Elementary Progress Report - Changes to be Piloted
Executive Summary
Board of Education Meeting
June 22, 2015

<u>**Initiation:**</u>
In the winter of 2013, a team of district staff members came together multiple times over the course of the semester and summer to discuss and give feedback to the elementary progress report ("report card"), which at that point was in year six of implementation. The group discussed and gave feedback regarding its content (ie: indicators, markings, etc.), the product (ie: the physical card), and the process used to create the progress report (ie: teacher entry). Parents and community members also gave feedback. The process resulted in recommended changes to the elementary progress report, and to do so when the district curriculum had been rewritten (initiated that summer). This year, the team came back together, and along with parent and community input once again, finalized draft recommendations to be implemented during a "pilot year."

<u>**"Content" Items Recommended To Remain (from existing progress report):**</u>
- Attendance: record of student's absences and tardies
- Additional Programs: district programs in which the child receives services (ie: Gifted, IEP)
- Living and Working in the Classroom: behaviors and actions the child demonstrates as he/she develops academically and personally (ie: respect for self and others)
- Comments: narratives intended to be personal to the child (ie: areas of strength and growth)

<u>**"Content" Items Recommended To Be Added or Modified (from existing progress report):**</u>
- Learning Goals: Curricular outcomes for content areas; district curricula (ie: Students will be able to represent and solve problems involving multiplication and division.). To make sure the progress we're reporting aligns with district curricula, learning goals and their accompanying proficiency scales will replace "Indicators."
- Progress Markings: Levels that demonstrate the child's current level of proficiency with a learning goal as defined by its accompanying proficiency scale (district curricula).
    - Innovating: The child applies and innovates the learning goal (ie: advanced application or inference).
    - Meeting: The child applies the learning goal **(district grade level expectation)**.
    - Approaching: The child applies a basic understanding of the goal.
    - Beginning: The child applies an initial understanding of the goal.
    - N/A: Not assessed at this time.
- Tools of Learning: These strategies of independent and collaborative learners had been contained in its own section and are now embedded into the district curricula
- Overall Performance Marks: These marks intended to note overall progress, including letter grades in 5th grade, have been removed in order to focus the report on the children's performance with the specific knowledge and skills to be learned within the district curricula. Thus, providing

parents with a more "detailed picture" of their child's learning including his/her strengths and weaknesses within each content area.

"Product" Changes Recommended (from existing progress report):
- In lieu of colored bars of varying lengths, progress will be noted in "3 Column Format" using the progress markings (ie: Trimester 1 - Meeting). This will significantly reduce the length of the progress report.

Current: **Future (format, not content):**

- Progress reports will be able to be viewed and downloaded in the parent portal, with paper copies being printed for all parents/guardians requesting. This action will save the district approximately $7,000.

Communication with Families:
- A web site has been developed (and will be added to) for families to find important information and resources related to the progress report.
- A short video describing the changes made to the progress report will be produced and shared with families, and will be placed on the web site.
- A flyer regarding the changes to the progress report (and a link to the web site) will be created and distributed at elementary Open Houses on August 26.
- Tim and John will attend a PTO meeting at each elementary school to present the changes to the progress report.
- Families will be able to give feedback to the changes made to inform any changes moving forward.

Professional Development:

- Staff will be supported through the yearlong implementation of the progress report via:
  - ○ Designated professional development days
  - ○ Monthly after-school gatherings (optional)
  - ○ Curriculum and Instruction staff spending time in buildings
  - ○ Web Site with help videos
  - ○ Any other means necessary
- Staff will be able to give feedback to the changes made to inform any changes moving forward.