



2024-2025

ANNUAL ACADEMIC REPORT



700 N. Main St., Verona, WI 53593

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MISSION & EQUITY STATEMENT

In the Verona Area School District, our mission is that each student will acquire the knowledge and skills necessary to achieve their personal goals, thrive in a diverse global society, and lead a healthy, self-fulfilling life. To meet this mission, the Verona Area School District will ensure that every individual has access to the educational, social, and emotional support they need to feel valued and affirmed in their unique identities and experiences. We acknowledge that inequities and power dynamics exist in our system such that some individuals, on the basis of their identities, face barriers to accessing the opportunities they need to experience success. In acknowledgement of such, the Verona Area School District is committed to disrupting these systems of inequity.



COHERENT GOVERNANCE

The Board of Education functions as the governing body overseeing the Verona Area School District (VASD). They establish policies, provide direction, and ensure accountability for the district's operations. The Board and the superintendent engage in a collaborative partnership structured within the framework of established policies. This partnership is geared toward the collective pursuit of favorable outcomes for both the student body and the broader district community. The Board's primary responsibility is to ensure that the district meets the goals set out in the Board's Student Results Policies while adhering to the principles defined in the Board's Operational Expectations Policies. Evidence of progress toward meeting the goals is provided regularly through monitoring reports to the Board that share data on indicators aligned to student outcomes.



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LETTER FROM THE SUPERINTENDENT

Dear Verona Area School District Community,

With deep pride and appreciation, I invite you to explore the Verona Area School District's 2024–25 Annual Academic Report. This report is more than a summary of progress; it is a celebration of the powerful learning, growth, and achievement happening in every school, every day. It highlights the strength of our students, the dedication of our staff, and the dynamic programs that reflect who we are as a district. Most importantly, it affirms our steadfast commitment to learning, continuous improvement, and open communication with every family we serve.

Guided by the 2023–2028 Strategic Framework, our work centers around five Priority Areas: Community Collaboration, Inclusive Teaching and Learning, Student Agency, Value and Belonging, and Wellness and Mental Health. You'll see these priorities woven throughout the report, providing context and clarity for the work happening across our schools.

PRIORITY AREAS



As part of **Community Collaboration**, more than 4,200 students, staff, and families shared feedback through this year’s Experience Survey, including 420 responses from parents and caregivers. The survey was intentionally focused on personal experience and allowed for more open-ended responses based on what we heard in past years. This feedback is already informing school-level and district-level actions designed to better support our students and families.

Our focus on **Inclusive Teaching and Learning** continues to grow through the use of our Teaching and Learning Framework, which helps guide decisions and practices around planning, curriculum, instruction, assessment, and the learning climate. Standards-based teaching and learning focuses on ensuring that all students meet grade-level standards by using clear expectations, ongoing assessments, responsive and data-driven instruction, and feedback loops that support students to develop agency. We are committed to each student engaging with instruction at or above grade-level standards every day.

In the area of **Student Agency**, we saw the successful launch of our new Elementary Extended Learning Pathway, called Foundations, and strengthened Multi-Level Systems of Support (MLSS) teams at each school.

We know that a sense of **Value and Belonging** is essential to student success. Students in grades 3–12 shared their experiences through the Student Experience Survey, and schools created action plans in direct response to their input. We also launched “Every Wildcat Counts – Be Here, Be Great”, a districtwide attendance campaign that reinforces our belief that every student matters and every day of learning counts.

To support **Wellness and Mental Health**, students participated in social-emotional screeners to help identify those in need of additional support. We also expanded our use of Restorative Practices, emphasizing high expectations alongside high support, to enhance learning environments where students feel safe, empowered, and respected.

Our mission is that each student will acquire the knowledge and skills necessary to achieve their personal goals, thrive in a diverse global society, and lead a healthy, self-fulfilling life. None of this work would be possible without the expertise of our staff, the dedication of our students, and the strong partnership with families and community members.

Thank you for your continued support of our schools and our shared commitment to student success.

In Service,



Dr. Tremayne Clardy
SUPERINTENDENT



Jen Murphy
BOARD OF EDUCATION
PRESIDENT



2024-2025 BY THE NUMBERS

7 Neighborhood Schools

3 Tuition-Free, Public Charter Schools



961 Staff Members

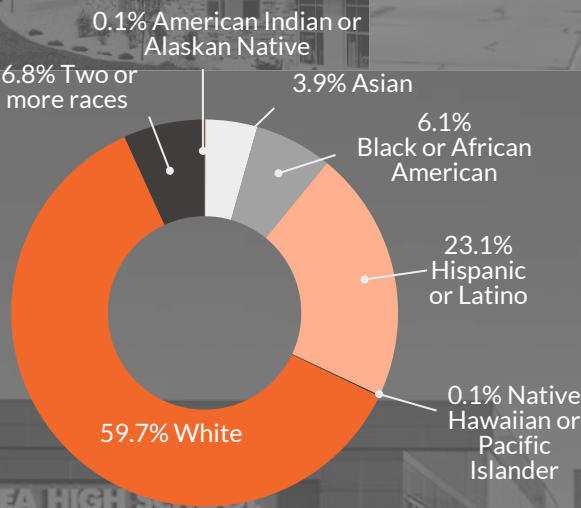


5,821 Students in Grades PreK-12

State Average vs. VASD		
Graduation Rate	93%	99%
Students Completing AP Coursework	20%	40%
Students Participating in Art & Design	24%	37%
Students Participating in Music	19%	20%
Average ACT Composite Score	19	20

The numbers above are from the 2023-24 school year except for graduation rate.

STUDENT DEMOGRAPHICS BY RACE



52 Languages or dialects spoken including English, Spanish, Hmong, Chinese and Arabic
57 Countries represented
16% English Language Learners

ON THE STATE SCHOOL REPORT CARD

- 4 Schools Exceed Expectations
- 2 Schools Significantly Exceed Expectations
- 25% of students are supported with Free and Reduced-Price Meals
- 9% of students are supported with Special Education Services



2024-2025 VAHS ACADEMIC DISTINCTIONS



20

Madison College STEM
Academy Students



92

Earned Dual Credit
in CTE areas



148

Earned Industry
Certifications



17

Summa Cum Laude
Scholars



85

Magna Cum Laude
Scholars



66

Cum Laude
Scholars



50

AP Scholars



22

AP Scholars
with Distinction



24

AP Scholars
with Honors



84%

of the class of 2025 earned
direct admission to one or
more UW System colleges
based on their grade point
average, coursework, and
progress toward graduation



2

National Merit
Scholar Semifinalists



99%

High School
Graduation Rate



42

Earned the
Seal of Biliteracy

ACADEMIC OUTCOMES

EARLY LITERACY

2024-25 Early Literacy Curriculum Unit Assessments

Unit assessments in the Savaas literacy curriculum are designed to measure foundational literacy skills and comprehension aligned with grade-level standards for students in grades Kindergarten (K) - 3. Unit assessments measure things like phonological awareness and phonics, high-frequency word recognition and reading fluency, vocabulary development, and reading comprehension.

These assessments support early readers by providing educators with information on both skill acquisition and how students are applying their learning in meaningful contexts. Our data show gains in unit test scores districtwide and at every grade level, especially Kindergarten. We're grateful to our educators for the skilled, student-centered instruction at the heart of this growth. Our young learners are making great strides!



Student Group	Beginning of Year Average Unit Test Score	End of Year Average Unit Test Score	+/-
District K-3	63%	71%	+8%
Kindergarten	67%	83%	+16%
1st Grade	65%	72%	+7%
2nd Grade	70%	76%	+6%
3rd Grade	51%	55%	+4%

READING AND MATH

2024-25 Star assessment data shows many fall-to-spring gains for elementary and middle school students and most of our identified focus groups in Star Reading - English, Star Reading - Spanish, and Star Math. Star data is used to inform the health of our instructional programming, as a district and at our schools in reading and math in English, and for our Two Way Immersion (TWI) program in Spanish. Our students with Individualized Education Plans (IEPs) made great gains in meeting the reading benchmark from fall to spring, along with Asian students, Hispanic/Latinx students, multilingual learners, and Black or African American students. Our students with IEPs made the greatest gains in meeting the math benchmark from fall to spring, while some other groups saw a decrease in those percentages.

Professional Learning Communities (PLCs) will continue to serve as VASD's "unit of change" to promote and increase student outcomes. During PLCs, staff will focus on improving student learning, build a collaborative culture that centers learning for all, and leverage collective inquiry into best practices for continuous improvement and student impact.

As part of VASD's Continuous Improvement Planning (CIP) cycle, each school will use academic outcomes, Experience Survey responses, and other data to set school-wide goals for the coming school year, identify a focus group of students, and determine staff learning opportunities that will positively impact all students, specifically those where trend data shows they are not moving closer to proficiency.

2024-25 Star Reading Assessment

Star Reading English

Student Group	Fall % Meeting Benchmark	Spring % Meeting Benchmark	+/-
District	62% 1532/2475	63% 1590/2510	+1%
Elementary (grades 4,5)	63% 506/803	63% 521/825	0
Middle (grades 6-8)	61% 754/1235	64% 805/1254	+3%
High School (grade 9)	62% 272/437	61% 264/431	-1%
Asian American	60% 64/107	69% 74/108	+9%
Black or African American	30% 38/126	32% 41/127	+2%
Hispanic/Latinx	30% 150/590	32% 173/537	+2%
Students w/ IEPs	18% 35/192	23% 45/195	+5%
Multilingual Learners	8% 23/206	10% 34/337	+2%

Star Reading Spanish

Student Group	Fall % Meeting Benchmark	Spring % Meeting Benchmark	+/-
District	59% 257/433	60% 251/416	+1%
Elementary (TWI grades 2-5)	59% 86/146	58% 87/149	-1%
Middle (TWI grades 6-8)	58% 127/220	59% 123/209	+1%
High School (TWI grade 9)	66% 44/67	71% 41/58	+5%
Hispanic/Latinx	63% 169/269	64% 165/257	+1%
Students w/ IEPs	8% 2/25	16% 4/25	+8%
Multilingual Learners	55% 98/177	56% 97/173	+1%

2024-25 Star Math Assessment

Student Group	Fall % Meeting Benchmark	Spring % Meeting Benchmark	+/-
District	65% 1491/2284	66% 1533/2315	+1%
Elementary (grades 2-5)	67% 537/808	67% 550/827	0
Middle (grades 6-8)	68% 843/1234	69% 874/1260	+1%
High School (grade 9)	46% 111/242	48% 109/228	+2%
Asian American	73% 71/97	75% 72/96	+2%
Black or African American	33% 40/121	34% 41/122	+1%
Hispanic/Latinx	35% 170/483	33% 169/519	-2%
Students w/ IEPs	24% 47/200	28% 52/193	+4%
Multilingual Learners	18% 51/288	14% 47/327	-4%

ACADEMIC OUTCOMES

ACT ASSESSMENT HIGH SCHOOL

Verona Area High School (VAHS) continues to show strong performance on the ACT, a key measure of college and career readiness. According to the most recent data available from the Wisconsin Department of Public Instruction, 381 students took the ACT, earning an average composite score of 19.6, exceeding the state average of 19.2. Early indicators suggest that this positive trend will continue when updated data is released later this fall. **Special congratulations to our 21 students who joined our newly formed ACT 30+ Club and the 73 students who joined the ACT 25+ Club this year.** VAHS staff are using these results within their PLCs to refine instruction and support students in reaching their post-secondary goals.

ADVANCED PLACEMENT

VAHS continues to see impressive growth and achievement in AP courses and exams. VAHS students took 1285 AP Exams across 33 courses in 2024-25.

VAHS students passed 84% of the 1285 AP exams taken as indicated by a score of 3 or higher on a 1-5 point scale.

VASD outscored all state AP test score averages and the global AP test score average in 21 of 33 courses offered.



AVID SECONDARY GRADES 8-12

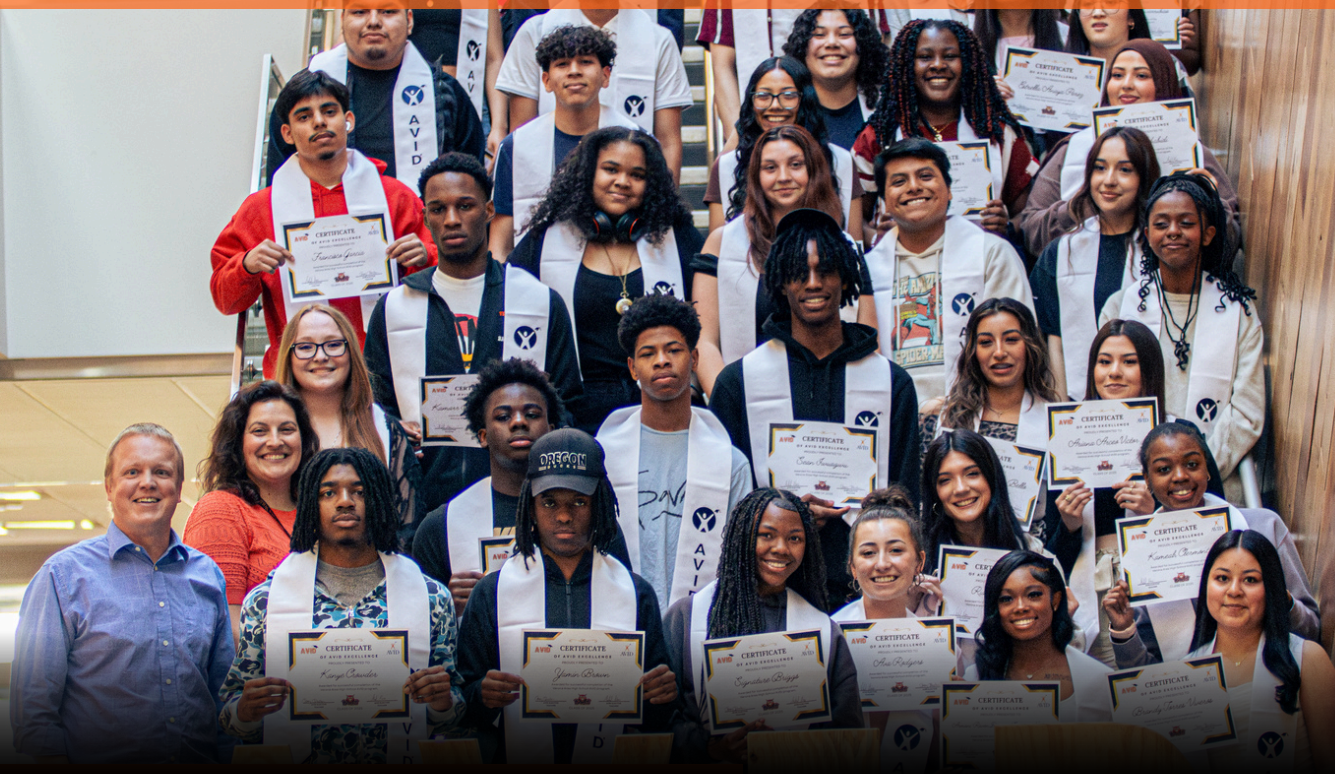
Advancement Via Individual Determination (AVID) is a school-wide system that ensures all students have access to rigorous instruction and opportunities to build agency so they can thrive in an increasingly diverse global society. It includes an elective course focused on critical thinking, collaboration, organizational strategies, study skills, tutorial support, and college and career awareness.

During the 2024-2025 school year, VASD offered AVID elective classes for students in 8th-12th grades. Beginning in the 2025-2026 school year, 7th grade students will have the opportunity to enroll in the AVID elective class. We also leverage AVID practices school-wide to support all learners.

3.09

AVID students' cumulative GPA

ACADEMIC OUTCOMES



THE AVID EXPERIENCE



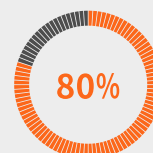
Amari Phillips
Business Management
UW-Whitewater

“Hard work beats talent when talent doesn't work.” AVID has been a foundation of my high school career. It helped with skills to be successful in school and just life itself. AVID is a class that supports you to work hard and builds character. These past 5 years in AVID have really helped me meet new people, develop new skills, and introduced me to my path of college. I plan to attend UW-Whitewater in the fall and major in Business Management and minor in Coaching.

Each year, every school that is implementing AVID completes a certification process to demonstrate their fidelity to implementing the AVID College and Career Readiness Framework in their building. Badger Ridge Middle School and VAHS are certified as AVID Schoolwide sites, meaning that the College and Career Readiness Framework is impacting not only students in AVID, but students throughout the school. Savanna Oaks Middle School earned the AVID Site of Distinction Status, one of the highest levels of AVID certification, signifying their exceptional implementation of AVID and its positive impact on students. This designation reflects a school-wide commitment to AVID, demonstrating high fidelity in instructional practices and a strong college-going culture. To achieve this distinction, schools must meet specific process and impact metrics related to AVID implementation and demonstrate positive outcomes for students.



of AVID seniors accepted
into a 4-year college



of AVID students in
11th-12th grade enrolled
in an AP class

INCLUSIVE TEACHING AND LEARNING



PROFESSIONAL LEARNING COMMUNITIES

Professional Learning Communities (PLCs) continue to be a key asset for collaboration to support staff in centering student impact. We treasure PLC time to examine instruction, define and reflect on our actions, and disrupt inequitable practices. PLCs take place weekly on Late Start Mondays. Staff work together to improve learning for students, build a collaborative culture that centers learning for all, and leverage collective inquiry into best practice. PLCs align with VASD's commitment to continuous improvement.

CURRICULUM RENEWAL

The VASD follows a collaborative, research-based process to renew curricula across content areas, ensuring alignment with academic standards, district equity goals, and our universal instructional focus on disciplinary literacy. Each renewal process is guided by a team of educators, including classroom teachers, specialists, and administrators, who examine current practices, review relevant research, and identify areas for growth. The process emphasizes educator voice, professional learning, and the selection of high-quality, inclusive instructional materials. Special attention is given to ensuring accessibility for multilingual learners and students with diverse learning needs. Throughout each phase, the goal remains clear: to support effective, equitable instruction that prepares all students to meet grade-level expectations and achieve their personal goals.



The social studies and literacy curricula were reviewed in 2023-24 and new curricula were implemented in 2024-25 as described on the next page.

This year, the district's curriculum renewal process focused on resources for science in grades 6 through 9 that align with the Wisconsin Standards for Science and build a strong foundation of skills from elementary through high school. Beginning in the 2025-26 school year, VASD will implement Amplify Science in grades 6-8 and Activate Learning in grade 9. Both programs were selected for their strong alignment to standards, engaging instructional design, and ability to support students in becoming confident scientific thinkers and problem-solvers.

K-8 LANGUAGE ARTS CURRICULUM IMPLEMENTATION

2024-25 marked the first full year of implementing the Savvas Language Arts curriculum (myView, miVision, myPerspectives) in grades K–8 across VASD. To ensure high-quality instruction and coherent practices for all students, teachers met regularly through monthly districtwide Role Alike meetings and weekly school-based PLCs during Late Start Mondays. These collaborations gave teachers the opportunity to reflect on student learning, align instruction with academic standards, and plan lessons together, all in alignment with the VASD Teaching and Learning Framework.

Teachers launched the new curriculum resources using a process called “backward design,” which helps educators clearly identify what students should know and be able to do as articulated in the academic standards, and then plan lessons to meet those goals. This approach helped PLCs better understand the academic standards, define what success looks like for students, and plan for the academic support needed so that all learners can thrive.

In an end-of-year survey, teachers shared positive feedback about the opportunity to collaborate across schools and learn from one another. Many expressed interest in continuing to explore how to use additional teaching tools and resources that come with the Savvas program.

One of our priorities this year was ensuring a consistent experience for students across all schools. Teachers worked together to follow common instructional sequences for each grade level, helping students build skills and confidence as readers and writers. In an end-of-year survey, students shared that they feel more confident in their reading and writing skills, and many especially enjoyed the inquiry projects that invited them to explore big ideas, ask questions, and express themselves through writing.



FROM OUR STUDENTS

I was able to learn how to read in both languages.
-Kindergarten student

I learned about different subjects that I didn't know before. I didn't know I like biographies and now I do.
-2nd grade student

I am proud of doing the research, the writing, and the presenting for a project-based inquiry
-4th grade student

MULTILINGUAL PROGRAMS

Multilingual Programs, which encompass many programs and supports in place to develop multilingual students in VASD, served 851 multilingual students identified as English learners in 2024-25. We foster the multilingual gifts many of our students already possess and provide opportunities to acquire another language in addition to English. Our students come from 52 different language backgrounds, we provide access to learn four different languages, and around 70% of our students have participated in at least one world language course by the time they graduate. We are committed to supporting our students on their multilingual pathway.

DID YOU KNOW?



- ▶ VASD leads in both the total number and percentage of students taking world language courses among Wisconsin districts with comparable high school enrollment
- ▶ VASD is the only Wisconsin district that offers the Seal of Biliteracy among districts with similar high school enrollment
- ▶ VASD has the second-highest enrollment rate in high school world language courses in Dane County
- ▶ VASD has the highest percentage of high school students earning the Seal of Biliteracy in Dane County



MULTILINGUAL PROGRAMS ENROLLMENT

Two-Way Immersion Spanish
902 students
English as a Second Language
851 students (grades K-12)
Heritage Spanish
108 students (grades 7-12)
Verona Area International School Mandarin Immersion
108 students (grades K-5)
World Languages
1,671 students (grades 7-12)



TWO-WAY IMMERSION

Three hundred ninety-eight (398) multilingual learners of English participated in TWI in 2024-25. Another 504 students who primarily speak English in their homes or are former multilingual learners of English participated in the TWI program. TWI classrooms maintain a balanced number of students who primarily speak Spanish or English in their homes. TWI students learn academic content in Spanish and English from their teachers while they simultaneously learn both languages socially from each other. Families apply to TWI for incoming Kindergartners from mid-January through mid-March for the following school year.

ENGLISH AS A SECOND LANGUAGE

Another 451 English learners received specific programs to develop their academic English language skills. In Integrated English as a Second Language (ESL), Bilingual Resource Teachers (BRTs) support students in classes taught in English. BRTs consult with school staff, collaborate with the classroom teachers to plan accessible lessons, provide opportunities for English language development, co-teach classes, and/or assist in small groups. Standalone ESL for newly arrived students and beginning English learners is provided as small group instruction with a BRT in Kindergarten through 8th grade, and as standalone courses at the high school level. Newcomers at the high school take courses in English Language Arts and English Language Development, Social Studies, and Introduction to U.S. Schools and Cultures. Students who speak Spanish at home who are not participating in TWI may participate in heritage language courses at the secondary level, bilingual algebra, bilingual geometry courses at VAHS, and Spanish language arts at Savanna Oaks Middle School and VAHS.

WORLD LANGUAGES

VASD offers a robust World Languages program. Incoming Kindergartners may apply to the Verona Area International School (VAIS) for the opportunity for immersion education in Mandarin Chinese for half of their school day. VAIS students may continue their language development through Mandarin courses at Badger Ridge Middle School and VAHS.

Starting in 7th grade, students can take world languages courses. High school students may take Spanish, French, German, and Mandarin. They are encouraged to continue to higher levels of language for the opportunity to earn up to 17 college credits through the dual credit program with the University of Wisconsin - Green Bay. The credits are transferable to universities within the UW system and other universities.



The Seal of Biliteracy is an award earned by high school seniors who have shown proficiency in two or more languages as well as competence in navigating a global society. To earn the award, they must demonstrate high levels of sociocultural competence and language proficiency in English and a partner language and complete an immersion or service experience in their partner language. It was developed to celebrate heritage languages, referring to those languages other than the dominant language in a given social context. Additionally, Wisconsin students can earn the Global Seal of Biliteracy, an internationally recognized certificate for demonstrating language proficiency in two or more languages. This year, 25 seniors earned the Wisconsin Seal of Biliteracy and 17 earned the Global Seal of Biliteracy.

PUPIL SERVICES



The Pupil Services team of counselors, nurses, psychologists, restorative practices staff, and social workers provides a wide range of support to ensure that each child has the opportunity to thrive academically, socially, physically, and emotionally. They play a vital role in promoting student success and well-being and collaborating with educators, families, and the community to empower every student to achieve their goals.

EXPANDING MENTAL HEALTH SUPPORTS IN OUR SCHOOL DISTRICT

We have expanded our therapy partnerships this past year to support at both our high school and middle schools. Through these partnerships, over 50 students have been able to access services with an onsite therapist. We are actively seeking to expand these partnerships to be able to provide onsite options to all students in our district, including at our elementary schools.

UNIVERSAL SCREENING

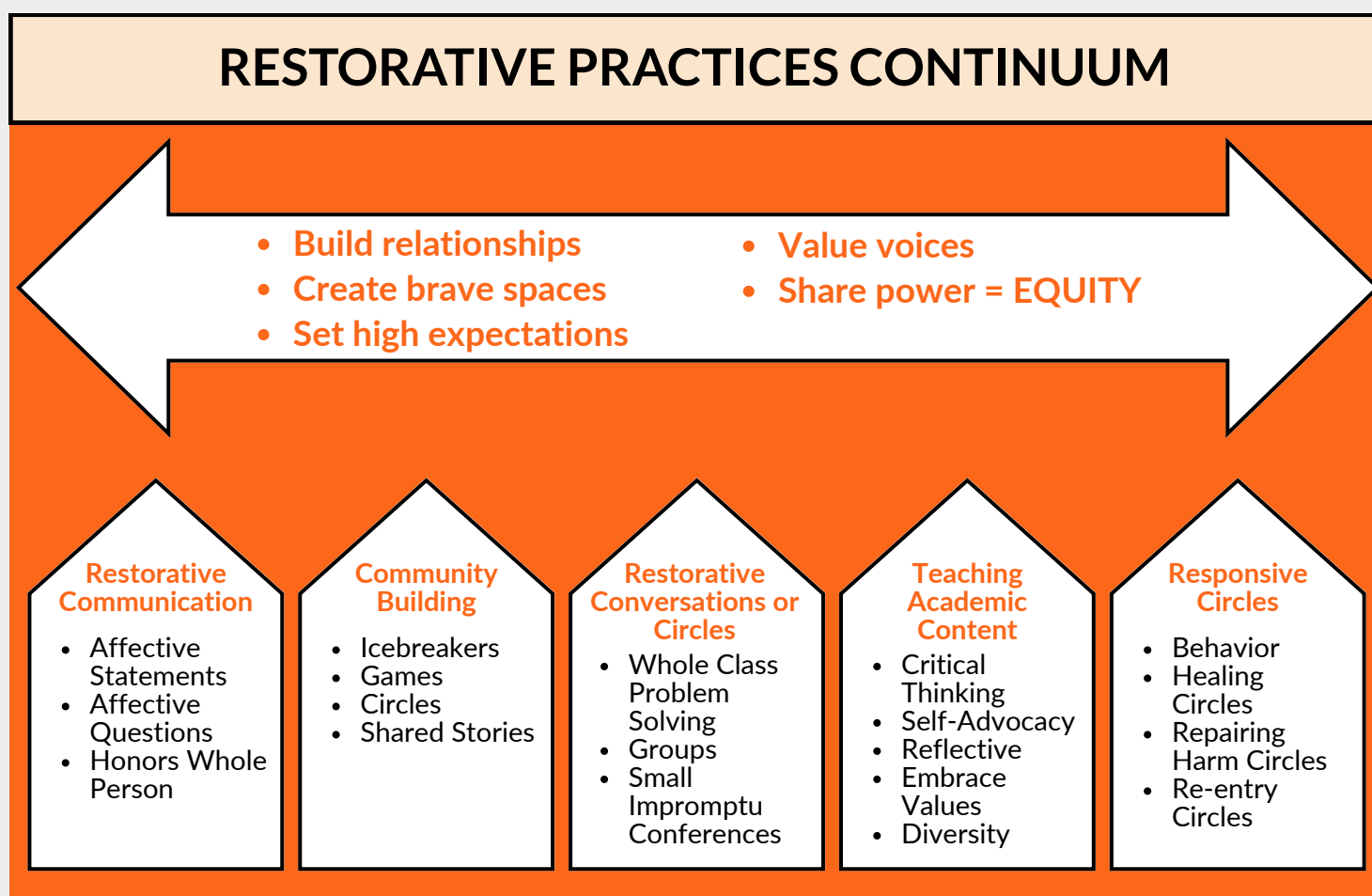
Social and Emotional Learning (SEL) is the process through which children develop awareness and management of their emotions, set and achieve important personal and academic goals, use social awareness and interpersonal skills to establish and maintain positive relationships, and demonstrate decision-making and responsible behaviors to achieve school and life success. A strong research base indicates that these SEL competencies improve students' social/emotional development, readiness to learn, classroom behavior, and academic performance.

This year, students were screened using a standardized SEL inform, refine, and strengthen our schoolwide efforts to help all our students succeed as well as pinpoint where individualized supports are needed. When concerns arise through our universal screeners, families are involved as partners to plan for individualized student supports.



RESTORATIVE PRACTICES

Restorative Practices is a framework grounded in Indigenous wisdom and teachings, embracing the actions we take to build, maintain, and repair relationships. This approach is supported by research, affirming that a balance of high accountability and high support creates an equitable environment where everyone feels empowered and brave. Restorative Practices represent a way of being that honors all cultures and identities, ensures every voice is heard, and strengthens meaningful connections within the community. Restorative Practices are shown to reduce suspension rates and duration, improve student academic outcomes, reduce discipline and achievement gaps, improve student behavior, and improve school safety. This year, six schools sent teams of staff to Restorative Practices training. Including these trainings, over 70 district staff have been formally trained in Restorative Practices, with opportunities to continue training this summer and quarterly opportunities planned for next school year.



STAFF NALOXONE AND EPINEPHRINE TRAINING

In response to a nationwide increase in the use of opioids, our district, with support from our Health Services staff, trained our nearly 1,000 district staff on Naloxone (Narcan) administration. Naloxone is a medicine that rapidly reverses an opioid overdose, given when any person shows signs of an opioid overdose or when an overdose is suspected. Naloxone nasal spray has been added to all district Automated External Defibrillator (AED) storage boxes for use in these emergency situations. Our Health Services teams also provided hands-on training for all staff in Epinephrine Auto-Injector (Epi-Pen) use, ensuring a high level of skill in responding to allergy emergencies.



1000

Staff trained to use
Naloxone and Epi-pens

EVERY WILDCAT COUNTS

BE HERE
BE GREAT



WHY? IS ATTENDANCE IMPORTANT

CHRONIC ABSENTEEISM
HURTS LEARNING

MISSING JUST 2 DAYS PER MONTH
CAN CAUSE STUDENTS TO FALL
BEHIND ACADEMICALLY

**STRONG
ATTENDANCE**

- SUPPORTS SOCIAL-EMOTIONAL GROWTH
- IMPROVES LONG-TERM OUTCOMES
- DRIVES GRADUATION
- IS CRITICAL TO READING SUCCESS

ATTENDANCE

Back in October, we shared why attendance matters, and throughout the 2024-25 school year, the VASD made a focused effort to improve it. Our data showed that chronic absenteeism has been increasing in recent years, so we took action.

One of our first steps was to ensure families had clear, accessible information about how attendance is calculated, what “habitual truancy” means, and how they are notified if their student’s attendance becomes a concern. This information is always available on the VASD Attendance Information website, or families can reach out directly to their child’s school with any questions. In addition to these efforts, our VASD Social Workers continue to communicate with families and work closely with them to address barriers to improving attendance.

Using the data we gathered regularly throughout the year, our staff worked closely with students and families to support our districtwide belief: Be Here, Be Great—Every Wildcat Counts! One excellent example of this work is Country View Elementary School’s efforts related to attendance. At the end of the 2023 school year, a small group of students had missed an average of 45% of school days. To address this, the school counselor and social worker implemented the Check and Connect program, meeting with these students every morning for the first 42 days of the 2024–25 school year to help them develop the skills needed to be successful at school. As a result, those students increased their attendance by an average of 21%. Throughout the district, chronic absenteeism was down as well.

To help track progress and stay transparent, we shared attendance data weekly across the district, with a goal of reaching 90% average daily attendance. We’re proud to share that all schools met or exceeded the 90% goal, with many far surpassing it.

This success is a true team effort. Thank you to our students, families, and staff for the continued support, consistency, and partnership.

School	2024-2025 Average Attendance Rate
Country View Elementary School	94%
Glacier Edge Elementary School	94%
New Century Elementary School	94%
Stoner Prairie Elementary School	95%
Sugar Creek Elementary School	95%
Verona Area International School	95%
Core Knowledge Charter Elementary School	95%
Core Knowledge Charter Middle School	95%
Badger Ridge Middle School	93%
Savanna Oaks Middle School	93%
Verona Area High School	90%
Verona Area School District	93%

SPECIAL EDUCATION



The VASD provided services to 566 students who have an Individualized Education Plan (IEP) in 2024-25. We believe that students with IEPs are general education students first. Over the last 4 years, the goal of special education services has been to align special education services and supports more closely with the programs in the general education setting to allow for greater continuity and support for students when they receive specialized instruction.

All students are expected to have access to grade-level standards in every class, every day. Our students with IEPs continue to receive more of their instruction in the general education classroom setting. The curriculum used for specially designed instruction aligns with the core classroom curriculum. Greater coherence between special education and general education is leading to positive outcomes for our students with IEPs. They made progress in the percentage of students meeting benchmark from Fall to Spring in reading (5% for all students, 8% for students in TWI) and math (4%).

FOUNDATIONS

VASD realized promising progress in the newly implemented Foundations program, which supports students with IEPs in Grades 1–8 through structured environments focused on regulation, de-escalation, and skill transfer. It is a partial day program; students split their school day between Foundations and their neighborhood or charter school. Educators provide explicit instruction in Social Emotional Learning and promote regulation and stamina in a structured, supportive setting. Staff aim to teach students the skills they need to be successful in a smaller environment and help them transfer their new skills to the general classroom setting.

"I appreciate having access to more regulation tools/safe space that is aligned with [the student's] needs at the start of the day, as well as the flexibility of adding/decreasing time at Foundations as the student's mental health state varied." - VASD Staff Team Member

"[She] loves going to Foundations and I feel that she is learning more and building more confidence in herself." - Family Member

18-21 PROGRAM

The 18-21 Program provides services after 12th grade for students who have significant needs in the area of independent living and job skill development. The program provided services to 14 students during the 2024-25 school year and 6 students graduated.



VERONA AREA FIRST FIVE YEARS

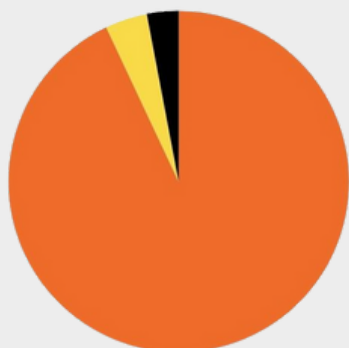



Verona Area First Five Years (VAFFY) is a community partnership provided through VASD. VAFFY works to provide individual and group support, resources, and programming to all families in the Verona Area with children ages 0-5. We gather data from our Pre-K community partner sites on social and emotional development using the Ages and Stages Questionnaire for Social and Emotional Development (ASQ-SE2). We use this data to support sites, teachers, families, and children.


During the 2024-25 school year, we monitored the growth of 814 children with their fall and spring ASQ-SE2 scores. The pie graph shows the total percentage of children falling across three developmental ranges; “on schedule” (orange), “monitor” (yellow) and “follow-up with a professional” (black). Over the course of the school year, 89% of our children remained on schedule. With the support of VAFFY, 4% of our children gained the skills needed to successfully surpass the “monitor” or “follow-up with a professional” developmental ranges. We celebrate the social and emotional development of our children ages 0-5!




ASQ-SE2 SPRING 2024



 Social-emotional development appears to be on schedule. 93%

 Review behaviors of concern and monitor. 4%

 Further assessment with a professional may be needed. 3%



TUITION-FREE PUBLIC CHARTER SCHOOLS



The VASD is home to three tuition-free public charter schools. Charter schools offer unique curricular programming or instructional models. They provide VASD families and students with educational options.

CORE KNOWLEDGE CHARTER SCHOOL

CKCS serves students in Kindergarten - 8th grade. It is co-located with Badger Ridge Middle School. The school emphasizes the Core Knowledge sequence and Direct Instruction. Direct Instruction is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. Core Knowledge renewed its charter contract with the VASD in 2025 for another five-year term.



NEW CENTURY CHARTER SCHOOL

New Century serves students in Kindergarten - 5th grade with a focus on Science, Technology, Engineering, Art and Math. There is an overall emphasis on the natural world. The educational needs of New Century students are met in multi-age classrooms with team teaching and a student-centered approach to learning. New Century renewed its charter contract with the VASD in 2025 for another five-year term.

VERONA AREA INTERNATIONAL SCHOOL

VAIS serves students in Kindergarten - 5th grade. The school is a Mandarin immersion program, where students learn half-days in Chinese-Mandarin and half-days in English. Students prepare for the global community by focusing on biliteracy and cultural competency.

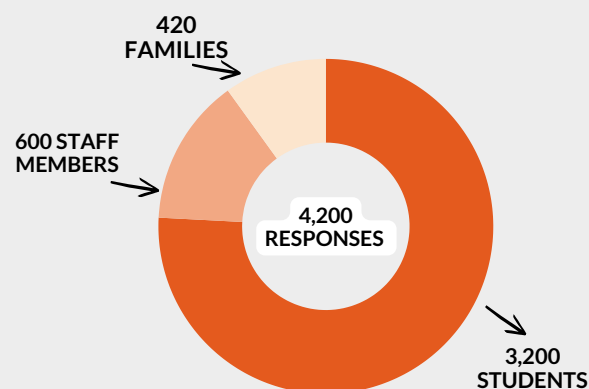


LISTENING TO STUDENTS, FAMILIES, AND STAFF TO SUPPORT STUDENT SUCCESS



In the VASD, we know that a positive educational experience for students, families, and staff is closely tied to student learning and growth. When students feel safe, connected, and supported, they are better positioned to thrive academically. That's why we seek regular feedback from those who experience our schools every day.

This year, we invited all students in grades 3–12, staff, and families to participate in our annual Experience Survey. In response to feedback from past years, we refined the survey to better reflect personal experience and be more open-ended, giving people more space to share what matters most to them. We received over 4,200 responses, including input from more than 3,200 students (about 75% of students in grades 3–12), nearly 600 staff members, and 420 families.



STUDENT FEEDBACK

Among our student respondents, 88% agreed or strongly agreed that their learning is important at their school, 86% feel their family is treated nicely or with respect at their school, 83% feel they have opportunities to be successful at their school, and 81% believe their principal is a good leader. Only 44% said students treat one another with kindness and respect at school, indicating a need to focus on building students' skills around kindness and empathy to foster a learning environment where everyone feels they belong.





STAFF FEEDBACK

Staff feedback also reflected both pride and opportunity. Most staff reported understanding their job expectations (81%) and feeling their work positively impacts students (94%), while also identifying the desire for better resource allocation and more avenues to contribute to decision-making.

FAMILY FEEDBACK

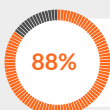
Families echoed many of the same sentiments. While 88% reported feeling respected at their child's school and 90% felt their child had the resources needed for learning, fewer families reported receiving regular feedback or positive communications about their child's progress.



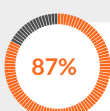
This feedback matters. It has been shared through newsletters, our website, social media, and in a public report to the Board of Education. Each school created and shared a video message with staff and families outlining their survey results and specific action steps they are taking in response.

Our annual Experience Survey is just one of several tools we use to understand the health of our school community and its impact on student learning. Feedback is a gift, and we are using it to grow stronger, build trust, and improve outcomes for all learners.

FROM OUR STUDENTS



of our students believe their learning is important at their school



of our students feel their family is treated nicely or with respect at their school

OPPORTUNITIES FOR GROWTH



GROWING OUR CONTINUUM OF SERVICES FOR PRE-K - 12 STUDENTS

We continue to recognize the critical need for a proactive, systematic approach to address the diverse academic and behavioral needs of our students through Multi-Level Systems of Support (MLSS). In response, each school's Multi-Level Systems of Support (MLSS) team serves as the entry point for monitoring student progress and uses grade-level PLCs to inform and adjust instructional strategies. Our MLSS expansion ensures that all students have access to targeted learning pathways that align with their unique strengths and learning styles.

ADVANCED LEARNING

As we continue to build out the MLSS system, we recognize the importance of building out systems of support for students who may be ready to further extend their learning. Data from our families in our Experience Survey echoed this need. Through convening a team with representation across K-8 sites, we will be working to ensure programming opportunities for students to grow in their skill development, as well as providing specific supports for students who demonstrate more targeted needs. We are committed to providing programming that is dynamic, inclusive and responsive, recognizing that support for Advanced Learners starts with strong core instruction and differentiation in the classroom.

The Advanced Learning team has begun by identifying specific supports and identification processes in the area of mathematics for the 2025-2026 school year and will build on these practices in other areas of giftedness. To partner with families in this process, an Advanced Learning website is in development to communicate the progress of the team and share resources with families.

ADDRESSING DISPROPORTIONALITY AMONG BIPOC POPULATIONS AND STUDENTS WITH IEPs

2024-25 saw significant decreases in the disproportionality of behavior referrals and suspensions experienced by some Black, Indigenous, People of Color (BIPOC) students and students with IEPs. Behavior referrals decreased by nearly 20% for Black or African American students, and suspensions decreased by 10%. Among students with IEPs, behavior referrals decreased by 10% and suspensions decreased by 5%.

Although we are making progress, disparities remain in the academic and behavioral outcomes among our BIPOC students and those with IEPs. To address these issues, we will continue to provide standards-aligned, grade-level instruction to every student in every class every day. Our new Language Arts and Social Studies curricular resources, which provide more representation and ensure access to grade-level instruction aligned with Wisconsin state standards, were critical in this effort in 2024-25 and will continue to be in 2025-26, along with the new science curriculum.

DEEPENING OUR PRACTICE



ATTENDANCE

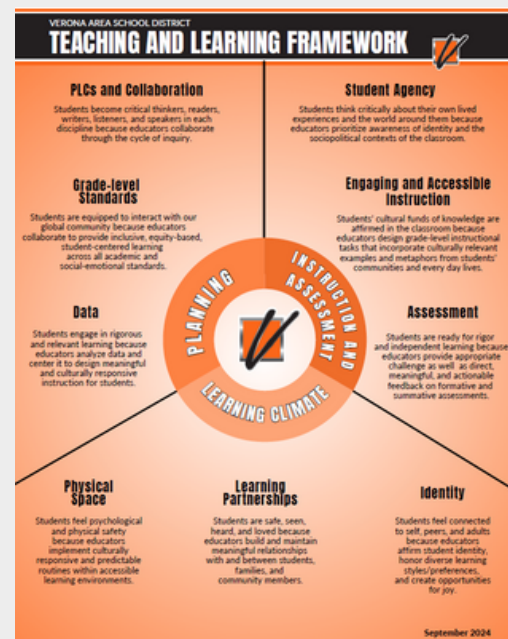
Throughout the 2024-25 school year, the VASD made a focused effort to improve attendance. Our data showed that chronic absenteeism had been increasing in recent years, so we took action. We shared consistent information with families, provided tailored supports to students, posted digital signage in schools, regularly updated schools on attendance patterns, and our Student Advisories made Instagram reels encouraging their peers to attend and highlighting the benefits of regular attendance. All schools met or surpassed the 2024-25 average daily attendance goal!

ARTIFICIAL INTELLIGENCE (AI) READINESS IN VASD

The rapid evolution of artificial intelligence (AI) continues to reshape the educational landscape. In the VASD, we continue to position ourselves to engage with thoughtfulness and intention. We are building the technological and instructional infrastructure that will support the appropriate and effective use of AI to enhance learning and professional practice. AI is both a tool for innovation and a topic requiring digital citizenship and ethical guidance. VASD is developing guidelines calibrated to reflect best practices, ethical considerations, and the ever changing capabilities of AI in educational settings. We look forward to sharing further developments as our systems mature and our staff deepen their fluency in the responsible and effective use of AI.

TEACHING AND LEARNING FRAMEWORK

The Teaching and Learning Framework is VASD's interrelated set of systems aligned to our VASD values with expectations that guide curriculum, instruction, assessment, and learning. It was developed throughout the 2023-24 school year by educators representing all VASD schools with input from over 1,000 staff members, family members, and students. It articulates aligned outcomes for all learners that result from the care and expertise of learning partnerships with educators. The Inclusive Teaching and Learning section of this report demonstrates how the Teaching and Learning Framework is guiding the work of our educators for student impact.



OUR AWARD WINNING EDUCATORS



ERIKA GALLAGHER

2024-2025 Wisconsin Council of Teachers
of English Diversity & Inclusion Award
2025 Wisconsin's 20 Most Influential
Asian American Leaders



JAMIE MORRIS

2025 Voya Unsung Hero
Award



BRIAN COX

2025 Herb Kohl Educational
Foundation Principal Leader &
2025 Wisconsin High School
Principal of the Year



RACHEL HUNJADI

2025 Frank Zuerner Science
Teaching Award from the Wisconsin
Society of Science Teachers



DEASY HARTENBERGER

2025 Wisconsin Association for
Bilingual Education
[WIABE] Educator of the Year



LUMEI HUANG

2025 Herb Kohl
Educational Foundation
Teacher Fellowship



ANDREA CARDONA LEÓN

2025 Wisconsin Association for
Bilingual Education
[WIABE] Educator of the Year



MATT TILLER

2025 Wisconsin Association for
Environmental Education's
Formal Educator of the Year



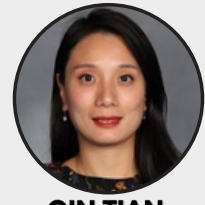
DIANA CASTELLANOS

2025 Wisconsin Association for
Bilingual Education
[WIABE] Educator of the Year



PHILL SMITH

2024-25 Wisconsin Technology
Education Association Award



QIN TIAN

2024 Wisconsin Association of
Chinese Language Teachers'
Teacher of the Year



NOAH WEIBEL

2024 Extra Yard for Teachers
Award



PETE GRENDER

2024 Mike Roshar Shining
Star Award



COMMUNICATIONS TEAM


2024 Wisconsin School
Public Relations Association
Awards of Merit





MICHELLE BEIL


2024 Crystal Apple Award

STAY CONNECTED

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 Verona Area School District

 vasd.official

