

Kentucky Department of Education

Early Literacy Initiative

Kentucky General Assembly
Interim Joint Committee on Education
November 12, 2020

Why Early Literacy?

Kentucky Performance Rating for Educational Progress (K-PREP) Results

Year	Percent Proficient and Distinguished
2015	54.3
2016	53.7
2017	55.8
2018	52.3
2019	52.7

- ▶ Over the past 5 years, approximately 118,000 Kentucky students were not proficient readers when they left 3rd grade.
- ▶ Research indicates that students not reading proficiently by the end of 3rd grade are four times more likely to not finish high school.

Why Early Literacy?

- ▶ The National Assessment of Educational Progress (NAEP) state data for the Kentucky School Report Card also reveals a downward trend in grade 4 reading results.
 - Based on 2018-2019 data, Kentucky ranked 23rd in the nation, and 33% of Kentucky students scored below basic on the grade 4 reading assessment.
- ▶ The *Read to Succeed Act* includes specific policy changes that can be made now as first steps in a long-term effort to improve learning outcomes for all students.

Read to Succeed Act

2020 Regular Session: SB 214/HB 488

Comprehensive actions to improve early literacy outcomes:

- ▶ Early Intervention and Instruction
- ▶ Reading Improvement Plan
- ▶ Family and Community Engagement
- ▶ Teacher Certification
- ▶ State Professional Learning Support Strategies

Section 1: Amends KRS 158.791

- ▶ Clarifies the intent for all elementary schools:
 - Multi-tiered system of supports
 - Instruction provided by qualified individuals
 - Evidence-based reading instruction that emphasizes phonemic awareness, phonics, fluency, vocabulary and comprehension
 - Collaboration with the Governor's Office of Early Childhood, Kentucky Educational Television (KET) and Kentucky Department for Libraries and Archives

Section 2: Amends KRS 158.305

- ▶ Clarifies the process for developing an improvement plan to help accelerate learning for students
- ▶ Establishes selection of and training on the administration and use of universal screeners and diagnostic assessments
- ▶ Engages parents in the decision process and provides information to families to promote literacy in the home

Section 3: New Chapter of KRS 164

- ▶ Requires educator preparation programs for interdisciplinary early childhood education or elementary education to include evidence-based reading instructional programming and assessment processes and programs
- ▶ EPSB will maintain a list of approved reading teacher preparation tests to evaluate reading instruction knowledge and skills; teacher candidates must successfully pass approved reading instruction test.

Section 4: Amends KRS 158.792

- ▶ Repurposes the reading diagnostic and intervention fund to train and support teachers and library media specialists to improve student reading skills in K-3
 - Statewide professional learning in literacy, early reading instruction and intervention.
- ▶ Creates literacy coaching program
 - Provide job-embedded expert support and training for teachers in schools with the most need.

Section 5: Amends KRS 158.794

- ▶ Repurposes and updates roles of the Read to Succeed Council.
 - Council advises the Kentucky Department of Education (KDE) on universal screeners, reading diagnostic assessments and a statewide professional development program for K-3 literacy instruction.

Section 6: Amends KRS 164.0207

- ▶ The Collaborative Center for Literacy Development (CCLD) advises the Kentucky Board of Education regarding evidence-based comprehensive reading instruction.
- ▶ CCLD collaborates with the KDE to develop and implement a comprehensive research agenda evaluating comprehensive reading programs and reading intervention programs.

Sections 7- 9

- ▶ Section 7: Amends KRS 158.070
 - Updates language to conform.
- ▶ Section 8: Amends KRS 156.553
 - Updates language to conform.
- ▶ Section 9: Designates the Act as the “Read to Succeed Act.”

Questions or Comments

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