

U.S. DEPARTMENT OF EDUCATION

RACE TO THE TOP

GRANT REVIEW

Phase 1 tier 2 State Presentation

The State of Kentucky

8:30 a.m.

Wednesday, March 17, 2010

Holiday Inn Capitol Hill  
550 C Street, S.W.  
Washington, D.C.

## 1 P R O C E E D I N G S

2 DR. TERRY HOLLIDAY: Thank you for allowing  
3 Kentucky the time today to make our case for why we should  
4 receive Race to the Top funding, our presentation will  
5 reveal that we have the courage, the commitment and the  
6 capacity to implement our Race to the Top plan. President  
7 Obama has set the mark as a former teacher, principal,  
8 local superintendent and now as commissioner of education  
9 in Kentucky, I truly believe you will see what separates  
10 Kentucky from the other applications is our focus on this  
11 key result, our state board and general assembly have a  
12 vision of every child proficient and prepared for success.  
13 While many states have this type of vision we have a  
14 measure of the vision and the plan to reach the vision.  
15 Three years from now congress will ask what did we get for  
16 four billion dollars in Race to the Top funding? If  
17 Kentucky is funded we have the sustainable leadership from  
18 the commissioner level, the general assembly level and the  
19 governor level to implement our plan and to provide the  
20 results that will answer the question. Our presentation  
21 today will provide you with the evidence that Kentucky has  
22 the courage, the commitment, and the capacity to reach the  
23 goal that President Obama has set for our nation.

1 Evidence of the courage of our governor and general  
2 assembly was provided in our application, within record  
3 setting time our general assembly passed and our governor  
4 signed legislation to not only define persistently lower  
5 achieving schools but also immediately began to address  
6 low achieving schools. Our courage to lead in the  
7 standard adoption and implementation was mentioned in our  
8 application teachers in Kentucky will be using the common  
9 core standards this fall. Kentucky not only has a plan,  
10 we implement the plan, we get results that are  
11 sustainable. It's now my pleasure to introduce a teacher  
12 and a leader of teachers Kentucky Education Association  
13 Executive Director Maryann Blankenship who will provide  
14 additional information on how Kentucky has exhibited  
15 courage to be a national leader in education reform.

16 MS. MARYANN BLANKENSHIP: Good morning, in the  
17 first four months of 1990, the Kentucky General Assembly  
18 completely recreated our system of public schooling after  
19 a funding equity law suit resulted in every education law  
20 in the state being declared unconstitutional, but the  
21 legislature went much further than equalizing funding.  
22 KERA included our first state standards for learning and  
23 first state assessment system as well as accountability

1 provisions that demanded excellence. KERA included  
2 improvements in school government and instruction as well  
3 as the largest infusion of new money in our schools  
4 history. Notably KERA also created autonomous school  
5 councils with significant authority in each Kentucky  
6 school. In the wake of KERA's passage all of us stepped  
7 up and assured smooth implementation of this massive  
8 initiative to improve student learning. I would now like  
9 to introduce Felecia Smith, Associate Commissioner of  
10 Education in the Office of Learning and Teaching who will  
11 discuss other evidence of Kentucky's courage in leading  
12 the nation in school improvement.

13 MS. FELICIA SMITH: Thank you and good morning.  
14 In addition to the major accomplishments of KERA,  
15 Kentucky took another bold step in ensuring that the  
16 education for each and every child in Kentucky, in senate  
17 bill 168, this legislation charged the department of  
18 education to provide disaggregated data to school councils  
19 addressing the disparities in academic performance in  
20 differing groups of students. Specifically school  
21 councils were required to set biennial targets for  
22 eliminating any achievement gaps, local superintendents  
23 can direct schools to use their professional development

1 funds and extended school services funds if their targets  
2 are not met. Since Dr. Holliday's arrival he has breathed  
3 new life back into this ambitious goal, he has resurrected  
4 the commissioners council on raising achievement and  
5 closing achievements gaps. He has charged this group to  
6 develop an accountability index that will include a  
7 measure for closing the achievement gap. Now I would like  
8 to introduce David Cook, the Race to the Top Project  
9 Manager to share more about our most recent legislation,  
10 senate bill 1 which will transform education in Kentucky.

11 MR. DAVID COOK: In March 2009, several months  
12 before the notice of priorities for Race to the Top was  
13 released Kentucky once again stepped out ahead of the  
14 national conversation with unanimous passage of senate  
15 bill one. Senate bill one addressed all the components of  
16 Race to the Top; they required Kentucky to adopt new  
17 standards, common core standards in seven content areas.  
18 In addition to the two areas currently required under  
19 ESEA, math and reading, it also requires fewer higher and  
20 clearer standards in areas being considered in the  
21 reauthorization of ESEA, science and social studies, as  
22 well as arts and humanities, practical living and writing.  
23 Senate bill one also required P12 and higher education to

1 come to an agreement on a common set of standards for  
2 college readiness, it requires KDE to create a new balance  
3 assessment system based on those new standards, to build a  
4 new system of PD integrating P12 with higher education and  
5 to continue to enhance our long standing efforts to assist  
6 struggling schools.

7 DR. HOLLIDAY: There are those that say Kentucky  
8 was able to get 100% of our districts, school boards,  
9 superintendents and teacher organizations to support our  
10 plan because the plan was weak and did not include many  
11 innovative ideas. The critics do not understand how a  
12 state could get this level of commitment, we have a strong  
13 plan. As we share our plan with you today you are seeing  
14 that we have a strong plan to implement internationally  
15 benchmark standards and assessments. Use data to change  
16 instruction and policy, use data to improve teacher and  
17 principal effectiveness and turnaround our lowest  
18 performing schools. We were able to get the strong  
19 commitment and the strong plan through building  
20 relationships among all stakeholders and through our level  
21 of trust that has been built up over the many years since  
22 the KERA Reform Act. The evidence of this trust and  
23 relationship was evidence at two historic meetings as part

1 of our planned development. Never before had  
2 superintendents, school board chairs and teacher  
3 organizations gathered together to address a major reform  
4 effort. Never before had the three state boards gathered  
5 together to agree on a common agenda. Kentucky is at the  
6 right place, at the right time, and with the right  
7 leadership to make a difference in the lives of our  
8 children by having them prepared for college and career.

9 MS. MARYANN BLANKENSHIP: I want to tell you the  
10 story of how Kentucky obtained 100% of local teacher  
11 associations signing the memorandum of understanding. My  
12 organization the Kentucky Education Association has been  
13 advocating for public schools and teachers for more than  
14 150 years, the vast majority of teachers in Kentucky  
15 belong to KEA and we have locals in every school district.

16 Because of our history in activism teachers in Kentucky  
17 trust KEA, so when KEA encouraged our locals to sign the  
18 MOU most of them did, but they did not do so blindly and  
19 we did not encourage them to do so blindly. At  
20 Commissioner Holliday's invitation and with KEA funding we  
21 met without about 100 of our local leaders who traveled to  
22 Louisville on a school night. We met with them for  
23 several hours to make sure that they understood what they

1 were being asked to sign. Then over the winter holidays a  
2 group of our staff and our president worked almost  
3 everyday providing constant feedback to the department on  
4 Kentucky's application. Every time we provided feedback  
5 the department took us seriously. KEA held multiple  
6 meetings with department staff, the commissioner himself  
7 and the presidents of two of our largest bargaining  
8 locals. We responded to many emails and phone calls from  
9 our local presidents elsewhere. As a result of this  
10 collaboration KEA developed the trust with the  
11 commissioner and the department. We are confident that  
12 this trust and collaboration will continue and will allow  
13 us to work collaboratively through the implementation in a  
14 very productive manner. I would now like to introduce  
15 Aaron Thompson, Vice President of Academic Affairs at the  
16 Council in Post Secondary Education and a professor and  
17 scholar of student success and student achievement.

18 MR AARON THOMPSON: Good morning, and I am proud  
19 to be here as part of the team representing higher  
20 education in Kentucky and I'm here to tell you that higher  
21 education is committed to do whatever it takes to increase  
22 student success across P through 20. We know that higher  
23 education is very much a part of the solution and we're

1 dedicated to fix it as a full partner with KEA and our  
2 standards board, such as increasing entrance standards to  
3 be admitted to our teacher education preparation programs,  
4 we have to change curriculum to focus on the culturally  
5 competent needs of our students and our placed based  
6 understanding of those students we are willing to do so.  
7 We would be able to provide a comprehensive and detailed  
8 progressive P-12 professional development that's formative  
9 and progressive and we're willing to even look at changing  
10 our tenure and promotion policies to reflect the  
11 individual commitment, the faculty will need to have to be  
12 very much a part of that process. We along with KEA  
13 provided up front early an opportunity to (inaudible)  
14 Senate Bill One. We had several historic meetings with  
15 presidents, chief academic officers, deans of the colleges  
16 of education arts and sciences and our engineering schools  
17 and our public and private higher education organizations  
18 along with the commissioner, deputy commissioner and  
19 associate commissioners of education to talk about how we  
20 can actually increase and sustain this commitment not only  
21 for this particular action but across all the elements  
22 that we know that will be important to our kids in  
23 Kentucky.

1           MR. DAVID COOK: As you can see Kentucky can  
2 claim unanimous support by our local superintendents,  
3 boards of education our teachers and higher education for  
4 our reform plan. That's only the beginning of the  
5 commitment and trust that has been put forth in our  
6 proposal, that commitment is not just about letters of  
7 support. Our commitment comes from a large scale  
8 participation in the development of the plan. First of  
9 all we had a 13 member Race to the Top advisory council  
10 which represented every one of our stakeholder groups in  
11 Kentucky, parents, teachers, school councils, school  
12 administrators, business partners, and community partners  
13 as well. In addition to that we had one on one  
14 interaction with nine diverse LEAs to get direct feedback  
15 from those nine LEAs and include them in the writing of  
16 the proposal. Most exciting to us was that we did an  
17 online survey with our entire state constituency, we  
18 opened it to all citizens and we received back 2440  
19 responses included in those 2440 responses were over half  
20 of the response came from teachers and  $\frac{3}{4}$  of our  
21 superintendents responded to our surveys.

22           MR. HOLLIDAY: The reason Kentucky's three  
23 boards were able to agree on support for the common core

1 standards was the early involvement of teachers and  
2 college faculty working together to review the standards  
3 and provide feed back, here is a quote from one of those  
4 teachers "we are indeed proud that the comments and  
5 feedback provided by Kentucky teachers and faculty were  
6 utilized in the final draft of the standards." Now we  
7 would like to share with you how we will engage every  
8 teacher in Kentucky in the development of classroom and  
9 student friendly standards.

10 MS. SMITH: As the first in the country to adopt  
11 the common core standards Kentucky has taken full  
12 ownership of this process and is leading the country in  
13 the implementation of the common core standards  
14 initiative, as a state lead process Kentucky has gained  
15 broad support for the standards from all stakeholders  
16 including K-12 educators, college and university faculty  
17 and business and industry representatives. Work teams  
18 convene monthly to review the multiple drafts and to  
19 provide ongoing feedback on the standards. As Kentucky  
20 submitted feedback regularly to CCSSO with every iteration  
21 we could see our feedback represented. This recursive  
22 process kept all of our stakeholders engaged in the  
23 process. Currently we have a survey for Kentucky citizens

1 to provide input on the draft now made public and  
2 available. We believe our commitment to engaging all  
3 citizens in this process will translate in the  
4 overwhelming support and implementation of Race to the  
5 Top. We recognize in order to make sure that these  
6 standards are implemented in classrooms of over 48,000  
7 teachers we know that we'll have to make change happen and  
8 a robust professional development system will lead the  
9 way. Our approach is grounded in a leadership network  
10 approach to professional growth and learning opportunities  
11 and shows our commitment to teacher and leader  
12 effectiveness. We are building on a cadre of facilitators  
13 in place who have been changed in the (inaudible)  
14 assessment for learning seminars. Over 800 facilitators  
15 across the state including district and leadership teams  
16 and university faculty will serve as the basis for our  
17 deployment plan model for professional development. This  
18 comprehensive coherent plan is truly a P20 approach to  
19 insure transformation in teaching and learning in every  
20 early childhood classroom to university based settings.

21 MR. THOMPSON: The Kentucky Education Reform Act  
22 of 1990, we realized changed the face of the education in  
23 Kentucky but what it didn't do was provide a professional

1 development model that was progressive and informative.  
2 There have been numerous meetings of over 120 faculty from  
3 across Kentucky universities and colleges to look at and  
4 provide feedback on the common core standards and K12 they  
5 were there with us during this entire process. We have a  
6 30 person professional development group that is made up  
7 of P-20 faculty and administrators to talk about how we  
8 can roll this out. One of the things that we know is that  
9 we're going to have to build a solid communication plan to  
10 incorporate our communities, our families, our teachers and  
11 everybody that's going to be a part of this roll out.

12 MR. COOK: Dr. Edward Deming had it right,  
13 children come to school with a yearning for learning and  
14 our job as educators is to increase the successes and  
15 decrease the failures so that our children do not lose  
16 that yearning for learning. Our model is very simple if  
17 students are not learning to high levels then the  
18 classroom is not a learning centered classroom. If  
19 classrooms are not learning centered then the school and  
20 school leadership are not focusing on learning and if  
21 schools and school leadership are not learning centered  
22 then the school districts, superintendent and school board  
23 do not have a laser focus on learning. If districts are

1 not learning focused then the state board and department  
2 of education are not providing a learning focus. In other  
3 words the level above always provides the direction  
4 support and focus on learning results that will enable the  
5 level below to be successful. It is not enough to  
6 announce that we fire teachers who do not produce learning  
7 results for one year of growth for one year of  
8 instruction. It is the responsibility of every level of  
9 our system to provide the support, resources, and  
10 direction for ensuring success of every child. What you  
11 will see different in Kentucky is a leadership that has  
12 achieved outstanding results at the classroom, school,  
13 district and state levels. If you provide support for  
14 Kentucky you will end up with a model that can be  
15 replicated statewide and throughout the nation to reach  
16 the goal of leading the world in percentage of post  
17 secondary graduates.

18 DR TERRY HOLLIDAY: Now let me describe the  
19 model and why you should fund Kentucky. Our statewide  
20 longitudinal data system serves as the foundation for our  
21 continuous improvement of instruction and technology  
22 system. Our data systems are not just a repository of  
23 tons of data, our data systems represent the ability to

1 make decisions and drive policy changes from the student  
2 level to the general assembly level. This model was a  
3 direct result of my conversations with the teacher  
4 advisory committee. Teachers told me what they needed to  
5 help more children be successful. Pretend I'm a first  
6 year Algebra I teacher and I was at one time, while I did  
7 graduate from a good teacher preparation program I'm very  
8 uncertain about the new common core standards, also I'm  
9 very nervous about facing 28 freshman that I've never met  
10 before. I have 24/7 access to a powerful new system that  
11 our state has developed with Race to the Top funding. I  
12 have access to my student's information, previous academic  
13 performance, demographic information, even a statewide  
14 individual learning plan that has followed this student.  
15 My mentor teacher contacts me through the social media  
16 tools and we begin to dialog about preparing for my new  
17 job. She recommends several online components about  
18 classroom management that really helped me get prepared  
19 for the opening of school. Not only is my mentor  
20 available online but I also have access to my principal  
21 and the schools instructional coach and other members of  
22 my Algebra I PLC. I'm a little concerned about these new  
23 common core standards so I go online and from the

1 standards written in classroom and student friendly  
2 language I see them right there in print, I click on the  
3 Algebra I standards and find a curriculum map, a pacing  
4 guide that spells out very clearly my timeline for  
5 insuring my students receive instruction to address the  
6 standards. I'm a little shaky on the first weeks learning  
7 outcomes so I click on the learning outcome and I'm  
8 provided with links to excellent digital resources that I  
9 can use in my classroom, I also see a link to videos from  
10 my college math professor that provides a quick refresher  
11 on the content. I am surprised to also see a link to a  
12 master teacher who provides a quick overview of an  
13 excellent instructional strategy to help students master  
14 the learning outcome, there are even a few short minutes  
15 of a video that shows the master teacher engage with  
16 students and the strategy. I get excited as I explore  
17 further that there are formative assessment strategies  
18 linked to the learning outcome, the assessments are both  
19 multiple choice and constructed response, there's even a  
20 performance based assessment with a statewide scoring  
21 rubric, I can provide the assessment to my students either  
22 online or in paper and then score the assessment with the  
23 software provided and get immediate feedback from the

1 software program. The software program shows me the  
2 learning problems my students have and even suggest  
3 additional instructional strategies for re-teaching. The  
4 suggested strategies provide me with videos of actual  
5 master teachers modeling the strategies. Once every four  
6 to six weeks I have a predictive assessment that most of  
7 the teachers in my school and state are using to help  
8 predict student performance on the end of course Algebra 1  
9 exam. At the end of the predictive assessment I can  
10 contact other teachers across the state through our  
11 virtual PLC so that I can learn from others about  
12 successful instructional strategies in case my students  
13 are not where they need to be. It's great to have social  
14 media tools like chat rooms, twitter, Facebook to keep up  
15 with other Algebra I teachers and what they're doing. My  
16 PLC meets and we make decisions about interventions it's  
17 great to have this thing called response intervention so  
18 that I have partnering with others to make a difference  
19 for children. I have a meeting with the principal to find  
20 out about the evaluation procedures but I am immediately  
21 reassured that by utilizing the online system my formative  
22 evaluation process is being tracked for me, I don't have  
23 to keep a messy paper portfolio or provide evidence to the

1 principal, the system tracks my access and how I'm  
2 utilizing the resources to improve instruction and  
3 learning. I'm most excited about the ability to tape  
4 lessons using the new camera system. The system allows me  
5 to tape portions of lessons and then meet with my mentor  
6 or principal to get feedback on the lessons. The camera  
7 system links up with my classroom assessment so I know  
8 what works. After several attempts I'm able to produce a  
9 terrific lesson that results in 100% of my students  
10 mastering the learning outcome. I've heard about  
11 classroom walk throughs but I'm a little nervous, my  
12 mentor does the first one and I'm amazed that immediately  
13 after my class I have feedback online from the walk thru  
14 and coaching tips. Over the next few weeks I have several  
15 other visits from instructional coach and principal and  
16 each time I get immediate feedback. When the principal  
17 sets up my initial evaluation conference I'm a little  
18 nervous but after reviewing the online rubric with the  
19 alignment to evidences that I've already produced with the  
20 software system I feel very comfortable. When I meet with  
21 the principal he pulls up the system and shows me what a  
22 terrific job I'm doing in utilizing the coaching and  
23 support. We review student learning results and we agree

1 together on a professional growth plan. As the year  
2 progresses I've become, more and more confident in my  
3 ability to change instruction to help more students learn.  
4 Thanks to the Race to the Top funding I'm on my way to  
5 being an effective teacher. We have the same system that  
6 would go to the principal, school and the school board and  
7 superintendent.

8 MR. COOK: We've referred to this before that  
9 Kentucky has been in the reform business as long or longer  
10 than any other state that includes our efforts around  
11 improving low achieving schools and districts. The KERA  
12 act of 1990 included the established of the distinguished  
13 educator program to provide full time assistance to these  
14 schools, that program has grown and evolved into the  
15 highly skilled educator program then that program is not  
16 replicated in states across the country including Race to  
17 the Top finalists. In 1999, a research based scholastic  
18 audit program was established and continues today, the  
19 audit supported this HFC program by providing key findings  
20 on the capacity of schools in nine key areas. Those two  
21 programs along with the new legislation action over the  
22 same period of time led to the states takeover of one LEA  
23 and two schools. Today the evolution continues with a

1 development of leadership assessments. The Race to the  
2 Top final guidance left out a key element of the process  
3 for turning around a low achieving school. The guidance  
4 jumped straight from the identification of schools to the  
5 four turnaround options that serve as consequences. What  
6 is missing is determining what level of capacity the  
7 identified school and LEA have for managing and leading  
8 the turnaround. Fortunately Kentucky has a built in  
9 system of scholastic audits that can be modified to  
10 address those leadership capacities. It is this key audit  
11 function that will insure that those responsible for  
12 managing the turnaround will have key information to  
13 assist in proper strategy development.

14 DR. TERRY HOLLIDAY: Our commitment to Race to  
15 the Top is founded upon our belief that we can produce  
16 results. as commissioner I've dedicated myself to be  
17 evaluated solely on the results of reducing the college  
18 remediation rates, I'm required to do so by our state  
19 legislation and I will be evaluated based on that and  
20 expect all of my reports because we truly believe that the  
21 state is about creating conditions for learning and  
22 creating those outcomes.

23 MS. FELICIA SMITH: Kentucky is one of only a

1 few states that has adopted a comprehensive approach to  
2 establishing benchmarks to insure students are college and  
3 career ready through it's EPAS system, this has framed our  
4 states college and career readiness plan which is a  
5 unified effort among the department of education, council  
6 on post secondary education and education professional  
7 standards board. This plan will provide the right next to  
8 strategies for students to insure success. Of these  
9 strategies mentioned in the Race to the Top plan we  
10 believe the implementation of the explorer plan and ACT as  
11 a system insures our commitment to students as the state  
12 tracks and monitors student performance in the 8<sup>th</sup>, 10<sup>th</sup>,  
13 and 11<sup>th</sup> grades. At these critical transition points  
14 Kentucky has required districts and schools to provide to  
15 be responsive to students needs specifically those not  
16 meeting benchmarks. One hundred percent of Kentucky  
17 schools are providing academic interventions and wrap  
18 around support to students as a result district and  
19 university partnerships have resulted in the development  
20 of transitional courses.

21 MR. THOMPSON: We have started a conversation  
22 with university presidents, chief academic officers and  
23 faculty about coming together and developing a common core

1 placement test that would actually go to all of our  
2 universities for placing students from high schools in a  
3 particular course such as math, reading and writing. We  
4 have also built transition courses in the high schools and  
5 the early data are showing that these courses are very  
6 successful we've seen more people moving into college  
7 algebra based on these courses. We have also developed  
8 and piloted summer bridge programs for students that may  
9 not have gotten to that point where they needed to from  
10 high school so we can get them to that point before they  
11 enter their first year of college. We are also expanding  
12 our STEM initiatives at our regional universities so we  
13 can actually concentrate more on math and science and have  
14 our students go into these critical areas.

15 MS. MARYANN BLANKENSHIP: As we conclude I have  
16 the privilege of bringing us back to what it's all about,  
17 our students, Kentucky students face more severe  
18 challenges than those of any other of the Race to the Top  
19 finalists states, we have more rural schools than any  
20 other finalist, research conducted by the Kentucky long  
21 term policy research center shows that our children are  
22 the fourth most needy in the country, considering their  
23 health, disability, poverty, parents education, English

1 proficiency, and attendance. While our children have a  
2 very steep hill to climb they also have the good fortune  
3 to be in Kentucky's public schools. That same study also  
4 looked at return on education spending factoring in NAPE  
5 scores and per pupil expenditures. The center says that  
6 Kentucky gets some of the highest returns in the nation  
7 from its investments in elementary and secondary  
8 education. Overall Kentucky ranks fifth in cost effective  
9 educational spending, so you can be assured that if our  
10 application is successful you won't look back three years  
11 down the road and wonder where the funds went and whether  
12 they helped children. Kentucky is also a leader as Aaron  
13 mentioned in STEM initiatives we've worked on them  
14 collaboratively, I've served on our STEM task force and  
15 university of Kentucky president Lee Todd, a science and  
16 inventor himself is a nationally acclaimed STEM champion.  
17 We've embraced other programs including Advance Kentucky  
18 and Project Lead the Way. We've received grants from the  
19 National Institute for Science and Mathematics. We know  
20 the challenges before us. Some might look at Kentucky and  
21 consign us to be a perpetual backwater economically. Some  
22 might look at our students and consign them to the same  
23 lives their grandparents led. Kentucky educators

1 vehemently disagree instead we agree with President Obama  
2 on Saturday and don't accept that future for them.

3 DR. TERRY HOLLIDAY: As we finalize our  
4 statements to you this morning, my passion is for helping  
5 children succeed, I go to bed every night thinking what  
6 can I do to help more children be successful and I wake up  
7 with that same passion every morning. It's because I was  
8 molded by the experiences of my teaching career, I was a  
9 band director and a sixth grader was brought into my room  
10 by the principal and said do something with this one, I  
11 can't do anything with him, he was the smallest sixth  
12 grader there and I said you're pretty tough aren't ya, and  
13 he said you better believe it I can whoop anybody here and  
14 I can't understand why the principal won't let me smoke.  
15 So I said you're pretty tough how about you play the tuba,  
16 the biggest instrument I got, he did so and became a very  
17 successful young man, he called me when I took this job in  
18 Kentucky and said he was doing great, he had children and  
19 had a very successful career, thanks to a teacher. These  
20 teachers up here they've all had those experiences. I am  
21 almost amazed at the experiences like this one. I was  
22 looking at a child's portfolio academic record, I saw he  
23 was abandoned, homeless at second grade, living with

1 grandmother and aunts and uncles passed around all over  
2 the place and you travel through his career, we didn't  
3 teach him to read, we didn't help him be successful, he  
4 finally found his family with a gang and he dropped out of  
5 school at age 16 and what happened was one Christmas Eve  
6 he walked into a convenient store to rob the clerk of \$20,  
7 shot the clerk the mother of three and a grandfather.  
8 Ever since that incident I've been dedicated to helping  
9 children succeed, the money will help us but we're going  
10 to do it with or without your money, but we certainly  
11 would appreciate funding because Michael (inaudible) says  
12 that no state has done this yet, no state in the nation  
13 has done this systemic reform with collective capacity,  
14 we're ready to show you that with courage, commitment and  
15 collective capacity we'll produce the results this nation  
16 needs. Thank you very much.

17           REVIEWER #1: First I'd like to thank you for  
18 your powerful presentation and your considerable efforts  
19 with your application that tell your story. We have 13  
20 questions and we'd like to take approximately 3 minutes  
21 per question if you can gear that to your time. In about  
22 30 minutes we are going to kinda see where we are and we  
23 might have some follow up.

1           REVIEWER #2: Good morning. Achievement gaps  
2 between subgroups of students in Kentucky have remained  
3 constant since 2003; please explain how differentiated  
4 strategies would be used to address the specific needs of  
5 various sub-groups in order to reduce achievement gaps?

6           DR. TERRY HOLLIDAY: I think that is- you may  
7 have a law but is it implemented? I think what I bring to  
8 the table is practical level experience as a high school  
9 principal and as a superintendent in two districts and the  
10 last district won the Malcolm Balldridge Award, because we  
11 did reduce achievement gaps in half. What you have to do  
12 is go back to Fullen and Reeves, you have to implement the  
13 strategies with fidelity, so it's not having a ton of  
14 strategies out there but strategies that teachers can use.  
15 I think as we detail our online instructional system,  
16 what we're talking about is identifying the key practices  
17 and then making sure the teachers know how to implement  
18 those practices with fidelity and have the resources. For  
19 example, Read 180 popular program but if you don't have  
20 the right teacher, don't have the right time, don't have  
21 the right materials, don't have the right process and  
22 measuring that process you're not going to get results.  
23 Felicia has a lot of experience in this area and we'll ask

1 her to tap in.

2 MS. FELICIA SMITH: In addition to what Dr.  
3 Holliday has mentioned I think we also need to make sure  
4 that we are aware of the students are sitting in front of  
5 us on a day to day basis and making sure that we are  
6 addressing their cultural needs and so we are working very  
7 diligently to provide professional development in that  
8 area for all the teachers across the state of Kentucky. I  
9 think Aaron Thompson can elaborate on that.

10 MR. AARON THOMPSON: I've done a lot of work in  
11 Kentucky and around the nation on every issue and I can  
12 promise you we have to do what I call the squeeze effect,  
13 not only working with PD in our schools, we're going to  
14 have to develop teacher prep programs that concentrate on  
15 exactly what I call building the capacity of our teachers  
16 to actually look, place, base and culturally confident at  
17 the issues that are causing that achievement gap. In  
18 Kentucky we have a variety of those demographics that you  
19 could look at, I'm sure you have, that talk about those.  
20 What we have to do is understand that although we have a  
21 common core standard, there are mechanism and very  
22 different sorts of ways to actually reach those standards,  
23 so we're going to have to look at rigor, we're going to

1 have to look at what it takes to bring someone from their  
2 baseline to where they're at and they are not all the  
3 same, so we're going to have to develop it not only in a  
4 progressive PD model we're going to have to address it at  
5 the university level in our teacher prep programs and our  
6 masters level programs and in all honesty even beyond  
7 masters programs.

8 DR. TERRY HOLLIDAY: Finally we end with  
9 accountability measure. We're looking at a three  
10 dimensional accountability measure, one for proficiency,  
11 certainly like No Child Left Behind currently has, but  
12 another on closing the gap and the other component would  
13 be the growth component that we'll have. We'll have all  
14 three in a three dimensional accountability measure that  
15 will hold the districts and superintendents, school boards  
16 and classrooms accountable for that.

17 REVIEWER #1: Thank you. This is a follow on to  
18 the dialog that's begun. What should give us confidence  
19 that you're plan for regional networks supported by  
20 various kinds of teams will operate effectively on the  
21 timelines that you have described, let me put the other  
22 cards on the table right away, I have a couple of follow  
23 ups and you might want to incorporate them in your

1 thinking. Do you have any concerns about the consistency  
2 or the thoroughness of the dissemination and  
3 implementation of your standards and assessment, have you  
4 concerns about the development of effective PLCs at the  
5 school level because you rely on them so heavily, given  
6 the timelines that you've described and the grant creates?  
7 So make a confident at that dissemination system is  
8 actually going to work thoroughly and consistently?

9 DR. TERRY HOLLIDAY: I'll give you the state  
10 board's expectation and commissioner's expectation. What  
11 we plan on doing is making certain that we have staff in  
12 each of the regions that reports directly to the  
13 department so that we can insure consistency and fidelity  
14 of implementation across all regions. We will have a very  
15 detailed rubric for expectations of each and every  
16 product. Having been a principal and superintendent that  
17 implemented professional learning communities even before  
18 (inaudible) knew what they were. What we had to do was  
19 make sure the products had a very clear rubric and these  
20 evidences out of the PLCs will be linked to the evidences  
21 for teacher evaluation effectiveness, we anticipate  
22 rewarding teachers who lead PLCs and take on more  
23 leadership roles in our districts but again I think it

1 goes back to making certain that you clearly define the  
2 products, making certain that the products have a clear  
3 rubric and making sure that everyone is held accountable  
4 for meeting the standards of the rubric, it's got to have  
5 fewer products with a laser like focus. Now the very  
6 specifics of the regional network delivery system, we're  
7 starting with the meeting April 12, already got the  
8 meeting set up and this young lady right here has got the  
9 plan along with Aaron to implement this work.

10 MS FELICIA SMITH: I'm glad you right the issue  
11 of consistency and effectiveness of our PLCs we are having  
12 those conversations right now, we recognize that in order  
13 to provide consistency as Dr. Holliday has laid out that  
14 plan we will be convening regularly as a core team to make  
15 sure that what the products are that are produced at the  
16 regional level we will be looking at those products on a  
17 regular basis to make sure that everyone is adhering to  
18 the process for implementation that we have outlined in  
19 this plan so we have a core team of individuals dedicated  
20 to doing this work. The effectiveness of the PLCs is also  
21 an area that we recognize at all levels across the state,  
22 schools are at varying levels so we are recognizing that  
23 and we are surveying them now, trying to provide the

1 necessary support to insure that we have high effective  
2 PLCs in all those schools.

3 MR. AARON THOMPSON: Just to add on to that a  
4 little bit I will tell you that without repeating what  
5 they said we know it's going to take some upfront work and  
6 I can tell you higher education we have a lot of knowledge  
7 in higher education in Kentucky and that's why we need to  
8 disseminate this knowledge with KDE as we're starting  
9 April 12<sup>th</sup> to talk about, what are the expectations what  
10 are the measurements of success with those expectations  
11 and I can tell you looking at PLCs and a variety of other  
12 ways of doing this business that have failed in the past  
13 is because I don't think there's been a delineated up  
14 front lined out process where people know where they need  
15 to go and how they're measured once they get there.

16 DR. TERRY HOLLIDAY: Thanks to this young lady  
17 it's going to be in 100% of our classrooms, not 8%, 100%.

18 MS. MARYANN BLANKENSHIP: I do think that we  
19 learned some really valuable lessons through the  
20 implementation of KERA which was again lots of  
21 dissemination issues and what we learned, I think, was the  
22 importance of higher education which was not as much at  
23 the table with KERA as it is in this plan. I think it's

1 also why my organization is very important because we're  
2 the ones who get the calls after school from the teachers  
3 who say they're making me implement this PLC crap what's  
4 going on with that? So I think it's very important that  
5 higher education that all aspects of the organization  
6 family in Kentucky are on the same page, have the same  
7 message, and can say to those people where it may not be  
8 implemented exactly right, no this is how it's supposed to  
9 work let us help you, let us contact the department work  
10 with your superintendent, let's make it more like it's  
11 supposed to work, so that's why I think it's so important  
12 because I feel that I was with KEA at the time of the KERA  
13 implementation and fielded a lot of those phone calls and  
14 so you're exactly right, that this is a huge issue for any  
15 state to face with this kind of a massive undertaking.

16 REVIEWER #1: I hope this is a short answer  
17 question, are you following, and are you benchmarking some  
18 other successful approach and essentially putting together  
19 the regional networks with the teams attached?

20 MS. SMITH: We've looked at research on large  
21 scale professional development models and we have  
22 continued to use that as our guide along the way.  
23 Professional learning communities can be successful when

1 you bring in expertise into those learning communities to  
2 help provide that kind of support, so we are looking at  
3 those large scale studies around professional development  
4 and benchmarking that work.

5 DR. HOLLIDAY: And Tom Guskee has really been  
6 our close advisor on this.

7 MS. BLANKENSHIP: The other thing is our  
8 educational cooperative have been in existence for decades  
9 which are regional that already do provide a significant  
10 level of professional development, they're going to have  
11 to be beefed up and made much more effective in some cases  
12 than they are now, but it's not like we're coming to this  
13 work without an existing regional structure.

14 REVIEWER #1: I'm going to call time on this  
15 question—if we have some time we can come back to that. Is  
16 that ok? Reviewer #2-

17 REVIEWER #2: In Kentucky's application you  
18 mentioned that you will participate in four different  
19 assessment consortia, we has a panel were wondering how  
20 you might integrate the work of those four consortia.

21 DR. TERRY HOLLIDAY: Well I hope that happens  
22 this weekend at the chiefs meeting. I've been contacted by  
23 serving on the national governing board for combining

1 several of these consortia and I do believe we're all  
2 going to come under one umbrella with a balanced  
3 assessment consortia. I'm going to try to really lead  
4 that work this weekend, Steve Payne in West Virginia, and  
5 I'm on the chief's assessment committee because I have a  
6 background in state assessment, I was assessment  
7 coordinator in a local district and served on a state  
8 assessment panel in North Carolina. So I'm very familiar  
9 with this work and I believe truly we can bring it all  
10 together under one umbrella.

11           REVIEWER #3: In section three, I was impressed  
12 by your slide that you had here where you have your data  
13 system connecting to everything and yet when you talk  
14 about at the end of your grant a 50% implementation of  
15 some of the reforms for the teachers and leaders and I  
16 think you'll find that on page 117. My question would be  
17 is that just a realistic number and if that is a realistic  
18 number how are you going to get to that 100% you just  
19 alluded to? I think the access to what you can provide  
20 teachers is so critical and you've outlined a great plan  
21 but after four years having only half the people I have  
22 questions about how that's going to get implemented to the  
23 100%?

1 DR. TERRY HOLLIDAY: I think at the time when  
2 you write these things it's usually you flip a nickel and  
3 say is it going to be 50 or 75%, but the reality, the  
4 expectation is the way you do the work what you'll do, the  
5 way we are rolling this out is to engage teachers, we  
6 won't have enough money do to this if we don't get Race to  
7 the Top to engage teachers because we'll need to provider  
8 subs and PD but we want to engage teachers to develop all  
9 the components of the system that I described and we are  
10 working closely with Kentucky education T.V. a long  
11 outstanding partnership to be ready to go out and  
12 videotape all of these things we've talked about. A lot  
13 of these already exist through our media and other  
14 sources. So I think what we did is we set a realistic  
15 number but what we'd really like to do and really want to  
16 make sure to do is that we have 100% teachers in math and  
17 language arts using the system by the end of the first  
18 year, now remember, to get to 100% we've got to roll the  
19 standards out by subject area and we want to make sure we  
20 get math and language arts first and then we've got to  
21 move to science and then we've gotta move to social  
22 studies. Kentucky has a long history of all the subjects;  
23 arts, we have program reviews that are coming on board

1 with everything so we've got total system of standards not  
2 just language arts and math. David, do you want to talk a  
3 little bit about that?

4 MR. DAVID COOK: I just wanted to say if you  
5 look at our chart I wish our chart had another column  
6 because our chart in a statistical manner doubles each  
7 year, so it can go 12, 25, 50, then in the following year  
8 we'll have 100 and thinking about the time it will take to  
9 have effective implementation for every teacher in every  
10 school with the timeframe we've given ourselves it may  
11 take another year after the chart ends to get everybody,  
12 as Dr. Holliday said in all the content areas and using  
13 all of our arts teachers, all the folks that are maybe not  
14 into math and language arts English area on board but I  
15 think we've given a fairly aggressive timeline for it and  
16 if we keep on that track we'll get there shortly after the  
17 end of subsequent year.

18 REVIEWER #1: My question pertains to teacher  
19 evaluation. In your application you, well the Race to the  
20 Top requirements require that all teachers receive an  
21 annual evaluation but in your application you described  
22 annual authentic performance assessments so we were  
23 wondering what does this mean and how does it meet the

1 Race to the Top requirement of annual teacher evaluations?

2 DR. TERRY HOLLIDAY: We think the duality of a  
3 formative assessment system for both students and teachers  
4 is extremely important along with principals. We think  
5 the teachers need to have a formative system because the  
6 summative system should reflect the formative system, what  
7 the formative system should reflect is what teachers  
8 actually do to change instruction, to help more children  
9 be successful, we don't want to wait until the end of the  
10 year and sit down with a teacher and look them in the  
11 eyeball and say sorry we can't use you next year because  
12 your test scores aren't quite where they need to be. We  
13 need those conversations happening daily, weekly, and  
14 monthly and we need them documented in that authentic  
15 performance of using that system we were talking about.  
16 When that Algebra I teacher uses the system it tracks any  
17 time she accesses the system to find out new instructional  
18 strategies, interventions and uses formative and  
19 performance based assessments. Then the principal can  
20 monitor that all along the way. The classroom walk thru  
21 can feed into that system. Summative assessments should  
22 not be a surprise, just like the kids' test should not be  
23 a surprise. What we're building for you is a formative

1 system that will help improve teachers because we just  
2 can't throw away a third of our teachers every year. We've  
3 got to build our teachers and build their capacity and  
4 that's what our type of system will do.

5 MS. BLANKENSHIP: So many of these systems tend  
6 to focus on the bottom 5 or 10% and the top 5 or 10%, what  
7 our vision is really, is through the system that Terry  
8 described really bringing all teachers to a higher level  
9 of confidence and of improving student learning. So  
10 whether for every teacher, every year it's a formal  
11 summative assessment we really envision lots of formative  
12 data and assessments going on continually.

13 REVIEWER #4: Help me understand that a little  
14 bit more, pardon me devil's advocate sometimes bring out  
15 the best of what people are trying to portray, so this may  
16 sound like a devil's advocate style question. I thought I  
17 heard a fairly direct question that said how does the plan  
18 that you've put forth meet the definition or the spirit,  
19 those words weren't used but, how does it meet the  
20 expectation in the application that there will be annual  
21 evaluations?

22 DR. TERRY HOLLIDAY: Absolutely they will be  
23 there in the appropriate paperwork and the forms that we

1 built into the system so that we do have annual summative  
2 evaluations of every teacher in Kentucky. What you can't  
3 do as a high school principal you can't go out and spend  
4 six hours per teacher doing evaluations, you need a system  
5 that helps you move along with formative style and our new  
6 camera system will allow the actual scoring of the teacher  
7 rubric outside of the classroom so it will help really  
8 determine what is really working to help more kids learn.

9 What I've learned as a principal is we're in this  
10 together and I want to improve the growth of all of the  
11 teachers not just a few and I really believe that the  
12 system is there to help teachers be successful. The Race  
13 to the Top says an effective teacher one year growth for  
14 one year of instruction, we've got that built in, we're  
15 going to use (inaudible) and we're going to use quintiles  
16 in the short term but our long term with the new  
17 assessment consortium ESEA reauthorization requires us all  
18 to have a growth measure so we're going to have the growth  
19 measure, we'll show the growth measure but what we can do  
20 is we can show you the growth measure almost weekly with  
21 our development of formative and predictive assessments  
22 that teachers will be able to utilize to compare their  
23 growth against their last year's growth against the

1 classroom next door, against the grade level, against the  
2 school, against the district, against the state. So our  
3 system will have built into it the ability for that  
4 Algebra I teacher to see how she's doing compared to the  
5 rest of the state.

6           REVIEWER #1: In the same vein, I think- it  
7 appears that there might be some inconsistency in the plan  
8 for the use by the teachers and the principals of the data  
9 driven instructional improvement system and your intent to  
10 integrate or the requirements that you begin to integrate  
11 student growth into the evaluations, that is the usage  
12 frankly I found a little bit of difficulty with your  
13 target tables. It looked like the exposure or the  
14 accessibility of the instructional improvement system for  
15 teachers and principals was going at one rate, much slower  
16 rate was the actual usage. I'm confused as to how  
17 presuming that's true or if it's true, I'm actually  
18 ultimately confused about how you're going to integrate  
19 student growth into evaluations and as you say the  
20 teacher's actual use of it?

21           MR. DAVID COOK: I think what we have to be  
22 aware of and this is to play a little bit on what Dr.  
23 Holliday has said, is that we have to think about

1 (inaudible) system in its comprehensiveness, that system  
2 is going to be sucking in data that student growth data  
3 every day, every time there's a benchmark assessment being  
4 done, every time there's student work that the teacher  
5 might put in as evidence into the system, so I think that  
6 where you're going to get this, it's not just about  
7 student growth, I almost felt like your question was as if  
8 there wasn't student growth measures inside this system.

9 REVIEWER #1: No, My sense of it is that very  
10 few are going to actually be using it according to your  
11 plans for the use of the system versus the availability  
12 and I don't know how principals are going to evaluate  
13 teachers based on student growth if very few of them are  
14 actually using the system by the end of the grant.

15 DR. HOLLIDAY: Excellent question, excellent  
16 point and I think everybody should know that are clear  
17 deployment plans that follow up about this, I'm a nut for  
18 deployment plans and dates and timelines and holding  
19 people accountable for getting that work done because I'm  
20 a systems based person. What will happen is we've got  
21 three years to develop the teacher effectiveness  
22 instrument and all districts are involved, all districts  
23 are part of it, so you kind of have two systems running

1 parallel, the teacher effectiveness instrument we're  
2 already working with Wallace Foundation and Gates on that  
3 type of work and it includes the evidences that we're  
4 going to build into the continuous improvement and  
5 structural technology system so we've got to agree on all  
6 the evidences and build this ship at the same time and  
7 we're doing it first with English language arts and math  
8 because that's the first standards that come out, so we  
9 would anticipate now that we know which standards and when  
10 the adoption is and when the roll out is going to be and  
11 if we have the funding to do the teacher effectiveness  
12 instrument and the continuous improvement, those two now  
13 merge and follow the same pathway, so the first year you  
14 probably got pilots with the English language arts, math  
15 teachers, the second year you add the social studies and  
16 your science teachers, third year you add everybody else,  
17 so I think that's where we're finally coming into focus  
18 that when you write these applications you're just kind  
19 of guessing and now that we're actually doing the  
20 deployment plans we've got everything coming into focus to  
21 make sure we have the data you need from student growth  
22 coupled with standards and PD for teachers.

23 MS. FELICIA SMITH: The rubrics that we have

1 identified also have those markers for evidences for  
2 student growth.

3 REVIERWER #3: I'm going to ask a question in  
4 the D section and it has to deal with your student growth  
5 data and how you're going to use it for tenure and non-  
6 tenure dismissal decisions?

7 DR. TERRY HOLLIDAY: I think there again you  
8 should know long before the tenure decision whether or not  
9 the teacher's effective and I think nine times out of ten  
10 the teachers make those decisions themselves. We have  
11 built into the formative part of the teacher evaluation  
12 system an agreement with our collective bargaining units  
13 that we would focus a strong part of that formative system  
14 on student growth throughout the year, not only on the one  
15 year end of your standardized test but also throughout the  
16 year with the performance based assessments and agreed  
17 upon assessments throughout the year and what we want more  
18 about student growth is what teachers do with the  
19 information and how they help more children achieve at  
20 higher levels after they improve instruction. So to me  
21 it's more about improving instruction and what you  
22 actually do with the data than some score. We're real  
23 concerned that teachers may not take on low performing

1 schools if all we do is measure them on standardized tests  
2 and we're more concerned about the totality of this, that  
3 every child is successful and every teacher is addressing  
4 growth. We think the growth measures that will eventually  
5 with the interim measures we'll use I've described but the  
6 long term measures are going to have to be developed with  
7 a balance assessment consortium. I hope and I will fight  
8 hard that they're not just one year into the year  
9 evaluations; I hope that they are built into teacher  
10 growth throughout the year. So the summative will  
11 certainly be there and that's where the decisions would be  
12 made about tenure and I would fully expect that every  
13 teacher should know whether they've been able to use  
14 instructional strategies to improve student learning and  
15 if they just don't get it then I think that decision will  
16 be made jointly by the teacher and the principal.

17 REVIEWER #3: Okay Maryann I want to do a follow  
18 up on that as you represent all the teachers and when  
19 you're trying to put that portfolio of evidence together  
20 your non-core areas aren't going to have your traditional  
21 indicators and teachers are going to want a balance it's  
22 going to effect possibly compensation and things, how do  
23 you feel about that?

1                   MS. MARYANN BLANKENSHIP: I think we've all got  
2 a lot of work to do to help change the way teachers have  
3 framed their own evaluation process as well as the way  
4 they've looked at students. I know we've heard through  
5 the years from teachers whose students are not assessed on  
6 a standardized test about this issue. So I think the  
7 refreshing thing about this is to say to the teachers and  
8 using Terry's former current feel, is to say show us  
9 evidence that your students have grown. So I think the  
10 ability of teachers to assemble their own data, their own  
11 evidence and make that part of their evaluation is going  
12 to be a much better system than what any of them have  
13 experienced in the past. Where it was somebody coming in  
14 from the outside and sitting and saying well you're good  
15 or bad or indifferent, I think the promise of this system  
16 is that teachers will more fully participate and it really  
17 will help all teachers improve. Now with that said we  
18 have a huge education process with teachers to help them  
19 understand how the system will work, I don't think it's  
20 going to be easy, I think it's going to be all of us, the  
21 principals have to have new skills, our members have to  
22 have new skills and step up to the plate so I think it's  
23 going to be one of the difficult parts of implementation

1 but I think we can do it.

2 DR. TERRY HOLLIDAY: Just a reminder Kentucky  
3 already has in place program review process, we've been  
4 testing all the areas for many years in our program review  
5 rubrics that are already in place and being piloted right  
6 now, have built in many of the evidences that a band  
7 director, PE teacher or all of those other teachers that  
8 aren't part of the No Child Left Behind testing. They  
9 feel like they're valued and included in an evaluation  
10 system that does measure growth of students over time.

11 MS MARYANN BLANKENSHIP: That program review is  
12 for the school level and what we're really talking about  
13 now is taking it to the individual teacher level which in  
14 some cases is the same on small schools, if I'm a single  
15 music teacher there's not much difference in the school  
16 music program and my music program.

17 REVIEWER #3: Terry you eluded to this a little  
18 bit earlier when we were talking about percentages and  
19 they are trying to establish the credibility's that we are  
20 trying to get from you data and on page I think it was 148  
21 at the end of the Race to the Top grant you say that 10%  
22 of the LEAs will actually be using the performance growth  
23 evaluation systems. That's 10% after four years. How do

1 you feel about that, have I read that correctly and if I  
2 haven't will you clarify it?

3 MR. COOK: Which line are you- -?

4 REVIEWER #3: 148, I believe

5 MR. COOK: I'm not sure which number you're - -

6 REVIEWER #3: is there a 10%?

7 DR. HOLLIDAY: Is it removing ineffective

8 tenured - -

9 REVIEWER #3: Is it removing ineffective tenured  
10 - -

11 DR. HOLLIDAY: Removing ineffective tenured and  
12 principals.

13 MR. COOK: We have 100% on the system itself.

14 MR. COOK: You have a category of percentage  
15 with participating LEAs with qualifying evaluation systems  
16 that are used to inform and then you have a list of  
17 decisions. The numbers vary on each of those decisions  
18 but on compensating teachers and principals and retaining  
19 effective teachers and principals and removing ineffective  
20 tenure teachers it's 10% but the others are higher  
21 percentages.

22 REVIEWER #1: It's the 10% I think that we honed  
23 in on in our own discussions. That seems like not very

1 many LEAs actually using the systems that RTT seems to be  
2 saying this is very important.

3 DR. TERRY HOLLIDAY: I think maybe we  
4 interpreted the table wrong, we don't want to remove  
5 anymore than 10%, we'd like to have a lot less, I think  
6 what we put in there is that we would anticipate about 10%  
7 of teachers leaving.

8 MR. COOK: The top end of our table is where we  
9 say 100% - -

10 REVIEWER #3: That's an important distinction  
11 and I'm glad you made that and I understand that, I've  
12 been a superintendent too.

13 DR. TERRY HOLLIDAY: Ten percent is bad, my  
14 belief is less than 5% would be the actual number because  
15 if I'm a true systems person 95% of those people ought to  
16 be successful and 5% is about the only percentage but I  
17 guess we built in 10% just to give us a little wiggle  
18 room.

19 REVIEWER #4: But it's 5 or 10 percent removing  
20 employees as opposed to 10% of the districts actually using  
21 such a system.

22 DR. TERRY HOLLIDAY: One hundred percent will be  
23 using it.

1           REVIEWER #3: I'm glad I got that, now here's  
2 where we're at we're about 31 minutes in, we're about half  
3 way through, we're pretty much on target.

4           REVIEWER #2: From Kentucky's application it was  
5 not clear to the panel what the states definition was of  
6 high need and high minority schools, we were wondering  
7 whether you might clarify that for us, and then I have a  
8 follow up question.

9           DR. TERRY HOLLIDAY: We did define high need,  
10 low performance schools with our legislation we passed.  
11 Typically federal guidelines give us our guidelines on the  
12 title 1 dollars.

13           MR. COOK: I apologize for not having that and I  
14 can probably pull out my appendices and try to hunt it  
15 down but if I remember correctly we used kind of a quad,  
16 four quadrant, four 25% quadrants or sections of our plan,  
17 we put high poverty.

18           DR. HOLLIDAY: Let me get that one since I  
19 developed it. Where we're headed eventually is that three  
20 prong, three dimensional model that we're working on right  
21 now and we've got our closing gap committee coming in next  
22 week to define the closing the gap indicator, because what  
23 we did is we put them in four quadrants, kind of like

1 Colorado's model and a little bit like Massachusetts model  
2 and the four quadrants were based on close the gap and  
3 proficiency and what we were looking at those that had the  
4 very low proficiency and high gaps, those were our  
5 priority districts that we wanted to go after and I  
6 personally did the presentation to them, we had 58  
7 districts there that day and I talked to them about how to  
8 close achievement gaps so what we will add is that third  
9 dimension that will show actual achievement gap  
10 proficiency and the growth, we just didn't have the growth  
11 yet like Colorado and Massachusetts does, but we now have  
12 the growth because we have (inaudible) and quintiles  
13 coming.

14 MR. COOK: I just want to go back and from a  
15 percentage standpoint we looked at high poverty basically  
16 if I remember exactly correctly it was 60% and above and  
17 then with high minority the percentage is lower because, I  
18 apologize I don't have it out in front of me, but it was  
19 normally a district with I think 30% minority.

20 REVIEWER #1: I want to ask you a question that  
21 relates to the section dealing with turning around the  
22 lowest achieving schools and I really enjoyed reading your  
23 discussion about recovery schools, district 180,

1 educational recovery leader, the recovery specialist,  
2 school administration manager, principal in waiting idea,  
3 I those were all very interesting. The question I have is  
4 which of the four turnaround models will be implemented in  
5 Kentucky? Are you following one of the four, why or why  
6 not and who chooses this final plan or model?

7 MR. COOK: Excellent question, one we wrestle  
8 with everyday. As Maryann pointed out in our  
9 presentation, Kentucky is probably the most rural state of  
10 the states that are in the 16 finalists and we find that  
11 to be a very big struggle for us when it comes to this  
12 area of these four turnaround options because basically  
13 two of the options are off the table, the turnaround  
14 option is pretty much off the table for a large portion of  
15 our districts because all of our identified schools are  
16 secondary schools and 83% of our districts have one high  
17 schools so you can't close a school because you have no  
18 place else to send the students or the teachers, you can't  
19 turnaround a school in the definition of turnaround  
20 because you don't have another 50% of the teachers to get  
21 from anywhere, so we're really trying and all the work  
22 that we did in the section was to talk about what we have  
23 left which I think to answer your question, reviewer 1, is

1 primarily the transformation option which says we need new  
2 leadership in there and after that we need a lot of new  
3 invigorated strategies using all of the other things from  
4 our plan, using the (inaudible), using the professional  
5 development models, using the opportunity to try to get  
6 better teachers into that building but we can't do it in a  
7 very large scale way because we just don't have the bodies  
8 to do that. So to answer your question I think the  
9 transformation becomes probably in about half of our  
10 identified persistently low achieving schools, the other  
11 schools are in our large urban district and they may have  
12 a little bit more freedom because of the size of the  
13 district they have 160 schools so they could possibly use  
14 the turnaround option or, I don't know about the restart  
15 option because I don't know how many of our districts are  
16 at the point of wanting to hire somebody else to run their  
17 school.

18 DR. TERRY HOLLIDAY: We were able to get the EMO  
19 option approved by general assembly on unanimous vote, and  
20 also all of our superintendent of the school board signed  
21 on to our application so the EMO option is there and I do  
22 believe we probably have someone chose that in the next  
23 year or two. I think the one thing that you need to make

1 sure, David said when he described this, is we've got that  
2 in-between piece we are determining schools capacity and  
3 if the school doesn't have capacity and leadership, we  
4 remove the principal and we have a very factual and  
5 teacher working condition survey information to do that.  
6 Then we go and determine district capacity, so if the  
7 district doesn't have capacity and the school doesn't have  
8 capacity the commissioner in this educational recovery  
9 center we work with them to chose the model, we don't just  
10 give them the money and say just go have fun with it, we  
11 are measuring capacity and I think that's what Kentucky  
12 can bring to the table, we've been doing that work for  
13 many year with many schools.

14 REVIEWER #4: I've found a bit confusing maybe  
15 something you've now eluded to but I was puzzled by the  
16 notion that the model choosing is done either by the  
17 school council or the LEA, or the SEA, how come you don't  
18 know or what to designate one group to be the decision  
19 maker and I guess parenthetically, I'm thinking if the  
20 schools failed and if one of the clear strategies is to  
21 fire the principal why leave then the school in the hands  
22 of the school council because they hired the principal to  
23 begin with, they and the principal work together to make

1 the school or break the school I guess?

2 MR. COOK: I think we and Maryann would want to  
3 speak to this as well. I think the important thing to  
4 remember about the leadership assessment this intermediary  
5 piece is to make that determination, we may not have any  
6 school councils or local schools that we have to say have  
7 the capacity to do this. When you think about Race to the  
8 Top in conjunction with the school improvement grant, the  
9 school improvement grant says basically the district makes  
10 the determination, well we have a concern with that if in  
11 fact the district doesn't have the capacity to make that  
12 decision which is why we added the SEA to the mix as well,  
13 because we may come across a situation where we have a new  
14 school council in place from when the failure happened and  
15 we have a new principal so if we see through this audit  
16 process that we have capacity in that new group of people  
17 we would want them to be a part of that decision that is  
18 obvious to us that they have the capacity to lead in the  
19 new group, if their not then obviously the audit would say  
20 they don't we would move up the ladder if they don't then  
21 we would move up the ladder again.

22 REVIEWER #1: You have indicated there have been  
23 some charter school discussions in Jefferson County, do

1 you have any future plans for the charter schools in  
2 Jefferson County?

3 DR. HOLLIDAY: I think we have 1200 charter  
4 schools in Kentucky because of our site based decision  
5 making council and I think if you look at what a charter  
6 can do versus what site based councils can do I think you  
7 see that site based councils for the most part have that  
8 and that's why we have to have the capacity assessment  
9 because we have to overturn existing law if we remove the  
10 authority of a site based council. Jefferson County has  
11 probably one of the strongest magnets and choice programs  
12 in the country; I think we alluded to that in the  
13 application. They are moving very strongly to allow their  
14 site based councils to really make that charter like  
15 decisions. Confronted head on I don't want to limit  
16 ourselves to innovation just by charter, our innovations  
17 are much stronger than charter legislation with our P20  
18 collaborative that UK is starting and already the money  
19 put in to start it and we're working with all the regional  
20 universities to create the research and innovation in  
21 every area of work. So I think our site based councils,  
22 and I have as commissioner the ability to approve any  
23 waiver of existing regulations so we can have people doing

1 mastery approach which they are already doing all across  
2 Kentucky and eliminate the Carnegie Unit, we have that  
3 going on all over Kentucky right now. So Kentucky has  
4 legislation in place to do all the innovation we would  
5 need.

6 REVIEWER #4: I'm going back to the support for  
7 the plan and particularly in part because you are  
8 fortuitously here Ms. Blankenship. The letter of support  
9 from KEA says we have some concerns about specific aspects  
10 of the federal requirements in Kentucky's application, we  
11 believe that our practice of collaboration both recently  
12 and over the past 28 years will allow us to work out these  
13 challenges. Can you be are you willing to be more  
14 specific about what it is that you had concerns about in  
15 the policies and what you anticipate or what is being done  
16 about them, or how you're going to go about addressing  
17 them?

18 MS. MARYANN BLANKENSHIP: First of all how we're  
19 going about it, I formed a group of our staff who all has  
20 significant expertise in instructional improvement  
21 including one of our staff members who was formally a  
22 highly skilled educator who is now on our staff. That  
23 group is putting together resources for all of our local

1 associations as they become engaged in the creation of  
2 final scope of work. So we expect to be able to provide  
3 our locals lots of information, lots of resources, lots of  
4 assistance as they are engaged in that work. Our fear is,  
5 no surprise I expect to anybody, you can look at the  
6 federal guidance and we believe go excessively toward  
7 paying teachers for test scores excessively toward  
8 evaluating teachers for test scores, we think our plan  
9 while it values student improvement and that can be an  
10 aspect of teachers compensation and evaluation it doesn't  
11 go to the extreme, so we believe the state plan in our  
12 view is sound. We also believe that, hopefully, this is a  
13 knock on wood, most of our locals will have the local both  
14 resources from us as well as the local strength to engage  
15 with their superintendent, their school board to create  
16 local plans that both change what's been going on, because  
17 we've been real clear things are going to change, this is  
18 not the same ole, same ole, and also create sufficient  
19 safeguards for our members that they are still enough  
20 within their comfort zone that they don't shut down and  
21 rebel frankly so it's that balance of pushing people to  
22 change but not pushing them over the edge if you will and  
23 we hope we've got that balance, it's going to be

1 determined in 174 school districts and 1200 plus schools  
2 so it's certainly going to cause our organization to beef  
3 up our systems to our locals and to our local school  
4 councils frankly because a lot of the work has just begun  
5 at the LEA level.

6 REVIEWER #4: I also didn't see letters of  
7 support from the business community and the legislators  
8 although obviously legislators were heavily involved in  
9 your SP1. Is there an area of concern there?

10 DR. HOLLIDAY: Absolutely not our chamber  
11 commerce president is a strong supporter and we've been  
12 engaged in multiple task forces and within eight days of  
13 the session, within eight days never been done before we  
14 passed unanimously our low performing schools bill, I  
15 think that was described in our application.

16 MR. COOK: You actually have business support an  
17 organization that provided a letter of support who's also  
18 on our Race to the Top Advisory Council with the  
19 partnership at New Cities which is an umbrella group that  
20 serves the chamber of commerce, it serves the business  
21 entities and it also serves local governments, so as an  
22 organization they provided both participation, design of  
23 the plan and a letter of support, so we didn't have our

1 large employers signing on it individually but we have the  
2 organization.

3 MS. BLANKENSHIP: That organization was actually  
4 the Kentucky incarnation of the business roundtable when  
5 it was created in the early 1990s, to help initially with  
6 KERA implementation; it was started by (inaudible) Humana  
7 and EPS.

8 REVIEWER #1: This question relates to STEM,  
9 throughout your application there are lots of STEM related  
10 ideas and initiatives that are mentioned but the question I  
11 have for you, what is your overall plan or design process  
12 for implementation of STEM related activities?

13 MS. MARYANN BLANKENSHIP: I'll start with that a  
14 little bit and the others will fill in The council on  
15 post secondary education formed a STEM task force I guess  
16 it was two or three years ago, and that group had very  
17 broad based representation divided into many sub-  
18 committees that did a lot of the work and that really laid  
19 the foundation for the initiative. Since then there has  
20 been additional things that have been put within the whole  
21 STEM area.

22 DR. TERRY HOLLIDAY: I think our number one  
23 champion is up here at the White House weekly I think, Lee

1 Todd President of the University of Kentucky and he is  
2 chairing several national groups that focus on this work  
3 and a couple of the real practical applications of STEM  
4 advanced Kentucky as a project funded by the National  
5 Science Partnership and this funding is to provide a lot  
6 of our rural high schools with more advanced placement  
7 courses and if you look at the data on our advanced  
8 placement we've made tremendous gains and most of the  
9 gains have come from the schools that have the advanced  
10 placement program. The Project Lead the Way in Kentucky  
11 is one of the stronger states with this and we are really  
12 wanting to integrate this type of program because the  
13 career readiness we think eventually we will have the  
14 definition for career readiness that most states are  
15 struggling with by our work with Project Lead the Way and  
16 the southern region education board. We just got a strong  
17 math program, we've got the new math center at Northern  
18 Kentucky that's doing terrific work all across the state  
19 and every university is working strongly with us in the  
20 math and science areas because we've got the math and  
21 science scores from ACT, all of our 8<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup>  
22 students, every single one of them take these assessments  
23 and our universities are working in regional delivery

1 models to make sure teachers are well trained and to make  
2 sure that we have programs and classes, remediation  
3 classes in place so that the kids don't have to pay for  
4 remediation classes, at the college level. Aaron, did you  
5 want to add to that?

6 DR. AARON THOMPSON: Yes, I do. Other than what  
7 was just mentioned, I have to tell you that we realize  
8 that we need to bring the STEM folks around the table up  
9 front to add to what we're already doing, so the  
10 conversations we had with everybody around the table just  
11 didn't include the colleges of education, we included  
12 engineering, the science and math units of the colleges of  
13 arts and sciences to talk about exactly those issues.  
14 We're also having conversations at our colleges of  
15 education to talk about what kind of incentives can we put  
16 on the table to bring more teachers to go into the science  
17 and technology and math areas, so even though, as  
18 mentioned earlier talking about building more academies if  
19 you will that will bring high schools students in to start  
20 looking at how they can move into this profession with  
21 those as a particular backdrop, so we're not just talking  
22 about the things that we're doing, we're also planning out  
23 a process and bringing everybody around the table to see

1 how we can coalesce not only our knowledge base but also  
2 the monies to be honest with you to push this forward.

3 DR. TERRY HOLLIDAY: Just quickly refocus back  
4 to our P-20 innovation lab and that's up and running. We  
5 were lucky to get from the University of Oklahoma Dean  
6 O'Hare who has come in and presently taught at UK and put  
7 a million and a half into that and what that focus is, one  
8 of the key focus areas is develop STEM based instruction  
9 in science STEM areas, and the research around those STEM  
10 based instruction so that we can raise the level and  
11 number of kids we have graduating and moving into college  
12 going into STEM areas.

13 REVIEWER #3: This is the timekeeper, I think  
14 we've done a really nice job getting through the  
15 questions, I have one last question but I would defer if  
16 any of the other panelists here have a question that is  
17 important to get in.

18 REVIEWER #4: I'd like you to tell me a little  
19 bit more about where the state is currently in it's PLC  
20 implementation. I heard what you said but I'd be curious  
21 if there is a way to characterize where you are now with  
22 the underlying part of the question being so how far to  
23 have to go until you've got effective PLCs where you need

1 them?

2 DR. TERRY HOLLIDAY: Our goal is to visit 174  
3 districts and I don't count it unless I go to the school  
4 and I've got to so that within three years. So far I've  
5 visited about 50 districts and about 80 schools. I  
6 haven't been in one that doesn't have a strong  
7 professional learning community. The reason why is we  
8 started at the superintendent level, we started with a CEO  
9 network that Gene Welford developed before I got there and  
10 those superintendents we brought in the best in the nation  
11 on professional learning communities, and then we cascaded  
12 that training. I think the key to make sure we have the  
13 fidelity of professional learning communities deployed to  
14 100% of our schools is through our Stiggins model and our  
15 let Felecia talk about that.

16 MS. FELICIA SMITH: In addition to what Dr.  
17 Holliday has mentioned with the CEO network which we are  
18 continuing to focus on with superintendents we also have  
19 an administrator's network and all of this work will be  
20 that coherent plan. We are establishing this professional  
21 learning community not only for our administrators through  
22 our Kentucky Leadership Academy but also at the district  
23 level. So this work has been going on for a number of

1 years in the state of Kentucky and all of those  
2 educational entities have focused on the implementation of  
3 professional learning communities. We have gauged where  
4 our schools are at the local level in implementation and  
5 we have strong implementation, now can we get better; we  
6 believe that we can and we are ready to provide the  
7 additional supports for those professional learning  
8 communities. We will have people in place to provide that  
9 for capacity, our education cooperatives also have been  
10 steeped in the understanding and have established their  
11 own professional learning community. So, we believe we  
12 have a system in place that's coordinated and  
13 comprehensive that will provide the necessary support for  
14 pushing our professional learning communities even further  
15 in where they are in implementation.

16 REVIEWER #4: Are the teachers in particular now  
17 have they gained additional time to collaborate within the  
18 contractual day or not?

19 DR. TERRY HOLLIDAY: I think it varies  
20 everywhere you go that's the number one issue and that's  
21 why this type of initiative from the statewide systemic  
22 reform with some funding to help and to demonstrate to our  
23 districts how they can do it. I was in a high school the

1 other day and they had figured it out, so our key is to  
2 get those best practices sharing with others on how they  
3 can figure out the time within the day, absolutely.

4 DR. AARON THOMPSON: Let me give you a practical  
5 example in Madison County Kentucky, where Eastern Kentucky  
6 University is located, the College of Education created  
7 several professional learning communities with the area  
8 schools and I have attended several of those and they have  
9 been a part of it, so I'm not sure how they design that in  
10 their schedule but folks from those particular schools  
11 were part of those learning communities during the work  
12 day.

13 MR. COOK: I think the other thing I would say  
14 to piggyback on what Aaron just said, I've visited  
15 numerous schools and the thing that I see in the fidelity  
16 of implementation of our professional learning teams is  
17 that when I go in and I ask do you all have professional  
18 learning teams, the teachers don't look at me and go well  
19 yeah we do, I explain what I'm talking about, and they say  
20 yeah we do that everyday, we walk down the halls doing  
21 that. It has become so ingrained in many of our schools  
22 that it's not about a term, it's not about a definition of  
23 a professional learning team, it's about true

1 collaboration among teachers and so that's exciting to me  
2 and that's what Aaron is sharing from Madison County, they  
3 were one of the first ones to really take this on, and  
4 when you walk into every single one their 16 schools, you  
5 just see those professional activities happening.  
6 Teachers grabbing an assessment that's formative among the  
7 grade level and sitting down after school and talking  
8 about what they need to do to improve instruction in that  
9 classroom. When it gets to the point where we don't refer  
10 to them as professional learning communities we'll know  
11 we've arrived.

12 DR. TERRY HOLLIDAY: To add one other piece with  
13 higher education. We realize in higher education that  
14 we're going to have to work with K-12 educator to create  
15 teachers as scholars a system whereas this is ongoing,  
16 very formative, they can have the connection, not just  
17 during that time of a professional learning community but  
18 on a home going basis, so our goal with K-12 is to create  
19 a mechanism where these teachers can grow and at that same  
20 time our faculty will grow and understand clearly what's  
21 going on, that they need to be a part of (inaudible) help  
22 advancing.

23 REVIEWER #3: Terry, this last question actually

1 can fit into the absolute priority and actually gives you  
2 a chance to do a little summary. As a result of  
3 integrating what you already had and embracing the four  
4 components of the Race to the Top program, how will your  
5 high school students and classes look differently five  
6 years from now?

7 DR. TERRY HOLLIDAY: I think some of them won't  
8 be within four walls, all of them will have high level of  
9 student engagement, and all of them will have high levels  
10 of access to technology. I think all of our teachers will  
11 be much more open to collaboration in high schools, having  
12 been a high school principal they usually shut the door  
13 and do what they've always done and say well you'll be  
14 gone in a few years and I'll still be here. But, I know  
15 that, that's going to be different this time because we  
16 have an approach that's systemic, that will be connected,  
17 what I saw in many other applications is this little  
18 project, this little project and you guys are going to put  
19 four billion dollars out for a lot of little projects that  
20 look great and ten years from now everybody will say you  
21 remember when. What's we're talking about in Kentucky is  
22 again back to what Michael (inaudible) talks about  
23 collective capacity of building every teacher in Kentucky,

1 every principal in Kentucky to make a difference for these  
2 high school students because our ultimate measure is how  
3 many of them end and are college and career ready? We  
4 absolutely agree that that's the measure, not because I  
5 said so because we have legislation that requires it. Our  
6 generally assembly and governor are absolutely committed  
7 to it. We believe the only way to move Kentucky forward  
8 economically is with more kid's college and career ready,  
9 so what will look different, credit recovery, virtual  
10 learning, students engaged, more teachers collaborating  
11 with each other using social media tools, when we have a  
12 snow day kids making up the time at home without having to  
13 go into June. So we've got all of those tools in place  
14 and we have one of the most comprehensive technology  
15 systems in the nation already as evidenced by many  
16 measures, so we are known for our statewide reform, we are  
17 known for statewide capacity especially with our  
18 technology systems, we don't have to overcome these  
19 challenges that many states do and what we have going in  
20 is we have 100% buy-in, we can get this work done in  
21 Kentucky and we hope you guys will give us a chance to get  
22 it done.

23 REVIEWER #4: May I do a quick follow up?

1           REVIEWER #3: Yes you may, we have a minute.

2           REVIEWER #4: I didn't understand so maybe just  
3 going back over it, you had eluded to college readiness  
4 and career readiness as the sole criterion for your  
5 evaluation, just run through that again.

6           DR. TERRY HOLLIDAY: Absolutely. If I can't  
7 reduce by 50% by 2014, I don't need to keep my job and I  
8 believe that I'll put systems in place, now they're  
9 formative assessment system yes for the commissioner of  
10 education they should be formative or how you doing with  
11 getting this process done, how you doing with business  
12 schools, how you doing with building relationship, all of  
13 that will be built in. But at the end of the day as  
14 commissioner of education in Kentucky if I have not  
15 reduced the remediation rate by 50% by 2014 I need to move  
16 on and pack it up.

17

18 Thank you for your time.

19 End of Meeting.

20

21