

Kentucky United We Learn Council Update

Karen Dodd, Chief Performance Officer
Leslie McKinney, Strategic Data Analyst

Council Makeup for Year 2

- ~45 members who meet collectively at least twice a year
- Penny Christian, Council Chair
 - National Parent Teacher Association(PTA) Committee Chair
- Jim Flynn, Council Vice Chair
 - Executive Director of Kentucky Association of School Superintendents
- Karen Dodd, Council Lead
 - Chief Performance Officer at Kentucky Department of Education(KDE)

KENTUCKY UNITED WE LEARN COUNCIL'S: JOURNEY TO THE MOON

"To build a prosperous Kentucky, we will launch an accountability system that is meaningful and useful to all our learners."

Goal:
Approved Reimagined
Accountability System

SUMMER 2026



SUMMER 2024

Legislative
Awareness

SUMMER 2024



FALL 2024

Council
Recommends
Accountability
Model to
*KDE

FALL 2024

Council and
*KDE
Recommend
Model to
**KBE

WINTER 2024



SPRING 2025

Engage
General
Assembly



SUMMER 2025



Kentucky
UNITED WE LEARN
COUNCIL

*KDE - Kentucky Department of Education
**KBE - Kentucky Board of Education

October Convening Update

- Data was shared from the prototype 4.0 survey.
 - Local Accountability: District Presentations from Shelby, Greenup, Fleming
 - Assessment
 - State Accountability
 - Federal Accountability
 - Reporting
- Sarah Snipes shared out the 36 district focus group data.
- Small groups discussed the current system, proposed changes and what those changes might look like.
- KDE and its partners prepared a framework, informed by survey data and council feedback, that was shared with council members on Nov. 20.



Kentucky United We Learn Council -
Stakeholder Feedback on Prototype 4.0

Survey Response Analysis

November 2024

About the Survey

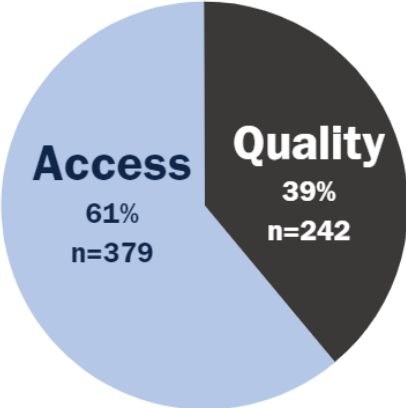
- 647 Respondents
- All respondents did not necessarily answer every question
- “Other” includes –

Legislator (2), Student (1), Kentucky Education Partners (2), The Kentucky Writing Project (1), Voice-tech Lead (1), Board Member (1), No-Response (1)

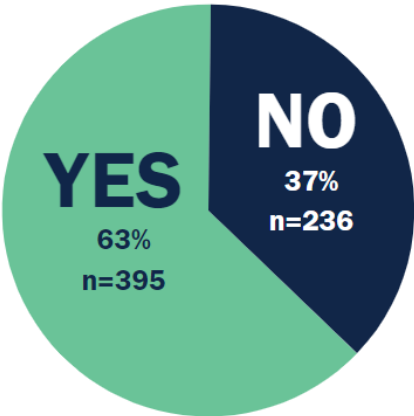
- 4 sections – State Accountability, Federal Accountability, Assessment Systems and Reporting

Role Group	n-count
Business/Industry Representative	9
Community Member	24
District Administrator	72
District Assessment Coordinator	46
Educational Cooperative Staff	10
Educator/Paraprofessional	281
Family Member/Guardian	18
KDE Staff	17
School Administrator	110
Superintendent	50
Other	10

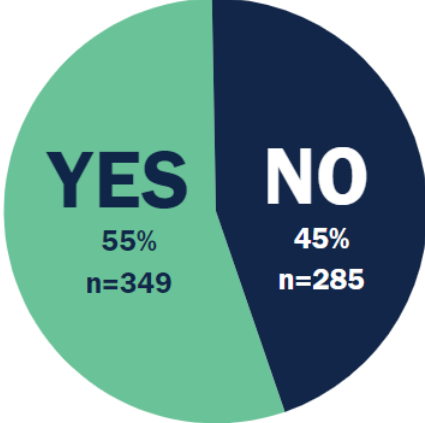
Proposed Changes Related to the State Accountability Model



Should the Kentucky United We Learn Council advocate to adopt an indicator within state accountability that captures ACCESS to vibrant learning experiences through the percentage of students participating or QUALITY of vibrant learning experiences based on rubrics co-created by education leaders and data reviewed by an external evaluator?



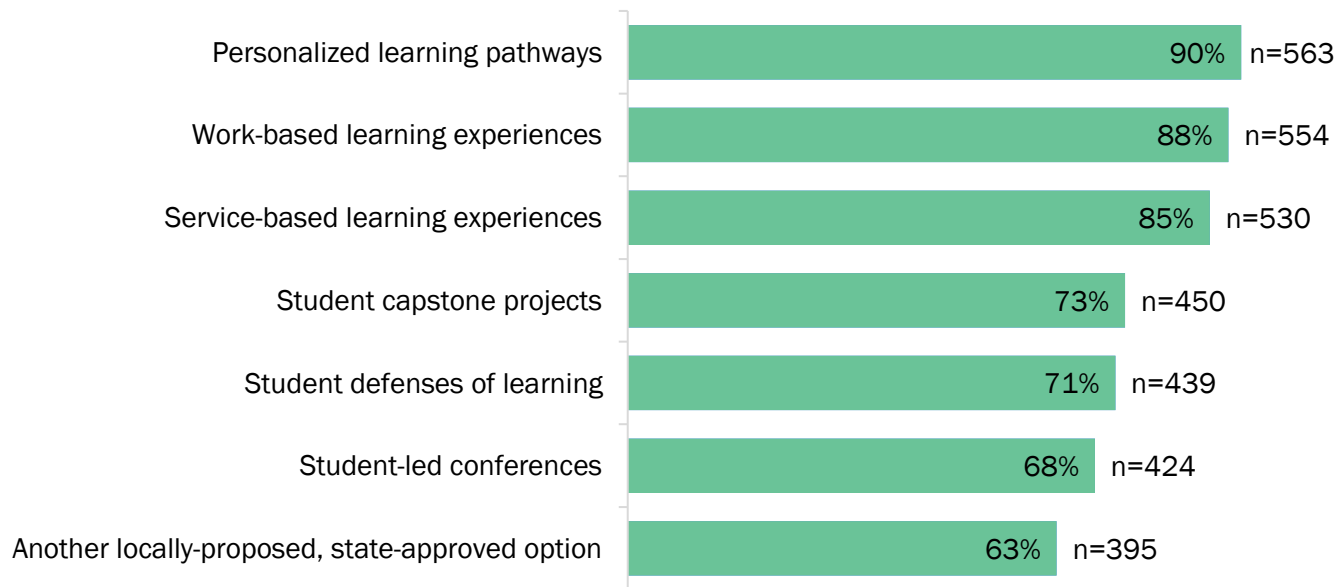
Should the Kentucky United We Learn Council advocate to adopt an accreditation-style model for the state's accountability system alongside the basic requirements needed to meet federal law?



Should Kentucky move toward an accreditation-style accountability model where schools submit evidence of quality to an external evaluator for formal evaluation at regular intervals?

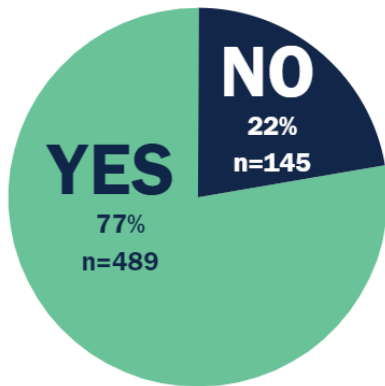
Personalized learning pathways, and hands-on participation such as work- and service-based learning experiences, are the most popular choices for a vibrant learning experiences indicator.

Should a vibrant learning experiences indicator value participation in the following experiences?

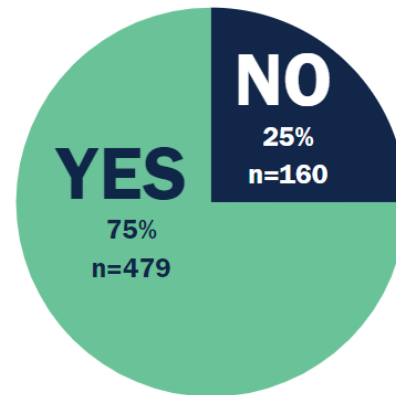


% with a Yes Response

Proposed changes to the State Accountability Model includes addressing the current color rating system as well as broadening the scope of the system to include new factors.



Should the Kentucky United We Learn Council advocate to remove the color rating system?



Should the Kentucky United We Learn Council advocate to adopt a local accountability system that includes broader school improvement efforts, such as opportunities for vibrant learning experiences, parental engagement, community partnerships and non-academic factors affecting the school experience?

Resources and supports needed for districts to provide greater access to vibrant learning experiences for their students include: (n=416 responses)

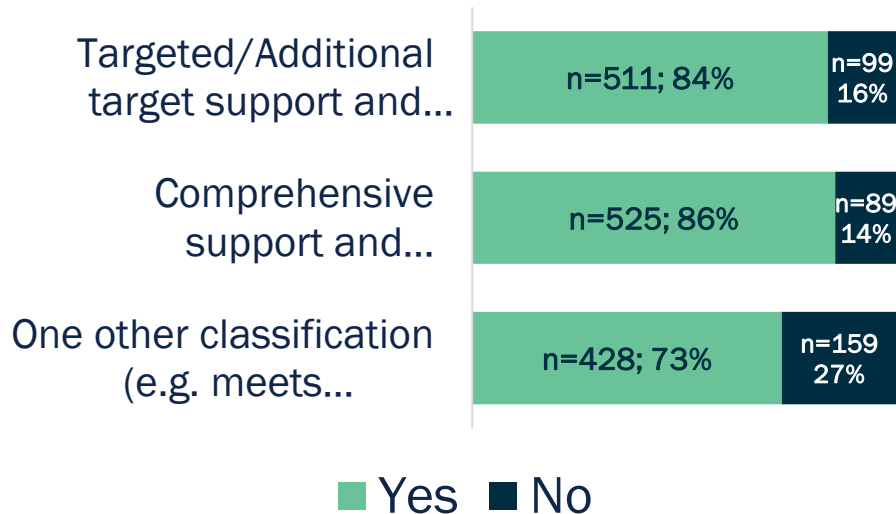
Themes	n-count
Funding	n=169
Professional Development	n=116
Rubric and Examples of VLEs	n=74
Additional Staff/Teachers	n=56
Curriculum Support/Materials	n=53
Community/Stakeholder Buy-in	n=50

Quote(s) from Respondent(s):

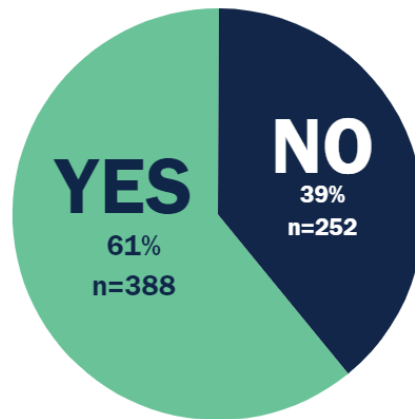
“Districts will need support in several key areas to provide greater access to vibrant learning experiences. This includes access to high-quality instructional materials, continuous professional development and enhanced technology infrastructure. Support is essential to ensure all students have engaging, standards-aligned curricula and the necessary tools for interactive learning. Equitable access to resources, especially for underserved populations, will also require external assistance. Additionally, districts need support in creating student-centered learning environments, providing coaching and mentoring for teachers, building community partnerships, and using data to inform instruction.”

Additionally, many respondents expressed equity concerns around the ability of smaller, more rural districts to provide the same level of access to VLEs as larger districts.

Proposed changes to the Federal Accountability Model includes addressing federal improvement classification labels and non-academic indicators.

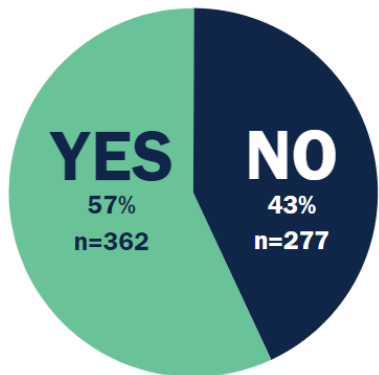


Should the Kentucky We Learn Council advocate to report only the minimum number of federal school classification labels?

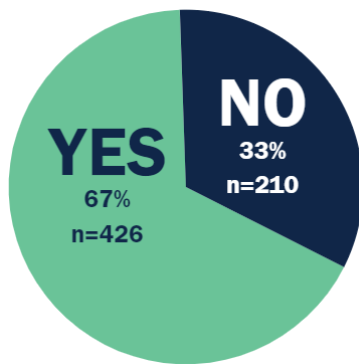


Should Kentucky continue the administration of the quality of school climate and safety survey as part of our accountability system?

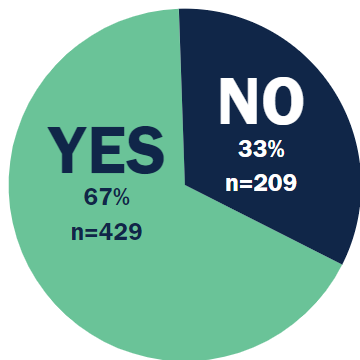
Proposed Changes to the Assessment System as it relates to Social Studies and Writing



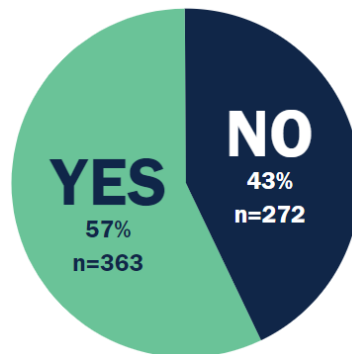
Should the Kentucky United We Learn Council advocate to remove the statewide assessments in social studies and writing that are not required federally?



Should the state begin building local capacity to assess social studies and writing using curriculum-embedded performance tasks?

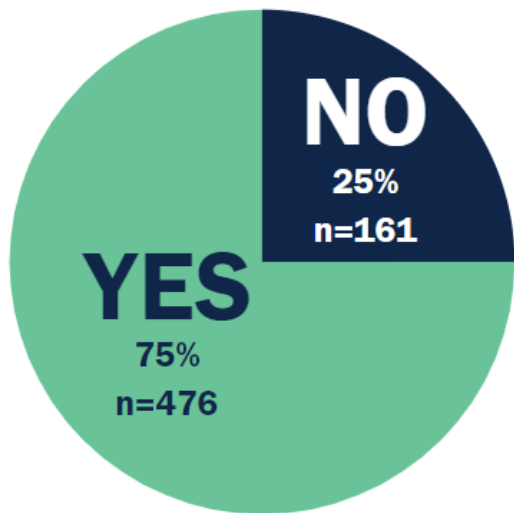


Should social studies and writing be evaluated by performance-based opportunities for local instructional purposes?

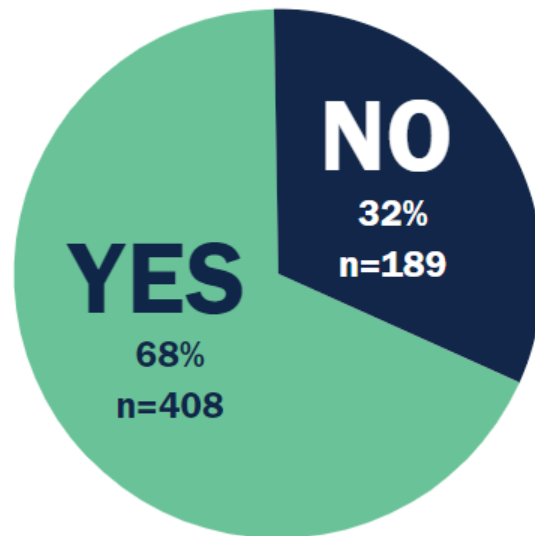


If statewide testing is removed, should local districts report, publicly, social studies and writing processes or results?

Proposed Changes to the Assessment System as it relates to Mathematics and Reading

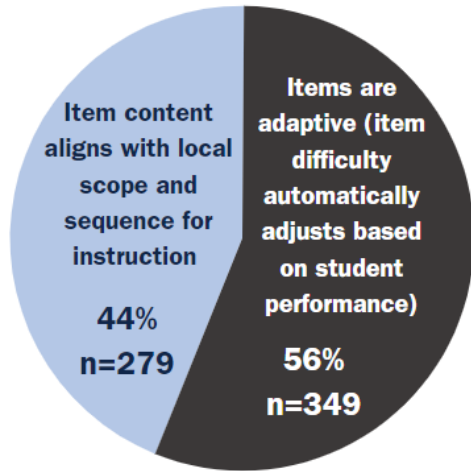


Should Kentucky adopt a through-year (fall, winter, spring) assessment system in math and reading?

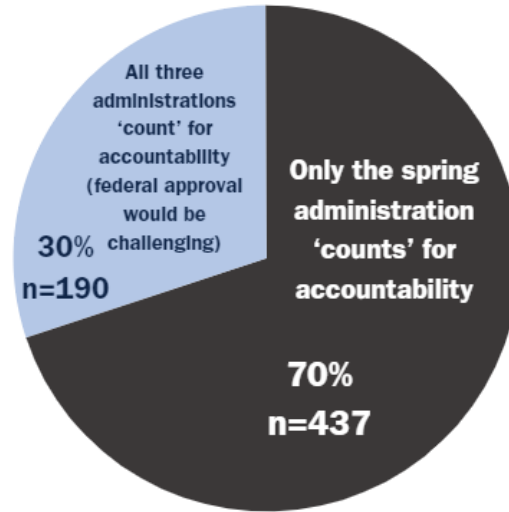


Are districts willing to replace their local interims with a state through-year model?

Stakeholders were asked about priorities around key features of a through-year assessment system.



Stakeholders prefer an adaptable assessment as a key component of a year-round evaluation system.



Stakeholders prefer only the spring administration of the assessment be considered in the state's accountability model

Stakeholders emphasized the resources and supports required for districts to create effective local performance assessment systems, along with key instructional strategies essential for implementing a successful through-year model for all learners.

Resources and supports needed for districts to build local performance assessment systems include:
(n=343 responses)

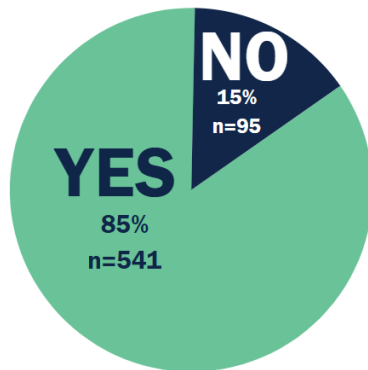
Themes	n-count
Funding (Training, Resources, Staff)	n=67
Training, Professional Development and Coaching	n=66
Assessment Clarity and Structure	n=48
Equity in Assessment Design	n=28
Curriculum, Instructional and Standards Alignment	n=25

Key instructional information needed for a beneficial through-year model for all learners include: (n=335 responses)

Themes	n-count
Desire for Timely and Actionable Data for Immediate Feedback	n=52
Individual Student Growth Measures for Progress Monitoring	n=46
Assurance of alignment between standards, curriculum maps and pacing guides, and instructional resources	n=46
Insights to identify learning/skill gaps and Diagnostic Capabilities	n=28

Proposed Changes to the Reporting System

Should schools have the options to include locally-relevant information on the statewide school report card?



What other terms, descriptions, or data elements could be used rather than novice, apprentice, proficient, and distinguished to better describe student test performance? (n=329 responses)

Themes	n-count
Resistant or Cautious of Change in Terminology	n=114
Consider a Change in Terms or Clarification of Performance Levels	n=80
More Focus on Growth and Longitudinal Data	n=38

What types of additional information (beyond state and federal accountability data) should the school report card support? (n=283 responses)

Themes	n-count
New Reporting Metrics and Transparency	n=37
Additional Reporting on Growth on a Larger and More In-depth Scale	n=27
Desire for a More Holistic Snapshot	n=25
Community Partnerships and Local Engagement	n=25
Inclusion of Contextual and Equity Factors	n=28

The background of the slide is a composite image. The top left portion shows two yellow school buses parked outdoors. The bottom left portion shows a classroom interior with blue walls, decorated with colorful balloons and framed pictures. Several small, square tables and chairs are arranged in the room.

Focus Group Insights: Understanding Perspectives from 36 Study Districts



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- Allen*
- Berea Independent*
- Boone*
- Bullitt*
- Carter*
- Christian
- Corbin Independent *
- Dawson Springs
- Daviess
- Fleming*
- Floyd*
- Frankfort Independent *
- Graves
- Greenup*
- Hardin
- Harlan Independent
- Hopkins
- Jefferson*
- Johnson*
- Kenton
- LaRue*
- Lawrence*
- Logan*
- Madison
- Montgomery
- Oldham
- Paducah Independent
- Pikeville Independent
- Pulaski
- Rockcastle
- Rowan*
- Scott
- Shelby*
- Warren
- Washington*
- Woodford

36 Districts (18 L3s* and 18 non-L3s) agreed to participate in the Study Phase

**Total survey responses:
372**

**Total participation in focus groups:
200**

Participating Districts



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Purpose of Focus Groups

Gather insights and feedback on Prototype 4.0 from stakeholders across 36 different districts and their communities' contexts

Over 197 individuals joined the focus group discussions representing the following stakeholder groups:

- Superintendents
- District Assessment Coordinators (DACs) and Instructional Supervisors
- Chief Academic Officers (CAOs)
- Principals and Assistant Principals
- Teachers and Instructional Leaders
- Parents and Community Members
- Students



State Accountability: Key Themes

Challenges with VLE Measurement: Concerns about the subjectivity of vibrant learning experiences (VLE) and the need for consistent criteria/rubrics.

Equity Concerns: Disparities between districts' resources may affect the ability to ensure all students benefit from VLEs.

Calibration and Time: Concerns about the time required to calibrate expectations across districts.

"We need consistency in measurement but flexibility in how experiences are implemented."

"We must find ways to measure success that reflects the learning happening in our classrooms, not just test scores."



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Federal Accountability: Key Themes

Support for Reducing Complexity: Most support moving from color ratings to simpler categories like Comprehensive Support and Improvement and Targeted Support and Improvement, and others, though there are concerns about losing opportunities for continuous improvement.

Growth Model Preference: A shift towards growth models is preferred, focusing on school and student progress.

Challenges with Public Perception: The color system can misrepresent school quality and damage morale.

"The color system is confusing for both educators and the public. A simpler system would be easier to communicate."

"We need a system that helps struggling schools, not punishes them."



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Assessment: Key Themes

Frequent, Actionable Data Access: Positive feedback on the potential benefits of through-year assessments providing actionable, standards-aligned data to inform instruction and support mid-course corrections.

Streamlining Assessment Systems: Participants emphasized concerns about over-assessment and the need to streamline assessment systems to avoid redundancy and reduce testing time, focusing only on assessments that add value.

Integrating Performance-Based Assessments: There is value of including performance-based assessments that align with VLEs, providing students opportunities to demonstrate learning in real-world contexts.

“Assessments should support instruction, not just add to the workload.”



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Local Accountability: Key Themes

Positive Community Engagement: Focus on the opportunity for local accountability systems to reflect community values, allowing schools to align more closely with what local stakeholders believe is important for student success.

Challenges with Consistency: Emphasize the potential challenges of ensuring consistency in quality across districts, particularly when local accountability systems vary widely in design and implementation.

Flexibility vs. Standardization: Tension between allowing districts flexibility to design their accountability systems and the risk of losing standardization needed for equity and comparability across the state.

"Local accountability allows for flexibility but needs a clear framework to maintain equity and consistency."



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Next Steps

Advisory Group Presentations

- Nov. 6 - Family Partnership
- Dec. 5 - Local School Board Members
- Dec. 6 - Career and Technical Education
- Dec. 10 - Teachers
- Dec. 10 - Commissioner's Student Advisory Council
- Dec. 12 - School Counselors
- Dec. 13 - Principals