Read to Succeed KRS 158.305 Implementation

Frequently Asked Questions

Q: How does the Reading Improvement Team fit within the teaming structures of a multi-tiered system of supports (MTSS)?

A: Per KRS 158.305, the intent of the General Assembly is that every elementary school provide a multi-tiered system of supports (MTSS) to support and engage all students in learning to read at a proficient level by the end of grade three. One of the essential elements of Kentucky's framework for a multi-tiered system of supports (KyMTSS) is Collaborative Problem-Solving teams.

KyMTSS teaming structures include district and school-level leadership teams, grade-level or content teams and student intervention teams. The student-level intervention team's focus on developing, implementing and monitoring the impact of the intervention for individual students aligns with the Reading Improvement Team's purpose as outlined in KRS 158.305. Schools may wish to consider how existing MTSS teams can be leveraged to meet the SB9 requirements for the Reading Improvement Team.

When designing MTSS teaming structures, it is recommended that a member of the Reading Improvement Team be represented on the MTSS School Leadership team. Having the Reading Improvement Team member(s) on an MTSS school leadership team ensures integration of initiatives and builds coherence of practice.

Q: How often should we meet as a Reading Improvement Team?

A: While this is a local decision, meetings should occur as data (e.g., universal screening, diagnostic, progress monitoring) are available for teams to:
- Identify any student at-risk,
- Develop a reading improvement plan, and
- Evaluate student progress.

Any time a student is identified as needing accelerated interventions as demonstrated by results of the universal screener and approved reading diagnostic assessment, the Reading Improvement Team meets to develop a reading intervention plan that includes evidence-based reading intervention strategies and instructional materials aligned with the student's area(s) of need. After the plan is developed and implemented, the Reading Improvement Team will meet to review student progress monitoring data and monitor fidelity of implementation. Typically, once 6 -8 data points are collected and graphed, the team would have enough information to meet again and determine if:
- The intervention is working and can be faded or discontinued;
- More time is needed with the intervention; or
- A change is needed.

This is a continuous cycle of review until the student has achieved proficiency in reading and exited the intervention.

Q: How often should we utilize progress monitoring for the Reading Improvement Plan?

A: The frequency of progress monitoring should be matched to the intensity of the instruction. Within the framework of a multi-tiered system of supports, progress monitoring at Tier 2 typically is every two weeks or at least monthly for students identified for academic intervention and supports, and at least weekly for students identified for more intensive intervention at Tier 3.

Progress monitoring requires repeated assessment over time to capture students' progress or rate of improvement in response to instruction or intervention. Data are collected and graphed regularly so student progress can be compared to the benchmark goal set during the problem-solving process. The information from progress monitoring also will inform the written quarterly progress report provided to the parent.

Q: Does a student have to have a Reading Improvement Plan if they have an IEP (Individual Education Program)?
A: A reading improvement plan would only be necessary if the IEP or other existing plan does not address reading. According to KRS 158.305, a reading improvement plan should be developed in collaboration and accordance with any existing program services plan, individualized education program (IEP), or Section 504 Plan unless the program services plan, individualized education program, or Section 504 Plan already address improving reading.

Q: What is meant by "a representative of the local education agency?
A: This is defined under KRS 158.305 as a person knowledgeable about the local reading curriculum and availability of evidence-based literacy resources of the district or school. A principal, assistant principal, curriculum specialist or curriculum coach are just some examples of who might fulfill this role.

Q: What benchmark/level does a student need to be at to be considered "at risk"?
A: Benchmark or cut scores are established through a scientifically designed and evidence-based process unique to each assessment so this will vary based on the assessment selected. Default benchmark levels based on research are developed from data sets containing information about student learning at different grades and over time using a national normative sample. Information about what they are and how they were established is generally found in the technical manuals associated with the specific assessment tool.

A benchmark score on a screening measure divides students who are potentially at risk from those not at risk. Screening benchmark scores help teams decide who will receive additional assessment and intervention and evaluate the effectiveness of Tier 1 programming. When assessing Tier 1 effectiveness, teams look for evidence that at least 80% of students are at or above the established benchmark or cut score.

Q: What does accelerated intervention mean?
A: Accelerated intervention, as it relates to KRS 158.305, means explicit small group or individual instruction that addresses students' individual differences, includes effective instructional strategies and appropriate materials necessary to enable students to achieve proficiency in the

five components of reading (phonemic awareness, phonics, fluency, vocabulary, and/or comprehension).

Q: How often should we give the universal screener?
A: Best practice is for schools to conduct universal screening three times a year (i.e., fall, winter and spring). The spring assessment also provides data that can be used for program evaluation, program planning, and continuous improvement.

Q: Can we develop our own Reading Improvement Plan template and Read at Home Plan?
A: Yes. Both were developed by KDE as examples that incorporate the requirements of KRS 158.305. Districts may modify the templates as needed or create their own template to fit the local context as long as relevant components are included.

Q: When will the early literacy screening assessment approved list be updated?
A: The KDE has established a standard review process to evaluate the technical adequacy of early literacy screening and diagnostic assessments. The submission and evaluation process will occur annually. Submission and review dates and forms will be posted to the Early Literacy Assessment webpage.

Q: What happens if a student falls below benchmark/marked at risk on the winter or spring assessment?
A: If a student's score on the winter or spring screening falls below benchmark and results of an approved reading diagnostic demonstrate the need for accelerated intervention, a reading improvement plan would be developed and implemented.

Q: What happens if a student is below benchmark on the first universal screener, but is on track during the second screener?
A: If a student is below benchmark on the first universal screener, but is on track during the second screener, the reading improvement team would need to consider diagnostic and progress monitoring data to decide whether to continue, fade or discontinue the intervention.

Q: What should schools do if a parent can't meet in person for a Reading Improvement Plan team meeting?
A: Schools should make every effort to include parents as part of the team that develops and oversees the progress of a reading improvement plan. This may include scheduling meetings at a mutually convenient time, use of virtual meetings, phone conference or offering alternative ways for the parent to have meaningful input and be an effective member of the team.

Q: If a student scores below proficient on the KSA, but scores at benchmark on the universal screener, can they be "dismissed" from having a reading improvement plan?
A: Per KRS 158.305, beginning in the 2024-2025 school year, if a student does not score in the proficient performance level or higher in reading on the state annually required grade three assessment, the local school district shall provide:

- Enrichment programs in grade 4 using evidence-based reading instruction; or

- Intensive instructional services, progress monitoring measures and supports to students in grade 4; and
- Written notification of the interventions and supports to the parent or legal guardian of the student.

If a student is not meeting proficiency on the KSA, all sources of data would be analyzed by the reading improvement team – KSA data, universal screening data, diagnostic data, and any available progress monitoring data. The diagnostic assessment(s) will provide the most in-depth information across all areas of reading to identify the underlying problem. The universal screener is just the "temperature check" and may not be sensitive enough to pick up on the specific problem that is contributing to the student's performance on the KSA.

Q: *KRS 158.305 mentions the use of assessment to monitor the progress of student performance. At what point is the reading improvement plan able to be faded or discontinued? Do interventions maintain until the next year's state testing scores?*
A: The plan may be faded or discontinued when data indicate that the student met the grade-level benchmark goal and when all areas identified as contributing to the student's difficulty in reading have been addressed. If the student has not yet met their goal but progress monitoring data indicate they are on-track to reach it, the intervention would continue. If the progress monitoring data indicate the student will not meet the goal, the team considers a change to the intervention and the reading intervention plan is updated to reflect these changes. The progress review (Section 3) of the KDE Reading Improvement Plan template is a good resource to guide a reading improvement team through this problem- solving process.