

R-2 ACADEMIC ACHIEVEMENT - MATHEMATICS
SUMMARY OF COMPLIANCE STATUS
APRIL 2019

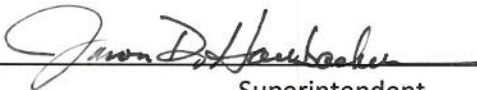
SUPERINTENDENT CERTIFICATION

With respect to R-2 *Academic Achievement – Mathematics* 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 - Mathematics. 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: 4/22/2019

SCHOOL BOARD ACTION

With respect to R-2 *Academic Achievement – Mathematics*, 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. Geloff to accept the R-2.1 *Academic Achievement – Math* Monitoring Report as Making Reasonable Progress, with Exception, seconded by Ms. Delorme. Motion carried.

Signed: 
Board President

Date: 4/22/2019

R-2.1 Academic Achievement - Mathematics

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

Each Student Will:

2.1 Achieve targeted growth and proficiency in the following disciplines: ELA Mathematics Science Social Studies	Making Reasonable Progress, with Exception
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2.1 Mathematics**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: Each student 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 mathematics	Making Reasonable Progress, with Exception
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Evidence:

Grade	Target	Spring 14-15	Spring 15-16	Spring 16-17	Spring 17-18
3	80%	54%	49%	51%	55%
4	80%	49%	49%	47%	52%
5	80%	41%	39%	40%	45%
6	80%	37%	41%	35%	41%
7	80%	34%	38%	36%	41%
8	80%	40%	33%	32%	43%
11	80%	41%	44%	33%	33%

*17-18 the ACT was used as the 11th grade NDSA Assessment

Indicator 2: Each student 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 mathematics.	Failing to Make Reasonable Progress
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Evidence:

Grade	Target	n	Spring 14-15	n	Spring 15-16	n	Spring 16-17	n	Spring 17-18
2	80%	947	58.4%	1001	60.8%	969	60.5%	958	54.9%
3	80%	967	65.5%	966	59.7%	1007	61.9%	955	61.5%
4	80%	889	62.4%	979	60.7%	984	56.8%	1015	59.0%
5	80%	880	61.7%	901	57.4%	994	58.8%	995	56.9%
6	80%	723	56.3%	875	55.9%	921	54.5%	987	54.8%
7	80%	795	56.7%	880	63.0%	905	60.0%	919	58.9%
8	80%	172	55.8%	866	62.9%	874	65.2%	912	65.8%

Indicator 5: Each student 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 mathematics.	Making Reasonable Progress
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Evidence:

Grade	Target	n	Fall 14-15	n	Fall 15-16	n	Spring 16-17	n	Spring 17-18
9	80%	844	35.7%	891	35.7%	912	41.9%	908	47.8%
10	80%	814	33.7%	<10	NA	856	37.5%	874	38.7%

Indicator 6: The district mean scores will match or exceed the state mean score on the ACT in the area of mathematics.	Failing to Make Reasonable Progress
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Evidence:

Year	Number of Students Tested		Math	
	District	State	District	State
2014	849	7227	20.7	20.7
2015	809	7162	21.5	20.6
2016	849	7379	20.2	20.3
2017	834	7399	20.3	20.4
2018	827	7282	20.1	20.3

Indicator 7: Each student will show continuous improvement toward, or attainment of a target so that at least 80% of students are proficient in grade level mathematics standards.	Failing to Make Reasonable Progress
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Evidence:

Grade	Target	n	Spring 14-15	n	Spring 15-16	n	Spring 16-17	n	Spring 17-18
K	80%	969	49.7%	1011	46.2%	1027	41.7%	1019	42.7%
1	80%	1031	46.1%	1028	52.9%	1033	46.5%	1014	37.6%
2	80%	996	46.0%	1043	49.0%	1032	48.0%	996	35.2%
3	80%	1008	18.5%	1018	19.4%	1082	20.1%	1018	18.1%
4	80%	905	29.8%	1021	27.9%	1037	24.0%	1080	24.8%
5	80%	908	21.3%	937	24.7%	1052	24.8%	1039	21.8%
6	80%	861	25.7%	878	34.7%	895	30.1%	946	30.8%
7	80%	818	8.4%	852	11.6%	911	16.0%	906	12.4%
8	80%	N/A		693	39.8%	715	39.3%	689	48.5%

Indicator 8: At least 40% of all students are participating in courses that promote college and career readiness specific to mathematics beyond minimum requirements.	Making Reasonable Progress
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Evidence:

Grade	Target	n	Spring 14-15	n	Spring 15-16	n	Spring 16-17	n	Spring 17-18
12	40%	825	52.8%	873	48.9%	854	55.1%	858	52.2%

Indicator 9: Students will report and show continuous improvement toward, or attainment of, a target so that at least 80% of students are routinely applying critical and creative thinking in Mathematics.	Baseline will be for the 2018-2019 school year
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Evidence:

Grade	Target	n	Spring 14-15	n	Spring 15-16	Spring 16-17	n	Spring 17-18
K	80%							
1	80%							
2	80%							
3	80%							
4	80%							
5	80%							
6	80%							
7	80%							
8	80%							
9	80%							
10	80%							
11	80%							
12	80%							