



Read to Achieve

Diagnostic and Intervention Services

District Assurance Statement 2024-2025

Background

The *Kentucky Read to Achieve: Reading Diagnostic and Intervention Grant* provides schools with competitive funds to support teachers in implementing a reading intervention program and evidence-based instructional strategies that address the diverse needs of primary students (K-3) reading at low levels and needing accelerated learning. Schools awarded the RTA grant must ensure implementation of a reading intervention program for [tiers two and three](#) and a comprehensive reading program at the [tier one](#) instructional level.

A teacher must be engaged in or have completed professional learning as specified in the request for application as well as the assurances that follow in this document to implement the reading intervention program. The reading intervention program must:

1. Align to the [Kentucky Academic Standards \(KAS\) for Reading and Writing](#);
2. Offer short-term intensive instruction in the essential skills (emphasis on essential components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension) necessary to read proficient
3. Support tier two or three instruction;
4. Be research-based, reliable and replicable;
5. Be based on the ongoing assessment of individual student needs; and
6. Supplement, not replace, regular classroom instruction.

A teacher must be engaged in or have completed professional learning as specified in the request for application as well as the assurances that follow in this document to implement the comprehensive reading program. The comprehensive reading program must be a [high-quality instructional resource](#) that:

- Aligns to the *KAS for Reading and Writing*; and
- Emphasizes the essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Implementation Requirements

1. **Comprehensive Reading Program:** As part of [SB 156](#) (2023), [KRS 158.305](#) was amended to establish that by July 1, 2024, “each superintendent shall adopt a common comprehensive reading program that is determined by the department to be reliable, valid, and aligned to reading and writing standards required by [KRS 158.6453](#) and outlined in administrative regulation promulgated by the Kentucky Board of Education for kindergarten through grade three (3) for all schools or a subset of schools, with consultation of all affected elementary school councils,”

[KRS 158.305](#) gives the Kentucky Department of Education (KDE) the authority to determine the reliability, validity and alignment of the resource to the Kentucky Academic Standards (KAS). The KDE does not have a list of “approved” Tier 1 universal comprehensive reading programs. Instead, the department signals quality by way of the green-rated resources on EdReports.org. Any core comprehensive reading program deemed to be “green” in all EdReports gateways is in compliance with the law.

If, however, a comprehensive reading program is unrated by EdReports, the district has a greater burden to curate substantial evidence of both KAS alignment (using the Instructional Resource Alignment Rubric for K-2 and/or 3-12, as applicable) and the research-basis demonstrating external validation and reliability. The unrated resource selection and accompanying evidence basis will need to be shared as an off-list notification, per [KRS 156.445](#), to kdetextbooks@education.ky.gov. The district also must progress monitor implementation results of the unrated resource to determine its impact on student learning at the local level. Note: This notification is required for unrated Tier 1 universal comprehensive reading programs for K-3 only, not foundational skills supplements or other supplemental resources.

2. **Reading Intervention Program:** The school shall implement a reading intervention program for grades K-3 that is reliable, replicable, evidence-based, meets the expectations of a [high-quality instructional resource](#) and has been shown to improve student outcomes based on the What Works Clearinghouse (positive and/or potentially positive effectiveness ratings in the Beginning Reading Domain), the [Academic Intervention Tools Chart](#) (convincing evidence) and/or high ratings from other reliable studies such as those found on the [Elevating Evidence Clearinghouses and Databases](#) resource. The intervention services for identified students **must supplement, not replace, their classroom comprehensive reading program.**
3. **Professional Learning:** Yearly, awardees **must** participate in [high quality professional learning](#).
 - a. Teachers and staff implementing a high-quality reading intervention program and/or high-quality comprehensive reading program must be trained in the program(s) to support implementation of the respective program(s).
 - b. K-3 reading instructional staff, including classroom teachers, reading interventionists, special education teachers, library/media specialists and other staff who assist struggling primary readers must also participate in professional learning, yearly, in one of four key areas to support teachers in implementing reading intervention each year of the grant cycle. These four areas are:
 1. Building knowledge in understanding the cognitive processes and skills involved in learning how to read;
 2. Implementing the essential components of reading, including instruction in phonics, phonemic awareness, fluency, vocabulary and comprehension;
 3. Implementing high-quality, grade-level instruction and assignments aligned to the *KAS for Reading and Writing*:
 - *Foundational Skills Strand*; and
 - *Reading Literature, Reading Informational Text, Composition and Language Strands*; and
 4. Evidence-based instructional practices to support the reading-writing connection.
4. **Student Selection:** Students receiving intervention services must be enrolled in a public school primary (K-3) program and reading significantly below the grade-level benchmark (at-risk range) as indicated by universal screening and diagnostic assessment data. Data systems must be in place to ensure that valid and reliable

assessments are selected and used with fidelity and that data is collected, analyzed and used to monitor implementation and student outcomes over time.

5. **School Literacy Team:** The school must develop a literacy team or include the required members of the literacy team and agree to fulfilling the responsibilities of the team on an existing school leadership team (e.g. MTSS, RTI or school improvement team).

a. Membership: The literacy team will include the following members:

- i) One reading interventionist (if available);
- ii) Principal or assistant principal;
- iii) Certified library media specialist (The school **must employ a certified library media specialist** who is available **at least 33% of instructional time.**);
- iv) One classroom teacher from each primary (K-3) grade;
- v) One special education teacher who serves primary (K-3) students; and
- vi) One literacy instructional coach (if available).

Note: The school literacy team, whether its own entity or part of an existing school leadership team, has a clearly defined role and is an integral part of literacy decision-making within the team and for the school. The responsibilities of the team are described below.

b. Responsibilities: The school agrees the literacy team will organize and/or help facilitate embedded professional learning supports throughout the school and school day to build literacy capacity. These supports may include, but are not limited to, the following:

- Teachers teaching teachers through classroom observations and feedback;
- Teachers teaching teachers through modeling instructional strategies;
- Collaborative teaching;
- Collaborative planning; and
- Professional Learning Communities.

The literacy team will collaborate with the school certified library media specialist to ensure a highly effective library media program is implemented as defined in [BeyondProficiency@your library](#), the Kentucky Department of Education's guidelines for effective school library media programs. The team will refer to the [Library Media Program Rubric](#) and [Kentucky Academic Standards for Library Media](#) as resources for supporting and guiding collaboration with the library media specialist and teacher to ensure a highly effective library media program is implemented.

The literacy team will review initial universal screener results to determine which students require further diagnostic testing. The team will analyze diagnostic assessment data to develop a reading intervention plan that matches the reading intervention to the identified area(s) of need for students whose performance indicates reading interventions are necessary. A progress monitoring plan will be developed by the team and will include an outline of the progress monitoring tool, student goal and frequency of data collection and review. Consider the [Academic Progress Monitoring Tools Chart](#) resource when selecting an effective tool. Data is graphed and students' rate of progress is evaluated to determine if they are making progress to meet grade-level benchmarks. If so, the intervention is continued. If the progress is insufficient to meet the goal, a change to the intensity, frequency or duration of the intervention is made. The team will meet at least every 6-8 weeks to review progress-monitoring data, student placement status and next steps. The team will communicate the plan of reading intervention supports to students' families within ten (10) school days from the time the plan is created and will provide an update on the plan as well as student progress at least once each grading period.

Classroom teachers and/or intervention teachers may make decisions that are best for students outside of literacy team meetings; however, the teacher(s) serving the student must be prepared to provide evidence to support all decisions made outside of the literacy team meeting. If the majority of the literacy team members do not agree with the decision(s) made outside of the literacy team meeting, the team will devise a plan, agreed upon by the majority, and move forward with the team's decision and/or modified plan of intervention supports.

6. Assessments and Reporting:

- a.** Per Senate Bill 9 (2022), the Read to Succeed Act, each superintendent shall select:
at least one reliable and valid universal screener (as determined by the KDE) for reading administered to all students in grades K-3; and at least one reliable and valid reading diagnostic assessment (as determined by the KDE) administered as part of a multi-tiered system of supports for students in grades K-3.
- b.** All teachers of students in K-3 shall be trained on any reading diagnostic assessment and universal screener selected by the superintendent prior to administration of the assessment.
- c.** A reliable and valid universal screener shall be:
Given in the first 45 days of the school year for all kindergarten students; and
Given in the first 30 days of the school year for grades 1-3.
- d.** Based on the data from the above, a reading improvement plan shall be developed and implemented by a reading improvement team for any student in K-3 identified as needing accelerated interventions to progress toward proficient performance in reading.
- e.** The Kentucky Student Information System (KSIS), currently Infinite Campus, Intervention Tab will be utilized to record intervention services, including program, tier movement and service results. When necessary and provided with feedback, the school must update and revise the records at the request of the KDE in a timely manner.
- f.** The school must participate in statewide evaluations of their RTA state funded intervention, at the request of the KDE and/or the statewide reading research center. The school also must maintain and formally report program implementation and progress-monitoring data as requested by the KDE and/or the statewide reading research center. To be considered in compliance with the state-funded grant requirements, all data must be reported by the required deadlines. When necessary and provided with feedback, the school must update and revise the records at the request of the KDE in a timely manner.
- g.** The district finance officer, on behalf of the individual school and the district, must provide RTA budget information and updates in the form of quarterly financial reports and is responsible for generating the MUNIS expenditure reports.
- h.** The principal must submit an annual assurance statement and budget summary form at the request of the KDE each school year.

- 7. Family Engagement:** To elevate family engagement, the school literacy team will establish a system for informing parents of struggling readers of the available literacy services within the district. This could be services, resources or opportunities offered by the school system, an individual school, community partners, private

entities, human resources, or online resources, etc. If a system is already established, the literacy team must review and revise it, as needed, to reflect all family engagement expectations as described in this assurance item.

The system must:

- a) Streamline dissemination of literacy information to families;
- b) Include a plan for increasing communication about literacy between educators and families;
- c) Include digital and non-digital communication methods; and
- d) Be advertised to families so they know how to access the literacy services/resources/opportunities.

The school agrees to consider the incorporation of ideas/knowledge gained from reviewing these resources or similar family engagement resources: [Family, School and Community Partnerships](#), [Kentucky's Standards Family Guides](#), [National Center for Families Learning](#), [Imagination Library Kentucky Project](#).

8. **Other Requirements and Responsibilities:** The school agrees to provide...
- a. a certified substitute to implement intervention services in the event the person responsible for delivering intervention is absent or otherwise unable to provide services. Long-term substitutes with training in primary reading intervention services are preferred.
 - b. at least 100% matching funds and any additional resources needed to implement grant requirements. 100 percent matching funds may come from appropriate federal, state and/or local sources.
 - c. the building principal and a district grant coordinator/contact to monitor the implementation of the RTA intervention (e.g., student progress, appropriate spending, instructional practices, required trainings, professional learning) to ensure the school remains in compliance.
 - d. all required tasks, evidence and requested surveys/data to the KDE and the statewide reading research center to record and maintain documentation of grant compliance. The school acknowledges that failure to meet compliance requirements and deadlines may result in partial or complete loss of funding of the RTA grant.
 - e. an amendment form, submitted to the KDE for approval, if data collected by the literacy team determines an implementation requirement of the grant is unsuccessful and the team has a solution that meets the requirements of the grant. **Note:** Intervention programs and/or comprehensive reading programs must be implemented for at least two full academic years, accompanied by professional learning to support program implementation, before they may be considered for an amendment. Programs may not be changed mid-year.

Role of the Principal

- Participate in the KDE-sponsored fall orientation for Read to Achieve and ensure all K-3 reading instructional staff understand and fulfill their roles.
- Monitor the implementation of the RTA grant program (see implementation requirements 1-8) to ensure students are receiving high-quality comprehensive and intervention program instruction.
- Designate and oversee an appropriate staff member(s) to input intervention and assessment data and ensure designee(s) have access to Infinite Campus for reporting purposes.
- Monitor the progress/effectiveness of the grant and its impact on struggling readers, specifically diverse populations.
- Be an active member of the school literacy team and ensure intervention needs are being met for all K-3 students.
- Collaborate with the school literacy team on decisions regarding appropriate expenditures of the RTA grant funds.

Role of K-3 Reading Instructional Staff*

- K-3 reading instructional staff includes the following: classroom teachers, reading interventionists, special education

teachers, library/media specialists, a school administrator and literacy instructional coaches assigned to the school and other staff who assist struggling primary readers

- Thoroughly review these assurances to gain an understanding of your role as well as what it means to be a Read to Achieve school.
- Commit to your role.
- Participate in the KDE-sponsored fall orientation for Read to Achieve. Participate in required professional learning [see Implementation Requirements, Assurance #3 and Assurance #6(b)] and, if applicable, implement learning when designing and instructing students.

Allowable Expenses

Professional Learning (PL)

- Using funds to support high quality professional learning experiences, including registration fees, in the four required professional learning categories for all K-3 reading instructional staff (classroom teachers, reading interventionists, special education teachers, librarian/media specialists and any other staff who assist struggling readers) and administrators.
- Registration fees for all K-3 reading instructional staff (classroom teachers, reading interventionists, special education teachers, library/media specialists and other staff who support struggling readers) and administrators participating in state and national literacy conferences.
- Using funds to provide high quality professional learning on relevant topics that specifically target struggling readers in the primary program.
- Providing or attending professional learning on how to support the home-school connection as it is directly related to improving literacy for struggling readers.
- Resources required for professional learning directly related to the implementation of the intervention practices/program.
- Professional learning required for the implementation of the **comprehensive reading program; matching funds only**, no portion of base funds may be used toward professional learning related to the implementation of resources to supplement the comprehensive reading program.
- Release time or stipends for the RTA intervention teacher and K-3 reading instructional staff (classroom teachers, special education teachers, library/media specialists and other staff who support struggling readers) to participate in professional learning directly related to the grant requirements, including job-embedded professional learning such as study groups, observations and/or self- or peer reflection on teaching practices.
- Using funds to cover substitute teacher expenses when necessary for teachers to participate in professional learning directly related to the grant requirements.

Instructional Resources (IR)

- High quality instructional resources to be used as part of the evidence-based reading intervention instructional practices/program directly related to the implementation of the intervention (IS)
- High quality instructional resources to supplement **comprehensive reading programs; matching funds only**, no portion of base funds may be used toward instructional resources to supplement comprehensive reading programs (CRP)

Salary (S)

- Using base funds toward the salary of a certified teacher to serve as a reading interventionist to support implementation of reading interventions; using matching funds toward the salary of a certified teacher to serve as a reading interventionist to support implementation of reading interventions.

Other (O)

- Travel for all K-3 reading instructional staff (classroom teachers, reading interventionists, special education teachers, library/media specialists and other staff who support struggling readers) and administrators to attend professional learning, including state and national conferences.
- Using funds to purchase diagnostic tools that emphasize phonemic awareness, phonics, fluency, vocabulary, comprehension, and connections between writing and reading acquisition and motivation to read to address the diverse learning needs of those students reading at low levels.
- No more than 25% of new hardware costs may be charged to the grant, and only if the purchase is critical to the implementation of the grant intervention program. Computer purchases are encouraged as a match.
- Dues or fees for certified K-3 reading instructional staff when directly related to the implementation of the grant requirements.

Non-Allowable Expenses:

- Compensating administrative or indirect costs
- Covering cost of capital expenditures (i.e., reprogramming, renovating, renting, or purchasing space)
- Purchasing furniture (tables, desks, filing cabinets, book bins, pillows etc.)
- Purchasing food
- Using base grant funds to pay for more than 25% of new hardware and/or supplies costs, if critical to the implementation of the intervention program.
- Using base grant funds to pay for professional learning and/or resources to support the implementation of resources to supplement a comprehensive reading program

RTA Assurance Statement 2024-2025

School Name:	
District:	
Superintendent:	
	Literacy Team Members:
Principal:	
Reading Interventionist:	If available.
Certified Librarian/Media Specialist:	Must be available at least 33% of instructional time.
K-3 Classroom Teachers	One (1) Kindergarten: One (1) Grade 1: One (1) Grade 2: One (1) Grade 3: If the school does not have one of these grades, please make a note. Place an asterisk next to the teacher's name who will serve as the K-3 classroom teacher representative and sign below.
K-3 Special Education Teacher	
Literacy Instructional Coach (if available)	
High-Quality Reading Intervention Program(s):	If a different program is used for a different grade, please indicate.
High-Quality Comprehensive Reading Program(s):	If a different program is used for a different grade, please indicate.
Universal Screener:	
Diagnostic Assessment:	

I have read and understand the District Assurance document. I assure that all the grant requirements will be met as outlined in the Request for Application and within this document. I assure the district and school will comply with all requirements, both technical and programmatic, pertaining to the grant. Failure to continuously meet compliance requirements and deadlines could result in partial or complete loss of funding of the Read to Achieve grant funds.

Superintendent's Signature		Date
Principal's Signature		Date
Reading Interventionist's Signature (if available)		Date
Certified Librarian/Media		Date

Specialist		
K-3 Classroom Teacher Representative Signature		Date
K-3 Special Education Teacher		Date
Literacy Instructional Coach		Date

To receive RTA funding in FY25 the school or district will need to **email** only the completed signature page of this District Assurances to **KDE Read to Achieve mailbox** at kde.readtoachieve@education.ky.gov by **August 1, 2024**.

Any violation of the mentioned criteria could result in partial or complete loss of funding for the Read to Achieve grant.