



# Kentucky United We Learn Regional Town Halls

The Future of Assessment and Accountability  
in Kentucky

February 2025





*Kentucky*  
UNITED WE LEARN  
**C O U N C I L**

# Welcome

Robbie Fletcher, Commissioner of Education

 Kentucky Department of  
**EDUCATION**



**“To build a prosperous Kentucky, we will launch an accountability system that is meaningful and useful to all learners.”**

# Three “BIG” Ideas

- Vibrant Learning
- Accelerating Innovation (in Accountability)
- Collaboration with LOCAL Communities (and with other school districts)

# The Flight Path

## Where have we been?

- **2021**
  - Listening Tour
  - Kentucky Coalition for Advancing Education (KCAE)
  - Local Laboratories of Learning (L3)
- **2022 -2023**
  - Kentucky United We Learn Council
  - Accountability Focus
- **2024**
  - 4 Prototypes
  - 2 Model Frameworks with an Ongoing Study Phase for Input

## Where are we going?

- **2025**
  - Town Halls
  - Finalized Model Framework
- **2026**
  - Recommendation to the General Assembly

# Accountability : Two Parts of the Whole

## Federal/State

- Streamlining to fill the required “buckets”
- Identifying Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI) schools
- Providing timely instructional data

## Local

- Allowing flexibility to assess learning
- Customizing to meet community needs
- Collaborating with multiple groups

# Regional Town Hall Agenda

- Welcome and Introduction
- What is Vibrant Learning?
- What is Local Accountability?
  - One School District's Story
- Model Framework 2.0
- Question and Answer Session

# What is Vibrant Learning?

Kentucky Department of Education (KDE)  
Representative

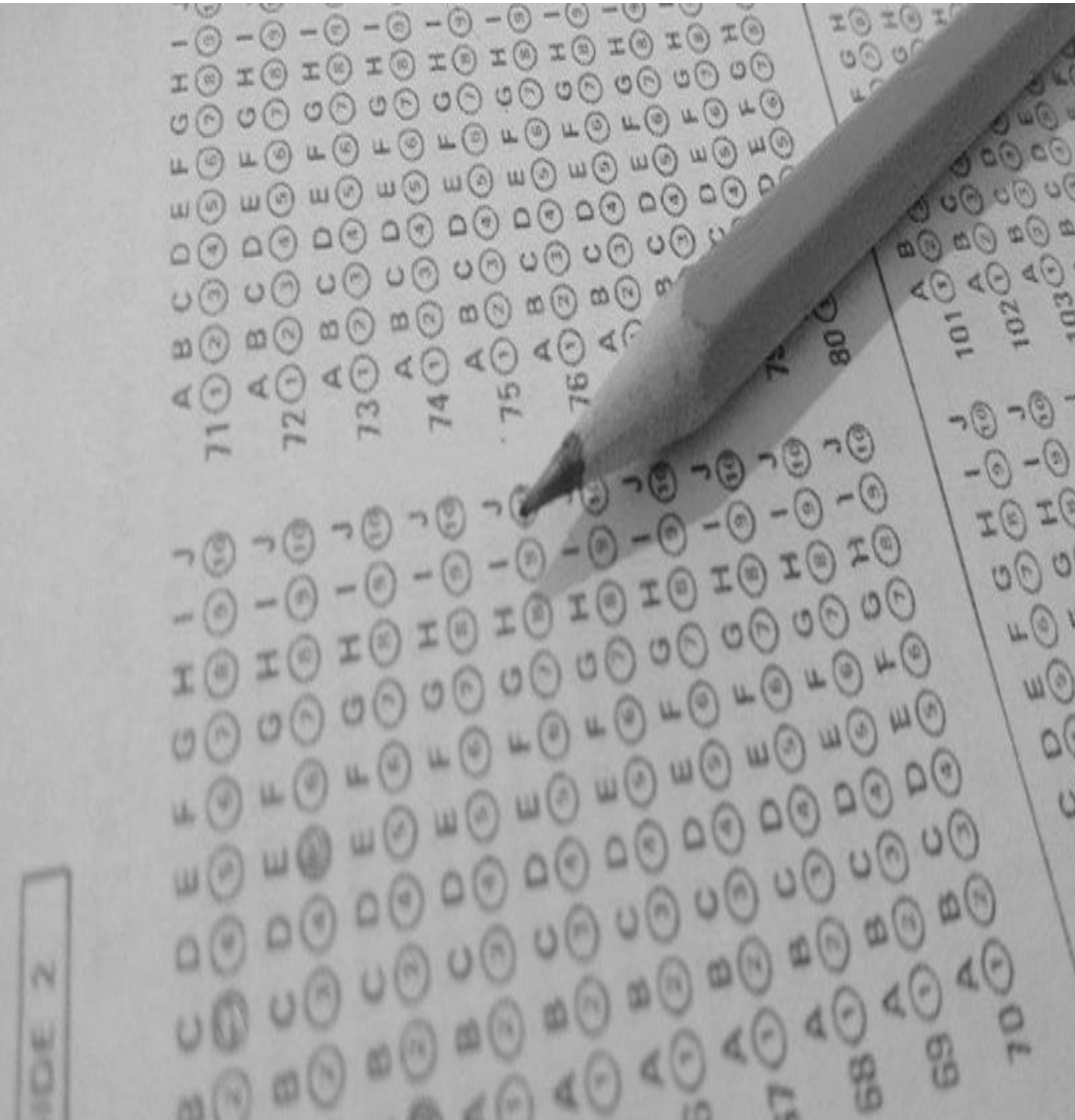


# Think about a student in your life.....

Pull up a photo on your phone of a child/youth you love. As you think about this child, ask yourself:

- What kind of learner are they?
- What kind of learning experiences do you want for them?

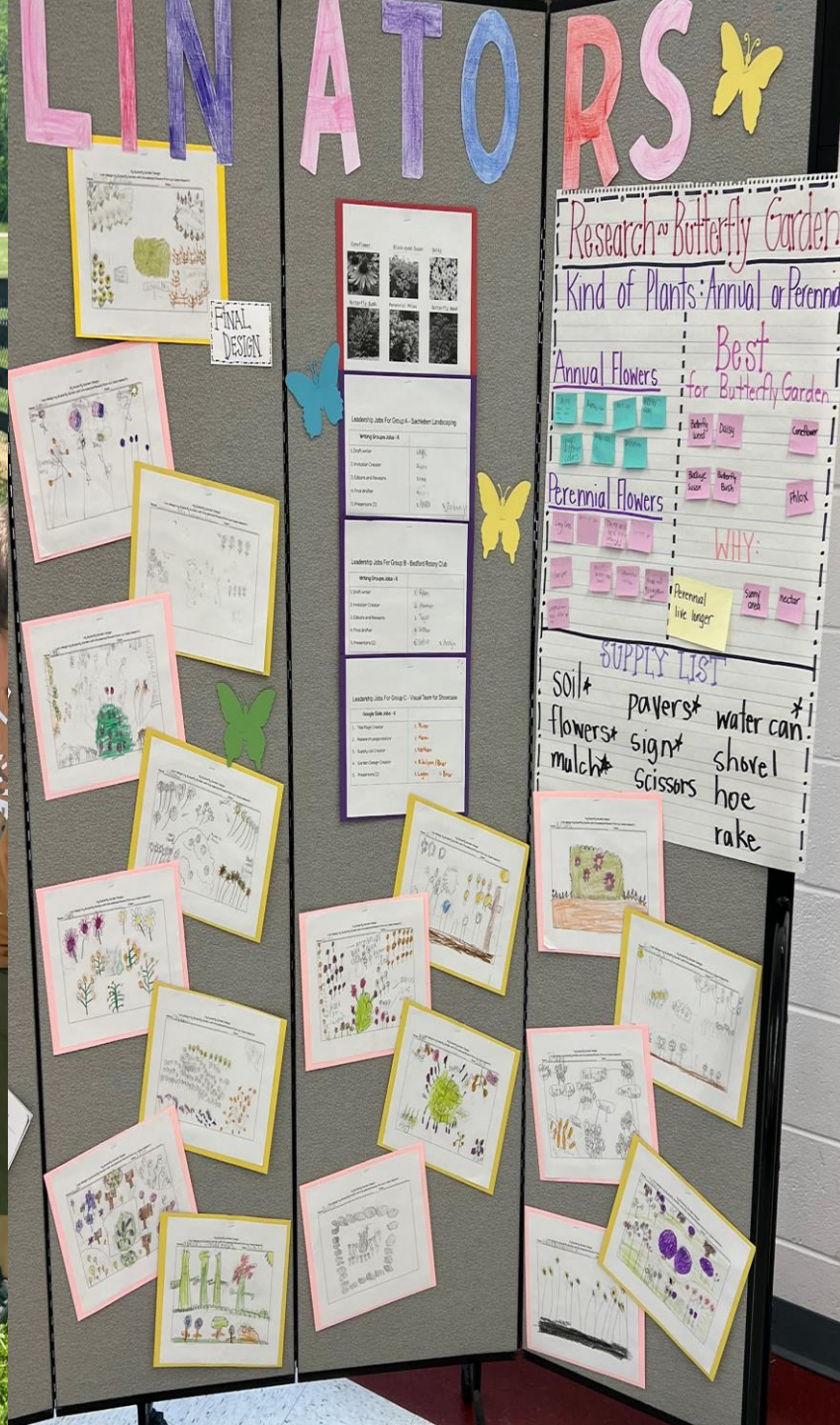




# Pollinator - Traditional

In a traditional classroom students read a textbook chapter about pollinators and complete a worksheet identifying the dangers pollinators face and their importance to plants and animals.

Students draw a diagram of a pollinator and label its parts. For assessment, learners take a quiz that includes multiple-choice questions about pollinators.



# Pollinator - Vibrant

However, in this example from the commonwealth, learners are driven by the question, “How can we inspire others to protect and support pollinators?” They research pollinators and apply their knowledge to design a pollinator garden, collaborating with local businesses for materials and expertise. They share their learning with the community through visual aids, such as scientific drawings or slides, and by creating items like seed packets or bracelets to inspire action

# Human Body Systems

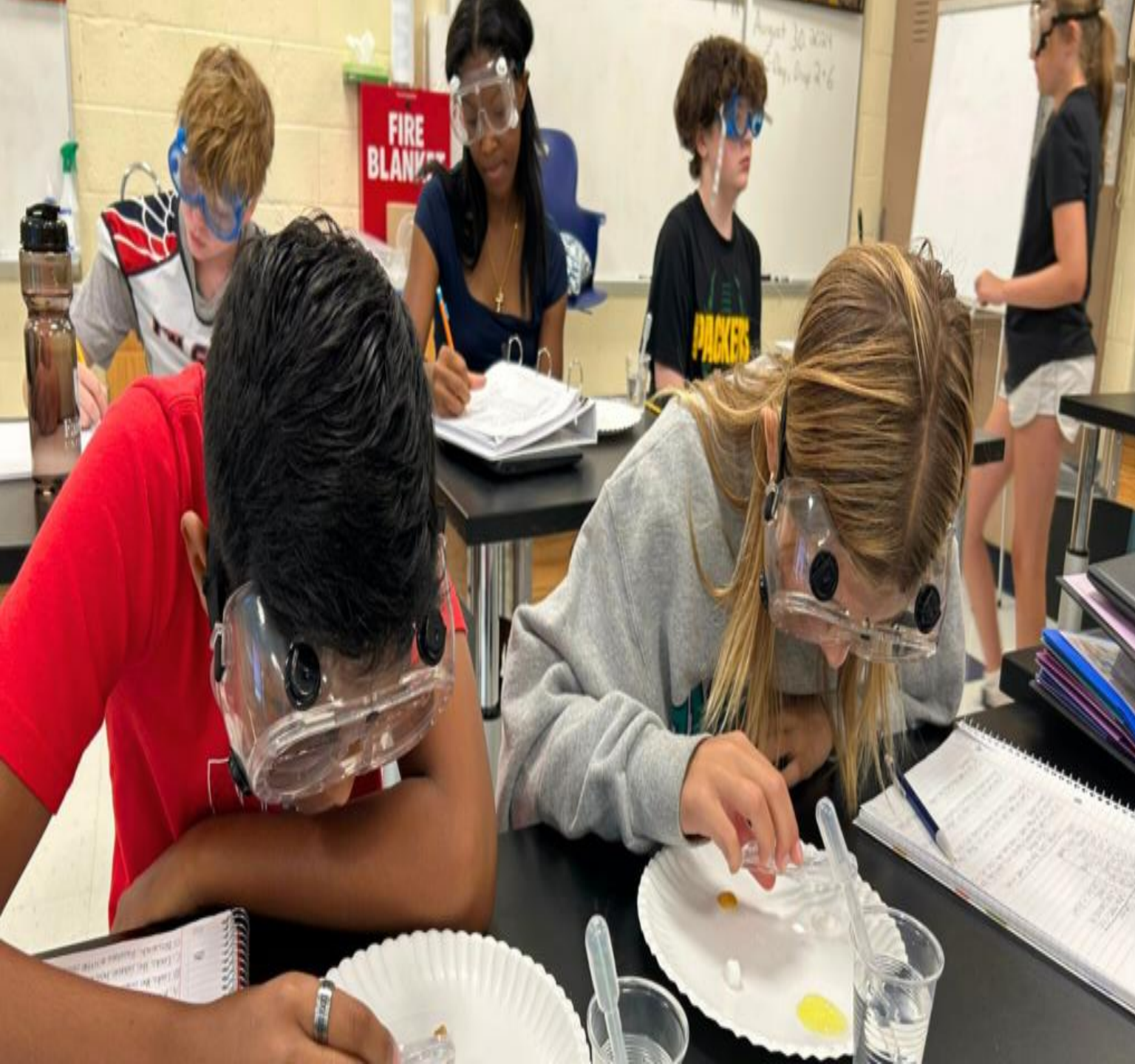
NATIONAL  
GEOGRAPHIC

bookd.msscience.com



## Human Body Systems Traditional

Traditionally, students learn about body systems by reading assigned textbook chapters on the major body systems (e.g., circulatory, digestive, respiratory) and taking notes on the key organs, structures, and functions. They will complete a worksheet with labeled diagrams, key term definitions, and questions about how each system works and interacts with others. After reviewing the material, students summarize their understanding through a short-written report or presentation.



# Human Body Systems Vibrant

In this example from the Commonwealth, Learners take on the role of a medical investigator to solve a real case of a sick middle school girl to answer the question, “What is going on in M’Kenna’s body that is making her feel the way she does?” Through a series of investigations learners curate evidence that will inform their final presentation of learning. In their medical teams, learners choose how they will present their findings and diagnosis to a panel of community members from the medical field.



# To Kill a Mockingbird Traditional

I bet we have all read the novel To Kill a Mockingbird and write an essay defending their position on whether or not the character Atticus is a hero using evidence from the text.



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## To Kill a Mockingbird Vibrant

In this example from the Commonwealth, Learners consider “What makes someone a hero?” They explore this question through the lens of the Jim Crow South using a curation of teacher and learner chosen fiction and informational texts about the time period. Collaboratively, students create a video for the schools’ Activism Week sharing their shared definition of a hero supported by fictional and real examples from the Jim Crow South. Their video also provides actions their fellow students can take to stand up to injustice in their own world today based on what they learned from the past.

## **Vibrant Learning Experiences** - *As defined by the Kentucky United We Learn Council*

### ***“Learning that matters to students”***

In partnership with families and communities, students are agents of their own learning, engaged in **relevant, authentic and joyful learning** opportunities. Vibrant learning **honors students' cultural wealth, gifts and interests**. Vibrant learning culminates in the application of knowledge and skills demonstrated through **personalized products**.



# Student Reflection on Vibrant Learning

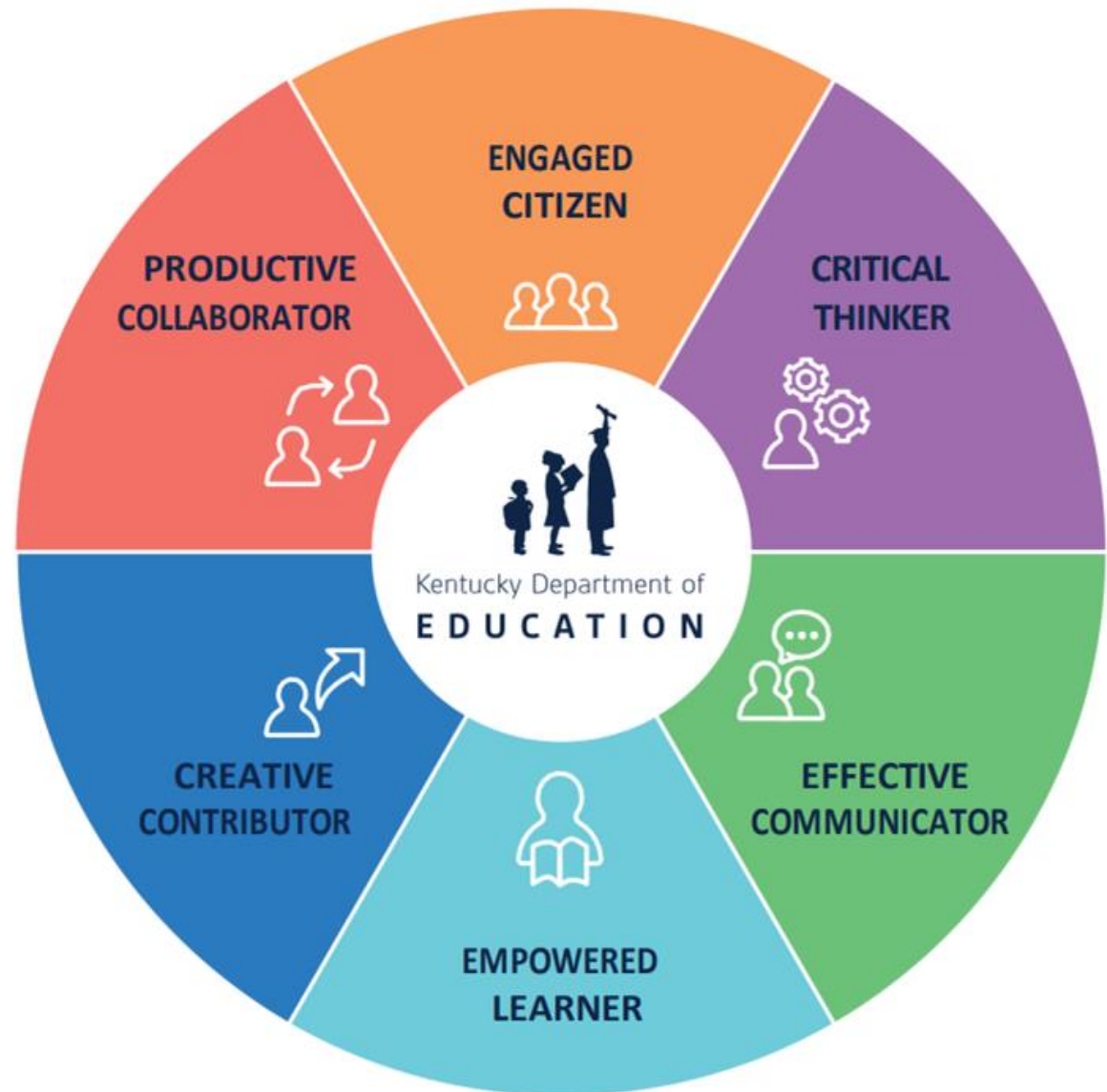
“I like to build things. I like to experiment with things and see how it works in real life. When I first heard about our [dream house project], I was like “yes!” I’ve always loved math, but I didn’t understand how [building a house] would become math. I’m an art person. I like to make it creative, not just write something down on a piece of paper and be done with it. This [project] helped me because I could learn math by converting everything and still get to do it my own way.”

- *Spencer County Middle School Student*



# Kentucky Portrait of a Learner

- The knowledge, skills, and competencies students should know and exhibit upon graduation
- Combines academic knowledge with personal traits and skills
- Honors a wider set of student passions and experiences



# 140+



# Speaker Notes on Previous Slide

Currently, over 140 out of the 171 Kentucky districts are developing or have developed a Portrait of a Learner.

Many districts are creating Performance Assessment systems to measure the agreed-upon competencies through authentic experiences and exhibitions of learning.

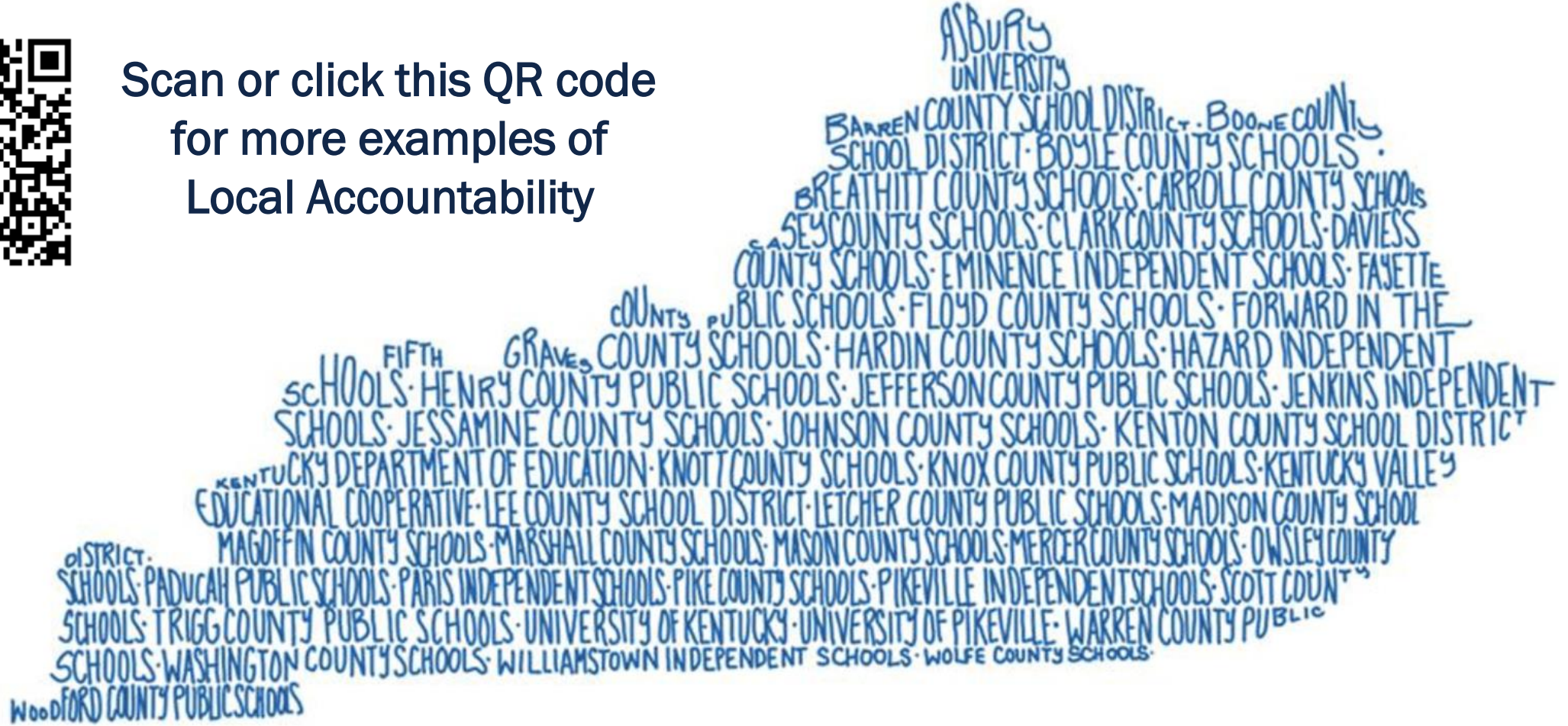


**“To build a prosperous Kentucky, we will launch an accountability system that is meaningful and useful to all learners.”**

# What is Local Accountability?



Scan or click this QR code  
for more examples of  
Local Accountability



**We find ourselves in the**  
**midst of a movement.**



**The Power of Local Accountability:**  
An Accountability Enhancement that **Inspires** Learning

*Our vision is to become a District of Distinction.*

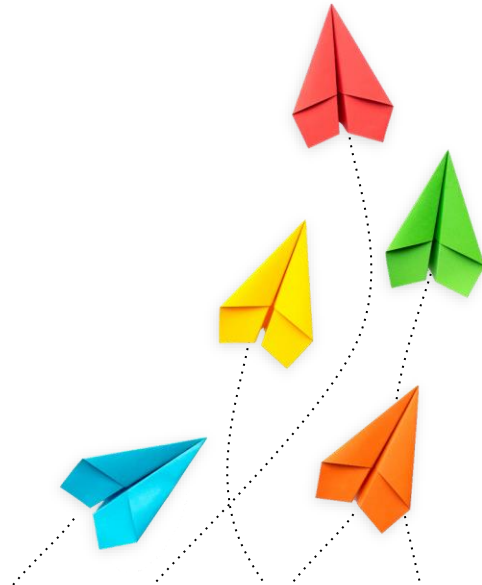



# ! Disclaimer

## Local Accountability is **NOT**...

- About *lowering expectations for students' grade-level readiness in reading, math or writing*. Instead, it aims to maintain high standards while **providing a more meaningful assessment with timely results of student learning**.
- An *anti-testing movement*. Rather, districts and schools that embrace local accountability **advocate for more effective and relevant assessments that holistically capture each student's grade-level readiness**.

Local accountability shifts the focus of school accountability to **holistic student learning**, prioritizing **innovative, personalized and real-world experiences** that enhance **mastery, readiness, engagement and growth**, creating a more **meaningful and student-centered approach** to education.












**Local accountability** is a system **designed by the people it serves, for the people it serves.**

When implemented effectively, it is not only impactful but transformative, reshaping the learning process.

Furthermore, it **restores** and **strengthens** the **bonds** and **partnerships between school districts** and their **communities**, prioritizing student-centered, joyful, authentic and personalized learning.



# Local Accountability: Benefits to Districts, BoEs and Communities

	<b>Alignment with Values</b>	Provides meaningful data aligned with local values, enabling strategic decision-making and resource allocation.
	<b>Transparency and Trust</b>	Builds trust by regularly sharing clear, accessible reports on progress, showcasing the board's commitment to openness.
	<b>Defining the Narrative</b>	Empowers community stakeholders to celebrate successes and advocate for the district by showcasing achievements like improved engagement or equity.
	<b>Holistic Metrics</b>	Allows the community to evaluate beyond test scores, incorporating measures like student well-being and career readiness.
	<b>Improved Governance</b>	Enhances decision-making by providing actionable data on student outcomes, school climate and other key areas.
	<b>Community Engagement</b>	Strengthens relationships with families and stakeholders by aligning the accountability process with their input and aspirations.

# Fully Operational Community-based/Local Accountability Models in Kentucky



# Multiple Entry Points for Schools and Districts into Next Generation Accountability Models



**Portraits of a Learner**

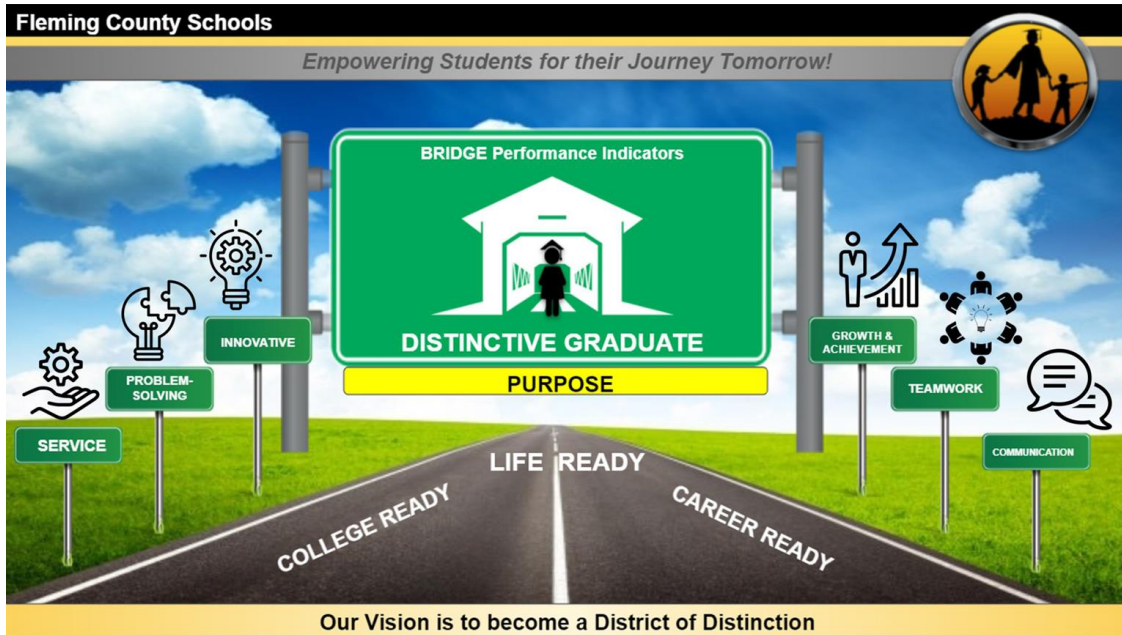


**Continuous Improvement**



**Strategic Planning**

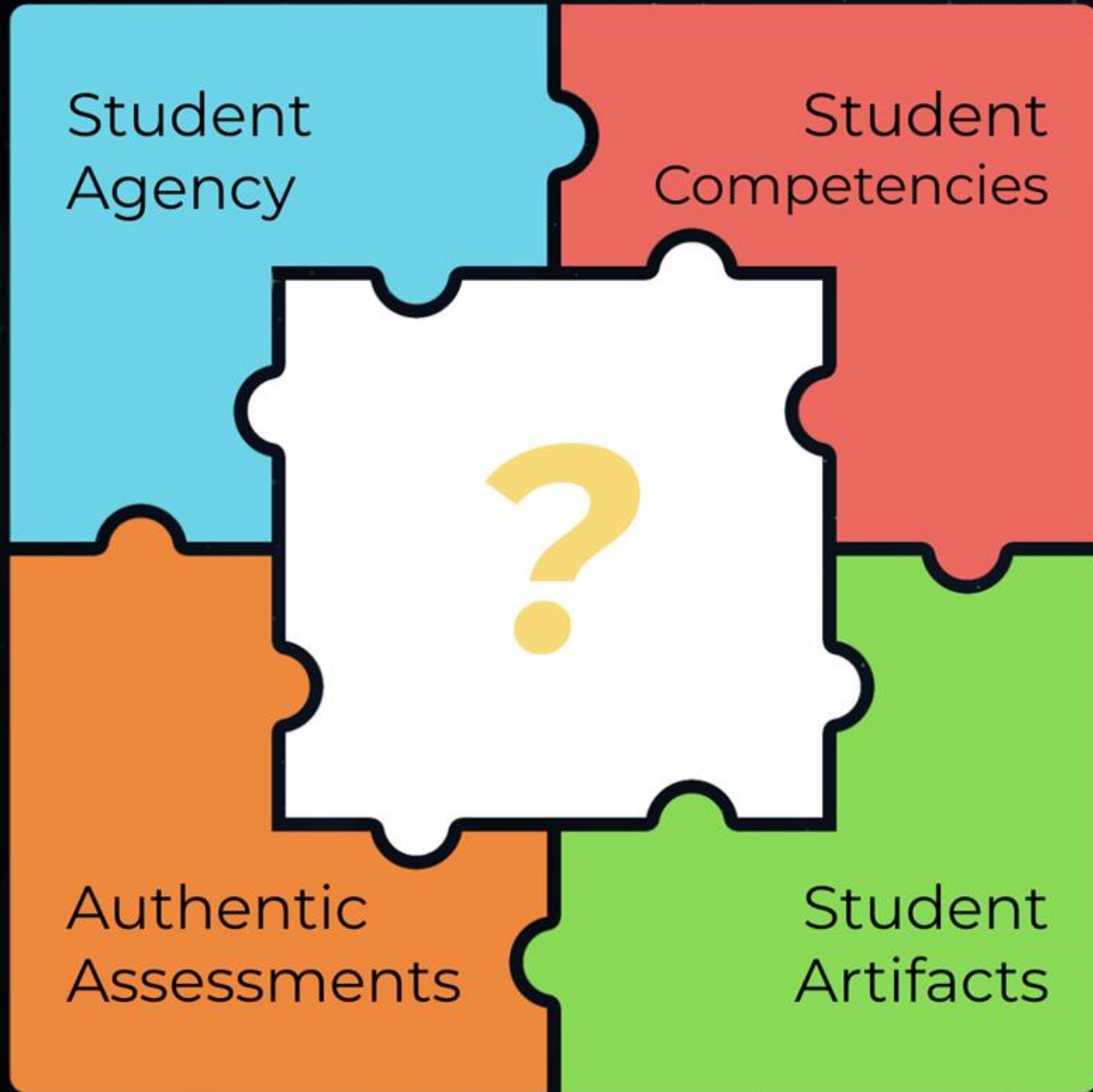
# The BRIDGE Performance Indicators (BPIs)



- The district's Portrait of a Learner
- Launched in 2017 - following a lot of the work happening in Shelby County Schools.
- Competencies: Service, Problem-Solving, Creativity and Innovation, Growth and Achievement, Teamwork, and Communication

## Distinctive Components:

- Grade-Level Expectations for K-12
- Grade-level artifacts must be uploaded by students in grades 3-12 for promotion or graduation
- District-wide scoring using a centralized system (TOTE)
- Student BPI websites, initially a school-based innovation, are now district-wide
- Presentations of Learning: Passion Projects, TED Talks, and Celebrations of Learning are integrated into every grade



# Two Critical Pieces were Missing...

- **The Accountability Model**
- **And State Assessments**



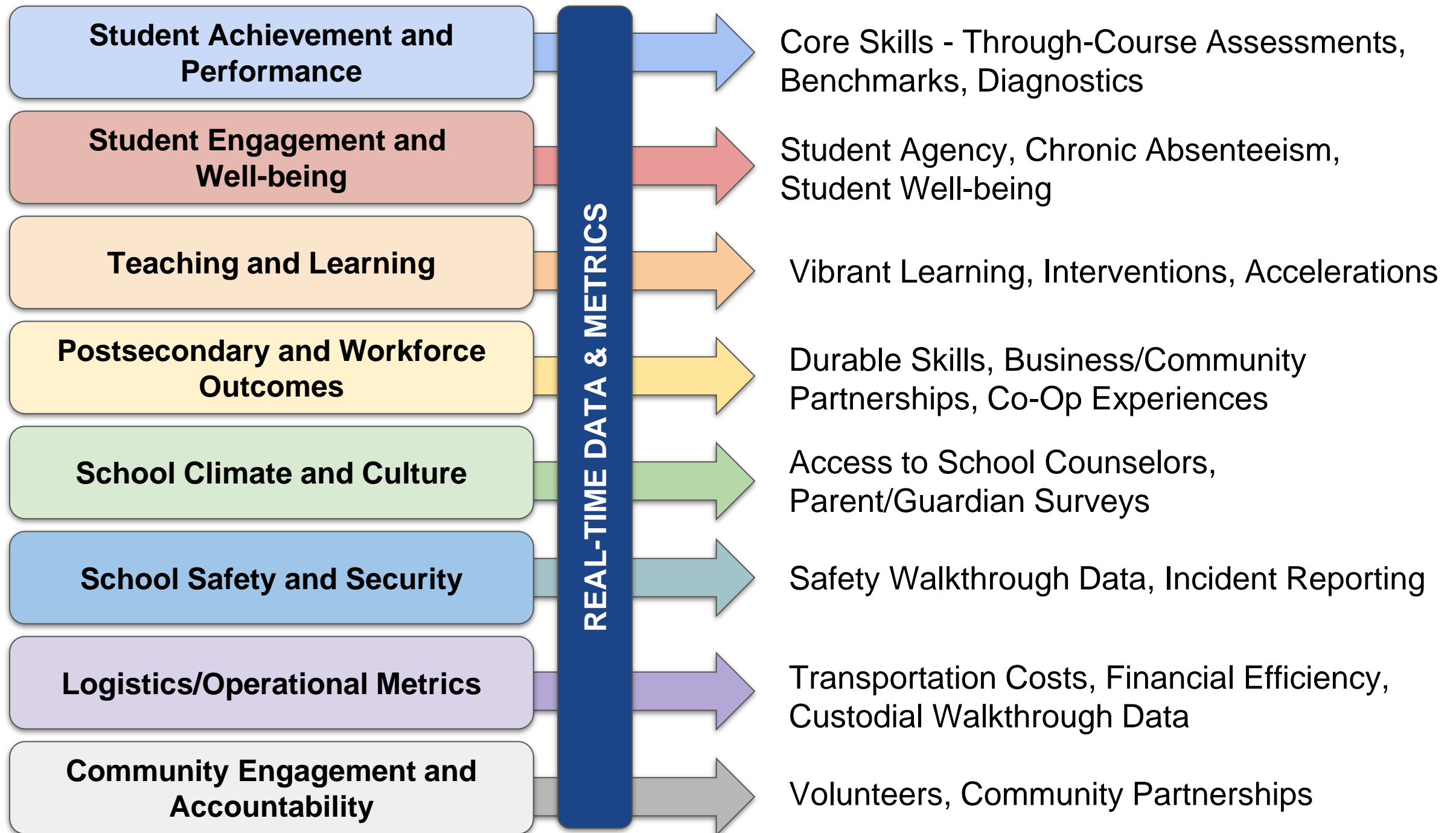
- OPTION 01** Metric 1
- OPTION 02** Metric 2
- OPTION 03** Metric 3
- OPTION 04** Metric 4



Menu of

**Options**

For Local Accountability



**Student Achievement and Performance**

Core Skills - Through-Course Assessments, Benchmarks, Diagnostics

**Student Engagement and Well-being**

Student Agency, Chronic Absenteeism, Student Well-being

**Teaching and Learning**

Vibrant Learning, Interventions, Accelerations

**Postsecondary and Workforce Outcomes**

Durable Skills, Business/Community Partnerships, Co-Op Experiences

**School Climate and Culture**

Access to School Counselors, Parent/Guardian Surveys

**School Safety and Security**

Safety Walkthrough Data, Incident Reporting

**Logistics/Operational Metrics**

Transportation Costs, Financial Efficiency, Custodial Walkthrough Data

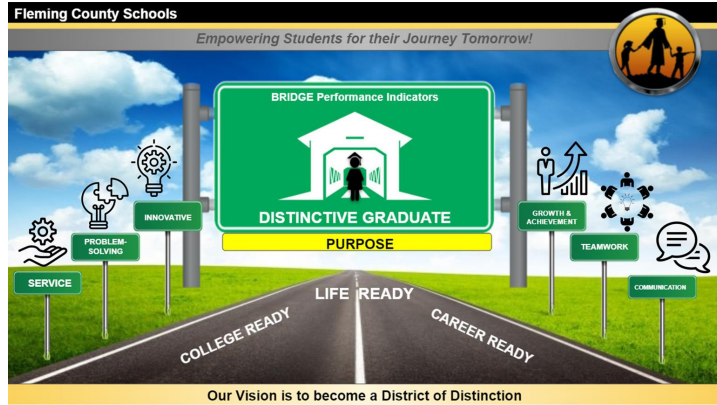
**Community Engagement and Accountability**

Volunteers, Community Partnerships

**REAL-TIME DATA & METRICS**

# The District's Major Drivers

Portrait of a Graduate (2017)



Local Accountability Model (2022)



## The District's Distinctive Instructional Events

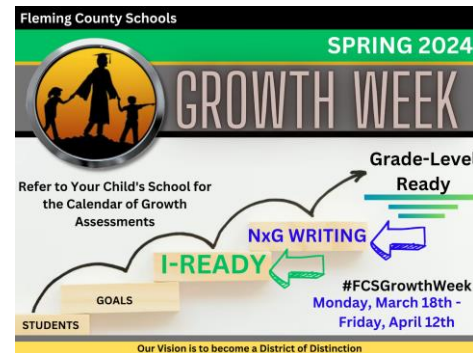
EoYP of Learning (2018)



BPI Scoring (2018)



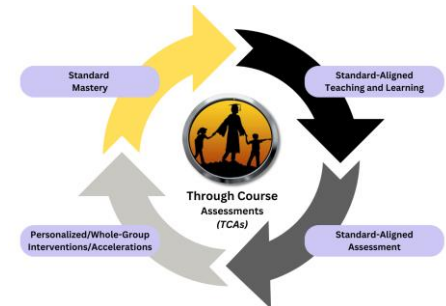
Growth Week (2019)



NxG Readiness Assessments (2024)



Through Course (2024)





Hunter  
Hamm

**Home**

About Me

7th Grade

8th Grade

9th Grade

10th Grade

11th Grade

12th Grade



**Welcome to my Student  
profile. This website will  
showcase my learning  
experience while a student at  
FCHS.**

**Distinctive Learning Tool (2023): Student Websites**

# The Model

MOQS 4.0

#FCSOpportunity



## Next Generation Accountability A Student-Centered Learning Model



The Vision of Fleming County Schools is to become a District of Distinction

- Home
- The Why
- Components
- Student-Centered Learning
- Ratings
- Community of Learning
- Vibrant Learning
- Core Learning Main
- Cognia
- NxG Readiness Assessments
- Interoperability
- Data Link
- Information & Resources
- Vibrant Learning

### Community of Learning

● ● ● ● Transactional

**The Dashboard**

**Explore Collaboration**

### Vibrant Learning

● ● ● ● Transactional

**The Dashboard**

**Explore Vibrancy**

### Core Learning

● ● ● ● Transactional

**The Dashboard**

**Explore Learning**

Checkout Student Work, Lessons, and



# Framework 2.0 Overview

Jennifer Stafford, KDE

## In the past, systems prioritized...

### Standardization

- Standardized tests for all subjects
- Instruction developed around testing offers little variance

### Comparison

- Limited collaboration across districts or within communities
- Schools rated using the color system

### State Control

- The state decides all measures used for accountability
- The same state accountability system for all schools

### Compliance

- Accountability system designed to “meet requirements” in state and federal law
- Local improvement efforts align to requirements

## Going forward, systems will support more...

### Vibrant Learning

- Students have agency to demonstrate knowledge and skills in a variety of ways
- State tests meet students where they are



### Collaboration

- Districts collaborate in partnership with communities
- The state supports networks of peer districts
- No more color ratings



### Local Innovation

- Districts engage with communities to design custom accountability systems reflecting local values
- Some state requirements allow local choice



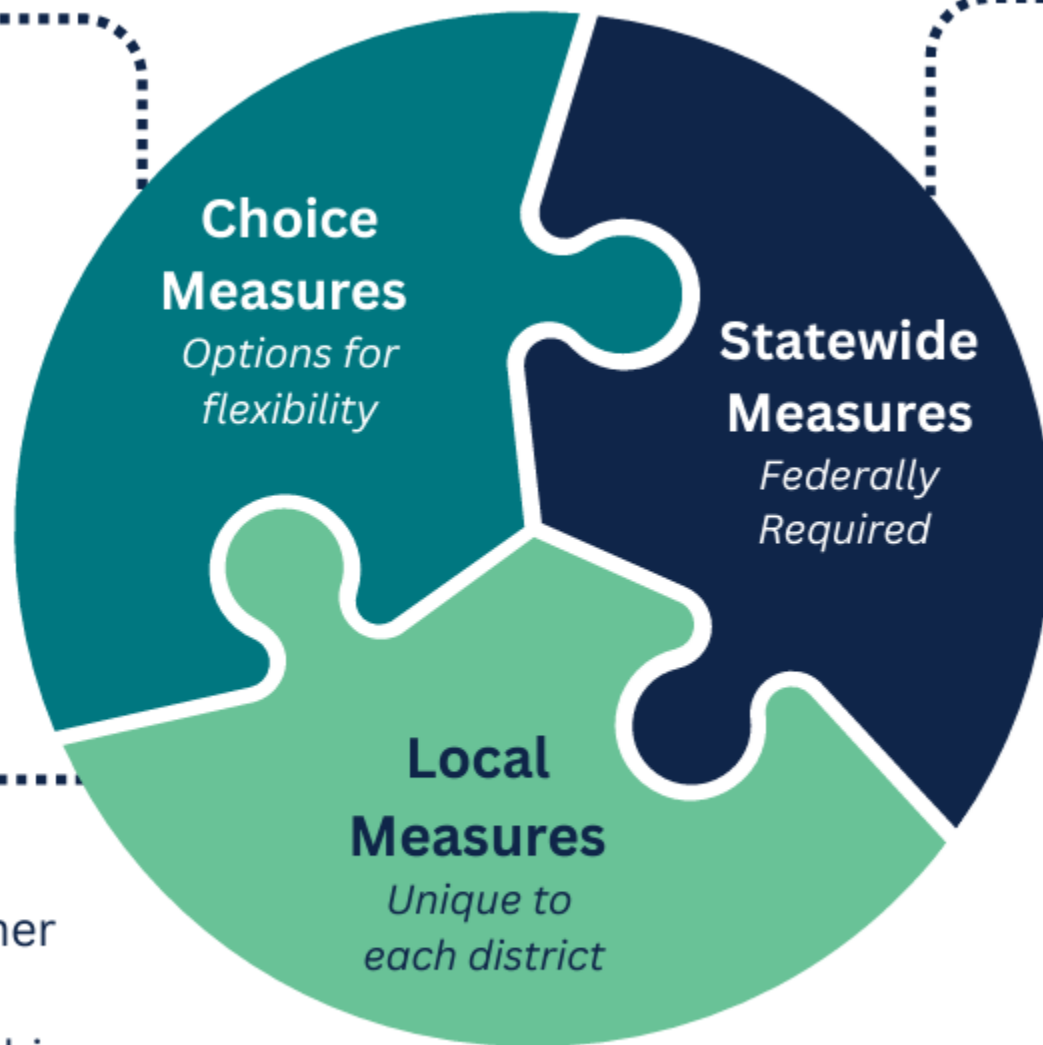
### Feedback and Support

- All schools receive peer and expert external feedback to support improvement
- Local flexibility and data lead to customized support



- Social Studies & Writing
- Vibrant Learning Experiences
- Interim Assessments

- Portrait of a Learner
- Engagement
- Culture & Leadership



- Reading and Math
- Individual Student Growth
- Transition Readiness & Graduation Rate
- English Language Progress
- Climate and Safety Survey
- *Science Assessment -*

*Students must be tested in science using a common statewide measure. However, districts may choose to include it in local accountability and add additional competency based measures.*



**Scan or click for more details.**



*Districts will design and implement local accountability systems - with state and peer support - on a timeline that sets everyone up for success.*

**1**

**Pilot Phase**

Continue with a representative pilot group of districts to design and implement local accountability systems. This phase focuses on testing key components, gathering feedback, identifying challenges, and refining processes.

**2**

**Expansion Phase**

Expand local accountability systems to more districts, applying lessons from the pilot. State invests in high-quality professional learning systems and strong communities of practice for local system design and stakeholder engagement.

**3**

**Sustainability Phase**

Local accountability systems are scaled across the state with active networks for shared learning, system review, and continuous improvement.

# KENTUCKY UNITED WE LEARN COUNCIL'S: JOURNEY TO THE MOON

“To build a prosperous Kentucky, we will launch an accountability system that is meaningful and useful to all our learners.”

Goal:  
Approved Reimagined  
Accountability System

SUMMER 2026



SUMMER 2024

Legislative Awareness

SUMMER 2024



FALL 2024

Council Recommends  
Accountability  
Model to  
\*KDE

FALL 2024

Council and  
\*KDE  
Recommend  
Model to  
\*\*KBE

WINTER 2024

Engage  
General  
Assembly

SPRING 2025



SUMMER 2025



Kentucky  
UNITED WE LEARN  
COUNCIL

\*KDE - Kentucky Department of Education  
\*\*KBE - Kentucky Board of Education

# Reminder:

## Think about a student in your life.....

Pull up a photo on your phone of a child/youth you love. As you think about this child, ask yourself:

- What kind of learner are they?
- What kind of learning experiences do you want for them?



# How can I stay engaged?



Scan or Click the QR code to find out how you can stay engaged.



# Wows and Wonders

Robbie Fletcher, Commissioner of Education  
Jennifer Stafford, KDE



# Thank You!



Scan or click this QR code to submit any additional questions or comments.

You can also hand your question card to any KDE representative.

