



NASHOBA

Regional School District

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Michael L. Wood
Superintendent

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George P. King, Jr.
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To: Nashoba Regional School Committee
From: Michael L. Wood, Superintendent of Schools
Re: Comprehensive Reporting System

June 2, 2009

I understand that there is considerable apprehension and there are many questions regarding the District's proposed development of a Comprehensive Reporting System for PK - 12. I assure you that our District will not make any substantive decisions without a solid public vetting process.

The staff and administration is fully committed to developing a model that parents will say that they want, is informative, and is efficient in terms of the expectations we place on teachers and staff. We have learned a lot from our initial parent forum. Clearly, over the last few years of implementation at the early grades, we did not take into account the full understanding of feedback that some parents were providing. We have invested a great deal of time, money, and resources developing standards based curriculum, initial assessments, and we believe that it is best for educating all children. We believe that the Massachusetts Reform Act of 1993 mapped out the requirement that we embark on using standards in our classrooms. No Child Left Behind further requires that we use standards in our curriculum and assessment practices and that through a statewide assessment system we report annually to parents and students on student performance. The New England Association of Schools and Colleges (NEASC) also has requirements that we share with students how they are performing relative to standards. All of these, along with our professional opinions regarding the value of standards and how they help move students to high performance are the basis for our belief that parents, students and teacher should actively be engaged in a conversation about student performance relative to standards.

To review, briefly, to clarify some initial misconceptions:

1. We will not be changing the high school transcripts as part of any process.
2. We will not be ending "grades as you know them"; we will be enhancing them with more information aligned to the standards they address.
3. It is not our intention to add to the workload of teachers. Aligning instruction with assessment and reporting is a more efficient and concise approach and we believe this will provide our teachers with more meaningful instruction to our students.

What we will be doing:

1. Creating a District Design Team around this topic
 - a. Parents, Staff, Administration
 - b. Liaisons from School Advisory Councils
2. Focusing our efforts in 2009 – 2010 on training faculty K-12 to use the rating scale
 - a. Embedding the rating scale in existing rubrics that teachers use.
 - b. No new district wide assessments need be created.

"To educate all students to their fullest potential."

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Facilities Management

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3. This committee can assess at the end of the year what kind of pilot is necessary and how it is to be launched for grades 1 -5 for 2010 – 2011.
 - a. Any pilot we undertake will involve a small population of students, and parents at grades 1-5 would only get the one report card (grades will be available for Bolton where they are given in grade 5.)

4. The committee can draft the recommendations for future work using current information from our own staff, DESE, NCLB legislation, and NEASC agencies.
 - a. All of these agencies are in sync that schools need to align standards taught and reporting progress relative to these standards. They do not get prescriptive as to how this should be done.

Whether we report on standards K – 12 should not be the question, it should be how we report. I hope that the school committee agrees, and you will show leadership on this important issue and guide it with wisdom, pragmatism, and education for what it means for kids and learning.

Revised 6-2-2009; Replaces memo 5-22-2009

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