achieve
BROWN COUNTY

Early Grade Reading Outcome Booklet

2024-2025 School Year

Brown County, Wisconsin

achieve
BROWN COUNTY

Our mission is to use data and rally community to co-create equitable conditions so every young person can *thrive*.

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2024-2025
Brown County, Wisconsin

Early Grade Reading Outcome Booklet

"This resource is a beginning, not the final word. We created it because partners asked for one place to understand the state of Early Grade Reading in Brown County.

Inside you will find local data and plain language explanations about where children are thriving and where they are not. ***Please use it to guide decisions and to shape strategy. Use it to strengthen a grant narrative, to plan a program, or to open a conversation with a policymaker or a friend.*** *If you see something we missed, tell us. If you have a story that brings the data to life, share it. Your perspective will make this tool better for everyone.*

Our goal is simple and bold. We want every child to read confidently by the end of third grade. That goal belongs to all of us, including families, educators, businesses, nonprofits, government, and donors.

Thank you for taking this step with us and for choosing shared action for Brown County's youngest learners."

Sarah Beckman
Executive Director,
Achieve Brown County Backbone Team

Purpose of This Booklet

Achieve Brown County exists to bring people and organizations together to improve cradle-to-career systems. One of the ways we do this is through Data Work (gathering, analyzing, and sharing data that reflects how young people are doing in our community).

Whether you're developing a new program, writing a grant, shaping policy, or seeking to understand local outcomes, this booklet is for you and others in our community, to guide decision making and inform strategy development.

This booklet is not an answer key.

It is a starting point, a shared resource meant to support shared action.

This booklet presents a focused look at our Early Grade Reading Outcome, the state of early literacy in our community. It features data for Brown County, Wisconsin. We'll dive into definitions, patterns, and achievement gaps. It is our hope that this tool helps partners, policymakers, educators, funders, and community members better understand early literacy and why it should matter to everyone.

Find the virtual
Early Grade Reading Outcome Booklet here.
achievebrowncounty.org/early-grade-reading-outcome-booklet/

The Importance of **Early Grade Reading**

Early-grade reading is a foundational skill for school based learning and is associated with future academic success and life outcomes. Reading and comprehension in early elementary school years is critical for a positive academic trajectory, not only in language arts courses but in all subjects[1,9]. A longitudinal study on the relationship between third-grade reading and high school performance and college enrollment found that students who were at or above grade level in third grade graduate from high school and attend college at higher rates than their peers who were below grade level[2]. Moreover, students who do not read proficiently by third grade are four times more likely than proficient readers to leave high school without a diploma; these rates are higher among students experiencing poverty[3,9].

Beyond academic outcomes, substantial evidence indicates students that establish basic reading skills by third grade have better social skills and behavioral outcomes[4]. For example, students with higher literacy achievement are less likely to be aggressive[5,9], and reading achievement in third grade predicted subsequent behavioral engagement (i.e., positive efforts and involvement with academic activities) in fifth grade, with higher effects among students experiencing poverty[6,9].

Outside of school and educational achievement, early literacy has a global and economic impact. The cost of illiteracy to the United States' GDP is estimated at USD $15 trillion[7]. The effects of illiteracy are very similar in developing and developed countries. This includes illiterate people trapped in a cycle of poverty with limited opportunities for employment or income generation and higher chances of poor health, turning to crime and dependent on social welfare or charity (if it's available)[7]. Globally, on average, illiterate people earn 30-42% less than their literate counterparts and do not have the literacy skills required to undertake further vocational education or training to improve their earning capacity[7]. The world economy demands a more educated workforce, and grade-level reading proficiency is the key. Students who cannot read proficiently are especially unlikely to obtain a postsecondary degree, which is necessary for the kind of jobs that make America globally competitive in the age of information and communications technology[8].

Early Grade Reading is one of seven Youth Outcome Areas Achieve Brown County focuses on to create more **equitable systems in Brown County.** Learn more about us on our website.
achievebrowncounty.org/

Brown County Overview
Youth & Schools

About this section

To understand our early literacy data in this booklet, it's important to first dive into some general population level data for Brown County.

School Districts and Student Population in Brown County

There are nine school districts that are included in the data sets in this booklet. They include: Ashwaubenon, De Pere, Denmark, Green Bay, Howard-Suamico, New Leaf Prep Academy, Pulaski, West De Pere, and Wrightstown.

Within these school districts, there were 41,821 total students enrolled in the 2024-2025 school year[10]. By school system, this is broken down by:

Ashwaubenon (3,201)

De Pere (4,485)

Denmark (1,620)

Green Bay (18,379)

Howard-Suamico (5,678)

New Leaf Prep Academy (225)

Pulaski (3,252)

West De Pere (3,629)

Wrightstown (1,352)

More student population data is available on the School District Overview section of our Brown County Overview Dashboard.

Across the state of Wisconsin, Brown County is unique in its portfolio of school districts. We have the fourth largest district in the state as well as several suburban and rural districts within our county[10].

Elementary Schools in Brown County School Districts

During the 2024-2025 school year, there were 54 elementary schools across all school districts[10, 11]. This is broken down as:

Ashwaubenon 3: *Pioneer, Valley View, Cormier School and Early Learning Center*

De Pere 3: *Dickinson, Heritage, Susie C Altmayer*

Denmark 2: *Denmark, Rural Virtual Academy*

Green Bay 31: *Aldo Leopold Community School K-8, Baird, Bay View, Beaumont, Brown County Institute of Learning, Chappell, Danz, Doty, Dr Rosa Minoka-Hill School, Eisenhower, Elmore, Fort Howard, GBAPS Community 4K Site, Green Bay Head Start, Howe, Jackson, Jefferson Head Start Learning Center, Katherine Johnson Academy of Enriched Virtual Learning, Kennedy, King, Langlade, Leonardo da Vinci School for Gifted Learners, Lincoln, MacArthur, Martin, McAuliffe, Nicolet, Red Smith K-8, Sullivan, Webster, Wilder*

Howard-Suamico 7: *Bay Harbor, Forest Glen, Howard, Howard and Sumaico 4k, Lineville Intermediate, Meadowbrook, Suamico*

New Leaf 1: *New Leaf*

Pulaski 4: *Between the Lakes Virtual Academy*, Glenbrook, Hillcrest, Lannoye*

West De Pere 3: *Between the Lakes Virtual Academy*, Hemlock Creek, Westwood*

Wrightstown 1: *Wrightstown*

**Between the Lakes Virtual Academy is one site supporting two communities*

Third Graders in Brown County Schools

During the 2024-2025 school year, there were 2,928 students enrolled in third grade across all Brown County school districts[10, 11]. By school system, this is broken down as:

Ashwaubenon (257)

De Pere (308)

Denmark (118)

Green Bay (1,341)

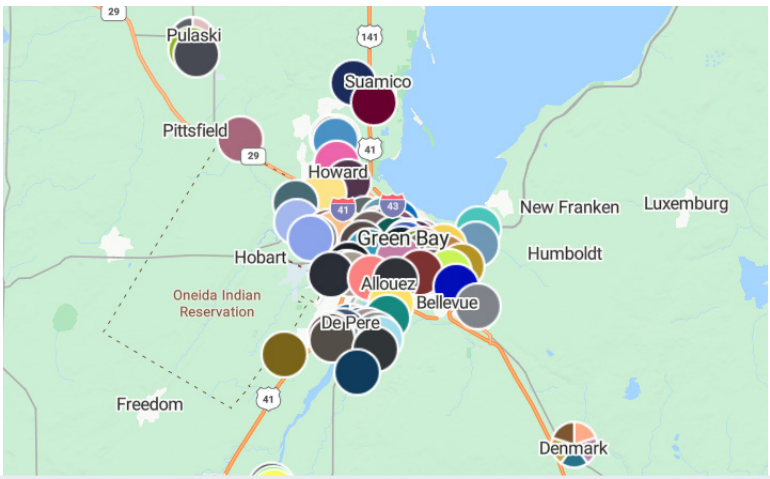
Howard-Suamico (339)

New Leaf Prep Academy (30)

Pulaski (190)

West De Pere (259)

Wrightstown (86)



Get access to the new **Brown County Overview Dashboard** and find information on Brown County population, economic status, school districts, and schools.

achievebrowncounty.org/brown-county-overview-dashboard/

Brown County Overview
Other Factors at Play in Early Literacy

About this section

Children begin developing literacy long before they ever enter a classroom. The literacy crisis we see today isn't just a school issue—it's a community issue. From birth through early childhood, kids learn words, hear stories, and develop oral language from the people and environments around them.

People and environment matter and this looks different across our community. It's important to dive into data and conditions to understand circumstances that children and families face that may create different opportunities for their early growth and development. Here we look at additional data to gain more understanding of other factors at play.

Population & Demographics

Brown County, located in Wisconsin's Northeast region, is home to 269,425 residents[12]. The population's racial and ethnic composition is as follows:

Race/Ethnicity, *Percentage of Population*[12]

- **White alone,** *78.09%*
- **Asian alone,** *3.15%*
- **Black or African American alone,** *2.53%*
- **American Indian or Alaska Native alone,** *1.65%*
- **Two or more races,** *4.12%*
- **Hispanic or Latino (any race),** *10%*

Note: "Alone" indicates individuals who selected only that single race on the Census. Hispanic or Latino is an ethnicity that can include people of any race.

Brown County is made up of the following municipalities[12]:

- **a. Cities:** *Green Bay, De Pere*
- **b. Villages:** *Allouez, Ashwaubenon, Bellevue, Denmark, Hobart, Howard, Pulaski, Suamico, Wrightstown*
- **c. Towns:** *Eaton, Glenmore, Green Bay, Holland, Humboldt, Lawrence, Ledgeview, Morrison, New Denmark, Pittsfield, Rockland, Scott, Wrightstown*
- **d. Tribal Nations:** *Oneida*

Poverty and Household Income

In Brown County, 9.8% of residents live below the Federal Poverty Level (FPL). Poverty is not experienced equally across all groups in Brown County. Among White alone residents, 7% live below the poverty level; among Black or African American alone residents, 28.5% live below the poverty level; among American Indian and Alaska Native alone residents, 24% live below the poverty level; among Asian alone residents, 16% live below the poverty level; and among Hispanic or Latino (any race) residents, 20.6% live below the federal poverty level. While 9.8% of the overall population lives below the Federal Poverty Level, certain racial and ethnic groups face much higher rates of poverty.[12, 13, 14]

Children are also affected, with 12.1% of the county's population under 18 living below the poverty level. Among children under 5 years old, 13.8% (2,153 out of 15,618) live below the FPL. Many families rely on support programs, with 27,323 residents participating in the Supplemental Nutrition Assistance Program (SNAP) as of 2024[15].

Median household income in Brown County is $77,490 overall, but it varies significantly by race and ethnicity. Asian households have the highest median income at $88,000, followed by White households at $80,000. Households identifying as two or more races earn $63,000, Hispanic or Latino households $62,000, some other race alone $60,000, American Indian and Alaska Native households $53,000, and Black households have the lowest median income at $43,000. [12, 13, 14]

Race / Ethnicity	Median Household Income	% Living Below Federal Poverty Level (FPL)
Black or African American alone	$43,000	28.5%
Some other race alone	$60,000	24.1%
American Indian and Alaska Native alone	$53,000	24%
Hispanic or Latino (any race)	$62,000	20.6%
Two or more races	$63,000	19.5%
Asian alone	$88,000	16%
White alone	$80,000	7%

Fig: Median Income vs. Poverty Rate by Race/ Ethnicity, Brown County 2024 [12, 13, 14]

Observation: Lower median incomes correspond with higher poverty rates, particularly for Black and American Indian households.

ALICE in Brown County

The ALICE (Asset Limited, Income Constrained, Employed) metric identifies households earning above the federal poverty level but not enough to cover basic necessities such as housing, childcare, transportation, food, and healthcare[16].

This table lists every municipality (villages, cities, and towns) in Brown County, Wisconsin, along with two key pieces of information[16].

1. Total Households: *The number of households (not people) that live in that municipality.*

2. % Below ALICE Threshold: *The percentage of households that are living either in poverty or are considered ALICE (Asset Limited, Income Constrained, Employed).*

The list is ordered roughly from the highest percentage of struggling households to the lowest percentage. This helps identify where economic hardship is most concentrated across the county. At the top are municipalities where around 40% of households cannot afford necessities (e.g., Denmark Village, Green Bay, Pulaski). Toward the bottom are communities where 15–20% of households are struggling (e.g., Glenmore, Holland)[16].

Name	Total Households	% Below ALICE Threshold
Denmark village	929	41%
Green Bay city	44092	41%
Pulaski village	1396	40%
Ashwaubenon village	8120	38%
Bellevue village	6902	29%
De Pere city	10114	29%
Allouez village	6017	26%
Howard village	8506	26%
Wrightstown town	905	23%
Scott town	1456	22%
Humboldt town	622	21%
Ledgeview town	3316	21%
Morrison town	631	21%
New Denmark town	511	21%
Hobart village	4040	20%
Pittsfield town	1059	20%
Lawrence town	2796	19%
Eaton town	553	18%
Green Bay town	842	18%
Suamico village	4707	17%
Rockland town	631	16%
Wrightstown village	1160	16%
Glenmore town	379	15%
Holland town	564	15%

Fig: Total households and percentage of households below the ALICE Threshold across municipalities in Brown County, Wisconsin[16].

Example of how to interpret the chart: Green Bay city: 44,092 households, 41% below the ALICE threshold | This means that 41% of all households in Green Bay—about 18,000 households—are struggling financially, even if they are working.

Homeless Student Data

In Brown County, the number of homeless students has increased steadily over the past three years. In 2022, there were 1,267 homeless students, of which 152 were unaccompanied. By 2023, the total rose to 1,363 students, with 135 unaccompanied students, and in 2024, the county had 1,446 homeless students, including 151 unaccompanied students. Most homeless students are enrolled in the Green Bay Area Public School District, which consistently accounts for the largest share each year (982 in 2022; 1,033 in 2023; 1,125 in 2024)[17].

Fig: Distribution of Accompanied and Unaccompanied Homeless Students Across Brown County School Districts[17].

**CDEB is the Brown County Children with Disabilities Education Board.*

Year	District Name	Total Homeless students	Accompanied Students	Unaccompanied Students
2024	Ashwaubenon	52	42	10
2024	Brown County CBED*	2	2	0
2024	De Pere	69	64	5
2024	Denmark	22	16	6
2024	Green Bay Area Public	1125	1042	83
2024	Howard-Suamico	100	69	31
2024	Pulaski Community	23	16	7
2024	West De Pere	53	44	9
	Total	1446	1295	151

Key Brown County Overview Takeaways

- Approximately 1 in 3 households in Brown County are struggling financially (ALICE + poverty).[15, 16]
- Poverty disproportionately affects Black, American Indian, and Hispanic households.[15]
- Median household income varies widely by race, highlighting systemic inequities.[15]
- Homeless student numbers are increasing, especially in the Green Bay Area Public School District.[17]
- ALICE analysis identifies municipalities with the highest financial vulnerability, such as Denmark, Green Bay, and Pulaski.[16]

State Policy & Assessment

Terms to know

Wisconsin Academic Standards: Wisconsin Academic Standards specify what students should know and be able to do at each grade level. They serve as goals for teaching and learning, and define for students, parents, educators, and citizens what students should have learned at each grade level[18].

Curriculum: While standards provide the goals for learning, curriculum is the day-to-day activity that helps a student meet those goals. Curriculum creates the student's overall classroom experience and includes lesson plans, classroom assessments, textbooks, etc[18].

Statewide Assessment: The Statewide Assessment refers to the series of standardized tests used to evaluate how well students are meeting the state's educational standards in key subject areas like English Language Arts (ELA), mathematics, science, and social studies[18].

Statewide Literacy Curriculum: **Wisconsin Act 20**

Act 20 states that all Wisconsin schools (including independent charters and those participating in the Choice program) are required to provide science-based early literacy instruction in both universal and intervention settings[19].

Science-based early literacy instruction is defined as instruction that is systematic and explicit and consists of all the following[19]:

- Phonological awareness
- Phonemic awareness
- Phonics
- Building background knowledge
- Oral language development
- Vocabulary building
- Instruction in writing
- Instruction in comprehension
- Reading fluency

The Wisconsin Department of Education does not mandate a specific curriculum that schools/districts must adopt. Instead, they have the flexibility to choose their own early literacy materials, as long as the materials align with the definition of "science-based early literacy instruction" outlined in Act 20[19].

Statewide Assessment
Wisconsin Forward Exam

The Forward Exam is a computer administered assessment that is designed to track and assess how well students are doing in relation to the Wisconsin Academic Standards. These standards outline what students should know and be able to do in order to be college and career ready. The Forward Exam is administered online in the spring of each school year from grades 3-10[20]:

Grades 3-8 in English Language Arts (ELA) and Mathematics
Grades 4 and 8 in Science
Grades 4, 8, and 10 in Social Studies

Wisconsin Forward Exam
English Language Arts section

Achieve Brown County uses the English Language Arts (ELA) portion of the Wisconsin Forward Exam as our **Key Performance Indicator** and benchmark for our Early Grade Reading Outcome. The data you see in this booklet shows how young people in Brown County performed on the English Language Arts section of our statewide assessment. This test assesses a young person's literacy in three sections that can be completed in any order[21].

Section 1: Reading Comprehension
Section 2: Language Arts/Writing, including one short-write task
Section 3: Language Arts/Writing, including one short-write task

All students in grades 3-8, and 10 will take the Forward Exam with the exception of students with the most significant cognitive disabilities who will take the Dynamic Learning Maps (DLM), Wisconsin's Alternate Assessment.

Policy is different than politics. Learn how Achieve Brown County works with policy and policy makers to create conditions for every young person to thrive.
https://achievebrowncounty.org/?s=policy

Forward Exam
Performance Level Descriptions

In addition to changes in curriculum, new performance standards were set for English Language Arts in June 2024. A student's overall performance on the ELA assessment is reported as a scale score. Scale scores represent the student's level of achievement, where higher scale scores indicate higher levels of performance on the test and lower scale scores indicate lower levels of performance[20].

A young person who performs at either advanced or meeting will be categorized as **"meeting grade level expectations"** throughout the data documentation.

Advanced

Student demonstrates a thorough understanding of the knowledge and skills described in the Wisconsin Academic Standards for their grade level and is on-track for future learning

Meeting

Student is meeting the knowledge and skills described in the Wisconsin Academic Standards for their grade level and is on-track for future learning

Approaching

Student is approaching the knowledge and skills described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning

Developing

Student is at the beginning stages of developing the knowledge and skills described in the Wisconsin Academic Standards for their grade level needed to be on-track for future learning

A young person who performs at either approaching or developing will be categorized as **"not meeting grade level expectations"** thoughout the data documentation.

Note: Previously, students were categorized into the levels Advanced, Proficient, Basic, and Below Basic, and those who scored in the Advanced and Proficient ranges were referred to as "proficient." This terminology is no longer used. The current performance level system no longer includes the use of "proficient" to describe students in the Advanced and Meeting categories[20].

2024-2025
Brown County, Wisconsin

Early Grade Reading Data

View our interactive **youth outcome** dashboard.
achievebrowncounty.org/youth-outcome-dashboard/

View our interactive **brown county overview** dashboard.
achievebrowncounty.org/brown-county-overview-dashboard/

Important Things
to Know About Data

Ensuring Equity in Data

Equitable data use requires examining both individual level and systems level indicators. While individual outcomes like achievement gaps and health disparities highlight inequities, **they often overlook the systemic factors driving these disparities.** Systems-level indicators reveal how resources, decision-making power, and opportunities are distributed across institutions, addressing the norms and policies that perpetuate inequities.

Focusing solely on individual outcomes risks reinforcing discriminatory narratives and ignoring systemic causes. By integrating systems-level data, organizations can hold institutions accountable for creating conditions where all young people thrive, regardless of race or income, driving equitable change in education, health, and social mobility outcomes.

"Every chart, graph, and statistic in this booklet reflects real life and real stories. It is our collective responsibility to use this information to create opportunities for growth and positive change. We urge all readers to approach this data with a constructive mindset, recognizing data as an opportunity for continuous improvement and to guide further action, rather than using it to criticize or undermine anyone who connects with an identifier."

Atithi Ghimire
Data Manager, Achieve Brown County Backbone Team

The Importance of Disaggregated Data

Disaggregated data is essential for **fostering equity and building a community culture** that values fairness and inclusion.

Unlike aggregated data, which can mask disparities, disaggregated data reveals how outcomes differ across groups, such as by race, income, or gender. This transparency helps communities **identify systemic barriers** and tailor solutions that address root causes. By prioritizing equity over equality, ensuring resources and opportunities meet specific needs rather than treating everyone the same, communities can drive more meaningful, lasting change and ensure that all young people have the chance to thrive.

Learn how we use data.

achievebrowncounty.org/data-work

View our interactive **youth outcome** dashboard.
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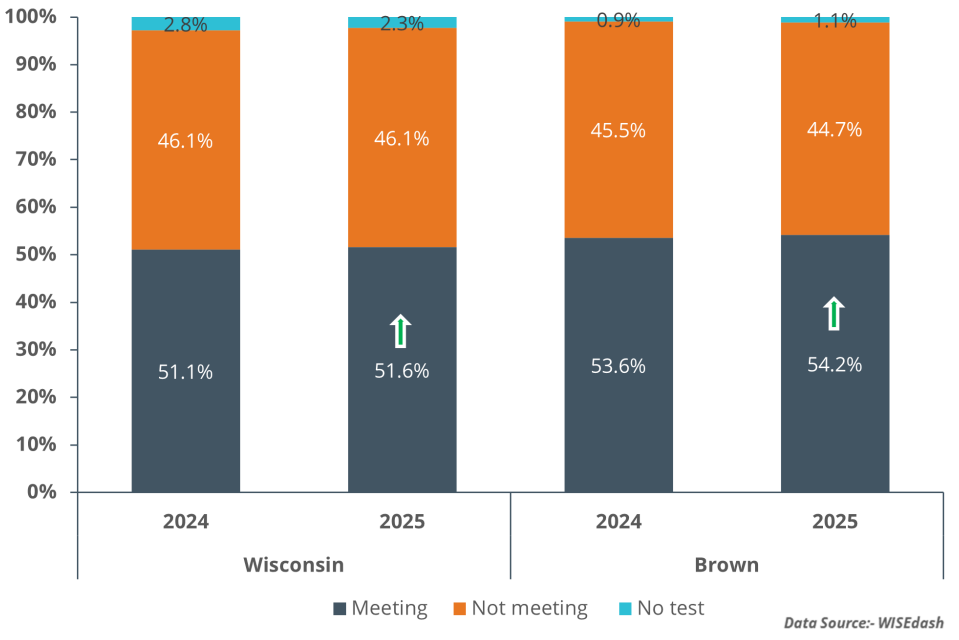
Brown County vs. State of Wisconsin
3rd Grade English Language Arts



Data Source:- WISEdash

Description: This visual shows the percentage of 3rd graders in Wisconsin and Brown County who are 1. Meeting Expectations (Meeting or Advanced), 2. Not Meeting Expectations (Developing or Approaching), and 3. No Test (did not take the test) for the 3rd grade English Language Arts exam[22].

What it Means: Brown County continues to outperform the state average in 3rd grade reading, with incremental improvement from 2024 to 2025. In 2024, out of 2,804 students, 53.6% (1,502 students met grade level expectations), while in 2025, out of 2,915 students, 54.2% (1,580 students met grade-level expectations), showing an increase of 0.7 percentage points. The number of students not meeting expectations decreased from 45.5% (1,277 students) in 2024 to 44.7% (1,304 students) in 2025. Similarly, the share of students who did not take the test slightly increased from 0.9% (25 students) in 2024 to 1.1% (31 students) in 2025[22].

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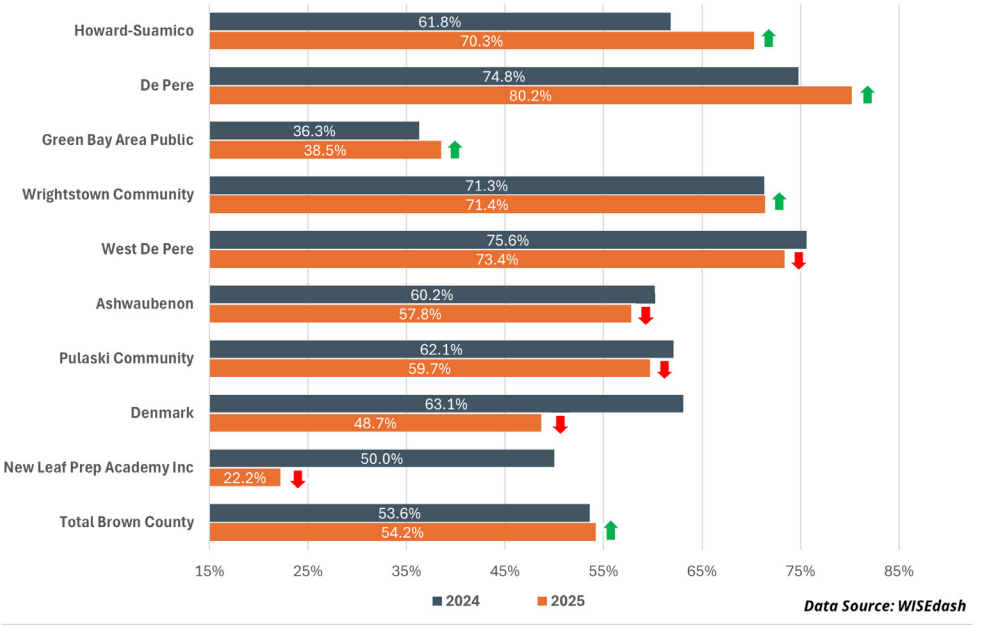
3rd Grade English Language Arts **Disaggregated by School District**



Description: This visual shows how well 3rd grade students in each Brown County school district performed on the English Language Arts (ELA) state test in 2024 and 2025, specifically highlighting the percentage who met or exceeded grade-level expectations. For each district, two bars show the percentage of students meeting or exceeding expectations in 2024 (blue) and 2025 (orange). Arrows indicate if scores increased (green) or decreased (red) from 2024 to 2025 and the bottom row summarizes the countywide average[22].

What It Means: Howard-Suamico saw the largest improvement and ranked as the second highest-performing district. Its percentage of students meeting or exceeding benchmarks increased from 61.8% to 70.3%, an 8.5-point gain. De Pere also showed strong growth, rising from 74.8% to 80.2%, which made it the highest overall rate of students meeting grade-level expectations in 2025.Wrightstown Community remained nearly steady, shifting slightly from 71.3% to 71.4%[22].

Several districts experienced some declines. Denmark recorded the sharpest drop, decreasing from 63.1% to 48.7%, a 14.4-point loss. West De Pere slipped from 75.6% to 73.4%, and Ashwaubenon decreased from 60.2% to 57.8%. Pulaski Community followed a similar downward trend, moving from 62.1% to 59.7%. Among all districts, Green Bay Area Public had the lowest rate of students meeting benchmarks, although it did see a small improvement from 36.3% to 38.5%. A significant decline occurred at New Leaf Prep Academy Inc, which fell from 50.0% to 22.2%[22].

Overall, the Brown County average increased slightly from 53.6% to 54.2%, indicating modest countywide progress[22].

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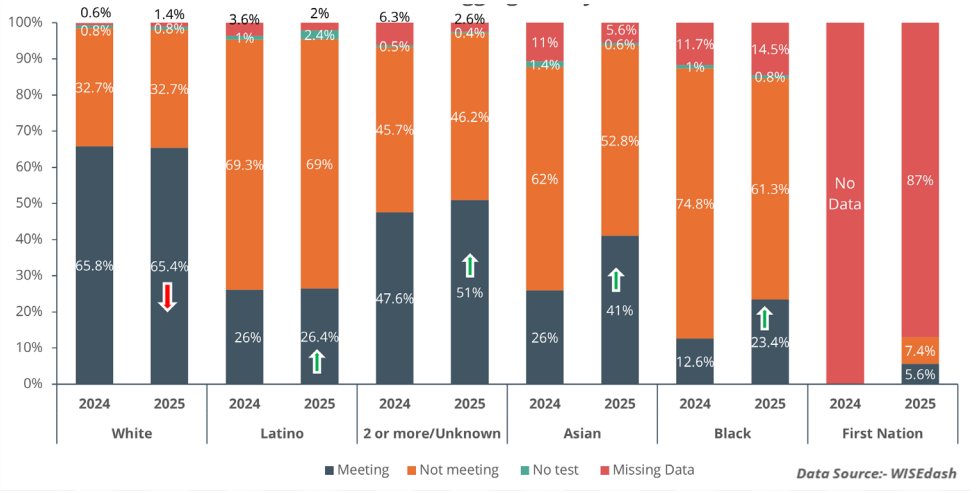
3rd Grade English Language Arts **Disaggregated by Race**



Description: This visual shows the percentage of 3rd graders in Brown County, disaggregated by race, who are 1. Meeting Expectations (Meeting or Advanced), 2. Not Meeting Expectations (Developing or Approaching), 3. No Test (did not take the test), and 4. No Data for the 3rd grade English Language Arts exam[22].

What it Means: Brown County's 2024 and 2025 3rd grade reading data highlights both positive gains and ongoing equity gaps. White students continue to set the highest benchmark for proficiency, while Asian, Black, and multi-racial students made notable improvements in 2025. In 2025, there were 2,915 third graders in Brown County. White students represented the largest group (1,808 students, 62.1%), followed by Latino (531 students, 18.2%), Two or More Races/Unknown (234 students, 8.0%), Asian (161 students, 5.5%), Black or African American (124 students, 4.3%), and First Nation (54 students, 1.9%). Data for Pacific Islander students were unavailable or masked to protect student privacy[22].

a. White students continue to meet grade-level expectations and represent the largest number of test takers, although their rate dipped slightly from 65.8% in 2024 (with 1,169 out of 1,776 students meeting expectations) to 65.4% in 2025 (with 1,182 out of 1,808 students meeting expectations), a decrease of 0.4 percentage points[22].

b. Latino students showed a small increase from 26.1% in 2024 (129 out of 495 students meeting grade level expectations) to 26.4% in 2025 (140 out of 531 students meeting grade level expectations), an uptick of 0.3 percentage points[22].

c. Students identified as Two or More Races or Unknown improved from 47.6% in 2024 (99 out of 208 students meeting grade level expectations) to 50.9% in 2025 (119 out of 234 students meeting grade level expectations), a gain of 3.3 percentage points[22].

d. Asian students notably increased their rate, rising from 25.9% in 2024 (38 out of 147 students meeting grade level expectations) to 41% in 2025 (66 out of 161 students meeting grade level expectations), a jump of 15.1 percentage points[22].

e. Black or African American students saw strong growth, improving from 12.6% in 2024 (14 out of 111 students meeting grade level expectations) to 23.4% in 2025 (29 out of 124 students meeting grade level expectations), representing an increase of 10.8 percentage points[22].

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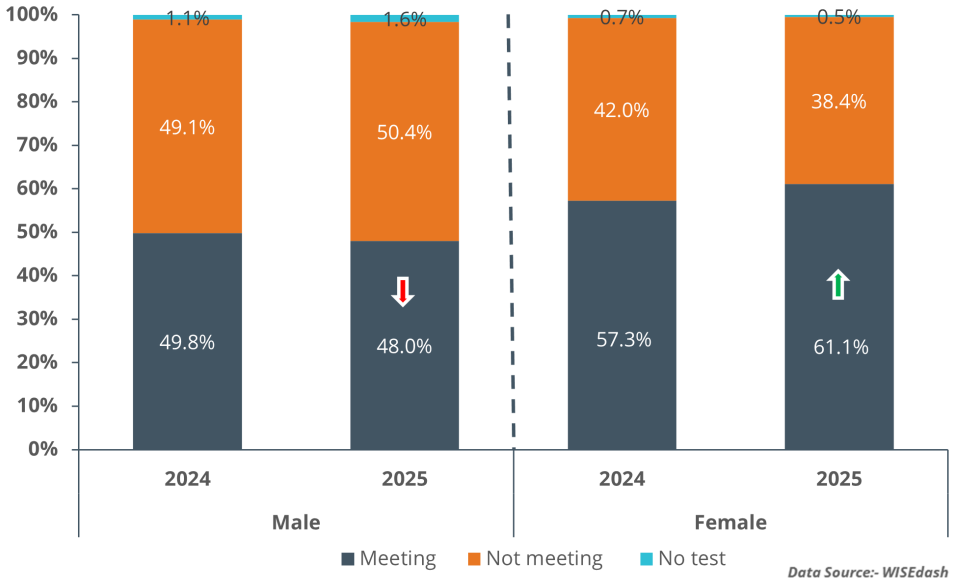
3rd Grade English Language Arts **Disaggregated by Gender**



Description: This visual shows the percentage of 3rd graders in Brown County, disaggregated by gender, who are 1. Meeting Expectations (Meeting or Advanced), 2. Not Meeting Expectations (Developing or Approaching), and 3. No Test (did not take the test) for the 3rd grade English Language Arts exam[22].

What It Means: The difference in reading rates between male and female students is substantial and increased from 2024 to 2025. Female students improved their rate of reading at grade level from 57.3% in 2024 (808 out of 1,410 students meeting expectations) to 61.1% in 2025 (843 out of 1,380 students meeting expectations), a gain of 3.8 percentage points. In contrast, male students saw a decline from 49.8% in 2024 (694 out of 1,394 students meeting expectations) to 48.0% in 2025 (737 out of 1,535 students meeting expectations), a decrease of 1.8 percentage points. As a result, females outperformed males by 7.5 percentage points in 2024 and by 13.1 percentage points in 2025. The proportion of students not tested remained low for both genders, though there was a modest increase for males (from 1.1% to 1.6%) and a slight decrease for females (from 0.7% to 0.5%)[22].

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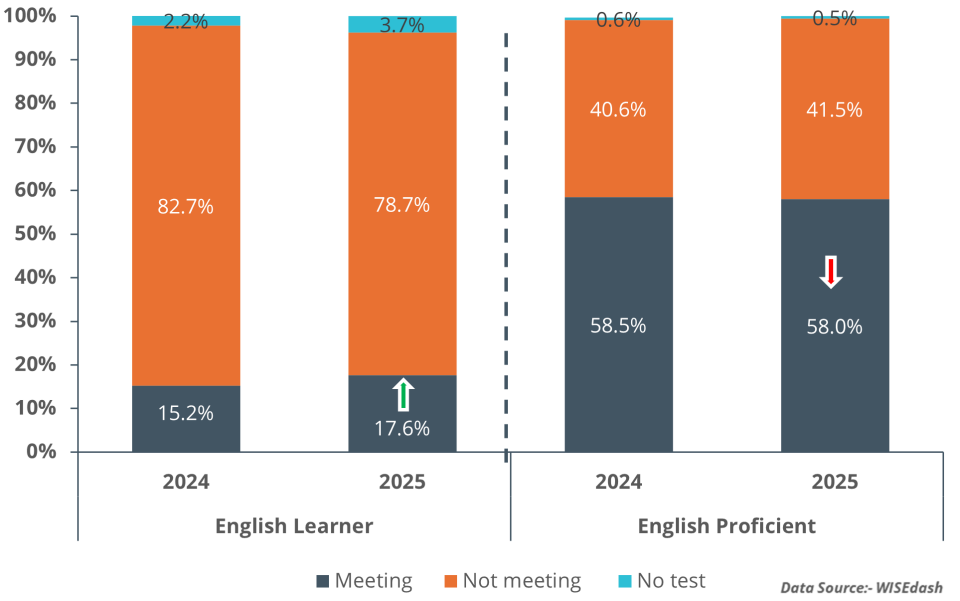
3rd Grade English Language Arts
Disaggregated by English Learner Status

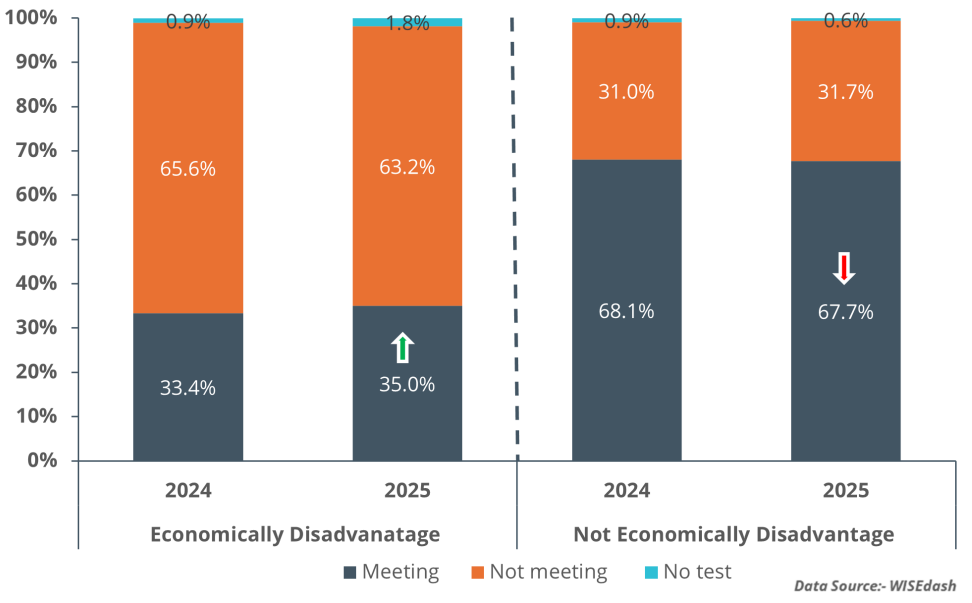


Description: This visual shows the percentage of 3rd graders in Brown County, disaggregated by English Learner Status, who are 1. Meeting Expectations (Meeting or Advanced), 2. Not Meeting Expectations (Developing or Approaching), and 3. No Test (did not take the test) for the 3rd grade English Language Arts exam. A student who is categorized as an English Learner is defined as any student whose first language, or whose parents' or guardians' first language, is not English and whose level of English proficiency requires specially designed instruction, either in English or in the first language or both, in order for the student to fully benefit from classroom instruction and to be successful in attaining the state's high academic standards expected of all students at their grade level[22].

What It Means: Across both years of data, students who are proficient in English consistently demonstrated stronger reading performance than English Learners in Brown County. In Brown County, 381 students (17.3%) out of 2,197 third graders were identified as English Learners. However, the total number of 3rd graders is 2,915, meaning approximately 24.6% of the data is unavailable. In 2024, 15.2% of English Learners met grade-level expectations compared to 58.8% of English Proficient students, resulting in a 43.6 percentage point gap. In 2025, 17.6% of English Learners met grade-level expectations compared to 58% of English Proficient students, resulting in a 40.4 percentage point gap. In numbers and percentages, this equates to 1. English Proficient students (1,816 total students with 58% or 1,053 students meeting expectations) and 2. English Learners (381 total students with 17.6% or 67 students meeting expectations). In both years, the percentage of English Learners not taking the reading test was higher than for English Proficient students[22].

View our interactive **youth outcome** dashboard.
achievebrowncounty.org/youth-outcome-dashboard/

3rd Grade English Language Arts **Disaggregated by Economic Status**



Description: This visual shows the percentage of 3rd graders in Brown County, disaggregated by Economic Status, who are 1. Meeting Expectations (Meeting or Advanced), 2. Not Meeting Expectations (Developing or Approaching), and 3. No Test (did not take the test) for the 3rd grade English Language Arts exam. A student who is categorized as Economically Disadvantaged is defined as a student whose household income qualifies them for free or reduced lunch under the National School Lunch Program or through approved alternative mechanisms. Students in this category meet requirements for coding as F, R, or A as described on Economically Disadvantaged Data Collection and Reporting. Prior to 2005-06, only students eligible for free or reduced lunch based on an approved application or direct certification under the National School Lunch Program were counted as economically disadvantaged (no alternative mechanism)[22].

What It Means: Across both years of data, students who are not economically disadvantaged consistently demonstrate stronger reading performance than those who are economically disadvantaged in Brown County. In 2025, 1,167 third graders were identified as economically disadvantaged, representing 40.4% of total 3rd graders. However, the total number of 3rd graders is 2,915, meaning approximately 0.92% of the data is not available. The gap in proficiency between economically disadvantaged and not economically disadvantaged students was 34.7 percentage points in 2024 and 32.7 percentage points in 2025. For both years, the percentage of economically disadvantaged students not taking the reading test was higher than that for their peers who were not economically disadvantaged. Economically disadvantaged students improved their reading proficiency from 33.5% in 2024 (with 392 out of 1,172 students meeting expectations) to 35.0% in 2025 (with 409 out of 1,167 students meeting expectations. Students not economically disadvantaged decreased slightly from 68.1% in 2024 (with 1,104 out of 1,620 students meeting expectations) to 67.7% in 2025 (with 1,165 out of 1,721 students meeting expectations)[22].

View our interactive **youth outcome** dashboard.
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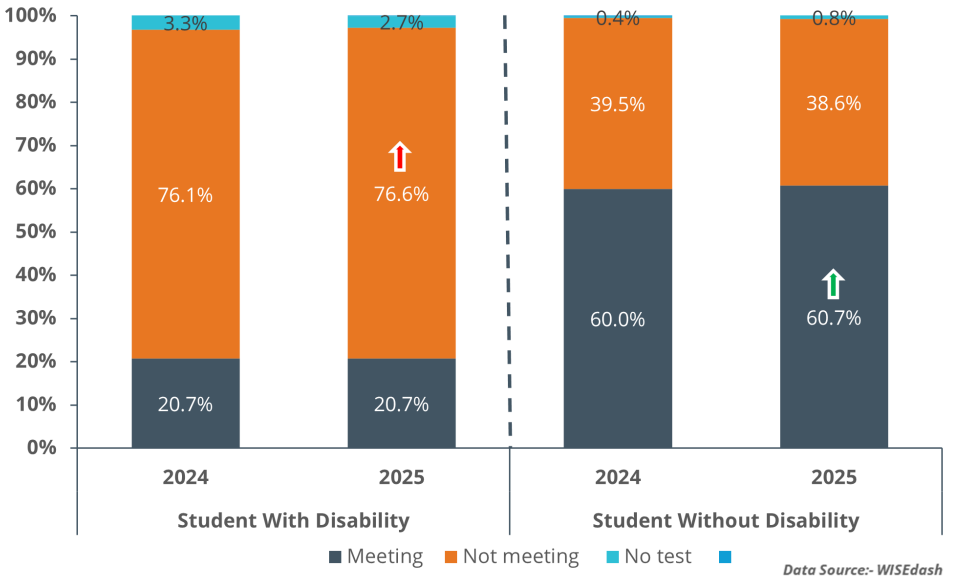
3rd Grade English Language Arts **Disaggregated by Disability Status**



Description: This visual shows the percentage of 3rd graders in Brown County, disaggregated by disability status, who are 1. Meeting Expectations (Meeting or Advanced), 2. Not Meeting Expectations (Developing or Approaching), and 3. No Test (did not take the test) for the 3rd grade English Language Arts exam. A student with a disability is defined as a student being reported by the school district as needing special education and/or related services[22].

What It Means: Comparing two years of data, a higher percentage of students without disabilities consistently met grade-level expectations compared to students with a disability in Brown County. In 2025, 445 students (15%) out of 2,888 3rd graders were identified as students with a disability[22].

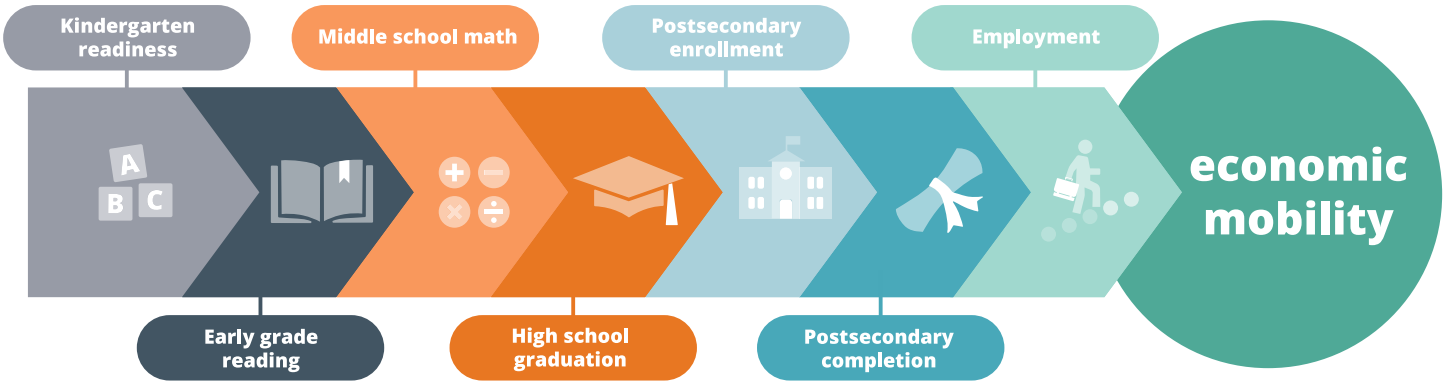
In 2024, the gap in reading proficiency was 39.3 percentage points (60% for students without disabilities, 20.7% for students with disabilities). In 2025, this gap increased slightly to 40 percentage points. In numbers and percentages, this equates to 1. Students without a disability (2,443 total students with 60.7% or 1,482 students meeting expectations) and 2. Students with a disability (445 total students with 20.7% or 92 students meeting expectations). In both years, the percentage of students with a disability not taking the reading test was higher than students without a disability[22].

About the **Achieve Brown County Collective Impact Partnership**

We are Achieve Brown County, a movement of individuals and organizations committed to improving systems that affect our young people's learning and early career achievements. We are parents, school representatives, nonprofit staff, business leaders, healthcare, government officials and a dedicated staff who want to create a Brown County ***where all young people can thrive.***

Common Measurement - Youth Outcomes

We measure and focus our work around seven youth outcomes from cradle to career.



Our Areas of Work

Collective Impact Structure

Direct Service organizations run programs. We are a Collective Impact organization; we facilitate Systems Change by creating these conditions and structures in Brown County.

Have a common agenda for change-making.

Agree to the same methods of data collection.

Take on different work to achieve a unified goal.

Engage with other partners to maintain trust and motivation.

Have a **backbone** team to support the whole partnership.

Partnerships & Networks

achieve BROWN COUNTY
LOCAL BACKBONE TEAM & LOCAL PARTNERSHIP

the Wisconsin Partnership
STATEWIDE PARTNERSHIP

StriveTogether
Every child. Cradle to career.
NATIONAL NETWORK

Six Conditions of Systems Change

We measure our success by impacting one or more of these Six Conditions of Systems Change.

policies

practices

resource flows

relationships & connections

power dynamics

mental models

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