

OVERVIEW

The Kentucky Board of Education (KBE) recently reaffirmed their [commitment to equity](#). This statement, ratified nearly simultaneous to hiring Jason Glass, recognizes the ways in which Kentucky has already made strides toward equity. Some specific examples of progress include:

- Establishing a common set of standards to communicate to both learners and educators that the state believes that each young person is capable of not just amassing knowledge and skills, but also reasoning, analysis and problem-solving
- Aligning the state's body of assessments to the academic outcomes identified in the standards
- Providing recognition of employability skills using the Work-Keys assessment alongside academic assessments in high school
- Investing deeply in educator capacity to understand these standards and the instructional and classroom assessment practices needed to support a wide range of learners in making substantial progress toward the standards
- Investing in teachers as leaders interested and able to spread these high quality practices across the state

The KBE equity resolution also states clearly that the work of ensuring equal opportunity to learn, to thrive and to be successful as a young person in Kentucky is not complete. The Board recognizes that there are gaps not just in academic achievement, or employability skills attainment, but also in how welcome, known and valued different young people and their families feel when they engage with our public education system.

Based on this view about the current level of progress toward equity, and the legislative directive to rethink some aspects of accountability and assessment, we recommend a process of interrogation at the local and state levels in the Commonwealth, involving a broad group of stakeholders through a modified liberatory design process.

The Kentucky Department of Education, the Center for Innovation in Education (CIE), and the Kentucky Board of Education have partnered together to establish a cohort of Laboratories of Learning that will be involved in the design of a new assessment and accountability system and pilot any newly created systems.

Laboratories of Learning share a history and culture of transformative change that is understood and accepted within the district and the community. At both the school and district level, deep and trusting relationships founded upon inspired leadership should be developed. Participation in the Laboratories of Learning extends well beyond the district level and into the local community. These community-based partnerships aim to create a more equitable future for education in Kentucky through an inclusive co-design process. Through these efforts, districts and community members will create a system of assessment and accountability that reflects the diversity of the students, families, and communities it represents.

PURPOSE

Develop a new approach to assessment and accountability in the state of Kentucky by:

- **Involving the broader community in an equitable partnership based on co-creation with the district and its educators.**
- **Developing capacities and structures for reciprocity within local geographical communities, between local learning communities and the Kentucky Department of Education (KDE)**
- **Establishing cycles of inquiry** in Local Laboratories of Learning
- **Connecting Local Laboratories of Learning in a network** for purposes of sharing learning, building capacity, and synthesizing insights for KDE

Key activities:

- Initiate **Monthly meetings with selected Laboratories of Learning Community Teams** and **begin a local inclusive design process**, with teams reporting on local progress.
- Between meetings, local teams will begin engaging with local leaders in the process, with coaching support from C!E.
- C!E will record results of team meetings and, working with local team leads, report back to the state coalition on progress made in local design discussions.
- At quarterly intervals, C!E will provide an interim report to the State Board of Education on the progress of the project.

During the 2021 - 2022 school year, participating communities should expect to spend around 3 hours a month meeting as a team and an additional 1-2 hours of work outside the team meeting times.

Team leads should plan to spend an additional 3 hours a month for planning time, which includes time to learn with team leads in other communities. As the work progresses, there will be opportunities to see innovative work in action, which we will build into the schedule as well. This work will continue to develop the following year.

PROCESS

Phase <small>Type text here</small>	Description
Phase 1 <i>Developing a local approach</i>	Mapping out a sequence of steps and answering key design questions so that the plan for shared inquiry and design fits the opportunities, history, membership, and challenges of the local context
Phase 2 <i>Examine and perhaps redefine the assumptions and beliefs surrounding the Instructional Core and the role of assessment and accountability... and their implications on the core itself</i>	<ul style="list-style-type: none"> • Form groups, invite and enlist individuals, and then launch the inquiry by building shared knowledge liberatory design & targeted universalism • Interrogate the instructional core of learning (beliefs, assumptions, who participates, how it impacts implementation) • Engage in empathy work • Envision future instructional core
Phase 3 <i>Develop opportunities to re-shape assessment and accountability</i>	<ul style="list-style-type: none"> • Evaluate current approach to local accountability and assessment based on insights about the instructional core. • Do the same analysis for assessment • Consider implications for both state and local systems for accountability and assessment • Determine areas for potential design or redesign in phase 4
Phase 4 <i>Test Prototype ideas in local contexts</i>	<ul style="list-style-type: none"> • Design and implement prototype ideas to address the opportunities, challenges, and imperatives identified in phase 3 • Develop clear metrics for the prototype, in consideration of both the existing accountability context and the desired state • Support other teams before, during, and after their tests
Phase 5 <i>Synthesize learning within and across sites</i>	<ul style="list-style-type: none"> • Evaluate and share findings from each test • Engage in cross-group shared analysis of themes from across tests • Identify small group and cross-group insights • Publish and publicize findings • Engage state board of education in findings

Phase 6 Determine what to keep testing, what to scale, and what to stop doing	<ul style="list-style-type: none"> • At both local and state levels, engage the community and formal leadership in the analysis of the findings • Based on analysis -- decide what to keep trying, what to scale, and what to stop doing
--	--

MEMBERSHIPS AND EXPECTATIONS



We are inviting two levels of membership to this project: full members and associate members.

Full member districts will engage in the phases below with a full team, as articulated in the assurances. The full team will be expected to attend the meetings with work done in between to implement what is designed at the project meetings.

Associate member districts are expected to come to the same meetings as full members but may come with a smaller team.

Associate member districts will

observe the process and lend their insight to the whole group's work, but with no expectation of implementation work between meetings. Associate districts may decide to convene a full team and become full members at any time based on readiness and consultation with the facilitation team.

We believe that the most powerful insights will come from teams that feature the voices of communities that have been traditionally marginalized and not included in decision-making about accountability and assessment. We ask that you pay particular attention to the racial makeup of the team and the representation of voices from communities who have traditionally underperformed under the current system.

ASSURANCES

1. The District/School(s) Representative(s) named in the agreement has reviewed the readiness criteria and agrees that conditions within the district/school and community are in place in order to ensure a successful engagement with Local Laboratory of Learning activities.
2. The District Superintendent and Local Laboratory of Learning Lead have read and agreed to the [criteria](#) for participating as a Local Laboratory of Learning:
3. The Local School Board has approved the submission of this agreement to KDE.
4. The District/School understands the reciprocal nature of THE COMMUNITY ACCOUNTABILITY DESIGN PROCESS and agrees to allow educators from the district/school, as well as other community members on the team, to participate in design processes of the **Coalition for Kentucky's Future**, including summer activities as scheduled in the frequency noted in this agreement.
5. The District/School understands the reciprocal nature of COMMUNITY ACCOUNTABILITY and acknowledges that the KDE will seek and expect district/school involvement in important decisions regarding the design and implementation of COMMUNITY ACCOUNTABILITY and agrees to participate in such decision-making discussions.

MEMBERSHIP RECOMMENDATION

Based on your membership in the Kentucky Innovative Learning Network and with consideration of the criteria for Laboratories of Learning, we recommend your district's participation as a **ASSOCIATE MEMBER**. If your district disagrees with this recommendation and wishes to participate in an alternative membership, please indicate your preference in the agreement below. **Deadline for submission: April 1, 2021**

AGREEMENT

- ☐ Our district agrees to participate as a FULL MEMBER Local Laboratory of Learning
- ☐ Our district agrees to participate as an ASSOCIATE MEMBER Local Laboratory of Learning
- ☐ Our district does NOT wish to participate as a Local Laboratory of Learning

REQUIRED SIGNATURES

District Superintendent

Board of Education Chairperson

Date

Date



LOCAL LABORATORIES OF LEARNING

District Agreement Form

DISTRICT INFORMATION

DISTRICT NAME: Boone County Schools

ADDRESS: 8330 US Highway 42, Florence, KY 41042

SUPERINTENDENT: Mr. Matt Turner

GRADE LEVELS INCLUDED: K-12

PERSON APPOINTED LEAD OF COMMUNITY ACCOUNTABILITY

Main district contact

NAME: Dr. Jim Detwiler

POSITION: Deputy Superintendent

PHONE: 859-283-1003 (office) 859-322-8061 (cell)

EMAIL: james.detwiler@boone.kyschools.us

DISTRICT COMMUNITY ACCOUNTABILITY TEAM MEMBERS

(list names, roles in district, email addresses)

Mr. Matt Turner, Superintendent of Schools, matthew.turner@boone.kyschools.us
Dr. Jim Detwiler, Deputy Superintendent, james.detwiler@boone.kyschools.us
Mrs. Jenny Watson, Assistant Superintendent, jenny.watson@boone.kyschools.us
Mrs. Krista Decker, Director of Assessment, krista.decker@boone.kyschools.us
Mrs. Linda Black, Director of Elementary, linda.black@boone.kyschools.us
Mr. Casey Jaynes, Director of Secondary, casey.jaynes@boone.kyschools.us
Mr. Bill Hogan, Director of Innovation, bill.hogan@boone.kyschools.us

For inquiries and submission, contact David Cook at
David.Cook@education.ky.gov or (502) 564-4201 Ext. 4832