



**SUMMARY OF PROGRESS STATUS**

MARCH 2025

**SUPERINTENDENT CERTIFICATION**

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

- Making Reasonable Progress
- Making Reasonable Progress, with Exception
- Failing to Make Reasonable Progress

**Summary Statement by Administration**

Monitoring of results policies is part of the ongoing process of district performance evaluation and superintendent evaluation. This report includes an Areas of Focus for Continuous Improvement outlining new practices or protocols to be utilized for the next reporting timeframe and recommendations for suggested changes to Results policies and/or indicators and interpretations. A Data Analysis on page 4 presents an administrative summary of the data. This report addresses 3 indicators of the superintendent’s responsibility regarding Academic Achievement - Science.

**Progress Reporting Summary**

Making Reasonable Progress

- 2.1.1, 2.1.2, 2.1.3

Making Reasonable Progress, with Exception

- N/A

Failing to Make Reasonable Progress

- N/A

**Areas of Focus for Continuous Improvement**

An area of focus for continuous improvement among our district’s science teachers is strengthening the alignment between curricular standards, instructional practices, and assessment to ensure a cohesive learning experience for students. Guiding coalitions continue to refine their guaranteed and viable curriculum based on needs identified by grade and course-alike teams ranging from resource exploration and training, to auditing units of instruction, and reinforcing alignment among colleagues. Continued inputs in these areas include:

**Curriculum (K – 5)**

- Provided Mystery Science training for all new K-5 teachers
- Continue following and updating the curriculum map with Mystery Science as their primary resource
- Reviewed and audited new Mystery Science units

**Curriculum (6 – 12)**

- Selected and tiered essential vocabulary for Physical Science, Biology, and Chemistry courses
- Varied course offerings to differentiate instruction for Physical Science
- District time for course alike, dual credit courses, and feeder schools to refine their alignment
- Science guiding coalitions shared class activities aligned to learning targets



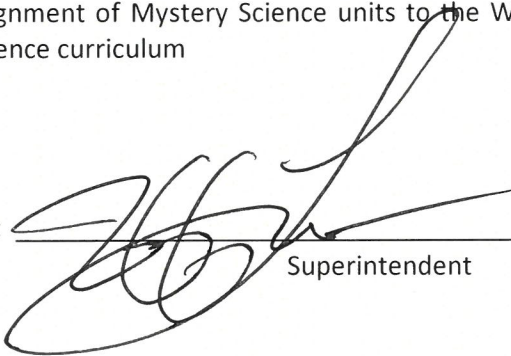
**Professional Development Opportunities**

- Engaged with inquiry-based learning activities during professional learning sponsored by local organization
- Guaranteed and Viable Curriculum review of unit concepts/skills and how they relate to course outlines
- Compared essential vocabulary prioritized across middle and high school
- Discussed grading practices and feedback strategies shared across middle and high school

**Recommendations**

1. We should continue to examine results from assessment data to identify different science standards and strands as areas of focus to grow our performance. We will continue to organize and align activities and labs to strengthen the application of knowledge to our learning progressions.
1. Alignment of Mystery Science units to the Wit & Wisdom Curriculum to enhance student experiences with science curriculum

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



Superintendent

Date: \_\_\_\_\_

3/24/2025



**SCHOOL BOARD ACTION**

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

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

**Summary Statement/Motion of the Board**

There were no questions or comments regarding R-2.1 *Academic Achievement – Science* from Board Members.

It was moved by Mr. Lee and seconded by Mr. Hager to accept the monitoring report for Policy R-2.1 *Academic Achievement - Science* as Making Reasonable Progress. Motion carried.

Signed:   
Board President

Date: 3/24/2025

### Data Analysis

We continue to exceed the state on the NDSA and ACT except for grade 8, where we consistently are matching the state.

In grades K-5 we are growing or exceeding the goal in all grades, except grade 3 where we saw a 2% decrease. Grades 6-8 is a new data set, as we moved from standards-based grades into a traditional letter grading system. Grades 9-12 is a new data set that we have previously not reported in the past. With a baseline year for grades 6-12, we will continue to monitor to see next steps and trends.

The state officially adopted new science standards in the fall of 2020. There was continued work in the 2023-24 school year around unpacking standards, vertical and curriculum alignment, reviewing and revising proficiency scales, and a guaranteed and viable curriculum. Guiding coalitions engage in collaboration around best practice for delivering core instruction. Prioritized standards have supported the proficiency scales and their connection to instruction and assessment.

While our data visually shows growth in most areas, BPS continues to refine our instructional practices and align our instruction, grading, and assessment practices.

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

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

Minimum Score On Track for College Readiness				
	English	Math	Science	Reading
Minimum ACT Cut Score				
ACT	18	22	23	22
Minimum Expected Percentile				
	English	Math	Science	Reading
ACT	42	63	70	60

### Monitoring Report

**Each student will:**

2.1 Achieve targeted growth and proficiency in the following disciplines:

- Literacy
- Mathematics
- Science**
- Social Studies

**Making  
Reasonable  
Progress**

**Interpretation:**

- **External assessments** include assessments with national norms that are administered within specified windows as a part of state requirements.
- **Proficiency** means meeting or exceeding the knowledge and skill requirements of the specified measure.
- **Proficiency** on the NDSA is considered performing at or above grade level.
- **Proficiency** in the standards means that students have demonstrated that they know, understand, and are able to apply knowledge and skills at the “proficient” level of district proficiency scales.
- **Proficiency** is defined as “College Ready” on the PreACT and ACT which is based upon the following percentiles and ACT cut scores. This score is an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first-year college coursework.
- **Cut Score** is the minimum score needed on the ACT per subject-area to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

Indicator	Finding
<b>Indicator 1:</b> Students in grades 4, 8, and 10 who are Advanced or Proficient on the NDSA Science Section will meet or exceed the state performance.	<b>Making Reasonable Progress</b>

**Evidence:**

Grade	2021-2022		2022-2023		2023-2024	
	State	District	State	District	State	District
4	38%	38%	38%	41%	39%	45%
8	48%	47%	48%	48%	49%	49%
10	47%	54%	49%	50%	45%	52%

2023-2024 Analysis: We continue to meet or exceed the state in all grade levels.

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

**Making Reasonable Progress**

Evidence:

Year	Number of Students Tested		Science	
	State	District	State	District
2020	7418	871	20.1	20.5
2021	7203	855	20.6	21.4
2022			20.0	20.6
2023			20.4	20.5
2024			20.31	21.08

2023-2024 Analysis: We continue to outperform the state on the ACT in the area of science.

**Indicator 3:** Each student in grades K-12 will show continuous improvement toward, or attainment of, an identified target as students reach a standards-based score of 2.5, or a letter grade of B in relation to Science Standards.

**Making Reasonable Progress**

Evidence:

B Letter Grade or 2.5 Standards-Based Score				
Grade	Target*	Spring 21-22	Spring 22-23	Spring 23-24
K	90%	95.2%	94.0%	97.2%
1	90%	95.6%	96.1%	95.7%
2	90%	92.7%	98.6%	98.3%
3	90%	89.6%	88.7%	86.7%
4	85%	83.6%	85.4%	87.1%
5	85%	83.3%	79.6%	83.5%
6		68.2%	67.5%	78.9%
7		77.6%	78.2%	85.6%
8		69.5%	71.4%	80.9%
9		52.2%	55.4%	57.3%
10		62.8%	59.8%	64.0%
11		63.6%	66.4%	63.7%
12		69.5%	72.5%	76.0%

2023-2024 Analysis: We met the target or grew in all grades except 3 in which we saw a 2% decline. Previously 6-8 were reported out on standards-based grades and made the transition into letter grades the 23-24 school year.