



R-2 ACADEMIC ACHIEVEMENT – ELECTIVES SUMMARY OF PROGRESS STATUS JANUARY 2023

SUPERINTENDENT CERTIFICATION

With respect to R-2 Academic Achievement – Electives taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and the district is:

- X 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.

We believe that we are making reasonable progress in Elective courses. Elective classes empower students to pursue classes based on their passions and explore individual interests. Often these elective courses form the foundation for college and career exploration.

Signed: [Signature] Superintendent Date: 1/23/2023

SCHOOL BOARD ACTION

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

- X 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-2.2 Academic Achievement – Electives Monitoring Report as Making Reasonable Progress, seconded by Ms. Preskey. Motion carried

Signed: [Signature] Board President Date: 1/23/2023

Data Analysis by Administration

Target scores for electives were set at 80% of students scoring at least a B or a standard score of 2.5. 2021-2022 data from elective courses in grades 6 – 12 indicate a range of 85.4% to a high of 93.4% of students earning at least a B or a Standard Score of 2.5. 8th grade students outperformed target performance by 5.4%, while 12th grade students outperformed target performance by 13.4%. This data indicates student performance in electives to be strong. Elective course work allows students to pursue classes based on their passions and explore individual interests, which forms the foundation for college and career exploration. The opt-in nature of electives makes a strong case for growth due to potential increased connection and personal investment.

It is noted that there exists some discrepancy in the sample size shown as “n” under Indicator 1 reporting on the number of students proficient in elective courses. This is due to a couple of factors that can mostly be attributed to the required reporting of students’ proficiency on standards at the Middle School level, whereas it is currently optional for High School teachers to report out on the standards. Most of the standards being reported in the elective area are associated with Career and Technical Education (CTE) course offerings at the Career Academy.

R-2.2 Academic Achievement – Electives

Each student will meet or exceed targeted growth and proficiency using critical and creative thinking.

Each Student Will:

2.2 Demonstrate proficiency in all elective subjects according to their standards.	Making Reasonable Progress
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2.2 Electives**Superintendent Interpretation:**

- **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.
- **Minimum requirements** include BPS graduation expectations for high school and core courses in K-12.
- **Elective Courses** include but are not limited to Career and Technical Education (e.g. FACS, Business, Agriculture, etc.), Music, Arts, Physical Education, and World Languages.
- “n” equals number of students.

Indicator 1: Each student will show continuous improvement toward, or attainment of, the identified target indicating percent of students proficient in grade level Elective courses 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
6	80% <u>90%</u>	2978	90.9%	2773	93.1%	2538	93.3%	2655	93.0%
7	80% <u>90%</u>	1839	84.0%	2871	89.0%	2804	90.2%	2975	90.2%
8	80% <u>85%</u>	2602	82.1%	2550	86.7%	2375	87.3%	3282	85.4%
9	80% <u>90%</u>	459	89.5%	203	95.1%	220	93.2%	567	90.3%
10	80% <u>85%</u>	280	93.9%	290	91.4%	344	87.8%	1017	88.5%
11	80% <u>90%</u>	237	92.4%	252	92.9%	158	83.5%	430	91.6%
12	80% <u>90%</u>	250	93.6%	218	92.7%	240	87.9%	438	93.4%

2021-2022 Analysis: Every grade level has surpassed the goal by at least 5%. Five grade levels are at least at 90% of students meeting the target.

Capacity Building/Recommendations

Capacity Building

Curriculum

- Integration of 9-10 Health curriculum into 9-10 PE courses
- 9-12 vertical alignment of Med Related Careers Courses
- Public Website for view of Curricular Program
- Guiding Coalition leaders identified for elective courses
- World Language Vertical alignment of standards
- Two new elective course requests for 23-24
- Addition of Empower(ed) at LHS (22-23)
- Combined Y1 and Y2 courses at Career Academy (22-23)
- Career Ready Practice proficiency scale development

Professional Development Opportunities

- Authentic Learning Modules accessible to staff
- Career Ready Practice and CASEL crosswalks
- Curricular Program 101 videos
- Teacher training on student friendly proficiency scales
- Curricular program and student support services Cafe style credit opportunities
- PALS (Personalized Authentic Learning Systems Project) Cohort 2 (partner w/UMary)
- Teacher Leader Academy- 4 Shifts
- Learning Walks with Dr. Warrick
- Professional learning for administrators on teacher development and evaluation
- Training on effective instructional and assessment strategies

Other Highlights

- Personalized Learning Pathway Community Partner Projects *in conjunction with CTE Electives and Empower(ed)*
- Stepping Into STEM
- Dual Credit opportunities in partnership with local colleges and universities
- Student Mock Interviews
- Career Ready Practice Pilot reporting in three high schools
- Peer-to-Peer Leadership
- PAES Labs in all 3 high schools; PAES is a research-based, functional skills curriculum with an embedded performance assessment of career potential and employability skills. The 5 components of PAES are computer technology, construction/industrial, processing/production, consumer/service, and business marketing

Recommendations

1. Add additional elective indicators for grades 9 – 12 to ensure the BPS Board and the Bismarck community receive a full picture of student performance for elective courses.
2. Increase target student performance as indicated within the indicator 1 evidence.