BISMARCK PUBLIC SCHOOLS

R-2 Academic Achievement - Mathematics
Reporting Period: 7/1/2023 to 6/30/2024

SUMMARY OF PROGRESS STATUS

APRIL 2025

SUPERINTENDENT CERTIFICATION

With respect to R-2 *Academic Achievement - Mathematics* 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 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 6 indicators of the superintendent's responsibility regarding Academic Achievement - Mathematics.

Progress Reporting Summary

Making Reasonable Progress

- 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6

Making Reasonable Progress, with Exception

- N/A

Failing to Make Reasonable Progress

- N/A

Areas of Focus for Continuous Improvement

An area of focus is to strengthen the alignment between curricular standards, instructional practices, and assessment. Guiding coalitions continue to refine the guaranteed and viable curriculum through feedback on standards, proficiency scales, priority vocabulary, and pacing guides. Next steps will include the on-going review of assessments and resources. Based on recommendations from last year, a Math Steering Committee has recommitted to meeting to support k-12 math instruction.

Curriculum

- Guiding Coalition Teams
- Accessible K-12 prioritized standards, proficiency scales, vocabulary, pacing guides and curriculum maps
- Alignment and curricular refinement for an alternative math pathway for high school students is ongoing.
- K-12 Math Steering Committee meetings

Professional Development Opportunities

- Training on auditing proficiency scales
- Ongoing learning and support on proficiency scale use within PLC's
- 6-12 math teachers, k-12 math specialists, and k-5 gifted education teachers participated in learning on the mathematical aptitudes and thinking strategies.

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Recommendations

1. Continue offering research based professional learning opportunities in the area of math.
2. Plan a 5-year cycle for K-12 curricular resource adoption.

Signed: _____ Date: 4/14/2025

Superintendent

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SCHOOL BOARD ACTION

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

__X__ 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

I was impressed that our middle school, it's more of an observation than a question, but maybe you can just confirm, but our middle school jumped up 8% on that indicator. Six is the asterisk, just because we went from the standards to the letter. Is that what that's represented? Correct?

So now, we had some letter grades before, but it was based upon the standards conversion, where now it's just a total point still, again, our standards are driving our instruction and assessment, but it's just calculated in a different way.

So, the jump would still be indicated that we had that much improvement, though, either way, that's great.

I just really appreciate it when the focus on success aligns with the report, and this is a really positive report, so hopefully the team is seeing that the data is following all of the work that you guys are doing. I appreciate that, and hope to continue to see growth in an area that has been kind of a struggle nationwide and statewide. So, thank you.

It was moved by Ms. Preskey and seconded by Mrs. Peterson to accept the monitoring report for Policy R-2.1 *Academic Achievement - Math* as Making Reasonable Progress. Motion carried.

Signed: Dan Traynor
Board President

Date: 4/14/2025

Data Analysis

North Dakota State Assessment comparison data indicates we are exceeding the state average in all grades by 1-9%. Grades 4, 5, 7, and 8 all showed growth, while grades 3 and 6 saw a slight decrease from last year. We are exceeding the state subgroup average in the majority of subgroups. We do see discrepancies within district subgroup performance. More data is needed to determine if adequate growth is being made. 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.

We continue to exceed the state on the ACT, in the area of mathematics. We saw a very minimal increase in scores compared to last year, while the state experienced a slight decrease.

For Measures of Academic Progress (MAP) data, we saw a slight increase in our average for grades 2-8. Grades 3-5, and 7-8 all saw an increase, while grades 2 and 6 saw a less than 2% decrease. We are adding K-1 and 9-10 into our data sets for the first time. K-1 is looking at aimswebPlus and 9-10 is reporting STAR assessment data. It is important to note that Economically Disadvantaged numbers are not accurate due to all students receiving free lunch in 2020-2021 and 2021-2022.

MAP Growth data for grades 2-8 showed an overall increase in the percent of students meeting average growth. Grades 2-5 all increased, while grades 6-8 showed around a 2% decrease. When breaking down growth data by subgroups, all subgroups increased in growth except Pacific Islander and Students with Disabilities, which both were less than 1% decrease.

The target for classroom-based scores in grades K-8 was raised to in the 22-23 report. 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 an increase 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.

Data is showing positive impacts of inputs into our system. Guiding Coalition teams continue to be an important and foundational factor in auditing the curricular program. With the state adopting new standards, there is a focus on standard prioritization, and auditing of proficiency scales. Focus on guaranteed and viable, vertical alignment, and vocabulary are key components in moving forward. This will have an impact on teams, work, and instruction moving forward. As we refine instructional practices and adapt to new standards, an implementation dip is expected as we are aligning to evidence based practices.

Additionally, our data warehouse is being discontinued in the summer of 2025. This will have an impact on how we analyze, collect, and report data.

Finally, please refer to the Capacity Building/Recommendations above to view additional inputs BPS has put in place this year to address learning and continued growth of our students and staff.

R-2 Academic Achievement - Mathematics
Each student will meet or exceed targeted growth and proficiency using critical and creative thinking.

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 Score	18	22	23	22

Monitoring Report

Each student will:

2.1 Achieve targeted growth and proficiency in the following disciplines: Literacy **Mathematics** Science Social Studies	**Making Reasonable Progress**

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.
- **"n"** equals number of students.

Indicator	Finding
Indicator 1: Students in grades 3-8 who are Advanced or Proficient on the NDSA Mathematics Section will meet or exceed the state performance.	**Making Reasonable Progress**

Evidence:

	2020-2021		2021-2022		2022-2023		2023-2024	
	State	District	State	District	State	District	State	District
Average	40%	43%	39%	44%	39%	45%	40%	45%
Grade 3	48%	57%	48%	55%	50%	58%	50%	54%
Grade 4	36%	44%	37%	43%	38%	47%	39%	48%
Grade 5	42%	47%	43%	54%	43%	50%	46%	54%
Grade 6	39%	34%	40%	38%	41%	43%	41%	42%
Grade 7	38%	41%	37%	44%	38%	46%	39%	47%
Grade 8	38%	36%	34%	33%	35%	35%	37%	41%

2023-2024 Analysis: We consistently outperform the state in the area of math in all grade levels.

NDSA Math

Disaggregated Subgroups	State Average	Spring 2021-2022	Spring 2022-2023	Spring 2023-2024
Economically Disadvantaged	25%			26%
Black	21%			28%
Indigenous	20%			18%
Asian	48%			50-58%
Caucasian	46%			51%
Hispanic	23%			29%
Pacific Islander	27%			10-16%
Students with Disabilities	15%			14%
EL	13%			13-15%
Female	38%			43%
Male	43%			48%

Data Analysis: The majority of subgroups are outperforming the state, 8 out of 11 subgroups. Students with Disabilities is within 1%, and Indigenous is within 2%. Pacific Islander is an area of focus.

Indicator 2: The district mean scores will meet or exceed the state mean score on the ACT in the area of Mathematics.

Making Reasonable Progress

Evidence:

Year	Number of Students Tested		Math	
	State	District	State	District
2020	7418	871	19.6	19.6
*2021	7203	855	19.1	19.2
2022			19.4	19.7
2023			19.8	20.0
2024			19.6	20.1

2023-2024 Analysis: We are consistently outperforming the state on the ACT in the area of math.

Indicator 3: 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) Mathematics Assessment.

Making Reasonable Progress

Evidence:

Grade	Target	2021-2022	2022-2023	2023-2024
K-1 Aimsweb (spring)	60%			68.1%
K				65.1%
1				71.1%
2-8 NWEA MAP (spring)	60%	61.4%	60.3%	61.0%
2		68.9%	65.3%	63.9%
3		66.4%	65.7%	66.1%
4		61.8%	59.0%	62.7%
5		62.4%	58.6%	59.3%
6		56.0%	58.8%	57.1%
7		58.5%	56.5%	59.4%
8		55.7%	57.9%	58.1%
9-10 STAR (winter)	60%			65.6%
9				62.1%
10				69.3%

2023-2024 Analysis: We saw a slight increase in our average for grades 2-8. Grades 3-5, and 7-8 all saw an increase, while grades 2 and 6 saw a less than 2% decrease. We are adding K-1 and 9-10 into our data sets for the first time.

Indicator 4: 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) Mathematics Assessment.	**Making Reasonable Progress**

Evidence:

Grade	Target	2021-2022	2022-2023	2023-2024
2-8 NWEA MAP (Spring)	50%	55.3%	47.4%	49.3%
2		49.3%	41.1%	44.8%
3		61.0%	45.7%	48.1%
4		51.2%	41.7%	48.9%
5		55.6%	42.1%	48.5%
6		57.9%	51.3%	49.4%
7		52.8%	51.7%	49.0%
8		59.3%	57.9%	56.8%

2023-2024 Analysis: On average we made growth compared to last year. 4 out of 7 grade levels made growth. Two grade levels are within 2% of last year and one is within 3%. We are slightly below the national average of 50%. Recommend changing Target to 50% to align with national expectation and Literacy results.

Indicator 5: 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) Mathematics Assessment.	**Making Reasonable Progress**

Evidence:

Disaggregated subgroups:	Target	n	Spring 21-22	n	Spring 22-23	n	Spring 23-24
Economically Disadvantaged	50%	1448	48.4%	1537	44.0%	1589	45.6%
African American	50%	294	53.7%	294	45.6%	292	49.0%
American Indian	50%	614	46.1%	604	40.9%	616	41.4%
Asian	50%	80	56.3%	86	48.9%	113	54.9%
Caucasian	50%	5490	56.8%	5544	48.1%	5586	50.0%
Hispanic	50%	207	47.3%	231	43.3%	273	49.1%
Pacific Islander	50%	68	50.0%	82	54.9%	93	54.8%
Students w/ Disabilities	50%	892	51.9%	932	44.9%	911	44.5%
EL	50%	177	56.5%	177	44.6%	242	54.5%
Female	50%	3319	54.8%	3379	46.6%	3465	47.6%
Male	50%	3440	55.8%	3466	47.9%	3511	50.9%
Gifted	60%	257	67.7%	181	45.9%	188	60.1%

2023-2024 Analysis: The majority of subgroups increased the percentage of students making growth. 2 subgroups saw less than a 1% drop.

Indicator 6: Each student in grades 2-8 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 Mathematics Standards.	**Making Reasonable Progress**

Evidence:

B Letter Grade or 2.5 Standards-Based Score				
Grade	Target	Spring 21-22	Spring 22-23	Spring 23-24
K-5		74.2%	75.7%	77.9%
K	75%	84.7%	83.1%	86.9%
1	75%	85.6%	85.0%	85.5%
2	65%	78.7%	79.8%	76.8%
3	60%	64.3%	70.2%	70.7%
4	60%	62.0%	68.4%	70.5%
5	60%	69.7%	67.8%	77.1%
6-8		61.8%	68.8%	*76.9%
6	65%	60.4%	70.2%	83.3%
7	60%	61.1%	67.7%	68.9%
8	65%	63.9%	68.6%	78.6%
*9-12		68.9%	69.0%	*69.2%
9		61.1%	63.3%	67.1%
10		62.7%	63.9%	65.1%
11		68.8%	66.5%	62.3%
12		83%	82.1%	82.1%

2023-2024 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 an increase 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.