



KENTUCKY READING
RESEARCH CENTER

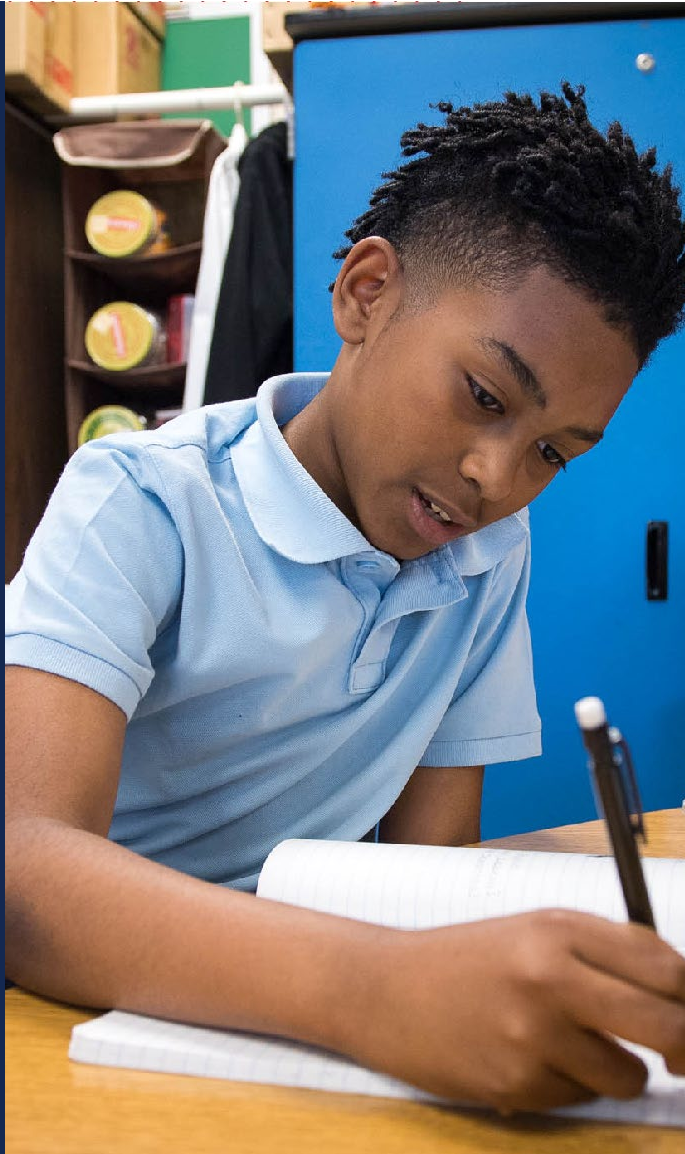
Kentucky Board of Education Meeting

June 2025





KENTUCKY READING RESEARCH CENTER



PROVEN PATHS to LITERACY

The Commonwealth's source
for evidence-based research,
resources and results on
literacy instruction.



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About the Center

- Established July 1, 2024
- Mandated by KRS 164.0207 in Senate Bill (SB) 156 (2023) as a stand-alone, independent research center
- Two-year contract, renewable for up to five years
- Close partnership with Kentucky Department of Education's (KDE's) Office of Teaching and Learning (OTL)



Scope of Work

1. Provide up-to-date and immediately available content to help all entities associated with teaching/supporting literacy instruction implement research-based practices. This will be done in collaboration with the KDE and will focus on reading, writing and coaching for students in P-12.
2. Collaborate with KDE to identify key regional partners in the state.
3. Serve as the main conduit between the KDE and statewide literacy efforts.
4. Impact P-12 literacy across the entire state.
5. Develop, engage in and oversee research conducted across the state.
6. Evaluate the Reading Diagnostic and Intervention Fund grant program.
7. Provide regular advisement and policy recommendations to the Kentucky Board of Education(KBE).



Leadership Team

Dr. Amy Lingo



- Executive Director, Kentucky Reading Research Center
- Dean, Georgia Southern University College of Education
- Research interests include life-long literacy, positive behavior supports in school settings, academic interventions for students with learning disabilities and relationships between challenging behaviors and academic achievement
- 20+ years in leadership, teacher preparation and research at the University of Louisville

Dr. Terry Scott



- Research Director, Kentucky Reading Research Center
- Professor and Distinguished University Scholar, University of Louisville
- Research interests focus on effective instruction, school-wide prevention systems, classroom management and scientific research in education

Research Team



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Dr. Caitlin Criss

- Co-PI, Kentucky Reading Research Center
- Assistant Professor of Special Education, Georgia Southern University
- Research focus in the use of feedback and coaching to increase the use of evidence-based practices in the classroom and increasing teachers' use of positive-based classroom management practices through performance feedback, goal-setting and self-monitoring using virtual reality technology



Dr. Erin Hogan

- Co-PI, Kentucky Reading Research Center
- Assistant Professor of Literacy, University of Louisville
- Research focus in literacy instruction and intervention, especially for middle-grade students and emergent bilinguals, as well as effective systems of teacher learning, including professional development and coaching



Dr. Todd Whitney

- Co-PI, Kentucky Reading Research Center
- Associate Professor of Special Education, University of Louisville
- Research focus in evidence-based academic and behavioral interventions for students with disabilities and the effective use of evidence-based instructional practices to increase student engagement



Research, Evaluation and Operations



Reilly Brown

- Project Manager
- University of Louisville staff



Dr. Nicholas Gage

- Evaluation and Measurement
- Research Director, Special Education Policy and Practice, WestEd



Dr. Baek Park

- Evaluation and Measurement
- Associate Research Professor, University of Louisville



Dr. Jennifer Pollard

- Research Management
- Adjunct Professor, University of Louisville



Jenny Recktenwald

- Director Strategy and Outreach
- University of Louisville staff



National Advisory Board



Dr. Michael Coyne

- Professor of Special Education at the Neag School of Education at the University of Connecticut, Head of the Department of Educational Psychology and Co-Director of the Center for Behavioral Education and Research
- Research focuses on beginning reading instruction and intervention, multi-tiered systems of supports (MTSS), school-based experimental research and effective practices for students with learning disabilities



Dr. Holly Lane

- Irving and Rose Fien Professor of Education at the University of Florida and Director of the University of Florida Literacy Institute
- Research focuses on the prevention of reading difficulties through effective early literacy instruction, the remediation of literacy skills for students with dyslexia, and methods for helping preservice and practicing teachers develop the knowledge and skills they need to be effective reading teachers and interventionists



Dr. David Paige

- Professor of Literacy and Director of the Jerry L. Johns Literacy Clinic at Northern Illinois University
- Research and school-based work in literacy spans the K-12 continuum, where he has worked extensively with schools and districts to implement research-supported instruction, or science of reading, in the early and later elementary grades, middle grades and secondary years



National Advisory Board (cont.)



Dr. Deborah K. Reed

- Director of the Tennessee Reading Research Center and Professor in the University of Tennessee's College of Education, Health and Human Sciences
- Previous work with the Florida Center for Reading Research and Iowa Reading Research Center
- Research focuses on methods for improving literacy instruction and assessment, particularly among vulnerable and marginalized populations



Dr. Sharon Vaughn

- Manuel J. Justiz Endowed Chair in Education and the Executive Director of The Meadows Center for Preventing Educational Risk, University of Texas at Austin
- Author of more than 40 books and 350 research articles
- Conducted more than 50 technical assistance projects in 10 countries and 30 state education agencies



Dr. Jade Wexler

- Professor of Special Education and the inaugural College of Education Impact Professor at the University of Maryland
- Research focuses on improving literacy outcomes for secondary students with reading difficulties and disabilities, via teacher professional development and the establishment of sustainable school-wide literacy models



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Research Activities: Year One





Research and Evaluation

- Evaluation of Read to Achieve (RTA) grant recipients in Kentucky schools
 - Survey of 140 schools
- Examining school-wide literacy procedures and teacher perceptions in Kentucky schools
 - Select classroom observation and focus groups
- Examining teachers' literacy Instruction in Kentucky schools
 - Classroom observations
- Teacher preparation in literacy instruction
 - Behavior/instruction relationship



Research Clearinghouse

- Systematic review of literature from the past 10 years related to foundational, adolescent, adult and family literacy
- Content tailored for classroom teachers and specialists, district and school administrators, parents and caregivers, community members and education preparation providers
- Whitepapers, infographics, instructional web resources and other resources



Outreach and Engagement

- Conducting interviews with chief academic officers, assistant superintendent and curriculum and instruction leads
- Conducting focus groups with teachers, literacy specialists and instructional coaches
- Connecting with Kentucky-based education groups and peer organizations in other states
- Presenting and exhibiting at topic-relevant conferences and forums
- Building audiences for e-newsletters and social media engagement
- Seeking opportunities to tell our story via traditional news media, podcasts and regional co-op communications



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Website and Digital Outreach

Visit and subscribe to updates:

kyreadingresearch.org

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Coming up

- Kentucky Reads to Succeed Conference: June 13, 2025
- Society for the Scientific Study of Reading (SSSR) Annual Conference: July 16-19, 2025
- Kentucky Association of School Administrators (KASA) Leadership Summit: July 23-25, 2025
- Kentucky Reading Association Fall Conference: Sept. 20-Oct. 1, 2025



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THANK YOU!

