



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

2016-17

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); 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 2016-17.

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.**

Working in collaboration with the Rice Lake High School English department, the Northern Lakes Regional Academy (NLRA) staff led by our English teacher analyzed the results of the freshmen and sophomore timed writing prompt utilizing the standard and normalized grading rubric developed by Rice Lake District English teachers in conjunction with the NLRA English teacher. This was done during the September of the 2016-17 school-year. In the explanation category of the rubric, NLRA students averaged 1.9 pts on a 4 pt scale. From this, it was evident that NLRA students needed to work on the writing, specifically being able to read a prompt and utilize non-fictional textual evidence to support their reasoning. Our ELA goal this year then became focused on improving our freshmen and sophomore students ability to explain their reasoning using textual evidence from a non-fictional text.

Specifically our goal was made as a staff that 80% of students scoring a 3 or below utilizing the building-wide writing rubric in the explanation category should increase their explanation section score by one point or greater by the Spring assessment.

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.)

We measured the goal through conducting two more timed writing more writing prompts, one in the winter and a second in the spring, that were scored according to the same rubric in terms of the ability for a student to use textual evidence to explain their reasoning. These assessments were graded and normed by a all Rice Lake High School English teachers working collaboratively with Northern Lakes Regional Academy's English and social studies teachers. Any student receiving all 4 ratings in the assessment had opportunity to opt out of the final spring assessment.

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

By the spring writing assessment 14 out of 17 freshmen and sophomore students were able to improve their score by at least 1 point. That means that 82% of the students from the original SLO improved their score. This meets the original SLO goal to have at least 80% of the students increase their goal by 1 point.

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.**

In recent years, some students who at NLRA who have started their online self-paced math course through ALEKS have struggled to finish the course during the course of the year, at times needing two years to earn 1.0 credit of math. In order to finish the course which is directly linked to common cores standards, students must repeatedly demonstrate mastery of at least 70% of the learning targets in the course for a passing C grade. High percentages of master completion are required to earn better grades. In order to encourage greater math success in this program, NLRA staff working developed the following goal:

During the 2016-17, at least 90% of the students who began the school year as NLRA students will receive at least 1.0 credit in math by completion of at least one ALEKS course, Algebra 1 or higher, at 70% or greater content mastery.

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.)

This goal was measured by the percentage of students who began the year as NLRA student who were able to complete at least one 1.0 credit ALEKS math course during the 2016-17 year by mastering at least 70% of all content standards. In order to keep students on track, the NLRA math teacher worked with the rest of the staff mentors to develop monthly time and topic goals for each student. The mentors then worked with student to keep them on track to finish by the end of the school-year with a grade consistent with their end progress and time spent on the program.

	ALTERNATE ACCOUNTABILITY PERFORMANCE PRIORITY AREAS (cont'd) <i>Mathematics Academic Achievement</i>	
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Describe the student outcomes. Did students meet or make progress toward the mathematics goal? **Type answer below.**

During the 2016-17 school-year, NLRA students made significant progress in mathematics. Of the NLRA students who started and finished the 2016-17 school-year at NLRA, 38 of 41 students (92.6%) earned at least 1.0 credit of math by finishing an Algebra math course or higher with at least 70% mastery of content targets. This exceeds the 90% goal that was set at the beginning of the 2016-17 school year.

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 <i>On-Track for Success / Other Indicator:</i>	
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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.**

90% of all NLRA seniors starting high school during the 2013-14 school-year, will graduate from NLRA in four-years, and 100% will graduate NLRA within five years. This goal exceeds the 88.4 % rate of all Wisconsin high school students who graduate in four years.

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

Graduation rates of all NLRA students who began the 2014-14 school-year were tracked.

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

100% of all NLRA students (11 of 11 who began high school during the 2012-13 school year graduated in June of 2017. Thus 100% graduated in four-years.

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.