



## **Curriculum, Instruction & Assessment Report: March 2025**

### **SAU March Events**

- *March 7th:* SAU 50 counselors are meeting with Drummond Woodsum to dive into the legal nuances of student 504 plans. Some key topics on the agenda include ensuring access to curriculum, assembling effective 504 teams, understanding policies, and developing common approaches to plan writing. This SAU-wide session will also include school nurses, given their role in health plans.
- *March 11th:* In addition to the PD sessions, we've set aside dedicated time for our counseling and nursing teams to collaborate SAU-wide. Counselors will be diving into a common curriculum for suicide prevention in partnership with Connor's Climb, while nurses will focus on reviewing forms, procedures, and policies to ensure consistency in practice across the SAU.
- *March 12th:* Social studies teachers from SAU 50 will be meeting with colleagues from Portsmouth Middle School and Portsmouth High School to align our instructional practices. A key focus of this collaboration is reviewing major units, themes, and topics of study at each school to ensure continuity in instruction and smooth transitions for students as they progress through grade levels.

### **Professional Learning**

At the March Joint Board Meeting, we will provide a more formal presentation on Professional Learning and Evaluation. However, I'm proud to report that educator evaluation has been fully digitized, ensuring teachers have access to all components and receive timely feedback for continuous growth. Additionally, we have transitioned the recertification process online, which has dramatically shortened the timeline needed for portfolio review and approval. Moving forward, we will update the SAU 50 Professional Development Plan to better reflect real-time needs, enhance conference participation, and improve integration with course reimbursement and scheduling. Additionally, revisions to the evaluation process will strengthen collaboration among administrators, improve consistency in feedback, and align PD offerings with district-wide goals.

### **STAR Screening Update<sup>1</sup>**

The STAR Assessments are a series of computer-adaptive tests used to monitor student progress in key academic areas, such as reading and mathematics. These assessments provide valuable insights into your

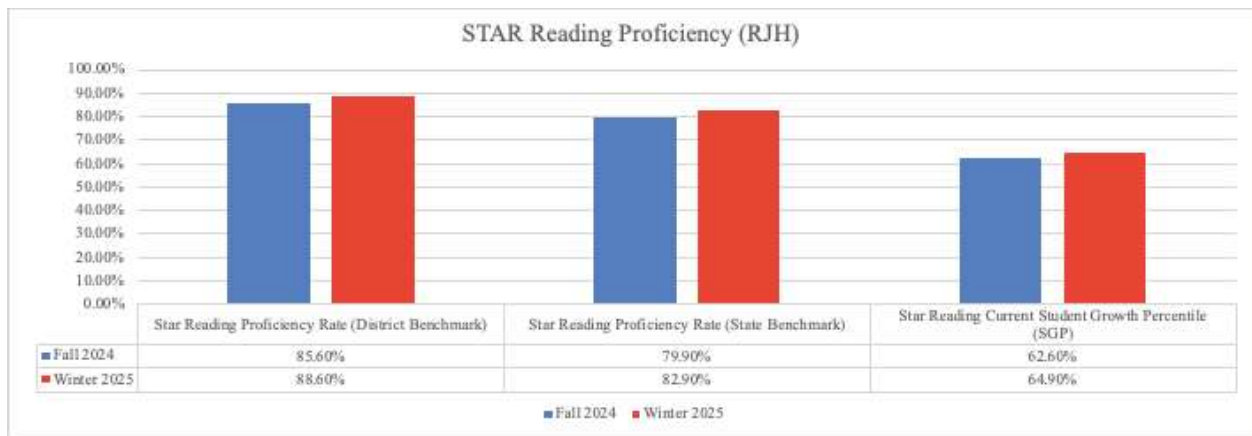
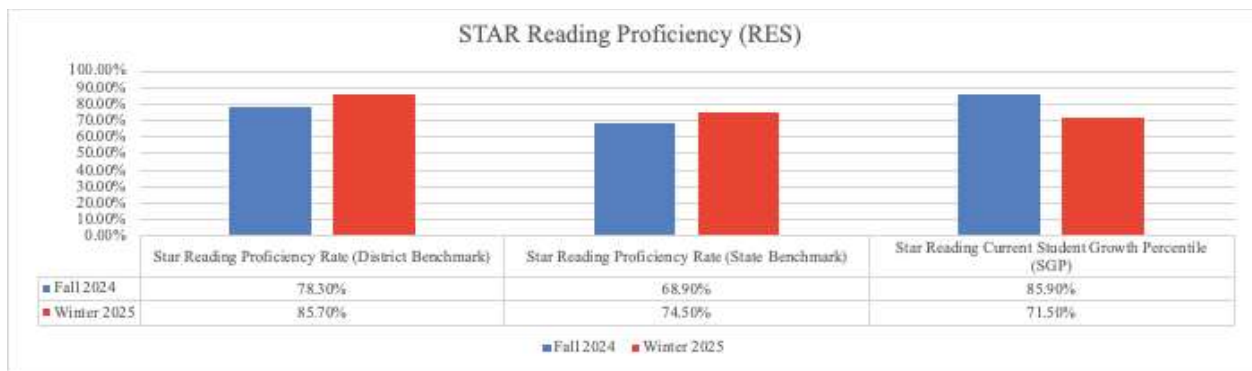
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<sup>1</sup> The 2024-2025 SAU 50 Data Dashboard has been updated in its entirety [here](#).

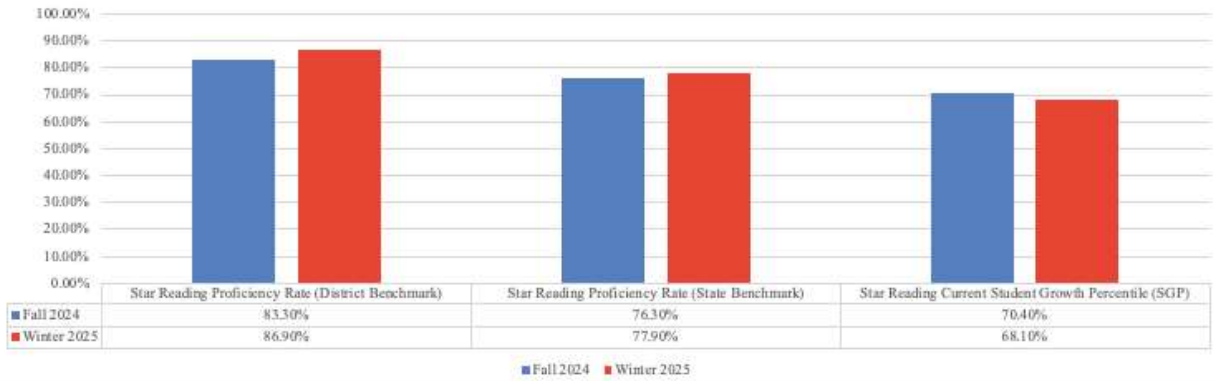
child’s strengths and areas for growth, offering a clear picture of their current skill levels and helping teachers tailor instruction to meet individual learning needs. Administered several times throughout the school year, STAR assessments allow for frequent, real-time monitoring of your child’s progress, so that adjustments can be made to support their academic development. The results are used to set personalized learning goals, track growth over time, and ensure that every student receives the support they need to succeed. These assessments are not only a tool for teachers but also help you, as a parent, stay informed about your child’s academic journey.

Proficiency definitions:

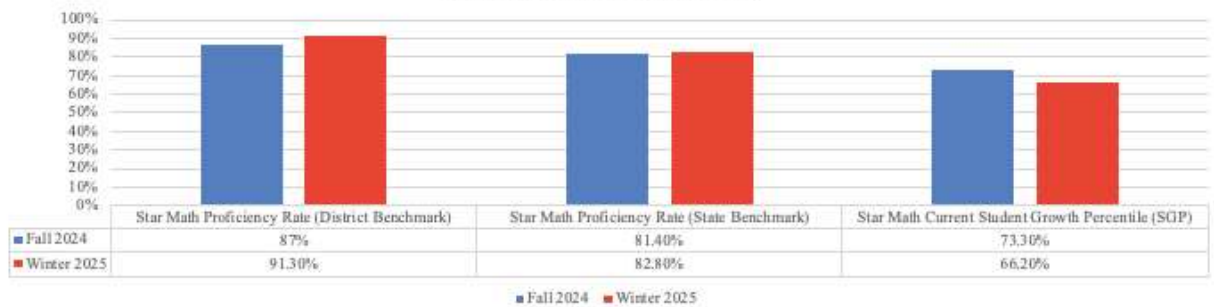
- *Proficiency Rate (District Benchmark)*: Percent of students at or above the district benchmark on the Star assessment.
- *Proficiency Rate (State Benchmark)*: Percent of students estimated to score at or above the state benchmark on the Star assessment.
- *Student Growth Percentile (SGP)*: Percent of students at or above the 35th student growth percentile, which shows growth relative to others in the same grade with a similar Star score history. Uses a student’s earliest score in Fall to their latest score in the given window.



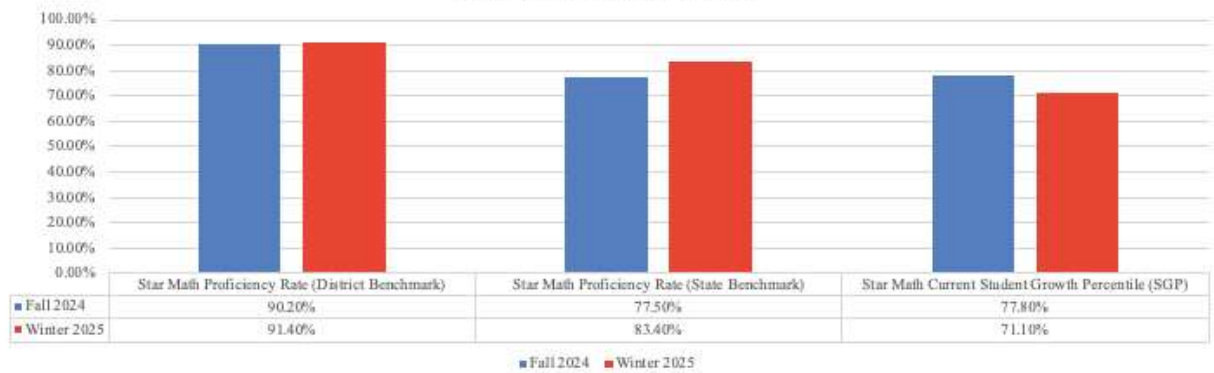
### STAR Reading Proficiency (District Overall)



### STAR Math Proficiency (RES)



### STAR Math Proficiency (RJH)



### STAR Math Proficiency (District Overall)

