

R-2 ACADEMIC ACHIEVEMENT - SCIENCE
SUMMARY OF PROGRESS STATUS
MARCH 2019

SUPERINTENDENT CERTIFICATION

With respect to R-2 *Academic Achievement – Science* 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 Exceptions
 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 - Science. The superintendent and staff have provided the interpretation, monitored the first time the board reviewed the policy, plus for this round the documentation and 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: 3/25/19

SCHOOL BOARD ACTION

With respect to R-2 *Academic Achievement – Science*, 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 – Science* Monitoring Report as Making Reasonable Progress, with Exceptions, seconded by Mr. Lembke. Motion carried.

Signed:  _____
Board President

Date: 3/25/19

R-2.1 Academic Achievement - Science

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: ELA Mathematics Science Social Studies</p>	<p>Making Reasonable Progress, with Exception</p>
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2.1 Science

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 science.	Failing to Make Reasonable Progress
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Evidence:

Grade	Target	Spring 14-15	Spring 15-16	Spring 16-17	Spring 17-18
4	80%	65%	64%	62%	65%
8	80%	61%	64%	64%	61%
11	80%	66%	64%	65%	61%

Indicator 2: 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 science.	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	32.9%	892	32.5%	911	40.5%	909	45.7%
10	80%	834	39.2%	<10	NA	855	45.3%	874	45.2%

Indicator 3: The district mean scores will match or exceed the state mean score on the ACT in the area of science.	Making Reasonable Progress
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Evidence:

Year	Number of Students Tested		Science	
	District	State	District	State
2014	849	7227	20.4	20.6
2015	809	7162	21.4	20.8
2016	849	7379	20.9	20.7
2017	834	7399	20.8	20.6
2018	827	7282	20.7	20.5

Indicator 4: Each student will show continuous improvement toward, or attainment of a target so that at least 80% of students are proficient in grade level science standards.	Making Reasonable Progress, with Exceptions
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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%	320	88.1%	522	77.2%	650	69.5%	668	68.9%
1	80%	1000	89.5%	617	89.0%	600	85.2%	636	80.8%
2	80%	889	73.7%	684	71.3%	764	67.7%	714	79.1%
3	80%	955	49.8%	733	54.2%	845	62.7%	776	62.9%
4	80%	906	65.1%	994	57.6%	1034	58.1%	1077	61.6%
5	80%	913	41.7%	891	48.1%	1031	35.0%	1037	36.2%
6	80%	894	34.8%	929	42.0%	984	38.7%	1040	26.3%
7	80%	866	18.9%	928	24.7%	973	23.9%	997	20.7%
8	80%	N/A		908	17.3%	953	20.1%	965	22.4%

Indicator 5: At least 40% of all students are participating in courses that promote college and career readiness specific to science beyond minimum requirements.	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
12	40%	825	33.3%	873	31.2%	854	39.8%	858	36.0%

Indicator 6: 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 Science.	Baseline will be for the 2018-2019 school year
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Evidence: