



DoDEA REGULATION 1377.01

STUDENT PROGRESS REPORTS

Originating Division: Education-Standards and Curriculum

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Incorporates and cancels: DoDEA Regulation 2000.10, "Department of Defense Dependents Schools Progress Reports," August 1, 1995

DoDEA Directive Type Memorandum 09-E-001, "Electronic Gradebook System Policy for Grades 4-12", August 25, 2009

Approved by: Thomas M. Brady, Director

Purpose: This Issuance provides system-wide policy and responsibilities for reporting of student achievement progress in accordance with DoD Instruction 1342.12 and DoD Manual 1342.6.

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SECTION 1: GENERAL ISSUANCE INFORMATION

1.1. APPLICABILITY. This Issuance applies to:

- a. The Office of the Director, DoDEA; the Principal Deputy Director and Associate Director for Academics, DoDEA; the Associate Director for Financial and Business Operations, DoDEA; the Chief of Staff, DoDEA; the Director for Student Excellence, DoDEA Americas/Associate Director for Performance and Accountability (formerly the Director, Domestic Dependent Elementary and Secondary Schools, and Department of Defense Dependents Schools, Cuba (DDESS/DoDDS-Cuba)); the Director for Student Excellence, DoDEA Europe (formerly the Director, Department of Defense Dependents Schools, Europe (DoDDS-E)); the Director for Student Excellence, DoDEA Pacific (formerly the Director, Department of Defense Dependents Schools, Pacific and Domestic Dependent Elementary and Secondary Schools, Guam (DoDDS-P/DDESS-Guam)); and all other DoDEA region, district, community, and school leaders and support staff.
- b. Parents/Guardians of DoDEA students.
- c. DoDEA students.

1.2. POLICY. It is DoDEA policy to issue a student progress report every nine (9) weeks for any kindergarten (K) through twelfth grade (K-12) student present or enrolled for at least twenty (20) instructional days or more in a marking period. The DoDEA Student Progress Reporting policy recognizes and supports that student progress is a shared responsibility between the school and the home. Administration of this policy shall respect DoDEA's commitment to ensuring against discrimination in accordance with Executive Order 13160.

1.3. INFORMATION COLLECTION. This Issuance may result in the collection of information due to its policy and procedures. Any collection of information must follow all applicable Federal, DoD, and DoDEA regulations, policies, and guidance.

SECTION 2: RESPONSIBILITIES

2.1. DODEA DIRECTOR. The DoDEA Director:

- a. Ensures that student progress reporting is in compliance with this Issuance.
- b. Provides policy, standards, guidance, technical assistance, and resources to support the implementation of student progress reporting.
- c. Directs and ensures regular program monitoring and policy review to maintain the integrity and effectiveness of student progress reporting.

2.2. DODEA DISTRICT AND COMMUNITY SUPERINTENDENTS. The DoDEA District and Community Superintendents:

- a. Coordinate with the designated District Instructional Systems Specialists to ensure resources and supports are provided for the ongoing assessment of student progress of the DoDEA content standards.
- b. Provide guidance for school administrators in order to support their ability to adhere to the student progress reporting policies and procedures.
- c. Coordinate with school administrators to provide professional development for teachers to ensure appropriate implementation of the policy.

2.3. DODEA DISTRICT INSTRUCTIONAL SYSTEMS SPECIALISTS. The DoDEA District Instructional Systems Specialists:

- a. Ensure resources and supports are provided for the ongoing assessment of student progress of the DoDEA content standards.
- b. Coordinate with school administrators to provide professional development to ensure appropriate implementation of the policy.

2.4. DODEA PRINCIPALS. The DoDEA Principals:

- a. Monitor and communicate policy, standards, and best practices for the reporting of student progress to school personnel, parents, local military commands, and the community.
- b. Ensure that grading and reporting procedures are established, reviewed, and applied consistently within their school.

2.5. DODEA TEACHERS. The DoDEA Teachers:

- a. Communicate grading and course expectations for each course, subject, or grade-level to students and parents/guardians within the first month of school or when course-specific procedures change.
- b. Ensure the marks entered into the progress report accurately reflect student performance as aligned to the course expectations in accordance with Section 3.3. of this Issuance.
- c. Determine the degree to which students have achieved grade-level standards based on the body of evidence collected during the marking period.
- d. Implement an evaluation system reflecting the progress of each student to include assessing and reporting progress.

SECTION 3: DODEA STUDENT PROGRESS REPORTS

3.1. REPORTS. Each student will receive a quarterly report summarizing evidence of student achievement of grade-level and/or course standards collected throughout the marking period to include the following:

- a. Marks, consistent with the required grading scale, indicating student achievement on grade-level/course expectations.
- b. Attendance consistent with DoDEA Regulation 2095.01.
- c. Skills and conduct.
- d. An indication of a request for either a parent or student conference, or both.

3.2. MARKING PERIODS. Each student will receive a progress report issued at the end of each quarterly grading period.

- a. Written marks will be given at the end of the second, third, and fourth marking periods for students in grades K- 1. Verbal conferences will be held at the end of the first marking period.
- b. Written marks will be given at the end of each of the four (4) marking periods for students in grades 2-12.
- c. All students will receive assessments that fairly and accurately report their progress. Marks on progress reports will be determined by the degree to which students are achieving either established grade-level standards, course standards, or both.

3.3. MARKS. A letter grade or achievement code will be used on the report to indicate the individual level of achievement of each student in relation to attainment of either grade-level standards, course standards, or both. Teachers will use a variety of assessment approaches over time to create a body of evidence to document student achievement. Student marks will be based on the collected body of evidence that is aligned to course or grade-level standards.

- a. The information on course standards, curriculum content, and the grading system will be provided at the beginning of each school year. The information will be provided to parents and students new to the school upon enrollment.
- b. The marks on the report will be based on:
 - (1) Individual mastery of knowledge and skills.
 - (2) Evidence of attainment of course expectations and/or grade-level standards.

(3) The collaborative examination of student work for those students who work with and are taught by multiple educators (e.g. English Learner (EL), Special Education (SPED), and Gifted).

c. A traditional letter grading system will be used for grades 4-12 report marks. See Table 1: Marking Key for Grades 4-12 in this Issuance.

Table 1: Marking Key for Grades 4-12

Grade	Percentage	Description
A-, A, A+	90-100%	Excellent: Outstanding level of performance
B-, B, B+	80-89%	Good: High level of performance
C-, C, C+	70-79%	Average: Acceptable level of performance
D-, D, D+	60- 69%	Poor: Minimal level of performance
F	59% and below	Failing (No Credit Awarded)

d. For grades K-3, achievement codes rather than letter grades will be used. See Table 2: Marking Key for Grades K-3 of this Issuance.

Table 2: Marking Key for Grades K-3

Location	Code	Description
Americas Region	E	Exceeds grade-level expectations: Student exhibits the skills/behaviors independently without teacher support. Students at this level are exceeding the grade-level standards.
	M	Meets grade-level expectations: Student exhibits the skills/behaviors independently with minimal teacher support.
	S	Steady progress towards grade-level expectations: Student exhibits the skills/behaviors with teacher guidance and support.
	L	Limited progress towards grade-level expectations: Student exhibits the skills/behaviors in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at this grade-level.
Europe and	CD	Consistently Displayed: Student exhibits the skills/behaviors independently with minimal teacher support.

Pacific Regions	P	Developing/Progressing: Student exhibits the skills/behaviors with teacher guidance and support.
	N	Not Yet Evident: Student exhibits the skills/behaviors in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at this grade-level.
	X	Not addressed: The knowledge, skills, and practices embodied in the grade-level standards were neither taught nor evaluated this marking period.

e. Written comments by teachers on progress reports should be stated objectively. The comments should be based on evidence about the student and should not represent opinions which cannot be supported by evidence.

3.4. INDIVIDUAL EDUCATION PROGRAM. Each student with an Individual Education Plan (IEP) will receive supplemental information on progress toward the attainment of IEP goals at the time student progress reports are issued or more frequently if required by the student's IEP, in accordance with Section 1400 et seq. of Title 20, United States Code, also known as “The Individuals with Disabilities Education Act (IDEA).” No indication shall be made on the quarterly progress report that a student is receiving special education services. In the comment section of the report, a statement can be made that the student’s curriculum was modified.

3.5. PARENT AND STUDENT CONFERENCES. Parent and/or student conferences will be conducted for each student at the end of the first marking period for schools with any grade configuration of K-8 using release time. The conference will be held within three (3) weeks of the completion of the first marking period. Individual parent and teacher conferences may be scheduled at any time as needed or requested throughout the year for any student in grades K-12 within the existing duty day.

3.6. INTERIM PROGRESS REPORTS. Each student in grades K-12 with unsatisfactory achievement of program objectives or standards will be reported to parents during each marking period as soon as evident, but not later than the midpoint of the nine (9) week grading period to allow sufficient time for a student to correct the problem.

3.7. ELECTRONIC GRADEBOOK SYSTEM FOR GRADES 4-12. Timely and accurate reporting of student progress shall be accomplished using the approved DoDEA Electronic Gradebook (EGB) System in grades 4-12.

- a. All assignments (e.g., quizzes, tests, examinations, homework, and speeches) that are used to assess and report student progress shall be promptly evaluated, or graded, or both and posted in the EGB, and returned to the student.
- b. The normal period of evaluation and posting should be no longer than ten (10) calendar days from the date the assignment is collected, with reasonable exceptions for large projects (e.g., term papers, research projects, and portfolios). This includes all assignments at all grade-levels and in all subjects that are part of the educator's assessment of the student.
- c. At a minimum, all DoDEA Teachers are required to record one (1) assignment or grade per week in the EGB System. Limited exceptions may be granted by the DoDEA Principal.

GLOSSARY

G.1. ACRONYMS.

EGB	Electronic Grade Book
EL	English Learners
IEP	Individual Education Plan
IDEA	Individuals with Disabilities Education Act
K	kindergarten
SPED	Special Education

G.2. DEFINITIONS. Unless otherwise noted, these terms and their definitions are for the purpose of this Issuance.

course objectives. Course objectives are clear and concise statements that describe what students should know and be able to do by the end of the course.

body of evidence of learning. A body of evidence of learning is a collection of evidence, any products or performances by a student that demonstrates understanding or skill after instruction, practice, and feedback. Body of evidence of learning may include assessment products such as unit assessments, end-of-course assessments, assignments, presentations, observations, and/or performance tasks such as discussion, recitation, simulation, construction, movement, procedure, or demonstration of a skill.

grade-level standards. Grade-level standards define what students should understand and be able to do at a specific grade-level in a specific content area.

interim reports. Interim reports are used to provide student progress of any period shorter than the scheduled quarterly marking period. They are scheduled according to the specific needs of each student, often halfway through the marking period, to allow time to for appropriate intervention.

marks. A mark is a predetermined and published symbol which teachers use in grade books or checklists and on progress reports for recording student achievement individual level of achievement of each student in relation to attainment of course objectives or grade-level standards.

marking period. The marking period for students in grades K-12 is approximately a nine-week period, or quarter, at the end of which each student's achievement of the concepts and processes taught during that period is reported.

parent and student conferences. The purpose of a parent and/or student teacher conference is to develop a mutual understanding of various aspects of the student's progress and to encourage cooperative planning toward effective solutions of problems that may exist.

progress report. Progress reports summarize evidence of student achievement collected throughout the marking period.

REFERENCES

- DoD Instruction 1342.12, “Provision of Early Intervention of Special Education Services to Eligible DoD Dependents,” June 17, 2015
- DoD Manual 1342.6-M, “Administrative and Logistic Responsibilities for DoD Dependents Schools,” August 11, 1995
- DoDEA Regulation 2095.01, “School Attendance”, August 12, 2011, as amended
- Executive Order 13160, "Nondiscrimination on the Basis of Race, Sex, Color, National Origin, Disability, Religion, Age, Sexual Orientation, and Status as a Parent in Federally Conducted Education and Training Programs," June 23, 2000
- United States Code, Title 20, Section 1400 et seq. (also known as “The Individuals with Disabilities Education Act” or “IDEA”)