



R-2 ACADEMIC ACHIEVEMENT – ELECTIVES SUMMARY OF COMPLIANCE STATUS JANUARY 2021

SUPERINTENDENT CERTIFICATION

With respect to R-2 Academic Achievement – Electives taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and the district is:

- X Making Reasonable Progress
Making Reasonable Progress, with Exception
Failing to Make Reasonable Progress

Summary Statement by Administration

Monitoring of results policies is part of the ongoing process of district performance evaluation and superintendent evaluation. This report addresses two indicators of the superintendent’s responsibility regarding Academic Achievement – Electives. Of the two indicators, one was found to be Making Reasonable Progress and the other has been determined to be a new baseline for the 2021-2022 school year.

We believe that we are making reasonable progress in Elective courses. Elective classes empower students to pursue classes based on their passions and explore individual interests. Often these elective courses form the foundation for college and career exploration. The opt-in nature makes a strong case for high achievement and/or growth due to potential increased connection and personal investment.

Signed: Jason S. Hachek Superintendent Date: 1/25/2021

SCHOOL BOARD ACTION

With respect to R-2 Academic Achievement – Electives, the Board:

- X 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. Eastgate to accept the R-2.2 Academic Achievement - Electives Monitoring Report as Making Reasonable Progress, seconded by Ms. Preskey. Motion carried.

Signed: [Signature] Board President Date: 1/25/2021

R-2.2 Academic Achievement – Electives

Each student will meet or exceed targeted growth and proficiency using critical and creative thinking.

Each Student Will:

2.2 Demonstrate proficiency in all elective subjects according to their standards.	Making Reasonable Progress
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2.2 Electives

Superintendent Interpretation:

- **Proficiency** in the standards means that students have demonstrated that they know, understand and are able to apply knowledge and skills at the “proficient” level of district proficiency scales.
- **Minimum requirements** include BPS graduation expectations for high school and core courses in K-12.
- **Critical and creative thinking** refers to the success skills which include critical thinking, creativity, collaboration and communication. Done well, students will collect, assess and analyze relevant information, reason effectively, reflect critically on learning experiences, use a wide range of idea creation techniques to create new and worthwhile ideas, work collaboratively in teams for sustained periods of time to develop high quality products, and communicate ideas through the creation of authentic products using a combination of words, data, and visual representations to inform, persuade and entertain others.
- **Routine application** means evidence (e.g. elect/classroom observation data, survey data, Danielson, ND DPI student engagement survey (ESSA), Advanced Ed survey data) indicates that critical and creative thinking is a clearly understood and regular part of the classroom environment.

Green	Met or Increased
Blue	Flat or a Decrease Under 2%
Yellow	Decreased 2% to 4.9%
Red	5% or More Decrease

Indicator 1: Each student will show continuous improvement toward, or attainment of, a target so that at least 80% of students are proficient in grade level Elective courses standards.	Making Reasonable Progress
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Evidence:

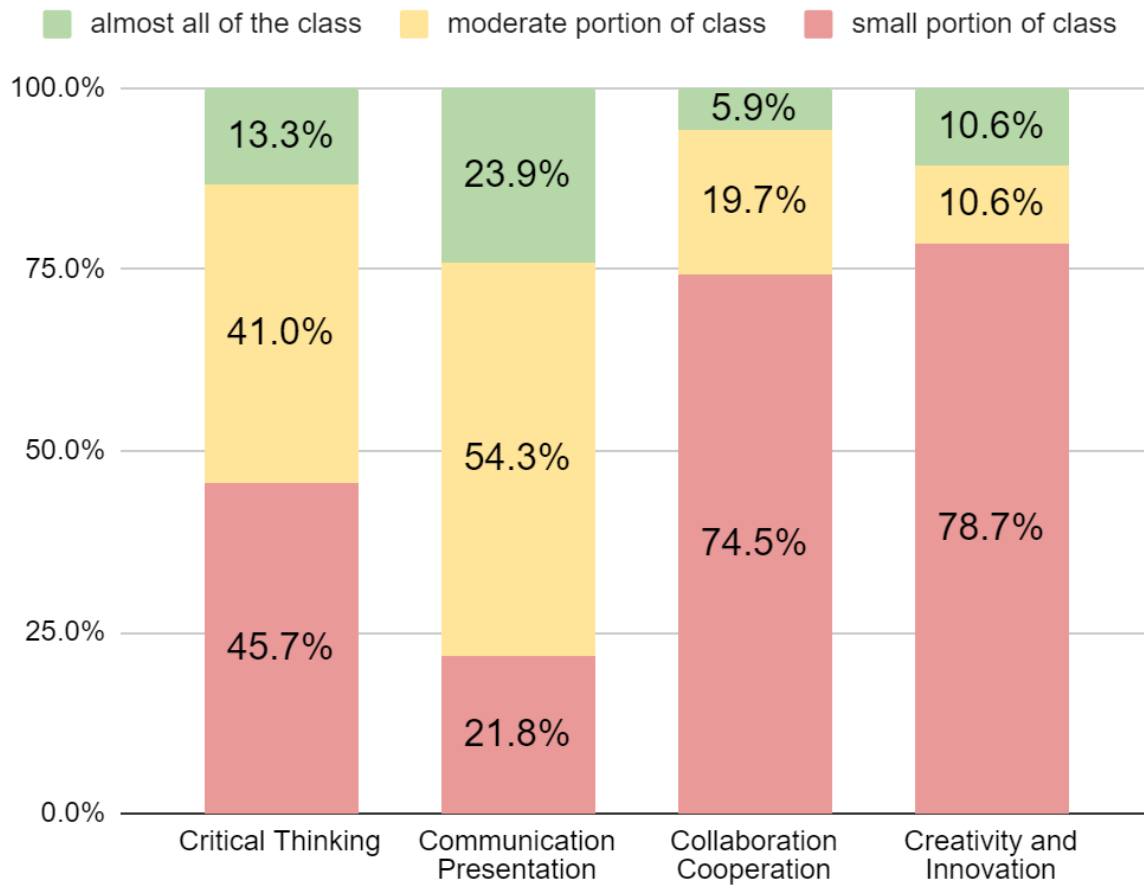
3.0									
Grade	Target	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20
6	80%	1995	69.3%	2680	73.0%	2979	68.7%	2773	72%
7	80%	1839	60.2%	1961	63.8%	1840	64.2%	2871	62.8%
8	80%	2021	50.1%	2559	59.8%	2604	56.5%	2550	60.7%
9	80%	355	53.2%	541	68.8%	459	73.4%	203	72.9%
10	80%	363	67.2%	475	61.1%	284	69.0%	290	58.3%
11	80%	161	44.7%	338	68.1%	238	68.1%	252	75%
12	80%	185	59.5%	215	61.5%	255	64.7%	218	65.1%

2.75									
Grade	Target	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20
6	80%	1994	77.2	2680	79.9	2978	79.9	2773	83.8
7	80%	1839	70.7	1961	75.8	1839	74.9	2871	78.9
8	80%	2019	65.8	2559	73.5	2602	70.8	2550	76
9	80%	354	76.3	541	75	459	82.1	203	88.7
10	80%	363	88.7	475	80	280	87.5	290	83.4
11	80%	161	72	338	81.4	237	81.9	252	87.3
12	80%	184	77.2	215	77.2	250	83.2	218	85.3

2.50									
Grade	Target	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20
6	80%	1994	91.1	2680	94.2	2978	90.9	2773	93.1
7	80%	1839	83.4	1961	85.5	1839	84	2871	89
8	80%	2019	80.7	2559	82.9	2602	82.1	2550	86.7
9	80%	354	85.6	541	89.6	459	89.5	203	95.1
10	80%	363	94.2	475	89.3	280	93.9	290	91.4
11	80%	161	82.6	338	88.2	237	92.4	252	92.9
12	80%	184	84.2	215	88.4	250	93.6	218	92.7

<p>Indicator 2: Students will report and show continuous improvement toward, or attainment of, a target so that at least 80% of students are routinely applying critical and creative thinking in Elective courses.</p>	<p>New baseline will be in 21/22</p>
<p>Evidence: For 2021 and beyond, a team of teacher leaders and district staff are currently engaged in a process of creating our district portrait of a graduate and will create student and staff survey questions that will be used to gauge progress on student learning behaviors that illustrate the use of creativity, critical thinking and other success skills as it relates to relevant learning. This data will replace the Student Inventory survey and ELEOT data moving forward.</p>	
<p>2018-2019 Evidence: <i>Eleot (The Effective Learning Environments Observation Tool) is a learner-centric observation tool that measures and quantifies student learning behaviors. In the chart below, Red (small portion of class) indicates that less than 50% of students observed during those particular observations were observed applying the item and that the quality of application was routine and of moderate to high complexity. Yellow (moderate portion of class) indicates that between 50% - 79% of students were observed applying the item and that the quality of application was routine and of moderate to high complexity. Green (almost all of the class) indicates that between 80% -100% of students were observed applying the item and that the quality of application was routine and of moderate to high complexity.</i></p>	
<p><i>Overall, across observations of students engaged in Electives, 13.3% of the classroom observations illustrated that at least 80% of the students were observed to be applying critical thinking. Additionally, 10.6% of the observations found that at least 80% of students were observed to be applying creative thinking. The total number of observations in Electives = 188.</i></p>	

18-19 Success Skills for Electives



Capacity Building

Input by Administration

Curriculum

- Review of 6-12 Health Curriculum in process
- Addition of Outdoor Education course with standards in PE, Social Studies, and Science (Career Academy)
- 6-12 Alignment of Tech Ed courses/standards in process
- 4-12 Orchestra alignment complete (November 2020)
- 6-12 FACS vertical alignment in process
- Alignment of CASEL Competencies/Academic standards complete for K-12 Health, Music, and art.
- Engaged K-5 coaches in reviewing 2018-2019 health standards and state committee work

Professional Development Opportunities

- K-12 Elective course-alike groups collaborate at least twice a year for personalized professional learning, curriculum development, and/or collective planning during district staff development days.
- Singleton PLCs met monthly (6-12) on C days during hybrid learning
- Authentic Learning Modules piloted summer 2020 with additional modules offered around authentic assessment beginning winter 2021.
- Book study offered on teaching practices to increase creativity in the classroom

Other Highlights

- **Personalized Learning Pathway Community Partner Projects** in conjunction with CTE Electives

The following community projects have been proposed and identified as value-added by and for BPS community partners. Innovation Pathway learners participate in creating and delivering agreed upon products based on their passions and career interests and in collaboration with stakeholders.

Community Partners	Student Products
Northern Plains Dance	<ul style="list-style-type: none"> ● Sprung Dance Floor cost & materials estimate ● Sprung Dance Floor construction and installation*
Dakota Zoo	<ul style="list-style-type: none"> ● Equipment storage solution
Lincoln Park District	<ul style="list-style-type: none"> ● Dog Park renovation design ● Dog Park renovation budget proposal ● Construction and installation of benches,

	dog equipment and shade solution*
Global Neighbors	<ul style="list-style-type: none"> • Interactive maps using GIS data to support new Americans*
State Historical Society Archives	<ul style="list-style-type: none"> • Historical biographical sketches of featured people and organizations for ND manuscript collections*
Adult Learning Center	<ul style="list-style-type: none"> • Family literacy support materials • Proposed budget for books and games for ALC families
Bismarck Parks and Recreation	<ul style="list-style-type: none"> • Rehearsal stage design for Sleepy Hollow Arts Park* • Proposed material list and budget* • Job safety analysis for new stage construction
Heaven's Helpers Soup Cafe	<ul style="list-style-type: none"> • Design and construction* of storage solution and loading platform
*Projects in process	