



**R-2 ACADEMIC ACHIEVEMENT - ELA
SUMMARY OF PROGRESS STATUS
FEBRUARY 2023**

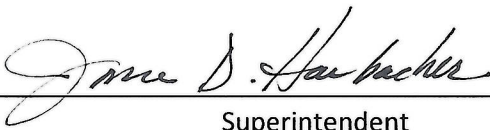
SUPERINTENDENT CERTIFICATION

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/Recommendations section on the last page outlining new practice or protocol to be utilized for the next reporting timeframe. The Capacity Building/Recommendations section also documents suggested changes to Operational Expectations or Results policies and/or indicators and interpretations. This report addresses ten indicators of the superintendent’s responsibility regarding Academic Achievement – ELA. Of the ten indicators, four demonstrated reasonable progress; four demonstrated reasonable progress, with exception; and two demonstrated baseline. Reporting dates for this report are July 1, 2021 – June 30, 2022.

Signed:  Date: 2/13/2023
 Superintendent


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

Signed:  Date: 2/13/2023
 Board President

Data Analysis

Comparison data on NDSA (ELA) indicates BPS increased scores in three out of six grades levels, while one grade level remained the same and two grade levels decreased by no more than 2%. When comparing scores to the state, BPS grades 5, 6, and 7 either outperformed or met the state averages while grades 3, 4, and 8 fell below state averages. ACT (Reading and English) continue to indicate BPS students met or outperformed the state averages.

Data

NWEA/MAP cohort data indicates student performance ranges from 60% to 67% of students on grade level. This data shows 5 of 7 grades are within less than 5% of district targets. This same assessment shows 4 of 7 grades showing growth from the previous year on expected growth targets. Worth noting is the national average on this assessment indicates 50% of students meet expectations which all grades except 4th and 8th surpassed. All subgroups have increased in scores except English Learners. Subgroup population scores continue to indicate a need for further intervention and support.

Classroom-based scores in grades K-8 indicate all grades have surpassed BPS target performance, with scores ranging from 64%-77%. This indicates 64% to 77% of students receive a B or a standard score of 2.5 or higher on ELA standards. 46.4% of students continue to take ELA courses beyond the minimum expectation. This target was set at 40% which needs to be increased.

Our data indicates we are starting to close the gaps caused from COVID. This preliminary data shows positive impacts of inputs into the system including core instructional practice, interventions, and professional learning. A key impact has been the development of guiding coalition teams in auditing the curricular program.

The standardized data that we do have available from the 2019-2020 school year is not comparable to prior data due to the absence of a spring assessment. These factors make it very difficult to compare 2019-2020 data to prior years and this year (2020-2021). Finally, please see Capacity Building/Recommendations on the last page to review additional inputs BPS has put in place this year to address learning loss and continued growth of our students and staff.

R-2.1 Academic Achievement - ELA

Each Student Will:

<p>2.1 Achieve targeted growth and proficiency in the following disciplines:</p> <ul style="list-style-type: none"> ELA Mathematics Science Social Studies 	<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.
- **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.
- **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.
- **“n”** equals number of students

Minimum Score On Track for College Readiness				
	English	Math	Science	Reading
PreACT 8/9 Grade 9	13	18	19	18
PreACT Grade 10	15	19	20	20
Minimum ACT Cut Score				
ACT	18	22	23	22
Minimum Expected Percentile				
	English	Math	Science	Reading
PreACT 8/9 Grade 9	34	63	72	48
PreACT Grade 10	43	66	67	55
ACT	42	63	70	60

COMPARISON DATA – OUR STUDENTS COMPARED TO OTHERS IN THE STATE

Indicator 1: Students in grades 3–8 who are Advanced or Proficient on the NDSA ELA Section will meet or exceed the State performance.		Making Reasonable Progress, with Exception
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	

Evidence:

Percentage of Students Advanced or Proficient on the NDSA			
Year	Grade	State	District
2018-2019	3	48%	47%
2019-2020	3	COVID	COVID
2020-2021	3	39%	40%
2021-2022	3	39%	38%
2018-2019	4	45%	45%
2019-2020	4	COVID	COVID
2020-2021	4	38%	40%
2021-2022	4	43%	40%
2018-2019	5	47%	50%
2019-2020	5	COVID	COVID
2020-2021	5	46%	48%
2021-2022	5	45%	50%
2018-2019	6	49%	50%
2019-2020	6	COVID	COVID
2020-2021	6	45%	46%
2021-2022	6	49%	53%
2018-2019	7	46%	50%
2019-2020	7	COVID	COVID
2020-2021	7	39%	38%
2021-2022	7	42%	42%
2018-2019	8	51%	48%
2019-2020	8	COVID	COVID
2020-2021	8	49%	40%
2021-2022	8	44%	39%

2021-2022 Analysis: Data indicates BPS increased in scores in 3 out of 6 grades levels while one grade level remained the same and two grade levels decreased by no more than 2%. When comparing scores to the state, BPS grades 5, 6, and 7 either outperformed or met the state averages while grades 3, 4, and 8 fell below state averages.

Indicator 2: The district mean scores will meet or exceed the state mean score on the ACT in the area of English.		Making Reasonable Progress
Green	Met or Exceeded	
Yellow	Within 1 Point	
Red	Not Met	

Evidence:

Year	Number of Students Tested		English	
	State	District	State	District
2014	7227	849	19.6	19.9
2015	7162	809	19.6	20.8
2016	7379	849	19.1	19.4
2017	7399	834	19.0	19.6
2018	7282	827	19.1	19.4
2019	7451	845	18.6	19.3
2020	7418	871	18.2	19.0
*2021	7203	855	18.54	19.83
*2022			18.17	18.87

2021-2022 Analysis: Data indicates we are consistently surpassing the state in ACT English. The data set comes from NDInsights starting from 2021, as ACT no longer sends out the same reports. This data set encompasses ACT accountability according to the state. The number of students is no longer available.

Indicator 3: The district mean scores will meet or exceed the state mean score on the ACT in the area of Reading.		Making Reasonable Progress
Green	Met or Exceeded	
Yellow	Within 1 Point	
Red	Not Met	

Evidence:

Year	Number of Students Tested		Reading	
	State	District	State	District
2014	7227	849	20.8	20.6
2015	7162	809	20.7	21.3
2016	7379	849	20.7	20.8
2017	7399	834	20.5	20.7
2018	7282	827	20.7	21.0
2019	7451	845	20.3	20.6
2020	7418	871	20.1	20.3
*2021	7203	855	20.36	20.98
*2022			20.01	20.01

2021-2022 Analysis: Data indicates we have consistently surpassed the state in ACT Reading except for 2014. 2022 data indicates we met the state average. The data set comes from NDInsights starting from 2021, as ACT no longer sends out the same reports. This data set encompasses ACT accountability according to the state. The number of students is no longer available.

NWEA (MEASURES OF ACADEMIC PROGRESS)

Indicator 4: Students in grades 2–8 will show continuous improvement toward, or attainment of, the identified target indicating percent of students at grade level on the NWEA (MAP) Reading Assessment.		Making Reasonable Progress, with Exception
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	

Cohort Data:

Grad Class	Current Grade	Target	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19	n	*Winter 19-20	n	Spring 20-21	n	Spring 21-22
2032	2	65%											891	67.0%
2031	3	65%									874	62.7%	850	65.5%
2030	4	65%							872	56.4%	823	63.5%	810	60.9%
2029	5	65%					856	59.4%	842	59.6%	780	62.2%	767	64.2%
2028	6	65%			827	65.5%	827	62.9%	806	58.2%	761	66.4%	744	63.0%
2027	7	65%	842	68.9%	801	67.5%	794	63.6%	786	62.3%	763	62.1%	751	61.9%
2026	8	65%	824	66.3%	792	66.9%	788	65.1%	775	65.1%	743	61.6%	730	60.0%

2021-2022 Analysis: Data indicates the majority of grades are not meeting the target. Grades 2 and 3 met district expectations, while all other grade levels are within 5%. It is worth noting, 3 of 7 grades showed improvement from the previous year.

*Signifies the use of winter data, while all other comparisons are spring-to-spring, due to students not being face-to-face in buildings during the spring 2020 COVID pandemic.

Indicator 5: Students in grades 2–8 will show continuous improvement toward, or attainment of, the identified target indicating percent of students meeting their expected targeted growth on the NWEA (MAP) Reading Assessment.		Making Reasonable Progress, with Exception
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	

Evidence:

Grade	Target	n	Fall to Spring 18-19	n	*Winter 19-20	n	Fall to Spring 20-21	n	Fall to Spring 21-22
2	55%	964	55.7%	995	49.6%	938	61.1%	940	62.1%
3	55%	956	53.5%	990	50.4%	928	55.4%	956	53.1%
4	55%	972	51.2%	973	48.3%	935	52.3%	973	47.4%
5	55%	1034	50.3%	1002	48.8%	937	55.7%	948	53.6%
6	55%	1000	64.8%	1058	54.4%	964	49.3%	950	60.4%
7	55%	982	52.9%	997	45.8%	974	43.8%	968	51.0%
8	55%	917	60.5%	1018	57.0%	972	40.2%	1021	47.2%

2021-2022 Analysis: Grades 2 and 6 are meeting the target. Grades 3, 5, and 7 are within five percent. All grades except 4 and 8 are surpassing the national average of 50%. Worth noting is 4 of 7 grades improved performance from the previous year.

*Signifies the use of winter data, while all other comparisons are fall-to-spring, due to students not being face-to-face in building during the spring 2020 COVID pandemic.

Indicator 6: Each student will show continuous improvement toward, or attainment of, the identified growth target of all students categorized into subgroups on the NWEA (MAP) Reading Assessment.		Making Reasonable Progress, with Exception
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	

Evidence:

Disaggregated Subgroups	Target	n	Spring 18-19	n	*Winter 19-20	n	*Winter 20-21	n	Spring 21-22
Economically Disadvantaged	50%	1646	51.2%	1725	46.8%	1207	46.2%	1438	49.0%
African American	50%	303	52.5%	354	46.1%	308	46.1%	290	47.9%
American Indian	50%	581	45.6%	605	46.0%	574	43.2%	615	47.0%
Asian	50%	85	68.2%	71	52.1%	72	37.5%	80	55%
Caucasian	50%	5810	56.6%	5761	51.6%	5452	52.6%	5487	54.5%
Hispanic	50%	169	56.2%	176	47.2%	170	46.5%	206	54.4%
Pacific Islander	50%					65	38.5%	72	45.8%
Students with Disabilities	50%	856	48.1%	816	43.3%	801	45.7%	876	47.7%
EL	50%	145	57.2%	182	43.4%	157	55.4%	174	52.3%
Female	50%	3392	57.4%	3409	51.4%	3258	51.3%	3328	54.1%
Male	50%	3611	53.8%	3624	50.0%	3390	50.8%	3428	52.8%
Gifted	50%	150	59.3%	95	59.0%	149	59.7%	258	60.5%

2021-2022 Analysis: All subgroups showed an increase except EL. Seven out of 12 subgroups are meeting the target. The subgroups who are not meeting are all within five percent.

Changes in reporting and selection of students receiving Gifted Ed support are in flux and as such “n” for Gifted is not an accurate representation

*Signifies the use of winter data, while all other comparisons are spring-to-spring, due to students not being face-to-face in building during the spring 2020 COVID pandemic.

Indicator 7: Students will show continuous improvement toward meeting the benchmark on the Pre ACT in the area of English.		Baseline
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	

Evidence:

Grade	Target	n	Spring 21-22
9	TBD	1012	74.1%
10	TBD	604	35.4%

2021-2022 Analysis: 2021-2022 was our baseline year. Due to a new assessment and new testing procedures the “n” values for grade 10 are lower than those who actually took the assessment. This has been addressed for the coming year.

Indicator 8: Students will show continuous improvement toward meeting the benchmark on the Pre ACT in the area of Reading.		Baseline
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	

Evidence:

Grade	Target	n	Spring 16-17
9	TBD	1013	57.5%
10	TBD	604	38.9%

2021-2022 Analysis: 2021-2022 was our baseline year. Due to a new assessment and new testing procedures the “n” values for grade 10 are lower than those who actually took the assessment. This has been addressed for the coming year.

CLASSROOM-BASED SCORES

Indicator 9: Each student in grades K–8 will show continuous improvement toward, or attainment of, the identified target indicating the percent of students reaching a standards-based score of 2.5, or a letter grade of B in relation to ELA standards.		Making Reasonable Progress
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	

Evidence:

B Letter Grade or 2.5 Standards-Based Score									
Grade	Target	n	Spring 18-19	n	Spring 19-20	n	Spring 20-21	n	Spring 21-22
K	60% <u>70%</u>	1062	56.0%	1094	38.0%	1060	58.5%	1122	77.1%
1	60% <u>70%</u>	1029	51.3%	1075	36.2%	994	46.7%	1094	74.1%
2	60% <u>70%</u>	1013	58.1%	1019	49.5%	994	50.6%	1027	68.8%
3	60% <u>70%</u>	1006	60.4%	1039	49.9%	997	56.3%	1040	69.2%
4	60% <u>70%</u>	1032	59.8%	1010	56.4%	965	53.8%	1043	67.0%
5	60% <u>70%</u>	1094	66.0%	1043	58.0%	979	64.8%	1023	66.6%
6	60% <u>70%</u>	1063	68.9%	1104	59.7%	1041	61.0%	1005	65.5%
7	60% <u>70%</u>	1035	52.0%	1077	47.4%	1109	65.6%	1041	67.1%
8	60% <u>70%</u>	990	64.1%	1071	66.3%	1051	67.6%	1102	64.0%

2021-2022 Analysis: All grade levels are surpassing the target by at least 4%. Consider moving to 65% or 70% for a goal of all grade levels.

EXTENDED PARTICIPATION IN ELA COURSE WORK - COLLEGE AND CAREER

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
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	

Evidence:

Grade	Target	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20	n	Spring 20-21
12	40% 50%	884	50.8%	919	49.2%	929	46.9%	895	46.4%

2021-2022 Analysis: We are consistently surpassing the target of at least 40% of our students taking more than the minimum requirement of ELA courses. Consider moving the goal to 45% or 50%.

Capacity Building/Recommendations

Capacity Building

The formation of Curriculum Guiding Coalition Teams K-12 to dive into the work of guaranteed and viable curriculum including proficiency scales, pacing guides, assessments, and resources. Is central to our continued growth PK-12. To meet the needs of new legislation, professional learning, and literacy as a continuum, a collaborative literacy lead team has been established and the district literacy plan has been updated.

ESSER funds allocated to address learning loss have been in place during the 2021-2022 school year. Buildings are utilizing these funds for additional staff to address student learning loss evident in these scores. This includes, but is not limited to assigned building subs, additional coaching time, intervention and credit recovery courses, and additional strategists to support student learning. In addition, all schools are working on their instructional model and engaging in professional learning conversations 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.

CLSD funds are used to build internal capacity through professional development and guiding coalition teams.

Curriculum

- ELA standard alignment
- Proficiency Scale Audits
- Vocabulary alignment
- Supplemental resources to build foundational skills of phonemic awareness in primary grades (Heggerty, Sound Walls)

Professional Development Opportunities

- LETRS training(Language Essentials for Teachers of Reading and Spelling)
- LETRS for Administrators
- LETRS for Early Childhood (BECEP)
- Dr. Warrick and Marzano support in instructional frameworks and proficiency scales
- Districtwide Building level walkthroughs of instructional practice
- 5-12 Grammar Action Research Team
- Instructional coaches attending Literacy Coaching Cadre
- Supporting Secondary Struggling Readers

Other Highlights

- Literacy Training for all staff (September 26, 2022 PD day)
- Development of district literacy leadership team
- Public link to curriculum documents

Recommendations

1. Continue training and curricular review based on research based strategies.
2. Engage 6th grade reading/ELA teachers in training aligned with Science of Reading.
3. Increase opportunities for 8th grade teachers to build understanding of reading and writing across content areas.
4. Set new targets as presented.