KUWL Framework 1.0 Discussion Kentucky Board of Education

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Core Values of a Reimagined Assessment and Accountability Systems

Flexibility, Comparability and Confidence
The reimagined assessment and accountability systems should maximize local flexibility within federal requirements, balancing local autonomy with statewide data. Kentucky should reduce federal oversight and support local improvement through regular external reviews to build confidence and share best practices statewide.

Trust and Empower
KDE and local districts will collaborate with educators, parents, business leaders, legislators and other stakeholders to rebuild trust by developing local assessment and accountability systems that reflect community priorities and build on district innovations.

Connect to Grow
Districts will be supported in mutual learning, empowering them to build local accountability systems that promote rigorous, meaningful education for all students. The content and pace of this support will be designed to match the step-by-step process of implementing components of the new system.

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KDE Supports

Networked Peer Support:
The state will foster collaboration among districts through peer review processes, enabling them to share insights, drive change, and provide feedback on local accountability systems.

State Tools:
For anything the state requires within local accountability, the state will provide a measure for districts to use to meet that requirement. Districts may use approved local assessments in place of some of those measures.

External Feedback:
Every three years, the state will conduct a third-party review to identify best practices and provide feedback for continuous improvement.

Local Assurances

Inclusive Community Engagement:
Determine local priorities through a transparent and inclusive process.

Public Data Display:
Provide a rich, detailed public report on strengths and growth areas in lieu of a statewide color rating system.

Disaggregated Outcome Data:
Report student-level outcomes by group, with sample sizes.

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Building Local Accountability in Phases

1

Pilot Group Implementation Phase
Continue with a small, representative pilot group of schools or districts (Local Laboratories of Learning and others) to design and implement local accountability systems. This phase focuses on testing key components, gathering feedback, identifying challenges, and refining processes with stakeholder input to establish baseline data.

2

Expansion and Scaling Phase
Expand the local accountability system to more schools or districts, applying lessons from the pilot. Develop consistent processes, deliver comprehensive training, and strengthen support for quality. Continuous data collection and feedback help refine the system as it scales.

3

Full Implementation and Sustained Validation Phase
Implement the local accountability system district-wide, integrating it with existing policies. Focus on ongoing support, professional development, and data validation to ensure reliability and effectiveness. Regular review cycles will drive data-informed adjustments for long-term sustainability and continuous improvement.

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Federal and State Accountability Requirements: Elementary and Middle Schools

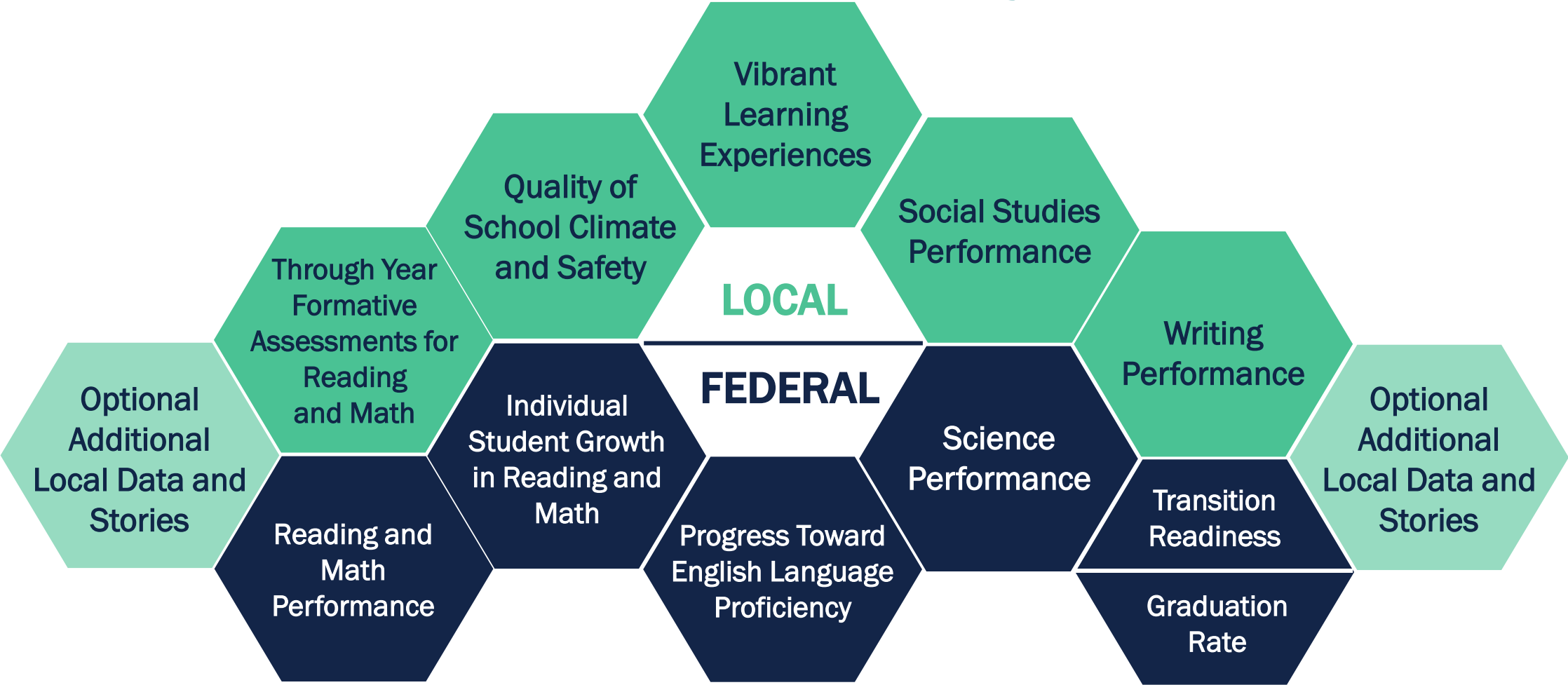| ESSA Indicator Requirements	Kentucky Indicator Requirements
Academic Achievement	• State Assessment Results in Reading and Mathematics (Status only)
Other Academic Indicator	• State Assessment Results in Reading and Mathematics (Change only)*
English Language Proficiency	• English Learner Progress
School Quality or Student Success	• Quality of School Climate and Safety Survey • State Assessment Results in Science, Social Studies, and Writing

The evaluation of Status and Change for each indicator, as required by Kentucky legislation, presents challenges in alignment to ESSA indicator categories. Therefore, within ESSA Indicators, "Change" must be separated from current year performance (Status) for reading and mathematics performance in elementary and middle school and for graduation rate in high school.

Federal and State Accountability Requirements: High Schools

ESSA Indicator Requirements	Kentucky Indicator Requirements
Academic Achievement	• State Assessment Results in Reading and Mathematics
English Language Proficiency	• English Learner Progress
School Quality or Student Success	• Quality of School Climate and Safety Survey • State Assessment Results in Science, Social Studies, and Writing • Postsecondary Readiness • Graduation Rate (Change only)
Graduation Rate	• Graduation Rate (Status only)**

**Independent of overall performance, high schools with a four-year graduation rate below 80% are identified as CSI.

Local and Federal Accountability

LOCAL

- Vibrant Learning Experiences
- Quality of School Climate and Safety
- Social Studies Performance
- Through Year Formative Assessments for Reading and Math
- Writing Performance
- Optional Additional Local Data and Stories
- Optional Additional Local Data and Stories

FEDERAL

- Individual Student Growth in Reading and Math
- Science Performance
- Reading and Math Performance
- Progress Toward English Language Proficiency
- Transition Readiness
- Graduation Rate

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Local Assessments and Accountability

Writing Performance

Districts are encouraged to develop and administer their own competency based local measures for writing or they may use optional state-provided measures for grades 3-10.

Social Studies Performance

Districts are encouraged to develop and administer their own competency based local measures for social studies or they may use optional state-provided measures for grades 3-10.

Vibrant Learning Experiences

Districts may start by reporting the percentage of students accessing these experiences and gradually add qualitative insights over time. Examples of vibrant learning experiences include, Capstone Projects, Student-led Conferences, Service-based earning, Student Defenses, Personalized Pathways or locally proposed, state approved, opportunities.

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Local Assessments and Accountability (2)

Quality of School Climate and Safety

The state Quality of School Climate and Safety survey is required for administration and will be publicly reported, with optional inclusion in local accountability.

Through Year Formative Assessments for Reading and Math

The through-year adaptive assessment system will cover grades 3-10, with spring summative assessments in grades 3-8 and 10 for federal accountability. State-provided interim assessments will offer timely and actionable data on student learning in the fall and winter. The spring summative assessments, except for grade 9, will be used for federal reporting, while grade 9 assessments will serve instructional purposes.

Optional Additional Local Data and Stories

Communities may develop and report the indicators that best reflect their local context. Districts may go beyond quantitative data to include stories and other evidence, such as student demonstration of portrait of a learner skills, percent of certifications earned, number of engaged partnerships with communities and families, staff engagement, etc.

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Federal Assessments and Accountability

Reading and Math Performance

The through-year adaptive assessment system will include state-provided interim assessments that provide timely and actionable information on student learning in the fall and winter. With the exception of grade 9 which will be used for instructional purposes, the spring summative administration will be used for federal reporting purposes.

Individual Student Growth in Reading and Math

Each year, students will receive a growth score in reading and math based on a comparison of spring assessment data from the current and previous year. These individual scores will be aggregated to determine growth scores for cohorts, schools, and districts.

Progress Toward English Language Proficiency

No change in how this is tested or reported.

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Federal Assessments and Accountability (2)

Science Performance

Science tests will continue in grades 5, 8, and 10. Additionally, the state will offer optional science tests for grades 3, 4, 6, 7, and 9, allowing districts to include them in their local accountability if desired.

Transition Readiness

Graduation Rate

No change in how this is tested or reported.

Federal Classifications

The state will use data from the federal domains to identify schools for improvement based on three federal required categories: comprehensive support and improvement, targeted support and improvement, and additional targeted support and improvement.

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Feedback on Framework 1.0

- Kentucky United We Learn Council, Nov. 20
- Local Superintendent Advisory Council, Nov. 26

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