

Potential Uses of Local Indicators of Quality Implementation Grant District Planning Tool

Purpose of this Resource

This generalized, non-exhaustive guide reflects supports districts across Kentucky are using to advance their local accountability work through the development of local indicators of quality. It is a conversation and planning resource - not a prescribed list of activities, allowable-cost determination, or endorsement of any provider, product, or platform. Districts should decide how to use implementation grant funds based on their local context, identified needs, current stage of implementation, and the lasting capacity the investment will help create.

[House Bill 257](#), Section 1(4), states that “funds must be used to offset costs incurred by local districts in the development of locally developed indicators of quality.”

When deciding how the Local Indicators of Quality implementation grant could best benefit your district, consider using the following process with your design team:

1. Name the local need

What problem, gap, or next step is limiting progress? Who experiences it? What evidence supports this need?

2. Identify the capacity to build

Do we most need to strengthen our people, evidence, processes, systems - or a specific combination?

3. Select the smallest useful investment(s)

What targeted support could move the work forward without creating an ongoing cost the district cannot sustain?

4. Define the product and evidence

What tangible product, changed practice, or new capability should exist? How will we know the investment made a difference?

5. Plan for continuation

Who will own the work, maintain tools, train others, and use the evidence after the \$15,000 is spent?

Develop an “Investment-to-Impact” Statement

As a team, complete this statement before determining how to allocate funds.

We will invest in _____ so that _____ can _____,
producing _____, which we will use to _____.

Example A:

We will invest in facilitated rubric development sessions so that a cross-role educator team can define and test common quality criteria, producing a field-tested rubric and scoring protocol, which we will use to improve consistency and interpret local evidence.

Example B:

We will invest in a plain-language reporting and Spanish translation prototype so that district leaders can clearly communicate local evidence to families, staff, board members, and community partners, producing a reusable public-facing report and communication toolkit, which we will use to support informed conversations about progress and improvement.

Example C:

We will invest in coaching cycles for school leadership teams so that principals and teacher leaders can review student portfolio evidence, identify implementation gaps, and test a targeted improvement strategy, producing an evidence-review protocol and 90-day action plan for each school, which we will use to guide school-level decisions and monitor progress across the district.

Example D:

We will invest in an external review of our first-year Local Indicators of Quality implementation so that the district design team can identify what is working, where participation or evidence quality is inconsistent, and what should be refined, producing a findings report with prioritized recommendations, which we will use to develop a sustainability plan to strengthen next year's implementation.

Example E:

We will invest in an external partner to facilitate community validation panels so that students, families, educators, employers, and community partners can review whether our locally developed indicators and evidence are meaningful, trustworthy, and sufficient for understanding student and district progress, producing findings and recommendations for refinement, which we will use to strengthen the credibility, relevance, and transparency of our local approach.

Ensuring Coherence: Match the Investment to your Stage of Work

The following chart represents common support categories. A district does not need to fund every category or every stage. One focused investment may be more valuable than several disconnected services. The sample categories below can overlap; choose based on the primary need and intended result.

Potential Investment	Lay the Foundation	Make It Visible	Test & Learn	Make It Useful	Build for Sustainability
Community Engagement & Local Vision	✓	✓	✓	✓	✓
Indicators & Measures		✓	✓	✓	✓
Communication & Public Understanding		✓	✓	✓	✓
Performance Assessment & Evidence of Learning			✓	✓	✓
External Coaching & Consultation	✓		✓	✓	✓
Evaluation & Sustainability			✓	✓	✓

Community Engagement and Local Vision

Build a shared vision, meaningful community voice, and clarity about priorities.

Supports might include:

- Facilitated community convenings, focus groups, or design sessions
- Stakeholder mapping and engagement planning
- Developing or refining a Portrait of a Learner
- Gathering feedback from students, families, educators, employers and community members
- Translation, interpretation, childcare, transportation, or other participation supports

Possible products or evidence:

- Engagement plan and stakeholder map
- Synthesis of themes and design implications
- Refined vision or Portrait of a Learner
- Repeatable facilitation tools and protocols

Indicators and Measures

Turn local priorities into technically sound ways to understand progress.

Supports might include:

- Expert support to develop performance outcomes, progressions, rubrics, scoring tools, or data protocols
- Review for validity, reliability, practicality, accessibility, and potential bias
- Alignment with a Portrait of a Learner, strategic plan, and other improvement efforts
- Technical support to identify appropriate evidence

Possible products or evidence:

- Indicators definition resource
- Measure map or evidence plan
- Draft and revised rubric(s)
- Technical review memo
- Scoring or interpretation protocol(s)

Communication and Public Understanding

Help stakeholders understand the purpose, evidence, progress, and limitations of local indicators.

Supports might include:

- Communication planning and engagement strategy
Plain-language and/or translated explanations, visual tools, videos, templates, or other presentation materials
- Reporting approaches for students, families, staff, boards, and communities
- Facilitation coaching for leaders and staff
- Digital tools to collect, organize, analyze, or share evidence

Possible products or evidence:

- Audience-specific message toolkit
- FAQ or one-pagers
- Reusable presentations or templates
- Dashboard prototype and data notes

Performance Assessment and Evidence of Learning

Strengthen authentic demonstrations of learning and the quality and consistency of resulting evidence.

Supports might include:

- High-quality professional learning on tasks, projects, portfolios, exhibitions, or defenses
- Teacher design teams to develop and pilot tasks and collection processes
- External review of locally developed assessments or rubrics
- Scoring practice, calibration, and review of student work
- Structures for student reflection, self-assessment, and artifact selection

Possible products or evidence:

- Pilot-ready tasks or protocols
- Annotated student work samples
- Refined rubric(s)
- Calibration materials and scorer notes
- Student reflection tools

External Coaching and Consultation

Add targeted expertise, facilitation, or peer learning where internal capacity is limited.

Supports might include:

- Coaching for district or school implementation teams
- Facilitated planning, design, or improvement cycles
- Role-specific learning for teachers, leaders, counselors, students, board members, or community partners
- Learning visits, peer reviews, or structured collaboration
- Travel, substitutes, or stipends that enable meaningful participation
- Targeted teacher mini-grants for pilots

Possible products or evidence:

- Defined scope of work and deliverables
- District-owned tools and documentation
- Local examples generated through pilots

Evaluation and Sustainability

Learn from early implementation, refine the work, and prepare for continuation.

Supports might include:

- Documenting baseline conditions and intended outcomes
- Evaluating what is working, for whom, and under what conditions
- Using pilot evidence to refine indicators, tools, and processes
- Developing procedures, training resources, and documentation
- Train-the-trainer or internal facilitator development

Possible products or evidence:

- Baseline and learning agenda
- Pilot findings and recommendations
- Revised implementation plans/tools
- Training package or staff onboarding playbook
- Ownership and sustainability plan

Sample Spending Budgets

The following are for planning purposes only and illustrate potential investments based on the district “Investment-to-Impact” statement examples from page 2. They do not establish allowability, required allocations, or recommended vendors.

Examples	Funding Amount Examples
Example A - Develop and Test a Rubric	Funding Amount
Design facilitation and expertise	\$6,000
Cross-role team stipends/substitutes	\$4,000
Pilot materials and evidence collection	\$1,500
Calibration and external feedback	\$3,500
Investment Total	\$15,000
Example B - Build a Bilingual Reporting Prototype	Funding Amount
Plain-language strategy and content design	\$4,500
Visual report prototype	\$3,500
Spanish translation, user testing, and accessibility review	\$5,500
Reusable toolkit and staff orientation	\$1,500
Investment Total	\$15,000
Example C - Coach School Leadership Teams	Funding Amount
Three job-embedded coaching cycles	\$7,500
Team participation or release time	\$3,000
Evidence review protocol and templates	\$2,000
Cross-school learning session	\$2,500
Investment Total	\$15,000
Example D - Evaluate First-Year Implementation	Funding Amount
Evaluation design and learning agenda development	\$2,500
Data collection and analysis	\$5,000
Interviews or focus group facilitation	\$3,000
Findings report and prioritized recommendations	\$3,000
Sustainability planning session	\$1,500

Examples	Funding Amount Examples
Investment Total	\$15,000
Example E - Facilitate Community Validation Panels	Funding Amount
Panel design and participant recruitment	\$3,000
Participation and accessibility supports (transportation, childcare, etc.)	\$3,000
Independent facilitation services	\$4,500
Findings and recommendations report	\$2,500
District refinement session	\$2,000
Investment Total	\$15,000

Caution - One-time Funding Cliff
If an investment introduces subscriptions, licenses, staffing expectations, or maintenance costs, consider the full future cost, funding source, responsible owner, and exit plan.

District Planning Worksheet

“Investment-to-Impact” Planning Statement	We will invest in _____ so that _____ can _____, producing _____, which we will use to _____.
Local Need <i>What specific problem, gap, or next step are we addressing? What evidence supports it?</i>	
Connection <i>How does this support our locally developed indicators of quality and existing district priorities?</i>	
Parties Involved <i>Who should help design, implement, experience, or review this work?</i>	
Proposed Investment <i>What service, support, time, tool, or learning opportunity are we considering?</i>	
Deliverables <i>What tangible products, processes, examples, or new capabilities will result?</i>	
Evidence of Value <i>How will we know the investment made a difference? What will we examine?</i>	
Sustainability <i>Who will own, maintain, and continue the work after the grant?</i>	

For additional technical support, contact the Kentucky Department of Education’s Regional Innovation Specialists (RIS) in the Division of Innovation.