

## KENTUCKY DEPARTMENT OF EDUCATION STAFF NOTE REVIEW ITEM

**Topic:** Local Laboratories of Learning (L3) Update

**Date:** April 20, 2022

**Held In:**  Full Board

Curriculum, Instruction and Assessment     Operations

### SUMMARY OF PRESENTATION:

The Local Laboratories of Learning (L3) project is a product of the Kentucky Department of Education's (KDE) United We Learn efforts. The impetus of this work is the Kentucky Board of Education's (KBE) equity resolution passed in 2019. In an effort to build a more equitable education system for all students, the Commissioner conducted a series of eleven listening tours in the Spring and Summer of 2021. These tours helped the KDE gain a deeper understanding of Kentuckian's experience with the education system.

Following the listening tours, the Commissioner created the Kentucky Coalition for Advancing Education (KCAE) with the mission to bring multiple stakeholder voices together to inform the work of the Department. Together, the KCAE members reviewed the information gathered during the 2021 Listening Tour and crafted the United We Learn report and the Co-Creation Guidebook.

In the Fall of 2021, the KCAE materials were released during the Kentucky Education Summit. At the summit, the Commissioner announced the creation of the L3 program. The goal of the L3 program is to give local school districts the necessary flexibility to reflect upon the United We Learn report and create local innovations in response to it. The KDE is seeking to learn from the experiences of the L3 participants so that it can be better informed when crafting new assessment and accountability structures in the future.

The L3 project currently has two cohorts. Cohort One, which was launched in the Fall of 2021, includes Allen County, Fleming County, Frankfort Independent, Jefferson County, Johnson County, Logan County, and Shelby Count. Cohort Two, which was launched in the Spring of 2022, includes Berea Independent, Boone County, Bullitt County, Corbin Independent, Lawrence County, Greenup County, and Marshall County. A final cohort will be recruited to begin in the Fall of 2022.

Participants in the L3 program agree to participate in the following activities:

- An L3 Orientation,
- Mentoring and partner sessions with an L3 district from another cohort,
- Monthly virtual Community of Practice sessions,
- Local coalition meetings, and
- Design and coaching sessions.

Throughout their experience, the L3 participants work collaboratively with a group of local stakeholders who help to shape and inform the work. The stakeholder group must include community, parent, student, and school stakeholders. Participants deploy the Stanford d.school Design Thinking Process. This process is rooted in empathy and pushes L3 participants to define a problem, ideate potential solutions, build new prototypes, and test and learn from their

prototype. You can read more about the requirements of L3 participation by accessing the [Local Laboratories of Learning \(L3\) Application & Agreement Form](#).

Currently, Cohort One participants are in the testing phase of their process and Cohort Two participants are beginning to assemble their local team and define their problem of practice. Below is a summary of the current Cohort One work.

- Allen County
  - Problem Statement: The Allen County Community wants an educational system that prepares students to address and improve the economic, social, and workforce challenges of our community. However, the current system only assesses the mastery of a narrow set of academic standards and doesn't address districts' obligation to develop students' skills, passion, and interests.
  - Current Prototype for Testing: Designing a student experience that includes a student defense of learning system that aligns with their emerging graduate profile work
  
- Fleming County
  - Problem Statement: The Fleming County community wants to refine BRIDGE Performance Indicators and develop the Measures of Quality System (Local/Community Accountability System) and reporting platform/dashboard that provides real-time, user-friendly, transparent data (the good and the bad), as a means to improve experiences and outcomes for each student. Specifically, we want to communicate to stakeholders in a way they can easily understand. However, currently we utilize educational jargon and data that is complex and often out-of-date, which creates communication barriers to the heart of what we want to share with all stakeholders. This creates confusion and doubt among stakeholders especially when, as a state, data from the previous academic year is shared in the fall semester of a new academic year.
  - Current Prototype for Testing: Refining Bridge Performance Indicators and Measures of Quality dashboards while developing a communication and stakeholder engagement plan.
  
- Frankfort Independent
  - Problem Statement: Students want to showcase & demonstrate what they've learned through their individualized skill sets. However, policymakers and the system itself does not recognize individualized learning, which should allow students to make choices and have ownership in their pathway of learning, driven by passion. It is a problem because the system does not allow for student ownership, a deficit model that does not assess students on their individual strengths or give them the opportunity to do so. It does not replicate the differentiated, inquiry-based process of learning that is occurring in the classroom every day.
  - Current Prototype for Testing: Developing project-based capstone experiences aligned with graduate profile and implementation of a competency-based report card.
  
- Jefferson County
  - Problem Statement: Our community wants to recognize and grow/nurture a broader set of student's academic talents and life skills that we know are needed

for success; however, the current accountability system presents a narrow view because it limits learning experiences and achievement leading to inequitable outcomes.

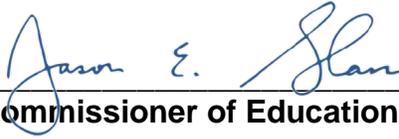
- Current Prototype for Testing: Refining the Backpack of Success Skills to include personalized opportunities for all students across grade levels to demonstrate life skills and show mastery of standards in flexible ways, leading to a Mastery Transcript.
- Johnson County
  - Problem Statement: Students want a more individualized way of assessing their growth; however, they feel disconnected from their learning and growth, which leads to a lack of motivation because they need a pathway to take charge of their own learning, that also allows their interests and needs to be heard and respected.
  - Current Prototype for Testing: Changing the way students explore career pathways and attain certification through the development of a Digital Portfolio.
- Logan County
  - Problem Statement: While our community had initial input on the development of the Profile of Success, various stakeholders may not understand our why as related to our Profile of Success. We need to communicate the purpose of the Profile of Success and how it reflects, measures, and celebrates the differing abilities/strengths and portrays the whole child within a challenging learning community.
  - Current Prototype for Testing: Developing a dashboard to display students' successful attainment of profile competencies, academic success, participation in internships, extracurricular activities, etc. (micro-credentials).
- Shelby County
  - Problem Statement: The Shelby County community wants a reciprocal partnership in a shared space with all stakeholders that allows for an equitable education that will prepare students to succeed now and in the future. However, currently, there is a lack of trust among all stakeholders because of federal/state policy, traditional mindsets, lack of communication, perception of certain jobs, cultural and language barriers, and societal issues.
  - Current Prototype for Testing: Developing a plan to engage every stakeholder in the understanding of their Profile of a Graduate and what it means for students, families, employers and post-secondary institutions.

More detail about each L3 district's projects can be found in the [January KCAE Update](#) presentation. Additionally, the KDE is collecting artifacts and work samples, which can be found [here](#).

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**Commissioner of Education**

Category: <input type="checkbox"/> Educator Workforce Diversity <input type="checkbox"/> Portrait of a Graduate Partnerships <input type="checkbox"/> Racial Equity Commitment <input checked="" type="checkbox"/> Student-Centered Accountability System <input type="checkbox"/> Early Childhood <input type="checkbox"/> District Support
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