

2025-26 End-of-Year Dashboard



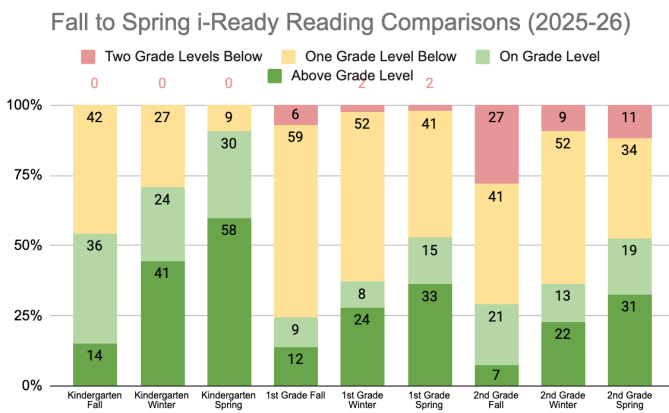
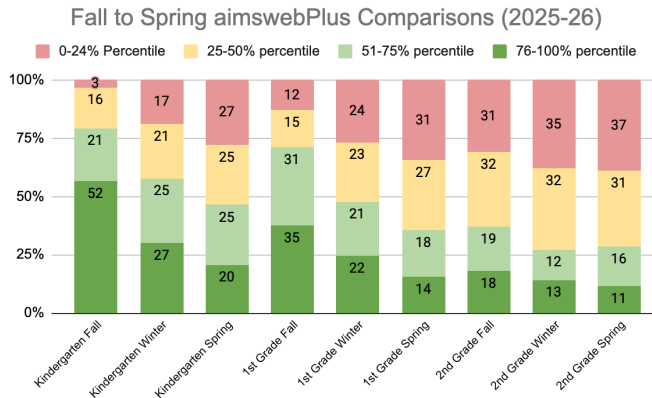
Excellence through Innovation



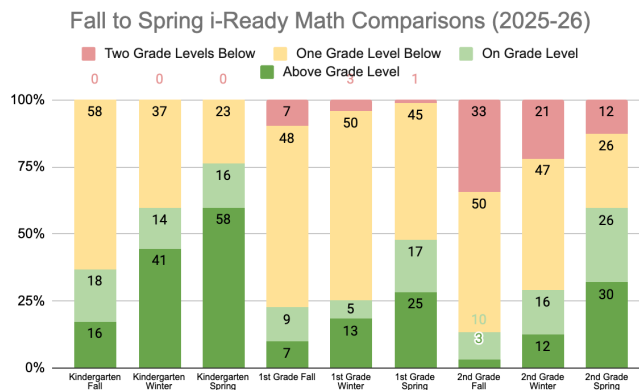
Barlow Park Elementary

K-2 Profile

Literacy



Math



Reasons to Celebrate

- The implementation of Learning Walks centered on Phonics instruction helped to identify systemwide data on areas of strength and areas for continued focus. Phonics instruction became more aligned at/across grade levels.
- The number of students performing at grade level in iReady reading and math continued to increase at the end of the year with big gains from mid to end of year.
- The number of students two or more levels below on iReady is very low in Kindergarten and First Grade.

Opportunities for Improvement

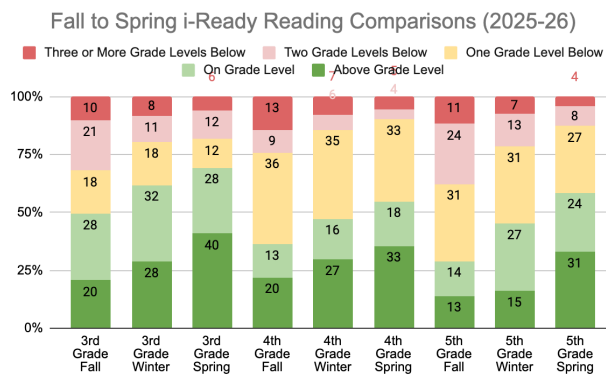
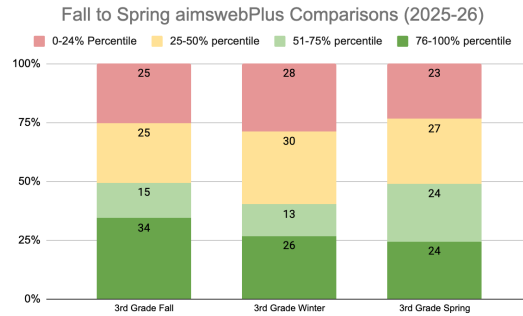
- Continue to focus on decreasing the number of students who flag on aimsweb Plus screening.
- Continued use of data (both schoolwide and at individual grade levels) to help monitor student progress on priority standards and the need for intervention at the classroom level.
- Continued work on behavior systems to help be more proactive rather than reactive in nature.



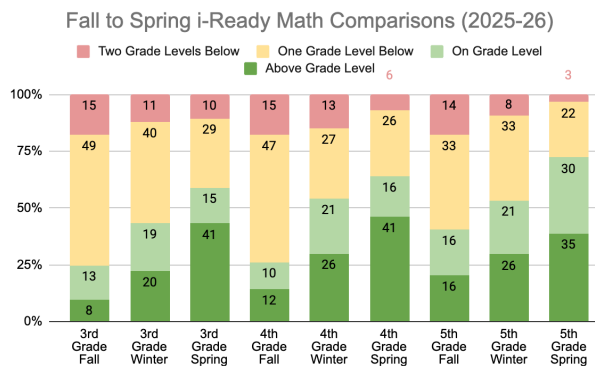
Murray Park Elementary

3-5 Profile

Literacy



Math



Reasons to Celebrate

- Our i-Ready spring data reflects substantial growth in both Reading and Math, with significantly more students performing within their grade-level band compared to the fall assessment.
- Students who are two more grade levels behind decreased from 88 students to 39 in reading (31 to 14%) and from 44 students to 19 in math (16 to 7%).
- Our schoolwide focus on Responsive Classroom practices has led to increased student engagement and accountability. Students are more actively involved in their learning and have developed a greater sense of ownership over their behavior and academic progress.
- Strong small group instruction focused on phonics, in third grade, to work to close foundational skill gaps as the benchmark increases at each screening.

Opportunities for Improvement

- Utilize learning walks during phonics to collect systemwide data and adjust instruction to make continuous improvements.
- Moving forward, we will continue to strengthen our use of data during team meetings to make more informed instructional decisions and respond to student needs.
- Make use of new math intervention materials (Spring Math) and training to target specific student needs.

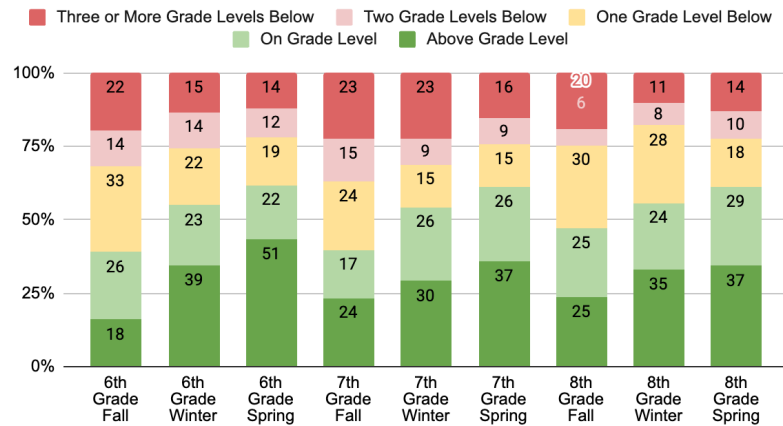


Ripon Middle School

6-8 Profile

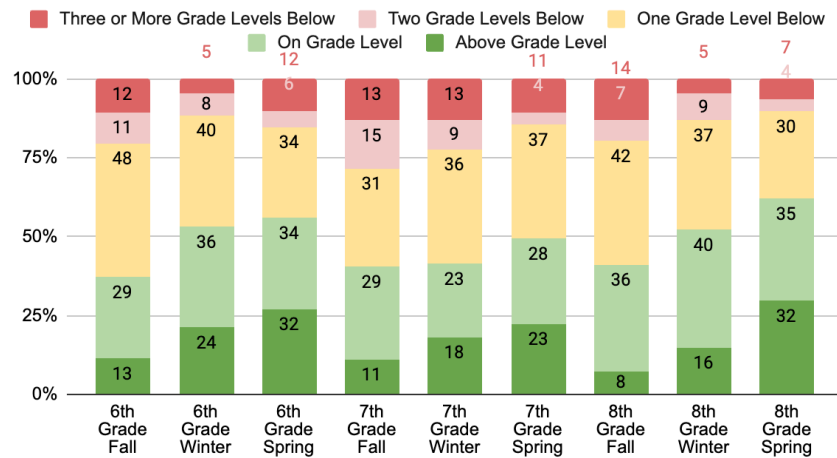
Literacy

Fall to Spring i-Ready Reading Comparisons (2025-26)



Math

Fall to Spring i-Ready Math Comparisons (2025-26)



Reasons to Celebrate

- Our math and reading data trends are clear and moving in the right direction. Every grade level demonstrated strong growth from the beginning of the year, with an increase in the number of students performing at or above grade level and a significant decrease in the number of students performing below grade level.
- Highlights from these trends include 6th grade literacy, which increased from 44 students on or above grade level to 73 students showing a 25% increase. In 8th grade math, students increased from 44 to 67 on or above grade level, a 21% increase over the course of the year.
- This year, utilizing our Developmental Designs framework, we established a school wide leadership team with three student representatives from each grade level. This structure gave students a meaningful voice in our school community and positively impacted our overall culture. Student priorities included increased spirit and dress up days, as well as more

Opportunities for Improvement

- We are transitioning our diagnostic and assessment program from i-Ready to IXL. This shift will provide teachers and students with more targeted lessons and focused skill development in the areas of greatest need. This change will better support instruction in the classroom and help us more effectively meet the individual needs of each student through personalized practice and feedback.
- We are also updating our math intervention curriculum to SpringMath, which will help us maintain consistency across grade levels and provide a more structured approach to intervention time. A key focus of this work will be strengthening math fact fluency, as this is a common skill deficit for students performing below grade level.

whole school assemblies. In addition, students played an active role in helping develop solutions and expectations around tardiness and common area agreements.



Ripon High School

9-12 Profile

Course Pass Rate

Year	Term	% of all Classes Passed
2025-26	Spring	98.5
2025-26	Fall	99.2
2024-25	Spring	98.2%
2024-25	Fall	97.4%

Honor Roll

Grade	Semester 1 Total % of Students Honor Roll	Semester 2 Total % of Students Honor Roll
9	55.7	46
10	53.8	60.4
11	55.7	50.5
12	60.3	61.3

Math Intervention

Students passing Math each semester

Year	Semester 1 Passing Math	Total # of Students	%	Semester 2 Passing Math	Total # of Students	%
2025-26	319	326	97.8	306	312	98.1
2024-25	338	360	93.8	329	345	95.3
2023-24	362	366	98.9	340	352	96.5

Celebrations

- Math Intervention was successful in its first year, achieving outstanding results. 98% of all math classes were passed, which is an increase of more than 3%. Only 6 failures in the 2nd semester, with 5 of them possibly rescued in summer school.
 - Students are much more confident in their math skills and are willing to get help. Students aren't always willing to ask questions in class, either out of embarrassment or because of a time crunch. And although advisory helped in the past, it was full of math teachers' advisory students, or hard to balance for students who needed help in lots of classes. Students know they are welcome to attend the math lab even if it's just to ask one question or to work quietly, and know a math teacher is available if needed.

Steps for Improvement

- We are interested in seeing how our pass rate and state testing scores improve with the new personal device policy. We realize that first-year scores will increase slightly, while second-year scores will increase more significantly.
- As a building, we need to improve our consistency across everything we value as a high school team. For example: being present during unstructured time, addressing student behavior, and visibly displaying "I can" statements.
- Continue to implement the best practice of Developmental Designs and Disciplinary Literacy moving forward, even though there will be a new principal.

Students who have always struggled with math also know they have a built-in support system to help them navigate and succeed in their math classes.

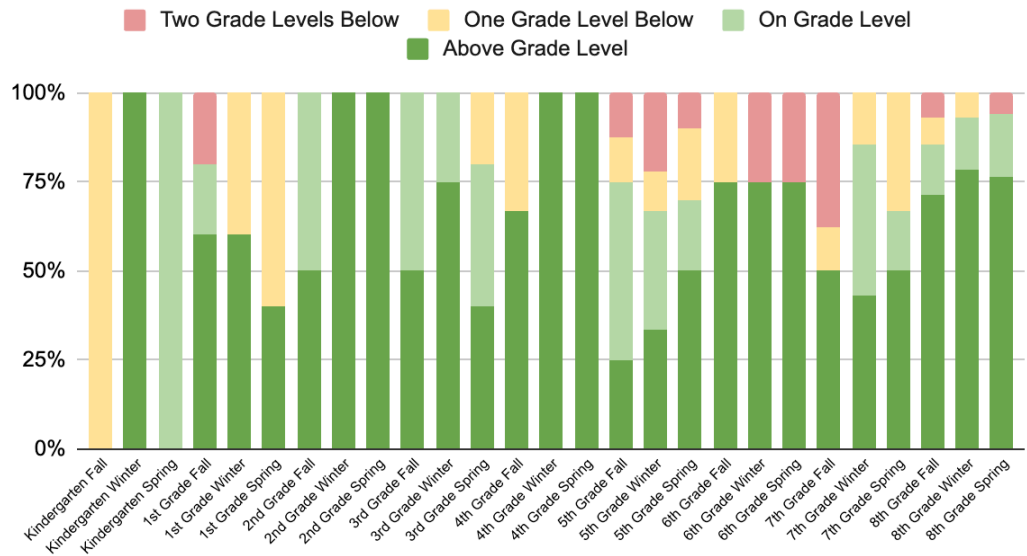
- We are seeing an increase in success outside of math classes. We believe this is because students are no longer being "monopolized" during their advisory period to get math help.
- Our overall class pass rate is at an all-time high of nearly 99% and will exceed that during summer school credit rescue.
- Significant decrease in the number of referrals, which will be highlighted by Student Services.
- Over half of our students are on the honor roll, indicating that our teaching and intervention systems have improved student success. Small dip in the 9th grade as is common.



Odyssey K-8 Profile

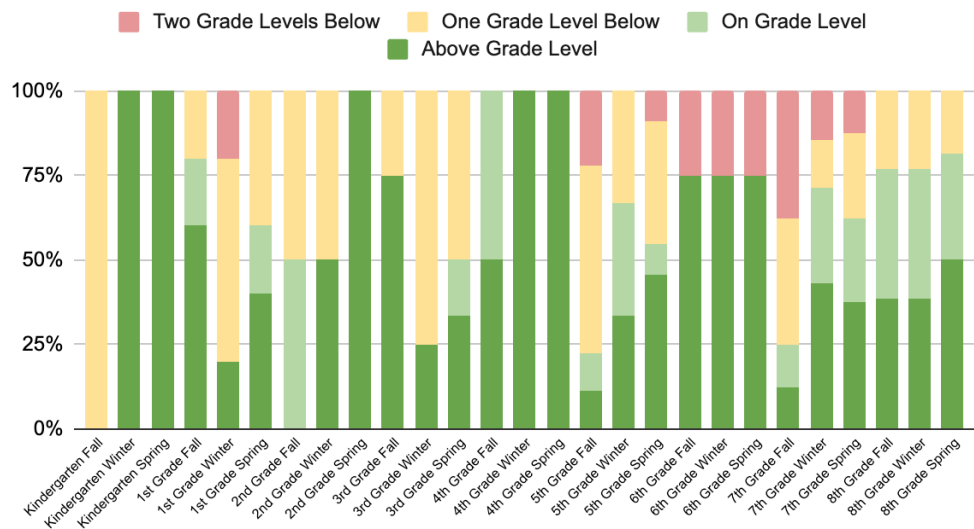
Literacy

Fall to Spring i-Ready Reading Comparisons (2025-26)



Math

Fall to Spring i-Ready Math Comparisons (2025-26)



Celebrations	Steps for Improvement
<ul style="list-style-type: none">• Our reading achievement remains a significant strength. Across the school, most students are reading at or above grade level, and many grade levels have maintained 75–100% proficiency throughout the year. This is a testament to the consistent work our teachers are doing every day to support student literacy growth.• Strong foundational math skills continue to be a strength across our school. Many elementary grade levels achieved 100% of students performing at or above grade level during the year, reflecting the impact of high-quality instruction and intervention efforts.• Our middle school students demonstrated encouraging growth throughout the year, particularly in 8th grade, where more students reached grade-level proficiency by spring. This growth positions students for continued success in advanced math coursework and high school readiness.	<ul style="list-style-type: none">• Students grades 5–7 show the largest percentage of students performing one or more grade levels below on their reading iReady diagnostic. To address this, we plan to provide more targeted instruction to those students and monitor their progress more frequently using IXL or other intervention materials.• We also are working on incorporating more reading comprehension strategies across all content areas to provide more opportunities for students to engage with grade-level complex texts while continuing to build vocabulary and academic language.• This next year, we are looking forward to using IXL and mathspring to create targeting intervention groups that focus on foundational skills for students who are testing below grade level on the math diagnostic assessments.