

Kentucky United We Learn 2026 Summer Convening

Friday, July 24, 2026

Welcome/Logistics/Announcements

Karen Dodd,
KDE Chief Performance Officer and
Kentucky United We Learn Council Lead

Logistics

- Restroom Locations
- Use of mics
- Lunch
- Packet Contents

Jim Flynn
Council Chair 2025-2026

Thank you!

Kentucky
UNITED WE LEARN
C O U N C I L





Brandy Howard

Council Chair 2026-2027

Welcome!

Kentucky
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Agenda - July 24 - Morning

Time	Activities	Lead
8:45 a.m.	CGSA Grant Evaluation	Art Thacker, HumRRO
9:15 a.m.	Opening Remarks	Robbie Fletcher, Commissioner of Education
10:00 a.m.	KDE Strategic Dashboard Overview	Susan Strange, KDE
10:15 a.m.	Local Indicators of Quality: How It's Working In Districts	Sarah Snipes, KDE
10:25 a.m.	Break and Poster Review	Karen Dodd, KDE
10:45 a.m.	Kentucky Essential Skills Alignment Focus Groups	Sarah Snipes, KDE
11:30 a.m.	High School Transformation	Juston Pate, Kentucky Board of Education Member
12:00 p.m.	Lunch on the 5th Floor - Provided by UK NextGen	Karen Dodd, KDE

Agenda - July 24 - Afternoon

Time	Activities	Lead
12:45 p.m.	LED Sign Presentation and Activity	Krista Thompson, Muhlenberg County High School Roger Taylor, KDE
1:45 p.m.	Break	Karen Dodd, KDE
2:00 p.m.	District Presentations	Allen County and Fleming County
3:00 p.m.	KY Policy Implementation Study: Initial Findings	Lillian Pace, Knowledgeworks
3:30 p.m.	Work Session	Karen Perry, UK NextGen Lu Young, Kentucky Board of Education Vice Chair
4:00 p.m.	Survey, Reflections, Next Steps and Adjournment	Brandy Howard, Chair Adam Hicks, Vice Chair Karen Dodd, KDE



Adam Hicks

Council Vice Chair 2026-2027

Welcome!

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CGSA Grant Evaluation

Transforming Educational Opportunity for Kentucky's
Youth Through the Creation and Scaling of
Competency-Based Assessment and Accountability

Art Thacker

Human Resources Research Organization
(HumRRO)

What Is the Competitive Grant for State Assessment (CGSA)?

- Funded by the U.S. Department of Education's Office of Elementary and Secondary Education
- Administered by the Kentucky Department of Education (KDE)
- Governed by the **Kentucky United We Learn Council**
- External Evaluator: **Human Resources Research Organization (HumRRO)**
- **4-Year Grant Period** with annual and quarterly evaluation reports



Kentucky's CGSA Grant Goals?



- Rethink how assessment and accountability could better serve Kentucky students, providing for **Vibrant Learning Experiences**.
- Recognize the efforts and accomplishments of unique Kentucky schools and districts.
- Learn from other innovative competency-based assessment systems.
- Adopt four innovative habits: **Inclusion, Empathy, Co-creation, Reciprocity**.
- Establish policy guidance/recommendations for inclusion of local assessments in accountability decisions.

Four Guiding Evaluation Questions

1. Is the program on track to accomplish major activities and deliver proposed products?
2. How does **co-creation** function in student assessment? Can it lead to better outcomes?
3. Are state and local policies **sufficiently balanced** to allow innovation while maintaining comparability?
4. Are there ways the program can be **improved** during the four-year grant period and beyond?



An Evolving Policy Landscape

- Changes in leadership and shifts in state educational priorities led to changes in program goals.
- The grant language was sufficiently flexible to allow for substantial shifts in program methods and outcomes.
- Key aspects of the program were maintained, including:
 1. Co-creation
 2. Vibrant Learning Experiences
 3. District-led quality indicators
 4. Valuing each district's uniqueness
 5. Community involvement



High-Reward Evaluation Activities

- Attending KUWL Council meetings
 - To understand how co-creation was implemented at all stages of implementation.
 - To experience the inclusivity of the council and experience the challenges and opportunities that brings.
- Attending Town Halls
 - To hear the questions and concerns of educators and citizens about local accountability.
 - To experience the enthusiasm for showcasing the local school (and move beyond the focus on test scores alone).
- Participating in Defenses of Learning
 - To see the impact of creating a useful product (essentially a job talk) by and for students.
 - To better understand how students' defenses help them make post-secondary plans.
- Interviews with Educators
 - To understand the context and the variety in which local systems are implemented.
 - To collect insights into ongoing implementation challenges and sustainability of local programs.

Progress as of the Year 3 Report

Milestone	Status
Finalize Framework 4.0 with stakeholder feedback	✓ Complete
Document changes between framework versions	✓ Complete
Local Accountability Design Guide & Toolkit	↻ Substantial Progress
Statewide communication plans & champion networks	↻ Substantial Progress
Scoring/evaluation rubrics	↻ Substantial Progress
External evaluation committee formation	⌚ Pending
Data integration and comparable reporting protocols	♦ In Development

Year 4 Recommendations



Building on a Strong Foundation

- Begin **systematic evaluation** of framework utility through surveys, focus groups, and interviews
- Finalize plans for **evaluation of local accountability systems**
- Collaborate on a **bank of local Competency Based Education (CBE) systems** including a menu of interim assessment options
- Seek **additional funding sources** for sustainability beyond the CGSA grant
- Expand champion networks and refine communication strategies

HumRRO will continue formative and summative evaluation in partnership with KDE

Thank You!

For more information
please contact:

Art Thacker
athacker@humrro.org
502.966.7017



Opening Remarks

Robbie Fletcher
Commissioner of Education

KDE Strategic Dashboard

Susan Strange

KDE, Strategic Plan Program Manager

Local Indicators of Quality: How It's Working In Districts

Sarah Snipes

KDE, Director Division of Innovation

Gallery Walk

As you explore the gallery, notice the connections between the statewide landscape and the local examples. Consider what resonates, what surprises you, and what possibilities you see.

Break

Reflection

What is one idea, connection or wonder you're taking away from the gallery walk?

Kentucky Essential Skills Alignment Focus Groups

Sarah Snipes

KDE, Director Division of Innovation

Purpose

Gather perspectives on how Kentucky can align essential skills from early childhood through education and into the workforce. Your feedback will help *inform recommendations* for creating a more seamless system that *supports learner success and workforce readiness*.

The discussion will focus on:

- The value of aligning essential skills across the learner journey.
- How learners can develop and demonstrate those skills.
- How education and workforce partners can work together to support career readiness.

There are no right or wrong answers. We are interested in your experiences, observations and recommendations.



Process

Table conversations will last approximately 30 minutes.

We encourage everyone to participate, and we ask that participants respect differing viewpoints.

Roles:

1. Notetaker
2. Timekeeper (7 minutes per page)

Information gathered will be summarized across groups and will not be attributed to individual participants.

KY Policy Implementation Study: Initial Findings

Lillian Pace
Knowledgeworks

Policy Change and Opportunity

Kentucky Policy Momentum

❖ Performance-based credit

allows for schools to award credit based on mastery

❖ School of innovation policy

allows schools to apply to waive state requirements with justification

❖ Local Accountability Pilots

serve as statewide examples

❖ House Bill (HB) 257 (2026)

reduces state testing by shifting writing assessment to the local level, provides authority and resources to build local accountability systems

Kentucky Policy Implementation Study

- State policy analysis
- District focus group and survey
- District deep dive interviews
- Local policy and strategy document reviews



Findings

National Trends

Desire for change is not the barrier.

Barriers span three areas:

1. The policy itself
2. Ambiguity in interpretation and application
3. Capacity, coherence and competing demands

Kentucky Research Findings

- Capacity constraints limit implementation more than policy design
- Capacity is constrained by competing funded work and work required by mandates
- Compliance anxiety slows innovation
- Frequent policy changes create implementation fatigue
- Policy messaging is reaching districts, but understanding is uneven
- Some districts perceive a disconnect between policy and operational reality
- Legislative support for innovation is not universally perceived
- Policy guidance details a single policy opportunity, not a systems approach

Implications

Change Management Process



- Policy adoption is akin to setting a New Year's resolution.
- Implementation can fall short based on how you craft the resolution, how many competing demands you must juggle or missing supports to set you up for success.
- Resolutions require ongoing planning, support and reflection.

Research Findings Discussion

- Capacity constraints limit implementation more than policy design
- Capacity is constrained by competing funded work and work required by mandates.
- Compliance anxiety slows innovation
- Frequent policy changes create implementation fatigue
- Policy messaging is reaching districts, but understanding is uneven
- Some districts perceive a disconnect between policy and operational reality
- Legislative support for innovation is not universally perceived
- Policy guidance details a single policy opportunity, not a systems approach

What should we take away from the findings?

Supports Requested

- Implementation support is more important than additional policy
- Leadership development is a critical lever
- Districts want practical technical assistance
- Peer learning is highly valued
- Sufficient funding must accompany flexibility
- Competency-based and real-world learning remain priority areas
- Districts want more direct voice in policymaking

The background of the slide is a composite image. The top left portion shows two yellow school buses parked on a street. The bottom left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several white student desks and chairs are arranged in the room.

High School Transformation in Kentucky Work Group

Juston Pate, Ph.D.

Work Group Chair and
Kentucky Board of Education Member

Lu Young, Ed.D.

Kentucky Board of Education Vice Chair

National Invitation

- The National Association of State Boards of Education (NASBE) invited the Kentucky Board of Education (KBE) to participate in its [High School Transformation State Network](#).
- The network builds the capacity of state boards to enable rich student experiences that foster content mastery and durable skills.



Cross-Agency Collaboration and Goals

Representation from:

- Kentucky Board of Education
- Kentucky Department of Education
- Education Professional Standards Board
- K-12 Representatives
- KY Council on Postsecondary Education
- Education and Labor Cabinet
- Governor's Office
- Kentucky Legislators
- Kentucky Chamber



Goals:

- Identify potential barriers in the way of high school transformation
- Seek out best practices to promote
- Craft potential policy proposals for lawmakers to consider

Group identifies five pressing issues

- Drawing on prior input from the Kentucky United We Learn Council, the group identified the five most pressing issues:
 - *How to push beyond the status quo;*
 - *Equitable access and funding;*
 - *Trust;*
 - *Building a system around vibrant learning; and*
 - *Teacher training, certification and development.*
- Members referred their recommendations to the KUWL Council for further research.



5 Pressing Issues Note-catcher

1. **Disrupting the Status Quo**
2. **Equitable Access and Funding**
3. **Trust**
4. **Vibrant Learning Systems**
5. **Teacher Training, Certification, and Development**

I like.....

I wonder...

<https://bit.ly/4wgkck1>



Lunch and Transition

LED Sign Presentation and Activity

Krista Thompson

Muhlenberg County High School

Roger Taylor

KDE, Engineering Program Consultant

Academic Standards in Career and Technical Education



A Project in Kentucky's EbD Engineering 2 Course

Meet Your Presenter



Krista Thompson

- Muhlenberg County High School
- Engineering 1, Engineering 2, Civil Engineering, Engineering Capstone
- Starting my 21st year in education
- 18th year teaching Engineering

Engineering Standards

1. **Construct and calculate** voltage, resistance and current of series and parallel circuits using Ohm's Law
2. **Demonstrate** soldering through various projects
3. **Understand** the basic function of a diode in a circuit
4. **Develop** design ideas using freehand sketching
5. **Make** precision **measurements** using appropriate instruments
6. **Describe and construct** various types of CAD drawings

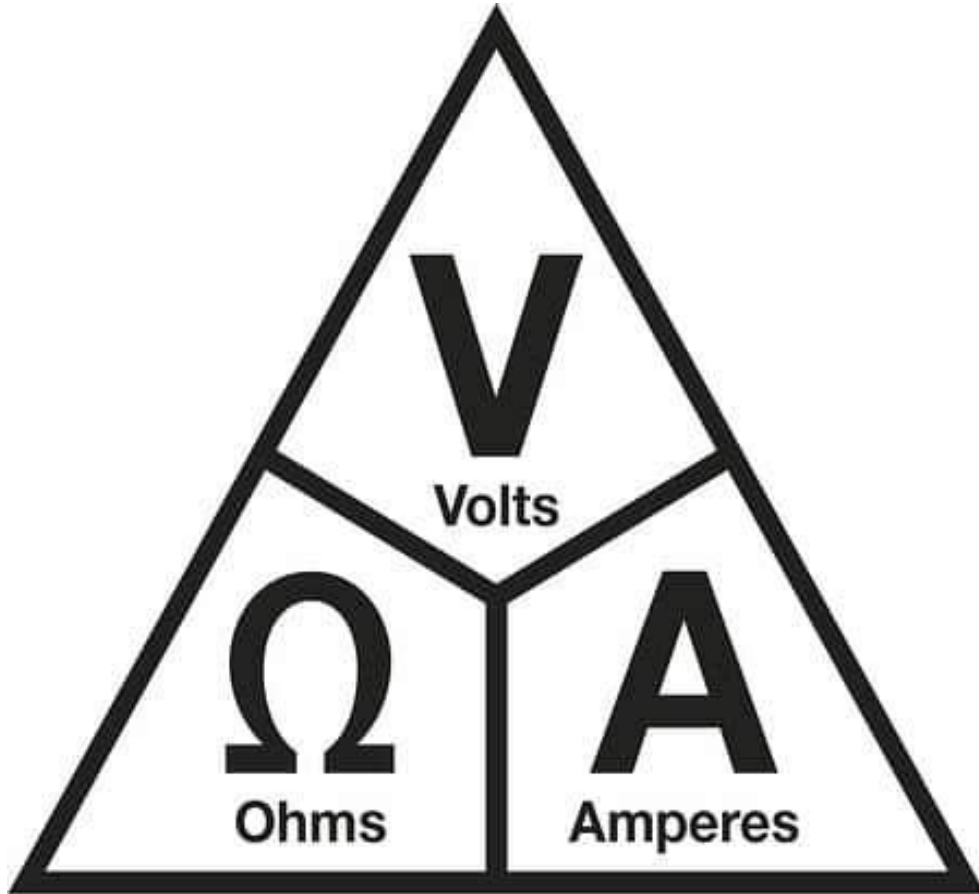
Engineering Standards (cont.)

1. **Create** various mock-ups, scale models, and **working prototypes** based on CAD drawings
2. **Demonstrate** an understanding of rapid prototyping using a **3D printer** to solve engineering related problems
3. **Demonstrate** an understanding of rapid prototyping using a **laser engraver** to solve engineering related problems

Math Standard

- **Use variables** to represent numbers and write expressions when solving a **real-world** or mathematical **problem**; understand that a variable can represent an unknown number or, depending on the purpose at hand, any number in a specified set.

Ohm's Law



Ohm's Law uses this equation:

$$\text{Voltage} = \text{Current} * \text{Resistance}$$

You can use simple algebra to alter this equation to solve for any component you need.

$$\text{Current} = \text{Voltage} / \text{Resistance}$$

$$\text{Resistance} = \text{Voltage} / \text{Current}$$

Design Brief

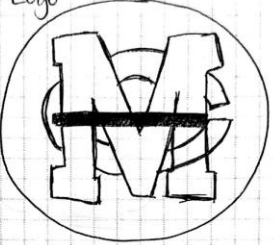
Acrylic LED Sign Design Brief or Overview of the Project



Equipment Needed

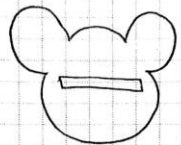
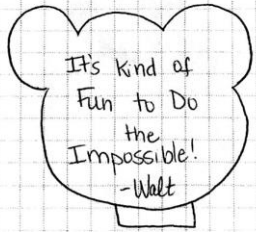
- 3D Modeling Software
- Laser Engraving Software
- 3D Printer
- Laser Engraver
- 1/8" Acrylic Sheet
- Drill
- Wire Strippers
- USB Cord
- LED
- 100 Ohm Resistor
- Soldering Iron
- Hot Glue Gun and Sticks

Engineering Notebook

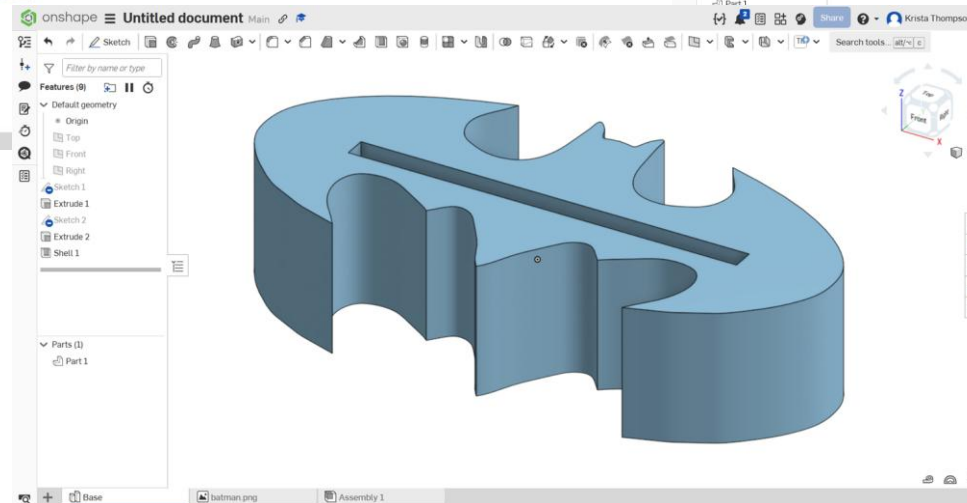
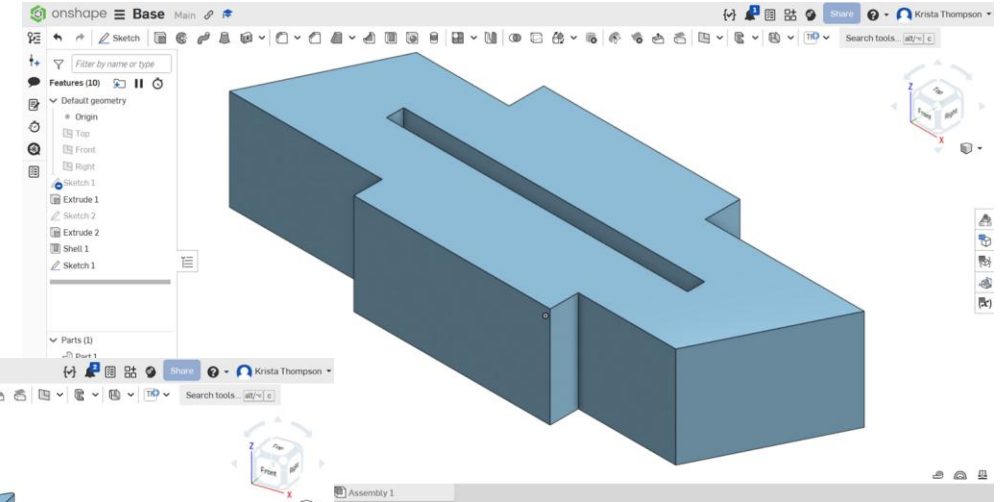
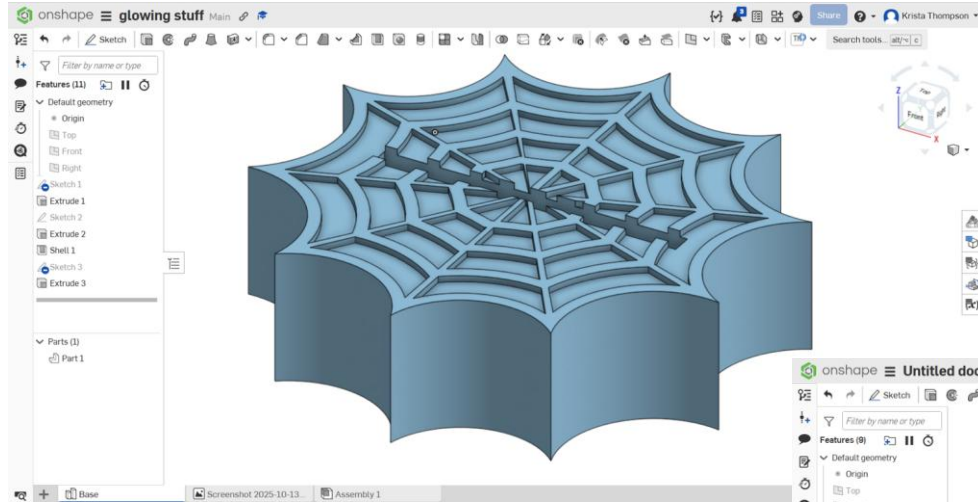
LED Light Ideas		Page: 6
Idea 2: MC Logo → Base		
		
Horsehead Logo → Acrylic		
		
Designed by: <u>B Barber</u>	Date: <u>10-22-25</u>	PROPRIETARY INFORMATION All information is the property of, and solely owned by the Designer
Witnessed by: <u>K Thompson</u>	Date: <u>10/21/25</u>	

Examples of Rough Sketches

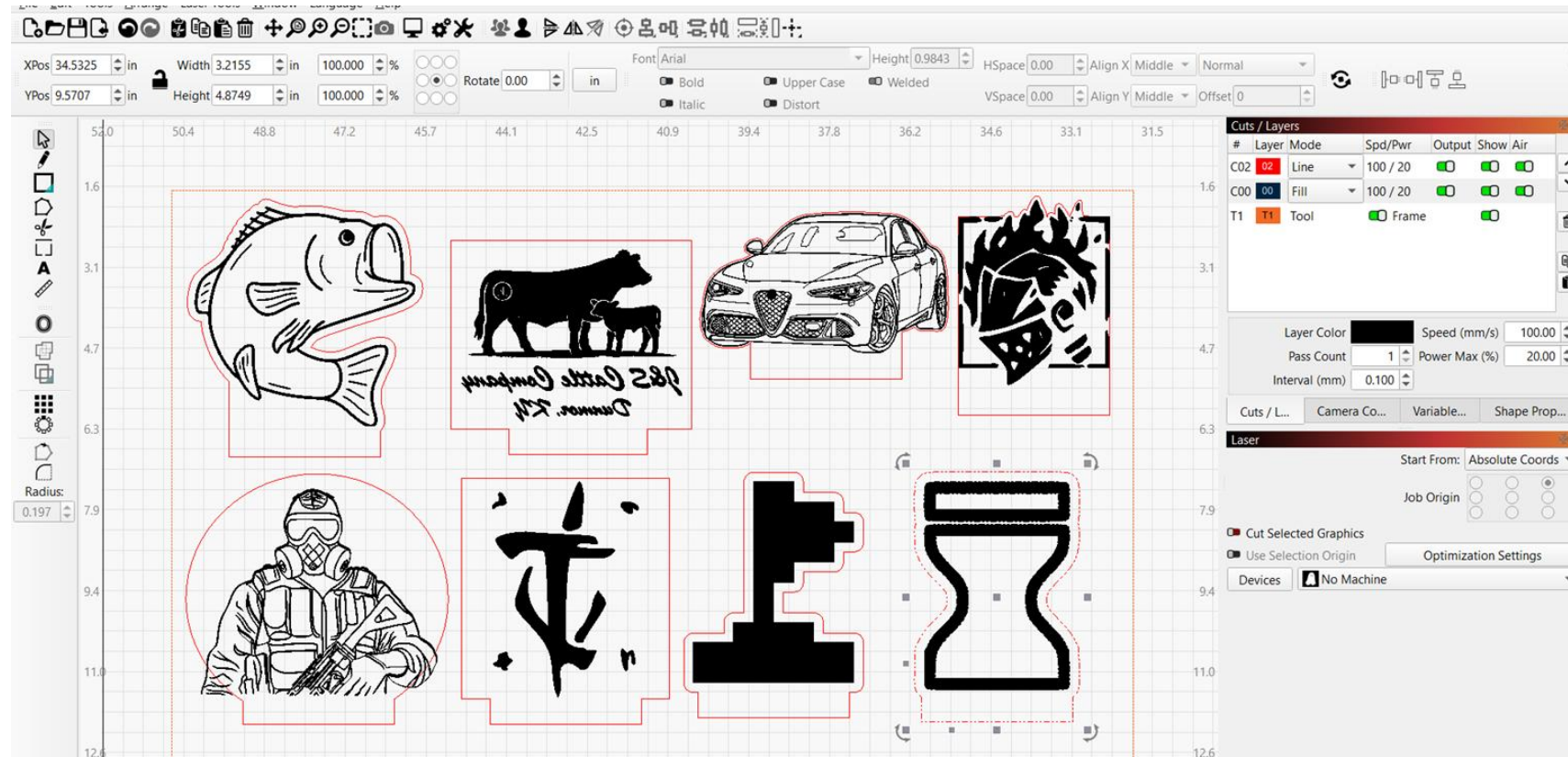
Engineering Notebooks are used for
every project!

Title: LED Light Ideas		Page: 5
Constraints: ^{Base} 1. Approximately 4" x 4" x 1" thick 2. Intricate shape or embossed/raised design		
^{Acrylic} 1. Approximately 5" long x 4" tall		
Idea 1: Mickey Mouse Head → Base		
		
Walt Disney Quote → Acrylic		
		
Designed by: <u>B Barber</u>	Date: <u>10-21-25</u>	PROPRIETARY INFORMATION All information is the property of, and solely owned by the Designer
Witnessed by: <u>K Thompson</u>	Date: <u>10/21/25</u>	

CAD 3D Modeled Base



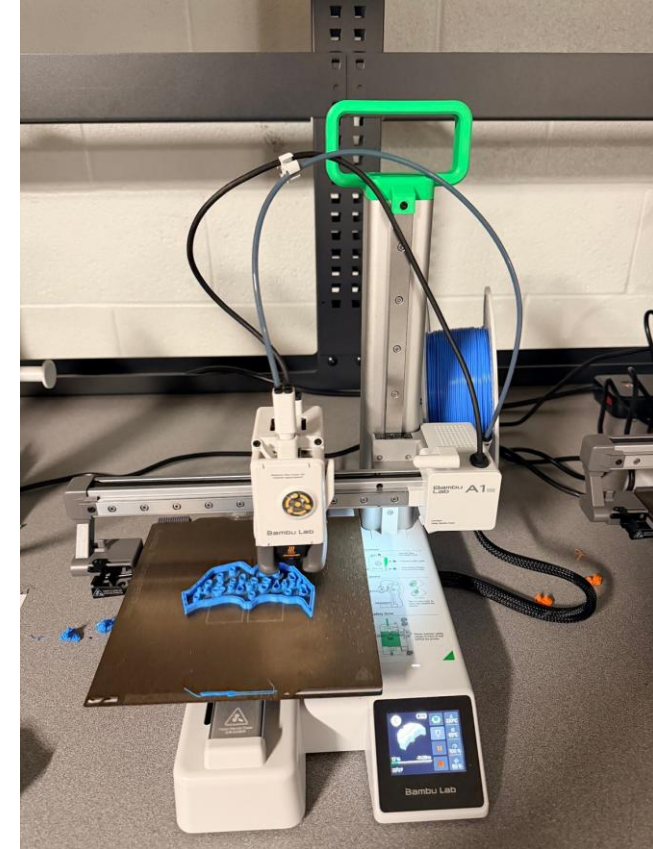
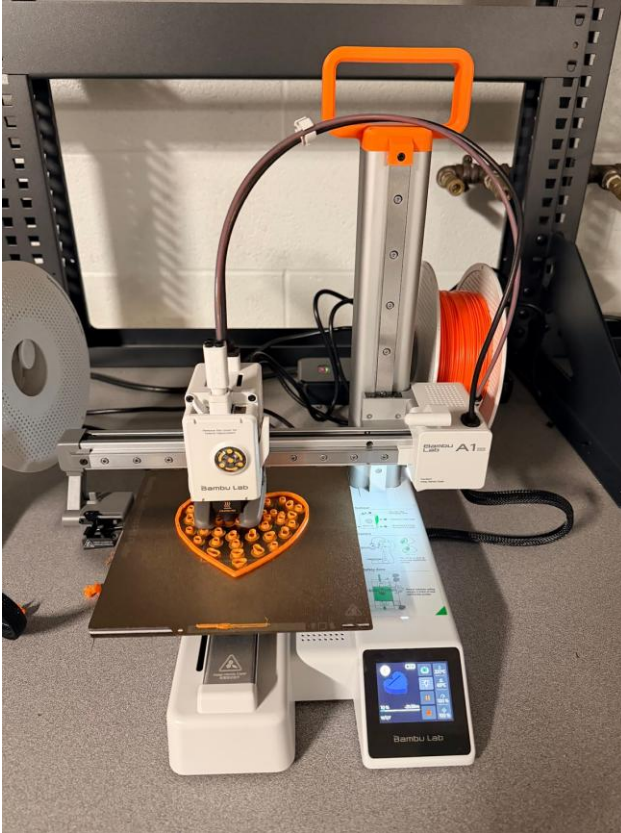
Acrylic Pieces Designed in Lightburn



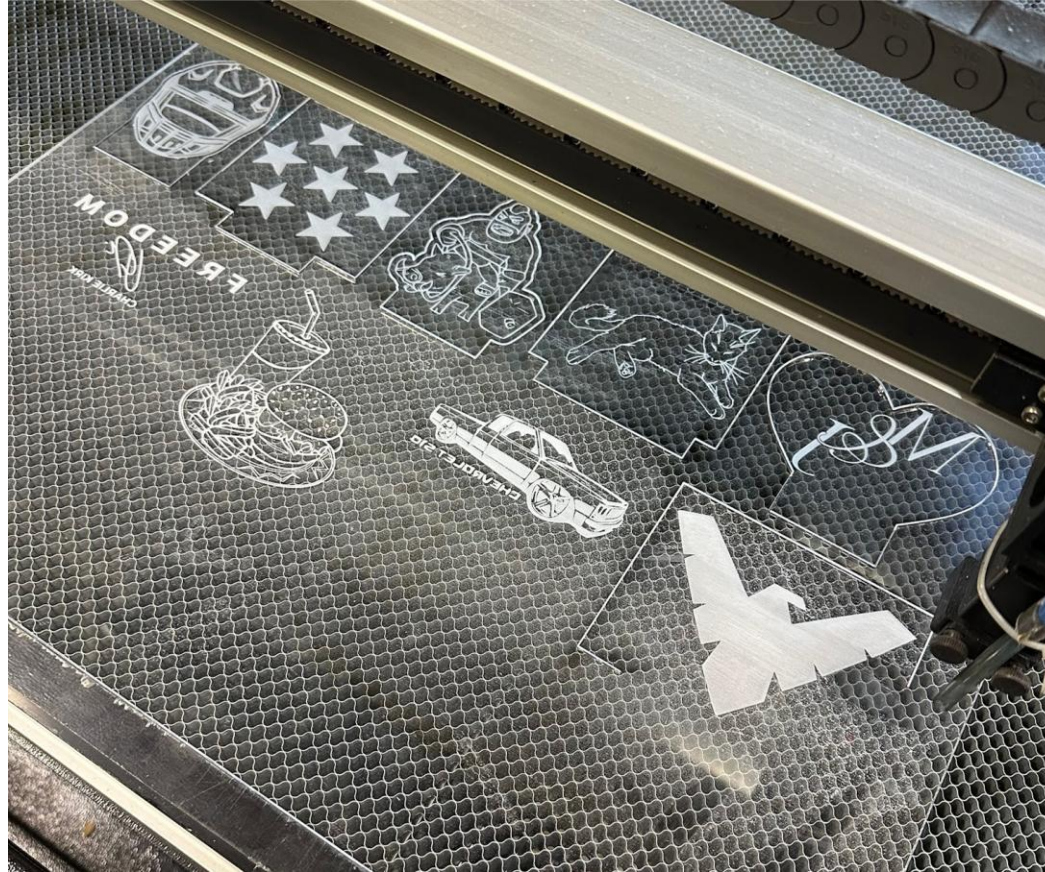
Safety Considerations

1. **Laser Engraving** - ensure fume extractor is on and engraver lid remains closed
2. **Drilling** - ensure base is secured with vise or clamp and wear eye protection
3. **Soldering** - ensure eye protection is worn and demonstrate proper handling to avoid burns and inhaling fumes
4. **Hot glue guns** - ensure proper handling

3D Printing the Bases



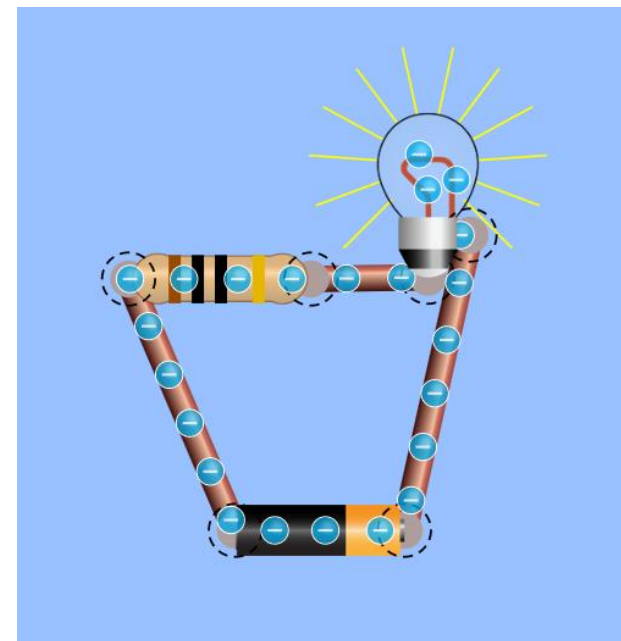
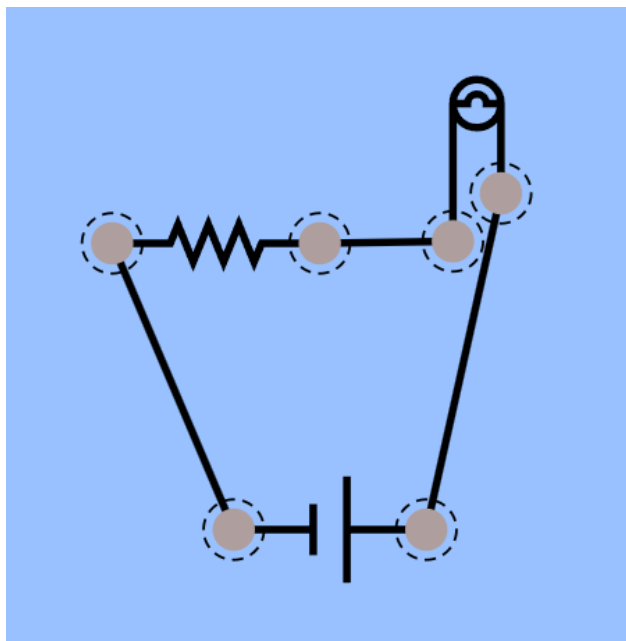
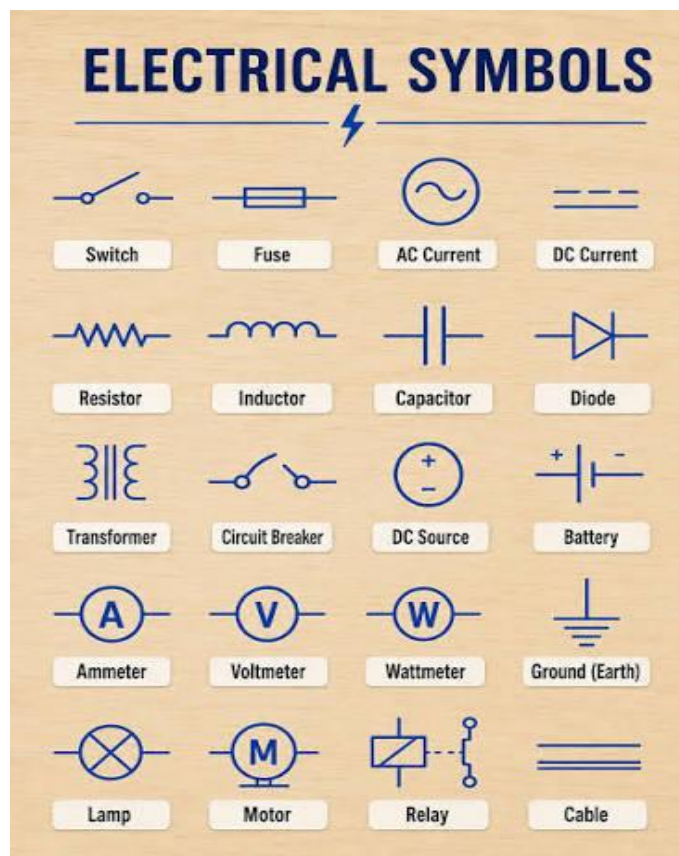
Laser Engraving the Acrylic Sheet



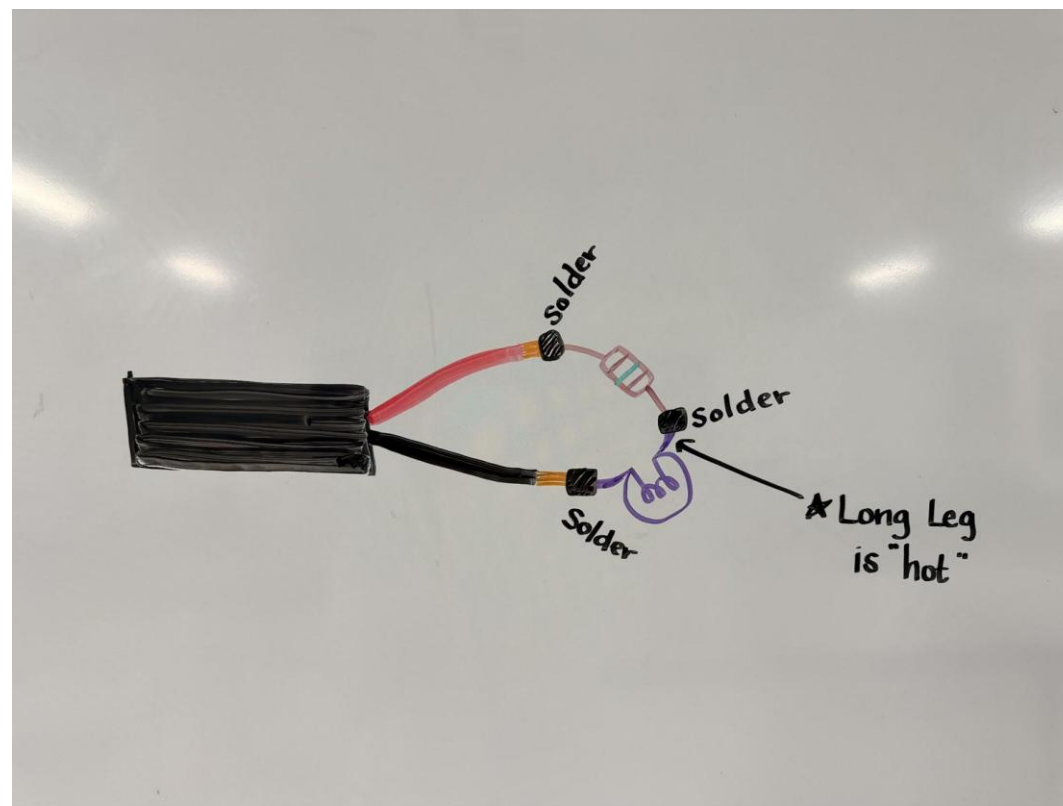
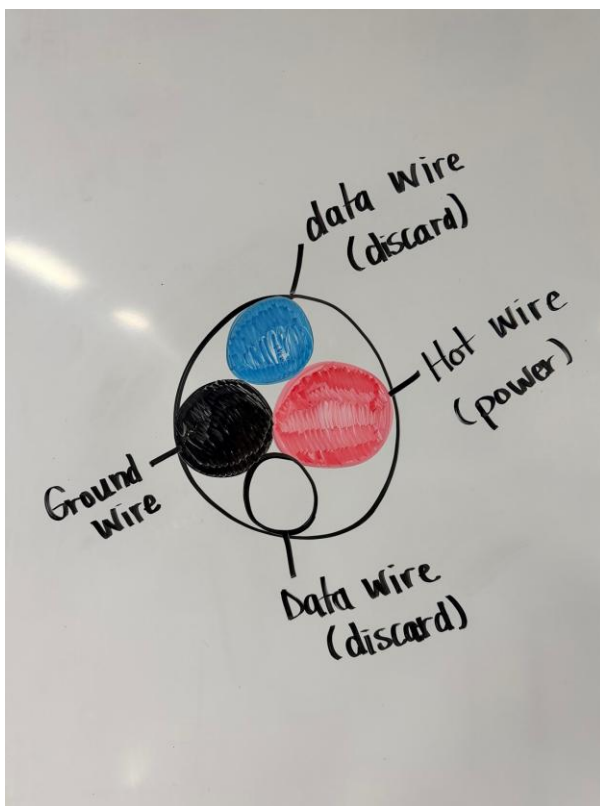
Students Using a Drill



Wiring Schematics

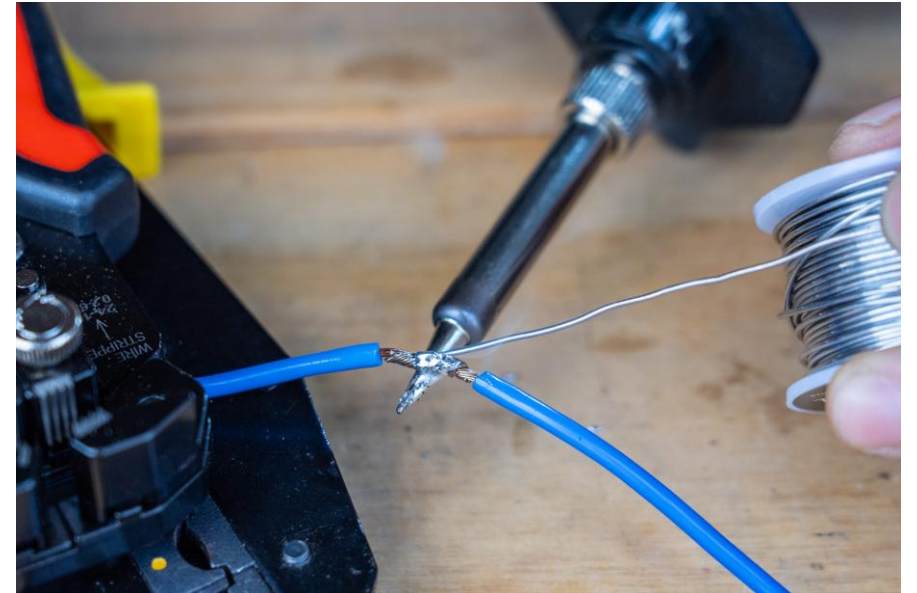


Using an Old Phone Charger



Basics of Soldering

1. Clean and “tin” the tip
2. Heat the joint for 1-2 seconds
3. Apply the solder
4. Remove the solder first, then the iron
5. Let it cool



Students Soldering



Finished Products



It's Your Turn



Let's see some soldering skills from a few volunteers!

Feedback

- What would you like to see in this Civil Engineering Course?
- What did we miss?
- What do you like?

Break

Allen County District Presentation

Travis Hamby

Allen County Schools Superintendent

Shane Humphrey

Allen County-Scottsville High School Principal



High School Redesign & Local Accountability

Allen County Schools — July 24, 2026

A Moment of Clarity: 2020 Senior Visits

Every Senior. Every Doorstep.

In 2020, Allen County Schools leadership visited every graduating senior at their home — a profound commitment to knowing each student personally.

One Question Asked

"What are your plans after graduation?" — That single question revealed how many students left without a clear path and ignited a redesign.

How do we ensure every graduate leaves knowing. . .

- Who they are?
- Their next step?
- How to get there?
- That they're ready!





Our Vision

To graduate **engaged, resilient citizens** who pursue their passions, maximize their strengths, contribute to their community and achieve meaningful purpose in life.

This vision is not aspirational language on a wall — it is the organizing principle behind every redesign decision Allen County Schools has made. Every program, pathway, and practice must be measured against it.

The Challenge: Two Kinds of Accountability

Traditional Accountability Asks...

- Can students read?
- Can students compute?
- Are they graduating on time?

These questions matter — but they tell an incomplete story about student readiness.

Our Vision Demands We Also Ask...

- Are students engaged and motivated?
- Have they discovered their strengths?
- Can they solve authentic, real-world problems?
- Are they prepared for college, careers and life?
- Can they demonstrate — not just recall — what they know?



WHAT THIS IS REALLY ABOUT

High School Redesign Is NOT Primarily About...

The Containers

- Academies or specialized programs
- New buildings or physical spaces
- Bell schedules or course offerings

It IS About

Designing meaningful learning experiences for every student — so that each graduate leaves with purpose, direction, and the skills to pursue a fulfilling life.



From Vision to Local Accountability

Every element of our redesign flows from a deliberate chain: our shared vision shapes the experiences we design, which drive demonstrated learning, which ensures life readiness — and which we hold ourselves accountable to locally.



This chain ensures that accountability is not just about state test scores — it is about whether each student is truly ready for what comes next.

Every Student Should...



Discover

Uncover their interests, strengths, and passions through structured self-reflection and career exploration activities.



Explore

Experience real-world careers, industries and pathways before choosing a direction — not just read about them.



Learn

Engage in rigorous, standards-aligned instruction through authentic projects and hands-on learning experiences.



Demonstrate

Show mastery of skills and knowledge through portfolios, defenses and public presentations — not just tests.



Connect Learning to Life

Build a clear, intentional bridge from classroom content to college, career and community contribution.



STEP 1: DISCOVER

Students Discover

Their Interests

Structured exploration of what excites them — connecting curiosity to potential career clusters and pathways.

Their Strengths

Strengths-based inventories help students see what they do well — often in areas they haven't yet fully recognized.

Their Passions

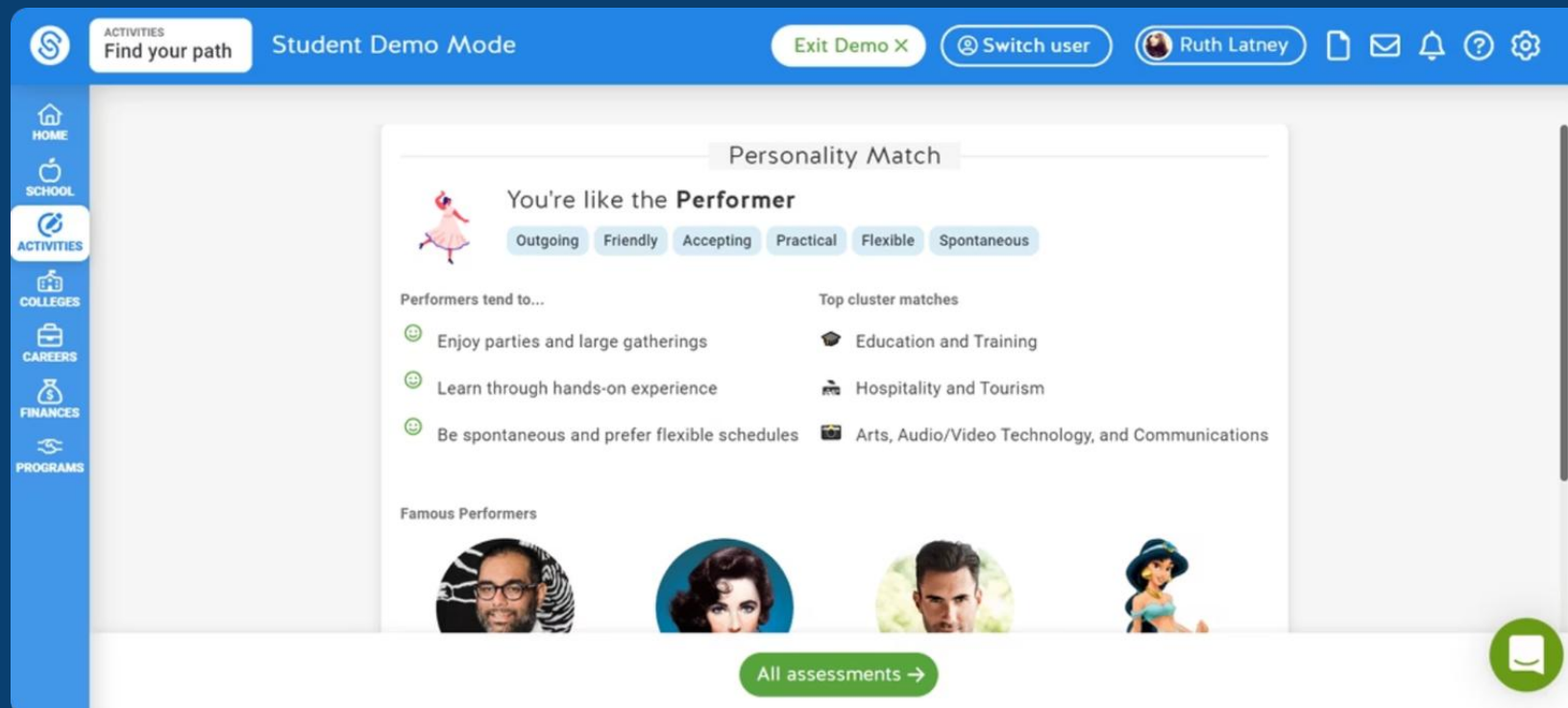
Moving beyond academics to identify what drives personal motivation and intrinsic engagement.

Their Future Possibilities

Connecting self-knowledge to a wide range of postsecondary options — college, CTE, military, and workforce.

Career Assessments: From Curiosity to a Plan

Career interest inventories and strengths activities begin the planning process and connect students to career clusters. Tools like the RIASEC assessment help students move from *"What am I interested in?"* to a fully documented academic, career, and postsecondary plan.



Comparing Careers, Wages and Local Opportunities

Discovery doesn't stop at identifying interests — students go deeper. They actively compare careers side by side: exploring required education levels, industry certifications, projected wages, and the availability of those jobs right here in Allen County and the surrounding region.

This grounded, data-driven exploration ensures students make decisions based on **real information** — not assumptions — as they build their four-year plans and postsecondary goals.



STEP 2: PLAN

Students Plan Their Path

Planning is not a one-time event — it is an ongoing, guided conversation. Counselors hold one-on-one meetings with every student to guide pathway selection, course decisions, and postsecondary planning.

01

Build a 4-Year Course Plan

Students map out required and elective courses aligned to their chosen pathway and graduation requirements.

02

Choose Pathways

From pathway choices available, students explore multiple career clusters and areas of interest.

03

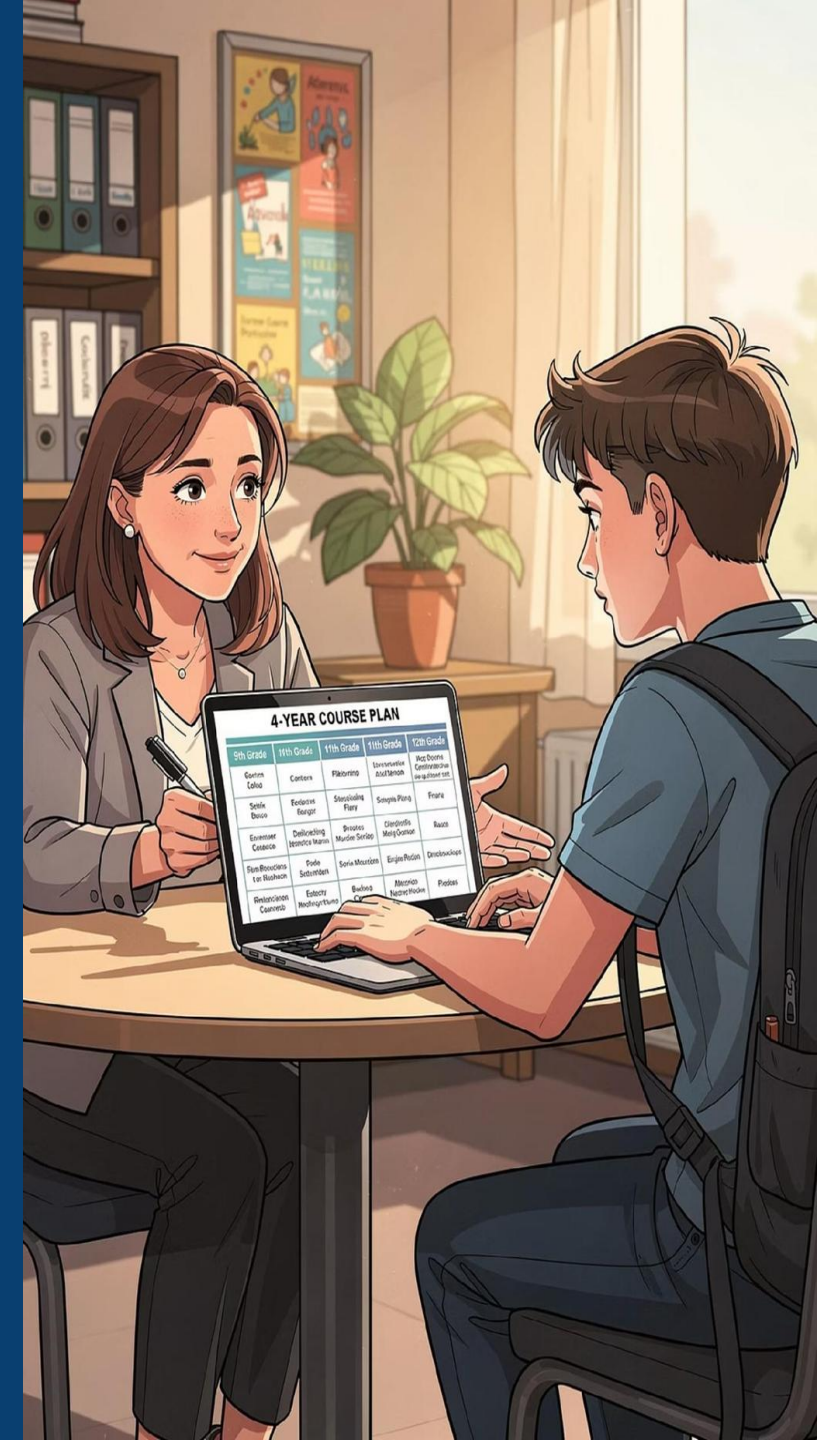
Access Dual Credit & AP for All

College-level coursework is accessible to every student — barriers intentionally removed to expand opportunity.

04

Align to Postsecondary Goals

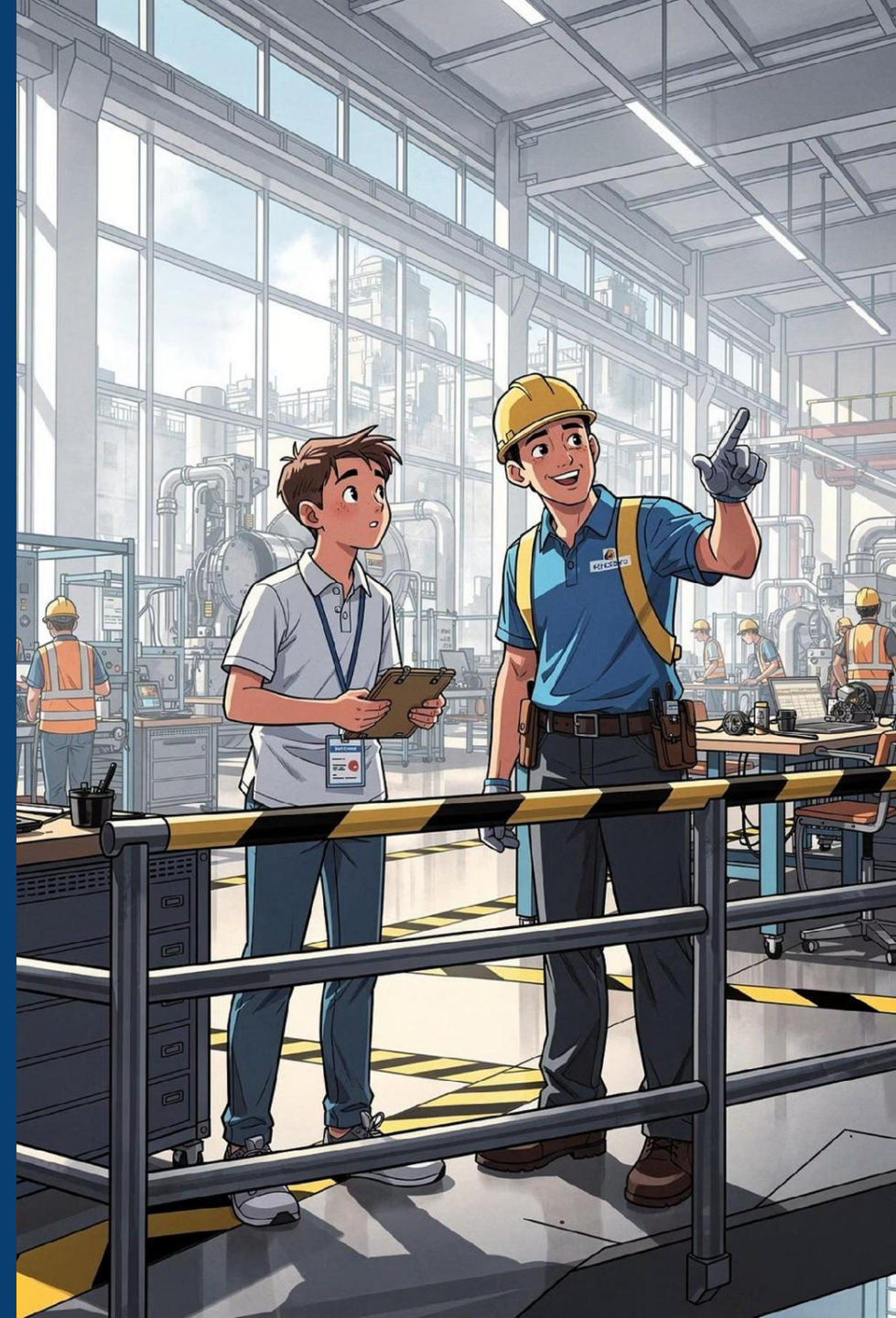
Plans connect directly to college programs, trade school requirements, and workforce entry points.



STEP 3: EXPLORE

Students should
experience careers —
not simply hear about
them.

Exploration at Allen County High School means real workplace visits, hands-on experiences, and authentic connections with professionals in the field.



Pathway Choices: 27 Options for Every Student

Every student at Allen County High School has access to a rich menu of academic and career-technical pathways — ensuring that no matter a student's interest or aspiration, there is a clear, structured route forward.

Up to 3 Pathways

Students can explore multiple areas of interest, building breadth of experience alongside depth in their primary focus area.

27 Choices Available

From healthcare to engineering, business to the arts — the pathway catalog reflects the full range of college and career possibilities.

Dual Credit Open to All

College coursework is integrated into pathways and accessible to every student — regardless of background or prior academic record.

Dual Credit Opportunities



→ Every Student Deserves Access

We believe college-level learning is not a privilege — it is an expectation available to all Allen County students.

→ Barriers Intentionally Removed

We actively identify and dismantle barriers — financial, academic, and logistical — that have historically limited dual credit participation.

→ Aligned to Goals, Not Just Credits

Dual credit courses connect to each student's career and postsecondary plan — building confidence alongside college transcripts.

→ Expanding Opportunity

Our focus is not credit accumulation for its own sake — it is expanding what students believe is possible for their futures.



Job Shadowing: Careers in Real Life

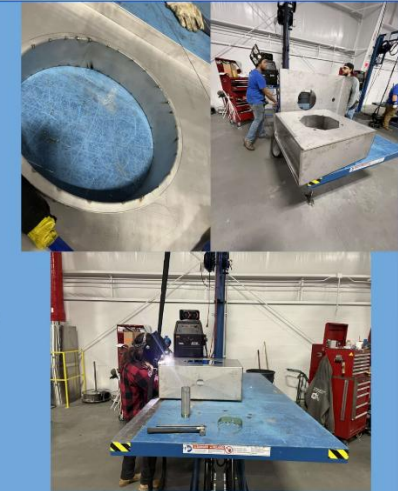
We believe students should **experience careers** — not just **hear about them**. Job shadowing is a structured opportunity for 11th and 12th graders to spend time in professional workplaces, meeting people doing the work they are considering for their own futures.

- Connects classroom learning to the real world
- Helps students discover what they enjoy — and what they don't
- Expands student networks and professional connections
- Builds a clearer vision for life after graduation

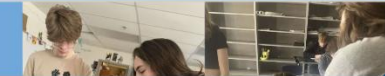
I was a creative problem solver.

Job Shadowing Experience #1 - Welder

- While job shadowing at Halton, I was given more of an insight on what goes on behind the scenes as a welder and what their daily routine looks like.
- I learned that it's very time consuming, as the welds have to be near perfect to make a good career out of it. Despite this, I am still certain that I want to pursue this line of work.



Job Shadowing Experience #2 -



Drive: 5:17 PM Fri Jul 17

51% 51%

PHYSICAL THERAPY

I JOB SHADOWED AT THE PHYSICAL THERAPY DEPARTMENT AT THE MED CENTER OF SCOTTSVILLE. EVEN THOUGH PHYSICAL THERAPY ISN'T IN MY CAREER PATHWAY, IT WAS STILL A GREAT EXPERIENCE. I GOT TO SEE WHAT IT'S LIKE TO WORK IN HEALTHCARE AND LEARNED HOW IMPORTANT TEAMWORK, COMMUNICATION, AND PATIENT CARE ARE SKILLS THAT ARE USEFUL IN ANY JOB



STEP 4: LEARN

Students Learn

Rigorous, standards-aligned instruction — delivered through authentic experiences that make knowledge stick and transfer to real life.

Project-Based Learning (PBL) at ACSHS



What PBL Looks Like at ACSHS

- Real-world, hands-on learning anchored in authentic problems
- Focus on critical thinking, collaboration, and communication
- Aligned to content standards and proficiency scales
- Students showcase learning through projects — not just tests
- PATCON highlights and celebrates student work publicly
- Builds readiness for college, career, and life beyond the classroom

Proficiency Scales at ACSHS

Proficiency Scale
Score 4.0–Distinguished <i>In addition to scoring 3 performance, the learner will:</i> ☐ Use the work-energy theorem to explain and apply the relationship between kinetic energy and work.
Score 3.0–Proficient <i>In addition to scoring 2 performance, the learner will:</i> ☐ Develop and use models to show energy transfers from one form to another. ☐ Use quantity of work to solve for force and displacement of an object. ☐ Solve for potential and kinetic energy.
Score 2.0–Apprentice <i>The learner will:</i> ☐ Identify different forms of energy. ☐ Explain the relationship between energy and work. ☐ Distinguish between potential and kinetic energy. ☐ Associate energy forms as types of potential or kinetic energy. ☐ Calculate the work done on an object.
Score 1.0–Novice With help and/or support, the learner can perform some score 2.0 and 3.0 expectations, as demonstrated on learning tasks.
Score 0.0 Even with help and/or support offered, no evidence of performance was submitted.

Unit 3: Energy
Learning Target 1: We are learning to define energy in terms of work done within a system. Kentucky Course Standards: Supporting Content for HS-PS3-2 Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative positions of particles (objects). [Clarification Statement: Examples of phenomena at the macroscopic scale could include the conversion of kinetic energy to thermal energy, the energy stored due to position of an object above the earth, and the energy stored between two electrically-charged plates. Examples of models could include diagrams, drawings, descriptions, and computer simulations.]
Proficiency Scale
Score 4.0–Distinguished <i>In addition to scoring 3 performance, the learner will:</i> ☐ Use the work-energy theorem to explain and apply the relationship between kinetic energy and work.
Score 3.0–Proficient <i>In addition to scoring 2 performance, the learner will:</i> ☐ Develop and use models to show energy transfers from one form to another. ☐ Use quantity of work to solve for force and displacement of an object. ☐ Solve for potential and kinetic energy.
Score 2.0–Apprentice <i>The learner will:</i> ☐ Identify different forms of energy. ☐ Explain the relationship between energy and work. ☐ Distinguish between potential and kinetic energy. ☐ Associate energy forms as types of potential or kinetic energy. ☐ Calculate the work done on an object.
Score 1.0–Novice With help and/or support, the learner can perform some score 2.0 and 3.0 expectations, as demonstrated on learning tasks.
Score 0.0 Even with help and/or support offered, no evidence of performance was submitted.

Proficiency scales shift the focus from earning points to demonstrating mastery. Expanded into Physical Science during 2025–2026, they are now central to how ACSHS defines what students should know and be able to do.

- Increased consistency in grading, feedback and expectations
- Conversations shift from percentages to levels of understanding
- PLCs used to refine scales and calibrate across teachers
- Students take greater ownership of their own learning progress
- Builds a schoolwide culture focused on growth — not just grades



Students should leave
able to **demonstrate** what
they know —
not simply earn credits.

Demonstrated learning is the bridge between classroom content and life readiness.
It requires students to show — not just tell — what they have mastered.

STEP 5: DEMONSTRATE

PATCON: Our Annual PBL Showcase

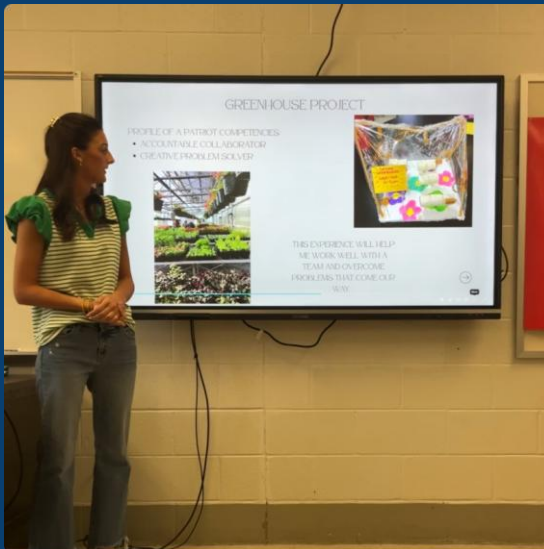
PATCON is Allen County High School's signature Project-Based Learning showcase — a community event where students present authentic, real-world projects to industry partners, community members and educators.

- Students share work with real-world relevance and depth
- Community feedback sharpens communication and presentation skills
- Celebrates student voice, innovation, and creative problem-solving
- Demonstrates how learning connects to college, careers, and community



PATCON is a living demonstration of local accountability — showing our community what students can actually do.

Graduate Defenses

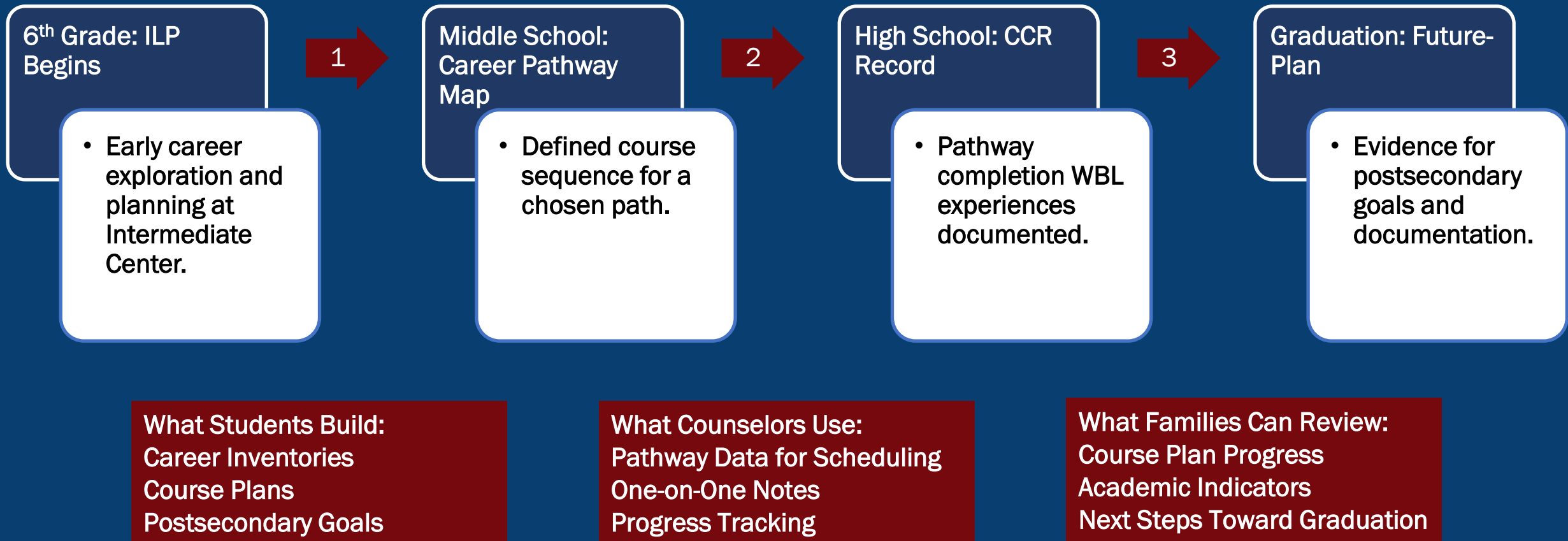


Graduate Defenses are the capstone demonstration of a student's high school journey. Stepping stones for 9th–11th graders build progressively toward the senior defense — ensuring readiness is developed over time, not just assessed at the end.

- Showcase growth and learning across the full high school career
- Reflect on achievements and articulate future goals
- Present evidence of skills, mastery and accomplishments
- Build confidence, communication and advocacy skills

SYSTEM DESIGN

ILP, Course Plans & Pathways Connected



This connected planning structure ensures that every student — from middle school through graduation — has a documented, guided, and revisable plan that grows with them.

Readiness Tracking: Three Categories of Evidence



Academic Indicators

- GPA and class ranking
- ACT scores and course plan progress



CTE Accomplishments

- Industry certifications earned
- End-of-Program results
- Pathway completion progress



Advising Evidence

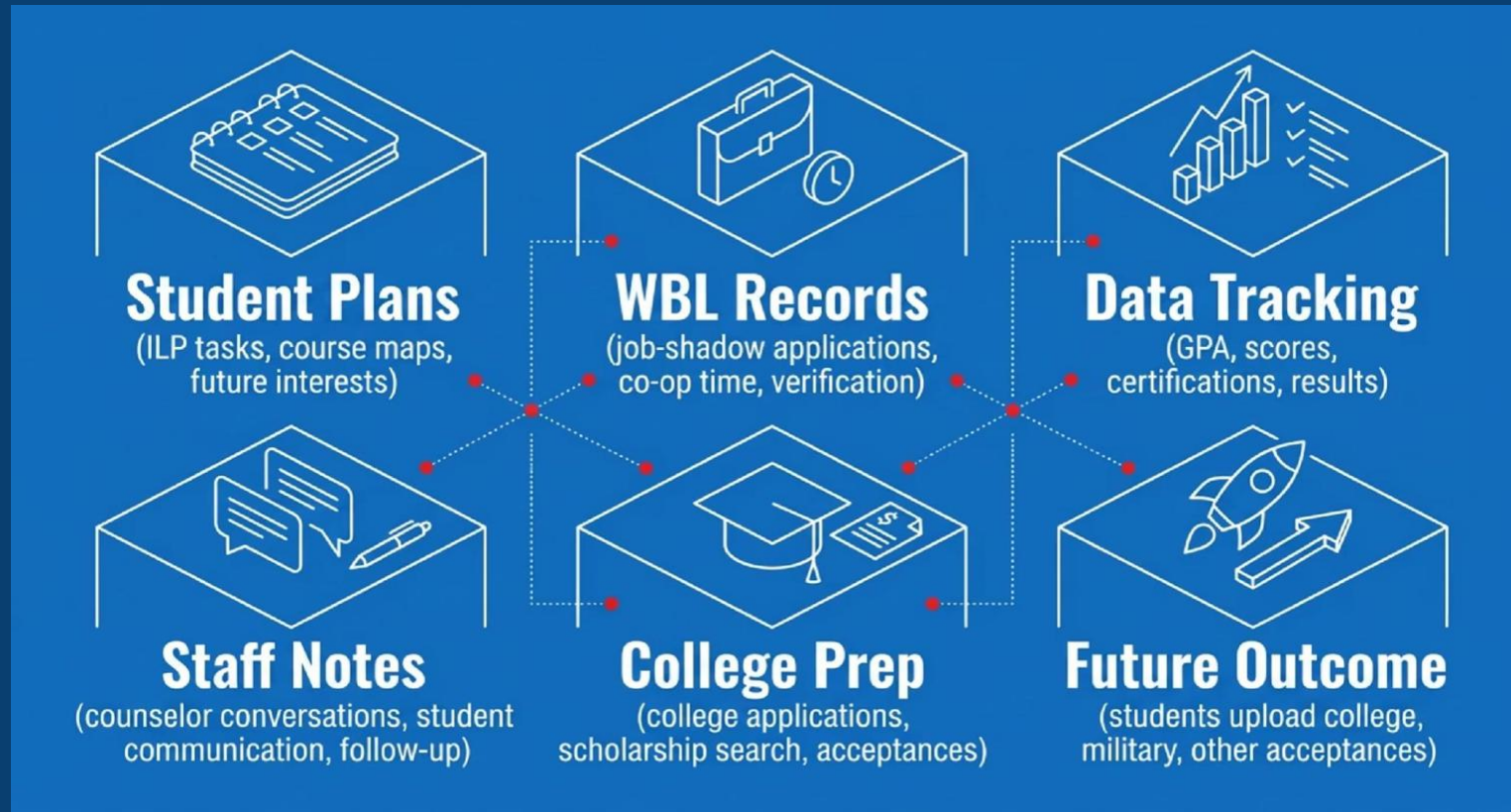
- One-on-one conversations recorded
- Student/parent communication notes
- Follow-up needs and next steps documented

Together, these three evidence categories give counselors, teachers, and administrators a comprehensive, real-time view of each student's readiness — not just their grades.

STAFF WORKFLOW

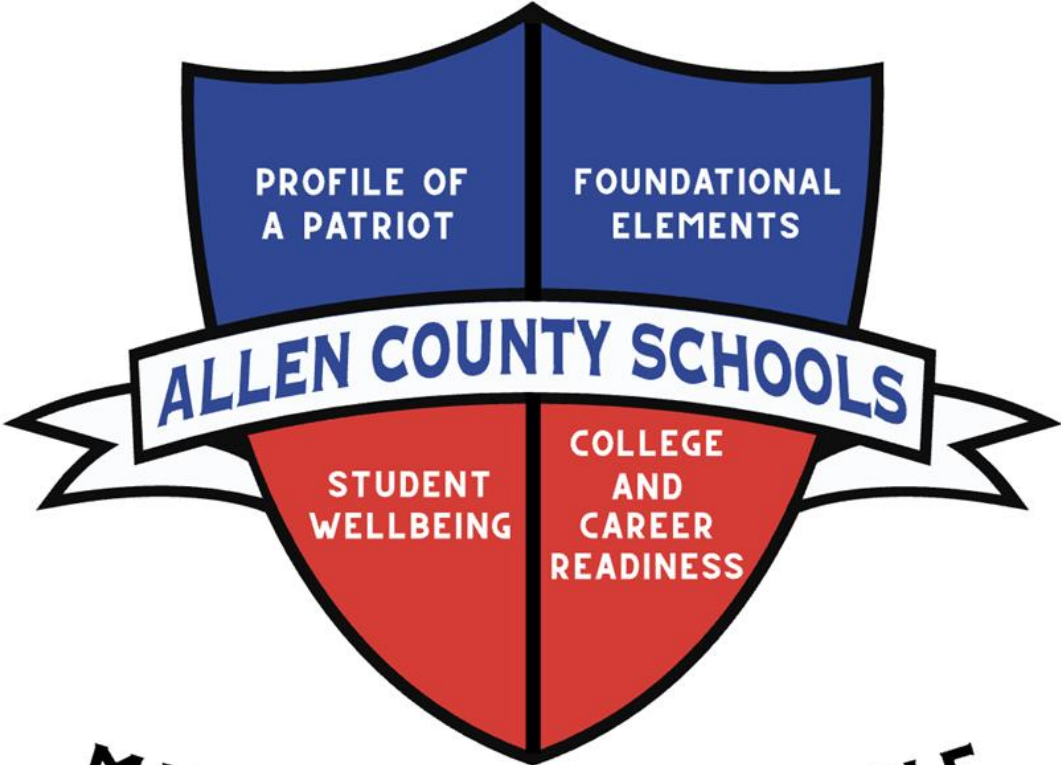
One Consistent View

SchoolLinks gives counselors, CTE staff, students and families a **shared, real-time view** of each student's planning, readiness and next steps — eliminating duplication and reducing information gaps.



Our Dashboard

Making Learning Visible > Profile of a Patriot > Foundational Elements > Student Wellbeing > College and Career Readiness >



MAKING LEARNING VISIBLE

Fleming County District Presentation

Brian Creasman
Fleming County Schools Superintendent



Changing the Learner Experience

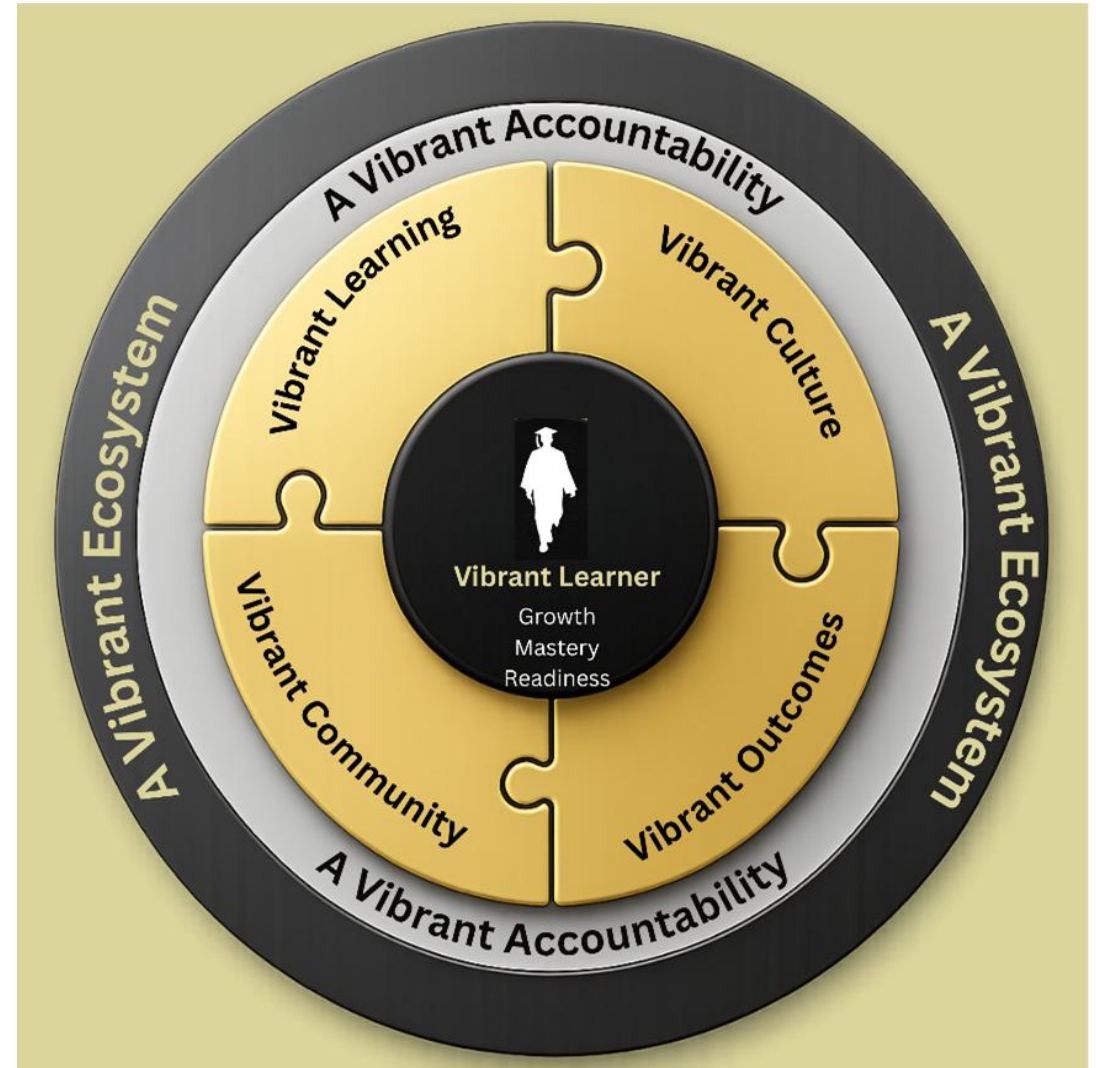
Vibrant Learning, Local Accountability, and Enterprising Education

Preparing Every Learner for Growth, Mastery, Readiness, and Life Beyond Graduation



A Vibrant Ecosystem

In Fleming County Schools, we have a **laser focus** on **creating vibrant learning experiences** and **opportunities** for **every student** that intentionally promote **growth**, demonstrate **mastery** and develop the knowledge, skills and dispositions necessary for **readiness** in schools, career and life.





Why This Conversation Matters

Across America, accountability has largely measured what students know after learning.

The next generation of accountability should also measure what students experience while learning.

Our question becomes:

Are we intentionally designing learner experiences that naturally produce deeper learning, stronger evidence, and greater readiness?





In Fleming County, We Believe Vibrant Learning Is...

- **Meaningful, relevant, authentic and appropriately challenging learning** that actively engages every student.
- **Student-centered learning** where learners think critically, solve real-world problems, create meaningful work, and exercise voice, choice and ownership.
- **Rigorous academic learning connected to authentic application**, integrating academic knowledge with durable skills through interdisciplinary and performance-based experiences.
- **Compelling evidence of learning**, where students demonstrate continuous Growth, Mastery of rigorous academic standards, and Readiness through authentic performances, projects, products and presentations.
- **The foundation of our local accountability model**, ensuring every learner experience prepares students for college, careers, entrepreneurship, civic engagement and lifelong success.





Learning Through Authentic Performance

Students demonstrate learning through

- business operations
- client projects
- product development
- presentations
- design thinking
- community partnerships
- reflection
- performance assessments

Every experience produces evidence.





Benefits of Authentic Learning

- **Makes learning meaningful and authentic** by connecting rigorous academics to real-world problems, businesses and community needs.
- **Develops future-ready learners** through critical thinking, collaboration, communication, creativity, leadership and entrepreneurship.
- **Provides authentic performance opportunities** where students apply learning through projects, products, services, presentations and student-run enterprises.
- **Produces compelling evidence of Growth, Mastery and Readiness** through performance-based assessments, portfolios, authentic writing and real-world demonstrations of learning.
- **Strengthens local communities and workforce development** by building partnerships with business and industry while preparing students for college, careers, entrepreneurship, civic engagement and lifelong success.





Vibrant Learning = Vibrant Evidence of Learning

Vibrant Evidence of Learning is the authentic demonstration of a student's Growth, Mastery and Readiness through meaningful performances, products, projects, presentations, portfolios and real-world applications of learning.

Teamwork



In this we had to talk about how Keystone species affect the ecosystem in the 1st period to see what would happen without it. This shows teamwork because I had to work in a group of 4.



Food Truck

My food demonstrates Teamwork because me, Branden, and Lane had to use teamwork in math to make the design of the truck to learn what math you use why running a food truck. This shows teamwork because I had to work in a group of 3 or 4.



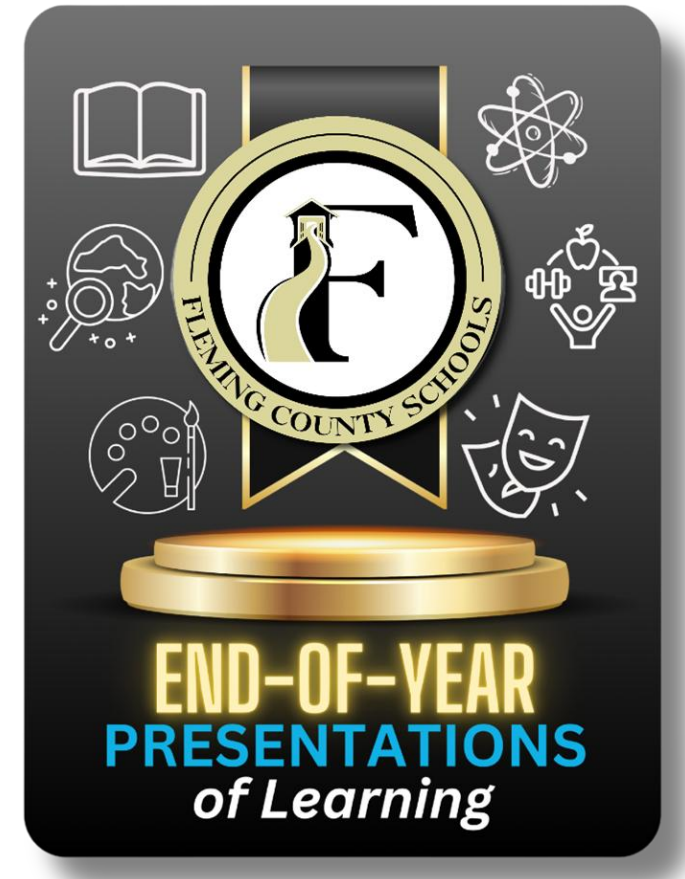
Tomato Mummy

We had to mummify a food of our choice to mummify in Social Studies to learn the ways of the Egyptians. This shows teamwork because I had to work in a group of 4.



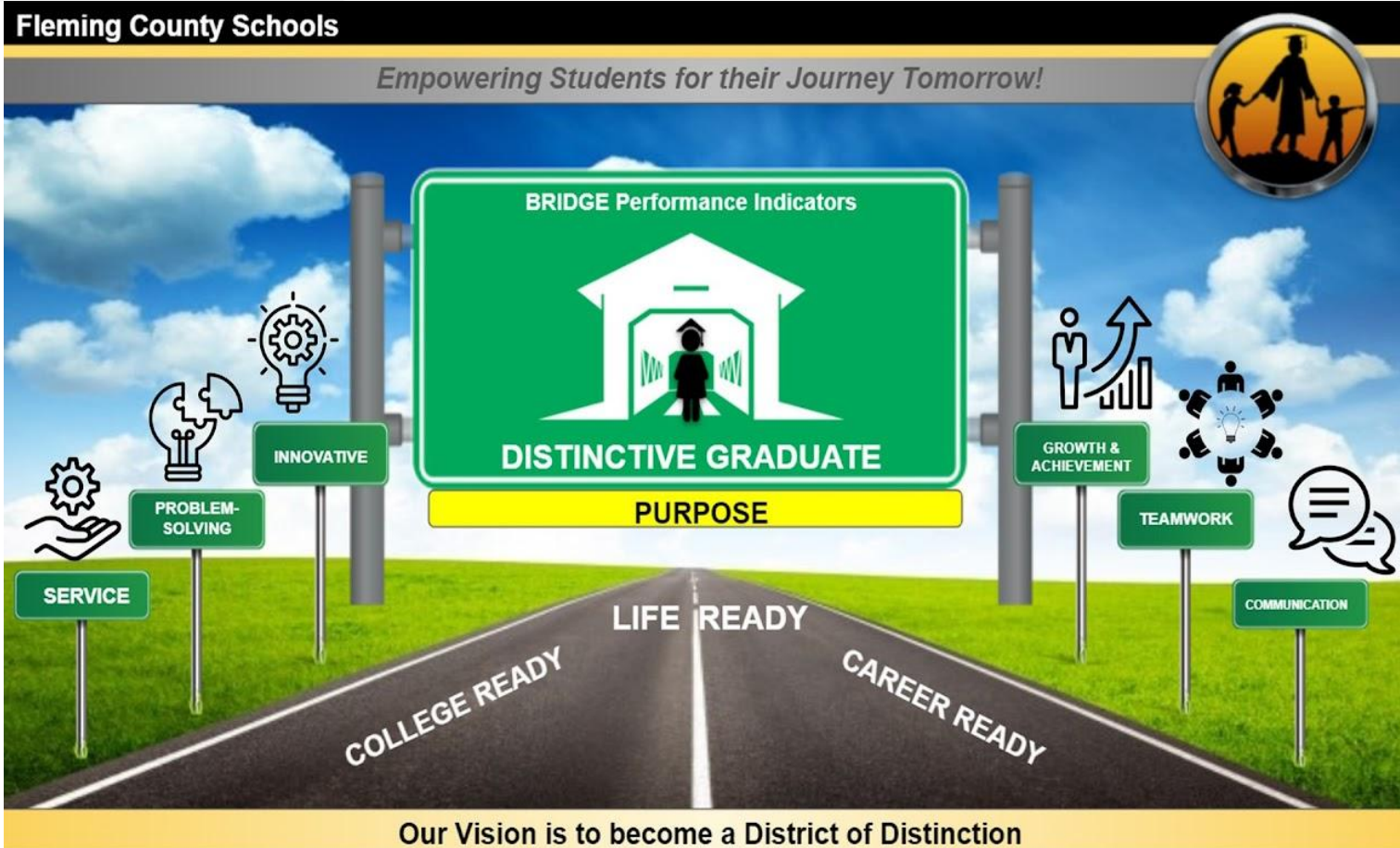
Vibrant Evidence of Learning in Fleming County

- End-of-Year Presentations of Learning (K-12)
- Digital Learning Portfolios and Student Websites (Grades 3-12)
- Performance-Based Assessments and Authentic Learning Experiences (Grades 4-12)
- Authentic Writing, Projects and Public Exhibitions (Grades K-12)
- Compelling Evidence of Growth, Mastery and Readiness (Grades K-12)





Fleming County Schools



In Fleming County Schools, **Bridge Performance Indicators** or **BPIs** go far beyond a simple poster on the classroom wall!

The expectation is for teachers to integrate BPIs into daily lessons. This fosters a deep understanding of each competency across different subjects, allowing students to demonstrate their mastery in real-world situations.

BRIDGING PURPOSE AND POSSIBILITIES



Vibrant Learning in Action:

Enterprising Education is not simply Career and Technical Education.

It represents a different instructional model where students

- Operate real businesses
- Solve authentic problems
- Serve real customers
- Manage budgets
- Collaborate with industry
- Demonstrate learning publicly

Students are no longer preparing for the real world. **They are already working within it.**

This reflects the program's emphasis on student-run enterprises, authentic business management, and real-world application of technical and entrepreneurial skills





Fleming County High School

Enterprising Education: A “Real” Dynamic Learning Experience



The SHIFT

- \$15 million renovation of career-technical labs for modern learning environments in 2017.
- The District's BRIDGE Performance Indicators (BPIs) were also approved in 2017.
- Increased focus on project-based learning to prepare students for real-world challenges.
- Commitment to equipping students with the skills needed to thrive in the 21st century economy.





Fleming County Schools



Growing Tomorrow's Fleming County Small Business Owners

BRIDGING PURPOSE AND POSSIBILITIES



Bridging the Gap: Theory Meets Application

- **Experiential** learning that bridges the gap between theory and real-world business applications.
- **Applying** academic concepts in authentic business settings to solidify understanding.
- **Sharpening** essential skills: problem-solving, critical thinking, and teamwork (BPIs).
- **Developing** an entrepreneurial mindset for future success.





Business and Industry Partnerships: Building Career Connections

- **Real-World Collaboration:** Enterprising Education fosters valuable partnerships with local businesses and industries. This collaboration provides students with authentic learning opportunities and access to industry expertise.
- **Mentorship and Guidance:** Local partners serve as mentors, offering guidance on business operations, leadership development, and career pathways. This prepares students to effectively manage future businesses and confidently step into leadership roles.
- **Contractual Projects:** Through these partnerships, students gain practical experience by fulfilling real contracts. Examples include welding projects for local manufacturers, supplying custom apparel for stores or events, operating catering services for the Panther Bistro and assisting in projects for People's Bank.
- **Workforce Pipeline:** By partnering with local businesses, Enterprising Education bridges the gap between education and employment. Students graduate with industry-relevant skills and experience, becoming valuable assets for the local workforce, including positions at People's Bank and other businesses.



Current Enterprises

- Panther Bistro
- Paw-Mart (School Store)
- Panther Bank
- Panther Plants and Petals
- Panther Custom Designs and Signs (Welding and Powder Coating)
- Automotive (Car Detailing, Oil Changes, Tires, and more)
- Ruff Cuts (Dog Grooming)
- Panther Plants and Petals





BUILDING A STRONG FOUNDATION

- **Empowering Students for Fulfilling Careers:** Enterprising Education prepares students for fulfilling careers by integrating Career and Technical Education (CTE) standards, Portrait of a Learner competencies, and small business principles.
- **Real-World Focused Education:** This innovative approach provides a comprehensive and practical education that reflects the demands of today's workforce.
- **Pathway Specialization:** Students gain specialized training and hands-on experiences in chosen fields like technology, healthcare or skilled trades.
- **Direct Workforce Entry or Further Education:** Enterprising Education prepares them to enter the workforce directly after high school or pursue further education.





Enterprising Education: Launching Student Success

What Excites Us Most

Since the launch of Enterprising Education in 2017, we've seen a wave of student-led businesses flourish!

We're particularly excited about the entrepreneurial journeys of our current and former students:

- **Launching Their Own Ventures:** Students are taking the initiative to open businesses while still in high school or after graduation.
- **Diverse Industries:** These businesses span a variety of exciting fields, including party planning, landscaping, independent welding contracting, graphic design, and even storefront ownership.

These achievements showcase the power of Enterprising Education in empowering students to become future business leaders!

[Fleming County High School Website](#)



Working Session

Karen Perry

UK NextGen

Lu Young

UK NextGen and

Kentucky Board of Education Vice Chair

Four Corners

- I learned...
- I changed my thinking about...
- I'm excited about...
- I still have questions...

- Choose your corner
- Talk with the people there
- Be ready to share 2-3 insights

Reflections and Next Steps

Brandy Howard

Council Chair, Bullitt County Schools

Adam Hicks

Council Vice Chair, Shelby County Schools

Kentucky Academic Standards for Mathematics Revision

- The *Kentucky Academic Standards for Mathematics* are being revised as part of the required six-year review cycle, per KRS 158.6453.
- The revised DRAFT standards introduce a **Mathematics Pathways Coding Framework** supporting local schools and districts in designing personalized coursework for students that:
 - Aligns the mathematics that students need with their programs of study, career interests and postsecondary goals.
 - Ensures students have access to rigorous mathematics instruction that is **meaningful** for their postsecondary goals.
 - Is grounded in work that other states, such as Tennessee and Alabama, are undertaking to ensure students have access to rigorous mathematics that is meaningful in reaching their postsecondary goals.



Thank you and Adjournment

Karen Dodd,
KDE Chief Performance Officer
and Kentucky United We Learn Council Lead



Before you leave....

- Susan Strange will send out an email to follow up on travel reimbursement and other action items
- If you filled out the “5 Pressing Issues” Note catcher **OR** the POL Empathy Interview document and it wasn’t collected, please leave it on the table
- Please leave your nametags and table tents on the table