

Williston Basin School District #7
R-2 Language Reasonable Interpretation and
Indicators

October 23rd, 2023

SUMMARY OF ACCEPTANCE

Superintendent Certification

With respect to , R-2 Language , I certify the proceeding information is accurate and complete, and:

reasonably interprets the policy and provides indicators sufficient to assure the Board of compliance

Signed: _____

Richard H. Faidley
Superintendent

Date: _____

10-23-2023

Board Action

With respect to R-2 Language , Reasonable Interpretations and Indicators, the Board:

Accepts the report as a reasonable interpretation with sufficient indicators

____ Accepts the report as a reasonable interpretation with sufficient indicators, with noted exceptions

____ Finds the report to be unreasonable

Additional comments based on Board action:

Signed: _____

Mark Smith
Board President

Date: _____

10-23-2023

R-2 Academic Achievement	Superintendent		Board	
	In compliance	Not in compliance	In compliance	Not in compliance
<p>Overall Academic Achievement Results: Each student will achieve at individually and appropriately challenging levels to meet or exceed their personal academic goals.</p>				
<p>Superintendent Interpretation: The Board expects that Williston Basin School District #7 students will identify and work toward accomplishing their own rigorous outcomes in academic studies.</p> <p>Keywords</p> <p>Achieve to demonstrate growth on North Dakota State Standards. Students shall mean all Williston Basin School District #7 students enrolled K-12. Personal Growth shall mean how much academic progress a student has made between two points in time. Personal Achievement shall mean individual performance based on the mastery of North Dakota grade-level academic standards or from grade-level expectations on identified measures/assessments. Appropriately Challenging Levels shall mean moving along the continuum of learning from acquisition to application.</p>				

R-2.1 Language : Reasonable Interpretation and Indicators	Superintendent		Board	
	In compliance	Not in compliance	In compliance	Not in compliance
<p>Each student will achieve at individually and appropriately challenging levels to meet or exceed their personal academic goals. Each student will demonstrate growth and proficiency in Language including reading, writing, speaking and listening.</p>				
<p>Superintendent Interpretation: The Board expects that Williston Basin School District 7 students will achieve individual personal academic growth in four identified areas of language including reading, writing, speaking and listening.</p> <p>Keywords Achieve to demonstrate growth on North Dakota State Standards. Each Student shall mean all Williston Basin School District #7 students enrolled K-12. Personal Growth shall mean how much academic progress a student has made between two points in time. Personal Achievement shall mean individual performance based on the mastery of district adopted grade-level academic standards or from grade-level expectations on identified measures/assessments. Appropriately Challenging Levels shall mean moving along the continuum of learning from acquisition to application. Language shall mean reading, writing, speaking, and listening. Reading shall mean a cognitive process that involves decoding symbols to arrive at meaning. Writing shall mean the formation of letters to express words and ideas. Speaking shall mean the action of conveying information or expressing one's thoughts and feelings in spoken language. Listening shall mean the ability to accurately receive and interpret messages in the communication process.</p>				
<p>Definition of Terms: Norm-referenced - Assessments that are used to compare students' progress to others in their peer group. This group may contain students in the same grade across the state or nation, or other categories such as special education, disability status, English learners, gifted students, and more. Most commonly, norm-referenced tests use a national peer group. Criterion-referenced - A criterion-referenced test is designed to measure a student's academic performance against some standard or criteria. This standard or criteria is predetermined before students begin the test. Schools or districts choose a standard, such as a percent of items answered correctly or a state test benchmark, as the criteria for the test. The student's score then shows the progress they have made toward the agreed-upon standard--if they fall short, they must continue to work toward the standard. Targeted Growth - Typical Growth is the average annual growth of students at each grade and placement level on the i-Ready Assessment. Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and placement level. Proficiency shall mean a high degree of competence. Nationally normed shall mean standardized tests designed to compare and rank test takers in relation to one another using national standards. Benchmarking shall mean a process of measuring performance against others. Validity shall mean how accurately a method measures what it is intended to measure.</p>				

Reliability shall mean the probability of a product, system, or service will perform its intended function in a defined environment without failure.

Inclusion shall mean the act of including someone or something as a part of a group.

Proficient shall mean competent or skilled in doing or using something.

Indicator 1: iReady (K-8)

The WBSD #7 will increase the number of students proficient/advanced on the iReady by **5%** for K-8th grade. The i-Ready Diagnostic is an adaptive, online, criterion-referenced assessment that measures students' grade-level foundational skills and progress in Reading:

- Phonological Awareness
- Phonics
- High-Frequency Words
- Vocabulary
- Comprehension: Literature
- Comprehension: Informational Text

	Typical and Stretch Growth Percentages 2022-2023								
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
% of Students Met Typical Growth (F-W) (years growth)	14%	14%	24%	29%	31%	40%	44%	38%	46%
% of Students Met Stretch Growth (F-W) (over a years growth)	3%	5%	8%	9%	11%	16%	20%	12%	15%
% of Students Met Typical Growth (F-S) (years growth)	47%	47%	54%	52%	49%	55%	59%	52%	56%
% of Students Met Stretch Growth (F-S) (over a years growth)	21%	26%	30%	27%	20%	25%	27%	20%	28%

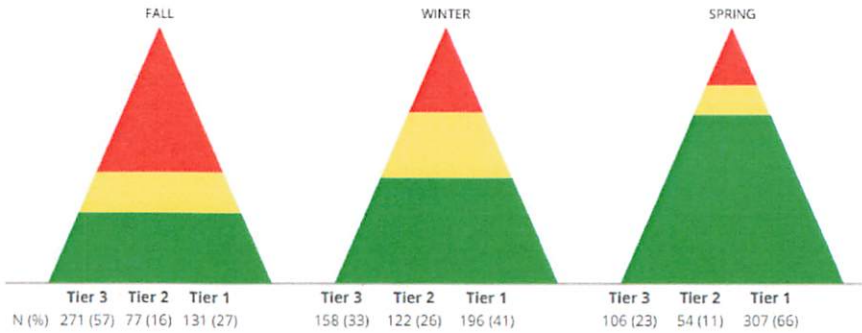
Indicator 2: Aimsweb

Aimsweb Plus is a tool for teachers and educational teams in MTSS/RTI and special education contexts. AimswebPlus offers nationally-normed, skills-based benchmark assessments and progress monitoring integrated into one application across reading and math domains with additional add-on measures across dyslexia and behavior/social-emotional skills. aimswebPlus informs daily instruction and provides growth results to caregivers and district/state audiences in reading and math achievement using curriculum-based assessment and standards-aligned content for students in PreK through Grade 12. Additionally, aimswebPlus links to instructional resources to support growth in reading, writing, and math skills. aimswebPlus uncovers learning gaps quickly, identifies at-risk students, and assesses growth at the individual and group levels. The WBSD #7 utilizes Aimsweb plus to assess K-2 reading. Spring benchmark targets are 65 % proficient or above in grades K,1 and 2.

	2022-2023			2023-2024		
	Grade K	Grade 1	Grade 2	Grade K	Grade 1	Grade 2
Fall % Proficient or above	27%	38%	47%	37%	47%	35%
Winter % Proficient or above	41%	48%	59%			
Spring % Proficient or above	66%	54%	64%			

WBSD 7 K Data Fall to Spring 2022-2023

K



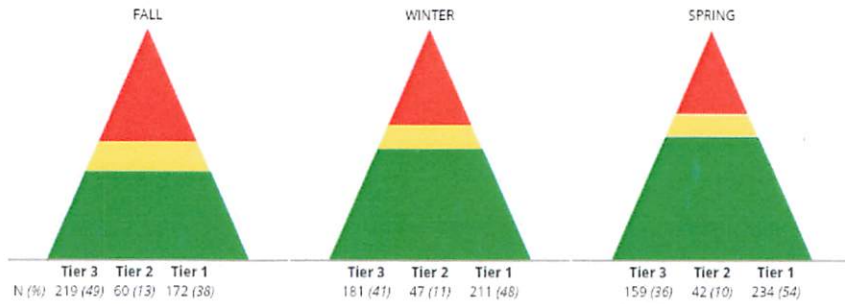
Spring Tier for Fall Students

■	■	■
85	36	119
7	8	56
2	5	116
94	49	291

- 85 students stayed in Tier 3
- 36 students grew from Tier 3 to Tier 2
- 119 students grew from Tier 3 to Tier 1
- 7 students fell from Tier 2 to Tier 3
- 8 students stayed in Tier 2
- 56 students grew from Tier 2 to Tier 1
- 2 students fell from tier 1 to tier 3
- 5 students fell from tier 1 to tier 2
- 116 students who started in tier 1 stayed in tier 1
- The data in the Tier Pyramids does not account for our transient student population. The data in the table to the left are students that tested in the fall and the spring.

WBSD 7 1st grade Fall to Spring 2022-2023

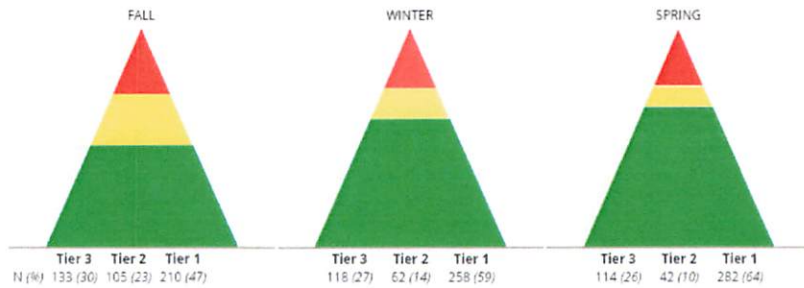
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Spring Tier for Fall Students		
■	■	■
145	24	30
4	15	35
1	1	162
150	40	227

- 145 students stayed in Tier 3
- 24 students grew from Tier 3 to Tier 2
- 30 students grew from Tier 3 to Tier 1
- 4 students fell from Tier 2 to Tier 3
- 15 students stayed in Tier 2
- 35 students grew from Tier 2 to Tier 1
- 1 student fell from Tier 1 to Tier 3
- 1 student fell from Tier 1 to Tier 2
- 162 students stayed in Tier 1
- The data in the Tier Pyramids does not account for our transient student population. The data in the table to the left are students that tested in the fall and the spring.

WBSD 7 2nd grade Fall to Spring 2022-2023



Spring Tier for Fall Students

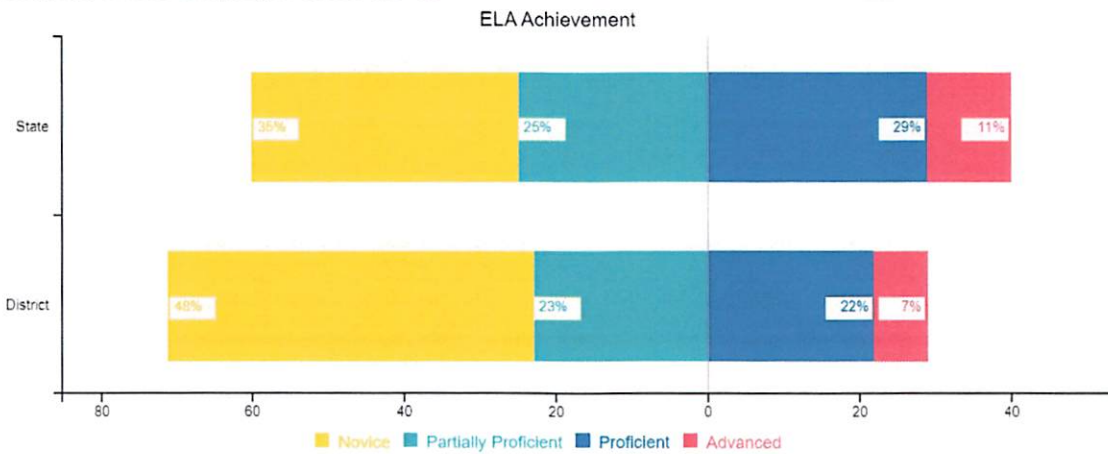
■	■	■
74	16	26
22	13	56
6	10	186
102	39	268

- 74 students stayed in Tier 3
- 16 students grew from Tier 3 to Tier 2
- 26 students grew from Tier 3 to Tier 1
- 22 students fell from Tier 2 to Tier 3
- 13 students stayed in Tier 2
- 56 students grew from Tier 2 to Tier 1
- 6 student fell from Tier 1 to Tier 3
- 10 student fell from Tier 1 to Tier 2
- 186 students stayed in Tier 1
- The data in the Tier Pyramids does not account for our transient student population. The data in the table to the left are students that tested in the fall and the spring.

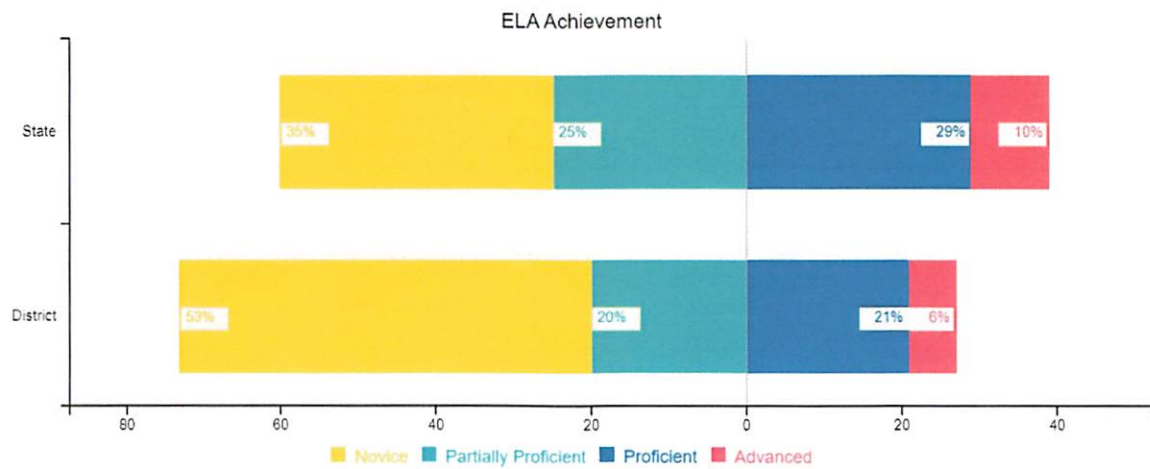
Indicator 3: NDSA

North Dakota State Assessment (NDSA), the statewide assessment that measures student performance against the state's challenging content and achievement standards in select academic subjects and grades. The NDSA consists of general, criterion-referenced assessments for all students in grades 3-8 and 10 in English language arts/literacy and mathematics, and in grades 4, 8, and 10 in science. The NDDPI administers all aspects of the NDSA, ensuring that each assessment meets rigorous program requirements for validity and reliability, inclusion, technical quality, and reporting. The WBSD #7 will increase the number of students proficient/advanced on the NDSA by **5%** for 3rd-8th grade.

NDSA 3rd Grade Language Achievement



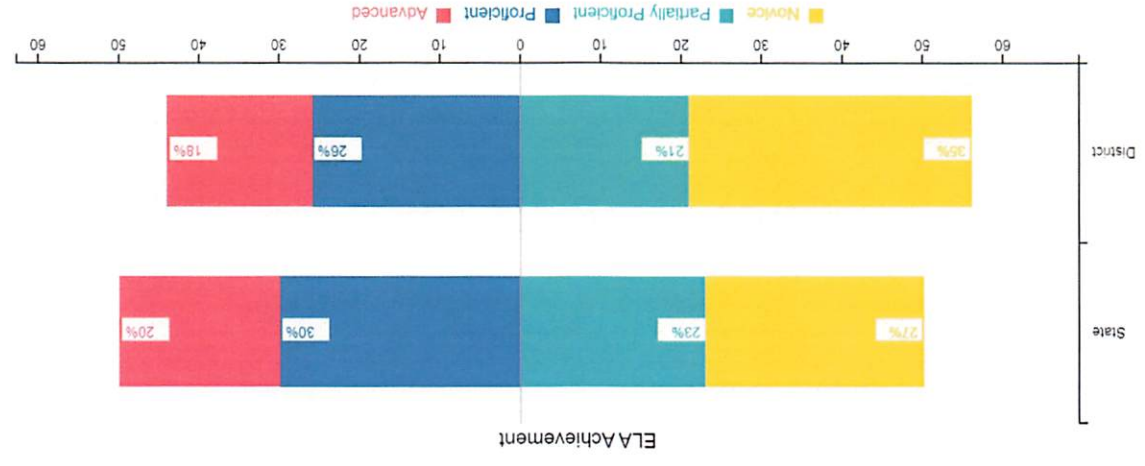
NDSA 4th Grade Language Achievement



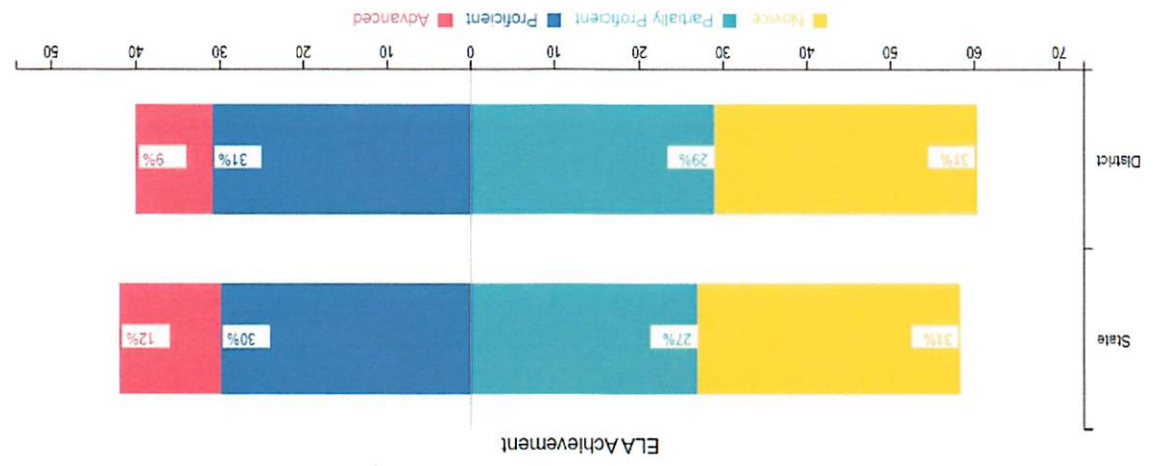
NDSA 5th Grade Language Achievement



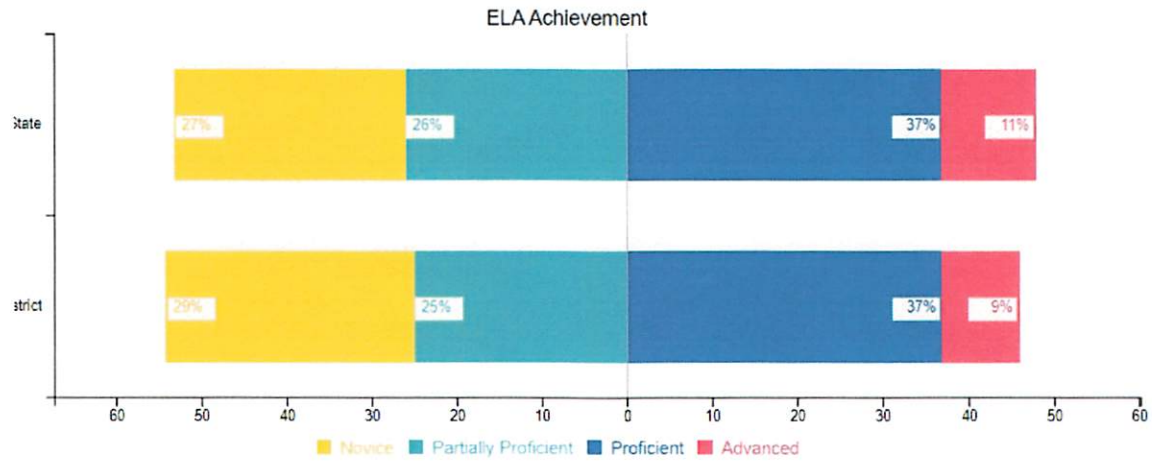
NDSA 6th Grade Language Achievement



NDSA 7th Grade Language Achievement



NDSA 8th Grade Language Achievement



Indicator 4: ND A+ (internal baseline) Understanding of Students or ND A-PLUS (ND A+) is a new, connected system of assessments that includes state-provided interim assessments (starting Fall 2023) and a statewide summative assessment that will replace the NDSA (starting Spring 2025). The innovation with the ND A+ system lies in the alignment between the interim assessments and the ND educational content standards and alignment to the ND A+ summative. The ND A+ interims meet the newly created interim assessment law via the state-provided option (NDCC 15.1-21-17.1)

Indicator 5: Stars
 The STAR assessments are often used to screen students for their Reading achievement levels. STAR Reading™ assessments help determine reading achievement levels in order to place students into the intervention and accelerated programs. The WBSD #7 has established the target goal to increase the percentage of students meeting standards average or above by 10%.

	Renaissance Star Reading	Urgent Intervention Needed	Intervention Suggested	On Watch for Intervention	At/Above Benchmark	# of Students Tested
9th Grade	Fall 23-24	19% 62 Students	22% 70 Students	20% 65 Students	38% 123 Students	320
	Spring 23-24					
10th Grade	Spring 22-23	28% 88 Students	23% 73 Students	18% 56 Students	32% 103 Students	320
	Fall 23-24	27% 77 Students	21% 61 Students	16% 45 Students	37% 107 Students	290

	Spring 23-24					
11th Grade	Spring 21-22	29% 67 Students	27% 64 Students	14% 32 Students	30% 71 Students	234
	Spring 22-23	33% 93 Students	26% 73 Students	14% 40 Students	27% 76 Students	282
	Fall 23-24	19% 67 Students	24% 67 Students	19% 51 Students	38% 104 Students	275
	Spring 23-24					

Indicator 6: ACT

The ACT with Writing is a nationally normed summative assessment that consists of four multiple-choice tests: English, math, reading, and science; and a 30-minute essay test that measures writing skills. This assessment is administered to students in grade 11 and measures student ACT College Readiness within the following areas:

English Readiness

- Production of Writing
- Knowledge of Language
- Conventions of Standard English

Reading Readiness

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

ACT with Writing Performance Level Scale Scores for Reading and English

- Below Basic- 1-13
- Basic- 14-18
- Proficient - 19-23
- Advanced- 24-36

The ACT target for English and reading is at or above the ND State Average.

Notes: The combination of English, reading, and writing tests make the composite ELA score. The following data shows the separated English, reading, and writing Scores. The English and reading composite score is out of a possible 36 points, and the writing composite score is out of a possible 8 points.

The first chart provides the overall composite scores for each test while the second chart shows the composite scores for various subpopulations. The state does not provide aggregated data for writing or proficiency ranges for writing scores .

Reading (max 36)	ACT Score		English (Max 36)	ACT Score		Writing (Max 8)	ACT Score	
	WBSD7	State		WBSD7	State		WBSD7	State
2022-2023	17.4	19.77	2022-2023	16.6	18.36	2022-2023	5.8	NA
2023-2024			2023-2024			2023-2024		

ACT	Reading				English				Writing			
	2022-2023		2023-2024		2022-2023		2023-2024		2022-2023		2023-2024	
	WBSD	State	WBSD	State	WBSD	State	WBSD	State	WBSD	State	WBSD	State
Economically Disadvantaged	14.5	17.13			14.28	15.67			NA	NA		
Students with Disabilities	14.5	14.89			13.53	13.5			NA	NA		
English Language Learners (ELL)	12.76	13.36			12.12	11.82			NA	NA		
Hispanic	15.7	17.5			14.8	16.11			5.3	NA		
Native Hawaiian/Other Pacific Islander (1 student)	12.0	15.71			17	15.04			6.0	NA		
American Indian/Alaskan Native (7 students)	11.1	16.69			10.9	15.15			4.1	NA		
Asian	22	21.86			19.3	20.7			6.4	NA		
Black/African American	15.4	17.36			13.5	15.34			4.7	NA		
White	18.6	20.28			17.8	18.92			6.1	NA		