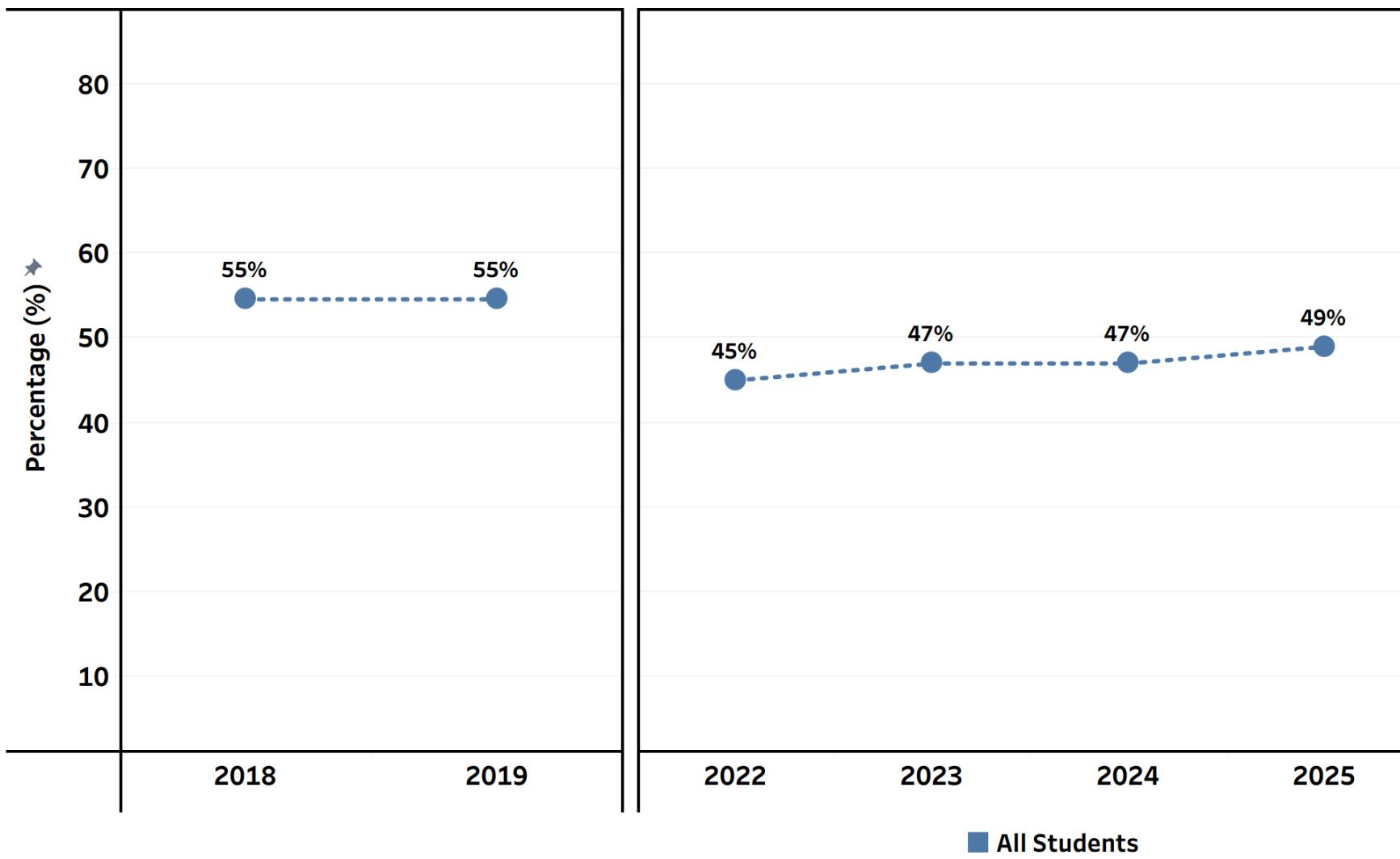


Kentucky Summative Assessment (KSA) Elementary School Reading



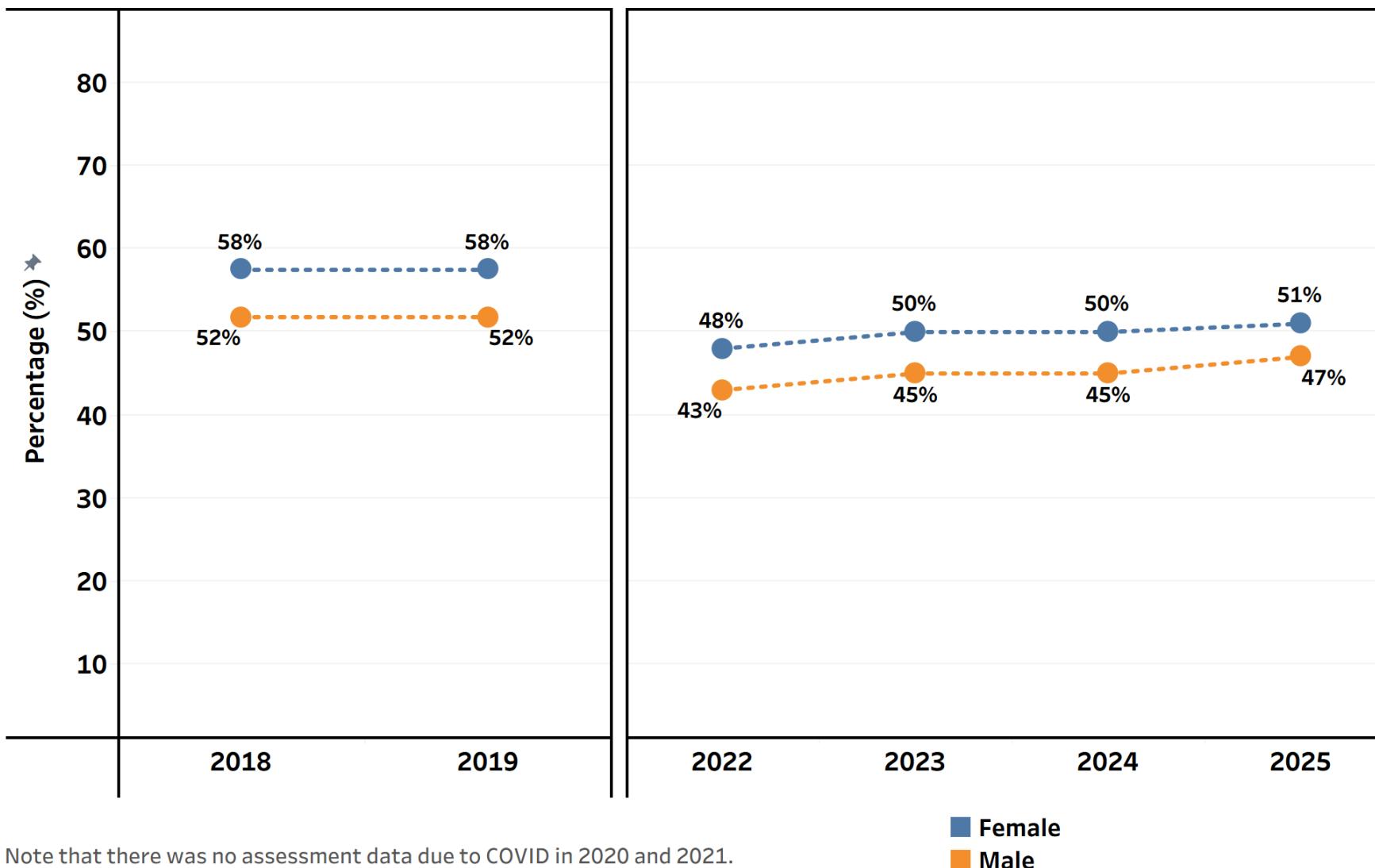
Trend of Proficient/Distinguished - Elementary / Reading

All Students



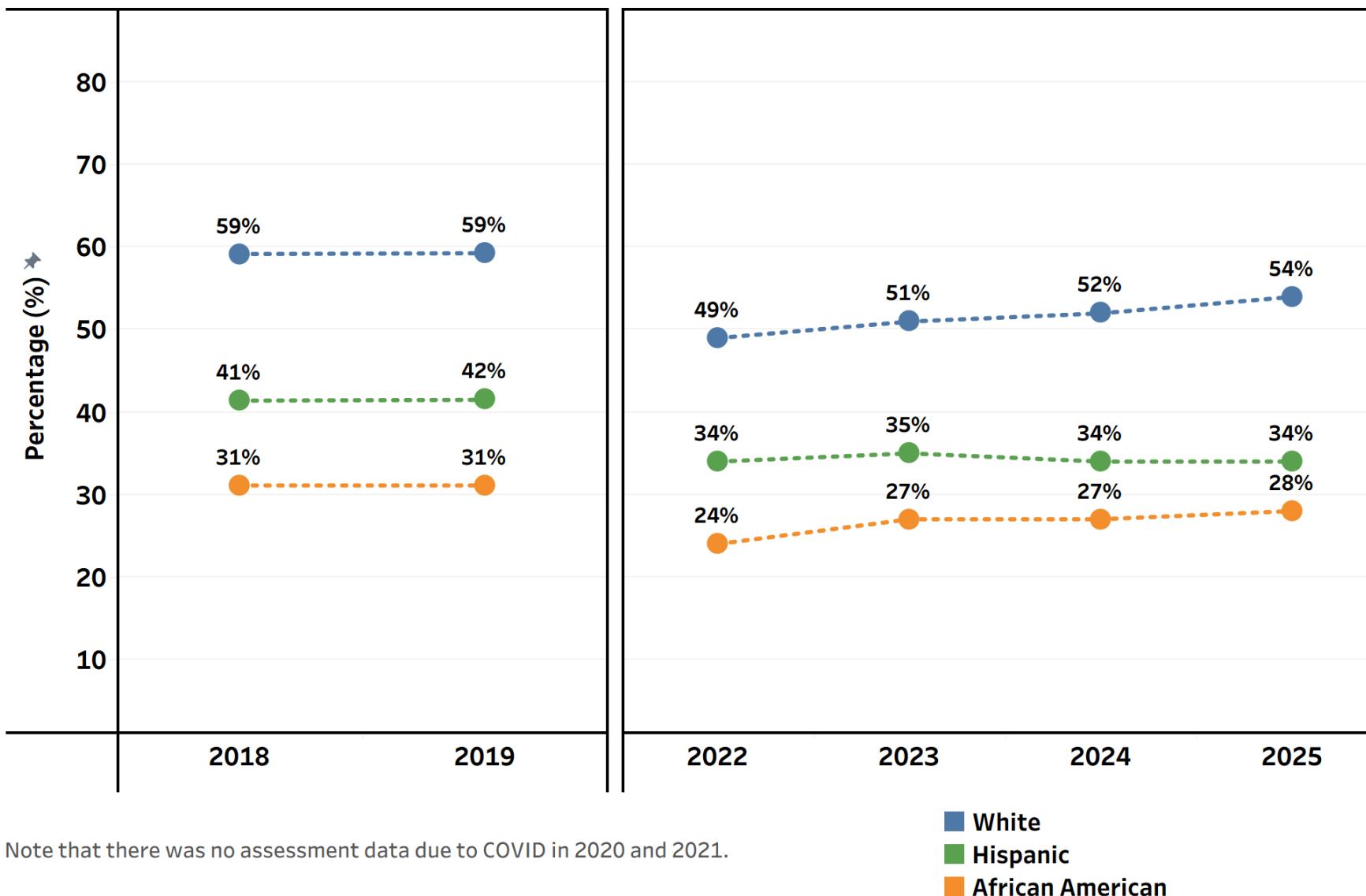
Trend of Proficient/Distinguished - Elementary / Reading

Female vs Male



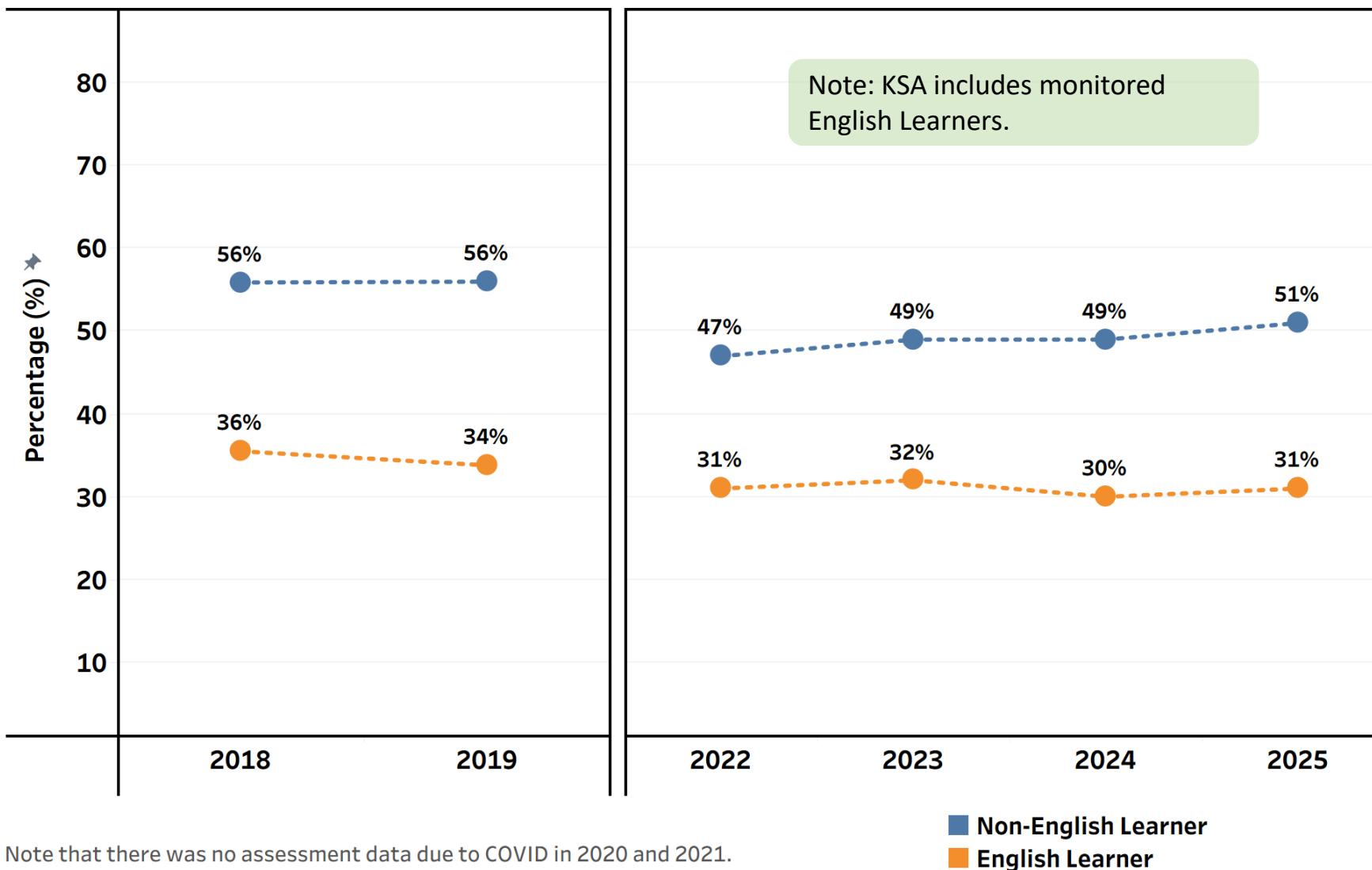
Trend of Proficient/Distinguished - Elementary / Reading

White vs African American vs Hispanic



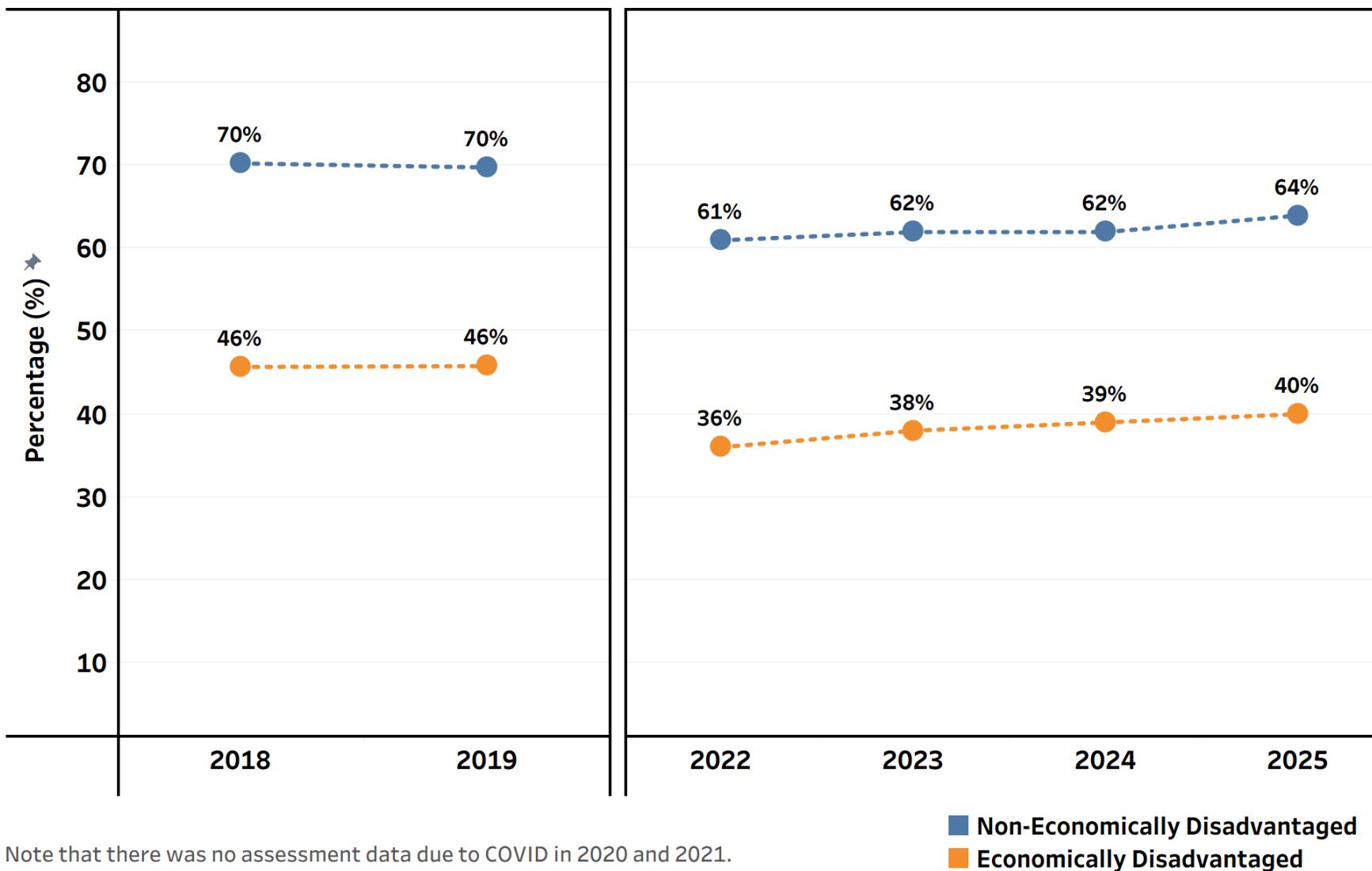
Trend of Proficient/Distinguished - Elementary / Reading

English Learner vs Non-English Learner



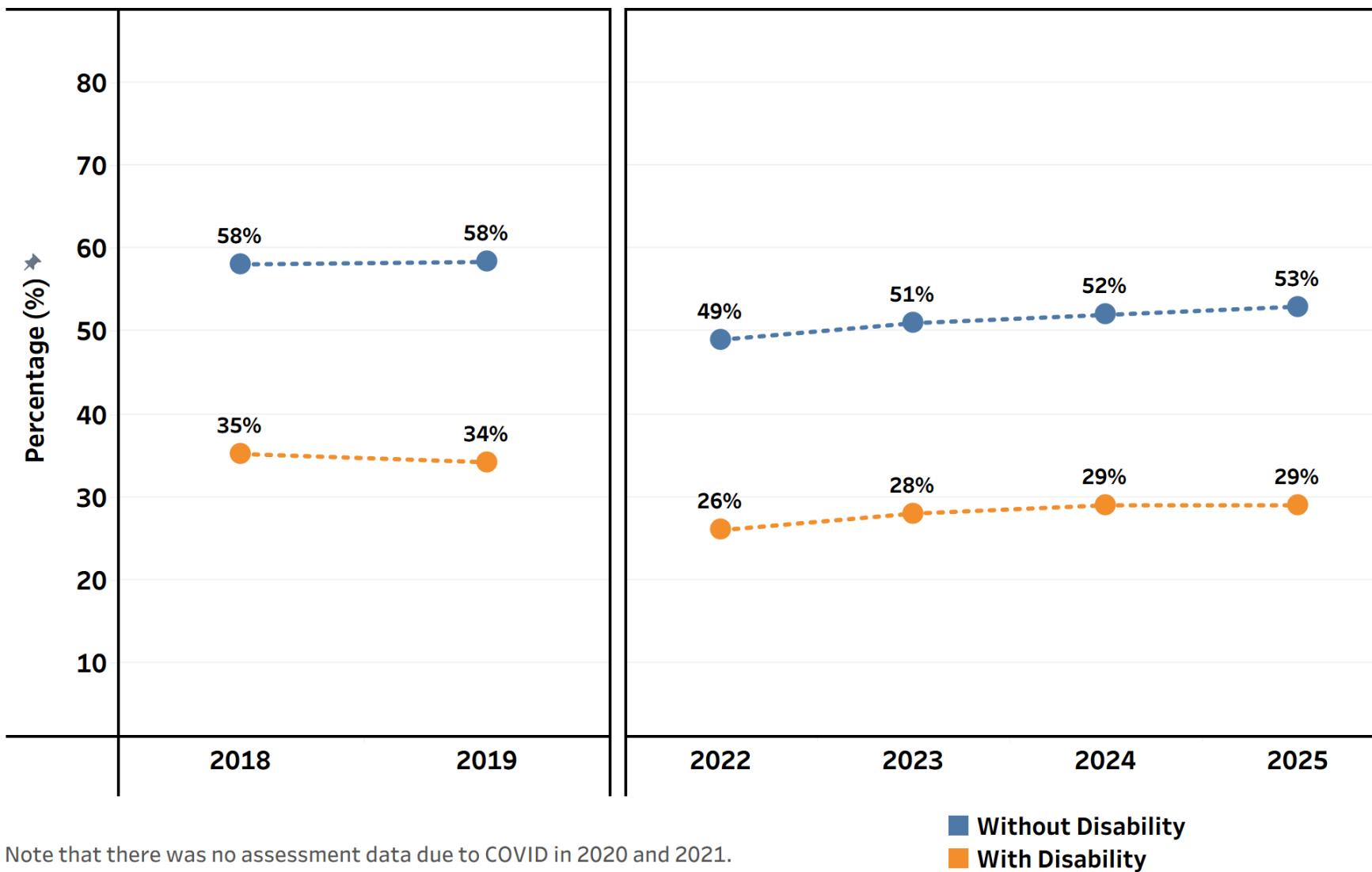
Trend of Proficient/Distinguished - Elementary / Reading

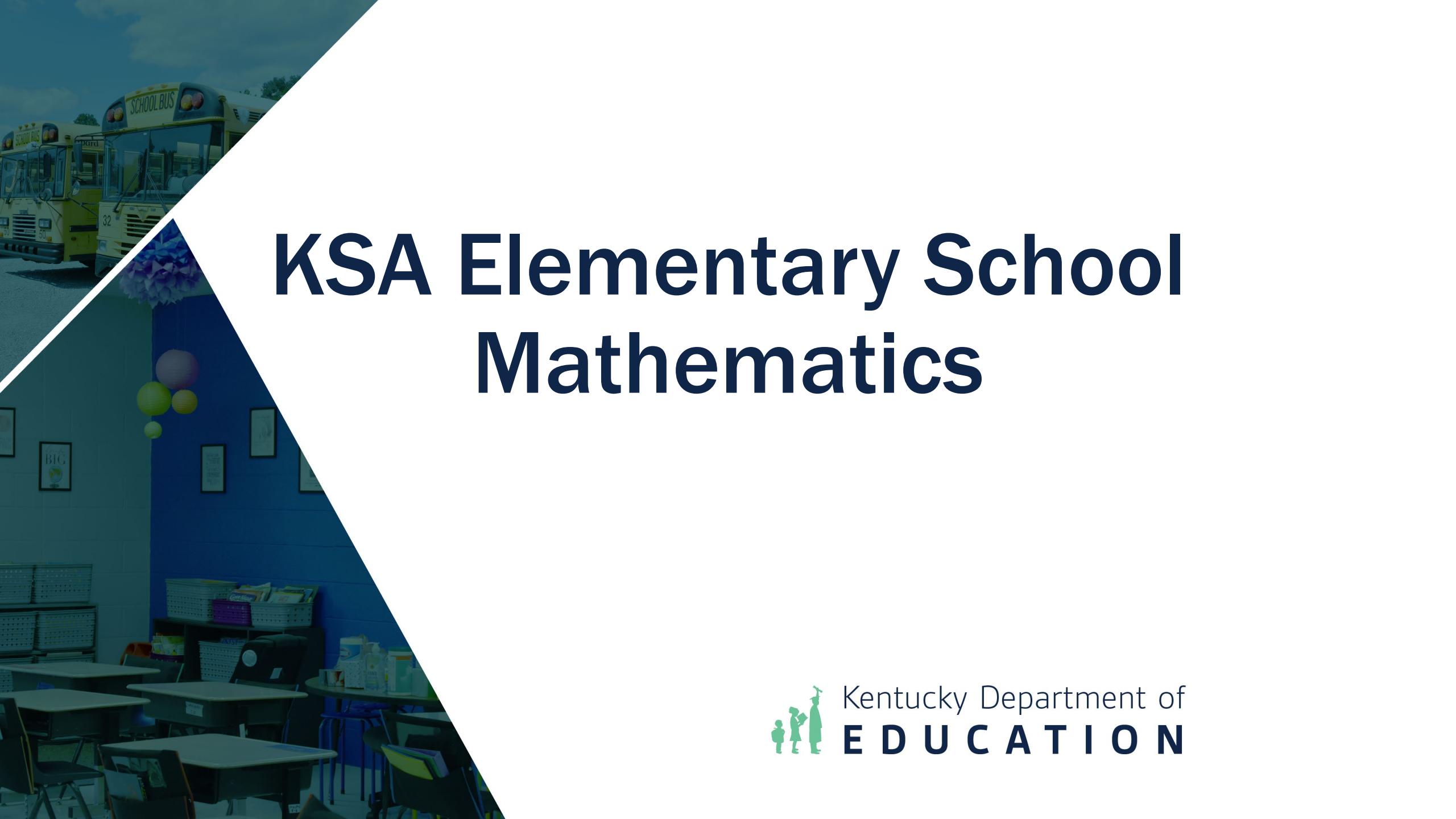
Economically Disadvantaged vs Non-Economically Disadvantaged



Trend of Proficient/Distinguished - Elementary / Reading

With Disability vs Without Disability



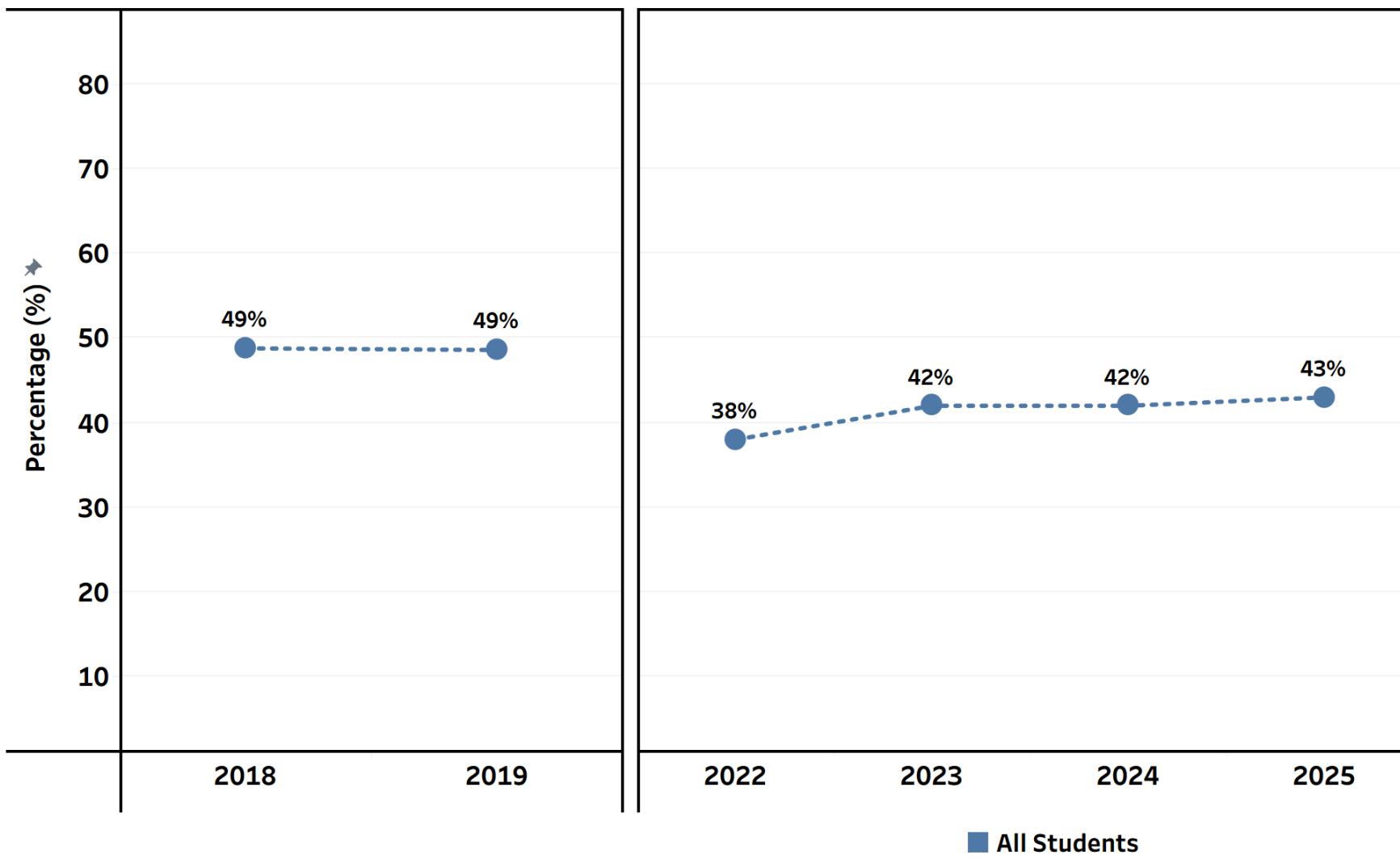


KSA Elementary School Mathematics



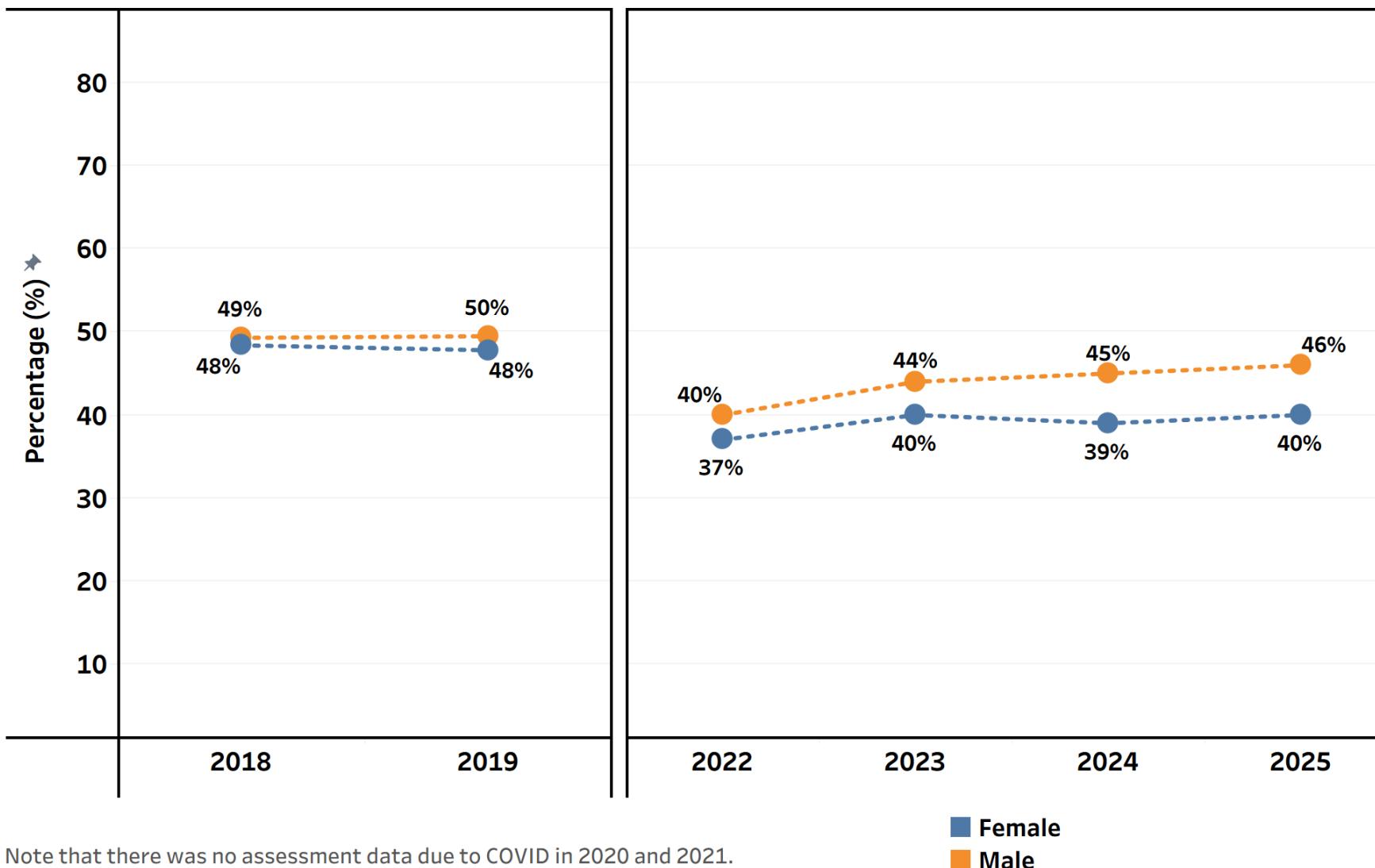
Trend of Proficient/Distinguished - Elementary / Math

All Students



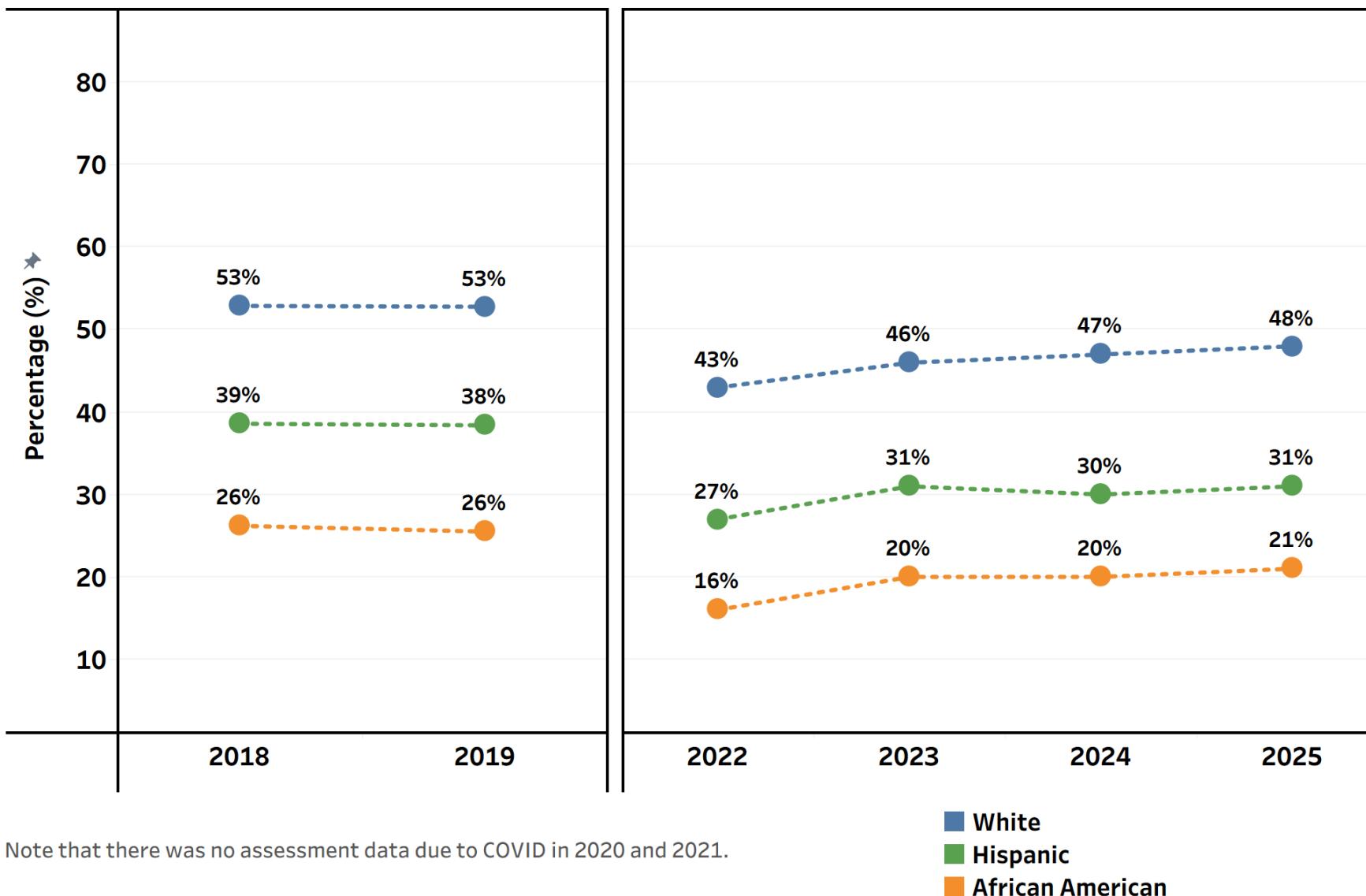
Trend of Proficient/Distinguished - Elementary / Math

Female vs Male



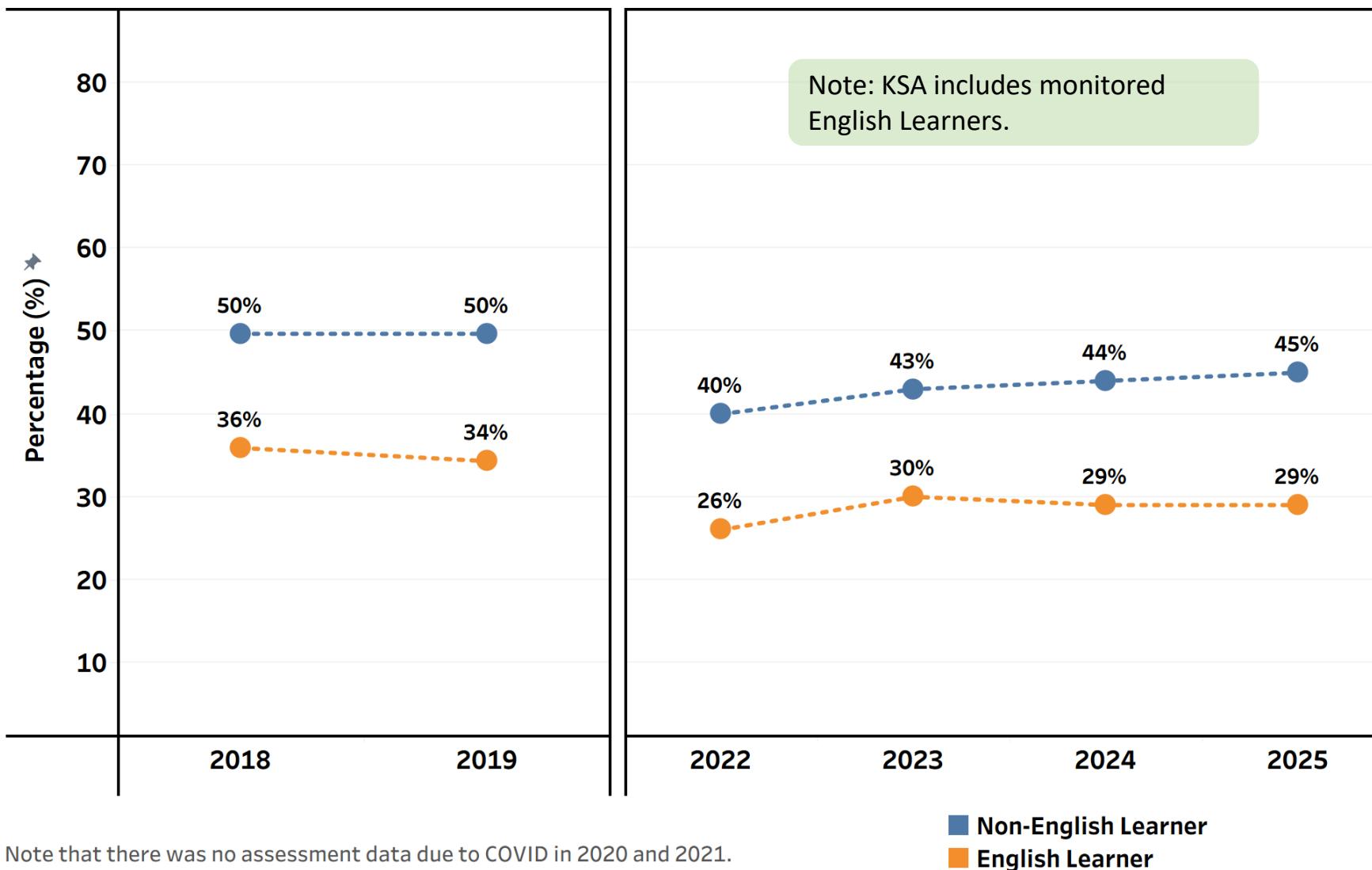
Trend of Proficient/Distinguished - Elementary / Math

White vs African American vs Hispanic



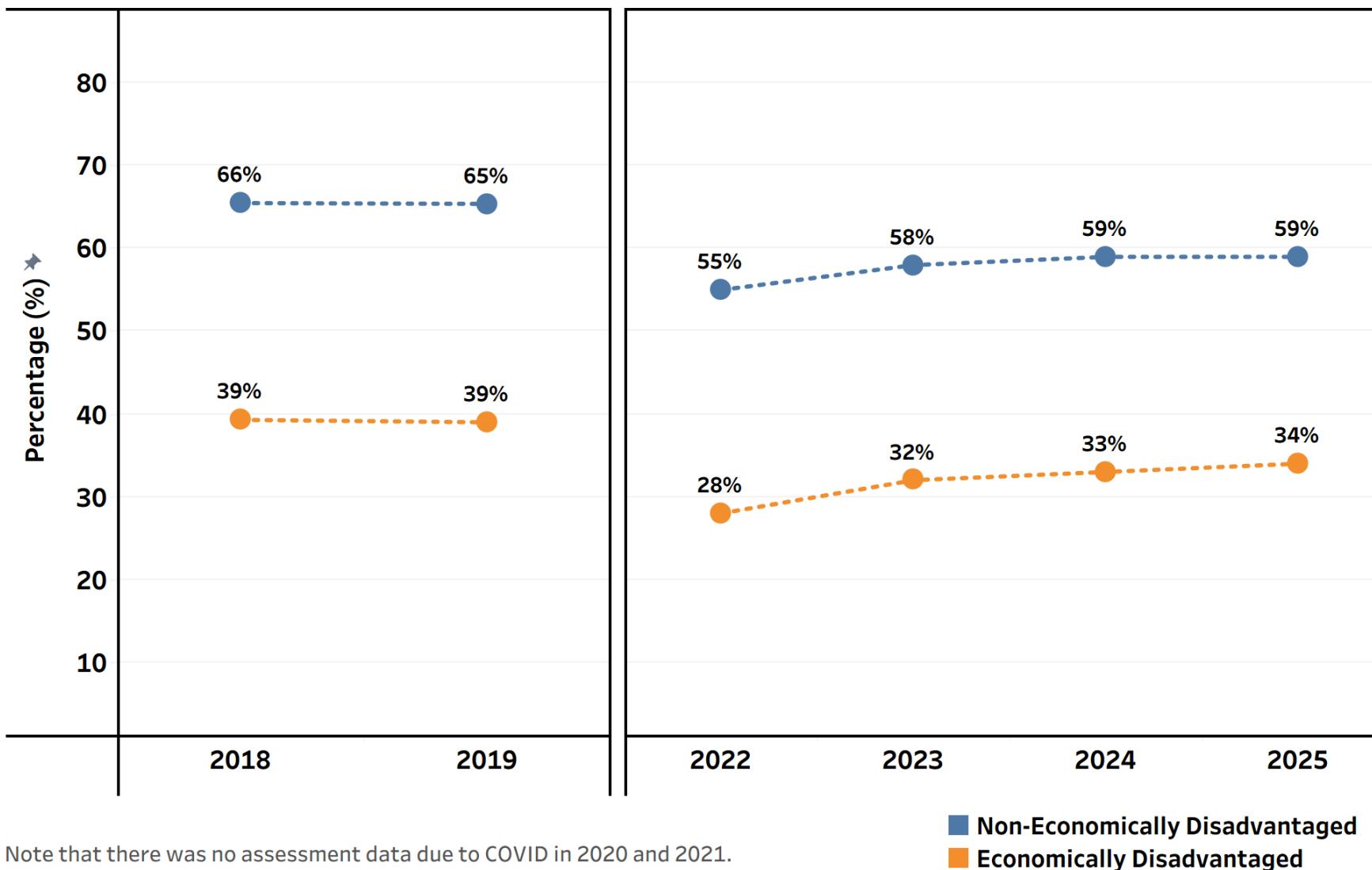
Trend of Proficient/Distinguished - Elementary / Math

English Learner vs Non-English Learner



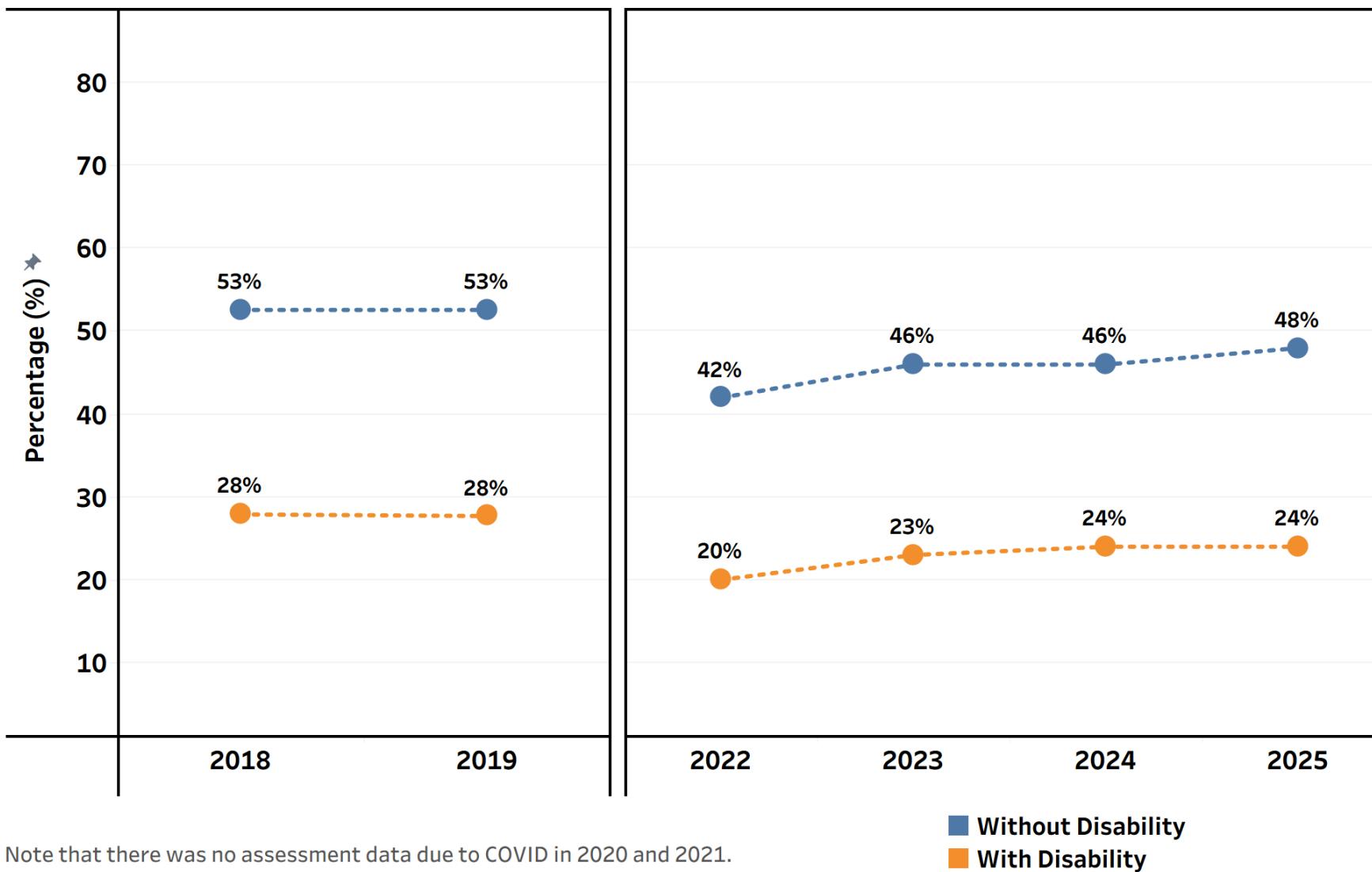
Trend of Proficient/Distinguished - Elementary / Math

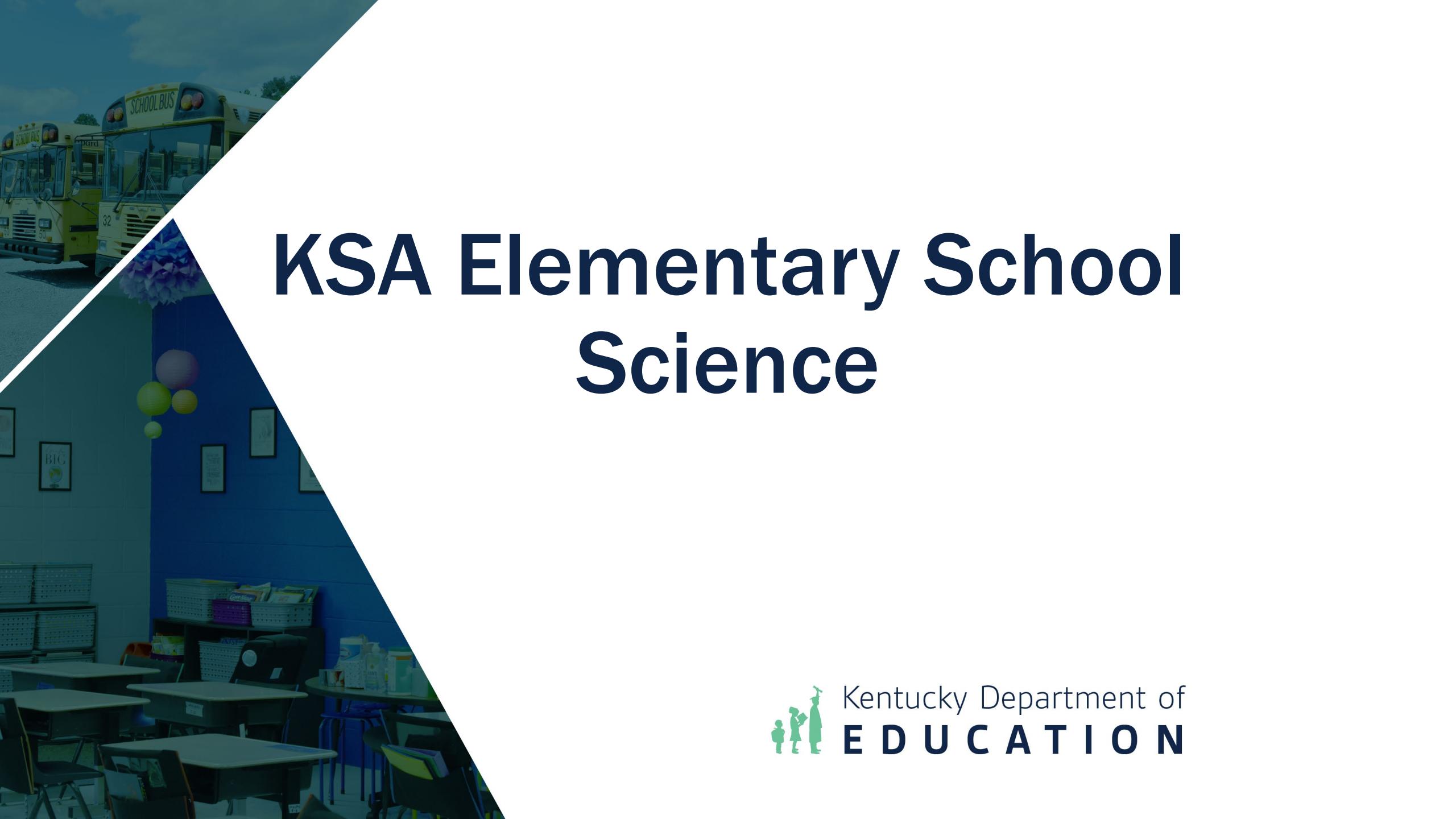
Economically Disadvantaged vs Non-Economically Disadvantaged



Trend of Proficient/Distinguished - Elementary / Math

With Disability vs Without Disability



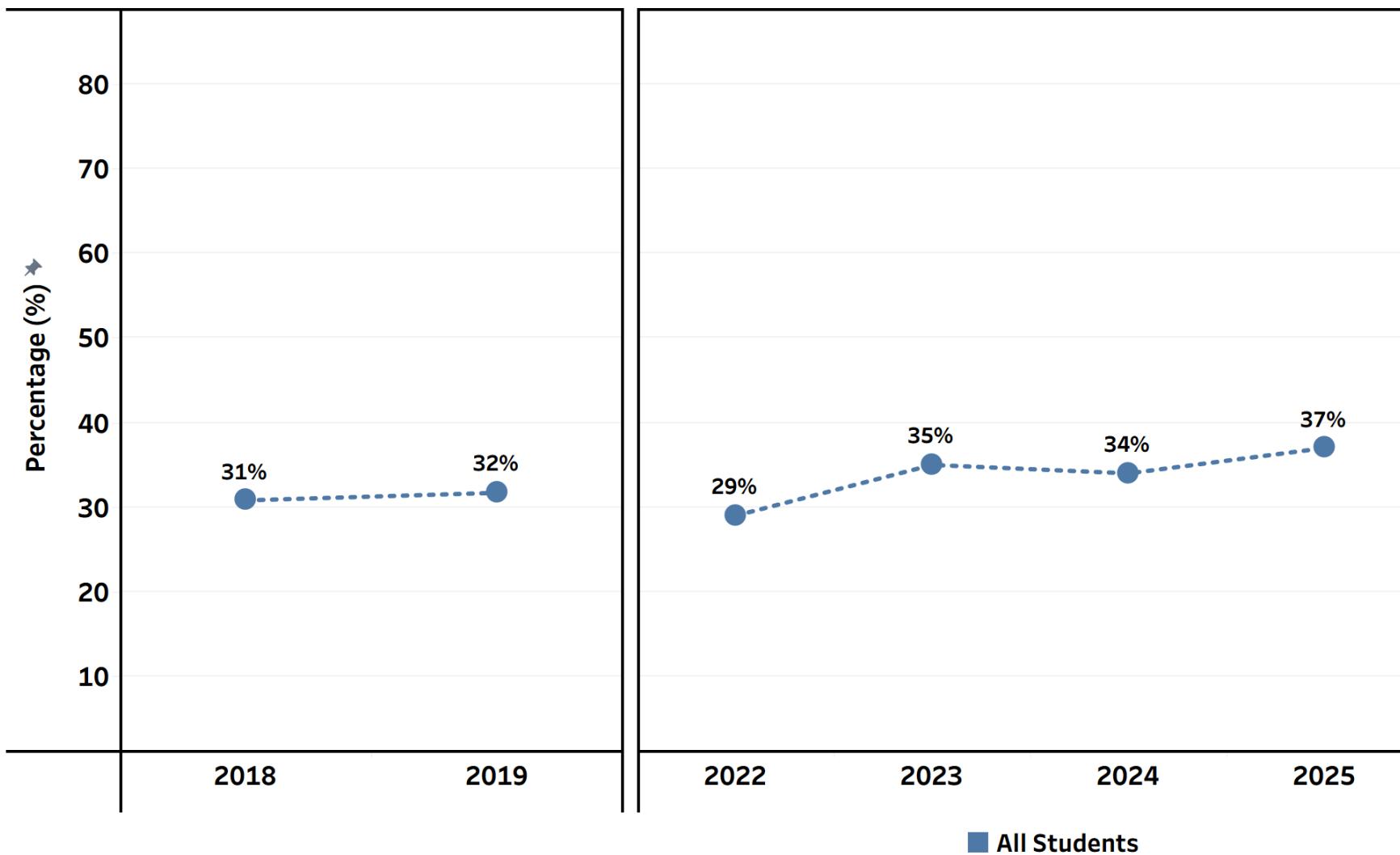


KSA Elementary School Science



Trend of Proficient/Distinguished - Elementary / Science

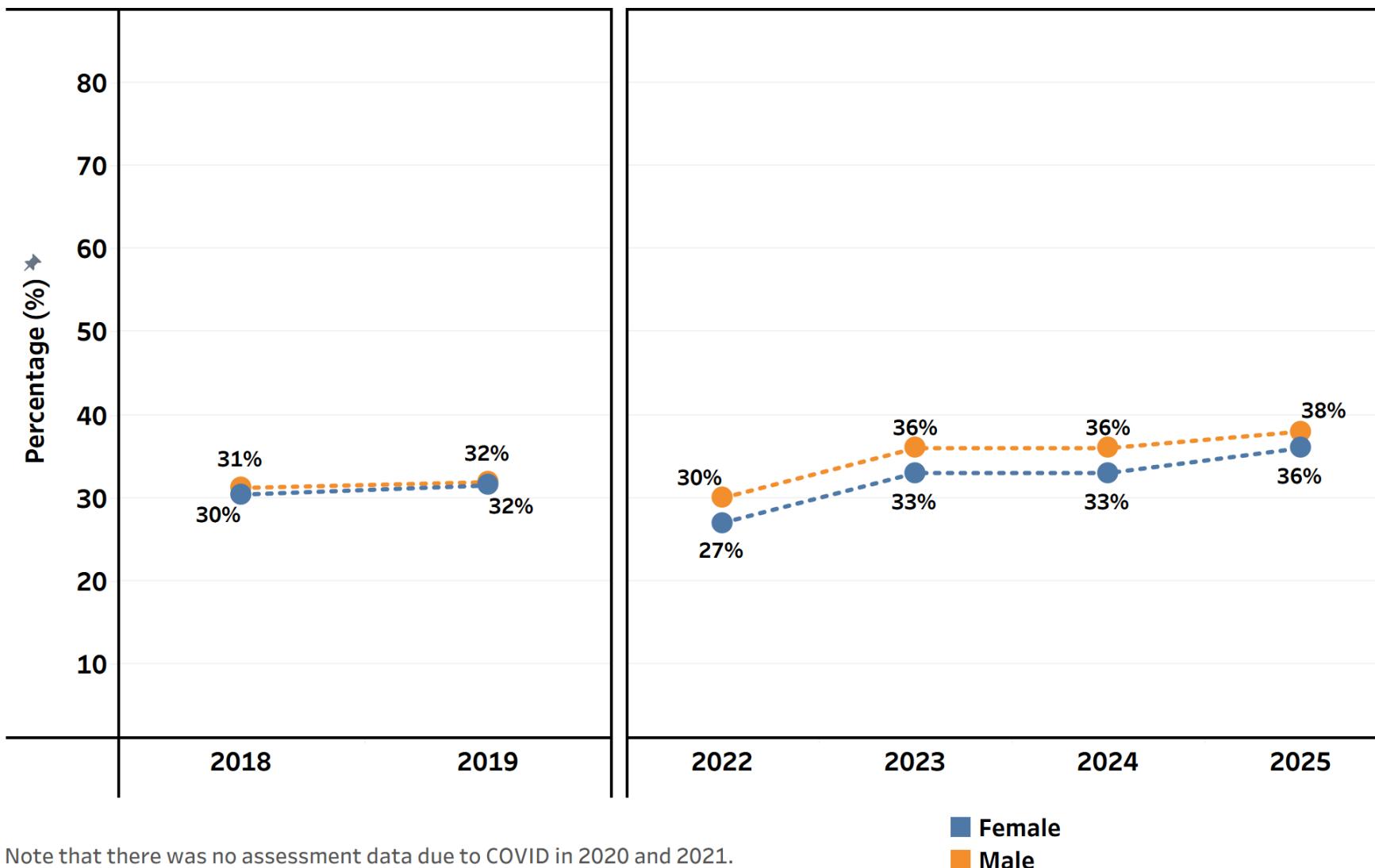
All Students



Note that there was no assessment data due to COVID in 2020 and 2021.

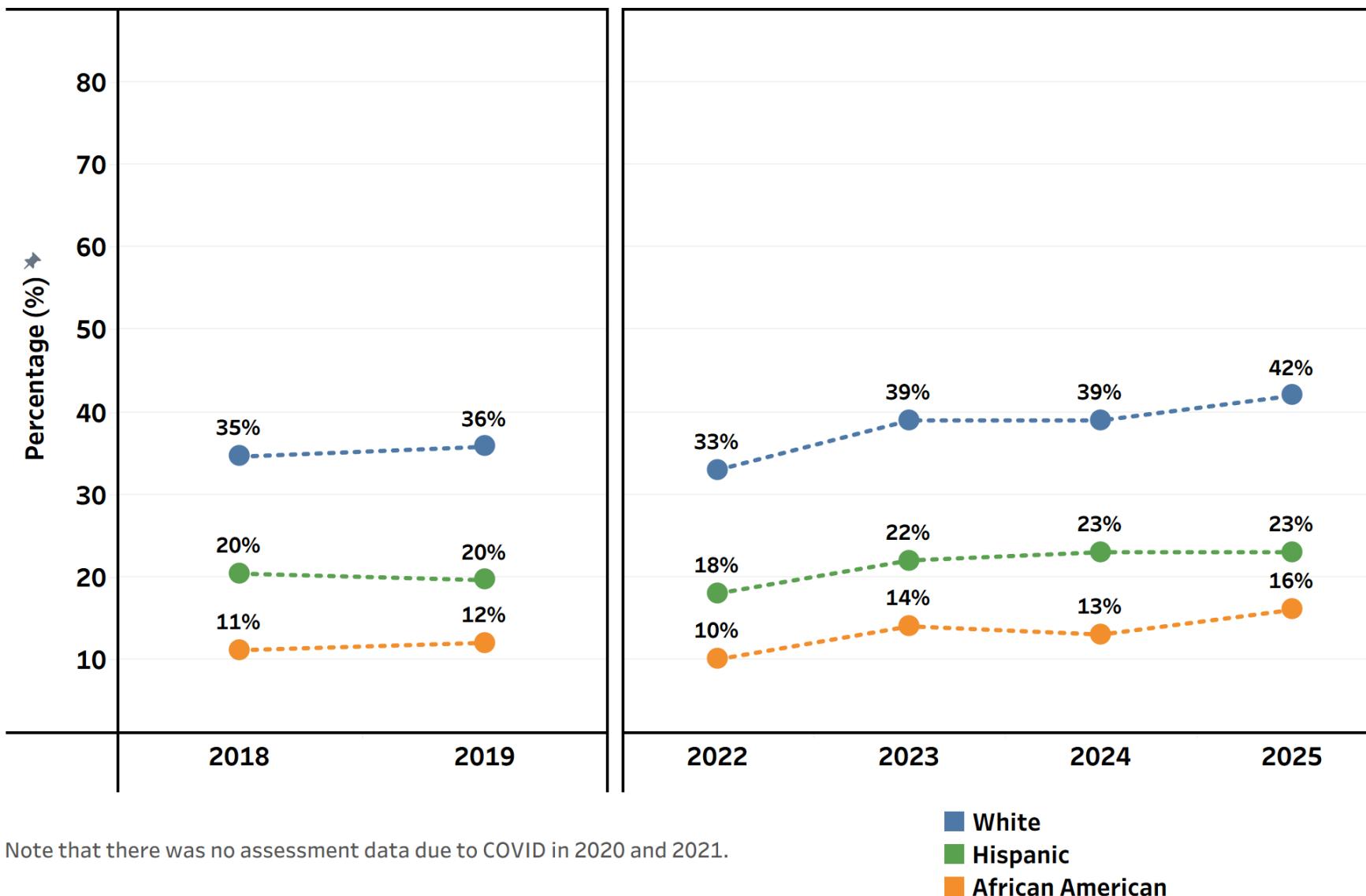
Trend of Proficient/Distinguished - Elementary / Science

Female vs Male



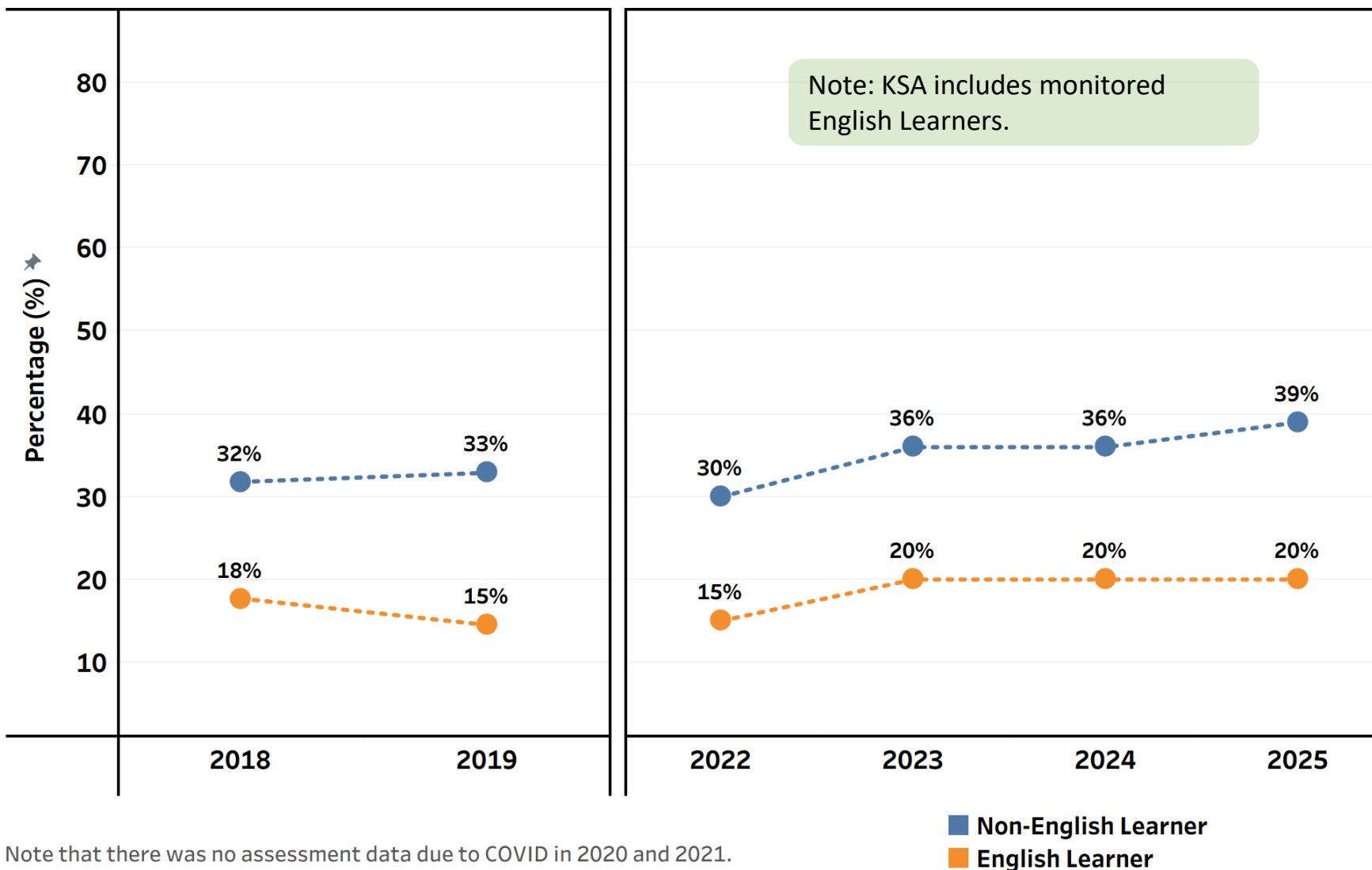
Trend of Proficient/Distinguished - Elementary / Science

White vs African American vs Hispanic



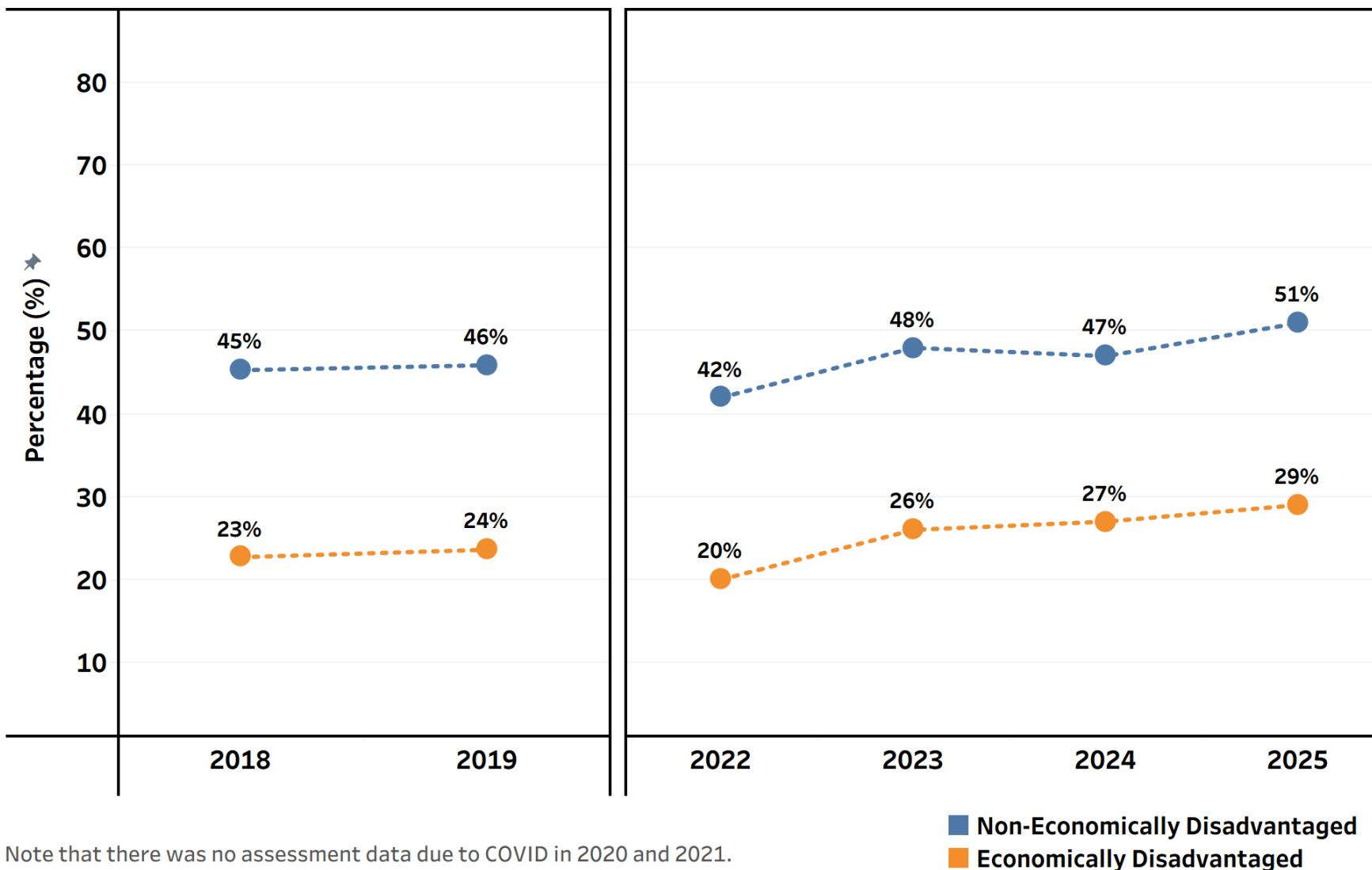
Trend of Proficient/Distinguished - Elementary / Science

English Learner vs Non-English Learner



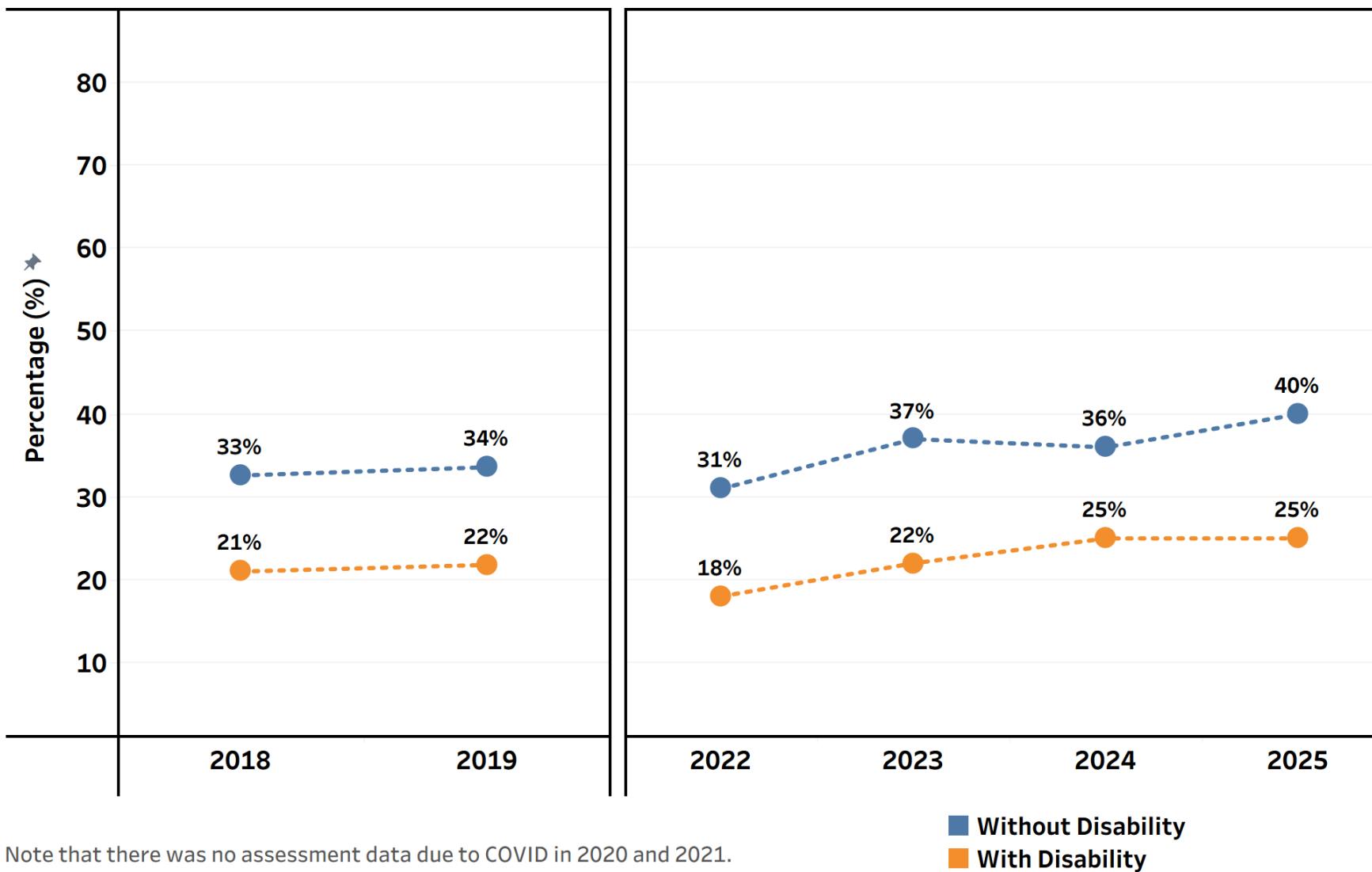
Trend of Proficient/Distinguished - Elementary / Science

Economically Disadvantaged vs Non-Economically Disadvantaged



Trend of Proficient/Distinguished - Elementary / Science

With Disability vs Without Disability



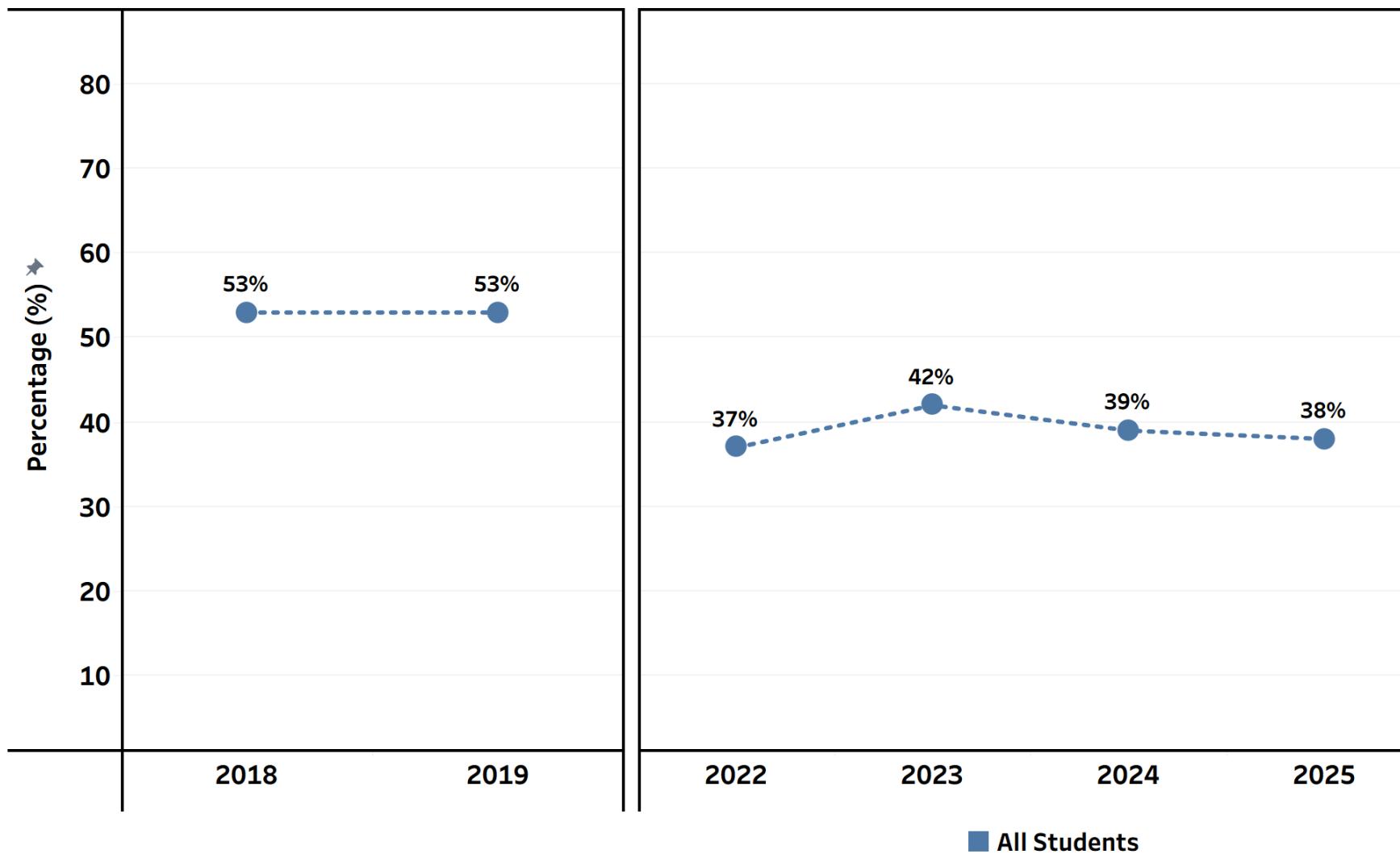


KSA Elementary School Social Studies



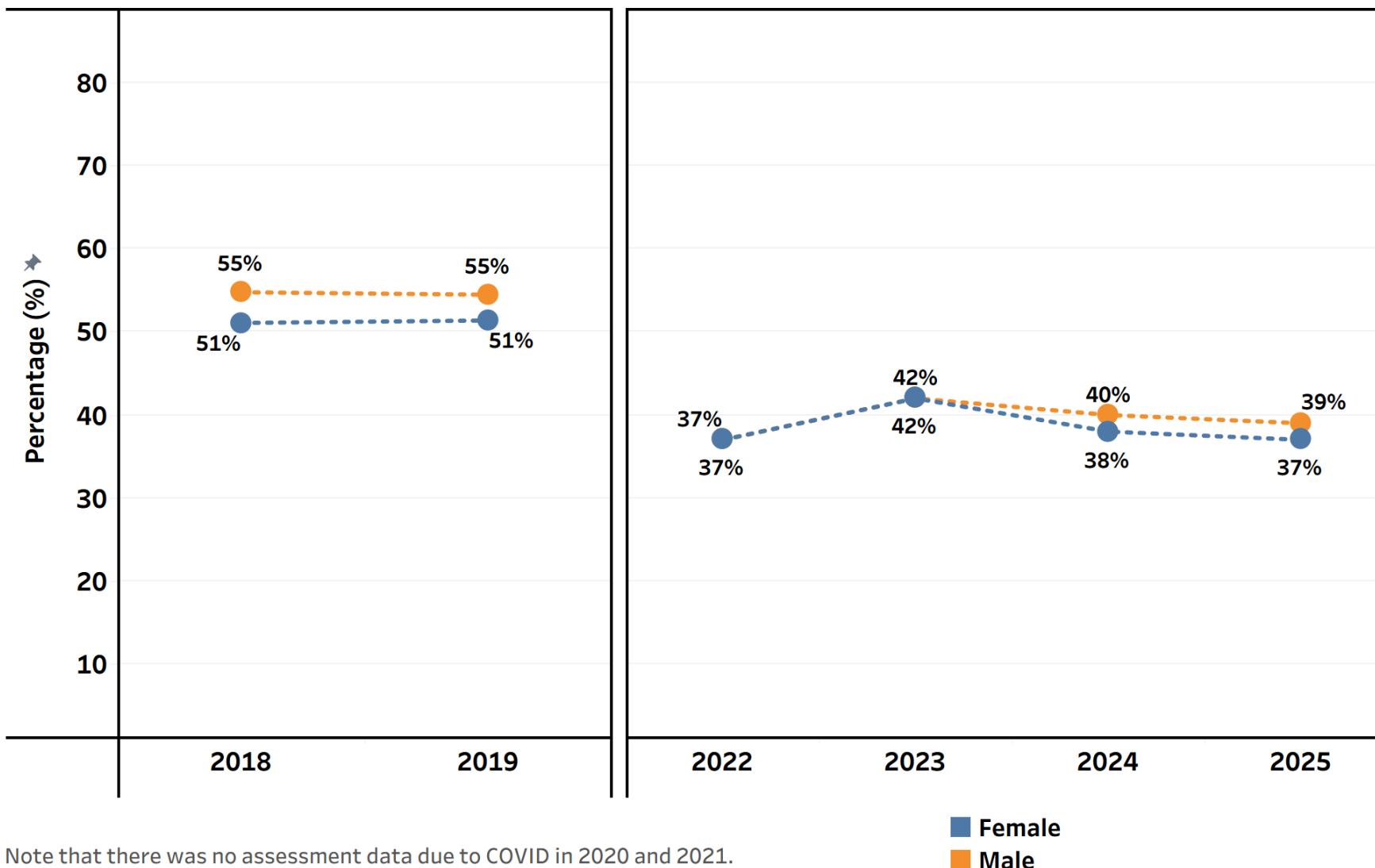
Trend of Proficient/Distinguished - Elementary / Social Studies

All Students



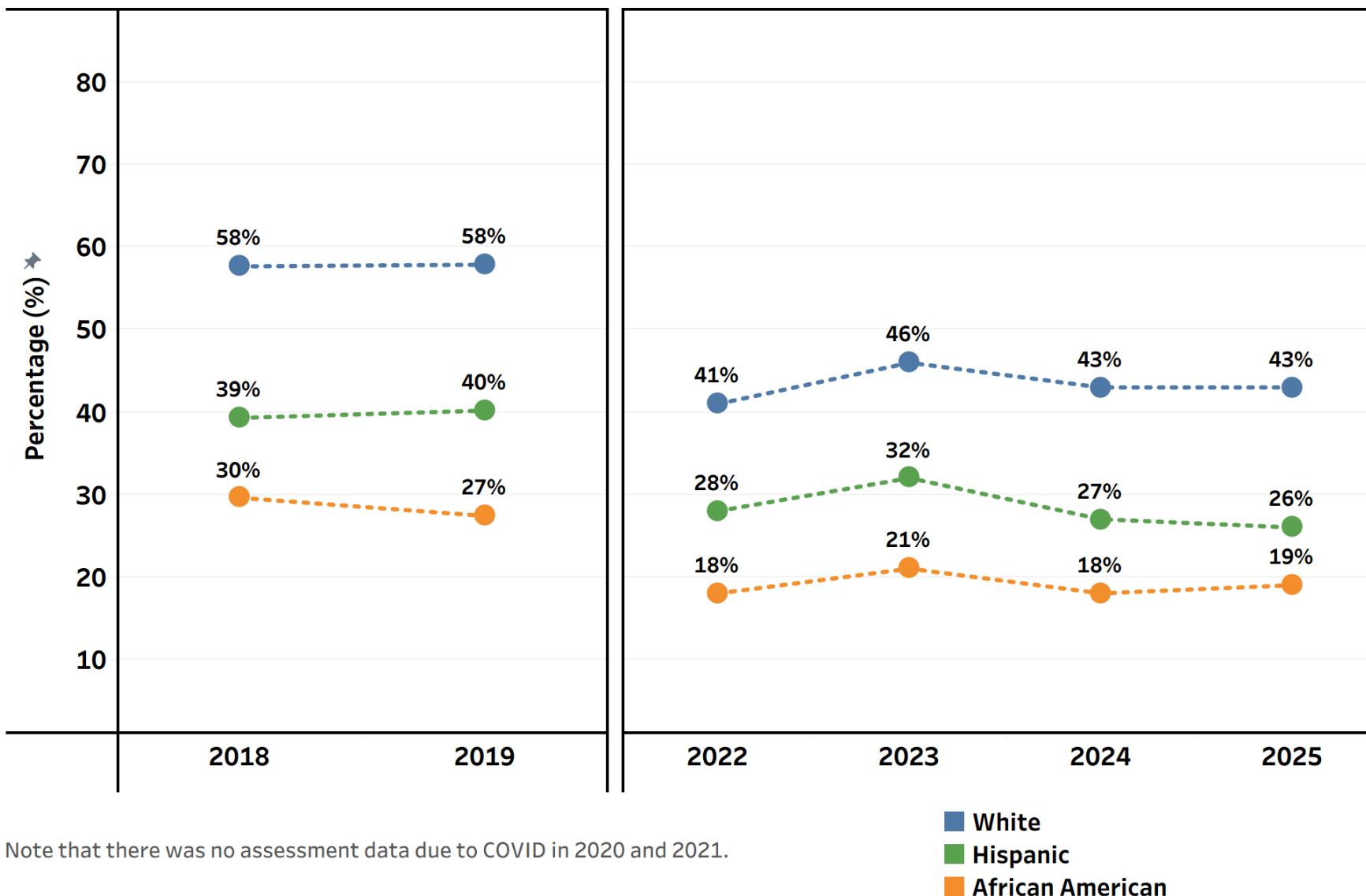
Trend of Proficient/Distinguished - Elementary / Social Studies

Female vs Male



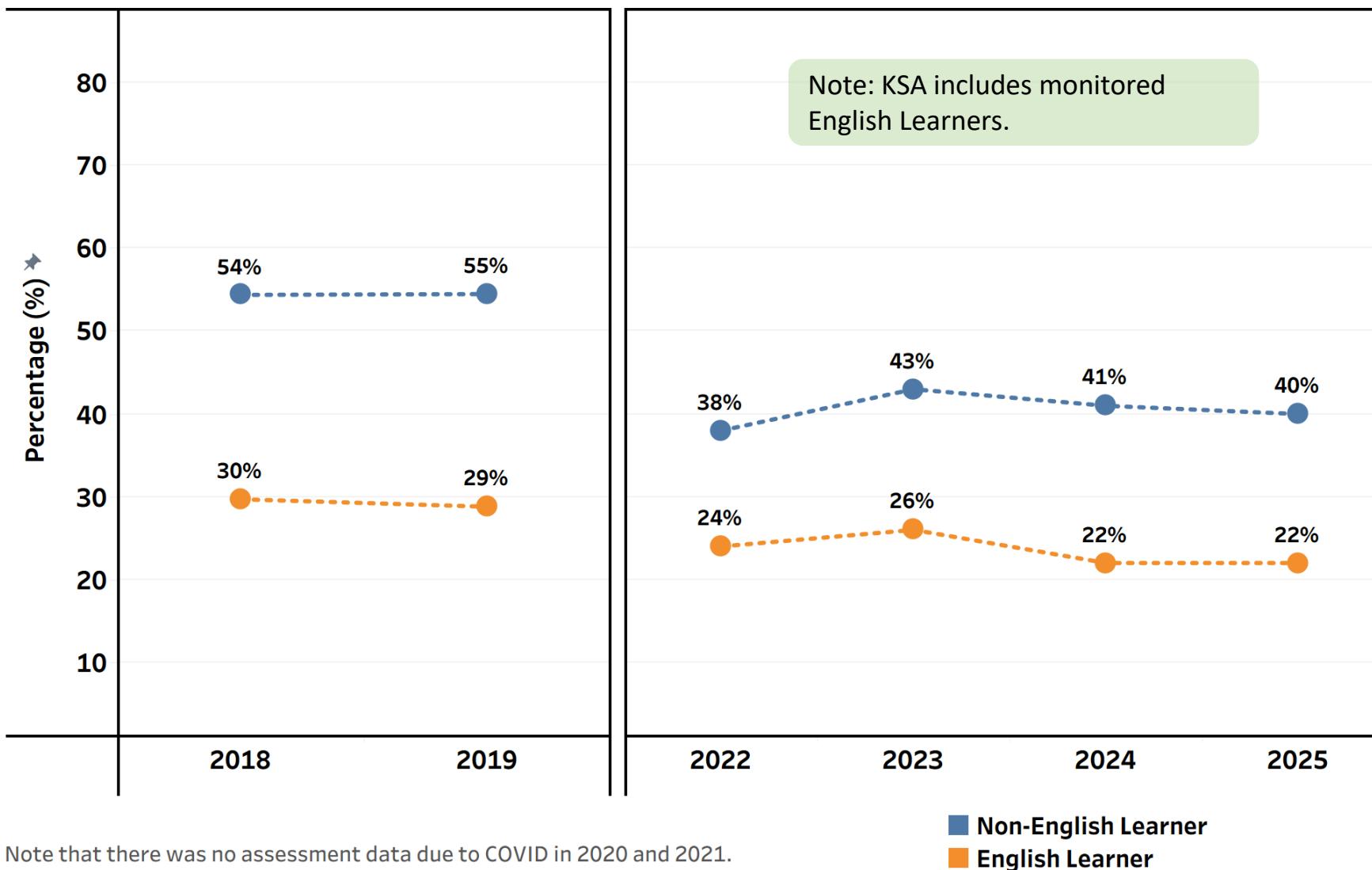
Trend of Proficient/Distinguished - Elementary / Social Studies

White vs African American vs Hispanic



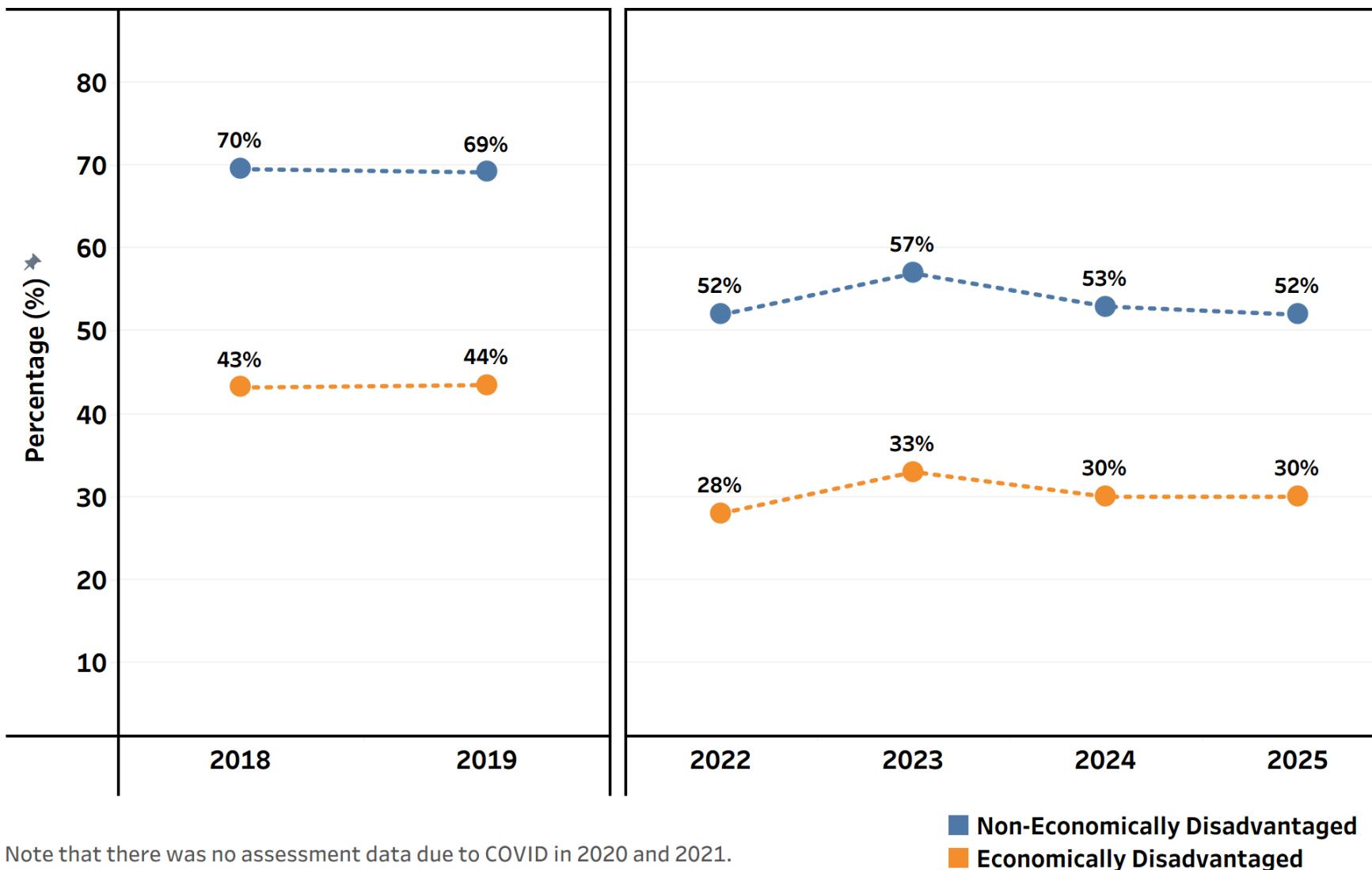
Trend of Proficient/Distinguished - Elementary / Social Studies

English Learner vs Non-English Learner



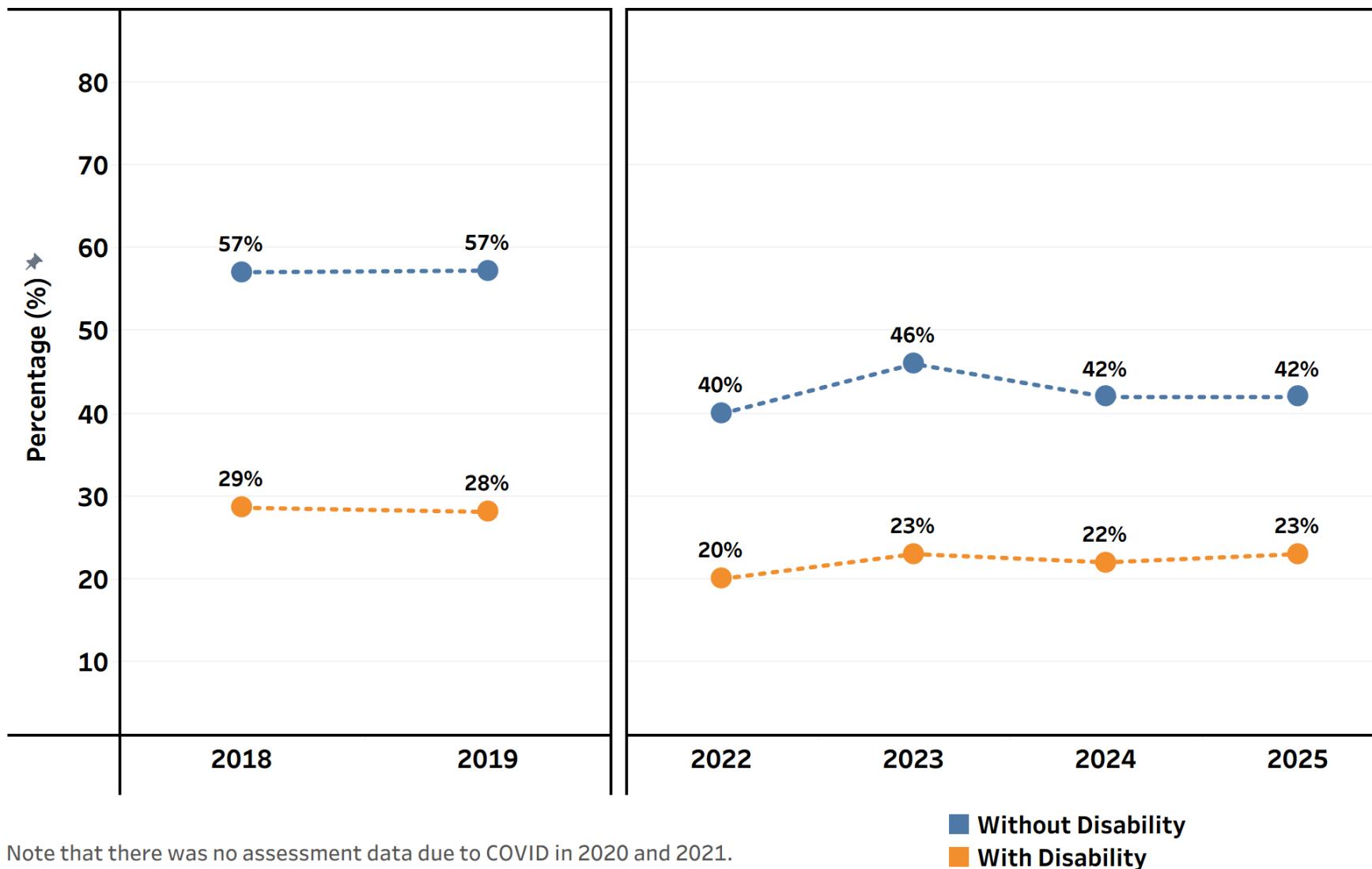
Trend of Proficient/Distinguished - Elementary / Social Studies

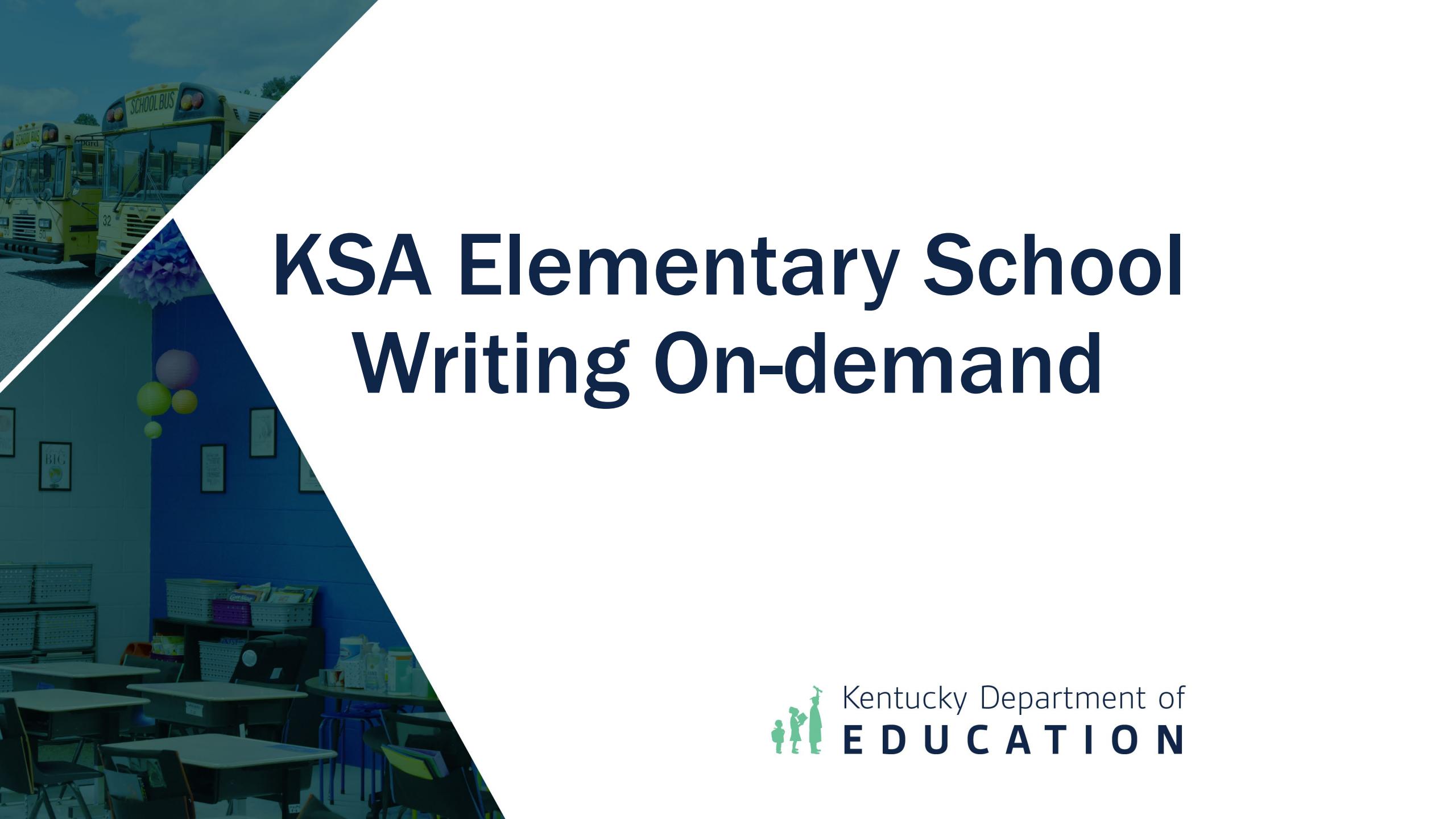
Economically Disadvantaged vs Non-Economically Disadvantaged



Trend of Proficient/Distinguished - Elementary / Social Studies

With Disability vs Without Disability



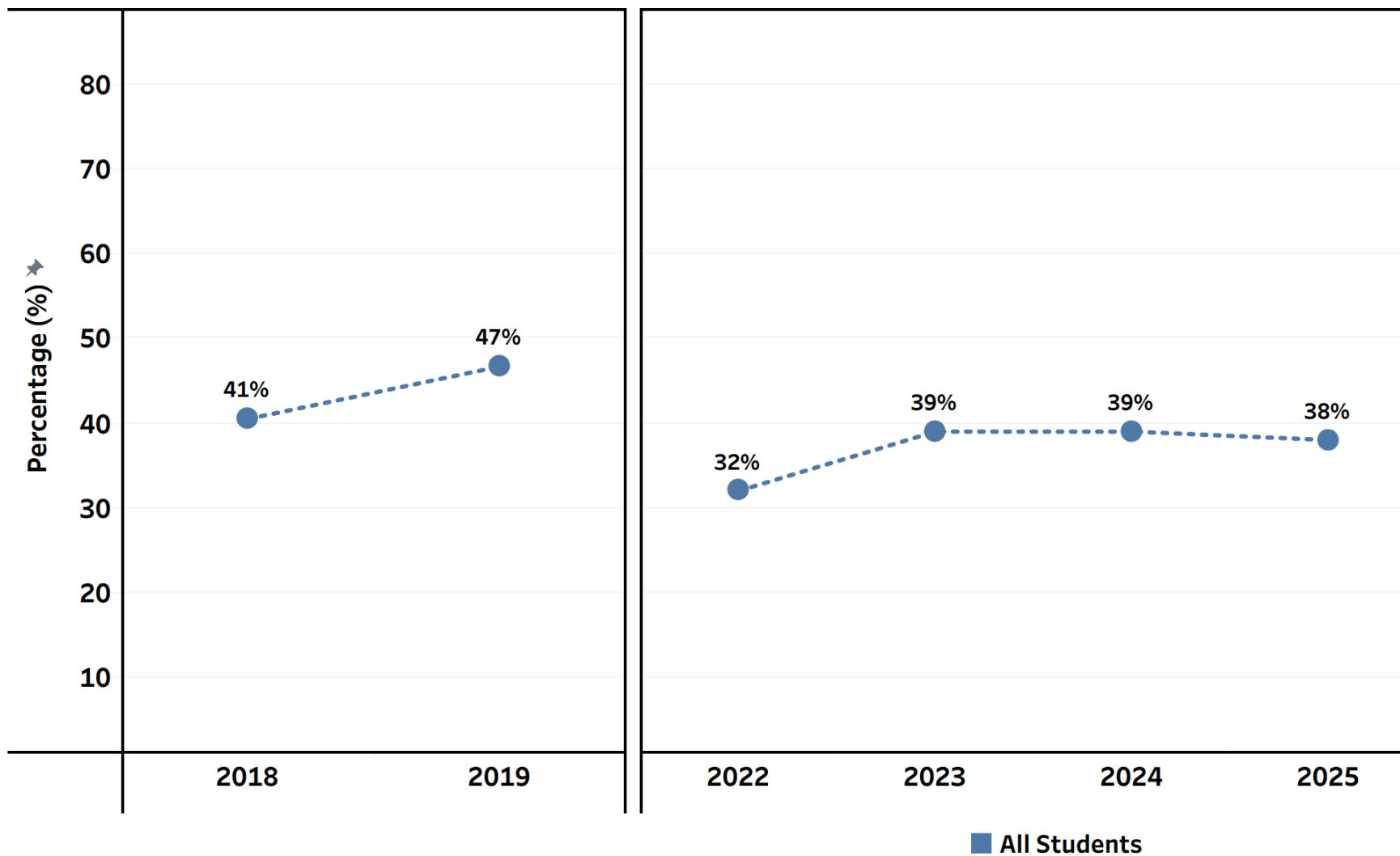


KSA Elementary School Writing On-demand



Trend of Proficient/Distinguished - Elementary / Writing On-Demand

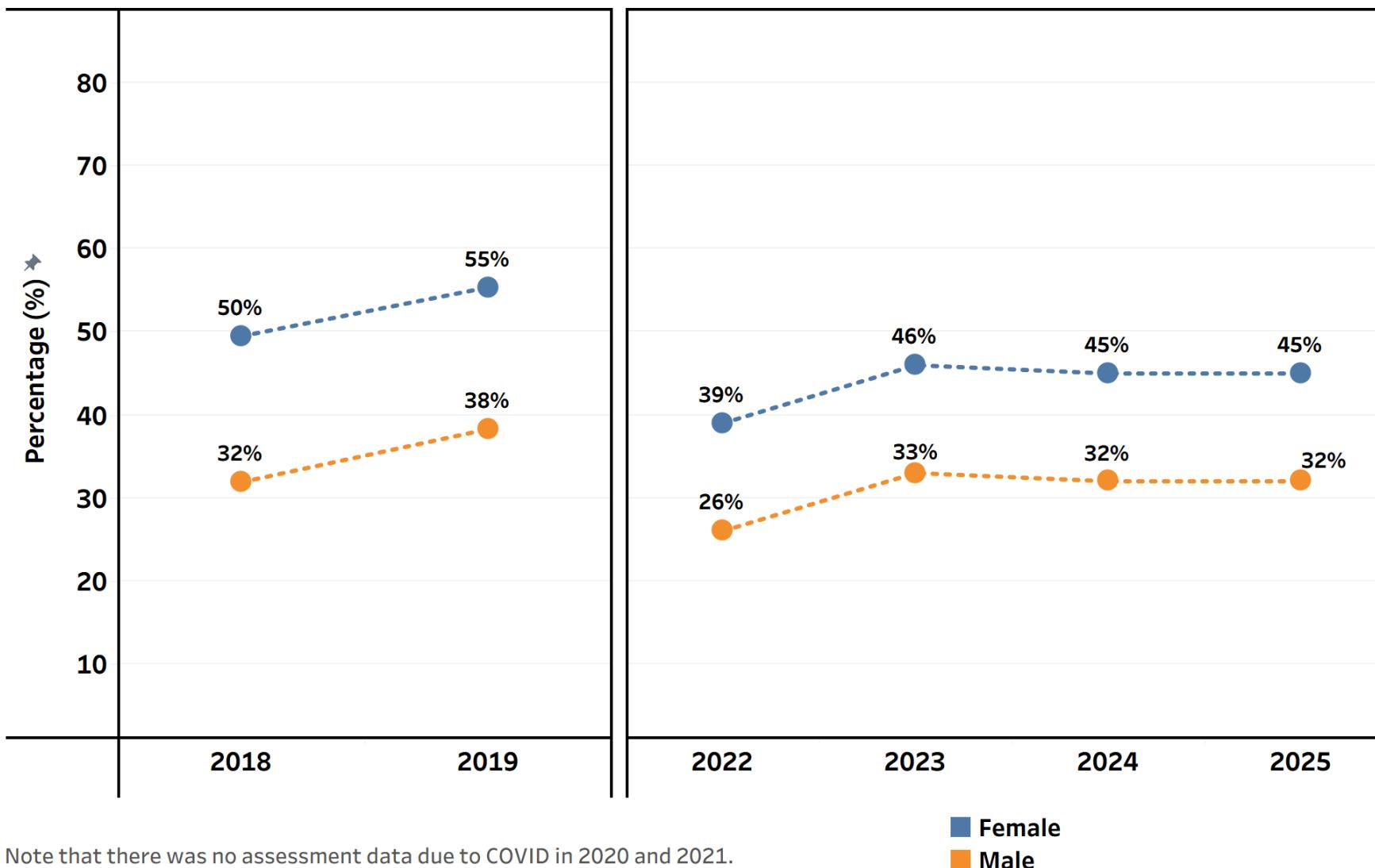
All Students



Note that there was no assessment data due to COVID in 2020 and 2021.

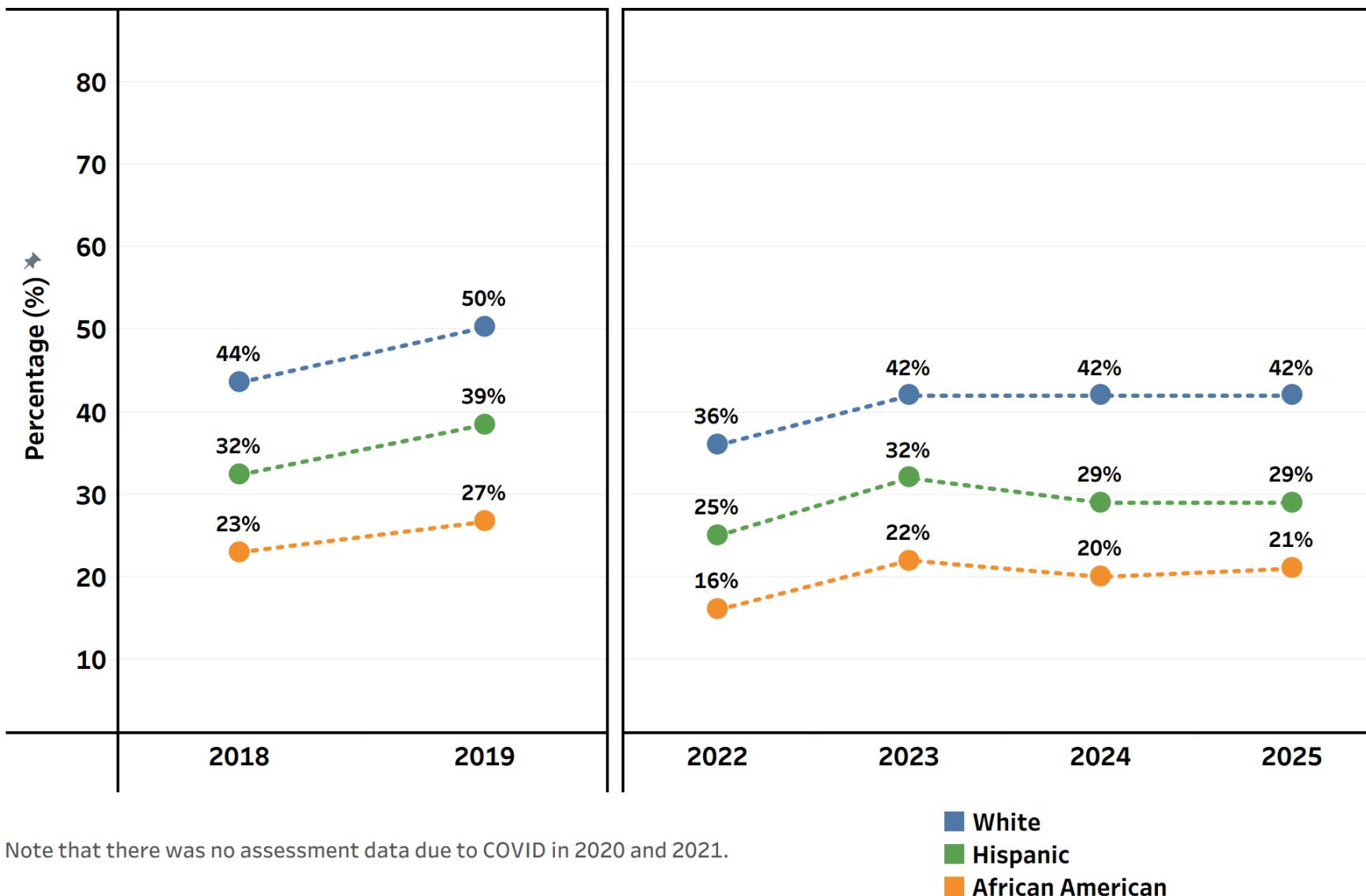
Trend of Proficient/Distinguished - Elementary / Writing On-Demand

Female vs Male



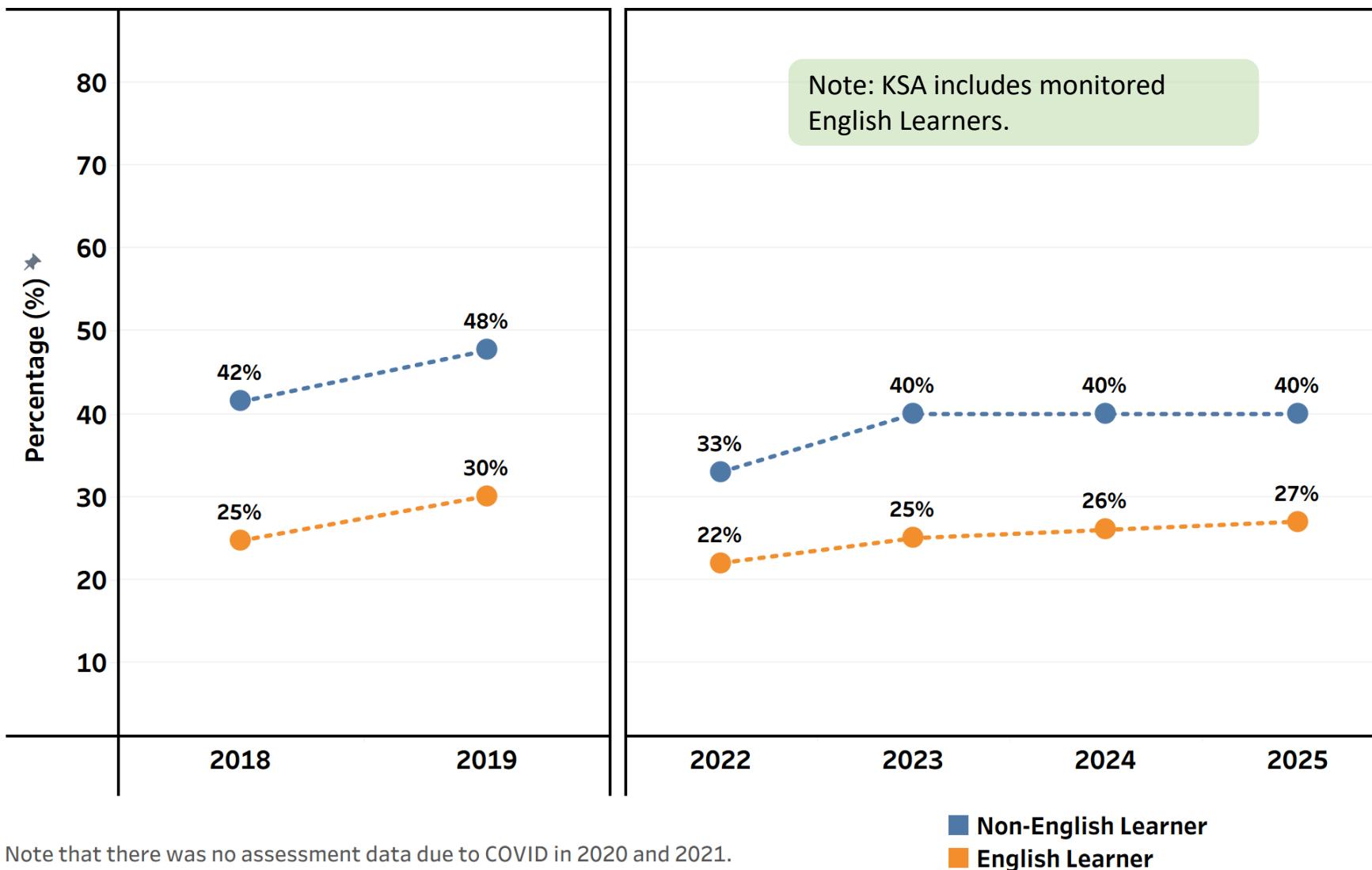
Trend of Proficient/Distinguished - Elementary / Writing On-Demand

White vs African American vs Hispanic



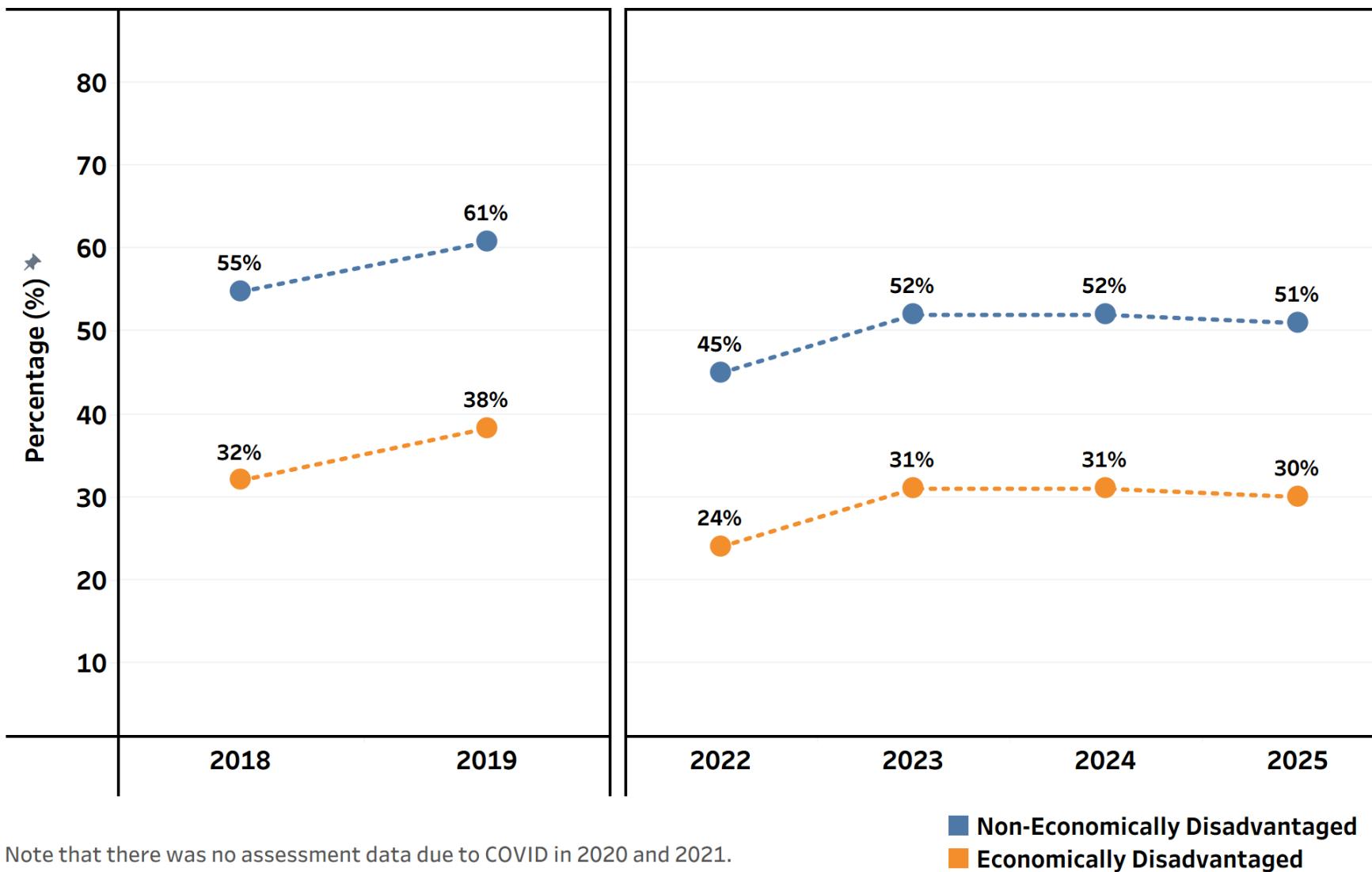
Trend of Proficient/Distinguished - Elementary / Writing On-Demand

English Learner vs Non-English Learner



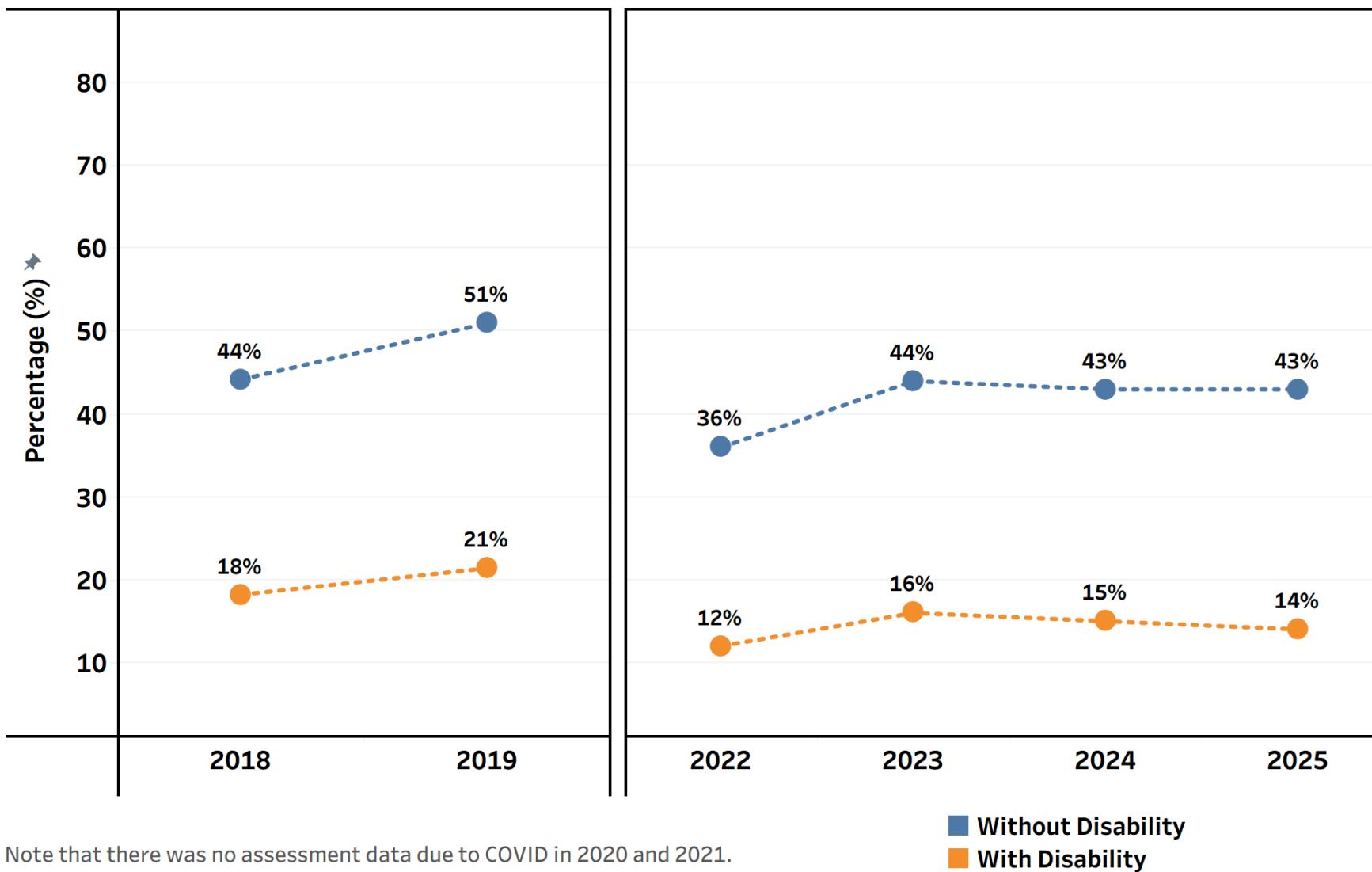
Trend of Proficient/Distinguished - Elementary / Writing On-Demand

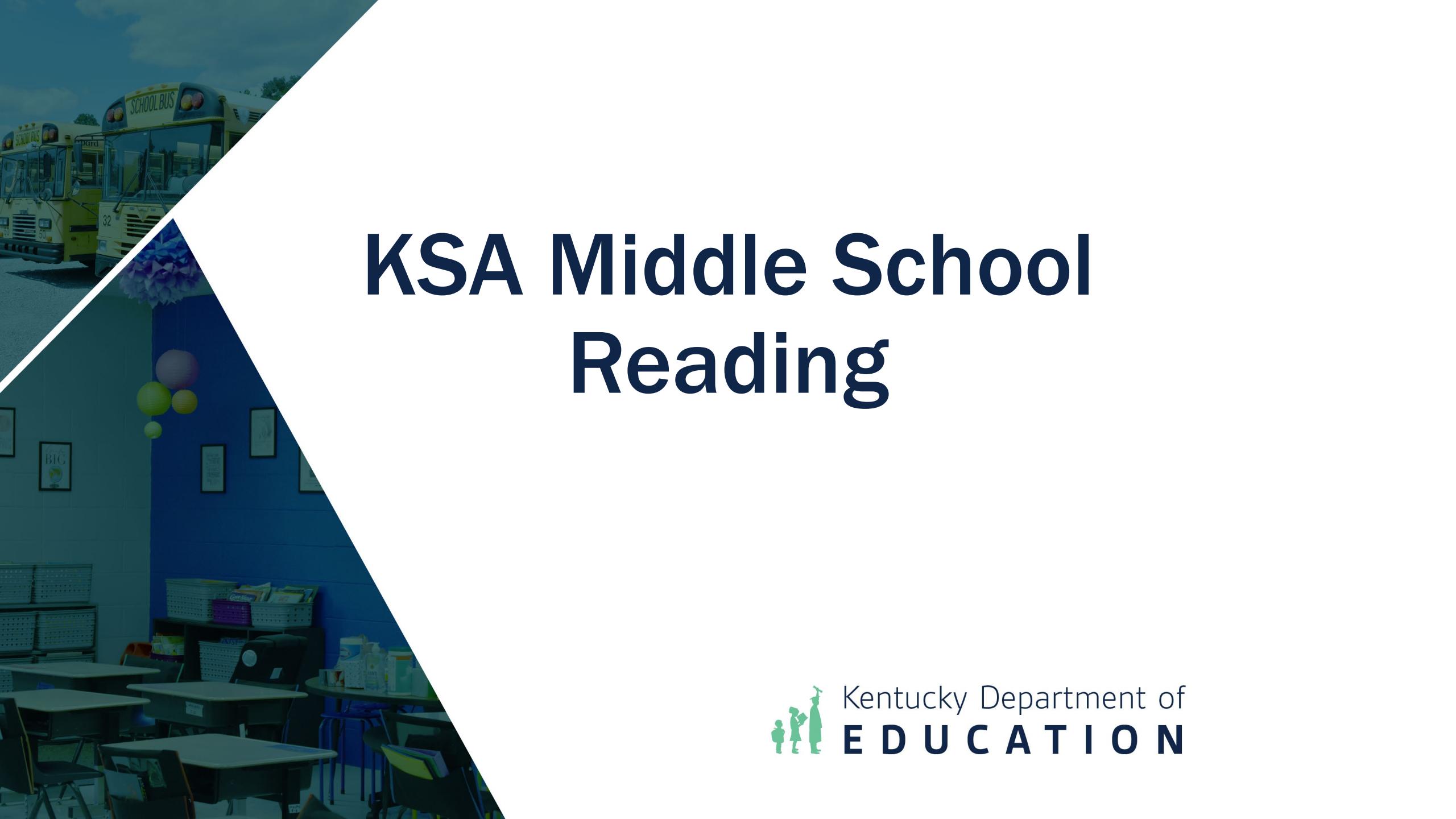
Economically Disadvantaged vs Non-Economically Disadvantaged



Trend of Proficient/Distinguished - Elementary / Writing On-Demand

With Disability vs Without Disability



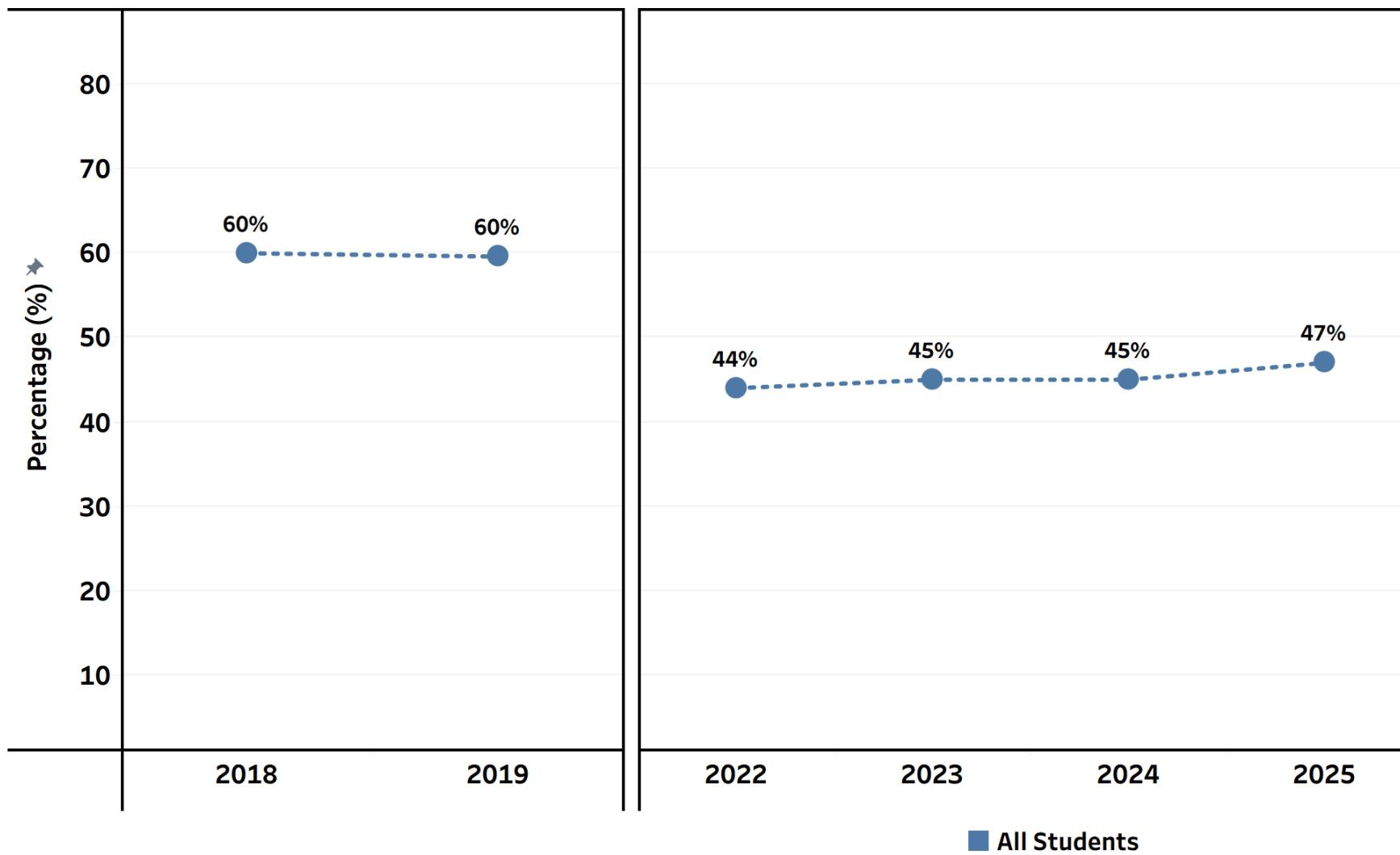


KSA Middle School Reading



Trend of Proficient/Distinguished - **Middle / Reading**

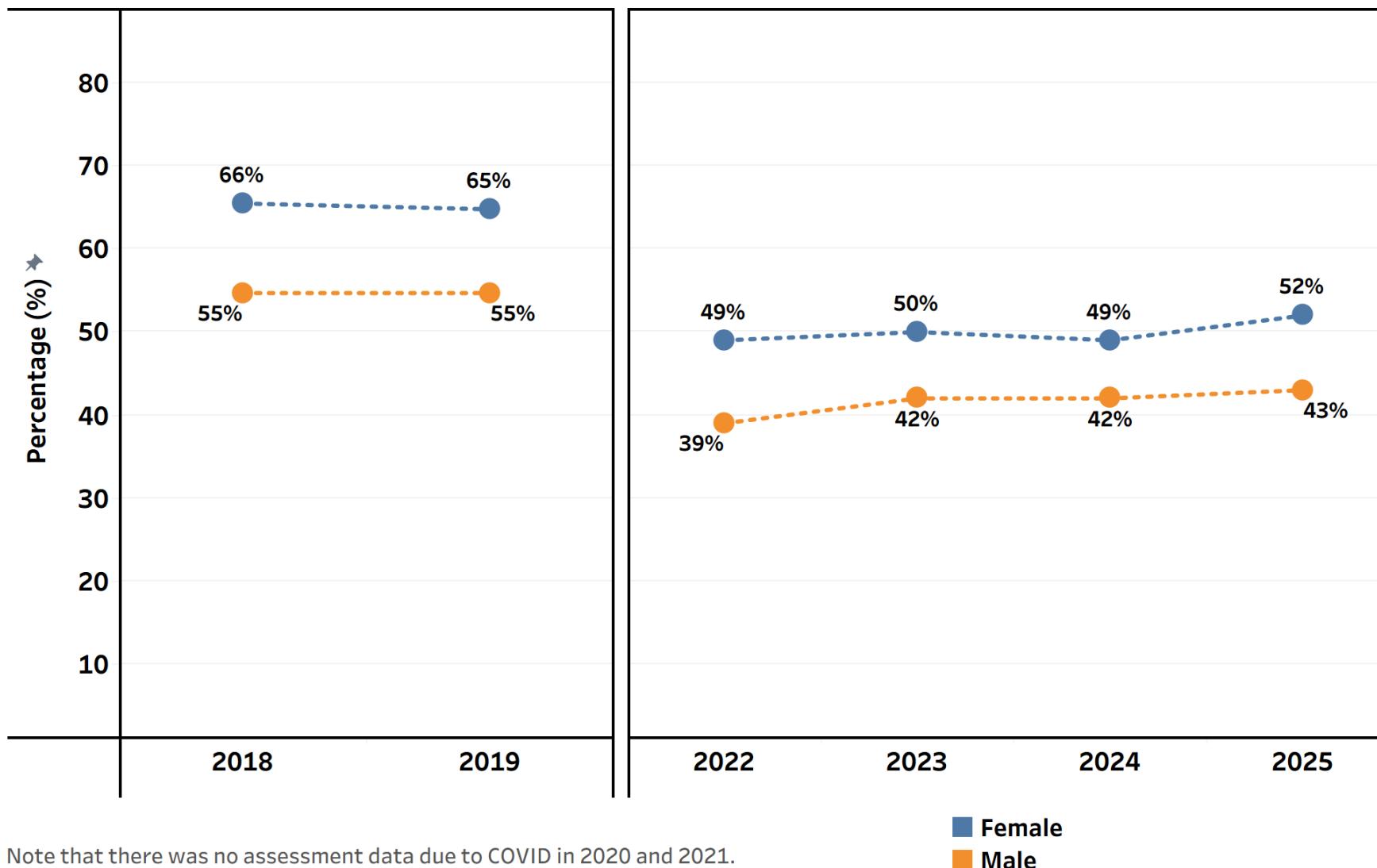
All Students



Note that there was no assessment data due to COVID in 2020 and 2021.

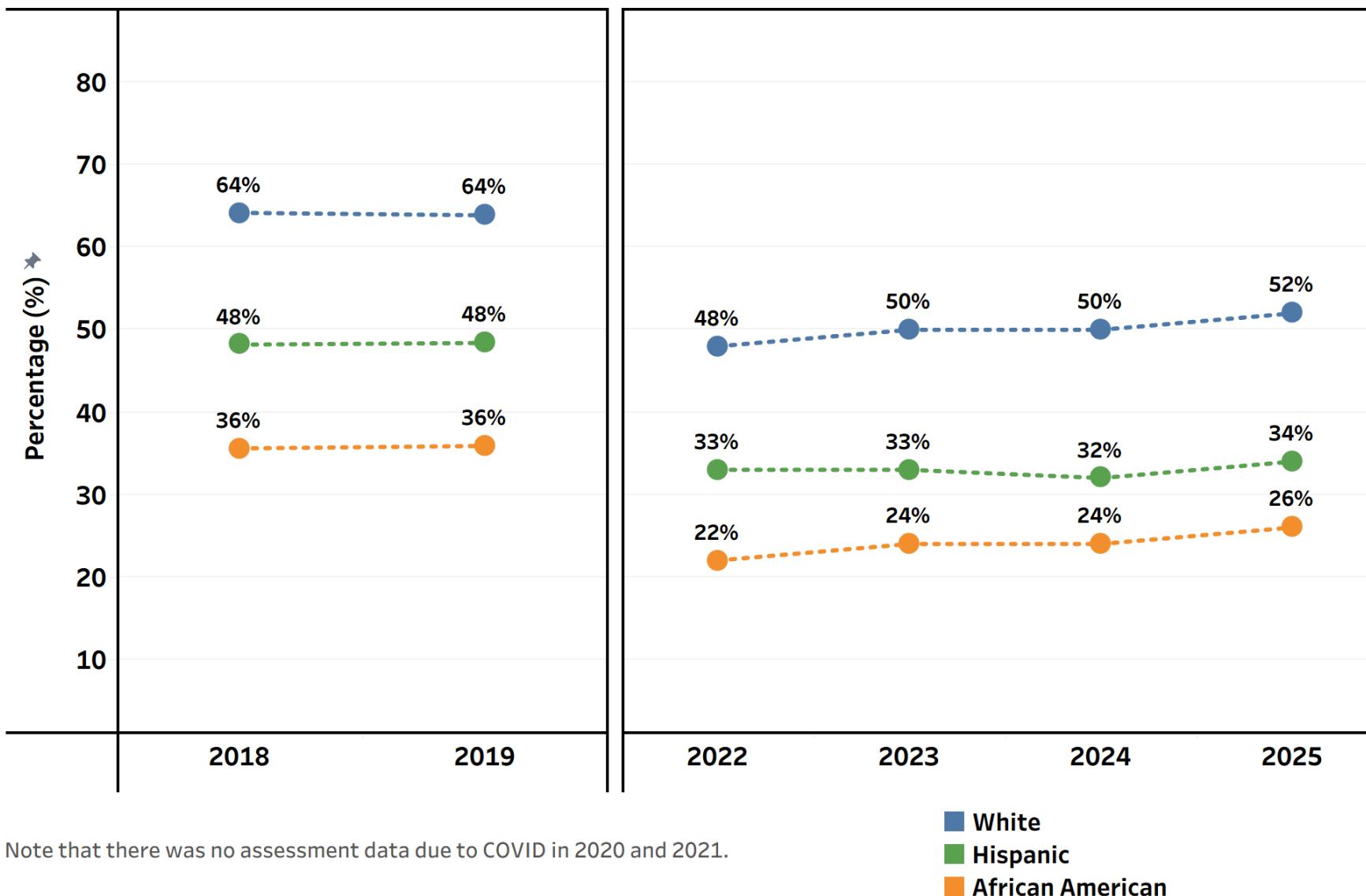
Trend of Proficient/Distinguished - Middle / Reading

Female vs Male



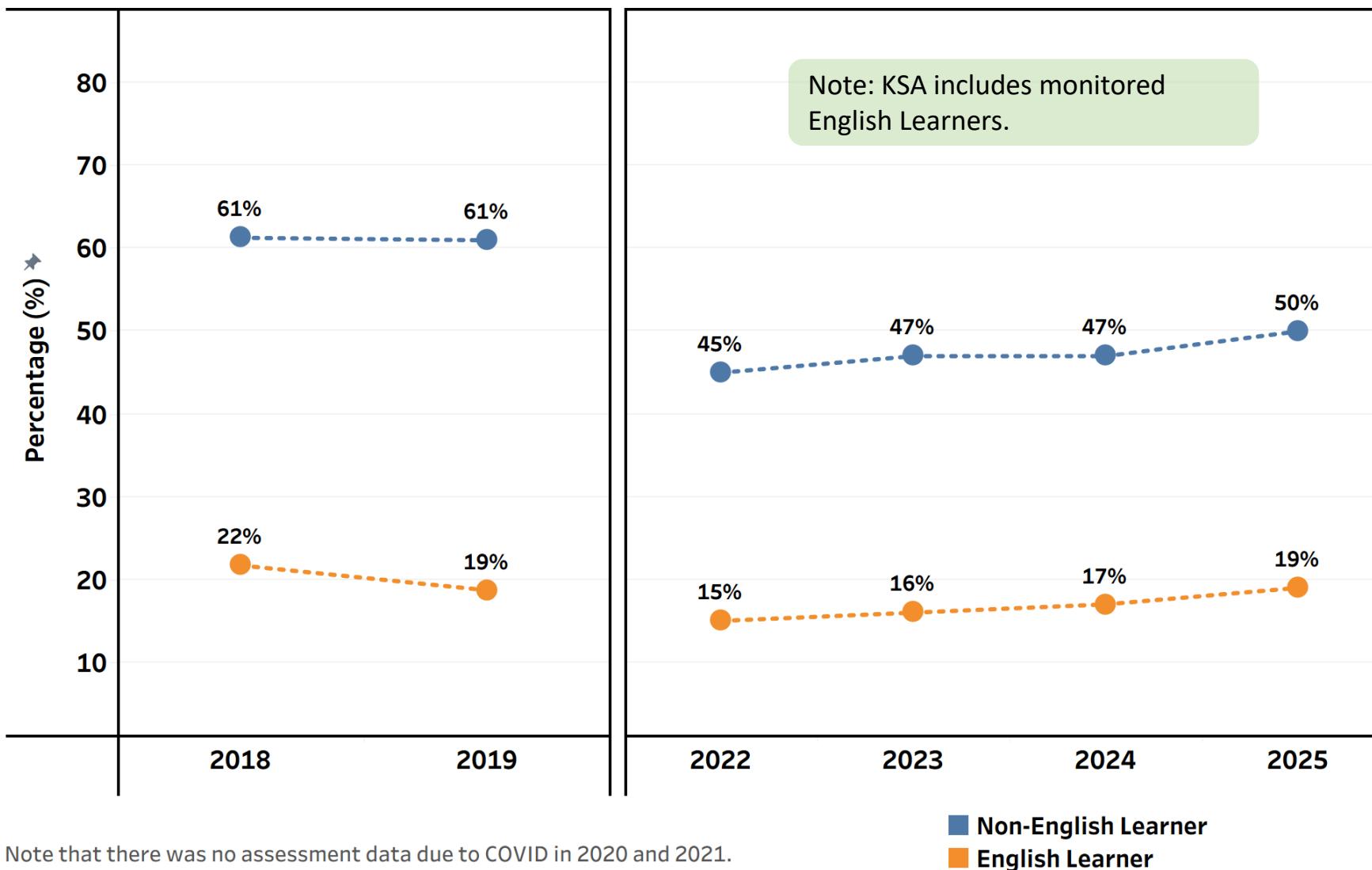
Trend of Proficient/Distinguished - Middle / Reading

White vs African American vs Hispanic



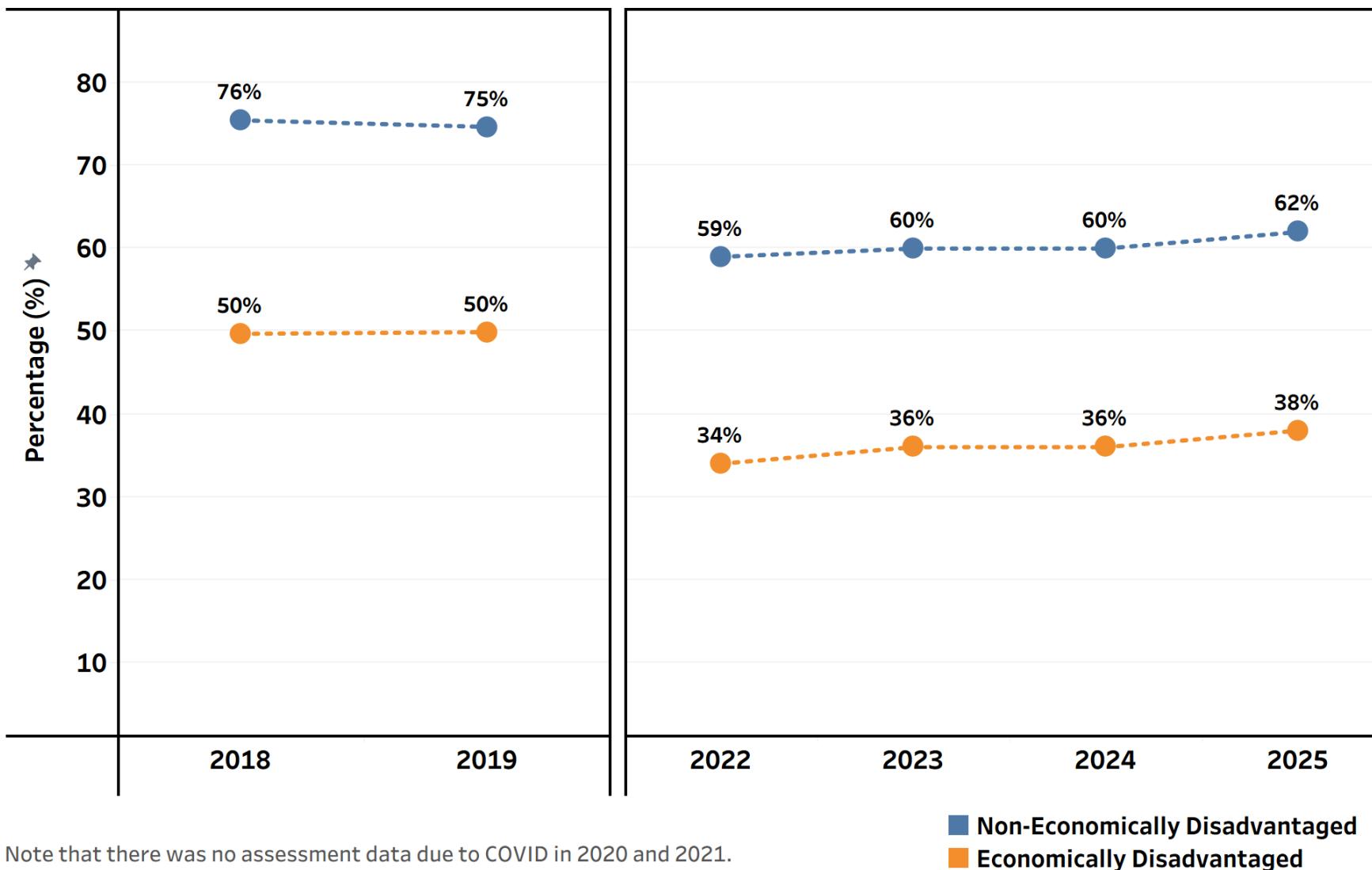
Trend of Proficient/Distinguished - **Middle / Reading**

English Learner vs Non-English Learner



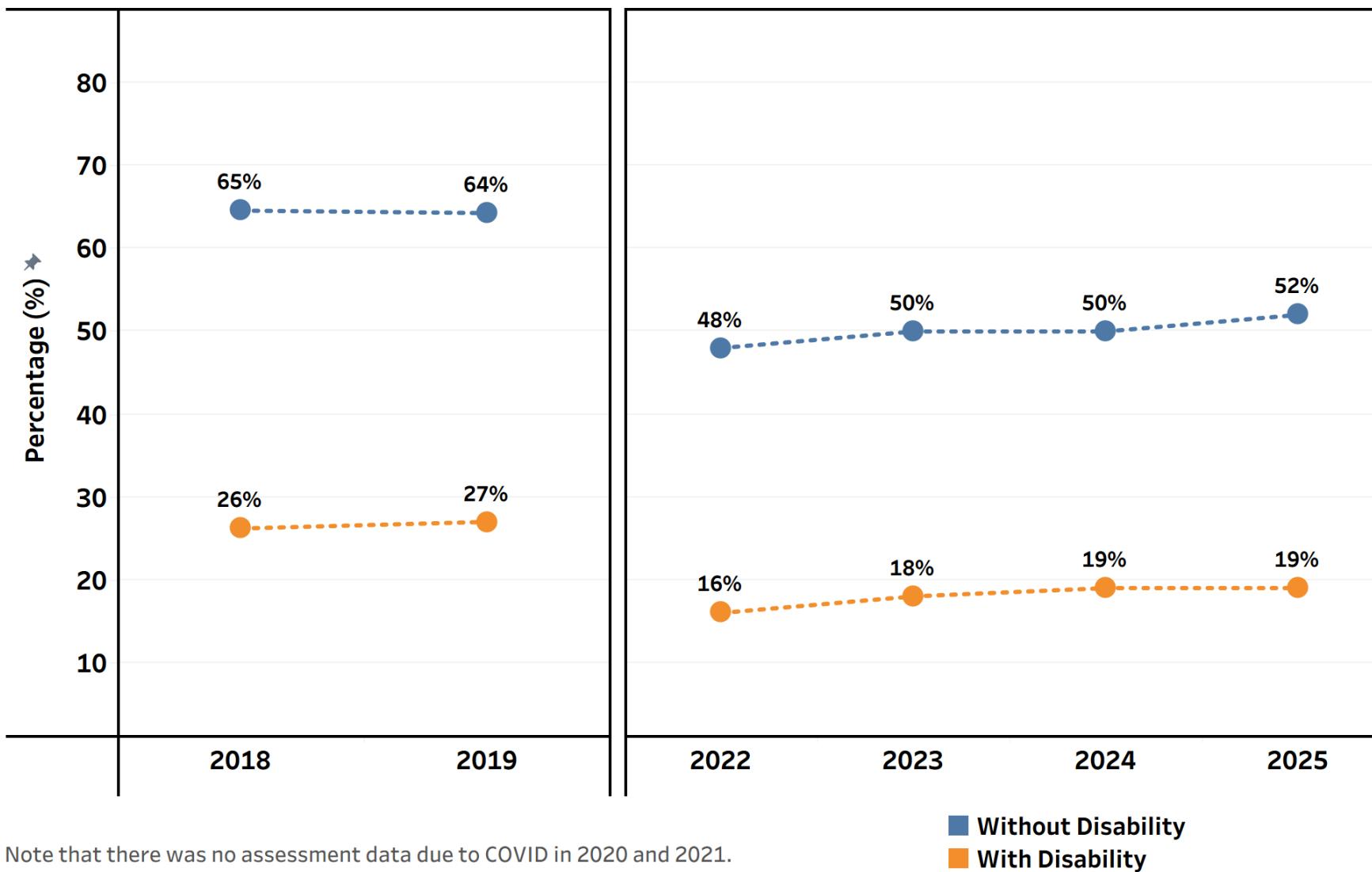
Trend of Proficient/Distinguished - **Middle / Reading**

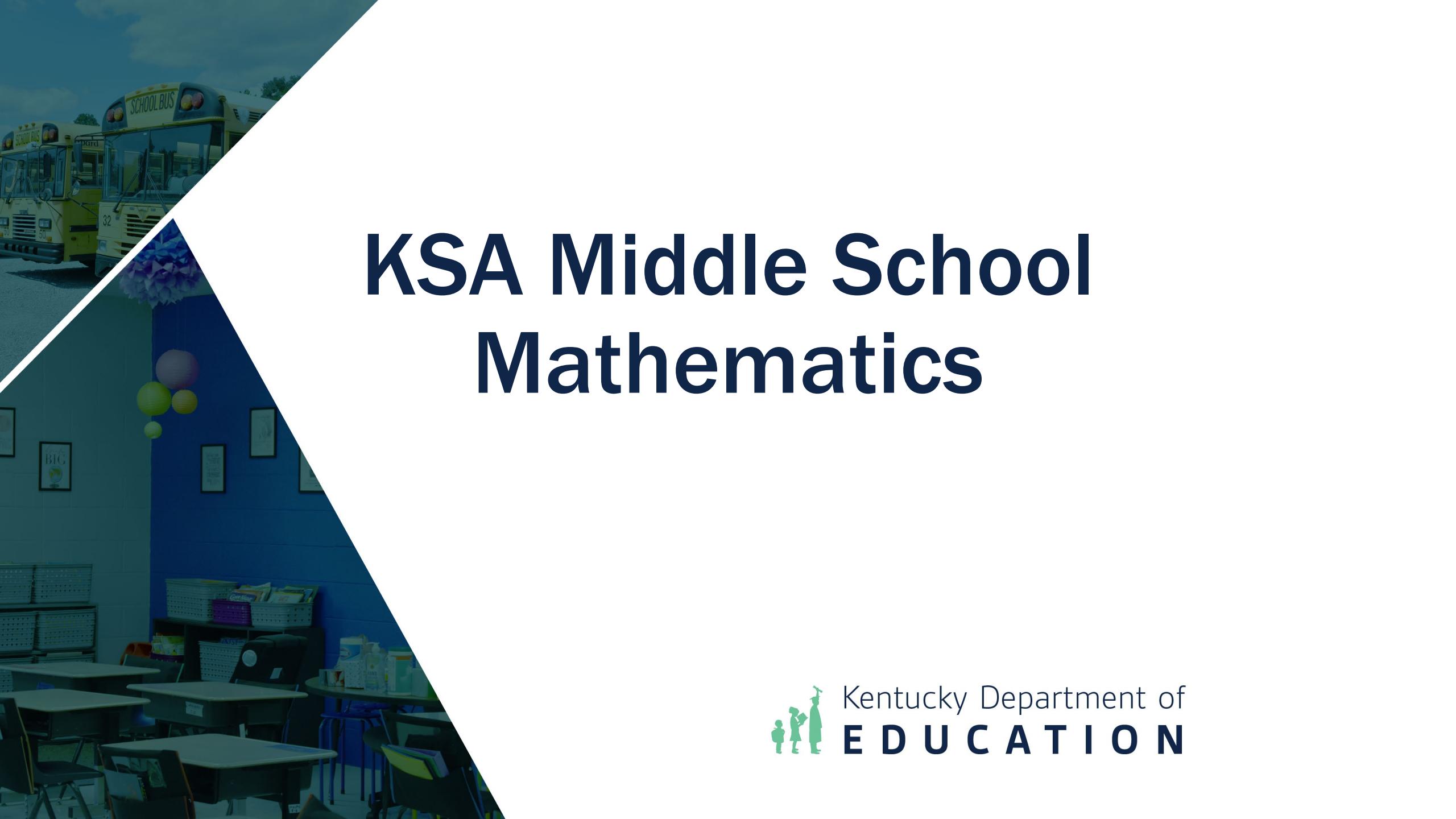
Economically Disadvantaged **vs** Non-Economically Disadvantaged



Trend of Proficient/Distinguished - **Middle / Reading**

With Disability vs Without Disability



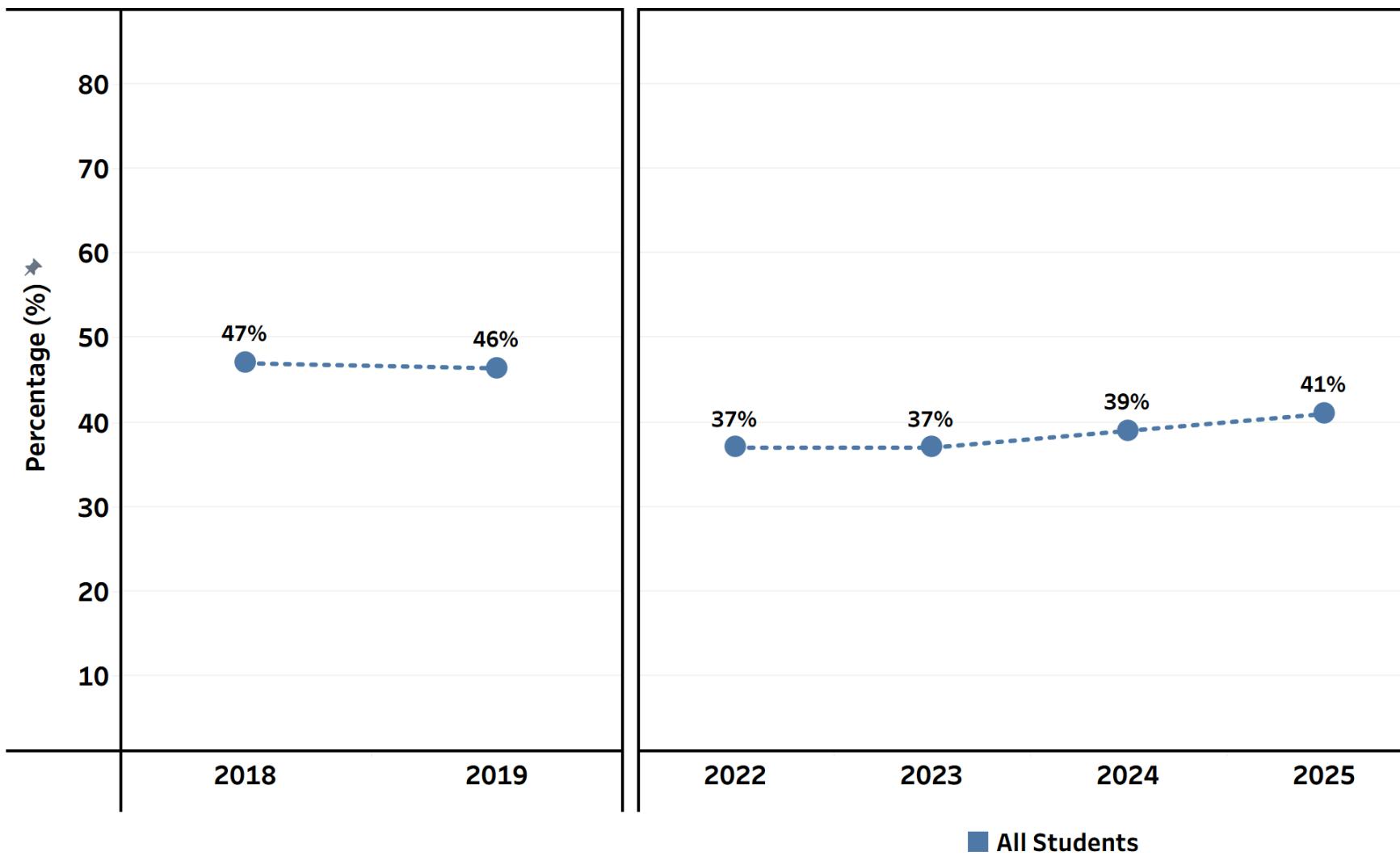


KSA Middle School Mathematics



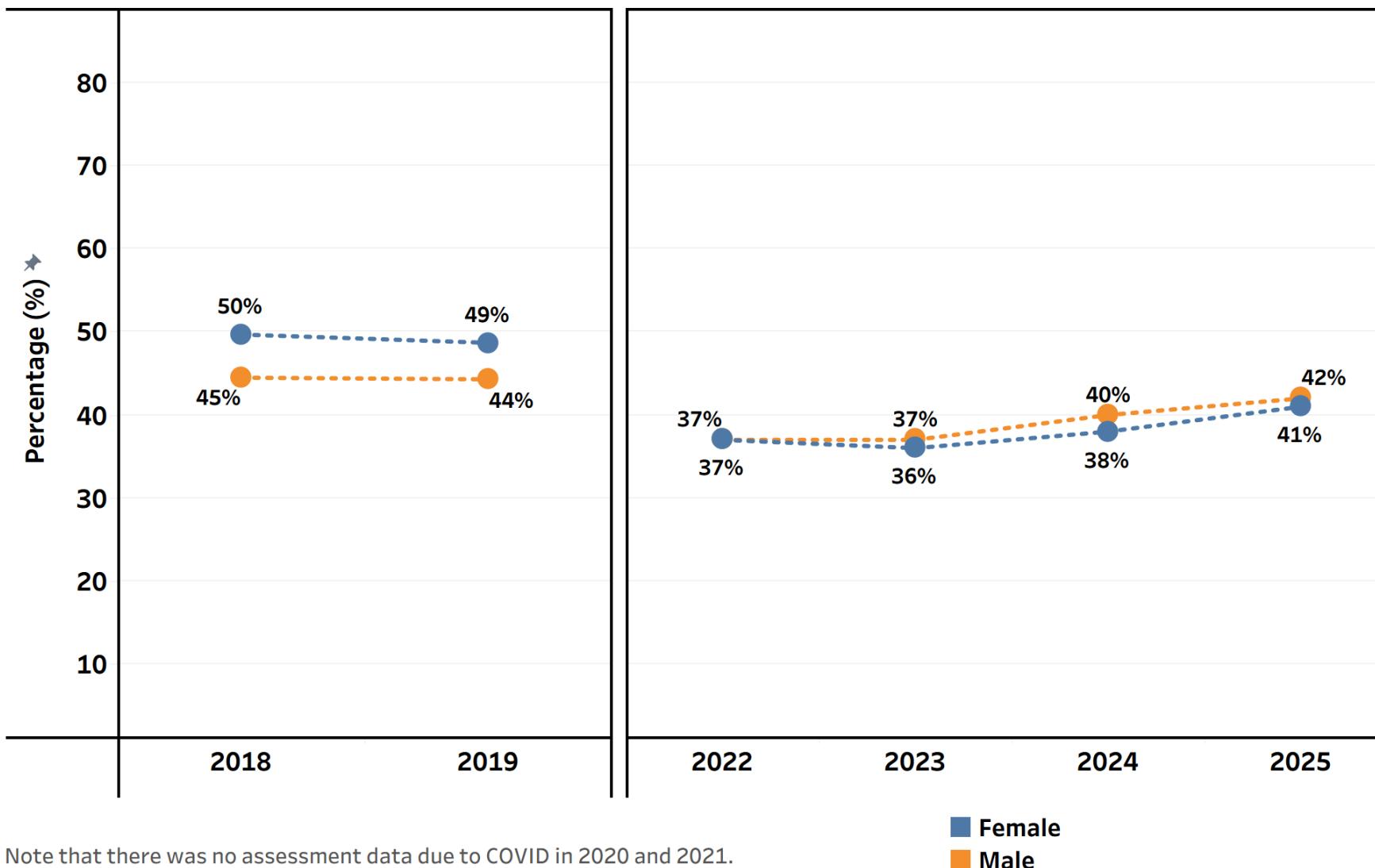
Trend of Proficient/Distinguished - **Middle / Math**

All Students



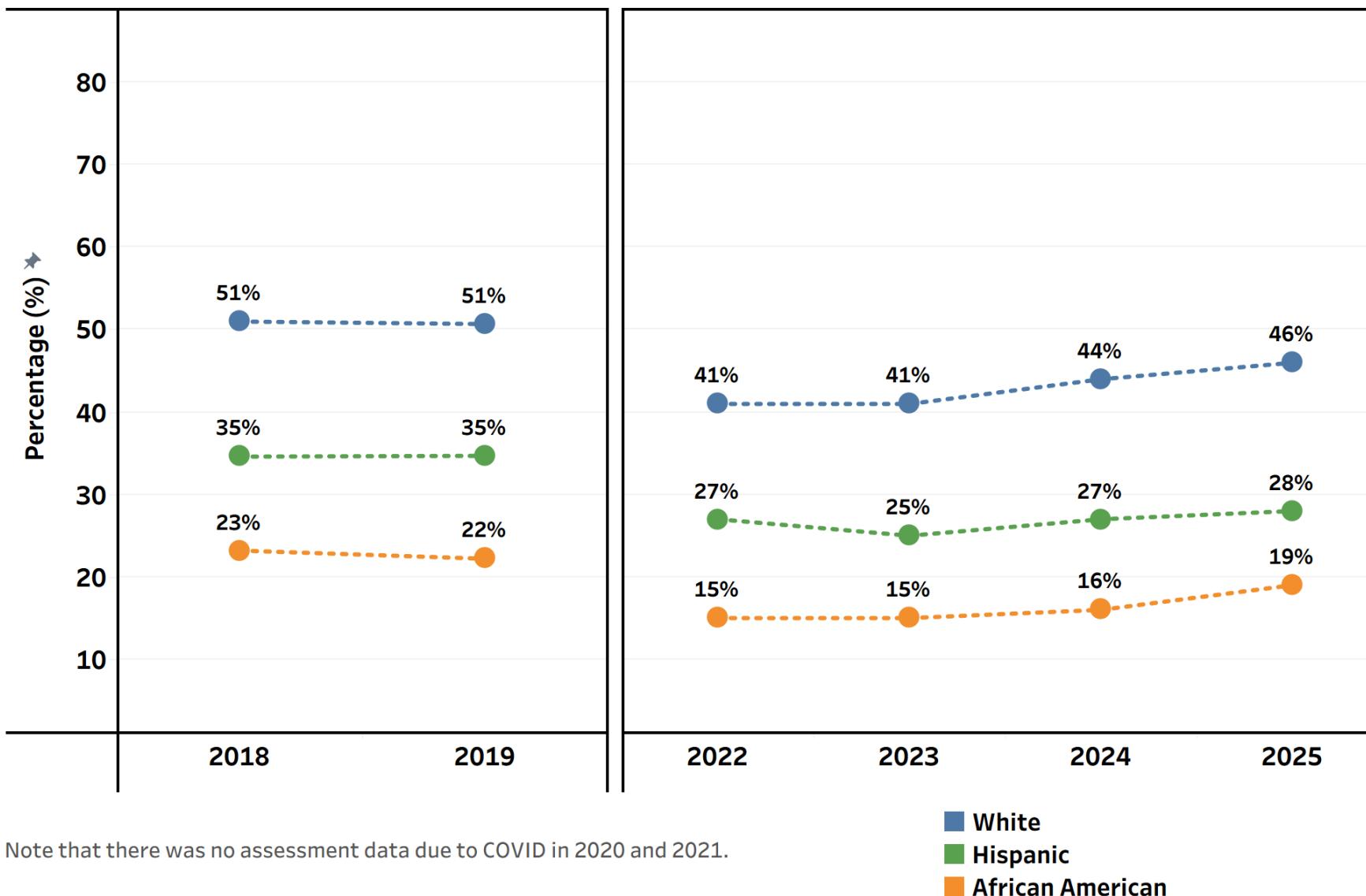
Trend of Proficient/Distinguished - Middle / Math

Female vs Male



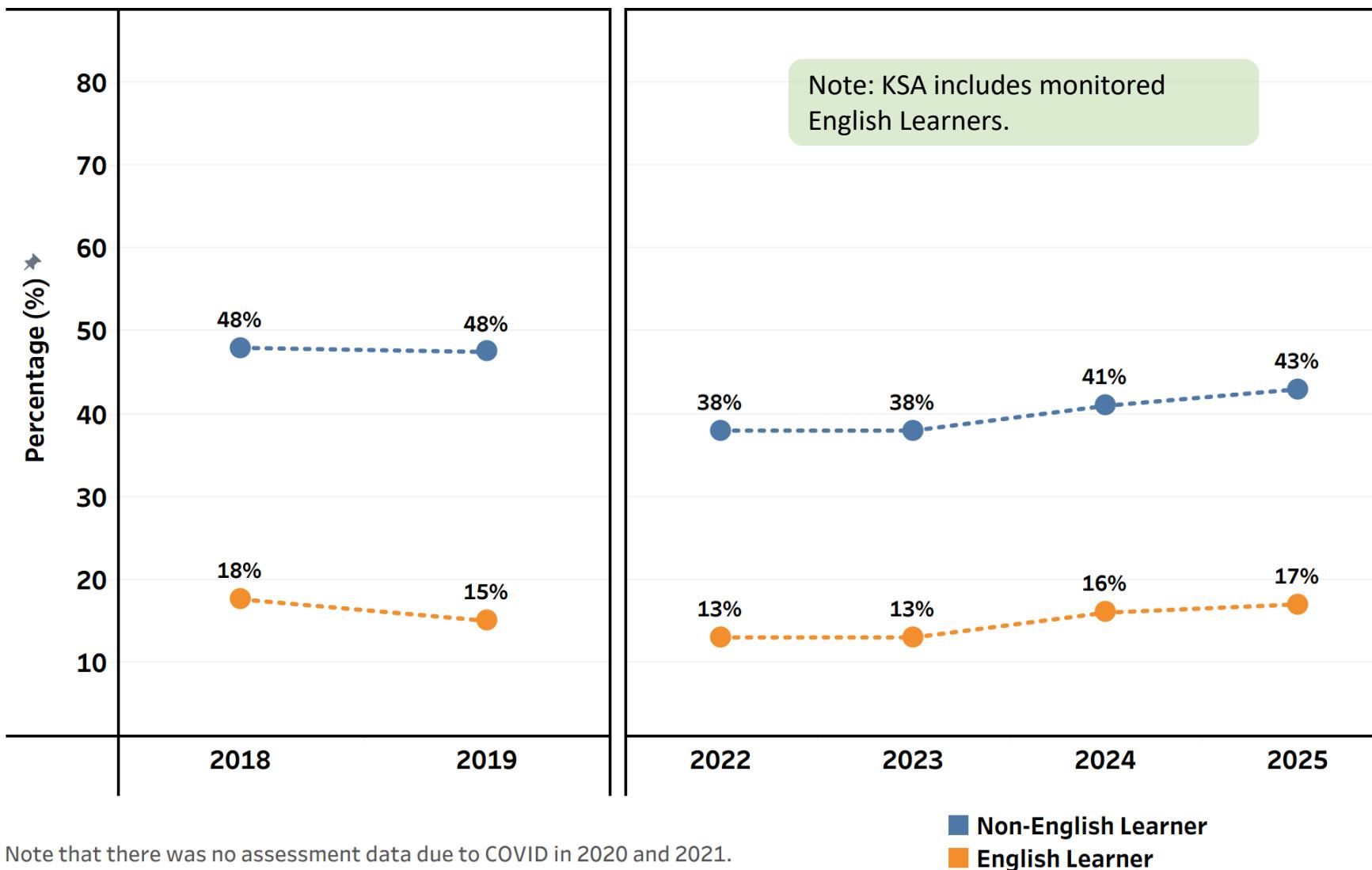
Trend of Proficient/Distinguished - **Middle / Math**

White **vs** African American **vs** Hispanic



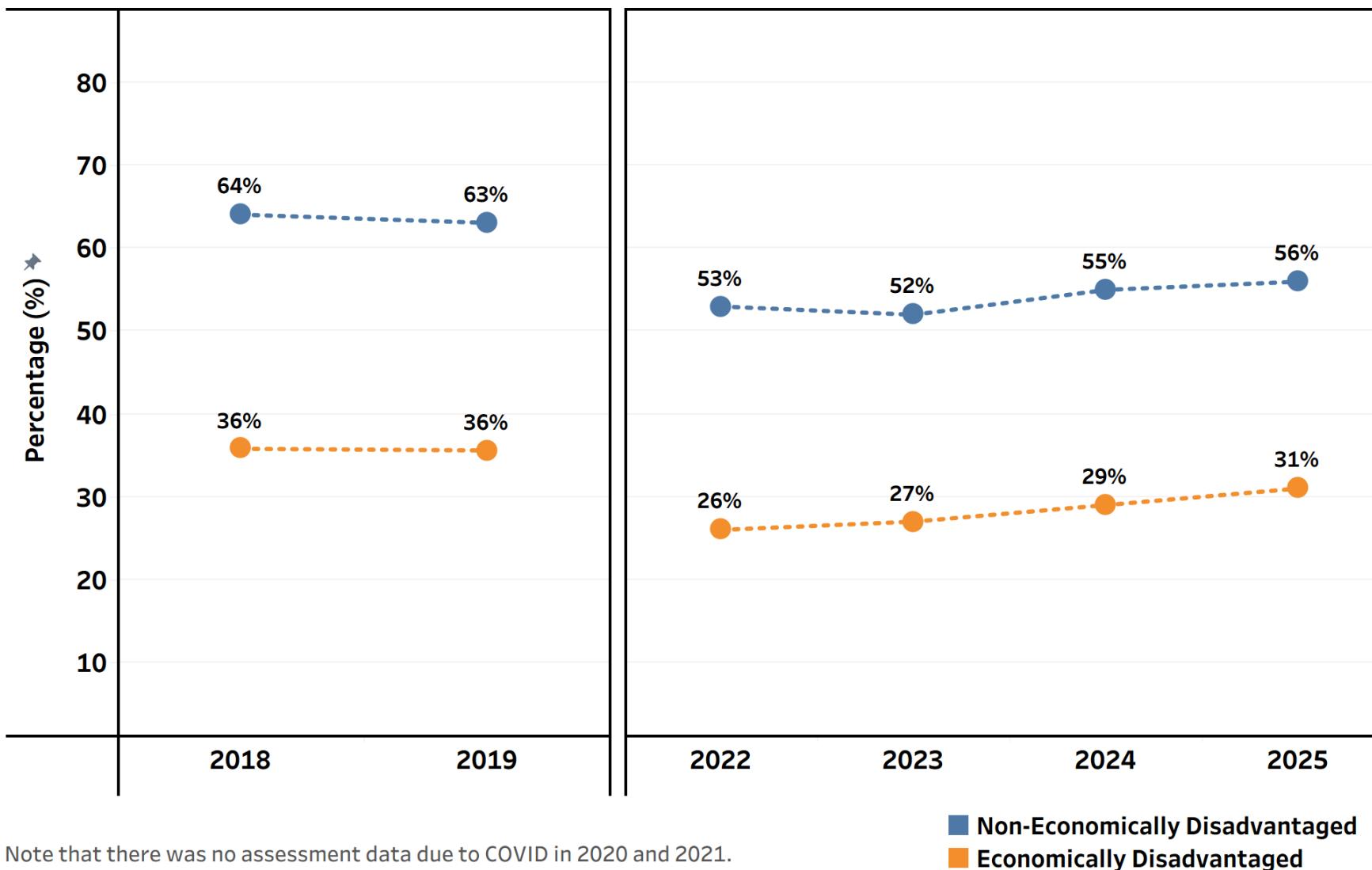
Trend of Proficient/Distinguished - **Middle / Math**

English Learner vs Non-English Learner



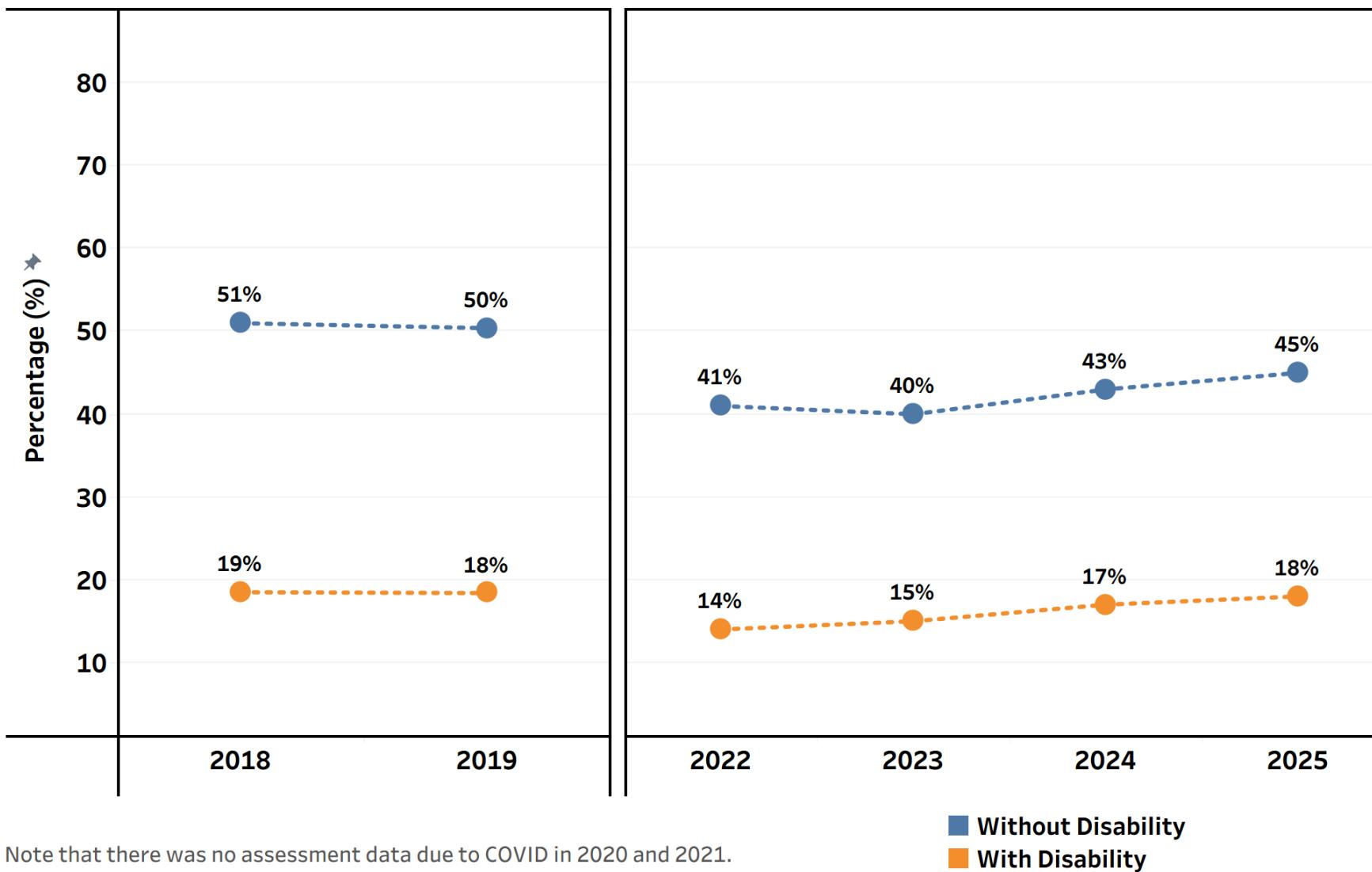
Trend of Proficient/Distinguished - **Middle / Math**

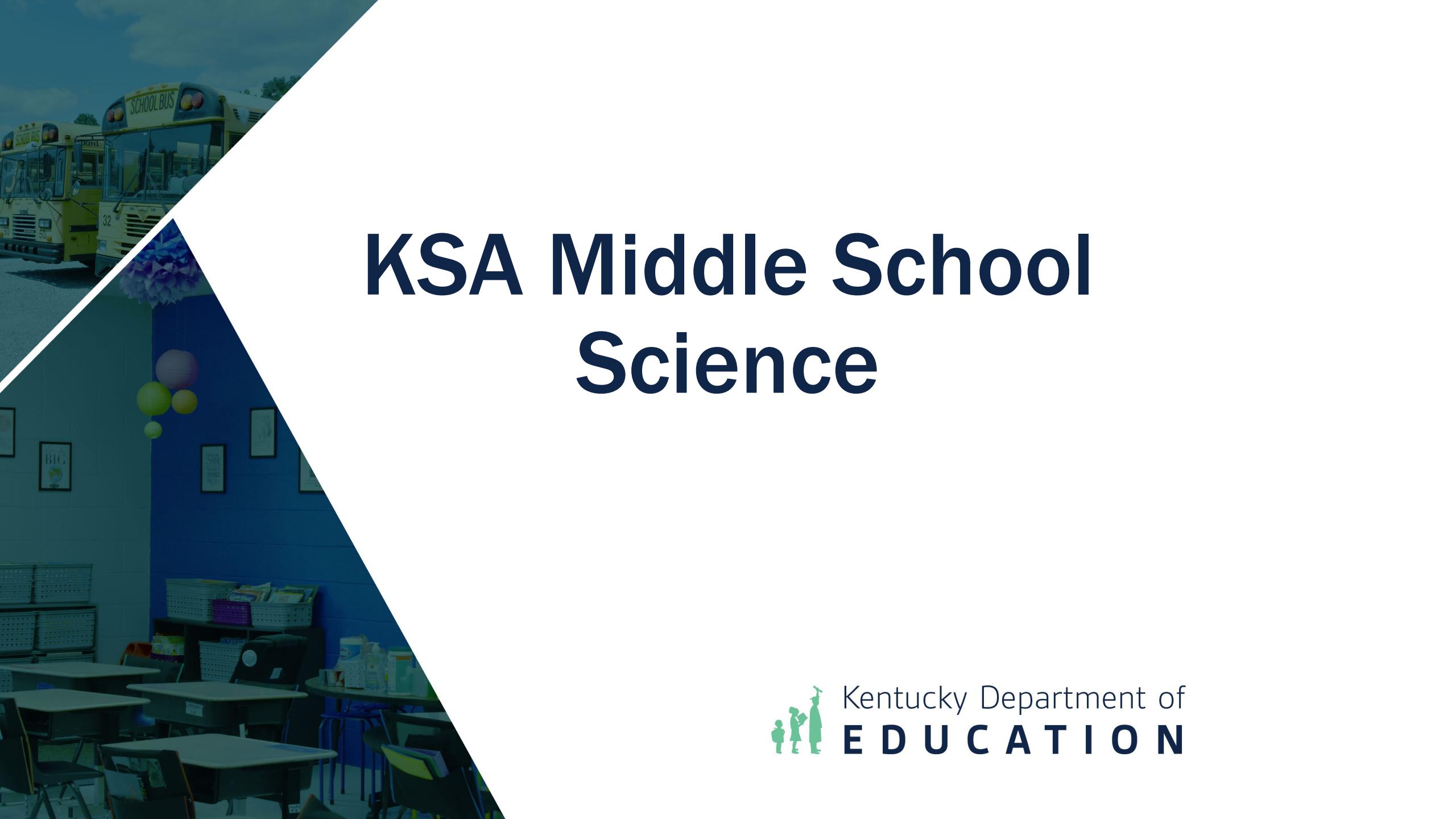
Economically Disadvantaged **vs** Non-Economically Disadvantaged



Trend of Proficient/Distinguished - **Middle / Math**

With Disability vs Without Disability



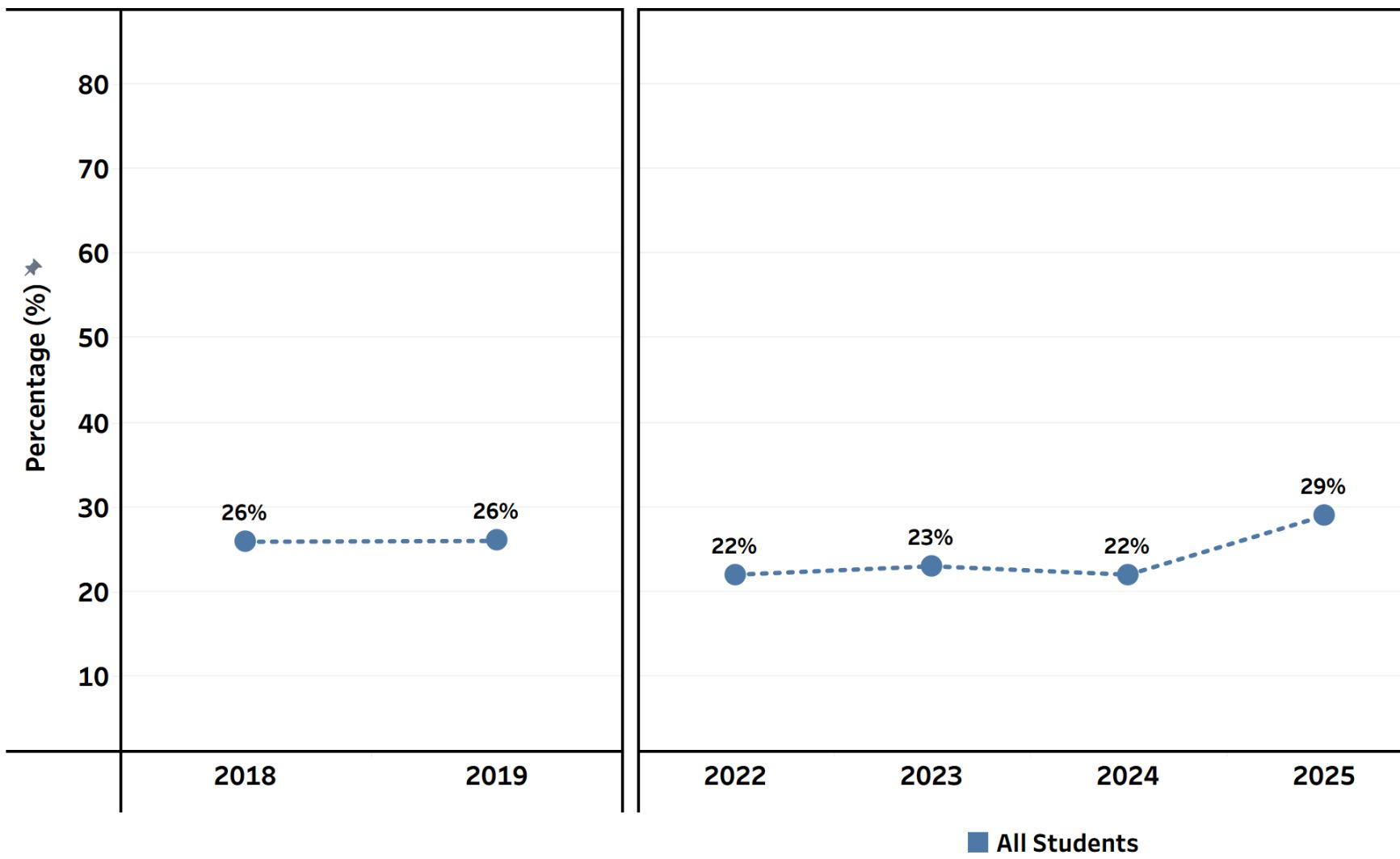


KSA Middle School Science



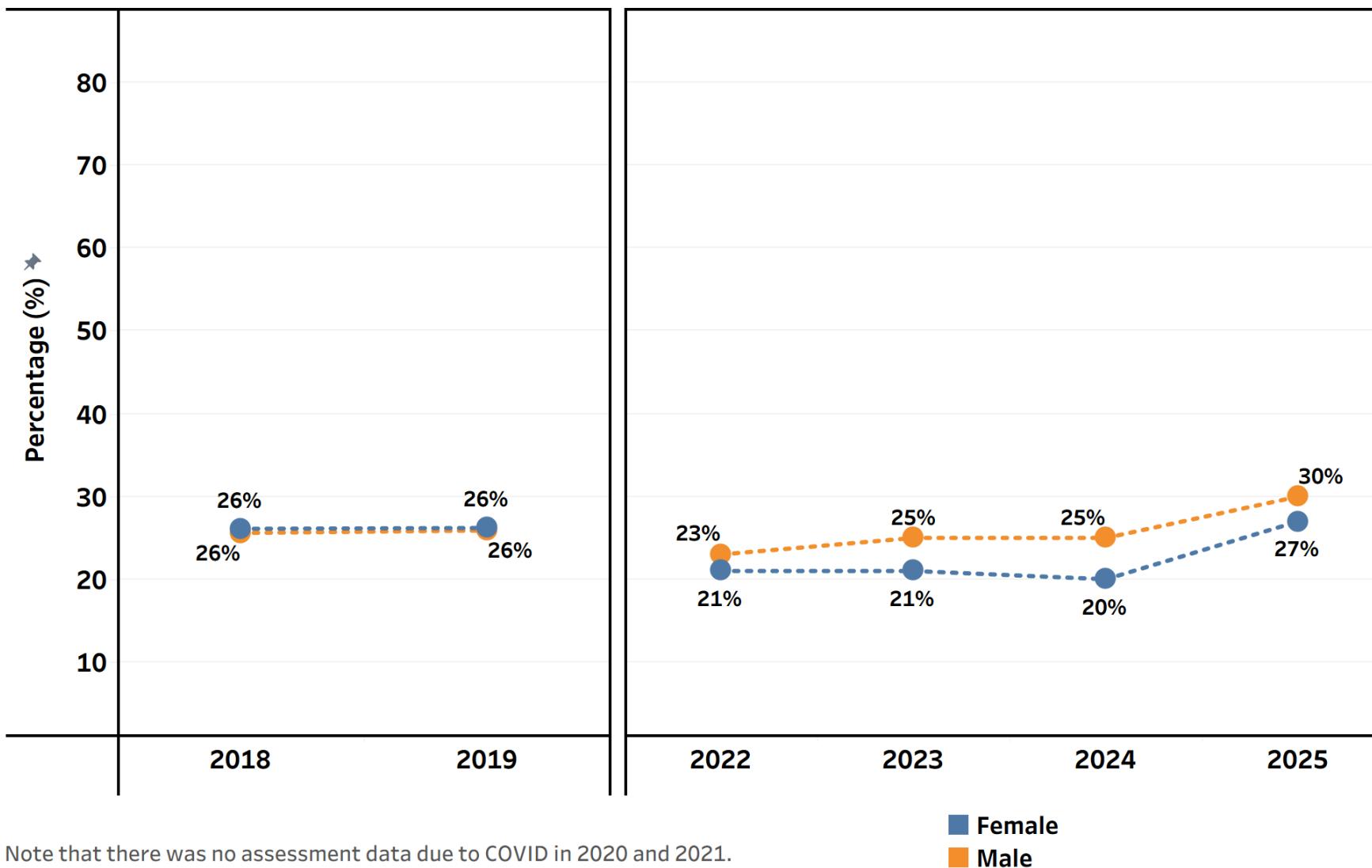
Trend of Proficient/Distinguished - **Middle / Science**

All Students



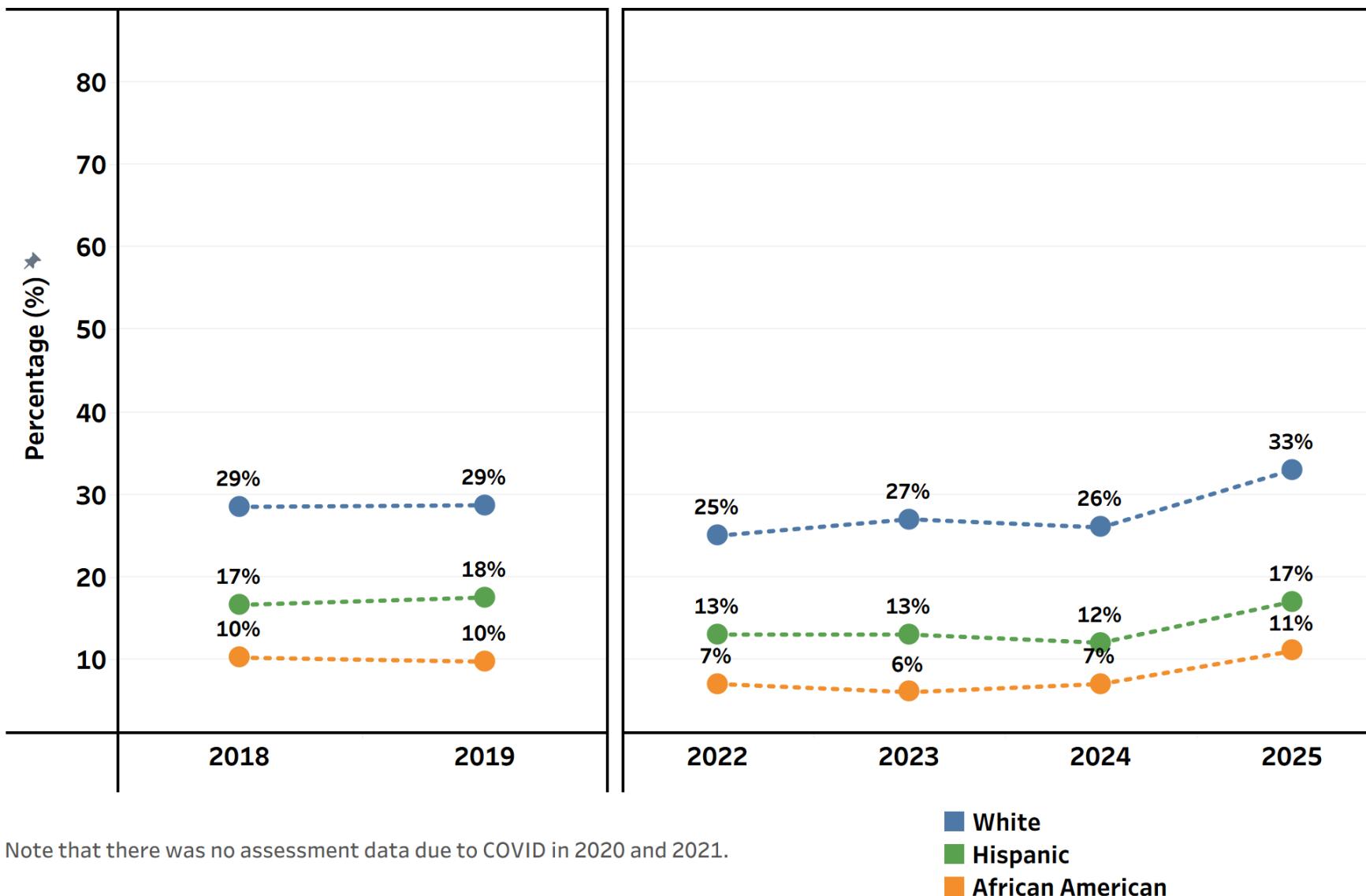
Trend of Proficient/Distinguished - Middle / Science

Female vs Male



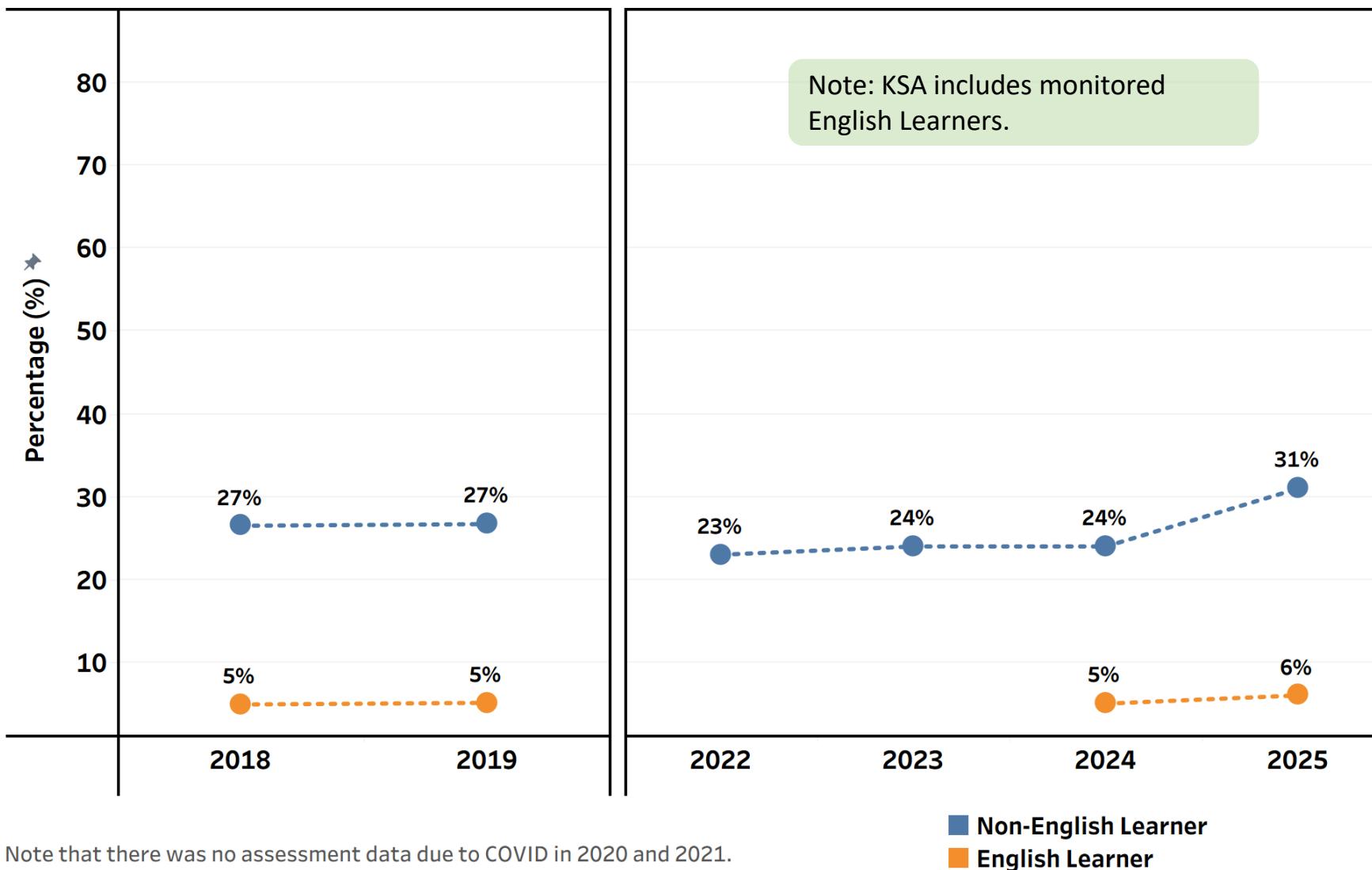
Trend of Proficient/Distinguished - **Middle / Science**

White **vs** African American **vs** Hispanic



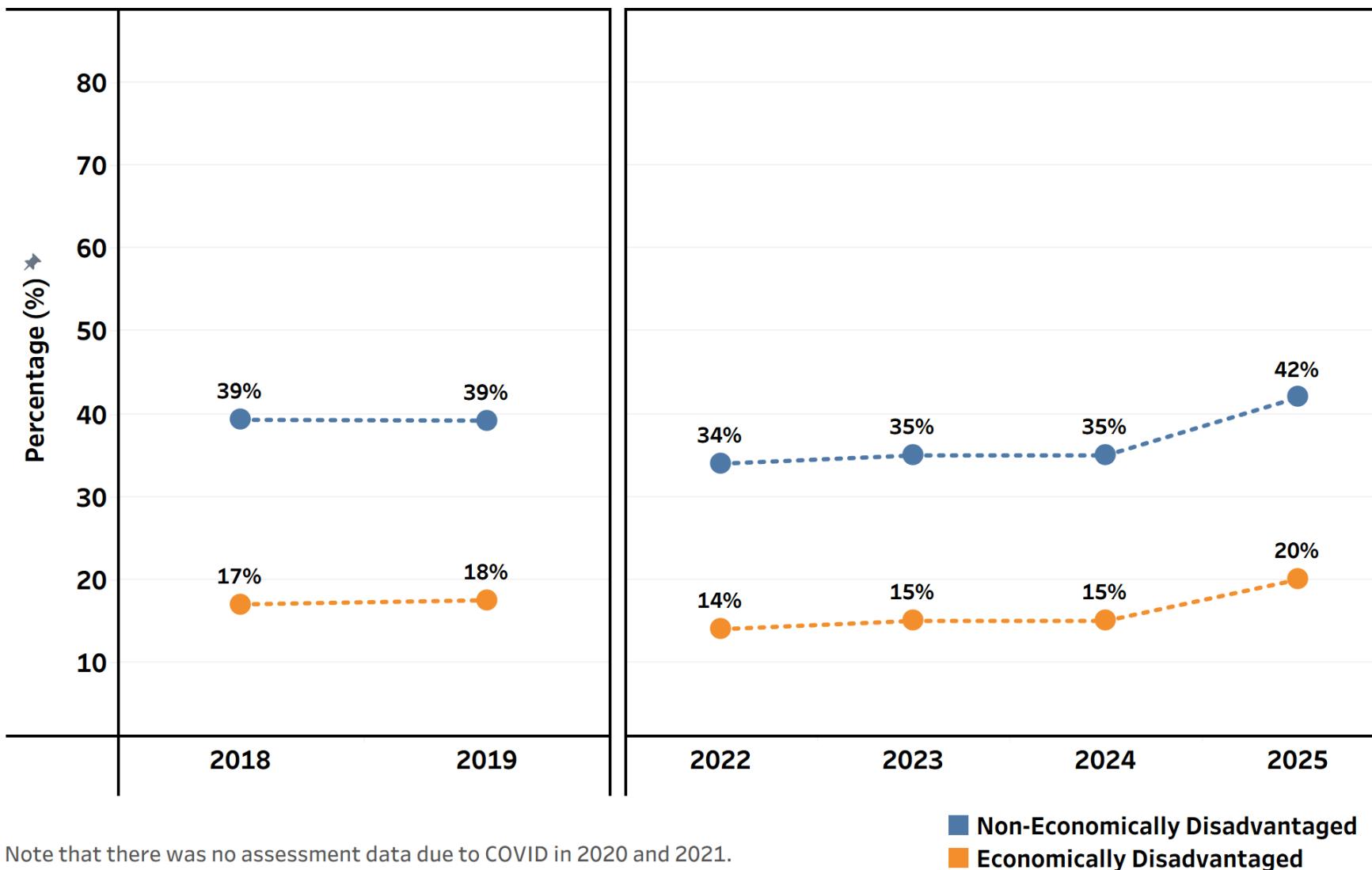
Trend of Proficient/Distinguished - **Middle / Science**

English Learner vs Non-English Learner



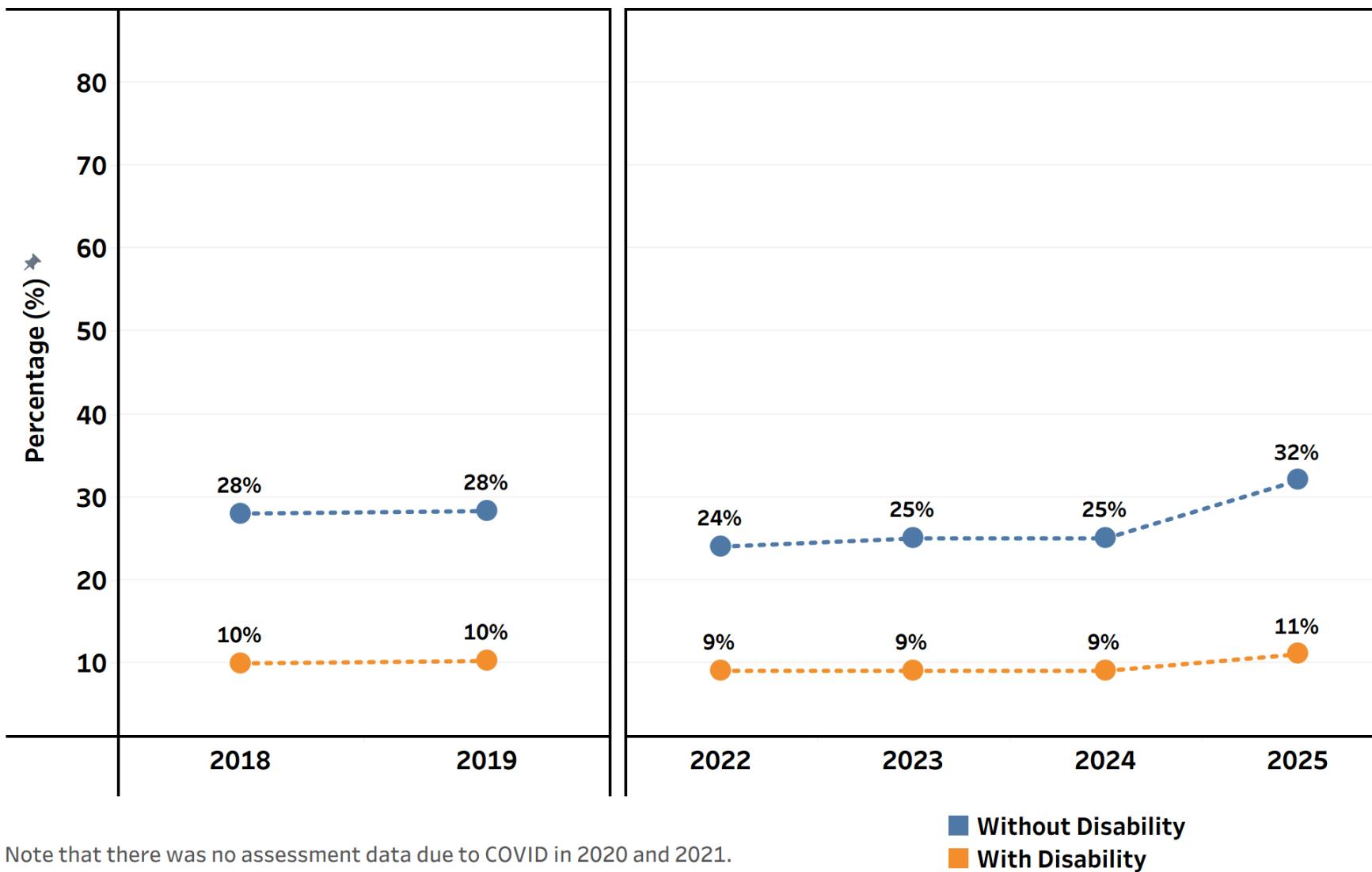
Trend of Proficient/Distinguished - **Middle / Science**

Economically Disadvantaged **vs** Non-Economically Disadvantaged



Trend of Proficient/Distinguished - Middle / Science

With Disability vs Without Disability



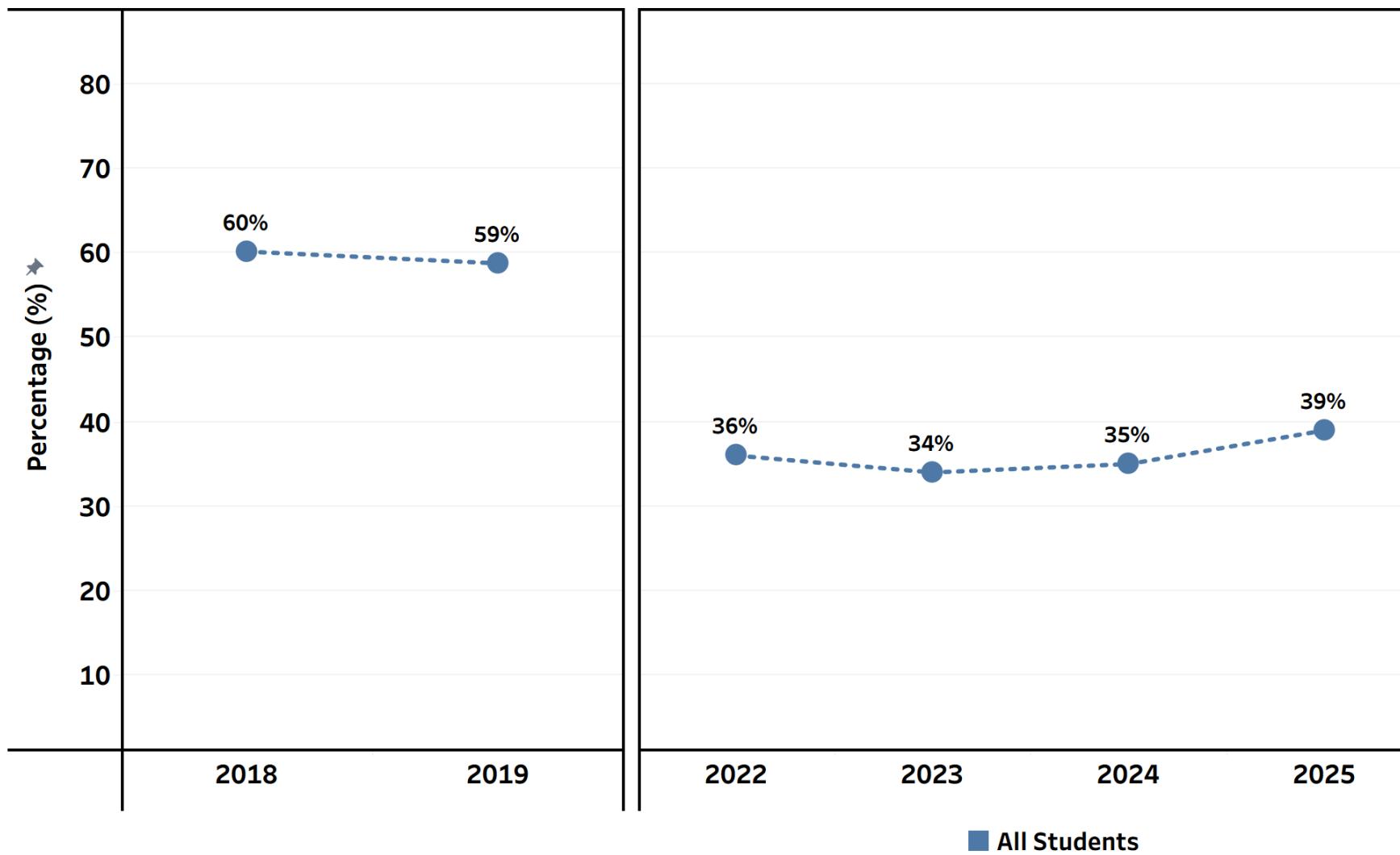


KSA Middle School Social Studies



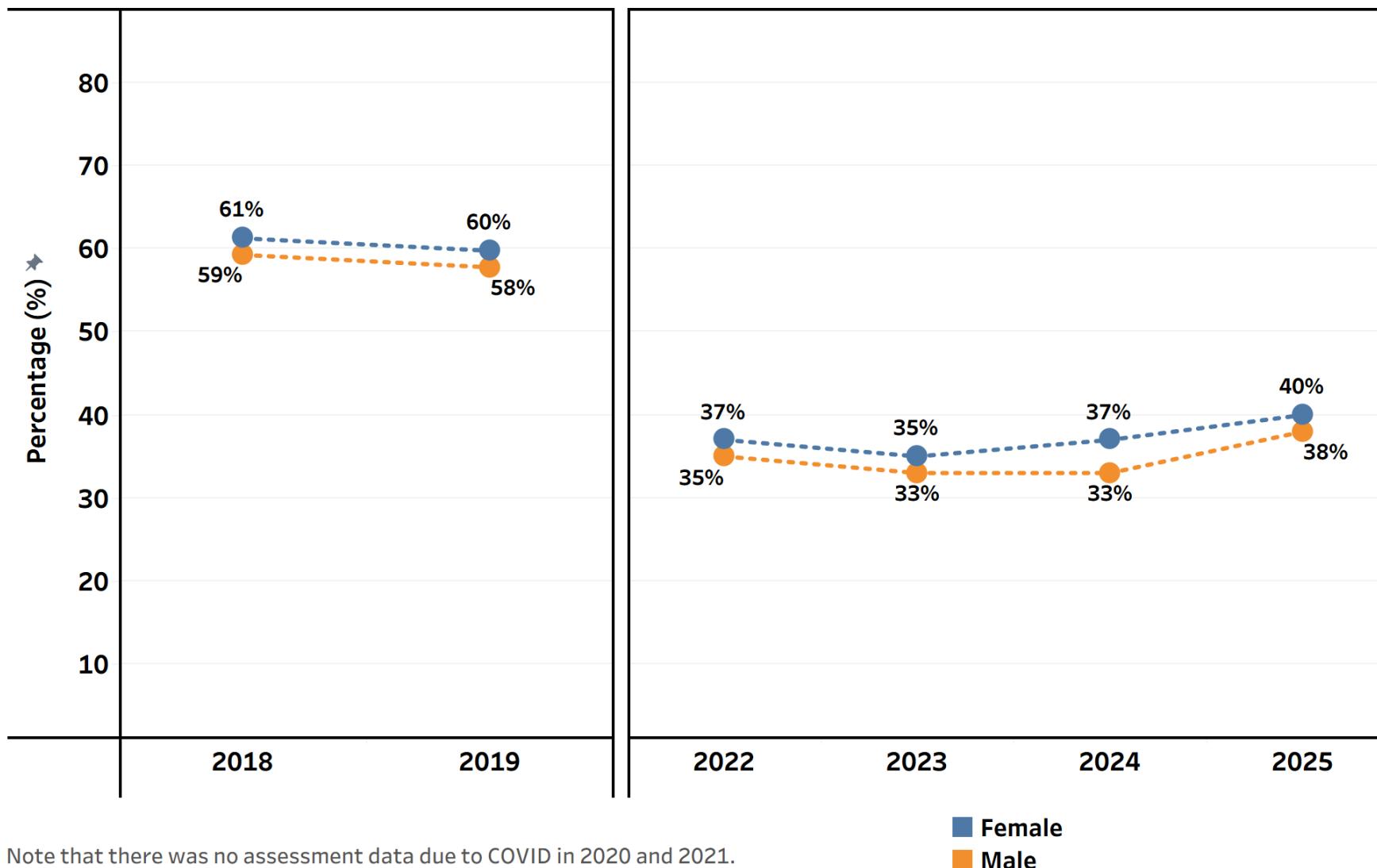
Trend of Proficient/Distinguished - Middle / Social Studies

All Students



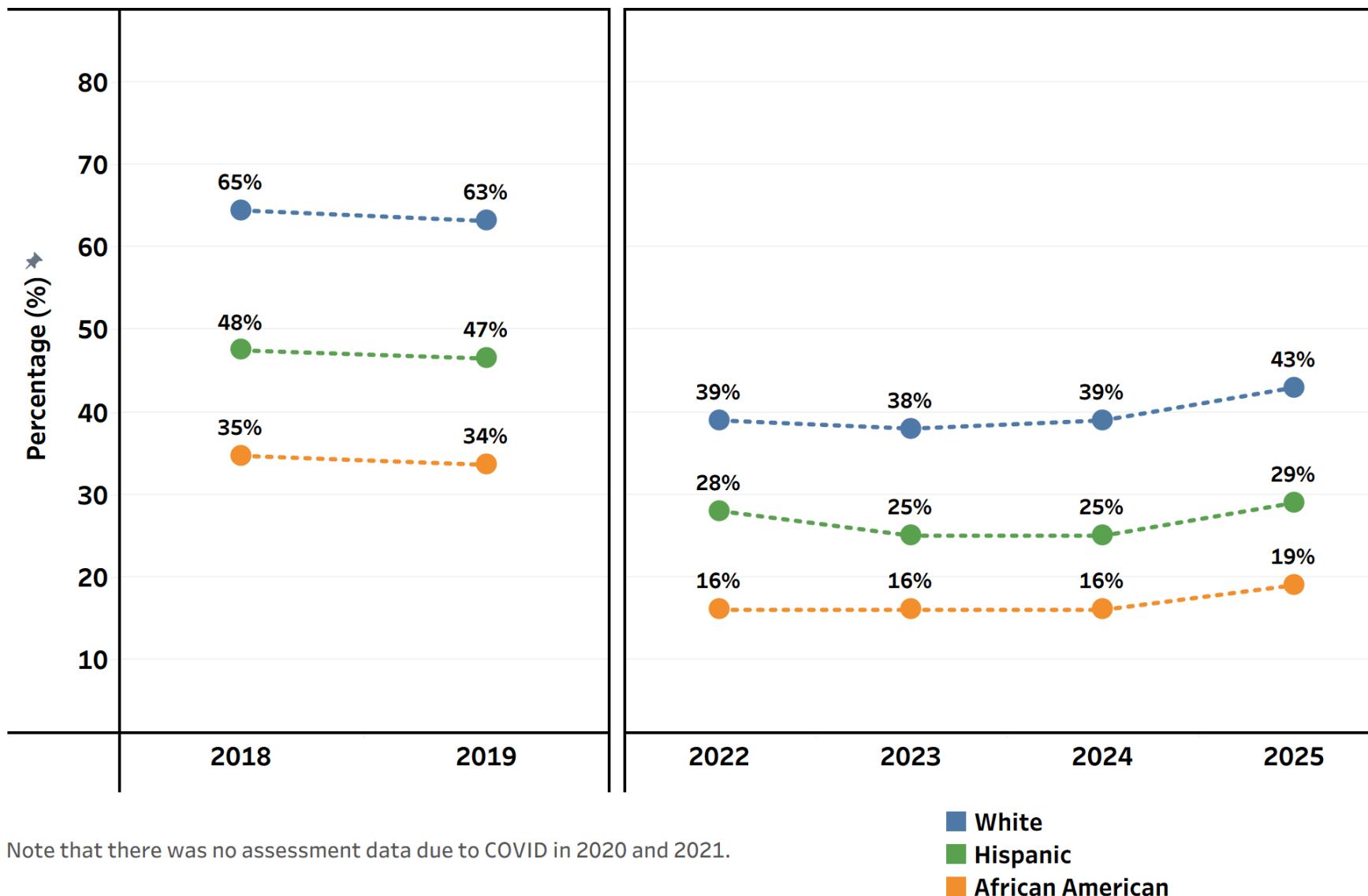
Trend of Proficient/Distinguished - Middle / Social Studies

Female vs Male



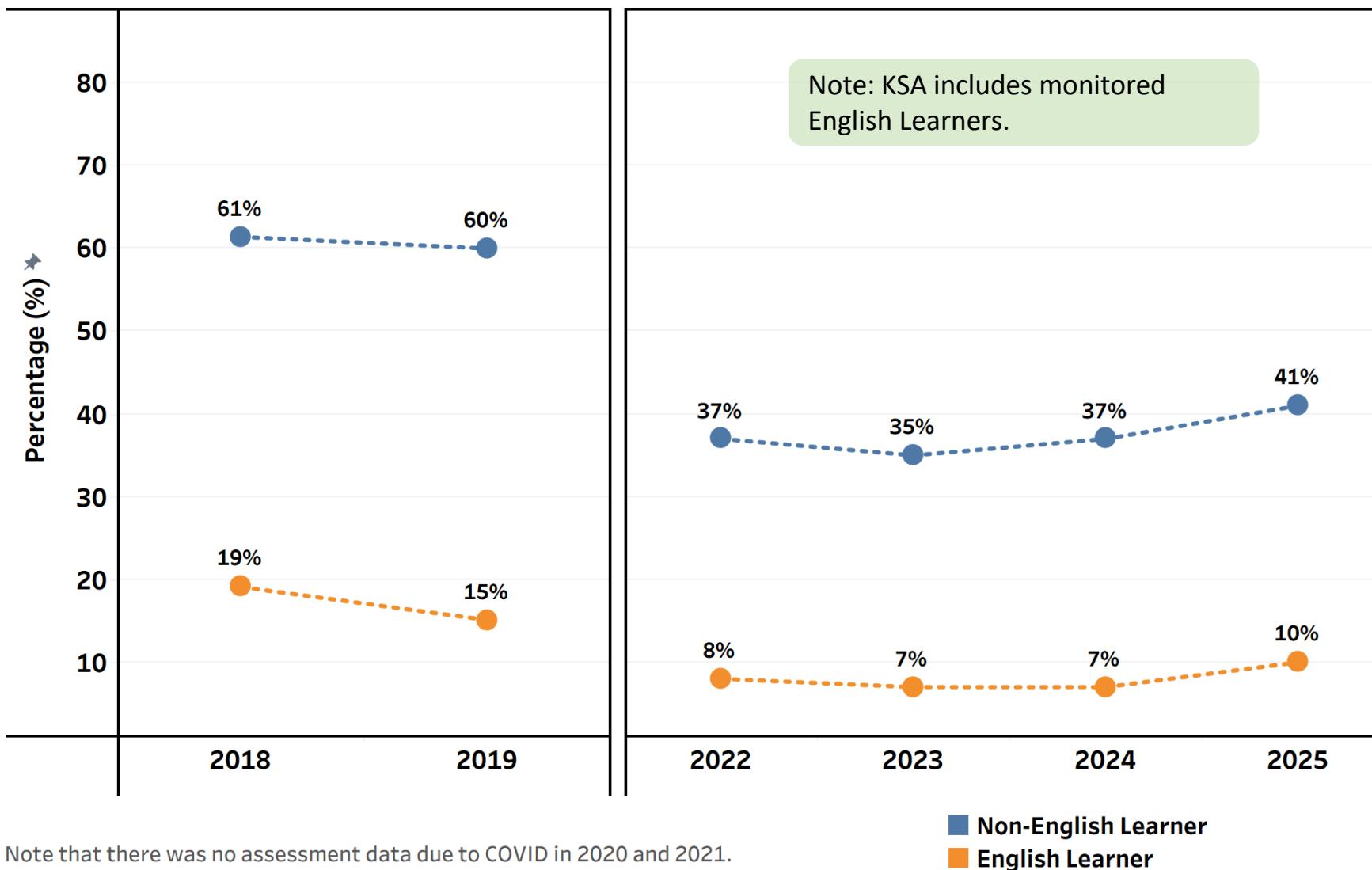
Trend of Proficient/Distinguished - Middle / Social Studies

White vs African American vs Hispanic



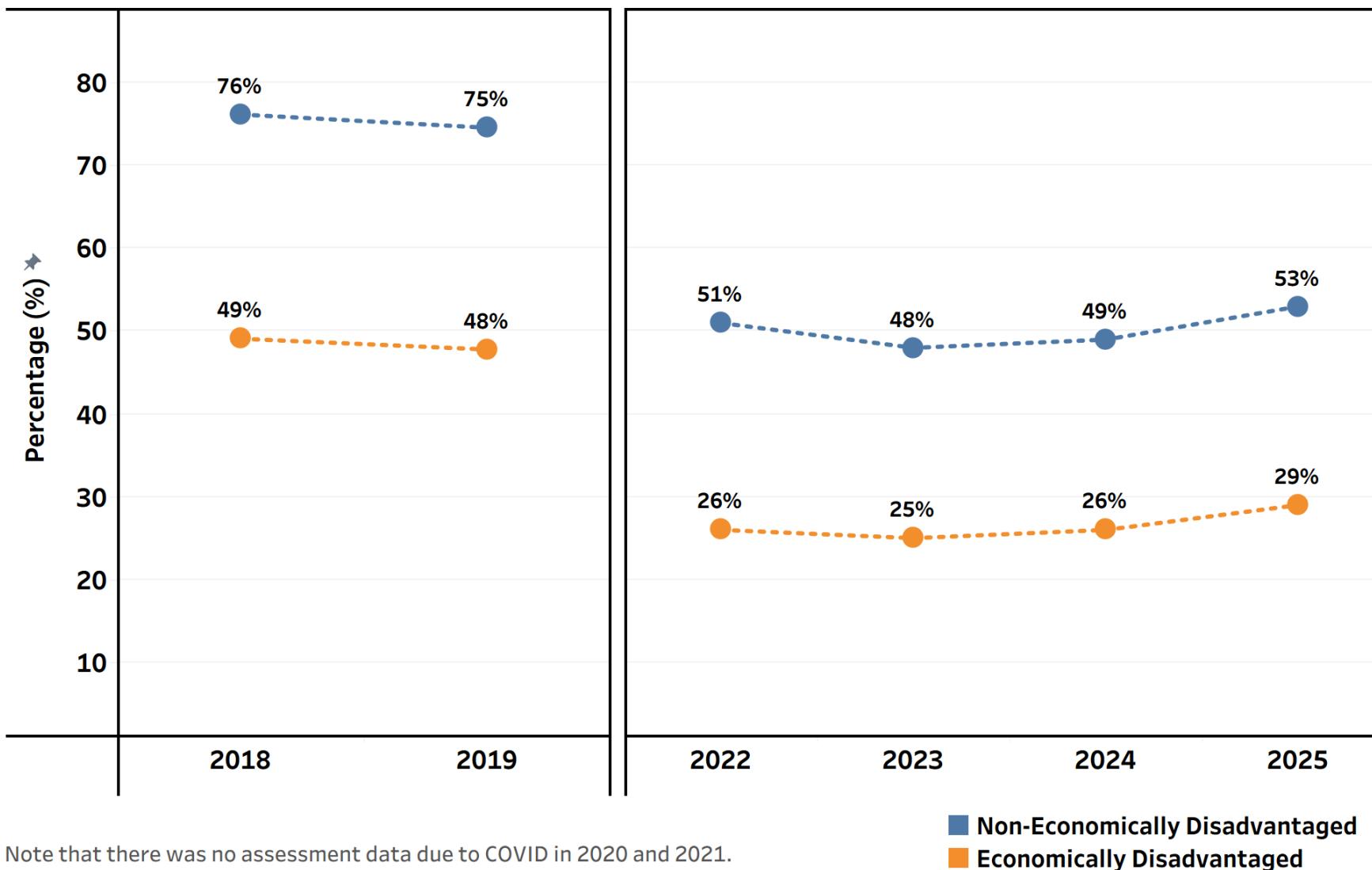
Trend of Proficient/Distinguished - Middle / Social Studies

English Learner vs Non-English Learner



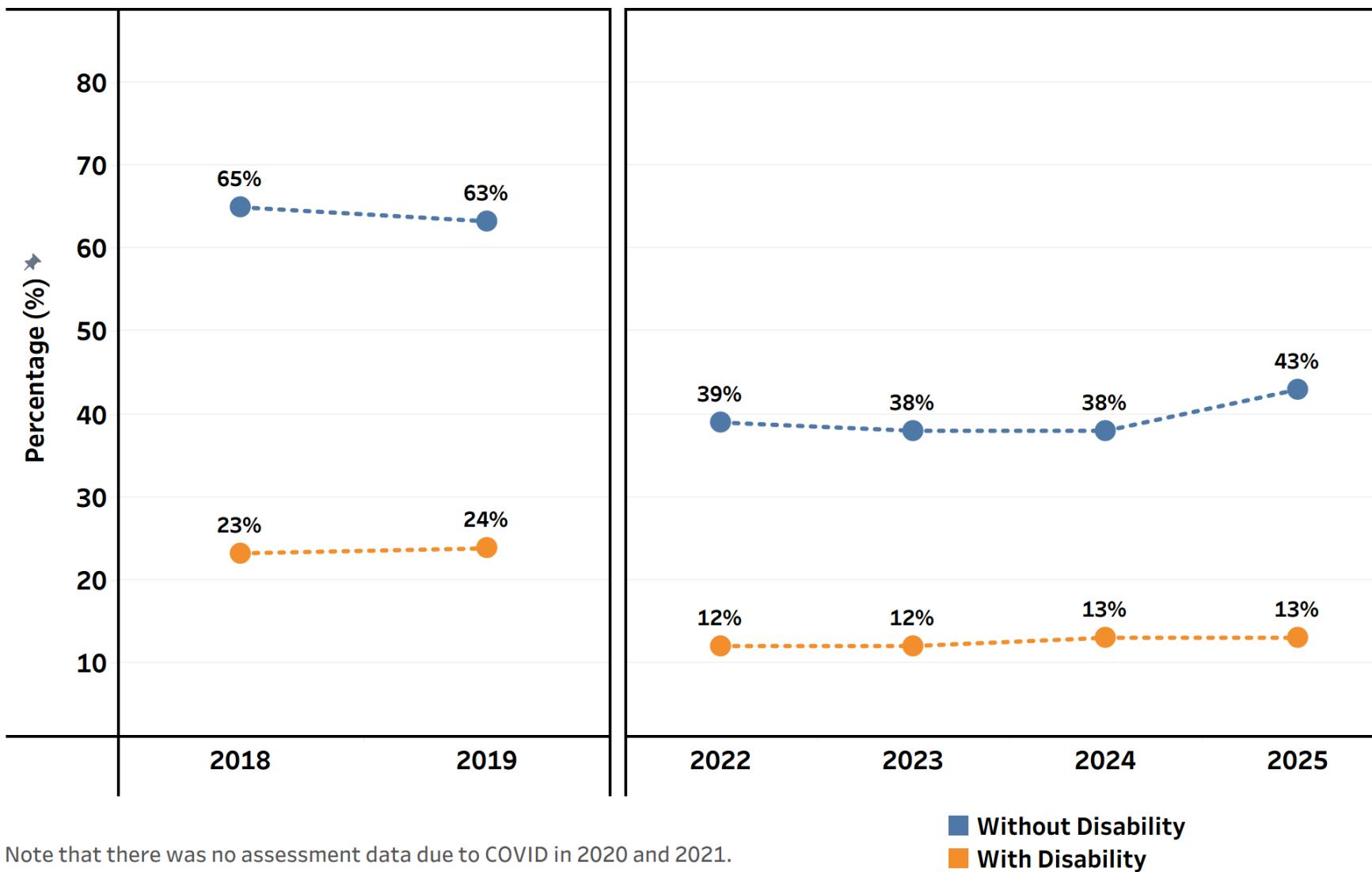
Trend of Proficient/Distinguished - **Middle / Social Studies**

Economically Disadvantaged **vs** Non-Economically Disadvantaged



Trend of Proficient/Distinguished - Middle / Social Studies

With Disability vs Without Disability



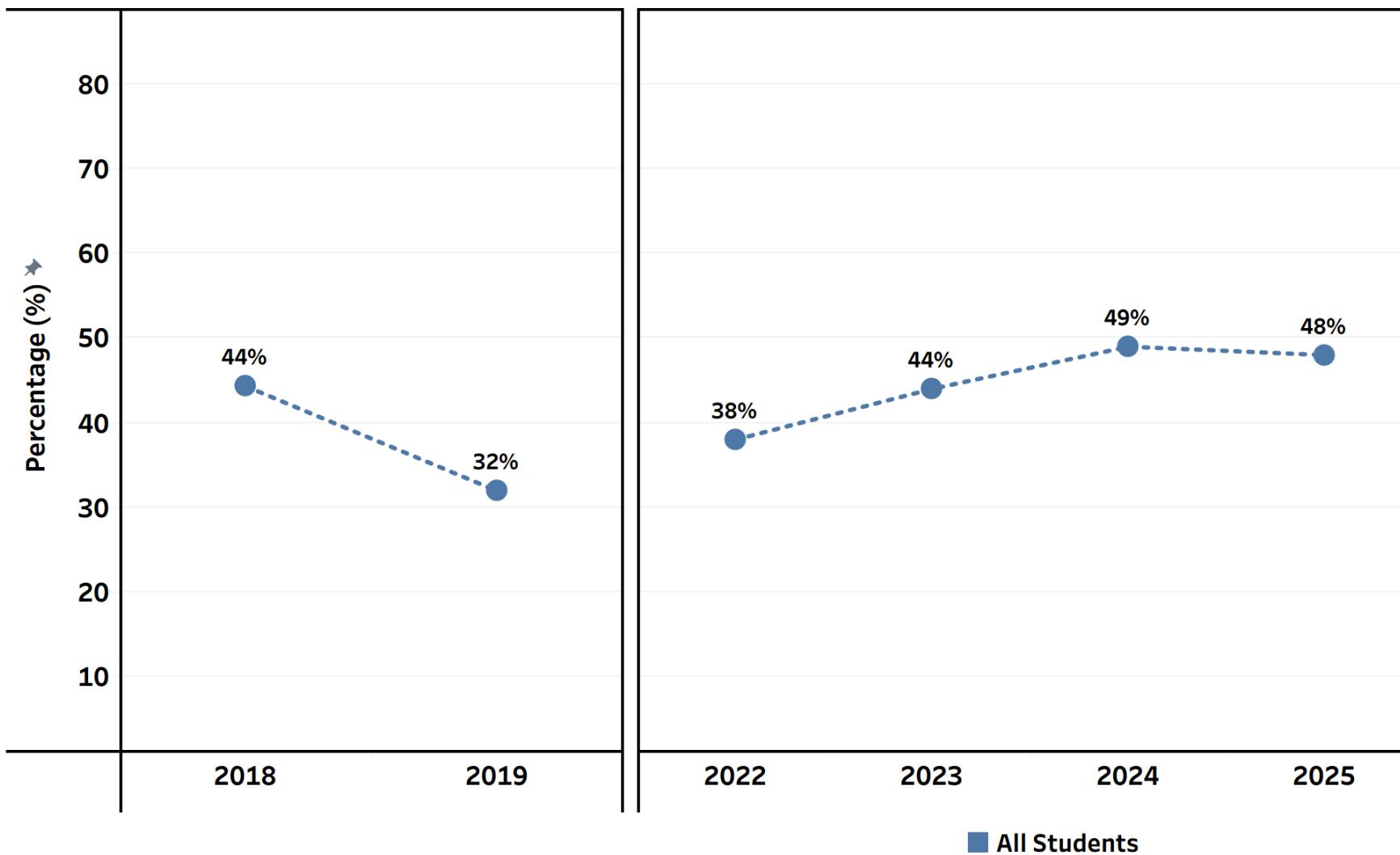


KSA Middle School Writing On-demand



Trend of Proficient/Distinguished - Middle / Writing On-Demand

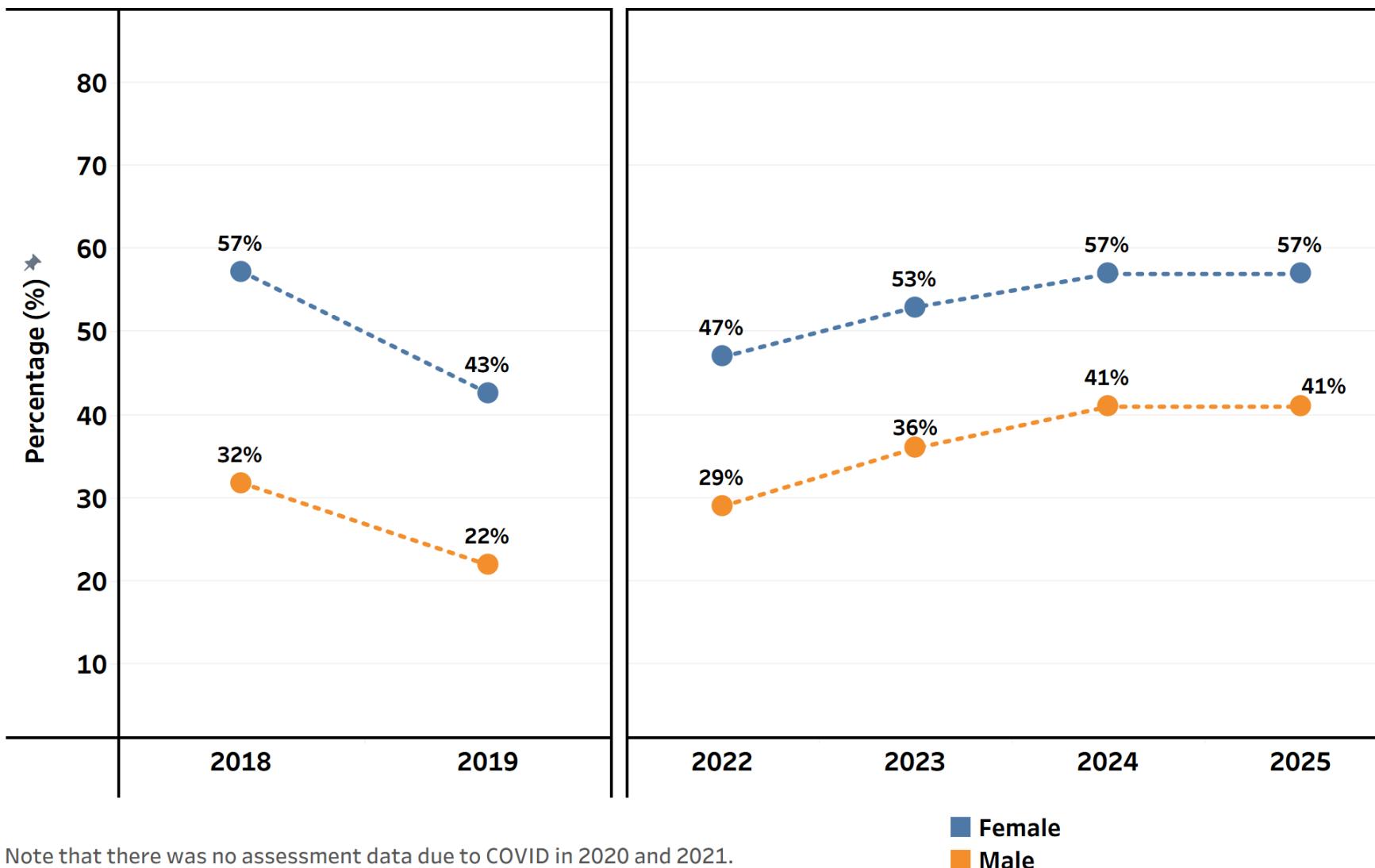
All Students



Note that there was no assessment data due to COVID in 2020 and 2021.

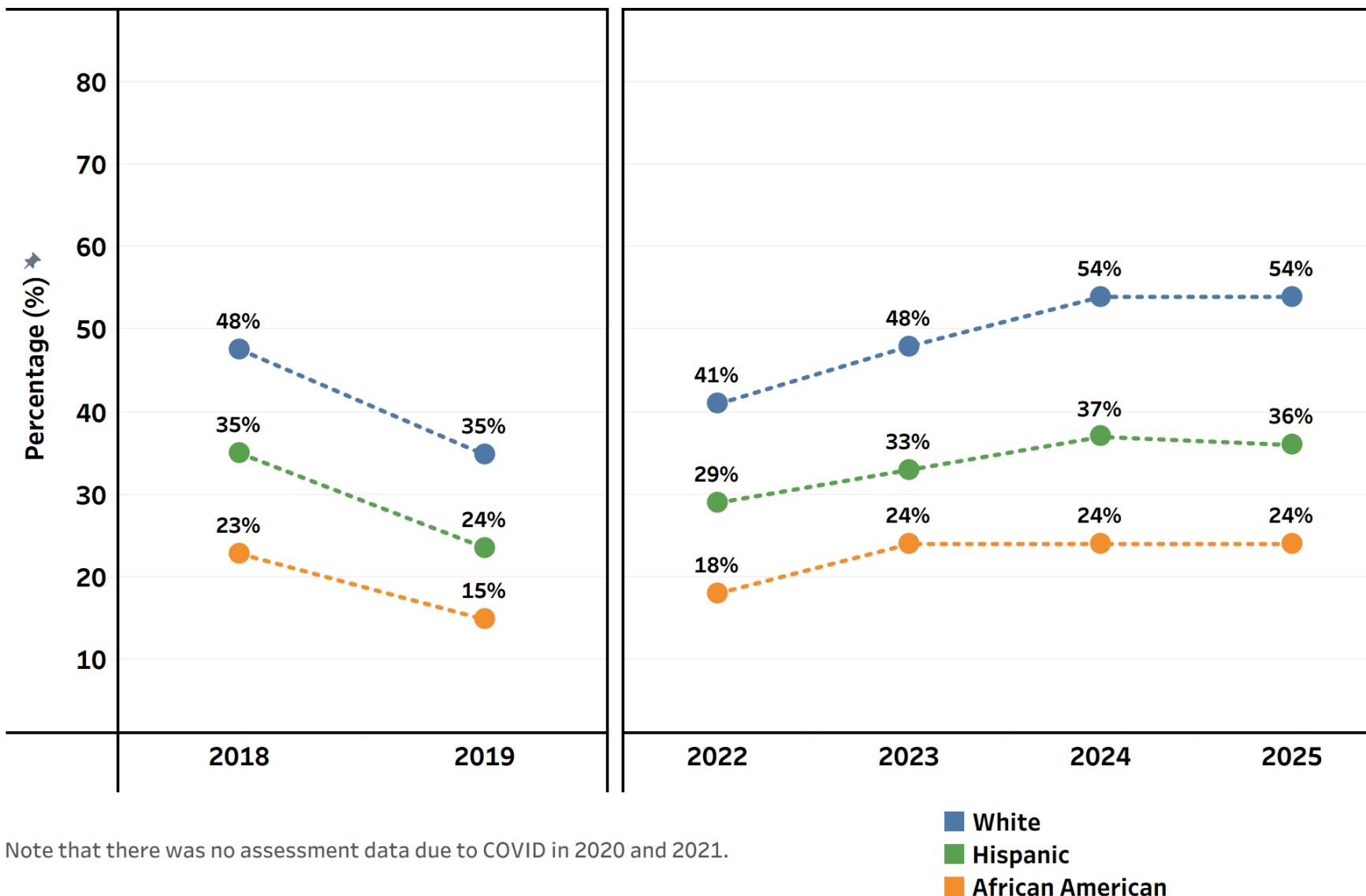
Trend of Proficient/Distinguished - Middle / Writing On-Demand

Female vs Male



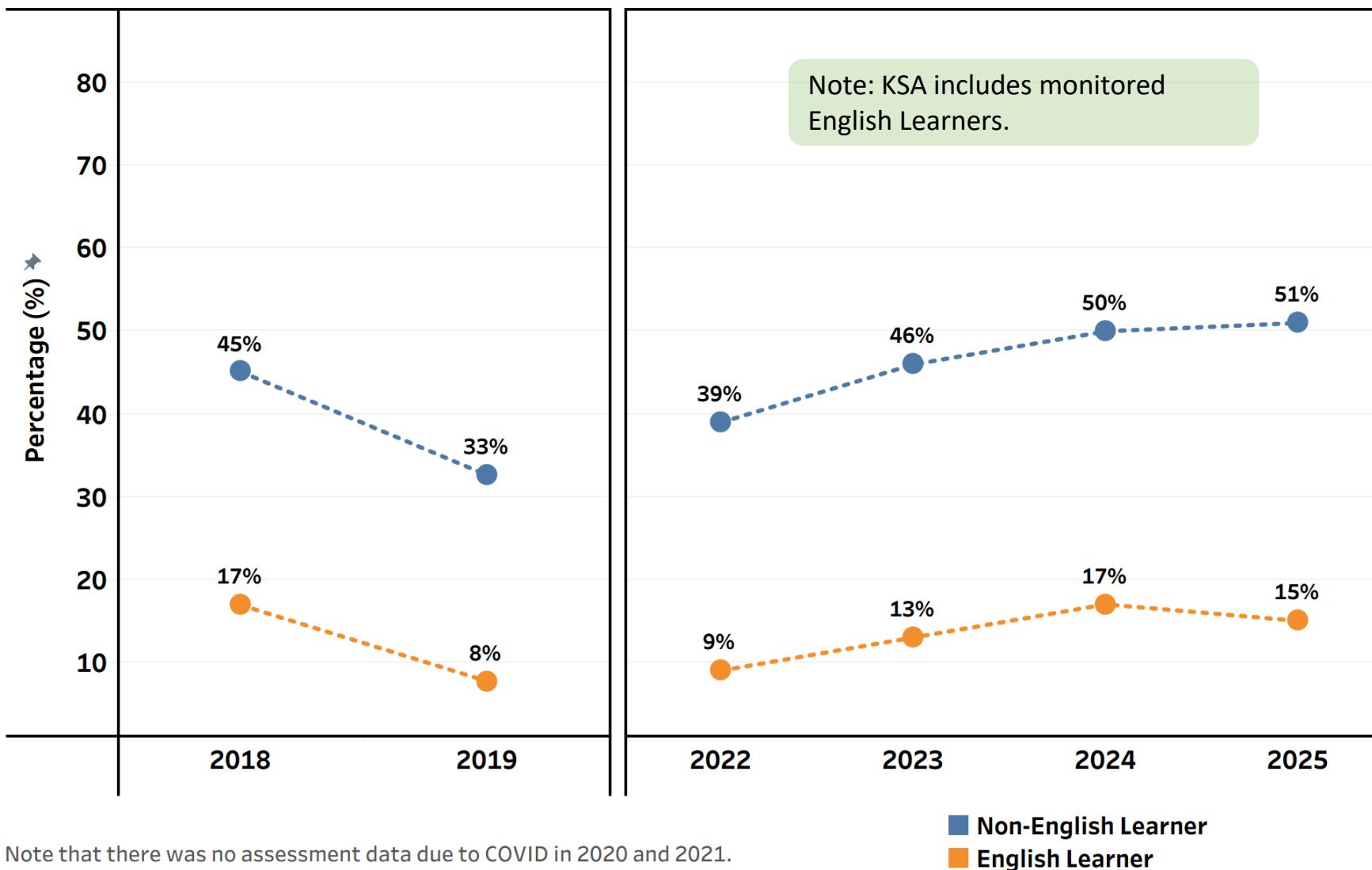
Trend of Proficient/Distinguished - **Middle / Writing On-Demand**

White **vs** African American **vs** Hispanic



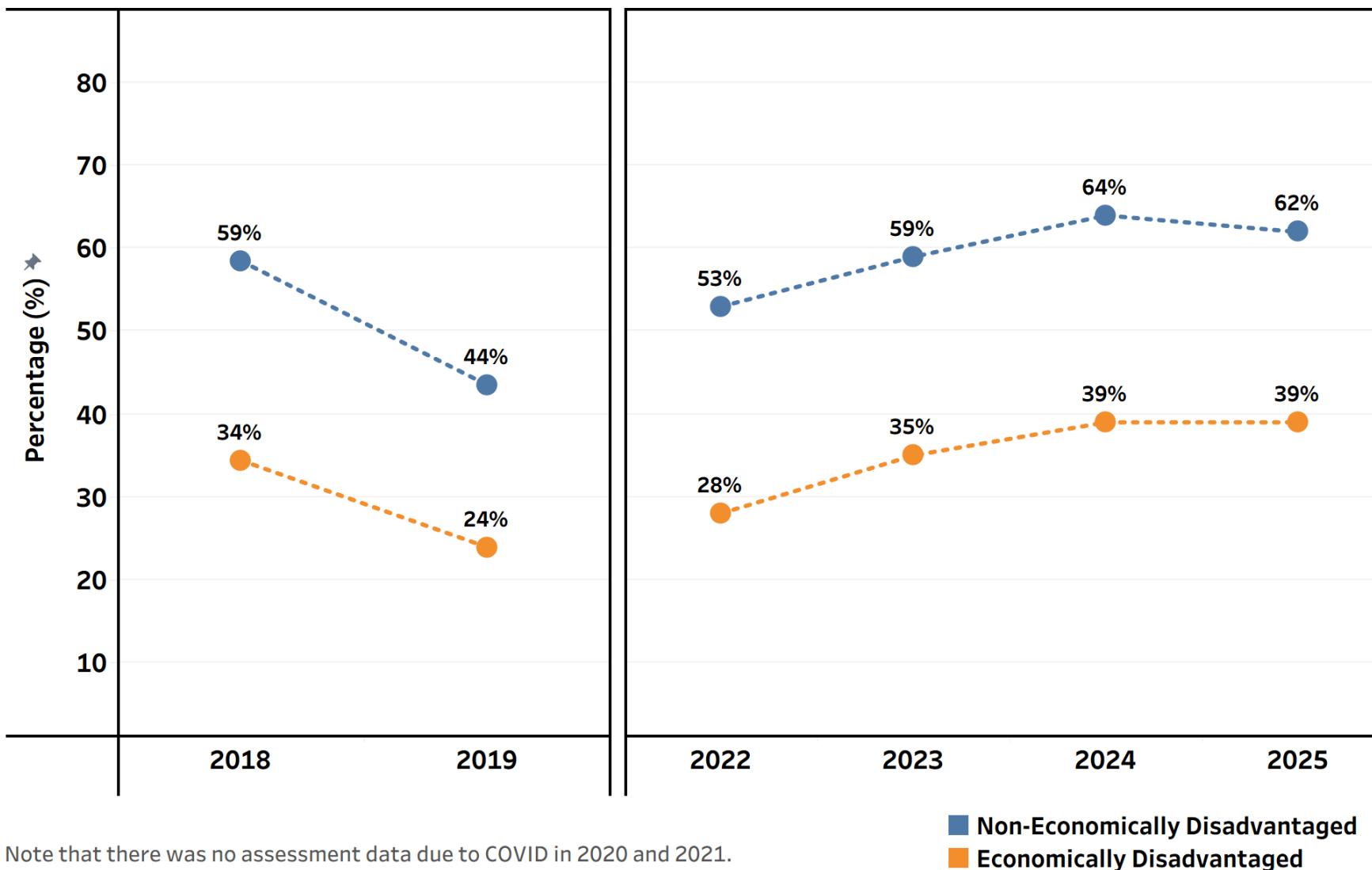
Trend of Proficient/Distinguished - **Middle / Writing On-Demand**

English Learner vs Non-English Learner



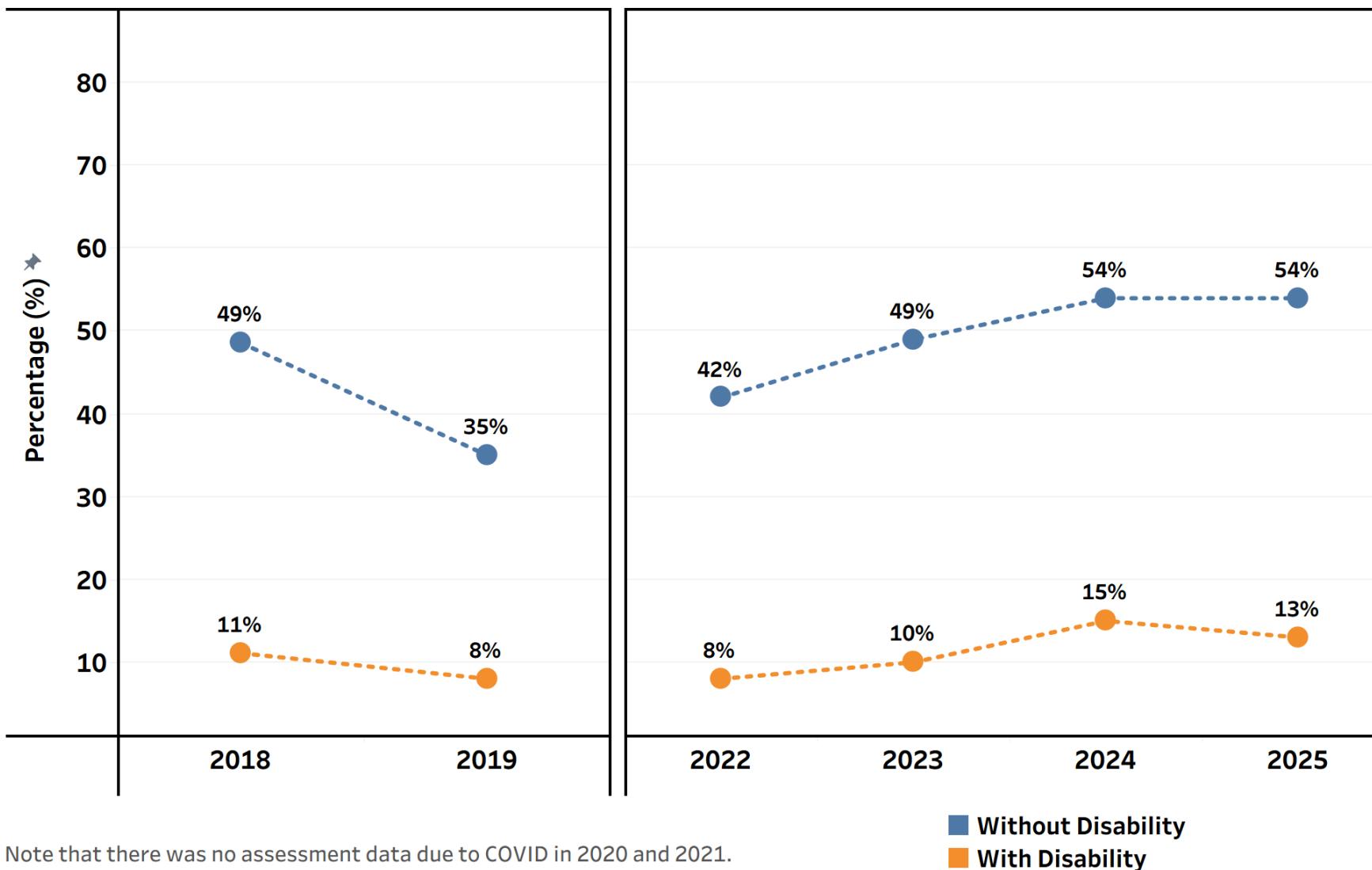
Trend of Proficient/Distinguished - **Middle / Writing On-Demand**

Economically Disadvantaged **vs** Non-Economically Disadvantaged



Trend of Proficient/Distinguished - **Middle / Writing On-Demand**

With Disability vs Without Disability



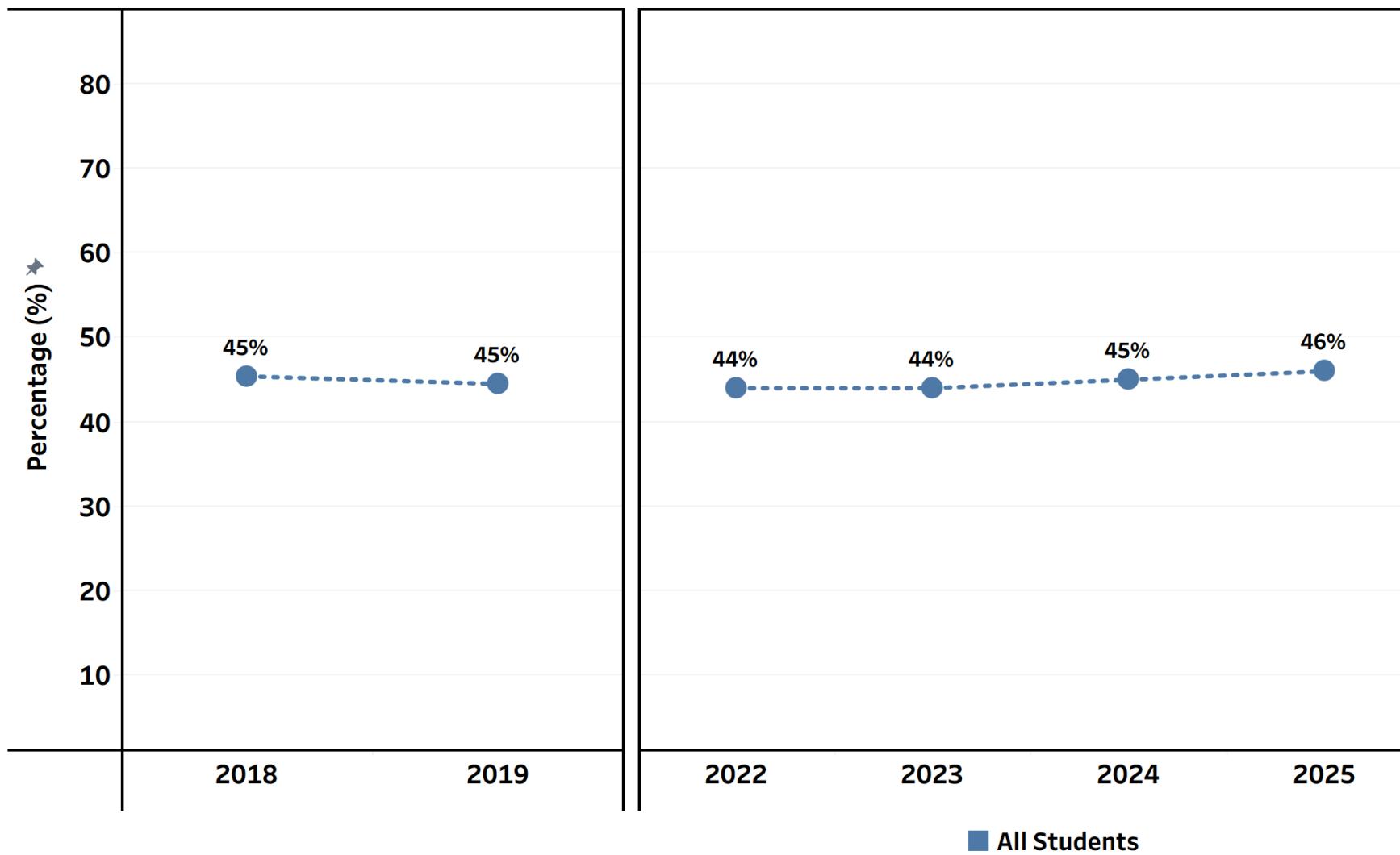


KSA High School Reading



Trend of Proficient/Distinguished - **High** / Reading

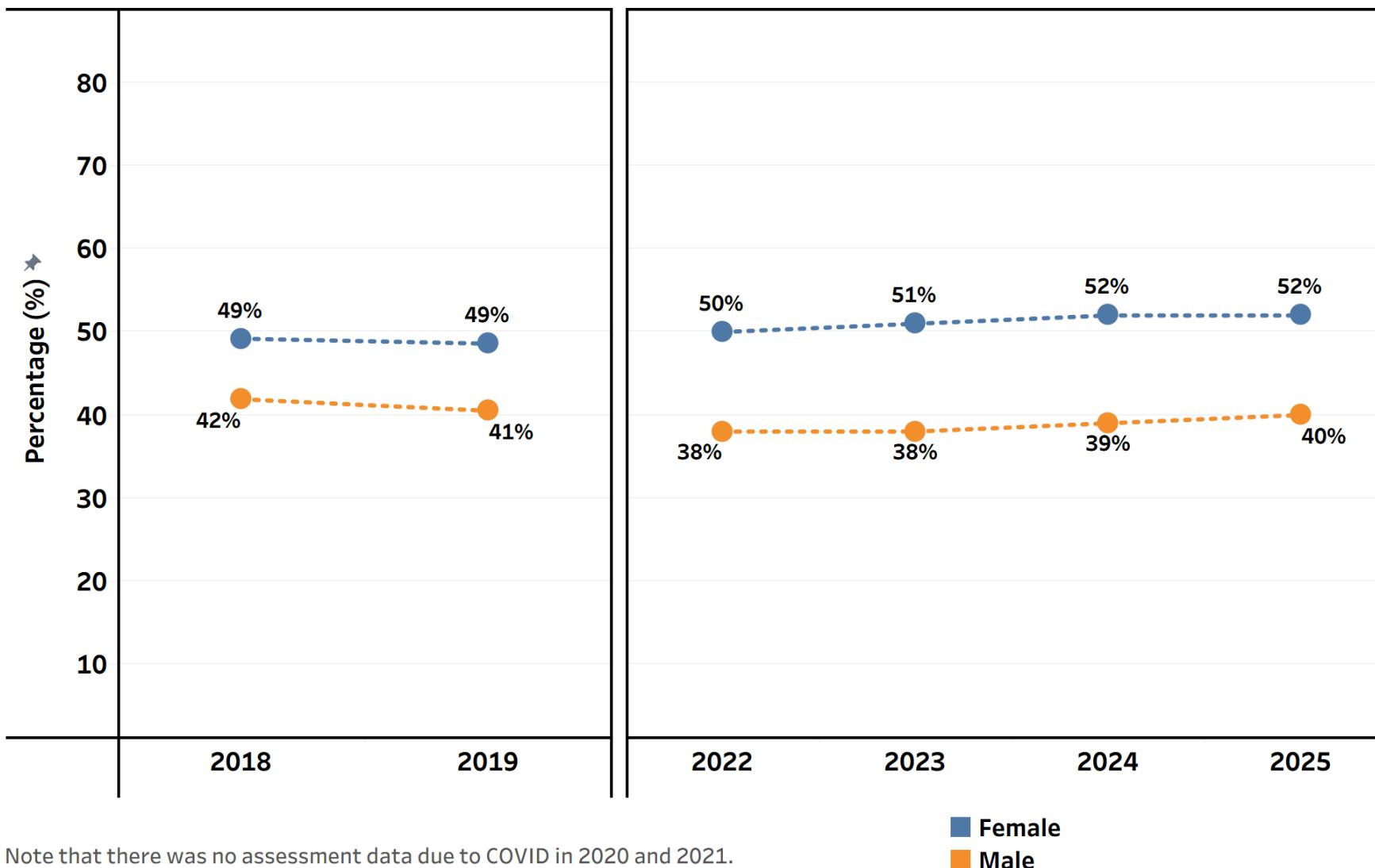
All Students



Note that there was no assessment data due to COVID in 2020 and 2021.

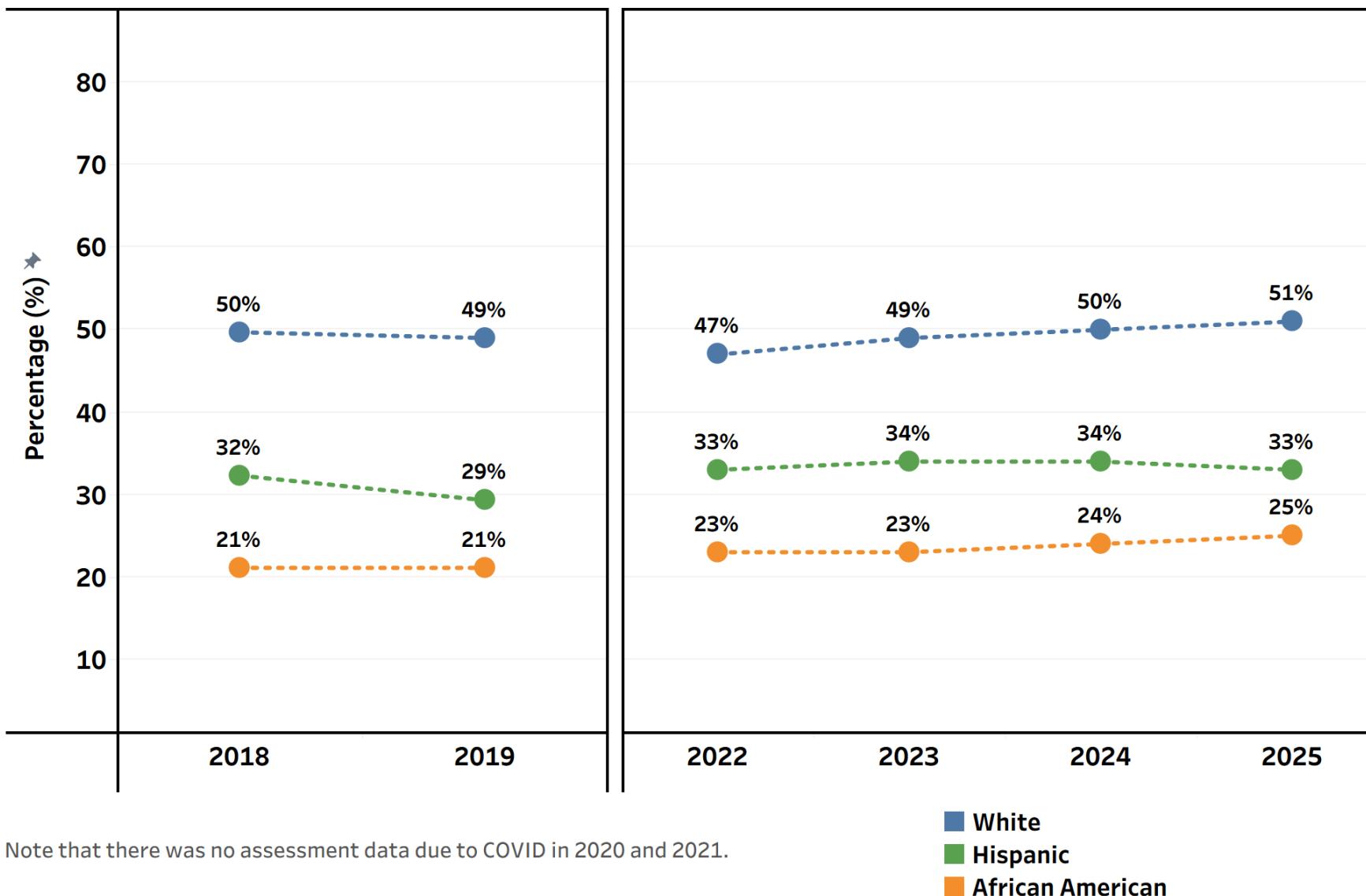
Trend of Proficient/Distinguished - High / Reading

Female vs Male



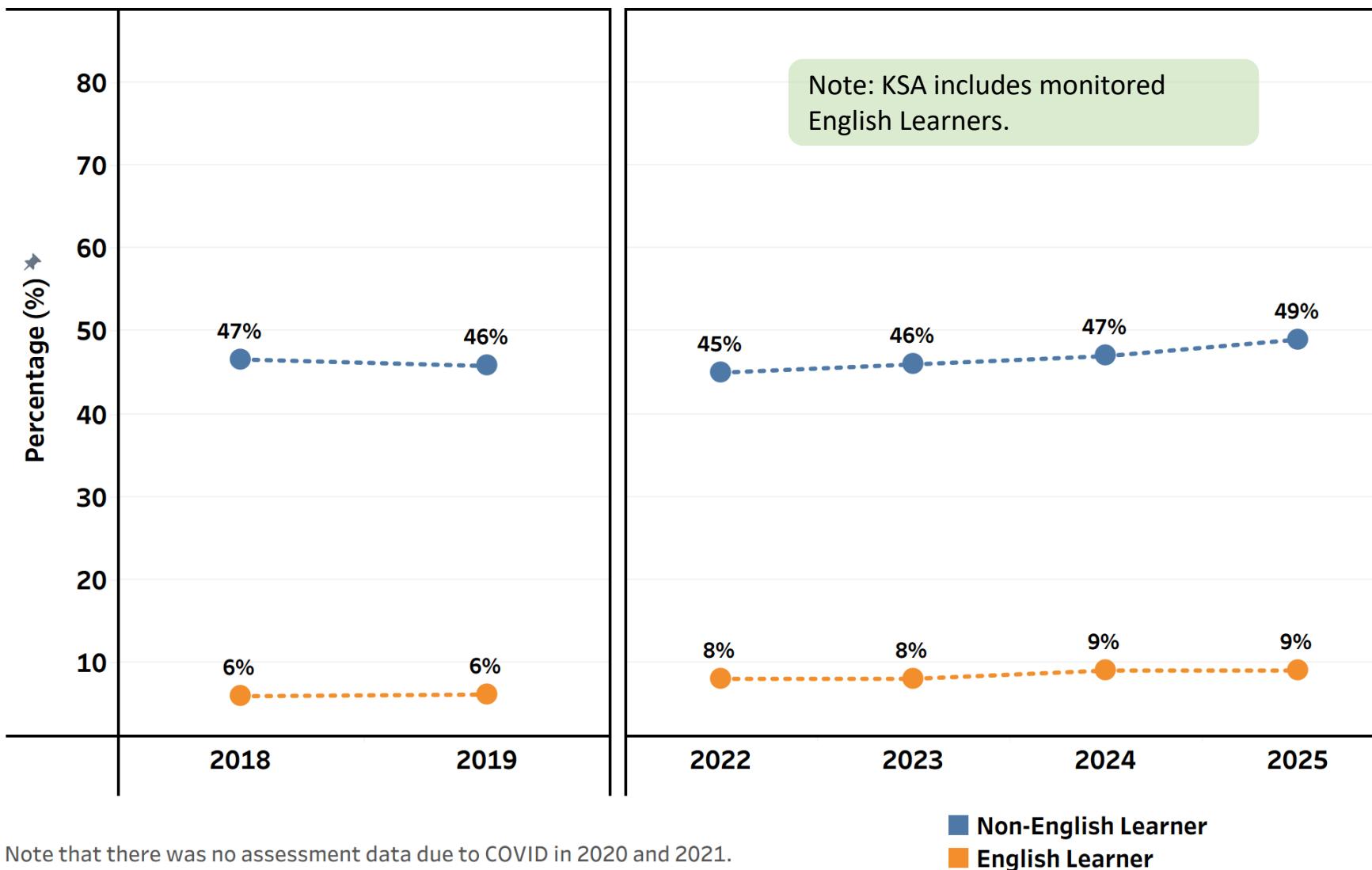
Trend of Proficient/Distinguished - **High** / Reading

White **vs** African American **vs** Hispanic



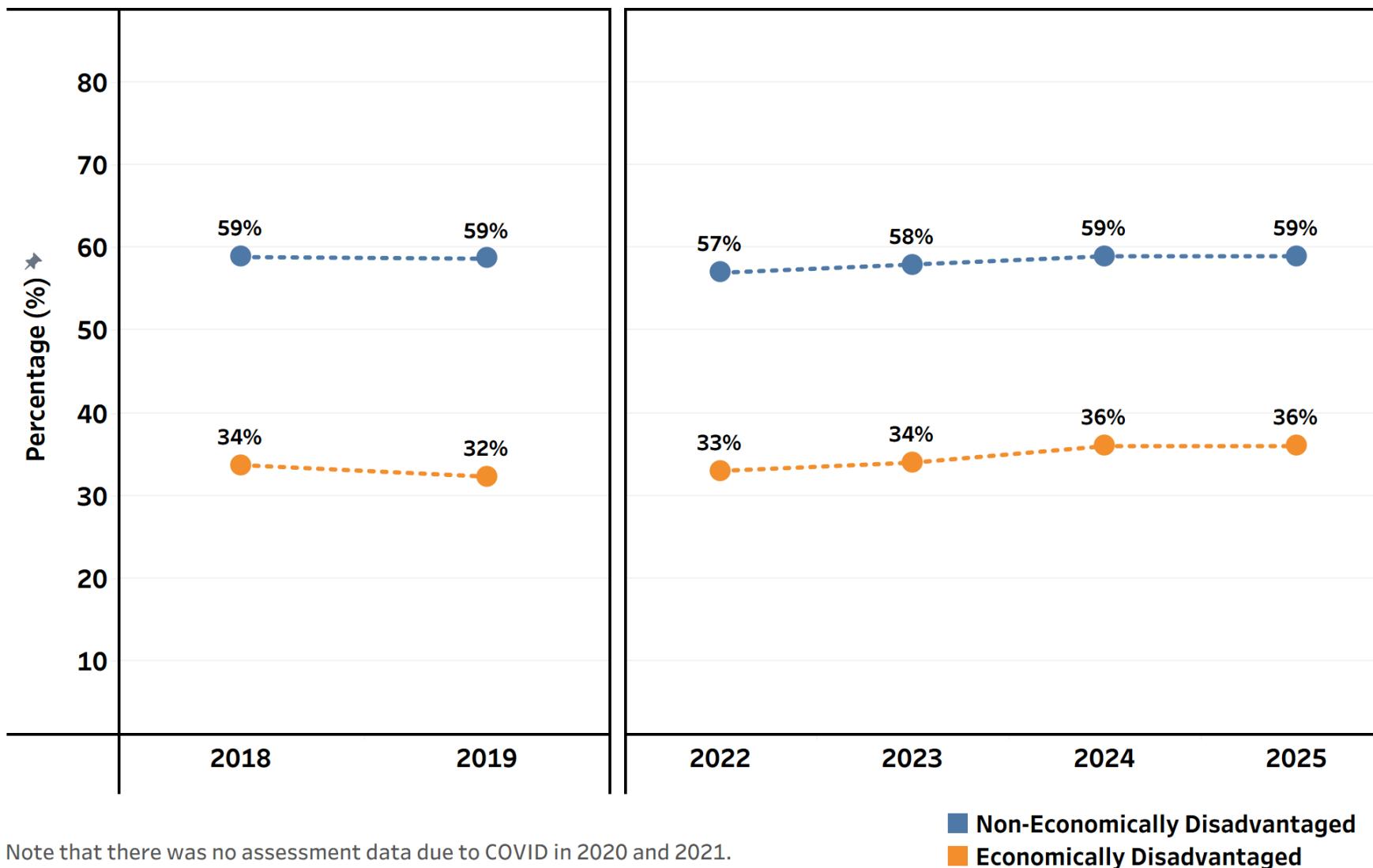
Trend of Proficient/Distinguished - **High** / Reading

English Learner vs Non-English Learner



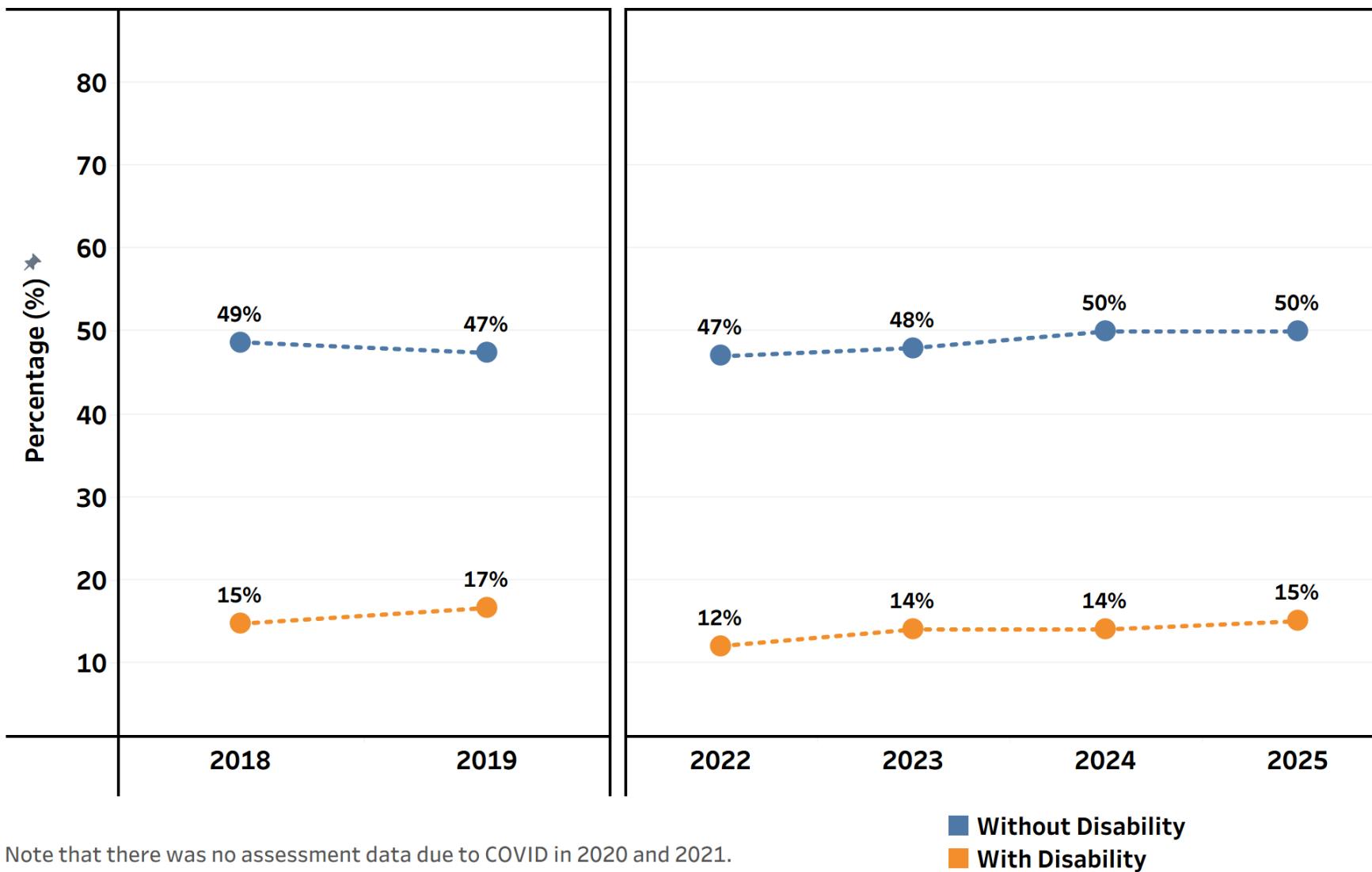
Trend of Proficient/Distinguished - **High** / Reading

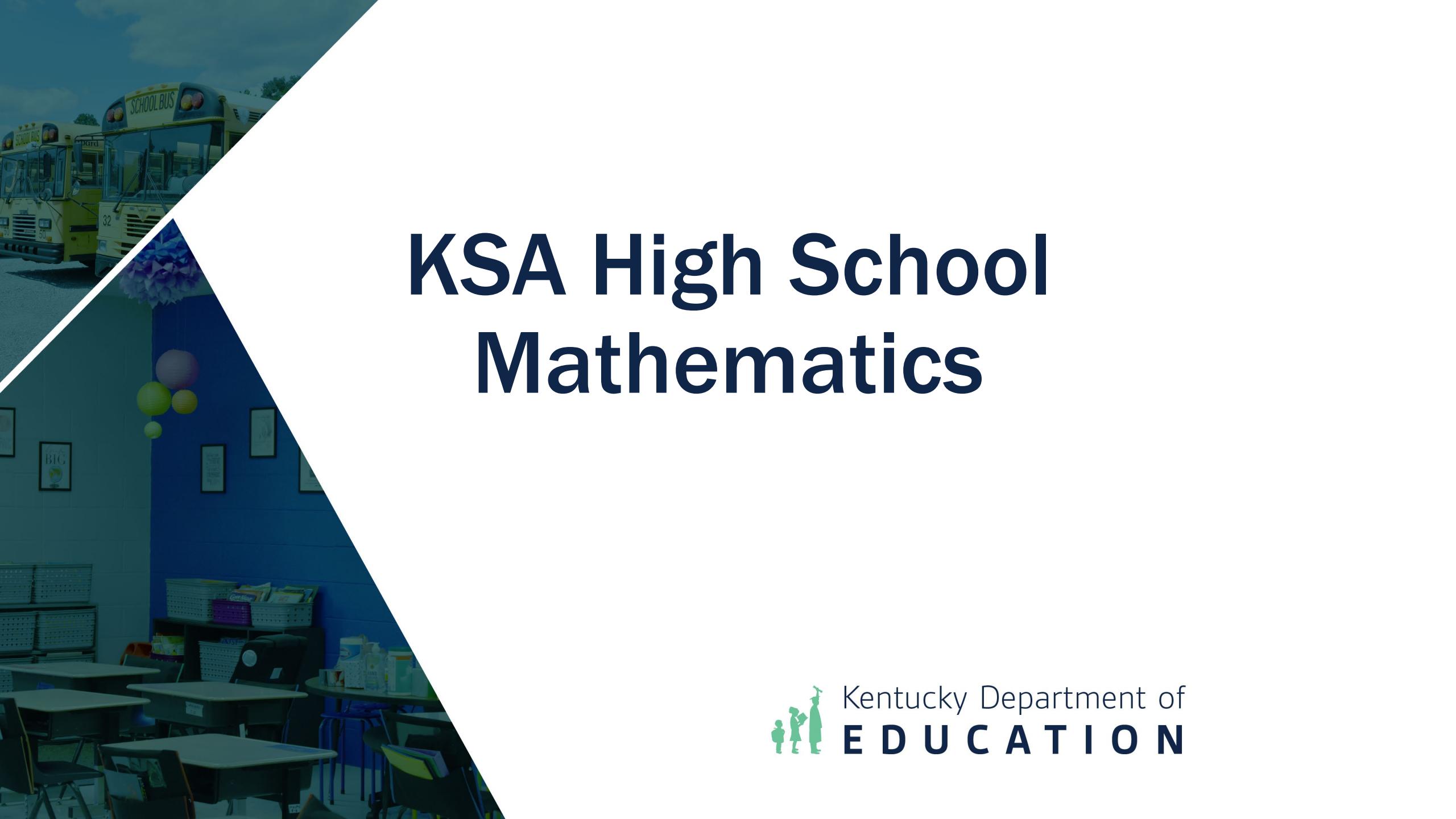
Economically Disadvantaged **vs** Non-Economically Disadvantaged



Trend of Proficient/Distinguished - **High** / Reading

With Disability vs Without Disability



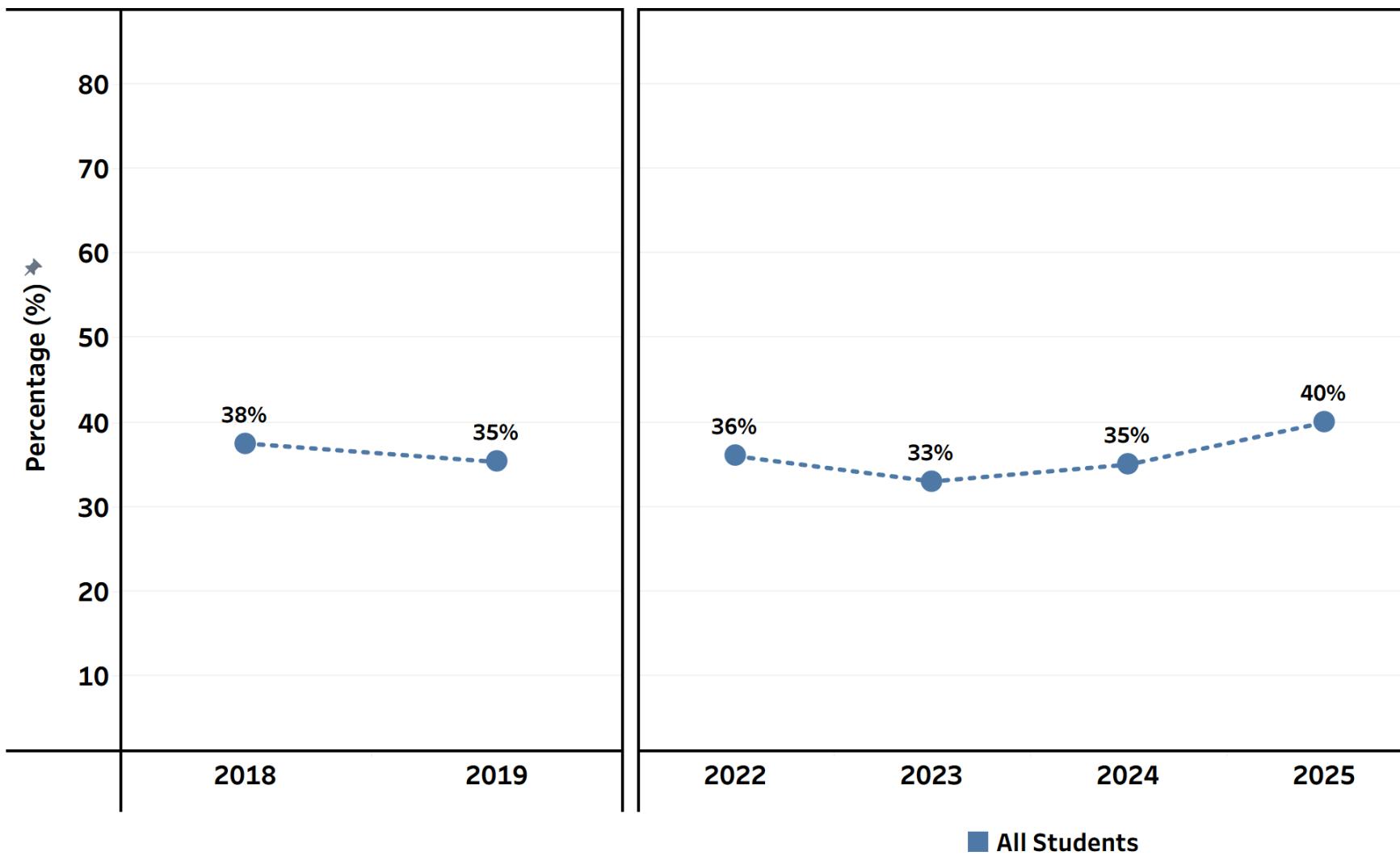


KSA High School Mathematics



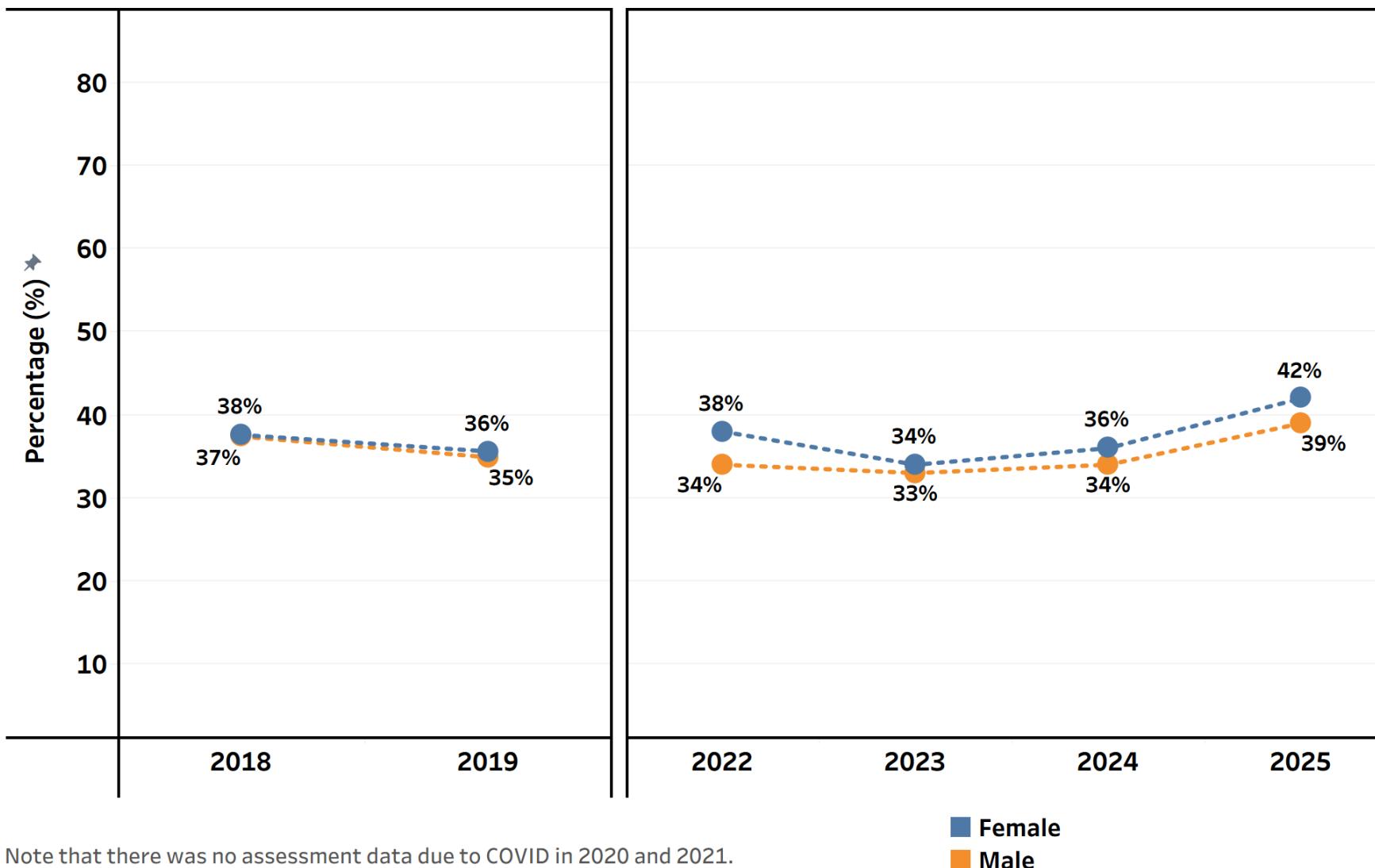
Trend of Proficient/Distinguished - **High** / Math

All Students



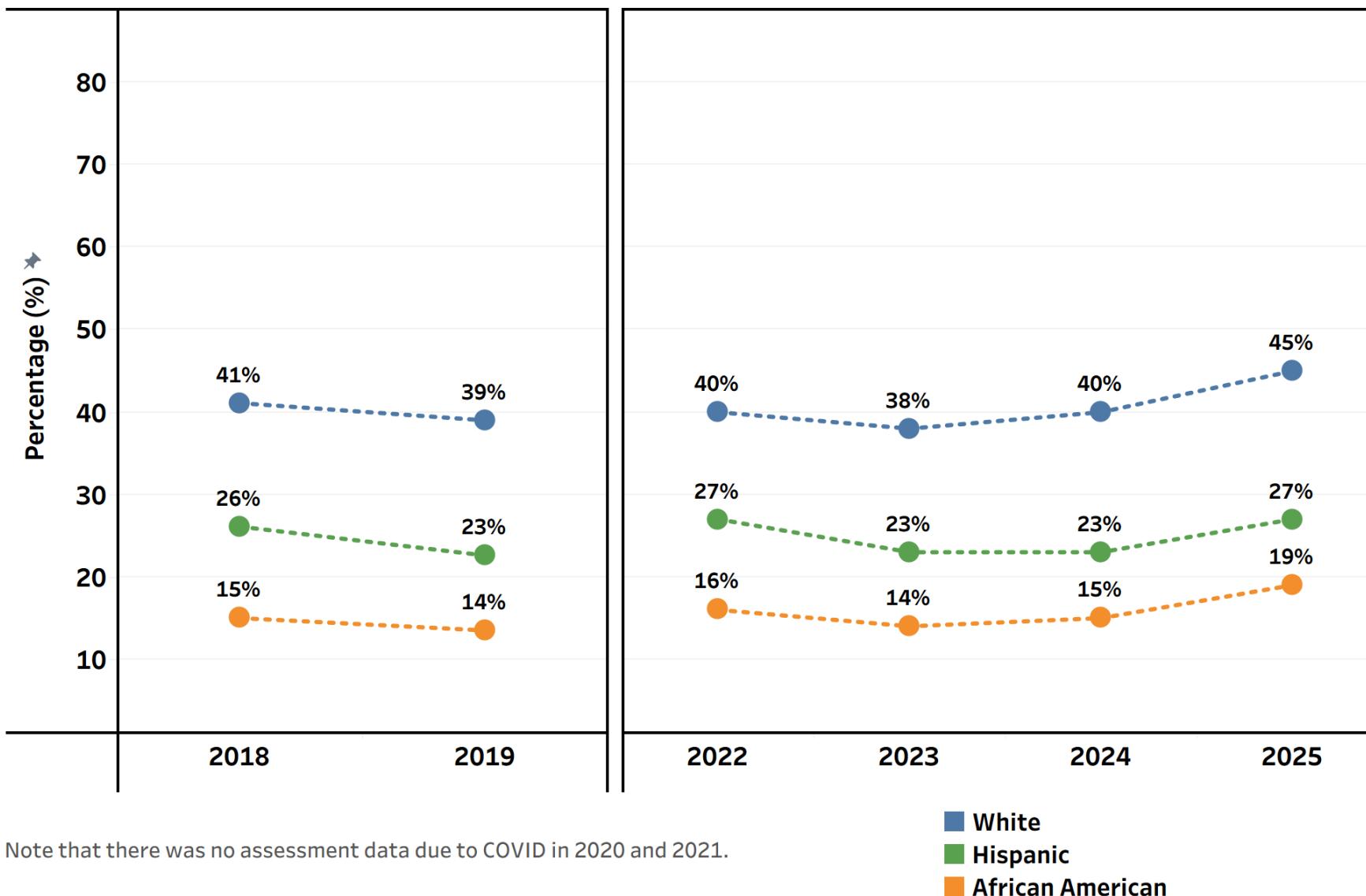
Trend of Proficient/Distinguished - High / Math

Female vs Male



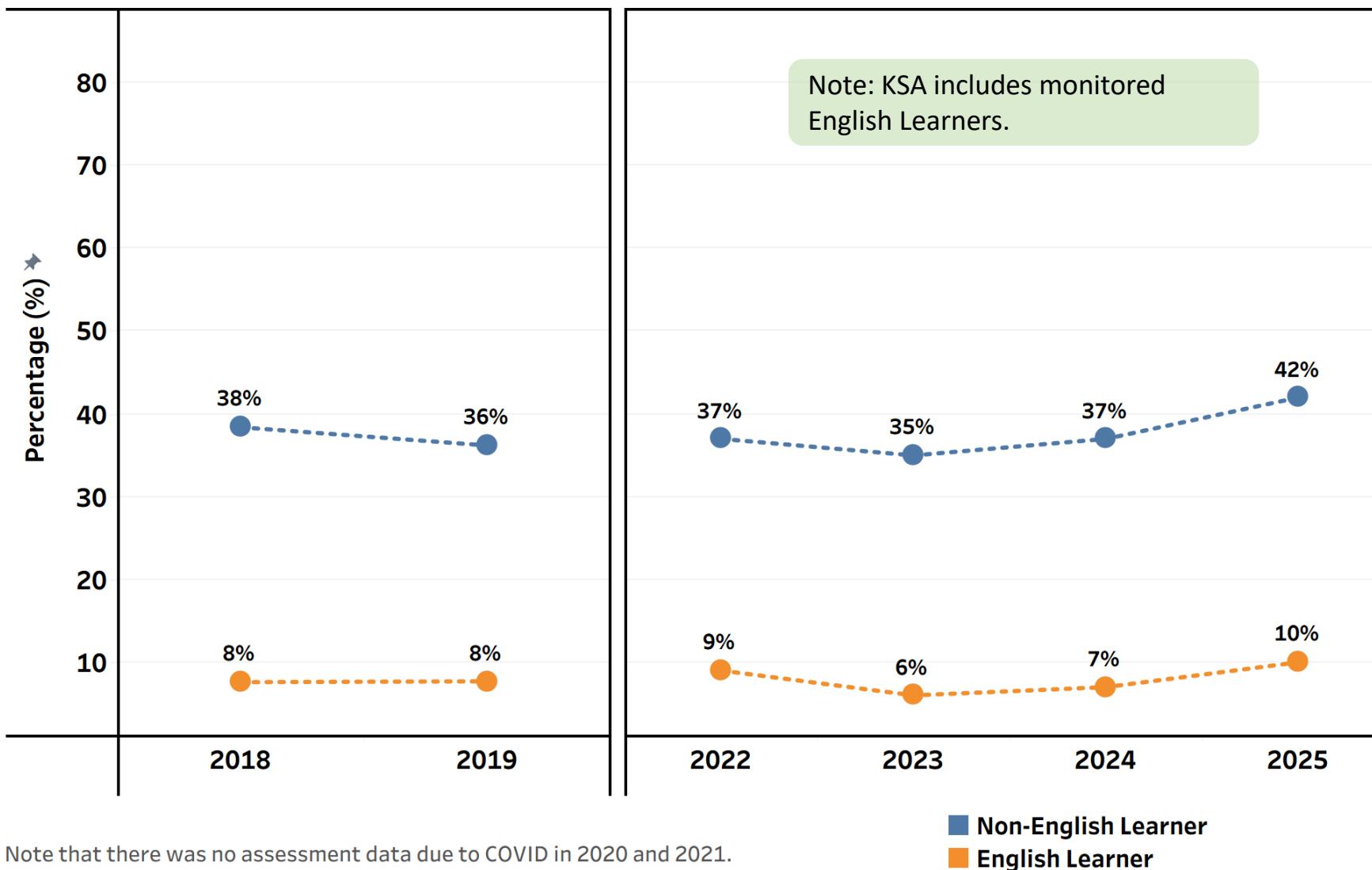
Trend of Proficient/Distinguished - **High / Math**

White **vs** African American **vs** Hispanic



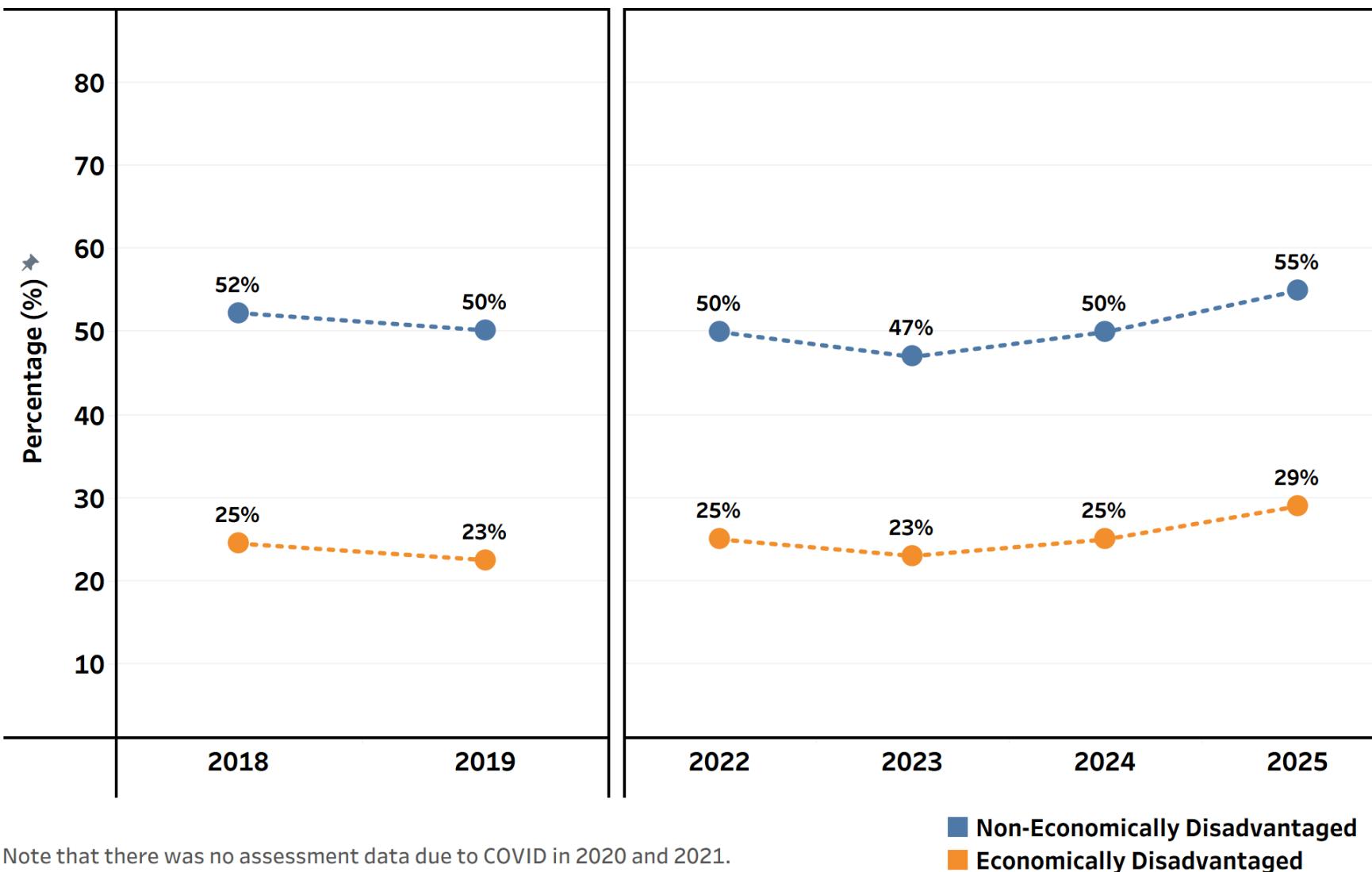
Trend of Proficient/Distinguished - **High** / Math

English Learner vs Non-English Learner



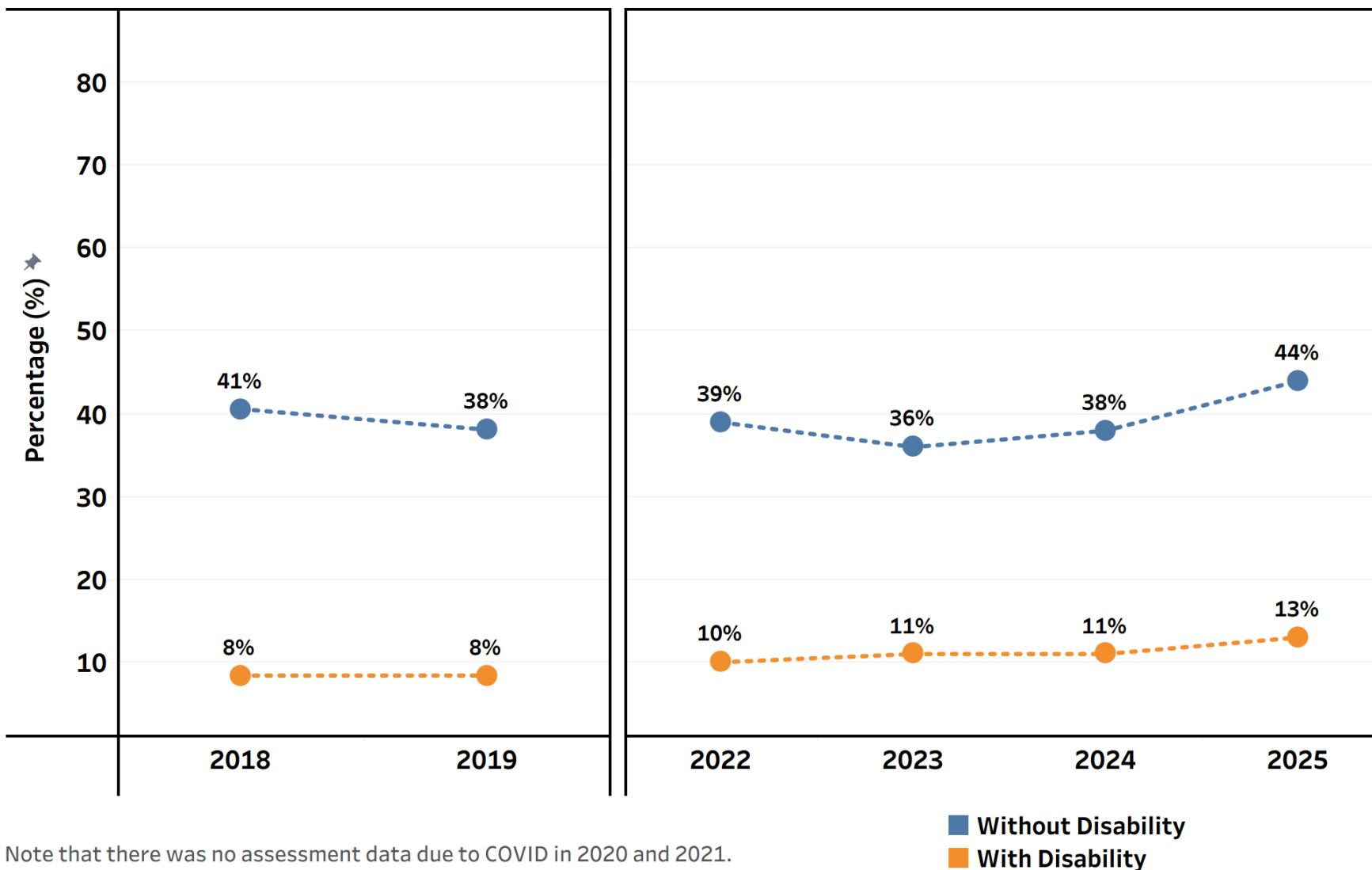
Trend of Proficient/Distinguished - **High / Math**

Economically Disadvantaged **vs** Non-Economically Disadvantaged



Trend of Proficient/Distinguished - **High / Math**

With Disability vs Without Disability



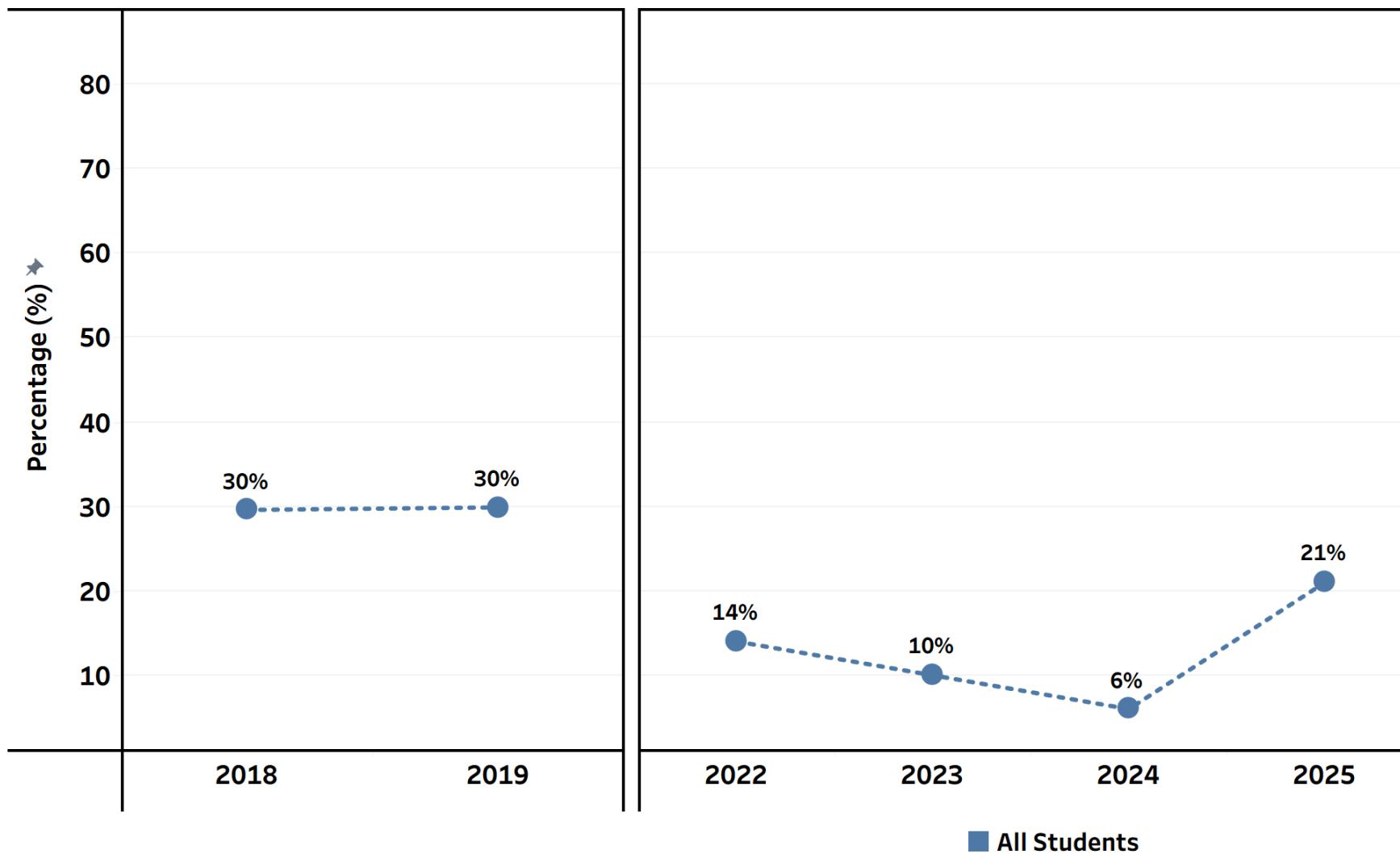


KSA High School Science



Trend of Proficient/Distinguished - **High** / Science

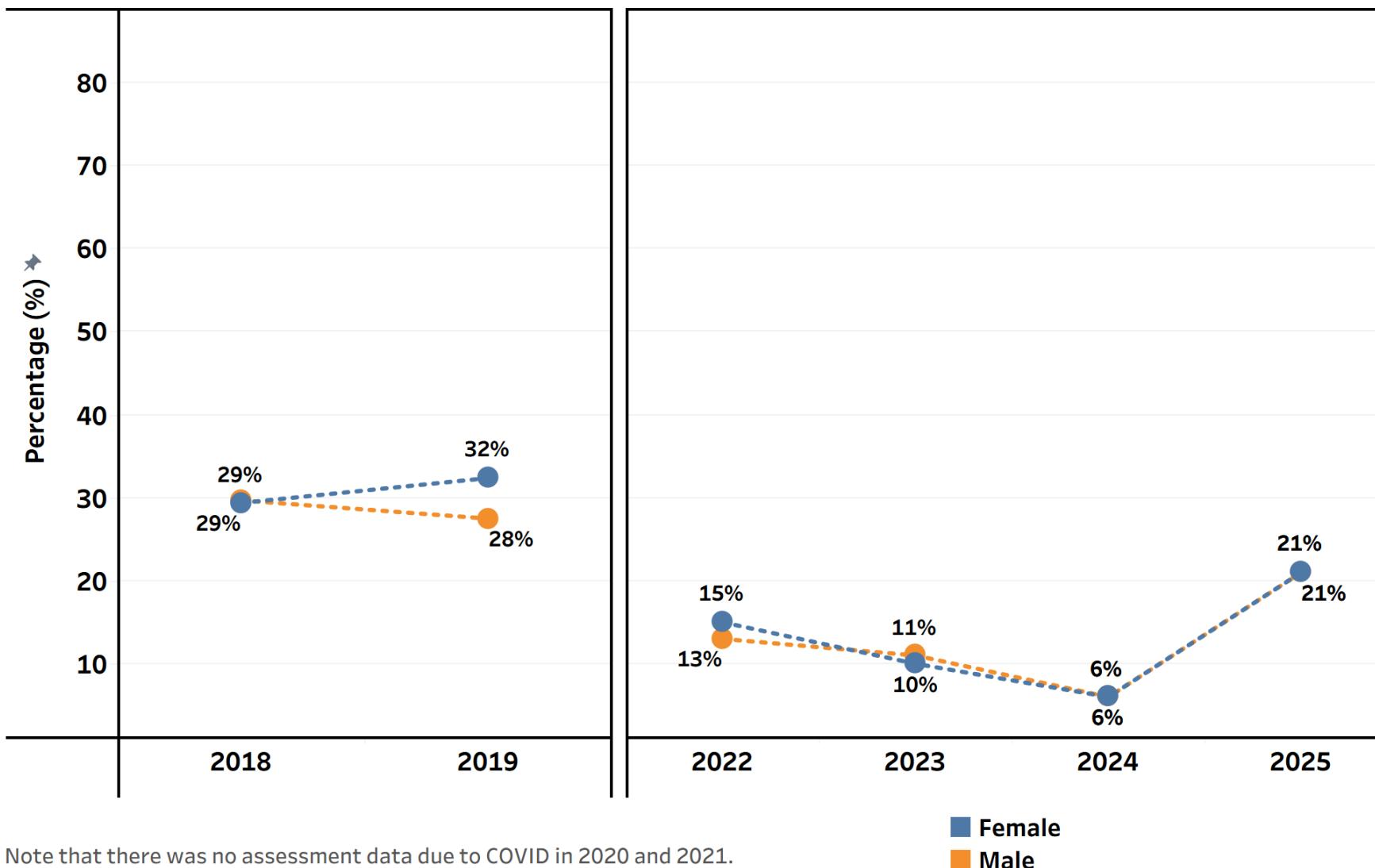
All Students



Note that there was no assessment data due to COVID in 2020 and 2021.

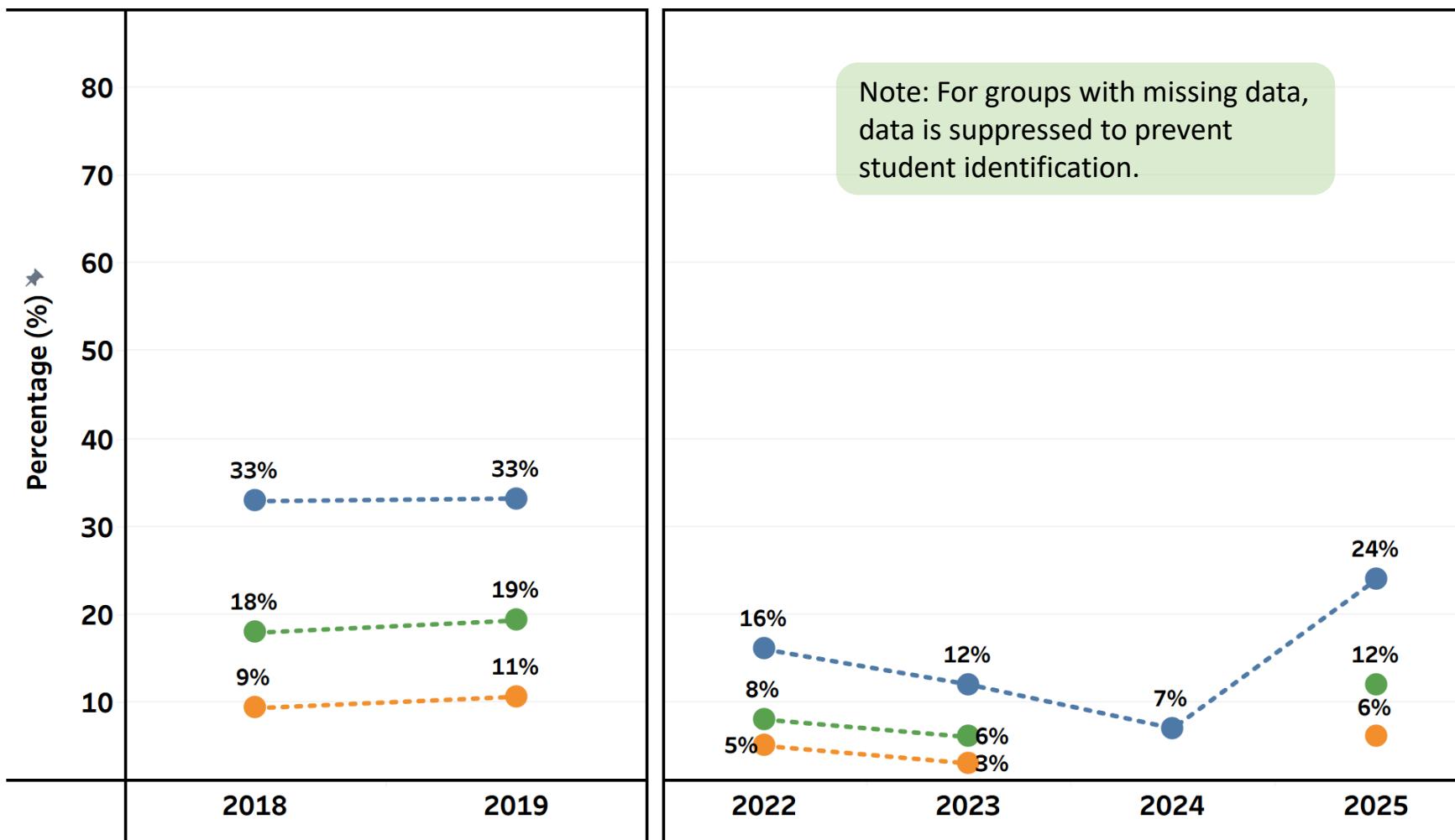
Trend of Proficient/Distinguished - **High** / Science

Female vs Male



Trend of Proficient/Distinguished - **High** / Science

White **vs** African American **vs** Hispanic

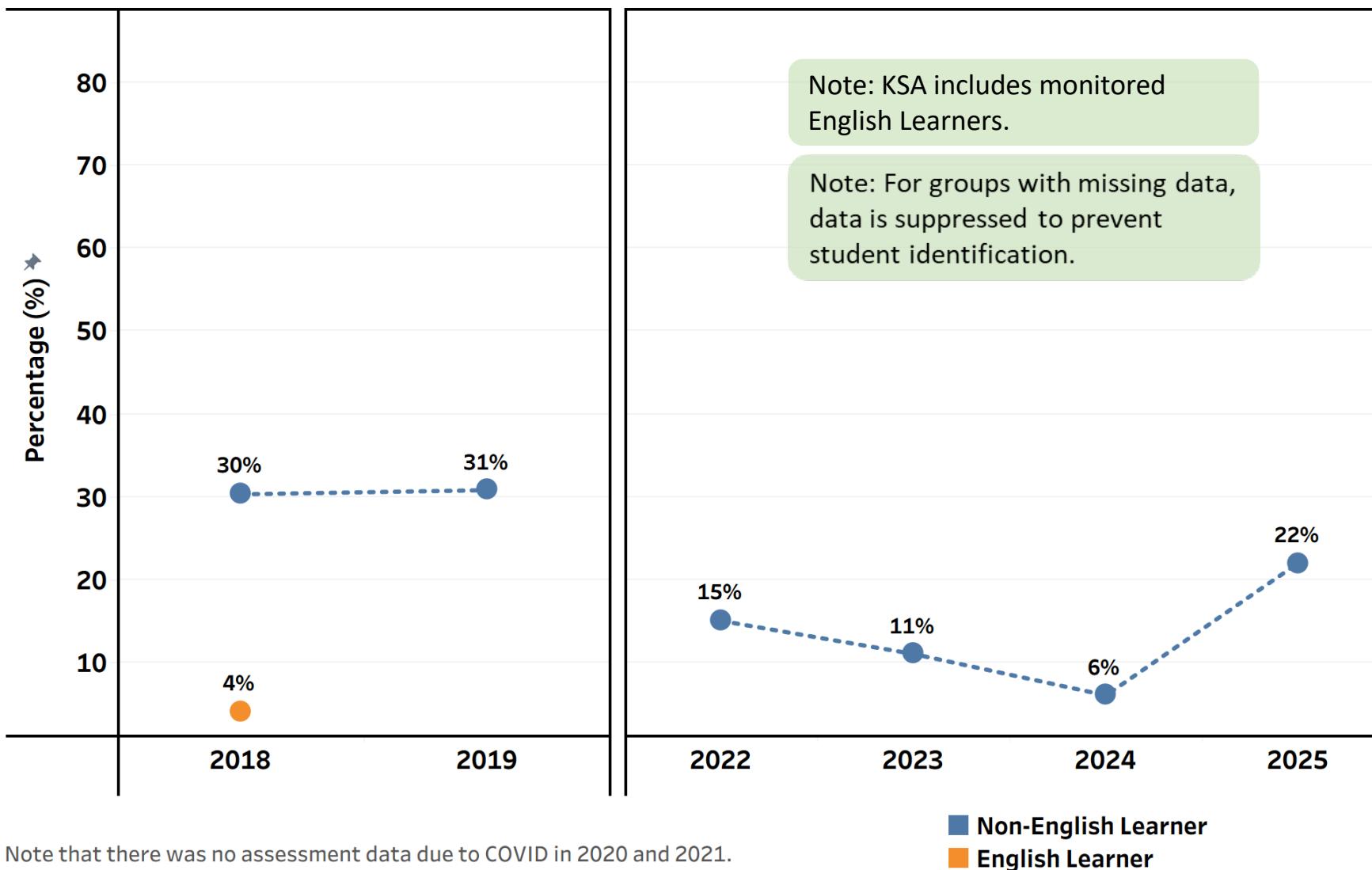


Note that there was no assessment data due to COVID in 2020 and 2021.

White
Hispanic
African American

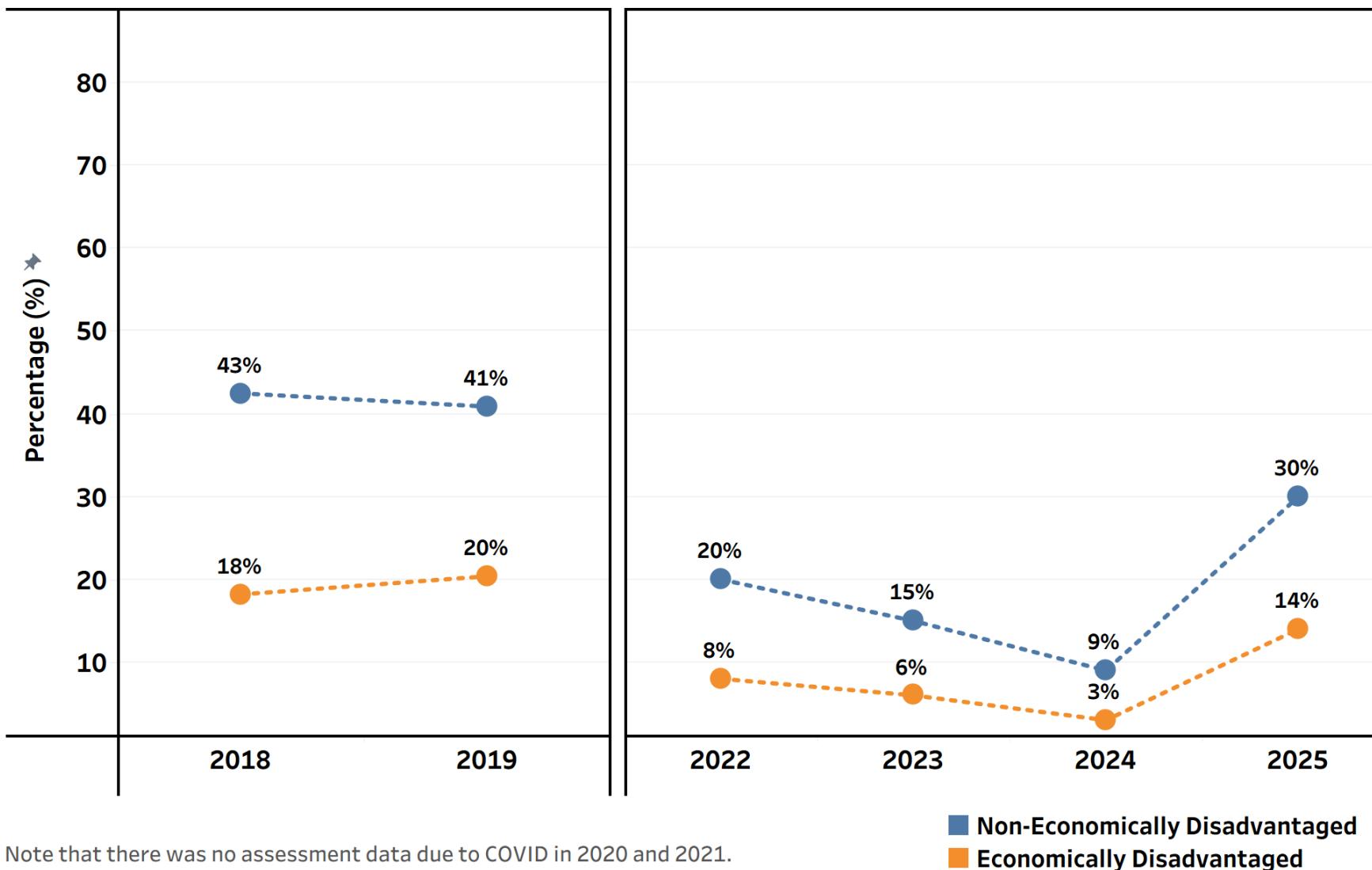
Trend of Proficient/Distinguished - **High / Science**

English Learner vs Non-English Learner



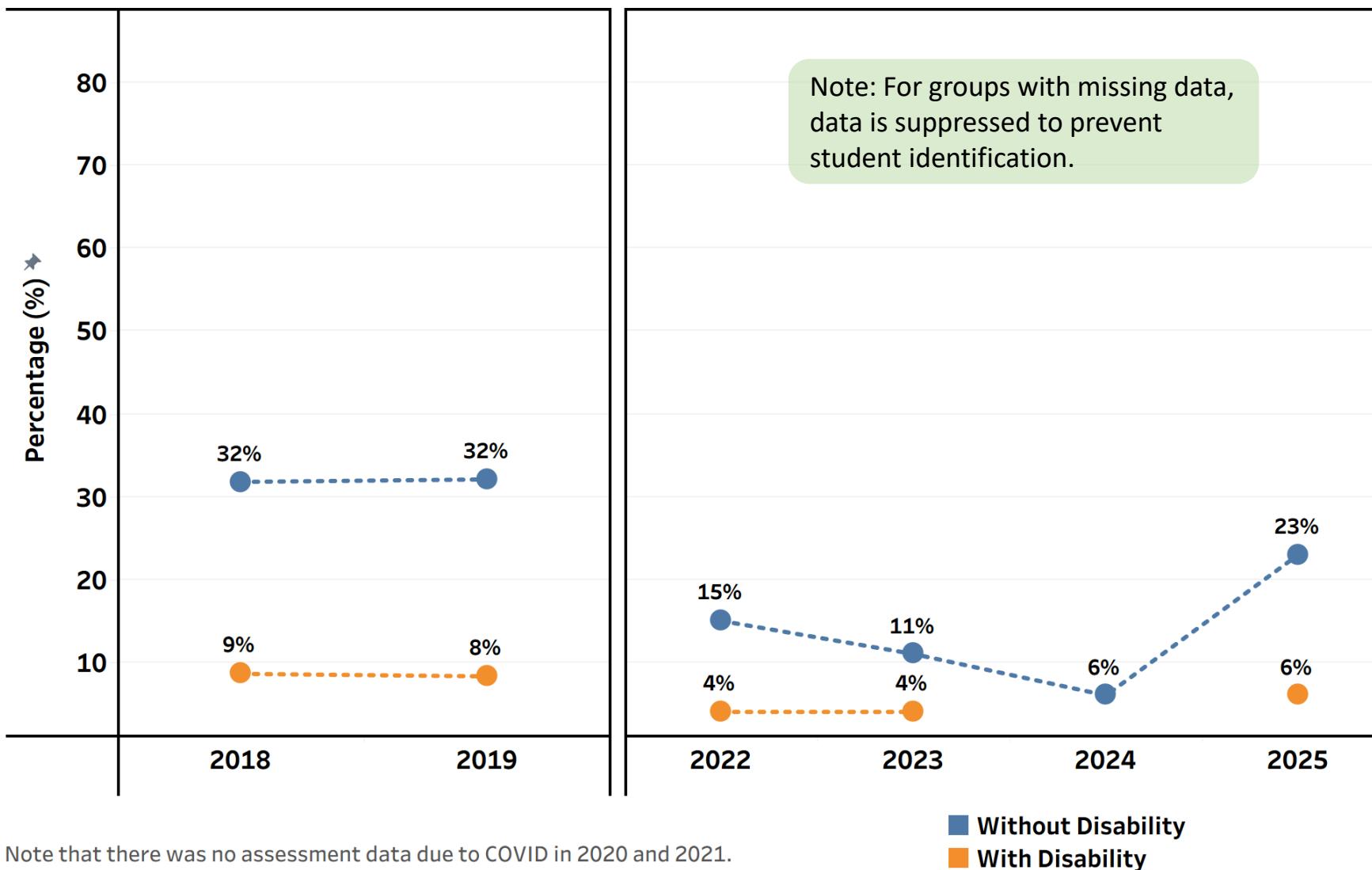
Trend of Proficient/Distinguished - **High / Science**

Economically Disadvantaged **vs** Non-Economically Disadvantaged



Trend of Proficient/Distinguished - **High** / Science

With Disability vs Without Disability



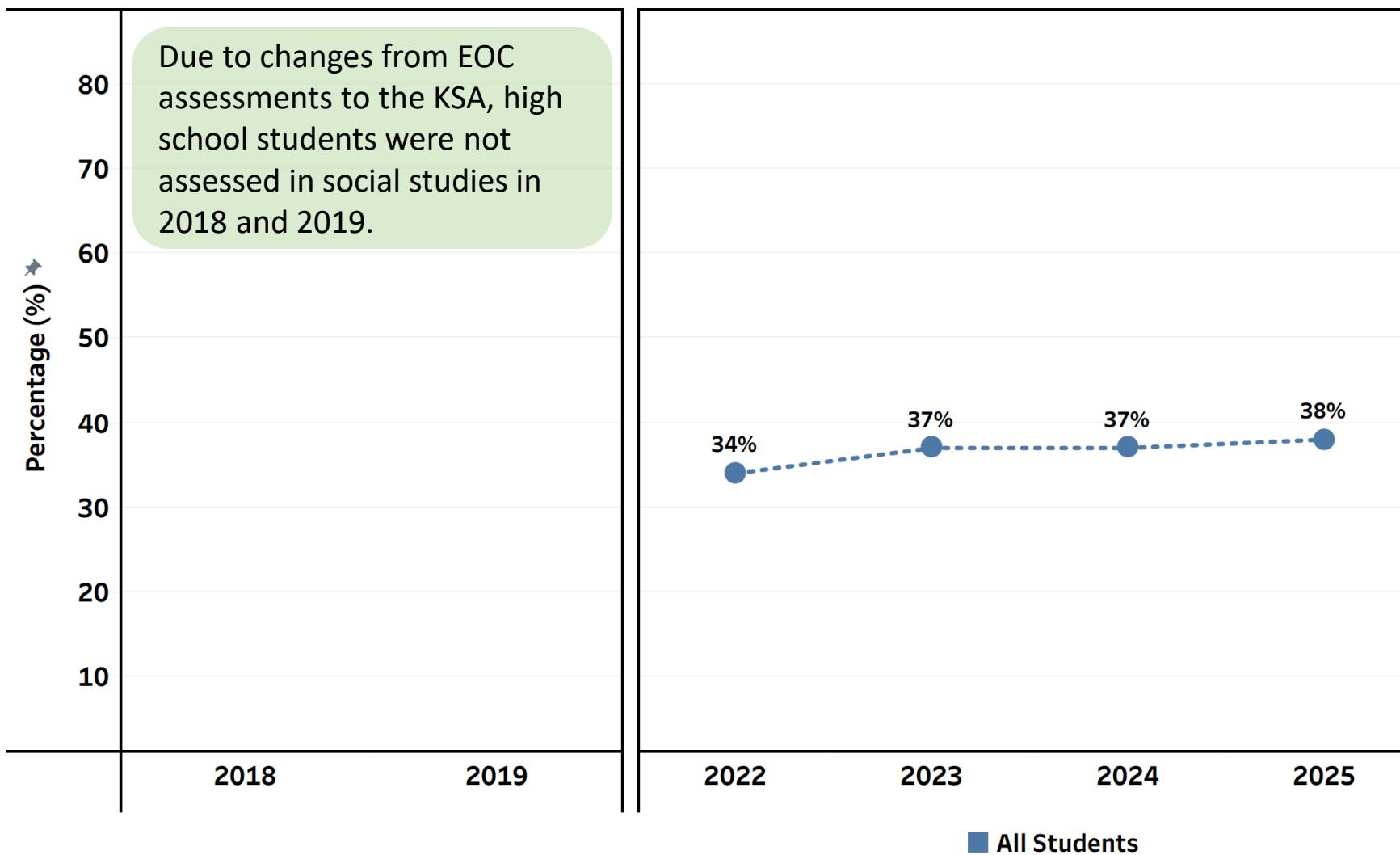


KSA High School Social Studies



Trend of Proficient/Distinguished - High / Social Studies

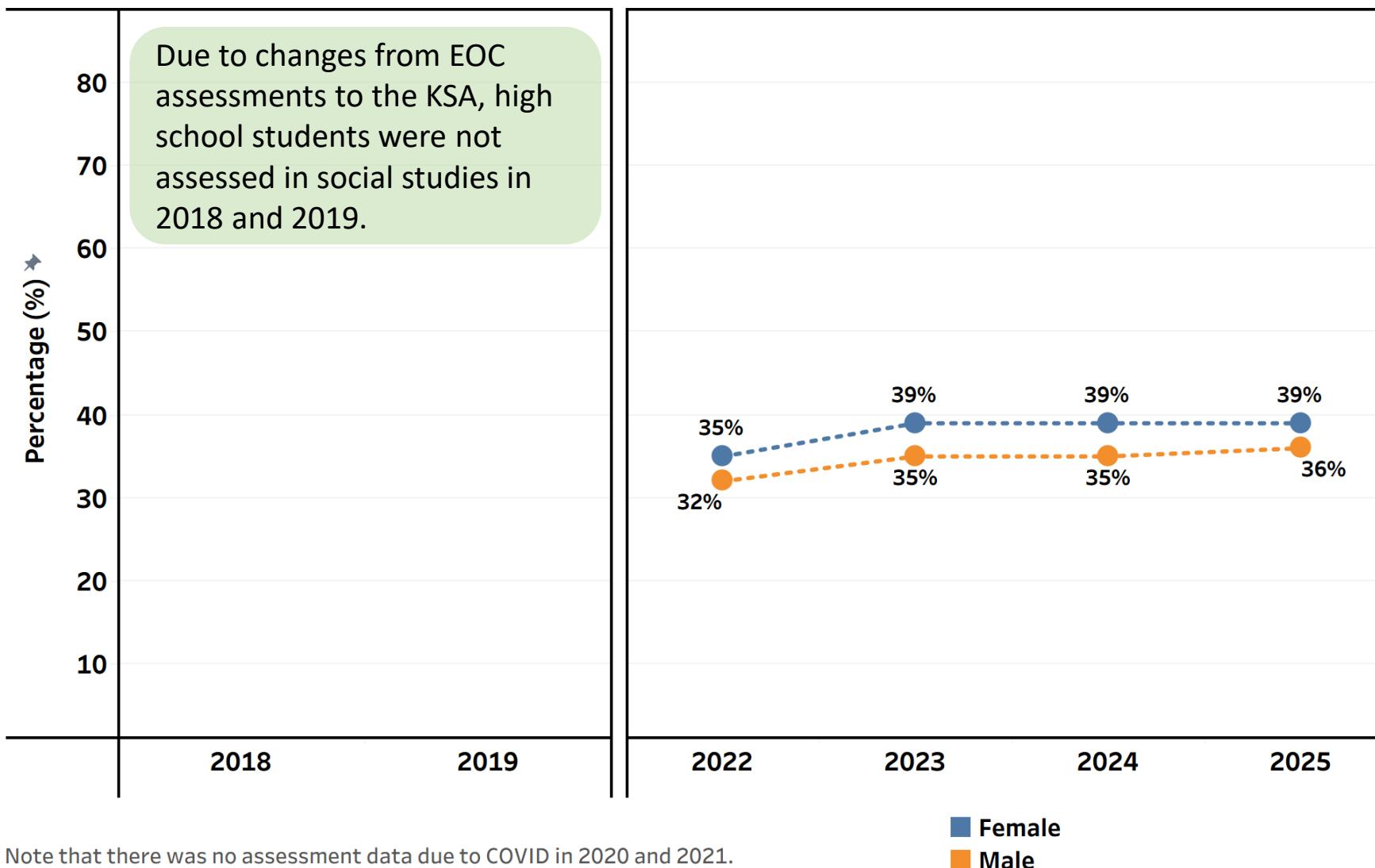
All Students



Note that there was no assessment data due to COVID in 2020 and 2021.

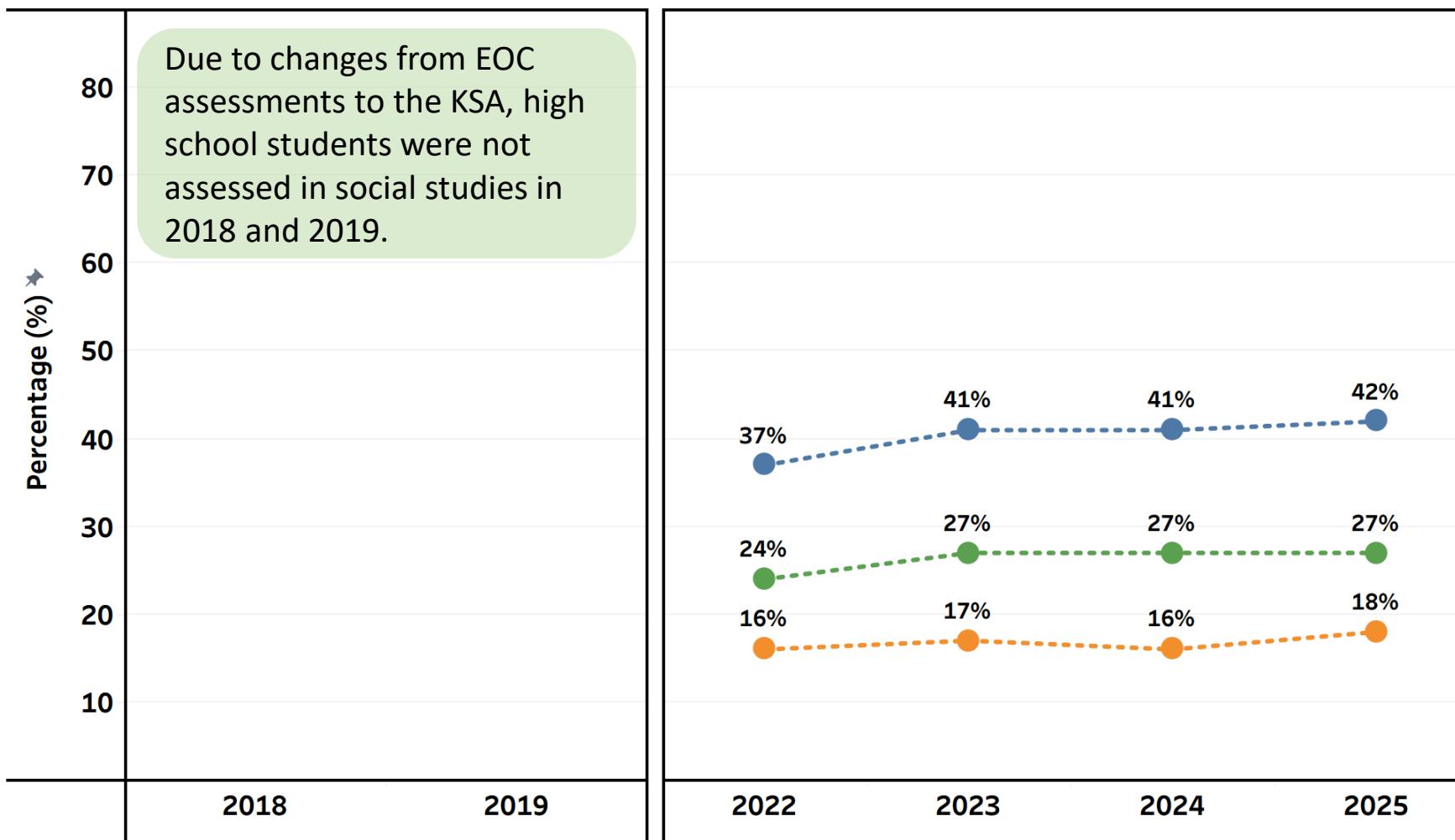
Trend of Proficient/Distinguished - High / Social Studies

Female vs Male



Trend of Proficient/Distinguished - **High** / Social Studies

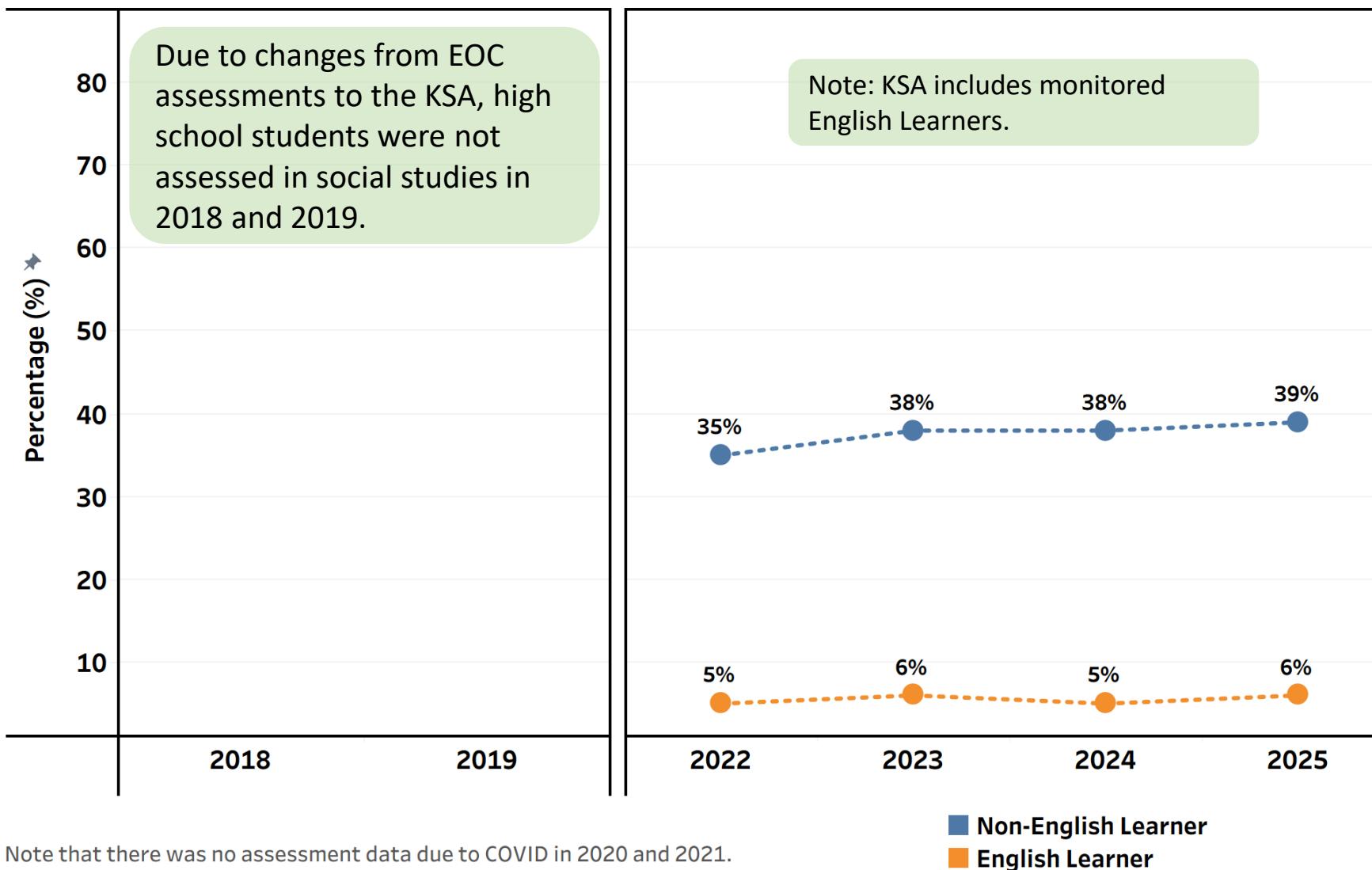
White **vs** African American **vs** Hispanic



White
Hispanic
African American

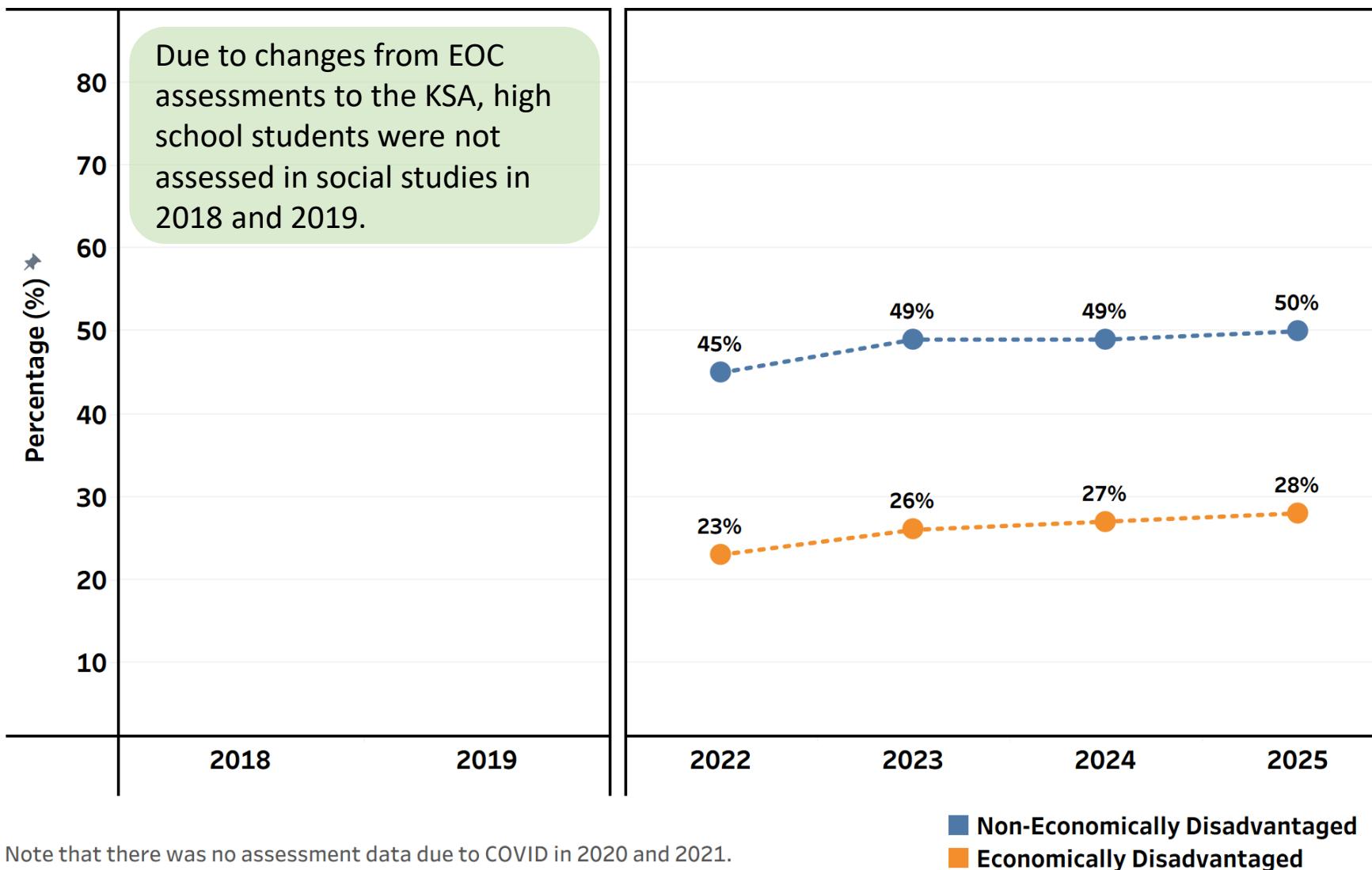
Trend of Proficient/Distinguished - **High** / Social Studies

English Learner vs Non-English Learner



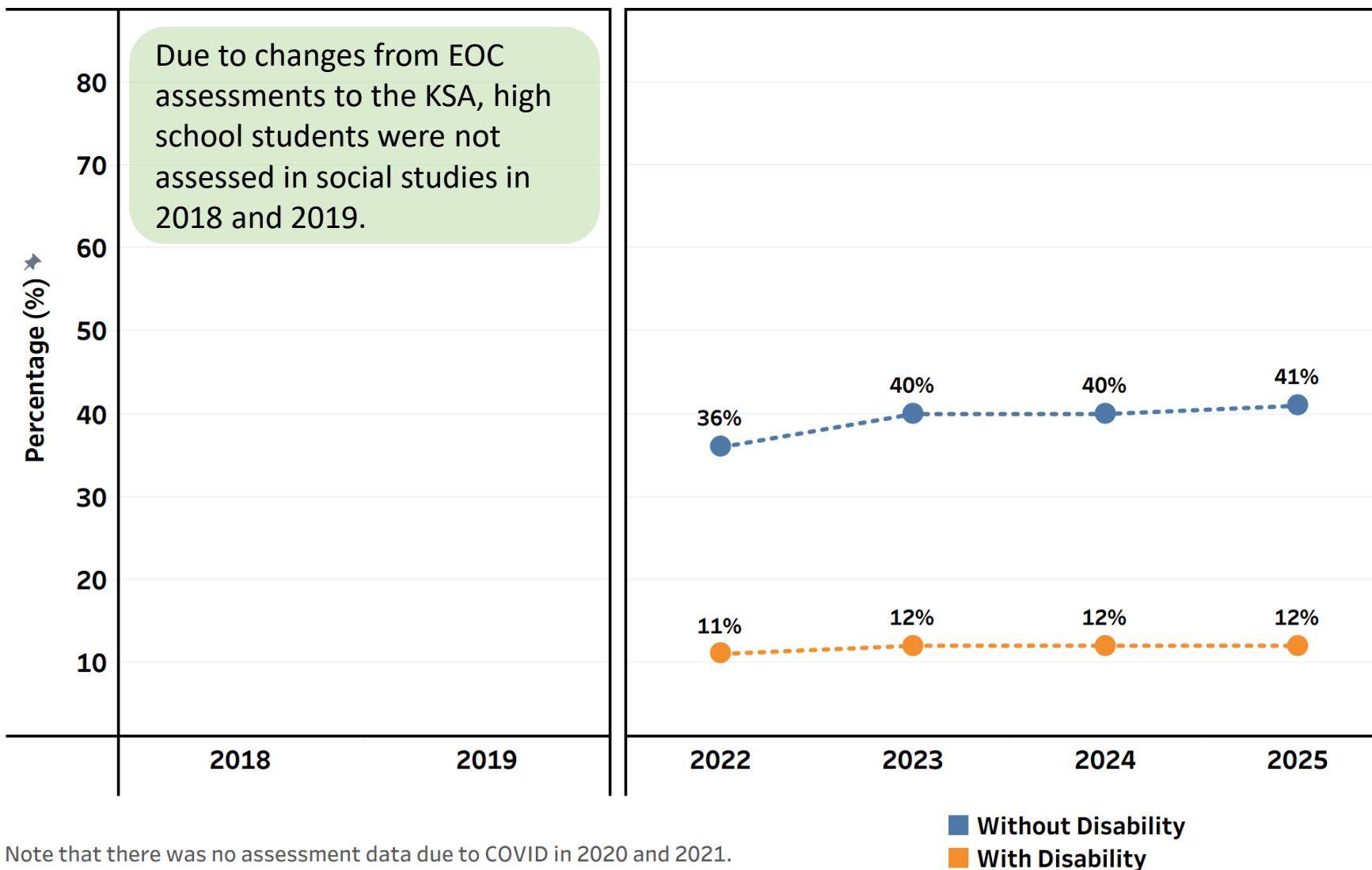
Trend of Proficient/Distinguished - **High** / Social Studies

Economically Disadvantaged **vs** Non-Economically Disadvantaged



Trend of Proficient/Distinguished - **High** / Social Studies

With Disability vs Without Disability



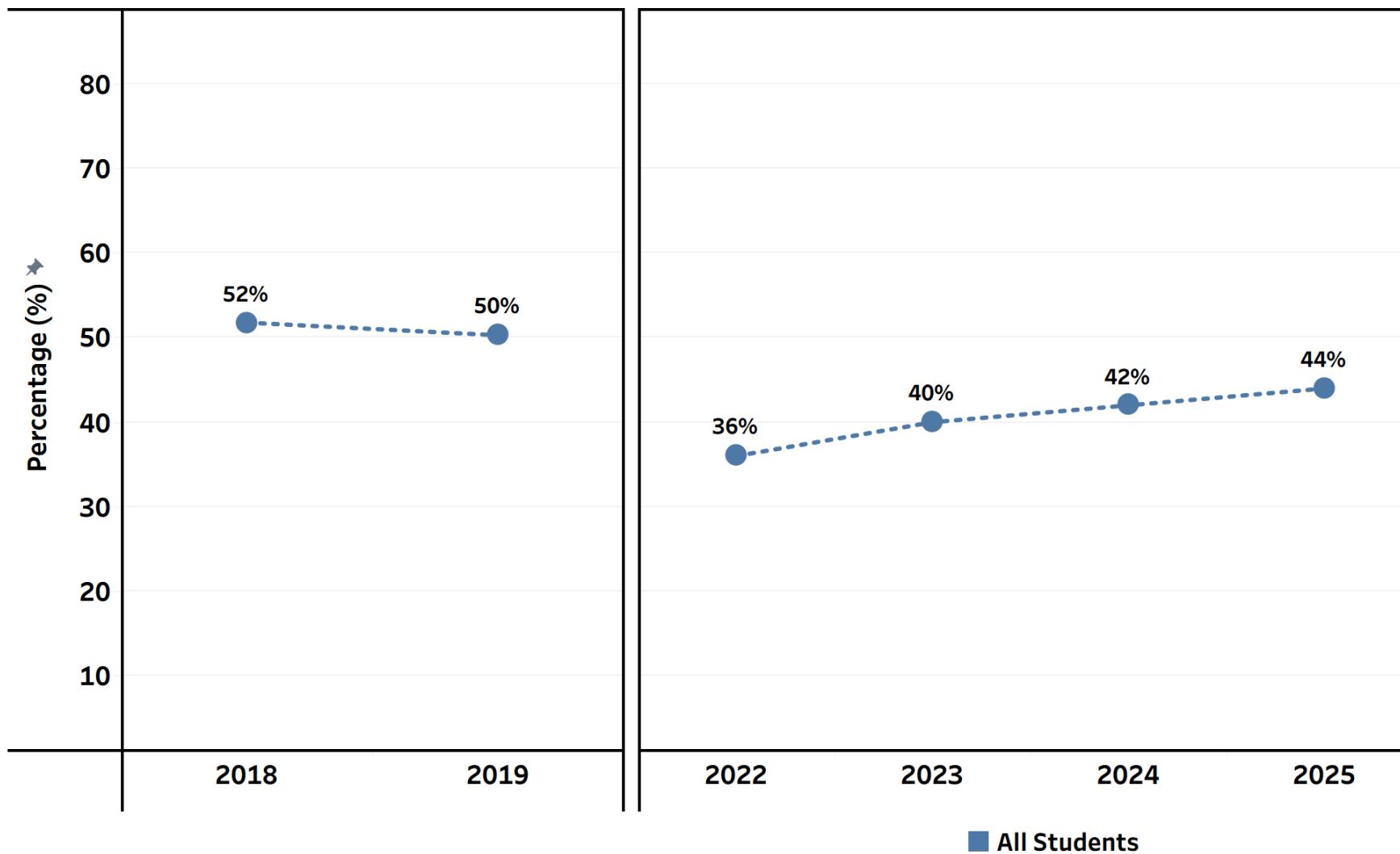


KSA High School Combined Writing On-demand



Trend of Proficient/Distinguished - High / Writing On-Demand

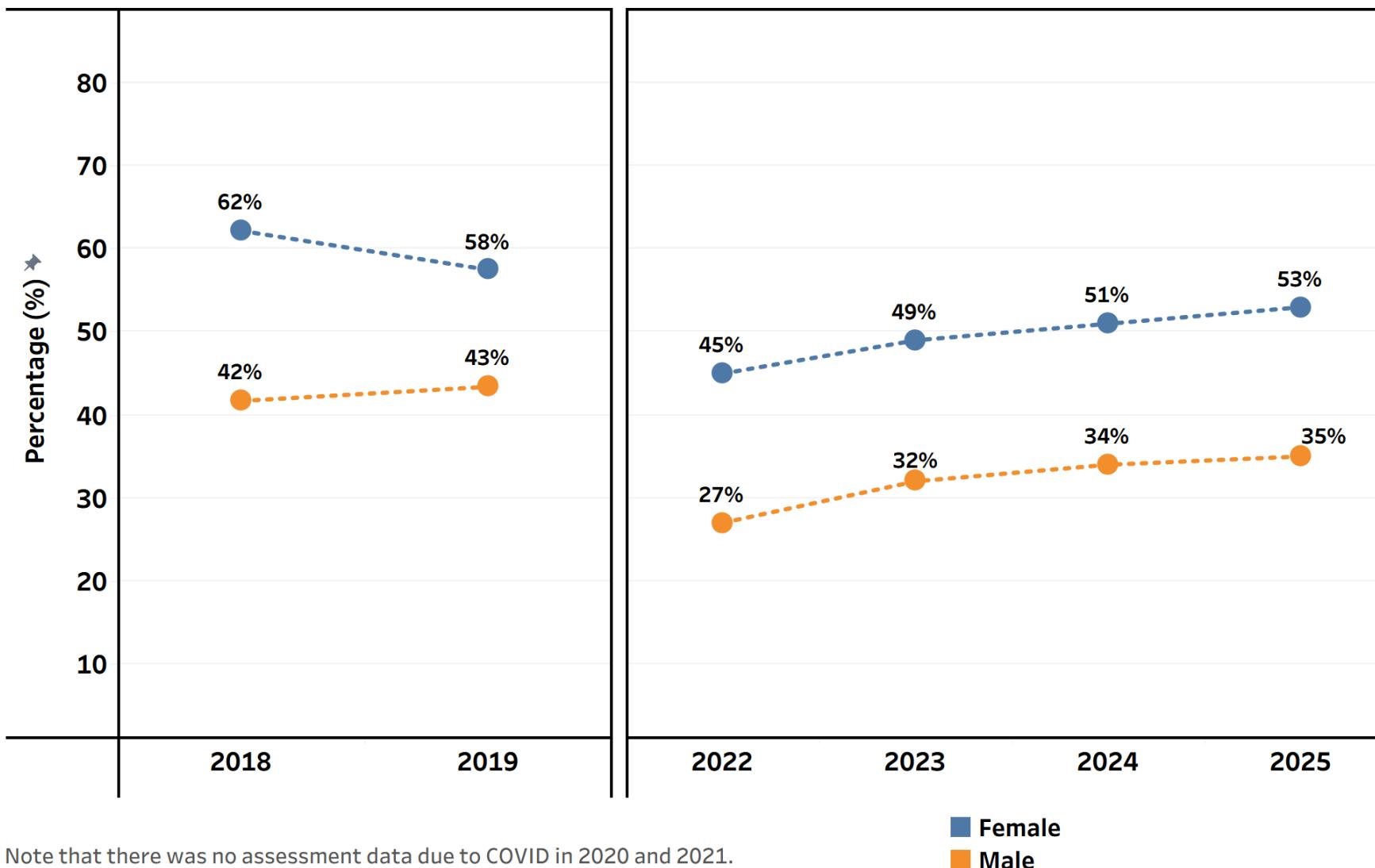
All Students



Note that there was no assessment data due to COVID in 2020 and 2021.

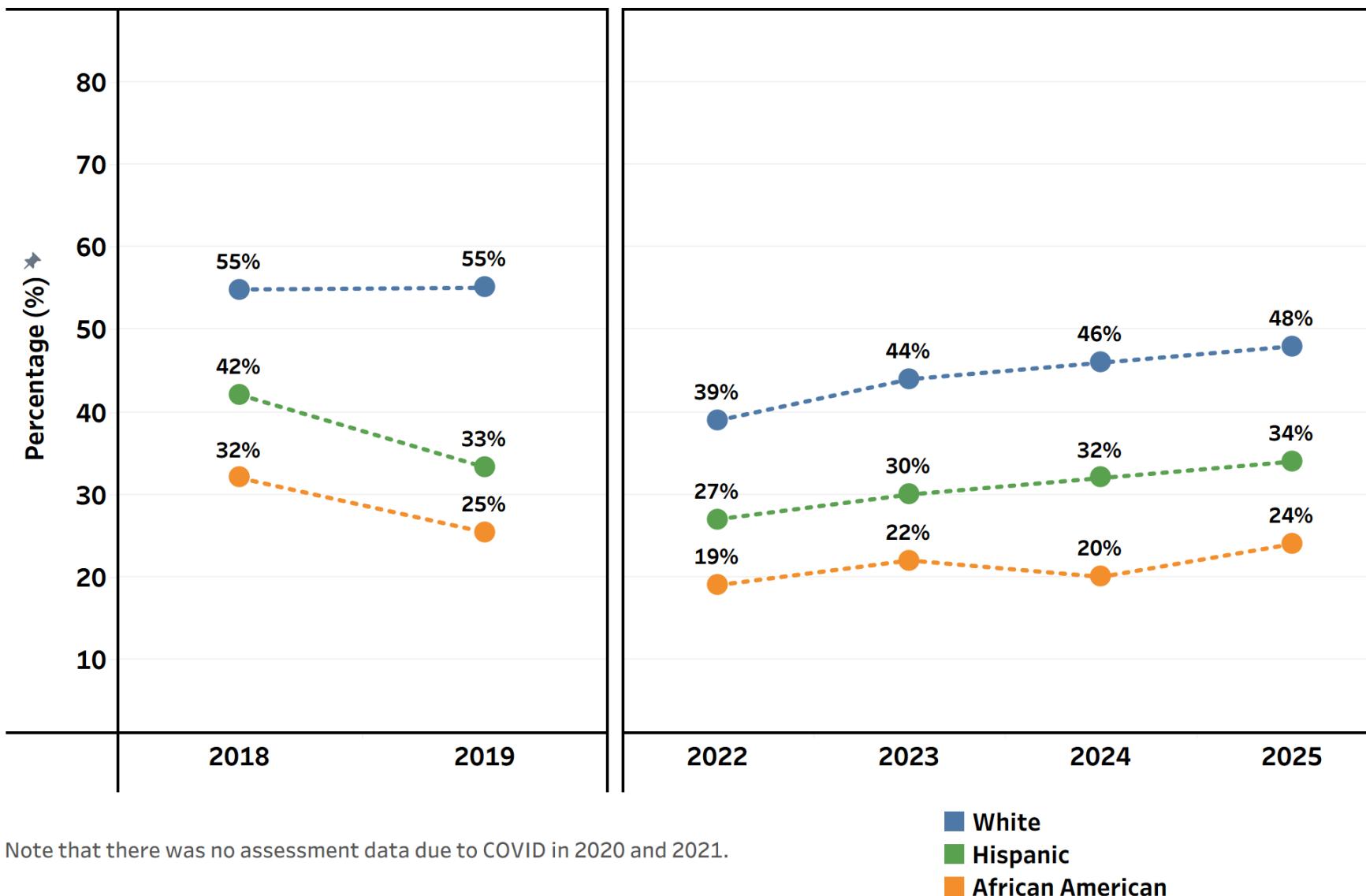
Trend of Proficient/Distinguished - **High** / Writing On-Demand

Female vs Male



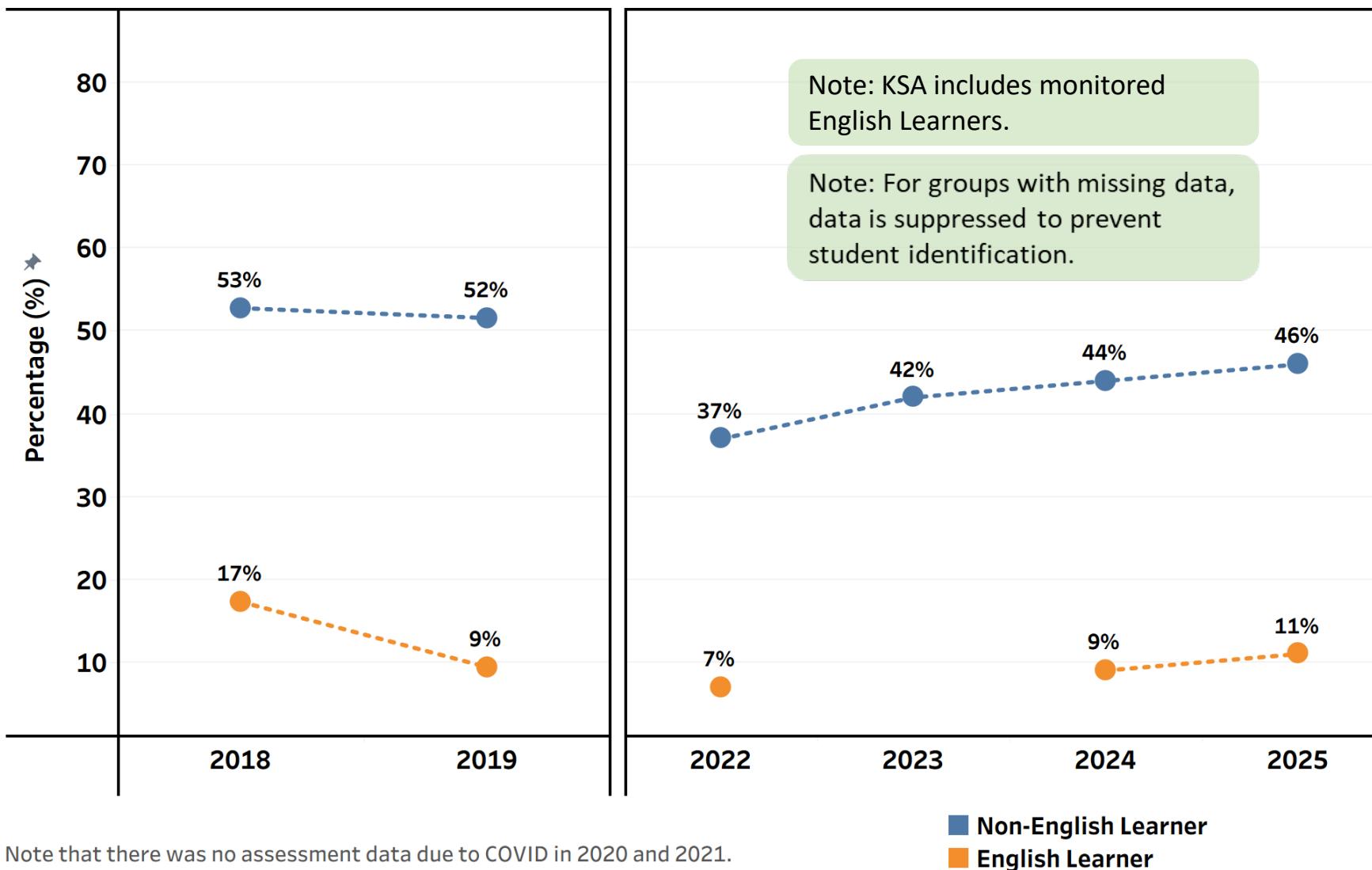
Trend of Proficient/Distinguished - **High** / Writing On-Demand

White **vs** African American **vs** Hispanic



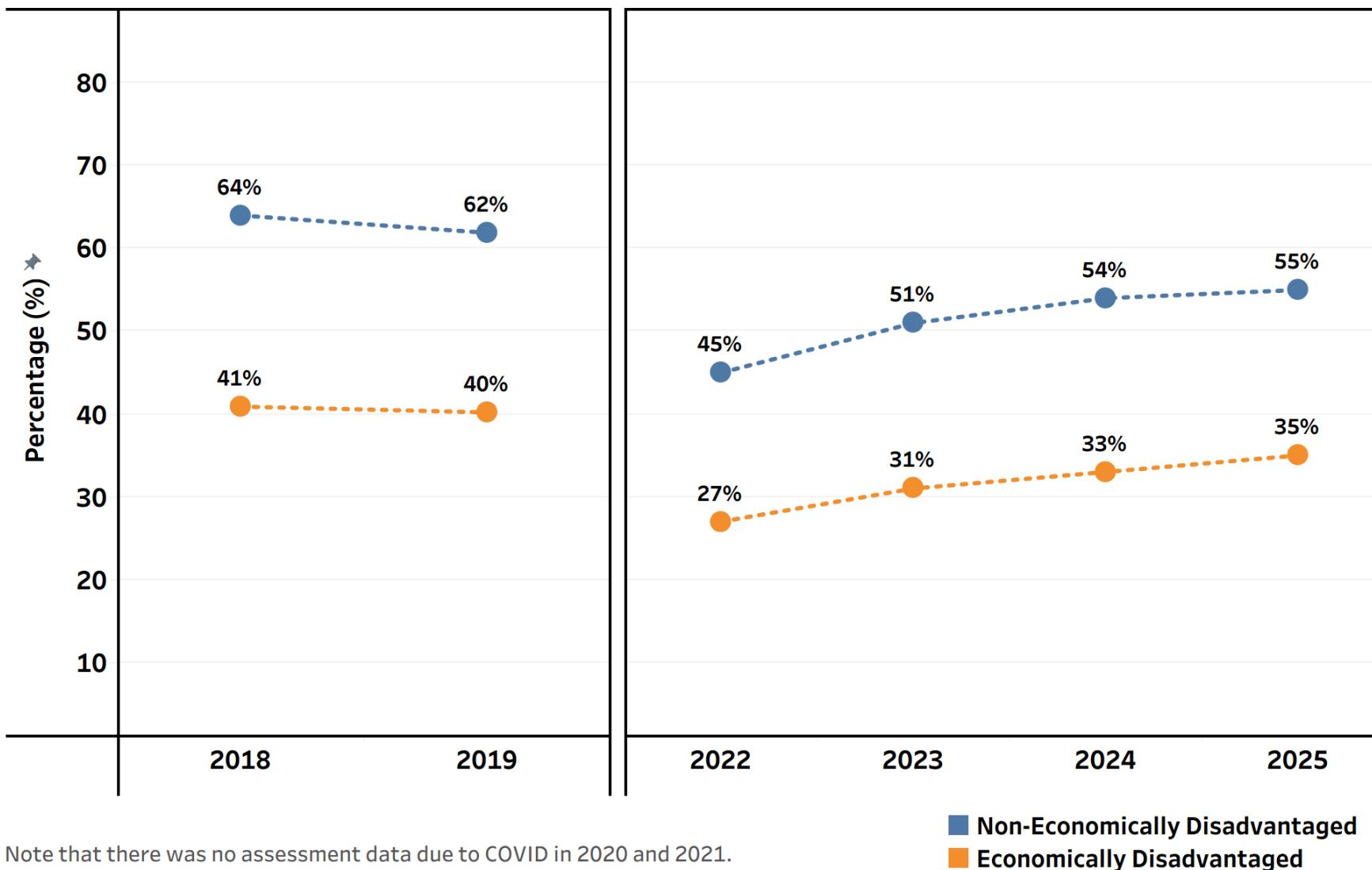
Trend of Proficient/Distinguished - **High** / Writing On-Demand

English Learner vs Non-English Learner



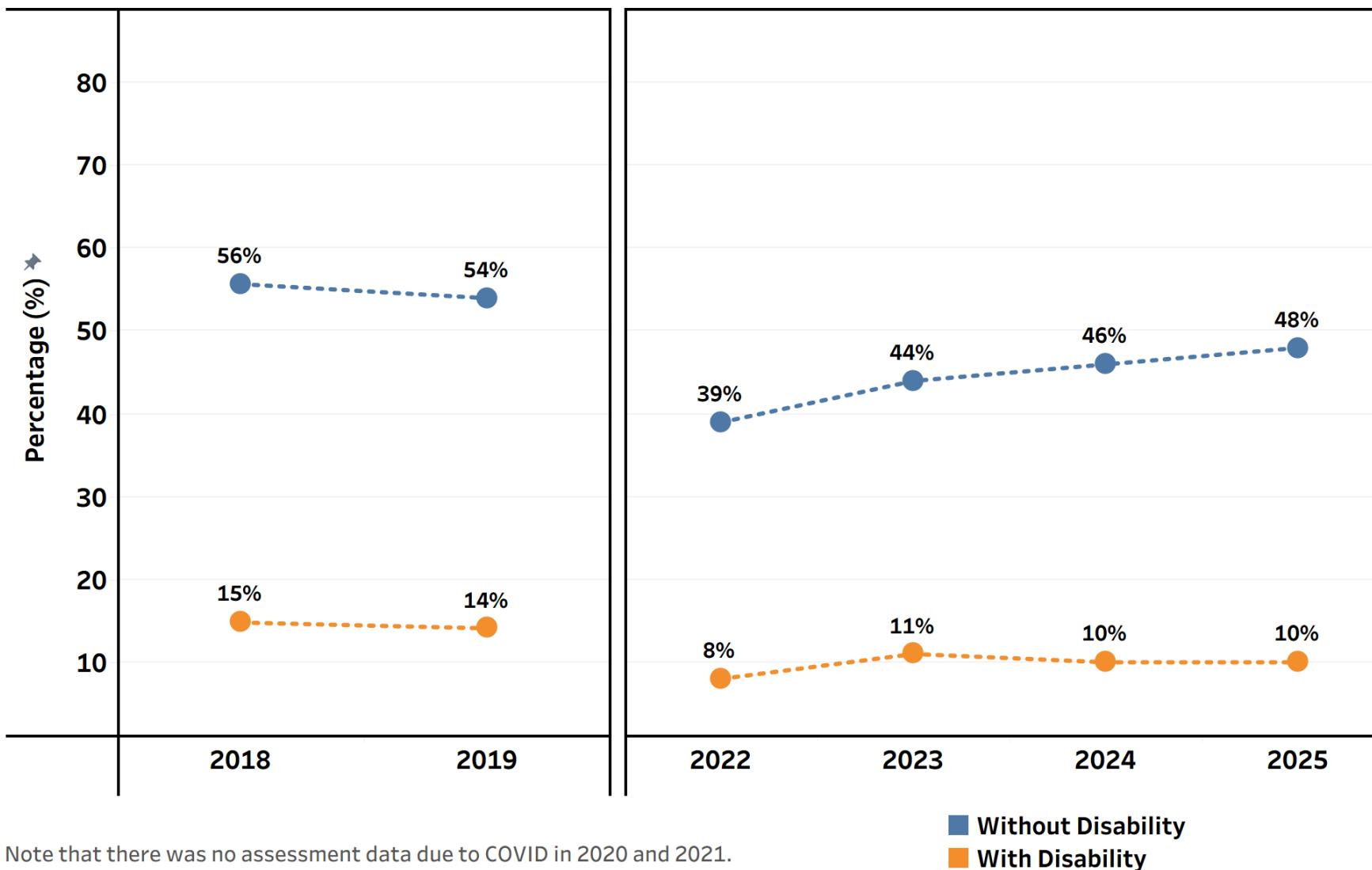
Trend of Proficient/Distinguished - **High / Writing On-Demand**

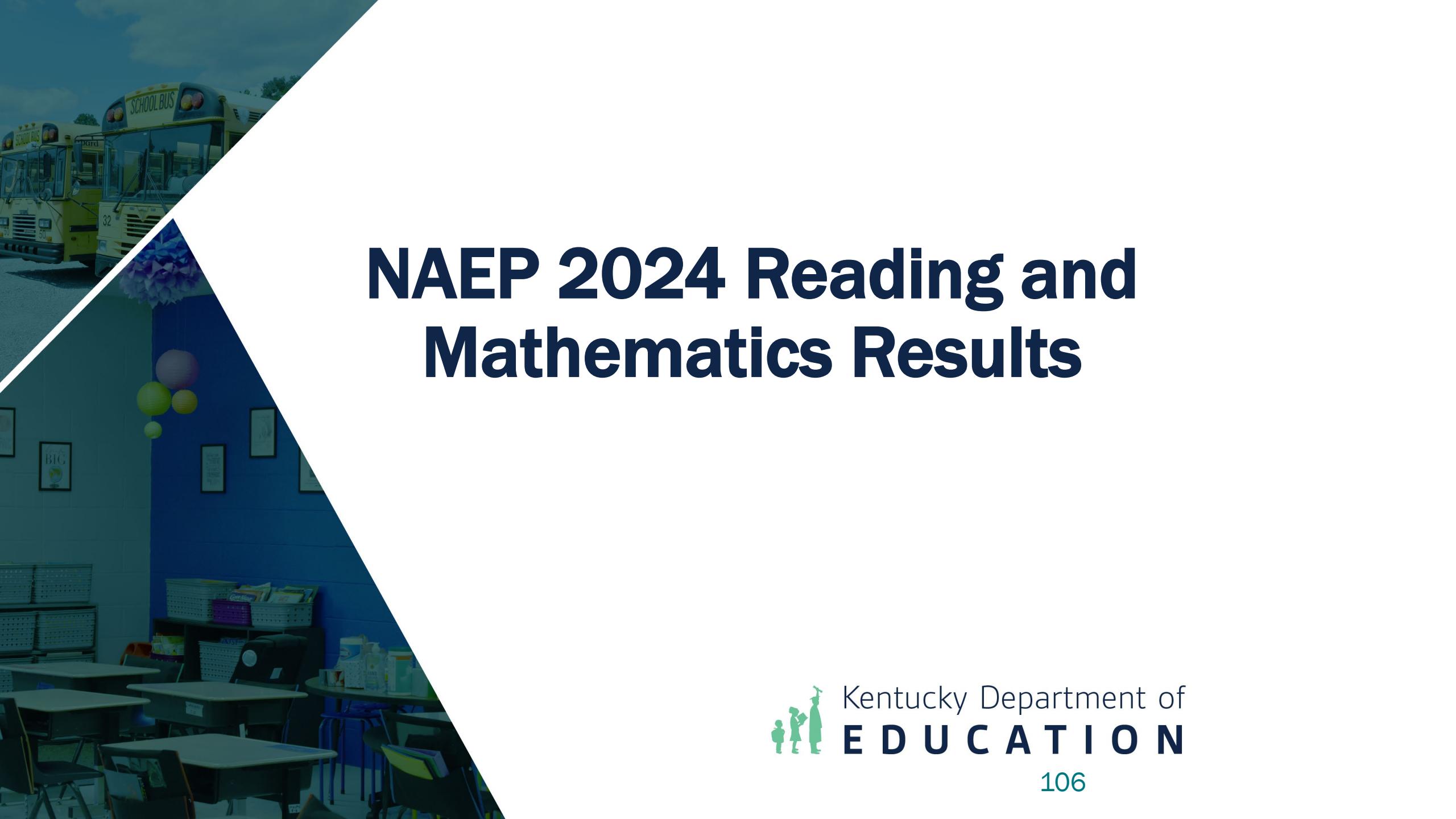
Economically Disadvantaged **vs** Non-Economically Disadvantaged



Trend of Proficient/Distinguished - **High** / Writing On-Demand

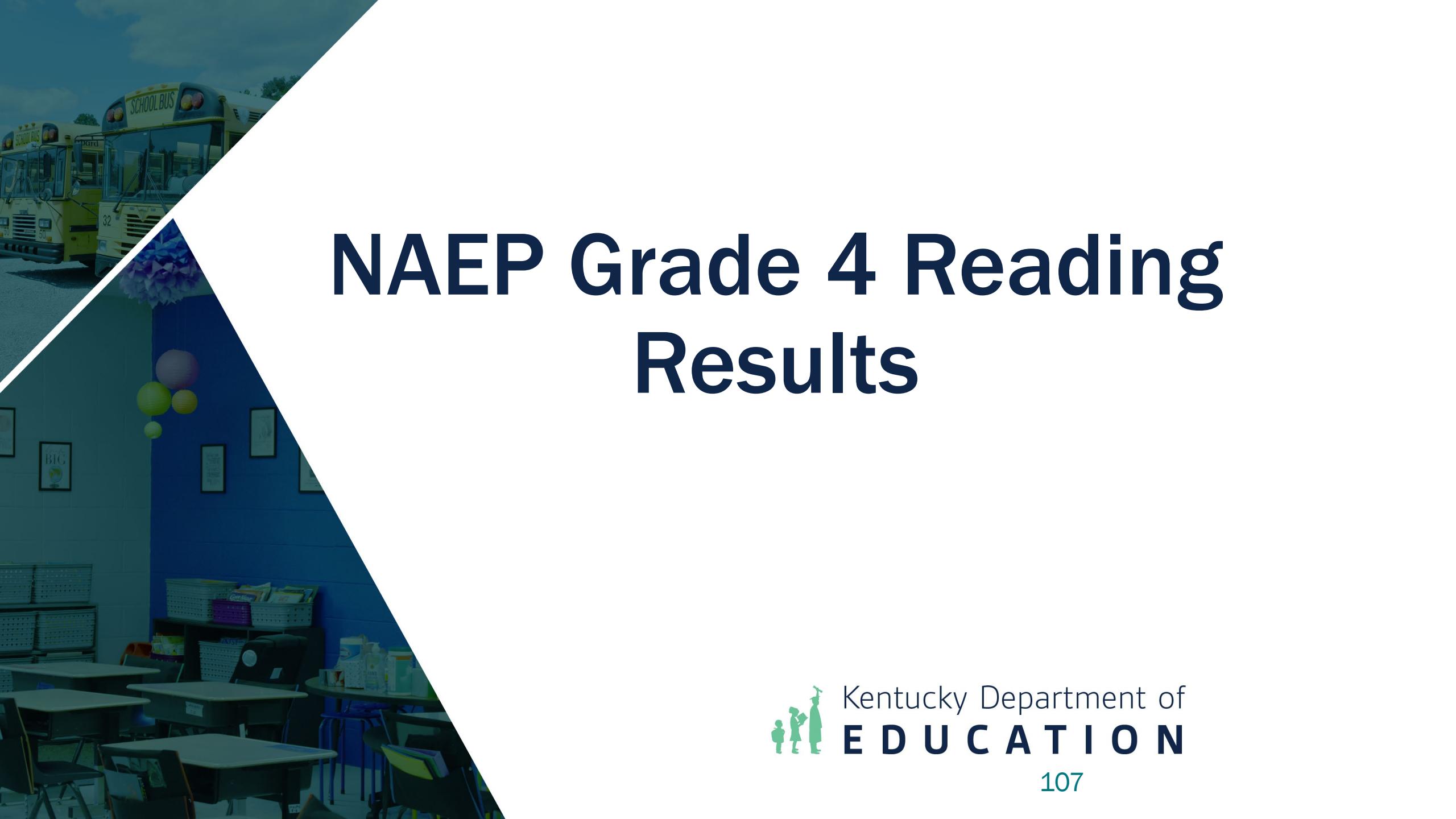
With Disability vs Without Disability





NAEP 2024 Reading and Mathematics Results

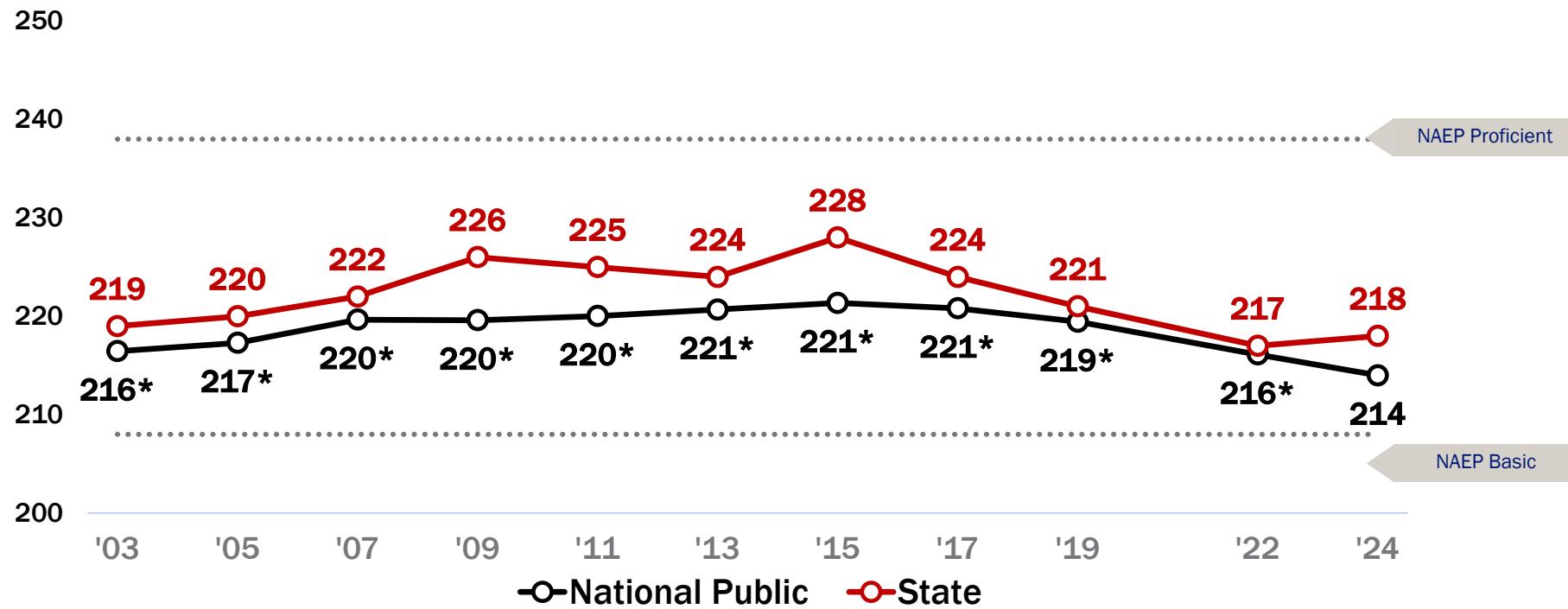




NAEP Grade 4 Reading Results



2024 Reading Grade 4 Average Scale Scores





	All Students	Male	Female	Economically Disadvantaged	Students with Disabilities*	English language learners
State	↑1	↓1	↑4	↑2	↑ 1	↑ 2
National Public	↓2	↓3	↓1	↓1	↓1	↓5

	White	African American	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native	Two or more races
State	↑2	↓ 4	↑ 1	↑8	—	—
National Public	↓2	◆	↓1	↓4	◆	◆

↑ Higher

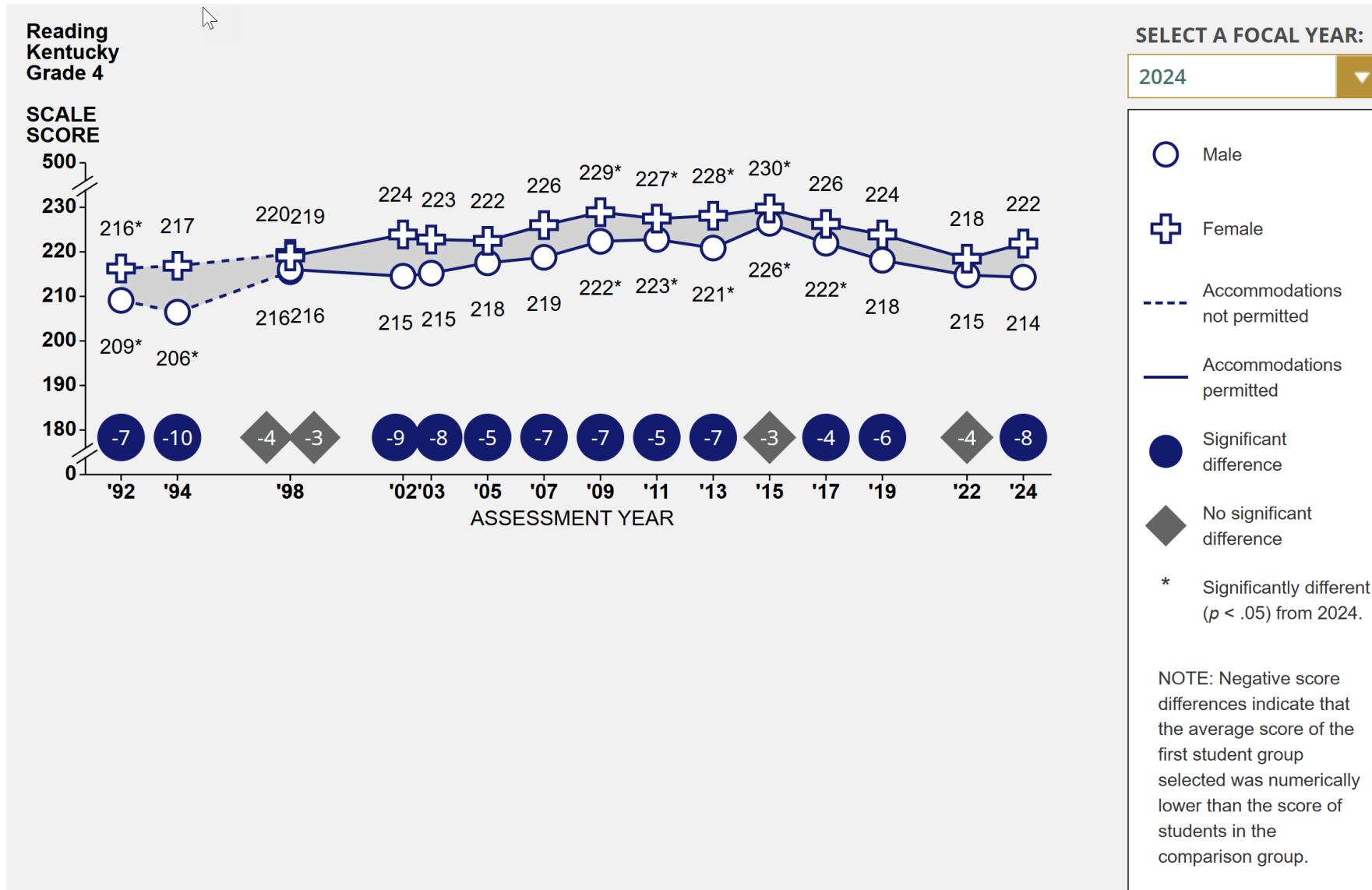
↓ Lower

◆ No significant change

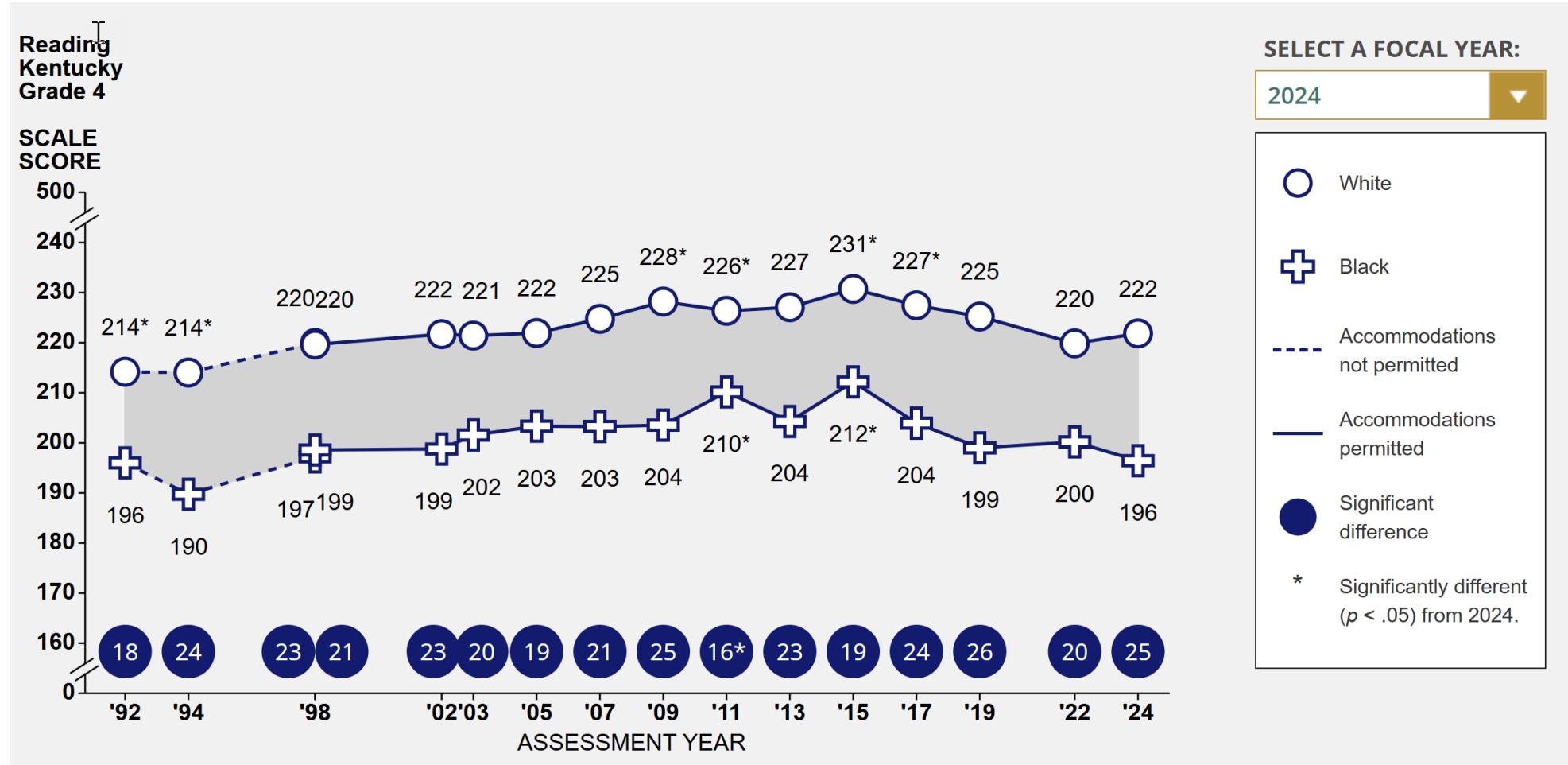
— Not available

*Students with disabilities including those with a 504 plan.

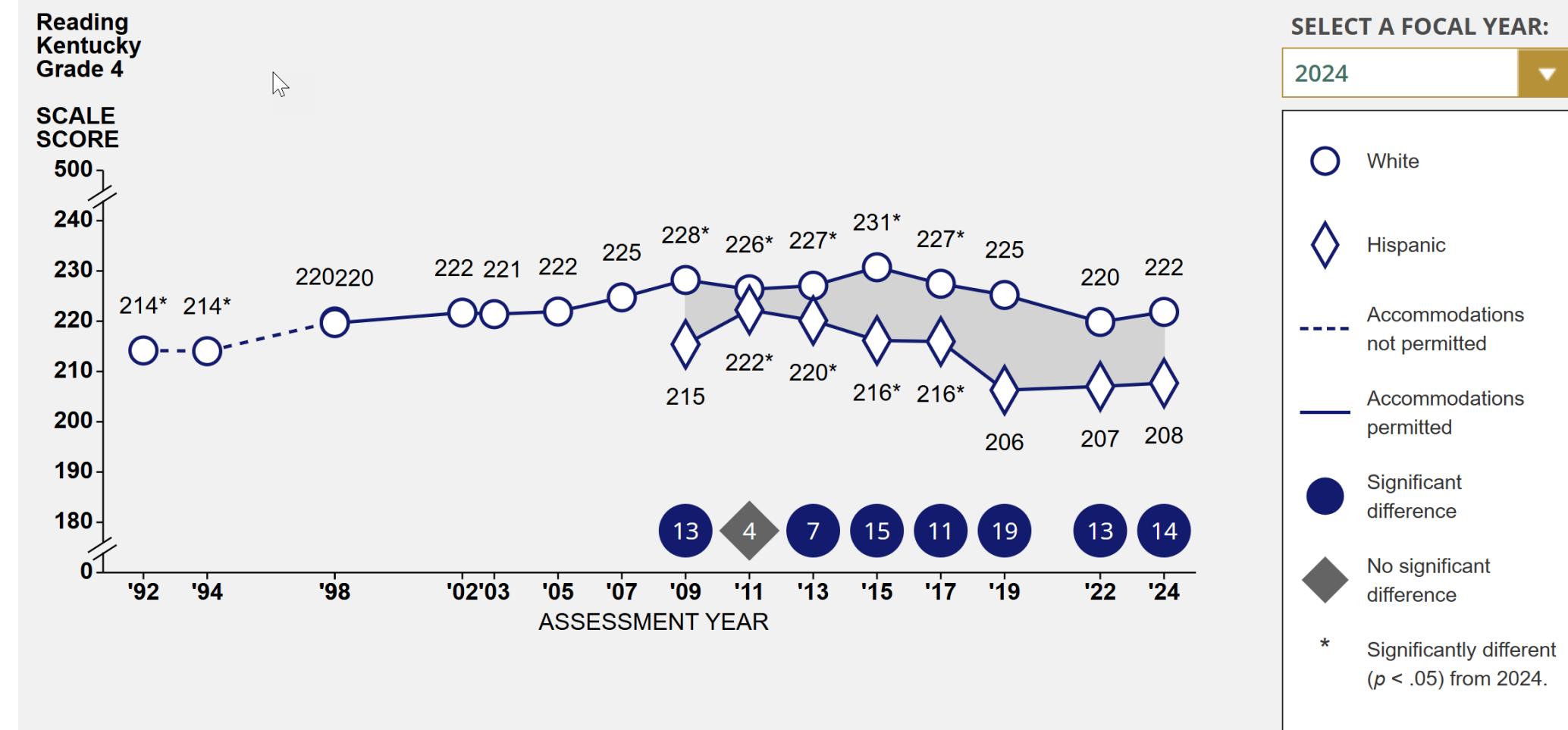
NAEP Reading Grade 4 Female vs Male



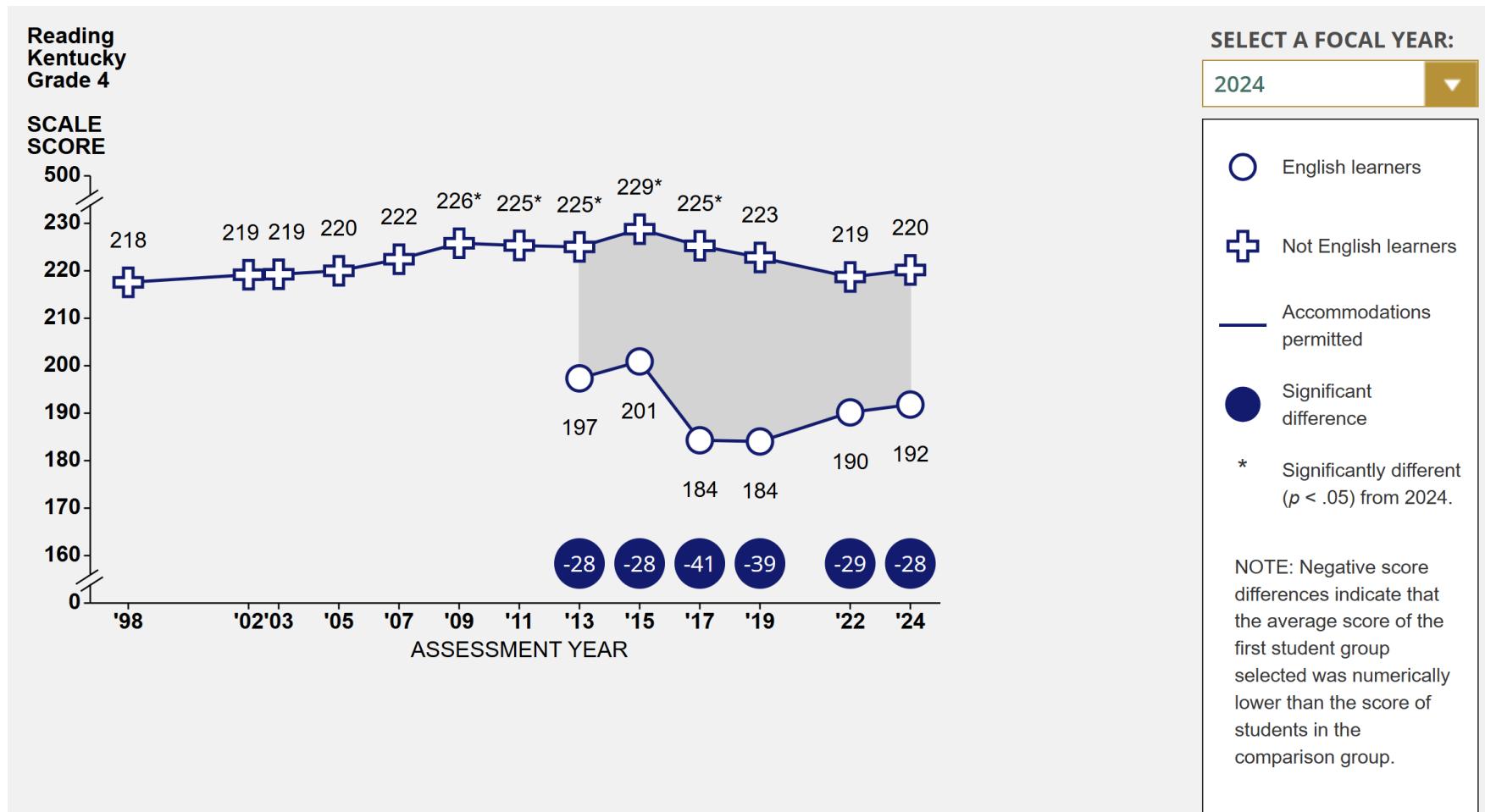
NAEP Reading Grade 4 White vs African American



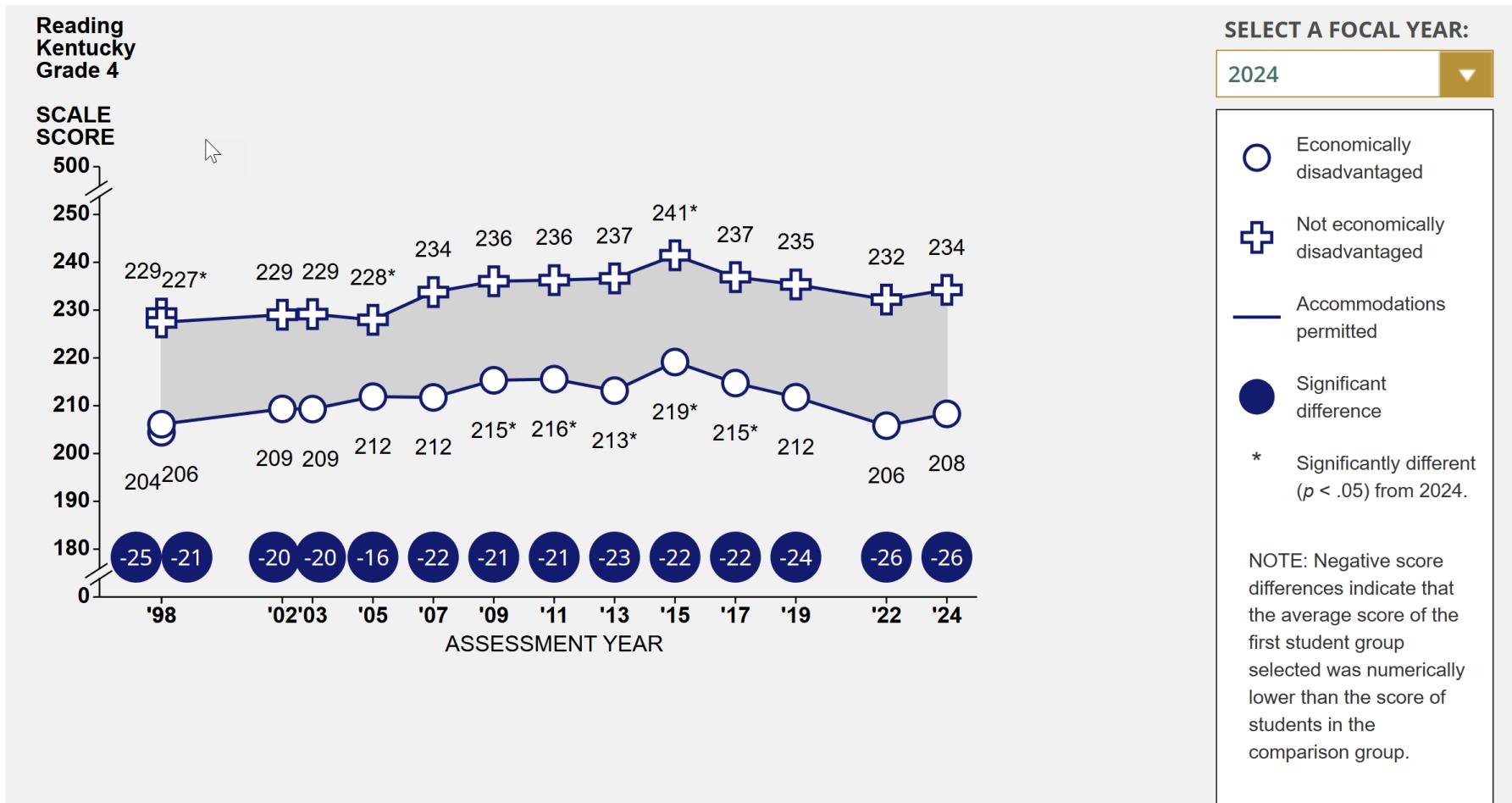
NAEP Reading Grade 4 White vs Hispanic



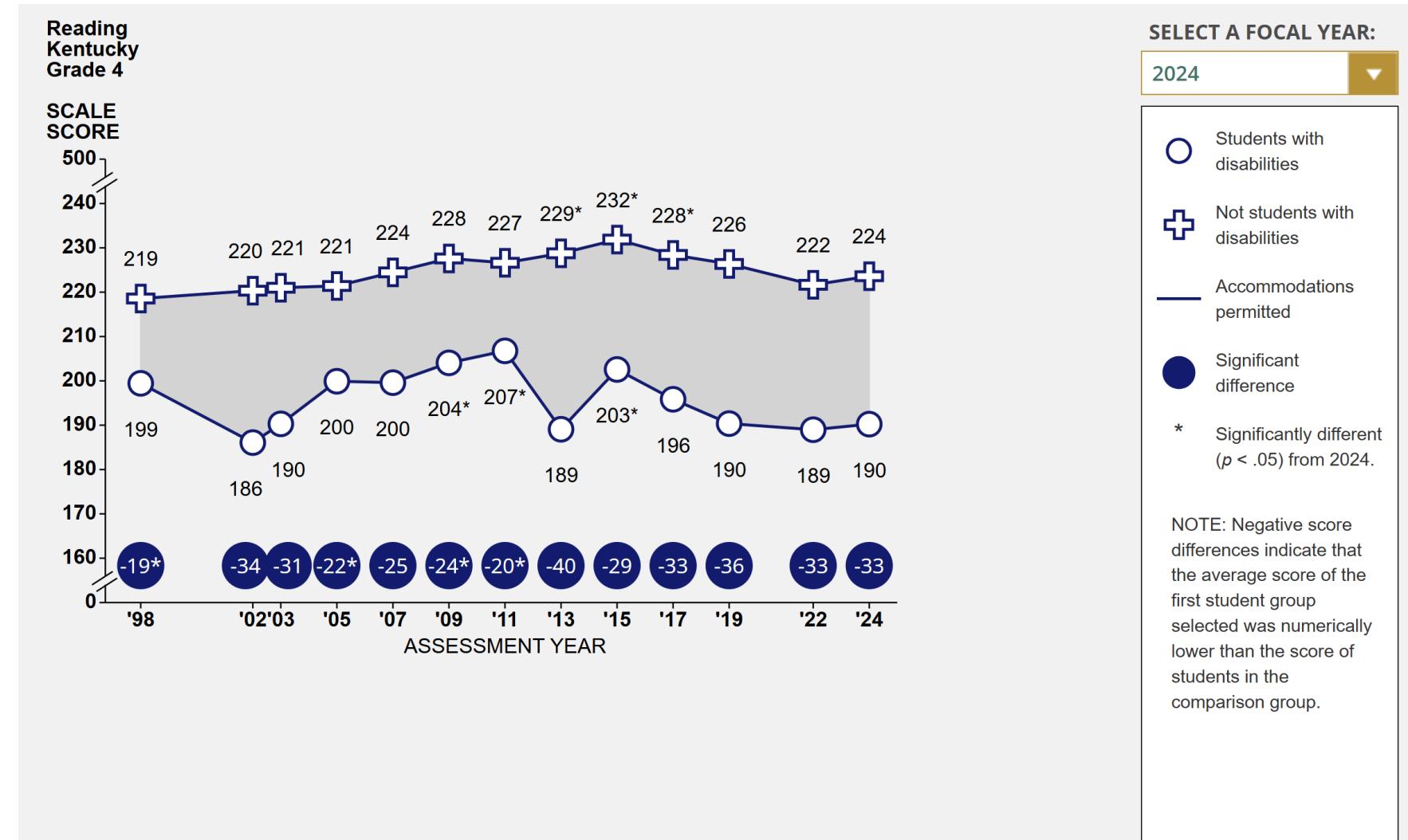
NAEP Reading Grade 4 - English Learners vs Non English Learners



NAEP Reading Grade 4 - Economically Disadvantaged vs Not Economically Disadvantaged



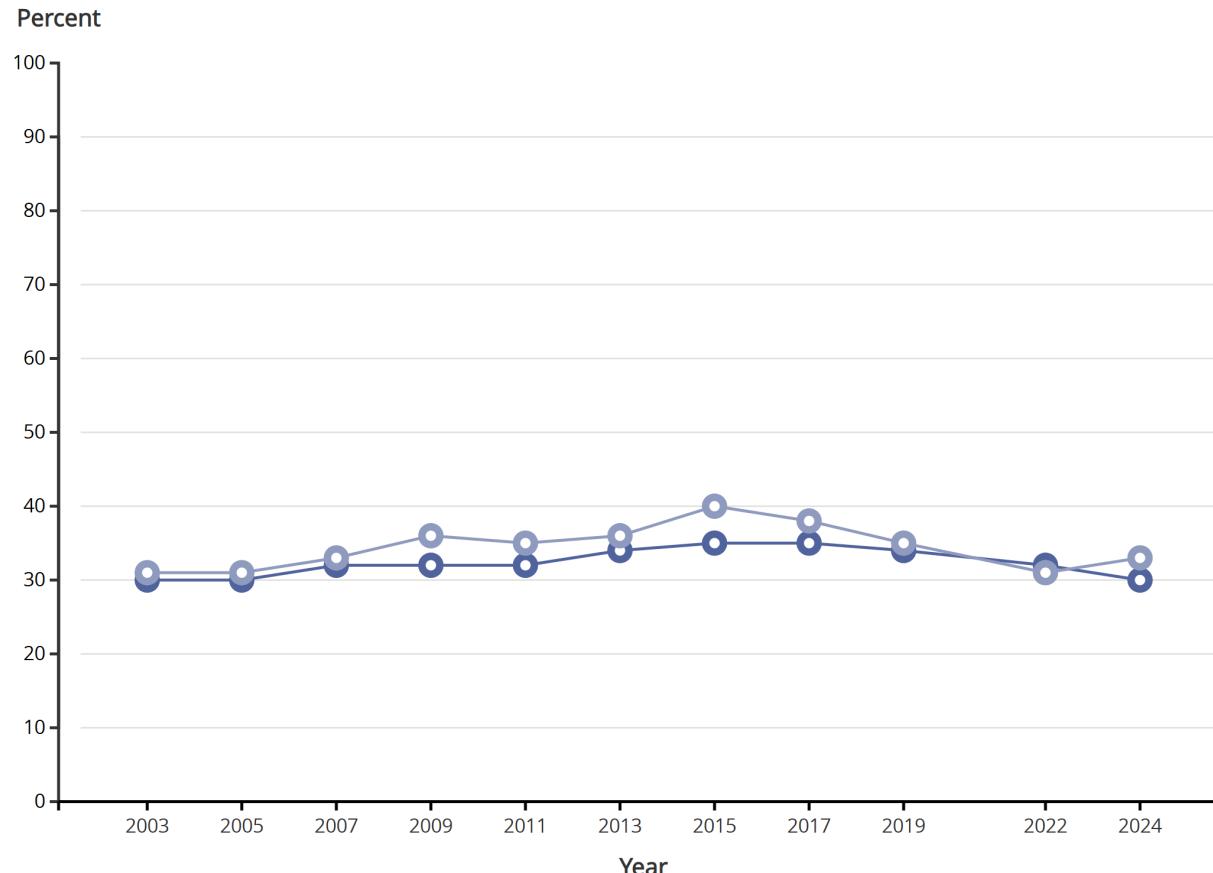
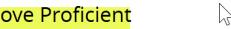
NAEP Reading Grade 4 - No Disabilities vs With Disabilities

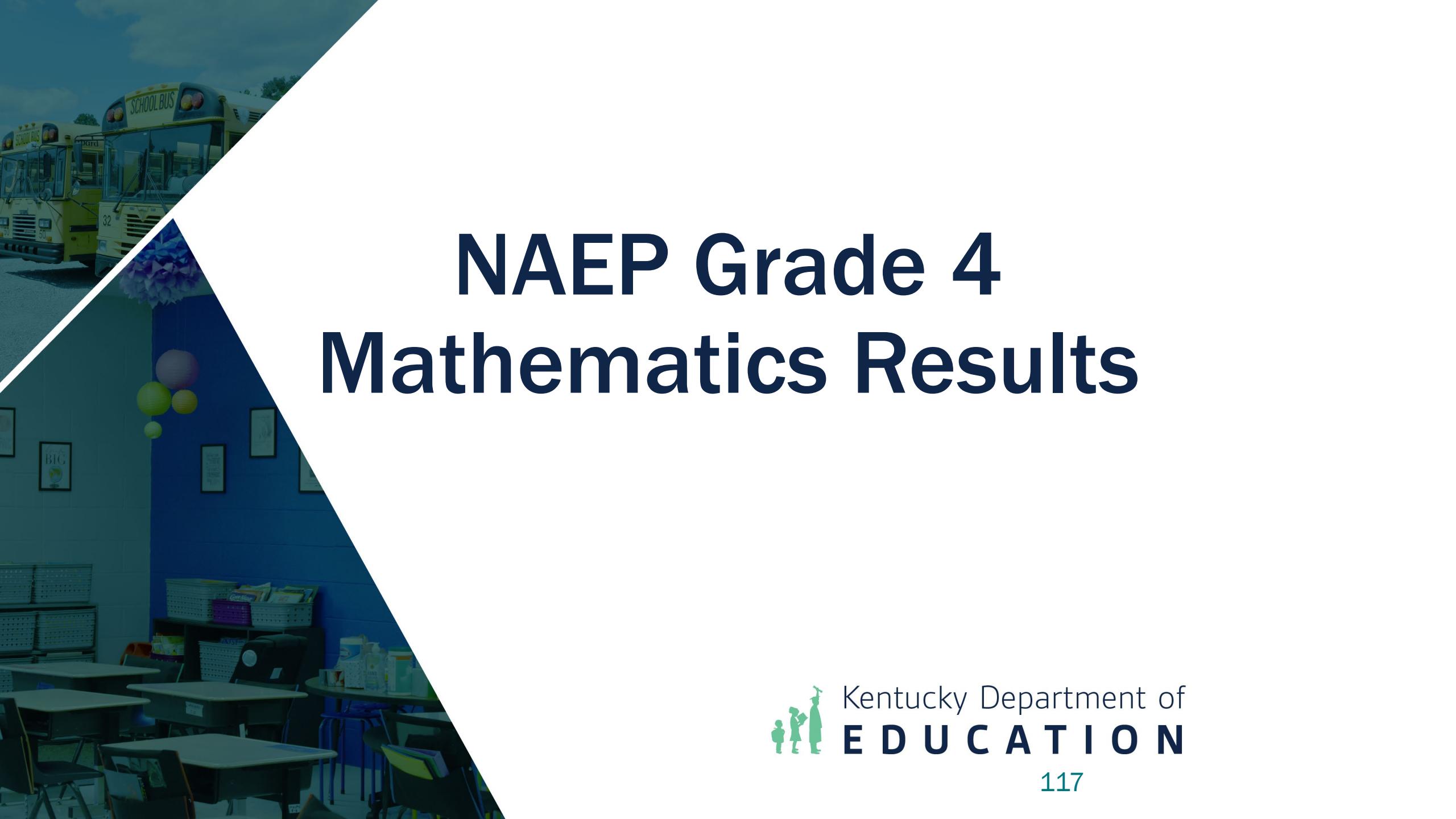


NAEP Reading Grade 4 - Kentucky vs Nation - At or Above Proficient

Achievement levels - cumulative for grade 4 reading, by All students [TOTAL] for jurisdiction: 2024, 2022, 2019, 2017, 2015, 2013, 2011, 2009, 2007, 2005, and 2003

at or above Proficient



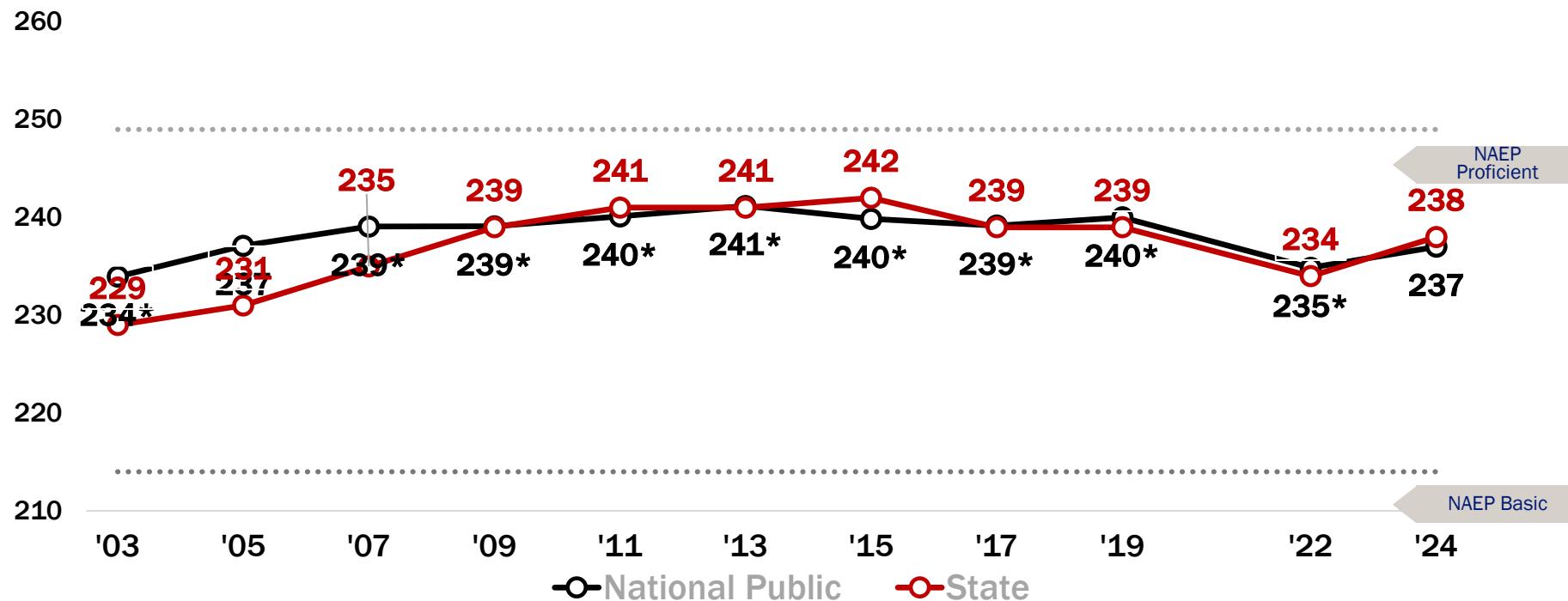


NAEP Grade 4 Mathematics Results



2024 Math Grade 4 Average Scale Scores

Grade 4



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



Grade 4 – Differences since 2022

	All Students	Male	Female	Economically Disadvantaged	Students with Disabilities*	English Learners
State	↑ 4	↑ 4	↑ 3	↑5	↑ 9	◆
National Public	↑ 2	↑2	↑3	↑3	◆	◆
	White	African American	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native	Two or more races
State	↑5	↑8	↓2	—	—	—
National Public	↑2	↑4	↑3	◆	◆	↑4

↑ Higher

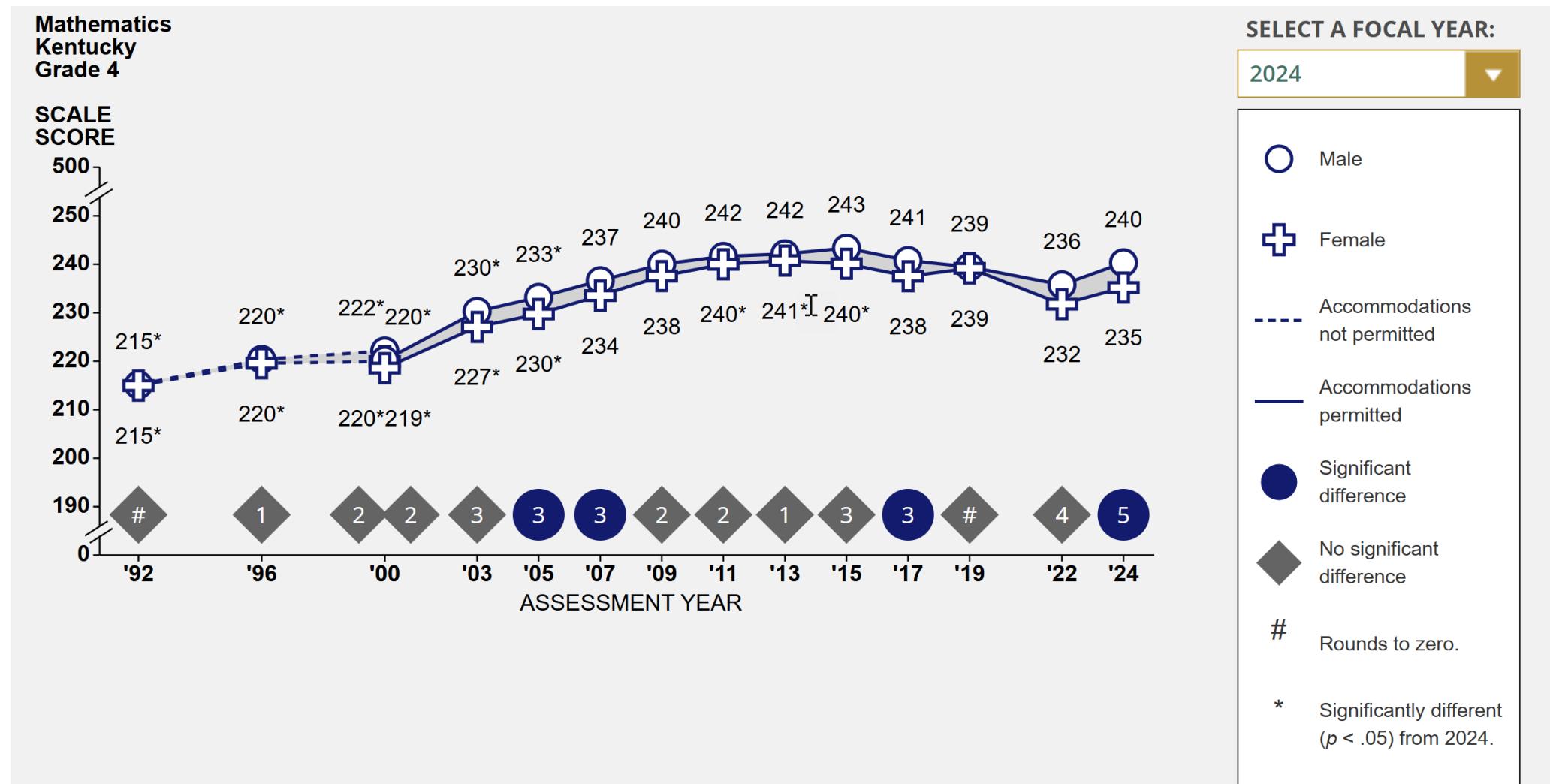
↓ Lower

◆ No significant change

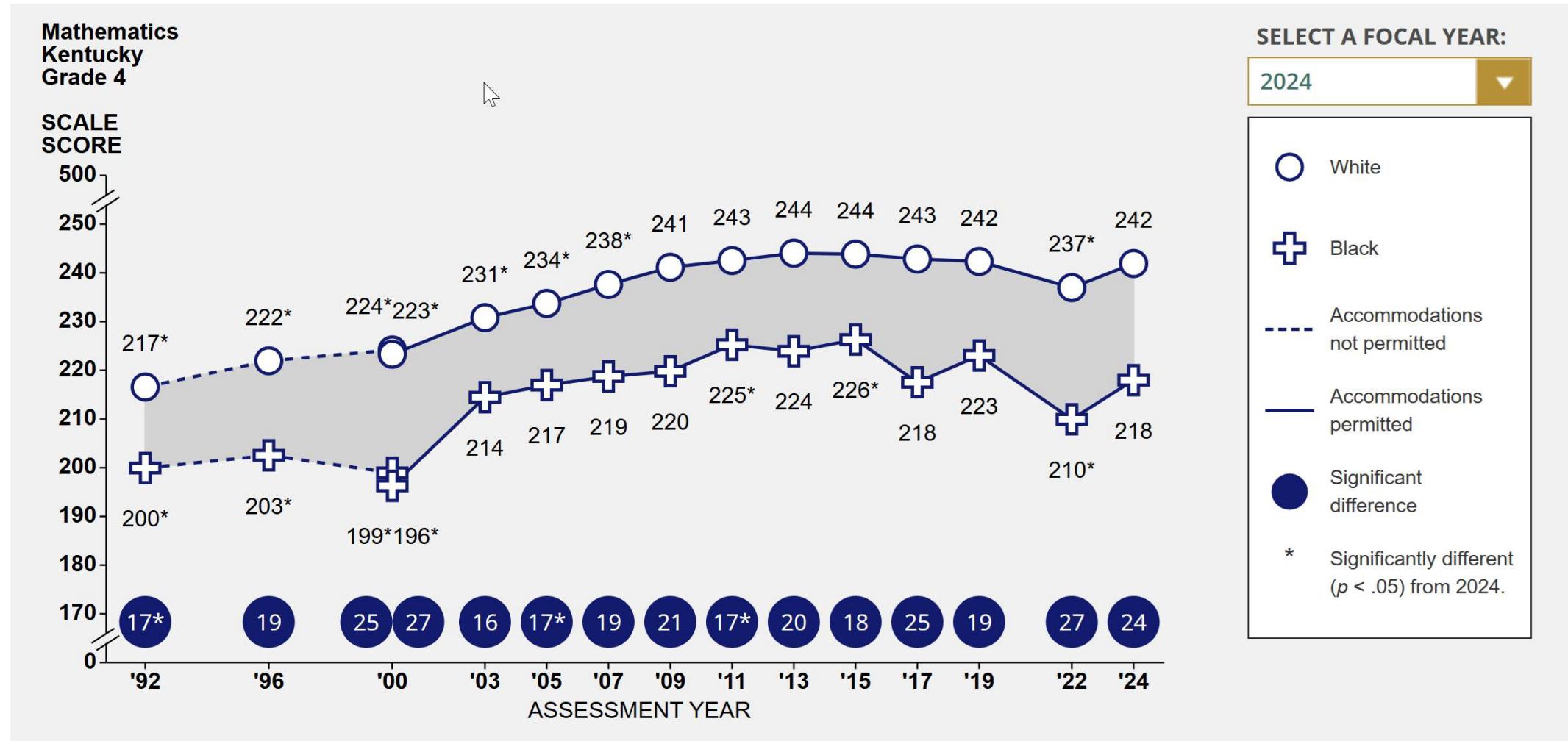
— Not available

*Students with disabilities including those with a 504 plan.

NAEP Math Grade 4 Female vs Male



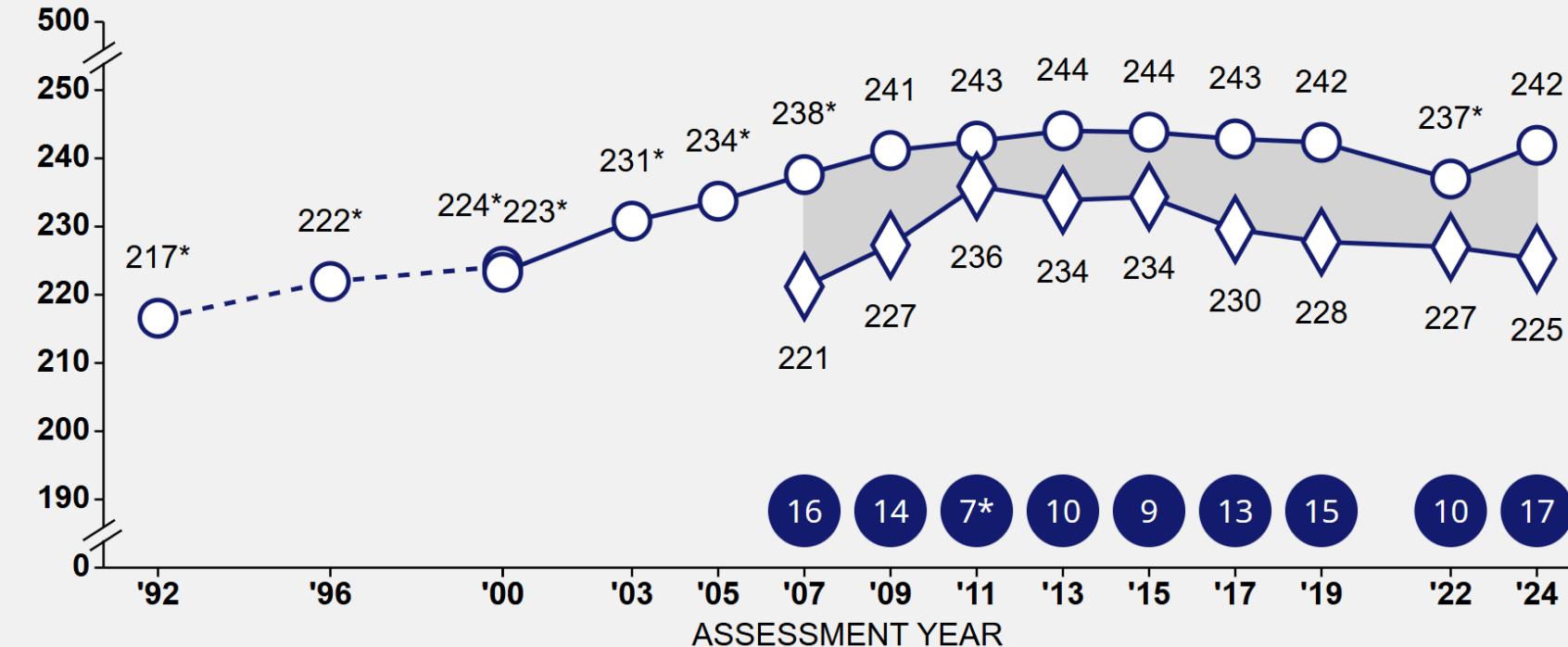
NAEP Math Grade 4 White vs African American



NAEP Math Grade 4 White vs Hispanic

Mathematics
Kentucky
Grade 4

SCALE
SCORE



SELECT A FOCAL YEAR:

2024

White

Hispanic

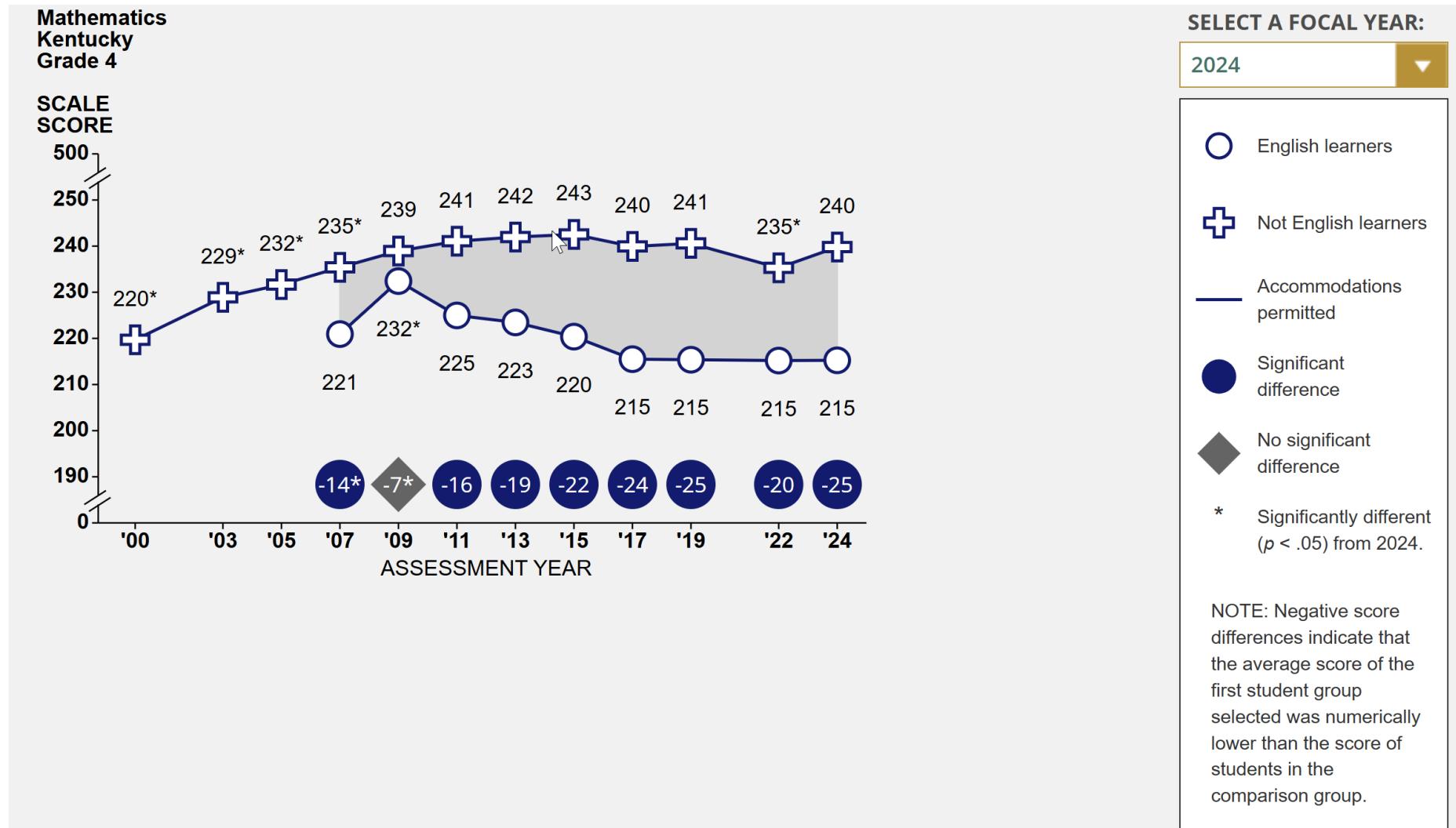
Accommodations
not permitted

Accommodations
permitted

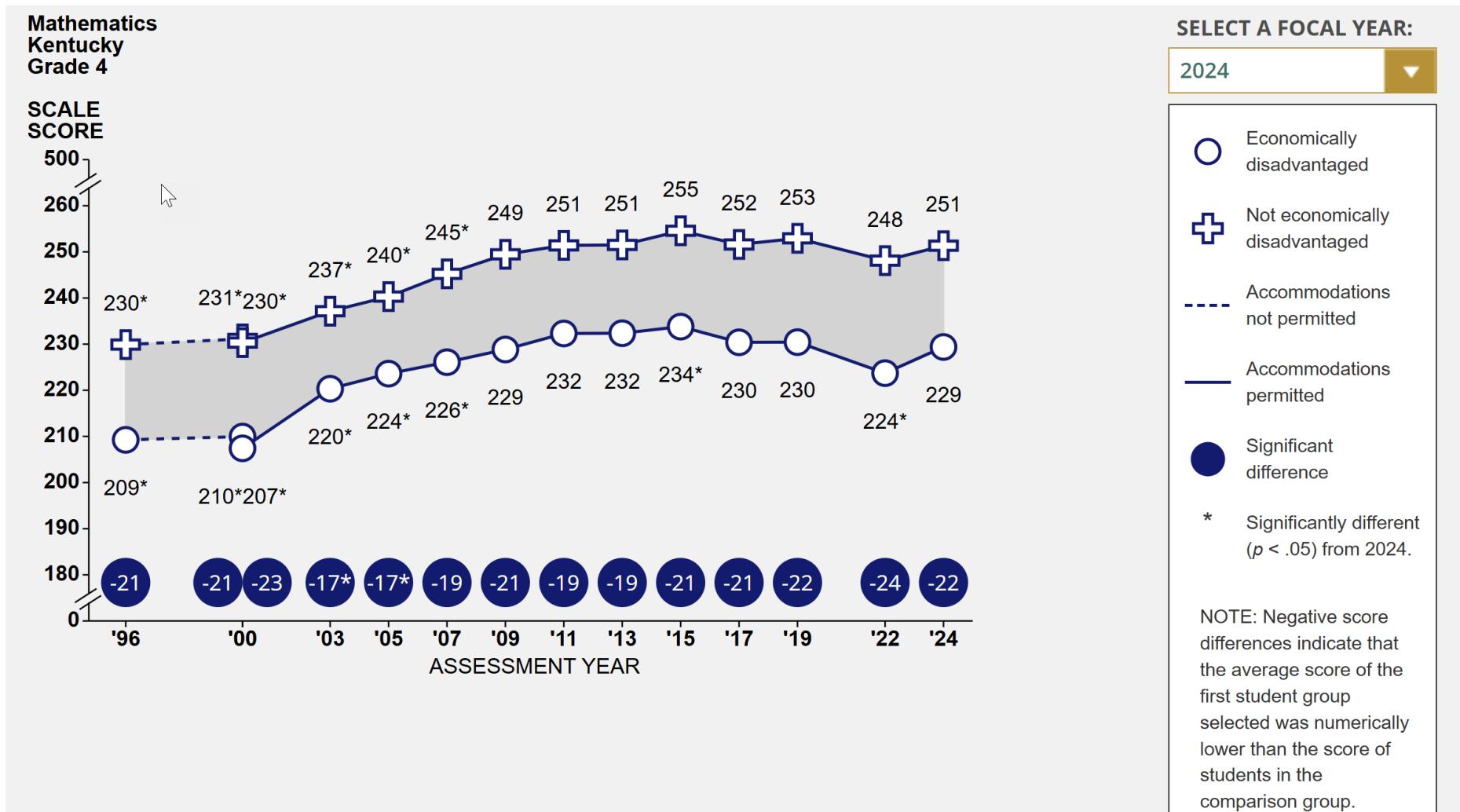
Significant
difference

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

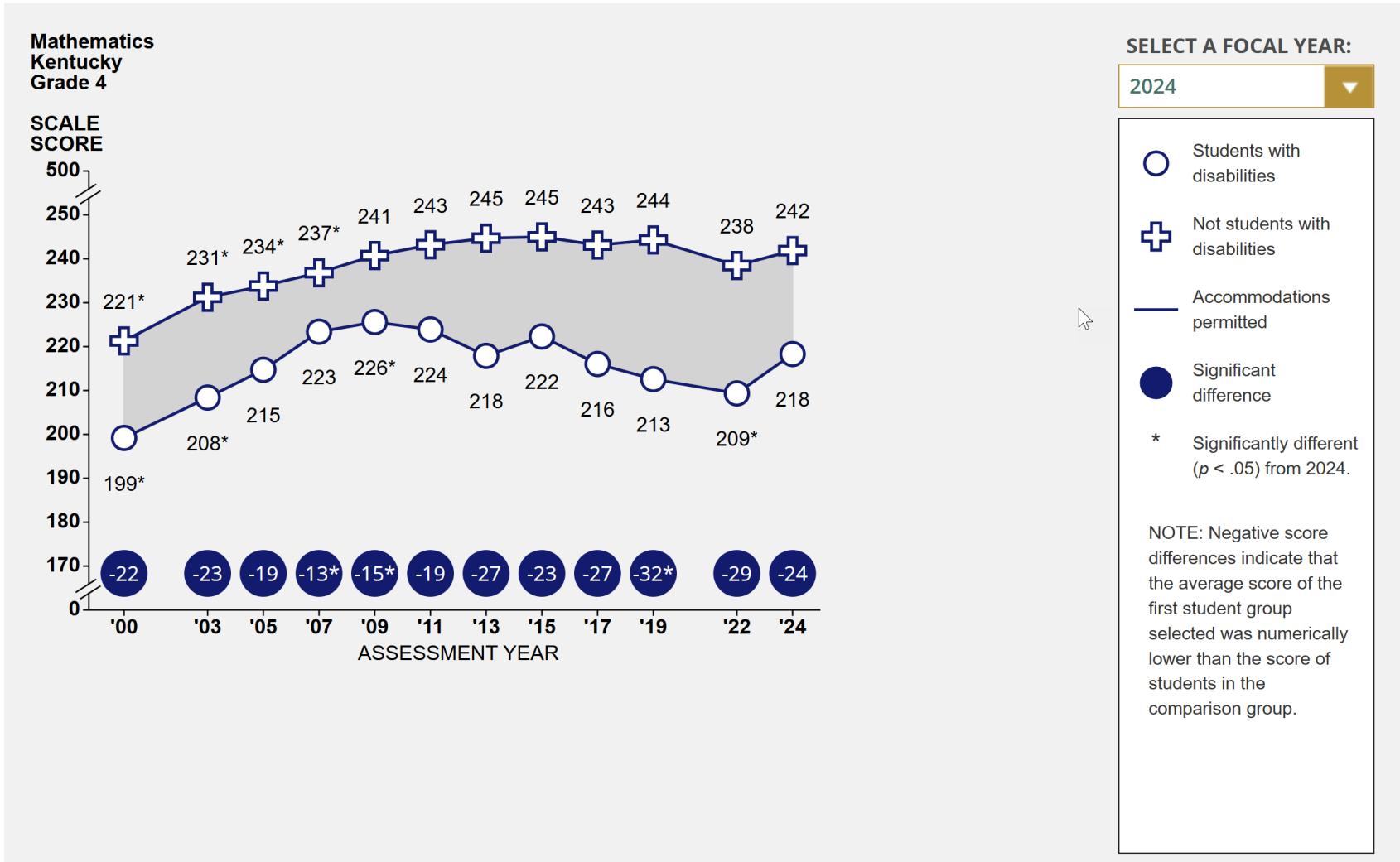
NAEP Math Grade 4 - English Learners vs Non English Learners



NAEP Math Grade 4 - Economically Disadvantaged vs Not Economically Disadvantaged

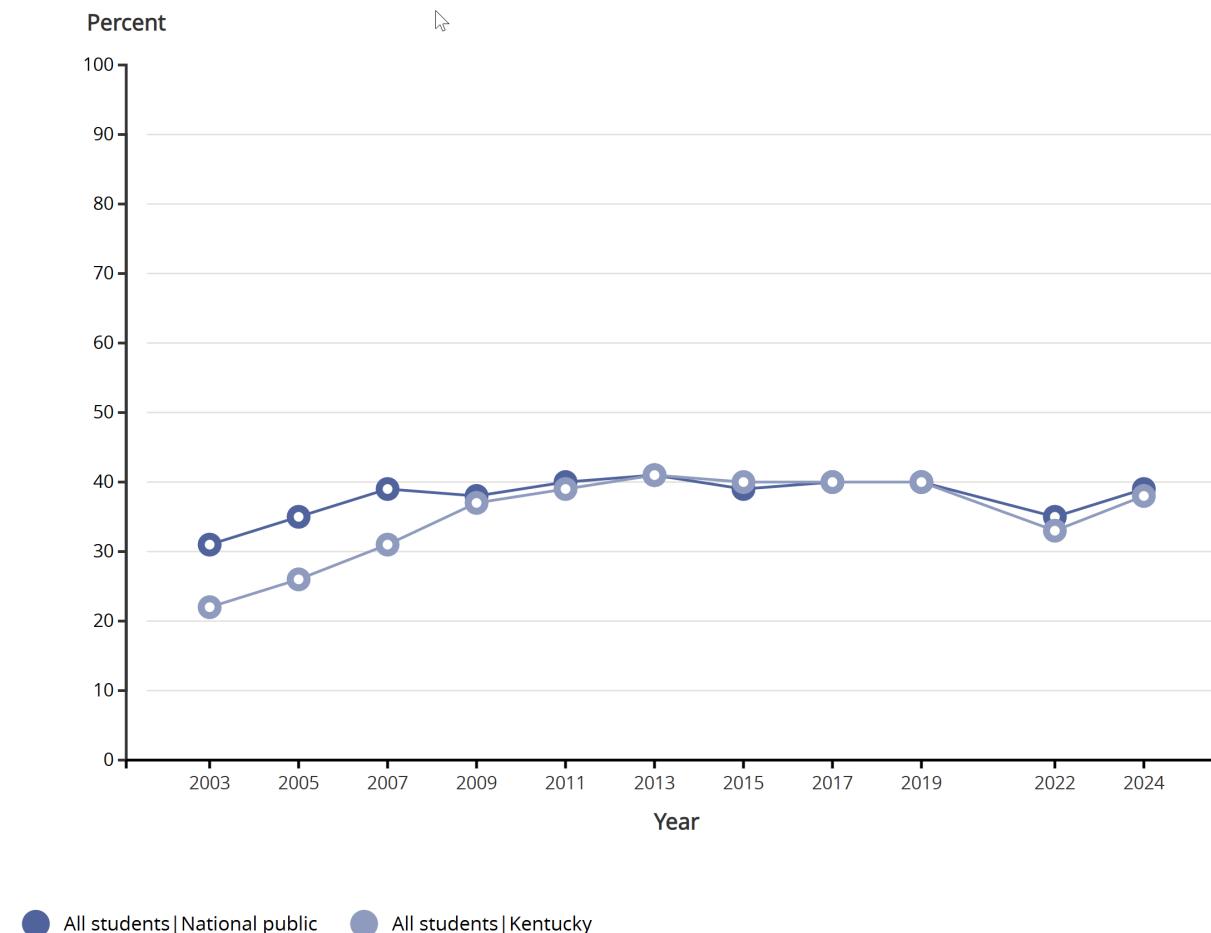


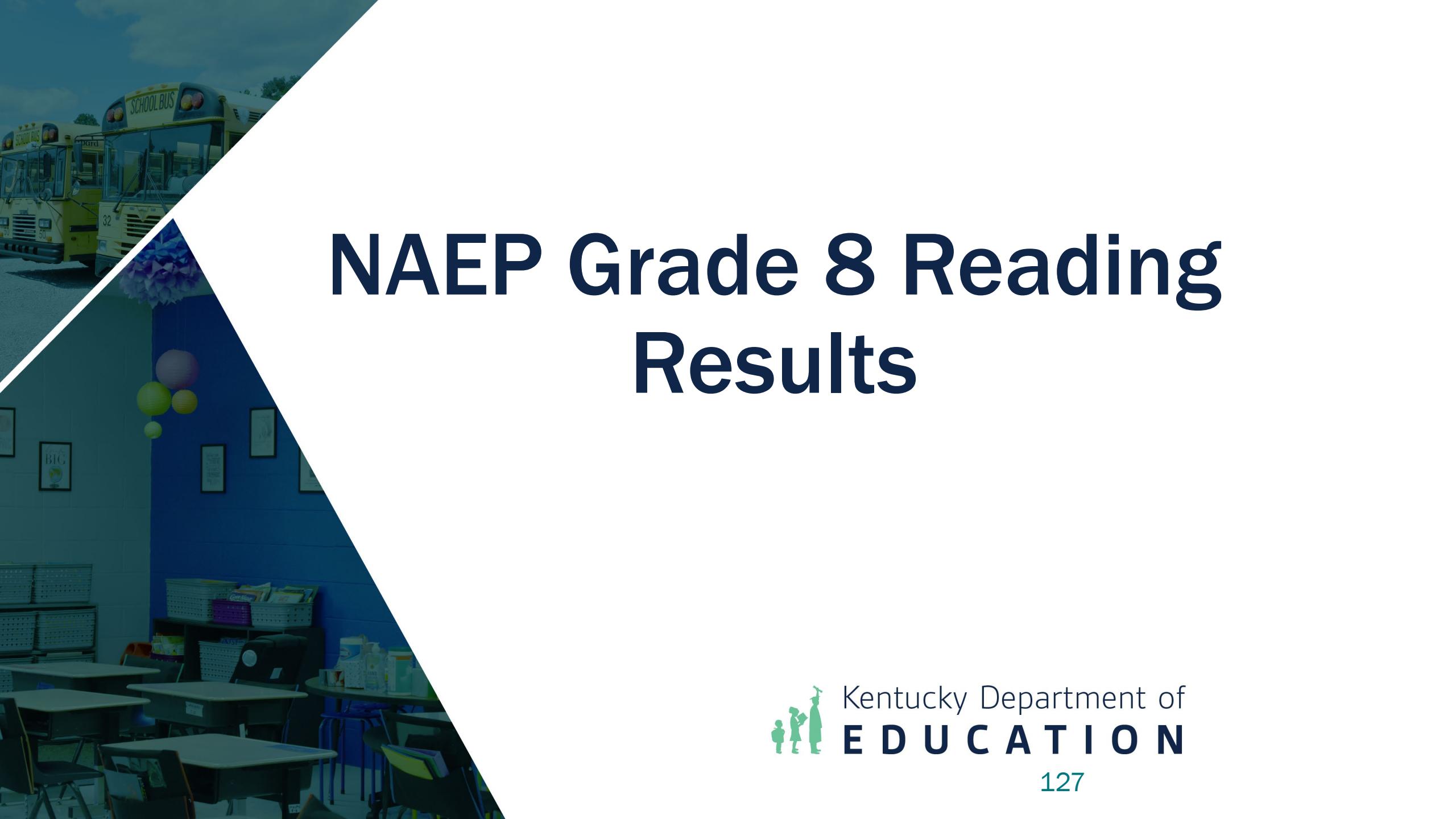
NAEP Math Grade 4 - No Disabilities vs With Disabilities



NAEP Math Grade 4 - Kentucky vs Nation - At or Above Proficient

Achievement levels - cumulative for grade 4 mathematics, by All students [TOTAL] for jurisdiction: 2024, 2022, 2019, 2017, 2015, 2013, 2011, 2009, 2007, 2005, and 2003
at or above Proficient

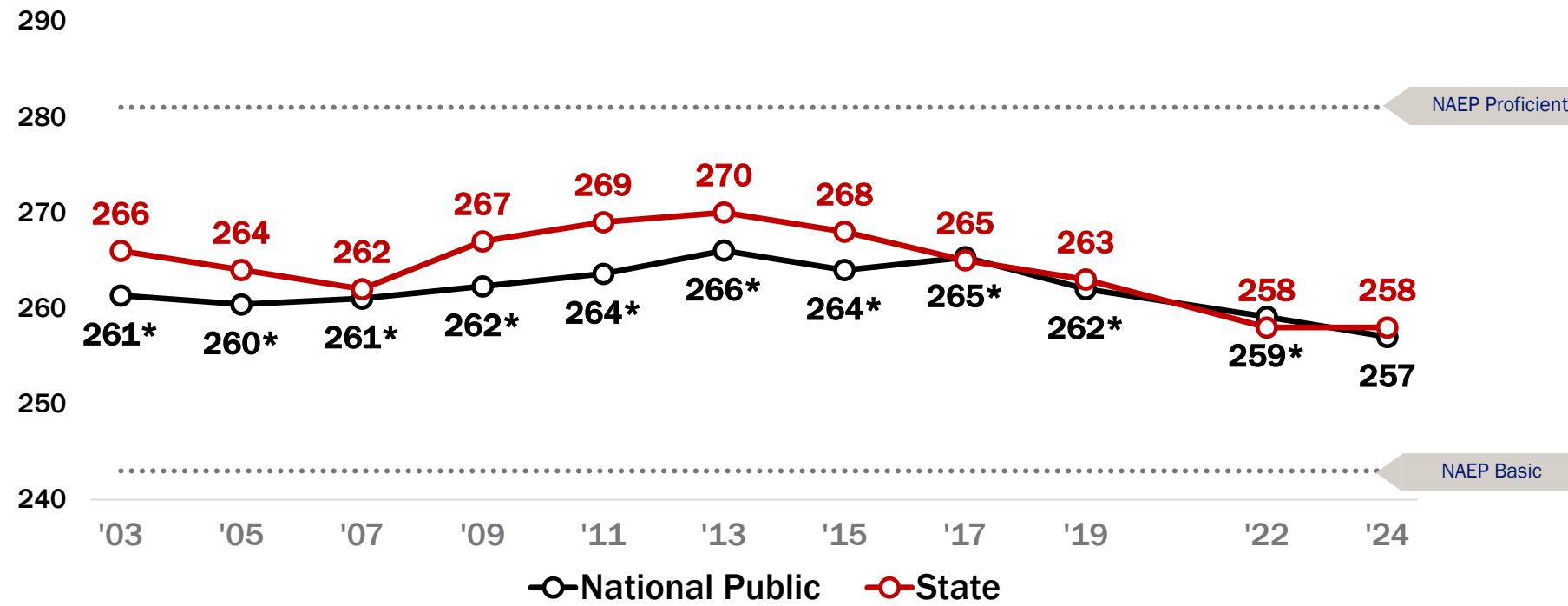




NAEP Grade 8 Reading Results



2024 Reading Grade 8 Average Scale Scores



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



Grade 8 – Differences since 2022

	All Students	Male	Female	Economically Disadvantaged	Students with Disabilities*	English Learners
State	◆	◆	↓1	◆	↑ 3	↓1
National Public	↓2	↓3	↓2	↓3	↓4	↓5

	White	African American	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Two or more races
State	↑1	↓1	↓11	◆	—	—
National Public	↓1	◆	↓5	↓1	◆	◆

↑ Higher

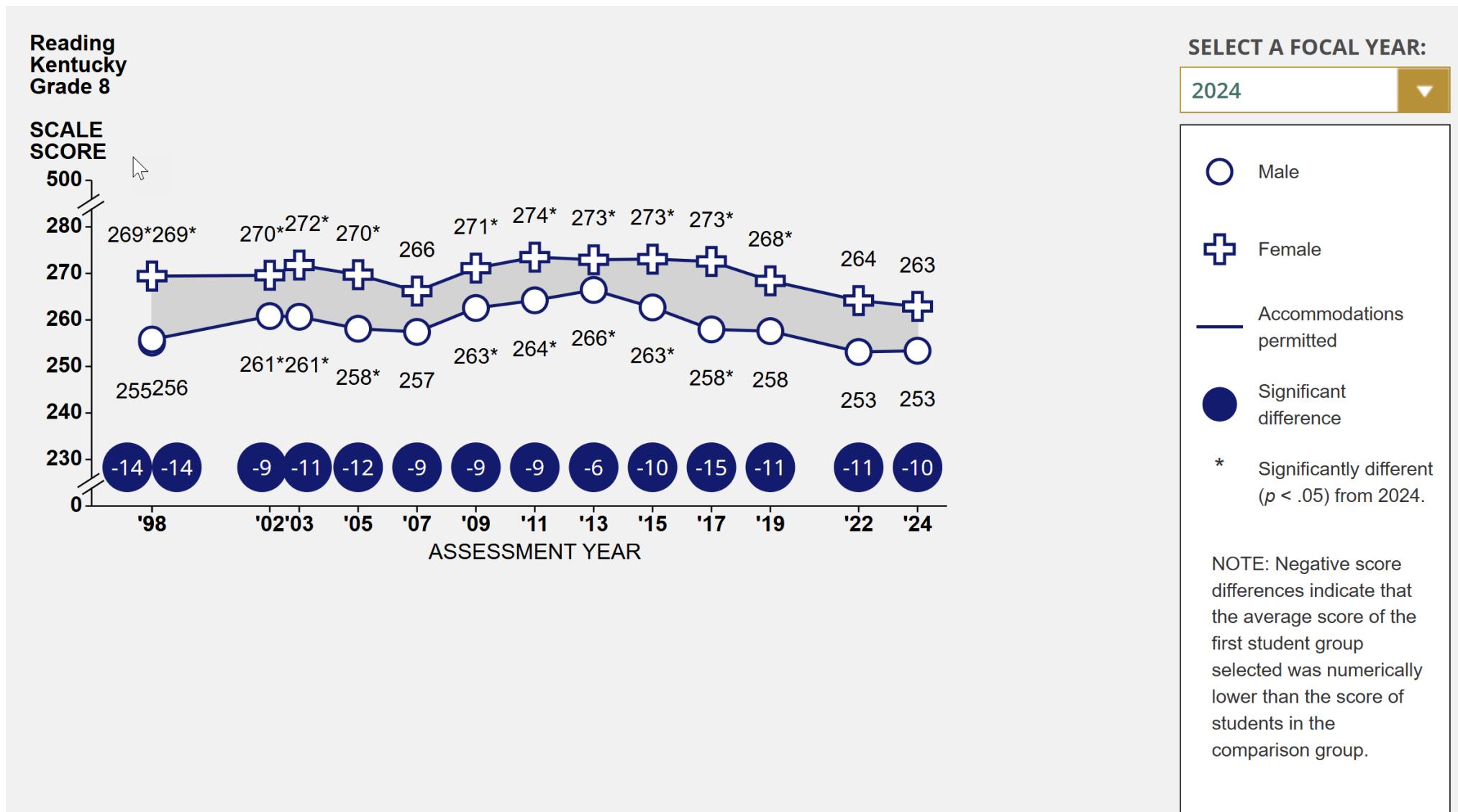
↓ Lower

◆ No significant change

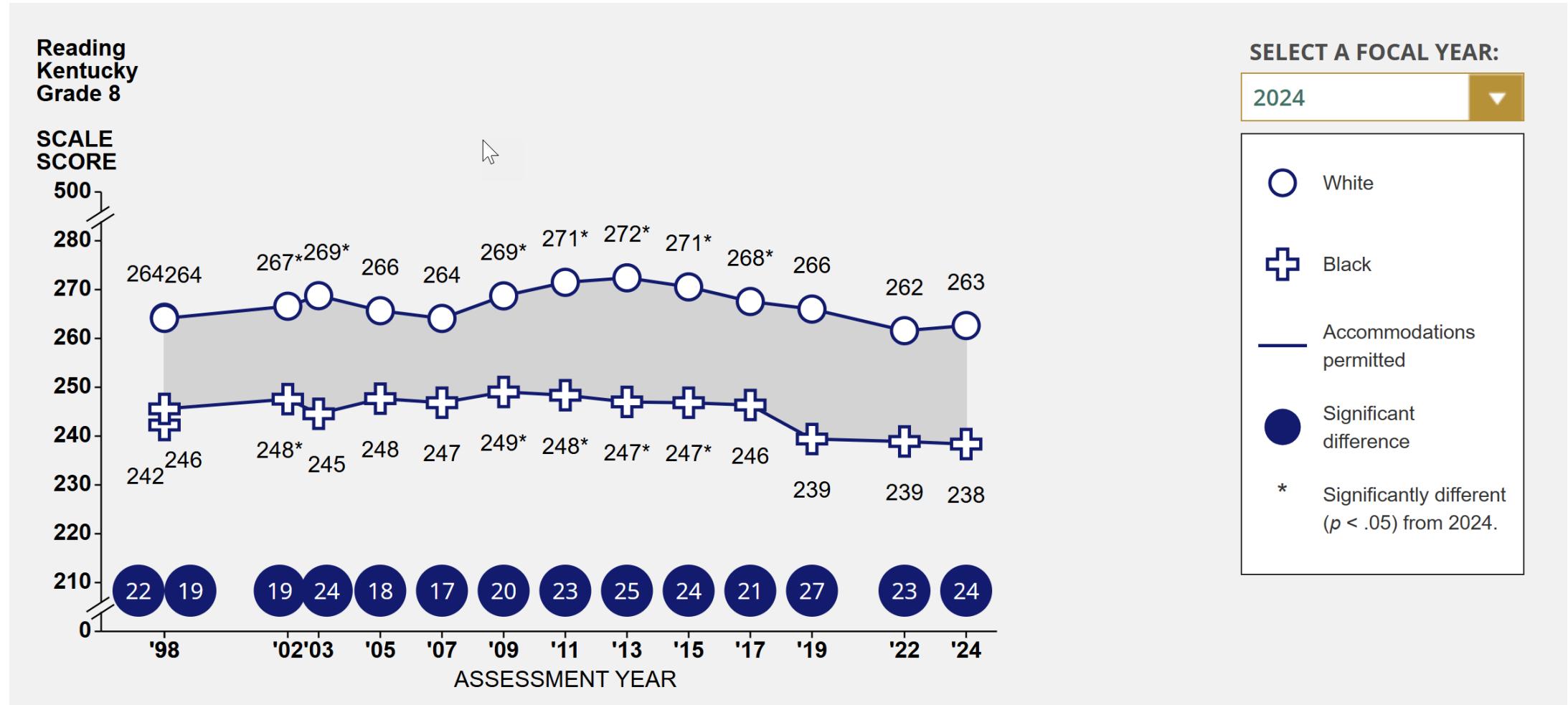
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*Students with disabilities including those with a 504 plan.

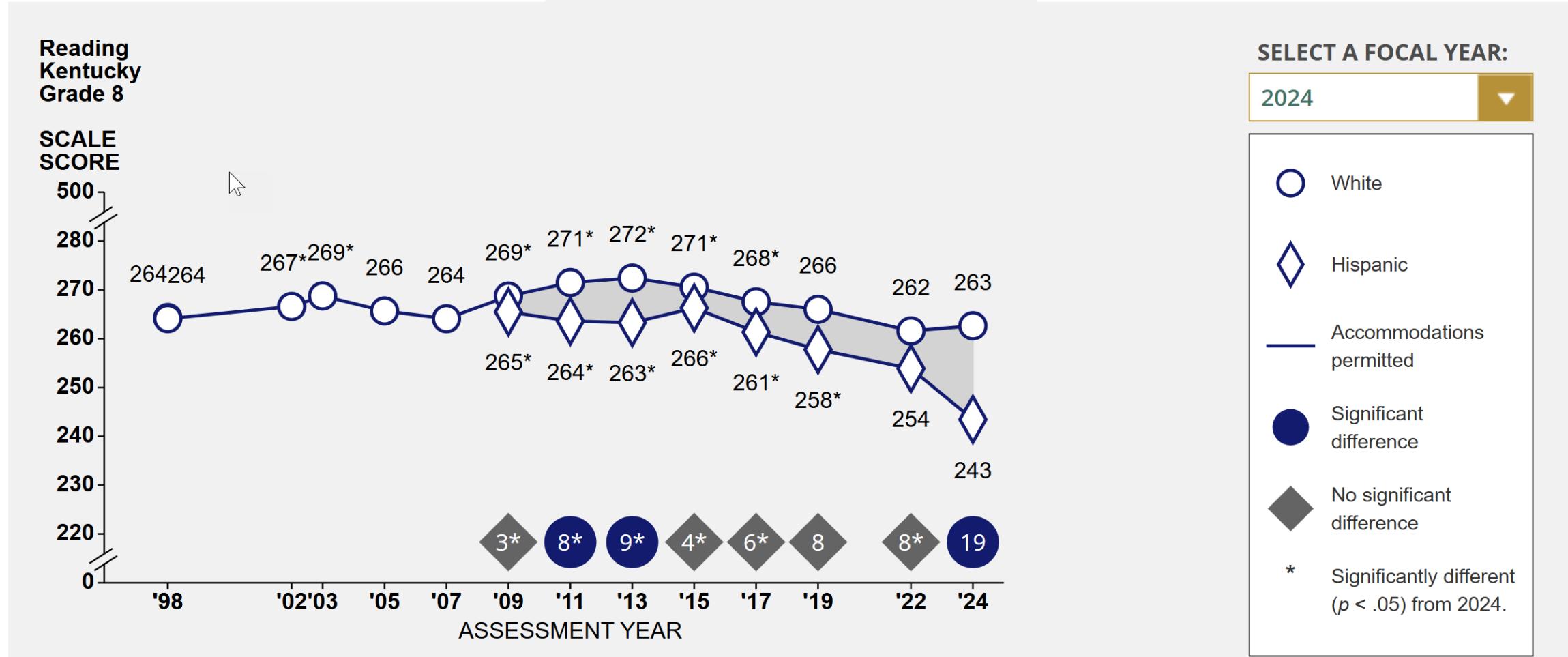
NAEP Reading Grade 8 Female vs Male



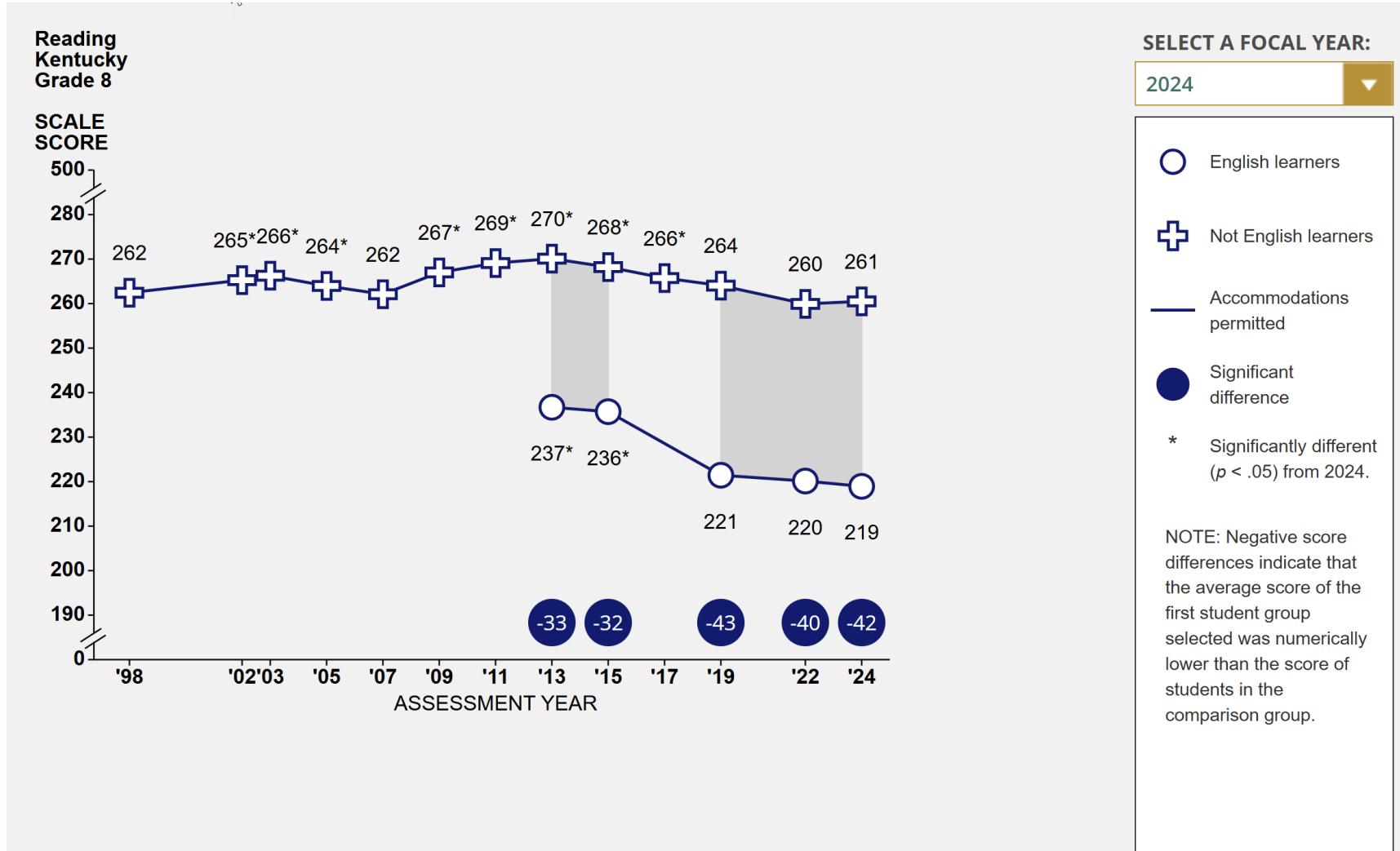
NAEP Reading Grade 8 White vs African American



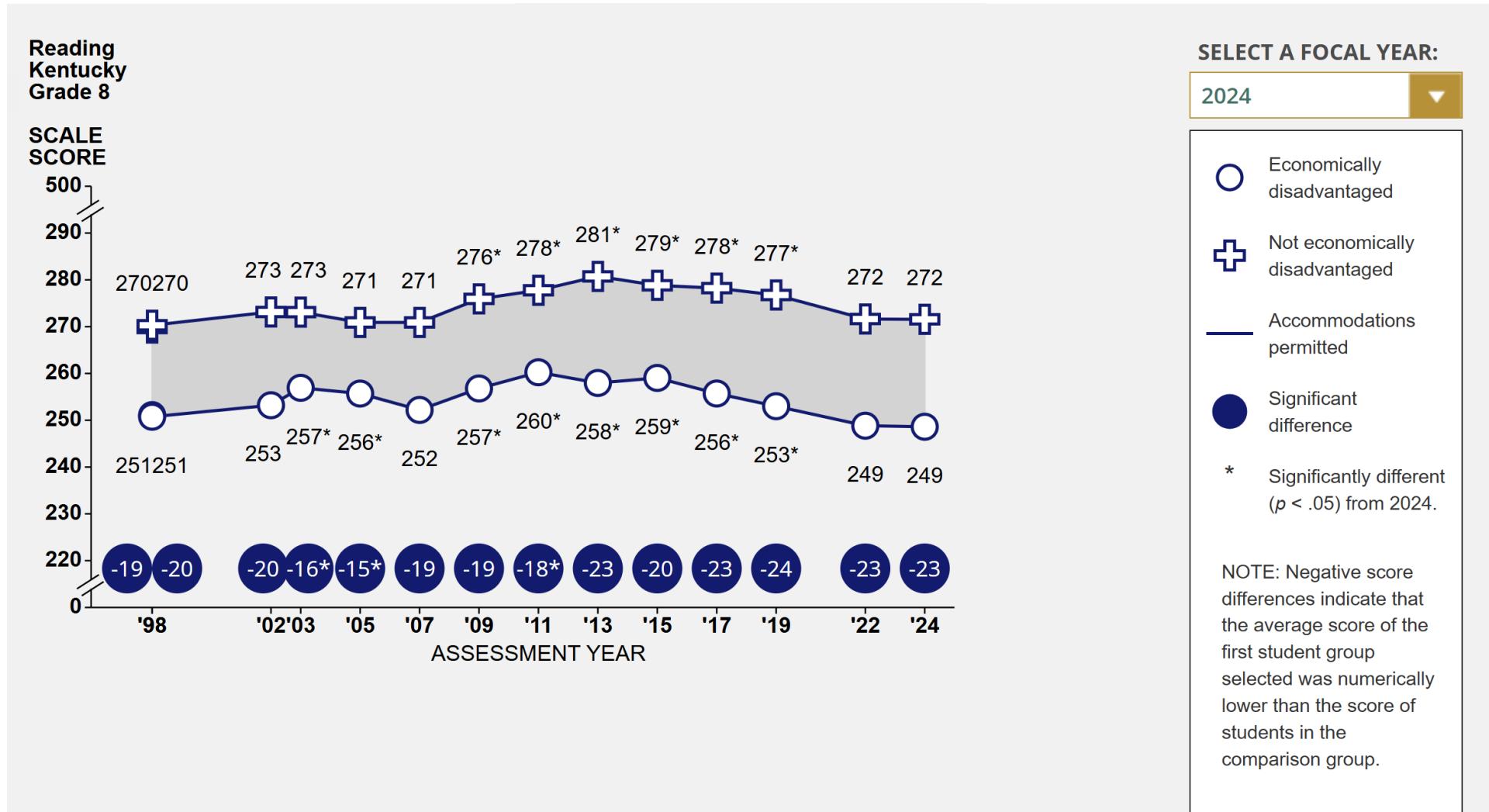
NAEP Reading Grade 8 White vs Hispanic



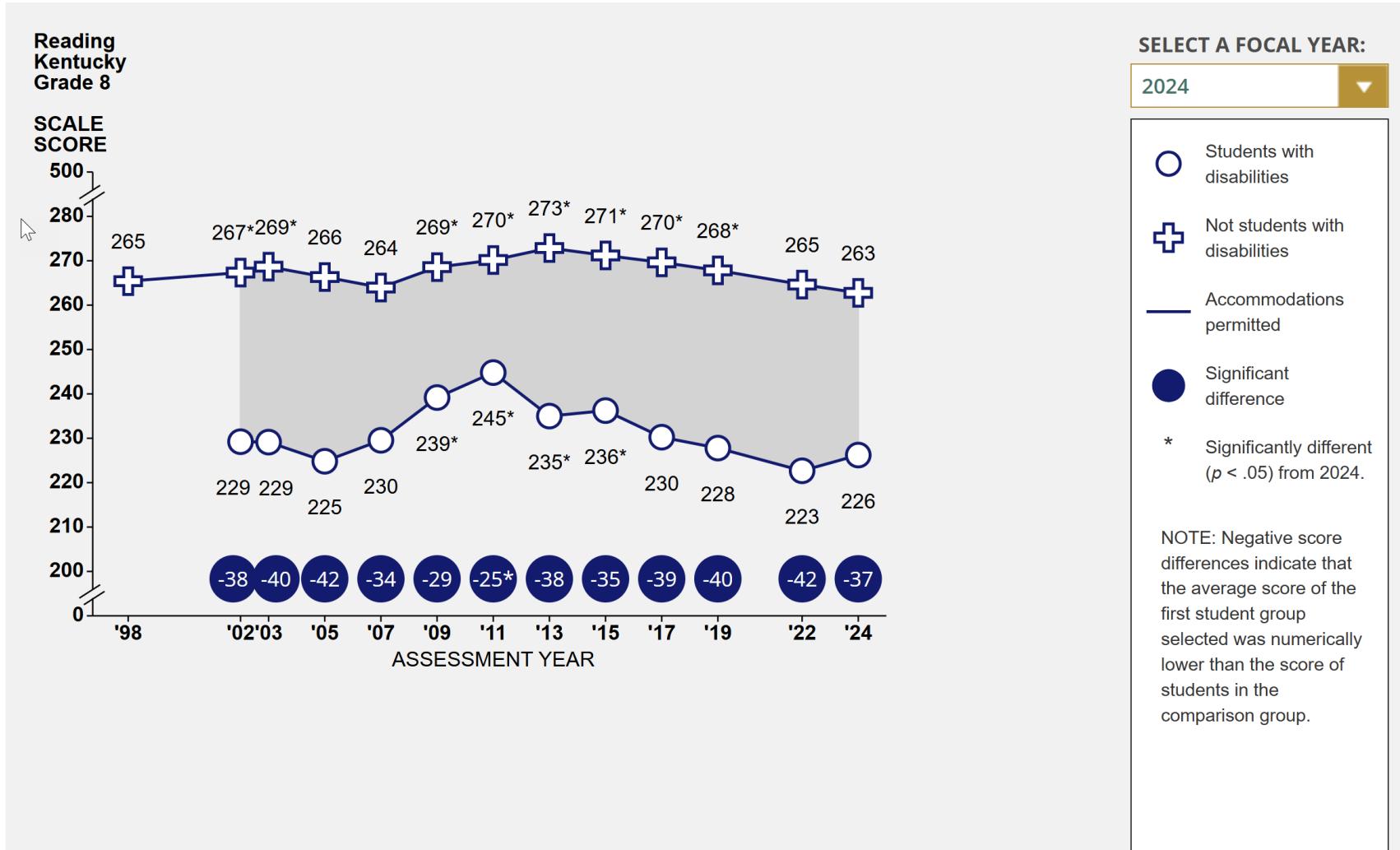
NAEP Reading Grade 8 - English Learners vs Non English Learners



NAEP Reading Grade 8 Economically Disadvantaged vs Not Economically Disadvantaged

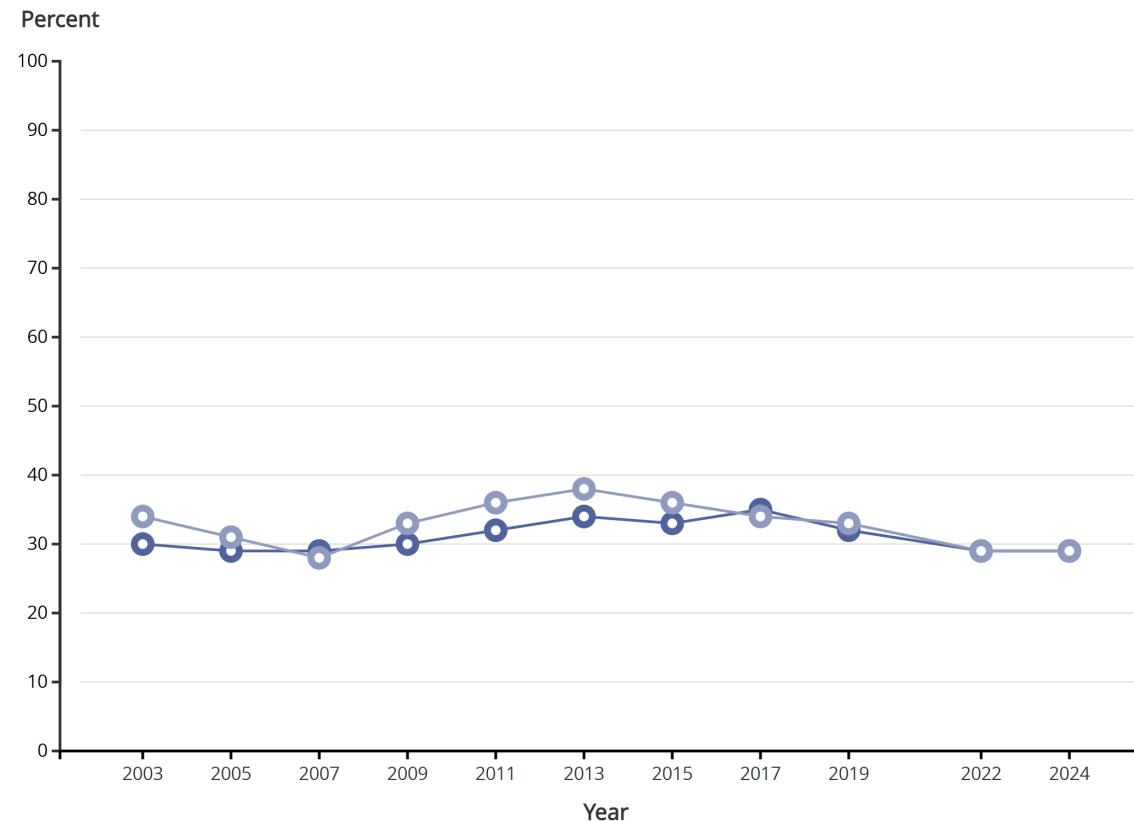


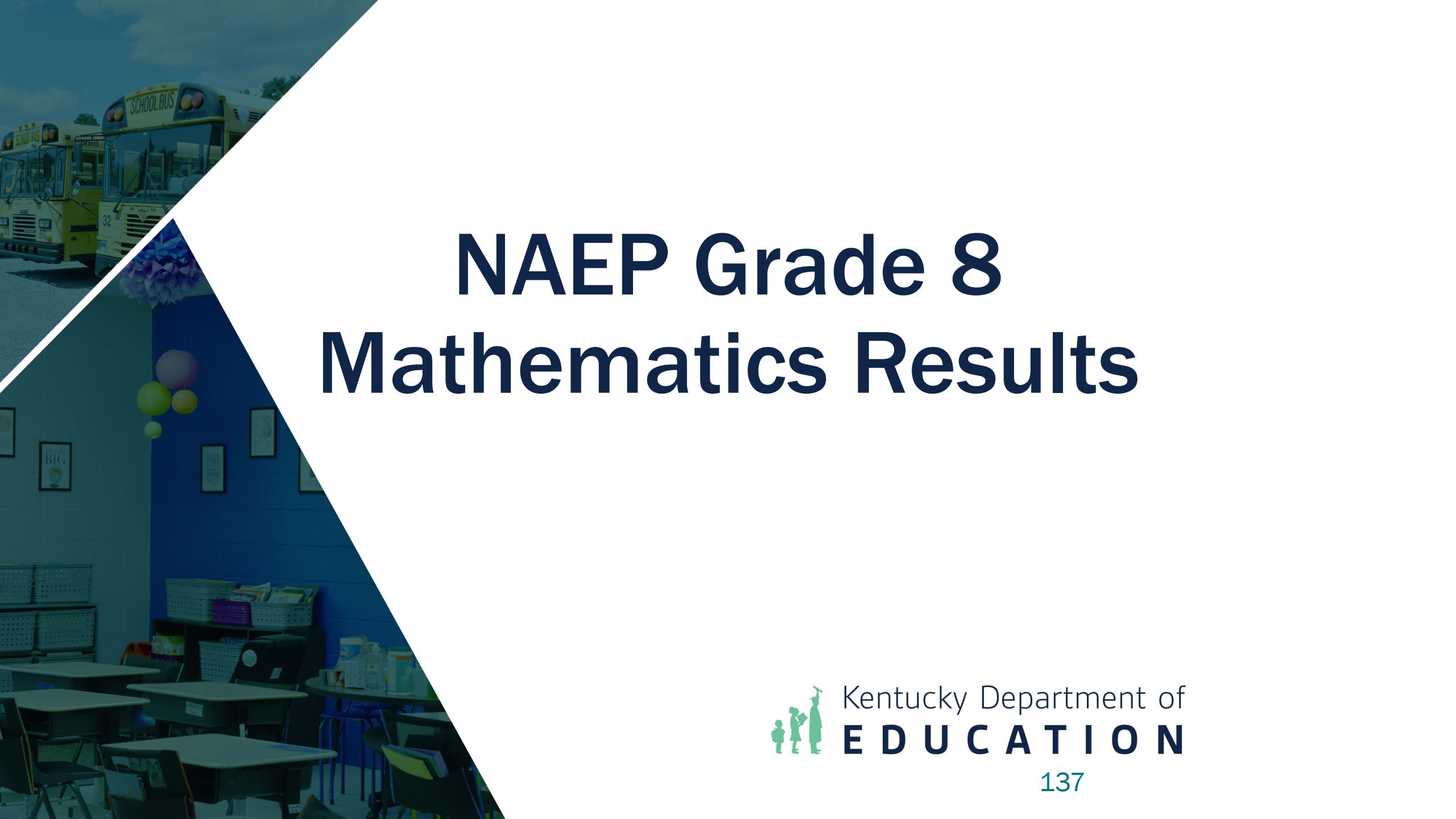
NAEP Reading Grade 8 - No Disabilities vs With Disabilities



NAEP Reading Grade 8 - Kentucky vs Nation - At or Above Proficient

Achievement levels - cumulative for grade 8 reading, by All students [TOTAL] for jurisdiction: 2024, 2022, 2019, 2017, 2015, 2013, 2011, 2009, 2007, 2005, and 2003
at or above Proficient

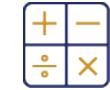




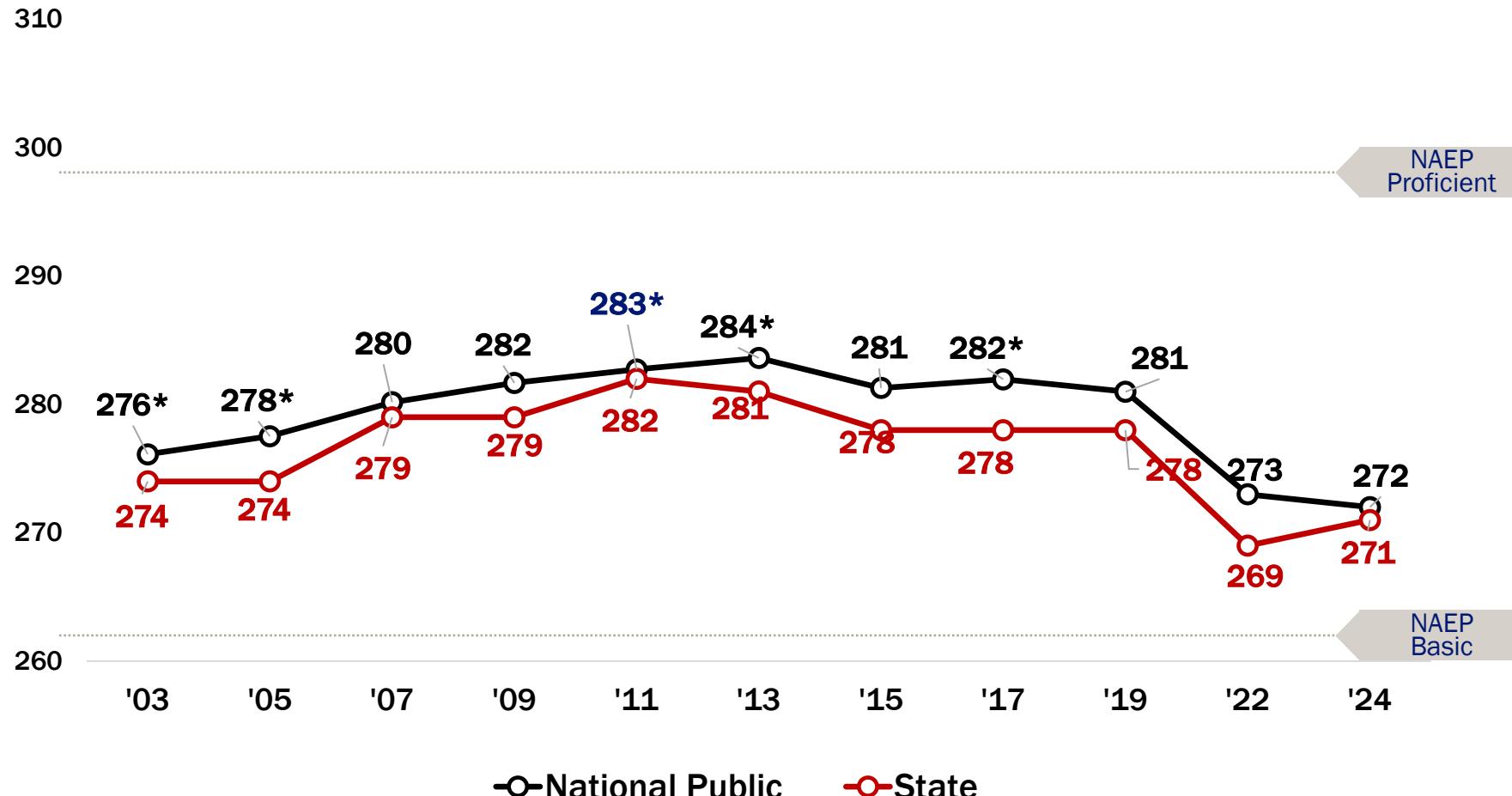
NAEP Grade 8 Mathematics Results



2024 Math Grade 8 Average Scale Scores



Grade 8



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



Grade 8 – Differences since 2022

	All Students	Male	Female	Economically Disadvantaged	Students with Disabilities*	English Learners
State	↑2	↑4	◆	↑1	↓1	↑5
National Public	↓1	◆	↓2	↓3	↓4	↓4
	White	African American	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native	Two or more races
State	↑2	↓1	↓1	◆	—	—
National Public	◆	↓1	↓4	↑1	↓4	◆

↑ Higher

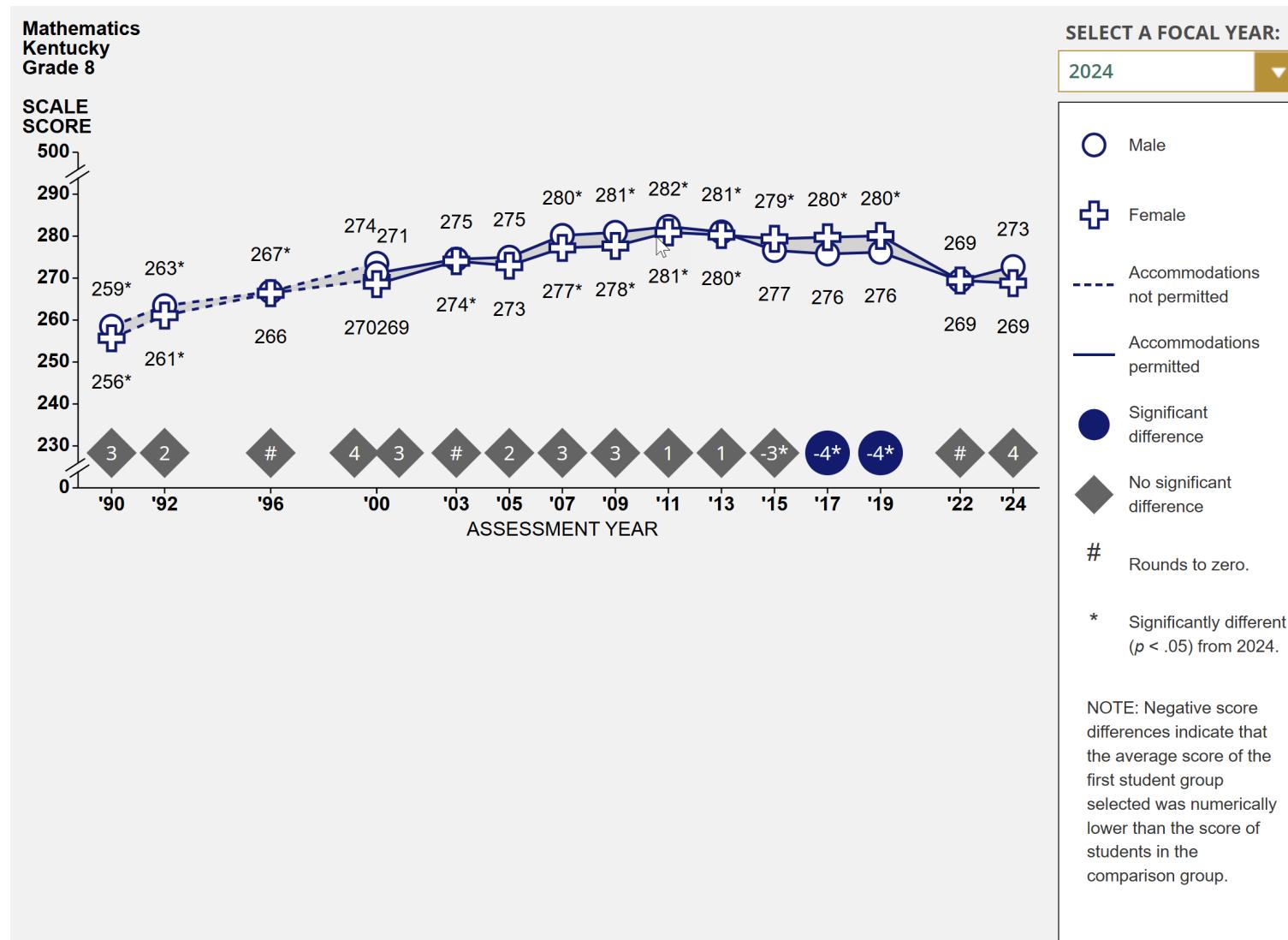
↓ Lower

◆ No significant change

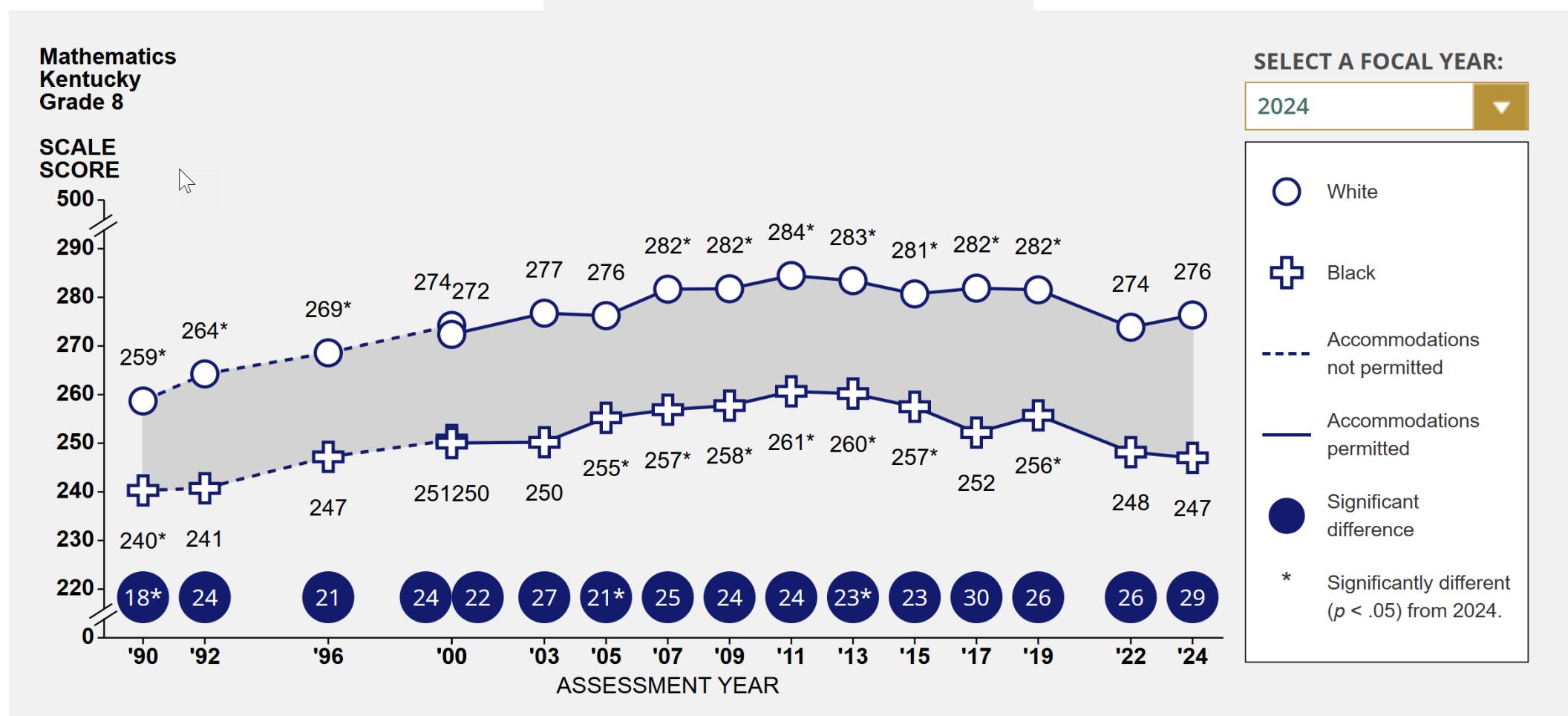
— Not available

*Students with disabilities including those with a 504 plan.

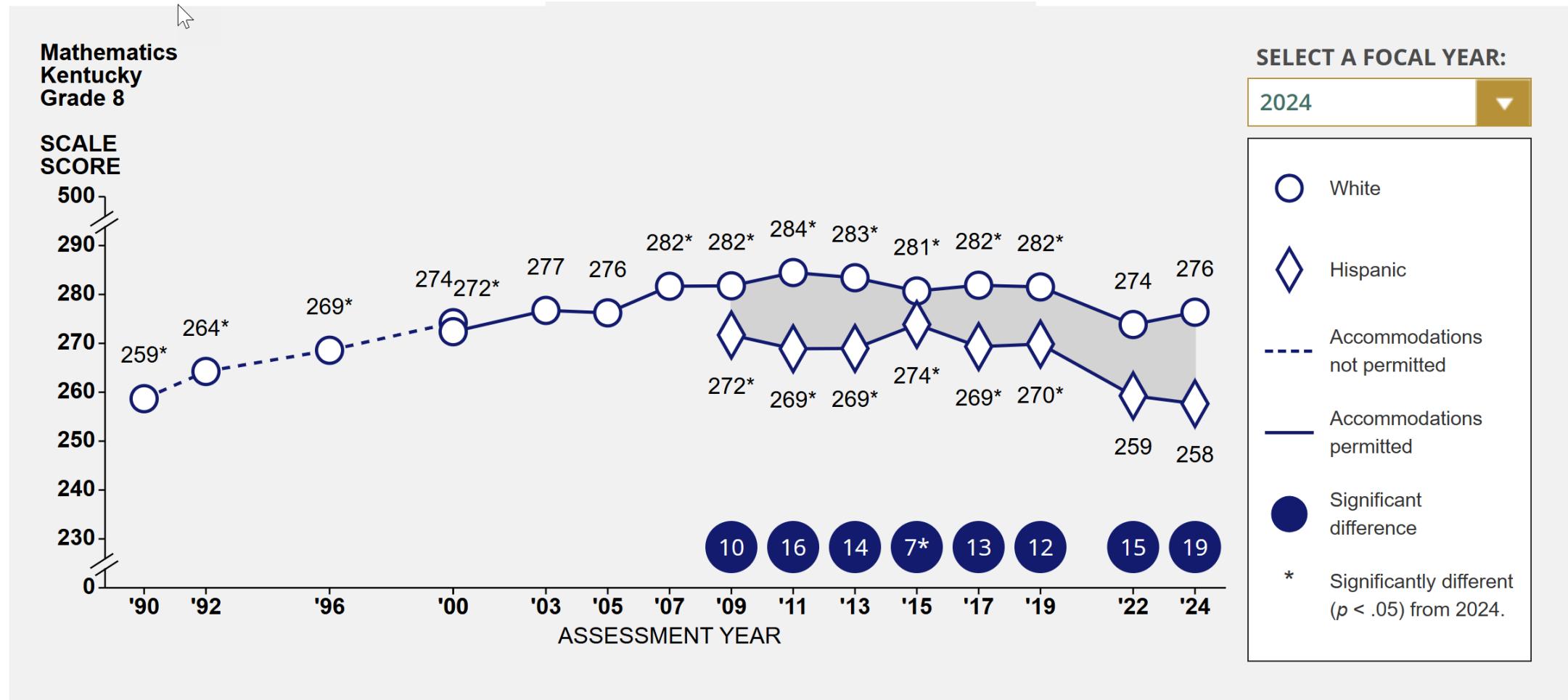
NAEP Math Grade 8 Female vs Male



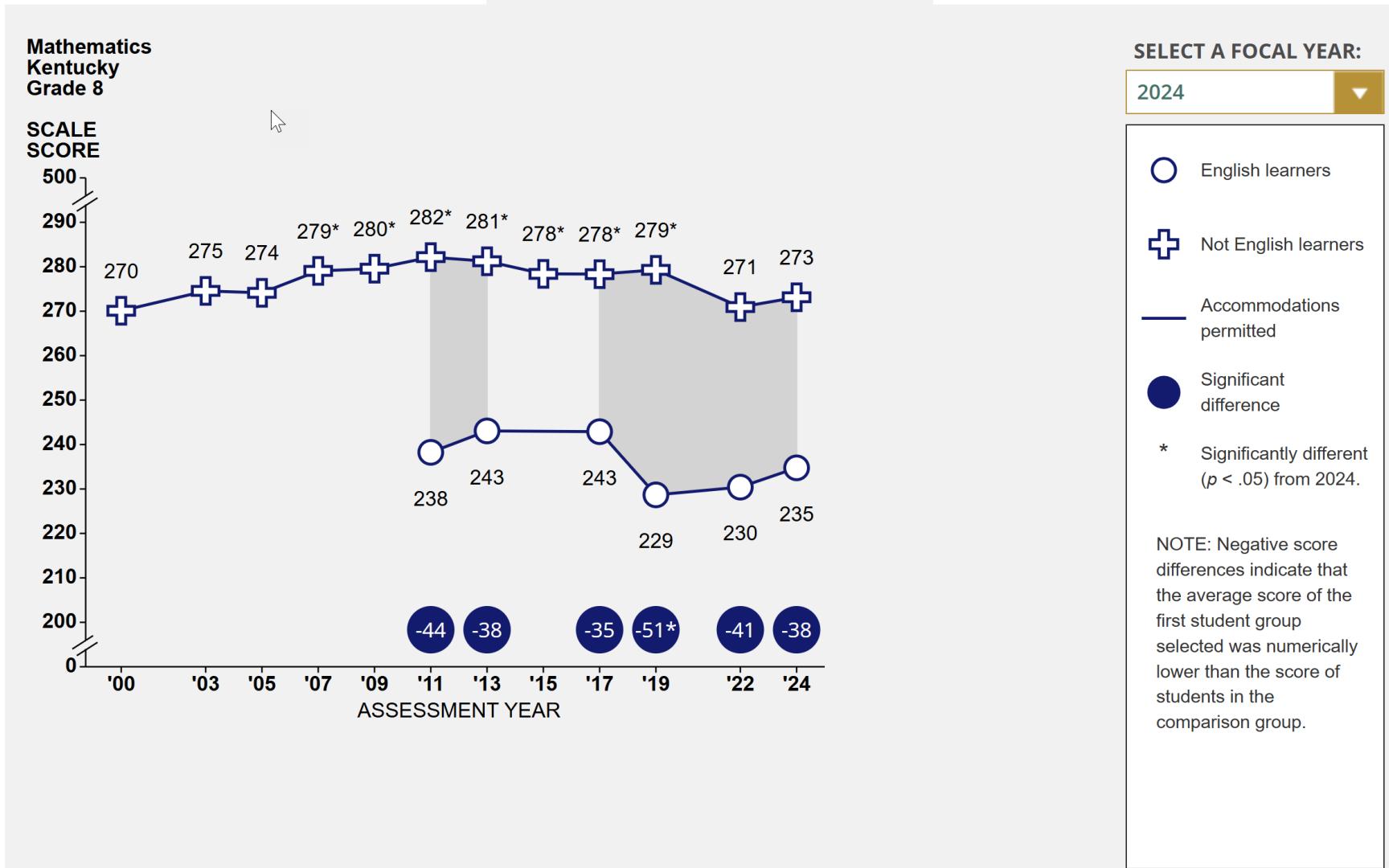
NAEP Math Grade 8 White vs African American



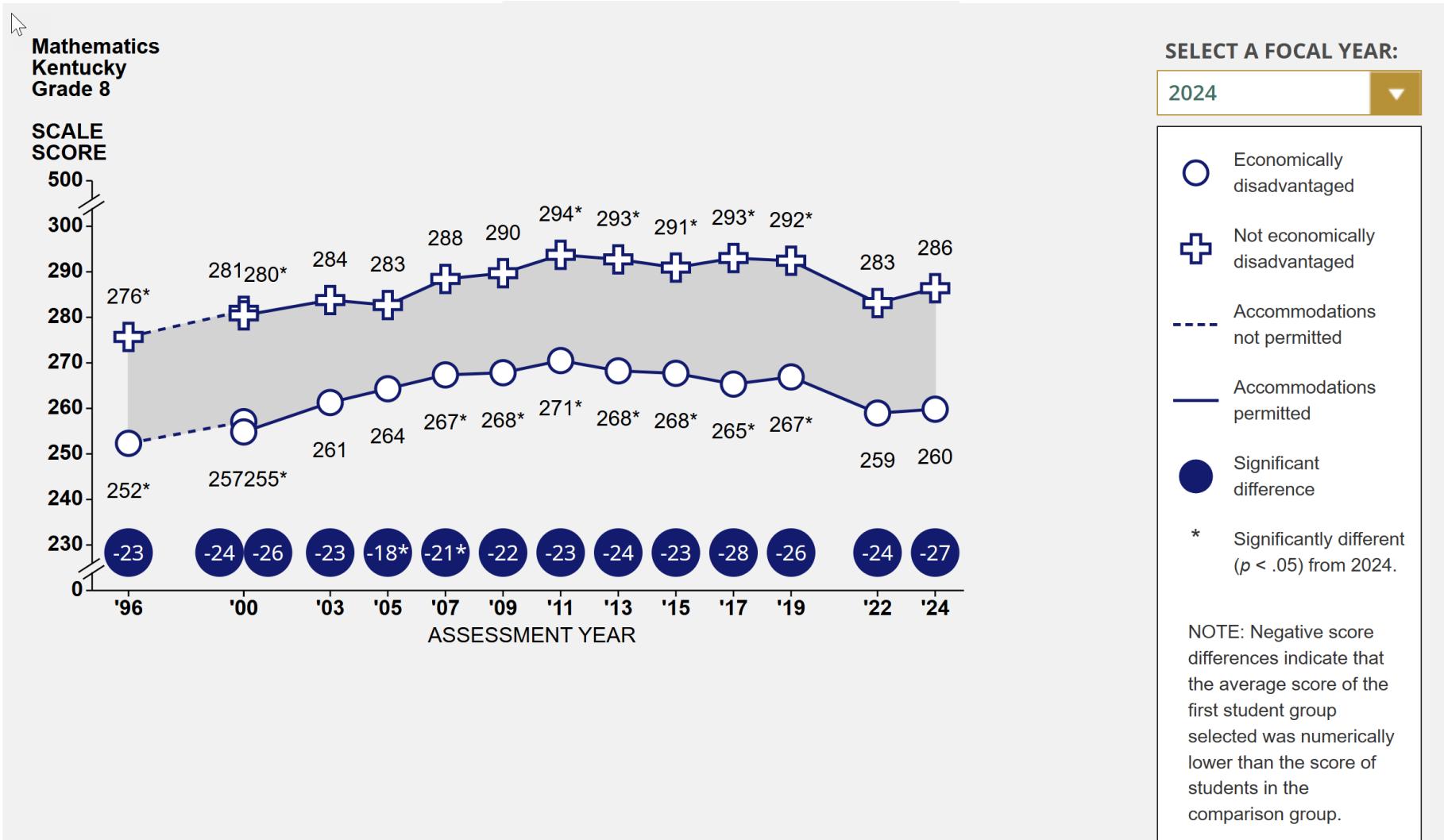
NAEP Math Grade 8 White vs Hispanic



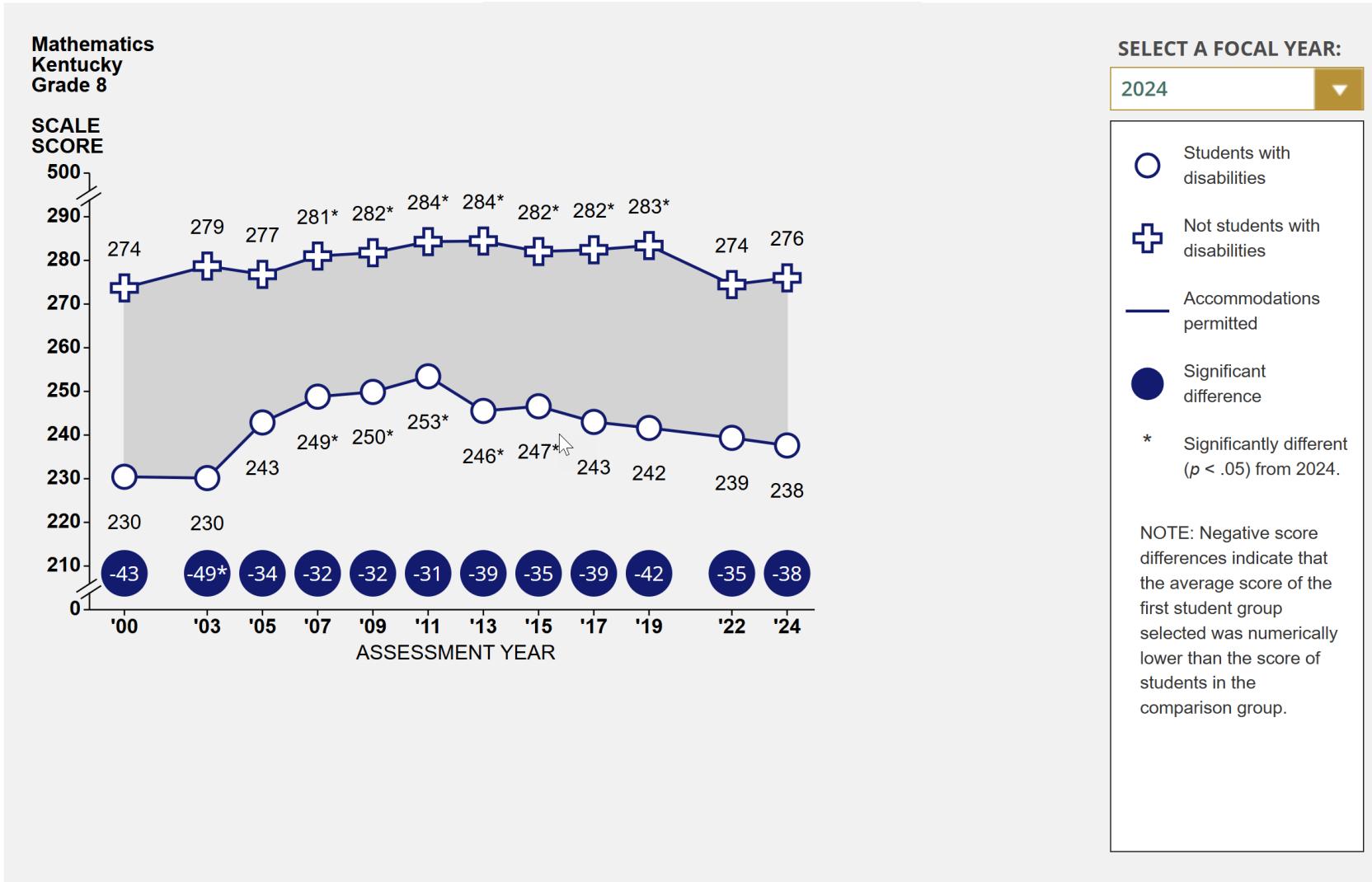
NAEP Math Grade 8 - English Learners vs Non English Learners



NAEP Math Grade 8 - Economically Disadvantaged vs Not Economically Disadvantaged

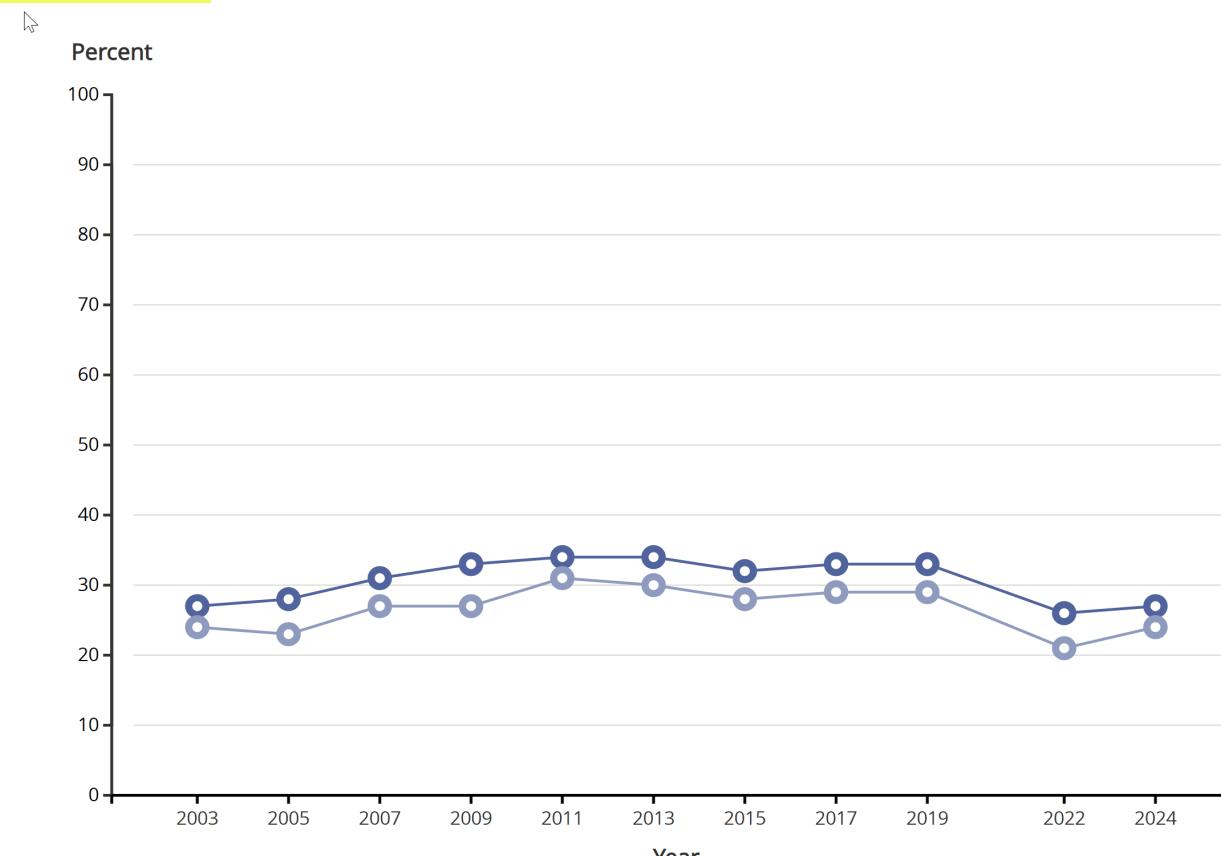


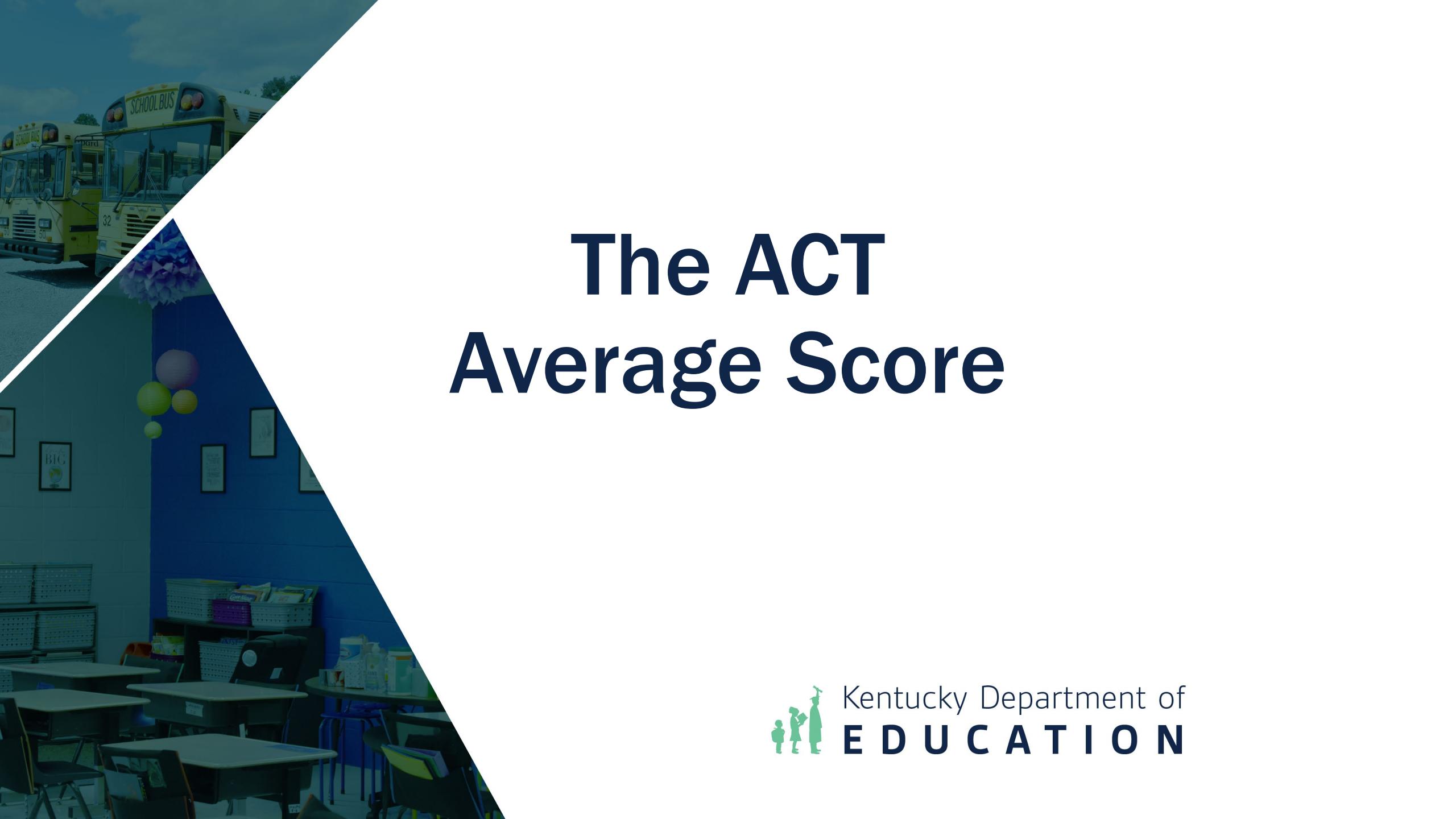
NAEP Math Grade 8 - No Disabilities vs With Disabilities



NAEP Math Grade 8 - Kentucky vs Nation - At or Above Proficient

Achievement levels - cumulative for grade 8 mathematics, by All students [TOTAL] for jurisdiction: 2024, 2022, 2019, 2017, 2015, 2013, 2011, 2009, 2007, 2005, and 2003
at or above Proficient





The ACT Average Score



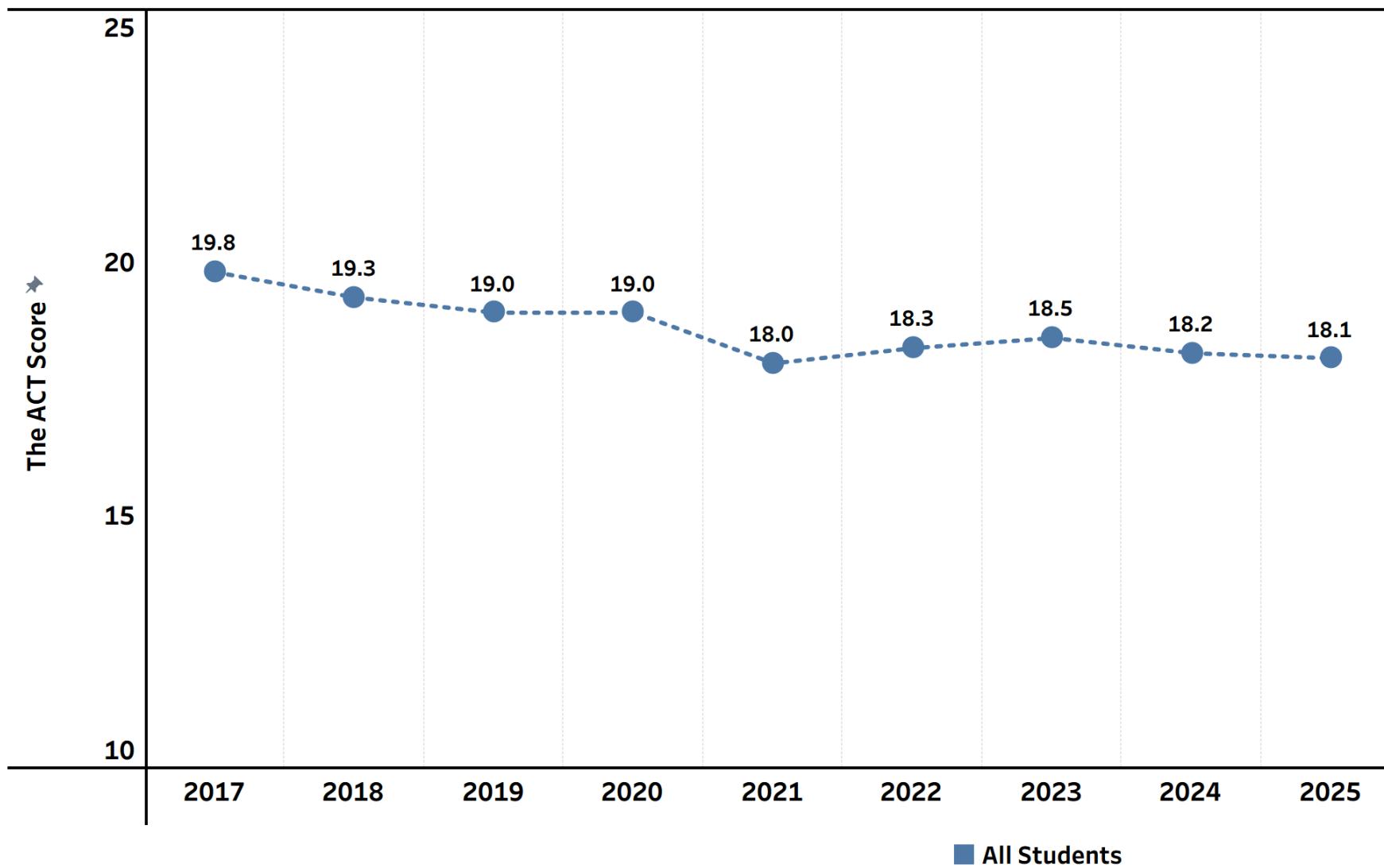


ACT Composite



The Average ACT Score - Composite

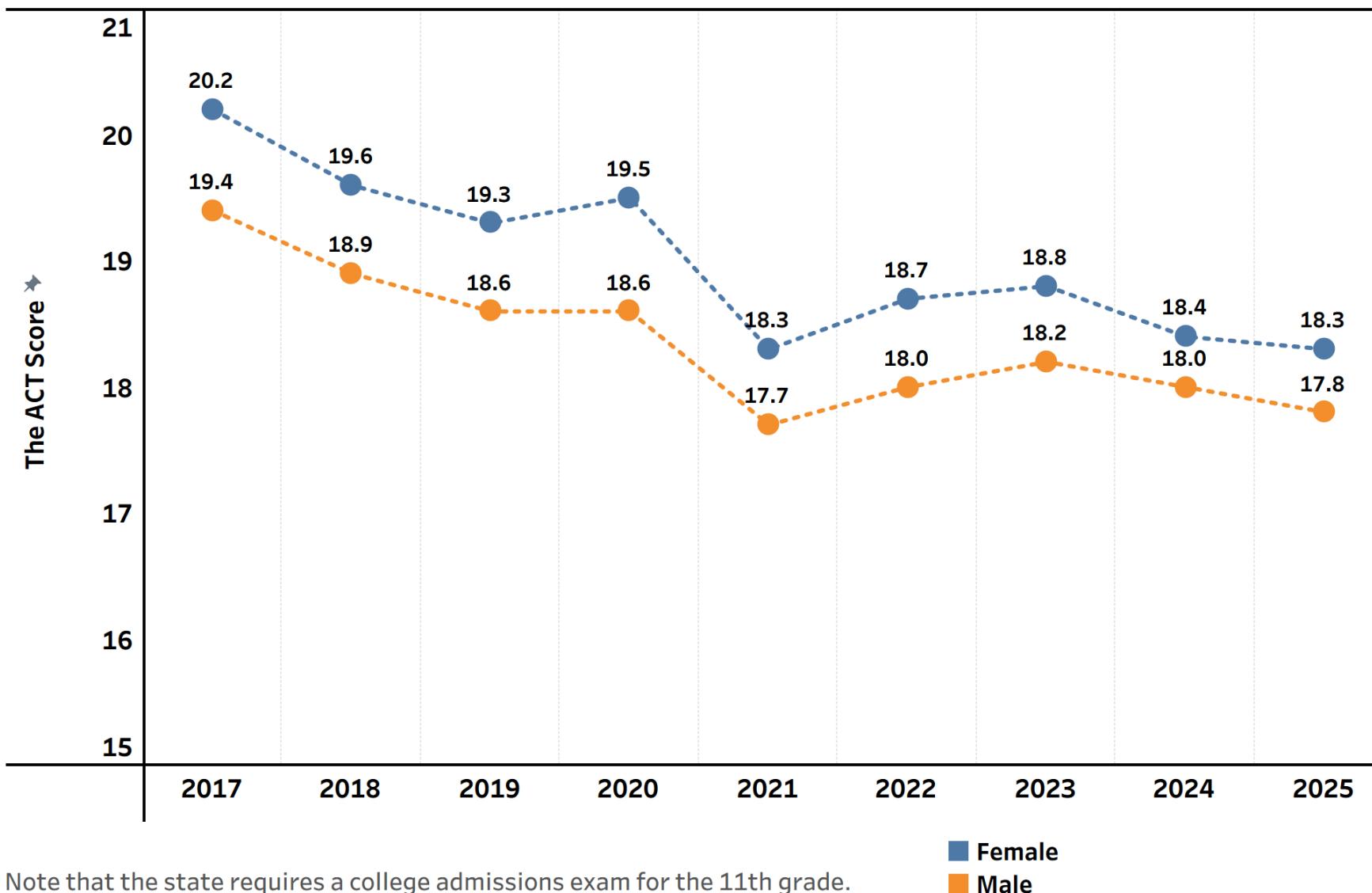
All Students



Note that the state requires a college admissions exam for the 11th grade.

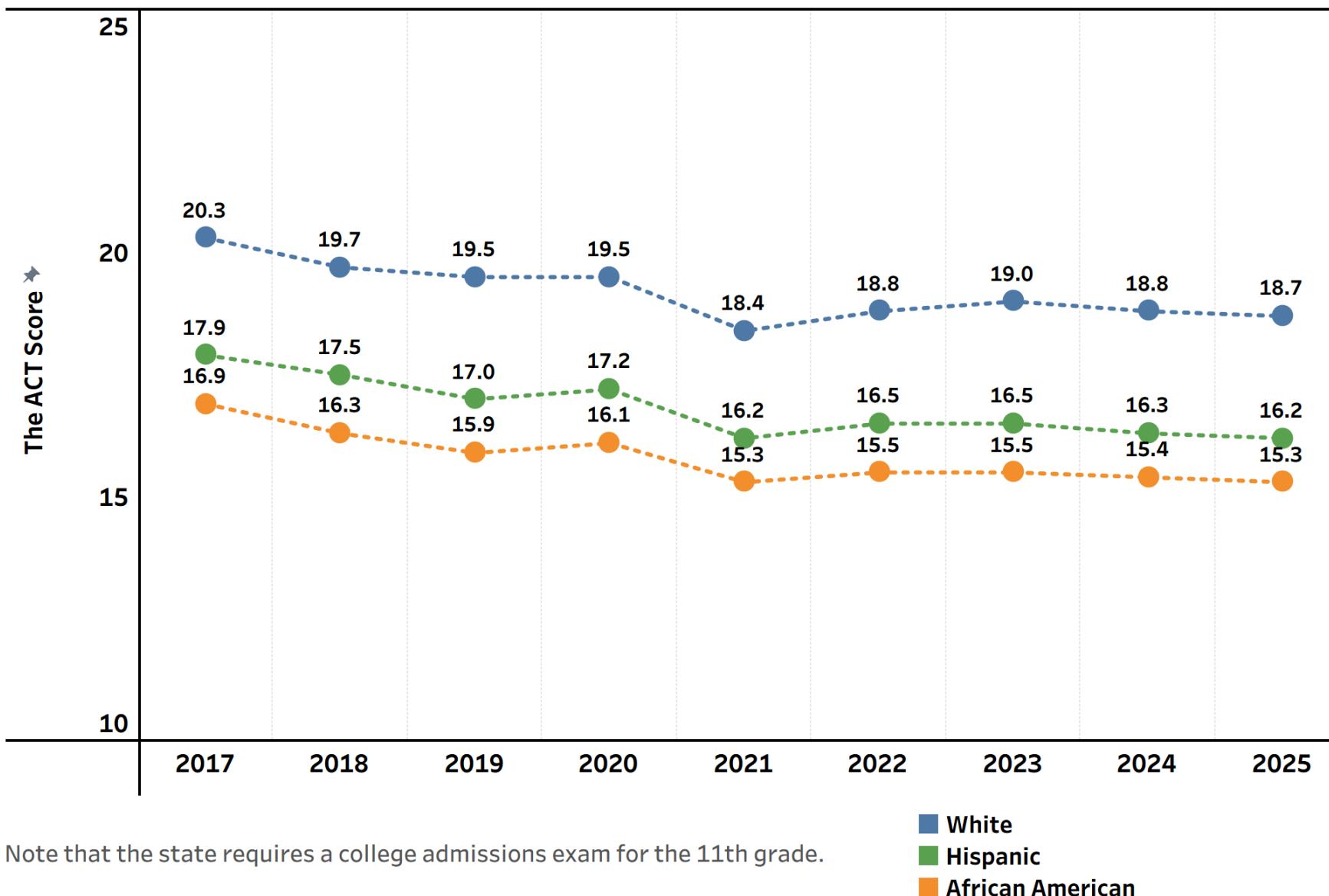
The Average ACT Score - Composite

Female vs Male



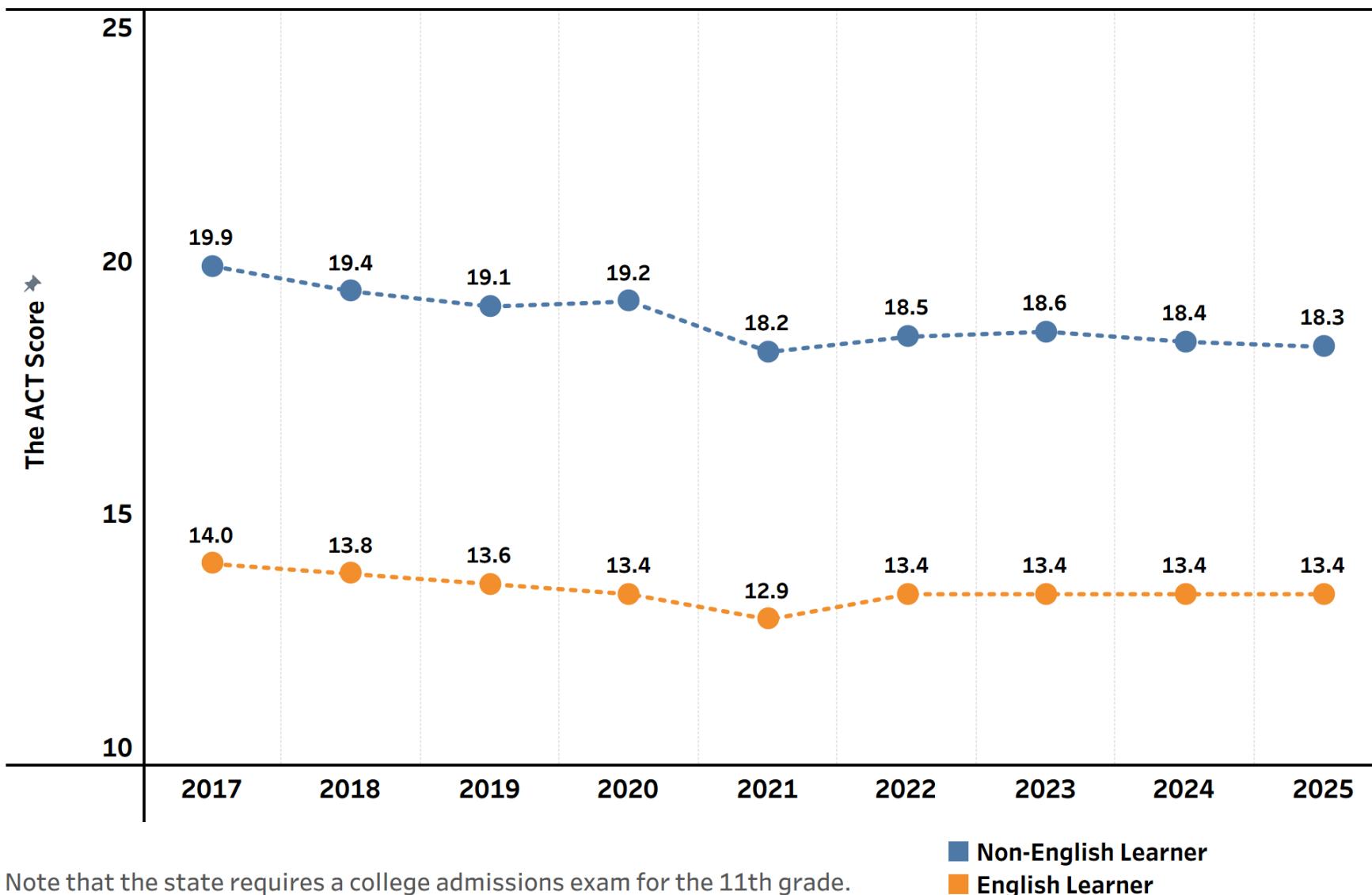
The Average ACT Score - Composite

White vs African American vs Hispanic



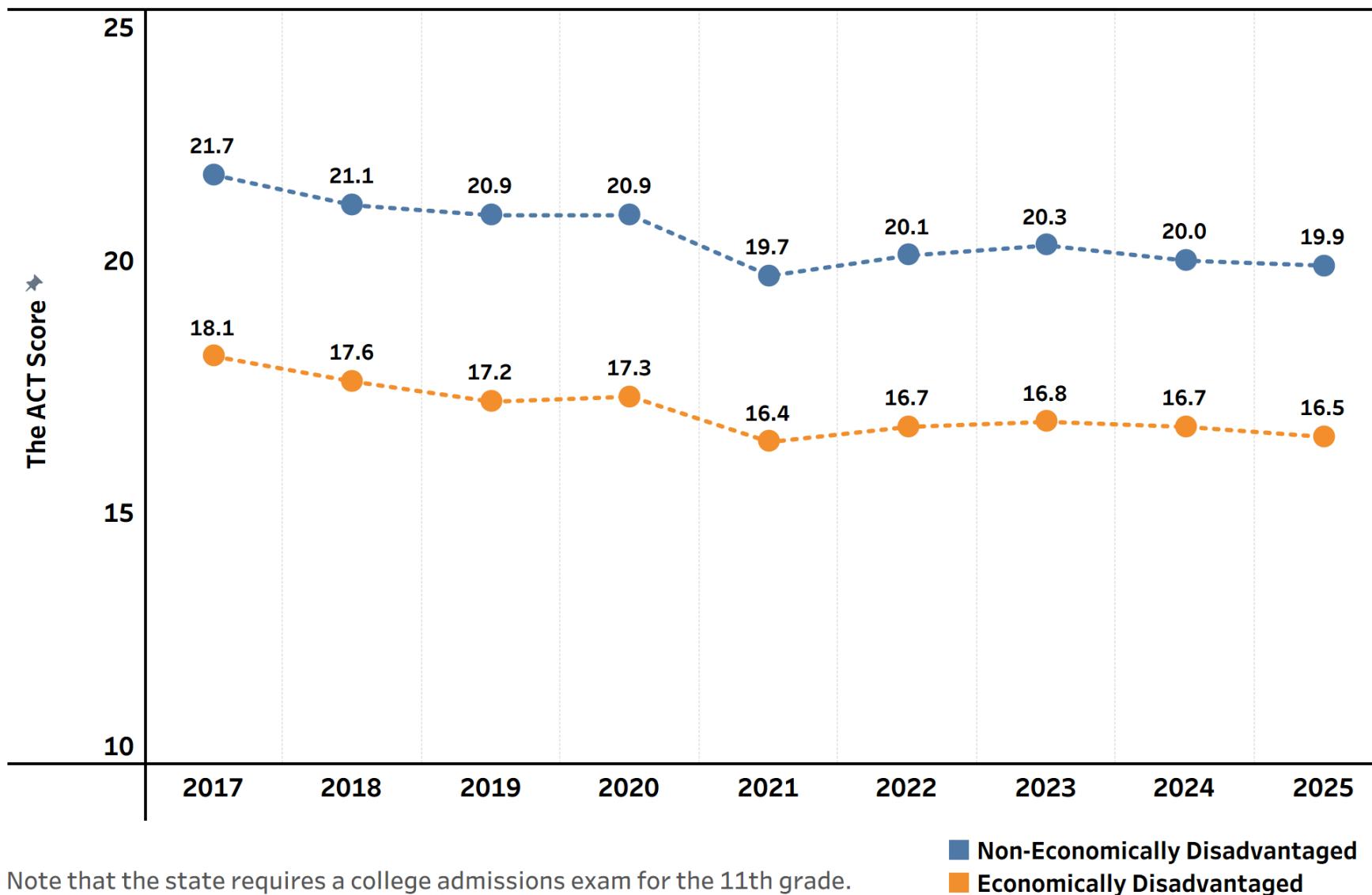
The Average ACT Score - Composite

English Learner vs Non-English Learner



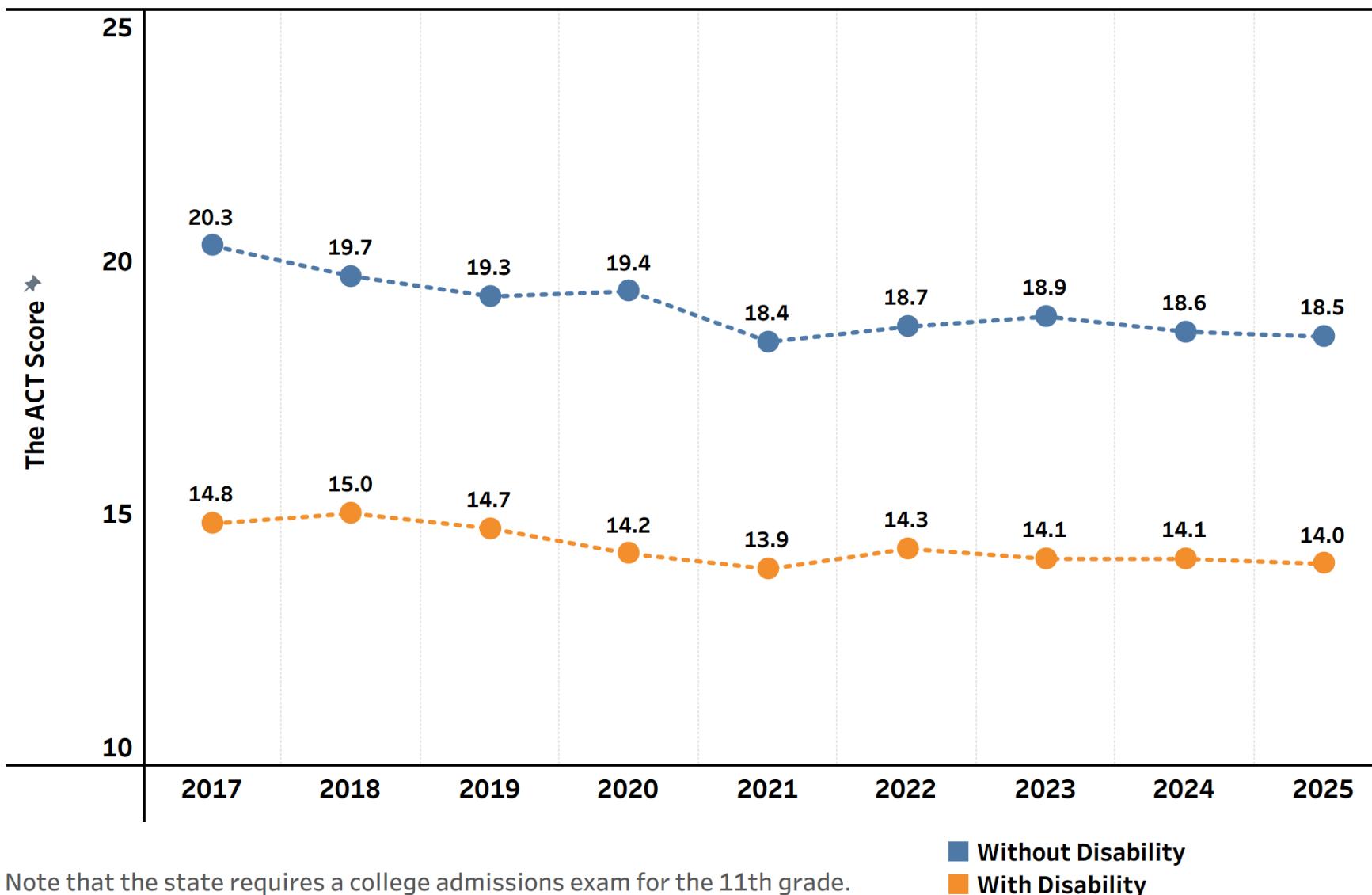
The Average ACT Score - Composite

Economically Disadvantaged vs Non-Economically Disadvantaged



The Average ACT Score - Composite

With Disability vs Without Disability



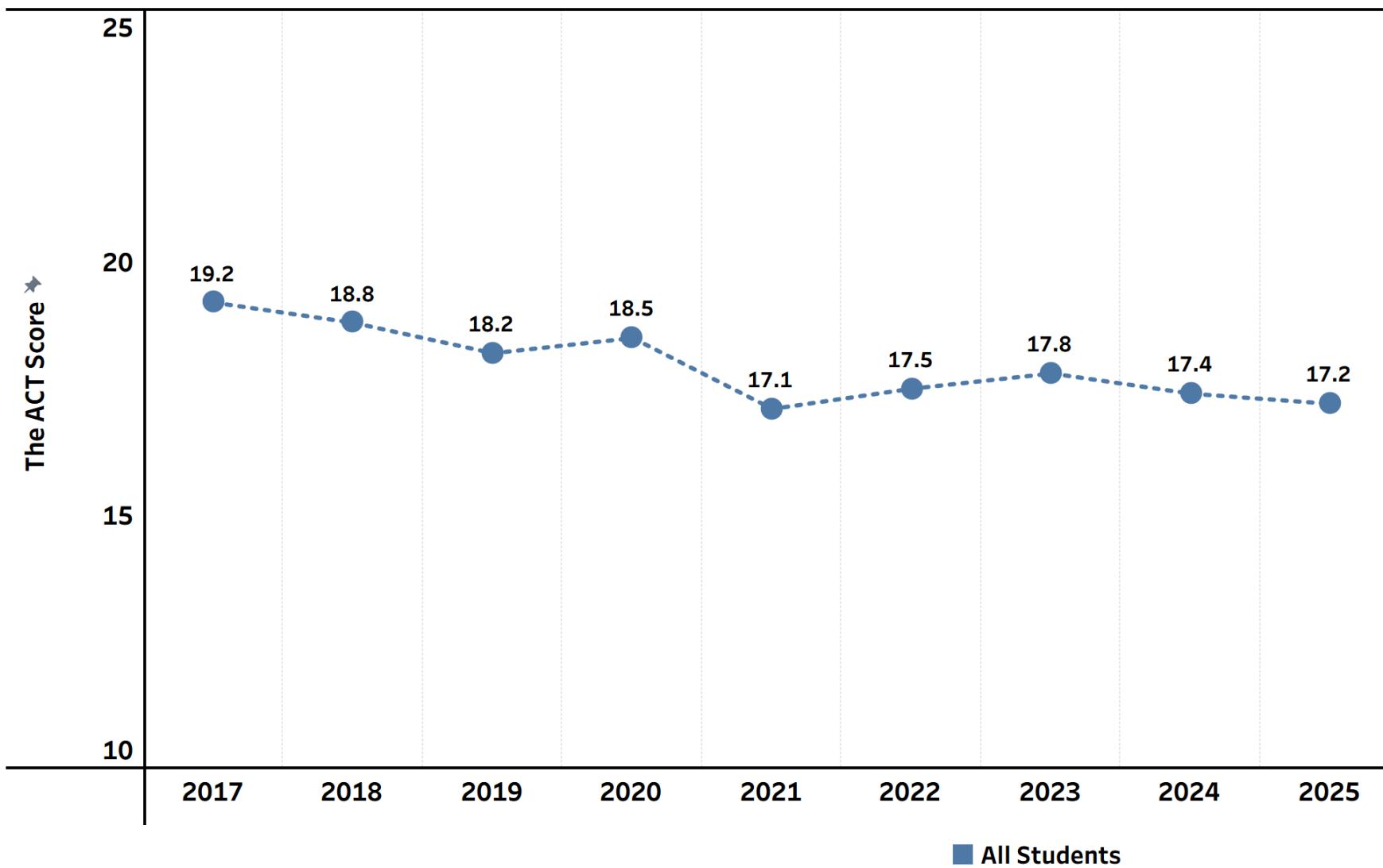


ACT English



The Average ACT Score - English

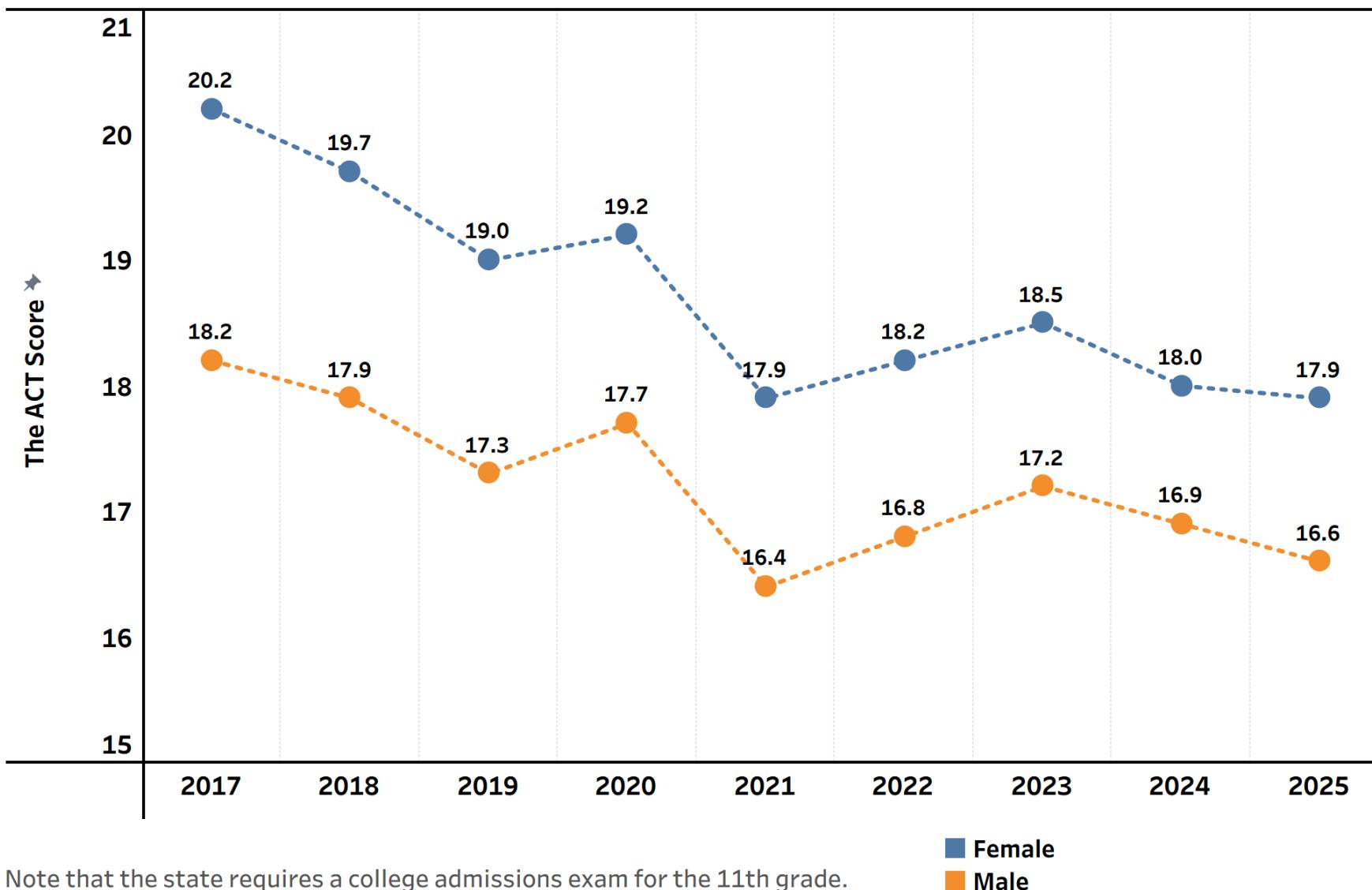
All Students



Note that the state requires a college admissions exam for the 11th grade.

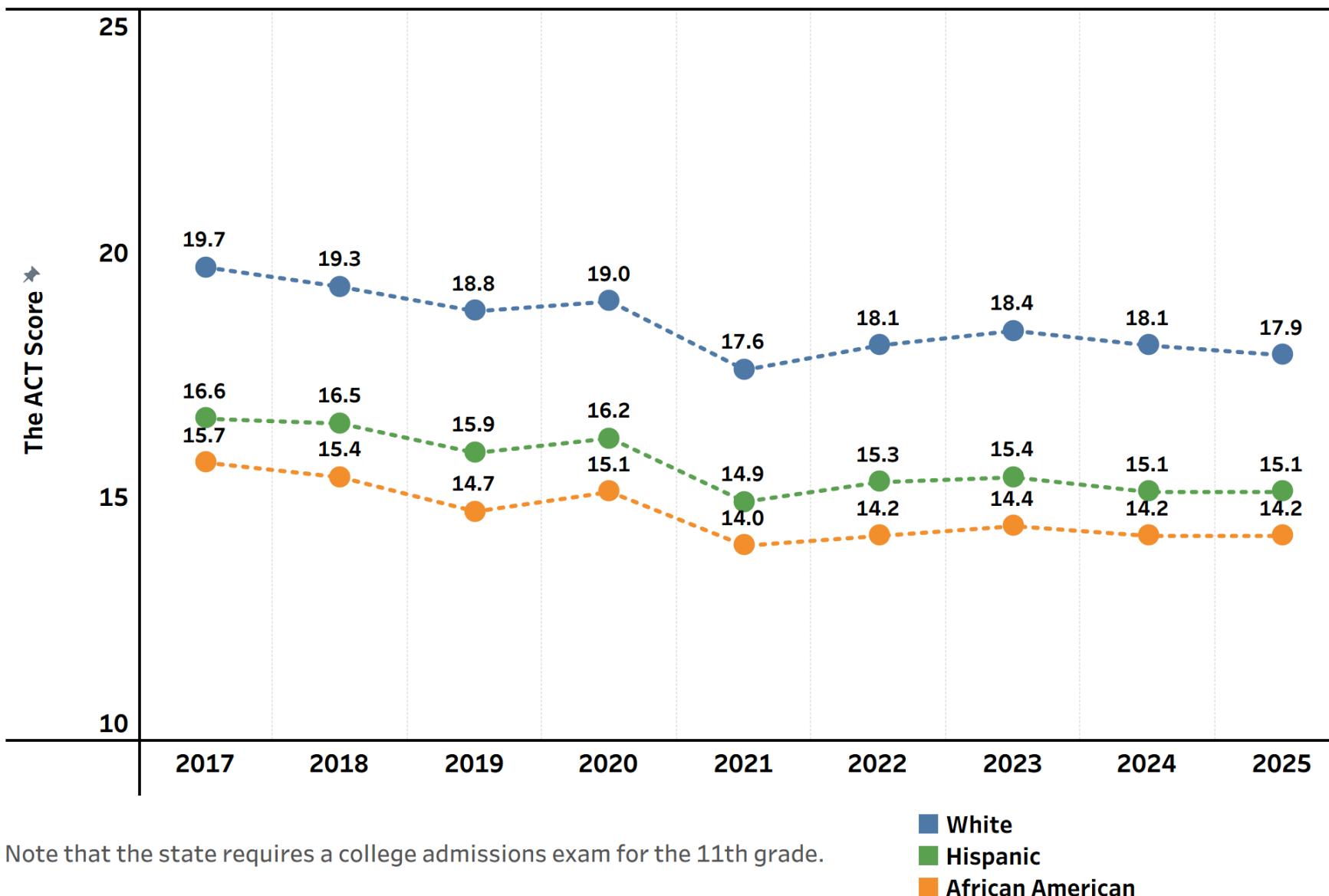
The Average ACT Score - English

Female vs Male



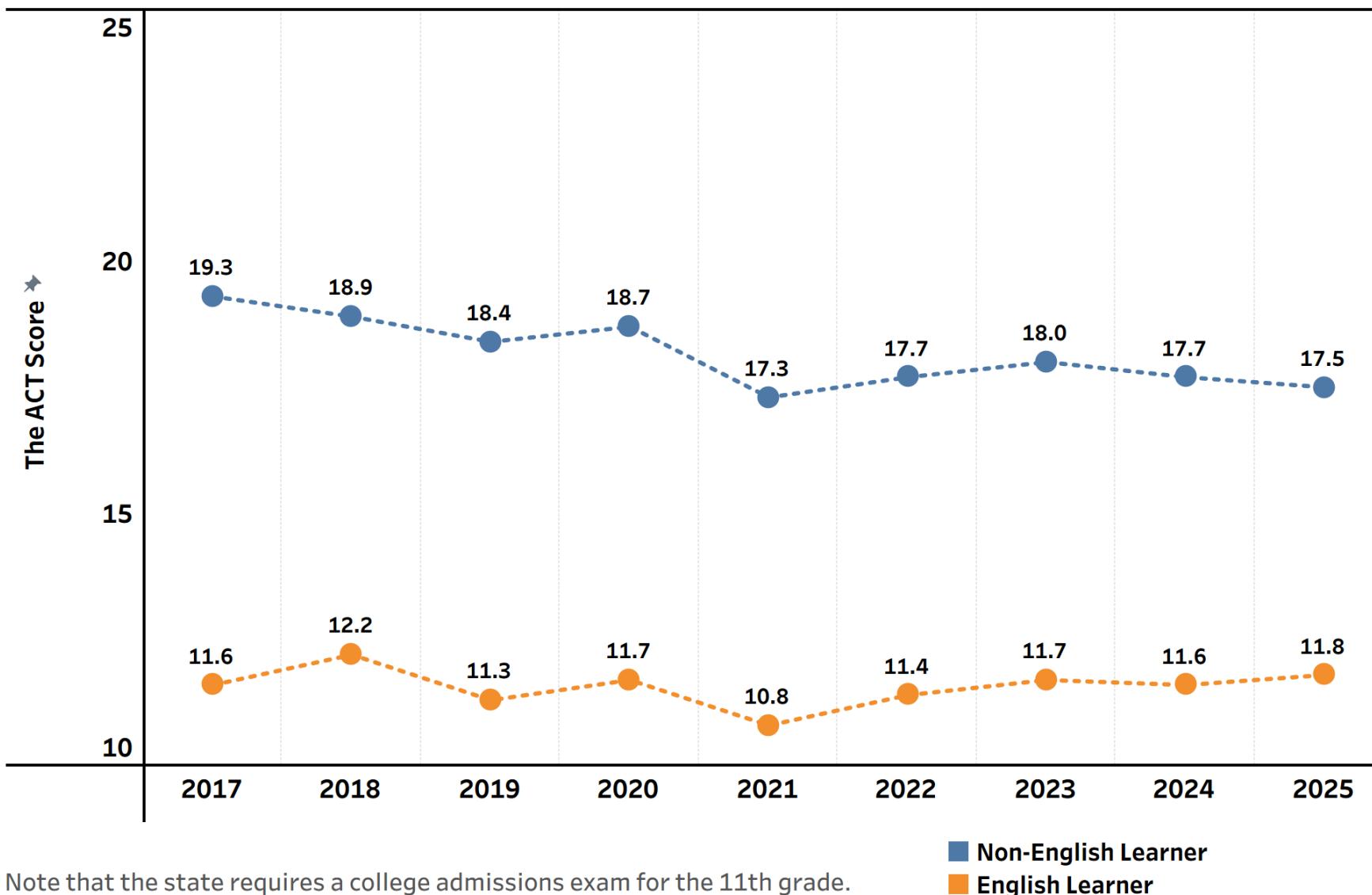
The Average ACT Score - English

White vs African American vs Hispanic



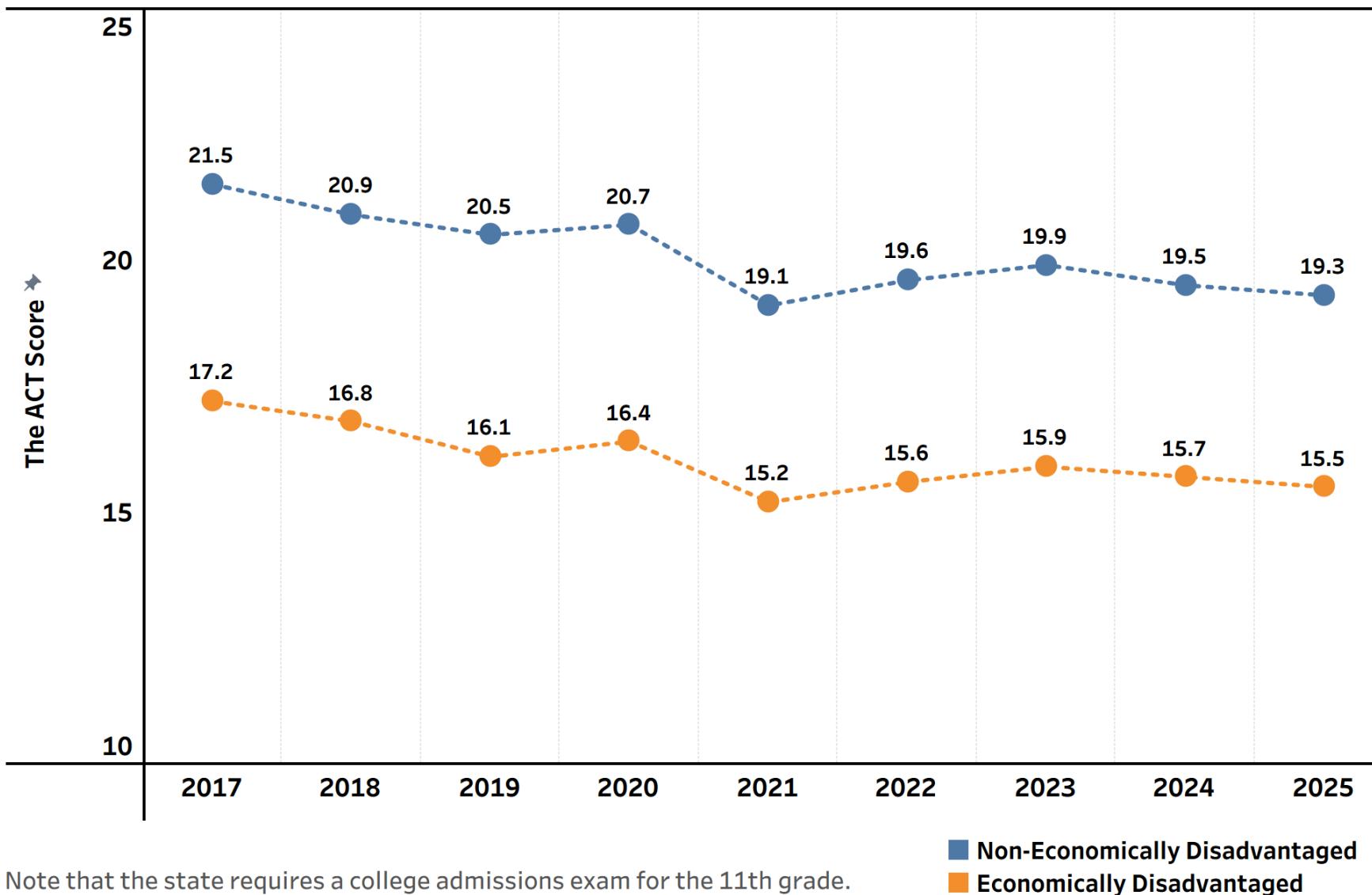
The Average ACT Score - English

English Learner vs Non-English Learner



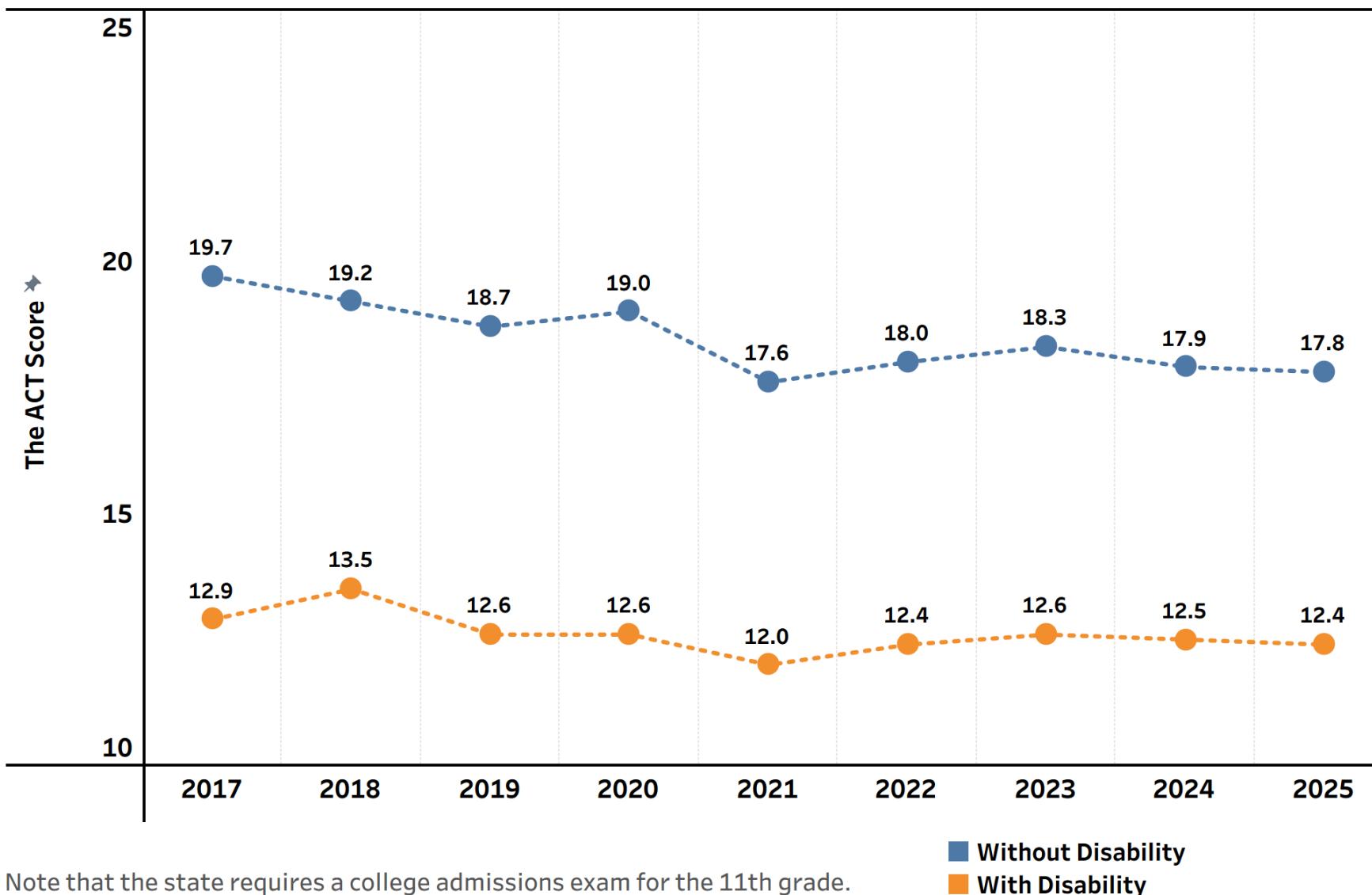
The Average ACT Score - English

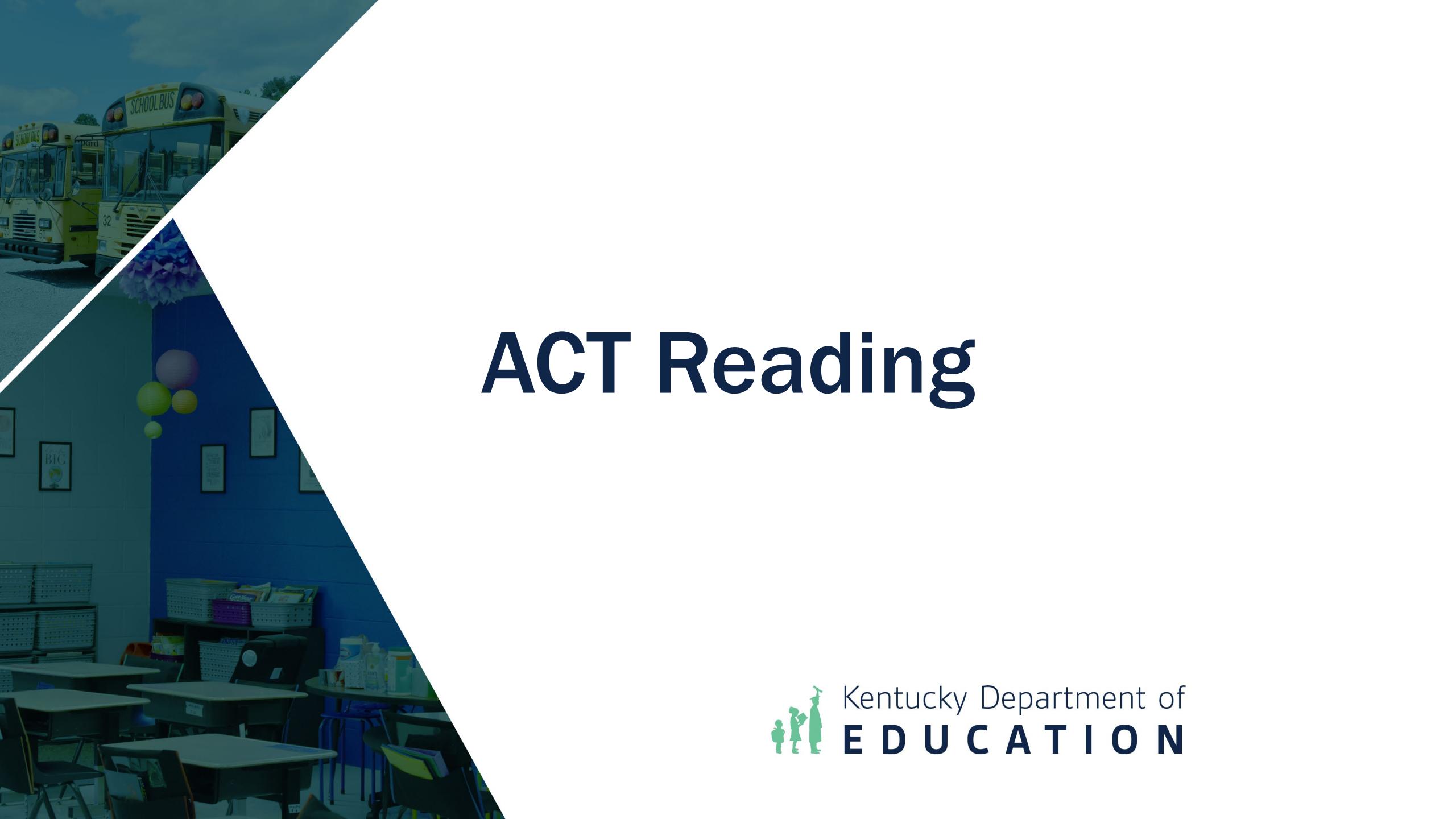
Economically Disadvantaged vs Non-Economically Disadvantaged



The Average ACT Score - English

With Disability vs Without Disability



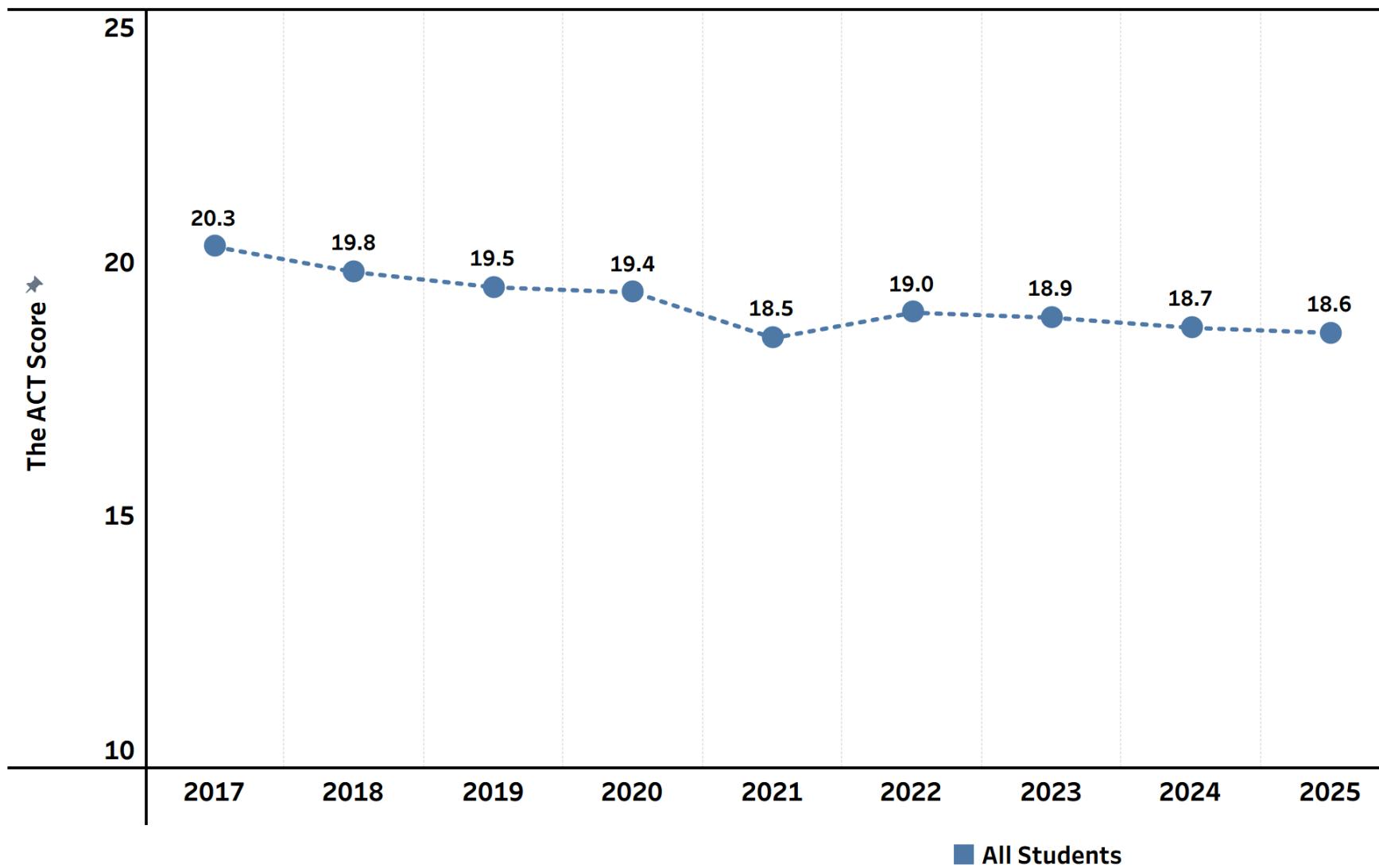


ACT Reading



The Average ACT Score - Reading

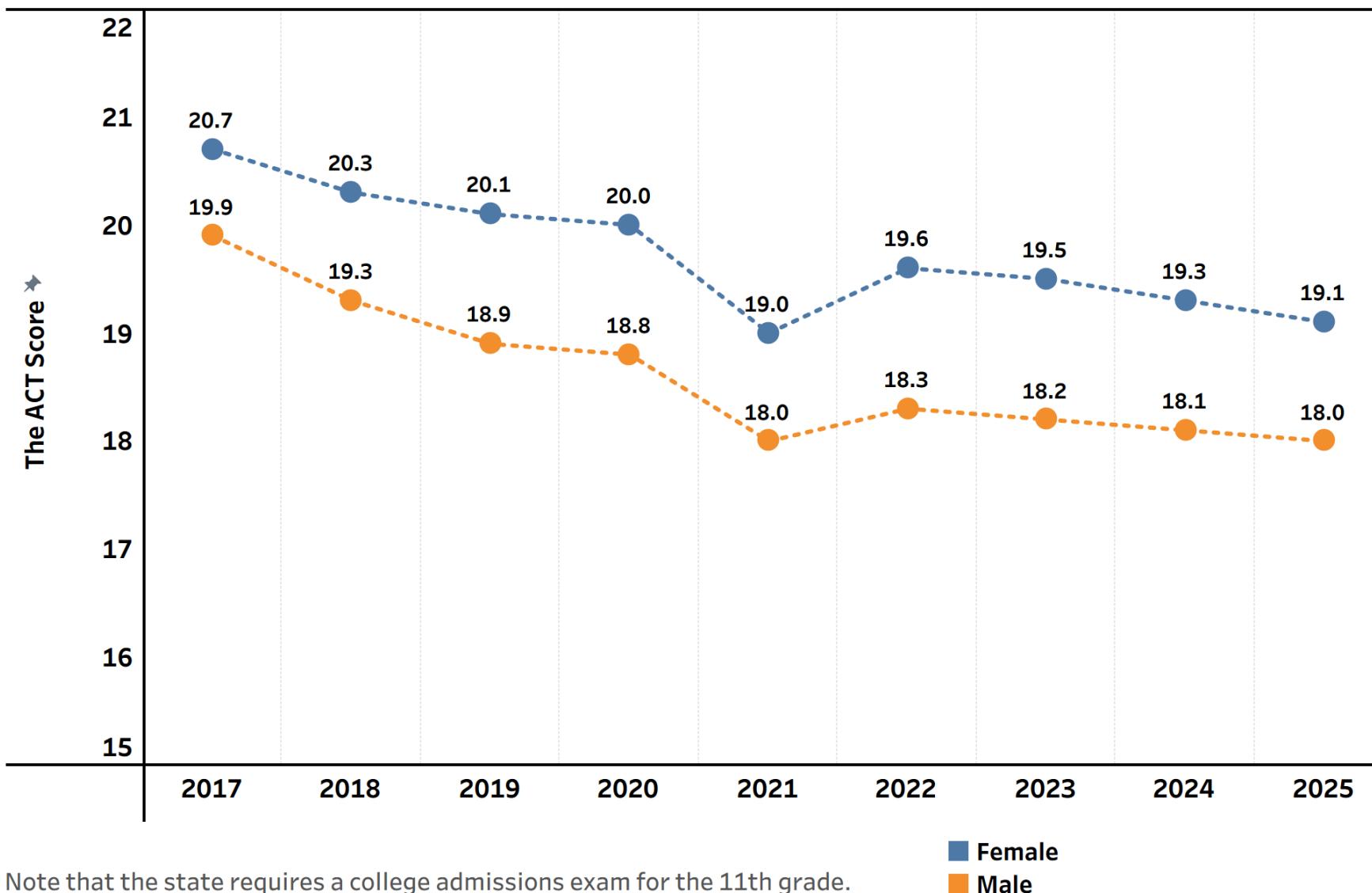
All Students



Note that the state requires a college admissions exam for the 11th grade.

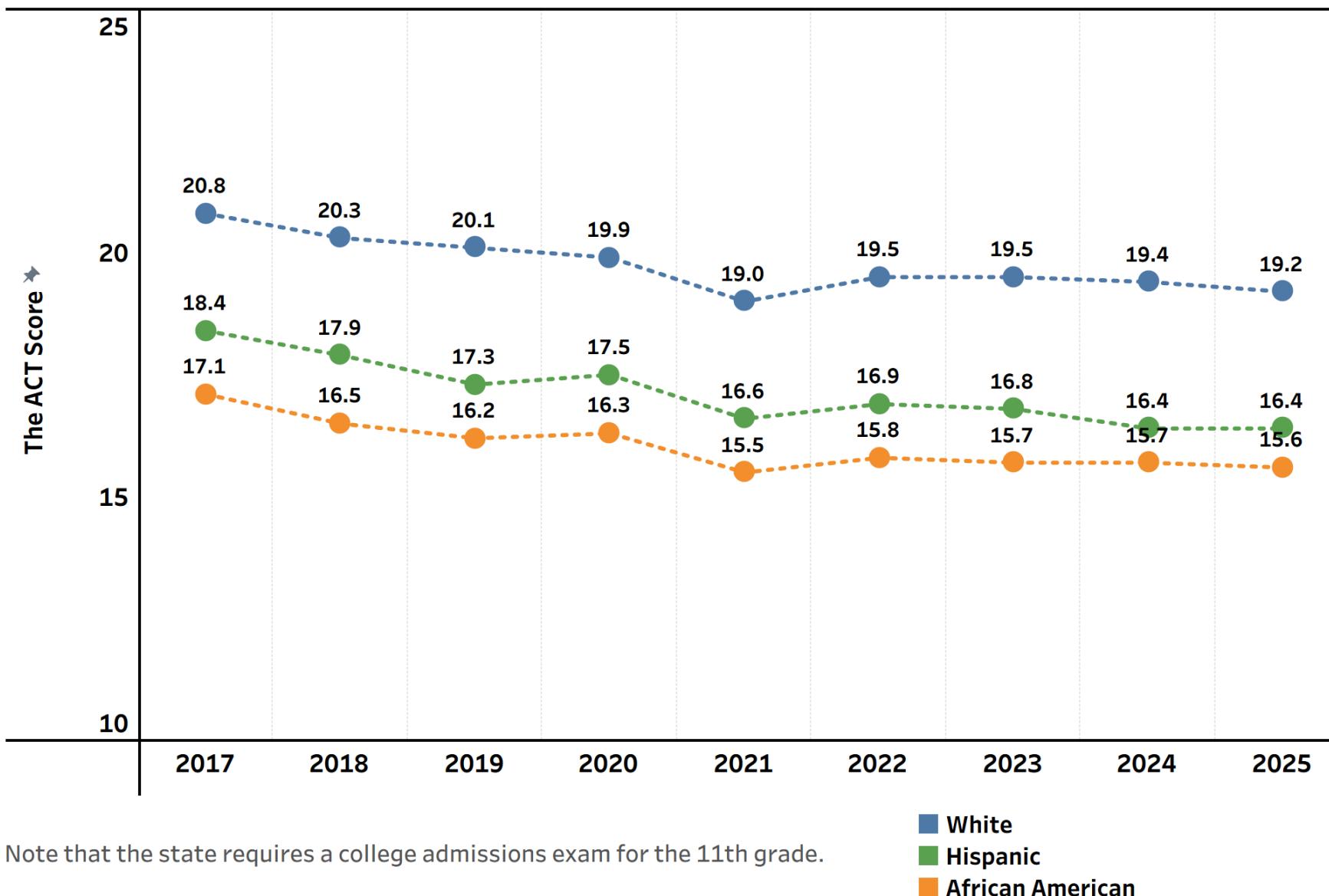
The Average ACT Score - Reading

Female vs Male



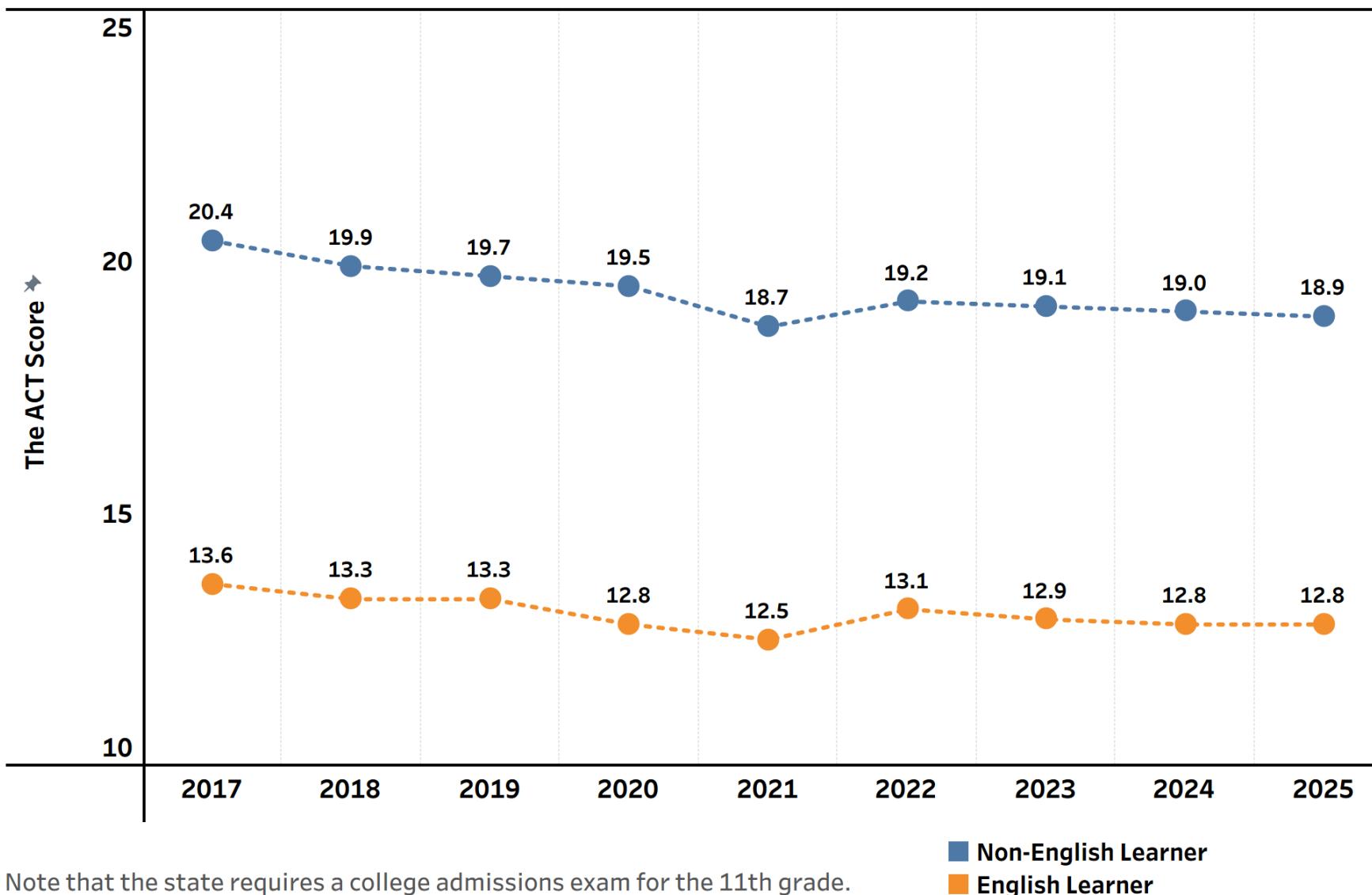
The Average ACT Score - Reading

White vs African American vs Hispanic



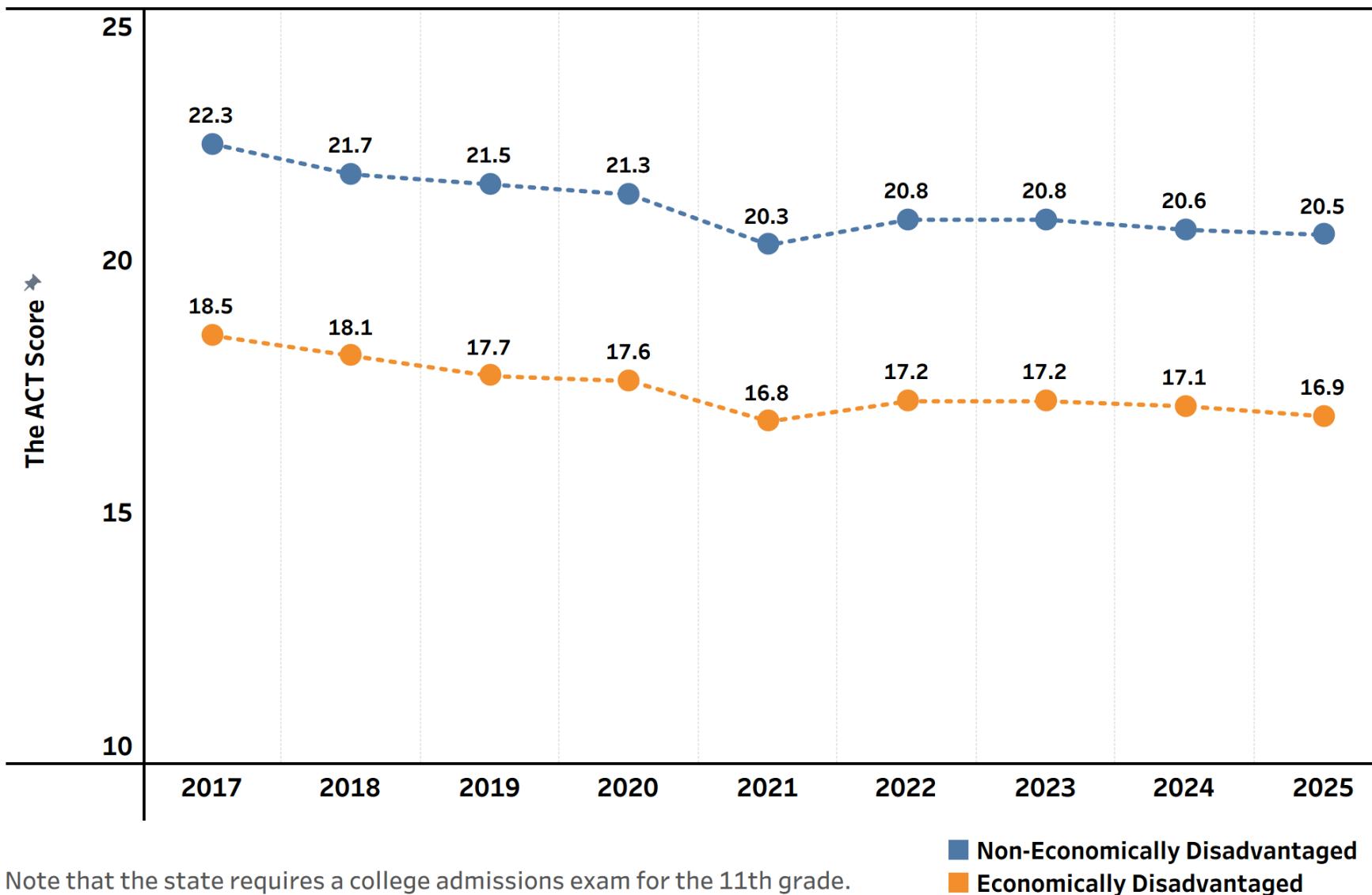
The Average ACT Score - Reading

English Learner vs Non-English Learner



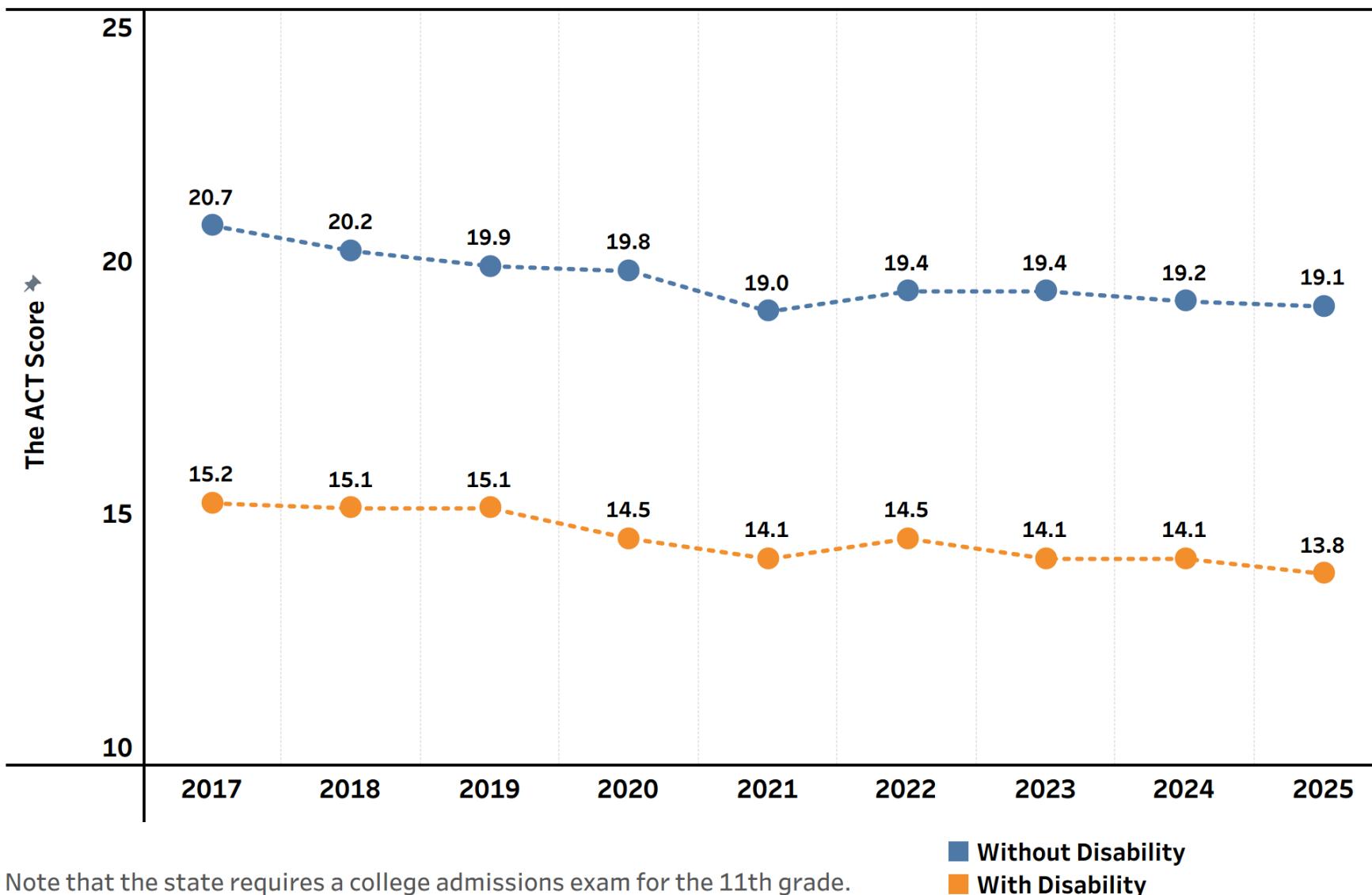
The Average ACT Score - Reading

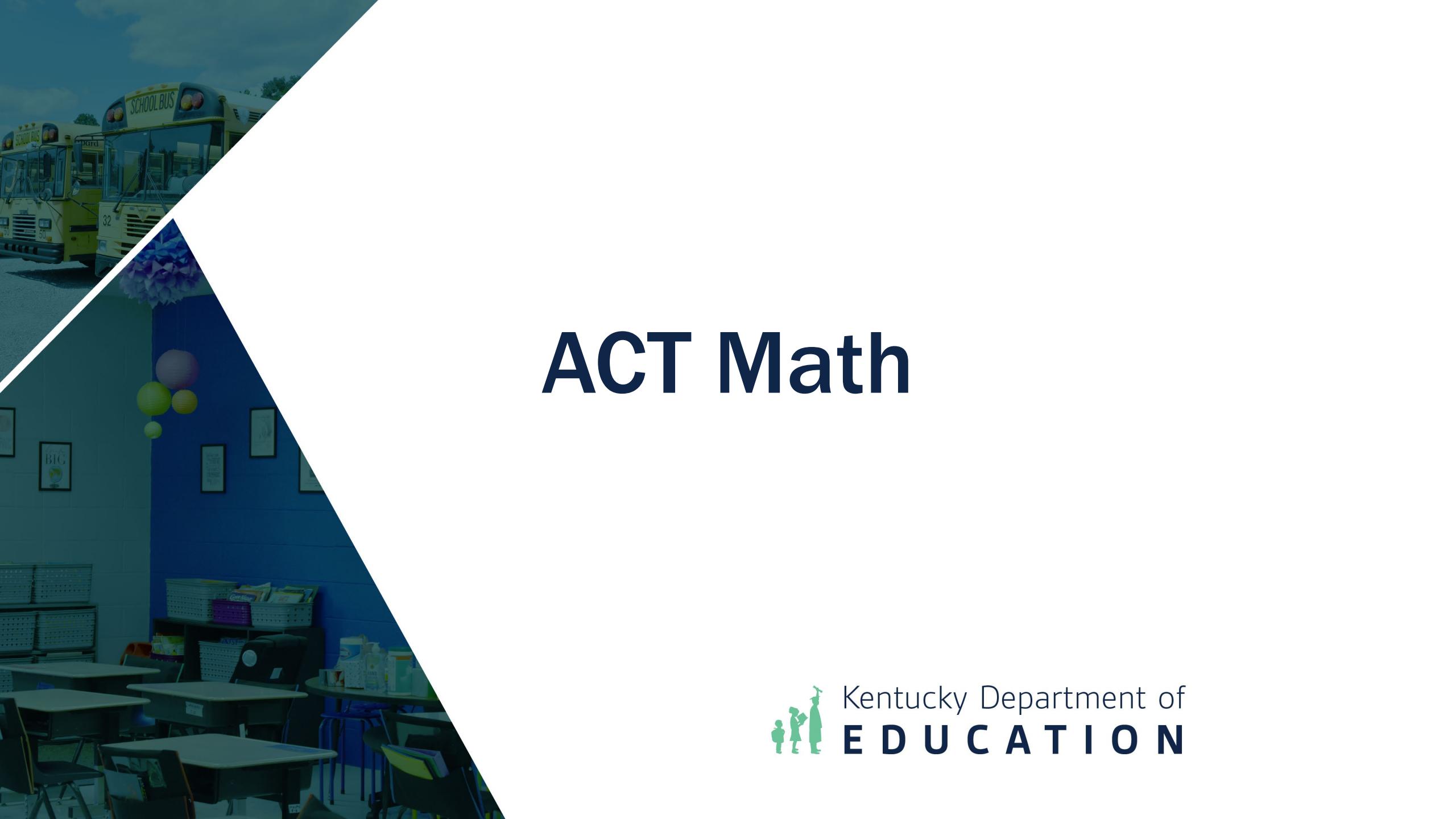
Economically Disadvantaged vs Non-Economically Disadvantaged



The Average ACT Score - Reading

With Disability vs Without Disability



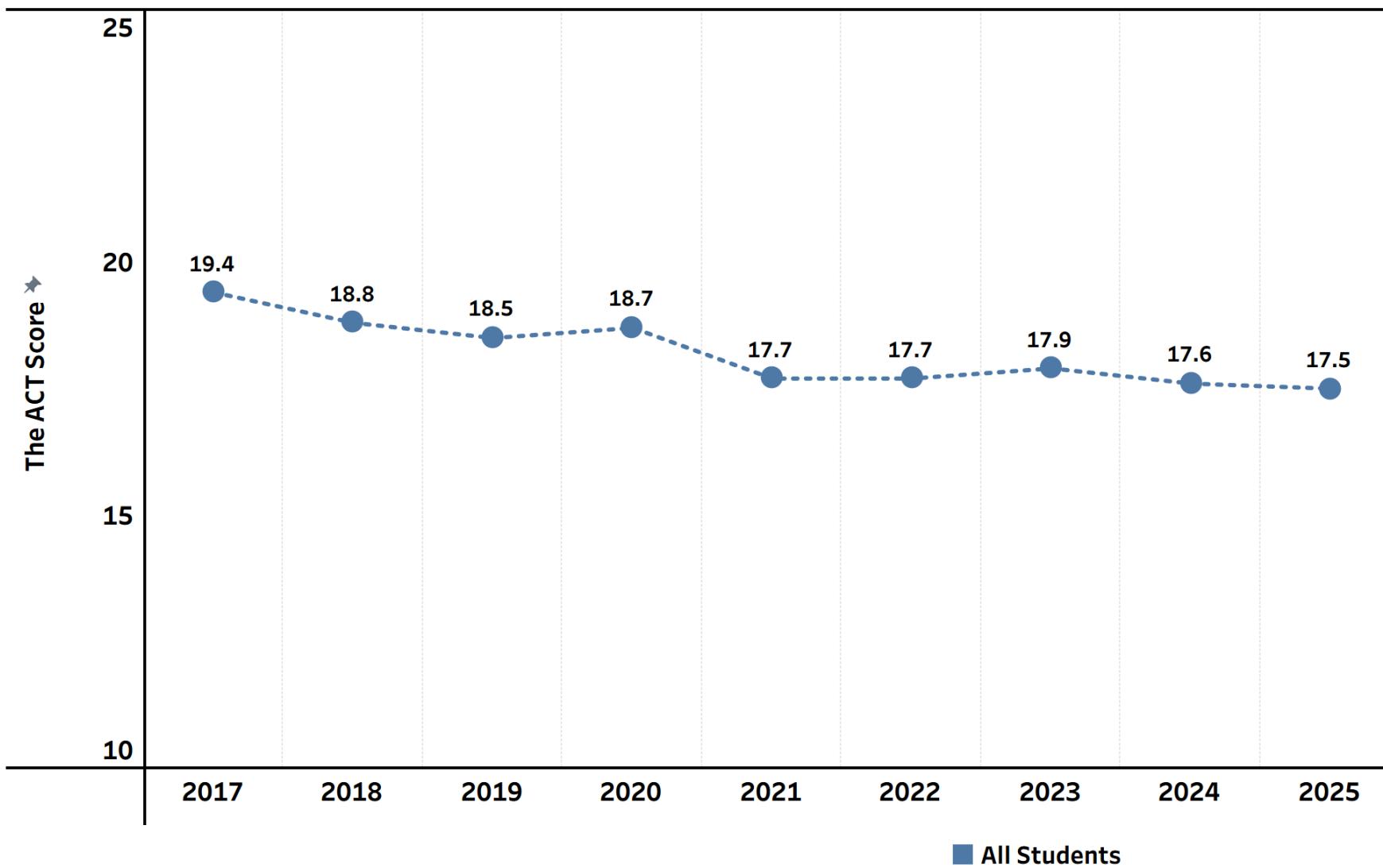


ACT Math



The Average ACT Score - Math

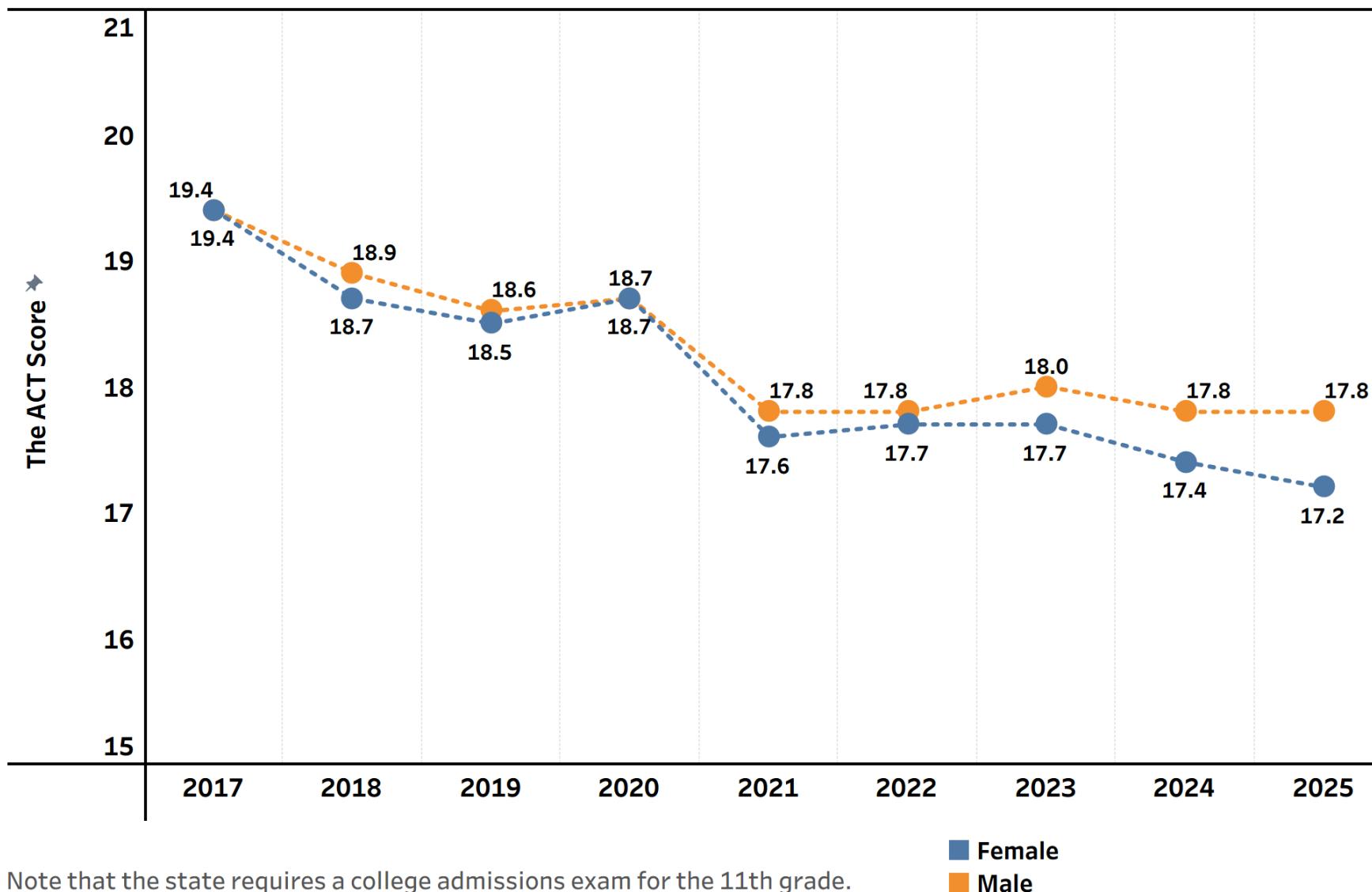
All Students



Note that the state requires a college admissions exam for the 11th grade.

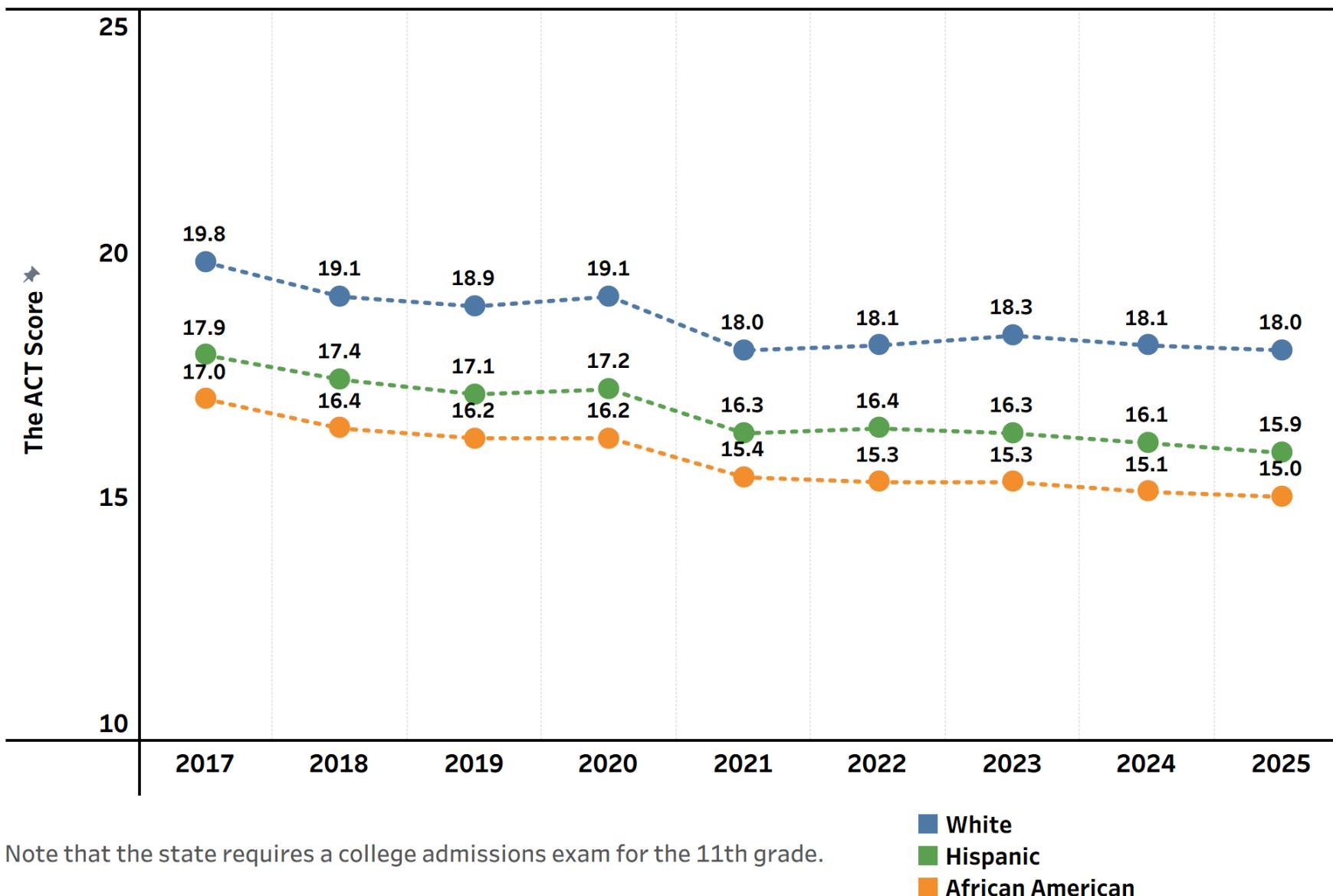
The Average ACT Score - Math

Female vs Male



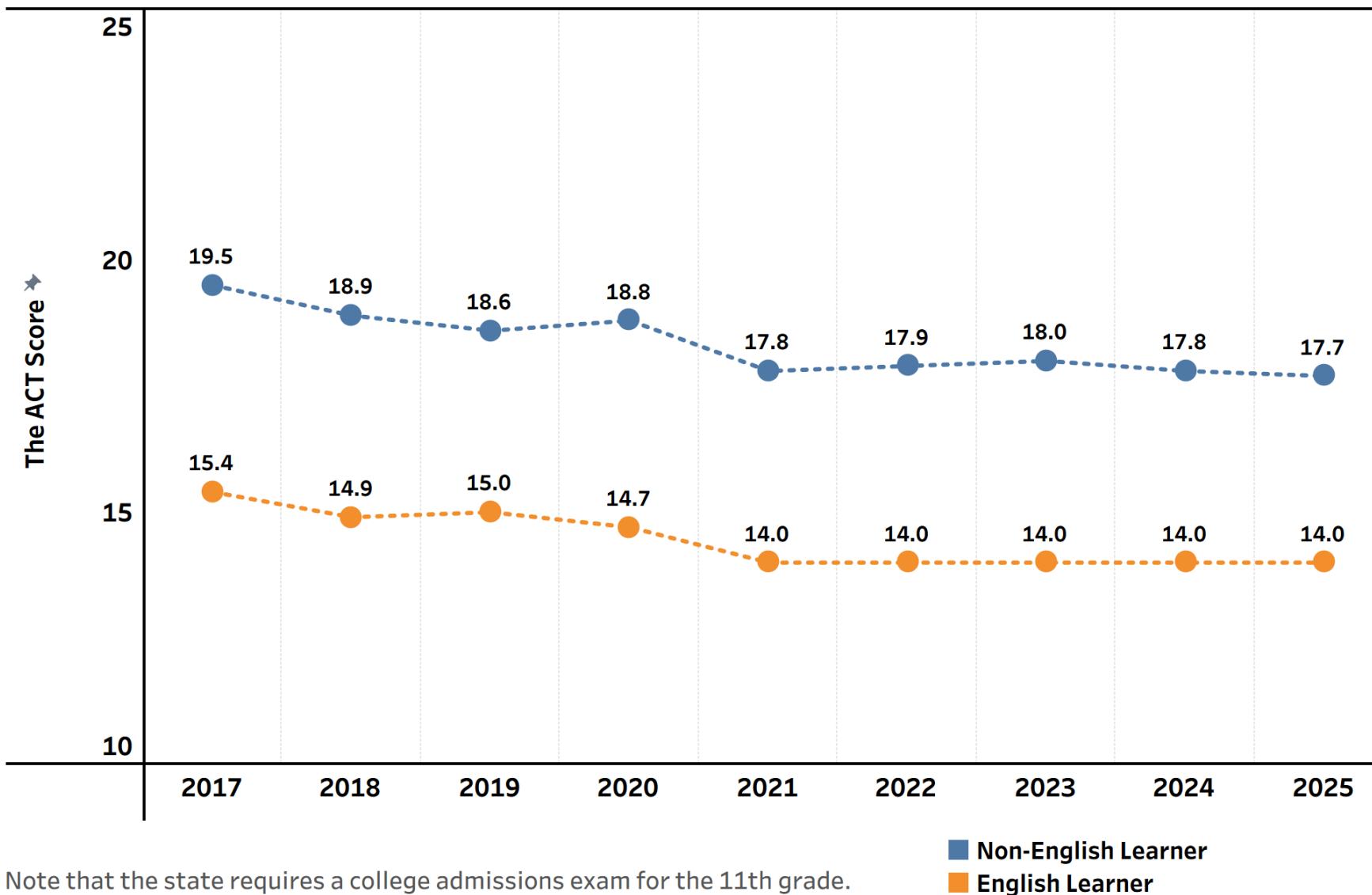
The Average ACT Score - Math

White vs African American vs Hispanic



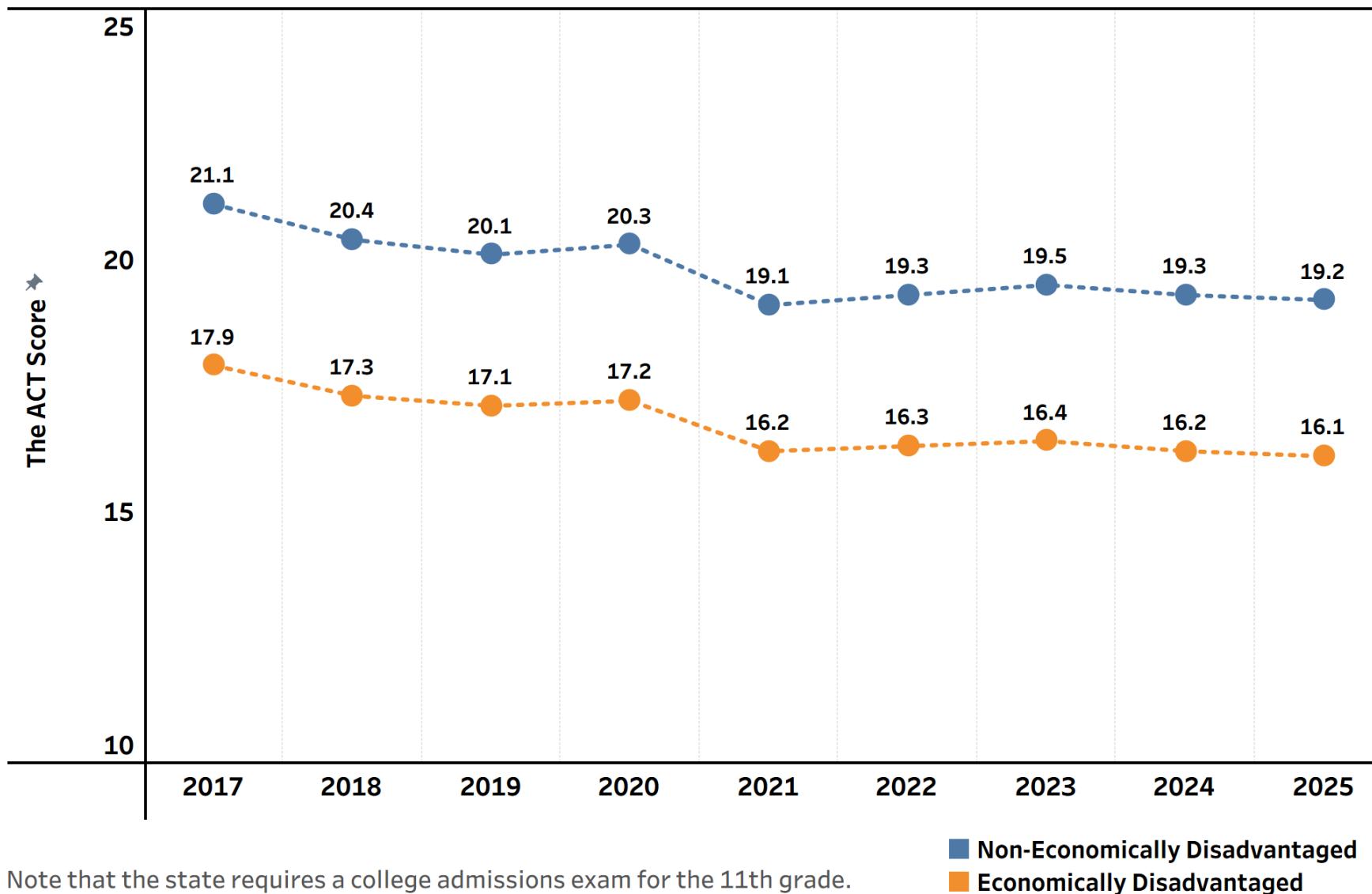
The Average ACT Score - Math

English Learner vs Non-English Learner



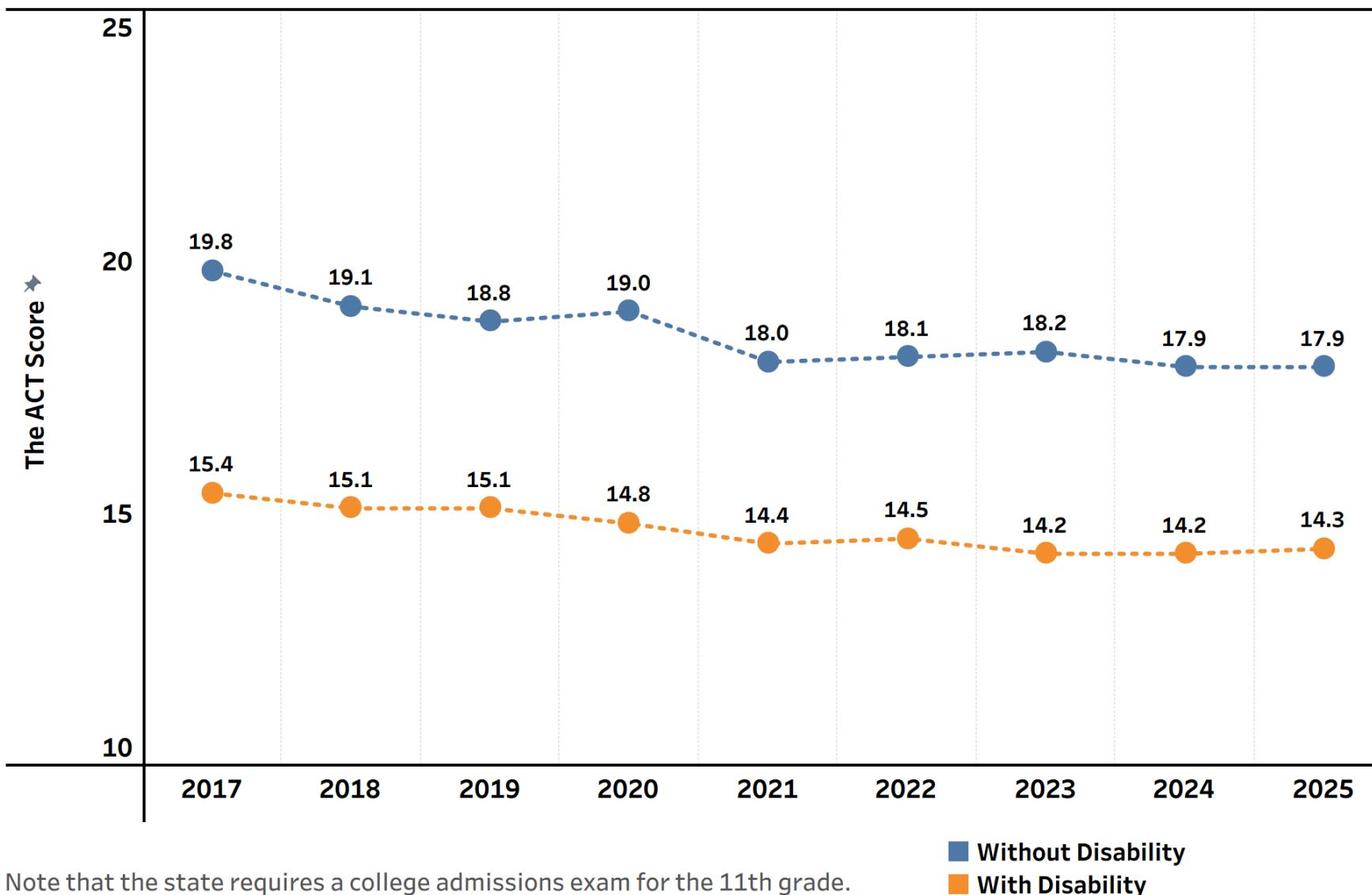
The Average ACT Score - Math

Economically Disadvantaged vs Non-Economically Disadvantaged



The Average ACT Score - Math

With Disability vs Without Disability



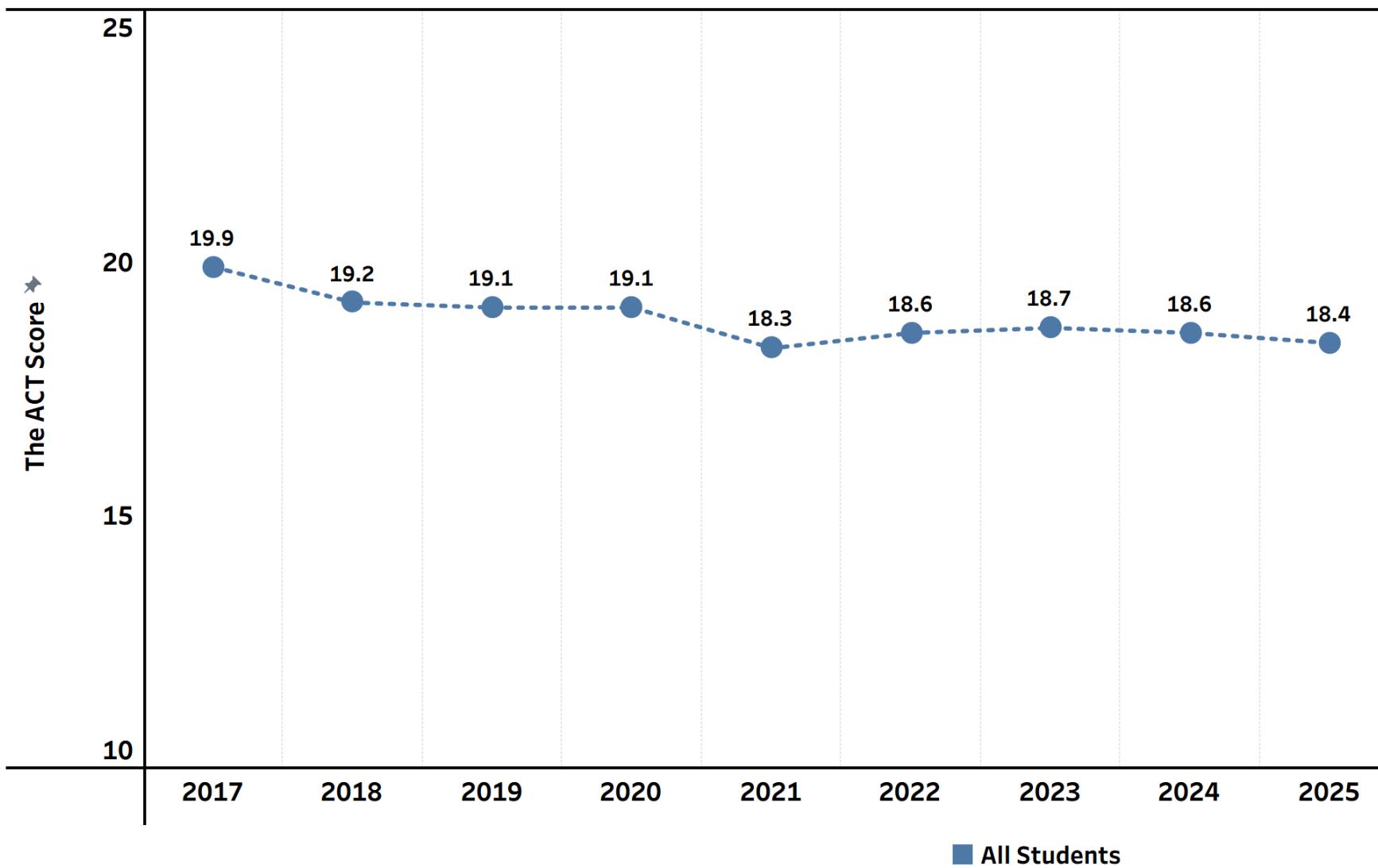


Science



The Average ACT Score - **Science**

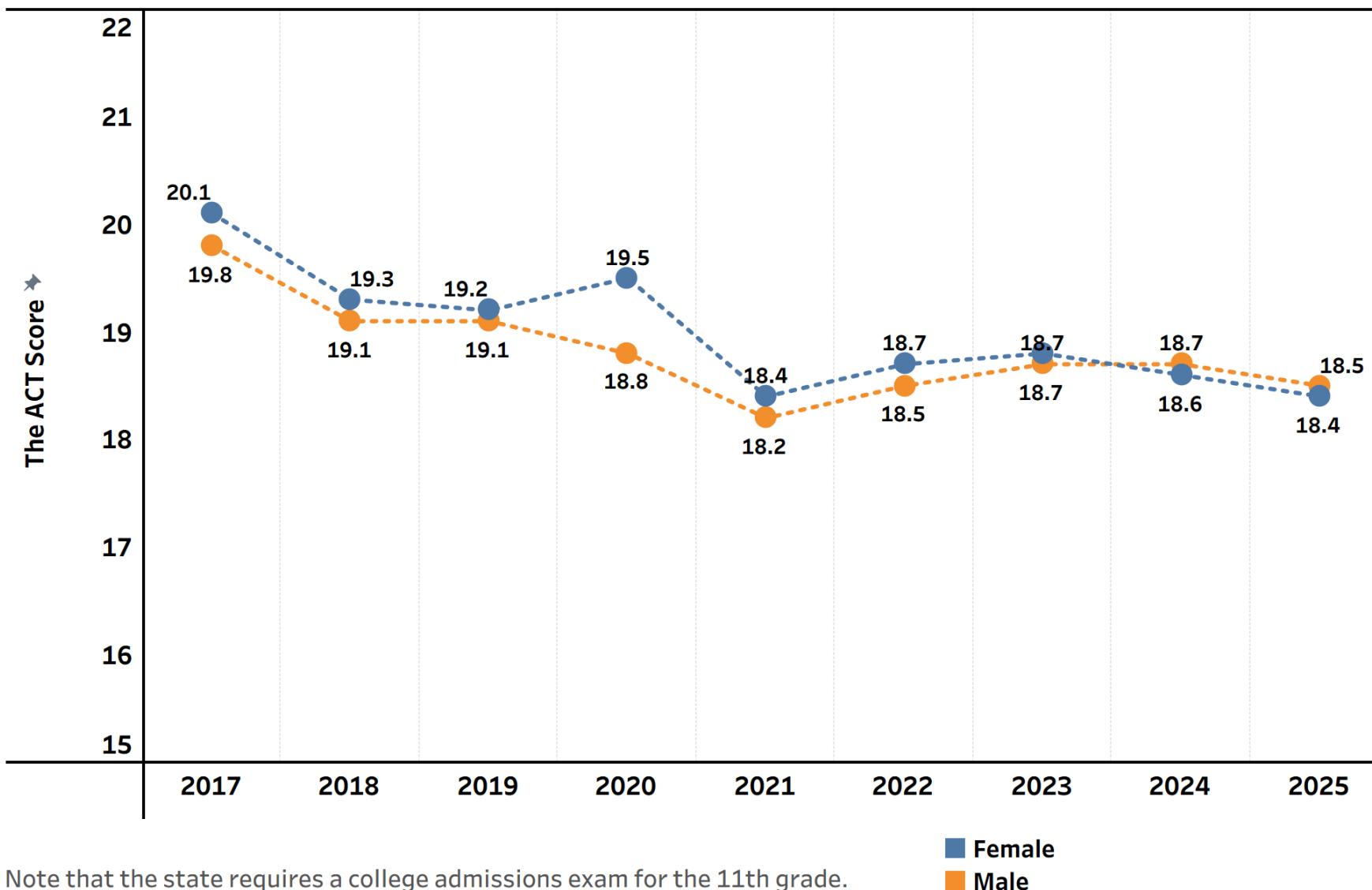
All Students



Note that the state requires a college admissions exam for the 11th grade.

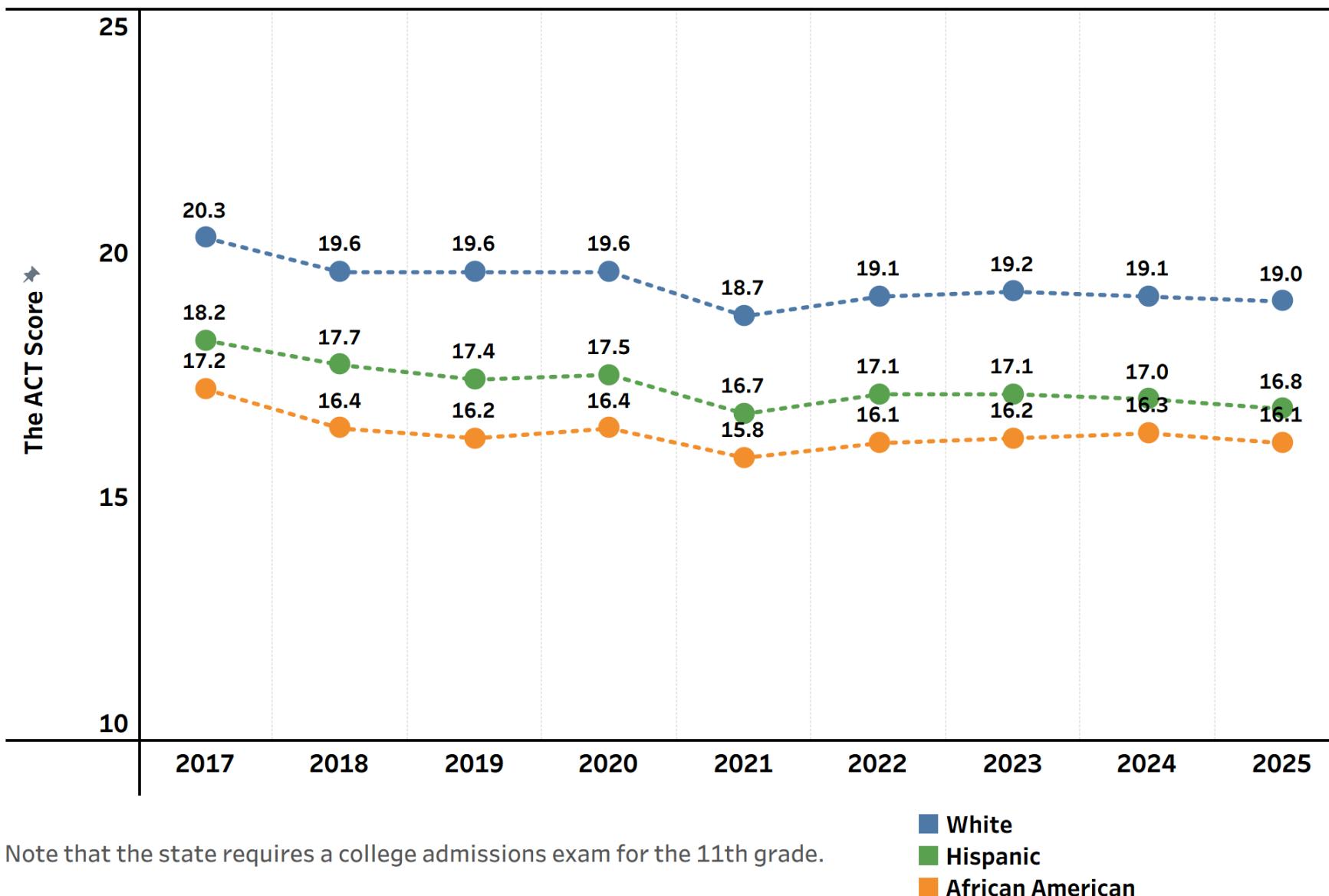
The Average ACT Score - **Science**

Female vs Male



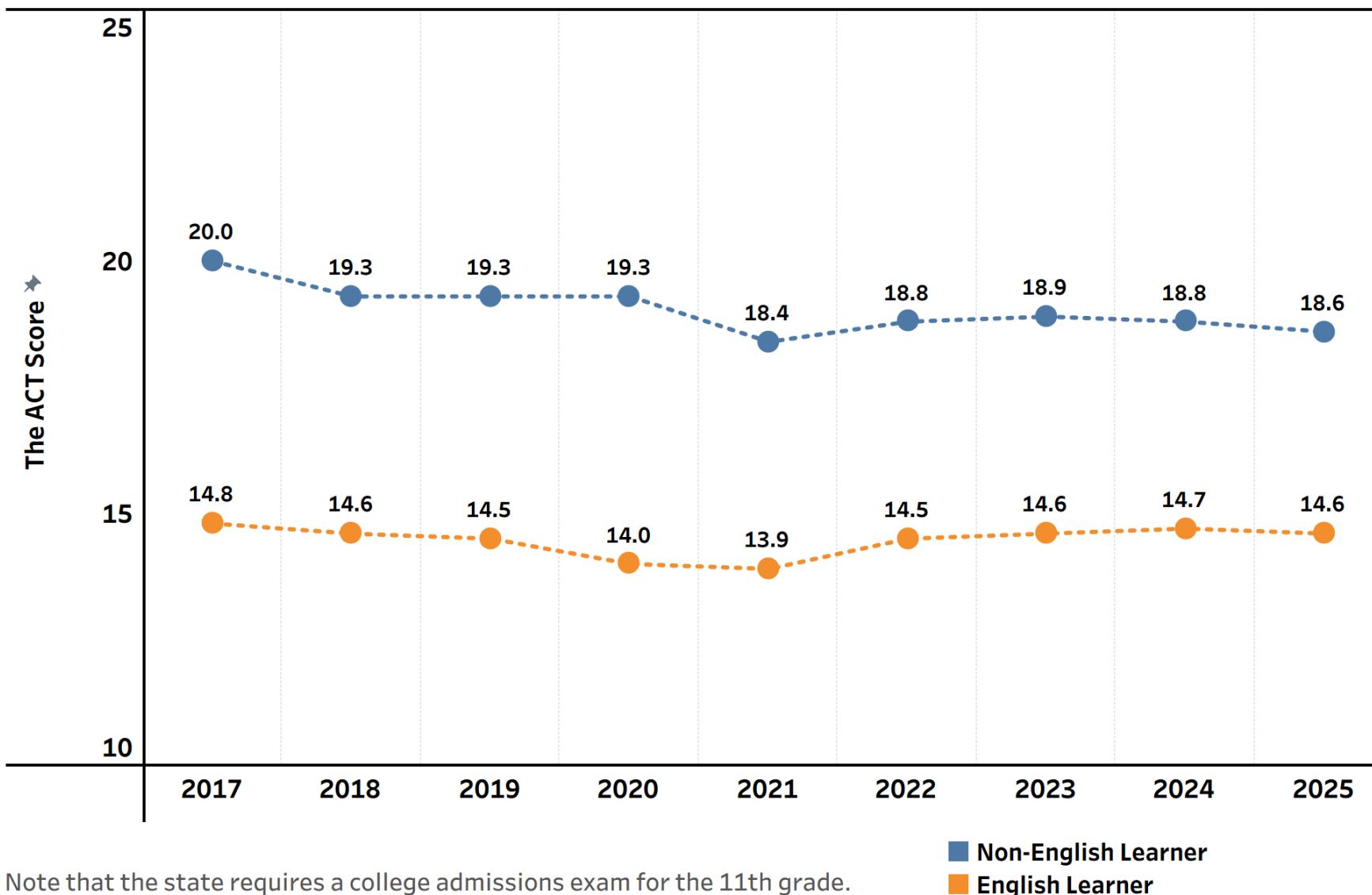
The Average ACT Score - **Science**

White **vs** African American **vs** Hispanic



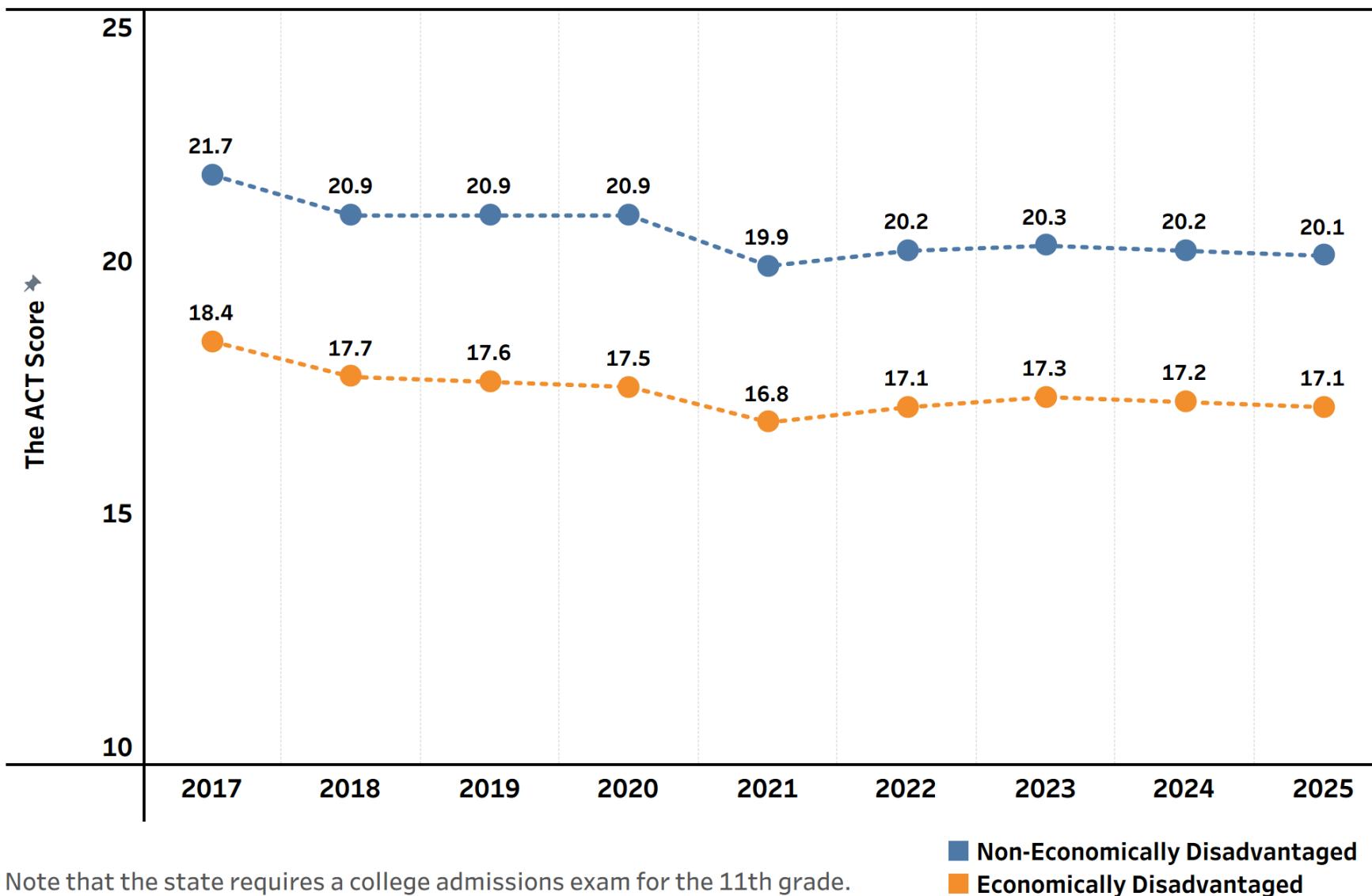
The Average ACT Score - **Science**

English Learner vs Non-English Learner



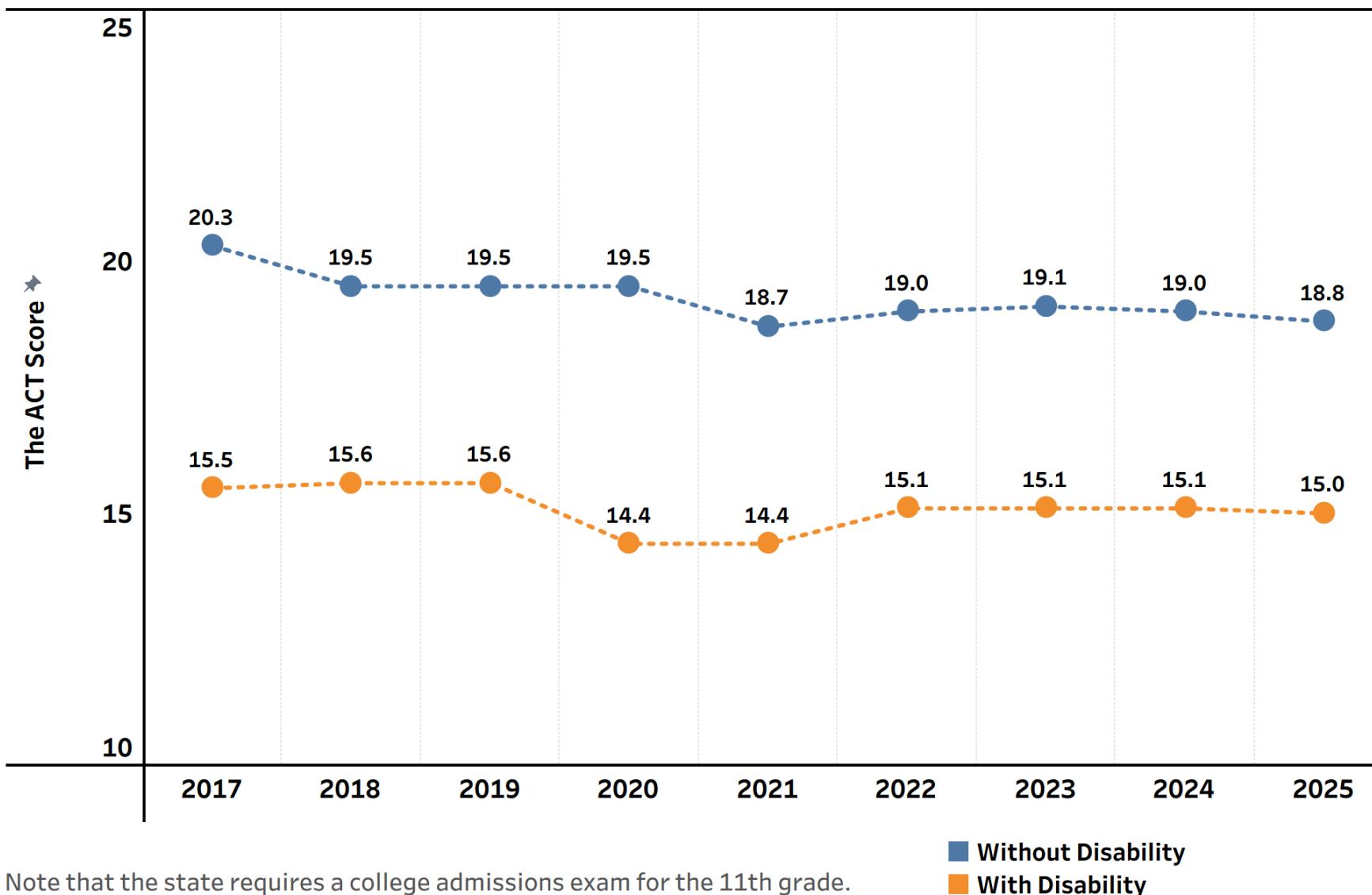
The Average ACT Score - Science

Economically Disadvantaged vs Non-Economically Disadvantaged



The Average ACT Score - **Science**

With Disability vs Without Disability



A Strategic Review of National Research and Kentucky's Analysis of Achievement Gaps and Performance Patterns

Karen Dodd, Chief Performance Officer

Leslie McKinney, Strategic Data Analyst/Researcher

Office of the Commissioner



Achievement Gap Review: Purpose & Strategic Framing

What we know about “Achievement Gaps”

- Persistent differences in performance across student groups
- Observed across core assessments, graduation, and access to opportunities
- Increasingly understood as **opportunity gaps** or **educational debt** rooted in systemic conditions



Scope and Limitations of the Work

- This work synthesizes existing research and Kentucky-specific analysis to support informed decision-making
- Assessment data identifies where gaps exist but does not explain the underlying causation
- Findings are descriptive in nature, intended to deepen understanding of performance patterns



What We Know About Achievement Gaps

Systemic Drivers

- Achievement and skill development are strongly tied to **socioeconomic conditions**
 - Much national research indicates that racial disparities in achievement diminish significantly between students of the same socioeconomic status; however, initial data analysis in Kentucky challenges that finding
 - While individual poverty is a challenge, school-level poverty acts as a multiplier – creating systemic barriers that impact instructional quality



What We Know About Achievement Gaps, cont.

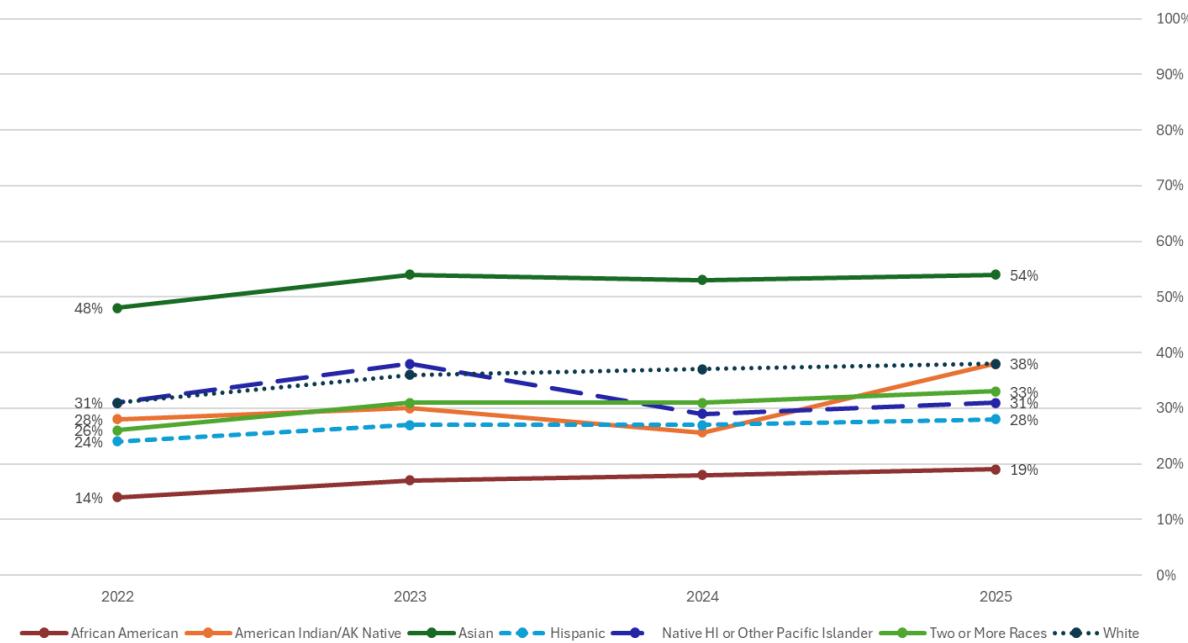
Observed Trends & Local Context

- Gaps **emerge early**, often by kindergarten and often persist throughout the student's academic career.
- Kentucky's data largely mirrors national trends and patterns confirming these as systemic issues rather than isolated local challenges
- Improvement is possible, but progress may be uneven without sustained support

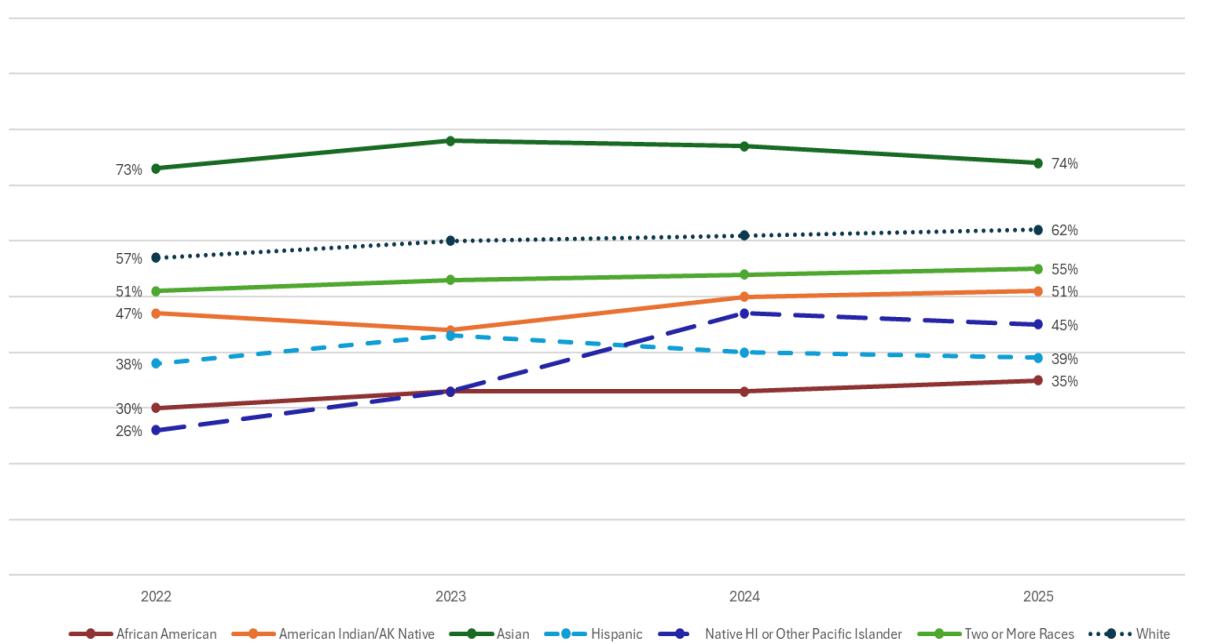


Impact of Economic Status on Elementary Mathematics Achievement by Race/Ethnicity

Comparative Trends in Poverty Elementary Mathematics - %PD Across Demographic Groups



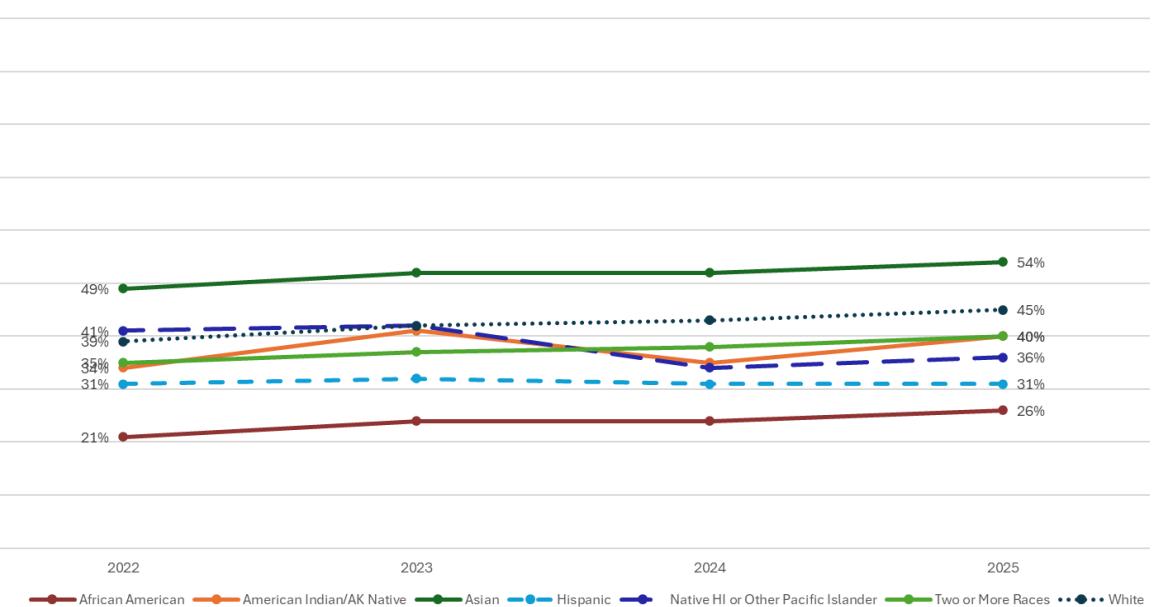
Comparative Trends in Non-Poverty Elementary Mathematics - %PD Across Demographic Groups



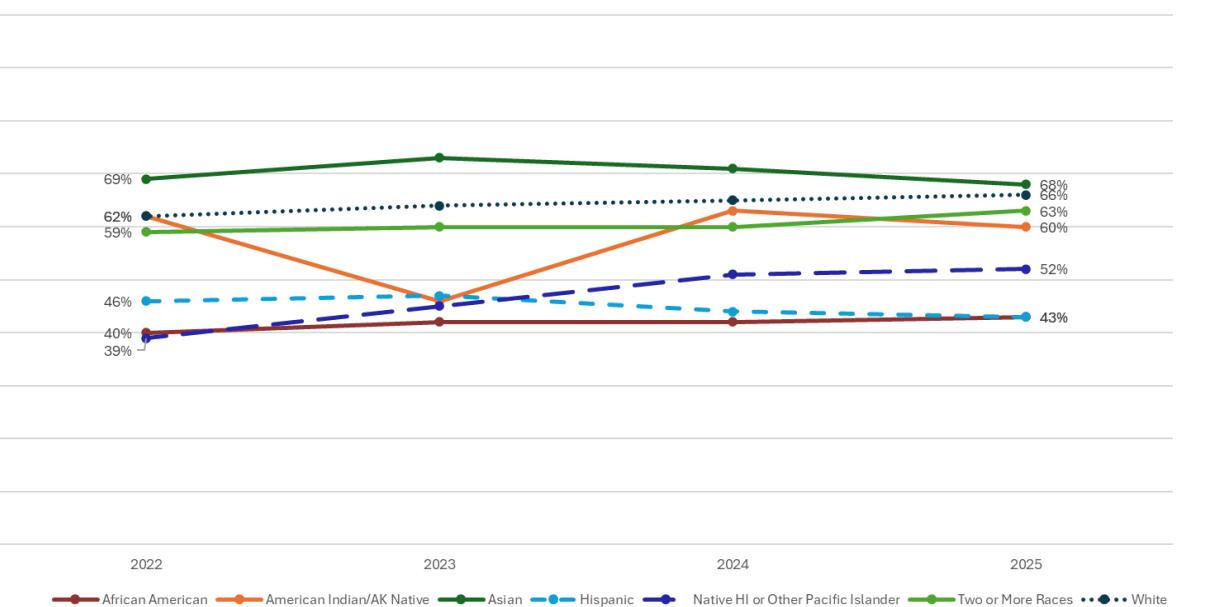
 **Measurement and Reflection**

Impact of Economic Status on Elementary Reading Achievement by Race/Ethnicity

Comparative Trends in Poverty Elementary Reading - %PD Across Demographic Groups



Comparative Trends in Non-Poverty Elementary Reading - %PD Across Demographic Groups



Next Steps in Research & Strategic Analysis

Our ongoing analysis will focus on:

- Identifying specific contextual factors and patterns that fall within our direct operational reach to ensure resources are targeted effectively
- Shifting the lens from individual student socioeconomic status to the environmental impact of school and community-level poverty as a predictor of outcomes
- Scaling our current race/ethnicity and socioeconomic data models to include targeted analysis of Students with Disabilities and English Language Learners
- Deepening our knowledge base on how achievement gaps behave within our local landscape, to include isolating "bright spots" where gaps have successfully closed
- Prioritizing early entry analysis to investigate gaps related to Kindergarten readiness including specific contextual factors and patterns.



So What? Implications for Policy and Practice

- Although gaps are persistent, they do not have to be permanent.
- We can influence the gaps through targeted, sustained action, including, but not limited to:
 - Ensuring High-quality instruction is widely accessible
 - Prioritizing Early intervention
 - Pairing Accountability with Capacity-Building
- Strategic success depends on our ability to isolate and target contributing factors unique to Kentucky, within our direct operational influence.



Efforts to Support Student Growth

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

Board Role and Call for Support

- Promote increased access to HQIR and associated funding - ABR
- Promote curriculum-based PL and associated funding - ABR
- Advocate for the expansion of the literacy and numeracy coaching models - ABR
- Advocate for the scaling of statewide implementation at middle and high school
- Support continued principal leadership development

High-Quality Instructional Resources (HQIRs)

What are HQIRs?

The KDE defines HQIRs as materials that are:

- Aligned with the Kentucky Academic Standards (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).

State Implementation of HQIRs

Percentage Growth for K-12 HQIR Implementation (2019 – 2025)

*Represents earliest implementation year available, beginning in 2019 and beyond.

Math

State	2019*	2025	% Growth
Nebraska	20%	61%	205%
Massachusetts	25%	64%	156%
Rhode Island	39%	84%	115%
New York	35%	64%	83%
New Mexico	44%	75%	70%
Texas	24%	40%	67%
Oregon	0%	66%	66%
Kentucky	45%	70%	56%
Mississippi	42%	65%	55%
Delaware	56%	84%	50%
Arkansas	54%	78%	44%
Tennessee	45%	63%	40%
Ohio	43%	56%	30%
Maryland	67%	68%	1.50%
Louisiana	83%	81%	-2.40%
Virginia	36%	29%	-19%

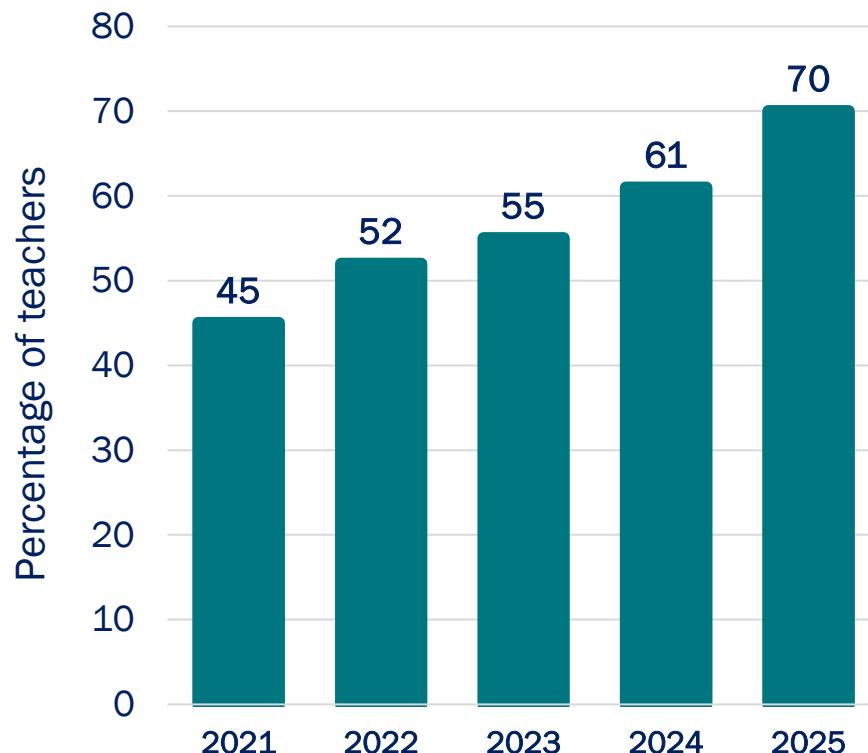
English/Language Arts

State	2019*	2025	% Growth
Nebraska	5%	58%	1060%
Delaware	11%	69%	527%
Massachusetts	9%	40%	344%
Arkansas	19%	62%	226%
Tennessee	23%	71%	209%
Mississippi	21%	59%	181%
Rhode Island	31%	75%	142%
Kentucky	30%	66%	120%
Ohio	24%	39%	63%
Oregon	0%	60%	60%
New Mexico	35%	54%	54%
New York	37%	55%	49%
Texas	37%	51%	38%
Maryland	52%	70%	35%
Virginia	30%	40%	33%
Louisiana	60%	68%	13%

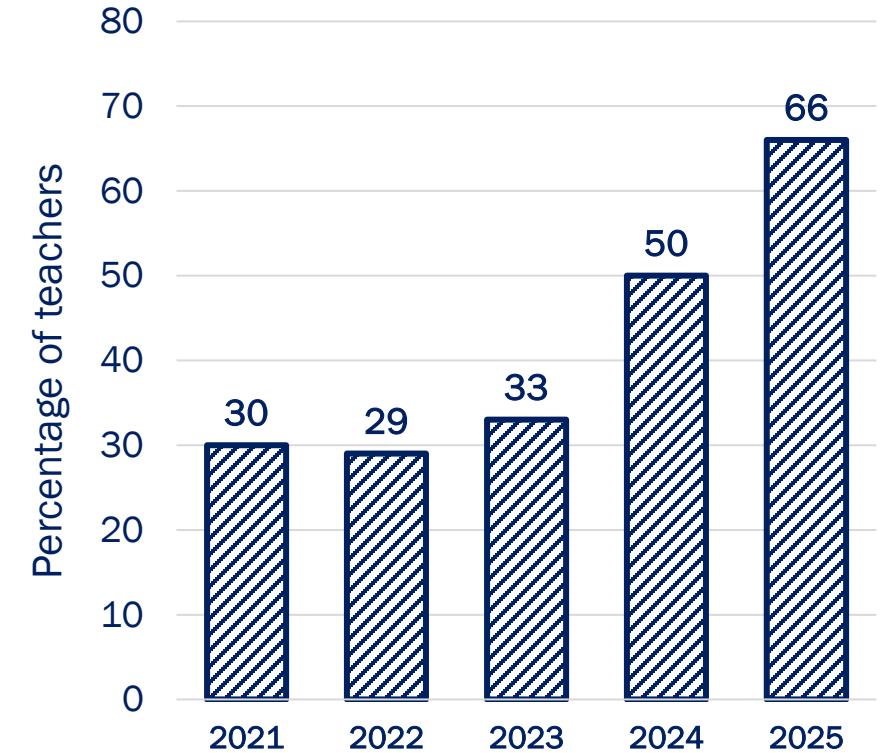
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Kentucky HQIR Adoption Progress

Percentage of K-12 teachers regularly using Math HQIRs



Percentage of K-12 teachers regularly using English/Language Arts HQIRs



Purposeful Implementation Matters

Impact of leadership and professional learning

Outcomes depend on more than just adoption

Leadership and high-quality professional learning are key drivers

School/District Leadership

In schools with required HQIRs, principals are more likely to:

- Be engaged in promoting strong instructional practices.
- Encourage that **lesson plans be based on the curriculum**.
- Require that **observations take curriculum into account**.

Professional Learning (PL)

- When teachers participated in curriculum-based PL, their **students' test scores improved by 9% of a standard deviation**, (Short and Hirsh 2020).
- Teachers who experience more frequent, collaborative and student-centered PL report **more positive feelings about their curriculum**.
- Educators who experienced high-quality PL show a **deeper level of attention to implementation**.

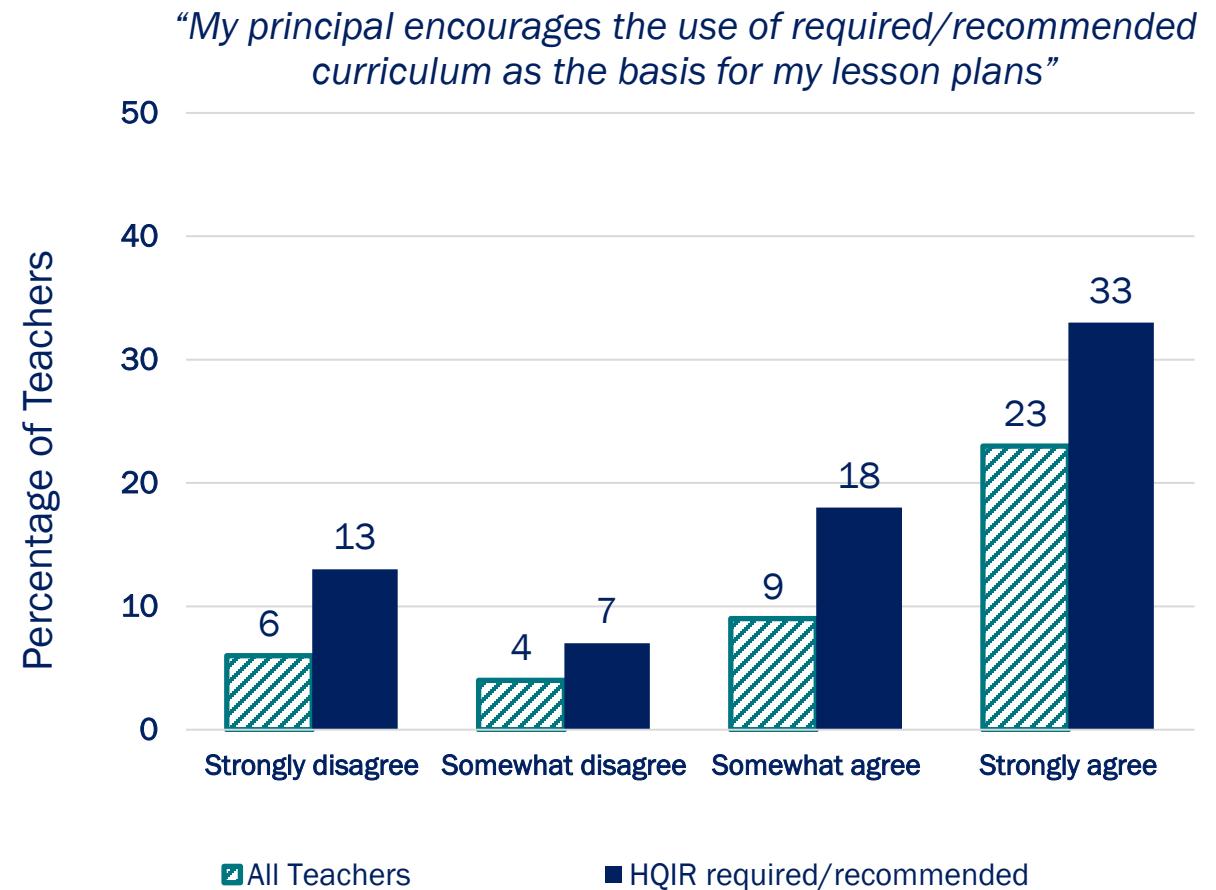
Doan, S. and Anna Shapiro. (2023). *Do Teachers Think Their Curriculum Materials Are Appropriately Challenging for Their Students? Findings from the 2023 American Instructional Resources Survey*. RAND Corporation.

Short, J. and Hirsh, S. (2020). *The Elements: Transforming Teaching through Curriculum-Based Professional Learning*. Carnegie Corporation of New York.

Leadership drives systemic implementation

In districts with a required HQIR (solid bar) and a principal who encourages teachers to base their lesson plans on that curriculum (“agree”), **consistent usage is significantly higher**.

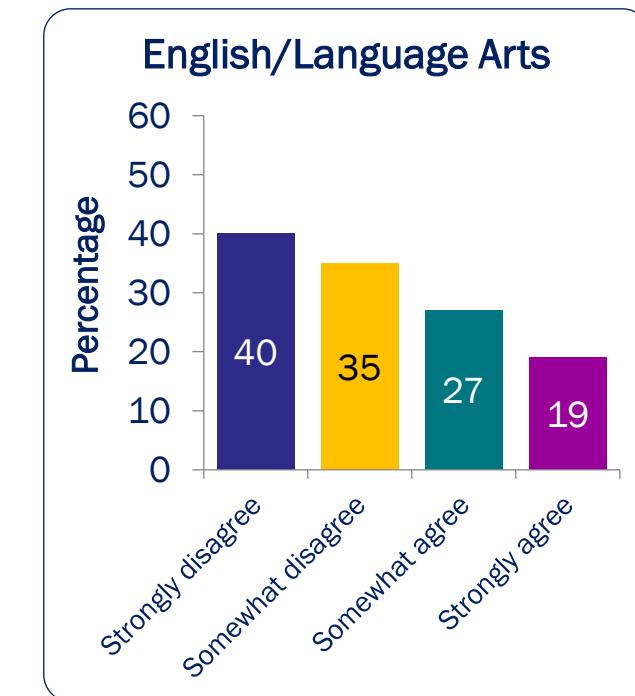
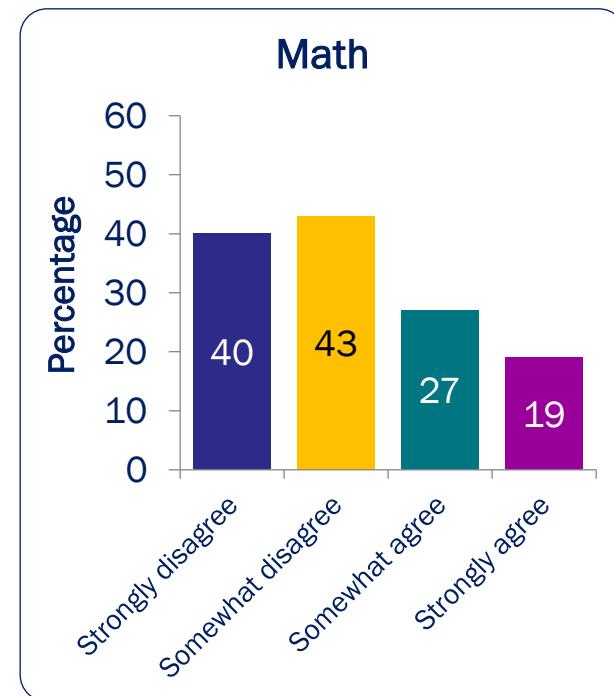
This matters because it means more consistent access to grade-level learning and standards-aligned instruction for students.



High-quality PL leads to more effective implementation

ELA and math teachers who indicated that materials are too challenging, by teacher-reported effectiveness of professional learning activities

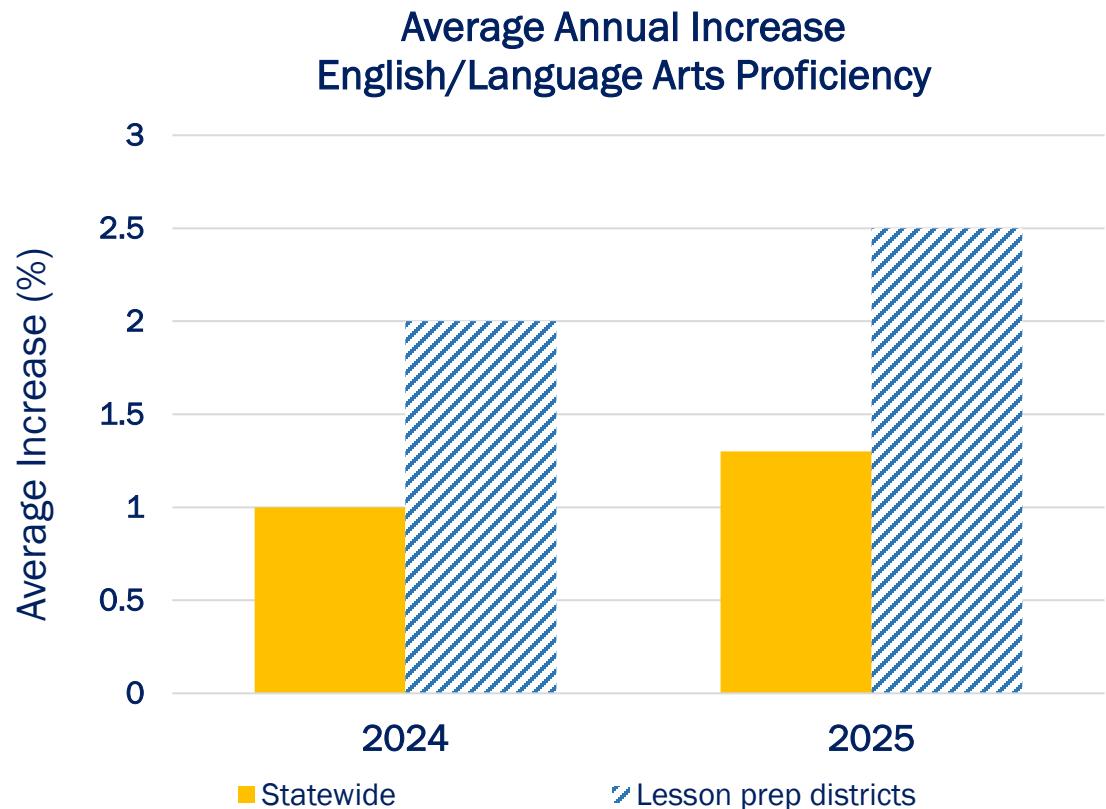
- The more effective the PL, the less likely materials are seen as “too challenging” for students.



NOTE: The figure shows the percentage of math (N = 2,389) and ELA (N = 2,905) teachers who reported that the materials required or recommended by their district were too challenging for the majority of their students, separated by whether teachers agreed that the professional learning activities that they participated in during the 2022–2023 school year helped them use their curriculum materials more effectively to meet student needs.

Professional Learning Communities (PLCs) that focus on HQIR implementation see greater outcomes.

- Tennessee found that districts where teachers' PLCs focus on lesson internalization and student work analysis have seen **twice the growth in student proficiency** compared to the state average
- PLCs are most effective when they specifically focus on HQIR implementation:
 - Analyze student work
 - Internalize upcoming HQIR lessons
 - Rehearse key instructional routines



Kentucky's Implementation Efforts

Encouragement of KY principals in using HQIRS as the basis for daily lessons is growing

- In ELA, increasing percentages of KY teachers said their principal encouraged them to use their recommended materials as the basis for their lesson plans.
- Analysis of KSA reading data found that Grade 4 and 5 students enrolled in districts that had adopted and implemented an HQIR for literacy had higher reading scores than students who did not attend such districts.

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

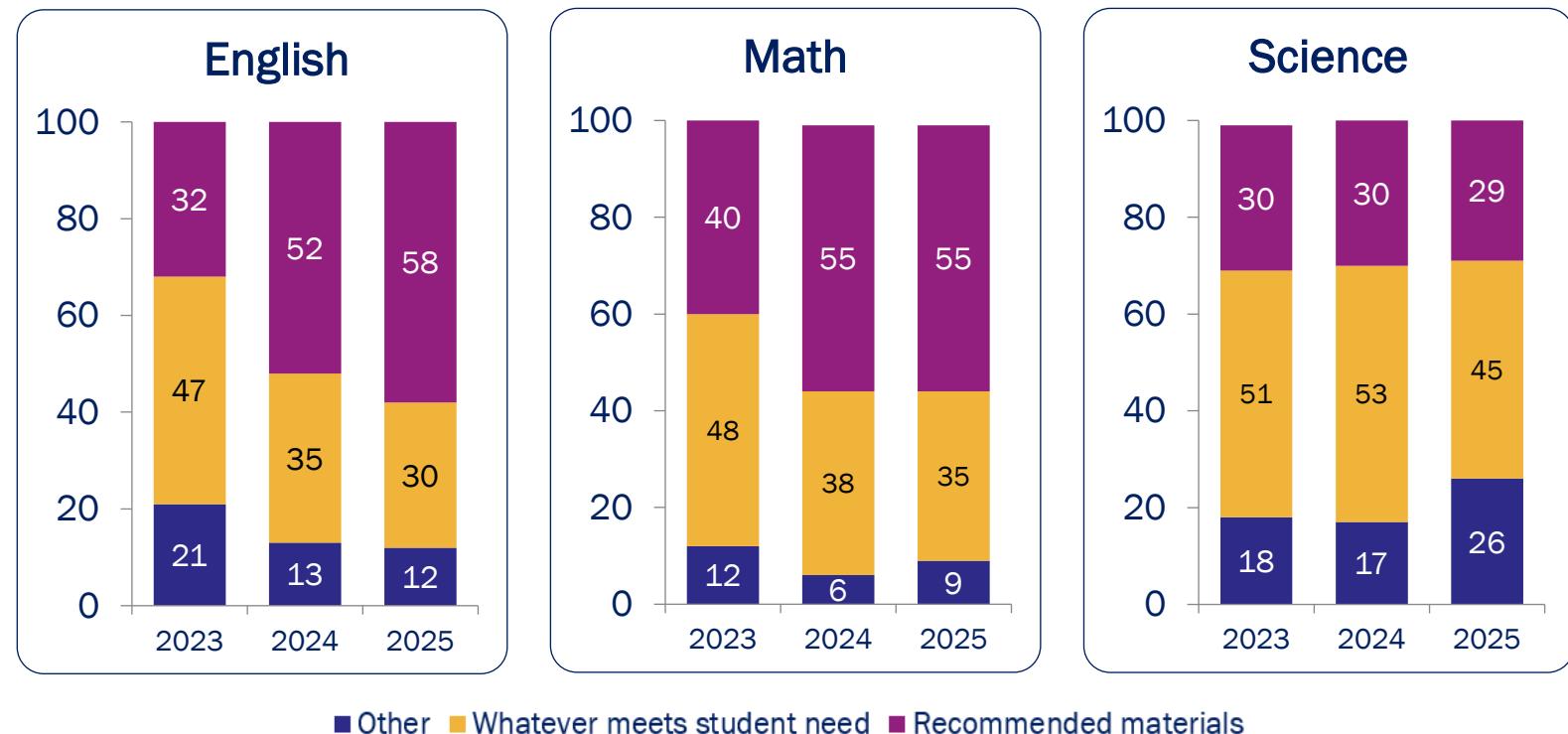


Figure shows teacher responses, separated by subject, to the following survey item: "Which of the following does your school principal most encourage you to use as the basis for your ELA/Math/Science lesson plans (pick one)?" The "Other" portion of the bars reflects respondents who answered "Other," "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](#).

Professional Learning Outcomes: Kentucky Reading Academies Student and Teacher Gains

- Of the 7,000 K-5 teachers participating in Language Essentials for Teachers of Reading and Spelling (LETRS) training, pre- and post-assessment average increased from 65% to 95%.
- LETRS-trained teachers who worked with **literacy coaches** outperformed their non-LETRS-trained counterparts in their use of phonemic awareness and phonics resources in their instruction.
- KY educators reported that LETRS participation motivated implementation of their district-approved HQIR into their classroom practice.

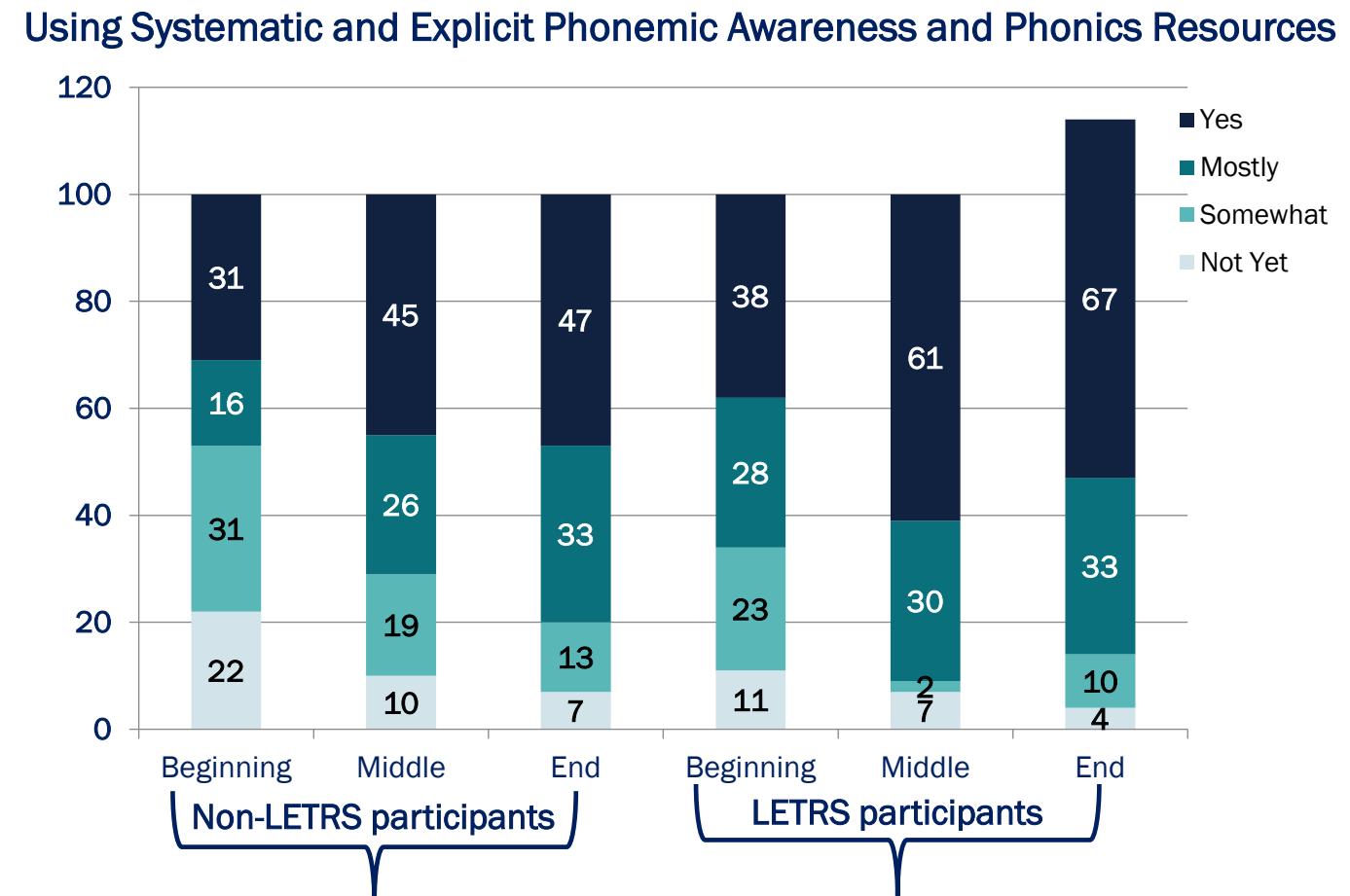
ICF found **statistically significant growth** among students who were taught by LETRS-trained teachers:

- 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.

Professional Learning Outcomes: Kentucky Reading Academies Impact on teacher perception and literacy knowledge

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; and
- Increased motivation to implement district-adopted HQIRs into classroom practice.



Usher, K., Syal, S., et al. (2025). *Kentucky Read to Succeed evaluation: Year 2 report executive summary*. ICF.

Kentucky Department of Education. (2025). Kentucky Reading Academies: Two years of outcomes and impact. [Infographic](#).

Kentucky Case Study

In one case study school, implementation of HQIRs and LETRS strategies led to significant improvements in students' performance on the district-wide literacy assessments.

Following students' completion of the i-Ready assessment, the number of students across the district who had reading improvement plans decreased substantially from approximately 90 to 50.

Professional Learning Efforts

State Literacy Coaching Model Overview

- 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



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Professional Learning Efforts

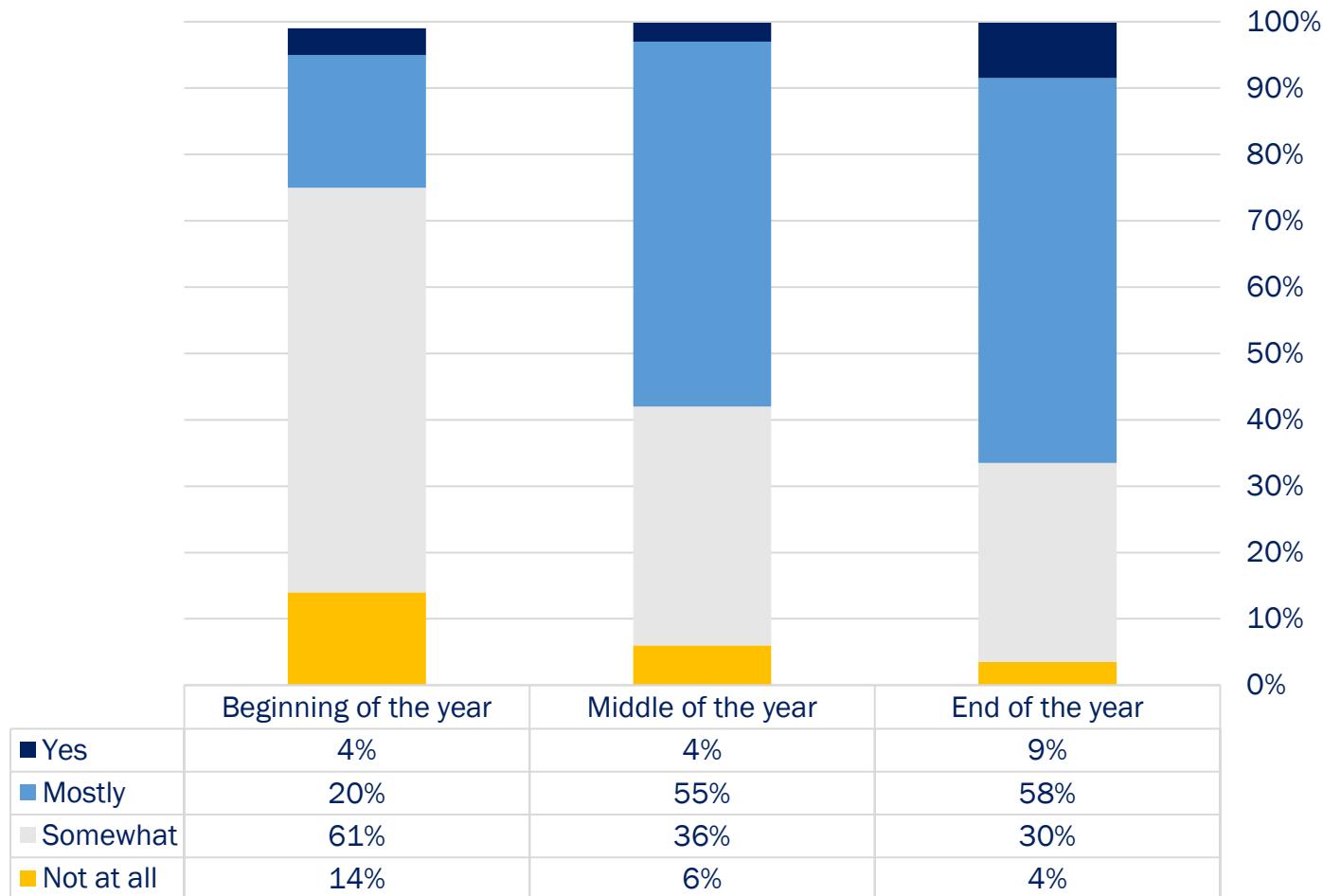
State Literacy Coaching Model - Impact on teacher effectiveness

- The integration of coaching support, particularly alongside LETRS, was regarded as a **critical** factor in ensuring effective use of HQIRs.
- All surveyed teachers, regardless of LETRS participation reported strong agreement that coaching improved their instructional strategies and helped them implement next steps to enhance student learning.
- Administrators reported that coaches supported building-wide implementation and were especially valuable in schools with limited LETRS participation.

[My coach and I] would go to classrooms and walk through together. And ... we'd come out and we'd debrief She would teach me. So then when I would give feedback to the teacher, I could be very specific. ... Without her, we would have all been way off track even with the right resource.”

– Kentucky school administrator

Literacy Coaching Partnership Schools - Implementation Integrity

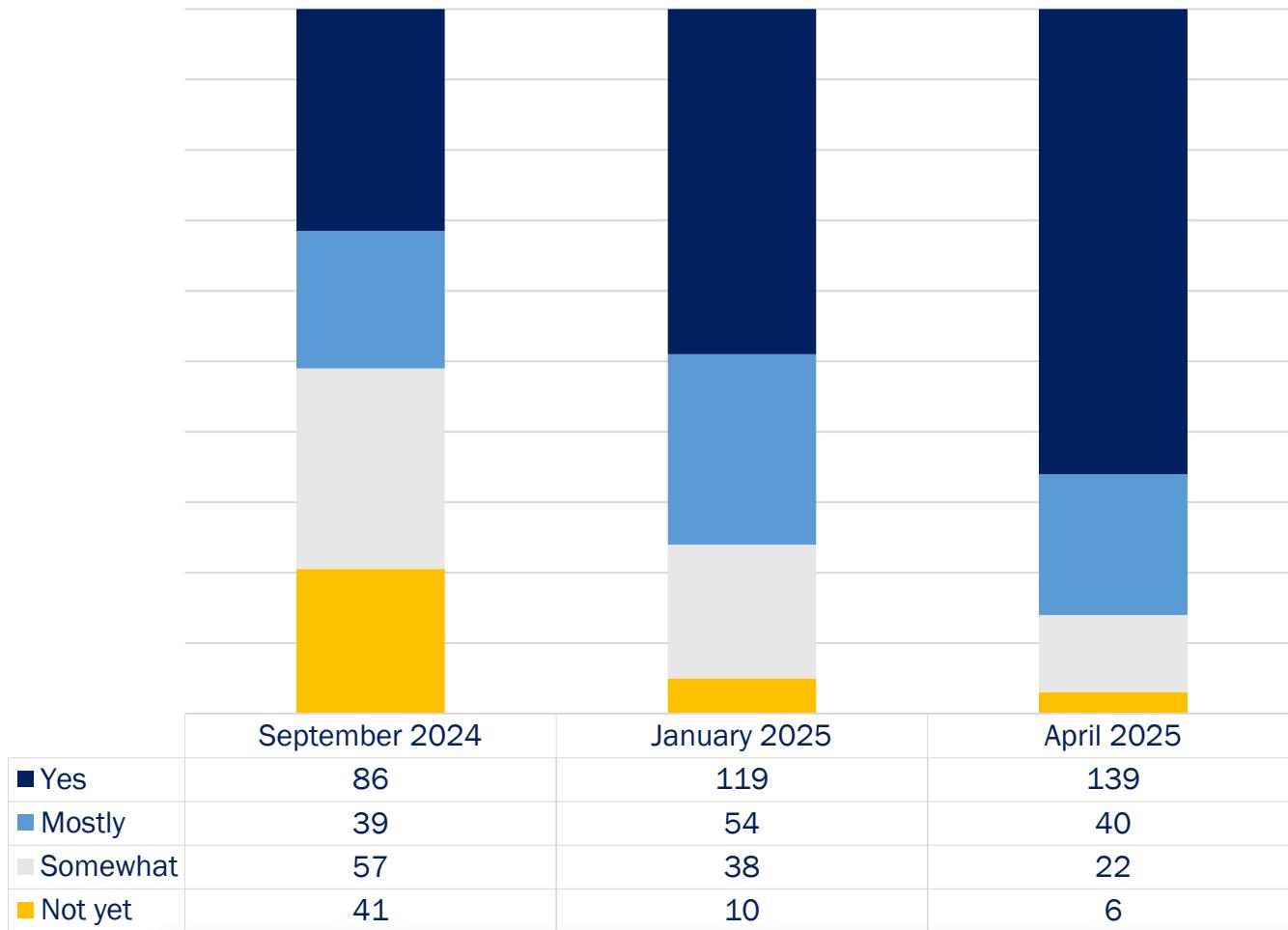


Over the course of 2024-2025 school year, coaches have influenced HQIR implementation integrity with over 60% of lessons demonstrating “upper-bucket integrity” by the end of the school year.



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Literacy Coaching Partnership Schools – Use of Grade-Appropriate Texts



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



Coaching cycles contribute to effective implementation of high-quality instructional resources (HQIRs) and improved student learning experiences aligned to grade-level standards.

These changes in instruction corresponded with reports of notable student growth, including descriptions of some KY kindergarten classrooms achieving near-universal grade-level proficiency.

“For the end-of-the-year [assessment], my kindergarten teacher has 95% of her kindergarteners on grade level. Yes. So that was super, super exciting.”

– State Literacy Coaching Specialist

Board Role and Call for Support

- Promote increased access to HQIR and associated funding - ABR
- Promote curriculum-based PL and associated funding - ABR
- Advocate for the expansion of the literacy and numeracy coaching models - ABR
- Advocate for the scaling of statewide implementation at middle and high school
- Support continued principal leadership development