EDUCATION AND LABOR CABINET
Board of Education
Department of Education
(Amendment)

703 KAR 5:270. Kentucky's Accountability System.

RELATES TO: KRS 158.645, 158.6451, 158.6453, 158.6455, 158.649, 160.346, 20 U.S.C. 6311
STATUTORY AUTHORITY: KRS 158.6453, 158.6455
CERTIFICATION STATEMENT:
NECESSITY, FUNCTION, AND CONFORMITY: KRS 158.6453 requires the Kentucky Board of Education to create and implement a balanced statewide assessment program that measures the achievement of students, schools, and districts; complies with the federal Every Student Succeeds Act of 2015, 20 U.S.C. secs. 6301 et seq., or its successor; and ensures accountability. KRS 158.6455 requires the Kentucky Board of Education to create an accountability system to classify schools and districts, including a process for annual summative performance evaluations and goals for improvement. This administrative regulation establishes the statewide system of accountability, and meets requirements set forth in the federal Every Student Succeeds Act of 2015 at 20 U.S.C. 6311.

Section 1. Definitions.
(1) "Alternate diploma" means a high school diploma as defined in KRS 156.160.
(2) "Chronic absenteeism" means a state indicator as defined in KRS 158.6455.
(3) "English learners" means students currently identified and included in the federal demographic group for reporting in the English learner progress indicator. For all other state indicators, English learners means students currently identified by districts in alignment with Section 3113(b)(2) of the Elementary and Secondary Education Act (ESEA) and those who continue to be monitored as English learners.
(4) ~~[(1)]~~ "English learner progress indicator" means the combination of individual student growth for current year performance~~[status]~~ and the difference in prior year school performance ~~[for change]~~ of English learners toward English language proficiency. ~~[For all other indicators, English learners means students currently identified and those who continue to be monitored as English learners.]~~
(5) ~~[(2)]~~ "Full academic year" means one hundred (100) or more instructional days of student enrollment within the school year.
~~[(3)] ["Grade 12 non-graduates" means all students enrolled in grade 12 at the end of the school year who do not graduate.]~~
(6) ~~[(4)]~~ "Graduation rate" means the percentage of students who enter high school and receive a diploma based on their cohort in four (4) and five (5) years, adjusting for transfers in and out, émigrés, and deceased students.
(7) ~~[(5)]~~ "Indicator performance rating" means one (1) of five (5) color-coded performance levels on each state indicator ~~[that is determined by combining status and change]~~.
(8) ~~[(6)]~~ "Individual education program" or "IEP" means an individual education program as defined in 707 KAR 1:002.
(9) "Individual student growth" means a student's continuous improvement toward proficiency or above.
(10) ~~[(7)]~~ "Local education agency" or "LEA" for the purposes of this administrative regulation means~~[shall mean]~~ a local school district as provided in KRS 160.010 and KRS 160.020 or a charter school board of directors as provided in KRS 160.1590.
(11) "Modified diploma" means a high school diploma as defined in KRS 156.160.
(12) ~~[(8)]~~ "Overall performance rating" means one (1) of five (5) color-coded performance levels that aggregates all available state indicator data ~~[that is determined by combining status and change]~~.
(13) ~~[(9)]~~ "Postsecondary readiness" means the attainment of the necessary knowledge, skills, and dispositions to successfully transition to the next level.
(14) ~~[(10)]~~ "Proficient" or "proficiency" means reaching the desired level of knowledge and skills as measured on academic assessments.
~~[(11)] ["Quality of school climate and safety indicator" means the measures of school environment.]~~
(15) ~~[(12)]~~ "State assessment results for reading and mathematics indicator" means the measure of academic performance for reading and mathematics on state assessments.
(16) ~~[(13)]~~ "State assessment results for science and~~[,]~~ social studies~~[, and writing]~~ indicator" means the measure of academic performance for science and~~[,]~~ social studies~~[, and writing]~~ on state assessments.
(17) ~~[(14)]~~ "State indicator" means a component of the accountability system as defined in KRS 158.6455.
(18) ~~[(15)]~~ "Value table" means a set of numbers that are used to attribute scores to different performance levels.
~~[(16)] ["Writing" means the content area that includes on-demand writing, and editing and mechanics.]~~

Section 2. Kentucky's accountability system that is used to classify schools and LEAs shall include the state indicators of: state assessment results for reading and mathematics; state assessment results for science and~~[,]~~ social studies~~[, and writing]~~; individual student growth in reading and mathematics; English learner progress; postsecondary readiness; chronic absenteeism;~~[quality of school climate and safety;]~~ and graduation rate.

(1) The state assessment results for reading and mathematics indicator shall be measured by student performance on state assessments in reading and mathematics.
(2) The state assessment results for science and[,] social studies[, and writing] indicator shall be measured by student performance on state assessments in science and[,] social studies[, and writing].
(3) The individual student growth indicator shall be measured by student performance on the prior year state assessment in reading and mathematics and based on a growth value table.
(4) [(3)] The English learner progress indicator shall be measured by student performance on an English proficiency test. The English learner progress indicator shall be measured based on a growth value table. [Additional tables shall incorporate the federal flexibilities of age upon entry to U.S. schools, initial English language proficiency level, and degree of interrupted schooling.]
(5) [(4)] The chronic absenteeism indicator shall be measured based on number of students absent ten (10) percent or more excused or unexcused school days during the school year. A student missing more than fifty (50) percent of his or her school day shall be considered absent for that day for the purposes of Kentucky's school accountability system. [The quality of school climate and safety indicator shall include perception data from surveys that measure insight to the school environment.]
(6) [(5)] The postsecondary readiness indicator shall be measured at high school for students meeting the following criteria:
(a) Earn a regular, alternate, or modified[or alternative] high school diploma [plus grade 12 non-graduates]; and
(b) Achieve academic readiness or career readiness as defined in KRS 158.6455.
1. A school shall receive credit for each student demonstrating academic readiness by:
a. Scoring at or above the benchmark score as determined by the Council on Postsecondary Education (CPE) on the college admissions examination or college placement examination;
b. Completing a minimum of three (3) hours of credit in one (1) [Kentucky Department of Education]approved dual credit course, and receiving a grade of C or higher;
c. Completing one (1) advanced placement (AP) course and receiving a score of three (3) or higher on the AP assessment; or
d. Receiving a score of four (4)[five (5)] or higher on one (1) examination for an International Baccalaureate course;
e. Receiving a score of e or better [Scoring] at or above the benchmark on one (1) Cambridge Advanced International examination.
2. A school shall receive credit for each student demonstrating career readiness by:
a. Scoring at or above the benchmark on industry certifications as approved by the Kentucky Workforce Innovation Board on an annual basis;
b. Qualifying for three (3) or more hours of postsecondary articulated credit associated with a statewide articulation agreement;
c. Completing a minimum of three (3) hours of credit in one (1) Kentucky Board [Department] of Education approved CTE dual credit course, and receiving a grade of C or higher;
d. Completing a Kentucky Board[Department] of Education approved registered[or labor cabinet-approved] apprenticeship pursuant to 705 KAR 4:041; or
e. Successfully completing a Kentucky Board of Education approved cooperative or internship that is aligned with a credential or associate degree and which provides a minimum of 300 hours of on-the-job work experience.
3. Students participating in the alternate assessment program shall meet criteria based on academic or career alternate assessment requirements.
(7) [(6)] The graduation rate indicator shall be measured for each high school using the four (4)-year and extended five (5)-year cohort rate. The graduation rate shall be reported for all students and student groups.

Section 3. Classification of Schools and LEAs in the State Accountability System.
(1) Data shall be included in the overall performance rating for schools and LEAs for the following state indicators:
(a) State assessment results (reading and mathematics);
(b) State assessment results (science and[,] social studies[, and writing]);
(c) Individual student growth in reading and mathematics (elementary and middle);
(d) English learner progress;
(e) Chronic absenteeism;
(f) [(d)] Postsecondary readiness (high school); and
[(e)] [Quality of school climate and safety; and]
(g) [(f)] Graduation rate (high school).
(2) Data from individual student performance on state assessments administered as required in KRS 158.6451 and KRS 158.6453 shall be included in the overall performance rating of each school and LEA. This data shall include students with disabilities with IEPs who participate in the alternate assessment program.
(3) Data in the overall performance rating shall be attributed to grade level spans for schools and LEAs as established in this subsection.

(a) Elementary schools shall include data from: state assessment results for reading and mathematics; state assessment results for science and[,] social studies[, and writing]; individual student growth in reading and mathematics; English learner progress; and chronic absenteeism.[quality of school climate and safety.]

(b) Middle schools shall include data from: state assessment results for reading and mathematics; state assessment results for science and[,] social studies[, and writing]; individual student growth in reading and mathematics; English learner progress; and chronic absenteeism.[quality of school climate and safety.]

(c) High schools shall include data from: state assessment results for reading and mathematics; state assessment results for science and[,] social studies[, and writing]; English learner progress; postsecondary readiness; graduation rate; and chronic absenteeism.[quality of school climate and safety.]

(d) LEAs shall include data from: school state assessment results for reading and mathematics; state assessment results for science and[,] social studies[, and writing,]; individual student growth in reading and mathematics; English learner progress; postsecondary readiness; graduation rate; and chronic absenteeism. [quality of school climate and safety.]

Section 4. Calculations for Reporting Categories.

(1)

(a) State assessment results for reading and mathematics shall be rated equally in elementary, middle, and high schools and LEAs by awarding points as described in subsection (2)(b) of this section.

(b) State assessment results for science and[,] social studies[, and writing] shall be rated equally in elementary, middle and high schools, and in LEAs by awarding points as described in subsection (2)(b) of this section.

(2)

(a) For any content area (reading, mathematics, science and[,] social studies[, and writing]) where data are not available, the data of the remaining content areas shall be redistributed proportionally across state assessment results state indicators.

(b) The following value table shall be used to calculate the points for state assessment results in reading and mathematics and state assessment results in science and[,] social studies[, and writing]:

Proficiency Levels	Points Awarded for Each Number[Percent] of Students
Novice	0
Apprentice	.5
Proficient	1
Distinguished	1.25

(3) Individual student growth in reading and mathematics shall be rated for elementary and middle schools as established in this subsection.

(a) Performance levels for growth calculations shall be subdivided into novice high, novice low, apprentice high, apprentice low, proficient high, proficient low, distinguished high, and distinguished low.

(b) The school calculation for individual student growth shall be the sum of the total points from a growth value table for all students divided by the total number of scores.

(c) The growth value table below shall be used in calculating growth in this subsection.

Individual Student Growth in Reading and Mathematics Growth Value Table (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

(4) [(3)] Progress toward achieving English proficiency by English learners shall be calculated as follows:

(a) Individual growth shall be compared to prior year performance on an English proficiency exam.

(b) The exit benchmark and English learner growth value tables created involving Kentucky educators and advised by technical experts shall be utilized.

(c) Points for each English learner based on the English learner growth value table shall be averaged.

(d) The value tables shall be included in the Every Student Succeeds Act Consolidated State Plan and negotiated with the United States Department of Education.

[(c)] [Kentucky shall modify the value table and its use to reflect factors that may impact English learners' progress toward language proficiency, including age upon entry to U.S. schools, initial English language proficiency level, and degree of interrupted schooling.]

(5) [(4)] The chronic absenteeism indicator shall be calculated by subtracting the chronic absenteeism percentage from one hundred (100).[quality of school climate and safety indicator shall be rated for elementary, middle, and high schools, and LEAs as established in this subsection. The Kentucky Board of Education shall approve the measures of quality of school climate and safety. Data collected for individual students shall be aggregated to calculate school and district level scores for climate, safety, and overall climate and safety indicator.]

(6) [(5)] Postsecondary readiness shall be calculated by dividing the number of high school graduates [plus grade 12 non-graduates] who have met measures of postsecondary readiness by the total number of graduates [plus grade 12 non-graduates]. Credit for students obtaining an industry-recognized certification, licensure, or credential in specialized career pathways in state and regional high demand sectors as approved by Kentucky's Workforce Innovation Board is one and one-quarter (1.25) points. Credit for students obtaining all other readiness measures[indicators] is one (1) point.

(7) [(6)] Graduation rate is the percentage of students completing the requirements for a Kentucky regular or modified high school diploma compared to the cohort of students beginning in grade nine(9)plus students completing the requirements for an alternate diploma. The accountability system shall include a four (4) year cohort rate and an extended five (5) year cohort rate. Each rate shall be weighted equally.

(8) [(7)] The indicator performance rating shall be reported for each indicator[assigned as follows:]

[(a)] [Indicators identified in Section 3 shall have a rating of very low, low, medium, high, or very high by school and LEA for status.]

[(b)] [Indicators identified in Section 3 shall have a rating of declined significantly, declined, maintained, increased, or increased significantly by school and LEA for change.]

[(c)] [Each state indicator combines status and change and reports an indicator performance level] using a color-coded table.

(9) [(8)] Performance on all available [The] indicators for each school and LEA as identified in Section 3 of this administrative regulation shall contribute to the overall performance rating of schools and LEAs.

(10) [(9)] A standard setting process shall be conducted involving Kentucky educators and advised by technical experts to recommend performance ratings[very low to very high performance levels for status and declined significantly to increased significantly for change] on each indicator including state assessment results for reading and mathematics, state assessment results for science and[,] social studies[, and writing], individual student growth in reading and mathematics, English learner progress, postsecondary readiness, graduation rate, and chronic absenteeism.[quality of school climate and safety.]

(11) [(10)]

(a) An overall performance rating for elementary, middle, and high schools shall be reported using a color rating system to communicate performance of schools, with red being the lowest rating and blue being the highest rating. Color ratings shall include five (5) performance levels from highest to lowest: Blue, Green, Yellow, Orange, and Red. Performance of schools, LEAs, and state shall be reported by level (elementary, middle, and high) as applicable. The School Report Card shall display the color ratings earned for each school, LEA, and state (by level). [

[Overall Accountability 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(4 and 5 year cohort)]
[Elementary Schools]	[51]	[40]	[5]	[4]	[--]	[--]
[Middle Schools]	[46]	[45]	[5]	[4]		
[High Schools]	[45]	[20]	[5]	[4]	[20]	[6]

]

Overall Accountability Weights

State Indicator	Elementary Schools	Middle Schools	High Schools
State Assessment Results in Reading and Mathematics	36	36	36
Individual Student Growth in Reading and Mathematics	25	25	---
State Assessment Results in Science and Social Studies	30	30	20
English Learner Progress	5	5	5
Chronic Absenteeism	4	4	4
Postsecondary Readiness	---	---	25
Graduation Rate	---	---	10

(b) The performance on state indicators is combined using the amounts in the Overall Accountability Weights table to generate an overall performance.

(c) As a result of the standard setting process, the committee shall recommend the procedures for determining indicator and overall performance ratings~~[, combining status and change]~~ and reflecting the indicator weights. The recommendation from the standards setting committee shall be approved as defined in KRS 158.6455.

(d) Kentucky shall identify schools to determine required federal designations as defined in KRS 160.346 based on the overall performance of the accountability system.

(e) If data cannot be calculated for an indicator, the weights shall be redistributed proportionally to remaining state indicators that shall be reported for the school or LEA.

(12) ~~[(11)]~~ School accountability indicators shall be assigned as follows:

(a) Students enrolled for a full academic year shall be included in the calculations for state assessment results for reading and mathematics;~~[,]~~ state assessment results for science and~~[,]~~ social studies;~~[, and writing,]~~individual student growth in reading and mathematics; English learner progress;~~[, quality of school climate and safety,]~~ and postsecondary readiness for a school and LEA.

(b) Students with 100 days or more of enrollment within a school shall be included in that school's chronic absenteeism calculation.

(c) ~~[(b)]~~ Graduation rate calculations shall be based on the students' final enrollment.

(d) ~~[(c)]~~ Student demographic groups shall have a minimum of thirty (30) students to be included in school rating calculations.

(e) ~~[(d)]~~ In accordance with KRS 158.6455, schools and districts shall be placed into one (1) of five (5) color ratings established by a standards-setting process utilizing results from the first operational administration of assessments. The process shall:

1. Be advised by the Kentucky Department of Education Technical Advisory Panel; the School Curriculum, Assessment and Accountability Council; Local Superintendent Advisory Council, and the Office of Education Accountability; and
2. Use accepted technical procedures and involve Kentucky school and district administrators and teachers.

Section 5. Additional Public Reporting Requirements.

(1) The Kentucky Department of Education shall report disaggregated data for each state indicator of the state assessment and accountability system.

(2) Progress on long-term and interim goals shall be reported publicly as required by the federal Every Student Succeeds Act and submitted in Kentucky's Consolidated State Plan. Goals shall be developed for every student group, including all students, for academic achievement in each content area of reading, mathematics, science and~~[,]~~ social studies~~[, and writing]~~; graduation rate based on four (4) year and five (5) year adjusted cohorts; and progress on English proficiency for English learners.

(3) The goal for academic achievement operationalizes both the improvement of proficient and distinguished performance for all students and each student group and the reduction of achievement gaps as defined in KRS 158.649. Each student group of ten (10) or more students shall be reported on the School Report Card. The data shall be suppressed as necessary for reporting to meet the Family Educational Rights and Privacy Act (FERPA).

COMPILER'S NOTE: 2025 RS HB 6, enacted by the General Assembly on March 27, 2025, altered the information to be provided at the time an administrative regulation is filed. Aside from formatting changes necessary to upload the regulation into the LRC's publication application, this regulation has been published as submitted by the agency.

This is to certify that the chief state school officer has reviewed and recommended this administrative regulation prior to its adoption by the Kentucky Board of Education, as required by KRS 156.070(5).
DR. ROBBIE FLETCHER, Commissioner of Education

LU YOUNG, Chair, Board of Education

APPROVED BY AGENCY: October 12, 2026

FILED WITH LRC: October 12, 2026 AT 9:05 a.m.

PUBLIC HEARING AND COMMENT PERIOD: A public hearing on this administrative regulation shall be held on December 21, 2026, at 1:00 p.m., ET, in the State Board Room, Fifth Floor, 300 Sower Boulevard, Frankfort, Kentucky. Individuals interested in being heard at this hearing shall notify this agency in writing by five workdays prior to the hearing, of their intent to attend. If no notification of intent to attend the hearing was received by that date, the hearing may be cancelled. A transcript of the public hearing will not be made unless a written request for a transcript is made. If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted through December 31, 2026. Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

CONTACT PERSON: Todd G. Allen, General Counsel, Kentucky Department of Education, 300 Sower Boulevard, 5th Floor, Frankfort, Kentucky 40601, phone 502-564-4474, fax 502-564- 9321, email regcomments@education.ky.gov

FISCAL IMPACT STATEMENT

(1) Identify each state statute, federal statute, or federal regulation that requires or authorizes the action taken by the administrative regulation:

KRS 158.6453(3)(a) and KRS 158.6455(1)(a) require the Kentucky Board of Education to promulgate administrative regulations to create and implement a balanced statewide assessment and accountability program that measures the achievement of students, schools, and districts and to comply with the federal Every Student Succeeds Act of 2015, 20 U.S.C. secs. 6301 et seq., or its successor; and ensures accountability.

(2) State whether this administrative regulation is expressly authorized by an act of the General Assembly, and if so, identify the act:

KRS 158.6453(3)(a) and KRS 158.6455(1)(a) require the Kentucky Board of Education to promulgate administrative regulations to create and implement a balanced statewide assessment and accountability program that measures the achievement of students, schools, and districts and to comply with the federal Every Student Succeeds Act of 2015, 20 U.S.C. secs. 6301 et seq., or its successor; and ensures accountability.

(3)(a) Identify the promulgating agency and any other affected state units, parts, or divisions:

The Kentucky Board of Education is the promulgating agency, supported by the Kentucky Department of Education.

(b) Estimate the following for each affected state unit, part, or division identified in (3)(a):

1. Expenditures:

For the first year:Implementation of a new accountability system will cost approximately $185,000 to pay for facilitation of a standard setting committee to determine new benchmarks for the amended accountability system, as required by federal law and technically sound practice.

For subsequent years: Additional costs may be incurred to update data collection and reporting systems.

2. Revenues:

For the first year:This regulation will produce no revenue.

For subsequent years:No revenue is expected in subsequent years.

3. Cost Savings:

For the first year:Any cost savings as a result of the elimination of on-demand writing and editing and mechanics tests can be used to cover inflationary costs and implementation expenditures as a result of HB 257.

For subsequent years:No cost savings are expected in subsequent years.

(4)(a) Identify affected local entities (for example: cities, counties, fire departments, school districts):

Kentucky public-school districts are not fiscally affected by this regulation. (b) Estimate the following for each affected local entity identified in (4)(a):

(b) Estimate the following for each affected local entity identified in (4)(a):

1. Expenditures:

For the first year:Not applicable

For subsequent years: Not applicable

2. Revenues:

For the first year:Not applicable

For subsequent years:Not applicable

3. Cost Savings:

For the first year:Not applicable

For subsequent years: Not applicable

(5)(a) Identify any affected regulated entities not listed in (3)(a) or (4)(a):

There are no additional regulated entities not listed in questions 2 or 3.

(b) Estimate the following for each regulated entity identified in (5)(a):

1. Expenditures:

For the first year:Not applicable

For subsequent years:Not applicable

2. Revenues:

For the first year:Not applicable

For subsequent years:Not applicable

3. Cost Savings:

For the first year:Not applicable

For subsequent years:Not applicable

(6) Provide a narrative to explain the following for each entity identified in (3)(a), (4)(a), and (5)(a)

(a) Fiscal impact of this administrative regulation:
This administrative regulation amendment does not result in any new expenditures, revenues, or cost savings.

(b) Methodology and resources used to reach this conclusion:
Not applicable

(7) Explain, as it relates to the entities identified in (3)(a), (4)(a), and (5)(a):

(a) Whether this administrative regulation will have a "major economic impact", as defined by KRS 13A.010(14):
This regulation will not have an overall negative or adverse economic impact on identified entities.

(b) The methodology and resources used to reach this conclusion:
This regulation will not have an overall negative or adverse economic impact on identified entities.

FEDERAL MANDATE ANALYSIS COMPARISON

(1) Federal statute or regulation constituting the federal mandate.

The federal K-12 education law of the United States is the Every Student Succeeds Act (ESSA) of 2015, 20 U.S.C. secs. 6301 et seq.

(2) State compliance standards.

KRS 158.6453(3)(a) and KRS 158.6455(1)(a) require the Kentucky Board of Education to promulgate administrative regulations to create and implement a balanced statewide assessment and accountability program that measures the achievement of students, schools, and districts and to comply with the federal Every Student Succeeds Act of 2015, 20 U.S.C. secs. 6301 et seq., or its successor; and ensures accountability.

(3) Minimum or uniform standards contained in the federal mandate.

ESSA mandates annual statewide assessments aligned to rigorous academic standards and requires states to create comprehensive accountability systems to identify and support their lowest-performing schools and student groups.

(4) Will this administrative regulation impose stricter requirements, or additional or different responsibilities or requirements, than those required by the federal mandate?

This administrative regulation will not impose stricter requirements or additional or different responsibilities than those required by ESSA.

(5) Justification for the imposition of the stricter standard, or additional or different responsibilities or requirements.

Not applicable.