



R-2 ACADEMIC ACHIEVEMENT – SOCIAL STUDIES
SUMMARY OF PROGRESS STATUS
MAY 2024

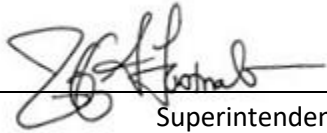
SUPERINTENDENT CERTIFICATION

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
- 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 eight indicators of the superintendent’s responsibility regarding Academic Achievement – Social Studies. Of the eight indicators, five demonstrated making reasonable progress, two demonstrated making reasonable progress, with exception, and one demonstrated failing to make progress. Reporting dates for this report are July 1, 2022 – June 30, 2023.

Signed:  _____
Superintendent

Date: 5/13/2024

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 cohort data indicates student performance ranges from 60% to 65% of students on grade level. This data shows six of seven 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 five subgroups were within 5%. Subgroup population scores continue to indicate a need for further intervention and support.

The target for classroom-based scores were significantly raised in grades K-3 (15%) and raised by 5% in grade 4. We have met the target for grades 1-3 and 5-7. While K did not meet the new target, it is still outperforming the majority of other grade levels. Grades 4 and 8 are not meeting the minimum B expectation. As we tighten on the standards assessments criteria we may want to consider moving the targets back. With more accurate standards and assessment pieces, we will also have more accurate grading and representation of content knowledge by students. This may, however, appear as a dip in scores, but is actually a more accurate portrayal of student mastery. Over 62% of grade 12 students continue to take Social Studies courses beyond the minimum expectation, which has increased slightly since last year. 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:

2.1 Achieve targeted growth and proficiency in the following disciplines: ELA Mathematics Science Social Studies	Making Reasonable Progress, with Exception
--	---

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 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.
- “n” equals number of students.
- [Cohort data represents students who were registered 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 ACT 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 – 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 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) / PreACT 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 Increased	
Blue	Flat or a Decrease Under 2%	
Yellow	Decrease of 2% to 4.9%	
Red	Decrease of 5% or More	

Evidence:**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 six out of seven grades are not meeting the target. Grade 6 met district expectations, while all other grade levels are within 5%. Three grades increased the percentage 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

Grade	Target	n	*Winter 19-20	n	Spring 20-21	n	Spring 21-22	n	Spring 22-23
2	80%	995	54.8%	938	63.1%	940	68.0%	987	63.4%
3	80%	990	58.6%	928	63.2%	956	63.8%	979	62.8%
4	80%	973	57.1%	935	60.4%	975	58.5%	977	58.1%
5	80%	1002	58.8%	937	66.4%	949	62.6%	986	59.8%
6	80%	1058	63.0%	964	60.0%	950	63.2%	959	63.9%
7	80%	997	63.7%	974	58.6%	968	59.5%	960	62.5%
8	80%	1018	69.3%	972	58.2%	1021	57.9%	968	59.0%

2022-2023 Analysis: Three out of seven grades levels grew, while two were with 2% and two were within 5% of last year.

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.		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 grade 8 which increased by just under 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 4: 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 5: 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 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, 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:

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	95%	940	83.0%	952	94.4%	1111	95.3%	1049	92.1%
1	95%	1029	92.8%	969	96.1%	1055	96.8%	1127	95.7%
2	90%	993	81.4%	964	95.2%	984	90.8%	1045	96.5%
3	90%	963	83.7%	922	89.6%	956	88.4%	984	89.7%
4	85%	980	81.3%	957	83.4%	1037	83.7%	1027	77%
5	80%	1040	71.7%	974	78.0%	1019	73.6%	1056	79.7%
6	75%	1104	73.6%	983	68.4%	1003	75.4%	1013	75.7%
7	80%	1070	77.7%	1118	82.0%	1051	82.0%	1027	82%
8	60%	1086	64.3%	1071	55.2%	1136	60.6%	1064	56.4%

2022-2023 Analysis: Target was increased in grades K-4. We met target or saw growth in 6 out of 9 levels. Even though K did not make the new target, it is still outperforming the majority of other grade levels.

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 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	98%	840	100%	858	100%	833	99.8%	878	99.7%

2022-2023 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
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	65%	919	63.2%	929	63.2%	895	60.4%	951	62.3%

2022-2023 Analysis: There was an increase of students from last year.

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

Evidence:

This was included after the reorganization of the Results policy regarding Citizenship. 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 Increased	
Blue	Flat or a Decrease Under 2%	
Yellow	Decrease of 2% to 4.9%	
Red	Decrease of 5% or More	

Evidence:

This was included after the reorganization of the Results policy regarding Citizenship. 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 and viable vocabulary and 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
- Standards based grades (not participation grades) are administered for K-5 based
- Strong literacy focus in past years has limited time for Social Studies instruction in the primary grades. K-5 adopted a content based literacy program in '24-'25 that will include social studies content embedded within the literacy curriculum

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
- Elementary representatives attended the national social studies conference and shared learning at staff professional development day

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
- Secondary representatives attended the national social studies conference and shared learning at staff professional development day

Recommendations

1. The Board should consider the intent of indicators 9 and 10 at the July retreat or a future workshop.