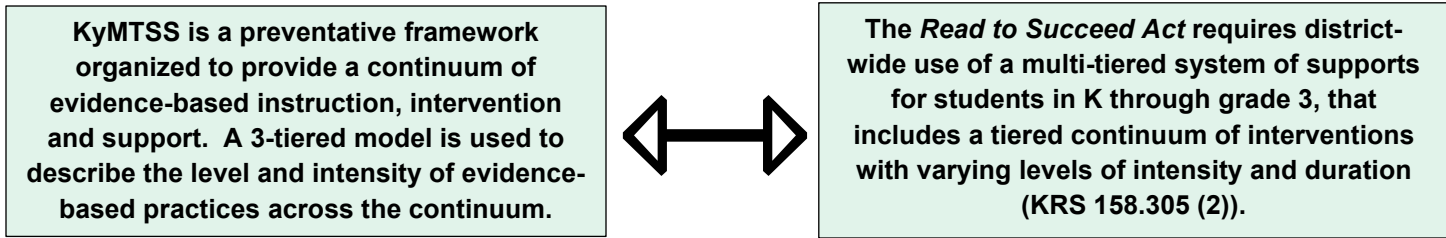


Implementing Kentucky’s *Read to Succeed Act* within an MTSS Framework

This document is designed to provide educators with information that shows how the key components of the *Read to Succeed Act* align with Kentucky’s framework for a multi-tiered system of supports (KyMTSS).

Kentucky’s framework for a Multi-Tiered System of Supports (KyMTSS) is defined as a multi-level prevention system designed to maximize student achievement and social and behavioral competencies through an integration of differentiated universal instruction, assessment and intervention (704 KAR 3:095). The Kentucky Department of Education (KDE) has identified six elements as essential to the implementation, improvement and sustainability of an effective multi-tiered system of supports. Information and resources are organized by these six elements, below. **The goal of Senate Bill 9 (2022), the *Read to Succeed Act***, is to support evidence-based early literacy instruction throughout the commonwealth by investing in teachers to increase student success in reading.

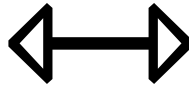
KyMTSS Essential Element: Tiered Delivery System with a Continuum of Supports



<p>Tier 1 Universal instruction: Evidence-based instruction provided to <i>all</i> students and aligned to the state’s academic standards. Tier 1 is the foundation for the multi-tiered system. All students have access to high-quality, evidence-based instructional practices that are implemented as designed.</p>	<p>Read to Succeed Implementation at Tier 1: Schools shall adopt a common comprehensive reading program that is determined by KDE to be reliable, valid and aligned to the <i>Kentucky Academic Standards (KAS) for Reading and Writing</i> for all students (KRS 158.305 (5)(b)).</p>
<p>Tier 2 Targeted intervention: Supplemental evidence-based intervention, aligned with and in addition to Tier 1 universal instruction. Students are identified by universal screening data as at-risk for not meeting grade-level academic or behavioral benchmarks. Interventions are targeted to address student need(s) identified by diagnostic assessment and progress monitoring data.</p> <p>Tier 3 Intensive Intervention: The most intensive and individualized level of evidence-based intervention and support for students, provided in addition to T1 and T2. Evidence-based interventions are aligned to student needs based on diagnostic assessment and progress monitoring data.</p>	<p>Read to Succeed Implementation at Tiers 2 and 3: Accelerated evidence-based reading interventions are provided related to reading instruction in the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension, and aligned to the <i>KAS for Reading and Writing</i> (KRS 158.305 (1)(e)).</p> <p>Reading improvement plans are the accelerated intervention plans for students in kindergarten through grade 4 that are developed to increase a student’s rate of progress toward proficiency identified as necessary based on the student’s results on an approved reading diagnostic assessment (KRS 158.305 (1)(i)).</p> <ul style="list-style-type: none"> • Beginning in the 2023-2024 school year required for students K-3 (KRS 158:305 (8)); • Beginning in the 2024-2025 school year required for grade 4 (KRS 158:305 (9))

KyMTSS Essential Element: Collaborative Problem-Solving Teams

Collaborative problem-solving teams guide and support the implementation of KyMTSS. Teams at all levels are representative of key stakeholders and initiatives prioritized by the district/school.



The *Read to Succeed Act* requires schools to have a Reading Improvement Team that develops and oversees the progress of the student's reading improvement plan.

<p>Examples of MTSS teams:</p> <ul style="list-style-type: none"> • <u>District Leadership team:</u> Ensures a cohesive district vision of MTSS; builds systems level capacity; evaluates implementation, fidelity and effectiveness of the MTSS by a strategic analysis of data. • <u>School Leadership team:</u> aligned with district vision; builds schoolwide capacity for T1, 2 and 3 systems. 	<p><u>Read to Succeed Implementation:</u></p> <p><u>KyMTSS Guidance:</u> The district and school MTSS leadership teams would include a representative who is knowledgeable about structured literacy, the comprehensive reading program and the availability of literacy resources.</p>
<ul style="list-style-type: none"> • <u>Grade Level/Content teams:</u> Manage, implement and evaluate the effectiveness of the evidence-based practices for students within their specific grade or content area. Collect and use student outcome data to adjust instruction as needed. 	<p><u>Read to Succeed Implementation:</u> Implement evidence-based reading, intervention, and instructional strategies that emphasize phonemic awareness, phonics, fluency, vocabulary, and comprehension (KRS 158:791 (2)(c)1). Administer and use assessment results to design instruction and interventions and monitor the progress of student performance (KRS 158.305 (5)(c)).</p>
<ul style="list-style-type: none"> • <u>Student-Level teams:</u> Focus on the needs of individual students who require supplemental and intensive levels of support. Develop, implement and monitor the effectiveness of student intervention plans. Use progress monitoring data to adjust interventions as needed. 	<p><u>Read to Succeed Implementation:</u> A reading improvement team develops and oversees the progress of a reading improvement plan and includes: the parent or guardian of the student that is the subject of the plan; no less than one regular education teacher of the student; a representative of the local education agency who is knowledgeable about the reading curriculum and the availability of resources; and any specialized certified school employees for students receiving language instruction educational programming or special education services (KRS 158.305 (1)(j)).</p>

KyMTSS Essential Element: Data-Based Decision Making with Comprehensive Screening & Assessment

MTSS teams use a consistent problem-solving process to analyze data from a coordinated system of high-quality, valid, and reliable assessments and measures to plan, implement, and adjust instructional and intervention practices.



The *Read to Succeed Act* requires schools to administer a reliable and valid universal screener to all students in K-3 and a reliable and valid diagnostic administered as part of a multi-tiered system of supports for students in K-3 (KRS 158.305 (5)(a)).

<p>Universal Screening: A systematic process of analyzing students' performance at certain points during the academic year, utilizing valid and reliable tools to evaluate the effectiveness of T1 instruction and determine which students need closer monitoring or intervention (704 KAR 3:095 1(10)). Typically administered 3 times per year (fall, winter and spring).</p>	<p>Read to Succeed Implementation: Universal screener is defined as a process of providing a brief assessment to all students within a grade level to assess the students' performance on the essential components of reading (KRS 158.305 (1)(k)).</p> <p>A KDE approved valid and reliable universal screener for reading is administered to all students in kindergarten through grade 3 (KRS 158.305 (5)(a)(1)).</p>
<p>Diagnostic Assessment: A formal or informal student assessment, utilizing valid and reliable tools, given to guide instruction and intervention based on individual student strengths and needs to accelerate progress toward proficiency (704 KAR 3:095 (1)(1)).</p> <p>Provides data to pinpoint specific skill area(s) of need for students flagged by universal screening.</p>	<p>Read to Succeed Implementation: Reading diagnostic assessment measures a students' skills against established performance levels in essential components of reading and identifies students that require intervention (KRS 158.792).</p> <p>Results of an approved reading diagnostic assessment are used to develop an accelerated intervention plan for a student in kindergarten through grade 4 (KRS 158.305 (1)(i)).</p>
<p>Progress Monitoring: Brief, repeated measures that capture students' progress or rate of improvement over time in response instruction or intervention using valid and reliable measures.</p>	<p>Read to Succeed Implementation: Progress monitoring measures are provided to students in kindergarten through grade 4 who are receiving interventions (KRS 158.305 (8)(b); (9)(a)(2)).</p>
<p>Formative Assessment: Formal and informal measures that provide data about student learning during instruction. Provide information that teachers can use to adjust instruction in response to student needs.</p>	<p>Read to Succeed Implementation: Curriculum-based assessments are a type of formative assessment embedded within the comprehensive reading program that is required by KRS 158.305 (5)(b).</p>
<p>Summative Assessment: Outcome measures used to provide data at the end of student learning to assess the effectiveness of instruction. They may also be used to inform decisions about student programming and overall effectiveness of MTSS. Examples include statewide end of year assessment and classroom level summative assessments like end of unit, end of term or end of course.</p>	<p>Read to Succeed Implementation: Beginning in the 2024-2025 school year, results of the annual grade 3 assessment are used to identify students in grade 4 not progressing toward proficiency in reading (KRS 158.305 (9)).</p>

KyMTSS Essential Element: Evidence-Based Instruction, Interventions and Supports

Evidence-Based Instruction, Intervention and Supports delivered across the continuum of KyMTSS are those shown by high-quality, rigorous research to improve student outcomes.



The *Read to Succeed Act* requires schools to have a comprehensive reading program, intensive intervention and direct instruction that enables students to achieve proficiency in reading and to ensure quality instruction by highly trained teachers and interventions by individuals most qualified.

Tier 1: High-quality instructional resources (HQIRs) that include comprehensive coverage of grade-level content and skills aligned to the KAS. Delivered class wide to all students with strategic and intentional use of evidence-based instructional practices.

Read to Succeed Implementation: Schools provide comprehensive schoolwide reading instruction aligned to the *KAS for Reading and Writing*.

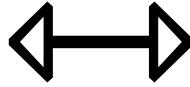
Beginning in 2024-25, schools shall implement a KDE determined valid and reliable comprehensive reading program for K-3 as required in KRS 158.305. For students in kindergarten through grade 3, the adopted high-quality instructional resource(s) shall include instruction in five key areas: phonemic awareness, phonics, fluency, vocabulary and comprehension.

Tier 2 and Tier 3: Interventions supported by the highest levels of evidence showing positive effects on student outcomes.

Read to Succeed Implementation: Per KRS 158.305 (1)(e), schools shall provide accelerated intervention within the school day or outside of the school day or school calendar led by individuals most qualified to provide the intervention that includes evidence-based reading instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension, and other instructional strategies aligned to reading and writing standards required by KRS 158.6453.

KyMTSS Essential Element: Family, School & Community Partnerships

KyMTSS provides the structure for families, schools and community members to work together to support and improve the learning and well-being of all students.



The *Read to Succeed Act* requires schools to include families of identified students on the Reading Improvement Team and provide them with a “Read at Home” plan and written notification of interventions and supports provided.

Schools are intentional in supporting families to become more involved in school and better informed about ways to support their children at home.	Read to Succeed Implementation: Families of students needing intervention are provided with a Read at Home plan (KRS 158.305 (8)(c)).
Parent/guardian is part of the problem-solving process and intervention planning at Tier 2 and Tier 3.	Read to Succeed Implementation: Parent or guardian is a member of the Reading Improvement Team and participates in the development and monitoring of the reading improvement plan (KRS 158.305 (1)(j)).
Parents/guardians are informed of their child’s progress toward grade-level proficiency.	Read to Succeed Implementation: Schools provide a written quarterly progress report to a parent/guardian of any student subject to a reading improvement plan (KRS 158.305 (7)(b); (8)(c)).

KyMTSS Essential Element: Equitable Access & Opportunity

KyMTSS is a framework that organizes the systems, data and practices to promote positive, equitable and inclusive learning experiences for all students. Equitable Access & Opportunity is embedded into all elements of the framework.



It is Kentucky’s goal that all children learn to read well before exiting grade 3 and that all middle and high school students have the skills necessary to read complex materials in specific core subjects and comprehend and constructively apply the information (KRS 158.791 (1)).

A well implemented and effective Tier 1: Provides equitable access and opportunity for all students to learn the content/skills and should lead to fewer students needing intervention.	Read to Succeed Implementation: Schools will adopt a common comprehensive reading program that is determined by KDE to be reliable, valid, and aligned to reading and writing standards for kindergarten through grade three and will ensure quality instruction by highly trained teachers (KRS 158.305(5)(b)).
Supplemental (T2) and Intensive (T3) equitable practices include: Interventions that are matched to meet the needs of the learner based on data; interventions that have the highest level of evidence of effectiveness and are appropriate for the population served; and assessment practices that are inclusive and used to ensure that students receive the right amount of support at the right moment in their education.	Read to Succeed Implementation: Includes a tiered continuum of interventions with varying levels of intensity and duration and which connects general, compensatory, and special education programs to provide interventions implemented with fidelity to evidence-based research and matched to individual student strengths and needs (158.305(2)).

KyMTSS and *Read to Succeed Act* Supporting Resources

[KyMTSS.org](https://www.kyMTSS.org)

[Senate Bill 9 \(2022\) Implementation Timeline - Read to Succeed](#)

[Read to Succeed FAQs](#)

[Early Literacy Screening & Assessments webpage](#)

[Early Literacy Assessments with KyMTSS](#)

[Early Literacy Resources - Kentucky Department of Education](#): Reading Improvement Plan Resources and Read at Home Plan Resources

KyMTSS and *Read to Succeed Act* Policy Connections

[Senate Bill 9](#)

[KRS 158.305](#)

[KRS 158.791](#)

[KRS 158.840 Importance of students' reading and mathematics skills in achieving scholastic goals](#)

[704 KAR 3:095. The Use of a Multi-Tiered System of Supports](#)