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Kentucky Accountability: What Changes in 2026–27

An Overview of the transition under House Bill 257

From measuring school performance and year-to-year change to measuring achievement, individual student growth, and attendance.

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Kentucky Accountability Model

FOR THE 2025–26 KSA RESULTS

	State Assessment Results Reading & Math	State Assessment Results Science & Social Studies (On-Demand and Editing/Mechanics)	English Learner Progress	Quality of School Climate & Safety Survey	Postsecondary Readiness (High School Only)	Graduation Rate (High School Only)
Elementary (K–5)	51%	40%	5%	4%	—	—
Middle (6–8)	46%	45%	5%	4%	—	—
High School (9–12)	45%	20%	5%	4%	20%	6%

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

STATUS

Current year performance

+

CHANGE

Difference between prior year and current year performance

→

INDICATOR RATING

- Blue — Highest Performance
- Green
- Yellow
- Orange
- Red — Lowest Performance

→

OVERALL PERFORMANCE RATING

Combines all available indicators using the weights shown above.

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2026-27 Kentucky Accountability Model

INDICATORS AND WEIGHTS (2026–27)	State Assessment Results Reading & Math Proficiency based on KSA results in reading and math	Individual Student Growth Growth for students in grades 4–8 based on individual student progress on state assessments	State Assessment Results Science & Social Studies Proficiency based on KSA results in science and social studies (where assessed)	English Learner Progress Progress toward English language proficiency	Chronic Absenteeism The federal calculation will be applied for accountability. This calculation is absent days divided by enrolled days. An absent day is 50% or more of a school day.	Postsecondary Readiness High school readiness based on state-defined measures	Graduation Rate 4-year adjusted graduation rate
Elementary (K–5)	36%	25%	30%	5%	4%	—	—
Middle (6–8)	36%	25%	30%	5%	4%	—	—
High School (9–12)	36%	—	20%	5%	4%	25%	10%

KEY CHANGES FOR 2026–27

NEW INDICATORS

- Individual Student Growth (grades 4–8)
- Chronic Absenteeism (all schools)

REMOVED FROM MODEL

- Change
- Writing (On-Demand and Editing/Mechanics)
- Quality of School Climate and Safety Survey

STILL INCLUDED

- Reading & Math (state assessment results)
- Science & Social Studies (state assessment results)
- English Learner Progress
- Postsecondary Readiness (HS)
- Graduation Rate (HS)

ONE OVERALL SCORE

A single overall accountability score that meets state and federal requirements.

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Assessed Content Areas and Grades

Remains the same except the writing assessment previously given in grades 5, 8, and 11.

SCHOOL LEVEL	READING	MATH	SCIENCE	SOCIAL STUDIES
Elementary (Grades 3–5)	Grades 3–5	Grades 3–5	Grade 4	Grade 5
Middle (Grades 6–8)	Grades 6–8	Grades 6–8	Grade 7	Grade 8
High School (Grades 10–11)	Grade 10	Grade 10	Grade 11	Grade 11

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Federal Identifications

Federal identifications will continue to rely on state accountability indicators.



Comprehensive Support and Improvement (CSI)

Overall performance in the bottom 5% statewide.



Targeted Support and Improvement (TSI)

Student group outcomes that are consistently underperforming.



Additional Targeted Support and Improvement (ATSI)

Student group outcomes below the CSI threshold.

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Individual Student Growth

GRADES 4–8 | READING & MATHEMATICS

WHAT IS STUDENT GROWTH?

Measures how much academic growth each student makes based on their individual KSA performance.

WHO IS INCLUDED?

All eligible students in grades 4–8 in reading and mathematics.

HOW GROWTH IS MEASURED

2025–26

BASELINE

Each student's 2025–26 KSA score establishes their individual baseline.

2026–27

CURRENT PERFORMANCE

Each student's 2026–27 KSA score is compared to their own 2025–26 score in reading and mathematics.

STUDENT GROWTH

The indicator captures how much each student's score increased, maintained, or decreased from 2025–26 to 2026–27.

WHAT THIS MEANS

Individual student growth brings a new dimension to accountability by measuring how much students progress academically over time, rather than relying solely on overall assessment scores. This approach recognizes the growth of every learner, regardless of their starting point, and emphasizes the importance of continuous academic progress.

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Growth Value Table for Individual Student Growth in Reading and Mathematics

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

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Writing Program Requirements and Implementation

STATE REQUIREMENT

Each local school district shall adopt policies that determine the writing program for the local school district and ensure the writing program policy is published on the district's website. The writing program shall include:

- Disciplinary-specific writing across the curriculum.
- A variety of language resources and technological tools.
- Multiple opportunities for students to develop complex communication skills for a variety of purposes.

KCSD IMPLEMENTATION

The KCSD adopted Writing Program Policy 08.215 and has established K–5 and 6–12 vertically aligned writing expectations that are embedded within the district English/Language Arts curriculum maps.

This policy and these writing expectations serve as the foundation for writing instruction and shall support consistent implementation of writing across school and grade levels.

Our writing program ensures students develop strong, complex communication skills through meaningful, authentic opportunities across content areas, using a variety of language resources and technological tools.

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Local Accountability System

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.

The Kenton County School District utilizes a Community Based Accountability System (CBAS).

This comprehensive framework is designed to ensure we deliver a world-class education to our students and community. This model actively engages our staff, students, families and business partners in the ongoing implementation and analysis of our true accountability system.



Our system is rooted in a systemic, holistic review of our collective efforts, emphasizing forward-facing progress over singular, annual summative evaluations.