

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

Superintendents Advisory Council

August 26, 2026



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

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Fall 2026 Accountability

Jennifer Stafford, Associate Commissioner

Shara Savage, Division Director

Division of Assessment and Accountability

Office of Assessment and Accountability



Kentucky Department of

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Agenda

- Introduction of Kentucky's Accountability System
- Fall 2026 Reporting
- House Bill 500 Website Requirements
- House Bill (HB) 257 Changes to Assessments and Accountability
- Individual Student Growth
- Chronic Absenteeism
- Indicator Weighting
- English Language Proficiency

Introduction to Kentucky's Accountability System

Shara Savage, Director

Kentucky's Accountability System (Fall 2026)

- Kentucky's Accountability System is established under state statute ([KRS 158.6455](#)) and regulation ([703 KAR 5:270](#))
- The exclusive list of accountability indicators is based on Status (current year performance) and Change (difference between prior year and current year status score).
 - State Assessment Results in Reading and Mathematics;
 - State Assessment Results in Science, Social Studies and Writing (on-demand and editing/mechanics);
 - Progress on English Language Proficiency;
 - Quality of School Climate and Safety Survey;
 - Postsecondary Readiness (high school only); and
 - Graduation Rate (high school only)
- An Overall Performance Rating combines all available indicators.

State and Federal Accountability

State Accountability Colors

KRS 158.6455

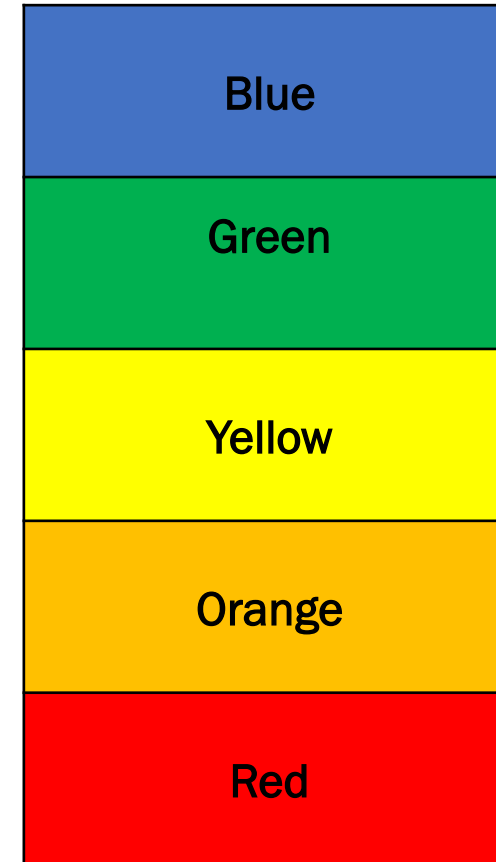
Status and change shall receive equal weight in determining overall performance. For all students as a group and separately for individual groups, status shall be determined by using the current year performance, and change shall be determined by using the difference in performance from the prior to the current year.

Federal Accountability Classifications

Except that change shall be based on the difference in performance for the prior three (3) years for the purpose of determining the lowest-performing five percent (5%) of schools under subsections (2) and (3) of Section 2 of this Act.

Overall and Indicator Performance Ratings

- Each state accountability indicator receives a color rating based on school performance.
- Overall performance is reported using five color ratings: Blue (highest), Green, Yellow, Orange, and Red (lowest).



2026 Overall Accountability Weights

	State Assessment Results - Reading and Math	Other State Assessment Results -Science (SC), Social Studies (SS) and Combined Writing (CW)	English Learner Progress	Quality of School Climate and Safety (QSCS)	Postsecondary Readiness	Graduation Rate
Elementary	51	40	5	4		
Middle	46	45	5	4		
High	45	20	5	4	20	6

If any indicator is not available, weights will be redistributed proportionally to remaining indicators.

Federal Classification

- Federal classifications occur annually for Comprehensive Support and Improvement (CSI), as mandated by [House Bill 298](#).
- Targeted Support and Improvement (TSI) identification is required annually.
- Additional Targeted Support and Improvement (ATSI) identification is required every three years.
- The school no longer meets the criteria for identification AND demonstrates progress on the overall score, which encompasses all indicators included in the state accountability system.

Fall 2026 Data Reporting

Shara Savage, Director

Tentative 2026 Data Reporting Timeline

Assessment Student Data Released

- August 5-7
- Kentucky Summative Assessment (KSA) and AKSA Data Released to Districts in Pearson Access Next (PAN)

Fall QC Data Review

- Aug. 12-21 (New Tickets), Aug. 21 (Ticket Resolution)
- District Assessment Coordinators (DACs) Review Student Participation, Demographic, and Accountability Data

Quality Control Day

- September 23
- DACs Have a First Look at Accountability to Identify Possible Systemic Issues

Embargo to the District

- October 13-14
- DACs and Select District Staff

Public Reporting

- October 15
- Accountability Data Released Publicly

10 Day Regulatory Data Review Period

Immediately Following Public Release
DACs' Final Opportunity to Review Publicly Released Data

House Bill 500 Website Requirements

Shara Savage, Director

House Bill 500 (Budget) Website Requirements: Each District and Each School

All local districts and schools within those districts that receive SEEK funding are required to display the following information on their internet landing pages prominently:

1. In not less than 16-point type, the district's/school's percentage of students scoring:
 - Proficient in Reading
 - Distinguished in Reading
 - Proficient in Mathematics
 - Distinguished in Mathematics
2. A web link to the district's/school's detailed results on the most recent KSA (School Report Card).

[House Bill 500](#)

Districts and schools must display the item 1 information in ***a banner*** at the top of every webpage.

House Bill 500 (Budget) Website Requirements: Kentucky Department of Education

KDE is required:

- Post a rank order by overall academic performance of all schools on its website (Open House);
- Ensure compliance of the requirements outlined in the previous slide by every district (through superintendent assurances);
- Provide support as needed.

House Bill (HB) 257 Changes to Assessments and Accountability

Shara Savage, Director

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 cost of development.

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

Additional Readiness & Quality Measure

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

2026 – 2027 Assessment Changes

- 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)

2026 – 2027 Accountability Changes

- 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).*

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

Jennifer Stafford, Ed.D. Associate Commissioner

Individual Student Growth Indicator

Key Features

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

Growth Value Table for Individual Student Growth in Reading and Mathematics **Updated after KBE**

Growth Value Table
Individual Student Growth in Reading and Mathematics
(Points for student performance in Year 2, given performance in Year 1)

Prior Year	Novice Low	Novice High	Apprentice Low	Apprentice High	Proficient Low	Proficient High	Distinguished Low	Distinguished High
Distinguished High	0	0	0	0	0	0	100	125
Distinguished Low	0	0	0	0	0	50	100	125
Proficient High	0	0	0	0	50	100	110	125
Proficient Low	0	0	0	50	100	110	125	125
Apprentice High	0	0	50	100	110	125	125	125
Apprentice Low	0	50	100	110	125	125	125	125
Novice High	0	100	110	125	125	125	125	125
Novice Low	0	110	125	125	125	125	125	125

Chronic Absenteeism

Shara Savage, Director

Chronic Absenteeism Indicator

- HB 257 Chronic Absenteeism is defined as 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.
- There are two calculations of how chronic absenteeism is measured. The federal calculation is based on school days missed, while the state is currently measured by minutes of instructional time missed.
- ESSA states that it must be measured for half the year (at least 50 days).

Half-Year (50-day Rule) Example

- Chronically Absent for 50 days in Carter Co. and has been in Bath Co. for 120 days.
- With the 50-day rule, the student is accountable at Carter and Bath.
- Rather than the 100-day accountability rule with track-back, where only Bath Co. would be accountable for the student's chronic absenteeism.

Indicator Weighting

Jennifer Stafford, Ed.D. Associate Commissioner

Current Accountability Indicators and Weights

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

Proposed Overall Accountability Weights

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

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

English Language Proficiency

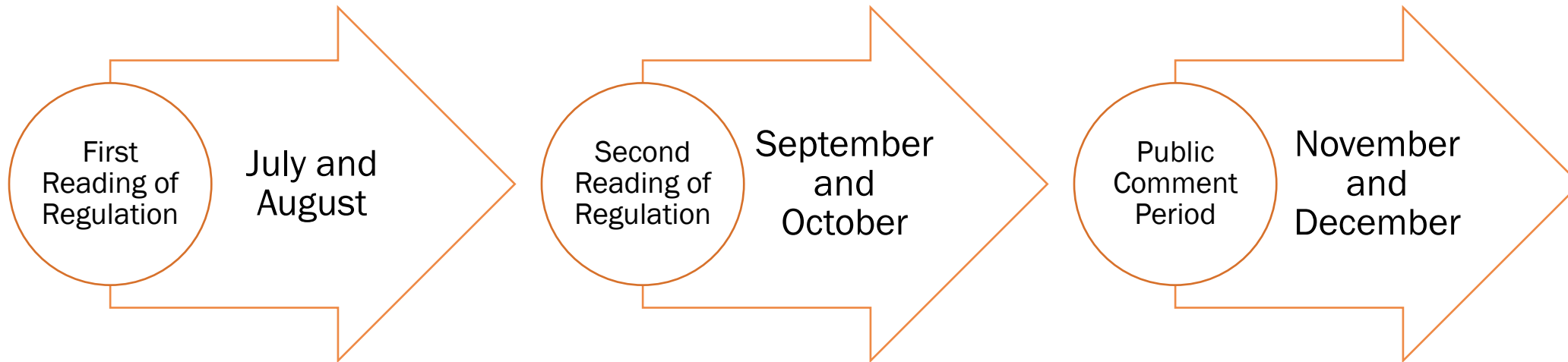
Shara Savage, Director

Testing and Accountability Changes for First-Year EL Students

- Beginning with the 2026–2027 school year, Kentucky will implement ESSA Flexibility **Option 2**.
- English Learner (EL) students, including those enrolled in U.S. schools for less than 240 days, must complete all required grade-level Kentucky Summative Assessments (reading, mathematics, science, and social studies).
- EL students must participate if enrolled on or before the first day of the district’s testing window.
- First-year EL student results will be included in accountability as follows:
 - **Year 1:** All scores reported in assessment results in the School Report Card (SRC) but **NOT** included in accountability calculations
 - **Year 2:** All scores reported in assessment results in the SRC and reading and mathematics will be included in the Individual Student Growth indicator
 - **Year 3:** All scores will be fully included in assessment reporting and accountability calculations
- EL students will continue to complete the annual English Language Proficiency assessment.

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

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



Date	Advisory Group
July 21	School Curriculum, Assessment and Accountability Council
July 28	Local Superintendents Advisory Council
Aug. 5-6	<i>Kentucky Board of Education</i>
Aug. 19	Kentucky Technical Advisory Committee

Date	Advisory Group
Sept. 15	School Curriculum, Assessment and Accountability Council
Sept. 29	Local Superintendents Advisory Council
Oct. 7-8	<i>Kentucky Board of Education</i>

[House Bill 257 at a Glance](#)

Additional groups will be consulted in August and September.

Division of Assessment and Accountability Support

OAA/DAAS

(502) 564-4394

dacinfo@education.ky.gov

Thank you for your participation!

The background of the slide is a composite image. The top left portion shows two yellow school buses parked on a street. The bottom left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several white student desks and black chairs are arranged in the room.

Education Professional Standards Board (EPSB) Educator Misconduct Case Process

Norah Softic, Deputy General Counsel

Cassandra Rosa-Burgos, Program Coordinator

Madison Snelling, Staff Attorney

Office of Legal Services



Kentucky Department of
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Overview

Authority and Process

What is the EPSB?

- The Education Professional Standards Board has the authority and responsibility to establish standards and requirements for obtaining and maintaining a teaching certificate.
- KRS 161.028(1)(a)
- Most members are active educators
 - 9 members are teachers from elementary, middle school, high school, special education and secondary vocational classrooms
 - Two members are school administrators one of whom shall be a school principal
 - One member is a representative of local boards of education
 - Three members are representatives of postsecondary institutions
 - Two are ex-officio members (“The secretary of the Education and Labor Cabinet and the president of the Council on Postsecondary Education, or their designees”)
 - KRS 161.028 (2)(a)

EPSB's Disciplinary Authority

- The EPSB may take action against a certificate for any misconduct described in KRS 161.120(1) including violations of the Professional Code of Ethics for Kentucky Certified School Personnel promulgated in 16 KAR 1:020
- This process is independent of the district's disciplinary and the tribunal process described in KRS 161.790.

KRS 161.120(3) and (4)

Purpose of EPSB Disciplinary Process

“In order to support the mission of the EPSB, the EPSB may take action against an educator's certificate in an effort:

- To ensure that an educator has an understanding of an educator's professional duties and responsibilities; and
- To protect students, parents of students, school personnel, or school officials.”

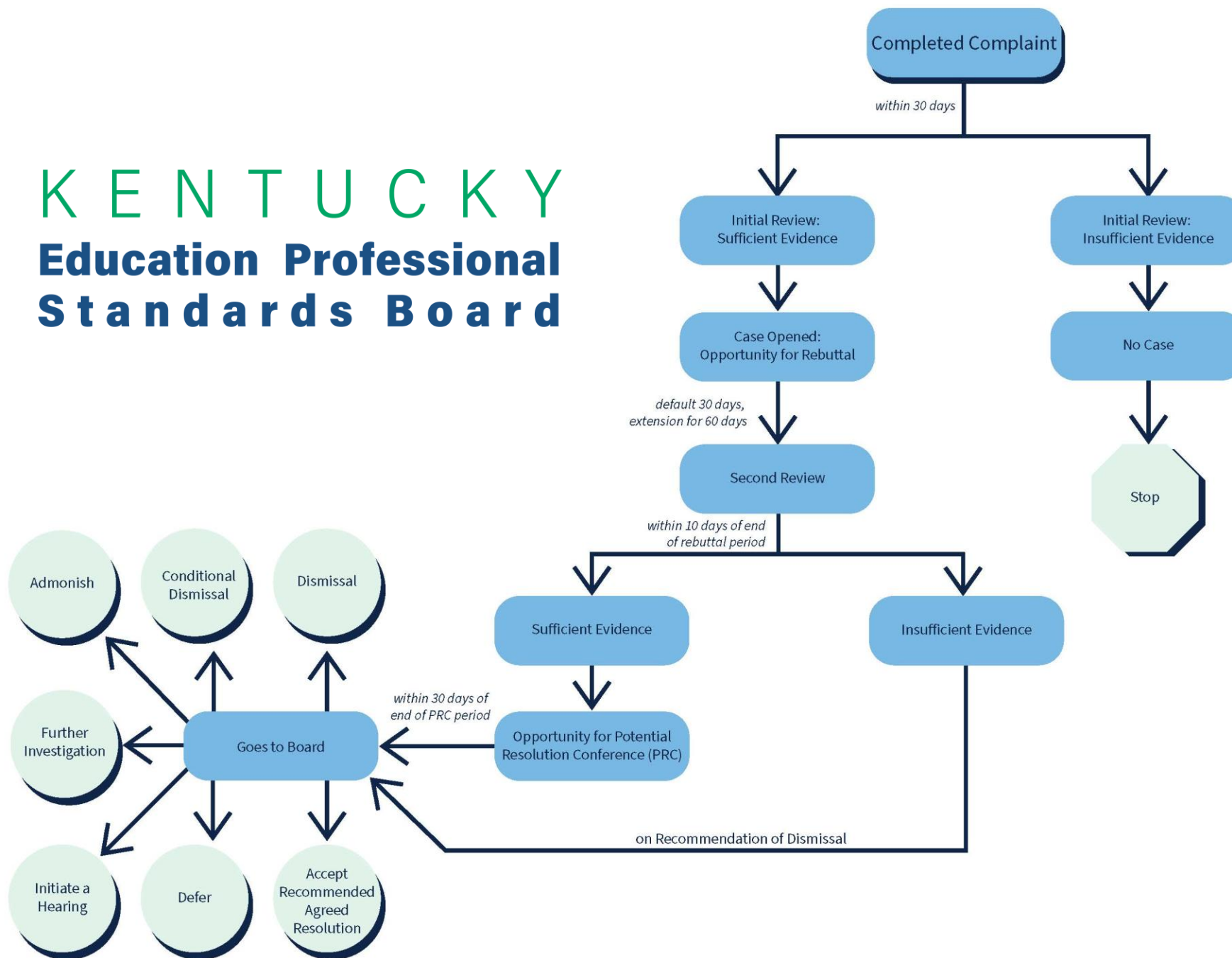
16 KAR 1:030 Section 1

It Starts with a Completed Complaint

- The largest amount of cases are initiated from Superintendent reports which are mandated under KRS 161.120(3)(a)
- The EPSB receives complaints from a variety of sources including parents, concerned citizens, and other state agencies like OEA and CHFS.
- The EPSB does not accept anonymous complaints



KENTUCKY Education Professional Standards Board



Board Review

➤ The EPSB may make one of the following decisions on a case in closed session:

- Dismissal
- Conditional Dismissal upon Completion of Training
- Admonish
- Further Investigation
- Initiate a Hearing
- Accept Recommended Agreed Resolution
- Defer

KRS 161.120(2)(e)

Hearing Process – KRS 13B

- Once charges are filed, a hearing officer, most often from the Attorney General's office, dictates the deadlines and timelines of the hearing
- Hearing officers often grant Respondent's motion to continue as a matter of course
- Hearing officers usually order discovery
- Hearing officers may take months to issue a recommended order after a hearing, a response to a motion, or setting a pre-hearing conference.

Duty to Report

To EPSB, Law Enforcement and/or DCBS

Superintendent's Duty to Report pursuant to KRS 161.120(3):

- 1) Whose contract is terminated or non-renewed, for cause;
- 2) Who resigns from, or otherwise leaves, a position under threat of contract termination, or nonrenewal, for cause;
- 3) Who is convicted in a criminal prosecution; or
- 4) Who otherwise may have engaged in any actions or conduct while employed in the school district that might reasonably be expected to warrant consideration for action against the certificate.

Superintendent's Duty to Report

➤ When to Report?

- Within 30 calendar days of the event giving rise to the duty to report.
- If the event relates to an educator's criminal conviction, the superintendent must report within 30 calendar days after learning of conviction.

➤ Duty to Report exists without regard to the discipline or lack thereof, by a school district.

➤ The superintendent's duty to report exists even if the incident has been reported by the media or other source.

Superintendent's Duty to Report

- The report must contain the full facts and circumstances of the conduct, as well as the employee's:
 - Name
 - Address
 - Phone Number
 - SSN
 - Position Title
- A superintendent is also required to forward copies of all relevant documents and records in his/her possession.
- The commissioner shall have access to the papers, books and records of education personnel as part of an inquiry or investigation relating to actions against a certified employee.

Duty to Report to CHFS & Law Enforcement

- Any person who knows or has reasonable cause to believe that a child is dependent, neglected, or abused shall immediately file a report to a local law enforcement agency or to KSP, CHFS, or the Commonwealth/county attorney. KRS 620.030(1).
- KRS. 620.030(2) requires that school personnel file an immediate report regardless of whether the person believed to have caused the dependency, neglect, or abuse is a parent, guardian, fictive kin, person in a position of authority, person in a position of special trust, person exercising custodial control or supervision, or another person, or who has attended such child as a part of his or her professional duties. Along with their report they must immediately notify the supervisor of the institution, school, facility, agency or designated agent of the person in charge, and may be asked by law enforcement or CHFS to supplement their original report with additional information. KRS 620.030(2) does not require more than one report from the reporting school.

KECS

Access and Notifications

Superintendent's Duty to Report

- Superintendent reports must be submitted in the Kentucky Educator Credentialing System (KECS).
 - Can designate a staff member to submit in KECS.

- Superintendents will receive:
 - Confirmation of receipt of any report submitted;
 - Notice of whether there is sufficient evidence in the report; and,
 - Notice of any action taken against the certificate holder who is the subject of the report.

Complaint Access and Notifications

- Superintendents and Superintendent Designees have access to the Legal tab, which allows them to file and view district complaints.
- Once a complaint is filed by the district, the Superintendent receives instant notice of receipt via KECS to their primary e-mail address.
 - All Superintendent notices will go to the primary e-mail address on the Superintendents profile.
 - These notices come from no-reply@kecs.randasolutions.com.
- After a district filed complaint is reviewed and a decision is entered into KECS, the Superintendent and Educator will receive notice of this outcome on the 7th day.
- If a complaint is found sufficient and a case is opened, there will be a follow up review.
 - The Superintendent receives instant notice once a follow up outcome is entered on any district filed complaints.
- For district filed complaints, the Superintendent is also copied on every educator notice related to Board review of a case.

Questions??

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Individual Learning Plan (ILP) Video Showcase

Karen Dodd, Chief Performance Officer

Susan Strange, Strategic Plan Program
Manager

Michelle Sircy, Program Coordinator for
Comprehensive School Counseling

ILP Webpage

<https://www.education.ky.gov/educational/compschcouns/ILP>



Research Blogs

Leslie McKinney, Strategic Data Analyst
Strategic Planning and Research Team
Office of the Commissioner



Kentucky Department of
EDUCATION

Research Blog

This page is maintained by the **Strategic Planning and Research (SPR) Team** in the Office of the Commissioner at the Kentucky Department of Education. The Strategic Planning and Research Team collects, analyzes, and reports data to develop high-quality research that drives strategic decisions and supports KDE initiatives to make the greatest impact on our children and our future.

🔍 Use the search bar for keywords or scroll down for the most recent posts.

2026
Aug 4

Beyond a Definition- The True Scale of Kentucky's Attendance Crisis

By Leslie McKinney |
Current Research |



2022

How are the Local Education Agencies

Research Blog

Meet the SPR Team

The Kentucky Department of Education's Strategic Planning and Research team is excited to launch the Research Blog—a new online resource dedicated to sharing research, data, and strategic insights on the issues shaping education across the Commonwealth. The blog will be updated approximately every two weeks, offering research-based perspectives, practical resources, and data visualizations designed to support educators, school and district leaders, policymakers, and anyone interested in Kentucky education. The Research Blog webpage will serve as a central hub where readers can explore the latest posts as well as past blog series and archived articles.

Beyond a Definition- The True Scale of Kentucky's Attendance Crisis



By Leslie McKinney
Published On: August 4, 2026
0 Comments

Categories: Chronic Absenteeism, Current Research Tags: Chronic Absenteeism

The Kentucky Department of Education's Strategic Planning and Research team is excited to launch the KDE Research Blog—a new online resource dedicated to sharing research, data, and strategic insights on the issues shaping education across the Commonwealth.

New articles will be published approximately every two weeks, offering research-based perspectives, practical resources, and data visualizations designed to support educators, school and district leaders, policymakers, and anyone interested in Kentucky education. The Research Blog webpage will serve as a central hub where readers can explore the latest posts as well as past blog series and archived articles.

The inaugural series explores one of Kentucky's most pressing educational challenges—chronic absenteeism. Through research, data, and real-world examples, the series examines how attendance has changed since the pandemic, the factors driving chronic absenteeism, and the statewide efforts, partnerships, and policy changes helping schools reconnect students and improve attendance outcomes.

If you work in the field of education or are the parent or guardian of a student in Kentucky public schools, chances are you don't need another article explaining what chronic absenteeism is. You have likely heard it discussed in meetings or seen it in school communications and newsletters, or experienced the impact of it in the classroom.

But even for those who have followed the issue closely, it can be hard to understand the true scale of the problem. While many students attend school regularly, far too many miss school enough to place their academic success, future opportunities, and their sense of belonging at risk.

Purpose and Series Structure

Translates complex research papers into digestible, bi-weekly series featuring data visualizations and actionable insights for educators, leaders and policymakers.

Bi-Weekly Publication

Data Visualizations

Distribution and Interactive Feedback

Promoted through *Kentucky Teacher Magazine* and the e-Commissioner's Weekly Message. Deliberately includes reflection questions to prompt public comments and gather stakeholder perspectives.

[KY Teacher Magazine](#)

[e-Commissioner Message](#)

[Public Feedback](#)

Kickoff Series: Chronic Absenteeism

Examines post-pandemic attendance shifts, key factors, and policy efforts. Features debut post *“Beyond a Definition—The True Scale of Kentucky’s Attendance Crisis”* by Leslie McKinney.

Author: Leslie McKinney

Statewide Attendance Study

Future Meetings

Nov. 10, 2026 – Could this be rescheduled to Nov. 4?

Feb. 17, 2027

May 12, 2027