



SUMMARY OF PROGRESS STATUS

APRIL 2026

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:

_____	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 7 indicators of the superintendent's responsibility regarding Academic Achievement - Mathematics.

Progress Reporting Summary

Making Reasonable Progress

- 2.1.1, 2.1.4, 2.1.7

Making Reasonable Progress, with Exception

- 2.1.5

Failing to Make Reasonable Progress

- 2.1.6

Baseline

- 2.1.2, 2.1.3

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. Sustained professional development in the area of mathematics instruction and intervention. Key topics include the North Dakota Math Attributes, The 5 Strands of Mathematical Proficiency, and instructional best practices connected to mathematics.

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
- Updated middle school math curriculum for grades 6-8
- Algebra I, Geometry and Algebra II piloted and determined a resource for implementation in the upcoming school year



- K-12 Math Steering Committee meetings

Professional Development Opportunities

- Training on the new resources for secondary math while incorporating instructional best practices
- Sustaining of the curricular process and curricular resources through the Guiding Coalition Professional Learning Days
- 6-12 math teachers and k-12 math specialists participated in learning on the mathematical aptitudes and thinking strategies
- Focused learning for Elementary Educators connected to standards-based learning, North Dakota Math Attributes, The 5 Strands of Mathematical Proficiency, and instructional best practices connected to mathematics

Recommendations

1. Sustain research-based professional learning opportunities in the area of mathematics instruction and intervention.
2. Plan a scheduled cycle for K-12 math curricular resource adoption.

Signed: _____

A handwritten signature in black ink, appearing to be 'J. L. Smith', is written over a horizontal line. Below the line, the word 'Superintendent' is printed.

Superintendent

Date: 4/15/2026



SCHOOL BOARD ACTION

With respect to R-2 *Academic Achievement - Mathematics*, 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 comments or questions from the Board regarding R-2 *Academic Achievement – Mathematics*.

It was moved by Mr. Lee and seconded by Mrs. Peterson to accept the monitoring report for Policy R-2 *Academic Achievement - Mathematics* as Making Reasonable Progress, with Noted Exceptions as presented. Motion carried.

Signed: _____

Board President

Date: 4/15/2026

Data Analysis

The district is making reasonable progress with exception in mathematics performance in the majority of areas. With the introduction of the new ND A+ Summative assessment in 2024–2025, results established a new baseline and cannot be compared to prior years; however, the district outperformed the state in all tested grades (3–8 and 10) in the percentage of students scoring Advanced or Proficient. The district also exceeded the state average in the majority of student subgroups, with Pacific Islander students, Students with Disabilities, and English Learners performing within one to two percentage points of the state averages. A new indicator was added with a target of having less students scoring in the Novice range. Although this is a Baseline, we consistently have less students in the Novice range in all grade levels. Grade 10 participated in this assessment for the first time, establishing baseline data for future comparisons.

ACT mathematics results show a gradual increase in district scores from 2022 through 2024, remaining slightly above the state average. In 2025, the ACT shifted from a mandatory to an optional assessment, creating a new baseline; currently, 55% of students who chose to take the ACT met or exceeded the college readiness benchmark score of 22 in mathematics.

Across K–10 benchmark assessments, including Aimsweb, NWEA MAP, and STAR, the district is meeting or exceeding the overall target of 60% of students performing at grade-level targets. Most grade levels maintained or improved performance, although small fluctuations were observed in grades three through five and grade seven. While achievement levels are generally strong, student growth data shows more variability. The percentage of students in grades 2–8 meeting expected growth on the NWEA MAP assessment remains slightly below the 50% target and has shown inconsistent trends over time. Grades three and eight demonstrated improvement in the percentage of students meeting expected growth, while grades two, four, and seven experienced declines, with grade four showing the largest decrease. Subgroup growth results also indicate mixed outcomes. Indigenous, Asian, and Gifted student groups experienced increases in growth, while most other subgroups saw slight decreases. Larger declines were observed among English Learners, Pacific Islander, Hispanic, and Black students, suggesting the need for continued monitoring and further analysis to determine whether these results represent a developing trend or a one-year outlier.

Course performance data indicates that students in grades K–8 continue to meet or exceed the target of 70% earning a B average or the equivalent standards-based score in mathematics. Middle school performance improved overall, particularly after the transition to reporting letter grades in grades 6–8 beginning in the 2023–2024 school year. High school results show a slight overall decrease in the percentage of students earning a B average or higher, with declines noted particularly in grades 10 and 12.

Overall, the district demonstrates strong mathematics achievement relative to the state and is meeting most grade-level performance targets; however, student growth measures and subgroup growth trends remain areas that require continued attention and deeper analysis to ensure consistent progress for all students.

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

<p>2.1 Achieve targeted growth and proficiency in the following disciplines:</p> <p>Literacy</p> <p>Mathematics</p> <p>Science</p> <p>Social Studies</p>	<p>Making Reasonable Progress with Exception</p>
<p>Interpretation:</p> <ul style="list-style-type: none"> • 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. • “College Ready” 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. • 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 & 10 who are Advanced or Proficient on the ND A+ Mathematics Section will meet or exceed the state performance.	Making Reasonable Progress

Evidence:

	2021-2022		2022-2023		2023-2024		*2024-2025	
	State	District	State	District	State	District	State	District
Average	39%	44%	39%	45%	40%	45%	41%	47%
Grade 3	48%	55%	50%	58%	50%	54%	42%	44%
Grade 4	37%	43%	38%	47%	39%	48%	43%	48%
Grade 5	43%	54%	43%	50%	46%	54%	44%	53%
Grade 6	40%	38%	41%	43%	41%	42%	48%	55%
Grade 7	37%	44%	38%	46%	39%	47%	46%	52%
Grade 8	34%	33%	35%	35%	37%	41%	45%	53%
Grade 10							22%	25%

2024-2025 Data Analysis: Baseline for the new state assessment, ND A+ Summative was introduced. Results cannot be compared to previous scores. We are outperforming the state in all grades. This is the first time grade 10 has taken this assessment.

NDSA Math

Disaggregated Subgroups	State Average	Spring 2023-2024	State Average	Spring 2024-2025
Economically Disadvantaged	25%	26%	26%	27%
Black	21%	28%	23%	26%
Indigenous	20%	18%	21%	21%
Asian	48%	50-58%	50%	50-58%
Caucasian	46%	51%	47%	54%
Hispanic	23%	29%	25%	29%
Pacific Islander	27%	10-16%	27%	15-23%
Students with Disabilities	15%	14%	16%	14%
EL	13%	13-15%	15%	14%
Female	38%	43%	40%	55%
Male	43%	48%	44%	49%

2024-2025 Data Analysis: Baseline for the new state assessment, ND A+ Summative was introduced. Results cannot be compared to previous scores. We are exceeding the state in the majority of subgroups. Our Pacific Islander and Students with Disabilities are within 2% and EL populations are within 1%.

Indicator 2: The percentage of students in grades 3–8 and 10 scoring at the Novice level on the NDSA ND A+ Mathematics assessment shall be lower than the state average.

Baseline

Evidence:

	2022-2023		2023-2024		*2024-2025	
	State	District	State	District	State	District
Average	28%	24%	28%	24%	29%	26%
Grade 3	27%	22%	27%	23%	31%	29%
Grade 4	31%	26%	31%	24%	27%	22%
Grade 5	22%	19%	22%	16%	26%	22%
Grade 6	24%	22%	25%	25%	25%	19%
Grade 7	28%	22%	29%	25%	28%	24%
Grade 8	25%	27%	25%	21%	28%	25%
Grade 10					41%	39%

2024-2025 Data Analysis: Baseline. The new state assessment was administered in 24-25, ND A+ Summative was introduced. Results cannot be compared to previous scores. We consistently have less students scoring in the Novice range than the state in all grade levels. This is the first time grade 10 has taken this assessment.

Indicator 3: Students in grades 11-12 will show continuous improvement toward or attainment of “College Ready” on the ACT in the area of Mathematics.

Baseline

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
**2025			228	55%

2024-2025 Data Analysis: Baseline. Moved from mandatory to an optional/opt in model for ACT and as such, results are not comparable. Currently there is no statewide data to compare. The percentage represents the percent of students who chose to take the ACT and met or exceeded the benchmark of 22.

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**

Evidence:

Grade	Target	2022-2023	2023-2024	2024-2025
K-1 Aimsweb (spring)	60%		68.1%	67.5%
K			65.1%	62.1%
1			71.1%	72.5%
2-8 NWEA MAP (spring)	60%	60.3%	61.0%	60.8%
2		65.3%	63.9%	66.1%
3		65.7%	66.1%	63.2%
4		59.0%	62.7%	58.7%
5		58.6%	59.3%	58.6%
6		58.8%	57.1%	59.4%
7		56.5%	59.4%	57.4%
8		57.9%	58.1%	62.0%
9-10 STAR (winter)	60%		65.6%	*71.9%
9			62.1%	71.1%
10			69.3%	72.7%

2024-2025 Data Analysis: On average we are meeting or exceeding the target. *New norms were released for this assessment, which accounts for the increase.

Indicator 5: Students in grades 2-8 will show continuous improvement toward, or attainment of, the identified target indicating the percentage of students meeting their **expected targeted growth**.

**Making
Reasonable
Progress with
Exception**

Evidence:

Grade	Target	2022-2023	2023-2024	2024-2025
2-8 NWEA MAP (Spring)	50%	47.4%	49.3%	47.2%
2		41.1%	44.8%	41.3%
3		45.7%	48.1%	49.7%
4		41.7%	48.9%	41.8%
5		42.1%	48.5%	46.8%
6		51.3%	49.4%	49.2%
7		51.7%	49.0%	44.6%
8		57.9%	56.8%	57.6%

2024-2025 Data Analysis: Grades 8 and 3 saw growth in the percentage of students making average growth. Grades 5 and 6 saw a less than 2% decrease. Grades 2 and 7 saw a less than 5% decrease. Grade 4 saw the largest decrease at just over 7%. Our trends have been inconsistent, and further data is needed to see if this trend continues, or if it is an outlier.

Indicator 6: Students in grades 2-8 will show continuous improvement toward, or attainment of, the identified targets, indicating the percentage of students within subgroups meeting their expected targeted growth.

Failing to Make Reasonable Progress

Evidence:

Disaggregated subgroups:	Target	n	Spring 22-23	n	Spring 23-24	n	Spring 24-25
Economically Disadvantaged	50%	1537	44.0%	1589	45.6%	1872	42.9%
African American	50%	294	45.6%	292	49.0%	305	43.0%
American Indian	50%	604	40.9%	616	41.4%	612	42.3%
Asian	50%	86	48.9%	113	54.9%	136	61.8%
Caucasian	50%	5544	48.1%	5586	50.0%	5632	48.3%
Hispanic	50%	231	43.3%	273	49.1%	340	39.1%
Pacific Islander	50%	82	54.9%	93	54.8%	118	37.3%
Students with Disabilities	50%	932	44.9%	911	44.5%	991	43.1%
EL	50%	177	44.6%	242	54.5%	291	40.9%
Female	50%	3379	46.6%	3465	47.6%	3516	45.6%
Male	50%	3466	47.9%	3511	50.9%	3629	48.7%
Gifted	60%	181	45.9%	188	60.1%	192	63.5%

2024-2025 Data Analysis: Our Indigenous, Asian, and Gifted subgroups saw an increase in growth. The subgroups of Male and Students with Disabilities saw a less than 2% decrease. Females, Caucasian, and Economically disadvantaged saw a less than 5% decrease. EL, Pacific Islander, Hispanic, and Black saw a greater than 5% decrease. As the majority of subgroups saw a decrease, further analysis needs to pinpoint if this is a trend or an outlier.

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 Mathematics coursework.				Making Reasonable Progress
Evidence:				
B Letter Grade or 2.5 Standards-Based Score				
Grade	Target	Spring 22-23	Spring 23-24	Spring 24-25
K-5	70%	75.7%	77.9%	74.5%
K		83.1%	86.9%	85.3%
1		85.0%	85.5%	83.3%
2		79.8%	76.8%	75.6%
3		70.2%	70.7%	71.2%
4		68.4%	70.5%	61.6%
5		67.8%	77.1%	70.2%
6-8	70%	68.8%	*76.9%	79.4%
6		70.2%	83.3%	81.7%
7		67.7%	68.9%	77.7%
8		68.6%	78.6%	78.8%
*9-12	70%	69.0%	*69.2%	68.2%
9		63.3%	67.1%	67.4%
10		63.9%	65.1%	64.1%
11		66.5%	62.3%	64.7%
12		82.1%	82.1%	76.6%
2024-2025 Data Analysis: Students in grades K-8 are meeting or exceeding the target. Grades 9-12 did see a slight decrease in performance overall with grades 10 and 12 decreasing. 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.				