Kentucky United We Learn

March 20, 2025

Virtual Meeting

Town Halls

Karen Dodd, KDE

Town Hall Attendance Data

Over 600 individuals attended the town halls.

- 75% Educators
- 7% Community
- 2% Business
- 1% Legislative/Government
- 1% Family

- 14% Includes partners, students and unidentified

Most Common Topics across Town Halls

- Assessments
- Local Accountability
- Vibrant Learning Experiences (VLE)
- Social Studies and Science
- Student Growth
- Equity Concerns
- Inclusion of Special Education
- Federal Requirements and Implementation Timeline

Model Framework 3.0 Overview

Jennifer Stafford, KDE

Difference Between Framework 2.0 and 3.0

- Districts now have the option to administer state-developed or independently purchased reading and mathematics interim assessments.

- Clarify that science off-grade testing for grades 3, 4, 6, 7 and 9 is optional, with districts able to choose between state-developed tests or creating their own.

- Optional K-2 assessments in reading and mathematics have been added, allowing districts to administer state-developed tests or purchase their own.

- The graphic has been updated to include both federal/state and local components.

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EDUCATION

Revisions to Technical Document

- The technical document has been updated to align with Framework 3.0.

- A reference to English Learner exceptions, which legislators have expressed a desire to include, has been added.

- Other areas of the technical document have been revised to enhance clarity and improve readability.

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

Local Accountability Indicators

Federal Accountability Indicators

- 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.

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.
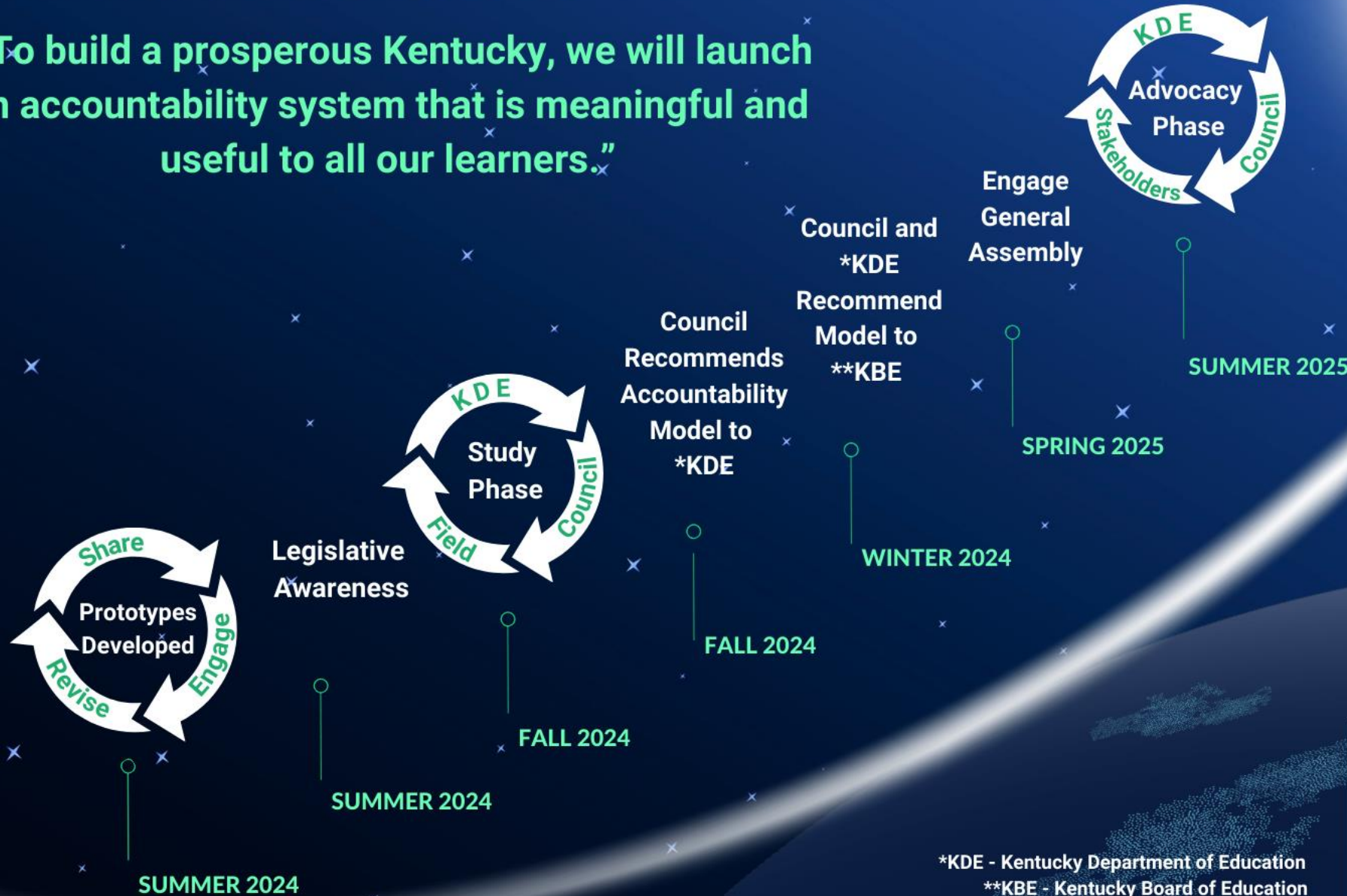
Open Discussion

- Do you have any WOWs or WONDERs?

- Do you feel that Framework 3.0 is getting us closer to the moonshot?

Journey to Framework 3.0 Questionnaire

Scan or click the QR code to access.

Next Steps

- **Kentucky United We Learn Council In-Person Convening** - June 20, 2025
  - Advocacy Phase
- Present Framework to Legislators in 2026

If you want more details about the town halls or how we got to this point in the development of the Framework click on United We Learn on our website and then the bolded link at the top to go the **Reimagining Assessment and Accountability** page.