



**SUMMARY OF PROGRESS STATUS  
AUGUST 2025**

**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

- 1.1.1, 1.1.4
- 1.2.1, 1.2.2, 1.2.3
- 1.3.1

Making Reasonable Progress, with Exception

- 1.1.3, 1.1.5

Failing to Make Reasonable Progress

- 1.1.2

**Areas of Focus for Continuous Improvement**

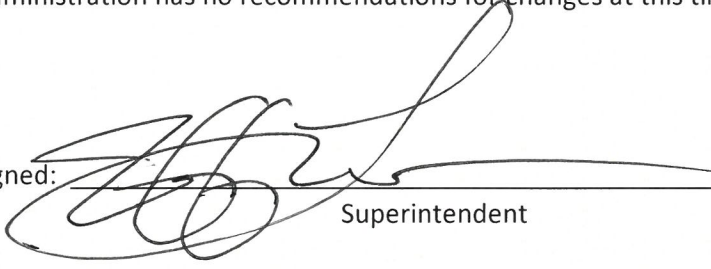
We completed our fourth year with an Academic Alert process to help identify students who are at risk of not graduating on time with their class. This alert allows for early identification and response, as this is crucial to helping students achieve their academic goals. By intervening on their behalf, 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.

As we shared in the past years 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 97.82% graduation rate. Additionally, among subgroups that have traditionally struggled our BPS data showed exceptional outcomes regarding graduation rates as long as students were part of our system for their last seven school years.



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: 8/11/2025



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

Thank you for this report. I really enjoy getting it. Going to indicator two, with the number of students who did not graduate, what are we doing to try to capture what some of those reasons may be, is there a survey that's done? What can we do as a district to help them get across that graduation stage and get their diploma?

Oftentimes, our counselors or another caring adult who had been invested with a student might know some of that background and sometimes we must figure out what's going awry, but also then look for trends. A few years ago, we really started doubling down in that process of trying to track credits along before there was Academic Alert. We also have a process called Grad Roundup where we work with the principals, assistant principals, counselors, social workers, school psychologists, and other people that are wrapped around those services to reach out to students that have dropped out. We have a tracking document that's internal, where it's shared with each school, then have an adult that is trying to make meaningful contact with the parent and student, inviting them back in. Sometimes you make that call and you don't think you get much traction, but suddenly, four months later, when a kid comes back to say when you gave me that call, I didn't think anyone cared, and you called, so I came back, and now I graduated.

We're talking about 16% of kids that started that ninth grade cohort didn't graduate on time, and you see our dropout rate is 4%. 100% of Indigenous students graduated for 24-25. That's a good result when we have those kids all the way through. The Panorama Data Warehouse product that we're rolling out this fall to teachers with that early warning dashboard that Dr Johnson's mentioned. I think the beauty that I see with the panorama product is taking that early warning dashboard being attendance data, classroom performance data, behavior data, put it into one suite, so really, teams of teachers can now see that early warning data and intervene.

I appreciate the integrity of the data. I think it's tough sometimes to acknowledge you've dropped four percentage points, but I don't think it's systemic. I've always felt that the target of 95% is high, especially when you think of the dropout rate being 4%. We would love to have a target of 100% and have it achievable, but I don't think it is. I don't even think 95% is, so I think it's one of those metrics we could look at. What I think is exciting is the completer rate. I think it's important that you know, kids who don't graduate aren't just done, and are reaching more to complete their education. That's more important to me than any other metric.

If a 16-year-old completes their GED two years early before they graduate, they count as a dropout. They don't count as a graduate but are considered as a completer. That's also why we do care a lot about that completer rate, because it also takes those unique situations into consideration.

I was going to throw in the idealistic comment of the evening and just say, why isn't it 100%. Personally, as a board member, I would rather see a target of 100% for that. I don't care if we put an asterisk by it, because we



know we're going to fail, but that seems like one that we're okay failing to make reasonable progress because it is our goal. I would say every kid we get through here, we want to get to either graduation or to a completer stage.

The other one that I would say, which would need some tweaking, is that choice ready indicator. I think the idea that you have to go to a two-year school has tempered over my duration in education. I want you to graduate high school, and I want you to get into a career that you want and be successful at that career. There are two goals. I want kids to find their passion and get into the job they want. That doesn't necessarily mean they have to go to BSC or UND or NDSU, just find that passion and go seek it out. I'm also very proud of our choice ready indicator. I thought that was a highlight of this report as well. Our kids are coming out with more and more skills, so they do have an option of where they want to go post-graduation.

The danger of a target being too high here would be that you create a diploma mill. You try to get kids a diploma no matter what. We don't want to do that either. We want it to be meaningful. We want it to have something of substance behind it. It's tricky with these data things, because, of course, we want every child to graduate. We want to be at 100% but I think there is something to being realistic. If we were to hold admins feet to the fire on 100% and they were to change the way they were doing things that wouldn't necessarily be good.

It was moved by Mr. Eastgate and seconded by Ms. Preskey to accept the monitoring report for Policy R-1 *Mega Result* as Making Reasonable Progress, with Exception. Motion carried.

Signed: \_\_\_\_\_  
  
Board President

Date: 8/11/2025

**Data Analysis**

The R-1 Mega Result Monitoring Report overall is “Making Reasonable Progress, with Exception” based on the nine indicators, six demonstrated making reasonable progress, two demonstrated making reasonable progress with exception, and one 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 84%, which was 4% lower than the previous year and 11% lower than our 95% BPS target, yet we still outscored the North Dakota state average by 2%.

Our post-secondary enrollment has a proposed target of 70%. This last year of data that was reported has shown growth with 599/910 or 66% of our students engaging in post-secondary enrollment, which was an increase of 2% over the previous year.

Our student engagement survey results demonstrate we are making reasonable progress, with one exception towards the target in an area. BPS continues to outperform North Dakota state averages by 2-5% in each of 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><b>Making Reasonable Progress, with Exception</b></p>
<p><b>Interpretation:</b> 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"> <li>● <b>Four-Year Graduation Rate</b> is the on-time graduation rate based upon high school students obtaining a diploma within four years of entering 9th grade.</li> <li>● <b>Completer Rate</b> 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.</li> <li>● <b>Post-Secondary Enrollment</b> 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).</li> <li>● <b>Committed Engagement</b> (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.</li> <li>● <b>Cognitive Engagement</b> – 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.</li> <li>● <b>Behavioral Engagement</b> – 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).</li> <li>● <b>Emotional (Affective) Engagement</b> – A student’s feelings toward their school, learning, teachers, and peers.</li> <li>● <b>“n”</b> equals number of students.</li> </ul>	

Indicator	Finding
<p><b>Indicator 1:</b> The board's strategic plan goals are translated into measurable results policies which drive direction of the instructional program. (<a href="#">BPS Strategic Plan</a>).</p>	<p><b>Making Reasonable Progress</b></p>
<p>Evidence:</p> <p>The new 2025-2030 Strategic Plan, including the affirmation of our mission, vision, and values statements, was finalized in May 2025. 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.

**Failing to Make Reasonable Progress**

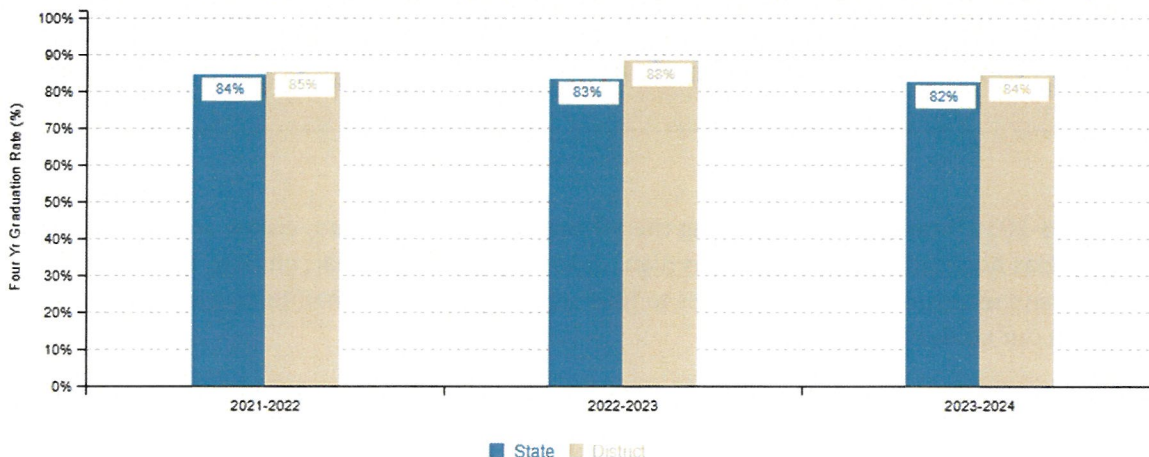
Evidence:

During the 2023-2024 school year, Bismarck Public Schools had an overall graduation rate of 84%, which was 2% above the North Dakota state average. The graduation rates decreased by 4% from the previous year and missed the 95% target by 11%.

Grade	Target	21-22	22-23	23-24
12	95%	85%	88%	84%

**Four Year Graduation Rate**

This is the on-time graduation rate based upon high school students obtaining a diploma within four years of entering 9th grade.



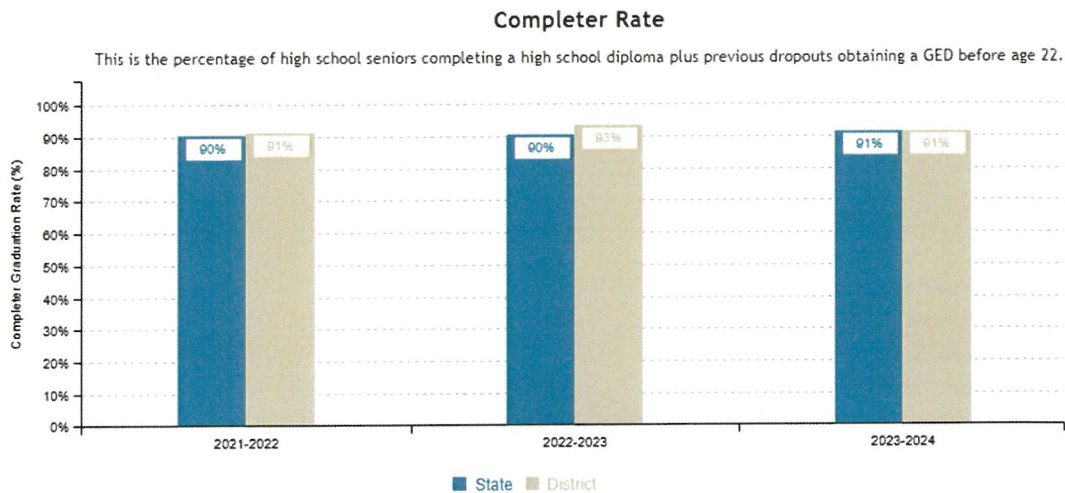
<p><b>Indicator 3:</b> Students will show continuous improvement toward, or attainment of, a target so that the district achieves a completer rate target set to be at or above 95% of all students.</p>	<p><b>Making Reasonable Progress, with Exception</b></p>
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Evidence:

During the 2022-2023 school year, Bismarck Public Schools had an overall Completer Rate of 91%, which was equal to the North Dakota state average. For the 2019-2020 school year cohort, Bismarck Public Schools had a seven-year graduation rate in 2020-2021 of 91%, which was 2% higher than the North Dakota state average and 4% below the BPS target.

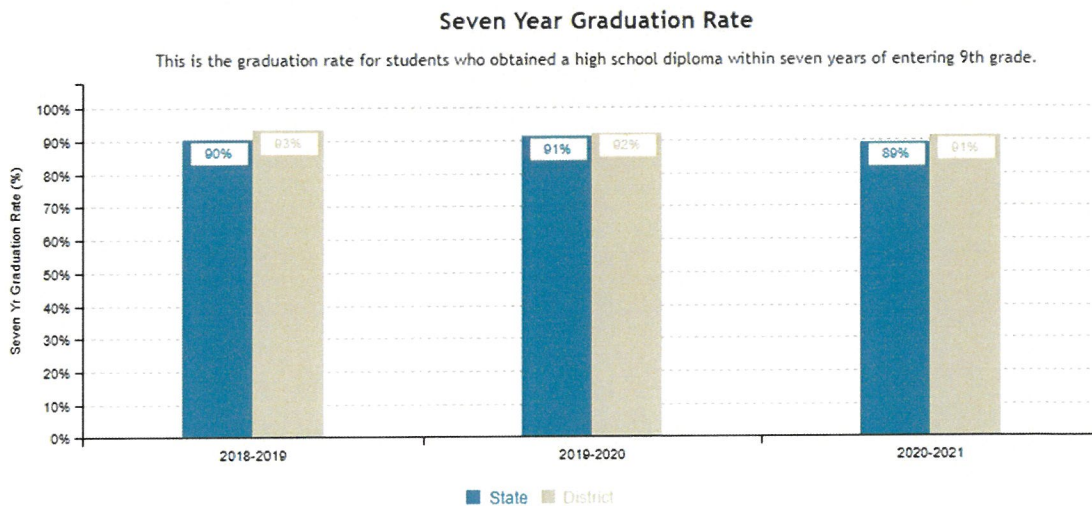
**Completer Rate**

Grade	Target	21-22	22-23	23-24
12	95%	91%	93%	91%



**Seven-Year Graduation Rate**

Grade	Target	18-19	19-20	20-21
12	95%	93%	92%	91%



<p><b>Indicator 4:</b> 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%.</p>	<p><b>Making Reasonable Progress</b></p>
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Evidence:

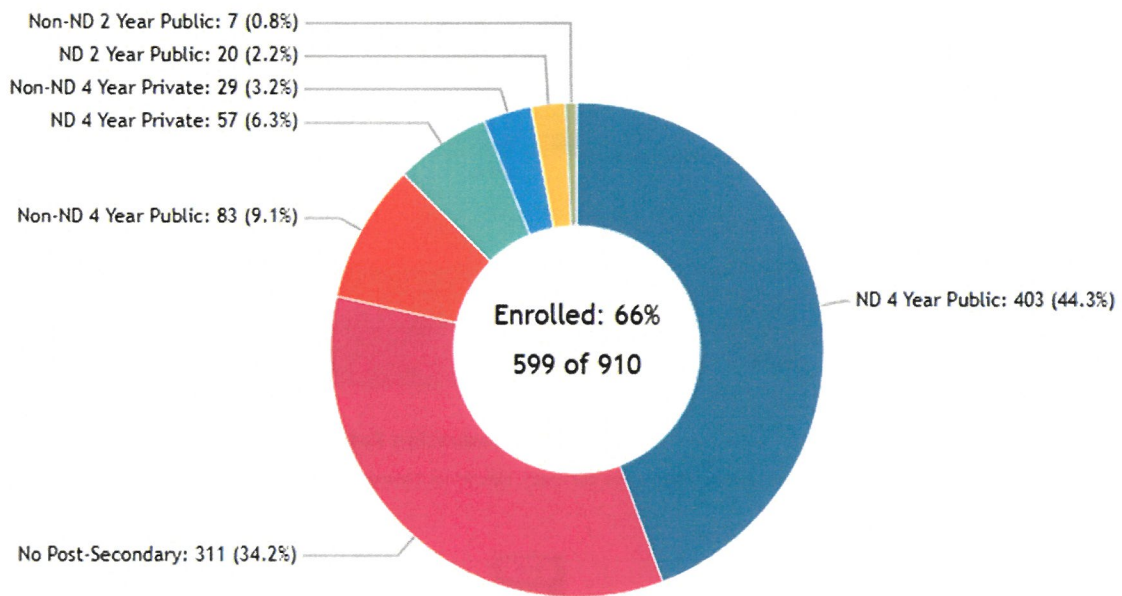
Evidence for this data point is state-collected data. The data will show a two-year lag as it counts graduates 12 months following their graduation year. For the 2022-2023 school year, Bismarck Public Schools had 66% of graduates planning to enroll and attend a post-secondary institution. This was an increase of 2% from the previous year’s data. Of the 910 graduates, 599 graduates enrolled in a variety of types of institutions as reflected in the following three graphs and table.

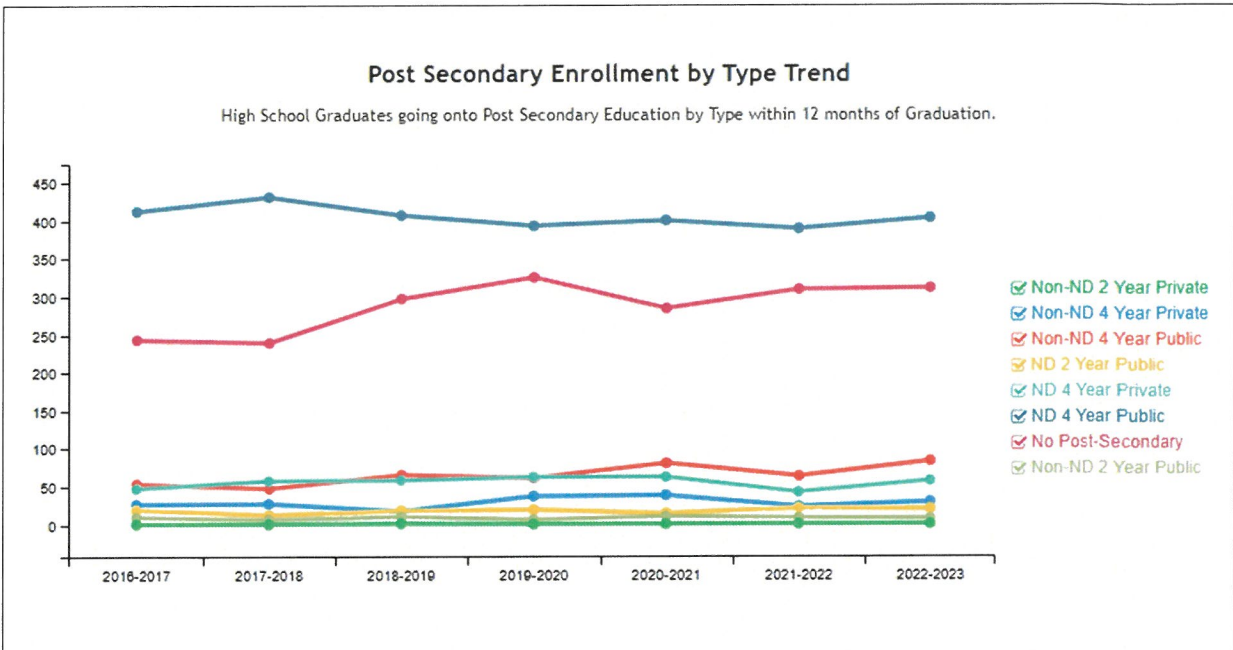
**Post-Secondary Enrollment**

Grade	Target	n	20-21	n	21-22	n	22-23
12	70%	598/878	68%	546/851	64%	599/910	66%

**Post Secondary Enrollment Type (2022-2023)**

High School Graduates going onto Post Secondary Education by Type within 12 months of Graduation.





### Destinations (2022-2023)

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: All States

Institution Name	State	Type	Number of Enrollments
Bismarck State College	ND	Public Four Year	230 (38%)
North Dakota State University	ND	Public Four Year	78 (13%)
University Of North Dakota	ND	Public Four Year	77 (13%)
University Of Mary	ND	Private Four Year	49 (8%)
University Of Minnesota-Twin Cities	MN	Public Four Year	14 (2%)
N. Dakota State College Science	ND	Public Two Year	13 (2%)
Minnesota State University Moorhead	MN	Public Four Year	13 (2%)
Minot State University	ND	Public Four Year	9 (2%)
Montana State University - Bozeman	MT	Public Four Year	6 (1%)
Dixie State University	UT	Public Four Year	5 (1%)
Grand Canyon University-Traditional	AZ	Private Four Year	5 (1%)
Valley City State University	ND	Public Four Year	5 (1%)
Lake Region State College	ND	Public Two Year	4 (1%)
University Of Nebraska-Lincoln	NE	Public Four Year	4 (1%)
United Tribes Technical College	ND	Private Four Year	4 (1%)
University Of Jamestown	ND	Private Four Year	3 (1%)
South Dakota State University	SD	Public Four Year	3 (1%)
Dickinson State University	ND	Public Four Year	3 (1%)
Williston State College	ND	Public Two Year	3 (1%)
Arizona State University	AZ	Public Four Year	3 (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:

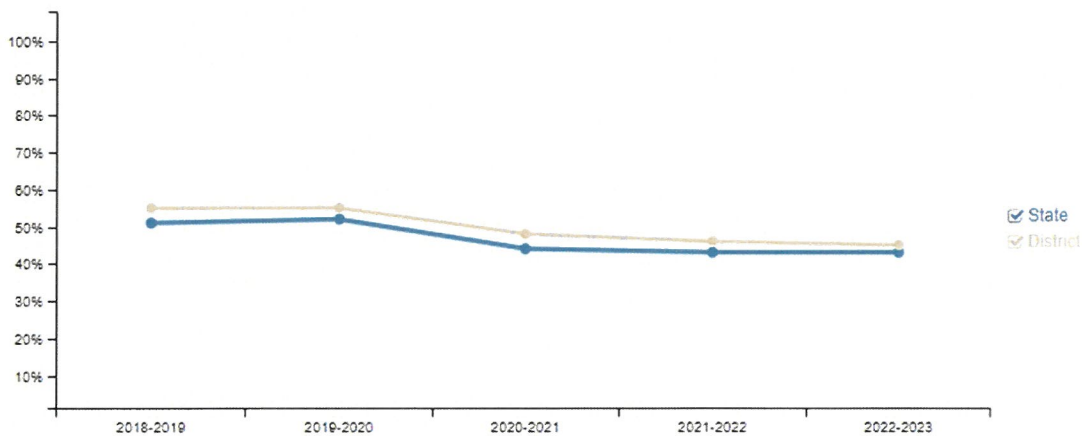
Part of the ND ESSA plan is to incorporate student engagement survey results. During the 2023-2024 school year, 46% of Bismarck Public Schools students surveyed were determined to be at an overall “committed engagement” level, which was above the North Dakota state average of 43%. Additionally, BPS students overall were determined to be at a “Committed Engagement” above the state average in the subcategories for Behavior, Cognitive, and Emotional Engagement.

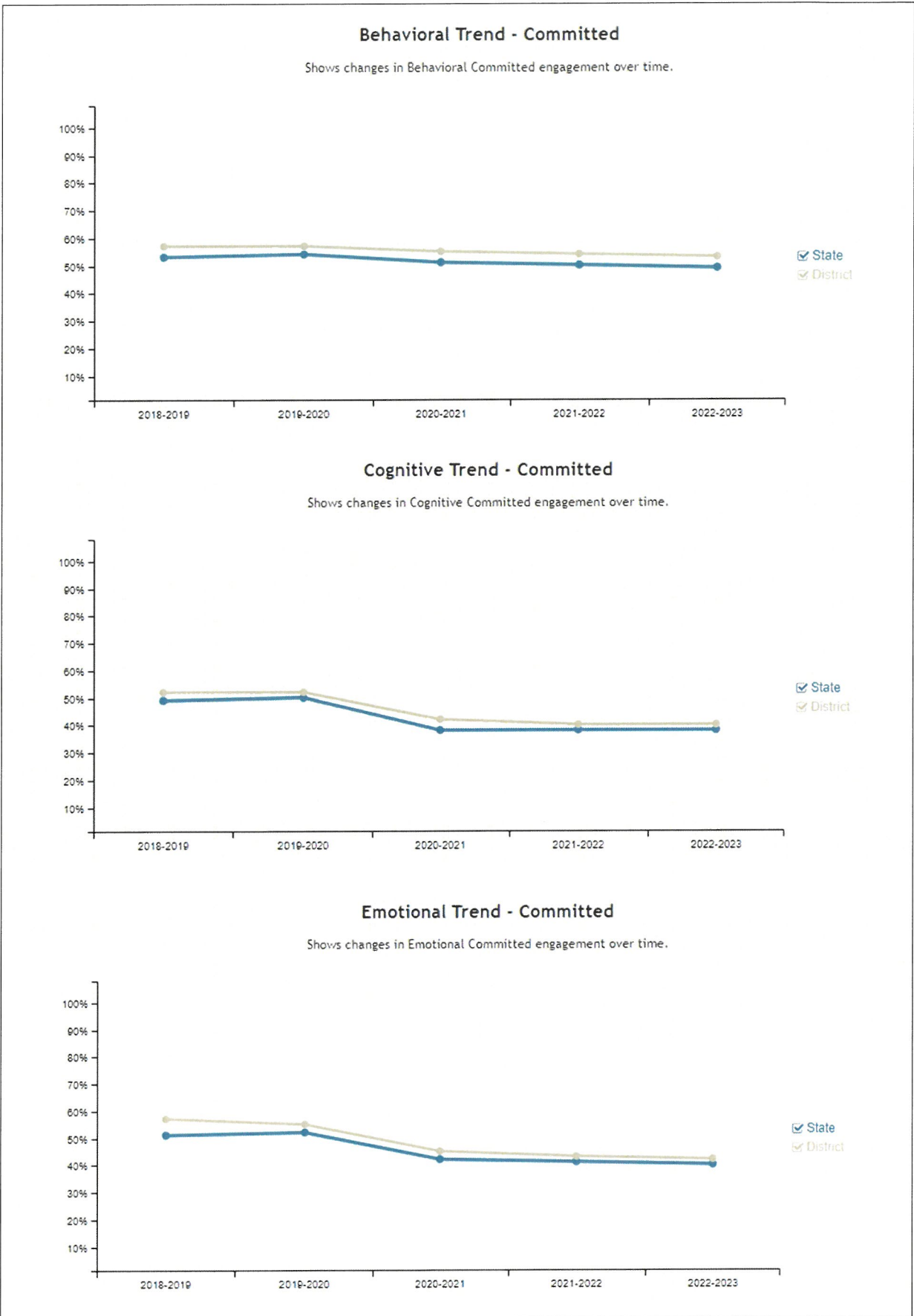
**Engagement Survey**

	Target	State Average	19-20	20-21	21-22	22-23	23-24
Overall “Committed Engagement”	55%	43%	55%	48%	46%	45%	46%
Behavioral Engagement	55%	49%	57%	55%	54%	53%	54%
Cognitive Engagement	55%	38%	52%	42%	40%	40%	41%
Emotional Engagement	55%	40%	55%	45%	43%	42%	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.

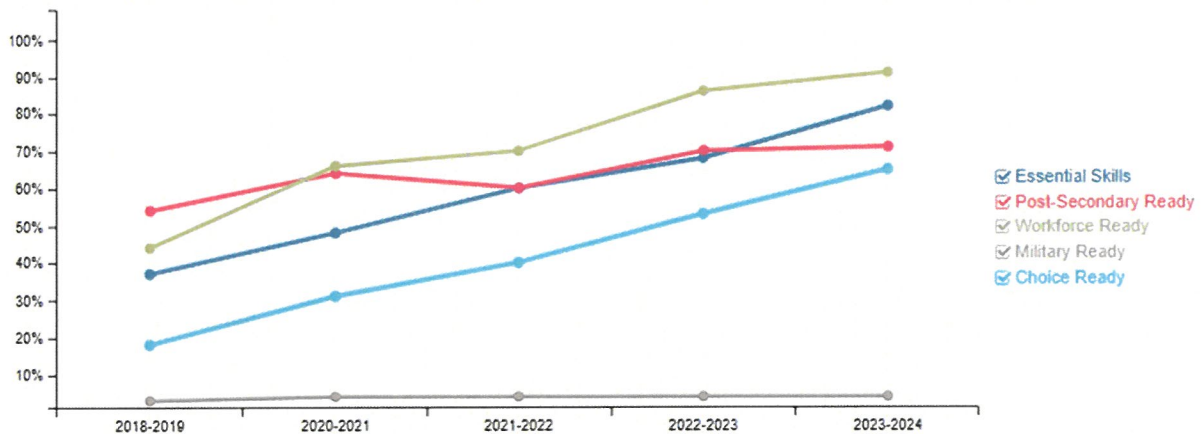
**Making Reasonable Progress**

**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 (21<sup>st</sup> 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
<p><b>Indicator 1:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 40% of students report completion for the ND Choice Ready Essential Skills indicator of 25 hours of Community Service.</p>	<p><b>Making Reasonable Progress</b></p>
<p>Evidence:</p> <p>ND Choice Ready data indicates that in the 2023-2024 school year, 41.38% of grade 12 students had 25 hours or more of documented community service hours. This is an increase of 1.13% from the 2022-2023 school year. The data will show a two-year lag as it counts graduates 12 months following their graduation year.</p>	

<p><b>Indicator 2:</b> 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><b>Making Reasonable Progress</b></p>
<p>Evidence:</p> <p>ND Choice Ready data indicates that in the 2023-2024 school year, 75.87% of grade 12 students had a documented “Career Exploration Experience.” This is a 1.33% increase from the 2022-2023 school year. The data will show a two-year lag as it counts graduates 12 months following their graduation year.</p>	
<p><b>Indicator 3:</b> 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><b>Making Reasonable Progress</b></p>
<p>Evidence:</p> <p>ND Choice Ready data indicates that in the 2023-2024 school year, 1.06% of grade 12 students report successfully completing a formal Capstone Project. This is a .03% increase from the 2022-2023 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><b>1.3</b> Be able to think critically, analyze, and evaluate information to make informed decisions.</p>	<p><b>Making Reasonable Progress</b></p>
<p><b>Interpretation:</b> 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"> <li>● <b>Critical and creative thinking</b> 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.</li> <li>● <b>Routine application</b> 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.</li> </ul>	

Indicator		Finding		
<b>Indicator 1:</b> 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.		<b>Making Reasonable Progress</b>		
Evidence:				
<b>BPS Student Survey - Critical Thinking</b>				
<b>Critical Thinking</b> - <i>I engage in coursework, discussion, and tasks that require the use of critical thinking (e.g. analyzing, applying, evaluating, synthesizing).</i>				
Grade	Target	21-22	22-23	23-24
K-5	80%	82.5%	83.2%	84.4%
6-8	80%	70.3%	70.3%	72.8%
9-12	80%	75.0%	77.2%	79.3%
Specific Grade-Level Questions				
<ul style="list-style-type: none"> <li>● <b>K-2</b> "I am a problem solver even when things are hard."</li> <li>● <b>3-8</b> "I think about and work on difficult tasks (things that challenge my thinking)."</li> <li>● <b>9-12</b> "I engage in coursework, discussion, and tasks that require the use of critical thinking (e.g. analyzing, applying, evaluating, synthesizing)."</li> </ul>				
<b>BPS Student Survey - Creative Problem Solving</b>				
<b>Creative Problem Solving</b> - <i>I solve complex problems by creatively thinking about solutions.</i>				
Grade	Target	21-22	22-23	23-24
K-5	80%	82.6%	82.9%	84.6%
6-8	70%	67.7%	66.8%	69.3%
9-12	70%	59.7%	61.8%	63.5%
Specific Grade-Level Questions				
<ul style="list-style-type: none"> <li>● <b>K-2</b> "I can use my own ideas to do my work."</li> <li>● <b>3-8</b> "I solve problems by creatively thinking about solutions."</li> <li>● <b>9-12</b> "I solve complex problems by creatively thinking about solutions."</li> </ul>				