

Superintendents' Summit Town Hall: Accountability Discussion (Bold indicates possible trend)

Q1. What do you expect from our schools?

A. 1. Asset instead of deficit based

2. want students to be wise, master standards who lead by example and embrace social responsibility

3. How to norm scores with respect to other schools and states

4. Labeling- should it be long term- knowledge, improvement, permanence

5. Staff- giving 100%

6. Star system

7. likelihood of growth (probability)

8. measure 1 year growth for each study

9. Like the idea of rounded How does weight/% look; K- Readiness Look? WK-3 programs assessed

10. Clear expectations that staff have of students. Keeping parents connected. Dealing with negative opinions (6)

11. Like anchor of CCR and not throw everything out...mastery and high level of competency

12. Pieces for World- Class System- KY Districts learning from each other

13. Just don't want a number to identify us...do so many things well; students competing against themselves- show growth; measuring student persistence- Pushing it not just ACT

14. students having a choice upon graduation

15. district offerings- small vs large: consistency across state (20)

16. support for teachers/admin- less paperwork= more time with students

17. consistency-streamlining; dashboard model (have had varying models so become more stable and not changing direction)

18. comparable system is needed- we need to have a system that measures our students to others

19. funding needs to be equitable

20. district specific goals- beyond state- could be included in dashboard

21. National assessment (NAEP) with local measures- equity is important

22. How are ensuring students grow- measuring individual growth

23. Students need to be financially independent as adults

24. equal access

25. schools safe and clean

26. principals data driven- academically and behavior

27. principals and administrators evaluate teachers to ensure high quality

28. school boards are true community stakeholders

29. students are truly ready once the leave K-12 system

30. students need to have soft skills, communication, ability to work together, problem solving; opportunities to show mastery other than testing (18)
31. culture of access, defined by markers-multiple and measureable
32. students employable
33. expectations for students and faculty- high and individualized
34. balance- not all kids go to college
35. work ready community
36. provide opportunity- expectation from school- resources for teachers and students
37. high poverty area needs addressed (school to work)
38. Well rounded: beyond college prep (back to 4 c's) prepared for life (20)
39. grow students- close achievement gaps
40. 18 year olds- communicating, problem solvers, critical thinkers, industry ready
41. find a way to act as parents; evaluation system overwhelming with paper....align plans
42. focus on early childhood
43. personalization- don't understand it, can't explain it, don't know how to buy in
44. individual student or effective growth- identify lowest performers
45. printed in paper
46. competition vs collaboration- measuring schools vs students
47. safe, orderly, high achieving, focus on students (10)
48. participation in activities (clubs, sports,etc)
49. measure growth, continuous improvement and culture and community/family
50. focus on teaching and learning and show some assessment
51. Find resources to remove barriers, but focus on teaching and learning
52. local control back to schools
53. Don't hold kids down "Performance Based Learning"
54. Provide world competitive education (6)
55. school should be more exciting place- where kids want to be
56. like CCR want students to be community ready, focus on learning, more consistency; stick with something to determine effectiveness
57. establish and cultivate relationships, nurturing kids, CCR, kids didn't have identity, pushed initiative, provide what they are interested in
58. Meet the needs of all students (gifted- exceptional)
59. Expect same quality of education between/among schools
60. Equity not equality- treating people fairly as well as provide access (15)
61. emphasize more integration; skills over content; value of learning by doing rather than test prep
62. CCR still valuable- multiple opportunities- don't cheapen to explore pathways- allow student to explore without sanctions (10)

63. All students successful
64. Core focus each year
65. Student creating, innovation, true CCR
66. How do you get everything in the system?
67. Really prepare for post secondary
68. community has local expectations but all : capable, independent, life-long learners
69. productive citizens
70. High school acceptance is a need.
71. Welcoming environment
72. local hours
73. No comparisons; hurt; not equitable; state stay out of our business; state too heavy handed
74. community celebrate
75. Kids feel entitled- no pride, lazy, is this a result of our labeling schools and focus on the wrong things?
76. Provide real vocational opportunities, not college based
77. Look at High school level assessments....does everyone need Algebra II? Equity
78. Best effort every day
79. Character Education- non-cognitive instruction and measures (Covey Work ex. In Mason)
80. Invest in career options.

BOLD INDICATES NUMEROUS OF THIS KIND OF ANSWER INDICATING POSSIBLE TREND

Q2. What school characteristics are most important?
A. 1. Important for faculty and staff to make connections with students/advising helping students think about next steps/building relationships, develop quality of respect, treat all students with kindness and fairness especially in discipline, respect/rapport/relationships; student centered; whole child; unconditional love but not loved to ineffectiveness (51)
2. Safety/food (10)
3. Has to be a fair place- every student's dream is important (15)
4. Don't give up attitude toward students... shouldn't matter the parents or income
5. Positive school climate: somebody cares (10)
6. Learner mindset
7. Equity: environment; Achievement Gap/Access; inclusion/Fringe Students
8. Be careful about defining success by accountability score....great things in addition to that
9. Culture of high expectations and rigor, beyond minimum to maximum, engagement (17)
10. Community of support- can't do it all ourselves
11. Great teaching- being able to describe what good teaching is
12. Well rounded, balanced

13. Great teachers (hiring/SBDM)
14. Extended learning opportunities (IB, AP, DC, Apprenticeship, Early College, PLTW, Project Lead the Way)
15. Skills built across grades (PBL in early elementary)
16. Student empowerment/engagement to make a difference
17. Flexibility, multiple ways and paths to get to goals; teachers autonomy to be flexible and creative (10)
18. Communication (among all- students-teachers-parents-community-administrators- higher education) (18)
19. Modeling high expectations at all levels
20. Be the most inviting place in town
21. Concern over losing Compass
22. Don't throw everything out...keep scores and high expectations
23. Personalized per district and focused locally
24. Committed leaders with multiple ways to measure performance, quality leadership
25. Start where students are using standards as basis and focus on improvement....let districts measure the accountability and progress
26. AASA- redefining readiness...other soft skills
27. How do you offer dual credit
28. technology
29. creative thinking/dashboard
30. parent engagement
31. So much testing hard to know learning is taking place
32. literacy
33. Quit pretending- assessment is set- flexibility on how to get to standards- EXIT criteria at each grade level same statewide (mastery)
34. Clear mission, vision, goals, objectives and plans for carrying them out
35. Teachers are not happy teaching to standards and test- not happy-too much about testing
36. Must hold teachers to standards and being accountable for the learning
37. Growth mindset/climate of productivity
38. Hattie's study
39. credentials are changing
Q3. How should we measure student and school success?
A. 1 multiple measures; some other than tests, soft skills, development, over time, well-rounded student (31)
2. longitudinal study of the students and measures after students leave district
3. Transitional inventory
4. Growth: Where we get the student, move forward? Individual students
5. Graduation rate- does not include alternative assessments
6. Are they employed/post-secondary placement

7. content mastery
8. stability of assessments
9. include soft skills/attendance of staff and students
10. align with work ready community (KWIB)
11. Formative measure for determining growth
12. Maybe we need to look at why we are not doing explore-plan-act...should we use that?
13. Funding for assessment
14. CCR
15. Accountability System focused on "Gater"
16. Maybe spend too much time on proficiency
17. scaffolder- national and then looking at individual success; school must keep looking for ways to improve
18. What is success/ subjective/ student and school success not necessarily same thing (12)
19. growth by grade level-not complicated
20. students may have needs that must have attention before testing
21. Start earlier- students aren't identified
22. Lost sight with what we believe and what we think about student learning- know our communities
23. Blended criterion, normative and objective measures
24. Summative Assessments and Growth
25. Growth from beginning of year to end
26. Hope for a valid and reliable system
27. Accountability fit into an accreditation review (districts in trouble-annually; successful not as frequent; interviews with shareholders; multiple measures- professional learning, effectiveness; written assessments for fed requirements; classroom assessments) all based on what we are currently doing
28. eliminate just one score
29. not based on peer group- compare on how school is moving
30. School safety
31. Primary- reading at grade level
32. Brigance scores- follow students
33. Educate caregivers- school readiness
34. Remove regulatory barriers- head start/preschool
35. Feedback reports at transition
36. Keep is simple: graduating, going to college or getting a job and leave it at that
37. 3 year window- maybe a 5 year with tweaking
38. It is far too complex due to special interest groups

39. growth and achievement meet or above target/ did school improve/ how many on grade level/college ready...how many show growth over time
40. Alternative student should be considered on time for grad rate
41. Growth for students using local assessment data with multiple measures ; not same statewide
42. teachers believe if not in accountability, not valued
43. Current system allows gaming just to get points
44. K-PREP cumbersome but most equitable; choosing from many different absorbs resources
45. Through course assessments if we can find good ones...stop tweaking; less end of year focus (10)
46. Start careers earlier not to pin down but to help in decisions
47. CCR is better than anything we have had for high school....more help from lower level processes
48. Adaptive assessments
49. ACT simplified
50. Student achievement 100%
51. Readiness
52. AP testing
53. Growth vs. Proficiency
54. Individual Student
55. Meaningful, equitable, focus on college and career
56. Teacher evaluation and program reviews allowing them to review themselves is not helpful- easy to game
57. Model of continuous growth may be unrealistic
58. Too many reports and penalties (recognize everyone doesn't start at same place)
59. How should we not would be a better question. Keep in local.
60. Program review is inconsistently trained by KDE
61. Stop ranking students; focus on literacy and math
62. Control of accountability at school level
63. Connections....student made 27 on ACT Course of Study Marine biology and is server at Applebee's
64. Benchmarks at every level
65. take off next generation professionals
66. Bullitt has plan for better per student spending
67. keep high school assessments as they are
68. KDE and KBE stop program reviews and help us with curriculum and standards for good teaching
69. Need arts and music pathway
70. Health and PE...whole person assessment (AWE not BMI)
71. 8th grade performance best indicator of possible CCR

72 All share tips using with low performing with high performing for growth
73. Add science
74. Need help with discipline and mental health to devote time to academic needs
75. Fund full day kindergarten
76. Consider high poverty in dashboard....teachers have to work harder to get same or similar results
Q4. How do we ensure all students and schools are successful?
A. 1 Career success
2. Decide what we consider success- college-good job
3. make sure public education is well funded
4. fund full day kindergarten
5. Things mandated should be funded
6. Across district lines you see huge discrepancies- no utility tax- tech fees and athletic fees
7. this is community driven. What to do? How to balance?
8. Large unemployment. Facilities have fallen away...can't tax with high unemployment, what to do?
9. Same expectations for large and small, poverty vs affluent
10. Can't bond new schools in economically depressed communities
11. equity for students between rich and poor districts; funding; courses available; level playing field (10)
12. vision
13. get right people
14. preparation of teachers (hold higher ed accountable)
15. Readiness- backwards to K
16. Resources
17. professional learning and support
18. community support
19. hire and retain quality people; good processes for hiring; train leaders at all levels with good training (ex: NISL) (11)
20. Define successful
21. relationships between staff and students (6)
22. successful schools are about culture sometimes schools are on the right track but numbers don't show it
23. Get rid of tenure
24. Eliminate peripheral stuff teachers have to do and see how that helps; cut paperwork, extra stuff
25. incorporate PD with PGES
26. can't be reduced to single pieces, multiple pathways to success for students and schools
27. personalized learning focus from GT to special education without reducing attention to middle

28. Quality and qualified teachers (not emergency certified); poor teachers need to go (principals need district admin support); ensure have best teachers
29. empower students through CCR in decision making/ student focus (4)
30. Some sort of training, EPSB for health care field teachers
31. let superintendents hire principals
32. Biennial review on accountability and then self assess
33. Title I don't take money
34. Teachers- insufficient money to implement in one year
35. Community involvement: What's school ready?
36. mental health issues
37. develop problem solvers
38. Collaborative not competitive- team approach with community
39. Remove compliance barriers
40. expansion of career ready/expand opportunity with industry
41. Equal funding
42. Hold superintendent accountable by Board and community
43. Students compete globally
44. transparent dashboard- easily read by all stakeholders
45. Clear Communication
46. Collaboration, monitoring, feedback, support
47. Facilities process that is fair and meets needs of all students
48. Measuring yearly growth
49. Support systems/safety nets
50. Effective tribunal system
51. timeline for releasing teachers during testing
52. culture change: value work; reward hard work; work ethic with soft skills
Q 5. How should we celebrate school success?
A 1. change red book laws
2. multiple measures- more than one thing
3. like dashboard- broad look
4. Use dashboard for more celebrations
5. follow up
6. everyone adjusts to their context and does it differently
7. Communication- need to too our own horn

8. Power of 3- staff, students, parents (community)
9. consistent measure so we all understand school success
10. measuring growth- students grow to minimum standards to a specific target
11. High progress labels of how you are growing is a good designation that tells students and schools where they are....too many now
12. recognize any child that makes growth
13. invite parents into schools daily
14. schools have own celebrations
15. celebrate long and short term success
16. ongoing throughout the year
17. KDE banners and co-op recognition
18. loudly and often- local, state, partners
19. dashboard release
20. international focus of who kids will compete against
21. have fun- party, recognition teachers and students
22. social media
23. flier of success spread around community
24. work with chamber, development foundation, WIB
25. relationships
26. empowerment; recognize and allow to shine...teachers, students, staff using all forms of media and channels of communication
27. Similar to sport successes
28. Graduation/commencement- it is a journey
29. Post secondary results of our students
30. appropriate labels
31. be aware of context and needs of community (6)
32. CCR/next level/ work keys
33. All positives; shared successes; older and younger as appropriate
34. We should ask why before answering how
35. Celebrate learner mindset
36. remove ranking; have credible benchmarks; be stable measures
37. Give teachers a raise
38. Reward and look at big picture, strategic goals for celebration with community
Q.6 What action will you take in the next 30 days to communicate this information? As Superintendent, how do you plan to communicate this information to your Board of Education, staff and parents?

A. 1 extend- to conversatiA306:A321on to principals and staff monthly meetings
2. Superintendent reports
3. site-based/parents academies
4. make it simple
5. create one message: KISS....what is it? What have we done here to communicate? Is it Novice Reduction? What IS the message ; not sure what to tell them "Change is Coming?" clear script needed, what dashboard? What does Commissioner wish us to share? (31)
6. Feels like Dr. Pruitt should communicate message
7. I will not communicate; very little so I don't have to back track; cautious and uncertain...new state board; wait til federal regulations are in; informal conversations (10)
8. Town Hall, Superintendent's summit,etc...not wanting to back track
9. Process has begun for new testing model
10. Where does child stand in relation to peers
11. monthly- communication with leadership team
12. Continue being positive- communicate new direction from Commissioner as it becomes clear
13. Share with cabinet team and all schools direction of Commissioner
14. Need decisions made to communicate; WHAT DO WE COMMUNICATE
15. In the line at the grocery store; focus on all shareholders
16. trying to survive the next 30 days
17. e-mail; regular communication channels; principals carry message to councils; parent and student advisory groups
18. ESSA Updates
19. Letter to the paper
20. School admin workshop
21. Discuss opinions on the topics with our legislators
22. change accountability system based on 3 areas (writing not clear as to the three items)