

| | |
|--|---------------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: IKE-R |
| DATE OF ADOPTION: DECEMBER 12, 2005 | PAGE 1 OF 10 |

STUDENT PERFORMANCE STANDARDS GUIDELINES

Dover Public Schools Student Performance Standards

The Dover Public School system values academic excellence, and we believe that learning should be a rigorous, challenging experience for all students. The Dover Public Schools' *Student Performance Standards* policy seeks to ensure that all students in the district have attained a minimum level of achievement before they advance to the middle school, to the eighth grade, or to high school. Multiple measures of academic achievement, including performance on standardized assessments as well as grades, shall be used to monitor students' progress.

Teachers and parents should be in regular contact throughout the year, working together to support academic, physical, and emotional growth of every student. Teachers will also be in regular contact with guidance counselors, special education personnel, and administrators regarding the particular needs of students. The Teacher Comment Form, which teachers must submit for those students entering fifth, eighth, or ninth grade who have been required to participate in an intervention program, provides an opportunity for teachers to provide a narrative on each student. The form will provide Dover teachers and administrators with a perspective on students' strengths and weaknesses, and how students may or may not have achieved particular goals during this academic year. The form will add a qualitative element to the quantitative data presented by course grades and the results of standardized tests.

Grade 4

To advance to grade five, students must either meet all requirements or participate in an intervention program.

- Students must receive a passing grade in Mathematics in grade four.
- Students must receive a passing grade in Language Arts in grade four. This grade may represent an average of several related classes in Language Arts, such as writing, reading, or spelling.
- Students must achieve a minimum standard score on one of the following standardized tests in grade four:

| Test | Passing Score |
|---|---------------|
| Reading (Northwest Evaluation Association – NWEA) | 25%ile |
| Mathematics (NWEA) | 25%ile |

AND

- Students must be in attendance 162 or more of the total 180 days required by the state of New Hampshire.

Sending principals will review all information and will be responsible for making the final decision regarding advancement to fifth grade.

Grade 7

To advance to grade eight, students must either meet all requirements or participate in an intervention program.

Students must receive passing grades in all of the following subjects in grade seven:

- Language Arts
- Mathematics
- Social Studies
- Science
- Students must achieve a minimum standard score on one of the following standardized tests in grade seven:

| Test | Passing Score |
|--------------------|----------------------|
| Reading (NWEA) | 25%ile |
| Mathematics (NWEA) | 25%ile |

AND

- Students must be in attendance 162 or more of the total 180 days required by the state.

Sending principals will review all information and will be responsible for making the final decision regarding advancement to eighth grade.

Grade 8

To advance to grade nine, students must either meet all requirements or participate in an intervention program.

Students must receive passing grades in all of the following subjects in grade eight:

- Language Arts

- Mathematics
- Social Studies
- Science
- Students must achieve a minimum standard score on one of the following standardized tests in grade eight:

| Test | Passing Score |
|--------------------|----------------------|
| Reading (NWEA) | 25%ile |
| Mathematics (NWEA) | 25%ile |

AND

- Students must be in attendance 162 or more of the total 180 days required by the state.

Sending principals will review all information and will be responsible for making the final decision regarding advancement to ninth grade.

School District Assistance

Dover educators, including teachers, principals, and special educators, will monitor data on student grades, performance on standardized assessments, and attendance, along with other indicators, in order to identify students who may need intervention and remediation.

Dover educators will develop individualized plans to respond to the diverse needs of students. Intervention and support services may include the following:

- Saturday School
- Conferences with teachers, parents, guidance personnel and administrators
- After school tutoring
- Read 180; Read XL, and other reading / Title One support services, as available
- Summer School
- Retention

Extensive research on the needs of children at-risk has shown unequivocally the significance of noncognitive variables, such as adult role models or leadership opportunities, in determining students' success. An intervention plan should consider the social and emotional sources of academic concerns. Through ongoing, open communication with a variety of resources in the Dover community, we should seek to maintain a link between nonacademic interventions and

academic ones. These resources, which may be coordinated through the wrap-around process, may include:

- Hub
- Community Partners
- Adult Learning

Dover educators will communicate with parents on a regular basis regarding student performance, keeping them informed as remediation plans are developed. Parents play a key role in supporting Dover's student performance standards, since they participate in conferences with teachers and help to monitor how students are progressing through various support services.

Dover Public Schools Student Profile

The purpose of this form is to support the district's Student Performance Standards policy by identifying students in grades four, seven, and eight who may need remediation services. Teachers should maintain this profile sheet for *all* students in grades four, seven, and eight. The form should be updated throughout the year, since test results and academic grades will be added on an ongoing basis. It is important to maintain this worksheet for all students in grades four, seven, and eight to identify easily students who may need an intervention program.

required to participate in an intervention program. In the event a principal decides to retain a student at a particular grade level, this profile sheet shall be a key resource in documenting the lack of expected progress on several indicators.

The forms for all students in grades four, seven, and eight should be reviewed regularly by teams of teachers and administrators in each building. The purpose of these reviews is to identify emerging concerns, and brainstorm appropriate interventions. Teachers should use this profile sheet to monitor students' progress on the various remediation strategies that may be offered. The teacher comment form provides an opportunity for teachers to write a narrative describing their experiences and how they have supported students' work throughout the year. The teacher comment form only needs to be completed for those students who have been

Together, these documents will form a portfolio that may accompany certain students throughout their educational career in Dover. Perhaps one student will require only one intervention in grade four, while another may require a series of different interventions over a period of time to ensure success. A third student may require the same, consistent intervention over a several-year period. The portfolios will bolster the communication and coordination between and among schools in the district. At the Middle School, teachers and administrators will be able to check on their portfolios of certain students to see what interventions have been tried and how successful they have been. Likewise, at the High School, decisions can be made based on a systems perspective, since we will have information on interventions over a longer period of time for certain students.

=====

Student Name: _____
 Parent/Guardian: _____ School: _____

Grade 4

Sending principals will review all information and be responsible for making final decision regarding student advancement.

To advance to grade five, all requirements must be met, or students may be required to participate in an intervention program.

_____ Passing Grade in Mathematics in Grade Four.
 _____ Passing Grade in Language Arts in Grade Four. This grade may represent an average of several related classes in Language Arts, such as writing, reading, or spelling.

Students must receive passing scores on one of the following standardized tests in grade three and one in grade four:

| Test | Student Score |
|--------------------|---------------|
| Reading (NWEA) | |
| Mathematics (NWEA) | |

_____ Teacher comment form must be submitted for students who require an intervention program.

AND

_____ Attendance during fourth grade. Students should be in attendance 162 or more of the total 180 required by the state.

=====

Student Name: _____
 Parent/Guardian: _____ School: _____

Grade 7

Sending principals will review all information and be responsible for making final decision regarding student advancement.

To advance to grade eight, students must achieve passing grades in all of the following subjects in grade seven, or students may be required to participate in an intervention program.

- Passing grades in Grade Seven:*
- _____ Mathematics
 - _____ Social Studies
 - _____ Science
 - _____ Language Arts

Students must achieve minimum standard scores on one of the following standardized tests in grade seven:

| Test | Student Score |
|--------------------|---------------|
| Reading (NWEA) | |
| Mathematics (NWEA) | |

_____ Teacher comment form must be submitted for students who require an intervention program.

AND

_____ Attendance during seventh grade. Students should be in attendance 162 or more of the total 180 required by the state.

=====

Student Name: _____
 Parent/Guardian: _____ School: _____

Grade 8

Sending principals will review all information and be responsible for making final decision regarding student advancement.

To advance to grade nine, students must achieve passing grades in all of the following subjects in grade eight, or students may be required to participate in an intervention program.

- Passing grades in Grade Eight:*
- _____ Mathematics
 - _____ Social Studies
 - _____ Science
 - _____ Language Arts

Students must achieve minimum standard scores on one of the following standardized tests in grade eight:

| Test | Student Score |
|--------------------|---------------|
| Reading (NWEA) | |
| Mathematics (NWEA) | |

_____ Teacher comment form must be submitted for students who require an intervention program.

AND

_____ Attendance during eighth grade. Students should be in attendance 162 or more of the total 180 required by the state.

| | |
|--|---------------------------|
| DOVER SCHOOL DISTRICT | POLICY CODE: IKE-R |
| DATE OF ADOPTION: DECEMBER 12, 2005 | PAGE 9 OF 10 |

Since parents are an important part of the remediation process, they should consult with teachers and administrators responsible for devising the action plan and making retention / promotion decisions.

In the event a parent chooses to appeal a retention decision made by a principal, the appeal would go to the Directors of Curriculum for grades K-6 and 7-12 for review and recommendation to the school board.

The final decision to promote, retain or provide an alternative plan for all students will be made no later than August 15.

Signed:

Teacher

Teacher

Curriculum Advisor

Principal

Parent

Date

