



**SUMMARY OF PROGRESS STATUS  
OCTOBER 2025**

**SUPERINTENDENT CERTIFICATION**

With respect to R-4 Personal Development – Community Ready taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and the district is:

- Making Reasonable Progress
- Making Reasonable Progress, with Exception
- Failing to Make Reasonable Progress

**Summary Statement by Administration**

Monitoring of results policies is part of the ongoing process of district performance evaluation and superintendent evaluation. This report includes an Areas of Focus for Continuous Improvement outlining new practices or protocols to be utilized for the next reporting timeframe and recommendations for suggested changes to Results policies and/or indicators and interpretations. A Data Analysis on page 4 presents an administrative summary of the data. This report addresses 12 indicators of the superintendent’s responsibility regarding Personal Development – Community Ready.

**Progress Reporting Summary**

Making Reasonable Progress

- 4.1.3,
- 4.2.2
- 4.3.2, 4.3.3, 4.3.4, 4.3.5, 4.3.6, 4.3.7

Making Reasonable Progress, with Exception

- 4.1.1, 4.1.2
- 4.2.1
- 4.3.1

Failing to Make Reasonable Progress

- N/A

**Areas of Focus for Continuous Improvement**

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

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. A planned audit of our primary resource for social/emotional learning instruction will occur during the 2025-2026 school year to ensure the curriculum aligns with the district’s strategic plan and needs of our students, families, and community.



The elementary division updated the Success Skills scales for inclusion of executive functioning demands to ensure developmentally appropriate expectations at each grade level.

The Authentic and Personalized Learning Taskforce will continue their work on helping teachers and staff engage in more authentic learning opportunities and work to increase more personalized learning experiences for all students. There is a focus for the 2025-2026 school year on how to increase more opportunities for middle school students.

During the 2024-2025 school year, the district implemented the first stage of Career Ready Practices instruction and reporting for all students in grades 6-12. This initiative replaced the existing respect and responsibility grades for middle school. By focusing on Career Ready Practices, we aim to equip students with essential skills that will support their success in school, life, and future careers. Refinement of the practices in grades 6-12 will occur this year with work to include alignment with the Career Ready Practices that were updated by the state.

No recommendations are suggested at this time.

Signed:  \_\_\_\_\_ Date: 10/27/2025  
Superintendent



**SCHOOL BOARD ACTION**

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

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

**Summary Statement/Motion of the Board**

I just think this is worth reiterating because it's so important that teacher engagement and parent engagement are what oftentimes drive student engagement. That's where student achievement happens. It's important for our parents to be involved alongside our teachers. We have got incredible teachers in this district that do everything they can for kids, and if parents can come alongside and partner with them and push their kids into uncomfortable places to do hard things, great things happen.

It was moved by Mrs. Peterson and seconded by Mr. Lee to accept the monitoring report for Policy R-4 Personal Development – Community Ready as Making Reasonable Progress, with Exception. Motion carried.

Signed:   
Board President

Date: 10/27/2025

### Data Analysis

In the area of taking responsible risk, 58.67% of students report that they take risks in learning and 75.96% report that they engage in challenging work. 75.63% of students report that they push themselves in their learning. Performance has increased from the 2023-2024 school year on students reporting taking risks and pushing themselves in their learning. There was over a 5% decline on students reporting they engage in challenging work.

In the area of taking initiative, setting goals, self-evaluation, and continuous improvement, 67.32% of students report that they are engaged in their learning. In the area of “self-management” at the elementary level and at the 2.5 target, all grades met the target of 80%, showing proficiency. Grades 6-12 were measured on the Career Ready Practice of “act as a responsible and contributing citizen and employee” and at the 2.5 target. All 6-12 grade levels met the target of 80%, showing proficiency.

In the area of identifying passions and finding joy in learning, 69.05% of students report that their assignments meet their personal learning needs, with only the grade-band of 9-12 demonstrating an increase on this measure. Grade-bands 3-8 saw decreases. Regarding solving real-world problems, 54.78% of students report this occurs in their classes. Each grade-band made growth or maintained. A decrease was observed in students choosing their own learning topics as 37.83% of students reported this, down from 39.08% the previous year.

In the area of 12<sup>th</sup> grade students completing a “Career Exploration Experience,” 100.00% of students had a “career exploration experience” as reported by the Career Advisors. 61% of high school students and 83% of middle school students participate in extracurricular, co-curricular, and fine arts activities as reported by team rosters. The results have positively grown from the 2021-2022 school year.

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

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

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

**Monitoring Report**

**Each student will:**

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

Indicator					Finding
<p><b>Indicator 1:</b> The percentage of students enrolled and active on the last days of advanced placement courses, upper level courses, and dual credit courses will increase to show continuous improvement toward, or attainment of, the identified target of high school students enrolled.</p>					<p><b>Making Reasonable Progress, with Exception</b></p>
<p>Evidence: Total Enrollment of Senior Students that completed CORE Academic Areas, Advanced Placement, Dual Credit, and CTE Pathway Completers.</p>					
Year	Target	CORE/AP/DC	CTE	CORE/AP/DC/CTE	Enrollment
21-22	75%	70.7%	1.5%	71.7%	895
22-23	75%	73.4%	2.4%	74.3%	951
23-24	75%	74.5%	2.0%	75.1%	964
24-25	75%	72.3%	1.1%	72.8%	1014
<p>Note: Each column is a distinct student count, percentages should not be added together</p>					
<p><b>2024-2025 Analysis:</b> During the 2024-2025 school year, 72.8% of students enrolled in CORE, Advanced Placement, Dual Credit, and CTE Capstone. The data indicates a decrease of 2.3% from the 2023-2024 school year. The target of 75% has been met once since the target increased from 70% to 75% during the 2021-2022 school year.</p>					

<b>Indicator 2:</b> Students will show continuous improvement toward, or attainment of, the identified target of students who self-report-completing challenging work in their classes.	<b>Making Reasonable Progress, with Exception</b>
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Evidence: During the 2020-2021 school year, BPS began collecting survey data in this area through the BPS student survey. Evidence for this indicator is collected through two questions from the BPS student survey.

**Risk Taking:**

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

Grade	Target*	n	21-22	n	22-23	n	23-24	n	24-25
3-5	75%	2848	70.51%	2827	70.15%	2950	70.92%	3067	71.50%
6-8	50%	2827	47.79%	2872	50.07%	2250	52.76%	2468	52.23%
9-12	45%	2844	43.32%	3099	45.30%	3544	49.07%	2979	50.79%
3-12	55%	8519	53.89%	8798	54.84%	8744	57.39%	8514	58.67%

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

Grade	Target*	n	21-22	n	22-23	n	23-24	n	24-25
K-2	85%	2973	84.70%	2988	84.47%	2911	85.68%	2792	89.51%
3-5	85%	2848	80.16%	2827	81.89%	2950	83.12%	3067	78.35%
6-8	75%	2827	70.25%	2872	70.30%	2250	72.76%	2468	70.14%
9-12	80%	2844	75.00%	3099	77.22%	3544	79.29%	2979	65.63%
K-12	80%	11492	77.62%	11786	78.49%	11655	80.58%	11306	75.96%

**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%

**2024-2025 Analysis:** On question one, 58.67% of grades 3-12 students reported that they take risks in learning without fear of negative feedback on the 2024-2025 survey. This is a 1.28% increase from the previous year. In the last four years, all grade levels are reporting increases in students taking risks in their learning with 58.67% now above the district target of 55%.

On question two, 75.76% 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 2024-2025 survey, which is a decrease of 4.62% from the previous year. This is a significant decrease from the last school year and even a decrease from the 2021-2022 school year.

<p><b>Indicator 3:</b> 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.</p>	<p><b>Making Reasonable Progress</b></p>																																																		
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<p><b>Perseverance:</b></p> <ul style="list-style-type: none"> <li>• <b>Grades 3-8</b> “I push myself in my learning and never give up”</li> <li>• <b>Grades 9-12</b> “I push myself in my learning by exceeding expectations and never giving up”</li> </ul>																																																			
<table border="1"> <thead> <tr> <th>Grade</th> <th>Target*</th> <th>n</th> <th>21-22</th> <th>n</th> <th>22-23</th> <th>n</th> <th>23-24</th> <th>n</th> <th>24-25</th> </tr> </thead> <tbody> <tr> <td>3-5</td> <td>85%</td> <td>2848</td> <td>81.92%</td> <td>2827</td> <td>81.15%</td> <td>2950</td> <td>82.88%</td> <td>3067</td> <td>81.90%</td> </tr> <tr> <td>6-8</td> <td>70%</td> <td>2827</td> <td>69.76%</td> <td>2872</td> <td>69.64%</td> <td>2250</td> <td>72.40%</td> <td>2468</td> <td>71.92%</td> </tr> <tr> <td>9-12</td> <td>70%</td> <td>2844</td> <td>65.72%</td> <td>3099</td> <td>68.41%</td> <td>3544</td> <td>69.78%</td> <td>2979</td> <td>72.24%</td> </tr> <tr> <td>3-12</td> <td>75%</td> <td>8519</td> <td>72.47%</td> <td>8798</td> <td>72.90%</td> <td>8744</td> <td>74.87%</td> <td>8514</td> <td>75.63%</td> </tr> </tbody> </table>		Grade	Target*	n	21-22	n	22-23	n	23-24	n	24-25	3-5	85%	2848	81.92%	2827	81.15%	2950	82.88%	3067	81.90%	6-8	70%	2827	69.76%	2872	69.64%	2250	72.40%	2468	71.92%	9-12	70%	2844	65.72%	3099	68.41%	3544	69.78%	2979	72.24%	3-12	75%	8519	72.47%	8798	72.90%	8744	74.87%	8514	75.63%
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<p><b>2024-2025 Analysis:</b> During the 2024-2025 school year, 75.63% of grades 3-12 students reported that they push themselves in their learning. This is a 0.76% increase from the previous year. In the last four years, grades 3-5 are trending relatively flat, while grades 6-12 have increased.</p>																																																			

**Each Student Will:**

<p><b>4.2</b> Take initiative, set goals, self-evaluate, and strive to continuously improve.</p>	<p><b>Making Reasonable Progress</b></p>
<p><b>Interpretation:</b> Students who take an active role in their learning will be more invested in, and have a better understanding of, their responsibility in the learning process. An active role would be defined as students having an understanding of the goal, taking initiative to evaluate where they are at, and setting goals of where they want to be.</p>	
<p><b>Elementary Responsibility</b></p> <ul style="list-style-type: none"> <li>• <b>Behavior Standard Self-Management</b> 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.</li> </ul>	
<p><b>Middle School Responsibility</b></p> <ul style="list-style-type: none"> <li>• Be Responsible Standard.</li> </ul>	

Indicator		Finding							
<p><b>Indicator 1:</b> Students will show continuous improvement toward, or attainment of, the identified target of students who report that learning goals help them be engaged in their learning frequently or almost always on the BPS Student Survey.</p>		<p><b>Making Reasonable Progress, with Exception</b></p>							
<p>Evidence: During the 2020-2021 school year, BPS began collecting survey data in this area through the BPS student survey.</p>									
<p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>• <b>Grades K-8</b> “I am interested in what I learn in my classes”</li> <li>• <b>Grades 9-12</b> “My learning goals help me to be engaged in my learning”</li> </ul>									
Grade	Target*	n	21-22	n	22-23	n	23-24	n	24-25
K-2	90%	2973	85.07%	2988	85.64%	2911	85.30%	2792	85.35%
3-5	75%	2848	73.49%	2827	69.79%	2950	70.85%	3067	67.82%
6-8	60%	2827	51.29%	2872	49.90%	2250	51.73%	2468	48.01%
9-12	65%	2844	61.46%	3099	62.31%	3544	64.48%	2979	65.89%
K-12	70%	11492	68.05%	11,786	66.99%	11655	68.48%	11306	67.32%
<p><b>Percentages</b> reflect students that responded “frequently” or “almost always”                      “n” equals the number of students who responded to the survey                      *In 2022-2023 all targets were changed from 80%</p>									
<p><b>2024-2025 Analysis:</b> In the 2024-2025 student survey, 67.32% of K-12 students reported that their learning goals help them to be engaged in their learning. This is a 1.16% decrease from the last school year. In the last four years, grades K-2 have remained relatively flat, grades 3-8 have decreased, and grades 9-12 have increased.</p>									

**Indicator 2:** Students will show continuous improvement toward, or attainment of, the identified target so students are considered proficient in each grade level assessed on the progress report in the areas of Responsibility. **Making Reasonable Progress**

Evidence: Evidence for this indicator is collected from PowerSchool grades. At the elementary, the “Self-Management” grade is used. This year marks the initial use of Career Ready Practice score for the standard “act as a responsible and contributing citizen and employee” as a data source for grades 6–12. Not all students in grades 9–12 were assessed in this area.

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

Grade	Target	n	Spring 21-22	n	Spring 22-23	n	Spring 23-24	n	Spring 24-25
K	80%	1,125	76.6%	1064	76.1%	1027	82.1%	943	81.7%
1	80%	1,105	77.8%	1140	84.9%	1075	84.4%	1034	81.4%
2	80%	1,031	77.7%	1096	82.7%	1162	88.1%	1095	81.1%
3	80%	1,045	79.7%	1063	80.5%	1127	84.2%	1175	83.9%
4	80%	1,050	83.3%	1042	87.9%	1085	86.2%	1113	83.7%
5	80%	1,026	81.5%	1073	82.8%	1059	88.1%	1094	84.7%
6	80%	1,023	96.3%	1056	95.0%	1099	97.3%	1072	*82.9%
7	80%	1,067	91.9%	1062	91.1%	1067	96.2%	1082	*82.3%
8	80%	1,148	83.3%	1079	82.5%	1051	93.1%	1000	*80.5%
9	80%							908	**87.2%
10	80%							813	**88.6%
11	80%							833	**89.2%
12	80%							686	**89.8%

\*Middle school discontinued the use of “Be Responsible” from previous years and switched to a Career Ready Practice.

\*\*This is the first year of high school data on this indicator.

**2024-2025 Analysis:** Data from the 2024-2025 school year demonstrates all elementary grade levels are now at the target of 80% scoring 2.5 or higher regarding “Self-Management”. At the secondary level, grades 6-12 are all at 80% scoring 2.5 or higher on the Career Ready Practice of “act as a responsible and contributing citizen and employee”.

**Each Student Will:**

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

Indicator		Finding							
<p><b>Indicator 1:</b> Students will show continuous improvement toward, or attainment of, the identified target of students who self-report that the assignments they do meet their personal learning needs, strengths, and interests frequently or almost always on the BPS Student Survey.</p>		<p><b>Making Reasonable Progress, with Exception</b></p>							
<p>Evidence: During the 2020-2021 school year, BPS began collecting survey data in this area through the BPS student survey.</p>									
<p><b>Personalized:</b></p> <ul style="list-style-type: none"> <li>• The assignments I do meet my personal learning needs (strengths, culture, and interests)</li> </ul>									
Grade	Target*	n	21-22	n	22-23	n	23-24	n	24-25
3-5	80%	2848	78.05%	2827	78.60%	2950	79.53%	3067	77.37%
6-8	70%	2827	66.89%	2872	64.73%	2250	68.13%	2468	65.68%
9-12	60%	2844	57.59%	3099	59.76%	3544	62.16%	2979	63.28%
3-12	70%	8519	67.52%	8798	67.44%	8744	69.56%	8514	69.05%
<p><b>Percentages</b> reflect students that responded “frequently” or “almost always”                      “n” equals the number of students who responded to the survey                      *In 2022-2023 targets for grades 6-8, 9-12, and 3-12 were changed from 80%</p>									
<p><b>2024-2025 Analysis:</b> In the 2024-2025 survey, 69.05% of grades 3-12 students reported that their assignments meet personal learning needs. This is a decrease of 0.51% from the 2023-2024 school year. Only grades 9-12 are trending upwards from data obtained in 2021-2022.</p>									

<b>Indicator 2:</b> 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.	<b>Making Reasonable Progress</b>
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Evidence: During the 2020-2021 school year, 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	21-22	n	22-23	n	23-24	n	24-25
3-5	70%	2848	67.06%	2827	69.33%	2950	72.00%	3067	72.58%
6-8	45%	2827	43.37%	2872	41.36%	2250	45.47%	2468	45.42%
9-12	40%	2844	37.41%	3099	38.56%	3544	42.07%	2979	44.21%
3-12	50%	8519	49.30%	8798	49.36%	8744	53.04%	8514	54.78%

**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%

**2024-2025 Analysis:** During the 2024-2025 school year, 54.78% of grades 3-12 students reported that they work on real-world problems in their class. This is an increase from the 2023-2024 school year by 1.74%. All grade levels have increased within the last four years of data collection.

<b>Indicator 3:</b> 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.	<b>Making Reasonable Progress</b>
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Evidence: During the 2020-2021 school year, BPS began collecting survey data in this area through the BPS student survey.

**Voice and Choice:**

- “I choose my own learning topics”

Grade	Target*	n	21-22	n	22-23	n	23-24	n	24-25
3-5	50%	2848	46.45%	2827	47.36%	2950	52.03%	3067	49.20%
6-8	30%	2827	27.27%	2872	27.16%	2250	30.67%	2468	30.19%
9-12	30%	2844	28.41%	3099	30.98%	3544	33.63%	2979	32.46%
3-12	35%	8519	34.07%	8798	35.00%	8744	39.08%	8514	37.83%

**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%

**2024-2025 Analysis:** The overall percentage of grades 3-12 students reporting that they choose their own learning topics “frequently” or “almost always” was 37.83% in 2024-2025, which is a decrease of 1.25% from the 2023-2024 school year. While grades 6-12 have remained flat, the data continues to be above their target percentage. Grades 3-5 had a decrease from the 2023-2024 school year, dropping by 2.83%.

<p><b>Indicator 4:</b> 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.”</p>	<p><b>Making Reasonable Progress</b></p>																				
<p>Evidence: Evidence for this indicator is collected through Choice Ready Reporting.</p>																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9e1f2;">Grade</th> <th style="background-color: #d9e1f2;">Goal</th> <th style="background-color: #d9e1f2;">n</th> <th style="background-color: #d9e1f2;">21-22</th> <th style="background-color: #d9e1f2;">n</th> <th style="background-color: #d9e1f2;">22-23</th> <th style="background-color: #d9e1f2;">n</th> <th style="background-color: #d9e1f2;">23-24</th> <th style="background-color: #d9e1f2;">n</th> <th style="background-color: #d9e1f2;">24-25</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">12</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">886</td> <td style="text-align: center;">47.40%</td> <td style="text-align: center;">948</td> <td style="text-align: center;">76.69%</td> <td style="text-align: center;">956</td> <td style="text-align: center;">75.73%</td> <td style="text-align: center;">1033</td> <td style="text-align: center;">*100%</td> </tr> </tbody> </table>		Grade	Goal	n	21-22	n	22-23	n	23-24	n	24-25	12	50%	886	47.40%	948	76.69%	956	75.73%	1033	*100%
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<p>“n” equals the total number of 12th grade students.</p> <p><b>Percentages</b> reflect the number of students who participated in any of the following “Career Exploration Experiences”</p> <ul style="list-style-type: none"> <li>• <i>BPS CTE course</i></li> <li>• <i>Industry/career presentation</i></li> <li>• <i>Hands-on day or event</i></li> <li>• <i>Guest speakers in classroom</i></li> <li>• <i>Career fair</i></li> <li>• <i>Informational interview (sitting down with professional)</i></li> <li>• <i>Industry tour</i></li> <li>• <i>Career forums/event</i></li> <li>• <i>Job shadow</i></li> <li>• <i>Career-related field trip</i></li> <li>• <i>Work simulation</i></li> </ul> <p>*For the 2024-2025 school year, data was collected and entered by Career Advisors as opposed to students self-reporting.</p> <p><b>2024-2025 Analysis:</b> 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 2024-2025 school year 100% of 12<sup>th</sup> grade students participated in a Career Exploration Experience. It should be noted that students self-reported data from school years 2023-2024 and prior.</p>																					
<p><b>Indicator 5:</b> Students will show continuous improvement toward, or attainment of, a target so that at least 60% of all high school students are reported to actively participate in a co-curricular activity or extra-curricular activity that is connected with the school.</p>	<p><b>Making Reasonable Progress</b></p>																				
<p>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.</p> <p>*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.</p>																					

High School				
Year	Target	9-12 students	# of participants	Percentage
21-22*	60%	3981	2197	56%
22-23	60%	4293	2655	62%
23-24	60%	4327	2759	64%
24-25	60%	4314	2614	61%

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

**2024-2025 Analysis:** During the 2024-2025 school year, 61% of high school students participated in activities. The percent of students participating decreased 3% from the 2023-2024 school year but it remains over the target of 60%.

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

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

Middle School				
Year	Target	6-8 students	# of participants	Percentage
21-22* **	80%	3163	2495	79%
22-23	80%	3098	2652	85%
23-24	80%	3123	2577	83%
24-25	80%	3198	2663	83%

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

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

**2024-25 Analysis:** During the 2024-25 school year, 83% of middle school students participated in a co-curricular or extra-curricular activity. The percent of students participating stay consistent from the 2023-2024 school year. Current participation is still above the district target of 80%.

<p><b>Indicator 7:</b> Students will show continuous improvement toward, or attainment of, the identified target of middle school students and high school students who self-report participation in after-school activities, both school sponsored and non-school sponsored frequently or almost always on the BPS Student Survey.</p>	<p><b>Making Reasonable Progress</b></p>																														
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<ul style="list-style-type: none"> <li>• “I participate in after-school activities (school sponsored or non-school sponsored)”</li> </ul>																															
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<p><b>2024-2025 Analysis:</b> Middle school saw a slight increase of 0.51% to 69.00% in students self-reporting of after school activities. High school saw a slight increase of 0.50% to 63.34%.</p>																															

## Appendix

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

## Career Ready Practice

### 1. Act as a Responsible and Contributing Citizen and Employee

*Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community, and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.*

Individual Competencies	4 Exceeds Competency	3 Meets Competency	2 Approaching Competency	1 Not Yet Reached Competency	Keyword(s)
<b>Conduct self in a respectable, appropriate manner and with proper appearance.</b>	Demonstrates appropriate appearance and behavior in various settings. Always acts respectfully towards others.	Demonstrates appropriate appearance and behavior. Acts respectfully towards others.	Attempts to demonstrate appropriate appearance and behavior. Occasionally acts respectfully towards others.	Does not demonstrate appropriate appearance or behavior. Often does not act respectfully towards others.	<b>Appropriate appearance and behavior</b>
<b>Work positively.</b>	Has a positive outlook and creates a positive work environment for all involved while working on projects.	Is constructive with criticism when working with others. Has a positive attitude towards tasks, projects and others.	Occasionally has a negative attitude towards tasks, projects, and/or others.	Typically is negative toward tasks, projects, and/or others.	<b>Attitude</b>
<b>Work ethically.</b>	Consistently applies ethics to all aspects of work.	Applies values and ethics to all work completed.	At times, does not apply ethics while working on tasks, projects or with others.	Does not apply ethics while working on tasks, projects, or with others.	<b>Ethical</b>
<b>Adapt to varied roles, responsibilities, schedules, and contexts.</b>	Readily adapts to varied roles, responsibilities, schedules, and contexts in a variety of conditions.	Adapts to varied roles, responsibilities, schedules, and contexts.	Attempts to adapt to varied roles, responsibilities, schedules, and contexts.	Does not attempt to adapt to varied roles, responsibilities, schedules, or contexts.	<b>Adaptability in position</b>
<b>Work effectively in a climate of ambiguity and changing priorities.</b>	Works effectively in a climate of ambiguity and changing priorities in a variety of conditions.	Works effectively in a climate of ambiguity and changing priorities.	Attempts to work effectively in a climate of ambiguity and changing priorities.	Does not work well in a climate of ambiguity and changing priorities.	<b>Adaptability to change</b>
<b>Utilize time and manage workload efficiently.</b>	Completes tasks ahead of schedule by creating a plan and scheduling time to complete the work.	Completes work on time by taking advantage of the time provided and by using time management skills.	Occasionally completes work on time.	Never completes work on time and does not use time management skills.	<b>Time management in work</b>

<p><b>Maintain focus and manages projects effectively.</b></p>	<p>Consistently stays focused, prioritizes tasks, recognizes time constraints of projects; estimates time to completion; and avoids distractions while meeting deadlines.</p>	<p>Stays focused throughout the project and develops a timeline of the work to be completed.</p>	<p>Occasionally off task in regards to accomplishing the overall project. Thus, only a portion of the project is completed.</p>	<p>Always off task and does not complete the project.</p>	<p><b>Focusing on a project</b></p>
<p><b>Inspire others to reach their very best via example and selflessness.</b></p>	<p>Sets aside personal needs and inspires others to perform to their best abilities no matter the obstacles or considering their own success.</p>	<p>Provides inspiration by demonstrating to others to perform at their best abilities no matter the obstacles before them.</p>	<p>Sometimes inspires others to perform at their best abilities but sometimes allows selfish needs to take precedent.</p>	<p>Fails to inspire others and allows selfish needs to rule all decisions made.</p>	<p><b>Inspiring others through selflessness</b></p>
<p><b>Demonstrate integrity and ethical behavior in using influence and power.</b></p>	<p>When in a position of leadership, consistently behaves ethically and with integrity to motivate others to work to their full potential.</p>	<p>Often applies integrity and ethical behavior in leadership positions, thereby influencing others to do likewise.</p>	<p>At times does not apply ethics or integrity to their decisions or actions in positions of leadership.</p>	<p>When in position of leadership, shows no signs of integrity or ethical behavior.</p>	<p><b>Leadership</b></p>
<p><b>Demonstrate learning acquisition and application skills by requesting help when needed and then contributing to the success of the group by assisting others.</b></p>	<p>Consistently requests help at appropriate times and when needed (e.g., asking questions after consulting manuals on policies and procedures, knowing when to seek help from others or supervisors).</p>	<p>Usually requests help at times when needed (e.g., asking questions after consulting manuals on policies and procedures, knowing when to seek help from others or supervisors).</p>	<p>Sometimes requests help when needed (e.g., asks questions before consulting manuals on policies and procedures, sometimes seeks help from others or supervisors).</p>	<p>Does not request help when needed (e.g., doesn't ask questions of others or supervisors).</p>	<p><b>Appropriate questioning</b></p>
<p><b>Demonstrate understanding of workplace organizations, systems, and climates by identifying "big picture" issues and fulfilling the mission of the workplace.</b></p>	<p>Easily identifies "big picture" issues and goals and can define vision and mission statements (e.g., the organization's structure, culture, policies, and procedures, as well as its role and status within the industry, economy, and community).</p>	<p>Identifies most "big picture" issues and goals and can generally define vision and mission statements. (e.g., the organization's structure, policies, and procedures, as well as its role within the industry and community).</p>	<p>Identifies few "big picture" issues and goals and can marginally define vision and mission statements. (e.g., the organization's policies and procedures, as well as its role within the community).</p>	<p>Can't identify "big picture" issues and goals and cannot define vision and mission statements.</p>	<p><b>Understanding the system</b></p>