



**R-2 ACADEMIC ACHIEVEMENT - ELA  
SUMMARY OF COMPLIANCE STATUS  
FEBRUARY 2021**


**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 includes a Data Analysis on page 2 presenting an administrative summary of the data and a Capacity Building section on the last page outlining new practice or protocol to be utilized for the next reporting timeframe. The Capacity Building section also documents suggested changes to Operational Expectations or Results policies and/or indicators and interpretations. 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: 2/8/2021

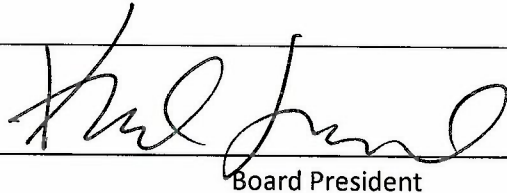
**SCHOOL BOARD ACTION**

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

Signed:   
Board President

Date: 2/8/2021

**Data Analysis by Administration**

This new section provides readers our summary of the data they are about to review.

**Achievement Gap**

There was a significant impact on data and our instructional conversations when we moved to distance learning due to COVID. Specifically, COVID assessment and grading conversations attempted to address how to reliably assess learners, especially younger learners, in virtual environments in ways that depict accurate, individual representations of a student's knowledge, skills, and understandings while factoring in the home-learning environment and the varied type and amount of supports provided to students from home. As a result, in some instances, teachers were forced to rely upon proficiency check-points or standards-assessment data from earlier in the year. Additionally, an emphasis was put in place to maintain and increase strategies for engaging students during impromptu distance learning through prioritizing attendance, engagement, and homework completion as the desired outcomes over testing and formal assessments.

The number of scores entered and standards assessed were not consistent with typical practices during in person learning. The standardized data that we do have available from the 19-20 school year is not comparable to prior data due to no spring assessment. These factors make it very difficult to compare 19-20 data to prior years.

The majority of the data indicates making reasonable progress with exceptions. We are consistently meeting or exceeding the state average in ACT. MAP proficiency and growth is more of a midyear check. Typically MAP data in the spring is reflective of an additional twelve to sixteen weeks of instruction, compared to our Winter data which is shown below. Typical MAP growth nationally is overall 50%. Many grade levels and subgroups are meeting or exceeding the typical national growth. Looking at the 18-19 school year, all but two subgroups met or exceeded average national growth.

While our data visually does not show growth in all areas, there has been a change in instructional practices. Conversations around building our body of evidence and what constitutes as data and how this impacts instruction has evolved as a result of distance learning model. Professional learning conversations have revolved around effective grading and assessment practices. As we continue to refine and align our instructional, grading, and assessment practices, we will see improvement in our data trajectory.

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

<b>Indicator 1:</b> 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.	<b>Making Reasonable Progress</b>
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**Evidence:**

Grade	Target	Spring 15-16	Spring 16-17	Spring 17-18	Spring 18-19	n	Spring 19-20
3	80%	49%	47%	50%	47%	No Data Due to COVID	
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.

<b>Indicator 2:</b> 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.	<b>Making Reasonable Progress, with Exception</b>
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**Evidence:**

Grade	Target	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19	n	Winter 19-20
2	80%	969	67.2%	960	63.8%	964	58.1%	995	54.8%
3	80%	1007	64.9%	952	63.7%	956	63.1%	990	58.6%
4	80%	984	62.6%	1014	63.8%	972	60.5%	973	57.1%
5	80%	993	62.1%	995	62.3%	1034	62.6%	1002	58.8%
6	80%	920	70.1%	988	66.9%	1000	66.8%	1058	63.0%
7	80%	901	70.4%	913	71.5%	982	68.5%	997	63.7%
8	80%	873	71.9%	915	69.4%	917	71.9%	1018	69.3%

**Cohort Data:**

Grad Class of	Target	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19	n	Winter 19-20
2030	80%							872	56.4%
2029	80%					856	59.4%	842	59.6%
2028	80%			827	65.5%	827	62.9%	806	58.2%
2027	80%	842	68.9%	801	67.5%	794	63.6%	786	62.3%
2026	80%	824	66.3%	792	66.9%	788	65.1%	775	65.1%
2025	80%	771	66.0%	754	63.9%	738	69.0%	713	69.0%
2024	80%	741	65.2%	716	70.5%	706	72.5%	697	75.3%

<b>Indicator 3:</b> 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.	<b>Making Reasonable Progress, with Exception</b>
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**Evidence:**

Grade	Target	n	Spring 16-17	n	Fall to Spring 17-18	n	Fall to Spring 18-19	n	Winter 19-20
2	60%	968	54.2%	960	52.9%	964	55.7%	995	49.6%
3	60%	1004	49.5%	952	55.8%	956	53.5%	990	50.4%
4	60%	983	46.0%	1012	50.3%	972	51.2%	973	48.3%
5	60%	993	57.5%	991	55.9%	1034	50.3%	1002	48.8%
6	60%	917	66.5%	985	65.0%	1000	64.8%	1058	54.4%
7	60%	881	57.9%	901	54.7%	982	52.9%	997	45.8%
8	60%	869	57.3%	909	60.6%	917	60.5%	1018	57.0%

<b>Indicator 4:</b> 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.	<b>Making Reasonable Progress, with Exception</b>
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**Evidence:**

Disaggregated subgroups:	Target	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19	n	Winter 19-20
Economically Disadvantaged	60%	1613	50.2%	1605	50.2%	1646	51.2%	1725	46.8%
African American	60%	289	53.3%	295	53.9%	303	52.5%	354	46.1%
American Indian	60%	525	46.7%	580	49.7%	581	45.6%	605	46.0%
Asian	60%	71	63.4%	74	59.5%	85	68.2%	71	52.1%
Caucasian	60%	5826	55.5%	5763	56.7%	5810	56.6%	5761	51.6%
Hispanic	60%	171	52.1%	172	49.4%	169	56.2%	176	47.2%
Students with Disabilities	60%	808	45.9%	809	44.8%	856	48.1%	816	43.3%
EL	60%	87	43.7%	133	62.4%	145	57.2%	182	43.4%
Female	60%	3429	55.9%	3395	56.1%	3392	57.4%	3409	51.4%
Male	60%	3496	53.6%	3527	55.6%	3611	53.8%	3624	50.0%
Gifted	60%	327	59.6%	127	55.8%	150	59.3%	95	59.0%
Title 1/District Support Services	60%					954	53.2%	810	49.1%

<b>Indicator 5:</b> 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.	<b>Making Reasonable Progress</b>
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**Evidence:**

Grade	Target	n	Fall 15-16	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20
9	80%	887	61.8%	909	66.3%	908	69.2%	923	66.8%	No Data Due to COVID	
10	80%	<10	NA	856	68.6%	873	71.7%	879	72.0%		

<b>Indicator 6:</b> 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.	<b>Making Reasonable Progress, with Exception</b>
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**Evidence:**

Grade	Target	n	Fall 15-16	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20
9	80%	890	34.5%	905	42.3%	907	47.3%	923	43.1%	No Data Due to COVID	
10	80%	<10	NA	855	37.8%	869	36.4%	885	38.9%		

<b>Indicator 7:</b> The district mean scores will match or exceed the state mean score on the ACT in the area of English.	<b>Making Reasonable Progress</b>
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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
2020	871	7418	19.0	18.2

<b>Indicator 8:</b> The district mean scores will match or exceed the state mean score on the ACT in the area of reading.	<b>Making Reasonable Progress</b>
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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
2020	871	7418	20.3	20.1

<b>Indicator 9:</b> 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.	<b>Failing to Make Reasonable Progress</b>
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**Evidence:**

Proficiency = 3.0									
Grade	Target	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20
K	80%	1004	26.7%	1018	22.6%	1062	11.8%	1094	6.7%
1	80%	1033	28.8%	1025	24.7%	1030	20.0%	1075	9.8%
2	80%	1011	36.2%	958	27.2%	1013	24.3%	1019	13.2%
3	80%	1084	21.3%	995	24.8%	1006	21.6%	1039	14.7%
4	80%	1045	28.1%	1060	29.3%	1032	22.7%	1010	17.3%
5	80%	1060	29.8%	1049	29.8%	1094	24.5%	1043	20.9%

6	80%	971	18.8%	1041	16.7%	1065	14.4%	1104	15.1%
7	80%	957	16.1%	972	14.6%	1036	13.7%	1077	11.0%
8	80%	947	18.8%	950	26.0%	991	23.1%	1071	22.0%

Proficiency = 2.75									
Grade	Target	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20
K	80%	1003	45.6%	1013	41.5%	1062	32.8%	1094	21.1%
1	80%	1031	44.9%	1021	41.8%	1029	33.1%	1075	20.5%
2	80%	1009	55.0%	958	46.5%	1013	39.6%	1019	29.5%
3	80%	1082	45.3%	995	46.4%	1006	40.1%	1039	31.0%
4	80%	1044	47.7%	1055	50.1%	1032	41.9%	1010	35.4%
5	80%	1059	53.3%	1049	49.8%	1094	47.2%	1043	39.4%
6	80%	967	41.2%	1041	37.9%	1063	40.4%	1104	33.0%
7	80%	956	36.2%	968	36.0%	1035	31.0%	1077	26.3%
8	80%	944	34.4%	950	47.7%	990	43.3%	1071	49.6%

Proficiency = 2.50									
Grade	Target	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20
K	80%	1003	63.9%	1013	63.0%	1062	56.0%	1094	38.0%
1	80%	1031	62.1%	1021	58.7%	1029	51.3%	1075	36.2%
2	80%	1009	70.2%	958	61.0%	1013	58.1%	1019	49.5%
3	80%	1082	65.9%	995	66.1%	1006	60.4%	1039	49.9%
4	80%	1044	66.7%	1055	70.0%	1032	59.8%	1010	56.4%
5	80%	1059	72.0%	1049	69.0%	1094	66.0%	1043	58.0%
6	80%	967	69.5%	1041	66.4%	1063	68.9%	1104	59.7%
7	80%	956	57.0%	968	59.9%	1035	52.0%	1077	47.4%
8	80%	944	59.7%	950	69.3%	990	64.1%	1071	66.3%

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

Grade	Target	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20
12	40%	854	43.6%	858	49.3%	884	50.8%	919	49.2%

<b>Indicator 11:</b> 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.	<b>Baseline will be in 18-19</b>
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**Evidence:** For 2021 and beyond, a team of teacher leaders and district staff are currently engaged in a process of creating our district portrait of a graduate and will create student and staff survey questions that will be used to gauge progress on student learning behaviors that illustrate the use of

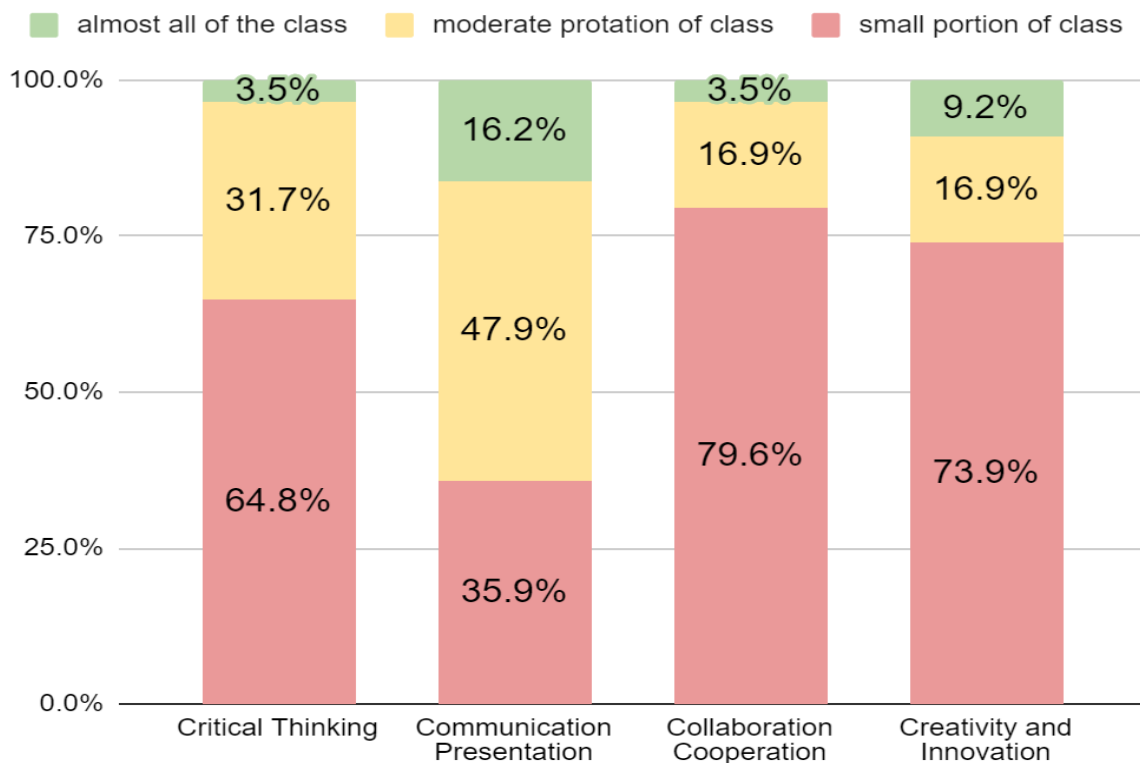


creativity, critical thinking and other success skills as it relates to relevant learning. This data will replace the Student Inventory survey and ELEOT data moving forward.

**2018-2019 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.*

*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.*

### 18-19 Success Skills for English Language Arts



### **Capacity Building**

This section provides new inputs by administration placed into practice or protocol since this data was collected.

#### **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 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.

**Suggested Changes by Administration**

**2.1 English Language Arts**

**Superintendent Interpretation:**

**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 from classroom observation, curricular and student work artifacts, and/or survey data indicate that critical and creative thinking is a clearly understood and regular part of the classroom environment.

**Superintendent Indicator of Compliance:**

<p><b>Indicator 11:</b> 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 <del>in English Language Arts.</del></p>	
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Rationale: The changes to the superintendent interpretation section includes language that is not specific to programs or companies. The identification of specific programs or companies creates conditions for frequent changes within Coherent Governance policy. The new language captures the exact same intent and provides for longitudinal data for the district, board and community.