

The background of the slide is a composite image. The top left corner shows a line of yellow school buses with "SCHOOL BUS" written on their fronts. The bottom left corner shows a classroom with several desks and chairs, a blue wall, and colorful balloons. A large white diagonal shape cuts across the center of the slide, separating the background images from the text.

Read To Succeed Act Senate Bill 9

Kentucky General Assembly
House Education Committee
March 15, 2022

Why Early Literacy?

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

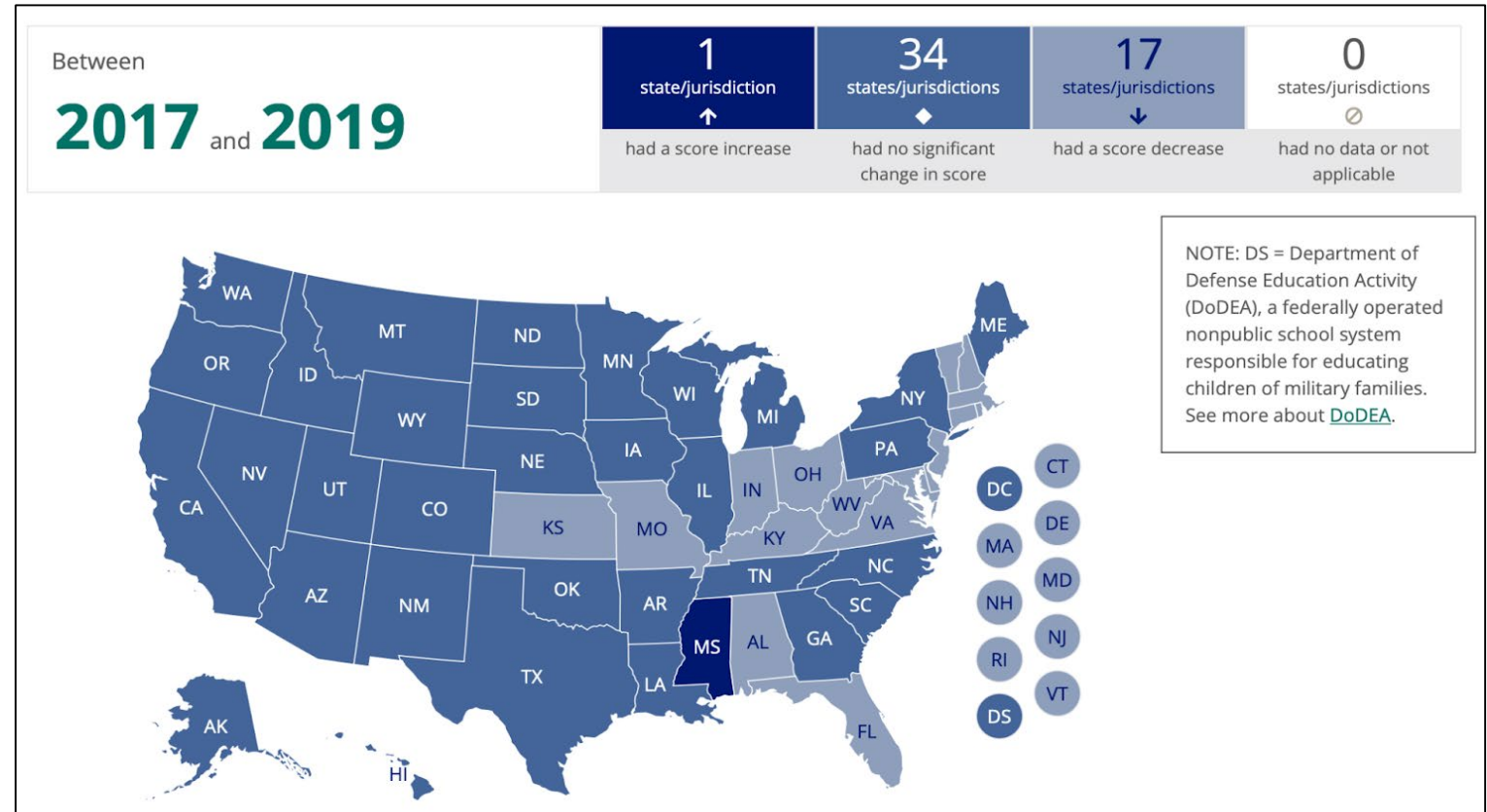
Year	Percent Proficient and Distinguished
2015	54.3%
2016	53.7%
2017	55.8%
2018	52.3%
2019	52.7%

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

Kentucky Department of Education. (2019). Kentucky School Report Card. Retrieved from: https://www.kyschoolreportcard.com/organization/20/academic_performance/assessment_performance/state_assessments_accountability?year=2019

Change in average NAEP scores between 2017 and 2019 in grade four reading

- The National Assessment of Educational Progress (NAEP) state data for the Kentucky School Report Card also revealed a downward trend continuing into grade 4.
- Based on 2018-2019 data, Kentucky ranked 23rd in the nation.
- A third of students scored below basic on the grade 4 reading assessment.



The Nation's Report Card. (2019). NAEP Data Explorer. Retrieved from: <https://www.nationsreportcard.gov/reading/states/scores/?grade=4>

Read to Succeed Act 2022 Regular Session: SB 9

Comprehensive actions to improve early literacy outcomes:

- Fully funded Read to Achieve (RTA) grant
- State Professional Learning Support Strategies
- Early Intervention and Instruction
- Reading Improvement Plan
- Family and Community Engagement
- Teacher Certification

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 Section of 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 maintains 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 158.840

- Requires the Council on Postsecondary Education (CPE) to submit a report summarizing teacher preparation program alignment to the instructional requirements of Section 3
- Requires CPE report program data to an external evaluator for analysis of progress

Section 5: Amends KRS 158.792

- Read to Achieve (RTA) Grant program is fully funded and targets student supports for Tier 2 and Tier 3 interventions
- Includes school selection process with a focus on those with the most need
- Requires the Kentucky Department of Education (KDE) to report data to an external evaluator for analysis of program success

Section 6: Amends KRS 158.794

- Updates roles of the Read to Succeed Council to include more elementary school educator representation
- Council advises the KDE on universal screeners, reading diagnostic assessments and a statewide professional development program for K-3 literacy instruction

Section 7: 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 8-9: New Sections of Chapter 158

- Establishes Read to Succeed Fund and Act
- Fund created to train and support educators to improve the reading skills of K-3 students
- Provides statewide professional learning academies in reading, if funding is appropriated
- Creates a literacy coaching program to provide job-embedded support, if funding is appropriated

Questions or Comments

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