Parent Meeting 1/6/20

Questions	Group 1 Responses	Group 2 Responses	Group 3 Responses	Group 4 Responses
1) **Why should students work be assessed?**	• Feedback for teacher, student and parents about learning progress. • Show where a student is / progress of learning. • Inform colleges of student performance. • Identify strengths / weaknesses in learning / aptitude and whether college is right for them. • Determine proper / appropriate placement in classes. • So, student is aware of their mastery and standing. • Motivation for the student to strive for better. • Feedback for the teacher to understand if class is understanding. • So, teachers can adjust instruction to support student learning.	• Understand what students are learning and how they are learning. • Understanding a student's engagement. • Helps teachers understand if they're teaching well. • Identifies strengths and weaknesses. • Helps a student identify their interests (or not). • Helps students understand their own progress to give students goals. • To make sure students are meeting graduation / course requirements. • Tool to learn self-advocation. • Motivation to improve. • A common understanding of what students are learning and how they are learning by identifying strengths and weaknesses.	• Know where student is standing or level • Determination of course level • Threshold for possible test out for credit obtainment • Address strengths and weaknesses mid-course • Goals and accountability • College admission or post-education • To develop PLPs • What happens when they go to college and have never received a grade? • Are they meeting academic standards? • What are we assessing? – homework, quizzes, transferable skills, standardized tests, regular tests, learning, growth, learning style, courses – what is being taught	• Document progress • If they aren't assessed, how do you know they "got" the material? • Why wouldn't they? • Feedback to teachers on if the students are "getting" the material • To measure readiness to move on • So, students know how they are doing • For students to know what they need to do to become proficient

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2) Why do we have report cards and progress reports?	• So, parents and students know where student is in their learning, their mastery of the material and how they stand in comparison of classmates and expectations. • Documents and represents how prepared a student is for the real world. • It helps support students who need support and encourages / motivates students to achieve. • Opportunity to identify strengths / difficulties . • Provides feedback before final grade (at specific points in time). • Allows redirection of learning if needed. • Communication and direction for next steps for students, teachers, and parents.	• Record progress at a point in time – needs to be clear and concise • To give proper feedback to build from • What is being measured. • Academic vs. transferable skill • For parents to assess their student's performance • Ability to spark discussion with our children • Identifying issues (potential or otherwise) • Individualized feedback from teachers account students' progress/work. • A way to provide steps toward building the transcript or diploma • Progress Reports can provide self-motivation • Record progress to provide feedback and identify areas of concern to build a plan for progress.	• Accountability • Parental awareness • Feedback for students and assessment for teachers – how effective? • Communication tool – objective • Identify students' strengths and weaknesses • Celebrate student accomplishments • Home school connection • Assessment for students • Document growth • Record of achievement • Record for possible transfer • Preparedness – promotion to next grade • Providing student milestones – check in points • What is the difference between progress report (current) and report card (end of class / term) still current growth mindset? • Are we using for guidelines of proficiency?	• To communicate with parents, students, future schools • Accountability – how well student is learning • So, parents can know how to support their kids • See how a student is doing – maybe students need specialized ed or more support • To strengthen home / school relationship

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3) Why do we have a transcript?	• College / move on to further education • Summary of learning • Scholarships • Shows achievements • Transcripts are important as a summary of one's learning and achievements which in necessary to move on in one's education and allows the student to earn scholarships. • It's the law; school needs a record. • Accountability for students and teachers. • Communication tool; must be clear. • To clearly inform colleges what the student learned, and the rigor of the classes taken. • Summary of student achievement that informs readiness for next steps. • Academic resume.	• To go to the next level: higher education or different type of career / pathway • A way to show academic course work • To standardize grading systems – translatable / conversion for colleges • Evaluate on individual student. • Complete record of achievement • School profile along with transcript is key • A standardized document that is translatable for post-secondary institutions	• To hold to a standard. Life is about standards. • Colleges require • Reporting tool for parents • Transferring from schools • Documentation for education – classes taken • Proof of high school completion (jobs, service, military) • Trends and abilities • To determine eligibility for programming at BFA, in higher ed, job force, military • For licensing purpose (trades) • Standardization • Merit scholarships $$$ • Consistency • PPA vs GPA on transcript can be confusing to other institutions • NCAA wants a GPA • Class Rank • Note: Proficiency is creating a complacent kids and culture.	• Colleges / Tech schools, etc. require it • Required for academic scholarship • Support students when starting work force after high school • Shows types of classes your student taking • Summary of quick snapshot of whole high school experience • Not just seniors – should be easy to print

End of Presentation Open Questions and Comments:

- What is missing? All students have equity in this system, not just college bound students.
- Who and how do transferable skills get taught? Currently, if feels like eventually somehow the student gets clued in.
- Using the last 10 indicators, is it using the assumption that children will trend upward. What if that doesn't work out? Maybe the last 30?
- Can credits be earned outside of the "required" classes to graduate? For example, Science learned in other classes or sports for PE or Drama for Language Arts?
- How did you come up with the 24 classes to graduate? Do we still need them or are they relevant today? They were created decades ago?
- Suggestions for future work: Restorative policy and practice.
- Just make all this practical, meaningful and useful.
- Transferable skills – Who teaches citizenship and self-direction? How do students know they are improving? How?
- New transcript question: The current transcript only identifies "college" classes, will the next transcript have courses listed for non-academic post-secondary ed (i.e., art school, dance, music, videography, computer school, etc.)
- Honors and recognition: Do we do honors and recognitions for other things besides academics that can be in the transcript? A well-rounded student may not be academically strong but have other non-academic skills that are equally important.
- Indicators # / weight
- PowerSchool training
- "Average of standards" – will you average up or down? 400-point scale or 4 point scale?
- "Last 10 indicators" – need to be investigated. Teachers should have the option to "weigh" certain assignments (tests/quizzes)
- What determines honor roll? Does that need redefining?
- How does one meet requirements for NHS? Do kids know ahead of time?

Administration notes:

- PowerSchool tech staff (Juan Martinez) or someone similar need to be at the table in these discussions early on so that they can be thinking about how PowerSchool can communicate this important information.
- There needs to be checks to make sure that PowerSchool is communicating accurately.