



SUMMARY OF PROGRESS STATUS
AUGUST 2024

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 an Areas of Focus for Continuous Improvement outlining new practices or protocols to be utilized for the next reporting timeframe and recommendations for suggested changes to Results policies and/or indicators and interpretations. A Data Analysis on page 4 presents an administrative summary of the data. This report addresses nine indicators of the superintendent’s responsibility regarding the Mega Result.

Progress Reporting Summary

Making Reasonable Progress

- 1.1.2, 1.1.3
- 1.2.1, 1.2.2

Making Reasonable Progress, with Exception

- 1.1.1, 1.1.4, 1.1.5
- 1.2.3
- 1.3.1

Failing to Make Reasonable Progress

- N/A

Areas of Focus for Continuous Improvement

We completed our third 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 fourth 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 has been restructuring under our new Indian Education

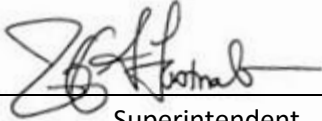


Director and input from the leadership members of our Indigenous Parent Advisory Committee (IPAC) in order to best serve our students. BPS added an Indigenous Education Curriculum coordinator beginning the fall of 2023.

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.

Administration has no recommendations for changes at this time.

Signed: _____



Superintendent

Date: _____

8/12/2024



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 noted exceptions.
- Finds the district failing to make reasonable progress.

Summary Statement/Motion of the Board

Indicator 4, I don't know how we change this or look at something different as an indicator. With CTE type opportunities where some of these kids are coming out of our schools and going straight into their career, as opposed to whether or not they're going to college. Just something for you guys to maybe think about.

I share similar concerns about Indicator 4. Maybe we change to be more reflective of the opportunities that we're giving kids to get into some of these fields right out of high school.

There's just so many more opportunities for kids coming out of high school, they can get good paying jobs right out of high school, kids say I'm going to work for a year or two and then get a head start on the finances before they take on that debt. I go back to Indicator 2, I think 95% is extremely high, if you look at nationwide or statewide, it's very high. Not to say we don't want kids to graduate for sure, but does that direct the work of the district?

Dr. Johnson and I were talking about Indicator 4, we need to come back to you with a recommendation for a change of Indicator to better reflect student pathways and empowering our kids to thrive in their passions beyond traditional college. In Indicator 2, I think 95% is an adventurous target. We'll make that our work this year, to bring you two recommendations in this area, so you've got time to change them.

I really think that Indicators 2 and 3 go together and if you then had a subgroup piece, I think you'd show some growth there.

Motion by Ms. Peterson to accept the R-1 *Mega Result* Monitoring Report as Making Reasonable Progress, with Exception, seconded by Mr. Hager. Motion carried.

Signed: 
Board President

Date: 8/12/2024

Data Analysis

The R-1 Mega Result Monitoring Report overall is “Making Reasonable Progress, with Exception” based on the nine indicators, four demonstrated making reasonable progress, five demonstrated making reasonable progress with exception, and zero failed to make 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 88%, which was 3% higher than the previous year and 7% lower than our 95% BPS target, yet we still outscored the North Dakota state average by 5%. 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 546/851 or 64% of our students engaging in post-secondary enrollment, which was a decrease 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.

Green	Met or Increased
Blue	Flat or a Decrease Under 2%
Yellow	Decreased 2% to 4.9%
Red	Decrease of 5% or More

Monitoring Report

<p>1.1 Empower every learner to thrive.</p>	<p>Making Reasonable Progress, with Exception</p>
<p>Interpretation: R-1 <i>Mega Result</i> 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.</p> <ul style="list-style-type: none"> ● 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. 	

Indicator	Finding
<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 finalized in May 2020. 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>	

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:

- 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.

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.

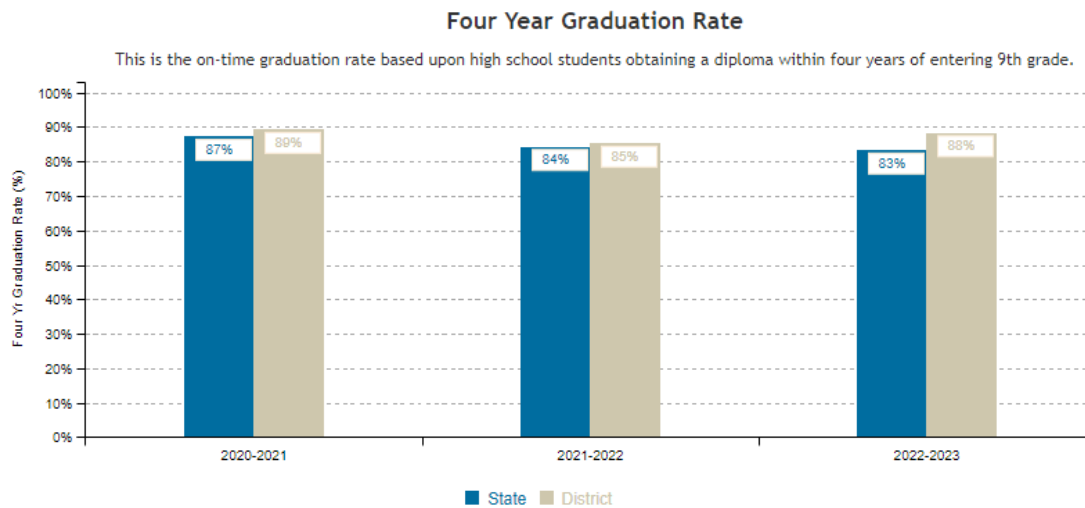
R-4 Personal Development – Community Ready: Each student will acquire the skills and knowledge to lead, serve, and contribute to their communities.

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.

Making Reasonable Progress

Evidence: During the 2022-2023 school year, Bismarck Public Schools had an overall graduation rate of 88%, which was 5% above the North Dakota state average. The graduation rates increased by 3% from the previous year and missed the 95% target by 7%.

Grade	Target	20-21	21-22	22-23
12	95%	89.0%	85.0%	88.0%



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

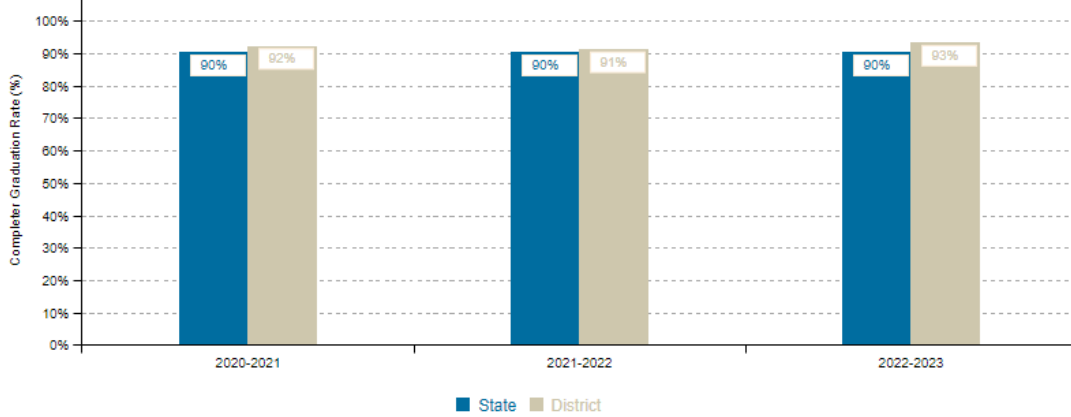
Evidence: During the 2022-2023 school year, Bismarck Public Schools had an overall Completer Rate of 93%, which was 3% higher than the North Dakota state average. For the 2019-2020 school year cohort, Bismarck Public Schools had a seven-year graduation rate in 2021-2022 of 92%, which was 1% higher than the North Dakota state average and 3% below the BPS target.

Completer Rate

Grade	Target	20-21	21-22	22-23
12	95%	92%	91%	93%

Completer Rate

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

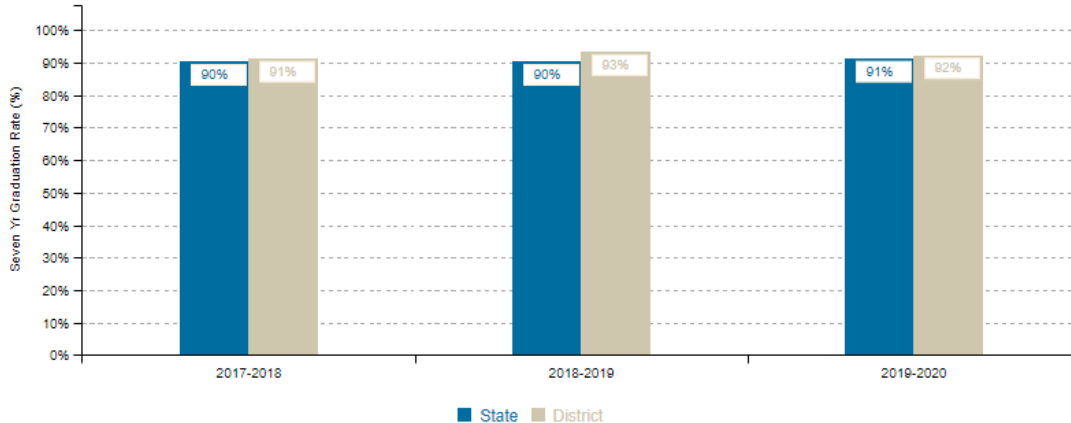


Seven-Year Graduation Rate

Grade	Target	17-18	18-19	19-20
12	95%	91%	93%	92%

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

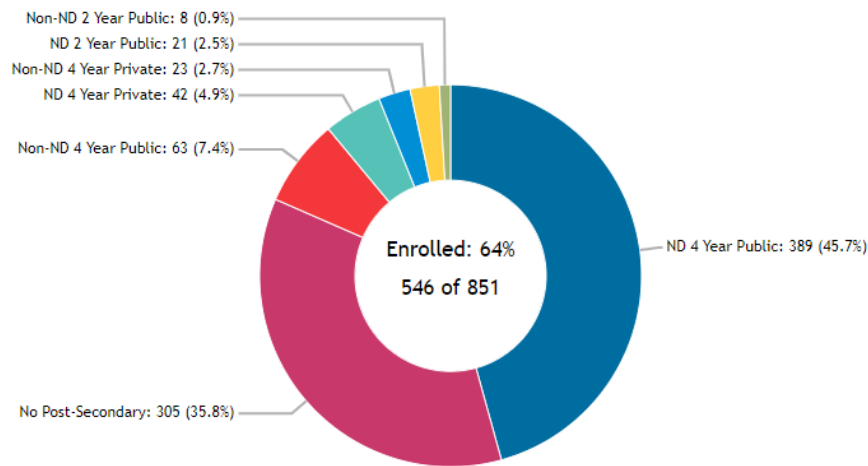
Evidence: Evidence for this data point is state-collected data. The data will show a two-year lag as it counts graduates 12 months following their graduation year. For the 2021-2022 school year, Bismarck Public Schools had 64% of graduates planning to enroll and attend a post-secondary institution. This was a decrease of 4% from the previous year's data. Of the 851 graduates, 546 graduates enrolled in a variety of types of institutions as reflected in the following three graphs and table.

Post-Secondary Enrollment

Grade	Target	n	20-21	n	20-21	n	21-22
12	70%	575/892	64.0%	598/878	68.0%	546/851	64%

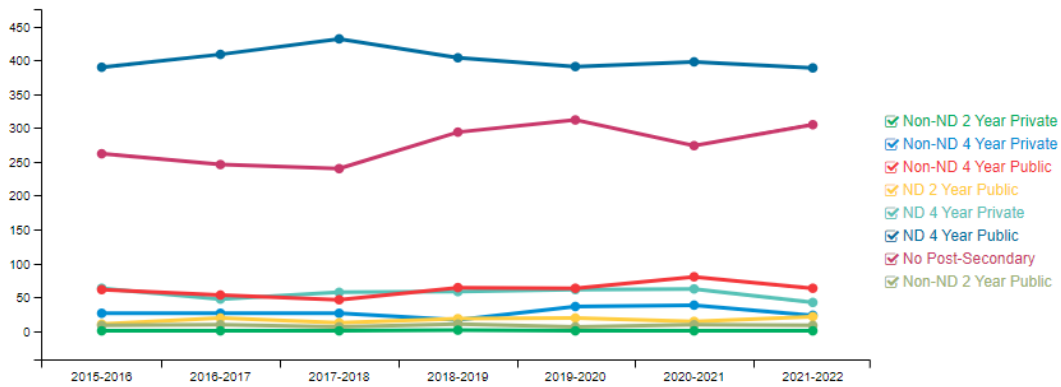
Post Secondary Enrollment Type (2021-2022)

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 (2021-2022)

Destinations for High School Graduates within 12 months of Graduation. To select different years or a different time since graduation, use the filters at the top of the page.

Institution State:

Institution Name	State	Type	Number of Enrollments
Bismarck State College	ND	Public Four Year	206 (38%)
University Of North Dakota	ND	Public Four Year	94 (17%)
North Dakota State University	ND	Public Four Year	68 (12%)
University Of Mary	ND	Private Four Year	33 (6%)
N.Dakota State College Science	ND	Public Two Year	14 (3%)
University Of Minnesota-Twin Cities	MN	Public Four Year	14 (3%)
Dickinson State University	ND	Public Four Year	8 (1%)
Montana State University - Bozeman	MT	Public Four Year	7 (1%)
Concordia College	MN	Private Four Year	7 (1%)
Minnesota State University Moorhead	MN	Public Four Year	6 (1%)
University Of Jamestown	ND	Private Four Year	6 (1%)
Minot State University	ND	Public Four Year	6 (1%)
Valley City State University	ND	Public Four Year	6 (1%)
Dakota College At Bottineau	ND	Public Two Year	3 (1%)
Lake Region State College	ND	Public Two Year	3 (1%)
United Tribes Technical College	ND	Private Four Year	3 (1%)
Northern State University	SD	Public Four Year	3 (1%)
Minnesota State University - Mankato	MN	Public Four Year	3 (1%)
Bemidji State University	MN	Public Four Year	2 (<1%)
Northland Community & Technical College	MN	Public Two Year	2 (<1%)

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.

Making Reasonable Progress, with Exception

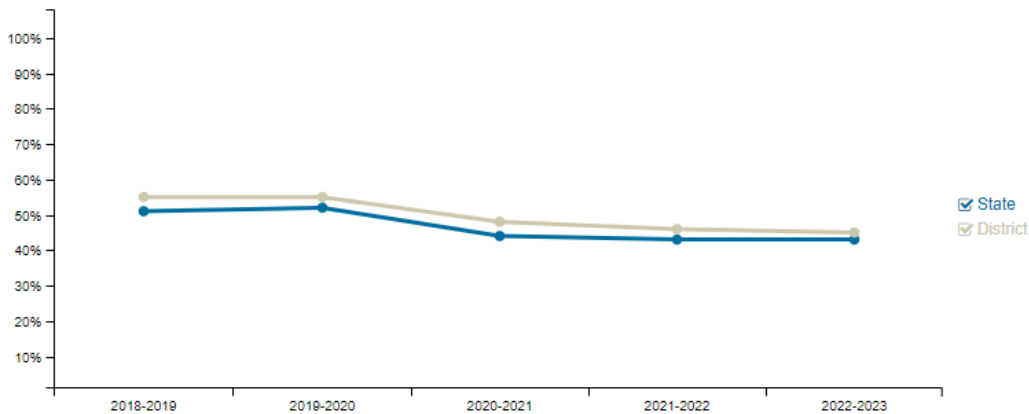
Evidence: Part of the ND ESSA plan is to incorporate student engagement survey results. During the 2022-2023 school year, 45% of Bismarck Public Schools students surveyed were determined to be at an overall “committed engagement” level, which was above the North Dakota state average of 43%. Additionally, 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 2%.

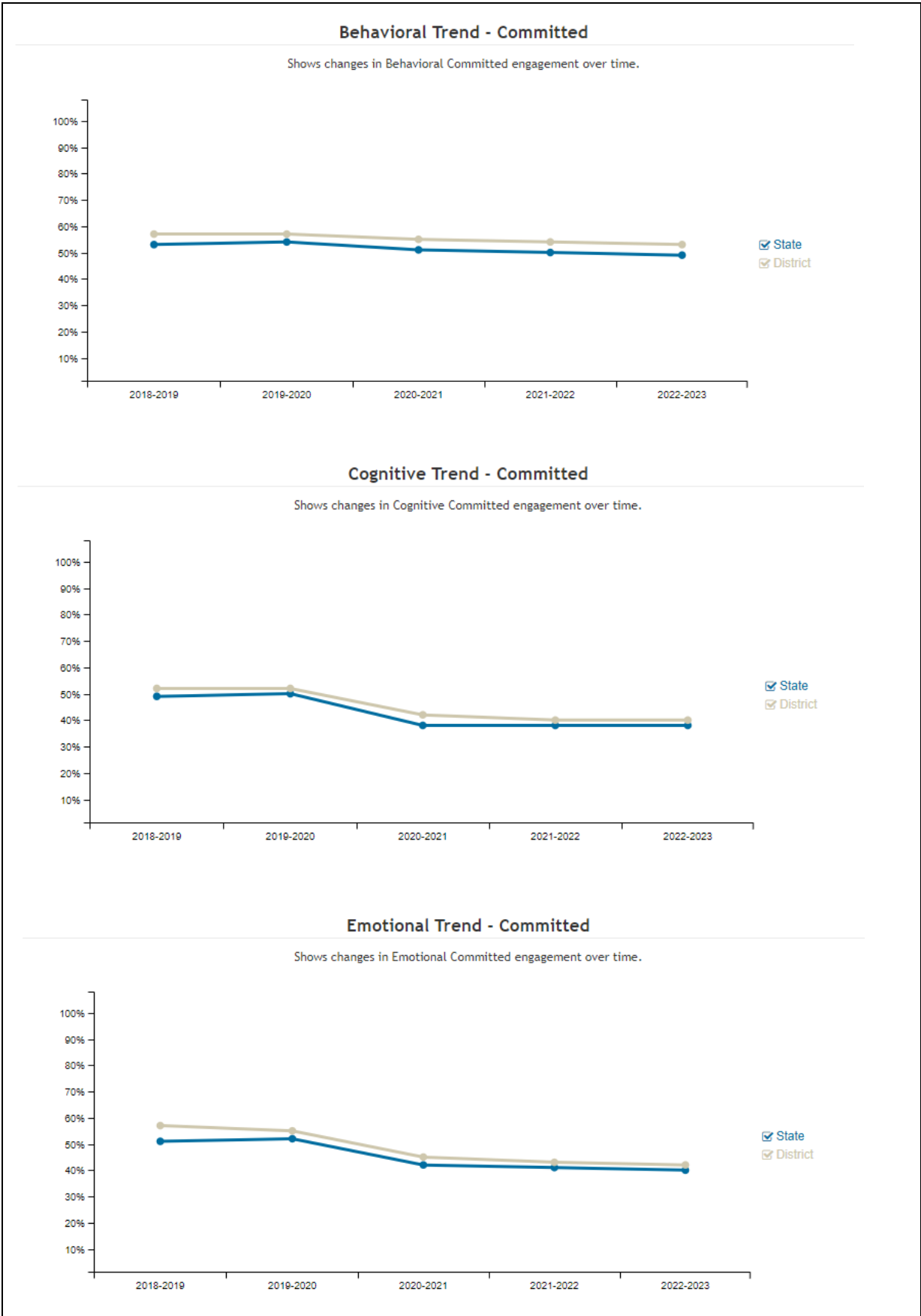
Engagement Survey

	Target	State Average	18-19	19-20	20-21	21-22	22-23
Overall “Committed Engagement”	55%	43%	55%	55%	48%	46%	45%
Behavioral Engagement	55%	49%	56%	57%	55%	54%	53%
Cognitive Engagement	55%	38%	52%	52%	42%	40%	40%
Emotional Engagement	55%	40%	56%	55%	45%	43%	42%

Overall Trend - Committed

Shows changes in overall Committed engagement over time.





Every Learner Will:

1.2 Contribute to a better world by applying their knowledge and skills to improve communities through citizenship and service.

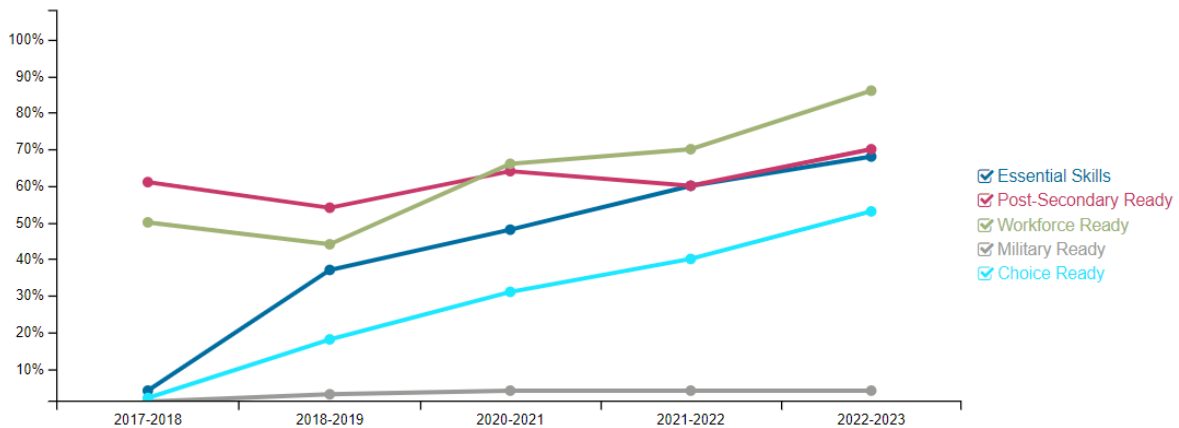
Making Reasonable Progress, with Exception

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 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.

Choice Ready Metric Performance

This chart shows percent of graduates that meet Choice Ready requirements along with the percent that meet each metric that composes Choice Ready.



Indicator	Finding
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.	Making Reasonable Progress
Evidence: ND Choice Ready data indicates that in the 2022-2023 school year, 40.25% of grade 12 students had 25 hours or more of documented community service hours. This is an increase of 3.78% from the 2021-2022 school year. The data will show a two-year lag as it counts graduates 12 months following their graduation year.	

<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</p>
<p>Evidence: ND Choice Ready data indicates that in the 2022-2023 school year, 74.54% of grade 12 students had a documented “Career Exploration Experience.” This is a 27.32% increase from the 2021-2022 school year. The data will show a two-year lag as it counts graduates 12 months following their graduation year.</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>Making Reasonable Progress, with Exception</p>
<p>Evidence: ND Choice Ready data indicates that in the 2022-2023 school year, 1.03% of grade 12 students report successfully completing a formal Capstone Project. This is a .85% decrease from the 2021-2022 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>
<p>Interpretation: The success skills indicators that we will already be providing contextualized evidence of as part of the academic results indicators by subject area.</p> <ul style="list-style-type: none"> ● 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), Cognia survey data) indicates that critical and creative thinking is a clearly understood and regular part of the classroom environment. 	

Indicator		Finding																																										
<p>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.</p>		<p>Making Reasonable Progress, with Exception</p>																																										
<p>Evidence:</p> <p>BPS Student Survey - Critical Thinking Critical Thinking - <i>I engage in coursework, discussion, and tasks that require the use of critical thinking (e.g. analyzing, applying, evaluating, synthesizing).</i></p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Target</th> <th>20-21</th> <th>21-22</th> <th>22-23</th> </tr> </thead> <tbody> <tr> <td>K-5</td> <td>80%</td> <td>82.49%</td> <td>82.48%</td> <td>83.18%</td> </tr> <tr> <td>6-8</td> <td>80%</td> <td>70.26%</td> <td>70.25%</td> <td>70.30%</td> </tr> <tr> <td>9-12</td> <td>80%</td> <td>78.39%</td> <td>75.00%</td> <td>77.22%</td> </tr> </tbody> </table> <p>Specific Grade-Level Questions</p> <ul style="list-style-type: none"> ● K-2 <i>"I am a problem solver even when things are hard."</i> ● 3-8 <i>"I think about and work on difficult tasks (things that challenge my thinking)."</i> ● 9-12 <i>"I engage in coursework, discussion, and tasks that require the use of critical thinking (e.g. analyzing, applying, evaluating, synthesizing)."</i> <p>BPS Student Survey - Creative Problem Solving Creative Problem Solving - <i>I solve complex problems by creatively thinking about solutions.</i></p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Target</th> <th>20-21</th> <th>21-22</th> <th>22-23</th> </tr> </thead> <tbody> <tr> <td>K-5</td> <td>80%</td> <td>82.58%</td> <td>82.61%</td> <td>82.92%</td> </tr> <tr> <td>6-8</td> <td>70%</td> <td>63.82%</td> <td>67.70%</td> <td>66.82%</td> </tr> <tr> <td>9-12</td> <td>70%</td> <td>62.91%</td> <td>59.70%</td> <td>61.80%</td> </tr> </tbody> </table> <p>Specific Grade-Level Questions</p> <ul style="list-style-type: none"> ● K-2 <i>"I can use my own ideas to do my work."</i> ● 3-8 <i>"I solve problems by creatively thinking about solutions."</i> ● 9-12 <i>"I solve complex problems by creatively thinking about solutions."</i> 					Grade	Target	20-21	21-22	22-23	K-5	80%	82.49%	82.48%	83.18%	6-8	80%	70.26%	70.25%	70.30%	9-12	80%	78.39%	75.00%	77.22%	Grade	Target	20-21	21-22	22-23	K-5	80%	82.58%	82.61%	82.92%	6-8	70%	63.82%	67.70%	66.82%	9-12	70%	62.91%	59.70%	61.80%
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