

MS Parent Communication

Student outcomes
Expectations for work and learning
Curriculum

Why share this presentation?

- New stakeholders and a long history.
- Why is our middle school different?
- Continuous Progress!



History, Values and Philosophy of our Program

- What we believe about Middle school: What students need most
 - Engaging
 - Choice
 - Depth
 - Multiple Ways to Express Learning
 - Clear Expectations
- How we meet those needs
 - Project Based Learning
 - Narrative Progress Reports

How we communicate and partner with families

Macro level: What all students are learning / what to expect

- Spring and fall meeting with incoming families
- Class communications
 - Digital: Email / Google Classroom
 - Overviews of big projects
- Principal updates

How we communicate each student's growth and partner with families

In Corbett Middle School, we constantly assess students, but we don't give letter grades. We test, we evaluate work, we score projects, and we do it continually. But we have better means of communicating progress.

Student specific: Progress, checking up, etc.

- Fall Conferences
- Teachers send class communications with info on upcoming units.
 - Calendar
 - List of assignments
- Narrative Progress Reports

How to assess student growth?

Grade Based System:

- It doesn't account for growth.
- It fails to address attitude, behavior and use of time.
- It is difficult to adjust to fit students' ever-changing (and widely varying) ability levels.
- It does a disservice to students by rewarding the easy speech choice, or the vanilla book report, or the ready-made science project
- A bad grade does not motivate a student to do better - it does the opposite.

There is ample academic research on the detriments of grade based systems.

How do we assess student growth?

What do we want for our students?

- Clear expectations.
- A safe place to take risks (how about historical fiction, a challenging science experiment, a 3D model, a presentation).
- Feedback on work

Informally: one on one dialogue, workshops, peer reviews, writing shares, museum walks

Formally: formally, with state tests, class quizzes, with the Oregon Benchmark rubrics, or with teacher- and student-created rubrics that can be specifically tailored to a unit that might last eight weeks or three days.

- A chance to do better.

We communicate with a narrative progress report that includes:

- **Hundreds of hours of schooling's worth of information: writing, speech, social studies and science projects which includes significant scores**
- **Math - completion, averages, comments**
- **The books we read as a class**
- **Synopsis of every unit**
- **Details on PE and enrichments that might be skipped on a traditional report card**
- **Personalized comments and goals for each student in the upcoming weeks.**

Opportunities for families to get more information:

- Student centered - Opportunity for communication with student
 - Check & Verify

It's important for a student to know how they are doing and how they can do better. Teachers and parents are here to support them in getting really good at this.

- Google classroom (Example of what is posted)
- Big Ideas (detailed examples of student work habits and progress.)
- Email teachers:
 - How is x doing in math / science / writing, etc.?
 - My child is telling me they have turned in their assignment: have they?

What We've Heard from Families



DISAGGREGATION



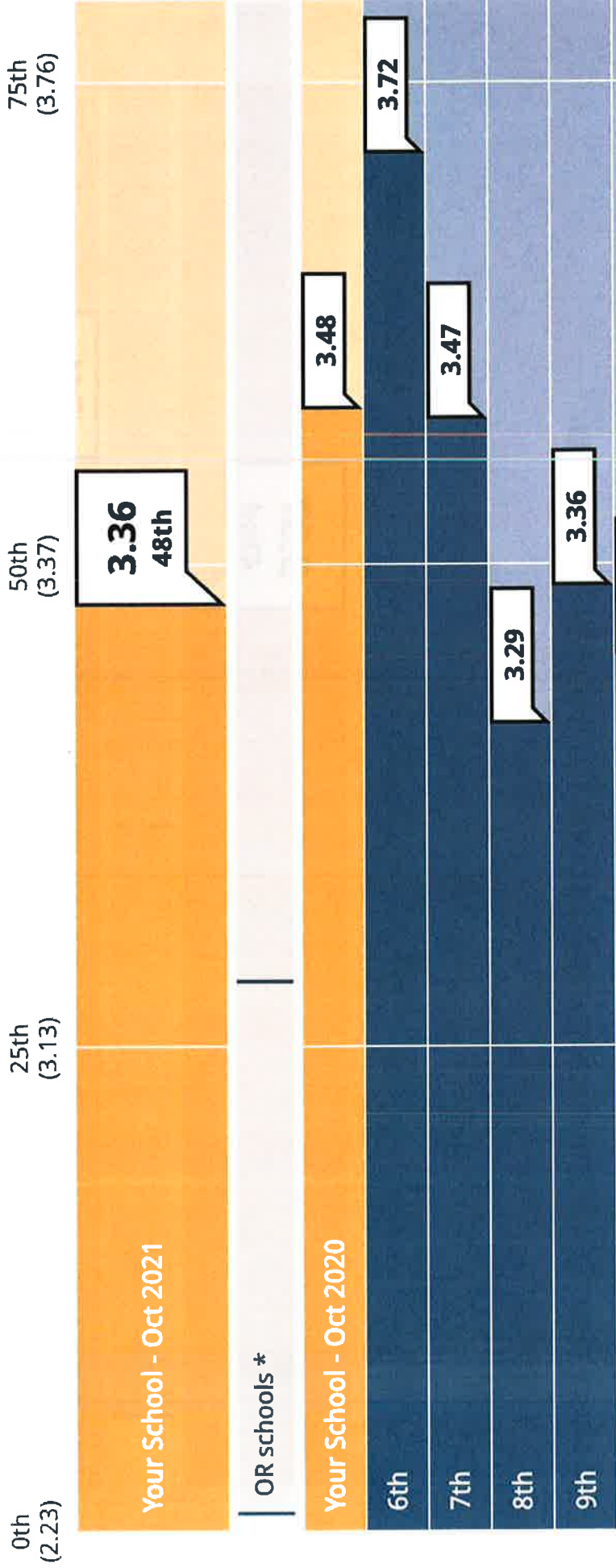
Youth Truth

STUDENT SURVEY

A NATIONAL NONPROFIT

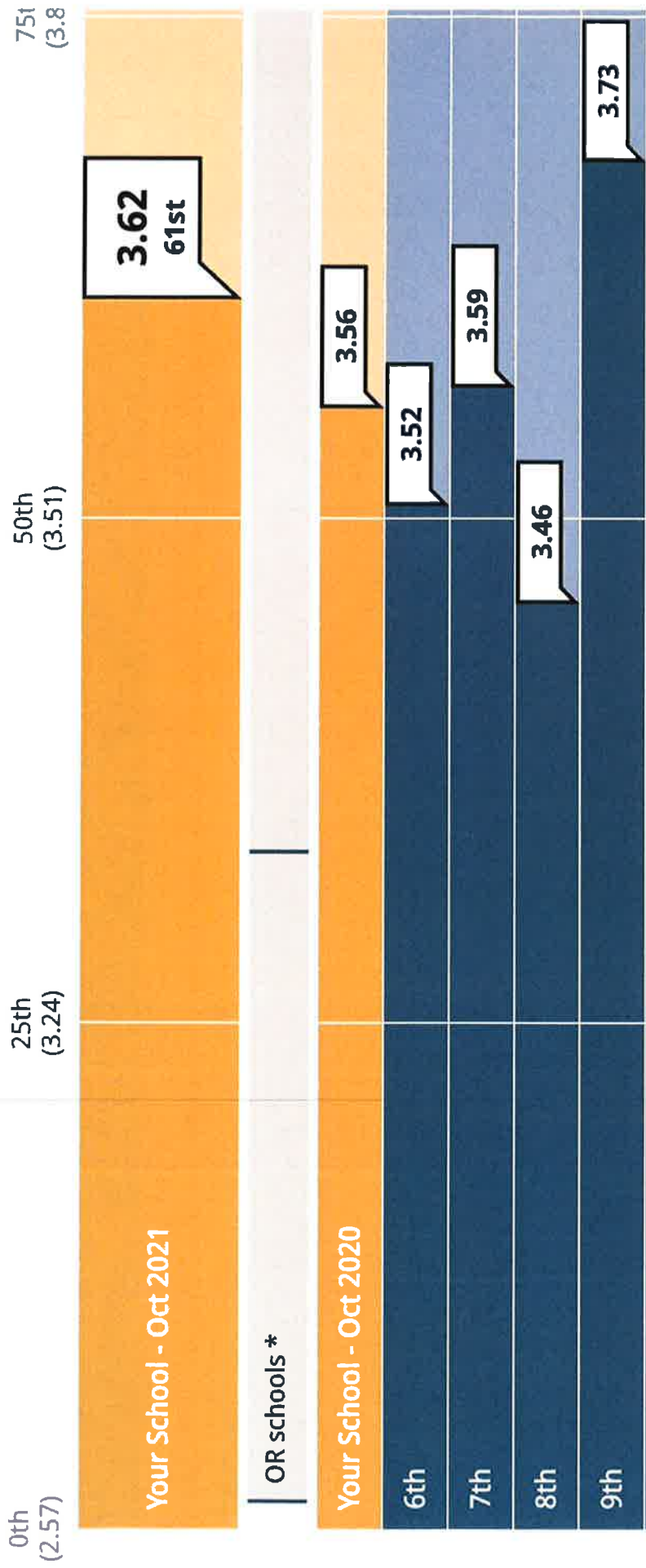
I receive information about what my child should learn and be able to do.

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



I receive regular feedback about my child's progress.

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



I feel comfortable approaching teachers about my child's progress.

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree

