



**Student Results Monitoring Document
R-2 Academic Achievement and Growth:**

Certification of the Superintendent: *With respect to Results 2 (Academic Achievement and Growth), taken as a whole, the Superintendent certifies that the proceeding information is accurate and complete, and is:*

- Making reasonable progress toward achieving the desired results
- Making reasonable progress with the exceptions noted
- Failing to make reasonable progress
- Presentation of Indicators for Approval
- Presentation of Baseline Data for Approval

Signed: Laurie Burgos, Superintendent

Date: July 9, 2024

Revisions submitted September 10, 2024

Executive Summary

This report describes the literacy and numeracy indicators by which academic growth for all students is monitored and reported each school year, and the strategies employed to realize our goal of equity, growth and excellence for all. Academic growth for students in grades K-8 is measured using data from the universal screening and progress monitoring assessment [Fastbridge](#) (Formative Assessment System for Teachers) in the fall, winter, and spring. A summary of the various assessments can be found below:

- **FastBridge - earlyReading** (grades K-1): earlyReading assessments are individually administered and are an assessment of early reading skills such as concepts of print, phonemic awareness, phonics, and fluency. The teacher marks student responses electronically as the student completes the brief assessment (less than 5 min).
- **FastBridge - earlyMath** (grades K-1): earlyMath assessments are individually administered and measure thirteen developing math skills over the course of two years. The teacher marks student responses electronically as the student completes the brief assessment (less than 5 minutes).
- **FastBridge - aReading** (grades 2-8): aReading is a computer-administered adaptive screener that measures broad reading ability and predicts overall reading achievement. Items are developed for students in grades K-5 to target concepts of print, phonological awareness, phonics, vocabulary, and comprehension. Items developed for middle and high school grade levels target orthography, morphology, vocabulary, and comprehension (30-45 min).
- **FastBridge - aMath** (grades 2-8): aMath is a computer-administered adaptive screener that measures broad mathematics skills aligned to math standards. With this data, educators can provide targeted interventions to students in need and also inform instructional decisions for students who are on track and high-performing (20-30 min).

FastBridge assessments use “benchmarks” or targets to categorize levels of student achievement. The following benchmark categories are used to predict the likelihood that students will not meet end-of-year goals in reading or math:

- High Risk (students who test in the 0-15th percentile as compared to same-aged peers)
- Some Risk (students who test in the 15th-40th percentile)
- Low Risk (students who test in the 40th-100th percentile)

Additionally, Fastbridge provides seasonal and annual growth percentiles from Fall to Winter, Winter to Spring, and Fall to Spring. The growth percentiles indicate how a student’s growth compares to the population of students at each grade for each assessment. The following growth categories are used:

- Flat Growth (0-15th percentile)
 - Modest Growth (15-40th percentile)
 - Typical Growth (40th-75th percentile)
 - Aggressive Growth (75th-100th percentile)
-

In high school (grades 9-11), PreACT and ACT Reading and Math scores are used to measure student achievement. It is important to note that *PreACT and ACT results are a prediction of college readiness and do not measure growth or progress toward mastery of high school English and Math standards*. The Benchmark scores represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. A summary of the various assessments can be found below:

- **PreACT** (grades 9-10): PreACT Secure is a summative assessment given in the spring to 9th and 10th grade students and is aligned to the ACT College and Career Readiness Standards. PreACT measures what students have learned in English, Reading, Mathematics, and Science. Students scoring at or above the Readiness Benchmark in grades 9-10 are on target to meet the corresponding ACT College Readiness Benchmark in grade 11 (standard testing time is 2 hours, 35 minutes).
- **ACT** (grade 11): The ACT is given in the spring to Wisconsin students in grade 11 and includes Reading, Math, English, Science, and Writing. The ACT assesses students' academic readiness for college. Students can use scores from the ACT for a variety of purposes including college admission, scholarships, course placement, and NCAA eligibility. (testing time is approximately 4 hours).

The PreACT and ACT use a Composite score which is an average of the subject area scores not including Writing. The scores of each subject area are categorized as College Ready or Below College Ready based on benchmark values provided by the ACT. The following Benchmark categories are used to disaggregate PreACT and ACT data:

- Not Yet (scores vary between 0-16 on assessments)
- Approaching (scores vary between 15-21 on assessments)
- At Benchmark (scores vary between 18-27 on assessments)
- Advanced (scores vary between 22-36 on assessments)

The PreACT and ACT do not provide growth percentiles for students.

NextPath is the data system that we use to disaggregate student results. Data is broken down into overall student results, race, gender, students with IEPs, and Multilingual Learners. In the event that student groups have less than 20 students, a “!” icon will appear next to the data. This indicates that the cell size is below 20 which can lead to large variances in data and trends over time.

Data Analysis & Systems-Level Work

As a District, we will continue to prioritize equity work to address persistent gaps in achievement and growth for our Black students and students with disabilities. Systems-level equity work requires an ongoing, long-term commitment, confronting our data, tightening our continuous improvement processes, and strengthening our professional development for staff. In particular, we will focus on professional learning that fortifies Tier 1 instruction, ensuring all students receive high quality, standards-aligned instruction in all settings. In addition, we will continue to increase investments in guaranteed and viable curriculum and will identify common formative assessments to assess what is and isn't working for students instructionally, identify who needs additional support or resources, and how to accelerate learning for students who are not growing or achieving as expected. Our data use and data literacy for staff is still in an emerging state and will continue to improve as we build data routines using NextPath.

Areas of Focus for Continuous Improvement:

To confront disparities, we will take the following actions in 2024-25:

1. Implement new K5-8 ELA curriculum;
2. Follow the 100-Day Plan continuous improvement process from the AWSA SAIL Academy and align the Educator Effectiveness teacher evaluation system to the continuous improvement process;
3. Pilot math programs for grades 6-8 and invest in new math curriculum;
4. Continue researching best practices in math instruction to inform our detracking work;
5. Provide staff with professional learning focused on high impact instructional strategies;
6. Work with the SWIFT Center for additional coaching and support related to Tier 1 instruction for students with disabilities while we continue to refine our eMLSS process;
7. Continue monthly professional learning focused on race, equity, and confronting biases that show up in educator practices;
8. Celebrate successes - even when they are small - to continue to build our sense of collective efficacy.

As a District, we are putting many of the major drivers in place to improve student outcomes.

Disposition of the Board: *With respect to Results 2 (Academic Achievement and Growth) Motion of the Board and summary statement, including commendations, areas in need of improvement, and recommendations:*

- Making reasonable progress toward achieving the desired results
 Making reasonable progress with the exceptions noted
 Failing to make reasonable progress

Signed: Emily Berry, Board President Date: September 10, 2024

Academic Achievement and Growth

Through high expectations, culturally responsive teaching, relevant, rigorous, engaging, and innovative learning experiences delivered in and out of the classroom, students will:

- Make reasonable progress each year toward being literate and numerate across academic disciplines.
- Gain the necessary skills to be prepared for college, career, and life readiness.
- Be able to demonstrate content knowledge and apply skills and competencies through assessments and other learning opportunities.

R-2 Academic Achievement and Growth

<p>SUPERINTENDENT Interpretation:</p> <p><u>Achievement</u> - Gaining necessary skills as defined by grade-level standards.</p> <p><u>Growth</u> - Increasing achievement from one point in time to another.</p>

R-2 - Academic Achievement	<u>Superintendent</u>	<u>Board</u>
	Making Reasonable Progress	Making Reasonable Progress
	Making Reasonable Progress with Exceptions	Making Reasonable Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress

<p>Superintendent Indicator 1: <u>K-8 Grade Level Proficiency in Reading and Math</u></p> <ul style="list-style-type: none"> ● K-8 FastBridge data in Reading and Math will indicate at least 80% of our students will achieve within the “low risk” benchmark by the end of the school year.
<p>Evidence:</p> <ul style="list-style-type: none"> ● FastBridge assessments use “benchmarks” or targets to categorize levels of student achievement. The following benchmark categories are used to predict the likelihood that students will not meet end-of-year goals in reading or math: <ul style="list-style-type: none"> ○ High Risk (students who test in the 0-15th percentile as compared to same-aged peers) ○ Some Risk (students who test in the 15th-40th percentile)

- **Low Risk** (students who test in the 40th-100th percentile)
- The **earlyReading** screener (K-1st grade) saw **67% of students** achieve within the Low Risk category in the Spring
- The **aReading** screener (2nd -8th grade) saw **84% of students** achieve within the Low Risk category in the Spring
- The **earlyMath** screener (K-1st grade) saw **86% of students** achieve within the Low Risk category in the Spring
- The **aMath** screener (2nd-8th grade) saw **82% of students** achieve within the Low Risk category in the Spring

Celebrations:

- Data from the 2022-23 school year showed the largest inequities in achievement for Black/African American students and students with IEPs. This year’s data showed the following:
 - There was a 17% increase in Black/African American students achieving within the Low Risk category in aReading, a 5% increase in earlyMath scores, and a 6% increase in aMath scores
 - There was a 4% increase in students with IEPs achieving within the Low Risk category in earlyReading, a 5% increase in aReading scores, and a 4% increase in aMath scores

Areas for Growth:

- 46% of Black/African American students achieved within the Low Risk category on the earlyReading screener in the Spring
- 54% of Black/African American students achieved within the Low Risk category on the aMath screener in the Spring

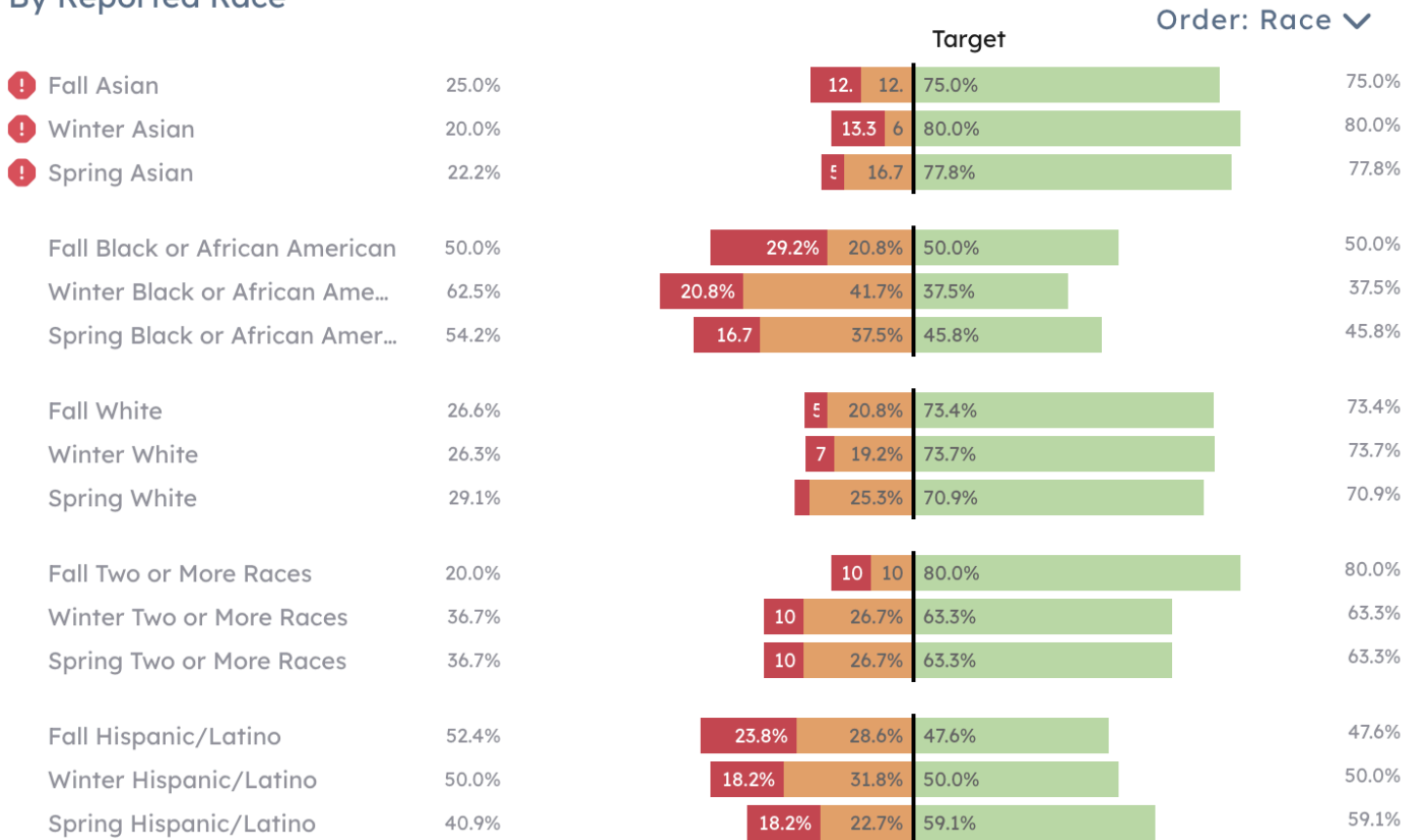
Fastbridge - earlyReading (grades K-1):

By Measure

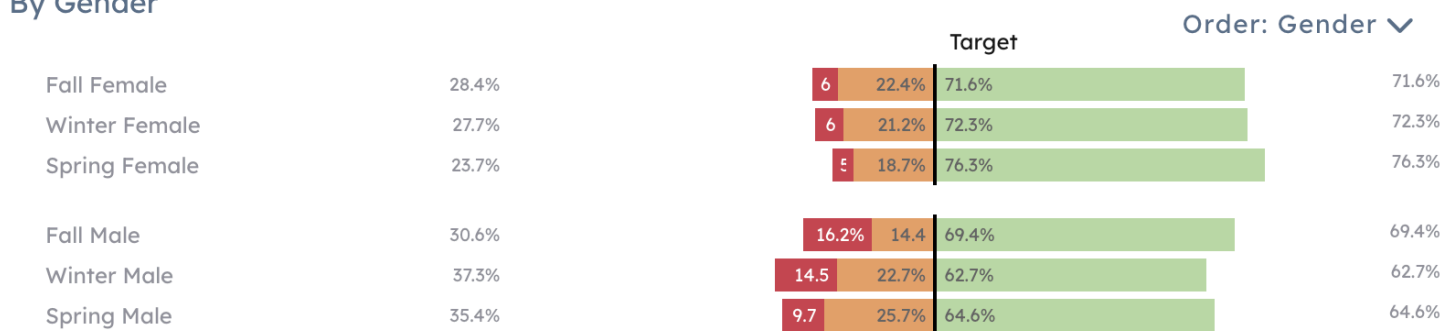
Order: Measure ▾

			Target	
Fall	30.2%	10.	19.6%	69.8%
Winter	32.8%	10	22.7%	67.2%
Spring	32.9%	7	25.8%	67.1%

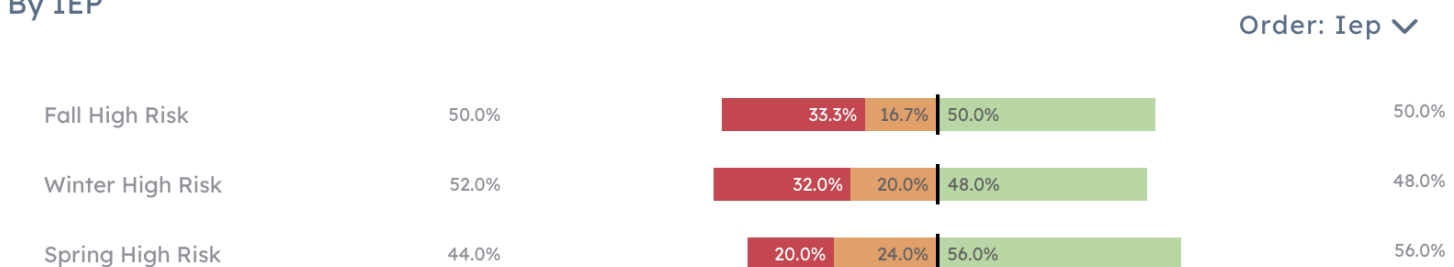
By Reported Race



By Gender



By IEP



By English Learner/Multilingual Learner

Order: EI ▼

Term	High Risk %	Target	Actual %	Goal %
Fall High Risk	40.0%	15.0	25.0%	60.0%
Winter High Risk	35.0%	15.0	20.0%	65.0%
Spring High Risk	29.2%	12.0	16.7%	70.8%

Fastbridge - aReading (grades 2-8):

By Measure

Order: Measure ▼

Term	Measure %	Target	Actual %	Goal %
Fall	17.4%	6	11.0%	82.6%
Winter	19.1%	6	12.4%	80.9%
Spring	16.1%	5	11.0%	83.9%

By Reported Race

Order: Race ▼

Term	Race	Measure %	Target	Actual %	Goal %
Fall	Asian	16.1%	5	10.0%	83.9%
Winter	Asian	17.5%	7	10.0%	82.5%
Spring	Asian	13.8%	5	8.0%	86.2%
Fall	Black or African American	46.9%	19.4%	27.6%	53.1%
Winter	Black or African American	46.5%	19.8%	26.7%	53.5%
Spring	Black or African American	37.0%	13.0	24.0%	63.0%
Fall	White	11.8%	8	8.0%	88.2%
Winter	White	12.4%	9	9.0%	87.6%
Spring	White	11.1%	8	8.0%	88.9%
Fall	Two or More Races	14.0%	10	10.0%	86.0%
Winter	Two or More Races	22.1%	10	11.6%	77.9%
Spring	Two or More Races	19.8%	12.8	7.0%	80.2%
Fall	Hispanic/Latino	24.7%	5	19.4%	75.3%
Winter	Hispanic/Latino	30.1%	10	19.4%	69.9%
Spring	Hispanic/Latino	23.7%	5	18.3%	76.3%

By Gender

Order: Gender ▾

			Target	
Fall Female	16.2%	5	10.	83.8%
Winter Female	17.1%	5	11.	82.9%
Spring Female	15.0%	4	10.	85.0%
Fall Male	18.5%	7	11.	81.5%
Winter Male	21.1%	7	13.4	78.9%
Spring Male	17.2%	5	11.3	82.8%

By IEP

Order: Iep ▾

Fall High Risk	51.9%	26.9%	25.0%	48.1%
Winter High Risk	50.5%	24.8%	25.7%	49.5%
Spring High Risk	46.2%	23.6%	22.6%	53.8%

By English Learner/Multilingual Learner

Order: El ▾

Fall High Risk	46.3%	17.1%	29.3%	53.7%
Winter High Risk	55.8%	25.6%	30.2%	44.2%
Spring High Risk	42.2%	15.6%	26.7%	57.8%

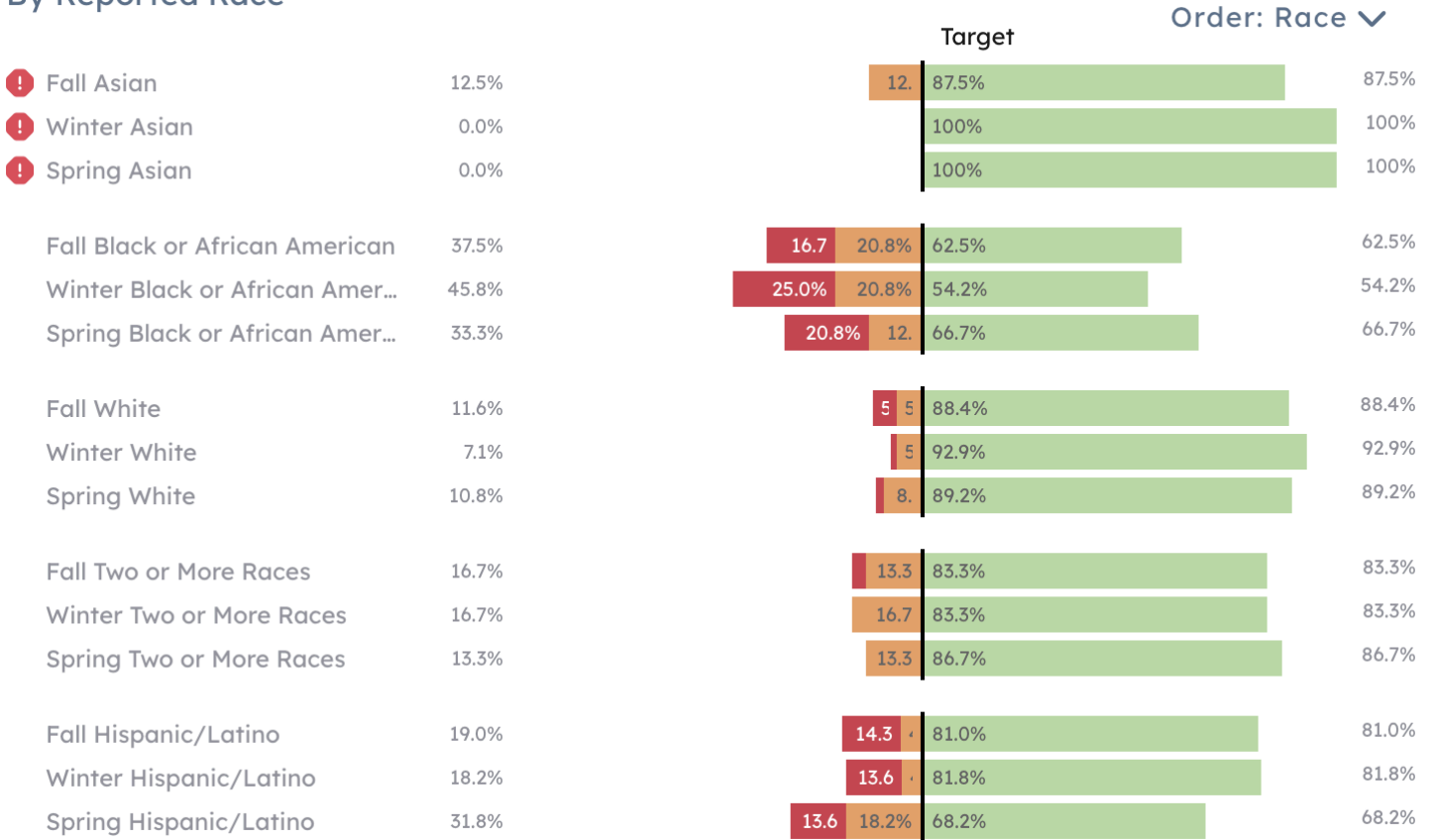
Fastbridge - earlyMath (grades K-1):

By Measure

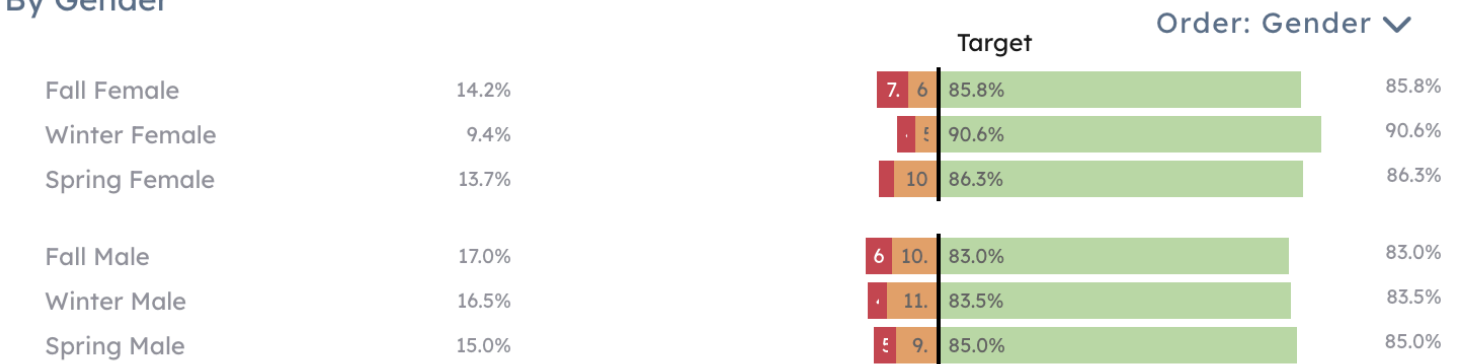
Order: Measure ▾

			Target	
Fall	15.4%	6	8.	84.6%
Winter	12.6%	7	8.	87.4%
Spring	14.3%	7	9.	85.7%

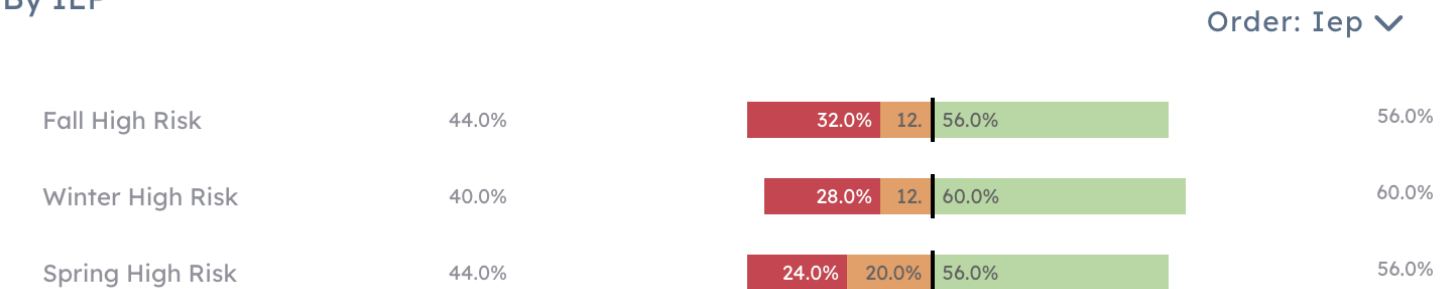
By Reported Race



By Gender



By IEP



By English Learner/Multilingual Learner

Order: El ▾

Term	Percentage	Target	Actual	Score
Fall High Risk	20.0%	10	10	80.0%
Winter High Risk	10.0%	5	5	90.0%
Spring High Risk	12.5%	8	8	87.5%

Fastbridge - aMath (grades 2-8):

By Measure

Order: Measure ▾

Term	Percentage	Target	Actual	Score
Fall	17.3%	5	11	82.7%
Winter	17.4%	13.2	13.2	82.6%
Spring	17.7%	13.5	13.5	82.3%

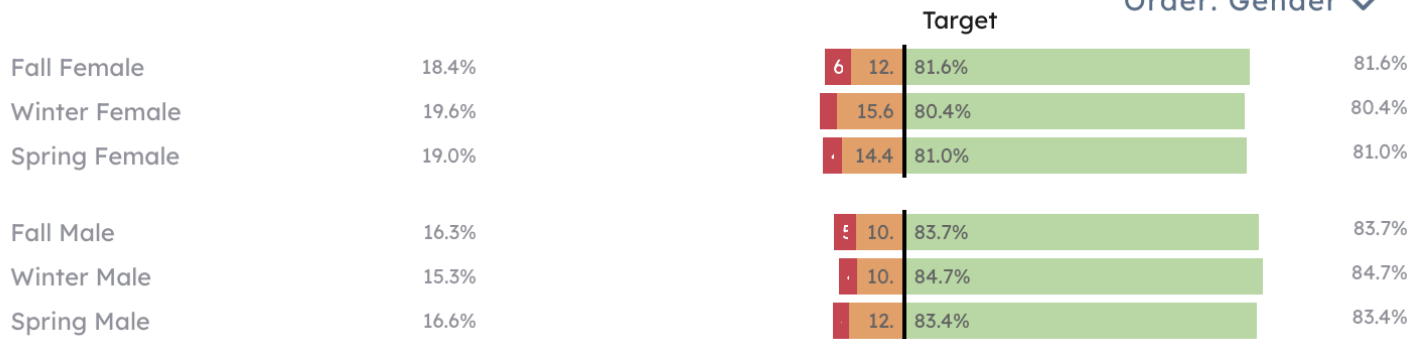
By Reported Race

Order: Race ▾

Term	Race	Percentage	Target	Actual	Score
Fall	Asian	10.7%	7	7	89.3%
Winter	Asian	10.5%	8	8	89.5%
Spring	Asian	13.6%	13.6	13.6	86.4%
Fall	Black or African American	47.4%	20.6%	26.8%	52.6%
Winter	Black or African American	51.0%	16.0	35.0%	49.0%
Spring	Black or African American	47.5%	15.8	31.7%	52.5%
Fall	White	9.9%	7	7	90.1%
Winter	White	9.6%	7	7	90.4%
Spring	White	10.2%	8	8	89.8%
Fall	Two or More Races	22.4%	9	12.9	77.6%
Winter	Two or More Races	22.1%	5	16.3	77.9%
Spring	Two or More Races	23.3%	10	12	76.7%
Fall	Hispanic/Latino	32.3%	7	24.7%	67.7%
Winter	Hispanic/Latino	30.1%	26.9%	26.9%	69.9%
Spring	Hispanic/Latino	31.2%	26.9%	26.9%	68.8%

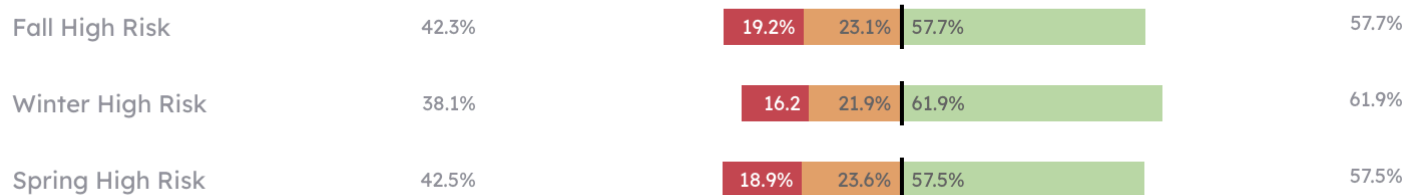
By Gender

Order: Gender ▾



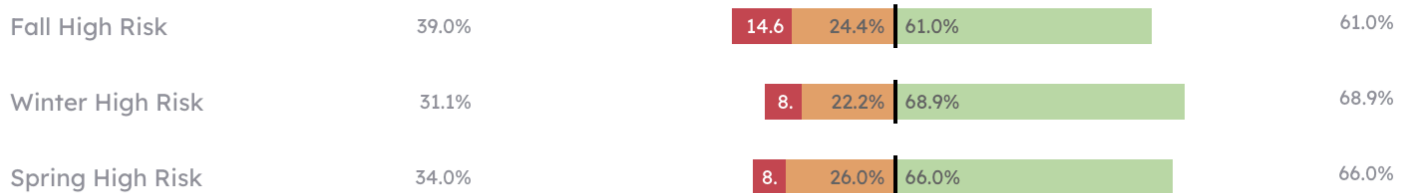
By IEP

Order: Iep ▾



By English Learner/Multilingual Learner

Order: El ▾



Superintendent Indicator 2: At least one year of growth in reading and math in Grades K - 8

- K-8 FastBridge data in Reading and Math will indicate overall, our students achieved typical or aggressive growth (a growth score of 60% or higher)

Evidence: Evidence:

- Fastbridge measures annual growth percentiles from Fall to Spring. The growth percentiles indicate how a student's growth compares to grade-level peers. The following growth categories are used for reading and math:
 - Flat Growth (0-15th percentile)
 - Modest Growth (15-40th percentile)
 - Typical Growth (40th-75th percentile)
 - Aggressive Growth (75th-100th percentile)
- The **earlyReading** screener (K-1st grade) saw **66% of students** experience typical or aggressive growth from Fall to Spring

- The **aReading** screener (2nd -8th grade) saw **52% of students** experience typical or aggressive growth from Fall to Spring
- The **earlyMath** screener (K-1st grade) saw **67% of students** experience typical or aggressive growth from Fall to Spring
- The **aMath** screener (2nd-8th grade) saw **61% of students** experience typical or aggressive growth from Fall to Spring

Celebrations:

- Data from the 2022-23 school year showed the largest inequities in earlyReading Growth screening data for Black/African American students and students with IEPs. This year's data showed the following:
 - The percentage of Black/African American students experiencing typical or aggressive growth from Fall to Spring on the earlyReading screener increased by 12%
 - The percentage of students with IEPs experiencing typical or aggressive growth from Fall to Spring on the earlyReading screener increased by 21%

Areas for Growth:

- 52% of students experienced typical or aggressive growth from Fall to Spring on the aReading screener
- 50% of Black/African American students experienced typical or aggressive growth from Fall to Spring on the earlyReading screener

Fastbridge - earlyReading (grades K-1):

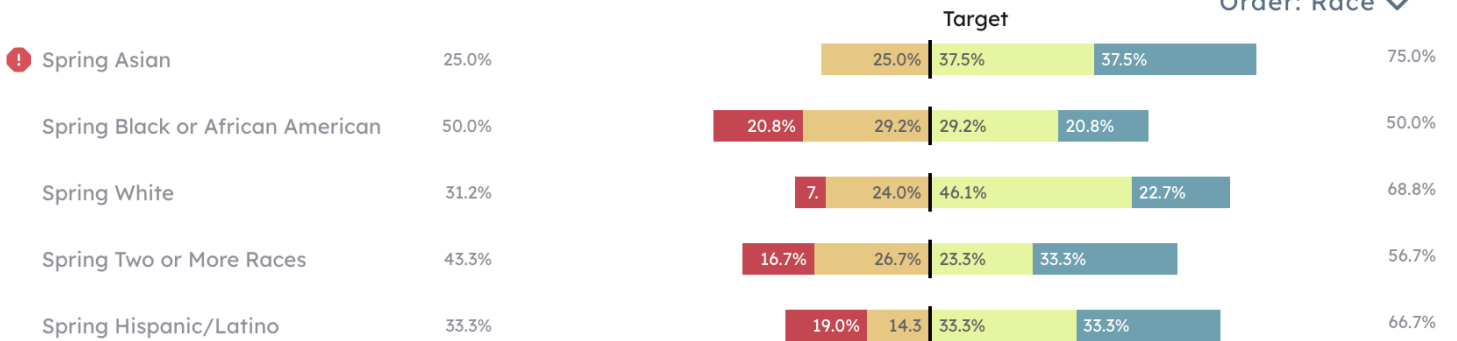
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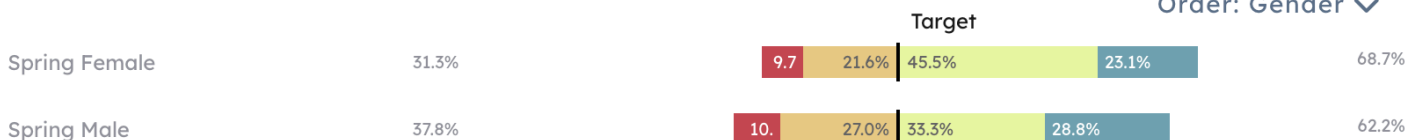
By Reported Race

Order: Race ▾



By Gender

Order: Gender ▾



By IEP

Order: Iep ▾



By English Learner/Multilingual Learner

Order: El ▾



Fastbridge - aReading (grades 2-8):

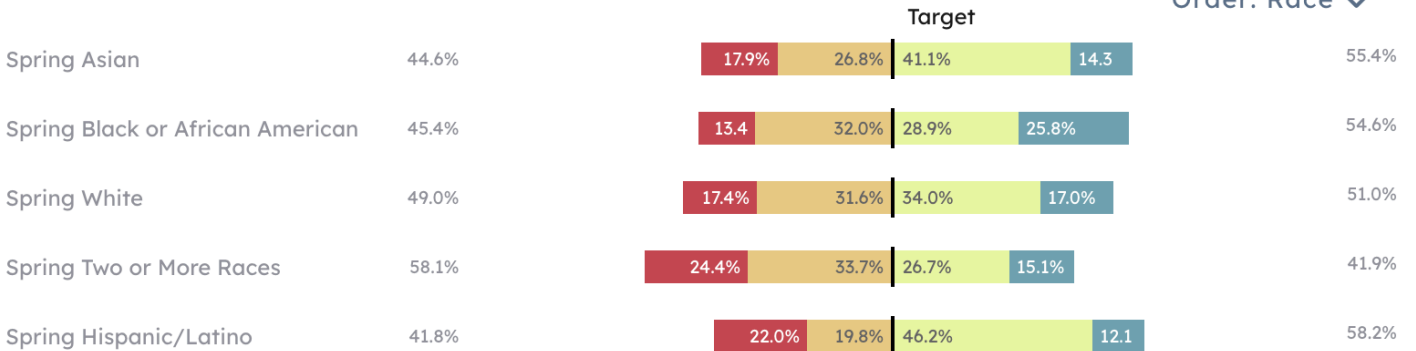
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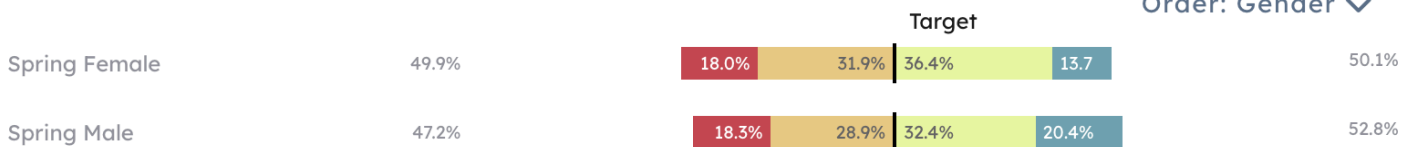
By Reported Race

Order: Race ▾



By Gender

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By IEP

Order: Iep ▾



By English Learner/Multilingual Learner

Order: El ▾



Fastbridge - earlyMath (grades K-1):

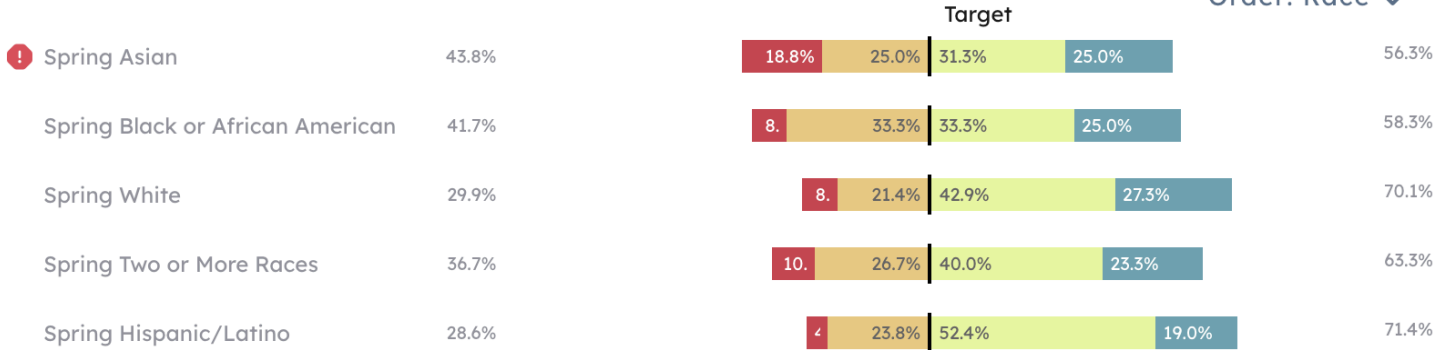
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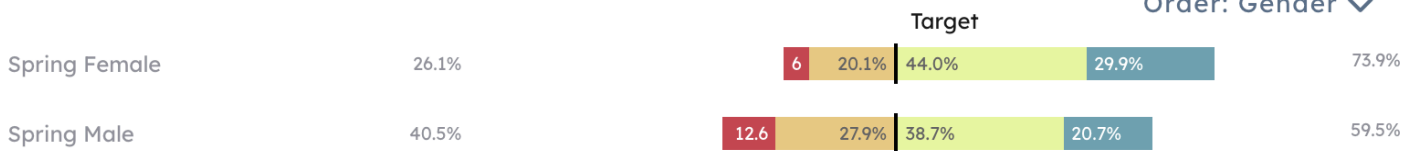
By Reported Race

Order: Race ▾



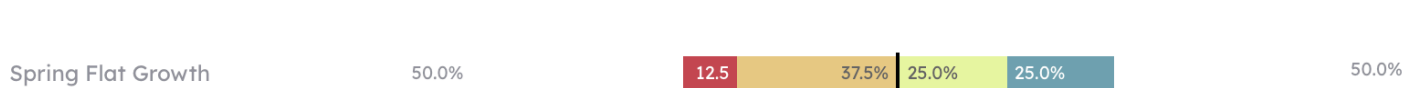
By Gender

Order: Gender ▾



By IEP

Order: Iep ▾



By English Learner/Multilingual Learner

Order: El ▾



Fastbridge - aMath (grades 2-8):

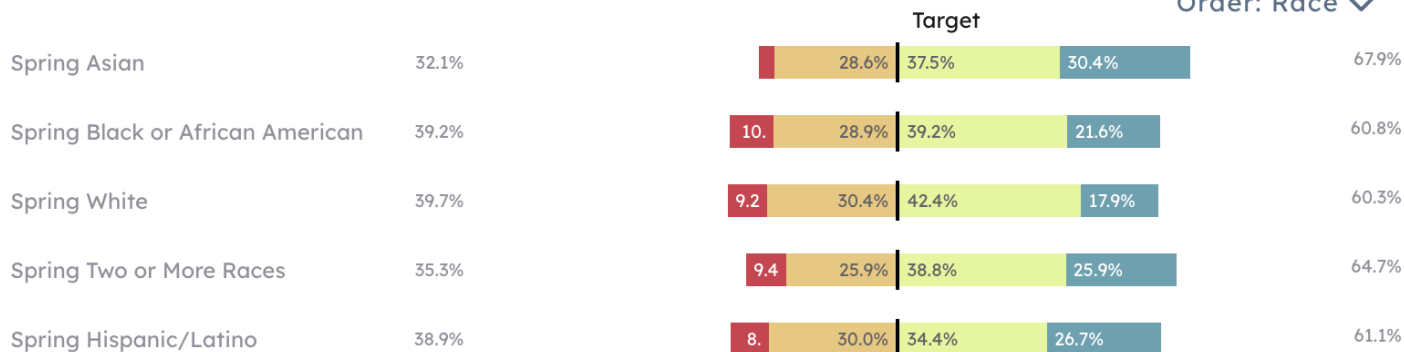
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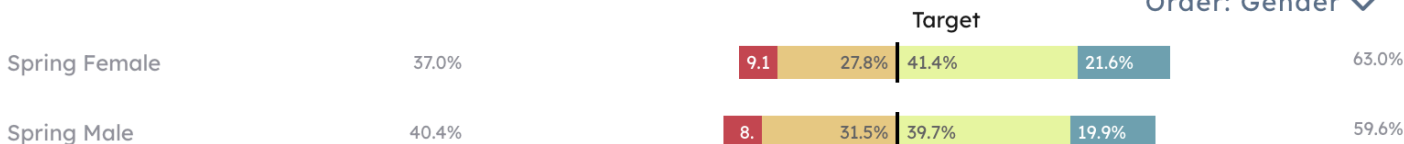
By Reported Race

Order: Race ▾



By Gender

Order: Gender ▾



By IEP

Order: Iep ▾



By English Learner/Multilingual Learner

Order: El ▾



Superintendent Indicator 3:

- At least 80% of Students in Grades 9,10, and 11 will be at grade level on the Reading and Math sections of the PreACT (grades 9-10) and ACT (grade 11).

Evidence:

- The PreACT (9th-10th grades) and ACT (grade 11) provide early indicators for college and career readiness. For this indicator, the District considers students who receive a Readiness Level of “On Target” to be at or above grade level. The following Benchmark categories are used to disaggregate PreACT and ACT data:
 - **Not Yet** (scores vary between 0-16 between assessments)
 - **Approaching** (scores vary between 15-21 between assessments)
 - **At Benchmark** (scores vary between 18-27 between assessments)
 - **Advanced** (scores vary between 22-36 between assessments)
- PreACT and ACT scores are viewed as college readiness indicators, not grade-level proficiency measurements. The cut scores used to measure Readiness Levels on the PreACT and ACT are higher

than those used on the Fastbridge assessments. The PreACT and ACT were not designed for 80% of students to meet these benchmarks. An expectation of 50-60% of students meeting these benchmarks (in alignment with national norms) is a more realistic expectation.

- The **PreACT** (9th-10th grade) saw **58% of students** at or above the College Readiness Benchmark for Reading
- The **ACT** (11th grade) saw **50% of students** at or above the College Readiness Benchmark for Reading
- The **PreACT** (9th-10th grade) saw **47% of students** at or above the College Readiness Benchmark for Math
- The **ACT** (11th grade) saw **41% of students** at or above the College Readiness Benchmark for Math

Celebrations:

- Data from the 2022-23 school year showed the largest inequities between student subgroups in achievement data for Black/African American students. This year's data showed the following:
 - There was a 7% increase in Black/African American students achieving at or above the College Readiness Benchmark in Reading on the PreACT and a 6% increase for Black/African American students achieving at or above the College Readiness Benchmark in Math on the PreACT

Areas for Growth:

- 41% of students achieved at or above the College Readiness Benchmark for Math on the ACT
- 7% of Black/African American students achieved at or above the College Readiness Benchmark for Math on the PreACT and 6% of Black/African American students achieved at or above the College Readiness Benchmark for Math on the ACT

PreACT - Reading (grades 9-10)

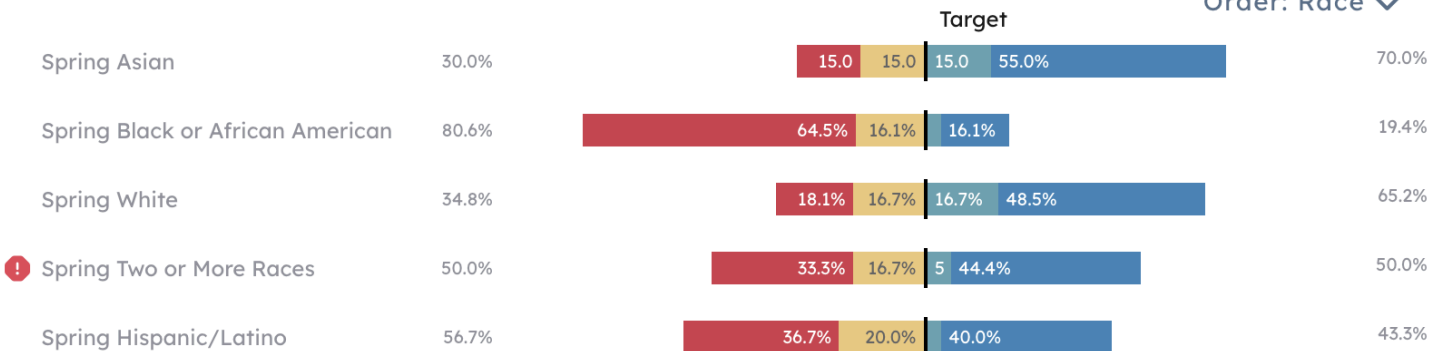
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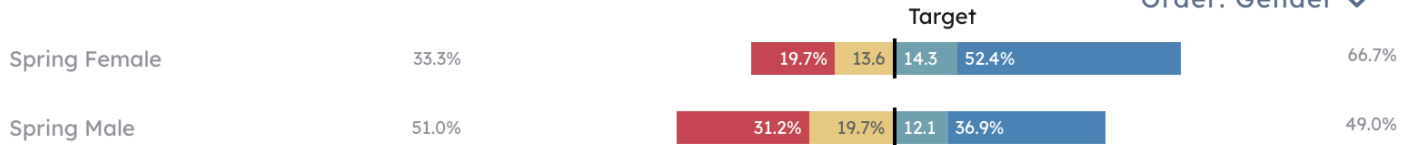
By Reported Race

Order: Race ▾



By Gender

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By IEP

Order: Iep ▾



By English Learner/Multilingual Learner

Order: El ▾



ACT - Reading (grade 11)

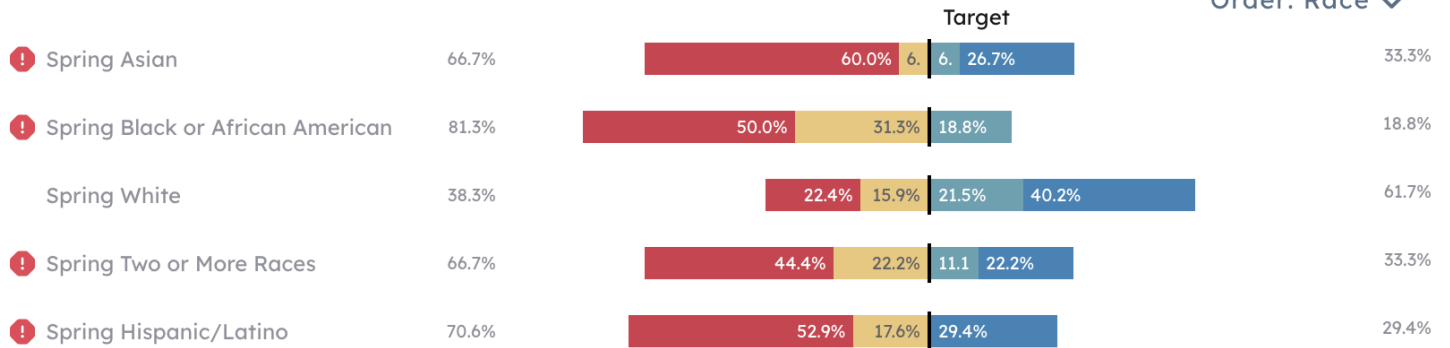
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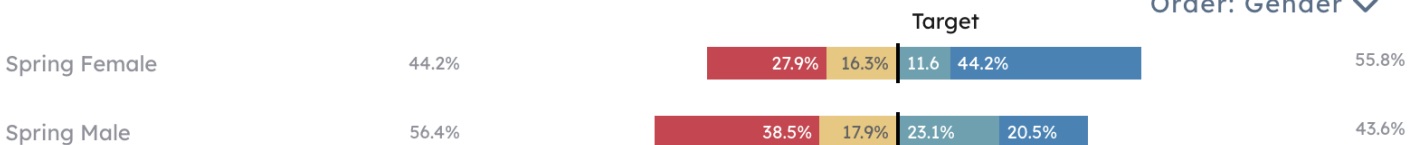
By Reported Race

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By Gender

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By IEP

Order: Iep ▾



PreACT - Math (grades 9-10)

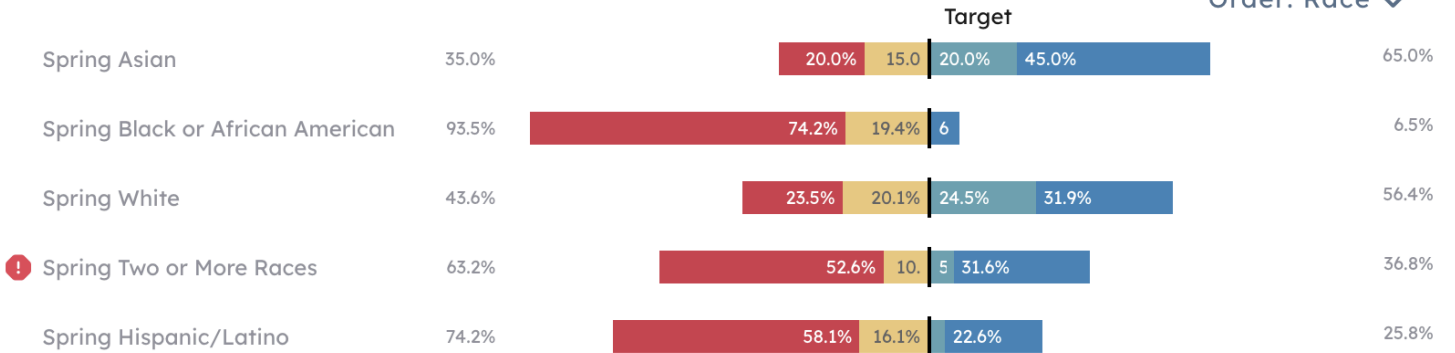
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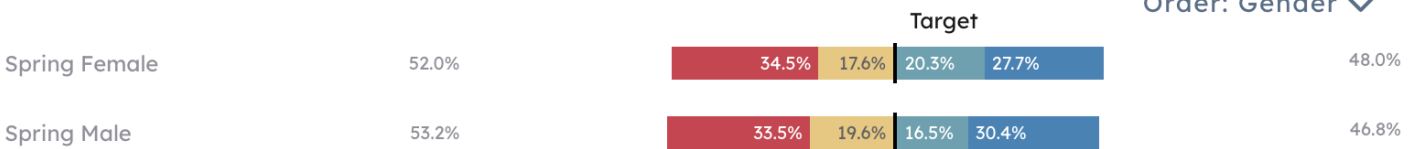
By Reported Race

Order: Race ▾



By Gender

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By IEP

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By English Learner/Multilingual Learner

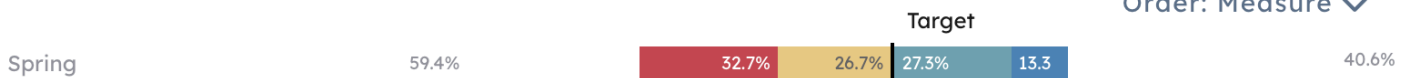
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ACT - Math (grade 11)

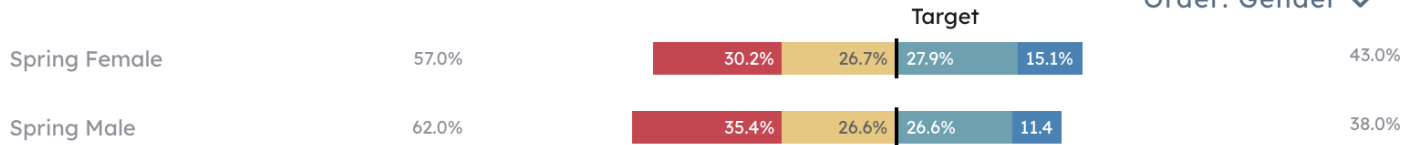
By Measure

Order: Measure ▾



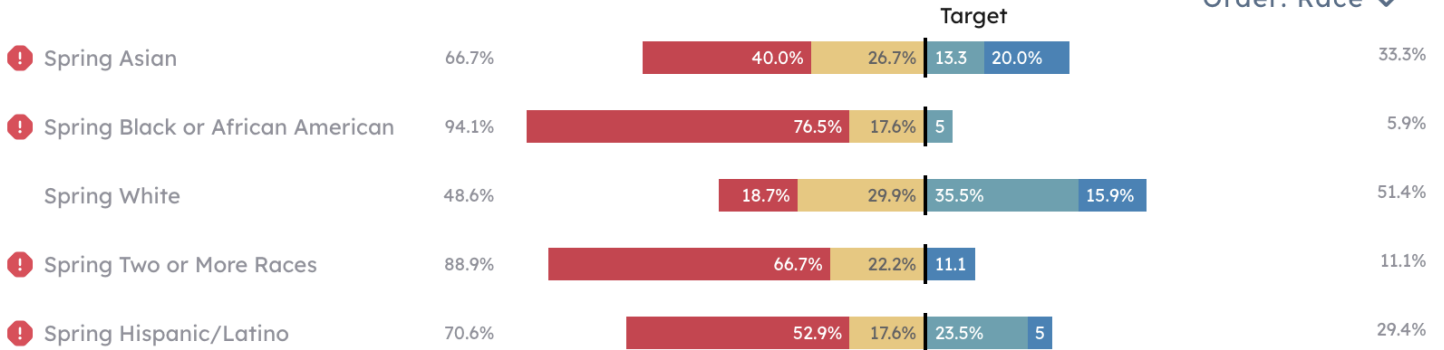
By Gender

Order: Gender ▾



By Reported Race

Order: Race ▾



By IEP

Order: Iep ▾



Superintendent Indicator 4:

- At least 80% of Students in Grades 10 and 11 will show a year's worth of growth in the Reading and Math sections of the PreACT (grades 9-10) and ACT (grades 11)

Evidence:

- PreACT and ACT data are not used to measure academic progress and do not report on a growth score. Overall, we can look at trends over time to determine if classes are making progress compared to previous classes.
- The 2022-23 school year was the first year the state gave the PreACT test (replacing the previously used Aspire test). Thus, only two years of data are available for comparison.
- The **PreACT** (9th-10th grade) saw students achieve an **average score of 21.1** (compared to an average score of 20.5 during the 2022-23 school year) in the area of Reading
- The **ACT** (11th grade) saw students achieve an **average score of 23.3** (compared to an average score of 23.5 during the 2022-23 school year and a score of 23.2 during the 2021-22 school year) in the area of Reading
- The **PreACT** (9th-10th grade) saw students achieve an **average score of 19.2** (compared to an average score of 19.2 during the 2022-23 school year) in the area of Math
- The **ACT** (11th grade) saw students achieve an **average score of 21.6** (compared to an average score of 21.6 during the 2022-23 school year and a score of 20.6 during the 2021-22 school year) in the area of Math

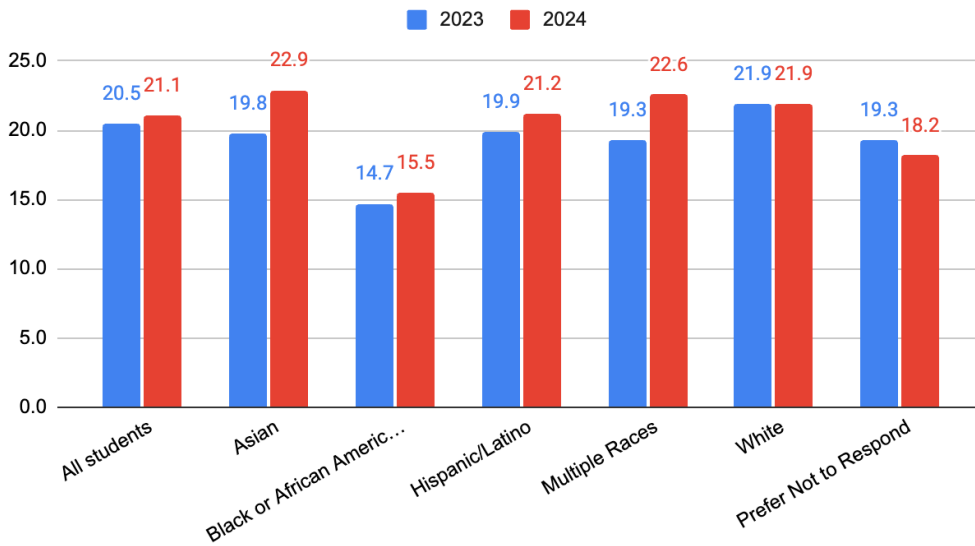
Celebrations:

- Average scores on the PreACT Reading section, PreACT Math section, and ACT Math section were at the highest level over the past three years.

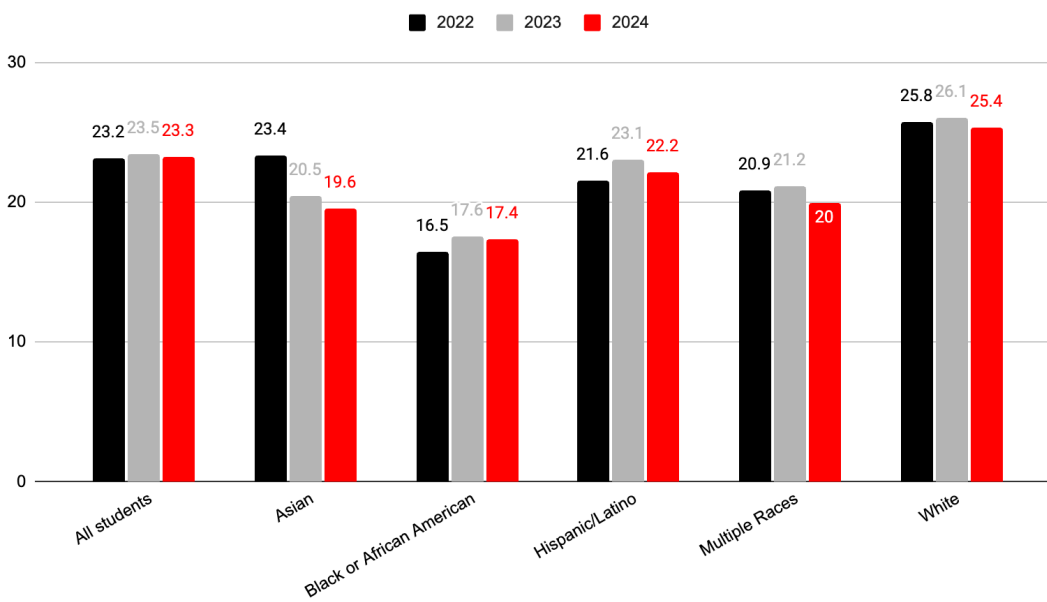
Areas for Growth:

- The largest inequities over the past three years consistently occur for Black/African American students on both the PreACT and ACT

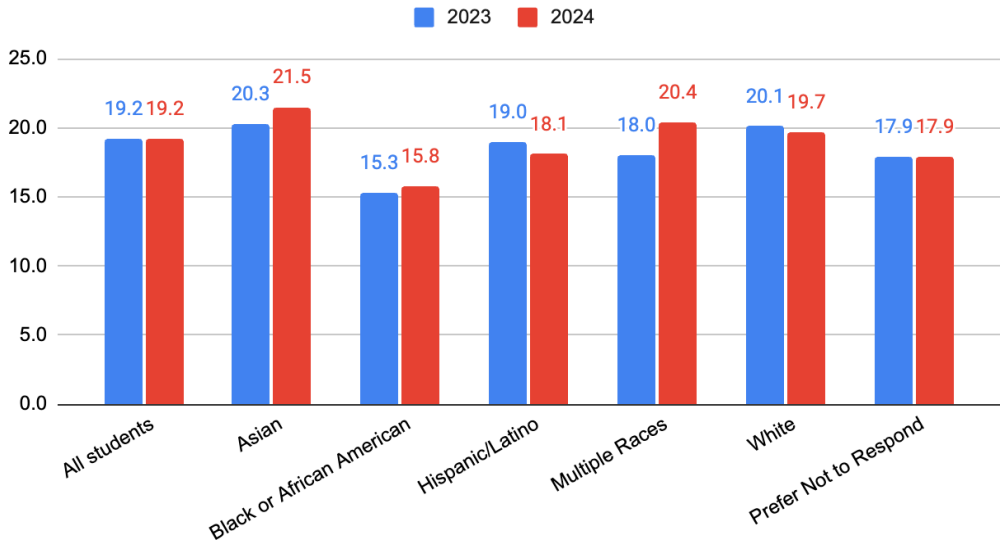
PreACT - Reading (grades 9-10) Average Score



ACT - Reading (grade 11) Average Score



PreACT - Math (grades 9-10) Average Score



ACT Math (grade 11) Average Score

