

Reading Diagnostic and Intervention Grant Steering Committee

December 5, 12:00 – 1:00

Video Teleconference Meeting

AGENDA

Welcome, Introductions

Chair and Vice Chair Responsibilities and Election

Read to Achieve Annual Evaluation Report

Read to Succeed Early Literacy Initiatives Update

Adjournment

Read to Succeed Updates

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



Kentucky Department of
EDUCATION





Policy
[Read to Succeed Act](#)
[KRS 158.305](#)


[Kentucky Reading Academies](#)





TNTP
Elementary/Secondary
Science of Reading Course



[Kentucky Early Literacy Leadership Network \(KyELLN\)](#)
Regional Principal Support Leaders (RPSLs)


[KY Reads to Succeed Annual Conference](#)


Partnership Schools
[Literacy Coaching Model](#)
State Regional Literacy Directors
↓
State Literacy Coaching Specialists
↓
Partnership Schools


Regional District and School Support


[Early Literacy Resources](#)
[Early Literacy Newsletters](#)
[Virtual Office Hours](#)


[Early Literacy Assessments](#)
[Assessment Flowchart](#)

Kentucky Reading Academies

Investing in Kentucky educators through high-quality, evidence-based professional learning and instructional practices to impact student literacy success.

- Over 7,000 K-5 teachers and administrators participated in Cohorts 1 - 4 of Language Essentials for Teachers of Reading and Spelling (LETRS) training.
- Across all cohorts, the LETRS pre-assessment average was 65%; post-test average increased to 95% following completion of all 8 units.
- Findings from third-part evaluator, ICF, indicate that LETRS participants reported:
 - Increased confidence in literacy knowledge;
 - Increased application of strategies across all three tiers of instruction;
 - Increased motivation to implement district-adopted high-quality instructional resources (HQIRs) into classroom practice.

Kentucky Reading Academies – Initial Outcomes

ICF further reported the following student outcomes:

- Grade 5 students taught by LETRS-trained teachers over two consecutive years had significantly higher reading scores compared to students receiving just one year or no years of instruction by a LETRS-trained teacher.
- This trend was also reported for special education students in grades 4 and 5 who had two consecutive years with a LETRS-trained teacher compared to those with access for one year or no access.

State Literacy Coaching Model

- State Regional Literacy Directors (SRLDs) oversee the impactful work of the literacy coaching specialists and offer school and district support.
- School-based literacy coaches provide personalized support on implementing evidence-based literacy practices and standards-aligned grade-level instruction.
- Coaching cycles contribute to effective implementation of high-quality instructional resources (HQIRs) and improved student learning experiences aligned to grade-level standards.

2024-2025

- 23 partnership schools
- 23 school-based coaches
- 50+ districts receiving regional director support

2025-2026

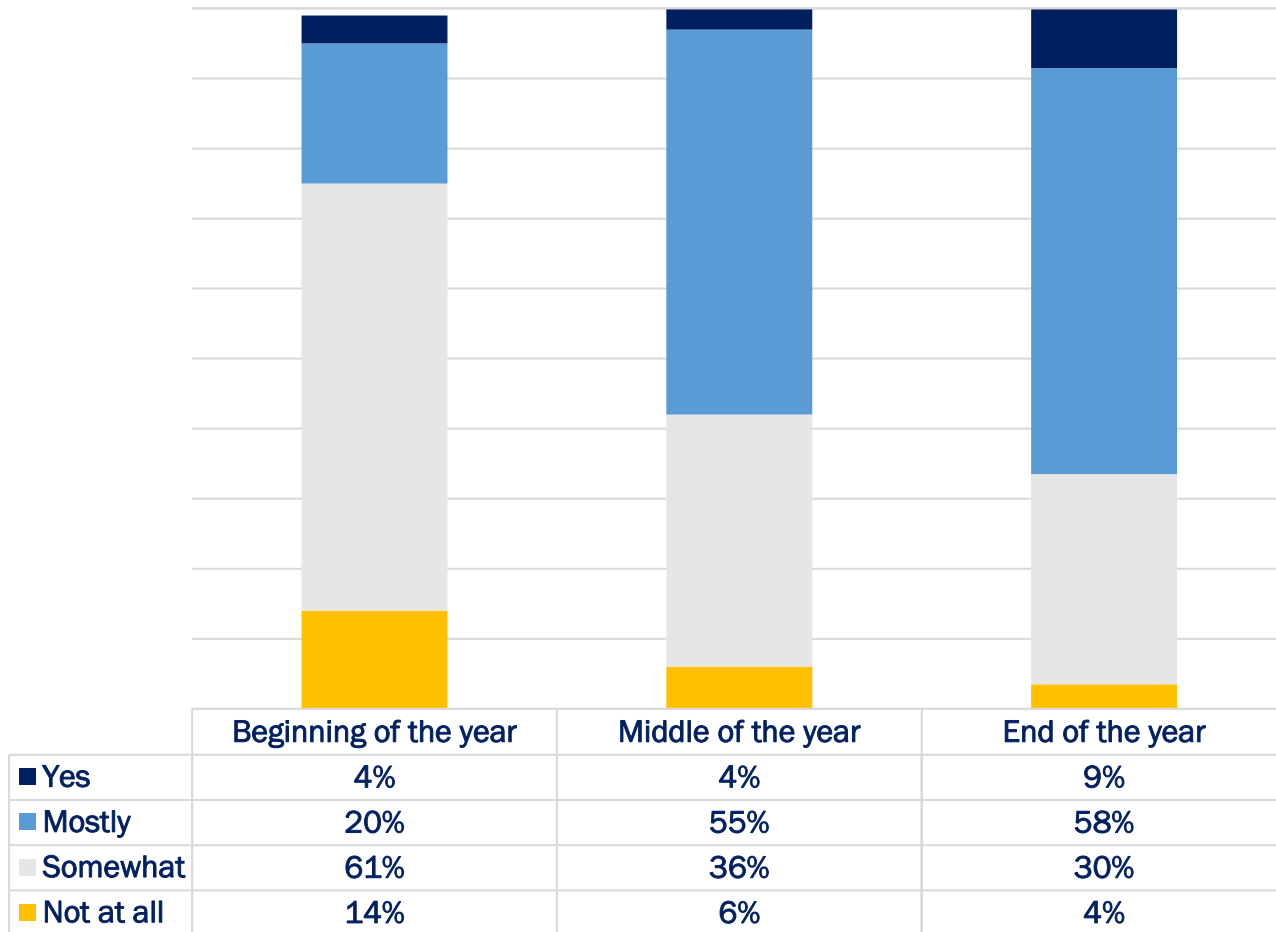
- 31 partnership schools (total)
- 35 school-based coaches (total)
- 75+ districts receiving regional director support (total)
- 8 regional principal support coaches

State Literacy Coaching Data 2024-2025 Snapshot

Coaching Activity	Totals Across All State Regional Literacy Director Groups
Classroom observations (both formal and informal)	2,456
Feedback conversations	1,640
Coaching cycles executed	255
Coach-led professional learning communities (PLCs) (focused on lesson/unit internalization)	737
Coach-led PLCs (focused on other topics)	342
Coach-led Instructional Practice Guide (IPG) walk-throughs	328

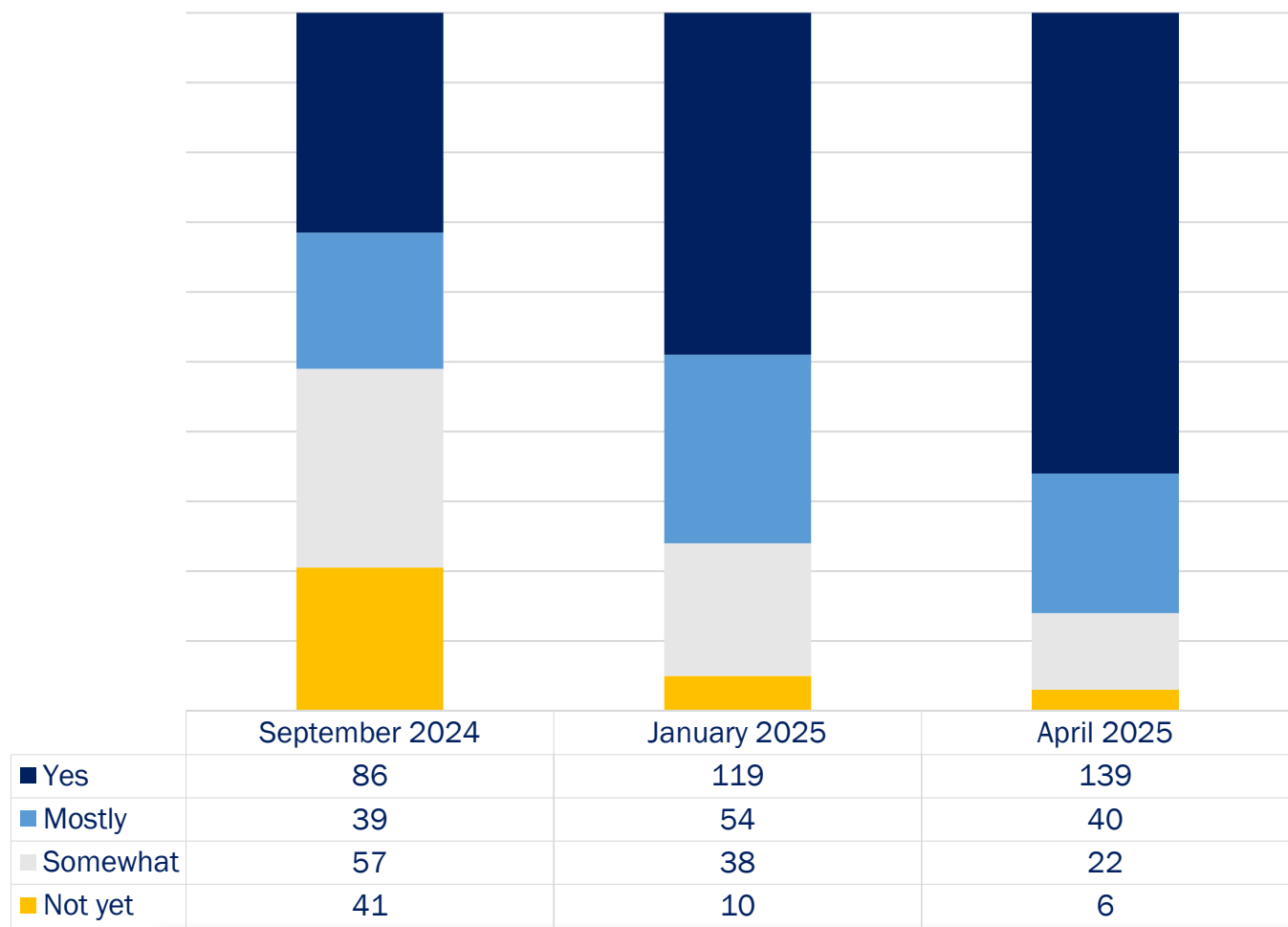
Partnership Schools

High-Quality Instructional Resource (HQIR) Implementation



Over the course of 2024-2025 school year, coaches have influenced HQIR implementation integrity with over 60% of lessons demonstrating “upper-bucket integrity” by the end of the school year.

Walkthrough Data – Reading Comprehension



Over 85% of observed lessons had a grade-appropriate text at the center of the lesson by April 2025, up from 57% in September.



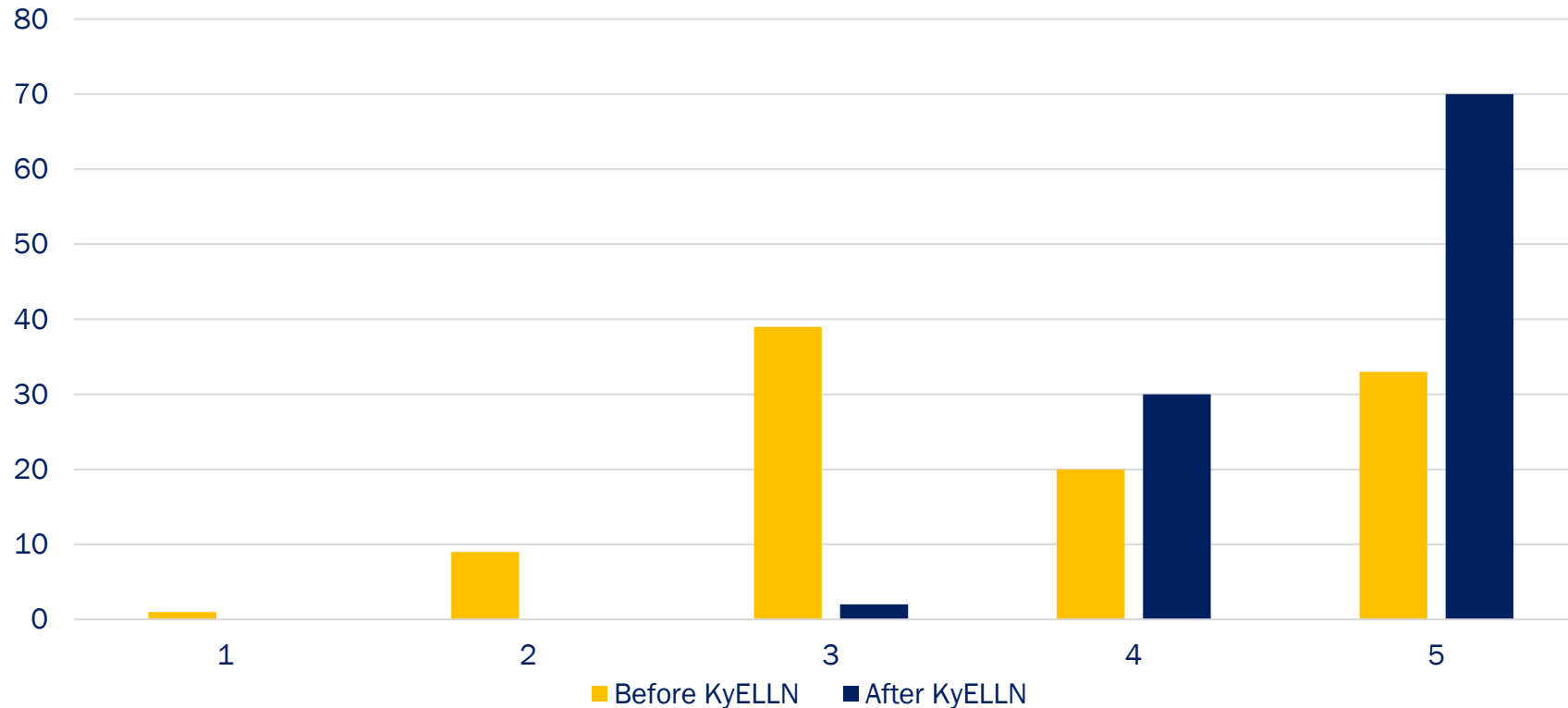
Kentucky Early Literacy Leadership Network (KyELLN)

The KyELLN focuses on:

- Building sustainable district-level models for implementing early literacy instructional programs connected to HQIRs;
 - Developing strong systems and structures for early literacy instruction in schools and districts; and
 - Leadership support of teacher professional learning communities (PLCs) and effective planning practices.
- **Total of 52 district leadership teams (5-7 members) participating:**
 - 33 district leadership teams in Cohort 1
 - 19 additional districts teams in year 2

KyELLN 2024-2025 Impact Survey: Content Knowledge

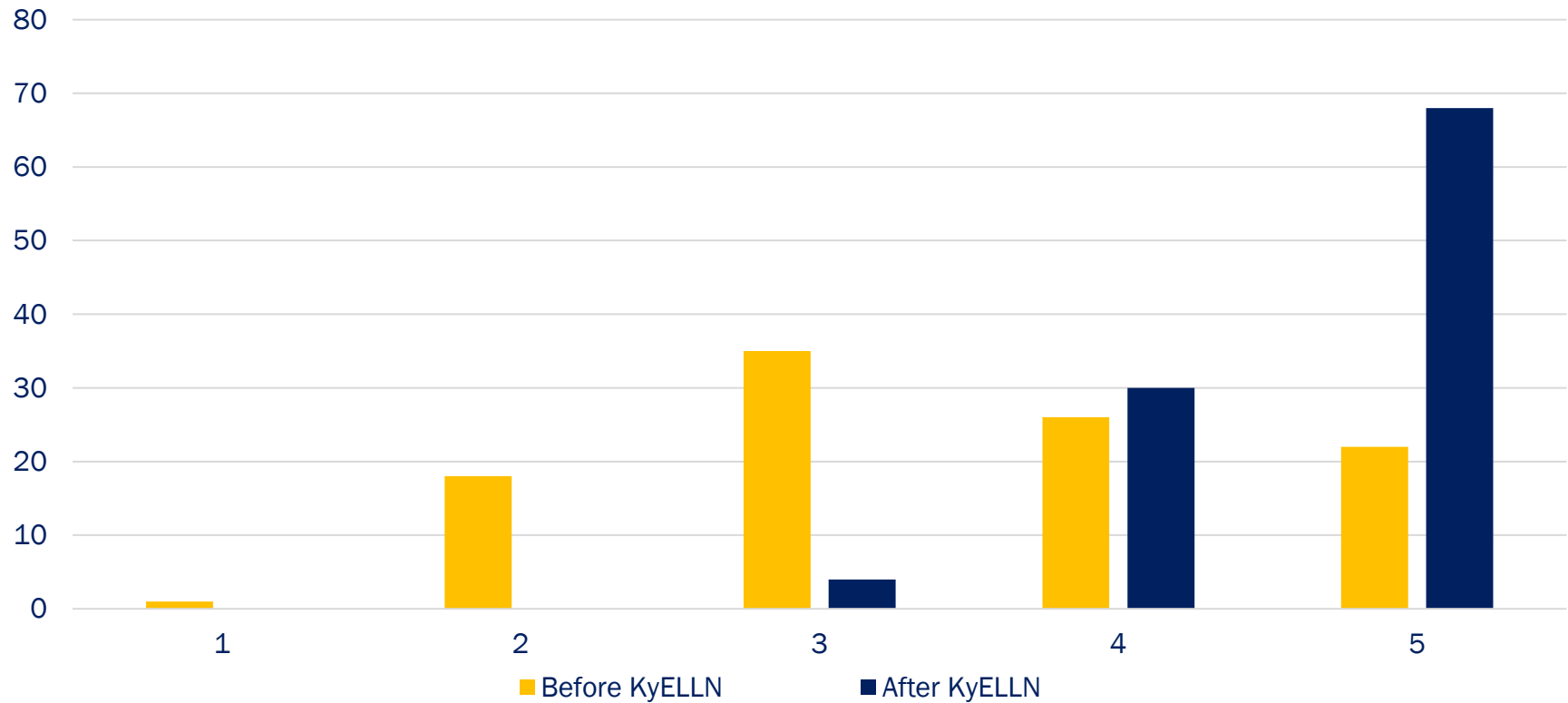
I have sufficient content knowledge about literacy best practices and can support K-5 teachers to improve.



Percentage shift in
number of participants
that selected a 4 or 5
before versus now.
+46%

KyELLN 2024-2025 Impact Survey: HQIR Implementation

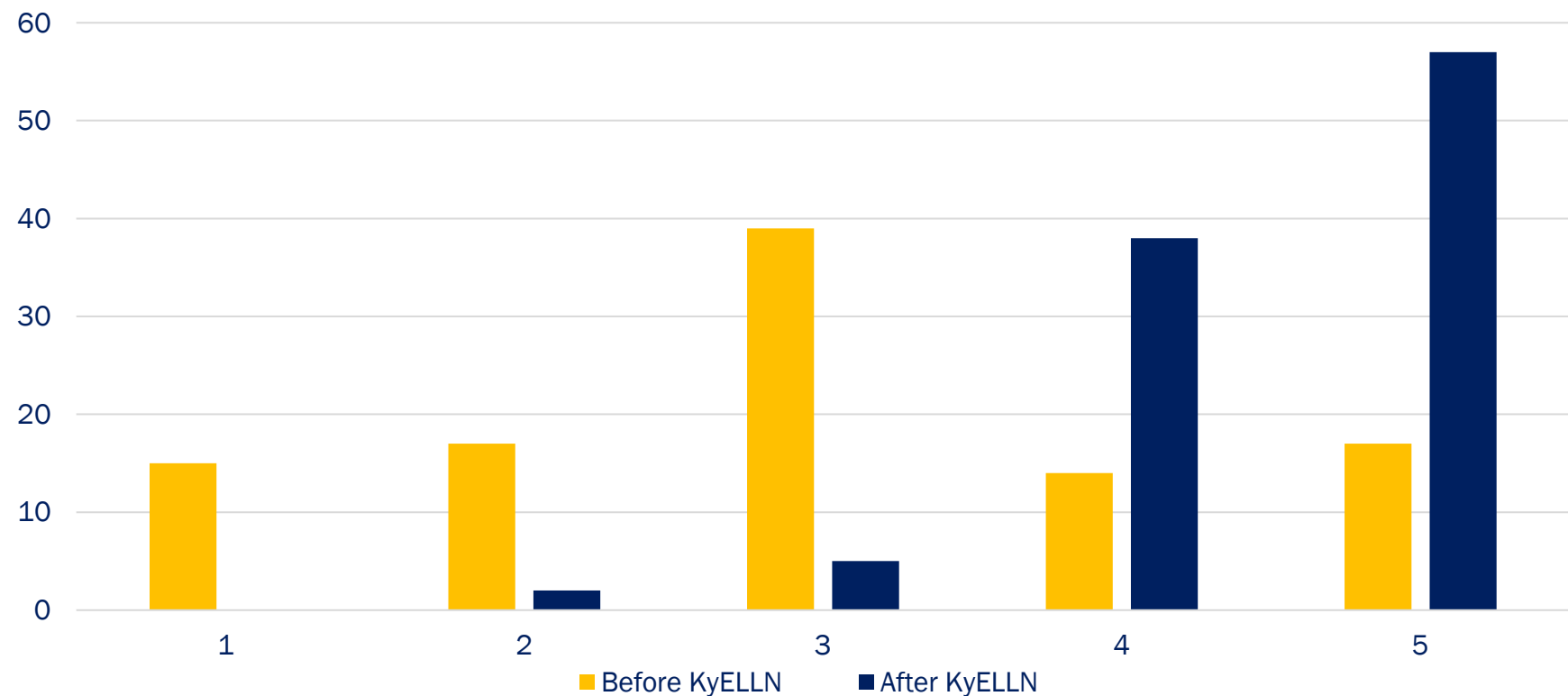
I have sufficient knowledge and skills to support implementation of high quality instructional resources in my district.



Percentage shift in number of participants that selected a 4 or 5 before versus now.
+49%

KyELLN 2024-2025 Impact Survey: Intellectual Preparation

I have sufficient knowledge and skills about unit and lesson internalization and can effectively support K-5 teachers with these processes.



Percentage shift in number of participants that selected a 4 or 5 before versus now.
+62.8%



TNTP Secondary Science of Reading Course

- Professional learning designed for middle and high school educators
- Six self-paced, asynchronous modules, delivered via Blackboard, which most participants complete in 18-20 hours.
- Teachers learn key principles of phonological awareness, phonics instruction, decoding and fluency as well as the elements of language comprehension and importance of regular access to complex text.
- Modules include:
 - Literacy for All: Strong Instruction in Upper Elementary and Secondary Classes
 - Building a Foundation: Reading Foundational Skills Instruction for Upper Elementary and Secondary Students
 - Making Sense of Complex Text
 - Building Knowledge and Vocabulary Through Text
 - Evidence-Based Discussion and Writing: Keys to Developing Ideas
 - High-Quality Instructional Resources: A Cornerstone of Strong Literacy Instruction