

12-19-2022 BES Weekly Update

Hello BES Families!

I am writing today to share some information that will hopefully help you understand your child's progress report.

As I have previously shared, the COVID pandemic reduced time in school and learning time over the last couple of years. Accordingly, many of our students are not yet able to demonstrate mastery of the academic and social-emotional skills that are "normally" achieved at their ages. Here are a few tips and tools that will help you better understand how your child is progressing with their learning.

Standards at a Glance: First, please refer to the "Standards at a Glance" document for your child's current grade level. This document will show you what the expected scores are for students in that grade level at the end of trimester one. Students may only be expected to be achieving a score of "2" at this time. In these instances, they will be expected to achieve proficiency and earn a score of "3" in the second or third trimesters. You can find the Standards at a Glance by going to the BES web site (bes.sau80.org), selecting "For Parents" from the menu, and then selecting "Curriculum & Information", followed by "Curriculum" from the drop down menus. The last step is to select the link to your child's grade level.

Grade Level for Standards: Second, in order to determine if your child is working on and being scored on grade level standards, you can reference the number at the beginning of the standard. For example, "0K: Numbers and Quantities" is a kindergarten standard, denoted by the "0K" prefix. The standard, "1: Early Phonics/Decoding" is a grade one standard, denoted by the "1" prefix. Generally, students should be working on grade level standards. However, we do have a significant number of students who need more time and may be scored on standards from previous grade levels, particularly in areas such as decoding and reading fluency. In addition, students with learning disabilities may be working on standards from a previous grade level with their special education teacher. In this case, the special education teacher might score a student in second grade on a kindergarten standard that aligns with their IEP goals. In this instance, The classroom teacher might also score the student on the grade level standard presented in class, if the student has demonstrated evidence of learning at that level.

What Does that Score Mean?: Students in the Shaker Regional School District are scored on a four-point scale. For academic standards at the elementary level, students will receive scores between "1" and "3", as they are working on learning foundational knowledge and skills. The table on the next page provides a brief description of the scores and what they mean.

Score	Description
3	Proficient (Meets the standard)
2.5	Meets all of the requirements for level 2 (Progressing) and some of the requirements for level 3 (Proficient)
2	Progressing (Making progress toward meeting the standard)
1.5	Meets some of the requirements for level 2 (Progressing) independently, but requires help for other requirements
1	With help, has the simpler foundational knowledge
IE	Insufficient Evidence - Work is missing, incomplete, or subpar, so there is not enough evidence to demonstrate student learning

Teachers determine scores using student work and proficiency scales, which provide more detailed explanations of the learning targets (expectations) for each standard. Learning targets are frequently “I Know ...” or “I Can ...” statements that explain what students are expected to know or be able to do in order to demonstrate mastery or proficiency.

What if my Student is Behind?: We continue to provide support for students who are not meeting grade level expectations. The first level of support is small group or individual instruction in the classroom from the classroom teacher or a classroom assistant under the direction of the classroom teacher. Many students are currently also receiving interventions with one of our Title I teachers or tutors. These small group interventions are generally focused on reading and writing skills.

Viewing Progress Reports Online: You can now view your child’s progress report online. You will receive an email with a link to access the report on Friday morning (12/16).

Thank you for your continued support of our school and our students. As always, if you have any questions, please feel free to reach out to me or your child’s classroom teacher via email or the main office (603-267-6568). It is important for your child’s success that you are involved in their learning and understand these reports that provide an update regarding their progress.

Happy Holidays!

Ben Hill, Principal