



KENTUCKY DEPARTMENT OF EDUCATION
Kentucky United We Learn Council
Bold New Future (BNF) Standing Committee

JULY 11, 2023

Agenda Item: Introduction to the SLACK program

Presenter: Susan Strange, Kentucky Department of Education

Summary of Discussion:

Strange gave a tutorial for members on how to use Slack to communicate with each other and across committees.

Agenda Item: Discussion- BNF Presentation to the Kentucky Board of Education (KBE)

Presenter: Tammy Schiff, Graymatters

Summary of Discussion:

August Board Retreat Presentation will have three parts:

- Sarah Snipes and Tammy Schiff will share feedback on a survey of up to 43 districts featuring ways they are using the Portrait of a Learner (POL) to improve teaching and learning practices. Presentations will feature elementary, middle and high school to show how competencies are infused into instruction at the building level.
- Caleb Bates will walk through a summary of the results from the BNF Committees and the Accelerating Innovation Committee to better understand their awareness of the concept of POL and how they view proposed graduation requirement changes.
- Sarah Snipes and Tammy Schiff return with guiding questions and give members some time to break into smaller groups to discuss. A full conversation will emerge after that.

Bates shared the committee's six-month goal from the April 2023 convening to build capacity and increase engagement to collect data to better understand impact of integration of POL into graduation requirements. Toward this end, the committee reviewed data from the qualitative survey task in which they were asked to engage: *Reflect on the different networks of which you are a member. Using the guiding questions, gather feedback from a few members of your network. Questions included things like: are you familiar with the concept of a POL, what are some benefits of the proposed changes to Kentucky graduate requirements, and what are some challenges associated with the proposed changes?*

We have received 23 responses so far. Twelve educators, four parents, four educators/parents, one administrator, one student, and one community member.

Seventeen responded they are familiar with the POL. Five are not familiar. One was a nonresponse.

Most shared that culminating projects, especially writing portfolios, are not viewed as valuable. The focus instead was on experiences over time and relationships with teachers.

Few benefits were mentioned. Most questioned the benefit of the change.

Some of the challenges referenced focused on implementation, assessment and grading, teacher and student time, and equity.

What supports are needed if graduation requirements were to change:

- Need to make the value proposition for all stakeholders.
- Develop measurement/assessment systems.
- Increase administrator and teacher training and planning time.
- Community engagement.
- Supports for special populations.

What will BNF do next to achieve the near-term goal?

- Additional and broader research to ensure adequate representation from all stakeholders. Twenty-three respondents is not sufficient.

Feedback:

- Can there be additional analysis to determine if some of the negative responses are from people who were unfamiliar with the POL? Response: great idea and the committee can investigate that further.
- It would be helpful to have L3 districts take this survey as they are further in the implementation work.
- The strategy for implementation of this may need to include some clear things that could be removed from teachers/administrators plates to relieve the perception of just another thing to do.
- Need to help survey respondents see how this could be tied into current education efforts and not a separate, new thing.
- BNF can continue to seek more information, but the current data around implementation concerns is helpful to digest now.
- Going forward, BNF should seek guidance from the board about what additional information they need to be ready to decide in October.
- BNF will continue to get pushback until accountability is addressed.
- Survey framing is important. BNF needs to ensure that respondents have background information on topics so they can provide substantive feedback.

Follow-up Required:

- Members may collect additional information from their networks informally and share via e-mail so those insights may be incorporated into the presentation at the August board retreat.

- BNF will work with KBE, particularly through BNF Committee Member Julie Pile, to better understand what information the board needs before October to make an informed decision. BNF will also be intentional about how information is framed for the future.

Agenda Item: Committee Member Sharing/Good News

Presenter: BNF Members

Summary of Discussion:

- Julie Pile shared that Nov.13-17th will be the Kentucky Family Engagement in Education week hosted by the Prichard Committee. Might be a great opportunity for BNF to think about ways to engage in that process.

Agenda Item: Cross Committee Collaboration

Presenter: BNF Members

Answer the following questions:

What do the other committees need to know?

- BNF is working on the presentation to the Kentucky State Board for their August Board Retreat. BNF will share feedback on the proposed graduation requirement changes.

What issues and updates have come up regarding Portrait of a Learner?

- Broader awareness is needed to support policy change around graduation requirement alignment. Also, need to focus heavily on implementation needs should this policy change come to fruition.

SUMMARY:

In preparation for engagement at the August Kentucky Board of Education annual retreat, the BNF Committee reviewed qualitative survey data from a task conducted by committee members to better understand public perception of aligning graduation requirements to a portrait of a learner. While survey participation was low, committee members found the data valuable for considering strategies to build local capacity for successful implementation should the board adopt such a policy change. Committee members considered ways to expand data collection to increase feedback from individuals with diverse roles and perspectives in the system including students and community members as well as representatives from the Local Laboratories of Learning (L3) districts who have already taken steps to integrate their portraits of a learner into assessment and graduation policies. BNF plans to share an analysis of this initial data collection at the August board retreat and seek ways to support state board members with additional data collection as they explore policy amendments to the state's graduation requirements.