

# Family and Community Engagement Advisory Council

**April 15, 2025**

Everett Public Schools



# Land Acknowledgement



YOU ARE ON



**Coast Salish Tribal**

**LAND**

EVERETT  
PUBLIC SCHOOLS  
#HonorNativeLand

Artwork by: Lightning Waq Waq, Ty Juvinel (Tulalip Tribes)

We acknowledge the original inhabitants of this area, the sduhubš\* people, and their successors, the Tulalip Tribes. Since time immemorial, they have hunted, fished, gathered on, and taken care of these lands and waters. We respect their sovereignty, their right to self-determination, and honor their sacred spiritual connection with the land and water. In Everett Public Schools, we strive to create equitable outcomes and build a culture of inclusive belonging for all students, teachers, staff, and community.



USDAC.us/nativeland



# **Norms of Collaboration**

Stay engaged

Expect to experience discomfort at some level

Paying attention to self and others

Be aware of intent: Own your impact

Keep focused on our collective goal

Speak your truth

Maintain a learner stance and remain open to new thinking

Pursuing a balance between advocacy and inquiry

4:30-5:00	<b>Dinner</b>	
5:00-5:10	<b>Welcome and Opening Comments</b> <ul style="list-style-type: none"> <li>• <b>Norms</b></li> <li>• <b>Purpose of the FEAC</b></li> </ul> <p><b>Value of Family and Community Input:</b> Your insights as school representatives are invaluable. You connect directly with families and provide key perspectives on how our customer service is experienced.</p> <p><b>Encourage Honest Feedback:</b> This is a collaborative process, so please share your honest experiences and suggestions. Even small changes can have a big impact on our families and community.</p>	<b>Chris Fulford</b> , Director of Categorical Programs
5:30 – 5:40	<b>Reflecting:</b> <ul style="list-style-type: none"> <li>• <b>What did EPS learn from the FEAC regarding communication and Website?</b></li> </ul>	Chris Fulford/Harmony Weinberg
5:40 – 6:40	<b>Communicating about Student Progress</b> <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do you access information regarding how your student is progressing in school?</li> <li>• What information do grades communicate?</li> <li>• What would be most helpful to you in communicating student progress?</li> </ul>	<b>Cathy Woods</b> , Regional Superintendent, and <b>Michele Waddel</b> , Director of Assessment and Research
6:40 – 6:55	<b>Discussion and Feedback</b>	<b>Cathy Woods and Michele Waddel</b>
6:55-7:00	<b>Next Steps &amp; Closing</b>	<b>Chris Fulford</b>
7:00	<b>Adjourn</b>	<b>Chris Fulford</b>





# Communicating about Student Progress

**Family Engagement Advisory Council**

**EVERETT PUBLIC SCHOOLS**

**April 15, 2025**





## Objective:

**Establish personalized learning opportunities for all students**

## Initiative:

**Establish consistent grading and assessment practices across all schools and grade levels to reflect student learning that indicates mastery**



- **How do you access information about how your student is progressing in school?**
- **What information do grades communicate?**
- **What would be most helpful to you in communicating student progress?**

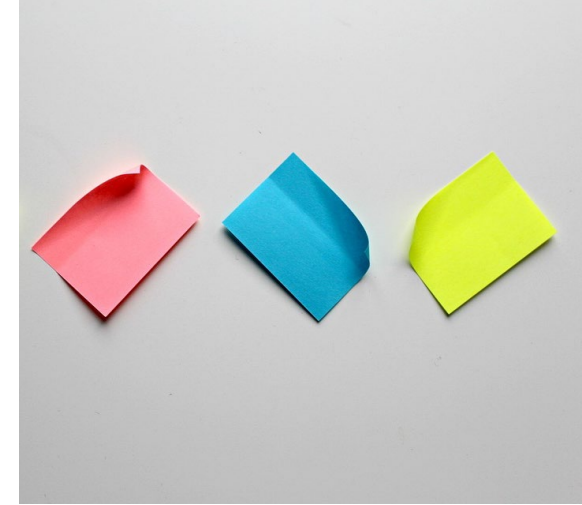


## What are the ways you access information regarding how your child is progressing in school?

- Write one method per sticky note – as many different sources and methods as you can think of

### Table Talk: Two rounds

- **Round one:**
  - Each person shares an idea, place on chart paper. Go around until all ideas are shared. No repeats. If anyone else has same method/source, just add the sticky note to the chart paper in same spot.
- **Round two:**
  - How often do you use each of these methods? Star the one(s) that are most used.
  - How helpful is each of these methods? Circle the methods that are most helpful





# What Information Do Grades Communicate?



**Think back to when you were in school.**

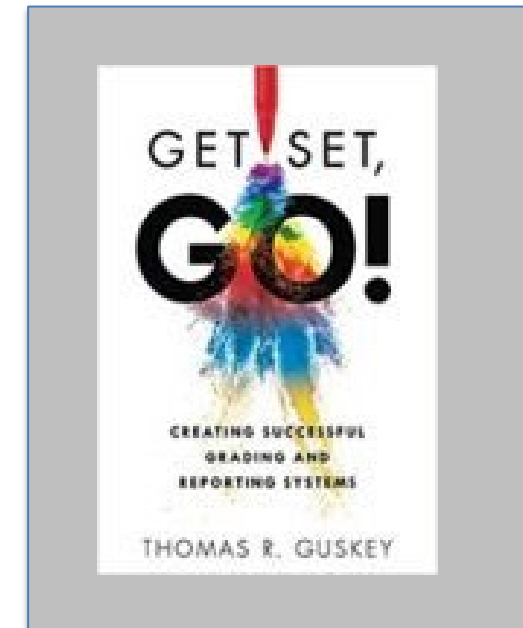
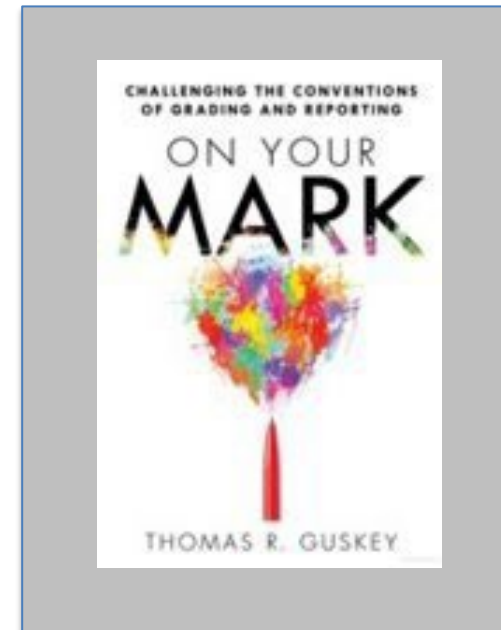
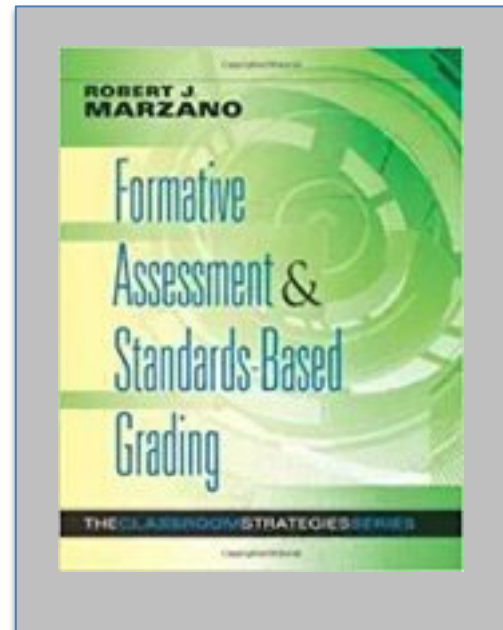
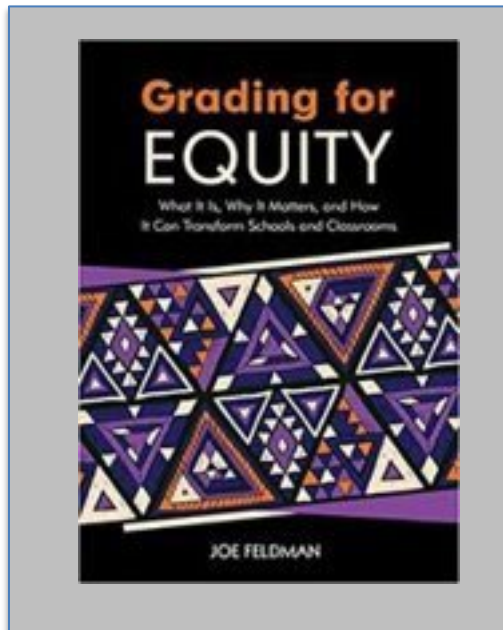
- **What were your experiences with grades?**
- **What did you think they meant?**
- **How did your teachers determine your grade?**

# What Information Do Grades Communicate?



## Questions for teachers:

- How, what, and when do I assess?
- How, what, and when do I grade? What do I report?
- How do I manage all this?



# What Information Do Grades Communicate?



The purpose of grading is to **communicate students' progress toward proficiency in identified course standards in a fair, equitable, informative, and clear manner** so that students can focus on learning, creating, and growing, and families and staff can focus on supporting them in those pursuits.

# What Information Do Grades Communicate?



TANGELA	Category Weight	Tangela's Category Score	Tangela's Weighted Contribution
Homework	30%	80%	.24
Assessments (tests, projects)	40%	60%	.24
Class Activities	20%	90%	.18
Participation	10%	100%	.10
Total Weighted Percentage			<b>76%</b>

ISABEL	Category Weight	Isabel's Category Score	Isabel's Weighted Contribution
Homework	30%	60%	.18
Assessments (tests, projects)	40%	95%	.38
Class Activities	20%	70%	.14
Participation	10%	60%	.06
Total Weighted Percentage			<b>76%</b>



# What Would Be Most Helpful To You?



**If we want grades to communicate student progress toward meeting standard on course/grade level expectations, what would be most helpful to you?**

*Talk at your table and add to the chart paper*



## Four Questions

- **What questions do you have about the Purpose/Beliefs/Practices Statement?**
- **What are the benefits of grading as described in the statement?**
- **What are the drawbacks of grading as described in this statement?**
- **If grades only communicate progress on academic standards, how can schools communicate other progress? (social, emotional, behavioral, participation, etc.)**

*Everyone has a marker (chalk). Move around the room, writing your own comments, and responding to others. Go at your own pace. Remember, only the markers talk.*



**I used to think** \_\_\_\_\_  
**and now I think** \_\_\_\_\_

*Share at your table.*

*Each table will share one big idea with the whole group.*



## **Objective:**

**Establish personalized learning opportunities for all students**

## **Initiative:**

**Establish consistent grading and assessment practices across all schools and grade levels to reflect student learning that indicates mastery**



A photograph of a man with a beard and a young boy high-fiving. The man is wearing a plaid shirt and the boy is wearing a grey hoodie. They are in a room with other people in the background. The image has a blue tint and a white text overlay.

# Thank you!