



R-2 ACADEMIC ACHIEVEMENT – SOCIAL STUDIES SUMMARY OF COMPLIANCE STATUS MAY 2021

SUPERINTENDENT CERTIFICATION

With respect to R-2 Academic Achievement – Social Studies 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 (checked)
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 nine indicators of the superintendent’s responsibility regarding Academic Achievement – Social Studies. Of the nine indicators, three demonstrated making reasonable progress, five demonstrated making reasonable progress, with exception, and one indicator was a baseline measurement. Reporting dates for this report are July 1, 2019 – June 30, 2020.

Signed: [Signature] Superintendent Date: 5/10/2021

SCHOOL BOARD ACTION

With respect to R-2 Academic Achievement – Social Studies, the Board:

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

Summary statement/motion of the Board

Motion by Mr. Lee to accept the R-2.1 Academic Achievement – Social Studies Monitoring Report as Making Reasonable Progress, with Exception, seconded by Mr. Eastgate. Motion carried.

Signed: [Signature] Board President Date: 5/10/2021

Data Analysis by Administration

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

**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.

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 instruction, grading, and assessment practices, we will see improvement in our data trajectory. This work and the continuing conversations are especially important as the new state adopted standards, went into effect this year.

R-2.1 Academic Achievement – Social Studies

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 Social Studies**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 on district proficiency scales.
- **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/or entertain other.
- **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
- **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

Green	Met or Increased
Blue	Flat or Decreased 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 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 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%

Indicator 2: 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	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%

Indicator 3: 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 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%

Indicator 4: 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 15-16	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19	n	Winter 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%	No Data Due to COVID	

Indicator 5: 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
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

Indicator 6: Each student will show continuous improvement toward, or attainment of, a target so that at least 80% of students are proficient in grade level social studies standards.	Making Reasonable Progress, with Exception
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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%	683	50.1%	688	45.1%	870	53.2%	940	57.0%
1	80%	927	52.5%	875	47.7%	985	47.9%	1029	54.0%
2	80%	904	40.7%	865	37.2%	1000	38.8%	993	40.3%
3	80%	1001	42.4%	882	42.1%	1000	40.1%	963	41.4%
4	80%	1050	48.1%	1078	54.8%	1028	51.9%	980	44.6%
5	80%	1053	36.5%	1045	36.7%	1063	33.3%	1040	31.7%
6	80%	985	25.5%	1041	29.7%	1065	28.5%	1104	27.4%
7	80%	965	26.0%	985	22.3%	1041	27.4%	1070	35.6%
8	80%	957	20.4%	960	19.4%	1004	18.7%	1086	25.1%

Proficiency = 2.75

Grade	Target	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20
K	80%	683	71.4%	684	70.8%	870	80.0%	940	73.1%
1	80%	925	75.0%	870	73.3%	984	80.8%	1029	76.4%
2	80%	901	65.0%	864	64.9%	1000	64.1%	993	63.1%
3	80%	1000	67.7%	881	66.9%	1000	62.6%	963	64.7%
4	80%	1049	75.3%	1073	79.0%	1028	74.3%	980	66.7%
5	80%	1052	59.6%	1045	60.7%	1063	57.0%	1040	50.9%
6	80%	981	52.6%	1041	54.3%	1063	55.5%	1104	53.4%
7	80%	964	46.6%	982	42.8%	1040	44.7%	1070	58.5%
8	80%	954	37.9%	960	36.6%	1002	35.8%	1086	48.3%

Proficiency = 2.5

Grade	Target	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20
K	80%	683	85.4%	684	81.3%	870	84.8%	940	83.0%
1	80%	925	91.4%	870	92.1%	984	91.9%	1029	92.8%
2	80%	901	84.7%	864	85.8%	1000	84.6%	993	81.4%
3	80%	1000	89.1%	881	84.4%	1000	81.4%	963	83.7%
4	80%	1049	88.6%	1073	90.3%	1028	86.3%	980	81.3%
5	80%	1052	78.5%	1045	78.4%	1063	75.7%	1040	71.7%
6	80%	981	72.9%	1041	74.6%	1063	74.9%	1104	73.6%
7	80%	964	64.1%	982	64.0%	1040	68.9%	1070	77.7%
8	80%	954	56.3%	960	54.3%	1002	53.0%	1086	64.3%

Indicator 7: At least 40% of all students are participating in courses that promote college and career readiness specific to social studies beyond minimum requirements.	Making Reasonable Progress
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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	65.8%	858	60.8%	884	66.2%	919	63.1%

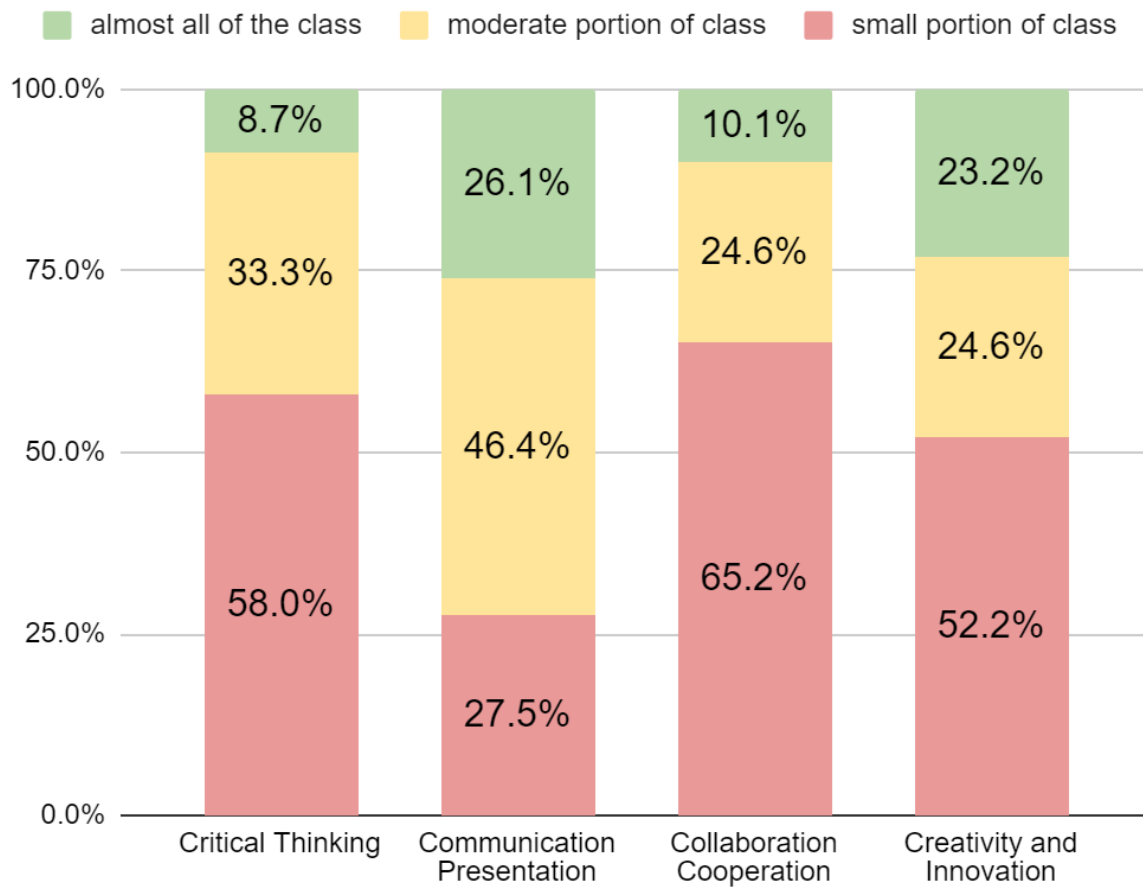
Indicator 8: Students will report and show continuous improvement toward, or attainment of, a target so that at least 80% of students are routinely applying critical and creative thinking in social studies.	Baseline will be in 21/22
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Evidence: For 2021 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 Social Studies, 8.7% of the classroom observations illustrated that at least 80% of the students were observed to be applying critical thinking. Additionally, 23.2% of the observations found that at least 80% of students were observed to be applying creative thinking. The total number of observations in Social Studies = 69.

18-19 Success Skills for Social Studies



Indicator 9: Each graduate will demonstrate proficiency of civics knowledge as measured by achieving at least a 70% on the North Dakota Civics exam.	Making Reasonable Progress
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Evidence:

Grade	Target	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20
12	100%	806	99.8%	825	99.9%	865	99.1%	840	100%

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 Social Studies include but are not limited to:

Elementary Curriculum:

- Finalized the prioritization of the new K-5 social studies standards through the curriculum review team of teachers, instructional coaches, and curriculum specialists
- Developed K-5 proficiency scales for all prioritized standards
- Created suggested scope and sequence for K-5
- Audit of current resources and assessments

Elementary Professional Learning:

- Training on designing and uses of proficiency scales

Secondary Curriculum:

- Formation of district guiding team with teacher representation from each building
- Identified prioritized standards based on new state standards
- Created pacing guides reflective of prioritization
- Revision of proficiency scales 6-7
- Continued unpacking of standards at 8-12
- Alignment of resources by course
- Creation of district wide belief statement to anchor social studies curriculum goals with desired student learning outcomes and portrait of a learner
- 6th grade curriculum redesign and unit creation

Secondary Professional Learning:

- Content specific training on new standards
- Training on habits of mind (disciplinary literacy) and alignment with academic standards and portrait of a learner
- Resource alignment in connection to content area literacy standards and high impact instructional strategies
- Optional learning opportunities around Culturally Responsive Teaching and the Brain, Fostering Resilient Learners, and assessment practices

Other

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

Suggested Changes by Administration

2.1 Social Studies

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 [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:

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 Social Studies .	
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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.