

## Peterson Parents Meeting

### Understanding Your Child's Academic Progress

October 3, 2019

**In attendance:** Esmeralda Montes Deaca, Jesus Vega, Khia Holcomb, Maura Aparicio-Cabrera, Gantsetseg Tsedev, Russell Laurea, Beatriz Lopez, Sadaf Goddi, Catherine Korda, Martinique Hallerduff, Donghan Peter Shin, Jaekyung Sarah Shin, Sandra Osornio, Lois Korda, Carmen Karnuth, Reema Surgit, Melinda Faburada, Heather Earnhart, Michele Hong Herro, Mike Weis, Edita Salihovic, Whitney Norris, Gamaleldin Abdelrahim, Tadus Hamane, Meriem Mansour, Hafida Masrour, Saba Waqar, Anisa Ghogha, Munisa Patel, Anisa Patel, Shannon Wells, Jakob Ondrey, Kirsten Havens, Mandy Bevacqua, Nameer Al-Ali, Katie Michalak, Phil Kaplan, Nibras Alsheala, Lilian Aguilar, Silvia Benitez, Sandra Morichi, Sarah Myers, Lois Korda, & Mary Lou Jelachich, Kate Kane, Yalil Nieves, Chuck Deters, & Kathleen Hurley.

- I. Welcome: Catherine Korda, PAC Chair
  - a. If you want a copy of your child's MAP scores please ask they can be printed for you right now.
  - b. Meet/Greet someone you don't know
- II. Understanding the NWEA MAP (Measures of Academic Progress) & Benchmark Assessment Systems (BAS): Ms. Nieves, Co-Principal
  - a. Explanation of how these assessments tie in with the Peterson vision of College Graduates, Community Leaders and Cultural Ambassadors
  - b. The BAS is an individual literacy assessment done one-on-one with student and teacher.
    - i. We use the Fountas and Pinnell system which will match the student with a Lettered Level. Remember your child is not equal to their "level". This level is not a label for your child. It is just one piece of information about your child.
    - ii. Interactive: Parents look at different leveled books in center of each table. Discuss with others the differences in the different levels of books. Differences noted were amount of text on a page, number of pictures etc.
    - iii. Examples of areas covered on Kindergarten assessment: High frequency words, making connections with the text, using evidence from the text.
    - iv. Ways to support your child: Take learning opportunities in your daily life and read at least 20 minutes a day with your child.
    - v. BAS results are used by teachers for differentiation, intervention and instructional planning in the classroom

- c. The MAP test assesses reading, language, math and science
  - i. Computerized: taken on a computer
  - ii. Adaptive/reactive based on how the student is answering
  - iii. NOT timed. Students may take as long as needed.
  - iv. Tells us what the student already knows and what they are ready to learn next. Helps determine what is needed to support your child.
  - v. Gives historical data of the students past scores through the years, comparative data of student, district, the norm for their age and a projection for where they will be at in the future.
  - vi. RIT score (RaschUnIT) is a scale that doesn't change
  - vii. Students will fall on the scale based on where they are at. Example:
    - 1. 50%=reading at grade level, >50%=above grade level, <50%=below grade level
  - viii. The MAP score/percentile is only one data point for your child. The teachers use a holistic view gathering information from many sources in order to best support your child.
  - ix. How can I support my child?
    - 1. Check the school calendar and/or communicate with your child's teacher so you know when the assessments will be given
    - 2. Ensure your child gets a good breakfast and a full night of sleep (age 6-12 need 9-12 hours per night, age 13-18 need 8-10 hours per night)
    - 3. Encourage your child to do their best and tell them there WILL be questions they CANNOT answer. This is how the test is designed and it's okay.
    - 4. Take opportunities for learning in your daily life as a family.  
Examples: letter writing, family conversations, reading books, etc.
- III. Progress Reports and Parent Teacher Conferences: Catherine Korda
  - a. Progress reports go home Friday October 4th and parent teacher conferences are Wednesday November 13th
  - b. It is important to share information with your child's teacher about anything that might impact your child in school. (i.e. divorce, new baby, move, sick family member, etc.)
  - c. Bring a list of specific questions you might have for your child's teacher.
  - d. General question examples:
    - i. What subject does my child like most? Least?
    - ii. Does my child participate in class discussions?
    - iii. Does my child have close friends? Get along well with others?
    - iv. Have you noticed any tiredness, squinting, moodiness that might be a sign of physical or other problems?
    - v. How can I support you in the classroom?

- vi. How can I help my middle school child work independently?
  - vii. How is the school meeting my child with special needs (IEP)? What accommodations are being made for my child?
- IV. Participatory Budgeting in the 39<sup>th</sup> Ward: Mary Lou Jelachich, Hollywood-North Park Community Association,
  - a. The 39<sup>th</sup> Ward is, for the first time, going to have community input into decisions about spending \$500,000 of money within our ward.
  - b. Anyone who lives in the 39<sup>th</sup> Ward can suggest ideas for how the funds are spent. A committee will compile the list and vet the projects that are suggested throughout the ward. Mary Lou took suggestions on notecards from the audience. To share an additional idea submit it to: [bit.ly/39thwardbudgeting](http://bit.ly/39thwardbudgeting) by November 15<sup>th</sup>.
  - c. In January, all 39<sup>th</sup> Ward residents will have the opportunity to vote on which of the projects to fund.
- V. Aspen – Mr. Chuck Deters, Technology Coordinator
  - a. Mr. Deters showed a presentation regarding how Aspen can be used to access students' grades and attendance information. The majority of the audience does not yet have login capacity for Aspen so we will set up a separate training to assist parents with this. For those who need assistance in setting up Aspen prior to this training, they can contact Mr. Deters or Ms. Rodriguez in the office with their email address.
- VI. ESL Classes – Catherine Korda
  - a. ESL Classes are continuing on Tuesday and Friday mornings from 8:50-10:55. All parents and caregivers are welcome to attend these free classes.
- VII. Math Night – Catherine Korda
  - a. Math Night was originally scheduled for Thursday, October 17<sup>th</sup>. Math Night will include information about math at Peterson, break-out sessions with teachers from each grade level, door prizes (bingo!), and a free dinner. Note that it has been rescheduled for Thursday, November 7<sup>th</sup> because of a possible teachers' strike.
- VIII. International Night – Sarah Myers, PTA
  - a. Sarah solicited volunteers to assist with International Night, which will be held on Friday, October 25<sup>th</sup> from 5:30-7:30 p.m. at Peterson. More information about the event, including requests for food donations from families, will be sent home in the coming weeks.