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Kentucky United We Learn Fall Convening

Monday, October 21

 Kentucky Department of
EDUCATION

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Welcome/Logistics

Karen Dodd, KDE

 Kentucky Department of
EDUCATION



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Agenda Review

Penny Christian, Council Chair

 Kentucky Department of
EDUCATION

Agenda - October 21 - Morning

Time	Activities	Lead
8:30	Welcome/Logistics Agenda Review Expectations/Objectives	Karen Dodd, KDE Penny Christian, Council Chair Robbie Fletcher, Commissioner of Education
9:00	Local Accountability	Sarah Snipes, KDE Karen Perry, University of Kentucky NextGen
10:30	Break (10 Minutes)	
10:40	Statewide View Report Review Table Discussion	Kalli Colley, KDE Kristal Doolin, KDE Alexa Hardin, KDE
11:10	Reflections/Facilitated Discussion	Robbie Fletcher, Commissioner of Education
11:45	Lunch and Year 2 Celebration	

Agenda - October 21 - Afternoon

Time	Activities	Lead
1:00	Assessment Session	Jennifer Stafford, KDE Andre Rupp, Center for Assessment Leslie McKinney, KDE
2:20	Break (10 Minutes)	
2:30	State Accountability	Jennifer Stafford, KDE Susan Lyons, Lyons Assessment Abigail Jacob, KDE
3:50	Thought Partnering with the Commissioner	Robbie Fletcher, Commissioner of Education
4:20	Reflections and Adjournment	Robbie Fletcher, Commissioner of Education Jim Flynn, Council Vice Chair



Expectations/Objectives for the Day

Robbie Fletcher, Commissioner of Education



Local Accountability Session

Sarah Snipes, KDE

Karen Perry, UK NextGen

District Representatives:

Fleming County

Greenup County

Shelby County



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Break (1)

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Innovation Specialists Statewide View

Alexa Hardin, KDE
Kalli Colley, KDE
Kristal Doolin, KDE
Robert Meacham, KDE

Report Review Table Discussions

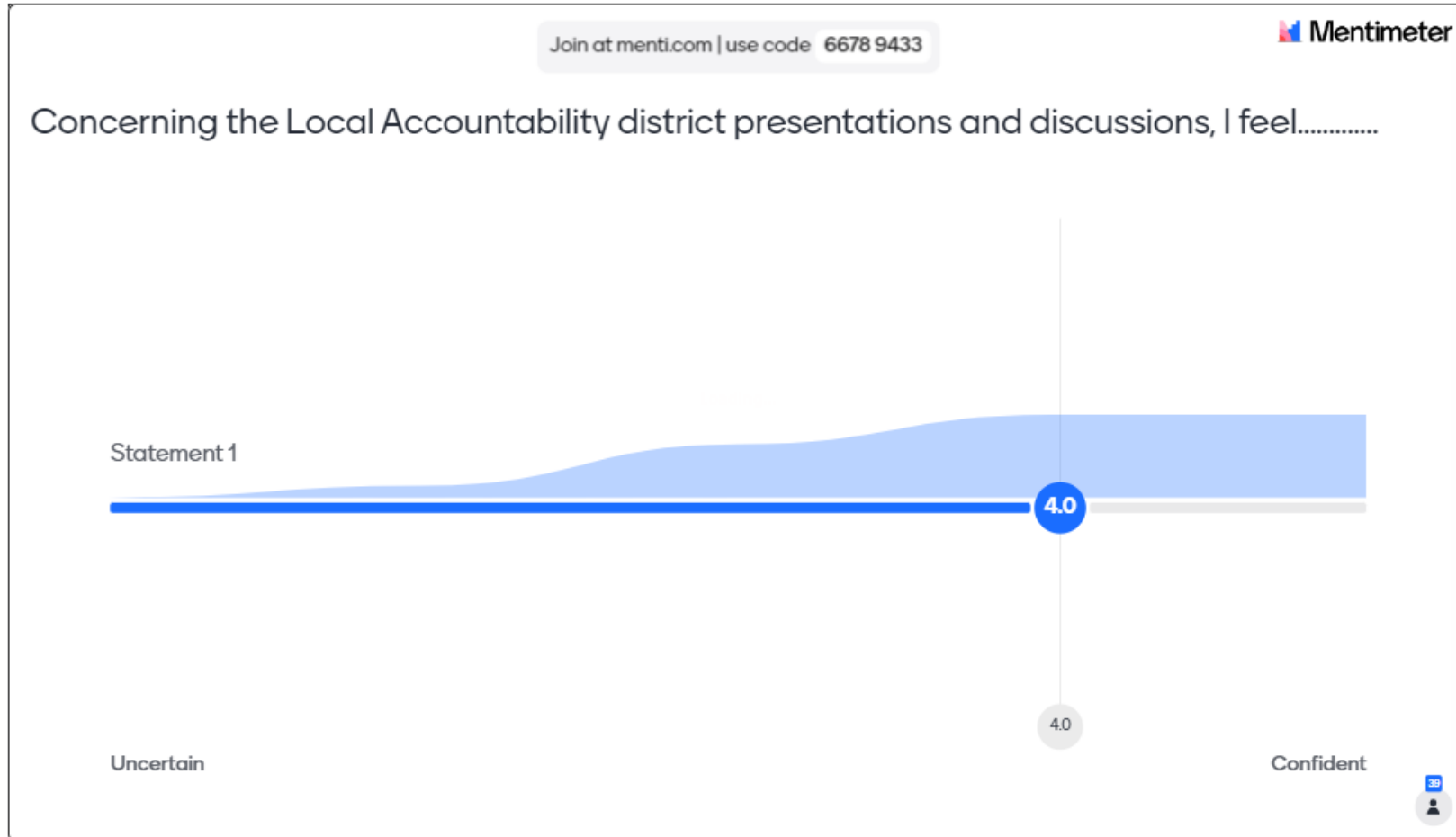
Sarah Snipes, KDE
Karen Perry, UK NextGen



Reflections and Discussion

Robbie Fletcher, Commissioner of Education
Jim Flynn, Council Vice Chair

Mentimeter Results on Local Accountability





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Lunch Year 2 Celebration 5th Floor

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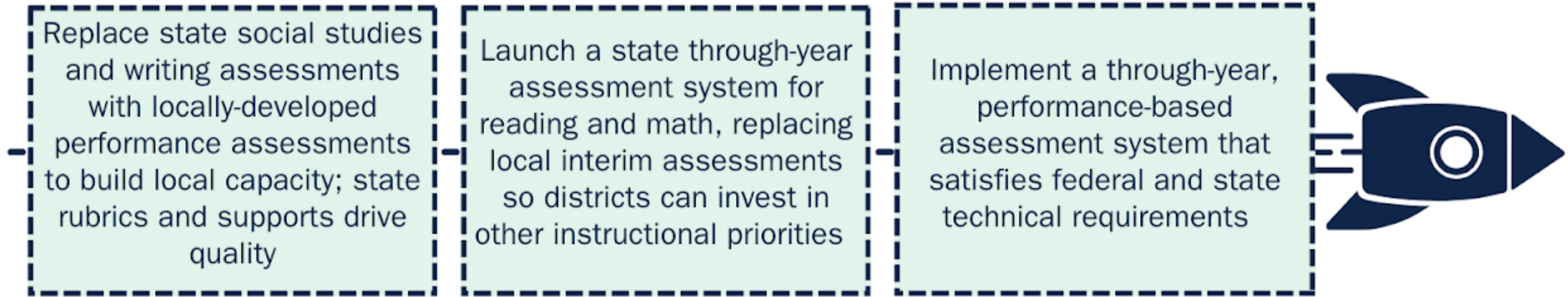
Assessment Session

Jennifer Stafford, KDE
Leslie McKinney, KDE
Sarah Snipes, KDE
Andre Rupp, Center for Assessment

Aiming for the Moon – Assessment

- Long term goal of through year competency-based assessment system:
- Seamless Integration
 - Integrated into the learning experience
 - Meaningful to students and educators
- Real-Time Feedback
 - Provides real-time feedback on student learning
 - Enables targeted support throughout the year
- Authentic Demonstrations
 - Emphasizes authentic demonstrations of learning
 - Allows students to demonstrate competency in essential knowledge and skills
- Alignment with Standards
 - Articulated through Kentucky’s K-12 academic standards

Flight Path for Sustainable Assessment



About the Survey (1)

- 647 Respondents
- All respondents did not necessarily answer every question
- “Other” includes –
Legislator (2), Student (1), K-Groups (2), The Kentucky Writing Project (1), Voice-tech Lead (1), Board Member (1), No-Response (1)
- 4 sections
 - State Accountability
 - Federal Accountability
 - Assessment Systems
 - Reporting

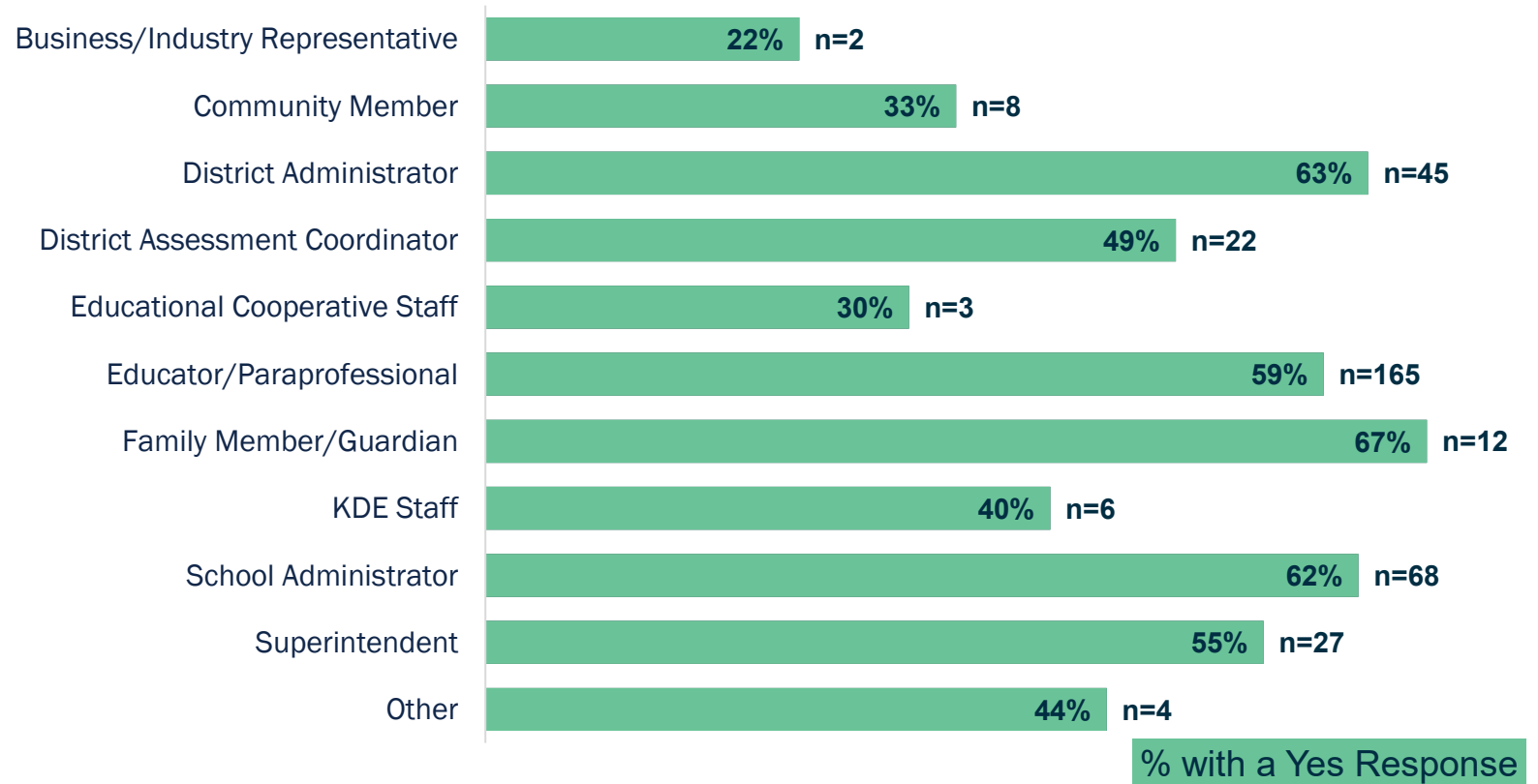
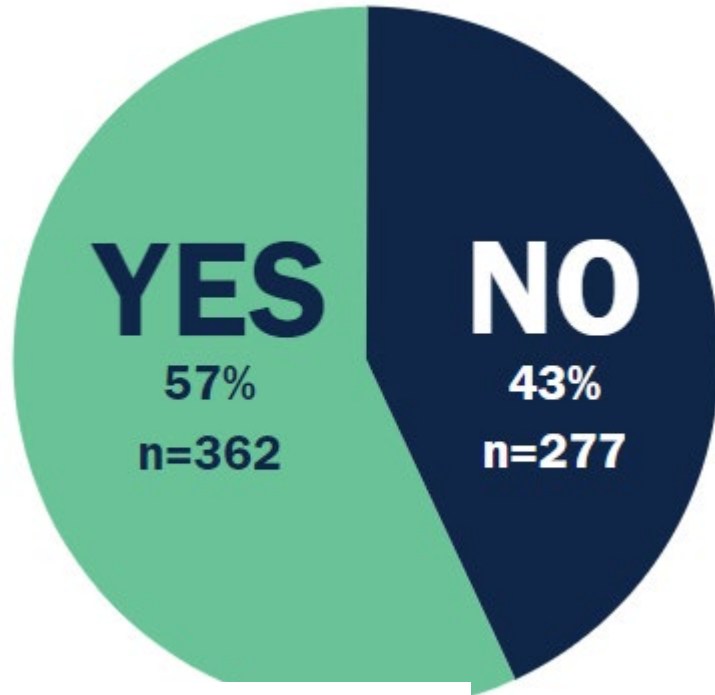
Role Group	n-count
Business/Industry Representative	9
Community Member	24
District Administrator	72
District Assessment Coordinator	46
Educational Cooperative Staff	10
Educator/Paraprofessional	281
Family Member/Guardian	18
KDE Staff	17
School Administrator	110
Superintendent	50
Other	10



Notes: Respondents who identified as “Other” with the following role titles were classified under the Business/Industry Representative Group - University employee – 1, Education Non-profit – 1, Health Care Executive – 1, Education Consultant – 1, Prichard Committee Member – 1

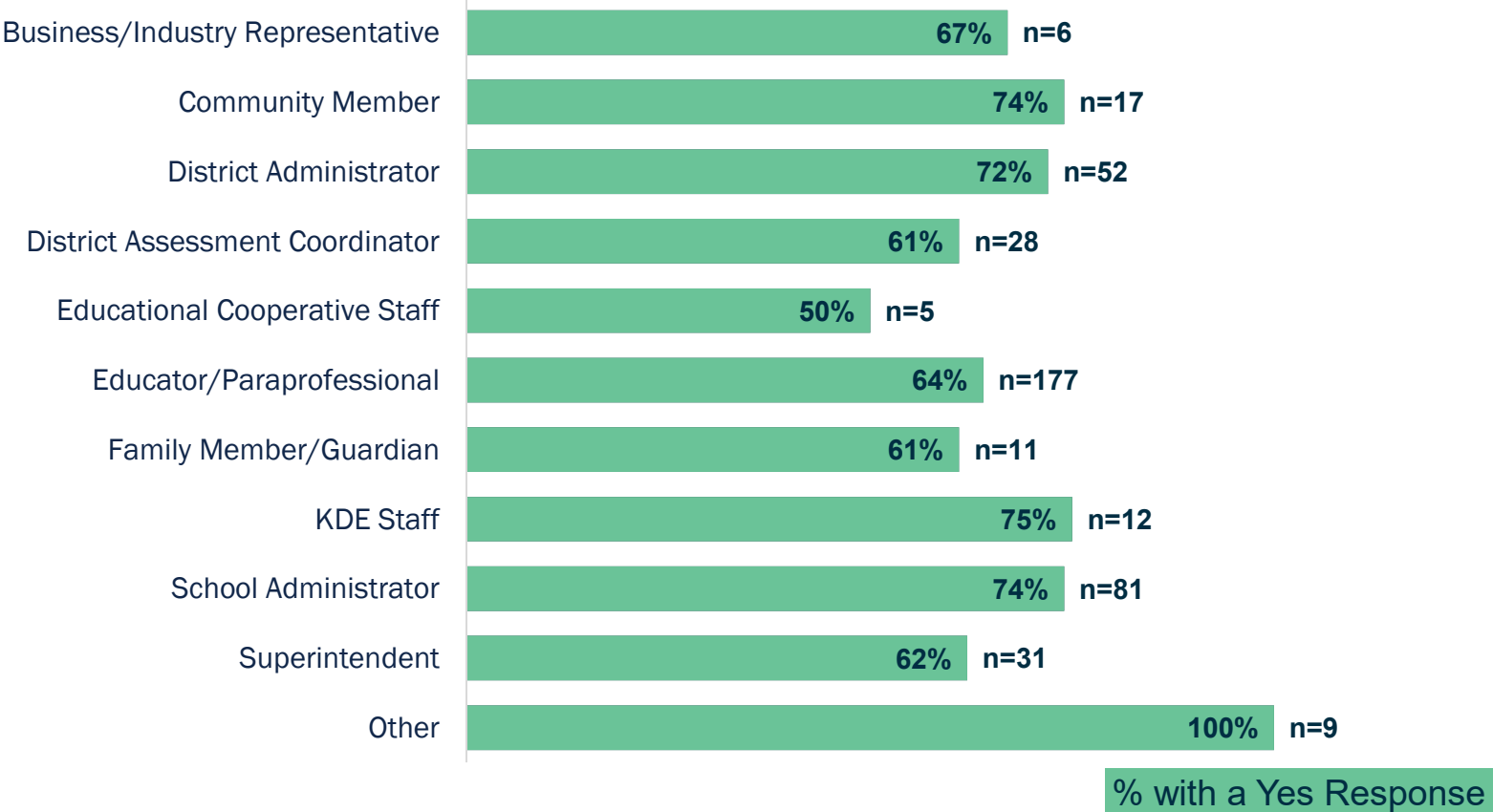
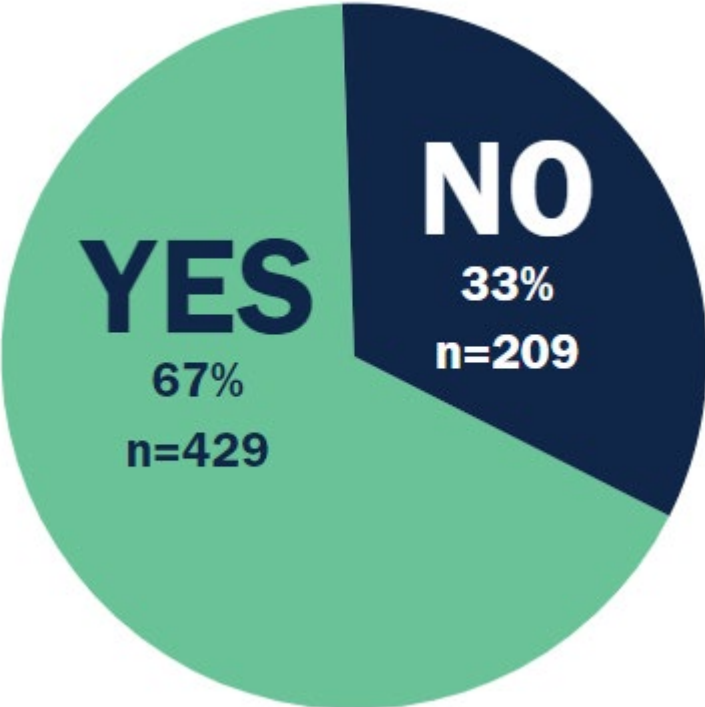
District/School Administrators and family members felt most strongly that social studies and writing assessments should be removed from the Kentucky Assessment System.

Should the Kentucky United We Learn Council advocate to remove the statewide assessments in social studies and writing that are not required federally?



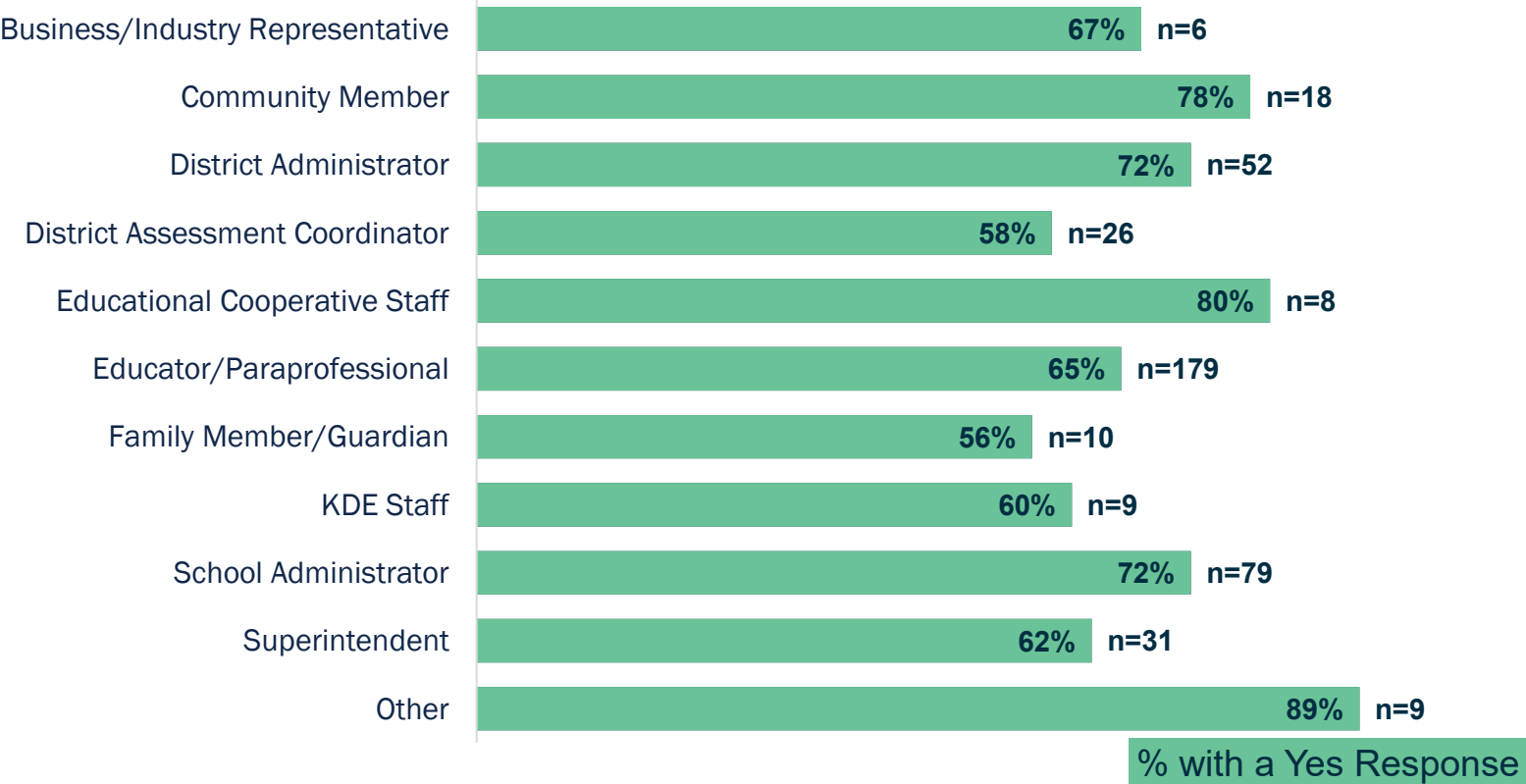
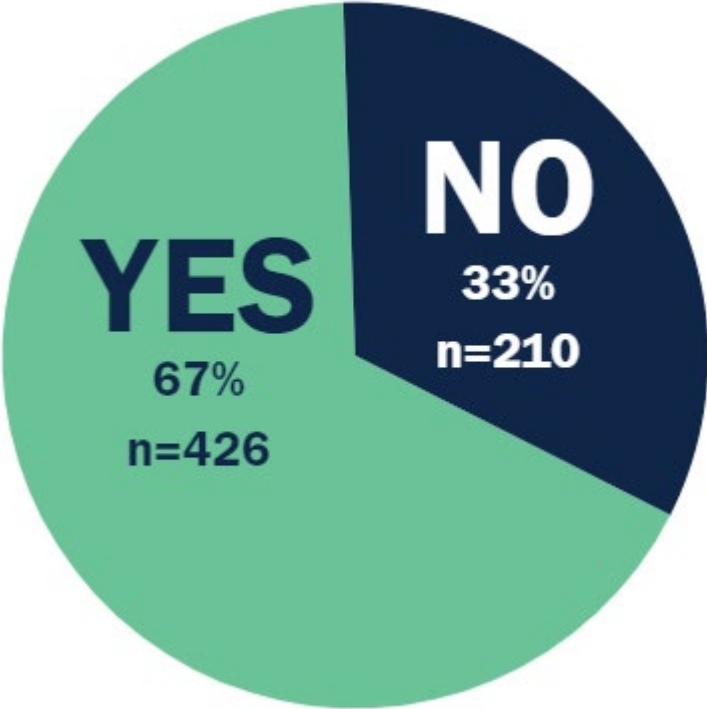
Stakeholders largely advocate for performance-based evaluation of social studies and writing to guide local instruction.

Should social studies and writing be evaluated by performance-based opportunities for local instructional purposes?



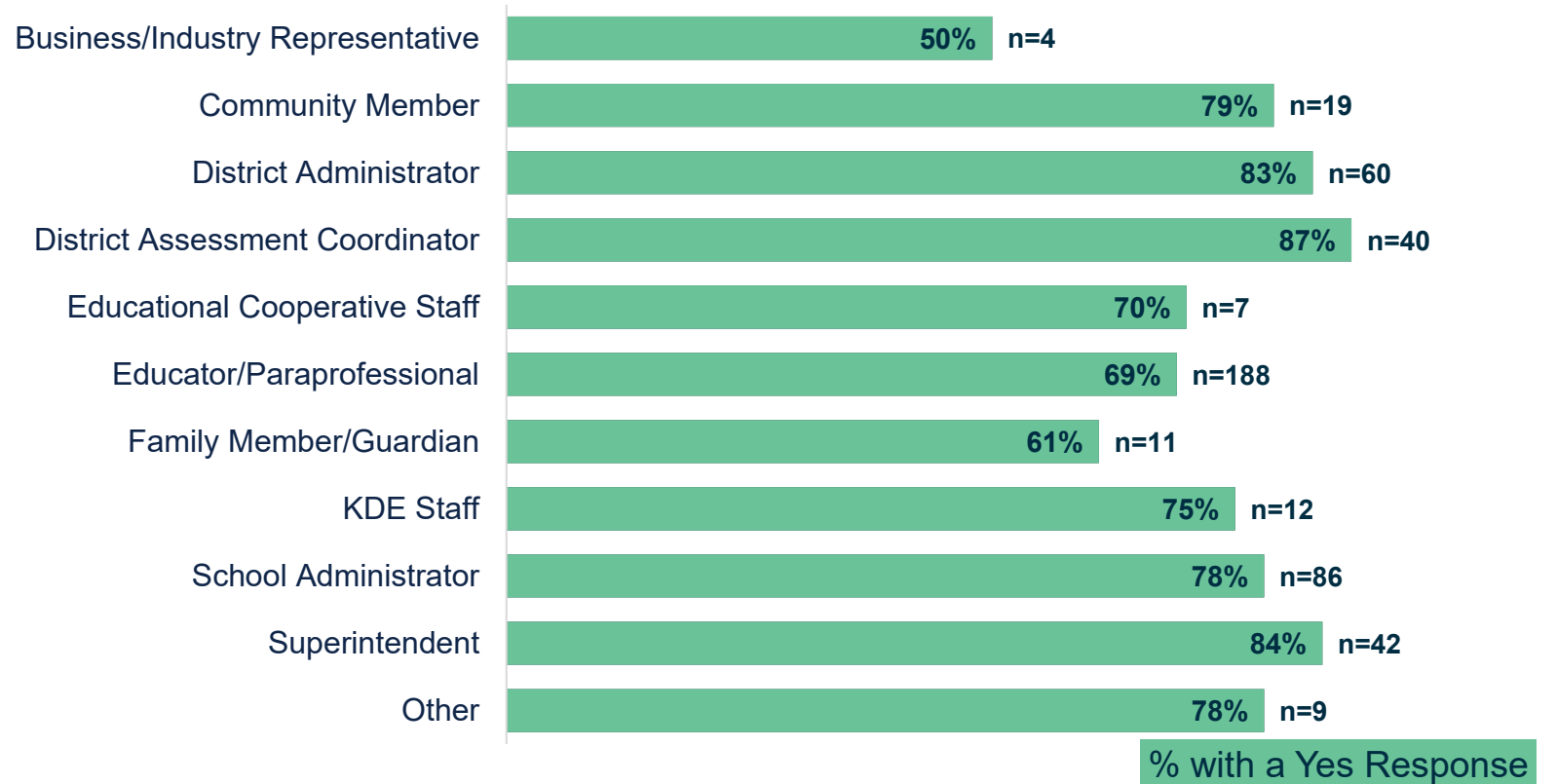
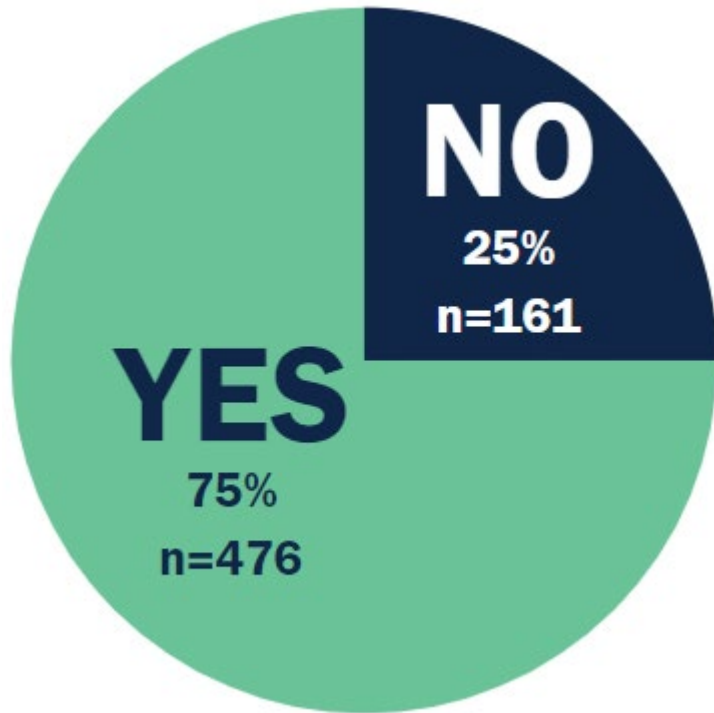
Stakeholders endorse state initiatives to enhance local capacity with curriculum-embedded performance tasks.

Should the state begin building local capacity to assess social studies and writing using curriculum-embedded performance tasks?



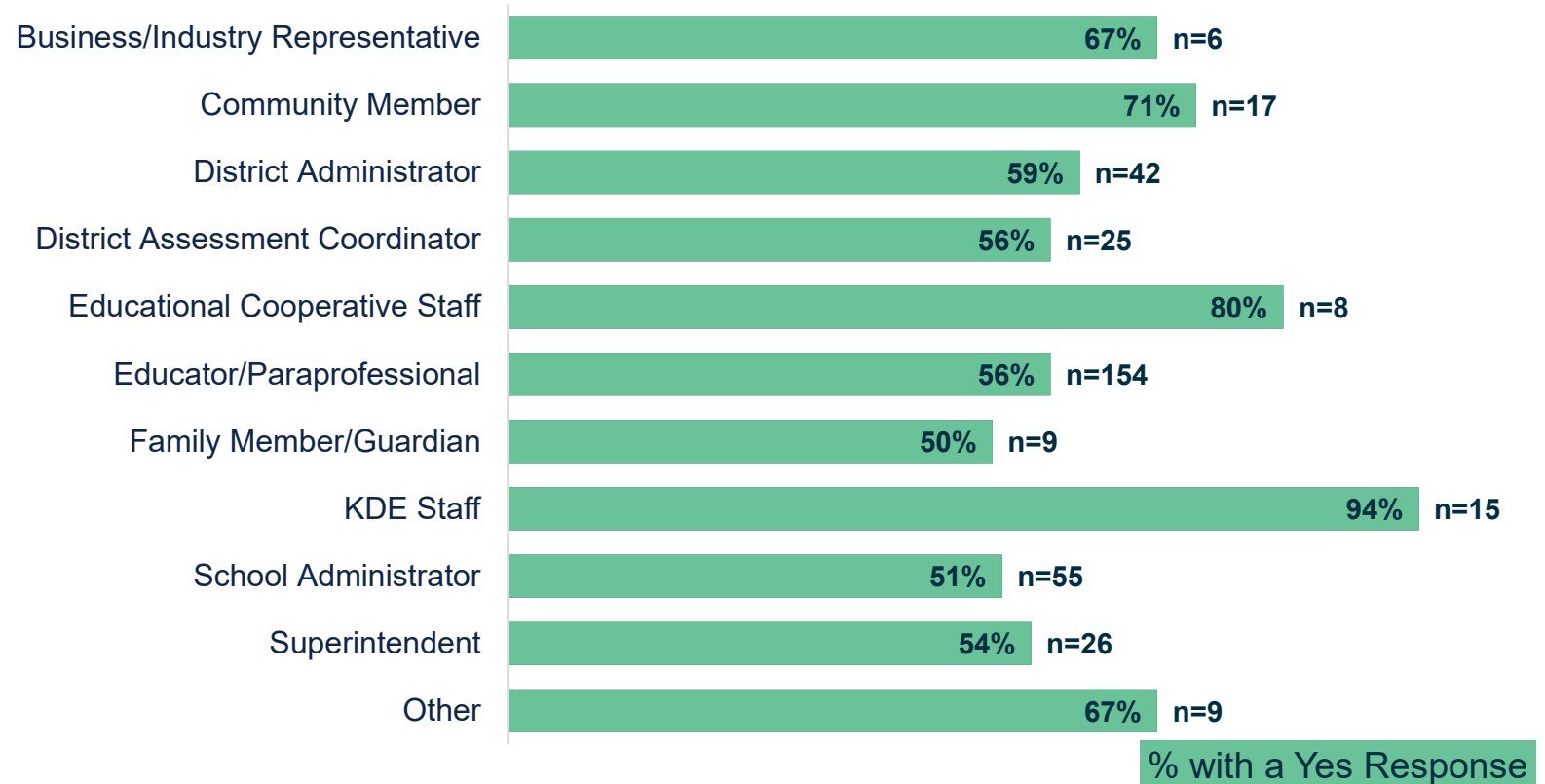
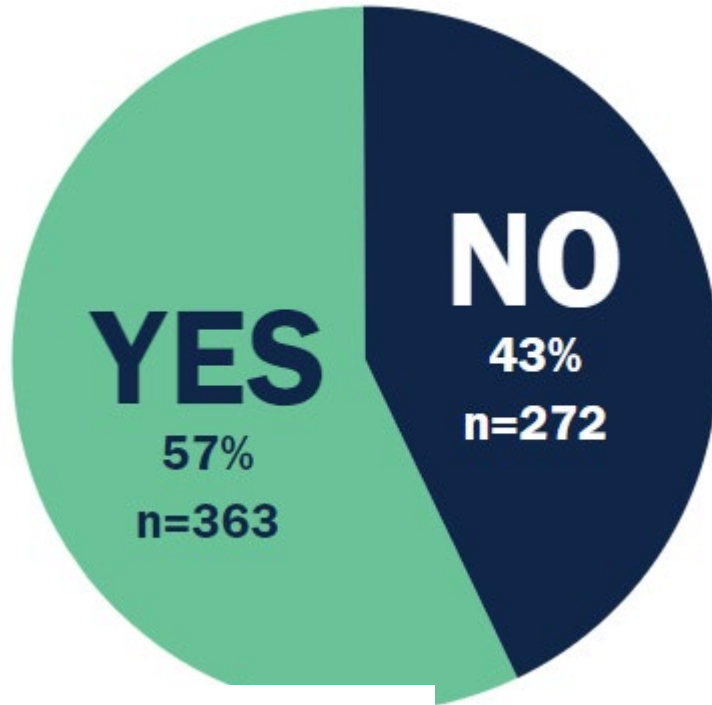
Findings show strong support for year-round assessments in math and reading.

Should Kentucky adopt a through-year (fall, winter, spring) assessment system in math and reading?

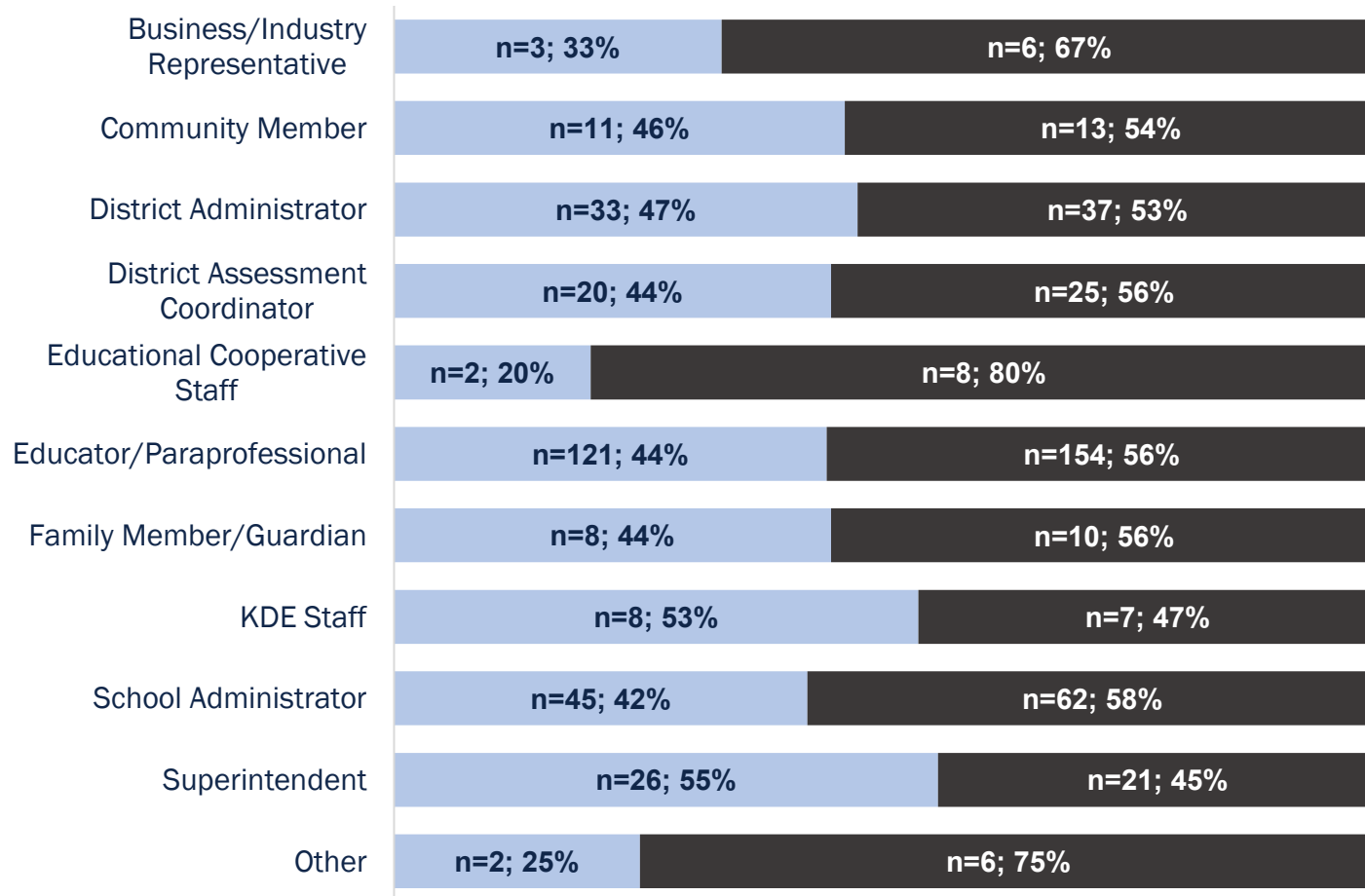


Findings reveal mixed opinions, but 57% of respondents support public reporting of social studies and writing performance if excluded from state assessments.

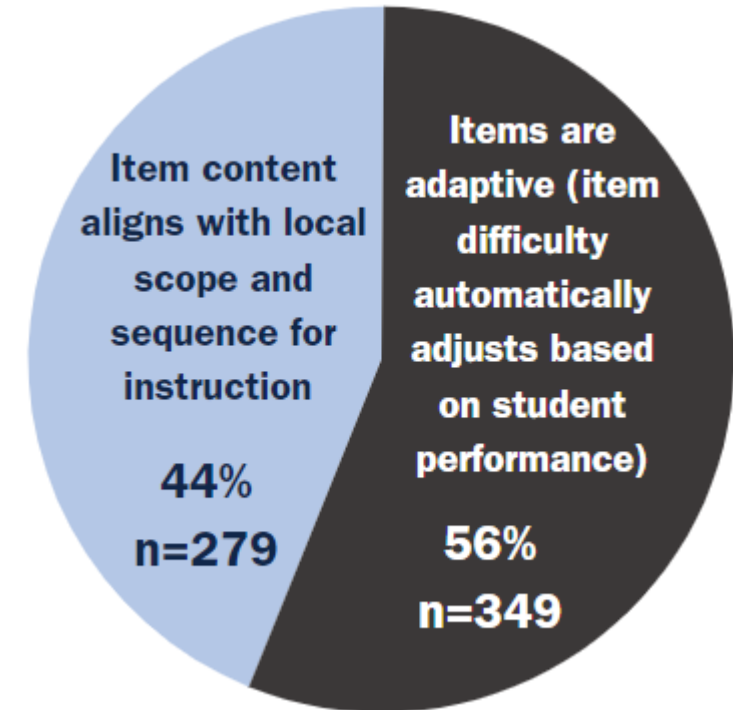
If statewide testing is removed, should local districts report, publicly, social studies and writing processes or results?



Stakeholders prefer an adaptable assessment as a key component of a year-round evaluation system.

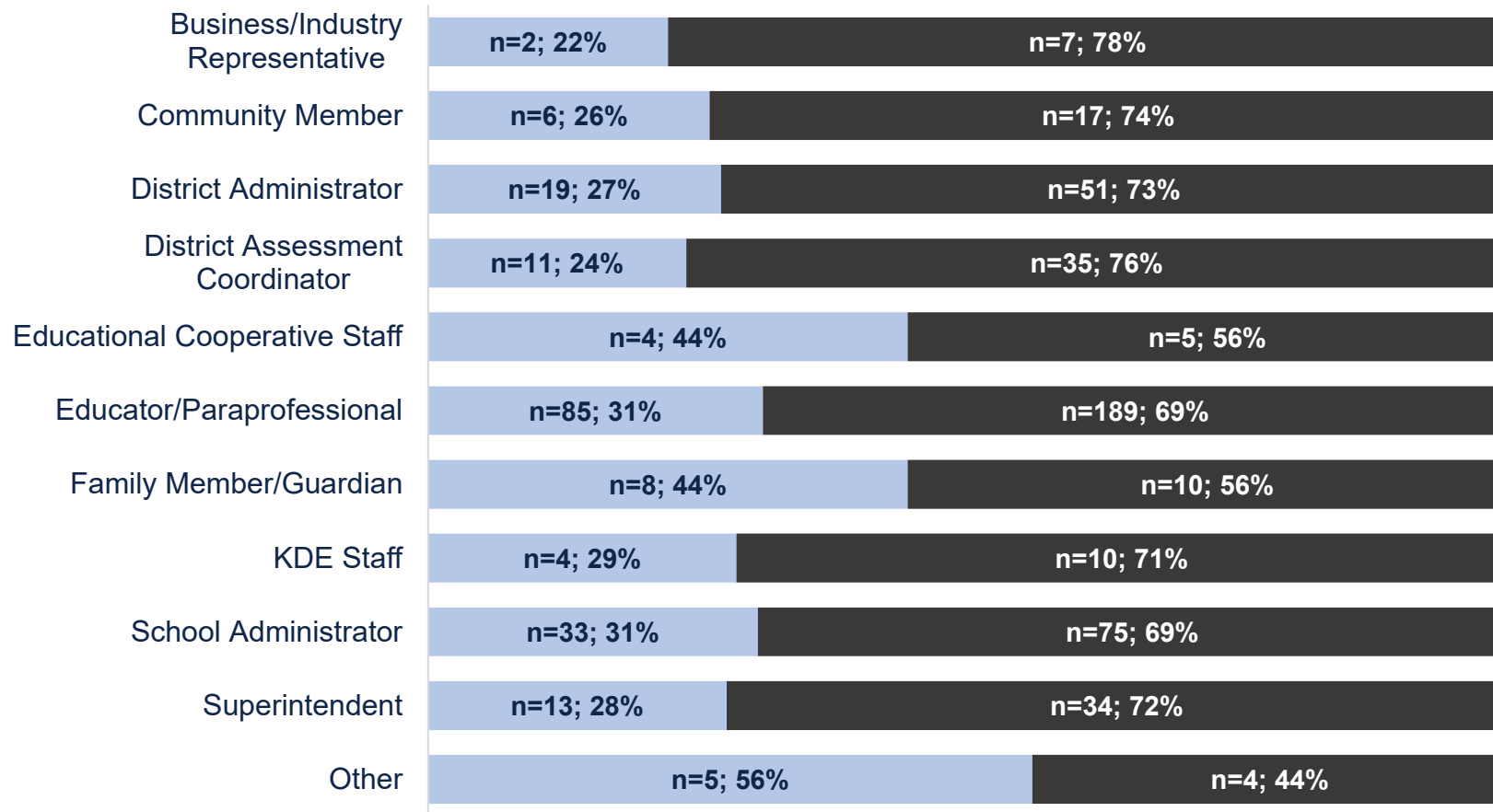


- Item content aligns with local scope and sequence for instruction
- Items are adaptive (item difficulty automatically adjusts based on student performance)

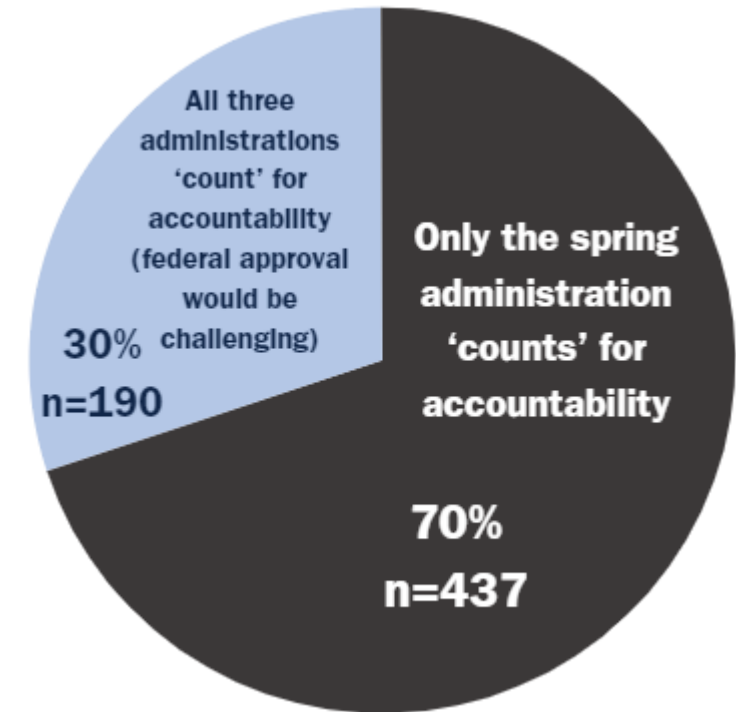


Findings show that 70% of respondents advocate for including only the spring administration in the accountability model.

Which features of a through-year assessment system should be prioritized?

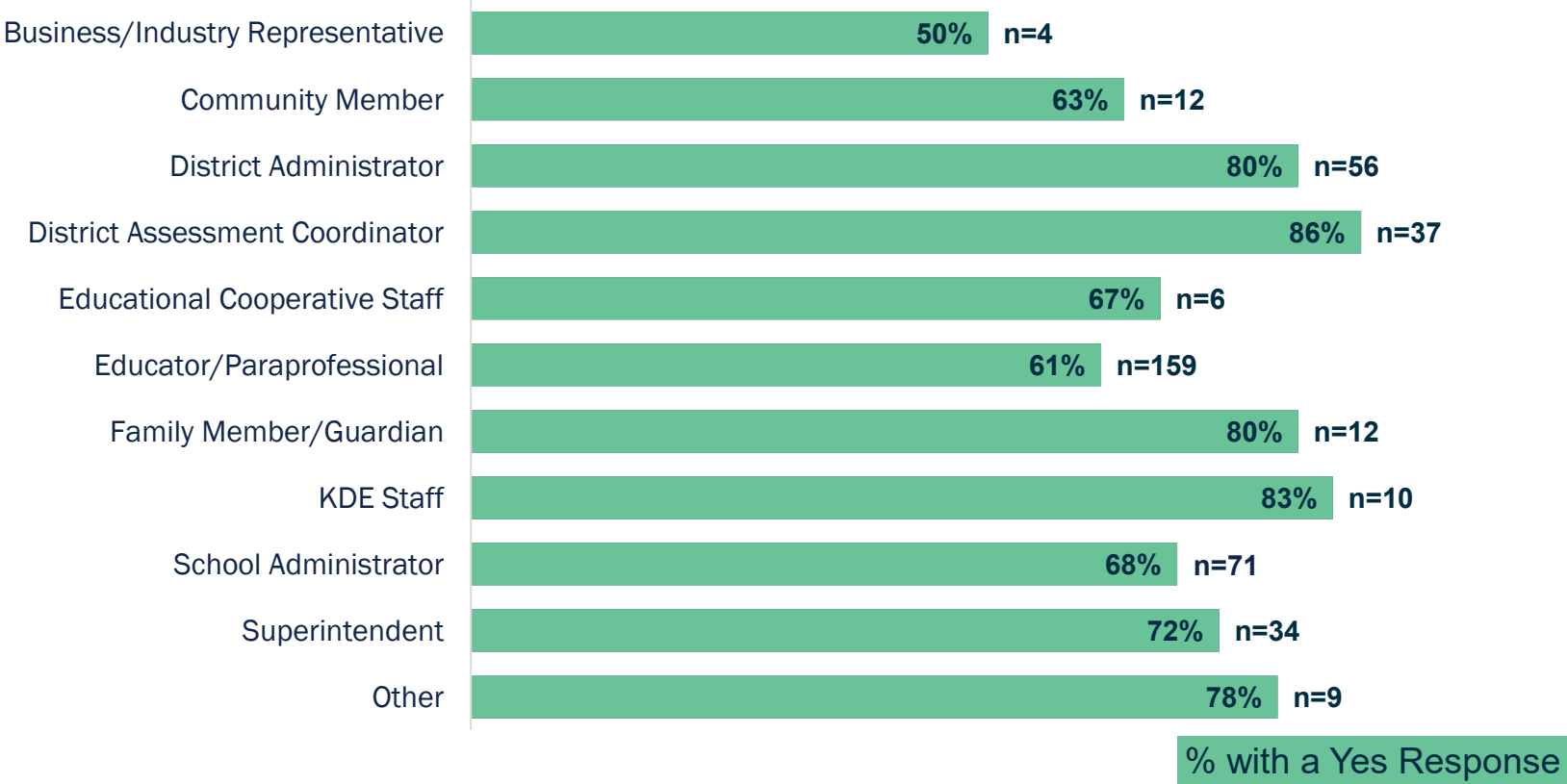
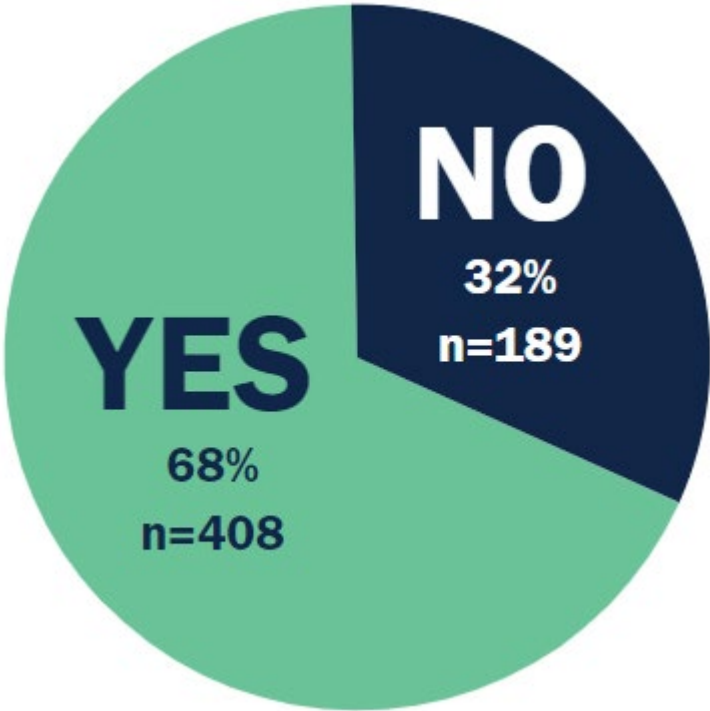


■ All three administrations 'count' for accountability (federal approval would be challenging)
■ Only the spring administration 'counts' for accountability



Findings suggest districts favor replacing local interim assessments with a state year-round system.

Are districts willing to replace their local interims with a state through-year model?



Resources and supports needed for districts to build local performance assessment systems include: (n=343 responses)

Themes	n-count
Funding (Training, Resources, Staff)	n=67
Training, Professional Development & Coaching	n=66
Assessment Clarity & Structure	n=48
Equity in Assessment Design	n=28
Curriculum, Instructional & Standards Alignment	n=25

Quote(s) from Respondent(s):

“Districts will need the region to collaborate on system development. Rubrics that several key resources and supports to build effective local performance assessment systems. First, they will require designated planning times within schools and across are well-defined and aligned with learning standards will also be essential for providing consistent evaluation and feedback. Additionally, professional learning opportunities should be offered to teachers and administrators, helping them develop best practices in designing assessments, scoring with rubrics, and integrating these assessments into instruction. Finally, districts will need robust data systems and technology that can store and analyze assessment results, enabling them to track student progress and inform instruction effectively.”

Respondents identified several challenges for smaller, rural districts, stressing the need for state support in fostering cross-district collaboration and the expertise and strain on involving local teachers in assessment design. They expressed concerns about testing time constraints, the need for flexible scheduling, and the importance of reliable technology for effective assessments. Additionally, there was frustration regarding the ongoing changes to the assessment and accountability model, raising questions about the motivations behind these changes.

Key instructional information needed for a beneficial through-year model for all learners include: (n=335 responses)

Themes	n-count
Desire for Timely and Actionable Data for Immediate Feedback	n=52
Individual Student Growth Measures for Progress Monitoring	n=46
Assurance of alignment between standards, curriculum maps and pacing guides and instructional resources	n=46
Insights to identify learning/skill gaps & Diagnostic Capabilities	n=28

Quote(s) from Respondent(s):

“For a through-year model to be valuable for all learners, it must provide timely and actionable instructional information to both students and teachers. After each assessment, students and teachers should receive detailed reports that highlight strengths and areas for improvement, guiding future instruction. It’s important that students receive feedback promptly, with opportunities to revise their work or practice skills to improve their performance. Assessments should serve a clear purpose for students, helping them grow rather than simply evaluating them. Teachers should also be provided with detailed instructional guidance based on the data, allowing them to adjust lesson plans and offer targeted interventions to meet their students’ needs.”

Other themes highlight the need for teacher and stakeholder involvement in training and collaboration to share best practices and data-driven instructional strategies. Ongoing professional development in assessment interpretation and effective teaching resources is essential. Enhancing student engagement through meaningful assessments and addressing testing concerns are critical. The use of technology for adaptive assessments, along with comprehensive, actionable reporting for informed instruction and accountability, is emphasized, as is clear communication with parents about student progress.

- Allen
- Berea Ind.
- Boone
- Bullitt
- Carter
- Christian
- Corbin Ind.
- Dawson Springs
- Daviess
- Fleming
- Floyd
- Frankfort Ind.
- Graves
- Greenup
- Hardin
- Harlan Ind.
- Hopkins
- Jefferson
- Johnson
- Kenton
- LaRue
- Lawrence
- Logan
- Madison
- Montgomery
- Oldham
- Paducah Ind.
- Pikeville Ind.
- Pulaski
- Rockcastle
- Rowan
- Scott
- Shelby
- Warren
- Washington
- Woodford

**These 36 Districts
(18 L3s and 18 non-
L3s agreed to
participate in the
Study Phase**

Participating Districts

Purpose of Focus Groups

Gather insights and feedback on Prototype 4.0 from stakeholders across 36 different districts and their communities' contexts

Over 197 individuals joined the focus group discussions representing the following stakeholder groups:

- Superintendents
- District Assessment Coordinators (DACs) and Instructional Supervisors
- Chief Academic Officers (CAOs)
- Principals and Assistant Principals
- Teachers and Instructional Leaders
- Parents and Community Members
- Students

Assessment: Key Themes

Frequent, Actionable Data Access: Positive feedback on the potential benefits of through-year assessments providing actionable, standards-aligned data to inform instruction and support mid-course corrections.

Streamlining Assessment Systems: Participants emphasized concerns about over-assessment and the need to streamline assessment systems to avoid redundancy and reduce testing time, focusing only on assessments that add value.

Integrating Performance-Based Assessments: There is value of including performance-based assessments that align with Vibrant Learning Experiences (VLEs), providing students opportunities to demonstrate learning in real-world contexts.

“Assessments should support instruction, not just add to the workload.”

Assessment – Table Discussion

- What observations do you have?
 - What surprised you?
 - What was in line with expectations?
 - What might be possible reasons for disconnects?
- What do the patterns in the data tell us?
- What patterns exist within the various role groups?
- What patterns exist across the domains?
- What misconceptions seem to be present?
- Are there gaps in the data (questions that were consistently skipped, stakeholder groups...etc.)
- Are there disconnects between our moonshot and the results of the study/survey?
 - If there are disconnects, what do we want to prioritize?
- After seeing the data, is there more we need to know?

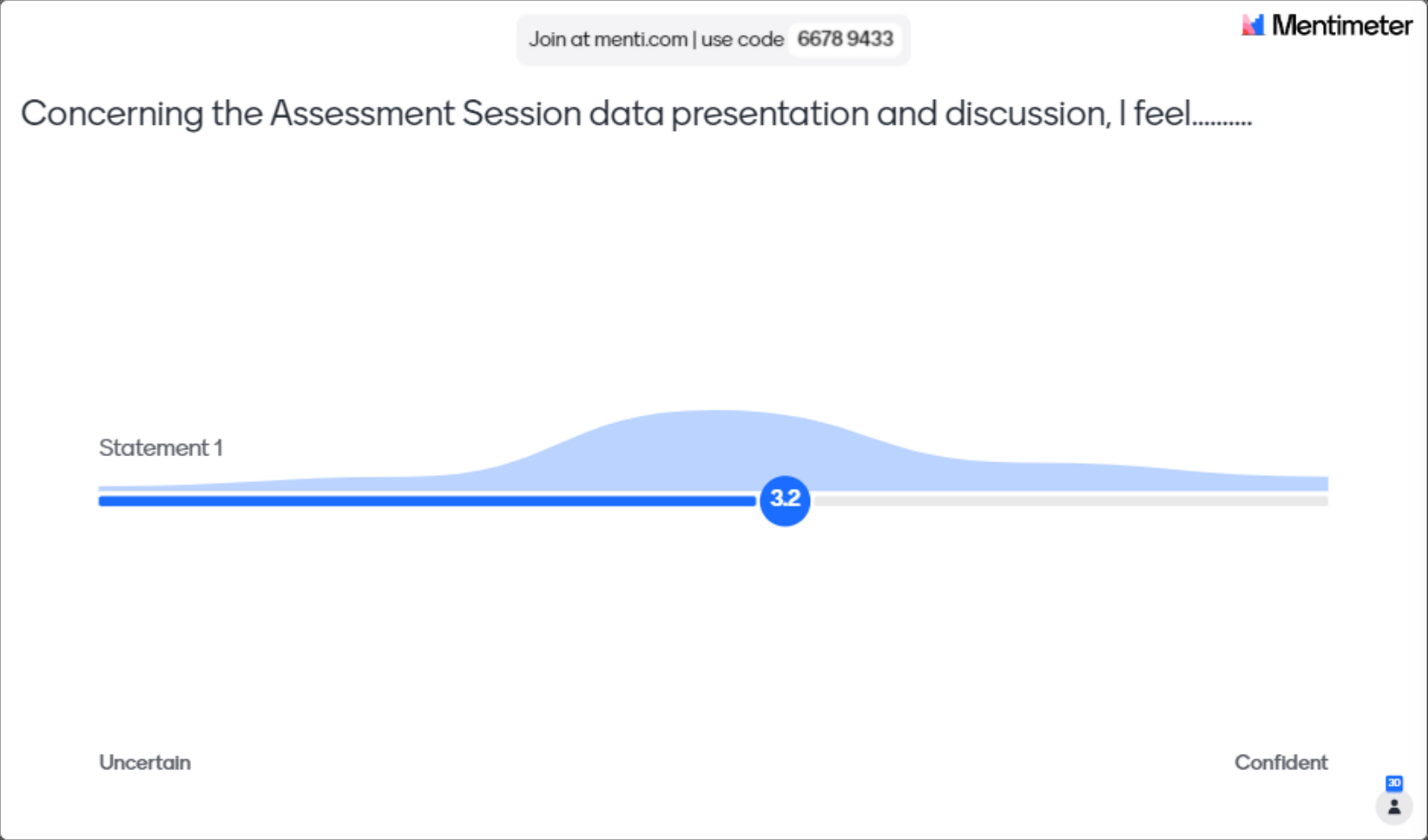


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Assessment Share-out

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Mentimeter Results on Assessment





Break (2)

State Accountability Session

Jennifer Stafford, KDE
Abigail Jacob, KDE
Sarah Snipes, KDE
Susan Lyons, Lyons Assessment

Aiming for the Moon – State Accountability

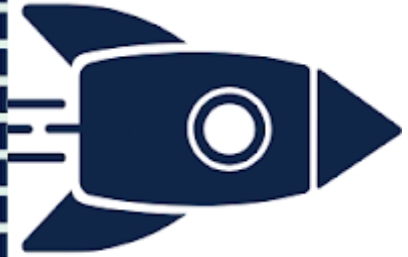
- Long term goal of Accreditation-style model
- Emphasizes transparency and continuous improvement
- Broad set of school quality domains (e.g., Academic Outcomes, Vibrant Learning Experiences, Teaching and Leadership)
- Submission of evidence to an outside evaluator

Flight Path for Sustainable State Change

Adoption of a menu of options indicator for Vibrant Learning Experiences within state accountability.

Expansion of evidence included within the Vibrant Learning Experiences to include both process and participation data.

Expansion of the state accountability system to include additional domains of school quality, creating a robust accreditation-style system that prioritizes feedback and continuous improvement.



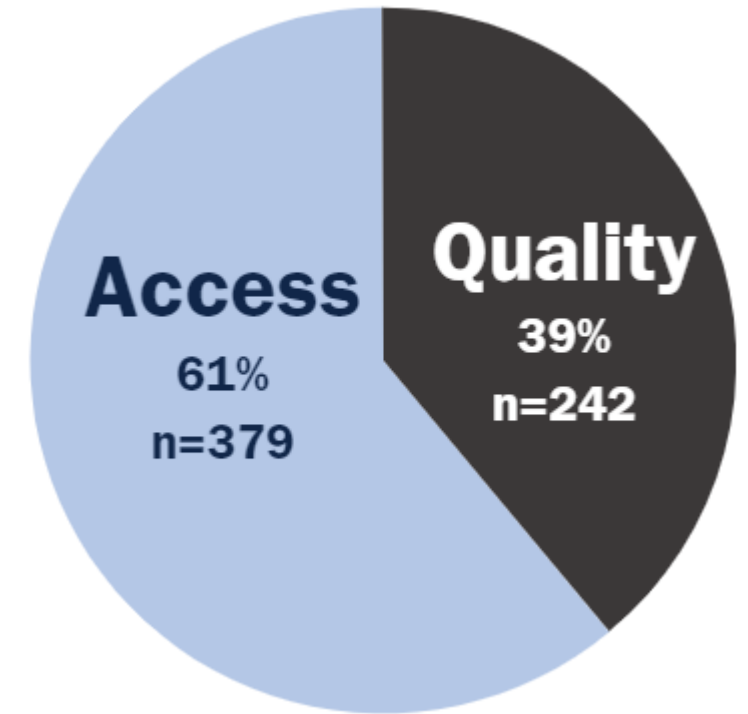
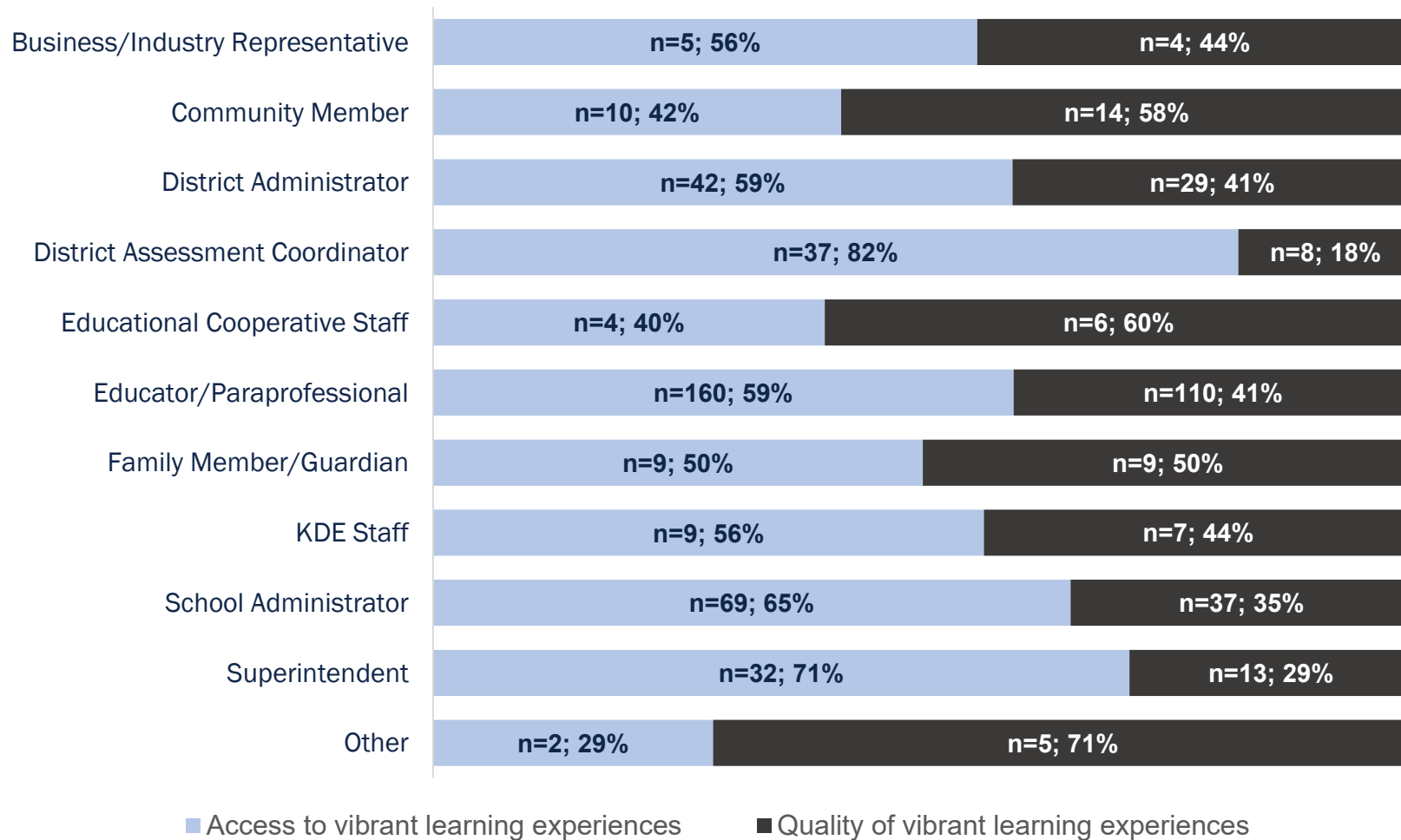
About the Survey (2)

- 647 Respondents
- All respondents did not necessarily answer every question
- “Other” includes –
Legislator (2), Student (1), K-Groups (2), The Kentucky Writing Project (1), Voice-tech Lead (1), Board Member (1), No-Response (1)
- 4 sections
 - State Accountability
 - Federal Accountability
 - Assessment Systems
 - Reporting

Role Group	n-count
Business/Industry Representative	9
Community Member	24
District Administrator	72
District Assessment Coordinator	46
Educational Cooperative Staff	10
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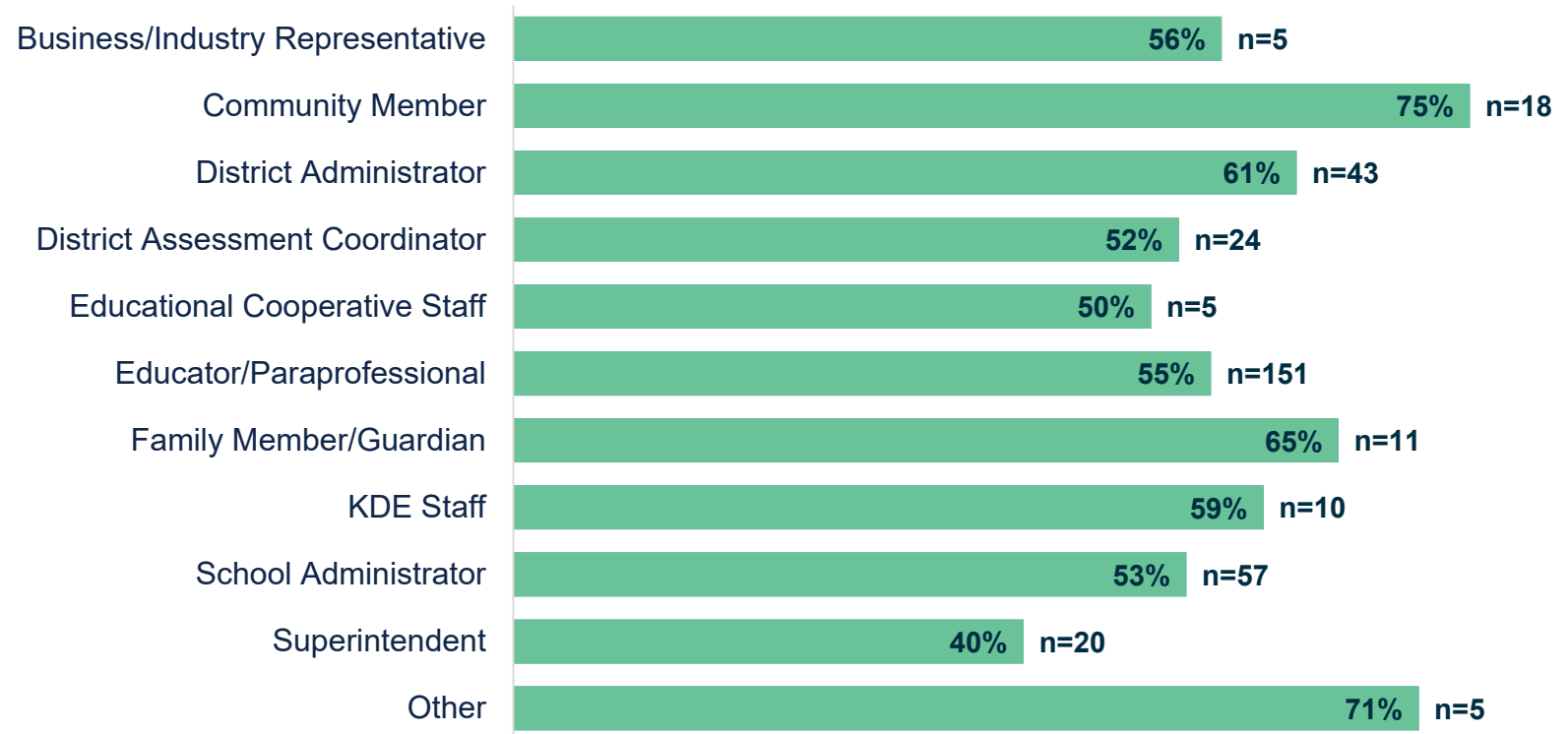
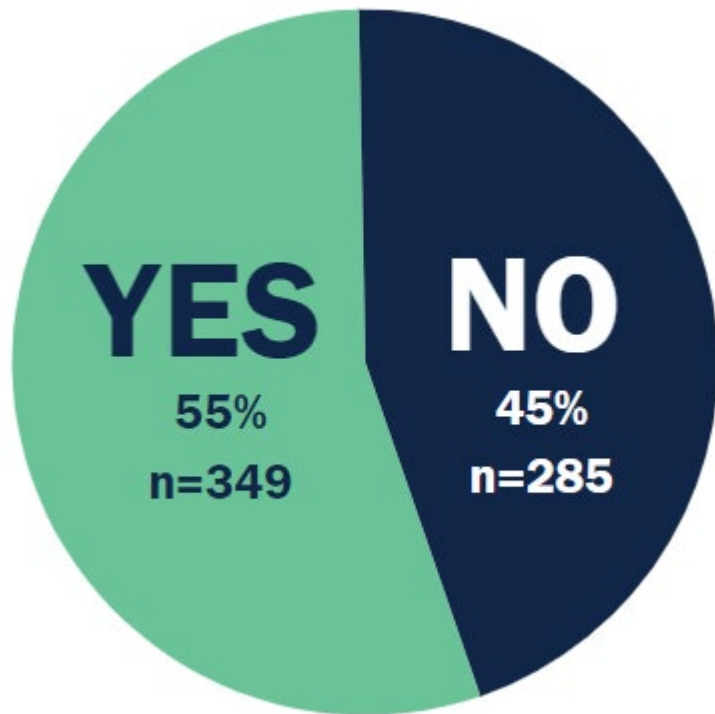
Educators and school/district administrative staff strongly prefer using an Access indicator over a Quality indicator.

Should the Kentucky United We Learn Council advocate to adopt an indicator within state accountability that captures ACCESS to vibrant learning experiences through the percentage of students participating or QUALITY of vibrant learning experiences based on rubrics co-created by education leaders and data reviewed by an external evaluator?



55% of respondents are in favor of moving towards an accreditation-style accountability model for Kentucky schools.

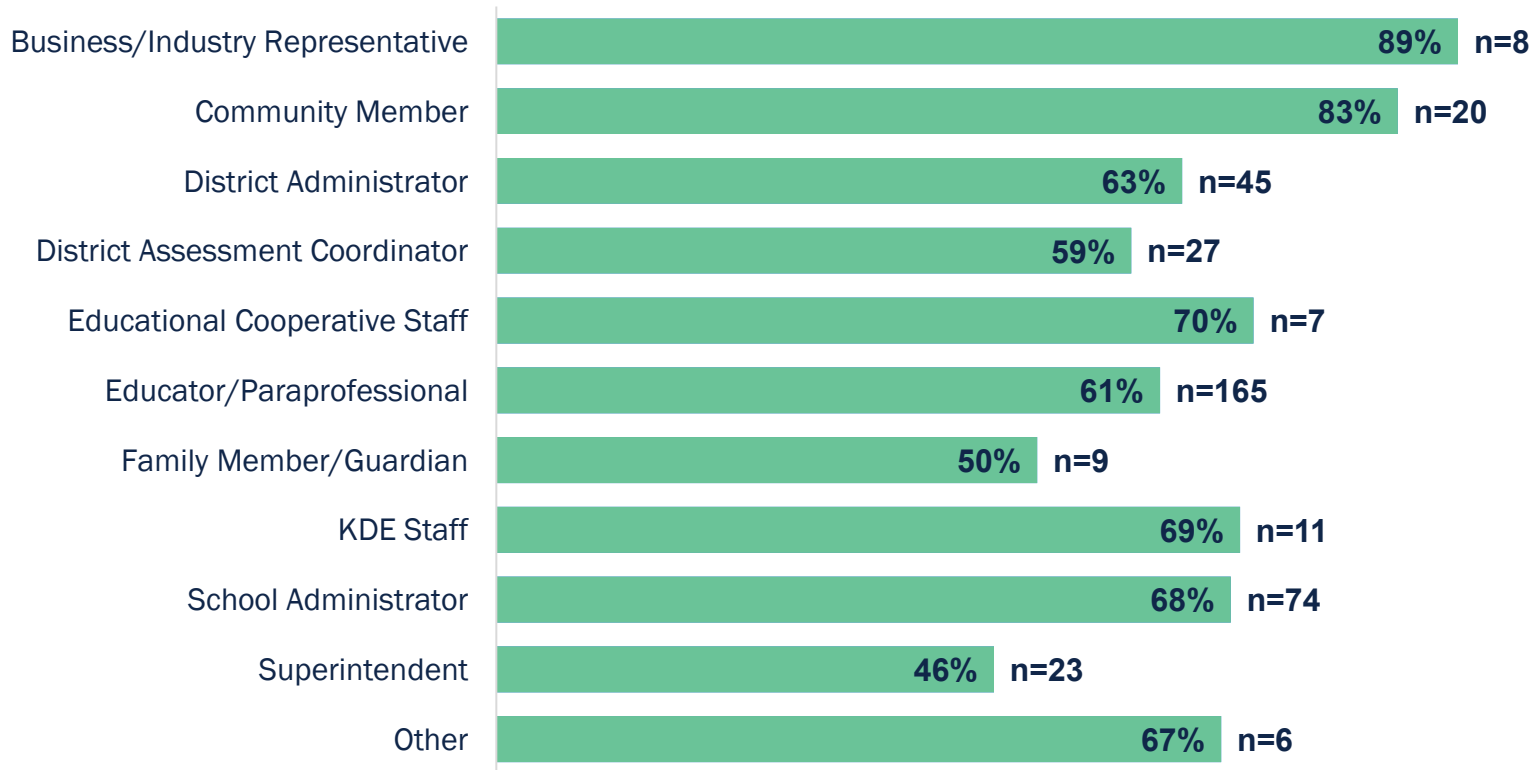
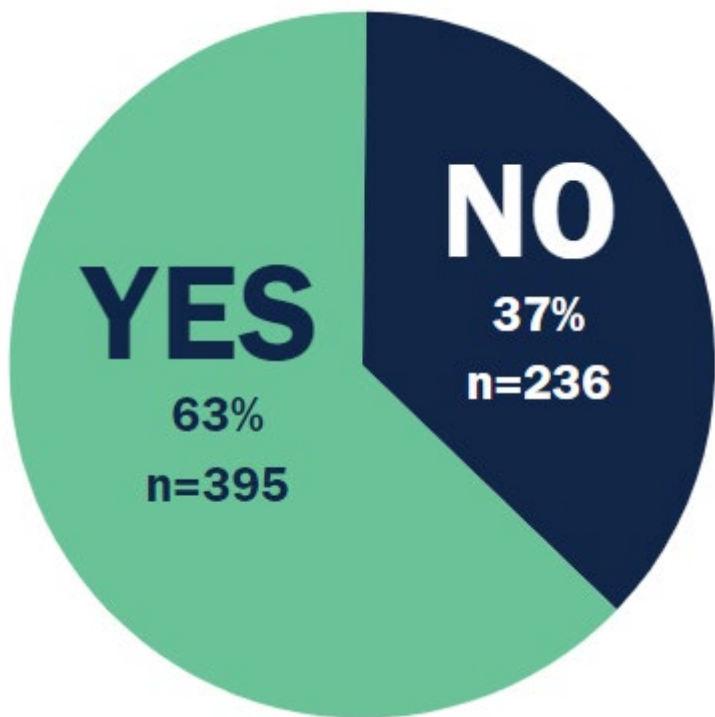
Should Kentucky move toward an accreditation-style accountability model where schools submit evidence of quality to an external evaluator for formal evaluation at regular intervals?



% with a Yes Response

Almost two-thirds of respondents are in favor of moving towards an accreditation-style accountability model for Kentucky schools.

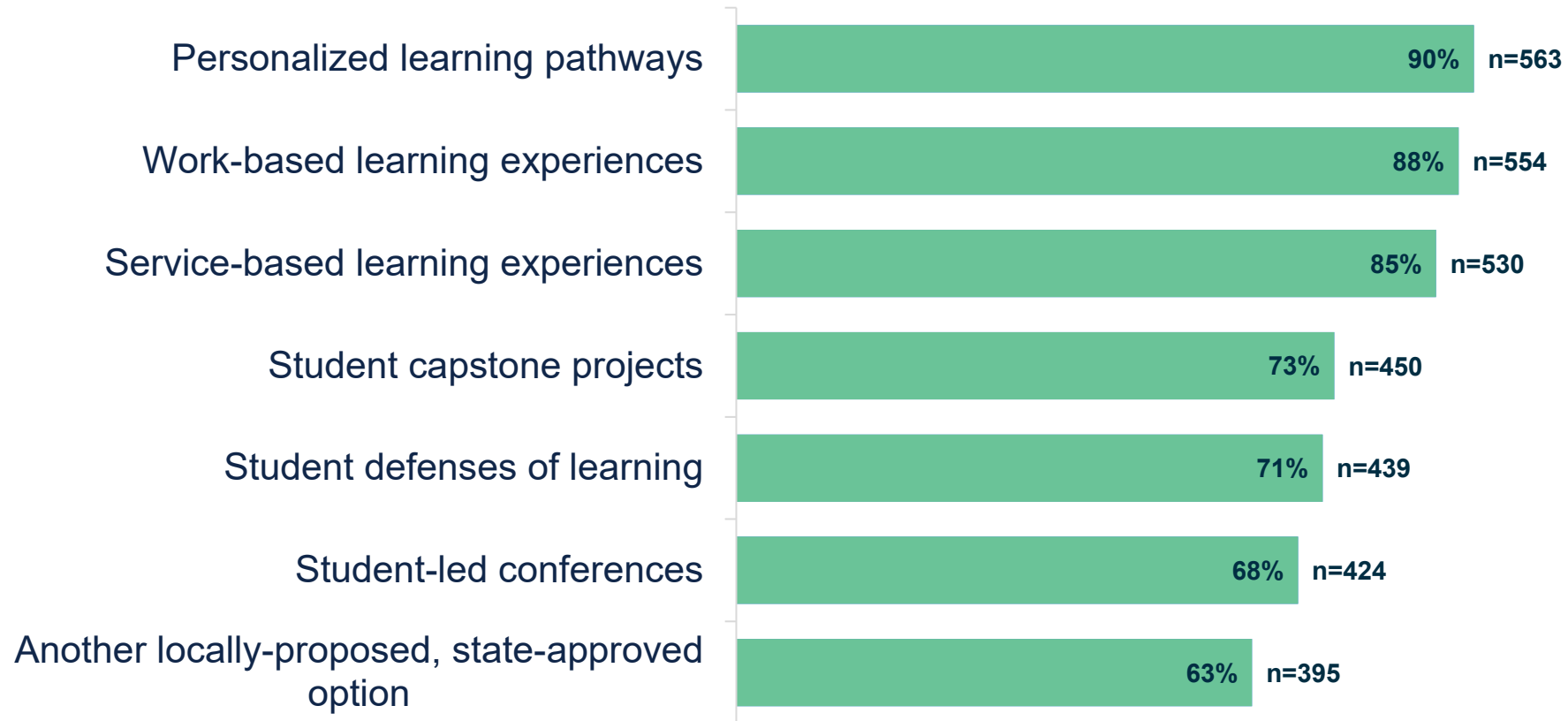
Should the Kentucky United We Learn Council advocate to adopt an accreditation-style model for the state's accountability system alongside the basic requirements needed to meet federal law?



% with a Yes Response

Personalized learning pathways, and hands-on participation such as work- and service-based learning experiences, are the most popular choices for a vibrant learning experiences indicator.

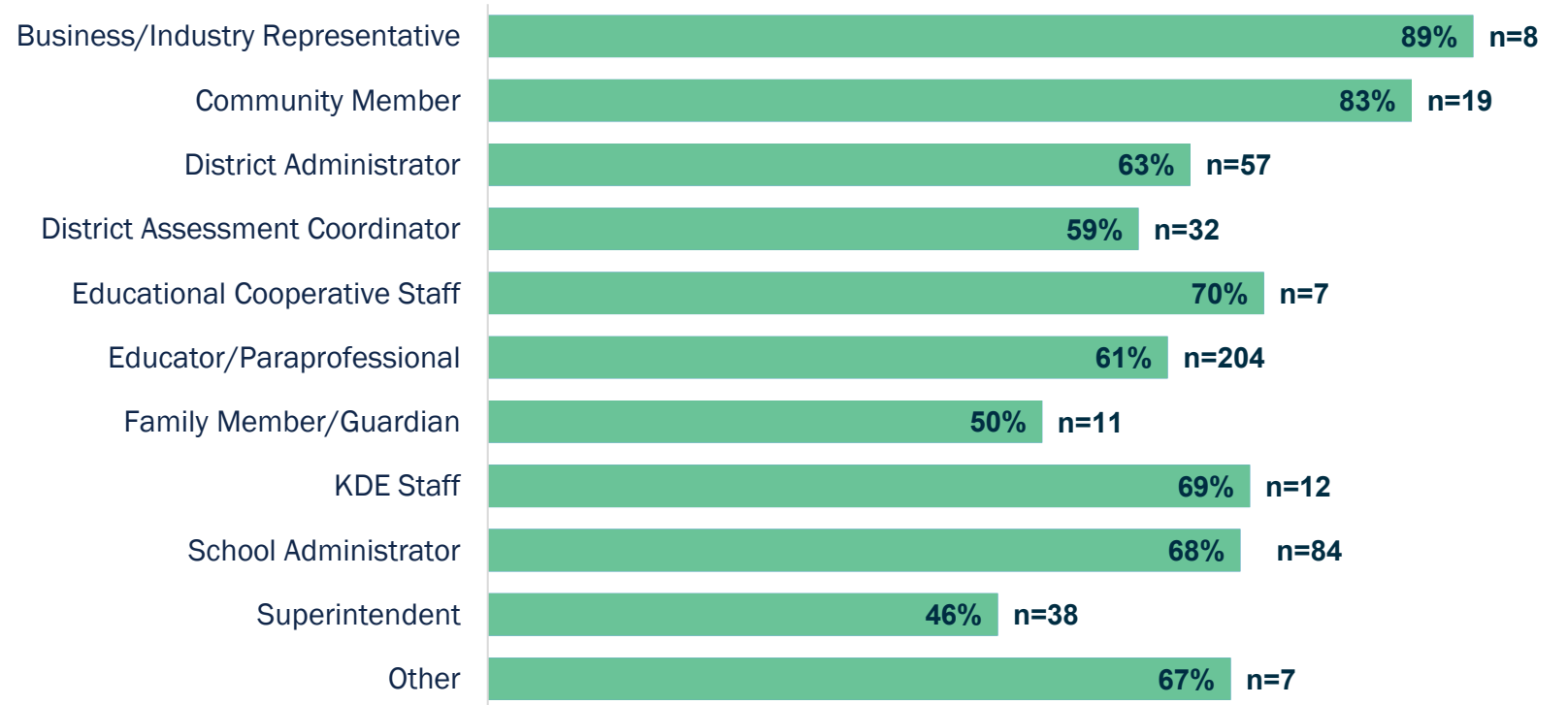
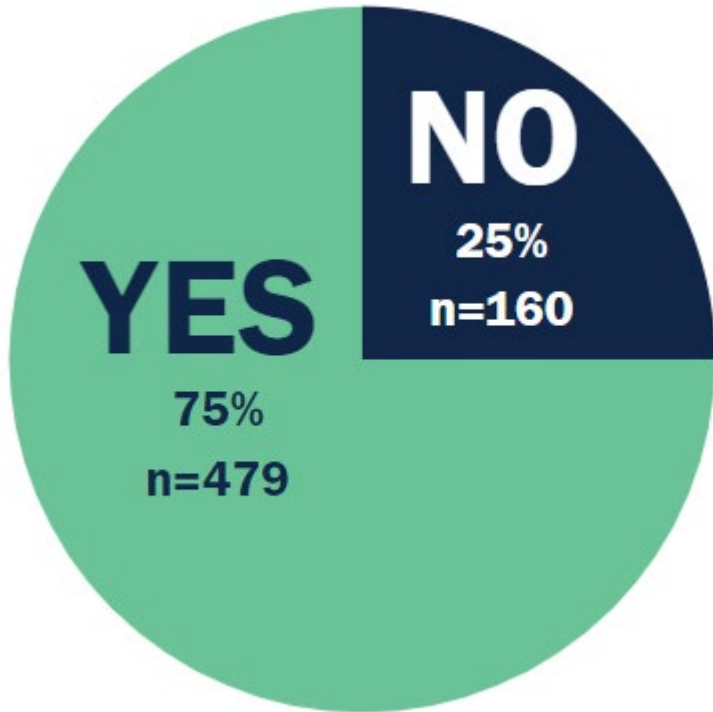
Should a vibrant learning experiences indicator value participation in the following experiences?



% with a Yes Response

Three-quarters of respondents are in favor of adopting a local accountability system for Kentucky schools that considers multiple factors.

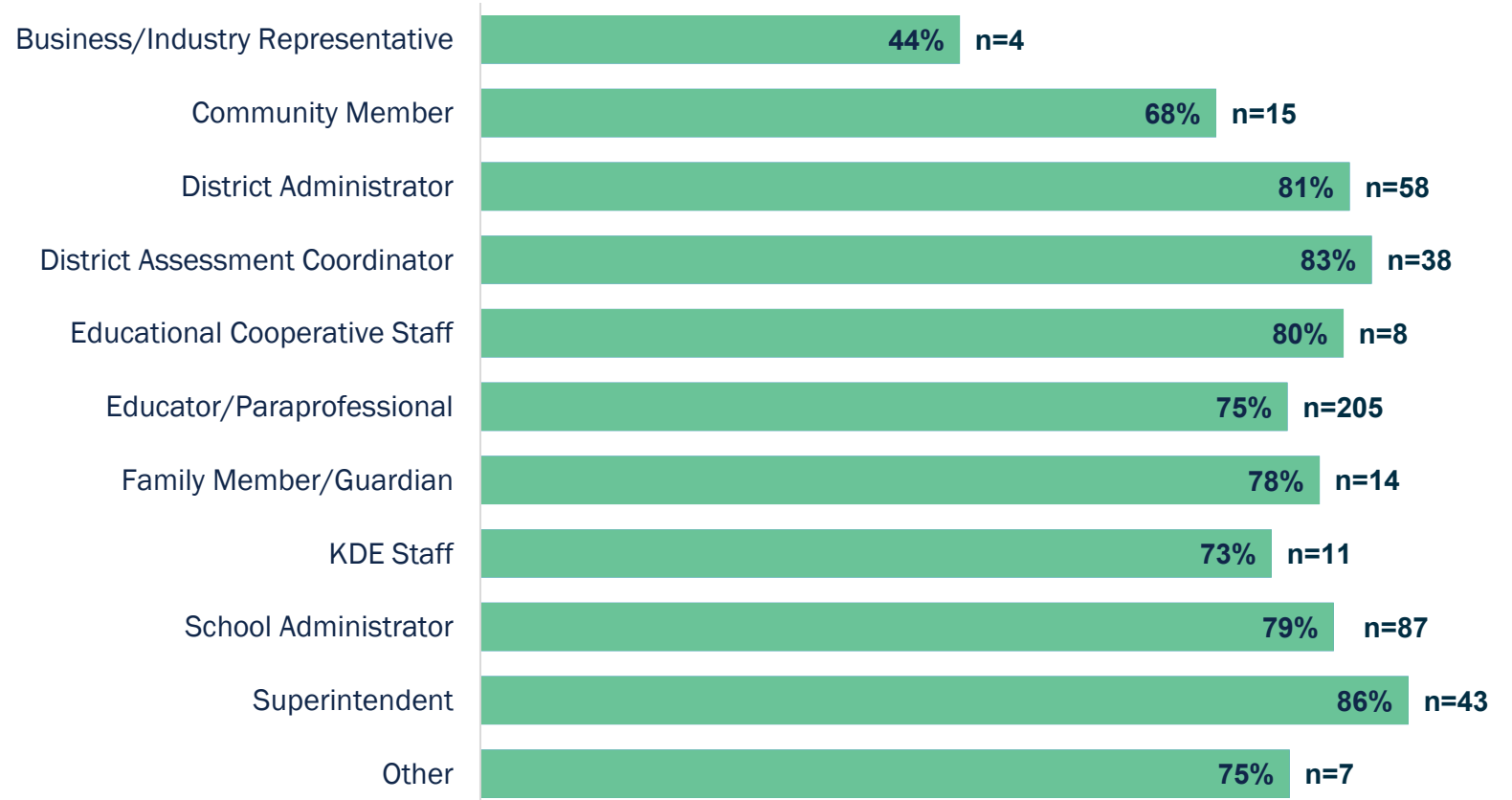
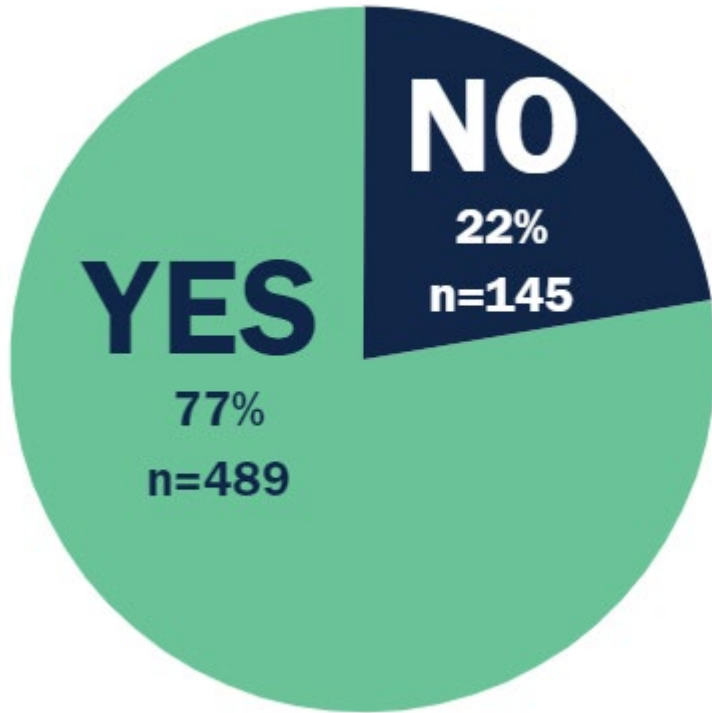
Should the Kentucky United We Learn Council advocate to adopt a local accountability system that includes broader school improvement efforts, such as opportunities for vibrant learning experiences, parental engagement, community partnerships, and non-academic factors affecting the school experience?



% with a Yes Response

There is widespread support for discarding current color-rating system, with business/industry representatives as the exception.

Should the Kentucky United We Learn Council advocate to remove the color rating system?



% with a Yes Response

Resources and supports needed for districts to provide greater access to vibrant learning experiences for their students include: (n=416 responses)

Quote(s) from Respondent(s):

“Districts will need support in several key areas to provide greater access to vibrant learning experiences. This includes access to high-quality instructional materials, continuous professional development, and enhanced technology infrastructure. Support is essential to ensure all students have engaging, standards-aligned curricula and the necessary tools for interactive learning. Equitable access to resources, especially for underserved populations, will also require external assistance. Additionally, districts need support in creating student-centered learning environments, providing coaching and mentoring for teachers, building community partnerships, and using data to inform instruction.”

Themes	n-count
Funding	n=169
Professional Development	n=116
Rubric and Examples of VLEs	n=74
Additional Staff/Teachers	n=56
Curriculum Support/Materials	n=53
Community/Stakeholder Buy-in	n=50

Additionally, many respondents expressed equity concerns around the ability of smaller, more rural districts to provide the same level of access to VLEs as larger districts.

State Accountability: Key Themes

Challenges with VLE Measurement: Concerns about the subjectivity of vibrant learning experiences (VLE) and the need for consistent criteria/rubrics.

Equity Concerns: Disparities between districts' resources may affect the ability to ensure all students benefit from VLEs.

Calibration and Time: Concerns about the time required to calibrate expectations across districts.

"We need consistency in measurement but flexibility in how experiences are implemented."

"We must find ways to measure success that reflects the learning happening in our classrooms, not just test scores."

Local Accountability: Key Themes

Positive Community Engagement: Focus on the opportunity for local accountability systems to reflect community values, allowing schools to align more closely with what local stakeholders believe is important for student success.

Challenges with Consistency: Emphasize the potential challenges of ensuring consistency in quality across districts, particularly when local accountability systems vary widely in design and implementation.

Flexibility vs. Standardization: Tension between allowing districts flexibility to design their accountability systems and the risk of losing standardization needed for equity and comparability across the state.

"Local accountability allows for flexibility but needs a clear framework to maintain equity and consistency."

State Accountability – Table Discussion

- What observations do you have?
 - What surprised you?
 - What was in line with expectations?
 - What might be possible reasons for disconnects?
- What do the patterns in the data tell us?
- What patterns exist within the various role groups?
- What patterns exist across the domains?
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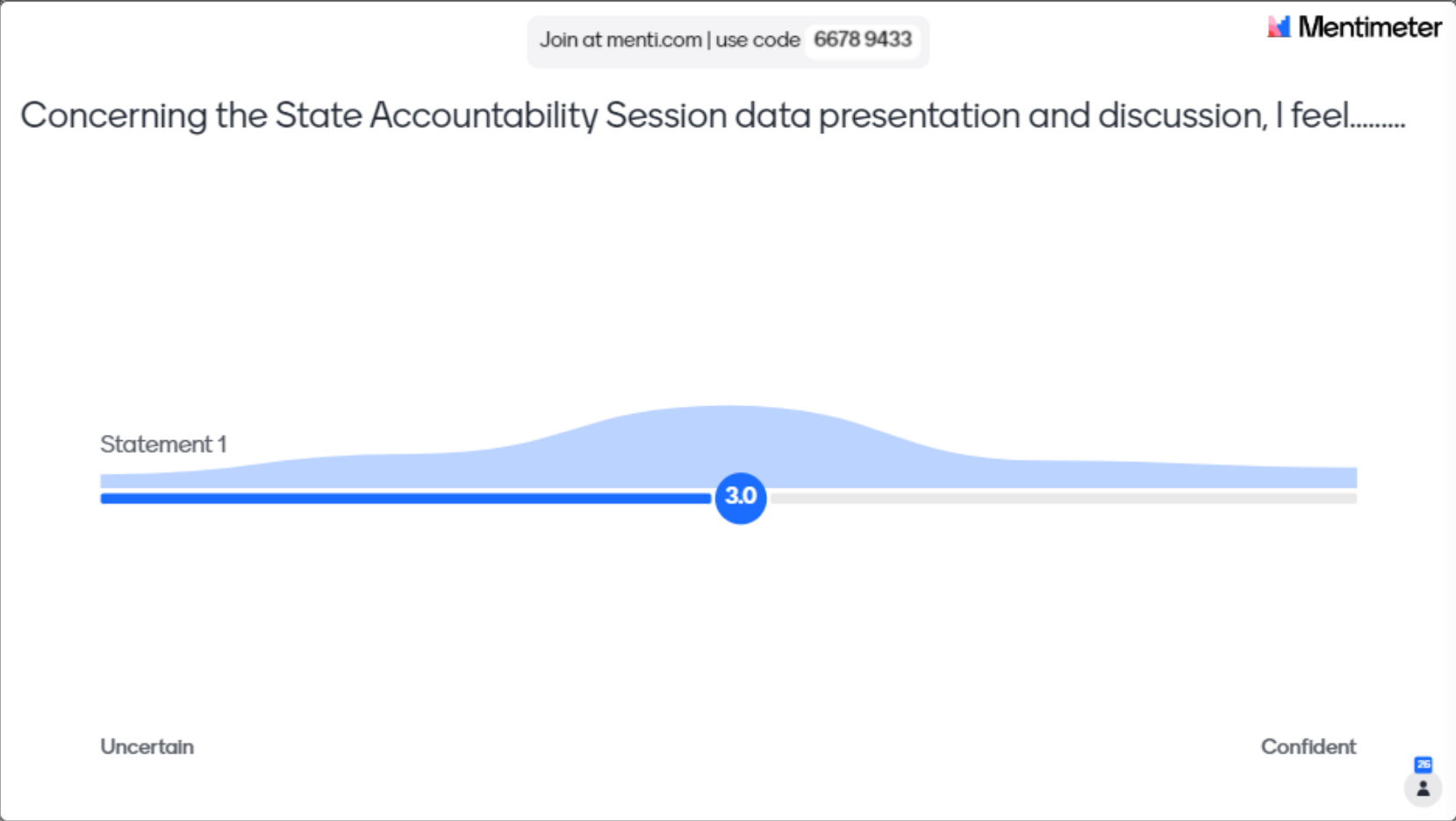


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State Accountability Share-out

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Mentimeter Results on State Accountability





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Thought Partnering With the Commissioner

Robbie Fletcher, Commissioner of Education

 Kentucky Department of
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Reflections and Adjournment

Robbie Fletcher, Commissioner of Education

Jim Flynn, Council Vice Chair



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Kentucky United We Learn Fall Convening

Tuesday, October 22

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WIFI Information:

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Any issues email:

KETSHELP@education.ky.gov



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Welcome

Karen Dodd, KDE

 Kentucky Department of
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Expectations/Objectives

Karen Dodd, KDE

 Kentucky Department of
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Agenda Review

Penny Christian, Council Chair

Agenda - October 22

Time	Activities	Lead
8:30	Welcome/Logistics Expectations/Objectives Agenda Review	Karen Dodd, KDE Penny Christian, Council Chair
8:45	Federal Accountability	Jennifer Stafford, KDE Lillian Pace, Knowledgeworks Lauren Pinsonneault, Center for Assessment Abigail Jacob, KDE
10:05	Break (10 Minutes)	
10:15	Reporting	Jennifer Stafford, KDE Jon Alfuth, Knowledgeworks Leslie McKinney, KDE
11:00	Reflections and Adjournment	Jim Flynn, Council Vice Chair Robbie Fletcher, Commissioner of Education Karen Dodd, KDE
12:00	Lunch	

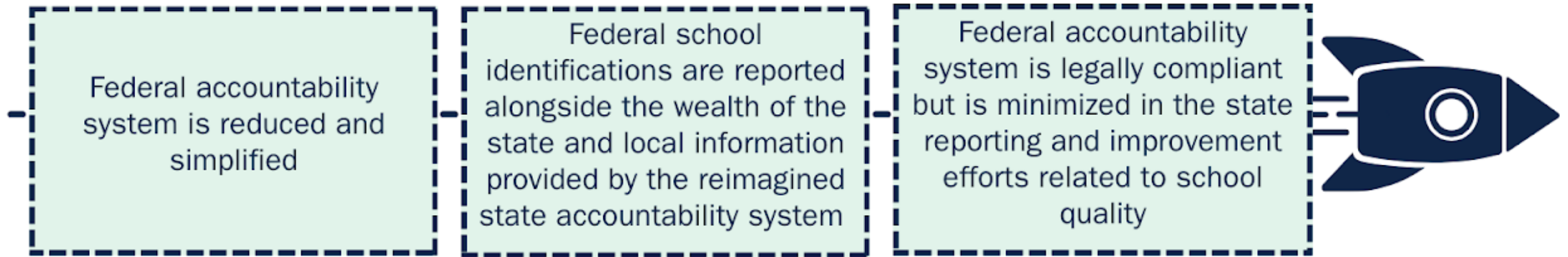
Federal Accountability Session

Jennifer Stafford, KDE
Lillian Pace, Knowledgeworks
Laura Pinsonneault, CfA
Abigail Jacob, KDE
Sarah Snipes, KDE

Aiming for the Moon – Federal Accountability

- Minimal Footprint
 - Limited impact on the field
 - Primarily for public reporting on disaggregated data by student groups
- Identification of Schools to three categories for support and resources:
 1. Comprehensive Support and Improvement
 2. Targeted Support and Improvement/Additional Targeted Support and Improvement, and
 3. Meets Requirements.
- Reporting:
 - Federal data requirements reported
 - This would eliminate and replace the state’s color-ranking system.

Flight Path for Sustainable Federal Change

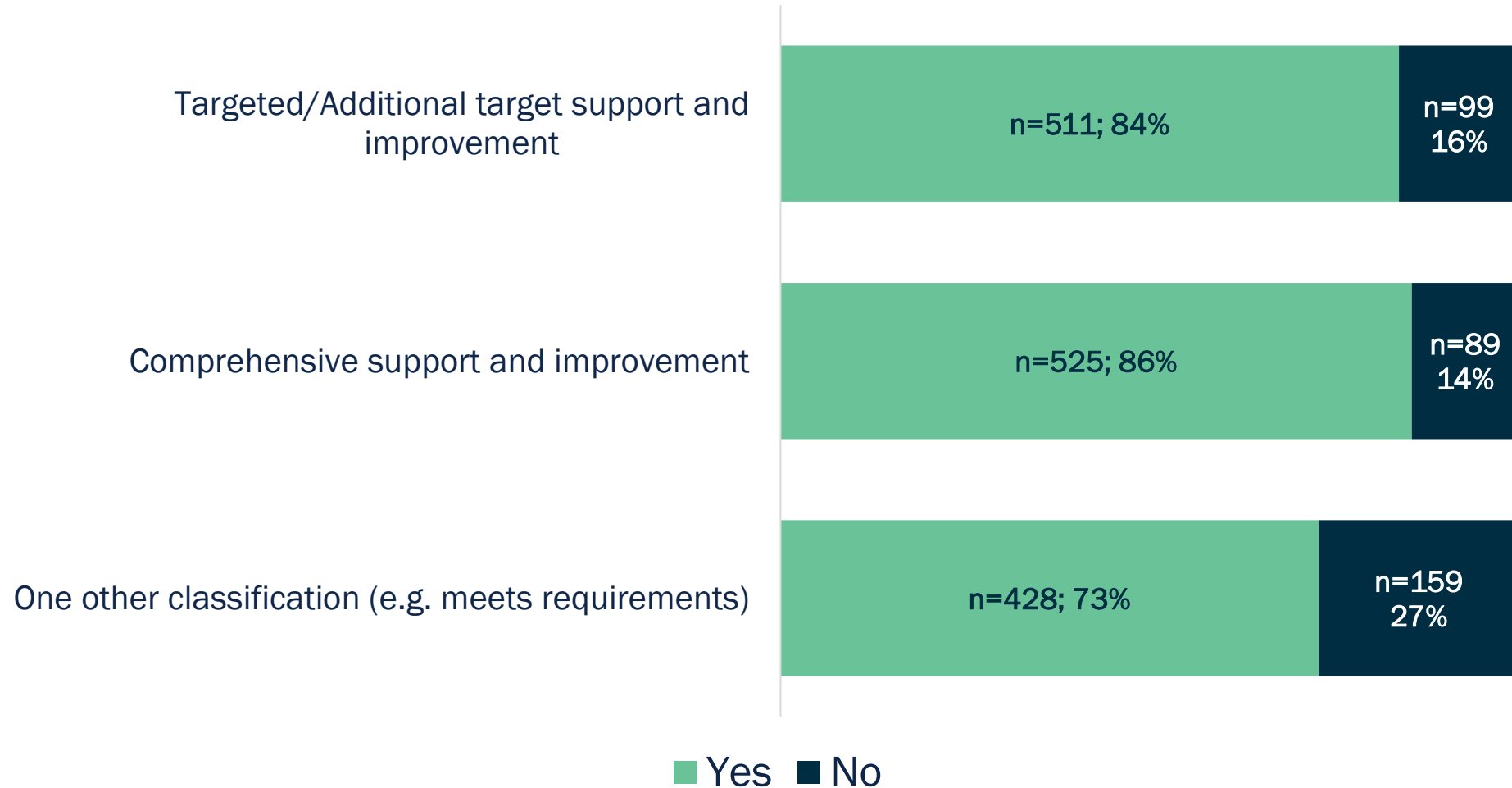


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Other	10

Should the Kentucky We Learn Council advocate to report only the minimum number of federal school classification labels?



What impact would the removal of the color rating have on schools serving high populations of marginalized students (e.g. students living in poverty, English learners)?

Respondents cited the following perceptions as to how a change in the system might impact marginalized students:

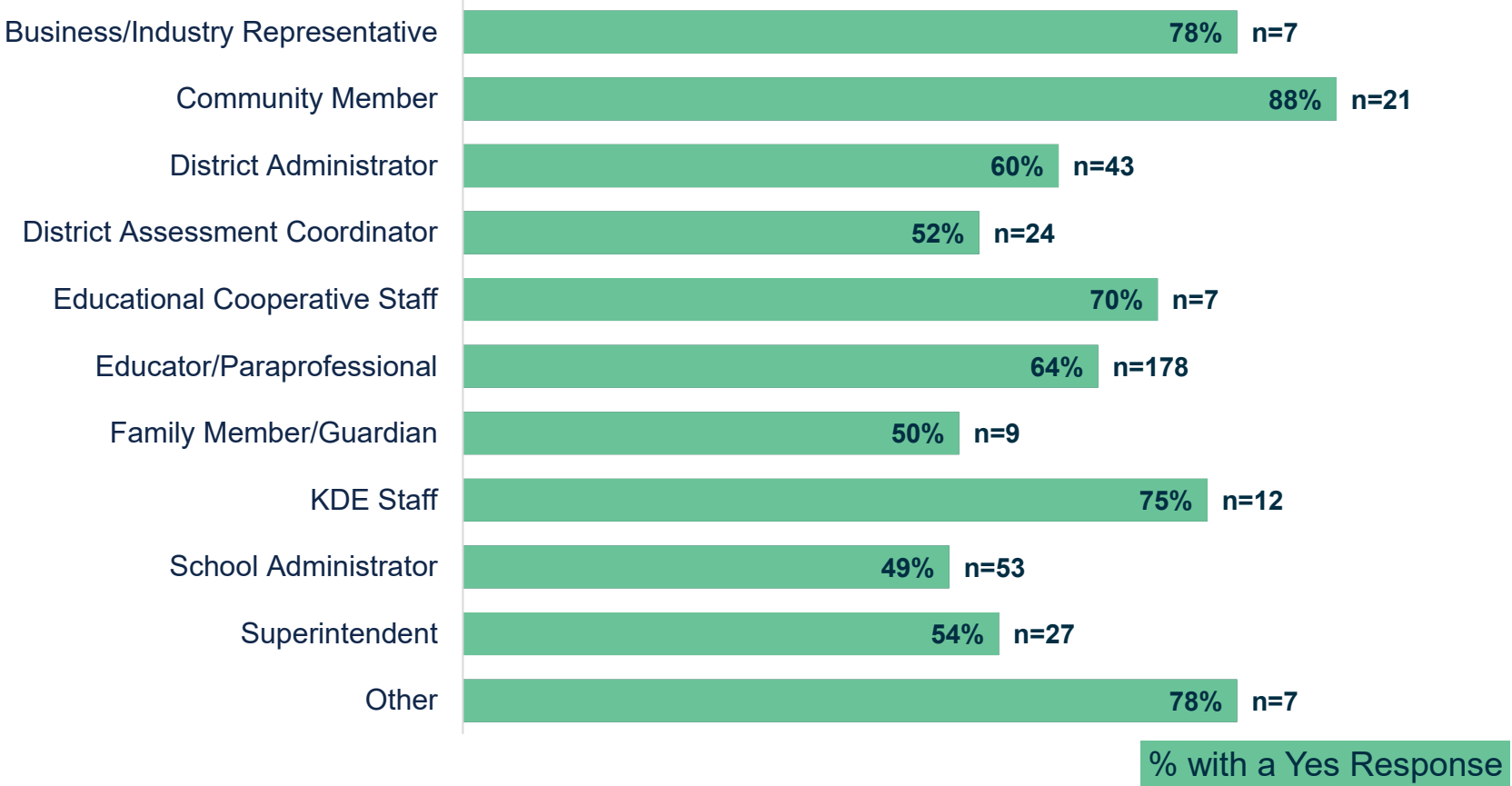
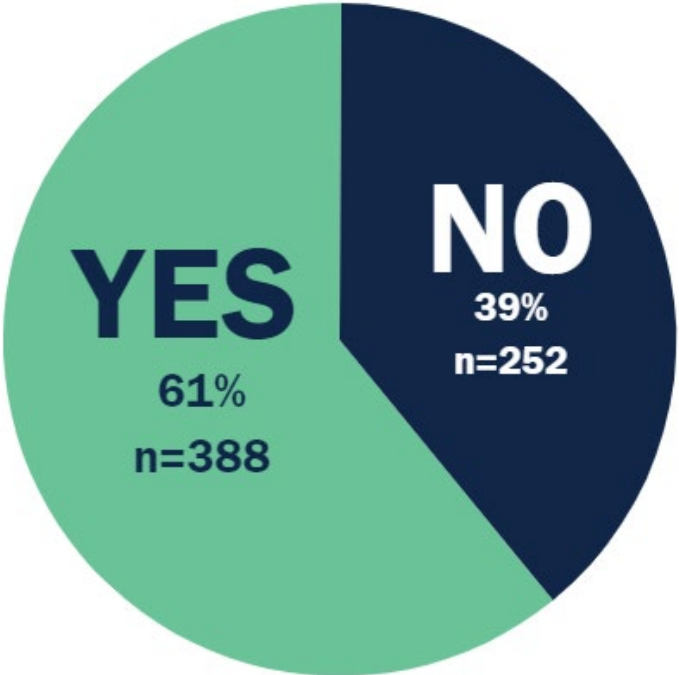
- Positive Impact (n=123)
 - Reduce bias and stigma of current system
 - More accurately measure performance
 - Color system has negative connotations for some students/teachers
- No Impact (n=39)
- Negative Impact (n=61)
 - Current system is easy to understand
 - New system might be biased/might let districts slip through the cracks
 - Need some form of competition/incentive

Many respondents (n=44) expressed a desire for a system that better measured individual student growth over time rather than the current system of measure.

Many respondents (n=57) did not opine on the impact a change in the system would have, they simply pointed out flaws in the current color system.

Sixty percent of respondents are in favor of keeping school climate and safety information as part of our accountability system.

Should Kentucky continue the administration of the quality of school climate and safety survey as part of our accountability system?



- Allen
- Berea Ind.
- Boone
- Bullitt
- Carter
- Christian
- Corbin Ind.
- Dawson Springs
- Daviess
- Fleming
- Floyd
- Frankfort Ind.
- Graves
- Greenup
- Hardin
- Harlan Ind.
- Hopkins
- Jefferson
- Johnson
- Kenton
- LaRue
- Lawrence
- Logan
- Madison
- Montgomery
- Oldham
- Paducah Ind.
- Pikeville Ind.
- Pulaski
- Rockcastle
- Rowan
- Scott
- Shelby
- Warren
- Washington
- Woodford

**These 36 Districts
(18 L3s and 18 non-
L3s agreed to
participate in the
Study Phase**

Participating Districts

Purpose of Focus Groups

Gather insights and feedback on Prototype 4.0 from stakeholders across 36 different districts and their communities' contexts

Over 197 individuals joined the focus group discussions representing the following stakeholder groups:

- Superintendents
- District Assessment Coordinators (DACs) and Instructional Supervisors
- Chief Academic Officers (CAOs)
- Principals and Assistant Principals
- Teachers and Instructional Leaders
- Parents and Community Members
- Students

Federal Accountability: Key Themes

Support for Reducing Complexity: Most support moving from color ratings to simpler categories like Comprehensive Support and Improvement (CSI), Targeted/Additional Support and Improvement (TSI), and other, though there are concerns about losing opportunities for continuous improvement.

Growth Model Preference: A shift towards growth models is preferred, focusing on school and student progress.

Challenges with Public Perception: The color system can misrepresent school quality and damage morale.

"The color system is confusing for both educators and the public. A simpler system would be easier to communicate."

"We need a system that helps struggling schools, not punishes them."

Federal Accountability – Table Discussion

- What are your reactions to the key features of the prototype 4.0?
- How has the feedback from the stakeholders changed or reaffirmed your thinking?
- What needs to be true in order for you to support the prototype ideas?
- What should KDE and its partners consider for the proposal that is not already included?

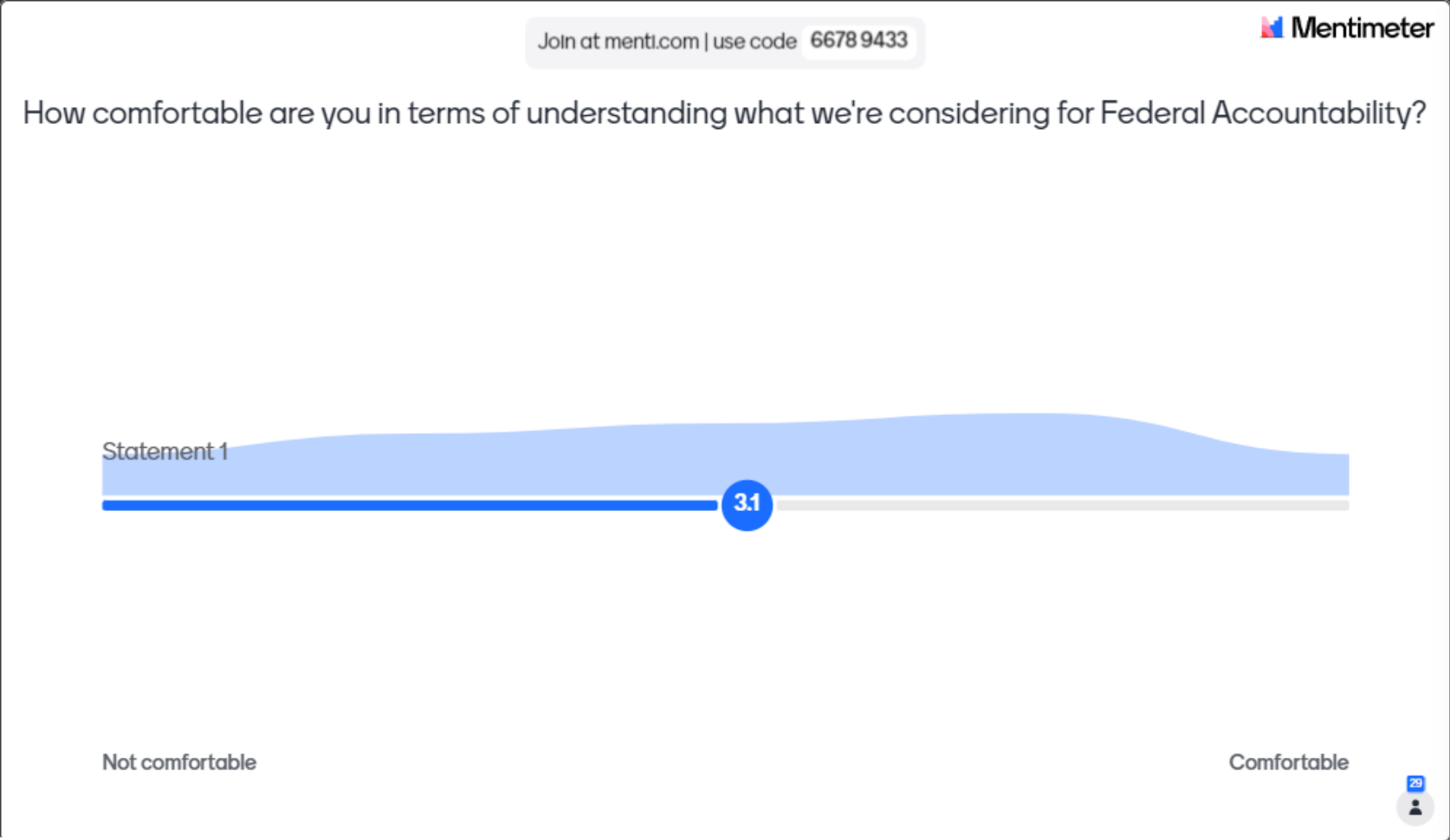


Kentucky
UNITED WE LEARN
C O U N C I L

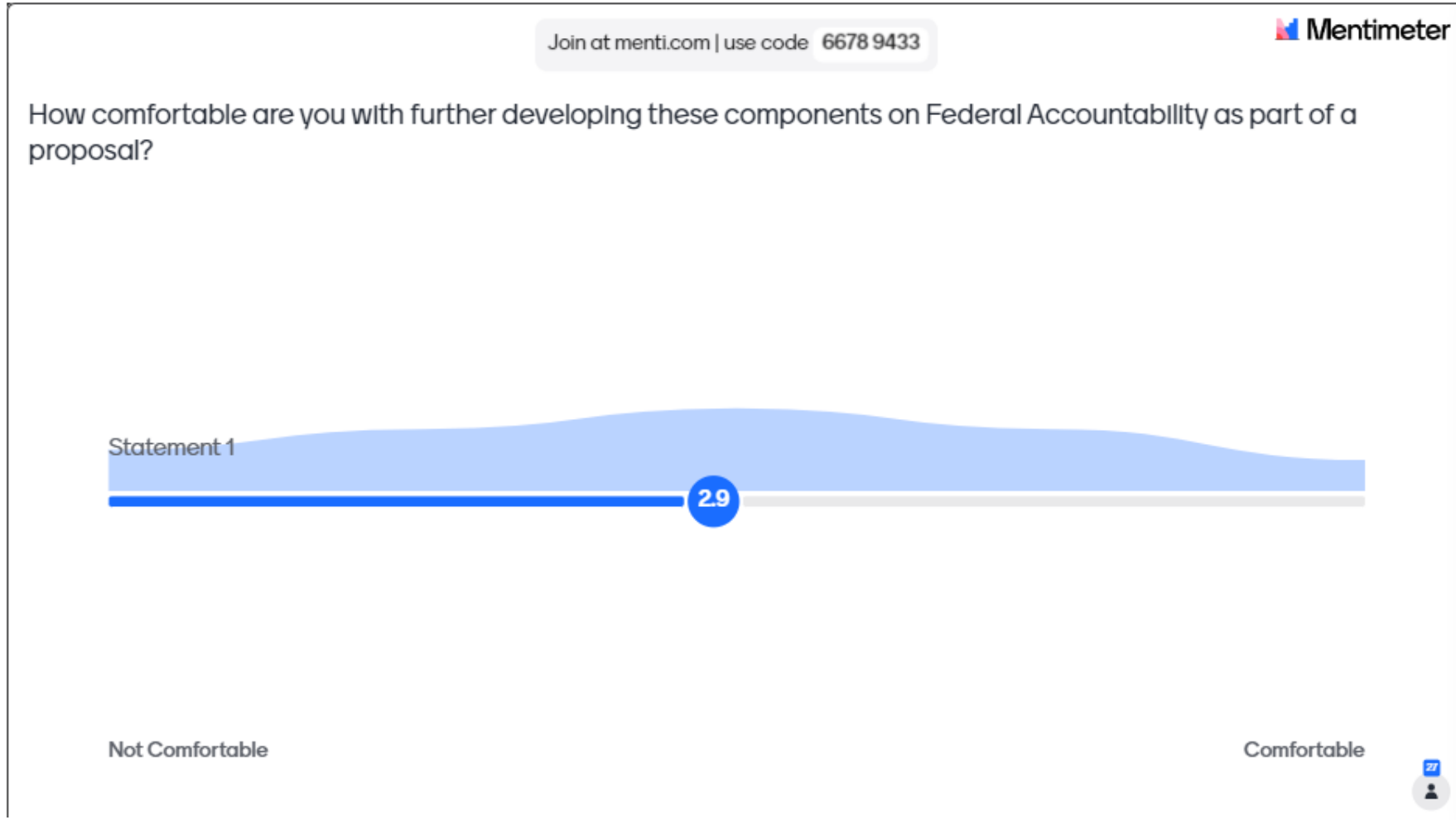
Federal Accountability Share-out

 Kentucky Department of
E D U C A T I O N

Mentimeter Results on Federal Accountability



Mentimeter Results on Federal Accountability (2)





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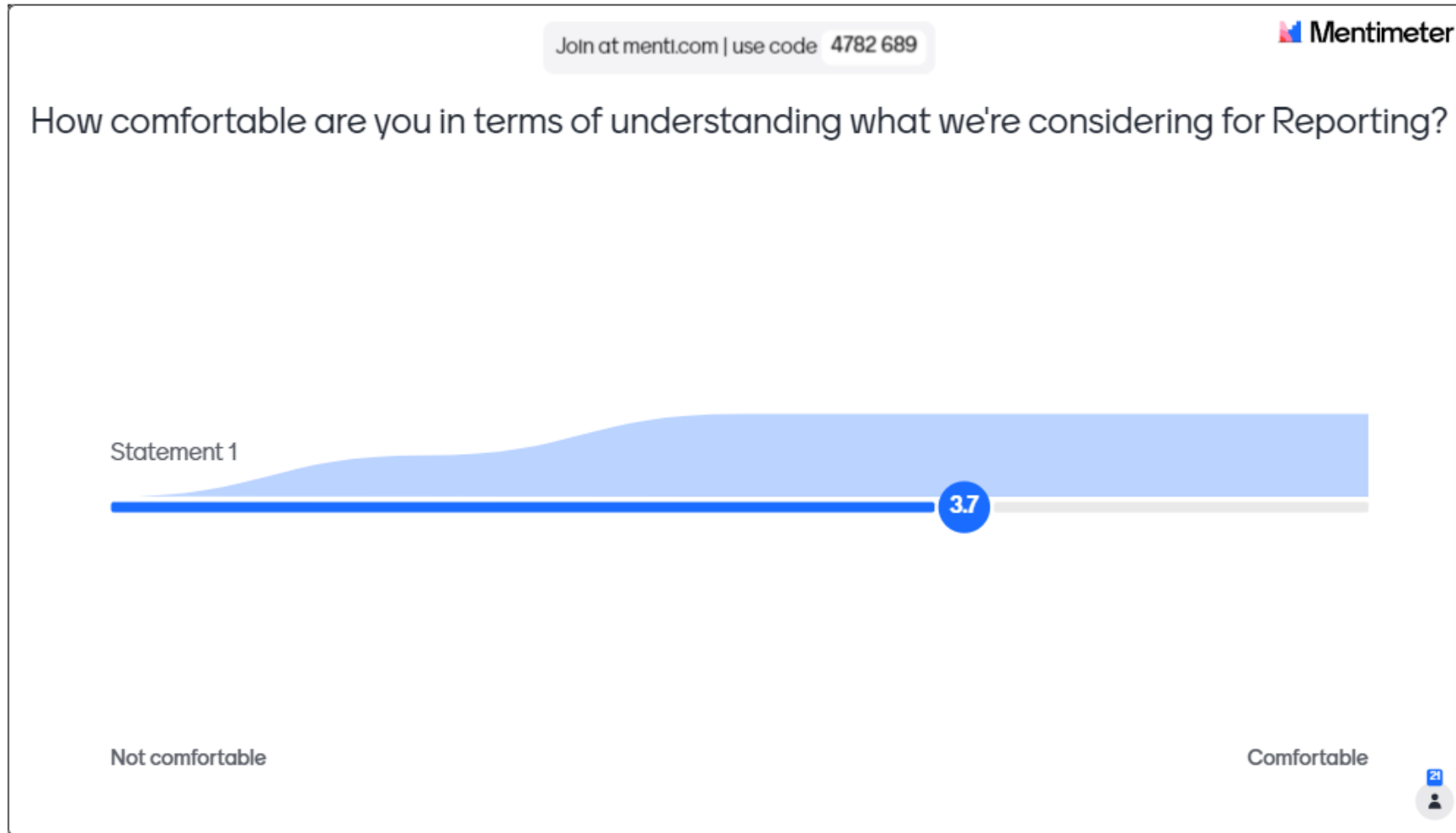
Break

 Kentucky Department of
EDUCATION

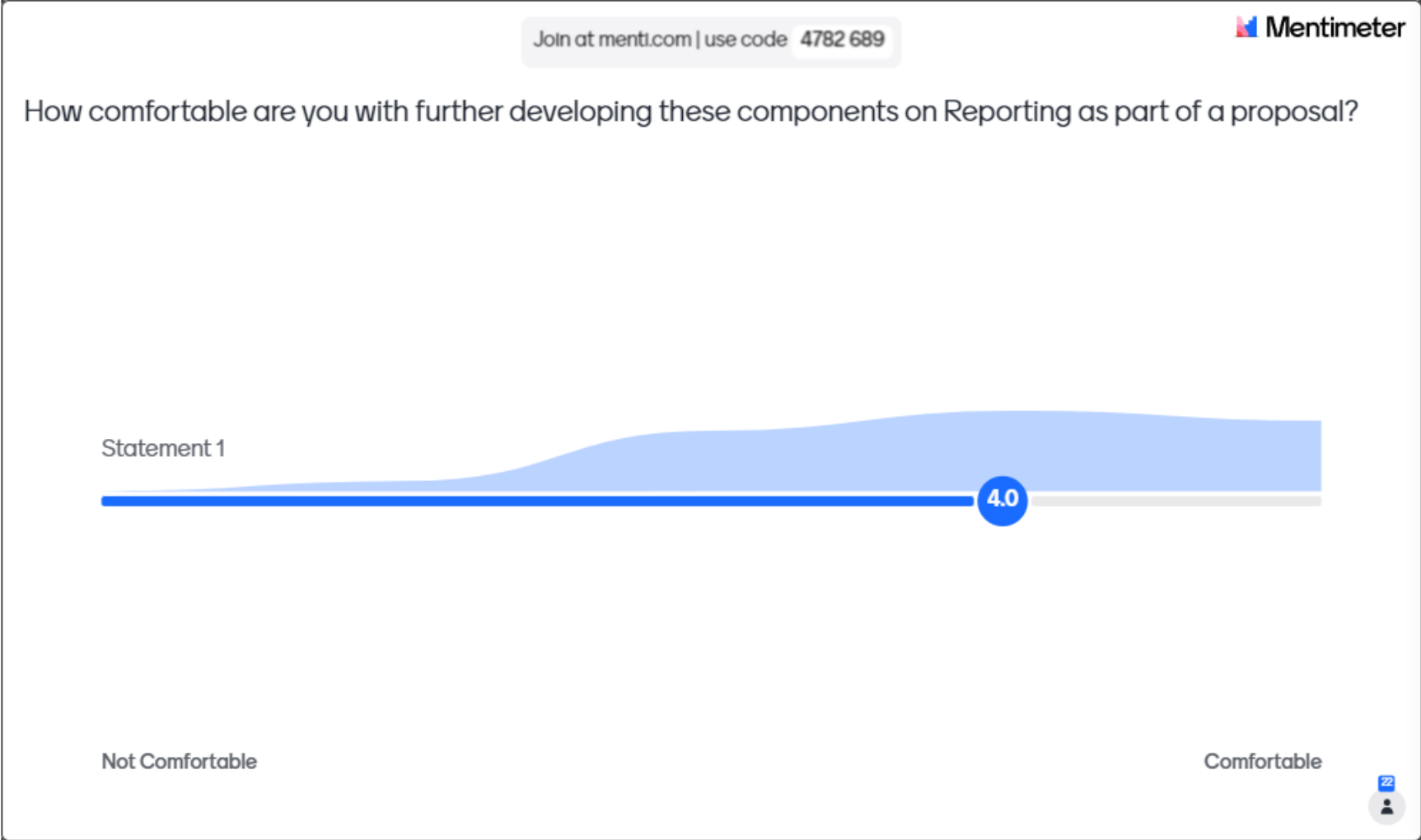
Reporting Session

Jennifer Stafford, KDE
Jon Alfuth, Knowledgeworks
Leslie McKinney, KDE

Mentimeter Results on Reporting (1)



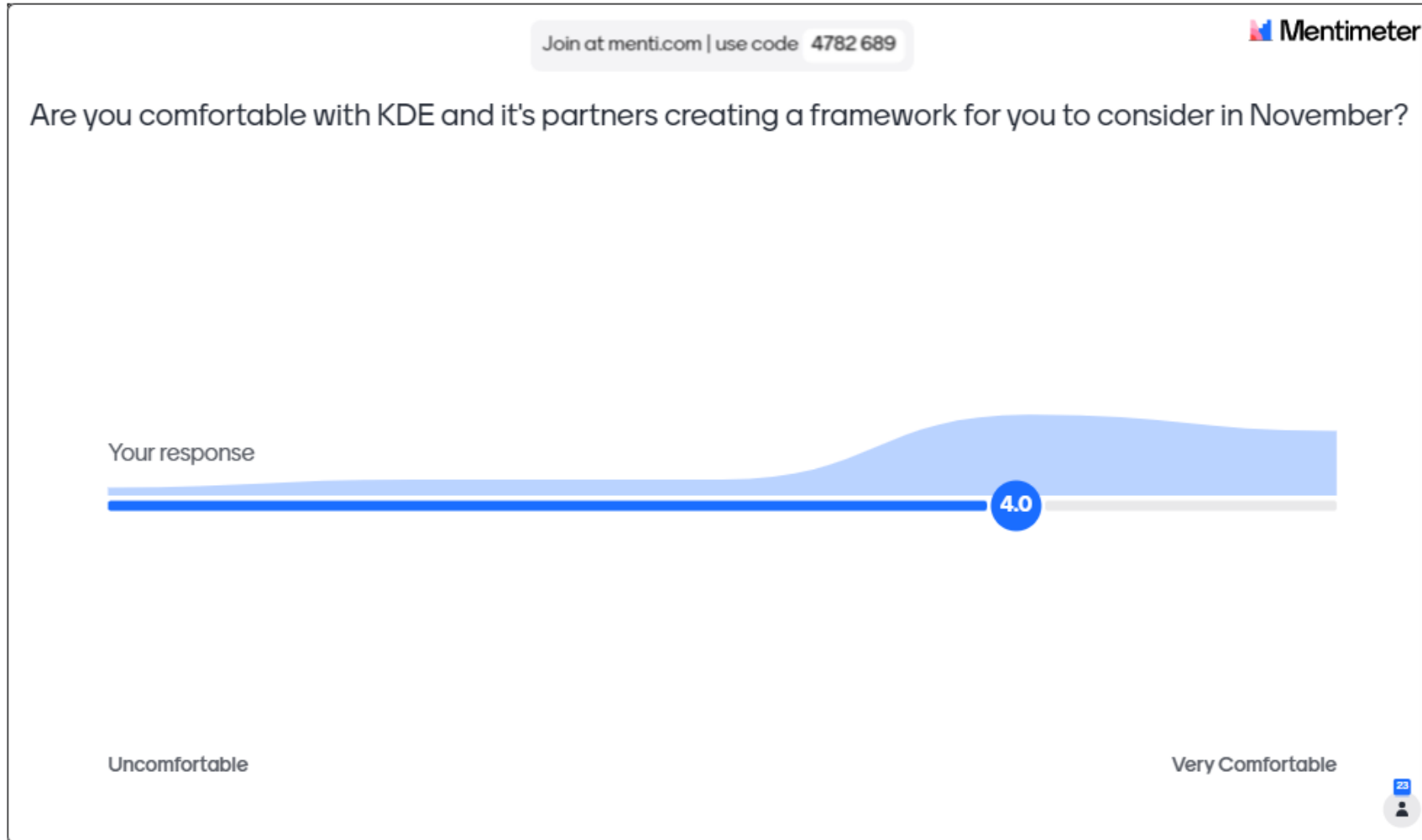
Mentimeter Results on Reporting (2)



Reflections and Adjournment

Jim Flynn, Council Vice Chair
Robbie Fletcher, Commissioner of Education
Karen Dodd, KDE

Mentimeter Results Overall



THANK YOU!

- Feedback sessions will be scheduled in November based on availability survey on the next slide.
- Homework: Please review the technical notes in the member drive.
- Susan S. will be sending out travel vouchers for approval in the next 2 weeks, so please be on the lookout.
- Please leave your name badge and table tent at your table.