

R-4 CITIZENSHIP  
SUMMARY OF COMPLIANCE STATUS  
OCTOBER 2019

**SUPERINTENDENT CERTIFICATION**

With respect to R-4 *Citizenship* 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 result policy addresses several aspects of the superintendent's responsibility regarding Citizenship. The superintendent and staff have provided the interpretation and the board has reviewed the policy. This round we have provided the documentation and narrative supporting the superintendent's assessment of whether we are making reasonable progress with the policy. During the board's review, the board will make a determination whether we are making reasonable progress with the policy or not, or whether we are making reasonable progress with exception which should be addressed.

Signed:   
Superintendent

Date: 10/28/2019

**SCHOOL BOARD ACTION**

With respect to R-4 *Citizenship*, the Board:

- Accepts the report as making reasonable progress  
 Accepts the report as making reasonable progress, with exceptions  
 Finds the district failing to make reasonable progress

Summary statement/motion of the Board

Motion by Mr. Lembke to accept the R-4 *Citizenship* Monitoring Report as Making Reasonable Progress, with Exception, with a notation on 4.2, Indicator 1, that we are using a different rubric, seconded by Mr. Sagsveen. Motion carried.

Signed:   
Board President

Date: 10/28/2019

**R-4 Citizenship**

**Each student will acquire the skills and knowledge to lead, serve, and contribute to their communities.**

**Each Student Will:**

<p><b>4.1</b> Contribute to a better world by applying their knowledge and skills to improve communities through citizenship and service.</p>	<p><b>Making Reasonable Progress</b></p>
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**Superintendent 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 new 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.

<p><b>Indicator 1:</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 25 hours of Community Service.</p>	<p><b>Making Reasonable Progress</b></p>
<p><b>Evidence:</b> ND Choice Ready data indicate that in 2017-2018 15.28% of 12th graders had 25 hours or more of documented community service hours. This increased to 39.59% of 12th graders in 2018-2019. This increase is attributed to increased efforts to involve students in the community and efforts to collect and document information on student community service hours.</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 “Work-based Learning Experience.”</p>	<p><b>Making Reasonable Progress</b></p>
<p><b>Evidence:</b> ND Choice Ready data indicate that in 2017-2018 just 2% of 12th graders had a documented “Work-based Learning Experience.” This increased to 21.62% of 12th graders in 2018-2019. This increase is attributed to increased efforts to involve students in work-based learning and to document information on student work-based learning.</p> <p>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. During the 2019-20 school year, Bismarck High School and Century High School have Practical Assessment Exploration System (PAES lab) experiences which will develop work-based learning skills. Legacy High School students will have access to either the BHS or CHS labs. The PAES labs will assess a student's competitive work potential and interest level, while simultaneously exploring various jobs, using real tools, and developing proper work behaviors in the computer technology, constructional/industrial, processing/production, consumer/service, and business/marketing.</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><b>Evidence:</b> ND Choice Ready data indicate that in 2017-2018 a total of 2 graduating seniors completed a formal capstone project. This is .24%. In 2018-2019 a total of 8 (.92%) graduating seniors completed a formal capstone project. BPS has been very tight on the criteria for what qualifies as a capstone and is working to expand training and opportunities.</p> <p>For both 2017-2018 and 2018-2019 the only experience that was used to qualify for the capstone was successful completion of GEN 411 or GEN 412 (Capstone Seminar). Additional options are being added as the desired student experience is further defined and data sources identified.</p>	

<p><b>Indicator 4:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 50% of students report that they agree with the following statements from the ND Student Engagement Survey:</p> <ul style="list-style-type: none"> <li>● I apply what I learn to everyday problems or new situations. (SES- Q 9)</li> <li>● My classes prepare me for success in the work force. (SES- Q 8)</li> <li>● The skills I am learning in class change the way I think about things. (SES- Q 12)</li> <li>● I work on real-life problems (SI - D.1)</li> </ul>	<p><b>Baseline for 2018-2019</b></p>
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**Evidence:**

<p><b>2017-2018 Student Inventory Survey</b></p>	<p><b>Elementary (2375 responses)</b></p>	<p><b>Middle &amp; High (4412 Responses)</b></p>	
<p>“I work on real-life problems.”</p>	<p><b>55%</b> report this is true in “at least half or all of my classes.”</p>	<p><b>52%</b> report this is true in “at least half or all of my classes.”</p>	
<p><b>2018-2019 ND Student Engagement Survey</b></p>	<p><b>Elementary (2942 responses)</b></p>	<p><b>Middle (2947 responses)</b></p>	<p><b>High (2896 responses)</b></p>
<p>My classes prepare me for success in the work force. (SES- Q 8)</p>	<p>n/a</p>	<p>n/a</p>	<p><b>45%</b></p>
<p>I apply what I learn to everyday problems or new situations. (SES- Q 9)</p>	<p>n/a</p>	<p>n/a</p>	<p><b>21%</b></p>
<p>“The skills I am learning in class change the way I think about things.” (SES- Q 12)</p>	<p><b>35%</b></p>	<p><b>31%</b></p>	<p><b>23%</b></p>

**Each Student Will:**

4.2 Demonstrate cultural competency.	<b>Failing to Make Reasonable Progress</b>
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**Superintendent Interpretation:** The interactions of students should be characterized by respect for each other and those of diverse cultural backgrounds. Students demonstrate cultural competency when they show respect, appropriate interactions, and/or speech regarding diversity based upon ethnicity, race, gender, socioeconomic background, political or social philosophies, and/or other characteristics and opinions.

- **Bullying** is defined as A) Pervasive - causing unwanted fear and/or harm (either physical or mental health), B) Persistent - on-going and one has not been able to make it stop) AND C) there is a power differential and one-sided.

Green	Met or Increased
Yellow	Flat or Decrease to 4.9%
Red	5% or More Decrease

<b>Indicator 1:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 80% of students are considered proficient in each grade level assessed on the progress report in the area of Respect.	<b>Failing to Make Reasonable Progress</b>
<b>Evidence:</b> The overall number of students at the elementary grades that were assessed and reported falls short of the cohort enrollment. An increased awareness from the building to district level to ensure more consistency on how we record respect, occurred during the 18-19 school year. Under the MTSS-B framework the work around Positive Behavioral Interventions and Supports (PBIS) has led to both divisions have created better synergy to flush out building schoolwide expectations for student behavior. Moving forward, the elementary division will be using CASEL competencies which will align more specifically to the area of respect. We are working to ensure there will be consistent reporting around the same expectations for students across the elementary level. There are connections to OE-10 Learning Environment regarding the systems inputs to help support the circumstances necessary to influence the inputs into our schools to impact the desired student outcomes. (Superintendent Hornbacher stated changes in 2018-19 data were due to a rubric used by teachers that brought more continuity to the 2018-19 scores.)	

Grade	Target	n	Spring 15-16	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19
K	80%	962	83.5%	934	86.8%	933	83.4%	991	75%
1	80%	1022	89.3%	942	85.2%	875	83.5%	877	71.2%
2	80%	1006	91.5%	957	89.6%	890	81.8%	929	73.4%
3	80%	1006	89.9%	1002	90.1%	850	88.7%	882	75.5%
4	80%	994	93.2%	955	87.1%	850	85.9%	1007	82.6%
5	80%	953	91.3%	1016	91.6%	905	85.1%	972	75.6%
6	80%					927	91.5%	1086	86.9%
7	80%					1059	83.8%	1075	85.2%
8	80%					1001	86.6%	1014	85.7%

**Each Student Will:**

4.3 Demonstrate global awareness.	<b>Making Reasonable Progress, with Exception</b>
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**Superintendent Interpretation:** Success in the new global economy will require students to better understand our global interdependence. We must ensure that educational opportunities exist for students to learn, understand, and apply their understanding of the influences (political, economic, religious, societal, intellectual, and the arts) upon other regions of the world, cultures, and history.

- **Proficiency** in the standards means that students have demonstrated that they know, understand, and are able to apply knowledge and skills at the “proficient” level on district proficiency scales.

<b>Indicator 1:</b> Each student will show continuous improvement toward, or attainment of, a target so that at least 80% of students are proficient in grade level social studies standards.	<b>Making Reasonable Progress, with Exception</b>
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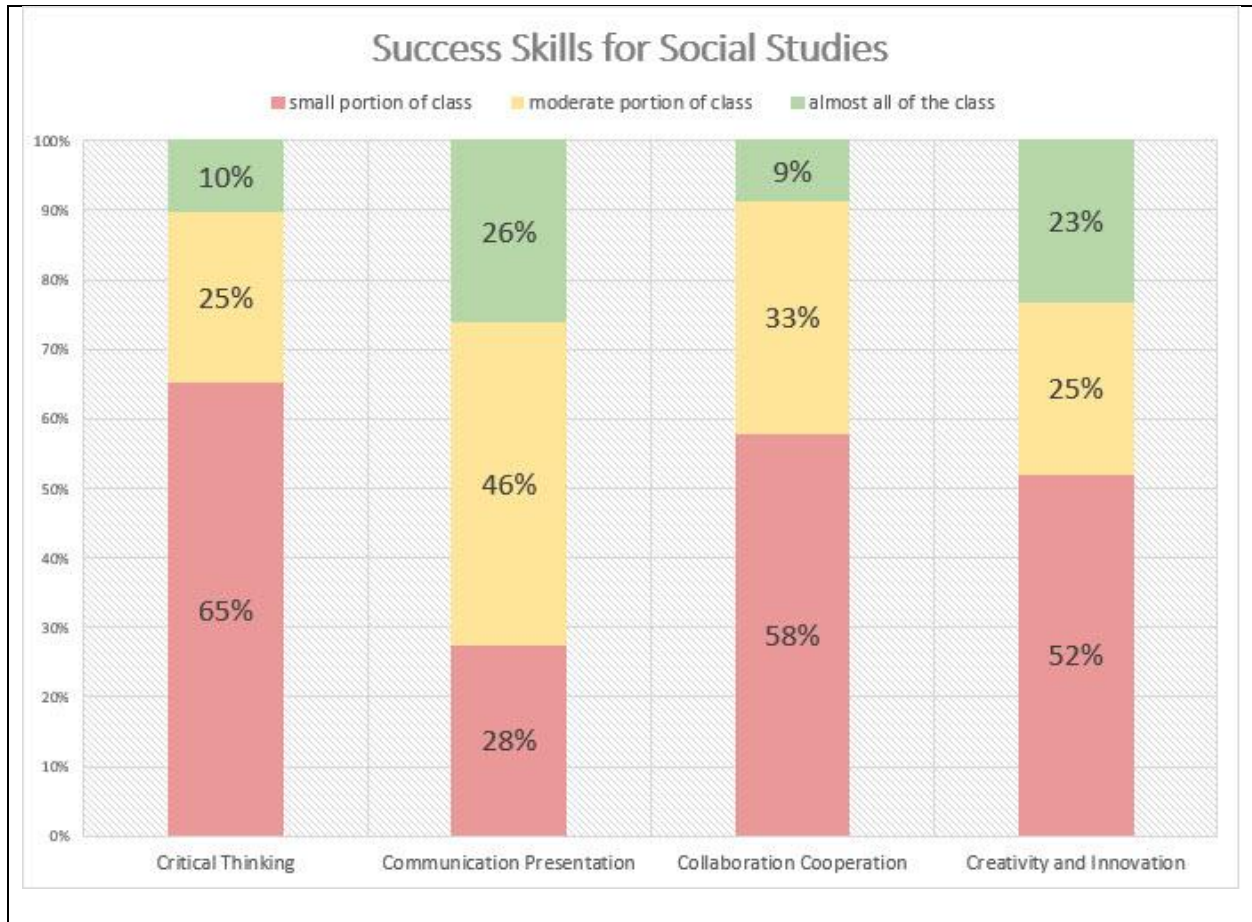
**Evidence:**

Grade	Target	n	Spring 15-16	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19
K	80%	597	40.2%	683	50.1%	688	45.1%	871	53.2%
1	80%	942	54.9%	927	52.5%	875	47.7%	985	47.9%
2	80%	904	40.4%	904	40.7%	865	37.2%	1002	38.9%
3	80%	973	36.7%	1001	42.4%	882	42.1%	1002	40.0%
4	80%	1021	52.7%	1050	48.1%	1078	54.8%	1029	51.9%
5	80%	949	44.3%	1053	36.5%	1045	36.7%	1063	33.3%
6	80%	926	21.8%	985	25.5%	1041	29.7%	1067	28.5%
7	80%	920	32.5%	965	26.0%	985	22.3%	1044	27.3%
8	80%	909	17.1%	957	20.4%	960	19.4%	1002	18.8%

<b>Indicator 2:</b> Students will report and show continuous improvement toward, or attainment of, a target so that at least 80% of students are routinely applying critical and creative thinking in Social Studies.	<b>Baseline for 2018-2019</b>
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**Evidence:** Eleot (The Effective Learning Environments Observation Tool) is a learner-centric observation tool that measures and quantifies student learning behaviors. In the chart below, Red (small portion of class) indicates that less than 50% of students observed during those particular observations were observed applying the item and that the quality of application was routine and of moderate to high complexity. Yellow (moderate portion of class) indicates that between 50% - 79% of students were observed applying the item and that the quality of application was routine and of moderate to high complexity. Green (almost all of the class) indicates that between 80% -100% of students were observed applying the item and that the quality of application was routine and of moderate to high complexity.

Overall, across observations of students engaged in Social Studies, 10% of the classroom observations illustrated that at least 80% of the students were observed to be applying critical thinking. Additionally, 23% of the observations found that at least 80% of students were observed to be applying creative thinking. The total number of observations in social studies = 69.



**Each Student Will:**

<p><b>4.4</b> Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.</p>	<p><b>Making Reasonable Progress, with Exception</b></p>
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**Superintendent Interpretation:** Students will know, understand, and apply the necessary attributes that citizens must have in order to be productive and active participants at the local, state, and national level.

- Proficiency** in the standards means that students have demonstrated that they know, understand, and are able to apply knowledge and skills at the “proficient” level on district proficiency scales.

<p><b>Indicator 1:</b> Each student will show continuous improvement toward, or attainment of, a target so that at least 80% of students are proficient in grade level social studies standards.</p>	<p><b>Making Reasonable Progress, with Exception</b></p>
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**Evidence:**

Grade	Target	n	Spring 15-16	n	Spring 16-17	n	Spring 17-18	n	Spring 18-19
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2	80%	904	40.4%	904	40.7%	865	37.2%	1002	38.9%
3	80%	973	36.7%	1001	42.4%	882	42.1%	1002	40.0%
4	80%	1021	52.7%	1050	48.1%	1078	54.8%	1029	51.9%
5	80%	949	44.3%	1053	36.5%	1045	36.7%	1063	33.3%
6	80%	926	21.8%	985	25.5%	1041	29.7%	1067	28.5%
7	80%	920	32.5%	965	26.0%	985	22.3%	1044	27.3%
8	80%	909	17.1%	957	20.4%	960	19.4%	1002	18.8%

<b>Indicator 2:</b> Each graduate will demonstrate proficiency of civics knowledge as measured by achieving at least a 70% on the North Dakota Civics exam.	<b>Making Reasonable Progress</b>
<b>Evidence:</b> For the 2019 graduating class, there were 839 of 840 graduates (99.9%) that passed the North Dakota Civics exam. The average passing score for the students was 84.3%.	

**Each Student Will:**

<b>4.5</b> Be able to think critically, analyze, and evaluate information to make informed decisions.	<b>Baseline for 2018-2019</b>
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**Superintendent Interpretation:** The success skills indicators that we will already be providing contextualized evidence of as part of the academic results indicators by subject area.

- **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), AdvancED survey data) indicates that critical and creative thinking is a clearly understood and regular part of the classroom environment.

<b>Indicator 1:</b> Students will report and show continuous improvement toward, or attainment of, a target so that at least 80% of students are routinely applying critical and creative thinking in all subject areas.	<b>Baseline for 2018-2019</b>
<b>Evidence:</b> Eleot (The Effective Learning Environments Observation Tool) is a learner-centric observation tool that measures and quantifies student learning behaviors. In the chart below, Red (small portion of class) indicates that less than 50% of students observed during those particular observations were observed applying the item and that the quality of application was routine and of moderate to high complexity. Yellow (moderate portion of class) indicates that between 50% - 79% of students were observed applying the item and that the quality of application was routine and of moderate to high complexity. Green (almost all of the class) indicates that between 80% -100% of	

students were observed applying the item and that the quality of application was routine and of moderate to high complexity.

Overall, across observations of students engaged in any subject, 9% of the classroom observations illustrated that at least 80% of the students were observed to be applying critical thinking. Additionally, 5% of the observations found that at least 80% of students were observed to be applying creative thinking. The total number of all observations = 628.

