



R-1 MEGA RESULT SUMMARY OF COMPLIANCE STATUS AUGUST 2021

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:

- 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 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.

Signed: [Signature] Superintendent Date: 8/9/2021

SCHOOL BOARD ACTION

With respect to R-1 Mega Result, 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 Ms. Preskey to accept the R-1 Mega Results Monitoring Report as Making Reasonable Progress, seconded by Mr. Eastgate. Motion carried.

Signed: [Signature] Board President Date: 8/9/2021

Data Analysis by Administration

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

**There was a significant impact on data and our instructional conversations when we moved to distance learning due to COVID. It is important to note that despite Covid-19's impact upon teaching and learning in the spring of 2020, Bismarck Public Schools continued to move forward the School Board's new Strategic Plan with aligning our system and processes to the mission, vision, values, and strategic priorities.

The evidence below supports making reasonable progress with exceptions as it reflects improvement in the majority of indicators. There are a couple areas of note from the overall results. A highlight is that Bismarck Public Schools continues to outperform the state average for our graduation rates by one percent and completer rates by three percent. There are some discrepancies in the Graduation Rates for certain subgroups. On average, as we drill-down further into the data we continue to see a discrepancy between our overall graduation rates and subgroups of our students identified as African American, Native American, Hispanic, economically disadvantaged, and students with disabilities.

Bismarck Public Schools continues to strive to create an engaging student environment where our students reflect high levels of overall "Committed Engagement" with 55% of our students affirming this belief trending longitudinally above the state average in comparison to others across North Dakota.

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>Indicator 1: The board's strategic plan goals are translated into measurable results policies which drive direction of the instructional program.</p>	<p>Making Reasonable Progress</p>
<p>Evidence: 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 create the kind of educational experiences we want for children. A mix of current and new</p>	

<p>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>Inclusion 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>Excellence Ensure all learners receive an exemplary education that is academically challenging and meets their social and emotional needs.</p> <p>Innovation 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>Leadership 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>Learning Excellence 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>Personal Excellence 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>Environmental Excellence 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>Operational Excellence Bismarck Public Schools establishes system-wide operations that meet the needs of our growing and changing community. We honor stakeholder</p>	

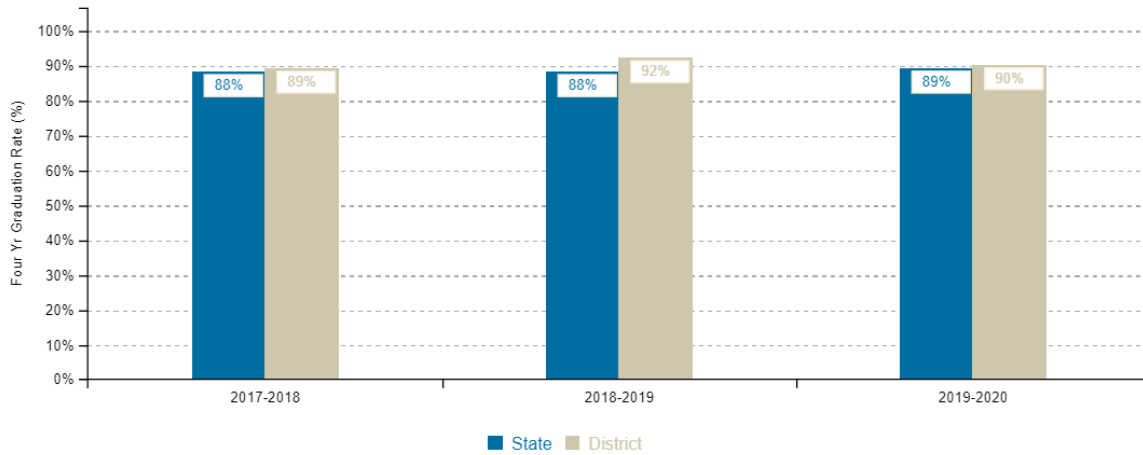
<p>feedback, foster strategic partnerships, and create comprehensive, effective and efficient operational plans.</p> <p>Results policies are adopted by the BPS School Board and translate the strategic results into measurable policies for which the superintendent along with the administrative team can help identify key measurable indicators for the School Board, design and/or align measures, and show progress with evidence.</p> <p>R-1 Mega Result: All students will have the academic, social, and personal skills to be college, career, and community ready.</p> <p>R-2.1 Academic Achievement: Achieve targeted growth and proficiency in the following disciplines: ELA, Mathematics, Science, and Social Studies.</p> <p>R-2.2 Academic Achievement: Demonstrate proficiency in all elective subjects according to their standards.</p> <p>R-3 Personal Development: Each student will actively develop and integrate skills, attitudes, behaviors, and habits to achieve a productive, healthy, and balanced life.</p> <p>R-4 Citizenship: 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>Indicator 2: 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>	Making Reasonable Progress
<p>Evidence: During the 2019-2020 school year, Bismarck Public Schools had an overall graduation rate of 90.0%, which was 1.0% above the North Dakota state average.</p>	

Grade	Target	n	16-17	n	17-18	n	18-19	n	19-20
12	95%		87.6%		88.9%		91.5%		90.0%

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.



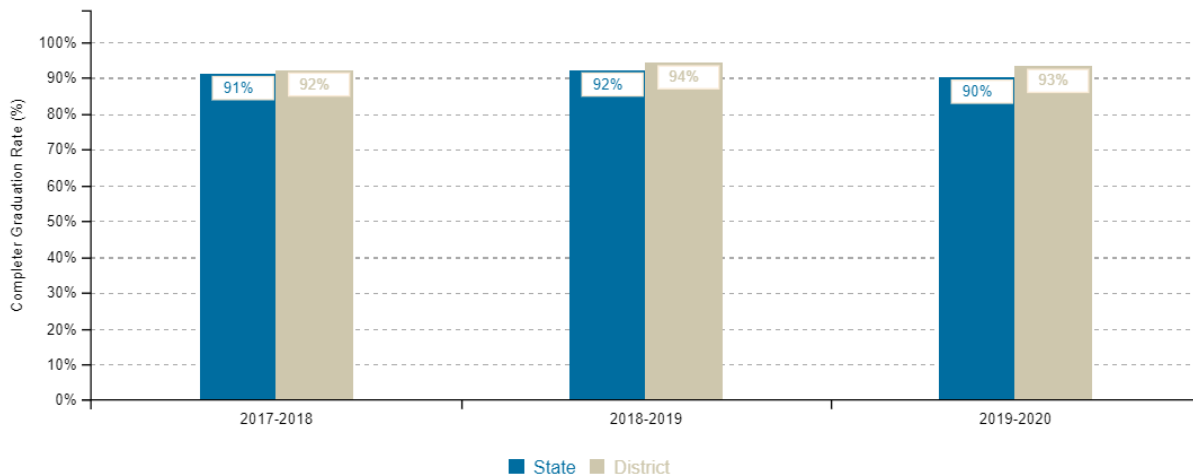
<p>Indicator 3: Students will show continuous improvement toward, or attainment of, a target so that the district achieves a completer rate target set to be at or above 95% of all students.</p>	<p>Making Reasonable Progress</p>
<p>Evidence: During the 2019 – 2020 school year, Bismarck Public Schools had an overall Completer Rate of 93%, which was 3% higher than the North Dakota state average. For the 2015– 2016 school year cohort, Bismarck Public Schools had a seven-year graduation rate in 2019-2020 of 90%, which was in-line with the North Dakota state average.</p>	

Completer Rate

Grade	Target	n	17-18	n	18-19	n	19-20
12	95%		92%		94%		93%

Completer Rate

This is the percentage of high school seniors completing a high school diploma plus previous dropouts obtaining a GED before age 22.

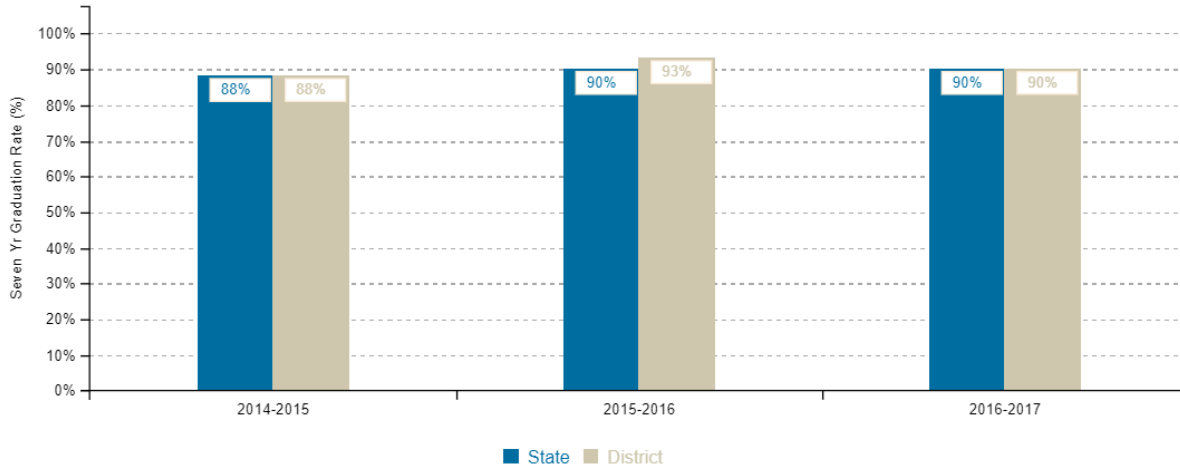


Seven Year Graduation Rate

Grade	Target	n	14-15	n	15-16	n	16-17
12	95%		88.9%		93%		90%

Seven Year Graduation Rate

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



Indicator 4: 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%.	*
Evidence: 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.	

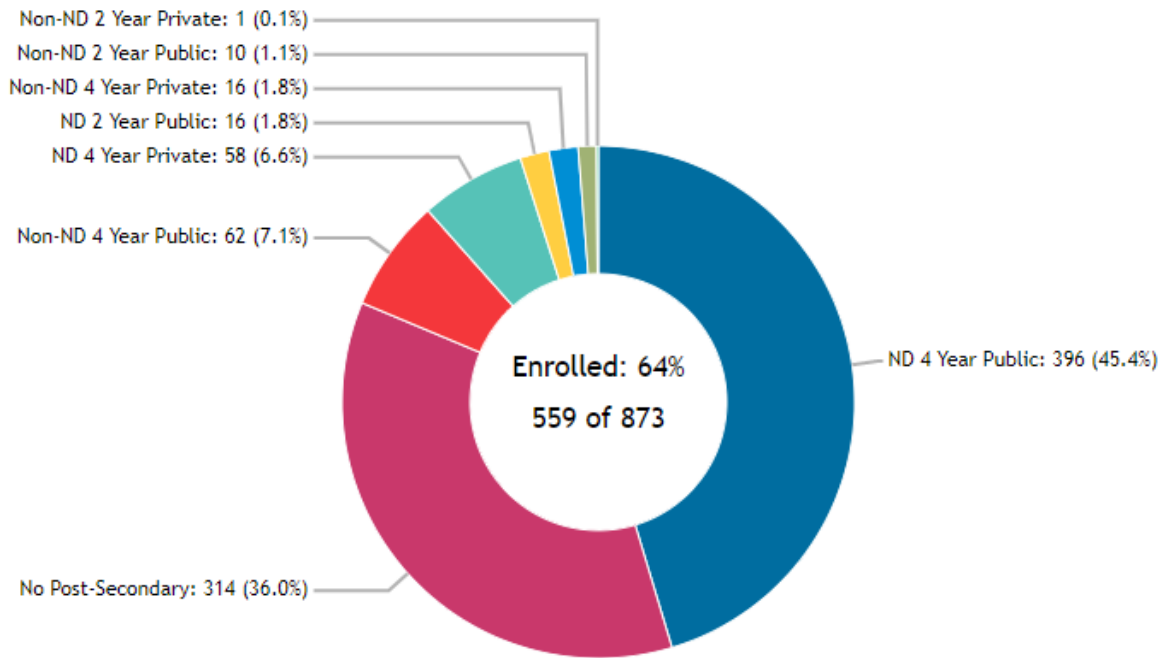
Post-Secondary Enrollment

Grade	Target	n	17-18	n	18-19	n	19-20
12	80%	577/815	71.0%	559/873	64.0%		*

*No state data available

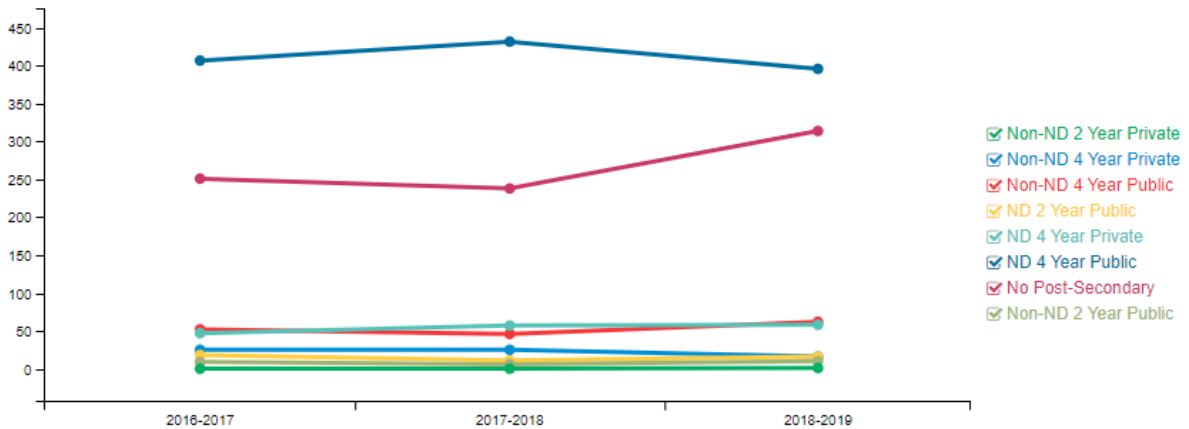
Post Secondary Enrollment Type (2018-2019)

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%)

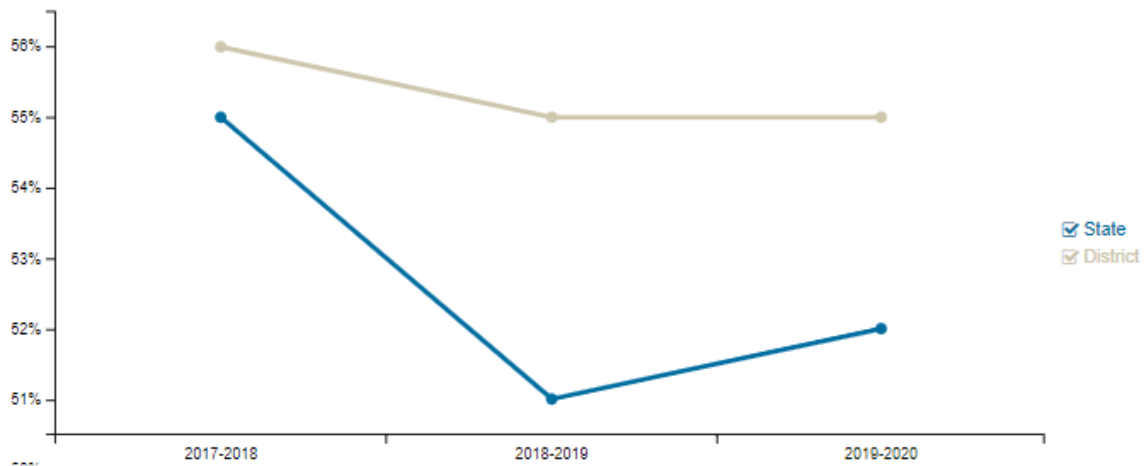
<p>Indicator 5: Students will show continuous improvement toward, or attainment of, a target so that the district achieves overall committed student engagement and domain level (behavioral, cognitive, and emotional engagement) rates with a target set to be at or above 80% of all students.</p>	<p>Making Reasonable Progress</p>
<p>Evidence: Part of the ND ESSA plan is to incorporate student engagement survey results. During the 2019 – 20 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, above, or within 2% of the state average in the subcategories for Behavior, Cognitive, and Emotional Engagement.</p>	

Post-Secondary Enrollment

	Target	State Average	17-18	18-19	19-20
Overall "Committed Engagement"	80%	52%	55%	55%	55%
Behavioral Engagement	80%	54%	57%	56%	57%
Cognitive Engagement	80%	50%	53%	52%	52%
Emotional Engagement	80%	52%	56%	56%	55%

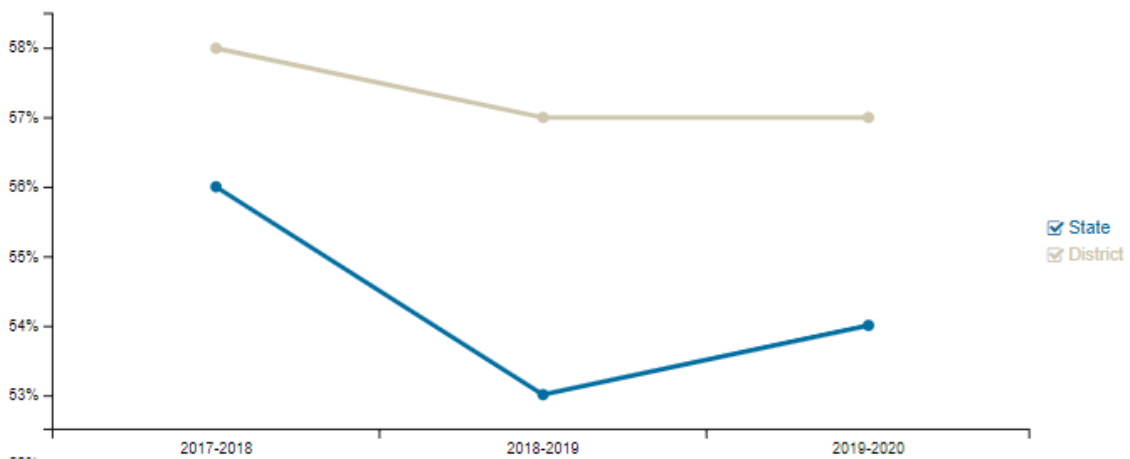
Overall Trend - Committed

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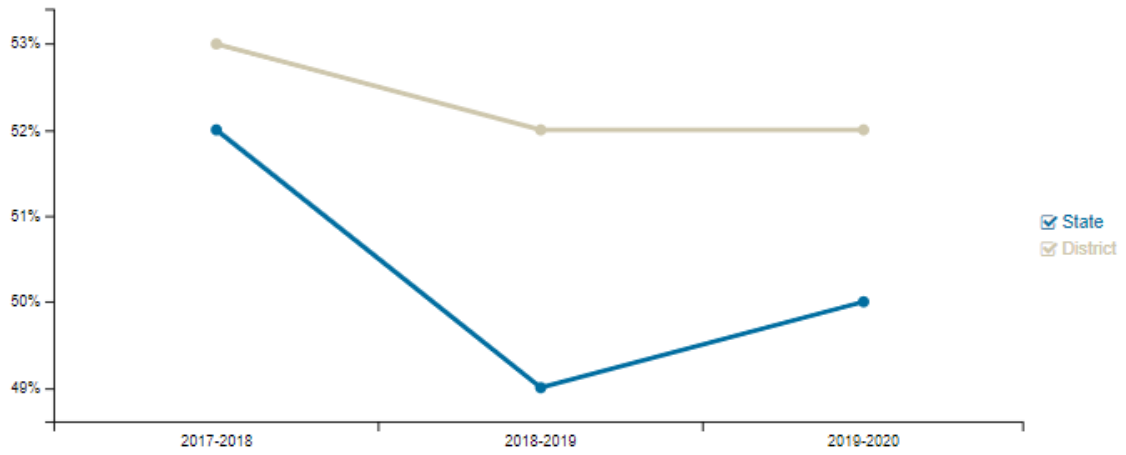
Behavioral Trend - Committed

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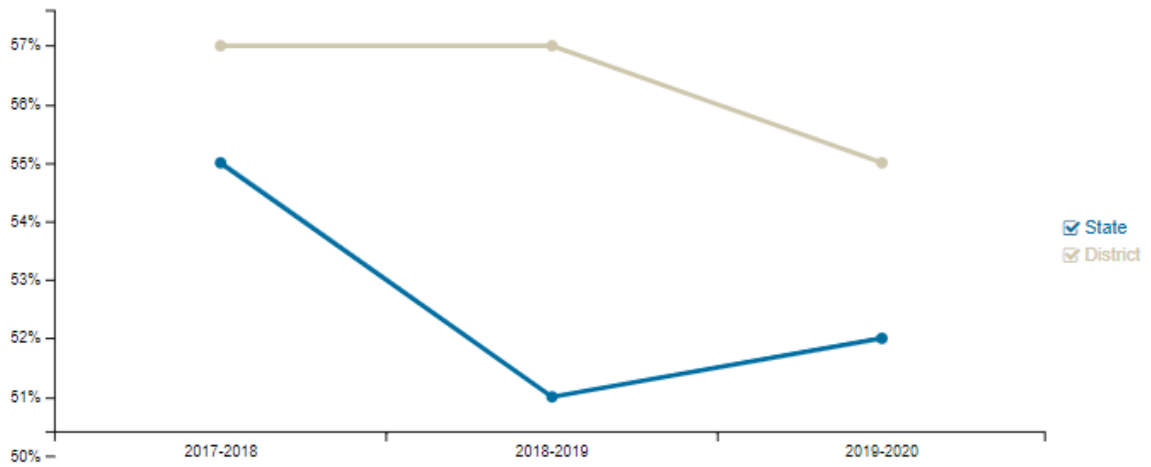
Cognitive Trend - Committed

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Emotional Trend - Committed

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Capacity Building

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

Input by Administration

We have begun an Academic Alert process to help identify students who are at risk of not graduating on time with their class as this is crucial to helping students achieve their academic goals. By intervening on their behalf, the school and parents can work together to provide appropriate assistance and support to the student. While the student must realize the severity of lost credits, Academic Alert is designed to assist the student with their recovery to good academic standing.

Recently, Bismarck Public Schools has partnered with the UTTC Monarch Project for part of a 5-year grant program aimed to increase educational outcomes for Native American high school students by providing them with and connecting them to the resources and services needed to succeed in their educational endeavors. BPS will gain three Student Success Coaches to serve at each high school and one School Engagement Liaison to serve the district. Additionally, our BPS Indian Education Program is restructuring under our new Indian Education Director to best serve students.

Bismarck Public Schools continues to systematically address our processes, frameworks, and our system in order to better serve the needs of our students. Particularly, we have reported in the past regarding the work done over the years surrounding Multi-Tiered System of Supports (MTSS/ISF) and the associated work aimed to help engage students in their learning experiences. The MTSS framework and staff collaborative work has helped provide safety nets through practices focused to identify students that may need additional support to succeed academically, behaviorally, and address their social and emotional needs.

District-Wide ISF Structure

- Development of a system to support the district in moving forward with school-based mental health based upon a solid system of MTSS. Inclusive of training with staff and stakeholders. Ongoing technical assistance with MidWest PBIS.

Systems Framework and Data Collection

- One Stop Shop ongoing development as a resource hub for MTSS, data collection for BoQ, SRT, and Major behavior/disproportionality data, along with evidence of systems, fidelity to interventions, and student outcomes. Ongoing development and training of staff regarding early warning data.

School-Based Mental Health Collaborations

- Supporting and preparing schools with a solid system of MTSS to onboard a community provider.
- Assisting schools in moving from co-located to full integration of supports along with collection and analysis of collaboration data to assess student outcomes and progress .

Student Support Services

- Supporting staff in aligning competencies, identifying overlapping roles, and areas of need in providing support to district, schools, students, and families.

SEL Curriculum Development

- Aligning SEL with Academic core content standards, along with providing re-teach opportunities based upon the core SEL curriculum.

Professional Development Opportunities

- District and school level professional development aligned with BoQ and SRT data to support staff in the implementation of a high fidelity MTSS (MidWest PBIS, FLPBIS, Safe and Civil Schools, CASEL).