



SUMMARY OF PROGRESS STATUS
AUGUST 2026

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 |
| <u> X </u> | 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, 1.1.2, 1.1.3, 1.1.4
- 1.2.2, 1.2.3
- 1.3.1

Making Reasonable Progress, with Exception

- 1.1.5
- 1.2.1

Failing to Make Reasonable Progress

- N/A

Areas of Focus for Continuous Improvement

We completed our fifth 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 96.72% 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: _____

A large, stylized handwritten signature in black ink, written over a horizontal line. The signature is cursive and appears to be the name of the Superintendent.

Superintendent

Date: 8/10/2026



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

The word “mega” is just that it's these large-scale state results, and my question is more about the timing of some of these results policies. This might be one that if we moved a little bit down the road to like January, we might be able to then have a little bit more timelier results and see the current reporting period.

I really appreciate you pointing out that statistic of 96.72% That's phenomenal, and your message of that growth mindset, improving oneself. That really means a lot to me, and something that I help with a lot of students that I mentor. It's wonderful message.

Just because the complexity of this report, when I look at the items that were on that making reasonable progress with exception, they're very close to meeting what our targets are. I would like to see us consider accepting the R-1 mega result with accepting it as making reasonable progress.

It was moved by Ms. Preskey and seconded by Dr. Jonas to accept the monitoring report R-1 *Mega Result* as making reasonable progress. Motion carried.

Signed: _____


Board President

Date: 8/10/2026

Data Analysis

The R-1 Mega Result Monitoring Report overall is “Making Reasonable Progress, with Exception” based on the nine indicators, seven demonstrated making reasonable progress, two demonstrated making reasonable progress with exception, and none 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 87%, which was 3% higher than the previous year and 8% lower than our 95% BPS target, yet we still outscored the North Dakota state average by 3%.

Our post-secondary enrollment has a target of 70%. This last year of data that was reported has shown growth with 632/922 or 69% of our students engaging in post-secondary enrollment, which was an increase of 3% over the previous year.

Our student engagement survey results demonstrate we are making reasonable progress, with exception towards the targeted areas. BPS continues to generally perform in-line or outperform North Dakota state averages in each of these areas. We can celebrate BPS’s high standards of expectation and outperforming North Dakota state averages in some areas. 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

1.1 Empower every learner to thrive.	Making Reasonable Progress, with Exception
<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
Indicator 1: The board's strategic plan goals are translated into measurable results policies which drive direction of the instructional program. (BPS Strategic Plan).	Making Reasonable Progress
<p>Evidence: The new 2025-2030 Strategic Plan, including the affirmation of our mission, vision, and values statements, was finalized in May 2025. Additionally, we have worked to create annual Strategic Plan Phases that updates and reflects the focus for the next 18-months. These plans make our priorities clear, ensure transparency in what we do, and use 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: Literacy, 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.

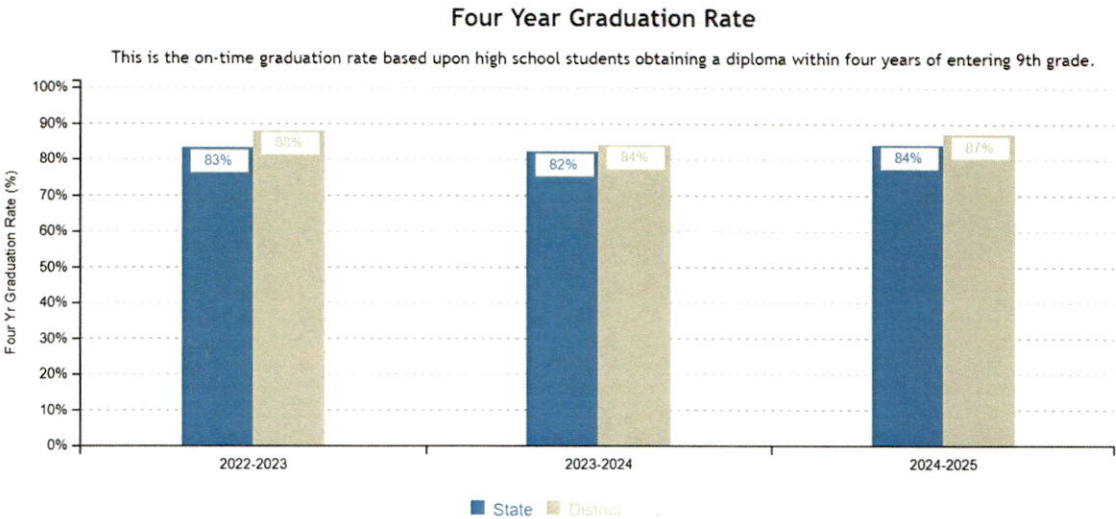
R-4 Personal Development – Community Ready: Each student will acquire the skills and knowledge to lead, serve, and contribute to their communities.

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 2024-2025 school year, Bismarck Public Schools had an overall graduation rate of 87%, which was 3% above the North Dakota state average. The graduation rates increased by 3% from the previous year and still below the 95% target by 8%.

Grade	Target	22-23	23-24	24-25
12	95%	88%	84%	87%



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**

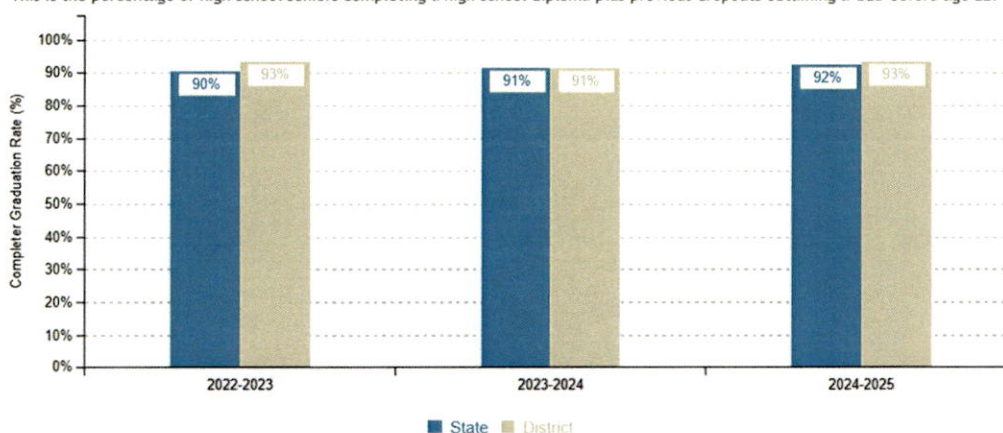
Evidence: During the 2024-2025 school year, Bismarck Public Schools had an overall Completer Rate of 93%, which was 1% higher than the North Dakota state average. For the 2021-2022 school year cohort, Bismarck Public Schools had a seven-year graduation rate of 87%, which was 1% higher than the North Dakota state average.

Completer Rate

Grade	Target	22-23	23-24	24-25
12	95%	93%	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.

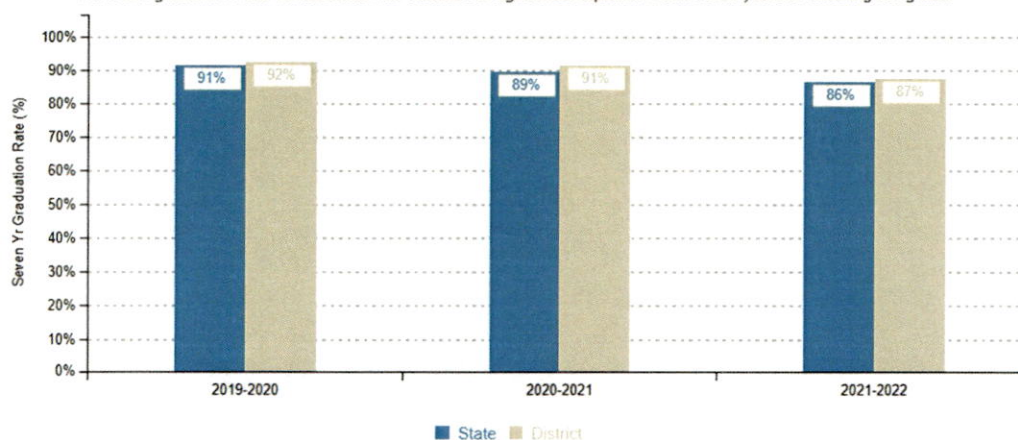


Seven-Year Graduation Rate

Grade	Target	19-20	20-21	21-22
12	95%	92%	91%	87%

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
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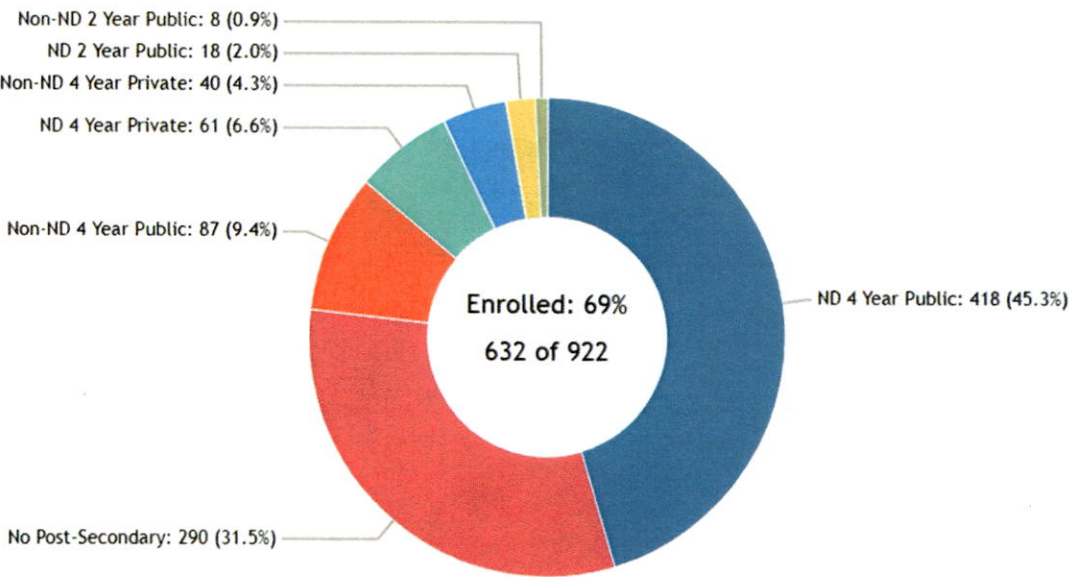
Evidence: Evidence for this data point is state-collected data. The data will show a two-year lag as it counts graduates 12 months following their graduation year. For the 2023-2024 school year, Bismarck Public Schools had 69% of graduates planning to enroll and attend a post-secondary institution. This was an increase of 3% from the previous year’s data. Of the 922 graduates, 632 graduates enrolled in a variety of types of institutions as reflected in the following three graphs and table.

Post-Secondary Enrollment

Grade	Target	n	21-22	n	22-23	n	23-24
12	70%	546/851	64%	599/910	66%	632/922	69%

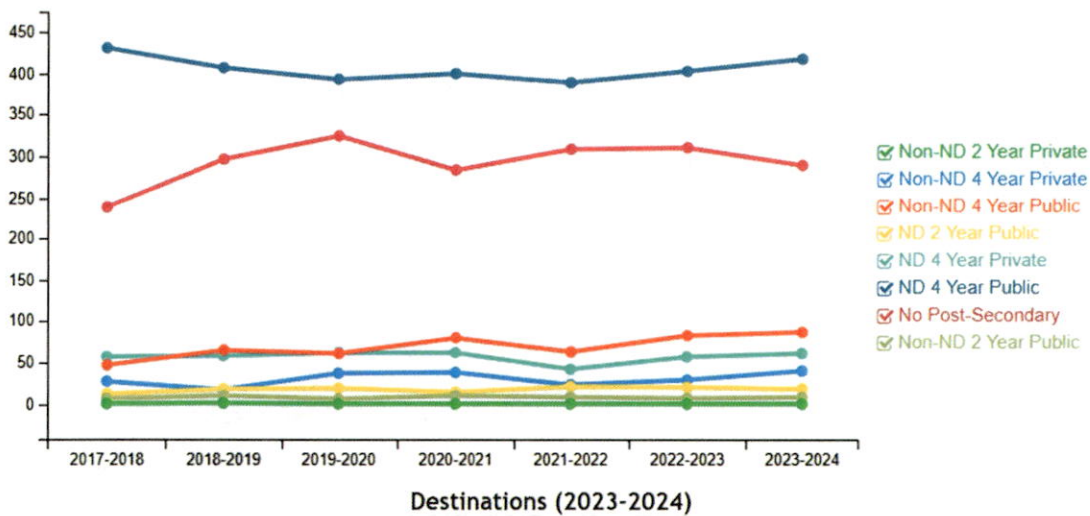
Post Secondary Enrollment Type (2023-2024)

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 (2023-2024)

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	237 (38%)
North Dakota State University	ND	Public Four Year	89 (14%)
University Of North Dakota	ND	Public Four Year	74 (12%)
University Of Mary	ND	Private Four Year	48 (8%)
University Of Minnesota-Twin Cities	MN	Public Four Year	15 (2%)
Concordia College	MN	Private Four Year	11 (2%)
N.Dakota State College Science	ND	Public Two Year	10 (2%)
Minnesota State University Moorhead	MN	Public Four Year	8 (1%)
South Dakota School Of Mines	SD	Public Four Year	7 (1%)
United Tribes Technical College	ND	Private Four Year	7 (1%)
Dickinson State University	ND	Public Four Year	7 (1%)
Arizona State University	AZ	Public Four Year	7 (1%)
Grand Canyon University-Traditional	AZ	Private Four Year	7 (1%)
University Of Jamestown	ND	Private Four Year	6 (1%)
Minnesota State University - Mankato	MN	Public Four Year	5 (1%)
Black Hills State University	SD	Public Four Year	5 (1%)
Dakota College At Bottineau	ND	Public Two Year	5 (1%)
Valley City State University	ND	Public Four Year	4 (1%)
Williston State College	ND	Public Two Year	3 (<1%)
Mayville State University	ND	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**

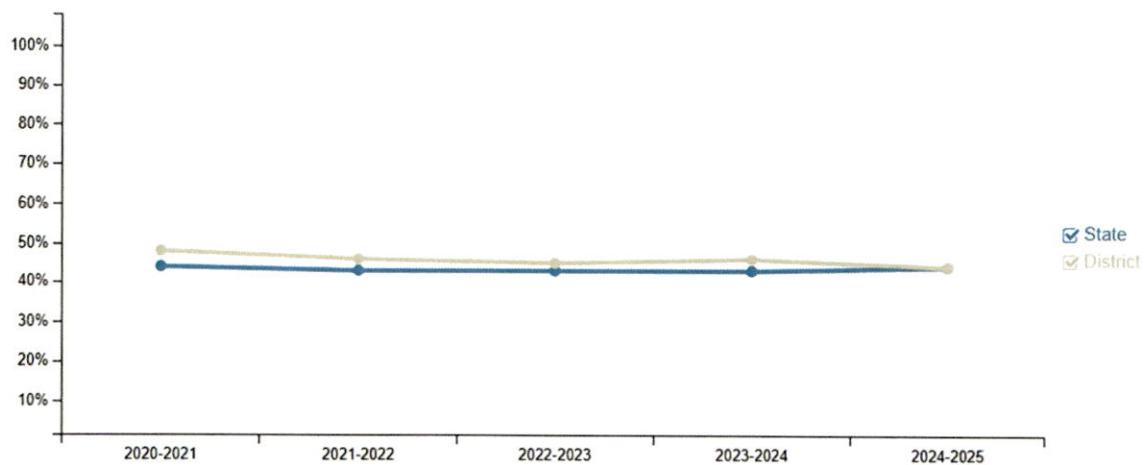
Evidence: Part of the ND ESSA plan is to incorporate student engagement survey results. During the 2024-2025 school year, 44% of Bismarck Public Schools students surveyed were determined to be at an overall “committed engagement” level, which was the same as the North Dakota state average of 44%. Additionally, BPS students overall were determined to be at a “Committed Engagement” above the state average in the subcategory for Behavioral Engagement, equal for Cognitive Engagement, and below the state average for Emotional Engagement.

Engagement Survey

	Target	State Average	20-21	21-22	22-23	23-24	24-25
Overall “Committed Engagement”	55%	44%	48%	46%	45%	46%	44%
Behavioral Engagement	55%	51%	55%	54%	53%	54%	53%
Cognitive Engagement	55%	39%	42%	40%	40%	41%	39%
Emotional Engagement	55%	43%	45%	43%	42%	42%	40%

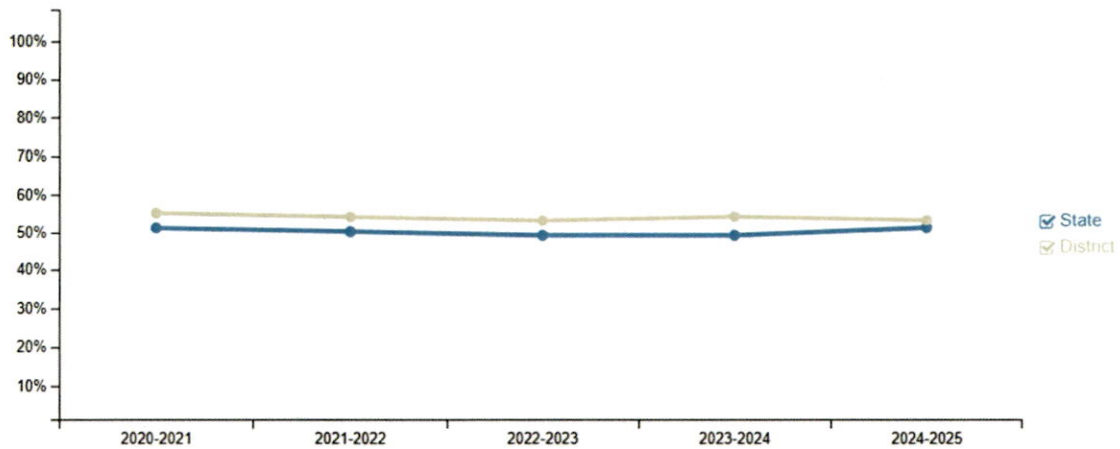
Overall Trend - Committed

Shows changes in overall Committed engagement over time.



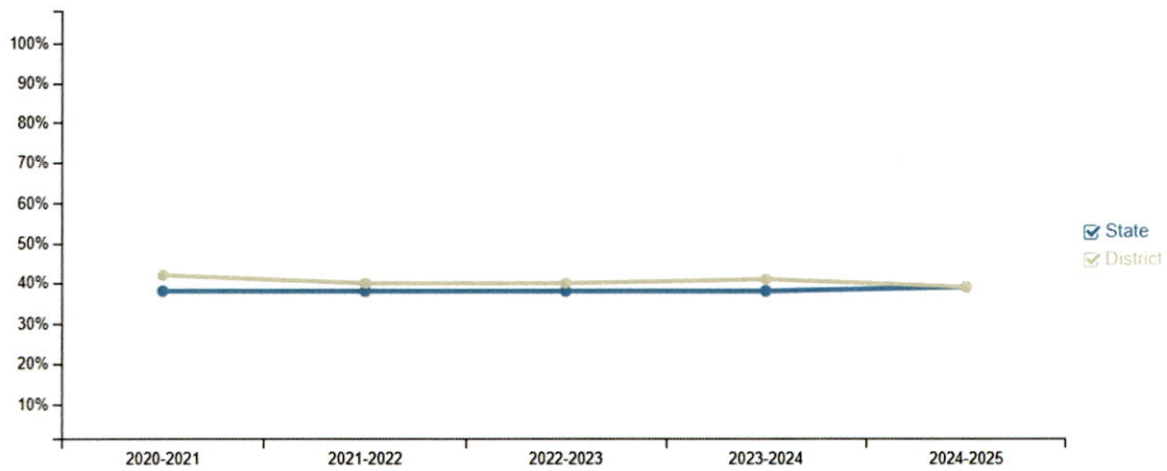
Behavioral Trend - Committed

Shows changes in Behavioral Committed engagement over time.



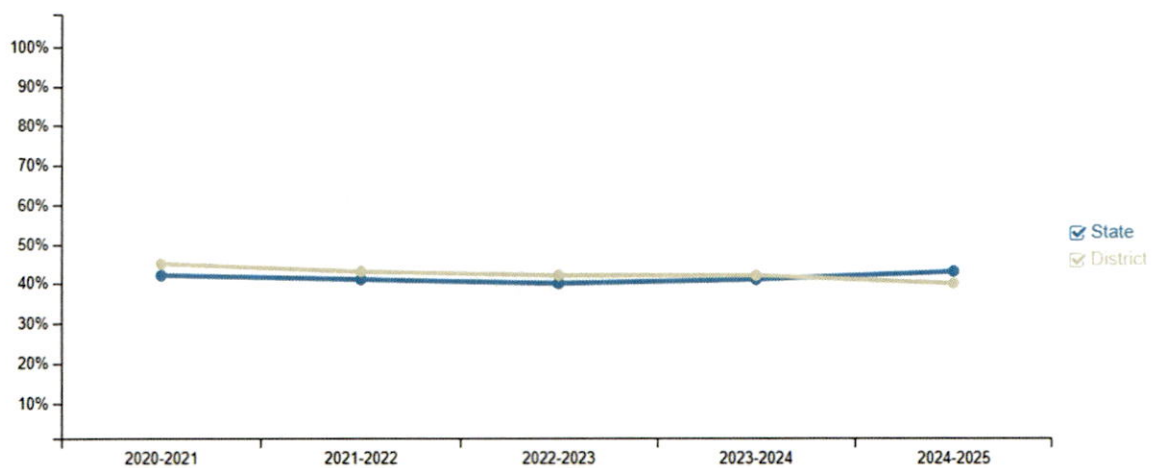
Cognitive Trend - Committed

Shows changes in Cognitive Committed engagement over time.



Emotional Trend - Committed

Shows changes in Emotional Committed engagement over time.



Every Learner Will:

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.

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, with Exception
Evidence: ND Choice Ready data indicates that in the 2024-2025 school year, 39.92% of grade 12 students had 25 hours or more of documented community service hours. This is a decrease of 8.62% from the 2023-2024 school year. The data will show a two-year lag as it counts graduates 12 months following their graduation year. The data source changed this past year from a counselor indication through student self-reporting to a recorded form for verification.	
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.”	Making Reasonable Progress
Evidence: ND Choice Ready data indicates that in the 2024-2025 school year, 96.63% of grade 12 students had a documented “Career Exploration Experience.” This is a 20.76% increase from the 2023-2024 school year. The data will show a two-year lag as it counts graduates 12 months following their graduation year.	

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.”	Making Reasonable Progress
<p>Evidence: ND Choice Ready data indicates that in the 2024-2025 school year, 51.25% of grade 12 students report successfully completing a formal Capstone Project. This is a 50.19% increase from the 2023-2024 school year. The data will show a two-year lag as it counts graduates 12 months following their graduation year. A district had previously defined their own criteria for meeting the capstone indication, BPS now uses the broader North Dakota state definition.</p> <p>Due to the district's data conversion to EDU CAL, Capstone data for the 2024–2025 school year did not migrate accurately into the new system. As a result, the reported Capstone information is incomplete and should not be interpreted as an accurate reflection of student participation or outcomes. District staff have verified that this issue is the result of the data conversion process rather than student performance or program implementation. Processes have been established to ensure accurate data collection and reporting moving forward.</p>	

Every Learner Will:

1.3 Be able to think critically, analyze, and evaluate information to make informed decisions.	Making Reasonable Progress
<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
Indicator 1: Students will report and show continuous improvement toward, or attainment of the identified target so students are routinely applying critical and creative thinking in all subject areas.					Making Reasonable Progress
Evidence:					
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>					
Grade	Target	22-23	23-24	24-25	
K-5	80%	83.2%	84.4%	84.3%	
6-8	80%	70.3%	72.8%	73.5%	
9-12	80%	77.2%	79.3%	79.7%	
Specific Grade-Level Questions					
<ul style="list-style-type: none"> K-2 "I am a problem solver even when things are hard." 3-8 "I think about and work on difficult tasks (things that challenge my thinking)." 9-12 "I engage in coursework, discussion, and tasks that require the use of critical thinking (e.g. analyzing, applying, evaluating, synthesizing)." 					
BPS Student Survey - Creative Problem Solving					
Creative Problem Solving - <i>I solve complex problems by creatively thinking about solutions.</i>					
Grade	Target	22-23	23-24	24-25	
K-5	80%	82.9%	84.6%	83.7%	
6-8	70%	66.8%	69.3%	70.1%	
9-12	70%	61.8%	63.5%	65.6%	
Specific Grade-Level Questions					
<ul style="list-style-type: none"> K-2 "I can use my own ideas to do my work." 3-8 "I solve problems by creatively thinking about solutions." 9-12 "I solve complex problems by creatively thinking about solutions." 					