



R-2 ACADEMIC ACHIEVEMENT – ELECTIVES SUMMARY OF COMPLIANCE STATUS JANUARY 2022

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 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.

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.

Signed: [Signature] Superintendent Date: 1/24/2022

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

Signed: [Signature] Board President Date: 1/24/2022

Data Analysis by Administration

Baseline data from surveys indicate Critical Thinking skills of K-12 students range from approximately 69% to 83%, while Creative Problem Solving skills of K-12 students range from approximately 61% to 88%. In addition, Elementary students rate themselves higher than Secondary students on the survey questions.

Data from secondary Elective courses indicate approximately 78% to 91% of students earn at least a B+ or a Standard Score of 2.75, while approximately 64% to 80% earn at least an A or a Standard Score of 3.0. This data indicates student performance to be strong. Elective course work allows students to pursue classes based on their passions and explore individual interests, which forms the foundation for college and career exploration. The opt-in nature of electives makes a strong case for growth due to potential increased connection and personal investment.

It is noted that there exists some discrepancy in the sample size shown as “N” under Indicator 1 reporting on the number of students proficient in elective courses. This is due to a couple of factors that can mostly be attributed to the required reporting of students’ proficiency on standards at the Middle School level, whereas it is currently optional for High School teachers to report out on the standards. Additionally, some of the course electives are set-up as year-long courses (such as music offerings) and some electives are semester courses (FACS, STEM, Art, etc.). In turn, this impacts the number of standards being reported based upon enrollments in those courses from year-to-year. We are working to standardize the set-up of these electives across the Middle Schools. In the High School electives, most of the standards being reported in the elective area are associated with Career and Technical Education (CTE) course offerings at the Career Academy.

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 from classroom observation, curricular and student work artifacts, and/or survey data indicate that critical and creative thinking is a clearly understood and regular part of the classroom environment.
- **Elective Courses** include but are not limited to Career and Technical Education (e.g. FACS, Business, Agriculture, etc.), Music, Arts, Physical Education, and World Languages.

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:

B+ = 2.75									
Grade	Target	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20	n	20-21
6	80%	2680	79.9	2978	79.9	2773	83.8	2538	85%
7	80%	1961	75.8	1839	74.9	2871	78.9	2808	78.6%
8	80%	2559	73.5	2602	70.8	2550	76	2377	78.2%
9	80%	541	75	459	82.1	203	88.7	221	91.0%
10	80%	475	80	280	87.5	290	83.4	353	81.6%

11	80%	338	81.4	237	81.9	252	87.3	161	78.9%
12	80%	215	77.2	250	83.2	218	85.3	246	82.1%

A- = 3.0									
Grade	Target	n	Spring 17-18	n	Spring 18-19	n	Spring 19-20	n	Spring 20-21
6	80%	2680	73.0%	2979	68.7%	2773	72%	2538	64%
7	80%	1961	63.8%	1840	64.2%	2871	62.8%	2808	64%
8	80%	2559	59.8%	2604	56.5%	2550	60.7%	2377	64.5%
9	80%	541	68.8%	459	73.4%	203	72.9%	221	80.5%
10	80%	475	61.1%	284	69.0%	290	58.3%	353	72.5%
11	80%	338	68.1%	238	68.1%	252	75%	161	67.1%
12	80%	215	61.5%	255	64.7%	218	65.1%	246	72.4%

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.	Baseline
<p>Evidence: Since 2021, a team of teacher leaders and district staff have worked on a process of creating our district portrait of a graduate and corresponding student and staff survey questions. These questions are intended to gauge progress on student learning behaviors which illustrate their use of creativity and critical thinking in learning. This data replaces the Student Inventory survey and ELEOT data.</p>	

BPS Student Survey - Critical Thinking

Critical Thinking - *I engage in coursework, discussion, and tasks that require the use of critical thinking (e.g. analyzing, applying, evaluating, synthesizing).*

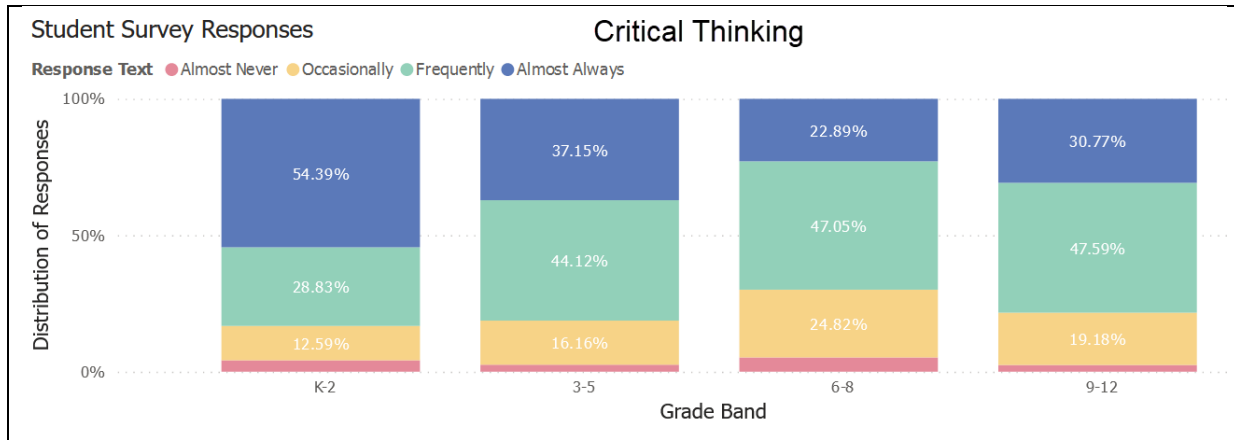
Grade	Target	n	**20-21	n	21-22	n	22-23	n	23-24
K-2	80%	*95.3%	83.22%	n	00.0%	0	00.0%	0	00.0%
3-5	80%	*95.3%	81.27%	n	00.0%	0	00.0%	0	00.0%
6-8	80%	*88.1%	69.94%	n	00.0%	0	00.0%	0	00.0%
9-12	80%	*83.6%	78.36%	n	00.0%	0	00.0%	0	00.0%

*Percentage of students that completed the survey.

**Derived from the sum of Frequently and Almost Always as shown in the table below.

Strategic Plan Survey Question Critical Thinking

- **K-2** *I am a problem solver even when things are hard.*
- **3-8** *I think about and work on difficult tasks (things that challenge my thinking).*
- **9-12** *I engage in coursework, discussion, and tasks that require the use of critical thinking (e.g. analyzing, applying, evaluating, synthesizing).*



BPS Student Survey - Creative Problem Solving

Creative Problem Solving - I solve complex problems by creatively thinking about solutions.

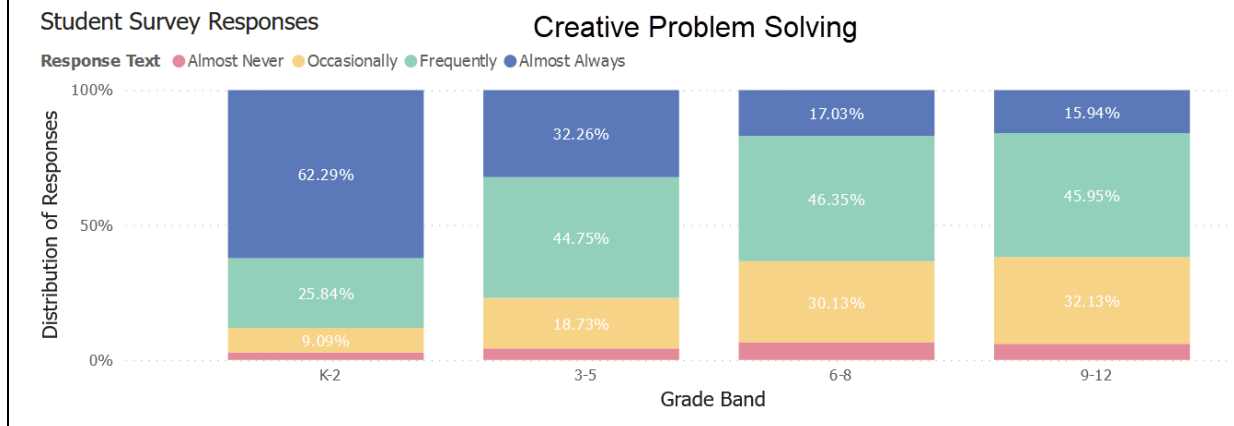
Grade	Target	n	**20-21	n	21-22	n	22-23	n	23-24
K-2	80%	*95.3%	88.13%	n	00.0%	0	00.0%	0	00.0%
3-5	80%	*95.3%	77.01%	n	00.0%	0	00.0%	0	00.0%
6-8	80%	*89.1%	63.38%	n	00.0%	0	00.0%	0	00.0%
9-12	80%	*83.6%	61.89%	n	00.0%	0	00.0%	0	00.0%

*Percentage of students that completed the survey.

**Derived from the sum of Frequently and Almost Always as shown in the table below.

Strategic Plan Survey Question Creative Problem Solving

- **K-2** I can use my own ideas to do my work.
- **3-8** I solve problems by creatively thinking about solutions.
- **9-12** I solve complex problems by creatively thinking about solutions.



Capacity Building/Recommendations

Capacity Building

Curriculum

- Integration of 6-12 Health curriculum within existing courses
- 6-12 Alignment of Tech Ed courses/standards in process
- 6-12 FACS vertical alignment in process
- Training on Proficiency scales and start of creation for career ready practices
- In process, creation of elective/encore Guiding Coalition teams

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.
- 6-12 Music teachers brought course relevant PD into district staff development days
- 6-12 Disciplinary Literacy
- PK-12 Culturally Responsive Teaching and the Brain
- PK-12 Fostering Resilient Learners
- PK-5 STOIC/CHAMPS
- PK-12 PBIS training opportunities
- Authentic Learning Modules piloted summer 2020 with additional modules offered around authentic assessment beginning winter 2021.

Other Highlights

- **Personalized Authentic Learning Systems (PALS) Project** began planning during the 2020-21 school year. This is a collaboration between Bismarck Schools and the University of Mary. Preservice teachers work with BPS teachers to design and implement a unit of instruction. It is being implemented during the 2021-22 school year with the first cohort.
- **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	

Recommendations

No recommendations are suggested at this time.