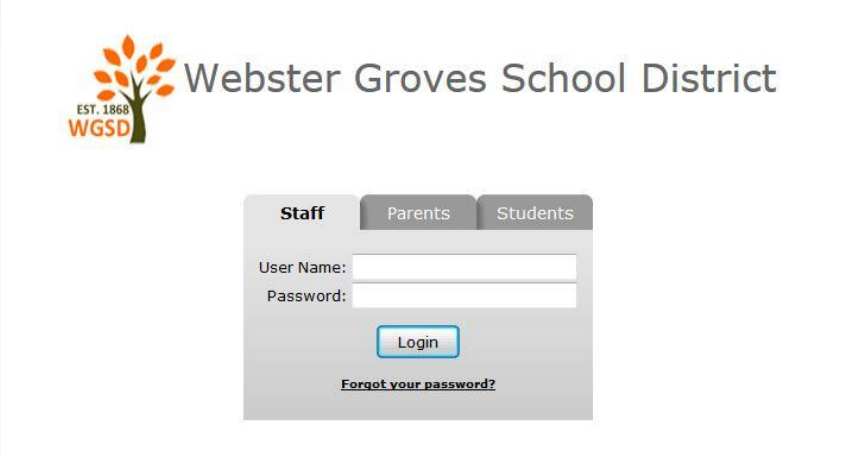


# Elementary Progress Report Changes To Be Piloted



The image shows a login page for Webster Groves School District. At the top left is the district logo, which features a stylized tree with orange leaves and the text "EST. 1868 WGSD". To the right of the logo is the text "Webster Groves School District". Below the logo and text is a login form with three tabs: "Staff", "Parents", and "Students". The "Staff" tab is selected. The form contains two input fields: "User Name:" and "Password:". Below the input fields is a "Login" button. At the bottom of the form is a link that says "Forgot your password?".

2015-2016 School Year

# Rationale for “Standards-Based” Reporting:

- Better understanding of knowledge and skills learned
- Clearer understanding of child’s strengths and weaknesses
- Consistency in reporting from one classroom to next

# Process Leading Up to Revisions

- Winter-Summer 2013: Staff Committee Identified Draft Strengths and Weaknesses of the Current Progress Report (Content, Process, and Product)
- Winter-Spring 2013: Parent and Community Feedback Regarding Strengths and Weaknesses of Current Progress Report (Content, Process, and Product)
- Summer 2013: Decision Made to Delay Changes Until Curriculum Written

# Process Leading Up to Revisions

- Fall 2014 - Spring 2015: Reconvene Staff Progress Report Committee to Review Recommendations from Summer 2013 and Draft Changes
- Fall/Spring 2014: Parent, Community, and Elementary Principal Feedback Regarding Draft Changes
- Spring 2015: School Presentations with Feedback from All Staff
- Summer 2015: Finalize Revisions

# Content

- New Curriculum
- Consistent “Living and Working” indicators
- Remove “Overall Performance” Marks
  - 5th Grade - No Letter Grade (Will Provide Transition Matrix for 5th Grade Parents During Third Trimester)

# Content

- Markings indicate current level of proficiency with curricular outcomes (moving from 3 to 4 level scale)
  - Beginning, Approaching, Meeting, and Innovating
- Remove “Tools of Learning”
  - Tools of Learning are integrated into the new curriculum

# Product

- 3 Column (no colors or bars)

Webster Groves School District  
Your Child's Learning Progression



MATHEMATICS	TERM	BELONG	SOME TIMES	USUALLY
Overall Performance	Term-1	B		
	Term-2	A		
	Term-3	A		
Effort	Term-1			
	Term-2			
	Term-3			
<b>Indicators</b>		BEGINNING	DEVELOPING	SECURE
		Webster Groves School District		
<b>NUMBER AND OPERATIONS:</b> Understands and represents numbers in different ways; develops and uses strategies to make reasonable estimates; demonstrates fluency with whole number computation; understands the relationship between fractions, decimal, and percent; adds and subtracts decimals and commonly used fractions	Term-1			
	Term-2			
	Term-3			
<b>NUMBER AND OPERATIONS LEVEL:</b>	Term-1			
	Term-2			
	Term-3			
<b>ALGEBRA:</b> Describes, extends, and generalizes about patterns made with numbers or geometric shapes; uses equations and inequalities to express mathematical relationships	Term-1			
	Term-2			
	Term-3			
<b>ALGEBRA LEVEL:</b>	Term-1	REALIZED BUT NOT ASSESSED		
	Term-2	REALIZED BUT NOT ASSESSED		
	Term-3	REALIZED BUT NOT ASSESSED		
<b>GEOMETRY:</b> Analyzes characteristics and properties of two and three dimensional shapes; constructs, draws and visualizes to solve problems; uses geometric vocabulary to describe location and movement	Term-1			
	Term-2			
	Term-3			
<b>GEOMETRY LEVEL:</b>	Term-1			
	Term-2			
	Term-3			
<b>MEASUREMENT:</b> Understands measurable attributes: length, area, volume, etc. and applies tools to estimate and measure accurately; carries out simple conversions within a system of measurement	Term-1			
	Term-2			
	Term-3			
<b>MEASUREMENT LEVEL:</b>	Term-1			
	Term-2			
	Term-3			
<b>DATA ANALYSIS AND PROBABILITY:</b> Organizes and represents data in various ways: graphs, tables, etc.; analyzes and summarizes data in a variety of ways	Term-1	NOT ASSESSED		
	Term-2	REALIZED BUT NOT ASSESSED		
	Term-3	REALIZED BUT NOT ASSESSED		
<b>TOOLS OF LEARNING - MATHEMATICS:</b>	Term-1			
	Term-2			
	Term-3			
<b>Tools of Learning - Mathematics:</b>	Term-1			
	Term-2			
	Term-3			



	T1	T2	T3
<b>MATHEMATICS</b>	B+	A-	A
<b>Effort</b>	7	7	7
<b>Indicators</b>			
<b>NUMBER AND OPERATIONS: UNDERSTANDS AND REPRESENTS NUMBERS IN DIFFERENT WAYS; DEVELOPS AND USES STRATEGIES TO MAKE REASONABLE ESTIMATES; DEMONSTRATES FLUENCY WITH WHOLE NUMBER COMPUTATION; UNDERSTANDS THE RELATIONSHIP BETWEEN FRACTIONS, DECIMALS, AND PERCENTS; ADDS AND SUBTRACTS DECIMALS AND COMMONLY USED FRACTIONS</b>			
<b>NUMBER AND OPERATIONS LEVEL:</b>	D	S	S
<b>ALGEBRA: DESCRIBES, EXTENDS, AND GENERALIZES ABOUT PATTERNS MADE WITH NUMBERS OR GEOMETRIC SHAPES; USES EQUATIONS AND INEQUALITIES TO EXPRESS MATHEMATICAL RELATIONSHIPS</b>			
<b>ALGEBRA LEVEL:</b>	PN	PN	S
<b>GEOMETRY: ANALYZES CHARACTERISTICS AND PROPERTIES OF TWO AND THREE DIMENSIONAL SHAPES; CONSTRUCTS, DRAWS AND VISUALIZES TO SOLVE PROBLEMS; USES GEOMETRIC VOCABULARY TO DESCRIBE LOCATION AND MOVEMENT</b>			
<b>GEOMETRY LEVEL:</b>	S	D	D
<b>MEASUREMENT: UNDERSTANDS MEASURABLE ATTRIBUTES: LENGTH, AREA, VOLUME, ETC. AND APPLIES TOOLS TO ESTIMATE AND MEASURE ACCURATELY; CARRIES OUT SIMPLE CONVERSIONS WITHIN A SYSTEM OF MEASUREMENT</b>			
<b>MEASUREMENT LEVEL:</b>	D	S	S
<b>DATA ANALYSIS AND PROBABILITY: ORGANIZES AND REPRESENTS DATA IN VARIOUS WAYS: GRAPHS, TABLES, ETC.; ANALYZES AND SUMMARIZES DATA IN A VARIETY OF WAYS</b>			
<b>DATA ANALYSIS AND PROBABILITY LEVEL:</b>	NA	PN	S
<b>TOOLS OF LEARNING - MATHEMATICS:</b>			
<b>Tools of Learning - Mathematics:</b>	D	S	S
<b>Communicates mathematical thinking verbally, pictorially, and in writing</b>	D	D	D

# Product

- Shared electronically through the parent portal (parents may opt for paper copy)
  - Projected savings of \$7,000



# Process

- Tyler SIS
- Layers of Support

# Teacher Professional Development and Support

- Grade Level PD
  - August 13
  - “Grade Level Days”
  - Monthly After School Gatherings
- Tim and Coordinators in Buildings
- Web Site with Help Videos

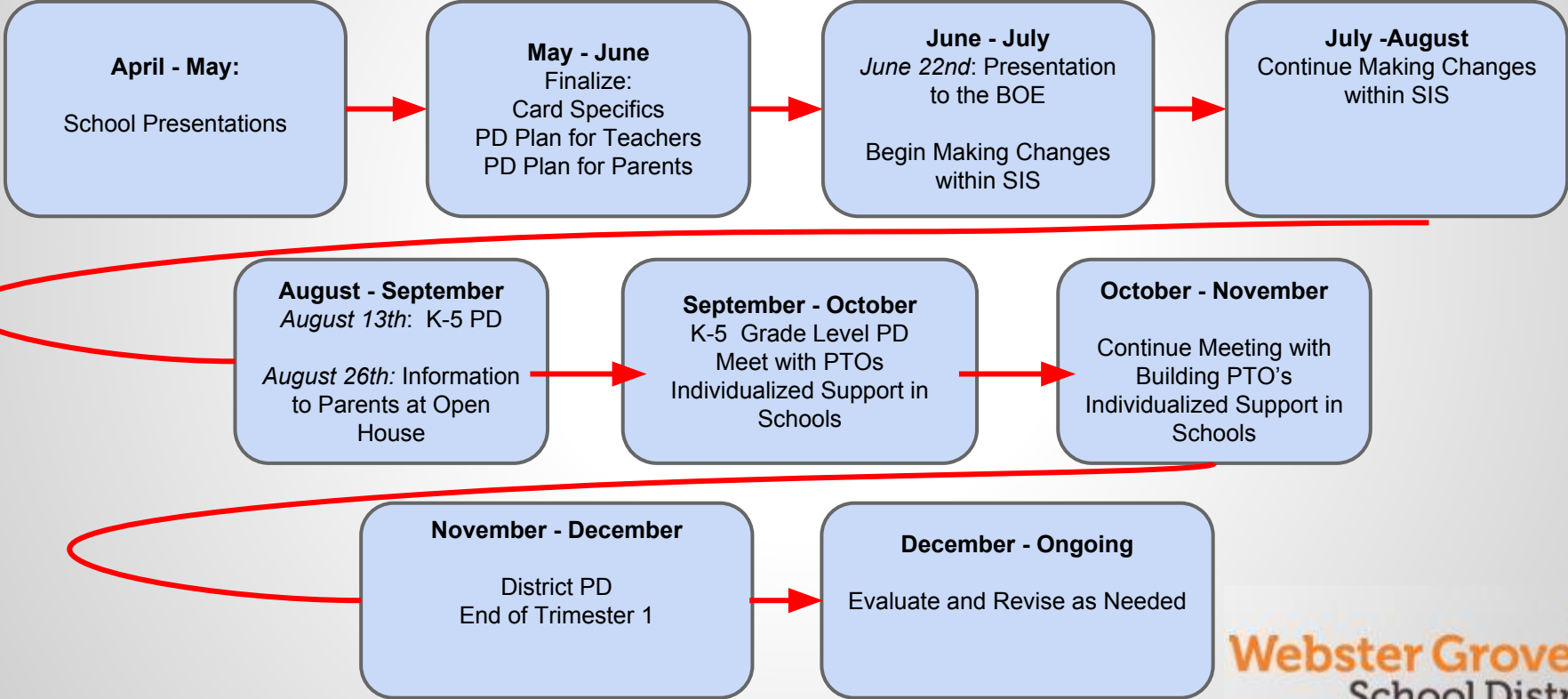
# Communication with Families

- Web Site
- District Produced and Shared Video
- PTO Presentations Scheduled for Fall
- Flyers Distributed at Open House
- Additional As Needed

# Process for Feedback and Revision

- Teachers and Staff: Survey staff following fall, winter, and spring implementation
- Parents/Guardians: Survey following fall and spring implementation
- Survey Results Reviewed by Staff Progress Report Committee, CCC, and PTO Leadership Group to determine if adaptations or modifications needed.

# Timeline for Changes



# Questions