

1 AN ACT relating to middle school advanced mathematics.

2 ***Be it enacted by the General Assembly of the Commonwealth of Kentucky:***

3 ➔Section 1. KRS 158.6453 (Effective July 1, 2026) is amended to read as
4 follows:

5 (1) As used in this section:

- 6 (a) "Accelerated learning" means an organized way of helping students meet
7 individual academic goals by providing direct instruction to eliminate student
8 performance deficiencies or enable students to move more quickly through
9 course requirements and pursue higher level skill development;
- 10 (b) "Advanced coursework" means educational programs or opportunities
11 designed to challenge students with more rigorous content beyond the
12 standard curriculum, including but not limited to advanced placement,
13 International Baccalaureate, and honors courses;
- 14 (c) "Constructed-response items" or "performance-based items" means individual
15 test items that require the student to create an answer rather than select a
16 response and may include fill-in-the-blank, short-answer, extended-answer,
17 open-response, and writing-on-demand formats;
- 18 (d) "Criterion-referenced test" means a test that is aligned with defined academic
19 content standards and measures an individual student's level of performance
20 against the standards;
- 21 (e) "Formative assessment" means a process used by teachers and students during
22 instruction to adjust ongoing teaching and learning to improve students'
23 achievement of intended instructional outcomes. Formative assessments may
24 include the use of commercial assessments, classroom observations, teacher-
25 designed classroom tests and assessments, and other processes and
26 assignments to gain information about individual student learning;
- 27 (f) "Interim assessments" means assessments that are given periodically

1 throughout the year to provide diagnostic information and to show individual
2 student performance against content standards;

3 (g) "Summative assessment" means an assessment given at the end of the school
4 year, semester, or other period of time to evaluate students' performance
5 against content standards within a unit of instruction or a course; and

6 (h) "Writing" means a purposeful act of thinking and expression that uses
7 language to explore ideas and communicate meaning to others. Writing is a
8 complex, multifaceted act of communication and is distinct from basic
9 handwriting or penmanship.

10 (2) (a) Every six (6) years, the Kentucky Department of Education shall implement a
11 process for reviewing Kentucky's academic standards and the alignment of
12 corresponding assessments for possible revision or replacement to ensure
13 alignment with transition readiness standards necessary for global
14 competitiveness, state career and technical education standards, and KRS
15 158.196.

16 (b) The revisions to the content standards shall:

- 17 1. Focus on critical knowledge, skills, and capacities needed for success in
18 the global economy;
- 19 2. Result in fewer but more in-depth standards to facilitate mastery
20 learning;
- 21 3. Communicate expectations more clearly and concisely to teachers,
22 parents, students, and citizens;
- 23 4. Be based on evidence-based research;
- 24 5. Consider international benchmarks; and
- 25 6. Ensure that the standards are aligned from elementary to high school to
26 postsecondary education so that students can be successful at each
27 education level.

- 1 (c) 1. The department shall establish four (4) standards and assessments
2 review committees, with each committee composed of a minimum of six
3 (6) Kentucky public school teachers and a minimum of two (2)
4 representatives from Kentucky institutions of higher education,
5 including at least one (1) representative from a public institution of
6 higher education. Each committee member shall teach in the subject
7 area that his or her committee is assigned to review and have no prior or
8 current affiliation with a curriculum or assessment resources vendor.
- 9 2. One (1) of the four (4) committees shall be assigned to focus on the
10 review of language arts and writing academic standards and
11 assessments, one (1) on the review of mathematics academic standards
12 and assessments, one (1) on the review of science academic standards
13 and assessments, and one (1) on the review of social studies academic
14 standards and assessments.
- 15 (d) 1. The department shall establish twelve (12) advisory panels to advise and
16 assist each of the four (4) standards and assessments review committees.
- 17 2. Three (3) advisory panels shall be assigned to each standards and
18 assessments review committee. One (1) panel shall review the standards
19 and assessments for kindergarten through grade five (5), one (1) shall
20 review the standards and assessments for grades six (6) through eight
21 (8), and one (1) shall review the standards and assessments for grades
22 nine (9) through twelve (12).
- 23 3. Each advisory panel shall be composed of at least one (1) representative
24 from a Kentucky institution of higher education and a minimum of six
25 (6) Kentucky public school teachers who teach in the grade level and
26 subject reviewed by the advisory panel to which they are assigned and
27 have no prior or current affiliation with a curriculum or assessment

1 resources vendor.

2 (e) The commissioner of education and the president of the Council on
3 Postsecondary Education shall also provide consultants for the standards and
4 assessments review committees and the advisory panels who are business and
5 industry professionals actively engaged in career fields that depend on the
6 various content areas.

7 (f) 1. The standards and assessments process review committee is hereby
8 established and shall be composed of the commissioner of education or
9 designee as a nonvoting member and nine (9) voting representatives of
10 public schools, of whom at least two (2) shall be parents of public
11 school students, appointed by the Governor and confirmed by the Senate
12 in accordance with KRS 11.160 as follows:

- 13 a. One (1) language arts teacher;
- 14 b. One (1) math teacher;
- 15 c. One (1) science teacher;
- 16 d. One (1) social studies teacher;
- 17 e. Two (2) school principals;
- 18 f. Two (2) school superintendents; and
- 19 g. One (1) school board member.

20 2. On making appointments to the committee, the Governor shall ensure
21 broad geographical urban and rural representation and representation of
22 elementary, middle, and high school levels; ensure equal representation
23 of the two (2) sexes, inasmuch as possible; and ensure that appointments
24 reflect the minority racial composition of the Commonwealth.

25 3. The review of the committee shall be limited to the procedural aspects
26 of the review process undertaken prior to its consideration.

27 4. Notwithstanding KRS 12.028, the committee shall not be subject to

1 reorganization by the Governor.

- 2 (g) 1. The review process implemented under this subsection shall be an open,
3 transparent process that allows all Kentuckians an opportunity to
4 participate. The department shall ensure the public's assistance in
5 reviewing and suggesting changes to the standards and alignment
6 adjustments to corresponding state assessments by establishing a
7 website dedicated to collecting comments by the public and educators.
8 An independent third party, which has no prior or current affiliation with
9 a curriculum or assessment resources vendor, shall be selected by the
10 department to collect and transmit the comments to the department for
11 dissemination to the appropriate advisory panel for review and
12 consideration.
- 13 2. Each advisory panel shall review the standards and assessments for its
14 assigned subject matter and grade level and the suggestions made by the
15 public and educators. After completing its review, each advisory panel
16 shall make recommendations for changes to the standards and alignment
17 adjustments for assessments to the appropriate standards and
18 assessments review committee.
- 19 3. Each standards and assessments review committee shall review the
20 findings and make recommendations to revise or replace existing
21 standards and to adjust alignment of assessments.
- 22 4. The recommendations shall be published on the website established in
23 this subsection for the purpose of gathering additional feedback from the
24 public. The commissioner shall subsequently present the
25 recommendations and the public feedback to the Interim Joint
26 Committee on Education.
- 27 5. The commissioner shall subsequently provide a report to the standards

1 and assessments process review committee summarizing the process
2 conducted under this subsection and the resulting recommendations. The
3 report shall include but not be limited to the timeline of the review
4 process, public feedback, and responses from the Interim Joint
5 Committee on Education.

6 6. After receiving the commissioner's report, the standards and assessments
7 process review committee shall either concur that stakeholders have had
8 adequate opportunity to provide input on standards and the
9 corresponding alignment of state assessments or find the input process
10 deficient. If the process is found deficient, the recommendations may be
11 returned to the appropriate standards and assessments review committee
12 for review as described in subparagraph 3. of this paragraph. If the
13 process is found sufficient, the recommendations shall be forwarded
14 without amendment to the Kentucky Board of Education.

15 (h) The Kentucky Board of Education shall promulgate administrative regulations
16 in accordance with KRS Chapter 13A as may be needed for the administration
17 of the review process, including staggering the timing and sequence of the
18 review process by subject area and remuneration of the review committees
19 and advisory panels described in paragraphs (c) and (d) of this subsection.

20 (i) 1. The Kentucky Board of Education shall consider for approval the
21 revisions to academic standards for a content area and the alignment of
22 the corresponding state assessment once recommendations are received
23 from the standards and assessments process review committee. Existing
24 state academic standards shall remain in place until the board approves
25 new standards.

26 2. Any revision to, or replacement of, the academic standards and
27 assessments as a result of the review process conducted under this

- 1 subsection shall be implemented in Kentucky public schools no later
2 than the second academic year following the review process. Existing
3 academic standards shall be used until new standards are implemented.
- 4 3. The Department of Education shall disseminate the academic content
5 standards to the schools and teacher preparation programs.
- 6 (j) The Department of Education shall provide or facilitate statewide training
7 sessions for existing teachers and administrators on how to:
- 8 1. Integrate the revised content standards into classroom instruction;
9 2. Better integrate performance assessment of students within their
10 instructional practices; and
11 3. Help all students use higher-order thinking and communication skills.
- 12 (k) The Education Professional Standards Board in cooperation with the
13 Kentucky Board of Education and the Council on Postsecondary Education
14 shall coordinate information and training sessions for faculty and staff in all of
15 the teacher preparation programs in the use of the revised academic content
16 standards. The Education Professional Standards Board shall ensure that each
17 teacher preparation program includes use of the academic standards in the
18 pre-service education programs and that all teacher interns will have
19 experience planning classroom instruction based on the revised standards.
- 20 (l) The Council on Postsecondary Education in cooperation with the Kentucky
21 Department of Education and the postsecondary education institutions in the
22 state shall coordinate information sessions regarding the academic content
23 standards for faculty who teach in the various content areas.
- 24 (m) The Education Professional Standards Board shall, as a condition of program
25 approval, require teacher preparation programs to align curriculum with the
26 expectations set forth in the state's academic content standards.
- 27 (3) (a) The Kentucky Board of Education shall be responsible for creating and

1 implementing a balanced statewide assessment program that measures the
2 students', schools', and districts' achievement of the goals set forth in KRS
3 158.645 and 158.6451, to ensure compliance with the federal Every Student
4 Succeeds Act of 2015, Pub. L. No. 114-95, or its successor, and to ensure
5 school accountability.

6 (b) The board shall revise the annual statewide assessment program as needed in
7 accordance with revised academic standards and corresponding assessment
8 alignment adjustments approved by the board under subsection (2) of this
9 section.

10 (c) The statewide assessments shall not include any academic standards not
11 approved by the board under subsection (2) of this section.

12 (d) The board shall seek the advice of the Office of Education Accountability; the
13 School Curriculum, Assessment, and Accountability Council; the Education
14 Assessment and Accountability Review Subcommittee, and the department's
15 technical advisory committee in the development of the assessment program.
16 The statewide assessment program shall not include measurement of a
17 student's ability to become a self-sufficient individual or to become a
18 responsible member of a family, work group, or community.

19 (4) (a) The academic components of the statewide assessment program shall be
20 composed of annual student summative tests, which may include a
21 combination of multiple competency-based assessment and performance
22 measures approved by the Kentucky Board of Education.

23 (b) The annual student summative tests shall:

- 24 1. Measure individual student achievement in language, reading, English,
25 mathematics, science, and social studies at designated grades;
- 26 2. Provide teachers and parents a valid and reliable comprehensive analysis
27 of skills mastered by individual students;

- 1 3. Provide diagnostic information that identifies strengths and academic
2 deficiencies of individual students in the content areas;
 - 3 4. Provide information to teachers that can enable them to improve
4 instruction for current and future students;
 - 5 5. Provide longitudinal profiles for students; and
 - 6 6. Ensure school and district accountability for student achievement of the
7 goals set forth in KRS 158.645 and 158.6451, except the statewide
8 assessment program shall not include measurement of a student's ability
9 to become a self-sufficient individual or to become a responsible
10 member of a family, work group, or community.
- 11 (5) The state student assessments shall include the following components:
- 12 (a) Elementary and middle grades requirements are:
 - 13 1. A criterion-referenced test each in mathematics and reading in grades
14 three (3) through eight (8) that is valid and reliable for an individual
15 student and that measures the depth and breadth of Kentucky's academic
16 content standards;
 - 17 2. A criterion-referenced test each in science and social studies that is valid
18 and reliable for an individual student as necessary to measure the depth
19 and breadth of Kentucky's academic content standards to be
20 administered one (1) time within the elementary and middle grades,
21 respectively;
 - 22 3. An on-demand assessment of student writing to be administered one (1)
23 time within the elementary grades and one (1) time within the middle
24 grades; and
 - 25 4. An editing and mechanics test relating to writing, using multiple choice
26 and constructed response items, to be administered one (1) time within
27 the elementary and the middle grades, respectively;

- 1 (b) High school requirements are:
- 2 1. A criterion-referenced test in mathematics, reading, and science that is
- 3 valid and reliable for an individual student and that measures the depth
- 4 and breadth of Kentucky's academic content standards to be
- 5 administered one (1) time within the high school grades;
- 6 2. A criterion-referenced test in social studies that is valid and reliable for
- 7 an individual student as necessary to measure the depth and breadth of
- 8 Kentucky's academic content standards to be administered one (1) time
- 9 within the high school grades;
- 10 3. An on-demand assessment of student writing to be administered one (1)
- 11 time within the high school grades;
- 12 4. An editing and mechanics test relating to writing, using multiple choice
- 13 and constructed response items, to be administered one (1) time within
- 14 the high school grades; and
- 15 5. A college admissions examination to assess English, reading,
- 16 mathematics, and science in the spring of grade eleven (11);
- 17 (c) The Kentucky Board of Education shall add any other component necessary
- 18 to comply with the Every Student Succeeds Act of 2015, Pub. L. No. 114-95,
- 19 or its successor, as determined by the United States Department of Education;
- 20 (d) The criterion-referenced components required in this subsection shall be
- 21 composed of constructed response items and multiple choice items; and
- 22 (e) The results of the assessment program developed under this subsection shall
- 23 be used by schools and districts to determine appropriate instructional
- 24 modifications for all students in order for students to make continuous
- 25 progress, including that needed by advanced learners.
- 26 (6) Each school district shall administer the statewide student assessment during the
- 27 last fourteen (14) days of school in the district's instructional calendar. The

1 Kentucky Board of Education may change the testing window to allow for
2 innovative assessment systems or other online test administration and shall
3 promulgate administrative regulations that minimize the number of days of testing
4 and outline the procedures to be used during the testing process to ensure test
5 security, including procedures for testing makeup days, and to comply with federal
6 assessment requirements.

7 (7) A student enrolled in a district-operated or district-contracted alternative program
8 shall participate in the appropriate assessments required by this section.

9 (8) A local school district may select and use commercial interim or formative
10 assessments or develop and use its own formative assessments to provide data on
11 how well its students are growing toward mastery of Kentucky academic standards,
12 so long as the district's local school board develops a policy minimizing the
13 reduction in instructional time related to the administration of the interim
14 assessments. Nothing in this section precludes teachers from using ongoing teacher-
15 developed formative processes.

16 (9) Each school that enrolls primary students shall use diagnostic assessments and
17 prompts that measure readiness in reading and mathematics for its primary students
18 as determined by the school to be developmentally appropriate. The schools may
19 use commercial products, use products and procedures developed by the district, or
20 develop their own diagnostic procedures. The results shall be used to inform the
21 teachers and parents or guardians of each student's skill level.

22 (10) The state board shall ensure that a technically sound longitudinal comparison of the
23 assessment results for the same students shall be made available.

24 (11) The following provisions shall apply to the college admissions examination
25 described in subsection (5)(b)5. of this section:

26 (a) The cost of the college admissions examination administered to students in
27 high school shall be paid for by the Kentucky Department of Education. The

1 costs of additional college admissions examinations shall be the responsibility
2 of the student;

3 (b) If funds are available, the Kentucky Department of Education shall provide a
4 college admissions examination preparation program to all public high school
5 juniors. The department may contract for necessary services; and

6 (c) Accommodations provided to a student with a disability taking the college
7 admissions assessment under this subsection shall consist of:

8 1. Accommodations provided in a manner allowed by the college
9 admissions assessment provider when results in test scores are
10 reportable to a postsecondary institution for admissions and placement
11 purposes, except as provided in subparagraph 2. of this paragraph; or

12 2. Accommodations provided in a manner allowed by a student's
13 individualized education program as defined in KRS 158.281 for a
14 student whose disability precludes valid assessment of his or her
15 academic abilities using the accommodations provided under
16 subparagraph 1. of this paragraph when the student's scores are not
17 reportable to a postsecondary institution for admissions and placement
18 purposes.

19 (12) Kentucky teachers shall have a significant role in providing feedback about the
20 design of the assessments, except for the college admissions exam described in
21 subsection (5)(b)5. of this section. The assessments shall be designed to:

22 (a) Measure grade appropriate core academic content, basic skills, and higher-
23 order thinking skills and their application;

24 (b) Provide valid and reliable scores for schools. If scores are reported for
25 students individually, they shall be valid and reliable;

26 (c) Minimize the time spent by teachers and students on assessment; and

27 (d) Assess Kentucky academic standards only.

- 1 (13) The results from assessment under subsections (3) and (5) of this section shall be
2 reported to the school districts and schools no later than seventy-five (75) days
3 following the last day the assessment can be administered. Assessment reports
4 provided to the school districts and schools shall include an electronic copy of an
5 operational subset of test items from each assessment administered to their students
6 and the results for each of those test items by student and by school.
- 7 (14) The Department of Education shall gather information to establish the validity of
8 the assessment and accountability program. It shall develop a biennial plan for
9 validation studies that shall include but not be limited to the consistency of student
10 results across multiple measures, the congruence of school scores with documented
11 improvements in instructional practice and the school learning environment, and the
12 potential for all scores to yield fair, consistent, and accurate student performance
13 level and school accountability decisions. Validation activities shall take place in a
14 timely manner and shall include a review of the accuracy of scores assigned to
15 students and schools, as well as of the testing materials. The plan shall be submitted
16 to the Commission by July 1 of the first year of each biennium. A summary of the
17 findings shall be submitted to the Legislative Research Commission by September
18 1 of the second year of the biennium.
- 19 (15) The Department of Education and the state board shall offer optional assistance to
20 local school districts and schools in developing and using continuous assessment
21 strategies needed to ensure student progress. The continuous assessment shall
22 provide diagnostic information to improve instruction to meet the needs of
23 individual students.
- 24 (16) The Administration Code for Kentucky's Assessment Program shall include
25 prohibitions of inappropriate test preparation activities by school district employees
26 charged with test administration and oversight, including but not limited to the issue
27 of teachers being required to do test practice in lieu of regular classroom instruction

1 and test practice outside the normal work day. The code shall include disciplinary
2 sanctions that may be taken toward a school or individuals.

3 (17) The Kentucky Board of Education, after the Department of Education has received
4 advice from the Office of Education Accountability; the School Curriculum,
5 Assessment, and Accountability Council; and the department's technical advisory
6 committee, shall promulgate an administrative regulation under KRS Chapter 13A
7 to establish the components of a reporting structure for assessments administered
8 under this section. The reporting structure shall include the following components:

9 (a) A school report card that clearly communicates with parents and the public
10 about school performance. The school report card shall be sent to the parents
11 of the students of the districts, and information on electronic access to a
12 summary of the results for the district shall be published in the newspaper
13 with the largest circulation in the county. It shall include but not be limited to
14 the following components reported by race, gender, and disability when
15 appropriate:

- 16 1. Student academic achievement, including the results from each of the
17 assessments administered under this section;
- 18 2. For Advanced Placement, Cambridge Advanced International, and
19 International Baccalaureate, the courses offered, the number of students
20 enrolled, completing, and taking the examination for each course, and
21 the percentage of examinees receiving a score of three (3) or better on
22 AP examinations, a score of "e" or better on Cambridge Advanced
23 International examinations, or a score of four (4) or better on IB
24 examinations. The data shall be disaggregated by gender, race, students
25 with disabilities, and economic status;
- 26 3. Nonacademic achievement, including the school's attendance, retention,
27 graduation rates, and student transition to postsecondary;

- 1 4. School learning environment, including measures of parental
2 involvement; and
- 3 5. Any other school performance data required by the Every Student
4 Succeeds Act of 2015, Pub. L. No. 114-95, or its successor;
- 5 (b) An individual student report to parents for each student in grades three (3)
6 through eight (8) summarizing the student's skills in reading, science, social
7 studies, and mathematics. The school's staff shall develop a plan for
8 accelerated learning for any student with identified deficiencies or strengths;
9 and
- 10 (c) A student's score on the college admissions assessment administered under
11 subsection (5)(b)5. of this section.
- 12 (18) (a) Every six (6) years, the Kentucky Department of Education shall implement a
13 comprehensive process for reviewing and revising the academic standards in
14 visual and performing arts and practical living skills and career studies for all
15 levels and in foreign language for middle and high schools. The department
16 shall develop review committees for the standards for each of the content
17 areas that include representation from certified specialist public school
18 teachers and postsecondary teachers in those subject areas.
- 19 (b) The academic standards in practical living skills for elementary, middle, and
20 high school levels shall include a focus on drug abuse prevention, with an
21 emphasis on the prescription drug epidemic and the connection between
22 prescription opioid abuse and addiction to other drugs, such as heroin and
23 synthetic drugs.
- 24 (c) The department shall provide to all schools guidelines for programs that
25 incorporate the adopted academic standards in visual and performing arts and
26 practical living and career studies. The department shall provide to middle and
27 high schools guidelines for including a foreign language program. The

1 guidelines shall address program length and time, courses offered, staffing,
2 resources, and facilities.

3 (d) The Kentucky Department of Education, in consultation with certified public
4 school teachers of visual and performing arts, may develop program standards
5 for the visual and performing arts.

6 (19) The Kentucky Department of Education shall provide to all school districts
7 guidelines for including an effective writing program within the curriculum.

8 (20) (a) The Kentucky Department of Education, in consultation with the review
9 committees described in subsection (18) of this section, shall develop a school
10 profile report to be used by all schools to document how they will address the
11 adopted academic standards in their implementation of the programs as
12 described in subsection (18) of this section, which may include student
13 opportunities and experiences in extracurricular activities. The department
14 shall include the essential workplace ethics program on the school profile
15 report.

16 (b) By October 1 of each year, each school principal shall complete the school
17 profile report, which shall be signed by the members of the school council, or
18 the principal if no school council exists, and the superintendent. The report
19 shall be electronically transmitted to the Kentucky Department of Education,
20 and the original shall be maintained on file at the local board office and made
21 available to the public upon request. The department shall include a link to
22 each school's profile report on its website.

23 (c) If a school staff member, student, or a student's parent has concerns regarding
24 deficiencies in a school's implementation of the programs described in
25 subsection (18) of this section, he or she may submit a written inquiry to the
26 school council.

27 (21) (a) ~~[No later than December 1, 2025,]~~ Each local board of education shall adopt

1 and maintain a district plan establishing clear policies on the promotion of
2 advanced coursework or accelerated learning in language arts, mathematics,
3 social studies, and science by grade level for students in grades four (4) to
4 twelve (12).

5 (b) The district plan required by paragraph (a) of this subsection shall:

- 6 1. Be published on a publicly accessible location on the district website;
- 7 2. Describe the strategies and approach to advanced coursework or
8 accelerated learning options by grade level for language arts,
9 mathematics, social studies, and science; and
- 10 3. Require that the service delivery options for students identified as gifted
11 and talented in language arts, mathematics, social studies, and science
12 include the following for each grade level and subject area:
 - 13 a. i. Accelerated learning; or
 - 14 ii. Advanced coursework; and
 - 15 b. At least one (1) of the following service delivery options:
 - 16 i. Collaborative teaching and consultation services;
 - 17 ii. Special counseling services;
 - 18 iii. Differentiated study experiences for individuals and cluster
19 groups in the regular classroom;
 - 20 iv. Distance learning;
 - 21 v. Enrichment services that are not extracurricular during the
22 school day;
 - 23 vi. Independent study;
 - 24 vii. Mentorships;
 - 25 viii. Resource services delivered in a pull-out classroom or other
26 appropriate instructional setting;
 - 27 ix. Seminars;

- 1 x. Travel study options; or
2 xi. Special schools or self-contained classrooms for students in
3 grades four (4) through twelve (12) only.

4 (c) The district plan required by paragraph (a) of this subsection may:

- 5 1. Automatically enroll a student who scores distinguished in any subject
6 area on the most recent statewide assessment for which scores are
7 available in available advanced coursework for that subject area and any
8 corresponding subject area designated by the local board of education;
9 2. Include eligibility criteria for qualification for available advanced
10 coursework for all other students;
11 3. Require written consent from a parent or guardian of a student to
12 withdraw or exclude a student that is eligible for advanced coursework
13 according to the district plan from that advanced coursework. If a
14 student requests to withdraw from advanced coursework to pursue
15 another educational opportunity, a principal may withdraw the student
16 without written consent from a parent or guardian only after a good-faith
17 attempt to contact the parent or guardian is unsuccessful; and
18 4. Permit a principal to withdraw a student from advanced coursework
19 without written consent from his or her parent or guardian if the
20 student's participation in advanced coursework would have an adverse
21 educational impact on a student, including interference with his or her
22 career pathway, access to career and technical education coursework, or
23 another educational opportunity.

24 *(d) Beginning with the 2028-2029 school year, the district plan required by*
25 *paragraph (a) of this subsection shall:*

26 *1. For students entering grade eight (8), automatically enroll a student in*
27 *an Algebra I for high school credit if the student:*

- 1 a. Scored proficient or higher on the most recent statewide
 2 assessment in mathematics for which scores are available;
 3 b. Scored within the top thirty percent (30%) of students in the
 4 district in a universal mathematics screener within the past year;
 5 or
 6 c. Met an alternate enrollment criteria established by the district;
 7 2. If a student has already earned high school credit for Algebra I, enroll
 8 the student in a higher-level mathematics course in the same manner
 9 as Algebra I enrollment under subparagraph 1. of this paragraph;
 10 3. Only exclude or withdraw a student identified in subparagraph 1. of
 11 this paragraph from the course if the district receives a written request
 12 from the parent or guardian;
 13 4. Not require students identified in subparagraph 1. of this paragraph to
 14 repeat coursework for credits already earned; and
 15 5. Not preclude other students from enrolling in an Algebra I course or
 16 students in grade eight (8) from enrolling in more advanced
 17 mathematics coursework.
- 18 (22) (a) The Kentucky Board of Education may promulgate administrative regulations
 19 in accordance with KRS Chapter 13A to administer the provisions of
 20 subsection (21) of this section.
- 21 (b) By December 1, 2025, the Kentucky Department of Education, in
 22 collaboration with local school districts, shall establish school district
 23 recommendations for the consistent use of preliminary assessment data and
 24 other criteria to identify students prepared for advanced coursework.
- 25 (c) For each school year until the end of the 2036-2037 school year, the
 26 Kentucky Department of Education shall submit an annual report to the
 27 Legislative Research Commission for referral to the appropriate interim

1 *joint committees that details the number, demographics, and geography of*
2 *students in grade eight (8) who were:*
3 *1. Enrolled in Algebra I or higher courses for high school credit;*
4 *2. Eligible for automatic enrollment under subsection (21)(d)1. of this*
5 *section; or*
6 *3. Excluded or withdrawn under subsection (21)(d)3. of this section.*
7 *Districts shall report the data required under this paragraph to the*
8 *department in a format and timeline determined by the department.*

9 ➔Section 2. KRS 158.791 is amended to read as follows:

10 (1) The General Assembly hereby finds that:

11 (a) Reading proficiency is a gateway skill necessary for all of Kentucky students
12 to achieve the academic goals established in KRS 158.6451. It is Kentucky's
13 goal that all children learn to read well before exiting grade three (3) and that
14 all middle and high school students have the skills necessary to read complex
15 materials in specific core subjects and comprehend and constructively apply
16 the information; and

17 (b) Mathematics proficiency is essential for all Kentucky students to achieve the
18 academic goals established in KRS 158.6451. It is Kentucky's goal that all
19 children have the skills necessary to demonstrate procedural skill and fluency,
20 building from conceptual understanding to application, in order to solve real-
21 world problems.

22 (2) It is the intent of the General Assembly that:

23 (a) Every elementary school:

24 1. Provide comprehensive schoolwide reading and mathematics instruction
25 aligned to reading, writing, and mathematics standards required by KRS
26 158.6453 and outlined in administrative regulation promulgated by the
27 Kentucky Board of Education;

- 1 2. Provide a multitiered system of supports, as set forth in and required by
2 KRS 158.305, to support and engage all students in learning to read at
3 the proficient level, meaning a level that reflects developmentally
4 appropriate grade-level performance, by the end of grade three (3);
- 5 3. Provide a multitiered system of supports, as set forth in KRS 158.8402,
6 to support and engage all students in learning to apply mathematical
7 content and practices at a proficient level, meaning a level that reflects
8 developmentally appropriate grade-level performance, by the end of
9 grade five (5);
- 10 4. Ensure quality instruction for reading and mathematics by highly trained
11 teachers and intervention by individuals most qualified to provide the
12 intervention; and
- 13 5. Provide high quality library media programs;
- 14 (b) Every middle and high school:
 - 15 1. Provide direct, explicit instruction to students lacking skills in how to
16 read, learn, and analyze information in key subjects, including language,
17 reading, English, mathematics, science, social studies, arts and
18 humanities, practical living skills, and career studies;
 - 19 2. Ensure that teachers have the skills to help all students develop critical
20 content knowledge, strategies, and skills for subject-based reading and
21 grade-level appropriate mathematics;
 - 22 3. Provide a multitiered system of supports to support and engage all
23 students in learning to apply mathematical content and practices at a
24 proficient level;~~and~~
 - 25 4. Ensure all students routinely have opportunities to experience high-
26 quality mathematics instruction, learn challenging, grade-level
27 appropriate mathematics content and practices, and receive the

1 necessary support to make progress toward proficiency; and
2 **5. Ensure all students have the opportunity to complete advanced high**
3 **school mathematics courses by completing Algebra I in grade eight (8)**
4 **as provided in Section 1 of this Act.**

5 (c) The Kentucky Department of Education shall provide technical assistance to
6 local school districts in the identification of high-quality professional
7 development, including teaching strategies to help teachers in each subject
8 area to:

- 9 1. Implement evidence-based reading, intervention, and instructional
10 strategies that emphasize phonemic awareness, phonics, fluency,
11 vocabulary, comprehension, and connections between reading and
12 writing acquisition, and motivation to read to address the diverse needs
13 of students;
- 14 2. Implement evidence-based mathematics instruction, intervention, and
15 instructional strategies that emphasize algebraic reasoning, conceptual
16 understanding, procedural skill and fluency, geometry, data and
17 measurement, statistics and probability, number sense, place value
18 understanding, spatial reasoning, and subitizing for multiplicative
19 reasoning;
- 20 3. Identify and teach the grade-level content, practices, and skills that
21 students need to comprehend the concepts and content of each subject
22 area; and
- 23 4. Use learning experiences and high-quality instructional materials that
24 will help the students comprehend, meet grade-level expectations, and
25 constructively apply information based on the unique content of each
26 subject area;

27 (d) The Education Professional Standards Board shall review and revise when

1 deemed necessary the teacher certification and licensure requirements to
2 ensure that all teachers, regardless of the subject area taught, are prepared to
3 improve students' subject reading and mathematics skills; and

4 (e) The department shall collaborate with relevant groups for the purpose of
5 increasing student outcomes in literacy and mathematics.

6 ➔Section 3. Notwithstanding the implementation date required in subsection
7 (21)(d) of Section 1 of this Act, a local board of education may elect to implement the
8 provisions of that subsection prior to the start of the 2028-2029 school year.

9 ➔Section 4. By August 1, 2027, the superintendent of each school district shall
10 submit to the local board of education a plan for the implementation of subsection (21)(d)
11 of Section 1 of this Act. The plan shall identify any personnel, technology, or
12 transportation needs that would be required for implementation with the 2028-2029
13 school year. The local board shall review the proposed plan, and after any amendments,
14 adopt an implementation plan for the district. A local board may subsequently amend the
15 plan as the local board determines necessary.