

R-4 PERSONAL DEVELOPMENT – COMMUNITY READY
SUMMARY OF PROGRESS STATUS
OCTOBER 2023

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 a Data Analysis on page 2 presenting an administrative summary of the data and a Capacity Building/Recommendations section on the last page outlining new practice or protocol to be utilized for the next reporting timeframe. The Capacity Building/Recommendations section also documents suggested changes to Operational Expectations or Results policies and/or indicators and interpretations. This report addresses 12 indicators of the superintendent's responsibility regarding *Personal Development – Community Ready*. Of the 12 indicators, 10 demonstrated making reasonable progress and two demonstrated making reasonable progress, with exception. Reporting dates for this report are July 1, 2022 – June 30, 2023.

Signed: _____
Superintendent

Date: 10/23/2023

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 exception
 Finds the district failing to make reasonable progress

Summary Statement/Motion of the Board

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

Signed: _____
Board President

Date: 10/23/2023

Data Analysis

Historically, BPS has relied on a number of surveys such as Cognia and EProve to gather information for board reporting. Those surveys have various timelines for use and will occasionally change or update questions. This can create data changes and reporting timeline concerns. In response, Bismarck Public Schools has created the BPS Survey. The survey is given to all BPS students and staff in the spring of each school year, starting with the 2020-2021 school year. Moving away from multiple surveys has allowed for increased consistency, greater alignment to our indicators, and increased transparency in reporting data. Data can now be reported across grade levels in addition to district-wide, which allows for setting target goals by grade level in addition to district-wide. Analysis of evidence gathered from the survey should be considered a review of baseline data. Survey results will help guide future work.

In the area of taking responsible risk, 54.84% of students report that they take risks in learning and 78.84% report that they engage in challenging work. 72.90% of students report that they push themselves in their learning. Performance has increased from the 2021-2022 school year.

In the area of taking initiative, setting goals, self-evaluation, and continuous improvement, 66.99% of students report that they are engaged in their learning. In the area of “responsibility,” at the 2.5 target, all grades were within 5% or met the target of 80%, showing proficiency. At the 3.0 target, grades 2-5 are above the 60% target while grades K-1 are below the 60% target and grades 6-8 are below the 70% target. Data indicates decreases or within 5% of the target in students engaged in their learning and at the 3.0 target in the area of “responsibility” while showing increases in students at the 2.5 target in the area of “responsibility.”

In the area of identifying passions and finding joy in learning, 67.44% of students report that their assignments meet their personal learning needs, while 49.36% of students report that they work on real-world problems in their classes. 35.00% of students report that they choose their own learning topics. Data indicates all areas are at or within 5% of the target. In the area of 12th grade students completing a “Career Exploration Experience”, 76.69% of students self-report a “career exploration experience.” 62% of High School Students and 85% of Middle School students participate in extracurricular, co-curricular, and fine art 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 students’ 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.

Each Student Will:

4.1 Take responsible risk.	Making Reasonable Progress
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Superintendent Interpretation: Students demonstrate reasonable academic risk by enrolling in Advanced Placement Courses, Dual Credit, and Upper Level Classes.

- **Reasonable Academic Risk (High School):** Students enrolled in Advanced Placement Courses, Dual Credit, and Upper Level Classes.
- **High School Upper Level Courses:**
 - **CORE Academic Areas** are defined as English Language Arts, mathematics, science, and social studies.
 - 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 Trade and Industry Capstone course (CTE801/802)

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

Evidence: Total Enrollment of Senior Students that completed CORE Academic Areas, Advanced Placement, Dual Credit, and CTE Pathway Completers.

Year	Target	CORE/AP/DC	CTE	CORE/AP/DC/CTE	Enrollment
19-20	70%	73.3%	1.7%	74.3%	919
20-21	70%	75.3%	< 1%	75.6%	929
21-22*	75%	70.7%	1.5%	71.7%	895
22-23	75%	73.4%	2.4%	74.3%	951

Note: Each column is a distinct student count, percentages should not be added together
 *In 2022-2023 the target was changed from 70% to 75%

2022-2023 Analysis:
 During the 2022-2023 school year, 74.3% of students enrolled in CORE, Advanced Placement, Dual Credit, and CTE Capstone. Although the percentage is slightly below the target of 75%, it represents an increase of 2.6% from the previous school year. The target of 75% has not been met since the target increased from 70% to 75% during the 2021-2022 school year.

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

Evidence: During the 2020-2021 and 2021-2022 school years, 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.

Risk Taking:

- I take risks in learning (without fear of negative feedback)

Grade	Target*	n	20-21	n	21-22	n	22-23
3-5	75%	2718	69.46%	2848	70.51%	2827	70.15%
6-8	50%	2720	48.16%	2827	47.79%	2872	50.07%
9-12	45%	2300	43.52%	2844	43.32%	3099	45.30%
3-12	55%	7738	54.26%	8519	53.89%	8798	54.84%

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%

Critical Thinking:

- **Grade 3-8** 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
K-2	85%	2718	83.33%	2973	84.70%	2988	84.47%
3-5	85%	2718	81.64%	2848	80.16%	2827	81.89%
6-8	75%	2720	70.26%	2827	70.25%	2872	70.30%
9-12	80%	2300	78.39%	2844	75.00%	3099	77.22%
K-12	80%	10756	76.22%	11492	77.62%	11786	78.49%

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%

2022-2023 Analysis:

On question one, 54.84% of K-12 students reported that they take risks in learning without fear of negative feedback on the 2022-2023 survey. This is a 0.95% 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.

On question two, 78.49% 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 21-22 survey, which is an increase of 0.87% from the previous year. While not every grade level has reported increases since the 2020-2021 school year, as a district, K-12 has increased by 2.27%.

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

Evidence: During the 2020-2021 and 2021-2022 school years, BPS began collecting survey data in this area through the BPS student survey.

Perseverance:

- **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

Grade	Target*	n	20-21	n	21-22	n	22-23
3-5	85%	2718	83.89%	2848	81.92%	2827	81.15%
6-8	70%	2720	69.49%	2827	69.76%	2872	69.64%
9-12	70%	2300	68.78%	2844	65.72%	3099	68.41%
K-12	75%	7738	74.33%	8519	72.47%	8798	72.90%

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%

2022-2023 Analysis:
 During the 2022-2023 school year, 72.90% of K-12 students reported that they push themselves in their learning. This is a 0.43% increase from the previous year. Since data collection started in the 2020-2021 school year, grades 3-5 and 6-8 are trending relatively flat, while grades 9-12 had dipped but have returned to their initial level. 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.

4.2 Take initiative, set goals, self-evaluate, and strive to continuously improve.	Making Reasonable Progress, with Exception
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Superintendent 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.

Elementary Responsibility

- **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.

Middle School Responsibility

- Be Responsible Standard.

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.		Making Reasonable Progress, with Exception
Green	Met or Increased	
Blue	Flat or a Decrease Under 2%	
Yellow	Decreased 2% to 4.9%	
Red	Decrease of 5% or More	

Evidence: During the 2020-2021 and 2021-2022 school years, BPS began collecting survey data in this area through the BPS student survey.

Engagement:

- **Grades 3-8** I am interested in what I learn in my classes
- **Grades 9-12** My learning goals help me to be engaged in my learning

Grade	Target*	n	20-21	n	21-22	n	22-23
K-2	90%	2718	84.58%	2973	85.07%	2988	85.64%
3-5	75%	2718	76.42%	2848	73.49%	2827	69.79%
6-8	60%	3020	57.52%	2827	51.29%	2872	49.90%
9-12	65%	2300	62.91%	2844	61.46%	3099	62.31%
K-12	70%	10756	67.50%	11492	68.05%	11,786	66.99%

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%

2022-2023 Analysis:

On the 2022-2023 student survey, 66.99% of K-12 students reported that their learning goals help them to be engaged in their learning. This is a 1.06% decrease from the 2021-2022 school year. Since the 2020-2021 school year, grades K-2 and 9-12 have remained steady while grades 3-5 and 6-8 have decreased year-to-year.

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

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.

2.5 Standards-Based Score - See Appendix for grade-level expectations

Grade	Target	n	Spring 19-20	n	Spring 20-21	n	Spring 21-22	n	Spring 22-23
K	80%	1,090	63.5	1,057	75.6	1,125	76.6	1064	76.1
1	80%	1,068	75.8	997	81.1	1,105	77.8	1140	84.9
2	80%	1,046	72.7	1,001	82.1	1,031	77.7	1096	82.7
3	80%	1,041	74.1	996	79.1	1,045	79.7	1063	80.5
4	80%	1,009	78.3	972	82.6	1,050	83.3	1042	87.9
5	80%	1,044	77.8	981	81.4	1,026	81.5	1073	82.8
6	80%	1,130	96.8	1,060	94.1	1,023	96.3	1056	95.0
7	80%	1,094	94.6	1,144	91.0	1,067	91.9	1062	91.1
8	80%	1,097	91.0	1,086	87.3	1,148	83.3	1079	82.5

Each Student Will:

4.3 Identify passions and find joy in learning.	Making Reasonable Progress
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Superintendent 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.

- **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 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.		Making Reasonable Progress, with Exception
Green	Met or Increased	
Blue	Flat or a Decrease Under 2%	
Yellow	Decreased 2% to 4.9%	
Red	Decrease of 5% or More	

Evidence: During the 2020-2021 and 2021-2022 school years, BPS began collecting survey data in this area through the BPS student survey.

Personalized:

- The assignments I do meet my personal learning needs (strengths, culture, and interests)

Grade	Target*	n	20-21	n	21-22	n	22-23
3-5	80%	2718	78.77%	2848	78.05%	2827	78.60%
6-8	70%	2720	67.21%	2827	66.89%	2872	64.73%
9-12	60%	2300	58.61%	2844	57.59%	3099	59.76%
3-12	70%	7738	68.71%	8519	67.52%	8798	67.44%

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%

2022-2023 Analysis:
 On the 2022-2023 survey, 67.44% of 3-12 students reported that their assignments meet personal learning needs. This number decreased slightly by 0.08% during the 2021-2022 school year. Grades 3-5 and 9-12 have remained steady the last 3 years while grades 6-8 have decreased each year.

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 Survey.		Making Reasonable Progress
Green	Met or Increased	
Blue	Flat or a Decrease Under 2%	
Yellow	Decreased 2% to 4.9%	
Red	Decrease of 5% or More	

Evidence: During the 2020-2021 and 2021-2022 school years, BPS began collecting survey data in this area through the BPS student survey.

Real World:

- I work on real-world problems in my classes

Grade	Target*	n	20-21	n	21-22	n	22-23
3-5	70%	2718	64.97%	2848	67.06%	2827	69.33%
6-8	45%	2720	42.21%	2827	43.37%	2872	41.36%
9-12	40%	2300	34.35%	2844	37.41%	3099	38.56%
3-12	50%	7738	47.87%	8519	49.30%	8798	49.36%

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%

2022-2023 Analysis:

During the 2022-2023 school year 49.36% of 3-12 students reported that they work on real world problems in their class. This increased slightly from the 2021-2022 school year by 0.06%. 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
Green	Met or Increased	
Blue	Flat or a Decrease Under 2%	
Yellow	Decreased 2% to 4.9%	
Red	Decrease of 5% or More	

Evidence: During the 2020-2021 and 2021-2022 school years, 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
3-5	50%	2718	45.95%	2848	46.45%	2827	47.36%
6-8	30%	2720	25.70%	2827	27.27%	2872	27.16%
9-12	30%	2300	27.39%	2844	28.41%	3099	30.98%
3-12	35%	7738	33.32%	8519	34.07%	8798	35.00%

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%

2022-2023 Analysis:
 The overall percentage of 3-12 students reporting that they choose their own learning topics “frequently” or “almost always” was 35.00% in 2022-2023 which is an increase of 0.93% from the 2021-2022 school year. All grade levels have increased since the start of data collection during the 2020-2021 school year.

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

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

Grade	Goal	n	19-20	n	20-21	n	21-22	n	22-23
12	50%	912	*No Report	914	21.44%	886	47.40%	948	76.69%

Percentages reflect the number of students who self-report a “Career Exploration Experience”
“n” equals the total number of 12th grade students

2022-2023 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 2022-2023 school year 76.69% of 12th grade students participated in a Career Exploration Experience. The number increased from the 2021-2022 school year by 29.29%. 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.

*The 2019-2020 Choice Ready Report was eliminated for Seniors by the State DPI. Therefore, data for the 2019-2020 school year is not available.

Indicator 5: 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.		Making Reasonable Progress
Green	Met or Increased	
Blue	Flat or a Decrease Under 2%	
Yellow	Decreased 2% to 4.9%	
Red	Decrease of 5% or More	

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
19-20	60%	4074	2501	61%
20-21	60%	3934	2175	55%
21-22*	60%	3981	2197	56%
22-23*	60%	4293	2655	62%

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

2022-2023 Analysis:
 During the 2022-2023 school year, 62% of high school students participated in activities. The percent of students participating increased 6% from the 2021-2022 school year. Data is inconsistent to determine a pattern of participation.

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

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
19-20	80%	3346	2829	85%
20-21	80%	3207	2518	79%
21-22* **	80%	3163	2495	79%
22-23*	80%	3098	2652	85%

*Clubs have been removed from the data from this point forward
 **In 2022-2023 targets were changed from 60%

2022-2023 Analysis:
 During the 2022-2023 school year, 85% of middle school students participated in a co-curricular or extra-curricular activity. The percent of students participating increased 6% from the 2021-2022 school year. Data is inconsistent to determine a pattern of participation.

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

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
6-8	70%	2720	61.58%	2827	66.22%	2872	67.93%
9-12	65%	2300	63.65%	2844	59.92%	3099	63.12%

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 from 70% and 65%, respectively

2022-2023 Analysis:
 Data from the 2022-2023 school year shows 67.93% of middle school students and 63.12% of high school students participated in after-school activities. The 2021-2022 survey results show that 66.22% of middle school students and 59.92% of high school students participated in activities. Data shows a 1.71% increase in percentage at the middle school level and a 3.20% increase at the high school level. It should be noted that percentages of students participating at the middle school level are lower on the self-report in this indicator as compared to the percentage reported from roster counts in indicator 6. 67.93% of students self-report participating in after-school activities, while 85% are reported to be participating based on rosters. This could be attributed to confusion in the survey question as to what defines an after-school activity.

Capacity Building/Recommendations

Capacity Building

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.

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.

Moving forward all divisions will work towards the consistency of reporting the “Self-Management” and “Responsibility” grades to assure accurate reporting. The elementary division is currently revising the Success Skills scales for alignment and ensuring developmentally appropriate expectations at each grade level. During the 2021-2022 school year, work started around the use of Career Ready Practices to help guide, document, and share career, community, and behavior skills development.

Starting this past school year, participation in activities at the Secondary Level are reported on a students’ class schedule in PowerSchool. This is to help coaches/directors/advisors be engaged in knowing a student's academic progress, attendance, etc. This also provides an opportunity for schools to increase overall school connectedness by reaching out to those students who are not involved in activities. Research shows that the graduation rate increases if a student is involved in two or more activities.

During this past school year, work started to expand the BPS continuum to look at evidence-based practices that support the mental health of students participating in activities through BPS. Conversations were held with coaches, directors, principals, advisors, and Activities Directors to begin identifying high areas of concern and prioritize work. During the 2023-2024 school year, a guiding coalition made up of BPS staff involved with activities and student support services are training and working with secondary student support services staff on the mental health of students participating in activities through BPS and creating a systematic process for training of coaches and creating clear communication with all parties.

Recommendations

No recommendations are suggested at this time.

Appendix

Self-Management Grades K-2			
4	I can also use self-management strategies outside of the school setting (e.g. at home and in the community).		
3	<ul style="list-style-type: none"> • I can show self-control with my behavior. • I can name my responsibilities. • I can use strategies to calm down by myself especially with reminders from adults. • I can set a goal and work to improve at my goal. • I can follow school and classroom rules and expectations especially with reminders from adults. 		
2	<table border="0"> <tr> <td> Vocabulary: <ul style="list-style-type: none"> • self-control • expectations • stress • responsibilities • positive self-talk • self-motivation • goals • routines/procedures • organization </td> <td> Skills: <ul style="list-style-type: none"> • define self-control • define stress • define responsibility • use positive self-talk • name behavior goal(s) • name school work goal(s) • follow routines and procedures for organization </td> </tr> </table>	Vocabulary: <ul style="list-style-type: none"> • self-control • expectations • stress • responsibilities • positive self-talk • self-motivation • goals • routines/procedures • organization 	Skills: <ul style="list-style-type: none"> • define self-control • define stress • define responsibility • use positive self-talk • name behavior goal(s) • name school work goal(s) • follow routines and procedures for organization
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1	With Help		

Self-Management Grades 3-5			
4	I can also recognize when my stressors might affect my behavior.		
3	<ul style="list-style-type: none"> • I can use strategies to manage my emotions and behaviors. • I can understand what motivates me. • I can set and work towards my goals. • I can explain strategies to use my time wisely. 		
2	<table border="0"> <tr> <td> Vocabulary: <ul style="list-style-type: none"> • strategies • self-monitoring • stressors • responsibilities • internal • external </td> <td> Skills: <ul style="list-style-type: none"> • use self-monitoring strategies • identify stressors • identify personal responsibilities • identify internal motivating factors • identify external motivating factors • identify goals </td> </tr> </table>	Vocabulary: <ul style="list-style-type: none"> • strategies • self-monitoring • stressors • responsibilities • internal • external 	Skills: <ul style="list-style-type: none"> • use self-monitoring strategies • identify stressors • identify personal responsibilities • identify internal motivating factors • identify external motivating factors • identify goals
Vocabulary: <ul style="list-style-type: none"> • strategies • self-monitoring • stressors • responsibilities • internal • external 	Skills: <ul style="list-style-type: none"> • use self-monitoring strategies • identify stressors • identify personal responsibilities • identify internal motivating factors • identify external motivating factors • identify goals 		

	<ul style="list-style-type: none"> • motivation • goals • strategies • time management 	<ul style="list-style-type: none"> • identify tasks needed to reach goals • understand time management strategies
1	With Help	

Secondary data is pulled from the standard of “Be Responsible.” The grade is based on the following:

Score	Description
4.0	<ul style="list-style-type: none"> • Student manages individual learning by completing assigned tasks (homework, assignments, projects) on time and according to classroom procedures. • Completed work provides evidence of student’s new learning, pride in work, and best effort. Tasks/assignments may be completed above the classroom expectation for proficiency. • Student offers help and supports others to meet this expectation. • Student manages learning and uses time efficiently. • Student follows classroom procedures independently. • Student role models and encourages others to meet these expectations. • Student arrives to class on time with the materials described in classroom expectations and is ready to learn. • Materials are well-organized with evidence of pre-planning and personalization.
3.0	<ul style="list-style-type: none"> • Student manages individual learning by completing assigned tasks (homework, assignments, projects) on time and according to classroom procedures. • Completed work provides evidence of student's new learning, pride in work, and best effort. • Student manages learning and uses time efficiently. • Non-productive moments are self-corrected or require infrequent redirection. • Student follows classroom procedures independently. • Student typically arrives to class on time with the materials described in classroom expectations and is ready to learn. • Student may occasionally offer support and strategies to other students in this area.
2.0	<ul style="list-style-type: none"> • Student attempts to manage individual learning by partially completing assigned tasks (homework, assignments, projects) and is missing multiple assignments. • Completed work provides some evidence of student's new learning but does not consistently demonstrate pride in work or best effort. • Student inconsistently manages learning and use of time. • Student corrects behavior only after redirection. • Student requires some reminders or assistance to follow classroom procedures. • Student is not consistently on time and has a few tardies. • Student arrives with some of the materials described in classroom expectations and frequently needs reminders to bring items to class. • Student requires from the teacher to become ready to learn.
1.0	<ul style="list-style-type: none"> • Student does not manage learning independently and requires frequent reminders and support to complete tasks

	<ul style="list-style-type: none">• Student requires significant number of reminders and support to demonstrate evidence of learning.• Completed work does not demonstrate pride in work or best effort.• Student does not manage learning or use time efficiently.• Student only follows classroom procedures with assistance and requires frequent reminders to correct behavior.• Student does not arrive on time and has several tardies.• Student does not bring materials as described in classroom expectations despite multiple attempts at interventions.• Student is not ready to learn and typically does not respond to redirection from the teacher.
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