

This meeting will be recorded. It is requested that PrAC members please enable video during the meeting.

Principal Advisory Council (PrAC)

June 9, 2026

Robbie Fletcher, Commissioner,
Kentucky Department of Education (KDE)

Geco Ross, PrAC Chairperson
Stacy Noah, KDE Liaison



I. Welcome

Meredith Brewer, Associate Commissioner, Kentucky Department of Education

II. Roll Call

Geco Ross, PrAC Chairperson, Paducah Middle School Principal, Paducah Independent School District

Roll Call

<u>Name</u>	<u>Representing</u>	<u>Term Expiring</u>
Faneshia Jones	Kentucky School for the Deaf	December 2027
Peggy Sinclair-Morris	Kentucky School for the Blind	December 2027
Liz Kirk	Fayette County	December 2027
Geco Ross	Paducah Independent	December 2027
Jeff Blythe	Monroe ATC	December 2027

Roll Call (2)

<u>Name</u>	<u>Representing</u>	<u>Term Expiring</u>
Sarah Williams	Jefferson County	December 2027
Tim Cline	Pike County	December 2027
Amanda Nokes	Bullitt County	December 2027
Amanda Fields	Martin County	December 2027
Martina Skidmore	Powell County	December 2027
Heather Roaden	Whitley County	December 2027
Hubert Schroer	Somerset Independent	December 2027

Roll Call (3)

<u>New Members: Name</u>	<u>Representing</u>	<u>Term Expiring</u>
Jeremy Kidd	Laurel County	December 2028
Jimica Howard	Jefferson County	December 2028
Ginger Estes	Hancock County	December 2028
James Hood	Rowan County	December 2028
Bonnie Spears	Warren County	December 2028
Josh Henderson	Elizabethtown Independent	December 2028
Nikki Gearheart	Floyd County	December 2028
Beth St Bernard	Spencer County	December 2028
Jaziel Guerra	Mercer County	December 2028

Principal Prep Representatives

Western Kentucky University

- Nicholas Brake

Campbellsville University

- Joseph “Rocky” Wallace

- Stephanie Sullivan (Murray State University)

III. Agenda Approval

Geco Ross, PrAC Chairperson, Paducah Independent Schools

IV. Approve Summary Minutes

[March 2026 PrAC Summary](#)

Geco Ross, PrAC Chairperson, Paducah Independent Schools

V. Legislative Updates: Senate Bill 197 and House Bill 257

Jennifer Stafford and Sara Savage, Office of Assessment and Accountability, Kentucky
Department of Education

Impact of Legislative Changes to Kentucky's College Entrance Exam

Jennifer Stafford, Ed.D. Associate Commissioner
Office of Assessment and Accountability
Division of Assessment and Accountability Support

Senate Bill 197, Section 15

- April 15: On the final day of the legislative session, the General Assembly passed [Senate Bill 197](#).
- The bill included a section related to Kentucky's college entrance exam that would place limitations on the use of general funds and require a new procurement for a college entrance exam for the 2026–2027 school year.

4 (15) College Entrance Exam: No General Funds provided to the Kentucky
5 Department of Education shall be used for any contract that does not meet Kentucky
6 Academic Standards and the Accountability and Assessment provisions outlined in
7 KRS 158.645, 158.6451, 158.6453, 158.6455, 158.649, and 160.346 and applicable
8 federal statutes. The Kentucky Department of Education shall initiate a new
9 competitive procurement process and shall award a contract only to a vendor or
10 vendors whose assessment product satisfies all applicable state and federal statutory
11 requirements for accountability and assessment purposes to be in place for the 2026-
12 2027 school year.

Senate Bill 197, Section 15 after Governor Veto

- April 27: Gov. Andy Beshear vetoed limits on the use of general funds but did not veto the requirement for a new procurement.

8 The Kentucky Department of Education shall initiate a new
9 competitive procurement process and shall award a contract only to a vendor or
10 vendors whose assessment product satisfies all applicable state and federal statutory
11 requirements for accountability and assessment purposes to be in place for the 2026-
12 2027 school year.

Legislative Changes to Kentucky's College Entrance Exam

- As a result of Senate Bill (SB) 197, KDE must conduct a new procurement for the state-provided college entrance exam for 2026–2027.
- The 2026–2027 school year will begin without a selected exam, creating uncertainty for students, families and educators.
- KDE is working with the Finance and Administration Cabinet to repeat the competitive procurement process following the requirements in the statute.

House Bill (HB) 257 Changes to Assessments and Accountability

Shara Savage, Director

Office of Assessment and Accountability

Division of Assessment and Accountability Support

HB 257 Update

[House Bill \(HB\) 257](#), a bill to reimagine Kentucky's state assessment and accountability systems, passed and has been signed by the Governor.

Locally Developed Indicators of Quality

Locally Developed Indicators of Quality

- Aligned to Kentucky academic standards
- Allow all students to apply knowledge and skills in real-world contexts
- May include local priorities (e.g., student well-being, fiscal responsibility, school safety)

Vibrant Learning

- Emphasizes student agency and real-world application
- Developed with families, communities and workforce partners
- Demonstrated through personalized projects and experiences tied to student interests

District Implementation

Districts may develop and implement a local system that includes:

- Student participation in vibrant learning experiences
- Locally developed performance indicators

If implemented, districts must:

- Include student performance data (disaggregated by subgroup, where permissible)
- Provide a public, online display of school and district performance

KDE Support

- KDE will offer technical assistance
- KDE may offer a one-time payment (up to \$15,000 per district) to offset the cost of development.

Additional Readiness and 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 Free Application for Federal Student Aid (FAFSA) by graduation
 - or
 - Parents submit an approved opt-out

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



Please note: Targeted Quality Measures are not currently included in State Accountability that meets Federal Requirements and are not included in regulatory changes until closer to implementation. KDE will provide guidance and resources to support districts and schools with these reporting measure requirements.

2025 – 2026 Assessment and Accountability

- Testing (KSA and AKSA) **remains** the same for Spring 2026 Testing for grades 3 through 8, 10 and 11
 - Reading
 - Mathematics
 - Science
 - Social Studies
 - Editing and Mechanics
 - On-Demand Writing
 - Quality of School Climate and Safety Survey (QSCS)
- Fall Data Reporting **remains** the same for 2026
 - State Calculations with Status and Change cut scores will continue to determine school color ratings.
 - Federal Calculations with the three-year average will continue to determine classifications such as Comprehensive School and Improvement (CSI), Targeted School and Improvement (TSI) and Additional Targeted School and Improvement (ATSI).

2026 – 2027 Assessment and Accountability

- Testing (KSA and AKSA) **Changes** for Spring 2027 Testing for grades 3 through 8, 10 and 11
 - The following will be removed from the state testing program:
 - Editing and Mechanics
 - On-Demand Writing
 - Quality of School Climate and Safety Survey (QSCS)
- New Accountability **Changes** for 2026-2027
 - Chronic Absenteeism will be a new indicator
 - Individual Student Growth will be a new indicator
 - Evaluation of Change for each indicator is removed
 - Writing is removed from the State Assessment Results indicator
 - One Overall Score used in the state accountability system that meets federal requirements
- *Please note: The contract for the KSA and AKSA will also be out for bid, which could affect future administrations, (i.e., 2028 and beyond).*

What is Measured in Kentucky's Accountability System?

- State and Federal Law impose requirements that impact the design of Kentucky's accountability system.
- What must be measured federally:
 - Academic Achievement (Reading and Mathematics)
 - Growth or another academic indicator
 - Progress in English Language proficiency
 - Graduation Rate
 - Measure(s) of School Quality and Student Success (SQSS)

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

Individual Student Growth

What's Required for a Growth Indicator?



Schools that are not high schools:

Student growth, measured by approved (peer-reviewed) state assessments
and/or

Another valid and reliable statewide academic indicator that allows for meaningful differentiation



High Schools (at the State's discretion):

May include student growth measured by approved (peer-reviewed) state assessments

Why Include Growth in Accountability?

Reflect

Reflect School Contributions

- More fully captures how schools contribute to student learning beyond proficiency snapshots.

Recognize

Recognize Progress

- Acknowledges academic progress over time, especially for students who begin below proficiency.

Inform

Inform Improvement

- Grounds technical decisions in the state's vision for accountability and using data to drive school improvement.

An Important Framing



There is no single, “right” growth model.



Decisions – often both technical and policy in nature – should be *grounded in* the Commonwealth’s and its shareholders’ vision and priorities for educational accountability.



The decisions should be *informed by*

What information is produced

Who it is most useful for

What inferences users can draw from the data

Known constraints (e.g., policy, capacity)

Change vs. Growth

Change

Year to year differences in performance for the same grade level. Example: Did grade 4 math proficiency rates improve from 2024 to 2025?

Growth

Growth follows the same cohort of students over time. Example: Did grade 5 results in 2025 reflect adequate progress from grade 4 in 2024.

Individual Student Academic Growth Indicator Discussion

Who are the primary users of Individual Student Growth data?

What are the potential uses of Individual Student Growth data?

What feedback or comments do you have regarding the implementation of Individual Student Growth in high school accountability?

Chronic Absenteeism

Chronic Absenteeism Indicator

In the 2024–2025 school year, Kentucky’s chronic absenteeism rate was 25%, as reported on the Kentucky School Report Card.

More than 30 states currently include a Chronic Absenteeism Indicator within their accountability systems.

May meet ESSA requirements within the School Quality and Student Success indicator category.

Includes both excused and unexcused absences when determining chronic absenteeism status.

Chronic Absenteeism Indicator Discussion

HB 257 Chronic Absenteeism Defined

- Student engagement as measured by chronic absenteeism, which shall be defined as a student missing ten percent (10%) or more of yearly school time for excused or unexcused reasons throughout the school year.

Thoughts and Feedback

- Are there any comments or feedback on chronic absenteeism?
- What level of weight (low, medium or high) should chronic absenteeism carry within the accountability system to appropriately reflect its impact on student success and engagement?

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

2026 – 2027 Accountability Indicators

	State Assessment Results - Reading and Mathematics	State Assessment Results - Science and Social Studies	Individual Student Growth	English Learner Progress	Chronic Absenteeism	Postsecondary Readiness	Graduation Rate
Elementary							
Middle							
High							

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).

English Language Proficiency

English Language Proficiency Flexibility

- The Every Student Succeeds Act (ESSA) provides flexibility for English Learner (EL) students who have been in US schools for less than 12 months.
- In both options, students take Mathematics and English Language Proficiency (ELP) assessments every year.
- **Option 1: Exempt from English/Language Arts (ELA) test in first year**
- **Option 2: Also test ELA in first year**
 - Year 1: Results reported but not used in accountability
 - Year 2: Results reported and included in Individual Student Growth indicator
 - Year 3: Full inclusion in accountability calculations (Academic Achievement and Growth)

Please note: House Bill 257 did not make changes to the ELP indicator; however, KDE is working with a focus group of English Learner/Multilingual Learner (EL/ML) educators and specialists to consider potential options within federal guidelines.

HB 257 Discussion and Feedback TENTATIVE TIMELINE

HB 257 Discussion and Feedback TENTATIVE TIMELINE

April	<ul style="list-style-type: none">English Learner Growth Small Group and Accountability Thought Partners met in Frankfort.
May	<ul style="list-style-type: none">English Learner Growth Small Group and Accountability Thought Partners second meetingKentucky Technical Advisory Council (KTAC)Local Superintendent Advisory Council (LSAC)
June	<ul style="list-style-type: none">Kentucky Board of Education (KBE) Work Session, facilitated by the Center for Assessment
July	<ul style="list-style-type: none">School Curriculum, Assessment and Accountability Council (SCAAC)LSAC
Aug.	<ul style="list-style-type: none">KBE First Read (at KSB)KTAC
Sept.	<ul style="list-style-type: none">SCAAC to hear recommendationsLSAC to hear recommendations
Oct.	<ul style="list-style-type: none">KBE Second Read
Nov. – Dec.	<ul style="list-style-type: none">Public Comment Period
Feb. 2027	<ul style="list-style-type: none">Update Every Student Succeeds Act (ESSA) State PlanStatement of Consideration to KBEEducation Assessment and Accountability Review Subcommittee (EAARS) Next Meeting

Please note: KDE will continue to engage with the Commissioner's Advisory Councils and other key stakeholders to gather input and guide the development of policy to align with House Bill 257.

VI. Legislative Updates

Brian Perry, Office of the Commissioner, Kentucky Department of Education

The background of the slide is a composite image. The top left shows a line of yellow school buses with "SCHOOL BUS" written on the front. The bottom left shows a classroom with desks, chairs, and a blue wall decorated with colorful balloons and framed pictures. A large white diagonal shape cuts across the image from the top left to the bottom right, serving as a background for the text.

2026 General Assembly Update

Brian Perry, Ph.D.

Director of Government Relations

House Bill 257

- Student growth vs change
- State indicators will continue to include math, reading, science and social studies
 - On-demand writing and editing mechanics will no longer be included in state assessments
- Chronic absenteeism replaces the school climate and safety survey in state accountability
 - The school climate and safety survey while remain available for districts to include in local measures of quality
- School districts will be encouraged to create their own local indicators of quality
- Local indicators of quality must include:
 - Vibrant learning experiences for students
 - Local measures of performance identified by community members
 - A method of displaying data that includes breaking down data by demographic groups
- Includes a one-time payment to offset costs incurred by local school districts in the development of locally developed indicators of quality of up to \$15,000
 - \$2,570,000 one-time appropriation in SB 197 (2026) to “support additional costs to local school districts associated with the implementation of the new education assessment and accountability system.”

HB 257 - Targeted Quality Measures

- Requires "targeted quality measures" to be reported on the Kentucky School Report Card:
 - The percentage of certified teachers within the school and district who have attained Rank II or higher or who are National Board certified;
 - For schools and districts containing students in 8th grade, the percentage of students earning at least one high school credit upon the completion of the student's 8th-grade school year; and
 - For schools and districts containing 12th-grade students, the percentage of students who have completed the Free Application for Federal Student Aid (FAFSA) by the student's graduation date or officially opted out of completing it.
- Beginning July 1, 2030, the targeted measures of quality would not only be reported in the Kentucky School Report Card but also would be included as a new indicator in the state accountability system with a cumulative weight of no less than 5%.

Other KBE/KDE Priorities

- [HB 727](#) (Riley) – omnibus bill that includes our clean-up items
 - ~~Stagger KBE board terms~~
 - Replace KEPS with statewide job portal using existing funds from certification fees
 - [SB 207](#) clean-up – ~~extend time for KBE to review waiver requests~~, allow the Commissioner to approve class size waiver requests for special education, & remove the automatic expiration of waivers related to district facility projects
 - Repeal [KRS 156.690](#) (Teachers' computer purchase program)
 - Repeal statutory language concerning the Council for Education Technology (CET) which has not been needed nor met in over 33 years
 - Clarify ownership/authority regarding the FFA Leadership Training Center
 - Mirror maternity leave provided to district employees under [SB 9 \(2025\)](#) for KRS 156 employees (ATCs)
- SB 181 (2025) clean-up
 - [HB 67](#) (Payne)
 - Also has most of [SB 3](#) (Tichenor) - financial responsibility and transparency

House Bill 900

- **FFA Leadership Training Center - Activity Center**
 - \$5,000,000 in FY28
- **CTE Supplemental funding**
 - \$14,000,000 in each year
- **School of Innovation Pilot Project – Covington**
 - \$2,500,000 in FY27
- **School of Innovation Pilot Project - two schools to be selected**
 - \$5,000,000 in FY28
- **SFCC – Marion, Clay, McCreary, Frankfort, Lyon, Todd, Williamstown, Lincoln, Garrard, Russellville, McCracken**
 - Various amounts

Senate Bill 197

- Restored leadership language in HB 500:
 - *Notwithstanding KRS 18A.005 to 18A.200, the Kentucky Board of Education shall continue to have sole authority to determine the employees of the Department of Education who are exempt from the classified service and to set those employees' compensation comparable to the competitive market.*
- Included new language on the college entrance exam:
 - ~~*College Entrance Exam: No General Funds provided to the Kentucky Department of Education shall be used for any contract that does not meet Kentucky Academic Standards and the Accountability and Assessment provisions outlined in KRS 158.645, 158.6451, 158.6453, 158.6455, 158.649, and 160.346 and applicable federal statutes. The Kentucky Department of Education shall initiate a new competitive procurement process and shall award a contract only to a vendor or vendors whose assessment product satisfies all applicable state and federal statutory requirements for accountability and assessment purposes to be in place for the 2026-2027 school year.*~~
- \$2,570,000 one-time appropriation to “support additional costs to local school districts associated with the implementation of the new education assessment and accountability system.”



**Measurement
and Reflection**



Kentucky Department of
E D U C A T I O N

Senate Bills

- [SB 1](#) (Givens) changes to JCPS board/superintendent roles and responsibilities.
- [SB 2](#) (Adams) limit superintendent/administrator percentage pay increase greater than the average percentage pay increase provided to classroom teachers within the district.
- [SB 4](#) (West)
 - Four-year principal training and mentoring program
 - Four-year cohort model
 - First two years with KDE
 - Third year Truist/KY Chamber Foundation
 - Fourth year optional
 - \$1m in each year in HB 500
 - Reduces JCPS board to five and provides initial maps for new districts
- [SB 5](#) (Howell) aims to get more local/KY Proud food in schools
- [SB 46](#) (Deneen) permits schools to use non-school bus passenger vehicles designed for ten.
- [SB 59](#) (Rawlings) relating to prohibited uses of tax dollars and resources
- [SB 101](#) (Nunn) mandatory 12-month expulsion for students in 6-12th grade that intentionally caused or attempted to cause physical injury to a school district employee on school property or at a school function under the board's jurisdiction
- [SB 170](#) (Storm) establish a pilot program to be known as the Supporting Opportunities for Accountability and Restoration Program for children who are truant
- [SB 263](#) (West) schools of innovation & innovation fund
 - Total appropriation of \$7,500,000
 - \$2,500,000 for Covington Ind
 - \$5,000,000 for two additional projects TBD

House Bills

- [HB 1](#) (Moser) the qualified elementary and secondary education scholarship federal tax credit
- [HB 4](#) (Proctor) broad anti-grooming bill which defines grooming behavior
- [HB 7](#) (Hale) stop arm cameras for school buses
- [HB 10](#) (Hodgson) Senate confirmations
 - KBE and EPSB chairs will now require Senate confirmation
 - School Curriculum, Assessment and Accountability Council (SCAAC) members and chair will now require Senate confirmation
- [HB 253](#) (Tipton)
 - Three-cueing prohibition
 - Prohibits nondisclosure agreements relating to misconduct involving a minor or student
- [HB 280](#) (Moser) permit schools to stock undesignated glucagon
- [HB 307](#) (Tipton) proactive postsecondary admission
- [HB 555](#) (Pollack) permit student-based enterprises within their district to sell competitive foods throughout the school day
- [HB 562](#) (Truett) alternative high school diplomas
- [HB 757](#) (Petrie) revenue bill
- [HB 778](#) (Wilson) changes who in a district and/or school is notified by a court-designated worker when a diversion agreement is developed
- [HB 900](#) (Petrie) one-time spending projects

House Bill 727 – The Omnibus

- All the previously mentioned clean-up items
- [HB 621](#) (Bojanowski) class sizes for exceptional children and youth
- [HB 654](#) (Baker) clean-up to HB48 (2025)
- [HB 685](#) (Riley) require the Education Professional Standards Board to issue a 5-year teaching certificate to eligible applicants
- [SB 71](#) (Deneen) update the annual in-service training requirements for local board of education members

KDE Legislative Guidance

- <https://www.education.ky.gov/districts/LegislativeGuidance/Pages/default.aspx>
- One main guidance document with supplemental guidance as needed

Interim Period

- [Calendar:](#)
- June-November
 - May see an IJCE added in December

Election Year

- [2026 Election Calendar](#)
- General Election Day: Nov. 3
 - Polls open 6 a.m. to 6 p.m., prevailing time.

Questions

- Brian Perry, Ph.D., Director of Government Relations, Office of the Commissioner
- brian.perry@education.ky.gov

VII. Parent and Family Connection Hub

Marsha VanHook, Office of Continuous Improvement and Support, Kentucky
Department of Education

The background is a composite image. The top left shows a line of yellow school buses with "SCHOOL BUS" written on the front. The bottom left shows a classroom with blue walls, desks, chairs, and colorful balloons. A white diagonal line separates the two images.

Parent and Family Connection Hub

Marsha VanHook

Program Specialist

Kentucky Department of Education (KDE)



Family Partnership Council (FPC)

- Serves in an advisory role to KDE
- Members set their own agenda, provide input around topics of interest to families on how they and their community can assist schools in ensuring achievement levels for all students are increased
- Meet quarterly with meetings available to the public via the KDE Media Portal
- Agenda, summary of approved minutes and recordings of the meetings are available on [Family Partnership Council website](#)
- FPC made 4 [recommendations](#) to KDE in 2023

Parent and Family Connection Hub

- The [Parent and Family Connection Hub](#) is a one stop shop for parents and families to easily access a variety of information, resources, connections, legislative updates and news.
- Accessible from [KDE's homepage](#)
- Resources organized into the following topics:
 - Getting Involved
 - Helping Your Child Succeed Academically
 - Support for Diverse Needs
 - Wellness and Whole-Child Supports

Parent and Family Connection Hub Site



Assessment/Accountability ▾ Awards and Recognition Programs ▾ Career and Technical Education ▾ Commissioner of Education ▾ Communications ▾ District/School Support ▾ Education Professional Standards Board ▾
Education Technology ▾ Educational Programs ▾ Exceptional Children and Early Learning ▾ Federal Programs ▾ Kentucky Board of Education ▾ Open House ▾ **Parent and Family Connection Hub** ▾ School Improvement ▾
Standards/Content Areas ▾ United We Learn ▾



Navigation

Assessment/Accountability ▾ Awards and Recognition Programs ▾ Career and Technical Education ▾ Commissioner of Education ▾ Communications ▾ District/School Support ▾ Education Professional Standards Board ▾
Education Technology Educational Programs ▾ Exceptional Children and Early Learning ▾ Federal Programs ▾ Kentucky Board of Education ▾ Open House ▾ **Parent and Family Connection Hub** School Improvement ▾
Standards/Content Areas ▾ United We Learn ▾

▾ > [Parent and Family Connection Hub](#)

Getting Involved

Helping Your Child Succeed Academically

Support for Diverse Needs

Wellness and Whole-Child Supports

PARENT AND FAMILY CONNECTION HUB

Parent and Family Connection Hub

Published: 8/27/2025 11:06 AM

PARENT & FAMILY CONNECTION



Welcome to the Parent and Family Connection Hub—a one-stop resource designed to help parents and families stay informed, involved and inspired throughout their child’s educational journey. Discover ways to engage in your child’s school, explore learning supports at home and access to tools and information from the Kentucky Department of Education (KDE). As part of the [Family Partnership Council’s \(FPC\) recommendations to KDE](#), this webpage was designed with parents and families in mind and inspired by the multitude of resources available on KDE’s website.

Categories

Getting Involved

Helping Your Child Succeed Academically

Support for Diverse Needs

Wellness and Whole-Child Supports

Getting Involved

🏠 > [Parent and Family Connection Hub](#) > Getting Involved

Getting Involved

[Helping Your Child Succeed Academically](#)

[Support for Diverse Needs](#)

[Wellness and Whole-Child Supports](#)

PARENT AND FAMILY CONNECTION HUB

Getting Involved

Published: 7/15/2025 11:28 AM

Parental and family involvement is one of the most powerful predictors of student success. When parents and families are involved, students earn higher grades and test scores, attend school more regularly and are more likely to graduate. By engaging and involving in the educational setting, parents, families and schools build stronger relationships. When schools, parents and families partner together, everyone wins—students perform better, parents and families feel empowered and schools become more vibrant places to learn. Explore ways to make your voice heard and contribute to educational decision-making by exploring the resources linked on this website.

Family Partnership Council (FPC): Serving in an advisory role to the Kentucky Department of Education, this council provides input regarding topics of interest to families, such as ways that families and communities can assist schools in ensuring that the achievement level of all students is increased. The council also aligns itself to KDE's mission to create broad partnerships to provide leadership and support to ensure every student is equipped for the future. If you are interested in joining, please contact your [region's educational cooperative](#) or contact [Leslie Spears](#) for additional information. While on the FPC's webpage, explore some of the many [Success Stories](#) submitted on behalf of districts and schools around the state regarding the ways they are creating trusting relationships with families as partners that are making a positive impact for both students and families.

School-based Decision Making (SBDM) Councils: Membership of each SBDM council is comprised of parents, teachers and an administrator of the school. SBDM councils promote shared leadership among those who are closest to the students with a shared focus on enhancing student achievement. Members are elected and have the responsibility to set school policy and make decisions outlined in statute.

Getting Involved

Parental and family involvement is one of the most powerful predictors of student success.

- [Family Partnership Council](#)
- [School-based Decision Making \(SBDM\)](#)

Helping Your Child Succeed Academically

Getting Involved

Helping Your Child Succeed Academically

Support for Diverse Needs

Wellness and Whole-Child Supports

PARENT AND FAMILY CONNECTION HUB

Helping Your Child Succeed Academically

Published: 11/13/2025 12:23 PM

Families are the first and most important teachers for any child. Strong family engagement is central in helping children get off to a great start academically, beginning in kindergarten and continuing all the way to high school graduation. Knowing how to academically support your child at home is a key ingredient for their educational success. Explore the below resources that support parents and families with their child's learning and to gain a better understanding of the school and its overall performance.

[Family Guides and Resources](#)

[Staying Informed](#)

[Early Childhood Birth to Age 5](#)

[Graduation and Beyond](#)

[Chronic Absenteeism](#)



Kentucky Department of
E D U C A T I O N

Family Guides and Resources

🏠 > [Parent and Family Connection Hub](#) > Family Guides and Resources

Getting Involved

Helping Your Child Succeed Academically

Support for Diverse Needs

Wellness and Whole-Child Supports

PARENT AND FAMILY CONNECTION HUB

Family Guides and Resources

Published: 11/7/2025 1:28 PM

The [Family Guide to Student Assessment](#) provides families with an explanation of the different types of assessments and how each can support student learning to meet academic goals. The resource includes questions that parents can ask their student and their student's teachers on how to support learning at home. Questions that parents can ask their student and their student's teachers to support learning at home are included within the resources, as well.

[Read At Home Family Plan](#) provides families with information on the five components of reading that are essential to becoming a proficient reader. These interconnected components are phonemic awareness, phonics, fluency, vocabulary and comprehension. Beginning on page 5 of the guide, each component is explained in easy-to-understand language. Family activities are presented for general overall tips to enhance reading skill at home along with activities to do before, during and after reading together to aid reading skill development.

[Standards Family Guides and Resources](#): Standards Family Guides help families familiarize themselves with Kentucky's Academic Standards (KAS) at each grade level, kindergarten through grade twelve. Each guide contains a standards overview for reading and writing, mathematics, science and social studies and are available in English and Spanish.



Kentucky Department of
EDUCATION

Standards Family Guides and Resources

- [Family Resource Guide - 6th Grade](#)

GRADE 6 MATHEMATICS

OVERVIEW:

During 6th grade, students will develop the ability to divide numbers greater than nine, perform all four operations (addition, subtraction, multiplication and division) with multi-digit decimals, and write, read and evaluate expressions in which letters stand for numbers. Your child will:

- Use variables to write and solve equations and inequalities that model what is happening in the real world;
- Reason about relationships among geometric figures when solving real-world and mathematical problems; and
- Develop an increased ability to think statistically.

Examples of Your Child's Work at School:

- Solving and explaining problems that involve a fraction divided by a fraction;
- Using a number line to place positive and negative numbers (with whole numbers, fractions and decimals);
- Using rates to find the better buy when shopping and answering questions about speed (for example, miles per hour).
- Noticing when two expressions are equivalent; and
- Formulating statistical questions and gathering data to answer those questions.

How to Help Your Child at Home:

- Talk to your child about realistic situations where negative numbers have meaning, such as negative balances in a checking account or the difference in having a balance on a credit card and a balance in a checking account.
- Talk with your child about finding the "better buy" when you are shopping together.
- Find realistic opportunities that allow your child to find the area, surface area and perimeter of shapes, such as how much carpet to cover a floor, how much paint you need to cover a wall and how much wrapping paper to cover a box.

Questions You Can Ask Your Child:

- Would you rather have a positive balance on a credit card or a checking account? Why?
- Questions that encourage proportional reasoning, such as, "If a box of pencils cost \$4, how much does each pencil cost if there are 10 in a box?"

Questions You Can Ask Your Child's Teacher:

- Does my child need to work on any basic skills at home?
- What do you think is giving my child the most trouble? How can I help her or him improve in this area?
- How much time should my child spend on homework each night?
- Should my child use a calculator on homework?
- Are there any tools (resources, websites, etc.) that we can access at home that will help him or her in the classroom?
- What will my child be learning this year? How can I support her or his development in that area?

Staying Informed

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Staying Informed

Published: 11/7/2025 1:32 PM

Infinite Campus: Parents and students can access Infinite Campus via the [Campus Parent & Student Portal](#) to stay up to date on grades, assignments, attendance, schedules, announcements and more. The Campus Portal is accessible from a computer or mobile device.

Legislative Updates: To stay abreast of legislative news, the Kentucky Department of Education staff identifies education-related bills for awareness on an annual basis. The non-regulatory guidance posted on the site is intended to inform school districts and other stakeholders about recently enacted legislation highlighting important legislative changes. While this does not create any new legal obligations or privileges for school districts, it is solely intended to assist school districts as they implement the legal requirements set forth in the legislation and to create awareness on new legislation for all stakeholders.

Open House is a one-stop shop allowing easy access to all manners of data useful to parents, students, districts and schools across Kentucky. In the spirit of transparency, Kentucky promotes the awareness and use of easily-accessible data through the [Kentucky School Report Card Suite](#). The [School Report Card Suite Dashboards](#) highlights key topic areas and performance indicators at the school, district and state levels and are updated each fall. The [School Report Card Datasets](#) provide historical data to assist with analysis of school-, district- and state-level data. Other [educational information](#) of interest and a [glossary](#) is available to aid in the understanding of terms utilized in this resource.



Kentucky Department of
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Early Childhood Birth to Age 5

🏠 > [Parent and Family Connection Hub](#) > Early Childhood Birth to Age 5

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Early Childhood Birth to Age 5

Published: 11/13/2025 12:19 PM

[Family Guides to Early Childhood](#): Resources are available for families and educators of children birth to age five. Topics include the growth and development of infants, toddlers and preschoolers, along with understanding and working with children with disabilities, social/emotional growth, parenting skills, school readiness, multiculturalism and diversity, and brain development. The Family Guides are a companion to the Kentucky Early Childhood Standards, which serve as a framework to assist early care, intervention, education professionals, administrators and others in understanding what children can know and do from birth through four years of age. The Family Guides align directly to the standards and the best practices of Kentucky Educational Television's (KET) *Let's Learn Kentucky*.

[Kentucky Educational Television: Helping Your Little Ones Achieve Big Things](#): KET offers a variety of resources, including family workshops, hands-on children's activities and on-air programming. There are resources for parents and community connections opportunities. KET programming schedule is also provided that enables parents to find programming times for their particular area of interest.

Graduation and Beyond

🏠 > [Parent and Family Connection Hub](#) > Graduation and Beyond

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Graduation and Beyond

Published: 11/13/2025 12:20 PM

The [Kentucky High School Minimum Requirements Chart](#) is a one page document outlining the requirements in order to graduate with a diploma in Kentucky. To learn about Kentucky's graduation requirements, visit [Kentucky's Minimum Graduation Requirements](#) which also includes frequently asked questions.

The [Early Graduation Program](#) is an optional program in which a student may receive a high school diploma, Early Graduation Certificate and scholarship award from the [Kentucky Higher Education Assistance Authority \(KHEAA\)](#) upon successful completion of all program requirements provided in three (3) academic years or less. Graduating early and the Early Graduation Program are two different things. This resource clarifies the distinction between the two and requirements for each.

[Futuriti](#) is a project of the Kentucky Council on Postsecondary Education and this resource helps to align skills and interests with education and training opportunities for career planning. This site contains quizzes and videos to help identify skills and interests, along with educational planning for careers. There are planning tools for middle school and high school students, along with resources and links to outside organizations that assist in career planning from how to request a transcript to resources for working and military families.



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Chronic Absenteeism

SCHOOL IMPROVEMENT

Attendance Matters!

Published: 8/26/2025 2:08 PM



Attendance Matters Fact Sheet

What is Chronic Absenteeism and How Does It Impact Students and Schools?

Kentucky defines chronic absenteeism as missing 10 percent or more of the enrolled academic year for any reason (excused and unexcused). That means a student missing 5 days per month of school over the course of a school year results in being chronically absent. This differs from truancy which counts only unexcused absences and tardies. When students miss school, they miss out on learning, friendships, and so many other opportunities.

Informational Handouts

Support for Diverse Needs

🏠 > [Parent and Family Connection Hub](#) > Support for Diverse Needs

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Support for Diverse Needs

Published: 7/15/2025 11:33 AM

Students arrive at school with a variety of needs. Kentucky's public schools offer many programs and supports to meet the diverse needs of all students from preschool to high school graduation. Information is available on parental rights, procedural information and how to be the best advocate for your child.

[English Learner and Immigrant Resources](#): Tools and resources are available to support English language learners and immigrants. This resource includes [parent notification timelines](#) for districts to follow. The website also includes several resources regarding legal obligations and rights of English learner and immigrant students.

The **[Individuals with Disabilities Act \(IDEA\)](#)** is the federal law which ensures children with disabilities have access to a Free Appropriate Public Education (FAPE). The [Parent and Family Rights](#) website provides families with a review of this federal law, including information on how to advocate for their child. [What is the Special Education Process?](#) walks parents through the steps by which children are identified as having a disability and in need of special education and related services. This document is available in [Spanish](#), [Arabic](#), and [Swahili](#).

The **[Kentucky Parent Guide for Special Education](#)** is a comprehensive resource which guides parents through the special education process. The Admission and Release Committee, often referred to simply as "ARC", is fully explained in the **[Admission and Release Committee Guide](#)** including its membership requirements, including parents, working together to create



Kentucky Department of
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Support for Diverse Needs, continued

- English Learner and Immigrant Resources
- Individuals with Disabilities Act (IDEA)
 - [Parent and Family Rights](#)
- Parent Guide for Special Education
- McKinney-Vento – Title IX, Part A, Education for Homeless Children and Youth

Wellness and Whole-Child Supports

🏠 > [Parent and Family Connection Hub](#) > Wellness and Whole-Child Supports

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Wellness and Whole-Child Supports

Published: 7/15/2025 12:27 PM

Collaboration between the school, government agencies, community organizations and businesses enhance the positive impact of the community coming together to support the whole child. Research shows a link between the health outcomes of students and their academic success. Each community has something unique to offer in this collaboration, from health and wellness to academic support to jobs after high school and to post-secondary education opportunities. This collaborative and comprehensive approach can create the best possible outcomes for all students.

Family Involvement: Family engagement with schools is a shared responsibility of both school staff and families. School staff are committed to making families feel welcomed, engaging families in a variety of meaningful ways, and sustaining family engagement. Families are committed to actively supporting their child's learning and development. This relationship between school staff and families cuts across and reinforces student health and learning in multiple settings—at home, in school, in out-of-school programs, and in the community. Family engagement should be continuous across a child's life and requires an ongoing commitment as children mature into young adults. There are a variety of opportunities to grow your knowledge of family engagement and leadership development included in the [Family and Parent Toolbox](#). The [Kentucky Collaborative for Families and Schools](#) and the [Commonwealth Institute for Parent Leadership \(CIPL\)](#) are two examples which foster the progress of Kentucky's public schools.

Full-Service Community Schools: The Kentucky Community School Initiative (KCSI) seeks to create better outcomes for Kentucky students and to reduce barriers to learning. Through shared collaborative leadership, each unique community is integral to student success. Full-service community schools are engaged in moving from more programs to increased local coordination, silos to collaborative leadership, random acts of programming to intentionality for high-impact, schools working alone to groundswell action and doing "for" to listening and doing "with" families and communities.

Whole School, Whole Child, Whole Community (WSCC): A student-centered model emphasizing the role of the community in supporting the school, with emphasis on connections between health and academic achievement. Research shows a link between the health outcomes of young people and their academic success. To have the most positive impact on the health outcomes of young people, government agencies, community organizations, schools, and other community members must work together through a collaborative and comprehensive approach. This site explores overall health connections from nutrition, physical activity to social emotional health.

Wellness and Whole Child Supports (2)

- Family Involvement
 - Parent and Family Toolbox - Kentucky Department of Education
 - Kentucky Collaborative for Families and Schools
 - Family Engagement Digital Playbook
- Whole School, Whole Community, Whole Child
- Family and Community
 - Active family and community engagement
 - Expanded and enriched learning times
 - Integrated supports
 - Collaborative leadership and practices to support high-quality teaching

Parent and Family Toolbox

- Parent Support Organizations
- Grow Your Knowledge
 - Family Engagement
 - Special Education
 - Assessment, Standards and Accountability Resources for Parents
 - Additional Alternate Assessment Resources
 - Non-Traditional Instruction (NTI) and Distance Learning
 - Student Records
 - Transition and Employment
 - Mental Health
 - School Safety
- Contacts

Questions or Comments?

- Question for Consideration: What else would you like to see included on the website?
- Contact Information: Marsha.vanhook@education.ky.gov

VIII. Strategic Dashboard

Susan Strange, Office of the Commissioner, Kentucky Department of Education

The background of the slide is a composite image. The top left corner shows a line of yellow school buses with "SCHOOL BUS" written on their fronts. The bottom left corner shows a classroom with several desks and chairs, a teacher's desk with a computer monitor, and a blue wall decorated with framed pictures and colorful balloons. A large white diagonal shape cuts across the image from the top left to the bottom right.

Kentucky Department of Education Strategic Dashboard

Susan Strange, Strategic Plan Program
Manager, Office of the Commissioner

To Access the Dashboard

- [KDE Website](#)
- Commissioner of Education Tab
- Strategic Planning and Research
- Strategic Dashboard

Feedback

- Could you see yourself using this?
- What other information would draw you to the dashboard?
- Would you like to see a district spotlight?
 - If so, what would be of interest to you?
 - Video, article, data, etc.

IX. Kentucky Academic Standards Update and Resources

Chrystal Rowland, Office of Teaching and Learning, Kentucky Department of Education

The background of the slide is a composite image. The top left portion shows several yellow school buses parked in a lot, with the word 'SCHOOL BUS' visible on the front of one. The bottom left portion shows a classroom with several desks and chairs, a blue wall, and some decorations like balloons and framed pictures. A large white diagonal shape cuts across the center of the slide, separating the background images from the text.

Standards Update

Chrystal Rowland
Director of Academic Program Standards
Office of Teaching and Learning



Review of the Kentucky Academic Standards (KAS)

- [KRS 158.6453](#) calls for the Kentucky Department of Education (KDE) to implement a process for reviewing all academic standards and aligned assessments beginning in the 2017-2018 school year. The schedule calls for one or two content areas to be reviewed each year and every six years after that on a rotating basis.

Standards Review Timeline

Content Area	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Science Adopted 2022	Science Standards Review	Science Standards Review	Science Standards Legislative Process	Science Standards Classroom Implementation		Operational Science Assessment			Science Standards Review
Visual and Performing Arts Adopted 2024		Visual and Performing Arts Standards Review	Visual and Performing Arts Standards Review	Visual and Performing Arts Standards Review	Visual and Performing Arts Standards Legislative Process	Visual and Performing Arts Standards Classroom Implementation			
Physical Education and Health Education (Practical Living) Adopted 2025				Physical Education and Health Education Standards Review	Physical Education and Health Education Standards Review	Physical Education and Health Education Standards Legislative Process	Physical Education & Health Education Standards Classroom Implementation		
Career Studies / Financial Literacy (Vocational Studies) Adopted 2025					Career Studies & Financial Literacy Standards Review	Career Studies & Financial Literacy Standards Legislative Process	Career Studies & Financial Literacy Standards Classroom Implementation		
Reading and Writing Adopted 2025					Reading and Writing Standards Review	Reading and Writing Standards Legislative Process	Reading and Writing Standards Classroom Implementation	Reading and Writing Operational Assessment (tentative)	

KAS for Reading and Writing Adopted!

The *Kentucky Academic Standards for Reading and Writing* were adopted into law on May 5, 2026, and will be effective for classroom implementation in Kentucky schools this fall.



Classroom Implementation 2026-27

- *KAS for Health Education*
- *KAS for Physical Education*
- *KAS for Career Studies and Financial Literacy*
- *KAS for Reading and Writing*



Kentucky Academic Standards Under Review

- *KAS for Social Studies*
- *KAS for Mathematics*
- *KAS for Computer Science*
- *KAS for Technology*
- *KAS for Library Media*



Resources for Implementing Reading and Writing Standards

Updated Resources

- Reading and Writing **Standards at a Glance**
- Instructional Resources **Consumer Guide** for Reading and Writing
- Kentucky Academic Standards **Family Guides**

New Resources

- *KAS for Reading and Writing* **Implementation Guide**
- Companion **Glossary and Support**
- **Digital KAS for Reading and Writing**

Professional Learning Resources

- **Getting to Know the *Kentucky Academic Standards for Reading and Writing***
- **Interdisciplinary Literacy Practices in Action**



School-based Module



Self-paced Course

March Leadership Recording Available!

- **Academic Standards Update**
 - *Kentucky Academic Standards (KAS) for Reading and Writing*
 - *KAS for Reading and Writing Implementation Guide*
- **Model Curriculum Framework (MCF) Resource Update**
 - Curriculum Implementation Monitoring Toolkit
- **KyMTSS Resource Update**
 - Aligning Tier 2 Intervention with Tier 1 Instruction When Using and HQIR Guidance Document



HQIR Implementation Technical Assistance

- KDE's Office of Teaching and Learning PL Coordinators and Regional Principal Support Leaders are **now available** to support districts and schools with **technical assistance for high-quality instructional resource (HQIR) implementation support**.
- A new [HQIR Implementation Support Request Form](#) provides a streamlined process for districts and schools to request targeted support aligned to their specific needs and stage of implementation.
- Targeted areas for support include:
 - Instructional visioning and adoption support;
 - Yearly curriculum implementation planning and monitoring;
 - Curriculum-Based Professional Learning and intellectual preparation, including unit and lesson internalization, lesson rehearsal and student work analysis; and
 - Instructional Practice Guide Observations and Learning Walk Feedback Support.

Cohort 5 of LETRS for Educators and LETRS for Administrators

- [Registration for Cohort 5 of LETRS](#) opened May 4 and will be open through Aug. 21.
- Limited licenses are available. First come, first served.
- One registration document for both courses.
- Open to K-5 public school educators who teach reading or work with K-5 students (e.g., core and special education teachers, reading specialists, interventionists, English language development teachers, administrators).
- Professional learning for Cohort 5 begins in October.

Kentucky Numeracy Counts Academies: Applications NOW OPEN!

KCM K-5 Teacher Academies (2nd Cohort)

- A 2-year hybrid learning experience for K-5 educators, launching **Summer 2026**
- Features in-person summer launch sessions plus synchronous and asynchronous virtual learning for Kentucky K-5 math teachers
- Application available on the [KCM website](#)

PIMSER Leadership Academies

- Launching **Summer 2026** with a mix of in-person, synchronous virtual and asynchronous virtual learning
- Prioritizes instructional leaders (district leaders, building principals, assistant principals, etc.) from schools with teachers in the KCM K-5 Teacher Academies
- Application available on the [PIMSER website](#)

EPIC Numeracy Alliance

- A two-year professional learning grounded in *Patterns* by Carnegie Learning with a mix of in-person, synchronous live virtual and asynchronous virtual learning
- Across both grade-bands (Intermediate 3-5 and Middle Grades 6-8), the Alliance focuses on building teacher skill, increasing self-efficacy in delivering grade-level mathematics, and supporting continuous improvement through collaboration among teachers and leaders.
- For more information, visit the [EPIC Numeracy webpage](#).

Contact Information

Chrystal Rowland

Director; Division of Academic Program Standards

chrystal.rowland@education.ky.gov

X. Advisory Group Priorities for 2026-2027

Geco Ross, PrAC Chairperson, Paducah Independent Schools

XI. Adjournment

Geco Ross, PrAC Chairperson, Paducah Independent Schools

Upcoming Meeting Dates

Sept. 17, 2026

Dec. 1, 2026

March 23, 2027

June 10, 2027

[Feedback Form for Today's Meeting](#)