

# Kentucky United We Learn Regional Town Halls

The Future of Assessment and Accountability  
in Kentucky

February 2025

# Welcome

Robbie Fletcher, Commissioner of Education



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

# Three “BIG” Ideas

- Vibrant Learning
- Accelerating Innovation (in Accountability)
- Collaboration with LOCAL Communities (and with other school districts)

# The Flight Path

## Where have we been?

- **2021**
  - Listening Tour
  - Kentucky Coalition for Advancing Education (KCAE)
  - Local Laboratories of Learning (L3)
- **2022 -2023**
  - Kentucky United We Learn Council
  - Accountability Focus
- **2024**
  - 4 Prototypes
  - 2 Model Frameworks with an Ongoing Study Phase for Input

## Where are we going?

- **2025**
  - Town Halls
  - Finalized Model Framework
- **2026**
  - Recommendation to the General Assembly

# Accountability : Two Parts of the Whole

## Federal/State

- Streamlining to fill the required “buckets”
- Identifying Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI) schools
- Providing timely instructional data

## Local

- Allowing flexibility to assess learning
- Customizing to meet community needs
- Collaborating with multiple groups

# Regional Town Hall Agenda

- Welcome and Introduction
- What is Vibrant Learning?
- What is Local Accountability?
  - One School District's Story
- Model Framework 2.0
- WOWs and WONDERS Session

# What is Vibrant Learning?

Kentucky Department of Education (KDE)  
Representative

# Think about a student in your life.....

Pull up a photo on your phone of a child/youth you love. As you think about this child, ask yourself:

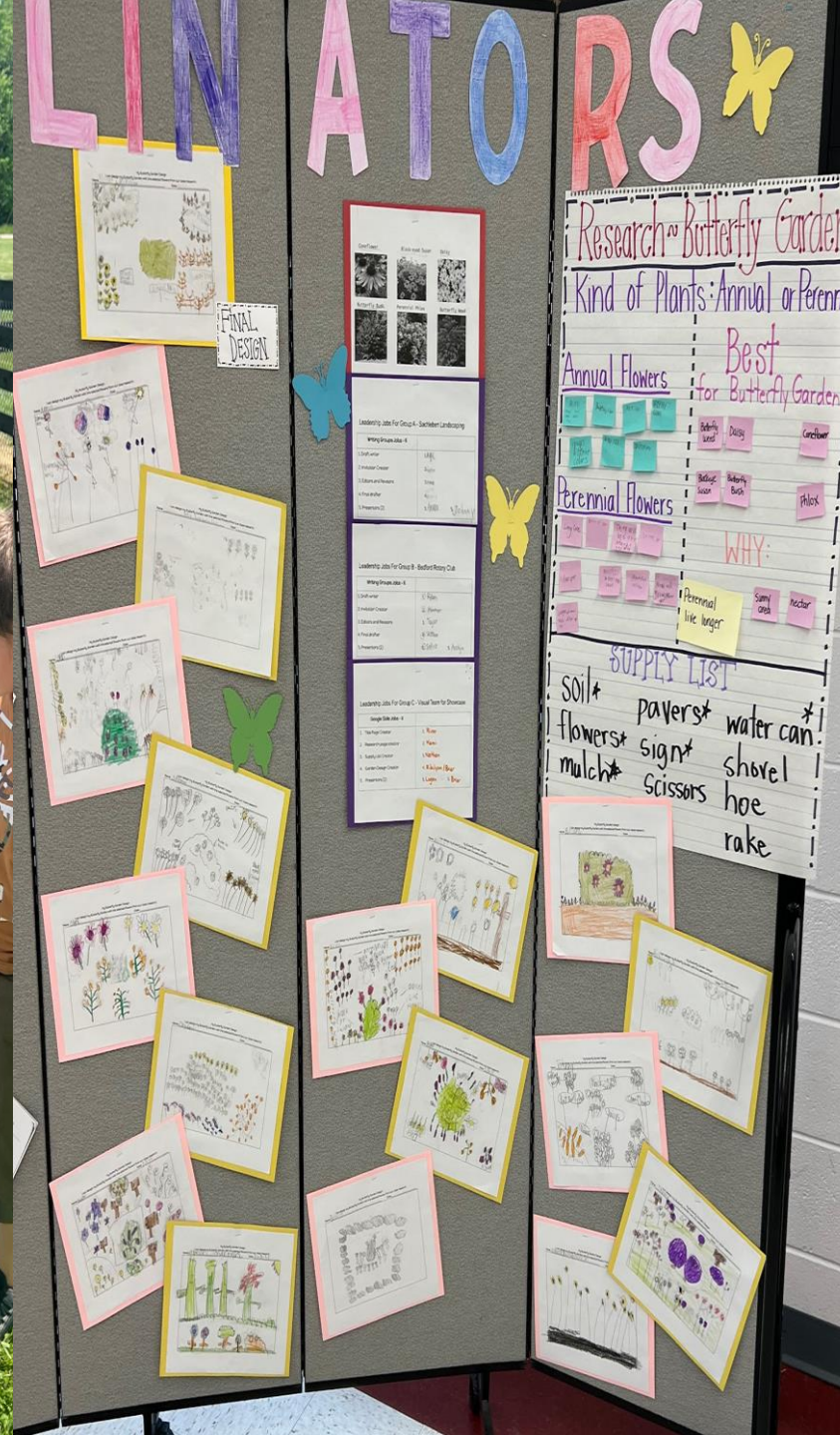
- What kind of learner are they?
- What kind of learning experiences do you want for them?



# Pollinator - Traditional

In a traditional classroom students read a textbook chapter about pollinators and complete a worksheet identifying the dangers pollinators face and their importance to plants and animals.

Students draw a diagram of a pollinator and label its parts. For assessment, learners take a quiz that includes multiple-choice questions about pollinators.



# Pollinator - Vibrant

However, in this example from the commonwealth, learners are driven by the question, “How can we inspire others to protect and support pollinators?” They research pollinators and apply their knowledge to design a pollinator garden, collaborating with local businesses for materials and expertise. They share their learning with the community through visual aids, such as scientific drawings or slides, and by creating items like seed packets or bracelets to inspire action

# Human Body Systems

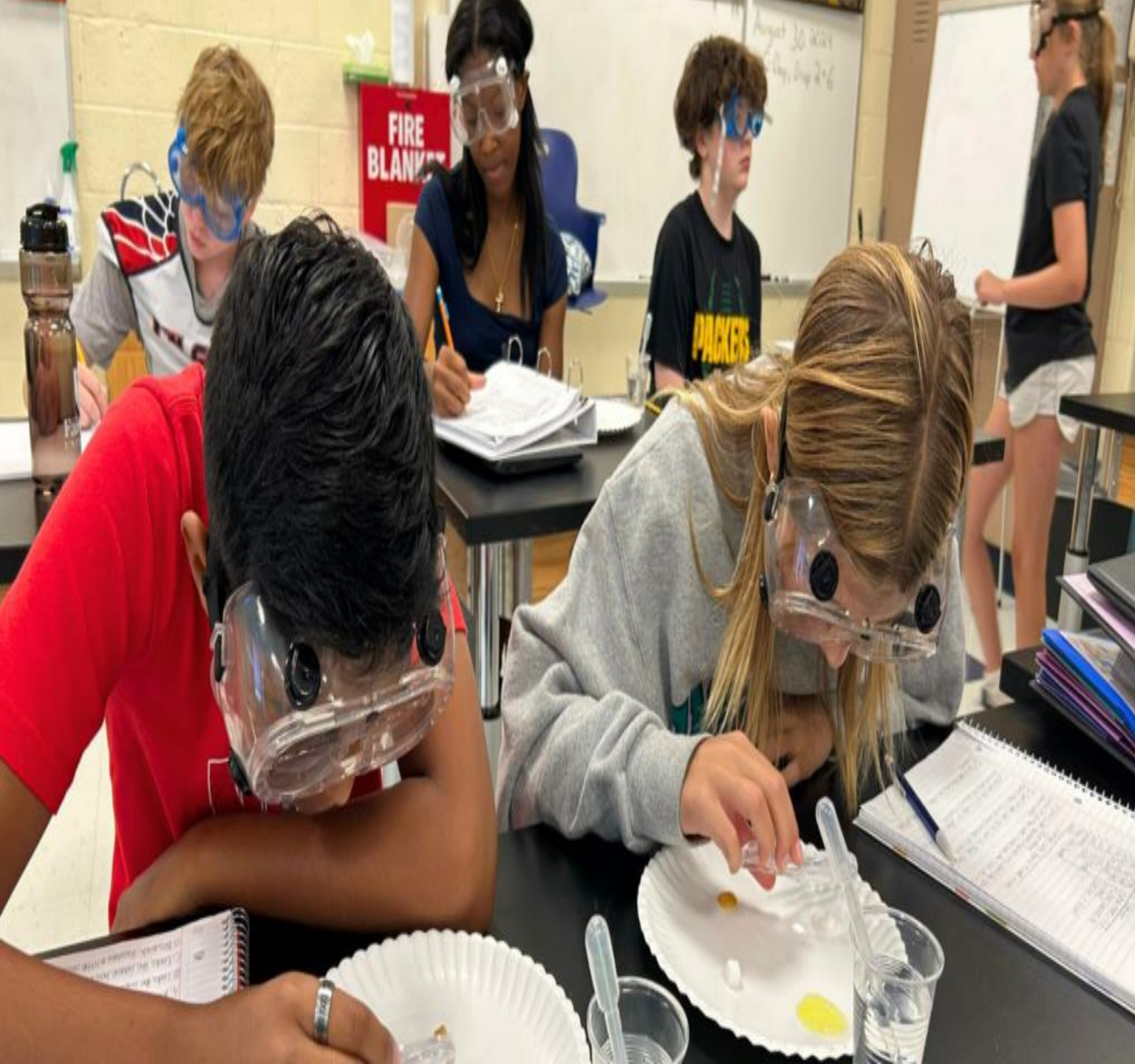
NATIONAL  
GEOGRAPHIC

bookd.msscience.com



## Human Body Systems Traditional

Traditionally, students learn about body systems by reading assigned textbook chapters on the major body systems (e.g., circulatory, digestive, respiratory) and taking notes on the key organs, structures, and functions. They will complete a worksheet with labeled diagrams, key term definitions, and questions about how each system works and interacts with others. After reviewing the material, students summarize their understanding through a short-written report or presentation.



# Human Body Systems Vibrant

In this example from the Commonwealth, Learners take on the role of a medical investigator to solve a real case of a sick middle school girl to answer the question, “What is going on in M’Kenna’s body that is making her feel the way she does?” Through a series of investigations learners curate evidence that will inform their final presentation of learning. In their medical teams, learners choose how they will present their findings and diagnosis to a panel of community members from the medical field.



# To Kill a Mockingbird Traditional

I bet we have all read the novel To Kill a Mockingbird and write an essay defending their position on whether or not the character Atticus is a hero using evidence from the text.



# To Kill a Mockingbird Vibrant

In this example from the Commonwealth, Learners consider “What makes someone a hero?” They explore this question through the lens of the Jim Crow South using a curation of teacher and learner chosen fiction and informational texts about the time period. Collaboratively, students create a video for the schools’ Activism Week sharing their shared definition of a hero supported by fictional and real examples from the Jim Crow South. Their video also provides actions their fellow students can take to stand up to injustice in their own world today based on what they learned from the past.

## **Vibrant Learning Experiences** - *As defined by the Kentucky United We Learn Council*

### ***“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**.

# Student Reflection on Vibrant Learning

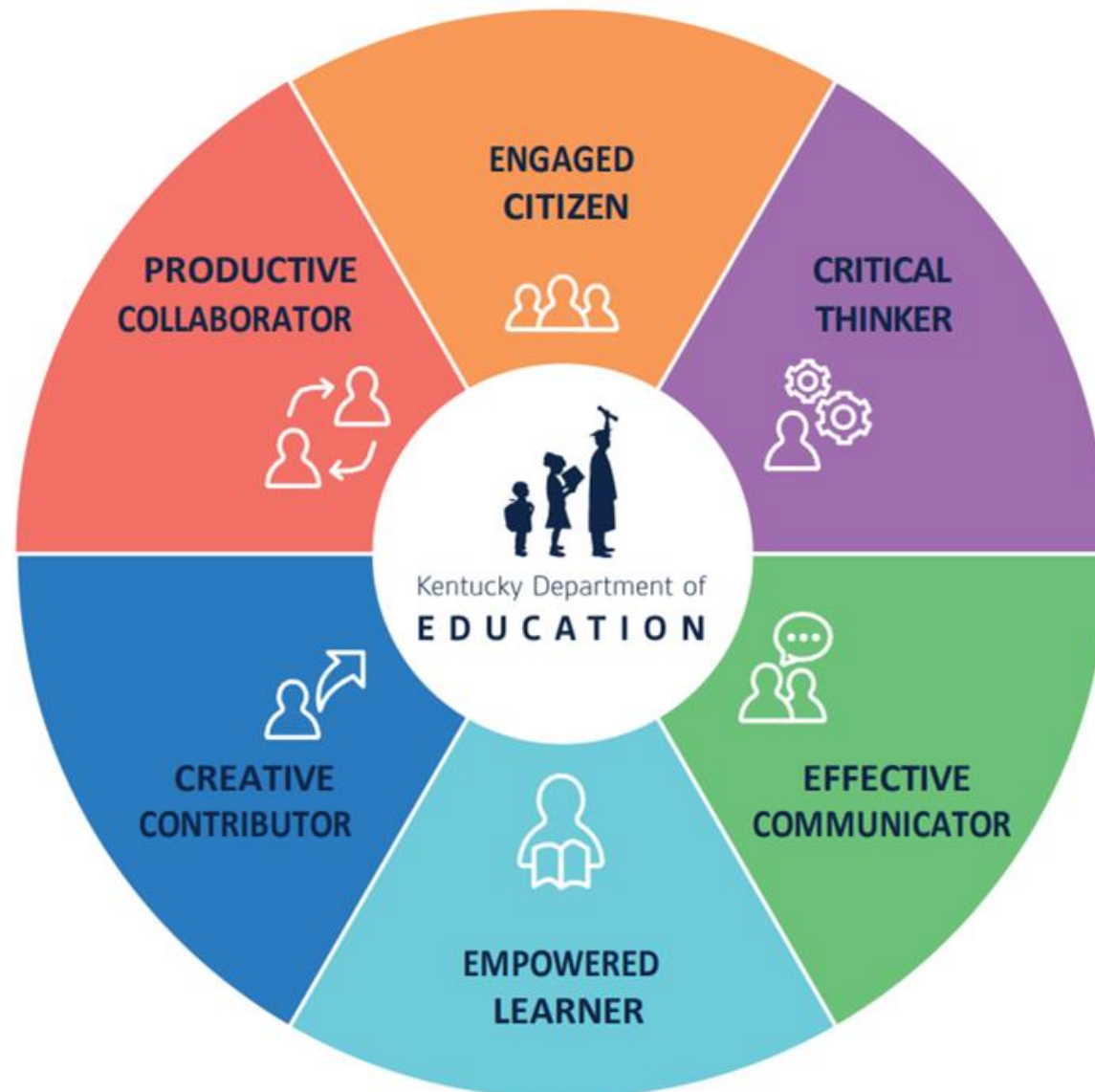
“I like to build things. I like to experiment with things and see how it works in real life. When I first heard about our [dream house project], I was like “yes!” I’ve always loved math, but I didn’t understand how [building a house] would become math. I’m an art person. I like to make it creative, not just write something down on a piece of paper and be done with it. This [project] helped me because I could learn math by converting everything and still get to do it my own way.”

- *Spencer County Middle School Student*



# 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





140+

# Speaker Notes on Previous Slide


Currently, over 140 out of the 171 Kentucky districts are developing or have developed a Portrait of a Learner.

Many districts are creating Performance Assessment systems to measure the agreed-upon competencies through authentic experiences and exhibitions of learning.



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

# What is Local Accountability?



“Local accountability is a system designed **by the people** it serves, **for the people** it serves.

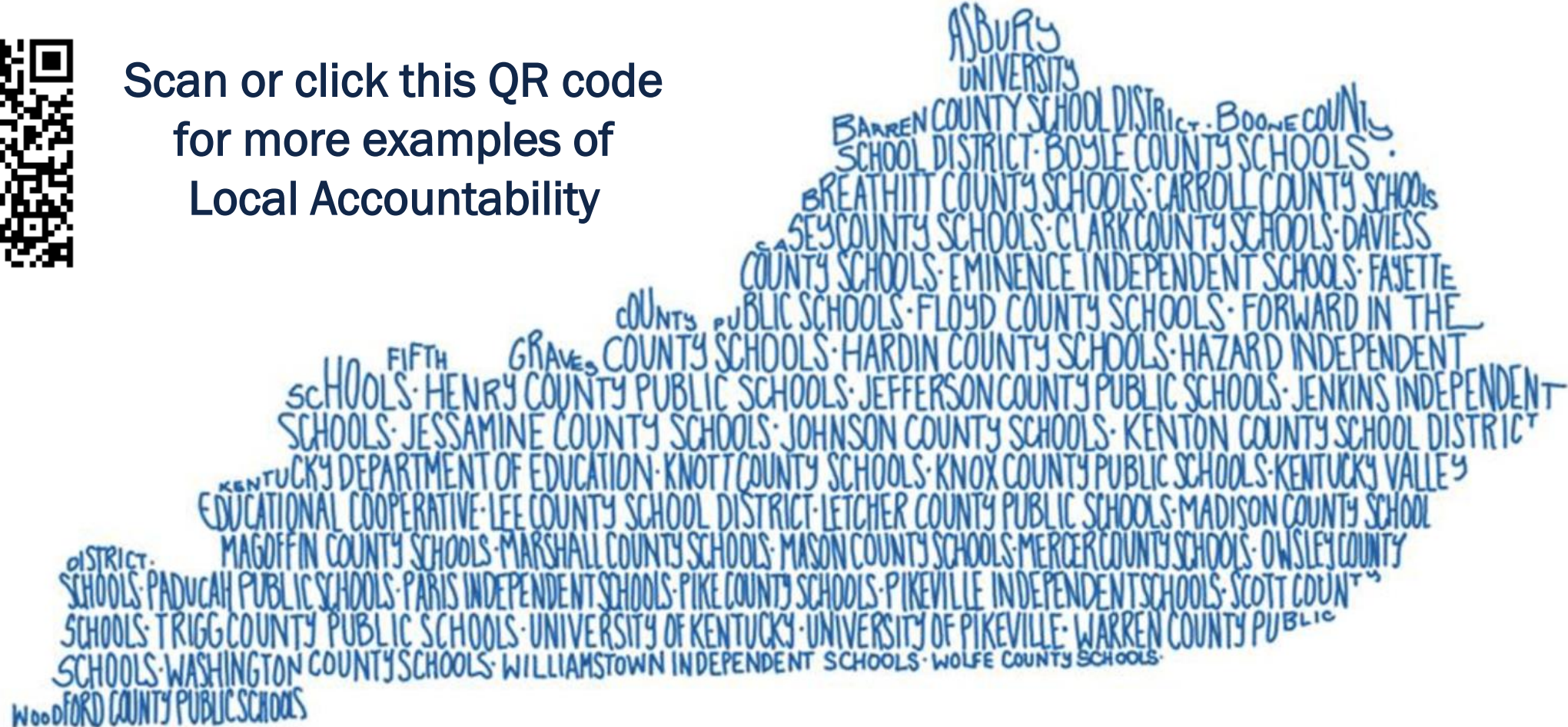
When implemented effectively, it is not only impactful but **transformative, reshaping the learning process.**

Furthermore, it **restores and strengthens the bonds and partnerships between school districts and their communities,** prioritizing student-centered, authentic, **joyful, and personalized learning.”**

- Brian Creasman, Superintendent  
*Fleming County Schools*



Scan or click this QR code  
for more examples of  
Local Accountability



**We find ourselves in the**  
**midst of a movement.**

The background of the slide is a collage of two images. The top-left portion shows a line of yellow school buses parked outdoors, with the word 'SCHOOL BUS' visible on the front of one. The bottom-left portion shows the interior of a classroom with blue walls, decorated with colorful balloons and framed pictures. Several small, square tables and chairs are arranged in the room.

# Local Accountability in Action:

Traysea Moresea

*Greenup County (GC) Schools*

# Greenup County Schools

## Local Accountability Model



**Student Centered  
Community Driven  
Future Focused**

**#BelieveInGC**

\*The attachments on this slide were not created by KDE

# Our Big Why - *traditional learning provides minimal results and impact on communities*

In 2010 Greenup High School was named a Persistently Low Achieving (PLA) School by the state of Kentucky.

Graduation Rate 82.6%  
College/Career Readiness 45.9 %  
ACT Avg. 17.5  
Poverty Rate 68.2%  
Enrollment 2,833

In 2018-19 Greenup County High school was labeled a School of Distinction the highest rank possible in Kentucky. The district was also labeled "Distinction".

Graduation Rate 96.4%  
College/Career Readiness 113.38%  
ACT Avg. 19.7  
Poverty Rate 67.4%  
Enrollment 2,777



## GC Education Innovation Team

“We’ve all heard... ‘once you graduate high school you never come back.’ Well, Greenup County just put up a u-turn sign that says ‘you can stay here!’ It’s very impressive that Superintendent Moresea and GC are pushing programs that allow our next generation to keep their talents here at home and make a successful life.”

- Greenup County Judge Executive, Bobby Hall,  
Greenup County High School (GCHS) Alumni



## GC Education Innovation Team

"I'm looking forward to working on the Profile of a Graduate and the essential skills needed to graduate. I'm also very excited about the opportunity to grow dual credit partnerships."

- Sarah Brown,  
Parent/Ashland Community  
and Technical College



## GC Education Innovation Team

"I'm excited about moving away from the emphasis on traditional testing and moving toward a career experience focus."

- Joe Bob Greenslate,  
Business Owner



## GC Education Innovation Team

“I’m excited to partner with the Greenup County Area Technical Center to educate and train future electrical workers. Students will greatly benefit from this opportunity to participate in an established apprenticeship program.”

- Joe Dillow,  
Parent/Electrical Training Academy



## GC Education Innovation Team

“I was unsure if I would come back home once I finished medical school, but the truth is there’s no community that compares to ours. If I’m going to take care of people I want to take care of my own, and I want to empower the next generation of GC students to do the same. The direction Greenup County Schools is taking is amazing.”

- Ashley Wright,  
Doctor of Osteopathic Medicine,  
Greenup County High School Alumni

## A call to action...

1. Career Readiness
2. Graduation Rate
3. Business Apprenticeship
4. Mental Health/Life Skills Support
5. Community Outreach
6. Appearance of Schools
7. Athletic Competition and Success
8. College Preparation
9. ACT Results/Test Scores





## Profile of a GRADUATE

### THE GREAT 8

The Great 8 ensures every student is future focused throughout their days at GCHS. Students will graduate with a clear path toward their goals and be on their way to success.

- 1 ROAD MAP** *Curious Explorer*  
Students will meet twice yearly with the college and career counselor to explore and plan out their Road Map for Success and update it along the way.
- 2 ACADEMICS** *Empowered Learner*  
Students will demonstrate academic proficiency or progress in content areas which reflect their ability to succeed along their personally defined post-secondary pathway.
- 3 FUTURE READINESS** *Critical Thinker*  
Students will apply core academic skills with critical thinking and problem-solving to complete courses and pursue certifications towards careers or educational pathways for their postsecondary life.
- 4 LIFE SKILLS** *Creative Contributor*  
Students will use their knowledge of life skills to demonstrate their strengths and enhance the world around them to become curious, independent, and self-sufficient, thus prepared for adulthood.
- 5 COMMUNICATION** *Effective Communicator*  
Students will demonstrate effective communication skills for 21st century life through oral, written, and nonverbal communication in a variety of forms and contexts.
- 6 COMMUNITY MINDSET** *Productive Collaborator*  
Students will demonstrate their ability to effectively collaborate and participate in a team setting as well as have a civic mindset through active participation in community and school activities/organizations.
- 7 PERSONAL RESPONSIBILITY & INTEGRITY**  
Students will act responsibly with the interest of not only what is best for themselves, but for the larger community in mind. This includes goal setting for personal improvement and collaborating with others.
- 8 GC GIVE BACK** *Engaged Citizen*  
Students will participate in a program or complete an independent project that allows them to give back to their school community in a meaningful way while demonstrating respect, empathy, and understanding.



## Individualized Student Success Criteria

### Profile of a Graduate “The Great 8”

### Graduation Requirement for Class of 2027

# The Core Four

## Middle School Success Criteria

### 1. Academics

- Students will demonstrate academic proficiency or progress in the following areas; reading, writing, mathematics, social studies and science.

### 2. Future Readiness

- Students will take varying courses, complete achievement tasks, demonstrate age-based skills, and fulfill criteria in preparation to successfully transition to the secondary setting.

### 3. Social Skills

- Students will demonstrate effective social, emotional and communication skills necessary for a successful secondary experience through a variety of communication types and avenues.

### 4. Community Contributor

- In preparation for more extensive contributions at the secondary level, students will demonstrate an awareness of their surrounding neighborhoods and communities through participation and/or contributions across multiple avenues.



# The Foundational Four Elementary Success Criteria

## 1. Academics: Empowered Learner

- Students will demonstrate academic proficiency or progress in the following areas; reading, writing, mathematics, social studies and science.

## 2. Future Readiness: Curious Explorer

- Students will complete achievement tasks, demonstrate age-based skills, and fulfill criteria in preparation to successfully transition to the middle schools setting.

## 3. Social Skills: Effective Communicator

- Students will demonstrate effective communication skills, relationship building among peers and adults and will self advocate in order to be successful in the future.

## 4. Citizenship Competencies: Engaged Citizen

- In preparation for more extensive contributions at the middle school level, students will demonstrate an awareness of their school, surrounding neighborhoods and communities through participation and/or contributions across multiple avenues.



# Our Path to Local Accountability

- Additional counselors to support individualized learning plans, soft skills, student transition years, and mental health.
- Local Accountability Model developed via BravED that measures the Strategic Plan which was created with community stakeholder input. This was to ensure transparency and share our benefits to the community.
- Deeper Learning Focus with Project Based Learning training for over 80 teachers in the district. Vibrant learning began to increase. This gave students more understanding of what should go into their profile of a learner collection.
- Student Showcase Nights, Parent Engagement Nights, and Social Media are assisting the sharing of our transcending work.

# Gold Standard Students

Data Dashboard Monitoring  
August 2023-July 2024

QUARTER 4  
REPORT

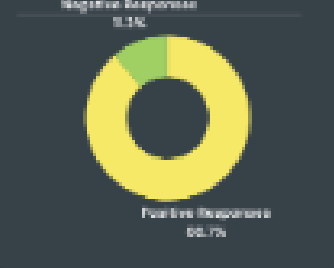
Total Enrollment  
2,548

Attendance Rate  
92.13%

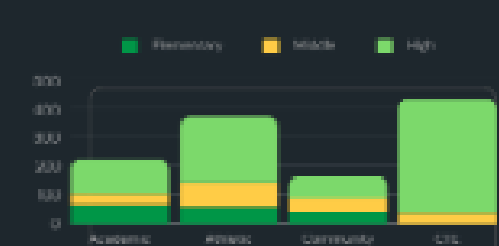
Graduation Rate  
99%

Certifications Earned  
296

Student Survey Results



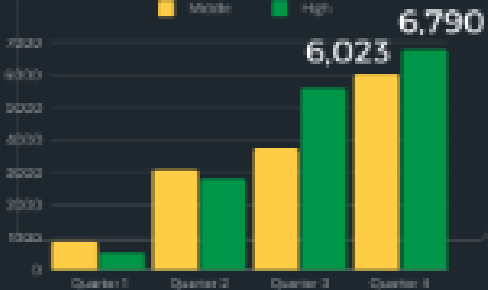
Student Involvement in Extra Curriculurs



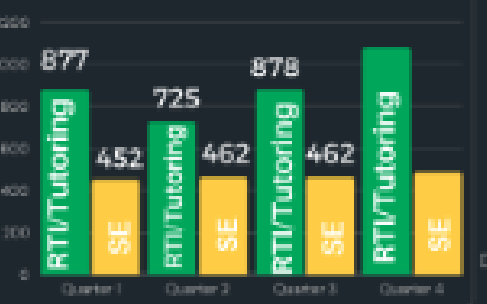
Benchmark Assessment Academic Growth



Submissions for Core 4/Great 8



RTI and Special Education Services



**OUR MISSION**  
To provide a high-quality, world-class education that prepares students for lifelong success through excellence in teaching and learning.

**OUR VISION**  
Greenup County School District - the gold standard in education, the foundation of our community.

**OUR VALUES**  
People  
Respect  
Integrity  
Duty  
Excellence

**GREENUP COUNTY SCHOOL DISTRICT STRATEGIC PLAN FOR 2021-2024**

Greenup County Schools has identified four pillars of focus for the following three years. Our "All for One" approach signifies that all pillars must be continuously addressed to maximally benefit each individual Greenup County student.

**CORE PILLARS**

**GOLD STANDARD STUDENTS**

1. Expand district-wide student opportunities for 21st century job skill development.
2. Establish a structured senior seminar program at GCHS.
3. Develop a transition mentoring program for all students entering middle and high school.
4. Review and revise the curriculum plan to increase student mastery of essential elementary academic goals.

**GOLD STANDARD STAFF**

1. Determine and capitalize upon critical success factors related to employee satisfaction and engagement.
2. Identify key positions eligible for retirement with the next 3 years and create succession plans.
3. Collaborate with local universities to foster teacher recruitment and placement process.
4. Create and implement a comprehensive staff development and mentoring program in all departments.

**GOLD STANDARD COMMUNITY ENGAGEMENT & SERVICE**

1. Determine and capitalize upon critical success factors related to community satisfaction and engagement.
2. Expand youth sports programs and feeder systems to strengthen engagement for middle and high school athletic programs.
3. Develop a sustainable transportation system for students involved in after-school activities to assist families.
4. Establish the GCSD Alumni Association to foster a strong sense of community, encourage Musketeer pride and provide a better future for upcoming graduates.

**GOLD STANDARD OPERATIONS & FACILITIES**

1. Address aesthetic issues at school and athletic facilities through a prioritized beautification plan.
2. Develop a plan and timeline for construction of a student multipurpose facility, centrally located auditorium for district use, and a central storage/maintenance facility.
3. Replace grandstand bleachers and press box at existing football facility.
4. Expand preventative maintenance protocols to increase efficiency and minimize long-term costs.



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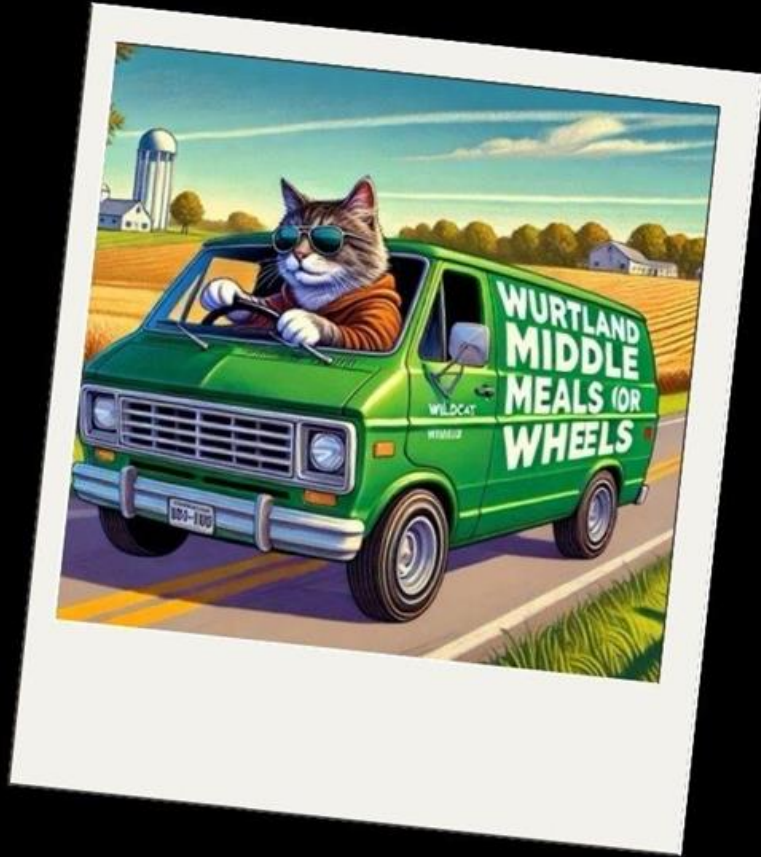


The GCSD Local Accountability Model is communicated via our Musketeer Way Dashboard. This online resource is forward facing and measures our Strategic Plan for reaching the Gold Standard Pillars of Students, Staff, Community and Operations. This is also where the overall progress of student's engagement in the development of all three levels of the POL.



#BelieveInGC

ALL  
IN  
KY



# Telling our Story - 1

Response to Intervention becomes community services via Meals on Wheels

**#BelieveInGC**



#BelieveInGC

## Telling our Story - 2

Maker Space evolves into a full class, then entrepreneurs are born.





## Telling our Story - 3

Students use their talents to line and create the center field logo on Fridays.

**#BelieveInGC**

# FREE

## Student Admission

Thanks to the generosity of...

Blu Halo

Andy Zabrieszack

Jim and Joes Garage

Southern Ohio Medical Center

## Telling our Story - 4

Community businesses  
provide free student  
admission to all events.

## #BelieveInGC

# Our next adventure: GC Early College Program



# Current Work

- Consulting with **BravED's** John Tanner to **refine our dashboard** based on community feedback.
- **Defenses of Learning** utilizing community members as well as scoring.



# Current Explorations

- What **trainings** are needed for educators and leaders to understand a localized component?
- How can we select and train **community** members to assist as **mentors and/or scorers**?
- Can a district that has begun this work apply for a **waiver to fully implement one system** and share it's barriers and successes with KDE to assist with the transition?



The clock is ticking....

# To learn more:

Amanda Powell - [amanda.powell@greenup.kyschools.us](mailto:amanda.powell@greenup.kyschools.us)

Stacey Spears - [stacey.spears@greenup.kyschools.us](mailto:stacey.spears@greenup.kyschools.us)

Sarah Kelsey - [sarah.kelsey@greenup.kyschools.us](mailto:sarah.kelsey@greenup.kyschools.us)

Traysea Moresea - [traysea.moresea@greenup.kyschools.us](mailto:traysea.moresea@greenup.kyschools.us)

# Framework 2.0 Overview

Jennifer Stafford, KDE

## 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



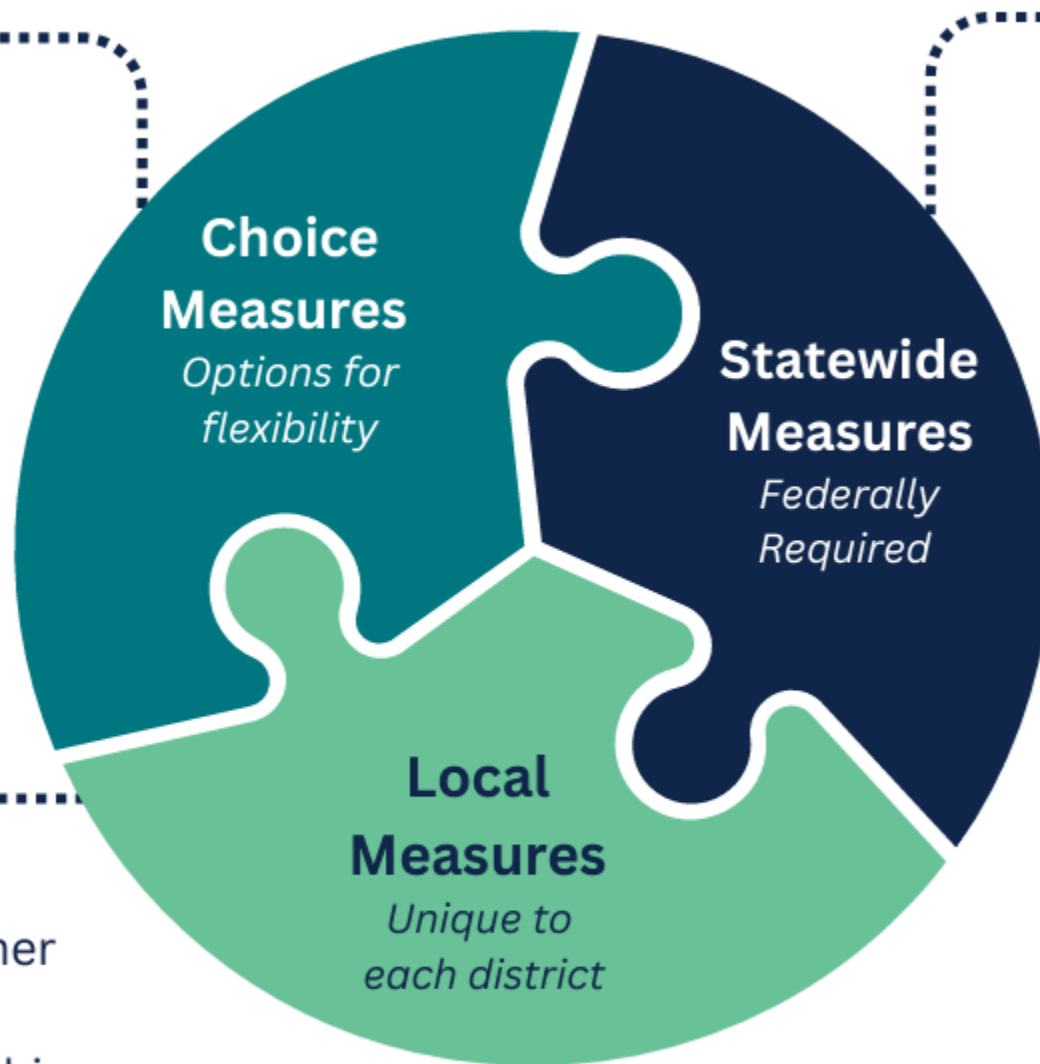
### Feedback and Support

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



- Social Studies & Writing
- Vibrant Learning Experiences
- Interim Assessments

- Portrait of a Learner
- Engagement
- Culture & Leadership



- Reading and 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.**

*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.

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

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

Goal:  
Approved Reimagined  
Accountability System

SUMMER 2026



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

Kentucky  
UNITED WE LEARN  
COUNCIL

# Reminder:

## Think about a student in your life.....

Pull up a photo on your phone of a child/youth you love. As you think about this child, ask yourself:

- What kind of learner are they?
- What kind of learning experiences do you want for them?



# How can I stay engaged?



Scan or Click the QR code to find out how you can stay engaged.

# Wows and Wonders

Robbie Fletcher, Commissioner of Education  
Jennifer Stafford, KDE

# Thank You!



Scan or click this QR code to submit any additional questions or comments.

You can also hand your question card to any KDE representative.

