



**R-2 ACADEMIC ACHIEVEMENT - ELA
SUMMARY OF COMPLIANCE STATUS
FEBRUARY 2020**

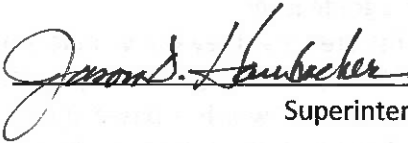
SUPERINTENDENT CERTIFICATION

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 report addresses 11 indicators of the superintendent’s responsibility regarding Academic Achievement – ELA. Of the 11 indicators, five demonstrated reasonable progress; four demonstrated reasonable progress, with exception; one failed to make reasonable progress; and one demonstrated baseline.

Signed: 
Superintendent

Date: 2/10/2020

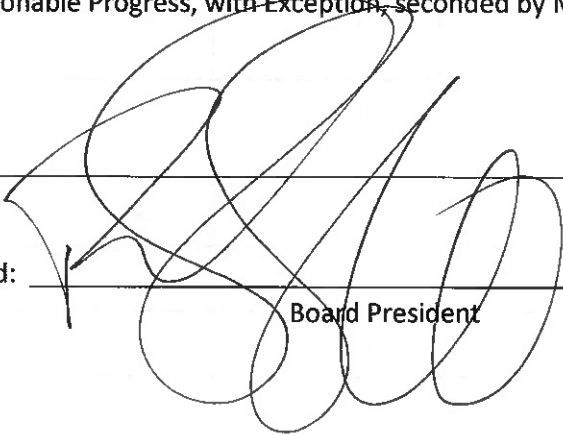
SCHOOL BOARD ACTION

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 the R-2 *Academic Achievement – ELA* Monitoring Report as Making Reasonable Progress, with Exception, seconded by Mr. Sagsveen. Motion carried.

Signed: 
Board President

Date: 2/10/2020

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>
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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
Blue	Flat or a Decrease Under 2%
Yellow	Decreased 2% 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.	Making Reasonable Progress
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Evidence:

Grade	Target	Spring 15-16	Spring 16-17	Spring 17-18	Spring 18-19
3	80%	49%	47%	50%	47%
4	80%	49%	41%	48%	45%
5	80%	54%	49%	47%	50%
6	80%	54%	47%	45%	50%
7	80%	58%	49%	47%	50%
8	80%	50%	43%	42%	48%
11	80%	61%	61%	*43%	*47%

*17-18, and 18-19 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
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Evidence:

Grade	Target	n	Spring 15-16	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19
2	80%	1001	68.3%	969	67.2%	960	63.8%	964	58.1%
3	80%	966	64.6%	1007	64.9%	952	63.7%	956	63.1%
4	80%	982	63.5%	984	62.6%	1014	63.8%	972	60.5%
5	80%	903	66.2%	993	62.1%	995	62.3%	1034	62.6%
6	80%	862	70.5%	920	70.1%	988	66.9%	1000	66.8%
7	80%	880	72.1%	901	70.4%	913	71.5%	982	68.5%
8	80%	852	74.6%	873	71.9%	915	69.4%	917	71.9%

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
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Evidence:

Grade	Target	n	Fall to Spring 15-16	n	Spring 16-17	n	Fall to Spring 17-18	n	Fall to Spring 18-19
2	60%	999	55.7%	968	54.2%	960	52.9%	964	55.7%
3	60%	965	51.6%	1004	49.5%	952	55.8%	956	53.5%
4	60%	981	49.3%	983	46.0%	1012	50.3%	972	51.2%
5	60%	903	56.6%	993	57.5%	991	55.9%	1034	50.3%
6	60%	860	60.5%	917	66.5%	985	65.0%	1000	64.8%
7	60%	874	54.3%	881	57.9%	901	54.7%	982	52.9%
8	60%	842	61.9%	869	57.3%	909	60.6%	917	60.5%

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.	Making Reasonable Progress, with Exception
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Evidence:

Disaggregated subgroups:	Target	n	Spring 15-16	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19
Economically Disadvantaged	60%	1679	51.1%	1613	50.2%	1605	50.2%	1646	51.2%
African American	60%	263	56.3%	289	53.3%	295	53.9%	303	52.5%
American Indian	60%	626	45.7%	525	46.7%	580	49.7%	581	45.6%
Asian	60%	92	55.4%	71	63.4%	74	59.5%	85	68.2%
Caucasian	60%	6472	56.8%	5826	55.5%	5763	56.7%	5810	56.6%
Hispanic	60%	174	54.6%	171	52.1%	172	49.4%	169	56.2%
Students with Disabilities	60%	855	43.5%	808	45.9%	809	44.8%	856	48.1%
EL	60%	80	52.5%	87	43.7%	133	62.4%	145	57.2%
Female	60%	3784	56.2%	3429	55.9%	3395	56.1%	3392	57.4%
Male	60%	3886	55.3%	3496	53.6%	3527	55.6%	3611	53.8%
Gifted	60%	284	57.4%	327	59.6%	127	55.8%	150	59.3%
Title 1/District Support Services	60%							954	53.2%

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
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Evidence:

Grade	Target	n	Fall 14-15	n	Fall 15-16	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19
9	80%	835	68.4%	887	61.8%	909	66.3%	908	69.2%	923	66.8%
10	80%	809	69.1%	<10	NA	856	68.6%	873	71.7%	879	72.0%

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
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Evidence:

Grade	Target	n	Fall 14-15	n	Fall 15-16	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19
9	80%	839	39.9%	890	34.5%	905	42.3%	907	47.3%	923	43.1%
10	80%	807	36.1%	<10	NA	855	37.8%	869	36.4%	885	38.9%

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
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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
2019	845	7451	19.3	18.6

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
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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
2019	845	7451	20.6	20.3

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
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Evidence:

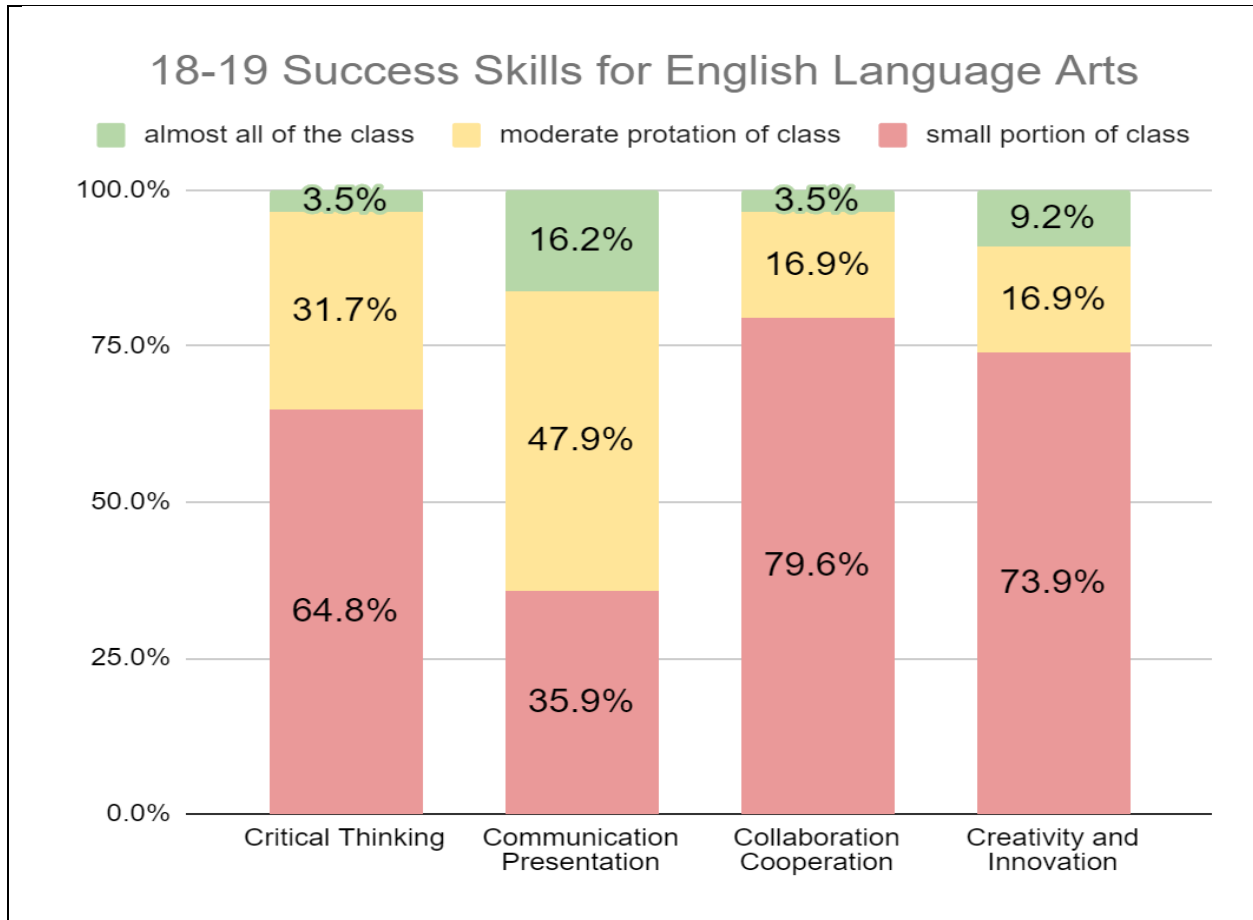
Grade	Target	n	Spring 15-16	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19
K	80%	1015	29.3%	1004	26.7%	1018	22.6%	1062	11.8%
1	80%	1031	29.3%	1033	28.8%	1025	24.7%	1030	20.0%
2	80%	1033	35.6%	1011	36.2%	958	27.2%	1013	24.3%
3	80%	1020	21.0%	1084	21.3%	995	24.8%	1006	21.6%
4	80%	1025	20.4%	1045	28.1%	1060	29.3%	1032	22.7%
5	80%	950	27.8%	1060	29.8%	1049	29.8%	1094	24.5%
6	80%	929	13.1%	971	18.8%	1041	16.7%	1065	14.4%
7	80%	920	11.5%	957	16.1%	972	14.6%	1036	13.7%
8	80%	888	26.7%	947	18.8%	950	26.0%	991	23.1%

Indicator 10: At least 40% of all students are participating in courses that promote college and career readiness specific to ELA beyond minimum requirements.	Making Reasonable Progress
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Evidence:

Grade	Target	n	Spring 15-16	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19
12	40%	873	35.8%	854	43.6%	858	49.3%	884	50.8%

Indicator 11: 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 English Language Arts.	Baseline will be in 18-19
<p>Evidence: Eleot (The Effective Learning Environments Observation Tool) is a learner-centric observation tool that measures and quantifies student learning behaviors. In the chart below, Red (small portion of class) indicates that less than 50% of students observed during those particular observations were observed applying the item and that the quality of application was routine and of moderate to high complexity. Yellow (moderate portion of class) indicates that between 50% - 79% of students were observed applying the item and that the quality of application was routine and of moderate to high complexity. Green (almost all of the class) indicates that between 80% -100% of students were observed applying the item and that the quality of application was routine and of moderate to high complexity.</p> <p>Overall, across observations of students engaged in English Language Arts, 3.5% of the classroom observations illustrated that at least 80% of the students were observed to be applying critical thinking. Additionally, 9.2% of the observations found that at least 80% of students were observed to be applying creative thinking. The total number of observations in English Language Arts = 105.</p>	



Capacity Building

Input by Administration:

A couple notable recent inputs into the area of ELA include but are not limited to:

The Striving Readers Comprehensive Literacy Grant has increased learning opportunities for students, staff, parents, and community members. A few major opportunities related to ELA include:

- Job-embedded coaching and training
 - secondary disciplinary literacy focus
 - Disciplinary Literacy: reading, writing, and communication in the content areas
 - Engaging and empowering adolescent readers and writers
 - Specialized instruction for special education and teachers of reading strategies courses
 - Engagement by Design
 - Literacy cohort with focus on improvement for students fitting underserved populations: Economically Disadvantaged, English Learners, Native American, and Special Education
 - Choice literacy and family engagement
 - elementary phonics and writing focus

Formation of elementary professional learning pathways for teachers that are more deconstructed and specific in nature compared to years' past such as:

- Emergent Literacy and Social Development in K-1
- Digging Deeper into Phonics for K-2 and specialists
- Balanced Literacy for K-2 Teachers
- Writing Workshop for K-2 Teachers
- Literacy Continuum Training for K-2
- Teaching for Strategic Action K-5
- Reading Strategies
- Understanding Language Structure to Provide Scaffolding for (English Language Learners)
- Academic Language Modules
- Raising a Reader Training for BECEP staff

Another recent input into the area of ELA includes the formation of curriculum review teams engaging in a review of standards, proficiency scales, assessments, and resources. The results of this review will help identify gaps in curriculum development as well as training needs to build the capacity of district leadership, teachers, specialists, and instructional coaches.

We believe these are critical components to the future of meeting our desired results in literacy.