

REPORT CARDS / PROGRESS REPORTS

Student Progress Reports

It is essential that students' progress, in school, be fully communicated to their parents.

Each school will report students' progress, **in accordance with the district reporting calendar**, to the students and to their parents or guardians ~~as appropriate~~. The Reports will be clear, concise, and accurate, and will provide a basis of understanding among teachers, parents, and students, **specific to academic growth and proficiency, behaviors and attendance** for the benefit of the individual students. The Superintendent or designee will develop progress report forms or cards in accordance with this policy.

The following specific requirements are established:

- Parents will be informed regularly, **every three (3) weeks** ~~and at least four (4) times a year~~, as to the progress their child(ren) are making in school **on critical concepts and work habits**.
- **Parents will receive a summative report, twice a year, at the end of each semester.**
- **For students in kindergarten through grade 5, reports will include proficiency levels in reading and math based on formative and benchmark assessments.** If students are not on grade level, **the report will include specific skill deficits and evidence-based strategies that parents can implement at home.**
- **Parents will receive reports and communication after high stakes assessments are administered and reports are available.**
- Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
- Insofar as possible, distinctions will be made between a student's attitude **or behavior** and academic performance.
- At comparable levels, the school will strive for consistency in grading and reporting except as this is inappropriate for certain classes or certain students.
- When grades are given, school staff members will take particular care to explain to parents the meaning of marks and symbols as they apply to student achievement.
- When no grades are given but evaluation is made informally in terms of the student's own progress, such evaluation will be a realistic appraisal of the skills developed by the student.
- Reports of progress for students qualified for services under the Individuals with Disabilities Education Act (IDEA) shall be based on their progress in the general curriculum and shall address

whether the progress is sufficient to enable ~~the student to advance toward attaining to achieve the annual~~ goals stated in the student's individualized education program (IEP). ~~at the same rate as students without disabilities.~~

- For students identified as below grade level in reading (K–3), schools shall provide families with a “Literacy/Math Notification Letter,” outlining: (1) the student’s current reading level; (2) the specific areas of deficiency; (3) the evidence-based interventions provided by the school; and (4) recommended resources and activities parents can use at home.
- Schools shall ~~incorporate host at least one~~ literacy and ~~one~~ math-focused activities, during APTT/family events ~~parent night per semester~~ for K–5 families to model strategies for supporting academic growth at home.

Adopted: date of manual adoption