

2025-2026
Student Performance Data

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Kentucky Department of
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Kentucky Department of EDUCATION

Agenda

- 2025-2026 Data-at-a-Glance: Assessment and Accountability Performance Highlights
- School Improvement Updates
- Efforts to Support Student Growth

2025-2026 Data-at-a-Glance: Assessment and Accountability Performance Highlights

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



2025-2026 Public Release of Student Performance Data

- Released under embargo on Oct. 13 and publicly on Oct. 15
- The Kentucky Board of Education received aggregated and disaggregated assessment and accountability data for all students and student demographic groups.

2025-2026 Assessment Results



2025-2026 Percentage Kindergarten Readiness by Student Group

Student Group	Kindergarten Ready Percentage				
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	44	46	48	46	45
Male	40	42	46	43	41
Female	48	50	51	49	50
White (Non-Hispanic)	47	49	52	50	50
African American	34	40	42	39	37
Hispanic	25	27	29	26	24
Asian	58	61	60	58	60
American Indian/Alaska Native	44	35	53	52	47
Native Hawaiian/Pacific Islander	34	34	36	24	30
Two or more races	43	45	50	47	48
English Learner (EL)	25	28	28	24	23
Free/Reduced-Price Meals	34	37	39	37	36
Students with Disabilities	31	30	35	29	28

2025-2026 Elementary School Performance

- **Reading**
  - Proficient/Distinguished increased from 45% in 2022 to 50% in 2026
  - Novice performance declined from 28% to 23%
- **Mathematics**
  - Proficient/Distinguished held at 43%, matching 2025 and remaining 5 points above 2022
  - Novice performance increased slightly from 26% to 27% in 2026
- **Science**
  - Proficient/Distinguished increased from 29% in 2022 to 40% in 2026
  - Novice performance was reduced from 16% to 9%
- **Social Studies**
  - Proficient/Distinguished held at 38% in both 2025 and 2026
  - Novice performance increased to 35%, the highest level in the last five years
- **Combined Writing**
  - Proficient/Distinguished was 41%, compared with 43% from 2023-2025
  - Novice performance increased to 21%, the highest level in the last five years

Elementary Disaggregated Performance

Progress Indicators

Reading P/D increased at various rates

- All students rose from 45% (2022) to 50% (2026) (+5)
- Females 48% to 52% (+4)
- Males 43% to 48% (+5)
- White 49% to 55% (+6)
- African American 24% to 30% (+6)
- Hispanic 34% to 37% (+3)
- EL 31% to 32% (increased to 32% in 2023, dipped to 30% in 2024, and returned to 32% in 2026) (+1)
- Economically Disadvantaged 36% to 42% (+6)
- Students with Disabilities 26% to 30% (+4)

Math P/D increased at various rates:

- All students rose from 38% (2022) to 43% (2026) (+5)
- Females 37% to 40% (+3)
- Males 40% to 46% (+6)
- White 43% to 48% (+5)
- African American 16% to 22% (+6)
- Hispanic 27% to 31% (+4)
- EL 26% to 29% (increased to 30% in 2023 and settled at 29% in 2024-2026) (+3)
- Economically Disadvantaged 28% to 34% (+6)
- Students with Disabilities 20% to 23% (+3)

Science P/D rose from 29% (2022) to 40% (2026) (+11)

Growth Areas

- *Mathematics performance continues to lag behind reading.*
- *Achievement gaps remain across student groups.*

2025-2026 Middle School Performance

- **Reading**
  - Proficient/Distinguished increased from 44% in 2022 to 48% in 2026.
  - Novice performance declined from 31% to 27%.
- **Mathematics**
  - Proficient/Distinguished was 40%, compared with 37% in 2022.
  - Novice increased one point from 2025
- **Science**
  - Proficient/Distinguished increased from 22% in 2022 to 28% in 2026.
  - Novice performance declined from 36% to 25%.
- **Social Studies**
  - Proficient/Distinguished remained at 39%, matching 2025 and exceeding 2022 levels.
  - Novice performance remained 39% in 2025 and 2026
- **Combined Writing**
  - Proficient/Distinguished was 47%, compared with 39% in 2022.
  - Results remained near the recent peak of 48% proficient/distinguished reached in 2024 and 2025.

Middle Disaggregated Performance

Progress Indicators

Reading P/D increased at various rates

- All students rose from 44% (2022) to 48% (2026) (+4)
- Females 49% to 52% (+3)
- Males 39% to 44% (+5)
- White 48% to 53% (+5)
- African American 22% to 28% (+6)
- Hispanic 33% to 34% (+1)
- EL 15% to 20% (+5)
- Economically Disadvantaged 34% to 39% (+5)
- Students with Disabilities 16% to 20% (+4)

Math P/D increased at various rates

- All students rose from 37% (2022) to 40% (2026) (+3)
- Females 37% to 39% (+2)
- Males 37% to 41% (+4)
- White (41% to 45%)
- African American 15% to 18% (+3)
- Hispanic 27% to 27% (peaked at 28% in 2025 before returning to 27% in 2026) (0)
- EL 13% to 17% (+4)
- Economically Disadvantaged 26% to 30% (+4)
- Students with Disabilities 14% to 17% (+3)

Science P/D increased overall from 22% (2022) to 28% (2026) down 1% from 2025 (+6)

Growth Areas

- *Reading continues to outperform mathematics across all student groups.*
- *Achievement gaps persist among student groups despite overall academic gains*.

2025-2026 High School Performance

- **Reading**
  - Proficient/Distinguished increased from 44% in 2022 to 49% in 2026.
  - Novice performance declined from 32% to 27%.
- **Mathematics**
  - Proficient/Distinguished was 39%, down one point from 2025 but up three points from 2022.
  - Novice performance improved from 34% in 2022 to 32% in 2026, though it increased one point from 2025.
- **Science**
  - Proficient/Distinguished increased from 21% to 23% from 2025 to 2026.
  - Science remains the content area with the highest novice rate (50%)

Social Studies

- Proficient/Distinguished was 37%, comparable to recent years and above 2022 levels.
- Novice performance remained unchanged at 39% from 2025

- **Writing On-demand**
  - Proficient/Distinguished increased from 36% in 2022 to 46% in 2026.
  - Novice performance declined from 24% to 20%.

High Disaggregated Performance

Progress Indicators

Reading P/D increased at various rates

- All students rose from 44% (2022) to 49% (2026) (+5)
- Females 50% to 55% (+5)
- Males 38% to 43% (+5)
- White 47% to 54% (+7)
- African American 23% to 27% (+4)
- Hispanic 33% to 35% (+2)
- EL 8% to 13% (+5)
- Economically Disadvantaged 33% to 39% (+6)
- Students with Disabilities 12% to 17% (+5)

Mathematics P/D increased at various rates

- All students rose from 36% (2022) to 39% (2026) (+3)
- Females declined to 39% (peaked at 42% in 2025 increased from 38% in 2022) (+1)
- Males 34% to 39% (maintained from 2025) (+5)
- White 40% to 44% (+4)
- African American 16% to 19% (maintained from 2025) (+3)
- Hispanic 27% to 26% (-1 from 2025) (-1)
- EL 9% to 12% (+3)
- Economically Disadvantaged 25% to 28% (-1 from 2025) (+3)
- Students with Disabilities 10% to 14% (+4)

Science P/D increased overall from 14% (2022) to 23% (2026) (+9)

Growth Areas

- *Achievement gaps remain across student groups despite gains.*
- *Students with disabilities, English learners, and economically disadvantaged students continue to require additional support to accelerate achievement.*

2026 SAT Average Composite Score

Student Group	Kentucky's Average Composite Score	2026 National Average Composite Score*
All Students	908.0	1045
White	928.5	1087
African American	814.7	917
Hispanic	836.7	936
English Learner	703.7	Not Reported
Economically Disadvantaged	851.8	Not Reported
Students with Disabilities	720.8	Not Reported

*SAT Annual Report

Range of 400 to 1600

2025-2026 Performance Summary

- KSA and AKSA show steady gains in reading at all three levels.
- Mathematics performance held steady.
- Science performance continues to increase compared with prior years, particularly at the elementary and high school levels, while social studies performance has remained relatively unchanged across grade spans.
- Gaps are persistent across assessments—Disparities by income, language, disability, and race/ethnicity are evident across levels.

2025-2026 Accountability Results



2025-2026 Assessment and Accountability Performance Highlights: Overall Performance Ratings (Schools)

School Level	Year	Total Number of Schools	Red	Orange	Yellow	Green	Blue
Elementary	2023	719	32	151	221	187	128
	2024	717	59	145	242	174	97
	2025	717	34	138	249	179	117
	2026	715	35	162	241	179	98
Middle	2023	318	24	78	101	82	33
	2024	319	24	63	113	92	27
	2025	318	10	51	103	99	55
	2026	318	13	64	123	84	34
High	2023	228	14	38	86	64	26
	2024	228	17	44	88	54	25
	2025	228	9	21	66	86	46
	2026	228	9	23	83	75	38

2025-2026 Accountability Performance Highlights

Postsecondary Readiness Indicator

- Blue-ratings increased from 122 to 151
- Schools rated Orange or Red dropped from 20 to 11
- Schools in the "Very High" status category increased from 127 to 162

Graduation Rate Indicator

- The four-year graduation rate increased from 93.6% to 94.1%
- Rates increased for African American students, from 91.1% to 91.8%; Hispanic students, from 86.2% to 88.2%; economically disadvantaged students, from 92.7% to 93.3% and students with Individual Education Programs (IEPs), from 83.1% to 84.2%.

National Assessment of Educational Progress (NAEP)

The 2026 NAEP Reading and Mathematics assessments were administered in winter 2026. Results for Grade 4 and Grade 8 Reading and Mathematics are expected in early 2027. Information will be shared with Board members upon arrival.

School Improvement Updates

Kelly Foster, Associate Commissioner
Office of Continuous Improvement and Support



Count of Schools Exited

- 13 Comprehensive Support and Improvement schools exited.
- 19 Targeted Support and Improvement schools exited.
- 16 Additional Targeted Support and Improvement schools exited.

Newly Identified Schools

- 17 schools were newly identified for Comprehensive Support and Improvement (total 51)
- 57 schools were newly identified for Targeted Support and Improvement (total 77)
- 1 school was newly identified for Additional Targeted Support and Improvement (total 81)

Ongoing Supports

- Education Recovery Support
- Diagnostic Review
- Turnaround Plan
- 30-60-90 Plan
- HQIR Requirement
- KDE Approved Professional Learning
- School Improvement Funds

Efforts to Support Student Growth



Micki Marinelli, Chief Academic Officer
Office of Teaching and Learning

Kentucky Department of EDUCATION

Efforts to Support Student Growth

Professional Learning



Early Literacy Professional Learning

Language Essentials of Teachers of Reading and Spelling (LETRS)

- High-quality, evidence-based professional learning and instructional practices to impact student literacy success
- Approximately 8,000 K-5 teachers and administrators participated in cohorts 1–5
- Almost one-third of elementary educators have already completed or are enrolled in SY 2027
- Across all cohorts, the LETRS pre-assessment average was 65%; post-test average increased to 95%.

AIMS PATHWAY

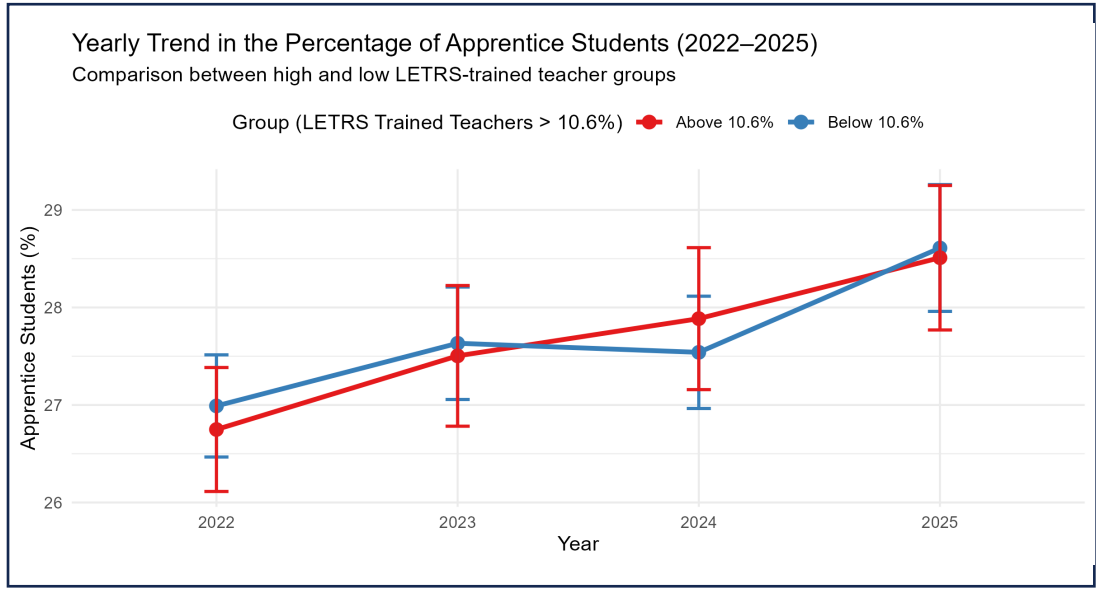
- AIM Institute for Learning & Research Pathways courses are evidence-based professional learning experiences designed to build educators' knowledge of the science of reading and effective literacy instruction.
- The courses provide flexible, options that combine online modules, application activities, and collaborative discussions focused on classroom practice.

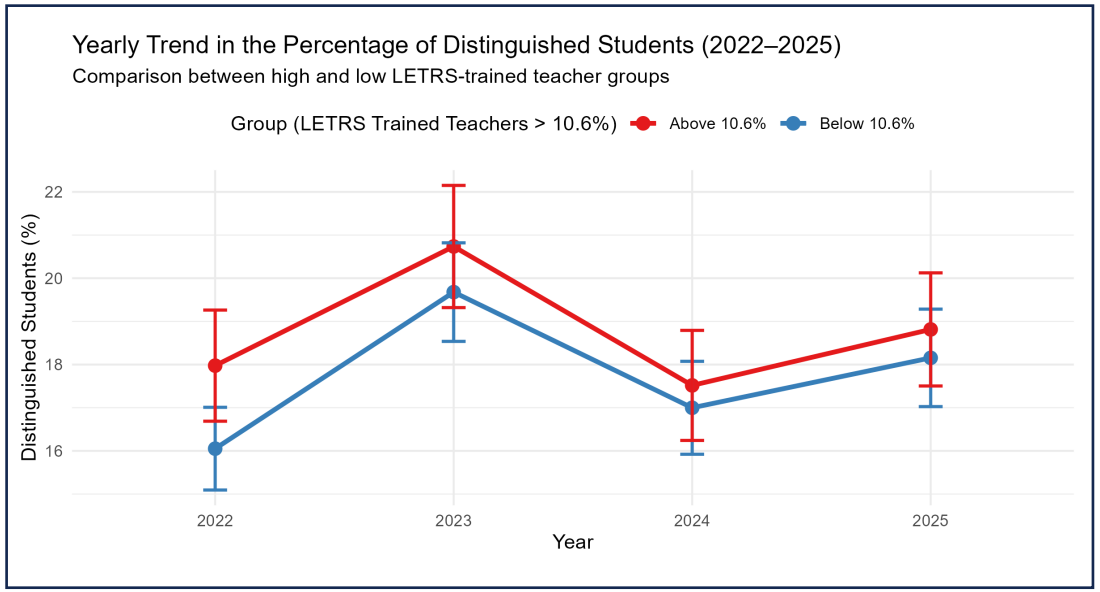
SCIENCE OF READING LEARNING HUB COURSES

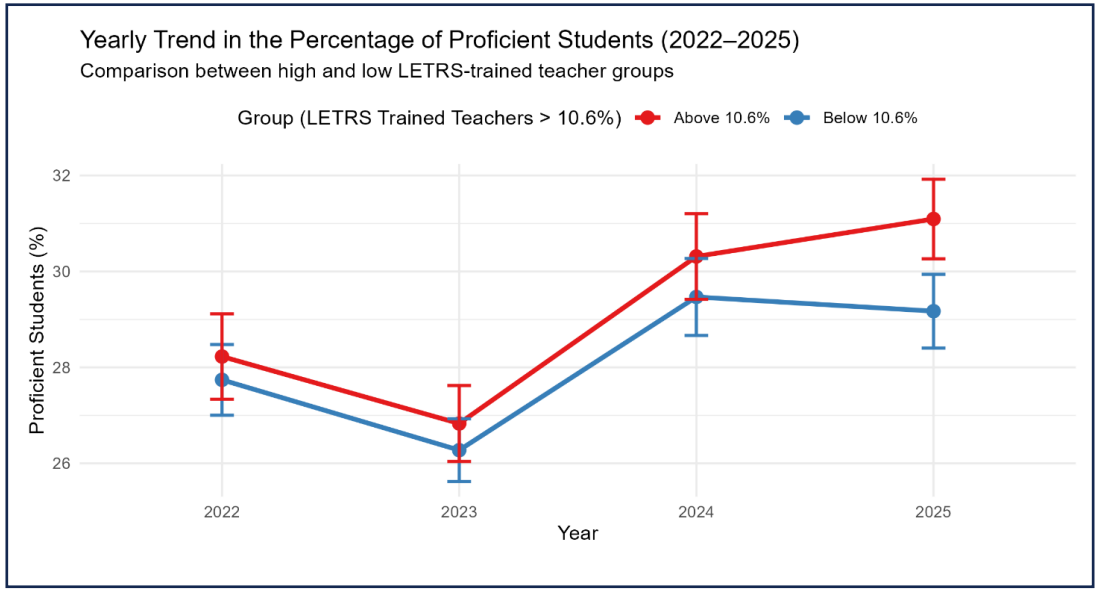
- **Elementary Course:** Asynchronous 13-module course focus on the essential components of skilled **reading** and connect research directly to effective classroom practice that supports all students (8-12 hours)
- **Secondary Course:** Asynchronous fifteen-module research-grounded course designed to strengthen literacy instruction for students in Grades 5–12 (12-15 hours)

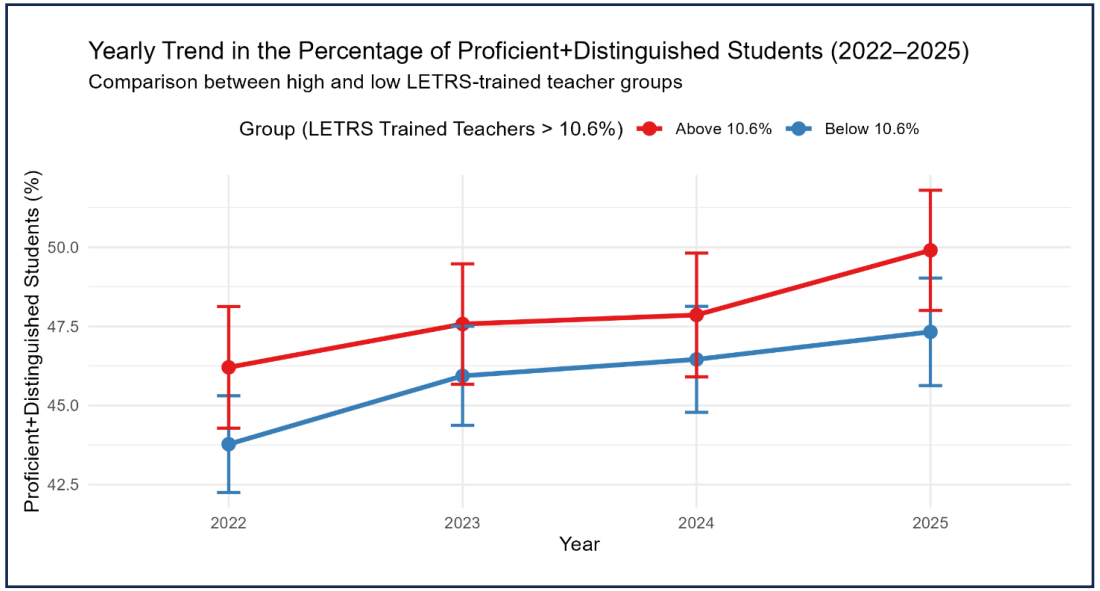
KENTUCKY READING RESEARCH CENTER

Yearly Trends









KENTUCKY READING RESEARCH CENTER

KSA Level Change by District

Above-Average vs. Below-Average Number of Teachers Trained

KSA Level Change Between Above-Average vs. Below-Average (Baseline Year 2022)

Group	Novice % Change	Apprentice % Change	Proficient % Change	Distinguished % Change	Proficient + Distinguished % Change
Below Avg <11.8	-5.75	2.35	**1.31**	2.09	3.40
Above Avg >11.8	-5.78	2.53	**2.53**	0.72	3.25

KSA Level Change Between Above-Average vs. Below-Average (Baseline Year 2023)

Group	Novice % Change	Apprentice % Change	Proficient % Change	Distinguished % Change	Proficient + Distinguished % Change
Below Avg <11.8	-3.35	1.24	**3.02**	-0.91	2.11
Above Avg >11.8	-4.57	2.12	**3.91**	-1.46	2.45

KENTUCKY READING RESEARCH CENTER

KSA Level Change by School

Above-Average vs. Below-Average Teachers Trained

(Baseline Year 2022)

Note: Highlighted column indicates the largest percentage change between the two groups.

Group	Novice % Change	Apprentice % Change	Proficient % Change	Distinguished % Change	Proficient + Distinguished % Change
Below Avg <10.6%	-5.18	1.62	**1.43**	2.10	3.55
Above Avg >10.6%	-5.47	1.76	**2.87**	0.84	3.70

(Baseline Year 2023)

Note: Highlighted column indicates the largest percentage change between the two groups.

Group	Novice % Change	Apprentice % Change	Proficient % Change	Distinguished % Change	Proficient + Distinguished % Change
Below Avg <10.6%	-2.40	0.977	**2.90**	-1.52	1.39
Above Avg >10.6%	-3.30	1.010	**4.26**	-1.92	2.33

LETRS Impact By Subgroup

Economically Disadvantaged

- Strong link between higher LETRS training density and improved reading outcomes
- Significant decrease in Novice rates; significant increase in Proficient rates

Hispanic or Latino

- Significant reduction in Apprentice-level rates alongside increased Proficient-level rates
- Higher LETRS density effectively moves students toward higher achievement

African American

- Most dramatic improvements in reading achievement among schools with higher LETRS training rates
- As LETRS density increases, Novice rates decrease and Proficient rates increase

English Language Learners

- Significant reduction in Novice rates based on 2022/2023 baseline data

Common Thread Across All Subgroups

Across student populations, higher LETRS training density consistently reduces Novice rates and increases Proficient-level achievement — demonstrating that investing in teacher training drives measurable literacy gains for all Kentucky students.

Next Step: AIM Pathways

AIM Institute for Learning & Research Pathways courses are evidence-based professional learning experiences designed to build educators' knowledge of the science of reading and effective literacy instruction. The courses provide flexible, job-embedded learning that combines online modules, application activities, and collaborative discussions focused on classroom practice.

- **Pathways to Proficient Reading (PPR)** - Approximately 55 hours, including asynchronous coursework and six (1 hour) Virtual Community of Practice sessions.
- **Pathways to Proficient Reading - Secondary (PPR-S)** - Approximately 55 hours, including asynchronous coursework and six (1 hour) Virtual Community of Practice sessions.
- **Pathways to Literacy Leadership (PLL)** - Approximately 30 hours, including asynchronous coursework and four (1.5 hour) Virtual Community of Practice sessions.
- **Pathways to Proficient Writing (PPW)** - Approximately 30 hours, including asynchronous coursework and four (1 hour) Virtual Community of Practice sessions.
- **Pathways to Structured Literacy (PSL)** - Approximately 30 hours, including asynchronous coursework and four (1 hour) Virtual Community of Practice sessions.
- **Specialized Reading Knowledge: English Learners** - Approximately 13 hours, including asynchronous coursework and three (1 hour) Virtual Community of Practice sessions.
- **Demystifying Dyslexia** - Approximately 3 hours of asynchronous coursework.

Kentucky Numeracy Counts Academies

- **AdvanceKY Access to Algebra (A2A):**
  Comprehensive training and incentive model supporting rigorous middle school mathematics programs, including Alg. I at grade 8.
- **EPIC Numeracy Alliance (Carnegie Patterns):**
  Two-year evidence-based professional learning and coaching for teachers in grades 3–8.
- **Kentucky Center for Mathematics (KCM) Numeracy Academy:**
  Two-year hybrid learning experience with synchronous and asynchronous virtual learning for teachers in K-5.
- **PIMSER Numeracy Counts Administrator Academy**
  Companion leadership academy prioritizing principals and instructional leaders with teachers participating in the KCM Numeracy Academy.

144 TOTAL DISTRICTS PARTICIPATING

Provider	Participation Rates
AdvanceKY A2A	• 46 schools • 31 district partners • 300 teachers
EPIC	• Cohort 1: 168 participants • Cohort 2: registration open
KCM (K-5)	• Cohort 1: 777 teachers • Cohort 2: 530 teachers
PIMSER	• 96 districts • Cohort 1: 188 administrators • Cohort 2: 193 administrators • Coaching support: 24 administrators

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Efforts to Support Student Growth

Leadership Development



Kentucky Early Literacy Leadership Network (KyELLN)

The KyELLN focuses on:

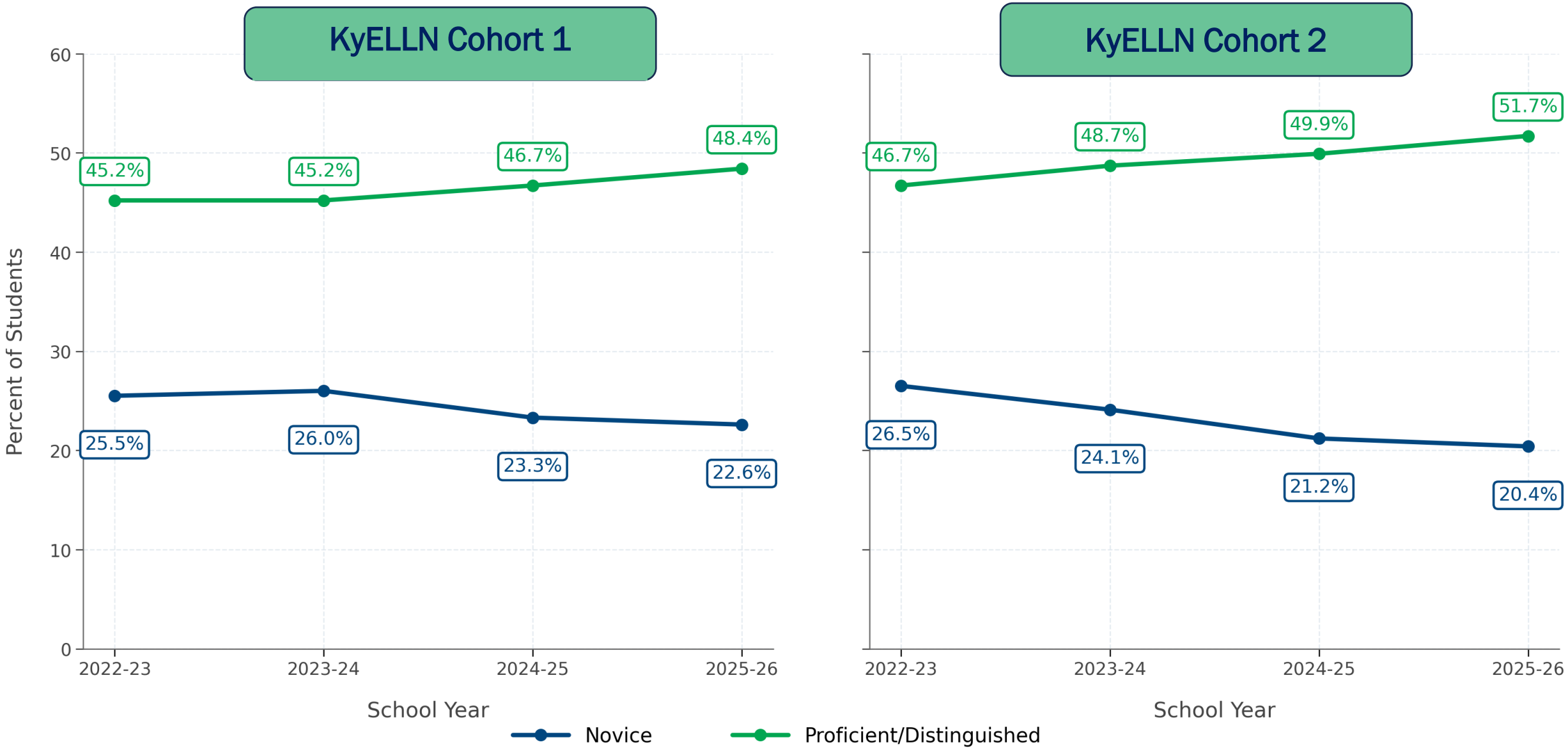
- Building sustainable district-level models for implementing early literacy instructional programs connected to HQIRs;
- Developing strong systems and structures for early literacy instruction in schools and districts; and
- Increasing leadership support of teacher professional learning communities (PLCs) and effective planning practices.

Total of 82 district leadership teams (5 - 7 members) participating:

- 33 district leadership teams in Cohort ‘24
- 19 additional districts teams in Cohort ‘25
- 30 additional district teams in Cohort ‘26

KyELLN Outcomes

KSA Trend Performance 2022 - 2026



Mathematics Leadership Collaborative

- Provides capacity-building for district and school leaders in grades 4-8 to support the goals of the *Kentucky Numeracy Counts Act*, including high-quality mathematics instruction and curriculum implementation.
- Guides leaders in developing a school and district-wide vision for mathematics.
- Supports coherence among systems through aligned curriculum-based professional learning.
- **24 districts** participating in cohort 1; Seeking to scale to support more districts in cohort 2.

- **86% reported increased confidence in communicating a visions for mathematics instruction.**
- Participants also reported increased confidence in:
  - Coaching for strong mathematics instruction;
  - KDE curriculum implementation tools; and
  - HQIR internalization.

KY NUMERACY COUNTS

Kentucky Department of EDUCATION

Results-Driven Initiatives for Science Education (RISE) Leadership Academy

In the RISE Science Leadership Academy, we envision a dynamic and collaborative network of educators who engage in ongoing, meaningful discussions about their practice, working together to extend their knowledge and apply it effectively.

7 Districts (2 Cohorts)

7 District Leaders
28 Teacher Leaders

Year Long Professional Learning

Strengthening Teaching and Learning Practices

Developing Teacher Leaders

Advancing High-Quality Instructional Resources (HQIRs)

Building Coherent K-12 Science Systems

What happens when we invest in teachers not only as learners but as leaders of instructional change?

Kentucky Department of EDUCATION

Efforts to Support Student Growth

High-Quality Instructional resources (HQIRs)



High-Quality Instructional Resources (HQIRs)

What are HQIRs?

The KDE defines HQIRs as materials that are:

- Aligned with the *KAS*;
- Research-based and/or externally validated;
- Comprehensive to include engaging texts (books, multimedia, etc.), tasks and assessments;
- Based on fostering vibrant student learning experiences;
- Culturally relevant, free from bias; and
- Accessible for all students.

Why are they important for students?

Research found that:

- Students in classrooms that used one HQIR for four consecutive years outpaced comparison students by a margin of 38 percentile points (Steiner, 2018).
- Average cost-effectiveness ratio of switching to HQIRs is almost 40 times that of class size reduction (Koedel, C., & Polikoff, M., 2017).
- When teachers don't have access to HQIRs, they tend to use unvetted online resources, leading to inconsistent quality (Opfer, D., Kaufman, J., & Thompson, L., 2017).

Leadership drives systemic implementation

Encouragement of KY principals in using HQIRs as the basis for daily lesson plans

Which of the following does your school principal most encourage you to use as the basis of your lesson plans? **(Percentage of teachers)**

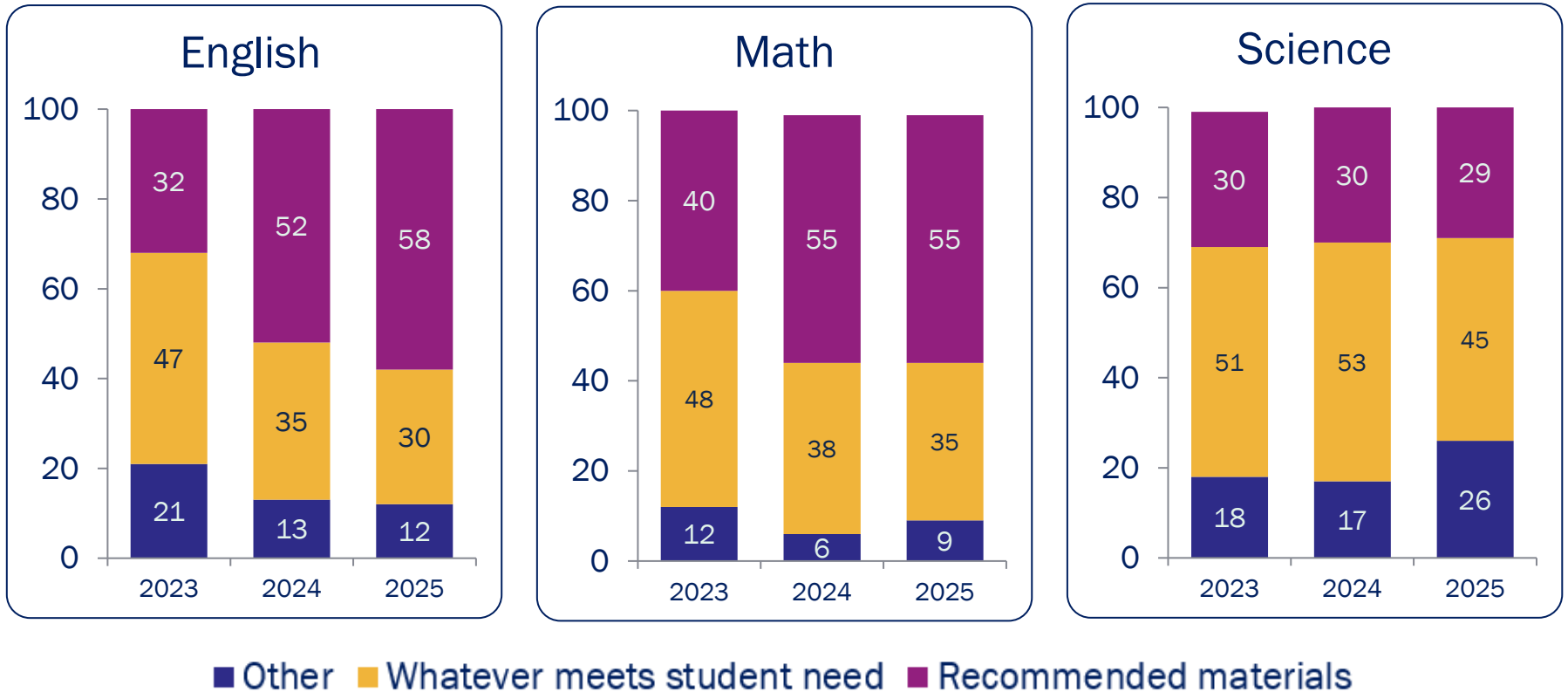


Figure shows teacher responses, separated by subject, to the following survey item: "Which of the following does your school principal most encourage you to use as the basis for your ELA/Math/Science lesson plans (pick one)?" The "Other" portion of the bars reflects respondents who answered "Other," "Materials I have developed on my own," and "Materials I have developed in collaboration with other [SUBJECT] teachers."

Doan, S., et al. (2025). *American Instructional Resources Survey 2019-2025*. RAND Corporation.

Kentucky Department of Education. (2025). *Kentucky Reading Academies: Supporting Literacy in the Commonwealth.* Infographic.

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Science and Social Studies HQIR and PL Support

SCIENCE

- Science-specific tools for intellectual preparation and planning guides to support HQIR implementation aligned to the *KAS for Science*
  - Partnership with coop leaders to further support the intellectual preparation cycle and monitoring of science HQIR implementation using KDE's resources
- Video library providing authentic PLC examples demonstrating intellectual preparation with science HQIRs.
- Kentucky Atlas of Phenomena with new educator developed local bundles
- RISE participant curriculum-based professional learning (CBPL) using HQIR-aligned resources to drive systematic instructional change

SOCIAL STUDIES

- Opt-in, K-8 high-quality curriculum built specifically for Kentucky and directly aligned with the *Kentucky Academic Standards (KAS) for Social Studies*.
- Includes units, lesson plans, and assessments for free digital download hosted on the KY Learning Hub.
- Comprehensive curriculum-based professional learning will accompany each release, including regional in-person summer learning sessions, live virtual follow-ups throughout the academic year, and self-paced modules on the KY Learning Hub.
- **Materials will be released in phases:**
  - 2027 – 2028: Grades K, 3, 5 and 8
  - 2028 – 2029: Grades 1, 2, 4, 6 and 7

OUR COMMONWEALTH
OUR NATION • OUR WORLD

Efforts to Support Student Growth

Coaching

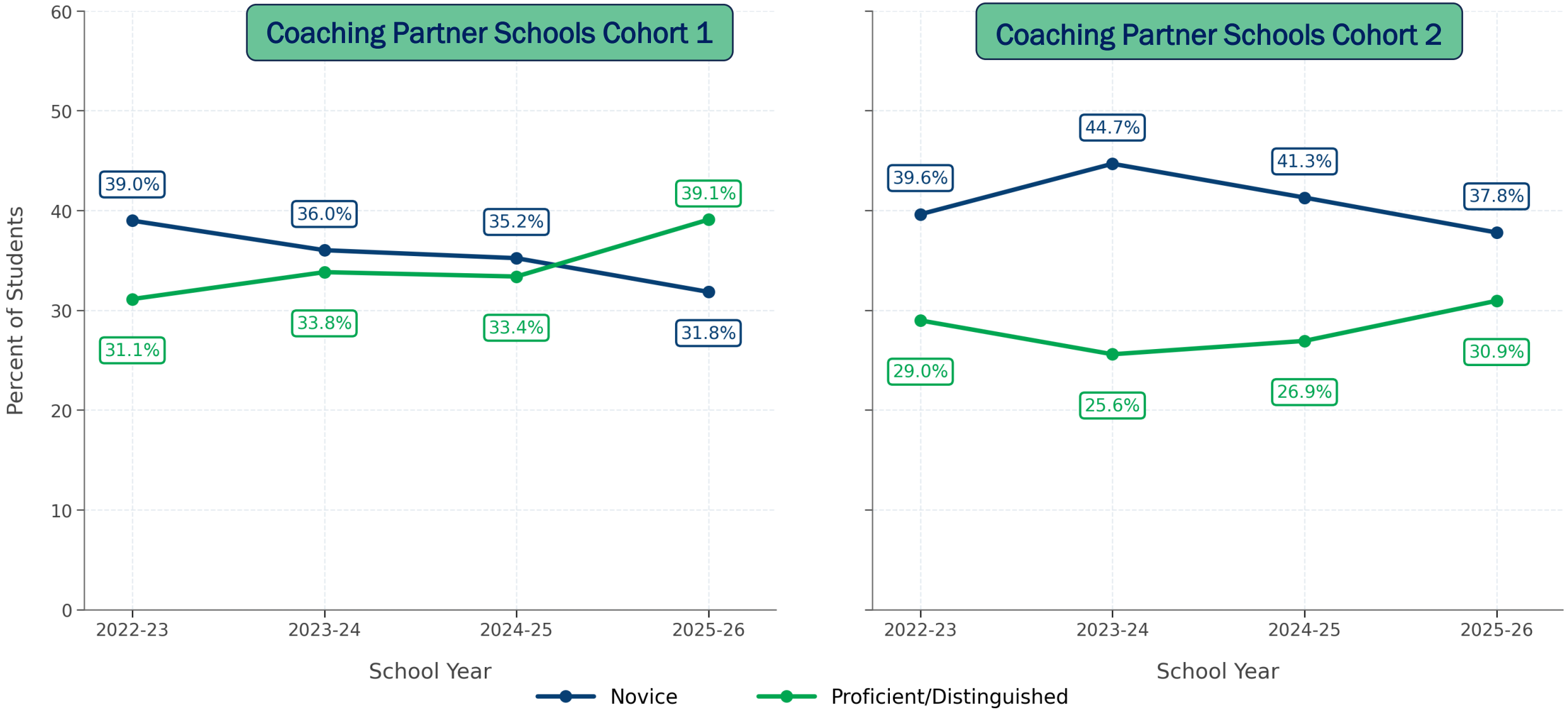


State Literacy Coaching Model

- State Regional Literacy Directors oversee the impactful work of the literacy coaching specialists and offer school and district support.
- School-based literacy coaches provide personalized support on implementing evidence-based literacy practices and standards-aligned grade-level instruction.
  - Coaching cycles contribute to effective implementation of high-quality instructional resources (HQIRs) and improved student learning experiences aligned to grade-level standards.
  - Literacy coaches lead PLC coaching and lesson and unit internalization to help educators deeply understand HQIRs, strengthen instructional decision making, and deliver grade level literacy instruction aligned to student needs.
- Regional Principal Supports Leaders works alongside school leaders to strengthen literacy leadership, support HQIR implementation, and build systems that improve teacher and student outcomes across schools.

Early Literacy Coaching Outcomes

KSA Trend Performance 2022 - 2026



Mathematics Coaching Model (unfunded)

Per HB 162, the KDE "shall create a mathematics coaching program using moneys appropriated to or otherwise received by the Kentucky numeracy counts fund.
The program shall:

(a) Use data coaches to improve mathematics instruction and intervention;

(b) Determine the effectiveness of intensive data-focused professional development; and

(c) Provide expert support in mathematics instruction and intervention." (KRS 158.843(3)).

- While coaching is one of the most effective methods for improving mathematics outcomes, the current allocation is not sufficient to fund the *Numeracy Counts Act* mathematics coaching model required in statute.
- As a result, mathematics coaching is supported only through the Mathematics Achievement Fund (MAF) grant and cannot be scaled beyond those awardees at this time.

Mathematics Achievement Fund (MAF) Grant

KRS 158.844 establishes the MAF grant to support students in primary through grade 12 to help them reach proficiency in mathematics.

The MAF grant provides funding for release time for teachers to serve as local school-based mathematics coaches to:

- Observe and provide feedback;
- Model appropriate evidence-based instructional practices;
- Conduct workshops or institutes;
- Establish professional learning communities; and
- Ensure high-quality instructional resources are aligned to the *Kentucky Academic Standards for Mathematics*.

Grant award: $62,0000
Middle school math pilot (new): $62,000

2024-2025

46 MAF coaches completed **5,170 hours** of professional learning, **5,506 coaching cycles**, and impacted **19,876 students.**

2025-2026

45 MAF coaches completed **5,172 hours** of professional learning (plus an **additional 8,224 hours** for school communities), **3,806** coaching conversations,**1,903 coaching cycles** and impacted **22,207 students.**

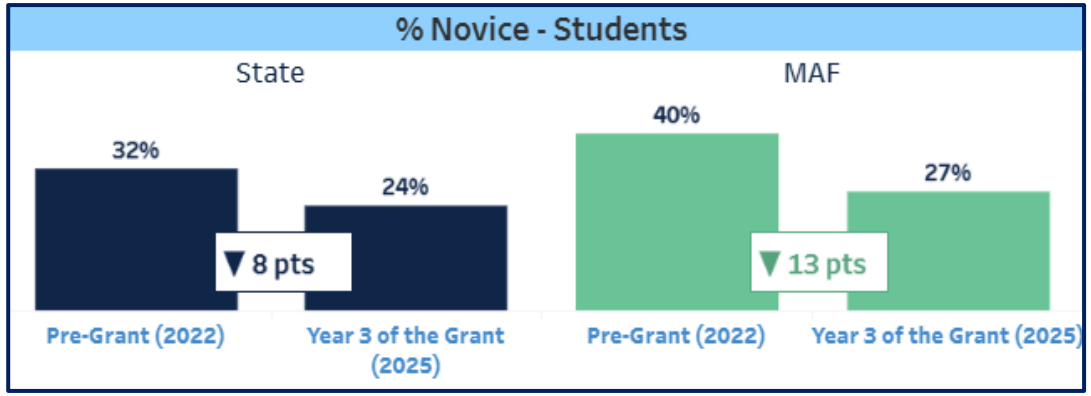
KY NUMERACY COUNTS

Kentucky Department of EDUCATION

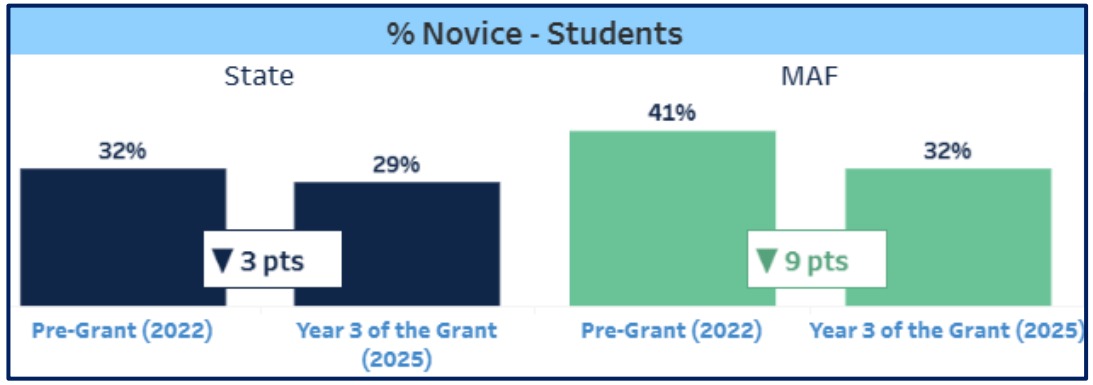
Mathematics Achievement Fund (MAF) Coaching Outcomes

Novice Reduction (2022–2025)

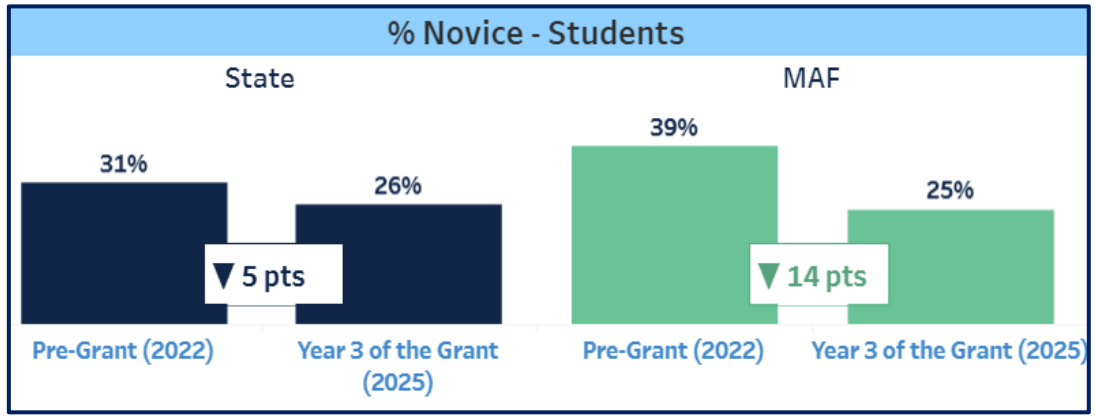
Grade 3



Grade 4



Grade 5



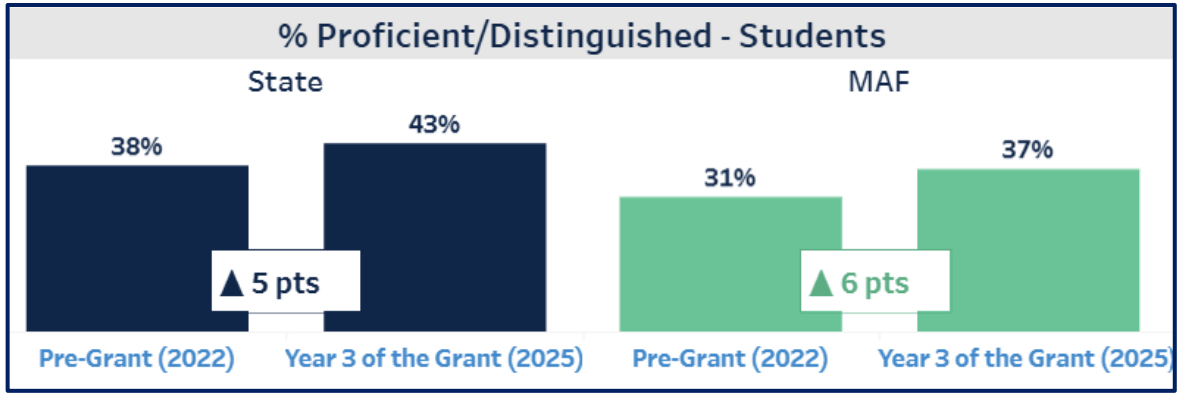
- Across grades 3, 4 and 5, MAF partner schools had a greater rate of novice reduction compared to the state.
- Grade 3 novice declined 13%, narrowing the achievement gap to within 3 points of the state.
- Grade 4 math novice declined three times faster compared to the state.
- By year 3, grade 5 novice rates fell by 14 points, surpassing the state average with a lower novice rate in 2025 (25% vs 26%).

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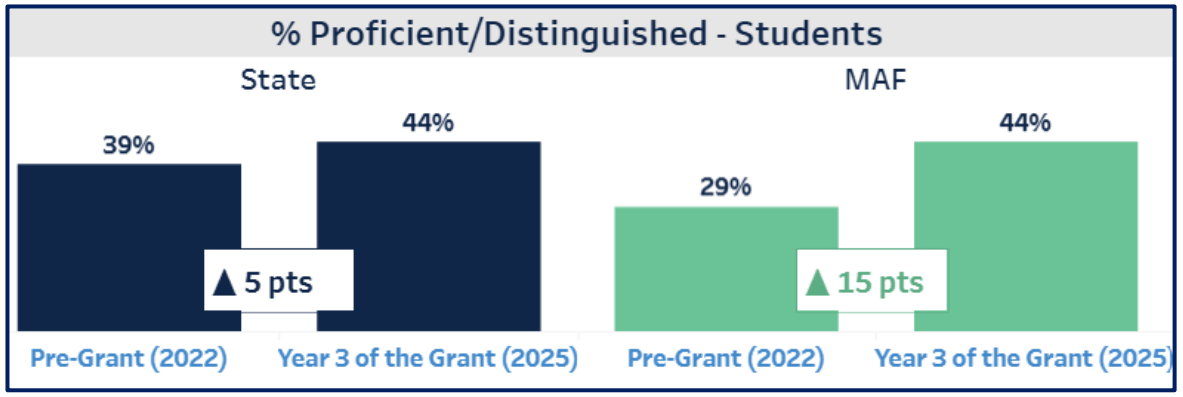
Mathematics Achievement Fund (MAF) Coaching Outcomes

Increase in Proficient/Distinguished (P/D) (2022–2025)

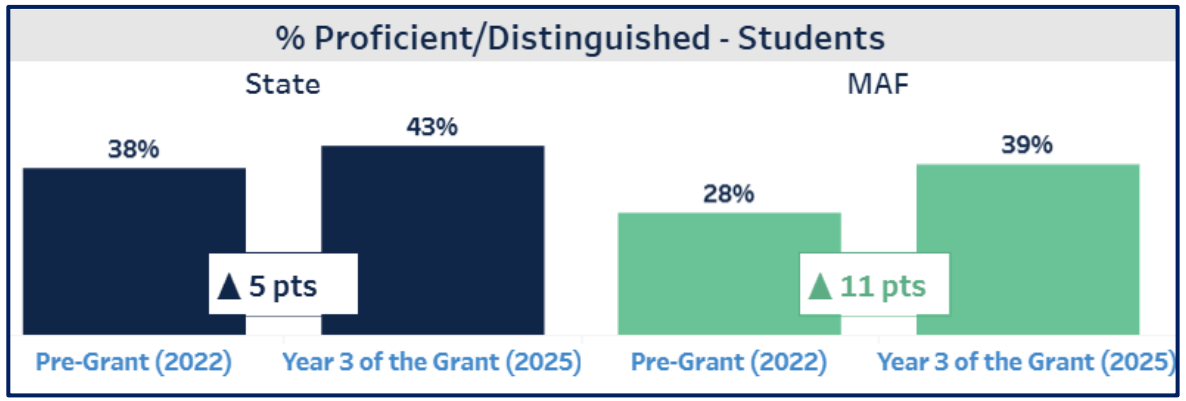
Grade 3



Grade 4



Grade 5

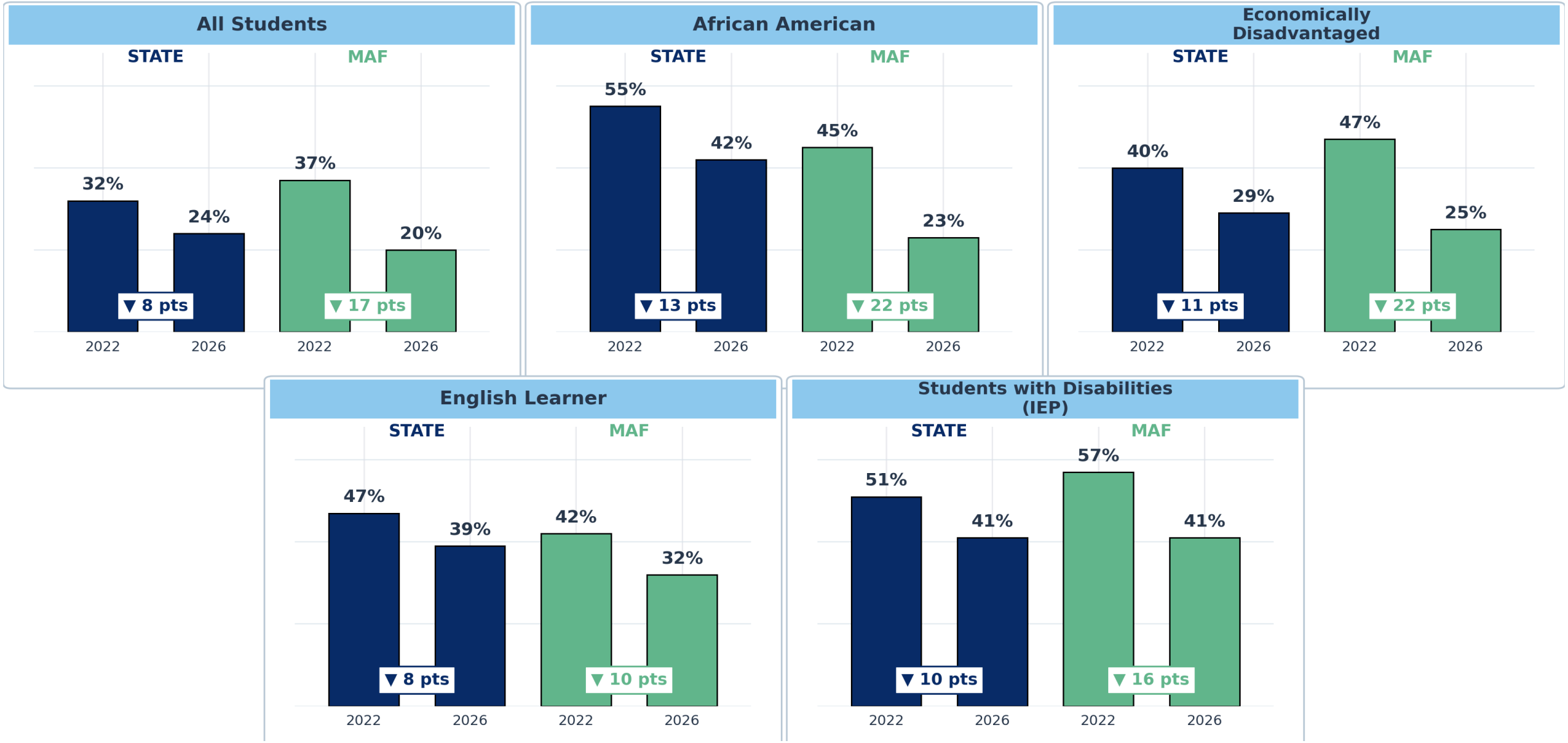


- Grades 3, 4 and 5 all increased in P/D at a higher rate compared to the state average.
- The 10-point grade 4 achievement gap in MAF schools was eliminated by 2025, driven by a 15-point increase in P/D.
- By 2025, gains in grade 4 P/D for MAF schools was three times the statewide increase; grade 5 P/D increased more than double.

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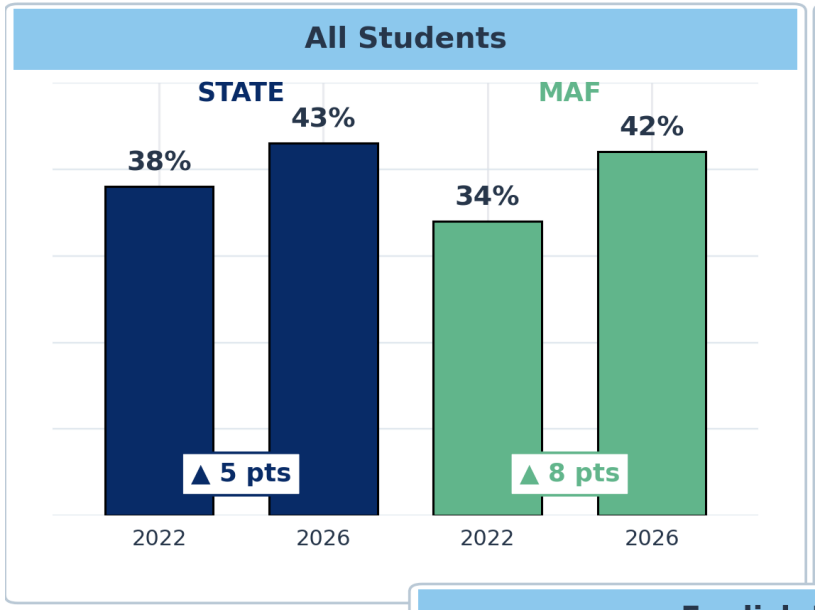
MAF Coaching Outcomes

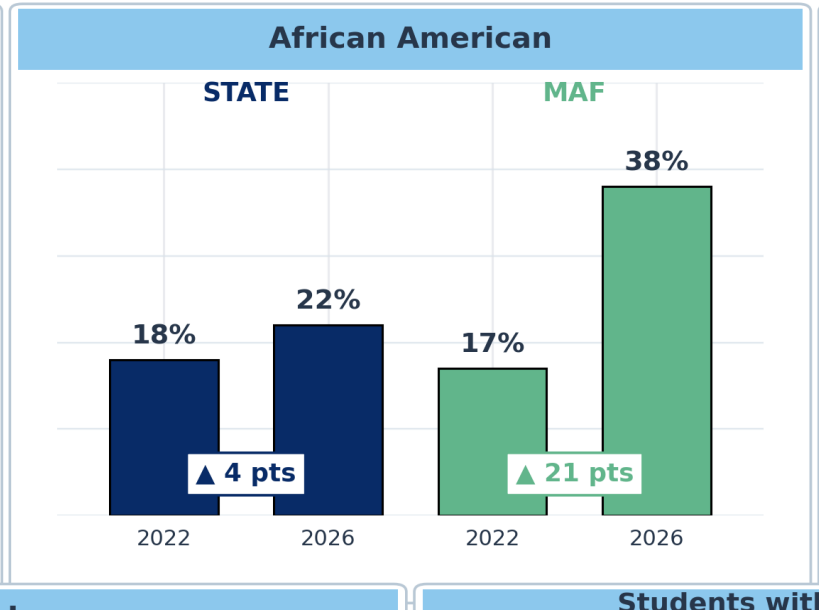
Grade 3 KSA Novice Reduction (2022–2026)

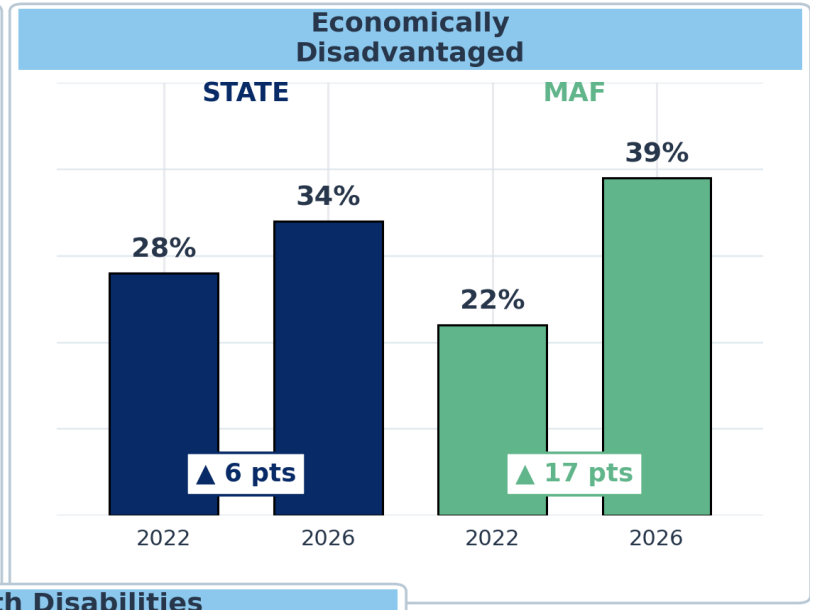


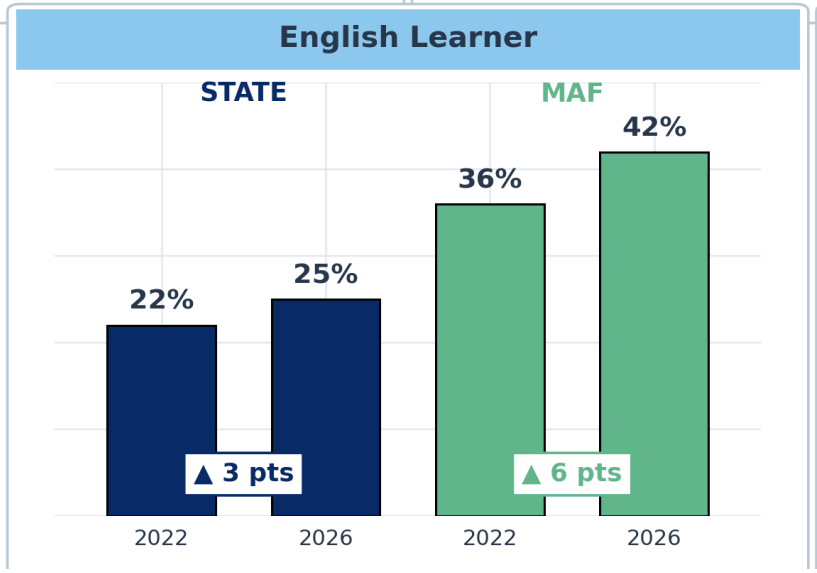
MAF Coaching Outcomes

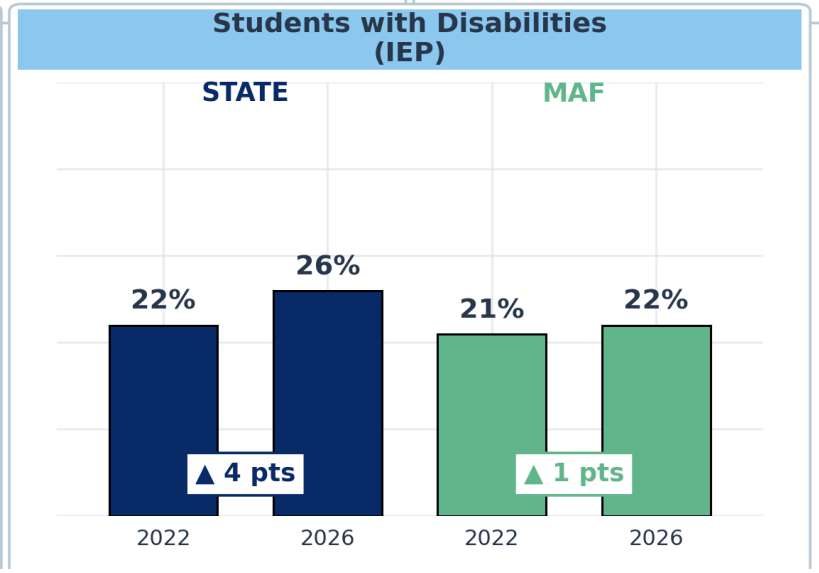
Grade 3 KSA Increase in Proficient/Distinguished (2022–2026)











Next Steps to Maximize Impact

Scaling proven strategies to reach more students and deliver greater returns

- Expand **family engagement** through at-home literacy resources (decodable texts, knowledge-building materials, and hands-on tools) and Math at Home guidance in Winter 2027 (in partnership with REL Appalachia).
- Extend proven **adolescent literacy training models** to grades 6–12 and implement the ROAR assessment pilot (9 districts) to measure impact on student learning in grades 6-8.
- Launch the **HQIR repository** per HB 207 (2025) to reduce cost variability and increase adoption of approved K-12 Reading and Writing resources across districts (Winter 2027).
- Provide increased **HQIR Implementation Technical Assistance** supported by OTL Professional Learning Coordinators and Regional Principal Support Leaders.
- Build sustainable **district systems** by developing leadership capacity, strengthening instructional coherence, and creating structures that sustain evidence-based practices beyond direct state support.
- Amplify **demonstrated success stories** and high-performing schools to inform statewide best practices.

Board Discussion and Next Steps

Are there any questions, feedback, or follow-up discussion from KBE members on assessment, accountability, federal identification, or instructional supports?