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

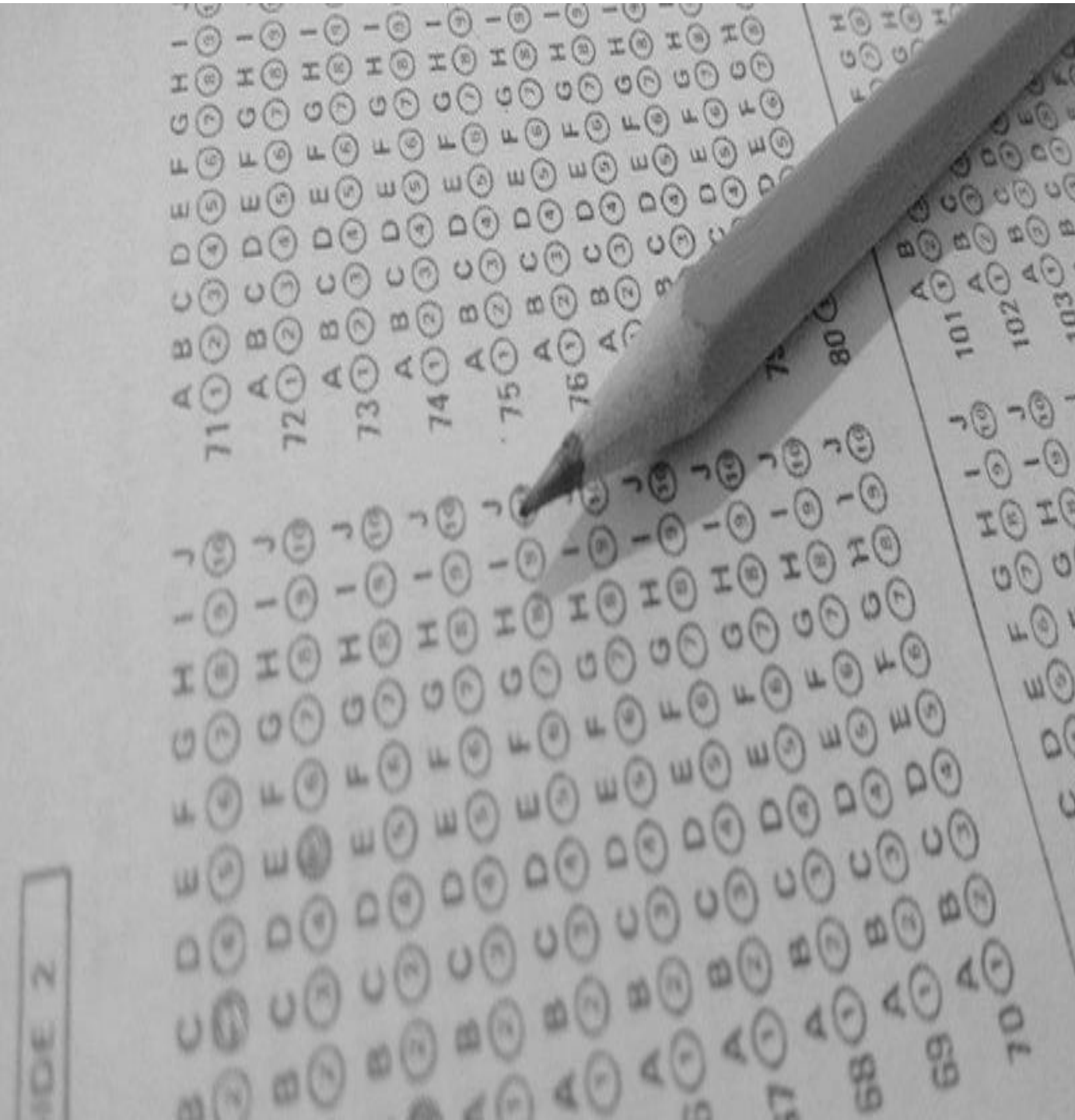- Question and Answer Session

What is Vibrant Learning?

Robert Meacham, Division of Innovation, Kentucky Department of Education (KDE)

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.
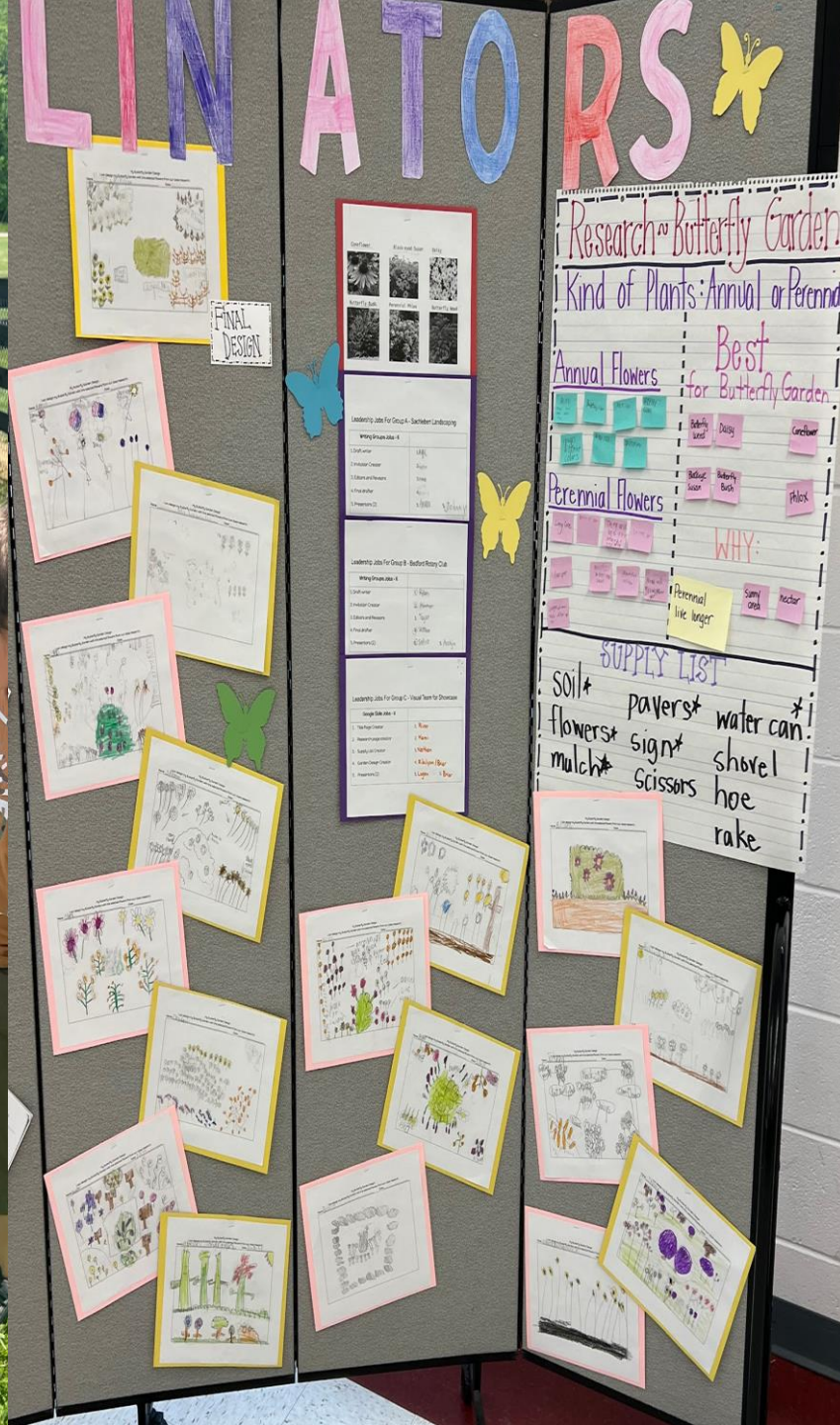
Pollinator - Vibrant

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

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EDUCATION

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.
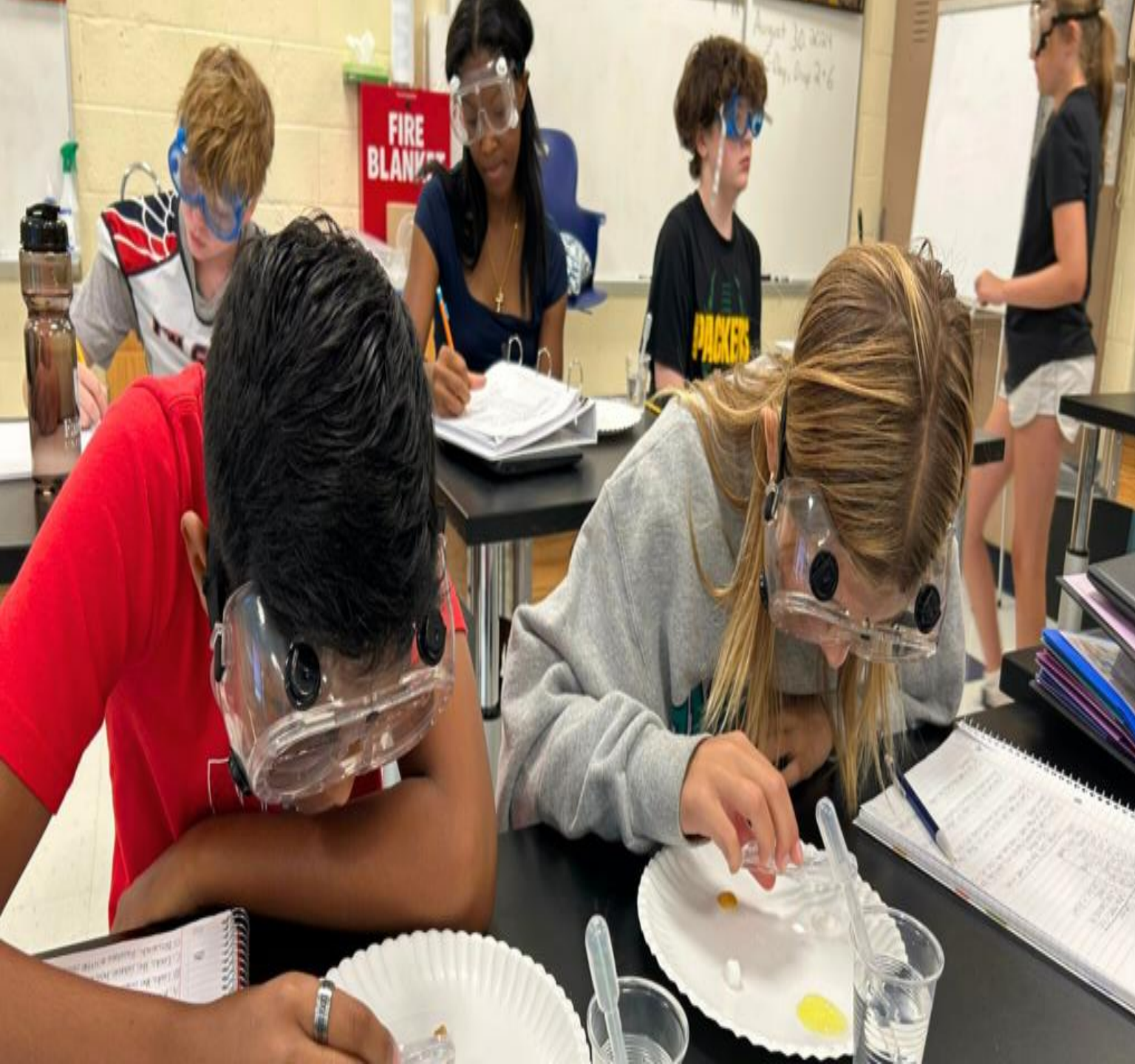
Human Body Systems Vibrant

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.

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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.

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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
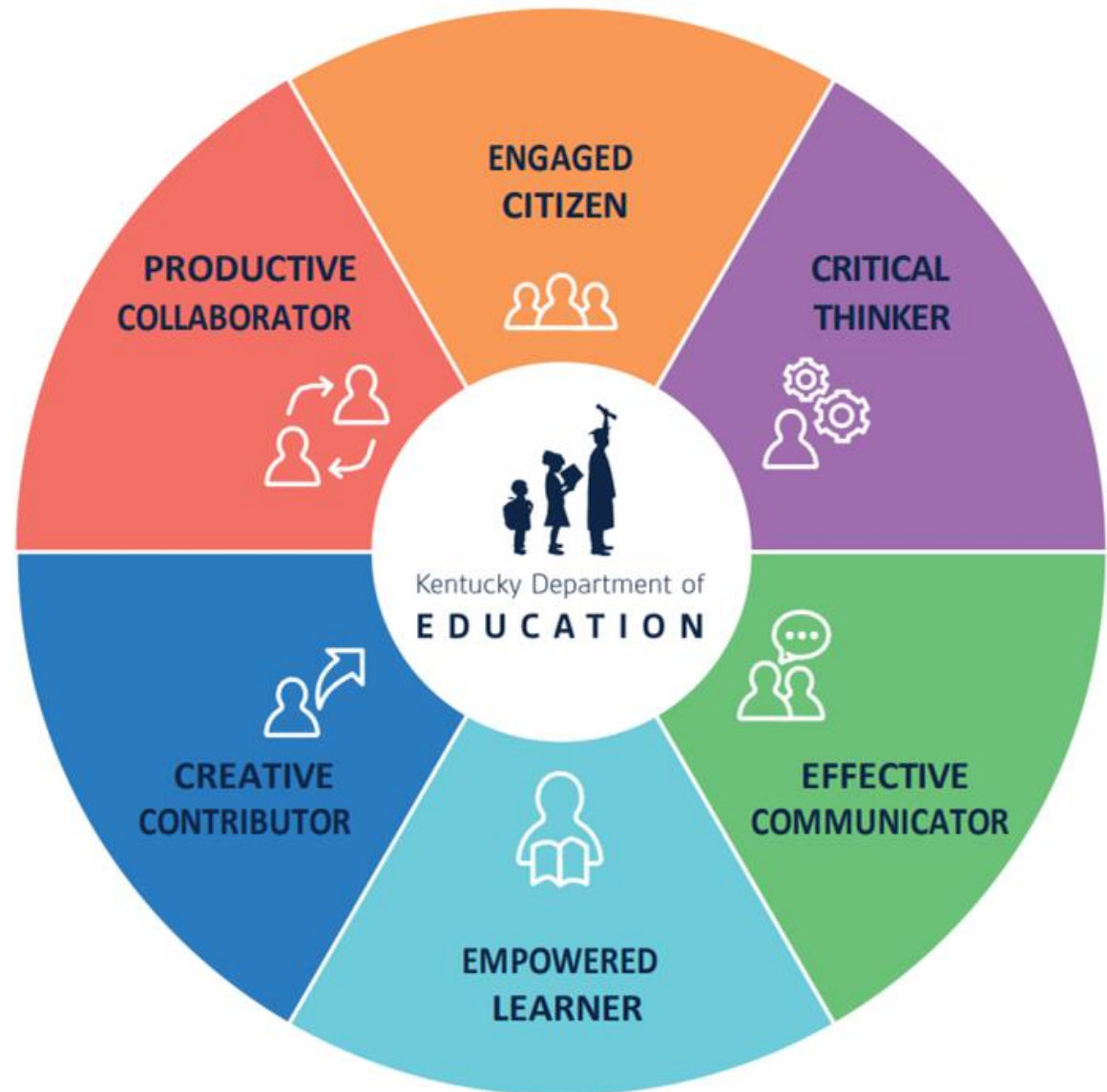
Speaker Notes on Previous Slide

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)

What is Local Accountability?

"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."
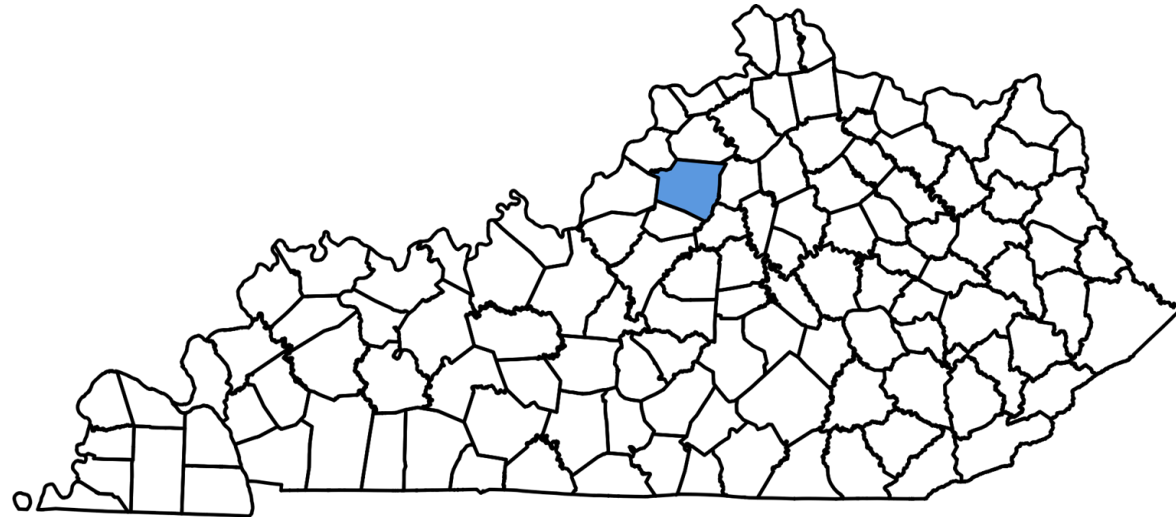
- Brian Creasman, Superintendent
Fleming County Schools

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

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 · MAGOFFIN COUNTY SCHOOLS · MARSHALL COUNTY SCHOOLS · MASON COUNTY SCHOOLS · MERCER COUNTY SCHOOLS · OWSLEY COUNTY DISTRICT · 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.

OUR JOURNEY TOWARDS LOCAL ACCOUNTABILITY

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Shelby County Public Schools

A 'quick' snapshot

Roughly 7,000 Students

13 Schools, PK-12

27% Hispanic / 15% English Language Learner

Local Laboratory of Learning (L3)

Three 'Big Rocks' Guide Us

- Rigorous Academic & Behavioral Expectations
- Effective Co-Teaching Practices
- Authentic Learning Experiences

Kentucky Profile of a Graduate (Portrait of a Learner)

- Transitional Defenses at 5th, 8th, & 12th Grade
- District Calendar Support

Community Focus as a Priority

- Community PBLs
- Defenses of Learning
- Schools Grant

Profile of a Graduate ([Link](#))

*The attachments on this slide were not created by KDE

Banco de ideas para exposiciones

Requisitos de defensa

Requisitos

Exposición de primavera para alumnos de K-5

Ideas / Recursos

Ejemplo de video de bienvenida

Bienvenida a la escuela primaria Wright

Rúbricas de defensa general

Rúbrica de la escuela primaria (5.º grado)
(Inglés / Español)

Rúbrica para la escuela secundaria (8.º grado)
(Inglés / Español)

Rúbrica para la escuela secundaria (12.º grado)
(Inglés / Español)

Rúbrica de un solo punto

Primaria (K-2)
(Inglés / Español)

Intermedio (3-5)

Escuela secundaria (6-8)
(Inglés / Español)

Escuela secundaria (9-12)
(Inglés / Español)

Understanding our Profile of a Graduate

Global Citizens - Effective Communicators - Lifelong Learners
Inspired Innovators - Critical Thinkers - Responsible Collaborators

PROFILE OF A GRADUATE is about ALL OF US!

INSPIRED INNOVATORS · CRITICAL THINKERS · RESPONSIBLE COLLABORATORS · GLOBAL CITIZENS · EFFECTIVE COMMUNICATORS · LIFELONG LEARNERS

Business Leaders
to partner with us in meaningful project based learning to help us build the workforce of tomorrow.

Community Members
to provide opportunities for our students to embrace philanthropy and 'learn while doing' in our community.

Our work is to develop our student into the next generation of workers and leaders to help our friends, families, associates, and neighbors in **SHELBY COUNTY**

These concepts span every occupation in every industry in every corner of our homes so every child can chase their dream & our community **WILL FLOURISH!**

Parents
to embrace that school is no longer just about 'desks arranged in rows'.

Teachers
to inspire students to be more than just masters of content.

BUSINESS OWNERS - STUDENTS - FAMILIES - ALUMNI - RETIREES - TEACHERS - NEIGHBORS - ADMINISTRATORS
LAW ENFORCEMENT - SOCIAL SERVICES - CHARITABLE ORGANIZATIONS - GOVERNMENT OFFICES - RELIGIOUS ORGANIZATIONS

Colaborador Responsable

Características
- Busca miembros de equipo diversos.
- Escucha y actúa con empatía.
- Hace su parte
- Valora las contribuciones individuales
- Da y recibe retroalimentación.
- Es dueño de los resultados del equipo.

Ejemplos de videos
Escuela primaria (K -5)
PSE (1:34...5.ª) - WE (1:55...5.ª) - HES (0:22...5.ª) - SSE (2:47)
Escuela secundaria (6-8)
MCM (5:48...8.ª) - EMS (2:40...8.ª)
Escuela secundaria (9-12)
MLC (1:40...12.ª) - SCHS (5:40)

El continuo general

Rúbrica de un solo punto
Primaria (K-2)
(Inglés / Español)
Intermedio (3-5)
(Inglés / Español)
Escuela secundaria (6-8)
(Inglés / Español)
Escuela secundaria (9-12)
(Inglés / Español)

Comunicador eficaz

Características
- Habla y escribe con claridad.

Ejemplos de videos
Primaria (K-2)

Rúbrica de un solo punto
Primaria (K-2)
(Inglés / Español)
Intermedio (3-5)
(Inglés / Español)
Escuela secundaria (6-8)
(Inglés / Español)
Escuela secundaria (9-12)
(Inglés / Español)

Pensador crítico

Características
- Hace preguntas
- Utiliza información relevante y confiable. evidencia para respaldar afirmaciones
- Piensa con flexibilidad
- Diseña e implementa soluciones a problemas complejos
- Analiza los resultados

Ejemplos de videos
Primaria (K-2)
¡Muy pronto!
Intermedio (3-5)
¡Muy pronto!
Escuela secundaria (6-8)
MCM (4:25...8) - WMS (4:30...8)
Escuela secundaria (9-12)

Rúbrica de un solo punto
Primaria (K-2)
Intermedio (3-5)
(Inglés / Español)
Escuela secundaria (6-8)
(Inglés / Español)
Escuela secundaria (9-12)

Innovador inspirado

Características
- Explora múltiples posibilidades
- Desafía el status quo
- Busca mejorar continuamente procesos y productos
- Aplica un diseño deliberado proceso para resolver problemas
- Emplea un espíritu emprendedor
- Actúa sobre ideas creativas.

Ciudadano global

Características
- Impacta a la comunidad de manera responsable
- Muestra empatía y respeto.
- Abraza la diversidad de opiniones.
- Busca la comprensión cultural.
- Toma decisiones seguras, legales y éticas.
- Demuestra responsabilidad cívica
- Participa en procesos democráticos

Ejemplos de videos
Primaria (K-2)
¡Muy pronto!
Intermedio (3-5)
HES (9:06...5ª)
Escuela secundaria (6-8)
WMS (0:35...8ª) - EMS (0:10...8ª)
Escuela secundaria (9-12)
MLC (3:50...12) - MLC (5:00...12)

El continuo general

Rúbrica de un solo punto
Primaria (K-2)
(Inglés / Español)
Intermedio (3-5)
(Inglés / Español)
Escuela secundaria (6-8)
(Inglés / Español)
Escuela secundaria (9-12)

Aprendiz de por vida

Características
- Demuestra dominio de habilidades académicas
- Persiste ante las dificultades.
- Ve los riesgos como oportunidades

Ejemplos de videos
Primaria (K-2)
¡Muy pronto!
Intermedio (3-5)
PSE (1:55...5ª) - Wright (2:44...5ª) - CCE (4:00...5ª)

Rúbrica de un solo punto
Primaria (K-2)
(Inglés / Español)
Intermedio (3-5)

Defenses of Learning

EVERY 5th, 8th, and 12th grade student in SCPS defends their learning to a panel of adults

Defenses in native languages and with assistive technology

Community Involvement and Engagement

Shelby County Public Schools
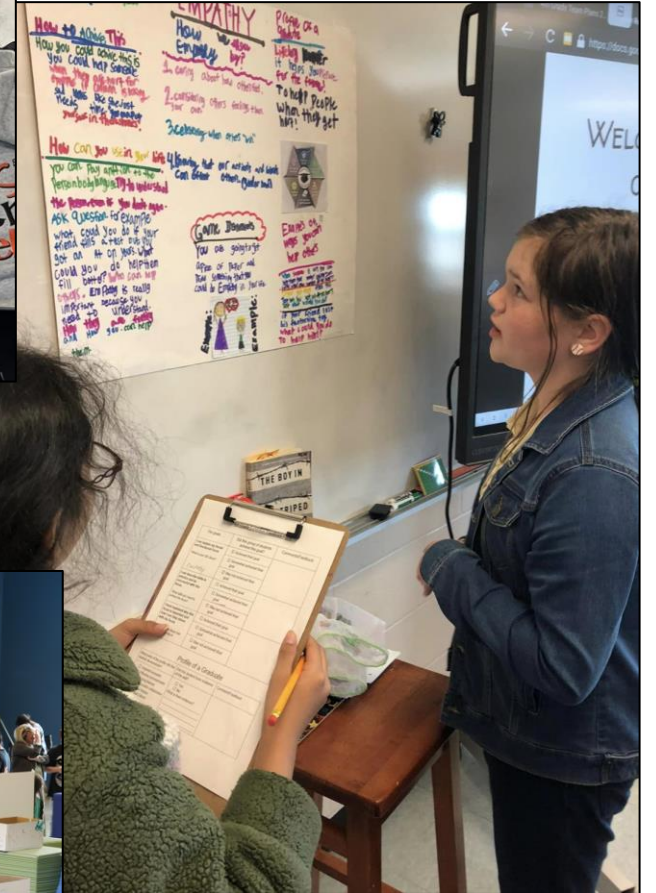
Mixed Methods Approach

1 What are your hopes & dreams for SCPS students?

2 What matters the most to our students? Our community?

3 What measures are the most important for us to report on?

October 2023 — **THE JOURNEY BEGINS**
Superintendent Advisory Council, Lead & Learn, Community Advisory Council, Student Advisory Council

Nov 2023 - Jan 2024 — **STARTING THE WORLD TOUR**
Student Interviews and Site-Based Decision Making(SBDM) Council

Feb 2024 — **REFLECTING AS THEMES DEVELOP**
Analyze the Data, Create a 'Benefits-Based Draft', Back to Lead & Learn, Restructure into Commitment Statements

March - April 2024 — **BACK ON TOUR FOR MORE FEEDBACK**
SBDM Meetings

May - July 2024 — **THE FINAL BUILD & THE 'L.A.B.'**
Finalize Draft, Build Website,

August 2024 - Now — **SCHOOL LOCAL ACCOUNTABILITY**
Community Conversations, Present to Kentucky Innovative Learning Network, Kentucky United we Learn Council and SBDM Meetings

BENEFITS BASED = STAKEHOLDER FOCUSED

Logical numbers families care about

$ AP 🎓 ACT 4.0

...and for colleges & employers

BUT

...our community focused on <u>student skills & life experiences</u>, which very few people ever get the opportunity to see live.

Employers, parents, & students wanted 'the rest of the story'

Shelby County Public Schools
ShelbyInspired
Learning. Leading. Living.

Commitment	Commitment	Commitment
3x **Inspirations**	3x **Inspirations**	3x **Inspirations**
3x **Evidence** each	3x **Evidence** each	3x **Evidence** each
Improvement Priority	Improvement Priority	Improvement Priority

EVIDENCE IS NOT EXHAUSTIVE

...which may include raw data, infographics, videos, etc

BUILT AROUND FULL TRANSPARENCY & ACCOUNTABILITY

...which tells the entire story instead of a singular data point

SCHOOL-BY-SCHOOL & DISTRICT VERSIONS

...each school has a different story to tell

Speaker Notes on District Dashboard

Our district's dashboard is different from others in that it focuses on the narrative and story of our schools and district, and not around metrics. Our stakeholders repeatedly told us that they didn't want a local accountability system that used numbers and metrics to measure and report our success, and instead wanted a system that highlighted information in a family friendly way.

Shelby County Public Schools

Started with our community dashboard (Link)

...then one elementary (Link)

...and now with our online program too! (Link)

*The attachments on this slide were not created by KDE

Accountability System Metrics

Total Page Views:
3.6K

Unique Visitors:
1.6K

Average Session Length:
16 Minutes

Bounce Rate:
66%

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
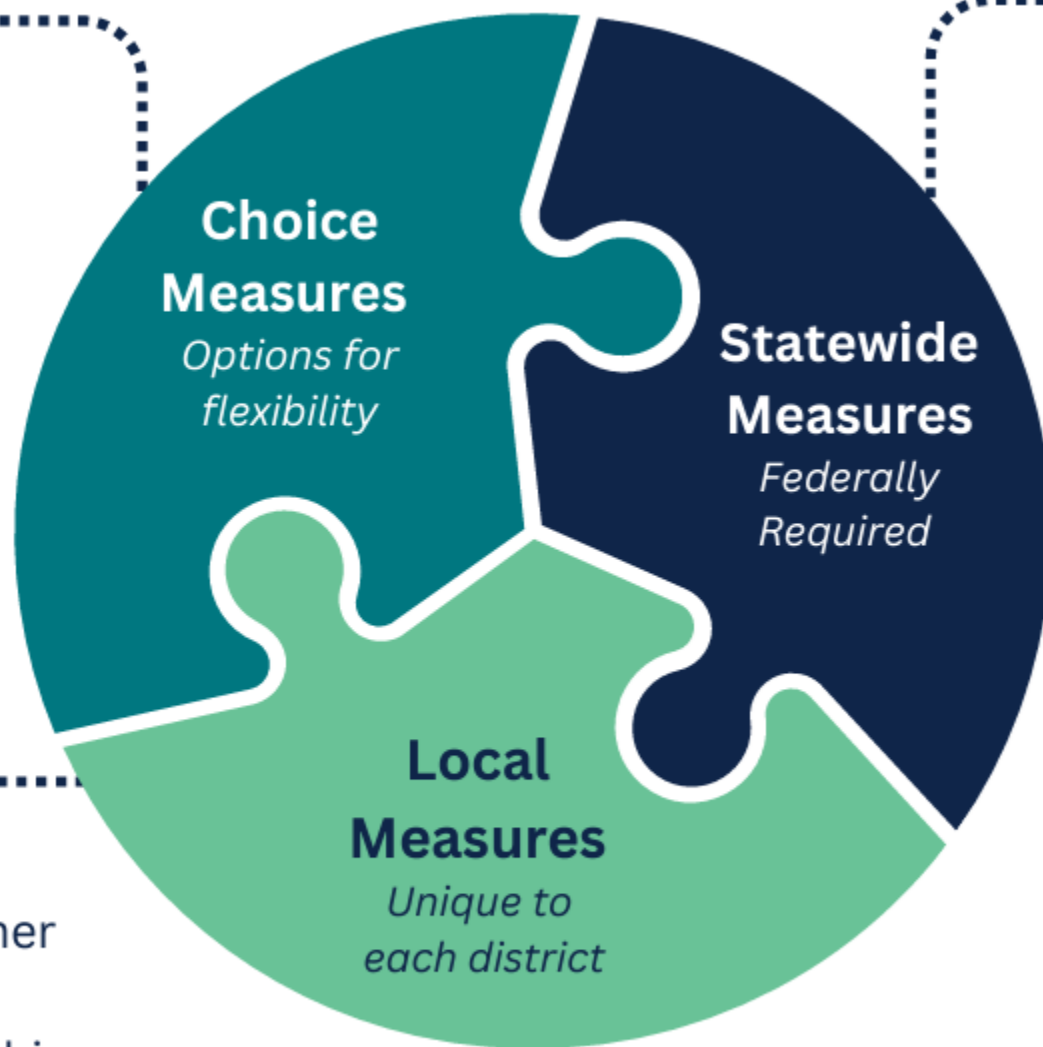- Some state requirements allow local choice

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

Choice Measures
Options for flexibility

Statewide Measures
Federally Required

Local Measures
Unique to each district

- 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.

- Portrait of a Learner
- Engagement
- Culture & Leadership

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.
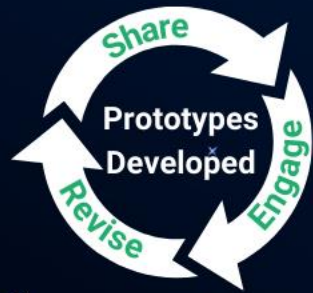
3

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?

Thank You!

Kentucky
UNITED WE LEARN
COUNCIL

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

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

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