



Kentucky
UNITED WE LEARN
C O U N C I L

Kentucky United We Learn Summer Convening

Monday, July 29

 Kentucky Department of
EDUCATION

WIFI Information:

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KETSHELP@education.ky.gov



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Welcome and Connection

Sharon Robinson, Kentucky Board of Education (KBE) Chair

 Kentucky Department of
EDUCATION



Opening Remarks

Robbie Fletcher, Commissioner of Education

Agenda Review

Karen Dodd, Kentucky Department of Education (KDE)
Penny Christian, Council Chair

Agenda - July 29 - Morning

Time	Activities	Lead
9:00	Welcome	Sharon Robinson, KBE Chair
9:10	Opening Remarks	Robbie Fletcher, Commissioner of Education
9:25	Agenda Review	Karen Dodd, KDE Penny Christian, Council Chair
9:30	New Assessment and Accountability System Prototype Options	Jennifer Stafford, KDE
11:15	Feedback on Prototype 2.0	Karen Dodd, KDE
11:45	Lunch and Learn	Remain in Training Room

Agenda - July 29 - Afternoon

Time	Activities	Lead
12:30	Policy Primer	Meredith Brewer, KDE Brian Perry, KDE Lillian Pace, Knowledgeworks
1:00	Discussing what we think about version 2.0 as we prepare for Study Phase	Robbie Fletcher, Commissioner of Education Gretchen Morgan, C!E
2:00	Next Steps for the Study Phase	Karen Dodd, KDE Susan Lyons, Lyons Assessment
2:10	Break and Transition to Workgroups	Robbie Fletcher, Commissioner of Education Jim Flynn, Council Vice Chair
2:20	Workgroups	Workgroup Facilitators
3:10	Break and Transition to Main Room	
3:20	Workgroup Share-out	Workgroup Spokespeople
3:45	Recommitment and Feedback Survey and Adjournment	Karen Dodd, KDE Penny Christian, Council Chair

New Assessment and Accountability System Prototype Options

Jennifer Stafford, KDE

Timeline of United We Learn

- Fall 2020
 - Kentucky Education Feedback Survey (Keep - Stop - Start)
- Spring 2021
 - Commissioner's Listening Tour
 - Kentucky Coalition for Advancing Education (KCAE)
- Fall 2021
 - Kentucky Education Summit
- Fall 2022
 - Competitive Grant for State Assessment (CGSA) Awarded
 - Kentucky United We Learn Council Kick-off
 - Standing Committees: Accelerating Innovation, Bold New Future and Vibrant Learning Experiences

Vision and Moonshot

The [Kentucky United We Learn Council](#) envisions new systems of assessment and accountability, first articulated in the [United We Learn report](#).

Vision

- Vibrant learning experiences for every student
- Encouraging innovation, especially around assessment
- Creating a bold new future for Kentucky's schools through collaboration with our communities

Moonshot

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

Kentucky United We Learn Council - Year 2

Composition

- ~55 members
- Leadership
 - Penny Christian, Chair
 - Jim Flynn, Vice Chair
 - Karen Dodd, KDE Lead

Structure

- 3 Committees
 - Accelerating Innovation
 - Bold New Future
 - Vibrant Learning Experiences
- 4 workgroups
 - District Support for Quality
 - Engaging and Communicating with Communities
 - Learning with Local Districts
 - Menu of Options

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

Goal:
Approved Reimagined
Accountability System

SUMMER 2026

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



Legislative Awareness

SUMMER 2024

SUMMER 2024

FALL 2024



Council Recommends
Accountability
Model to *KDE

FALL 2024

Council and
*KDE
Recommend
Model to **KBE

SPRING 2025

Engage
Interim
Education
Committee

SUMMER-
FALL 2025



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

Prototypes

Evolving subset of possibilities for discussion

Prototype 1: Accreditation-style Accountability

- The reimagined assessment and accountability systems will emphasize transparency by providing families and communities with information on a broad set of school quality domains through a locally-customizable data display.
- Accreditation-style evaluation where schools submit evidence to an external evaluator and receive ratings on rubrics with feedback for improvement.
- Inclusive collaborative process would be used to set goals and strategies for school improvement.
- Includes an ongoing collection and submission of evidence at regular intervals.
- A reduced and streamlined version of the federal accountability system remains to meet federal law.
- State school color labels would be eliminated and there would be only three levels of school ratings for federal accountability (i.e., Meets Requirements, Targeted Support and Improvement (TSI) / Additional Targeted Support and Improvement (ATSI), Comprehensive Support and Improvement (CSI)).

Academic Outcomes and Growth, + Portrait of a Learner (POL) Competencies	Vibrant Learning Experiences	Teaching and Leadership	School Culture and Student Well-being	Community Connections and Post-secondary Readiness	Locally Determined Criteria <i>(optional)</i>	Locally Determined Criteria <i>(optional)</i>	Locally Determined Criteria <i>(optional)</i>
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Individual Student Growth or Change

Option 1.1.A

- Replace the “Change” component in the current state and federal accountability system with individual student growth.
- Student growth would be determined from one year to the next.

Option 1.1.B

- “Change” remains in the state and federal accountability system.

State Assessment Options

Option 1.2.A

- Through-year model that captures student learning and growth in reading and math within the academic year
- Replace the locally-adopted interim assessments, ideally reducing local assessment costs and testing time.
- State assessment in science, social studies and writing would stay the same.

Option 1.2.B

- Pilot a competency-based approach and includes authentic demonstrations of knowledge and skills.
- Math, reading and science would include a combination of short-form standardized assessments and authentic performance tasks.
- Innovative assessment system would be piloted and refined in a subset of districts before scaling statewide.

Option 1.2.C

- Reduce the number of the assessments used to determine academic proficiency to meet the minimum federal requirements (i.e., reading, mathematics and science)
- Social studies and writing would be assessed using local assessments.
- The state assessments to meet federal requirements could use a single summative or through course approach as described in Option 1.2.A.

Prototype 2: Values Vibrant Learning Experiences

Option 2.1.A

The **federally approved Title 1 accountability system** will include a new menu of options indicator of “Vibrant Learning Experiences.”

The indicator will capture the percentage of students engaged in one or more of the following student-centered learning experiences:

- Student capstone projects
- Student-led conferences
- Service-based learning experiences
- Work-based learning experiences
- Student defenses of learning
- Personalized learning pathways (e.g., career connected learning, independent study, dual enrollment)
- Another locally-proposed, federally-approved option

Option 2.1.B

- Creating a new state accountability indicator that values “Vibrant Learning Experiences.”
- Schools submit evidence of vibrant learning experiences for their students. Evidence will be evaluated on a five-point rubric that is co-created by the state and inclusive group of education stakeholders.

No evidence submitted related to vibrant learning experiences	Developing evidence of vibrant learning experiences	Advancing evidence of vibrant learning experiences	Strong evidence of vibrant learning experiences	Exceptional evidence of vibrant learning experiences
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- The Vibrant Learning [Experiences](#) indicator reported alongside the other accountability indicators in the state report card.
- Schools that achieve a rating of 4 or 5 on the Vibrant Learning will move up one rating on the state color scale (i.e., Red → Orange, Orange → Yellow, Yellow → Green, Green → Blue).

Vibrant Learning Experiences (VLE)

"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.”

Other Considerations for Prototypes

- **Reporting** - Information from the reimagined state assessment and accountability systems will serve as the primary means of communicating about school quality to the public.
- **School Support and Improvement Efforts** – If changes impact federal accountability, information from new system will be used to identify schools for TSI/ATSI, CSI.
- **Fiscal Impact** - When legislative changes occur, they often have a fiscal impact. Changes within the prototypes - such as accreditation, collection of evidence and additional reporting - will impact human resources and implementation costs at the school, district and state level. Fiscal impact to legislative changes will need to be part of the ongoing discussions and advocacy.

Policy Considerations for Prototypes

Possible Federal Policy Implications	Possible State Policy Implications
<ul style="list-style-type: none">• KDE would need to seek approval from United States Department of Education (USED) on changes to the accountability system through amendments to Kentucky's Every Student Succeeds Act (ESSA) Consolidated State Plan.• KDE would need to submit changes to assessments to USED for feedback and approval through a Peer Review Process.	<ul style="list-style-type: none">• State statutory changes would need to be sought with Kentucky General Assembly.• Regulatory changes would be needed by the Kentucky Board of Education.• The Kentucky Department of Education would need to revise policies to align with changes.

Table Discussions

Protocol

- Overview (4-7 minutes)
- Pair-share Sensemaking (3 minutes)
- Q&A (5-8 minutes)
- Transition (2 minutes)

Reimagined Data Display

Presenter: Jon Alfuth, Knowledgeworks

Facilitator: Karen Dodd, KDE
Karen Perry, UKNextgen

Notetaker: Rob Collins, KDE

Accreditation Style Evaluation

Presenter: Susan Lyons, Lyons Assessment

Facilitator: Brian Perry, KDE
Doannie Tran, CIE

Notetaker: Kristal Doolin, KDE

VLE Indicators

Presenter: Laura Pinsonneault, CfA

Facilitator: Meredith Brewer, KDE
Sarah Snipes, KDE

Notetaker: Craig Schroeder, KDE

Assessment Options

Presenter: Lillian Pace, Knowledgeworks

Facilitator: Robbie Fletcher, KDE
Rhonda Sims, KDE
Andre Rupp, CfA

Notetaker: Alexa Hardin, KDE

Growth/Change

Presenter: Jennifer Stafford, KDE

Facilitator: Gretchen Morgan, CIE

Notetaker: Kalli Colley, KDE

Prototype 2.0 Feedback Sharing

Karen Dodd, KDE
Gretchen Morgan, C!E

Special Thanks!

Robbie Fletcher, Commissioner of Education
Karen Dodd, KDE



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Lunch and Learn

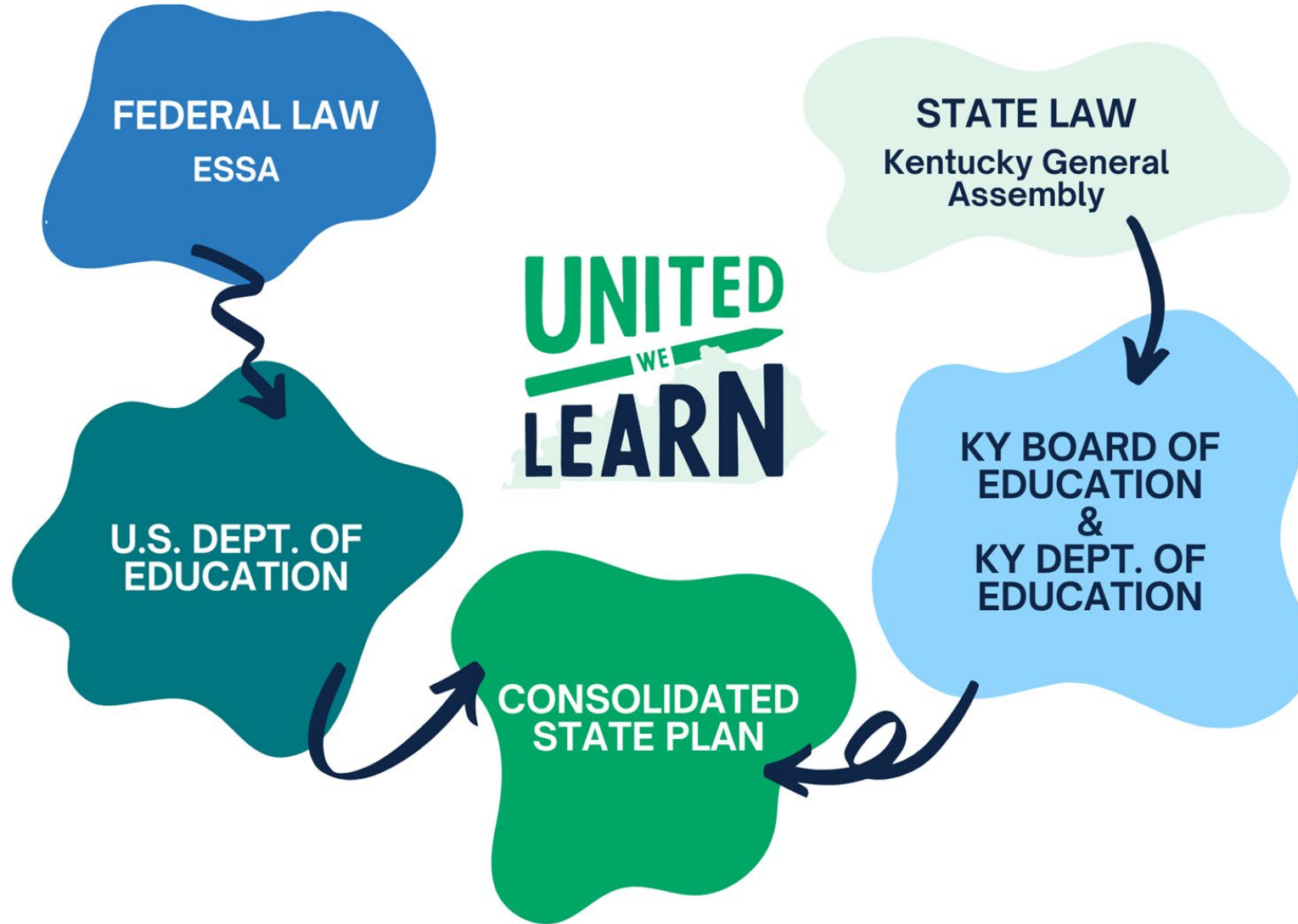
Remain in Training Room

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Policy Primer

Meredith Brewer, KDE
Brian Perry, KDE
Lillian Pace, Knowledgeworks

Policy Pathways for Assessment and Accountability



Discussion of Version 3.0 and Completion of Prototype Survey

Robbie Fletcher, Commissioner of Education
Gretchen Morgan, C!E

What do we think about Prototype Version 2.0? ... And What do we want to see in version 3.0?

One Round per Component

- Quick Survey (like it, like part of it, not meaningful, harmful)
- Discuss what we think and what we see on the screen in small groups
- Share out

Next Steps for the Study Phase of the Roadmap

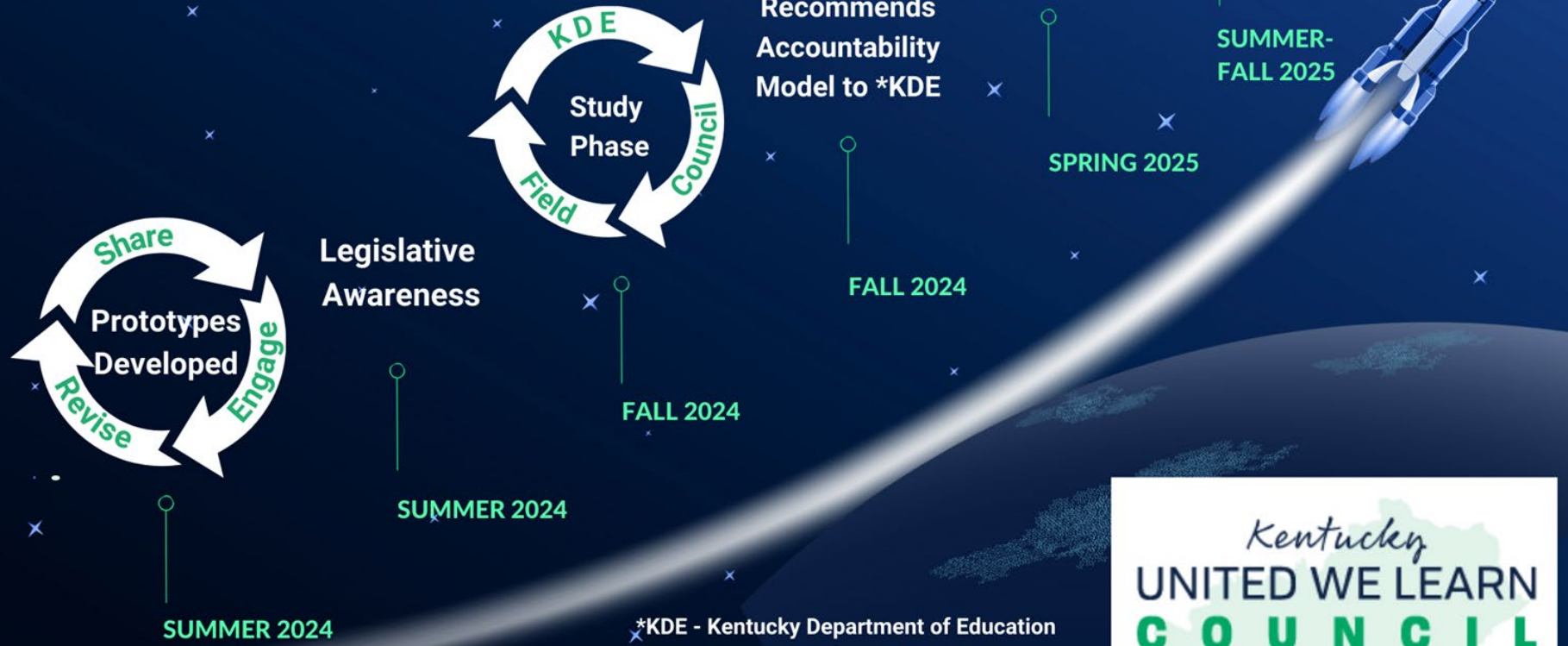
Karen Dodd, KDE
Susan Lyons, Lyons Assessment

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Break and Transition to Workgroups

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



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Transition To Main Room Break

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Workgroup Share out

Workgroup Spokespeople

Learning with Local Districts / Menu of Options

What are the driving questions for the study phase of your working group?

- What is the readiness of districts across the state to implement the ideas in the prototypes?
- What can we learn from the L3 districts and others about the work?
- What is the feedback from districts, communities, families, and school boards around the prototypes?

What is your work plan?

1. Meeting to develop a strategy for communicating about the prototypes
2. Refine Innovation Inventory to engage with districts and communities
3. Data & feedback collection

What will be your deliverable for October?

- Data from every county in the state to inform the Council's recommendations to KDE

Technical Quality

What are the driving questions for the study phase of your working group?

- What are we learning about what districts need to support their local assessment and accountability efforts that might inform the full KUWL effort?
- How can we help districts and the state build a system that is trustworthy, meaningful, and useful?

What is your work plan?

- Create a set of resources for districts to respond to
 - Common language
 - Technical resources
- Outreach to pre-service as well as in-service educators
- Focus on 2 parallel lines of inquiry:
 - Technical ability to assess
 - Make the case to a community

What will be your deliverable for October?

- Report of feedback from a range of stakeholders re:
 - their current and anticipated needs
 - response to created resources



Recommitment and Feedback Survey and Adjournment

Karen Dodd, KDE

Penny Christian, Council Chair



THANK YOU!

- Please leave your name badge and table tent at your table.
- Susan S. will be sending out travel vouchers for approval in the next two weeks, so please be on the lookout.

Fall Convening October 21 and 22!