



R-4 CITIZENSHIP SUMMARY OF COMPLIANCE STATUS OCTOBER 2020

SUPERINTENDENT CERTIFICATION

With respect to R-4 Citizenship 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 ten indicators of the superintendent's responsibility regarding Citizenship. Of the ten indicators, six demonstrated making reasonable progress; two demonstrated making reasonable progress, with exception; and two determined a new baseline for 2020-2021. Reporting dates for this report are July 1, 2019 – June 30, 2020.

Signed: [Signature] Superintendent

Date: 10/26/2020

SCHOOL BOARD ACTION

With respect to R-4 Citizenship, 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. Lee to accept the R-4 Citizenship Monitoring Report as Making Reasonable Progress, seconded by Ms. Preskey. Motion carried.

Signed: [Signature] Board President

Date: 10/26/2020

**R-4 Citizenship**

**Each student will acquire the skills and knowledge to lead, serve, and contribute to their communities.**

**Each Student Will:**

<p><b>4.1</b> Contribute to a better world by applying their knowledge and skills to improve communities through citizenship and service.</p>	<p><b>Making Reasonable Progress</b></p>
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**Superintendent Interpretation:** Through the North Dakota Choice Ready framework in order to ensure that all students are successfully departing high school they are to possess the Essential Skills necessary to be ready for life. One of those indicators is to complete 25 hours of Community Service. Two other areas relate to “Work-Based Learning Experience” and “Successfully completing a Capstone Project.

- **Choice Ready** is a new component in the North Dakota accountability system to measure whether our high schools prepare students that are ready for success upon graduation. The metrics outlined within the Choice Ready initiative are intended to measure growth for North Dakota high schools, as indicated by student readiness.

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> Students will show continuous improvement toward, or attainment of, a target so that at least 50% of students report completion for the ND Choice Ready Essential Skills indicator of 25 hours of Community Service.</p>	<p><b>Making Reasonable Progress</b></p>
<p><b>Evidence:</b></p> <p><b>2019-2020 *</b>                  On June 9, 2020 district staff received a memo from the ND Department of Public Instruction indicating that due to COVID-19 Superintendent Baesler waived the assessment and accountability requirements for the 2019-2020 school year; including the 2019-2020 Choice Ready Report for our 2020 seniors. Our intent is to complete the report by the 2020-2021 deadline of June, 30, 2021 and update the evidence on this R-4 monitoring report for the next reporting period with the BPS School Board. While we were not able to use our data source of the Choice Ready report we continued to have programs and processes in place that encourage and support students in citizenship and service to our community.</p> <p><b>2018-2019</b>                  ND Choice Ready data indicate that in 2017-2018 15.28% of 12th graders had 25 hours or more of documented community service hours. This increased to 39.59% of 12th graders in 2018-2019. This increase is attributed to increased efforts to involve students in the community and efforts to collect and document information on student community service hours.</p>	

<p><b>Indicator 2:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 50% of students report completion for the ND Choice</p>	<p><b>Making Reasonable Progress</b></p>
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<p>Ready Essential Skills indicator of completing a “Work-based Learning Experience.”</p>	
<p><b>Evidence:</b></p> <p><b>2019-2020 *</b>                  On June 9, 2020 district staff received a memo from the ND Department of Public Instruction indicating that due to COVID-19 Superintendent Baesler waived the assessment and accountability requirements for the 2019-2020 school year; including the 2019-2020 Choice Ready Report for our 2020 seniors. Our intent is to complete the report by the 2020-2021 deadline of June, 30, 2021 and update the evidence on this R-4 monitoring report for the next reporting period with the BPS School Board. While we were not able to use our data source of the Choice Ready report we continued to have programs and processes in place that encourage and support students in citizenship and service to our community.</p> <p><b>2018-2019</b>                  ND Choice Ready data indicate that in 2017-2018 just 2% of 12th graders had a documented “Work-based Learning Experience.” This increased to 21.62% of 12th graders in 2018-2019. This increase is attributed to increased efforts to involve students in work-based learning and to document information on student work-based learning.</p> <p>Bismarck Public Schools offers several courses where work-based learning is included in the criteria. Other pathways to qualifying work-based learning included job shadowing, career fairs, and on-the-job training. Experiences are verified through the high school counselors and career advisors. During the 2019-20 school year, Bismarck High School and Century High School have Practical Assessment Exploration System (PAES lab) experiences which will develop work-based learning skills. Legacy High School students will have access to either the BHS or CHS labs. The PAES labs will assess a student's competitive work potential and interest level, while simultaneously exploring various jobs, using real tools, and developing proper work behaviors in the computer technology, constructional/industrial, processing/production, consumer/service, and business/marketing.</p>	

<p><b>Indicator 3:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 20% of students report completion for the ND Choice Ready Essential Skills indicator of “Successfully complete a Capstone Project.”</p>	<p><b>Making Reasonable Progress</b></p>
<p><b>Evidence:</b></p> <p><b>2019-2020 *</b>                  On June 9, 2020 district staff received a memo from the ND Department of Public Instruction indicating that due to COVID-19 Superintendent Baesler waived the assessment and accountability requirements for the 2019-2020 school year; including the 2019-2020 Choice Ready Report for our 2020 seniors. Our intent is to complete the report by the 2020-2021 deadline of June, 30, 2021 and update the evidence on this R-4 monitoring report for the next reporting period with the BPS School Board. While we were not able to use our data source of the Choice Ready report we continued to have programs and processes in place that encourage and support students in citizenship and service to our community.</p> <p><b>2018-2019</b>                  ND Choice Ready data indicate that in 2017-2018 a total of 2 graduating seniors completed a formal capstone project. This is .24%. In 2018-2019 a total of 8 (.92%) graduating seniors completed a</p>	

formal capstone project. BPS has been very tight on the criteria for what qualifies as a capstone and is working to expand training and opportunities.

For both 2017-2018 and 2018-2019 the only experience that was used to qualify for the capstone was successful completion of GEN 411 or GEN 412 (Capstone Seminar). Additional options are being added as the desired student experience is further defined and data sources identified.

<p><b>Indicator 4:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 50% of students report that they agree with the following statements from the ND Student Engagement Survey:</p> <ul style="list-style-type: none"> <li>● I apply what I learn to everyday problems or new situations. (SES- Q 9)</li> <li>● My classes prepare me for success in the work force. (SES- Q 8)</li> <li>● The skills I am learning in class change the way I think about things. (SES- Q 12)</li> <li>● I work on real-life problems (SI - D.1)</li> </ul> <p><i>*This survey is not administered annually</i></p>	<p><b>Making Reasonable Progress, with Exception</b></p>
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**Evidence:**

2017-2018 Student Inventory Survey	Elementary (2375 responses)	Middle & High (4412 Responses)
"I work on real-life problems."	55% report this is true in "at least half or all of my classes."	52% report this is true in "at least half or all of my classes."

ND Student Engagement Survey	Elementary 3-5 (2942 responses) 2018-2019	Elementary 3-5 (2963 responses) 2019-2020	Middle (2947 responses) 2018-2019	Middle (3139 responses) 2019-2020	High (2896 responses) 2018-2019	High (3241 responses) 2019-2020
My classes prepare me for success in the work force. (SES- Q 8)	n/a	n/a	n/a	n/a	45%	36%
I apply what I learn to everyday problems or new situations. (SES- Q 9)	n/a	n/a	n/a	n/a	21%	17%
"The skills I am learning in class change the way I think about things." (SES- Q 12)	35%	39%	31%	33%	23%	21%

**Each Student Will:**

4.2 Demonstrate cultural competency.	<b>Making Reasonable Progress</b>
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**Superintendent Interpretation:** The interactions of students should be characterized by respect for each other and those of diverse cultural backgrounds. Students demonstrate cultural competency when they show respect, appropriate interactions, and/or speech regarding diversity based upon ethnicity, race, gender, socioeconomic background, political or social philosophies, and/or other characteristics and opinions.

- **Bullying** is defined as A) Pervasive - causing unwanted fear and/or harm (either physical or mental health), B) Persistent - on-going and one has not been able to make it stop) AND C) there is a power differential and one-sided.

<b>Indicator 1:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 80% of students are considered proficient in each grade level assessed on the progress report in the area of Respect.	<b>Making Reasonable Progress</b>
<p><b>Evidence:</b> The overall number of students at the elementary grades that were assessed and reported falls short of the cohort enrollment. An increased awareness from the building to district level to ensure more consistency on how we record respect, occurred during the 18-19 school year. Under the MTSS-B framework the work around Positive Behavioral Interventions and Supports (PBIS) has led to both divisions have created better synergy to flush out building schoolwide expectations for student behavior.</p> <p>*Starting with the 2019-2020 school year, the elementary division are now using CASEL competencies which will align more specifically to the area of respect. We are working to ensure there will be consistent reporting around the same expectations for students across the elementary level. There are connections to OE-10 Learning Environment regarding the systems inputs to help support the circumstances necessary to influence the inputs into our schools to impact the desired student outcomes.</p>	

**Evidence: 3.0 Target**

Grade	Target	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20
K	80%	934	86.8%	933	83.4%	991	75%	1081	*41.9%
1	80%	942	85.2%	875	83.5%	877	71.2%	1062	*49.6%
2	80%	957	89.6%	890	81.8%	929	73.4%	986	*54.8%
3	80%	1002	90.1%	850	88.7%	882	75.5%	961	*54.5%
4	80%	955	87.1%	850	85.9%	1007	82.6%	1007	*62.4%
5	80%	1016	91.6%	905	85.1%	972	75.6%	994	*60.7%
6	80%			927	91.5%	1086	86.9%	1132	90.1%
7	80%			1059	83.8%	1075	85.2%	1093	86.8%
8	80%			1001	86.6%	1014	85.7%	1096	87.4%

**Evidence: 2.5 Target for 19-20. Unable to use 2.5 for prior years due to grade scale used**

Grade	Target	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20
K	80%	934	86.8%	933	83.4%	991	75%	1081	*68.2%

1	80%	942	85.2%	875	83.5%	877	71.2%	1062	*73.2%
2	80%	957	89.6%	890	81.8%	929	73.4%	986	*78.6%
3	80%	1002	90.1%	850	88.7%	882	75.5%	961	*78.8%
4	80%	955	87.1%	850	85.9%	1007	82.6%	1007	*83.0%
5	80%	1016	91.6%	905	85.1%	972	75.6%	994	*84.9%
6	80%			927	91.5%	1086	86.9%	1130	99.6%
7	80%			1059	83.8%	1075	85.2%	1093	98.8%
8	80%			1001	86.6%	1014	85.7%	1095	98.8%

**Each Student Will:**

<b>4.3</b> Demonstrate global awareness.	<b>Making Reasonable Progress, with Exception</b>
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**Superintendent Interpretation:** Success in the new global economy will require students to better understand our global interdependence. We must ensure that educational opportunities exist for students to learn, understand, and apply their understanding of the influences (political, economic, religious, societal, intellectual, and the arts) upon other regions of the world, cultures, and history.

- **Proficiency** in the standards means that students have demonstrated that they know, understand, and are able to apply knowledge and skills at the “proficient” level on district proficiency scales.

<b>Indicator 1:</b> Each student will show continuous improvement toward, or attainment of, a target so that at least 80% of students are proficient in grade level social studies standards.	<b>Making Reasonable Progress</b>
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**Evidence:**

Grade	Target	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20
K	80%	683	50.1%	688	45.1%	871	53.2%	940	57.0%
1	80%	927	52.5%	875	47.7%	985	47.9%	1029	54.0%
2	80%	904	40.7%	865	37.2%	1002	38.9%	993	40.3%
3	80%	1001	42.4%	882	42.1%	1002	40.0%	963	41.4%
4	80%	1050	48.1%	1078	54.8%	1029	51.9%	980	44.6%
5	80%	1053	36.5%	1045	36.7%	1063	33.3%	1040	31.7%
6	80%	985	25.5%	1041	29.7%	1067	28.5%	1104	27.4%
7	80%	965	26.0%	985	22.3%	1044	27.3%	1070	35.6%
8	80%	957	20.4%	960	19.4%	1002	18.8%	1086	25.1%

<b>Indicator 2:</b> 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 Social Studies.	<b>New Baseline for 2020-2021</b>
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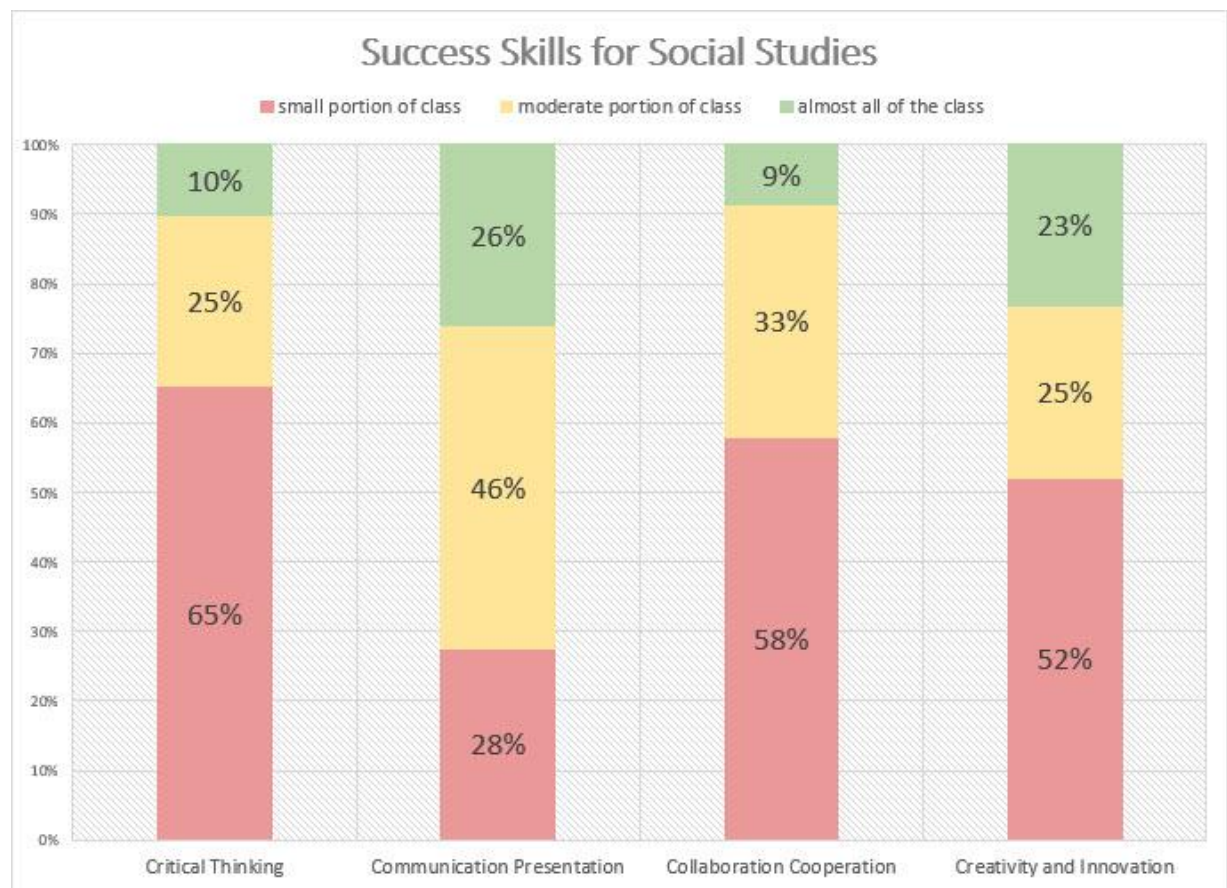
**Evidence:****2019-2020\***

BPS observations using the ELEOT tool were interrupted by COVID-19. In addition, there was also a recommendation that an alternative way to measure student success skills (creativity, critical

thinking, communication, and collaboration) be investigated. The reason for this recommendation is to work from the Portrait of a Graduate as those skills and dispositions were derived from a year of wide-spread community input and are now part of the district 2020-2025 strategic plan. A team of teacher leaders and district staff are currently engaged in a process of creating our district portrait of a graduate and will 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. This data will replace ELEOT moving forward.

**Baseline for 2019-2020:** 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.

Overall, across observations of students engaged in Social Studies, 10% of the classroom observations illustrated that at least 80% of the students were observed to be applying critical thinking. Additionally, 23% of the observations found that at least 80% of students were observed to be applying creative thinking. The total number of observations in social studies = 69.)



**Each Student Will:**

<p><b>4.4</b> Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.</p>	<p><b>Making Reasonable Progress, with Exception</b></p>
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**Superintendent Interpretation:** Students will know, understand, and apply the necessary attributes that citizens must have in order to be productive and active participants at the local, state, and national level.

- **Proficiency** in the standards means that students have demonstrated that they know, understand, and are able to apply knowledge and skills at the “proficient” level on district proficiency scales.

<p><b>Indicator 1:</b> Each student will show continuous improvement toward, or attainment of, a target so that at least 80% of students are proficient in grade level social studies standards.</p>	<p><b>Making Reasonable Progress, with Exception</b></p>
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**Evidence: 3.0 Target**

Grade	Target	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20
K	80%	683	50.1%	688	45.1%	870	53.2%	940	57.0%
1	80%	927	52.5%	875	47.7%	985	47.9%	1029	54.0%
2	80%	904	40.7%	865	37.2%	1000	38.8%	993	40.3%
3	80%	1001	42.4%	882	42.1%	1000	40.1%	963	41.4%
4	80%	1050	48.1%	1078	54.8%	1028	51.9%	980	44.6%
5	80%	1053	36.5%	1045	36.7%	1063	33.3%	1040	31.7%
6	80%	985	25.5%	1041	29.7%	1065	28.5%	1104	27.4%
7	80%	965	26.0%	985	22.3%	1041	27.4%	1070	35.6%
8	80%	957	20.4%	960	19.4%	1004	18.7%	1086	25.1%

**Evidence: 2.75 Target**

Grade	Target	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20
K	80%	683	71.4%	684	70.8%	870	80.0%	940	73.1%
1	80%	925	75.0%	870	73.3%	984	80.8%	1029	76.4%
2	80%	901	65.0%	864	64.9%	1000	64.1%	993	63.1%
3	80%	1000	67.7%	881	66.9%	1000	62.6%	963	64.7%
4	80%	1049	75.3%	1073	79.0%	1028	74.3%	980	66.7%
5	80%	1052	59.6%	1045	60.7%	1063	57.0%	1040	50.9%
6	80%	981	52.6%	1041	54.3%	1063	55.5%	1104	53.4%
7	80%	964	46.6%	982	42.8%	1040	44.7%	1070	58.5%
8	80%	954	37.9%	960	36.6%	1002	35.8%	1086	48.3%

**Evidence: 2.5 Target**

Grade	Target	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20
K	80%	683	85.4%	684	81.3%	870	84.8%	940	83.0%
1	80%	925	91.4%	870	92.1%	984	91.9%	1029	92.8%



2	80%	901	84.7%	864	85.8%	1000	84.6%	993	81.4%
3	80%	1000	89.1%	881	84.4%	1000	81.4%	963	83.7%
4	80%	1049	88.6%	1073	90.3%	1028	86.3%	980	81.3%
5	80%	1052	78.5%	1045	78.4%	1063	75.7%	1040	71.7%
6	80%	981	72.9%	1041	74.6%	1063	74.9%	1104	73.6%
7	80%	964	64.1%	982	64.0%	1040	68.9%	1070	77.7%
8	80%	954	56.3%	960	54.3%	1002	53.0%	1086	64.3%

<b>Indicator 2:</b> Each graduate will demonstrate proficiency of civics knowledge as measured by achieving at least a 70% on the North Dakota Civics exam.	<b>Making Reasonable Progress</b>
<b>Evidence:</b> For the 2019 graduating class, there were 839 of 840 graduates (99.9%) that passed the North Dakota Civics exam. The average passing score for the students was 84.3%.	

**Each Student Will:**

<b>4.5</b> Be able to think critically, analyze, and evaluate information to make informed decisions.	<b>New Baseline for 2020-2021</b>
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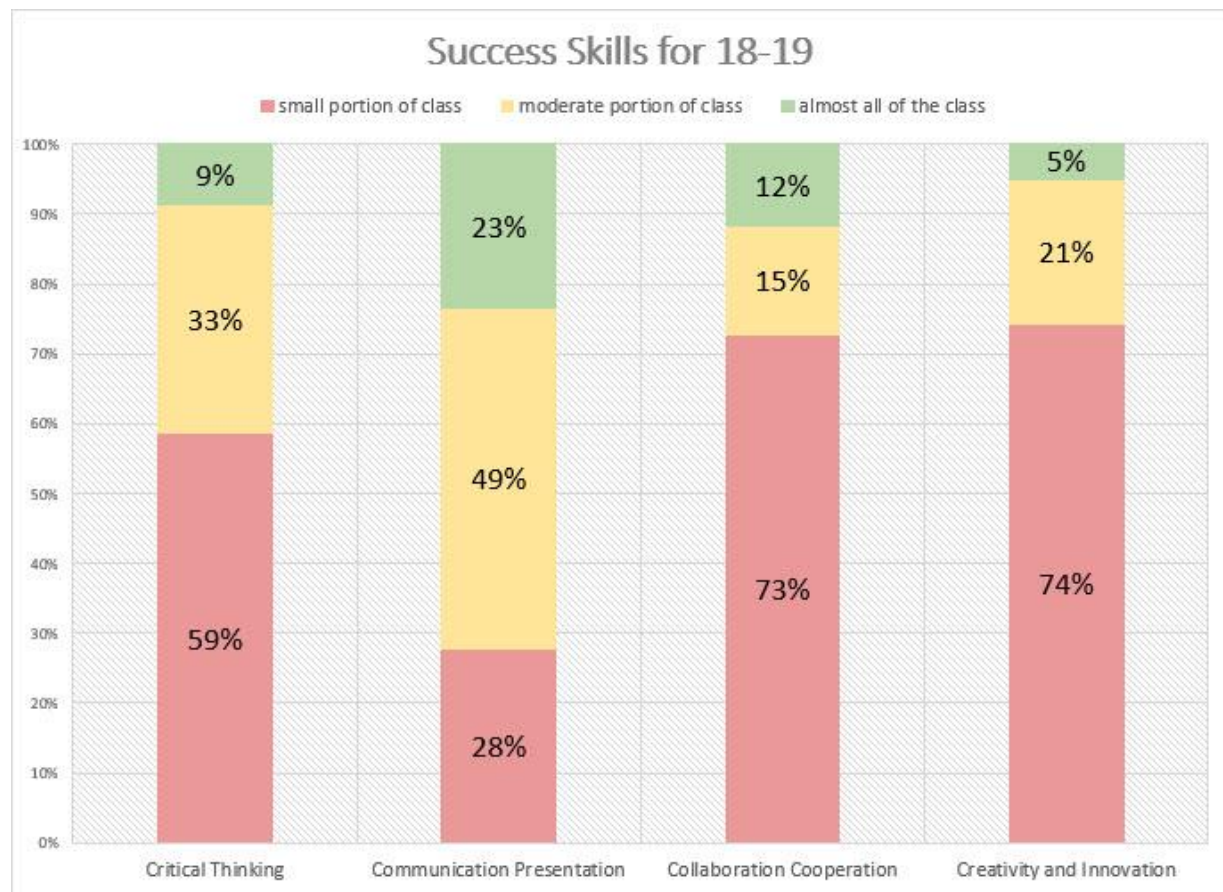
**Superintendent Interpretation:** The success skills indicators that we will already be providing contextualized evidence of as part of the academic results indicators by subject area.

- **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. eleot/classroom observation data, survey data, Danielson, ND DPI student engagement survey (ESSA), AdvancED survey data) indicates that critical and creative thinking is a clearly understood and regular part of the classroom environment.

<b>Indicator 1:</b> 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 all subject areas.	<b>New Baseline for 2020-2021</b>
<b>Evidence:</b>	
<b>2019-2020*</b>	
BPS observations using the ELEOT tool were interrupted by COVID-19. In addition, there was also a recommendation that an alternative way to measure student success skills (creativity, critical thinking, communication, and collaboration) be investigated. The reason for this recommendation is to work from the Portrait of a Graduate as those skills and dispositions were derived from a year of wide-spread community input and are now part of the district 2020-2025 strategic plan. A team of teacher leaders and district staff are currently engaged in a process of creating our district portrait of a graduate and will 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. This data will replace ELEOT moving forward.	

**Baseline for 2019-2020:** 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.

Overall, across observations of students engaged in any subject, 9% of the classroom observations illustrated that at least 80% of the students were observed to be applying critical thinking. Additionally, 5% of the observations found that at least 80% of students were observed to be applying creative thinking. The total number of all observations = 628.)



## Capacity Building

### Input by Administration

- **Curriculum**
  - K-5
    - Curriculum Review Team representative of 100% of buildings in its 2nd year of operation
    - Curriculum maps (pacing guides) created this spring/summer to streamline coverage of prioritized standards & evaluate resources
    - Finalization of prioritizing standards in process
  - 6-12
    - Guiding Coalition Team of teachers formed
    - Pacing guides created to ensure coverage of prioritized standards
    - Prioritization of new social studies standards complete
    - Review/Revision of proficiency scales to reflect real world connections/applications in process
- **Instruction/Assessment**
  - Civics Exam moved from 8th grade to High School
    - Previously, the ND Civics Exam was given in grade 8. Due to new ND State Content Standards and the recommendations of teachers based on curricular alignment, the Civics Exam will move to the high school level. We will continue reporting evidence of the graduation requirement.
- **Professional Learning Opportunities**
  - Engagement by Design
    - 200 Teachers, Coaches, and Leaders participated (K-12)
  - Authentic Learning Modules
    - Piloted this summer and will be offered again this winter
  - Argumentative Writing workshops for 6-12 ELA and Social Studies teachers
  - Equity and Diversity workshops, book studies, and coaching
  - Job-embedded K-5 Writer's Workshop (informative and opinion) and implementation sessions
- **Respect Using CASEL Competencies**

The elementary division made a significant change during 2019-20 in moving to the CASEL Competencies as the reported behavior standards. The accompanying proficiency scales are also new to the process which requires a unified approach and understanding of proficiency for kindergarten – 5<sup>th</sup> grade students based upon developmental expectations.

- **ELEOT**

BPS observations using the ELEOT tool were interrupted by COVID-19. In addition, there was also a recommendation that an alternative way to measure student success skills (creativity, critical thinking, communication, and collaboration) be investigated. The reason for this recommendation is to work from the Portrait of a Graduate as those skills and dispositions were derived from a year of wide-spread community input and are now part of the district 2020-2025 strategic plan. A team of teacher leaders and district staff are currently engaged in a process of creating our district portrait of a graduate and will 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. This data will replace ELEOT moving forward