Kentucky United We Learn Regional Town Halls

The Future of Assessment and Accountability in Kentucky

January 2025

Welcome

Robbie Fletcher, Commissioner of Education

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

KUWL Moonshot Statement (01/24/2024)

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
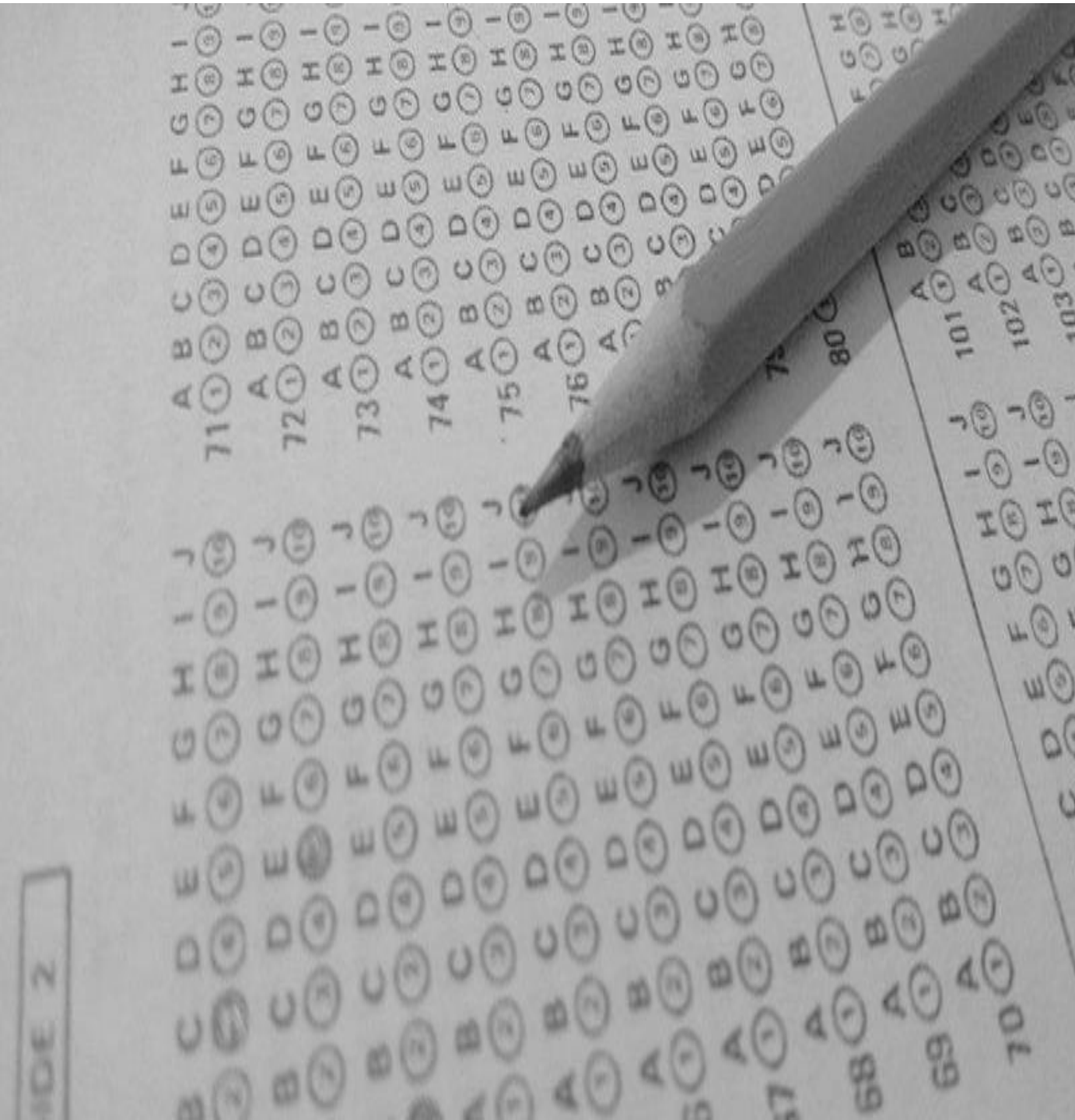
- WOWs and WONDERs Session

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.

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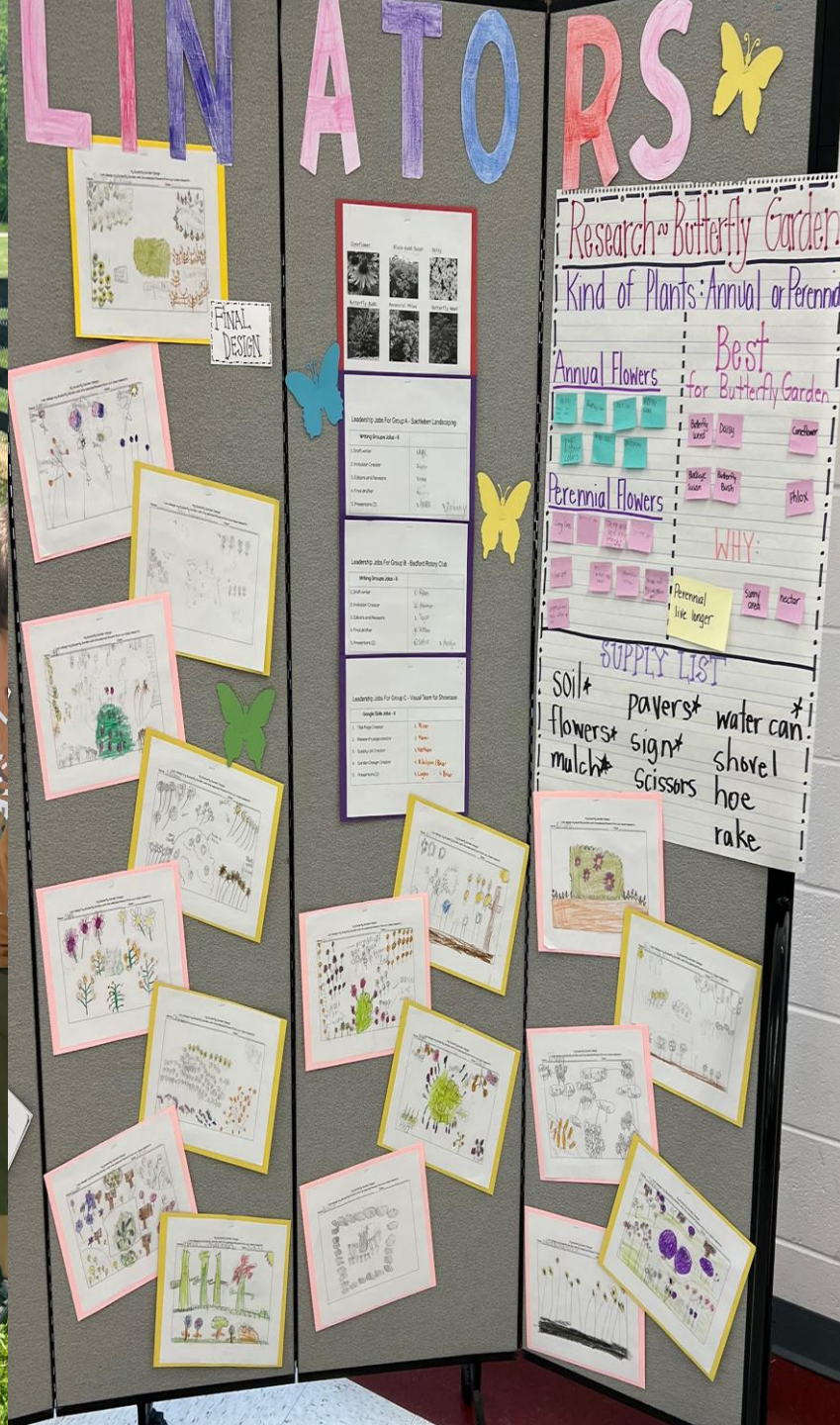
Pollinator - Vibrant

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


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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.
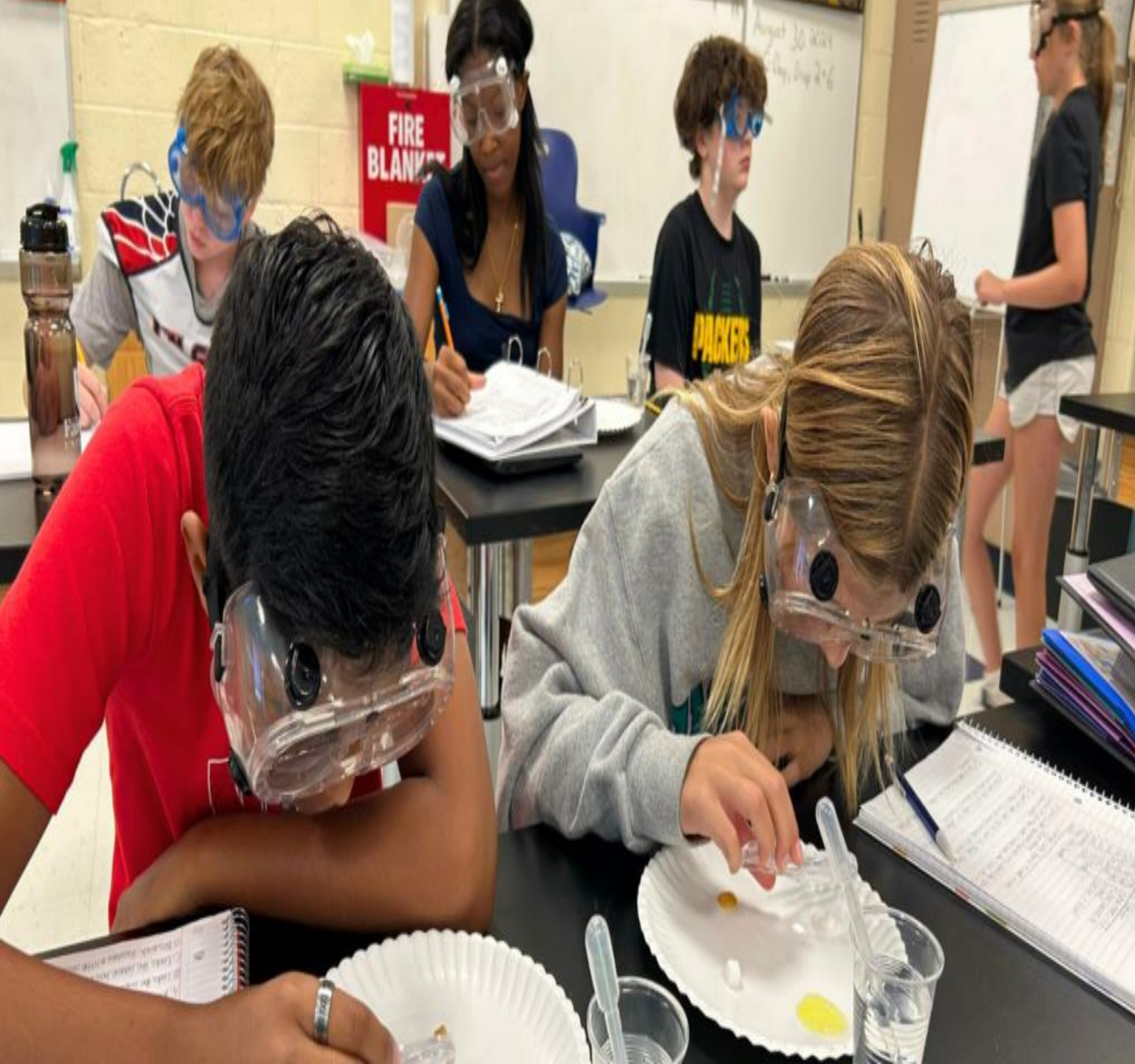
Human Body Systems Vibrant

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.

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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.

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.

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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
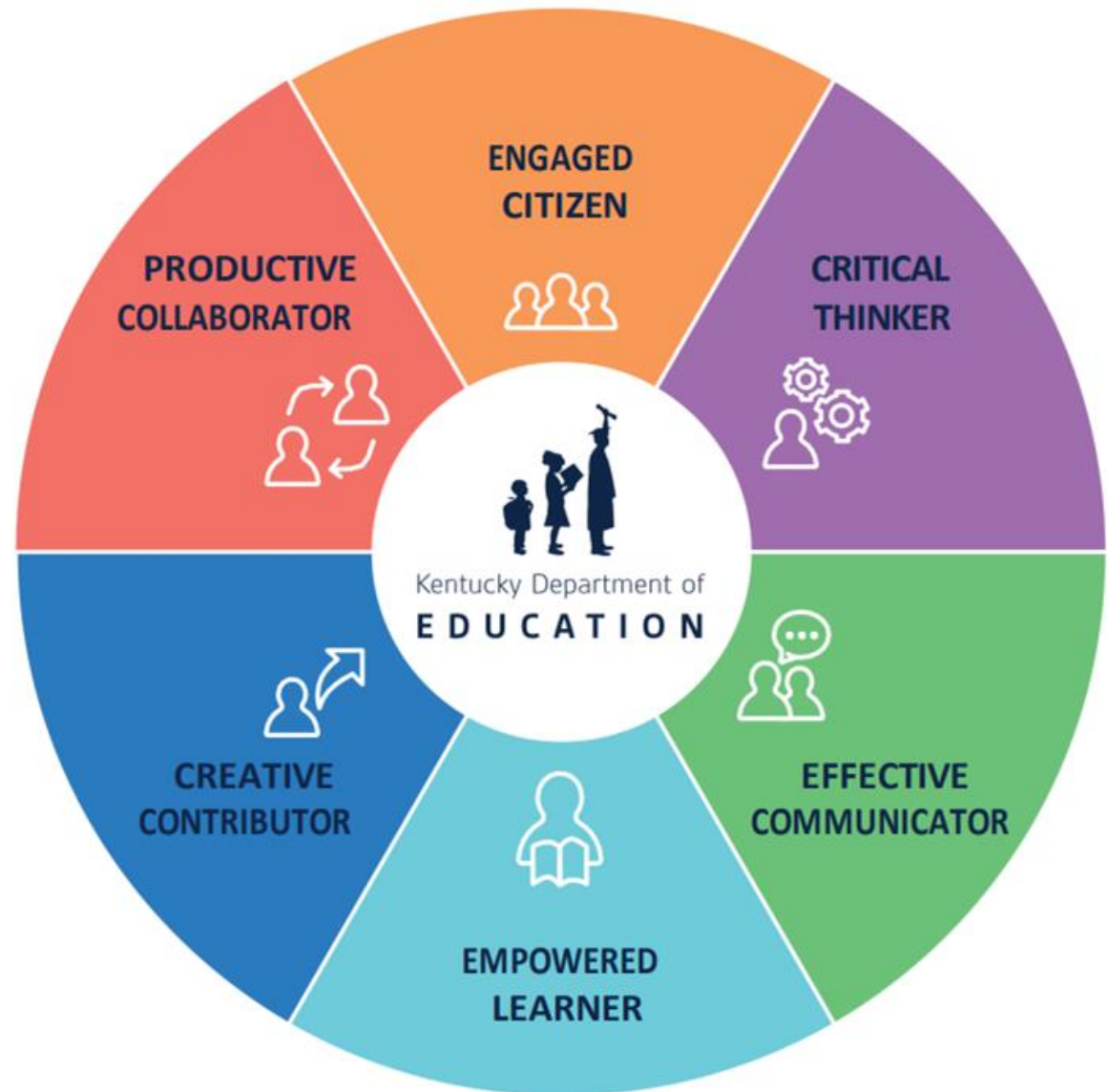
Speaker Notes on Previous Slide

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.

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

KUWL Moonshot Statement (01/24/2024)

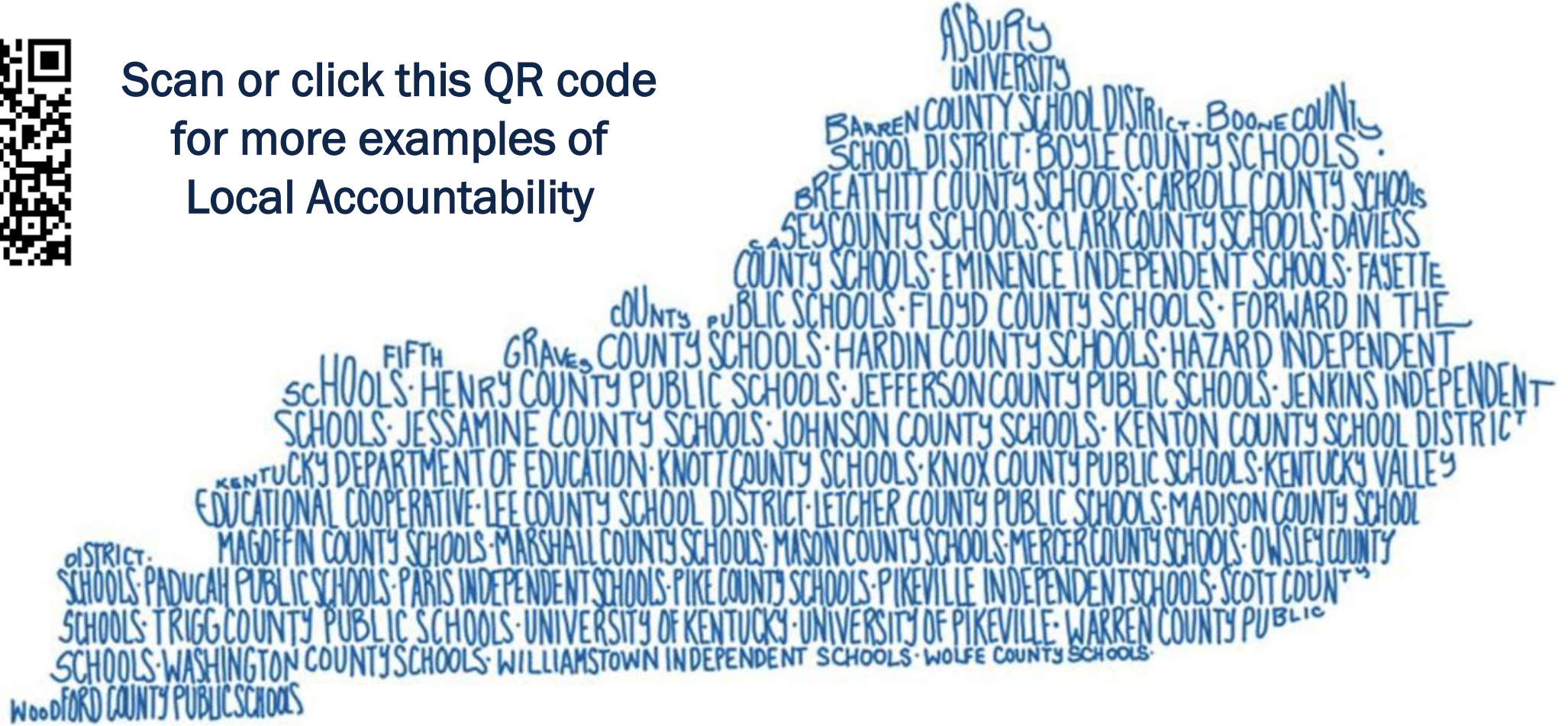"Local accountability is a system designed by the people it serves, for the people it serves.

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, authentic, joyful, and personalized learning."

- Brian Creasman, Superintendent
Fleming County Schools

Kentucky map composed of school district names: ASBURY UNIVERSITY · BARREN COUNTY SCHOOL DISTRICT · BOONE COUNTY SCHOOL DISTRICT · BOYLE COUNTY SCHOOLS · BREATHITT COUNTY SCHOOLS · CARROLL COUNTY SCHOOLS · CASEY COUNTY SCHOOLS · CLARK COUNTY SCHOOLS · DAVIESS COUNTY SCHOOLS · EMINENCE INDEPENDENT SCHOOLS · FAYETTE COUNTY PUBLIC SCHOOLS · FLOYD COUNTY SCHOOLS · FORWARD IN THE FIFTH · GRAVES COUNTY SCHOOLS · HARDIN COUNTY SCHOOLS · HAZARD INDEPENDENT SCHOOLS · HENRY COUNTY PUBLIC SCHOOLS · JEFFERSON COUNTY PUBLIC SCHOOLS · JENKINS INDEPENDENT SCHOOLS · JESSAMINE COUNTY SCHOOLS · JOHNSON COUNTY SCHOOLS · KENTON COUNTY SCHOOL DISTRICT · KENTUCKY DEPARTMENT OF EDUCATION · KNOTT COUNTY SCHOOLS · KNOX COUNTY PUBLIC SCHOOLS · KENTUCKY VALLEY EDUCATIONAL COOPERATIVE · LEE COUNTY SCHOOL DISTRICT · LETCHER COUNTY PUBLIC SCHOOLS · MADISON COUNTY SCHOOL DISTRICT · MAGOFFIN COUNTY SCHOOLS · MARSHALL COUNTY SCHOOLS · MASON COUNTY SCHOOLS · MERCER COUNTY SCHOOLS · OWSLEY COUNTY SCHOOLS · PADUCAH PUBLIC SCHOOLS · PARIS INDEPENDENT SCHOOLS · PIKE COUNTY SCHOOLS · PIKEVILLE INDEPENDENT SCHOOLS · SCOTT COUNTY SCHOOLS · TRIGG COUNTY PUBLIC SCHOOLS · UNIVERSITY OF KENTUCKY · UNIVERSITY OF PIKEVILLE · WARREN COUNTY PUBLIC SCHOOLS · WASHINGTON COUNTY SCHOOLS · WILLIAMSTOWN INDEPENDENT SCHOOLS · WOLFE COUNTY SCHOOLS · WOODFORD COUNTY PUBLIC SCHOOLS

We find ourselves in the midst of a movement.

Local Accountability in Action:

Brandy Carver & Pam Rowland
Rowan County Schools

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Rowan County Schools

- District Details
  - 3400 students, 220 teachers
  - Morehead State University (MSU) and Maysville Community and Technical College (MCTC) partnerships
  - Strong Community Co-Lead, Edna Schack

- What brought your district to local accountability?
  - Local Laboratories of Learning (L3) Cohort 3
  - UK Next Gen Partnership
  - Community Engagement
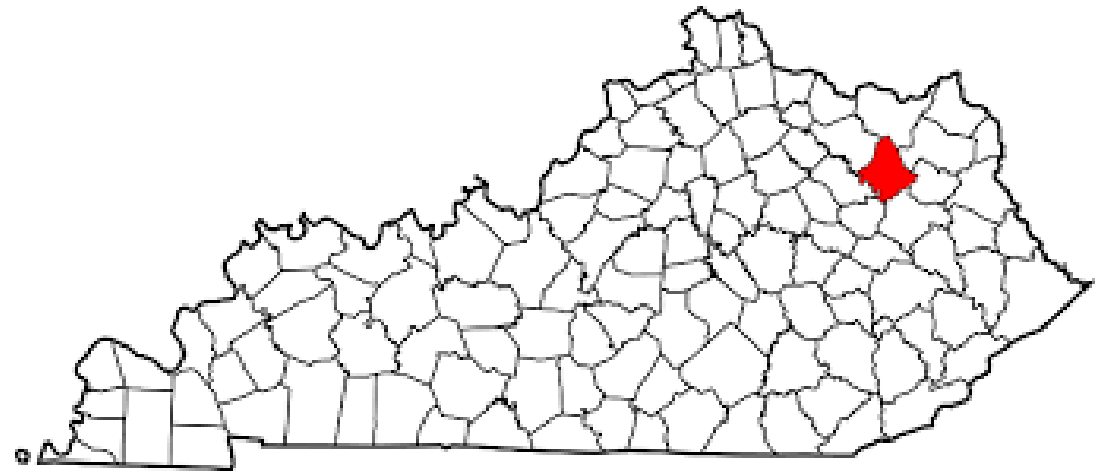
Community Engagement

- Consistent L3 <u>Meetings</u> during the 2022-23 and 2023-24 school years
  - Feedback Loop - Ask for feedback, ideate and discuss solutions, implement, feedback and follow-up

- Community Co-Lead, Edna Schack

- Development of Profile of a Learner (POL)

*The attachments on this slide were not created by KDE

The Valiant Viking — Profile of a Learner

Lifelong Learner
- Takes personal responsibility for learning and growth
- Persists through difficulties
- Sees risks as opportunities to fail forward
- Sets goals for self-improvement
- Initiates learning for professional and personal fulfillment

Effective Communicator
- Speaks and writes clearly
- Listens actively
- Resolves conflict peacefully
- Adapts to the needs of audience
- Engages with print and digital media responsibly
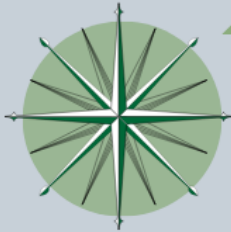
Global Citizen
- Positively impacts the community
- Embraces cultural understanding and diversity of opinions
- Makes safe, legal and ethical choices
- Demonstrates civic responsibility
- Participates in democratic processes

Critical Thinker
- Analyzes problems and outcomes
- Develops and implements ideas
- Willing to challenge the status quo
- Eagerly explores the world around them
- Approaches obstacles with creativity and curiosity

Active Collaborator
- Shows empathy and respect
- Works with others to accomplish a goal
- Gives and receives meaningful feedback
- Challenges team members to think forward
- Values individual contributions and teamwork

Rowan County Schools

ROWAN COUNTY SCHOOLS
LEARN–ENGAGE–ACHIEVE–DISCOVER

Lifelong Learner
- Persists through difficulties and plans for self-improvement
- Sets goals for personal and academic growth
- Connects and applies knowledge/skills across contexts
- Identifies and pursues personal interests

Active Collaborator
- Values individual contributions through empathy and respect
- Works together to accomplish a goal
- Uses meaningful feedback to encourage forward thinking

Critical Thinker
- Eagerly explores the world through questions and observations
- Uses observations and information to construct explanations for problems
- Develops and implements ideas to overcome obstacles and solve problems

Global Citizen
- Participates in opportunities to impact a community
- Embraces cultural backgrounds and differences with empathy and respect
- Makes safe, legal, and ethical choices

Effective Communicator
- Conveys messages clearly
- Listens actively for a purpose
- Resolves conflict
- Adapts to the needs of the audience
- Engages with print and digital media responsibly

District Prototype/Efforts

- UK Next Generation Partnership
  - Local Accountability Strategic Plan
  - Performance Outcomes and Indicators
  - Student Defense Rubrics (5, 8, 12, CMF)

- Calendar Modification for 2025-2026

- Development of Student POL Websites

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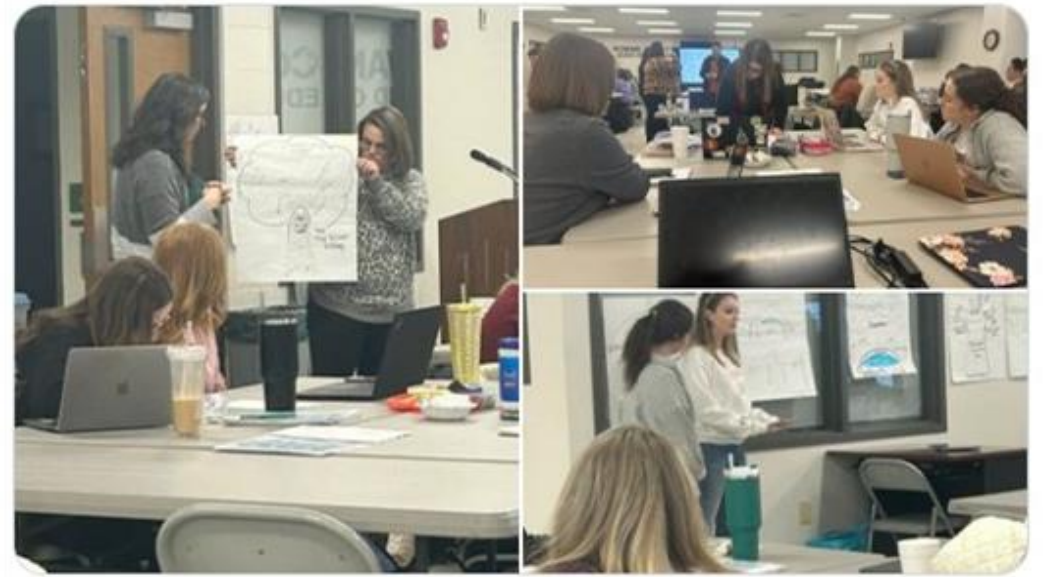
District Prototype/Efforts continued

- Opportunities for:
  - Professional Learning for Teachers
    - Vision Day
    - Mini Conference
  - Vibrant Learning Experiences(VLE) for Students
    - Connections between Deeper Learning, Project Based Learning (PBL), and High Quality Instructional Resources (HQIRs)
  - Community Engagement
    - Panelists for Student Defenses
    - Invitations to classroom VLE
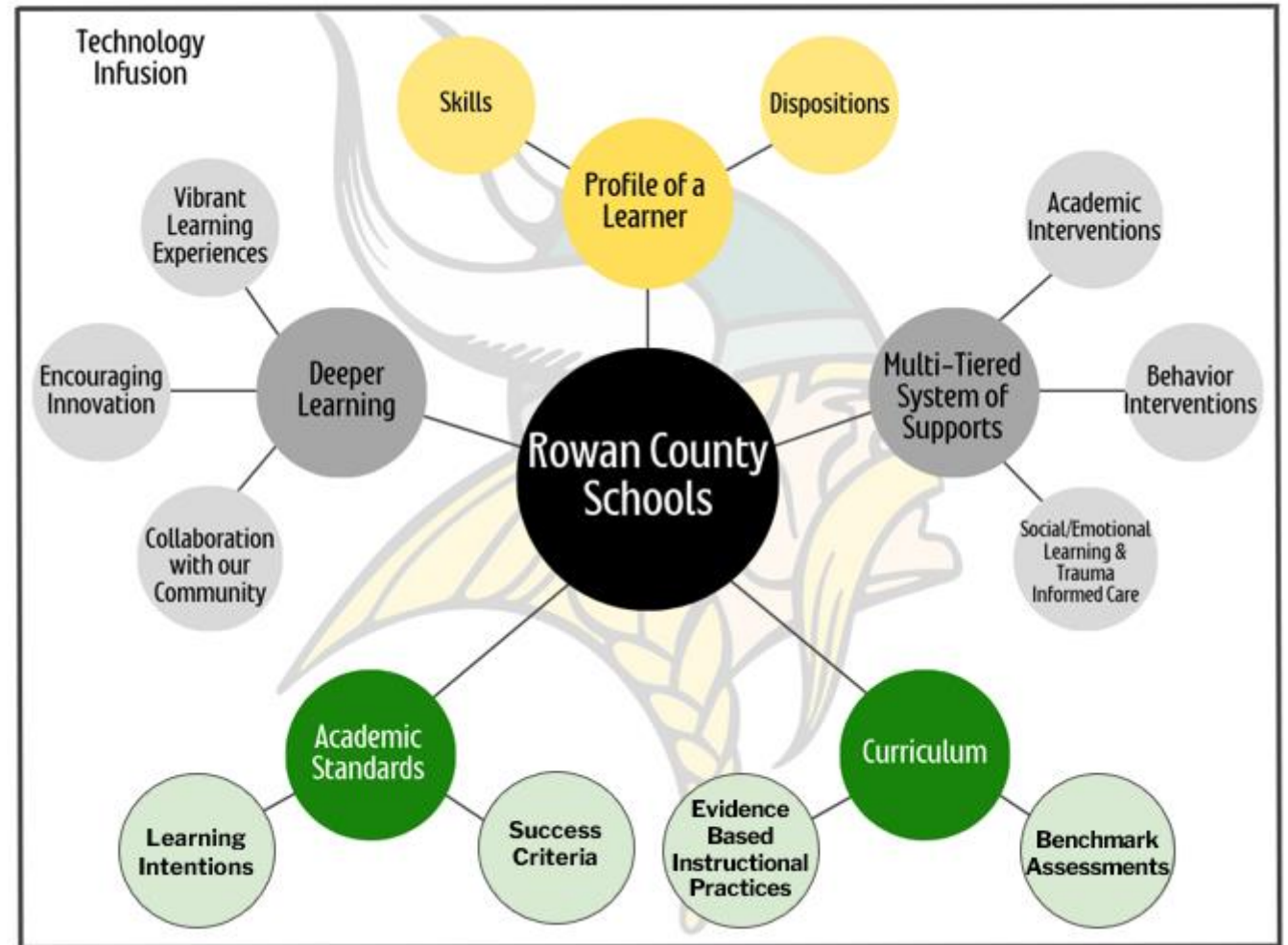
VLE Images/Storyboard

Next Steps & Transformation

- Development of Checkpoint between Student Defenses

- Accountability Dashboard Development
  - Dashboard (DRAFT)

- Board Policy - Student Defenses

- Community Lunch and Learn - January 2025

- Teacher Exhibitions of Learning - February 2025

RCS Dashboard

Rowan County School's Mission: Leading future-focused students to achieve personalized growth through high quality, engaging, discovery-based learning experiences.

Rowan County School's Vision: Learn, Engage, Achieve, Discover

#rcLEAD

Empowering Students to **Learn**

Rowan County Schools is committed to providing high-quality instruction and meaningful

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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

Choice Measures
Options for flexibility

Statewide Measures
Federally Required

Local Measures
Unique to each district

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

- Portrait of a Learner
- Engagement
- Culture & Leadership
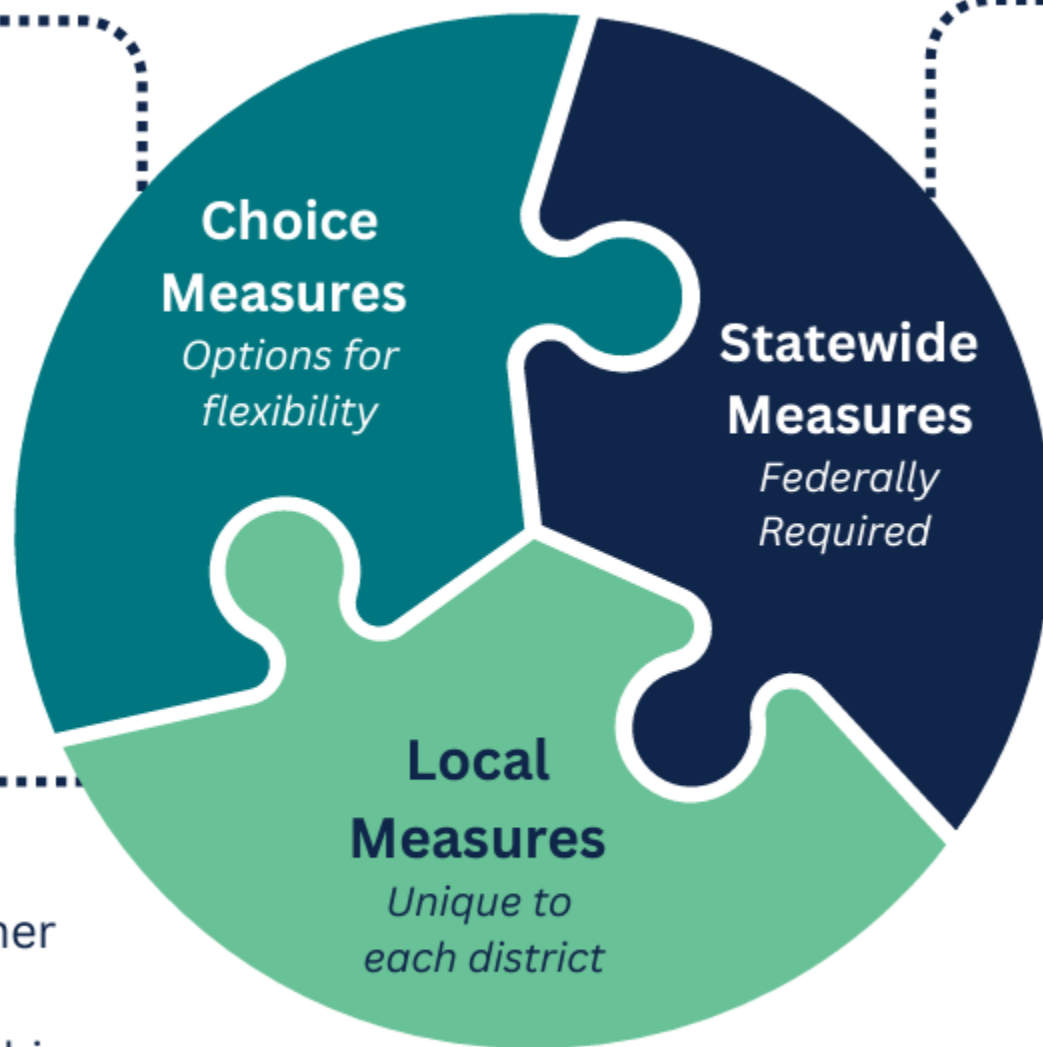
- Reading and Math
- Individual Student Growth
- Transition Readiness & Graduation Rate
- English Language Progress
- Climate and Safety Survey
- *Science Assessment -*

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.
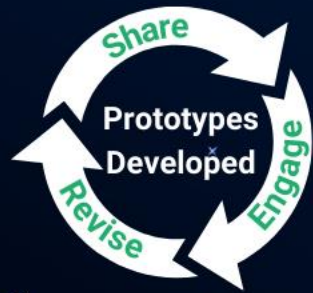
Reminder:
Think about a student in your life......

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.

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.