

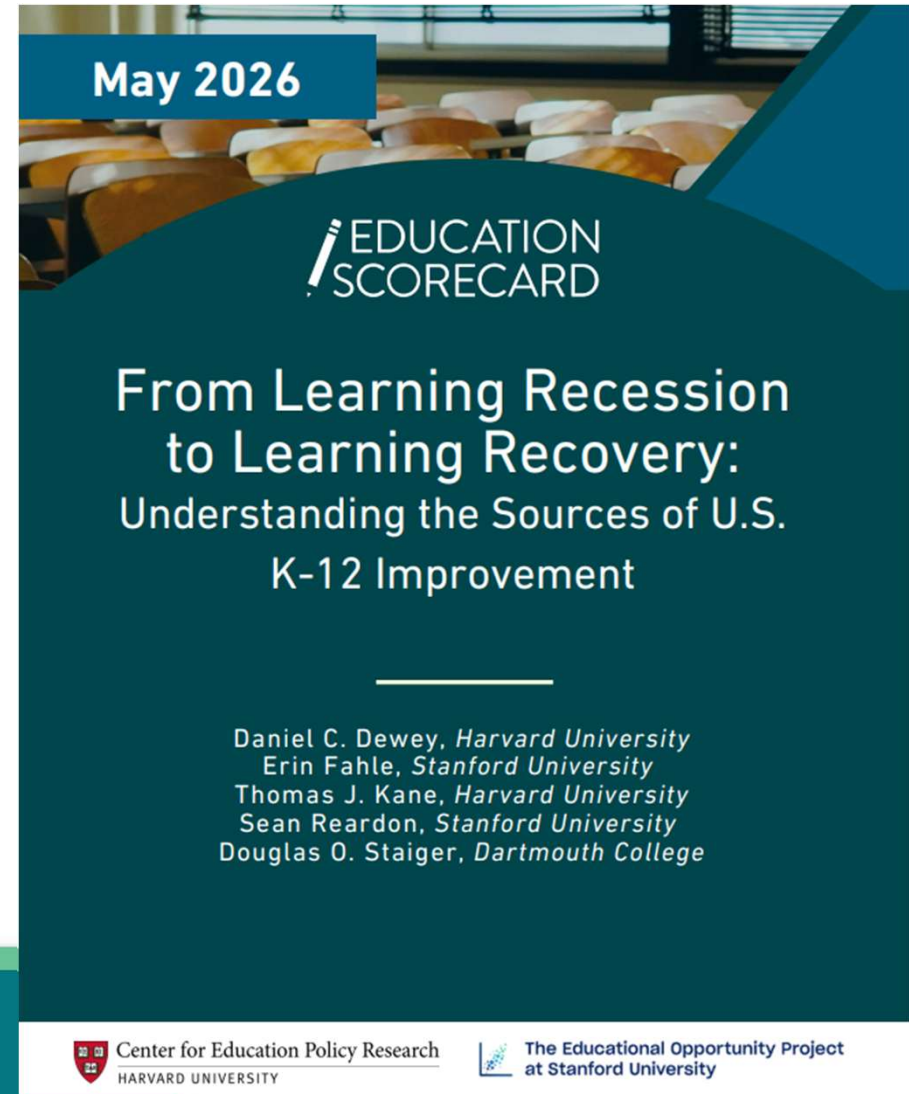
Kentucky's Reading and Math Improvement Education Scorecard

Interim Joint Committee on Education
August 4, 2026

Education Scorecard

Overview

- The [Education Scorecard](#) is a collaboration between Harvard University, Stanford University and Dartmouth College.
- The report provides insight on where students' academic recovery stands, combining state test results for roughly 35 million grade 3–8 students nationwide.
- All of the states which improved in reading between 2022 and 2025 were implementing comprehensive “science of reading” reforms (Maryland, Louisiana, Tennessee, Kentucky, Indiana, Mississippi, Minnesota, District of Columbia).
- 108 districts nationwide were identified with large improvements in both subjects - “districts on the rise.”



Education Scorecard

Kentucky Outcomes – Districts on the Rise

Between 2022 and 2025:

- Kentucky ranked 5th out of 35 states in reading
- Kentucky ranked 8th out of 38 states in mathematics
- Several Kentucky districts were identified as “Districts on the Rise,” meaning they’ve shown exceptional progress relative to similar districts.

Districts highlighted for growth in **both math and reading**:

- Anderson County
- Corbin Independent
- Marion County
- Ohio County
- Perry County
- Pike County

Districts highlighted for growth in **reading**:

- Clay County
- Daviess County

Districts highlighted for growth in **math**:

- Paducah Independent
- Harlan County
- Grayson County
- Franklin County
- Johnson County
- Boyd County



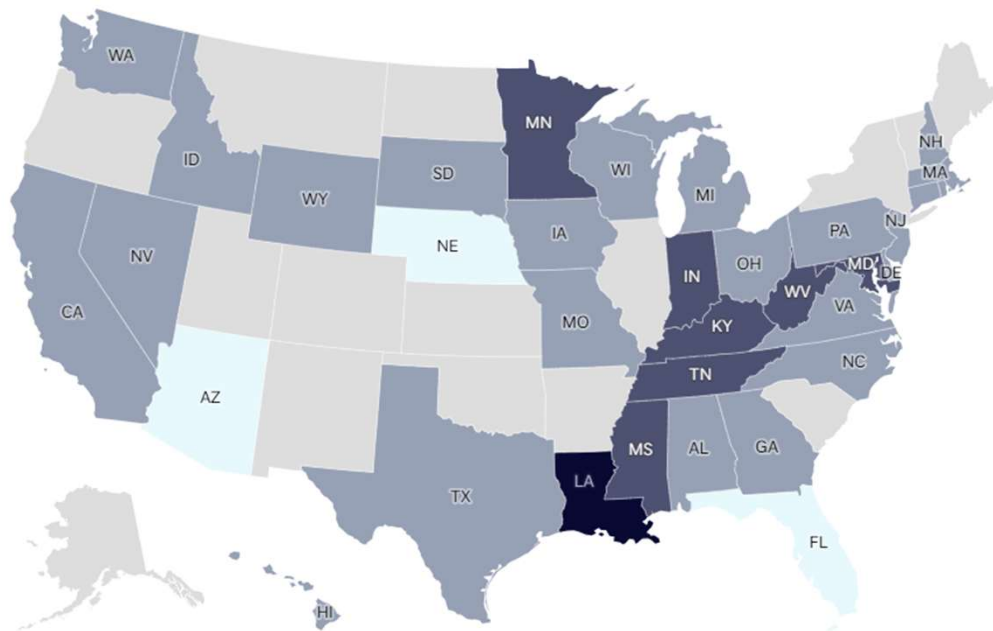
Education Scorecard

Kentucky Academic Performance Rankings, 2022-2025, Relative to Other States

States with biggest changes in reading scores, 2022-25

Decline or growth in standardized test scores, in grade levels:

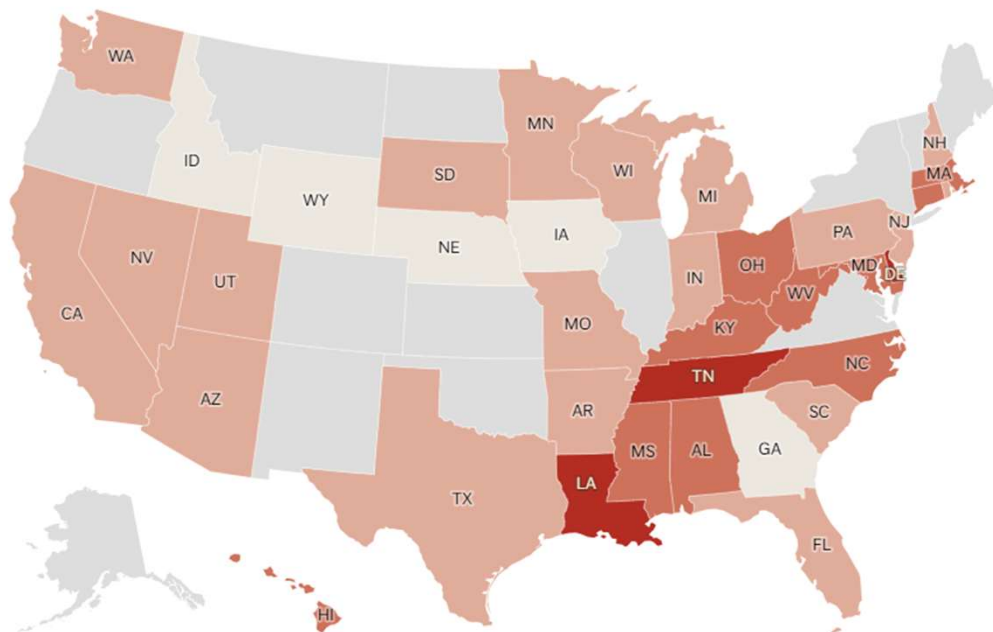
Decline > 0.3 Decline of 0 - 0.3 Growth up to 0.2 Growth $\geq$ 0.2



States with biggest changes in math scores, 2022-25

Growth in standardized test scores:

Decline or zero change Up < 0.2 grade levels Up 0.2 - 0.4 grade levels Up $\geq$ 0.4 grade levels



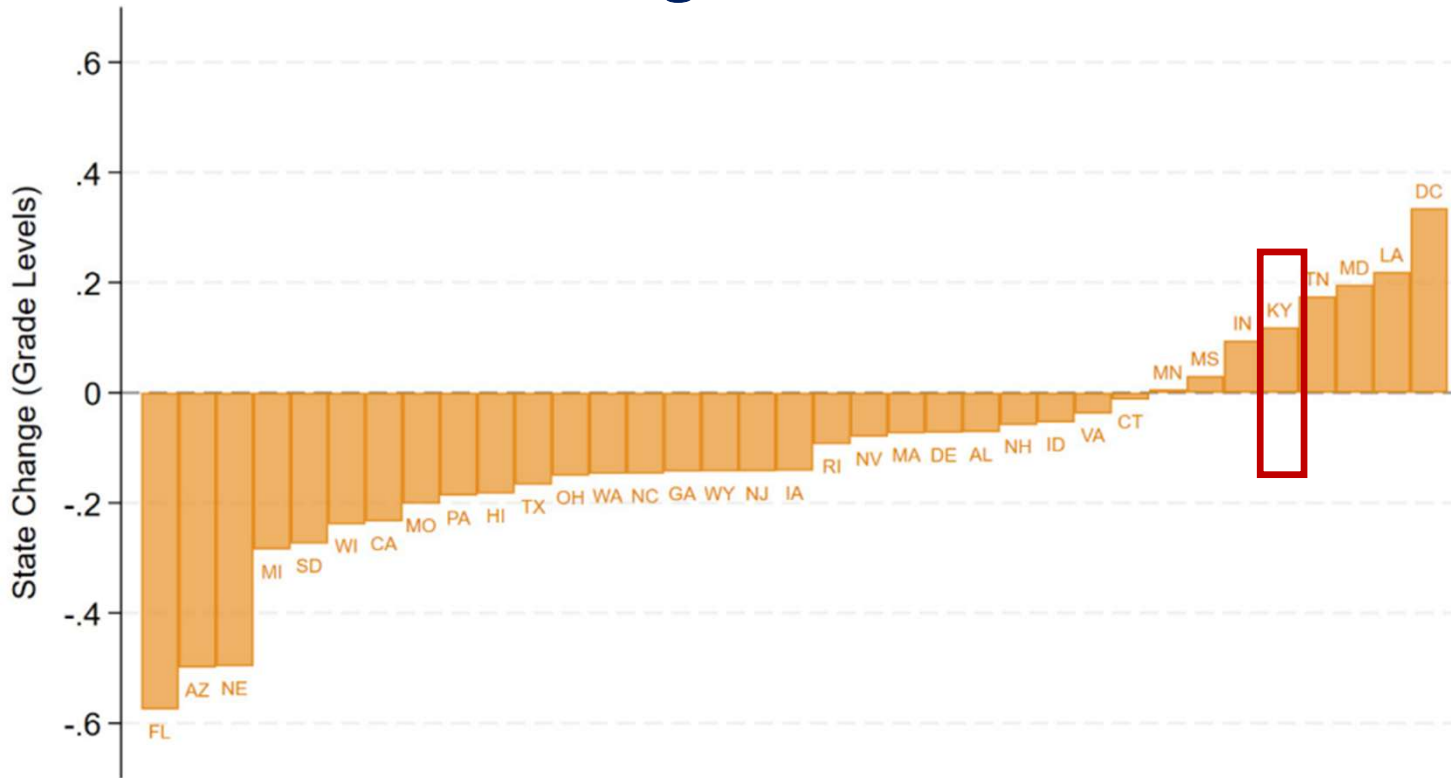
Dewey, D. C., Fahle, E., Kane, T. J., Reardon, S., & Staiger, D. O. (2026, May). From learning recession to learning recovery: Understanding the sources of U.S. K-12 improvement. Education Scorecard. https://educationscorecard.org/wp-content/uploads/2026/05/Education_Scorecard_May_2026_Report.pdf

Ma, A., & Lurye, S. (2026, May 13). Kids' test scores began declining before COVID. New Education Scorecard highlights districts making gains. Associated Press. <https://apnews.com/article/reading-math-test-scores-education-scorecard-7fa4111ad0de934f664ebb984e830d13>



Education Scorecard

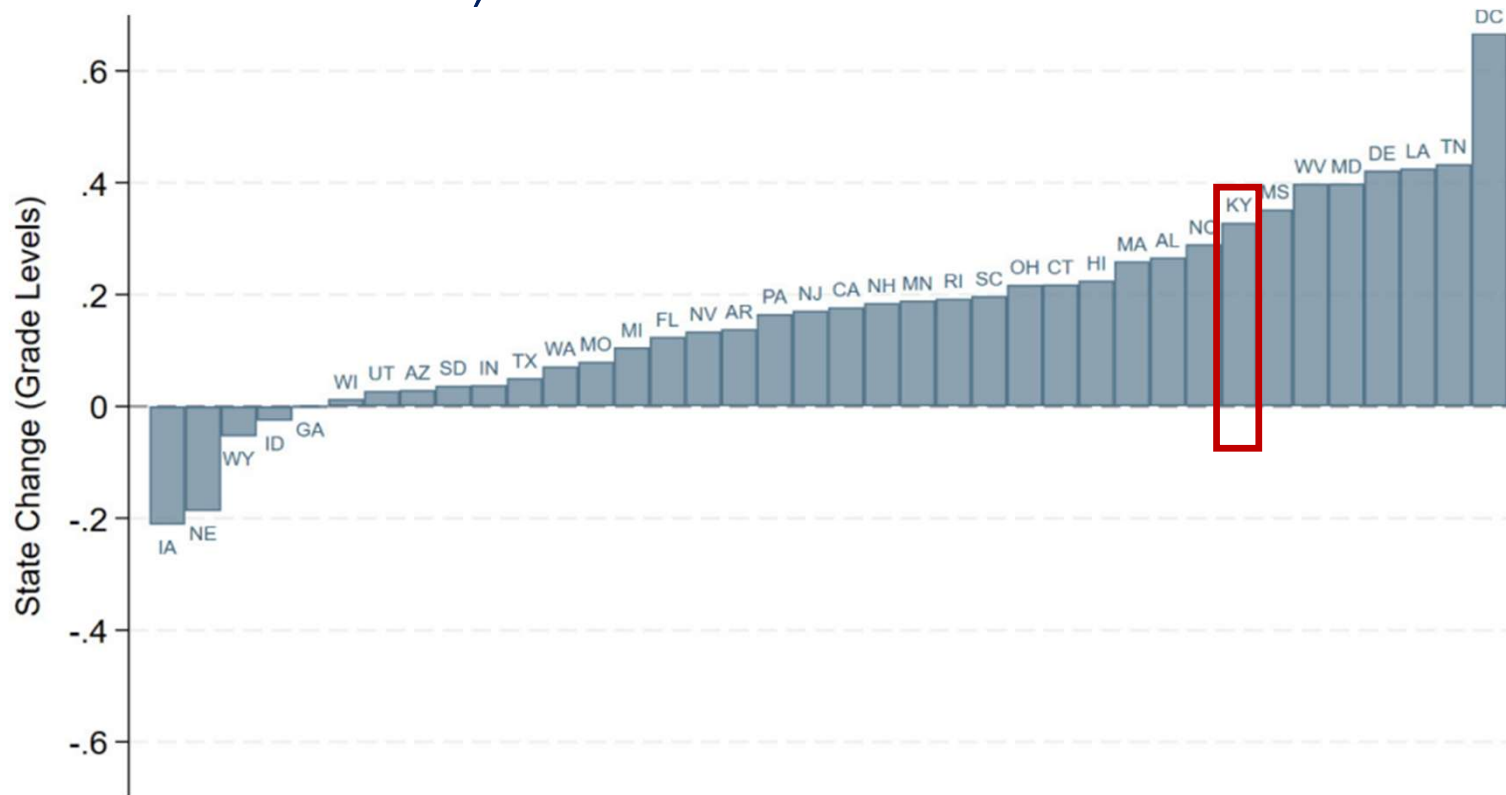
State Academic Growth, Reading 2022-2025



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Education Scorecard

State Academic Growth, Math 2022-2025



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District on the Rise

Marion County Case Study



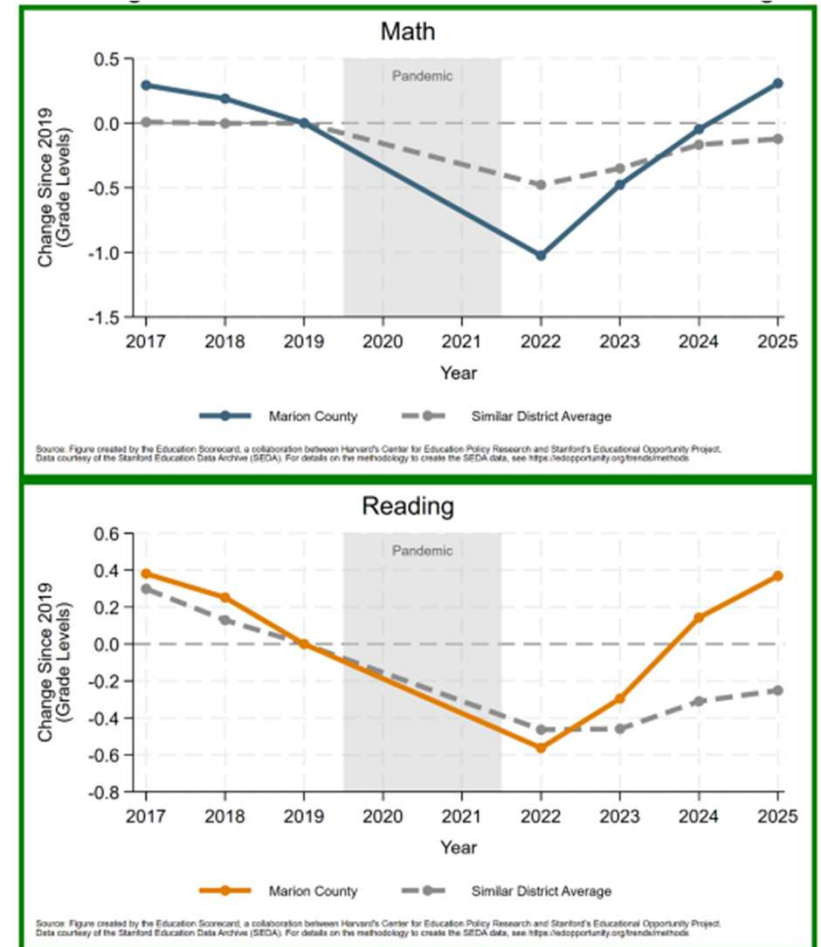
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Districts on the Rise

Marion County

Strategies for success:

- Adoption of **high-quality instructional resources (HQIRs)**
- **Heavy investment in LETRS** with 44 staff members completing the training since 2022
- Utilized a **tiered coaching model** to support effective HQIR implementation – focusing on unit and lesson internalization
- **Instruction-focused leadership development**, new teacher mentorship
- **Grants** totaling \$75,000 for educators who proposed creative and effective classroom initiatives to positively affect student achievement.



Kentucky's Efforts

Purposeful Implementation Matters



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Scaling Kentucky's Efforts

Early Literacy



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Office of Teaching and Learning
[Division of Early Literacy](#)




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


[Kentucky Reading Academies](#)
Lexia

Lexia

ADMINISTRATORS
 TNT  SCHOOL KIT
 AIM Institute™
for Learning & Research


[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](#)

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.

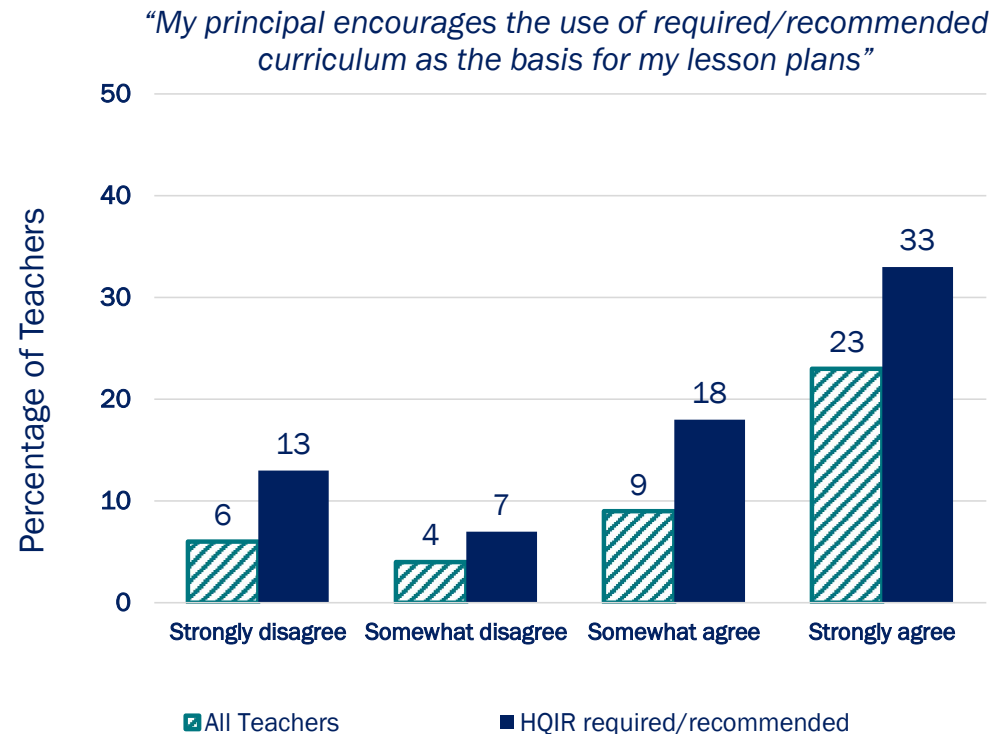


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Leadership drives systemic implementation

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.



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 by ICF 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)

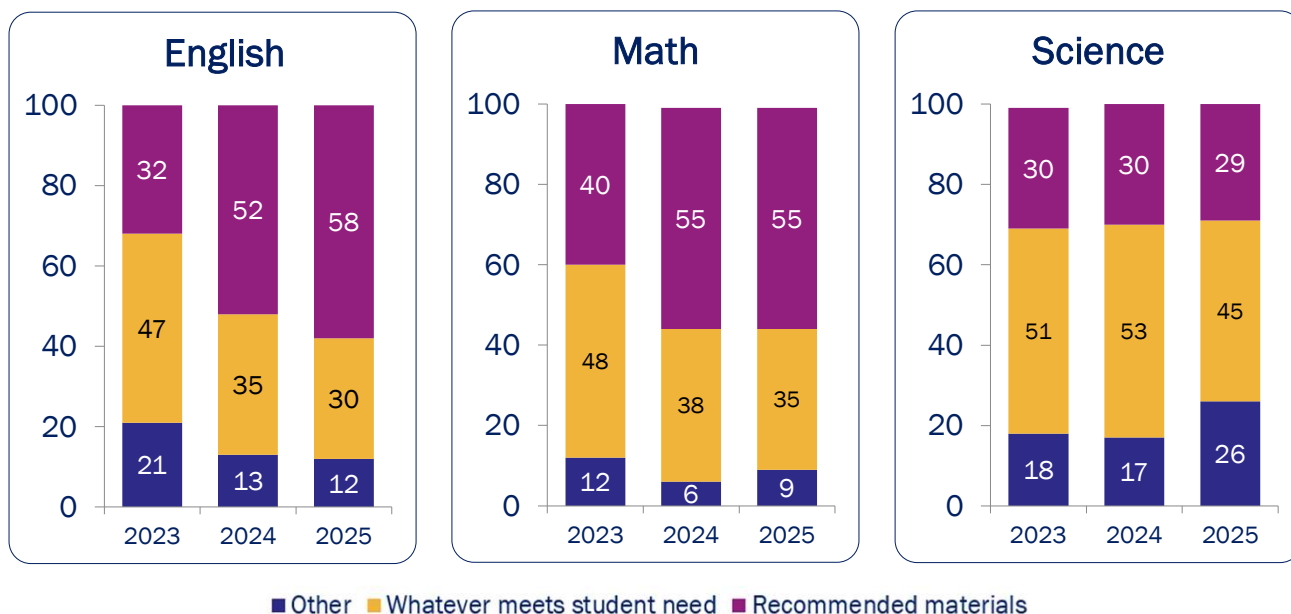


Figure shows teacher responses, separated by subject, to the following survey item: "Which of the following does your school principal most encourage you to use as the basis for your ELA/Math/Science lesson plans (pick one)?" The "Other" portion of the bars reflects respondents who answered "Other,"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



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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.

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

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



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Kentucky Reading Academies – KY RRC Data (2026)

- Drawing on data from 574 elementary schools across 135 districts, the overall pattern of [results](#) indicates that LETRS appears to:
 - Move more students toward the “Proficient” level
 - Reduce the number of students at the “Novice” level
- The study found that schools with more LETRS-trained teachers experienced stronger growth in the share of students reaching the “proficient” level and a greater reduction of the number of students at the “novice” level on the Kentucky Summative Assessment.

What this means for Kentucky

LETRS training is helping move students into reading proficiency. This matters because even modest percentage gains translate into thousands of additional students reading on or above grade level across the state.

[Infographic](#)

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

Park, S. (2026, March). *LETRS implementation in Kentucky: An analysis of teacher training and student reading outcomes*. Kentucky Reading Research Center, University of Louisville. <https://www.kyreadingresearch.org/wp-content/uploads/2026/03/2026-LETRS-Analysis.pdf>



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KSA Level Change by School

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

(Baseline Year 2022)

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

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

(Baseline Year 2023)

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

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

KSA Change by Subgroups

Economically Disadvantaged

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

Hispanic or Latino

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

African American

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

English Language Learners

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

Common Thread Across All Subgroups

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



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Kentucky Early Literacy Leadership Network (KyELLN)

The KyELLN focuses on:

- Building sustainable district-level models for implementing early literacy instructional programs connected to HQIRs;
 - Developing strong systems and structures for early literacy instruction in schools and districts; and
 - Increasing leadership support of teacher professional learning communities (PLCs) and effective planning practices.
- **Total of 82 district leadership teams (5-7 members) participating:**
 - 33 district leadership teams in Cohort '24
 - 19 additional districts teams in Cohort '25
 - 30 additional district teams in Cohort '26



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Next Steps to Maximize Impact

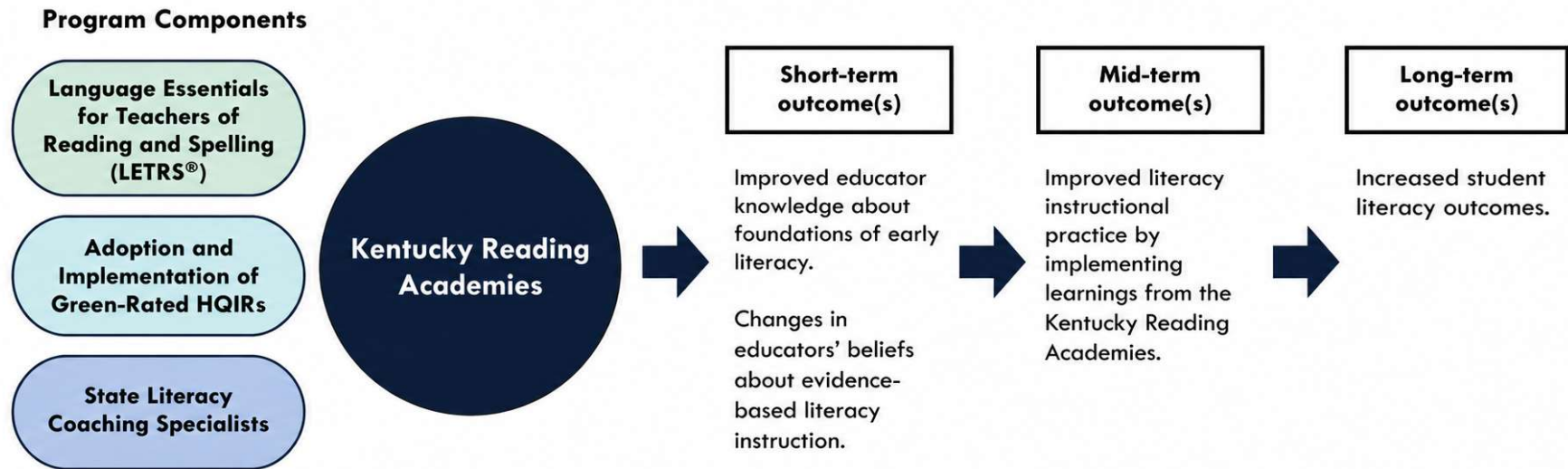
With demonstrated gains across all student subgroups, these next investments build on what the data shows is working — scaling proven strategies to reach more students and deliver greater returns.

- Increasing access to Science of Reading professional learning through scalable, Kentucky-specific virtual and self-paced learning opportunities
- Expanding family engagement through at-home literacy resources — decodable texts, knowledge-building materials, and hands-on tools — to extend classroom gains into the home
- Extending proven training models to grades 6–12 to address adolescent literacy needs and piloting the ROAR assessment to measure impact on student learning
- Amplifying demonstrated success stories and high-performing schools to inform statewide best practices
- Launching the HQIR repository per SB 207 (2025) to reduce cost variability and increase adoption of approved K-12 Reading and Writing resources across districts



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State Literacy Coaching Model Goals



State Literacy Coaching Specialists are placed in schools with the greatest literacy needs to (1) support the effective implementation of evidence-based literacy instruction, (2) strengthen the use of high-quality instructional resources, and (3) improve student reading outcomes through job-embedded coaching and instructional support.

State Literacy Coaching Model

- Began with 23 schools in the 2024-2025
- **41 partner schools** in the 2026-2027 school year
- **State Regional Literacy Directors (SRLDs)**: Oversee the impactful work of the literacy coaching specialists and offer school and district support
- **Regional Principal Support Leaders (RPSLs)**: Mentor partner school principals and offer leadership and instructional 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.

Coaching Activity 2025-2026	Total
Classroom observations (formal and informal)	2,456
Feedback conversations	1,640
Coaching cycles executed	255
Coach-led professional learning communities (PLCs) (lesson/unit internalization)	737
Coach-led PLCs (focused on other topics)	342
Coach-led Instructional Practice Guide (IPG) walk-throughs	328



Professional Learning Efforts

State Literacy Coaching Model - Impact on teacher effectiveness

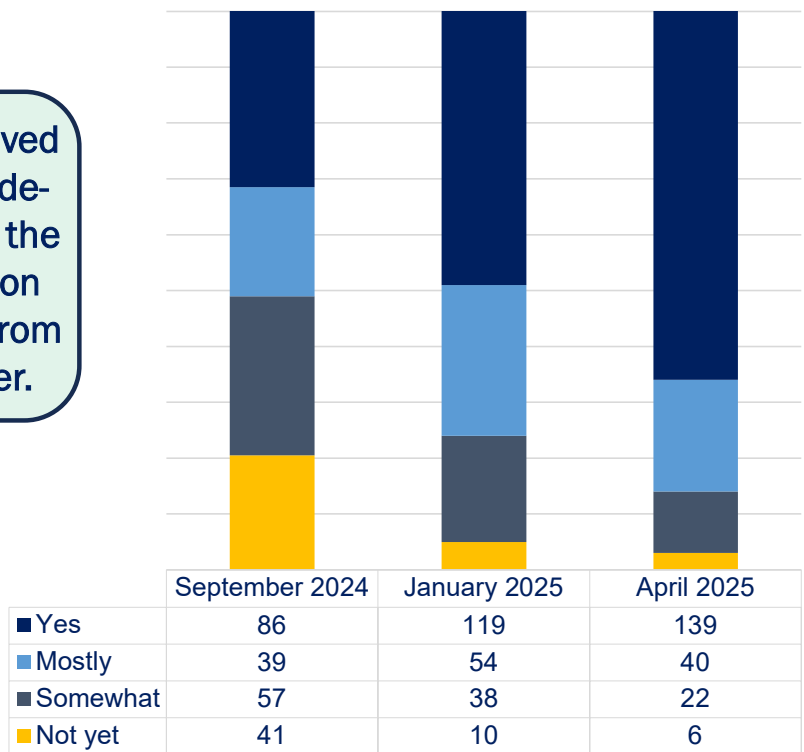
- The integration of coaching support, particularly alongside LETRS, was regarded as a **critical** factor in ensuring effective use of HQIRs.
- All surveyed teachers, regardless of LETRS participation reported strong agreement that coaching improved their instructional strategies and helped them implement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

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

“[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 – Use of Grade-Appropriate Texts



Scaling Kentucky's Efforts

Numeracy



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NUMERACY COUNTS

KCMNCA
TEACHERS K-5

PNCA²
ADMINISTRATORS

ACCESS 2
ALGEBRA 6-8

EPIC NUMERACY
ALLIANCE
TEACHERS 3-8

MATHEMATICS
LEADERSHIP
COLLABORATIVE

MATHEMATICS
ACHIEVEMENT
FUND

KENTUCKY MATHEMATICS SUPPORT

MATH GRANTS



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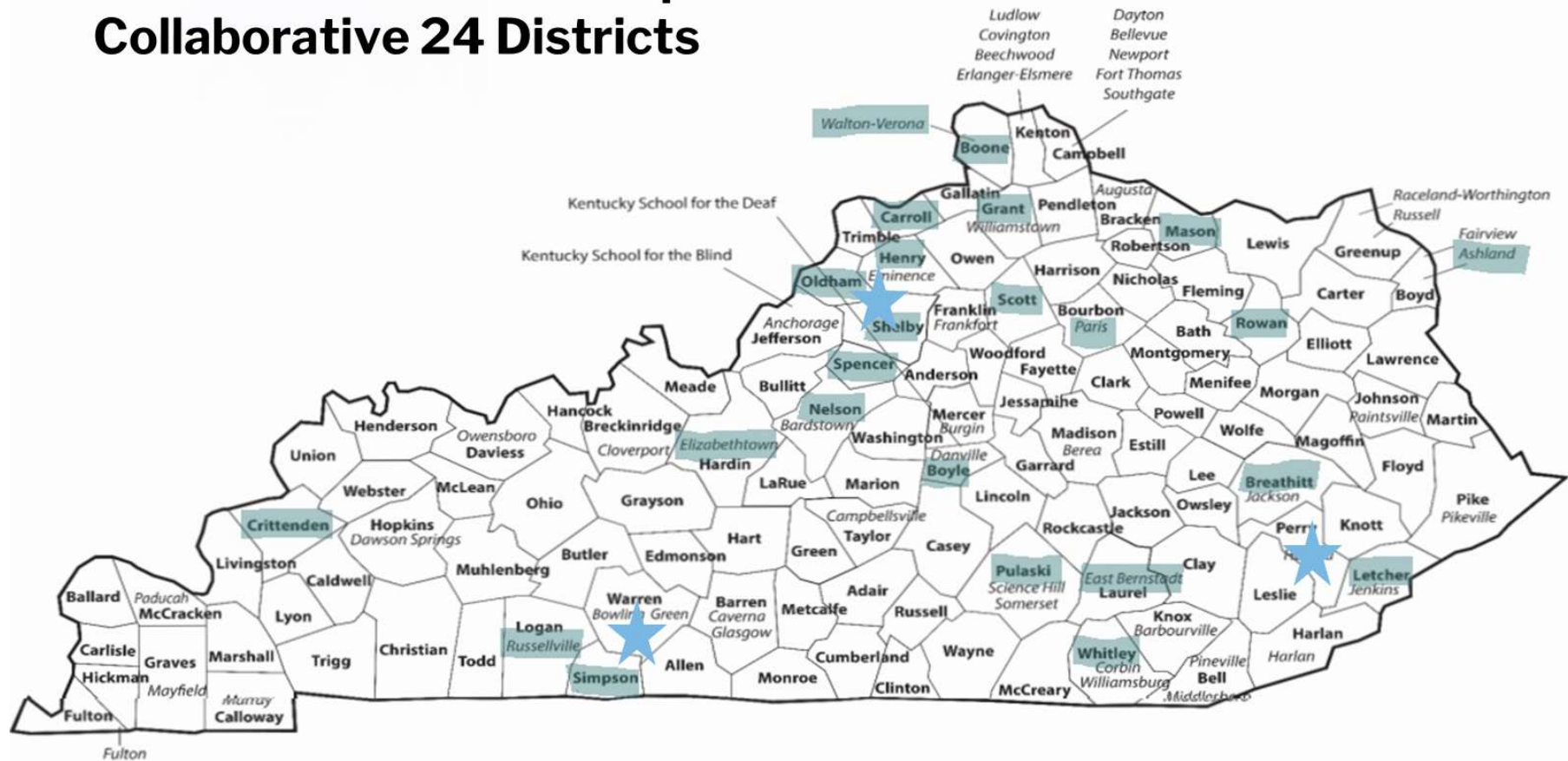
Kentucky Numeracy Academies

- Numeracy Counts Academies: 139 districts participated in Cohort 1
- **AdvanceKY Access to Algebra (A2A)**: 46 total A2A schools for 2025-26; 31 district partners; 300 teachers participating
- **EPIC Numeracy Alliance**: 168 participants in cohort 1 (grades 3-8); Carnegie Patterns PL (Registration open now for Cohort 2 SY 2026-2027)
- **KCM Numeracy Academy**: 900 K-5 participants in cohort 1; 610 in Cohort 2 (June 2026 – June 2028)
- **PIMSER Numeracy Counts Administrator Academy**: 188 administrators completed cohort 1; 200 enrolled in cohort 2; 24 administrators receiving additional coaching
- **Grant**: \$70K awarded to 40 districts for HQIR and curriculum-based PL (50 district awards anticipated for FY27-28)



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Mathematics Leadership Collaborative 24 Districts



Mathematics Achievement Fund (MAF) Coaching Grant

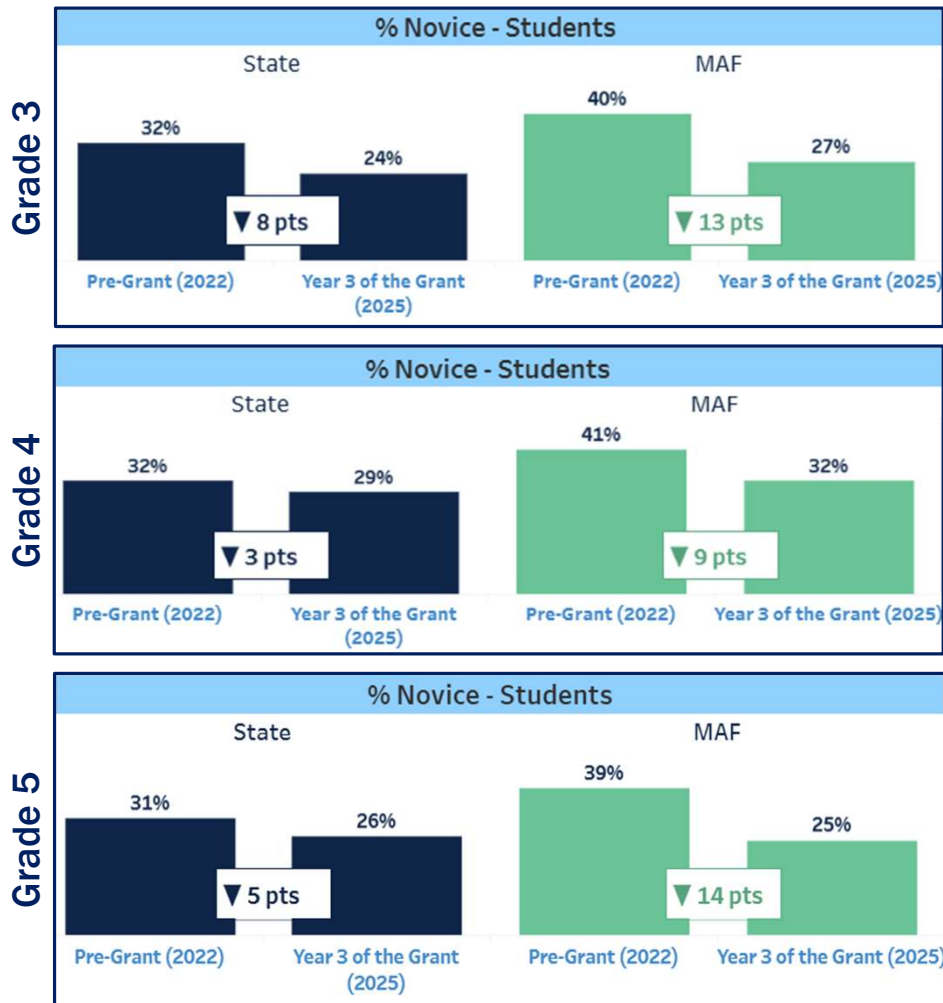
- 45 elementary partner schools have a school-level math coach supported by the grant
- New pilot for SY 2026-2027: 15 middle schools were awarded a math coaching grant



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Mathematics Achievement Fund (MAF) Coaching Outcomes

Novice Reduction (2022–2025)

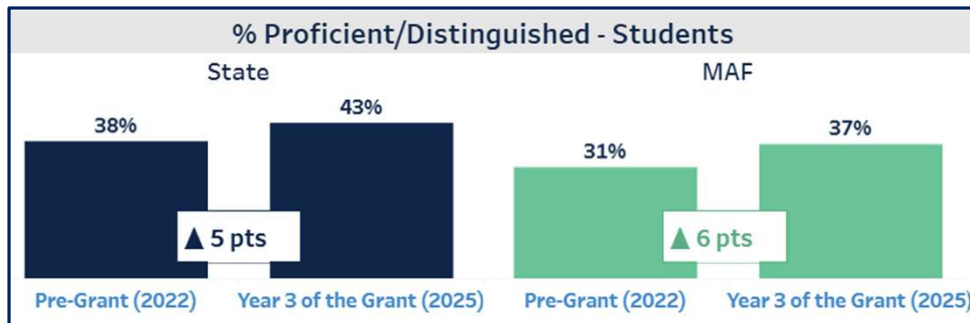


- Across grades 3, 4 and 5, MAF partner schools had a greater rate of novice reduction compared to the state.
- Grade 3 novice declined 13%, narrowing the achievement gap to within 3 points of the state.
- Grade 4 math novice declined three times faster compared to the state.
- By year 3, grade 5 novice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

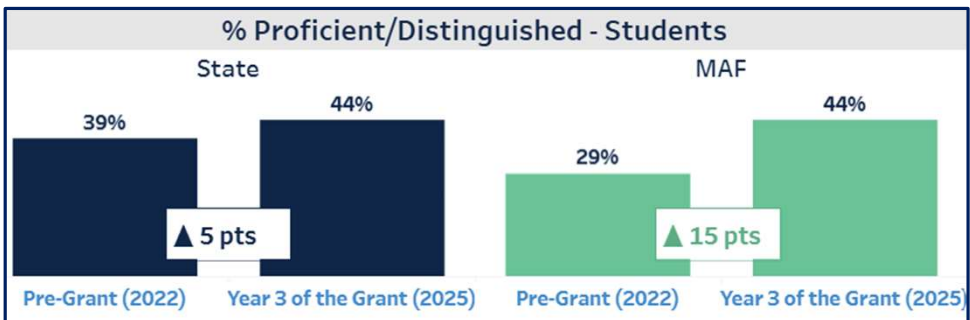
Mathematics Achievement Fund (MAF) Coaching Outcomes

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

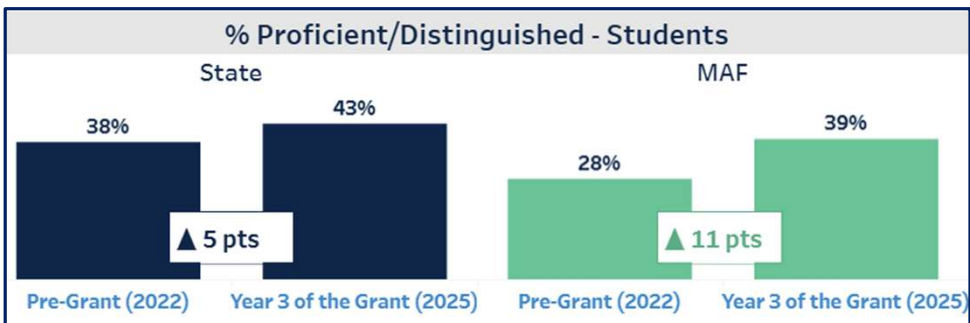
Grade 3



Grade 4



Grade 5



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

Questions?