



R-1 MEGA RESULT SUMMARY OF COMPLIANCE STATUS AUGUST 2020

SUPERINTENDENT CERTIFICATION

With respect to R-1 Mega Result 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 addresses five indicators of the superintendent's responsibility regarding the Mega Result. Of the five indicators, four demonstrated making reasonable progress and one demonstrated failing to make reasonable progress.

Signed: [Signature] Superintendent Date: 8/10/2020

SCHOOL BOARD ACTION

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

- Accepts the report as making reasonable progress
[X] 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. Lee to accept R-1 Mega Results Monitoring Report as Making Reasonable Progress, with Exception, seconded by Mr. Sagsveen. Motion carried.

Signed: [Signature] Board President Date: 8/10/2020

**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
Blue	Flat or Decreased Under 2%
Yellow	Decreased 2% to 4.9%
Red	5% or More Decrease

<p><b>Indicator 1:</b> The board's strategic plan goals are translated into measurable results policies which drive direction of the instructional program.</p>	<p><b>Making Reasonable Progress</b></p>
<p><b>Evidence:</b> The 2020-2025 Strategic Plan, including new mission, vision, and values statements, was created with input from the Board, 12 focus groups, and a 57-member Strategic Planning Committee. The draft plan was sent to parents, staff, and community members for feedback and finalized in May 2020. The Board reviewed and approved the final Strategic Plan on May 20, 2020. This Strategic Plan is a contract between the school district and its owners—the residents of the Bismarck School District. It provides a road map to</p>	

<p>create the kind of educational experiences we want for children. A mix of current and new initiatives can be found in the plan for both the academic side and the operational side of the school district. This plan makes our priorities clear, ensures transparency in what we do, and uses measurable outcomes to hold us accountable for maintaining a focus on what truly benefits our students.</p> <p>The following reflect our updated Mission, Vision, Values, and Strategic Priorities:</p>	
<p><u>Mission:</u>  <i>"Empower every learner to thrive."</i></p> <p><u>Vision:</u>  <i>"Together, our strong relationships build inclusive, collaborative, and innovative environments that create agency and inspire a passion for learning, excellence, and discovery."</i></p> <p><u>Values:</u></p> <p><b>Inclusion</b>          Strengthen our community by valuing people for who they are, nurturing our diversity, and embracing the contributions of all students, families, and staff.</p> <p><b>Excellence</b>          Ensure all learners receive an exemplary education that is academically challenging and meets their social and emotional needs.</p> <p><b>Innovation</b>          Engage in forward-thinking to identify bold ideas that enable us to be responsive to the expectations of our organization and community while cultivating creativity, critical thinking, and resourcefulness.</p> <p><b>Leadership</b>          Grow all learners as reflective leaders with high levels of integrity who are inspired and inspire others to work, learn, and solve problems.</p> <p><u>Strategic Priorities:</u></p> <p><b>Learning Excellence</b>          Bismarck Public Schools is a place where learners are motivated to learn and grow because experiences for each individual are matched to their level, style, strengths and interests. All learners are empowered, committed, and deeply reflective, and we work collaboratively to advance our knowledge and skills.</p> <p><b>Personal Excellence</b>          Bismarck Public Schools' learners display high levels of integrity, are well balanced (mentally, emotionally and physically), and cultivate an awareness and appreciation for others' opinions, feelings, needs, and concerns. Learners embrace diversity among people, cultures, events, and issues. We serve in the community to effect positive change.</p> <p><b>Environmental Excellence</b>          Bismarck Public Schools establishes physical and digital learning environments that are safe, welcoming, and engaging. We proactively identify and resolve any barriers to access and full participation by learners.</p> <p><b>Operational Excellence</b></p>	

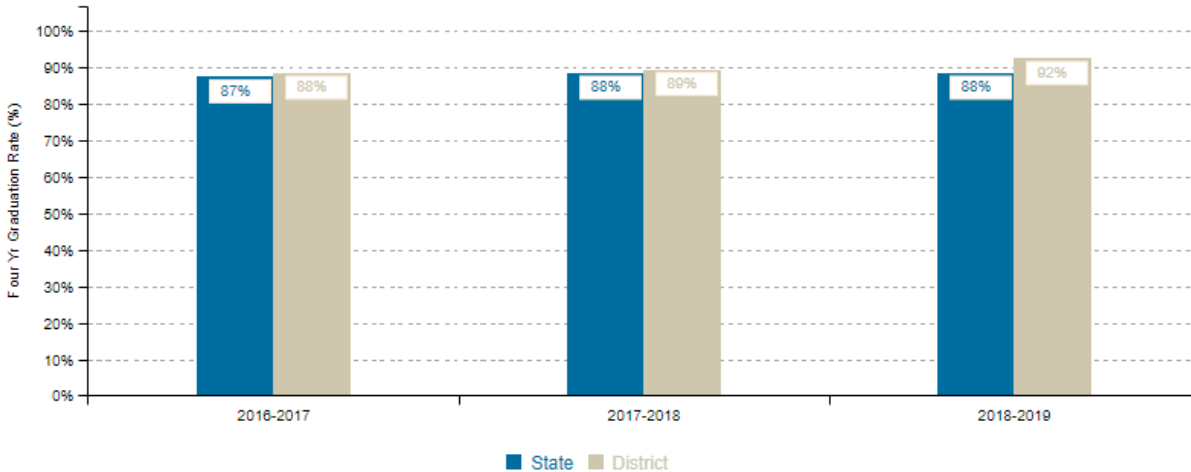
<p>Bismarck Public Schools establishes system-wide operations that meet the needs of our growing and changing community. We honor stakeholder feedback, foster strategic partnerships, and create comprehensive, effective and efficient operational plans.</p> <p>Results policies are adopted by the BPS School 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> Demonstrate proficiency in all elective subjects according to their standards.</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 2018-2019 school year, Bismarck Public Schools had an overall graduation rate of 91.5%, which was 3.5% above the North Dakota state average.</p>	

Grade	Target	n	15-16	n	16-17	n	17-18	n	18-19
12	95%		90%		87.6%		88.9%		91.5%

### 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.

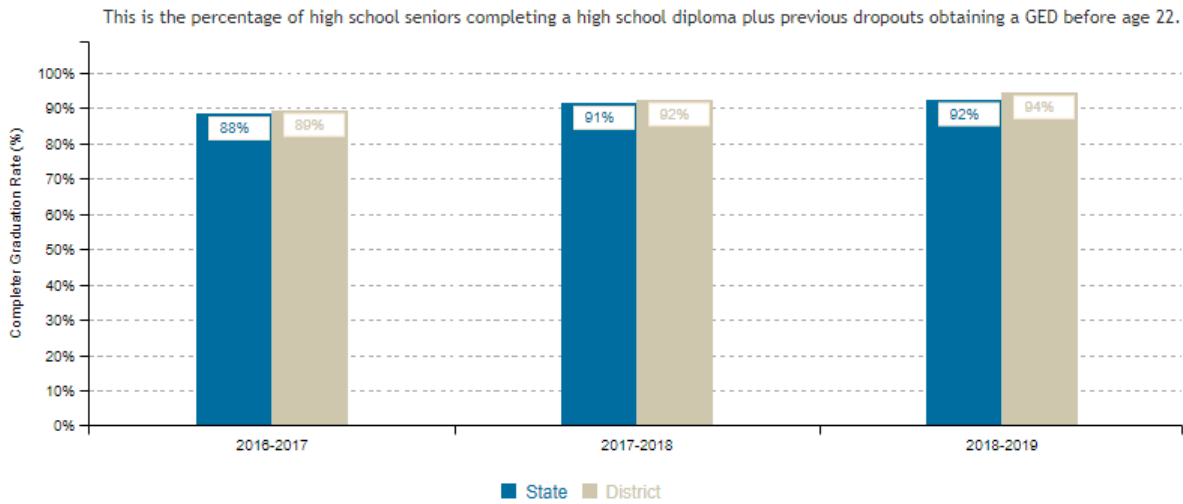


<p><b>Indicator 3:</b> Students will show continuous improvement toward, or attainment of, a target so that the district achieves a completer rate target set to be at or above 95% of all students.</p>	<p><b>Making Reasonable Progress</b></p>
<p><b>Evidence:</b> During the 2018 – 2019 school year, Bismarck Public Schools had an overall Completer Rate of 94%, which was 2% higher than the North Dakota state average. For the 2015– 2016 school year cohort, Bismarck Public Schools had a seven-year graduation rate of 93%, 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	n	18-19
12	95%		90.9%		88.6%		88.9%		94%

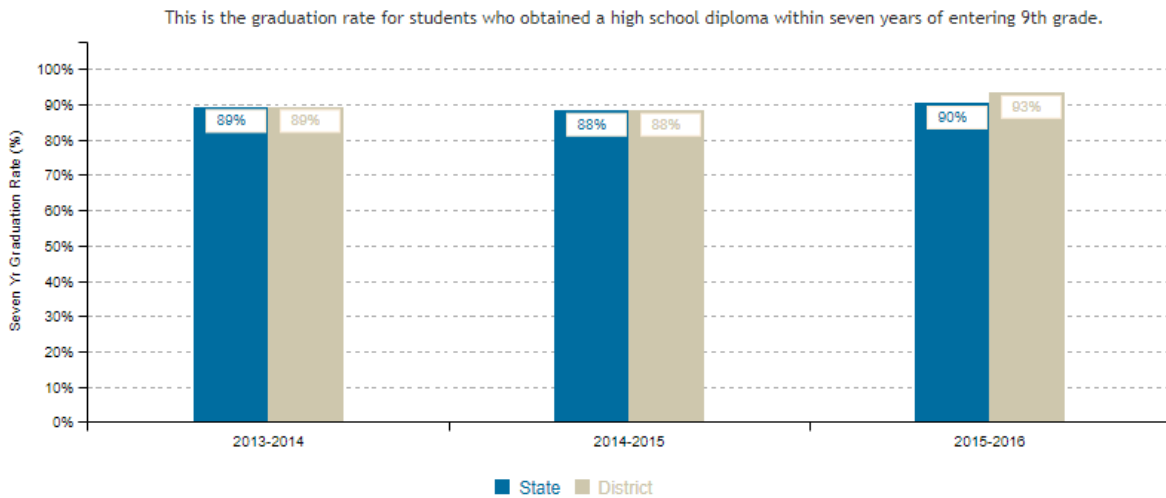
### Completer Rate



### Seven Year Graduation Rate

Grade	Target	n	15-16	n	16-17	n	17-18	n	18-19
12	95%		92.4%		88.5%		88.9%		93%

### Seven Year Graduation Rate



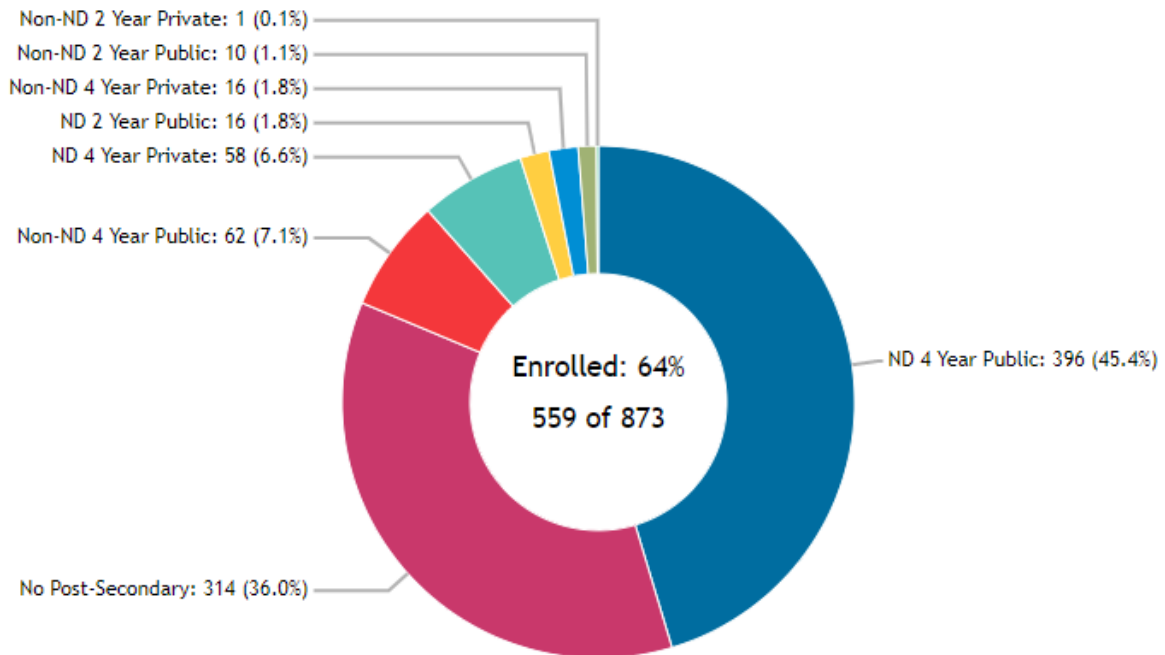
<p><b>Indicator 4:</b> Students will show continuous improvement toward, or attainment of, a target so that the district achieves a post-secondary education enrollment (within 12 months of graduation) rate target set to be at or above 80%.</p>	<p><b>Failing to Make Reasonable Progress</b></p>
<p><b>Evidence:</b> For the 2018 – 2019 school year, Bismarck Public Schools had 64% of graduates planning to enroll and attend a Post-Secondary institution. The 559 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	n	18-19
12	80%	577/815	71.0%	559/873	64.0%

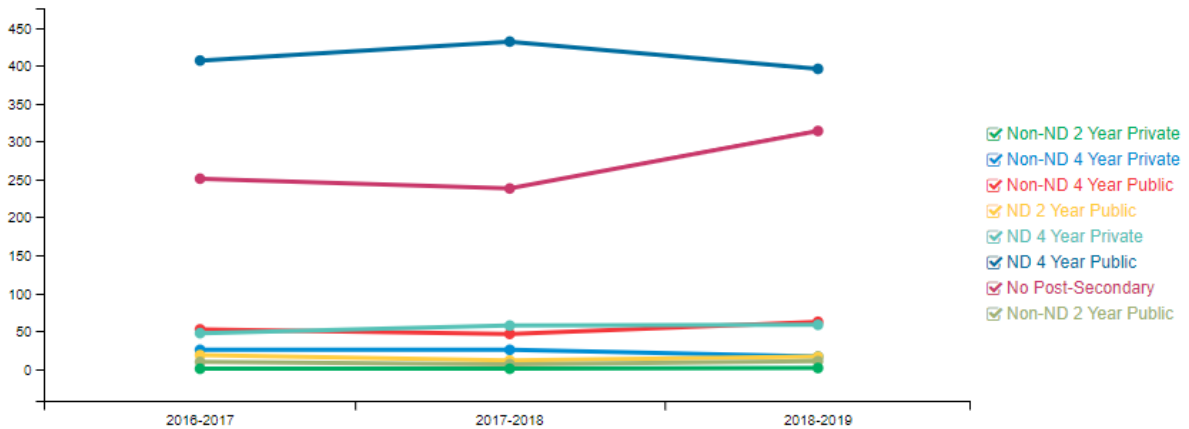
### Post Secondary Enrollment Type (2018-2019)

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 (2018-2019)

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

Institution Name	Institution State	Number of Enrollments
Bismarck State College	ND	237 (42%)
North Dakota State University	ND	85 (15%)
University Of North Dakota	ND	67 (12%)
University Of Mary	ND	45 (8%)
N.Dakota State College Science	ND	14 (3%)
University Of Minnesota-Twin Cities	MN	9 (2%)
Minnesota State University Moorhead	MN	8 (1%)
United Tribes Technical College	ND	8 (1%)
Concordia College	MN	7 (1%)
St Cloud State University	MN	5 (1%)
Minot State University	ND	4 (1%)
Black Hills State University	SD	4 (1%)
University Of Jamestown	ND	4 (1%)
Valley City State University	ND	3 (1%)
Montana State University - Bozeman	MT	3 (1%)
All Others (44 Institutions)		55 (10%)

<p><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.</p>	<p><b>Making Reasonable Progress</b></p>
<p><b>Evidence:</b> Part of the ND ESSA plan is to incorporate student engagement survey results. During the 2018 – 2019 school year, Bismarck Public Schools had 55% 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 at or within 1% of the state average in the subcategories for Behavior, Cognitive, and Emotional Engagement.</p>	



**Post-Secondary Enrollment**

	Target	State Average	17-18	18-19
Overall "Committed Engagement"	80%	51%	55%	55%
Behavioral Engagement	80%	53%	57%	56%
Cognitive Engagement	80%	49%	53%	52%
Emotional Engagement	80%	51%	56%	56%

