KENTUCKY READING RESEARCH CENTER









Annual Report on Kentucky's Read to Achieve Grant Program

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2026 Annual Report on Kentucky's Read to Achieve (RTA) Grant Program

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The Kentucky Reading Research Center is a partnership between the University of Louisville College of Education and Human Development and the Kentucky Department of Education. Established through Kentucky Revised Statute 164.0207, the center supports educators in implementing evidence-based reading programs and promotes literacy development across the Commonwealth. For more information visit kyreadingresearch.org or email kyrrc@louisville.edu.

Executive Summary

By statute, the Kentucky Reading Research Center evaluates the Kentucky Read to Achieve: Reading Diagnostic and Intervention Grant (RTA) program each year. RTA grants give schools resources to support teachers in implementing reading interventions and evidence-based instructional strategies for K–3 students reading below grade level and in need of intervention. Grant-funded schools provide intervention for students in Tiers 2 and 3 of a Multi-Tiered System of Supports (MTSS), while also maintaining a comprehensive core reading program at Tier 1.

The 2025–2026 RTA Survey provides a statewide look at how the program is being implemented—and what school staff say they need to strengthen literacy instruction. The survey included administrators, interventionists, and teachers across 149 RTA schools in 53 districts, with responses collected from more than 95% of participating schools. The survey examined the instructional resources schools are using, staff training and confidence, collaboration, barriers to effective literacy instruction, and how RTA funding is being used.

A few themes stand out.

- **RTA schools are investing heavily in literacy personnel.** Four high-quality instructional resources (HQIRs) account for more than 80% of the HQIRs reported across RTA schools, with seven additional resources accounting for the remainder. More than 80% of RTA grant funds are directed to interventionist salaries, and most schools supplement those funds with other sources to sustain literacy staffing.
- **Educators report strong confidence in foundational literacy instruction.** Teachers and interventionists expressed the greatest confidence in the knowledge or teaching of phonics and phonemic awareness. At the same time, confidence was considerably lower in specialized areas such as dyslexia and severe language disorders—areas that can require more intensive support and expertise.
- **Schools are facing practical barriers to putting literacy instruction into action.** Time was the most frequently identified barrier for both classroom teachers and interventionists, followed by student behavior. Fewer than half of teachers reported feeling well prepared to address student behavior, and some reported receiving little or no training or preparation in this area.
- **Collaboration is valued, but opportunities to learn from one another are less consistent.** School literacy teams showed strong agreement around shared goals, use of evidence-based practices, and collaboration. However, more than half of teachers reported that coaching occurs less than once a month, and only about one-third reported receiving substantial feedback on literacy instruction from administrators. Peer observation was one of the least-established collaborative practices.

Taken together, the findings suggest that the RTA program fosters strong administrative support, substantial investment in literacy personnel, and clear confidence in foundational reading practices—alongside several opportunities to strengthen the systems that support teachers every day.

The report includes administrator perspectives on the RTA program, and the supplemental supports schools are using. The findings suggest several areas for and consideration, including maintaining stable, multi-year grant funding; expanding professional learning opportunities for paraprofessionals; providing more specialized literacy professional development; and strengthening administrator walkthroughs and feedback on literacy instruction.

Background

The Read to Achieve (RTA) Program was created under Kentucky Senate Bill 19 in 2005 to support schools in implementing reading diagnostic and intervention programs for struggling readers. Schools awarded RTA grant funds must provide matching funds to sustain the costs of the required professional learning and intervention program within the appropriate tiers of instruction throughout the two-year grant period. After two years, RTA schools may request a renewal of grant funding for an additional two years, contingent upon implementation of all program components, compliance with grant requirements, demonstrated student progress, availability of funds, and fulfillment of all assurances under KRS 158.792 Section 3(b).

For the 2025–2026 evaluation, the Kentucky Reading Research Center administered a comprehensive survey to capture the experiences and perspectives of school personnel across 149 FY 2022 RTA schools. Researchers also conducted direct observations and interviews in a sample of schools. Together, these sources provide a statewide picture of how RTA is being implemented and offer insight into school-level literacy practices, collaboration, and capacity.

This evaluation addresses the following:

1. How was the survey implemented and why?
2. Who participated in this survey and what do we know about them?
3. What is reported as being used in schools, by role?
4. What trainings have participants received, and how confident do they feel?
5. What is the makeup of literacy teams and how do they collaborate?
6. What are school staff members' perceptions of literacy strategies and barriers?
7. How is the RTA program being implemented and funded?
8. What implications and suggestions emerge from this survey?

Methods: How was the survey implemented and why?

For the 2025-2026 academic year survey, responses were collected from school personnel across participating Read to Achieve (RTA) funded schools in Kentucky. The historical survey was revised and made available electronically from March to June 2026 and was distributed to all 149 schools receiving RTA funding in the 2025-26 school year.

A total of 1,715 respondents across 149 elementary schools from 53 school districts completed the annual survey.

***Purpose of the Evaluation*.** This report presents the comprehensive findings from the 2025-2026 Read to Achieve (RTA) Annual Survey, conducted in compliance with KRS 158.792(7). The primary objective is to evaluate the statewide implementation, resource allocation, instructional practices, and organizational capacity of RTA grant funding recipient schools. The findings inform the Kentucky Department of Education (KDE) and school districts regarding the implementation and perceptions on impacts of the reading interventions and science of reading practices.

***Survey Architecture and Target Stakeholders*.** The survey employed a role-adaptive design administered electronically to all instructional and administrative personnel within participating RTA schools. Respondents were categorized into five distinct professional groups:

1. RTA K-3 Reading Interventionists
2. K-3 Classroom Teachers
3. School Administrators (Principals and Assistant Principals)
4. K-3 Paraprofessionals
5. Other Educational Support Personnel (e.g., Instructional Coaches, Special Education Teachers, Library Media Specialists).

***Analytical Weighting and Data Balancing Framework*.** Analytic response weights to teacher/administrator analyses were applied to balance disproportionate representation across schools. *S*chool-level inverse probability weighting ($w_{school} = 1/n_{school}$) was used to balance school-level representation in Section 2. Subgroup-specific analyses in Sections 3–5 incorporate role-stratified weights ($w_{school \times role}$) to ensure within-role institutional balance.

District-Level Participation Summary

The distribution of survey respondents and participating schools across school districts shows uneven participation across the schools. Fayette County accounts for the largest share of both schools (21) and respondents (n = 277; 16.2% of the analytic sample), followed by Madison County (11 schools; n = 184; 10.7%). Twenty-seven districts contributed a single school. Two districts (Middlesboro and Walton-Verona) contributed only two respondents.

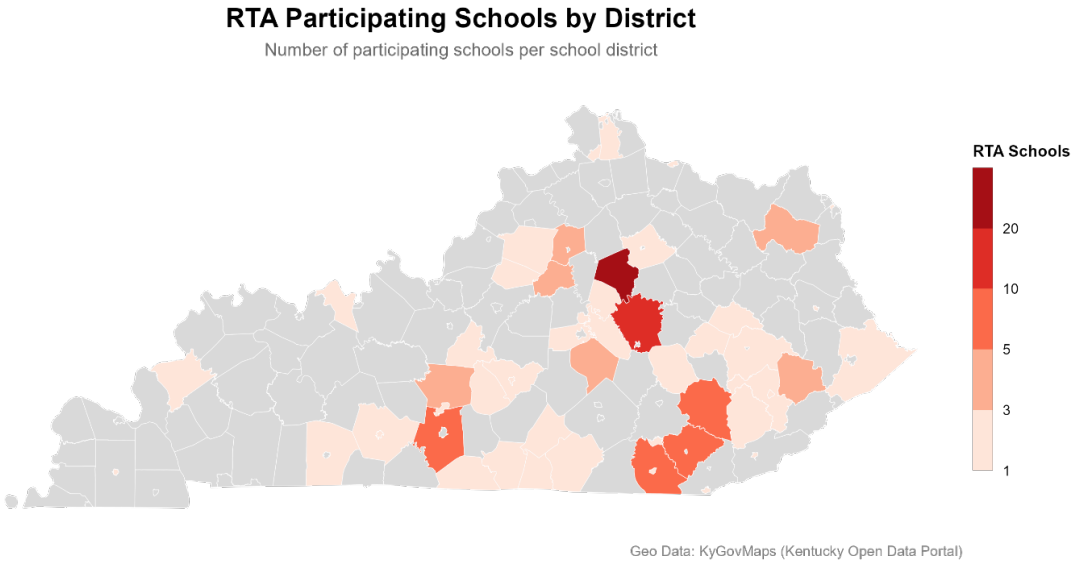
Distribution of Respondents and Role by District (Sorted by Number of Total Respondents)

District	Schools	Respondents	Respondents by Role				
			Role 1	Role 2	Role 3	Role 4	Role 5
Fayette	21	277	42	159	28	11	37
Madison	11	184	23	91	14	34	22
Whitley	7	88	13	45	10	14	6
Barren	7	81	9	43	7	15	7
Lincoln	5	61	6	30	6	7	12
Clay	7	60	10	28	7	6	9
Hart	5	60	8	27	5	12	8
Carter	4	56	4	36	4	6	6
Anderson	4	54	6	24	5	11	8
Franklin	4	52	4	29	6	6	7
Jackson	3	46	4	19	4	9	10
LaRue	2	43	2	21	3	8	9
Monroe	3	43	3	23	5	6	6
Knox	7	42	8	23	8	1	2
Bourbon	3	38	5	22	3	5	3
Breathitt	3	35	3	19	3	6	4
Perry	3	31	3	14	5	6	3
Corbin*	1	30	4	21	3	0	2
Garrard	3	28	5	13	3	2	5
Green	1	28	3	20	1	0	4
Pike	2	28	4	18	3	0	3
Logan	2	24	3	17	3	1	0
Knott	4	22	6	10	4	0	2
Wolfe	3	20	4	8	2	4	2
Bowling Green	1	19	4	10	2	3	0
Kenton	1	19	3	9	1	4	2
Boyle	1	18	2	11	1	2	2
Hazard	1	17	1	11	1	1	3
Shelby	3	17	3	11	3	0	0
Wayne	2	17	3	8	2	2	2
Harlan*	1	16	1	11	1	0	3
Cumberland	1	15	0	11	1	1	2
Leslie	2	15	3	8	2	0	2
Clinton	1	14	1	9	1	0	3
Campbellsville	1	12	1	6	2	1	2
Spencer	1	12	1	7	1	2	1
Hancock	2	11	3	5	3	0	0
Taylor	1	10	3	6	1	0	0
Caverna*	1	9	1	6	1	0	1
Ludlow	1	8	1	6	1	0	0
Fairview	1	7	4	1	2	0	0
Mayfield	1	7	1	4	1	1	0
Warren	1	7	1	3	1	0	2
Augusta*	1	5	1	2	1	1	0

Paintsville	1	5	1	2	2	0	0
Russell	1	4	1	1	1	0	1
Williamsburg*	1	4	1	2	1	0	0
Burgin*	1	3	1	1	1	0	0
Crittenden	1	3	1	1	1	0	0
Jessamine	1	3	1	0	1	0	1
Lee	1	3	1	1	1	0	0
Middlesboro	1	2	2	0	0	0	0
Walton-Verona	1	2	1	0	1	0	0

Note. Column totals are 53 districts, * denote independent school districts, Role 1 = RTA Interventionist; Role 2 = Classroom Teacher; Role 3 = School Administrator; Role 4 = Paraprofessional; Role 5 = Other Role.

Geographic Distribution of Participating RTA Schools by District



Demographics: Who participated in this survey and what do we know about them?

The survey achieved outstanding institutional coverage across targeted RTA schools: 99.3% for Interventionists (148/149 schools), 98.7% for Administrators (147/149 schools), and 94.6% for Classroom Teachers (141/149 schools).

Survey Coverage for Key Professional Roles (Target RTA Schools: *N* = 149)

Role	Participating Schools	Total Respondents	% of RTA Schools Represented
RTA Interventionist	148	230	99.3%
School Administrator	147	180	98.7%
Classroom Teacher	141	913	94.6%

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.

The RTA survey employs a role-specific adaptive design to capture perspectives across multiple organizational levels within participating schools. To ensure a comprehensive evaluation of literacy instruction and program management, respondents were categorized into five professional roles:

1. K-3 Interventionists: Specialized personnel funded or deployed to deliver targeted literacy interventions
2. K-3 Classroom Teachers: K-3 general education teachers responsible for delivering primary literacy instruction.
3. School Administrators: Principals and Assistant Principals responsible for school-wide resource allocation, scheduling, and instructional leadership.
4. Paraprofessionals: Instructional aides and support staff assisting classroom teachers and interventionists.
5. Other Role Personnel: Support staff affiliated with school's literacy instruction.

K-3 Teachers

K-3 Classroom Teachers serve as the primary facilitators of RTA intervention instruction and baseline diagnostic monitoring within schools. This section presents an empirical analysis of their professional demographics, adoption of Tier 1 High-Quality Instructional Resources (HQIR), domain-specific self-efficacy, student reading improvement plans, and perceived instructional impediments.

Grade Distribution

Grade Taught	Unweighted Count	Weighted %
Kindergarten	291	30.9%
First Grade	278	32.2%
Second Grade	269	28.1%
Third Grade	206	23.3%

Note. Percentages sum to more than 100% because multiple responses were permitted.

***Teachers' Experience and Institutional Tenure*.** Classroom teachers reported total teaching experience and tenure in the current role at the current school. A weighted 17.1% have 0-3 years of total teaching experience, while 40.8% have 0-3 years at their current school.

Teaching Experience and Tenure Profile

	Total Experience		Tenure at Current School	
Experience Range	Unweighted Count (n)	Weighted Percentage (%)	Unweighted Count (n)	Weighted Percentage (%)

0-3 Years	162	17.1%	380	40.8%
4-10 Years	276	32.2%	337	38.7%
11-20 Years	261	28.4%	132	13.5%
21 + Years	214	22.2%	64	7.0%
Total	913	100.0%	913	100.0%

***Teachers' Academic Credentials and Reading Endorsements*.** RTA Interventionists represent highly credentialed literacy specialists. A substantial majority hold a Rank 1 certification (59.8%) or Master of Education (21.5%), with 35.9% holding specialized Reading/Literacy Specialist Endorsements and 16.0% holding National Board Certification (NBCT).

Academic Degree Attainment among Interventionists

Highest Level of Education	Unweighted Count	Weighted Percentage (%)
Bachelor's Degree	10	4.1%
Master of Education	50	21.5%
Master of Arts	23	10.4%
Doctorate	3	1.2%
Rank 2/5th	5	3.1%
Rank 1	139	59.8%

Area of Postgraduate Study among Interventionists

Postgraduate Study	Unweighted Count	Weighted Percentage (%)
Education (Teaching)	159	69.0%
Educational Administration	26	12.5%
Educational Psychology	1	0.3%
School Psychology	1	0.7%
Other	43	17.5%

Note. "Other" includes various types of postgraduate studies including Library Media, Literacy Specialists, Reading Specialists, School Counseling, Special Education, Curriculum and Instruction.

Interventionists

RTA K-3 Interventionists (*n* = 230) serve as the primary delivery agents for RTA reading interventions within participating schools. This section provides an empirical evaluation of intervention implementation timelines, domain-specific self-efficacy, curriculum adoption, systematic impediments, professional learning (PL) engagement, and qualitative feedback for KDE support.

***Interventionists' Teachers' Experience and Institutional Tenure*.** About one-third of RTA interventionists (33.4% weighted) have 0-3 years of experience as an interventionist, and 79.0% have 10 or fewer years (33.4% + 45.6%). Current school tenure is similarly concentrated in the first 10 years: 30.4% have 0-3 years at their current school and 46.2% have 4-10 years (76.6% with 10 or fewer years).

Interventionists' Professional Experience and Tenure

Experience Range	Experience as Interventionist		Tenure at Current School	
	Unweighted Count (n)	Weighted Percentage (%)	Unweighted Count (n)	Weighted Percentage (%)
0-3 Years	79	33.4%	74	30.4%
4-10 Years	97	45.6%	94	46.2%
11-20 Years	41	17.5%	43	15.5%
21 + Years	13	3.6%	19	7.9%

***Interventionists' Academic Credentials and Reading Endorsements*.** RTA Interventionists represent highly credentialed literacy specialists. A substantial majority hold a Rank 1 certification (59.8%) or Master of Education (21.5%), with 35.9% holding specialized Reading/Literacy Specialist Endorsements and 16.0% holding National Board Certification (NBCT).

Academic Degree Attainment among Interventionists

Highest Level of Education	Unweighted Count	Weighted Percentage (%)
Bachelor's Degree	10	4.1%
Master of Education	50	21.5%
Master of Arts	23	10.4%
Doctorate	3	1.2%
Rank 2/5th	5	3.1%
Rank 1	139	59.8%

Area of Postgraduate Study among Interventionists

Postgraduate Study	Unweighted Count	Weighted Percentage (%)
Education (Teaching)	159	69.0%
Educational Administration	26	12.5%
Educational Psychology	1	0.3%
School Psychology	1	0.7%
Other	43	17.5%

Note. "Other" includes various types of postgraduate studies including Library Media, Literacy Specialists, Reading Specialists, School Counseling, Special Education, Curriculum and Instruction.

Administrators

School administrators (principals and assistant principals) play a critical role in establishing a schoolwide literacy vision, allocating budgetary and personnel resources, supporting HQIR adoption, and facilitating science of reading implementation. This survey examines administrative experience, schoolwide HQIR adoption oversight, literacy intervention budgeting, professional learning support, coaching structure, and evaluative feedback mechanisms.

***Administrative Experience and Leadership Baseline*.** School administrators reported their total years of experience in educational administration and their tenure at their current school. Experience in administration was 0–3 yrs (25.5%), 4–10 yrs (49.0%),

11–20 yrs (20.8%), and 21+ yrs (4.8%). Tenure was 0–3 yrs (49.4%), 4–10 yrs (43.4%), and 11+ yrs (7.2%).

Administrative Experience and Current School Tenure

	Total Experience		Tenure at Current School	
Experience Range	Unweighted Count (n)	Weighted %	Unweighted Count (n)	Weighted %
0-3 Years	47	25.5%	91	49.4%
4-10 Years	89	49.0%	76	43.4%
11-20 Years	36	20.8%	13	7.2%
21+ Years	8	4.8%	-	-

Note. Percentages may not sum to 100% due to rounding.

Paraprofessionals

RTA K-3 paraprofessionals (*n* = 188) help teachers support student learning. This section reports their professional baseline, HQIR use and training, and reading-improvement-plan caseloads.

Professional Experience. On average, RTA K-3 paraprofessionals have 11.9 years of experience in education and 7.52 years in their current role at their current school.

Reading Improvement Plan Volume. RTA K-3 paraprofessionals reported student caseloads requiring formal reading improvement plans during 2025-2026 academic year. 16.4% of K-3 paraprofessionals served none of student reading improvement plans. 41.8% for 1-10 students, 22.4% for 11-20 students, 12.5% for 21-30 students, 6.8% served for more than 30 student reading improvement plans.

Classroom Caseloads of Student Reading Improvement Plans

Plan Volume Category	Unweighted Count (n)	Weighted %
None	30	16.4%
1-10 Students	86	41.8%
11-20 Students	39	22.4%
21-30 Students	20	12.5%
> 30 Students	13	6.8%

Note. Percentages may not sum to 100% due to rounding.

Programming/Curriculum/Resources: What is reported as being used in schools, by role?

This section provides an overview of respondent information regarding the use of high-quality instructional resources and the type of supplementary resources being used by RTA schools.

High Quality Instructional Resources (HQIR)

The Kentucky Department of Education (KDE) defines high-quality instructional resources (HQIRs) as comprehensive, bias-free, and research-based materials fully aligned with the Kentucky Academic Standards (KAS).

***Teachers' Reported HQIR*.** Classroom teachers reported high adoption of state-approved Tier 1 HQIR curricula: Amplify CKLA (29.5%), HMH Into Reading (18.1%), Savvas myView (17.1%), and Benchmark Advance (15.0%).

Tier 1 Core Comprehensive Reading HQIR Adoption Rate

KDE-Approved HQIR	Unweighted Count	Weighted %
Amplify, Core Knowledge Language Arts (CKLA), 2015	254	29.5%
Houghton Mifflin Harcourt, Into Reading, 2020	146	18.1%
Savvas Learning Company, myView Literacy, 2020	178	17.1%
Benchmark Education Company, Benchmark Advance, 2022	160	15.0%
McGraw-Hill Education, Wonders, 2020, 2023	84	12.5%
Great Minds, Wit & Wisdom, 2016	35	5.6%
Our school is not using any of the listed Tier 1 Core Comprehensive Reading HQIRs	40	4.1%
Open Up Resources, EL Education K-5 Language Arts, 2017	35	2.5%
Savvas Learning Company, ReadyGEN, 2016	7	1.8%
Imagine Learning f/k/a LearnZillion, Imagine Learning EL Education K-5 Language Arts, 2019	10	0.9%
American Reading Company, ARC (American Reading Company) Core, 2017	2	0.2%

Note. Select all that apply. Proportions reflect weighted percentages of teachers utilizing each resource.

***Administrators School Core Reading HQIR Adoption*.** Administrators reported schoolwide adoption of Tier 1 core comprehensive reading HQIR. The most frequently reported program is Amplify CKLA, 2015 (33.6% weighted), followed by Houghton Mifflin Harcourt, Into Reading, 2020 (17.5%) and Savvas Learning Company, myView Literacy, 2020 (17.1%)

Tier 1 Core Comprehensive Reading HQIR Adoption Rate

KDE-Approved HQIR	Unweighted Count	Weighted %
Amplify, Core Knowledge Language Arts (CKLA), 2015	59	33.6%
Houghton Mifflin Harcourt, Into Reading, 2020	32	17.5%
Savvas Learning Company, myView Literacy, 2020	32	17.1%
Benchmark Education Company, Benchmark Advance, 2022	28	14.4%
McGraw-Hill Education, Wonders, 2020, 2023	20	11.6%
Our school is not using any of the listed Tier 1 Core Comprehensive Reading HQIRs	8	5.5%
Great Minds, Wit & Wisdom, 2016	7	4.8%
Savvas Learning Company, ReadyGEN, 2016	4	2.4%

Open Up Resources, EL Education K-5 Language Arts, 2017	4	2.1%
Imagine Learning f/k/a LearnZillion, Imagine Learning EL Education K-5 Language Arts, 2019	1	0.7%

Note. Percentages reflect weighted percentages of teachers utilizing each resource.

Paraprofessionals Usage of Tier 1 Core Comprehensive Reading HQIRs. The most used Tier 1 core HQIR among paraprofessionals is Amplify CKLA, 2015 (35.6% weighted), followed by Houghton Mifflin Harcourt, Into Reading, 2020 (17.1%) and Savvas Learning Company, myView Literacy, 2020 (14.4%).

Tier 1 Core Comprehensive Reading HQIR Adoption Rate

KDE-Approved HQIR	Unweighted Count	Weighted %
Amplify, Core Knowledge Language Arts (CKLA), 2015	55	35.6%
Houghton Mifflin Harcourt, Into Reading, 2020	36	17.1%
Savvas Learning Company, myView Literacy, 2020	37	14.0%
McGraw-Hill Education, Wonders, 2020, 2023	23	13.4%
Benchmark Education Company, Benchmark Advance, 2022	18	13.0%
Open Up Resources, EL Education K-5 Language Arts, 2017	8	5.8%
Great Minds, Wit & Wisdom, 2016	8	4.4%
Imagine Learning f/k/a LearnZillion, Imagine Learning EL Education K-5 Language Arts, 2019	4	2.0%
Savvas Learning Company, ReadyGEN, 2016	4	1.2%

Note. Percentages reflect weighted percentages of teachers utilizing each resource.

Supplemental Resources

Interventionists reported their instructional materials and programs. The most widely utilized intervention programs included Benchmark Phonics Intervention (73.9%), KDE Approved Core HQIR Interventions (28.3%), UFLI Foundations (25.2%), S.P.I.R.E. Reading (25.2%), and iReady Reading (20.6%).

Utilization Rates of Intervention Programs

Intervention Program / Resource	Unweighted Individual Usage (n)	Weighted Adoption Rate %
Benchmark Phonics Intervention	165	73.9%
KDE Approved Core HQIR or aligned Core HQIR Intervention	63	28.3%
UFLI Foundations	56	25.2%
S.P.I.R.E. Reading	55	25.2%
iReady Reading	53	20.6%
Magnetic Reading Foundations	22	9.2%
SIPPS	21	7.2%
Reading Horizons Discovery	17	6.5%
Imagine Language and Learning	10	5.6%
Barton Reading	11	5.2%

95% Group Reading	13	5.2%
Sonday System	10	4.3%
Voyager Sopris Passport	8	3.5%
Orton Gillingham	3	1.7%
Lexia Core 5	4	1.6%
Amira Reading	1	0.7%
Heggerty	1	0.3%
Wilson Reading and Fundations	1	0.2%

Note. Percentages sum to more than 100% because multiple responses were permitted.

Training and Confidence: What trainings have participants received, and how confident do they feel?

This section provides an overview of respondents' reported training and their confidence in using a range of interventions and materials.

K-3 Teachers

***Teacher's Reported Access History to Publisher Training and Curriculum*.** Teachers report the following Publisher-Led Professional Learning: 74.3% engaged in HQIR publisher-led training. They also report HQIR Access Tenures of the following:

- 1 year -19.9%
- 2 years - 29.9%
- 3 years - 17.5%
- Greater than 3 years - 22.7%

***Teachers' Domain-Specific Instructional Confidence*.** Classroom teachers rated instructional confidence across 10 foundational literacy domains on a 1-4 scale (1 = Not Confident at All, 2 = Not Very Confident, 3 = Fairly Confident, 4 = Very Confident). Confidence is highest in phonics (66.8%) and phonemic awareness (62.4%) and lowest in dyslexia-specific strategies (6.1%) and aphasia/language disorders (4.7%).

Interventionists Self-Reported Instructional Confidence

Foundational Literacy Domain	Unweighted Count (Very Confident)	Weighted % of Very Confident	Mean Score (*SD*)
1. Phonemic Awareness	571	62.4%	3.60(0.54)
2. Phonics	599	66.8%	3.66(0.50)
3. Fluency	494	54.7%	3.52(0.56)
4. Vocabulary	499	55.9%	3.53(0.55)
5. Comprehension	525	58.4%	3.56(0.54)
6. Writing	326	36.0%	3.24(0.66)
7. Oral Language	458	51.3%	3.49(0.54)
8. Knowledge Building	529	58.6%	3.58(0.51)
9. Dyslexia Specific Strategies	54	6.1%	2.20(0.82)

10. Aphasia/Service Language Disorders	41	4.7%	2.00(0.82)

Note. Means and standard deviations (*SD*) were calculated on a 1.00–4.00 scale incorporating role-stratified school weights.

Interventionists

Domain-Specific Instructional Confidence. Interventionists rated their instructional confidence across 10 foundational literacy domains on a 1-4 scale. The weighted share rated themselves "Very Confident." Confidence is highest in phonics (90.4%) and phonemic awareness (88.4%) and lowest in aphasia (5.5%) and dyslexia (12.4%).

Instructional Confidence Across Literacy Domain (Scale 1-4), Interventionist

Foundational Literacy Domain	Unweighted Count (Very Confident)	Weighted % of Very Confident	Mean Score (*SD*)
1. Phonemic Awareness	200	88.4%	3.88 (0.33)
2. Phonics	203	90.4%	3.90 (0.31)
3. Fluency	177	79.4%	3.78 (0.45)
4. Vocabulary	166	72.2%	3.71 (0.49)
5. Comprehension	168	73.7%	3.73 (0.47)
6. Writing	133	59.9%	3.56 (0.57)
7. Oral Language	148	65.9%	3.64 (0.51)
8. Knowledge Building	155	70.6%	3.70 (0.46)
9. Dyslexia	29	12.4%	2.53 (0.84)
10. Aphasia	14	5.5%	2.10 (0.81)

Note. Mean scores and standard deviations (*SD*) were calculated on a 1.00 – 4.00 (1 = Not Confident at All to 4 = Very Confident) incorporating role-stratified school weights.

Professional Learning Engagement and Leadership Support. We evaluated interventionist participation in professional learning programs aligned with state reading initiatives (e.g., LETRS, Literary Live) and perceived administrative endorsement. A weighted 58.8% of interventionists have participated in LETRS for Educators, 42.6% in other professional development, 37.2% in The Writing Revolution, and 30.5% in Achieve the Core's Foundational Skills Mini Course.

Professional Development Participation by Program

PD Programs	Unweighted Count	Weighted %
LETRS for Educators	126	58.8%
Other	91	42.6%
The Writing Revolution	87	37.2%
Achieve the Core's Foundational Skills Mini Course	61	30.5%
Structured Literacy at GRREC	44	22.3%
Big Dippers Science of Reading Short Course	42	22.2%
Keys to Literacy	40	21.0%
Orton Gillingham Academy	48	20.6%
Institute for Multi-Sensory Education	41	19.4%
Top Ten Tools	14	7.5%

AIM Institute Pathways to Proficient Reading	10	5.1%
Literacy Live	11	4.9%

Note. Percentages sum to more than 100% because multiple responses were permitted.

***Publisher Professional Learning and Curriculum Access Tenure*.** Publisher-Led Professional Learning: A weighted total of 38.4% of RTA K-3 paraprofessionals (72) reported participating in professional learning from the HQIR publisher.

HQIR Access Tenure: Regarding access length, 36.2% reported 1 year, 32.0% reported 2 years, 11.1% reported 3 years, and 20.7% reported greater than 3 years.

School Literacy Teams: What is the makeup of literacy teams and how do they collaborate?

This section summarized school literacy teams' coordination of the science of reading implementation, screening data, and instructional alignment.

Among 1,715 respondents, 839 (48.9%) reported serving on a school literacy team. Membership is highest among administrators (97.8%) and interventionists (84.3%), followed by other roles (51.5%), classroom teachers (35.4%), and paraprofessionals (21.8%). The mean number of responding team members per school, summed across roles, is 8.22. Classroom teachers contribute the largest average count per school (2.69), nearly twice the per-school average of the other role groups (1.21 to 1.52).

School Literacy Team Membership Rate and Average Responding Members Per School by Role

	Interventionist	Classroom Teacher	School Administrator	Para-professional	Other Role
Literacy Team Member %	84.3%	35.4%	97.8%	21.8%	51.5%
Average count per school	1.34	2.69	1.21	1.46	1.52

Literacy-team capacity was assessed across five operational domains on a 4-point frequency scale (1 = Rarely to 4 = Almost Always): Collaborative Practice, Creating Collaborative Culture, Maintaining an Inquiry Stance, Using Evidence Effectively, and Shared Agreements.

Collaborative Practice

Evaluation of the six Collaborative Practice items among active Literacy Team members (*n* = 839) demonstrated strong internal commitment to evidence sharing and systemic goal alignment, alongside a notable operational deficit in peer observation.

- **Sharing Evidence and Systemic Connection** (Items 4 and 6; 93.3%–

94.0%): Being comfortable sharing evidence of individual and collective efforts (Item 4; 94.0% Often/Almost Always) and connecting team work to broader systemic goals (Item 6; 93.3%) emerged as the two highest-rated practices statewide. Item 4 ranked first across Interventionists (92.7%), Classroom Teachers (92.3%), and Administrators (98.1%).

- **Inter-Member Accountability and Innovation** (Items 2, 5, and 3; 87.5%–89.1%): High proportions of team members affirmed that colleagues stay engaged and mutually accountable (Item 2; 89.1%), share learning beyond the team (Item 5; 88.5%), and commit to testing new instructional strategies and reporting back on results (Item 3; 87.5%).
- **Peer Observation and Direct Feedback Bottleneck** (Item 1; 80.2%): Observing and providing instructional feedback to one another ranked as the single lowest-rated collaborative practice across every professional role group (Interventionists: 75.0%, Teachers: 77.9%, Paraprofessionals: 79.6%, Others: 80.4%, Administrators: 86.0%).

Collaborative Practice Item Wording

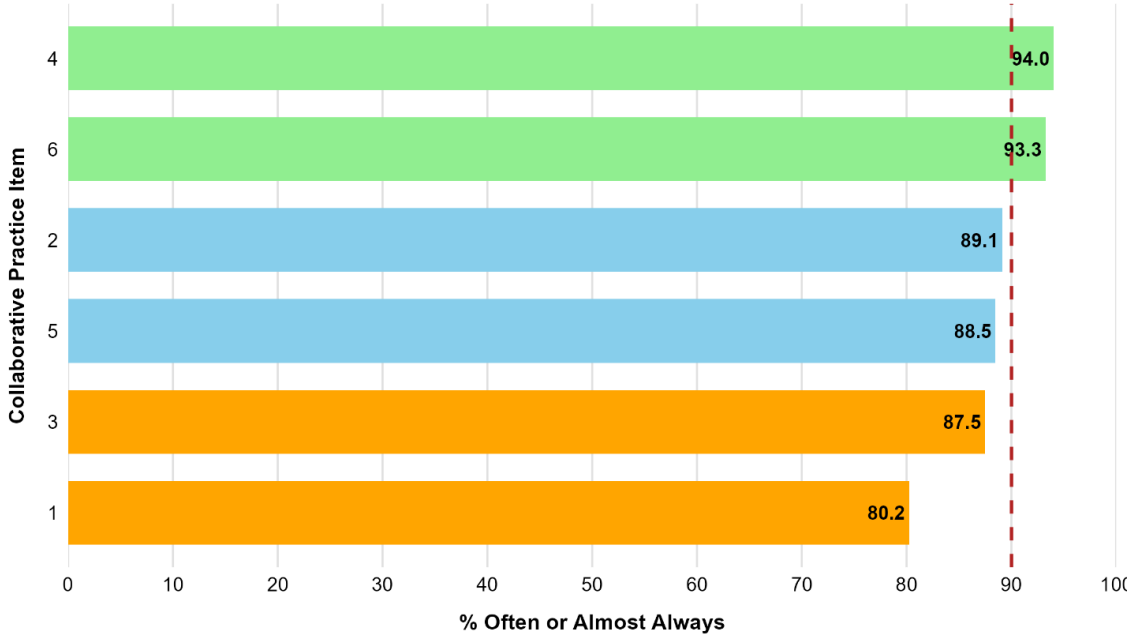
Item	Description
1.	We observe and provide feedback to each other.
2.	All members of the team stay engaged and accountable to each other.
3.	We make commitments to try new things and report back on the results.
4.	We are comfortable sharing evidence related to our individual and collective efforts.
5.	We share what we learn with others beyond the team.
6.	The team's work connects to the broader goals of the system in which we work.

Literacy Team Perceived Capacity in Collaborative Practices

All Literacy Team Member Responses (count, weighted %)

	Rarely	Sometimes	Often	Almost Always
Collaborative Practice 1	33 (3.5%)	132 (16.3%)	346 (43.1%)	328 (37.1%)
Collaborative Practice 2	12 (1.4%)	77 (9.4%)	323 (40.9%)	427 (48.2%)
Collaborative Practice 3	14 (1.0%)	91 (11.6%)	348 (43.6%)	386 (43.9%)
Collaborative Practice 4	6 (0.3%)	43 (5.7%)	301 (35.7%)	489 (58.3%)
Collaborative Practice 5	13 (0.9%)	88 (10.7%)	309 (37.5%)	429 (50.9%)
Collaborative Practice 6	6 (0.5%)	56 (6.2%)	311 (37.6%)	466 (55.6%)

School Literacy Team Collaborative Practice by Often or Almost Always Ratings, All Members



Note: The two highest-rated items are shown in green.
The two lowest-rated items are shown in orange.

Perceptions: What are school staff members' perceptions of literacy strategies and barriers?

This section provides an overview of staff perceptions regarding the effectiveness of literacy strategies, funding, and barriers to success.

Rank Order of Literacy Strategies

RTA school personnel were asked to provide their perceptions regarding the effectiveness and impact of 25 core RTA literacy strategies.

Core Literacy Strategies

Item	Statement
1.	Pursuing funding/grant opportunities to supplement literacy instruction (other than RTA funding)
2.	Creating partnership with community to promote literacy practices
3.	Utilizing personal connections to secure resources for instruction
4.	Participating in literacy professional development (in addition to RTA PDs)
5.	Having needed high-quality instructional resources to support literacy instruction
6.	Having more literacy teachers to support literacy instruction
7.	Having designated time to work collaboratively on unit and lesson internalization and preparing for delivering literacy instruction

8.	Having administrator-teacher collaborations around literacy instruction
9.	Talking with students to encourage literacy learning
10.	Staying up to date on pedagogical best practices in literacy
11.	Implementing best pedagogical practices into classroom teaching
12.	Engaging in discussions on literacy instruction and preparation for implementing the HQIR with teachers across grade levels
13.	Collaborating with non-classroom teachers (Art Teachers, P.E. Teachers, Music Teachers, Library/Media Specialists, Aides, Counselors, etc.) to support literacy
14.	Establishing/expanding an online literacy library
15.	Utilizing small chunks of time to discuss literacy instruction related issues with other teachers
16.	Utilizing online platforms, such as Google Drive, SharePoint, Dropbox, and Teams, to support literacy instruction
17.	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
18.	Communicating consistent expectations of students' literacy performance schoolwide
19.	Moving students to different intervention programs based on early literacy assessment and progress monitoring
20.	Reserving time to help students needing additional instruction on learned literacy concepts/knowledge
21.	Reserving time in class to teach writing revision
22.	Adjusting instructional strategies based on students' formative universal screener/diagnostic achievement data
23.	Participating in school-wide meetings discussing student data to inform literacy instruction
24.	Collaboratively reviewing data to make decisions about literacy instruction (e.g. with a professional learning community, within grade-level meetings, etc.)
25.	Discussing formative literacy assessment strategies with other teachers

RTA educators demonstrated strong statewide consensus prioritizing direct instructional delivery, personnel capacity, and data-driven differentiation over peripheral or administrative supports.

Applying the role-equal weighting framework, four practices surpassed the 90% High/Very High Impact threshold

- **Reserving Dedicated Time for Additional Instruction** (Item 20; 91.8%): Emerged as the highest-rated practice statewide, ranking first across Classroom Teachers (91.3%), School Administrators (94.7%), and Paraprofessionals (88.1%).
- **Increasing Literacy Teaching Personnel** (Item 6; 91.1%): Ranked as the single most critical factor for Interventionists (95.6%) and in the top four across all other groups.
- **Flexible Intervention Movement via Assessment Data** (Item 19; 90.4%): Ranked first among Other Roles (89.7%) and #2 among Teachers (89.7%)
- **High-Quality Instructional Resources (HQIR) Access** (Item 5; 90.2%): Ranked second among Interventionists (94.7%), Administrators (94.2%), and

Paraprofessionals (86.0%)

- **Implementing Best Pedagogical Practices** (Item 11; 89.2%): Completed the top tier statewide, reflecting strong practitioner alignment with science of reading instructional methodologies.

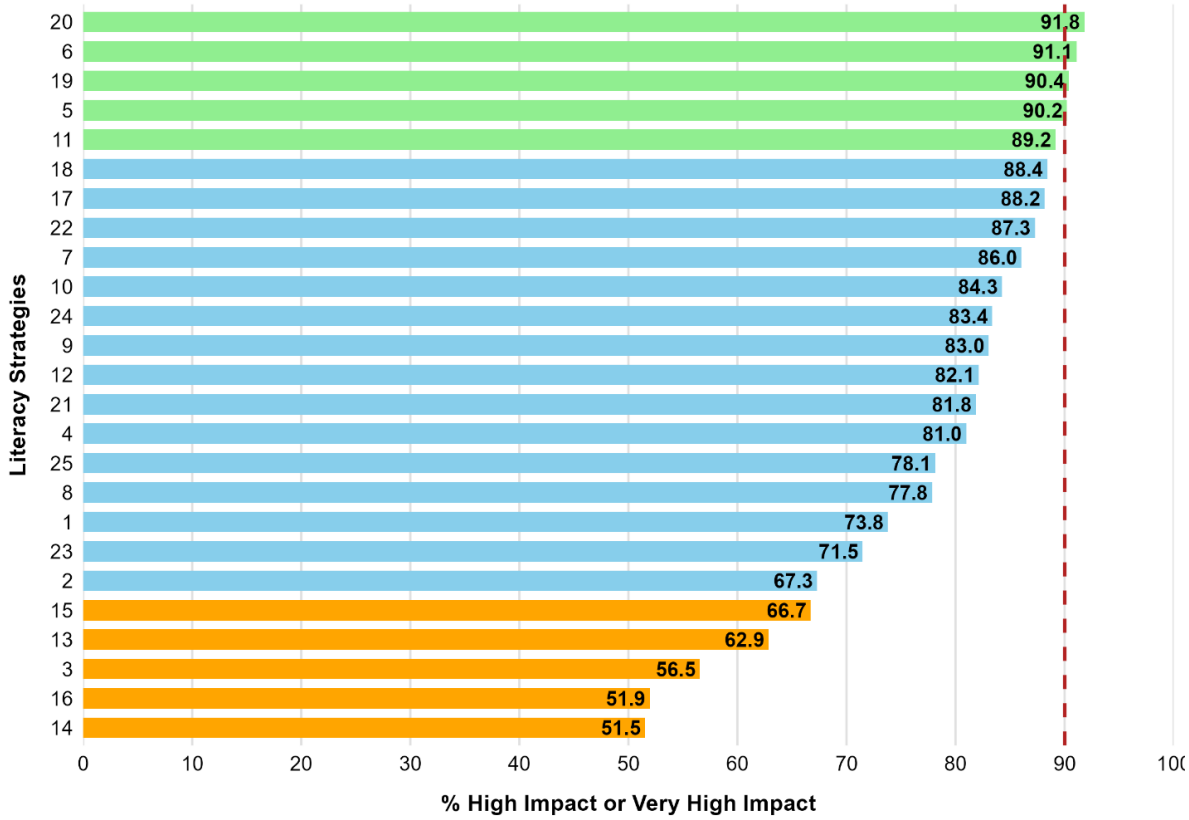
Conversely, practices with the lowest perceived impact clustered around informal coordination, personal resource sourcing, and digital storage platforms. Establishing online literacy libraries (Item 14; 51.5%), using cloud storage like Google Drive or Teams (Item 16; 51.9%), relying on personal connections for materials (Item 3; 56.5%), and cross-disciplinary collaboration with non-classroom specialists (Item 13; 62.9%) consistently occupied the bottom ranks across all professional roles.

Perceived Impact of Literacy Strategies, All Respondents (unweighted n, weighted %)

Item	No Impact	Little Impact	Some Impact	High Impact	Very High Impact
1.	28 (1.6%)	60 (2.5%)	391 (22.0%)	658 (36.8%)	578 (37.0%)
2.	22 (0.8%)	122 (5.5%)	506 (26.5%)	657 (39.4%)	408 (27.9%)
3.	41 (2.0%)	178 (9.3%)	583 (32.2%)	560 (33.0%)	353 (23.5%)
4.	17 (0.8%)	62 (2.5%)	343 (15.7%)	722 (43.0%)	571 (37.9%)
5.	6 (0.4%)	26 (0.8%)	190 (8.6%)	645 (34.5%)	848 (55.7%)
6.	8 (0.3%)	28 (1.3%)	164 (7.3%)	594 (32.6%)	921 (58.5%)
7.	6 (0.3%)	36 (1.1%)	274 (12.5%)	672 (38.7%)	727 (47.3%)
8.	13 (0.5%)	96 (3.3%)	372 (18.4%)	702 (39.5%)	532 (38.3%)
9.	9 (0.4%)	39 (1.9%)	306 (14.7%)	693 (40.9%)	668 (42.1%)
10.	11 (0.8%)	17 (0.5%)	309 (14.5%)	688 (39.1%)	690 (45.2%)
11.	8 (0.5%)	21 (0.7%)	204 (9.6%)	678 (36.8%)	804 (52.4%)
12.	9 (0.6%)	49 (2.1%)	350 (15.2%)	720 (41.6%)	587 (40.5%)
13.	38 (1.5%)	163 (6.5%)	523 (29.1%)	603 (36.7%)	388 (26.2%)
14.	49 (2.6%)	188 (8.7%)	625 (37.2%)	548 (31.1%)	305 (20.4%)
15.	12 (0.7%)	99 (4.3%)	551 (28.3%)	648 (40.5%)	405 (26.2%)
16.	40 (1.5%)	191 (9.6%)	620 (36.9%)	533 (31.5%)	331 (20.4%)
17.	6 (0.3%)	27 (1.2%)	204 (10.3%)	694 (37.3%)	784 (50.8%)
18.	6 (0.3%)	24 (1.0%)	208 (10.3%)	725 (39.4%)	752 (49.1%)
19.	6 (0.5%)	25 (1.2%)	173 (7.9%)	702 (41.0%)	809 (49.4%)
20.	7 (0.4%)	17 (0.7%)	153 (7.1%)	724 (40.6%)	814 (51.2%)
21.	9 (0.4%)	42 (2.1%)	315 (15.7%)	797 (47.3%)	552 (34.5%)
22.	8 (0.3%)	28 (1.2%)	249 (11.2%)	735 (40.9%)	695 (46.3%)
23.	32 (1.1%)	121 (4.8%)	448 (22.6%)	649 (38.3%)	465 (33.2%)

24.	12 (0.5%)	55 (1.9%)	324 (14.2%)	717 (40.1%)	607 (43.2%)
25.	9 (0.4%)	55 (2.3%)	392 (19.2%)	742 (43.5%)	517 (34.6%)

Literacy Strategies by High/Very High Impact Ratings, All Respondents



Note: The five highest-rated items are shown in green.
The five lowest-rated items are shown in orange.

Rank Order of Literacy Strategies by Role. The highest-rated practices sit closest to instructional delivery. Across role groups, Item 20 (reserved time for students needing additional instruction), Item 6 (more literacy teachers), Item 5 (needed HQIR), Item 11 (implementing best pedagogical practices), and Item 19 (moving students across intervention programs based on assessment) consistently rank near the top.

The lowest-rated practices are Item 14 (establishing or expanding an online literacy library), Item 16 (using online file-sharing platforms), and Item 3 (using personal connections to secure resources). Item 13 (collaborating with non-classroom teachers) also ranks near the bottom in most groups.

Rank Order of Literacy Strategies by High/Very High Impact Across Roles

Interventionist	Classroom Teacher	School Administrator	Para-professional	Other Role
Item 6 (95.6%)	Item 20 (91.3%)	Item 20 (94.7%)	Item 20 (88.1%)	Item 19 (89.7%)

Item 5 (94.7%)	Item 19 (89.7%)	Item 5 (94.2%)	Item 5 (86.0%)	Item 7 (88.8%)
Item 11 (94.2%)	Item 6 (89.0%)	Item 6 (93.3%)	Item 19 (85.8%)	Item 6 (87.9%)
Item 20 (94.2%)	Item 17 (87.3%)	Item 22 (93.2%)	Item 6 (85.6%)	Item 18 (87.0%)
Item 17 (93.0%)	Item 18 (87.1%)	Item 11 (92.6%)	Item 11 (83.0%)	Item 20 (86.8%)
Item 19 (91.8%)	Item 11 (86.4%)	Item 18 (92.5%)	Item 1 (82.0%)	Item 5 (85.7%)
Item 22 (91.2%)	Item 5 (86.3%)	Item 19 (92.4%)	Item 17 (82.0%)	Item 11 (84.5%)
Item 18 (91.0%)	Item 22 (84.1%)	Item 24 (92.0%)	Item 10 (80.7%)	Item 9 (84.5%)
Item 10 (90.9%)	Item 7 (80.2%)	Item 7 (90.9%)	Item 7 (80.0%)	Item 17 (83.0%)
Item 24 (90.1%)	Item 21 (80.1%)	Item 17 (90.3%)	Item 9 (79.7%)	Item 22 (82.4%)
Item 12 (89.5%)	Item 10 (79.3%)	Item 12 (89.5%)	Item 22 (79.7%)	Item 21 (80.3%)
Item 7 (88.2%)	Item 9 (77.2%)	Item 8 (87.8%)	Item 18 (79.2%)	Item 10 (79.9%)
Item 9 (86.7%)	Item 24 (75.9%)	Item 4 (87.7%)	Item 4 (76.4%)	Item 4 (78.8%)
Item 4 (84.5%)	Item 12 (74.5%)	Item 21 (87.2%)	Item 12 (76.0%)	Item 24 (75.8%)
Item 21 (83.0%)	Item 4 (74.0%)	Item 10 (86.8%)	Item 24 (76.0%)	Item 12 (74.8%)
Item 8 (82.9%)	Item 25 (71.6%)	Item 25 (86.5%)	Item 8 (74.3%)	Item 25 (72.3%)
Item 25 (82.7%)	Item 1 (70.9%)	Item 9 (85.7%)	Item 21 (74.0%)	Item 8 (70.5%)
Item 23 (78.3%)	Item 8 (68.6%)	Item 23 (85.2%)	Item 2 (73.7%)	Item 1 (66.9%)
Item 1 (77.0%)	Item 23 (63.3%)	Item 15 (74.8%)	Item 25 (71.7%)	Item 2 (66.6%)
Item 15 (70.1%)	Item 15(58.9%)	Item 1 (73.4%)	Item 3 (67.9%)	Item 13 (66.2%)
Item 2 (68.3%)	Item 2 (58.3%)	Item 2 (72.3%)	Item 15 (66.3%)	Item 23 (60.4%)
Item 13 (62.6%)	Item 13 (53.3%)	Item 13 (68.8%)	Item 13 (65.7%)	Item 15 (60.3%)
Item 3 (53.9%)	Item 3 (52.4%)	Item 3 (62.2%)	Item23 (59.3%)	Item 14 (53.0%)
Item 14 (48.6%)	Item 16 (50.9%)	Item 16 (57.6%)	Item 16 (56.7%)	Item 3 (48.8%)
Item 16 (47.2%)	Item 14 (47.8%)	Item 14 (54.8%)	Item 14 (56.0%)	Item 16 (48.2%)

Interventionists' Perceptions of Barriers

RTA Interventionists identified primary barriers that restrict their capacity to deliver high-fidelity literacy interventions. Time constraint (25.9% Often/Always) was cited as the primary barrier to high-fidelity intervention delivery, followed by student behavior (9.9%). In contrast, administrative support (2.6%), lack of professional learning (3.3%) and material shortages (4.5%) were rarely viewed as significant impediments.

Reported Primary Barriers to Effective Intervention

Barrier Category	Unweighted n (Often or always)	Weighted % (Often or always)
Time	68	25.9%

Student Behavior	28	9.9%
Availability of Needed Instructional Materials	12	4.5%
Lack of Professional Learning for Implementation of the Resource	9	3.3%
Administrative Support	8	2.6%

Interventionists generally described school leadership as supportive of professional-development participation. For most listed programs, the weighted share reporting supportive leadership exceeds 90%. The highest rate is LETRS for Educators (97.6%).

Perceived Leadership Support on Professional Development Participation

PD Programs	Unweighted Count (Supportive)	Unweighted Count (Not Supportive)	Weighted % (Supportive)
LETRS for Educators	119	2	97.6%
Other Programs	90	4	97.5%
Achieve the Core's Foundational Skills Mini Course	62	4	96.6%
Keys to Literacy	40	3	96.0%
The Writing Revolution	83	4	95.8%
Big Dippers Science of Reading Short Course	43	5	94.5%
Institute for Multi-Sensory Education	38	4	92.1%
Orton Gillingham Academy	47	5	91.6%
Structured Literacy at GRREC	38	6	88.2%
Literacy Live	12	4	83.0%
Top Ten Tools	15	5	81.7%
AIM Institute Pathways to Proficient Reading	9	5	71.6%

Administrators' Perception of Interventionists' Value

Evaluation on the Impact of K-3 Interventionist on Literacy Capacity. A weighted 82.5% of school administrators strongly agreed that the K-3 interventionist positively affected school literacy capacity, 12.8% agreed, and 4.7% disagreed or strongly disagreed.

Teaching Barriers and Behavioral Preparedness

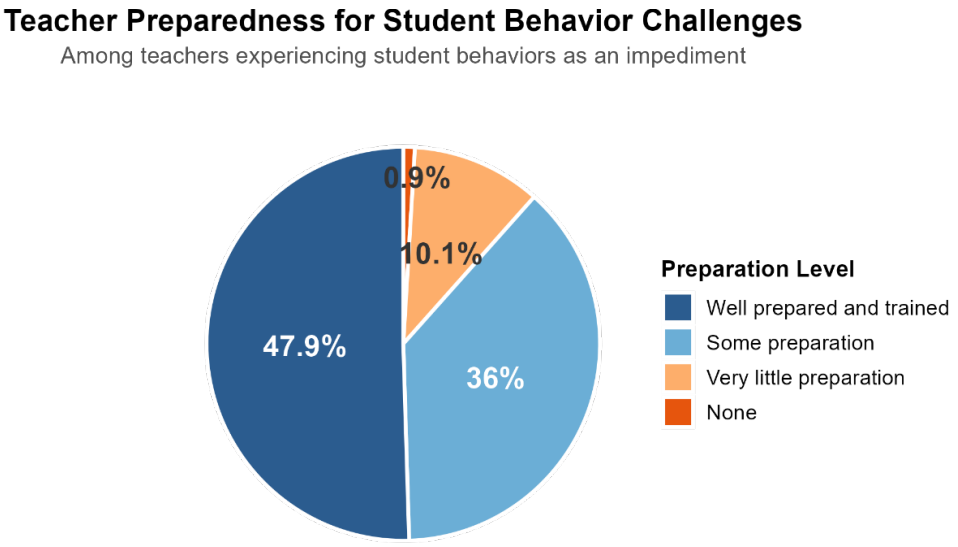
Teachers identified impediments to literacy delivery and rated preparedness for managing student misbehavior. Time (45.5%) and student behavior (41.0%) are the most frequent often-or-always impediments.

Perceived Impediments to Literacy Instruction

Barrier Category	Unweighted n (Often or Always)	Weighted %

Time	429	45.5%
Student Behavior	384	41.0%
Administrative Support	93	10.8%
Availability of Needed Instructional Materials	90	9.2%
Lack of Professional Learning for Implementation of the Resource	78	8.5%

Behavioral Preparedness. Among classroom teachers experiencing student behaviors as an impediment, 47.9% reported being "Well prepared and trained", 36.0% reported "Some preparation", 10.1% reported "Very little preparation," and 0.9% reported "None".



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	160 (70.48%)	59 (25.99%)	6 (2.64%)	2 (0.88%)

Teachers' Perceptions of Coaching/Mentoring Access and Science of Reading Evaluation Feedback

Coaching/mentoring supports and administrative evaluation focus where evaluated to determine alignment with science of reading practices. 53.4% receive coaching on a weekly or daily basis. However, during administrative evaluations, only 35.2% receive a "Substantial Amount" of feedback focused on science of reading implementation (43.2% Some, 12.9% Very Little, 8.7% None).

Frequency of Access to Coaching/Mentoring (*n* = 912)

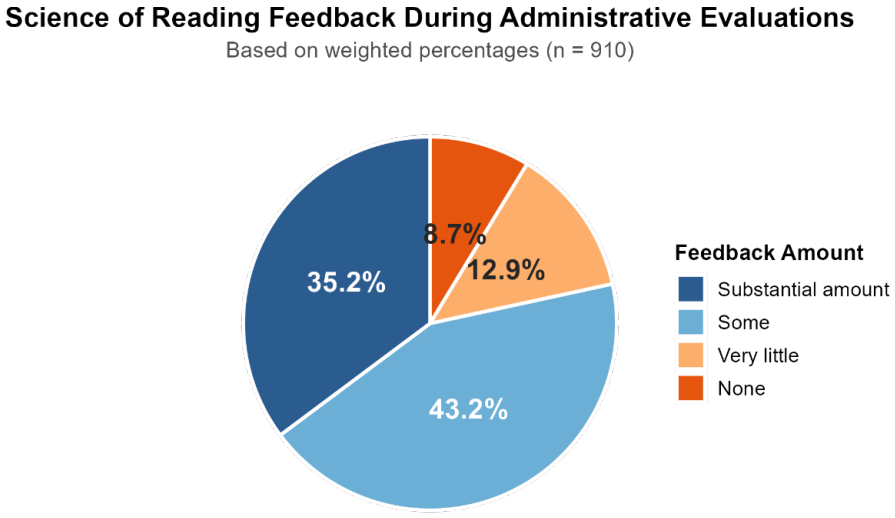
Barrier Category	Unweighted Count (n)	Weighted %
Daily	243	28.1%
Weekly	231	25.3%
Monthly	156	17.5%
Quarterly	95	9.1%
Once Per Year	86	9.3%
Only Upon Request	90	9.3%
Never	11	1.4%

Note. n = 912 due to one missing response.

Science of Reading Feedback During Administrative Evaluations (*n* = 910)

Administrative Feedback	Unweighted Count (n)	Weighted %
Substantial Amount	317	35.2%
Some	392	43.2%
Very Little	130	12.9%
None	71	8.7%

Note. n = 910 due to three missing responses.



The RTA Program: How is the RTA program being implemented and funded?

This section provides an overview of information collected in regard to the workings of the RTA program across responding schools.

Services

Within each RTA school, interventionists work with teachers to provide support for literacy across all students. In addition, students for whom school literacy practices are insufficient to facilitate success, individualized reading programs are developed and implemented.

***Interventionists' Reported Timelines for Intervention*.** Respondents reported how many weeks elapsed after the school year started before formal RTA intervention began. Rapid service initiation was documented across RTA schools: 87.1% (cumulative weighted) began formal reading intervention within 4 weeks of the start of the school year (36.5% < 2 weeks; 50.6% between 2–4 weeks; 11.5% between 4–6 weeks; 1.4% > 6 weeks).

Timeline Prior to Initiating Formal Intervention Instruction

Postgraduate Study	Unweighted Count	Weighted Percentage (%)	Cumulative Weighted Percentage (%)
Less than 2 Weeks	85	36.5%	36.5%
2-4 Weeks	112	50.6%	87.1%
4-6 Weeks	30	11.5%	98.6%
More than 6 Weeks	3	1.4%	100.0%

***Students Served with Reading Improvement Plans*.** Classroom teachers reported student caseloads requiring formal reading improvement plans during 2025-2026 academic year. Teachers reported caseloads of students with active reading improvement plans: None (9.3%), 1–5 students (60.7%), 6–10 students (20.7%), 11–15 students (5.6%), and >15 students (3.7%).

Classroom Caseloads of Student Reading Improvement Plans

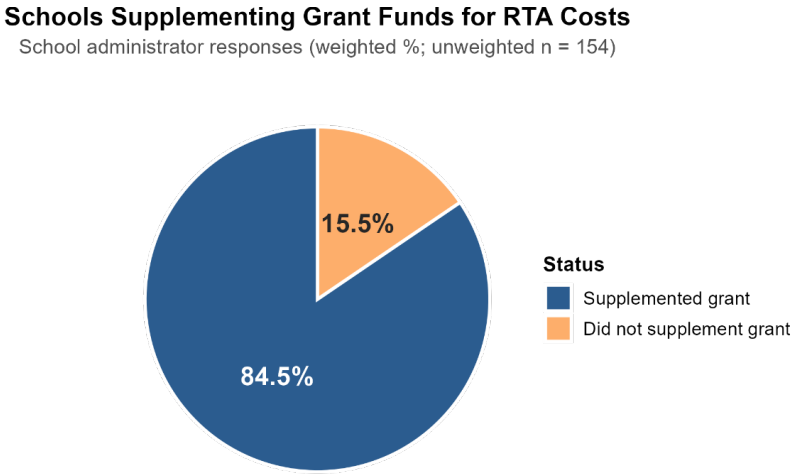
Plan Volume Category	Unweighted Count (n)	Weighted %
None	85	9.3%
1-5 Students	556	60.7%
6-10 Students	188	20.7%
11-15 Students	44	5.6%
> 15 Students	40	3.7%

Funding

RTA Grant Budget Allocation Breakdown

Grant Expenditure Category	Weighted Mean (%)	Weighted SD (%)
RTA Teacher Salary	80.8%	22.7
Professional Learning	6.9%	9.9
Instructional Resources for Intervention Services	7.7%	10.5
Salary	1.6%	6.7
Other Allowable Expenses	3.0%	6.6

Grant Supplementation and Funding Sources. A weighted 84.5% of school administrators (unweighted n = 154) reported that their schools supplemented the grant to pay for an interventionist/teacher or other RTA-exclusive costs.



Among administrators, the most common additional salary sources are Title I funds (41.9% used at any positive share) and general funds (41.9%), followed by district funds (22.2%) and other sources (16.2%). Special education funds are rarely used (1.2%).

Additional Sources for Interventionist/Teacher Salary (Weighted %)

Source	None	1-25%	26-50%	51-75%	76-100%
Title 1 Funds	58.1%	28.1%	5.3%	3.2%	5.3%
Special Education Funds	98.8%	1.2%	-	-	-
General Funds	58.1%	28.2%	8.5	2.3%	2.8%
District Funds	77.8%	8.4%	7.3	0.8%	5.7%
Others	83.8%	5.3%	1.6	0.8%	8.5%

A weighted 32.3% of administrators reported spending more than $1,000 in supplemental funds on professional learning, 33.2% on instructional resources for intervention services, 42.7% on salary, and 16.6% on other allowable items.

Additional Funds for Uncaptured Costs of RTA Programs (Weighted %)

Category	None	<$100	$100-$500	$500-$1000	>$1000
Professional Learning	36.4%	4.7%	13.7%	13.0%	32.3%
Instructional Resources for Intervention Services	26.7%	5.9%	17.7%	16.4%	33.2%
Salary	52.3%	2.6%	1.0%	1.4%	42.7%

Other Allowable	57.5%	5.3%	13.2%	7.4%	16.6%

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 that 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 robust literacy instruction.

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.

Kentucky Department of Education Support

Qualitative Feedback for KDE Support (*n* = 55 active responses). Non-response: more than 80% of interventionists left the item blank, marked "N/A," or indicated "None at this time." This high non-response rate suggests that most interventionists are either satisfied with current support or do not immediately request additional agency action.

The remaining active responses were systematically categorized into key thematic clusters representing direct interventionist requests for the Kentucky Department of Education (KDE). Thematic analysis identified four core priorities: (1) Funding and Staffing Sustainability (38.2%), (2) Applied, Classroom-Embedded Professional Development (20.0%), (3) Dyslexia and Special Education Diagnostic Alignment (10.9%), and (4) Direct Decodable Materials Procurement (9.1%).

- **Funding and Staffing Sustainability:** Frequent requests emphasized the renewal and extension of RTA grant funding, and dedicated budget allocations to sustain reading interventionist positions without annual personnel turnover risks.
- **Dyslexia and Special Education Alignment:** Respondents highlighted the need for updated diagnostic screening criteria for dyslexia, along with specialized intervention curricula and alignment between Tier 2/3 reading support and special education services.
- **Applied Professional Development (PD):** Calls for professional development shifted away from high-level theoretical overviews toward actionable, practice-based training – specifically live classroom modeling, video exemplar modules, and hands-on guidance for integrating LETRS and HQIR frameworks into daily reading instruction.
- **Direct Materials and Concrete Instructional Resources:** Requests centered on tangible classroom tools, including dedicated materials, expanded decodable book collections, and structured phonics kits to support intensive small-group instruction.

Conclusions: What implications and suggestions emerge from this survey?

The statewide 2025–2026 RTA Annual Survey provides a broad view of how the program is operating across 149 schools in 53 districts. The findings point to several clear strengths: schools are directing substantial resources toward literacy personnel, administrators strongly value the role of specialized interventionists, and educators report high confidence in foundational literacy practices.

At the same time, the survey identifies several challenges of implementation that may affect how effectively those resources and practices translate into day-to-day instruction. Time, student behavior, gaps in specialized training, and limited opportunities for coaching, peer observation, and administrator feedback emerged as areas where additional support may strengthen implementation.

The findings offer several considerations for both state and local leaders.

Policy Implications

The statewide findings identify several opportunities for the Kentucky Department of Education (KDE) to continue supporting districts and schools as they implement RTA and strengthen literacy instruction.

- **Sustaining Multi-Year Grant Stability:** RTA funding is closely tied to the personnel who deliver literacy interventions. 80.8% of RTA grant allocations are dedicated to interventionist salaries, and 84.5% of schools supplement those allocations with other funds to maintain personnel. Continued multi-year funding frameworks can support stable staffing and help schools retain experienced literacy specialists.

- **Expanding Paraprofessional Learning Opportunities:** Paraprofessionals play an important role in supporting students receiving reading intervention. 41.3% of paraprofessionals support reading caseloads of substantial size, yet 61.6% have not participated in publisher-led HQIR professional learning. State-developed asynchronous modules or practical toolkits could provide accessible, scalable training focused on the small-group support routines paraprofessionals use with students.

- **Specialized Literacy Professional Development:** Educators report considerably less confidence in specialized areas such as dyslexia and severe language disorders. Confidence was reported at 12.4% for interventionists and 6.1% for classroom teachers regarding dyslexia, and 5.5% and 4.7%, respectively, regarding severe language disorders. Statewide guidance, screening resources, and structured professional learning could help educators build knowledge and confidence in addressing intensive Tier 3 needs.

- **Supporting Administrator Walkthrough Practices:** Only 35.2% of teachers report receiving substantial science of reading feedback during formal evaluations. Providing administrators with collaborative walkthrough rubrics and clear “look-for” protocols may help strengthen the connection between administrative leadership, classroom practice, and instructional coaching.

Key Findings

- **Strong Program Investment and Administrative Buy-In**
  - RTA funds are being used to support the people delivering literacy interventions. School administrators allocate 80.8% of grant funds directly to RTA teacher salaries, while 84.5% of schools supplement those funds through Title I and General Funds to sustain reading personnel.
  - Administrators strongly value the role of specialized interventionists. Nearly all administrators surveyed—95.3%—agreed or strongly agreed that interventionists have a vital impact on building literacy capacity.

- **High Confidence in Foundational Phonics and Phonemic Awareness**
  - Phonics and phonemic awareness are areas of particular confidence for educators. Interventionists reported their highest instructional confidence in phonics (90.4%) and phonemic awareness (88.4%). Classroom teachers reported confidence levels of 66.8% and 62.4%, respectively.
  - Schools are moving quickly to begin intervention. 87.1% of interventionists reported initiating formal instruction within four weeks of the start of the school year.

- **Educators See Direct, Interactive Instruction as Especially Valuable**
  - Across educator groups, the instructional practices rated as having the greatest impact centered on what teachers and students do together: providing additional instructional time (91.8%), having more literacy teachers (91.1%), teacher-guided phonics blending (95.3%), explicit introduction of concepts (94.2%), and pre-teaching key vocabulary (93.3%).
  - By comparison, passive digital repositories (51.5%) and abstract purpose-setting (64.4%) were viewed as less impactful.

- **Literacy Teams Show Strong Foundations for Collaboration**
  - Nearly half of respondents (48.9%) participated in School Literacy Teams.
  - These teams reported strong agreement around shared expectations, clear outcomes, and evidence-based collaboration. More than 95% reported strong agreement in areas including shared agreements (96.1%), maintaining an inquiry stance (96.2%), and using evidence effectively (95.8%).
  - Educators also reported high levels of relational trust and leadership support for collaboration, at 92.7% and 92.3%, respectively.

- **Systemic Bottlenecks Can Make Implementation More Challenging**
    - Time is the most frequently reported barrier to effective literacy instruction. It was identified by 45.5% of classroom teachers and 25.9% of interventionists. At the same time, dedicated collaborative time received one of the lowest ratings among systemic school supports (87.0%).
    - Paraprofessional training is an area for growth. While 41.3% of paraprofessionals manage reading caseloads exceeding 10 students, 61.6% have not received publisher-led HQIR training.
    - Educators report less confidence with advanced literacy needs. Confidence drops substantially when educators are asked about specialized strategies for dyslexia (12.4% for interventionists; 6.1% for teachers) and severe language disorders (5.5% and 4.7%, respectively).
    - Feedback and observation are not yet consistent parts of literacy improvement. Only 35.2% of teachers report receiving a substantial amount of science of reading feedback during administrative evaluations, while peer observation remains one of the least-established collaborative practices.

Recommendations

District and school leaders play a vital role in creating the conditions teachers need for effective, high-fidelity literacy instruction.

- **Protect Collaborative and Instructional Time:** Instructional time was identified as a primary constraint by 45.5% of teachers and 25.9% of interventionists. School leaders can examine master schedules to preserve designated collaboration periods and protect intervention blocks from competing demands.
- **Encourage Peer Observation and Feedback:** Peer observation and reciprocal feedback were less established than other data-review and collaboration routines. Literacy teams may benefit from gradually incorporating informal peer walkthroughs, video reflection, and co-planning into regular team practices.
- **Foster Supportive Small-Group Classroom Environments:** Student behavior during literacy blocks was identified as an impediment by 41.0% of teachers. Team-based, practical strategies for managing small-group rotations may help teachers create more productive learning environments while maintaining instructional time.