



SUMMARY OF PROGRESS STATUS

MARCH 2026

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, 2.1.3

Making Reasonable Progress, with Exception

- N/A

Failing to Make Reasonable Progress

- N/A

Baseline

- 2.1.2

Areas of Focus for Continuous Improvement

An area of focus for continuous improvement among our district's science teachers is increasing access to high-quality shared resources and strengthening opportunities for students to apply their learning through engaging activities and laboratory experiences. 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)

- Science guiding coalition lead teachers aligned lab activities and resources to core course areas and content standards in Physical Science, Life Science, Earth Science, Biology, and Chemistry
- District time for course alike, dual credit courses, and feeder schools to refine their alignment



Professional Development Opportunities

- Engaged with inquiry-based learning activities during professional learning sponsored by Gateway to Science
- Guaranteed and Viable Curriculum review of unit concepts/skills and how they relate to course outlines
- Cohort of 6-12th grade science teachers attended the National Science Teacher Association conference and brought back strategies and resources to share with colleagues
- Guiding Coalition members participated in leadership development sessions with Marzano consultant Whitney Owens to identify priority work and communicate the progress with their buildings

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.
2. We will align specific skills, such as analyzing and interpreting data, to activities and labs to strengthen the application of knowledge to our learning progressions.
3. Alignment of Mystery Science units to the Wit & Wisdom Curriculum to enhance student experiences with science curriculum

Signed _____

Superintendent

Date: 3/23/2026



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. Eastgate to accept the monitoring report for Policy R-2.1 *Academic Achievement - Science* as making reasonable progress. Motion carried.

Signed: _____

Board President

Date: 3/23/2026

Data Analysis

Comparison data on the ND A+ Summative (Science) 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. We are exceeding the state in all but 2 subgroups. Our students with disabilities are discrepant by 2%. Our Pacific Islander subgroups are between 2-10% discrepant.

ACT Science 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, 57% of BPS students met the benchmark in Science. Because of the new participation model, these outcomes cannot be compared with prior years.

The target for classroom-based grades was averaged to 70%. We met the target or grew in all grades except grade 10, in which we saw a less than 2% decline. Previously 6-8 were reported out on standards-based grades and made the transition into letter grades the 23-24 school year.

The state officially adopted new science standards in the fall of 2020. There was continued work in the 2024-5 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:

<p>2.1 Achieve targeted growth and proficiency in the following disciplines:</p> <p>ELA Mathematics Science Social Studies</p>	<p>Making Reasonable Progress</p>
<p>Interpretation:</p> <ul style="list-style-type: none"> • 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	
Indicator 1: Students in grades 4, 8, and 10 who are Advanced or Proficient on the NDSA Science Section will meet or exceed the state performance.					Making Reasonable Progress	
Evidence:						
Grade	2022-2023		2023-2024		*2024-2025	
	State	District	State	District	State	District
4	38%	41%	39%	45%	42%	46%
8	48%	48%	49%	49%	44%	50%
10	49%	50%	45%	52%	30%	35%
2024-2025 Analysis: Baseline for the new state assessment, ND A+ Summative was introduced. Results cannot be compared to previous scores. We continue to meet or exceed the state in all grade levels.						

Evidence:

ND A+ Summative Science

Disaggregated Subgroups	State Average 2023/2024	Spring 2023-2024	*State Average 2024/2025	*Spring 2024-2025
Economically Disadvantaged	30%	31%	26%	30%
Black	24%	23-28%	23%	30-38%
Indigenous	26%	28%	24%	25%
Asian	50%	45-53%	45%	50-58%
Caucasian	50%	53%	43%	48%
Hispanic	29%	30-38%	25%	30-38%
Pacific Islander	25-33%	0-20%	20-28%	10-18%
Students with Disabilities	19%	17%	16%	13%
EL	12%	10-16%	11%	13-18%
Female	44%	49%	38%	44%
Male	44%	48%	39%	44%

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 all but 2 subgroups. Our students with disabilities are discrepant by 2%. Our Pacific Islander subgroups are between 2-10% discrepant.

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

Baseline

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			20.3	21.1
2025			228	57%

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 percent of students who chose to take the ACT and met or exceeded the benchmark of 23.

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 22-23	Spring 23-24	Spring 24-25
K-5	70%	90.4%	91.4%	89.0%
K		94.0%	97.2%	95.0%
1		96.1%	95.7%	95.8%
2		98.6%	98.3%	91.6%
3		88.7%	86.7%	91.2%
4		85.4%	87.1%	84.1%
5		79.6%	83.5%	78.2%
6-8	70%	72.4%	81.8%	81.1%
6		67.5%	78.9%	84.1%
7		78.2%	85.6%	81.1%
8		71.4%	80.9%	78.0%
9-12	70%	63.5%	65.3%	65.7%
9		55.4%	57.3%	61.9%
10		59.8%	64.0%	63.2%
11		66.4%	63.7%	65.0%
12		72.5%	76.0%	72.6%

2024-2025 Analysis: We met the target or grew in all grades except grade 10, in which we saw a less than 1% decline. Previously 6-8 were reported out on standards-based grades and made the transition into letter grades the 23-24 school year. State adopted new standards and results would be correlated but not an exact comparison to prior years.