



Kentucky Department of

Our Children,



Our Commonwealth

Education

Advancing Education Update

*Karen Dodd, Chief Performance Officer,
Kentucky Department of Education*



Components of the Advancing Education Project

Purpose

Utilize effective listening techniques and co-create tools and resources with diverse stakeholders for the purpose of meeting the needs of students, families, educators and community leaders by changing how we educate in Kentucky.

Components of the Advancing Education Project (Cont.)

- ▶ **Keep, Stop, Start Survey**
- ▶ **Commissioner's Listening Tour**
- ▶ **Courageous Conversations**
- ▶ **Kentucky Coalition for Advancing Education**
- ▶ **Local Laboratories of Learning (L3)**
- ▶ **Student Mental Health Forums**
- ▶ **Kentucky Future of Education Summit**

Timeline

Fall 2020



April/May 2021



July/Aug 2021



We are here

Timeline

**Fall 2021 –
Spring 2022**



**September
2021**



**November
2021**



Coalition Update with our Partners



center for innovation
in education

leading with learning

Coalition

We are
here

What was the Work of the Coalition?

- ▶ Gather insights from across the commonwealth
- ▶ Synthesize insights into current state and future state reports
- ▶ Identify what we need to learn to keep moving toward the future state
- ▶ Practice being inclusive partners and share some insights about working together with the L3 communities

Current State
Report

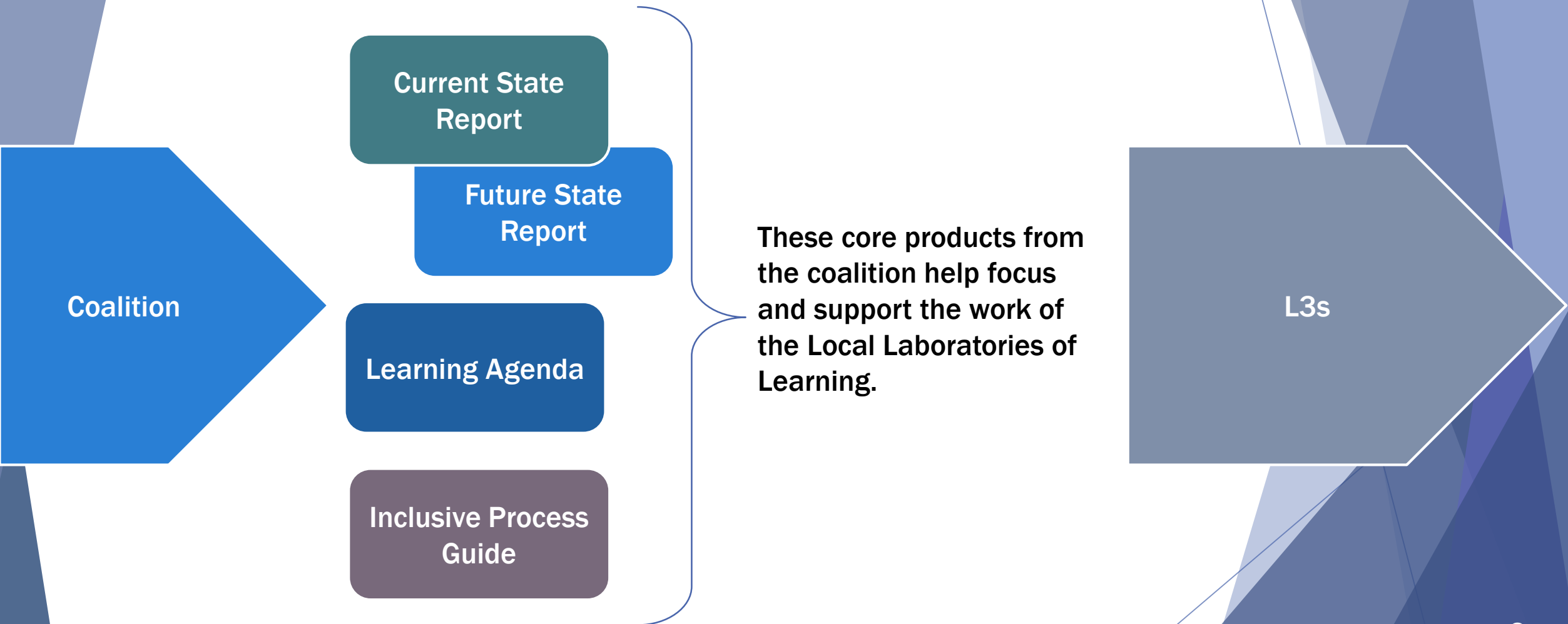
Future State
Report

Learning Agenda

Inclusive Process
Guide

Where the Work is Headed ...

The Handoff: Coalition to L3 Districts



Sponsorship from KDE and the KSBE

KSBE set the stage with your equity resolution.

Dr. Glass and Chair Young offered sponsorship to the Coalition, and then participated in the full coalition process.

Dr. Glass and KDE

- Engaged the L3 teams in the coalition.
- Are investing in learning and design support for the L3s.
- Have made a clear commitment to learning from the L3 communities, and leading the system in responding to what they learn.



Sponsorship from KDE and the KSBE

Today the board will:

- Engage with the Current State
- Explore some Future State and Learning Agenda Implications

In the future the board will:

October

- Receive all four final reports from the coalition
- Consider endorsing the reports and expressing support for the L3 communities

Future

- Learn alongside the L3 Communities
- Consider policy and practice implications and action



Current State Report

- ▶ **Overview of data collection process**
- ▶ **Commonwealth level themes:**

Themes from across users: students, families, teachers, leaders and community members

- ▶ **Section per user:**

Themes for this group of users

Profiles that illustrate the experiences, needs and insights from these users

Current State Report

▶ Engaging with the Data

- ▶ Look at the profiles for your assigned user type
 - Students
 - Families
 - Community Members
 - Teachers
 - School and District Leaders
- ▶ Take **10 minutes** to review (individually or in pairs)
 - Read the themes and a few of the profiles that led the coalition to generate the themes.
 - What stuck with you as you empathized with this group of users?
 - *Please be ready to share a few of your thoughts.*

Current State Report

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Current State Report

▶ Commonwealth-Level Themes

- Stakeholders believe that everyone is trying, everyone is working hard. Students are trying, teachers are trying, families and communities are trying. School and district leaders and KDE all are working hard on behalf of Kentucky's students. There is a reverence for education and educators in Kentucky.
- Schools are a hub of community, and they could do more to expand relational trust and public trust more globally.
- The culture of schooling does not sufficiently welcome, foster or facilitate the kind of collaboration that might expand trust. The commitment to efficiency, impartiality and authority get in the way of authentic, learner-centered and community-centered collaboration and partnership.
- Inequities in opportunities and outcomes persist, despite the efforts of students, families, educators, system leaders and communities. It is important to learn more about the root causes of these inequities.
- The system doesn't really know, see or value each stakeholder as an individual. This was as true for students and families as it was teachers and leaders. There are similar feelings from communities that the system doesn't adequately see, know or value the aspirations, assets and challenges of their community.

Current State Report

▶ Commonwealth-Level Themes

- While there are significant efforts made to communicate and provide students and their families with data that promotes continued learning, few stakeholders feel that communication and feedback are currently promoting shared understanding, mutual trust and partnership.
- The current approach to state and federal accountability and assessment sends a message of distrust, breeds competition and plays a powerful role in making stakeholders feel like numbers or cogs in a machine that is ultimately accountable to state and federal entities.
- There is a hunger for local accountability and assessment systems that see a more full picture of each student, and value the investment teachers and school leaders and local boards make in providing relevant, personal and joyful learning opportunities to each young person in their community.
- There is a hunger for schools to help students pursue, and feel valued in pursuing, a broader range of pathways toward professional, civic, financial and personal independence.
- The hardship of COVID has created a strong appetite among stakeholders to reflect on what we have been doing and imagine and then move toward a better future.

Discussion

- ▶ **As you reflect on the profiles, user themes and commonwealth themes ... What insights, needs and questions feel important to you?**
- ▶ **In pairs**
- ▶ **Share out**

Exploring Future State and Learning Agenda Implication

Current State

Commonwealth Theme:

The system doesn't really know, see or value each stakeholder as an individual. This was as true for students and families as it was teachers and leaders. There are similar feelings from communities that the system doesn't adequately see, know or value the aspirations, assets and challenges of their community.

Future State

Students, families, teachers and local education leaders feel seen, known and welcomed at school, not just in their role, but as whole individuals and members of their broader community.

Communities, and the students, families and educators within them feel seen, known and valued by Kentucky state government officials.

Learning Agenda

Big Question: What is causing stakeholders to feel like numbers, or gears in the public education machine?

Subquestions:

- What common practices, procedures, or beliefs/assumptions cause stakeholders feel unseen, unknown or undervalued?
- What policies (local, state or federal) relate to or foster these practices, procedures, beliefs/assumptions?
- What role does accountability and assessment play? What role could they play?

Exploring Future State and Learning Agenda Implication

Current State

Stakeholder-Specific Theme:

Students need supports that focus on their holistic well-being because of anxiety and pressure associated with being a young person.

Future State

- Students can voice when they are feeling pressure, or when things seem like they aren't working.
- When students voice needs, educators respond in ways that provide support, continue to express belief in the capability and potential of the young person, and reinforce or deepen the human connection between educator and student.
- Educators have access to a range of strategies, resources, partners and methods that meet students' social-emotional needs.

Learning Agenda

Big Question: What are the sources of stress and pressure for Kentucky's youth? What is helpful?

Subquestions:

- What common practices, procedures or beliefs/assumptions contribute to student stress and pressure?
- What policies (local, state or federal) relate to or foster these practices, procedures, beliefs/assumptions?
- What role does accountability and assessment play? Could they play?

Learning Agenda

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L3 Engagement with the learning agenda may take more than one form:

- Deepening, sharpening and expanding value of current work
- Providing focus for new work to address nagging issues

Learning Agenda

Levels of authority required to scale learning will vary.

LOCAL STRATEGIES:

Strategies that can be implemented within existing local authority

- *KDE can provide capacity-building and network communities with similar strategies with one another to accelerate learning and foster scaling.*

STATE STRATEGIES:

Strategies for which local districts would need new authority or flexibility from state or federal policies, procedures or practices

- *KDE and KSBE can be learning from and research partners working with L3 teams to pinpoint the state or federal level.*
- *KDE can work internally to change procedures or practices.*
- *KSBE can waive some state regulations.*
- *KDE and KSBE can engage the public policy community to facilitate policy change.*

In the Coming School Year

Fall 2021 – Spring 2022

L3s Full Member
Inquiries Launch

L3s Associate Member
Inquiries Launch

Coalition
Engagement

KDE
Engagement

KSBE
Engagement

KDE
Engagement

Coalition
Engagement

KSBE
Engagement

Capture local insights

Determine how to be
responsive and supportive

Refine the learning agenda

Expand L3 participation

Develop policy, practice and
behavior-change strategies

Questions or Thoughts?

Kentucky Future of Education Summit

***Jason Glass, Ed.D.
Commissioner of Education***