Administrative Procedures for Reporting of Student Progress
(Attachment for Policy No. 212)

Purpose

The School District of Philadelphia ("District") adopts these Administrative Procedures to effectuate Policy 212 - Reporting of Student Progress. The purpose of these Administrative Procedures is to develop consistency in communication and engage educators, students, and parents/guardians in the process of improving student outcomes.

Procedures

The following Administrative Procedures should be used when reporting student progress to parents/guardians and students, and when reporting student progress in the aggregate at the school or District levels.

Reporting Individual Student Progress to Parents/Guardians and Students

The District shall use various methods to report student progress which include, but are not limited to the following:
1. Report cards: Quarterly standardized report cards shall indicate student progress at regular intervals each year
2. Interim reports: Interim reports shall contain updated information about student progress on graded work, and/or upcoming assignments or tests
3. Parent-teacher conferences
4. Other methods as determined by individual schools and in consultation with parents/guardians

These methods are intended to:
1. Communicate students' current performance, relative strengths, areas for growth, and goals for the end of the current school year;
2. Ensure collaboration between various stakeholders to ensure the identification, coherence, and support to enhance the student learning;
3. Provide a summary of information regarding the student's mastery of skills and concepts, academic achievement, development, and attendance records; and to
4. Provide resources for parent-teacher conferences, report cards, written correspondence, electronic mail, and electronic reporting through the District network consistent with Board of Education Policies 213, 215, 216, and 217.

The Responsible Parties for Reporting Students Progress to Parents/Guardians and Students

1. School-level professional staff are responsible for implementing the instructional expectations and regularly documenting student progress in the systems established by the Office of Information Technology, in consultation with other program offices.

2. School-level professional staff are also responsible for participating in scheduled identified progress monitoring meetings that are established by the Division of Academic Services and/or individual schools, to discuss research-based practices to support students' needs that impact academic performance.
    a. For example:
        i. Individualized Education Plan Meetings
        ii. Multi-Tiered System of Support
        iii. Inter-Agency Conferences
        iv. Parent/Guardian Conferences
        v. Professional Learning Communities
        vi. Grade or content meetings

3. The Division of Academic Services will develop and communicate the process for the translation of documents and translation services for effective communication among the District's diverse populations.

4. The Division of Academic Services will develop and communicate the approved yearly calendar, that includes District-wide assessment dates, recording quarterly progress dates, and dates for reporting/collaborating on student progress to parents/guardians and students.

Methods of Grading Student Progress

1. The Division of Academic Services will develop and communicate the expectations for grade level content, via instructional resources and guidelines for measuring student progress for quarterly and annual reporting.

2. The District's marking guidelines for Kindergarten and grades 1 through 12 are available on the District's website at:
   https://www.philasd.org/curriculum/curriculum-and-instruction/marking-guidelines/

3. Teachers must include timely opportunities for students to submit late work and makeup work procedures that promote student learning, engagement, and achievement.

4. Teachers can accept and award at least partial credit for late work turned in within three consecutive school days of the due date. Because of differences in short-term assignments, teachers have the option of giving students an alternative assignment. Students will be made aware of the deadline established by the teacher.

5. Accurate and complete documentation of each student's progress will be recorded by teachers in a timely manner.

The Process for Communication to Parents/Guardians and Students

1. Communications shall be timely and should reflect the availability of the following:

    a. Phone calls, conferences, open houses, or parent education meetings;

    b. Paper copies & electronic copies; and

    c. Translation or interpretation of reporting documents and services as required by law and Board of Education Policy 139.

2. The reporting of progress must include the following:
   a. Conferences and/or meetings to accommodate the attendance of all necessary stakeholders, depending on the meeting type, options for either in person, by phone, or virtual meetings.
   b. Four progress reports, in the form of report cards, are communicated to parents/guardians throughout the school year by the following methods:
      i. Parent portal; and/or
      ii. Printed and distributed as needed and/or requested.
   c. Four interim reports are communicated to parents/guardians throughout the school year by the following methods:
      i. Parent portal; and/or
      ii. Printed and distributed as needed and/or requested.

3. The SDP Parent/Family and Student Portals gives parents/guardians and students access to a student's academic progress.
   a. The District provides support to parents/guardians regarding how to access and navigate the SDP Parent Portal.
      i. The following link provides additional information: https://www.philasd.org/face/fr/parent-and-family-portal/
      ii. IT Family Help Desk can be reached at the following links and numbers:
         1. https://www.philasd.org/ithelpdesk/
         2. FamilyTechSupport@philasd.org
         3. (215) 400-4444

4. The Office of Evaluation, Research, and Accountability administers an annual District-Wide Survey where families and students have the opportunity to provide feedback about instruction, school-parent communication, and other topics.

5. Communications shall be in conformity with Policy 139 - Supporting Language Accessibility for Parents and Guardians Whose Primary Language Is Not English.

<u>The Process for Measuring and Reporting Student Progress in the Aggregate</u>

1. The Office of Evaluation, Research, and Accountability will identify, communicate, train, and provide technical support regarding the District-wide assessment(s).

2. In collaboration with the Division of Academic Services, the Office of Evaluation, Research, and Accountability will communicate, train, and provide technical support regarding federal and Commonwealth assessments for student Progress Accountability, currently Pennsylvania System of School Assessment (PSSA), Keystone, Pennsylvania

Alternate System of Assessment (PASA), Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS), Preliminary Scholastic Aptitude Test (PSAT), Scholastic Aptitude Test (SAT), and NOCTI assessments.

3. The Division of Academic Services will communicate the yearly student progress calendar with professional staff and stakeholders in accordance with Policy 803 - School Calendar.

4. The Division of Academic Services shall support each school leader to develop a communication plan for school-level progress monitoring meetings, interim reports, and quarterly progress report conferences.

5. Resources will be provided to school leaders about best practices for informing parents/guardians about student progress.

Maintenance Schedule

These Administrative Procedures will be reviewed annually, or upon the occurrence of a triggering event.

Related Information

Policy 213 - Assessment of Student Progress
Policy 215 - Promotion and Retention
Policy 216 - Student Records
Policy 217 - Graduation Requirements