

OE-11 INSTRUCTIONAL PROGRAM
SUMMARY OF COMPLIANCE STATUS
JUNE 2021

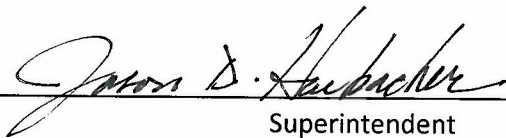
SUPERINTENDENT CERTIFICATION

With respect to OE-11 *Instructional Program* taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and the district is:

- In Compliance
 In Compliance, with Exception (as noted in the evidence)
 Not in Compliance

Summary Statement by Administration

Monitoring of operational expectations policies is part of the ongoing process of district performance evaluation and superintendent evaluation. This report includes a Data Analysis on page 2 presenting an administrative summary of the data and a Capacity Building section on the last page outlining new practice or protocol to be utilized for the next reporting timeframe. The Capacity Building section also documents suggested changes to Operational Expectations or Results policies and/or indicators and interpretations. This report addresses 23 indicators of the superintendent's responsibility regarding the instructional program. Of the 23 indicators, 20 demonstrated in compliance, 3 demonstrated in compliance, with exception, and 0 were determined as not in compliance. Reporting dates for this report are July 1, 2019 – June 30, 2020.

Signed:  Date: 6/28/2021
Superintendent

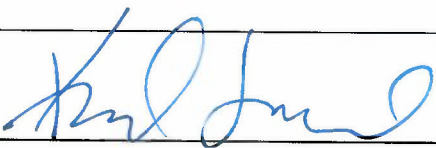
SCHOOL BOARD ACTION

With respect to OE-11 *Instructional Program*, the Board:

- Accepts the report as fully compliant
 Accepts the report as compliant with noted exceptions
 Finds the district to be noncompliant

Summary statement/motion of the Board

Motion by Mr. Lee to accept the OE-11 *Instructional Program* Monitoring Report as In Compliance, seconded by Mr. Sagsveen. Motion carried.

Signed:  Date: 6/28/2021
Board President

Data Analysis by Administration

This section provides readers a summary of the data they are about to review.

11.1, 11.2, 11.3, 11.4, 11.8

BPS has continued to take an inclusive approach to establishing and maintaining a robust guaranteed and viable curriculum aligned to and rooted in state and national standards through the existence of clear processes run by teams of teachers representing all schools, grade levels, and content areas across both the elementary and secondary divisions. These teams have definition, structure, and pre-planned goals around reviewing, revising, and developing curriculum and communicating their progress. The existence of these teams and processes proved invaluable during a year of a global pandemic whereby collaboration, alignment, and adjustments could be made to curriculum and instructional approaches in a quicker, more efficient manner to flexibly meet the needs of all students across learning models and schools. Processes continue to be in place and operate effectively to propose new, as well as changes to existing courses and/or programs. These processes also include building level ad hoc members in addition to the district Cabinet and Teaching and Learning teams. BPS has begun to create more formal systems for evaluating programs and pilots in the district and will continue to define and refine this area to ensure what and how we operate aligns to our intended goals and strategic plan.

11.5

Ensure that the instructional program includes opportunities for students to develop talents and interests in their specialized areas of interest.

BPS has continued to offer a wide range of courses, extracurricular, and club opportunities for students in music and fine arts, CTE, business, world languages, and AP to support students' development in specialized areas of interests. Blended learning courses in English Language Arts, Government, and Economics have been implemented to support students who desire additional flexibility with time, pace, path, and place of learning throughout their busy high school schedules.

11.6

Ensure that the instructional program accommodates the different learning styles of students and differentiates instruction to meet the needs of students of various backgrounds and abilities.

BPS is continually striving to meet the learning needs of all students. This was more important than ever during distance learning and hybrid models. Staff are in the continual process of monitoring students' response to instruction and adjusting to meet their needs. Conversations that occur during Professional Learning Communities and data reviews support this cyclical process.

11.7

Encourage new and innovative programs, carefully monitoring and evaluating the effectiveness of all such programs at least annually.

BPS is committed to innovation and strives to illustrate this value in the action we take and the processes we put in place. Our New Resource Request process was a critical component of our response to the pandemic and being able to approve tools and resources that helped bridge the gap between face-to-face and distance learning. K-12 1:1 computers, student IT interns, SEL blended curriculum, and the teacher leader academy are just a few examples of innovation.

OE-11 Instructional Program

The Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board’s Results policies.

The Superintendent Shall:

<p>11.1 Ensure that instructional programs are based on a comprehensive and objective review of best practices research.</p>	<p>In Compliance</p>
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Superintendent Interpretation: The Board expects that there is a process and schedule for curriculum development, adoption, implementation, and maintenance, and that coursework and resources are aligned to the curriculum. The process used includes a review of best practices, trends, and research.

- **Instructional programs** refers to new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate or enhance student learning.
- **Best practices research** refers to the professional literature and research found to result in the achievement BPS aspires to reach.
- **Comprehensive and objective** means that reviews of the curriculum will include varied stakeholders including teachers, instructional coaches, and principals, from each feeder system, technology, district staff development/curriculum staff, and special education.
- **Teaching and Learning Team** (Superintendent, Assistant Superintendents, Directors of Technology, Special Education, and Professional Learning, other appropriate ad hoc members specific to the nature of the proposal)
- **Varied stakeholders** means input will be sought from a varied of perspectives based on the task. Stakeholders may including teachers, instructional coaches, principals, technology, staff development, special education, students, higher education, community members, etc.

<p>Indicator 1: All new instructional programs will be proposed and approved through a formal process brought before the district Teaching and Learning Team prior to placement on the district approved resources list and/or implementation.</p>	<p>In Compliance</p>
<p>Evidence: A formal process continues to exist for the proposal and approval of all new or changes to existing courses, new pilots, and new instructional resources. The application and processes flow through the district Teaching and Learning Team with additional ad hoc members as expected.</p> <p>NEW/CHANGES TO COURSES AND PROGRAMS The following forms and flow charts provide more detail related to programs/courses: Creating a new course process Change to an existing course process Request for curriculum action application</p> <p>BPS added two new high school courses during the 2019-20 school year.</p>	

NEW COURSES

2019-2020		
Course	School(s)	status
English 12- Dual Credit	BHS only	approved
PAES Lab	BHS and CHS	approved 12/20/19

[Link to Approved New Courses 2019-2020](#)

CHANGES TO COURSES

2019-2020				
Course	School(s)	Change(s)	Details	
Algebra 1	WMS,SMS,HMS	Enriched Algebra	change to denote high rigor	approved
AVID	WMS,SMS,HMS	Standards	Change Standards	approved
7th Grade Communications	WMS,SMS,HMS	Standards	Change Standards	approved
6th Grade Digital Literacy	WMS,SMS,HMS	Standards	Change Standards	approved
8th Grade Communications	WMS,SMS,HMS	Standards	Change Standards	approved
Medical Related Careers II	CA	Medical Careers	Name Change	approved
Medical Related Careers II	CA	Advanced Medical Careers	Name Change	approved
Electronics Technology	CA	AC Electronics(1 semester) DC Electronics (1 semester)	Name Change	approved
Networking	CA	Cybersercurity	Name Change	approved
US History 1763	BHS,CHS,LHS	Problems of Democracy code 15201	Course code change	approved

[Link to Changes to Courses Snapshot 2019-2020](#)

NEW RESOURCES

- 13 new resources were requested during the 2019-20 school year.
- Below is the process that exists for requesting new resources as well as the list of approved resources.

[New resource request process](#)
[New resource request application](#) (only accessible with BPS login)

<p>Indicator 2: Curriculum review committees exist for 100% of content areas K-12 and are comprised of varied stakeholders to achieve an objective, unbiased evaluation process.</p>	<p>In Compliance</p>
<p>Evidence: Curriculum leaders are identified for K-5 ELA, Math, Science, and Social Studies, and all content areas 6-12, primarily through a building leader (e.g. principal, coach, etc.) nomination process.</p> <p>Elementary teams of 20-40 members each and representing 100% of buildings meet at least every two months to continue reviewing, auditing, and/or developing/revising curriculum based on the conceptual “stages” pictured here: Flowchart of curriculum review.</p> <p>At the secondary level, each instructional coach or assistant principal (at times a teacher leader) serves as a “portfolio holder,” who enlists lead teachers in each building to assist in curriculum review and development. Content portfolio assignments are recommended by the secondary staff developer(s) and reviewed by the Director of Professional Learning and Assistant Superintendent annually. The most current list of assistant principal and instructional coach portfolio holder assignments can be found by viewing the document linked here: 6-12 portfolio holder list Curriculum/Professional Learning staff check in frequently with portfolio holders. Portfolio holders themselves meet regularly as vertical leaders (middle and high) as well as a whole group at least twice a year.</p> <p><i>**6-8 Review Teams formed in ELA, Math, Science, and Social Studies, Health/PE</i> <i>**9-12 Review Teams formed in ELA, Math, Science, and Social Studies, Health/PE</i></p> <p>A K-12 vertical alignment team also exists in the area of Math to support PreK-12 two-way dialogue around current and future math goals in the areas of curriculum, instruction, assessment, and professional learning. This team contains approximately 20 members and is balanced in terms of grade levels and feeder systems and inclusive of specialists, instructional coaches, staff developers, and portfolio holders.</p> <p>Resources used to guide these teams in this work are primarily from the Marzano Research Organization or similar research-informed institution to ensure objectivity and best practice.</p>	

<p>Indicator 3: A curriculum calendar will be developed a year in advance outlining curricular areas and instructional programs to be reviewed by curriculum review committees for the upcoming two years.</p>	<p>In Compliance</p>
<p>Evidence: Staff developers, curriculum specialists, instructional coaches, and assistant principals create yearly timelines for each division depicting the overall areas to be reviewed. The scope of the work for the subsequent year needs to remain flexible to accommodate many factors, yet is depicted using the current timeline and the curriculum flowchart progression (e.g. standards → scales → assessments/scoring guides → resources → strategies etc.)</p> <p>Timelines for 2019-202 K-5 Math, ELA, SS, Science Timelines for 2020-21: K-5 Math, ELA, SS, Science Timeline for 2019-20 6-12: Timelines for 2020-2021: 6-12</p>	

Indicator 4: 100% of instructional programs and curricular areas scheduled for the current year complete a comprehensive and objective evaluation process.	In Compliance
<p>Evidence: 100% of elementary and secondary level curriculum review/work that was requested was approved and granted. Additionally, K-5 and 6-12 completed a curriculum audit in ELA and Math in the 2019-20 school year, K-5 Science and K-12 Social Studies completed a partial audit.</p> <p>COVID-19 prevented K-12 from completing all scheduled curriculum review sessions. The final spring (April/May) session for K-5 and final two sessions for 6-12 were postponed due to the pandemic closures.</p>	

Indicator 5: 100% of content areas will be reviewed a minimum of every two years.	In Compliance
<p>Evidence: All content areas review, develop, and enhance components of their curriculum during two of the five staff development days at a minimum.</p> <p>Elementary ELA, Math, Science, and Social Studies are scheduled to be reviewed on an annual basis. All met to review standards, proficiency scales, assessments, and/or resources during the 2019-20 school year. Physical Education and Music teachers also meet to discuss and review their standards, resources, and practices a minimum of three times a year.</p> <p>Thirty-four total instances of review occurred from June 2019 to May 2020 in the areas of standards, proficiency scales, pacing guides, assessments, instructional practices, and/or vertical alignment across the varied grade levels and courses at the secondary level. A list of the content areas and secondary courses that have engaged in review can be found by visiting the spreadsheet below: Curriculum Work/Review 2017-Present.</p>	

The Superintendent Shall:

11.2 Base instruction on district academic standards that meet or exceed state and/or nationally-recognized model standards.	In Compliance
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Superintendent Interpretation: The Board expects the District’s curricula to be based on rigorous academic learning standards based on North Dakota and/or local standards in each curricular area.

- **Meet** means that coursework encompasses the state standards at a minimum and “exceed” refers to the inclusion of additional standards beyond the state standards.

Indicator 1: Learning activities that take place in the classroom are based on the adopted standards.	In Compliance
<p>Evidence: All course descriptions, pacing guides, and curriculum maps align to the state standards. Standards are prioritized, embedded, and assessed throughout the district’s K-12 curriculum. The process is continuous to ensure we have 100% alignment. Standard achievement is publicly reported consistently at the elementary and middle school district report cards, and intermittently reported at the high school level based on teacher readiness.</p> <p>LearnBPS is the name given to the online environment where BPS houses our curriculum, instruction, and assessment resources. The structure of LearnBPS allows flexibility in its use, and BPS uses it and its integration with PowerSchool to increase communication and collaboration among staff, students, and the community. Each standard in all subjects and grade levels has a dedicated space where</p>	

teachers collaborate to construct and communicate the progression of learning that is associated with the standard.

The structure in LearnBPS allows teachers to communicate learning targets, proficiency scales, vocabulary, and resources for each standard. This work is in various stages of completion as teachers began with prioritized standards. The work is currently made public so that it is accessible to all stakeholders as it is being constructed. When students and parents review information in PowerSchool, they will find links to the standards work done in LearnBPS.

More resources for accessing and interpreting online and printed reports are housed on the [BPS PowerSchool Resources Website](#), [LearnBPS, PowerSchool, & Visual Progress Report](#)

BPS relies on several available and previously mentioned resources to aid in alignment of standards. It also uses the [Pocket Guide to Standards Based Education](#) and the [Standards Based Education Parent Guide](#) to train and communicate both internally and externally.

The Superintendent Shall:

11.3 Align curriculum with the standards.	In Compliance
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Superintendent Interpretation: The Board expects the District to identify rigorous academic learning standards in each curricular area and base the District’s curriculum on those standards. The Board also expects consistency within feeder systems and across the district through regular vertical and horizontal alignment. A formal process for reviewing standard alignment should exist, be documented, and should coincide with state and national adoption and revision timelines.

- **Curriculum** refers to Bismarck Public Schools’ entire instructional program, including resources, programs, assessments, instruction, and assessment practices.
- **Align** means ensuring that the curriculum in all classrooms is representative of the standards.
- **Horizontal alignment** refers to the contrast, comparison, and deliberation within a selected grade level or content area across the building and district.
- **Vertical alignment** refers to the contrast, comparison, and deliberation between grade levels or progressive courses above and/or below as appropriate.
- **Standards** articulate a common understanding of what students are expected to know, understand, and be able to do based upon North Dakota State Standards and national content standards.

Indicator 1: 100% of BPS curricula are aligned with current North Dakota state standards or locally adopted standards.	In Compliance
<p>Evidence: All course descriptions and existing pacing guides align to the state standards. Standards are prioritized, embedded, and assessed throughout the district’s K-12 curriculum. Given the abundance of courses in the district, this process is continuous to ensure we have 100% alignment.</p> <p>We have aligned our work to national standards in several areas while still meeting the standards that are currently adopted by the state.</p> <p>Science – curriculum work has aligned to both state and Next Generation Science Standards (NGSS) Art – curriculum work has aligned to both state and National Core Art Standards Digital Literacy – curriculum work has aligned ND Library and Technology Standards</p>	

Music – curriculum work has aligned to both ND State Music Draft and National Core Art Standards

The following are specific standard and standard alignment advances during 2019-20:

- K-5 development of curriculum maps in ELA, Math, Science, Social Studies [EXAMPLE](#)
- K-5 prioritization of new standards in Social Studies
- 6-12 began creating [Curriculum Guides](#)

<p>Indicator 2: The standards for each curricular area are reviewed vertically and horizontally on a schedule driven by state and national adoption or revision timelines by curriculum teams. For areas lacking ND state standards, a district cycle for review will be followed and be represented in the District Curriculum Calendar.</p>	<p>In Compliance</p>
<p>Evidence: Curriculum alignment work is focused around areas where standards are newly adopted or currently drafted and scheduled-to-be-adopted standards. State standards for Science, Health, and Early Learning were adopted at the state level in 2018-19; and Social Studies were finalized for the 2019-20 school year. K-12 Math Standards were reviewed and aligned during the 2018-19 school year. The 2019-20 school year involved reviewing standards vertically within each division (K-5 and 6-12). In June 2020 all 6-12 core courses reviewed prioritization of standards and developed pacing guides reflective of these standards. Our LearnBPS e-Book of Standards shows the K-12 alignment of all state standards and their progression across the core content areas. EXAMPLE HERE</p> <p>Additional alignment work has already been completed during the 2020-21 school year, and even more scheduled at the time of compiling this report, specifically in the areas of K-5 Science Standards, K-2 ELA (across the state), and K-12 ELA. Future work to align standards across divisions (K-12) after having reviewed within the divisions specifically in the areas of K-12 Science and Social Studies are appropriate next steps.</p>	

The Superintendent Shall:

<p>11.4 Effectively measure each student’s progress toward achieving or exceeding the standards.</p>	<p>In Compliance</p>
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Superintendent Interpretation: The Board expects the District to effectively measure and review in a timely manner student progress and achievement in academic standards by selecting assessments that are statistically reliable and valid.

- **Effectively measure** means that BPS will use valid and reliable assessments, common across all elementary, middle, and high schools to determine students’ progress and achievement in achieving the Board’s Results policies.
- **Progress** means BPS believes in a growth model.
- **In a timely manner** means within 2-3 weeks after assessment windows close.
- **Reliable** means the assessment has consistently yielded the same results on repeated trials.
- **Valid** means the assessment measures what it was intended to measure.

<p>Indicator 1: 100% of buildings adhere to the district determined annual schedule of common assessments that are used collectively to review individual student proficiency and growth.</p>	<p>In Compliance</p>
<p>Evidence: A draft assessment window calendar is created every spring. The draft is sent to the executive team, administrators, and coaches for feedback and suggestions. A final calendar is created with the input.</p>	

[Elementary Assessment Calendar](#)
[Middle School Assessment Calendar](#)
[High School Assessment Calendar](#)

Based on the availability of student results at each division, 100% of buildings have adhered to the district determined annual assessment calendars during the 2019-20 school year.

More information regarding the specific district assessments is made available on the Bismarck Public Schools website as pictured below or [linked here](#):

Home / Academics / BPS Assessment / Overview

BPS District Assessments

Bismarck Public Schools uses a variety of district assessments in grades PreK-12. Common district assessments are described to the right.

The following link provides a printable view of [Assessments by Grade Level](#)

[2018-2019 Elementary School Assessment Windows](#)

[2018-2019 Middle School Assessment Windows](#)

[2018-2019 High School Assessment Windows](#)

BPS Assessments

- ACCESS ↑
- ACT ↑
- ACT Aspire ↑
- AIMS Web ↑
- Benchmarking Standards-Based Assessments ↑
- Fountas & Pinnell Benchmark ↑
- MAP ↑
- NAEP ↑
- NDSA ↑
- Parental Directive - Assessment ↑
- PSAT/NMSQT ↑
- SAT ↑

***In cases where schools must be closed for extended periods of time (such as the 2020 COVID-19 pandemic), that time overlaps scheduled assessments, and teacher proctoring is required for consistent results, scheduled assessments will not be administered.*

***State required assessments may be administered if the administration of such assessments is not waived by DPI.*

Indicator 2: Formal reviews of academic assessment data will occur in 100% of buildings as well as at the district leadership level a minimum of 3 times a year.	In Compliance, with Exception
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Evidence: The district conducts a data review with administrators and school leaders three times a year to review the assessment results, progress, and action plans. Within our Multi-Tiered System of Supports as our framework for continuous school improvement process, the assessment data is used in order to determine enrichment and interventions needed for individual students as well as trends within groups. In turn, the building level leadership works to ensure that similar data analysis and planning for actions takes place at the building level and the Professional Learning Community (PLC) level by either grade-level or department. Several data review protocols are available for buildings to utilize; one example is linked below.

Ninety-five percent of buildings have completed at least two data reviews prior to moving to distance learning due to COVID-19. This is right on track and expected per time of year. Continued work around data conversations is still needed as we move forward. The direction and focus will be around more formal, timely, effective, and instructionally responsive data conversations.

[Data Review Spreadsheet](#)
[Data Review Protocol](#)

The Superintendent Shall:

11.5 Ensure that the instructional program includes opportunities for students to develop talents and interests in their specialized areas of interest.	In Compliance
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Superintendent Interpretation: The Board expects the District to offer all students an opportunity to pursue and excel in specialized areas that match their interest or talent through academic core areas, elective courses, as well as co-curricular, and/or extracurricular offerings.

- **Specialized areas** means the fine arts, career and technical education, world languages, and other specialized curricular offerings such as Advanced Placement.
- **Authentic learning** means allowing students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects. This can take the form of learning trips, projects, capstones, internships, alternative pathways for graduation, or other learning opportunities that result in relevant and useful products or experiences.

Indicator 1: Multiple programs exist in specialty areas to meet the needs of BPS students. The overall enrollment in specialized areas maintains or increases every year.	In Compliance
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Evidence: BPS is proud of the abundant course offerings available for students. The table below outlines the courses and percentages of students enrolled for the indicated category of courses compared to the overall total course enrollments.

Fine Arts (ART, MUSIC, ETC.)								
Level	Courses '16-'17	Courses '17-18	Courses '18-'19	Courses '19-'20	Enrollment Percentage and Instances of Enrollment '16-17	Enrollment Percentage and Instances of Enrollment '17-'18	Enrollment Percentage and Instances of Enrollment '18-'19	Enrollment Percentage and Instances of Enrollment '19-'20
MS	9	9	9	9	116.22% (3311)	114.33% (3376)	109.67% (3373)	104.16% (3367)
HS	36	35	34	34	76.84% (2639)	75.31% (2612)	71.94% (2564)	67.99% (2500)
Career & Technical Education (CTE) & STEM								
Level	Courses '16-'17	Courses '17-18	Courses '18-'19	Courses '19-'20	Enrollment Percentage and	Enrollment Percentage and Instances of	Enrollment Percentage and	Enrollment Percentage and

					Instances of Enrollment '16-17	Enrollment '17-'18	Instances of Enrollment '18-'19	Instances of Enrollment '19-'20
MS	8	8	8	10	103.05% (2936)	91.95% (2715)	95.16% (2927)	93.14% (3011)
HS	63	64	68	62	110.38% (3792)	112.6% (3907)	119.13% (4245)	110.6% (4067)
WORLD LANGUAGES								
Level	Courses '16-'17	Courses '17-18	Courses '18-'19	Courses '19-'20	Enrollment Percentage and Instances of Enrollment '16-17	Enrollment Percentage and Instances of Enrollment '17-'18	Enrollment Percentage and Instances of Enrollment '18-'19	Enrollment Percentage and Instances of Enrollment '19-'20
MS	10	10	7	7	14.49% (413)	16.87% (498)	14.53% (447)	13.88% (449)
HS	14	15	14	15	41.59% (1429)	42.03% (1458)	37.79% (1347)	36.38% (1338)
BUSINESS, COMPUTERS, & MARKETING								
Level	Courses '16-'17	Courses '17-18	Courses '18-'19	Courses '19-'20	Enrollment Percentage and Instances of Enrollment '16-17	Enrollment Percentage and Instances of Enrollment '17-'18	Enrollment Percentage and Instances of Enrollment '18-'19	Enrollment Percentage and Instances of Enrollment '19-'20
MS	0	0	0	0	N/A	N/A	N/A	N/A
HS	11	12	10	9	15.87% (546)	20.67% (717)	21.56% (768)	19.34% (711)
ADVANCED PLACEMENT								
Level	Courses '16-'17	Courses '17-18	Courses '18-'19	Courses '19-'20	Enrollment Percentage and Instances of	Enrollment Percentage and Instances of Enrollment '17-'18	Enrollment Percentage and Instances of	Enrollment Percentage and Instances of

					Enrollment '16-17		Enrollment '18-'19	Enrollment '19-'20
MS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
HS	17	18	18	18	33.47% (1150)	38.27% (1328)	45.63% (1626)	42.55% (1565)

*** Innovation Pathway - DPI granted waiver for pilot to begin fall of 2020-21. Initial cohort of students will work with personalized learning facilitators to earn core subject credits through community and CTE course embedded project work.*

*** Blended learning courses in English Language Arts, Government, and Economics have been implemented to support students who desire additional flexibility with time, pace, path, and place of learning throughout their busy high school schedules .*

Indicator 2: The number of co-curricular and extra-curricular activities that match student interest and talents maintains or increases every year.	In Compliance
<p>Evidence: During 2019-20, BPS offered 20 athletic, 3 fine arts, and 22 co-curricular/club opportunities at each middle school and 26 athletic, 7 fine arts, and 50 co-curricular/club opportunities at the high schools. While the athletics and fine arts opportunities have stayed steady, the number of clubs in middle school has had slight changes. The number of clubs increased by one in the middle schools and decreased by 3 in the high schools.</p> <p>Athletic and Fine Arts; Co-Curricular and Clubs</p> <p>During 2019-20 BPS offered 10 different elementary clubs, which is steady with the previous year.</p> <p><i>** Esports competition was introduced at the high school level in conjunction with the gaming club. A trial team was put together and participated in the 2020 Spring season of League of Legends through Playvs.com. NDHSAA is currently creating regulations and still discussing sanctioning in North Dakota.</i></p> <p><i>** CTE IT Internship - IT interns at each high school are responsible for maintaining, repairing, and completing the warranty work for all Chromebooks within their feeder. Interns earn credit, work experience, and some earn paid positions.</i></p>	

Indicator 3: Ensure every learner has access to a variety of authentic learning experiences that facilitate meaningful connections to relevant real-life situations.	In Compliance, with Exception
<p>Evidence: In the 2019-20 school year, library media specialists designed and implemented a system for offering project development days for teachers to design high quality authentic learning experiences. Three secondary schools and 9 elementary schools hosted the workshop. More were scheduled but cancelled due to COVID-19.</p> <p>In the BPS survey for the 2020-21 school year:</p> <p>56.78% of teachers report their students frequently solve real world problems. 96.07% of teachers report their students solve real world problems throughout the school year.</p> <p>33.65% of students report they frequently solve real world problems. 70.73% of students report they solve real world problems throughout the school year.</p>	

87.83% of teachers report they frequently make learning meaningful by using their students’ strengths, cultures, needs, and interests. 99.81% of teachers report they make learning meaningful by using their students’ strengths, cultures, needs, and interests throughout the year.

68.57% of students report their learning is frequently meaningful given their individual strengths, cultures, needs, and interests. 93.47% of students report their learning is meaningful throughout the school year.

The Superintendent Shall:

<p>11.6 Ensure that the instructional program accommodates the different learning styles of students and differentiates instruction to meet the needs of students of various backgrounds and abilities.</p>	<p>In Compliance</p>
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Superintendent Interpretation: The Board recognizes that no single method of instruction meets the needs of all learners and that while all students can achieve the standards, the amount of time needed by students may vary, and that adjusting to this 21st Century paradigm of differentiated instruction will take time.

<p>Indicator 1: BPS will have alternatives to core curriculum and learning environments at all grade levels.</p>	<p>In Compliance</p>
<p>Evidence: Bismarck Schools all implement a Multi-Tiered System of Supports (MTSS). Through this process, students receive services based on their need for reading and math interventions, English Learner (EL) services, special education, and enrichment or acceleration. Below is a description of the MTSS model.</p> <p>MTSS Placemat</p> <p>Tier 1 – CORE (80%-90%) Tier I is the BPS core instruction with differentiation and accommodations that the classroom teacher designs, implements, progress monitors, and analyzes the effectiveness of academic learning targets and behavioral expectations.</p> <p>BPS Elementary Curriculum Document Secondary Math Pathways Secondary ELA Pathways</p> <p>Tier 2 – STRATEGIC (10-15%) Tier 2 strategic interventions are more intensive interventions than Tier 1 interventions. Students have core instruction plus additional time and intensity for reading and/or math.</p> <p>Elementary Title I/ District Specialists & Student Selection Process Tier II & III Literacy Interventions Tier II & III Math Strategies and Interventions</p> <p>The district employs 11.4 positions to serve 8 schools in District Reading/Math support and 15.6 positions serve the 8 Title I Schools in Reading/Math support.</p> <p>Tier 3 (0-5%) interventions are the most intensive interventions a student is able to receive. Tier 3 intensive interventions may or may not include Special Education services. Students receive a tier 3 intensive intervention when they are performing at a level that is significantly discrepant from his or</p>	

her peers. Tier 3 interventions can replace the core curriculum or be in addition to Tier 1 and Tier 2 supports.

The District offers 20 alternative core class offerings and 25 alternative elective courses for students in need at the high school level. A complete list and description can be found at the link below and attached: [Special Services HS Alternative Core & Elective Classes](#). Elementary and middle school students also have access to alternate core curriculum as specified in individualized education plans and through the following courses at the middle level:

- Applied Topics 6-8
- Applied Topics in English, Math, 6-8
- Transition Math 6, 7, 8
- Transition Math Strategies 6, 7, 8

South Central High School (SCHS) provides an alternative learning environment for high school students in BPS. Student learning is self-paced and individualized, and students utilize a flexible schedule so that they have choice each day on where, when, and what they work on. Students enroll in only a few subject areas at one time, allowing them to focus attention on completing a curriculum area before moving on to another. SCHS has a typical enrollment between 100-120 students at a time, and students enter and exit as needed throughout the year. The average number of graduates over the last five years is 32 students per year. SCHS incorporates a positive attendance plan, assigned adult advisors, and significant social-emotional supports in place for students, including access to a school psychologist, counselor, social worker, and school nurse. Other supports in place to break down any existing barriers to learning include access to food and clothing and an on-site nursery where new parents can bring their infant along to continue learning in a safe and comforting environment.

BPS also provides opportunities for students for early graduation, Life Education, a special education service to age 21, credit recovery using Edgenuity online platform, English Learner services, and enrichment/acceleration services K-12 through elementary Levels of Service and Advanced Placement and Dual Credit Courses at the secondary level.

BPS employs 7.5 “Gifted Education Teachers” (formerly Levels of Service) elementary staff who serve about 200 right tier students in Math and Reading across the district at various capacities from 20 minutes or more a week. Eligible students are referred and evaluated using an established process that examines student achievement and teacher survey (linked below and attached).

- [LOS Qualification Form](#)
- [Elementary LOS Acceleration Considerations](#)
- [Elementary Math Acceleration Plan Form](#)

The Superintendent Shall:

<p>11.7 Encourage new and innovative programs, carefully monitoring and evaluating the effectiveness of all such programs at least annually.</p>	<p>In Compliance</p>
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Superintendent Interpretation: It is expected that the District encourage new and innovative programs that align with the Board’s Results policies and that the District monitor and evaluate the effectiveness of the programs.

- **New and innovating programs** refers to research-based strategies, resources and programs that are aligned to the Board’s Results policies and provide alternate pathways to student success.

<p>Indicator 1: BPS supports, through action research and new resource/program requests, proposed implementations of new or innovative strategies, resources, and programs.</p>	<p>In Compliance</p>														
<p>Evidence: Academic Research – Bismarck Public Schools encourages continued education and academic research efforts by our employees. We have an Academic Research request process that helps support action research and regarding our BPS educational practices and the effect of those practices on student achievement. This process also ensures that the researcher reports back on the results and recommendations. Research proposers complete the following steps to gain approval for their studies. Executive summaries are posted at https://learnbps.blogspot.com/p/academic-research-11.html. In the 2019-20 school year we received 8 research requests. Innovative Programming and Opportunities – The District also has several programs in place to provide teachers and students with opportunities to support innovation:</p>															
<table border="1"> <thead> <tr> <th data-bbox="204 831 1161 898">Program</th> <th data-bbox="1161 831 1414 898">Level</th> </tr> </thead> <tbody> <tr> <td data-bbox="204 898 1161 999">1:1 student-issued computers</td> <td data-bbox="1161 898 1414 999">K-12th Grade</td> </tr> <tr> <td data-bbox="204 999 1161 1083">Algebra I Course infused with Social Emotional Curriculum</td> <td data-bbox="1161 999 1414 1083">High School</td> </tr> <tr> <td data-bbox="204 1083 1161 1539"> Capstone Cohort - Based on four tenants, teachers, along with students are creating a program that will allow individualized learning in a School within a school model. The core components are: <ul style="list-style-type: none"> • Cohort Model (e.g. a group of learners with common teachers who support each others’ success) • Community experiences - based on learner interests, goals, passions • 11th & 12th grade transition • Learners will earn credits for courses - (US History, Gov/Econ, Eng 11/12, core electives) </td> <td data-bbox="1161 1083 1414 1539">LHS</td> </tr> <tr> <td data-bbox="204 1539 1161 1711"> CTE: Pathways Agriculture, Graphic Communication, Electronics, Automotive Technology and Automotive Collision, Information Technology, Networking, Engineering Technology, Aviation, Health Sciences </td> <td data-bbox="1161 1539 1414 1711">High School</td> </tr> <tr> <td data-bbox="204 1711 1161 1812"> CTE: Health Science Career Cluster: 81 high school students receive their Certified Nursing Assistant certification </td> <td data-bbox="1161 1711 1414 1812">High School</td> </tr> <tr> <td data-bbox="204 1812 1161 1942"> CTE: Aviation: students have flown over 300 hours in 12 months. With 100 student demo flights. 20 students have started individual soloing with 4 students currently earning private pilot license while in high school. </td> <td data-bbox="1161 1812 1414 1942">High School</td> </tr> </tbody> </table>	Program	Level	1:1 student-issued computers	K-12th Grade	Algebra I Course infused with Social Emotional Curriculum	High School	Capstone Cohort - Based on four tenants, teachers, along with students are creating a program that will allow individualized learning in a School within a school model. The core components are: <ul style="list-style-type: none"> • Cohort Model (e.g. a group of learners with common teachers who support each others’ success) • Community experiences - based on learner interests, goals, passions • 11th & 12th grade transition • Learners will earn credits for courses - (US History, Gov/Econ, Eng 11/12, core electives) 	LHS	CTE: Pathways Agriculture, Graphic Communication, Electronics, Automotive Technology and Automotive Collision, Information Technology, Networking, Engineering Technology, Aviation, Health Sciences	High School	CTE: Health Science Career Cluster: 81 high school students receive their Certified Nursing Assistant certification	High School	CTE: Aviation: students have flown over 300 hours in 12 months. With 100 student demo flights. 20 students have started individual soloing with 4 students currently earning private pilot license while in high school.	High School	
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Flex-Mod Schedule	High School
LEGO Robotics	All Levels
Makerspaces	All levels
Peer-to-Peer	High School
Project Based Learning/Authentic Learning Practices	All levels
Out of the Gate: 16 preservice teachers from University of Mary and Dickinson State were matched with BPS teachers to develop an authentic learning project to implement during their spring student teaching practice. BPS and preservice teachers engage collaboratively in high level professional learning in their project development.	All levels in collaboration with U of M
Social Emotional Blended Learning Curriculum- The Second Step curriculum is presented in a course through LearnBPS in grades 3-5. This platform allows for high levels of student interaction and assessment feedback. Training has been provided for all 3rd-5th grade teachers.	Grades 3-5 in all elementary schools
Student Technology Internship Course	High School
Teacher Leader Academy partnership NDSU: Master’s degree cohort model program focused on job-embedded learning with authentically connected coursework and projects.	Teachers
Administrator Mentorship Program	Teachers/ Counselors/ Instructional Coaches

APPROVED PILOTS		
2019-2020		
Pilot	School(s)	Evaluation Date
Mental Health	Wachter	
Algebra Hybrid Grading	Horizon, Wachter, Simle	
TLA with NDSU and Admin mentor program	All buildings	

<p>Indicator 2: BPS supports an ongoing process accessible to all teachers and administrators to pursue changes to curriculum (new courses, changes to existing courses, new programs or pilots) at the building level.</p>	<p>In Compliance</p>
<p>Evidence: BPS honors the uniqueness with each pilot and expects each proposal to report to the Teaching and Learning Team the status after implementation as indicated during the proposal process. For the 2019-20 school year, more formalized evaluations of programs occurred for mental health/service provider programs as well as the district mentorship program.</p> <p>Informal evaluations occur through regularly scheduled check-ins regarding usage and performance data around online programs such as Dreambox Math and online curricular accompaniments such as Social Studies Alive, Mystery Science, Big Ideas Math, etc. These results are compiled and sent to appropriate administrators to inform instructional feedback and future fiscal decisions.</p> <p>Additionally, the following programs engage in more formal review and evaluation to determine effectiveness: BPS Mentorship Program Final Report Excerpt <i>*At the time of writing this report, other programs have undergone or began formal evaluation processes (see Capacity Building Section).</i></p>	

<p>Indicator 3: BPS evaluates new and innovative programs annually to determine effectiveness as indicated on the initial proposal.</p>	<p>In Compliance</p>
<p>Evidence: BPS honors the uniqueness with each pilot and expects each proposal to report to the Teaching and Learning Team the status after implementation as indicated during the proposal process. Both the Teaching and Learning and the School-Based Mental Health Committee are researching possible criteria for potential common rubric content for pilot evaluations in addition to the individual methods by the pilot leaders, however, this is in early developmental stages.</p>	

The Superintendent Shall:

<p>11.8 Regularly evaluate and modify all instructional programs as necessary to assure their continuing effectiveness.</p>	<p>In Compliance</p>
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Superintendent Interpretation: It is expected that BPS, as part of its model of continuous improvement, regularly evaluate components of the instructional program, including the curriculum standards, instructional practices, and the assessments used. **Regularly evaluated** refers to the curriculum calendar used as well as the PLC work done by teachers in the content areas.

<p>Indicator 1: Every PK-12 program is regularly evaluated through a review and analysis process at least every three years.</p>	<p>In Compliance</p>
<p>Evidence: The curriculum review cycle engages teachers and leaders at the appropriate grade level/content areas in a systematic process that includes review of standards, practices, and assessments both at a district review level as well as a broader analysis/evaluation level. This occurs K-5 and 6-12. Flowchart of curriculum review</p> <p>Secondary instructional coaches and assistant principals serve as portfolio holders to district content groups. They meet regularly to engage in planning ongoing continuous review of their assigned content areas. Beginning in June 2020, Guiding Coalition Teams were formed to bring teacher voice into the curriculum process to support the work both at the district and building level and to better</p>	

reflect the continuum of learning. Each content area has an action plan that is updated annually to reflect current reality and next steps within the content area as a whole.

The Superintendent Shall:

11.9 Appropriately review instructional materials upon formal request by a parent or other stakeholder.	In Compliance
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Superintendent Interpretation: The Board expects that instructional materials are sound and that any parent or stakeholder can request that any instructional material be reviewed for removal within 15 days of receipt of the form requesting reconsideration of the selection of the material.

Indicator 1: BPS will maintain a procedure for reviewing instructional materials upon formal request by a parent or other stakeholder.	In Compliance
Evidence: The procedure that addresses the challenges can be found on our website; GAAC-AR . Bismarck Public Schools has not had any formal curricular material challenges during the 2019-20 school year.	

The Superintendent Shall:

11.10 Adequately monitor and control student access to and utilization of electronically distributed information.	In Compliance
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Superintendent Interpretation: The Board expects that students will utilize electronic information appropriately, that staff will monitor students while they are using electronic resources in school, and that BPS will follow federal law (CIPA) regarding internet filtering. BPS’s mission, to ensure all students are college, career, and community ready, implies that students should develop responsible online behaviors for interacting with others or accessing/distributing information whether on district devices/network or other readily available devices/networks.

Indicator 1: All BPS students and staff will annually review Policy ACDA in the first four weeks of school.	In Compliance
<p>Evidence:</p> <p>Staff – In the 2019-20 school year 2,178 employees were sent a Policy Review requirement from the BPS Human Resources Department. The completion status is 2,159 employees successfully completed the Policy Review for Policy ACDA.</p> <p>Students – Instruction on ACDA occurs in library media classes in elementary, digital literacy classes in secondary, and core classes in high school. Bismarck Schools continues to be a Common Sense Media Certified district because of our evidence and instructional practices around digital literacy.</p>	

Indicator 2: BPS Technology Department responds to notifications from the state regarding any issues with the state provided internet filtering services.	In Compliance
Evidence: BPS receive no notifications from the state regarding filtering issues from 9/19/19 to 6/30/2020.	

The Superintendent Shall:

11.11 Review school attendance boundaries periodically to assure reasonable balance in student enrollment.	In Compliance
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Superintendent Interpretation: The Board realizes BPS is a dynamic district, impacted by regional and state economies. The factors associated with attendance boundaries along with class size targets will be reviewed annually. It is necessary to review demographic trends and the impact on building enrollment as well as class size.

- **Reasonable balance** means class size targets will be monitored and decisions about class size will be informed by the needs of the group, the size of the room, the available space, available staff and budget, and other criteria, as stated in Rule FAB-AR3 *Class Size*.

Indicator 1: The school district solicits input from administrators and stakeholders as appropriate when boundary adjustments are necessary as indicated by current and projected enrollment data.	In Compliance
Evidence: In recent years, Bismarck Public Schools has used a committee of employee and parent representatives to proposed boundary changes to the School Board. The Board has then held special meetings where the public can review the proposed plans and give input prior to the School Board making a final decision.	

The Superintendent Shall:

<p>11.12 Adopt a calendar that best meet the needs of students. The calendar should:</p> <ol style="list-style-type: none"> Provide for consistent breaks; Start in late August and end by Memorial Day; Be developed by a representative committee of parents, BEA, and administrators; Provide for staff development without disrupting family schedules. 	In Compliance
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Superintendent Interpretation: The Board understands that a school calendar likely will not meet the needs of every student, parent, and community member. However, input from stakeholders serves to make the most acceptable school calendar for all.

Adopt a calendar that best meet the needs of students. The calendar should:

- Provide for consistent breaks;
- Start in late August and end by Memorial Day;
- Be developed by a representative committee of parents, BEA and administrators;
- Provide for staff development without disrupting family schedules.

Indicator 1: The proposed school calendar will meet the criteria in 12, a-d.	In Compliance
<p>Evidence: The 2019-20 calendar met all criteria in 12, a-d. The calendar committee is composed of about 40 people, including BEA-chosen representatives, other teachers, school and district administrators, parents, and former parents as community representatives. Group membership remains relatively stable, aiding in calendar consistency. Requests to join the committee can be made with the Community Relations Director. An email list of current committee members is linked below and attached.</p> <p>The calendar development process occurs around an established time frame that enables parents time to make arrangements for daycare, vacation, doctor visits, graduation, etc. The timeline is as follows:</p> <p>September → Calendar drafts are created by Community Relations Department with input from the Human Resources Department.</p>	

October → Calendar drafts are sent to Calendar Committee by Community Relations to review before the meeting. Calendar Committee meeting is held; input is given; changes are made by Community Relations. New draft(s) are sent to committee, which includes the Superintendent, for final review if necessary.

November → Final calendar is put on a School Board agenda under Superintendent's Report.

December → Final calendar is emailed to all parents and staff, posted online under Calendars, and sent to local news media.

[Calendar process details](#)

[List of calendar committee members](#)

[2019-2020 Calendar](#)

Capacity Building

This section provides new inputs by administration placed into practice or protocol since this data was collected.

Input by Administration

CURRICULUM/INSTRUCTION/ASSESSMENT INPUTS

- Curriculum Review and Development
 - Completed a comprehensive K-5 and 6-12 Audit Process that delves into shared beliefs, effective instructional practices, standards, proficiency scales, assessments, pacing/curriculum guides, and resources
 - 6-8 Guiding Coalition Teams formed in ELA, Math, Science, and Social Studies, Health/PE representative of all three middle schools.
 - 9-12 Guiding Coalition Teams formed in ELA, Math, Science, and Social Studies, Health/PE representative of all three high schools (plus South Central and CATC for ELA)
 - Curriculum review calendar created for 6-12 Science and Social Studies for the '20-'21 School Year.
 - New social studies standards were prioritized K-12
 - Aligned [elementary literacy interventions](#) between reading specialists, special education specialists, and curriculum/PD staff.
 - Aligned [elementary math interventions](#) between math specialists, special education specialists, and curriculum/PD staff.
 - Started developing elementary math and literacy intervention screencasts for “on-demand” job embedded professional learning for teachers and specialists.
- Implemented a new progress monitoring assessment (Aimsweb Plus)
 - Partnered with school psychologists and instructional coaches to build capacity around this assessment in the buildings
- Implemented SWAT (school-wide assessment teams) in 14 of 16 elementary buildings to increase assessment consistency and free up time from classroom teachers.
- Aligned academic standards with social emotional learning core competencies.

PROFESSIONAL DEVELOPMENT

- Due to COVID-19, most staff training opportunities were placed on hold to allow for adequate staffing and coverage of absences due to illness and/or quarantine. However, some training continued virtually and in the evenings.
- Beginning implementation of new staff development registration and tracking software (Unified Talent-Performance Matters) that will provide additional capabilities for tailoring PD options for different individuals and staff groups. This includes face to face instructor-led as well as remote, self-paced offerings.
- Standards-Based Learning Training for all K-5 classroom teachers February and March 2021. Advanced training for select K-12 teachers summer 2021. (Overview to standards-based learning, proficiency scales, designing units of instruction, etc.) as a result of our curriculum audit findings.
- Continued disciplinary literacy, Reading Recovery, and inquiry in Math trainings and coaching for K-12 teachers through the SRCL grants.

TEACHER INDUCTION PROGRAM

- Implemented mentor selection [criteria](#) and mandatory mentor training.
- Revised and improved mentor compensation and logging process.

- Created and implemented [four tailored tracks](#)- New To District, First Year Ever, 2nd Year Ever, Special Circumstance.

INNOVATION/NEW PROGRAMS AND PILOTS

- Continued Innovation Pathway Expansion at Career Academy
- Formation of cross-department (Technology, Curriculum/PD, Student Support Services) “Empowered Learning Team” to collaborate around “Problems of Practice” proposed by leaders across the district
- Pilot Evaluations during 2020-21 (11.7 Indicator 3)
 - Comprehensive Literacy Audit Conducted PreK-12 by contracted external evaluators
 - Reading Recovery (fully executed Spring 2021)
 - Spring Math (fully executed June 2021)
 - Reading Plus (In process-presentation Fall 2021)
 - Teacher Mentorship Program (standard evaluation fully executed; Advanced/Improved Design complete; will execute 2021-22)
 - Algebra Hybrid Grading (In process)
 - Administrator Mentorship Program (Design stage)