



R-2 ACADEMIC ACHIEVEMENT - ELA SUMMARY OF PROGRESS STATUS FEBRUARY 2024

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
_____ X 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, five demonstrated reasonable progress; three demonstrated reasonable progress, with exception; and two failed to make reasonable progress. Reporting dates for this report are July 1, 2022 – June 30, 2023.

Signed: [Signature] Superintendent

Date: 2/12/2024

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

This report comes back to the same conversation we’ve been having at other previous board meetings, that we need to come back and work on this both with committees, as well as our board, just to make sure that our indicators are reflective of an honest goal. I think would be a good way to look at what the board and our community are looking for.

If you look at the data beyond just the color coding, one thing that I was impressed with is that, regardless of what the targets are, that we are going back to prepandemic levels, meeting or exceeding where we were at, that’s not lost on me, because I think nationally the fact that we are either staying level or increasing, even if we’re not making the targets

The one other indicator was some of those subgroups, and I know that is something that’s been brought a couple of different times. I would just encourage the district and others to continue to look at that data closely, because if we’re making increases across the board, but in certain subgroups, we’re struggling.

I appreciate Dr. Fastnacht’s comments, as well as Board Member Peterson’s. I think that’s the exciting thing about being on the Board right now, is we came through COVID, I feel like this is a pinnacle year where we start to get past the learning loss and a little bit back to normal.

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

Signed:  _____
Board President

Date: 2/12/2024

Data Analysis

Comparison data on NDSA (ELA) indicates all BPS grades outperformed the state, except grade 4, which was 3% below the state average. BPS increased scores in four out of six grade levels ranging between 1-8% increase. Two grades, 4 and 5, decreased by 3%. ACT (Reading and English) continue to indicate BPS students outperform the state averages.

NWEA/MAP cohort data indicates student performance ranges from 60% to 65% of students on grade level. This data shows 6 of 7 grades are within 5% of district targets, and grade 6 is meeting the target. This same assessment shows all grades showing a decrease in 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 grades 2, 6, and 8 surpassed. All other grades are within 5% of the national average. Subgroup data closely mirrors grade level data. All subgroup populations saw a decrease in growth data except Asian, which increased by just under 3%. Asian, Caucasian, and gifted met or exceeded the target and 5 subgroups were within 5%. Subgroup population scores continue to indicate a need for further intervention and support.

Target for classroom-based scores in grades K-8 was raised to 70% of students receiving an equivalent of a “B” average, or a 2.5 or higher this year. Data indicates grades K-3, 5, and 7 have met or exceed the target. Grades 4 and 8 are within 5% of the target. Target was increased to 50% of students taking above and beyond the minimum requirement and current data shows a 1% increase.

PreACT data shows growth in 3 out of four areas. As this was the second year of this assessment, we are still getting a baseline as first year data was impacted by platform kinks which affected data.

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. With the state adopting new standards, there is a focus on standard prioritization and vertical alignment. This will have an impact on teams, work, instruction, and learning moving forward. As we are implementing new instructional practices and standards, an implementation dip is expected as we are aligning to evidence based practices.

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> <p>ELA Mathematics Science Social Studies</p>	<p>Making Reasonable Progress, with Exception</p>
---	--

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 PreACT 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.
- **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
- [Cohort represents students who were registered in their Kindergarten year, and are still registered and were assessed, during the reported year.](#)

ACT				
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 Cut Score for College Readiness				
ACT	18	22	23	22
Minimum Expected Percentile for College Readiness				
	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 – HOW 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
Green	Met or Increased	
Blue	Flat or a Decrease Under 2%	
Yellow	Decrease of 2% to 4.9%	
Red	Decrease of 5% or More	

Evidence:

	2019-2020		2020-2021		2021-2022		2022-2023	
	State	District	State	District	State	District	State	District
Grade 3	COVID		39%	40%	39%	38%	40%	44%
Grade 4			38%	40%	43%	40%	39%	37%
Grade 5			46%	48%	45%	50%	45%	47%
Grade 6			45%	46%	49%	53%	50%	55%
Grade 7			39%	38%	42%	42%	42%	50%
Grade 8			49%	40%	44%	39%	47%	48%

2022-2023 Analysis: Data indicates BPS increased in scores for 4 out of 6 grades levels. Both grades 4 and 5 dropped by 3%, however, grade 5 still outperformed the state average. When comparing scores to the state, BPS met or exceeded in all grade levels except grade 4.

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 Increased	
Blue	Flat or a Decrease Under 2%	
Yellow	Decrease of 2% to 4.9%	
Red	Decrease of 5% or More	

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
*2023			18.69	19.92

2022-2023 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 Increased	
Blue	Flat or a Decrease Under 2%	
Yellow	Decrease of 2% to 4.9%	
Red	Decrease of 5% or More	

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
*2023			20.35	20.76

2022-2023 Analysis: Data indicates we have consistently surpassed the state in ACT Reading except for 2014. 2023 data indicates we exceeded 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 Increased	
Blue	Flat or a Decrease Under 2%	
Yellow	Decrease of 2% to 4.9%	
Red	Decrease of 5% or More	

Cohort Data:

Grad Class	Current Grade	Target	n	Spring 17-18	n	Spring 18-19	n	*Winter 19-20	n	Spring 20-21	n	Spring 21-22	n	Spring 22-23
2033	2	65%											934	63.1%
2032	3	65%									891	67.5%	881	64.6%
2031	4	65%							874	62.7%	850	65.5%	826	60.9%
2030	5	65%					872	56.4%	823	63.5%	810	60.9%	792	62.5%
2029	6	65%			856	59.4%	842	59.6%	780	62.2%	767	64.2%	752	65.4%
2028	7	65%	827	65.5%	827	62.9%	806	58.2%	761	66.4%	744	63.0%	729	62.7%
2027	8	65%	801	67.5%	794	63.6%	786	62.3%	763	62.1%	751	61.9%	720	63.6%

2022-2023 Analysis: Data indicates the majority of grades are not meeting the target. Grade 6 met district expectations, while all other grade levels are within 5%. Three grades increased the number of students meeting the target.

*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.

All Student Data:

Grad Class	Target	n	*Winter 19-20	n	Spring 20-21	n	Spring 21-22	n	Spring 22-23
2	65%	995	54.8%	938	63.1%	940	68.0%	987	63.4%
3	65%	990	58.6%	928	63.2%	956	63.8%	979	62.8%
4	65%	973	57.1%	935	60.4%	975	58.5%	977	58.1%
5	65%	1002	58.8%	937	66.4%	949	62.6%	986	59.8%
6	65%	1058	63.0%	964	60.0%	950	63.2%	959	63.9%
7	65%	997	63.7%	974	58.6%	968	59.5%	960	62.5%
8	65%	1018	69.3%	972	58.2%	1021	57.9%	968	59.0%

2022-2023 Analysis: Three out of 7 grades levels grew, while 2 were with 2% and 2 were within 5% of last 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.		Failing to Make Reasonable Progress
Green	Met or Increased	
Blue	Flat or a Decrease Under 2%	
Yellow	Decrease of 2% to 4.9%	
Red	Decrease of 5% or More	

Evidence:

Grade	Target	n	*Winter 19-20	n	Fall to Spring 20-21	n	Fall to Spring 21-22	n	Fall to Spring 22-23
2	55%	995	49.6%	938	61.1%	940	62.1%	987	55.9%
3	55%	990	50.4%	928	55.4%	956	53.1%	979	45.4%
4	55%	973	48.3%	935	52.3%	973	47.4%	977	45.8%
5	55%	1002	48.8%	937	55.7%	948	53.6%	986	45.6%
6	55%	1058	54.4%	964	49.3%	950	60.4%	959	53.0%
7	55%	997	45.8%	974	43.8%	968	51.0%	960	47.5%
8	55%	1018	57.0%	972	40.2%	1021	47.2%	968	52.1%

2022-2023 Analysis: All grade levels saw a decrease in the number of students making growth except for 8th grade which increased by almost 5%.

*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 in grades 2–8 will show continuous improvement toward, or attainment of, the expected targeted growth of all students categorized into subgroups on the NWEA (MAP) Reading Assessment.		Failing to Make Reasonable Progress
Green	Met or Increased	
Blue	Flat or a Decrease Under 2%	
Yellow	Decrease of 2% to 4.9%	
Red	Decrease of 5% or More	

Evidence:

Disaggregated Subgroups	Target	n	*Winter 19-20	n	Spring 20-21	n	Spring 21-22	n	Spring 22-23
Economically Disadvantaged	50%	1725	46.8%	1207	46.2%	1438	49.0%	1528	44.5%
African American	50%	354	46.1%	308	46.1%	290	47.9%	289	46.0%
Indigenous	50%	605	46.0%	574	43.2%	615	47.0%	595	41.9%
Asian	50%	71	52.1%	72	37.5%	80	55%	85	57.7%
Caucasian	50%	5761	51.6%	5452	52.6%	5487	54.5%	5525	50.2%
Hispanic	50%	176	47.2%	170	46.5%	206	54.4%	235	49.8%
Pacific Islander	50%			65	38.5%	72	45.8%	83	44.6%
Students with Disabilities	50%	816	43.3%	801	45.7%	876	47.7%	917	41.8%
EL	50%	182	43.4%	157	55.4%	174	52.3%	177	45.7%
Female	50%	3409	51.4%	3258	51.3%	3328	54.1%	3373	49.9%
Male	50%	3624	50.0%	3390	50.8%	3428	52.8%	3443	48.7%
Gifted	50%	95	59.0%	149	59.7%	**258	60.5%	181	50.3%

2022-2023 Analysis: All subgroups saw a decrease in the number of students making growth except for Asians which increased by just under 3%. Three out of 12 groups met or exceeded the target and 5 groups were within 5% of meeting the target.

*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.

**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.

Indicator 7: Students will show continuous improvement toward meeting the benchmark on the PreACT in the area of English.		Making Reasonable Progress, with Exception
Green	Met or Increased	
Blue	Flat or a Decrease Under 2%	
Yellow	Decrease of 2% to 4.9%	
Red	Decrease of 5% or More	

Evidence:

Grade	Target	n	Spring 21-22	n	Spring 22-23
9	TBD	1010	74%	1069	65%
10	TBD	907	49%	955	59%

2022-2023 Analysis: 2021-2022 was our baseline year. Grade 10 increased percent of students meeting the proficiency, while grade 9 has dropped in English.

Due to an error in a reporting system, grade 10 scores and numbers have shifted slightly for the 2021-2022 year.

Indicator 8: Students will show continuous improvement toward meeting the benchmark on the PreACT in the area of Reading.		Making Reasonable Progress
Green	Met or Increased	
Blue	Flat or a Decrease Under 2%	
Yellow	Decrease of 2% to 4.9%	
Red	Decrease of 5% or More	

Evidence:

Grade	Target	n	Spring 21-22	n	Spring 22-23
9	TBD	1010	58%	1069	58%
10	TBD	907	44%	955	47%

2022-2023 Analysis: 2021-2022 was our baseline year. Both grades stayed the same or increased in percent of students meeting expectations.

Due to an error in a reporting system, grade 10 scores and numbers have shifted slightly for the 2021-2022 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 Increased	
Blue	Flat or a Decrease Under 2%	
Yellow	Decrease of 2% to 4.9%	
Red	Decrease of 5% or More	

Evidence:

B Letter Grade or 2.5 Standards-Based Score									
Grade	Target*	n	Spring 19-20	n	Spring 20-21	n	Spring 21-22	n	Spring 22-23
K	70%	1094	38.0%	1060	58.5%	1122	77.1%	1052	77.9%
1	70%	1075	36.2%	994	46.7%	1094	74.1%	1129	71.5%
2	70%	1019	49.5%	994	50.6%	1027	68.8%	1077	72.5%
3	70%	1039	49.9%	997	56.3%	1040	69.2%	1046	70.3%
4	70%	1010	56.4%	965	53.8%	1043	67.0%	1033	68.3%
5	70%	1043	58.0%	979	64.8%	1023	66.6%	1059	70.7%
6	70%	1104	59.7%	1041	61.0%	1005	65.5%	1022	63.0%
7	70%	1077	47.4%	1109	65.6%	1041	67.1%	1029	70.7%
8	70%	1071	66.3%	1051	67.6%	1102	64.0%	1032	65.6%

2022-2023 Analysis: Target was increased to 70% in all grade levels. Six out of 9 grade levels are surpassing the new target. Grades 4 and 8 are within 5% of the target, while grade 6 is 7% from the new target. Seven out of 9 grade levels saw growth.

*In 2022-2023 all targets were increased from 60%.

EXTENDED PARTICIPATION IN ELA COURSE WORK - COLLEGE AND CAREER

Indicator 10: At least 50% of all students are participating in courses that promote college and career readiness specific to ELA beyond minimum requirements.		Making Reasonable Progress, with Exception
Green	Met or Increased	
Blue	Flat or a Decrease Under 2%	
Yellow	Decrease of 2% to 4.9%	
Red	Decrease of 5% or More	

Evidence:

Grade	Target*	n	Spring 19-20	n	Spring 20-21	n	Spring 21-22	n	Spring 22-23
12	50%	919	49.2%	929	46.9%	895	46.4%	951	47.4%

2022-2023 Analysis: Growth of 1% compared to last year.

*In 2022-2023 the target was increased from 40%.

Capacity Building/Recommendations

Capacity Building

Curriculum

- Proficiency scale audits
- New standard adoption and alignment (PK-12)
- New Resource review process and task force (Elementary)
- Vocabulary alignment (PK-12 all content areas)
- Early adoption of UFl K-2 core phonics resource
- Heggerty pilot at BECEP
- Grammar instruction action research (5-12)
- CLSD supporting supplemental curricular resources to address identified gaps

Professional Development Opportunities

- Ongoing LETRS training(Language Essentials for Teachers of Reading and Spelling) for elementary teachers and specialists
- Ongoing LETRS for Elementary Administrators
- Ongoing for Early Childhood LETRS training (BECEP)
- Opt in ND Reaching All Learners Online course and communities of practice for upper elementary and secondary teachers
- Dr. Warrick and Marzano support for feedback and predominant practices (Instructional Frameworks)
- Secondary Instructional coaches attending ND Literacy Coaching Cadre
- Opt in Supporting Secondary Struggling Readers cohorts
- 6th grade reading/ELA communities of practice (2 middle schools)
- Alignment of EL and reading specialists at elementary

Other Highlights

- Districtwide family engagement team
- Supplemental grant funds awarded to support ongoing evidence based literacy training through DPI
- Structured data reviews provide a more clear picture of progress and identify gaps in programming
- District collaboration with higher education to align teacher training on evidence based instructional practices
- For indicators 7 and 8, conversations around future assessments are in place and where STAR data connects or could be utilized.

Recommendations

1. Consideration of classroom-based measure in lieu of Standards-Based Grading no longer being used at the middle level.
2. Continue training on evidence based instructional practices for teachers with priority given to K-3 per legislation.
3. Provide time and resources to engage K-5 teachers in curricular based training on new resources and standards.
4. Engage secondary teachers in training aligned with evidence based literacy practices and disciplinary literacy aligned with new standard adoption.