

**Forum Evaluation**  
**Community Linkage Meeting 10/22/03**

**1. What were the strengths of this meeting?**

- ◆ Good opportunity for community/district interaction
- ◆ group discussion helpful, but need a give and take with larger group
- ◆ opportunity for discussion; good preparation (intro) for discussion; directed discussion and reporting
- ◆ It happened; good discussion; crisp
- ◆ The involvement of the community is invaluable to this process.
- ◆ organization; quality of discussion
- ◆ lots of great ideas expressed tonight
- ◆ Great discussion of honest opinions and feelings! It was extremely interesting and informative to hear ideas/perspectives of others.
- ◆ Opportunity to dialogue with administrators, teachers, parents present together
- ◆ Opportunity to dialogue with other members of the community
- ◆ Group discussion and collection of large number of ideas from diverse audience
- ◆ Opportunity for all in community to participate in ideas to guide district
- ◆ The variety of ideas brought to the forefront in a short period of time
- ◆ Open discussion; full participation of the group
- ◆ very open forum with great staff involvement
- ◆ the collaboration of groups' ideas; listening to common concerns.
- ◆ The small group discussions that allow for a wide variety of ideas, but also discover the common threads
- ◆ Opportunity for dialogue with the community
- ◆ interactions with other people
- ◆ group discussion; sharing of ideas; organized questions
- ◆ diversity of participants
- ◆ large non-staff group that gave input
- ◆ the diverse composition of the group
- ◆ great community input
- ◆ evaluating the current standards set out and ways of improving it
- ◆ more issues on maths, sciences
- ◆ kept on time
- ◆ involvement of a broad group
- ◆ open forum; cross-section of community
- ◆ open discussion; interestingly, many points came up at each table!
- ◆ working in small groups was beneficial, as some felt more willing to share their concerns;
- ◆ soliciting input from key stakeholders; great job!
- ◆ all had opportunity to give input; great staff involvement!

- ◆ bringing parents, teachers, and administrators together to share common concerns and coalesce good ideas for resolving major issues, concerns
- ◆ sharing of ideas with staff and community
- ◆ brainstorming
- ◆ we discussed a lot of issues that can improve academic level for our children
- ◆ Powerful, opportunity to hear everyone's ideas in a "positive" format. Lots of good ideas;--fear not all were shared publicly.
- ◆ the structure; facilitation
- ◆ diversity of voices coming together; way for issues to be brought to surface;
- ◆ well organized. Fun group! Interesting participants.
- ◆ Lots of conversation! Lots of passion-energy-thoughtful ideas? Fun! Exciting! Eye opening! Great group.
- ◆ excellent ideas in a short amount of time.
- ◆ diverse collection of people; high level of respect
- ◆ participation by dedicated parents & staff
- ◆ good interaction and time allowance
- ◆ well laid out plan/discussion directions
- ◆ Introduction – where we are; opportunity to share ideas;
- ◆ participation in manageable units.

## **2. What suggestions do you have for changing the format for future meetings?**

- ◆ More time for group discussion (in the group)
- ◆ Report out too short!
- ◆ More time for discussion
- ◆ More parent non-teachers (can't control)
- ◆ I think this is a fantastic forum. As long as the vital few are acted upon, I believe this will be very helpful to "fixing" our district.
- ◆ More democratic process at tables of deciding important stuff, i.e., sticky dots, more narrow focus;
- ◆ Having an open microphone for public input on any topic would be nice for future meetings;
- ◆ Quicker cues for moving on; too much talking interrupting our conversation;
- ◆ More time for small group process
- ◆ This was great!
- ◆ Format worked well; maybe put more non-staff at tables with admins.
- ◆ The format went well, let's get invitations out earlier? Despite some efforts, diversity of community not represented.
- ◆ Format is o.k.
- ◆ 15 minutes at least for each question;
- ◆ Good format; What will happen next? Will we get copies of tables' work?
- ◆ Nothing; encourage more community involvement.
- ◆ Good format; I liked the facilitator also
- ◆ More time for dialog and sharing

- ◆ Personal introductions from each table member
- ◆ Have more time
- ◆ Sounds odd, but a ‘count off’ for tables, so friends aren’t at the same table. I saw about the meeting in the TNT (my daughter graduated in 2001)
- ◆ how do you plan on attracting others like myself to these meetings? Can you perhaps put a listing in the UP newsletter?
- ◆ Provide handouts to accompany overhead presentation.
- ◆ Organization was good – kept on time! Thanks.
- ◆ I have no complaints or suggestions for future meetings.
- ◆ Include students; faculty
- ◆ Add students for their valuable input and insight into these same issues and concerns;
- ◆ More information given before the meeting to study; after meeting had better understanding of “standards.”
- ◆ More information provided prior to meeting so I can be better prepared with input
- ◆ Less staff, more citizens. The staff made me uncomfortable about my concerns
- ◆ Start earlier to allow more time for discussion
- ◆ More time
- ◆ No change
- ◆ Nice format; give tables an ice-breaker, 2-minute warm-up
- ◆ No change;
- ◆ I liked the format!
- ◆ This seemed to work well and moved along; try it again before changing
- ◆ More like this; maybe offer a form on the website?
- ◆ 90 minutes is right amount of time; small group is good way to do this.
- ◆ Start earlier; possibly form task groups from this interested group.
- ◆ Same; good results
- ◆ From 1 1/2 to 2 hours
- ◆ Opportunity for more to speak;
- ◆ ?

### **3. What other topics to improve programs for students would you like as topics of future forums?**

- ◆ Focus on fewer topics at one time, i.e., block schedule or math curriculum as topics;
- ◆ Lets do some discussion about specific curriculum
- ◆ More instruction, less data/bookkeeping by teachers; dress code (for or with) teachers
- ◆ Block scheduling; gifted program; grading on a 5.0 gpa vs. 4.0 gpa
- ◆ From the sharing tonight, it seems the block schedule is an important topic for further discussion;
- ◆ Include student input and seriously consider what they say;

- ◆ Best-practice strategies for reading, writing and math
- ◆ District focus of standards K-12 (e.g., JH – HS, Intermediate – JH transitions)
- ◆ Working through policy governance, and ask community what forum topics are of greatest interest
- ◆ Supporting programs already in place; MESA (NVI/Drum)
- ◆ Block schedule; writing should be important in every class
- ◆ 5-year graduation follow-up survey
- ◆ subtopics – focus on secondary/primary/intermediate
- ◆ Get current student input
- ◆ Global education
- ◆ Technical study
- ◆ Best practices in best schools in state/country; tracking the progress of individual students (beyond the report card!)
- ◆ Minority issues; achievement gap issues.
- ◆ To improve programs for students, research-based curriculum is essential. What does the research show about our secondary math program? Reading is fundamental!!
- ◆ Discussion on “diversity” to benefit students/faculty – district;
- ◆ Special consideration of educational schedules for the two extremes of the student spectrum—gifted college-bound and special needs.
- ◆ Need to take hard look at block program; special ed; integrated math
- ◆ I would appreciate a separate forum to address special education (as a parent of a special needs child).
- ◆ Continuum of written language; drop of 90-minute blocks; diversity training for students;
- ◆ Achievement gap
- ◆ Let’s talk about how to help special ed; We don’t want to lose these teachers; I fear they will feel unappreciated.
- ◆ Integrated math program; special education program
- ◆ Creating community of caring to reach out to at-risk families
- ◆ Revisit the validity and purpose of the block schedule. Is it the best that we can do for kids?
- ◆ More about assessment; maybe more creative ways to assess; and very detailed tracking of our students; teacher assessment; subject assessment. Maybe address the issue of the Jane Schaeffer writing model as ridiculous and a waste of time, effort and money;
- ◆ Short term vs. long term goals; parent involvement strategies?
- ◆ Are there any measured standards for teachers? High standard of teaching in the classroom from teachers;
- ◆ citizenship / character
- ◆ Possibility of school uniforms
- ◆ How can we involve our teachers more in decision-making?
- ◆ Something to counteract the “I hate the junior high” attitude.

#### **4. Anything else you would like the board of directors and staff to know?**

- ◆ Great job on facilitating community involvement. Keep it going!
- ◆ We have excellent teachers who care about students. We just need to refine some areas. Let's continue to increase teacher training.
- ◆ Thanks!
- ◆ 1. IMP stinks; 2. Most teachers care but are caught in large bureaucracy
- ◆ Take leadership on the 4 X 4; at minimum look at costs and time in core areas
- ◆ I hope that you will take these ideas and actually do something with them. Thanks.
- ◆ Thank you for this opportunity
- ◆ This was a great opportunity – I think word will spread and we better be ready for larger groups!
- ◆ Please specifically share what changes are implemented based on this input; If we don't feel that changes will occur, we won't do this again.
- ◆ Thanks for this process; it was more dynamic than I expected.
- ◆ Understand and support active and realistic parent involvement in their children's education;
- ◆ Please continue to examine the issues of special ed achievement. Funding is also an important issue, how we fund these programs.
- ◆ It's so important that the community sees the results of their input and efforts to be here;
- ◆ Input needs to be reported back to attendees in a timely fashion- action plan;
- ◆ 8<sup>th</sup> graders can fail and still pass on; Science books for 9<sup>th</sup> grade at CJH are outdated and not enough for IEP students to each have a copy at home.
- ◆ This was great; I am anxious to see how this will be used.
- ◆ You are great!
- ◆ Thank you for your input into my children's success.
- ◆ Will and how will this project continue? Will we be informed, invited to continue?
- ◆ Students need to be taught, not just babysat. Direct, research-based practices are a must in this district!
- ◆ Appreciate them listening to community input; Thank you.
- ◆ Unhappy about the leadership at the district office. The low standards by some junior high staff. Why is it referred to as "the black hole"?
- ◆ Your hard work is appreciated!
- ◆ Appreciate being asked to come and discuss issues
- ◆ Thanks for having foresight and taking a risk with this process!
- ◆ Congratulations on meeting and/or exceeding standard in all areas (grade level) of standardized tests;
- ◆ Continue to work together to accomplish both individual and group goals;
- ◆ This community is a wealth of information!!
- ◆ This has good potential

- ◆ I think there is a problem mediating between the kind of people who attend meetings like this one and those who do not. To listen to this group, all we have to do is “crack down.”
- ◆ Teach English!!
- ◆ We are so fortunate to have the teachers we have in the district. As a parent and grandparent of students in UPSD, I am grateful for all of you.
- ◆ Ruth Russell is a great catalyst. Regarding grade inflation: This is an almost “non-issue” in this district—Truly I think the bigger problem is that our kids get to UW and go a bit crazy...so grades are naturally lower. Behavior at CHS is pretty high, so all of the temptations at UW are really attractive. I’m quite sure there is a minute amount of grade inflation—but it is more likely that the disparity is more greatly related to student behavior (rather than specifically their ability)—You know, the idea of too much freedom and too many time temptations. If the disparity is CHS grad GPA versus 1<sup>st</sup> year UW gap...even if it is CHS grad gpa vs. UW entrance scores (but to a lesser degree).