



## SUMMARY OF PROGRESS STATUS

FEBRUARY 2025

### SUPERINTENDENT CERTIFICATION

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

- |              |  |
|--------------|--|
| _____        | Making Reasonable Progress                 |
| <u>  X  </u> | 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 an Areas of Focus for Continuous Improvement outlining new practices or protocols to be utilized for the next reporting timeframe and recommendations for suggested changes to Results policies and/or indicators and interpretations. A Data Analysis on page 4 presents an administrative summary of the data. This report addresses eight indicators of the superintendent's responsibility regarding Academic Achievement – Literacy.

### Progress Reporting Summary

#### Making Reasonable Progress

- 2.1.1, 2.1.2, 2.1.3, 2.1.5, 2.1.6, 2.1.7, 2.1.8

#### Making Reasonable Progress, with Exception

- 2.1.4

#### Failing to Make Reasonable Progress

- 

### Areas of Focus for Continuous Improvement

#### Curriculum

- Proficiency scale audits
- New standard adoption and alignment (PK-12)
- Updating pacing guides
- New Literacy Resource Adoption (Elementary)
- Vocabulary alignment (PK-12 all content areas)
- Phonemic Awareness Curriculum (Heggerty) used in BECEP
- Kindergarten Transition Pilot- expanding to other schools
- CLSD supporting supplemental curricular resources to address identified gaps
- Audit of EL experiences and course continuum
- Hiring of Indigenous Education Curriculum Coordinator



### Professional Development Opportunities

- LETRS training (Language Essentials for Teachers of Reading and Spelling) for elementary teachers, specialists, and administrators
- Early Childhood LETRS training for BECEP teachers and instructional assistants
- Professional Learning Community training and support for HS leadership teams
- Dr. Warrick and Marzano support for feedback and predominant practices (Instructional Frameworks)
- Secondary building based literacy opportunities aligned to school goals and frameworks
- 14 Teachers and 2 administrators attending Aspire: Literacy for Older Students
- K-12 Professional Learning- Writing Rope
- Training on K-5 newly adopted curriculum resources
- Opt in Supporting Secondary Struggling Readers cohorts
- K-5 Professional Learning for specialists/coaches on aligning and intensifying literacy intervention

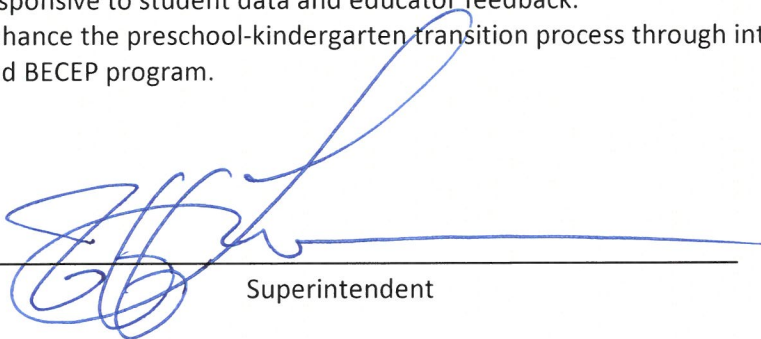
### Other Highlights

- Districtwide family engagement team
- All buildings have instructional frameworks in place
- 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.
- LHS- One Book/One School Project presented at a National Conference

### Recommendations

1. Prioritize literacy training for educators grades 4-12 to ensure continuum of support outside of legislative requirements.
2. Continue training on evidence based instructional practices for teachers with priority given to K-3 per legislation.
3. Continue to provide time and resources for curricular based training on new resources and standards, responsive to student data and educator feedback.
4. Enhance the preschool-kindergarten transition process through intentional collaboration with families and BECEP program.

Signed: \_\_\_\_\_

  
\_\_\_\_\_  
Superintendent

Date: 2/10/2025



**SCHOOL BOARD ACTION**

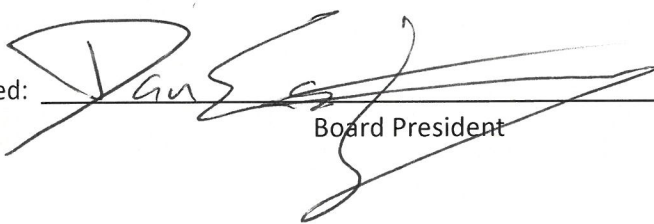
With respect to R-2 *Academic Achievement – Literacy*, the Board:

- ☒ Accepts the report as making reasonable progress.
- ☐ Accepts the report as making reasonable progress with noted exceptions.
- ☐ Finds the district failing to make reasonable progress.

**Summary Statement/Motion of the Board**

There were no questions or comments regarding R-2 *Academic Achievement – Literacy* from Board Members.

It was moved by Mr. Lee and seconded by Ms. Preskey to accept the monitoring report for Policy R-2 *Academic Achievement – Literacy* as Making Reasonable Progress. Motion Carried.

Signed:  \_\_\_\_\_  
Board President

Date: 2/10/2025

## Data Analysis

Comparison data on NDSA (ELA) indicates all BPS grades outperformed the state and showed growth except Grade 3. We saw a decrease in proficiency by 7% and Grade 3 was lower than the state average by 3%. The NDSA will be replaced by a new assessment which is also assessing new standards Spring of 2025. With this change, more data will be needed to inform next steps and get an accurate baseline.

ACT (Reading and English) continue to indicate BPS students outperforms the state. In both areas we did note a less than 1% decrease in scores.

NWEA/MAP data indicates student performance ranging from 54.9% to 60% with our average falling about 3% from the previous year. Growth data for 2-8 is showing growth in all grade levels except 8th. Worth noting is the national average on this assessment indicates 50% of students meet growth expectations which grades 3-4, and 7-8 were below. Overall, we did meet the target. All subgroup populations saw an increase in growth data except Hispanic and Asian. Subgroup population scores continue to indicate a need for further intervention and support.

We added a data set for K-1 and 9-10, which is a baseline year. More data will be needed to set targets and see trends.

The target for classroom-based scores in grades K-8 was raised to 70% in the 22-23 report. All students in grades K-8 and 12 met the target in receiving an equivalent of a “B” average, or a 2.5 or higher. Grades 9-12 were added this year, and Grades 9-11 are below the target. The 23-24 school was a change in grading practices for 6-8. Prior to 23-24 standards-based scoring was used. In 23-24, Grades 6-8 transitioned into letter grading.

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. A result of this audit, we have adopted a new ELA curriculum K-5 to address learning gaps. 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.

Finally, please see Capacity Building/Recommendations above 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 Academic Achievement – Literacy	

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

Minimum ACT Cut Score				
	English	Math	Science	Reading
ACT	18	22	23	22

**Monitoring Report****Each student will:**

2.1 Achieve targeted growth and proficiency in the following disciplines: Literacy	<b>Making Reasonable Progress</b>
<p><b>Interpretation:</b></p> <p><b>External assessments</b> include assessments with national norms that are administered within specified windows as a part of state requirements.</p> <p><b>Proficiency</b> means meeting or exceeding the knowledge and skill requirements of the specified measure.</p> <p><b>Grade level target</b> on the NWEA (MAP) assessment is considered 50th percentile or higher.</p> <p><b>Proficiency</b> 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.</p> <p><b>College Ready</b> indicates proficiency on the 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.</p> <p><b>Cut Score</b> 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.</p> <p><b>Targeted growth</b> 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.</p> <p><b>Minimum requirements</b> include BPS graduation expectations for high school and core courses in K-12.</p>	

Indicator						Finding
Indicator 1: Students in grades 3–8, and 10 who are Advanced or Proficient on the NDSA ELA Section will meet or exceed the State performance.						Making Reasonable Progress
Evidence:						
	2021-2022		2022-2023		2023-2024	
	State	District	State	District	State	District
All	44%	44%	44%	47%	45%	49%
Grade 3	39%	38%	40%	44%	40%	37%
Grade 4	43%	40%	39%	37%	42%	44%
Grade 5	45%	50%	45%	47%	45%	46%
Grade 6	49%	53%	50%	55%	50%	55%
Grade 7	42%	42%	42%	50%	46%	55%
Grade 8	44%	39%	47%	48%	51%	53%
Grade 10						
2023-2024 Analysis: We are consistently meeting or exceeding the state average.						
Evidence:						
NDSA Literacy						
Disaggregated Subgroups	State Average	Spring 2021-2022	Spring 2022-2023	Spring 2023-2024		
Economically Disadvantaged	32%			31%		
Black	30%			33%		
Indigenous	30%			29%		
Asian	55%			55-63%		
Caucasian	50%			53%		
Hispanic	30%			33%		
Pacific Islander	33%			20-28%		
Students with Disabilities	16%			13%		
EL	15%			11-13%		
Female	51%			54%		
Male	41%			44%		
Data Analysis: The majority of subgroups are outperforming the state. 3 subgroups are within 2% and 2 subgroups are between 3-4.9% of the state average. All subgroups except Female, Asian, and Caucasian are seeing discrepancies from the average.						



**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**

Evidence:

Year	Number of Students Tested		English	
	State	District	State	District
2020	7418	871	18.20	19.00
*2021	7203	855	18.54	19.83
*2022			18.17	18.87
*2023			18.69	19.92
*2024			18.57	19.63

**2023-2024 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**

Evidence:

Year	Number of Students Tested		Reading	
	State	District	State	District
2020	7418	871	20.10	20.30
*2021	7203	855	20.36	20.98
*2022			20.01	20.01
*2023			20.35	20.76
*2024			20.25	20.68

**2023-2024 Analysis:** Data indicates we have consistently surpassed the state in ACT Reading. 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.



**Indicator 4:** Students in grades K-10 will show continuous improvement toward, or attainment of, the identified target indicating the percentage of students at grade level.

**Making  
Reasonable  
Progress, with  
Exception**

Evidence:

Grade	Target	2021-2022	2022-2023	2023-2024
K-1 Aimsweb (spring)	65%			46%
K				53%
1				39%
2-8 NWEA MAP (spring)	65%	61.9%	61.4%	58.3%
2		68.0%	63.4%	60.09%
3		63.8%	62.8%	57.01%
4		58.5%	58.1%	58.8%
5		62.6%	59.8%	60.5%
6		63.2%	63.9%	58.7%
7		59.5%	62.5%	58.1%
8		57.9%	59.0%	54.9%
9-10 STAR (winter)	65%			35.29%
9				35.7%
10				34.8%

**Data Analysis:** We saw a slight drop in our average for grades 2-8. Grade 4-5 grew, but the other grades did see a decline in proficiency. We are adding K-1 and 9-10 into our data sets for the first time.

**Indicator 5:** Students in grades K-10 will show continuous improvement toward, or attainment of, the identified target indicating the percentage of students meeting their expected targeted growth on a reading assessment.

**Making  
Reasonable  
Progress**

Evidence:

**Expected Targeted Growth**

Grade	Target	2021-2022	2022-2023	2023-2024
K-1 Aimsweb (spring)	50%			
K				
1				
2-8 NWEA MAP (spring)	50%	53.5%	49.3%	50.9%
2		62.1%	55.9%	57.6%
3		53.1%	45.4%	47.2%
4		47.4%	45.8%	47.0%
5		53.6%	45.6%	50.7%
6		60.4%	53.0%	55.3%
7		51.0%	47.5%	49.9%
8		47.2%	52.1%	48.4%
9-10 STAR (winter)	50%			
9				
10				

**Data Analysis:** On average, we have over 50% of students showing growth. Grades 3, 4, 7, and 8 are below the target.

**Indicator 6:** Students in grades K-10 will show continuous improvement toward, or attainment of, the identified targets indicating the percentage of students within subgroups meeting their expected targeted growth on a reading assessment.

**Making  
Reasonable  
Progress**

Evidence:

**AIMSWEB: Grades K-1**

Disaggregated Subgroups	Target	n	Spring 21-22	n	Spring 22-23	n	Spring 23-24
Economically Disadvantaged	50%						
Black							
Indigenous							
Asian							



Caucasian							
Hispanic							
Pacific Islander							
Students with Disabilities							
EL							
Female							
Male							
Gifted							

**NWEA MAP: Grades 2-8**

Disaggregated Subgroups	Target	n	Spring 21-22	n	Spring 22-23	n	Spring 23-24
Economically Disadvantaged	50%	1438	49.0%	1528	44.5%	1575	48.3%
Black		290	47.9%	289	46.0%	288	52.8%
Indigenous		615	47.0%	595	41.9%	610	47.4%
Asian		80	55%	85	57.7%	112	57.1%
Caucasian		5487	54.5%	5525	50.2%	5567	51.4%
Hispanic		206	54.4%	235	49.8%	276	45.3%
Pacific Islander		72	45.8%	83	44.6%	89	49.4%
Students with Disabilities		876	47.7%	917	41.8%	889	43.2%
EL		174	52.3%	177	45.7%	237	50.2%
Female		3328	54.1%	3373	49.9%	3461	51.6%
Male		3428	52.8%	3443	48.7%	3484	50.3%
Gifted		**258	60.5%	181	50.3%	188	56.4%

**Data Analysis:** All subgroups showed growth except Asian and Hispanic. We have seen a steady decline in Hispanic growth overtime.



**STAR: Grades 9-10**

Disaggregated Subgroups	Target	n	Spring 21-22	n	Spring 22-23	n	Spring 23-24
Economically Disadvantaged	50%						
Black							
Indigenous							
Asian							
Caucasian							
Hispanic							
Pacific Islander							
Students with Disabilities							
EL							
Female							
Male							
Gifted							

**Indicator 7:** Students in grades K–12 will show continuous improvement toward, or attainment of, the identified reporting target of a 2.5/B in relation to ELA coursework.

**Making  
Reasonable  
Progress**

Evidence:

Grade	Target	Spring 21-22	Spring 22-23	Spring 23-24
K-5	70%	70.47%	71.87%	74.1%
K		77.1%	77.9%	81.5%
1		74.1%	71.5%	75.4%
2		68.8%	72.5%	75.9%
3		69.2%	70.3%	70.3%
4		67.0%	68.3%	70.1%
5		66.6%	70.7%	71.6%
6-8	70%	65.53%	66.43%	*75.6%
6		65.5%	63.0%	78.8%
7		67.1%	70.7%	76.0%
8		64.0%	65.6%	72.0%
9-12	70%	64.78%	66.88%	*66.4%
9		67.1%	70.7%	64.2%

10		64.0%	65.6%	63.1%
11		64.0%	65.6%	63.3%
12		64.0%	65.6%	74.8%

**Data Analysis:**

Students in grades K-8 are meeting or exceeding the target. This is a baseline year for Grades 9-12 although data was added to represent previous years. Grades 9-12 did see a decrease in performance. Grade 6-8 saw a change in grading practices for the 23-24 year as letter grades were reported out. Prior to 23-24 Grades 6-8 were using standards-based reporting.

