# Kentucky United We Learn 2026 Winter Convening

## Friday, Jan. 23, 2026

# WIFI Information:

Join the network that says "KDE"

Follow the prompts to create an account

Any issues email:
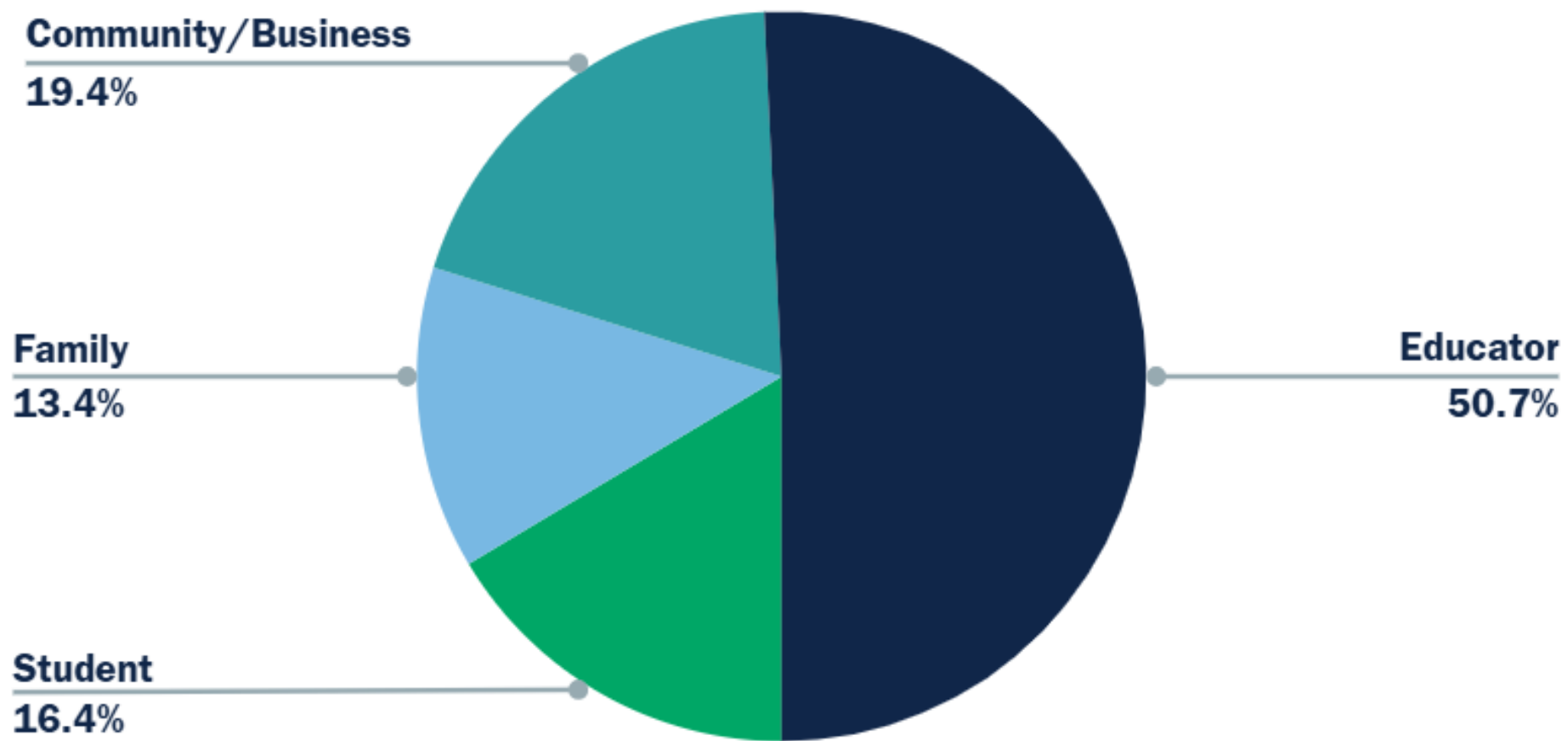KETSHELP@education.ky.gov

# Welcome to Our Newest Members!

- **Paul Bruner**
  - Student - McCreary Central High School

- **Hayden Byrd**
  - Student - Lincoln County High School

- **Terry Davidson**
  - Student - Hazard High School

- **Crystal Fox**
  - Mayfield Enrichment Center Inc.

- **Emanuel Garcia Fuentes**
  - Student - Seneca High School

- **Jason Griffith**
  - URLPDQ, LLC.

- **Malleshwar Jayaraman Suresh**
  - Student - The Gatton Academy

- **Alex Lamb**
  - University Subject Matter Expert - Workforce Innovation Educator

- **Alix/Seth Langford**
  - Student - J. Graham Brown School - Student Advisory Council

- **Isaiah Mcatee**
  - Sullivan University, Regional Chef Representative

- **Robby Morton**
  - Madison County Schools

- **Kasan Peters**
  - Student - Glasgow High School

- **Mason Plottner**
  - Student - Martha Layne Collins High School

- **Natalia Puron Sintes**
  - Student - Seneca High School

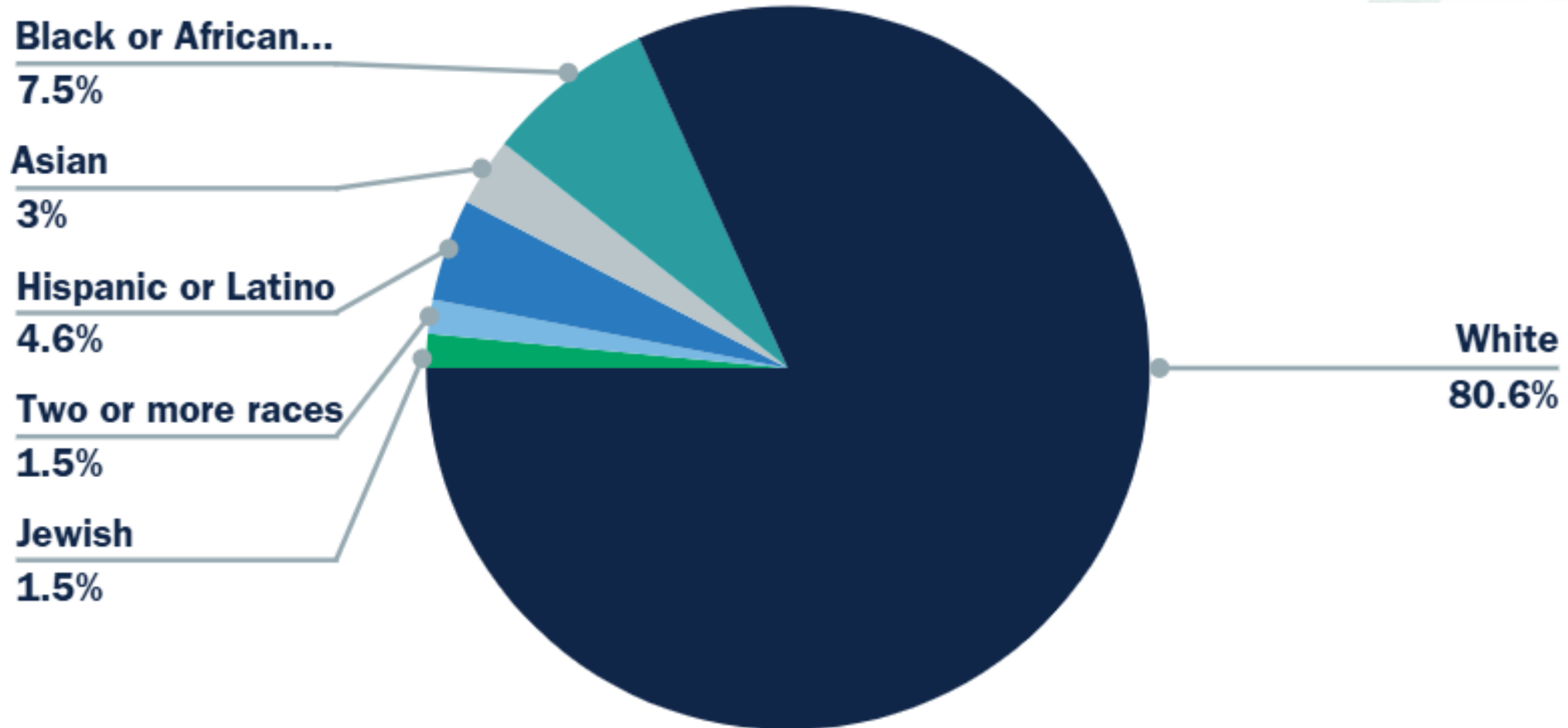- **Dan Yeager**
  - Parent - Dixie Heights High School

# Make-up of the Council by Stakeholder Group

67 Members



Community/Business 19.4%
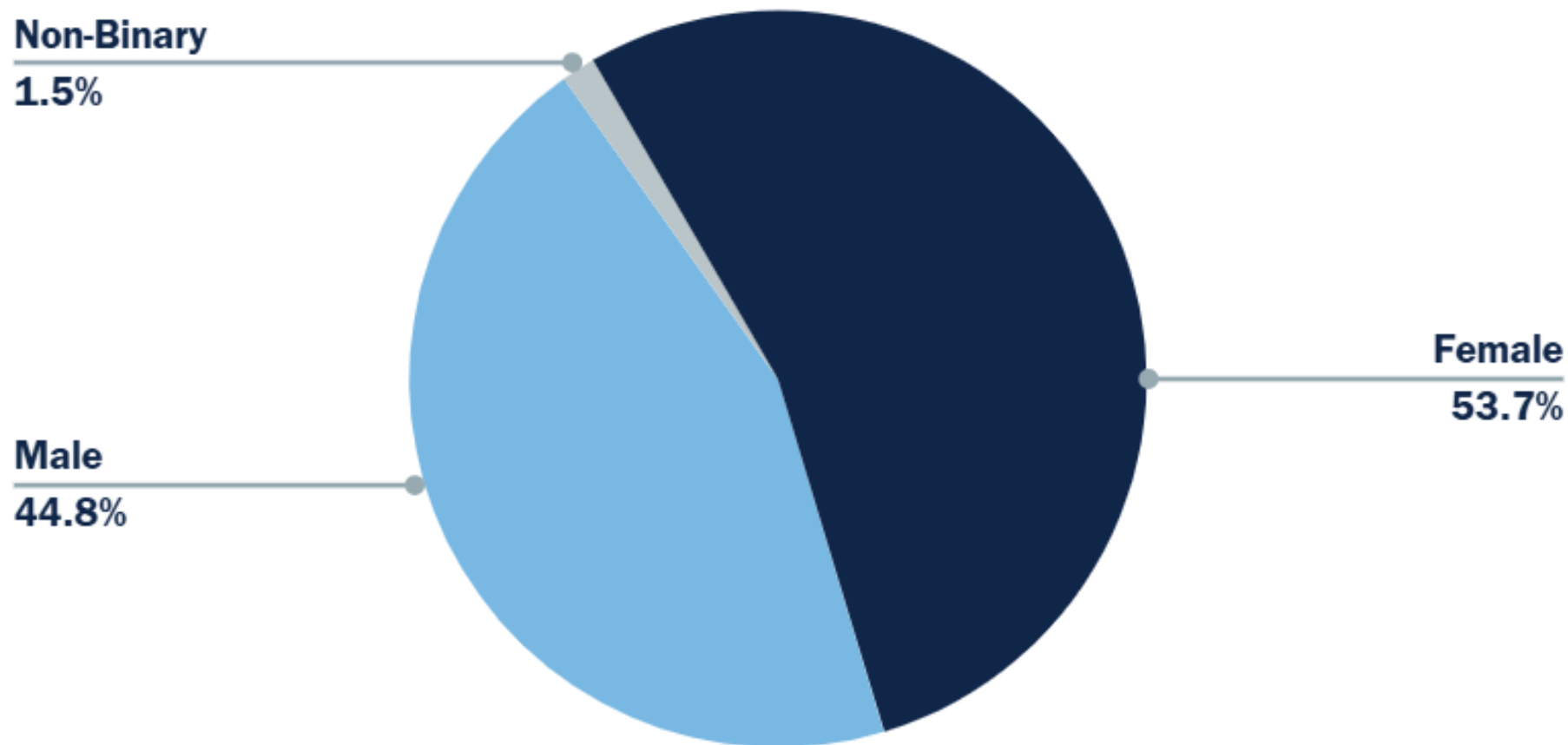
Family 13.4%

Educator 50.7%

Student 16.4%

# Demographics of the Council by Race



Black or African... 7.5%

Asian 3%

Hispanic or Latino 4.6%

Two or more races 1.5%

Jewish 1.5%

White 80.6%

# Demographics of the Council by Gender

# Geographic Representation

⭐ New Members

💙 Current Members
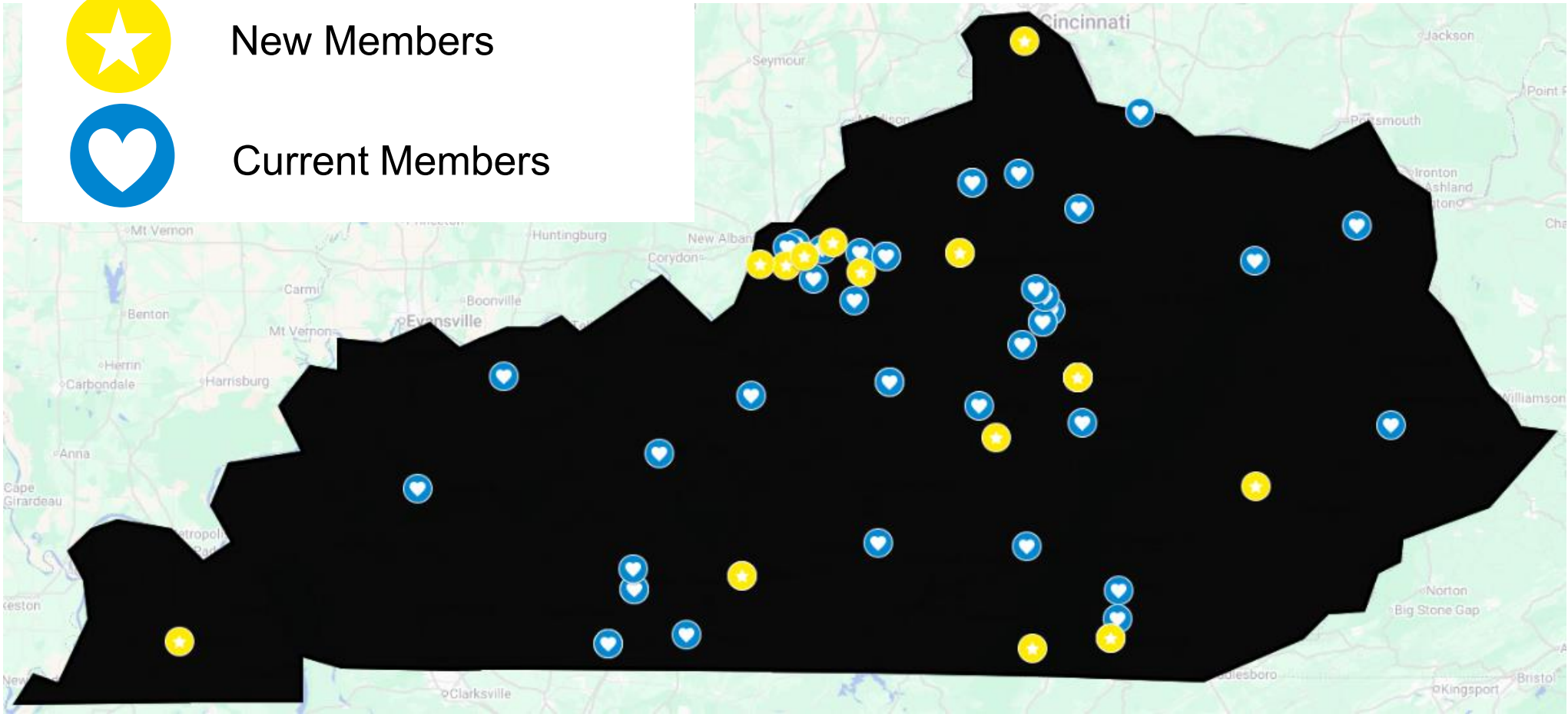
| Counties Represented A-H | Counties Represented J-W |
|---|---|
| Adair | Jefferson |
| Allen | Jessamine |
| Barren | Kenton |
| Boyle | Lincoln |
| Bracken | Madison |
| Carter | McCreary |
| Daviess | Owen |
| Fayette | Perry |
| Floyd | Pulaski |
| Franklin | Rowan |
| Grant | Shelby |
| Graves | Simpson |
| Grayson | Spencer |
| Hardin | Warren |
| Harrison | Washington |
| Hopkins | Whitley |

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E D U C A T I O N

# Member Volunteer Request

Office of Educator Licensure and Effectiveness –
Kentucky United We Learn (KUWL) Council Representative on
EPSB-KBE Research Practice Collaborative Committee

**Research Question #3:** How does creating and experiencing vibrant learning environments—especially in literacy and numeracy—impact educator satisfaction and support their long-term retention in the profession?

- If you are interested email **Karen Dodd.**

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# Objectives and Agenda Review

Jim Flynn, Council Chair,
Kentucky Association of School Superintendents

# Agenda – Jan. 23 - Morning

| Time | Activities | Lead |
|------|-----------|------|
| 8:50 | Ice Breaker Activity | Brandy Howard, Council Vice Chair |
| 9:10 | Opening Remarks | Robbie Fletcher, Commissioner of Education |
| 9:55 | 15 Minute Break | |
| 10:10 | Local Accountability Design Guide & Toolkit | Alexa Hardin, KDE |
| 10:35 | Bridging Reimagining Assessment and Accountability to High School Transformation | Lillian Pace, KnowledgeWorks; Representatives from the Student Voice Team, Allen County, STEAM and Hazard Independent High School |
| 11:20 | Assessment and Accountability through High School Transformation | Lu Young, Kentucky Board of Education Vice Chair |
| 11:50 | Lunch – Year 3 Celebration | |

# Agenda – Jan. 23 - Afternoon

| Time | Activities | Lead |
|------|-----------|------|
| 12:45 | **Transition to Training Room** | |
| | Presentation – Ignite Institute | Jerome Gels, Principal |
| | Discussion Panel | Karen Perry, UK Center for Next Generation Leadership |
| | **Break** | |
| | Work Session | Susan Dugle, UK Center for Next Generation Leadership |
| | Reflections and Next Steps | Jim Flynn, Council Chair<br>Brandy Howard, Council Vice Chair |
| 3:55 | Survey, Logistics and Adjournment | Karen Dodd, KDE |

# Ice Breaker Activity

Brandy Howard, Council Vice Chair,
Bullitt County Schools

# Community Building: Roles, Perspectives and Shared Work

- Build connection across roles and experience

- Welcome new voices into ongoing work

- Align how we show up together today

# How this will work

You'll move around the room in groups of 3–4 people

Each group includes:
- At least one new member
- At least two different roles

# Small Group Conversation

1. From the perspective of your role, what does success look like for this council?

2. What is one thing this council does well — or could do better — to make space for diverse perspectives across roles?

# Small Group Conversation continued

3. What responsibility do you personally carry, based on your role, to strengthen trust and collaboration in this group?

4. What question are you holding as we begin today's work?

# Table Calibration

Based on what you heard in your small group, what's one norm or intention you want to carry into today's conversations at this table?

# United We Learn Report - A Community-Driven System

**What if...**

Students could participate in programs and experiences that were collaboratively designed and supported by their communities to ensure that all students mastered what was needed for success after they graduate. These experiences can be recognized through Kentucky's existing performance-based credit option and align with the statutorily-required workplace ethics program.

## How might the Kentucky United We Learn Reimagined System of Assessment and Accountability make this possible?

Maintains a statewide accountability framework that blends state and local systems to give communities greater freedom to define what attributes are necessary for success after graduation.

By grounding accountability in a community-wide visioning process, the framework encourages state and local education networks and systems to collaborate in support of student success.

## What would this change mean for Kentucky communities?

When communities co-create the vision for the future of education, high school transformation becomes a shared investment. High schools become community anchors, building trust and investment. This ensures deep partnership and shared responsibility. Student learning experiences are meaningful and connected to community hopes and needs and can allow students to progress at a pace that makes sense for them when grounded in performance-based credits.

**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

**Local Accountability Indicators**

**State Accountability Indicators**

**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.*

**Scan or click for more details.**

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

# Current Bill Draft for STATE ACCOUNTABILITY

There will be less time on state testing

- State indicators will continue to include **math, reading, science and social studies** and will **not** include an **adaptive test**
- On-demand writing and editing mechanics will **not** be included in **state assessments**
- **KDE** will provide all school districts with guidelines and professional learning to support **effective, standards-aligned writing programs across all content areas.**
- Each school **must** adopt and publish a writing program policy that promotes subject-specific writing and offers students various opportunities to develop complex communication skills using diverse tools and resources.

"Change" is replaced by "student growth."

- In the current accountability system, schools are evaluated by the change in accountability indicators from year to year.
- In the new system, schools will be evaluated by the academic progress each individual student makes over the course of a year in reading and mathematics.

# Current Bill Draft for LOCAL INDICATORS OF QUALITY

Local measures of quality encourage more collaboration between school districts and their communities.

- School districts will be encouraged to create their own **local indicators of quality** – formerly called **local accountability.**
- Local measures of quality must include:
  - **Vibrant learning experiences** for students.
  - **Local measures of performance** identified by community members.
  - A method of **displaying data** that includes breaking down data by demographic groups.
- Establishing local measures of quality remains optional until **more than 60% of districts** (or 103 districts currently) have established their own measures. Once that level is reached, it will become **mandatory** for all districts.
- The bill includes a financial incentive of **$10,000 per district** with $3 added per student to help districts develop and maintain local measures of quality in collaboration with local community members.
- Local measures of quality **will not be used** in federal Comprehensive Support and Improvement (CSI) calculations

# Other Changes

- The **school climate and safety survey** would remain as an option for districts to include in **local measures of quality,** but the survey will **not** be included in the **state accountability model.**

- **Chronic absenteeism** would replace the school climate and safety survey in the **state accountability model.**

# Break

# Local Accountability Design Guide and Toolkit

Alexa Hardin
Regional Innovation Specialist
North/East Kentucky

Division of Innovation
Office of Continuous Improvement and Support

Kentucky Department of
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# United We Learn Report - Vibrant Learning Experiences

## What if...

Every student could create and guide their own learning through high-quality learning experiences rooted in their interests and culture, supported by the community and brought to life through real-world opportunities like internships and apprenticeships that are aligned to Kentucky Academic Standards.

## How might the Kentucky United We Learn Reimagined System of Assessment and Accountability make this possible?

Requires local accountability systems to include a "vibrant learning" indicator to capture meaningful student experiences taking place as a part of a high-quality local curriculum. These may include opportunities such as capstones, project-based learning, service learning, and other personalized pathways. This incentivizes schools to promote deeper learning and to design experiences that go beyond traditional coursework in high school.

## What would this change mean for Kentucky communities?

High school should ignite curiosity and open doors so students can explore potential futures. When students engage in relevant and meaningful learning experiences grounded in community needs, high schools help cultivate the creative contributors, productive collaborators, and critical thinkers that Kentucky's communities need to thrive.

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# Driving Question:

How might this guide help us tell a more complete story of our students' success beyond test scores and ensure that story is owned by our schools and communities?

→ Which part of this toolkit feels like it could most directly support your work with teachers, students and families?

# Context and Purpose

Kentucky's United We Learn vision calls for a more meaningful accountability system.

The **Local Accountability Design Guide and Toolkit** supports districts in designing systems that:

- Elevate *student agency* and *vibrant learning experiences*
- Reflect *community values and priorities*
- Measure *student success* more holistically

**Goal:** provide districts with practical supports to design credible, transparent, and community-driven systems.

# Why It's Valuable to Districts

Local Accountability strengthens trust between schools and communities.

This guidance provides structure and flexibility - districts can tailor measures while aligning with Kentucky's shared vision.

Helps identify what matters most:

- Vibrant learning experiences anchored in rigorous academic content knowledge and durable life skills
- Local priorities

Supports districts in preparing for a **reimagined future of assessment and accountability.**



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# What's Inside the Design Guide



**Framework and Principles:** foundations for local accountability

**Step-by-Step Process:** from community engagement to indicator selection to pilot testing

**Tools and Templates:** rubrics, planning sheets, sample dashboards

**Case Studies:** examples from Rowan, Woodford, Bullitt, and other districts

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# Action Areas to Develop and Implement

Define Success for Students

- Focus: Portrait of a Learner

Design Vibrant Learning Experiences for Students

- Focus: Performance Outcomes and Indicators

Demonstrate Student Success

- Focus: Develop performance assessment system

Define Success for the Local School District

- Focus: Coalition Building

Design an Interactive Local Accountability System

- Focus: Local Accountability Dashboards

Demonstrate Success of the Local School District

- Focus: Community-Focused Communication



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# How We're Using It

To access the Local Accountability Design Guide, scan the QR Code or click the link:

https://shorturl.at/6d5JK

1. Professional Learning Sessions

2. Individual District Coaching

3. Sustainability

# Access and Support

The Local Accountability Design Guide and Toolkit is available on KDE's Innovation webpage:

Local Accountability Design Guide and Toolkit

For questions, support, or consultation:

Robert Meacham, Program Manager

Robert.Meacham@education.ky.gov

A special thanks to our partners who helped develop this resource:

- University of Kentucky's Center for Next Generation Leadership

- OVEC's ElevatED Studios

- Kentucky district leaders

# United We Learn Report - Shared Accountability

## What if...

Communities listen to and leverage student and community feedback to make near real-time improvements, creating a fuller picture of student growth and progress. Accountability for student outcomes is shared across the broader community and not just confined to schools.

## How might the Kentucky United We Learn Reimagined System of Assessment and Accountability make this possible?

Requires districts to develop community-driven accountability systems that reflect what matters most locally to drive high school improvement. The state provides support to help communities refine and strengthen these systems over time, creating an accountability structure that fosters local ownership and spreads best practices statewide.

## What would this change mean for Kentucky communities?

Schools, families and communities are at their best when they build together the conditions for meaningful high school quality and improvement. Accountability grounded in measures that are meaningful to the community becomes a tool for learning, continuous improvement, and coherence, not compliance. State partnership like the state's Innovative Learning Network enhances quality and spreads best practices to improve education.

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EDUCATION

# Panel Participants

| Allen County Schools |
|---|
| Travis Hamby |
| Jace Harper |
| Jonah Hamby |

| STEAM Academy |
|---|
| Christopher Flores |
| *Grace Wilson |

| Hazard Independent High School |
|---|
| Helen Williams |
| Ali Caldwell |
| Terry Davidson |

| Kentucky Student Voice Team |
|---|
| Rachel Belin |
| *Grace Wilson |

# PARTNER: KENTUCKY STUDENT VOICE TEAM

- 100 plus members

- Statewide

- Primarily high school age

- Independent

- Self-selected

# STUDENT LED SCHOOL CLIMATE AUDITS

# WHAT WE DID TOGETHER

- **Virtual & In-Person Meetings; 1-3 semesters**

- **Student Surveys**

- **Student Interviews**

- **Analysis**

- **Snapshot Report**

- **Shareback Session**
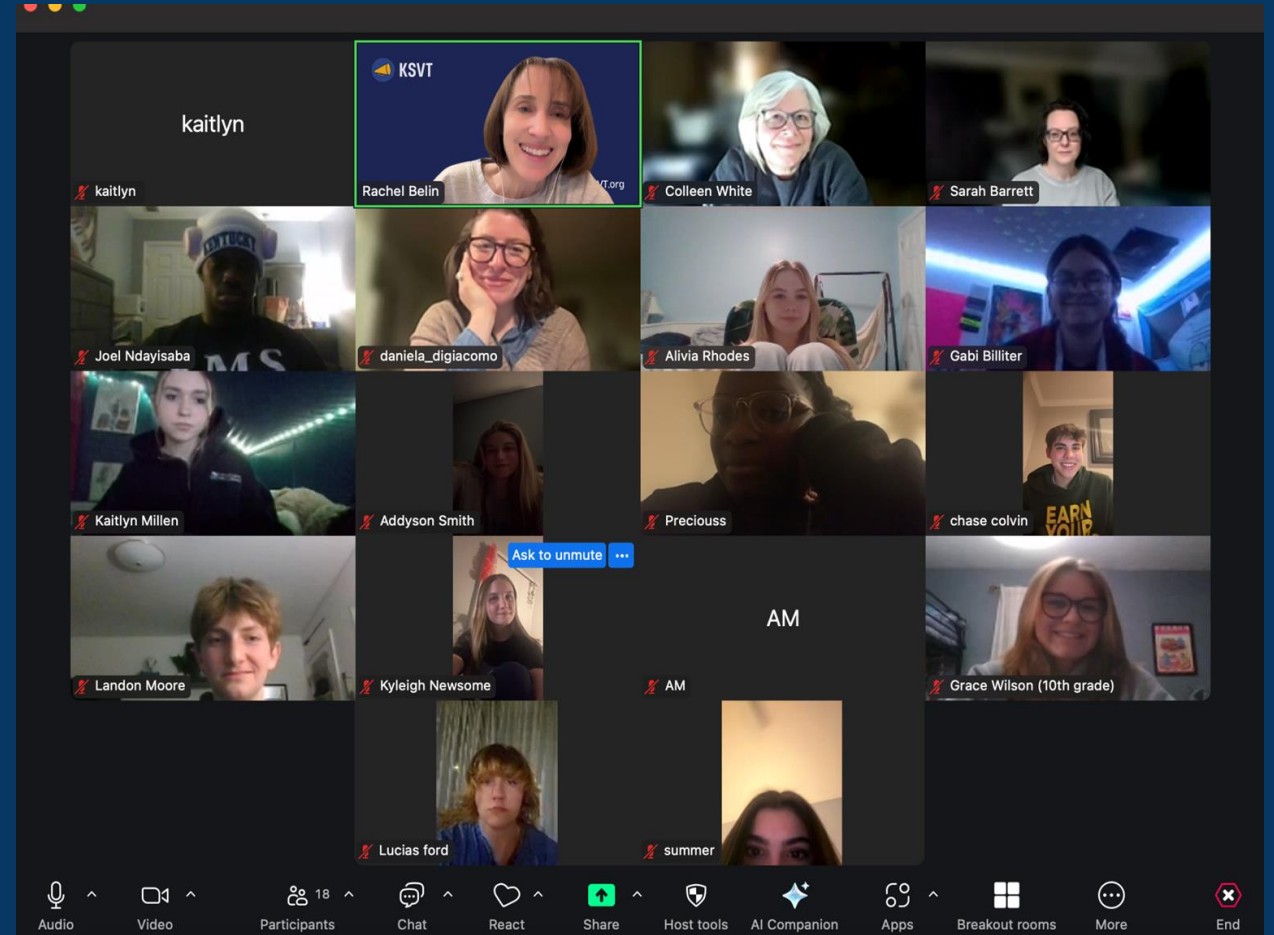
# STEAM ACADEMY

Late night Zooms

10 HS, 1 Parent, 1 Teacher Researcher **

2 Different Surveys**

172 STEAM Responses

113 Dual Credit Responses

10 Student, 3 Teacher, 1 Parent Interviews

# HAZARD INDEPENDENT HIGH SCHOOL

9 HS Researchers

154 Student Responses

54 Alumni Responses **

10 Student Interviews

# ALLEN COUNTY HS

6 High School Student Researchers

Teacher and Student Surveys **

288 Student Responses

40 Teacher Responses

11 Student Interviews

# WHAT IS SCHOOL CLIMATE ANYWAY?

- Quality and character of school life

- Based on patterns of school life experiences

- Reflects norms, goals, values, relationships, teaching, learning, leadership practices and organizational structures

(National School Climate Council)

KSVT

# WHY SHOULD STUDENTS AND SCHOOLS CARE ABOUT SCHOOL CLIMATE?
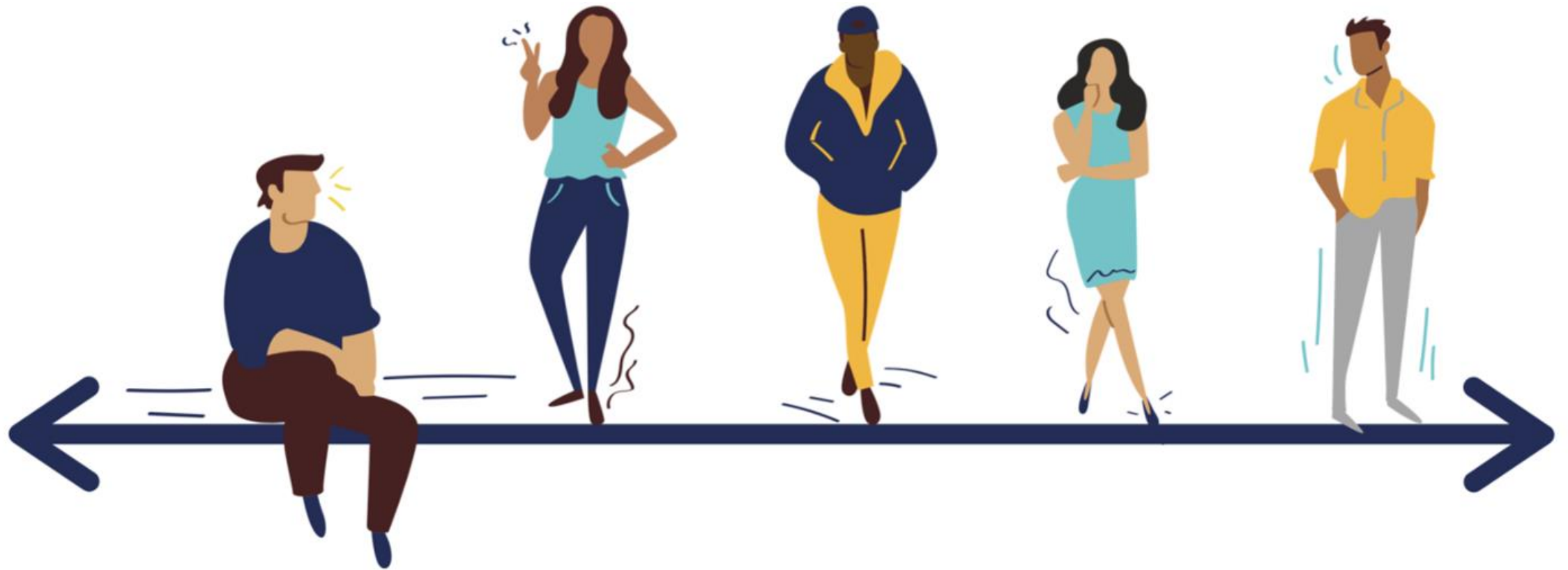
School climate is directly related to academic achievement.

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# WHAT CONNECTS SCHOOL CLIMATE TO STUDENT SUCCESS?

- Lots of questions

- What we know for sure:

  **School stakeholders** *must* **be included**

KSVT

# SPECTRUM LINE

# Student Success Rapid Analysis

KSVT

# Panel Participant Reminder

| Allen County Schools |
| --- |
| Travis Hamby |
| Jace Harper |
| Jonah Hamby |

| Hazard Independent High School |
| --- |
| Helen Williams |
| Ali Caldwell |
| Terry Davidson |

| STEAM Academy |
| --- |
| Christopher Flores |
| *Grace Wilson |

| Kentucky Student Voice Team |
| --- |
| Rachel Belin |
| *Grace Wilson |

# Goal of Kentucky High School Transformation

## INPUTS → OUTPUTS → OUTCOME

**INPUTS**

*Co-create policy recommendations that catalyze...*

**OUTPUTS**

(A) A vibrant, reimagined high school experience that is relevant and <u>personalized</u> for every Kentucky learner/graduate

(B) Alignment of high school graduation to meet Kentucky's workforce needs

**OUTCOME**

To ensure that all students leave school with the skills and confidence to lead fulfilling lives, contribute to their communities and adapt in a rapidly evolving world.

*No dead ends.*

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# Vibrant Learning

**"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.

*Kentucky Department of Education (March 2024)*

**Student Agency**

**Real-world**

**Personalized**

**Contextual & Interdisciplinary**

# Kentucky Portrait of a Learner



KENTUCKY PORTRAIT OF A LEARNER
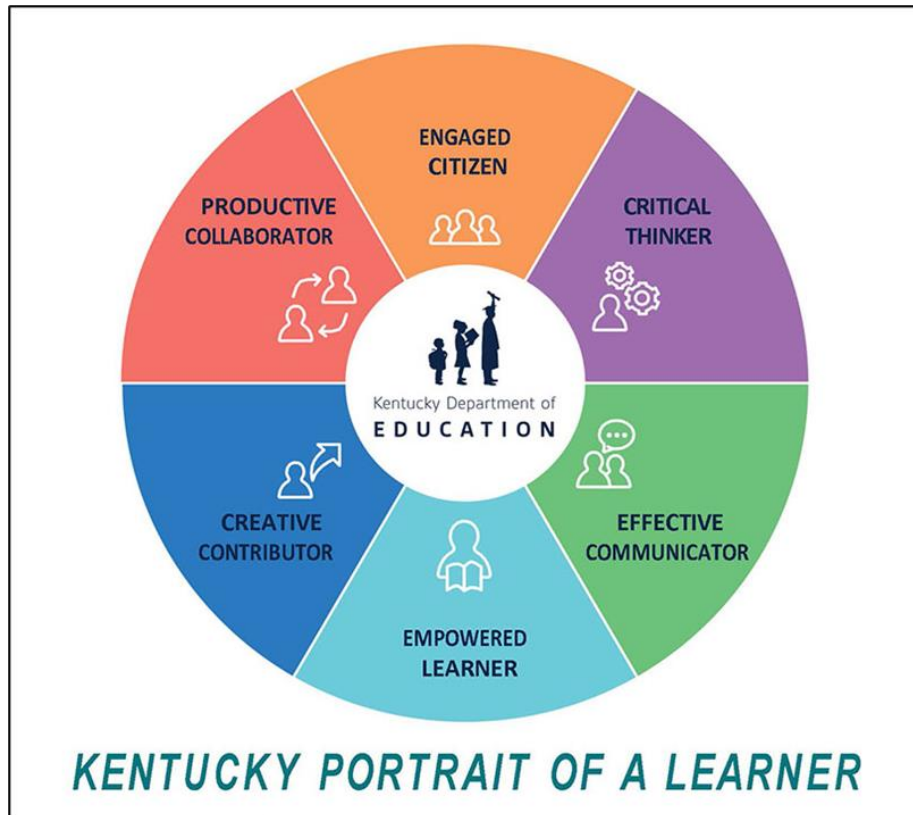
- The **knowledge**, **skills** and **competencies** students should know and exhibit upon graduation

- Combines **academic knowledge** with **personal traits and skills**

- Honors a wider set of student passions and experiences

# 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...**

**Going forward, systems will support more...**

### Standardization
- Standardized tests for all subjects
- Instruction developed around testing offers little variance

### Vibrant Learning
- Students have agency to demonstrate knowledge and skills in a variety of ways
- State tests meet students where they are

### Comparison
- Limited collaboration across districts or within communities
- Schools rated using the color system

### Collaboration
- Districts collaborate in partnership with communities
- The state supports networks of peer districts
- No more color ratings

### State Control
- The state decides all measures used for accountability
- The same state accountability system for all schools

### Local Innovation
- Districts engage with communities to design custom accountability systems reflecting local values
- Some state requirements allow local choice

### Compliance
- Accountability system designed to "meet requirements" in state and federal law
- Local improvement efforts align to requirements

### Feedback and Support
- All schools receive peer and expert external feedback to support improvement
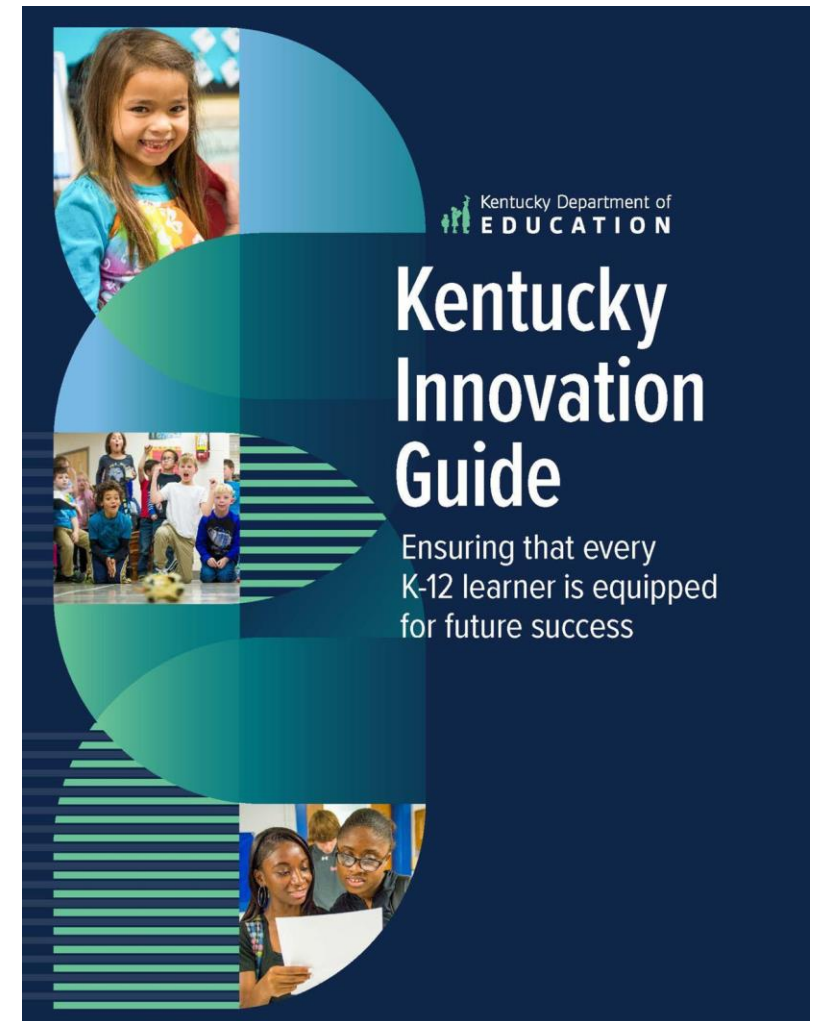- Local flexibility and data lead to customized support

# Why high schools? Why now?

# KY Innovation Guide

## Published April 2024

- Provides action areas and clarity on existing state policy flexibilities for districts to support personalized learning structures

- Includes Kentucky examples

- <u>Next Step:</u> Evaluate and maximize guide to transform the high school experience



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Kentucky
Innovation
Guide

Ensuring that every
K-12 learner is equipped
for future success

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# ACTION AREA 1 — CREATING PORTRAITS OF A LEARNER

- **District Landscape in Kentucky**

  - Current Portrait Adoption

  - Ongoing alignment with Post-Secondary Transition and Success

- **Discussion and Work Group Challenge**

  - How can we strengthen local engagement in developing (high school) portraits of a learner?

  - What structures would best support students' personalized learning <u>and</u> successful post-secondary transition?

## RELATED MATERIALS

- Vibrant Learning Experiences
- Portrait of a Learner Guidance and FAQs
- Local Accountability Guide and Toolkit
- Future of Assessment and Accountability in Kentucky

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# Kentucky Minimum Requirements for High School Graduation

704 KAR 3:305 establishes the minimum requirements for high school graduation for Kentucky public schools.
To receive a high school diploma, each student in a public school must earn a minimum of 22 credits for high school graduation.
- 10 foundational credits - aligned to the content contained in the Kentucky Academic Standards
- 12 personalized credits - aligned to the content contained in the Kentucky Academic Standards and the student's Individual Learning Plan (ILP)

| | English | Math | Social Studies | Science | Additional Requirements |
|---|---|---|---|---|---|
| **Foundational Credits** | • English I<br>• English II | • Algebra 1<br>• Geometry | • Social Studies Credit<br>• Social Studies Credit | • Science - lab-based credit<br>• Science - lab-based credit | • Health - half credit<br>• Physical education - half credit<br>• Visual/Performing Arts - one credit |
| **Personalized Credits** | • English Credit<br>• English Credit | • Math Credit<br>• Math Credit | • Social Studies Credit | • Science Credit | • Civics Literacy requirement*<br>• Demonstration of performance based competency in technology<br>• Elective credit - Financial Literacy**<br>• Elective credit<br>• Elective credit<br>• Elective credit<br>• Elective credit<br>• Elective credit |

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Lunch - Celebration

# Break and Transition

# 2026
# KUWL Presentation

Jan. 23, 2026

# COMMUNITY TALKS

1. College?
2. College Debt?
3. What do I do when I graduate? Career?
4. Are we preparing students in the right way?
5. Bored?
6. Learning Gaps?

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# RESEARCH

Travel

Meet with Experts

# SCHOOL VISITS AROUND THE WORLD

Plano Academy

High Tech High

# EXPERIMENTS

Project Based Learning

Project Based Learning

Early College

School of Design

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# HISTORY AND VISION (1)

- Toyota announced relocation (December 2017)

- Former Governor, Steve Beshear, asked Toyota, "Replace yourself by doing something meaningful and sustainable in Northern Kentucky"

- Toyota wished to address the regional workforce needs to serve local business/industry

- Toyota shared their vision with over 50 local education, business and economic leaders

- Donated their 185,000 sq.ft. building to the Boone County Schools

# COMPONENTS OF WORKFORCE GRANT

Dual Credit/Associate Degrees

Specialized Technical Training

Career exploration

Personalized Learning

PBL - Service/Passion Based Learning

"Hands-on" emphasis

Soft Skills Training

Extensive Teacher Training

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# HISTORY AND VISION (2)



Boone County applied and received $6.875 million in 2017 from a Workforce Readiness Skills Initiative Grant and Contributed $14 million in bonding.

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# BOONE COUNTY SCHOOLS

# BOONE COUNTY AND KENTON COUNTY

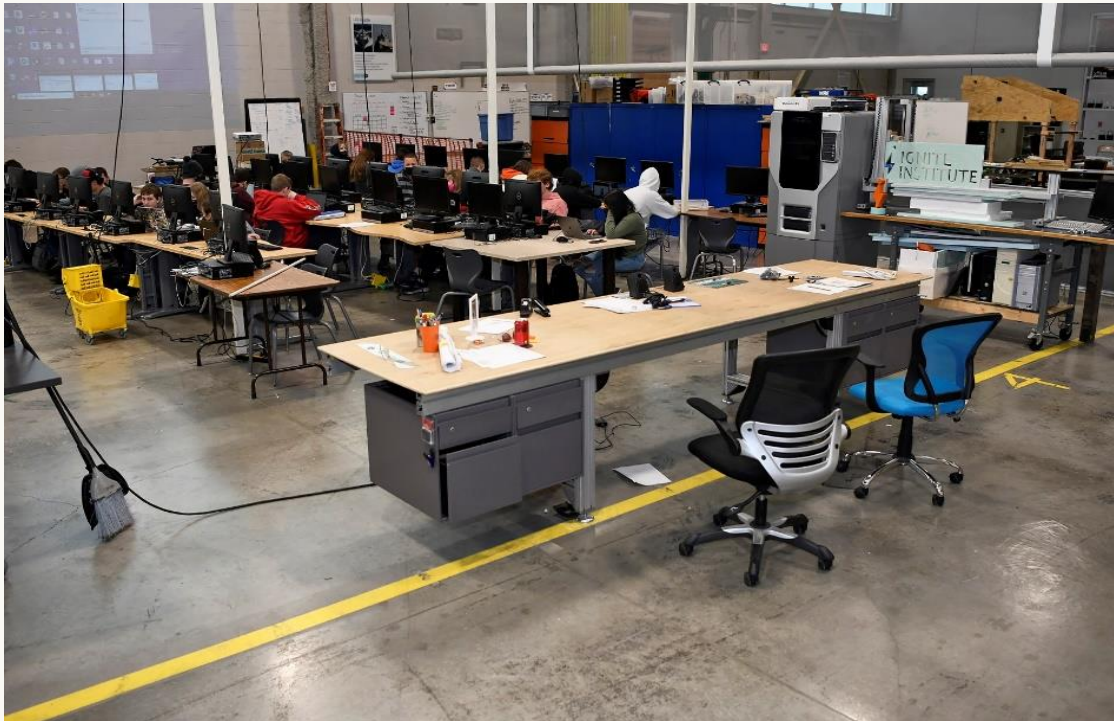Boone County begins the creation of Ignite

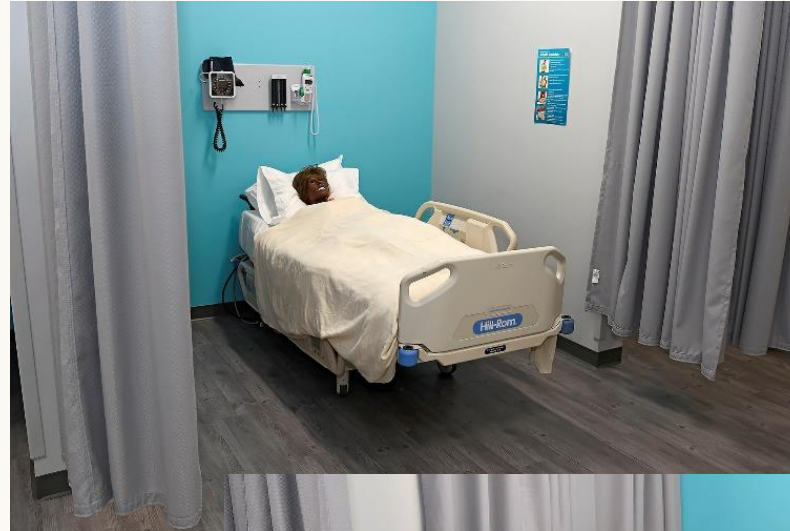Boone County and Kenton County

# IGNITE'S DESIGN STUDIO

# ENGINEERING BAYS

# MEDICAL CLASSROOMS

# COLLABORATIVE SPACES

# HEALTH AND WELL-BEING

# SIX COLLEGES

Design

Engineering
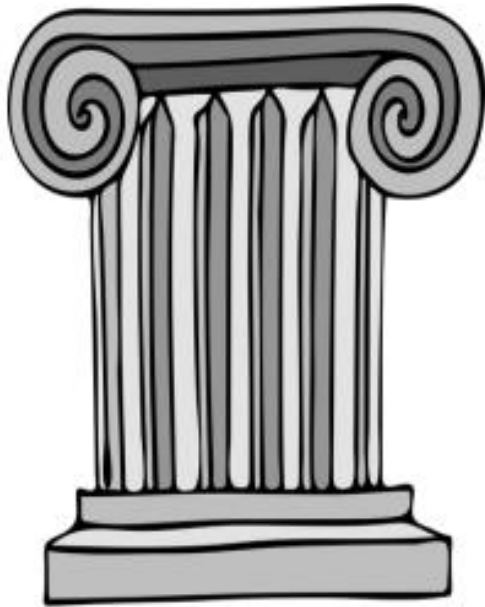
Bio/Medical

Computer Science

Construction

Early Educator

# FOUR PILLARS OF IGNITE (1)

College Readiness

Career Readiness
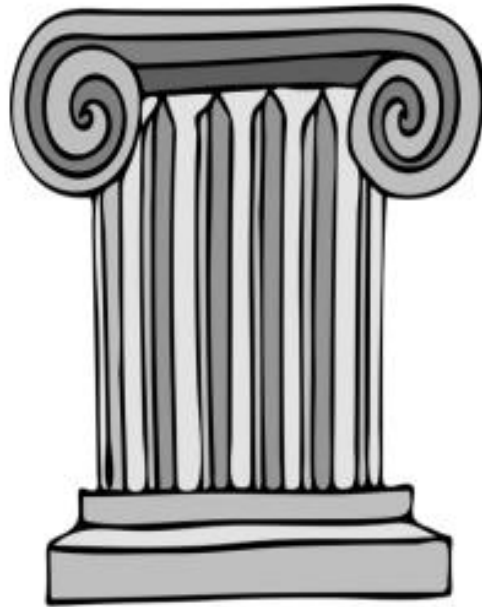
Projects Based-Learning

Personalization

IGNITE INSTITUTE at Roebling Innovation Center
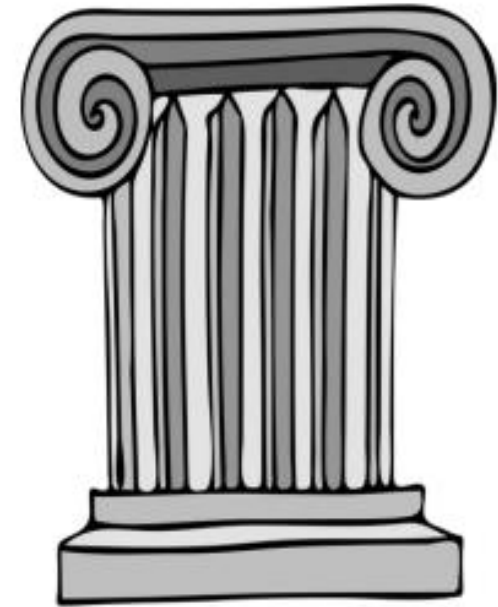
# FOUR PILLARS OF IGNITE (2)

1. Dual Credit
   a. 18+ hours 78% graduate college 4 years or less
   b. 30+ hours 95% graduate college 4 years or less
   c. 33% of seniors on pace for Associate Degree
2. Workforce Development
   a. Internships
   b. Professional Habits
3. Project Based Learning/Deeper Learning
   a. Project Lead the Way
   b. Year Long Projects
   c. Competitions
4. Personalization
   a. Career pathway
   b. Course selection
   c. Internship

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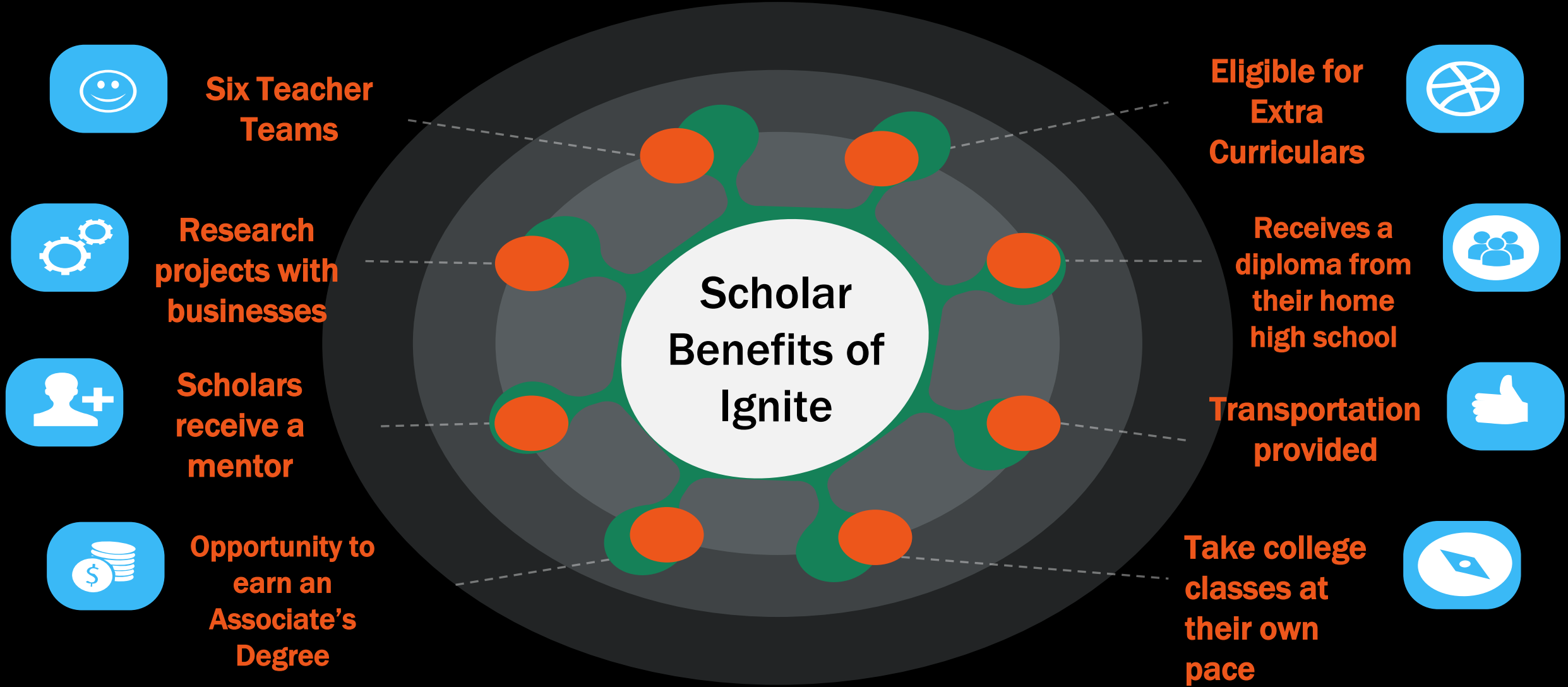
# FREE AND REDUCED AND MINORITY NORTHERN KENTUCKY STUDENTS ELIGIBLE TO ATTEND IGNITE

81.3% of Students qualifying
For free and reduced lunch in
Northern Kentucky are eligible
to attend Ignite

85% of Minority Students
In Northern Kentucky Eligible
to attend Ignite
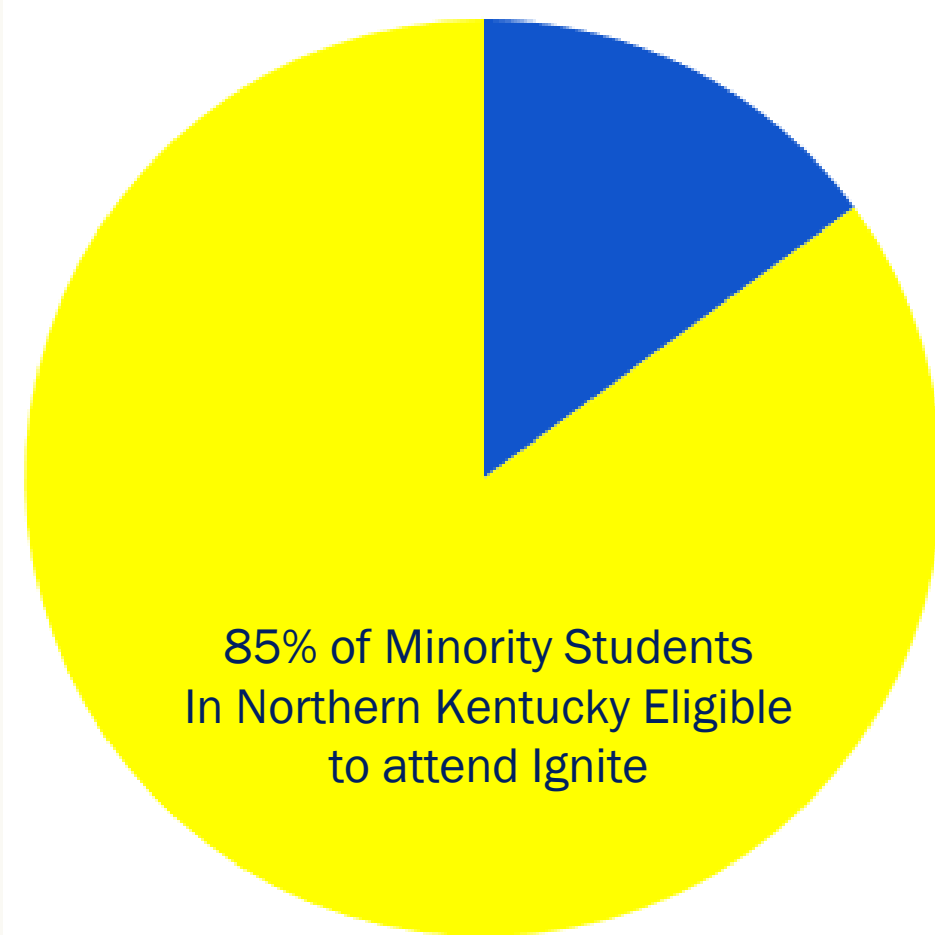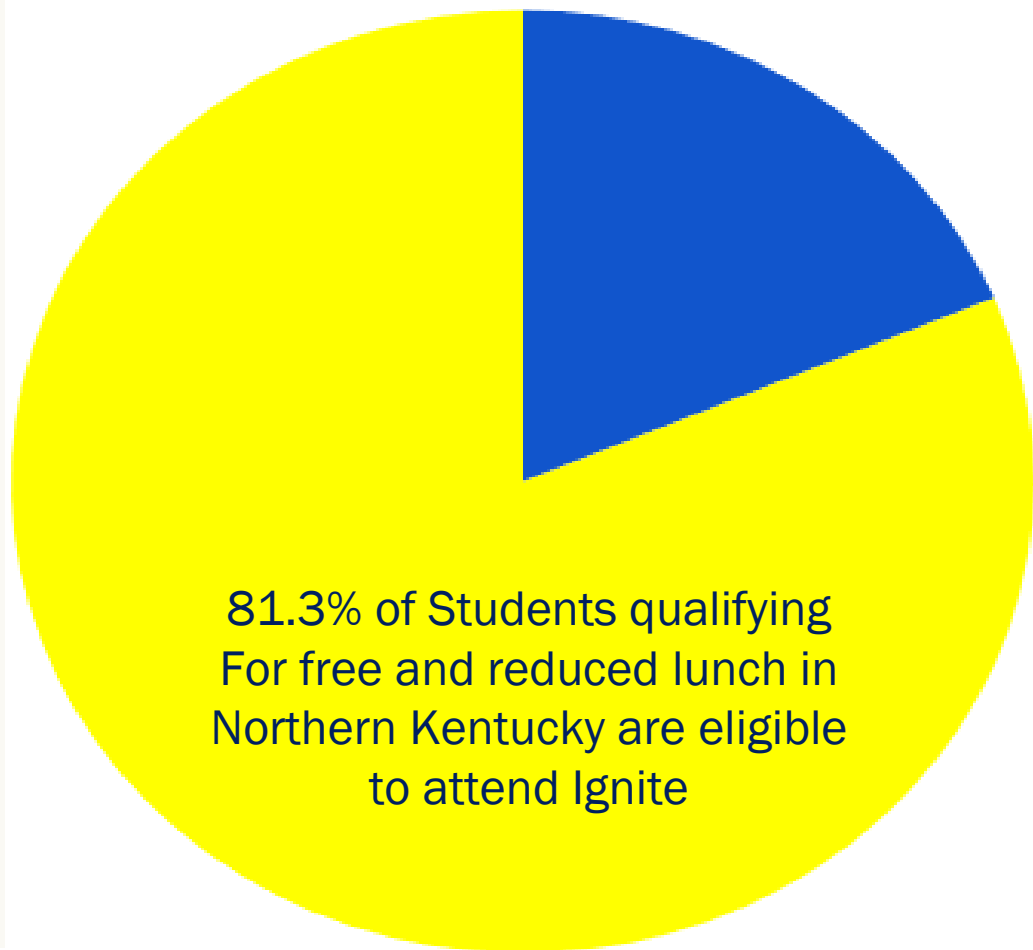
# CURRENT STUDENT POPULATION OF IGNITE

Total Scholars - **1078**

Free and Reduced Lunch Population - **36%**

Minority Population - **18.5%**

Current waitlist - **360**

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# Ignite College Readiness

Percentage of Ignite Graduates who earn an Associate Degree
2025 - 36%
2024 - 28%
2023 - 23%

Percentage of Ignite Students Eligible for Free & Reduced Lunch Enrolled in Dual Credit Coursework
2025 - 92%
2024 - 72%
2023 - 27%

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# 2024 STATE PROFICIENT AND DISTINGUISHED RATINGS

| | Ignite | Highlands | Beechwood | Atherton | Dupont | North Oldham | Lafayette | J. Graham Brown | Pineville |
|---|---|---|---|---|---|---|---|---|---|
| Reading | 76.02 | 76 | 77 | 63 | 84 | 72 | 63 | 87 | 58 |
| Math | 67.8 | 66 | 66 | 57 | 74 | 65 | 50 | 81 | 33 |
| SS | 61.03 | 58 | 58 | 55 | 74 | 70 | 59 | 65 | 65 |
| Writing | 84.03 | 68 | 66 | 48 | 66 | 72 | 51 | 67 | 70 |

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# KSA STATE SUMMARY

Writing - **first** in the state
Mathematics - **third** in the state
Reading - **fourth** in the state
Social Studies - **fifth** in the state

Of the top 20 schools, Ignite has the highest population of students who qualify for free and reduced lunch.

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# IGNITE COLLEGE READINESS AS MEASURED BY ACT BENCHMARK ONLY

Percentage of Ignite Scholars that met or exceeded ACT Benchmark

| Class | Reading | English | Science | Math |
|-------|---------|---------|---------|------|
| 2023 | 72% | 74% | 48% | 64% |
| 2024 | 73% | 62% | 45% | 59% |
| 2025 | 86% | 81% | 61% | 69% |
| 2026* Sophomore score for Junior class | 63% | 65% | 35% | 62% |

\* Test was administered to our sophomores in 2024-2025 school year

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# IGNITE 2025 COHORT COLLEGE READINESS SENIORS WHO HAVE NOT MET ACT BENCHMARK ACT

|  | Composite | Math | Science | English | Reading |
|---|---|---|---|---|---|
| Scholar 1 | 17 | 17 | 20 | 13 | 19 |
| Scholar 2 | 16 | 17 | 14 | 15 | 17 |
| Scholar 3 | 15 | 13 | 17 | 14 | 17 |
| Scholar 4 | 15 | 14 | 17 | 13 | 17 |
| Scholar 5 | 16 | 15 | 21 | 13 | 16 |
| Scholar 6 | 16 | 16 | 21 | 10 | 16 |
| Scholar 7 | 16 | 17 | 16 | 17 | 15 |
| Scholar 8 | 17 | 18 | 20 | 15 | 15 |
| Scholar 9 | 15 | 15 | 14 | 14 | 15 |
| Scholar 10 | 15 | 15 | 21 | 10 | 15 |
| Scholar 11 | 15 | 16 | 15 | 13 | 14 |
| Scholar 12 | 15 | 16 | 16 | 12 | 14 |
| Scholar 13 | 14 | 15 | 15 | 11 | 14 |
| Scholar 14 | 16 | 18 | 20 | 11 | 13 |
| Scholar 15 | 13 | 13 | 14 | 11 | 13 |
| Scholar 16 | 13 | 13 | 14 | 10 | 13 |
| Scholar 17 | 14 | 14 | 19 | 12 | 12 |
| Scholar 18 | 13 | 13 | 18 | 11 | 11 |
| Scholar 19 | 11 | 15 | 11 | 9 | 10 |

# SENIORS WHO HAVE NOT MET ACT BENCHMARK

**19** did not benchmark in any area on the ACT

**7 of 19** completed dual credit to be college ready

**3 of 19** will earn an associate degree

**All 19** are completing an internship

**7 of 19** are career ready

**10 of 19** are college or career ready

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# DUAL CREDIT BY NUMBERS (Senior Class)

**92%** who qualify for free and reduced lunch completed dual credit

**58%** with an IEP completed dual credit

**45%** with a 504 completed dual credit

72% of minority scholars completed dual credit

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# YEAR LONG PROJECTS PRESENTATIONS

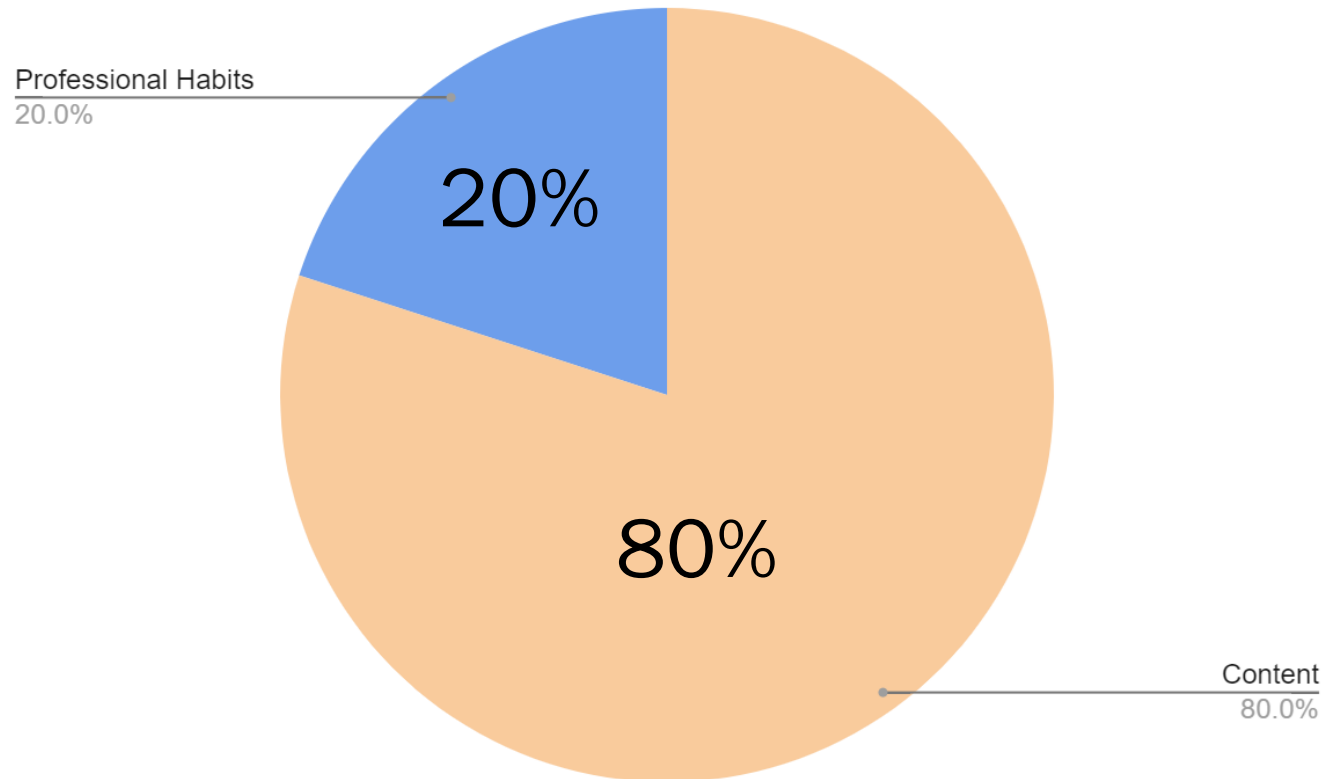# CAREER READINESS

Ignite partnered with 186 industry professionals to collaborate and judge our scholars **Year Long Projects**

| Design | Biomedical Sciences | Allied Health | Computer Science | Education | Engineering |
|--------|---------------------|---------------|------------------|-----------|-------------|
| 20 | 40 | 12 | 50 | 24 | 40 |

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# PROFESSIONAL HABITS (1)

Responsibility

Research

Collaboration

Public Speaking



Professional Habits
20.0%

20%

80%

Content
80.0%

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# PROFESSIONAL HABITS (2)

Once a week

Eight times per quarter

Provided or teacher-created

| First Quarter - August 15 - October 16 | | | | | |
|---|---|---|---|---|---|
| Week of… | Grade Level | PH Topic | Lesson | Assignment | Who is responsible for Weekly Goal Sheets (if scholars take dual credit for this course, Career teachers will collect theirs) |
| August 19 | 9-12 | Responsibility | Home - Add the following to the Portrait of Graduate Google site<br>• Name (History)<br>• Photo (Math)<br>• About me (Spanish)<br>• Goals (English)<br>• Achievements (Career) | Students need to create a copy of the google site template and add their name to the title. Students can use their own design/creativity as long as they keep the requirements on the template. Sample Site | Science |
| August 26 | | Responsibility (Ambassador Program) | Lesson for 9th graders<br><br>Lesson for 10th and 11th graders | See Aug. 21-25 module | English |
| September 2 | 9 | PH: Research PoG: Career - Listening | Students will understand the relationship between interests, aptitudes, and passions and how they relate to career areas of interest. | 9th: Use Result Activity Form Links to an external site.<br>as a guide.<br>-Spanish: Check for | Math |

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# PURPOSE AND STRUCTURE OF STUDENT-LED CONFERENCES

**Why Student-Led Conferences?**
- Empower students to take ownership of learning.
- Encourage self-reflection, goal setting and accountability.
- Strengthen home and school partnerships by showcasing growth.

**How They Work:**
- Present Google Sites to parents (Fall & Spring).
- Students present 10-15 minutes each.
- Parent/guardians follow along and give feedback based on rubric



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# SENIOR DEFFENSE OF LEARNING AND KEY TAKEAWAYS

Senior Defense of Learning Focus:

- Portrait of a Graduate Reflection: Growth in academic, career, and personal competencies.
- Showcasing projects, skills, and progress.
- Connecting high school experiences to post-graduation plans.
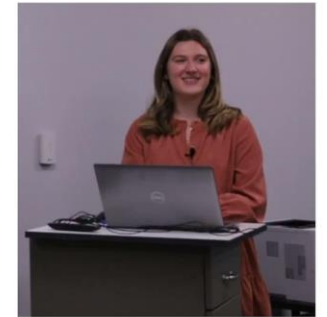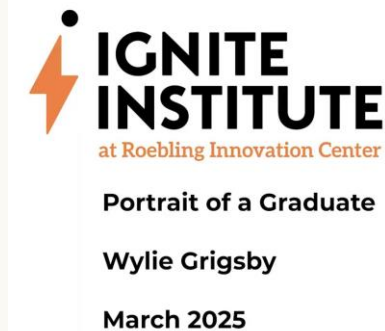


Why It Matters:

- Builds ownership, confidence, and communication skills.
- Prepares students for real-world success through structured self-reflection.
- Portrait of a Graduate ensures students leave high school future-ready.

# COLLEGE SCHOLARSHIPS

$11.3 million in scholarships offered,
nearly a 40% increase from previous year

84% of the graduating class accepted
to college of choice.

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# Discussion Panel

Karen Perry, UK Center for Next Generation Leadership

# United We Learn Report - Personalized and Competency-based

**What if…**

Every student could show what they know in ways that highlight their strengths, move forward on learning paths articulated in their individual learning plans connected to their interests and demonstrate mastery through competency-based milestones. This learning can be grounded in the state's portrait or a locally developed version.

## How might the Kentucky United We Learn Reimagined System of Assessment and Accountability make this possible?

Expands local autonomy to design standards-aligned Tier 1 learning experiences and offer more personalized, locally designed state assessments in subjects like social studies and writing. Expectations in Framework 4.0 around vibrant learning experiences and postsecondary readiness incentivize and encourage the use of personalized learning plans, as well as the creation of customized pathways and opportunities for students that align with their strengths, interests and goals.

## What would this change mean for Kentucky communities?

Every high school student learns best when they have agency in their education. Personalized, competency-based learning oriented around the state's required K-12 capacities and each student's individual learning plan creates empowered students, allowing young people to progress at their own pace, demonstrate mastery in meaningful ways and build confidence as capable decision-makers.

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# Discussion Panel Participants

| District/School | Representative |
|---|---|
| Ignite Institute | Jerome Gels |
| Fayette County STEAM Academy | Chris Flores |
| WeLead Computer Science Ky Virtual Career Academy | Rob Stafford |
| Former Danville and JCPS | Carmen Coleman |
| Madisonville North Hopkins High School | Brian Welch |
| Hardin County Schools Early College & Career Center (EC3) | Dan Robbins |

# Break #3

# United We Learn Report - Post-Secondary/Workforce Readiness

## What if...

More students could pursue postsecondary or workforce readiness opportunities like dual enrollment, career and technical education, work-based learning, and others that are created locally and supported by the state, that align both with their interests, and with the needs of their communities and local economy.

## How might the Kentucky United We Learn Reimagined System of Assessment and Accountability make this possible?

Continues to measure statewide readiness through the state's postsecondary readiness indicator, which includes college readiness scores, dual credit coursework, Advance Placement (AP) coursework, apprenticeships and industry certifications. Communities can also utilize local readiness measures that align with local and regional workforce needs and opportunities integrated into high school.

## What would this change mean for Kentucky communities?

High school transformation is successful when every graduate is prepared for what comes next, whether that's college, the workforce, or military service. Aligning regular learning experiences with real-world application opportunities equips students for a life of fulfillment while helping to fuel prosperity in Kentucky's economy.

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# VIBRANT LEARNING

*"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.

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# Let's consider the following questions:

❏ What does Vibrant Learning look like in high schools?

❏ What makes high school so hard to change?

❏ What policies need to change in order to enable high school transformation?

**Best Practices of Reimagined High Schools:**

What does Vibrant Learning look like in high schools?

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Defenses of Learning | | | | | | | | |
| | 1. Portrait of a Learner | | | 2. | | | 3. Authentic/ Vibrant Learning Experiences | |
| | | | | | | | | |
| | | | 1. | 2. | 3. | | | |
| | 4. | | 4. | Place Your Best Ideas from Each Section Here! | 5. | | 5. | |
| | | | 6. | 7. | 8. | | | |
| | | | | | | | | |
| | 6. Reimagined High School Transcript | | | 7. | | | 8. Student Voice and Agency | |
| | | | | | | | | |

**The Lotus Blossom**

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# Lotus Blossom Protocol (1)

**STEP 1:** Choose which topic you would most like to explore. Move to one of the poster areas pertaining to the topic.

- Best Practices for a Reimagined HS Experience
- Policy Considerations to Support HS Transformation
- Barriers to HS Transformation

**STEP 2:** Focusing on one surrounding square at a time, INDIVIDUALLY, brainstorm specific ideas related to that subtopic and the central challenge (record on post-it notes).

COLLECTIVELY, harvest the brainstorm by capturing ideas as short phrases or bullets. Write those inside the squares.

**REPEAT** STEP 2 for each of the surrounding "petals."

# Lotus Blossom Protocol (2)

**STEP 3:** After completing all the surrounding squares, decide upon which of the ideas needs to be **prioritized** and write it in the corresponding box in the center of the blossom.

**STEP 4:** Working with a group from each of the other two topics, share the ideas that came to the center of the blossom.

- What are some common themes from across the three topics?
- What ideas were shared that made you think about something new in your assigned topic?

# Thank you and Adjournment

Karen Dodd, KDE