

OE-11 INSTRUCTIONAL PROGRAM
SUMMARY OF COMPLIANCE STATUS
JUNE 2024

SUPERINTENDENT CERTIFICATION

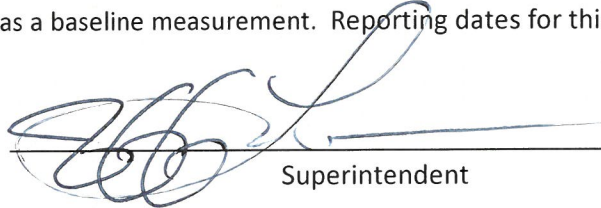
With respect to OE-11 *Instructional Program* taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and the district is:

- In Compliance
 In Compliance, with Exception (as noted in the evidence)
 Not in Compliance

Summary Statement by Administration

Monitoring of operational expectations 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 21 indicators of the superintendent's responsibility regarding the instructional program. Of the 21 indicators, 19 demonstrated in compliance, 1 demonstrated in compliance, with exception, 0 were determined as not in compliance, and 1 was a baseline measurement. Reporting dates for this report are July 1, 2022 – June 30, 2023.

Signed:



Superintendent

Date: 6/24/2024

SCHOOL BOARD ACTION

With respect to OE-11 *Instructional Program*, the Board:

- Accepts the report as fully compliant
 Accepts the report as compliant with noted exceptions
 Finds the district to be noncompliant

Summary Statement/Motion of the Board

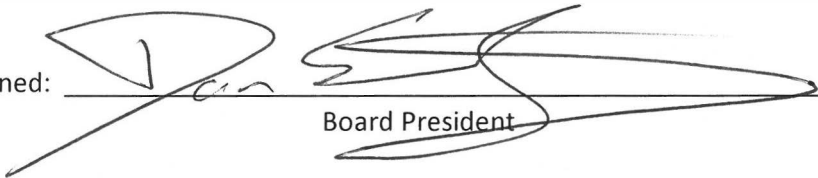
It's a good report. I'd like to kind of touch on 11.4, indicator 3, to have a better understanding, because this has come up a few times this year. It talks about indicator 3.b "grades 6-12 will use percentages and letter grades (A-F) and utilize the district's secondary grade scale." Do we know where that grade scale came from, and is it aligned with higher ed? I know they are aligned internally for us, but I can't tell you if it's with higher ed.

One thing that I saw in 11.5 was course offerings. We've talked a little bit about, as we've looked at increases across the board, it says we're always looking at increasing or maintaining, well eventually if you're increasing in CTE, and you're increasing in dual credit, then you might be decreasing in advanced placement. So always looking for a steady increase across the board might not even be a possibility as there's only a finite number of students, a finite number of course offerings, so I question if we're asking that as an indicator. The idea that if

teachers are saying we're offering these types of real world, but the students aren't feeling that they're getting that voice and choice, I do think that's something to continue to explore for both students to understand what that survey question is asking, but also teachers to be more authentic about that piece. I think BPS does an amazing job offering different interventions and different programming for students who are looking for all sorts of different pathways, but gifted programming I think at the younger levels is something that I still think I see a lot of questions come up, or hear a lot of questions emerge. And finally I loved the talk about the guiding coalitions and the feedback loop and I just think keep going, keep going with those kinds of pieces, I think it's exciting to hear, I think some of the things we've talked at the board level with the committees, know that it's in its infancy stage, but I do see more and more stakeholder feedback because I do think that we want to make sure that there's teacher input for some of the district processes.

Motion by Mr. Lee to accept the OE-11 *Instructional Program* Monitoring Report as In Compliance, seconded by Mr. Hager. Motion carried.

Signed: _____



Board President

Date: _____

6/24/2023

Data Analysis by Administration

OE-11 evidence and progress in 2022-2023 is largely focused on design of sustainable systems and processes. Communication, Data and Information, and Professional Learning systems were designed to support continuous improvement in the BPS Curricular Program.

OE 11.1, 11.2, 11.3, 11.4, 11.8 BPS has continued to take an inclusive approach to establishing and maintaining a robust guaranteed and viable curriculum aligned to and rooted in state and national standards through the existence of clear processes led by teams of teachers (Guiding Coalitions) representing all schools, grade levels, and content areas across both the elementary and secondary divisions. In the 2022-23 school year, 279 educators served on Guiding Coalition Teams. The existence of Guiding Coalitions and the formalization of the curricular roadmap and data dashboard have been invaluable. All Guiding Coalitions were able to successfully report on the states of their prioritized standards, proficiency scales, and pacing.

11.5 BPS has continued to offer a wide range of courses, extracurricular, and club opportunities for students in music and fine arts, career and technical education, business, world languages, advanced placement, certifications, and dual credit to support students' development in specialized areas of interests. Both teachers and students reported a perceived increase in personalized and authentic opportunities in the classroom. Girls' hockey and girls' wrestling were added as new extracurricular options.

11.7 BPS is committed to innovation and strives to illustrate this value in the action we take and the processes we put in place. The forms for proposing research, resources, courses or programs were aggregated into one site on InsideBPS and communicated to stakeholders. Twenty-one research requests were received in 2022-2023.

Innovation/New Programs 2022-2023

- Reading Plus pilot for all 6th grade students at one middle school
- Planning and coordination for the expansion of Empower[ED]
- Addition of Renew[Ed] to the continuum of learning environments
- Instructional Frameworks developed and communicated at each school building
- Creation of Authentic Learning Task Force
- Development of internal review process for supplemental texts and materials established

OE-11 Instructional Program

The Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board’s Results policies.

The Superintendent Shall:

<p>11.1 Ensure that instructional programs are based on a comprehensive and objective review of best practices research.</p>	<p>In Compliance</p>
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Superintendent Interpretation: The Board expects that there is a process and schedule for curriculum development, adoption, implementation, and maintenance, and that coursework and resources are aligned to the curriculum. The process used includes a review of best practices, trends, and research.

- [Advanced Placement \(AP\) Courses](#)
- **Best practices research** refers to the professional literature and research found to result in the achievement BPS aspires to reach.
- [Career and Technical Education \(CTE\) Courses](#)
- **Comprehensive and objective** means that reviews of the curriculum will include varied stakeholders including teachers, instructional coaches, and principals from each feeder system, technology, district staff development/curriculum staff, and special education.
- [Curriculum](#) refers to Bismarck Public Schools’ entire instructional program, including resources, programs, assessments, instruction, and assessment practices.
- **Instructional programs** refers to new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate or enhance student learning.
- [Learning, Design, and Innovation \(LDI\)](#)
- [Multi-Tiered System of Support \(MTSS\)](#) is systemic continuous improvement framework, in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting Academics and Social Emotional Learning (SEL). The voice of and collaboration with students, family, and community is foundational to the MTSS framework.
- [Science, Technology, Engineering, and Mathematics \(STEM\)](#)
- [Standards](#) articulate a common understanding of what students are expected to know, understand, and be able to do based upon North Dakota State Standards and national content standards.
- **Teaching and Learning Team** (Superintendent, Assistant Superintendents, Technology Director, Student Support Services Director, Learning, Design and Innovation Director, and other appropriate ad hoc members specific to the nature of the proposal).
- **Varied stakeholders** means input will be sought from a variety of perspectives based on the task. Stakeholders may include teachers, instructional coaches, principals, technology, staff development, special education, students, higher education, community members, etc.

<p>Indicator 1: All new instructional programs will be proposed and approved through a formal process brought before the district Teaching and Learning Team prior to placement on the district approved resources list and/or implementation.</p>	<p>In Compliance</p>
<p>Evidence: A formal process exists for the proposal and approval of all new or changes to existing courses, new pilots, and new instructional resources. The application and processes flow through the district Teaching and Learning Team with additional ad hoc members as needed.</p> <p>New/Changes To Courses and Programs Forms and processes for new course proposals live on InsideBPS and are accessible with a BPS login under BPS Request Forms.</p> <p>During the 2022-2023 school year, BPS approved Introduction to Nursing, Foundations of English 9, General Math (9), Consumer Math (10), and Applied Math (11) all set to begin school year 2023-2024.</p> <p>New Resource Requested During the 2022-2023 School Year The New Resource Request process is established to help ensure that the proper approval and support is provided for new products, services, and digital tools/applications. The application form is used to request approval for all resources that require the use of an individual student login, resources used as a daily/weekly activity or for intervention, and resources that have a financial obligation. Using the New Resource Request application (only accessible with BPS login), 20 new resources were brought before the district Teaching and Learning Team prior to placement on the district approved resources list and/or implementation.</p>	

<p>Indicator 2: 100% of content areas K-12 have guiding coalition teams who annually assess the current state of the curricular program by using current research, teacher feedback, and district guidance to identify strengths and improvement opportunities.</p>	<p>In Compliance</p>
<p>Evidence: All core courses have identified guiding coalition teams and singletons and elective courses have identified lead teachers. Teacher feedback is obtained through surveys attached to updates, available on InsideBPS under the LDI department, and through district professional learning day activities. Guiding Coalition leaders meet monthly to review data with larger data review occurring in June.</p>	

The Superintendent Shall:

<p>11.2 Base instruction on district academic standards that meet or exceed state and/or nationally-recognized model standards.</p>	<p>In Compliance</p>
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Superintendent Interpretation: The Board expects the District’s curricula to be based on rigorous academic learning standards based on North Dakota and/or local standards in each curricular area.

- **Meet** means that coursework encompasses the state standards at a minimum and “exceed” refers to the inclusion of additional standards beyond the state standards.

<p>Indicator 1: Learning activities that take place in the classroom are based on the adopted standards.</p>	<p>In Compliance</p>					
<p>Evidence: All course descriptions, pacing guides, and curriculum maps align to the state standards. Standards are prioritized, embedded, and assessed throughout the district’s K-12 curriculum. The process is continuous to ensure we have 100% alignment. This requirement is stipulated through Policy GAAA. All buildings have instructional frameworks with an instructional criteria around clear goals aligned to standards.</p>						
<p>BPS Staff Survey Response Data</p>						
	<p>20-21 Count</p>	<p>20-21 %</p>	<p>21-22 Count</p>	<p>21-22 %</p>	<p>22-23 Count</p>	<p>22-23 %</p>
<p>Percentage of TEACHERS responding <i>frequently or almost always</i> to the survey question “I understand and implement a guaranteed curriculum, aligned to state standards, for the grade level/courses I teach.”</p>	<p>1018</p>	<p>96.3%</p>	<p>845</p>	<p>97.9%</p>	<p>818</p>	<p>99%</p>
<p>More resources for accessing and interpreting online and printed reports are housed on the BPS PowerSchool Resources Website. LearnBPS, PowerSchool, & Visual Progress Report</p>						

The Superintendent Shall:

11.3 Align curriculum with the standards.	In Compliance
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Superintendent Interpretation: The Board expects the District to identify rigorous academic learning standards in each curricular area and base the District’s curriculum on those standards. The Board also expects consistency within feeder systems and across the district through regular vertical and horizontal alignment. A formal process for reviewing standard alignment should exist, be documented, and should coincide with state and national adoption and revision timelines.

- **Align** means ensuring that the curriculum in all classrooms is representative of the standards.
- **Horizontal alignment** refers to the contrast, comparison, and deliberation within a selected grade level or content area across the building and district.
- **Vertical alignment** refers to the contrast, comparison, and deliberation between grade levels or progressive courses above and/or below as appropriate.

Indicator 1: 100% of BPS curricula are aligned with current North Dakota state standards or locally adopted standards.	In Compliance
<p>Evidence: All course descriptions, pacing guides, and curriculum maps align to the state standards. Standards are prioritized, embedded, and assessed throughout the district’s K-12 curriculum. The process is continuous to ensure we have 100% alignment. This requirement is stipulated through Policy GAAA. The Curricular Review Cycle Dashboard reflects the current state of this work relating to core subjects (K-8) and courses required for graduation (9-12).</p> <p>We have aligned our work to national standards in several areas while still meeting the standards that are currently adopted by the state.</p> <ul style="list-style-type: none"> • Science – curriculum work has aligned to both state and Next Generation Science Standards (NGSS) • Art – curriculum work has aligned to both state and National Core Art Standards • Digital Literacy – curriculum work has aligned ND Library and Technology Standards • Music – curriculum work has aligned to both ND State Music Draft and National Core Art Standards 	

Indicator 2: The standards for each curricular area are reviewed vertically and horizontally on a schedule driven by state and national adoption or revision timelines by curriculum teams. For areas lacking ND state standards, a district cycle for review will be followed and be represented in the District Curriculum Calendar.	In Compliance
<p>Evidence: Curriculum alignment work is focused around areas where standards are newly adopted or currently drafted and scheduled-to-be-adopted standards.</p> <p>Updates from Guiding Coalition teams are sent to district stakeholders regularly and available on InsideBPS.</p> <p>Current progress is reflected on the Curricular Review Cycle Dashboard.</p>	

The Superintendent Shall:

<p>11.4 Effectively measure each student’s progress toward achieving or exceeding the standards.</p>	<p>In Compliance</p>
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Superintendent Interpretation: The Board expects the District to effectively measure and review in a timely manner student progress and achievement in academic standards by selecting assessments that are statistically reliable and valid.

- **Effectively measure** means that BPS will use valid and reliable assessments, common across all elementary, middle, and high schools to determine students’ progress and achievement in achieving the Board’s Results policies.
- **In a timely manner** means within 2-3 weeks after assessment windows close.
- **Reliable** means the assessment has consistently yielded the same results on repeated trials.
- **Valid** means the assessment measures what it was intended to measure.

<p>Indicator 1: 100% of buildings adhere to the district determined annual schedule of common assessments that are used collectively to review individual student proficiency and growth.</p>	<p>In Compliance</p>
<p>Evidence: A draft assessment window calendar is created every spring. The draft is sent to the executive team, administrators, and coaches for feedback and suggestions. A final calendar is created with the input received.</p> <p>Elementary Assessment Calendar Middle School Assessment Calendar High School Assessment Calendar</p> <p>Based on the availability of student results at each division, 100% of buildings have adhered to the district determined annual assessment calendars during the 2022-2023 school year.</p> <p>More information regarding the specific district assessments is made available on the Bismarck Public Schools’ website linked here.</p>	

<p>Indicator 2: Formal reviews of academic assessment data will occur in 100% of buildings as well as at the district leadership level a minimum of 3 times a year.</p>	<p>In Compliance</p>
<p>Evidence: 100% of buildings had a minimum of 3 data reviews in the 2022-2023 school year. The district conducts a data review with administrators and school leaders to review the assessment results, progress, and action plans. Within our Multi-Tiered System of Supports (MTSS) as our framework for continuous school improvement process, the assessment data is used in order to determine enrichment and interventions needed for individual students as well as trends within groups. In turn, the building level leadership works to ensure that similar data analysis and planning for actions takes place at the building level and the Professional Learning Community (PLC) level by either grade-level or department. High school has continued to refine the process with academic alert to help communicate to teachers, students, and parents when students are not on track for graduation as early as possible. Several data review protocols are available for buildings to utilize, one example is linked below.</p> <p>All buildings completed at least three academic data reviews. Data review processes and protocols are a continued focus.</p> <p>Data Review Spreadsheet Data Review Protocol Academic Alert</p>	

<p>Indicator 3: The reporting system for recording student achievement is PowerSchool and will be utilized in the following manner stated below:</p> <ol style="list-style-type: none"> a. Grades K-5 will use standards-based grading and utilize the visual progress report. b. Grades 6-12 will use percentages and letter grades (A-F) and utilize the district’s secondary grade scale. c. District will ensure that standards-based grades (numbers), as well as derivatives (hybrid grades), are not reported out in grades 6-12, with the exception of special programs based on Board approval. (OE-11.5). 	<p>Baseline</p>
<p>Evidence: Language of this indicator is reflective of change to expectations put in place during the 2022-2023 school year. Data will reflect this new language in the 2023-2024 school year report. A list of exceptions is noted here for board approval.</p> <ol style="list-style-type: none"> 1. Empower[Ed] - Reports aligned to standards are an integral part of the competency based model previously approved by the board in alignment with requirements for an Innovative Education Waiver through DPI. Recommend no change to existing model/practice. 2. CRP (Career Ready Practices) Reports - CRP reporting is required for all CTE learners by DPI. Bismarck stakeholders (families and businesses) have reported positive feedback on CRP reporting. Recommend no change. 3. CATC Courses (inclusive of middle school) - These courses are often based on industry standards, providing continuity for learners, teachers, families, and future employers. 4. Renew[Ed] - Due to the personalized nature of the program and need for differentiation with at-risk learners. 	

The Superintendent Shall:

11.5 Ensure that the instructional program includes opportunities for students to develop talents and interests in their specialized areas of interest.	In Compliance
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Superintendent Interpretation: The Board expects the District to offer all students an opportunity to pursue and excel in specialized areas that match their interest or talent through academic core areas, elective courses, as well as co-curricular, and/or extracurricular offerings.

- **Specialized areas** means the fine arts, career and technical education, world languages, and other specialized curricular offerings such as Advanced Placement.
- **Authentic learning** means allowing students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects. This can take the form of learning trips, projects, capstones, internships, alternative pathways for graduation, or other learning opportunities that result in relevant and useful products or experiences.

Indicator 1: Multiple programs exist in specialized areas to meet the needs of BPS students. The overall enrollment in specialized areas maintains or increases every year.	In Compliance
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Evidence: BPS is proud of the abundant course offerings available for students. The table below outlines the courses and percentages of students enrolled for the indicated category of courses compared to the overall total course enrollments. Courses over 100% indicate that students have signed up for more than one course within that cluster. All courses have grown or remained the same with the exception of World Languages and AP courses. The drop in AP enrollment could be attributed to the increase of dual credit opportunities in those same courses.

FINE ARTS (Art, Music, Etc.)								
Level	Courses 19-20	Courses 20-21	Courses 21-22	Courses 22-23	Enrollment Percentage and Instances of Enrollment 19-20	Enrollment Percentage and Instances of Enrollment 20-21	Enrollment Percentage and Instances of Enrollment 21-22	Enrollment Percentage and Instances of Enrollment 22-23
MS*	13	13	13	13	116.6% (3770)	107.6% (3434)	107.1% (3399)	112.5% (3484)
HS	34	33	34	32	72.1% (2650)	68.4% (2548)	67.6% (2573)	67.7% (2694)

*MS Fine Arts numbers and percentages updated for all years after discovery of Orchestra course coding issues.

CTE & STEM								
Level	Courses 19-20	Courses 20-21	Courses 21-22	Courses 22-23	Enrollment Percentage and Instances of Enrollment 19-20	Enrollment Percentage and Instances of Enrollment 20-21	Enrollment Percentage and Instances of Enrollment 21-22	Enrollment Percentage and Instances of Enrollment 22-23
MS	11	11	11	11	105.1% (3399)	108.5% (3463)	117.5% (3730)	117.4% (3730)
HS	62	68	66	74	121.1% (4452)	128.3% (4776)	130.4% (4958)	131.2% (5221)
WORLD LANGUAGES								
Level	Courses 19-20	Courses 20-21	Courses 21-22	Courses 22-23	Enrollment Percentage and Instances of Enrollment 19-20	Enrollment Percentage and Instances of Enrollment 20-21	Enrollment Percentage and Instances of Enrollment 21-22	Enrollment Percentage and Instances of Enrollment 22-23
MS	7	7	7	7	13.9% (449)	14.2% (453)	16.2% (513)	14.3% (443)
HS	15	14	17	13	36.7% (1350)	35.9% (1338)	33.2% (1261)	29.4% (1171)
BUSINESS, COMPUTERS, & MARKETING								
Level	Courses 19-20	Courses 20-21	Courses 21-22	Courses 22-23	Enrollment Percentage and Instances of Enrollment 19-20	Enrollment Percentage and Instances of Enrollment 20-21	Enrollment Percentage and Instances of Enrollment 21-22	Enrollment Percentage and Instances of Enrollment 22-23
MS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
HS	9	10	10	10	22.5% (827)	25.1% (933)	24.9% (948)	24.1% (958)

ADVANCED PLACEMENT								
Level	Courses 19-20	Courses 20-21	Courses 21-22	Courses 22-23	Enrollment Percentage and Instances of Enrollment 19-20	Enrollment Percentage and Instances of Enrollment 20-21	Enrollment Percentage and Instances of Enrollment 21-22	Enrollment Percentage and Instances of Enrollment 22-23
HS	17	17	18	18	42.4% (1558)	39.2% (1458)	36.9% (1402)	33.3% (1324)

ND CTE Program Area	Empower[Ed] Core Credits Awarded									
	English		Social Studies		Math		Science		Physical Education	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
Agricultural	1	2	1.5	2	-	1	-	-	-	-
Arts & Comm	-	7	-	6	-	1	-	2	-	3
Business & Marketing	-	-	-	-	-	-	-	-	-	-
Family and Consumer Sciences	4	1	1	-	1	1	-	1	-	-
Health Sciences	2	4	1	6	1	-	1	1	-	1
Information Technology	1	1	-	-	-	-	-	-	-	-
Technology and Engineering	1	3	-	3	-	2	-	-	-	-
Trade, Industry & Technical	20	30	12	15	5	11	3	3	4	6
TOTAL	29	48	15.5	32	7	16	4	7	4	10

Table 1 Core Subject Credits Awarded in CTE Program Areas

Indicator 2: The number of co-curricular and extra-curricular activities that match student interest and talents maintains or increases every year.					In Compliance																																				
<p>Evidence: During 2022-2023, BPS offered 20 athletic, 3 fine arts, and 16 co-curricular/club opportunities at each middle school. Twenty-seven athletic, 7 fine arts, and 20 co-curricular/club opportunities at the high schools. BPS added girls’ hockey and girls’ wrestling in 2022-2023.</p> <p>BPS Student Survey Results show an increase in participation percentages. BPS Staff and Student Survey response data</p> <p>BPS Student Survey Response Data</p> <table border="1"> <thead> <tr> <th></th> <th>20-21 Count</th> <th>20-21 %</th> <th>21-22 Count</th> <th>21-22 %</th> <th>22-23 Count</th> <th>22-23 %</th> </tr> </thead> <tbody> <tr> <td>Percentage of STUDENTS responding <i>frequently or almost always</i> to “I participate in after-school activities (school sponsored or non-school sponsored).”</td> <td colspan="6" style="background-color: #cccccc;"></td> </tr> <tr> <td>3-5</td> <td>2718</td> <td>60.41%</td> <td>2848</td> <td>63.76%</td> <td>2827</td> <td>65%</td> </tr> <tr> <td>6-8</td> <td>2720</td> <td>61.58%</td> <td>2827</td> <td>66.22%</td> <td>2872</td> <td>67.9%</td> </tr> <tr> <td>9-12</td> <td>2300</td> <td>63.65%</td> <td>2844</td> <td>59.92%</td> <td>3099</td> <td>63.1%</td> </tr> </tbody> </table>								20-21 Count	20-21 %	21-22 Count	21-22 %	22-23 Count	22-23 %	Percentage of STUDENTS responding <i>frequently or almost always</i> to “I participate in after-school activities (school sponsored or non-school sponsored).”							3-5	2718	60.41%	2848	63.76%	2827	65%	6-8	2720	61.58%	2827	66.22%	2872	67.9%	9-12	2300	63.65%	2844	59.92%	3099	63.1%
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<p>Indicator 3: Ensure every learner has access to a variety of authentic learning experiences that facilitate meaningful connections to relevant real-life situations.</p>	<p>In Compliance</p>					
<p>Evidence: BPS Staff and Student Survey response data show an increase in perception of real world offerings for both students and teachers with the exception of students in grades 6-8. However, there was a significant increase, particularly among students in response to the question regarding personal learning needs being met and responsive to their strengths, cultures, and interests.</p>						
<p>BPS Staff and Student Survey Response Data</p>						
	20-21 Count	20-21 %	21-22 Count	21-22 %	22-23 Count	22-23 %
<p>Real World: Percentage of TEACHERS responding <i>frequently</i> or <i>almost always</i> to “students solving real world problems.”</p>	1012	56.6%	840	60.2%	816	61.9%
<p>Real World: Percentage of STUDENTS responding <i>frequently</i> or <i>almost always</i> to “solving real world problems.”</p>						
<p>3-5</p>	2718	65%	2848	67.1%	2827	69.3%
<p>6-8</p>	2720	42.2%	2827	43.4%	2872	41.4%
<p>9-12</p>	2300	34.3%	2844	37.4%	3099	38.6%
<p>Personalized: Percentage of TEACHERS responding <i>frequently</i> or <i>almost always</i> to “using student’s strengths, cultures, needs and interests to make learning meaningful.”</p>	1012	87.7%	840	89.8%	816	92.5%
<p>Personalized: Percentage of STUDENTS responding <i>frequently</i> or <i>almost always</i> to “using their strengths, culture, and interests within assignments to meet personal learning needs.”</p>						
<p>3-5</p>	2718	65%	2848	67.1%	2827	78.6
<p>6-8</p>	2720	42.2%	2827	43.4%	2872	64.73
<p>9-12</p>	2300	34.3%	2844	37.4%	3099	59.76

The Superintendent Shall:

<p>11.6 Ensure that the instructional program accommodates the different learning styles of students and differentiates instruction to meet the needs of students of various backgrounds and abilities.</p>	<p>In Compliance</p>
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Superintendent Interpretation: The Board recognizes that no single method of instruction meets the needs of all learners and that while all students can achieve the standards, the amount of time needed by students may vary.

<p>Indicator 1: BPS will have alternatives to core curriculum and learning environments at all grade levels.</p>	<p>In Compliance</p>
<p>Evidence:</p> <p>Multi-Tiered System of Supports (MTSS) All schools at BPS implement an MTSS. Through this process, students receive services based on their need for reading and math interventions, English Learner (EL) services, special education, and enrichment or acceleration. A description of the MTSS model can be found within the MTSS Placemat available for public view on the BPS website.</p> <p>The district offers 20 alternative core class offerings and 25 alternative elective courses for students in need at the high school level. A complete list and description can be found at the following link Special Services HS Alternative Core & Elective Classes. Elementary and middle school students also have access to alternate core curriculum as specified in individualized education plans and through the following courses at the middle level:</p> <ul style="list-style-type: none"> • Applied Topics 6-8 • Applied Topics in English, Math 6-8 • Transition Math 6, 7, 8 • Transition Math Strategies 6, 7, 8 <p>South Central High School (SCHS) provides an alternative learning environment for high school students in BPS. Student learning is self-paced and individualized, and students utilize a flexible schedule so that they have choice each day on where, when, and what they work on. Students enroll in only a few subject areas at one time, allowing them to focus attention on completing a curriculum area before moving on to another. SCHS has a typical enrollment between 100-120 students at a time, and students enter and exit as needed throughout the year. The average number of graduates over the last five years is 32 students per year. SCHS incorporates a positive attendance plan, assigned adult advisors, and significant social-emotional support in place for students, including access to a school psychologist, counselor, social worker, clinical psychologist, and school nurse. Other supports in place to break down any existing barriers to learning include access to food and clothing and an on-site nursery where new parents can bring their infant along to continue learning in a safe and comforting environment.</p> <p>Renew[Ed] began operation in the 2022-2023 school year. This is a day program focused on a flexible, person-centered planning and support model, driven by each student’s expressed needs, interests, and goals. The program has been intentionally designed to foster competence by providing educational and career-related experiences in a supportive environment. The objective for Renew[Ed] is to ensure that students are provided with the opportunities necessary to excel, in alignment with the district’s Mission of “empowering every learner to thrive.” It is important to note that students continue to receive support from their home school in collaboration with Renew[Ed]</p>	

staff. This “wraparound” approach ensures that students receive support from a multitude of sources as needed, including teachers, social workers, specialists, behavior technicians, instructional assistants, and co-facilitators. Renew[Ed] is not a school – students in the program remain enrolled at their home school – but rather operates as an extension of each student’s school, providing more robust resources than may be found in a conventional classroom setting. In 2022-2023, Renew[Ed] served 50 students in grades 5-12.

BPS also provides opportunities for students for early graduation, Life Education, a special education service to age 21, credit recovery using Edgenuity online platform, English Learner services, and enrichment/acceleration services K-12 through elementary Levels of Service and Advanced Placement and Dual Credit Courses at the secondary level.

BPS employs 4.5 Gifted Education Specialists (formerly Levels of Service) elementary staff who serve about 180 students in Math and Reading across the district at various capacities from 20 minutes or more a week. Eligible students are referred and evaluated using an established process that examines student achievement and other contributing factors.

The Superintendent Shall:

<p>11.7 Encourage new and innovative programs, carefully monitoring and evaluating the effectiveness of all such programs at least annually.</p>	<p>In Compliance</p>
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Superintendent Interpretation: It is expected that the District encourage new and innovative programs that align with the Board’s Results policies and that the District monitor and evaluate the effectiveness of the programs.

- **New and innovating programs** refers to research-based strategies, resources and programs that are aligned to the Board’s Results policies and provide alternate pathways to student success.

<p>Indicator 1: BPS supports, through action research and new resource/program requests, proposed implementations of new or innovative strategies, resources, and programs.</p>	<p>In Compliance</p>
<p>Evidence:</p> <p>Action Research: Bismarck Public Schools encourages continued education and academic research efforts by our employees. We have an Academic Research Request process that helps support action research regarding our BPS educational practices and the effect of those practices on student achievement. This process also ensures the protection of student data and that the researcher reports back on the results and recommendations. In the 2022-2023 school year we received 21 research requests and approved 19. The increase in requests can be contributed to our Teacher Leader Academy, a partnership with UND.</p> <p>New Resources: 20 new resources were brought before the district Teaching and Learning Team and added to the approved resource list.</p>	

<p>Indicator 2: BPS supports an ongoing process accessible to all teachers and administrators to pursue changes to curriculum (new courses, changes to existing courses, new programs or pilots) at the building level.</p>	<p>In Compliance</p>
<p>Evidence: BPS honors the uniqueness with each pilot and expects each proposal to report to the Teaching and Learning Team the status after implementation as indicated during the proposal process.</p> <p>Informal evaluations occur through regularly scheduled check-ins regarding usage and performance data around online curricular accompaniments such as Mystery Science, Big Ideas Math, etc. These results are compiled and sent to appropriate administrators to inform instructional feedback and future fiscal decisions.</p> <p>During the 2022-23 school year, educators engaged in a comprehensive review of the core elementary ELA resource to align with new ELA standards and legislative requirements.</p> <p>Additionally, the following programs engage in more formal review and evaluation to determine effectiveness:</p> <ul style="list-style-type: none"> • Reading Plus • Dreambox Math 	

<p>Indicator 3: BPS evaluates new and innovative programs annually to determine effectiveness as indicated on the initial proposal.</p>	<p>In Compliance</p>
<p>Evidence: BPS honors the uniqueness with each project and expects review criteria to be submitted prior to a new proposal.</p> <ul style="list-style-type: none"> • Reviews during 2022-2023 <ul style="list-style-type: none"> ○ Empower[Ed] ○ Renew[Ed] Baseline 	

The Superintendent Shall:

<p>11.8 Regularly evaluate and modify all instructional programs as necessary to assure their continuing effectiveness.</p>	<p>In Compliance</p>
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Superintendent Interpretation: It is expected that BPS, as part of its model of continuous improvement, regularly evaluate components of the instructional program, including the curriculum standards, instructional practices, and the assessments used.

- **Regularly evaluated** refers to the curriculum calendar used as well as the PLC work done by teachers in the content areas.

<p>Indicator 1: Every PK-12 program is regularly evaluated through a review and analysis process at least every three years.</p>	<p>In Compliance</p>										
<p>Evidence: Guiding Coalitions exist for all subjects, grades, and courses. These teams meet throughout the year (each year vs on a three-year cycle) to gather full input and evaluate the curricular program (as per policy GAAA) for their respective group. Guiding Coalition teams are inclusive of lead teachers, LDI staff, instructional coaches, special education teachers, and administrators who work collaboratively each year to review and update curriculum according to the phases below:</p> <div data-bbox="212 915 1414 1228" data-label="Diagram"> <p>bps Three Phase Curriculum Process</p> <table border="0"> <tr> <td style="background-color: #4a7ebb; color: white; padding: 5px; border-radius: 10px;">Availability Phase</td> <td style="font-size: 2em; color: #4a7ebb;">↔</td> <td style="background-color: #c00000; color: white; padding: 5px; border-radius: 10px;">Quality & Feedback Phase</td> <td style="font-size: 2em; color: #c00000;">↔</td> <td style="background-color: #008000; color: white; padding: 5px; border-radius: 10px;">Align & Refine Phase</td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> Prioritized Standards Proficiency Scales Pacing Guides/Curriculum Maps </td> <td></td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> Proficiency Scale Audits Tiered Vocabulary Level 3 Assessment Resources </td> <td></td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> Vertical Alignment Refinement Cycle Sustainability </td> </tr> </table> </div> <p>In 2022-2023, the LDI team began development and implementation of curriculum Dashboard to track and document progress. This dashboard is updated yearly in June.</p>		Availability Phase	↔	Quality & Feedback Phase	↔	Align & Refine Phase	<ul style="list-style-type: none"> Prioritized Standards Proficiency Scales Pacing Guides/Curriculum Maps 		<ul style="list-style-type: none"> Proficiency Scale Audits Tiered Vocabulary Level 3 Assessment Resources 		<ul style="list-style-type: none"> Vertical Alignment Refinement Cycle Sustainability
Availability Phase	↔	Quality & Feedback Phase	↔	Align & Refine Phase							
<ul style="list-style-type: none"> Prioritized Standards Proficiency Scales Pacing Guides/Curriculum Maps 		<ul style="list-style-type: none"> Proficiency Scale Audits Tiered Vocabulary Level 3 Assessment Resources 		<ul style="list-style-type: none"> Vertical Alignment Refinement Cycle Sustainability 							

The Superintendent Shall:

<p>11.9 Appropriately review instructional materials upon formal request by a parent or other stakeholder.</p>	<p>In Compliance</p>
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Superintendent Interpretation: The Board expects that instructional materials are sound and that any parent or stakeholder can request that any instructional material be reviewed for removal within 15 days of receipt of the form requesting reconsideration of the selection of the material.

<p>Indicator 1: BPS will maintain a procedure for reviewing instructional materials upon formal request by a parent or other stakeholder.</p>	<p>In Compliance</p>
<p>Evidence: The procedure that addresses instructional materials challenges is GAAC-AR Reconsideration of Instructional Materials and can be found on our website. In the 2022-2023 school year, this procedure was reviewed with all administrative leaders, instructional coaches, and teachers. Bismarck Public Schools had no formal curricular material challenge during the 2022-2023 school year.</p>	

The Superintendent Shall:

11.10 Adequately monitor and control student access to and utilization of electronically distributed information.	In Compliance
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Superintendent Interpretation: The Board expects that students will utilize electronic information appropriately, that staff will monitor students while they are using electronic resources in school, and that BPS will follow federal law (CIPA) regarding internet filtering. Students should develop responsible online behaviors for interacting with others or accessing/distributing information whether on district devices/network or other readily available devices/networks.

Indicator 1: All BPS students and staff will annually review Policy ACDA in the first four weeks of school.	In Compliance, with Exception
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Evidence:

Staff – In the 2022-2023 school year, 2,117 employees were sent a Policy Review requirement from the BPS Human Resources Department. The completion status was 1,955 employees (88.18%) successfully completed the Policy Review for Policy ACDA on the responsible use of technology within the first four weeks, which is an increase from last year. An ongoing challenge is finding adequate time for support staff to complete their review during their work day.

Students – Instruction on ACDA occurs in library media classes in elementary, digital literacy classes in middle school, and core classes in high school. BPS continues to be a Common Sense Media Certified district because of our evidence and instructional practices around digital literacy.

BPS Staff and Student Survey

The number of staff responding *frequently* or *almost always* to technology focused questions.

	20-21 Count	20-21 %	21-22 Count	21-22 %	22-23 Count	22-23 %
Staff Question: I am safe and respectful in my online practices.	1180	99.2%	1108	98%	992	98.4%
Teacher Question: My instruction promotes positive and safe online activity.	1012	99.3%	840	99.2%	816	99.4%
Student Question: I engage in positive and safe online activity						
3-5	2718	94.4%	2848	94.7%	2827	94.4%
6-8	2720	90.6%	2827	90.8%	2872	91.4%
9-12	2300	89.9%	2844	89.1%	3099	89.7%

Indicator 2: BPS Technology Department responds to notifications from the state regarding any issues with the state provided internet filtering services.	In Compliance
Evidence: BPS received no notifications from the state regarding filtering issues from 7/1/2022 to 6/30/2023.	

The Superintendent Shall:

11.11 Review school attendance boundaries periodically to assure reasonable balance in student enrollment.	In Compliance
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Superintendent Interpretation: The Board realizes BPS is a dynamic district, impacted by regional and state economies. The factors associated with attendance boundaries along with class size targets will be reviewed annually. It is necessary to review demographic trends and the impact on building enrollment as well as class size.

- **Reasonable balance** means class size targets will be monitored and decisions about class size will be informed by the needs of the group, the size of the room, the available space, available staff and budget, and other criteria, as stated in Rule FAB-AR3 *Class Size*.

Indicator 1: The school district solicits input from administrators and stakeholders as appropriate when boundary adjustments are necessary as indicated by current and projected enrollment data.	In Compliance
Evidence: In recent years, Bismarck Public Schools has used a committee of employee and parent representatives to propose boundary changes to the School Board. The Board has then held special meetings where the public can review the proposed plans and give input prior to the Board making a final decision. BPS has been cognizant to ensure all three feeders are very consistent in regard to the overall size (student enrollment) of each feeder.	
5/1/2023 Elementary Enrollment 5/1/2023 Secondary Enrollment	

The Superintendent Shall:

<p>11.12 Adopt a calendar that best meet the needs of students. The calendar should:</p> <ul style="list-style-type: none"> a. Provide for consistent breaks; b. Start in late August and end by Memorial Day; c. Be developed by a representative committee of parents, BEA, and administrators; d. Provide for staff development without disrupting family schedules. 	<p>In Compliance</p>
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Superintendent Interpretation: The Board understands that a school calendar likely will not meet the needs of every student, parent, and community member. However, input from stakeholders serves to make the most acceptable school calendar for all.

Adopt a calendar that best meet the needs of students. The calendar should:

- a. Provide for consistent breaks;
- b. Start in late August and end by Memorial Day;
- c. Be developed by a representative committee of parents, BEA and administrators;
- d. Provide for staff development without disrupting family schedules.

<p>Indicator 1: The proposed school calendar will meet the criteria in 12, a-d.</p>	<p>In Compliance</p>
<p>Evidence: The 2022-2023 calendar met all criteria in 12, a-d. The calendar committee is composed of about 40 people, including BEA-chosen representatives, other teachers, school and district administrators, parents, and former parents as community representatives. Group membership remains relatively stable, aiding in calendar consistency. Requests to join the committee can be made with the Community Relations Director. An email list of current committee members is linked below.</p> <p>The calendar development process occurs around an established time frame that enables parents time to make arrangements for daycare, vacation, doctor visits, graduation, etc. The timeline is as follows:</p> <p>September → Calendar drafts are created by the Community Relations Department with input from the Human Resources Department.</p> <p>October → Calendar drafts are sent to Calendar Committee by Community Relations to review before the meeting. Calendar Committee meeting is held; input is given; changes are made by Community Relations. New draft(s) are sent to a committee, which includes the Superintendent, for final review if necessary.</p> <p>November → Final calendar is put on a School Board agenda under the Superintendent’s Report.</p> <p>December → Final calendar is emailed to all parents and staff, posted online under Calendars, and sent to local news media.</p> <p>List of calendar committee members 22-23 Calendar</p>	

Capacity Building/Recommendations

Capacity Building

CURRICULUM/INSTRUCTION/ASSESSMENT

- Prioritization and vertical alignment of new state ELA and Math Standards
- Adoption of Legislatively aligned ELA resource K-5
- Monthly updates regarding curricular program (elementary)
- Quarterly updates regarding curricular program (secondary)
- Gifted Education and Acceleration policies/practices reviewed
- Grading Guidance Document created by secondary building administrators, coaches, LDI

PROFESSIONAL DEVELOPMENT

- Development and communication of district-wide professional learning calendar
- Classroom observation around predominate practices (Guaranteed and viable curriculum, engagement, instructional frameworks)
- Onboarding new administrative hires on curricular program, instructional models and policy
- District identified professional learning days combine time to address building level and district-level goals
- One district day devoted to choice learning opportunities for teachers presented by teachers
- Intentional data review protocols for various stakeholder meetings including District Leadership Academy
- Optional learning sessions regarding data review and data literacy available to all staff
- Onboarding and training for new ELA curricular resource K-5
- Mentor training inclusive of administrators, instructional coaches, and mentors
- Middle School Experience - middle school philosophy re-engagement
- Training for building leaders as school data officers

Recommendations

No recommendations are suggested at this time.