



WELCOME TO

*How do I know how
my child is doing in
school?*



Presented by: The Office of Teaching and Learning,
led by Dr. Gina Flanagan, Assistant Superintendent of the department, and
Dr. Maria Kolbe, Director of Multi-Tiered Systems of Support (MTSS)

You will leave with more confidence in
answering the question:

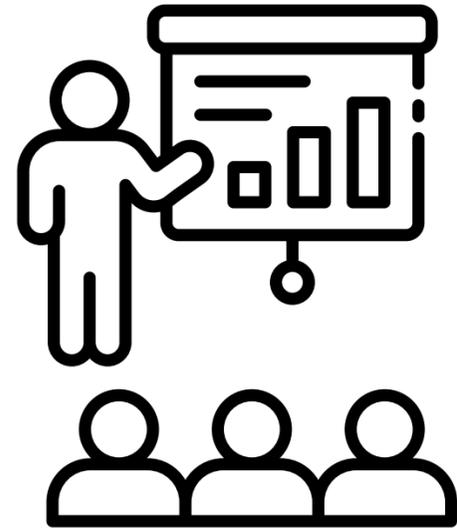
**How do I know how my child is
doing in school?**



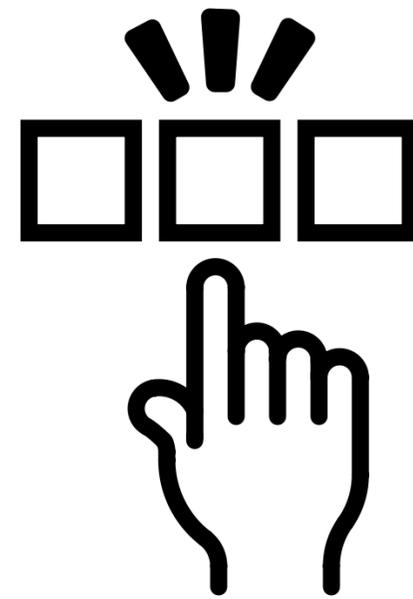
OUR TIME TOGETHER TONIGHT



Welcome!



Overview
Presentation

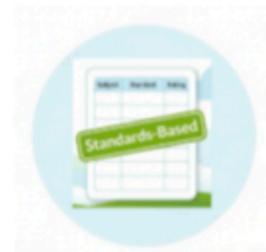


Learning More



Closing

Tonight will focus on our comfort with the reports themselves.



Progress Reports

2x a year



Star Assessment Reports

3x a year, grades 1-5
2x a year, Kindergarten



MCAS Report

1x a year



Early Literacy
Screening Letter

Up to 2x a year, for
students who meet
criteria

Individuals at the stations can't answer instructional questions about your child, but can help with questions in understanding what the report is communicating.

Our Thrive Promise

“

Where every student can thrive.
Every student is known, challenged, and supported.

PORTRAIT OF A LEARNER

ADAPTABILITY

Demonstrate the ability to adjust their learning strategies, behaviors, and thinking to effectively navigate changing situations, new challenges, or different learning environments within the classroom.

EMPATHY

Embracing diverse perspectives with flexible thinking, compassion, and cultural awareness to adapt, connect, and create meaningful growth.

LEARNER'S MINDSET

Demonstrates the ability to stay curious, persevere through challenges, take risks, reflect on mistakes, and use feedback to grow. It involves asking thoughtful questions, taking risks, seeking opportunities to learn, supporting others, and approaching tasks with a focus on growth and understanding rather than outcomes.



COMMUNICATION

Seeks to understand other perspectives, articulates thoughts and ideas, and communicates across multiple contexts.

CRITICAL THINKING

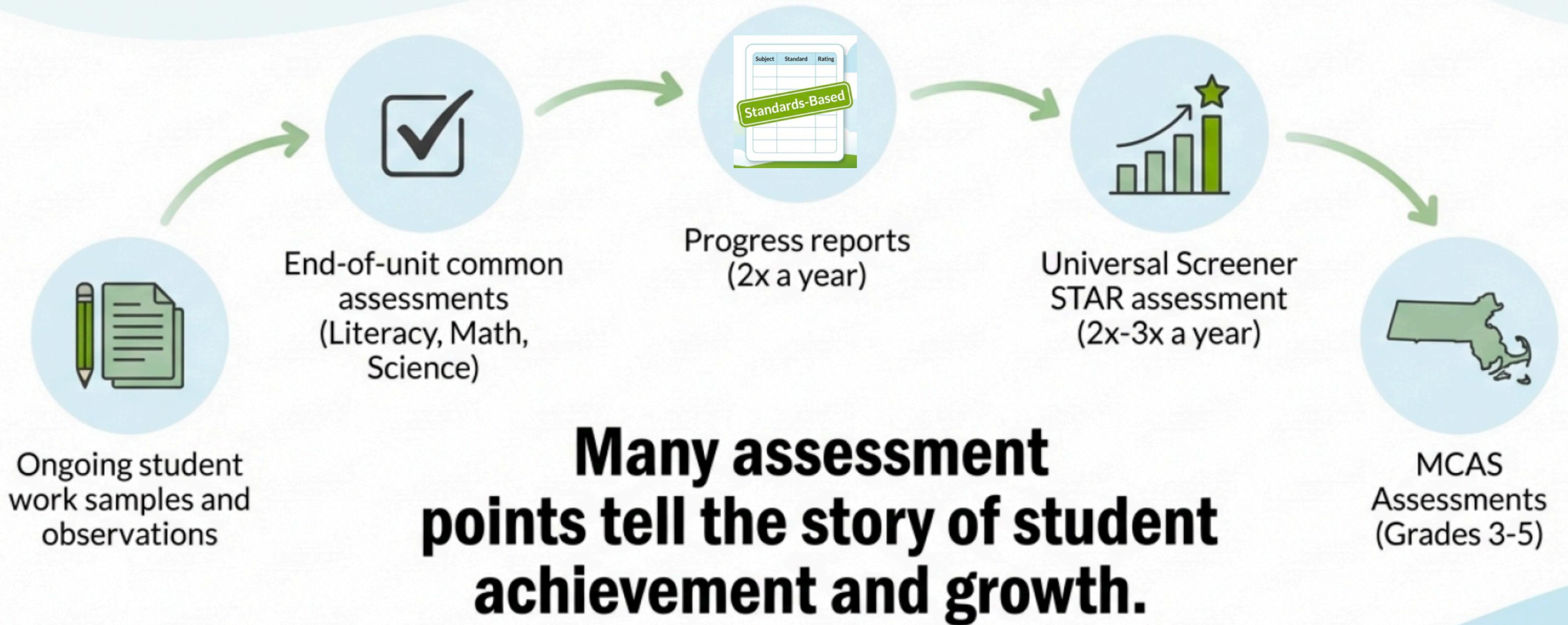
Questioning deeply, analyzing rigorously, and collaborating effectively to solve complex problems with clarity and reason.

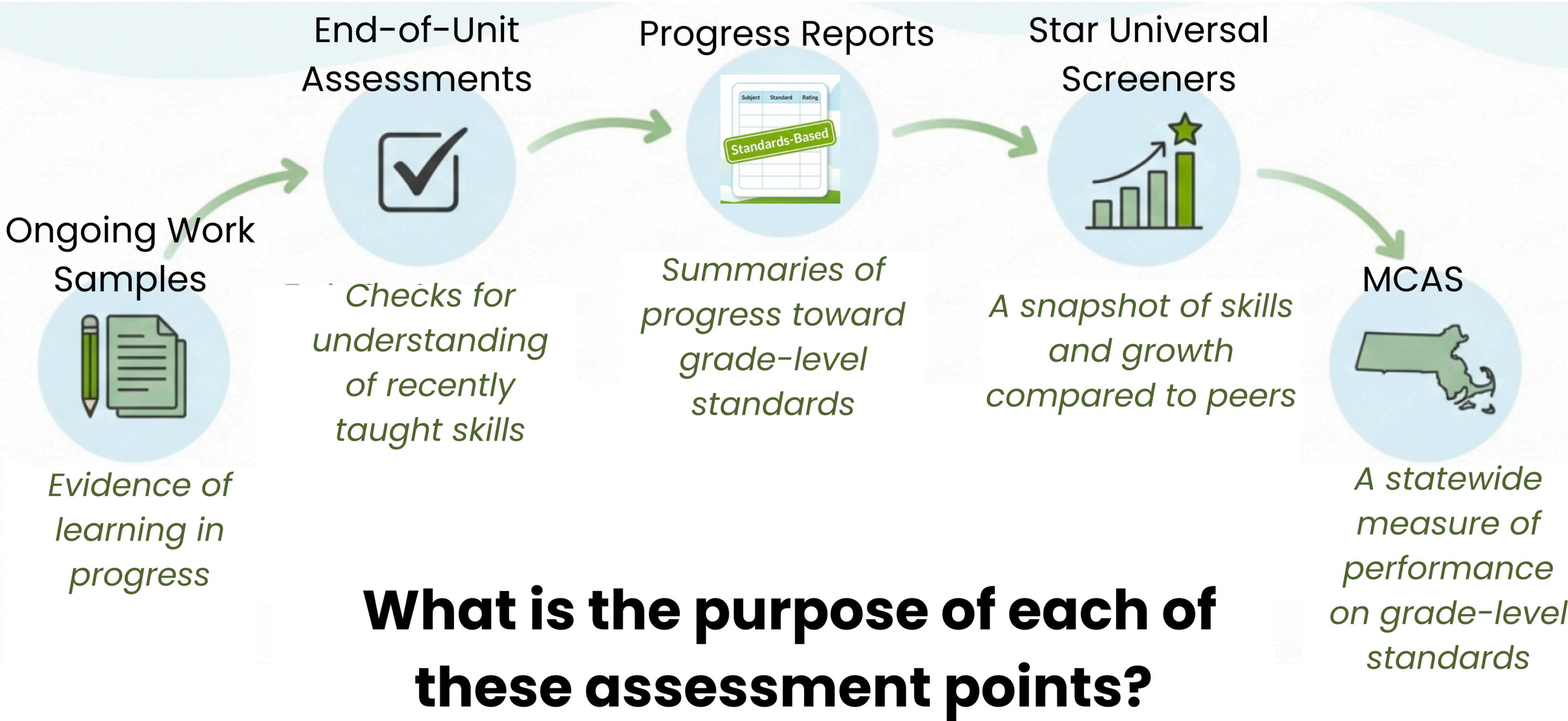


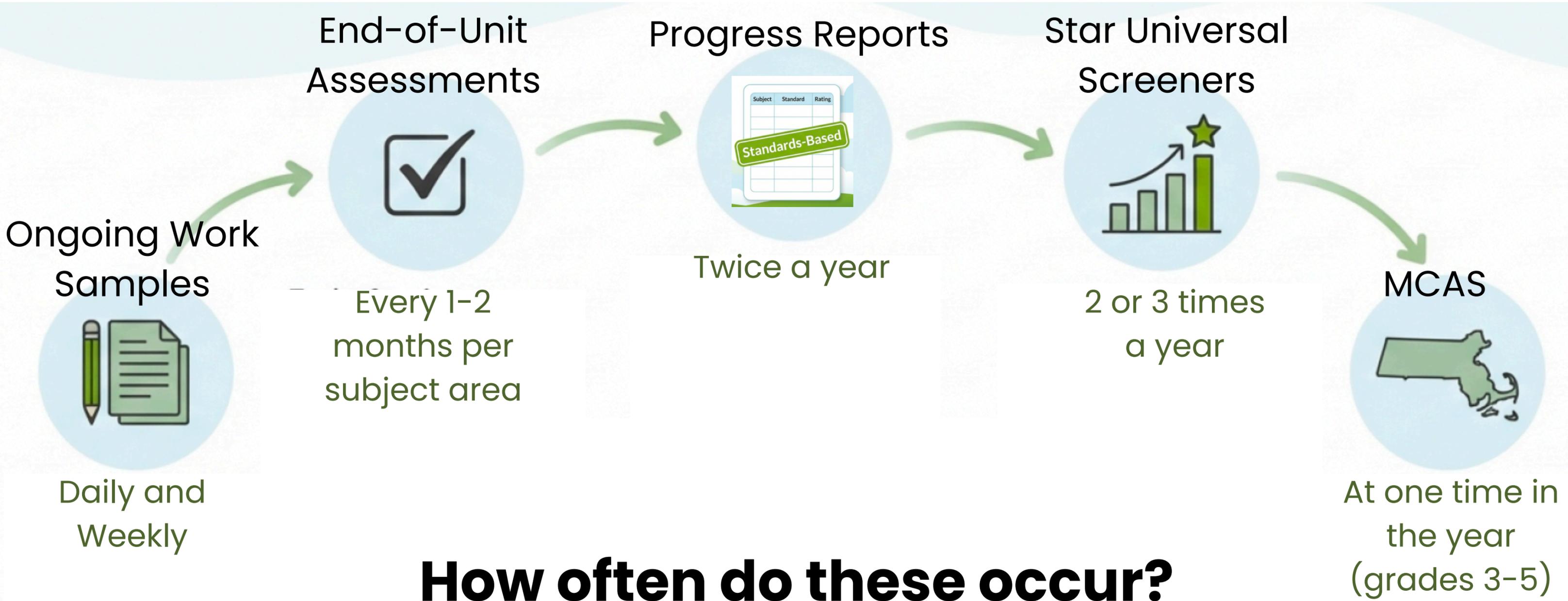
**WHAT DRIVES
THE
INSTRUCTION
YOUR CHILD
RECEIVES?**



OUR ASSESSMENTS







Strengthening our Social-Emotional Learning (SEL) Data Points

Survey Purpose:

The purpose of the survey is to gauge students' feelings about:

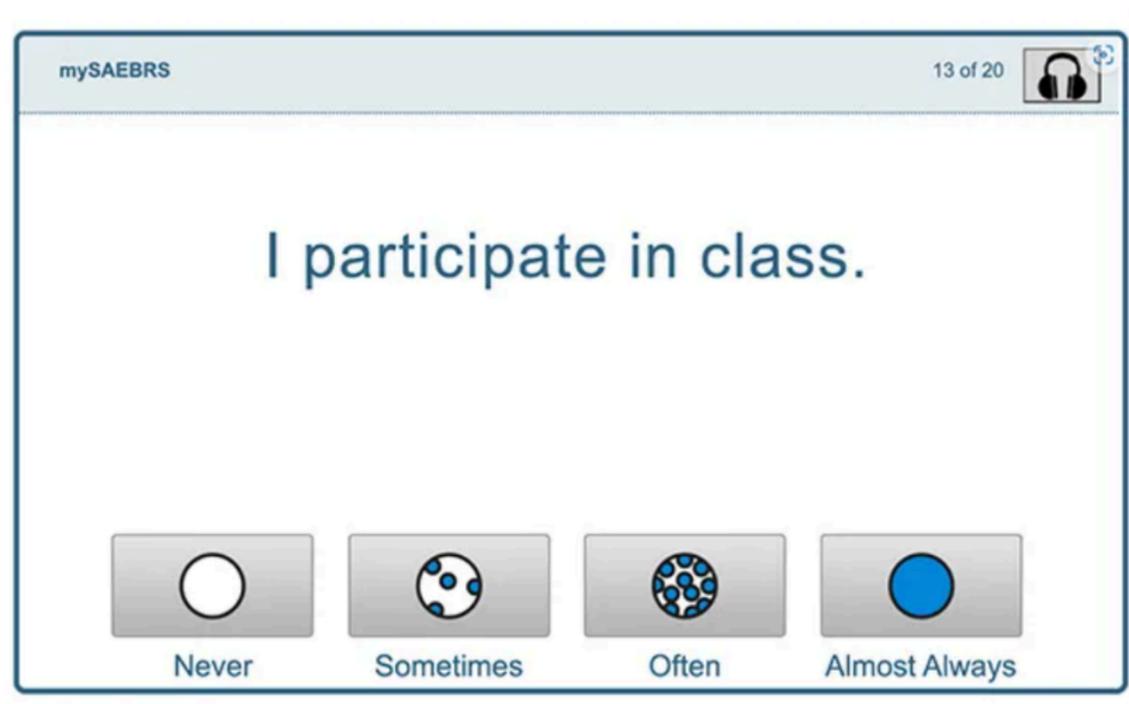
- Relationships with adults in school
- Relationships with peers in school
- Engagement with academic learning
- Sense of belonging at school
- Sense of being able to support peers
- Sense of empathy with others
- Access to and usefulness of academic support
- Access to and usefulness of emotional and behavioral support
- Participation and sense of belonging in sports, clubs and other school activities (middle school and high school only)

NPS Connectedness Survey

- Student survey that is administered starting in grade 3 in the Winter.
- The survey takes students about 15 minutes to complete.

Responses are confidential, and so the district can look at trends but does not inform student-level instructional decisions.

Strengthening our Social-Emotional Learning (SEL) Data Points



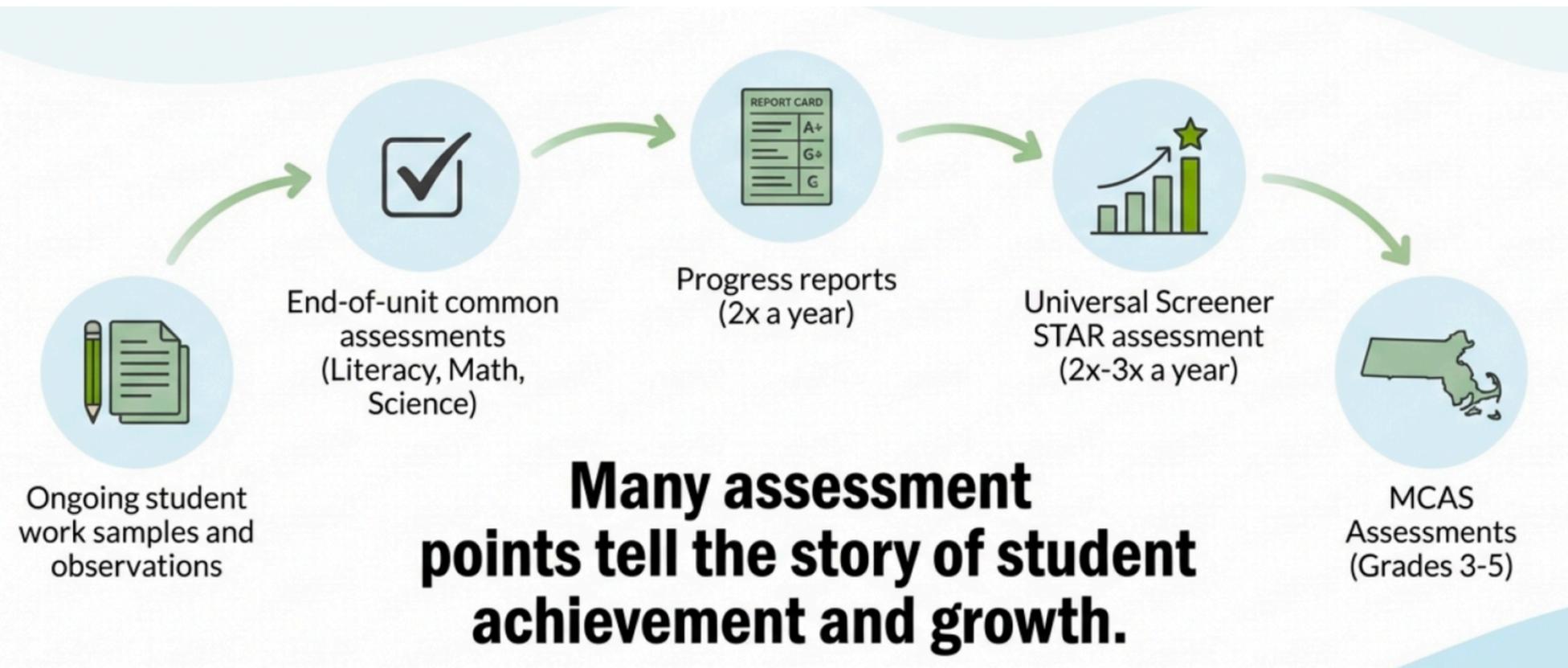
SAEBRS

Social, Academic, Emotional,
Behavioral Risk Screener

- *mySAEBRS allows students in grades 2-12 to self-assess their own social, academic, and emotional skills within school.*
- *The self-assessment about 3-5 minutes to complete.*

Additional SEL data points occur in secondary, including the SOS Signs of Suicide and Wayfinder Waypoints.

Turn and Talk



With a partner.

- What was new information that you heard?
- What is something you are wondering about?

WHAT INFORMATION COMES HOME?



Progress Reports

2x a year



MCAS Report

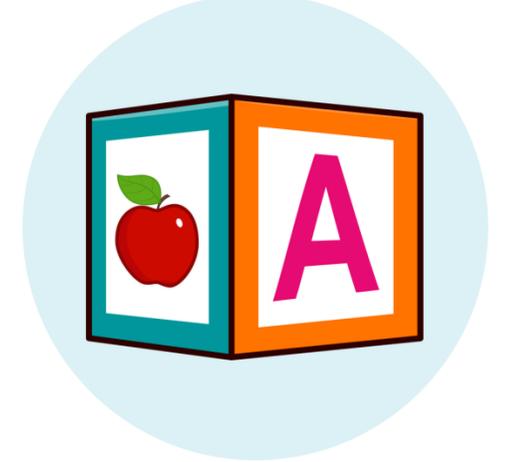
(receive when students are in grades 4-5)

1x a year



Star Assessment Reports

3x a year, grades 1-5
2x a year, Kindergarten



Early Literacy
Screening Letter

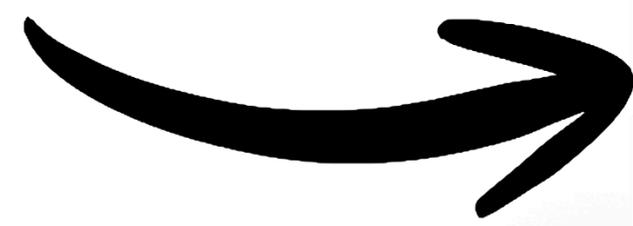
Up to 2x a year, for students who meet criteria



PROGRESS REPORTS

How is my student doing with the state standards for their grade level?

Progress report items are categories which include many learning standards and are assigned a number 1-4 (or n/a).



Academic Performance Indicators:

A four-point scale describes your child's performance level in relation to academic learning standards.

Level	Student Performance
4	Consistently exceeds standard
3	Meeting expectations for standard at this time of year
2	Making progress toward standard, but not meeting expectations for this time of year.
1	Making limited or inconsistent progress toward standard.
N/A	Not Applicable



Reports cards are prepared by educators and shared with caregivers in January and June.

ENGLISH LANGUAGE ARTS	JAN	JUN
Foundational Skills	3	3
Reading Fluency	3	3
Literature and Informational Text Comprehension	3	3
Writing Structure and Development	3	3
Language - Writing	2	3
Language - Speaking	3	3
Speaking and Listening	3	3

HISTORY & SOCIAL SCIENCE	JAN	JUN
Skills	3	3
Concepts	3	3
Perspective Taking	3	3

MATHEMATICS	JAN	JUN
Operations and Algebraic Thinking	3	3
Number and Operations in Base Ten	3	3
Number and Operations - Fractions	N/A	3



PROGRESS REPORTS

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MATHEMATICS	JAN	JUN
Operations and Algebraic Thinking	3	3
Number and Operations in Base Ten	3	3
Number and Operations - Fractions	N/A	3

This reporting system shows student performance as progress towards learning standards for the grade level, not in comparison to performance of other students.



MCAS REPORTS

Your Student's Overall Results in 2025

English Language Arts

Meeting Expectations

Score

502

(Score range: 440-560)

Mathematics

Meeting Expectations

Score

509

(Score range: 440-560)

How is my child doing compared to the grade-level standards in Massachusetts?

This assessment is summative, meaning it is designed to capture overall mastery of the state standards as a whole for the previous school year.



MCAS REPORTS

Your Student's Scaled Score and Achievement Level

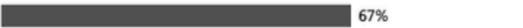
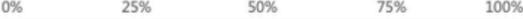


Scaled Score Comparison

This table shows how your student performed compared to students in their school, district, and state.

Year	Grade	Student Score	Average Scores		
			School	District	State
2025	3	502	510	504	494

How Your Student Performed in Each Reporting Category

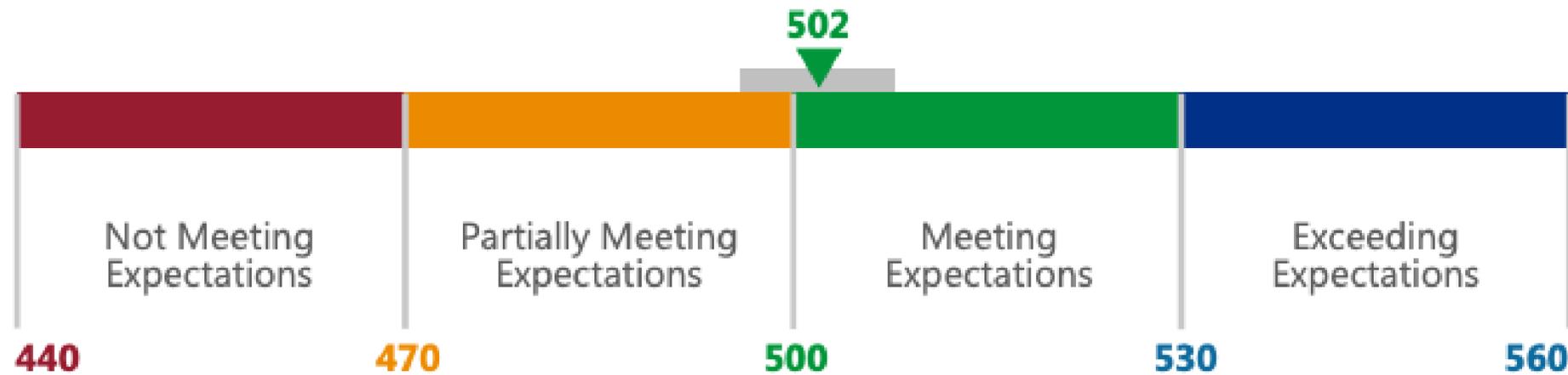
Reporting Category	Total Earned Points	Total Possible Points	% of Total Possible Points Earned
Language (LA)	8	12	Student  67%
			School  68%
			District  63%
			State  54%
			
Reading (RE)	17	28	Student  61%
			School  70%
			District  65%
			State  56%
			
Writing (WR)	2	4	Student  50%
			School  30%
			District  28%
			State  20%
			

English Language Arts

The report you receive comes from the Department of Elementary and Secondary Education (DESE), and breaks down your child's achievement by category and by question.



MCAS REPORTS



Achievement Level Descriptors

Exceeding Expectations

A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.

Meeting Expectations

A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.

Partially Meeting Expectations

A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.

Not Meeting Expectations

A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.



STAR REPORTS

How is my child doing academically compared to students across Massachusetts (or the United States as a whole)?

Renaissance Star Math

3 Stop Test

$2 + 3 = \underline{\quad}$

- A 2
- B 3
- C 4
- D not given

Renaissance Star Reading

12/34 **Kenneth Dukas** Stop Test

Leslie curled up in a chair on the porch. She closed her eyes and tuned into her surroundings. She smiled at the familiar sounds of her neighbor rustling his newspaper and the floorboards creaking beneath his rocker. She laughed as the neighborhood boys raced by on their bicycles. The rattle of the cards pinned to the spokes of their wheels added a beat to the music of the street.

How does the author's use of sensory detail affect the story?

- 1 The sounds help the reader imagine the neighborhood.
- 2 The music is too loud and bothers Leslie.
- 3 The creaking noises give it a mysterious mood.

Renaissance Star Early Literacy

k

h k t

Pick the letter that makes the sound k.

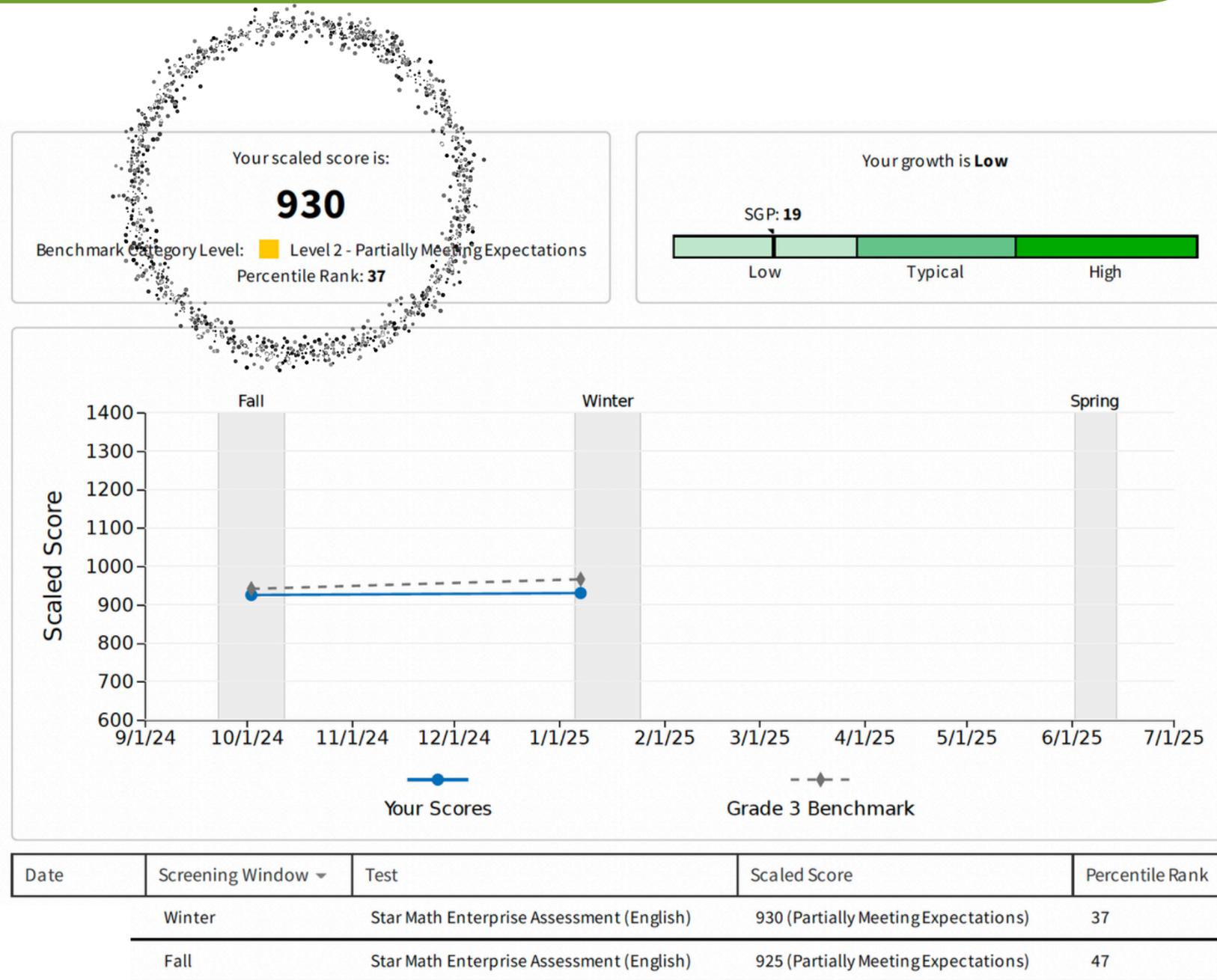
Star Reports share the Literacy and Math scores from the Star Literacy and Math assessments.

This assessment is formative, meaning this is to inform instruction at the classroom level and measure impact of our instruction over time (growth!).



STAR REPORTS

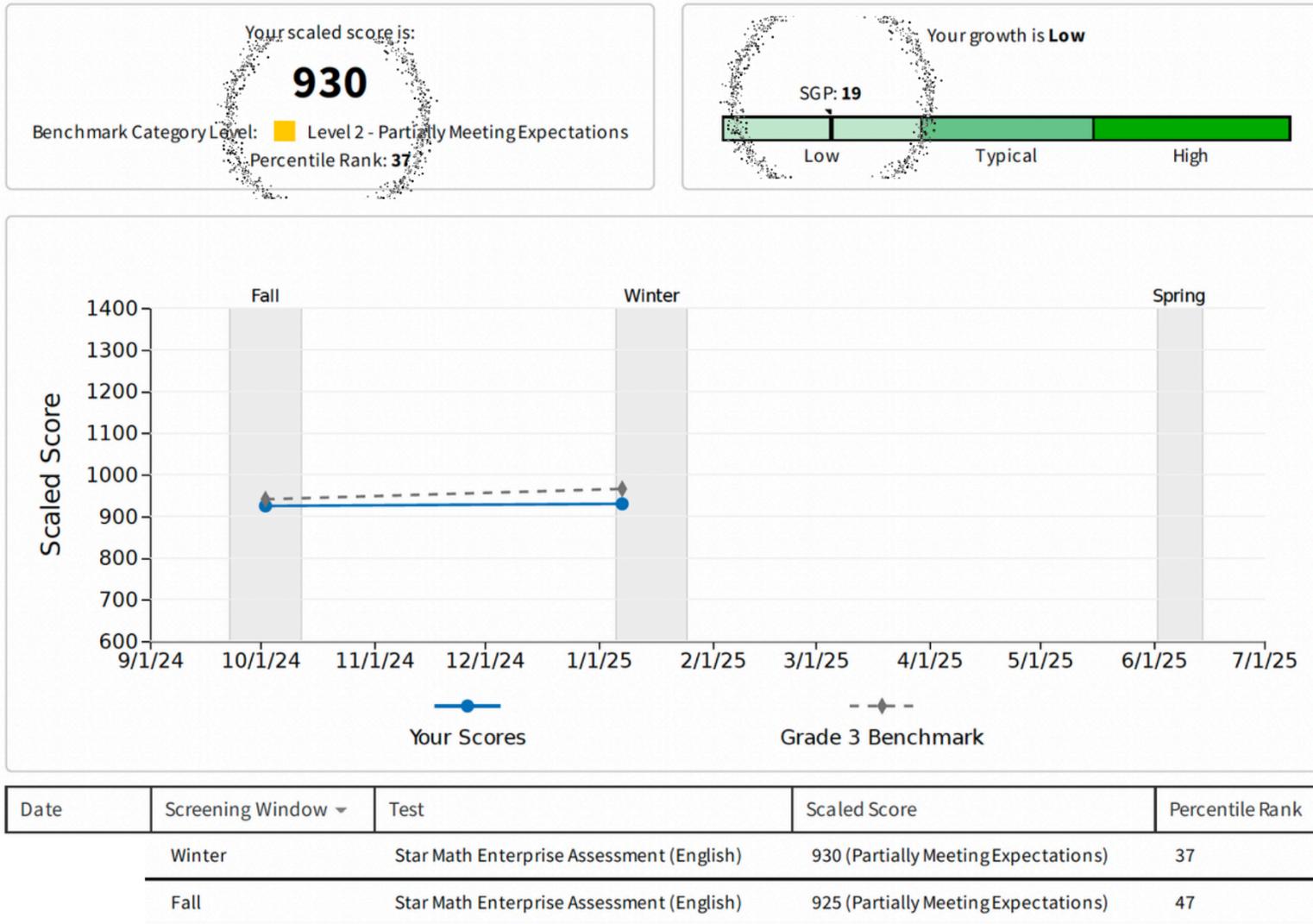
Scaled Score: calculated based on the difficulty of Star assessment questions and the number of correct responses. Can be used to compare student performance across grade levels



Percentile Rank: a norm-referenced score that provides a measure of a student's ability compared to other students in the same grade nationally.



STAR REPORTS



Student Growth Percentile:
compares a student's growth to that of their academic grade-level peers nationwide

Familiar Benchmark Categories:
Same Terminology as the MCAS Report!

Not Meeting Expectations ■

Partially Meeting Expectations ■

Meeting Expectations ■

Exceeding Expectations ■

Are specific to grade-levels, and are based on linking studies by Renaissance





STAR REPORTS

Learning Areas

These domain scores range from 0-100, and represent estimated percent of mastery at a third grade level.

Algebra	Score	Geometry	Score
Operations and Algebraic Thinking	● 48	Geometry	■ 75
Measurement and Data	Score	Number and Operations	Score
Measurement and Data	● 41	Number and Operations in Base Ten	● 52
		Number and Operations—Fractions	● 26

What do the Red, Yellow, and Green colors mean at the bottom of the report?

● Beginning: 0-59 percent mastery

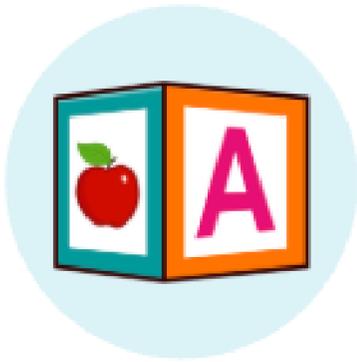
■ Developing: 60-79 percent mastery

▲ Secure: 80-100 percent mastery

Expected at the beginning of the school year.

Expected by the second half of the school year.

Expected by the end of the school year.



EARLY LITERACY/DYSLEXIA SCREENING LETTER

Dear Family of:

I am writing to share information about your child's results on Newton Public Schools' early literacy universal screening assessments, which provide information about skills related to successful reading and help teachers understand a student's risk of facing reading challenges, including the risk of dyslexia. They are required by [Massachusetts regulation 603 CMR 28.03\(1\)\(f\)](#).

Your child was assessed in November using the Star Early Literacy Assessment and a Star curriculum based measure (CBM) subtest: rapid automatized picture naming.

Your child's assessment scores and screening benchmark scores for this time of year are in the table below. These scores are percentile ranks.

Assessment	Your child's percentile rank	Universal Screener percentile rank cut score
Star Reading/Early Literacy	21	25
Star CBM RAN - Rapid Picture Naming	77	20

At this time, one or both of your child's scores fall in the significantly below benchmark range.

As a reminder, early literacy universal screening assessments are used to determine a student's risk for

The letter shares the Star Assessment score (also on the Star Report), along with additional assessments required by the state of Massachusetts.

This letter notifies families that:

1. Your child will receive differentiated or supplementary evidence-based reading instruction.
2. Your child's reading progress will be closely monitored, adjusting instruction as needed.

TIMELINE OF COMMUNICATIONS: GRADES 1-5



Star Assessment Reports



MCAS Report



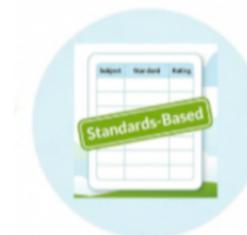
Star Assessment Reports



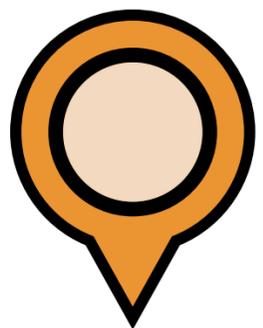
Progress Reports



Star Assessment Reports



Progress Reports



**End of
September**

October
(Grades 4-5)

January

June

TIMELINE OF COMMUNICATIONS: KINDERGARTEN



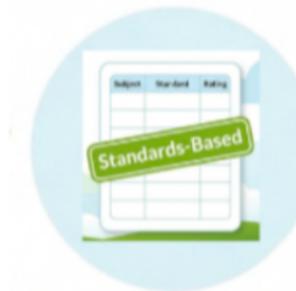
Star Assessment Reports



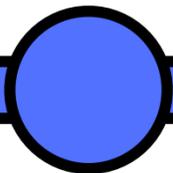
Progress Reports



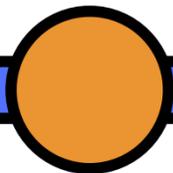
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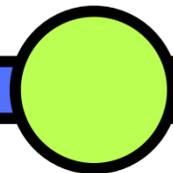
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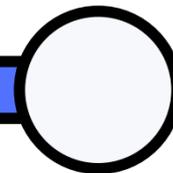
November



January



March



June



Reflection



Progress Reports

2x a year



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2x a year, Kindergarten



MCAS Report

1x a year



Early Literacy
Screening Letter

Up to 2x a year, for
students who meet
criteria

**What do you want to learn more
about?**

**LEARNING
MORE**



WORKSHOP TIME

Explore these topics in more detail.

Understanding STAR Reports

Decoding the national comparison.



Early Literacy Screening

Understanding Dyslexia Screener letters (K-3).



Understanding the Progress Report

Navigating standards-based grading.



Understanding MCAS Reports

Analyzing state mastery.



Families can choose topics based on their child's grade level and needs.

CLOSING



Let's return for our question from
today:

**How do I know how my child is
doing in school?**



