

R-1 MEGA RESULT
SUMMARY OF PROGRESS STATUS
AUGUST 2023

SUPERINTENDENT CERTIFICATION

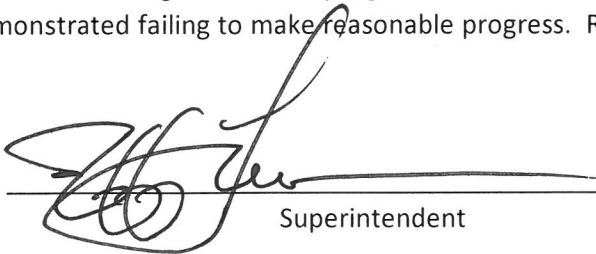
With respect to R-1 *Mega Result* taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and the district is:

- Making Reasonable Progress
- 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/Recommendations section on the last page outlining new practice or protocol to be utilized for the next reporting timeframe. The Capacity Building/Recommendations section also documents suggested changes to Operational Expectations or Results policies and/or indicators and interpretations. This report addresses nine indicators of the superintendent's responsibility regarding the Mega Result. Of the nine indicators, two demonstrated making reasonable progress; five demonstrated making reasonable progress, with exception; and two demonstrated failing to make reasonable progress. Reporting dates for this report are July 1, 2022 – June 30, 2023.

Signed: _____



Superintendent

Date: 8/14/2023

SCHOOL BOARD ACTION

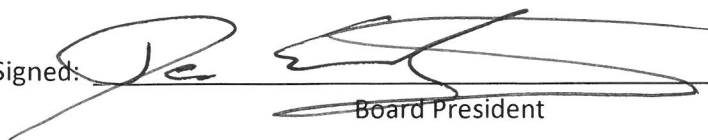
With respect to R-1 *Mega Result*, the Board:

- 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 Result* Monitoring Report as Making Reasonable Progress, seconded by Ms. Peterson. Motion carried.

Signed: _____



Board President

Date: 8/14/2023

Data Analysis

The R-1 Mega Results Monitoring Report overall is “Making Reasonable Progress, with Exception” based on the nine indicators, two failed to make reasonable progress, four demonstrated reasonable progress with exception, and three demonstrated making reasonable progress. An area of focus for the R-1 Mega Results report examines graduation rates as determined by the four-year cohort, completion rate, and seven-year graduation outcomes. The four-year graduation rate was 85%, which was 4% lower than the previous year and 10% lower than our 95% BPS target, yet we still outscored the North Dakota state average by 1%. As we shared last year with the BPS School Board and community, our internal data analysis has demonstrated that if students are enrolled and attend our schools from 6th - 12th grade, those students had an overall 97% graduation rate. Additionally, subgroups that have struggled showed exceptional progress regarding graduation outcomes as long as they were part of our system for their last seven school years.

Our post-secondary enrollment has a proposed target of 70%. This last year of data that was reported has shown growth with 598/878 or 68% of our students engaging in post-secondary enrollment, which was an increase of 4% over the previous year.

Our student engagement survey results demonstrate we are failing to meet the target in all four areas, although BPS continues to outperform North Dakota state averages in these areas. We can celebrate BPS’s high standards of expectation and outperforming North Dakota state averages. Additionally, we have made progress specifically in critical thinking and creative problem-solving skills that are essential to success in today’s world. BPS continues to have discussions regarding these data sets, trends, and implications with internal stakeholder groups in order to acknowledge areas of growth and build capacity accordingly.

R-1 Mega Result

- 1.1 Empower every learner to thrive.
- 1.2 Contribute to a better world by applying their knowledge and skills to improve communities through citizenship and service.
- 1.3 Be able to think critically, analyze, and evaluate information to make informed decisions.

1.1 Empower every learner to thrive.	Making Reasonable Progress, with Exception
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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 on to 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 their control (time, effort, and attention). The student is attentive to the task because they find personal meaning and value in the task. The student persists with the task even when they experience 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 their school, learning, teachers, and peers.
- “n” equals number of students.

<p>Indicator 1: The board's strategic plan goals are translated into measurable results policies which drive direction of the instructional program. (BPS Strategic Plan)</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 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>	

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.

Operational Excellence

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.

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.

R-1 Mega Result: All students will have the academic, social, and personal skills to be college, career, and community ready.

R-2.1 Academic Achievement: Achieve targeted growth and proficiency in the following disciplines: ELA, Mathematics, Science, and Social Studies.

R-2.2 Academic Achievement: Demonstrate proficiency in all elective subjects according to their standards.

R-3 Personal Development - Behavior: Each student will actively develop and integrate skills, attitudes, behaviors, and habits to achieve a productive, healthy, and balanced life.

R-4 Personal Development – Community Ready: Each student will acquire the skills and knowledge to lead, serve, and contribute to their communities.

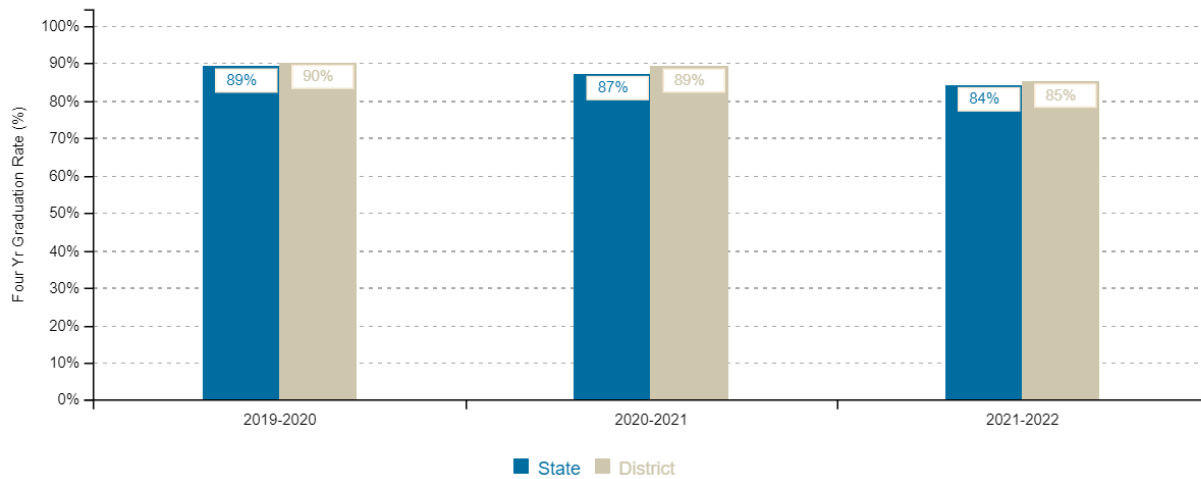
BPS utilizes a variety of academic measures including ACT College Readiness, ACT Aspire, NWEA Measures of Academic Progress (MAP), North Dakota State Assessment (NDSA), AIMSWeb, and performance upon Standards Based assessments. We utilize a variety of non-academic measures for other results policies and indicators. Specific targets for key indicators were identified and monitored under each of the specific results policies.

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.		Failing to Make Reasonable Progress
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	
Evidence: During the 2020-2021 school year, Bismarck Public Schools had an overall graduation rate of 89.0%, which was 2.0% above the North Dakota state average. However, graduation rates declined by 1% from the previous year and missed the 95% target by 6%.		

Grade	Target	19-20	20-21	21-22
12	95%	90.0%	89.0%	85.0%

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.

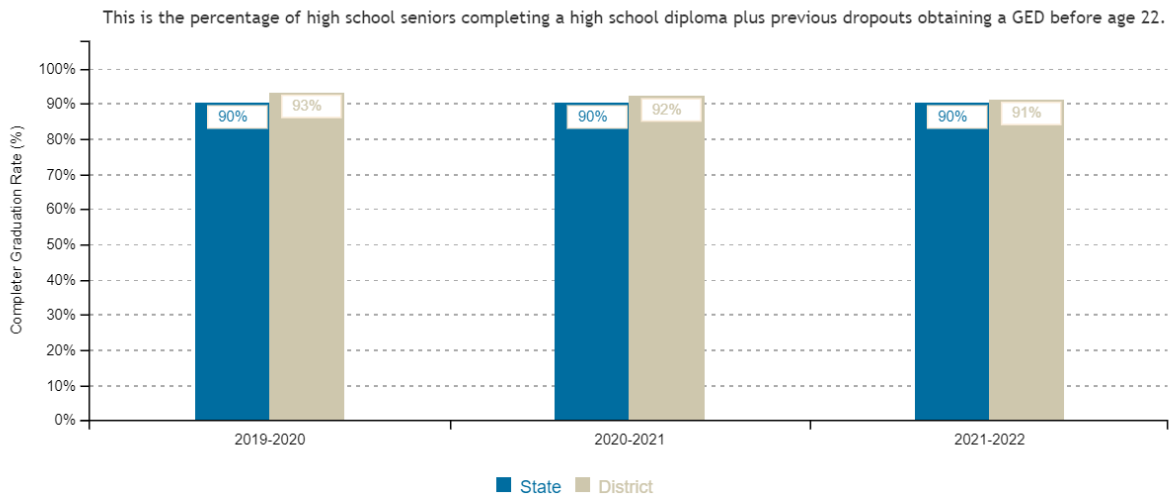


Indicator 3: Students will show continuous improvement toward, or attainment of, a target so that the district achieves a completer rate target set to be at or above 95% of all students.		Making Reasonable Progress
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	
<p>Evidence: During the 2021 – 2022 school year, Bismarck Public Schools had an overall Completer Rate of 91%, which was 1% higher than the North Dakota state average. For the 2018– 2019 school year cohort, Bismarck Public Schools had a seven-year graduation rate in 2021-2022 of 93%, which was 3% higher than with the North Dakota state average and 2% below the BPS target.</p>		

Completer Rate

Grade	Target	19-20	20-21	21-22
12	95%	93%	92%	91%

Completer Rate

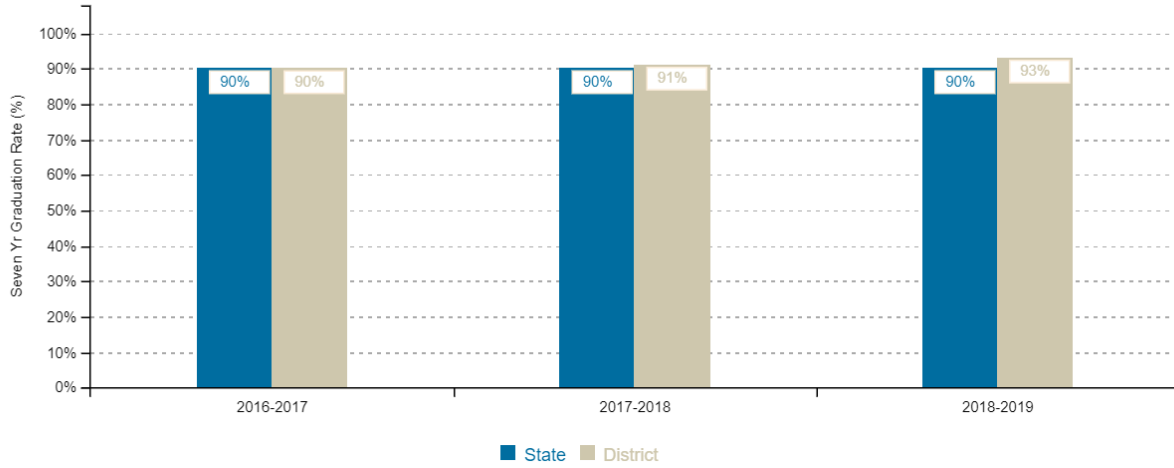


Seven-Year Graduation Rate

Grade	Target	16-17	17-18	18-19
12	95%	90%	91%	93%

Seven Year Graduation Rate

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



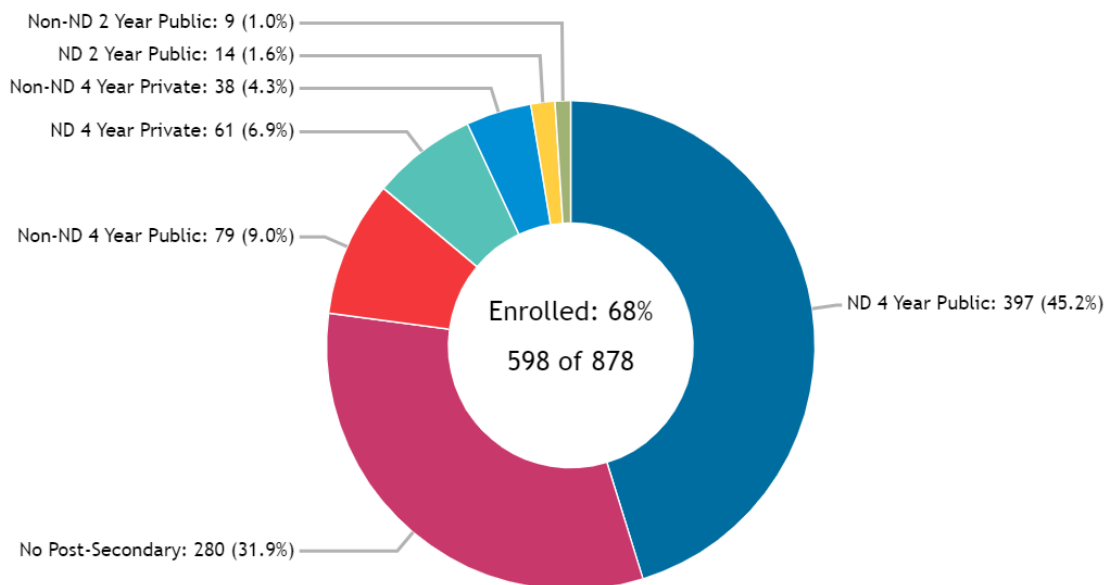
Indicator 4: Students will show continuous improvement toward, or attainment of, a target so that the district achieves a post-secondary education enrollment (within 12 months of graduation) rate target set to be at or above 70%.		Making Reasonable Progress, with Exception
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	
<p>Evidence: Evidence for this data point is state-collected data. The data will show a two-year lag as it counts graduates 12 months following their graduation year. For the 2020-2021 school year, Bismarck Public Schools had 68% of graduates planning to enroll and attend a Post-Secondary institution. This was an increase of four percent from the previous year's data. Of the 878 graduates, 598 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	18-19	n	19-20	n	20-21
12	70%	559/873	64.0%	575/892	64.0%	598/878	68%

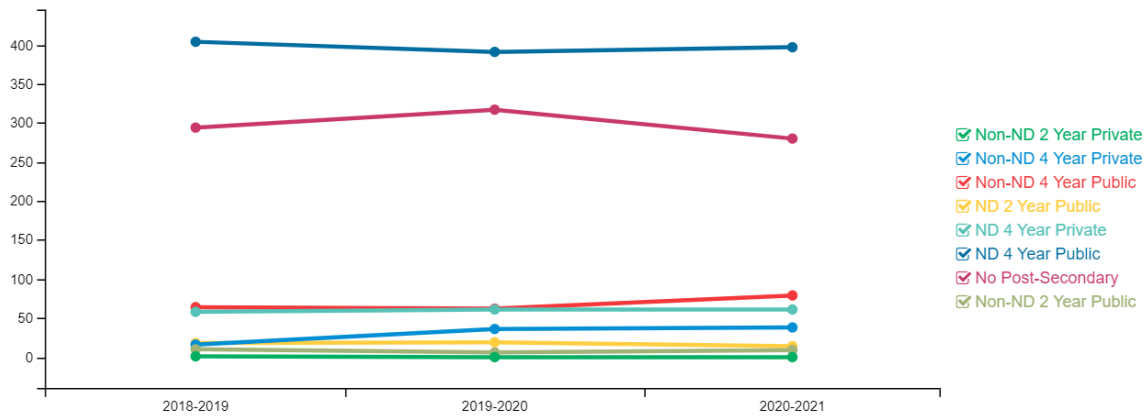
Post Secondary Enrollment Type (2020-2021)

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 (2020-2021)

Top 15 Destinations for High School Graduates within 12 months of Graduation. In-state colleges outside the top 15 are also shown.

Institution Name	Institution State	Institution Type	Number of Enrollments
Bismarck State College	ND	Public Four Year	223 (37%)
North Dakota State University	ND	Public Four Year	95 (16%)
University Of North Dakota	ND	Public Four Year	66 (11%)
University Of Mary	ND	Private Four Year	40 (7%)
University Of Minnesota-Twin Cities	MN	Public Four Year	15 (2%)
N.Dakota State College Science	ND	Public Two Year	12 (2%)
Minnesota State University Moorhead	MN	Public Four Year	12 (2%)
Montana State University - Bozeman	MT	Public Four Year	11 (2%)
University Of Jamestown	ND	Private Four Year	11 (2%)
United Tribes Technical College	ND	Private Four Year	10 (2%)
Concordia College	MN	Private Four Year	9 (1%)
Grand Canyon University-Traditional	AZ	Private Four Year	8 (1%)
Arizona State University	AZ	Public Four Year	7 (1%)
Valley City State University	ND	Public Four Year	5 (1%)
Dickinson State University	ND	Public Four Year	4 (1%)
Mayville State University	ND	Public Four Year	3 (<1%)
Minot State University	ND	Public Four Year	2 (<1%)
Dakota College At Bottineau	ND	Public Two Year	1 (<1%)
Williston State College	ND	Public Two Year	1 (<1%)
All Others (49 Institutions)			68 (11%)

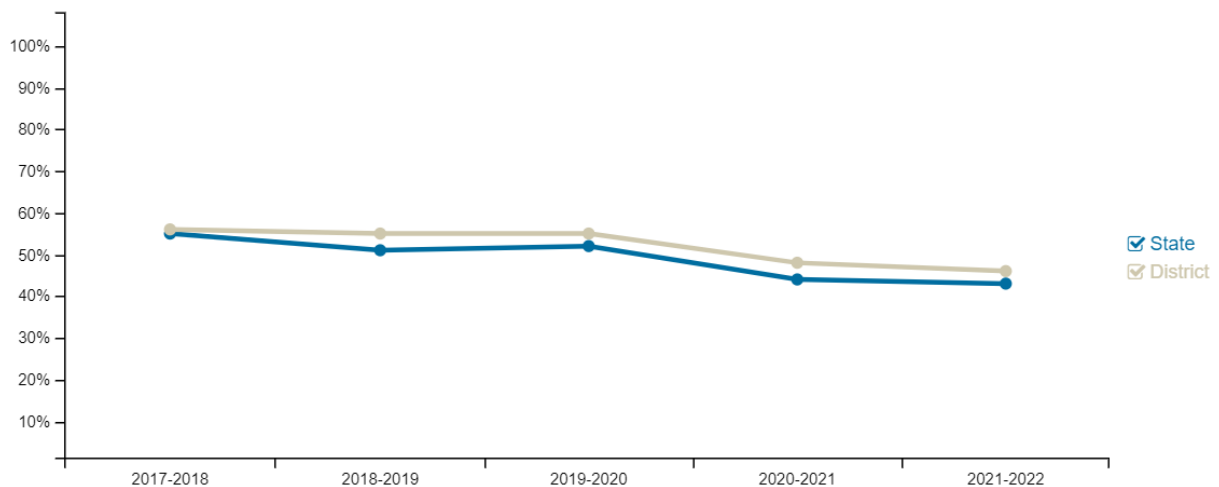
Indicator 5: Students will show continuous improvement toward, or attainment of, a target so that the district achieves overall committed student engagement and domain level (behavioral, cognitive, and emotional engagement) rates with a target set to be at or above 55% of all students.		Failing to Make Reasonable Progress
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	
<p>Evidence: Part of the ND ESSA plan is to incorporate student engagement survey results. During the 2021-2022 school year, 46% of Bismarck Public Schools students surveyed were determined to be at an overall “committed engagement” level, which was above the North Dakota state average of 43%. Additionally, BPS students overall were determined to be at a “Committed Engagement” above the state average in the subcategories for Behavior, Cognitive, and Emotional Engagement. However, BPS just missed the 55% target for Behavioral Engagement by 1%.</p>		

Post-Secondary Enrollment

	Target	State Average	17-18	18-19	19-20	20-21	21-22
Overall “Committed Engagement”	55%	43%	55%	55%	55%	48%	46%
Behavioral Engagement	55%	50%	57%	56%	57%	55%	54%
Cognitive Engagement	55%	38%	53%	52%	52%	42%	40%
Emotional Engagement	55%	42%	56%	56%	55%	45%	43%

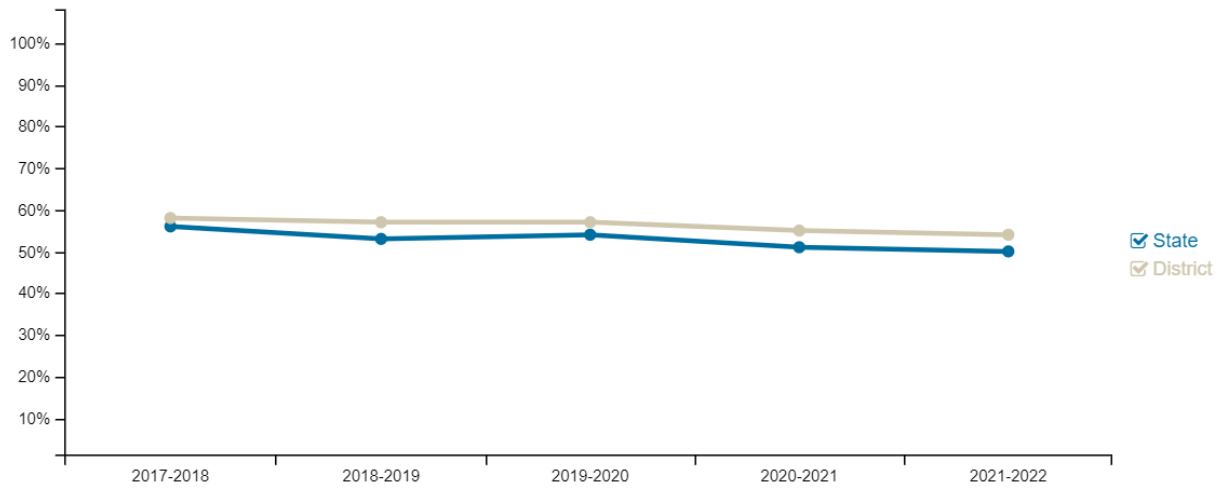
Overall Trend - Committed

Shows changes in overall Committed engagement over time.



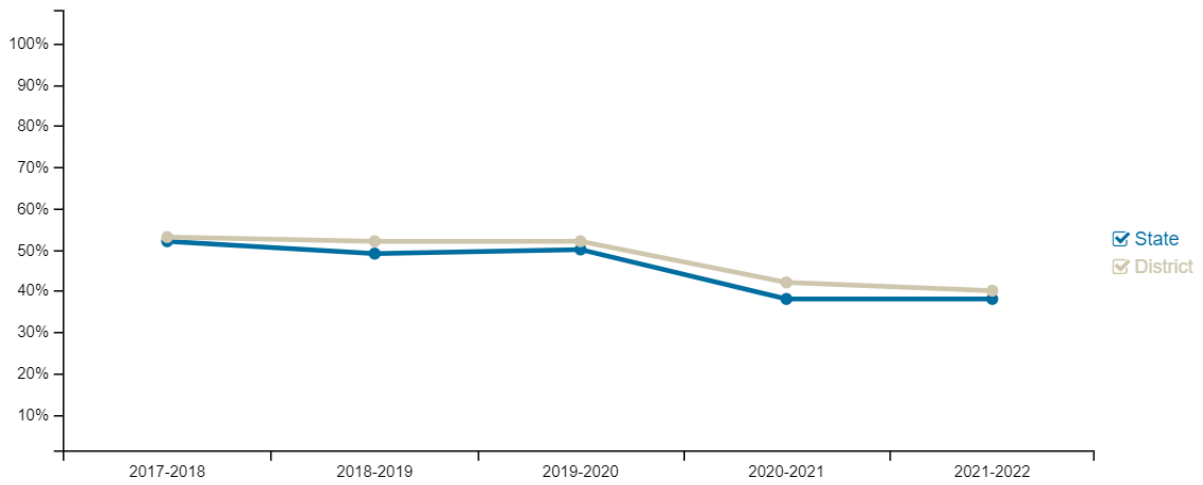
Behavioral Trend - Committed

Shows changes in Behavioral Committed engagement over time.



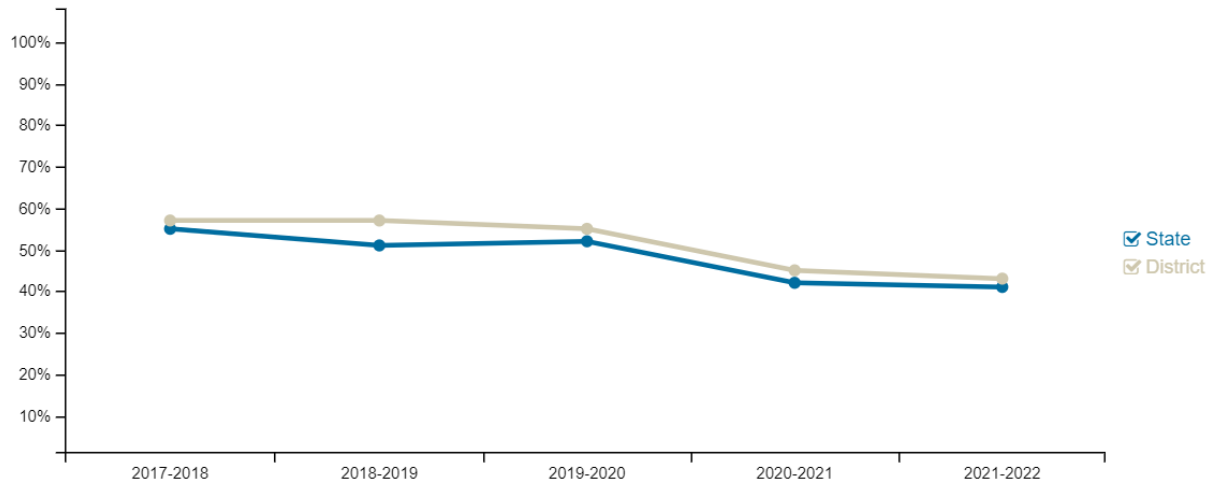
Cognitive Trend - Committed

Shows changes in Cognitive Committed engagement over time.



Emotional Trend - Committed

Shows changes in Emotional Committed engagement over time.



Every Learner Will:

<p>1.2 Contribute to a better world by applying their knowledge and skills to improve communities through citizenship and service.</p>	<p>Making Reasonable Progress, with Exception</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.
- **Capstone Project** includes, but is not limited to a singular course, student intern projects, and Empower[ED] participation. It is designed to give students the opportunity to deepen academic content and success skills (21st Century Skills) in a real-world setting. The Capstone Project will be a vehicle for students to explore job-embedded learning that is hands-on, authentic, rigorous and relevant to their world beyond high school. With the help of the instructor and potential business and field experts, students will develop an individualized learning plan that identifies objectives, project foci, presentation of learning, and reflection.

<p>Indicator 1: Students will show continuous improvement toward, or attainment of, a target so that at least 40% of students report completion for the ND Choice Ready Essential Skills indicator of 25 hours of Community Service.</p>	<p>Making Reasonable Progress, with Exception</p>
<p>Evidence: ND Choice Ready data indicates that in the 2021-2022 school year, 36.47% of 12th grade students had 25 hours or more of documented community service hours. This is an increase of 0.22% from the 2020-2021 school year. The data will show a two-year lag as it counts graduates 12 months following their graduation year.</p>	

<p>Indicator 2: 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 completing a “Career Exploration Experience.”</p>	<p>Making Reasonable Progress, with Exception</p>
<p>Evidence: ND Choice Ready data indicates that in the 2021-2022 school year, 47.22% of 12th grade students had a documented “Career Exploration Experience.” This is a 0.67% increase from the 2020-2021 school year. The data will show a two-year lag as it counts graduates 12 months following their graduation year.</p> <p>Guidance from the ND Department of Public Instruction as of 8.19.20 noted changes to the Choice Ready Framework. The “Work-based Learning Experience” title under essential skills was changed to “Career Exploration Experience” We are requesting a change in the language of Indicator 2 to align with current DPI wording.</p> <p>https://www.nd.gov/dpi/sites/www/files/documents/Division%20of%20SS%26I/ESSA/Choice%20Ready/ChoiceReadyChart.pdf</p>	

<p>Indicator 3: 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>Make Reasonable Progress, with Exception</p>
<p>Evidence: ND Choice Ready data indicates that in the 2021-2022 School year, 1.88% of 12th grade students report successfully completing a formal Capstone Project. This is a .02% increase from the 2020-2021 school year. The data will show a two-year lag as it counts graduates 12 months following their graduation year. A district defines their own capstone, BPS defines their criteria as having enrolled specifically in the Capstone Course.</p>	

Every Learner Will:

<p>1.3 Be able to think critically, analyze, and evaluate information to make informed decisions.</p>	<p>Making Reasonable Progress, with Exception</p>
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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), Cogna survey data) indicates that critical and creative thinking is a clearly understood and regular part of the classroom environment.

Indicator 1: Students will report and show continuous improvement toward, or attainment of the identified target so students are routinely applying critical and creative thinking in all subject areas.		Making Reasonable Progress, with Exception
Green	Met or Exceeded	
Yellow	Within 5%	
Red	Not Met	
Evidence: A team of teacher leaders and district staff have finalized our district portrait of a graduate and corresponding student and staff survey questions. These questions are intended to gauge progress on student learning behaviors that illustrate their use of creativity and critical thinking in learning.		

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
K-5	80%	5436	82.49%	5821	82.48%
6-8	80%	2720	70.26%	2827	70.25%
9-12	80%	2300	78.39%	2844	75.00%

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
K-5	80%	5436	82.58%	5821	82.61%
6-8	70%	2720	63.82%	2827	67.70%
9-12	70%	2300	62.91%	2844	59.70%

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

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

Input by Administration

We completed our second year with an Academic Alert process to help identify students who are at risk of not graduating on time with their class. This alert allows for early identification and response, 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.

Bismarck Public Schools is in its third year with a partnership with the UTTC Monarch Project as 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 has three Student Success Coaches that serve at each high school and one School Engagement Liaison to serve the district. Additionally, our BPS Indigenous Education Program is restructuring under our new Indian Education Director to best serve students. BPS has added an Indigenous Education Curriculum coordinator beginning the fall of 2023.

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 Interconnected Systems Framework (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 is 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.
- Addition of a portfolio to support Tier 2 course instructors in accessing and understanding curricular program and resources.

SEL Curriculum Development

- Aligning SEL with Academic core content standards along with providing re-teach opportunities based upon the core SEL curriculum.
- Updating proficiency scales for success skills to represent a continuum of learning.
- Aligning SEL with Career Ready Practices in CTE courses for authentic alignment of competencies across a continuum of practice.

Professional Development Opportunities

- New staff training on STOIC/CHAMPS (Positive classroom supports).
- Coach and Administrator course in Coaching Classroom Management.
- Exploring the Middle School Experience summer workshop.
- Middle School CTE and exploratory development teams.
- District and school level professional development aligned with BPS survey results, strategic plan goals, and building level instructional framework including:
 - Standards-Based Education and Prioritized Standards
 - High Reliability Schools - Strong focus safety and teaching practices
 - Authentic Learning Experiences
 - Course/Content specific training related to legislative directives
 - Literacy across content areas
 - Student engagement strategies
- Consultants invited for support and understanding of connection between staff and student wellness.
- Circle Training and implementation.
- PBIS implementation and community building.
- Authentic Learning Modules for Teachers.

Recommendations

1. 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 Cognia standards.
2. Consider setting new targets to be based upon the ND State Average for Student Engagement versus the pre-COVID target of 55%.
3. Address decline of student engagement post-COVID by increasing authentic learning experiences and opportunities Pk-12.
4. Continue to refine our data analysis to review trends among subgroups at the building level.
5. Continue exploration of the expansion of authentic programming experiences for all students.