

## **LEA Public Meeting Script**

### **Background Information from LEA Public Meeting Guidance Document (for use by facilitator—not to be read to participants)**

*The public meeting generally will begin in a general session with introductions and opening remarks made by representatives of the LEA. It is important to make clear that the meeting is being conducted as part of the state system for monitoring NCLB federal programs and that the efforts are a partnership between LEAs and the Texas Education Agency (TEA). The TEA encourages the LEA to open the meeting by sharing the LEA's commitment to the process and its desire to improve LEA programs based on community feedback.*

*In opening remarks, the LEA will briefly describe the purpose of the meeting and how comments are used in the continuous improvement process. Explain that the request for information will be focused around pre-determined questions, and comments should address not only areas in need of improvement, but also areas that are working well. It is important to emphasize that the purpose of the meeting is to gather system-level input rather than feedback on individual concerns related to specific students.*

## **Script Language**

### **Opening Remarks**

- *Welcome participants.*
- *Include any logistical information if necessary, (e.g. location of restrooms, telephones).*
- *Request that participants turn off or silence their phones/pagers.*
- *Ask if everyone has a copy of the public meeting handouts (agenda, questions, ground rules, etc.).*

### **Introduction to Discussion Questions**

The Texas Education Agency (known as the TEA) and school districts in Texas must ensure that all students receive appropriate educational services and supports based on both federal and state requirements. Federal requirements are found in the No Child Left Behind Act of 2001, while state requirements are found in state law (the Texas Education Code) and administrative rules. Both federal and state laws require that the TEA monitor school districts to ensure that education requirements are met.

Recent changes to state law have required the TEA to make changes in the way it monitors school districts. Under the new system, the agency will focus on **how well students are doing** and **how well programs are working**. In order to get information on student performance and program effectiveness, data must be gathered at the school district level from people who know how programs are implemented on a day-to-day basis.

This public meeting is being conducted as part of the state system for monitoring NCLB education programs, and the <district or charter school name> is working in a partnership with the TEA to gather information from schools around the state. This meeting will allow an opportunity for school and community stakeholders, including parents of students served with NCLB programs, to share information regarding the effectiveness of these education programs and the performance of students in the <district or charter school name>. The <district or charter school name> is committed to this process and will use information gained from the meeting to improve school programs based on your feedback. The information gained from the meeting will be reported to the TEA, in addition to being used by the <district or charter school name> to plan for continuous improvement.

A series of questions will be asked <today/tonight> that relate to the goals and overall purposes of the NCLB.

No Child Left Behind is based on stronger accountability for results, more freedom for states and communities, proven education methods, and more choices for parents.

The four main principles of NCLB are:

1. Stronger Accountability for Results;
2. More Freedom for States and Communities;
3. Proven Education Methods; and
4. More Choices for Parents.

In this public meeting, we will ask for feedback on four general questions developed by the TEA related to NCLB programs for students. The questions that we'll be asking <today/tonight> are in keeping with the spirit and purposes behind NCLB. The questions also are in alignment with the ongoing efforts in Texas to continuously improve educational programs for all students. You should have a list of the discussion questions in a handout.

Before we begin discussing the questions, we want to explain the process we will be using <today/tonight> to gather your input. The discussion will be led by a facilitator and your input recorded by a note-taker. Once a discussion question has been stated, you will be asked to provide your input. When you are ready to speak, please raise your hand so that the facilitator can recognize you. Having people speak one at a time will help ensure that you can share your input clearly and effectively, and you can hear input from others. The facilitator will ask you your connection to NCLB educational programs, for example, as a parent or community member, and then ask you to share your thoughts. In

providing your input, you should do so with the goal of offering your “bottom line” in a sentence or two. Remember, we will be recording your input, so stating your comments briefly and to the point will ensure that we will have time to gather everyone’s input.

We will have approximately 30 minutes for each of the four questions we will be discussing <today/tonight>. We will be timing the discussion to ensure we allow enough time to cover all four questions. We will take a short break after the first two questions.

To make sure we get the most out of our time together, we’d like to follow a few ground rules which are included in the handouts you received at registration.

1. Wait to be recognized by the facilitator before speaking – Again, speaking one at a time will help ensure you have an opportunity to provide your input effectively, and hear input from others.
2. Be concise and focus on the **Bottom Line** – We want to understand the main point of the input you’re sharing and also hear from as many today as possible.
3. Provide constructive feedback – In some cases, the input you have to share may be about a negative experience. We ask that you take this opportunity to offer constructive feedback related to that experience. For example, if you know something’s not working as well as it could be, please also share how you think it might be improved (offer improvement ideas).
4. Please respect others’ opinions and experiences – This is a forum for providing broad input – there’s no right or wrong answer, just different perspectives. If you have specific concerns, comments, or complaints regarding services your child has received, there are formal processes to follow—either contacting the LEA or contacting TEA.
5. Adhere to time limits – Please respect the time limits that have been established so we can cover all of the topics we’re scheduled to address. We’ll let you know when we’re nearing the time limit for each question.
6. Focus on meaning, not wording – In the interest of time, we want to spend our time hearing input from as many as possible, not fine-tuning wording.

We now will begin to discuss specific background information related to the questions that we’ll address <today/tonight>. These questions are designed to bring out information related to federal program requirements and information about how programs are performing in the <district or charter school name>.

These questions are intended to focus on the many aspects of <district or charter school>’s educational program that contribute to positive student performance outcomes. These include systems that are in place to provide NCLB program services, as well as

other aspects related to the effective functioning of the NCLB programs. These questions address topics ranging from access to program information and services. Other critical issues along the spectrum also are addressed, such as the ways in which a district gets parents more involved in their child's education and how districts monitor the results of programs to improve student performance over time.

Let's begin with the first question that we'd like to address: <read first question>.

**Note to Facilitator:** *With each question, utilize the Questions and Follow-Up Probes chart at the end of this document to encourage a comprehensive discussion lasting approximately 30 minutes. The follow-up probes should be used as appropriate to elicit desired information not gained through responses to the initial question.*

The second question that we'd like to address is: <read second question>.

**BREAK TIME** (approximately 10 minutes)

The third question that we'd like to address is: <read third question>.

The final question that we'd like to address is: <read fourth question>.

### **Conclusion:**

That concludes our discussion <today/this evening>. One final announcement before we close the meeting. We want to share some information about one of the handouts you received. It's called "Making Connections...Who to Contact and When." One of the recurring themes at state-level meetings is that parents do not always know who to contact when they need technical assistance. <show handout>. It shows who to contact when you need specific types of assistance. You can fill in the appropriate teacher and principal information in the blanks provided. At the bottom, you can read information about state resources.

We very much appreciate your participation in the public meeting. The information will be helpful to our school in making plans for improvement, and your participation and feedback will help the TEA know how to plan for future monitoring activities. TEA will continue to work with schools, parents and others interested in the educational process to refine and implement performance-based monitoring systems that promote improved results for all students.

Thank you again for your attendance.

## NCLB Monitoring System

### LEA Public Meeting Questions and Follow-Up Probes

| <b>Question</b>   | <b>Desired Information<br/>(to be Elicited)</b>  | <b>Follow-Up Probes</b><br><i>(If desired information is <u>not elicited</u> based on the general question, choose the appropriate follow-up probes from the list below.)</i>   |
|---|--|---|
| <p>1. One purpose of NCLB is to provide more information to parents about their child's education and academic progress. Where do you get most of the educational information you receive regarding your child's education?</p> | <p>Methods and scope of information dissemination; availability of information in the native language of parents; primary sources of information (could be school personnel, education groups, websites, etc.); information resources available in the district/charter school; scope of parent training supported by the district/charter school; level of understanding of educational requirements.</p> | <ul style="list-style-type: none"> <li>▪ How is information on NCLB programs shared with parents, school staff, and other community stakeholders and to what extent is the information available in the native language of the parent?</li> <li>▪ What resources are available to provide information regarding NCLB programs?</li> <li>▪ Who is the contact in your district when you need additional information about NCLB programs?</li> <li>▪ To what extent is information on parents' rights and responsibilities available to and understood by parents of students served with NCLB programs?</li> </ul> |

| <p><b>Question</b></p>  | <p><b>Desired Information<br/>(to be Elicited)</b></p>   | <p><b>Follow-Up Probes</b><br/> <i>(If desired information is <u>not elicited</u> based on the general question, choose the appropriate follow-up probes from the list below.)</i></p>   |
|---|--|--|
| <p>2. NCLB requires that districts/charter schools receiving federal funds involve parents in the development and implementation of district programs. Within the context of your district, how are parents involved in the program planning process?</p> | <p>Leadership roles that all parents play in the district/charter school and the role of parents within the broader context of the school system; methods of including parents in planning for their child’s education; degree to which parents feel they are meaningfully involved in their child’s education; the involvement of parents in the overall school system; whether parent participation patterns reflect the overall demographics of the district/charter school; participation rates at site-based decision making committee (SBDM) meetings.</p> | <ul style="list-style-type: none"> <li>▪ In what leadership roles do parents serve in the district/charter school?</li> <li>▪ How are parents included in planning for their child’s education?</li> <li>▪ How are parents included in the NCLB activities of the school district and/or campus?</li> <li>▪ To what extent are all parent groups involved in the educational process? Do participation patterns reflect the demographic makeup of the district/charter school?</li> <li>▪ What role do parents play when they attend SBDM committee meetings? In what ways could the district/charter school have an impact on parent attendance at and participation in SBDM committee meetings?</li> <li>▪ To what extent are SBDM participation patterns consistent (or to what extent do they vary) across all student groups (elementary, middle and high school; across demographic and socioeconomic lines, etc.)?</li> </ul> |

| <p align="center"><b>Question</b></p>  | <p align="center"><b>Desired Information<br/>(to be Elicited)</b></p>  | <p align="center"><b>Follow-Up Probes</b><br/> <i>(If desired information is <u>not elicited</u> based on the general question, choose the appropriate follow-up probes from the list below.)</i></p>  |
|--|--|--|
| <p>3. NCLB strives to close the achievement gap through stronger accountability requirements. How does the district/charter school ensure that students served with NCLB programs – such as students who are economically disadvantaged, homeless, migrant, or English language learners – meet the same academic goals as all other students?</p> | <p>The extent to which students are engaged in the general curriculum; information on participation rates in general assessments (TAKS and other district-level assessments); degree to which students make progress on the same high standards and goals as all other students.</p> | <ul style="list-style-type: none"> <li>▪ Describe how students served by NCLB programs are held to the same high standards as all students.</li> <li>▪ Who is not served?</li> <li>▪ (For parents, if they have not provided feedback) Are you seeing your child make progress on meeting academic goals?</li> </ul> |
|  |  |  |

| <p style="text-align: center;"><b>Question</b></p>   | <p style="text-align: center;"><b>Desired Information<br/>(to be Elicited)</b></p>   | <p style="text-align: center;"><b>Follow-Up Probes</b><br/> <i>(If desired information is <u>not elicited</u> based on the general question, choose the appropriate follow-up probes from the list below.)</i></p>   |
|--|--|--|
| <p>4. NCLB emphasizes the importance of addressing the unique needs of each child. Effective NCLB programs identify the needs of eligible students and provide services to meet those needs. What are the options available in your district to support the needs of students who are economically disadvantaged, homeless, migrant, or English language learners?</p> | <p>The services available to all students; information on programs available to students with needs that can be met through NCLB programs; ways in which district determines needs and services to be offered through NCLB programs.</p> | <ul style="list-style-type: none"> <li>▪ What support services are available to all students within the campus and district/charter school?</li> <li>▪ What initiatives are in place to meet the needs of all students, including those struggling with behavior or instructional concerns?</li> <li>▪ What kind of help do students receive in addition to NCLB services?</li> <li>▪ What are various types of program services provided within the campus and district?</li> <li>▪ What different program options are available to meet the needs of students?</li> <li>▪ (For parents, if they have not provided feedback) What kind of help did your child receive prior to receiving services through NCLB programs? What kinds of help does your child receive from NCLB programs? Where is that help provided?</li> </ul> |