



ELEMENTARY PROGRESS REPORTING & ACT 20 UPDATES



Why the Need to Examine Elementary Progress Reporting

A report card committee was created to re-engage in some unfinished work that began prior to 2020 to address the following:

- Potential for semester grading at the elementary
 - Opportunities to report progress quarterly through integrated structure when utilizing written progress report cards and in-person/face-to-face parent-teacher conferences
- Revision to elementary content standards - align with new state standards revisions
- Align and revise learner behaviors to reflect Social Emotional Learning (SEL) Competencies and elementary Leader in Me programming (SEL universal resource)



Current Status: Elementary Progress Reporting

- June 2025 staff and parent surveys reflected a positive response to the pilot
 - Written progress reporting at semesters with in-person parent/teacher conferences at quarters
 - Teacher feedback survey: 138 responses
 - Parent feedback survey: 145 responses
 - ACTIONS:
 - We will continue with this reporting structure in 2025-26
 - We will send paper copies, as well as IC messaging in 2025-26 to ensure parents receive the progress report



Current Status: Elementary Progress Reporting

- Elementary report card revisions
 - Leadership teams, SEL coaches, report card committee, and representatives from encore groups worked together in spring/summer to complete standards revisions and language changes
 - ACTION: Launched to staff on Tuesday, August 26 – continued supports throughout the first semester to support reporting practices
- Rubric change - 3, 2, 1 format (eliminated the 4)
 - 3: Meeting the standard
 - 2: Progress toward the standard
 - 1: Not meeting the standard



Act 20: Updates on Required Elements

- Supportive structures for students around aimswebPlus screening outcomes and personal reading plans/support plans are in place and continue to be expanded through WCoS (Wausau Continuum of Supports)
- Utilizing eduCLIMBER to support efficiencies for teachers in documentation and communicating with parents around student data and progress
- 100% of existing 2024-25 administrators were literacy trained as required
 - 2 new administrators for our charter schools going through the training this fall



Act 20: Updates on Required Elements

- 92% of the required classroom, multilingual (ML), Title 1, and special education teachers completed the Cox Campus literacy/foundational skills training (206/224)
 - Remaining will complete by November 14



Next Steps/Questions

- Continue to build teacher capacity around supporting strong universal strategies and targeted needs through professional development and collaborative opportunities
- Professional development and supports for report card changes for staff
- Communication to parents on revisions - early October
- Collect feedback from parents and staff on progress reporting structures





THANK YOU

