

Role of Speaker: DA =District Administrator, SA =School Administrator, T =Teacher, S3 =School Support Services, SB =School Board, S =Student, P =Parent, C =Community Member, L =Legislator, K = K Group, CP =College Professor	What do you expect from our schools?	What school characteristics are most important?	How should we measure school success?	How do we ensure all schools are successful?	How should we celebrate school success?	Miscellaneous Comments, Questions	Pruitt's Response
S3: Nurse, KYNA, CP	Want to get a nurse in every school by 2020. Gave out handouts. "Whisper Campaign" - 75 copies.					SP-Why build a system that doesn't matter?	
T: PE - Shelby Co.	Health & PE, important as a requirement. In my opinion we need to do more. I'm in a great district. Kids like to move. They need PE everyday. It's about learning how to be al healthy person, well-rounded. Research shows healthy kids learn better, we need kids to learn better. Consider health and well-ness as cornerstone.						SP-Accountability is very different than assessment.

T: Reading Intervention K3				<p>We are building our foundation on sandy soil. We have taken what's very important for brain dev out of K. They need to play! They have got to have that before we can expect them to read. Their brains and bodies aren't wired that way. Maybe we can look toward less interventionist in schools if we focus on that.</p>			<p>SP-Want to find a way for our districts to work together instead of be against each other</p>
SB: Franklin				<p>I was told that it's not on the test, so we don't teach. We have done a very good job of teaching to the assessment. If you look at MA, ESSA allowed them the opportunity to break away from sme of the federal mandates. They supported the teachers more so that they could provide a better learning exper. for all levels.</p>			<p>SP-The schools may be the unit of measure, but what really matters are the students that live in that school</p>
						<p>Why does it only require a high school diploma to work in a daycare? There is no incentive to improve at early childhood levels.</p>	

SB: Henry Co		We wittle on the wrong end of the stick. We need to instill in parents that education is important.	A system based on simplicity.			Why do things keep getting more and more complex? I do not it should not look like what we have now. The people here don't fully comprehend what we have now. ***We need to build a system based on simplicity*** People don't value education. We need to instill in parents that education is important. Some of that is outside our control.	
K: KMEA director	Variety of practice that threaten the amount of time the kids get in the arts disciplines. Lists a ton. Prior to 1990, KY had minimal requirements for the arts. I'd like to see time protected for students to have the arts.	well-rounded education, states shall offer wr education experiences for all kids. Arts should be pomoted by being taught by HQ arts specialist. Highly trained arts specialist teachers critical to delivering high level arts standards.	For years, admins have been compelled to chase points for accountability. Hopes that this chasing points can be replaced by a system that measures student growth.	Arts class teaches CT and PS, arts teachers ask questions. Student will define problems, solve them, reflect. Unfettered access to arts.	For years we have tried to measure success by assigning points. If the reward system centers on the school, then loopholes will be looked for. Must be measured by student success. Provide equal recognition for student success.	The pull and push of acct. on a high stakes system. A SI spoke to a music teacher & said regarding PRs, as these are reimaged I just don't want to be punished for not having a dance program in my school. On one hand some of us believe we need an arts programs, and on the other hand people just don't want to be punished for not having it.	

P: Shelby, T: JCPS						I have a question about ELL students- are they still counted after 1 year in the system? What do you value about students achieving standards v students receiving seat time?	SP- short answer would be 1- everything is on the table. Don't throw the baby out with the bathwater. Mentioned lots of ways that are looked at to see if we are getting the best value. 2. SEAT v SBG - not necessarily in the accountability model. KDE is continually working on this. Research out on both sides of the matter. How can we measure with confidence. Work to do, but there are things that we can work with.
C, Retired DA, SA, T	Everyday every kid comes to school to learn and be a real human being. Every kid comes to school with gifts that we need to recognize. Every kid leaves school and goes to work. As we integrate careers into our everyday work, we need to make sure that the educational program understands that we give them the tools that they need to go forward.	Every kid leaves school and goes to work. Kids need to be able to see our careers. We give them the tools they need to go forward.	Every kid is successful in their career. Every kid adds to our society.	Take every kid's weaknesses and hide their gifts. We have to wear them out and bring them along.	We just take their weaknesses and hide their gifts. Every kid comes to school with a gift and we need to highlight that. We need to coach kids to talk about the successes that they have in school.		SP - I didn't come here to be second in anything.
S3: Psychologists JCPS				Ensure that every student is successful. We need to address those. School psychologists are integral to ESSA, especially at the early childhood level. Relationships of achievement and mental health. Wants to hear later about how KDE will address those.			

SA: Owen Co	Kids should leave everyday with joy & gratitude.	People - make it meaningful	Student engagment. If I earn a point for every kid in a club, I'd be distuinguished. If graduation is the pinnacle achievement, the everything else should tie into it. Knowing stuff.	Design a system where schools are rewarded for sharing with each other. I'm tired of competing.	If I say, I'm a HS grad. it should mean something. I'm tired of competing. Your name is the school's name. I got a banner that I bought. If you want to celebrate, you need to drive the instrument down to kids & teachers. Make it meaningful and they will take ownership.	Just because my kids wear this, doesn't mean I'm less invested in all of the other kids. We make a big deal out of CCR. Differentiate the diplomas at the state level. Make it mean something when you grad. with a CR certificate. We put all of these assessments in place, but how do you get the kids to understand that they have skin in the game? Kids need to be handed more than a piece of paper. Needs to have a tangible value for kids.	SP - clarifying question about graduation rate. Pine - I'd go so far as to differentiate diplomas at the state level. My discussions always come back to getting the kids to understand they have "skin in the game?" Hand them more than a piece of paper.
T, Librarian Assoc Pres: Eminence						Inclusion of school library programs, 70-75% of our schools have school librarians. We are good there. KDE has a person employed for SL. Librarians work with/for everyone in the school.	

T: CTE, Carroll Co		Career Readiness - a few weeks ago was the ACT test. Kids were all worried. Obsessed with the scoring. Graduation requirements too set on credits.	Junfiors were freaking out about the ACT. When you talk about the career readiness standards- it means nothing. When you look at graduation requirements it's often too set on academic standards. I have students who will graduate when they've missed 20-30 days of school. I don't think they are ready for the workforce. Change school success to student success. We need the same base set of standards.	If every school followed the same path to success and schedule, the state would be more successful.		Change the word SCHOOL SUCCESS to STUDENT SUCCESS	
Ed Consultant - LRC	Achievement gap		I've always been concerned with how we keep score. When you talk about teaching & learning there cant be winners and losers. Let's not have duplicity of thinking. We can't continue to talk about student in a deficit model. Get ready of sub groups. No kid is sub standard. Let's look at kids based on where they began. Every student needs to be proficient. We can't wait 4 years before we look at intervening at a school. We may miss an entire class of HS kids.	Have to ensure that all students are successful. Can't have one with out the other. How can a school be D/P if they have double digit achievement gaps? Not just looking at certain students, but all. Need to raise the bar for all - ceiling and floor. Ensure that those measures aren't as complicated. Have to understand that the public has a right to know where all students are. We need a defined reporting format for reporting to the public. Taxpayers need to know.	How can a school be considered distinguished or proficient if they have double dipped? I am not talking about looking at kids who have not gotten there. We also have TAG kids who are not getting there either.	Can't continue to talk about students in a deficit model. Can't wait four years before we intervene. A refined reporting system in reporting to the public. Taxpayers need to know where all the kids are. Design format that all schools have to know.	

P: Shelby, former T, Non-profit/consultant	What is the purpose of schools?	Really important to think about the purpose for measuring school success. What do we want our students to look like. It's important that achievement is looked at - a culture of achievement might not be as successful as a culture of teaching and learning. The question is - are we asking the questions important to the kids or to the schools?	A culture of teaching and learning is what we need. Do schools meet what kids really want to learn?	Peer critique- pods, really powerful lens to elevate teaching & learning.			
K: Kentucky Historical Society	The role of informal learning. The arts, museums, historical arts programs. I would hope that we can expect a little bit of leeway for informal learning. Many kids who don't have books in their houses, haven't been to an art experience: museum, etc.	Informal learning - the arts, the library setting, the museum, historic settings are important.				---- I challenge you all to think about informal learning.	
T: Elem, Hardin Co	Innovative teacher and testing hinders my innovation. There is not enough time. It's almost a waste of time. How often in real life to we just sit around and fill in bubbles.	Engagement, givign kids the chance for exploration & inquiry. Kids struggle to find answers.	The testing system we have now hinders innovation. There's not enough time to get everything in. How many times in real life do we have to fill in bubbles? Since the core content & NGSS are on level, they don't match a MC test.	We are all intertwined. All shareholders. Communication is HUGE in that. That's how we ensure all schools are successful. The more you communicate, the more effort. Glves them exposure and opportunity. Teacher led PD - it's differentiated.			
KDE, KAHPERD	PE - been working with national leaders for the funding of health & PE. What does it mean to be successful? We ask our members (over 1000) to be advocates.	College and Career Ready standards have to be related to healthcare.				73% of 17-24 year olds are not qualified for armed services. Healthcare costs are impacting us.	
C, retired T	We need two adults in all early grades, not just K. Where can we get the funds for that?						I think every superintendent has to eval. what they need.

S3: elementary school counselor, kennedy montessori, jcps	Research shows when a counselor is added to a school at a ratio of 350-400 to one the counselor is allowed to focus on S/E learning, the effect is equivalent to take 3 kids off of the class size.	If we want our children to be good, kind and productive human beings we need time & people in our schools who can do that.		Teachers should be free to focus on the learning and not the social/behavioral side.			
SB: Shelby, P	All students to function in the real world in a meaningful way. Sign names, read a letter, read the declartion. Function in a world of technology, but also communicate.	Safe, happy, friendly, open, fun, and exciting. Schools should be rated.	Students ability to dem. competency on standards. Post-secondary boards work together to ensure that students have the qualiifications to perform competiitively. Kids that enter the workforce can performt he duties and have successful careers.				
DA, CP: JCPS, KRA (in conjunction with KCTE)	5 issues that are most important from survey: 1. Struggling readers & writers, poverty and literacy achievement 2. early childhood education- sounds, have had books read to them 3. adolescent & content area literacy- kids know these things but can't read it/write their answers. 4. retaining CCSS 5. Teacher Education-						
T: JCPS	I expect the A's to take what you say that important and not turn it into a checklist. Becuase of a checklist, A/H is now just a checklist. It's more than a checklist.		By individual student growth. Up to the individual schools		Really boils down to whether you won at sports or at music, there are representation of the arts. There is something from the arts in all the celebrations. Needs to be implented in a way that's more than a checklist.	I teach at a school, where you will find us in the top 15, but we consolidate music & arts education.	

P: PTA pres in Shelby, former T, consultant for CTL				We have to pay attention to kids livign in rural high poverty areas. Students don't have access to highly effective teachers. There aren't incentives to work there and stay there. Good teachers so that kids have equitable access to high quality teachers.			
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