

R-2 ACADEMIC ACHIEVEMENT - ELA
SUMMARY OF COMPLIANCE STATUS
MAY 2019

SUPERINTENDENT CERTIFICATION

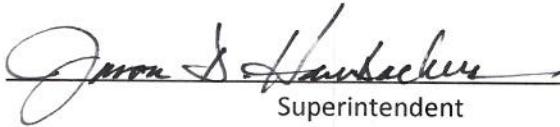
With respect to R-2 *Academic Achievement – ELA* taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and the district is:

- Making Reasonable Progress
 Making Reasonable Progress, with Exception
 Failing to Make Reasonable Progress

Summary Statement by Administration

Monitoring of results policies is part of the ongoing process of district performance evaluation and superintendent evaluation. This result policy addresses several aspects of the superintendent's responsibility regarding Academic Achievement - ELA. The superintendent and staff have provided the interpretation, monitored the first time the board reviewed the policy, plus for this round the documentation and narrative supporting the superintendent's assessment of whether we are making reasonable progress with the policy. During the board's review, the board will make a determination whether we are making reasonable progress with the policy or not, or whether we are making reasonable progress with exception which should be addressed.

Signed:


Superintendent

Date: 5/13/2019

SCHOOL BOARD ACTION

With respect to R-2 *Academic Achievement – ELA*, the Board:

- Accepts the report as making reasonable progress
 Accepts the report as making reasonable progress, with exceptions
 Finds the district failing to make reasonable progress

Summary statement/motion of the Board

Motion by Mr. Lembke to accept R-2.1 *Academic Achievement – ELA* Monitoring Report as Making Reasonable Progress, with Exception, seconded by Mr. Geloff. Motion carried.

Signed:


Board President

Date: 5/13/2019

R-2.1 Academic Achievement - ELA

Each student will meet or exceed targeted growth and proficiency using critical and creative thinking.

Each Student Will:

<p>2.1 Achieve targeted growth and proficiency in the following disciplines:</p> <p>ELA Mathematics Science Social Studies</p>	<p>Making Reasonable Progress, with Exception</p>
---	--

2.1 English Language Arts

Superintendent Interpretation:

- **External assessments** include assessments with national norms that are administered within specified windows as a part of state requirements.
- **Proficiency** means meeting or exceeding the knowledge and skill requirements of the specified measure.
- **Grade level target** on the NWEA (MAP) assessment is considered 50th percentile or higher.
- **Proficiency** on the NDSA is considered performing at or above grade level.
- **Proficiency** in the standards means that students have demonstrated that they know, understand and are able to apply knowledge and skills at the “proficient” level of district proficiency scales.
- **Proficiency** is defined as “College Ready” on the ACT Aspire and ACT which is based upon the following percentiles and ACT cut scores. This score is an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first-year college coursework.
- **Cut Score** is the minimum score needed on the ACT per subject-area to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

	Minimum Expected Percentile			
	English	Math	Science	Reading
Aspire Grade 9	44	74	79	71
Aspire Grade 10	47	84	75	75
ACT	42	63	70	60
Minimum ACT Cut Score				
ACT	18	22	23	22

- **Targeted growth** is the expected growth defined by national norms on a particular assessment. National data indicates that 50% of students typically meet their expected targeted growth.
- **Minimum requirements** include BPS graduation expectations for high school and core courses in K-12.
- **Critical and creative thinking** refers to the success skills which include critical thinking, creativity, collaboration and communication. Done well, students will collect, assess and analyze relevant information, reason effectively, reflect critically on learning experiences, use a wide range of idea creation techniques to create new and worthwhile ideas, work collaboratively in teams for sustained periods of time to develop high quality products, and communicate ideas through the creation of authentic products using a combination of words, data, and visual representations to inform, persuade and entertain others.
- **Routine application** means evidence (e.g. eleot/classroom observation data, survey data, Danielson, ND DPI student engagement survey (ESSA), Advanced Ed survey data) indicates that critical and creative thinking is a clearly understood and regular part of the classroom environment.

Green	Met or Increased
Yellow	Flat or Decrease to 4.9%
Red	5% or More Decrease

Indicator 1: Students will show continuous improvement toward, or attainment of, a target so that at least 80% of all students are considered proficient in each grade level assessed on the NDSA in the area of ELA.	Failing to Make Reasonable Progress
--	--

Evidence:

Grade	Target	Spring 14-15	Spring 15-16	Spring 16-17	Spring 17-18
3	80%	45%	49%	47%	50%
4	80%	41%	49%	41%	48%
5	80%	49%	54%	49%	47%
6	80%	48%	54%	47%	45%
7	80%	45%	58%	49%	47%
8	80%	47%	50%	43%	42%
11	80%	63%	61%	61%	*43%

*17-18 the ACT was used as the 11th grade NDSA Assessment, prior years used the Smarter Balanced Assessment for the NDSA.

Indicator 2: Students will show continuous improvement toward, or attainment of, a target so that at least 80% of all students are considered at grade level target on the NWEA (MAP) assessment in the area of reading.	Making Reasonable Progress, with Exception
---	---

Evidence:

Grade	Target	n	Spring 14-15	n	Spring 15-16	n	Spring 16-17	n	Spring 17-18
2	80%	947	59.3%	1001	68.3%	969	67.2%	960	63.8%
3	80%	967	60.5%	966	64.6%	1007	64.9%	952	63.7%
4	80%	890	62.2%	982	63.5%	984	62.6%	1014	63.8%
5	80%	880	61.8%	903	66.2%	993	62.1%	995	62.3%
6	80%	542	62.9%	862	70.5%	920	70.1%	988	66.9%
7	80%	701	63.1%	880	72.1%	901	70.4%	913	71.5%
8	80%	<10	NA	852	74.6%	873	71.9%	915	69.4%

Indicator 3: Each student will show continuous improvement toward, or attainment of, a target so that at least 60% of all students will meet their expected targeted growth in each grade level assessed on the NWEA (MAP) in the area of reading.	Making Reasonable Progress, with Exception
---	---

Evidence:

Grade	Target	n	Fall to Spring 14-15	n	Fall to Spring 15-16	n	Spring 16-17	n	Fall to Spring 17-18
2	60%	950	57.6%	999	55.7%	968	54.2%	960	52.9%
3	60%	968	56.8%	965	51.6%	1004	49.5%	952	55.8%
4	60%	889	56.4%	981	49.3%	983	46.0%	1012	50.3%
5	60%	883	59.4%	903	56.6%	993	57.5%	991	55.9%
6	60%	294	62.6%	860	60.5%	917	66.5%	985	65.0%
7	60%	548	49.3%	874	54.3%	881	57.9%	901	54.7%
8	60%	<10		842	61.9%	869	57.3%	909	60.6%

Indicator 4: Each student will show continuous improvement toward, or attainment of, a growth target so that at least 60% of all students categorized into subgroups (low SES, race, gender, exceptional above and below), will meet their expected targeted growth in each grade level assessed on the NWEA (MAP) in the area of reading.	Failing to Make Reasonable Progress
---	--

Evidence:

Disaggregated subgroups:	Target	n	Spring 14-15	n	Spring 15-16	n	Spring 16-17	n	Spring 17-18
Economically Disadvantaged	60%	1149	52.9%	1679	51.1%	1613	50.2%	1605	50.2%
African American	60%	159	46.5%	263	56.3%	289	53.3%	295	53.9%
American Indian	60%	406	48.5%	626	45.7%	525	46.7%	580	49.7%
Asian	60%	61	67.2%	92	55.4%	71	63.4%	74	59.5%
Caucasian	60%	4585	59.1%	6472	56.8%	5826	55.5%	5763	56.7%
Hispanic	60%	110	57.2%	174	54.6%	171	52.1%	172	49.4%
Students with Disabilities	60%	601	49.9%	855	43.5%	808	45.9%	809	44.8%
EL	60%	44	47.7%	80	52.5%	87	43.7%	133	62.4%
Female	60%	2641	58.4%	3784	56.2%	3429	55.9%	3395	56.1%
Male	60%	2701	57.6%	3886	55.3%	3496	53.6%	3527	55.6%
Gifted	60%	466	60.7%	284	57.4%	327	59.6%	127	55.8%
Title 1/Reading									

Indicator 5: Students will show continuous improvement toward, or attainment of, a target so that at least 80% of students are considered proficient in each grade level assessed on the ACT Aspire in the area of English.	Making Reasonable Progress
--	-----------------------------------

Evidence:

Grade	Target	n	Fall 14-15	n	Fall 15-16	n	Spring 16-17	n	Spring 17-18
9	80%	835	68.4%	887	61.8%	909	66.3%	908	69.2%
10	80%	809	69.1%	<10	NA	856	68.6%	873	71.7%

Indicator 6: Students will show continuous improvement toward, or attainment of, a target so that at least 80% of students are considered proficient in each grade level assessed on the ACT Aspire in the area of reading.	Making Reasonable Progress, with Exception
--	---

Evidence:

Grade	Target	n	Fall 14-15	n	Fall 15-16	n	Spring 16-17	n	Spring 17-18
9	80%	839	39.9%	890	34.5%	905	42.3%	907	47.3%
10	80%	807	36.1%	<10	NA	855	37.8%	869	36.4%

Indicator 7: The district mean scores will match or exceed the state mean score on the ACT in the area of English.	Making Reasonable Progress
---	-----------------------------------

Evidence:

Year	Number of Students Tested		English	
	District	State	District	State
2014	849	7227	19.9	19.6
2015	809	7162	20.8	19.6
2016	849	7379	19.4	19.1
2017	834	7399	19.6	19.0
2018	827	7282	19.4	19.1

Indicator 8: The district mean scores will match or exceed the state mean score on the ACT in the area of reading.	Making Reasonable Progress
---	-----------------------------------

Evidence:

Year	Number of Students Tested		Reading	
	District	State	District	State
2014	849	7227	20.6	20.8
2015	809	7162	21.3	20.7
2016	849	7379	20.8	20.7
2017	834	7399	20.7	20.5
2018	827	7282	21.0	20.7

Indicator 9: Each student will show continuous improvement toward, or attainment of, a target so that at least 80% of students are proficient in grade level ELA standards.	Failing to Make Reasonable Progress
--	--

Evidence:

Grade	Target	n	Spring 14-15	n	Spring 15-16	n	Spring 16-17	n	Spring 17-18
K	80%	993	38.6%	1015	29.3%	1004	26.7%	1018	22.6%
1	80%	1033	33.8%	1031	29.3%	1033	28.8%	1025	24.7%
2	80%	1000	35.1%	1033	35.6%	1011	36.2%	958	27.2%
3	80%	1011	15.7%	1020	21.0%	1084	21.3%	995	24.8%
4	80%	911	16.5%	1025	20.4%	1045	28.1%	1060	29.3%
5	80%	914	27.2%	950	27.8%	1060	29.8%	1049	29.8%
6	80%	901	13.4%	929	13.1%	971	18.8%	1041	16.7%
7	80%	849	13.3%	920	11.5%	957	16.1%	972	14.6%
8	80%	N/A	N/A	888	26.7%	947	18.8%	950	26.0%

