



SUMMARY OF PROGRESS STATUS

OCTOBER 2024

SUPERINTENDENT CERTIFICATION

With respect to R-4 Personal Development – Community Ready 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 12 indicators of the superintendent’s responsibility regarding Personal Development – Community Ready.

Progress Reporting Summary

Making Reasonable Progress

- 4.1.1, 4.1.2, 4.1.3,
- 4.2.1, 4.2.2
- 4.3.2, 4.3.3, 4.3.4, 4.3.5, 4.3.6, 4.3.7

Making Reasonable Progress, with Exception

- 4.3.1

Failing to Make Reasonable Progress

- N/A

Areas of Focus for Continuous Improvement

Work will continue through the development and implementation of instructional frameworks, including risk taking, critical thinking, engagement, personalized learning, and incorporating “voice and choice” into instruction.

The Authentic and Personalized Learning Taskforce developed a snapshot document defining examples and non-examples of the components used for lesson/unit redesign. Workshops will be developed for the 2024-2025 school year.

Work will continue to provide a core success skill-building curriculum through the instructional frameworks, Second Step Curriculum, and Resilience for Youth Curriculum to support the skills needed to be Community Ready. The Second Step curriculum for middle school was updated by the company for the 2024-2025 school year by including a unit on developing a positive sense of self.

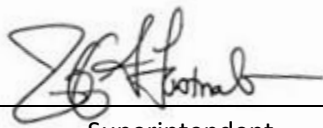


The elementary division updated the Success Skills scales for alignment to ensure developmentally appropriate expectations at each grade level. During this past year, elementary buildings piloted the new scales and full implementation began the fall of the 2024-2025 school year.

During the 2023-2024 school year, a guiding coalition made up of BPS staff involved with activities and student support services trained and worked with secondary student support services staff on the mental health of students participating in activities through BPS and created a systematic process for training of coaches and creating clear communication with all parties. Refinement of these processes are being implemented for the 2024-2025 school year based on what was completed this past year.

We are currently designing and starting a first implementation stage of Career Ready Practices instruction and reporting for all students in grades 6-12. This initiative will replace the existing respect and responsibility grades for middle school. By focusing on Career Ready Practices, we aim to equip students with essential skills that will support their success in school, life, and future careers. These practices are designed to provide meaningful opportunities for personal growth and development, ensuring our students are well-prepared for the demands of the workforce.

No recommendations are suggested at this time.

Signed:  _____
Superintendent

Date: 10/28/2024



SCHOOL BOARD ACTION

With respect to R-4 *Personal Development – Community Ready*, 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

I feel like we've been talking about this a lot with that student survey, and it might be a good opportunity to take a look at the questions that are being asked.

Thank you Board Member Preskey for your and the committee's work on this. I was looking at page 12 that mentioned about working on real-world problems and thinking about my own kids. We always have to tell them when they're working on math and they're wondering how this is going to apply and we start talking about accounting and engineering jobs and how they have a potential to have a real-world implication. It might not today on that test, but down the road, they're going to need to know those skills, or at least how to find the right answers and solve them. But I really appreciate that you guys are digging deeper into those and asking the right questions so we have the right indicators.

Motion by Ms. Preskey to accept the R-4 *Personal Development – Community Ready* Monitoring Report as Making Reasonable Progress, seconded by Ms. Peterson. Motion carried.

Signed: 
Board President

Date: 10/28/2024

Data Analysis

In the area of taking responsible risk, 57.39% of students report that they take risks in learning and 80.58% report that they engage in challenging work. 74.87% of students report that they push themselves in their learning. Performance has increased from the 2022-2023 school year on all 3 of these measures.

In the area of taking initiative, setting goals, self-evaluation, and continuous improvement, 68.48% of students report that they are engaged in their learning. In the area of “self-management” and “responsibility,” at the 2.5 target, all grades met the target of 80%, showing proficiency. Performance has increased from the 2022-2023 school year on both of these measures.

In the area of identifying passions and finding joy in learning, 69.56% of students report that their assignments meet their personal learning needs, with each age-band of 3-12 demonstrated increases on this measure. Regarding solving real-word problems, 53.04% of students report this occurs in their classes. This is the first time in the past 4 years that each age-band not only made growth, but also met the district targets. A growth was also observed in students choosing their own learning topics as 39.08% of students reported this.

In the area of 12th grade students completing a “Career Exploration Experience,” 75.73% of students self-report a “career exploration experience.” 64% of high school Students and 83% of middle school students participate in extracurricular, co-curricular, and fine arts activities as reported by team rosters. The results have positively grown from the 2021-2022 school year.

Bismarck Public Schools strives to create an educational experience that supports a student’s community readiness through a strong instructional framework and a multi-tiered system of support designed to promote “intra” and “inter” personal skills essential for success.

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

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

Each student will:

<p>4.1 Take responsible risk.</p>	<p>Making Reasonable Progress</p>
<p>Interpretation: Students demonstrate reasonable academic risk by enrolling in Advanced Placement Courses, Dual Credit, and Upper Level Classes.</p> <ul style="list-style-type: none"> • Reasonable Academic Risk (High School): Students enrolled in Advanced Placement Courses, Dual Credit, and Upper Level Classes. • High School Upper Level Courses: <ul style="list-style-type: none"> ○ CORE Academic Areas are defined as English Language Arts, mathematics, science, and social studies. <ul style="list-style-type: none"> ▪ Math: completion of one additional math course ▪ ELA: completion of one additional ELA course ▪ Science: student earned more than graduation requirement of 4 credit hours in area of science ▪ Social Studies: student earned more than graduation requirement of 4 credit hours in area of social studies ○ AP (Advanced Placement): completed any advanced placement course ○ DC (Dual Credit): completed any course earning dual credit ○ CTE (Career and Technical Education): completed CTE Capstone course 	

Indicator		Finding																																																			
<p>Indicator 1: The percentage of students enrolled and active on the last days of advanced placement courses, upper level courses, and dual credit courses will increase to show continuous improvement toward, or attainment of, the identified target of high school students enrolled.</p>		<p>Making Reasonable Progress</p>																																																			
<p>Evidence: Total Enrollment of Senior Students that completed CORE Academic Areas, Advanced Placement, Dual Credit, and CTE Pathway Completers.</p>																																																					
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<p>Note: Each column is a distinct student count, percentages should not be added together</p>																																																					
<p>2023-2024 Analysis: During the 2023-2024 school year, 75.1% of students enrolled in CORE, Advanced Placement, Dual Credit, and CTE Capstone. The data indicates a growth of 0.8% from the 2022-2023 school year. The target of 75% has been met once (this school year) since the target increased from 70% to 75% during the 2021-2022 school year.</p>																																																					
<p>Indicator 2: Students will show continuous improvement toward, or attainment of, the identified target of students who self-report-completing challenging work in their classes.</p>		<p>Making Reasonable Progress</p>																																																			
<p>Evidence: During the 2020-2021 school year, BPS began collecting survey data in this area through the BPS student survey. Evidence for this indicator is collected through two questions from the BPS student survey.</p>																																																					
<p>Risk Taking:</p> <ul style="list-style-type: none"> “I take risks in learning (without fear of negative feedback)” 																																																					
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Critical Thinking:

- **Grade K-8** “I think about and work on difficult tasks (things that challenge my thinking)”
- **Grade 9-12** “I engage in coursework, discussion, and tasks that require the use of critical thinking (e.g. analyzing, applying, evaluating, synthesizing)”

Grade	Target*	n	20-21	n	21-22	n	22-23	n	23-24
K-2	85%	2718	83.33%	2973	84.70%	2988	84.47%	2911	85.68%
3-5	85%	2718	81.64%	2848	80.16%	2827	81.89%	2950	83.12%
6-8	75%	2720	70.26%	2827	70.25%	2872	70.30%	2250	72.76%
9-12	80%	2300	78.39%	2844	75.00%	3099	77.22%	3544	79.29%
K-12	80%	10756	76.22%	11492	77.62%	11786	78.49%	11655	80.58%

Percentages reflect students that responded “frequently” or “almost always”

“n” equals the number of students who responded to the survey

*In 2022-2023 all targets were changed from 90%

2023-2024 Analysis: On question one, 57.39% of grades 3-12 students reported that they take risks in learning without fear of negative feedback on the 2023-2024 survey. This is a 2.55% increase from the previous year. Since data collection started in the 2020-2021 school year, all grade levels are reporting increases in students taking risks in their learning with 57.39% now above the district target of 55%.

On question two, 80.58% of K-12 students reported that they complete challenging work (work on difficult tasks - grades 3-8 or require the use of critical thinking - grades 9-12) on the 2023-2024 survey, which is an increase of 2.09% from the previous year. Since data collection started in the 2020-2021 school year, all grade levels are reporting increases in students engaging in challenging work with the 80.58% now above the district target of 80%.

Indicator 3: Students will show continuous improvement toward, or attainment of, the identified target of students who self-report they push themselves in their learning by exceeding expectations and never giving up frequently or almost always on the BPS Student Survey.	Making Reasonable Progress																																																		
<p>Evidence: During the 2020-2021 school year, BPS began collecting survey data in this area through the BPS student survey.</p> <p>Perseverance:</p> <ul style="list-style-type: none"> • Grades 3-8 “I push myself in my learning and never give up” • Grades 9-12 “I push myself in my learning by exceeding expectations and never giving up” 																																																			
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<p>2023-2024 Analysis: During the 2023-2024 school year, 74.87% of grades 3-12 students reported that they push themselves in their learning. This is a 1.97% increase from the previous year. Since data collection started in the 2020-2021 school year, grades 3-5 are trending relatively flat, while grades 6-12 had dipped, but have increased from that year. Students are provided encouragement and opportunities to persevere through teaching practices outlined in each schools’ Instructional Framework. In addition, schools provide direct instruction in the skills needed to persevere through the Second Step and Resilience for Youth curriculum.</p>																																																			

Each Student Will:

4.2 Take initiative, set goals, self-evaluate, and strive to continuously improve.	Making Reasonable Progress
<p>Interpretation: Students who take an active role in their learning will be more invested in, and have a better understanding of, their responsibility in the learning process. An active role would be defined as students having an understanding of the goal, taking initiative to evaluate where they are at, and setting goals of where they want to be.</p>	
<p>Elementary Responsibility</p> <ul style="list-style-type: none"> • Behavior Standard Self-Management is defined as the ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals. 	
<p>Middle School Responsibility</p> <ul style="list-style-type: none"> • Be Responsible Standard. 	

Indicator		Finding							
<p>Indicator 1: Students will show continuous improvement toward, or attainment of, the identified target of students who report that learning goals help them be engaged in their learning frequently or almost always on the BPS Student Survey.</p>		<p>Making Reasonable Progress, with Exception</p>							
<p>Evidence: During the 2020-2021 school year, BPS began collecting survey data in this area through the BPS student survey.</p> <p>Engagement:</p> <ul style="list-style-type: none"> • Grades K-8 “I am interested in what I learn in my classes” • Grades 9-12 “My learning goals help me to be engaged in my learning” 									
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9-12	65%	2300	62.91%	2844	61.46%	3099	62.31%	3544	64.48%
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<p>2023-2024 Analysis: In the 2023-2024 student survey, 68.48% of K-12 students reported that their learning goals help them to be engaged in their learning. This is a 1.49% increase from the last school year. Since the 2020-2021 school year, as a district, we have increased by 0.98% with grades 3-8 still not at initial 2021-2022 data.</p>									

<p>Indicator 2: Students will show continuous improvement toward, or attainment of, the identified target so students are considered proficient in each grade level assessed on the progress report in the areas of Responsibility.</p>	<p>Making Reasonable Progress</p>																																																																																																				
<p>Evidence: Evidence for this indicator is collected from PowerSchool grades. At the elementary, the “Self-Management” grade is used. In Middle School, the “Responsible” grade is used.</p>																																																																																																					
<p>2.5 Standards-Based Score - See Appendix for grade-level expectations</p>																																																																																																					
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1	80%	997	81.1	1,105	77.8	1140	84.9	1075	84.4																																																																																												
2	80%	1,001	82.1	1,031	77.7	1096	82.7	1162	88.1																																																																																												
3	80%	996	79.1	1,045	79.7	1063	80.5	1127	84.2																																																																																												
4	80%	972	82.6	1,050	83.3	1042	87.9	1085	86.2																																																																																												
5	80%	981	81.4	1,026	81.5	1073	82.8	1059	88.1																																																																																												
6	80%	1,060	94.1	1,023	96.3	1056	95.0	1099	97.3																																																																																												
7	80%	1,144	91.0	1,067	91.9	1062	91.1	1067	96.2																																																																																												
8	80%	1,086	87.3	1,148	83.3	1079	82.5	1051	93.1																																																																																												
<p>2023-2024 Analysis: Data from the 2023-2024 school year demonstrates all grade levels are now at the target of 80% scoring 2.5 or higher regarding “Self-Management” in elementary and “Responsible” in middle school.</p>																																																																																																					

Each Student Will:

<p>4.3 Identify passions and find joy in learning.</p>	<p>Making Reasonable Progress</p>
<p>Interpretation: When students find their work relevant and meaningful, the learning is deeper and more personalized. Students should be able to explore and identify personal passions to contextualize their learning. Students should have choice in their learning and explore, create, and demonstrate their knowledge in a variety of ways. Students try out their own ideas, refine, analyze, evaluate their own ideas in order to improve and maximize creative efforts.</p> <ul style="list-style-type: none"> • Clubs: Extension of the school curriculum, extends learning of the school curriculum into its activities • Fine Arts: Band, Choir, Debate, Drama, Orchestra, Student Congress, Speech • Co-Curricular Activities: Activities, programs, and learning experiences that complement, in some way, what students are learning in school (i.e., experiences that are connected to or mirror the academic curriculum) • Extra-Curricular Activities: State-Sponsored Athletic Activities (22 activities in total) 	

Indicator		Finding							
<p>Indicator 1: Students will show continuous improvement toward, or attainment of, the identified target of students who self-report that the assignments they do meet their personal learning needs, strengths, and interests frequently or almost always on the BPS Student Survey.</p>		<p>Making Reasonable Progress</p>							
<p>Evidence: During the 2020-2021 school year, BPS began collecting survey data in this area through the BPS student survey.</p> <p>Personalized:</p> <ul style="list-style-type: none"> The assignments I do meet my personal learning needs (strengths, culture, and interests) 									
Grade	Target*	n	20-21	n	21-22	n	22-23	n	23-24
3-5	80%	2718	78.77%	2848	78.05%	2827	78.60%	2950	79.53%
6-8	70%	2720	67.21%	2827	66.89%	2872	64.73%	2250	68.13%
9-12	60%	2300	58.61%	2844	57.59%	3099	59.76%	3544	62.16%
3-12	70%	7738	68.71%	8519	67.52%	8798	67.44%	8744	69.56%
<p>Percentages reflect students that responded “frequently” or “almost always” “n” equals the number of students who responded to the survey *In 2022-2023 targets for grades 6-8, 9-12, and 3-12 were changed from 80%</p>				<p>2023-2024 Analysis: In the 2023-2024 survey, 69.56% of grades 3-12 students reported that their assignments meet personal learning needs. This is an increase of 2.12% from the 2022-2023 school year. All age bands of students increased from the previous year and are above the initial 2020-2021 data.</p>					
<p>Indicator 2: Students will show continuous improvement toward, or attainment of, the identified target of students who self-report they solve real world problems frequently or almost always on the BPS Student.</p>		<p>Making Reasonable Progress</p>							
<p>Evidence: During the 2020-2021 school year, BPS began collecting survey data in this area through the BPS student survey.</p> <p>Real World:</p> <ul style="list-style-type: none"> “I work on real-world problems in my classes” 									
Grade	Target*	n	20-21	n	21-22	n	22-23	n	23-24
3-5	70%	2718	64.97%	2848	67.06%	2827	69.33%	2950	72.00%
6-8	45%	2720	42.21%	2827	43.37%	2872	41.36%	2250	45.47%
9-12	40%	2300	34.35%	2844	37.41%	3099	38.56%	3544	42.07%
3-12	50%	7738	47.87%	8519	49.30%	8798	49.36%	8744	53.04%
<p>Percentages reflect students that responded “frequently” or “almost always” “n” equals the number of students who responded to the survey *In 2022-2023 all targets were changed from 80%</p>				<p>2023-2024 Analysis: During the 2023-2024 school year, 53.04% of grades 3-12 students reported that they work on real-world problems in their class. This is a significant increase from the 2022-</p>					

2023 school year by 3.68%. All grade levels have increased since the start of data collection during the 2020-2021 school year.

Indicator 3: Students will show continuous improvement toward, or attainment of, the identified target of students who self-report they choose their own learning topics frequently or almost always on the BPS Student Survey.

Making Reasonable Progress

Evidence: During the 2020-2021 school year, BPS began collecting survey data in this area through the BPS student survey.

Voice and Choice:

- “I choose my own learning topics”

Grade	Target*	n	20-21	n	21-22	n	22-23	n	23-24
3-5	50%	2718	45.95%	2848	46.45%	2827	47.36%	2950	52.03%
6-8	30%	2720	25.70%	2827	27.27%	2872	27.16%	2250	30.67%
9-12	30%	2300	27.39%	2844	28.41%	3099	30.98%	3544	33.63%
3-12	35%	7738	33.32%	8519	34.07%	8798	35.00%	8744	39.08%

Percentages reflect students that responded “frequently” or “almost always”

“n” equals the number of students who responded to the survey

*In 2022-2023 all targets were changed from 80%

2023-2024 Analysis: The overall percentage of grades 3-12 students reporting that they choose their own learning topics “frequently” or “almost always” was 39.08% in 2023-2024, which is a significant increase of 4.08% from the 2022-2023 school year. All grade levels have now met their respective targets.

Indicator 4: Students will show continuous improvement toward, or attainment of, a target so that at least 50% of students self-report completion for the ND Choice Ready Essential Skills indicator of completing a “Career Exploration Experience.”

Making Reasonable Progress

Evidence: Evidence for this indicator is collected through Choice Ready Reporting.

Grade	Goal	n	20-21	n	21-22	n	22-23	n	23-24
12	50%	914	21.44%	886	47.40%	948	76.69%	956	75.73%

Percentages reflect the number of students who self-report a “Career Exploration Experience”

“n” equals the total number of 12th grade students

2023-2024 Analysis: The indicator of “Work-Based Learning Experience” in ND Choice Ready Reporting was changed to “Career Exploration Experience” by the Department of Public Instruction. Career Exploration Experiences are a wide variety of opportunities which are intended to build a foundation of essential skills students need as they pursue their chosen career. During the 2023-2024 school year 75.73% of 12th grade students participated in a Career Exploration Experience. The number decreased from the 2022-2023 school year by 0.96%. Data from the 2023-2024 school year is still well above the district goal of 50%. Bismarck Public Schools offers several courses where work-based learning is included in the criteria. Other pathways to qualifying work-based learning included job shadowing, career fairs, and on-the-job training. Experiences are verified through the high school counselors and career advisors.

<p>Indicator 5: Students will show continuous improvement toward, or attainment of, a target so that at least 60% of all high school students are reported to actively participate in a co-curricular activity or extra-curricular activity that is connected with the school.</p>	<p>Making Reasonable Progress</p>
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Evidence: Data is collected through participation rosters. Data was collected to include the total number of students participating in co-curricular or extra-curricular connected with school in a combined format. Data was compiled through the District Activities Office through rosters from coaches and advisors. Students participating in multiple activities were counted one time in the overall number of students.

*Reporting the number of students participating in clubs is difficult to report accurately as clubs often have open attendance and students may participate sporadically. In order to increase accuracy and transparency, only students involved in extracurricular, co-curricular, and fine arts will be reported.

High School

Year	Target	9-12 students	# of participants	Percentage
20-21	60%	3934	2175	55%
21-22*	60%	3981	2197	56%
22-23	60%	4293	2655	62%
23-24	60%	4327	2759	64%

*Clubs have been removed from the data from this point forward

2023-2024 Analysis: During the 2023-2024 school year, 64% of high school students participated in activities. The percent of students participating increased 2% from the 2022-2023 school year. Data continues to show a rising pattern of participation.

<p>Indicator 6: Students will show continuous improvement toward, or attainment of, the identified target of all middle school students reported to actively participate in a co-curricular activity or an extra-curricular activity that is connected with the school.</p>	<p>Making Reasonable Progress</p>
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Evidence: Data is collected through participation rosters. Data was collected to include the total number of students participating in co-curricular or extra-curricular connected with school in a combined format. Data was compiled through the District Activities Office through rosters from coaches and advisors. Students participating in multiple activities were counted one time in the overall number of students.

*Moving forward, students participating in clubs will no longer be included in this evidence. Membership in school clubs changes frequently making it difficult to get an accurate count. Removing clubs from this data will provide for increased accuracy in reporting.

Middle School

Year	Target	6-8 students	# of participants	Percentage
20-21	80%	3207	2518	79%
21-22* **	80%	3163	2495	79%
22-23	80%	3098	2652	85%
23-24	80%	3123	2577	83%

*Clubs have been removed from the data from this point forward

**In 2022-2023 targets were changed from 60%

2023-2024 Analysis: During the 2023-2023 school year, 83% of middle school students participated in a co-curricular or extra-curricular activity. The percent of students participating decreased 2% from the 2022-2023 school year. Current participation is still above the district target of 80%.

<p>Indicator 7: Students will show continuous improvement toward, or attainment of, the identified target of middle school students and high school students who self-report participation in after-school activities, both school sponsored and non-school sponsored frequently or almost always on the BPS Student Survey.</p>	<p>Making Reasonable Progress</p>
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Evidence: Evidence is gathered through the BPS Student Survey.

Activities

- “I participate in after-school activities (school sponsored or non-school sponsored)”

Grade	Target*	n	20-21	n	21-22	n	22-23	n	23-24
6-8	70%	2720	61.58%	2827	66.22%	2872	67.93%	2250	68.49%
9-12	65%	2300	63.65%	2844	59.92%	3099	63.12%	3544	62.83%

Percentages reflect students that responded “frequently” or “almost always”

“n” equals the number of students who responded to the survey

*In 2022-2023 targets for grades 6-8 and 9-12 were changed to 70% and 65%, respectively

2023-2024 Analysis: Middle school saw a very slight increase of 0.56% to 68.49% in students self-reporting of after school activities. High school saw a very slight decrease of 0.29% to 62.83%.

Appendix

Self-Management				
Manage one's emotions, thoughts, and behaviors effectively in different situations to achieve goals and aspirations.				
	Vocabulary	2.0 Simple Skills	3.0 Target Skills	3.0 I Can Sample Activities
K	Clues, worried, strong, feelings, frustrated, waiting impatient, excited, tense, relaxed, disappointed, mean to, accident	<ul style="list-style-type: none"> - Name one's emotions - Name one's behaviors 	<ul style="list-style-type: none"> - Managing one's emotions and behaviors* 	<ul style="list-style-type: none"> - Keeping hands and feet to self - Using a calming strategy/tool to calm down - Identify and use the calming-down steps - STEP Process
1	Disappointed, self-talk, jealous, positive, negative, worried	<ul style="list-style-type: none"> - Name one's emotions - Name one's behaviors - Practice management strategies 	<ul style="list-style-type: none"> - Managing one's emotions and behaviors* - Identifying management strategies 	<ul style="list-style-type: none"> - Keeping hands and feet to self - Identifying and use the calming- down steps - Identifying things to do when someone is bothering me
2	Embarrassed, manage, recognize, mistake, racing (heart), heart rate, anxious, hurtful, on task, annoyed, jealous	<ul style="list-style-type: none"> - Name one's emotions and behaviors - Identify management strategies - Identify self-discipline strategies in scenarios - List motivation(s) for choices 	<ul style="list-style-type: none"> - Managing one's emotions and behaviors* - Identifying and using management strategies - Exhibiting self-discipline and self-motivation 	<ul style="list-style-type: none"> - Identifying physical clues that help name their own feelings. - Using strategies to calm down - Generating positive self talk - STEP Process
3	Nervous, handle, manage, accusing	<ul style="list-style-type: none"> - Name one's emotions and behaviors - List personal goals - List planning and organizational skills 	<ul style="list-style-type: none"> - Managing one's emotions and behaviors* - Set personal goals - Using planning and organizational skills 	<ul style="list-style-type: none"> - Identifying, say, own feelings - Using calming strategies - Using self-talk to stay focused and listen attentively - Completing work on time - Setting academic goals - STEP Process
4	Personal signal, strong feelings, consequences, regret, revenge, put-down, assertive, assumptions	<ul style="list-style-type: none"> - Identify one's emotions and behaviors - List academic or behavior goals of the group - Define personal agency 	<ul style="list-style-type: none"> - Managing one's emotions and behaviors* - Setting personal and collective goals - Show personal agency 	<ul style="list-style-type: none"> - Using strategies to manage emotions and behavior - Using my time wisely - Setting academic goals - STEP Process
5	Revenge, regret, assertive, assumptions	<ul style="list-style-type: none"> - Identify one's emotions and behaviors - Identify what courage to take initiative means - Define collective agency 	<ul style="list-style-type: none"> - Managing one's emotions and behaviors* 	<ul style="list-style-type: none"> - Using strategies to manage my emotions and behaviors - Setting academic goals - STEP Process