

R-1 MEGA RESULT  
SUMMARY OF COMPLIANCE STATUS  
AUGUST 2019

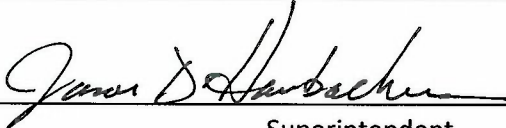
**SUPERINTENDENT CERTIFICATION**

With respect to R-1 *Mega Results* 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 result policy addresses several aspects of the superintendent's responsibility regarding the Mega Result. The superintendent and staff have provided the interpretation and the board has reviewed the policy. This round we have provided the documentation and narrative supporting the superintendent's assessment of whether we are making reasonable progress with the policy. During the board's review, the board will make a determination whether we are making reasonable progress with the policy or not, or whether we are making reasonable progress with exception which should be addressed.

Signed:   
Superintendent

Date: 8/12/2019

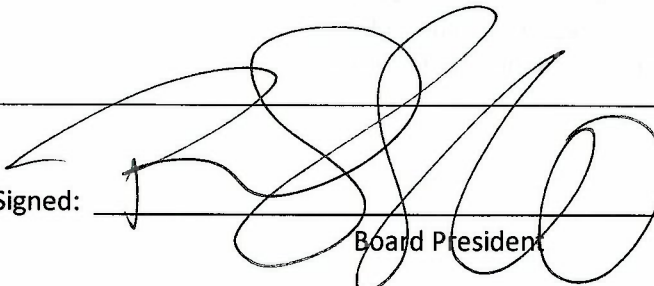
**SCHOOL BOARD ACTION**

With respect to R-1 *Mega Result*, the Board:

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

Summary statement/motion of the Board

Motion by Mr. Lembke to accept R-1 *Mega Results* Monitoring Report as Making Reasonable Progress, seconded by Mr. Lee. Motion carried.

Signed:   
Board President

Date: 8/12/2019

**R-1 Mega Result**

**Each student will have the academic, social, and personal skills to be college, career, and community ready.**

**Superintendent Interpretation:** R-1 *Mega Result* is the board’s comprehensive vision which sets the direction of the district’s instructional program, its assessments, and its operational plan designed to move the district closer to the board’s vision. Although our strategic goals parallel and overlap with the ND Choice Ready model, it is likely that our indicators will need to evolve to meet requirements from the state.

- **Four-Year Graduation Rate** is the on-time graduation rate based upon high school students obtaining a diploma within four years of entering 9th grade.
- **Completer Rate** is the adjusted graduation rate for students who obtained high school diplomas and/or General Education Development (GED) diplomas within seven years of entering 9th grade.
- **Post-Secondary Enrollment** refers to high school graduates going onto post-secondary institutions within 12 months of graduation. These are tracked based upon the following categories: public or private, two or four year, and in-state or out-of-state; or no post-secondary plans (e.g. entering military service or the workforce).
- **Committed Engagement** (Authentic Engagement) – The student volunteers resources under his/her control (time, effort, and attention). The student is attentive to the task because he/she finds personal meaning and value in the task. The student persists with the task even when he/she experiences difficulty and does not compromise personal standards for the completion of the task.
- **Cognitive Engagement** – A student’s perceptions and beliefs associated with school and learning. It refers to the cognitive processing a student brings to academic tasks, as well as the amount and type of strategies a student utilizes.
- **Behavioral Engagement** – A student’s observable actions or participation while at school that is investigated through a student’s positive conduct, effort, and participation (e.g., participation in extracurricular activities, attendance and work habits).
- **Emotional (Affective) Engagement** – A student’s feelings toward his school, learning, teachers, and peers.

Green	Met or Increased
Yellow	Flat or Decrease to 4.9%
Red	5% or More Decrease

<b>Indicator 1:</b> The board's strategic plan goals are translated into measurable results policies which drive direction of the instructional program.	<b>Baseline 2019-2020</b>
<p><b>Evidence:</b> The Strategic Plan will be collaboratively developed with stakeholder input through the 2019-2020 school year and then adopted by the BPS School Board. The Strategic Plan will help drive our efforts regarding curriculum, instruction, assessment, professional development, financial, facilities, technology, and communication.</p> <p>The following reflect our current Mission and Vision:</p>	

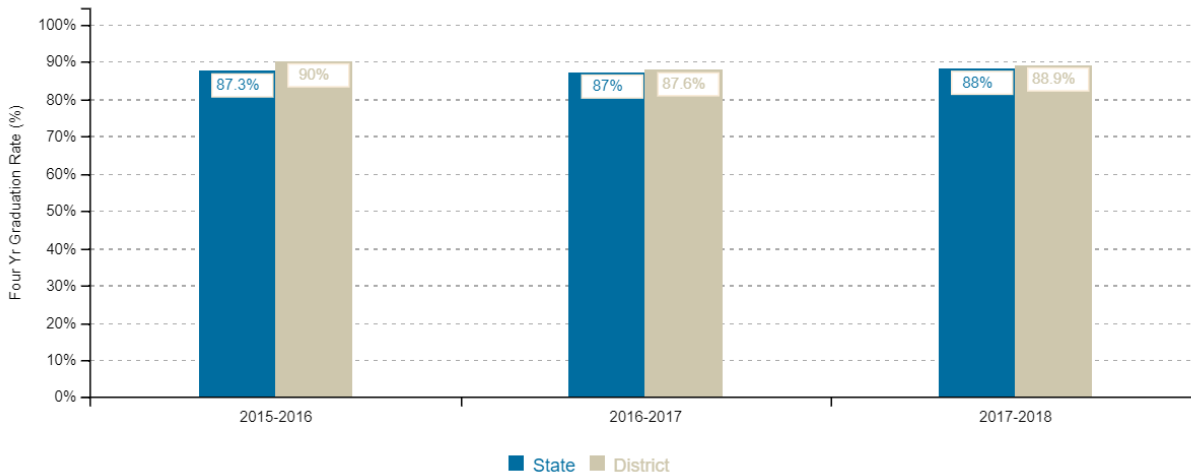
<p><u>Mission:</u>  <i>"All students will have the academic, social, and personal skills to be college, career, and community ready."</i></p> <p><u>Vision:</u>  <i>"Together, we inspire a passion for learning, discovery, and excellence."</i></p> <p><u>Strategic Goals:</u>                  TBD</p> <p>Results policies are adopted by the BPS School Board and translate the strategic results into measurable policies for which the superintendent along with the administrative team can help identify key measurable indicators for the School Board, design and/or align measures, and show progress with evidence.</p> <p><b>R-1 Mega Result:</b> All students will have the academic, social, and personal skills to be college, career, and community ready.</p> <p><b>R-2.1 Academic Achievement:</b> Achieve targeted growth and proficiency in the following disciplines: ELA, Mathematics, Science, and Social Studies.</p> <p><b>R-2.2 Academic Achievement:</b> Achieve targeted growth and proficiency in the following disciplines: Electives.</p> <p><b>R-3 Personal Development:</b> Each student will actively develop and integrate skills, attitudes, behaviors, and habits to achieve a productive, healthy, and balanced life.</p> <p><b>R-4 Citizenship:</b> Each student will acquire the skills and knowledge to lead, serve, and contribute to their communities.</p> <p>BPS utilizes a variety of academic measures including ACT College Readiness, ACT Aspire, NWEA Measures of Academic Progress (MAP), North Dakota State Assessment (NDSA), AIMSWeb, and performance upon Standards Based assessments. We utilize a variety of non-academic measures for other Results policies and indicators. Specific targets for key indicators were identified and monitored under each of the specific Results policies.</p> <p>The BPS strategic plan and results policies may wish to add indicators in order to align with the state of North Dakota’s Every Student Succeeds Act plan. The district will develop an annual operational plan aligning the Strategic Plan to the AdvancED standards.</p>	
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<p><b>Indicator 2:</b> Students will show continuous improvement toward, or attainment of, a target so that the district achieves a four-year graduation rate of at least 95% of all students.</p>	<p><b>Making Reasonable Progress</b></p>
<p><b>Evidence:</b> During the 2017-2018 school year, Bismarck Public Schools had an overall graduation rate of 88.9%, which was above the North Dakota state average.</p>	

Grade	Target	n	15-16	n	16-17	n	17-18
12	95%		90%		87.6%		88.9%

### Four Year Graduation Rate

This is the on-time graduation rate based upon high school students obtaining a diploma within four years of entering 9th grade.



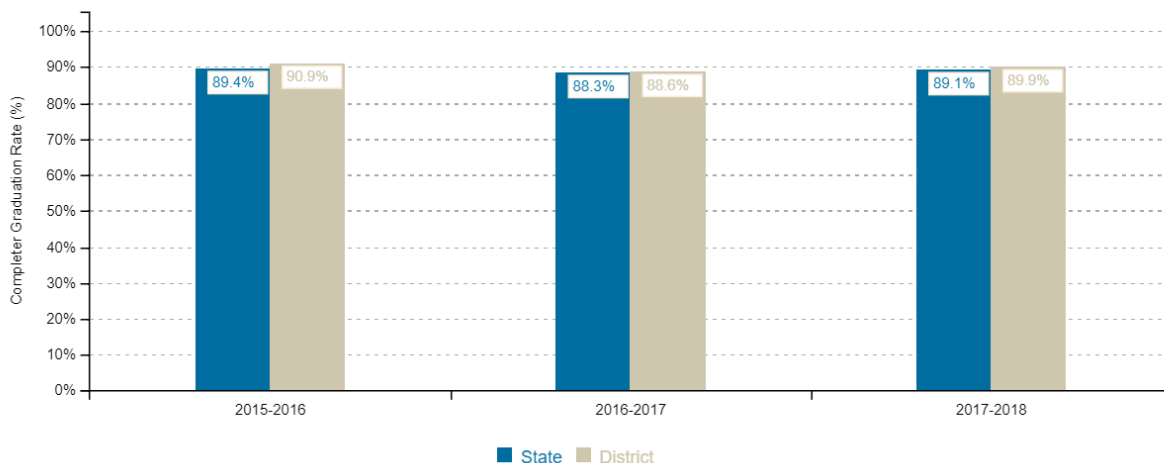
<p><b>Indicator 3:</b> Students will show continuous improvement toward, or attainment of, a target so that the district achieves a completer rate target set to be at or above 95% of all students.</p>	<p><b>Making Reasonable Progress</b></p>
<p><b>Evidence:</b> During the 2017 – 2018 school year, Bismarck Public Schools had an overall Completer Rate of 88.9%. For the 2015– 2016 school year, Bismarck Public Schools had a seven-year graduation rate of 92.4%, which was over 3% higher than the North Dakota state average.</p>	

### Completer Rate

Grade	Target	n	15-16	n	16-17	n	17-18
12	95%		90.9%		88.6%		88.9%

### Completer Rate

This is the adjusted graduation rate for students who obtained high school diplomas and/or General Education Development (GED) diplomas.

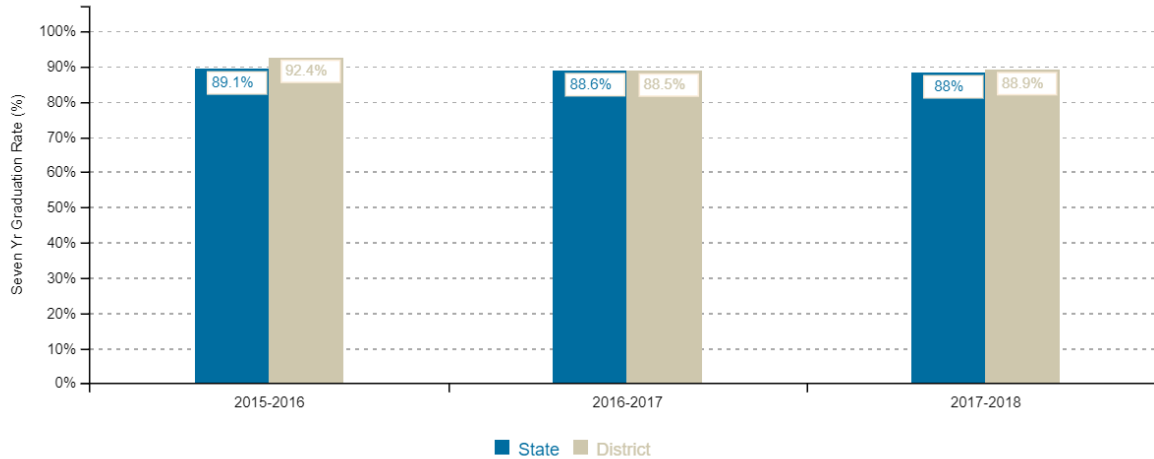


**Seven Year Graduation Rate**

Grade	Target	n	15-16	n	16-17	n	17-18
12	95%		92.4%		88.5%		88.9%

**Seven Year Graduation Rate**

This is the graduation rate for students who obtained a high school diploma within seven years of entering 9th grade.



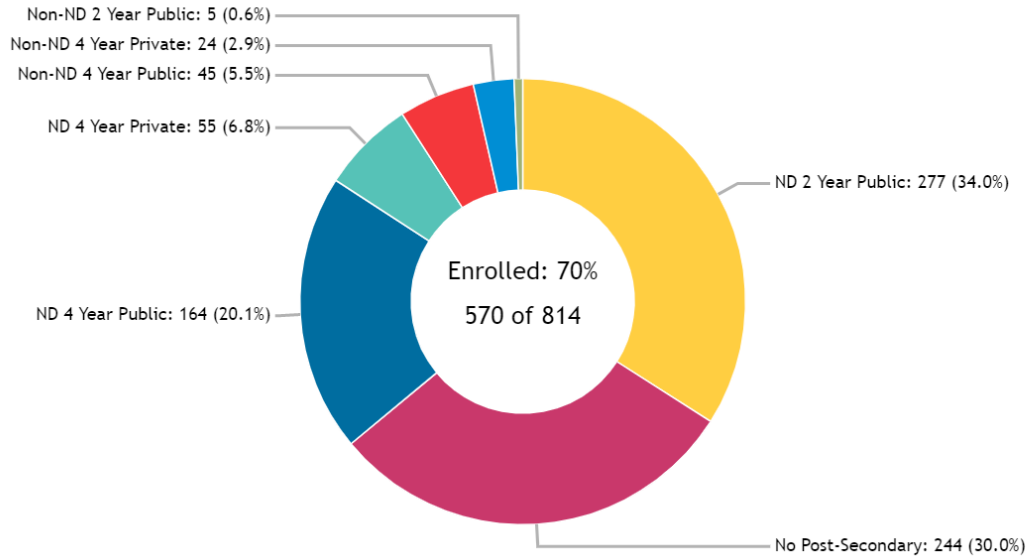
<p><b>Indicator 4:</b> Students will show continuous improvement toward, or attainment of, a target so that the district achieves a post-secondary education enrollment (within 12 months of graduation) rate target set to be at or above 80%.</p>	<p><b>Making Reasonable Progress</b></p>
<p><b>Evidence:</b> For the 2017 – 2018 school year, Bismarck Public Schools had 70% of graduates planning to enroll and attend a Post-Secondary institution. The 570 graduates enrolled in a variety of types of institutions as reflected in the following three graphs and table.</p>	

**Post-Secondary Enrollment**

Grade	Target	n	17-18
12	80%	814	70.0%

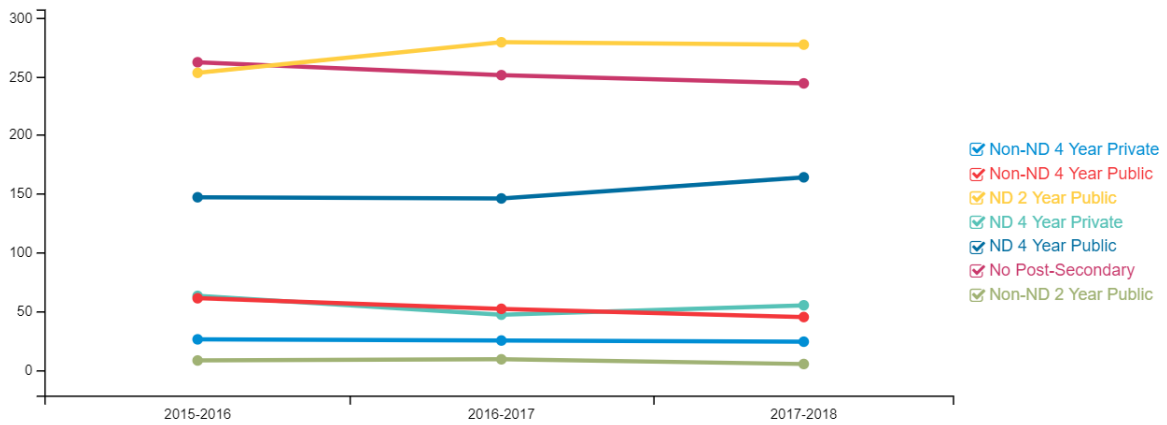
### Post Secondary Enrollment Type (2017-2018)

High School Graduates going onto Post Secondary Education by Type within 12 months of Graduation.



### Post Secondary Enrollment by Type Trend

High School Graduates going onto Post Secondary Education by Type within 12 months of Graduation.



## Destinations (2017-2018)

Top 15 Destinations for High School Graduates within 12 months of Graduation.

Institution Name	Institution State	Number of Enrollments
Bismarck State College	ND	265 (46%)
North Dakota State University	ND	78 (14%)
University Of North Dakota	ND	70 (12%)
University Of Mary	ND	50 (9%)
Minnesota State University Moorhead	MN	10 (2%)

<b>Indicator 5:</b> Students will show continuous improvement toward, or attainment of, a target so that the district achieves overall committed student engagement and domain level (behavioral, cognitive, and emotional engagement) rates with a target set to be at or above 80% of all students.	<b>Making Reasonable Progress</b>
<b>Evidence:</b> Part of the ND ESSA plan is to incorporate student engagement survey results. During the 2017 – 2018 school year, Bismarck Public Schools had 56% of students determined to be at an overall “committed engagement” level, which was above the North Dakota state average. Additionally, BPS students overall were determined to be at a “Committed Engagement” level above the state average in the subcategories for Behavior, Cognitive, and Emotional Engagement.	

### Post-Secondary Enrollment

	Target	17-18
Overall “Committed Engagement”	80%	55%
Behavioral Engagement	80%	57%
Cognitive Engagement	80%	53%
Emotional Engagement	80%	56%

