

**School District of River Falls
Educational Program Committee Meeting**

Monday, January 8, 2024 - 6:00 PM

District Office

852 E Division Street

River Falls, Wisconsin 54022

Educational Program Committee members: Alan Tuchtenhagen (Chair), Lindsey Curtis, & Cindy Holbrook

Agendas can be viewed at <https://www.rfsd.k12.wi.us/district/school-board.cfm> or at

<https://meetings.boardbook.org/Public/Organization/1447>

1. CALL TO ORDER - 6:00 PM

2. MANNER OF PUBLIC NOTIFICATION OF MEETING

3. HEARING OF VISITORS OR DELEGATIONS

4. APPROVE GIRLS HOCKEY CO-OP

3

Description: David Crail, Activities Director, will present committee members with the Girls Hockey Co-Op for approval. WIAA requires school board approval for all athletic co-ops by February 1st. Co-Op terms are required for a 2-year period. This approval request is for the continuation of our existing Girls Hockey Co-Op for the upcoming 2-year period to include Baldwin-Woodville, St. Croix Central, and River Falls.

Recommended Action: Approve the Girl's Hockey Co-Op.

5. APPROVE THE MEMO TO ESTABLISH SEATS FOR OPEN ENROLLMENT

4

Description: District Administration will present the district memo to officially establish available student seats for Open Enrollment in the 2024-2025 school year.

Recommended Action: Approve the memo to establish seats for Open Enrollment.

6. APPROVE THE FIRST READING OF REVISED SCHOOL BOARD POLICY 432 PUBLIC SCHOOL OPEN ENROLLMENT

6

Description: Nate Schurman, Director of Academic Services, will present the first reading of revised policy 432 Public School Open Enrollment.

Recommended Action: Approve the revised draft of School Board Policy 423 Public School Open Enrollment for the first reading at the regular Board of Education meeting on January 22, 2024.

7. APPROVE THE DISTRICT'S NOTICE OF EDUCATIONAL OPTIONS

12

Description: Nate Schurman, Director of Academic Services, will present the District's Notice of Educational Options for approval pursuant to Wisconsin State Statute 115.28 (54m). Educational options must be approved and posted on an annual basis prior to the Open Enrollment window being opened.

Recommended Action: Approve the District's Notice of Educational Options.

8. REVIEW 2022-2023 DISTRICT REPORT CARD

16

Description: Nate Schurman, Director of Academic Services, will present the 2022-2023 district report card.

Recommended Action: No action, informational only.

9. PROPOSED/SUGGESTED ITEMS FOR THE NEXT REGULAR AND FUTURE EDUCATIONAL PROGRAM MEETING AGENDA(S)

Description: As always, committee members will be given the opportunity to suggest items for future committee and/or Board meeting agendas.

Recommended Action: As needed.

10. SCHEDULE NEXT EDUCATIONAL PROGRAM COMMITTEE MEETING

Description: Upcoming committee meeting dates, times, and locations will be reviewed.

Recommended Action: Set the meeting schedule as follows:

Educational Program Committee meeting: Monday, February 5, 2024, 6:00 p.m.

The meeting will be held at the River Falls Public Montessori Elementary, 421 W. Maple St.

11. ADJOURN

Wisconsin Interscholastic Athletic Association

Cooperative Team Sponsorship Signatures

By our signatures we agree we have, as a school administration and school board, reviewed and discussed the items indicated on this form. We further confirm that our school district will provide the same level of institutional oversight to this program as to other sports sponsored by our district. In addition, we acknowledge that any monetary funds provided to us by outside sources will be handled according to district policies. Parent support groups, etc., shall not be involved in paying program expenses directly.

Please provide your school name

Signature of Board of Education or Governing Body President

Signature of District Administrator

Signature of Conference Commissioner



January 8, 2024

Administrative recommendation to the River Falls School Board of Education for Open Enrollment during the 2024-25 school year:

The School Board of River Falls shall follow Policy #423 (and #423-Rule) when making all open enrollment decisions.

Enrollment projections in the School District of River Falls have been cast forward based on current student enrollment and has determined its available seat capacity for the 2024-25 school year for regular education students to be:

RF4C – unlimited seats

Greenwood ES, River Falls Public Montessori Elementary, Rocky Branch ES and Westside ES
Grades K-5 – unlimited seats

Meyer Middle School
Grades 6, 7 and 8 – unlimited seats

River Falls High School
Grades 9-12 – unlimited seats

Renaissance Charter Academy
Grades 9-12 – fifteen (15) seats

Special education seats are determined based on a review of numbers and caseloads in our various programs of focus. Open enrollment may be considered if the district is able to provide special education and related services required in the students IEP, and if there is space available in those programs. Based on a review of current special education numbers and caseloads, and enrollment projections for the 24-25 school year, available seats in each program area are as follows:

Early Childhood Special Education (EC & RF4C)	
Cross Categorical Program	Zero (0) Seats
Speech/Language Program	Zero (0) Seats
Elementary Schools (Grades JK-5)	
Cross Categorical Program: Behavioral Focus	Zero (0) Seats
Cross Categorical Program: Academic Focus	Zero (0) Seats
Cross Categorical Program: Center Based	Zero (0) Seats
Speech/Language Services	Zero (0) Seats
Middle School School (Grades 6-8)	
Cross Categorical Program: Behavioral Focus	Zero (0) Seats
Cross Categorical Program: Academic Focus	Zero (0) Seats
Cross Categorical Program: Center Based	Zero (0) Seats
Speech/Language Services	Zero (0) Seats



High School (Grades 9-12+)

Cross Categorical Program: Behavioral Focus	Zero (0) Seats
Cross Categorical Program: Academic Focus	Zero (0) Seats
Cross Categorical Program: Center Based	Zero (0) Seats
Speech/Language Services	Zero (0) Seats
Project Search Program	Zero (0) Seats

District Services (EC-12+)

Vision Impaired Services	Zero (0) Seats
Deaf/ Hard of Hearing Services	Zero (0) Seats
Adaptive Physical Education Services	Zero (0) Seats

SCHOOL DISTRICT OF RIVER FALLS
River Falls, Wisconsin 54022

423

PUBLIC SCHOOL OPEN ENROLLMENT

The following represents the policy of the School District of River Falls regarding full-time and part-time public school open enrollment. This policy shall be administered in accordance with the state public school open enrollment laws and the administrative rules established by the Department of Public Instruction (DPI).

Subject to the exception that the Board of Education, each January, shall act upon any annual space availability determinations for purposes of nonresident open enrollment into the District, the Board authorizes the Superintendent, or any administrative-level designee of the Superintendent, to make all other decisions and determinations that are necessary or permitted in connection with any open enrollment application or any open enrollment student under this policy and its related Board-approved rule. However, this delegation of authority shall not be construed to prohibit the Superintendent from bringing any such decision or determination to the Board as he/she deems necessary or prudent.

Full-Time Open Enrollment: Nonresident Students

A student residing in another school district may apply for full-time enrollment in a school or program in the School District of River Falls under the state's public school open enrollment program. Applications shall be made and acted upon in accordance with state law and established procedures. The District shall consider and apply the following criteria when deciding whether or not to accept (or, in some situations, revoke acceptance of) a nonresident student's application for full-time open enrollment:

1. Space Availability: The District shall consider the availability of space in the schools, programs, classes or grades within the District. When determining space availability, consideration shall be given to desired class size limits, desired student-teacher ratios, overall building capacity, future enrollment projections, the projected number of sections of particular grades or courses, desired program-size limitations, and known or projected limitations on available staffing and other resources. Based upon a review of the relevant considerations, the Board may annually establish, at a Board meeting held in January, space limitations applicable to non-resident open enrollment.

In establishing current enrollment numbers for open enrollment availability purposes, the Board shall include the following as guaranteed open enrollment approvals:

- a. All currently attending students at the time of district open enrollment space determinations.
- b. Siblings of currently attending students at the time of district open enrollment space determinations.

If the Board has taken action in January to limit the number of spaces that will be available for applications that are submitted under the regular application period for the following school year, then the District shall not approve any alternative applications in the grades or programs with limited space that are submitted for the current school year after the date of the January school board meeting. Further, the District shall deny any alternative applications for a particular grade or program for the current school year that are received on or before the date of the Board meeting in January where space availability for open enrollment is again considered if, due to space considerations, the District did not approve all otherwise-eligible regular-period application(s) for that particular grade or program for the same school year.

The District will create and administer waiting lists for applications received during the regular application period, but not for current-year open enrollment applications submitted under the alternative application procedure.

If the District receives more student applications during the regular application period for full-time enrollment than there are spaces available, the District shall determine which students to accept on a random basis, subject to the following exceptions and to the additional Board-established procedures that implement this policy:

a. Students Granted a Preference to Available Spaces: If otherwise eligible to be approved under this policy and applicable law, and provided that the individual has submitted a timely application during the applicable regular application period (but not including any alternative applications), the following applicants for full-time open enrollment in the District will receive preferential access to the available spaces:

(1) Students who are currently enrolled in and attending school in the District (excluding part-time attendance by a student who is enrolled in another public school district, a private school, a tribal school or home-based private educational program).

(2) The siblings of any student who is currently attending school in the District (excluding part-time attendance by a student who is enrolled in another public school district, a private school, a tribal school or home-based private educational program).

b. Random Selection Process May Be Limited to the Applications Not Entitled to a Preference. If there is sufficient space available to approve ALL of the applications that are entitled to the space-based preference identified above, the random selection process may be limited to those applications that are not entitled to the preference.

2. Students with Disabilities: If the District determines that the special education program or related services described in the nonresident student's individualized education program (IEP) are available in the District and there is space available in the special education program, the open enrollment application shall be accepted provided no other criteria cause the application to be denied. If the special education program or services described in the student's IEP are not

available or there is no space available in the program, the application shall be denied. If a nonresident student receives his/her initial IEP while attending the District under open enrollment, or if a nonresident student's IEP changes after the student begins attending school in the District, and the special education program or services required by that initial or revised IEP are not available in the District or there is no space available in the program or services identified within the IEP, the nonresident student may be returned to the resident district.

3. Students Referred for a Special Education Evaluation: An open enrollment application shall be denied if the nonresident student has been referred or identified as having a possible disability but has not yet been evaluated by an IEP team in the resident district. To the extent permitted by DPI, and assuming other acceptance criteria are and continue to be met, such a student's parent/guardian may request that the District reconsider a denial under this criteria if the IEP (or a finding of no disability) is forwarded to the District and reviewed by the District prior to the close of the period during which the District would normally continue to process and accept applications from any waiting lists and if the District concludes that such reconsideration would not be prejudicial to any other applicant.

4. Discipline-Related Criteria: Consistent with District policy and state law requirements, the District may deny the enrollment of any student who is under expulsion for any reason from any public school or independent charter school in Wisconsin or out-of-state public school during the proposed period of open enrollment. For students currently serving an expulsion from another public school in Wisconsin or an out-of-state public school, the District may allow the student's enrollment on a conditional basis if he/she meets the established enrollment conditions. The enrollment conditions established shall relate to the reasons for the student's expulsion and may not extend the term of the student's expulsion.

Except as otherwise provided by policy or the Board, the District shall not accept any student for full-time open enrollment in the District who has been expelled by any Wisconsin school district during the current school year or preceding two school years for any of the following specified conduct: (a) endangering the health, safety or property of others; (b) conveying or causing to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives; (c) possessing a dangerous weapon while at school or under the supervision of a school authority; or, (d) engaging in conduct while not at school or while not under the supervision of a school authority that endangered the health, safety or property of others at school or under the supervision of a school authority or of any school district employee or school board member. In addition, if any disciplinary proceeding regarding conduct falling in one of the foregoing categories is pending at the time of the student's application, the District may deny the application. If any such conduct occurs after the student has been accepted for open enrollment and prior to the beginning of the school year in which the student attends school in the District under open enrollment, the District may prohibit the student from attending school in the District under open Enrollment.

The Superintendent shall make the decision based on the circumstances involved. If any of the above disciplinary proceedings occur after the student has been accepted for enrollment and

prior to the beginning of the school year in which the nonresident student first enrolls in the District, the student's enrollment may be denied. Other statutory provisions regarding the enrollment of students who have been expelled from school will also apply to this program.

5. Truancy-Related Criteria: An open enrollment application shall be denied if the student was habitually truant during any semester of attendance at a District school in the current or previous school year and the student had a further instance of truancy in that same semester after the District notified the student's parent/guardian of the habitual truancy.

6. "Best Interests" Determinations under the Alternative Open Enrollment Application Criteria and Procedures: If a parent/guardian applies for open enrollment under the alternative open enrollment application criteria and procedures and relies on the "best interests of the student" criteria, the District shall review the information and rationale provided by the parent(s)/guardian and make a determination as to whether the District agrees with the parent(s)/guardian that attending school in the District pursuant to the application is in the student's best interests. If the District determines that attendance would not be in the student's best interests, the application shall be denied on that basis.

A full-time open enrollment application can also be denied if the nonresident student is ineligible for open enrollment under state law (e.g., the student does not meet the age requirements for school attendance or for early admission, the resident district does not have a 4-year-old kindergarten program as offered by the District, etc.) or the application is determined to be invalid (e.g., the application is incomplete, untimely, deliberately falsified, or in excess of the number of allowable applications).

No criteria other than those outlined above may be considered by the District when acting on nonresident student full-time open enrollment applications.

Nonresident students accepted for full-time open enrollment shall be assigned to a school or program within the District in accordance with the District's regular procedures for placing students in schools and educational programs. The District may give preference in attendance at a particular school, program, class or grade to residents of the District.

Once a nonresident student is accepted for full-time open enrollment in the District and begins attending school in the District, no reapplication is required in order for the student to maintain continuous open enrollment.

Except as otherwise specifically provided, parents/guardians of nonresident students accepted for enrollment shall be responsible for transporting their child(ren) to the school(s) the child(ren) will attend. The District shall provide transportation to a nonresident student with disabilities if it is required as part of his/her IEP or required by law. The District shall also provide transportation to nonresident full-time open enrollment students if there is room available on a bus on a regular route, the student is picked up or dropped off at a regular bus stop within the District, and the transportation has been approved by the Superintendent or designee. In

accordance with District standards and procedures established by the Superintendent or designee, the District may provide student transportation to or from a location within the boundaries of the nonresident student's resident district with approval of the student's resident school board. If offered to an open enrollment student, and at the discretion of the District, such transportation shall be by school bus or by another method expressly authorized under state law.

To the extent required by state law, non-resident open enrollment students attending school in the District shall have all the rights and privileges of resident students and shall be subject to the same rules and regulations as resident students. An open enrollment student's eligibility to participate in interscholastic athletic activities is subject to the rules and regulations of the Wisconsin Interscholastic Athletic Association (WIAA).

Full-Time Open Enrollment: Resident Students

Resident students may apply for full-time enrollment in another public school district in accordance with state law. Applications may be submitted to no more than three nonresident school districts in any school year.

If the student has applied for open enrollment under the alternative open enrollment application criteria and procedures authorized by law, the District may deny the student's open enrollment if the District determines that none of the criteria relied on by the student to submit the application apply to the student. Prior to denying an alternative application on the basis that the parent/guardian did not provide enough information to allow the District to assess whether the student has been the victim of repeated bullying or whether open enrollment would be in the best interests of the student, the District shall offer the parent/guardian an opportunity to provide additional information.

The parent(s)/guardian of a resident open enrollment student shall be responsible for student transportation, except as otherwise provided by law. Requests from other school districts to provide optional transportation to resident open enrollment students shall be denied.

The Superintendent shall ensure that the records of a resident student who transfers to a nonresident district are sent promptly to the other school district.

Part-Time Open Enrollment: Nonresident Students

The District shall allow nonresident public high school students residing within the state of Wisconsin and who qualify to enroll in not more than two courses offered by the District under the part-time public school open enrollment program.

The Superintendent shall use the same criteria for enrolling a nonresident student in a course as are used for enrolling a resident student, except that the District shall give preference in enrollment to resident students. If more applications are received than the District can

accommodate, the selection of the nonresident students shall be done by a random selection procedure established by the Superintendent.

Student transportation shall be the responsibility of the nonresident student's parent/guardian.

Nonresident open enrollment students attending school in the District have all the rights and privileges of resident students and are subject to the same rules and regulations as resident students.

Part-Time Open Enrollment: Resident Students

A resident high school student may apply for enrollment in no more than a total of two courses in nonresident school districts in accordance with state law and established procedures. The District:

1. Shall refuse to allow a student to enroll in a course if the course conflicts with the student's IEP.
2. May refuse to allow a student to enroll in a course if enrollment in the course would create an undue financial burden on the District.

LEGAL REF: Sections 118.13 Wisconsin Statutes
118.51
118.52
120.13(1)(f) & (g)
121.54(10)
Chapter 115, Subchapter V
PI 36, Wisconsin Administrative Code
2011 Wisconsin Act 114

CROSS REF.: 411, Equal Educational Opportunities
420, School Admissions

APPROVED: January 19, 1998

REVISED: June 19, 2006
May 21, 2012
January 21, 2013
January 25, 2018



School District of River Falls

Educational Options

Pursuant to Wisconsin State Statute 115.28 (54m), notice must be provided regarding the educational options available to all students who are at least three years old, but not yet 18 years old. Each of the [following areas](#) represent educational options for Wisconsin students.

The School District of River Falls “Exceeded Expectations” on the Wisconsin Department of Public Instruction’s District Report Card for the 2022-23 school year. Specific district and school report cards can be located at <https://apps2.dpi.wi.gov/reportcards/>. Report card data can also be found on each of our School District of River Falls website, under Academic Services.

The School District of River Falls offers students a variety of educational options to children who reside within the boundaries of the School District of River Falls. The District’s primary educational pathway and instructional program for students begin with our 4-year-old kindergarten program through 12th grade. The District’s educational options and recent school performance category (if applicable) are listed below:

Enrollment Options:

- Attendance at resident public schools
- Attendance at private schools participating in the Wisconsin Private School Choice
- Program attendance at local district charter schools
- Attendance at virtual schools
- Full-time open enrollment
- Early College Credit Program and Start College Now Program
- Partial enrollment options for pupils enrolled in a home-based private educational program
- Parents of children with disabilities are also advised that there is a special needs voucher program

School District of River Falls Specific Options:

River Falls 4 Children (4C) Community Sites:

Abundant Life - (Subject to certified staffing)

Jacob’s Ladder

Little Adventures 1

Little Adventures 2

The University Preschool

UW-River Falls CHILD Center

River Falls Public Montessori Elementary

Rocky Branch Elementary

Elementary Schools:

Greenwood Elementary School - Exceeds Expectations
*River Falls Public Montessori Elementary - Exceeds Expectations
**Charter School*
Rocky Branch Elementary School - Exceeds Expectations
Westside Elementary School - Exceeds Expectations

Middle School:

Meyer Middle School - Meets Expectations

High Schools:

Renaissance Charter Academy - Alternate Accountability Ranking (Satisfactory Progress)
**Charter School*
River Falls High School - Exceeds Expectations

Additional Educational programs offered to eligible students who are enrolled in and attending school in the School District of River Falls include:

- Early childhood special education (for students who are at least 3 years old, prior to school-age)
- Special education for students with disabilities
- English learner services
- Career and Technical Education (CTE) Academies and local programs
- Personalized learning instructional opportunities
- Alternative educational program(s)
- Summer school programming
- Character education initiatives
- Academic and Career Planning Initiatives
- College and Career Fairs

Charter School Programs Offered in the River Falls School District:

River Falls Public Montessori Elementary

River Falls Public Montessori Elementary (4K-6) is a collaborative community that supports the development of intrinsically motivated, inquisitive, critical thinking citizens who realize their full potential to serve and positively impact the world. By following the Montessori Method, we promote individualized learning through the exploration and inquiry in multi-aged communities to develop the whole child. For more information, please visit our webpage at <https://www.rfsd.k12.wi.us/schools/montessori/>.

Renaissance Charter Academy (RCA)

The Renaissance Charter Academy (9-12) is an innovative, charter school that offers programs to meet the needs of a wide range of learners. Our specialty lies in the area of individualized learning with social and emotional support. The Renaissance Academy partners with the River Falls High School to offer students a larger variety of courses, electives, sports, activities, and clubs. We also offer dual credit courses in cooperation with local technical colleges. We ensure that all students have a firm grasp of core academics and skills necessary to achieve post-secondary life goals. Students at the Renaissance Academy are expected to demonstrate independent learning skills and embrace the concept of lifelong learning. For more information, please visit our webpage at <https://www.rfsd.k12.wi.us/schools/renaissance/>.

High School Program Highlights:

Students at River Falls High School (RFHS) have a wide variety of educational opportunities throughout their time enrolled. These opportunities are provided to meet the needs of our students with variation in coursework as well as to personalize their learning experience to best meet their individual needs. Additionally, we strive to ensure we are providing quality opportunities aligned with our district and community expectations. Below are opportunities provided for current students enrolled at RFHS:

Face-to-Face Classroom Instruction:

Students at River Falls High School have the opportunity to enroll in a wide variety of coursework in core academic classes, visual arts, performing arts, career and technical education, family consumer science, and other elective opportunities. These courses offered by RFHS staff are offered through face-to-face instruction or hybrid online courses taught using our learning management system; Schoology. Students participating in these educational opportunities are held accountable to the grading for learning guidelines identified by RFHS and included in our student handbook. These expectations are further communicated in teacher syllabi and/or course expectation guidelines.

Work-Based Learning

Students are offered an opportunity to “earn while they learn”. Students explore real work career opportunities through one of these three school-to-work programs:

Work Experience

- Students earn .5 credits per term for working 90+ hours with a maximum of 1 credit during their high school career.
- Students learn to use employability skills valued by employers while helping students explore career interests.
- Students who successfully complete this program will earn a Employability Skills Certificate issued through the Wisconsin Department of Public Instruction.
- A student's job does not need to fall within any specific CTE program area.

Cooperative Skills (Co-Op)

- The Co-Op program offers juniors and seniors a course of study that integrates academic work, worksite learning, and paid work experience.
- This program is administered through the Wisconsin Department of Public Instruction where upon successful completion, awards students with a state issued certificate.
- There are several specific program areas from which the student's job must qualify (Agriculture/Agribusiness, Business, Childcare, Assistant Child Care Teaching, (ACCT)/Infant-Toddler, Food Service, IT, Marketing, Employability Skills Certificate and Youth Leadership Certificate).
- Requires 480 hours of work experience and concurrent related CTE classes.

Youth Apprenticeship (YA)

- Rigorous one or two year state certification program combining academic and technical instruction with mentored, paid, on-the-job training.
- Upon successful completion of their apprenticeship, students earn a certificate issued by the State of Wisconsin Department of Workforce Development that will become a permanent record on their high school transcript.
- Students must take related high school or college classes that help to enhance their worksite experience.
- Students must complete a minimum of 450 hours at their YA worksite each year.
- Open to juniors and seniors.

Students may earn a maximum of six high school credits for YA. Total credits earned for YA will be based on a combination of specific job and hours worked.

Additional Course Opportunities

Online Courses (WVS) Hybrid Courses

Advanced Placement (AP)

Start College Now (SCN)

Dual Academic Credit Program (DACP)

Transcripted Credits (TC)

Advanced Standing (AS)

Independent Study (IS)

Wisconsin Virtual School (WVS) Courses:

Students at RFHS are provided with the opportunity to participate in coursework offered through WVS. These courses are offered online through a partnership with CESA 9. RFHS students who enroll in WVS coursework have access to additional course opportunities not always offered at RFHS. RFHS has an identified Local Education Guide (LEG) who facilitates all student enrollment in WVS coursework. Our LEG conducts an introduction meeting with students, sends out regular student progress reports, and is available as a liaison if students have any difficulty in the online learning environment.

Why do we use WVS?

- WVS allows us the opportunity to offer courses that we are not able to offer at RFHS.
- WVS allows students to enroll in courses for students who want to participate in other priority courses that conflict with scheduled offerings.
- WVS allows students to personalize their schedule, course selection, and best meet their learning style.
- WVS strives to offer quality courses through their program, has established criteria and standards in which they select their providers, and regularly review and update their course offerings.

Early College Credit Program:

Early College Credit Program (ECCP) is a collaborative program between RFHS, UWRF, CVTC, and WITC. Students may enroll in college level courses that earn high school and college or technical school credit. Admission is based on school records and/or special interest courses, approval by the School Board, and available space. If approved, tuition and fees are paid by the school district. Application deadlines are March 1 for fall semester and October 1 for spring semester. Students may not enroll in more than 18 credits during their junior and senior years. Upon enrollment in an ECCP course, it is the student's responsibility to notify the college or technical school if the student decides not to take the course. This must be accomplished prior to the first class session in order to avoid enrollment charges. Students/families will be required to reimburse the school district for tuition costs in the event of failed or incomplete ECCP classes.

Part-time Open Enrollment:

Part-time Open Enrollment provides a means for Wisconsin students to take courses offered by other Wisconsin school districts and also includes the opportunity for students to enroll in courses offered by charter schools, various institutions of higher education, and approved nonprofit organizations at no cost to the student. Specifically, Part-time Open Enrollment allows students enrolled in a public school district to take up to two courses at any time from an educational institution. Part-time Open Enrollment applications must be submitted and received 6 weeks prior to the start of any course.

For more information, please contact the Director of Academic Services office at (715) 425-1800.

Updated: January, 2024

School District of River Falls

State / DPI School District Report Card (2022-23)

Board of Education - Ed. Program Committee Report

January 8, 2024



Wisconsin School Report Card 101

- ❖ Overall Score - determined by combining the weighted average of all priority area scores.

Accountability Rating Category	Accountability Score Range	
	Minimum	Maximum
Significantly Exceeds Expectations - ★★★★★	83	100
Exceeds Expectations - ★★★★☆	70	82.9
Meets Expectations - ★★★☆☆	58	69.9
Meets Few Expectations - ★★☆☆☆	48	57.9
Fails to Meet Expectations - ★☆☆☆☆	0	47.9



Wisconsin School Report Card 101

- ❖ Priority Area Scores
 - Achievement
 - Growth
 - Target Group Outcomes
 - On-Track to Graduation



Goal 1: Hold High Expectation for Student Learning

- ❖ 2nd highest report card score in Big Rivers Conference
- ❖ 11th highest report cards score out of 39 CESA 11 schools.
- ❖ ACT Composite 21.0 (21.4 last year) - college ready 55.6 (62.1 last year)
- ❖ Overall Accountability Score Top 33% of the state
- ❖ District Student Achievement Score Top 16% of the state
- ❖ As reported on the WI DPI Report Card.

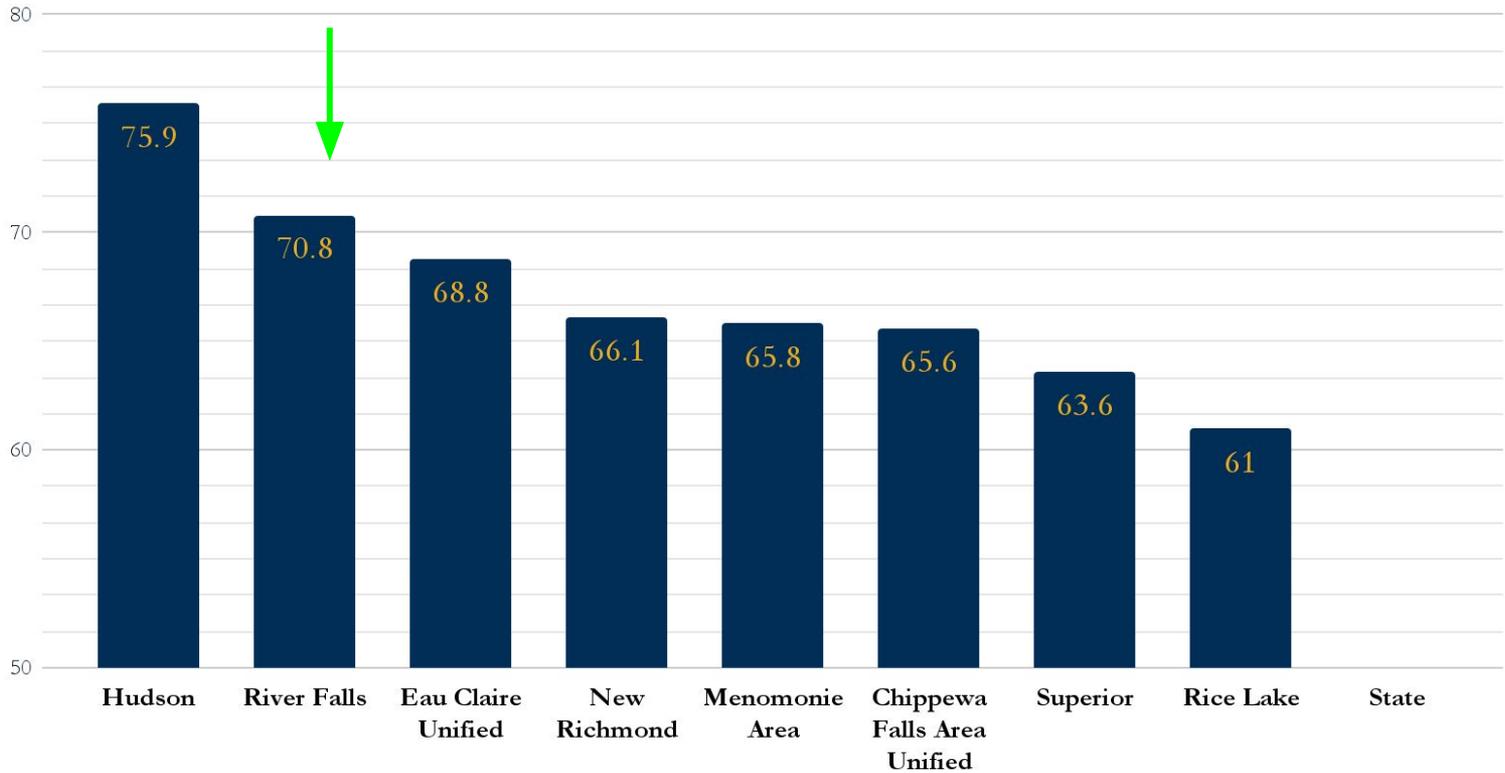


Overall District “Exceeds Expectations”

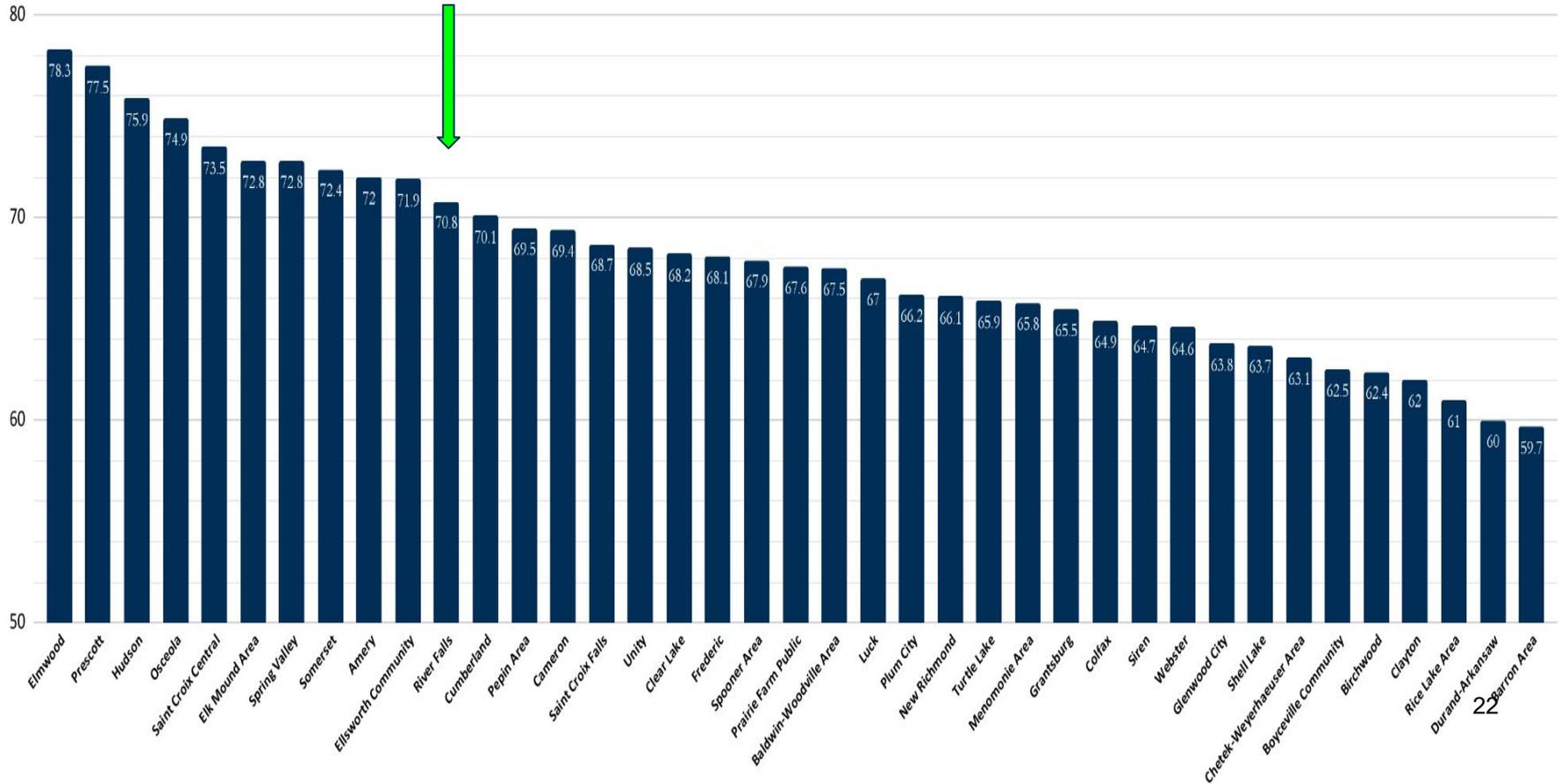
Achievement+Growth+Target Groups+On-Track Graduation



Big Rivers Conference Overall Accountability Scores



CESA #11 Overall Accountability Scores



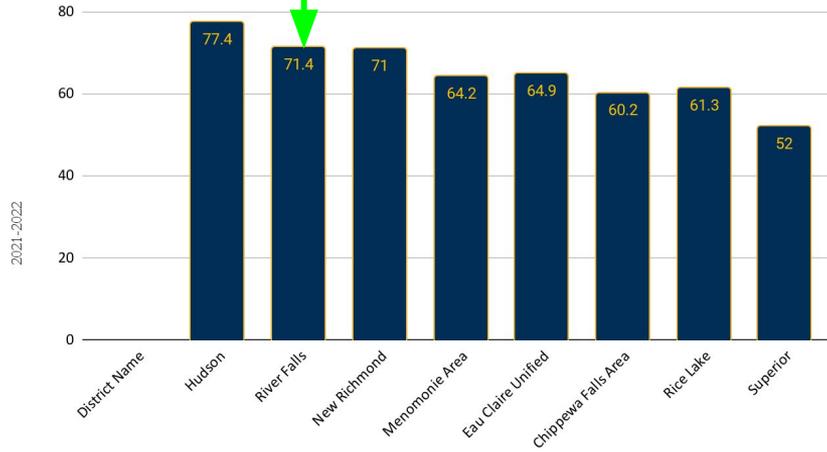
*Overall District **“Achievement”**
(Multi-year average of ELA+Math subscores)

Same or Higher than 84% of Districts in State



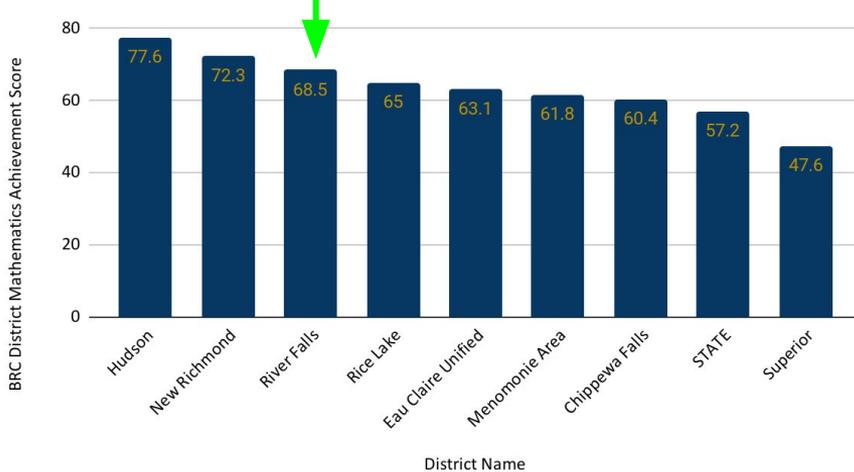
“Achievement”
score was the
same or higher
than 84% of
districts in the
state.

BRC District Achievement Score

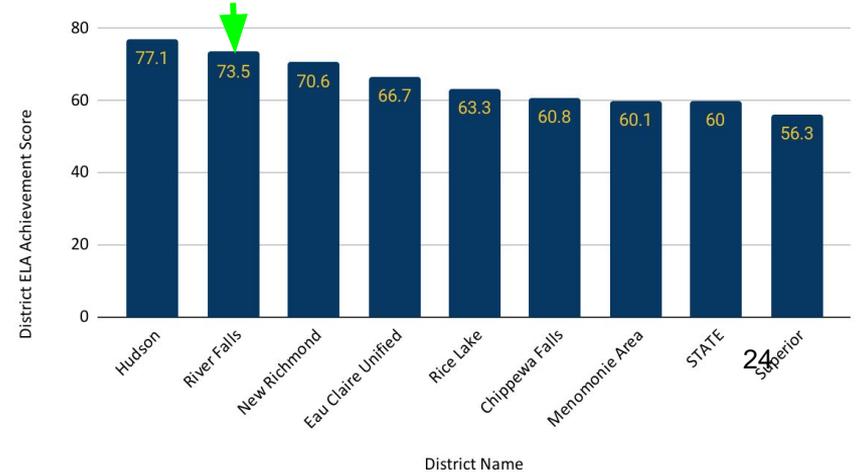


The School District
of River Falls was the
2nd highest
achievement score in
the Big Rivers
Conference

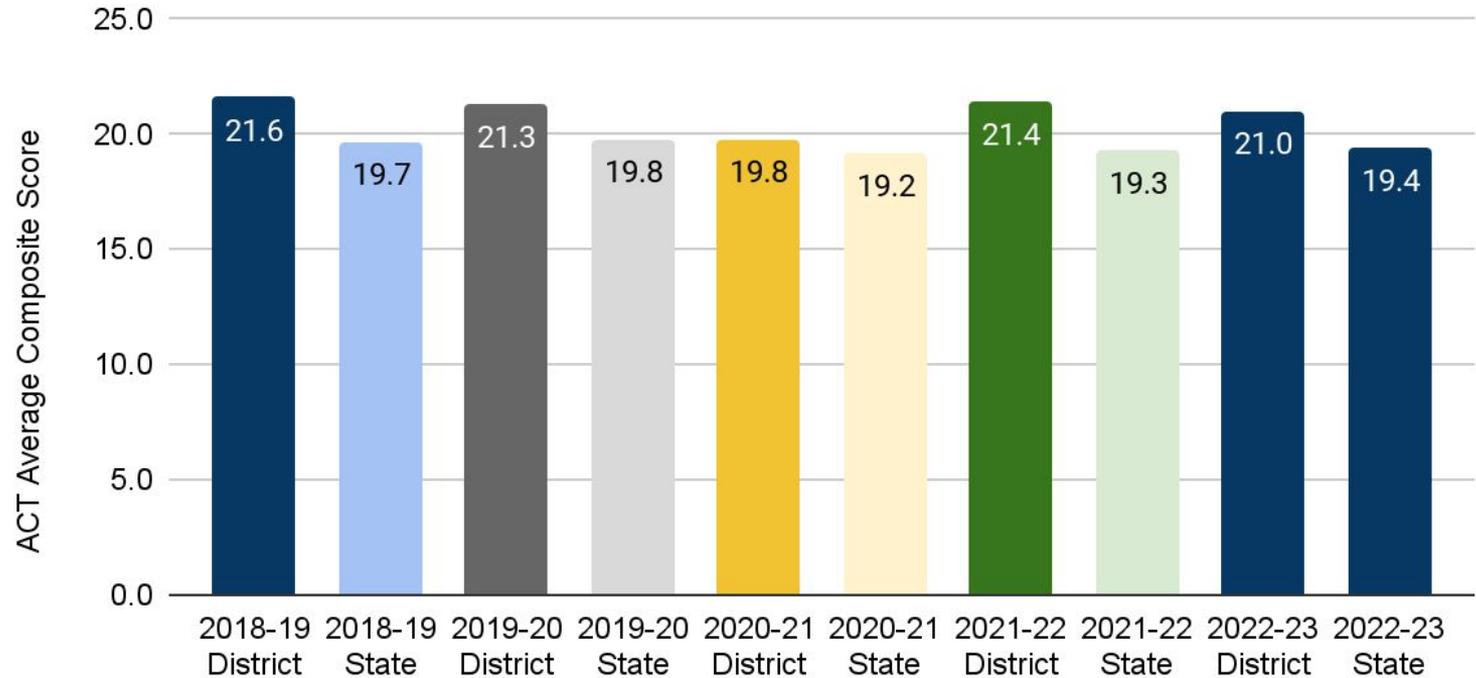
BRC District Mathematics Achievement Score



BRC District ELA Achievement Score



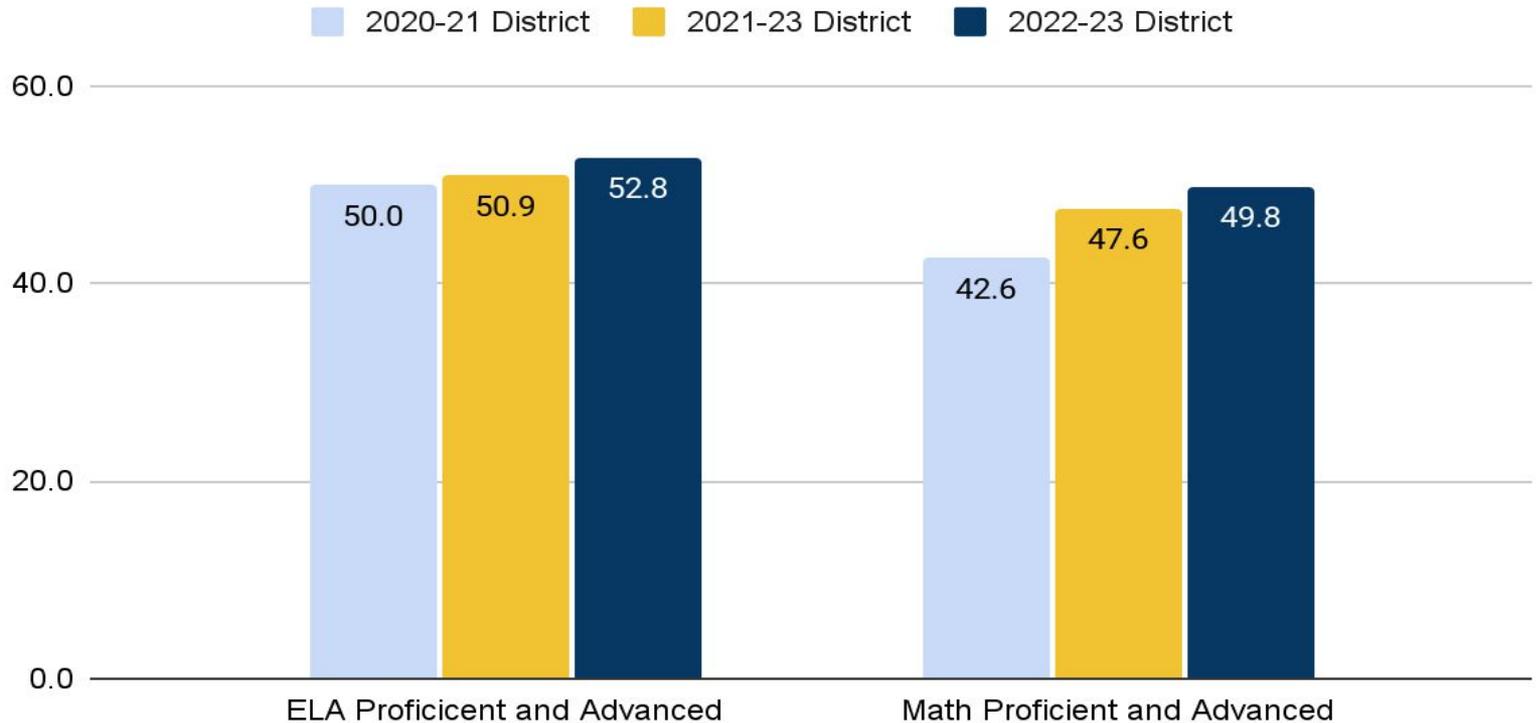
ACT Average Composite Score: District vs. State



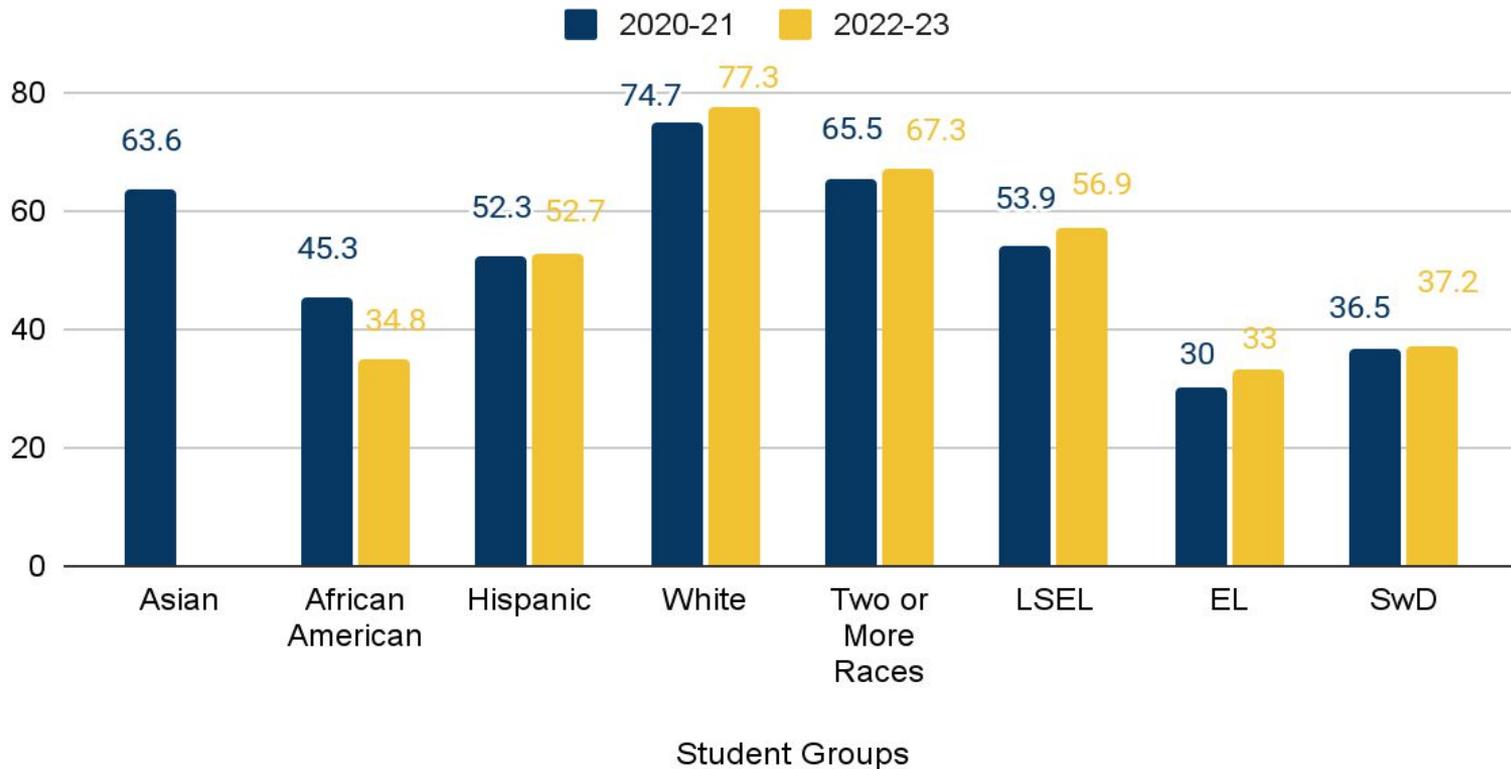
All Data from WISEdash



District ELA and Math Performance Levels by Year



Student Group Achievement: 2020-21 to 2022-23 Comparison

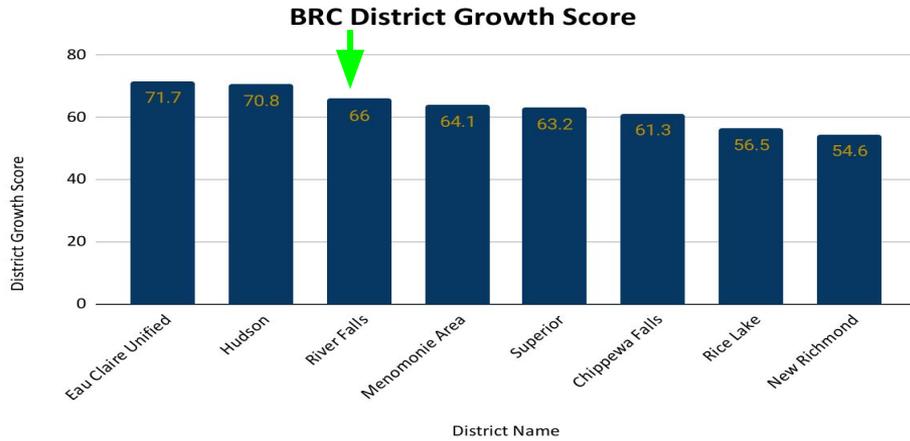


*Overall District **“Growth”**
(Year-to-year progress on statewide tests)

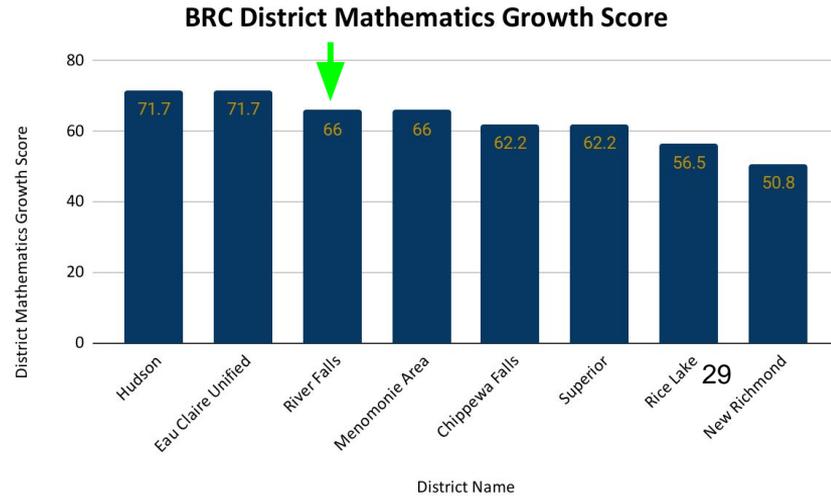
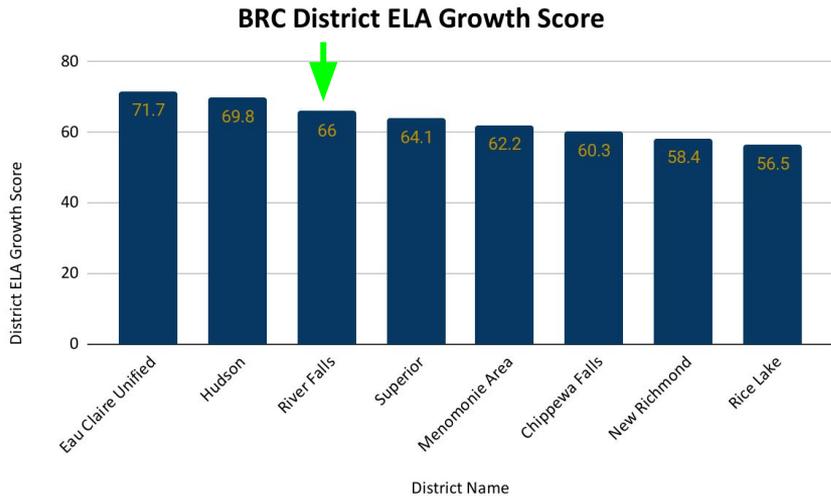
Same or Higher than 59% of Districts in State



SDRF had the third highest Growth of districts in the BRC



This district's score was the same or higher than 59% of districts in the state.

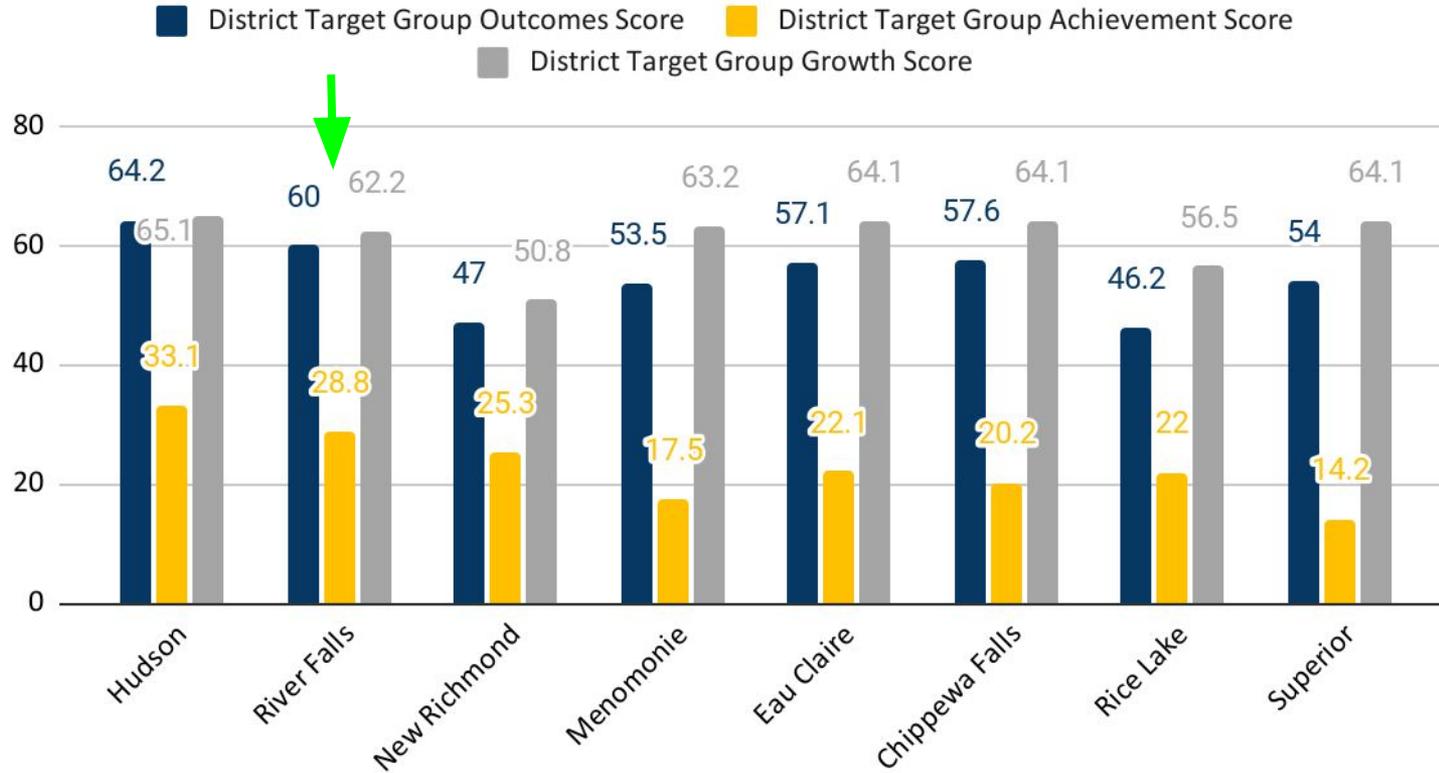


*Overall District ***“Target Groups”***
(Outcomes for lowest scoring, prior year test takers)

Same or Higher than **53%** of Districts in State



BRC District Target Group

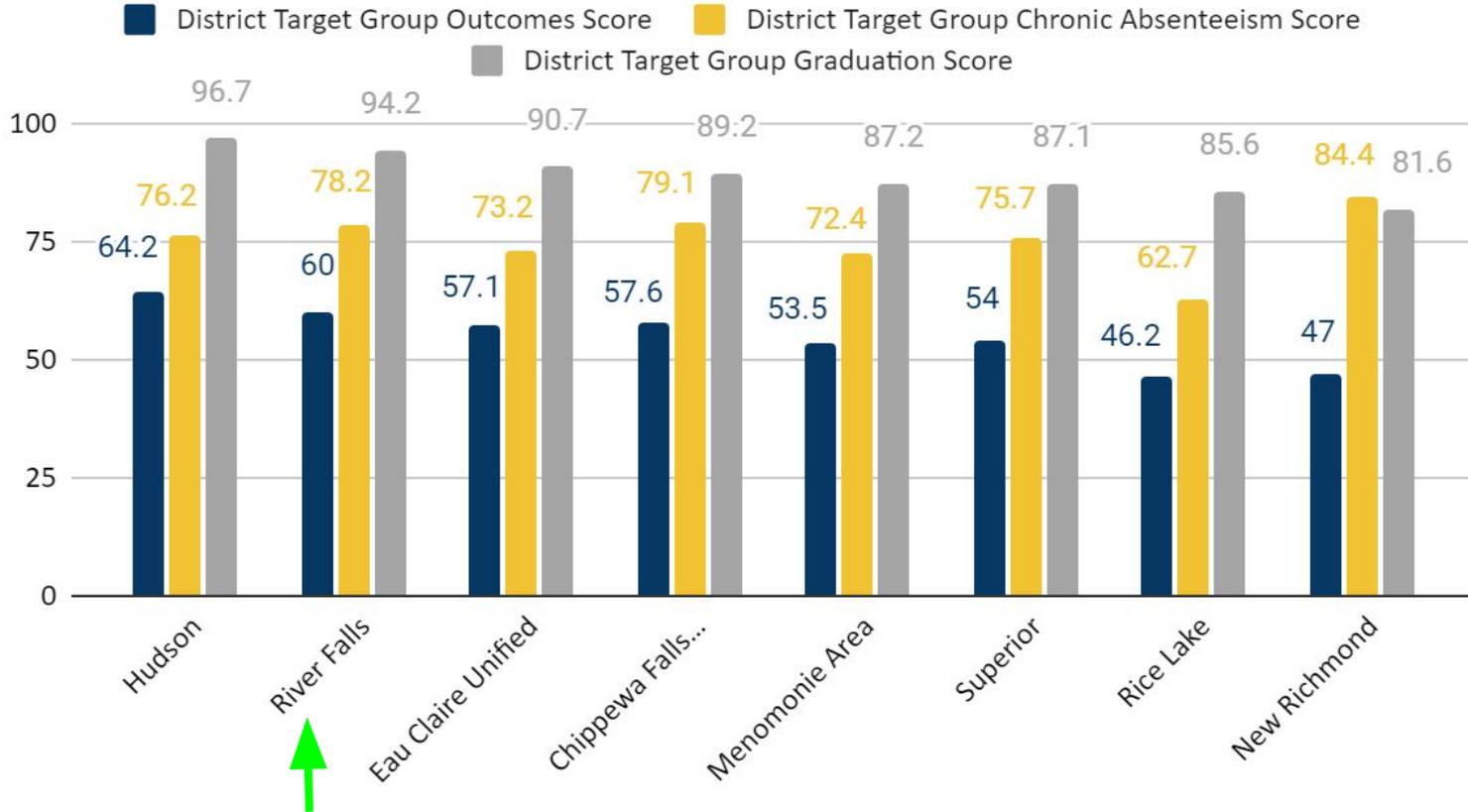


2nd Highest TG
OUTCOMES
 Score

2nd Highest TG
ACHIEVEMENT
 Score

5th highest TG
GROWTH
 Score

BRC District Target Group



2nd Highest TG
OUTCOMES
Score

3rd Highest TG
CHRONIC
ABSENTEEISM
Score

2nd Highest TG
GRADUATION
Score
32

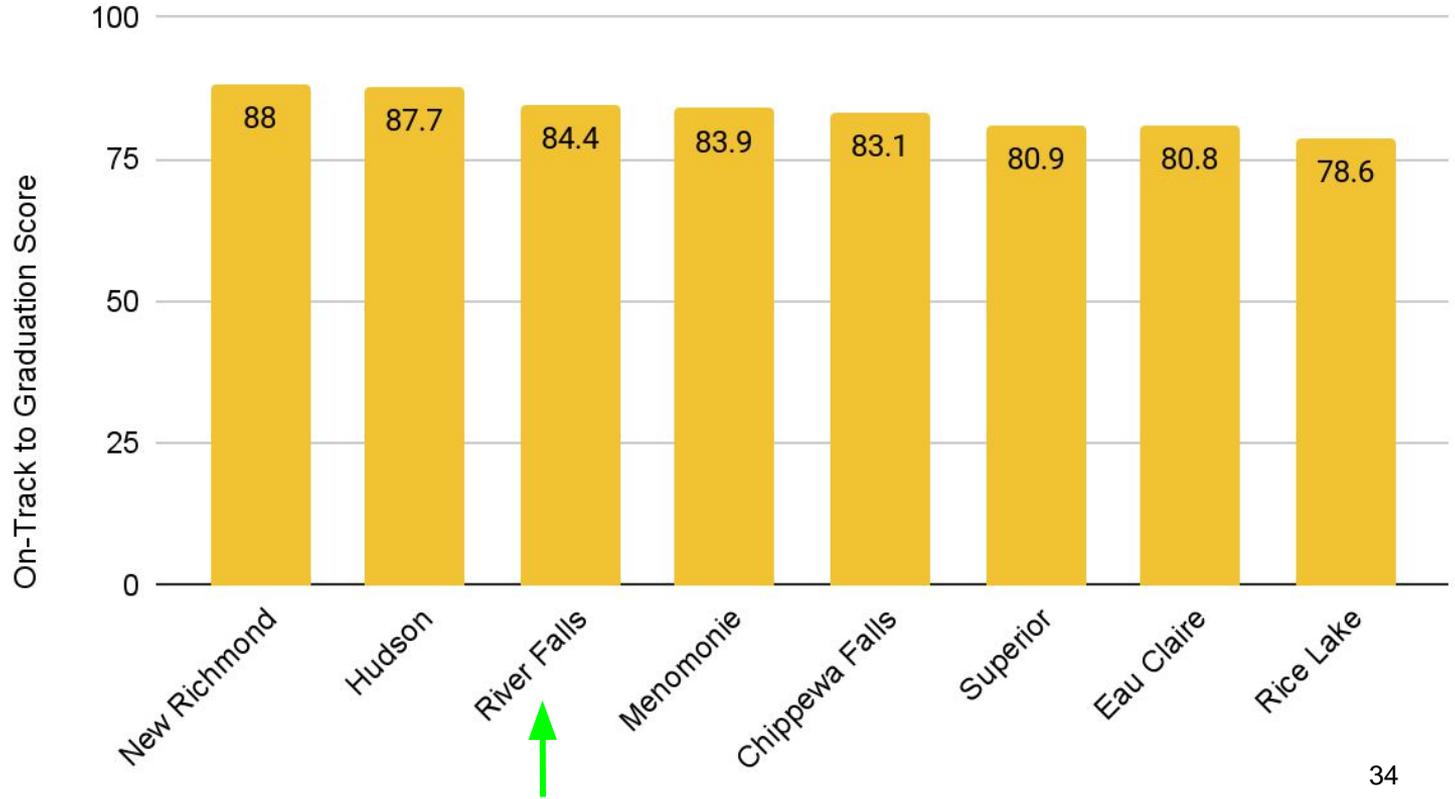
*Overall District ***“On Track to Graduation”***
(Chronic absenteeism, graduation or attendance, 3rd grade ELA and 8th grade math)



3rd highest
On-Track
to
Graduation
Score



On-Track to Graduation Score

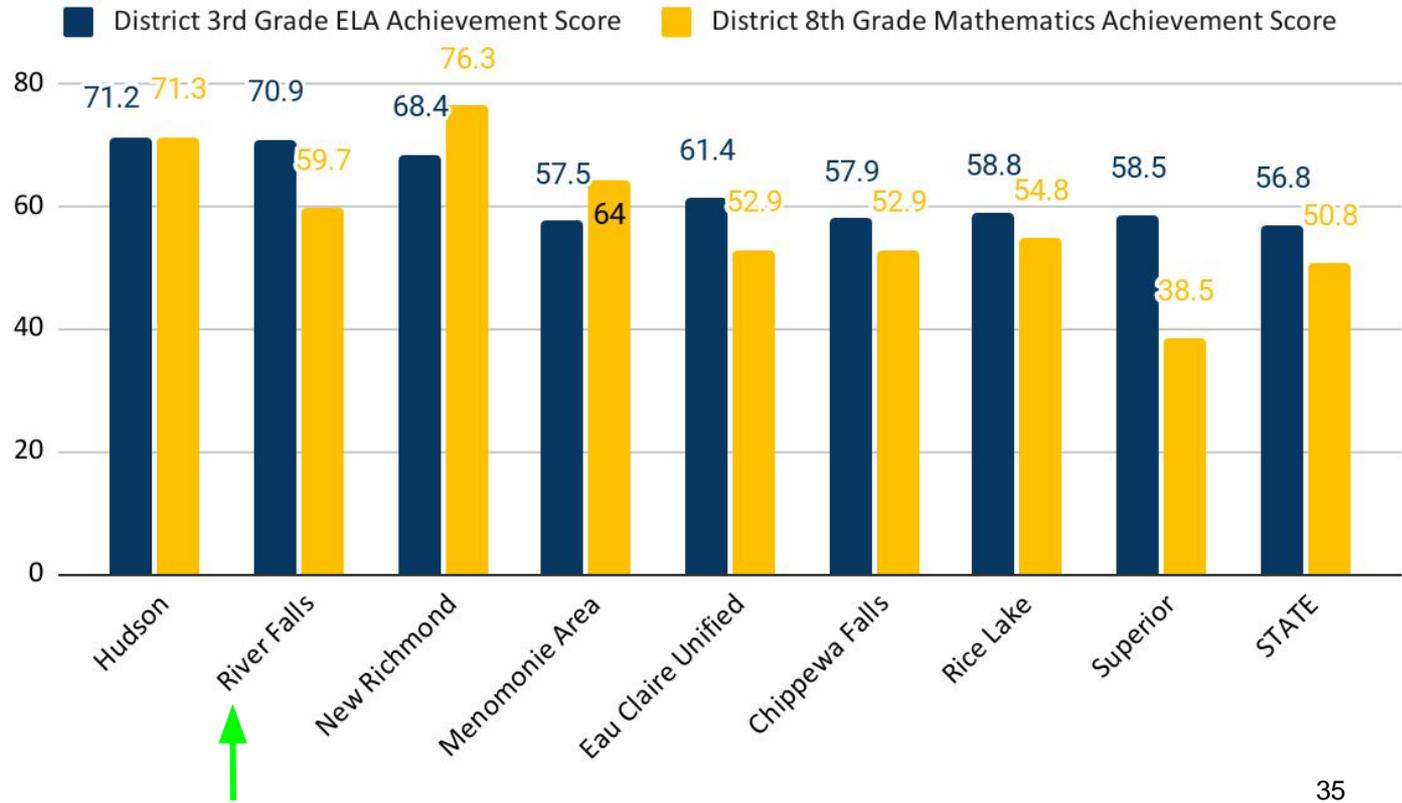


2nd highest
3rd Gr. ELA
Scores in the
BRC

4th highest
8th Gr. Math
Scores in the
BRC



District 3rd Grade ELA Score and District 8th Grade Math

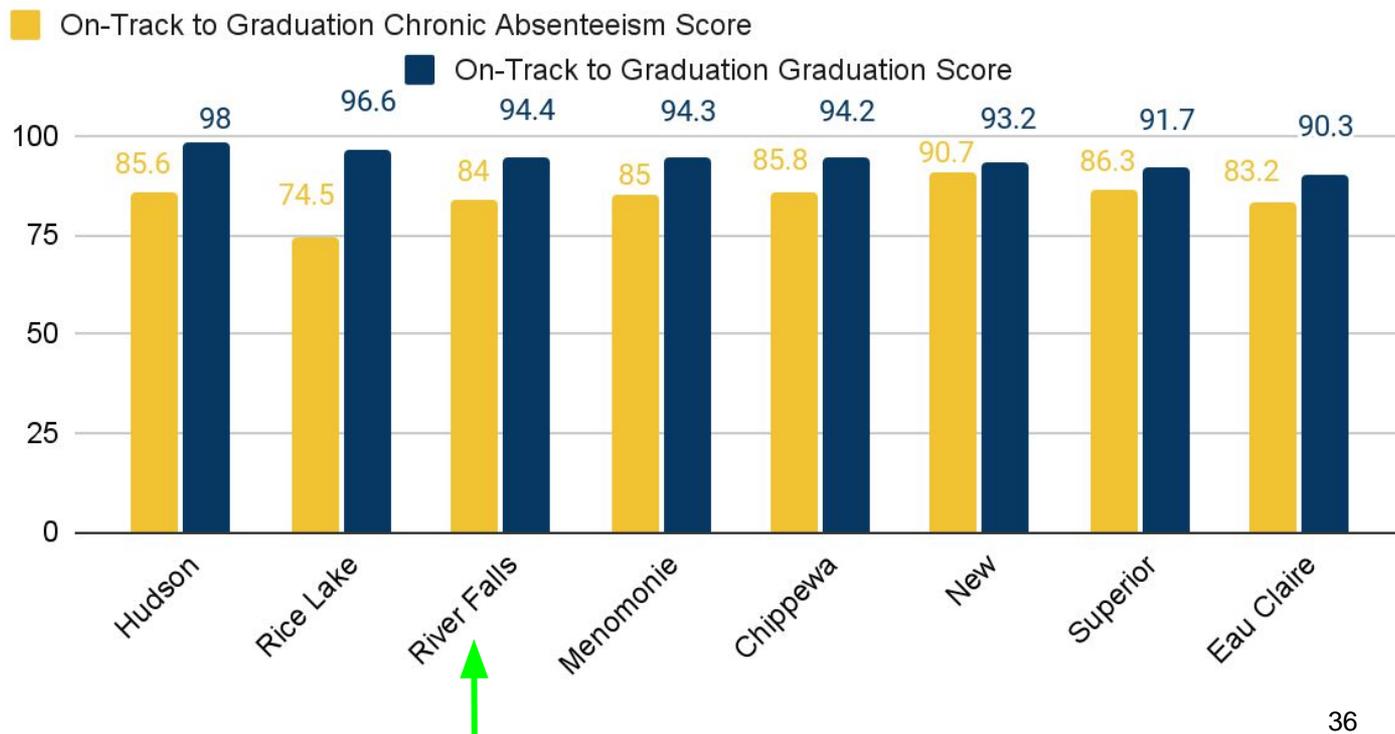


5th highest
Chronic
Absenteeism
Score in the
BRC

3rd highest
Graduation
Score in the
BRC



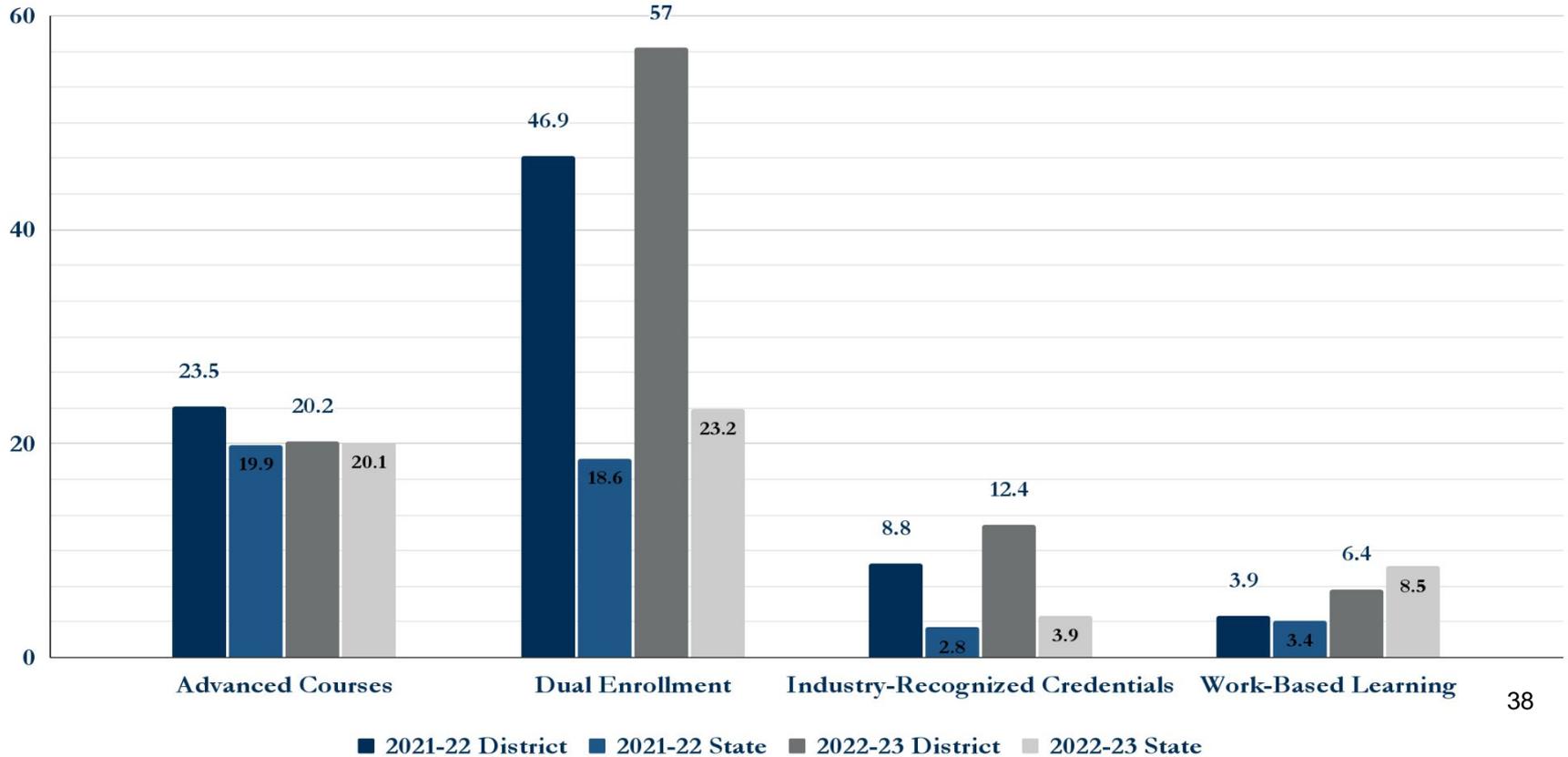
On-Track to Graduation: Chronic Absenteeism Score and Graduation Score



*Post Secondary Preparation



Percentage of Participation by Type of Postsecondary Preparation



Participation in the Arts

Rfalls

State

Art

40.1% -vs- 27.2%

Music

21.9% -vs- 19.1%

Theater

4.8% -vs- 1.8%



*All RF schools exceeds or meets expectations

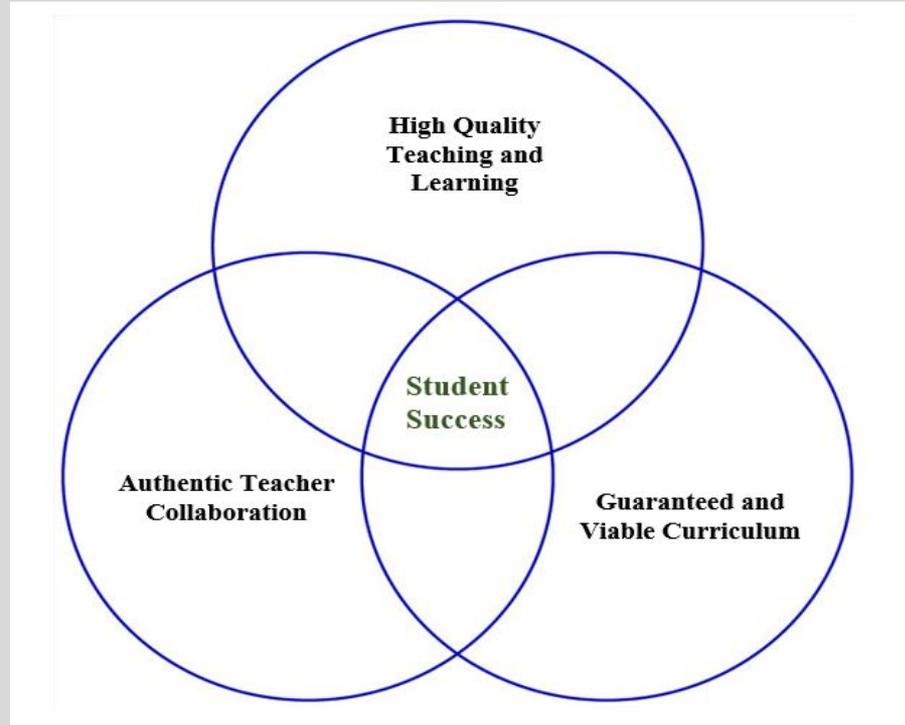
*3-8 “*Advanced+Proficient*” (Math, ELA, Sci, SS)
All District Grade Level > State Average

*ACT 21.0 -vs- State 19.4





Report Card Response





Report Card Response

Guaranteed & Viable Curriculum

- Implementation of district-wide curriculum cycle.
- Prioritization and deconstruction of standards
- Development of common formative assessments.

Authentic Teacher Collaboration

- Increase number of data dig/intervention cycles.
- Greater focus on strategic framework development to support growth of PLC.
- Analysis of report card trend data

High Quality Teaching and Learning

- Ongoing PD for building leaders on HQTL
- Development of connection between educator effectiveness and HQTL
- PD for new staff on HQTL
- Increased/enhanced opportunities for GT/EL

What else do we know?

- There are many high quality experiences and opportunities provided to students that remain “unmeasured” on this State Report Card
- Great Kids and Families (and community)
- Amazing Faculty and Staff (and effective Board)



We should all be humbly proud of our school district...