



ESSA Public Engagement Forums Summary

January 12, 2017

Recap: November Forums on ESSA

- Overview
 - Introduction to ESSA
 - Our vision & mission
 - Purpose of meeting
- Small Group Discussions to Share Experiences
- Next Steps

Media Coverage

- ***New law shifts schooling requirements to states***
 - Providence Journal, November 2, 2016
 - <http://www.providencejournal.com/news/20161102/new-law-shifts-schooling-requirements-to-states>
- ***RIDE To Host Community Forum***
 - Portsmouth Press, November 12, 2016
 - <https://portsmouthpress.com/ride-host-community-forum/>
- ***RIDE official talks changing standards***
 - The Coventry Courier, November 19, 2016
 - http://www.ricentral.com/coventry_courier/ride-official-talks-changing-standards/article_c904937c-adaa-11e6-84f8-437b5d767742.html
- ***SK hosts community education forum***
 - The Narragansett Times / Kent County Times, November 26, 2016
 - http://www.ricentral.com/narragansett_times/sk-hosts-community-education-forum/article_920ecffe-b336-11e6-ab2e-e7d3521b03d9.html

Data Sources

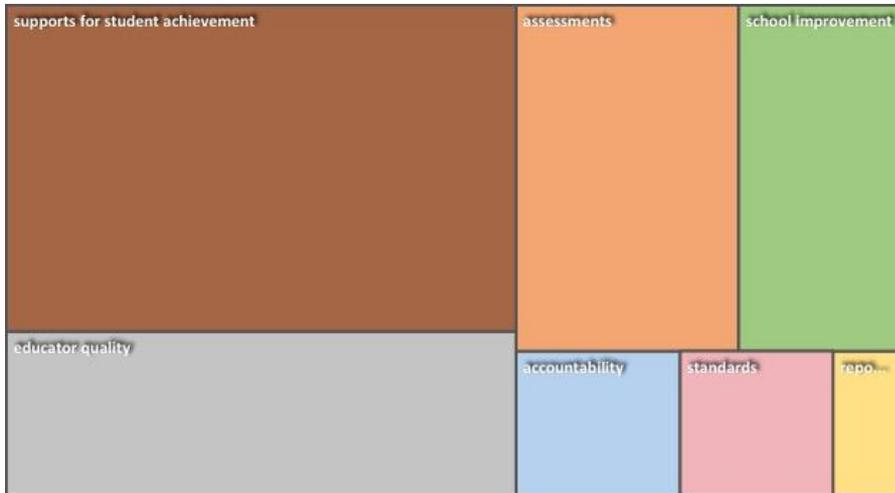
- **Forum Small Group Conversations**
- **Online Survey Responses**
- **Exit Ticket Feedback**

Forum & Survey Participation

- **Total Participants: 207**
 - Providence: 38
 - Northern RI: 43
 - West Bay: 25
 - East Bay: 49
 - Southern RI: 52
- **Total Facilitators: 40**
 - ADT: 9
 - CoP: 11
 - RIDE Staff: 16
 - Other: 4
- **Online Survey**
 - Open 11/2/16 – 12/16/16
 - 77 Confirmed responses
 - 76 respondents - Reimagined Schools:** If you were to choose a school for your child, what would you look for in the school?
 - 73 respondents - High Expectations:** How would you know that the school is supporting every student to be successful?
 - 70 respondents Empowerment:** What might raise concerns about a school? How can we support schools to continuously improve?
 - 66 respondents Responsibility:** How can we make sure that the entire school community can play a role in improving the school?

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Input & Participation



of Input Points, by Category

- 272 Supports for Equitable Student Achievement
- 137 Educator Quality
- 126 Assessments
- 94 School Improvement
- 39 Accountability
- 36 Standards
- 17 Report Cards



% of Coded Responses, by Identified Role*

- 28.1% Teacher
- 28.0% Parent
- 21.8% Community Member
- 7.7% Student
- 7.5% School/District Administrator
- 4.7% Policymaker
- 1.2% Professional Organization
- 1.0% Other School Staff

*includes participants who identified as multiple roles

Standards

Schools should have a balanced approach that focuses on the whole child, incorporating both rigor & flexibility.

- Policymaker: “[We need] systems in place to ensure high standards.”
- Teacher/Community Member: “Standards-based grading may be one way to report out on student success in specific areas...Everyone can play a role by being on the same page with what standards we are to value.”
- School/District Administrator: “Introduce and expose students to wide ranging curricula that engage students.”
- Teacher: “Rigorous, standards based, clearly defined curriculum, that focuses on both academic and social needs of students”

Assessments

Evaluation & assessment of students is important, but there is too much emphasis on testing.

- Parent: “it encourages the district to only support the failing students who the district can spend some effort to bring them to the passing level, and in the meantime, the district will ignore all other students [sic] won't improve its bottom line.”
- Community Member “I would be concerned about a school that over-tests children and wastes valuable instructional time with too much testing, not enough teaching.”
- Policymaker: “If you aren’t testing, you don’t know.”

Accountability

Schools, along with families, are responsible for students' education; and students should also take ownership of their learning. State agencies should incorporate input; they are accountable for decision-making.

- Parent: “The state should change its current measurement and ranking on public schools, and hold schools accountable to support every student vs just a small group of the students.”
- School/District Administrator: “If I had a concern, I want it to be heard. I want accountability. I want solutions and follow through.”
- Parent: “The state should empower the parents and students to offer them the opportunities to speak out at the regular public hearing, and hold the Supt. and the school administrators responsible to [...] public concerns and inquiries.

Report Cards

Clarity is needed with respect to how schools/districts are evaluated. When school performance depends on standardized test results, not all students' needs are met.

- Parent: “Who is deciding what is working? Schools listed as “failing” — how does that feel to work there?”
- Teacher: “Try to find the positive in all districts.”
- Parent: “Look at data and understand our institutions. When labeling schools, how are you not weighting demographics?”
- Teacher: “Climate indicators... attendance rate, grad rate...those 3 things are very important for the whole child.”

School Improvement

What works best -- locally in other schools, charters, community schools? We need activities that foster best practices & innovation. Qualitative data is important.

- Community Member: “What do we mean by ‘improve’? How will we measure that a school is improving?”
- Community Member: “Supporting schools to continually improve is an ongoing conversation and journey with the right inspiration to want to meet kids needs, build on their strengths and engage the community in a meaningful way. “
- Student: “When we talk about continuously improving, that students are part of those conversations...that we are getting their authentic and raw feedback.”

Educator Quality

Students need qualified, caring educators. Educators need resources, professional development, and opportunities.

- Teacher/Community Member: “Teachers need support in their own learning to stay up-to-date on new methods that will best help students succeed.”
- Community Member: “...Principals and teachers in each school need flexibility and freedom to do what is necessary to help...”

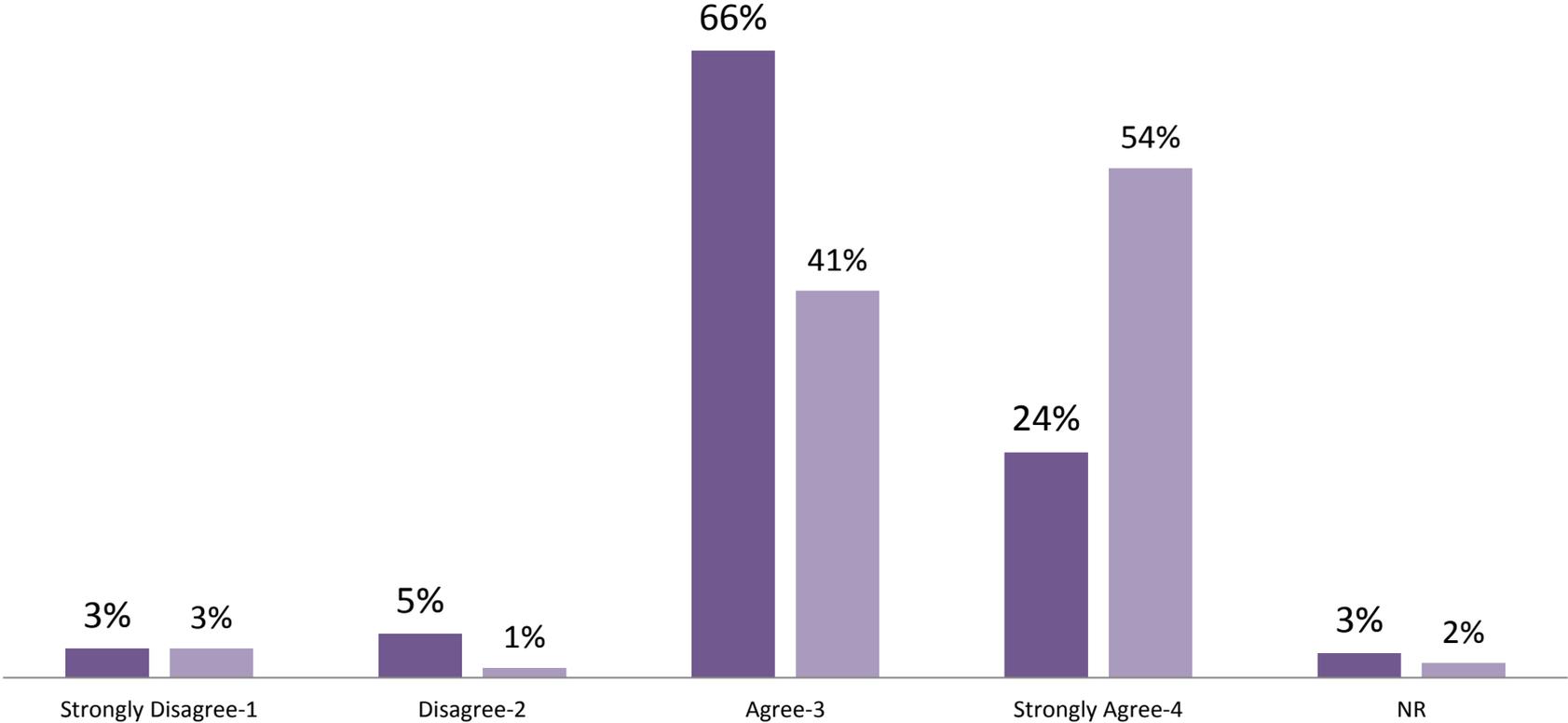
Supports for Equitable Student Achievement

Students have multiple pathways to success, so personalization is important. Schools should serve the needs of all students in all subgroups.

- Teacher/Parent: “A culture with a habit of mind that supports students individually. Differentiate for student’s needs. Everyone learns.”
- Student: “I would like to go to a school where they have pathways I can choose from. Otherwise I am sitting in classes where I don’t know what I’m learning or why I’m learning it.”

Exit Survey (I/II)

- I feel that I can be a part of achieving RI's vision for education. (mean=3)
- I would encourage others to attend forums like this. (mean=3.4)



n=194

Exit Survey (II/II)

- What did you like most about this forum?
 - Small group discussion
 - Breakout session format
 - Being heard
- What questions do you still have?
 - *“How can people know that their opinion is being taken seriously?”*
 - *“How will you respond to what we’ve learned?”*
- What suggestions do you have about how we continue to engage the public?
 - More communication with more people more often
 - Share feedback