

Title I Review Report:

Richardton-Taylor Public School District #34

2025-2026

A comprehensive analysis of the Richardton-Taylor Public School District Title I program, highlighting program components, implementation strategies, and effectiveness measures for the current academic year.

District Information

District Size and Demographics

The Richardton-Taylor Public School District currently serves 330 students PK-12. The Taylor-Richardton building serves PK-4th grade and the Richardton-Taylor Building serves 5-12th grade. The student body is primarily white, with growing diversity including Native American and Hispanic, which has positively impacted the school's cultural awareness over the past five years.



School-Parent Compact Proposal

SW11 - Richardton-Taylor Public School District

Taylor-Richardton Elementary School has set the school-wide goals in the areas of **reading** comprehension, **writing** competence, and **communication** between all stakeholders.

Parents and students seeking assistance in the areas of reading or writing are encouraged to contact the school to speak with the Title 1 teacher, any classroom teacher, or the principal. School staff will be available to discuss strategies that are being implemented in the classroom and that can be implemented at home to assist students in these areas.

Title I School-Student-Parent/Guardian Compact

Each school receiving funds under Title I of the Elementary and Secondary Education Act (ESEA) must develop a written school-student-parent/guardian compact jointly with parents/guardians for all children participating in Title I activities, services and programs. That compact is part of the school's written parental/guardian involvement policy developed by the school and parents/guardians. The compact must outline how parents/guardians, the school staff and students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership to help children achieve the state's high standards.

The Taylor-Richardton Elementary School, students and the parents/guardians of the students participating in activities, services and programs funded by Title I agree that his compact outlines how they will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership that will help children achieve the state's high standards. This school-student-parent/guardian compact is in effect during the 2026-27 school year.

RTHS School-Parent Compact Proposal

The Richardton-Taylor High School, students and the parents of the students participating in activities, services, and programs funded by Title I agree that this compact outlines how they will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards. This school-parent compact is in effect during the 2025-2026 school year school year.

School Responsibilities

The Richardton-Taylor High school will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows:

Utilize RTI (Response to Intervention) in classroom instruction to provide ample support in students mastering content curriculum standards.

Utilize differentiated instruction to teach students on different levels of learning.

Coordinate and write content sequential outcomes district wide (1-12).

Hold student-led parent conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held:

October 8 & 9

March 4 & 5

Provide parents/guardians with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Mid-term Quarterly Deficiency update following September 21, 2025; November 30, 2025; February 8, 2026; April 19, 2026 which will include a mailed letter and an instructor phone call.

Fall & Spring Student-led Parent Conferences October 8 & 9; March 4 & 5.

Quarter and Semester Grades may be reviewed on PowerSchool at any time. A final report will be distributed at the end of the school year.

1. Quarter I - Following October 26, 2025

11. Semester I - Following January 11, 2026

111. Quarter III - Following March 16, 2026

iv. Semester II - Following May 20, 2026

Provide parents with reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Fall & Spring student-led parent conferences

Continual throughout the year by appointment or email

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Classroom teachers may post programs, projects and labs on Richardton-Taylor High School website for parent involvement.

RTHS School-Parent Compact Proposal

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:
Monitoring attendance, striving for 95% attendance rate in meeting *Choice Ready Proficiency*.
Call in as soon as possible when the student will be absent and make arrangements to get missed assignments to the student.
Making sure that homework is completed.
Volunteering, as appropriate.
Participating, as appropriate, in decisions relating to my children's education.
Promoting positive use of my child's extracurricular time.
Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
Serving, to the extent possible, on policy advisory groups, such as being the Title I parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will support our learning in the following ways:
Monitor my attendance, striving for 95% attendance rate in meeting *Choice Ready Proficiency*.
Come prepared to class with my homework completed.
Be in the room when class starts.
Bring all necessary materials to the classroom.
Always try to do my best work.
Show respect for myself, my school, and other people.
Speak appropriately.
Classroom teachers may post programs, projects and labs on Richardton-Taylor High School website for parent involvement.

TRE School-Parent Compact Proposal

School Responsibilities

The Taylor-Richardton Elementary school will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards as follows:
  - Utilize RTI (Response to Intervention) in classroom instruction to provide ample support in students mastering content curriculum standards.
  - Utilize differentiated instruction to teach students on different levels.
- Hold parent-teacher conferences twice a year during which this compact will be discussed as it relates to the individual child's achievement.
- Provide parents/guardians with frequent reports on their child's progress. Specifically, the school will provide reports as follows:
  - Fall and spring parent-teacher conferences.
  - Grades may be reviewed on Infinite Campus as any time. A final report will be distributed at the end of the school year.
- Provide parents/guardians with reasonable access to staff. Specifically, staff will be available for consultation with parents/guardians as follows:
  - Fall and spring parent-teacher conferences.
  - Continual throughout the year by appointment or email.
- Provide parents/guardians opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
  - Classroom teachers may post programs, projects and labs on the school website for parent involvement.

Parent/Guardian Responsibilities

We, as parents/guardians will support our child's learning in the following ways:

- Monitoring attendance, striving for 95% attendance rate.
- Call in as soon as possible when the student will be absent and make arrangements to get missed assignments to the student.
- Making sure that homework is completed.
- Volunteering on committees, as appropriate.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child, by mail, any electronic version and responding, as appropriate.

Student Responsibilities

We, as students, will support our learning in the following ways:

- Monitor my attendance, striving for 95% attendance rate.
- Come prepared to class with my homework completed.
- Be in the classroom when class starts.
- Bring all necessary materials to the classroom.
- Always try to do my best work.
- Show respect for myself, my school and other people.
- Speak appropriately.



Title I Review

Data Collection

Gather comprehensive academic and non-academic information

Stakeholder Input

Engage teachers, parents, and community members (ESC)

Analysis

Identify patterns, trends, and areas of concern

Documentation

Compile findings into comprehensive needs assessment report

RTPSD Parental Engagement in Activities

- ❑ Reading Month Activities
  - ❑ Digging for Dinos-parents were invited to join students in excavating for dinosaurs with their student. They also enjoyed a dirt cup treat to go along with our reading month theme.
  - ❑ STEM days were held this year. Families took part in various activities that reflected the reading month theme.
  - ❑ Puzzle Night!
  - ❑ Guest Readers
- ❑Throughout the year, parents are encouraged to read with their children and assist in any homework their child brings home.
  - ❑We have seven community businesses sponsoring our monthly reading program. Each classroom sets a reading goal for their students each month, and if they reach the goals, they are given a certificate to take to a sponsoring business for a treat.
- ❑"Muffins with Moms" celebrating Mother's Day, kindergarten graduation, Colonial Days, pumpkin carving.
- ❑One of our families brought in a snow cone machine and treated the students, staff and other helpers to snow cones on the last day of school.
- ❑We host two book fairs throughout the year. Our parent organization gives each teacher a fifty-dollar donation to buy books at the spring BOGO book fair for their classrooms.
- ❑PAWS (Parents Active with Schools)
  - ❑Teamed up with the district to host a FAMILY FUN NIGHT
  - ❑Purchased Reading Month books
  - ❑Field Day
    - ❑Color Run, Inflatables
- ❑Parent/Teacher Conferences are held twice per year.
- ❑Changing Program Parent Night
- ❑School and PAWS Family/Community Event

RTPSD Collaborative Student Activities

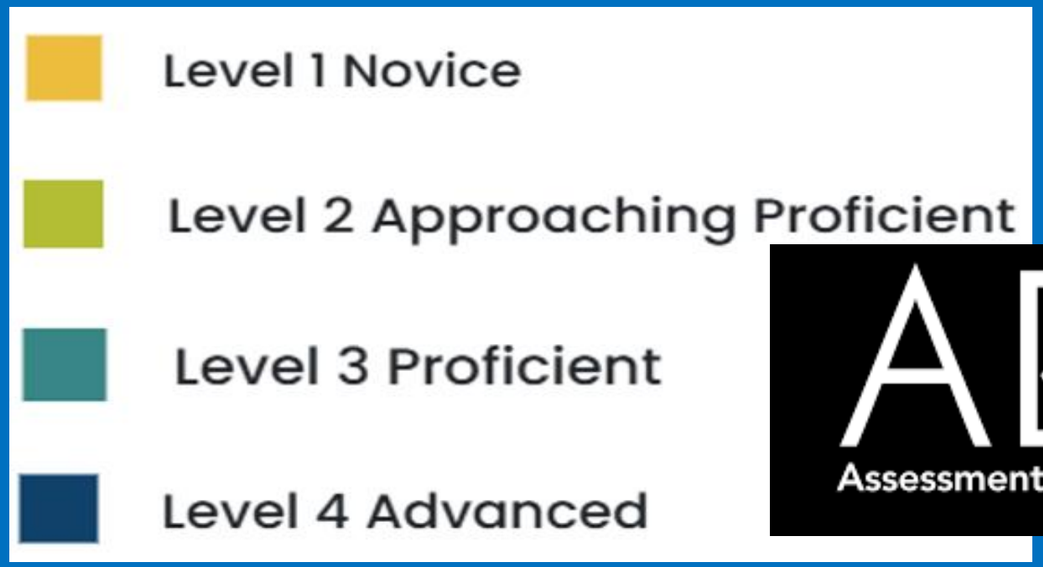
- ❑ Reading Month Activities
  - ❑ Guest Readers
    - ❑ Seniors share electronic books with Elementary Students
- ❑School and PAWS Family Community Event
  - ❑School Staff and PAWS provided a family community event with inflatables, games, food truck w/free will donation, and K-6th grade dance.
- ❑Christmas Quarter Sale
- ❑Athletic Events/Sports Camps
  - ❑Varsity Raider Athletes assist with future Raider Camps
  - ❑Star Spangled Banner-4th graders sang the Star-Spangled Banner at High School Basketball game
  - ❑Homecoming Activities
    - ❑Senior athletes walk through Elementary School
- ❑Fine Arts
  - ❑Drama Club Plays shared with younger students
  - ❑Pep Band-6th grade given opportunity to play with High School Pep Band
  - ❑Concerts
- ❑Veteran's Day Program
- ❑Dakota Assemblies
- ❑Dually Pianos
- ❑Nursing Home Visits
  - ❑3rd grade, prom, student council
- ❑Project walk-throughs
  - ❑Elementary students view and evaluate High School Science projects
- ❑Student Council Activities throughout the year
- ❑Graduation
  - ❑Seniors and Kindergartener walk through school together-Seniors escort Kindergarten students into their graduation.
- ❑4th grade shadowing at the HS
- ❑End of the year Field Day (K-6)

Parental Involvement in Parent/Teacher/Student Conferences

Taylor-Richardton PK-4th Grade		Richardton-Taylor 5th – 12th Grade	
Fall 2021 Conference Attendance (preK-4)	93%	Fall 2021 Conference Attendance (5-12)	99%
Spring 2022 Conference Attendance (preK-4)	95%	Spring 2022 Conference Attendance (5-12)	97%
Fall 2022 Conference Attendance (preK-4)	95%	Fall 2022 Conference Attendance (5-12)	99%
Spring 2023 Conference Attendance (preK-4)	95%	Spring 2023 Conference Attendance (5-12)	95%
Fall 2023 Conference Attendance (preK-4)	97%	Fall 2023 Conference Attendance (5-12)	99%
Spring 2024 Conference Attendance (preK-4)	95%	Spring 2024 Conference Attendance (5-12)	98%
Fall 2024 Conference Attendance (PreK-4)	91%	Fall 2024 Conference Attendance (5-12)	99%
Spring 2025 Conference Attendance (PreK-4)	95%	Spring 2025 Conference Attendance (5-12)	98%
Fall 2025 Conference Attendance (PreK-4)	99%	Fall 2025 Conference Attendance (5-12)	98%
Spring 2026 Conference Attendance (PreK-4)	99%	Spring 2026 Conference Attendance (5-12)	88%

ND A+ State Assessment

The North Dakota A+ standardized test is a statewide assessment used to measure how well students are meeting North Dakota academic standards in core subjects such as reading, math, and science. The test is designed to evaluate student understanding, problem-solving, and critical thinking skills at different grade levels. Results help teachers, schools, and parents identify student strengths and areas needing improvement while also measuring overall school performance.



ADAM
Assessment Delivery and Management

SRT
Student Readiness Tool

2025 ND A+ Summative

TRE

Math

Scope	Score Count	Performance Level
State	9680	
Richardton-Taylor 34	29	45 21 21 14

3rd Grade

ELA

Scope	Avg Scale Score	Performance Level
State	996	
Richardton-Taylor 34	1018	3 48 24 24

Scope	Score Count	Performance Level
State	9327	
Richardton-Taylor 34	16	13 56 19 13

4th Grade

Scope	Avg Scale Score	Performance Level
State	996	
Richardton-Taylor 34	991	6 63 31

2026 ND A+ Summative

TRE

Math

Scope	Score Count	Performance Level
State	9504	
Richardton-Taylor 34	33	18 55 21 6

Scope	Score Count	Performance Level
State	9745	
Richardton-Taylor 34	28	21 25 43 11

ELA

3rd Grade

Scope	Avg Scale Score	Performance Level
State	992	
Richardton-Taylor 34	993	6 61 33

4th Grade

Scope	Avg Scale Score	Performance Level
State	993	
Richardton-Taylor 34	1007	14 39 43 4

2025-2026 ND A+ Summative TRE

Math

3rd Grade Math Summary

Third grade Math data shows a decrease in growth in overall student performance from 2024-2025 to 2025-2026 school year. In 2024-2025, 35% of students scored at the proficient or advanced level. In 2025-2026, 27% of students scored proficient or advanced. This reflects a decrease of 8%.

An area of notable achievement is the percentage of students that moved from the Novice category. In 2024-2025, 45% of 3rd grade students were Novice, and in 2025-2026, 18% of students were Novice.

4th Grade Math Summary

Fourth grade Math data shows an increased growth in overall student performance from 2024-2025 to 2025-2026 school year. In 2024-2025, 32% of students scored at the proficient or advanced level. In 2025-2026, 54% of students scored proficient or advanced. This reflects a positive increase of 22%.

Represented data is based on grade level, not class.

ELA

3rd Grade ELA Summary

Third grade ELA data shows a decrease in growth in overall student performance from 2024-2025 to 2025-2026 school year. In 2024-2025, 48% of students scored at the proficient or advanced level. In 2025-2026, 33% of students scored proficient or advanced. This reflects a decrease of 15%.

4th Grade ELA Summary

Fourth grade ELA data shows an increased growth in overall student performance from 2024-2025 to 2025-2026 school year. In 2024-2025, 31% of students scored at the proficient or advanced level. In 2025-2026, 47% of students scored proficient or advanced. This reflects a positive increase of 16%.

Represented data is based on grade level, not class.

2026 ND A+ Summative

RTE

Math

Scope	Score Count	Performance Level
State	9362	
Richardton-Taylor 34	16	31 44 13 13

Scope	Score Count	Performance Level
State	9235	
Richardton-Taylor 34	23	17 39 35 9

ELA

5th Grade

Scope	Avg Scale Score	Performance Level
State	988	
Richardton-Taylor 34	982	6 69 25

6th Grade

Scope	Avg Scale Score	Performance Level
State	996	
Richardton-Taylor 34	996	17 48 26 9

2026 ND A+ Summative

RTHS

Math

Scope	Score Count	Performance Level
State	9168	
Richardton-Taylor 34	27	30 26 37 7

Scope	Score Count	Performance Level
State	9059	
Richardton-Taylor 34	18	39 50 11

Scope	Score Count	Performance Level
State	8236	
Richardton-Taylor 34	30	50 40 3 7

ELA

7th Grade

Scope	Avg Scale Score	Performance Level
State	991	
Richardton-Taylor 34	997	7 5 6 33 4

8th Grade

Scope	Avg Scale Score	Performance Level
State	988	
Richardton-Taylor 34	1000	50 50

10th Grade

Scope	Avg Scale Score	Performance Level
State	991	
Richardton-Taylor 34	996	13 50 37

2025 ND A+ Summative

RTE

Math

Scope	Score Count	Performance Level
State	9227	
Richardton-Taylor 34	24	25 46 21 8

5th Grade

Scope	Score Count	Performance Level
State	9202	
Richardton-Taylor 34	30	7 47 33 13

6th Grade

ELA

Scope	Avg Scale Score	Performance Level
State	995	
Richardton-Taylor 34	993	16 56 24 4

5th Grade

Scope	Avg Scale Score	Performance Level
State	995	
Richardton-Taylor 34	999	13 43 37 7

6th Grade

2025 ND A+ Summative

RTHS

Math

Scope	Score Count	Performance Level
State	9174	
Richardton-Taylor 34	19	26 53 16 5

Scope	Score Count	Performance Level
State	8656	
Richardton-Taylor 34	26	38 42 15 4

Scope	Score Count	Performance Level
State	8250	
Richardton-Taylor 34	16	63 38

ELA

7th Grade

Scope	Avg Scale Score	Performance Level
State	995	
Richardton-Taylor 34	1002	5 42 47 5

8th Grade

Scope	Avg Scale Score	Performance Level
State	996	
Richardton-Taylor 34	1002	15 42 42

10th Grade

Scope	Avg Scale Score	Performance Level
State	997	
Richardton-Taylor 34	1011	6 35 59

2025-2026 ND A+ Summative RTE/RTHS

Math

5th Grade - In 2024-2025, the 5th grade had 29% Proficient/Advanced, and in 2025 - 2026, we have 26% Proficient/Advanced. We show a 3% decrease in proficiency for this level. There was a 2% decrease from when these students were in 4th grade. It was noted that fifth grade standards don't show up strong until halfway through the year in Saxon Math.
6th Grade - In 2024-2025, 6th grade students were 46% Proficient/ Advanced, and in 2025-2026, we have 44% Proficient/Advanced. Although we have a 2% decrease, there was a 14% increase from when these students were in 5th grade.

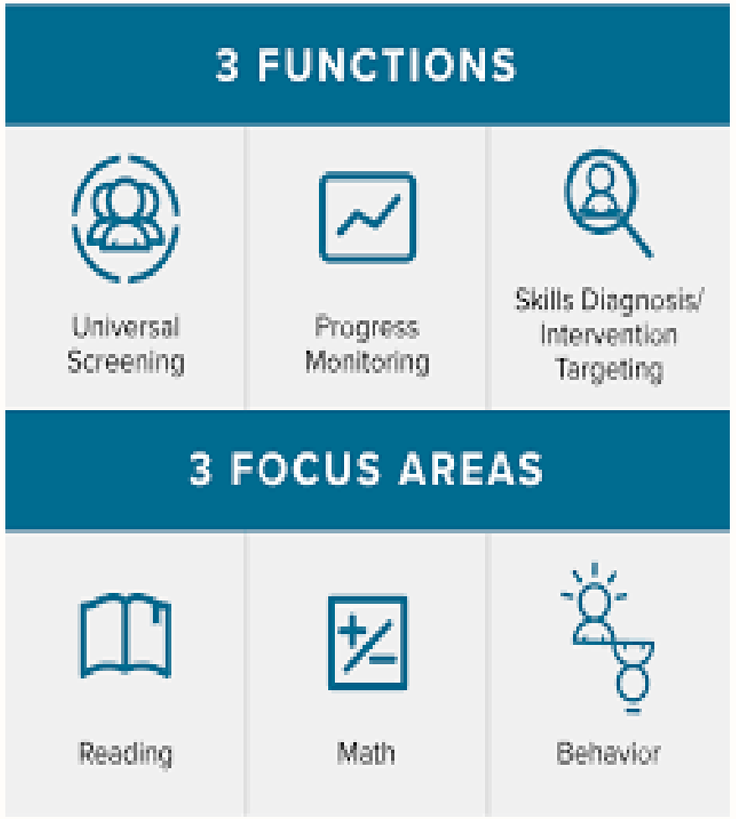
7th grade students in 25-26 saw an increase in the percentage of students the proficient and advanced range. A majority of our 8th grade students are still in the approaching proficient range. 10th grade this year improved from last year's class with an increase in the number of students in the proficient and advanced range. However, we still have a majority of students in the approaching proficiency and novice range. FastBridge, IXL, and changing to Saxon curriculum has helped contribute to the improvements in the 7th and 8th grade scores. With the year gap for 10th grade, we need to continue to reteach topics from the previous year and target high risk students with interventions.

ELA

5th Grade - In 2024-2025, the 5th grade had 28% Proficient/Advanced, and in 2025 - 2026, we have 25% Proficient/Advanced - We show a slight decrease in proficiency for this level. We are slightly lower than the state average.
6th Grade - In 2024-2025, the 6th grade had 44% Proficient/Advanced, and in 2025 - 2026, we have 35% Proficient/Advanced - We show a decrease in proficiency for this level. We are slightly lower than the state average.
7th Grade - In 2024-2025, 7th grade had 52% Proficient/Advanced, and in 2025-2026, we have 37% Proficient/Advanced. We show a decrease in proficiency for this level. We are slightly lower than the state average.
8th Grade - In 2024-2025, the 8th grade had 42% Proficient/Advanced, and in 2025 - 2026, we have 50% Proficient/Advanced - We show an increase in proficiency for this level. We are slightly higher than the state average.
10th Grade - In 2024-2025, the 10th grade had 59% Proficient/Advanced, and in 2025 - 2026, we have 37% Proficient/Advanced - We show a decrease in proficiency for this level in We are performing the same as the state average.

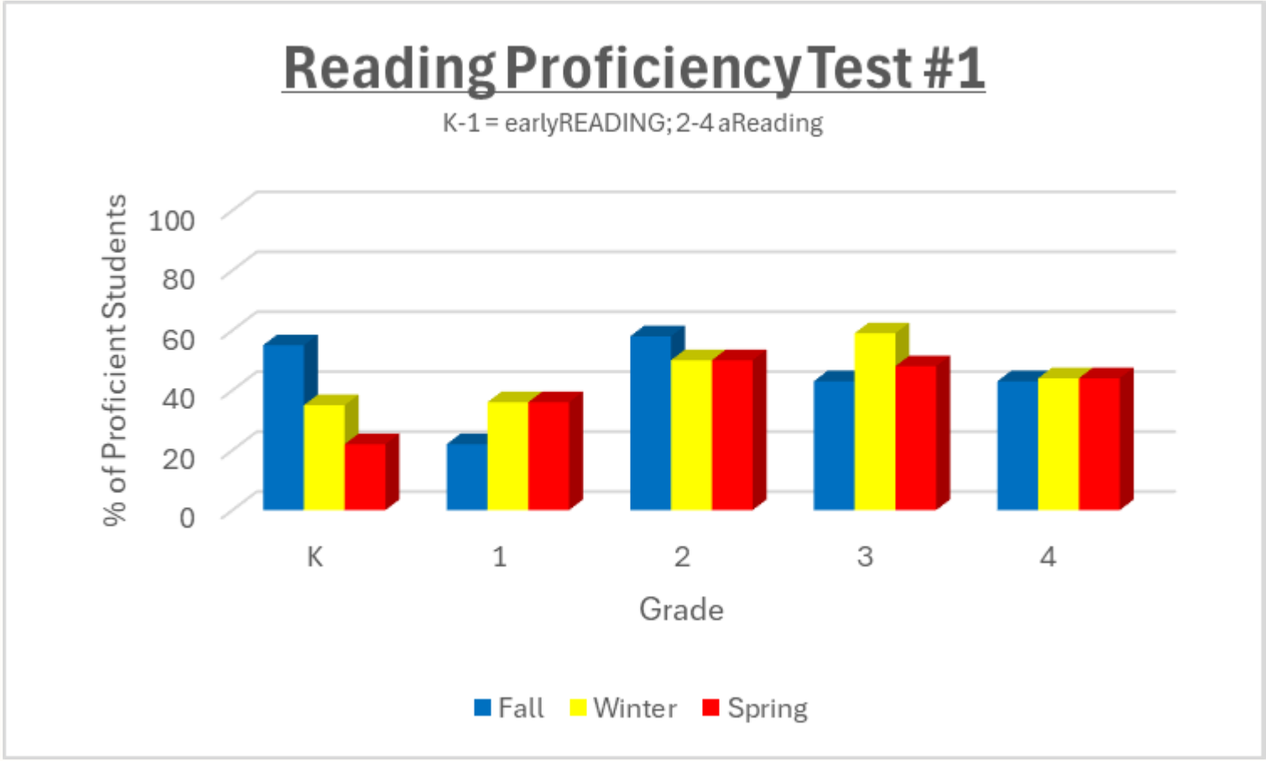
Fastbridge Assessment

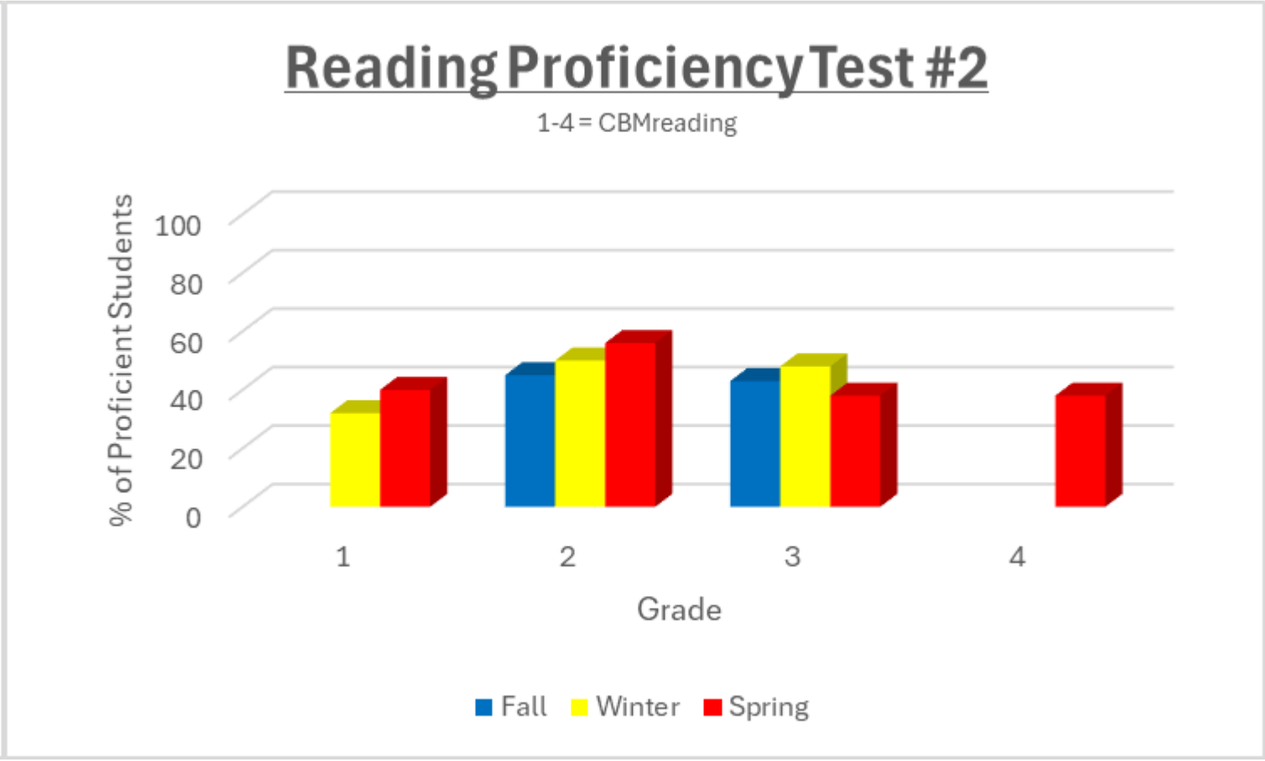




FastBridge is a comprehensive assessment and intervention platform designed to support K–12 students in reading, math, and social-emotional behavior (SEB). It combines universal screening, progress monitoring, and targeted interventions to help educators identify student needs early and provide effective, research-based support.

24-25 TRE Reading (K-4)





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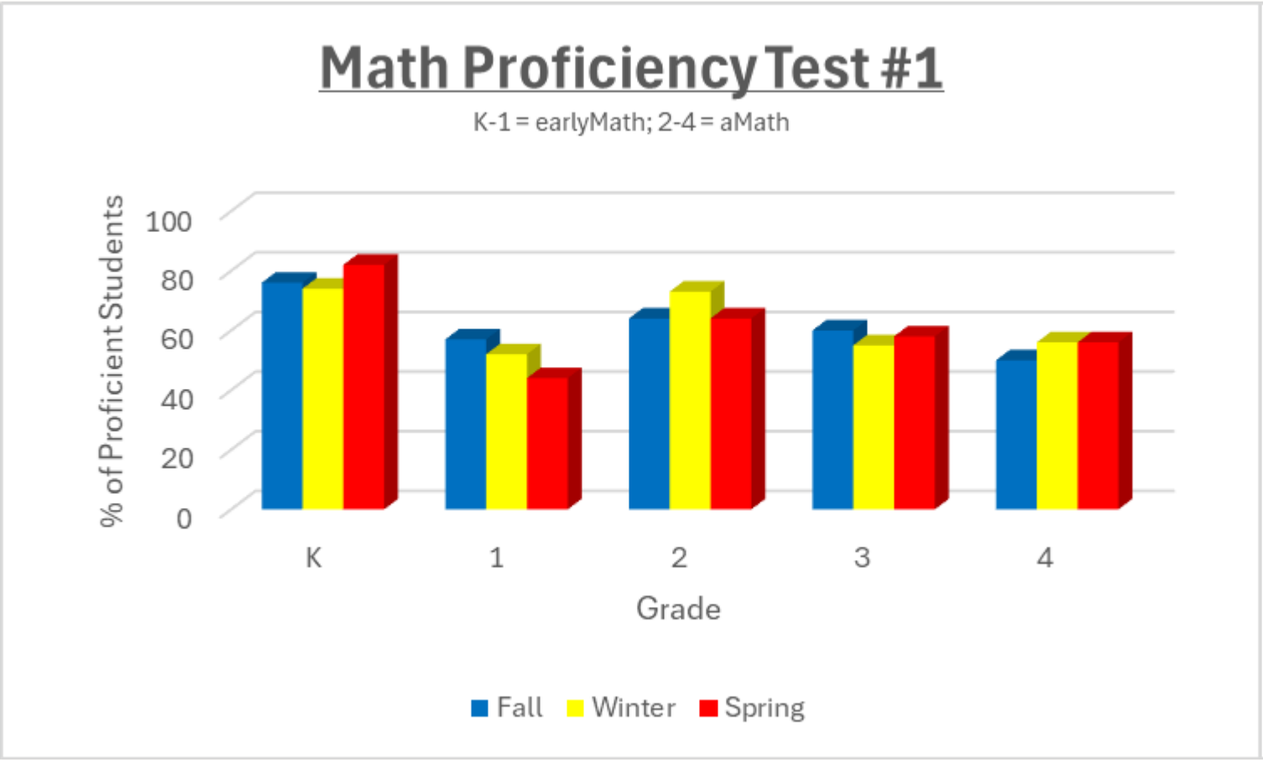
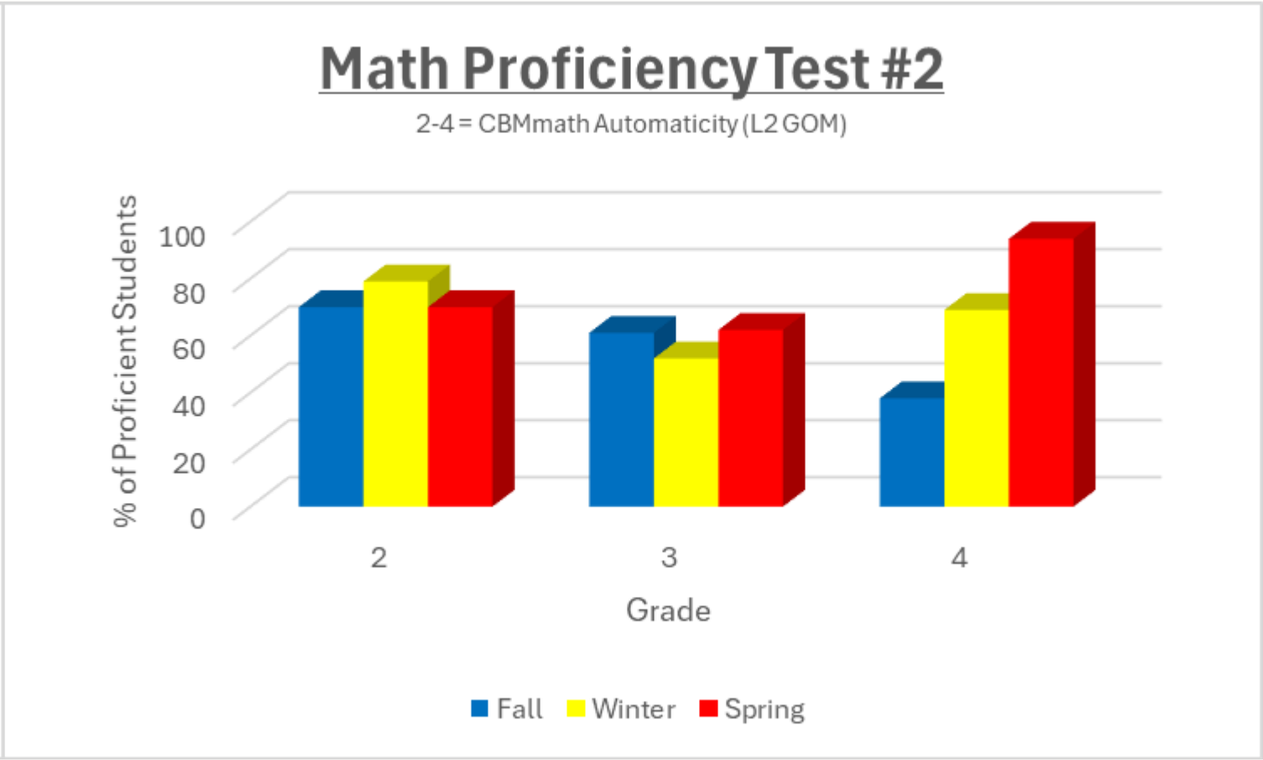
24-25 TRE Math(K-4)





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24-25 TRE Reading Summaries

Kindergarten: 35% of students are on track in phonemic awareness, 17% in phonics and fluency and 22% in general reading. The average Spring score of the class was 57.48 with an average monthly growth of 3.38. This growth demonstrates that students are not progressing at the same rate as the benchmark expectations increase. Students are struggling with reading overall especially phonics and fluency-though many are within a few points of the benchmark goal. Bookworms is used for core instruction and supplement with pathways to reading, I-station, and IXL. Title teachers and paras support students through pull-out and push-in instruction, with targeted interventions and small group work.

1st Grade: 80% of students are proficient in phonemic awareness and 40% are proficient in phonics and fluency and 36% are proficient in general reading. Learning new state standards, new curriculum, and large class size presented challenges that impacted the rate of student growth.

2nd grade: 88% of students are proficient in phonemic awareness, 56% in phonics and fluency, 50% in general reading. Data demonstrates that half the students need more practice in phonics and fluency. Interventions will be provided in small groups for phonics and rereading with partner for fluency. Title 1 will be provided for those students in need.

3rd Grade: 97% of students are proficient in phonemic awareness, 38% in phonics and fluency, and 48% of grade 3 students are on track in general reading. Bookworms is used for 90% of instruction, supplemented with novel studies, differentiated spelling, and IXL. Title teachers and paras support students through pull-out and push-in instruction, with targeted interventions and small group work.

4th grade: In 2024–2025, 100% of fourth graders are proficient in phonemic awareness. Only 56% are proficient in phonics and fluency, and 44% in general reading. Weak areas include fluency, vocabulary, and comprehension. Improvement focus includes building fluency with choral and partner reading, increase word meaning through context emphasize comprehension and inference, and target needs in small groups through progress monitoring.

Overall: Majority of students showed growth across all grade levels, but as Benchmark expectations increase, we are finding that the rate of growth for many students is not happening at the same pace as the benchmark increase. After analysis of K-4 data, admin and teachers will focus on strengthening Tier 1 core instruction through the use of Bookworms. They will also focus on progress monitoring for students being flagged 'some risk' and 'high risk' based on FastBridge data.

Definitions:

Phonemic awareness is the ability to recognize and manipulate individual sounds (phonemes) within words.
Phonics refers to the relationship between letters and sounds, while fluency is the ability to read smoothly, accurately, and with expression.
General Reading is designed to measure broad reading ability and predict overall reading achievement and comprehension.

24-25 TRE Math Summaries

Kindergarten: 65% of students are on track in numbers, 87% in operations, and 83% in general math. Students need additional practice in number identification especially numbers above 20. Reveal math is used for core instruction and supplemented with Kindermath, I-Station Math, and other resources. Fastbridge is used to progress monitor. Small group math has been implemented for the first time this year to differentiate, and students also use IXL and I-station for more individualized practice. Title teachers and paras provide targeted support through small groups, pull outs and in class assistance.

1st Grade: 92% of students are proficient in numbers, 64% are proficient in operations, and 44% are proficient in general math. Learning new state standards, insufficient curriculum, and large class size presented challenges that impacted the rate of student growth.

2nd Grade: 82% of students show proficiency in numbers, 71% in fact fluency, and 64% in general math. Students show a strong understanding of basic place value but need more math fact fluency practice. This will be supported by adding a way for students to track and practice math facts more consistently. Teaching every standard every quarter has been shown beneficial for students' retention of standards.

3rd grade: 86% of students are proficient in numbers, 62% in operations, and 59% in general math. Key areas in need of additional support are multiplication, division, and problem solving. IXL, Xtra Math, and FastBridge are used for differentiation and progress monitoring. Title teachers and paras provide targeted support through small groups, pull-outs, and in-class assistance.

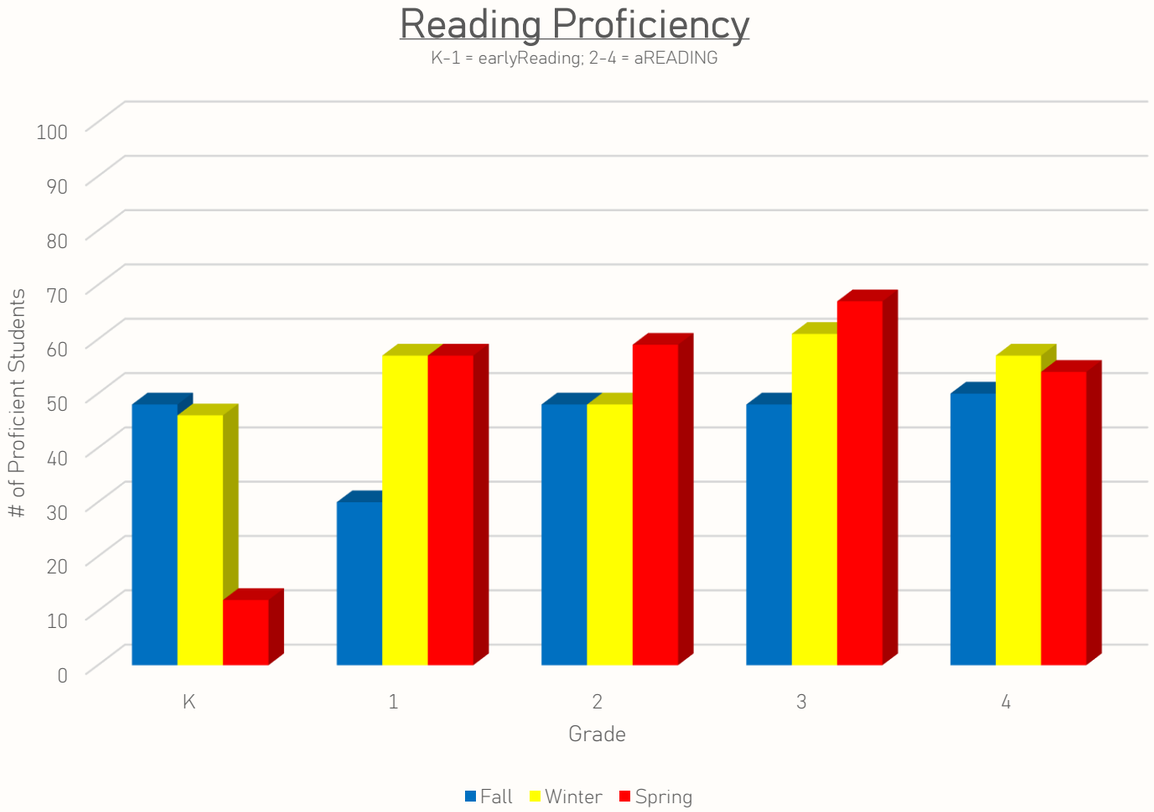
4th Grade: The 2024–2025 fourth-grade class is strong in place value (100% proficient) and automaticity (94% proficient). However, only 56% are proficient in general math, with weaknesses in data and measurement. New state standards, insufficient curricular resources, as well as being first year in new grade level effected the rate of growth for students.

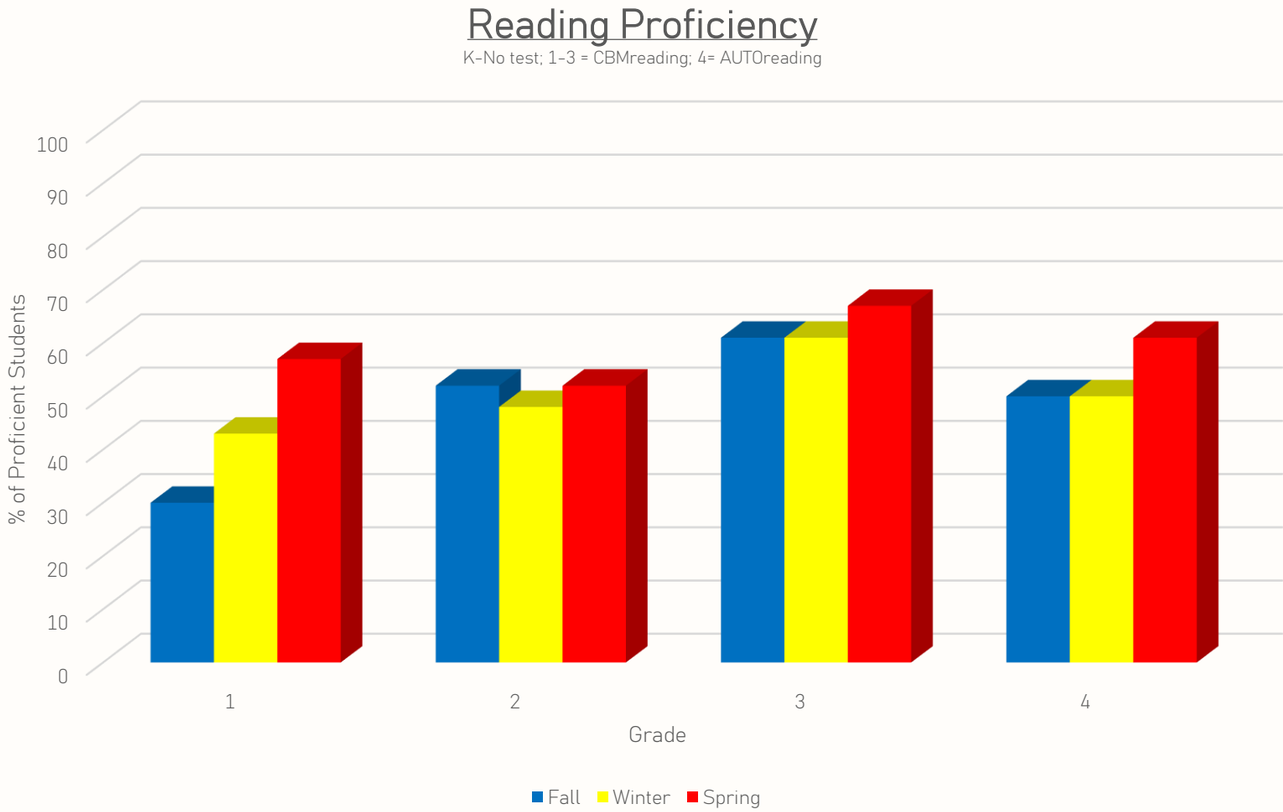
Overall: Majority of students showed growth across all grade levels, but as Benchmark expectations increase, we are finding that the rate of growth for many students is not happening at the same pace as the benchmark increase. After analysis of K-4 data, admin and teachers will make it priority to find a sufficient math curriculum for grades K-4. They will also focus on progress monitoring for students being flagged 'some risk' and 'high risk' based on FastBridge data.

Definitions:

Number Place Value Proficiency in number place value means having a strong understanding of how the position of a digit within a number affects its value.
Fact Fluency allows students to perform mathematical functions without extensive calculation or technological assistance quickly.
General math refers to the broader application of math skills beyond basic number sense and operations, encompassing areas like fractions, decimals, measurement, geometry, algebra, and data analysis.

25-26 TRE Reading (K-4)





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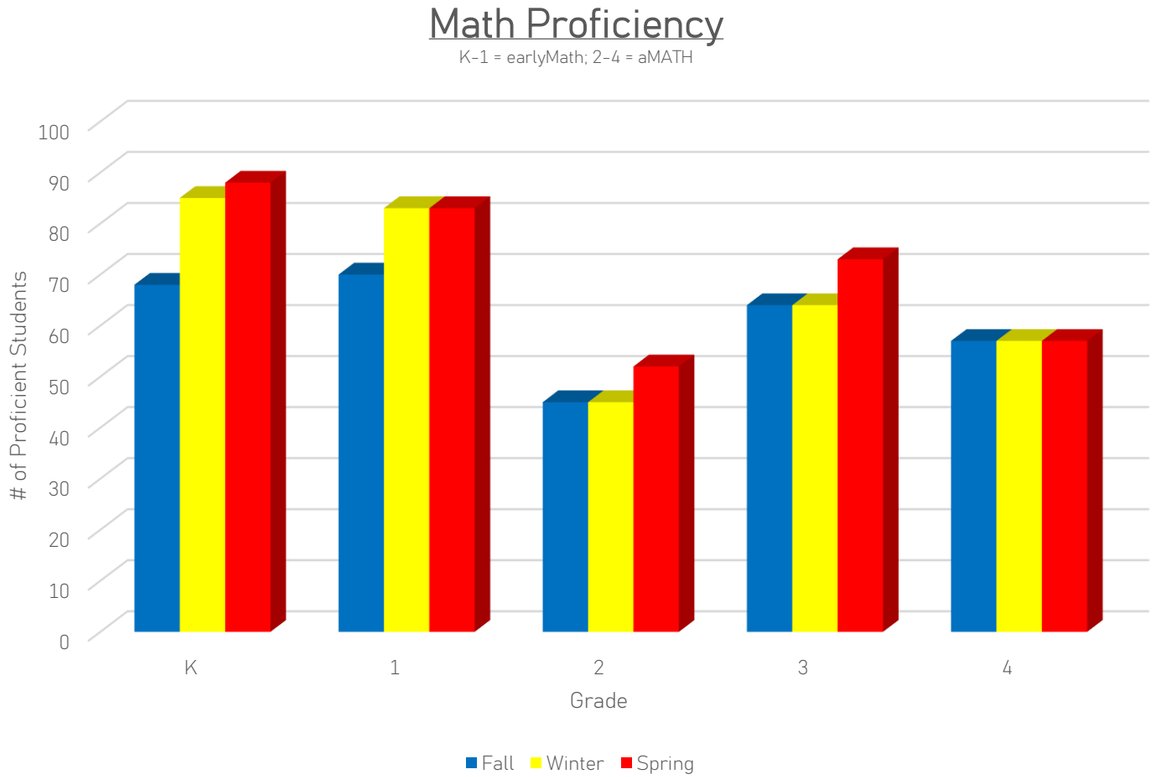
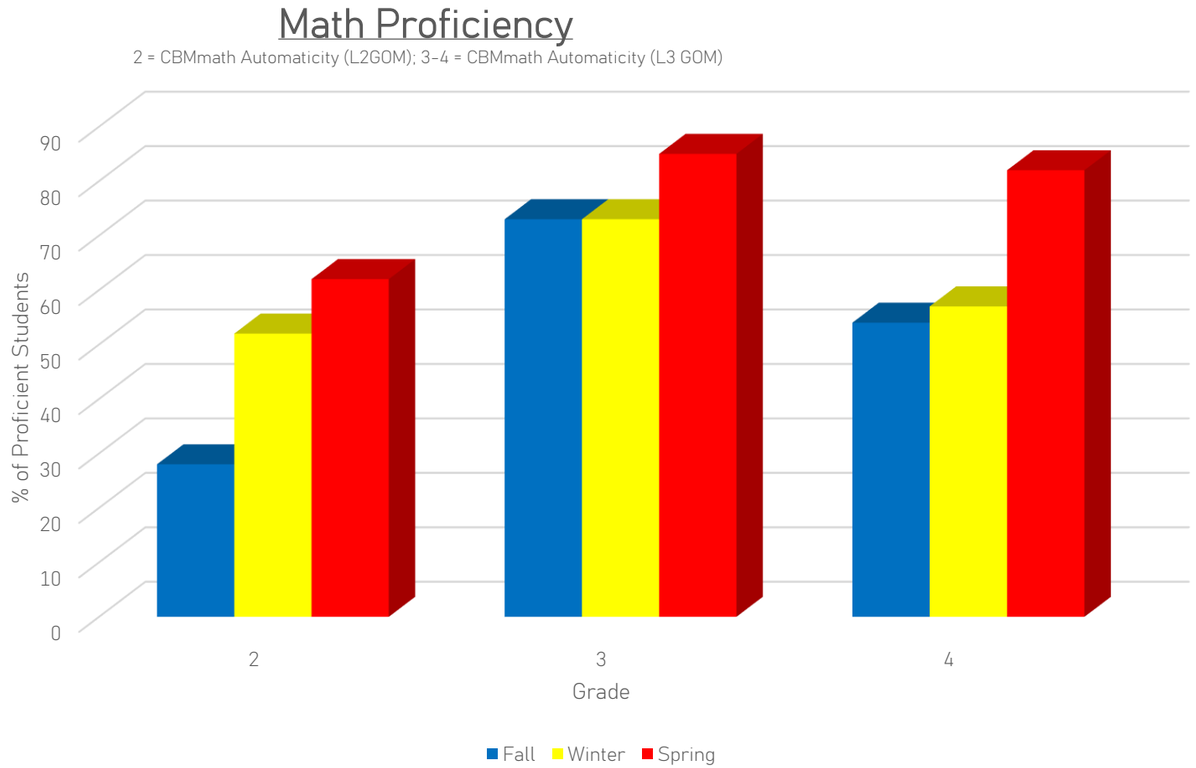
25-26 TRE Math(K-4)





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25-26 TRE Fastbridge Reading Summaries

Kindergarten: 23% of students are on track in phonemic awareness, 42% in phonics and fluency and 12% in general reading. Students are struggling with reading overall especially phonemic awareness-though many are within a few points of the benchmark goal. This data demonstrates that students are not progressing at the same rate as the benchmark expectations increase. Bookworms is used for core instruction. A variety of supplemental resources are used for Phonics: Pathways to Reading and Secret Stories being the main two, along with IXL. Title teachers and paras support students through pull-out and push-in instruction, with targeted interventions and small group work.

1st Grade: 78% of students are proficient in phonemic awareness and 57% are proficient in phonics and fluency and 57% are proficient in general reading. This consistent growth from last year is attributed to a variety of factors including: small classes, consistency with Bookworms Curriculum, strong Tier 2 and Tier 3 progress monitoring (differentiated instruction), and PLC work.

2nd grade: 83% of students are proficient in phonemic awareness, 52% in phonics and fluency, 59% in general reading. Data demonstrates that more practice in phonics and fluency will increase general reading proficiency. Interventions will be provided in small groups within the classroom and in Title 1 pullout as needed. Continued work in consistency with Tier 1 instruction (Bookworms Curriculum), strong Tier 2 and Tier 3 progress monitoring (differentiated instruction), and PLC work will continue.

3rd Grade: 97% of students are proficient in phonemic awareness, 67% in phonics and fluency, and 67% of grade 3 students are on track in general reading. Bookworms is used for 90% of instruction, supplemented with novel studies, differentiated spelling, and IXL. Title teachers and paras support students through pull-out and push-in instruction, with targeted interventions and small group work. This consistent growth from last year is attributed to a variety of factors including: small classes, consistency with Bookworms Curriculum, strong Tier 2 and Tier 3 progress monitoring (differentiated instruction), and PLC work.

4th grade: 96% of students are proficient in phonemic awareness, 61% are proficient in phonics and fluency, and 54% in general reading. Weak areas include fluency, vocabulary, and comprehension. Continued work in consistency with Tier 1 instruction (Bookworms Curriculum), strong Tier 2 and Tier 3 progress monitoring (differentiated instruction), and PLC work will continue.

Overall: Majority of students showed growth across all grade levels, but as Benchmark expectations increase, we are finding that the rate of growth for many students is not happening at the same pace as the benchmark increase. After analysis of K-4 data, admin and teachers will continue strengthening Tier 1 core instruction through the use of Bookworms. They will also focus on progress monitoring for students being flagged 'some risk' and 'high risk' based on FastBridge data. Data will be monitored closely to ensure changes are being made for "Some Risk" and "High Risk" students if interventions are not fostering student growth.

Definitions:
Phonemic awareness is the ability to recognize and manipulate individual sounds (phonemes) within words.
Phonics refers to the relationship between letters and sounds, while fluency is the ability to read smoothly, accurately, and with expression.
General Reading is designed to measure broad reading ability and predict overall reading achievement and comprehension.

25-26 TRE Fastbridge Math Summaries

Kindergarten: 81% of students are on track in numbers, 92% in operations, and 88% in general math. Students need additional practice in number identification especially numbers above 20. Saxon math is used for Tier 1 instruction. IXL is used for differentiated instruction along with small group rotations of hands-on learning activities. Fastbridge is used to progress monitor Tier 1 and Tier 2 "Some Risk" and "High Risk" students. Title teachers and paras provide targeted support through small groups, pull outs and in class assistance. This consistent growth is attributed to a variety of factors including: small classes, consistency with Saxon Math curriculum (Tier 1 Instruction), strong Tier 2 and Tier 3 progress monitoring (Differentiated Instruction), and PLC work.

1st Grade: 96% of students are proficient in numbers, 87% are proficient in operations, and 83% are proficient in general math. This consistent growth is attributed to a variety of factors including: small classes, consistency with Saxon Math curriculum (Tier 1 Instruction), strong Tier 2 and Tier 3 progress monitoring (differentiated instruction), and PLC work.

2nd Grade: 86% of students show proficiency in numbers, 62% in fact fluency, and 52% in general math. Students show a strong understanding of basic place value but need more math fact fluency practice. This will be supported by adding a way for students to track and practice math facts more consistently. Small classes, consistency with Saxon Math curriculum (Tier 1 Instruction), strong Tier 2 and Tier 3 progress monitoring (differentiated instruction), and PLC work will continue to strengthen our overall math proficiency.

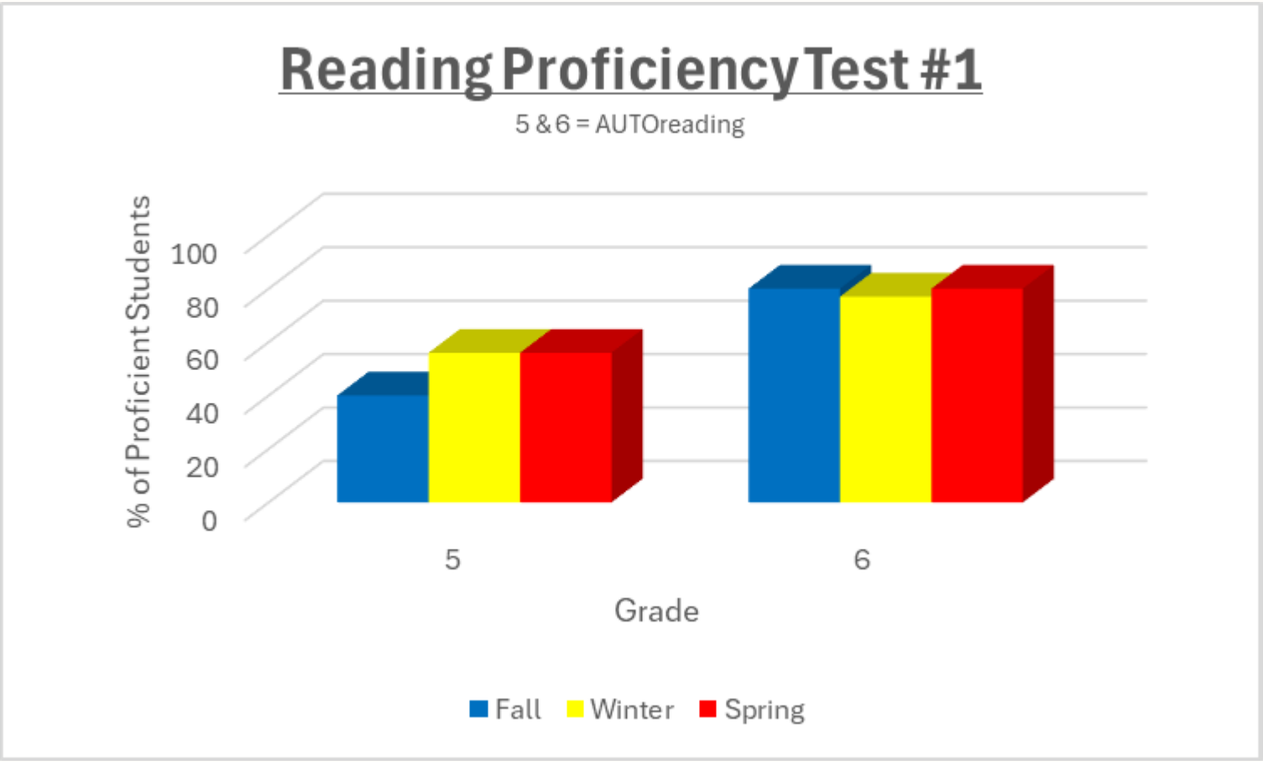
3rd grade: 97% of students are proficient in numbers, 85% in operations, and 73% in general math. Key areas in need of additional support are multiplication, division, and problem solving. IXL, Xtra Math, and FastBridge are used for differentiation and progress monitoring. Growth is attributed to a variety of factors including: small classes, consistency with Saxon Math curriculum (Tier 1 Instruction), strong Tier 2 and Tier 3 progress monitoring (differentiated instruction), and PLC work, which will all be continued into next year.

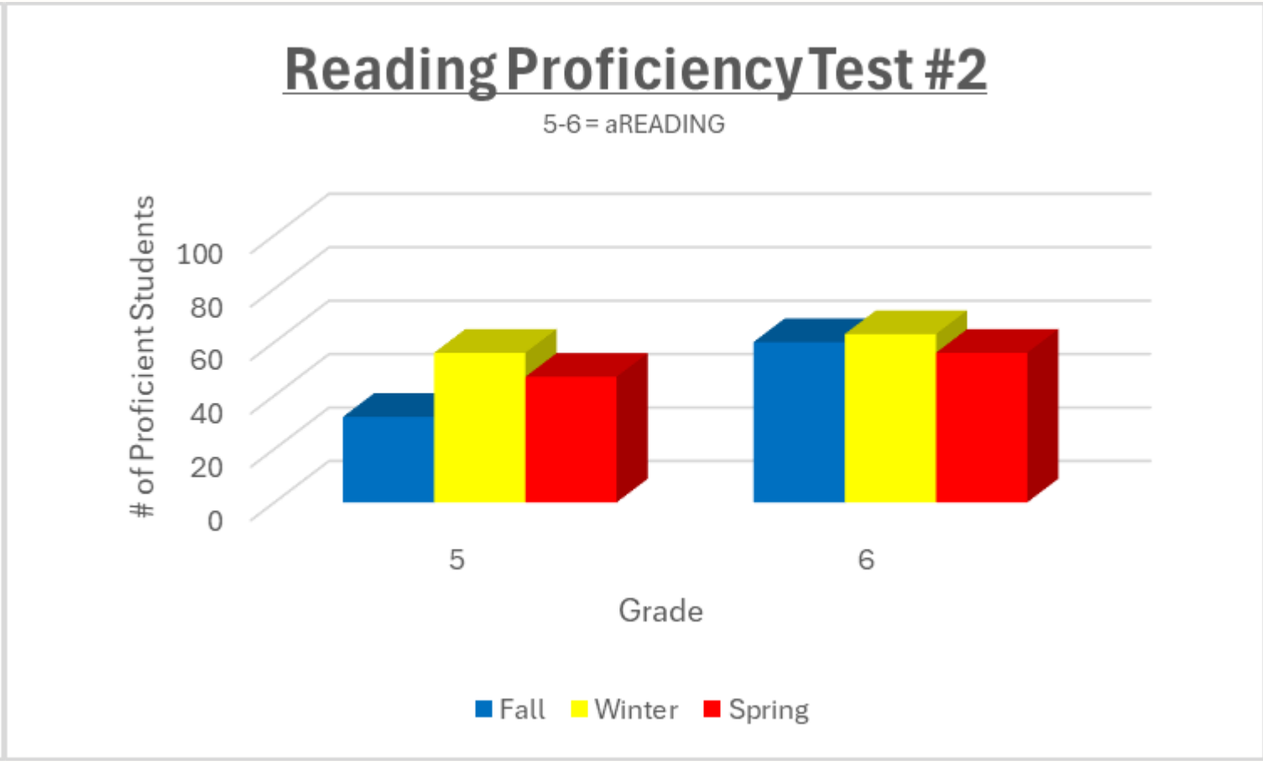
4th Grade: 100% of students are proficient in numbers, 82% in operations, and 57% in general math. Some concerns were addressed regarding the pacing of Saxon curriculum specifically for 4th grade standard progression. Student individual growth is attributed to a variety of factors including: small classes, consistency with Saxon Math curriculum (Tier 1 Instruction), strong Tier 2 and Tier 3 progress monitoring (differentiated instruction), and PLC work, which will all be continued into next year.

Overall: Majority of students showed growth across all grade levels, but as Benchmark expectations increase, we are finding that the rate of growth for many students is not happening at the same pace as the benchmark increase. The layout and structure of Saxon Math allowed for more consistency across grade levels. Staff will continue to focus on progress monitoring for students being flagged 'some risk' and 'high risk' based on FastBridge data. Data will be monitored closely to ensure changes are being made for "Some Risk" and "High Risk" students if interventions are not fostering student growth.

Definitions:
Number Place Value Proficiency in number place value means having a strong understanding of how the position of a digit within a number affects its value
General math refers to the broader application of math skills beyond basic number sense and operations, encompassing areas like fractions, decimals, measurement, geometry, algebra, and data analysis.

RTE Reading (5-6)





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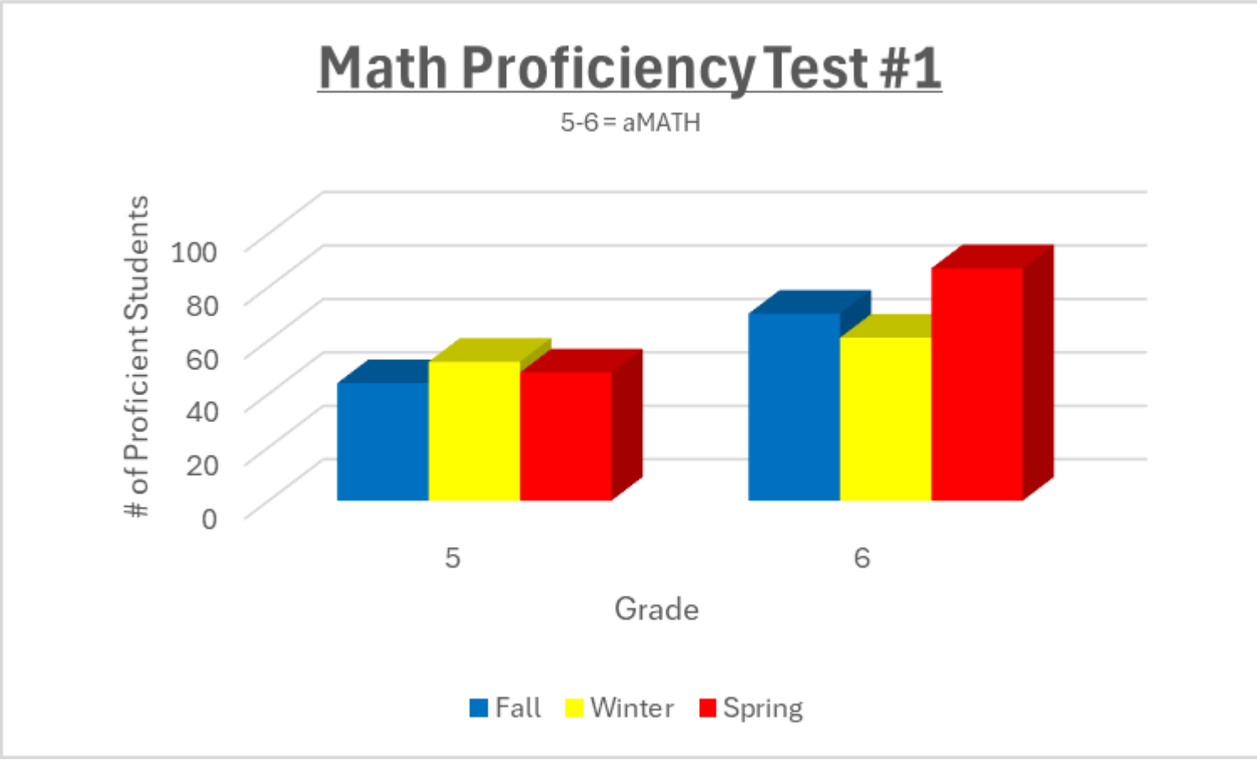
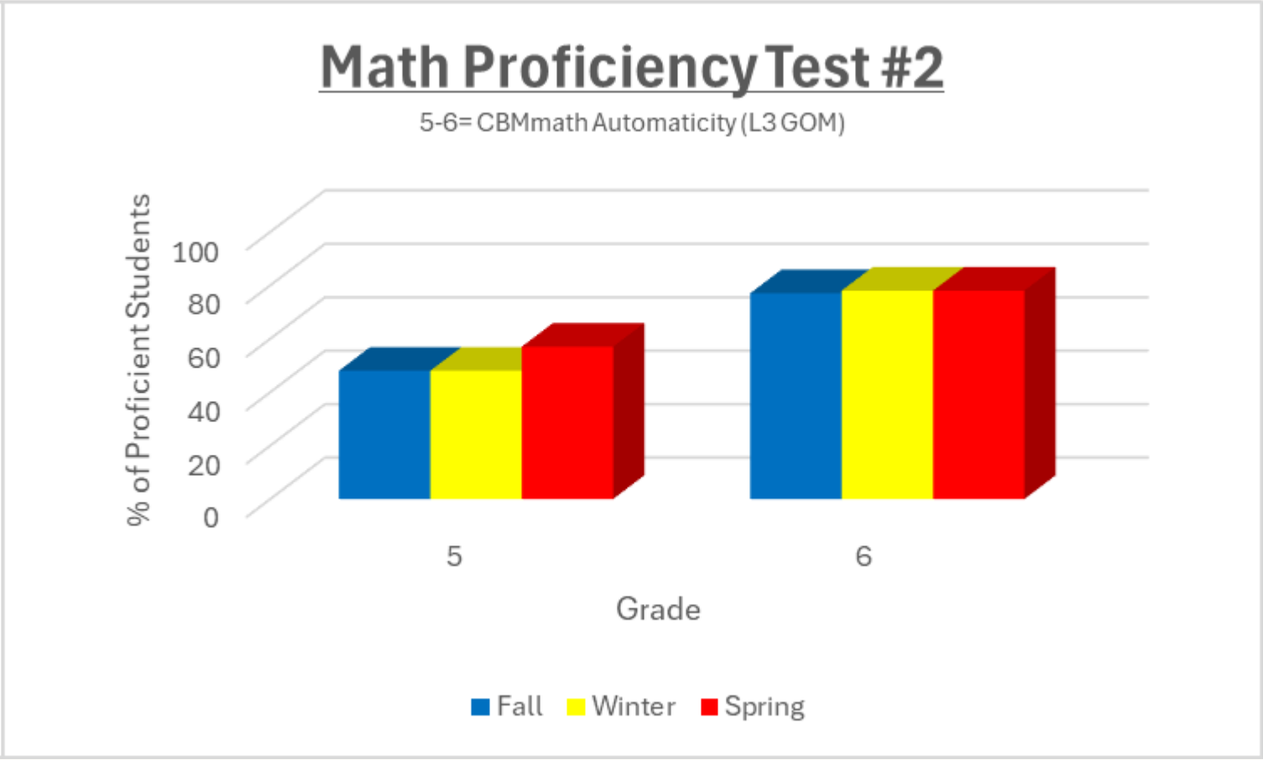
2024-25

RTE Math (5-6)





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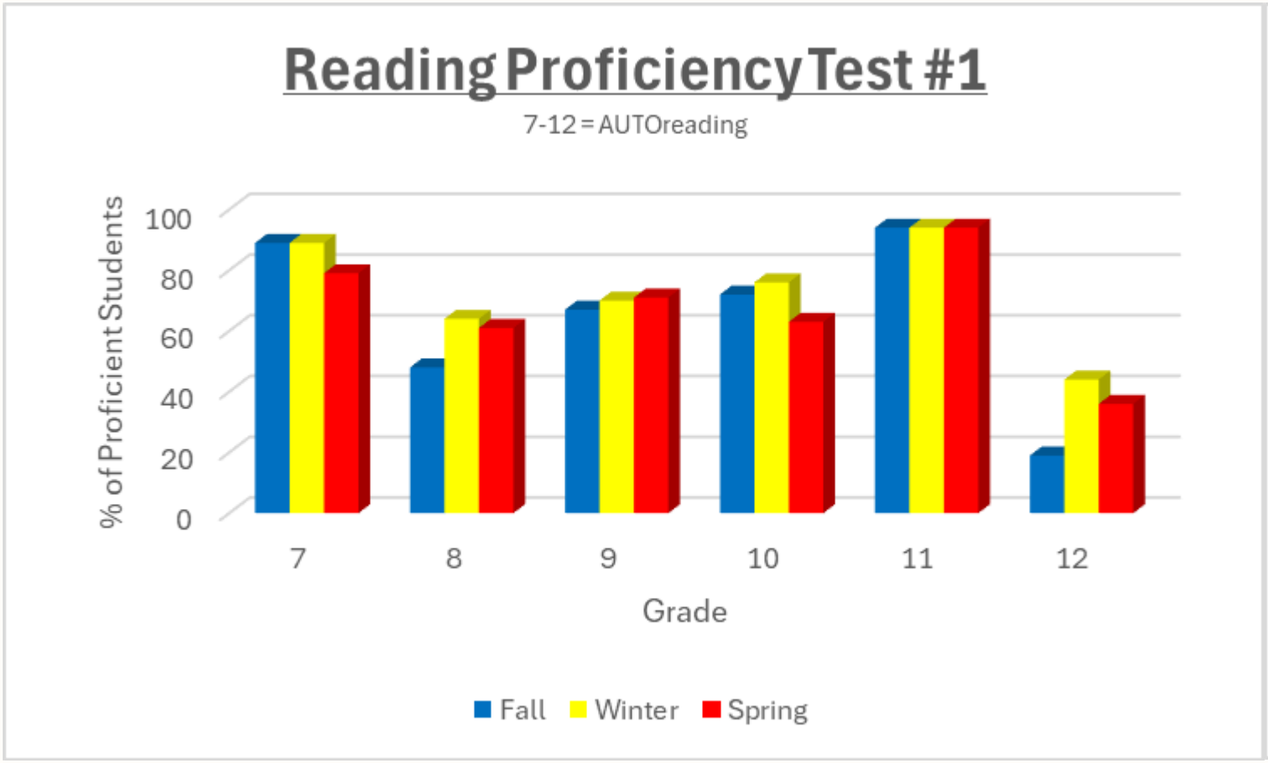
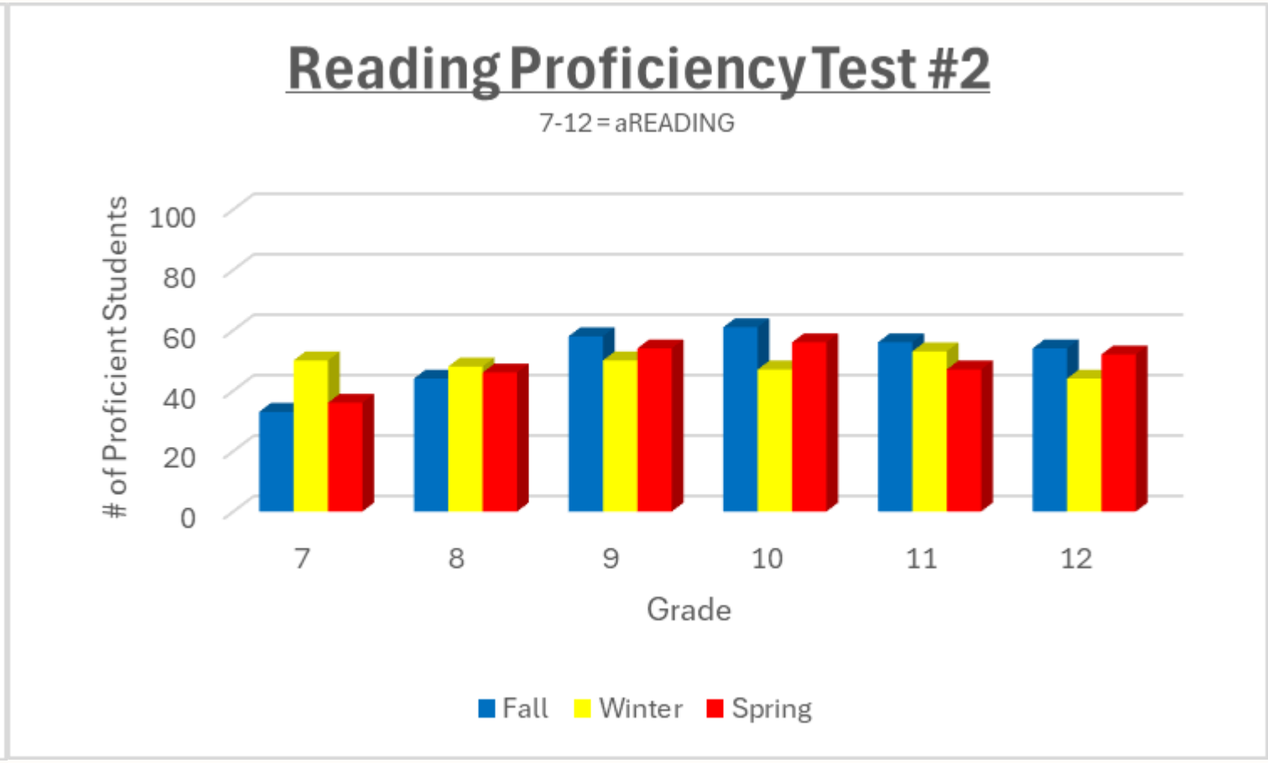
2024-25

RT Reading (7-12)





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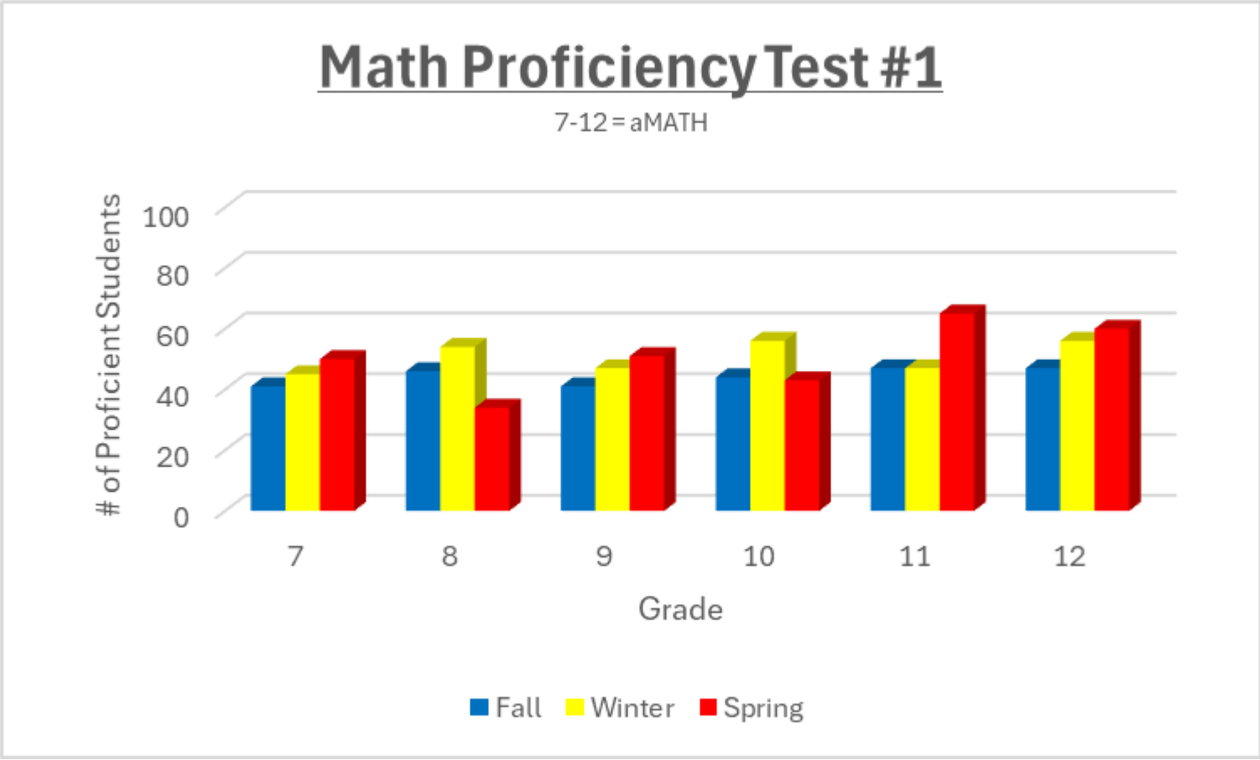
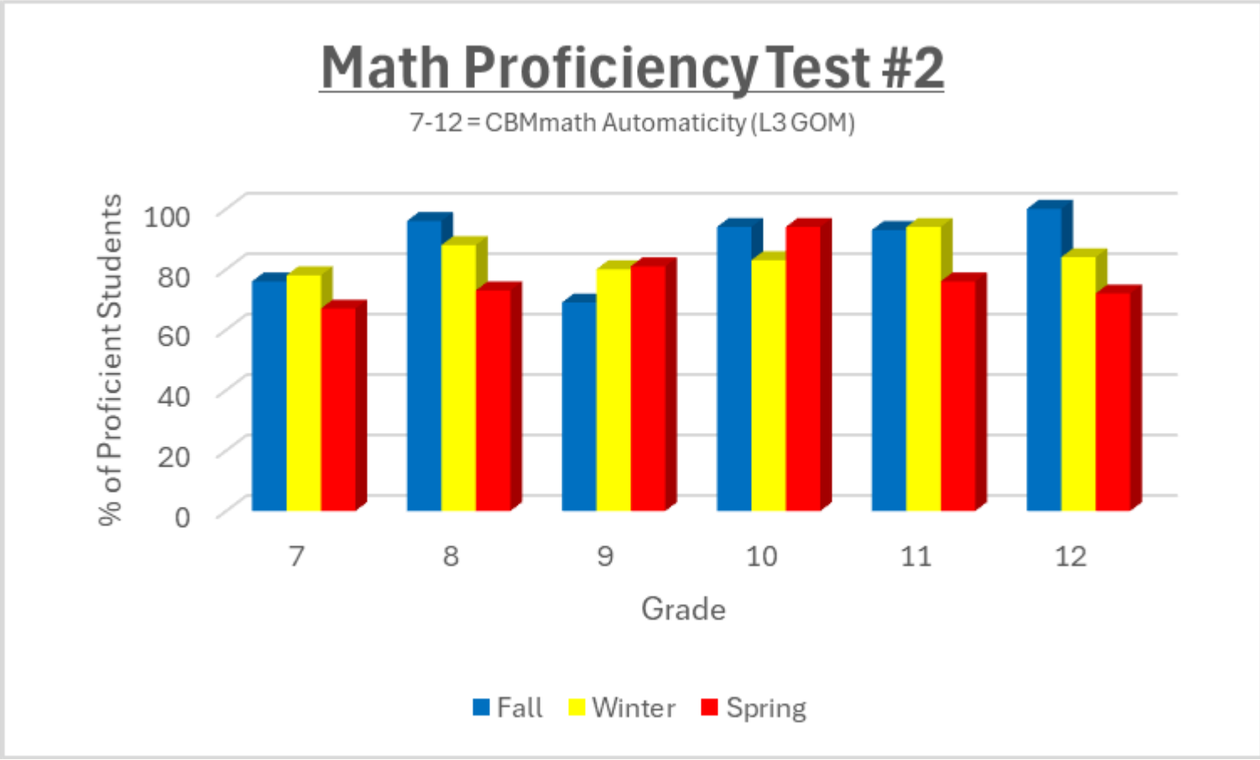
2024-25

RT Math (7-12)





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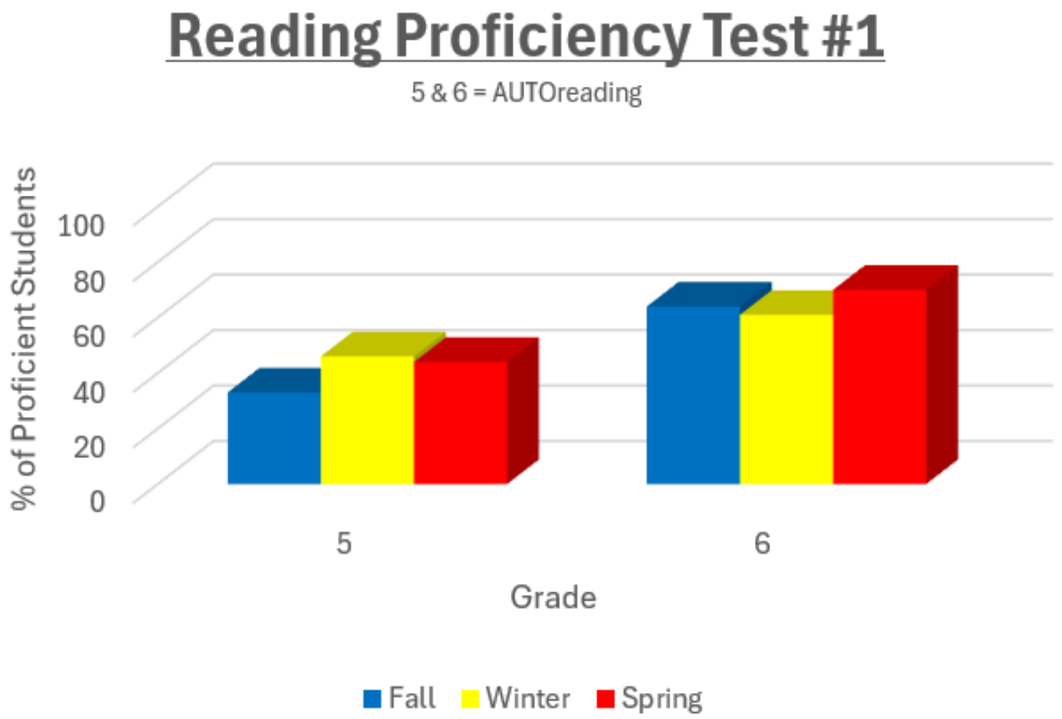
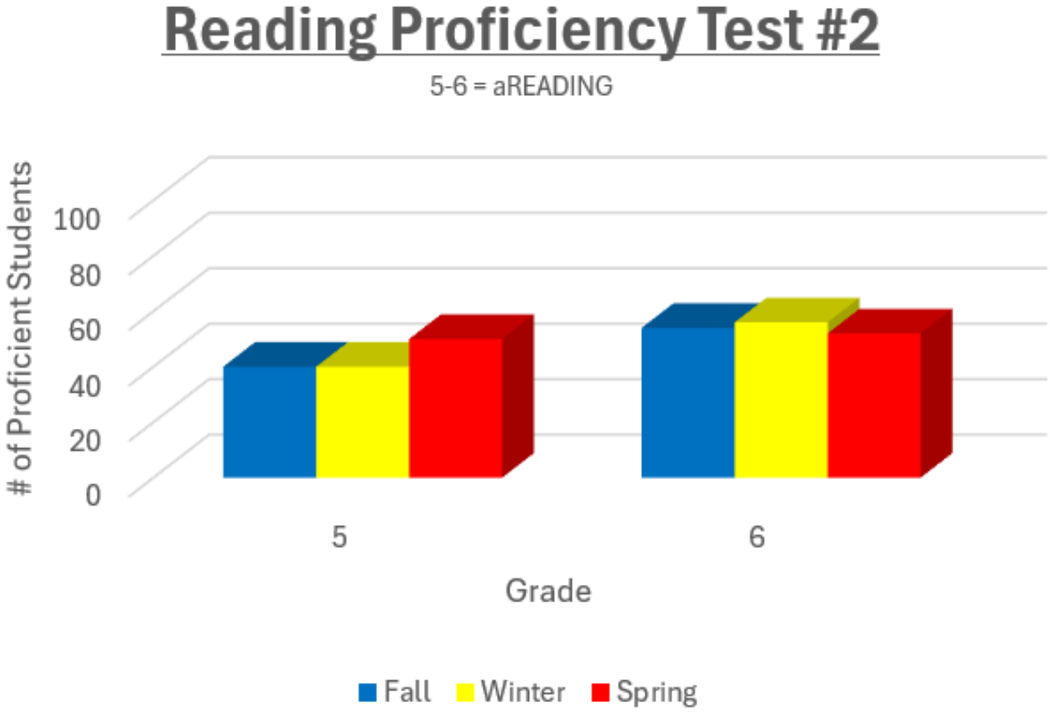
2024-25

RTE Reading (5-6)

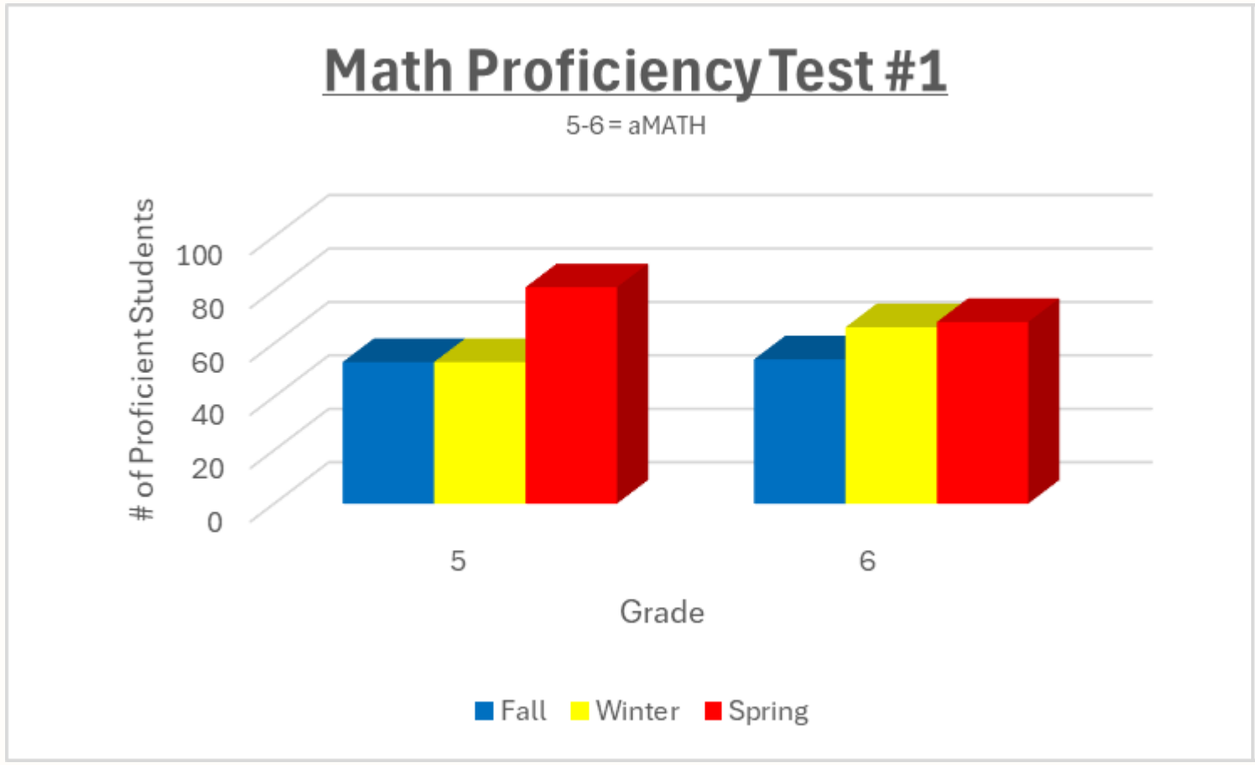


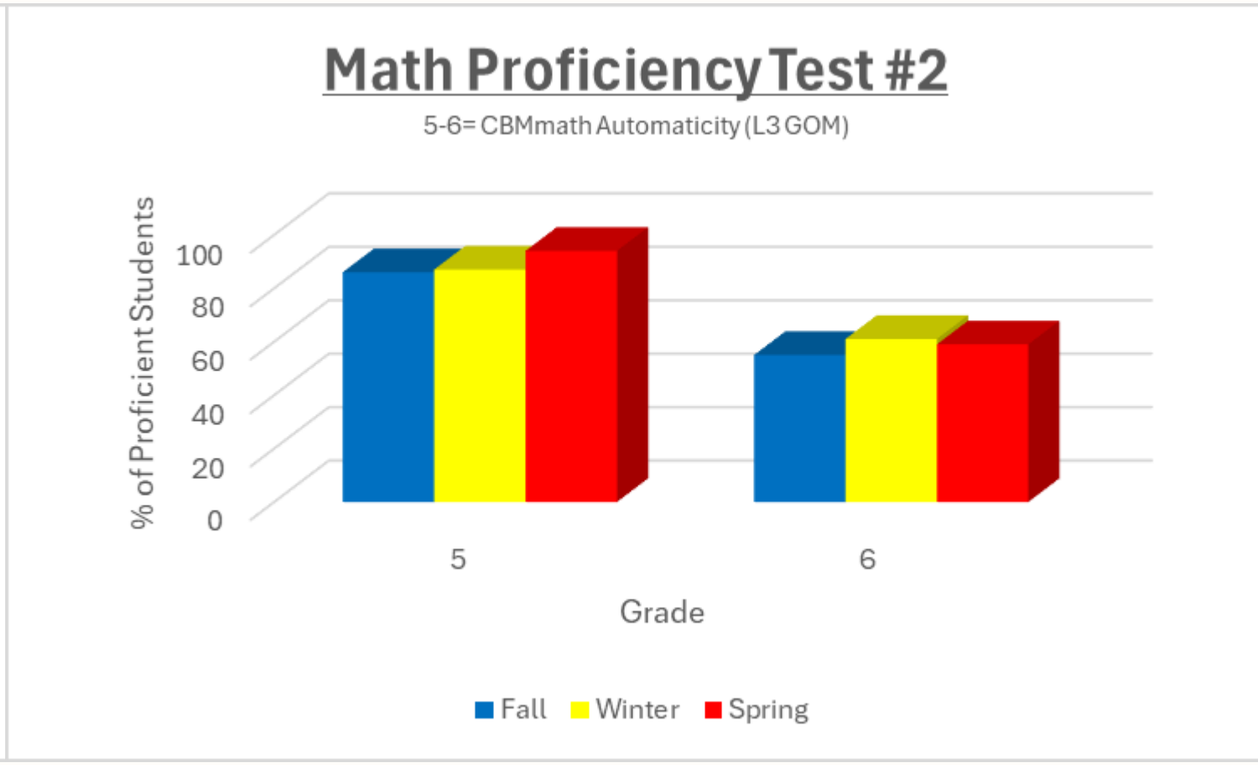


***Note the tests in the subtitles.*

2025-26

RTE Math (5-6)





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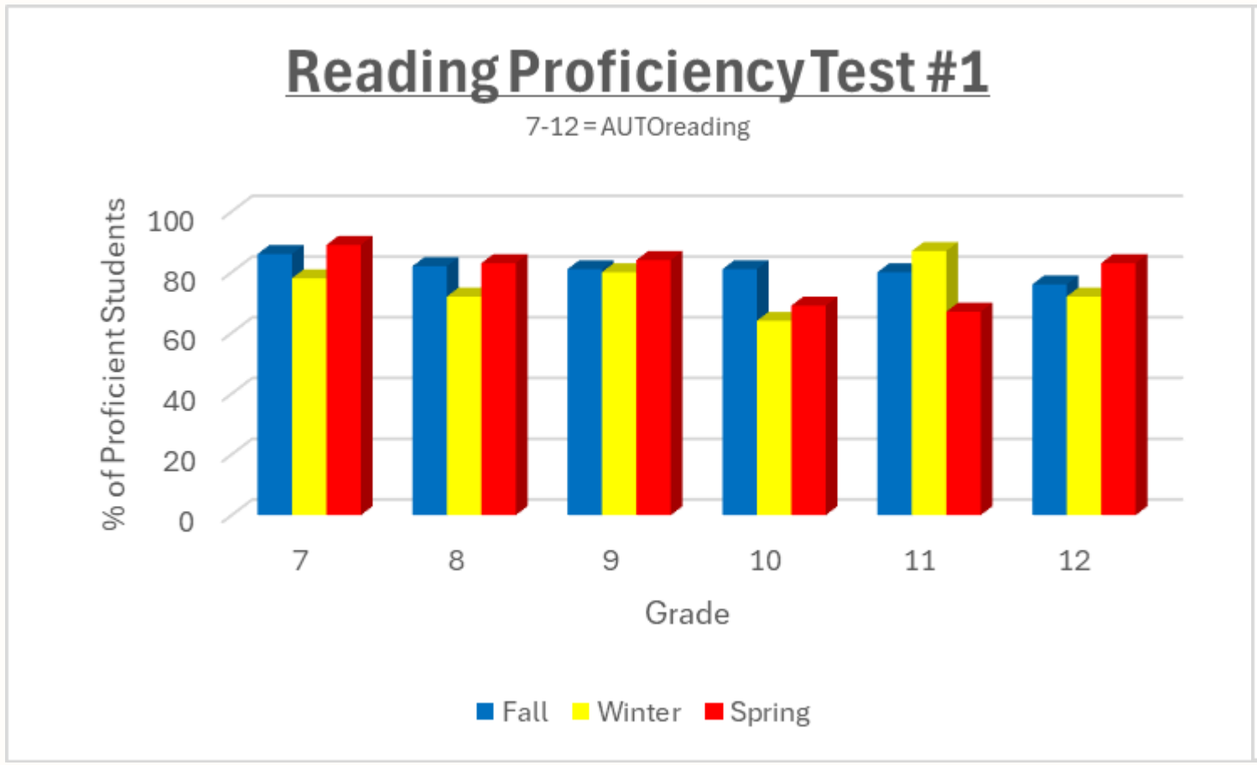
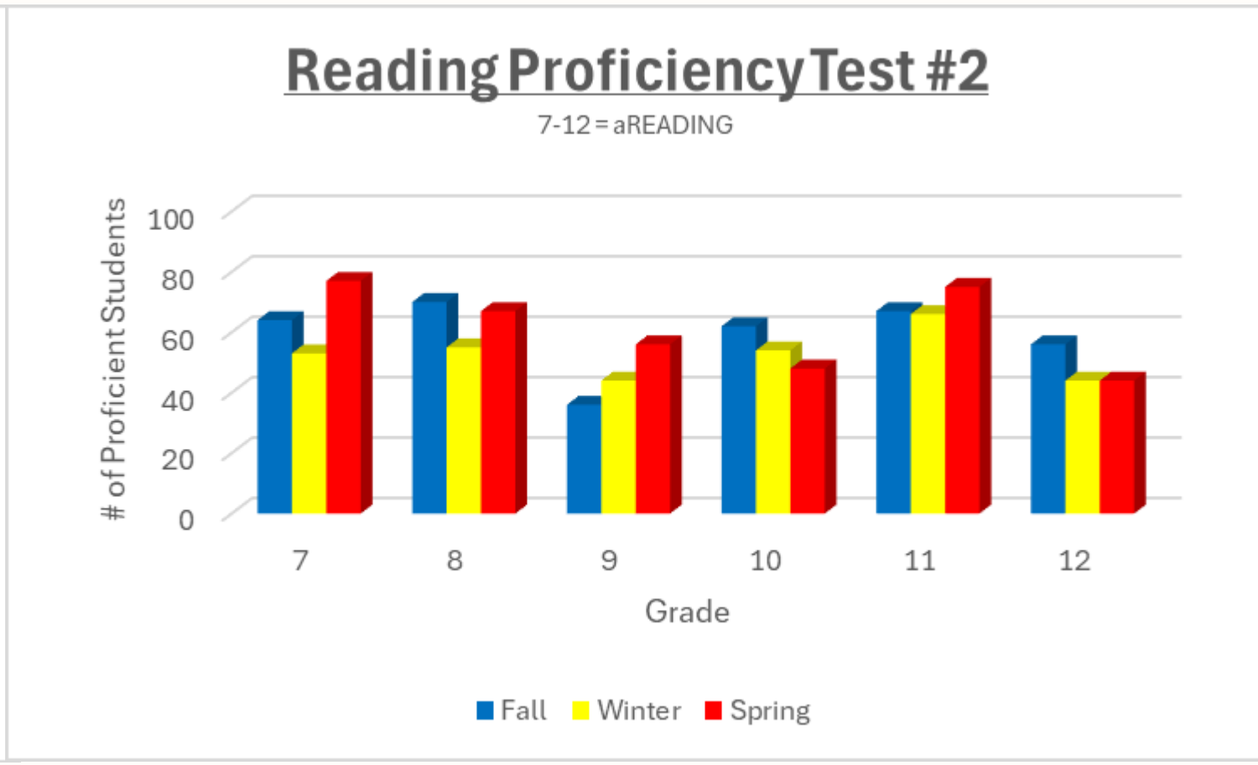
2025-26

RT Reading (7-12)





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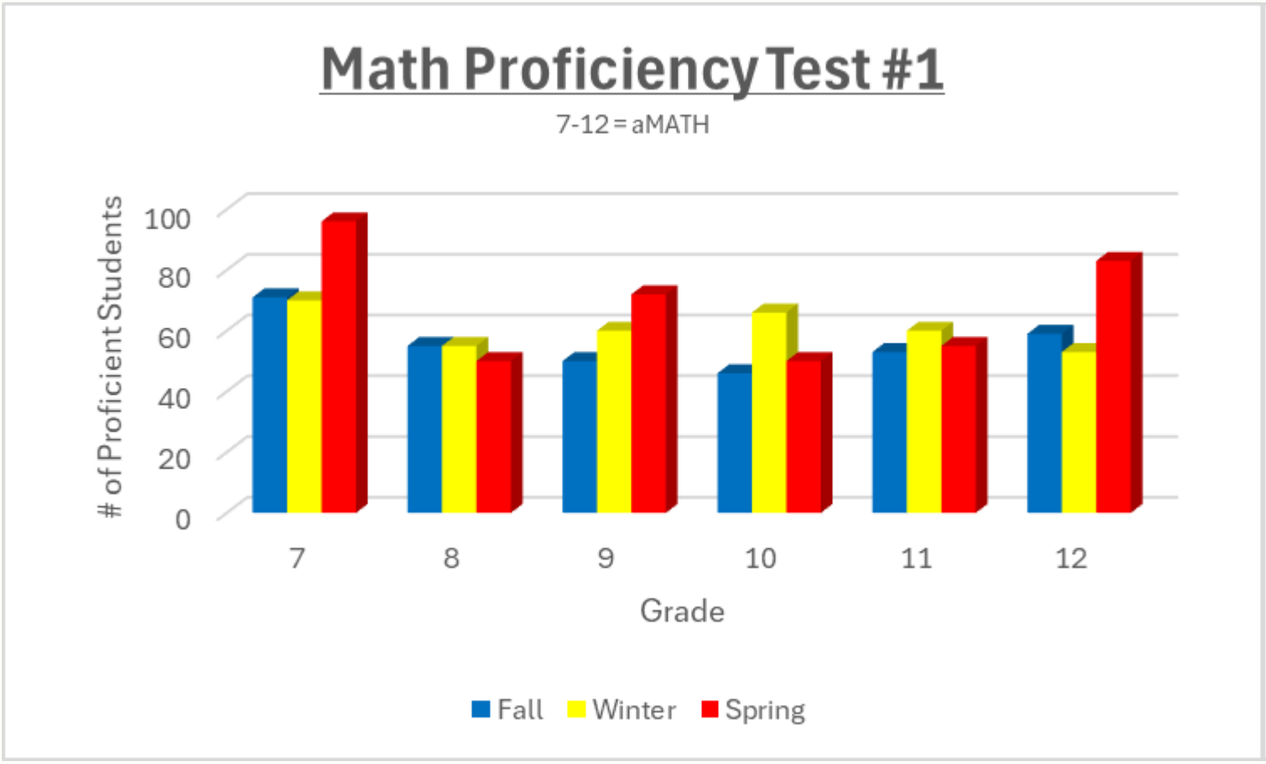
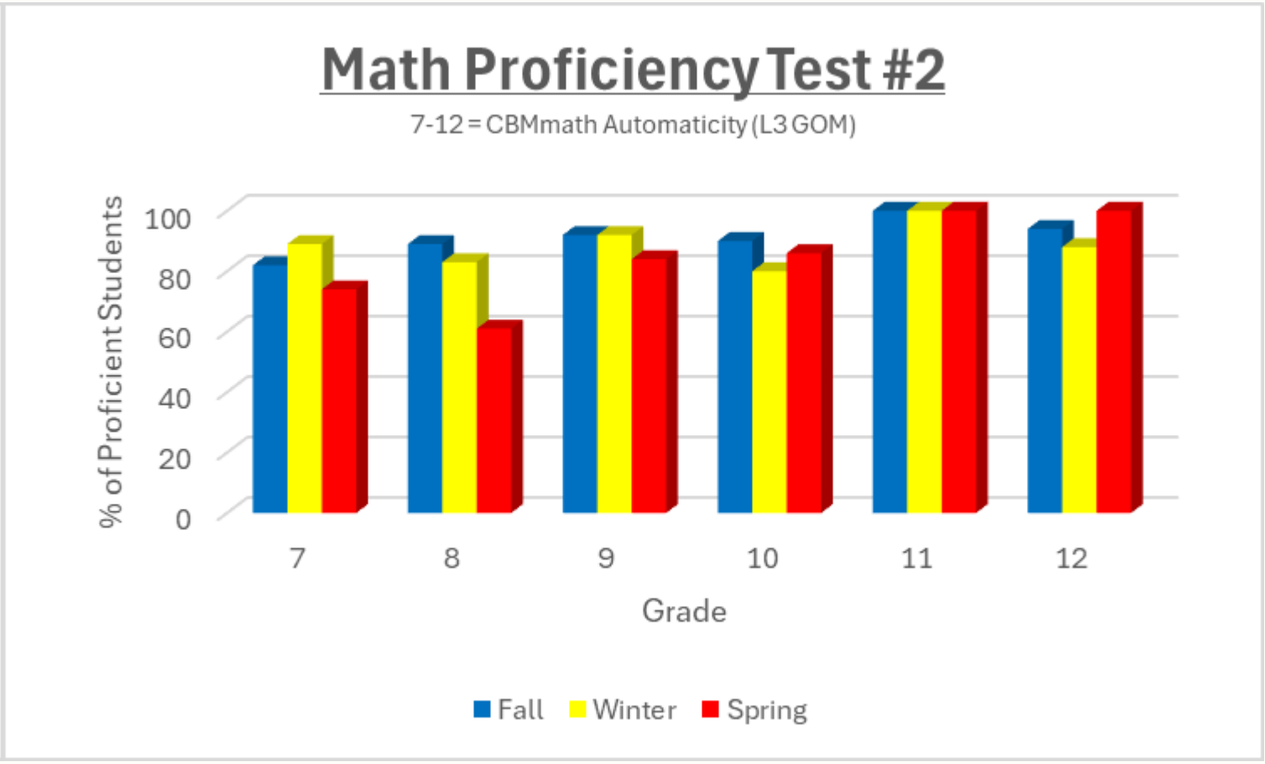
2025-26

RT Math (7-12)





***Note the tests in the subtitles.*

2025-26

24-25 RTPS Fastbridge Reading Summaries

6th grade: 100% of students are proficient in phonemic awareness, 80% in phonics and fluency, and 57% in general reading.

7th grade: 100% of students are proficient in phonemic awareness, 79% in phonics and fluency, and 37% in general reading.

8th grade: 100% of students are proficient in phonemic awareness, 62% in phonics and fluency, and 46% in general reading.

9th grade: 100% of students are proficient in phonemic awareness, 71% in phonics and fluency, and 53% in general reading.

10th grade: 100% of students are proficient in phonemic awareness, 63% in phonics and fluency, and 56% in general reading.

11th grade: 100% of students are proficient in phonemic awareness, 94% in phonics and fluency, and 47% in general reading.

12th grade: 100% of students are proficient in phonemic awareness, 36% in phonics and fluency, and 52% in general reading.

Definitions:
Phonemic awareness is the ability to recognize and manipulate individual sounds (phonemes) within words.
Phonics refers to the relationship between letters and sounds, while fluency is the ability to read smoothly, accurately, and with expression.
General Reading is designed to measure broad reading ability and predict overall reading achievement and comprehension.

25-26 RTPS Fastbridge Reading Summaries

5th grade: 100% of students are proficient in phonemic awareness, 44% in phonics and fluency, and 50% in general reading.

6th grade: 100% of students are proficient in phonemic awareness, 70% in phonics and fluency, and 52% in general reading.

7th grade: 100% of students are proficient in phonemic awareness, 89% in phonics and fluency, and 77% in general reading.

8th grade: 94% of students are proficient in phonemic awareness, 83% in phonics and fluency, and 67% in general reading.

9th grade: 100% of students are proficient in phonemic awareness, 84% in phonics and fluency, and 56% in general reading.

10th grade: 100% of students are proficient in phonemic awareness, 69% in phonics and fluency, and 48% in general reading.

11th grade: 100% of students are proficient in phonemic awareness, 67% in phonics and fluency, and 75% in general reading.

12th grade: 100% of students are proficient in phonemic awareness, 83% in phonics and fluency, and 44% in general reading.

Overall: Majority of students showed growth across all grade levels, but as Benchmark expectations increase, we are finding that the rate of growth for many students is not happening at the same pace as the benchmark increase. After analysis of 5-12 data, admin and teachers will focus on strengthening Tier 1 core instruction through Adapted Curriculum including (Bookworms, Amplify, Elements of Language, Easy Grammar, Write Like, Grade Level Novels, and National Geographic. Teachers will also focus on progress monitoring for students being flagged 'some risk' and 'high risk' based on FastBridge data. IXL will be utilized for student interventions in strengthening a skill or skills that a student individually needs to progress.

Definitions:
Phonemic awareness is the ability to recognize and manipulate individual sounds (phonemes) within words.
Phonics refers to the relationship between letters and sounds, while fluency is the ability to read smoothly, accurately, and with expression.
General Reading is designed to measure broad reading ability and predict overall reading achievement and comprehension.

24-25 RTPS Fastbridge Math Summaries

5th Grade: 100% of students show proficiency in number place value, 50% in fact fluency operations, and 42% in general math.

6th Grade: 100% of students show proficiency in number place value, 77% in fact fluency operations, and 87% in general math.

7th Grade: 100% of students show proficiency in number place value, 63% in fact fluency operations, and 47% in general math.

8th Grade: 100% of students show proficiency in number place value, 73% in fact fluency operations, and 35% in general math.

9th Grade: 97% of students show proficiency in number place value, 81% in fact fluency operations, and 52% in general math.

10th Grade: 100% of students show proficiency in number place value, 94% in fact fluency operations, and 44% in general math.

11th Grade: 100% of students show proficiency in number place value, 76% in fact fluency operations, and 55% in general math.

12th Grade: 96% of students show proficiency in number place value, 72% in fact fluency operations, and 60% in general math.

Definitions:
Number Place Value Proficiency in number place value means having a strong understanding of how the position of a digit within a number affects its value
General math refers to the broader application of math skills beyond basic number sense and operations, encompassing areas like fractions, decimals, measurement, geometry, algebra, and data analysis.

25-26 RTPS Fastbridge Math Summaries

5th Grade: 100% of students show proficiency in number place value, 94% in fact fluency operations, and 81% in general math.

6th Grade: 91% of students show proficiency in number place value, 59% in fact fluency operations, and 68% in general math.

7th Grade: 100% of students show proficiency in number place value, 74% in fact fluency operations, and 96% in general math.

8th Grade: 100% of students show proficiency in number place value, 61% in fact fluency operations, and 50% in general math.

9th Grade: 96% of students show proficiency in number place value, 84% in fact fluency operations, and 72% in general math.

10th Grade: 100% of students show proficiency in number place value, 86% in fact fluency operations, and 50% in general math.

11th Grade: 100% of students show proficiency in number place value, 100% in fact fluency operations, and 55% in general math.

12th Grade: 100% of students show proficiency in number place value, 100% in fact fluency operations, and 83% in general math.

Overall: Majority of students showed growth across all grade levels, but as Benchmark expectations increase, we are finding that the rate of growth for many students is not happening at the same pace as the benchmark increase. After analysis of 5-12 data, admin and teachers will make it priority to follow a Scope & Sequence Curriculum that builds skills throughout the year while also reviewing past learning in achieving skill level mastery and retention. They will also focus on progress monitoring for students being flagged 'some risk' and 'high risk' based on FastBridge data. IXL will be utilized for student interventions in strengthening a skill or skills that a student individually needs to progress. During the 24-25 School year, most risk is shown in general math. Utilizing a scope and sequence curriculum (Saxxon) has improved general math progress tremendously in 6 .

Definitions:
Number Place Value Proficiency in number place value means having a strong understanding of how the position of a digit within a number affects its value
General math refers to the broader application of math skills beyond basic number sense and operations, encompassing areas like fractions, decimals, measurement, geometry, algebra, and data analysis.



2024-2025 Choice Ready Metric Performance

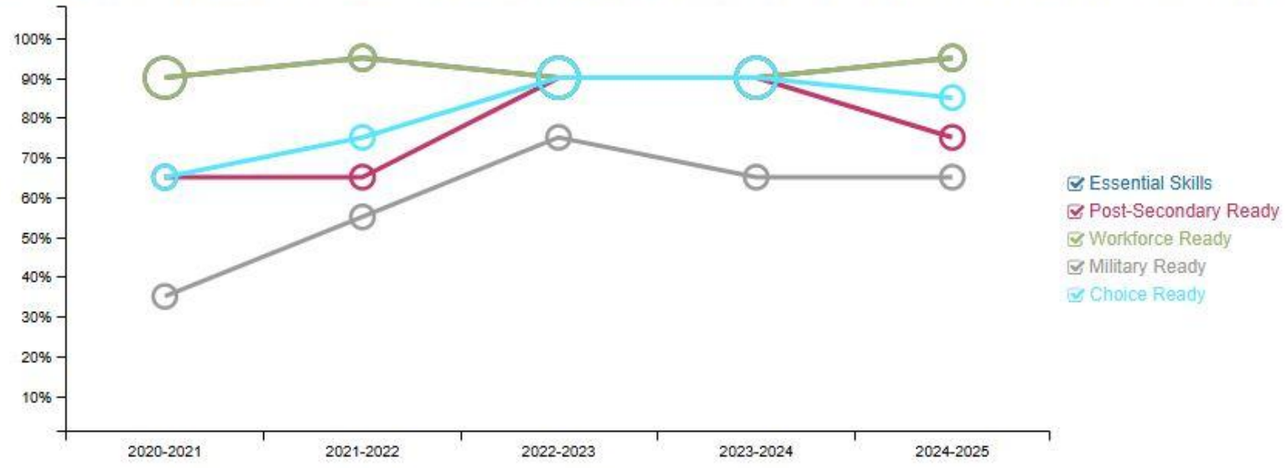
Choice Ready Growth

Below are the values that describe the two year growth of the school's Choice Ready Progress.

Growth:	-6.00%	Annual Target:	106 of 141

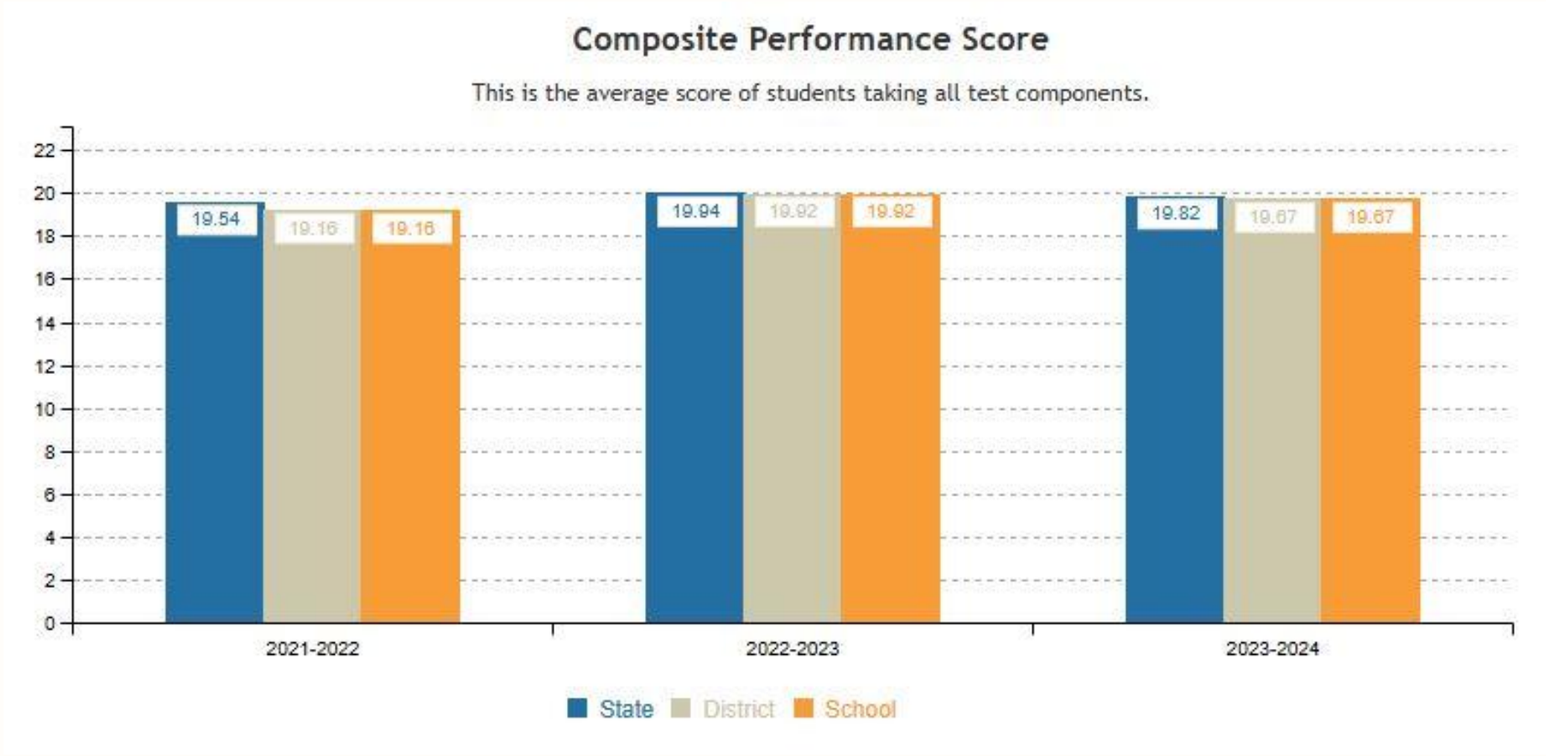
Choice Ready Metric Performance

This chart shows percent of graduates that meet Choice Ready requirements along with the percent that meet each metric that composes Choice Ready.

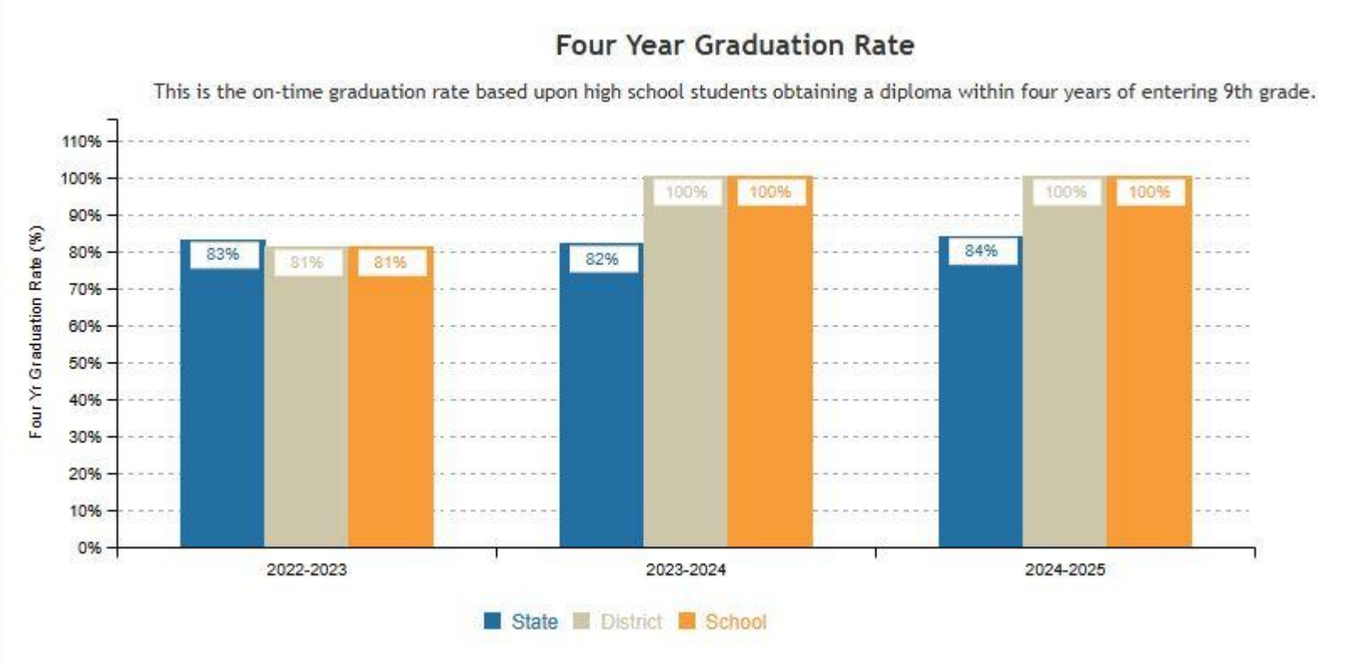


To protect student privacy, data for populations with less than 10 students will not be displayed.

ACT Performance



Graduation Rate





Attendance & Behavior Patterns



Plan to track chronic absence, behavior patterns and suspension moving forward

District Attendance Report 24-25

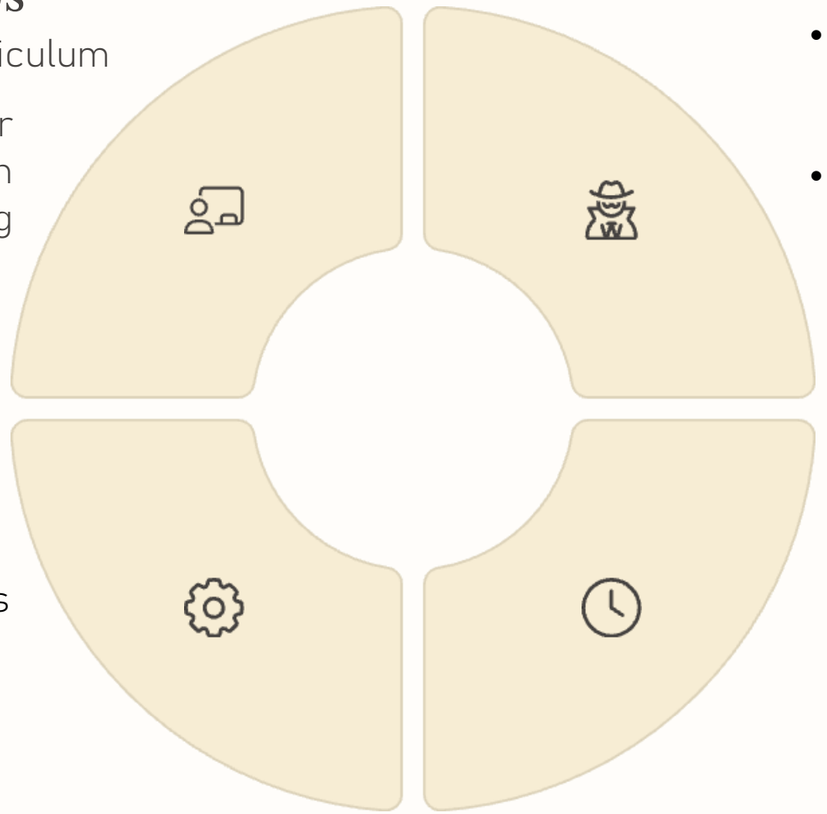
10 - 14 abscences:	Total 68	21 %
15 - 20 abscences:	Total 39	12 %
> 20 abscences:	Total 27	8 %

Data from STARS

Key Root Causes Identified

Instructional Gaps

- Inconsistent implementation of core curriculum
- Inconsistent groupings/differentiation for diverse learners—being addressed through FastBridge progress monitoring



New Benchmark Assessment

- Take 3-5 years to identify trends (we are on year 2 of implementing FastBridge)
- Switched Assessments to incorporate progress monitoring documentation

Resource Limitations

- Vertical misalignment of curricular expectations
- Lack of Funding

Time Constraints

- Insufficient intervention time in master schedule
- Competing priorities and scheduling reducing optimal core instruction.
- Limited time for implementation of improvement strategies based on our data analysis.

Survey Data

Schoolwide Programs

The Richardton-Taylor Public School values parent, community, student, and staff engagement.

RTPS provides climate and culture survey's for Parents, Students, and Staff to gauge stakeholder feedback and utilize this information to provide a welcoming and productive learning environment.

2025-2026 Stakeholder Surveys and Participation Percentages

Survey	TRE Responses & Percentage		RT Responses & Percentage	
Parent Climate & Culture Survey	103/109	88%	69/173	40%
Staff Climate & Culture Survey	22/30	73%	28/40	70%
3-4 Student Climate & Culture Survey	58/61	95%		
5 Student Climate & Culture Survey			16/16	100%
6-12 Student Climate & Culture Survey			118/157	75%
Student Engagement (3-12)			233/245	95%

Parent Climate & Culture Survey

1. Which four of the following phrases best describe, in general, the kinds of things teachers in your child's school say to students?

PreK-4

Top 2 Responses
- 67% “You got it Right!”
- 51% “We will be working on…”

Least selected responses:
- 4% “Repeat what you said”
- 9% “You should do it this way.”

5-6

Top 2 responses:
- 56% selected “We will be working on…”
- 50% selected “Explain your work”

Least selected responses were:
- 9% selected “You should do it this way”
- 6% selected “Repeat what you said.”

7-12

Top 2 Responses
- 57% selected “Explain your work”
- 57% selected “We will be working on…”

Least selected responses were:
- 10% Selected “You should do it this way”
- 6% Selected “You are being taught”

Parent Climate & Culture Survey

2. Which four of the following words or phrases best describes, in general, the kinds of things your child is most often DOING while at school?

PreK-4

- Top 2 Responses
  - 74% selected "Listening to teacher"
  - 69% selected "Working with others"
- Least selected responses:
  - 2% "Working Alone"
  - 3% "Completing long projects"

5-6

- Top 2 responses
  - 68% selected "Thinking"
  - 56% selected "Listening to teacher"
- The responses with the lowest percentages were:
  - 3% selected "Giving Project Demonstrations"
  - 12% selected "Completing Easy Work"

7-12

- Top 2 Responses
  - 57% selected "Listening to teacher"
  - 49% selected "Working with others"
- The responses with the lowest percentages were:
  - 10% selected "Working alone"
  - 6% selected "Completing long projects"

Parent Climate & Culture Survey

3. Which four of the following words best describe, in general, the interactions YOU have with staff at your child's school?

PreK-4

- Top 2 Responses
  - 77% Respectful
  - 73% Supportive
- The responses with the lowest percentages were:
  - 2% Uncomfortable
  - 2% Useless

5-6

- Top 2 responses
  - 71% selected “Respectful”
  - 53% selected “Helpful”
- The responses with the lowest percentages were:
  - 9% selected “Isolating”
  - 6% selected “Empowering”

7-12

- Top 2 Responses
  - 58% selected “Respectful”
  - 67% selected “Supportive”
- The responses with the lowest percentages were:
  - 6% selected “Isolating”
  - 7% selected “Uncomfortable”

Parent Climate & Culture Survey Summary



- Parent feedback reflects a keen sense of respect, support, and intentional instruction within our school community. Families recognize that educators come to class well-prepared and prove a clear effort to understand how students think, using that insight to guide instruction. Classrooms are described as structured yet responsive environments where staff consistently model respect and provide meaningful support. In turn, teachers actively cultivate these same behaviors in students, reinforcing a culture of mutual respect.
- Additionally, parents noted a strong emphasis on collaboration and the development of social skills. Through purposeful group work and interactive learning opportunities, students are encouraged to communicate, problem-solve, and work effectively with their peers. Staff play an active role in easing these interactions, ensuring that collaboration stays productive while also promoting accountability and respect among students.
- Moving forward, there is an opportunity to strengthen parent-teacher communication to further support student success. Increasing efforts to empower students to take ownership of their learning, along with a continued focus on designing engaging, meaningful tasks over routine worksheet-based activities, will enhance the overall educational experience and better align with instructional goals.

Student Climate & Culture Survey

Which four of the following words or phrases best describe, in general, what you think of your teachers?

3-4

Top 2 Responses
- 91% “Fun”
- 91% “Caring”

Least selected responses:
- 3% “Don’t Care”
- 5% “Lazy”, “Mean”

5-6

Top 2 responses:
- 81% “Fun”
- 77% “Caring”

Least selected responses:
- 6% “Fake”
- 6% “Lazy”

7-12

Top 2 responses:
- 53% “Honest”
- 48% “Fun”

Least selected responses:
- 12% “Uninterested”
- 13% “Mean”

Student Climate & Culture Survey

Which four of the following words or phrases best describe, in general, the things you most often DO while in class at school?

3-4

Top 2 Responses
- 84% “Listen to Teachers”
- 60% “Think”

Least selected responses:
- 2% “Make Presentations”
- 10% “Complete short projects”

5-6

Top 2 responses:
- 67% “Listen to Teachers”
- 65% “Think”, “Complete Worksheets”

Least selected responses were:
- 12% “Complete Short Projects”
- 17% “Complete Long Projects”

7-12

Top 2 Responses
- 58% “Complete Worksheets”
- 45% “Listen to Teachers”

Least selected responses:
- 3% “Give Project Demonstrations”
- 13% “Complete brief projects"

Student Climate & Culture Survey

Which four of the following words would best describe, in general, how you feel while at school?

3-4

Top 2 Responses
- 60% “Happy”
- 53% “Excited”

Least selected responses:
- 7% “Afraid”
- 14% “Angry” and “Lonely”

5-6

Top 2 responses:
- 77% “Tired”
- 69% “Bored”

Least selected responses were:
- 8% “Afraid”
- 10% “Encouraged”

7-12

Top 2 Responses
- 69% “Tired”
- 65% “Bored”

Least selected responses were:
- 11% “Afraid”
- 13% “Excited”

Student Climate & Culture Survey

Which of the following words or phrases best describe……..:

7-12
*…Expectations for you as a student at your school.

Top 2 Responses
- 67% “I am Learning”
- 60% “I understand”

Least selected responses:
- 28% “I should find it myself”
- 17% “I am expected to be good at everything”

7-12
*…the kinds of things your teachers say to you at school.

Top 2 responses:
- 49% “We will be working on…..”
- 53% “You will be working on….”

Least selected responses were:
- 9% “I am interested in your approach.”
- 10% “I am interested in your answer.”

7-12
*…how you feel when trying to complete your assignments at school.

Top 2 Responses
- 55% “Usually enough time”
- 48% “Calm”

Least selected responses were:
- 19% “Deliberate” and “Hectic”

Student Climate & Culture Survey

Which of the following words or phrases best describe……:

7-12
*…your experiences in your classes

Top 2 Responses
- 40% “Normal”
- 37% “Rowdy”

Least selected responses:
- 8% “New ideas encouraged”
- 16% “Orderly”

7-12
*…the interactions you have with adults at your school

Top 2 responses:
- 53% “Respectful”
- 55% “Helpful”

Least selected responses were:
- 37% “Useless”
- 37% “Relaxed”

7-12
*…the physical spaces in which you spend most of your time at school

Top 2 Responses
- 44% “Stressful”
- 52% “Plain”

Least selected responses were:
- 15% “Inviting”
- 20% “Neglected”

Student Climate & Culture Summary

Grades 3-4: Overall, the student survey reflects a positive school climate in which students view their teachers as fun, caring, and honest, and report feeling happy, excited, interested, and supported at school. Students also indicated that classrooms are focused on listening, thinking, writing, and completing assignments, showing strong instructional structure and engagement. Areas for potential growth include increasing opportunities for presentations, collaborative projects, and other hands-on learning experiences to further enhance student engagement and participation. Additionally, while most students reported positive relationships and emotional safety at school, responses indicating feelings of loneliness, fear, and perceptions of teachers being mean suggest an opportunity to continue strengthening positive student-teacher relationships, classroom belonging, and emotional support systems throughout the school.

Grades 5-6: Most students view their teachers as both engaging and caring, and many are keen to participate in classroom activities. However, students frequently report that they spend the majority of their time listening to instruction, completing worksheets, or working independently. Although they hold a keen appreciation for their teachers, many students also express feelings of fatigue and boredom throughout the school day.

Grades 7-12 The responses were notably similar to those provided by students in grades 5–6. In addition, students expressed a keen sense that they are learning effectively and understanding the material being taught. When teachers speak, students most often report hearing clear directions regarding their assignments and classroom expectations. Furthermore, students demonstrate a keen awareness of the respectful and supportive environment created by the adults within the school.

Some suggestions to help shift students from feeling tired and uninterested to more energized and engaged at school are to incorporate movement and brain breaks, make lessons more interactive and engaging, offer more student choice, teach about the importance of rest and self-care, and build stronger relationships and recognition.

Staff Climate and Culture Survey



Which four of the following words or phrases best describe, in general, the expectations for students at your school?

PreK-4

- Top 2 Responses
  - 100% “Students are learning”
  - 86% “Students are able to explain”
- The responses with the lowest percentages were:
  - 9% “Students know”
  - 5% “Students are able to memorize”

5-12

- Top 2 Responses
  - 86% “Students are learning”
  - 64% “Students should ask a teacher”
- The responses with the lowest percentages were:
  - 11% “Students are expected to be good at everything"
  - 14% "Students are able to memorize

Staff Climate and Culture Survey



Which four of the following words or phrases best describe how you feel, in general, when trying to complete your responsibilities while at work?

PreK-4

- Top 2 Responses
  - 68% “Deliberate”
  - 64% “Never Enough Time”
- The responses with the lowest percentages were:
  - 14% “Calm”
  - 5% “Tense, Relaxed, Pressured, Hectic”

5-12

- Top 2 Responses
  - 64% “Deliberate”
  - 50% “Usually Enough Time”
- The responses with the lowest percentages were:
  - 11% “Hurried”
  - 18% "Tense”

Staff Climate and Culture Survey



Which four of the following words or phrases best describe, in general, what you think of your colleagues?

PreK-4

- Top 2 Responses
  - 91% “Caring”
  - 73% “Fun”

- The responses with the lowest percentages were:
  - 5% “Curious”, “Lazy”, and “Fake”

5-12

- Top 2 Responses
  - 75% “Caring”
  - 50% “Active”

- The responses with the lowest percentages were:
  - 4% “Permissive”, “Mean”, “Lazy”

Staff Climate and Culture Survey



Which four of the following words best describe, in general, the interactions you have with other staff at your school?

PreK-4

- Top 2 Responses
  - 82% “Supportive”
  - 86% “Helpful”

- The responses with the lowest percentages were:
  - 9% “Distant”
  - 18% “Trusting”

5-12

- Top 2 Responses
  - 79% “Supportive”
  - 61% "Brief"

- The responses with the lowest percentages were:
  - 4% “Empowering”
  - 7% "Rejecting"

Staff Climate and Culture Survey



Which four of the following words describe, in general, the physical spaces in which you spend most of your time at work?

PreK-4

- Top 2 Responses
  - 82% “Comfortable”
  - 68% “Flexible” and “Open”

- The responses with the lowest percentages were:
  - 5% “Stressful”, “Plain”, “Neglected”

5-12

- Top 2 Responses
  - 79% “Comfortable”
  - 54% "Open"

- The responses with the lowest percentages were:
  - 7% “Closed” and "Neglected"

Staff Climate and Culture Survey

Which four of the following words best describe, in general, how you feel while at work?

PreK-4

- Top 2 Responses
  - 77% “Supported”
  - 68% “Happy”
- The responses with the lowest percentages were:
  - 5% “Confused”
  - 18% “Pressured”

5-12

- Top 2 Responses
  - 64% “Challenged"
  - 57% "Supported"
- The responses with the lowest percentages were:
  - 4% “Angry” and “Afraid”

Staff Climate and Culture Survey Summary



Based on the Spring 2026 Staff Climate and Culture Survey, the overall findings reflect a generally positive school culture with notable strengths and a few areas that present opportunities for growth. The staff overwhelmingly identified students as engaged and actively learning, which speaks to strong instructional practices and clear academic expectations. In terms of staff interactions, responses emphasized respectful, supportive, and collaborative relationships, indicating a healthy professional culture built on trust and empowerment.

Affirming words such as “supported,” “comfortable,” “helpful,” “patient”, and “caring,” lend to proof of a collegial atmosphere that values authenticity and interpersonal connection. Additionally, staff reported positive emotions at work, including feeling happy, appreciated, and supported, which are strong indicators of job satisfaction and a nurturing environment.

Some concerns to address: While only a few staff members described their work environment as “tense,” and hurried,” these responses point to challenges with workload and time management. Other responses such as “brief,” “stressful,” or “closed”—suggest areas in need of environmental improvement to enhance staff well-being and productivity.



What is the Student Engagement Survey?

•The Student Engagement Survey provides students the opportunity to express their school experience and indicate the type or degree of their engagement.

•The survey contains 33-43 questions with 4-5 response options which characterizes engagement across the four domains of behavioral, cognitive, emotional, and School Belonging.

•Within each domain, there is a reported type of engagement: committed, compliant and disengaged. Each of these types are then broken down into two levels.

•School Belonging is reported as High, Medium, and Low Belonging.

Student Engagement Survey



4 Domains

•**Behavioral:** A student's behavior or effort in the learning environment. (Attendance, suspension, participating in school activities, punctuality, etc.)

•**Cognitive:** A student's intellectual investment in learning. (Time on task, homework completion, engaging in class activities, relevance of schoolwork, value of learning, etc.)

•**Emotional:** A student's feelings about the classroom and school. (Enjoying being in school, around classmates, and around educators.)

•**School Belonging:** A student's sense of inclusion or exclusion at school.

Types of Engagement

•Committed: Students are attentive to the task, finding personal meaning and value in the task.

•Compliant: Students are willing to complete the task because of their desire to follow directions or rules.

•Disengaged: – Students are non-compliant and choose not to be involved in the learning at hand.

School Belonging

•High Belonging: Students feel a strong sense of inclusion at school.

• Moderate Belonging: Students do not feel especially socially included or especially socially excluded at school.

•Low Belonging: Students feel a strong sense of exclusion at school

Grade 3-12 Student Engagement Survey

233 Responses February 2026



Behavioral Domain

Committed – 48.93%
Compliant – 43.35%
Disengaged – 7.73%

Cognitive Domain

Committed –30.47%
Compliant –57.08%
Disengaged –12.45%

Emotional Domain

Committed – 36.21%
Compliant – 41.38%
Disengaged – 22.41%

Grade 3-12 Student Engagement Survey

February 2026

School Belonging

High Belonging	Moderate Belonging	Low Belonging
39.22%	41.81%	18.97%

Grade 3-6 Student Engagement Survey

February 2026

Scores (1-4 Scale)

Behavioral
Score: 3.27
81.75%

Cognitive
Score: 2.18
54.5%

Emotional
Score: 2.58
64.5%

School Belonging
Score: 3.21
80.25%

Grade 7-12 Student Engagement Survey

February 2026

Scores (1-5 Scale)

Behavioral
Score: 3.49
87.25%

Cognitive
Score: 2.98
74.5%

Emotional
Score: 3.0
75%

School Belonging
Score: 3.5
87.5%

Student Engagement Survey Summary Grades 3-12



The results of the recent student engagement survey reveal several keen insights into how students are interacting with their learning environment. Overall, students demonstrate a strong level of behavioral commitment. Many are consistently on task, following expectations, and participating in classroom activities, which reflects a keen sense of responsibility toward their academic work.

In addition to this, students are cognitively compliant. They are completing assigned tasks, engaging with material at a surface level, and meeting academic requirements. This indicates a keen awareness of what is expected of them, even if deeper critical thinking or personal investment is still developing.

Emotionally, students also show signs of compliance. They are generally respectful, cooperative, and able to manage themselves appropriately within the classroom setting. However, while this emotional compliance is positive, it does not always translate into true emotional engagement.

A key area of focus moving forward is increasing emotional engagement. Notably, approximately one-fifth of students reported feeling disengaged. This highlights a keen need to foster stronger emotional connections to learning. While students may be doing what is asked of them, not all feel genuinely interested, motivated, or invested in their learning experiences.

On a positive note, the survey indicates a relatively high sense of belonging among students. Many report feeling accepted and supported within the school community, which is a keen strength to build upon. This foundation of belonging provides an important opportunity to further enhance emotional engagement by connecting learning experiences to students' interests, identities, and sense of purpose.

In conclusion, while students demonstrate behavioral commitment and cognitive and emotional compliance, there is a keen opportunity to deepen their emotional engagement. By leveraging the strong sense of belonging already present, educators can take intentional steps to create more meaningful and engaging learning experiences for all students.



Services Provided

Reading Interventions

Tier 2 and Tier 3 support using research-based programs. Small-group instruction targeting specific skill deficits.

Math Interventions

Supplemental instruction focused on foundational skills. Use of manipulatives and visual models to build conceptual understanding.

Technology Resources

Adaptive learning platforms for personalized practice. One-to-one devices K-12.

Extended Learning

Summer learning opportunities to prevent skill regression or intervention for skill retention.

Instructional Methods and Curriculum

Richardton Taylor Public School Curriculum

*Richardton-Taylor Public School's curriculum is enhancing implementation of priority standards and standard alignment. We have implemented new curriculums that align closely with standards as well as spiral review strategies.

TRE

For math and reading, we use standards-based grading practices. We do have a new reading series called Bookworms which is closely aligned with the Science of Reading. 2025-2026 school year was our second year using Bookworms. We utilize Saxon Math for grades K-4 as it is supported by the state to align with the upcoming Science of Math. 2025-2026 school year was out first year using the Saxon Math curriculum.

Science of Reading: As staff in grades K-4 become more familiar with child brain development, we are implementing instructional practices to better foster student growth and learning. We continue to train staff in LETRS which will help to incorporate those diagnostic tools to better target students for intervention purposes in Reading.

RT

For math and reading, we use standards-based grading practices for grades 5-8. We use traditional grading for 9-12. We plan on using standards-based grading for 6th grade students with a grade conversion scale and traditional grading for grades 7-12. We use two Math curriculums. Saxon Math is used for 5-8th grade. Mcgraw-Hill is used for 9-12th grade. For Reading, 5th grade uses the Bookworms reading series. Grades 6-12th Reading utilizes multiple curriculum in meeting ND State Standards including Elements of Language, Easy Grammar, Amplify, Write Like, Grade Level Novels, National Geography IMPACT ELL Series

Instructional Methods and Curriculum



Schoolwide Curriculum Focus

*Mastery Learning and Progress Monitoring

Teacher responsibility in implementing mastery learning, track student progress, re-teaching as needed to support every student in succeeding at a proficient level. Some teaching staff have introduced all standards at the beginning of the year through their instruction and have found it beneficial. With changing curriculums the last 2 years, this looks different based on curriculum layout and available resources.

*Differentiation

Teacher responsibility by providing differentiated instruction to meet student learning needs.
The teachers use a variety of instructional methods within the classrooms, and the one that is the most effective is differentiation. This enables the students to work at their level yet being challenged to meet higher levels. Differentiation has allowed for teachers to reach each student at the point of their need, whether struggling, at grade level, or excelling. Tier 2 progress monitoring within the classroom has helped to guide out groupings and identify student needs.

*Engagement Learning

Teacher responsibility to incorporate engagement learning throughout curriculum, utilizing engagement strategies. Teachers have also been implementing personalized learning throughout their units. The teachers do a variety of projects, so the students are able to apply what they learn to an activity or real-world scenario.

*Traditional
The teachers use some of the traditional methods such as drill and memorization for certain skills

Assessments

District Assessments

- FastBridge-Reading, Math, SEL
- NDA+ – North Dakota State Assessment
- IXL

RTHS Assessments

- ASVAB
- Pre-ACT
- ACT

Past/Current Assessment Years

- Star Reading, Star Math Quarterly 2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024
  - Replaced with FastBridge
- Fast Bridge (Fall, Winter, Spring Benchmarks Reading and Math—Progress Monitoring every other week) 2024-2025, 2025-2026.
- IXL (Classroom use) 2024-2025, 2025-2026
- NDSA 2015-16, 2016-17, 2017-18, 2018-19, 2019-2020, Spring Cancelled due to COVID19, 2020-2021, 2021-2022, 2022-2023, 2023-2024
  - NDA+ 2024-2025, 2025-2026

NDSA changed to NDA+ during the 2024-2025 school year.

Coordination with Other Programs

Stark County Social Services, Sunrise, & Badlands.

RTPSD coordinates with Stark County Social Services to help provide student/family health and safety services.

WERC (Western Educational Regional Coop)

RTPSD coordinates with WERC for teacher and paraprofessional development. WERC also provides English Language Learner Services such as student testing, resources, and professional development for teachers.

Stark County Sheriff's Office

RTPSD Coordinates with the Stark County Sheriff's Office to provide the district with a school resource officer.

Fresh Fruits & Vegetables Program (FFVP)

RTPSD participation in the FFVP to provide healthy snacks for K-6.

GRACTC, NDCDE, Lake Region College, Bismarck State College, CREAM, & VocRehab.

Individual enhanced and dual credit opportunity

Giving Hearts

Food pantry



Eligibility and Selection Criteria

Identify Eligible Students

Review academic performance data and risk factors (FastBridge data)

Apply Selection Criteria

Rank students based on objective and subjective measures—Tier 1 and Tier 2



Regular Reassessment

Monitor progress and adjust eligibility as needed

Enroll in Services

Place students in appropriate intervention programs based on schedules.



Title I Program Goals

Area	Annual Goal	Long-Term Goal
Reading Achievement	Increase On Track students by 5% by spring 2027 (General Reading)	70% proficiency by spring 2027 in General Reading
Math Achievement	Increase On Track students by 10% by spring 2027 (General Math)	70% proficiency by spring 2027 in General Math
Attendance	Reduce chronic absenteeism by 2% by Spring 2027	>20 absences below 5% by 2027

Expect Success Council

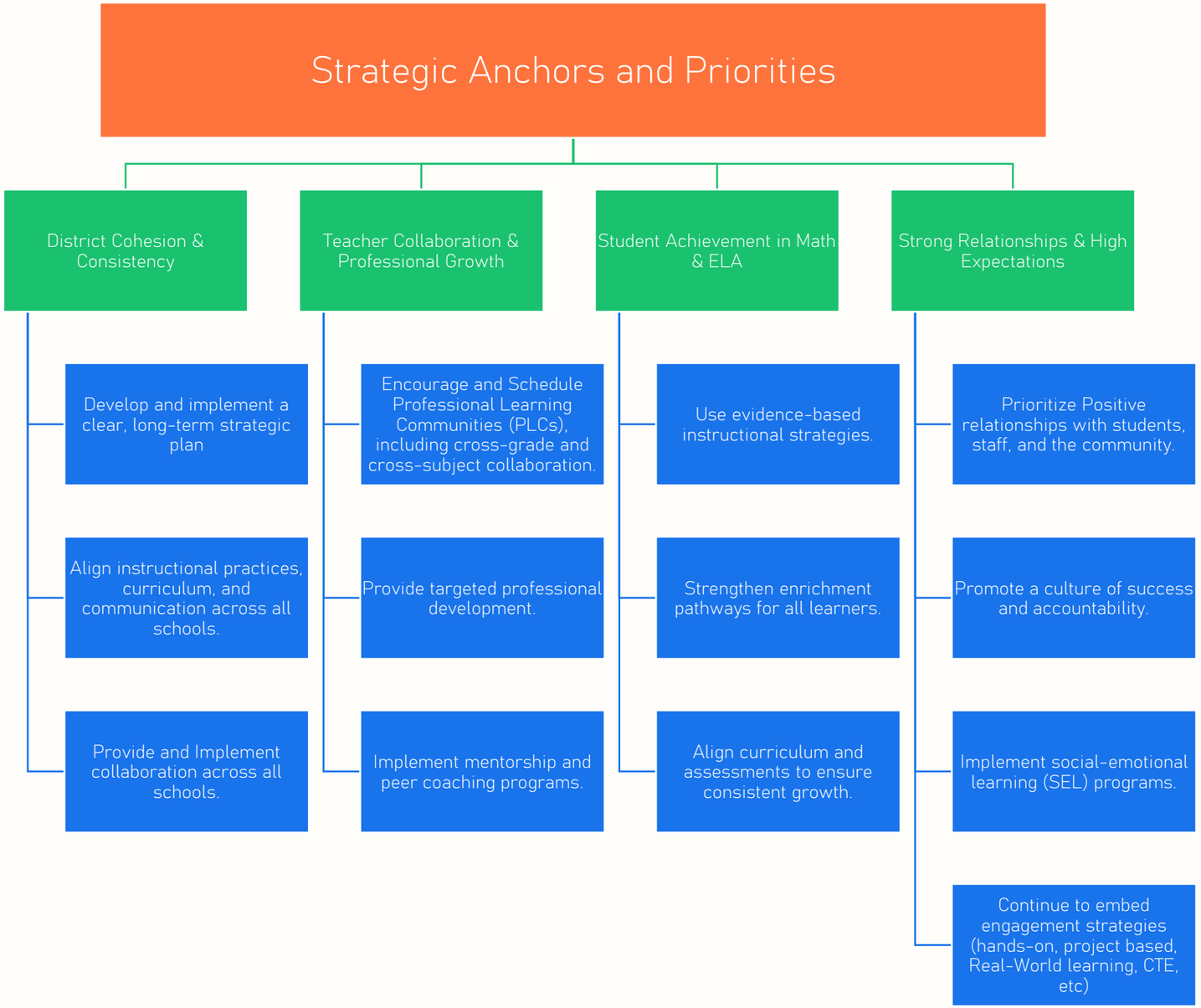
The Richardton-Taylor Expect Success Council (RT-ESC) was established December 15, 2025 and is a school improvement and curriculum council. The council will be a unified structure for the on-going school improvement process and other issues related to K-12 curriculum at the Richardton-Taylor Public School District. The Success Council has members that include administration, teachers, community members, support staff, board members, and students.



The ESC consists of four Task Force Groups to help guide conversations and work through district goals. Those Task Force groups are:

- District Cohesion and Consistency
- Teacher Collaboration and Professional Growth
- Student Achievement in Math and ELA
- Strong Relationships and High Expectations

School-Wide Improvement Goals



District Title I Team

Mrs. Kris Bartz, Mrs. Rhonda Kuntz, Mrs. Colleen Graham, Mrs. Alexia Tutorow, Mrs. Alecia Pretzer, Ms. Emma Brantley, Mrs. Chelsea Christensen

School Title I Contact Person

Mrs. Lindsey Gullickson (Taylor-Richardton) level coordinator responsible for program implementation, monitoring, and reporting.

Dr. Misti Vogle (Richardton-Taylor) level coordinator responsible for program implementation, monitoring, and reporting.

District Title I Coordinator

Mrs. Lindsey Gullickson (Richardton-Taylor Public School District) Responsible for compliance with federal guidelines, budget allocation, and program evaluation.

