



KERA

**Where We Started
Where We've Been and
Where We Can Go...**

*Innovative work is trying to take
root... What are the Barriers?*

Major Tenets of the Kentucky Education Reform Act (KERA)



KERA, passed in 1990, represented one of the country's most [student-centered education](#) approaches at that time

It held schools accountable for student performance, including [content and performance assessments](#)

Focused on [equalizing funding distribution across districts](#) through SEEK Program

[Local control and governance was bolstered](#) with a combination of School-based decision making and locally elected boards of education which represented a key step towards democratizing education and placing power in the hands of stakeholders including teaches and parents

Major Tenets of the Kentucky Education Reform Act (KERA)



Focused on **robust standards** across content areas

Preschool education for the disadvantaged and those with identified disabilities

Family Resource & Youth Service Centers - **FRYSC's**

Extended School Services - ESS

Major investment in **Technology** and **Professional Development**

KERA's Remarkable Commitment to Transformation

KRS 158.645: It is the intent of the General Assembly to create a system of public education which shall allow and assist all students to acquire the following capacities:

1. **Communication skills** necessary to function in a complex and changing civilization
2. **Knowledge** to make economic, social, and political choices
3. **Core values and qualities of good character** to make moral and ethical decisions throughout his or her life
4. **Understanding of governmental processes** as they affect the community, the state, and the nation
5. Sufficient **self-knowledge and knowledge of his/her mental and physical wellness**
6. Sufficient **grounding in the arts** to enable each student to appreciate his or her cultural and historical heritage
7. Sufficient preparation to choose and **pursue his/her life's work intelligently**
8. Skills to enable him/her to **compete favorably** with students in other states

KERA's Remarkable Commitment to Transformation



KRS 158.6451: The General Assembly finds, declares, and establishes that schools shall develop students' abilities to:

1. Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;
2. Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, and practical living studies to situations they will encounter throughout their lives;
3. Become self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, courtesy, hard work, honesty, human worth, justice, knowledge, patriotism, respect, responsibility, and self-discipline;

KERA's Remarkable Commitment to Transformation

4. Become responsible members of a family, work group, or community, including demonstrating effectiveness in community service;
5. Think and solve problems in school situations and a variety of situations they will encounter in life;
6. Connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources; and
7. Express their creative talents and interests in visual arts, music, dance,

Major Disruptors to the Reform Efforts

No Child Left Behind - the Federal law sacrificed states like Kentucky that had already implemented major education reforms. NCLB narrowed the focus and moved the state from biennial goals to static annual goals and more punitive consequences.

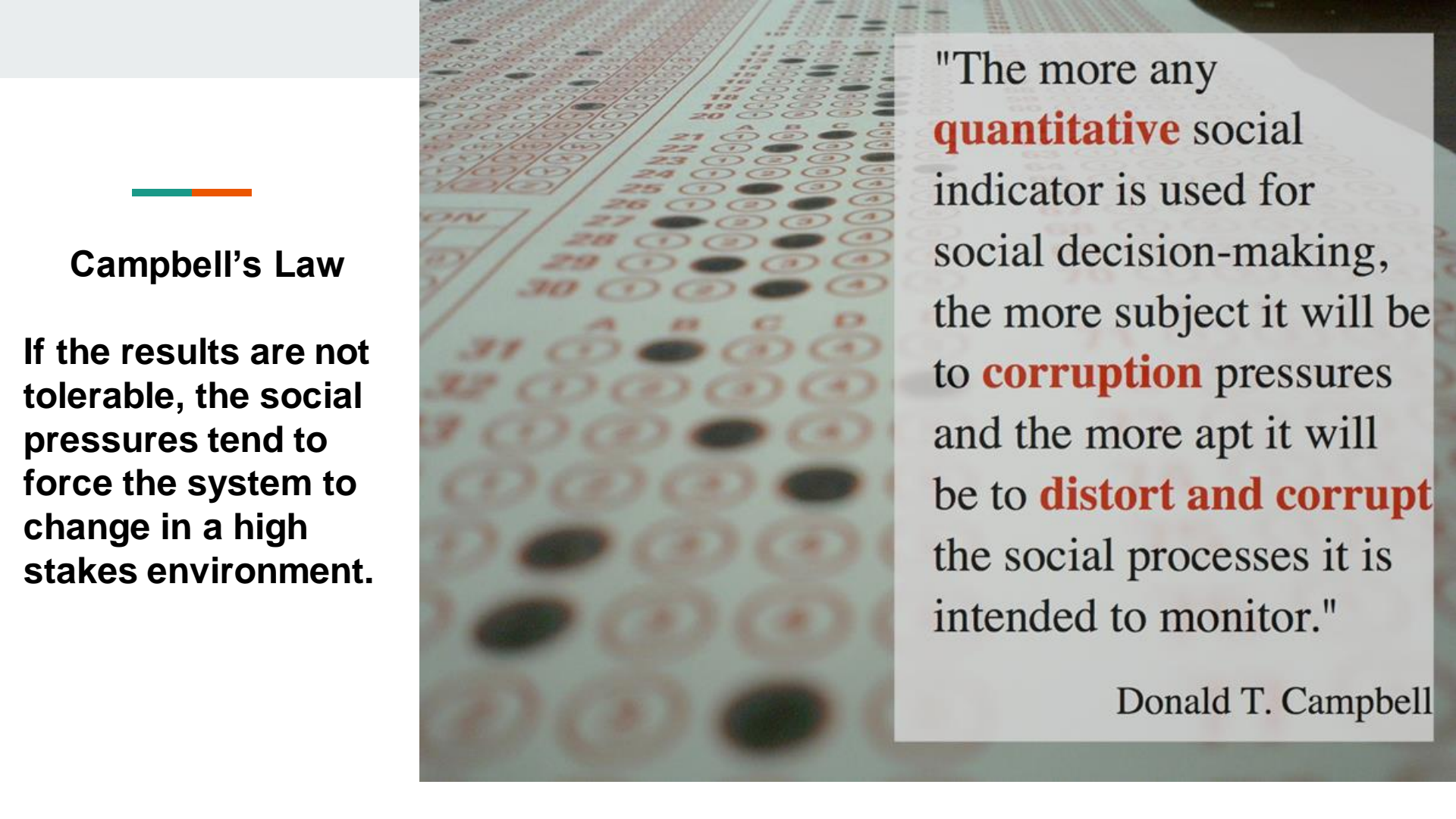
2008 Recession - this major recession brought significant financial challenges to the state including the public pension systems. Education has struggled to keep pace with inflation along with increased demands on the system.

The Pandemic - disrupted every facet of life with schools being one of the most profoundly impacted institutions of society. Significant student learning loss, dramatic workforce shortages, and a supercharged political environment around education continue to challenge our schools.



Campbell's Law

If the results are not tolerable, the social pressures tend to force the system to change in a high stakes environment.



"The more any **quantitative** social indicator is used for social decision-making, the more subject it will be to **corruption** pressures and the more apt it will be to **distort and corrupt** the social processes it is intended to monitor."

Donald T. Campbell

High Stakes Assessment and Accountability Systems



KIRIS - Kentucky Instructional Results Information System

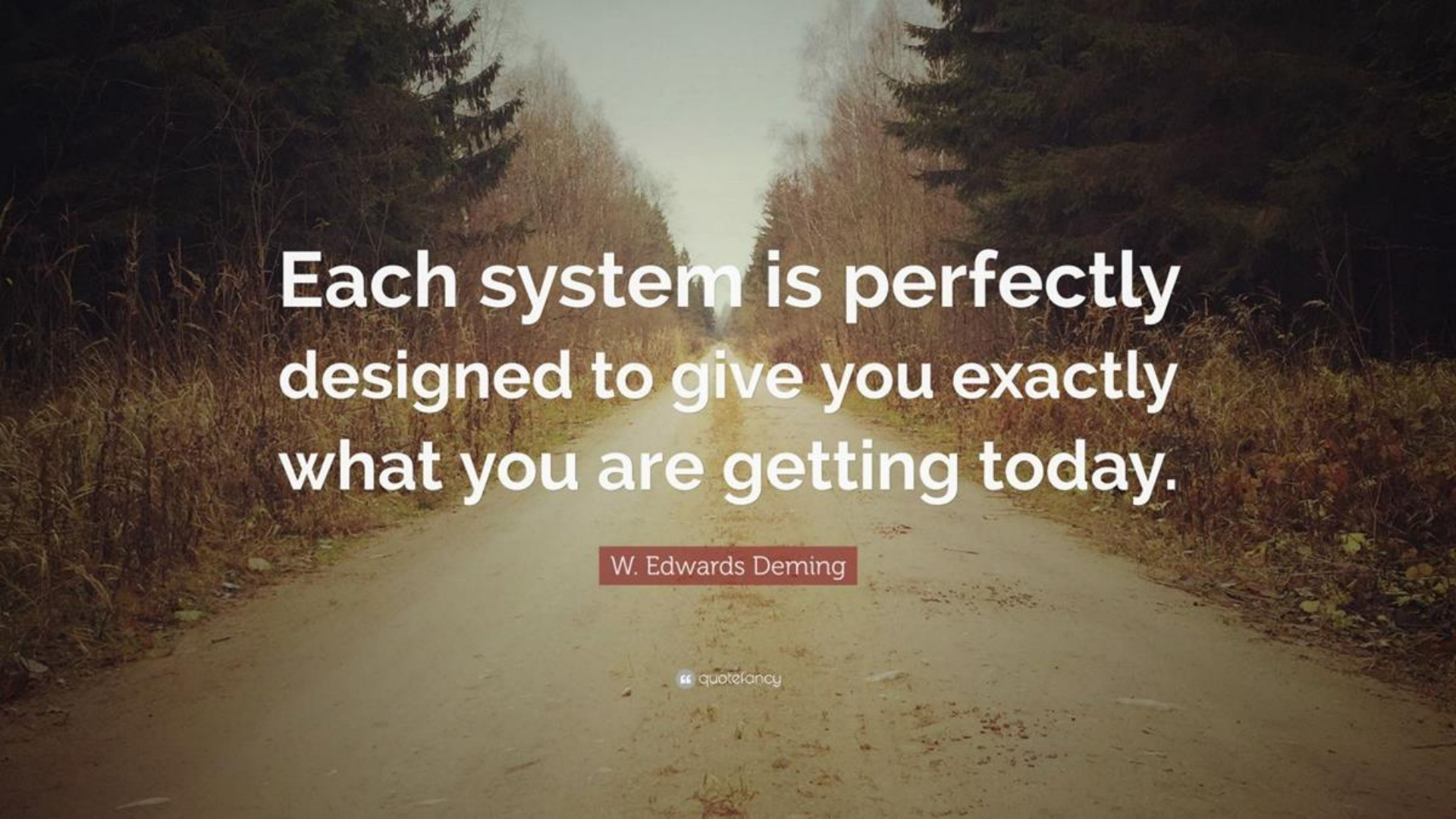
CATS - Commonwealth Accountability Testing System

Unbridled Learning

KPREP - Kentucky Performance Rating for Educational Progress

KSA - Kentucky Summative Assessments

(NOTE: Each of these experienced multiple iterations over its years of existence)

A dirt road winding through a forest with tall grasses on the sides.

**Each system is perfectly
designed to give you exactly
what you are getting today.**

W. Edwards Deming

**The System is a function
of the policy landscape
within which it exists.**

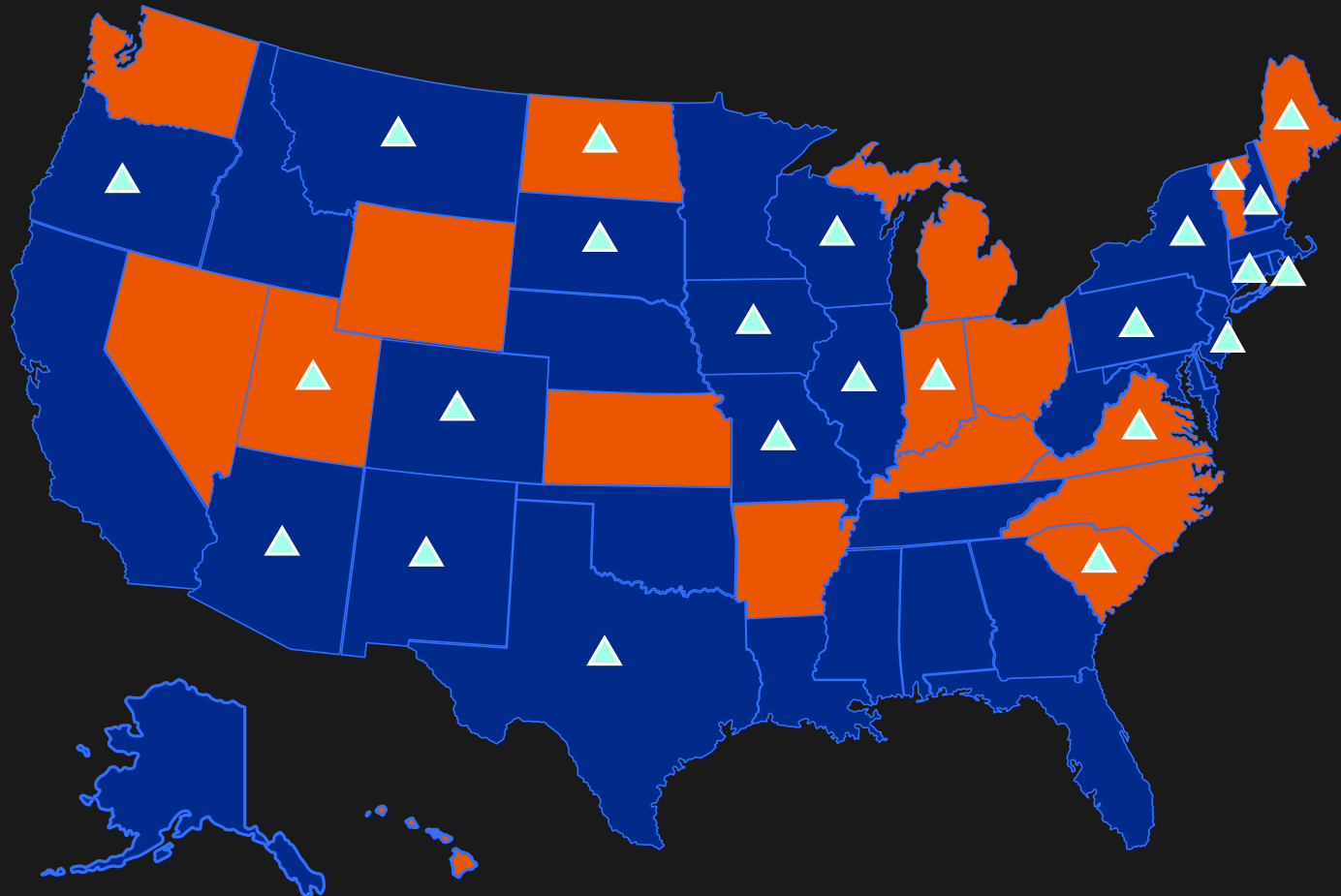
Common Policy Barriers as Identified by Kentucky Districts



- **State assessments** don't align with a vision for personalized learning for Kentucky's students
- **Accountability requirements** don't encompass all learning that occurs and often pit schools against each other
- **Graduation requirements** don't allow for cross application of knowledge
- Antiquated **data reporting systems** make it challenging to innovate
- **Calendar requirements** don't allow for personalization either for students or teachers
- **Teacher development, recruitment and certification** are not aligned to the state's vision for personalized learning
- **Funding is based** on attendance (seat time) but not connected to mastery of content (eg. anytime, anywhere learning experiences)



The National Landscape

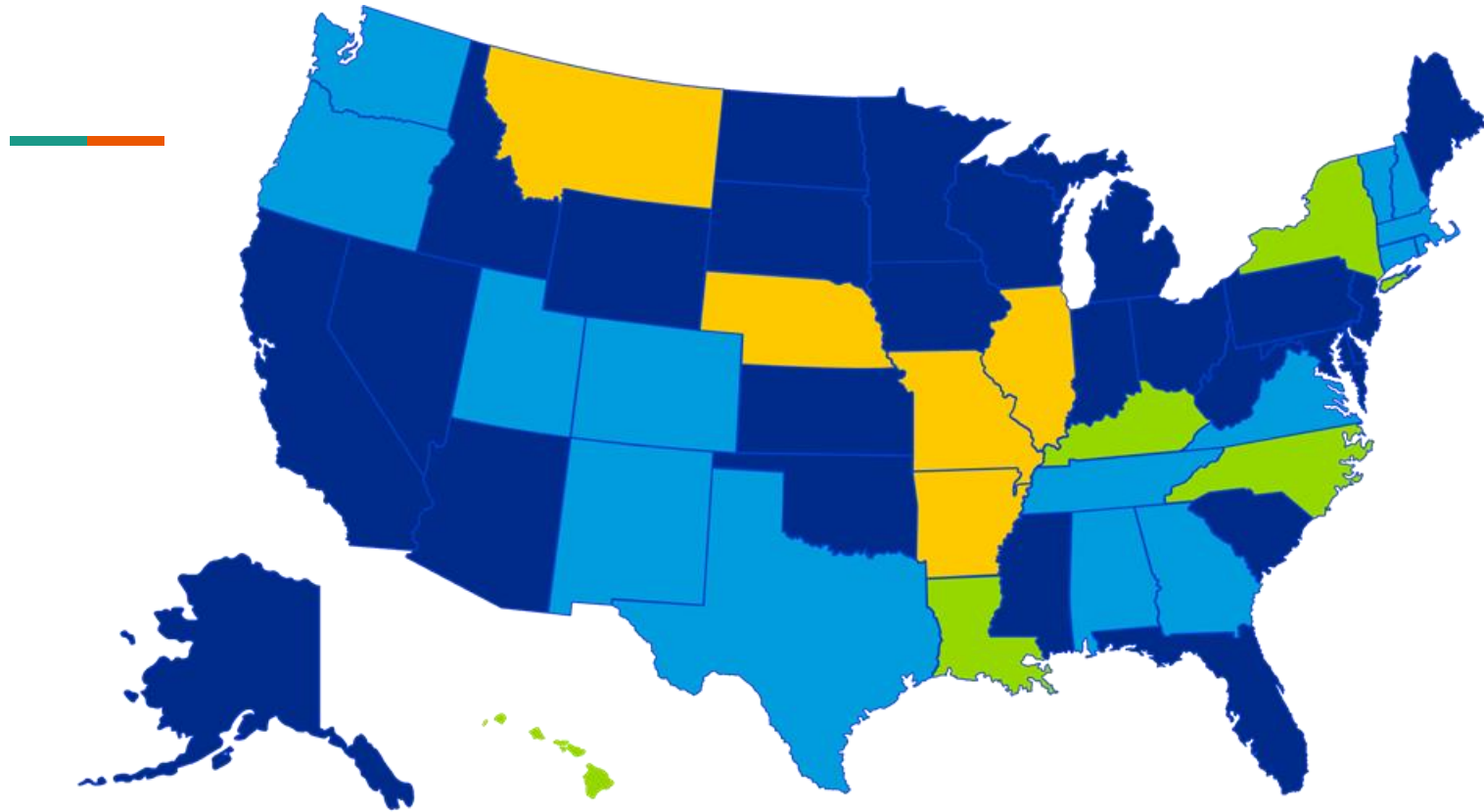


States Create Portrait of a Graduate

- Developing
 - ▲ Allows/Requires
- CBE Graduation

Source: Ben Erwin and Gerardo Silva-Padrón, "State Policies to Support Student-Centered Learning" (Denver, CO: Education Commission of the States, July 2022).

States Working on Next Generation Assessments



States Employing Innovative Strategies

2022 CGSA Recipients

CGSA Recipients/Innovative Assessment States

What Are States Trying?



- Curriculum and instructionally-embedded tests
- Performance tasks and assessments
- Replacing traditional graduation requirements with deeper forms of assessment (e.g., capstones, portfolio/learning defenses, etc.)
- Creating task and item banks for use in the classroom
- Building capacity for new assessment system design

Innovators in Kentucky



EDUCATORS UNITING FOR STUDENT SUCCESS
 NCS APPRENTICESHIP PROGRAM

1 in 4 Ignite Institute seniors earn associate degrees



KENTON COUNTY SCHOOL DISTRICT COMMUNITY BASED ACCOUNTABILITY SYSTEM

Recommendations - Assessment & Accountability

- Study how to **incorporate local indicators**, like those generated through L3 districts and others implementing community-based accountability, into the state's accountability dashboard
- Consider how Kentucky might **reduce the state's summative assessment footprint** within federal requirements, while providing more flexibility to expand high quality performance assessments in non-federally tested subjects that reflect what student know and can do
- **Examine the state's postsecondary readiness indicator** to determine how it might incorporate competency-based pathways or additional measures, such as a capstone or a statewide or local competency framework
- **Examine the state's accountability requirements** to determine how the system could be made more reciprocal between the state and local communities and less competitive or punitive

Recommendations - Funding

- Consider **how to fund a planning grant** for interested communities so that they have the resources necessary to undertake the planning required to create and implement innovative education approaches
- **Examine the state's approach to funding** to determine how it could more strongly support anytime, anywhere learning experiences

Recommendations - Spreading Best Practices



- Examine the state's instructional staff requirements to **determine how more educator flexibility** could be given to allow innovative schools to consider how best to use teachers
- Consider how to **reorient educator preparation and professional development programs around student-centered learning** practices by making modifications to teacher licensure requirements
- Require the **creation of a collection of innovative education resources** (databases, reports) to catalog and share best practices
- Provide **more flexibility within the school calendar** to think about the day different, e.g., use professional development time differently or allow for out of classroom learning

We can make innovations in KY education the norm, not a rarity!



Let's create a policy landscape that inspires innovation and unleashes schools so that every student can pursue a personalized educational program aligned to their talents, dispositional qualities, and aspirations to develop their knowledge, skills and competencies for success in life as a citizen and contributor to their family, community, and the workforce.

KASS Summer Superintendents Summit



The KASS Summer Superintendents Summit will focus on ***the public schools of the future we need for students***. There are three big challenge areas facing Kentucky public schools:

- ***Removing Barriers to Unleash Learning***;
- ***Workforce Challenges***
- ***Funding for Public Education***.

We invite all members of the Interim Joint Committee on Education to join us at the Summit on Monday, June 12th from 11:30 AM to 4 PM at the Lexington Marriott City Center.