KENTUCKY READING RESEARCH CENTER



# Annual Report on Kentucky's Read to Achieve Grant Program

October 2025

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## Acknowledgements

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### Contributing Authors

Terry Scott, Ph.D., Sangbaek Park, Ph.D., and Amy Lingo, Ed.D.

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## Executive Summary

By statute, the Kentucky Reading Research Center is required to perform annual evaluations of The Kentucky Read to Achieve: Reading Diagnostic and Intervention Grant (RTA) program. These grants provide schools with competitive funds to support teachers in implementing a reading intervention program and evidence-based instructional strategies that address the diverse needs of primary students (K-3) reading at low levels and needing accelerated learning. Schools awarded the RTA grant must ensure implementation of a reading intervention for students in Tiers 2 and 3 of a Multi-Tiered System of Supports (MTSS) as well as a comprehensive reading program at Tier 1.

Historically, the main data collected as a part of these evaluations has been a survey made available to school administrators, reading interventionists, and teachers. The focus of this year's evaluation is on the workings of the program itself, including how schools use their funds and how school professionals perceive of the program's processes and value. For the first time, we have attempted to look a bit deeper into RTA funded schools, observing their literacy team structures and classroom instructional practices. In addition, we have factored in school demographics and reading outcomes to consider whether there may be additional factors affecting a school's use of RTA funds. This was done with a small sample of schools and, while complex statistical analyses are not possible, we can look for evidence that might lead to more in-depth study in the future.

The results of the current survey were not significantly different from past surveys, but there are still some interesting findings. Mainly, schools widely report that the RTA funds were critical in helping them bolster their school-wide literacy instruction across tiers. Further, teachers and reading interventionists widely report that the training and support they received as a part of the RTA program were valuable and improved their ability to deliver science-based reading instruction. Interestingly, when asked what was necessary to improve their literacy outcomes, teacher reported a need for training in behavior management, more professional development and learning materials, and video demonstrations to help them see how specific instructional strategies are implemented.

When considering demographics and reading outcomes, low achieving schools and those with decreasing achievement trends were far more likely to have higher rates of teacher turnover and increased numbers of inexperienced teachers. Further, schools demonstrating high and increasing achievement tended to have higher ASA Tier 1 fidelity scores, indicating that these schools had more Tier 1 systems in place. In comparison, low achieving and decreasing trend schools tended to have slightly higher levels of Tier 3 fidelity. This may be a result of necessity, as schools that do not have Tier 1 systems in place will have more need for Tier 3 to serve students who are not adequately progressing. None of the observed instructional factors were significantly related to school-level achievement, although most trended in that direction. This is a finding that warrants further consideration in future evaluations.

## Background

The RTA Program was created under Senate Bill 19 in 2005 with the goal of supporting schools in implementing a reading diagnostic and intervention program to address the needs of struggling readers. Schools that are awarded RTA grant funds must provide matching funds and assure the complete sustainability of the professional learning requirements and all costs associated with implementing the professional learning and intervention program into the appropriate tiers of instruction for the two-year period. After this two-year period, RTA schools are eligible to request a grant renewal for an additional two years, contingent upon implementation of all program components, grant requirement compliance, demonstrated student progress, the availability of funds and successfully meeting all assurances per KRS 158.792 Section 3(b).

A comprehensive survey was administered to capture the perceptions and experiences of school personnel across 149 FY 2022 RTA schools. In addition, direct observations and interviews were conducted in a sample of schools. This report summarizes the results of the survey and observations and provides insights into school-level literacy practices and capacity.

This evaluation addresses the following:

1.1 What are the characteristics of the persons responding to the RTA survey?
1.2 What do personnel think about literacy impact and school/team capacity?
1.3 Do teachers' perceptions of literacy impact and capacity vary by their role?
1.4 Are survey responses associated with school-level reading achievement scores?
2.1 In terms of observed practices, are there differences among groups of schools with different patterns of student achievement?

# Part A: RTA Survey-Based Findings

## Methods

A total 149 schools received RTA funding from FY 2022 (target number of schools under this survey). The historical survey was revised and made available electronically from February 25 to June 5, 2025, and was distributed to all 149 schools receiving RTA funding in the 2024-25 school year.

## Demographics

A total of 2,248 individual surveys were returned from 148 schools, but not all were completed. For this analysis, we used only the 1,606 completed surveys—an average 10.85 responses from each school. Further, responses from paraprofessionals and those identifying as having other roles in the school were not included in this analysis because of the low response rate, representing half or fewer of all RTA schools.

### By Role

Respondents included K-3 teachers (n = 862) from 141 schools, RTA interventionists (n = 227) from 145 schools, and school administrators (n = 151) from 129 schools. The respondents' school coverage rate of the survey is as follows:

*Respondent Counts and School Coverage by Role*

| Role | Total Number of Schools | Total Number of Respondents | % of RTA Schools Represented |
|---|---|---|---|
| Interventionist | 145 | 227 | 97% |
| K–3 Teacher | 141 | 862 | 95% |
| Administrator | 129 | 151 | 87% |

*Note: RTA school coverage is calculated as the percentage of RTA schools represented by at least one respondent in each role category. Coverage data is not available for paraprofessionals and other roles due to school-role assignment ambiguity.*

*Number of Schools for Which There Were No Respondents – By Role*

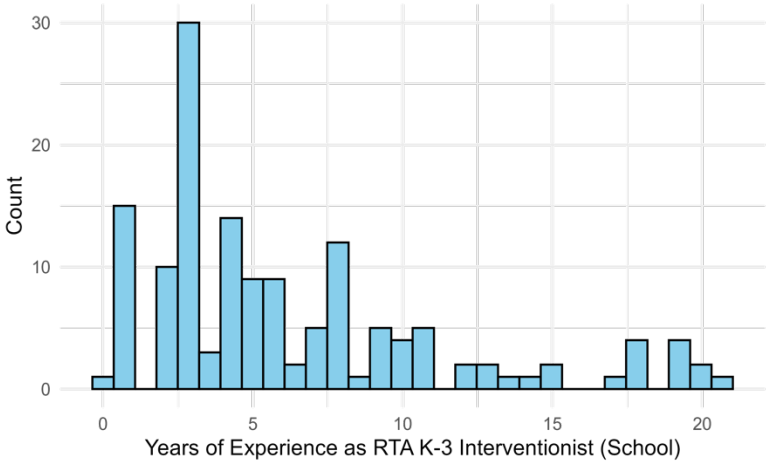
| Role | Number of Schools Represented | Number of Schools Not Represented |
|---|---|---|
| Interventionist | 145 | 4 |
| K–3 Teacher | 141 | 8 |
| Administrator | 129 | 20 |

The great majority of the 149 RTA schools were represented when considering interventionists (97%) and K-3 teachers (94.6%). Data from administrators was not as comprehensive but still represented 86.5% schools.

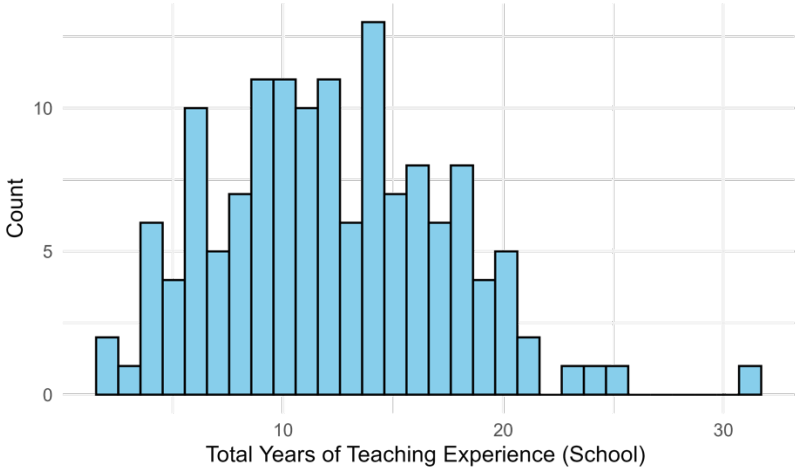
## Years of Experience

Across roles, respondents tended to have ample experience, with interventionists averaging 6.08 years of experience, K-3 teachers averaging 12.22 years, and administrators averaging 7.96 years.

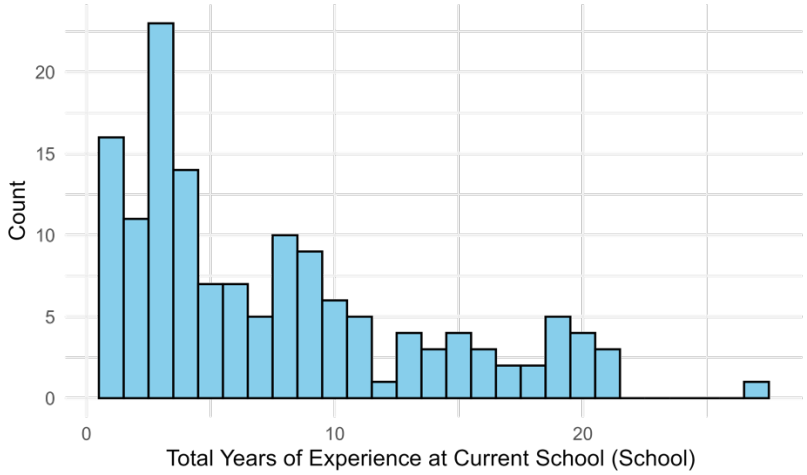
*Interventionists = average 6.0*




*K-3 Teachers = average 12.22*



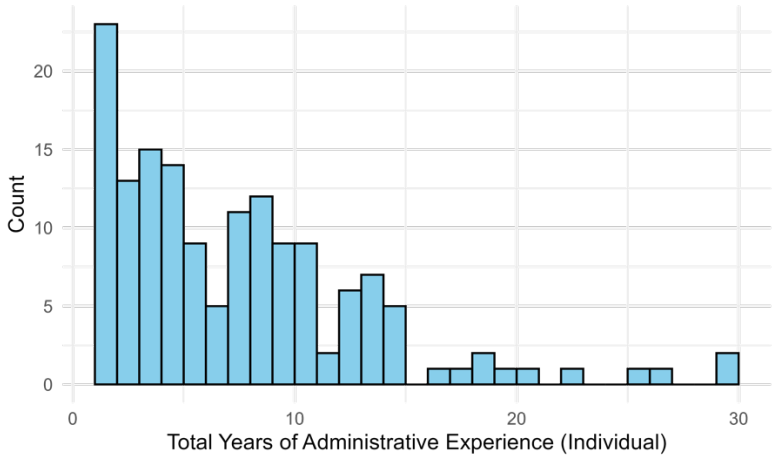
*School Administrators = average 7.96*



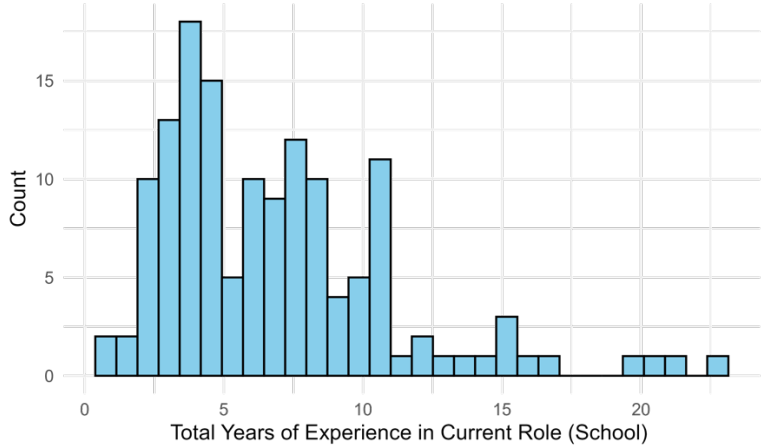

## Years in Current School

Interventionists reported having been in the interventionist role on average for more years than they have been in their current school. In contrast, K-3 teacher respondents tended to have been in their current school for only about half of their career. Administrators also report having been in their current school for just over half of their administrative career.

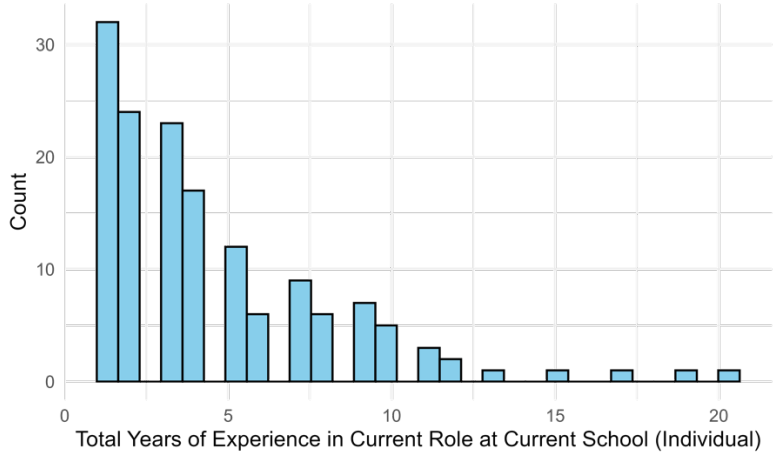
*Interventionists = average 7.45*



*K-3 Teachers = average 6.85*




*School Administrators = average 4.5*




## Teachers By Grade Level

Teacher respondents were evenly distributed across grade levels from K-3 with an average of 23.7% at each level. Of note, significantly fewer teachers (5.22%) report teaching in multi-grade classrooms.

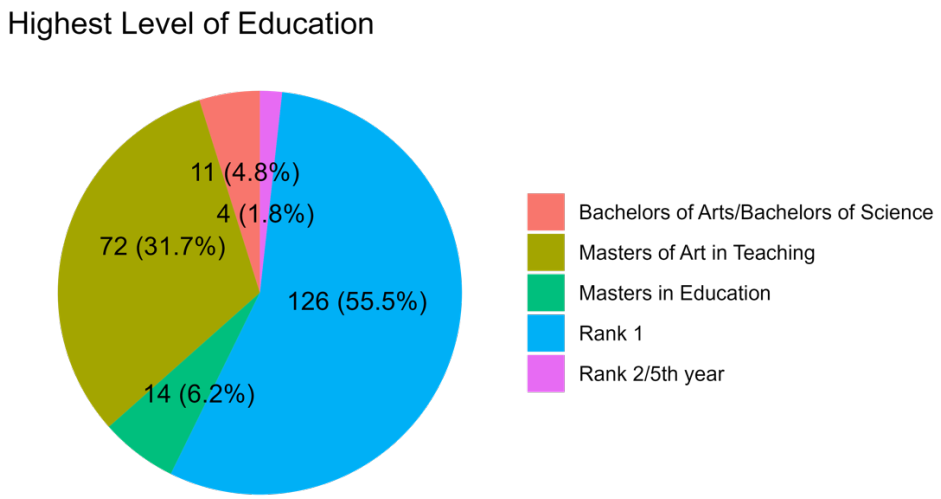
*K-3 Teachers by Grade Level*

| Teaching Grades | Count (n) | Percent (%) |
|---|---|---|
| Kindergarten | 213 | 24.71 |
| First Grade | 241 | 27.96 |
| Second Grade | 197 | 22.85 |
| Third Grade | 166 | 19.26 |
| Multigrades | 45 | 5.22 |

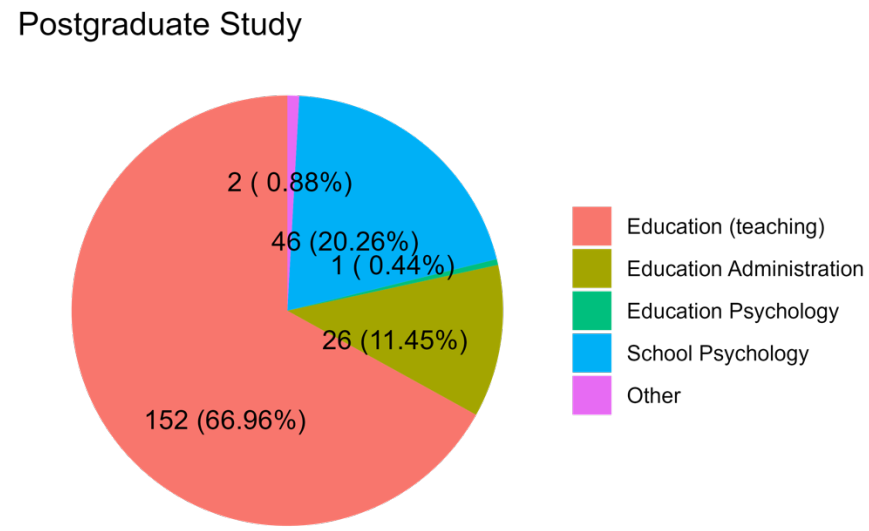
## Interventionist Education

The highest level of education achieved by these respondents is summarized below. More than half (55.5%) had a Rank 1 while just 1.8% (4 persons) had only a bachelor's degree. Further, the reported field of postgraduate study among interventionists was dominated by education at 67%, followed by school psychology at 20.26% and educational administration at 11.45%. Further, slightly more than half of all responding interventionists (54.9%) had some special certification, with a reading/literacy specialist certificate being the highest at 28.19%.

*Distribution of Interventionists by Highest Level of Education*




*Distribution of Interventionists Postgraduate Fields of Study*



*Types of Teacher Certifications Reported by Interventionists*

| Type of Certificates | Count (n) | Percent (%) |
|---|---|---|
| National Board-Certified Teacher | 29 | 12.78 |
| National Board-Certified Teacher, Reading or Literacy Specialist Certification | 11 | 4.85 |
| Reading or Literacy Specialist Certification | 64 | 28.19 |
| Not Applicable | 123 | 54.19 |

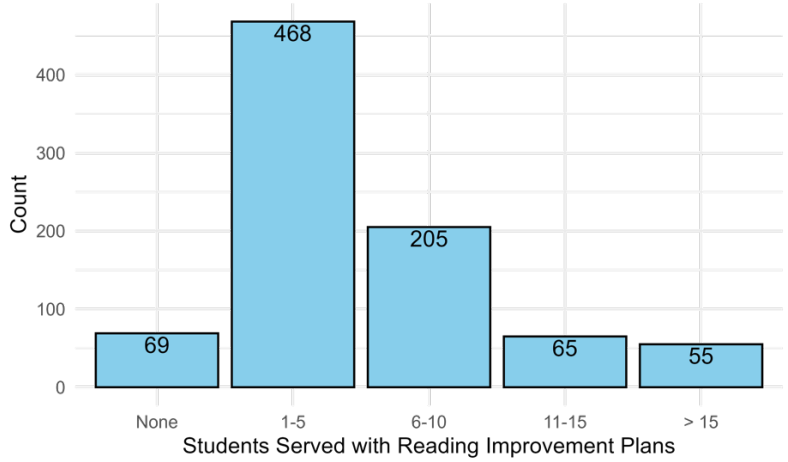
## Students Served with Reading Improvement Plans

Teachers were asked about the number of students they typically serve through a Reading Improvement Plan. Better than 78% of teacher respondents reported between 1 to 10 students with a reading improvement plan while nearly 14% reported that 11 or more students had a reading improvement plan (including 6.38% reporting more than 15). In contrast, 69 teachers responded that no students had a reading improvement plan.

*K-3 Teacher Reports of Number of Students with Reading Improvement Plans This Year*

| Number of Students | Count (n) | Percent (%) |
|---|---|---|
| None | 69 | 8.00 |
| 1 – 5 | 468 | 54.29 |
| 6 – 10 | 205 | 23.78 |
| 11 – 15 | 65 | 7.54 |
| >15 | 55 | 6.38 |

*Teacher Reported Number of Students Served with a Reading Improvement Plan*




## The Use of Approved Programs and HQIRs

### High Quality Instructional Resources

The most frequently used core comprehensive reading HQIR was Amplify *Core Knowledge Language Arts* (CKLA) with 224 teachers reporting they used it, followed by Savvas Learning Company *myView Literacy* (185), Houghton Mifflin Harcourt *Into Reading* (161) and Benchmark Education Company *Benchmark Advance* (137). Most teachers reported they used only one Core Comprehensive HQIR (743) while 73 teaches reported they had used two or more HQIRs.

*Reported Core Comprehensive Reading HQIRs*

| HQIR | Teachers | Paraprofessionals |
|---|---|---|
| Amplify, *Core Knowledge Language Arts (CKLA)*, 2015 | 224 | 41 |
| Savvas Learning Company, *myView Literacy*, 2020 | 185 | 4 |
| Houghton Mifflin Harcourt, *Into Reading*, 2020 | 162 | 39 |
| Benchmark Education Company, *Benchmark Advance*, 2022 | 137 | 11 |
| McGraw-Hill Education, *Wonders*, 2020/2023 | 110 | 31 |

## Access to HQIRs

K-3 teachers were asked about the length of time over which they have had access to their HQIR. Overall, 56.73% of teachers reported having access to their HQIR for one year, 17.4% reported two years, 9.28% reported 3 years, and 16.59% teachers report having access to HQIR for more than 3 years.

*Duration of Teachers' Access to Core Comprehensive Reading HQIR Programs*

| Length of HQIR Access | Count (n) | Percent (%) |
|---|---|---|
| 1 year | 489 | 56.73 |
| 2 years | 150 | 17.40 |
| 3 years | 80 | 9.28 |
| > 3 years | 143 | 16.59 |

Note: HQIR = High-Quality Instructional Resources

## Supplemental Reading Programs

School administrators were asked to identify their school's selected supplemental reading resources. *UFLI Foundations for Reading*, *Heggerty Reading*, and *iReady Reading/Barton Reading* are the most frequently used RTA-approved reading programs with respectively 67.79%, 34.23%, 28.19%. Of note, there were 23 "other" programs identified, totaling 39 different programs. A considerable number of these do not meet the criteria for a supplemental reading program, which may reflect some misunderstanding among school administrators about what qualifies as one.

*Reported Use of HQIRs*

| Foundational Skills Supplements | Count |
|---|---|
| *UFLI Foundations for Reading* | 101 |
| *Heggerty Reading* | 51 |
| *iReady Reading/Barton Reading* | 42 |
| Other | 31 |
| *Lexia Core 5 Reading/Orton Gillingham* | 30 |
| Supplemental to the core comprehensive HQIR | 21 |

## Training

### Interventionist Training

Interventionists were asked to identify professional development activities they've engaged in, from a list of 17 RTA approved providers. Interventionists report engagement with eleven of these professional development possibilities. LETRS was by far the most popular with 110 interventionists reporting completion. Importantly, this only includes completers, and it is possible that others were involved in ongoing training at the time of the survey. Pathways to Proficient Reading/Writing and the Foundational Skills Mini-Course were tied for the second most popular with 55 respondents each. 96 interventionists reported attending courses other than those listed in the survey, while 131 reported they had not. At the school level, 76 schools have interventionists who attended other types of training, while 69 schools did not report having participated in training.

| Approved PD Providers | Number of Interventionists Involved | Percent of Schools |
|---|---|---|
| *LETRS for K-3 Teachers (two-year commitment)* | 110 | 55.9% |
| *Foundational Skills Mini-Course* | 55 | 31.7% |
| *Orton-Gillingham Academy* | 48 | 30.6% |
| *The Writing Revolution* | 41 | 24.1% |
| *The Big Dippers Science of Reading Short Course* | 44 | 22.9% |
| *Institute for Multi-Sensory Education* | 36 | 20% |
| *Keys to Literacy* | 17 | 10.3% |

### Teacher LETRS Training

In terms of LETRS training, 40.49% of all responding teachers have received LETRS training, while 59.51% have not. At the school-level, 69.7% of schools have LETRS-trained teachers, and on average 55.62% of teacher respondents in a school have been trained in LETRS. Among the 349 teachers who completed LETRS training, 91.69% reported that they believe LETRS aligns with their school's literacy curriculum. In contrast, 8.31% reported that they did not believe LETRS aligns with their school's literacy curriculum. Importantly, one would not expect LETRS to align well in schools that are not using approved literacy programs.

## Funding and Value

### Average Percent of RTA Funds Allotted by Spending Category

Administrators were asked to disclose how RTA funds were used in their school. At the school level, around three quarters of RTA funds were allotted to RTA teacher salaries, followed by 10.1% allotted to instructional resources and 8% to professional learning. These three categories account for 95% of RTA funds. Only 2.1% of RTA funds were reported to have been used for others' salary and 3.4% for other expenses.

*Average Percent of RTA Funds Allotted by Spending Category*

| Category | RTA Teacher Salary | Professional Learning | Instructional Resources | Other Salary | Other Expenses |
|---|---|---|---|---|---|
| Average | 76.40 | 8.01 | 10.10 | 2.07 | 3.41 |
| SD | 25.14 | 10.98 | 14.99 | 7.33 | 6.53 |

Note: Values represent the average percentage of RTA funds allocated to each category across responding schools.
SD = Standard Deviation

### School-Level Percentage of Distribution of RTA Teacher Salary Funding Sources

Administrators were also asked whether they supplemented RTA funding and, if so, the amount and source of this supplemental funding. Overall, 84.5% of administrators reported they supplemented RTA grant funds. The source of additional funding was identified as general fund (50.5%), Title 1 fund (42.8%), district fund (35.8%), and other (16.5%). Special education fund is the least used fund (2.7%). The fact that nearly 85% of all administrators further supplement their school literacy programs indicates that RTA funding may not be sufficient to fully support literacy.

*School-Level Percentage Distribution of RTA Teacher Salary Funding Sources*

| Source | None | 1-25% | 26-50% | 51-75% | 76-100% |
|---|---|---|---|---|---|
| Title 1 Fund | 57.80 | 18.35 | 13.76 | 3.67 | 6.42 |
| Special and Others | 97.25 | 1.83 | 0.92 | 0 | 0 |
| General Fund | 49.54 | 30.28 | 13.76 | 2.75 | 3.67 |
| District Fund | 64.22 | 18.35 | 8.26 | 0.92 | 8.26 |
| Others | 83.49 | 8.26 | 3.67 | 0 | 4.59 |

### Supplemental Funding at the School Level

Most schools reported some level of supplemental spending across categories. Over 65% of schools spent at least some funds beyond the grant for professional learning, instructional resources, and salary.

*School-Level Supplemental Spending Beyond RTA Grant by Category*

| Source | None | < $100 | $100 - $500 | $500 - $1000 | > $1000 |
|---|---|---|---|---|---|
| Professional Learning | 33.03 | 3.67 | 12.84 | 17.43 | 33.03 |
| Instructional Resources for Intervention Services | 24.77 | 1.83 | 20.18 | 13.76 | 39.45 |
| Salary | 55.05 | 0.92 | 0.92 | 0 | 43.12 |
| Other Allowable Expenses | 59.63 | 3.67 | 9.17 | 7.34 | 20.18 |

Note: Values represent the percentage of schools reporting spending amounts in each category beyond the RTA grant allocation.

## Perceived Impact

### Administrator Perception of Interventionists' Impact

Administrators were specifically asked whether they believed that the interventionist has positively impacted the overall literacy capacity at their school. Among the 111 schools with a single response, 100 selected strongly agree, 8 selected agree, and 3 selected strongly disagree. Of the 15 schools with two responses, 14 had both responses as strongly agree, while 1 school had mixed responses (strongly agree and strongly disagree).

Most schools reported strong agreement that the K–3 interventionist has positively impacted overall literacy capacity. Over 90% of schools selected strongly agree, including nearly all with multiple responses. Only a small number of schools expressed lower or mixed levels of agreement, indicating broad consensus on the interventionist's positive role.

*Perceptions of K–3 Interventionist Impact on School-Wide Literacy Capacity*

| Response | Count |
|---|---|
| Strongly Agree | 135 |
| Agree | 12 |
| Strongly Disagree | 4 |

Note: Table reflects individual-level responses to the item: "The K–3 Interventionist has positively impacted the overall literacy capacity in my school."

## Interventionist Confidence by Focus Area

Overall, interventionists portrayed confidence in their ability to support students across literacy thematic areas, with the exception of areas related to students with dyslexia and aphasia. Approximately 98% of interventionists rated themselves fairly or very confident in all thematic areas related to literacy component areas. However, more than half rated themselves not confident at all or not very confident in terms of dyslexia (51.24%) and aphasia (78.85%).

*Interventionists' Self-Reported Confidence Across Literacy Thematic Areas*

| Thematic Areas | Not Confident at All | Not Very Confident | Fairly Confident | Very Confident |
|---|---|---|---|---|
| Phonemic Awareness | 1 (0.44%) | 2 (0.88%) | 30 (13.22%) | 194 (85.46%) |
| Phonics | 1 (0.44%) | 1 (0.44%) | 29 (12.78%) | 196 (86.34%) |
| Fluency | 0 (0%) | 3 (1.32%) | 53 (23.35%) | 171 (75.33%) |
| Vocabulary | 0 (0%) | 2 (0.88%) | 72 (31.72%) | 153 (67.40%) |
| Comprehension | 0 (0%) | 2 (0.88%) | 71 (31.28%) | 154 (67.84%) |
| Writing | 0 (0%) | 8 (0.88%) | 82 (36.12%) | 137 (60.35%) |
| Oral language | 0 (0%) | 10 (4.41%) | 78 (34.36%) | 139 (61.23%) |
| Knowledge Building | 1 (0.44%) | 3 (1.32%) | 69 (30.40%) | 154 (67.84%) |
| Dyslexia | 31 (13.35%) | 86 (37.89%) | 90 (39.65%) | 20 (8.81%) |
| Aphasia | 58 (25.55%) | 121 (53.30%) | 43 (18.94%) | 5 (2.20%) |

## Interventionists' Perceptions of Their Work

The job of the interventionist is to provide support for literacy instruction across the school. Each was asked about the timeframe for initiating a literacy intervention. Responses ranged from less than 2 weeks to more than 6 weeks, with the majority (53.74%) responding that literacy interventions typically begin within a timeframe of 2-4 weeks. The following table illustrates that in RTA schools, interventionists are responsive to student needs and provide support early when reading difficulties arise.

*Timeframe for Initializing Literacy Intervention*

| Time to Begin Intervention | Count (n) | Percent (%) |
|---|---|---|
| Less than 2 weeks | 67 | 29.52 |
| 2-4 weeks | 122 | 53.74 |
| 4-6 weeks | 35 | 15.42 |
| More than 6 weeks | 3 | 1.32 |

## Additional Needs from KDE

### Interventionist Reported Impediments

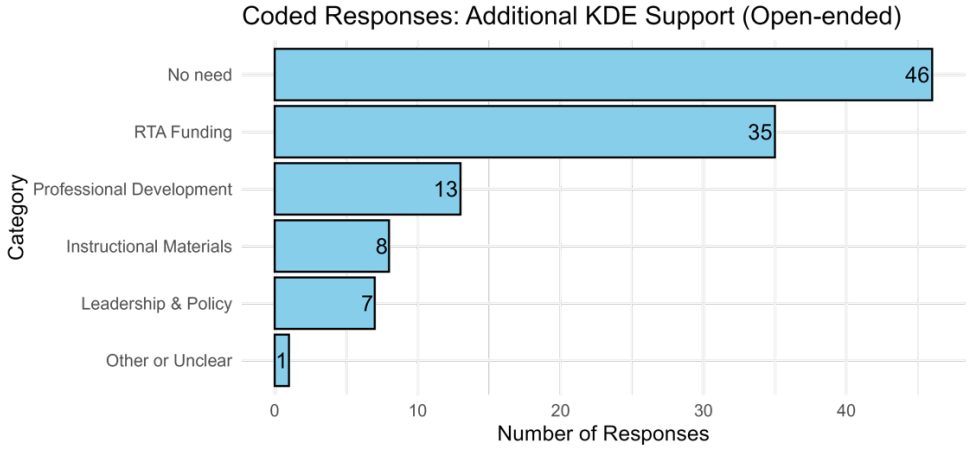
Interventionist respondents were also asked to identify impediments to implementation of a literacy intervention. Time was the most common impediment identified (26.43% report often or always), with student behavior a clear second (8.81% report often or always). In contrast, administrator support, availability of needed instructional materials, and lack of professional learning for implementation of the resources were seen as less likely to be an impediment.

*Frequency of Reported Impediments to Effective Literacy Instruction*

| Impediments | Never | Occasionally | Often | Always |
|---|---|---|---|---|
| Time | 41 (18.06%) | 126 (55.51%) | 46 (20.26%) | 14 (6.17%) |
| Student Behavior | 75 (33.04%) | 132 (58.15%) | 18 (7.93%) | 2 (0.88%) |
| Administrative Support | 193 (82.02%) | 28 (12.33%) | 5 (2.20%) | 1 (0.44%) |
| Availability of needed instructional materials | 157 (69.16%) | 60 (26.43%) | 8 (3.52%) | 2 (0.88%) |
| Lack of professional learning for implementation of the resources | 160 (70.48%) | 59 (25.99%) | 6 (2.64%) | 2 (0.88%) |

### Interventionist Reported Needs

Interventionist respondents were asked an open-ended question about what they saw as their greatest need in terms of improving their capacity and outcomes. Most respondents did not identify any needs. But among those that did, funding was the most frequent response, followed by professional development, instructional materials, and leadership and policy.



RTA Funding (n = 35)
Respondents strongly emphasized the need for continued or increased RTA funding to support literacy intervention programs. They cited concerns about retaining interventionists, purchasing materials, and sustaining school-level capacity to meet student needs. Many shared that without the RTA grant, their schools would struggle to fund intervention positions and deliver targeted instruction effectively. There were also calls for expanded funding to support professional development and additional staffing, especially in high-need schools.

Professional Development (n = 13)
Respondents emphasized the need for ongoing, high-quality training opportunities. LETRS was frequently mentioned as a valuable experience, and many called for expanded training in areas like dyslexia, aphasia, and the Science of Reading. Some respondents asked for support with the cost of training and broader access to resources across regions.

Instructional Materials (n = 8)
Respondents expressed a clear need for more instructional resources to support literacy interventions. Specific requests included decodable books, affordable and structured intervention curricula, behavior management tools, and professional learning materials. Several also asked for video demonstrations and a greater variety of teaching materials to support diverse learning needs.

Leadership and Policy (n = 7)
Respondents called for clearer expectations around reading plans and greater accountability for student behavior and parental involvement. Some recommended training for school leaders in the Science of Reading and proposed ways to increase family engagement, such as sending materials home. There was also interest in creating forums or conferences to share ideas across schools.

No Need (n = 46)
This group includes responses expressing satisfaction with current support or appreciation for existing efforts. Respondents either indicated no further needs or were unsure about any additional support required.

## Associations Between Survey Responses and School-Level Reading Performance

This section examines how school-level reading proficiency is associated with key RTA survey responses across three academic years, from 2021/2022 through 2023/2024. Survey items (sections 7 and 8 in Appendix A) included in this analysis reflect evidence-based literacy practices—such as collaborative planning, observation and feedback cycles, and timely data use—which are considered foundational to effective schoolwide reading instruction.

While the survey itself does not establish causality, observed correlations between these practices and school-level reading outcomes may suggest that schools implementing such practices with greater fidelity tend to demonstrate higher student achievement in early literacy.

### Summary of Findings

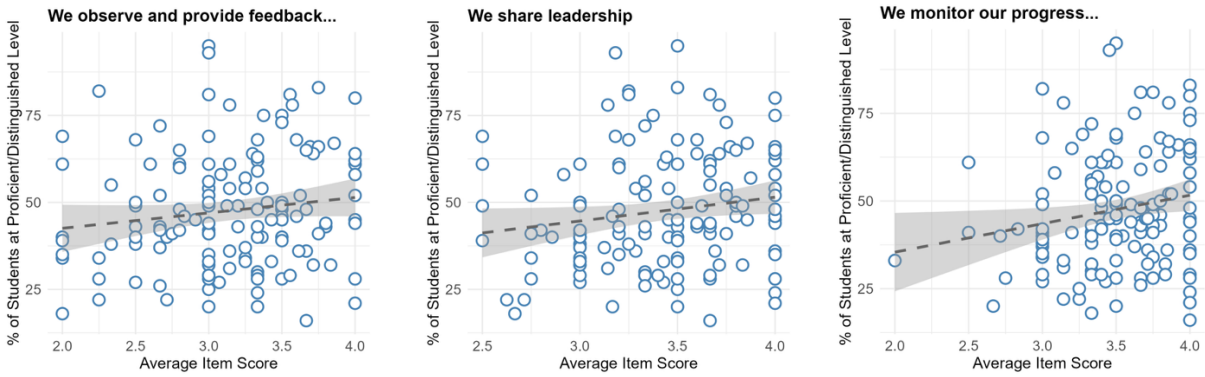
Several survey items related to collaborative literacy team practices and school capacity demonstrated modest but consistent positive correlations with school-level reading proficiency. The strongest associations were observed in 2023/2024, the year closest to the time of survey administration (spring 2025), suggesting alignment between reported school practices and students' reading outcomes.

### Literacy Team and Reading Outcomes

Several "Collaborative Practices" survey items were positively associated with reading outcomes.

- "*We observe and provide feedback to each other*" was the most consistently associated item across all three years ($r \approx .20$, $p < .05$), indicating that feedback-oriented collaboration may be an important component of developing effective school literacy teams.
- "*We share leadership*" approached significance in 2023/2024 ($r = .16$, $p = .05$), implying that distributed leadership structures may also play a positive role in improving reading outcome.
- "*We routinely monitor our progress towards our goals for students*" showed a statistically significant correlation with 2023/2024 reading proficiency ($r = .19$, $p = .03$), suggesting that schools whose literacy teams engage in progress monitoring tend to see stronger reading outcomes.

*Relationships Between Perceived Literacy Team Capacity and Reading Proficiency (2023/2024)*

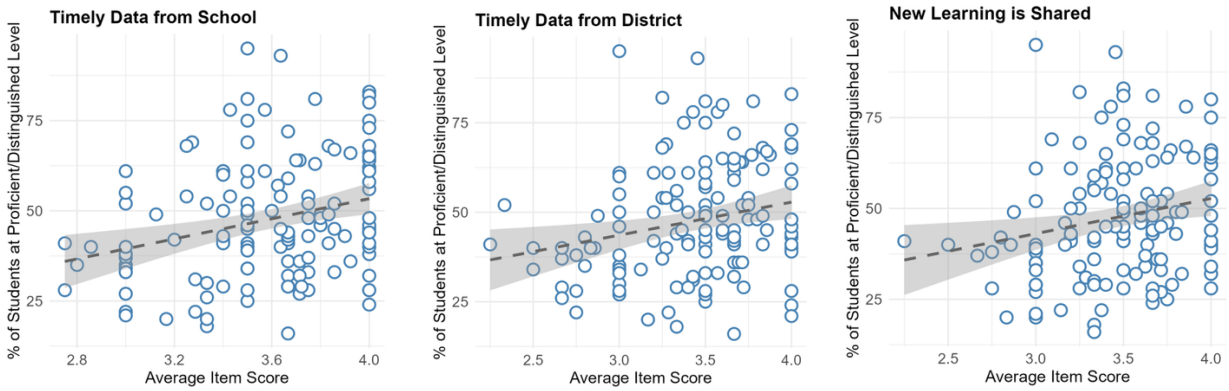



## School Capacity and Reading Outcomes

Items related to perceived school-wide capacity showed even stronger relationships with reading outcomes in 2023/2024. As illustrated below, three school capacity items were statistically significant.

- "*The school provides timely data that helps us evaluate progress toward our goals*" (*r* = .28, *p* = .001)
- "*The district provides timely data that helps us to evaluate progress toward our goals*" (*r* = .22, p = .008)
- "*New learning about effective practice is shared across the school*" (*r* = .21, *p* = .012)

*Relationships Between Perceived School Capacity and Reading Proficiency (2023/2024)*




In other words, schools where data are available in a timely manner for evaluation purposes and where staff consistently share and apply new learning tended to have significantly higher reading outcomes. These results highlight the importance of school systems and environments that support effective data use in decision-making and encourage collaborative learning.

## Implications for Improving School Reading Outcomes

These findings point to specific areas of practice that may serve as levers for improving schools' early reading outcomes.

- *Reinforce Collaborative Team Practices:* Literacy teams that regularly engage in structured observation, peer feedback, and team-based progress monitoring were associated with stronger school-level reading outcomes. KDE may consider providing training, coaching, or protocols to support these practices within literacy teams.

- *Improve Data Access and Use:* The strongest associations emerged in schools that reported having timely access to actionable school and district data. KDE can support and promote data literacy efforts that help school staff use this data effectively in their decision-making.

# Part B: Observational and Qualitative Findings

## School Grouping Based on Reading Outcomes

### Subjective Approach: Attempts to Identify Distinctive Clusters Using Statistical Approaches

In an effort to connect RTA survey results to reading achievement, the 149 RTA-funded schools were analyzed to create specific clusters by outcome types.

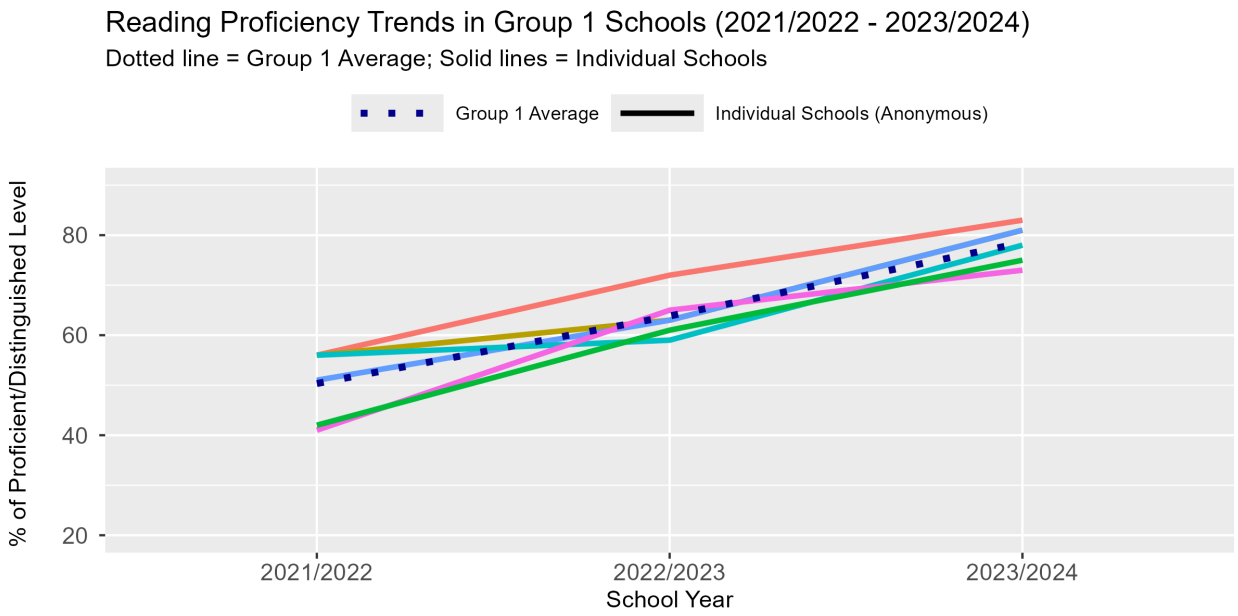
### Methods

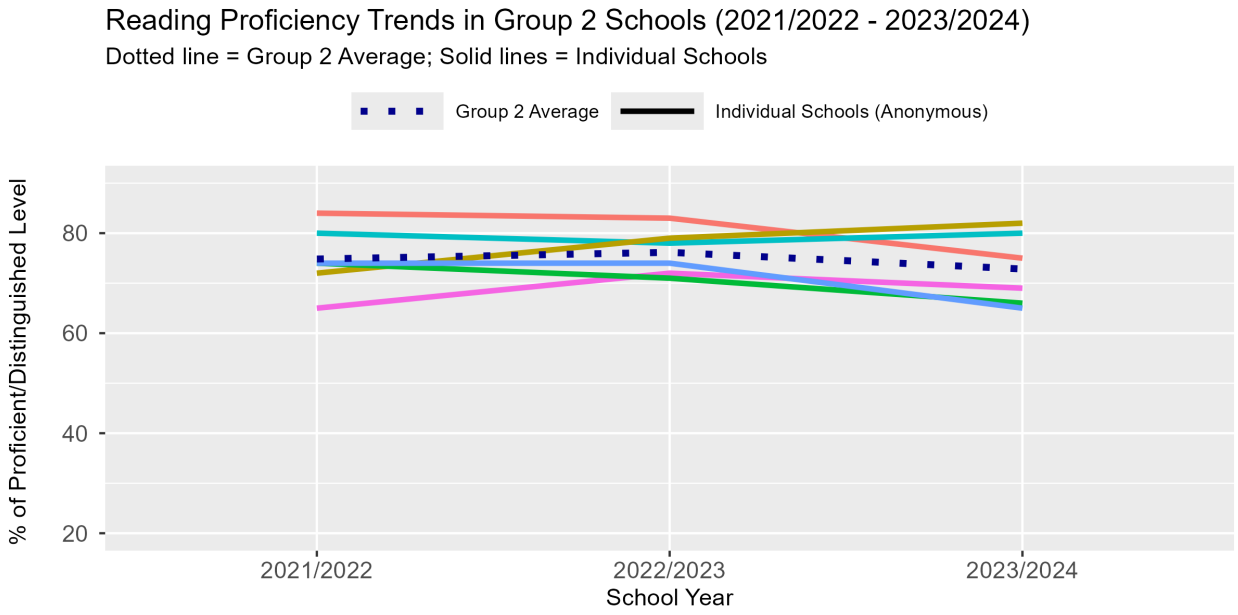
Using publicly available data on RTA school reading achievement over the past three years, we have created a stratified sample that identified 26 schools fitting into one of four clusters (high achieving, low achieving, increasing achievement trend, and decreasing achievement trend). Analysis of school outcomes over the past two years was used to identify schools in four clusters: high achieving, low achieving, increasing achievement trend, and decreasing achievement trend.

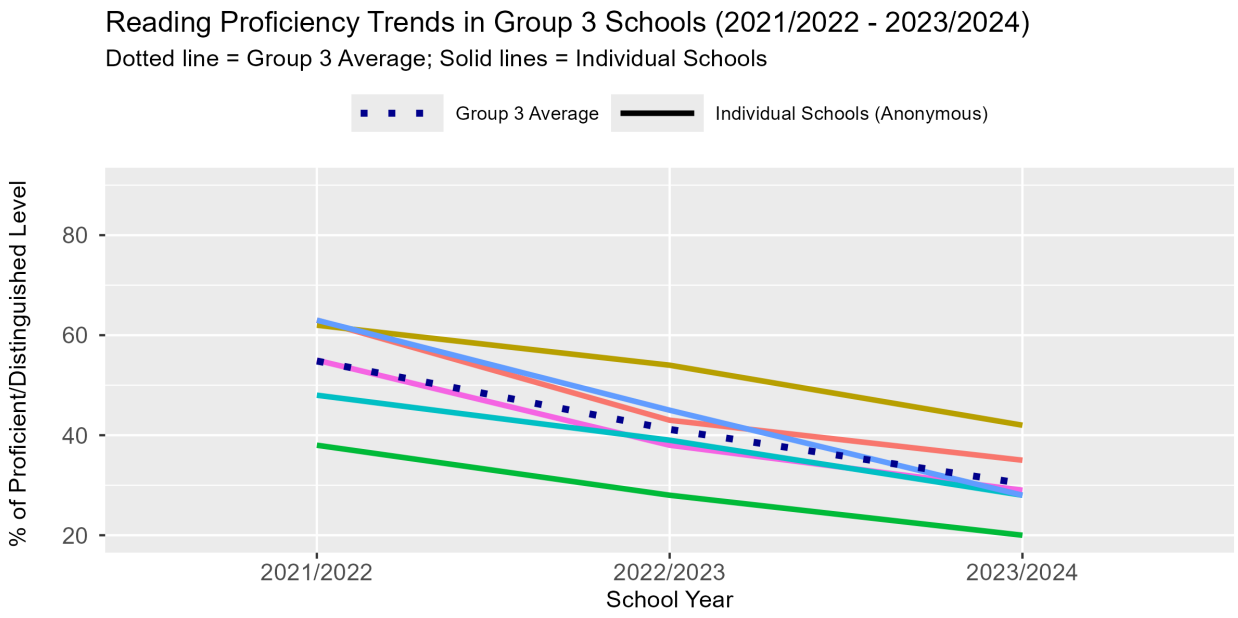
The following criteria were used to identify schools statewide:

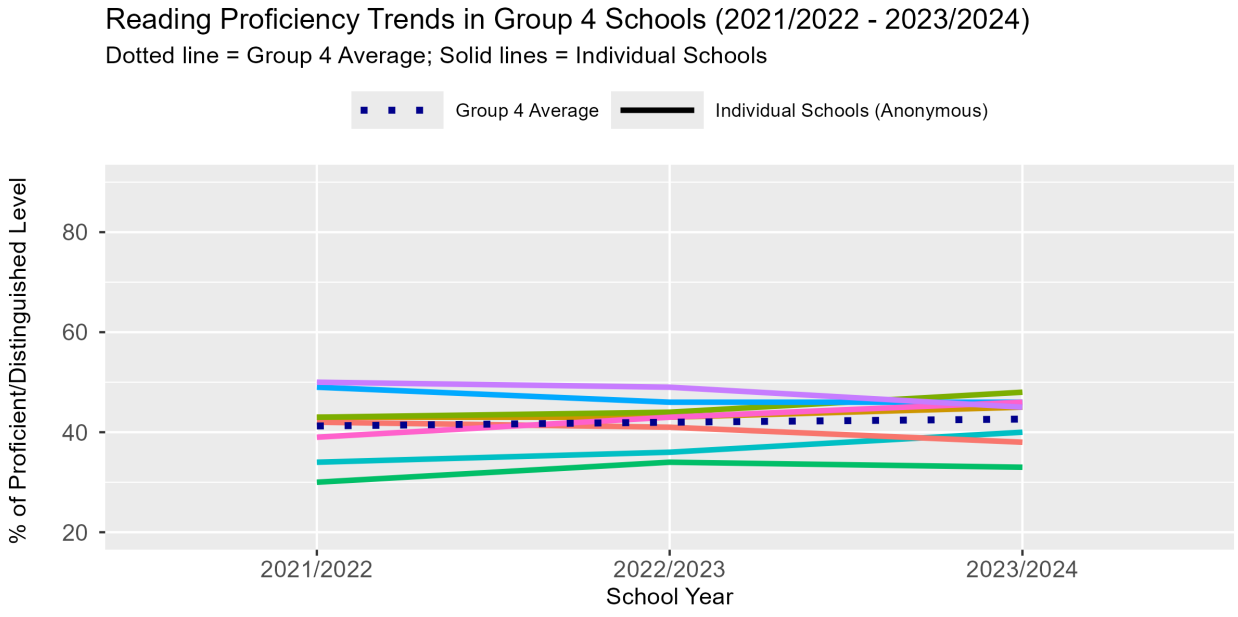
| | |
|---|---|
| Group 1: Continuous Improvement | Growth >7% both years |
| Group 2: Stable High | Stable growth (<3.5%), top 40% in 2023/2024 |
| Group 3: Continuous Decline | Decline >5% both years |
| Group 4: Stable Low | Stable growth (<5%), bottom 40% in 2023/2024 |

The following graphs summarize school performance in each of these four clusters. We then used survey data and additional assessments as a means of examining how different variables might be associated with school outcomes.


Reading Proficiency Trends in Group 1 Schools (2021/2022 - 2023/2024)
Dotted line = Group 1 Average; Solid lines = Individual Schools
Group 1 Average
Individual Schools (Anonymous)
% of Proficient/Distinguished Level
80
60
40
20
2021/2022
2022/2023
2023/2024
School Year


Reading Proficiency Trends in Group 2 Schools (2021/2022 - 2023/2024)
Dotted line = Group 2 Average; Solid lines = Individual Schools
Group 2 Average
Individual Schools (Anonymous)
% of Proficient/Distinguished Level
80
60
40
20
2021/2022
2022/2023
2023/2024
School Year

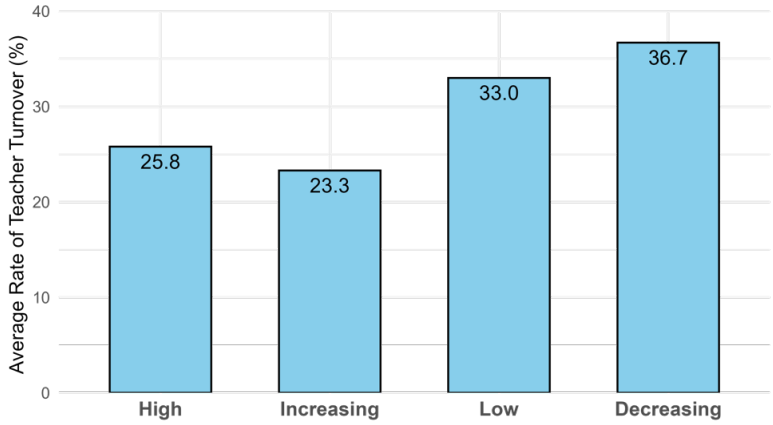

Reading Proficiency Trends in Group 3 Schools (2021/2022 - 2023/2024)
Dotted line = Group 3 Average; Solid lines = Individual Schools
Group 3 Average
Individual Schools (Anonymous)
% of Proficient/Distinguished Level
80
60
40
20
2021/2022
2022/2023
2023/2024
School Year


Reading Proficiency Trends in Group 4 Schools (2021/2022 - 2023/2024)
Dotted line = Group 4 Average; Solid lines = Individual Schools
Group 4 Average
Individual Schools (Anonymous)
% of Proficient/Distinguished Level
80
60
40
20
2021/2022
2022/2023
2023/2024
School Year

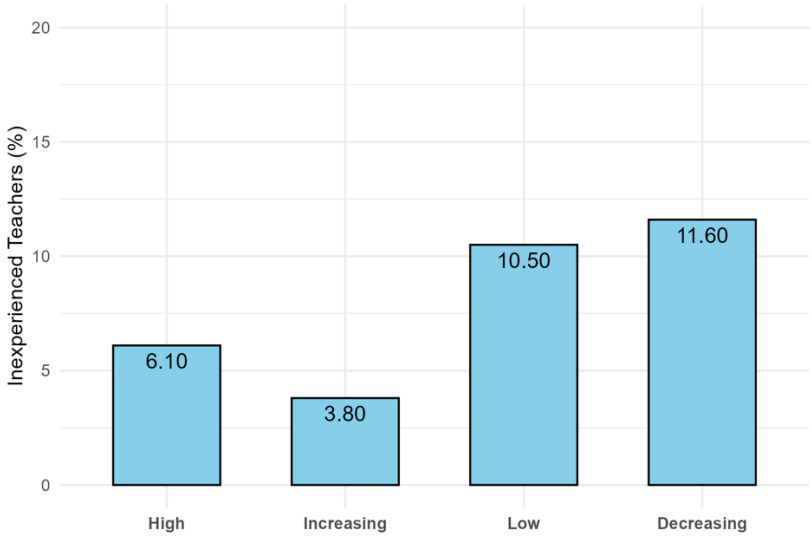
## Faculty and Staff Demographics

Demographic data on schools in each identified cluster was pulled from publicly available data on the Kentucky School Report Card website. Overall, high achieving and increasing trend schools tended to have less teacher turnover and fewer inexperienced teachers. All other demographic variables were mixed, with no patterns apparent.

*Teacher Turnover*




*Percent Inexperienced Teachers*




**N too low for statistical analysis
High = 5 Increasing = 5
Low = 7
Decreasing = 4

## Foundational Instructional Practices

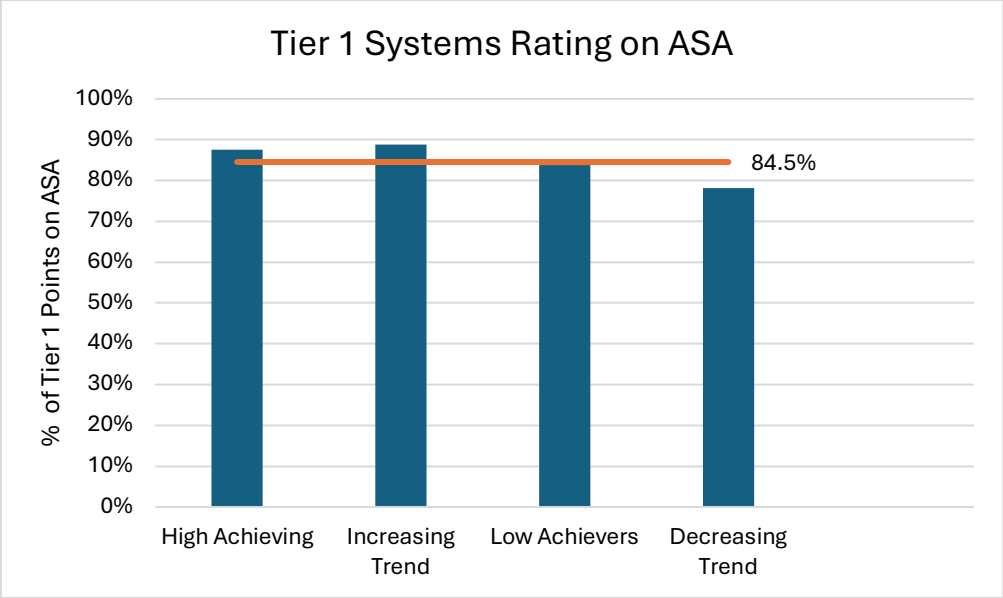
As noted, 26 schools were identified across the four clusters (high achieving, low achieving, increasing achievement trend, and decreasing achievement trend). Of these, direct observations of three classroom literacy lessons in each of the 12 schools were conducted. In addition, interviews with school literacy teams were conducted in 21 schools.

## Literacy Team Interviews

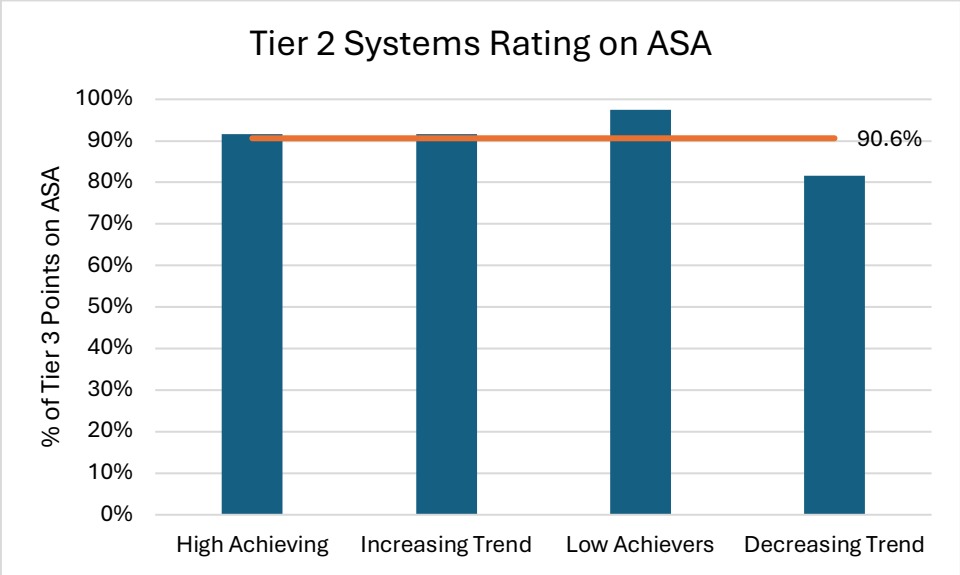
Interviews with School Literacy Teams were conducted virtually and scored using the ABRI School Assessment (ASA, Scott, Lingo, & Hirn, 2013). The ASA provides an index of the fidelity with which a school is implementing effective systems for literacy instruction at each of 3 tiers. While there were insufficient observations to allow for inferential analysis, some general descriptive findings are of not. First, schools demonstrating high and increasing achievement tended to have higher ASA Tier 1 fidelity scores, indicating that these schools had more Tier 1 systems in place. In comparison, low achieving and decreasing trend schools tended to have slightly higher levels of Tier 3 fidelity. This may be a result of necessity as schools that do not have Tier 1 systems in place will have more need for Tier 3 to serve students who are not adequately progressing.

High achieving = 5 schools
Increasing achievement trend = 5 schools
Low achieving = 7 schools
Decreasing achievement trend = 4 schools

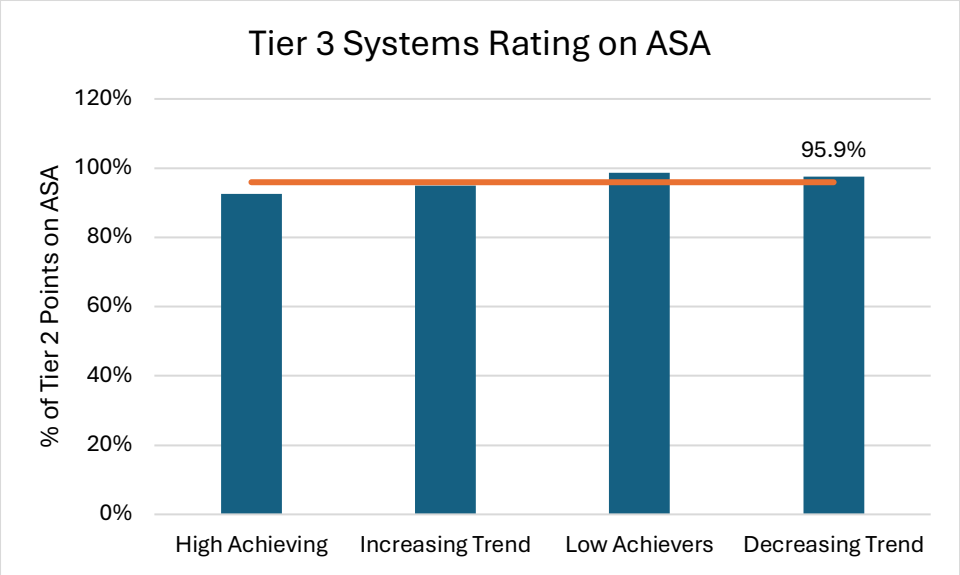
*Tier 1 Score on ASA by School Clusters – with average in red*



*Tier 2 Score on ASA by School Clusters - with average in red*

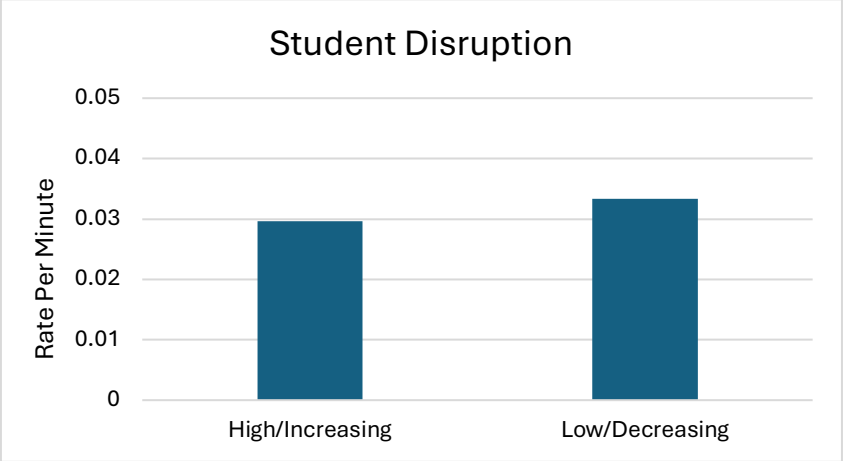



*Tier 3 Score on ASA by School Clusters - with average in red*

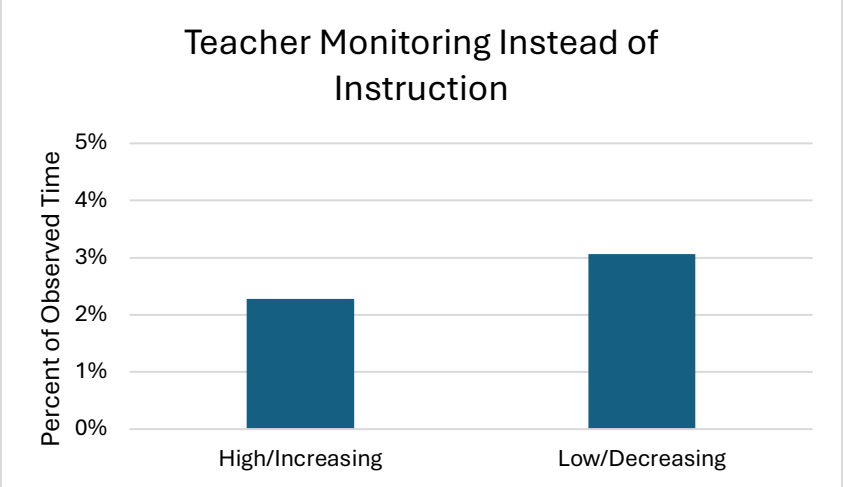


## Instructional Observations

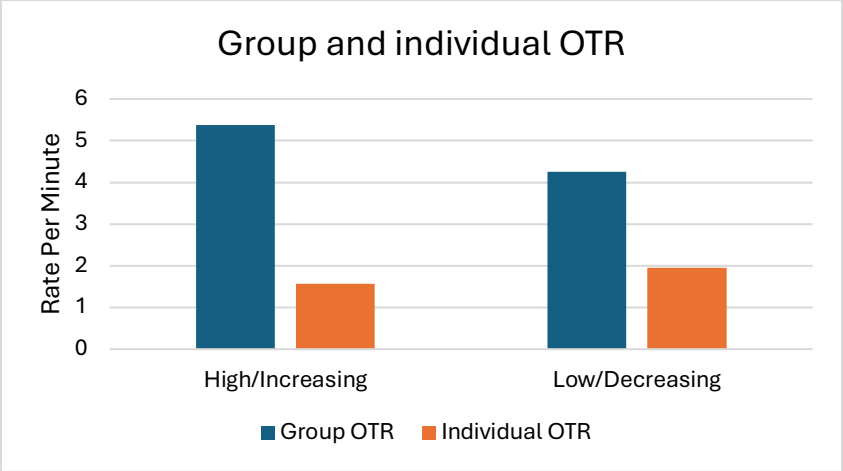
Student disruptions were defined as those behaviors that did or reasonably could have interrupted the teacher's ability to deliver instruction. Overall, more disruptions were observed in low and decreasing achievement schools. This is important because the survey results indicated that teachers saw student misbehavior as one of the greatest challenges to literacy instruction.




Teachers were coded as either engaging in instruction or simply monitoring students without providing instruction. In low and decreasing achievement schools, teachers were observed to be engaged in monitoring instead of instruction at higher rates. This is important because of the positive effects associated with students' time engaged with instruction.



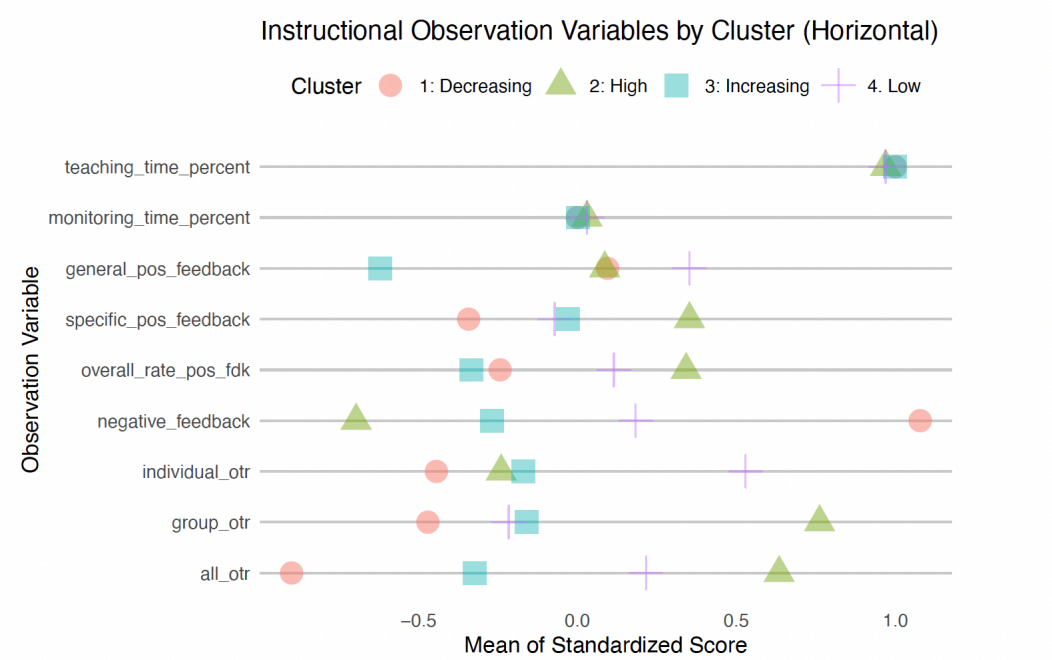
An opportunity to respond (OTR) is defined as a teacher behavior that provides one or more students an opportunity to respond to a question or request that was related to the academic content. The OTR provided could require verbal or gestural responses and was coded as an opportunity regardless of whether the student responded. All instances of OTR were required to be related to the lesson content book they'd read. While teachers overall used OTRs at rates higher than what has been reported as norms for literacy instruction (See Scott et a., 2017), those in high and increasing achievement schools provided higher rates of group OTR, while low and decreasing achievement schools provided higher rates of OTRs directed at individual students. In general, group OTRs are considered more efficient because each one engages the entire class. In addition, individual OTRs can sometimes put students on the spot and create anxiety, especially among those with deficits or disabilities.




## Associations Between Instructional Observations and School-Level Reading Performance

In examining associations between instructional observations and school-level reading performance, there were no results of significance. While descriptively the data show more instructional strategies in use among high outcome schools, there is not enough data to draw conclusions.

The consistently high outcome schools exhibited the highest rates of specific positive feedback, overall rate of positive feedback, and group opportunities to respond (OTR). In contrast, the Decreasing outcome trend schools had the highest percentage of teacher teaching time but lower engagement measures such as group OTR and positive feedback.




The standardized score plots revealed clear instructional differences among performance trend groups. Notably, high outcome schools (Group 2) tend to provide more specific positive feedback, offer the highest group opportunities to respond (OTR), and give less negative feedback. In contrast, decreasing outcome schools (Group 1) devote the least time to OTR and provide the most negative feedback. Increasing outcome schools (Group 3) give the least general positive feedback but provide less negative feedback than the decreasing and low outcome groups. Low outcome schools (Group 4) tend to offer less specific positive feedback while delivering more negative feedback. These patterns suggest that active engagement strategies—such as increasing specific positive feedback, reducing negative feedback, and maximizing group OTR—may be associated with higher reading performance.

### Correlation with Reading Proficiency

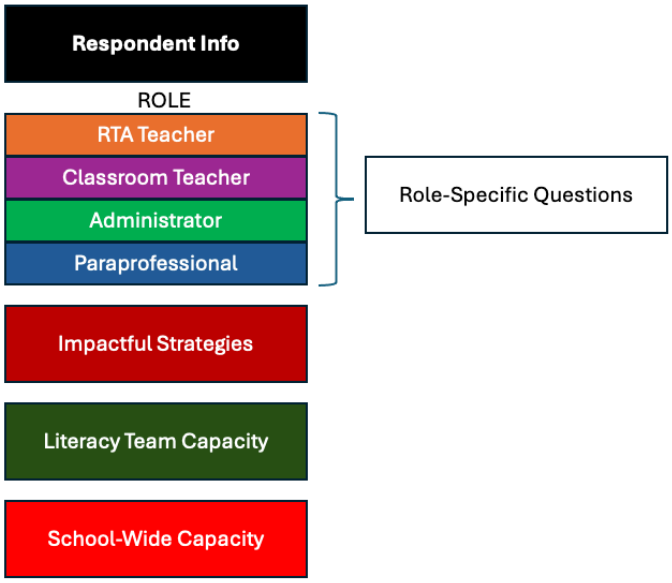
No instructional variables showed statistically significant correlations with student reading proficiency. Due to the limited sample size (n = 12 schools), regression analysis was not conducted. Correlation and standardized group means were emphasized instead. This analysis explored the correlations between instructional observation measures and school-level reading performance. It is important to note that the number of observations per school was limited in some cases. This raises concerns about whether the available observations are truly representative of each school's overall instructional practices. The correlation analysis implicitly assumes that the collected instructional observation data are reflective of typical practices across the entire school, which may not hold if the sample is small or unbalanced. In addition, it is possible that analyzing correlations with classroom-level reading outcomes, rather than school-level outcomes, could reveal stronger relationships.

## Summary

In summary, the Read to Achieve program in Kentucky continues to provide schools with valuable support for effective literacy instruction. RTA schools broadly report the program to be beneficial and cite only extraneous issues (e.g., district funding, time, and student behavior) as roadblocks. While the use and sharing of data was found to have a moderate association with reading outcomes at the school level, very few other school-level variables predict outcomes. However, low and decreasing achieving schools tend to have more student disruptions, teacher turnover and experience, and lower fidelity of Tier 1 systems. These are areas worth considering future support efforts.

# Appendix A: Read to Achieve 2024-2025 Survey

ORGANIZATION OF THE SURVEY




## INTRODUCTION

You are being invited to participate in this survey because you are a member of a Read to Achieve (RTA) grant-funded school. Your feedback will help improve the program in the future. The survey will take approximately 15 minutes to complete. All information provided will be treated confidentially.

If needed, you will be able to leave the survey and then re-enter where you left off when you click on the survey link again. However, please note that this "Save-and-Continue" feature uses cookies to save your progress, and it will only work as long as you return to the survey using the same internet browser on the same computer. For this reason, we strongly recommend you finish the survey in one sitting.

When completing the survey, please be certain your responses are correct before clicking on to the next page. For some questions, you will not be able to go back and change your answers once you have clicked the "next" button.

If you have any technical issues with the survey, contact Terry Scott at the University of Louisville, t.scott@louisville.edu, 502-852-0576

**PREAMBLE**

**Study Title:** Predicting Literacy Outcomes in Kentucky Schools

**Purpose of the Study:**
You are invited to participate in a survey research study examining the implementation and impact of the Read to Achieve program funds. KRS 158.792(7) requires that "[t]he Department of Education shall report program data to an external evaluator for analysis of the program's success in meeting the goal of increasing early literacy student outcomes." The purpose of this study is to better understand how RTA funding supports schools and impacts teaching practices, as well as to identify any areas for improvement. Your insights will be invaluable in informing future educational resources and professional support for teachers in Kentucky.

**Study Procedures:**
Participation in this study involves completing a survey that will take approximately 10-15 minutes. The survey includes questions about your experiences with and opinions on professional development programs, instructional resources, and the support available in your school. Your responses will be anonymous, and no identifying information will be collected.

**Confidentiality:**
All responses are anonymous and will be reported in aggregate form. Data will be securely stored and only accessed by the research team. Your individual responses will not be shared with your school or district administration.

**Voluntary Participation and Withdrawal:**
Participation is voluntary, and you may choose not to complete the survey or to withdraw from the study at any time without penalty. Your decision will not impact your employment or any professional relationships.

**Contact Information:**
If you have questions or concerns about the study, please contact Dr. Terry Scott at the Kentucky Reading Research Center 502-852-0576 (t.scott@louisville.edu)

## Section 1: Respondent Identifiers

**Q1.1** Please select your District & School
*[DROPDOWN MENU – LIST OF ALL SCHOOLS]*

**Q1.2** Please select what best describes your role in the school.
- RTA School K-3 Interventionist
- RTA School K-3 Classroom Teacher
- RTA School Administrator (principal, vice principal)
- RTA School K-3 Paraprofessional
- Other: _____

## Section 2: RTA School K-3 Interventionist Questions

**Q2.1** How many total years have you served as an RTA School K-3 Interventionist (including the 2024 to 2025 academic year)?

**Q2.2** How many total years have you served in your current role at your current school (including the 2024 to 2025 academic year)?

**Q2.3** What is the highest level of education you have completed or the highest degree you have received?

- Bachelor of Arts/Bachelor of Science
- Master of Arts in Teaching
- Rank 2/5th year
- Master of Education
- Rank 1
- Doctorate

**Q2.4** In what area is your postgraduate study?

- Education (teaching)
- Educational Administration
- School Psychology
- Educational Psychology
- Other

**Q2.5** Do you have either of the following certificates?

| | Yes |
|---|---|
| National Board-Certified Teacher | ❍ |
| Reading or Literacy Specialist Certification | ❍ |

**Q2.6** How many weeks after the start of the school year did you begin intervention instruction (not testing) with most of your students?

- Less than 2 weeks
- 2-4 weeks
- 4-6 weeks
- More than 6 weeks

**Q2.7** How confident are you in your ability to support student development in the following areas?

| | Not Confident at All (1) | Not Very Confident (2) | Fairly Confident (3) | Very Confident (4) |
|---|---|---|---|---|
| Phonemic awareness | ○ | ○ | ○ | ○ |
| Phonics | ○ | ○ | ○ | ○ |
| Fluency | ○ | ○ | ○ | ○ |
| Vocabulary | ○ | ○ | ○ | ○ |
| Comprehension | ○ | ○ | ○ | ○ |
| Writing | ○ | ○ | ○ | ○ |
| Oral language | ○ | ○ | ○ | ○ |
| Knowledge Building | ○ | ○ | ○ | ○ |
| Dyslexia | ○ | ○ | ○ | ○ |
| Aphasia | ○ | ○ | ○ | ○ |

**Q2.8** What intervention programs do you use? (select all that apply)

| | Yes |
|---|---|
| iReady Reading; Barton Reading | ○ |
| 95% Group Reading | ○ |
| SPIRE Reading | ○ |
| Recipe for Reading/Multi-Sensory | ○ |
| Heggerty Reading | ○ |
| Sonday System | ○ |
| Amira Reading | ○ |
| Benchmark | ○ |
| Phonics Intervention | ○ |
| UFLI Foundations for Reading | ○ |
| Lexia Core 5 Reading; Orton Gillingham | ○ |
| Reading | ○ |
| SIPPS | ○ |
| Wilson Reading & Foundations | ○ |
| School-specific, | ○ |
| Green-Rated, | ○ |
| Primary HQIR Tier 2 intervention | ○ |
| Other | ○ |

**Q2.9** To what degree do the following present significant impediments to your ability to deliver instruction with the interventions identified above?

| | Never | Occasionally | Often | Always |
|---|---|---|---|---|
| Time | ○ | ○ | ○ | ○ |
| Administrative Support | ○ | ○ | ○ | ○ |
| Student Behavior | ○ | ○ | ○ | ○ |
| Availability of needed instructional materials | ○ | ○ | ○ | ○ |
| Lack of professional learning for implementation of the resource | ○ | ○ | ○ | ○ |

**Q2.10** Which of the following professional learning activities have you attended and did your Principal support your participation?

| | I have attended | | Did Your Principal support your participation in this training? | |
|---|---|---|---|---|
| | Yes | No | Yes | No |
| LETRS for Educators | ○ | ○ | ○ | ○ |
| Big Dippers Science of Reading Short Course | ○ | ○ | ○ | ○ |
| Literacy Live | ○ | ○ | ○ | ○ |
| Achieve the Core's Foundational Skills Mini Course; | ○ | ○ | ○ | ○ |
| AIM Institute Pathways to Proficient Reading | ○ | ○ | ○ | ○ |
| Top Ten Tools | ○ | ○ | ○ | ○ |
| Orton Gillingham Academy | ○ | ○ | ○ | ○ |
| Keys to Literacy | ○ | ○ | ○ | ○ |
| Institute for Multi-Sensory Education | ○ | ○ | ○ | ○ |
| The Writing Revolution; Structured Literacy at GRREC | ○ | ○ | ○ | ○ |
| Other | ○ | ○ | ○ | ○ |

**Q2.11** What additional support do you need from KDE?

## Section 3: RTA School Classroom Teacher Questions (Classroom Teachers Only)

You selected "Other" as your role. You will receive questions similar to those provided for classroom teachers. Not all questions may apply to you, and you may skip ("Next") any that are not relevant.

**Q3.1** How many total years of teaching experience do you have (including the 2024 to 2025 academic year)?

**Q3.2** How many total years have you served in your current role at your current school (including the 2024 to 2025 academic year)?

**Q3.3** What grade(s) do you teach? (select all that apply):

- Kindergarten (1)
- 1st grade (2)
- 2nd grade (3)
- 3rd grade (4)

**Q 3.4** Which Core Comprehensive Reading HQIR do you use? (Check all that apply.)

| | Yes |
|---|---|
| American Reading Company, ARC (American Reading Company) Core, 2017 | ○ |
| Amplify, Core Knowledge Language Arts (CKLA), 2015 | ○ |
| Benchmark Education Company, Benchmark Advance, 2022 | ○ |
| Great Minds, Wit & Wisdom, 2016 | ○ |
| Houghton Mifflin Harcourt, Into Reading, 2020 | ○ |
| Imagine Learning f/k/a LearnZillion, Imagine Learning EL Education K-5 Language Arts, 2019 | ○ |
| McGraw-Hill Education, Wonders, 2020 | ○ |
| McGraw-Hill Education, Wonders, 2023 | ○ |
| Open Up Resources, EL Education K-5 Language Arts, 2017 | ○ |
| Savvas Learning Company, myView Literacy, 2020 | ○ |
| Savvas Learning Company, ReadyGEN, 2016 | ○ |

**Q 3.5** Have you engaged in professional learning from a publisher specific to the HQIR?

- Yes
- No

**Q3.6** How long have you had access to the HQIR?

- 1 year
- 2 years
- 3 years
- > 3 years

**Q3.7** How many students in your classroom have had a reading improvement plan over the course the current academic year?

- None
- 1-5
- 6-10
- 11-15
- > 15

**Q3.8** Have you received LETRS Training?

- Yes
- No

*IF YES, GO TO QUESTION 3.9*

**Q3.9** Do you feel that what you learned in LETRS aligns with your school's literacy curriculum?

- Yes
- No

## Section 4: RTA School Administrator Questions (Principals and APs only)

**Q4.1** How many total years of administrative experience do you have (including the 2024 to 2025 academic year)?

**Q4.2** How many total years have you served in your current role at your current school (including the 2024 to 2025 academic year)?

**Q4.3** Which RTA-approved reading intervention programs does your school use? (select all that apply)

| | Yes |
|---|---|
| iReady Reading; Barton Reading | ○ |
| 95% Group Reading | ○ |
| SPIRE Reading | ○ |
| Recipe for Reading/Multi-Sensory | ○ |
| Heggerty Reading | ○ |
| Sonday System | ○ |
| Amira Reading | ○ |
| Benchmark | ○ |
| Phonics Intervention | ○ |
| UFLI Foundations for Reading | ○ |
| Lexia Core 5 Reading; Orton Gillingham | ○ |
| Reading | ○ |
| SIPPS | ○ |
| Wilson Reading & Fundations | ○ |
| School-specific, | ○ |
| Green-Rated, | ○ |
| Primary HQIR Tier 2 intervention | ○ |
| Other | ○ |

**Q4.4** Approximately what percent of your annual RTA funds are allotted to each of the following

| | None | 1-25% | 26-50% | 51-75% | 76-100% |
|---|---|---|---|---|---|
| RTA teacher salary | ○ | ○ | ○ | ○ | ○ |
| Professional Learning | ○ | ○ | ○ | ○ | ○ |
| Instructional Resources for Intervention Services | ○ | ○ | ○ | ○ | ○ |
| Salary | ○ | ○ | ○ | ○ | ○ |
| Other Allowable Expenses | ○ | ○ | ○ | ○ | ○ |

**Q4.5** Does your school supplement the grant funds to pay for an interventionist/teacher or other RTA exclusive activities/costs?

- ❍ Yes
- ❍ No

*[IF YES]*

**Q4.5.1** Approximately what percentage of your interventionist/teacher salary comes from the following sources:

| | None | 1-25% | 26-50% | 51-75% | 76-100% |
|---|---|---|---|---|---|
| Title 1 Funds | ○ | ○ | ○ | ○ | ○ |
| Special Education Funds | ○ | ○ | ○ | ○ | ○ |
| General Funds | ○ | ○ | ○ | ○ | ○ |
| District Funds | ○ | ○ | ○ | ○ | ○ |
| Others? | ○ | ○ | ○ | ○ | ○ |

**Q4.6** 6. Part of the evaluation for this year is to get an accurate cost estimate of each RTA intervention program. Over the past four years, have you spent any additional funds on any of the RTA programs or for intervention materials needed for the RTA funds that are not captured in the annual spending listed above?

| | None | <$100 | $100-$500 | $500-$1000 | >$1000 |
|---|---|---|---|---|---|
| Professional Learning | ○ | ○ | ○ | ○ | ○ |
| Instructional Resources for Intervention Services | ○ | ○ | ○ | ○ | ○ |
| Salary | ○ | ○ | ○ | ○ | ○ |
| Other Allowable Expenses | ○ | ○ | ○ | ○ | ○ |

**Q4.7** Please indicate your level of agreement with the following statements.

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| The K-3 Interventionist has positively impacted the overall literacy capacity as my school | ○ | ○ | ○ | ○ |

## Section 5: RTA School Paraprofessionals (paraprofessionals only)

**Q5.1** How many total years of experience working with students in classrooms do you have (including the 2024 to 2025 academic year)?

**Q5.2** How many total years have you served in your current role at your current school (including the 2024 to 2025 academic year)?

**Q 5.3** Which Core Comprehensive Reading HQIR do you use? (select all that apply)

| | Yes |
|---|---|
| American Reading Company, ARC (American Reading Company) Core, 2017 | ○ |
| Amplify, Core Knowledge Language Arts (CKLA), 2015 | ○ |
| Benchmark Education Company, Benchmark Advance, 2022 | ○ |
| Great Minds, Wit & Wisdom, 2016 | ○ |
| Houghton Mifflin Harcourt, Into Reading, 2020 | ○ |
| Imagine Learning f/k/a LearnZillion, Imagine Learning EL Education K-5 Language Arts, 2019 | ○ |
| McGraw-Hill Education, Wonders, 2020 | ○ |
| McGraw-Hill Education, Wonders, 2023 | ○ |
| Open Up Resources, EL Education K-5 Language Arts, 2017 | ○ |
| Savvas Learning Company, myView Literacy, 2020 | ○ |
| Savvas Learning Company, ReadyGEN, 2016 | ○ |

**Q 5.4** Have you engaged in professional learning from a publisher specific to the HQIR?

- ○ Yes
- ○ No

**Q5.5** How long have you had access to the HQIR?

- ○ 1 year
- ○ 2 years
- ○ 3 years
- ○ > 3 years

**Q5.6** How many students with reading improvement plans do you serve over the course the academic year?

- ○ None
- ○ 1-10
- ○ 10-20
- ○ 20-30
- ○ > 30

## Section 6: Impactful Literacy Strategies (All RTA School Roles)

**Q6.1** In your opinion, what is the impact of each of the following in terms of improving student literacy? [From no impact at all to most impactful thing a person or school can do]

| Impact | No Impact | Little Impact | Some Impact | High Impact | Very High Impact |
|---|---|---|---|---|---|
| Pursuing funding/grant opportunities to supplement literacy instruction (other than RTA funding) | ○ | ○ | ○ | ○ | ○ |
| Creating partnership with community to promote literacy practices | ○ | ○ | ○ | ○ | ○ |
| Utilizing personal connections to secure resources for instruction | ○ | ○ | ○ | ○ | ○ |
| Participating in literacy professional development (in addition to RTA PDs) | ○ | ○ | ○ | ○ | ○ |
| Having needed high-quality instructional resources to support literacy instruction | ○ | ○ | ○ | ○ | ○ |
| Having more literacy teachers to support literacy instruction | ○ | ○ | ○ | ○ | ○ |
| Having designated time for teachers to work collaboratively on literacy instruction | ○ | ○ | ○ | ○ | ○ |
| Having administrator-teacher collaborations around literacy instruction | ○ | ○ | ○ | ○ | ○ |
| Talking with students to encourage literacy learning | ○ | ○ | ○ | ○ | ○ |
| Staying up to date on pedagogical best practices in literacy | ○ | ○ | ○ | ○ | ○ |
| Implementing best pedagogical practices into classroom teaching | ○ | ○ | ○ | ○ | ○ |
| Engaging in discussions on literacy instruction with teachers across grade levels | ○ | ○ | ○ | ○ | ○ |
| Collaborating with non-classroom teachers (Art Teachers, P.E. Teachers, Music Teachers, | ○ | ○ | ○ | ○ | ○ |

| | | | | | |
|---|---|---|---|---|---|
| Library/Media Specialists, Aides, Counselors, etc.) to support literacy | | | | | |
| Establishing/expanding an online literacy library | ○ | ○ | ○ | ○ | ○ |
| Utilizing small chunks of time to discuss literacy instruction related issues with other teachers | ○ | ○ | ○ | ○ | ○ |
| Utilizing online platforms, such as Google Drive, SharePoint, Dropbox, and Teams, to support literacy instruction | ○ | ○ | ○ | ○ | ○ |
| Making sure literacy instruction from different instructors (classroom teacher, interventionist, etc.) builds off each other and/or is consistent for students and what is happening in Tier 1 | ○ | ○ | ○ | ○ | ○ |
| Communicating consistent expectations of students' literacy performance schoolwide | ○ | ○ | ○ | ○ | ○ |
| Moving students to different intervention programs based on early literacy assessment and progress monitoring | ○ | ○ | ○ | ○ | ○ |
| Reserving time to help students needing additional instruction on learned literacy concepts/knowledge | ○ | ○ | ○ | ○ | ○ |
| Reserving time in class to teach writing revision | ○ | ○ | ○ | ○ | ○ |
| Adjusting instructional strategies based on students' formative universal screener/diagnostic achievement data | ○ | ○ | ○ | ○ | ○ |
| Participating in school-wide meetings discussing student data to inform literacy instruction | ○ | ○ | ○ | ○ | ○ |
| Collaboratively reviewing data to make decisions about literacy instruction (e.g. with a professional | ○ | ○ | ○ | ○ | ○ |

| | | | | | |
|---|---|---|---|---|---|
| learning community, within grade-level meetings, etc.) | | | | | |
| Discussing formative literacy assessment strategies with other teachers | ○ | ○ | ○ | ○ | ○ |

**Q6.2** In your opinion, what is the impact of each of the following instructional routines and techniques in Phonics Instruction? [From no impact at all to most impactful thing a teacher can do]

| Impact | No Impact | Little Impact | Some Impact | High Impact | Very High Impact |
|---|---|---|---|---|---|
| **State Goal and Purpose** (State concept focus and expectations for outcomes) | ○ | ○ | ○ | ○ | ○ |
| **Practice Phonological Awareness** (Warm-up exercises, listening to and manipulating sounds in spoken words) | ○ | ○ | ○ | ○ | ○ |
| **Review Previous Lesson** (Fluency drills; rereading familiar text; checking retention of learned words or concepts) | ○ | ○ | ○ | ○ | ○ |
| **Introduce New Concept** (Explicit, direct teaching of new phoneme-grapheme correspondence or letter pattern) | ○ | ○ | ○ | ○ | ○ |
| **Provide Guided Practice** (Teacher-led practice blending words, reading pattern-based words, phoneme-grapheme mapping, reading phrases and sentences) | ○ | ○ | ○ | ○ | ○ |
| **Provide Extended Practice** (Students working on skills independently with teacher support as needed) | ○ | ○ | ○ | ○ | ○ |
| **Practice Dictation** (Dictation of sounds, words, sentences) | ○ | ○ | ○ | ○ | ○ |
| **Connect to Word Meaning** (With phonics vocabulary, construct multiple-meaning web; locate words that have similar meanings or that go together, find the odd | ○ | ○ | ○ | ○ | ○ |

| | | | | | |
|---|---|---|---|---|---|
| one out in a set of words; use two vocabulary words in a sentence, etc.) | | | | | |
| **Read Text** (Read decodable text with a high proportion of words that have been taught) | ○ | ○ | ○ | ○ | ○ |

**Q6.3** In your opinion, what is the impact of each of the following instructional routines and techniques in Comprehension Instruction? [From no impact at all to most impactful thing a teacher can do]

| Impact | No Impact | Little Impact | Some Impact | High Impact | Very High Impact |
|---|---|---|---|---|---|
| **Before Reading: Establish Purpose for Reading** (Why read the text? What are the takeaways or enduring understandings students should gain from the text?) | ○ | ○ | ○ | ○ | ○ |
| **Before Reading: Identifying Text Structure** (Is this informational or narrative text?) | ○ | ○ | ○ | ○ | ○ |
| **Before Reading: Prepare Background Knowledge** (What background or topic context is needed?) | ○ | ○ | ○ | ○ | ○ |
| **Before Reading: Select Vocabulary** (What words should be pre-taught?) | ○ | ○ | ○ | ○ | ○ |
| **Before Reading: Identify Challenging Language** (What are difficult sentences/phrases/academic language?) | ○ | ○ | ○ | ○ | ○ |
| **During Reading: Plan Questions/Anticipate Student Questions** (Mark text for stopping to ask questions and queries.) | ○ | ○ | ○ | ○ | ○ |
| **During Reading: Use Text Structure to Organize Thinking** (Use graphic organizer or outline to show structure.) | ○ | ○ | ○ | ○ | ○ |
| **After Reading: Evaluate Student Understanding** (Was purpose | ○ | ○ | ○ | ○ | ○ |

| | | | | | |
|---|---|---|---|---|---|
| met? Did students' thinking change? Is rereading planned?) | | | | | |
| **After Reading: Assessment** (Evaluate how students express the big ideas/enduring understandings from the reading) | ○ | ○ | ○ | ○ | ○ |

## Section 7: RTA School Literacy Capacity – Literacy Team (All)

**Q7.0** Are you a member of your RTA school's literacy team?

- ○ Yes
- ○ No

*[IF YES, RESPONDENT SEES SECTION 7 QUESTIONS, IF NO, MOVE TO SECTION 8]*

**Q7.1** Collaborative Practice: How often are the following things true about the RTA School Reading/Literacy Team?

| | Rarely | Sometimes | Often | Almost Always |
|---|---|---|---|---|
| We observe and provide feedback to each other | ○ | ○ | ○ | ○ |
| All members of the team stay engaged and accountable to each other | ○ | ○ | ○ | ○ |
| We make commitments to try new things and report back on the results | ○ | ○ | ○ | ○ |
| We are comfortable sharing evidence related to our individual and collective efforts | ○ | ○ | ○ | ○ |
| We share what we learn with others beyond the team | ○ | ○ | ○ | ○ |
| The team's work connects to the broader goals of the system in which we work | ○ | ○ | ○ | ○ |

**Q7.2** Creating Collaborative Culture**:** How often are the following things true about the RTA School Reading/Literacy Team?

| | Rarely | Sometimes | Often | Almost Always |
|---|---|---|---|---|
| We can share successes and failures without being judged | ○ | ○ | ○ | ○ |
| Our meetings are productive and purposeful | ○ | ○ | ○ | ○ |
| Team members follow through on things between meetings | ○ | ○ | ○ | ○ |
| We feel responsible for working together to address student learning problems | ○ | ○ | ○ | ○ |
| We engage in hard conversations | ○ | ○ | ○ | ○ |
| We share leadership | ○ | ○ | ○ | ○ |

**Q7.3** Maintaining an Inquiry Stance: How often are the following things true about the RTA School Reading/Literacy Team?

| | Rarely | Sometimes | Often | Almost Always |
|---|---|---|---|---|
| We have a clear purpose that focuses our collaborative work | ○ | ○ | ○ | ○ |
| Our collaboration focuses on core issues of student learning | ○ | ○ | ○ | ○ |
| We are clear about the student outcomes we are working toward | ○ | ○ | ○ | ○ |
| We work through a cycle of planning, acting, and reflecting on evidence about our practice | ○ | ○ | ○ | ○ |
| We routinely monitor our progress towards our goals for students | ○ | ○ | ○ | ○ |
| We incorporate expertise and research evidence into our literacy instruction planning as appropriate | ○ | ○ | ○ | ○ |

**Q7.4** Using Evidence Effectively: How often are the following things true about the RTA School Reading/Literacy Team?

| | Rarely | Sometimes | Often | Almost Always |
|---|---|---|---|---|
| Our collaboration stays grounded in evidence of student learning | ○ | ○ | ○ | ○ |
| We use a wide range of data sources for decision-making | ○ | ○ | ○ | ○ |
| We have the skills in our group to use data effectively | ○ | ○ | ○ | ○ |
| When we try something, we analyze the impact on student learning | ○ | ○ | ○ | ○ |
| We examine and discuss student work with each other | ○ | ○ | ○ | ○ |

**Q7.5** Shared Agreements: How often are the following things true about the RTA School Reading/Literacy Team?

| | Rarely | Sometimes | Often | Almost Always |
|---|---|---|---|---|
| We agree about the most important literacy outcomes for our students | ○ | ○ | ○ | ○ |
| We agree about how to assess those outcomes | ○ | ○ | ○ | ○ |
| We agree about effective instructional literacy practices | ○ | ○ | ○ | ○ |
| We have a common understanding of and emphasis on literacy across disciplines | ○ | ○ | ○ | ○ |
| Our shared agreements drive our decisions and our work | ○ | ○ | ○ | ○ |
| We hold each other accountable for acting on our shared agreements | ○ | ○ | ○ | ○ |

## Section 8: Literacy Capacity – School Wide (All RTA School Roles)

**Q8.1** Supporting Collaboration Systemically: How often are the following things true about your RTA school?

| | Rarely | Sometimes | Often | Almost Always |
|---|---|---|---|---|
| Teachers, administrators, and other professionals trust each other | ○ | ○ | ○ | ○ |
| Collaboration is a routine part of how we do our jobs here | ○ | ○ | ○ | ○ |
| We have been provided with useful training and/or tools to help us collaborate more effectively | ○ | ○ | ○ | ○ |
| The school provides timely data that helps us evaluate progress toward our goals | ○ | ○ | ○ | ○ |
| The district provides timely data that helps us to evaluate progress toward our goals | ○ | ○ | ○ | ○ |
| New learning about effective practice is shared across the school | ○ | ○ | ○ | ○ |
| Dedicated time is built into the work week for professional collaboration | ○ | ○ | ○ | ○ |
| Our leadership supports and promotes our collaborative work | ○ | ○ | ○ | ○ |
| Our leadership engages in collaborative work with us | ○ | ○ | ○ | ○ |
| We are encouraged to experiment with our practice and try new ideas | ○ | ○ | ○ | ○ |

**Q8.2** How often are the following things true about your RTA school?

| | Rarely | Sometimes | Often | Almost Always |
|---|---|---|---|---|
| We feel responsible for working together to address student learning problems | ○ | ○ | ○ | ○ |
| We are clear about the student outcomes we are working toward | ○ | ○ | ○ | ○ |
| We examine and discuss student work with each other | ○ | ○ | ○ | ○ |
| We have a common understanding of and emphasis on literacy across disciplines | ○ | ○ | ○ | ○ |
| Our shared agreements drive our decisions and our work | ○ | ○ | ○ | ○ |