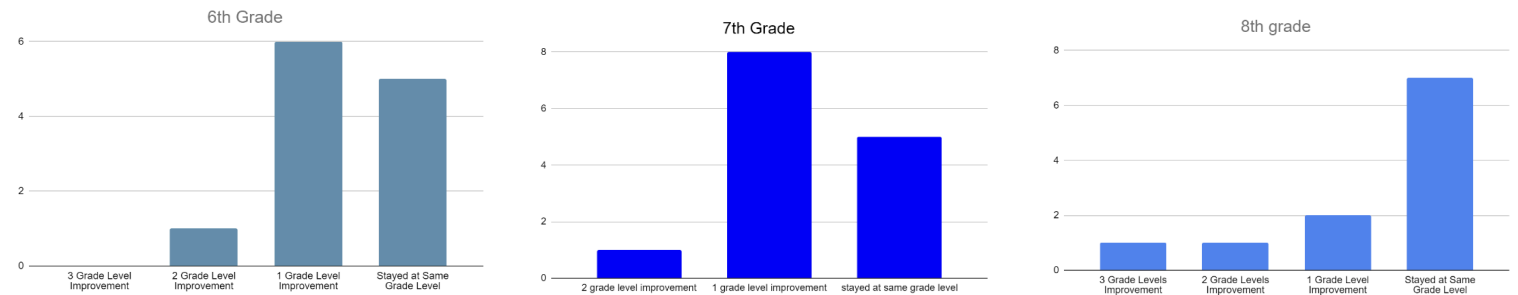
Relative Placement Changes: Fall 2022 to Winter 2023



Academic Intervention (Literacy focus)

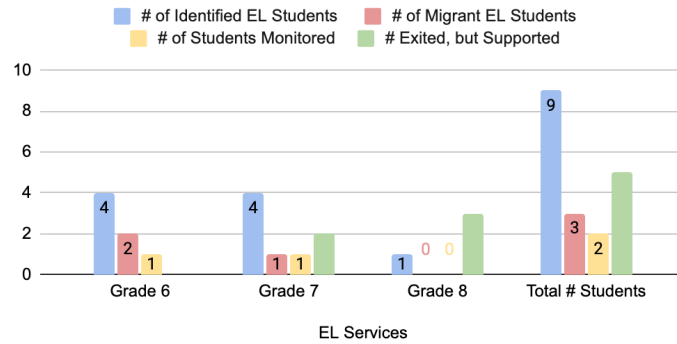


Academic Intervention (Math focus)

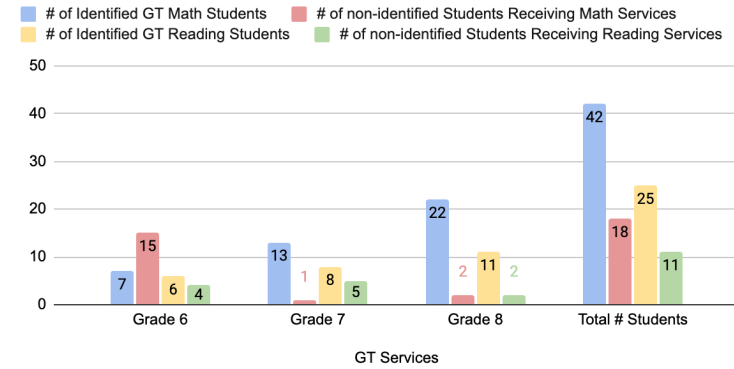


Specialized Services (EL, GT)

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. Continue to work with families to reduce the number of absences.
- Behavior:
- Referrals are down overall.
 - We have developed behavior plans, check-in and check-out with students to grow behaviorally
- Pupil Service Contacts:
- Team was 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.
 - Addition of 0.5 behavior interventionist — assisting with proactive work around student intervention and staff coaching
- 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.
 - Reading Intervention: **(Refer to the graph above)**
 - 6th grade: we had 10 students in reading intervention and 3 made a year's worth of growth and 1 made 2 year's worth of growth.
 - 7th grade: We had 7 students in reading intervention in the first semester: 3 students made 1 year's worth of growth, 1 student made 3 year's worth of growth, 3 students remained the same.
 - 8th grade: We had 8 students in reading intervention and 3 students made it to grade level making one year's growth, 2 students grew two grade levels, 1 student made minimal growth and 2 students stayed the same.
- Math Intervention: **(Refer to the graph above)**
- 6th grade: we had 12 students in math intervention. 6 students improved by 1 grade level and 1 student 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 January diagnostic but remained at grade 5.
 - 7th grade we had 14 students in math intervention and 1 student made 2 year's worth of growth. 8 students made a year's worth of growth.
 - 8th grade: There are 12 students in math intervention. Our focus this year is on the standard of "Algebra and Algebraic Thinking" as this topic will most closely set students up for success in high school. 1 student made 3 years worth of growth, 1 student made 2 years worth of growth, and 2 students have made 1 years worth of growth in this standard in just one semester!
- 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.

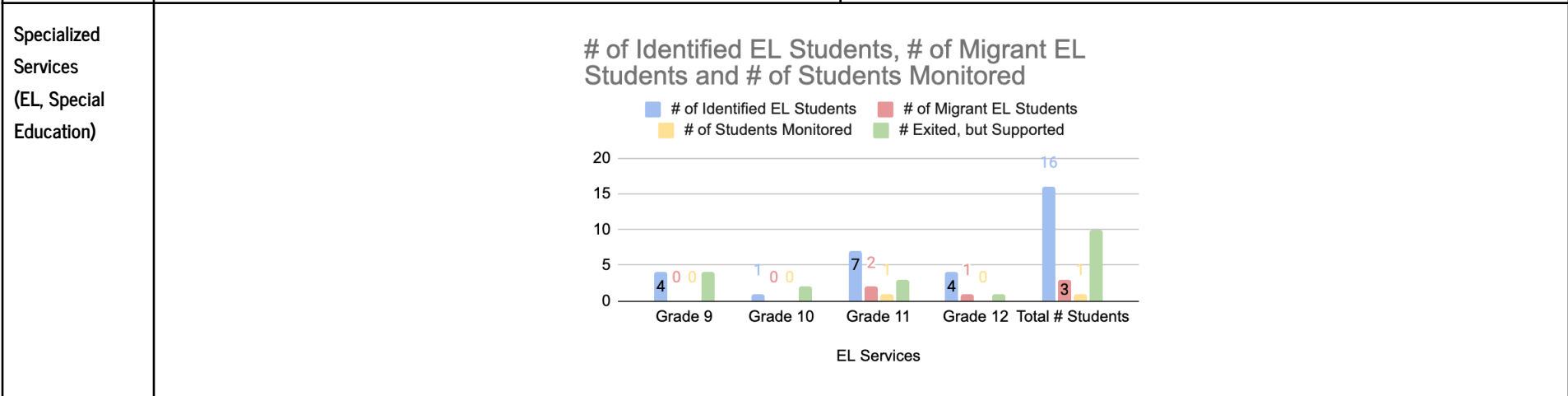
Next Steps Through End of Year

- I-Ready incentives seem to be working, we continue looking at the data to close the gaps
- 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.
- 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		Mid-year 2022-23				
Attendance	9/1/23-1/20/24				9/1/22-1/20/23			
	% in Attendance	RHS		% in Attendance	RHS			
		94.37%			93.79%			
Behavior	9/1/23-2/13/24				9/1/22-1/20/23			
	# of Behavior Events	270	# of Students	108	# of Behavior Events	127	# of Students	100
	# of Suspensions	33	# of Students	22	# of Suspensions	14	# of Students	11
Pupil Service Contacts	2023-24 Pupil Service Contacts (through Jan. 31, 2024)				2022-23 Pupil Service Contacts (through Jan. 31, 2023)			
	Total Student Contacts		439		Total Student Contacts		495	
<p>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></p>								
Course Pass Rate	Year	Term	% of all Classes Passed		Year	Term	% of all Classes Passed	
	2023-24	Fall Semester	98.5%		2022-23	Spring Semester	98.7%	
	2022-23	Spring Semester	98.7%		2022-23	Fall Semester	98.2%	
	2022-23	Fall Semester	98.2%		2021-22	Spring Semester	97.1%	
					2021-22	Fall Semester	96.6%	

Honor Roll	2023-24 School Year - Semester 1							2022-23 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	26	30	105	25%	29%	54%	9	15	40	116	13%	35%	48%
	10	21	44	109	19%	40%	59%	10	24	36	106	23%	34%	57%
	11	23	35	99	23%	35%	58%	11	23	36	115	20%	31%	51%
	12	40	34	106	38%	32%	70%	12	27	51	125	22%	41%	63%



Key Findings

- Attendance:**
- Very similar to last year; many of the absences are medically excused and there is a 5% decrease in unexcused absences. Overall, just above 94%. Interventions for truancy and improving the process of daily communication have helped increase attendance.
- Behavior:**
- Behavior reports and suspensions are up due to the implementation of the high school's new cell phone policy and consistent classroom management practices. The cell phone behavioral reports accounted for 86 of the total reports. New interventions are being established by the Student Services Team in an attempt to reduce the number of reports. Since starting the interventions, the month of January saw a 57% decrease in behavior reports in comparison to the prior four month's average.
- Pupil Service Contacts:**
- Team was 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.
 - Students completed the PSC-Y mental health screener — this tool is used to identify who needs to connect with pupil service staff
 - Onboarded two new RHS school counselors in December and January
 - Implementing a stronger EMLSS system to ensure students with needs receive proper universal and tiered services
- Achievement:**
- Failure rate is extremely low at 1.5% of all classes taken.
 - Many interventions by administration and staff have helped students pass their classes.
 - Over half the student body in every grade level is on the honor roll.
- Intervention**
- Proactive approach to intervention of contacting parents.
 - 1488 contacts from staff to parents, with 1111 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 going through a revamp, 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 checks and connects in with the student for either academics or behavior on a consistent basis.
- Recognized 63 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. Kinzinger calls parents with a positive message.

Specialized Services

- 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 Through End of Year

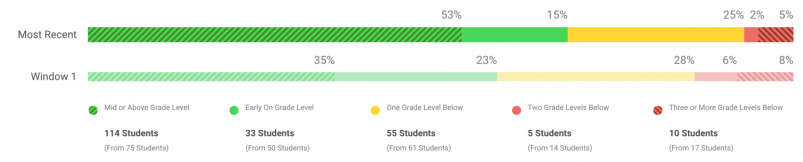
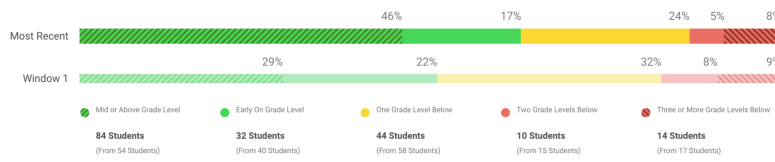
- Student mental health and its impact on credit acquisition, continue to find the balance between the two
- Continue tutor program.
- Continue parent contacts.
- Implementing skills-based grading and reporting.
- Revamping our Equitable Multi-Level System of Support for RHS (Tier I, Tier II, and Tier III)
- Transitioning Crossroads to the RHS campus.

Odyssey Academy of Virtual Learning Data Profile

	Mid-year 2023-24	Mid-year 2022-23																																
Enrollment	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #ccc;"> <th colspan="4">Enrollment 2023-24</th> </tr> </thead> <tbody> <tr> <td style="width: 25%;">September 2023</td> <td style="width: 25%;">224</td> <td style="width: 25%;">June 2024</td> <td style="width: 25%;"></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> </tbody> </table>	Enrollment 2023-24				September 2023	224	June 2024		Ripon Residents	37	Ripon Residents		Open-enrolled	187	Open-enrolled		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #ccc;"> <th colspan="4">Enrollment 2022-23</th> </tr> </thead> <tbody> <tr> <td style="width: 25%;">September 2022</td> <td style="width: 25%;">251</td> <td style="width: 25%;">June 2023</td> <td style="width: 25%;">252</td> </tr> <tr> <td>Ripon Residents</td> <td>35</td> <td>Ripon Residents</td> <td>38</td> </tr> <tr> <td>Open-enrolled</td> <td>216</td> <td>Open-enrolled</td> <td>214</td> </tr> </tbody> </table>	Enrollment 2022-23				September 2022	251	June 2023	252	Ripon Residents	35	Ripon Residents	38	Open-enrolled	216	Open-enrolled	214
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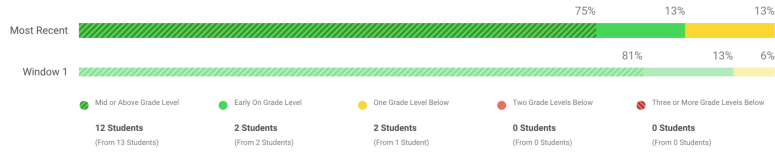
Math Achievement

School Wide

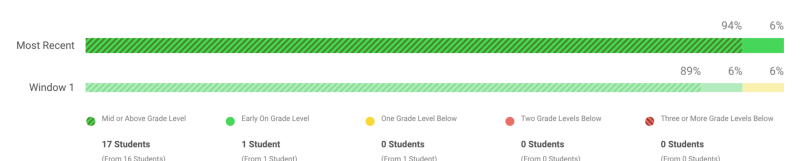


Grades K-6 Literacy Achievement

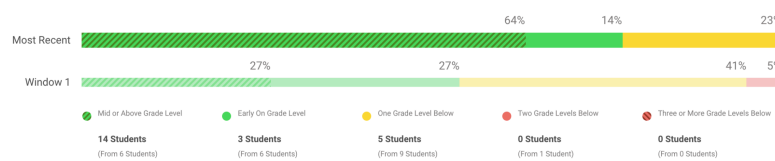
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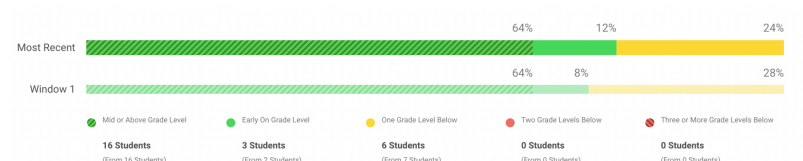
Kindergarten



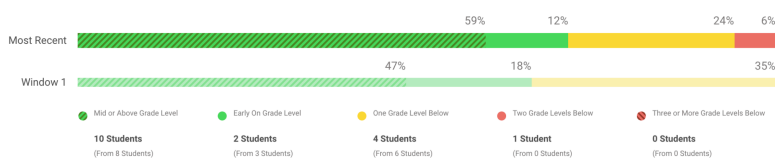
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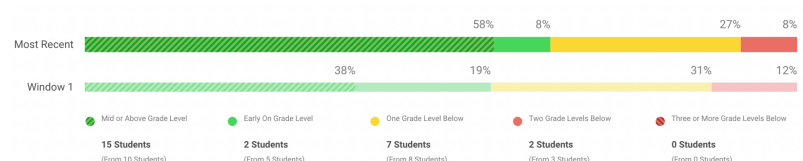
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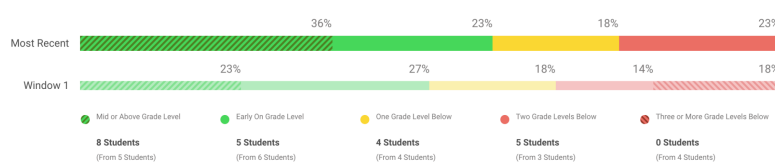
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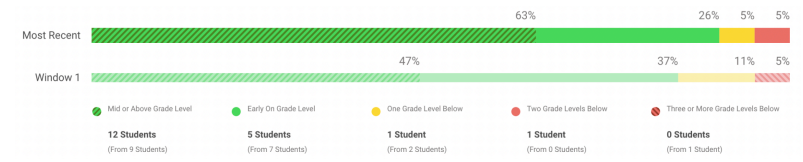
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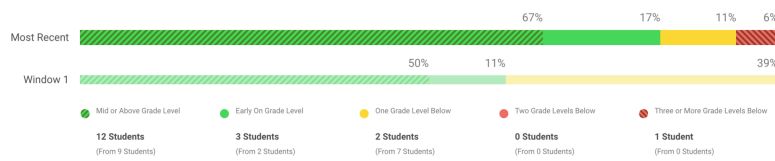
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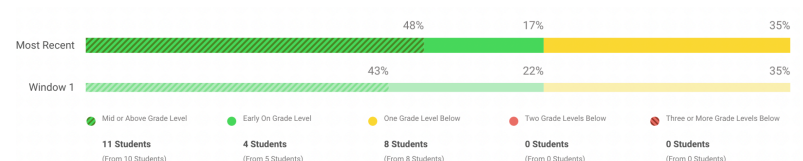
3rd Grade



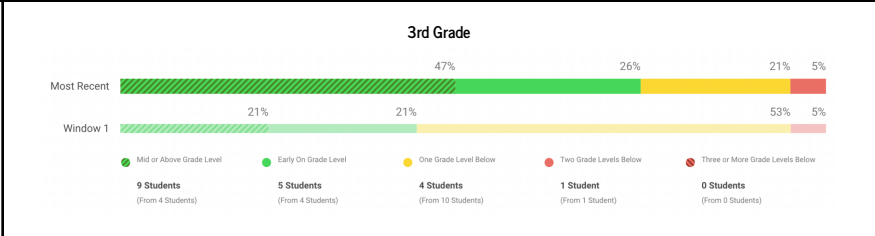
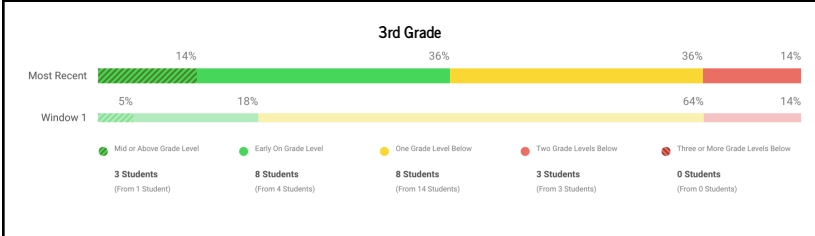
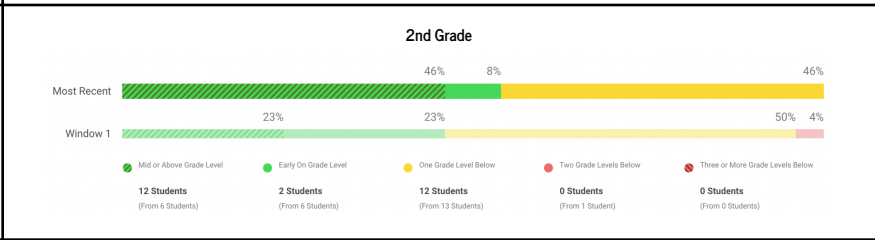
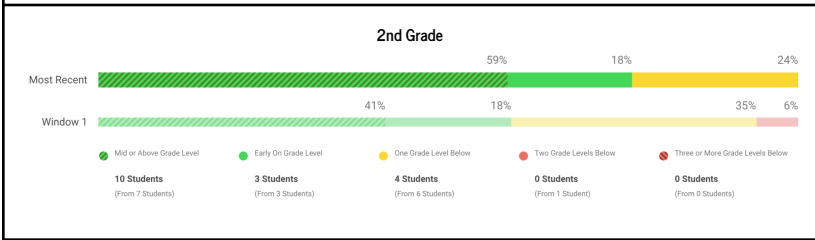
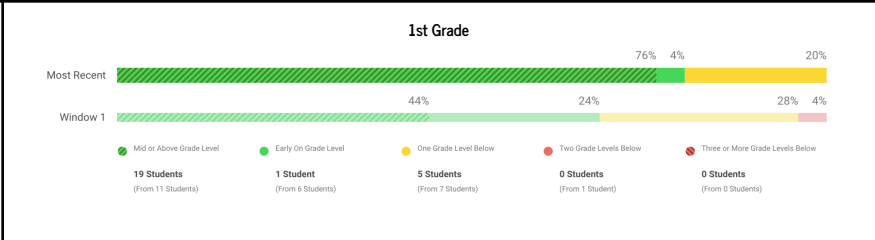
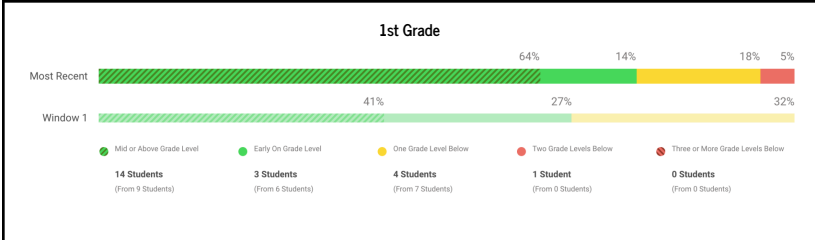
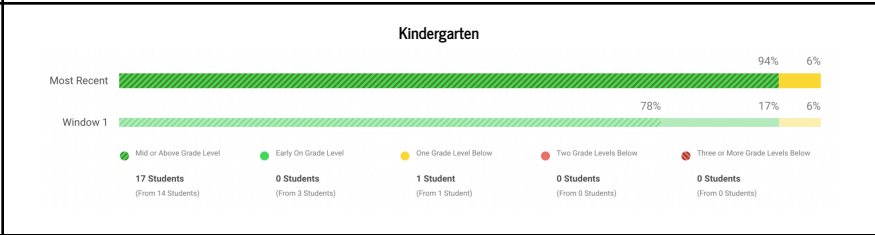
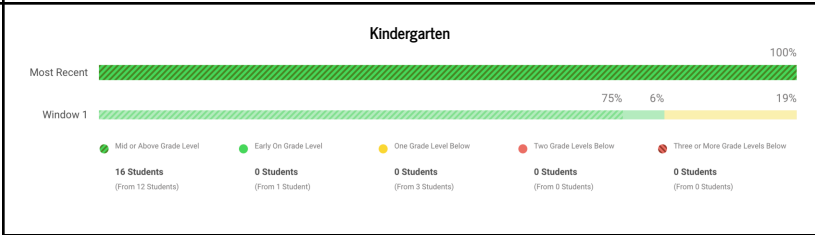
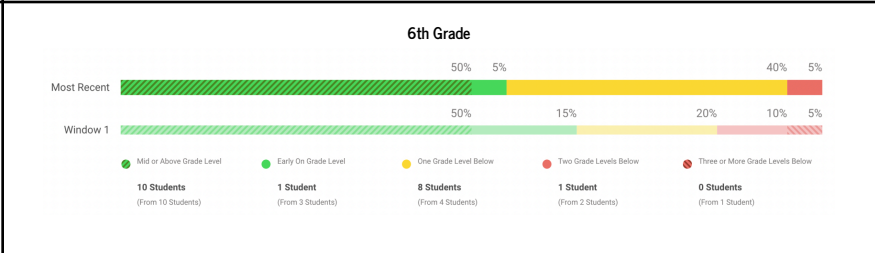
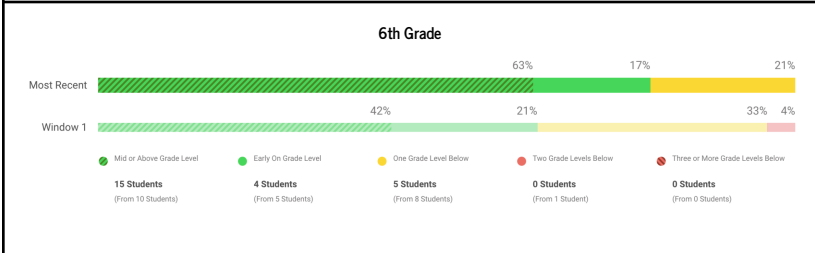
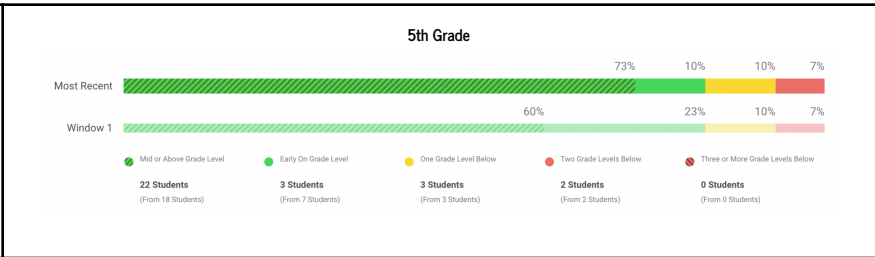
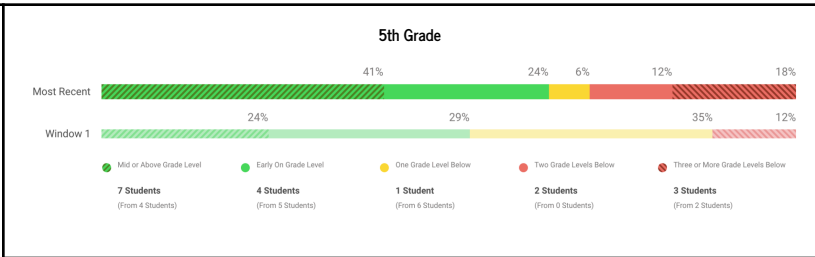
4th Grade



4th Grade

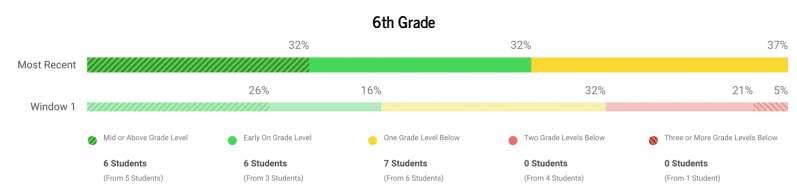
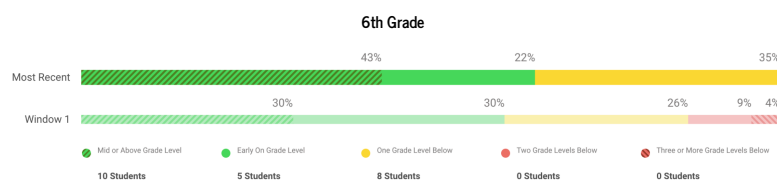
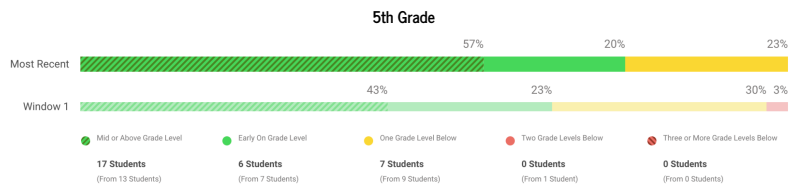
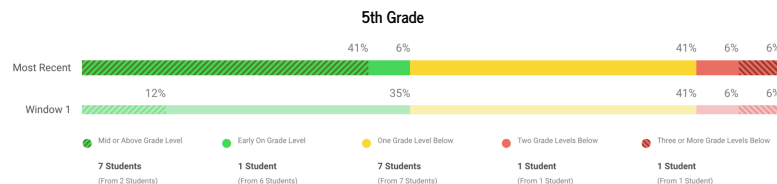
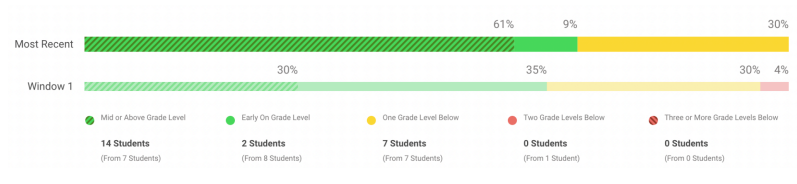
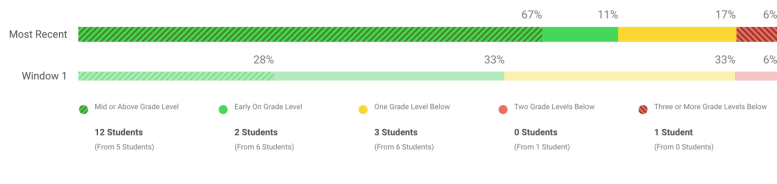


Grades K-6
Math Achievement



4th Grade

4th Grade



Key Findings

Celebrations (+)

Attendance:

- 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:

- 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 & Math- school-wide, we have fewer student who are one grade level behind in literacy compared to last year
- Elementary Literacy-
 - 84% of students in 4th grade are above or at grade level, 19% growth compared to last year
 - 80% of students in 6th grade are above or at grade level, 25% growth compared to last year
- Elementary Math-
 - 100% of Kindergarten students are above or at grade level, 6% growth compared to last year
 - 77% of students in 2nd grade are at or above grade level, 23% growth compared to last year
 - 78% of students in 4th grade are at or above grade level, 8% growth compared to last year

Academic Intervention:

- 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.

Specialized Services:

- 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 9 students with 504 plans.

Next Steps Through End of Year

- Renewing our 5-year contract for Odyssey Academy of Virtual learning, submitting it to DPI and the Ripon Board of Education for approval.
- Restructuring our grade levels to provide a 6-8 grade Middle School. Grade level bands will be: 4K-2, 3-5, 6-8 and 9-12.
- Revising our assessment at the middle school grade levels.
- 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.
 - Odyssey Virtual Open House
 - Virtual Charter School Fairs- Jan & Feb
 - Niche Profile
 - Community booths
- 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
 - 20 suspended devices we can activate at any time

Internet/Network Infrastructure

Downtime versus uptime-NAGIOS Network Monitoring Tools

- 370 days up during school hours
- 5 five hour outages between August and January while Spectrum had routine maintenance between midnight and 5AM
- 2 fifteen minute outages between August and February for emergency firewall updates
- 99.97% uptime over the last 365 days during school hours

Bandwidth usage-Wiscnet Bandwidth 5GB Internet/WAN connection

- 83 MB-includes nights, weekends and holidays
- 337MB-daytime average

Celebrations (+)

- Replaced 35 Murray Park staff devices
- Completed installation/configuration of new wireless access points for Barlow Park and Murray Park purchased through the ERATE program
- Migrated majority of application provisioning to Clever
- Implemented Clever QR code badge login process for Journey student Chromebooks
- Onboard new Barlow Park Media Center/Technology Aide

Opportunities for Growth (Δ)

- Continue to replace older Chromebooks at Murray and Barlow Park each year
- Investigate Chromebook manufacturer/model options for High School/Middle School student devices
- Continuing to move to multi-factor authentication for applications
- High School staff devices are on rotational schedule for replacement in the summer of 2024
- Continue exploring updated server environment as more application are cloud hosted

<ul style="list-style-type: none"> • Installation of Middle School GX Model Smart interactive panel • Implemented cyber security monitoring tools • Collaborated with Maintenance Department regarding installation and configuration of cloud based security camera system • Updated backup solution for district Google Apps for Education environment • Proactively implemented Gmail security features to secure the district domain 	<ul style="list-style-type: none"> • Implement Clever QR code badge login process for remaining Barlow Park classrooms • Continue researching Cyber Security monitoring tools and the availability of ERATE for these tools • Complete ERATE filing process as district begins winding down the current cycle • Investigate secondary internet connection for failover purposes • Begin planning process for internal fiber updates at Murray and Barlow Park • Schedule summer technology projects/updates
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Facilities	
Celebrations (+)	Opportunities for Growth (Δ)
<ul style="list-style-type: none"> • Direct digital control HVAC updates at Barlow Park Elementary is now complete • Completed phase 2 on the natural playground at Barlow • Planted nine trees around the playground at Barlow • Replaced one main HVAC pump and accessories at Barlow • Replace lighting in Barlow gym to LED lights • Replaced three supply fans in air handlers at Barlow • Installed new outside cameras at Barlow • Added motion sensors for the lights in the bathrooms at Barlow • Replaced the remaining supply fans in air handlers at Murray Park Elementary • Replaced nine classroom locks at Murray Park for increased safety • Replaced foam safety protection on the main basketball backstops in the gym at Murray • Cleaned out the storage shed and sold quite a few items that are no longer needed at Murray • Installed LED light panels and dimming in 6th grade classrooms along with both band rooms at the Middle/High School • Installed a bubbler with bottle filler in the World Language breakout area • Replaced leaking fittings on heat/chill lines and addressed pipe insulation that was missing in several areas of MS/HS • Seal coated the South and Middle School parking lots • Replaced two cameras that failed and added two additional cameras for coverage at the MS/HS • Completed tile repairs, replaced lighting, and regouted the pool in fall during shutdown • Removed remaining dead ash trees district wide • Refined cleaning routines at Barlow Park due to increase in classrooms and help with staff efficiencies • On-boarded three new team members to fill vacancies from resignations • Had three successful Wisconsin Surplus auctions to sell items that are no longer needed • Install pallet racking and organized the central storage area of the maintenance shop • Have roofing projects approved and scheduled for summer 	<ul style="list-style-type: none"> • Installing bottle filling stations by Business Room • Staffing challenges this year with absences and resignations • Convert STEM and Auditorium hallways to LED flat panels 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 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 • Plan to replace main mower tractor with a new tractor that will use the same snowbrush and mower implements • 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