

Read to Succeed Update

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Senate Bill (SB) 9 (2022), Read to Succeed Act

Per KRS 158.305(10), by September 1, 2023, if funds are appropriated, the department shall establish required teacher academies or coaching models for teachers of students in prekindergarten through grade three (3). The teacher academies or coaching models shall be related to evidence-based practices in instruction, instructional materials, and assessment in reading.

Funded via the Read to Succeed Fund, per KRS 158.806.







Policy
[Read to Succeed Act](#)
[KRS 158.305](#)


[Kentucky Reading Academies](#)





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Division of Early Literacy (DEL) Team Structure

- Director, Christie Biggerstaff
- Two Assistant Directors
- Five State Regional Literacy Directors
- Eight Regional Principal Supports Leaders
- 36 State Literacy Coaching Specialists (school-based)



Kentucky Department of EDUCATION

2024-2025

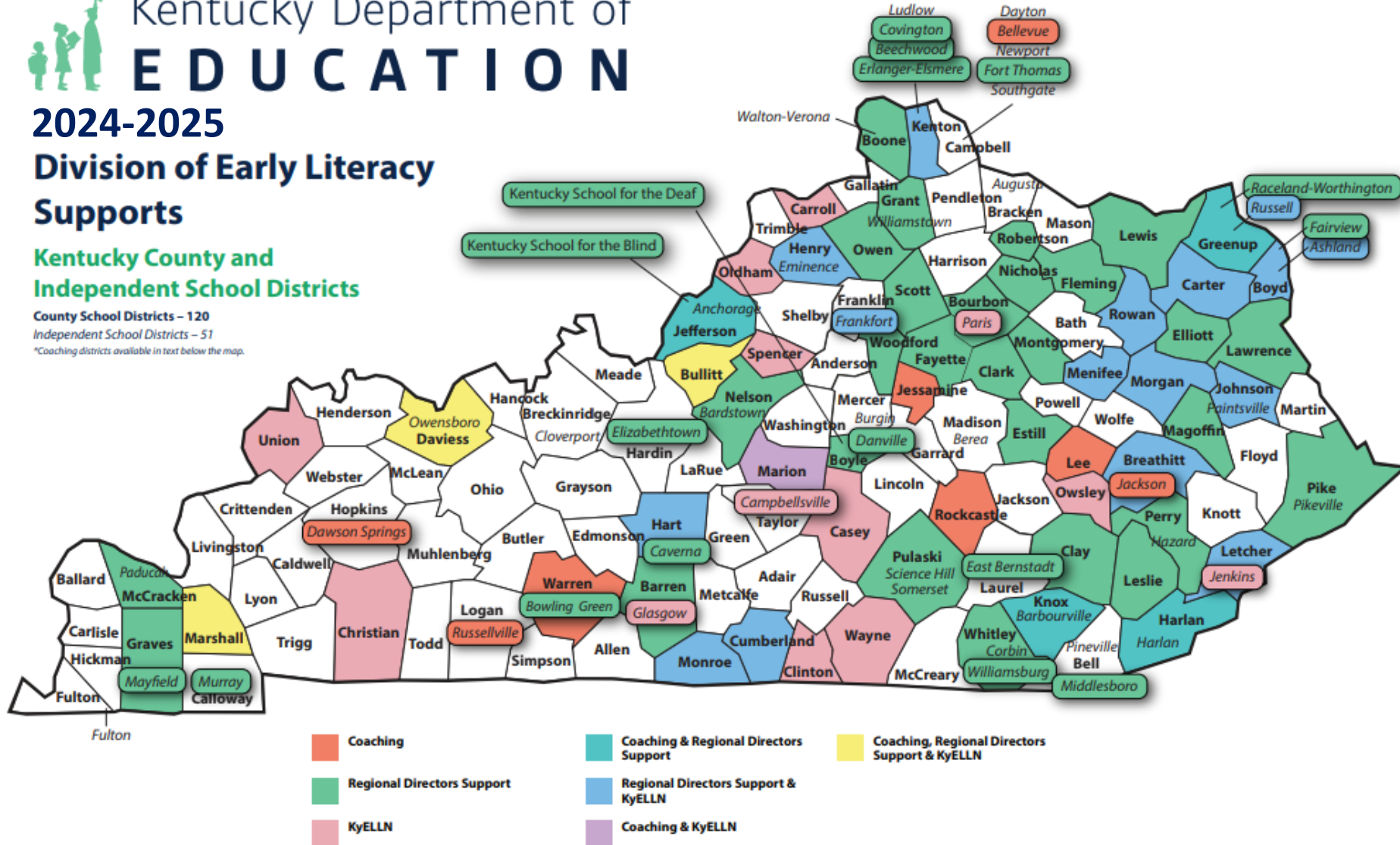
Division of Early Literacy Supports

Kentucky County and Independent School Districts

County School Districts – 120

Independent School Districts – 51

*Coaching districts available in text below the map.



- 23 school-based coaches providing direct support
- 50+ districts, including Kentucky School for the Deaf and Kentucky School for the Blind, receiving regional director support
- 33 districts participating in KyELLN



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State Literacy Coaching Model

- The Kentucky literacy coaching model began in the 2024-2025 academic year with literacy coaching placements.
 - 33 current partnership schools:
 - 20 partnership schools entering year two
 - 13 new partnership schools beginning in 2025-2026
- State Regional Literacy Directors (SRLDs) oversee the impactful work of the literacy coaching specialists and offer school and district support.
- Coaching cycles contribute to effective implementation of high-quality instructional resources (HQIRs) and improved student learning experiences.
- School-based literacy coaches provide personalized support on implementing evidence-based literacy practices and standards-aligned grade-level instruction.

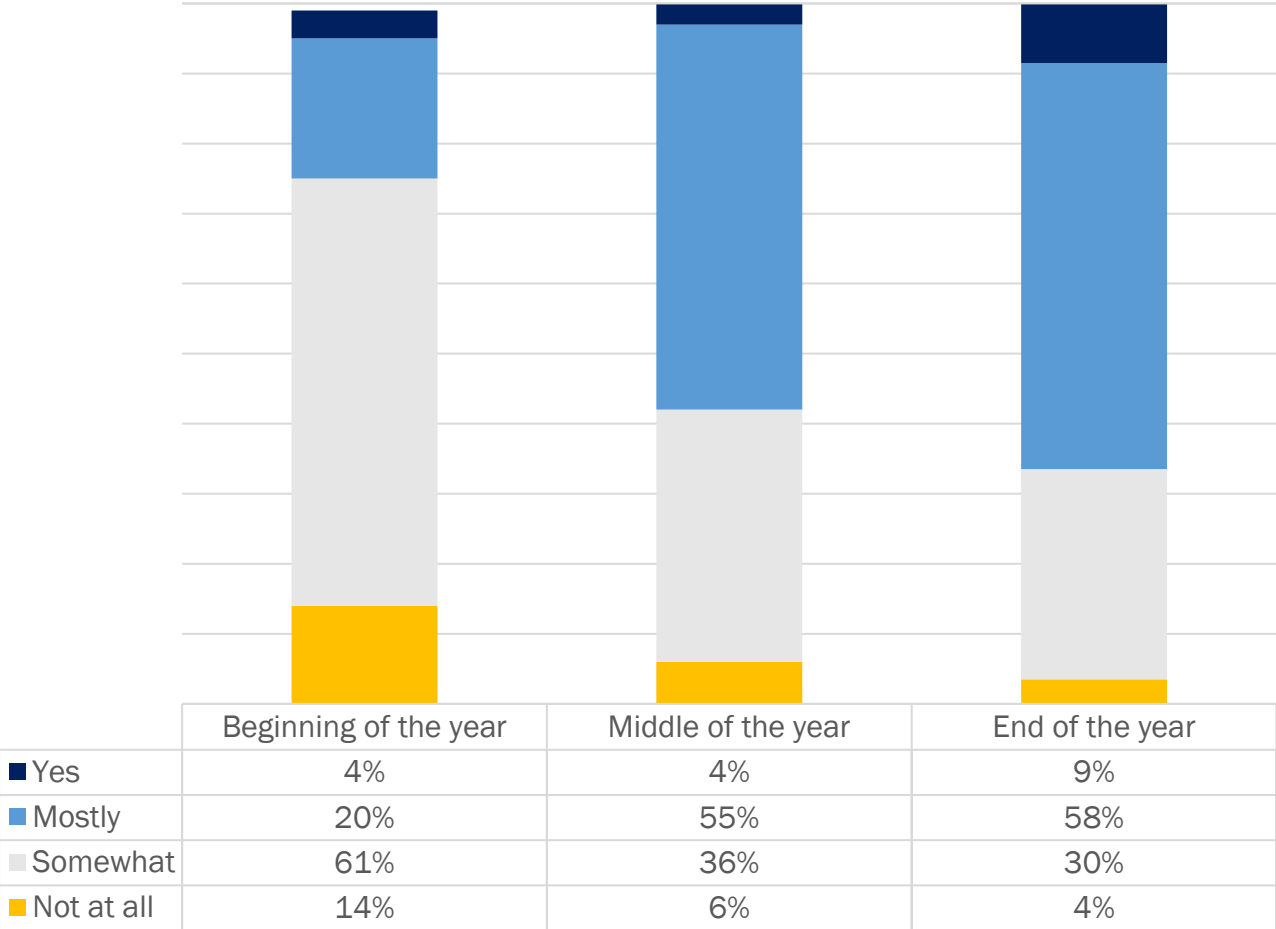
State Literacy Coaching Data 2024-2025 Snapshot

Coaching Activity	Totals Across All State Regional Literacy Director Groups
Classroom observations (both formal and informal)	2,456
Feedback conversations	1,640
Coaching cycles executed	255
Coach-led professional learning communities (PLCs) (focused on lesson/unit internalization)	737
Coach-led PLCs (focused on other topics)	342
Coach-led Instructional Practice Guide (IPG) walk-throughs	328



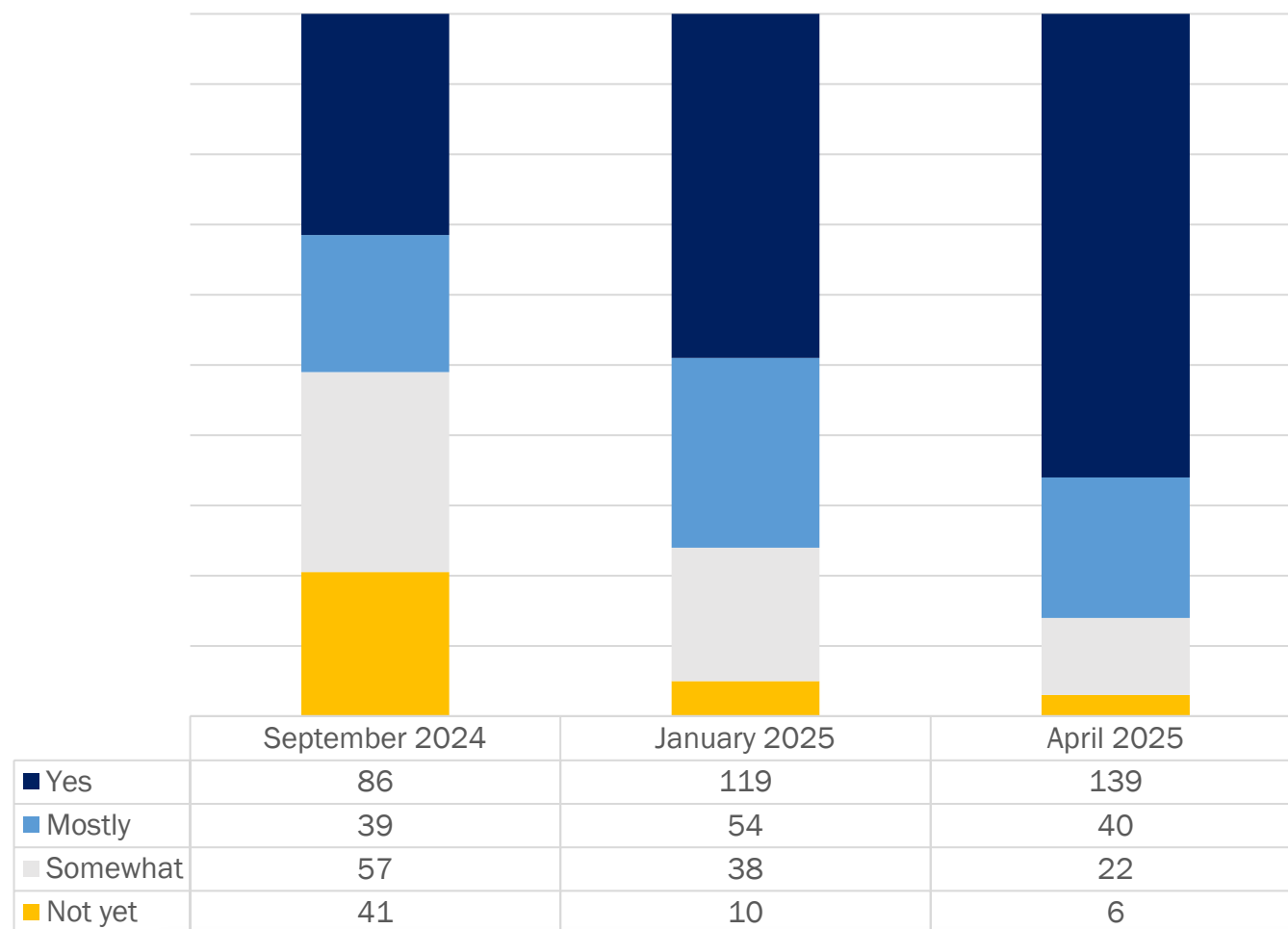
Partnership Schools

High-Quality Instructional Resource (HQIR) Implementation Integrity



Over the course of 2024-2025 school year, coaches have influenced HQIR implementation integrity with over 60% of lessons demonstrating “upper-bucket integrity” by the end of the school year.

Walkthrough Data – Reading Comprehension



Over 85% of observed lessons had a grade-appropriate text at the center of the lesson by April 2025, up from 57% in September.

Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Learning

- Over 6,000 K-5 educators and administrators in Cohort 1, Cohort 2 and Cohort 3 of LETRS professional learning:
 - 5,333 LETRS for Educators
 - 900 LETRS for Administrators
- Across all cohorts, the pre-assessment average was 65%; post-test average increased to 95% following completion of LETRS.
- Cohort 4 registration opened in May and will close in August 2025:
 - 800 participants registered for Cohort 4 (as of July 7, 2025)

Third Party Evaluation of LETRS

- ICF was selected as the third-party evaluator following a request for proposals (RFP) process.
- Findings from surveys, focus groups and classroom observations of over 1,600 participants of the Kentucky Reading Academies indicate that:
 - Educators, coaches and administrators who participated in the Kentucky Reading Academies reported increased confidence in literacy knowledge and comfort in implementing instructional strategies;
 - Teachers and specialists reported more intentionality in their instructional activities and support for students because of their participation;
 - LETRS for Educators participants reported increased application of strategies across all three tiers of instruction for students; and
 - Participants experienced increased motivation to implement district-approved high-quality instructional resources (HQIRs) into classroom practice.

2025 Kentucky Reads to Succeed Summer Conference

The second annual KY Reads to Succeed Summer Conference was held in Louisville on June 13.

- Over 1,500 participants representing teachers, administrators and district leaders
- 142 Kentucky school districts represented
- 42 sessions offered:
 - Opening keynote speaker – Dr. Anita Archer
 - Lunch address – Representative James Tipton



Kentucky Early Literacy Leadership Network (KyELLN)

The KyELLN empowers districts in developing and implementing effective strategies for K-5 literacy grounded in high-quality instructional resources (HQIRs).

- The network focuses on:
 - Building sustainable district-level models for implementing early literacy instructional programs connected to HQIRs;
 - Developing strong systems and structures for early literacy instruction in schools and districts; and
 - Leadership support of teacher professional learning communities (PLCs) and effective planning practices.
- 33 district leadership teams participated in Cohort 1 of KyELLN.
- Year 2 scope and sequence are under development with 23 additional districts invited to participate.



Regional Principal Supports Leaders (RPSLs)

- The eight RPSLs are available to coach and mentor principals who participate in the Kentucky Early Literacy Leadership Network (KyELLN).
- The RPSLs are responsible for:
 - Collaborating with KDE-selected professional learning partners as part of the Kentucky Reading Academies;
 - Developing and implementing strategies aligned to Senate Bill (SB) 9 (2022), the *Read to Succeed Act*; and
 - Ensuring local education leaders understand and are supported in implementing the early literacy provisions outlined in law.



Science of Reading Secondary Course

- Building from the success of the Kentucky Reading Academies, the Kentucky Department of Education is excited to provide professional learning to support implementation of structured literacy for secondary educators (grades 6-12).
- In this professional learning experience, secondary educators focus on knowledge and skills needed to assist students with gaps in literacy instruction and develop strong instructional practices using high-quality instructional resources (HQIRs).
- In the 2024-2025 school year, 760 teachers participated in the course.



Questions?

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