

KENTUCKY

STATE OPPORTUNITY ANALYSIS

MAY 2023

Kentucky has made significant progress toward supporting deeper learning experiences for students by advancing competency-based education practices throughout the state. As the state moves forward with the work of both the Kentucky United We Learn Council and the Local Laboratories of Learning, stakeholders may wish to consider how best to ensure that all state systems, especially those impacting assessment and accountability, support and encourage the further growth of such practices statewide.

Kentucky can continue **ensuring quality** implementation of existing systems and structures by building on the state's United We Learn work to develop a clear statewide vision for vibrant student experiences. This could lead to a deepening and scaling of competency-based learning practices. Kentucky can leverage existing successes from early adopters in this area by centralizing and dispersing the outcomes of this work throughout the state. The state could also consider how to build on current work by encouraging schools and districts to think more expansively about how they might leverage existing flexibilities in Kentucky's existing graduation pathways to expand competency-based learning opportunities. Designing quality learning systems requires the development of policy strategies across three different areas: quality frameworks for student success, balanced assessment and measuring success.

Kentucky can expand and deepen the use of their **quality frameworks for student success**, which identify the range of knowledge, skills and dispositions students need to be future-ready. Competency frameworks, often articulated through sets of competencies and/or priority standards, provide transparent learning expectations for learners, educators, parents and local leaders. The

state is already working to ensure that its existing competency frameworks, such as the [Portrait of a Learner](#), are leveraged to support student-centered learning. As a next step, Kentucky may wish to consider how to create further coherence across K-12, postsecondary and workforce system expectations both for students and educators within these frameworks.

Kentucky can also consider how to create and utilize a **balanced assessment** system to empower educators, deepen student learning and validate student mastery of complex knowledge, skills and dispositions. The state can expand and scale existing efforts to strategically disseminate learnings from the Local Learning Laboratories and create opportunities for new district engagement in this locally driven accountability work. Kentucky could also consider how to build district capacity to collect evidence of mastery of statewide competencies, develop a large-scale assessment strategy supporting local assessment policy and practice, explore ways to minimize the footprint of state summative assessments, increase opportunities for stakeholders to build their assessment literacy and craft an engagement strategy for state and federal policy makers to share and disseminate best practices.

Lastly, Kentucky has an opportunity to take the next step within its existing school quality system for **measuring success**. One way to accomplish this could be the inclusion of reporting and accountability tools explicitly aligned to its vision for personalized learning. For example, Kentucky is already taking steps to create a “system of systems” supporting locally designed assessment and accountability initiatives. The state might next consider how to create resources to help districts understand ways to create and build support for student-centered local accountability systems. Kentucky could also consider how best to align state accountability metrics to competency-based learning, develop guidance for how to incorporate local indicators into [Kentucky’s School Report Card](#), engage in research around the Local Laboratories of Learning to identify best practices and consider providing resources to help like-minded districts connect and learn from each other.

BUILDING CAPACITY	EMPOWERING STUDENT LEARNING	CULTIVATING SYSTEMS CHANGE	ENSURING QUALITY
<p>Vision for Student Success</p> <p>Collaborative Leadership</p> <p>Comprehensive Supports for Educators and Leaders</p>	<p>Supports for Historically Underserved Students</p> <p>Equitable Conditions for Learning</p> <p>Student Learning Pathways</p>	<p>Culture of Innovation</p> <p>Responsive Funding Systems</p> <p>Continuous School Improvement</p>	<p>Quality Frameworks for Student Success</p> <p>Balanced Assessment</p> <p>Measuring Success</p>

The KnowledgeWorks State Policy Framework for Personalized Learning outlines policy conditions in these four strategy areas. This Opportunity Analysis for the state of Kentucky focuses on policy components included only in the ensuring quality strategy area as well as select topics such as graduation requirements specifically requested by Kentucky.

TABLE OF CONTENTS

Introduction	4
ENSURING QUALITY	7
Quality Frameworks for Student Success	8
Balanced Assessment	10
Measuring Success	12
Acknowledgments	15
Appendix A: Kentucky Demographics and Outcomes (2021-22)	17
Appendix B: Examples	19
Appendix C: Glossary	21

INTRODUCTION

The past two years have revealed Kentucky’s tremendous potential to move toward more balanced assessment and accountability systems. In spring 2021, Education Commissioner Jason E. Glass created the Kentucky Coalition for Advancing Education following a series of listening tours. This work culminated in the [United We Learn](#) report, which laid out a new vision for education in the state. As noted in the report:

There is a hunger for local accountability and assessment systems that portray a more complete picture of each student, and value the investment teachers, school leaders, and local school boards make in providing relevant, personal and joyful learning opportunities to each young person in their community.

In response, Kentucky took several key steps. It first launched the [Local Laboratories of Learning](#) to develop local prototypes to begin crafting potential examples to inform this new type of system. The [Kentucky Department of Education](#) (KDE) also applied for and received funds from the US Department of Education’s [Competitive Grants for State Assessments](#) (CGSA) program. These funds will be used to develop a statewide system of assessment and accountability that will drive the state towards a competency-based education model impacting every district, school and student in the state. Lastly, KDE created the [Kentucky United We Learn Council](#) to evaluate and recommend strategic practice, policy and investment ideas to state policymakers and Kentucky stakeholders.

This analysis is intended to support Kentucky’s leaders, both those at KDE and the United We Learn Council, as they continue with the work of creating this new “system of systems” for assessment and accountability in support of competency-based education. This document provides an overview of key takeaways and recommendations crafted through a comprehensive overview of Kentucky’s current assessment and accountability systems and structures, as well as related policies such as graduation requirements. For a more detailed understanding of this overview, see the accompanying evidence document.

About the State Policy Framework for Personalized Learning

The [State Policy Framework for Personalized Learning](#) was created by KnowledgeWorks to help states answer the question, “What would it take to ensure every student has the opportunity to learn in a student-centered education system?” Many states have begun to pilot next generation learning models that place students at the center, but very few have begun to consider what it would take to expand these innovations statewide.

After extensive research into high-functioning education systems and conversations with innovative practitioners and policymakers, KnowledgeWorks released a framework with 12 policy conditions organized into four strategy areas critical to statewide transformation. This framework offers a set of policy actions within each condition, guiding states through the design of a unique pathway to statewide transformation of student-centered learning.

This Kentucky Opportunity Analysis explores one of the four strategy areas discussed in the State Policy Framework for Personalized Learning, ensuring quality. As part of the ensuring quality strategy, there are three policy conditions states need to tackle as they refine and transform their policy system to one that ensures all students in the state benefit from high-quality personalized learning experiences: quality frameworks for student success, balanced assessment and measuring success.

How to Use This Report

This report includes an analysis of and recommendations for three policy conditions within KnowledgeWorks twelve-part policy framework: quality frameworks for student success, balanced assessment and measuring success. Additionally, an accompanying “evidence” resource details the supporting documentation that informed the key takeaways and recommendations included in this document.

This analysis represents KnowledgeWorks understanding of the state’s current policy context. It also identifies potential tangible recommendations where the state could build on its existing body of work and continue developing toward a system that supports high-quality learning environments for all students. The evidence in this report was collected through two phases of research. The first phase included extensive analysis of Kentucky’s laws, regulations, programs and initiatives. The second phase included interviews with key stakeholders across the state. These recommendations should be viewed either as starting points for continued conversation or as opportunities for developing actionable agenda items.

Students at the Center

This work represents one component of the CGSA project being undertaken by Kentucky stakeholders. These recommendations focus first and foremost on improving the student experience in the classroom so that it is personalized to meet each learner’s needs and learning goals. Making these policy improvements is essential to ensuring high-quality personalized learning.

Methods

The analysis for each policy condition is based on a set of three to five indicators that describe elements of the policy condition essential for systems transformation. The accompanying evidence document is organized to show which data were used to support the analysis of each indicator. To reach a conclusion for each indicator, each assessor reviewed the sum of evidence and considered the degree to which the following four commitments were realized:

- **Alignment:** The state partners with a coalition of diverse stakeholders to create a shared vision for student success and increasingly aligns all levels of governance, functions and resources to that vision. Alignment should occur at the local and state levels, within the state education agency and across all relevant state agencies.
- **Equity:** The state leverages data to illuminate opportunity gaps and disparities in outcomes while engaging historically marginalized communities to design solutions that improve equity across all levels of the system. Personalized learning ensures that every student has what they need to succeed, emphasizing student agency and targeted supports for student learning.

- **Shared Ownership:** The state proactively engaged diverse stakeholders in the design and implementation of personalized learning systems, progressing toward shared ownership of the system design and decision-making around implementation. Local communities are empowered to work alongside the state and share accountability for education practices and outcomes.
- **Transformative School Models:** The state builds the capacity of districts to move from transitional pilot programs to mature, evidence-based personalized teaching and learning models. The state implements ongoing quality assurance measures to drive student success, leveraging transparency, stakeholder engagement and evidence-based decision-making.

Additional Resources

[State Policy Framework for Personalized Learning](#) from KnowledgeWorks

For additional details on Kentucky’s policies, please see the [evidence document](#).





STRATEGY AREA FOUR: ENSURING QUALITY

As systems become personalized and locally contextualized, states have an opportunity to rethink the education system to drive equitable implementation. By rethinking learning frameworks, new possibilities for academic assessment and accountability systems emerge. In the same way that personalized learning sees the value of and requirement to develop every child, assessment and accountability in personalized systems emphasize the development of each school to its fullest potential.

Three policy conditions support states in building capacity:

- Quality frameworks for student success
- Balanced assessment
- Measuring success

Key Takeaways

Further integrate Kentucky’s statewide vision for competency-based learning into existing systems and structures. The Kentucky Department of Education (KDE) already provides some supports and resources for schools and school districts engaging in competency-based learning. Notable supports and resources include initiatives run through the [Division of Innovation](#) housed within KDE and the Kentucky State Board of Education’s Portrait of a Learner. The state could seek to build on this existing work by considering how best to more deeply ingrain its collective competency-based vision throughout the state’s existing systems and structures in areas such as graduation pathways and assessment and accountability. Field insights and community needs will likely be key to this work.

Continue building local capacity to scale and sustain innovation. Kentucky has already seen considerable interest in locally designed assessment and accountability policy and practice to support competency-based learning, notably through the work of the Local Laboratories of Learning. The state could draw on learnings from this work to further build capacity for local data collection and analysis and expand its various communities of practice to center on scaling innovative practices for ensuring school quality.

Leverage existing policy opportunities to provide students with personalized options to demonstrate competency. Students in Kentucky already have the opportunity to actively pursue a more personalized learning experience as part of their Individual Learning Plans (ILPs) and through the state’s personalized graduation requirement options. To maximize the outcomes of this support plan, the state might consider how to further leverage ILPs and performance-based credits to ensure students have a range of options to demonstrate mastery of key knowledge, skills and dispositions.

QUALITY FRAMEWORKS FOR STUDENT SUCCESS

The state has a learning framework, or set of standards, that represents the full range of knowledge, skills and dispositions students need to graduate ready for life after high school and a rapidly changing workforce. Standards and competencies provide transparent learning expectations that help organize a personalized education system, empowering local leaders and educators to create or leverage aligned competencies and empirically-based learning progressions that map how students learn so educators can more effectively address learning needs..

To build capacity for personalized learning, states advance a vision for student success by:

- Grounding learning frameworks in a set of statewide competencies
- Helping educators operationalize statewide competencies
- Ensuring consistency and customizability with appropriate depth and breadth of skills and content
- Aligning resources and policies to deepen implementation and support continuous improvement

Key Takeaways

Kentucky has already established key student learning frameworks, some of which are aligned with competencies. These include the [Kentucky Academic Standards \(KAS\)](#), its [minimum requirements for graduation](#) and the [Portrait of a Learner](#). The latter of these three includes six attributes defined and adopted by the State Board, which is built upon examples from more than 100 districts across the state. These frameworks collectively articulate the full range of knowledge, skills and dispositions that students need to graduate ready for postsecondary education and a rapidly changing workforce.

The Kentucky Department of Education (KDE) is currently leading efforts to expand opportunities for personalization and the optional use of state competencies, including the articulation of performance outcomes which are expected to detail progression of student mastery at benchmark years, facilitation of districts working toward a systemic approach to competency education and assessment and supporting the cultivation and scaling of local innovations in assessment and accountability to inform a statewide competency-based education model. Every aspect of this ongoing work connects with the new [United We Learn](#) vision for the future of public education in Kentucky and its three big ideas: “creating a more vibrant experience for every student, encouraging innovation in our schools – especially when it comes to assessment and creating a bold new future for Kentucky’s schools through collaboration with our communities.”

Recommendations

As it completes its upcoming KAS revision, Kentucky could consider how to create a set of “priority standards” that focus on the most important state standards to cover in each content area. (Standards; Statewide Competencies)

Consider how to foster tighter connections between the state’s deeper learning initiatives by establishing a comprehensive and transparent P-16 competency framework that integrates priority standards and the skills and dispositions articulated in KBE’s K-12 Portrait of a Learner and the Council on Postsecondary Education’s [Kentucky Graduate Profile](#). (Standards; Statewide Competencies)

Consider ways to expand student-centered learning experiences and demonstrations that emphasize mastery of key knowledge, skills and dispositions, such as the Early Graduation Program’s performance-based learning requirement (taking effect in 2024), to all students. (Graduation Requirements)

Examine state policies and aligned resources, such as the Individual Learning Plan, High-Quality Instructional Resources effort, the Kentucky Multi-Tiered System of Support, formative assessment practices and support for the design of personalized learning pathways, to determine the extent to which the state’s framework for competency-based learning has been integrated into each. Consider how best to increase integration where necessary. (Operationalize Statewide Competencies)

Examine educator preparation, ongoing professional learning and other forms of state support that prepare educators and leaders to determine the extent to which they include strategies that support student advancement based on mastery of knowledge, skills and dispositions. Where additional action is needed, consider leveraging collaborations between KDE and regional education cooperatives to deepen educator understanding of essential systems aligned to competency-based education. (Educator Preparation and Development)

Engage groups such as the Innovative Learning Network in a community of practice to provide guidance and support to help districts implement high-quality competencies and learning progressions in a way that, at a minimum, aligns with or is of comparable quality to the Portrait of a Learner and Performance Outcomes. Extend collaboration to create a research base on learning progressions and the development of strategies to fill any gaps that exist in research. (Operationalize Statewide Competencies)

Consider building on efforts to promote and value student voice in decision-making and instructional design across all state and local actions connected to the three big ideas of the United We Learn vision. Guide and support education through the [Kentucky Innovative Learning Network Teacher Cohort](#) and partnerships with the regional education cooperatives to engage students in discussions about topics such as curriculum, formative assessments and vibrant experiences and pathways. (Consistency and Customization)

BALANCED ASSESSMENT

The state supports the development and implementation of balanced systems of formative, benchmark, interim and summative assessments at the state and district levels that empower educators; deepen student learning; and validate student mastery of complex knowledge, skills and dispositions. These systems empower educators to focus instruction where it is needed most while providing important information to help states and districts better target resources to close achievement gaps and improve student success.

To ensure quality, states leverage balanced assessment systems by:

- Clarifying the purpose and roles for assessments
- Networking educators to refine approaches and ensure quality assurance
- Enabling classroom-level ownership of performance assessment tasks
- Aligning resources and policies to ensure equitable statewide implementation

Key Takeaways

The Kentucky Department of Education (KDE) is committed to helping create innovative approaches to teaching, learning and assessment grounded in competency-based models. As part of its United We Learn (UWL) initiative, the state conducted extensive stakeholder engagement about ways to improve education in Kentucky. The accompanying report identified new approaches to assessment as one of the priority issues. In response to stakeholder feedback and building on a longer-standing commitment to supporting the use of balanced assessment systems and competency-based education, KDE established a vision for working with communities to develop locally designed assessment and accountability systems aligned to competency-based models.

To realize this vision, the state launched the Local Laboratories of Learning (L3s) and more recently secured federal funding through the Competitive Grants for State Assessments (CGSA) to support local communities in doing this work. This work aims to create coherence and alignment among local, state and federal assessment and accountability requirements and systems. As part of this work the state is providing technical assistance to ensure assessment quality and is proactively preparing for possible policy and legislative changes that would create the conditions for successful implementation of new approaches to assessment. This work is intended to culminate in a roadmap that establishes the state's vision for developing and implementing balanced assessment systems. It is also intended to result in a bank of locally created high-quality, scalable assessment and accountability systems aligned to competency-based frameworks with supporting resources and documentation for implementation.

Building on its commitment to competency-based education and community engagement, Kentucky is well positioned to continue the process of reimagining its approach to assessment. As this work evolves, the state has an important opportunity to incorporate the principles of the UWL vision into this work while effectively preparing to scale the co-design process and planning for sustainability.

Recommendations

Develop a strategy for sharing lessons learned from L3 districts to build capacity among educators and communities beginning their own co-creation process to develop balanced, equitable and comprehensive assessment tools that can be used to improve student learning. Consider how best to create opportunities for educators and community members that have already begun building community-developed assessment systems to engage with those districts that have not yet started the process. (Role for Assessments)

Build capacity of districts to collect evidence of student mastery of key knowledge, skills and dispositions as articulated in the states standards and Portrait of a Learner. This could come through the creation of common performance tasks that educators can embed in their curriculum. Consider also how to support districts in using these tasks to satisfy competency-based graduation pathways and to enrich school quality metrics on local report cards. (Role for Assessments)

In federally mandated subject areas, develop a strategy for supplementing state summative assessments with performance assessments with the goal of reducing the number of standardized multiple-choice items within the parameters of existing state and federal requirements. In subject areas in which summative assessments are not federally mandated such as social studies; editing and mechanics; and writing, consider how summative assessments might be replaced in part or in full with high-quality performance assessments. (Role for Assessments)

Explore how Kentucky might engage in, or possibly lead, a multi-state partnership for those that have adopted Portraits of a Learner to establish an item bank of performance assessments to supplement state summative and formative assessments. (Quality Assurance)

Continue to develop assessment literacy for district and school leaders by building on, and refining, existing KDE resources. Consider supporting pilots or professional learning networks to help educators practice designing and scoring assessment tasks to ensure high levels of reliability across classrooms and districts. Determine how the state can leverage Elementary and Secondary Education Act Title II resources and/or allocate state funds that can be used to support this effort. (Classroom-Level Ownership of Performance Assessment Tasks)

Develop a strategy to engage with and inform state policymakers about the state's vision for balanced assessment systems, in the short-term to build support for any immediate changes to statute that are required, and in the long-term to create the conditions for statutory and regulatory changes. (Equitable Statewide Implementation)

Consider how the state might engage with the federal government to increase awareness of Kentucky's innovation in this area. As part of that effort, consider engaging with other states to advocate for changes in federal law or regulation. This could serve to both pave the way for approval of the state's system of systems for federal assessment and accountability purposes, as well as elevate the state's work for purposes of national scaling. (Equitable Statewide Implementation)

MEASURING SUCCESS

The state has a robust school quality system, including reporting and accountability tools, that aligns to its vision for personalized learning, helps prioritize schools for additional support and empowers stakeholders to design strategies that ensure continuous and sufficient progress on student learning outcomes. This system provides useful, timely and appropriate information to support the individual success of students, measuring personalized growth in academics, skill development and educational opportunity.

To ensure quality, states measure success by:

- Providing a clear picture of progress through aligned performance measures
- Creating an information-rich public-facing dashboard
- Enabling shared accountability for monitoring progress
- Ensuring secure data sharing and privacy
- Investing in research and development to improve measurement

Key Takeaways

Kentucky implemented a new accountability system in 2021-2022 as required in state statute. In the short term, the state continues to implement this system and has plans to improve and refine it within the law's requirements by drawing on stakeholder recommendations on how best to act on the goals articulated in the state's Competitive Grants for State Assessments (CGSA) application. The ultimate goal of this application is the creation of a statewide model for accountability that supports competency-based education. As a part of this work, the state is currently exploring how it could create more reciprocity in the accountability system and pilot new local innovations through its Local Laboratories of Learning (L3s). The state is considering how best to streamline the statewide accountability measures and include local measures so that all graduates are prepared for success as defined by both the state and individual communities. Districts throughout Kentucky will contribute to creating a "system of systems," i.e., locally-designed accountability systems that will interact with and be informed by the state system.

The current state accountability system is supported by a reporting dashboard that provides stakeholders with information through the Kentucky School Report Card as required in state law. These are intended to ensure that students receive the support they need as they move through the state's education system, while at the same time providing safeguards and security in order to protect students' information. The report cards provide context on a variety of indicators so the state can continue work to design and advance personalized learning strategies. Kentucky plans to consider how to bring these report cards into closer alignment with the locally driven accountability work under the state's United We Learn (UWL) vision as a part of the state's work under the CGSA grant and the UWL Council, which includes a greater emphasis on local indicators aligned to community needs and values.

Recommendations

Consider strategies to increase awareness of how districts could leverage existing policies and resources to advance local accountability systems aligned to the tenets of the UWL Initiative, the Portrait of a Learner and findings emerging from the forthcoming CGSA work. For example, the state may elect to create a central resource bank that is regularly updated. (Aligned Performance Measures)

The state could define ways to incorporate key findings about local accountability efforts into regular or annual reports. Kentucky might also consider how they could continually conduct empathy interviews and other stakeholder engagement strategies to gain wider input at key moments in the process to expand transparency and increase stakeholder buy-in in the state's efforts to align its accountability and assessment systems with the tenets of UWL. (Aligned Performance Measures)

Kentucky could develop a strategy to ensure that the state's postsecondary readiness indicator includes competency-based pathways. They might also study how additional measures, such as completion of a capstone aligned to either a statewide or local competency framework. (Aligned Performance Measures)

Build capacity for local districts to collect data on local accountability indicators and explore ways to integrate those local indicators into the state's report card. (Aligned Performance Measures; Shared Accountability for Monitoring Progress)

The state could consider building on the L3s initiative by inviting districts with community-developed accountability models to network in a community of practice to support shared accountability and continuous improvement and to identify best practices in developing and implementing local indicators. (Shared Accountability for Monitoring Progress)

The state could consider how best to leverage existing structures and resources to identify strategies for measuring competency-based learning implementation and impacts. This research could focus on, among other things, school-level inputs as well as improvements to academic growth measures that provide an accurate picture of a student's current performance and the amount of growth needed to master grade level content. (Research and Development to Improve Measurement)

Kentucky could consider whether the state can leverage existing resources to provide planning grants for district teams interested in innovation to visit L3 communities and engage in a learning network to study emerging assessment and accountability designs, learn about competency education and work alongside experts to consider improvements to their school quality systems that are responsive to their local stakeholders. (Research and Development to Improve Measurement)

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KnowledgeWorks is a national nonprofit organization advancing a future of learning that ensures each student graduates ready for what's next. For more than 20 years, we've been partnering with states, communities and leaders across the country to imagine, build and sustain vibrant learning communities. Through evidence-based practices and a commitment to equitable outcomes, we're creating the future of learning, together.

FORESIGHT LAW+POLICY

Foresight Law + Policy is a national education law and consulting firm. Our professionals support education leaders, nonprofit organizations and entities of all types that are working to strengthen public education and prepare all kids for success. Established in 2014, Foresight provides the education policy insights, expert counsel and visionary supports that public and private sector leaders need to identify and promote innovative ideas for better serving the nation's diverse learners and their families.

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APPENDIX A: KENTUCKY DEMOGRAPHICS AND OUTCOMES (2021-22)

GROUP	DEMOGRAPHICS	READING PROFICIENCY*	MATH PROFICIENCY*	4-YEAR GRADUATION RATE	5-YEAR GRADUATION RATE
All Students	685,401	E: 45% M: 44% H: 44%	E: 38% M: 37% H: 36%	90.1%	92.0%
Female	331,546	E: 48% M: 49% H: 50%	E: 37% M: 37% H: 38%	92.8%	94.3%
Male	353,855	E: 43% M: 39% H: 38%	E: 40% M: 37% H: 34%	87.4%	89.9%
African American	73,996	E: 24% M: 22% H: 23%	E: 16% M: 15% H: 16%	84.9%	86.7%
American Indian or Alaska Native	929	E: 43% M: 41% H: 45%	E: 34% M: 34% H: 34%	89.4%	83.1%
Asian	13,626	E: 59% M: 62% H: 65%	E: 60% M: 62% H: 64%	94.3%	96.3%
Hispanic or Latino	58,578	E: 34% M: 33% H: 33%	E: 27% M: 27% H: 27%	83.3%	86.3%
Native Hawaiian or Pacific Islander	1,125	E: 40% M: 37% H: 28%	E: 29% M: 32% H: 20%	94.4%	89.5%
Two or More Races	33,664	E: 42% M: 40% H: 40%	E: 33% M: 33% H: 31%	89.5%	92.1%
White (Non-Hispanic)	503,483	E: 49% M: 48% H: 47%	E: 43% M: 41% H: 40%	91.4%	93.2%

CONTINUED...

* Reading and math proficiency levels are separated by elementary (E), middle (M) and high school (H) groupings. Percentages represent students whose skills were categorized as “proficient” or “distinguished” on Kentucky’s School Report Card.

Data for this table were collected using [Kentucky’s School Report Card](#). Data in this chart reflect the data publicly available on this website.

APPENDIX A: KENTUCKY DEMOGRAPHICS AND OUTCOMES (2021-22)

...CONTINUED

GROUP	DEMOGRAPHICS	READING PROFICIENCY*	MATH PROFICIENCY*	4-YEAR GRADUATION RATE	5-YEAR GRADUATION RATE
Economically Disadvantaged	413,545	E: 36% M: 34% H: 33%	E: 28% M: 26% H: 25%	88.3%	90.9%
Students with Disabilities (IEP)	110,634	E: 26% M: 16% H: 12%	E: 20% M: 14% H: 10%	79.7%	82.3%
English Learner	38,835	E: 22% M: 6% H: 5%	E: 18% M: 7% H: 6%	76.8%	79.6%
Foster Care	7,862	E: 29% M: 23% H: 18%	E: 22% M: 16% H: 14%	—	—
Gifted and Talented	88,040	E: 97% M: 95% H: 94%	E: 96% M: 94% H: 91%	—	—
Homeless	20,196	E: 30% M: 28% H: 24%	E: 21% M: 21% H: 18%	85.6%	87.2%
Migrant	3,174	E: 22% M: 20% H: 19%	E: 17% M: 17% H: 12%	81.1%	82.1%
Military Dependent	3,249	E: 57% M: 56% H: 55%	E: 48% M: 49% H: 49%	—	—

* Reading and math proficiency levels are separated by elementary (E), middle (M) and high school (H) groupings. Percentages represent students whose skills were categorized as “proficient” or “distinguished” on Kentucky’s School Report Card.

Data for this table were collected using [Kentucky’s School Report Card](#). Data in this chart reflect the data publicly available on this website.

APPENDIX B: EXAMPLES

Many of the examples in this section draw on previous research and publications from KnowledgeWorks. [More examples on state personalized learning policies are published on KnowledgeWorks.org.](#)

Quality Frameworks for Student Success

UTAH

In 2019, the Utah State Board of Education approved a [state profile of a graduate](#). Developed through a taskforce with a wide range of stakeholders, the [Utah Talent MAP](#) (Mastery, Autonomy, Purpose), sets standards for graduates and includes a wide range of competencies that address more than just traditional academic success. The Utah Talent Map has 13 competencies that target the full range of knowledge, skills and social-emotional competencies students need to graduate ready for postsecondary education and a rapidly changing workforce. The [full framework](#) was published in 2021 and offers a transparent articulation of expectations for students for each competency and for various grade levels.

Balanced Assessment

MASSACHUSETTS

In 2020, Massachusetts [applied for and was awarded](#) a [Competitive Grant for State Assessments](#) (CGSA) from the U.S. Department of Education to develop an innovative science test using performance tasks. The grant will enable the state to provide professional development tools to educators and support participating schools in developing deeper learning, high-quality science instruction and assessment literacy. The CGSA grant is grounded in Massachusetts' desire to address persistent achievement gaps in the state despite a long history of strong performance on the National Assessment of Education Progress. This grant builds on [the state's approval](#) in that same year for the federal Assessment Demonstration Authority under the Every Student Succeeds Act. In its [CGSA application](#), Massachusetts proposed creating a new assessment for Science and Technology/Engineering, noting the broad coalition of stakeholders that it had built to support the assessment, as well as its intention to create “culturally relevant materials and instructional practices with equitable access, so that [they] can make an impact for the students who need this change the most.”

Measuring Success

COLORADO

[SB 204](#) passed the Colorado State Legislature in 2019 and made great strides for the state accountability system. The [fiscal note](#) specifies that the legislation “creates the Local Accountability System Grant Program in the Colorado Department of Education (CDE) to support local accountability systems that supplement the state accountability system.” [An analysis](#) from the department of education specifies that the supplemental accountability measurements will support districts in setting accountability standards specific to their student populations and help alleviate information deficits. The [Student-Centered Accountability Project](#), which was aligned with this bill, is made up of five rural districts in the state.

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APPENDIX C: GLOSSARY

CGSA = Competitive Grants for State Assessments

KAS = Kentucky Academic Standards

KBE =Kentucky Board of Education (State Board)

KDE = Kentucky Department of Education

L3s = Local Laboratories of Learning

UWL = United We Learn

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