



SUMMARY OF PROGRESS STATUS
MAY 2026

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:

- | | |
|--------------|--|
| <u> X </u> | Making Reasonable Progress |
| <u> </u> | Making Reasonable Progress, with Exception |
| <u> </u> | 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

- 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 social studies educators is increasing access to high-quality shared resources and strengthening opportunities for students to apply their learning through standards aligned assessments.

Curriculum:

- Identified connections between Wit & Wisdom curriculum and elementary social studies standards
- District time for course alike content and grade levels to refine their alignment
- Increased access to high-quality shared resources through a resource hub
- Creation of common assessment bank aligned to prioritized standards at MS level
- Designed and implemented common assessments within each High School building



Professional Learning Opportunities:

- Professional learning led by the State Historical Society at the ND Heritage Center
- Guiding Coalition members participated in leadership development sessions with Marzano consultant Whitney Owens to identify priority work and communicate the progress with their buildings
- Presentation on National World War II museum content resources by certified ambassador, 2025 ND History Teacher of the Year, and LHS educator, Landen Schmeichel
- Optional professional learning session on Tribal Art in the Secondary Art & History Classroom
- BPS K-12 educators selected as members of the ND State Social Studies standards writing committee

Recommendations:

There are no recommendations at this time.

Signed: _____

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Superintendent

Date: 5/11/2026



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

There were no questions or comments regarding R-2 *Academic Achievement – Social Studies* from Board Members.

It was moved by Ms. Preskey and seconded by Mr. Lee to accept the monitoring report for Policy R-2 *Academic Achievement – Social Studies*, as Making Reasonable Progress. Motion carried.

Signed: _____

A handwritten signature in blue ink, appearing to read 'John Hagen', is written over a horizontal line.

Board President

Date: 5/11/2026

Data Analysis

There continues to be a strong correlation between Social Studies and Reading measures and results. Across many of our buildings, there remains a consistent focus on literacy, including Literacy in the Content Areas and the Science of Reading, and an emphasis on how literacy instruction connects across all disciplines. As a result, duplicated measures between Literacy and Social Studies have been removed, and only Social Studies-specific measures are reflected below.

At the K–5 level, performance remains strong overall, though there was a slight decrease in the overall average from 89.7% in 2023–2024 to 87.9% in 2024–2025. While some individual grade levels (such as Grade 3) demonstrated growth, others experienced modest declines, indicating variability within the band but continued performance above target in most grades. Grades 6–8, which transitioned from standards-based reporting to letter grades in 2023–2024, have now stabilized under the new system, with overall performance holding steady at 78.6%. Within this band, Grade 6 and Grade 8 maintained growth, while Grade 7 experienced a slight decline but remains near target. At the high school level (Grades 9–12), which represents a newer area of analysis, the overall average increased from 72.5% to 74.4%, demonstrating continued growth across most grade levels, with only slight variability at Grade 12.

Overall, the district is making reasonable progress toward the reporting target of 2.5/B across grades, with continued growth at the secondary level and consistent performance trends following grading practice changes in middle school.

Guiding coalitions continue to refine proficiency scales and strengthen vertical alignment across grade levels. This ongoing work, grounded in data analysis, is supporting instructional consistency and student progress.

Additionally, performance on the North Dakota Civics Exam remains exceptionally strong. The district continues to exceed the target, with 99.7% of graduates in 2024–2025 achieving proficiency, reflecting sustained success in civics education.

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

2.1 Achieve targeted growth and proficiency in the following disciplines:

Literacy
Mathematics
Science
Social Studies

**Making
Reasonable
Progress**

Interpretation:

Students will know, understand, and apply the necessary attributes that citizens must have to be productive and active participants at the local, state, and national levels. They must also demonstrate an awareness of the world beyond our borders, appreciating the global interdependence that shapes modern society.

To prepare students for success in a democratic and globally connected society, Bismarck Public Schools will ensure educational opportunities that promote understanding of civic responsibilities, individual rights, and participatory citizenship. Instruction will also emphasize global awareness by exploring how political, economic, religious, social, and cultural influences shape other regions, cultures, and historical events. These aims are fully aligned with the **North Dakota Social Studies Standards**, which call for students to demonstrate both civic competence and global understanding.

This interpretation includes and supports the broader learning goals of social studies education, which are essential for developing thoughtful, informed, and engaged citizens who can contribute meaningfully to their communities and navigate a complex, interconnected world.

- **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** 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.
- **Minimum requirements** include BPS graduation expectations for high school and core courses in K-12.
- **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.
- **“n”** equals number of students.

Indicator				Finding
Indicator 1: 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.				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%	88.5%	89.7%	87.9%
K		92.1%	96.4%	94.7%
1		95.7%	96.8%	91.8%
2		96.5%	96.4%	91.4%
3		89.7%	88.7%	91.9%
4		77%	80.1%	79.2%
5		79.7%	80.0%	78.6%
6-8	70%	71.4%	*78.6%	78.6%
6		75.7%	82.6%	82.0%
7		82.0%	82.2%	79.5%
8		56.4%	71.1%	74.3%
9-12	70%	69.7%	*72.5%	74.4%
9		64.5%	67.7%	72.4%
10		69.1%	75.8%	76.6%
11		70.7%	71.5%	74.3%
12		74.4%	74.8%	74.2%

2024-2025 Data 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 K-5 did see a slight decrease in performance on average. 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.

Indicator 2: Each graduate will demonstrate proficiency of civics knowledge as measured by achieving at least a 70% on the North Dakota Civics exam.

**Making
Reasonable
Progress**

Evidence:

Grade	Target*	n	Spring 22-23	n	Spring 23-24	n	Spring 24-25
12	98%	878	99.7%	892	99.9%	941	99.7%

2024-2025 Data Analysis: We continue to meet and exceed the goal.