



## KANSAS BOARD OF REGENTS

### BLUEPRINT FOR LITERACY

#### EXECUTIVE SUMMARY

The Kansas economy has consistently shown signs of growth over the past five years and is expected to add 54,000 new jobs by 2030, 80% of which require a bachelors, masters, or doctoral degrees. At the same time, significant headwinds exist. Key among the headwinds is the persistent trend that 33% of students have limited reading ability (Level 1, see performance trends chart).

#### All Student 3 Year Performance Trends

K.S.A. 72-5178 Accountability Report 2023/2024 Kansas State Department of Education

LEVEL	2021-22	2022-23	2023-24
Level 1	33.94	32.89	32.77
Level 2	33.95	33.91	33.67
Level 3	24.52	24.99	25.28
Level 4	7.57	8.18	8.27
% Level 2 or above	66.04	67.08	67.22

Level 1 Limited ability to demonstrate knowledge and skills fo grade standards

Level 2 Basic ability

Level 3 Proficient ability

Level 4 Advanced ability

Research and investigative reporting point directly to the so-called reading wars of the past two decades as a significant contributor to our literacy crisis in Kansas and across the nation. The debates spanning the past 25 years about how to teach reading have resulted in wide variation in educator preparation, leaving many educators without the knowledge and skills necessary to effectively teach all children to read.

The persistent reading wars are finally coming to an end but not without costs felt in every family, every community, and every state in our nation. The good news is the Science of Reading is now clear; direct, explicit, systematic, and cumulative. The associated instruction, known as Structured Literacy, is necessary to ensure all children learn to read. States across the nation are responding by recognizing literacy as an economic imperative. Ohio, Georgia, Alabama, Texas, Indiana, New York, and countless others have targeted investment and strategic action to advance educator skills in the application of the Science of Reading and Structured Literacy with the goal to ensure all children learn to read.

Kansas responded as well, first by establishing the Dyslexia Task Force and implementing a series of recommendations for schools and school districts, then by elevating literacy as a priority in school improvement, accreditation, and licensure. Most recently Senate Bill 438, signed into law in April 2024, established the Blueprint for Literacy, making literacy education an economic priority for the state.

SB 438 is unique as the law outlines a series of approaches the Kansas Board of Regents and higher education system must take to improve educator preparation and educator workforce development. The state legislature appropriated \$10 million to support Blueprint implementation.

Progress: By April 2025, Science of Reading I and II application courses were developed and implemented across all public university educator preparation programs; professional learning and graduate courses are being designed; a Foundations in the Science of Reading: Understanding and Applying Structured Literacy Principles I and II was developed for in-service educators and available across the public universities and independent colleges by fall 2025, with most universities offering the course beginning in June 2025. Full Blueprint implementation is well underway and can be described as moving with strategic urgency to ensure educators have the support needed for success in the classroom.

However, recent months have illuminated significant challenges. Challenges with any new initiative are expected; what could not be anticipated is the significant pull back in state financial investment after only nine months of implementation. The KBOR and Blueprint Advisory Committee remains fully committed to equipping educators with the knowledge and skills necessary to teach every child to read. The strategic plan is critical to communicating what is necessary to ensure all children learn to read well. Evidence of impact the Blueprint strategies are beginning to demonstrate will be important to help inform policy makers and leaders why investing in literacy education is beneficial to all and critical to Kansas families.

The challenge of funding is an opportunity to reset. The Advisory Committee recommends to set aside the plan to establish Centers of Excellence in Literacy, focusing strategic actions on two imperatives. Imperative 1: Invest in literacy as an economic and social imperative; Imperative 2: Empower educators with high-impact preparation and professional learning.

The strategies and actions outlined in the Blueprint for Literacy Strategic Plan are a set of practical actions to advance educators' knowledge and skills in the application of Structured Literacy. Investing literacy as an economic imperative in an investment in educators leading to every child learning to read. There is no stronger or more important return on investment than opening the door to literacy for every Kansan.

Achieving the goals set forth in SB 438 requires a comprehensive, sustainable, statewide approach. The approach is centered on strategies and resources necessary to advance the application of Structured Literacy in educator preparation and in real classroom settings. These approaches are in alignment with the recommendations of ExcelinEd (15 States Strengthen Early Literacy Policies 2025) and the Education Advocacy Center (States with Model Literacy Policies 2025).

**Vision**

Equip educators with the knowledge and skills to apply Structured Literacy, ensuring all students develop strong reading and writing abilities.

**Mission**

Provide comprehensive, evidence-based training and ongoing support for educators, fostering a deep understanding of Structured Literacy principles and practices.

**Goals**

- 100% of the elementary teacher workforce achieve a credential in the Science of Reading and Structured Literacy by 2030, leading to
- 90% of students reading at Level 2 on the English language arts assessment and 50% of students in each grade level reading at a Level 3 and 4.

**Benchmarks Necessary to Achieve the Transformational Goals**

As of January 2025, 3,718 educators have completed LETRS training; 9,743 are enrolled in LETRS. The remaining 5,237 neither enrolled nor completed approved training. Annual enrollment in the Foundation in the Science of Reading: Understanding and Applying Structured Literacy Principles course is projected at 1,500 elementary educators. Achieving the goal by 2030 requires 2,996 educators each year to complete approved training or pass an approved Structured Literacy licensure exam.

Goal 1: Create a sustainable system of educator preparation that results in 100% of Kansas elementary teacher workforce achieving validated credentials in the Science of Reading and Structured Literacy by 2030.	
Fiscal Year Ending:	Structured Literacy Credential Needs (Total 18, 698: 3,718 completed training as of January 10, 2025)
2025	14,980
2026	11,984
2027	8,988
2028	5,992
2029	2,996
2030	0

Achieving the goal of 90% of 3<sup>rd</sup> through 8<sup>th</sup> graders reading at a Level 2 or above requires 3% annual growth in literacy achievement (see the following Goal 2 chart).

**Goal 2:** 90% of 3<sup>rd</sup> through 8<sup>th</sup> grade students achieving level 2 or above, and 50% or more of 3<sup>rd</sup> through 8<sup>th</sup> graders achieving level 3 or above on the English Language Arts state assessment by 2033.

Percentage of Students Scoring Level 2 or Higher on Kansas ELA State Assessment

<i>End of:</i>	<b>FY '24</b>	<b>FY '25</b>	<b>FY '26</b>	<b>FY '27</b>	<b>FY '28</b>	<b>FY '29</b>	<b>FY '30</b>	<b>FY '31</b>	<b>FY '32</b>	<b>FY '33</b>
<b>Grade 3</b>	68.53	70.92	73.31	75.7	78.09	80.48	82.87	85.26	87.65	Above 90%
<b>Grade 4</b>	81.36	82.32	83.28	84.24	85.2	86.16	87.12	88.08	89.04	Above 90%
<b>Grade 5</b>	68.08	70.52	72.96	75.4	77.84	80.28	82.72	85.16	87.6	Above 90%
<b>Grade 6</b>	62.27	65.37	68.47	71.57	74.67	77.77	80.87	83.97	87.07	Above 90%
<b>Grade 7</b>	62.92	66.02	69.12	72.22	75.32	78.42	81.52	84.62	87.72	Above 90%
<b>Grade 8</b>	63.41	66.36	69.31	72.26	75.21	78.16	81.11	84.06	87.07	Above 90%

Percentage of Students Scoring Level 3 or 4 on Kansas ELA State Assessment

<i>End of:</i>	<b>FY '24</b>	<b>FY '25</b>	<b>FY '26</b>	<b>FY '27</b>	<b>FY '28</b>	<b>FY '29</b>	<b>FY '30</b>	<b>FY '31</b>	<b>FY '32</b>	<b>FY '33</b>
<b>Grade 3</b>	38.35	39.64	40.93	42.22	43.51	44.8	46.09	47.38	48.67	Above 50%
<b>Grade 4</b>	43.34	44.08	44.82	45.56	46.3	47.04	47.78	48.52	49.26	Above 50%
<b>Grade 5</b>	39.3	40.49	41.68	42.87	44.06	45.25	46.44	47.63	48.82	Above 50%
<b>Grade 6</b>	26.92	29.49	32.05	34.61	37.17	39.73	42.29	44.85	47.41	Above 50%
<b>Grade 7</b>	24.9	27.69	30.48	33.27	36.06	38.85	41.64	44.43	47.22	Above 50%
<b>Grade 8</b>	19.07	22.44	25.81	29.18	32.55	35.92	39.29	42.66	46.03	Above 50%

**Comprehensive Strategic Approach.** Recognizing the economic and social imperative to improve literacy achievement in Kansas, the 2024 legislature and Governor Laura Kelly authorized SB 438 establishing the Blueprint for Literacy. SB 438 outlines a series of requirements the Kansas Board of Regents and higher education system must take to improve educator preparation and educator workforce development.

Achieving the requirements requires collaboration with the State Board of Education and Department of Education, as well as full engagement and prioritization of literacy education by university leaders and Kansas legislators.

The Blueprint Advisory Committee, comprised of educators, administrators, board members, and legislators, developed a strategic plan to actualize all SB 438 requirements and to ensure the depth of implementation necessary for success. The committee conducted an analysis of state systems and resources to determine strengths, weaknesses, opportunities, and threats to achieving the goals. The analysis results are contained in the following chart.

# SWOT Analysis

## Strengths

- Science of Reading and Structured Literacy Education and Training
- Licensure Exam Based on Science of Reading and Structured Literacy
  - Pass rate average 90% for 1st year of ETS 7002 (9% higher than national average)
- Science of Reading and Structure Literacy designated as Tier 1 PK 12 and HE
- Multiple education and training pathways offered to educators
- Comprehensive Needs Assessment in process
- Access to district level achievement data

## Weaknesses

- 33 % of students reading below basic on state ELA assessment
- Equitable access to education and training
- Courses and training beyond foundational level
- Courses and strategy to train paraeducators
- Data collection to track education and training
- Prioritization of Reading Specialists
- Lack Ph.D program in Literacy Studies
- Congruent and comprehensive strategy between PK12 and HE

## Opportunities

- Strengthen Applied learning in Educator Preparation Programs
- Establish regional network of Literacy Coaches
- Courses and training in Structured Literacy beyond foundations level
- Courses and training for paraeducators in Structured Literacy
- Curriculum Analysis followed by Syllabi Refinement, Program Alignment, and IDA Accreditation for Educator Preparation Programs
- Systematic and Cumulative Professional Learning

## Threats

- Fiscal Resources aligned to support literacy achievement
- Lack of alignment of goals, strategies, and resources between education agencies/ systems
- Data Transparency
- Data access to classroom level for purpose of coaching and systems of support

The analysis identified the top **2 imperatives** necessary to achieve meaningful improvements in literacy education and literacy achievement.

## IMPERATIVES NECESSARY TO IMPROVE LITERACY ACHIEVEMENT ACROSS KANSAS

1

### Invest

in Literacy Education and Workforce Development

2

### Empower

Educators with High-impact Preparation and Professional Learning

The following tables outline the Blueprint's Strategic Plan priorities, actions, and investments to address the 2 Imperatives to improving literacy outcomes in Kansas.

BLUEPRINT STRATEGIC PLAN		
INVEST	STRATEGIES	ACTIONS
<b>Invest</b> in literacy as an economic and social imperative	<b>1.0</b> Develop Press Kit/ Outreach materials  Timeline: May 2025 -Ongoing  BUDGET \$5,000	Design Infographics: Print materials Sharable materials  Prioritize Core Messages: What, Why, and How <ul style="list-style-type: none"> <li>• Current action</li> <li>• Benchmarks</li> <li>• Collaborations</li> </ul> Social media campaigns: Video series Print-media
	<b>1.1</b> Secure <b>public investment</b> to advance the educator workforce.  Timeline: August 2025 – March 2026  BUDGET: None Required	Establish Legislative Committee  Host 7 legislative coffees (at least 1 in each catchment area) August to October 2025  Literacy Day at Capitol January 2026
	<b>1.2</b> Secure <b>private investment</b>  Timeline: August 2025 – May 2026  BUDGET: None Required	<u>Grants</u> – *Identify grant writer(s) *Identify potential grants Focus – Educator Preparation Goal - \$2m  <u>Donors</u> – Identify potential donors/ foundations. Goal to raise \$500K from 4 donors.
	<b>1.3</b> Build a <b>Coalition</b> Network (Build a Movement)  Timeline: June 2025 – Ongoing  BUDGET: \$5,000	<u>Co-Lead a Coalition</u> Network of education agencies, associations, organizations, foundations, literacy advocacy organizations, and community organizations to:  *Unify Solutions *Identify funding *Communicate What and Why *Measure impact across Hubs  Host 4 Topic-specific Town Halls Host 4 Convenings

EMPOWER	STRATEGIES	ACTIONS
<b>Empower</b> educators with high-impact preparation and professional learning.	<p><b>2.1 Strengthen Educator Preparation</b> by strengthening the <u>application</u> of Structured Literacy and evidence-based practices.</p> <p>Timeline: August 2025 – Ongoing</p> <p>BUDGET: None required</p>	<p>Facilitate Faculty of Impact Community of Practice guided by the Science of Learning to:</p> <ul style="list-style-type: none"> <li>Strengthen literacy course taught in EPP and graduate programs.</li> <li>Strengthen understanding and application of Balanced Assessment System by teacher candidates and provide professional learning to in-service educators.</li> <li>Conduct Annual Analysis of Curriculum Map and recommend improvements across all literacy courses</li> </ul>
	<p><b>2.2 Align Systems</b> - Advance the Science of Reading and Structured Literacy across education systems.</p> <p>TIMELINE: August 2025 - Ongoing</p> <p>BUDGET: None Required</p>	<p>In collaboration with KSDE establish a program to track Science of Reading and Structured Literacy training progress of pre-service and in-service educators.</p>
	<p><b>2.3 Review and Strengthen Science of Reading I and II</b> Undergraduate Application courses.</p> <p>TIMELINE: September – November 2025, and annually thereafter</p> <p>BUDGET: None Required</p>	<p>Conduct Annual Review of Science of Reading I and Science of Reading II</p> <ul style="list-style-type: none"> <li>Content</li> <li>practicum, and</li> <li>common performance assessment and</li> <li>recommend improvements.</li> </ul>
	<p><b>2.3.1 Advance Teacher Candidates</b> skills to <u>apply</u> Structured Literacy in PreK-6 settings.</p> <p>TIMELINE: August 2026 - TBD</p> <p>BUDGET: TBD</p>	<p>Support mentor teacher and field supervisors with professional learning and prioritize student teaching and clinical placements with in-service educators who have completed approved training in Structured Literacy.</p>
	<p><b>2.3.2</b> Provide opportunities for <b>Teacher Candidates</b> to earn stackable credentials, in addition to 7002) in Structured Literacy</p> <p>TIMELINE: TBD</p> <p>BUDGET: \$50,000 (up to \$7,000 each)</p> <p>requires funding</p>	<p>Provide mini grants to Educator Preparation Programs to enhance literacy clinical/ practicum experiences.</p> <p>Example: Structured Literacy Classroom Teacher Knowledge Certification; Pathways to Structured Literacy Certificate; Extended clinical in application of Structured Literacy</p>

	<p><b>2.4 Support <u>Paraeducators</u> to develop foundational knowledge and core skills to implement Structured Literacy practices, including the use of data to inform instruction, and interventions.</b></p> <p>TIMELINE: Initiate June, 2025</p> <p>BUDGET: \$50,000 for pilot (2.4.b) 50 paraeducators, tuition and stipend (\$1,000 per paraeducator)</p> <p>Projecting Need – 350 paraeducators (50 each catchment areas) \$350,000 requires funding</p>	<p>Expand access by <b>paraeducators</b> to training in Structured Literacy and evidence-based intervention in literacy.</p> <ul style="list-style-type: none"> <li>• Micro-credential and/or</li> <li>• Credit Earning Course</li> </ul> <p>Provide training, Market-Rate Tuition and stipend.</p>
	<p><b>2.5 Advance <u>In-Service Educator</u> Competencies in the Application of Structured Literacy practices. (SB 438 Sect 6 (b))</b></p> <p>TIMELINE: Pilot March 2025; Statewide May, 2025</p> <p>BUDGET: \$4,600,000, 2,000 educators, tuition, and stipend <b>Per Year</b> to 2030</p>	<p>Implement - Professional Learning/ Graduate Courses *Foundations in the Science of Reading: Understanding and Applying Structured Literacy I and II</p>
	<p><b>2.5.1 Obtain <u>IDA Accreditation of the Foundations</u> in the Science of Reading: Understanding and Applying Structured Literacy I and II courses.</b></p> <p>TIMELINE: August 2026- August 2027</p> <p>BUDGET: \$5,000</p>	<p>Support the process for obtaining IDA Accreditation for the Foundations courses.</p>
	<p><b>2.5.2 Advance <u>Reading Specialists'</u> skills to provide specialized, intensive, and targeted reading interventions, including use of data to inform instruction and monitor progress.</b></p> <p>TIMELINE: TBD</p> <p>BUDGET: \$50,000 (up to \$7,000 each) requires funding</p>	<p>Provide mini grants to enhance reading specialist programs beyond what is required for meeting current accreditation and licensure requirements.</p> <p>Enhancement Areas encouraged to address, but not limited to:</p> <ul style="list-style-type: none"> <li>• Enhancing literacy practicum and clinical experiences.</li> <li>• increase the number of educators obtaining certification as a reading specialist.</li> </ul>
	<p><b>2.5.3 Advance <u>Special Educators'</u> skills to provide specialized,</b></p>	<p>Provide mini grants to enhance reading specialist programs beyond</p>



	<p>intensive, and targeted reading interventions, including use of data to inform instruction and monitor progress.</p> <p>TTIMELINE:</p> <p>BUDGET: \$50,000 (up to \$7,000 each)</p> <p>requires funding</p>	<p>what is required for meeting current accreditation and licensure requirements. Enhancement Areas encouraged to address, but not limited to:</p> <ul style="list-style-type: none"> <li>Enhancing literacy practicum and clinical experiences.</li> <li>increase the number of educators obtaining certification in intervention.</li> </ul>
	<p><b>2.5.4</b> Advance <b>educator</b> skills through evidence-based literacy instruction for <b>multi-lingual</b> (ESOL) students.</p> <p>TIMELINE: August 2026 initiate</p> <p>BUDGET:</p> <p>requires funding</p>	<p>Provide professional learning in evidence-based literacy instruction focused on multi-lingual students.</p> <ul style="list-style-type: none"> <li>Micro-credential and stackable credentials</li> </ul>
	<p><b>2.5.5</b> Implement targeted literacy coaching in collaboration with KSDE.</p> <p>*KSDE Districts 500 and larger *KBOR Districts 500 and smaller</p> <p>BUDGET: \$2,550,000 (\$850,000 average per pilot) requires funding</p>	<p><b>PILOT</b> Literacy Coaching to advance application of Structured Literacy in 19 school districts.</p> <p>*500 or smaller school districts Catchment Areas: 1, 4, 7</p>
	<p><b>2.5.6</b> Implement professional learning in Structured Literacy Leadership for administrators</p> <p>TIMELINE: August 2025</p> <p>BUDGET: None Required</p>	<p>Conduct curriculum map analysis of education leadership courses to identify depth of literacy instructional leadership focus and recommend program improvements.</p>
	<p><b>2.6</b> Design-Based Research and Needs Analysis</p> <p>TIMELINE: March 2025 – May 2027</p> <p>BUDGET: \$200,000 annually</p>	<p>Conduct Design-Based Research and Needs Analysis to inform strategies and actions to identify needs of families, students, and educators (includes focus groups; classroom observations; surveys)</p>

## BLUEPRINT STRATEGIC PLAN

IMPERATIVE 1

IMPERATIVE 2

INVEST IN LITERACY AS AN ECONOMIC AND SOCIAL IMPERATIVE	EMPOWER EDUCATORS WITH HIGH-IMPACT PREPARATION AND PROFESSIONAL LEARNING
STRATEGIES SUMMARY	
<p>1.1 Develop Press Kit/ Outreach materials.</p> <p>1.2 Secure <b>public investment</b> to advance the educator workforce.</p> <p>1.3 Secure <b>private investment</b></p> <p>1.4 Build a <b>Coalition</b> Network (Build a Movement)</p>	<p>2.1 <b><u>Strengthen Educator Preparation</u></b> strengthening the <u>application</u> of Structured Literacy and evidence-based practices.</p> <p>2.2 <b><u>Align Systems</u></b> - Advance the Science of Reading and Structured Literacy across education systems.</p> <p>2.3 Review and Strengthen <b><u>Science of Reading I and II</u></b> Undergraduate Application courses.</p> <p>2.3.1 Advance <b><u>Teacher Candidates</u></b> skills to <u>apply</u> Structured Literacy in PreK-6 settings.</p> <p>2.3.2 Provide opportunities for <b><u>Teacher Candidates</u></b> to earn stackable credentials, in addition to 7002) in Structured Literacy</p> <p>2.4 Support <b><u>Paraeducators</u></b> to develop foundational knowledge and core skills to implement Structured Literacy practices.</p> <p>2.5 Advance <b><u>In-Service Educator</u></b> Competencies in the Application of Structured Literacy practices. (SB 438 Sect 6 (b))</p> <p>2.5.1 Obtain <b><u>IDA Accreditation of the Foundations</u></b> in the Science of Reading: Understanding and Applying Structured Literacy I and II courses.</p> <p>2.5.2 Advance <b><u>Reading Specialist</u></b> skills to provide specialized, intensive, and targeted reading interventions, including use of data to inform instruction and monitor progress.</p> <p>2.5.3 Advance <b><u>Special Educators</u></b>' skills to provide specialized, intensive, and targeted reading interventions, including use of data to inform instruction and monitor progress.</p> <p>2.5.4 Advance <b><u>educator</u></b> skills through evidence-based literacy instruction for <b><u>multi-lingual</u></b> (ESOL) students.</p> <p>2.5.5 Implement <b><u>targeted literacy coaching</u></b> in collaboration with KSDE.</p> <p>2.5.6 <b><u>2.5.6</u></b> Implement professional learning in <b><u>Literacy Leadership</u></b> for Administrators</p> <p>2.6.0 Blueprint <b><u>Design-Based Research and Needs Analysis</u></b></p>
STRATEGIC PLAN IMPLEMENTATION INVESTMENT	
Annual Total: \$10,000 Includes:	<b>Strategic Plan</b> includes:

<b>\$5,000</b> Press Kit/Outreach Materials	<b>\$4,600,000</b>	Scholarships/stipends -recurring (2.5)
<b>\$5,000</b> Coalition	300,000	Paraeducator SL training (2.4)
	<b>50,000</b>	Pilot Paraeducator SL training (2.4b)
	50,000	Clinical Enhancements (2.3.2)
	100,000	Rdg. Spec, Sped Prg. Enhancements (2.5.2, 2.5.3)
	<b>5,000</b>	IDA Accreditation (Foundations) (2.5.1)
	2,655,000	Literacy Coaching Small Districts (2.5.4)
	<b>200,000</b>	Evaluation and Needs Assessment (2.6)

**Plan Total: \$7,970,000 Funded in FY26 \$4,855,000**

*\*Projected budget reflects the strategic plan and does not encompass operations or personnel to support Blueprint implementation.*

ACTION STEPS AND TIMELINE TO COMPLETE		
	START DATE	COMPLETION DATE
<b><u>IMPERATIVE 1</u></b>		
<b>1.0</b> Develop Press Kit/ Outreach materials	May 2025	Ongoing

<b>1.1</b> Secure <b>public investment</b> to advance the educator workforce.	August 2025	March 2026
<b>1.2</b> Secure <b>private investment</b>	August 2025	May 2026
<b>1.3</b> Build a <b>Coalition</b> Network (Build a Movement)	June 2025	Ongoing
<b>IMPERATIVE 2</b>		
<b>2.1</b> <b>Strengthen educator preparation</b> by strengthening the application of Structured Literacy and evidence-based practices.	August 2025	Ongoing
<b>2.2</b> <b>Align Systems</b> - Advance the Science of Reading and Structured Literacy across education systems.	August 2025	Ongoing
<b>2.3</b> Review and Strengthen <b>Science of Reading I and II</b> Undergraduate Application courses.	November 2025	Annual
<b>2.3.1</b> Advance <b>Teacher Candidates</b> skills to apply Structured Literacy in PreK-6 settings.	TBD	
<b>2.3.2</b> Provide opportunities for <b>Teacher Candidates</b> to earn stackable credentials, in addition to 7002) in Structured Literacy	August 2026	TBD
<b>2.4</b> Support <b>Paraeducators</b> to develop foundational knowledge and core skills to implement Structured Literacy practices, including the use of data to inform instruction, and interventions.	June 2025	Pilot December 2025
<b>2.5</b> Advance <b>In-Service Educator</b> Competencies in the Application of Structured Literacy practices. (SB 438 Sect 6 (b))	March 2025	2030
<b>2.5.1</b> - Obtain <b>IDA Accreditation of the Foundations</b> in the Science of Reading: Understanding and Applying Structured Literacy I and II courses.	August 2026	August 2027
<b>2.5.2</b> Advance <b>Reading Specialists'</b> skills to provide specialized, intensive, and targeted reading interventions, including use of data to inform instruction and monitor progress.	TBD	
<b>2.5.3</b> Advance <b>Special Educators'</b> skills to provide specialized, intensive, and targeted reading interventions.	TBD	
<b>2.5.4</b> Advance <b>educator</b> skills through evidence-based literacy instruction for <b>multi-lingual</b> (ESOL) students.	TBD	
<b>2.5.5</b> Implement targeted literacy coaching in collaboration with KSDE.	TBD	
<b>2.5.6</b> <b>2.5.6</b> Implement professional learning in <b>Literacy Leadership</b> for Administrators	August 2025	December 2025
<b>2.6</b> Conduct <b>Designed-Based Research and Needs Analysis</b>	December 2024	May 2027

## KEY PERFORMANCE INDICATORS

- 100% of elementary workforce trained in Structured Literacy by 2030.

Number of educators who have completed approved training, or exam annually- Foundations; LETRS or other approved training or licensure exam.

- Average performance on Foundation's Key Performance and Summative Assessment
- Foundations I and II achieving IDA Accreditation
- Number of paraeducators complete Structured Literacy Training
- Number of administrators completing Literacy Leadership professional learning/ courses
- Number of mentor teachers and field supervisors who have completed an approved training in Structured Literacy
- Number of mini-grant awards and stackable credentials completed by teacher candidates, classroom teachers, special education ESOL educators, and reading specialists

**ULTIMATE GOAL:** 3<sup>rd</sup> – 8<sup>th</sup> grade performance on the Kansas English Language Arts State Assessment

Achieving the goal of 90% of 3<sup>rd</sup> through 8<sup>th</sup> graders reading at a Level 2 or above requires 3% annual growth in literacy achievement

## Key Terms

**The Science of Reading** is an interdisciplinary body of scientifically based research about reading and issues related to reading and writing. The Science of Reading informs evidence-based practice.

**Structured Literacy** is defined as a comprehensive instructional approach to teaching that integrates speaking, listening, reading, and writing by providing direct, explicit, and systematic instruction leading to mastery.

**Disciplinary Literacy** is teaching reading and writing skills tailored to the specific demands of each subject area like science, social studies, and math, alongside foundational literacy skills like vocabulary development, comprehension strategies, and text analysis.

**Multi-Lingual Learners** - "Multilingual learners are students who are developing proficiency in multiple languages. This includes students learning English as an additional language in school (often referred to as 'English learners' or 'English language learners').