

The background of the slide is a composite image. The top left shows a line of yellow school buses, with the number '32' visible on the front of one. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several small white tables and chairs arranged in the room.

Proposed Amendments to 703 KAR 5:270 (Kentucky's Accountability System)

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House Bill (HB) 257 Changes to Assessments and Accountability

HB 257 Changes to Kentucky's State Assessment and Accountability Systems

Assessment

- Removal of On Demand Writing and Editing & Mechanics
- Districts must adopt writing policy. KDE is supporting districts with [writing program](#) guidelines and other resources.

Accountability

- Removal of Status and Change language for evaluating state indicators
- Removal of Quality of School Climate and Safety indicator
- Addition of Individual Student Growth in Reading and Mathematics and Chronic Absenteeism as new state indicators
- Targeted Measures of Quality (reported only until 2030-2031 school year)
- Teachers with advanced credentials
- Grade 8 students earning high school credit
- Graduates completing FAFSA

Please note: The contract for the Kentucky Summative Assessment (KSA) and the Alternate Kentucky Summative Assessment (AKSA) will be out for bid, which could affect future administrations (i.e., 2028 and beyond).

2026-2027 New Accountability Indicators

The state indicators shall exclusively include:

- State Assessment Results - Reading and Mathematics
- State Assessment Results -Science (SC) and Social Studies (SS)
- Individual Student Growth – Reading and Mathematics
- English Learner Progress
- Chronic Absenteeism
- Postsecondary Readiness
- Graduation Rate

Targeted Quality Measures to be reported on the Kentucky School Report Card until June 2030

Additional Readiness & Quality Measure

- Educators
 - Percentage of certified teachers who have:
 - Achieved Rank II status or higher
 - Earned National Board Certification
- Grade 8 Students
 - Percentage of students earning at least one high school credit by the end of grade 8
- Grade 12 Students
 - Percentage of graduates who:
 - Complete the FAFSA by graduation or
 - Parents submit an approved opt-out

Collaborative Development Process

- Accountability Thought Partners
- English Learner Thought Partners
- Kentucky United We Learn Council (KUWL)
- School Curriculum Assessment and Accountability Council (SCAAC)
- Local Superintendent Advisory Council (LSAC)
- Kentucky Board of Education (KBE)
- Directors of Pupil Personnel
- Commissioner's Advisory Councils

Individual Student Growth

Individual Student Growth Indicator

Key Features

- Replaces the current Status and Change approach
- Measures student growth in reading and mathematics
- Uses a student performance value table to calculate growth
- Applies only at the elementary and middle school levels

Growth Value Table for Individual Student Growth in Reading and Mathematics

Growth Value Table Individual Student Growth in Reading and Mathematics (Points for student performance in Year 2, given performance in Year 1)								
Prior Year	Novice Low	Novice High	Apprentice Low	Apprentice High	Proficient Low	Proficient High	Distinguished Low	Distinguished High
Distinguished High	0	0	0	0	0	0	100	125
Distinguished Low	0	0	0	0	0	50	100	125
Proficient High	0	0	0	0	50	100	110	125
Proficient Low	0	0	0	50	100	110	125	125
Apprentice High	0	0	50	100	110	125	125	125
Apprentice Low	0	50	100	110	125	125	125	125
Novice High	0	100	110	125	125	125	125	125
Novice Low	0	110	125	125	125	125	125	125

Chronic Absenteeism

Chronic Absenteeism Indicator

- HB 257: Chronic absenteeism measures student engagement and is defined as missing 10% or more of the school year, whether absences are excused or unexcused.
- For school accountability, chronic absenteeism will be calculated using the federal standard, which identifies students who miss 10% or more of their enrolled school days.
- Students must be enrolled for at least half of the academic year (50-day rule) to be included in the Chronic Absenteeism indicator.

Indicator Weighting

Current Accountability Indicators and Weights

	State Assessment Results - Reading and Mathematics	State Assessment Results - Science, Social Studies and Writing	English Learner Progress	Quality of School Climate and Safety	Postsecondary Readiness	Graduation Rate
Elementary	51	40	5	4	-	-
Middle	46	45	5	4	-	-
High	45	20	5	4	20	6

Proposed Overall Accountability Weights

	State Assessment Results in Reading and Mathematics	Individual Student Growth in Reading and Mathematics	State Assessment Results in Science and Social Studies	English Learner Progress	Chronic Absenteeism	Postsecondary Readiness	Graduation Rate
Elementary Schools	36	25	30	5	4	N/A	N/A
Middle Schools	36	25	30	5	4	N/A	N/A
High Schools	40	N/A	20	5	4	25	6

The combined weight of academic indicators (Reading/Math, Growth, Graduation Rate, and English Language Proficiency) must be substantially higher than the School Quality and Student Success (SQSS) indicator(s).

Amendments to Support House Bill 562 (2026)

- 703 KAR 5:270 also includes amendments to address the new state-defined alternate diploma option for students in the alternate assessment program.
- Beginning in the 2027-2028 school year,
 - For Kentucky's school accountability system, students who receive a regular or state-defined alternate diploma will contribute positively to a school's graduation rate. A modified diploma (previously alternative diploma) does not meet criteria to be included positively in the graduation rate.
 - Students who complete requirements for a regular or modified diploma contribute to graduation rate with their cohort of students beginning at grade nine. Whereas, students in the state-defined alternate diploma contribute to the graduation rate when they earn the diploma.

Standard Setting in Fall 2027

Overall and Indicator Performance Ratings

- Each state accountability indicator will receive a color rating based on school performance.
- Overall performance will be reported using five color ratings: Blue (highest), Green, Yellow, Orange, and Red (lowest).
- A standard-setting process will be conducted to establish the performance thresholds associated with each color rating which will delay reporting in fall 2027.
- Because the accountability systems use different indicators and methodologies, performance comparisons between systems should not be made. For example, an overall rating of green will not mean the same in fall 2026 compared to fall 2027.

Blue
Green
Yellow
Orange
Red



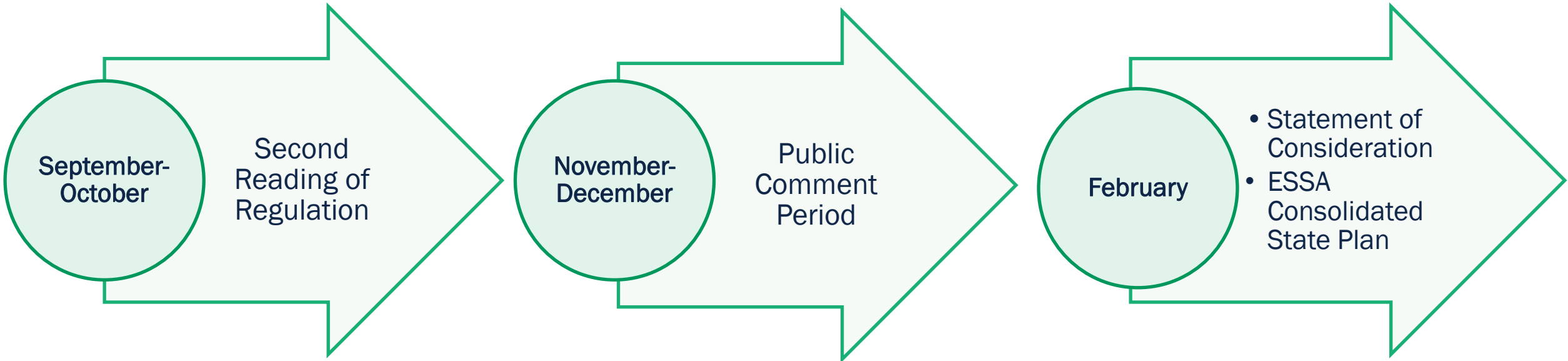
ESSA Flexibility

ESSA Flexibility for First-Year EL Students

- Beginning with the 2026–2027 school year, Kentucky will implement ESSA Flexibility Option 2.
- Exception for Recently Arrived English Learners: State to choose either to include recently arrived English learners in its accountability system like all other English learners or to choose among three exceptions:
 - 1) Exclude a recently arrived English learner from one administration of the statewide reading or language arts assessment and, for any other required statewide assessment, report the results of that student but do not include the results of that student in the statewide accountability system; OR
 - 2) Assess and report the performance of a recently arrived English learner on the reading or language arts and mathematics assessments beginning in the first year of the student's enrollment in a school, and, in the second year, include a measure of student growth (but not proficiency) on the reading or language arts and mathematics assessments in the statewide accountability system; OR
 - 3) Apply both exceptions and, in the State plan, describe how the State will apply each exception to recently arrived English learners across the State. (ESEA section 1111(b)(3)(A)).

Note: Inclusion in accountability must be federally approved through the ESSA Consolidated State Plan.

Next Steps for 703 KAR 5:270, Kentucky's Accountability System



Date	Advisory Group
Aug. 19	Kentucky Technical Advisory Committee
Sept. 1	Education Assessment and Accountability Review Subcommittee
Sept. 15	School Curriculum, Assessment and Accountability Council
Sept. 29	Local Superintendents Advisory Council
Oct. 7-8	Kentucky Board of Education

KRS 158.6455(1)(g): Prior to promulgating administrative regulations to revise the accountability system, the board shall seek advice from the School Curriculum, Assessment, and Accountability Council; the Office of Education Accountability; the Education Assessment and Accountability Review Subcommittee; and the department's technical advisory committee.