BISMARCK PUBLIC SCHOOLS

R-2 Academic Achievement – Literacy
Reporting Period: 7/1/2024 to 6/30/2025

SUMMARY OF PROGRESS STATUS

FEBRUARY 2026

SUPERINTENDENT CERTIFICATION

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

_____ Making Reasonable Progress
__X__ 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 seven indicators of the superintendent's responsibility regarding Academic Achievement – Literacy.

Progress Reporting Summary

Making Reasonable Progress

- 2.1.1, 2.1.7

Making Reasonable Progress, with Exception

- 2.1.4, 2.1.5, 2.1.6

Failing to Make Reasonable Progress

- N/A

Baseline

- 2.1.2, 2.1.3

Areas of Focus for Continuous Improvement

Curriculum

- Continued revisions to curricular process components (PK-12)
    - Proficiency Scales, Pacing Guides, Vocabulary, Assessments
- Gearing Up for Kindergarten Pilot (Kindergarten readiness program for incoming Kindergarten students)
- Audit of EL experiences and course continuum

Professional Development Opportunities

- ASPIRE training for upper elementary, secondary teachers and administrators
- Elementary and Secondary Explicit Instruction courses
- Continued job-embedded professional learning for new elementary curriculum resources

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Other Highlights

- Adoption of Panorama to support data-based decision making and monitoring progress
- 6 Elementary certified dyslexia specialists - nationally trained and certified

Recommendations

1. Recommend a change to indicators 2.1.2 and 2.1.3. We no longer have a state comparison. Current year is a baseline and propose: The district mean scores will meet or exceed the state mean score on the ACT in the area of Mathematics.
2. Continued training on data-based decision making
3. Continue training on evidence based instructional practices for new Pre-K-12 teachers.
4. Continue to provide time and resources for curricular based training on new resources and standards, responsive to student data and educator feedback.
5. Enhance the preschool-kindergarten transition process through Gearing Up for Kindergarten program and Camp Ed Language based Pre-K program.

Signed: _____ Superintendent

Date: 2/09/2026

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SCHOOL BOARD ACTION

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

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

Summary Statement/Motion of the Board

When looking at the comparisons, it's important to be able to read some of the caveats and the wins that we have. Whenever we're trying at the system level to compare from year to year, we must recognize these are actual students with actual faces. What's happening with those kids and that continuous improvement. I feel like that was really clear in the overall report, also recognizing the work that you guys are doing and showcased with the teachers that were here today.

One concrete example to your point about the students are different, we have nearly 14% mobility, meaning in and out from year to year. We need to think about that too. When we compare groups which we do, they are different students. We need to meet them where they're at.

It was moved by Mr. Lee and seconded by Ms. Preskey to accept the monitoring report for Policy R-2.1 Academic Achievement - Literature as making reasonable progress with noted exceptions. Motion carried.

Signed: _____ Date: 2/09/2026
Board President

Data Analysis

Comparison data on the ND A+ Summative (ELA) for 2024–25 reflects a *baseline year*, as both the assessment and state standards changed. Because of this, results cannot be compared to previous NDSA scores. Bismarck Public Schools outperformed the state in all grades except Grade 3 and met the state average in Grade 4. Grade 3 performed 4 percentage points below the state. As this is the first administration of the new assessment—and the first year Grade 10 participated—additional years of data will be needed to establish trends and determine the next steps. For ND A+ subgroup data, we are exceeding the state in the majority of subgroups, 6/11. Our economically disadvantaged and EL populations are within 2%. Our Indigenous and Pacific Islander subgroups are within 3%. Students with disabilities have the largest gap at 5%.

ACT English and Reading results shifted from scale scores to the percentage of students meeting college-readiness benchmarks due to the change from mandatory to opt-in testing. State comparison data is no longer available. In 2024–25, 76% of BPS students met the benchmark in English and 63% met the benchmark in Reading. Because of the new participation model, these outcomes cannot be compared with prior years.

NWEA/MAP (Grades 2–8) proficiency data shows an overall decrease, with district averages falling from 58.3% to 56.8%. All grades declined except Grade 8, which increased by more than four percentage points. Growth data indicates the district remained near the national average of 50%. Grades 3–7 decreased, while Grades 2 and 8 improved. Subgroup performance showed mixed results: most groups declined slightly, with Asian students showing a notable increase in growth, while Hispanic and Black students experienced decreases. Subgroup trends continue to indicate the need for sustained intervention and targeted support.

K–1 Aimsweb baseline data remained relatively stable, with Kindergarten showing less than a 1% decrease and Grade 1 increasing by approximately 2.5%. Grades 9–10 STAR saw a significant increase (from 35% to 65%) due to new national norms—an indication that BPS students did not experience learning loss at the same rate as national peers.

The target for classroom-based grades (K–8) remains 70%. Despite changes in state standards and grading transitions, BPS exceeded the target for Grades K–8 in 2024–25. Grades 9–12 continue to remain below target but increased slightly from the previous year. This is only the second year of including high school data, and continued monitoring will support the establishment of long-term trends.

Current data continues to demonstrate the positive impact of system-wide inputs, including core instructional improvements, intervention structures, and professional learning. The guiding coalition teams have played a critical role in auditing curriculum, which led to the adoption of a new K–5 ELA curriculum to address identified learning gaps. With new state standards, work is underway to prioritize standards and ensure vertical alignment. As these shifts take place, some implementation dip is expected as staff refine instructional practices aligned to evidence-based approaches.

Please refer to the Capacity Building/Recommendations section above for a full description of the additional supports BPS has implemented this year to address learning loss and foster continued growth for students and staff.

R-2 Academic Achievement – Literacy

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

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

Monitoring Report

Each student will:

2.1 Achieve targeted growth and proficiency in the following disciplines: Literacy	**Making Reasonable Progress, with Exception**

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.

Grade level target on the NWEA (MAP) assessment is considered 50th percentile or higher.

Proficiency in the standards means that students have demonstrated that they know, understand, and are able to apply knowledge and skills at the "proficient" level of district proficiency scales.

College Ready indicates proficiency on the ACT which is based upon the following percentiles and ACT cut scores. This score is an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first-year college coursework.

Cut Score is the minimum score needed on the ACT per subject area to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

Targeted growth is the expected growth defined by national norms on a particular assessment. National data indicates that 50% of students typically meet their expected targeted growth.

Minimum requirements include BPS graduation expectations for high school and core courses in K-12.

Indicator	Finding
Indicator 1: Students in grades 3–8, and 10 who are Advanced or Proficient on the NDSA ELA Section will meet or exceed the State performance.	**Making Reasonable Progress**

Evidence:

	2022-2023		2023-2024		*2024-2025	
	State	District	State	District	State	District
All	44%	47%	45%	49%	40%	43%
Grade 3	40%	44%	40%	37%	38%	34%
Grade 4	39%	37%	42%	44%	38%	38%
Grade 5	45%	47%	45%	46%	39%	42%
Grade 6	50%	55%	50%	55%	39%	43%
Grade 7	42%	50%	46%	55%	42%	45%
Grade 8	47%	48%	51%	53%	43%	48%
Grade 10					41%	47%

2024-2025 Analysis: Baseline for the new state assessment, ND A+ Summative was introduced. Results cannot be compared to previous scores. We are outperforming the state in all grades except 3 and meeting in grade 4. This is the first time grade 10 has taken this assessment.

Evidence:

ND A+ Summative ELA

Disaggregated Subgroups	State Average 2023-2024	Spring 2023-2024	State Average 2024-2025	*Spring 2024-2025
Economically Disadvantaged	32%	31%	27%	26%
Black	30%	33%	26%	30%
Indigenous	30%	29%	26%	23%
Asian	55%	55-63%	50%	55-63%
Caucasian	50%	53%	45%	46%
Hispanic	30%	33%	27%	31%
Pacific Islander	33%	20-28%	24%	15-21%
Students with Disabilities	16%	13%	16%	11%
EL	15%	11-13%	12-13%	9-11%
Female	51%	54%	45%	46%
Male	41%	44%	35%	38%

2024-2025 Analysis: Baseline for the new state assessment, ND A+ Summative was introduced. Results cannot be compared to previous scores. We are exceeding the state in the majority of subgroups. Our economically disadvantaged and EL populations are within 2%. Our Indigenous and Pacific Islander subgroups are within 3%. Students with disabilities is the largest gap at 5%.

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

Evidence:

Year	Number of Students Tested		English	
	State	District	State	District
2020	7418	871	18.20	19.00
*2021	7203	855	18.54	19.83
*2022			18.17	18.87
*2023			18.69	19.92
*2024			18.57	19.63
**2025			228	76%

2024-2025 Analysis: Moved from mandatory to an optional/opt in model for ACT and as such, results are not comparable. . Currently there is no statewide data to compare. The percentage represents the percentage of students who chose to take the ACT and met or exceeded the benchmark of 18.

Indicator 3: The district mean scores will meet or exceed the state mean score on the ACT in the area of Reading.	**Baseline**

Evidence:

Year	Number of Students Tested		Reading	
	State	District	State	District
2020	7418	871	20.10	20.30
*2021	7203	855	20.36	20.98
*2022			20.01	20.01
*2023			20.35	20.76
*2024			20.25	20.68
**2025			228	63%

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

Indicator 4: Students in grades K-10 will show continuous improvement toward, or attainment of, the identified target indicating the percentage of students at grade level.	**Making Reasonable Progress, with Exception**

Evidence:

Grade	Target	2022-2023	2023-2024	2024-2025
K-1 Aimsweb (spring)	65%		46.0%	45.4%
K			53.0%	49.3%
1			39.0%	41.5%
2-8 NWEA MAP (spring)	65%	61.4%	58.3%	56.8%
2		63.4%	60.09%	59.4%
3		62.8%	57.01%	53.3%
4		58.1%	58.8%	55.0%
5		59.8%	60.5%	58.9%
6		63.9%	58.7%	56.2%
7		62.5%	58.1%	56.7%
8		59.0%	54.9%	58.6%
9-10 STAR (winter)	65%		35.29%	*65.6%
9			35.7%	66.5%
10			34.8%	64.6%

2024-2025 Analysis: We continued to see a decline in our average for grades 2-8. All grades declined, except grade 8 in which we saw an increase of over 4%. Grade K saw a less than 1% decrease, which Grade 1 increased by 2.5%. There were new norms released for grades 9-10. This drastic increase is an indicator that our students did not have as much of a learning loss with COVID as the rest of the student population.

Indicator 5: Students in grades 2-8 will show continuous improvement toward, or attainment of, the identified target indicating the percentage of students meeting their expected targeted growth on a reading assessment.	**Making Reasonable Progress, with Exception**

Evidence:

Expected Targeted Growth

Grade	Target	2021-2022	2022-2023	2023-2024
2-8 NWEA MAP (spring)	50%	49.3%	50.9%	49.0%
2		55.9%	57.6%	58.1%
3		45.4%	47.2%	43.7%
4		45.8%	47.0%	43.9%
5		45.6%	50.7%	49.0%
6		53.0%	55.3%	52.1%
7		47.5%	49.9%	45.6%
8		52.1%	48.4%	51.1%

2024-2025 Analysis: We saw a decrease in grades 3-7, grades 2 and 8 did increase.

Indicator 6: Students in grades K-10 will show continuous improvement toward, or attainment of, the identified targets indicating the percentage of students within subgroups meeting their expected targeted growth on a reading assessment.	**Making Reasonable Progress, with Exception**

Evidence:

NWEA MAP: Grades 2-8

Disaggregated Subgroups	Target	n	Spring 22-23	n	Spring 23-24	n	Spring 24-25
Economically Disadvantaged	50%	1528	44.5%	1575	48.3%	1846	45.6%
Black		289	46.0%	288	52.8%	308	42.5%
Indigenous		595	41.9%	610	47.4%	603	46.9%
Asian		85	57.7%	112	57.1%	137	65.0%
Caucasian		5525	50.2%	5567	51.4%	5608	49.6%
Hispanic		235	49.8%	276	45.3%	337	43.6%
Pacific Islander		83	44.6%	89	49.4%	115	44.4%
Students with Disabilities		917	41.8%	889	43.2%	959	45.9%
EL		177	45.7%	237	50.2%	286	45.8%
Female		3373	49.9%	3461	51.6%	3509	48.6%
Male		3443	48.7%	3484	50.3%	3601	49.4%
Gifted		181	50.3%	188	56.4%	193	47.7%

2024-2025 Analysis: We grew or exceeded the target in 2 subgroups: Asian and Students with Disabilities. The subgroups of Male, Hispanic, Indigenous, and Caucasian were less than a 2% decrease. The subgroups EL, Female, and Economically Disadvantaged saw a less than 5% decrease. We saw a 5-10% decline in 3 subgroups: Black, Pacific Islander, and Gifted.

Indicator 7: Students in grades K–12 will show continuous improvement toward, or attainment of, the identified reporting target of a 2.5/B in relation to ELA coursework.	**Making Reasonable Progress**

Evidence:

Grade	Target	Spring 22-23	Spring 23-24	*Spring 24-25
K-5	70%	71.9%	74.1%	*72.5%
K		77.9%	81.5%	83.3%
1		71.5%	75.4%	77.5%
2		72.5%	75.9%	69.9%
3		70.3%	70.3%	68.6%
4		68.3%	70.1%	65.1%
5		70.7%	71.6%	70.5%
6-8	70%	66.4%	*75.6%	*74.1%
6		63.0%	78.8%	76.3%
7		70.7%	76.0%	74.8%
8		65.6%	72.0%	71.3%
9-12	70%	66.9%	*66.4%	*67.0%
9		70.7%	64.2%	65.5%
10		65.6%	63.1%	65.3%
11		65.6%	63.3%	67.0%
12		65.6%	74.8%	70.2%

2024-2025 Analysis: State adopted new standards and results would be correlated but not an exact comparison to prior years. We did exceed the Target in grades K-8.