

Kentucky United We Learn Summer Convening

Friday, June 20, 2025

Welcome/Logistics/Announcements

Karen Dodd,
Kentucky Department of Education (KDE)

WIFI Information:

Join the network that says “KDE”

Follow the prompts to create an account

Any issues email:

KETSHELP@education.ky.gov

Logistics

- Restrooms
- Member Packets
- Lunch from 3 Peas
- Snacks Provided by Center for Assessment

Thank you to our Partners



New Champions

- Tara Baugh
 - Pulaski County
- Jamie Bowlin
 - Grant/Owen County
- Susan Brashear
 - Whitley County
- Brandy Breeze
 - Rowan County
- Kim Creekmore
 - Whitley County
- Leann Fisher
 - Warren/Simpson County

- Christy Frazier
 - Whitley County
- Sarah Goodrich
 - Owen County
- Jamey Johnson
 - Bracken County
- Clayton King
 - Bracken County
- Aishwarya Lingampeta
 - Franklin County
- Laurel Martin
 - Fayette County
- Tara Martin
 - Warren/Barren County

- Steven Moses
 - Whitley County
- Brooke Stansbury
 - Knox County
- Brooke Stinson
 - Fayette County
- April Vater
 - Bracken County
- John Williamson
 - Madison County
- Nellie Wright
 - Carter County
- Chris Yelton
 - Campbell County

Kathleen “Penny” Christian

Council Chair 2024-25

Thank you!

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Jim Flynn

Council Chair 2025-26

Welcome!

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Brandy Howard

Council Vice Chair 2025-26

Welcome!

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Agenda Review

Jim Flynn, Council Chair

Agenda - June 20 - Morning

Time	Activities	Lead
9:15	Opening Remarks	Robbie Fletcher, Commissioner of Education
9:45	Model Framework 4.0	Jennifer Stafford, KDE
10:00	Video	Lillian Pace, Knowledgeworks Karen Perry, University of Kentucky (UK) NEXTGEN
10:20	Break	
10:30	Vibrant Learning Experiences	Sarah Snipes, KDE Robert Meacham, KDE
10:45	Regional Snapshots	Regional Innovation Specialists - Alexa Hardin, Kalli Colley, Kristal Doolin, Krystal Conway-Cunningham
11:00	Local Accountability Design Guide and Toolkit	Rob Collins, KDE Susan Dugle, UK NEXTGEN
11:30	Afternoon Breakout Information	Gretchen Morgan, Center for Innovation in Education (CIE)

Agenda - June 20 - Afternoon

Time	Activities	Lead
11:45	Lunch	
12:45	Break-out Groups	
2:15	Break and Transition to Training Room	
2:30	Share-out	Break-out Group Facilitators
3:00	Reflections and Next Steps	Robbie Fletcher, Commissioner of Education
4:00	Adjournment	Jim Flynn, Council Chair Karen Dodd, KDE

How to be a Champion!

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Opening Remarks

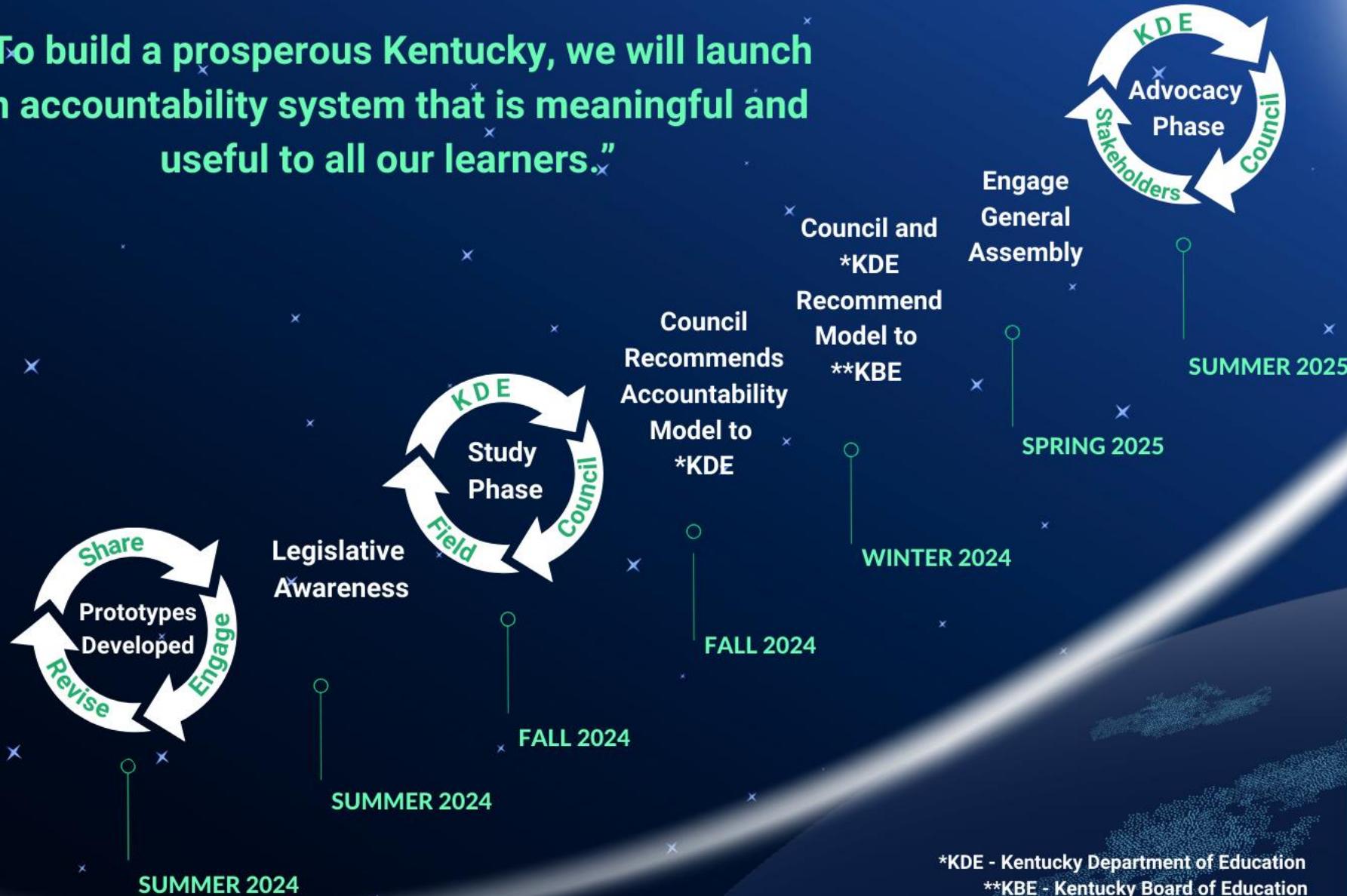
Robbie Fletcher, Commissioner of Education

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

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

Goal:
Approved Reimagined
Accountability System

SUMMER 2026



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Model Framework 4.0

Jennifer Stafford, KDE

Difference Between Framework 3.0 and 4.0

- Changed Federal Accountability to State Accountability Indicators - Meets Federal Requirements
- In the technical document, modified social studies and writing testing to “Districts are encouraged to develop and administer their own competency-based or other authentic local measures for social studies, or they may use the state-provided measures once per grade band (elementary, middle, high) at grades 5, 8 and 10.”



The Future of Assessment and Accountability in Kentucky

In Service to the Kentucky United We Learn Council's Moonshot:

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

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



The balanced accountability system will include components that reflect local priorities, areas of choice and components that are the same for all schools.

Flexibility in Administration and Inclusion

- Locally-Determined Indicators
- Interim Assessments
 - Reading
 - Math
- Science Off-Grade Testing

Required with Options

- Vibrant Learning Experiences
- Writing
- Social Studies



Scan or click for more details.



Meets Federal Requirements

- Summative Performance
 - Reading
 - 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.

Together, these components support a local Portrait of a Learner, drive continuous improvement, and foster personalized, student-centered experiences.

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.

Discussion of Framework 4.0

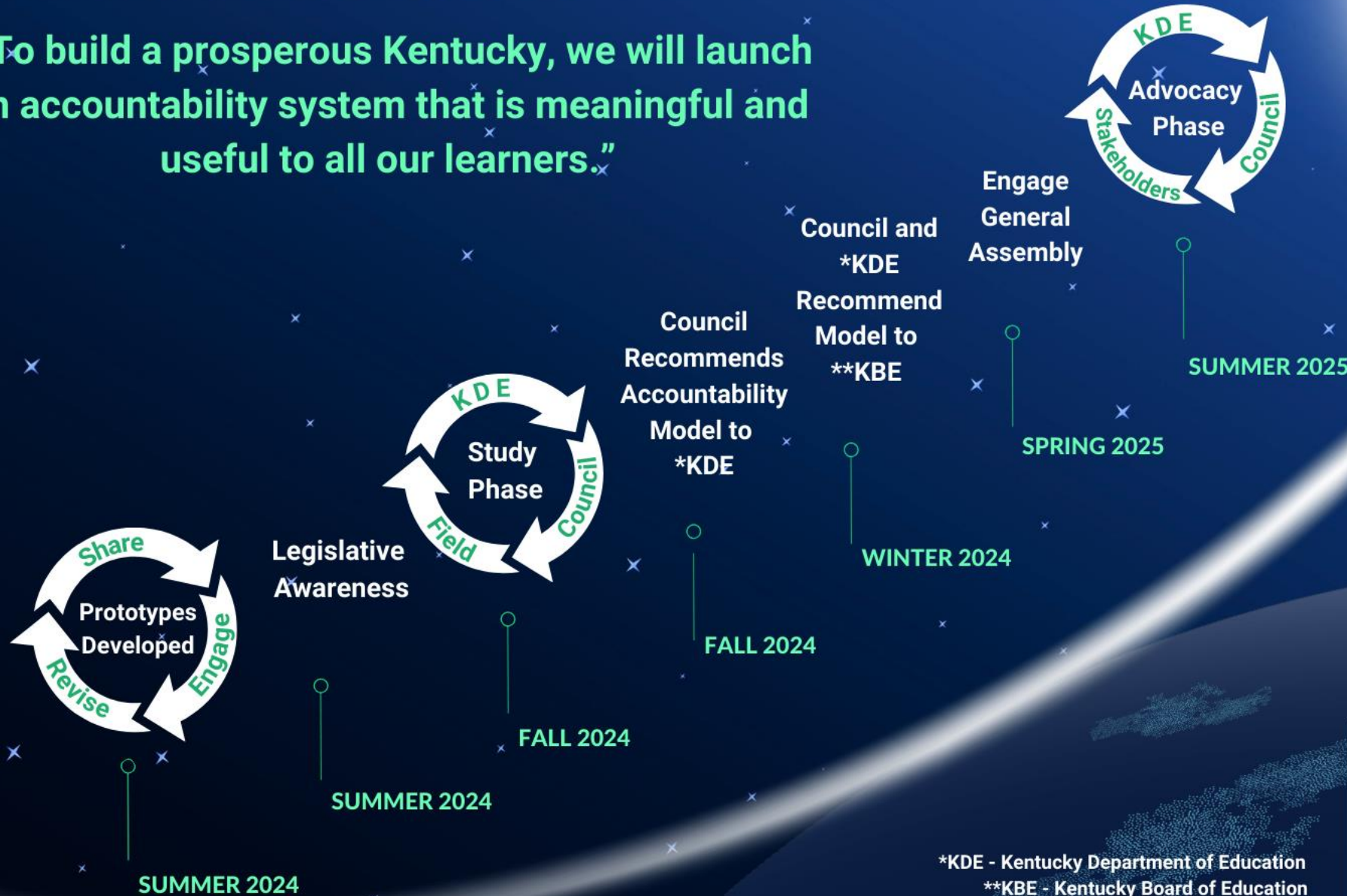
- School Curriculum Assessment and Accountability Council (SCAAC) – May 6
- Local Superintendents Advisory Council (LSAC) – May 27

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

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Goal:
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Video

Karen Perry, UK NextGen

Video Prompts

Capture your notes on the prompts below on sticky notes.



What makes you excited?



What resonates?



What do you want to know more about?



How might you use the video in your local community?

Vibrant Learning Experiences Across Kentucky

Sarah Snipes, KDE
Robert Meacham, KDE

“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**.

How are schools across Kentucky bringing the vision of vibrant learning to life?

Relevant, Authentic Learning in Action

Tates Creek High School (Fayette County)
Educator: Cathy Sammons

Student-driven Inquiry Aligned with Science Standards and Competencies:

- Community experts facilitated activities on waste management
- Students analyzed real environmental data and engaged in scientific practices such as evaluating evidence and designing solutions
- Developed critical thinking, ethical reasoning, and civic leadership

Real-World Impact:

- Students demonstrated mastery of science concepts through community solutions
 - Recycling plastic bags into park benches
 - Creating blogs to educate residents on proper recycling practices
 - Producing podcasts promoting sustainable transportation alternatives



Sagan Goodpaster from Live Green Lex joined Cathy Sammons' Tates Creek High School (Fayette) class to teach students about solid waste management and sustainable living.

Creating Joy Through Tabletop Role-Playing Games (TTRPGs)

Marnel C. Moorman Middle School (Shelby County)
Educator: Justin Gadd

Learning through Play and Storytelling:

- Uses Dungeons & Dragons (D&D) to create immersive, experiential learning aligned to Shelby County's Profile of a Graduate skills (responsible collaboration, effective communication, critical thinking, etc.)
 - An Oregon Trail campaign engages students deeply in westward expansion and Manifest Destiny through role-playing scenarios and collaborative decision-making

Student-Centered Experiences:

- Students develop teamwork, problem-solving, and strategic decision-making skills while using creative writing and math within historical contexts



The Dungeons and Dragons club at Shelby County Schools provides students with an opportunity for game-based learning, helping them develop many of the skills in Shelby County's Profile of a Graduate.

Families Connect Through Learning Exhibitions

Bardstown Elementary (Bardstown Independent)

Educator: Melissa Kyser

Showcasing Student Learning to Authentic Audiences:

- Students shared their learning and writing about a day in the life of an astronaut aboard the International Space Station (ISS)
- Students chose an artifact of their learning from the unit focused on understanding human impacts on Earth systems and outer space to share at the Exhibition Night

Real-World Community Connections:

- Parents and community members asked questions of students about their learning, prompted by their own curiosity and support materials provided by the school
- To prepare for the Exhibition Night, students and parents attended a stargazing event as part of a partnership with a local planetarium



Melissa Kyser and her students stargaze during an after school “Star Party” to observe the night sky and celestial bodies they were studying during the ISS unit.

Learning Rooted in Local Context

Rowan County Senior High School (Rowan County)

Educator: Lindsay Johnson

Meaningful Community Engagement:

- Students engaged in round-table discussions at Morehead University with diverse local leaders (county magistrates, city council members, university professionals, etc.)
- Explored ways to actively participate and contribute to their community, aligning with Rowan County's Portrait of a Learner competencies

Local History and Creative Expression:

- Students examined historical archives from a local historian, gaining insights into Morehead local heritage
- Transformed historical documents into original poetry with support from Morehead State University English students



Rowan County Senior High School students conduct round-table discussions with community members hosted on Morehead State University's campus.

Cultivating Curiosity with Hands-On Learning

Second Street School (Frankfort Independent)

Educator: Dana Newland

Hands-On Agricultural Learning with Integrated Curriculum:

- Students engage in growing lettuce, herbs, radishes and microgreens
- Activities include seed planting, compost exploration and aquaponics system maintenance
- Lessons align with Kentucky's science, math and reading standards
- Incorporates cooking, tasting local foods and gardening to enhance learning

Community and Nutritional Impact:

- Students collaborate with local farmers and cafeteria staff to introduce fresh produce into school meals
- Students participate in food preparation, such as baking with harvested butternut squash



FoodPrints Teacher Dana Newland helps students plant snow peas during a class with elementary students at Second Street School.

Applying Knowledge Through Authentic Products

South Marshall Middle School (Marshall County)

Educator: Kelly Locker

Student-Created and Published Book:

- "Out of the Rubble" captures firsthand and community stories of the 2021 tornado through fiction, poetry and informational writing
- Students presented the book to Gov. Beshear who invited them to share at the Capitol during the 2026 legislative session
 - Proceeds from book sales will fund the trip, reinforcing a civic learning experience rooted in authentic writing

Real-World Literacy Skills:

- Students engaged in the full writing and publishing process, from drafting and editing to cover design and marketing
- They learned to use research and writing to meet rigorous learning goals through relevant, real-world tasks that build confidence and purpose



Pre-order cover for "Out of the Rubble," a book written by 8th grade students at South Marshall Middle School reflecting on the tornadoes that impacted Kentucky in 2021

Regional Innovation Specialist (RIS) Updates

Implementation Supports and Impact Across Kentucky

Alexa Hardin, KDE

Kalli Colley, KDE

Kristal Doolin, KDE

Krystal Conway-Cunningham, KDE

Regional Innovation Specialists



KDE invested grant funding to provide district supports in implementing the Kentucky United We Learn Vision.

Four interconnected focus areas:

- **Portrait of a Learner (PoL)** - Defining what success looks like for every student in partnership with communities
- **Vibrant Learning Experiences (VLE)** - Transforming instruction to be meaningful and engaging for all students
- **Performance Assessment** - Empowering students to demonstrate deep learning through authentic tasks and evidence collection
- **Local Accountability** - Developing community-driven systems to measure and ensure district success and progress

Statewide Reach and Impact

Our RIS staff has engaged a significant number of stakeholders and districts across the state in the 2024–2025 school year.

- **Over 326,944 students** reached through Portrait of a Learner initiatives
- **Over 125,232 students** experiencing Vibrant Learning opportunities
- **Over 17,143 staff members** engaged in Portrait of a Learner development and implementation
- **Over 3,042 educators** supported in designing and implementing Vibrant Learning Experiences
- **Over 200 sessions** facilitated across all four focus areas, providing direct support and professional learning
- **Hundreds of schools and districts** supported in various stages of implementation across Kentucky

Portrait of a Learner (PoL) - Progress and Impact

Key Implementation Supports:

- Co-facilitating community design sessions with district leaders, families and stakeholders to gather input on core learner competencies
- Leading strategic planning sessions to define district goals and integrate the PoL as a central driver of change including local accountability
- Developing student-friendly language and visuals to embed PoL competencies into daily instruction
- Assisting leadership in refining existing Portraits and developing clear outcomes and indicators

Statewide Progress Snapshot (Current Stage Totals from RIS Reports):

- 71 districts currently in the Starting phase
- 64 districts currently in the Spreading phase
- 15 districts currently in the Sustaining phase

Impact Example



Launching Letcher County's Portrait of a Learner:

- Designed welcoming, inclusive Community Design Team meetings to support Letcher County's Portrait of a Learner launch
- Prioritized intentional planning: inviting environment, childcare and shared meals
- Engaged 50+ diverse stakeholders, including parents, educators and business leaders
- Fostered fellowship and meaningful dialogue around the core question:
 - "What do we want students to know, be able to do and be like?"
- Result: Strong community ownership and a Portrait of a Learner that reflects the heart of the district

Vibrant Learning Experiences (VLE) - Progress and Impact

Key Implementation Supports:

- Training leaders and educators on designing standards-aligned, meaningful and engaging learning experiences for all students
- Transforming traditional instruction into dynamic practices that strengthen Tier 1 instruction and foster deeper understanding of knowledge and skills
- Co-creating Project-Based Learning (PBL) modules and aligning VLEs with High-Quality Instructional Resources (HQIRs)
- Supporting planning for district-wide student defenses, exhibitions, and showcases of learning

Statewide Progress Snapshot (Current Stage Totals from RIS Reports):

- 49 districts currently in the Starting phase
- 42 districts currently in the Spreading phase
- 15 districts currently in the Sustaining phase

Impact Example 2



Fulton Independent School District:

- Moved beyond a "poster on the wall" to activate their Portrait of a Learner under new leadership with clear goals and next steps
- Delivered district-wide teacher training on designing vibrant learning experiences and transforming them into performance assessments
- Result:
 - Training "painted a clear picture of the district's future" and clarified the role of educators as they now report understanding the what, why and how of vibrant learning
 - Stage is set for classroom visits, feedback cycles and systems for exhibitions and defenses of learning

Performance Assessment - Progress and Impact

Key Implementation Supports:

- Building foundational understanding among teachers regarding the purpose and value of performance assessments
- Facilitating teacher work sessions to co-develop interdisciplinary performance tasks aligned to standards
- Providing calibration support and feedback to teachers piloting capstone performance tasks and Defenses of Learning
- Supporting systemic planning for Defenses of Learning (DoL) implementation and sustainability across schools

Statewide Progress Snapshot (Current Stage Totals from RIS Reports):

- 22 districts currently in the Starting phase
- 22 districts currently in the Spreading phase
- 10 districts currently in the Sustaining phase

Impact Example 3

Danville Independent Schools (DIS):

- Performance Assessment is a key objective of revised 24-29 Strategic Plan.
- Using community developed PoL proficiency scales teachers are preparing to use these scales in common assessments.
- Strategically creating opportunities for students to showcase their learning from K-12.
- Utilizing Full Service Community Schools, DIS is taking their showcases into the community at the Public Library and other community centers.
- Results: DIS opened their showcases to the Regional Innovation Specialist team. Districts from Central Kentucky/Southeastern Kentucky visited the K-2 showcases and left with a plan to implement similar systems.

Local Accountability - Progress and Impact

Key Implementation Supports:

- Leading professional learning sessions for district leaders focused on the purpose and potential of local accountability systems
- Engaging leaders in conversations about meaningful and manageable implementation approaches unique to their contexts
- Framing local accountability as the overarching goal, helping leaders connect all aspects of the Portrait of a Learner and Vibrant Learning work
- Organizing learning visits to districts that have successfully implemented local accountability elements to provide tangible examples

Statewide Progress Snapshot (Current Stage Totals from RIS Reports):

- 13 districts currently in the Starting phase
- 6 districts currently in the Spreading phase
- 4 districts currently in the Sustaining phase

Impact Example 4



Shelby County Schools

- In partnership with the Kentucky Innovative Learning Network (ILN) and Local Laboratories of Learning (L3) Community of Practice, supported district site visit and consultancy protocol to provide feedback on local accountability dashboard
- Result: Membership in the network and community of practice increased; district teams requested community of practice shift to on-site learning for 2025-2026; Shelby County leaders received meaningful feedback that is now reflected in their public-facing dashboard

The Power of Collaborative, Shared Learning

What They've Shared:

- **Portrait of a Learner (PoL):** Design and roll-out, including strategies for sustaining and communicating the PoL after year one
- **Vibrant Learning Experiences:** Observed classrooms where the PoL drives inquiry-rich, student-centered lessons - then reflected on how to replicate that culture locally
- **Student Defenses of Learning:** Studied integration of defenses into PoL work, explored a full K-12 defense cycle within a local accountability dashboard; shared scheduling, rubrics, and staff roles during live defense days in 5th, 8th and 12th grades
- **Student-Led Conferences:** Witnessed model in action, focusing on student ownership of progress reporting
- **Local Accountability in Action:** Reviewed community-facing metrics and discussed how to align defense evidence with district dashboards
- **Family & Community Voice:** Dove into a district outreach playbook - events, language and media that translate PoL from poster to practice



A core strategy of RIS support is connecting districts for peer-to-peer learning. Districts have opened their doors so peers can see, feel and question systems transformation in real classrooms. These collaborations foster reflection, refinement of systems, and demonstrate that impactful work is both possible and powerful within varied contexts.

Looking Ahead: Sustaining Momentum and Deepening Impact



- **Continued Focus on Foundational Work:** Supporting more districts in establishing robust Portraits of a Learner and embedding Vibrant Learning Experiences
- **Expanding Performance Assessment Systems:** Moving districts toward more comprehensive performance task design and collection of student evidence
- **Charting Pathways to Local Accountability:** Guiding districts to define success and develop meaningful local accountability systems that reflect community values
- **Cultivating a Culture of Growth and Continuous Improvement:** Empowering districts to embrace innovation, promote student agency and ensure high standards for all learners

Local Accountability Design Guide and Toolkit

Rob Collins, KDE

Brandy Howard, Bullitt County

Susan Dugle, UK NextGen

Design Guide and Toolkit

Purpose and Audience:

Help district school leaders and community partners build localized assessment and accountability systems.

Why It Matters:

Well-designed local systems lead to vibrant student learning, stronger community engagement, and clear, actionable data for continuous improvement.

What's Inside:

- Working definition of local accountability
- Design and technical-quality essentials
- Theory of change + aspirational outcomes
- Phase-by-phase action steps and strategies
- Kentucky district spotlights + deep-dive case-studies
- Toolkit of templates and resources for launching, spreading and sustaining



Explore Action 4:

Define Success for the Local School District

This section illustrates how districts can design locally driven review processes that build trust and drive continuous improvement.

As you explore, consider:

What design choices stand out in how the content is structured or scaffolded?

How do the examples and district callouts deepen understanding or offer entry points?

Which tools or frameworks might be most useful in your context?

What questions might need to be answered or what needs would a district/school leader have in order to implement this action?

Your task:

- Read through Action 4 and the Bullitt County case study (alone or with a partner)
- Jot down key takeaways, questions, or connections to your local work or the council's efforts
- Be ready to share one to two insights or suggestions with your table group

District Leader Reflection

Brandy Howard, Bullitt County Chief Academic Officer

From Your Perspective...

How usable is this resource in your current role?

In what ways could you see it being used in your district?

How might this guide advance or strengthen your local work?

Next Steps in Development:

Our team continues to refine this resource and curate district resources for the toolkit.

We anticipate a full release at the start of the school year to supplement continued district supports provided by our partners and KDE staff; sharing at multiple convenings in the fall like the Continuous Improvement Summit.

Encourage Kentucky United We Learn Council members to use the guide to increase their own understanding about local accountability and learn more about specific district examples.

Afternoon Breakouts

Gretchen Morgan, C!E

Becoming Champions *(in each breakout)*

Goals: Identify our hopes for key components of the framework and make a plan to champion that component

1. What about this component that gives us hope for the moonshot?
What will need to be attended to as we design and implement this component to ensure we get there?
2. Who needs to hear about this component?
3. How can we communicate with them about the promise and potential of this component?
4. What role can I play?

Writing and Social Studies Flexibility

NEW: Districts may replace state tests in 5, 8, 10 with quality local measures

What about this component gives us hope for the moonshot? What will need to be attended to as we design and implement this component to ensure that this effort improves experiences and outcomes for all of Kentucky's children?

- How does this need to be similar to or different from what has been done in the past in these areas?
- What value could locally developed assessments in these areas provide to individual students? To parents, to educators or to local business leaders?
- How might these locally developed assessments get us closer to the moonshot?
- Do you feel/have you heard of any barriers and how might we address them?

Writing and Social Studies Flexibility (2)

- Who needs to hear about this component?
- How can we communicate with them about the promise and potential of this component?
- What role can I play?

Vibrant Learning Experiences

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.

What about this component gives us hope for the moonshot? What will need to be attended to as we design and implement this component to ensure that this effort improves experiences and outcomes for all of Kentucky's children?

- How would a broad array of Vibrant Learning Experience measures at the local level help us reach the moonshot?
- What value could Vibrant Learning Experiences provide to individual students? To parents, to educators, or to local business leaders?
- Do you feel/have you heard of any barriers and how might we address them?

Vibrant Learning Experiences (2)

- Who needs to hear about this component?
- How can we communicate with them about the promise and potential of this component?
- What role can I play?

Optional Assessments

NEW: Optional interim assessments in math and reading and an optional summative assessment in science.

What about this component gives us hope for the moonshot? What will need to be attended to as we design and implement this component to ensure that this effort improves experiences and outcomes for all of Kentucky's children?

- If you have experienced interim assessments, how have they helped students, educators, and family members understand student learning? How might these interim assessments get us closer to the moonshot?
- How might a state interim assessment system be an improvement?
- What value could interim assessments provide to individual students? To parents, to educators or to local business leaders?
- Do you feel/have you heard of any barriers and how might we address them?

Optional Assessments (2)

- Who needs to hear about this component?
- How can we communicate with them about the promise and potential of this component?
- What role can I play?

Local Accountability

NEW: Collaboration with Communities

What about this component gives us hope for the moonshot? What will need to be attended to as we design and implement this component to ensure that this effort improves experiences and outcomes for all of Kentucky's children?

- How might local accountability measures expand relationships and trust between schools and their communities?
- What value could locally developed accountability provide to individual students? To parents, to educators or to local business leaders?
- What kind of support is necessary to get local businesses involved in the accountability to improve the quality and to help us get closer to the moonshot?
- How do you engage the community into co-creating the Local Accountability System?
- Do you feel/have you heard of any barriers and how might we address them?

Local Accountability (2)

- Who needs to hear about this component?
- How can we communicate with them about the promise and potential of this component?
- What role can I play?



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Shareout

Writing and Social Studies Flexibility – Share-out

Key points from our discussion	Ideas for Championing the Work
Sense of cautious excitement and hope that social studies teachers will have the freedom to implement project-based learning and performance events without the specter of the state test.	For employers: These kinds of assessments can encourage the development of employability skills (e.g., independent initiative, communications skills, collaboration, confidence, and resilience).
How do we ensure that this change does not devalue social studies and writing and limit student opportunities to learn?	For parents: Ask them about the competencies they care about for their kids as an entry point to the conversation.
The idea of developing an assessment locally may be overwhelming to districts. Clear guidelines and parameters will support districts in feeling more comfortable with innovative. Is there local flexibility in the grades in which the local assessment would be administered and reported?	For students: These experiences are more engaging and relevant for them and can be tailored to their interests. For all stakeholders, focusing on student experience and impact on students will be important.
What lessons can we learn from the writing portfolios to ensure these changes feel authentic and don't become compliance oriented?	For principals: Principals need to feel empowered to support teachers in this process and understand how their evaluation practices will need to adapt to these changes.
Will the state consider redesigning the state assessment option, so it is more reflective of a vibrant learning approach to assessment such as including performance tasks and student choice?	Universities and higher education: leadership and teacher education programs need to adapt to these changes. A leadership development investment may be necessary to support these changes.

Vibrant Learning Experiences - Share-out

Key points from our discussion	Ideas for Championing the Work
Vibrant learning focuses on inclusivity and can be done through small shifts. It also allows students to find their niche.	We need consistent messaging around addressing barriers
We need to include post-secondary in this conversation, so teachers graduate prepared and ready to take on this work.	Marketing plan and to share early successes
“What we measure is what we value.” This idea of locally developed VLEs and bringing in all stakeholders, you are designing a piece of your local accountability system. We are giving our local community power and voice.	Seeing is believing!- We must make our stories public
We need consistency and feedback on quality and the vision of VLEs.	Share this morning’s video with all stakeholders
Teachers need time- time to plan, create, co-create interdisciplinary learning experiences. Changing mindsets are also going to take time. Vibrant learning is much more work on the adults on the front end but during the learning, adults are facilitating.	Make community connections in their own language- not just English and not just translating

Optional Assessments – Share-out

Key points from our discussion	Ideas for Championing the Work
Interim to moonshot - allows teachers to see entry points of proficiency; more broadly, current reports are rather informative; intervention suggestions (reducing instructional decision-making burden)	KDE can support PD efforts around data literacy and appropriate usage/action and resources; Shift the conversation strategy from “the why” to “the how” Be transparent about the “ifs” and “buts”.
Improvements - meaningfully design in alignment with KY standards; adaptivity reduce testing time/burden; grade level equivalency provides (additional) interpretability; If well-designed, would provide a more fluid, integrated, and Kentucky Summative Assessment aligned solution; Same platform for all tests.	If state interims cannot be made available for free, make them available for purchase; K1/K2 space and transitions to 3+ needs to be carefully considered to ensure coherence in experience and systems; Request For Proposal will need to be reflective of needs/desires of key users/stakeholders
Interim value - timely, actionable information; adaptive to student proficiency levels; multiple waves of information; same platform; strong emphasis on supporting learning that needs to be retained; necessary for Mult-tiered system of supports and progress monitoring; offers user-friendly/targeted resources.	Navigate the balance between a powerful vision and needing to maintain current practices to keep processes going while innovating; Create common talking points; KDE can initiation conversation with districts who have council members; underscore the importance of momentum and keeping it going for the broader moonshot goals.
Barriers -Extensive coverage of grades for grade-level expectations requires comprehensive (and possibly expansive) systems (like current vendor systems); People may be resistant to change; misunderstandings between design alignments and targeted, appropriate use of scores; some outputs are not intelligible to certain audience -rich resources are needed	More teachers and Boards of Education need to hear the message. We need to provide more implementation details; Remind districts that KDE has Division of Innovation resources to support them; Hesitation to advocate without more information from KDE; uncertainty of the ask for advocacy of interim; connect KY efforts to efforts in other states

Local Accountability – Share-out

Key points from our discussion	Ideas for Championing the Work
	Outreach is ongoing work, not one-and-done
Educator capacity and resources: Invest in capacity of <ul style="list-style-type: none">teachers to design and assess innovative learning experiencesleaders to build coherent systems for sustainability	See It in Action: Get teachers and leaders out across Kentucky to see Vibrant Learning Experiences (VLE) in action
Reporting: identify with the community which metrics matter: <ul style="list-style-type: none">interim and summative assessments aligned with post-secondary outcomes,employability skills, etc.	Keep Co-creation front and center at state AND local levels in order to build trust
Trust and Reciprocity through Partnerships: Transparency and co-creation with communities and families is essential to sharing in sustainability and success	Articulate: value proposition for each stakeholder group <ul style="list-style-type: none">Student- what VLE means?Parent- what this means for student successEducator- assessment data that mattersEmployer- what new outcomes will mean for
Incentives for businesses: address policy/legal barriers for business engagement in learning experiences	Pipeline: Focus on pre-service teachers

Reflections and Next Steps

Robbie Fletcher, Commissioner of Education

High School Transformation

- [Link to the National Association of State Boards of Education \(NASBE\) webpage and the video - High School Transformation State Network Convening](#)



Thank you and Adjournment

Jim Flynn, Council Chair

Karen Dodd, KDE

