



# Early Literacy Matters

## State-by-State Policy Implementation Report

Explore Kentucky's adoption and implementation of the 18 Early Literacy fundamental principles.






**KY**

PRINCIPLE ADOPTION  
IMPLEMENTATION



# Early Literacy Policy Implementation Rubric

Comprehensive Early Literacy Policy establishes support and intensive reading interventions for all K–3 students to ensure they read on grade level by the end of 3<sup>rd</sup> grade. The policy also requires 3<sup>rd</sup> grade students to demonstrate sufficient reading skills for promotion to 4<sup>th</sup> grade. For students severely below grade level and who do not qualify for a good cause exemption, retention provides struggling readers the additional time and intensive interventions they need to catch up with their peers.

 <p><b>FULL IMPLEMENTATION</b></p>	<p>The fundamental principle is adopted in policy, and there is evidence of full implementation.</p> <p> <b>ABOVE &amp; BEYOND BADGE:</b> This badge recognizes efforts that exceed full implementation.</p>
 <p><b>PARTIAL IMPLEMENTATION</b></p>	<p>The fundamental principle is adopted in policy, but there is limited evidence of implementation.</p>
 <p><b>FUTURE IMPLEMENTATION</b></p>	<p>The fundamental principle is adopted in policy with a future date for implementation.</p>
 <p><b>PRINCIPLE NOT ADOPTED</b></p>	<p>The fundamental principle is not adopted in policy, does not meet minimum implementation requirements or is grant-based and not sustainable.</p>

# Early Literacy Policy Implementation Rubric

## PURPOSE

The purpose of this document is to provide an analysis of states' implementation of K–3 reading policies aligned to ExcelinEd's [fundamental principles](#) of an early literacy policy. It builds on an analysis of states' adoption of statutes and regulations establishing requirements for each component of the four fundamental principle areas, which are:

1. [Supports for Teachers & Policy](#)
2. [Assessment & Parent Notification](#)
3. [Instruction & Intervention](#)
4. [Retention & Intensive Intervention](#)

This report summarizes evidence of Kentucky's early literacy policy implementation using an implementation rubric designed to gauge state progress toward full implementation of early literacy policies. Each of the fundamental principles is addressed in a separate table.

## ADOPTION IMPLEMENTATION

12 out of 18



### STATE POLICY ADOPTION REFERENCE MATERIALS

- [Read to Succeed Act, Senate Bill 9, Kentucky Legislature \(2022\)](#)
- [Kentucky Department of Education, Early Literacy](#)
- [Senate Bill 9 Guidance on the Read to Succeed Act \(updated July 2024\)](#)
- [Implementing Kentucky's Read to Succeed Act within an MTSS Framework](#)
- [Read to Succeed KRS 158.305 Implementation FAQ](#)

# Science of Reading (SOR) Training



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

The state offers science of reading professional development or requires districts to adopt a policy to identify science of reading training, providers of the training and personnel who will be trained. Participation in science of reading training may be optional for teachers and/or administrators.

## EVIDENCE/GUIDANCE

### Evidence of the state's policy implementation and/or guidance in this area includes:

- Kentucky HAS created [Kentucky Reading Academies](#), a partnership that brings LETRS professional learning opportunities to educators.
- Kentucky DOES provide the [Reading Academies](#) for educators who teach reading or work with K–5 students in public schools in the state, including administrators.
- Kentucky HAS adopted the two-year LETRS for educators professional learning course of study for the [Reading Academies](#).
- Kentucky HAS adopted LETRS for administrators professional learning programs for the [Reading Academies](#). Cohort 1 administrators completed the principal's primer, and Cohort 2 now includes the new two-year license administrator's course of study. ([Lexia LETRS for Administrators Program Overview](#))
- Kentucky DOES require schools and districts to report their literacy professional learning goals through the Literacy Plan that is submitted annually. ([KDE, Literacy Plan Template](#))
- Kentucky HAS adopted a [list](#) of approved RTA professional learning providers.

# Science of Reading (SOR) Training

**CONTINUED****IMPLEMENTATION LEVEL****PARTIAL IMPLEMENTATION****RESOURCES**

- [Lexia, Kentucky Reading Academies](#)

**CONSIDERATION(S) FOR  
STRENGTHENING POLICY**

- Kentucky should consider expanding policy to require *all K–3 educators and administrators* to participate in science of reading-aligned training.

# Literacy Coaches



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

Literacy coaches are present in policy and trained in the science of reading, and they may provide job-embedded professional development and coaching to K–3 teachers based on student data or other models.

## EVIDENCE/GUIDANCE

**Evidence of the state’s policy implementation and/or guidance in this area includes:**

- Kentucky DOES require through [policy](#) the creation of a literacy coaching program, which includes three requirements (1) Use data coaches to improve reading and literacy; (2) Determine the effectiveness of intensive data-focused professional development; and (3) Provide expert support in literacy and early reading instruction and intervention.
- Kentucky HAS hired 5 state regional coaching directors, 25 literacy coaches (2024) and an additional 15 coaches were hired in 2025. Coaches are placed in schools with the greatest need for 2024–25 (highest percentage of “Novice” level on 3<sup>rd</sup> grade reading).
- Kentucky HAS developed a [coaching handbook](#) to support local school districts in establishing coaching models. The handbook provides goals and objectives for statewide implementation of the literacy coaching model.
- Kentucky HAS [established](#) the [Kentucky Early Literacy Leadership Network](#) to empower districts in developing and implementing effective strategies for K–5 literacy grounded in high-quality instructional resources (HQIRs). The network focuses on sustainable district-level models for implementation and leadership support for effective instruction. Through this, Kentucky HAS hired three regional principal support leaders to coach and mentor principals who participate in the Early Literacy Leadership Network.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Kentucky should ensure that a literacy coach that is trained in the science of reading is assigned to each elementary school to provide job-embedded professional development and coaching to K–3 teachers.

# Educator Preparation Program (EPP) Alignment



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

EPP required coursework is aligned to the science of reading and includes evidence-based literacy instruction.

#### EVIDENCE/GUIDANCE

##### Evidence of the state's policy implementation and/or guidance in this area includes:

- Kentucky DOES require EPPs offering courses for interdisciplinary early childhood education or elementary regular education to include evidence-based reading instructional programming relating to reading instruction in science of reading. ([Senate Bill 9 Guidance on the Read to Succeed Act \(updated 2024\)](#))
- Kentucky DOES require EPPs offering courses for interdisciplinary early childhood education or elementary regular education to include how to administer assessments, the use of assessment data for designing instruction and interventions, and instructional strategies to address student learning differences. ([Senate Bill 9 Guidance on the Read to Succeed Act \(updated 2024\)](#))

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Kentucky should require EPP required coursework to prohibit the use of course materials that include three-cueing.

# Educator Preparation Program (EPP) Assessment



## IMPLEMENTATION LEVEL

### FULL IMPLEMENTATION

Elementary education candidates *must pass a science of reading aligned assessment to obtain teacher licensure.*

#### EVIDENCE/GUIDANCE

##### Evidence of the state's policy implementation and/or guidance in this area includes:

- Kentucky DOES require the Educational Professional Standards Board to develop and maintain a list of approved EPP assessments. ([Senate Bill 9 Guidance on the Read to Succeed Act \(updated 2024\)](#))
- Kentucky DOES require new teachers seeking certification in interdisciplinary early childhood education or elementary education to successfully pass an approved teacher preparation test that includes an evaluation of reading instruction, knowledge and skills, aligned to the science of reading. ([Senate Bill 9 Guidance on the Read to Succeed Act \(updated 2024\)](#))
- Kentucky DOES require new teachers seeking certification in early childhood education to successfully pass an approved teacher preparation test that includes an evaluation of reading instruction, knowledge, and skills aligned to the science of reading. ([Senate Bill 9 Guidance on the Read to Succeed Act \(updated 2024\)](#))
- Kentucky currently DOES require education candidates to pass a science of reading aligned assessment to obtain teacher licensure: Praxis Multiple Subjects test, Reading and Language Arts subtest and Praxis Test 5205 Teaching Reading: Elementary. ([NCTQ, Kentucky Summary 2023](#); [NCTQ, False Assurances: Many states' licensure tests don't signal whether elementary teachers understand reading instruction \(Nov. 2023\)](#); [Praxis, Kentucky](#))

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

# Funding for Literacy Efforts



## IMPLEMENTATION LEVEL

### FULL IMPLEMENTATION

Adequate funding is dedicated to support the sustainability of the implementation of each of the fundamental principles of the early literacy policy.

## EVIDENCE/GUIDANCE

**Evidence of the state’s policy implementation and/or guidance in this area includes:**

- Kentucky DOES direct funding specifically to support state and/or local implementation of early literacy fundamental principles such as reading diagnostic and intervention and LETRS training.
- Sustainable funding IS provided through the Read to Succeed Fund, established in [policy](#), to be used for professional learning academies, instructional materials, assessment, and the literacy coaching program.
- [Federal funding](#) is used to support local education agencies and nonprofit organizations to improve outcomes and strengthen literacy instruction for children and students, birth through grade 12. Funds are to be used to support the purchase of high-quality instructional resources (HQIRs), curriculum-based professional learning, the purchase of screeners and diagnostics for literacy, and professional learning related to utilizing assessments to plan for personalized learning.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

# Universal Reading Screener



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

States require districts to adopt a universal reading screener to be administered at least one time per year with optional mid-year and end-of-year screening.

## EVIDENCE/GUIDANCE

### Evidence of the state’s policy implementation and/or guidance in this area includes:

- Kentucky [policy](#) DOES require schools to administer a universal reading screener within the first 45 days of the school year for Kindergarten; within the first 30 days of the school year for 1<sup>st</sup>–3<sup>rd</sup> grade; and within the final fourteen instructional days to all students in K-1<sup>st</sup>. ([Senate Bill 9 Guidance on the Read to Succeed Act \(updated 2024\)](#); see also [KDE, Literacy Assessment Flowchart](#))
- Kentucky HAS created a [list of approved early literacy screening assessments](#).
- Kentucky DOES NOT require schools to administer the universal reading screener to K–3 students three times per year.
- Kentucky DOES require the MTSS leadership team to ensure that students are screened “with fidelity on an on-going basis, typically three times during the school year.” ([KDE, Early Literacy: Early Literacy Screening Assessments](#); [704 KAR 3:095 The Use of a Multitiered System of Supports](#))
- Kentucky DOES specify that best practice is for schools to conduct universal screening three times per year. ([KDE, Read to Succeed KRS 158.305 Implementation: Frequently Asked Questions](#))
- Kentucky DOES update the early literacy screening assessment approved list annually, through a standard review process to evaluate the technical adequacy of early literacy screening and diagnostic assessments. ([KDE, Read to Succeed KRS 158.305 Implementation: Frequently Asked Questions](#))

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Kentucky should expand policy to require that the universal reading screener be administered to all K–3 students three times per year.

# Screeners for Characteristics of Dyslexia



## IMPLEMENTATION LEVEL

### PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

## EVIDENCE/GUIDANCE

**Evidence of the state's policy implementation and/or guidance in this area includes:**

- Kentucky DOES provide information on dyslexia screeners within the [KDE Approved Universal Screeners Comparison Chart](#).
- Kentucky HAS created a [Kindergarten to Grade 3 Dyslexia Toolkit](#). (See also [KDE, Dyslexia Toolkit](#))
- Kentucky HAS created district guidance on dyslexia policies, to assist districts when developing policies that address the implementation of a program for the identification of a student with dyslexia. ([KDE, District Guidance on Dyslexia Policies](#))

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Kentucky should require schools to administer a dyslexia screener to all students at the end of Kindergarten and the beginning of 1<sup>st</sup> and 2<sup>nd</sup> grade.
- Kentucky should adopt a list of dyslexia screeners that schools can use to screen students who may have characteristics of dyslexia that assess all of the following skills, as developmentally appropriate: phonological awareness, phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding skills, encoding skills, rapid naming, and oral reading fluency.



# Parental Notification



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

State requires parental notification of students identified with reading difficulties based on the state-approved universal reading screener and/or dyslexia screener results. Timeline and frequency of parental notification may vary.

## EVIDENCE/GUIDANCE

### Evidence of the state's policy implementation and/or guidance in this area includes:

- Kentucky DOES require parental notification for students who have been identified as having a reading deficiency. ([KDE, Reading Improvement Plan Template](#))
- Kentucky [policy](#) DOES require the parent to be part of the reading improvement team that oversees the progress of the reading improvement plan.
- Kentucky [policy](#) DOES require districts to implement a comprehensive MTSS for K–12 that includes data-based documentation of individual student progress reports shared with parents of each student in K–12 that summarize the student's academic skills, behavior, and any intervention plans and services being delivered.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Kentucky should require parent notification of a student identified as having a reading deficiency *within 30 days* of the identification.

# District Adoption of High-Quality Instructional Materials



## IMPLEMENTATION LEVEL

### FUTURE IMPLEMENTATION

*Future implementation requires the following:* The state requires school districts to adopt high-quality instructional materials aligned to the science of reading and state standards from a vetted and approved list. Districts and/or state must post their adopted materials on the district website.

## EVIDENCE/GUIDANCE

### Evidence of the state’s policy implementation and/or guidance in this area includes:

- Beginning July 1, 2026, Kentucky [policy](#) WILL create the State Quality Curriculum Task Force to support school districts in the evaluation, selection, and use of high quality instructional materials and the Task Force MUST publish a state-approved list of current and high quality textbooks.
- Beginning July 1, 2026, Kentucky [policy](#) WILL require the Kentucky Department of Education to create an instructional materials depository for all schools, which MUST include each of the instructional materials included in the state-approved list, organized by grade and content area.
- Beginning July 1, 2026, Kentucky [policy](#) WILL require school districts to use the depository in purchasing instructional materials that are on the state-approved list that has been established by the State Quality Curriculum Task Force.
- Beginning July 1, 2026, Kentucky [policy](#) WILL require superintendents to use the depository to report school district selection of instructional materials – the depository MUST include a list of the school districts within the state that have adopted each of the instructional materials, as well as statewide assessment results in the content area and any other interim or formative assessment being used by the district.
- Beginning July 1, 2026, Kentucky [policy](#) WILL require schools to only use instructional materials or programs as core comprehensive resources for reading and writing that are on the list that has been approved by the State Quality Curriculum Task Force.

# District Adoption of High-Quality Instructional Materials

CONTINUED



## IMPLEMENTATION LEVEL

### FUTURE IMPLEMENTATION

#### EVIDENCE/GUIDANCE (CONTINUED)

- Kentucky HAS created a vetted and approved [list of Tier I core comprehensive high quality instructional resources](#) for English Language Arts. The list was created using the green-rated resources from EdReports and feedback from the Quality Curriculum Taskforce.
- Kentucky HAS released [general guidance](#), including materials and videos, on high-quality instructional resources, to assist local superintendents in determining the [local curriculum](#) through evaluation and selection of instructional resources. (See [KDE, Curriculum-Based Professional Learning Guidance Document](#); [KDE/KYStandards, Integrating Deeper Learning and HQIRs](#); [KDE/KYStandards, High-Quality Instructional Resources](#); [Reading & Writing Instructional Resources Alignment Rubrics](#); [Model Curriculum Framework](#))
- Kentucky HAS created a [process](#) for local districts to choose “green” resources, as rated by EdReports – [comprehensive reading programs](#) selected for use by superintendents must be determined by the KDE to be “reliable, valid, and aligned to reading and writing standards.” If a district uses a resource that is unrated by EdReports, the district has the burden of providing evidence of KAS alignment and a research-basis demonstrating external validation and reliability. (See [KRS 160.345](#); [KRS 156.445](#); [Reading & Writing Instructional Resources Alignment Rubrics](#))
- Kentucky HAS established [High-Quality Instructional Resources \(HQIR\) Coordinators](#) within districts who meet quarterly with districts to provide support for adopting and implementing HQIRs. High-Quality Instructional Resources Coordinators DO report instructional resources that are being used in their schools to the state and coordinate through a HQIR Dashboard.

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Kentucky should consider requiring districts to post their adopted materials on the district website.

# Elimination of Three-Cueing Instructional Materials



## IMPLEMENTATION LEVEL

### PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

#### EVIDENCE/GUIDANCE

**Evidence of the state's policy implementation and/or guidance in this area includes:**

- Kentucky HAS NOT adopted a policy that bans three-cueing instructional materials.
- Kentucky HAS developed [guidance](#) for schools and districts on why the three-cueing model hinders reading proficiency.

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- While the state Department provides information on three-cueing for districts, Kentucky should adopt a policy, clearly in statute or regulation, that prohibits the use of three-cueing as part of their comprehensive literacy policy.

# Individual Reading Plans



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

The state requires schools to develop and implement an individual reading plan for students who are identified as having a reading deficiency based upon screening results. Timeline and monitoring may vary.

## EVIDENCE/GUIDANCE

### Evidence of the state's policy implementation and/or guidance in this area includes:

- Kentucky [policy](#) DOES require schools to develop reading improvement plans, which are created by reading improvement teams for any student in K–3 who has been identified as needing accelerated interventions in reading. ([Senate Bill 9 Guidance on the Read to Succeed Act \(updated 2024\)](#))
- Kentucky DOES require the reading improvement team to include evidence-based reading strategies and instructional materials that are aligned with the student's area(s) of need. ([KDE, Read to Succeed KRS 158.305 Implementation: Frequently Asked Questions](#))
- Kentucky HAS created a process to monitor the implementation of the plan – the reading improvement team meets after the plan is developed and implemented to review student progress monitoring data and monitor fidelity of implementation. ([KDE, Read to Succeed KRS 158.305 Implementation: Frequently Asked Questions](#))
- Kentucky HAS created a [Reading Improvement Plan Template](#) and other resources to guide districts in creating these plans. (See [Reading Improvement Plan: Resource Overview Video](#); [Reading Improvement Plan: Resource Overview Slides](#); [Reading Improvement Plan Resource](#); [Participant Handout](#))
- Kentucky DOES require schools to notify parents of the intervention and creation of the plan. ([KDE, Reading Improvement Plan Template](#); see also [KDE, Early Literacy Resources: Reading Improvement Plan](#))

# Individual Reading Plans

CONTINUED



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

#### NOTEWORTHY

The following aspects of the state's work are particularly noteworthy:

- Kentucky's [Reading Improvement Plan Template](#) may be added to a student record, which allows multiple users to access the same form, allows schools to share the form with parents/guardians through the Parent Portal, and allows the form to travel with a student should they transfer within or to another district.

#### RESOURCES

- [KDE, Kentucky Multi-Tiered System of Supports \(KyMTSS\)](#)
- [KDE, KyMTSS](#)

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Kentucky should require the school to develop the reading improvement plan within 30 days of receiving screening results.

# Regularly Monitor Student Progress



## IMPLEMENTATION LEVEL

### FULL IMPLEMENTATION

The state requires schools to regularly monitor and document students' progress within a multi-tiered system of supports (MTSS) *and utilize the data to inform instruction and interventions as needed and in a timely manner*. Monitoring can take many forms (i.e., observations, screeners, assessments, and student work).

### EVIDENCE/GUIDANCE

#### Evidence of the state's policy implementation and/or guidance in this area includes:

- Kentucky DOES require superintendents to select at least one reliable and valid reading diagnostic assessment to be administered as part of a multi-tiered system of supports for students in Kindergarten–3<sup>rd</sup> grade. ([Senate Bill 9 Guidance on the Read to Succeed Act \(updated 2024\)](#); see also [KDE, Early Literacy Screening Assessments: Kentucky's Read to Succeed Act & a Multi-Tiered System of Supports \(MTSS\)](#))
- Kentucky DOES require MTSS teams to use universal screening results, diagnostic assessments, and progress monitoring measures to make decisions about instruction, interventions, and supports. ([KDE, Early Literacy Assessment within Kentucky's Multi-Tiered System of Supports \(KyMTSS\)](#); [KyMTSS, Implementing Kentucky's Read to Succeed Act within an MTSS Framework](#))
- Kentucky DOES require, through the KyMTSS, student-level intervention teams to focus on developing, implementing and monitoring the impact of the intervention for individual students. ([KDE, Read to Succeed KRS 158.305 Implementation: Frequently Asked Questions](#); see also [KDE, Literacy Assessment Flowchart](#))
- Kentucky DOES require the frequency of progress monitoring to be matched to the intensity of the instruction. ([KDE, Read to Succeed KRS 158.305 Implementation: Frequently Asked Questions](#))

### CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

# Evidence-Based Interventions



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

The state requires school districts to target students' needs by adopting evidence-based interventions grounded in the science of reading and may provide guidance in the selection of the interventions. Interventions are provided before, during, or after school.

### EVIDENCE/GUIDANCE

#### Evidence of the state's policy implementation and/or guidance in this area includes:

- Kentucky DOES require schools to provide accelerated interventions for students identified with reading difficulties, which must include enrichment programs using evidence-based reading intervention, intensive instructional services, progress monitoring measures, and support. ([Senate Bill 9 Guidance on the Read to Succeed Act \(updated 2024\)](#); see also [KDE, Early Literacy Screening Assessments](#))
- Kentucky DOES require schools to enter Read to Achieve students on the [Intervention Tab](#) in Infinite Campus.
- Through the Intervention Tab, Kentucky DOES collect data about intervention services provided to students and their outcomes. ([KDE, Data Standard Intervention for MAF or RTA Grant\(s\) \(2024\)](#))
- Kentucky HAS developed guidance on [Implementing Kentucky's Read to Succeed Act within an MTSS Framework](#), which includes an element related to evidence-based instruction, interventions, and supports.

### RESOURCES

- [KDE, Read to Succeed KRS 158.305 Implementation: Frequently Asked Questions](#)

### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Kentucky should create a vetted and approved list that includes interventions that are grounded in the science of reading.

# Summer Reading Camps



## IMPLEMENTATION LEVEL

### PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

#### EVIDENCE/GUIDANCE

**Evidence of the state's policy implementation and/or guidance in this area includes:**

- Kentucky DOES NOT have a policy that requires districts to offer summer reading camps to rising 1<sup>st</sup> through 4<sup>th</sup> grade students at risk of reading failure.

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Kentucky should establish a policy that requires districts to offer summer reading camps to rising 1<sup>st</sup>–4<sup>th</sup> grade students at risk of reading failure to remediate learning loss and/or build reading skills.
- Further, Kentucky should require all staff at the summer camps to be trained in the science of reading.

# Parent Read-At-Home Plan



## IMPLEMENTATION LEVEL

### FULL IMPLEMENTATION

The state requires schools to provide read-at-home plans to parents as soon as a student is identified with a reading deficiency. Strategies shared with parents target students' needs based on data and are aligned with the science of reading.

## EVIDENCE/GUIDANCE

**Evidence of the state's policy implementation and/or guidance in this area includes:**

- Kentucky DOES require schools to provide parents with read-at-home plans when a student has been identified as having a reading deficiency. ([Senate Bill 9 Guidance on the Read to Succeed Act \(updated 2024\)](#))
- Kentucky HAS created guidance for educators for providing read-at-home plans to parents. ([KDE, The Educator's Guide to the Read At Home Family Guide](#); see also [KDE, Early Literacy Resources](#))
- Kentucky HAS created [guidance for administrators](#) on read-at-home plans.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

# Initial Determinant Retention at 3<sup>rd</sup> Grade Based on State Assessment



## IMPLEMENTATION LEVEL

### PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

## EVIDENCE/GUIDANCE

### Evidence of the state's policy implementation and/or guidance in this area includes:

- Kentucky DOES NOT have a policy requiring students who are unable to demonstrate sufficient reading skills on the 3<sup>rd</sup> grade state test-based options provided be retained.
- Kentucky DOES require students who do not score in the proficient performance level or higher in reading on the 3<sup>rd</sup> grade reading assessment to receive enrichment programs in 4<sup>th</sup> grade using evidence-based reading instruction, intensive instructional services, progress monitoring, and support. ([Senate Bill 9 Guidance on the Read to Succeed Act \(updated 2024\)](#))
- Kentucky [policy](#) DOES provide that students in Kindergarten and 1<sup>st</sup> grade who have reading improvement plans may remain at the same grade level if the students do not meet grade level benchmarks in reading, as determined by the universal screener; do not master the Kentucky reading academic standards for their grade level; or are not properly prepared to be successful in the next grade.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Kentucky should adopt policy to require that 3<sup>rd</sup> grade students who are unable to demonstrate sufficient reading skills (on the 3<sup>rd</sup> grade state test-based options provided) be retained. Policy should include multiple pathways for promotion to 4<sup>th</sup> grade including achieving a predetermined level on the state reading assessment or qualifying for a good cause exemption.
- The state should amend policy to require schools to use a *summative assessment* for 3<sup>rd</sup> grade retention determinations, and *not the literacy screener*.

# Multiple Options for Promotion



## IMPLEMENTATION LEVEL

### PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

## EVIDENCE/GUIDANCE

### Evidence of the state's policy implementation and/or guidance in this area includes:

- Kentucky DOES NOT provide for 3<sup>rd</sup> grade retention and does not have a policy that would provide for at least three pathways for promotion to 4<sup>th</sup> grade.
- Kentucky [policy](#) DOES provide that students in Kindergarten and 1<sup>st</sup> grade who have reading improvement plans may remain at the same grade level if the students do not meet grade level benchmarks in reading, as determined by the universal screener; do not master the Kentucky reading academic standards for their grade level; or are not properly prepared to be successful in the next grade.
- Kentucky [policy](#) DOES provide that students who are retained may advance through the primary school program when it is determined by the school to be in the best educational interest of the student.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Kentucky should adopt policy to require that students who are unable to demonstrate sufficient reading skills (on the 3<sup>rd</sup> grade state test-based options provided) be retained. Policy should include at least three pathways for promotion to 4<sup>th</sup> grade including achieving a predetermined level on the state reading assessment, passing an alternative assessment or retest, or successfully demonstrating sufficient 3<sup>rd</sup> grade reading skills through a portfolio of student work.

# Good Cause Exemptions for Some Students



## IMPLEMENTATION LEVEL

### PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

## EVIDENCE/GUIDANCE

### Evidence of the state's policy implementation and/or guidance in this area includes:

- Kentucky DOES NOT provide for 3<sup>rd</sup> grade retention and DOES NOT have a policy that provides for good cause exemptions for promotion.
- Kentucky DOES require students who do not score in the proficient performance level or higher in reading on the 3<sup>rd</sup> grade reading assessment to receive enrichment programs in 4<sup>th</sup> grade using evidence-based reading instruction, intensive instructional services, progress monitoring and supports. ([Senate Bill 9 Guidance on the Read to Succeed Act \(updated 2024\)](#)).
- Kentucky [policy](#) DOES provide that students in Kindergarten and 1<sup>st</sup> grade who have reading improvement plans may remain at the same grade level if the students do not meet grade level benchmarks in reading, as determined by the universal screener; do not master the Kentucky reading academic standards for their grade level; or are not properly prepared to be successful in the next grade.
- Kentucky [policy](#) DOES provide that schools will reevaluate and make changes to a student's reading improvement plan for any student retained in Kindergarten or 1<sup>st</sup> grade and the school will continue to provide programs and services to any retained student.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Kentucky should adopt policy to require that students who are unable to demonstrate sufficient reading skills (on the 3<sup>rd</sup> grade state test-based options provided) be retained. Policy should include specific good cause exemptions for promotion to 4<sup>th</sup> grade that recognize the special needs of some students with disabilities, English language learners, and students who were previously retained.

