



R-2 ACADEMIC ACHIEVEMENT – SOCIAL STUDIES SUMMARY OF PROGRESS STATUS MAY 2023

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/Recommendations section on the last page outlining new practice or protocol to be utilized for the next reporting timeframe.

Signed: [Signature] Superintendent Date: 5/8/2023

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 Ms. Preskey 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: 5/8/2023

Data Analysis

Comparison data on ACT (Reading) which is one benchmark used to measure success in the Social Studies arena continues to indicate BPS students' strong performance. We are consistently outperforming the state in the area of ACT.

NWEA/MAP data indicated grades 2-3 exceeded the goal, and the recommendation is to increase the goal for 2nd grade. In all other grades we are within 5% of meeting the goal. In the area of MAP growth, grades 2 and 6 are surpassing the goal. Grades 3, 5, and 7 are within 5% of the goal. All grade levels except 4 and 8 are surpassing the national average of 50%. All subgroups are within 5% or surpassing the goal and all have grown since last year except EL which is still surpassing the goal. It is important to note that Economically Disadvantaged numbers are not accurate due to all students receiving free lunch the past two years.

Classroom-based scores indicate all grades except 5th are surpassing the minimum B expectation. Grade five will need to be an area of focus and this is an outlier. Consider increasing goals for all grade levels except 5 and 8. Over 60%% of grade 12 students continue to take Social Studies courses beyond the minimum expectation. This has dropped slightly, but we are still within 5%. In addition, over 99% of graduates passed the North Dakota Civics examination.

There is a strong correlation between Social Studies and Reading measures and results.. Consistently, many of our buildings have a focus on Literacy and are digging into Literacy in the Content areas, the Science of Reading, and how literacy instruction impacts and is connected to all contents. A key factor to this work has been the guiding coalition teams. 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 – Social Studies

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> <ul style="list-style-type: none"> ELA Mathematics Science Social Studies 	<p>Making Reasonable Progress, with Exception</p>
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2.1 Social Studies

Superintendent Interpretation: Students will know, understand, and apply the necessary attributes that citizens must have in order to be productive and active participants at the local, state, and national level.

In order to demonstrate global awareness and strive for success in the new global economy will require students to better understand our global interdependence. We must ensure that educational opportunities exist for students to learn, understand, and apply their understanding of the influences (political, economic, religious, societal, intellectual, and the arts) upon other regions of the world, cultures, and history

- **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.
- **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.
- **“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: 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
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 are consistently matching or surpassing the state in ACT Reading. 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 and is for public viewing. The number of students is not available.

NWEA (MEASURES OF ACADEMIC PROGRESS) / ACT ASPIRE ASSESSMENT DATA

Indicator 2: Students in grades 2-8 will show continuous improvement toward, or attainment of, the identified target indicating a 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	

Evidence:

Cohort Data

Grad Class of	Current	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%.

***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 3: 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% 60%	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%. Consider a goal increase to 60% for 2nd grade.

***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 4: Each student in grades 2-8 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	Spring 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. 7 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 buildings during the spring 2020 COVID pandemic.**

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

Evidence:

Grade	Target	n	Spring 21-22
9	40%	1013	57.5%
10	40%	604	**

2021-2022 Analysis: 2021-2022 was our baseline year. Due to an issue with students self filling in name and student id, many tests were not identifiable which impacted numbers reported for 10th grade.

CLASSROOM-BASED SCORES

Indicator 6: Each student in grades K-8 will show continuous improvement toward, or attainment of, the identified target so that students reach a standards-based score of 2.5, or a letter grade of B in relation to social studies 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	80% <u>95%</u>	870	84.8%	940	83.0%	952	94.4%	1111	95.3%
1	80% <u>95%</u>	984	91.9%	1029	92.8%	969	96.1%	1055	96.8%
2	80% <u>90%</u>	1000	84.6%	993	81.4%	964	95.2%	984	90.8%
3	80% <u>90%</u>	1000	81.4%	963	83.7%	922	89.6%	956	88.4%
4	80% <u>85%</u>	1028	86.3%	980	81.3%	957	83.4%	1037	83.7%
5	80%	1063	75.7%	1040	71.7%	974	78.0%	1019	73.6%
6	75%	1063	74.9%	1104	73.6%	983	68.4%	1003	75.4%
7	75% <u>80%</u>	1040	68.9%	1070	77.7%	1118	82.0%	1051	82.0%
8	60%	1002	53.0%	1086	64.3%	1071	55.2%	1136	60.6%

2021-2022 Analysis: All grades are exceeding the goal, except for 5th grade. Consider increasing goal for grades K-4 and 7.

Indicator 7: 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
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	98%	865	99.1%	840	100%	858	100%	833	99.8%

2021-2022 Analysis: We continue to meet and exceed the goal.

EXTENDED PARTICIPATION IN SOCIAL STUDIES COURSE WORK – COLLEGE AND CAREER

Indicator 8: At least 65% of all students are participating in courses that promote college and career readiness specific to social studies beyond minimum requirements.		Making Reasonable Progress, with Exception
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	

Evidence:

Grade	Target	n	Spring 18-19	n	Spring 19-20	n	Spring 20-21	n	Spring 21-22
12	65%	884	66.3%	919	63.2%	929	63.2%	895	60.4%

2021-2022 Analysis: We are within 5% of our goal. There was a small discrepancy in the report, which has been fixed. Numbers were adjusted to reflect, differences were minimal.

Indicator 9: Demonstrate global awareness.		
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	

Evidence:

We are considering possible evidence to be used for this measure.

Indicator 10: Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.		
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	

Evidence:

We are considering possible evidence to be used for this measure.

Capacity Building/Recommendations

Capacity Building

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

Elementary Curriculum:

- Audit of proficiency scales by guiding coalitions
- Identified guaranteed & viable vocabulary & created slide decks for all K-5 vocabulary
- Created teacher designed unit plans including vocabulary building and assessment options
- Designing lessons on cultural mentor texts with writing and art connections

Elementary Professional Learning:

- Training on designing and uses of proficiency scales
- Training on use of unit plans
- Optional learning on culturally relevant teaching practices and Indigenous culture
- Learning around disciplinary literacy and cross curricular connections
- Training on the science of reading

Secondary Curriculum:

- Proficiency scale/unit plan development for Global Studies, US History, ND Studies
- Updated proficiency scales and pacing guide documents in Government and Economics
- Development of Student Friendly Proficiency Scales started in Global Studies
- Identifying content specific vocabulary for prioritization
- Audited Instructional Proficiency Scales in Global Studies
- Formation of district guiding team with teacher representation from each building
- Continued alignment of district wide belief statement to anchor social studies curriculum goals with desired student learning outcomes and portrait of a learner

Secondary Professional Learning:

- Explicit PD around the importance of proficiency scales as instructional tools
- Effectiveness of Student Friendly scales with learners lead by Global Studies teachers
- Student Friendly scales PD delivered by Dr. Warrick 6-8
- Scale use in content level PLC 6-8
- 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
- Professional learning centered around literacy in the content areas

Other

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

Recommendations

1. Set new targets as presented.
2. Add new indicators 9 and 10 as presented.