



**SUMMARY OF PROGRESS STATUS  
MAY 2025**

**SUPERINTENDENT CERTIFICATION**

With respect to R-2 *Academic Achievement – Social Studies* 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 two indicators of the superintendent’s responsibility regarding Academic Achievement – Social Studies.

**Progress Reporting Summary**

Making Reasonable Progress

- 2.1, 2.2

Making Reasonable Progress, with Exception

- 

Failing to Make Reasonable Progress

- 

**Areas of Focus for Continuous Improvement**

Capacity Building

A couple notable recent inputs into the area of Social Studies include but are not limited to:

**Curriculum:**

- Selected and tiered essential vocabulary for K-12
- Designed and implemented lessons including cultural mentor texts aligned with Social Studies, Art, & ELA Standards
- Continue following and updating the curriculum map using optional teacher designed units
- Implementation of a content-based literacy program
- Aligned resources to the unit plans, which complement our proficiency scales
- Reaffirmation of the district guiding coalition team, ensuring teacher representation from each building.
- Continued alignment of district wide belief statement to anchor social studies curriculum goals with desired student learning outcomes and portrait of a learner

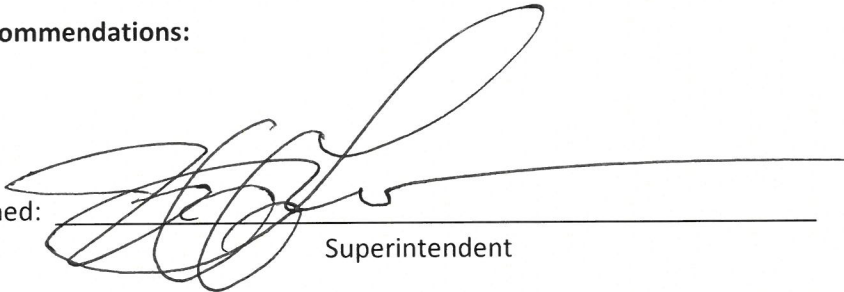


**Professional Learning Opportunities:**

- Implementing proficiency scales within teacher designed units and activities at elementary levels
- Utilizing unit plans to include providing feedback for continuous improvement
- Optional Learning on culturally responsive teaching practices and Indigenous culture
- Engaging in cross-curricular connections with disciplinary literacy
- Comprehensive training to implement the science of reading within content
- Aligning academic standards with habits of mind and the portrait of a learner within content

**Recommendations:**

Signed:

  
\_\_\_\_\_  
Superintendent

Date: 5/12/2025



**SCHOOL BOARD ACTION**

With respect to R-2 *Academic Achievement – Social Studies*, 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**

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

Signed:   
Board President

Date: 5/12/2025

### Data Analysis

There is a strong correlation between Social Studies and Reading measures and results. Consistently, many of our buildings have a focus on Literacy and are digging into Literacy in the Content areas, the Science of Reading, and how literacy instruction impacts and is connected to all contents. Many of the measures were duplicated between Literacy and Social Studies. Measures that were reported on the Literacy Report have been removed from Social Studies. Only measures that are specific to Social Studies are included below.

The average of K-5 continues to grow. Four out of sixth grades saw growth, and grades 2 and 3 were within 1% of last year. The 23-24 school was a change in grading practices for 6-8. Prior to 23-24 standards-based scoring was used. In 23-24, Grades 6-8 transitioned into letter grading. We did see significant growth in grades 6-8. Grades 9-12 were added this year, and all grade levels within 9-12 saw growth from the previous year. In addition, over 99% of graduates passed the North Dakota Civics examination.

Guiding coalitions continue to refine proficiency scales and look at vertical alignment. This is ongoing work that impacts students and is driven by data.

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

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

Minimum ACT Cut Scores				
	English	Math	Science	Reading
ACT Score	18	22	23	22

**Monitoring Report**

**Each student will:**

<p>2.1 Achieve targeted growth and proficiency in the following disciplines:</p> <ul style="list-style-type: none"> <li>Literacy</li> <li>Mathematics</li> <li>Science</li> <li><b>Social Studies</b></li> </ul>	<p><b>Making Reasonable Progress</b></p>
<p><b>Interpretation:</b> Students will know, understand, and apply the necessary attributes that citizens must have in order to be productive and active participants at the local, state, and national level.</p> <p>In order to demonstrate global awareness and strive for success in the new global economy will require students to better understand our global interdependence. We must ensure that educational opportunities exist for students to learn, understand, and apply their understanding of the influences (political, economic, religious, societal, intellectual, and the arts) upon other regions of the world, cultures, and history.</p> <ul style="list-style-type: none"> <li>● <b>External assessments</b> include assessments with national norms that are administered within specified windows as a part of state requirements.</li> <li>● <b>Proficiency</b> means meeting or exceeding the knowledge and skill requirements of the specified measure.</li> <li>● <b>Proficiency</b> in the standards means that students have demonstrated that they know, understand, and are able to apply knowledge and skills at the “proficient” level on district proficiency scales.</li> <li>● <b>Minimum requirements</b> include BPS graduation expectations for high school and core courses in K-12.</li> <li>● <b>Cut Score</b> 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.</li> <li>● <b>“n”</b> equals number of students.</li> </ul>	

Indicator	Finding
<b>Indicator 1:</b> Each student in grades K-12 will show continuous improvement toward, or attainment of, the identified reporting target a of 2.5/B in relation to Social Studies standards.	<b>Making Reasonable Progress</b>

Evidence:

B Letter Grade or 2.5 Standards-Based Score				
Grade	Target*	Spring 21-22	Spring 22-23	Spring 23-24
K-5		88.1%	88.5%	89.7%
K	95%	95.3%	92.1%	96.4%
1	95%	96.8%	95.7%	96.8%
2	90%	90.8%	96.5%	96.4%
3	90%	88.4%	89.7%	88.7%
4	85%	83.7%	77%	80.1%
5	80%	73.6%	79.7%	80.0%
6-8		72.7%	71.4%	*78.6%
6	75%	75.4%	75.7%	82.6%
7	80%	82.0%	82.0%	82.2%
8	60%	60.6%	56.4%	71.1%
9-12		68.9%	69.7%	*72.5%
9		62.5%	64.5%	67.7%
10		68.6%	69.1%	75.8%
11		73.7%	70.7%	71.5%
12		70.8%	74.4%	74.8%

**2023-2024 Analysis:** On average we are making growth across grade level bands. This is a baseline year for Grades 9-12 although data was added to represent previous years. Grades 9-12 did see a decrease in performance. Grade 6-8 saw a change in grading practices for the 23-24 year as letter grades were reported out. Prior to 23-24 Grades 6-8 were using standards-based reporting.

<b>Indicator 2:</b> Each graduate will demonstrate proficiency of civics knowledge as measured by achieving at least a 70% on the North Dakota Civics exam.							<b>Making Reasonable Progress</b>
Evidence:							
Grade	Target*	n	Spring 21-22	n	Spring 22-23	n	Spring 23-24
12	98%	833	99.8%	878	99.7%	892	99.9%
<b>2023-2024 Analysis:</b> We continue to meet and exceed the goal.							