

KENTUCKY DEPARTMENT OF EDUCATION (KDE) STAFF NOTE

Topic: Proposed Amendments to 703 KAR 5:270, Kentucky's accountability system

Date: August 2026

Action Requested: ☐Review ☐Action/Consent ☒Action/Discussion

Held In: ☒Full Board ☐State Schools ☐United We Learn

SYNOPSIS OF WHAT YOU WILL BE SHARING:

Staff in the KDE Office of Assessment and Accountability will bring forward proposed amendments to 703 KAR 5:270, Kentucky's accountability system, as a first reading for the Board's consideration.

COMMISSIONER'S RECOMMENDATION:

The Commissioner recommends that the Kentucky Board of Education (KBE) provide guidance for moving forward with the proposed amendments to 703 KAR 5:270.

APPLICABLE STATUTE OR REGULATION:

KRS 158.6453, KRS 158.6455 and 703 KAR 5:270, Kentucky's accountability system

BACKGROUND:

Existing Policy:

KRS 158.6455 requires the Kentucky Board of Education (KBE) to create an accountability system to classify districts and schools in accordance with the academic standards and student assessment program developed pursuant to KRS 158.6453.

Kentucky's accountability system used to measure district and school performance has an exclusive list of six indicators that are evaluated for Status (current year performance) and Change. Overall performance aggregates scores from all available indicators and is used to classify schools and districts for federal designations of Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support and Improvement. The state indicators used are State Assessment Results in Reading, Mathematics, Science, Social Studies and Writing, English Learner Progress, Quality of School Climate and Safety, Postsecondary Readiness (high school only), and Graduation Rate (high school only).

Summary of Issue:

Statutory amendments made by House Bill 257 (2026) revised the state accountability system by removing writing assessments, the quality of school climate and safety state indicator, and language that requires the evaluation of state indicators on status and change. HB 257 added individual student growth in reading and mathematics and chronic absenteeism as new state indicators. Based on input from the KBE at its June Regular Meeting and feedback from other stakeholders and advisory groups, proposed amendments include the removal of indicators no longer in statute and the addition of a new indicators, a growth value table for assigning credit in the individual student growth in reading and mathematics indicator, methodology for measuring chronic absenteeism, and updated overall accountability weights.

Budget Impact:

The KDE anticipates incurring additional expenses to cover the costs of implementing House Bill 257 (2026) and amendments to the accountability regulation. The legislation outlines changes to the accountability system that will require extensive KDE staff time; psychometric services with the Center for Assessment and Education Measurement Consulting, LLC; validity and reliability studies; training of stakeholders on the accountability system and an updated School Report Card. Activities to transition between old and new systems will potentially expand current contracts that support the accountability system.

Groups Consulted and a Brief Summary of Responses:

The KBE has been provided regular updates on feedback KBE received from various advisory groups such as Accountability Thought Partners; Directors of Pupil Personnel; Local Superintendents Advisory Council (LSAC); School Curriculum, Assessment and Accountability Council (SCAAC); Superintendents Advisory Council; Principals Advisory Council; Teachers Advisory Council; Kentucky Technical Advisory Committee; and others.

Advisory groups were asked to provide input on growth models to measure individual student growth, topics of consideration for chronic absenteeism, and overall accountability weights. Groups were overwhelmingly supportive of a model that uses a growth value table to measure individual student growth. There was also strong support for using the federal calculation to determine chronic absenteeism. Opinions varied on weights for each indicator. Most groups recommended a low weight percentage for chronic absenteeism due to factors beyond schools' control.

The proposed amendments to 703 KAR 5:270 will be presented for review by SCAAC on July 21 and LSAC on July 28. Feedback received from these councils will be shared with the KBE.

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Commissioner of Education

GOALS/PRIORITIES: Indicate all applicable options.

☐ Foster Educational Innovation Through Vibrant Learning Experiences
☐ Advance Educational Excellence Through Continuous Professional Improvement
☒ Cultivate Collaborative Partnerships
☒ Legislation
☐ Commissioner's Management