

Dialogue Session Notes

April 17, 2010

Notes on April 17 Community Engagement session held in Boulder (at Boulder Senior Center)

Facilitators: Jane Urschel (CASB) & Jonathan Dings

Recorder: BVSD Communications Manager Maela Moore

School Board Observer: Lesley Smith

Superintendent Chris King also observed.

Participants

Francie Anhut, Impact on Education and Parent (Manhattan) - francie@impactoneducation.org

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Kelly Fano, Community Member and Parent - fanofamily@comcast.net

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Nancy Kornblum, Parent (Whittier) - nancygkornblum@gmail.com

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Tina Mueh, Teacher at Centennial Middle School - tina.mueh@bvsd.org

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Question left on card:

“How are students made aware of and able to choose vocational courses as opposed to continuing with theoretical classes?”

Demographics

Area of BVSD in which they live:

Boulder – 11

Unincorporated Boulder County – 1

Ethnicity:

Asian – 1

White or Caucasian – 11

School District Stakeholder:

BVSD Graduate – 3

BVSD staff – 5 current, 1 past

Government employee or official – 2

Member of business community – 1

Non-profit employee or official – 2

Parent of BVSD student – 7

Senior citizen or empty nester – 1

Participant Feedback

1. What did you like best about today's community dialogue session?

- Communication and the exchange of ideas and thoughts.
- Hearing the opinions of other people with very different concerns/ideas
- Good questions, good facilitation

- That the groups were small.
- Hearing from people with diverse perspectives on education in BVSD.
- Informal, productive, connection to BVSD officials. It was very interesting getting different perspectives of important issues and being able to have an in depth conversation about them.
- - hearing new ideas, e.g. Oasis program, - considering education in the modern, global world, - reconsidering standard definitions of success, - I'm glad there will be a follow-up communication.
- I like engaging interested community members in this discussion of how to measure student achievement
- It happened
- Hearing from the teachers. Their experience brought real-world evidence to the discussion.
- Peer interaction

2. What advice would you give us to make future community dialogue sessions successful?

- I like that you gave us discussion questions ahead of time. "successful"? – Not sure if there's a set definition of this.
- Have a plan as to where this information will go. More people will invest their time and energy if they feel it will be valued and used.
- Tell us more about how our input will or could be useful. What processes are underway that need a standing group of students who are the most important stakeholders. Make sure they are included next time!
- Propose some concrete questions that the board faces to focus our conversation as well as big questions like "what defines success."
- A more intentional plan for the group/cohort to follow up and continue to engage
- Hold them during the week in the evening. Broader outreach to bring in more people (perhaps better advertising). It would be helpful to have a follow up to show how the information was used.
- Should we have background on 21st Century Graduate beforehand? Stress beforehand that this is more about informal interaction with BVSD than about outcomes?
- More teacher representation, or rather a more deliberate attempt to have heterogeneous groups made of representation stakeholders
- Keep them going.
- Bring in more reps from under-privileged groups and teachers of under-privileged kids.
- More clear on use of output from sessions.

3. Is there anything you didn't get a chance to say during the dialogue session that you would like to add here?

- Successful student: 1) Physically? High school later start time. 2) Mentally – more affective programming or interests. 3) Academically - "Learning" vs. just "performance"
- No.
- Thank you.
- Let's try to include a diverse group in this discussion. I have some connections and could bring some.
- No. Very well run. I hope the information is helpful and can be put to good use. Thanks for organizing the session!
- No, the session was well-facilitated.

Discussion notes from April 17 Community Engagement session held in Boulder (Jonathan/Lesley group)

I. What are the characteristics of a successful student?

- Tie this to teacher effectiveness bill
 - BVSD DOES more/is a leader in Colorado let's get out in front of this
 - If we can define student success the way we want to, teachers will be more comfortable with teacher assessments. These community dialogues are helpful to get input about teacher effectiveness in terms of parents/community opinion.
- Academics – be well prepared for college. How many graduate? Where do they go?
- Tenacity is a very important characteristic of a successful student.
- Enthusiasm of both students and parents.
- Instill students with confidence.
- Not getting pregnant at 14! Students know how to be healthy.
- Everyone is successful in own way – academics, arts, etc.
- Need to know what options are – “Bring kids to work” day, internships
- Five years post graduation ask them to define success and did they make it, how BVSD helped (pre – ask them about success when they graduate and compare to post responses).
- Relevance in curriculum
- Currently, academics too rooted in theoretical, need more applied skills. Businesses have to teach applied skills to new hires.
- Speaking ability/interview skills
- Critical thinking skills
- New skills for the modern, global world – financial fluency (web-based class not good enough); work/career is very different now – learn how to be own consultant, etc.; information management
- Does everyone need to graduate? No. We need mechanics, beauticians, etc.

II. What evidence do we need to have in order to know students are successful?

- What do we want the curve to look like? How do we change it?



- Do we bring lower end up at expense of higher end?
- What do we do for ESL and SPED students? Standards-based grading
- Not all students will be proficient in all areas. NCLB??
- How best to measure beyond graduation rate and what college?
- Decline in teen pregnancy, suicide rate, etc.
- Expand comparisons beyond Colorado districts. Pick a sister district – Germany, India, etc.
- Track students three-five years past graduation (college-bound and not). Are they successful, growing, learning, etc.
- How many at Arapahoe Campus get certifications?

III. How can this community support the success of its students?

- Teaching is changing – more diverse ethnically. Teachers need to embrace / learn differentiating techniques which benefits / helps all students learn better

- Ability grouping but fluid (there was tension in the group between inclusion and exclusion and what is best for students)
 - school for handicapped, high end, etc.
 - pool resources better
- Teachers need to do a better job at differentiating.
- Let schools have flexibility in terms of resources (fundraised \$, effort)
- BVSD on extreme edge of equality and inclusion
- Community members can help teach. Oasis Program
- Elementary schools college nights
- Lower teacher absences
- Pay for performance
- Need to be rid of non-effective teachers
- What can schools/community do?
- Small class size
- Engage community, i.e., seniors, retired teachers, college kids, etc. Oasis program
- So many special needs in class – how help teachers?
- PEN
- Parent engagement – parents influence others. Make them aware of issues and ways in which they can help.

Discussion notes from April 17 Community Engagement session held in Boulder (Jane/Chris group)

I. What are the characteristics of a successful student?

- International Baccalaureate (IB) definition includes being a thinker, inquirer, knowledgeable, communicator, risk taker, principled, caring, open minded, well-balanced and reflective.
- Successful kid can have these qualities when NOT in the school building, too.
- NCG attributes – values they are developing
- How does school help develop those? The fourth “R” is for “Relationships.”
- How does student CONNECT with that school environment...get relevancy. Students should be ENGAGED. Seen and Heard.
- Value – Outcome
- Affective pieces, yes, but teaching is often about measurable standards, too. Political reality is parents expect students to perform well on tests. Pressure is on the educator for RESULTS.
- 1. High FRL percentage – Success is graduation. Fundamental level. These affective pieces may be luxuries.
- 2. Graduating ready for whatever is next. Career Ready. College Ready.
- 1 and 2 are not mutually exclusive.
- Students who develop these affective qualities, they want (and are more able) to achieve success and graduate.
- But what about Columbine Elementary? They were taking care of the affective pieces there ...
- Need to establish academic rigor, too.
- Longitudinal data?
- Example given of teacher at Columbine who DID have that rigor, then felt driven out.

- Studies do show if you get them proficient in their native language first, they score higher in high school.
- Longitudinally, affective growth leads to academic success.
- Kids are resilient. Set (rigor) bar high and they'll jump through the hoops, but at what expense?
- Rigor sometimes causes very dangerous results – the STRESS (cutting, drug use, etc.)
- Cheating is rampant. Smart students are telling us this.
- Achievement and Growth – BVSD is way up there (data shows)
- School climate questions
- Think about how employers feel about that “coddled” behavior.
- Parent engagement needs to be there. School needs to be more intentional about creating that parental involvement to help create those affective qualities in the kids.
- Get away from the “Containment Model” and move to a “Parent Engagement Model” – paradigm shift. It's not 8-5. We need different approaches. Impact on Education does this.

II. What evidence do we need to have in order to know students are successful?

- How do you measure those affectives? Qualitative space measured quantitatively.
- Someone mentions Alfie Kohn, creative thinker, and his discussions about the role of homework
- Evidence of Success
 - wakes up and wants to go to school
 - feels challenged (appropriately) – not overly stressed
 - Does he or she love learning?
 - testing is not ALL of it.
- How IB assesses:
 - panel comes in every two years and observes teachers in their classrooms
 - reviews lesson plans
- Have a panel go in! Go in and VISIT schools, OBSERVE the teachers as they teach – Go SEE!
- Someone mentions Diane Ravitch's work
- Formative assessments – See a kid's GROWTH (like CSAP Growth Model) – disaggregated data.
- One problem is that teachers get the CSAP results the following fall after those students are already gone.
- Ongoing formative data assessments (not necessarily standardized)
- Assessments are not always a TEST, per se ... multiple ways and measures
- Someone notes that our BVSD grads (in this room) are analytical problem solvers.
- A New Vista graduate said she found a love of learning there. Critical thinking, community-based and experiential.

III. How can this community support the success of its students?

- Need to give kids opportunities to figure things out for themselves.
- Experiential – Kerouac project
- Kids who are OUT in the community, putting themselves out there, not afraid to fail, curious, figure out how to get from A to B.
- Learning experiences (NOT failing experiences)
- Re: non-traditional learners
 - How do you get THAT kid excited about learning. The don't learn the same way most kids do ... Maybe that kid WANTS to feel normal and doesn't want to go to an alternative school and feel “alternative.” How do we approach this kid? Make him feel successful?
- In academics and social skills, what makes the kid feel successful?

- For ELL students getting into middle and high school, they are in an environment where they don't feel like they measure up (clothes, etc. \$ disparity).
- Example given of Whittier where all the kids are learning Spanish. This helps the ELL kids feel intellectually valued.
- SPARK – physical activity leads to improved learning.
- Boys learn differently (in general)
- 80 percent of learners are kinesthetic
- Public School – let's examine how to link school with home programs. How well do parents support school and vice versa?
- It's not true that experiential is NOT academic. Saying that limits our options. Is physical education NOT academic? Probably not...let's expand our view of what is academic rigor.
- Containment Model – Keeps order in the building by throwing out the “bad” and keeping the good. Example: Everyone in Whittier learns Spanish.
- How can we market things so it isn't so empirical?
- Socio-economic divide – We lose a lot of kids in middle school. “Kids in sixth grade start to do that thing adolescents do...”
- In middle and high school, it's less about that relationship with adults in the school but we need it to continue as it was in elementary school, with RELATIONSHIPS between the kids and adults in the school.
- Teachers need more flexibility to engage the kids, not have to focus just on the academic success.

Three questions (from a participant):

- What are we hearing that is new today?
- What is the same old same old?
- Let's come up with NEW solutions to the (same) old problems.

In Conclusion

Our group talked about a shared view that there is an affective academic success, but we have to also work to get all kids to graduate.

Barriers include demographics, teacher space, and a gap between formative and high stakes.

Learning vs. Performance

Where did we get away from that Love of Learning and become so performance-oriented? We are heading toward that Japanese way in which everything has to be perfect but they get no Nobel prizes and they have a high suicide rate.

We offer kids WAY too much...need to know when to say “n.” We need to strike a balance.

Regarding the student who doesn't want to go to school – suggest theatre, dance, creative approaches to engaging that student, to help them make a connection to the real world, find their passion.

RELEVANCE.

Our Common Ground

- Very little talk about standardized tests

- Schools DO need RESULTS in order for parents to choose their schools (is common belief...not heard too much today)
- Funding issues. Need to bridge that gap somehow.
- Can we understand that is there but build around it, bring more common resources to the table?
- Non-Profit Organizations – BVSD could be more intentional about getting kids involved with non-profits. This could really strengthen the community=school bridge and help develop kids' affective qualities.

Discussion notes from April 17 Community Engagement session held in Boulder
(From the report out to the large group after small group discussions)

Academics are a given, but we also want our students to have the skills and personal characteristics as laid out in the 21st Century Graduate profile developed by BVSD stakeholders in 2002, qualities like physical fitness, self-respect, creativity and inventiveness, flexibility and open mindedness, etc.

Emphasis should be on the modern world.

Regarding how we measure student success in BVSD:

- Graduation rates may NOT be the right measure. We should question that.
- Ask students where THEY see themselves in three to five years, then find them in three to five years to see if they are where they wanted to be.
- Think globally!
- Bell curve measure...let's draw different bell curves, three different curves for the different groups.



Regarding how parents can support student success in BVSD:

- OASIS – national program that augments what is IN the district already
- Get more volunteers in the schools.
- PEN

Discussion around the three questions one of the participants proposed:

1. What are we hearing that is new today?
2. What is the same old same old?
3. Let's come up with NEW solutions to the (same) old problems.

1. What's new?

Chris King hears that those skills need to be taught in a context. Authenticity. New Vista does that well. We need to infuse that into other school environments. People want their children taught in an affective way, to learn values, people skills, interaction skills, etc.

2. What is not necessarily new.

Chris heard affirmations of messages he has heard for years, but that we may have forgotten.

3. One thing that has changed is we now really value climate, ambiance in our schools. We heard these messages during the community New Century Graduate work several years ago. Today's discussion has been a big affirmation to keep pursuing those ideals, be true to the arts, kinesthetics, etc.

Lesley noted that her group talked about where we put our resources to best serve students. There was discussion of whether we have swung too far on the pendulum toward serving high needs students at the expense of high-end students.

She noted that the teacher in her group feels that she's become a better teacher as she's learned to differentiate her instruction to serve ALL of her students. She would like to see teachers embrace the notion of differentiated instruction.

Modern World

What kind of minds will our students need to negotiate that world?

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- Funding issues. Need to bridge that gap somehow.
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- Non-Profit Organizations – BVSD could be more intentional about getting kids involved with non-profits. This could really strengthen the community=school bridge and help develop kids' affective qualities.

Discussion notes from April 17 Community Engagement session held in Louisville (w/ Ken & Jennie)

I. What are the characteristics of a successful student?

- New Century Graduate (adopted 2002)
- Great start – not just learning – human interface
- Not holding students in. BVSD needs to manage high energy boys a lot better.
- Choice builds character and self confidence – emphasis on experiential learning – BOE analyze
- High student self esteem – enjoyment of learning
- NCG – High level but focus must be on individual student
- Differentiation to each student
- Gender research regarding boys and girls
- Learn
 - auditory
 - visually
 - kinesthetically
- Two levels
 - Minimum academic standards
 - individualized to needs and interests of students
- Academics
 - finding the right teacher/environment
- Match school to student
- Expand CHOICE program
- Life experience a factor – global perspective
- Compare U.S. system to other nations
- Lack of dual language education in U.S.
- “Hiccup” through process
- “A Beginner’s Guide to Constructing the Universe”
- Lack of subject integration
- Math/art/LA/science are “siloes” – need integration
- Integration of strengths to address difficult subjects
- Preparation for life through integration of disciplines
- D.U. may have a program regarding CHOICE
- Success is loaded – diploma still matters. High school diploma is critical
- Struggle to achieve differentiation
- All students need to be graduates
- Charter expansion
- Take best practices from charters
- CSAP? (cynical)
- Need a baseline
- Happy moms are critical!
- Standards – How to apply?
- Keep advanced students engaged.

II. What evidence do we need to have in order to know students are successful?

- Measure at beginning and end of year – individualized planning
- Common growth measures do not look at potential for each student

- New reading assessment DRA2 shows growth/potential/integration
- CHOICE blends grade levels – based upon trimester rubric individually geared
- Summit Middle School uses “MAPS” testing
- Talk to BVSD alumni – follow up
- Interview recent BVSD graduates
- How well prepared were they?
- Ask prior to graduation for one-year follow up.
- Student/parent feedback – “How well were you prepared?”
- Teacher time and money impact for additional assessment
- Amount of parent involvement critical
- Integration of subjects and differentiation is occurring now
- Middle school does differentiate
- CSAP is trying to measure growth
- Individual growth potential not measured
- Low achieving must be focus
- Discussion – Disagreement – TAG not being met or inconsistently met
- Administrator role
 - Must be empowered to use standards to take action including the ability to take action
- More uniformity among schools – more information
- Partner with business to develop better measures of success
 - funding challenges
 - research
- Measure proficiency
- Meeting global economic/education standards
- “Seat Time” measures wrong end of students
 - kills flexibility
 - a real barrier
- Better share best practices among schools – more available information
- Consistency?
- Use open enrollment – Lottery leaves out student

III. How can this community support the success of its students?

- Charters can be part of a positive strategy of choice
- Monarch High School business, AP, IB. Secondary easier to get information.
- Should elementary school be “specialized?”
- Challenges/Consequences
 - convenience
 - universality lost
- International input
 - Decision made at 16 causes inflexibility in workforce
 - * elementary school leads to middle school which leads to high school *
 - loses integration as students progress
- Most students are not sure where they are headed by 18
- Well rounded curriculum suffers with tracking too early
- Elementary school is a “sampler”
- Focus can emerge prior to middle school

- Relevance to outside community
- \$
- Mill levy override
- Some other way of communications
 - support families in need
 - marketing education, incentive to participate
- How do we reach disengaged parents?
 - parent to parent peer engagement
 - written commitment of parent involvement
 - create veteran parents to new parents
- Parent to parent part of answer but addressing poverty must happen
- Addressing poverty
 - get best practices from assisted schools
 - schools w/ smaller ESL/poverty numbers need to address on individual students
- NCLB inadequate
- Connect (advisory class) and other programs

Themes

- Individual connections = success
 - match kid/teacher
- Integration of disciplines
- Global awareness
- Information sharing
- Empower administration

Future

- \$ / Repeal TABOR
- Tension – employee resources/compensation pre-empting education progress
- www.greateducation.org

Notes on April 17 Community Engagement session held in Lafayette (at the Project YES offices)

Facilitators: Jaqueline Muller & Tina Marquis

Recorder (bilingual): BVSD Community Member Leticia Abajo

School Board Observers: Jim Reed and Tom Miers

Participants

Kim Andresky – Andresky@comcast.net

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Tina Marquis – tmarquis@gmail.com

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Jane Schatz – theschatzs@comcast.net

Elaina Verveer – verveer@colorado.edu

Demographics

Area of BVSD in which they live:

Boulder – 2

Broomfield – 1

Lafayette - 8

Louisville – 1

Ethnicity:

Hispanic or Latino or Chicano - 1

White or Caucasian – 9

N/A - 1

School District Stakeholder:

BVSD staff – 3

BVSD recent retiree – 1

Government employee or official – 2

Higher education employee or official - 2

Member of business community – 3

Non-profit employee or official – 2

Parent of BVSD student – 7

Grandparent and parent of a BVSD student – 1

Senior citizen or empty nester – 1

Participant Feedback

1. What did you like best about today's community dialogue session?

- I enjoyed having the room set up in a circle. It gave us the opportunity to interact with one another. The discussion was great. I am grateful for the opportunity I had to attend. It was well worth my time.

- Great range of participant “stakeholder” roles. Collaborative framework was clearly delineated.
- Hearing from others
- I appreciate the opportunity to dialogue in a safe space. I am also delighted that BVSD is reaching out to constituencies beyond parents of school-aged youth.
- Opportunity to hear viewpoints
- Hearing and learning from others
- Open, welcoming, safe environment
- The chance to hear what other community members have to say
- The openness and accepting of each other’s comments
- The opportunity to have my voice heard
- It was informative.

2. What advice would you give us to make future community dialogue sessions successful?

- Engage students. Their input would be extremely valuable. Have dialogue sessions on a regular basis. We need to have an opportunity to meet together more than “once.”
- This worked well for this size group (11 and two facilitators). It would be great.
- I need to think about this one.
- Please consider involving young people in future sessions.
- Try to get a more diverse group to participate.
- Keep groups small (10 + or -).
- More often
- More specific subjects. This was very broad.
- More of them – keep hammering away!
- Keep the discussion even more focused, especially around metrics. There were a lot of vague statements about success that we really can’t measure. Also, the group was light on parents, heavy in BVSD support and non-profits.

3. Is there anything you didn’t get a chance to say during the dialogue session that you would like to add here?

- The one thing I would like to say is that everyone who works at BVSD affects student achievement. Many times the main focus is on classroom teachers. All employees (custodian, para, office professional) can have a positive effect on students. We all matter.
- Thanks for providing the opportunity to dialogue.
- Specifically, how can parents facilitate greater support/mentoring/financial agreements with various corporations – especially for middle and high schools? – i.e., grant writing, etc.?
- All questions involved the concept/word “success.” Opposite of which would be failure. So, is there a better/alternate term that could be used?
- These types of dialogues should happen more often!
- No.
- Need to be competitive NATIONALLY in math and science.

Discussion notes from April 17 Community Engagement session held in Lafayette (w/Tom and Jim)

I. What are the characteristics of a successful student?

- Able to achieve
- academically

- socially

- comfortable to learn

- Skills and confidence to get job and go to college
- Prepared, independent, happy
- Who you are – values, strength, using those in live, respect
- Young children in school – progress that child can recognize. What they think they are good at. Solve problems. Ability to sit and finish a project. Relationships with people.
- Parents want to know where their kids are and where they are going.
- Cultivation of self interest. Not just academic opportunities but job opportunities.
- Help them uncover their own interests – passions and goals.
- To know where to go, to take 1st step.
- Have confidence as a person. Look into opportunities.
- Have resources. Know how to make a plan.
- Cultivate a passion. Love of learning.
- If he or she comes home excited from school, that is success in second grade.
- Not about test scores
- Much less focus on test scores
- Build on idea of helping kids know what their passion is.
- Being able to read their community – scholarships
- Starting in middle school to learn about this
- No “one size fits all” approach
- Given tools to advocate for themselves
- High schools develop this ability to advocate and have that process at school
- Start this sooner.
- Be involved in schools.
- Teach kids to know themselves and appreciate each other.
- Resolve conflicts – start in kindergarten.
- Participate in a democratic society.
- Know they belong.
- Their opinion being appreciated.
- Learn to give feedback.
- Self-empowerment
- To explore
- Only being allowed two electives is too hard
- Open up electives
- High school – not a lot of room to explore
- More opportunities to experiment
- Take classes just to learn about life.
- How do you adapt your body of knowledge to each special interest?
- Test scores – measurement
- How do you build up your self esteem to be able to learn?
- More work about kids relating to each other
- Be kind to each other from preschool.
- Teachers – Know your students and who they are.
- New arriving students
- As a teacher – academics and life skills from where they are

- Kids feel the pressure – teachers need to know kids and create relationship.
- If I looked at BVSD alums, I'd see a lot of people without _____.
- Are schools set up to not teach everyone so that there are people for low paying jobs?
- Conspiracy.
- Success is to enjoy being challenged.
- Understanding the easier part is over
- Work a little harder.
- No one said, "Kids need to do really well in math, etc." – interesting.
- Success is getting that job and money but it is also being happy with yourself.

II. What evidence do we need to have in order to know students are successful?

- Absences of kids, kid crying because he doesn't want to go to school
- Looking at the body
- Enthusiastic to go to school
- Enjoying , learning and propagating to other areas
- Do you like school? I love school. Good sign.
- Expanding their interested learned at school out of school.
- They found a passion at school and out.
- Democratic process.
- Get feedback. Evaluate teachers. Express feelings.
- Literacy piece – understand the ballot.
- If you don't know something, you learn how to find the answers.
- "Mom, my teacher likes me, she really likes me and I can tell!"
- It's ok to make a mistake.
- Academics – BVSD does a disservice to students if you don't give them the best to learn and explore.
- **Prepare kids academically** to go to college.
- You don't want to be so held back.
- You need tutor time (not give A's just because they try hard)
- Be able to jump in there (college) and swim with the fish.
- Identify if there are a lot of C's.
- Not just get by ... get kids the skills.
- Graduating from high school is the very basic level of school success.
- College or prepare for a job
- Learn to figure out what to do academically.
- I believe in testing – Fundamental math knowledge
- Learn to take tests. They are important.
- Test extended across the board, not just CSAP. Include music and all the other subjects.
- Emphasis on testing, how they want to guide or modify
- Tests can be biased – if it is a good test it can be a good measure.
- Make testing good across the world.
- Learn to tes.
- Critical thinking skills are more than memorization.
- Standardized testing is a waste of time and money at the schools.
- Creation of a test to be inclusive of all cultures is not possible.
- Trust our teacher to know where their students are at in their performance.

- Annual review – you see where he or she started.
- Quiz at the end of the week – compare answers, discuss
- Left with information and knowledge
- Our society is much more broad than the 1940s and 1950s.

III. How can this community support the success of its students?

- Foster collaboration
- Being in the community we can model – “It is all about us.”
- Work together – more of each of us working outside of jobs to meet
- Parents – community – everyone is educating this child.
- Work with major employers to see levels or with CU so that when the students graduate it is **not** a nightmare.
- Additional tutoring – from colleges.
- Companies let employees volunteer. Find those and bring them in.
- Being part of a group (like football) very healthy
- Parents are invited to events. What do parents come to? PTO, performances, learning fairs, back to school nights, etc.
- Showcase kids’ work at learning fairs.
- Encourage the support from parents.
- Figure out where they show up.
- Learn from what is working.
- Internships from middle and high schools in Sister Carmen, the library. Working is a great way to engage the community.
- Not everyone can volunteer. A lot of high school kids try to go to school, have a job, make people happy, **and** be teenagers.
- Parents volunteer at school. Kid feels bad that their mom doesn’t show up. Find ways to remedy this. Two days required.
- Latino PTA-PTO – encourage parents to do
- Create learning opportunities for Latinos. Create one community, not two.
- Don’t offer English classes at the same time as PTO meetings.
- People need time to be among themselves (girls with girls, etc.).
- Latino parents at PTO – how?
- Time commitment
- Parents work.
- Being aware of cultural competencies.
- Navigating the school system can be scary for Latinos.
- Families go to support kids where kids are passionate (games, etc.)
- Family engagement is a big part of having kids be successful.
- Kids working. Places need to be willing to hire kids.
- Relationships – Lafayette City Council and kids sat in a group and dialogued.
- Opportunities to sit down and dialogue with adults. Address issue in why parents are not showing up.
- Latino parents get over stimulated.
- Invite and do adjustments to your group.
- Safety was a huge topic at all Latino meetings.

- Create relationships:
 - accepting them
 - talking so they understand (English and body language)
 - respecting who they are
 - getting to know them and sharing who we are
- Create events so parents can go.
- Home visits.
- Suggest talking to parents at Pioneer, because there is more interaction.
- Gathering both to interact.
- Give up power on how you want to do things (PTA).
- LAB – How do you identify the rules that cannot be broken and how you let them do things differently.
- Resources in the district – people that already know
- Participation – more involvement in early years – whites and Latino
- The kinds of questions you ask – “How is your family?” – (Relationships) and you share about you, too.
- Partner with organization so we go to events – Clinica, Sister Carmen, Intercambio
- Latino – different – don’t lump all together
- Older immigrants fall through the cracks.
- Do you think there are kids with lower standards of success?
- People expect less – we learn from each other through the media, they think they know Latino
- They think (Latino kids) that people see them not as smart and beautiful.
- Role model.
- More opportunities to talk like this
- What does it mean to be an ally?
- Invite high school kids – they have very recent knowledge about schools.
- When we set reading standards for second language learners, we need to hold the expectation high but be careful with standards.
- Define academically a little bit differently.
- Growth CSAP testing
- You want all kids to be able to be doctors.
- Consider variables of personal situations – homeless, deportation

Something else?

- How do we get our child what he needs and every child what they need?
- Resources to the kid that is lower – what about my kid if he is not low? Close the gap?
- How do we give each kid what they need?
- Kids that are brilliant and stuck in high school
- Latino community – social piece missing
- A lot of Latino kids cannot go to college
“How do you motivate them in high school?”
- Scholarships – awareness
- Conferences for kids
- Opportunities for young women to go into engineering
- Find the resources
- There are other options: tech school, jobs

- Military/navy after school – different if you have a high school diploma
- Colorado very high in science
- 3rd biggest achievement gap is in science
- Meeting with Latinos and Latino students, teachers, parents
- **Safety**
 - black students were threatened
 - Latino students were threatened – Parents didn't want to send their kids to school.
- Youth – in forums –
Dr. King didn't respond to the question, "What are you doing to hear the youth voice?"
- Equity program being cut - concern

Notes on April 17 Community Engagement session held in Louisville (at the American Legion Hall)

Facilitator: Sue Taigman & Tina Eichner

Recorder: BVSD Communications Director Briggs Gamblin

School Board Observers: Jennie Belval and Ken Roberge

Participants

Jeff Anderson

Bonnie Chaim

Clif Harald

Anthony Massey

W (Billy) O'Donnell

Sharon Reese

Van Rudd

Heather Schwartz

Chitra Seshan

Irv Stern

Melissa Tingley

Notes left on cards:

"First you build the person, then you do the rigorous academics."

Programs: Lower Achieving / Upper Achieving will continue to be addressed with programs, but also don't forget and continue to develop programs for the middle group – "average students" (from Billy O'Donnell)

Demographics

Area of BVSD in which they live:

Adams County - 1

Boulder –3

Broomfield – 1

Louisville – 4

Superior - 1

Unincorporated Boulder County – 1

Ethnicity:

Asian – 1

White or Caucasian – 9

School District Stakeholder:

BVSD Graduate – 2

BVSD staff – 1

Member of business community – 2

Parent of BVSD student – 8

Participant Feedback

1. What did you like best about today's community dialogue session?

- Great facilitator
- Sincerity of caring
- Good to hear a diversity of opinions
- Receptive open dialogue
- Hearing what is perceived importance of others in community
- Opportunity for community and board to communicate
- Hearing ideas from others

2. What advice would you give us to make future community dialogue sessions successful?

- More people and participation
- Be patient on process.
- Develop subgroup email list for certain objectives or workgroups.
- Successful feedback and follow through, results
- Broader population selection
- Wider range of community represented
- More notice and more venues of communicating meeting information
- I could have rounded up more people had I know you could have used more

3. Is there anything you didn't get a chance to say during the dialogue session that you would like to add here?

- Please follow through on suggestion. Keep this going by picking up on the general themes and trying to come up with solutions.
- Open enrollment qualifications based on measurable requirements needed to qualify for that environment
- Board and BVSD administration should have rudimentary discussion of what is purpose and goal of public education:
 - Is it a minimum standard for all (in which case why are we paying for AP classes that lead to college credit)?
 - It is getting each student to their maximum potential (in which case why aren't we doing more tracking within schools to specialized schools)?
- I'll email – thanks!
 - Is it just a babysitting service so the adults can work?
- Future discussion topic: Why does it feel like attending a vocational school is looked down on? Not everyone is cut out for or can afford a 4-year college.

Discussion notes from April 17 Community Engagement session held in Louisville (w/ Ken & Jennie)

I. What are the characteristics of a successful student?

- New Century Graduate (adopted 2002)
- Great start – not just learning – human interface
- Not holding students in. BVSD needs to manage high energy boys a lot better.
- Choice builds character and self confidence – emphasis on experiential learning – BOE analyze
- High student self esteem – enjoyment of learning
- NCG – High level but focus must be on individual student
- Differentiation to each student
- Gender research regarding boys and girls

- Learn
 - auditory
 - visually
 - kinesthetically
- Two levels
 - Minimum academic standards
 - individualized to needs and interests of students
- Academics
 - finding the right teacher/environment
- Match school to student
- Expand CHOICE program
- Life experience a factor – global perspective
- Compare U.S. system to other nations
- Lack of dual language education in U.S.
- “Hiccup” through process
- “A Beginner’s Guide to Constructing the Universe”
- Lack of subject integration
- Math/art/LA/science are “siloed” – need integration
- Integration of strengths to address difficult subjects
- Preparation for life through integration of disciplines
- D.U. may have a program regarding CHOICE
- Success is loaded – diploma still matters. High school diploma is critical
- Struggle to achieve differentiation
- All students need to be graduates
- Charter expansion
- Take best practices from charters
- CSAP? (cynical)
- Need a baseline
- Happy moms are critical!
- Standards – How to apply?
- Keep advanced students engaged.

II. What evidence do we need to have in order to know students are successful?

- Measure at beginning and end of year – individualized planning
- Common growth measures do not look at potential for each student
- New reading assessment DRA2 shows growth/potential/integration
- CHOICE blends grade levels – based upon trimester rubric individually geared
- Summit Middle School uses “MAPS” testing
- Talk to BVSD alumni – follow up
- Interview recent BVSD graduates
- How well prepared were they?
- Ask prior to graduation for one-year follow up.
- Student/parent feedback – “How well were you prepared?”
- Teacher time and money impact for additional assessment
- Amount of parent involvement critical
- Integration of subjects and differentiation is occurring now

- Middle school does differentiate
- CSAP is trying to measure growth
- Individual growth potential not measured
- Low achieving must be focus
- Discussion – Disagreement – TAG not being met or inconsistently met
- Administrator role
 - Must be empowered to use standards to take action including the ability to take action
- More uniformity among schools – more information
- Partner with business to develop better measures of success
 - funding challenges
 - research
- Measure proficiency
- Meeting global economic/education standards
- “Seat Time” measures wrong end of students
 - kills flexibility
 - a real barrier
- Better share best practices among schools – more available information
- Consistency?
- Use open enrollment – Lottery leaves out student

III. How can this community support the success of its students?

- Charters can be part of a positive strategy of choice
- Monarch High School business, AP, IB. Secondary easier to get information.
- Should elementary school be “specialized?”
- Challenges/Consequences
 - convenience
 - universality lost
- International input
 - Decision made at 16 causes inflexibility in workforce
 - * elementary school leads to middle school which leads to high school *
 - loses integration as students progress
- Most students are not sure where they are headed by 18
- Well rounded curriculum suffers with tracking too early
- Elementary school is a “sampler”
- Focus can emerge prior to middle school
- Relevance to outside community
- \$
- Mill levy override
- Some other way of communications
 - support families in need
 - marketing education, incentive to participate
- How do we reach disengaged parents?
 - parent to parent peer engagement
 - written commitment of parent involvement
 - create veteran parents to new parents
- Parent to parent part of answer but addressing poverty must happen

- Addressing poverty
 - get best practices from assisted schools
 - schools w/ smaller ESL/poverty numbers need to address on individual students
- NCLB inadequate
- Connect (advisory class) and other programs

Themes

- Individual connections = success
 - match kid/teacher
- Integration of disciplines
- Global awareness
- Information sharing
- Empower administration

Future

- \$ / Repeal TABOR
- Tension – employee resources/compensation pre-empting education progress
- www.greateducation.org