

# Reading Diagnostic and Intervention Steering Committee

Dec. 12, 1 - 2 p.m. ET

Watch Live on the [KDE Media Portal](#)

## Agenda

Welcome, Introductions

Chair and Vice Chair Election

Update on Early Literacy Assessments Review

Reading Improvement Plan Implementation

Adjournment



# Division of Early Literacy Updates

Christie Biggerstaff, Director of Early Literacy  
Office of Teaching and Learning



# Early Literacy Assessment Reviews

The Early Literacy Technical Review Team will be accepting submissions for universal screeners and diagnostic assessments beginning **November 1, 2024, thru November 29, 2024**. The submission form is available now. Below are the phases and timelines of the review process.

**Phase 1:** Once the form is received, the Early Literacy Technical Review Team will check for its completeness. If the submission does not include all the information requested, it will not move forward in the review process this year, and the submitter will be notified.

**Phase 2:** All complete submissions will undergo a review by the Early Literacy Technical Review Team. **The review window will occur from December 2, 2024 – January 31, 2025**. Submitters will be notified of initial results and comments. If the required technical evidence is found to be insufficient and the submission is rejected, submitters will be given an opportunity to provide additional evidence or clarification within two weeks of the rejection notification. This additional information will be reviewed by the team and a final decision will be made.

**Phase 3:** Information from the submission form will be used to provide descriptive information for districts to use in their selection process.

**Phase 4:** Approved universal screeners for reading and reading diagnostic assessments will be posted to the Early Literacy webpage by **February 7, 2025**.



# Division of Early Literacy Updates

- LETRS for Educators
- LETRS for Administrators
  - 6,000 + participants statewide
  - DEL Office Hours (second Tuesday of each month)
  - Cohort 4
- KyELLN Network - 33 districts participating
  - HQIR Cohorts offered for specific HQIRs
  - SOR Secondary Course
- Literacy Coaching Model
  - 23 Partnership Schools
  - Looking to add 10 more (based on greatest need)
- Regional Principal Supports Leaders
- KY Reads to Succeed - Summer Conference (June 13, 2025, Louisville)





# Division of Early Literacy Updates

The new Statewide Reading Research Center is being established at the University of Louisville under the leadership of Dr. Amy Lingo.

- KDE will partner with the center to determine annual goals and a comprehensive research agenda, evaluating early reading models, instructional resources and evidence-based practices needed to accelerate student performance toward proficiency in reading.
- They will be present at our meeting next fall to give updates to the committee.



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# Literacy Coaching Model Data

Coaching Activity	Totals Across All Regional Teams
Classroom Observations (both formal and informal)	<b>1347</b>
Feedback Conversations (both in coaching cycles and out of coaching cycles)	<b>538</b>
Coaching Cycles Executed	<b>71</b>
PLCs Led (Focused on Lesson/Unit Internalization)	<b>397</b>
PLCs Led (Focused on other topics)	<b>86</b>
IPG Walks Led	<b>118</b>



# KYCL25 Grant Application

- The KDE Office of Teaching and Learning is issuing a Request for Application (RFA) for subgrantees for the KyCL 25 grant that can be found on the Competitive Grants Webpage.
  - Funding will be based on the number of students in each district feeder system designated as small, medium and large.
  - The number of awards will depend on the number and size of the awarded applicants.
    - The KDE anticipates funding approximately 40 districts. The four-year award for small districts would be \$1,065,000.00, medium districts would be \$1,300,000.00 and large districts would be \$1,560,000.00.
  - **RFA's should be submitted by Dec. 18, 2024, at 4 p.m. ET.** Funding for this grant will begin on July 1, 2025, and end on Sept. 30, 2029.



# Early Literacy Resources

The Division of Early Literacy provides resources to assist educators in providing high-quality instruction to improve reading proficiency for all students.

- [Why the Three-Cueing Model Hinders Reading Proficiency](#)
- [The Literacy Coaching Handbook](#)
- [Literacy At a Glance Collection](#)
- [Key Actions for Meeting the Needs of ALL K-3 Readers and Writers](#)



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Christie Biggerstaff, Director of Early Literacy  
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# Reading Improvement Plan

## *Overview*

Jan Sellers, KDE Office of Teaching and Learning  
MTSS and Early Literacy Consultant



# Reading Improvement Plan

Defined by KRS 158.305(1)(i):

*“an accelerated intervention plan for a student in kindergarten through grade four (4) that is developed to increase a student’s rate of progress toward proficiency in reading that is identified as necessary based on the student’s results on an approved reading diagnostic.”*



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# Key Requirements

Developed and implemented by a reading improvement team

- Parent/Guardian of the student
- No less than 1 regular education teacher of the student
- Representative of the LEA knowledgeable about the reading curriculum and availability of evidence-based resources of the LEA
- Any specialized certified staff for students receiving language instruction or special education services



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# Key Requirements

- Use of valid and reliable universal screening and diagnostic assessment data
- Use of evidence-based instructional strategies and materials
- Use of assessment to monitor progress
- Written quarterly progress reports to parents/guardians
- Read at Home Plan

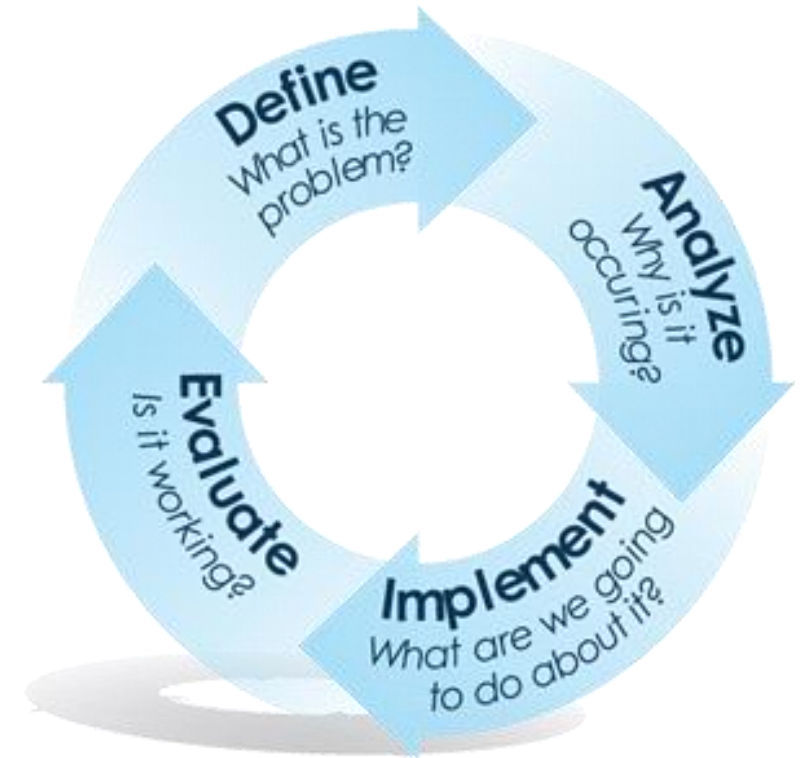


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# Data-Based Decision-Making

Data from valid and reliable assessments used to:

- Identify students in need of intervention
- Determine underlying root cause(s)
- Design instruction and intervention
- Monitor progress of student performance



# Reading Improvement Plan - Overview



Reading Improvement Plan Template		
Section 1:		
<b>Student Name:</b> Click or tap here to enter text.	<b>DOB:</b> Click or tap to enter a date.	<b>Grade:</b> Click or tap here to enter text.
<b>School:</b> Click or tap here to enter text.	<b>Teacher:</b> Click or tap here to enter text.	<b>Parent/Guardian:</b> Click or tap here to enter text.
<b>Team Members* in Attendance</b> (enter name and role): Click or tap here to enter text.		
<small>*This team may be an existing <a href="#">MTSS Student Problem Solving Team</a>; however, to meet the requirements of SB9 reading improvement team members <u>must</u> include: the parent or guardian; a representative of the LEA who is knowledgeable about the reading curriculum and availability of the evidence-based literacy resources; and any specialized certified school employees for students receiving language instruction educational programming or special education services.</small>		
<b>Area(s) At/Above Grade-Level Benchmarks in Reading</b> (Check all that apply based on approved reading universal screener/diagnostic assessment. Attach data.): <input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension		
<b>Area(s) At Risk for Not Meeting Grade-Level Benchmarks</b> (Check all that apply based on approved reading diagnostic assessment. Attach data.): <input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension		

# Reading Improvement Plan: Section 2

Section 2:

**Implementation Plan:** (To be completed based on review of [universal screening and diagnostic data](#) and use of a [standardized problem-solving model](#). Plan may be modified as needed based on review of student progress data.):

Verified Problem Statement	Goal and Timeline	Action/Intervention Plan	Monitoring Plan
<p><b>What is the targeted area of concern and possible root cause?</b></p> <p>Click or tap here to enter text.</p>	<p><b>What is the criterion for success? Identify the goal or benchmark the student will be expected to meet.</b></p> <p>Click or tap here to enter text.</p>	<p><b>What evidence-based intervention aligned to the target area will be used?</b></p> <p>Click or tap here to enter text.</p>	<p><b>How will the effectiveness of the intervention be monitored over time? Monitoring method:</b></p> <p>Click or tap here to enter text.</p>
<p><b>What data was used to determine the problem and root cause?</b></p> <p>Click or tap here to enter text.</p>	<p><b>By when?</b></p> <p>Click or tap here to enter text.</p>	<p><b>Who will deliver it?</b></p> <p>Click or tap here to enter text.</p>	<p><b>Who will be responsible?</b></p> <p>Click or tap here to enter text.</p>
		<p><b>When will it occur (frequency and duration)?</b></p> <p>Click or tap here to enter text.</p>	<p><b>How will the fidelity of implementation be monitored?</b></p> <p>Click or tap here to enter text.</p>
		<p><b>How will it be delivered?</b></p> <p>Click or tap here to enter text.</p>	<p><b>Who will be responsible?</b></p> <p>Click or tap here to enter text.</p>





# Verified Problem Statement

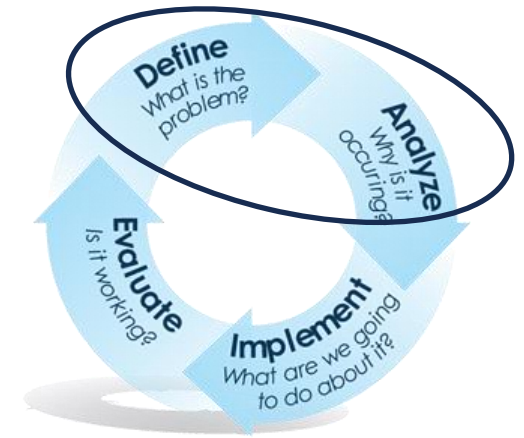
Define the problem with precision.

Step 1: What do we see in the data?

- What is the discrepancy between the student's performance and the expected performance on the universal screener?

Step 2: Why is the problem occurring?

- What is the possible root cause based on diagnostic assessment data?



# Data Used to Determine the Root Cause: Diagnostic Assessment

Given to students scoring below benchmark on the universal screener

Must be valid and reliable

Measure a student's skills against established performance levels in essential components of reading;

Identify students that require intervention in at least 1 of the components of reading to accelerate progress toward proficiency in reading.



# Goal Setting:

Teams set a goal that defines the benchmark the student will be expected to meet.

Typically, this is a middle- or end-of-year grade-level benchmark for the identified targeted skill or general outcome measure.

Easy to use when the tool provides benchmarks

Tracks progress toward grade-level expectations

May not always be appropriate for students significantly below the benchmark

- Use ambitious growth goal



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# Identify the Intervention & Create the Plan

## Critical considerations for Selection

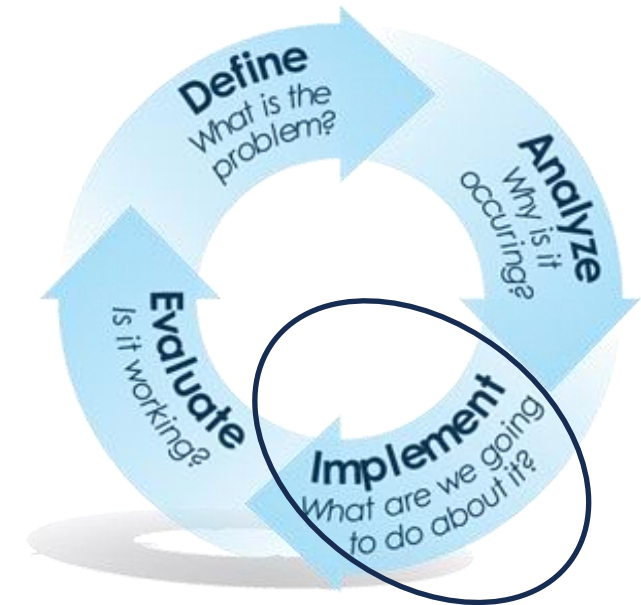
- Evidence-based
- Aligned with the area targeted for improvement
- Contextual fit

Provide a brief description

Identify who will deliver it

Determine the intensity

- Group Size
- Frequency and Duration



# Enabling Conditions

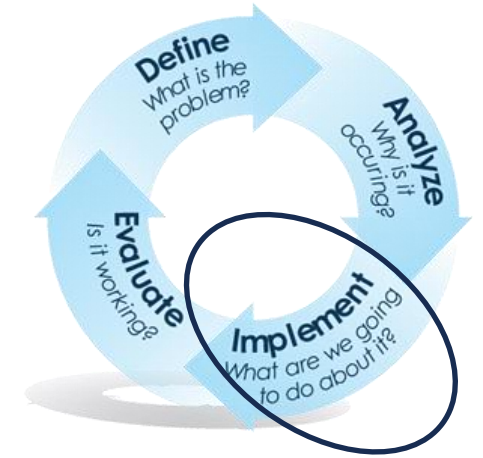
- Team member who is knowledgeable about the availability of evidence-based literacy resources of the school.
- Inventory or menu of intervention resources
  - Brief description and level of evidence
  - Administration group size
  - Duration
  - Minimum interventionist requirements
  - Minimum training requirements

Intervention	Domains Addressed					Description	Evidence of Effectiveness	Training/Cost	Minimum Requirements for Interventionist	Target Population
	PA	Phonics	Fluency	Vocab	Comp					



# Plan to Monitor Implementation and Impact

- What progress monitoring tool will be used?
  - Often curriculum-based measures (CBMs)
- What fidelity measure will be used?
  - Checklists
  - Observations
  - Attendance



# Reading Improvement Plan: Section 2

Intervention Start Date:	Duration of Intervention	Frequency of Intervention	Frequency of Progress Monitoring
Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text. <i>KDE recommendation: Tier 2: every two weeks or at least monthly; Tier 3: weekly</i>
<b>At what Tier will the problem be addressed?</b> <input type="checkbox"/> Tier 1 – Differentiated Support <input type="checkbox"/> Tier 2 – Supplemental Support <input type="checkbox"/> Tier 3 – Intensive Support			



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# Reading Improvement Plan: Section 3



Section 3:

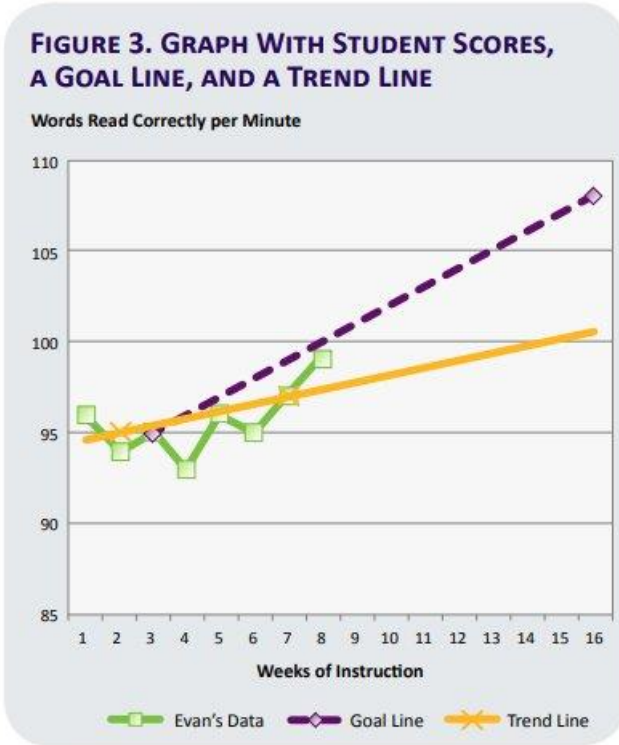
**Progress Review:** (To obtain a reliable estimate of the student’s response to the intervention, progress monitoring data should be collected for a minimum of six to eight data points. Every time the progress monitoring probe is administered, ensure the score is recorded and graphed.)

**Review Date:** [Click or tap to enter a date.](#) (Attach graphed data with goal line and trend line at each data review.)

Positive Response to the Intervention	Questionable Response to the Intervention	Poor Response to the Intervention
<input type="checkbox"/> The trend line and goal line are the same or the trend line is steeper than the goal line.	<input type="checkbox"/> Data is highly variable, with significant changes from data point to data point.	<input type="checkbox"/> Trend line is flat or falling below the goal line and gap is widening.
<b>Student on track to meet their goal.</b> <input type="checkbox"/> Continue intervention with current goal and re-evaluate in another 6-8 data points.	<b>Was the intervention implemented as intended?</b> Consider:	<b>Intervention is not working and needs a change.</b> Consider fidelity and fit.
<b>Student met or exceeded their goal.</b> <input type="checkbox"/> Plan to fade the support; and return to Tier 1 or Tier 2; or <input type="checkbox"/> Consider a more ambitious goal if set below grade-level benchmark; or <input type="checkbox"/> Revise intervention to focus on additional skills needed <u>in order to</u> meet grade-level goals.	<input type="checkbox"/> Delivery <input type="checkbox"/> Quality <input type="checkbox"/> Student engagement/behavior <input type="checkbox"/> Attendance <input type="checkbox"/> Scheduling conflicts <input type="checkbox"/> Other	<b>Fidelity:</b> Was the intervention implemented as intended? <input type="checkbox"/> No, employ strategies to improve implementation integrity.
<input type="checkbox"/> No, employ strategies to improve implementation integrity. <input type="checkbox"/> Yes, increase intensity of current intervention for 4 data points and assess impact.	<input type="checkbox"/> No, employ strategies to improve implementation integrity. <input type="checkbox"/> Yes, increase intensity of current intervention for 4 data points and assess impact.	<input type="checkbox"/> Yes, consider fit and begin a new form to document the change.
<b>Follow-Up Review Date:</b> <a href="#">Click or tap to enter a date.</a> <b>Notes:</b>	<b>Follow-Up Review Date:</b> <a href="#">Click or tap to enter a date.</a> <b>Notes:</b>	<b>Fit:</b> Is the intervention/assessment tool aligned to the identified targeted need?
		Potential Actions:
		<input type="checkbox"/> Change to the intervention:
		<input type="checkbox"/> Increase duration. <input type="checkbox"/> Change in interventionist. <input type="checkbox"/> Decrease group size. <input type="checkbox"/> Change in instructional delivery. and/or <input type="checkbox"/> Change in type of intervention.



# Progress Review: Is it Working?



Student Data

Goal Line

Trend Line

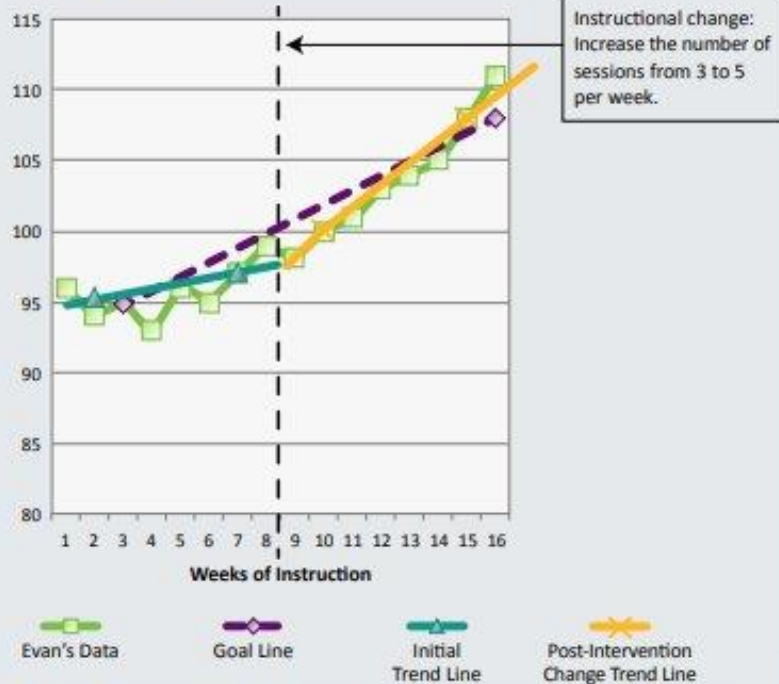
- Positive Response
- Questionable Response
- Poor Response

What might the team want to know?  
What might be potential actions?

# Is the Plan Working? Making a Change

**FIGURE 4. GRAPH WITH STUDENT SCORES, A TREND LINE, A GOAL LINE, AND A DECISION POINT**

Words Read Correctly per Minute



After the review, instructional changes are documented on the graph.

2<sup>nd</sup> Review: the change was effective, and the student met the goal.



# Reading Improvement Plan: Section 4

Section 4:

**Parental Notification of Intervention:** Parent was in attendance and part of the problem-solving process Yes No

If no, how will the parent be notified of the intervention: [Click or tap here to enter text.](#)

Who will be responsible: [Click or tap here to enter text.](#) Date: [Click or tap to enter a date.](#)

**Parent Provided with Read at Home Plan that targets areas of intervention:**

Who will be responsible: [Click or tap here to enter text.](#) Date: [Click or tap to enter a date.](#)

**Written quarterly progress report provided to the parent** (may be included in the school's existing quarterly progress report):

Who will be responsible: [Click or tap here to enter text.](#)

Method: [Click or tap here to enter text.](#)



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# Questions?

Jan Sellers, MTSS/Early Literacy Consultant  
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## Key Resources:

[KDE Early Literacy](#) webpage

[KyMTSS.org](http://KyMTSS.org)

[Read to Succeed KRS 158.305  
Implementation Frequently Asked  
Questions \(FAQ\) document](#)

[MTSS/RtS Alignment Document](#)



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