

Senate Bill 9 (2022) *Read to Succeed Act* Implementation Timeline

[Senate Bill \(SB\) 9](#) (2022) contains an **emergency clause**, which allows the bill to become law effective immediately upon its signing by the governor. As part of the immediate implementation of SB 9, it is the intent of the General Assembly that every elementary school:

- Provide comprehensive schoolwide reading instruction aligned to reading and writing standards required by [KRS 158.6453](#) and outlined in administrative regulation promulgated by the Kentucky Board of Education;
- Provide a multi-tiered system of supports to assist and engage all students in learning, meaning a level that reflects developmentally appropriate grade-level performance, by the end of grade 3;
- Ensure quality instruction by highly trained teachers and intervention by individuals most qualified to provide the intervention; and
- Provide high-quality library media programs.

Beyond the immediate implementation requirements described above, the *Read to Succeed Act* provides an implementation timeline, containing the following:

School/District Implementation Timeline

By **Jan. 1, 2023**, each superintendent shall select:

- At least one reliable and valid universal screener for reading administered to all students in grades K-3; and
- At least one reliable and valid reading diagnostic assessment administered as part of a multi-tiered system of supports for students in grades K-3.
 - All teachers of students in K-3 shall be trained on any reading universal screener and diagnostic assessment selected by the superintendent prior to the administration of the assessments in the 2023-2024 school year.

Beginning with the 2023-2024 school year, 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.
 - If the results of the universal screener demonstrate a student's rate of progress toward proficient performance in reading needs accelerated intervention, the school shall **administer the approved diagnostic assessment** to measure the student's established performance levels in the essential components of reading.
 - Based on the data from the diagnostic assessment, 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.

Beginning in the 2023-2024 school year, if the reading diagnostic assessment demonstrates that a student's rate of progress toward proficiency in reading needs accelerated interventions, the local school district shall provide:

- Enrichment programs through grade 3 using evidence-based reading instruction;
- Intensive instructional services, progress monitoring measures and supports to students through grade 3; and
- Parents and legal guardians of students identified for accelerated interventions in reading with a "Read at Home" plan.

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 to include a reading improvement plan, as defined under [KRS 158.305\(1\)\(i\)](#), for students in grade 4.

Post-Secondary/Education Professional Standards Board (EPSB) Implementation Timeline:

Beginning in the 2022-2023 school year, postsecondary institutions offering teacher preparation programs for interdisciplinary early childhood education or elementary regular education shall include evidence-based reading instructional programming related to reading instruction in the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension and on:

- The administration of specific assessment processes and programs used to identify student strengths and needs;
- The use of assessment data for designing instruction and interventions;
- Progress monitoring of student performance; and
- Instructional strategies that address students' individual differences.

By Jan. 1, 2024, the EPSB shall develop and maintain a list of approved teacher preparation tests; and

Beginning in the 2024-2025 school year, all new teachers seeking certification in interdisciplinary early childhood education or elementary education shall successfully pass an approved teacher preparation test.

Kentucky Department of Education Implementation Timeline:

By Sept. 1, 2023, if funds are appropriated, the department shall establish required teacher academies or coaching models for teachers of students in Pre-K through grade 3.

- The teacher academies or coaching models shall be related to evidence-based practices in instruction, instructional materials and assessment in reading.

For questions regarding SB 9, please contact Office of Teaching and Learning Director of Early Literacy [Christie Biggerstaff](#).

Senate Bill (SB) 9 (2022): *Read to Succeed Act* Glossary

This document provides an alphabetical list of definitions of key terms created or specifically named in the Read to Succeed Act.

"Comprehensive reading program" means any print, nonprint or electronic medium of reading instruction designed to assist students. For students in kindergarten through grade 3, instructional resources shall include instruction in five key areas: phonemic awareness, phonics, fluency, vocabulary and comprehension.

"Enrichment program" means 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 instructional programming related to 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 and outlined in administrative regulation promulgated by the Kentucky Board of Education.

"Evidence-based" has the same meaning as in [20 U.S.C. sec. 7801\(21\)](#), which states, "the term evidence-based," when used with respect to a state, local educational agency or school activity, means an activity, strategy or intervention that—

- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - (I) strong evidence from at least one well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
- (ii) (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes; and
 - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention."

"Reading diagnostic assessment" means an assessment that measures a student's skills against established performance levels in essential components of reading and identifies students that require intervention in at least one of those components to accelerate the student's progress toward proficient performance in reading.

"Reading improvement plan" means an accelerated intervention plan for a student in kindergarten through grade 4 that is developed to increase a student's rate of progress toward proficient performance in reading that is identified as necessary based on the student's results on an approved reading diagnostic assessment. This plan should be developed in collaboration and

accordance with any existing program services plan, individualized education program or Section 504 Plan unless the program services plan, individualized education program or Section 504 Plan already addresses improving reading.

“Reading improvement team” means a team that 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 reading improvement plan;
- No less than one regular education teacher of the student to provide information about the general curriculum for same-aged peers;
- A representative of the local education agency who is knowledgeable about the reading curriculum and the availability of the evidence-based literacy resources of the local education agency; and
- Any specialized certified school employees for students receiving language instruction educational programming or special education services.

“Reading intervention program” means short-term intensive instruction in the essential skills necessary to read proficiently that is provided to a student by a highly trained teacher. This instruction may be conducted one-on-one or in small groups; shall be evidence-based, reliable and replicable; and shall be based on the ongoing assessment of individual student needs.

“Universal screener” means 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.

KDE:OTL:SP.MR