

# EARLY GRADE READING OUTCOME: QUANTITATIVE DATA

The Population Level Outcome we look at for literacy is called Early Grade Reading. The quantitative measure we use to track our progress as a community is 3rd grade reading proficiency as measured on the Wisconsin Forward Exam. Our most recent data is current as of the 2022-2023 school year.

## VISUALIZED QUANTITATIVE DATA

### Top Right

This visual shows the percentage of 3rd grade students who scored proficient or advanced on the Wisconsin Forward Exam in English Language Arts (ELA) in Brown County vs. Wisconsin. (Data Source: WISEdash)

### Bottom Right

This visual shows the percentage of 3rd grade students who score proficient or advanced on the Wisconsin Forward Exam in English Language Arts (ELA) in Brown County by race. (Data Source: WISEdash)

## WHAT IS THE FORWARD EXAM?

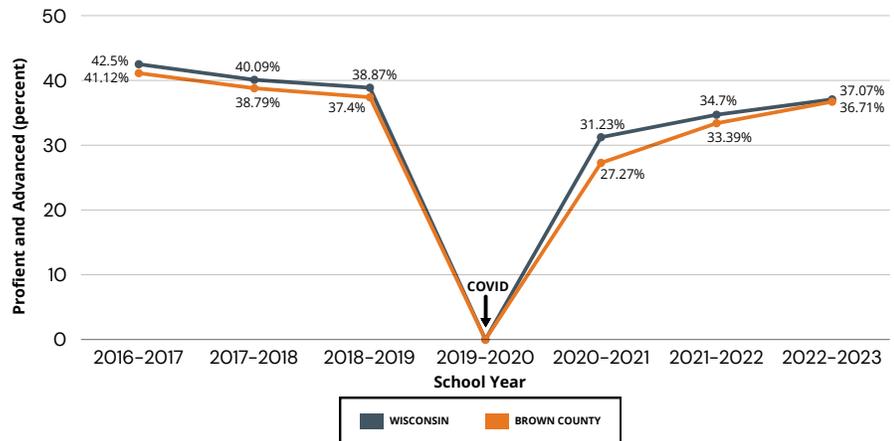
The Forward Exam is designed to gauge how well students are doing in relation to Wisconsin Academic Standards. It is administered online in the spring of each school year at: Grades 3-8 in English Language Arts (ELA) and Math, grades 4 and 8 in science and grades 4, 8, and 10 in Social Studies. The test includes built-in accommodations for students with disabilities and English Language Learners.

Student performance is reported in terms of four performance levels: Advanced, Proficient, Basic, and Below Basic.

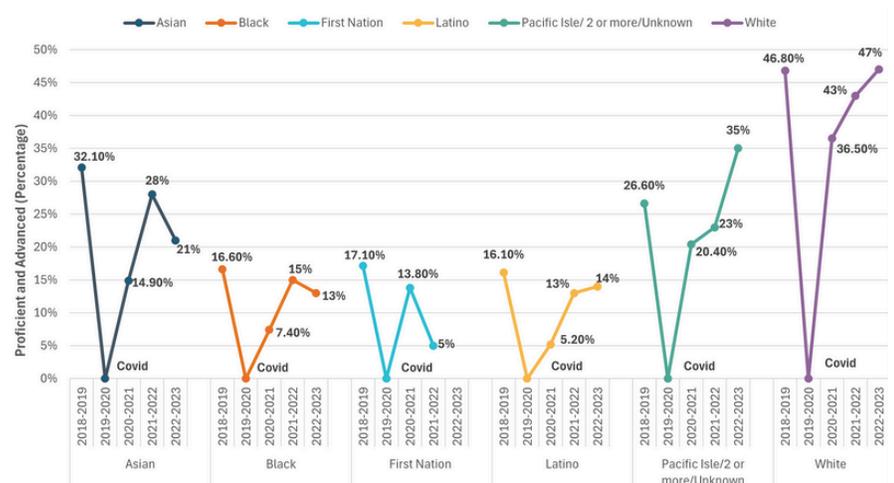
**Students scoring Advanced or Proficient are considered proficient.**

- **Below Basic:** Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness
- **Basic:** Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness
- **Proficient:** Student demonstrates adequate understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness
- **Advanced:** Student demonstrates thorough understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness

### STATE OF WISCONSIN VS BROWN COUNTY



### BROWN COUNTY COVID BY RACE



## WHICH BROWN COUNTY SCHOOL DISTRICTS ARE INCLUDED IN THE BROWN COUNTY DATA?

- Ashwaubenon School District
- Unified School District of De Pere
- Denmark School District
- Green Bay Area Public School District
- Howard-Suamico School District
- New Leaf Prep Academy, Inc. (Charter School)
- West De Pere School District
- Pulaski Community School District
- Wrightstown Community School District



## EARLY GRADE READING OUTCOME: QUALITATIVE DATA

What do people who live and work in Brown County think about the current state conditions of literacy? Our Backbone Team has worked to collect community and parent voice around this issue and the results of that community voice is visualized below.

### VISUALIZED QUALITATIVE DATA

#### FOCUS GROUPS AND ONE-ON-ONE INTERVIEWS WITH 127 PARENTS | SUMMER 2022

Throughout the Summer of 2022, our Backbone Team and Reading Success Summit Planning Team members conducted [focus groups and one-on-one interviews with 127 parents at 16 different locations throughout Brown County](#). The goal was to share our data and learn about their experience raising a young reader. Five themes were identified from this work and are captured below. A full report from this work is available on our website.

<p><b>1. Children’s lack of motivation for reading books is seen as a big problem</b> – parents describe technology is a distraction; it’s easier and more fun for children to play video games or to engage online. Direct quotes include:</p> <ul style="list-style-type: none"> <li>• “Electronics make books seem boring.”</li> <li>• “How do we turn reading into something cool?”</li> </ul>	<p><b>2. Many parents report that they are tired and overworked supporting the basic needs of their family</b> – they shared that making time for reading at home difficult. Direct quotes include:</p> <ul style="list-style-type: none"> <li>• “We are struggling in this economy. It takes two incomes to survive.”</li> <li>• “My kids don’t leave the house or go to the library. They are stuck at home because I am working or sleeping.”</li> </ul>	<p><b>3. Incentives for reading, like pizza coupons or little toys, would be a big help.</b> Direct quotes include:</p> <ul style="list-style-type: none"> <li>• “If my son read every day, I bought him something. He is motivated to read by prizes.”</li> <li>• “Bring back the ‘Book It’ thing for pizza at Pizza Hut.”</li> </ul>	<p><b>4. We need more activities for families to do together that focus on reading.</b> Direct quotes include:</p> <ul style="list-style-type: none"> <li>• “There are not enough family activities to have families get together for reading.”</li> <li>• “More reading events, more advertising of events, varied locations. Needs to fit my work schedule.”</li> </ul>	<p><b>5. Nearly 90% of parents reported reading with their children at home.</b></p> <p><i>*This percentage was the same whether or not the parent(s) had been raised in a home that supported reading.</i></p>
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#### BROWN COUNTY READING SUCCESS SUMMIT CONVERSATION NUMBER 1 | OCTOBER 5, 2022

Nearly 200 community members discussed the following question during the Brown County Reading Success Summit on October 5, 2022 at the Resch Expo Center: *“We know all children, regardless of demographics, have the potential to learn to read, and all parents hope for their students to be successful. What, then, might be the reasons that we have such a reading proficiency gap in Brown County?”* Themes from conversation are visualized below.

Basic Needs	Parents	Technology	Diversity/Equity	Other	Schools
<ul style="list-style-type: none"> <li>• Not enough money (41)</li> <li>• Poor nutrition (13)</li> <li>• Poor sleep (10)</li> <li>• No reading materials (9)</li> <li>• Poor exercise, health or hygiene (4)</li> <li>• No Housing/ Transportation (4)</li> </ul>	<ul style="list-style-type: none"> <li>• Parents lacking know how (30)</li> <li>• Not enough time/competing priorities (30)</li> <li>• Parents overworked/ stressed (7)</li> <li>• Parents not engaged (7)</li> <li>• Parents not supported (4)</li> </ul>	<ul style="list-style-type: none"> <li>• Too much screen time (21)</li> <li>• Using other communication methods (10)</li> </ul>	<ul style="list-style-type: none"> <li>• Language barriers (10)</li> <li>• Racism, Segregation, Polarization (10)</li> <li>• Increased diversity (5)</li> </ul>	<ul style="list-style-type: none"> <li>• Trauma/Lack of Structure (17)</li> <li>• Not enough emphasis on early childhood (12)</li> <li>• General community issues (7)</li> <li>• Impact of COVID-19 (7)</li> <li>• Employers not engaged (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of teachers or resources (14)</li> <li>• Poor teaching methods (14)</li> <li>• Lack of culturally responsive curriculum (11)</li> <li>• Issues with education system (9)</li> <li>• Large class sizes (6)</li> <li>• Poor relationship between schools and parents (5)</li> <li>• Responsibility on schools only (5)</li> </ul>



# CURRENT CONDITIONS: QUALITATIVE DATA CONTINUED

## VISUALIZED QUALITATIVE DATA CONTINUED

### BROWN COUNTY READING SUCCESS SUMMIT CONVERSATION NUMBER 2 | OCTOBER 5, 2022

Nearly 200 community members discussed the following question during the Brown County Reading Success Summit on October 5, 2022 at the Resch Expo Center: *“What will happen to our community, economy, and workforce if 62% of 3rd Grade students continue to be non-proficient readers through high school?”* Themes from conversation are visualized below.

<p><b>1. Business and Workforce</b></p> <ul style="list-style-type: none"> <li>• It's Up to Businesses           <ul style="list-style-type: none"> <li>◦ Businesses will need to change; businesses will need to train and prepare their workforce (7)</li> <li>◦ We should create a data/summary sheet/poster to share with local businesses (1)</li> </ul> </li> <li>• Skills           <ul style="list-style-type: none"> <li>◦ Focus can and should be on other skills (2)</li> </ul> </li> <li>• Lack of Workers, Increased Job Vacancies, Lower Output (26)</li> <li>• Businesses will not come to Green Bay or invest in the community (13)</li> <li>• Impact on Career           <ul style="list-style-type: none"> <li>◦ Students will be less capable, have fewer opportunities and lower pay (11)</li> </ul> </li> <li>• Innovation           <ul style="list-style-type: none"> <li>◦ Innovation will suffer (6)</li> </ul> </li> </ul>	<p><b>2. Community and Civic Engagement</b></p> <ul style="list-style-type: none"> <li>• Crime           <ul style="list-style-type: none"> <li>◦ Crime and incarceration will increase (11)</li> <li>◦ Civil unrest, instability, gang activity (7)</li> </ul> </li> <li>• Quality of Community           <ul style="list-style-type: none"> <li>◦ The quality of the community will decline, people will leave, people won't move here (12)</li> </ul> </li> <li>• Civic Engagement           <ul style="list-style-type: none"> <li>◦ Lowered ability to navigate and participate in society (11)</li> <li>◦ Less political engagement and leadership (6)</li> </ul> </li> <li>• Poverty           <ul style="list-style-type: none"> <li>◦ Poverty and homelessness will increase (8)</li> <li>◦ Dependence on government welfare will increase (3)</li> </ul> </li> <li>• Tax Base           <ul style="list-style-type: none"> <li>◦ Lower tax base and fewer resources for county, cities, and schools (9)</li> </ul> </li> <li>• Polarization           <ul style="list-style-type: none"> <li>◦ The rift between the “haves” and the “have nots” will increase (5)</li> <li>◦ Racial hierarchies and disparities (3)</li> </ul> </li> </ul>	
<p><b>3. Education</b></p> <ul style="list-style-type: none"> <li>• Higher Education           <ul style="list-style-type: none"> <li>◦ Fewer students pursuing or succeeding in higher education (4)</li> <li>◦ More colleges providing pre-college courses to prepare students for credit bearing courses (1)</li> </ul> </li> <li>• Dropouts: more high school dropouts; lower high school completion rates (7)</li> <li>• Schools           <ul style="list-style-type: none"> <li>◦ Change and improve educational system (5)</li> <li>◦ Schools need to reflect diversity of students; become more equitable (4)</li> <li>◦ More work with community partners (2)</li> <li>◦ More Youth Apprenticeship programs, vocational training and career pathways (4)</li> </ul> </li> <li>• Learning           <ul style="list-style-type: none"> <li>◦ Critical thinking, communication, and creativity will decrease (6)</li> <li>◦ Comprehension of words is essential (1)</li> <li>◦ Challenge will be with other subjects (1)</li> <li>◦ Develop new ways of communicating (1)</li> </ul> </li> <li>• Not concerned; people will read or learn throughout life (2)</li> </ul>	<p><b>4. Parents and Family</b></p> <ul style="list-style-type: none"> <li>• Generational cycle of poverty/illiteracy will continue (9)</li> <li>• Families care and will become closer (2)</li> <li>• Families won't move here (2)</li> </ul>	<p><b>6. Social Emotional Wellness</b></p> <ul style="list-style-type: none"> <li>• Kids will have more mental health issues, more behavioral health issues, and will be less motivated (18)</li> <li>• Kids will have lower self-esteem (4)</li> <li>• People will be put in categories; people will be taken advantage of (2)</li> </ul>
		<p><b>5. Quality of Life</b></p> <ul style="list-style-type: none"> <li>• Quality of life and overall happiness will decrease (13)</li> </ul>



Photo: Brown County Reading Success Summit  
October 5, 2022, Resch Expo Center, Green Bay

