# Read to Achieve

## Diagnostic and Intervention Services

# DISTRICT ASSURANCE

2016-2017

Kentucky Department of Education

Our Children, Our Commonwealth

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# Background

The *Kentucky Read to Achieve: Reading Diagnostic and Intervention Grant* provides schools with competitive funds to design and implement a reading intervention program that addresses the needs of primary (K– 3) students reading at low levels. KRS 158.792 3(b) requires that a grant applicant provide assurances that the following principles will be met if the applicant's request for funding is approved:

1. A research-based comprehensive school-wide reading program will be available;
    - KRS 158.792 (1) (a) "Comprehensive reading program" means a program that emphasizes the essential components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and connections between reading and writing acquisition and motivation to read.

2. Intervention services will supplement, not replace, regular classroom instruction;
    - KRS 158.792 (1)(c) "Reading intervention program" means short-term intensive instruction in the essential skills necessary to read proficiently that is provided to a student by a highly trained teacher. This instruction may be conducted one-on-one or in small groups; shall be research-based, reliable, and replicable; and shall be based on ongoing assessment of individual student needs.

3. Intervention services will be provided to struggling primary program readers within the school based upon ongoing assessment of their needs; and

4. A system for informing parents of struggling readers of the available family literacy services within the district will be established.

# Requirements

Students that receive intervention services from the RTA Intervention Teacher, (whose salary is funded by the RTA grant funds), must:

- be enrolled in a public school primary program and read at low levels.
- be identified based on the results of the school diagnostic assessment and qualify based on additional criteria (e.g., classroom performance data, teacher input).

The school must agree to provide a certified substitute to implement intervention services in the event the RTA teacher is absent or otherwise unable to provide services.

The Kentucky Department of Education will record and maintain documentation of grant compliance. Failure to continuously meet compliance requirements and deadlines could result in partial or complete loss of funding for the Read to Achieve grant.

*Program-related questions should be directed to Lori Shephard at: lori.shephard@education.ky.gov*

# Role of the RTA Building Principal

The building principal must:

- monitor the implementation of the RTA grant program (e.g., student progress, appropriate spending, instructional practices, required trainings, professional development) to ensure the school remains in compliance.
- provide RTA teacher access to Infinite Campus and CIITS for professional learning and reporting purposes.
- monitor the progress/effectiveness of the grant and its impact on struggling readers, specifically diverse populations.

# Role of the RTA Intervention Teacher

The RTA intervention teacher must be a highly trained/qualified, certified primary teacher with at least three years teaching experience in the primary grades who has, or is working toward, a Master's degree in literacy. If the teacher has, or is working on, a Master's degree in another area, has fifth year certification, or is National Board Certified, he/she will receive additional training in the stated intervention within the first year. The following will NOT meet the criteria for RTA intervention teacher: classified staff, instructional assistants, emergency certified teachers or teachers in the Kentucky Teacher Internship Program (KTIP).

The RTA intervention teacher must:

- plan intervention instruction that is individualized to meet the specific needs of each identified student and that supports current research around recommended practices for delivering the most intensive intervention services.
- monitor the progress of each student by using research-recommended progress monitoring tools
- collect, analyze, and interpret assessment data.
- assist with the independent grant program evaluators by submitting requested student, school and/or teacher data to KDE and/or CCLD in a timely and accurate manner.
- submit program reports to the RTA coordinator three times per year. Information will be forthcoming with regard to program reports.
- attend the *Kentucky Reading Association Conference* (October) annually (*recommended but not required).*
- participate in webcasts hosted by the RTA coordinator and/or KDE.
- pursue continuing education classes and professional learning in working with struggling readers. (Quality professional learning and training on research-based reading intervention are allowable expenditures within the parameters of the grant funding.)

# Assessments and Reporting

- Administer a diagnostic assessment and outcome measure to all primary students in the fall and spring of the school year. This assessment may be the one administered by the school/district to meet the requirements of Unbridled Learning legislation.

704 KAR 3:480. Reading diagnostic and intervention grants state that monitoring of awarded grants (RTA funded schools) shall include at least the following:

**a)** Fiscal reports submitted to the Department of Education [Budget Office]; Teri Mason at teri.mason@education.ky.gov.
**b)** Program evaluation reports on the implementation of the reading diagnostic and intervention program to the Kentucky Department of Education.
**c)** Documentation of the impact of the reading diagnostic and intervention program on the reading of qualified students served to include student progress on reading assessments [Collaborative Center for Literacy Development (CCLD)].
**d)** Documentation of all RTA students on the intervention tab in Infinite Campus.

# Funding Requirements

The grant budget is the itemized summary of expenditures for the funded school year. The RTA "FUNDING MATRIX" must be used for all budget decisions.

Each RTA school is expected to work closely with the district finance officer for direction in regard to all fiscal transactions (i.e., purchases, payments and reimbursements). The district finance officer, on behalf of the individual school and the district, must:

- provide *Read to Achieve* budget information and updates in the form of quarterly financial reports to the KDE Office of Budgets.
- generate the MUNIS expenditure reports.

# Scope of Work

| Requirement | Measurement for Success | Timeline for Completion |
|---|---|---|
| **Full-day RTA Intervention Teacher** | Teachers will submit their daily schedule for KDE approval | By the end of the first month of school and throughout the school year as changes occur |
| **Grant-Approved Intervention Program** | Schools selected grant-approved intervention programs and must use the chosen program to provide intervention services (Teachers complete teacher/program evaluations-3-throughout the year. Teachers indicate program{s} being used.) | Beginning, middle and end of school year |
| **On-Going Professional Learning** | Teachers participate in KDE-sponsored professional learning via webinars. (Viewing/participation confirmation is required for each webinar.) | Throughout the school year as webinars are made available to RTA teachers |
| **Intervention Student Data** | Schools are required to enter student data into the Intervention Tab in Infinite Campus for all students receiving RTA grant intervention services. (Data is pulled from the Intervention Tab, analyzed and feedback given, as needed, to schools.) | Data is pulled four times throughout the school year, typically: end of October, January, March and June. |
| **Program Evaluation** | Teachers complete three program evaluations per school year. (Evaluations are completed via online survey formats. Schools with completed surveys are determined to have successfully met this requirement.) | Beginning, middle and end of school year |

# RTA Assurance Statement

**Read to Achieve**
**2016-2017**

| | |
|---|---|
| **School Name:** | |
| **District:** | |
| **School Address:** | |
| | |
| **Phone:** | |
| **Principal:** | |
| **Email:** | |
| **Intervention Teacher:** | |
| **Email:** | |
| **Approved Program:** | |

***I have read the District Assurance document. I ensure that all of the grant requirements will be met and the original grant approved program will be implemented by a highly qualified teacher with at least three years of primary teaching experience.***

_____ _____
Superintendent's Signature Date

_____ _____
Principal's Signature Date

_____ _____
Reading Intervention Teacher's Signature Date

***Any district that chooses to receive RTA funding in FY17 will need to submit the signed District Assurance to Lori Shephard at the KDE by email at lori.shephard@education.ky.gov or by fax at (502) 564-6470 by August 1, 2016. Any violation of the mentioned criteria could result in partial or complete loss of funding for the Read to Achieve grant.***

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