

# K - 12 Reading Initiatives Rollout



## Kansas State Board of Education Requirements

FOR K – 12 SCHOOLS

### Training

School systems shall provide evidence-based and consistent professional learning opportunities consisting of training regarding the nature of dyslexia, procedures to identify students who are struggling in reading, and intervention strategies and procedures. (Must complete initial six-hour training by August 31, 2021). Every year afterward annual training must be conducted on a topic related to dyslexia, structured literacy, screening, and/or progress monitoring.

#### 2021-2022

- Initial six-hour training must be completed by August 31, 2021.
  - Elementary education endorsed, early childhood unified, high incidence Special Education K-12, English Language Arts 5-12, Reading Specialists, School Psychologists, Paraeducators (highly recommended).
- Reporting - Teachers that have been trained will be annually reported on the SO66.

#### 2022-2023

- Provide explicit training on a structured literacy element, dyslexia, screening, or progress monitoring.
  - the school district decides the length and intensity of annual training.
    - Elementary education endorsed, early childhood unified, high incidence Special Education K-12, English Language Arts 5-12, Reading Specialists, School Psychologists, Paraeducators (highly recommended).
- Reporting - Teachers that have been trained will be annually reported on the SO66.

#### 2023-2024 and beyond

- Based upon data, provide explicit training on structured literacy element
  - school district decides length and intensity of annual training
  - Elementary education endorsed, early childhood unified, high incidence Special Education K-12, English Language Arts 5-12, Reading Specialists, School Psychologists, Paraeducators (highly recommended).
- Reporting - Teachers that have been trained will be annually reported on the SO66.

\*DRAFT SO66 DOCUMENT ([CLICK HERE](#))

*Kansas leads the world in the success of each student.*

## Screening

Every accredited school district to screen and identify students at risk of dyslexia or demonstrating characteristics of dyslexia in accordance with universal screening evidence-based practices. Universal screening evidence-based practices include:

- All students screened
- Measures are scientifically reliable, efficient, and valid for risk of reading difficulties.
- Once risk is identified, immediate and effective intervention begins to ensure adequate progress

### 2021-2022

- Screen all students K - 12.
  - After screening: review data, group students by need, provide intervention, and progress monitor.
- Ensure that evidence-based interventions and practices are fully implemented.
  - Review effectiveness of resources and instruction.
- Reporting -
  - All kindergarten students will have spring PSF scores uploaded in KIDS.
  - All first-grade students will have spring NWF scores uploaded in KIDS.
  - All second- grade students will have spring ORF - WCPM (Accuracy and Rate) in KIDS
  - All students K - 12 screened - Reporting TBD

### 2022-2023

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  - After screening: review data, group students by need, provide intervention, and progress monitor.
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## Structured Literacy

Each accredited school district to utilize structured literacy as the explicit and evidence-based approach to teaching literacy skills to all students and promote early intervention for students with characteristics of dyslexia.

### 2021-2022

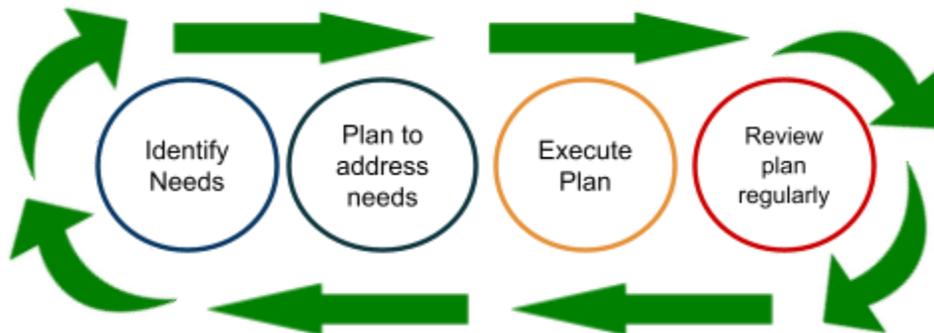
- Evaluate current reading resources for explicit and systematic instruction elements of structured literacy.
- Consider purchasing structured literacy resources or supplemental resources.
  - Train teachers to use all resources.
- Evaluate effectiveness of core instruction of structured literacy elements and principles.
  - Research possible assessments or consider creating common assessments.
- Each district will annually report that structured literacy practices and elements have been implemented. - Form for reporting TBD

### 2022-2023

- Ongoing
- Each district will annually report that structured literacy practices and elements have been implemented. - Form for reporting TBD

### 2023-2024 and beyond

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Continual review and evaluation of resources, instructional practices, and student success will be needed. This ensures that teaching is evidence-based and follows the principles and elements of structured literacy.

## Tiered Instructional Model

School systems shall implement the Kansas Education Accreditation (KESA) model to require districts to implement a rigorous tiered system of supports (as defined in the Foundational Structures of KESA) subject to external review.

### 2021-2022

For schools new to tiered intervention at K - 12

- Plan for implementation of tiered levels of support for K - 12 students.
- Align intervention materials based on data and student skill deficit.
  - Pilot possible resources and train staff.

For schools ready to implement tiered intervention K - 12

- Tiered instruction K - 12 fully implemented.
  - Teachers are trained on evidence-based practices and how to use resources.
- Review effectiveness of resources and instruction.

Reporting

- Each district will annually report that tiered intervention is implemented and reviewed on a regular basis. Form for reporting TBD.

### 2022-2023

- Tiered instruction K - 12 fully implemented
  - Teachers trained on evidence-based practices.
- Review effectiveness of resources and instruction.
  - If needed, purchase resources that align to student skill deficits.
- If fully implemented K - 12: Review instruction at Tier II and Tier III.
  - Are practices evidence-based?
  - Are students in these tiers moving fluidly as the year progresses?
  - Do you have students exiting Tier II and Tier III?
- Evaluate your tiered intervention at least once yearly.
  - Determine if the structure your school/district is using is effective. If it isn't, discuss and plan for changes.
- Reporting
  - Each district will annually report that tiered intervention is implemented and reviewed on a regular basis. Form for reporting TBD

### 2023-2024 and beyond

- Review effectiveness of resources and instruction.
  - Are practices evidence-based?
  - Are students in these tiers moving fluidly as the year progresses?
  - Do you have students exiting Tier II and Tier III?
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- Reporting
  - Each district will annually report that tiered intervention is implemented and reviewed on a regular basis. Form for reporting TBD

For more information, contact:

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UPDATED: April 2021

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