

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

2024-2025 Data At-a-Glance and Statewide Efforts to Support Teaching and Learning

Jennifer Stafford, Associate Commissioner
Office of Assessment and Accountability

Kelly Foster, Associate Commissioner
Office of Continuous Improvement and Support

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Agenda

- 2024-2025 Data-at-a-Glance
 - 2024 NAEP Results
 - 2024-2025 Assessment and Accountability Performance Highlights
- School Improvement Update
- High Quality Teaching and Learning

2024-2025 Data-At-a-Glance

Jennifer Stafford, Associate Commissioner
Office of Assessment and Accountability



Kentucky Department of
EDUCATION

National Assessment of Educational Progress (NAEP)

2024 Reading and Mathematics, Grades 4 and 8

Interpreting and Using NAEP Data Correctly

- Student performance is reported with average scale scores and as percentages of students performing at or above three achievement levels: *NAEP Basic*, *NAEP Proficient* and *NAEP Advanced*.
- Scoring *NAEP Proficient* is not equivalent to achieving a proficient score on other assessments, nor does the *NAEP Proficient* level represent grade level proficiency as determined by other assessment standards.
- NAEP measures cumulative academic knowledge and may not reflect the specific instructional content taught within Kentucky's classrooms during the current school year.
- KSA and NAEP results provide different perspectives on student academic performance. It is important to recognize that these assessments serve different purposes and should be interpreted together as complementary tools that provide a more comprehensive picture.

Reading Grade 4

GRADE 4 | READING | 2024

AVERAGE SCALE SCORES

2024



2024 Kentucky average scale score (0–500)

KY **218**

2

jurisdictions



performed
significantly higher

33

jurisdictions



not significantly
different

16

jurisdictions



performed
significantly lower

1

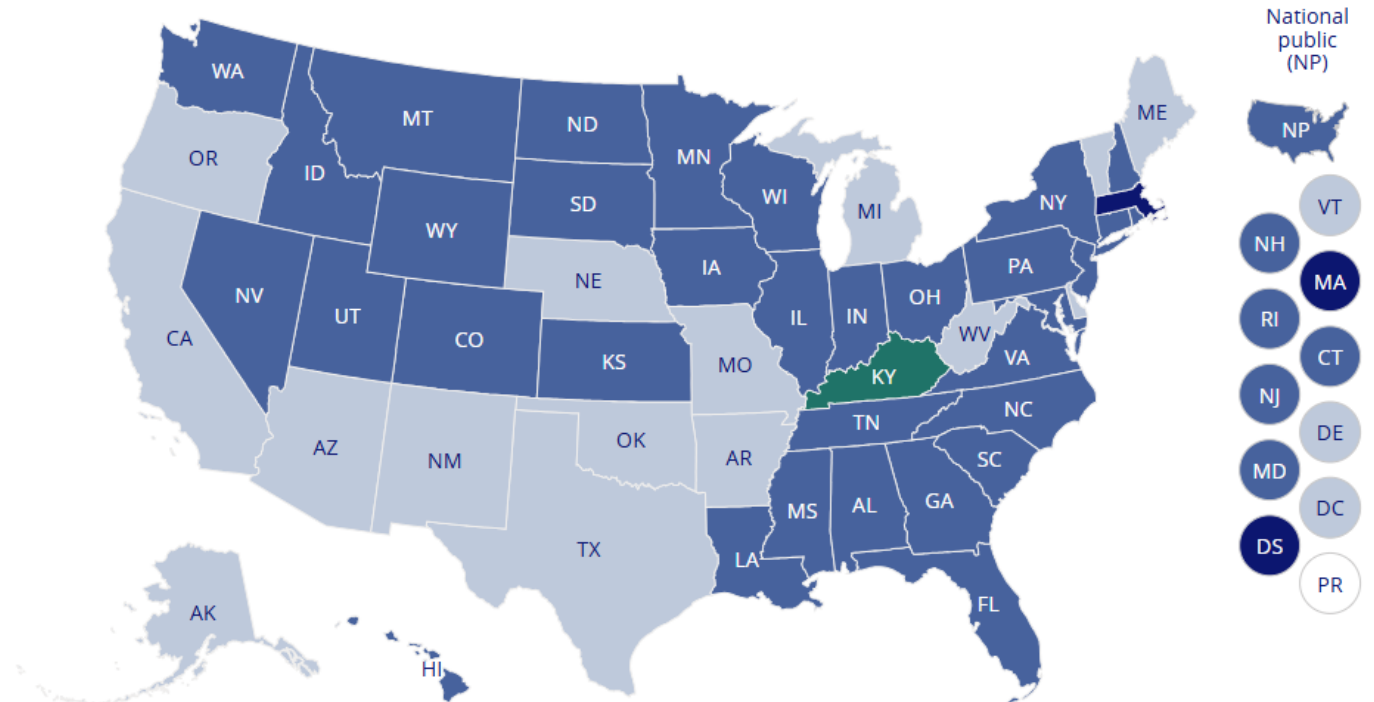
jurisdiction



no assessment /
data not available

Reading, Grade 4

Difference in average scale scores between all jurisdictions and Kentucky, for All students [TOTAL], 2024

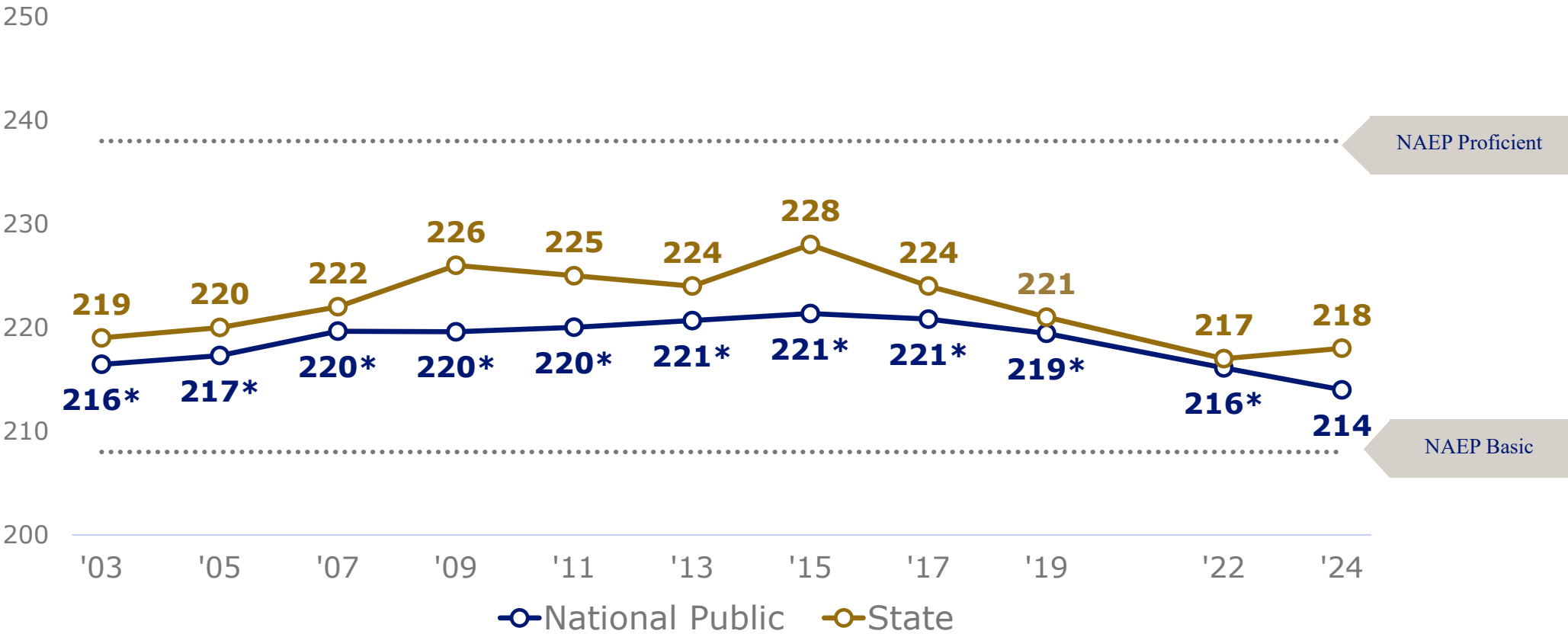


Kentucky State Comparisons Data

Reading, Grade 4

Difference in average scale scores between all jurisdictions and Kentucky, for All students [TOTAL], 2024

2024 Reading Grade 4 Average Scale Scores



*Significantly different ($p < .05$) from 2024.

Mathematics Grade 4

GRADE 4 | MATHEMATICS | 2024

AVERAGE SCALE SCORES

2024



2024 Kentucky average scale score (0–500)

KY **238**

5

jurisdictions



performed
significantly higher

34

jurisdictions



not significantly
different

13

jurisdictions



performed
significantly lower

0

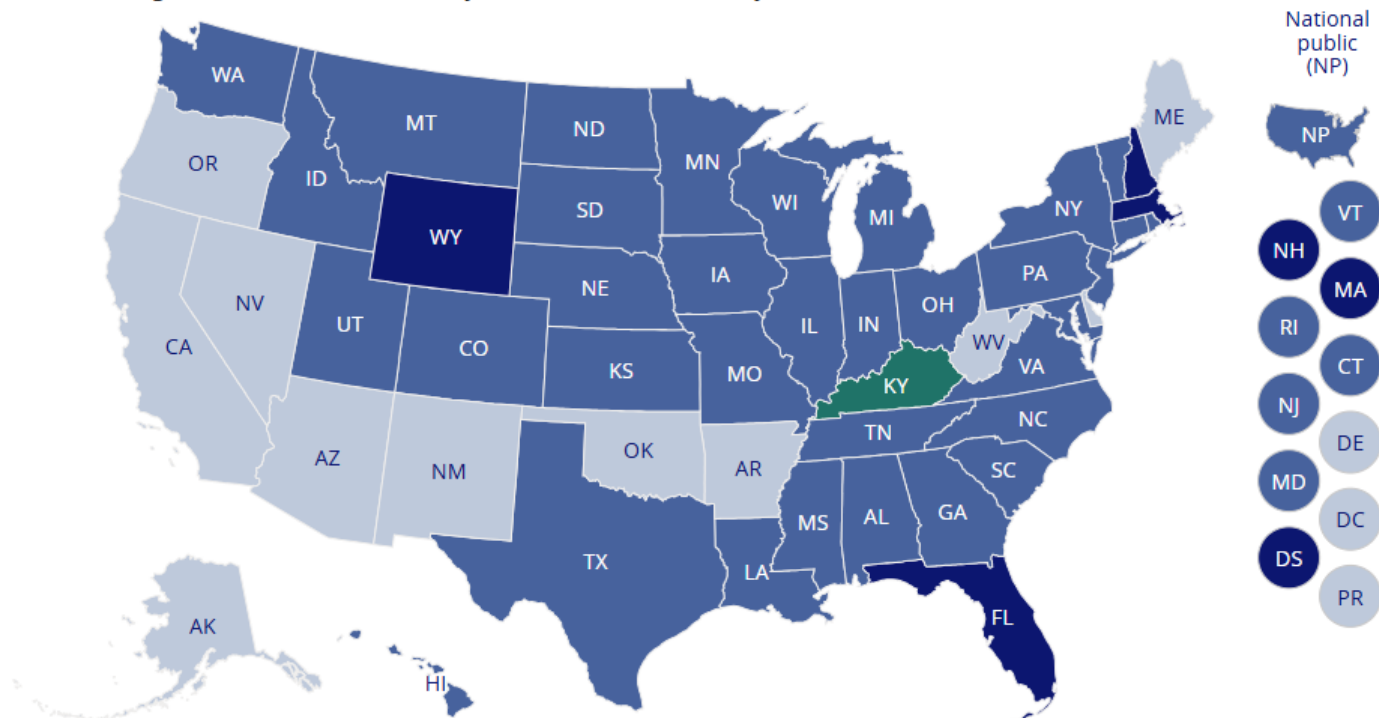
jurisdictions



no assessment /
data not available

Mathematics, Grade 4

Difference in average scale scores between all jurisdictions and Kentucky, for All students [TOTAL], 2024



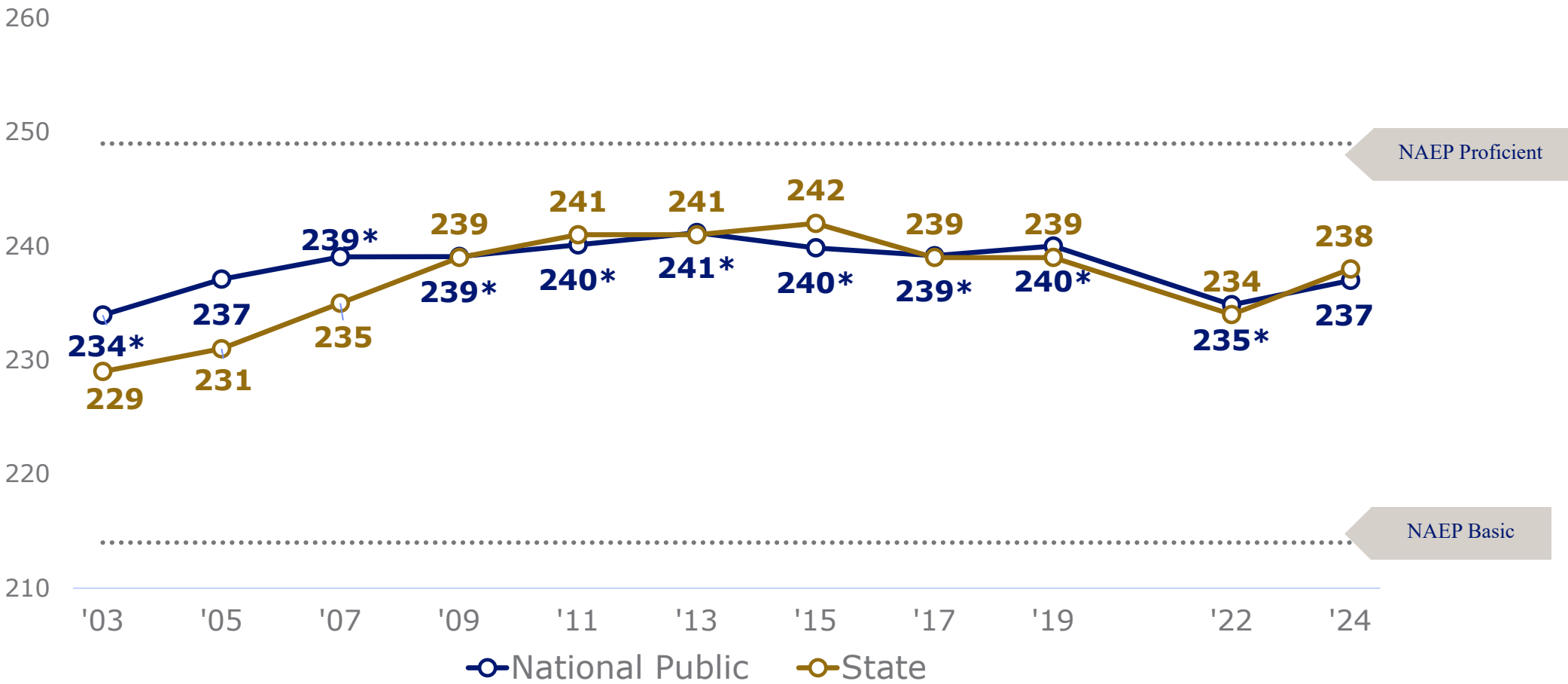
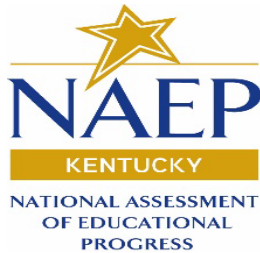
Kentucky State Comparisons Data

Mathematics, Grade 4

Difference in average scale scores between all jurisdictions and Kentucky, for All students [TOTAL], 2024

KDE:OAA/OCIS/OTL: December 2025 KBE

2024 Mathematics Grade 4 Average Scale Scores



*Significantly different ($p < .05$) from 2024.

Reading Grade 8

GRADE 8 | READING | 2024

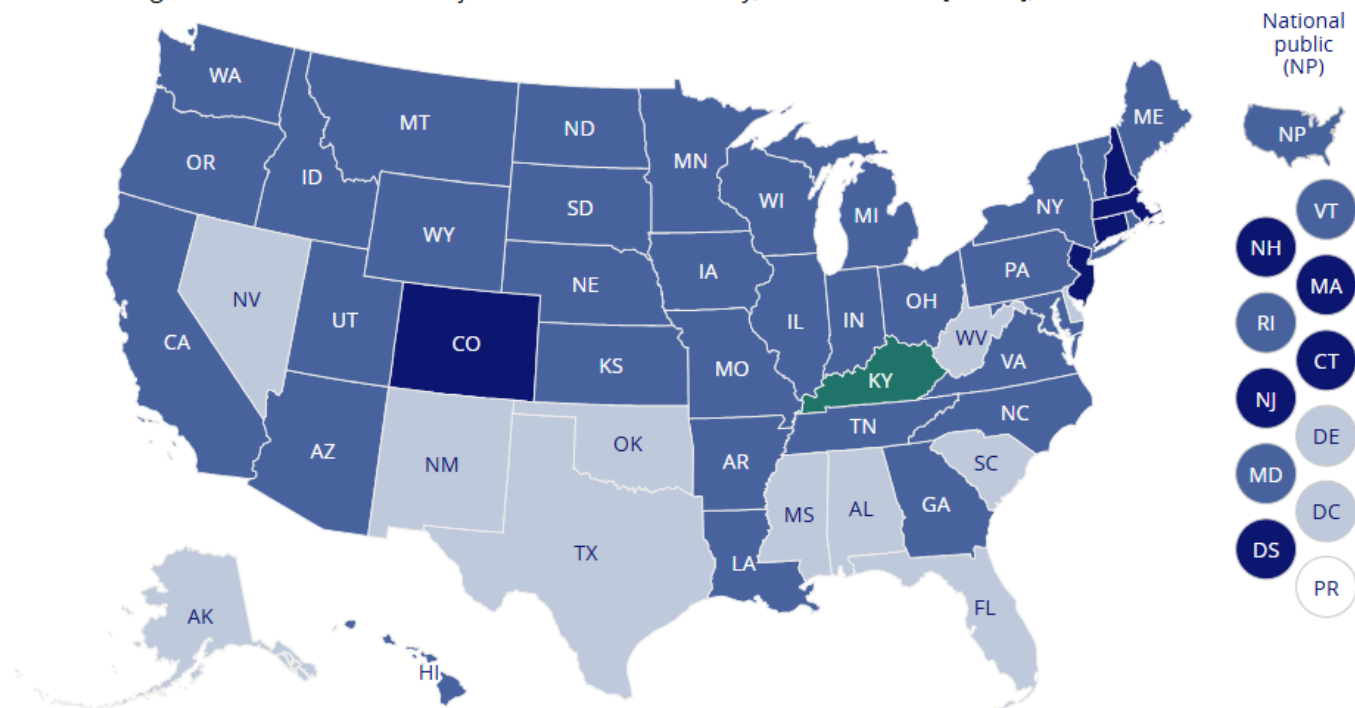
AVERAGE SCALE SCORES

2024



Reading, Grade 8

Difference in average scale scores between all jurisdictions and Kentucky, for All students [TOTAL], 2024

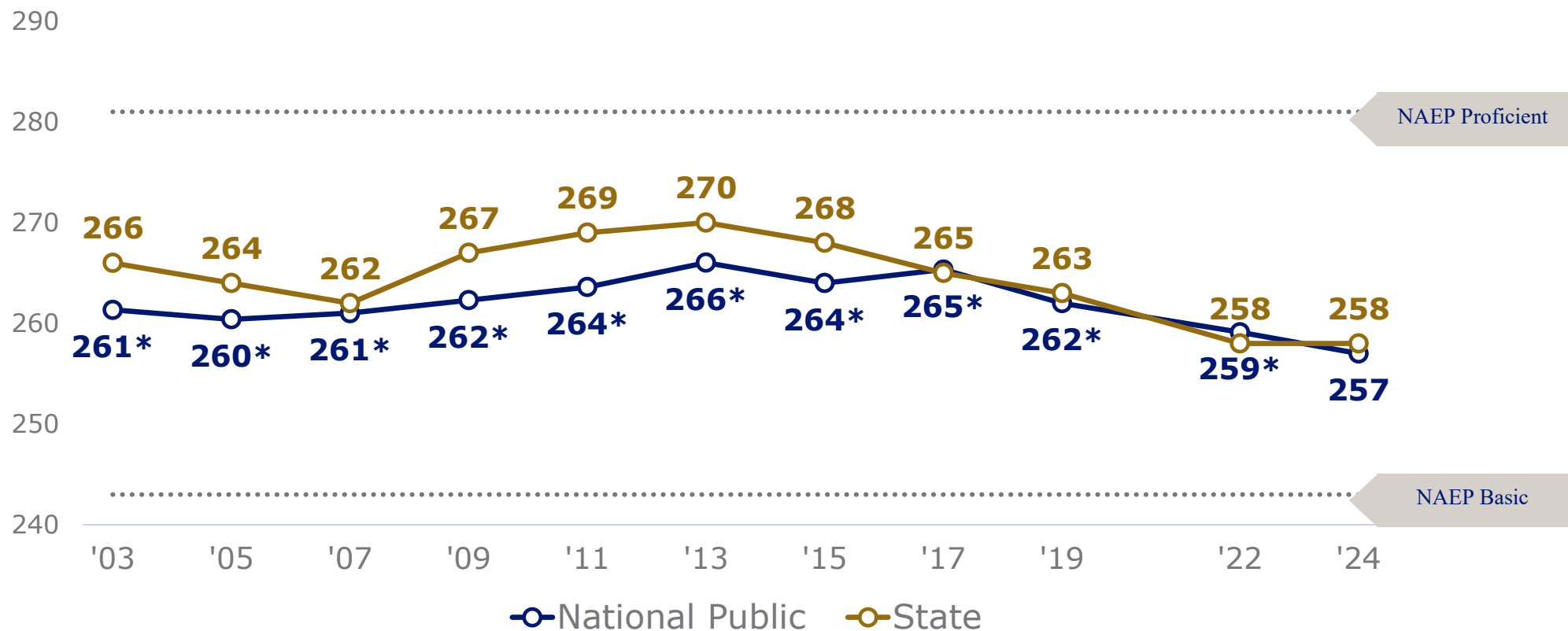


Kentucky State Comparisons Data

Reading, Grade 8

Difference in average scale scores between all jurisdictions and Kentucky, for All students [TOTAL], 2024

2024 Reading Grade 8 Average Scale Scores



*Significantly different ($p < .05$) from 2024.

KDE:OAA/OCIS/OTL: December 2025 KBE

Mathematics Grade 8

GRADE 8 | MATHEMATICS | 2024

AVERAGE SCALE SCORES

2024



2024 Kentucky average scale score (0–500)

KY **271**

23

jurisdictions



performed
significantly higher

19

jurisdictions



not significantly
different

10

jurisdictions



performed
significantly lower

0

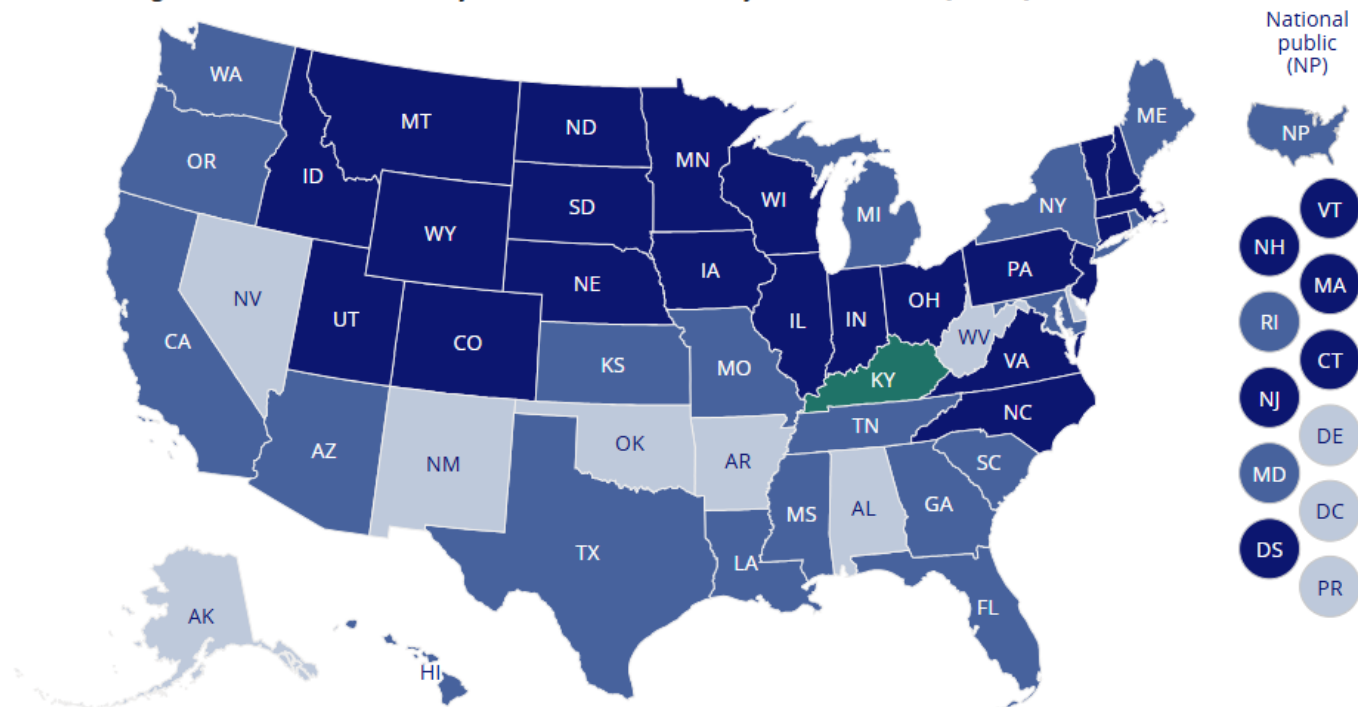
jurisdictions



no assessment /
data not available

Mathematics, Grade 8

Difference in average scale scores between all jurisdictions and Kentucky, for All students [TOTAL], 2024



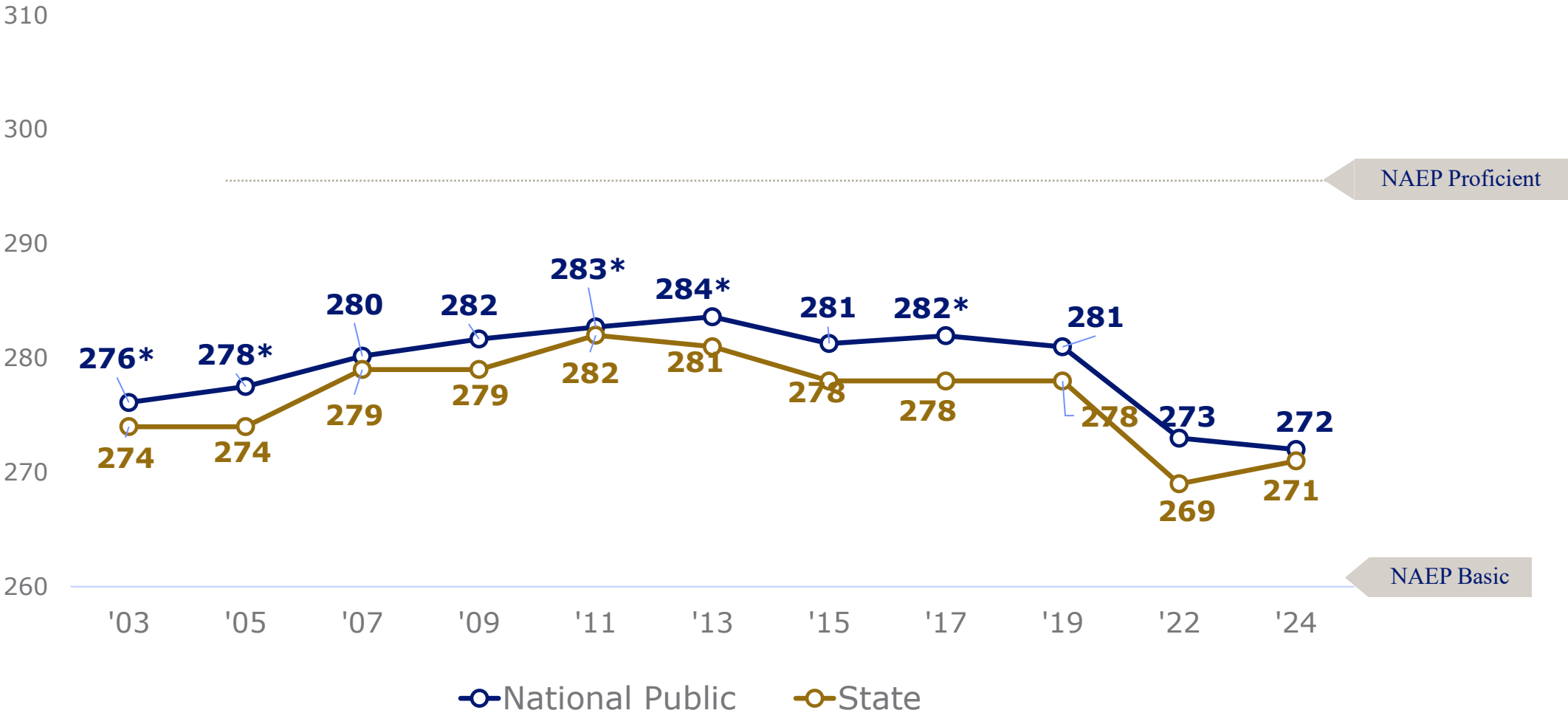
Kentucky State Comparisons Data

Mathematics, Grade 8

Difference in average scale scores between all jurisdictions and Kentucky, for All students [TOTAL], 2024

KDE:OAA/OCIS/OTL: December 2025 KBE

2024 Mathematics Grade 8 Average Scale Scores



*Significantly different ($p < .05$) from 2019.

2024-2025 Assessment and Accountability Performance Highlights

2024-2025 Assessment and Accountability Results

- Released under embargo on Nov. 17 and publicly on Nov. 19
 - Public release of data was delayed this year to complete essential steps to ensure the accuracy of a new science assessment students took in the final days of the 2024-2025 school year.
- The Kentucky Board of Education received aggregated and disaggregated assessment and accountability data for all students and student demographic groups.

2024-2025 Assessment and Accountability Performance Highlights: Overall Performance Ratings (Schools)

- Elementary Schools saw a rise in the highest color ratings (Yellow, Green, and Blue) from 2024 to 2025.
- Middle Schools showed a notable increase in Blue ratings in 2025 (from 27 in 2024 to 55 in 2025).
- High Schools had a sharp drop in the lowest color ratings (Red and Orange) in 2025, with Blue ratings nearly doubling (from 25 in 2024 to 46 in 2025).
- The *All Students* group showed a partial recovery in 2025 across all grade levels. This trend is mirrored in several student groups.



2024-2025 Assessment and Accountability

Performance Highlights: Postsecondary Readiness

- The number of high schools that received the highest color rating (blue) increased from 74 in 2024 to 119 in 2025.
- Of 226 high school schools with the postsecondary readiness indicator, 125 had a Very High-Status Level and a total of 155 had an Increased or Increased Significantly Change Level.

2024-2025 Assessment and Accountability

Performance Highlights: Assessment Performance

- In reading, the percentage of proficient and distinguished students increased at every level (elementary and middle by 2%, and high by 1%).
- In mathematics, the percentage of proficient and distinguished students increased at every level (elementary by 1 percentage points, middle by 2 percentage points, and high by 5 percentage points).
- Across all grade levels (elementary, middle and high) performance in reading and mathematics is trending upward, reaching the highest levels in the past four years.

2024-2025 Assessment and Accountability Growth Areas

- Although improvements were made in several areas, persistent achievement gaps among student groups remain (Students with Disabilities, English Learners and African American students).

School Improvement Update

Kelly Foster, Associate Commissioner
Office of Continuous Improvement and Support



School Improvement Update

- 53 schools were identified for Comprehensive Support and Improvement (CSI)
- 39 were identified for Targeted Support and Improvement (TSI)
- 102 were identified for Additional Targeted Support and Improvement (ATSI)

School Improvement Update, Continued

- Education Recovery Support
- Diagnostic Review
- Turnaround Plan
- 30-60-90-day plan
- School Improvement Funds

High Quality Teaching and Learning

Micki Ray Marinelli, Chief Academic Officer
Office of Teaching and Learning






Policy
[Read to Succeed Act](#)
[KRS 158.305](#)


[Kentucky Reading Academies](#)





TNTP
Elementary/Secondary
Science of Reading Course


[Kentucky Early Literacy Leadership Network \(KyELLN\)](#)
Regional Principal Support Leaders (RPSLs)


[KY Reads to Succeed Annual Conference](#)


Partnership Schools
[Literacy Coaching Model](#)
State Regional Literacy Directors
↓
State Literacy Coaching Specialists
↓
Partnership Schools


Regional District and School Support


[Early Literacy Resources](#)
[Early Literacy Newsletters](#)
[Virtual Office Hours](#)


[Early Literacy Assessments](#)
[Assessment Flowchart](#)

Kentucky Reading Academies

Investing in Kentucky educators through high-quality, evidence-based professional learning and instructional practices to impact student literacy success.

- Over 7,000 K-5 teachers and administrators participated in Cohorts 1 - 4 of Language Essentials for Teachers of Reading and Spelling (LETRS) training.
- Across all cohorts, the LETRS pre-assessment average was 65%; post-test average increased to 95% following completion of all eight units.
- Findings from third-part evaluator, ICF, indicate that LETRS participants reported:
 - Increased confidence in literacy knowledge;
 - Increased application of strategies across all three tiers of instruction;
 - Increased motivation to implement district-adopted high-quality instructional resources (HQIRs) into classroom practice.

Kentucky Reading Academies – Initial Outcomes

ICF further reported the following student outcomes:

- Grade 5 students taught by LETRS-trained teachers over two consecutive years had significantly higher reading scores compared to students receiving just one year or no years of instruction by a LETRS-trained teacher.
- This trend was also reported for special education students in grades 4 and 5 who had two consecutive years with a LETRS-trained teacher compared to those with access for one year or no access.

State Literacy Coaching Model

- State Regional Literacy Directors (SRLDs) 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.

2024-2025

- 23 partnership schools
- 23 school-based coaches
- 50+ districts receiving regional director support

2025-2026

- 31 partnership schools (total)
- 35 school-based coaches (total)
- 75+ districts receiving regional director support (total)
- 8 regional principal support coaches

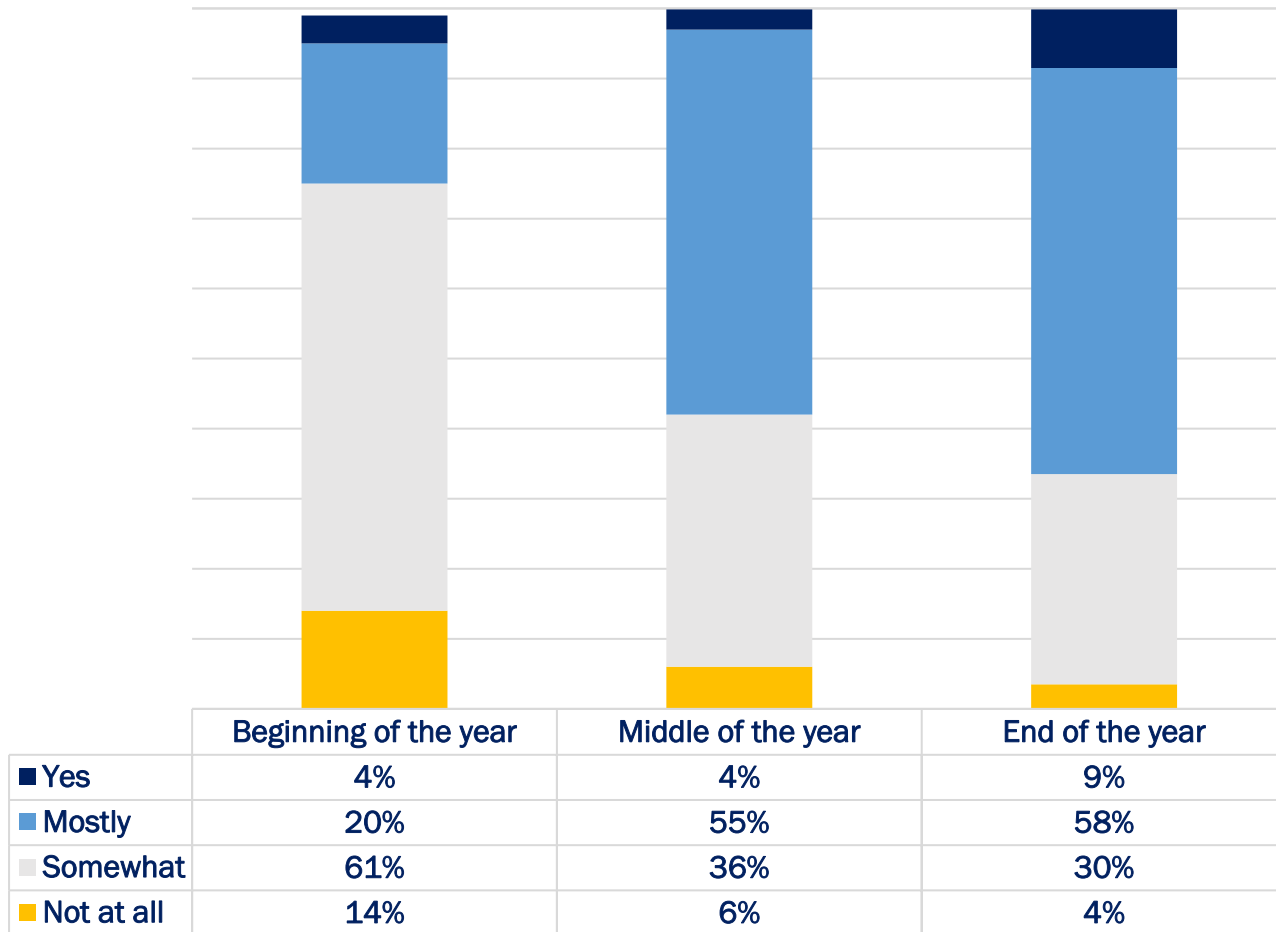
State Literacy Coaching Data 2024-2025 Snapshot

Coaching Activity	Totals Across All State Regional Literacy Director Groups
Classroom observations (both formal and informal)	2,456
Feedback conversations	1,640
Coaching cycles executed	255
Coach-led professional learning communities (PLCs) (focused on lesson/unit internalization)	737
Coach-led PLCs (focused on other topics)	342
Coach-led Instructional Practice Guide (IPG) walk-throughs	328



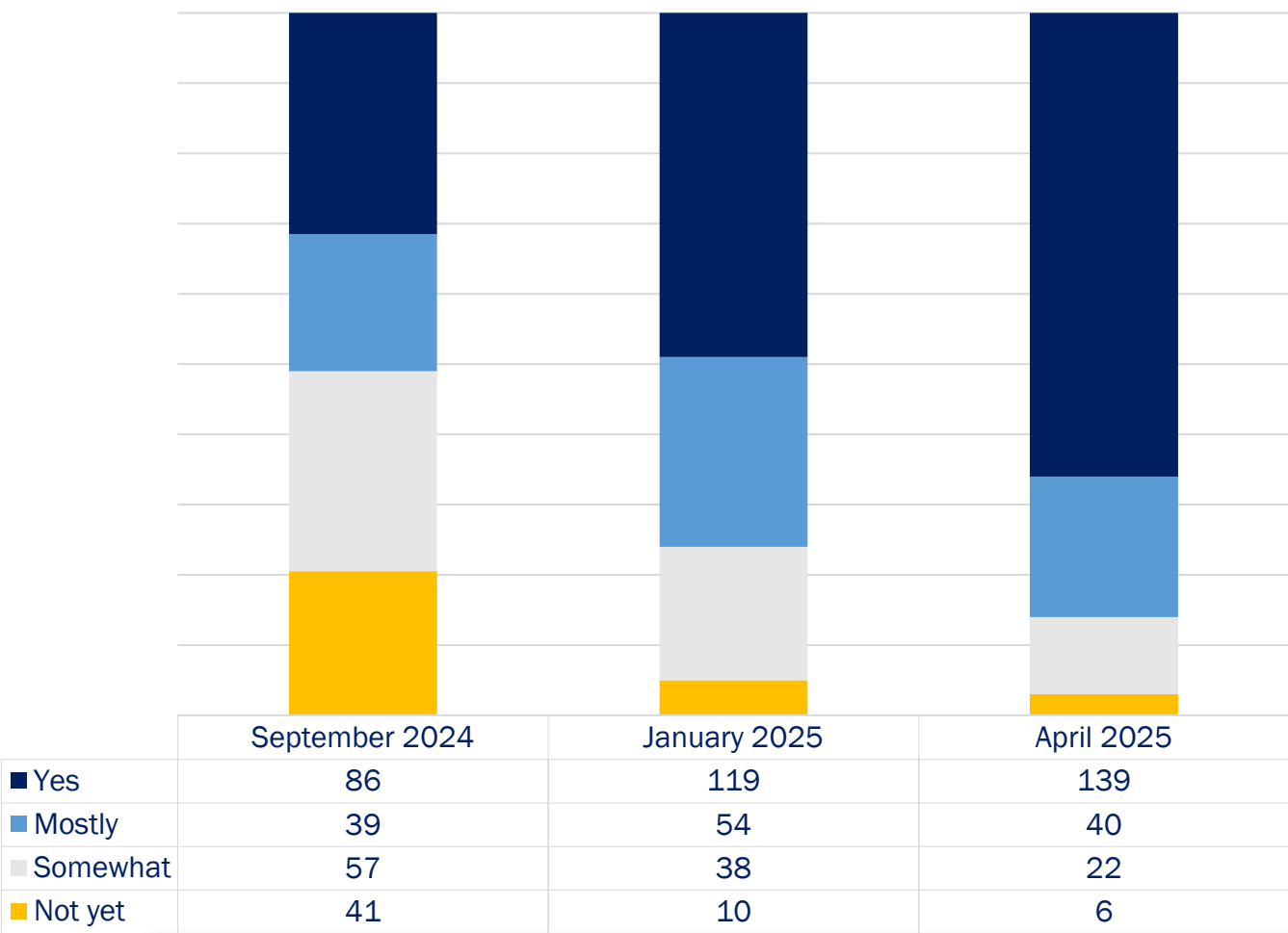
Partnership Schools

High-Quality Instructional Resource (HQIR) Implementation



Over the course of 2024-2025 school year, coaches have influenced HQIR implementation integrity with over 60% of lessons demonstrating “upper-bucket integrity” by the end of the school year.

Walkthrough Data – Reading Comprehension



Over 85% of observed lessons had a grade-appropriate text at the center of the lesson by April 2025, up from 57% in September.



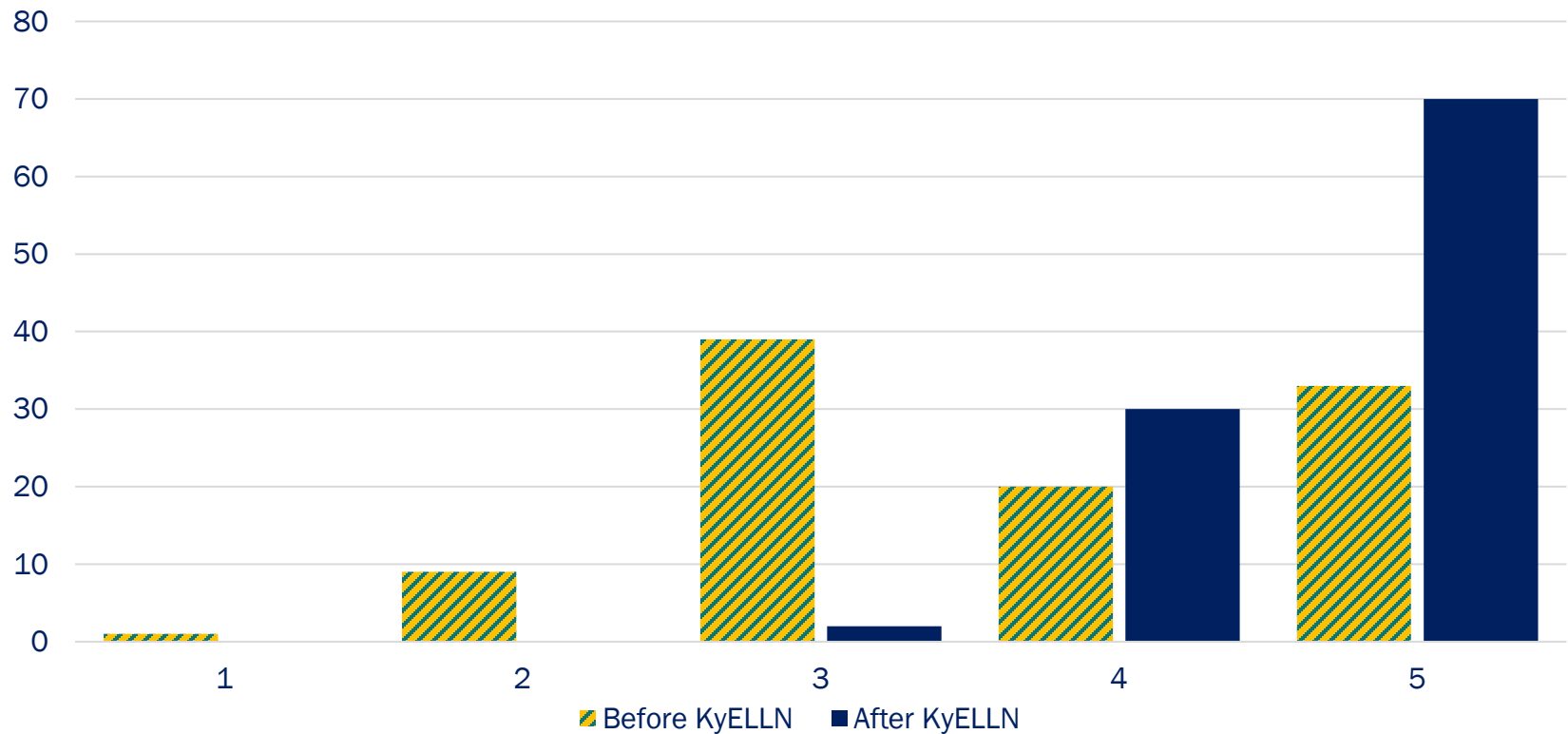
Kentucky Early Literacy Leadership Network (KyELLN)

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
 - Leadership support of teacher professional learning communities (PLCs) and effective planning practices.
- **Total of 52 district leadership teams (five to seven members) participating:**
 - 33 district leadership teams in Cohort 1
 - 19 additional districts teams in year 2

KyELLN 2024-2025 Impact Survey: Content Knowledge

I have sufficient content knowledge about literacy best practices and can support K-5 teachers to improve.

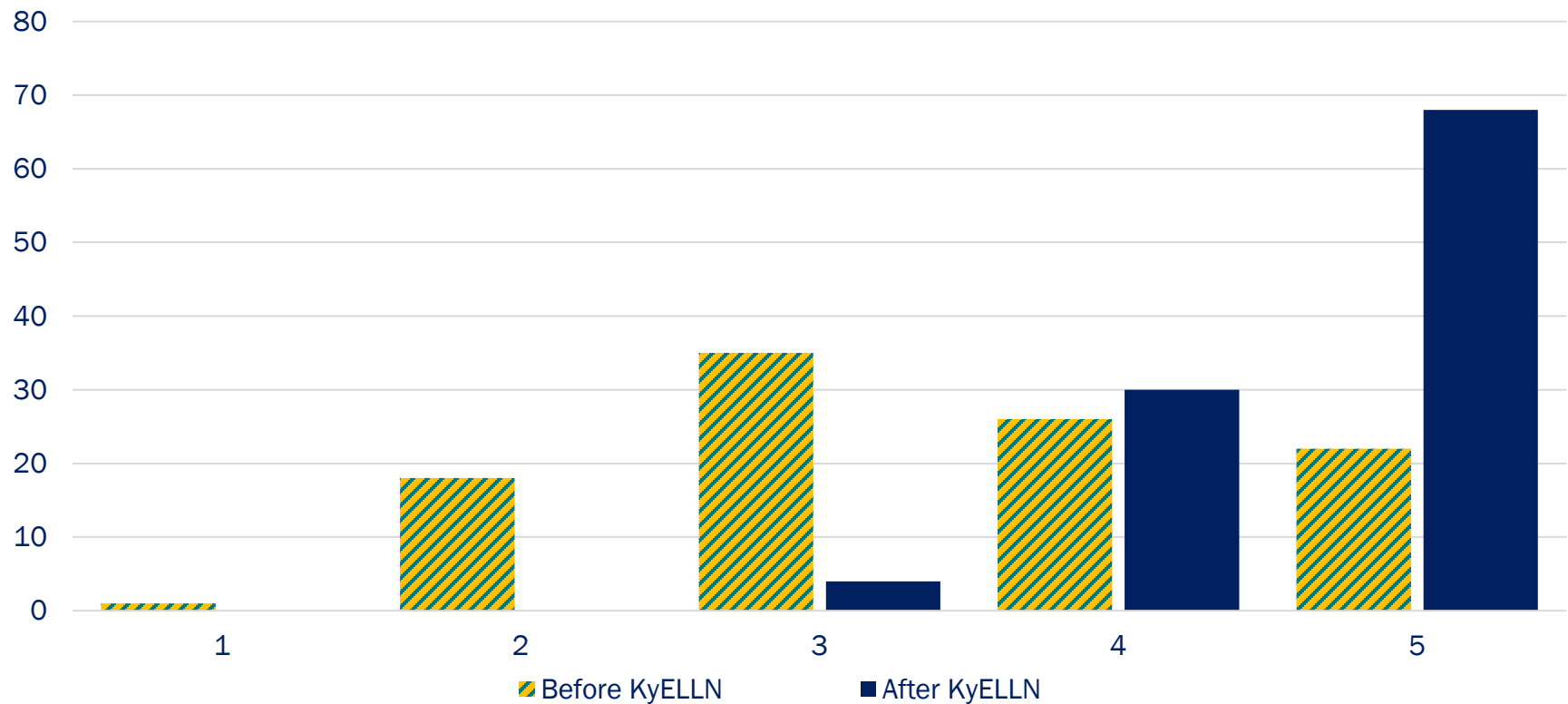


Percentage shift in
number of participants
that selected a 4 or 5
before versus now.
+46%



KyELLN 2024-2025 Impact Survey: HQIR Implementation

I have sufficient knowledge and skills to support implementation of high quality instructional resources in my district.

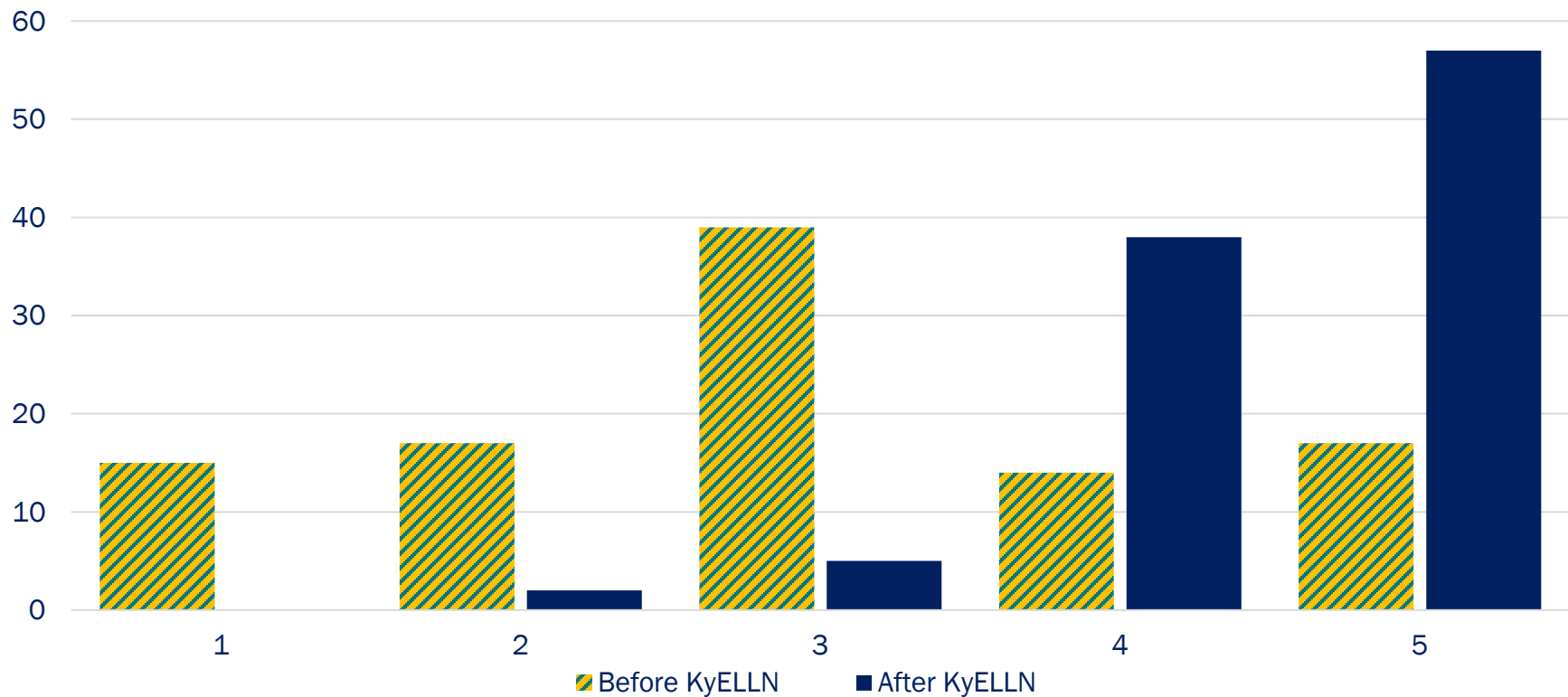


Percentage shift in number of participants that selected a 4 or 5 before versus now.
+49%



KyELLN 2024-2025 Impact Survey: Intellectual Preparation

I have sufficient knowledge and skills about unit and lesson internalization and can effectively support K-5 teachers with these processes.



Percentage shift in
number of participants
that selected a 4 or 5
before versus now.
+62.8%



TNTP Secondary Science of Reading Course

- Professional learning designed for middle and high school educators
- Six self-paced, asynchronous modules, delivered via Blackboard, which most participants complete in 18-20 hours.
- Teachers learn key principles of phonological awareness, phonics instruction, decoding and fluency as well as the elements of language comprehension and importance of regular access to complex text.
- Modules include:
 - Literacy for All: Strong Instruction in Upper Elementary and Secondary Classes
 - Building a Foundation: Reading Foundational Skills Instruction for Upper Elementary and Secondary Students
 - Making Sense of Complex Text
 - Building Knowledge and Vocabulary Through Text
 - Evidence-Based Discussion and Writing: Keys to Developing Ideas
 - High-Quality Instructional Resources: A Cornerstone of Strong Literacy Instruction

Kentucky Numeracy Counts Act, HB 162 (2024), 1 of 3

Per KRS [158.8402](#), as part of the Kentucky Numeracy Counts Act, by Jan. 1, 2026, each superintendent shall:

- Select at least one **universal screener** for mathematics that is determined by the Kentucky Department of Education (KDE) to be valid and reliable for administration to all students in grades K-3 (5)(a);
- Select at least one **diagnostic assessment** for mathematics that is determined by the KDE to be valid and reliable to be administered as part of the MTSS for students in grades K-3 (5)(a);
- Ensure **all teachers of students in K-3 are trained** on any mathematics universal screener and diagnostic assessment selected by the superintendent prior to the administration of the assessments in the 2026-2027 school year (5)(c).

KDE-approved **list** of valid, reliable [screening and diagnostic assessments for K-3 mathematics](#) is available (updated November 2025).

Kentucky Numeracy Counts Act, HB 162 (2024), 2 of 3

Per KRS 158.8402, beginning with the 2026-2027 school year:

- A universal screener determined by the department to be valid and reliable shall be given **in the first thirty (30) calendar days of the school year** to each student in kindergarten through grade three (3) at a public school or public charter school (6);
- Those students determined to be at risk for not meeting grade-level benchmarks in mathematics for kindergarten through grade three (3) based on the universal screener shall be given a mathematics diagnostic assessment determined by the department to be valid and reliable to identify the individual student deficits in numeracy and other mathematical content and practices as listed in subsection (1) of this section **in the first forty-five (45) calendar days of the school year** (7); and
- A [Math Improvement Plan](#) shall be developed and implemented **in the first sixty (60) calendar days of the school year** by a mathematics improvement team for any student in kindergarten through grade three (3) identified as needing accelerated interventions to progress toward proficient performance in mathematics (8).

Kentucky Numeracy Counts Act, HB 162 (2024), 3 of 3

Per KRS 158.8402, beginning in 2026-2027: Each superintendent shall adopt an **evidence-based curriculum** along with high-quality instructional resources for mathematics that is determined by the department to be reliable, valid, and aligned to Kentucky academic standards for mathematics required by KRS 158.6453 for grades K – 3.

- [Mathematics Instructional Resources Consumer Guide](#)
- [2025 Approved K-12 High-Quality Instructional Resources for Mathematics](#)

K-3 HQIR Numeracy Counts Grants

Per KRS 158.843(4)(a), the department shall provide grants to local school districts to purchase approved high-quality research and evidence-based curriculum aligned to K-3 academic standards in mathematics and expenditures for curriculum-based professional learning to implement new curriculum.

- **Awarded 40 districts a \$70K grant** for HQIR and/or associated curriculum-based PL
- **Math Leadership Collaborative** (beginning in 2026): Network for principals and leaders for elementary and middle schools (similar to the KyELLN)

Kentucky Numeracy Academies

Per [KRS 158.8402](#), “the department shall establish teacher academies or coaching models for teachers of students in kindergarten through grade eight (8). The teacher academies or coaching models shall be related to evidence-based practices in instruction, instructional materials, and assessment in mathematics.”

In total, 139 districts across the state are actively participating with the KDE and our partners for professional learning support.

AdvanceKY Access to Algebra (A2A)

- 28 total A2A Schools for 2025-2026
- 175 teachers in cohorts 8 & 9

EPIC Numeracy Alliance

- 168 participants, representing teachers from grades 3-8; *Carnegie Patterns PL*

KCM Numeracy Academy

- 990 K-5 participants in cohort 1

PIMSER Administrator Academy

- 252 administrators enrolled in cohort 1
- 24 administrators receiving additional coaching

Mathematics Achievement Fund Coaching Grant

- 45 schools and 19,867 students impacted by local math coaching and supports

Science

Supports for High-Quality Standards-Aligned Instruction

Professional Learning (PL):

- Annual Day of Science Learning to gain a deeper understanding of the *Kentucky Academic Standards (KAS) for Science*
- Kentucky Science Teacher Association Conference and Higher Ed Summit
- Vibrant Learning in science training - using an anchoring phenomenon

Resources/Materials:

- Science-specific tools for intellectual preparation and implementation planning guides to support HQIR implementation
- *KAS for Science* resources aligned to KDE Markers for HQIRs

Partnerships:

- Educational Cooperative Science monthly collaboration meeting
- Kentucky Atlas of Phenomena with new educator developed local bundles

Results-driven Initiatives for Science Education (RISE) Science Leadership Academy):

- Curriculum-based professional learning (CBPL) using HQIR-aligned resources to drive systematic instructional change; establishes a connected science network with a clear, coherent K–12 vision for Kentucky

Social Studies

Supports for High-Quality Standards-Aligned Instruction

Professional Learning (on-demand, asynchronous modules)

- **Performance Assessments in Social Studies module** series that supports educators in designing assessments grounded in real-world and disciplinary contexts
- **Creating Collaborative Civics Spaces module** series now includes educator samples aligned to the *KAS for Social Studies* that supports students in engaging in civil discussion, reaching consensus when appropriate, and respecting diverse opinions relevant to compelling and/or supporting questions.
- **Vibrant Learning in Science and Social Studies module** supports educators in exploring how teaching elementary science and social studies anchored in a high-quality instructional resource for reading and writing can provide deeper learning opportunities for students in an authentic context. These module sessions will demonstrate the importance of going beyond reading about science and social studies topics to actually “doing” science and social studies in the classroom.
- **Minding the Gap module** provides tools that support teachers when analyzing their local curriculum. This tool helps teachers identify what grade or course a standard is being taught to determine whether or not the standards are being fully addressed to mastery at the appropriate grade level and appropriate rigor.

Social Studies (continued)

Supports for High-Quality Standards-Aligned Instruction

Foundational Resources

- **Evidence-Based Instructional Practices** documents explain how high-impact practices align with the instructional shifts required by the social studies standards (i.e., how direct instruction and inquiry can work hand-in-hand).
- **Student Assignment Library** contains learning experiences and student work samples that show teachers how to teach the inquiry practices with the disciplinary strand standards.

Partnerships:

- Partnered with the Kentucky Council for the Social Studies to highlight best practices in civil discourse and instruction during Civic Education Week.
- Workshops in collaboration with educational cooperatives on the following topics:
 - Designing and implementing high quality, standards-aligned performance assessments in social studies.
 - Supporting students in substantiating claims when communicating conclusions.
- Collaborative webinar project with leading institutions in social studies instruction exploring what the *KAS for Social Studies* looks like in practice.

KBE Actions to Advance Student Achievement & Address Gaps

- Advocate for Funding
 - Support continued and expanded funding for professional learning and support programs that empower educators and students.
- Support Model Framework 4.0
 - Spread vibrant, engaging learning experiences aligned to the Kentucky Academic Standards that are accessible to all students, regardless of background or location.
 - Strengthen community collaboration that encourages partnering with communities and fostering a shared responsibility for student success.

Questions