



INSTRUCTIONS: This is a fillable form. Type in responses, obtain necessary signatures, scan, and return to: oeamail@dpi.wi.gov.

The district should submit this form for each school in the district that meets any of the criteria listed below. See instructions below for further clarification.

Collection of this information is a requirement of the Elementary and Secondary Education Act and the No Child Left Behind Act of 2001, Public Law 107-110.

Reporting Year
2015-16

GENERAL INFORMATION	
School District Name Rice Lake Area School District	District Code 4802
School Name Northern Lakes Regional Academy	School Number 450

Instructions

This is a fillable form. Type in responses, obtain necessary signatures, scan, and return to: oeamail@dpi.wi.gov.

The district should submit this form for each school in the district that meets any of the following criteria:

- is a school with all students enrolled in grades that do *not* have federally required accountability testing. This includes grades 1, 2, 9, 10, or 12; or
- is a K-2 school; or
- is a school with fewer than twenty (20) full academic year (FAY) students enrolled in grades assessed for state and/or federal accountability purposes using the Forward Exam, the ACT, or the Dynamic Learning Maps (DLM);
- is a new school (i.e., a school with a new school ID and with no FAY students); or
- is a school that exclusively serves at-risk youth as defined by Wis. Stat. 118.153. *Note that any school satisfying this criteria, even if it also satisfies other criteria in this list, may also be required to complete and submit the form PI-9550-ASA-DSE.*

Note that early childhood or kindergarten-only schools do **not** need to complete this form.

To complete this form, schools should first describe their goals for student outcomes, then report on the outcomes of those goals for each Priority Area on page two. Based on student outcomes, schools then select a Performance Rating for each Priority Area. These performance ratings determine the Alternate Accountability Rating below and satisfy federal reporting requirements.

Alternative Accountability Overview

Wisconsin's accountability system is focused on ensuring all students graduate ready for college and careers. The Priority Areas (Reading/English Language Arts and Mathematics Achievement, and On-Track for Success) outlined on page two are at the foundation of Wisconsin's accountability expectations for all schools, regardless of student population. By certifying the performance of your school in these Priority Areas, you indicate that your district has local evidence that these criteria, or equivalent achievement levels, have been met in 2015-16.

SIGNATURES	
Signature of the District Administrator ➤	Date Signed <i>Mo./Day/Yr.</i>
Signature of the School Principal ➤	Date Signed <i>Mo./Day/Yr.</i>

CERTIFICATION OF ALTERNATE ACCOUNTABILITY RATING

Alternate Accountability Rating—Check one box.

This school has one or more performance ratings of *Declining*, resulting in the following: **Alternate Rating—Needs Improvement.**

This school's performance ratings are all *Maintaining* or *Improving*, resulting in the following: **Alternate Rating—Satisfactory Progress.**

Documentation of Evidence—Check all boxes that apply.

The district has collected and will maintain evidence supporting the reported determination. The district will maintain evidence of outcomes on the Priority Areas for this school for three years.

For schools with a performance rating(s) of *Declining*: The district has collected and will maintain evidence of school improvement efforts for schools with any performance rating(s) of *Declining*. The district will maintain this evidence for three years.

ALTERNATE ACCOUNTABILITY PERFORMANCE PRIORITY AREAS
Reading / English Language Arts Academic Achievement

This Priority Area examines academic achievement in reading/English language arts (ELA), based on a school's identified goal. A school may use achievement outcomes, student growth in achievement, or closure of achievement gaps to set goals and evaluate outcomes.

What goal did the school set for achievement in reading/English language arts? **Type answer below.**

Northern Lakes Regional Academy (NLRA) staff made the following reading/ELA achievement goals based on ACT testing data:

1. The percentage of 2015-16 NLRA graduating seniors whose ACT scores meet or exceed the ELA combined cutoff score of 20 for college readiness proficiency as dictated by ACT will meet or exceed the state average.
2. The percentage of 2015-16 NLRA graduating seniors whose ACT scores meet or exceed the reading cutoff score of 20 for college readiness proficiency as dictated by the ACT will meet or exceed the state average.
3. The percentage of NLRA 2015-16 graduating seniors whose ACT ELA scores meet or exceed the ELA combined cutoff score of 20 for college readiness proficiency as dictated by the ACT will remain stable or exceed that of the 2014-15 NLRA graduating senior class.

How did the school measure progress toward the reading/ELA goal? **Type answer below.**

(New schools that do not have data from a prior year should use a measure of student progress from fall to spring of the same school year. Schools that have multiple years of data may choose to measure progress from fall to spring, or from the prior school year to the current school year.)

The above goals were measured in that all NLRA graduating seniors during both the 2014-15 and 2015-16 took the ACT at some point during their time at NLRA.

Describe the student outcomes. Did students meet or make progress toward the reading/ELA goal? **Type answer below.**

1. 80% of NLRA 2015-16 NLRA graduating seniors had an ELA combined score from the ACT that was at or above the 20 composite score. This exceeds the state average of 64% for similar students.
2. 80% of NLRA 2015-16 graduating seniors had a reading score from the ACT that was at or above the 20 composite cutoff. This exceeds the state average of 53%.
3. 80% of 2015-16 NLRA graduating seniors scored an ELA composite score of 20 or above compared to just 28% of the 2014-15 NLRA graduated seniors. This shows a dramatic increase in ELA proficiency and college readiness.

READING/ENGLISH LANGUAGE ARTS PERFORMANCE RATING: Check the appropriate box, based on the goal set and the student outcomes:

- Maintaining or Improving Performance**—Students met achievement goal or are making progress toward goal.
- Declining Performance**—Students did not make progress toward goal.

ALTERNATE ACCOUNTABILITY PERFORMANCE PRIORITY AREAS
Mathematics Academic Achievement

This Priority Area examines academic achievement in mathematics, based on a school's identified goal. A school may use achievement outcomes, student growth in achievement, or closure of achievement gaps to set goals and evaluate outcomes.

What goal did the school set for achievement in mathematics? **Type answer below.**

Northern Lakes Regional Academy (NLRA) staff made the following mathematics achievement goals based on ACT testing data:

1. The percentage of 2015-16 NLRA graduating seniors whose ACT scores meet or exceed the math combined cutoff score of 22 for college readiness proficiency as dictated by ACT will meet or exceed the state average.
2. The percentage of NLRA 2015-16 graduating seniors whose ACT math scores meet or exceed the ELA combined cutoff score of 22 for college readiness proficiency as dictated by the ACT will remain stable or exceed that of the 2014-15 NLRA graduating senior class.

How did the school measure progress toward the mathematics goal? **Type answer below.**

(New schools that do not have data from a prior year should use a measure of student progress from fall to spring of the same school year. Schools that have multiple years of data may choose to measure progress from fall to spring, or from the prior school year to the current school year.)

The above goals were measured by all NLRA graduating seniors took the ACT at some point during their time at NLRA during both the 2014-15 and 2015-16 school years.

ALTERNATE ACCOUNTABILITY PERFORMANCE PRIORITY AREAS (cont'd)
Mathematics Academic Achievement

Describe the student outcomes. Did students meet or make progress toward the mathematics goal? **Type answer below.**

1. 50% of NLRA 2015-16 NLRA graduating seniors had a math score from the ACT that was at or above the 22 composite score. This is statistically similar to the 52% state average for students who took the ACT statewide who had scores meeting or exceeding a composite score of 22.
2. 50% of NLRA 2015-16 graduating seniors had a math score from the ACT that was at or above the 22 composite score dictating college readiness. This is statistically similar to 54% of the 2014-15 NLRA graduating seniors who had composite scores at or exceeding 22.

MATHEMATICS PERFORMANCE RATING: Check the appropriate box, based on the goal set and the student outcomes:

- Maintaining or Improving Performance**—Students met achievement goal or are making progress toward goal.
- Declining Performance**—Students did not make progress toward goal.

ALTERNATE ACCOUNTABILITY PERFORMANCE PRIORITY AREAS
On-Track for Success / Other Indicator:

This Priority Area examines school-level progress in addressing other performance outcomes that are of particular importance to the school and/or district. Local evidence should address how well the school is preparing students so they are ready for college or career, or for the next educational level. This may include measures not directly related to reading or mathematics performance, such as graduation, attendance, course completion, incidents of discipline, etc..

What goal did the school set to ensure students are on-track? **Type answer below.**

Northern Lakes Regional Academy Staff and Administration set the following goals to demonstrate achievement toward in on track success:

1. During the 2015-16 school year, 100% of graduating seniors will publically defend an online portfolio of evidence from high school project artifacts that demonstrate evidence of student growth both academically as well as around the schools core values of community, citizenship, collaboration, curiosity, creativity, critical thinking, and communication.
2. During the 2015-16 school year, at least 90% of all students will participate in a minimum of one public presentation of the results from either a student designed learning experience or from their contributions to an instructor designed learning experience.
3. During the 2015-16 school year, 90% of students will produce at least one artifact for public presentation that embodies the schools STEAM concept and Maker vision.

How did the school measure whether students were on-track for their next educational level, graduation, or college or career ready? **Type answer below.**

These goals were measured in the following ways:

1. A panel of 16 community volunteers was present to hear seniors defend their online portfolio of evidence.
2. Students had a chance to participate in various MakerCamps held at NLRA during the 2015-16 school year as well as in one of two school-wide public showcase events.
3. Students had a chance to participate in an event at NLRA called MakerPalooza during the 2015-16 school year.

What were the student outcomes for this measure? **Type answer below.**

1. 100% of graduating seniors participated and passed their public senior defense of portfolio artifacts showing growth in the seven core areas as evaluated by an audience of adult community volunteers and district administrators.
2. 100% of NLRA students participated in at least one public showcase of a project at NLRA during the 2015-16 school year.
3. 95% of students created and presented to the public at least one artifact embodying the school's STEAM and Maker visions.

ON-TRACK PERFORMANCE RATING: Check the appropriate box, based on the goal set and the student outcomes:

- Maintaining or Improving Performance**—Students progress toward their next educational level, graduation, college or career met or exceeded the goal.
- Declining Performance**—Students progress did not meet the goal.